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AAB College
PHYSICAL CULTURE AND SPORTS, MA

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

April 22, 2025, *Munich*



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1. INTRODUCTION

1.1. Context

Date of site visit: April 03, 2025

Expert Team (ET) members:

- Dr Chris Richter
- Dr. Snjezana Schuster
- Lali Giorgidze

Coordinators from Kosovo Accreditation Agency (KAA):

- Shpresa Shala, KAA Officer
- Olsa Ibrahim, KAA Officer

Sources of information for the Report:

- SER MA Physical Culture dhe Sports 2025.pdf
- Annexes
 - Questionnaire conducted with partners.pdf; List of scientific publications of academic staff.pdf; Financial Plan for the MA program in Physical Culture and Sports.xlsx
- Annexes>Meeting held with graduates
 - List of participants in the meeting.pdf; Minutes of the meeting held with graduates.docx
- Annexes>Meeting held with industry representatives
 - Minutes of the meeting held with partners 28.10.2024.docx; List of participants in the meeting with partners.pdf
- Annexes>Meeting with students
 - List of participants in the meeting.pdf; Minutes of the meeting held with students.docx
- CVs of academic staff



- Blerim Sylejmani.pdf; Besim Gashi.pdf; Arben Maliqi -.pdf; Abedin Ibrahimimi.pdf; Betim_Merdiu.pdf; Nazim Myrtaj.pdf; Zenel Metaj.pdf; Fatbardh Ajvazi.pdf; Shkelzen Shala.pdf; Mimoza Shkodra.pdf; Milaim Kosumi.pdf; Vjosa Maqedonci.pdf; Vildane Jashari.pdf; Blerta Abazi.pdf; Endrit Durmishaj.pdf; Fatmir Pireva.pdf; Shemsedin Vehapi.pdf; Dritan Ceka.pdf; Armend xhemajli.pdf; Fadil Rexhepi.pdf
- Syllabuses
 - Advanced Sport Theory of Training.docx; Advanced Aspects of Didactics through School Practice.doc; Leadership Strategies in Team Sports.docx; Research Methodology in PE and Sports.docx; Leadership Strategies in Individual Sports.docx; Advanced Aspects of Biomedicine in Sports.doc; Seminar in Human Sciences.docx; Testing and Measurement in Elite Sport.

Additional requested sources of information for the Report:

- Please provide a report on all Erasmus exchanges within the past 2 years.
- Please provide an enrolment list for the Fitness and Nutrition, BA program.
- Please share the proposals for external funding applications.
- Please share the QA checklist mentioned during the Management of the faculty where the program is integrated.
- Please share the anonymized staff performance evaluations excel mentioned during the Management of the faculty where the program is integrated.
- Please send a report on the 4 assessment types: student, dean, peer-to-peer, and self-assessment questions performed.
- Please share the frame wires or screen shots of the app used by students.
- Please send evidence that supports the existence of the "Play for Win" project.
- Please share which QA training each faculty member has completed within the last 12 months.
- Please share the checklist for tasks to be completed during an internship.
- Please share the minutes from the last round table meetings mentioned in the Program holders of the study programme.
- Please send evidence of an alumni network.
- Please send the minutes from the last meetings with partners about possible improvements.



- Please share the checklist for the soccer grading mentioned during the Program holders of the study programme.
- Please provide the minutes of the last professor's council.

Received additional requested sources of information for the Report:

- 0 Cover letter.pdf;
- 1. Erasmus exchanges within the past 3 years.pdf;
- 2. Enrollment list for the Fitness and Nutrition MA program.xlsx;
- 3. Proposals for external funding applications - Faculty of Sports AAB.xlsx;
- 4. Performance indicators used by QA.xlsx;
- 5. Example of anonymised staff performance evaluations in excel.xlsx;
- 6. Example of student assessments
 - Arben MALIQI.pdf; Besim GASHI 1.pdf; Endrit DURMISHAJ.pdf; Fatbardh AJVAZI.pdf; Fatmir PIREVA.pdf; Nazim MYRTAJ.pdf; Shemsedin VEHAJI.pdf; Zenel METAJ.pdf
- 7. AAB E-Service Video.mp4;
- 7.1 Student Guideline about eService.pdf;
- 8. Evidence about the Lets Play Math project.pdf
- 10. Check list for tasks to be completed during an internship.pdf;
- 11. Summary of roundtable meetings held with international partners.pdf;
- 13. Minutes of the meeting held with partners 28.10.2024.pdf;
- 13.1 List of participants in the meeting with partners.pdf;
- 14. Checklist for the soccer grading.pdf;
- 15. Minutes of the last professor's council 10.02.2025.pdf;
- 15.1 List of participants in the TC meeting.pdf;

Criteria used for program evaluation:

- The KAA Manual
- Information supplied by received documents.
- Information supplied by received additional documents.
- Information received during the side visit.



1.2. Site visit schedule

- 09:15 – 10:00:** Meeting with the management of the faculty where the programme is integrated.
Attended by: *Fatmir Pireva (Dean) and Shemsedin Vehapi, (Steering Committee)*
- 10:00 – 11:00** break
- 11:00 – 11:45** Meeting with quality assurance representatives and administrative staff
Attended by: *Furtuna Mehmeti (Head QA Office), Leron Berisha (Head IT Office) and Mejreme Millaku (Head Administration)*
- 11:45 – 12:45** Meeting with the program holders of the Physical Culture and Sports, BA & MA program
Attended by: *Fatmir Pireva, Shemsedin Vehapi, Zenel Metaj, Shkelzen Shala, Nazim Myrta (BA program)*
Blerim Sylejmani (MA program)
- 12:45 – 13:40** Lunch break
- 13:40 – 14:20** Visiting facilities
- 14:20 – 15:05** Meeting with teaching staff (Physical Culture and Sports, BA & MA)
Attended by: *Fadil Rexhepi, Milaim Kosumi, Mimoza Shkodra, Arben Maliqi, Erjona Ajvazi, Endrit Durmishaj*
- 15:05 – 15:50** Meeting students and graduates (Physical Culture and Sports, BA & MA)
Attended by: *Agesa Rrahmani, Drin Berisha, Zyhrije Pireva, Forta Morina, Ergest Hasani, Lavdiye Behramaj, Doresa Berisha, Gentijana Paqarizi, Betim Hyseni, Shkumbin Hoxha, Valdrin Rashiti, Ilir Aliu, Dren Nitaj, Xheneta Jashari*
- 15:50 – 16:40** Meeting with employers of graduates and external stakeholders
Attended by: *Kushtrim Krasniqi, Sabri Dragusha, Fatlum Berisha, Drita Marmullaku, Elira Hashani, Besart Shala*
- 16:40 – 16:50** Internal meeting of KAA staff and experts
- 16:50 – 17:00** Closing meeting with the management of the faculty and program



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

Overview of the Institution: AAB College was founded in 2002 and is the largest private higher education institution in the Republic of Kosovo and its surrounding region. The college began with a program in Journalism and Mass Communication and has expanded to 14 faculties, offering approximately 40 undergraduate and graduate programs in fields such as law, economics, and social sciences. Currently enrolling around 14,000 students, AAB College is a prominent institution for higher education in the area.

AAB College has the second largest academic staff in Kosovo, with full-time employees teaching over 85% of all subjects. The college promotes academic freedom, decentralized decision-making, financial stability, and support for staff initiatives and professional development.

The faculty of Physical Education and Sports, established in the 2007/2008 academic year, offers a Bachelor's program in Physical Culture and Sports. A Master's program was added in 2009/2010, and a third Master's program in Fitness and Nutrition was accredited in 2021.

Mission of the Study Programme: The mission of the faculty of Physical Culture and Sports is to prepare responsible professionals who will become leaders in the field of physical education, sports, and health. The faculty aims to achieve this by providing quality, multidisciplinary, and student-centred education, innovative teaching approaches, quality research, and community services. In line with AAB's strategic development plan, the faculty of Physical Culture and Sports aims to enhance teaching methods, research quality, international cooperation, community service, and infrastructure to support professional development in physical education, sports, and health. The faculty of Physical Culture and Sports is an academic unit responsible for organizing and implementing teaching and research within accredited study programs. It enjoys decentralized responsibilities and independence in operation, organizing conferences, research, and other academic matters. This autonomy is guaranteed by the Statute and relevant AAB policies. Budget management, however, is centralized at the college level.

The faculty consists of the Teaching Council, the Dean, the Coordinator for Teaching, and the Quality Assurance Coordinator. It also has assistants and coordinators for student affairs and internships. The Teaching Council is responsible for academic and research-related



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decision-making, including proposing study program evaluations and approving syllabus reviews. The Dean provides academic leadership, while the Coordinator for Teaching assists with teaching and learning processes. The Quality Assurance Coordinator conducts internal evaluations and implements the quality assurance work plan.

The faculty employs 21 academic staff members, with 11 full-time and 10 part-time. Eight full-time staff members hold doctoral degrees, and the others are pursuing PhDs. Full-time staff cover over 50% of the subjects in the curriculum and maintain an average student-to-lecturer ratio of 1:13.

Structure of the Study Programme ([link to program](#)): The evaluated program is a 1-year degree that is split in 2 semesters. The first semester has 4 compulsory courses (Research Methodology in PE and Sport, Advanced Didactics with School Practice, Advanced Biomedicine and Biology of Sport, Advanced Sport Theory of Training) one elective course (Leadership Strategies in Sports Game or Leadership Strategies in Individual Sports), while the second semester includes two compulsory courses (Testing and Measurement in Elite Sport, Seminar in Human Sciences) and the completion of a master's thesis. Each course has a credit value ranging from 5 to 7 ECTS (European Credit Transfer and Accumulation System), while the thesis accounts for 20 ECTS.

A student's ECTS workload includes completing all planned course activities, including lectures, seminars, independent study, project preparation, examinations, and other requirements. To complete the program, students must earn 60 ECTS credits. Didactical methods used are lectures, exercises, internships / work placements, homework, consultations with professors, seminars, individual work and exams. One ECTS credit corresponds to a 25-hour workload.



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2. PROGRAM EVALUATION

2.1. 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.

The study program in Physical Culture and Sports is designed to align with AAB College's mission, providing a quality, student-centred education that equips future professionals to lead transformative processes in physical education, sports development, and health improvement. The program's objectives focus on equipping students with foundational knowledge, critical thinking, problem-solving skills, ethical competencies, and technological skills. The alignment of the institution's strategic objectives with the program's learning outcomes is presented. The program is publicly available on the institutional website. There is a strong demand for professionals in physical education, sports management, and health-related fields, justified by labour market research and employment trends in Kosovo, including an assessment of educational institutions and sports federations. The projected student intake is 120 per academic year, supported by an adequate academic staff ratio and infrastructure capacity. Based on the conducted interviews learning outcomes are regularly updated in line with national / international standards. The alignment between the program's specifics and the unique geographic or research aspects of the institution is not deeply explored in the SER. Based on the conducted interviews, the expert team believes that there is an alignment.

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.

AAB College addresses unethical behaviour and academic dishonesty with policies like the [Code of Ethics](#), [Code of Ethics of Scientific Research](#), and [Regulation on Disciplinary Procedure](#). These documents are public and apply to all related parties. Plagiarism is managed using Turnitin, with a threshold of 20%, and violators must revise their work. The Ethics Committee handles violations, and students receive education on academic integrity through specific courses and materials. The SER lacks evidence of the mechanisms' efficiency in monitoring unethical behaviour beyond plagiarism. While the use of Large Language Models (e.g. ChatGPT) was discussed, no policies / guidelines are currently in place. Anonymized



decisions or examples of resolved cases by the Ethics Committee are absent.

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.

AAB College employs an electronic system with multiple platforms to collect, manage, and analyse data related to its study programs. The primary system, ESERVICE, captures and reports on student attendance, staff participation, exam attendance, and academic progress. Additional systems handle data for master's theses, scientific grants, work plans, agreements, student mobility, publications, conferences, and projects. An annual work plan aligned with the strategic goals governs these activities, which are reviewed and discussed by faculty and institutional leadership for action and improvement. Evidence of adherence to data protection and privacy policies are not mentioned in the SER nor were they mentioned during the interviews.

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.

AAB College implements a professional and student-centred administrative support system aligned with its strategic goals. Various offices support faculty and students, while regular training is provided for administrative staff to enhance their skills through the Centre for Professional Development and external training centres. The SER does not explicitly detail a policy and review process for ensuring adequate and efficient administrative staff and budgetary support. Details on how administrative staff are structurally involved in professional development programs and evidence of a systematic policy and review process for administrative operations are missing in the SER. However, the response to the initial draft of the accreditation report, provided evidence of professional development for administrative staff members.

Standard 1.5: The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented.

Based on the SER, the faculty of Physical Culture and Sports created a plan to implement international experts' recommendations over three years and successfully completed



most of them. The SER does not specify which recommendations were implemented, details of any action plans, or how the completion of recommendations was assessed. During the side visit, it was mentioned that feedback from the last accreditation was implemented (missing sports equipment), this statement was contradicted in later meetings and during the viewing of the facilities. The same goes for the introduction of peer-to-peer grading, which suggests a non-compliance with the standard. On a positive note, information that was previously not publicly available is now available. Also, the program modules were slightly adjusted, which should improve the learning experience.

ET recommendations:

1. To expedite the accreditation process and foster a stronger relationship built on trust between the evaluator and the institution, it is highly recommended that the institution proactively provides specific examples within the Self-Evaluation Report (SER) and during interviews. This approach not only demonstrates a commitment to transparency and clarity but also allows the evaluator to efficiently assess the institution's alignment with the required standards. By offering concrete evidence of policies, procedures, and outcomes, the institution can effectively showcase its dedication to quality assurance and continuous improvement.
2. Develop a role-based access control concept for the AAB database, including defining roles and access permissions, implementing granular access controls, establishing role assignment procedures, incorporating data masking techniques, auditing access logs, and maintaining documentation.
3. Develop comprehensive guidelines for appropriate ChatGPT use by students and staff. These should include permitted uses (e.g., research, writing support), prohibited uses (e.g., plagiarism, generating harmful content), ethical considerations (e.g., academic integrity, avoiding bias), data privacy and security measures, training and support resources, and enforcement procedures.



2.2. 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.

The Faculty of Physical Culture and Sports has established a functional internal quality assurance system that complies with both local legislative requirements and international standards, including ESG. This system covers aspects of teaching, learning, student services, and extends to research, internationalization, and cooperation. The system is governed by the Quality Assurance Regulation and Guideline, supported by a PDCA cycle for continuous improvement. Responsibility for implementation rests with the Central Quality Assurance Office and faculty-level coordinators. The program is embedded within a formal institutional quality assurance framework that outlines the responsibilities of various governance bodies, including the Steering Council, Senate, Rector, Deans, academic and administrative staff, the Central Quality Commission, and the Quality Assurance Office. This framework emphasizes shared responsibility. It is important for the institution to ensure that the mechanisms outlined in the regulation are actively implemented and consistently applied at the program level. While student surveys are regularly conducted and student representation is formally included at the central level, the current approach primarily positions students as a source of information rather than as active partners in shaping their educational experience. To fully align with good practice in quality enhancement, the institution should transition toward a student-as-partners model, engaging students not only in feedback mechanisms but also in co-creating learning environments, contributing to curriculum design, and participating in program-level quality assurance structures. Similarly, while feedback from graduates and employers is collected through periodic surveys, these stakeholders are not yet structurally involved in program planning or evaluation. Graduates and employers possess valuable insights into the relevance and impact of study programs, particularly in terms of employability and evolving professional standards. Their engagement should go beyond data collection and involve their participation in curriculum review processes, or collaborative initiatives that shape the future direction of the program.

To strengthen program management and meet accreditation requirements under Standard 2.1, the faculty should ensure that the content and objectives of the study program are aligned with the institution's mission, vision, and strategic documents. A systematic strategy for continuous program improvement should be developed, incorporating defined timelines,

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responsibilities, and evaluation tools. Improvements based on evaluations and feedback should be documented, demonstrating their effectiveness. Transparency in curriculum decision-making should be increased by involving relevant stakeholders and communicating decisions clearly.

The internationalization of the program is limited due to language barriers and the lack of programs in English, while the number of international projects is low. There are initiatives to strengthen innovation and proactivity, but it is evident that there is still reliance on minimally meeting standards, rather than a strategic approach to quality development. For successful reaccreditation and sustainable quality development, the faculty should document and showcase concrete mechanisms for involving stakeholders (students, faculty, external partners) and the outcomes of their engagement. Tools for monitoring the effectiveness of improvement measures based on feedback should be developed. The faculty should strengthen systematic support and training for students and faculty regarding quality processes. Transparency and inter-institutional communication around quality results should be increased. Additionally, a clear strategy for internationalization and digitalization should be developed as part of a broader mission to foster innovation in education and research.

Standard 2.2: The study program is subject to a process of design and approval established by the HEI.

The study program for the BA in Physical Culture and Sports has undergone a review process since its last accreditation in 2022, incorporating input from internal and external stakeholders. It has been formally approved by the Faculty's Teaching Council and the Senate, and changes have been made to the curriculum based on consultations. Key performance indicators are monitored each semester, focusing on various aspects of the program's delivery.

Additionally, plans for continuous improvement and a systematic approach to monitoring the effectiveness of changes have not been documented. Aligning the design with institutional priorities and introducing cyclical evaluations with clear criteria is essential for further strengthening quality. Additionally, mechanisms should be established to monitor the impact of changes on learning outcomes, student employability, and the program's academic relevance.

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.



The program in Physical Culture and Sports is regularly monitored to ensure alignment with societal needs and stakeholder expectations. Employer and industry surveys are conducted biannually to evaluate the relevance of acquired competencies. Continuous consultations via surveys and formal meetings assess student workload and learning outcomes. The Quality Assurance Office organizes focus groups and semesterly/annual surveys involving students, graduates, academic staff, and employers to gather feedback, which is used for program improvements and communicated to Faculty and College management.

While the SER states that it conducts ad hoc meetings with students regarding workload and learning outcomes throughout the semester, it does not provide a specific frequency or systematic approach. It lacks detailed information on how representatives from each stakeholder category are systematically included in focus groups, beyond broad participatory statements.

It is recommended to clearly define the frequency and structure of ad hoc meetings with students regarding specific aspects of the program, such as workload and learning outcomes. A standardized model for involving all key stakeholder groups in focus groups and other forms of consultation should be established and documented, with an emphasis on balance and representation.

Additionally, a clear and transparent process for evaluating and improving student practice should be developed, including defined indicators, monitoring methods, and feedback from practice. Decision-making mechanisms based on feedback analysis should be strengthened, with concrete examples of how survey results and meetings have shaped the curriculum or other aspects of the program. Furthermore, the visibility and accessibility of monitoring results and changes should be increased for all stakeholders through regular reporting and public disclosures.

Standard 2.4: All relevant information about the study program is clear, accurate, objective, up- to-date and is publicly available.

Basic information about the study program is publicly available on the institution's website, with the Public Relations Office being responsible for its publication. However, the content is incomplete – key information such as ECTS credits, learning outcomes, quotas, pass rates, employment rates, and dropout rates are missing. Additionally, the process for verifying the accuracy and currency of the published data has not been documented. It is necessary to ensure comprehensive, regularly updated, and easily accessible information for all users. In the context



of ensuring quality and informing stakeholders (particularly students and prospective applicants), transparent, clear, and comprehensive communication about all aspects of the study program is a fundamental requirement under this standard.

Additionally, it is essential to ensure that the information is presented in a clear, objective, and easily understandable manner, tailored to different user groups (students, employers, parents, and international partners). Mechanisms should be established to collect feedback on the accessibility and comprehensibility of the published data, such as through user surveys. Furthermore, consideration should be given to the development of an interactive platform or student portal that would provide easier access to personalized information related to studies and academic progress.

ET recommendations:

1. Make assessment reports public / publicly available, along with a plan on how to address the identified issues.
2. Consider including conclusions in your reports. Within the conclusion, focus on learning outcomes (QA instruments linked to the academic process should also verify if the intended learning outcomes of a discipline/programme were met until the graduation moment).
3. Consider focusing some of the QA instruments on checking whether the learning outcomes of a course or the program are reached as well as the fitness for purpose of the assessment methods used.
4. The website should feature expanded, publicly available information, including curriculum, learning outcomes, ECTS credits, qualification title, enrolment quotas, and key performance indicators (e.g., pass/dropout rates and employability). A standardized content verification and approval procedure should be developed and implemented prior to publication. This includes assigning responsible persons and setting a timeframe for regular data reviews. All key information on the study program (duration, ECTS, level, admission requirements, language of instruction, learning outcomes, etc.)



- must be easily accessible and clearly structured on the official website. Ensure consistency and up-to-date data through periodic content reviews on the website.
5. Increase the objectivity of the information by providing concrete data (e.g., evaluation results, professional paths of graduates) rather than generic descriptions.
 6. Formalize the involvement of students and staff through communication plans and regular meetings with the PR office.
 7. Develop feedback mechanisms through which students provide opinions on the quality of information and its availability.
 8. Document and publicly publish the process and responsible parties for the review of information.
 9. Include mechanisms for controlling the quality of information: e.g., periodic evaluations, internal QA checks, public register of content changes.
 10. The Faculty of Physical Culture and Sport at AAB College demonstrates basic transparency and openness to the public, but there is room for improvement through more detailed and comprehensive information, formalized mechanisms for updating data, and greater involvement of users in the creation and validation of communication content.
 11. The institution should adopt a participatory approach to quality assurance of the programme by embedding structures that enable students, graduates, and employers to act as partners rather than just informants. This can be achieved by establishing formal channels for student involvement in curriculum development and quality monitoring at the program level—such as student advisory groups or co-creation workshops. In parallel, the institution should create program-level advisory boards that include graduates and employer representatives, allowing for systematic and ongoing engagement with external stakeholders in program review and strategic improvement efforts. This shift will help ensure that the program remains relevant, inclusive, and aligned with both learner needs and labour market expectations.



2.3. 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.

The faculty of Physical Culture and Sport employs academic staff in accordance with national legislation and internal regulations, ensuring transparency through public job announcements, evaluation committees, and clearly defined employment conditions. The decision-making structures are described through the faculty council and committees, and the candidate selection process is focused on achieving the institution's strategic goals. Employment contracts and job descriptions are clearly communicated, ensuring legal and professional clarity (see SER page 24). An example of the most recent competition open for the Faculty of Physical Culture and Sports can be seen under this [link](#).

Academic staff actively participate in program development through feedback, meetings, and stakeholder surveys (e.g., inclusion of public health and sports marketing in the curriculum). Continuous professional development (CPD) is supported through funding for studies, conferences, and publications, with scientific works categorized according to Q-indexes. The hiring of new lecturers includes job announcements and candidate evaluations through specially formed committees, but it is unclear whether systematic headhunting is involved or how diversity in committees is ensured. The faculty has an internal culture of open communication and error management, but there is a lack of peer-review mechanisms for evaluating teaching quality, which would further strengthen the objectivity of the assessment. Engaged professors have developed collaborations with external stakeholders (sports federations, schools, gyms) and organize roundtables and workshops, which provide real and beneficial student practices.

The effectiveness of CPD should be documented and evaluated, for example, through feedback from faculty members on the application of what they have learned. External stakeholders should be included in curriculum reviews through institutionalized advisory boards. Additionally, a strategy for the internationalization of staff should be developed, including short-term mobilities, visiting professors, and two-way academic exchanges.

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



The faculty of Physical Culture and Sport employs a total of 21 academic staff members, of which 11 are in permanent positions (52%), fulfilling the basic accreditation standards. Eight of the permanently employed staff hold doctoral degrees or their equivalents, and their obligations align with national legislation and internal regulations. The faculty also meets the student-to-teacher ratio (1:13). The staff are not overloaded with commitments at multiple institutions, which contributes to the focus and stability of the teaching process.

The SER points to the [Regulation for the Compensation of Academic Staff](#) that defines the workload of full and part time staff and to [Regulation on Master Studies](#) to the mentoring capacity of the staff.

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.

The faculty of Physical Culture and Sport applies the AAB College regulations on the advancement of academic staff, which are in line with the relevant legislation of the Ministry of Education and the requirements of the Kosovo Accreditation Agency. The advancement process takes into account contributions in teaching, scientific research, and community involvement, with clearly defined criteria for scientific publications related to different academic titles (assistant, associate professor, full professor) and is defined in [Regulation on Election, Re-election, and Academic Advancement](#). An example of good practice is the promotion of assistants in 2024 within the faculty.

However, the SER does not provide sufficient concrete information regarding: the methods used to assess excellence, specifically the criteria and instruments for evaluating the quality of teaching (e.g., teaching reviews, student evaluations, peer-reviews); the transparency of the entire process, including decision-making phases, deadlines, communication of results, and any appeals procedures; and examples of concrete and completed hiring and advancement procedures, including the documentation of decisions made by professional bodies, meeting minutes, and justifications for the decisions.

Standard 3.4: The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development.



The faculty of Physical Culture and Sport, as part of AAB College, ensures the professional development of teaching staff through an operational plan that includes certified training programs organized by the Quality Assurance and Performance Improvement centre. These programs cover teaching methodology, research skills, and management, and are structured at three levels (basic, professional, and advanced). New employees undergo specific training, and support in orientation and procedural matters is provided by the IT office and the General Secretariat. Additionally, the faculty participates in international projects, including Erasmus+ exchanges, and research activities are supported by the Vice Rectorate for Science, the Scientific Commission, and the Project Office.

However, there is a lack of specific data regarding the level of teacher participation in training and international programs, including the number of participants, frequency, and types of activities. There is also no documented evidence of training in the areas of testing and evaluation, which is essential for ensuring quality teaching. The description of the onboarding process for new employees is brief, especially concerning familiarization with quality assurance standards, regulations, and pedagogical expectations. It is recommended that the faculty collect and publish statistical data on faculty participation in both internal and international training programs, including Erasmus+ and other projects. Specific modules and documented training related to the development of assessment and testing skills, as well as the design of learning outcomes, should be incorporated. Additionally, the process of onboarding new faculty members should be formalized and documented, with a focus on familiarizing them with quality standards, teaching expectations, evaluation tools, and internal procedures. The introduction of mandatory annual training for all faculty members should be considered, covering new pedagogical approaches, digital tools, and research trends. Furthermore, the effects of professional development should be regularly monitored and evaluated through participant feedback and used to continuously improve the training programs.

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.

The faculty of Physical Culture and Sport employs several external collaborators who teach within their respective study programs. These collaborators possess the appropriate qualifications and expertise necessary to achieve the teaching objectives and expected learning outcomes. The faculty ensures that all external collaborators meet the necessary conditions for engagement in teaching, thereby contributing to the quality of program delivery.



However, the SER lacks specific information on the following:

- The method of integrating current research and industry trends into the teaching process by external collaborators, which is crucial for ensuring the relevance and contemporary nature of the educational process.
- The training processes for external collaborators, particularly those coming from the business sector or abroad, which would enable them to better understand academic standards, teaching methodologies, and faculty regulations.

It is recommended that the faculty provide training and orientation for external collaborators, which should include specific guidelines for integrating new research and industry trends into their teaching. Additionally, mechanisms should be developed to involve external collaborators more actively in the academic community through seminars, workshops, or conferences, fostering stronger connections with academic practices and scientific advancements. Support for the professional development of external collaborators should also be offered, including mentoring programs and regular evaluations, to ensure consistency in teaching quality. Moreover, external collaborators should be encouraged to incorporate the latest research findings and business practices into their lectures, ensuring that the teaching remains aligned with current market needs and academic standards.

ET recommendations:

1. Include peer and superiors' evaluations to your assessments to measure the quality of teaching and grading etc.
2. It is recommended to document and publicly display the recruitment procedures, including advertising platforms, the duration of job postings, the number of applications, and evaluation criteria. Positions should also be advertised internationally, particularly through academic portals or European networks, to increase the diversity and quality of applicants. A formalized peer-review system for evaluating teaching performance among colleagues should be introduced.
3. Monitor and publish data on faculty participation in training programs, including those related to assessment and testing. Stronger integration of training on quality standards



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into onboarding processes for new faculty members is recommended, along with regular evaluations of the impact of professional development.

4. Provide training for external collaborators to better integrate industry and research trends into teaching. Additionally, a stronger focus on educating external collaborators regarding academic standards and teaching methodology is recommended.



2.4. Educational process content

Standard 4.1: The study program's 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.

The MA program in Physical Culture and Sport at AAB College formulates learning objectives in accordance with best international practices. These objectives align with the institution's mission and strategic goals, focusing on the knowledge, skills, and competencies expected from graduates. The learning objectives are also compared to practices from other institutions within the European Higher Education Area (EHEA), ensuring international comparability. However, there are areas that require further clarity, transparency, and stronger alignment with the actual needs of students and broader institutional goals.

Although the learning objectives align with AAB College's mission and strategic goals, specific data on how these objectives are directly mapped to the institution's strategy is lacking. There is a lack of detailed information on the methods used to derive learning objectives based on student feedback.

The faculty should provide clearer information about the methodology used to form the learning objectives, including the process of mapping these objectives to the institution's strategic guidelines and student feedback. Additionally, it is necessary to demonstrate the specific steps through which students and other stakeholders are actively involved in formulating these objectives.

According to interviews with faculty members, there are several initiatives to collect feedback from students (e.g., satisfaction surveys, peer-to-peer evaluations), but there is a lack of concrete evidence of the systematic implementation of these methods. Some faculty members mention "floor communication" and "peer reviews," but without concrete evidence of their execution. The faculty should introduce a clear and systematic practice for evaluating teaching methods, including the implementation of peer-to-peer evaluations and other forms of feedback. Furthermore, it is important to regularly analyse the impact of these evaluations on improving teaching and to actively involve students in the teaching evaluation process.

The faculty offers training for teachers every six months, including training on modern teaching methods and evaluation, but there are concerns that these trainings have little impact on teaching quality. Additionally, students occasionally report discrepancies between these



trainings and their actual needs. The faculty should enhance the monitoring of the impact of professional development for teaching staff to ensure the concrete effect of these trainings on teaching quality. This includes better alignment of the training with the real needs of teaching staff and student feedback.

Some faculty members highlight the need for more guest lectures and connecting students with professionals from the field. They also emphasize that increasing collaboration with sector experts would enhance the study program. The faculty should intensify collaboration with external experts by organizing more guest lectures and professional workshops to provide students with opportunities to learn from practitioners and connect theoretical knowledge with real-world experience.

The learning objectives are compared with international practices within the EHEA, but there is room for stronger internationalization, particularly in terms of additional staff mobility and student exchanges. It is necessary to increase the number of international collaborations, study exchanges, and opportunities for guest lecturers to improve the internationalization of the study program. Furthermore, it is important to continue analysing international trends and incorporating them into the educational objectives of the program.

Although the learning objectives in the study program are clearly defined and aligned with the institution's mission and strategic goals, further improvement of the methodology for developing objectives is needed, including clear connections with student feedback and institutional strategic guidelines. The faculty should improve the transparency of the teaching evaluation process, introduce systematic monitoring of the impact of professional development for teaching staff, intensify collaboration with external experts, and increase the international dimension of the study program. Implementing these recommendations will contribute to further enhancing the quality of the educational process, making it even more relevant and aligned with the needs of students and the labour market.

Standard 4.2: The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors.

The MA program in Physical Culture and Sport at AAB College is aligned with the descriptors of the National Qualifications Framework (NQF) at Level VI. The programme ensures there is no overlap with other programmes and includes comprehensive learning objectives categorized under knowledge, skills, and competencies. These objectives are



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designed to enable students to manage professional responsibilities and promote community well-being.

However, the documentation does not provide evidence of alignment with the descriptors of the European Qualifications Framework (EQF), nor does it offer clear differentiation between learning objectives at the undergraduate and graduate levels. While learning outcomes are aligned with the NQF, demonstrating alignment with the EQF is important to ensure international comparability and recognition of qualifications, which is essential for both student and professional mobility. The faculty should provide clear evidence of how the learning outcomes align with EQF descriptors, including an analysis of how the programme compares with European standards for relevant qualifications in the field of physical education and sport.

There is also a lack of information outlining how learning objectives differ between undergraduate and graduate programmes. This differentiation is important for clarifying how academic and professional expectations evolve across levels of study and how each level contributes to overall student development. The faculty should clearly describe the distinctions in learning objectives between bachelor's and master's levels, including differences in expectations, competencies, and professional standards.

Additionally, there is insufficient detail on how the curriculum supports student progression and achievement of learning outcomes. It is important that the curriculum is structured to facilitate logical and gradual academic progression. The faculty should better define how the curriculum supports students in achieving programme goals, including specific strategies and support mechanisms such as mentoring, academic advising, assessment, and feedback.

Although the programme's learning outcomes are aligned with the National Qualifications Framework, further clarification is needed regarding alignment with the European Qualifications Framework and differentiation of learning outcomes across study levels. Moreover, the curriculum should more explicitly highlight the ways it supports student progression toward achieving these learning objectives. By implementing these recommendations, the faculty could further enhance the programme's alignment with international standards and improve student learning outcomes.



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.

The MA program in Physical Culture and Sport at AAB College includes core courses such as Scientific Research Methodology; Sports Science and Human Performance; and Leadership and Strategic Management in Sports. The programme is designed to cover essential areas in order to achieve the intended learning outcomes and develop student competencies.

Although the structure of the curriculum is designed to support the achievement of learning outcomes, it is not clearly demonstrated how the programme enables a smooth and logical academic progression throughout all years of study. Clear articulation of progression pathways between different stages of the programme is essential for ensuring student success.

The faculty should further clarify how the curriculum supports progressive student development throughout the study cycle, with clearly defined prerequisites and learning expectations at each level. This includes ensuring that students can advance logically in knowledge and skills based on previously acquired competencies.

While the MA program in Physical Culture and Sport at AAB College covers core disciplines necessary to achieve its intended learning outcomes, there is a need to further clarify how course-level competencies are aligned with the general aims of the programme. Additionally, a comparative curriculum analysis against similar programmes within the EHEA would support evaluation of programme compatibility and enhance student mobility. By addressing these areas, the programme could significantly strengthen its international relevance and support smoother academic progression for students.

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.

At present, Standard 4.4 is not applicable, as the MA program in Physical Culture and Sport is not designed to lead to regulated professional qualifications. However, the faculty should be prepared to adapt the programme should there be changes in the regulatory framework or should it decide to develop programmes aligned with EU directives or the standards of relevant professional bodies in the future.



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).

In the Master's programme at the faculty of Physical Culture and Sport, the practical component is an integral part of the curriculum, although it is not specifically linked to a single course. Students have the opportunity to complete internships in partner institutions such as schools, sports clubs, and sports administrative organisations. The main objective of these internships is to enable students to apply theoretical knowledge in real-world settings, develop professional skills, gain insights into the labour market and organisational structures, and establish professional networks.

However, there is currently a lack of clearly defined and transparently documented learning outcomes related to internships, as well as insufficient information regarding the supervision and evaluation of student engagement during the practice period.

In order to fully meet the requirements of this standard, the following improvements are necessary:

- Clearly define specific learning outcomes for internships, aligned with the overall programme objectives and the competences students are expected to acquire. These outcomes should include clearly articulated knowledge, skills, and competences, as well as criteria for successful completion.
- Assign each student an academic mentor who will monitor their progress, provide feedback, and ensure that the practical experience is conducted in accordance with the established learning outcomes.
- Introduce mandatory student activity reports during the internship, which should be regularly reviewed by academic staff to ensure the quality of implementation and learning achievement.
- Clearly specify the number of ECTS credits allocated for the internship and provide students with clear guidelines on how the internship is assessed within the context of their academic progress and programme outcomes. Further develop and formalise cooperation with partner institutions through specific agreements that outline the obligations, expectations, and responsibilities of all parties involved, including the quality of mentorship, supervision, and student evaluation.



Although the faculty offers valuable internship opportunities, it is necessary to improve and formalise the processes related to the definition of learning outcomes, implementation of academic mentoring, student reporting, and internship evaluation. Ensuring transparency in ECTS allocation and strengthening partnerships through formal agreements will significantly enhance the quality and structure of practical training.

Standard 4.6: The study program is delivered through student-centred teaching and learning.

The program is built on a didactic concept that ensures the integration of research work into teaching, with the primary teaching approach being research-based and research-oriented learning. This approach aims to provide advanced and specialized training in a specific field and is compatible with the demands of the labour market at the national, regional, and broader levels. All coursework within the subjects is designed to develop research skills and project drafting competencies. These methods stimulate critical thinking and help students develop the ability to work independently and effectively in facing complex interdisciplinary challenges.

Regarding teaching methods, the primary didactic approach is the implementation of a student-centred teaching concept, learning that promotes reflective thinking, and research-based teaching. In theoretical lectures, interactive work is encouraged, and techniques are applied to foster active/participatory learning.

At the Master's level, significant attention is given to assignments that develop independent academic work skills to enhance logical thinking, creativity, and a research-oriented approach in the process of acquiring learning materials.

The main approaches include:

- Research-based teaching – Aims to equip students with research methodology skills by engaging them in active research.
- Project-based teaching – Involves students in projects aimed at solving practical challenges by addressing problems based on scientific research. Projects can be individual or group-based.
- Case studies – Students engage in researching specific cases and solving concrete problems by applying theories, principles, and laws acquired during the learning process.



- Problem-based teaching – Students work on solving real-world problems that require critical thinking and an inventive approach to finding the most suitable solutions. This work is mainly conducted in small groups.
- Seminars and discussions – Structured discussion sessions that may include thematic analyses or presentations of findings from work conducted through other methods.
- Literature analysis – Involves analysing scientific literature on specific topics and drafting a reflective report on key findings.

Although the faculty already integrates multimedia technology into the teaching process, it is recommended to further enhance the use of digital tools and interactive platforms. This would enable more personalised learning experiences, improved alignment with different learning styles, and more efficient monitoring of student progress.

While the faculty of Physical Culture and Sport demonstrates a commitment to student-centred teaching and employs a range of pedagogical approaches, further improvements can be achieved by introducing a system of continuous evaluation and adaptation of teaching methods, and by developing strategies to accommodate the needs of diverse student groups. In addition, the increased integration of digital and interactive methodologies is recommended to support personalised learning and enhance teaching effectiveness.

Standard 4.7: The evaluation and assessment used in the study program are objective and consistent, and ensures that intended learning outcomes are achieved.

The MA program employs a comprehensive and diverse assessment strategy to ensure that intended learning outcomes are achieved and that students are prepared for professional challenges. Assessment methods include written exams, individual reports, case studies, oral presentations, reflective reports, and final independent projects such as dissertations, internships, consultancy work, or simulations. These tasks are designed to assess not only theoretical knowledge but also practical skills, critical thinking, and the ability to apply knowledge in real-world contexts.

Assessment practices combine continuous (formative) and final (summative) methods and are aimed at evaluating students' knowledge, skills, and competences in alignment with the programme's learning outcomes. Students are informed about all assessment requirements and procedures through the eStudent platform at the beginning of each semester.



While the assessment system is objective and consistent, further improvements are needed to enhance transparency and alignment:

The faculty should provide a clear mapping of how specific assessment tasks within each module contribute to the overall programme learning outcomes. This would help students better understand how their performance in individual components impacts their academic progress.

It is necessary to further specify how assessment reliability and objectivity are ensured, including the application of standardised grading criteria, the use of normative guidelines, and mechanisms such as peer review, particularly for practical or performance-based tasks.

Student complaints and appeals are regulated by the Statute and the Master Studies Regulation. Although procedures are in place, the faculty should improve clarity by outlining the appeals process in more detail—including timelines, responsible offices, and how students can track the progress of their appeals. Additionally, providing anonymised examples of how past appeals were handled would enhance trust in the fairness and effectiveness of the system.

By implementing these recommendations, the faculty can ensure greater transparency, reinforce the link between teaching and assessment, and further improve the quality and credibility of the evaluation process in the MA program.

Standard 4.8: Learning outcomes are evaluated in terms of student workload and expressed in ECTS.

The study programme in Physical Culture and Sport applies the ECTS credit system to quantify student workload and facilitate the evaluation of learning outcomes. ECTS credits, ranging from 5 to 7 per course, are assigned based on the estimated workload, which includes various academic activities such as lectures, seminars, independent study, practical exercises, and research components. These credits are clearly outlined in the study plan, aligning with the programme's objectives and intended outcomes.

Student workload is regularly evaluated through focus group meetings to ensure alignment with course demands. However, further clarification is needed to improve the transparency and effectiveness of this system. Specifically, the faculty should more precisely define how ECTS credits correspond to the complexity and depth of each course, ensuring that more demanding courses, particularly those involving intensive practical or research activities, are allocated a proportionate number of credits.



In addition, it is essential to clearly specify the assessment criteria that describe what students are expected to know and be able to do upon achieving the intended learning outcomes. This would help in demonstrating how ECTS credits are linked to student achievement and learning outcomes. Greater detail is also required on how different types of learning activities contribute to the total workload, allowing students to better understand expectations and manage their time effectively.

Overall, while the ECTS system is in place and supports outcome-based learning, improvements in defining workload distribution, assessment criteria, and the link between course complexity and credit allocation would enhance the system's transparency and effectiveness.

ET recommendations:

1. When documenting the SER, concentrate on the most significant learning outcomes and include the methodology used for their development. Note the roles of teaching staff and stakeholders, and give specific examples of participatory learning methods, along with an evaluation of their effectiveness. Document assessment methods and evidence of their objectivity and reliability. Finally, present the student appeals procedure, with concrete examples and the protocol used.
2. Define guidelines that clarify how students in special situations like medical leave or who had a death in the family are to be treated.
3. Introduce a random peer grading - e.g., 5% of all exams are also graded by another staff member or external expert.
4. Ensure vertical and horizontal coherence of the curriculum to enable students' smooth progression towards achieving programme objectives.
5. The number of ECTS credits that will be assigned to the professional practice needs to be specified. Additionally, the specific learning outcomes and the contribution that the professional practice will make to the overall learning outcomes need to be defined.
6. Introduce systematic academic staff mentorship and supervision through activity logs, reports, and evaluation forms.
7. Ensure continuous evaluation and adaptation of teaching methods to meet student needs.



2.5. Students

Standard 5.1: Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available.

The admissions arrangements for the MA program in Physical Culture and Sports at AAB College demonstrate a formalized and generally transparent structure, with clearly articulated processes grounded in institutional regulations and legal requirements. The admissions policy is made public through the institutional website. However, closer examination reveals several areas where alignment with the standard indicators could be strengthened, both in terms of accessibility and the strategic matching of student profiles to the advanced learning goals of the program.

The mission of the MA program is preparing students to lead interdisciplinary research, manage innovation projects, and promote sustainable lifestyles in the fields of sports and public health, which requires incoming students to possess not only a foundational knowledge of the discipline but also the capacity for independent thinking, ethical responsibility, and scientific inquiry. The stated entry requirements broadly support this goal, as they ensure that students have completed a Bachelor's degree in a relevant or partially relevant field, with a system of differential exams applied when academic backgrounds diverge from the program profile. The application of these differential requirements is overseen by the faculty's Master Studies Commission, which provides a mechanism for tailored admissions decisions.

This approach allows for flexibility while maintaining academic standards and reflects a reasonable attempt to ensure a good fit between candidate backgrounds and the intended learning outcomes of the program. However, the criteria focus heavily on ECTS accumulation and program match, with limited transparency on how other important aspects, such as research aptitude, motivation for studying at graduate level, or commitment to the interdisciplinary and ethical values promoted by the program, are assessed. These dimensions are particularly crucial for Master's-level studies, where alignment between student motivation, background, and program goals has a direct impact on learning quality, retention, and eventual contribution to the field. Therefore, the admissions process would benefit from the integration of a more holistic evaluation approach, such as requiring or encouraging a personal statement, CV, or interview to assess non-academic attributes relevant to the mission of the programme.



In terms of information availability, the institutional website outlines the overall terms of registration, documents required, eligibility criteria, and some guidance on the differential exams and decision-making process. However, while discounts and payment flexibility options are described, the absence of information on the actual amount of tuition fees and scholarship values remains as a gap, particularly for prospective students trying to make informed financial planning decisions. Moreover, this information is currently scattered across different pages and sections of the website, making the user experience fragmented. Ideally, information on admissions, fees, scholarships, and support mechanisms should be integrated into or directly linked from the MA program description page to provide a coherent, user-friendly experience. This would particularly help prospective students, including international students. The admissions information does not include details for prospective students who might seek recognition of periods of prior study

Standard 5.2: Student progression data for the study program are regularly collected and analysed. Appropriate actions are taken to ensure the student's completion of the study program.

AAB College demonstrates an awareness of the importance of monitoring student progression and offering support. The self-evaluation report mentions that student progress is discussed in Teaching Council meetings, and that these discussions aim to identify learning difficulties and recommend support measures such as additional lectures, training sessions, and academic counselling. However, based on the evidence provided, there is limited clarity on how these measures are systematically implemented, tracked, and reviewed.

There is a lack of specific evidence showing how the institution uses progression and completion data to revise curricula, introduce support services, or make strategic decisions to improve student success. Without a systematic approach, efforts to support students may remain reactive rather than data-driven and proactive.

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

AAB College has expressed a commitment to increasing the internationalization of its study programs, including through participation in academic mobility initiatives. However, for the Bachelor of Physical Culture and Sports program specifically, the current level of support for both incoming and outgoing student mobility is limited and underdeveloped. Although the institution participates in international mobility schemes, actual participation in outgoing



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mobility by students of this program is low. Only two students took part in such exchanges in 2022 and 2024. This suggests that existing mobility opportunities may not align well with the academic profile of the program, or that barriers (structural or informational) are preventing wider participation.

The institution has not offered relevant courses for students of Physical Culture and Sports through current international mobility calls. This misalignment significantly reduces the practical usefulness of such mobility schemes for students in this specific field. Furthermore, information on credit recognition, an essential component for ensuring academic continuity during mobility is missing from published mobility calls. This may be creating uncertainty for students who may be interested in participating.

While the institutional regulations allow for the admission of international students, including requirements e.g. in relation to residence permits, there is no dedicated section on the university website explaining the application process or support services for international students. This absence of easily accessible information limits the attractiveness of the program to potential international applicants, even those from neighbouring countries such as Albania, where the language of instruction (Albanian) would not be a barrier.

It is noted that no international students have enrolled in the program to date. The self-evaluation report attributes the lack of dedicated academic or administrative structures for international students to this absence. However, this creates a circular problem: without basic support structures or targeted outreach, it is unlikely that international students will consider enrolling in the future.

Although program information is available in English, which is a positive step, other essential internationalization components (e.g. foreign language support, recognition of ECTS credits), are not in place or not documented.

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.

AAB College has invested in various support structures and digital systems to facilitate student services for the Bachelor of Physical Culture and Sports program. However, while the institution has laid some foundations, significant gaps remain in addressing the needs of a



diverse student population and in ensuring that student support is accessible, inclusive, and comprehensive.

The faculty employs two administrative staff members dedicated to supporting students in this program. While this demonstrates commitment, there is insufficient information on their qualifications and capacity to meet the support needs of the entire student body, especially as enrolment numbers grow. Moreover, without details on their specific roles, it is difficult to determine whether the current staffing is adequate.

AAB College has centralized many of its academic and administrative services through the E-Service platform, which allows students to access information such as lecture schedules, regulations, and teaching materials. The platform, along with TV screens across campus and digital communication tools, enhances the efficiency and visibility of basic academic services. However, this digital infrastructure does not replace the need for targeted support services for vulnerable or underrepresented student groups.

While the College mentions that students receive information packages and manuals at registration (see [Student-Handbook](#)) but this information does not appear to be easily accessible online. The student handbook, which reportedly includes information on student rights, regulations, complaints, and the full student lifecycle, could not be located on the institutional website. This reduces transparency and limits students' ability to independently understand their rights and responsibilities.

With respect to inclusion, the College currently lacks specific services or strategies for mature students, part-time students, students with disabilities, or those with learning difficulties. There is also no mention of designated staff responsible for identifying and addressing special needs, nor any tailored support measures to ensure their full participation in academic life.

The Career Office outlines ambitious goals, such as preparing students for the labour market and connecting them with employers. However, the activities offered so far have been quite general, such as MS Word and Excel training. There is no clear evidence of personalized career counselling, CV or interview support, internship planning tailored to individual interests, or job application guidance for Physical Culture and Sports students.

Complaint procedures are formally included in the Statute and the Regulations for Master Studies. Students may file written complaints related to academic, administrative, or technical



issues, and an evaluation commission is formed to respond to academic complaints. However, these procedures are not easily accessible or clearly explained on the website, and it is unclear whether the process ensures fair, unbiased representation—for example, whether students are involved in appeal bodies. The current structure limits transparency and does not align with the principles of student-centeredness.

ET recommendations:

1. Publish information on tuition fees, admission fees and scholarship on the university website to help prospective students in making informed decisions about affordability of the programme, and in assessing whether they meet the requirements.
2. Integrate admissions and financial information on the program page. Currently, information related to admissions, fees, and financial support is dispersed across different sections of the website. Integrating or linking this information directly from the MA program description page will streamline the user experience and ensure students have all necessary information in one place when considering their application.
3. Clarify selection criteria beyond formal eligibility. Clarifying the selection criteria, such as the importance of prior academic performance, research interests, or relevant experience would help applicants understand expectations and reduce uncertainty in the admissions process.
4. Include holistic admission elements. The current process is heavily focused on verifying formal qualifications but does not appear to assess personal motivation, alignment with the goals of the programme, or readiness for graduate-level work. Including motivation letters, CVs, or interviews would ensure that admitted students are well-suited to the interdisciplinary and research-focused aims of the programme. This is especially important for MA-level programs, where student engagement and academic maturity significantly influence outcomes.
5. Improve transparency for international applicants. The webpage should explicitly mention information on tailored support or clear instructions for international candidates regarding recognition of prior studies, visa processes, etc.
6. Include information on recognition of prior study. The admissions page does not provide any information for prospective students who wish to request recognition of prior academic



- work (e.g., through transfer or credit mobility). Including clear guidelines on the recognition process, responsible bodies, and documentation requirements would fulfil the expectations of both national and European accreditation frameworks and support student mobility.
7. Strengthen inclusivity and equity measures. While the process claims to be fair and consistently applied, there is little visible evidence of strategies to promote inclusivity or access for underrepresented groups. Make such commitments explicit, for example by describing targeted outreach, support mechanisms, or non-discrimination policies on the admissions page.
 8. For supporting internationalization of the programme:
 - a. Collaborate with partner institutions to develop or identify mobility options that offer relevant courses in sports and physical culture. Ensure that program holders are involved in reviewing and updating mobility calls to match curricular needs.
 - b. Clearly publish how credits earned during mobility will be recognized toward degree completion.
 - c. Develop a user-friendly page for international students explaining admission requirements, visa/residence processes, language of instruction, and student life at AAB. Include contact details of staff responsible for international admissions and support.
 - d. Take proactive steps to attract international students. Conduct outreach to Albanian-speaking regions and promote the program as an accessible option for students from these countries.
 - e. Consider piloting short courses or summer/winter schools in English that could attract international students, and provide local students with the opportunity to learn alongside international peers.
 9. Develop dedicated services for diverse groups of students, including mature students, students with disabilities or learning difficulties, and those from under-represented backgrounds. all student support services (academic, personal, and administrative) should be clearly described and collected on a single, dedicated webpage. This would help students easily understand and navigate the full range of support available to them
 10. Strengthen the career support system by offering tailored guidance for students of Physical Culture and Sports, including CV writing workshops, mock interviews, internship support, and mentorship opportunities.



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11. Introduce financial aid programs and merit- or need-based scholarships to support students from disadvantaged backgrounds and incentivize academic excellence.
12. Ensure complaints procedure is easy to find on the university website, is clearly explained, and includes fair representation of students in the appeals process.



2.6. Research

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

The faculty of Physical Culture and Sports aligns its research priorities with the institution's mission and strategic goals, with a focus on sports training, physical education, and public health. Specific research topics are integrated into the MA program, governed by the Regulation on Research and Scientific Activities. The faculty provides resources, including a dedicated office and scientific committee, and supports research through financial mechanisms and scientific conferences.

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.

Academic staff participate in thematic and individual research, resulting in publications in recognized international journals and presentations at scientific conferences. The faculty adheres to administrative and accreditation standards, with publications in platforms like Web of Science and SCOPUS. Internal policies regulate staff advancement and performance, considering research participation. Qualification standards specific to professional programs do not apply to this MA program. The SER does not provide much information about staff involvement in consultancy, technology transfer, scientific parks, or artistic products. Based on the conducted interviews, the expert team feels that there is an involvement in consultancy, technology transfer, scientific parks, or artistic products (meeting with the staff and partners).

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.

The faculty of Physical Culture and Sports engages in international and local collaborations, participating in Erasmus+ projects and establishing MOUs (memorandum of understanding) with global universities and institutions to foster research collaboration and academic exchange. The faculty also partners with local sports federations and other entities for organizing events.

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.



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The faculty of Physical Culture and Sports integrates research into teaching by including staff publications in the syllabus. Students are encouraged to participate in research through guidelines, information sessions, and mentoring. While there was little evidence in the SER for student engagement in research activities, the conducted interview repeatedly demonstrated an engagement of students in research.

ET recommendations:

1. Aim to disseminate your research findings by publishing in peer-reviewed academic journals. While conference presentations are valuable for networking and receiving feedback, journal publications carry more weight in academia due to their rigorous peer-review process and wider readership. They provide a permanent record of your research and contribute to your scholarly reputation.
2. Develop a comprehensive research plan for the facility that encompasses both short-term and long-term objectives. This plan should outline the key research areas that will be pursued, the resources that will be required, and the metrics that will be used to evaluate progress. Additionally, the plan should identify potential funding sources and strategies for attracting and retaining talented researchers.



2.7. Infrastructure and resources

Standard 7.1.: The HEI ensures adequate premises and equipment for performing education processes and research.

The faculty of Physical Culture and Sports utilizes lecture halls, exercise rooms, and conference rooms, all equipped with projectors, computers, and internet. AAB College encompasses lecture halls, exercise rooms, seminar rooms, IT labs, open study spaces, conference rooms, administrative offices, faculty offices, and two professional theatres (250 and 500 seats) which are used for major events and occasional guest lectures. The faculty also has a 540m² sports hall, a 300m² gym, and access to a nearby swimming pool. The SER does not mention specific IT technologies in laboratories for compulsory curriculum activities or valid software licenses supporting the study disciplines. The SER lacks details on whether the premises meet the optimal requirements concerning space, equipment, and the number of teachers required relative to student enrolment. The expert team believes that the targeted number of 40 MA students can be accommodated, while the technology is somewhat limited. For example, content described in the class: “Testing and Measurement in Elite Sport” used very expensive technology that is often not available in the sporting environment, which is existing in the facility. Other technology however, that is commonly used by professional teams (e.g. force plates, isokinetic machines, GPS or jump map) are not existing within the facilities.

Standard 7.2: The HEI ensures adequate library resources for study program.

The faculty of Physical Culture and Sports offers two libraries with adequate resources and facilities, including reading rooms, group work rooms, and individual study rooms. The libraries operate six days a week from morning until evening. Students also have access to numerous academic platforms and journals through AAB College library. The SER does not specify whether the libraries are equipped with book stocks according to the courses included in the study programs - based on the site visit the expert team believes the book stock is sufficient. The SER lacks information on whether the library hours extend beyond normal class times during exam periods. A web search demonstrated that opening hours of the library can be easily found online ([link](#)) and opening hours do not change during the exam period.

Standard 7.3: The study program is appropriately funded to deliver its intended educational activities and research.



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The MA program in Physical Culture and Sports at AAB College is funded based on a five-year financial plan that ensures its sustainability. The SER reports that the institution also secures additional funding through participation in projects with local and international partners. No evidence could be found to support this. However, due to the centralized funding structure the expert team believes that the study program is appropriately funded to deliver its intended educational activities and research.

ET recommendations:

1. Develop a comprehensive research plan for the facility that encompasses both short-term and long-term objectives. The plan should identify potential funding sources and strategies for attracting and retaining talented researchers.
2. Acquiring technologies commonly used by professional teams or physiotherapists, such as force plates, isokinetic machines, GPS, jump mats, and movement analysis applications, would significantly enhance a sports master's degree by providing hands-on experience with the tools and techniques used in elite sports performance and physiotherapy. Familiarity with these technologies would make sports master's graduates more competitive in the job market, as they would be equipped with the skills and knowledge to work effectively in high-performance sports environments.



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

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

In conclusion, the Expert Team considers that the study program **Physical Culture and Sports, MA offered by AAB College** is *substantially compliant* with the standards included in the KAA Accreditation manual.

Therefore, the ET recommends accrediting the study program for a duration of **3 years** with **40** students to be enrolled in the program.

In respect to **Transparency and Communication** being transparent with the external evaluation team, proactively providing specific examples to evaluators, making assessment reports and plans to address issues publicly available, ensuring all key information about the study program is easily accessible on the website, documenting and publishing the process of information review, formalizing communication plans with students and staff, and increasing transparency through multimedia content and multilingual versions.



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In respect to **Curriculum and Learning Outcomes**, the ET has provided recommendations relating to the educational process content. The recommendations are to focus on continuous evaluation and adaptation of teaching methods, clearly map how individual assessments contribute to the achievement of program learning outcomes, define evaluation criteria that clearly state what the student is expected to know, and show how ECTS credits reflect the complexity and depth of the course content.

In respect to **Admissions and Student Support**, the ET has provided the following recommendations: create a dedicated admissions section with clear requirements and deadlines; consider introducing field-specific basic assessments relevant to the field; develop a structured framework for collecting and analysing student progression data; develop dedicated support services for diverse student groups; strengthen career support with tailored guidance; and establish a transparent student complaint procedure.

In respect to **Faculty and Staff**, the ET recommends to include peer and superiors' evaluations in assessments to measure the quality of teaching and grading. Additionally, they recommend monitoring and publishing data on faculty participation in training programs. Finally, the ET recommends providing training for external collaborators on academic standards and teaching methodology.

In respect to **Research**, the faculty should aim to disseminate research findings by publishing in peer-reviewed academic journals. Additionally, they should develop a comprehensive research plan with short-term and long-term objectives.



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4. APPENDICES (*if available*)

1. none



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