UNIVERSITY AAB COLLEGE OF PRISHTINA

PROGRAMME

English Language, BA

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

Prishtina, May 5, 2025

TABLE OF CONTENTS

AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

Affiliate
of enqa.

1. INTRODUCTION

1.1. Sources of information for the Report:

- SER
- Anexes
- KAA Accreditation Manual
- The interviews in site with the management of the faculty, the quality assurance representatives and administrative staff, the heads of the study programme, the teaching staff, and employers of graduates and external stakeholders;
- AAB College webpage.

1.2. Criteria used for institutional and program evaluations

Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA

Site visit schedule

Programme Accreditation Procedure at AAB College	
Programmes:	**English Language, BA**
Site visit on:	**23 April 2025**
Expert Team:	Prof. Dr. Thomas Wulstan Prof. Dr. Tanja Gradecak Ms. Elissa Knief
Coordinators of the KAA:	Fjolle Ajeti, Senior Officer at KAA Shkelzen Gerxhaliu, Director of Department at KAA

Site Visit Programme

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	Aida Alla, Dean of the Faculty Niman Dreshaj, Coordinator for Teaching
09:45 – 10:20	Meeting with quality assurance representatives and administrative staff	Furtuna Mehmeti, Head of QA Office Aida Thaqi, QA Coordinator for the Faculty

		Leron Berisha, Head of IT Services Mejreme Millaku, Head of Administration
10:25 – 11:25	Meeting with the program holders of the study programme	Aida Alla Mirvan Xhemaili, Bujar Rushiti Aleksandar Takovski, Fatmir Ramadani
11:30 – 12.30	Lunch break	
12:40 – 13:20	Visiting facilities	
13:20 – 14:00	Meeting with teaching staff	Uranela Demaj Marika Butskhrikidze (on -line) Venera Llunji Xhavit Rexhaj Hysen Kasumi (on line) Osman Osmani
14:00 – 14:40	Meeting with students	Veton Nimani Blinera Kasrtrati Yllka Vehapi Aurela Munishi Valerina Kastrati Bege Gashi
14:40 – 15:20	Meeting with graduates	Era Cina Viola Kastrati Rina Sadiku Etrite Hoti Astrete Kastrati Leon Ramadani Adelina Zenunaj (on-line)
15:20 – 16:00	Meeting with employers of graduates and external stakeholders	TranKos Consulting Translation Centre Britannika Edmond Ramadani Manaferra (on-line) Eulex Kosova Oxford Studio
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	Aida Alla, Dean of the Faculty Niman Dreshaj, Coordinator for Teaching

1.3.   A brief overview of the programme under evaluation

The BA program in English Language, which is evaluated in this report, is organized at the Faculty of Foreign Languages at the AAB College of Prishtinë as one of the two study programs at the bachelor's level (the other one is German Language – Translation and Interpreting) and with one master's program (English Language) in accordance with levels 6 and 7 of the NQF/ EQF respectively.

The BA program in English has been successfully running at AAB College for the past fifteen years since its initial accreditation in 2010. BA programs last three (3) years and offer 180 ECTS credits (60 ECTS credits per academic year). On the other hand, the MA program counts 120 ECTS credits over two (2) academic years (with 60 ECTS credits per academic year).

Established in 2002, AAB College operates multiple campuses accredited by the Kosovo Accreditation Agency and licensed by the Kosovo Ministry of Education and Science. AAB College comprises several faculties offering study programs at both the Bachelor's and Master's levels. In the structure of AAB, we identified 14 faculties and 39 study programs in which are studying over 14.000 students. The faculties included in AAB are:
- Faculty of Mass Communication;
- Faculty of Law;
- Faculty of Economics;
- Faculty of Architecture;
- Faculty of Dentistry;
- Faculty of Radiology;
- Faculty of Computer Science;
- Faculty of English Language;
- Faculty of Nursing;
- Faculty of Psychology;
- Faculty of Public Administration;
- Faculty of Physical Culture and Sports;
- Faculty of Social Science;
- Faculty of Arts;

AAB College conducts educational activities at its primary campus located in Prishtina, as well as at its branch campuses in Gjakovë and Ferizaj. These campuses have received accreditation from the Kosovo Accreditation Agency (KAA) and are licensed by the Ministry of Education, Science, and Technology (MEST). Collectively, the campuses in Prishtina, Ferizaj, and Gjakovë encompass more than 100,000 square meters, marking the most significant investment in Albanian higher education.

AAB College in Prishtina has a total area of 50,000 m², which includes classrooms, small exercise and seminar rooms, information technology laboratories, open spaces for independent student work, and two professional theaters with seating capacities of 250 and 500 for organizing important events and occasionally holding lectures with invited guests.

Additionally, the translation laboratory features 40 computers equipped with Trados RWS Software, a translation booth, and all necessary equipment, including 50 headphones.

The Faculty employs 25 academic staff members, 12 of whom hold a PhD qualification and are full-time employees at AAB. National accreditation requirements and standards require that for each group of students defined by statute (the Statute of AAB defines that a group of students consists of 60-80 students) and for every 60 ECTS, the HEI appoints a qualified full-time academic staff who holds a PhD. The Faculty of Foreign Languages has assigned five program holders instead of three as required by national legislation. This means that according to the number of program holders, AAB can register up to four (4) groups of students. The current staff-student ratio at the Faculty of Foreign Languages is 1:29. The Faculty of Foreign Languages plans to enroll 250 new students in the BA English Language program.

2. PROGRAMME EVALUATION

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

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. (ESG 1.1)

According to AAB College's website (https://aab-edu.net/en/about-aab/mission-and-vision/), the vision of AAB College is formulated as follows:

"AAB is a lead institution applying innovative approaches in higher education, research, and technology and offering transformational experiences to its students and students contributing to personal and societal development in the age of globalization."

In accordance with art. 3 of the Statute of the AAB College (DS. 1.1.01), the assumed mission is formulated as follows:

"AAB organizes student-centered diversified and quality studies, engages in quality applied and theoretical research, and provides services to the community and industry for purposes of providing transformational experiences for the full development of students, staff, social and economic partners and society at large." (DS. 1.1.01 University Charter).

The alignment of AAB mission with the mission and of the Faculty of Foreign Languages with that of the BA program in English language evolves around the following core themes: a student-centered approach, a commitment to innovation and lifelong learning, the provision of high-quality education, preparation for global and professional success, and the integration of technology. The mission statement of the BA program in English Language is available on the institutional website: https://aab-edu.net/fakultetet/gjuhe-angleze/programet-studimore/gjuhe-angleze/.

Learning outcomes of the program are aligned with the AAB's strategic objectives, with the focus on students' acquiring digital knowledge for academic research, as well as for professional applications in public relations, job networking, and translation; acquiring digital knowledge for academic research, as well as for professional applications in public relations, job networking, and translation and more specifically, on students' integrating transferable linguistic, research and digital skills to translation, strategic communication, academic writing, and research activities, These skills and competences should be integrated in most courses, if possible, especially taking into consideration the importance of English for modern digital tools.

The university has undertaken a number of activities, based on its regulations and decisions, to implement its mission and vision. At the system level, management and monitoring of the teaching process and activities have been established. This has also been brought down to the faculty level. According to the institutional strategic planning, programs in the English language have been offered at bachelor and master level. The BA program in English Language with its syllabi in full is available on the institutional website: https://aab-edu.net/en/faculties/english-language/study-programs/english-language/ .

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

Academic integrity is emphasised through various faculty and programme activities and is addressed to both academic staff and students. To uphold institutional regulations regarding ethical behavior and academic honesty, the Ethics Committee is responsible for addressing cases of ethical violations and making initial decisions on all such matters.

There is a Code of Ethics which defines standards of ethical and professional behaviour. All these documents are accessible on electronic platforms and are public on the AAB website:
Code of Ethics
https://aab-edu.net/wp-content/uploads/2024/06/7.-Kodi-i-etikes-2024.pdf
Code of Ethics of Scientific Research
https://aab-edu.net/wp-content/uploads/2022/01/12.-Kodi-Etik-i-Kerkimit-Shkencor.pdf
Regulation for Disciplinary Procedure
https://aab-edu.net/wp-content/uploads/2022/01/Rregullore-per-proceduren-disiplinore-1.pdf

The Faculty, as an AAB College unit, follows and implements in its daily routine various mechanisms and tools developed to prevent plagiarism and academic/research misconduct. The originality of students' work, particularly when submitting BA and MA diploma theses, is

utilized with the Turnitin platform. According to the Code of Ethics, an acceptable level of plagiarism is set at 20%, which accounts for quoted phrases within the diploma work. If plagiarism exceeds 20%, the thesis cannot be graded, and the student will be required to revise and rewrite the paper.

During the on-site visit and discussions with students and academic staff, it became evident that they are highly knowledgeable about these documents and anti-plagiarism procedures, including the use of AI and regard them as crucial, ensuring their strict adherence. It was also clarified that all policies, regulations, terms of reference, and responsibility statements related to program management and delivery are reviewed every two years and updated to adapt to evolving circumstances.

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

AAB College has an advanced electronic system, E-SERVICE, that serves to collect, manage, and analyze various data related to the study programs (student attendance, academic staff participation in lectures or exercises, student participation in exams, publication of teaching materials and syllabi by academic staff, student access to learning materials, success reports for each subject, overall progress reports). During the on-site visit and discussions with students and academic staff, it became evident that digital communication is of high relevance for a successful teaching and learning process and that everybody is well acquainted with all its elements. The digital office and staff members demonstrated the E-SERVICE platform, as well as other electronic platforms at AAB College that contribute to the successful implementation of the BA English Language study program, e.g. e-Grants, e-Manager, e-Agenda, which enables the storage of all activities held with students, workshops, debates, and discussions with invited lecturers at AAB, e-Mobilities with students who have participated in academic mobility programs etc.

The Faculty of Foreign Languages operates based on an annual work plan, which is developed in accordance with AAB's Strategic Plan and approved by the Rectorate. This plan encompasses activities related to the learning process, research, internationalization, and partnerships, all of which are monitored by the Rectorate for implementation. Student attendance in lectures and exercises is also regularly monitored by the Dean and the Rectorate. Additionally, data on student progress and success reports are reviewed during Faculty Teaching Council meetings after each examination term. Reports concerning research activities, internationalization, and collaborations with local and international partners are generated by the relevant offices and discussed in meetings led by the Rector or vice-rectors for timely intervention when necessary.

It transpired from the SER that a student drop-out rate is very low (on average only 50 students per generation do not succeed in finishing the program or leave it and then come back to finish it). The Faculty management, staff members and students claim that it is a result of constant monitoring and progress reports by both students and teaching staff, financial support offered to students and constant

availability of information from the Student Office and program head and not of decreasing academic criteria or course requirements.

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

Support services for all AAB College operations are at a very high level. They follow the Development Plan, Objective 5 Learning Environment, which foresees: "the development of an enabling environment for quality teaching, studies and research through the creation of functional spaces, provision of the most advanced resources and ensuring the efficient management of learning spaces."

The Faculty of Foreign Languages has two administrative officers who are responsible only for the students of the faculty and support the learning process of students and academic staff. In addition to administrative officers, dozens of other offices support the learning process, academic staff, and students, such as the Central Administration, Software Development Office, IT Support Office, Transfer Office, Career Office, Diploma Office, etc.

The administrative staff of AAB undergoes regular training through the Center for Professional Development and Innovation (QAPI). Also, AAB considers the staff's individual requirements to meet their needs for professional development through external training centers, such as advanced training for human resources.

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

The BA English Language program received its initial accreditation in 2010 and has since undergone several external evaluations by the KAA, the last one in 2022. The program is continuously updated based on recommendations from these evaluations, as well as feedback gathered from students, graduates, employers, and partners. Based on the recommendations provided by international experts, the Faculty drafted an initial plan to implement these activities over a three-year period. The Faculty has successfully completed most of the recommendations, taking into account their complexity and scope.

For this new/accreditation process, the Faculty of Foreign Languages the recommendation was to carry out a labor market analysis that aims to identify the potential impact of the program on improving the employability of graduate students and consequently increasing the relevance of the program. Statistical data were gathered in the publicly available literature, the higher education market and competition were analysed, a questionnaire with industrial partners and external actors was administered, and consultative meetings with industry representatives and graduates were held.

However, substantive issues, such as internationalization and improving the quality of scientific research, require more time to achieve significant progress. To ensure that all recommendations are thoroughly addressed, the Faculty has outlined specific activities in its plan. A detailed action plan and a report for each individual recommendation are included as an appendix to the SER.

ET recommendations:
1. Promoting the academic advancement of students by providing constant monitoring and financial and academic support and not through decreasing academic criteria;
2. Continuously adapting the Learning Outcomes (LOs) to the specific trends of digital transformation;
3. Increasing the integration of research findings into courses/lectures' content.

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. (ESG 1.1)

The quality assurance processes at AAB College are well-structured, demonstrating a clear commitment to continuous improvement that extends beyond the requirements of external evaluations. These processes are effectively integrated into the regular planning framework. The inclusion of quality assurance activities in the Strategic Plan of AAB College 2022-2026 indicates a well-thought-out approach. Quality assurance at AAB aims to be a normal process integrated into the college's daily planning and management operations and not relying on external assessment requirements only. To this end, quality assurance processes are carried out within a cycle of planning, implementation, control, and action (PDCA). The Quality Assurance Office and the quality coordinator at the faculty level meticulously design and implement annual and semester work plans. This structured approach ensures regular and systematic evaluations through various mechanisms, such as biannual student questionnaires on teaching and administrative services, annual questionnaires with academic staff, biennial surveys with industry employers and graduates, and yearly evaluations of student practical work. The proactive engagement with students through ad hoc focus group meetings to address their needs, along with the continuous monitoring and reporting of syllabi implementation and online platform usage, underscores a solid quality assurance system. The emphasis on standardizing and harmonizing program plans and regular training for staff in curriculum and teaching methodologies highlights AAB College's dedication to maintaining good educational standards.

The quality evaluations at the Faculty of Foreign Languages provide a comprehensive overview of the program's quality, addressing various components and considering inputs, processes, and outputs. The evaluation process, through its systematic reviews and assessments, is a testament to our commitment to continuous improvement and alignment with academic and industry standards. This not only ensures the program's relevance but also inspires a sense of progress and development among our stakeholders. Based on the information in the SER (p. 20-21) and discussions with students, professors, administration, industry representatives and QA staff, it is evident that these evaluations are thorough and effective. They incorporate feedback from multiple stakeholders to ensure that the program meets

external legal and statutory requirements and continuously advances in infrastructure, learning resources, and academic staff qualifications.

The Quality Assurance Office conducts regular focus group meetings with students, academic staff, graduates, and employers to gather qualitative data. These meetings lead to actionable recommendations forwarded to the Faculty management for consideration in the program's planning and revision processes..

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

Study programmes are developed according to the institutional mission and strategic objectives. It has well-defined procedures for approving new programmes, and various internal and external stakeholders are involved in this process. The Quality Assurance Office, in collaboration with faculty coordinators, drafts reports based on questionnaire data after each assessment. These reports, which include recommendations for improvement, are forwarded to the management of both the Faculty and the College, serving as a basis for enhancing study programs, student services, and teaching and learning practices. Additionally, there was an analysis of market needs and a comparative assessment of similar programs in Kosovo, the surrounding region, and across Europe.

Since the last re/accreditation in 2022, the BA English Language program has undergone a review process in accordance with the Statute, the Quality Assurance Regulation, and the Quality Guideline. Key partners in the language service labor market were consulted, as well as alumni, current students and academic staff. Recommendations by business partners include the increase in the offer of courses on AI, machine translation, and critical thinking; Alumni recommended more flexibility in assessment methods by teachers, a "reward system" for those who actively participate in class (accepted by some teachers, as evidenced in the discussion with the teacher panel). Students proposed that assessment methods should be adapted in such a way that they can provide alternative ways for students who favor formative assessment, and some recommendations by academic staff include the introduction of a new elective course entitled "English Compositions" as a result of their observation of decreased student literacy attributed to their secondary education.

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

All stakeholders involved directly or indirectly in the implementation of the programme also contribute to the process of monitoring and reviewing the programme. This process is ongoing and the data collected is analysed on an annual basis. The Quality Assurance Office (QAO) organizes and participates in focus group meetings with relevant stakeholders—including academic staff, alumni, and employers—to collect qualitative data.

QAO administers several questionnaires each semester and year: student questionnaire to assess the lecturers and the subject, questionnaire for evaluation of practical work, students questionnaire to assess administrative services and infrastructure, students questionnaire to assess administrative services and infrastructure, questionnaire with employers and industry, According to SER (2024, p. 27), "*The Faculty of Economics has 52 members of its academic*

staff, 38 of whom are employed full-time and 14 part-time. Of the academic staff with full-time employment, 34 hold the academic degree of Doctor of Sciences, while the rest are in doctoral studies," meaning that members of academic staff comply with the legal requirements regarding the occupation of teaching positions, which are included in the Administrative Instruction on Accreditation. Table from SER (p. 31) provides detailed information about the full-time (FT) and part-time (PT) academic staff, including name, qualification, academic title, duration of official contract. The Regulation for the Systematization of Workplaces (https://aab-edu.net/wp-content/uploads/2022/01/21.-Regulation-on-sistematization-of-the-work-Kolegji-AAB.pdf) stipulates a description of work duties as well as terms and conditions of employment. From the evaluation results that approximately 73% of the academic staff are full-time employees. Additionally, the teaching workload for the MA AA program teaching staff averages 8-10 hours per week, suggesting that full-time staff likely cover at least 50% of the program's classes.

questionnaire with graduates.

The results of the assessments, which involve student feedback, are published on the AAB website and the E-Student platform.

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

All regulations and institutional policies that regulate the study program are available on the institutional website at the following link:

https://aab-edu.net/per-aab/aktet-universitare/

Also, a separate section on the website is dedicated to the Faculty of Foreign Languages, namely the BA English Language program. This includes details on admission criteria, registration quotas, learning outcomes, assessment methods, and other relevant information specific to the study program. These data are accessible at the following link:

https://aab-edu.net/fakultetet/gjuhe-angleze/programet-studimore/gjuhe-angleze/

The website is regularly reviewed to ensure that all information is accurate, reliable, and up-to-date. AAB College has a Public Relations Office staffed with at least five professionals who consistently publish updates on the website and social media platforms

ET recommendations:

1. *Monitor closely whether the Faculty of Foreign Languages gets the same treatment in quality assessment as other faculties at the AAB College, especially regarding the dynamic conditions for AAB graduates at the labor market.*

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. (ESG 1.5)

The AAB College has developed a transparent and well-stipulated staff recruiting and management policy, including formal regulations describing the terms of employment of the teaching staff; during the meeting, it became evident that all staff members were aware of the terms and conditions of employment, which are clear and transparent to everyone. The election of the teaching staff is based on several criteria, including their educational and research activity and contribution to society.

It is carried out in accordance with the Labor Law, the Statute, the Regulations for the selection, re-selection, and advancement of academic staff, as well as the KAA Accreditation Manual prescribing at least one full-time academic staff who holds a Ph.D. degree for each group of students and for each 60 ECTS, and who has at least one scientific publication published on the SCOPUS or WoS platforms, a criterion fulfilled for the BA English Language program.

Following the proposals of the Faculties, the Senate announces competitions for the election and re-election of academic staff ensuring that the candidate selection process is conducted transparently and through a public competition (Article 59 of the Statute). An example of the most recent competition open for the Faculty of Foreign Languages is provided at: https://aab-edu.net/kolegji-aab-shpall-per-plotesim-te-vendeve-te-lira-te-punes/

Job vacancies are advertised for fields, not for particular subjects, so in order to ensure the best selection of candidates, the Teaching Councils establish review commissions, who draw up review reports for each candidate. These reports are first approved by the Teaching Council of the Faculty, followed by the Studies Committee, and finally by the AAB Senate.

During the visit, the teaching staff members confirmed that the academic positions' qualifications were well-defined and clearly explained.

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

The Faculty of Foreign Languages employs 25 members of the academic staff, of which 20 are full-time, while the rest are part-time. Of the full-time staff, 12 professors hold an academic degree, Dr. Sc and the rest are pursuing their PhD studies. This number indicates that over 50% of the academic staff in the study program are in full-time employment.

The expert panel noted that the university staff has proper qualifications aligned with the valid requirements and is professional and dedicated to student-oriented teaching. All claim to have the Teaching of English as a Foreign Language methodology training from their BA and MA programmes. The staff is available for consultations in class 2 hours per week - 1 hour per week offline and at least 1 hour online, with some staff members claiming to be in constant contact with their students via available e-services and digital teaching platforms. Also, in the form of tutoring, academic advisors assigned to the evaluated study program provide weekly student consultations. Consultations may also be arranged on request. During the on-site visit, students also mentioned the availability of teaching staff members for consultations. Academic staff also contributes to the curriculum design by making related course changes after discussions with the administration and labor market representatives.

The ratio of academic staff to students in the BA English Language program is 1:29, and this number meets all the norms outlined by the national legislation and international standards. Each academic staff member has a teaching load of 6 to 8 hours per week throughout the

program. In the BA English Language study program, full-time staff members teach more than 50% of the subjects in the curriculum, in accordance with the Administrative Instruction on the Accreditation of Higher Education Institutions (HEIs) in Kosovo. Some subjects are organized in two groups, where each professor teaches in both groups. Quality of teaching is high, lectures are diversified with exercises in student groups of 5-15 students (although some teachers mentioned groups of 30 students for exercises, which they claim are manageable). Many subjects rely on project based learning (facilitators) and exercises are frequently organised as student collaboration types with debates and peer assessment. Student involvement in the teaching process is expected and appreciated.

After the hiring the staff are educated and trained, based on the self-evaluation report at the beginning of the academic year-directed to the Rector's office, where they make conclusions about the kind of training they would require in the future.

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

For the advancement in academic titles, academic staff members must meet specific criteria related to their scientific publications based on the Regulation on Election, Reelection, and Academic Advancement outlines the advancement process in the AAB College, as established by the Ministry of Education, Science, and Technology (MEST) and Kosovo Accreditation Agency (KAA). It stipulates that the contributions of academic staff are evaluated based on their work in research, teaching, and community service.. For example, candidates must have published as the first author or corresponding author in journals indexed by SCOPUS or the Web of Science (WoS). Specifically, to achieve the title of Assistant Professor, a candidate must have at least one scientific paper; for Associate Professor, a minimum of three main papers is required; and for the title of Full Professor, a candidate must have five main papers published in the aforementioned journals. The advancement procedure is transparent and documents are provided which illustrate one such procedure from year 2024.

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

Through the Center for Professional Training and Innovation (QAPI), the HEI plays a crucial role in the professional development of its teaching staff. QAPI organizes mandatory training in pedagogical competence and teaching skills and offers certified professional training and support services for academic staff. QAPI's programs for professional advancement cover key areas: didactics of higher education, scientific research projects and methodology, and the management of higher education organizations. For each component, the Center organizes training at three levels depending on the status of the employee.
Recent trainings organized for the academic staff of the Faculty of Foreign Languages include

training on evaluation of scientific articles or project planning, assessment of students etc. The training of new academic staff is carried out by the IT Office as well as the General Secretary. In addition to the training organized by QAPI, the academic staff is encouraged to participate in international activities through projects and Erasmus+ exchange programs, but there is no too much evidence this is done systematically.

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

The study program BA in English Language at the AAB College does not engage external collaborators for teaching purposes. All teaching responsibilities are carried out by full-time academic staff with the qualifications and expertise to deliver the program and achieve the intended learning outcomes.

ET recommendations:

1. *Competitions for work positions should be publicized internationally in order to attract international experts, possibly native speakers of English.*
2. *The Program should ensure improved teaching strategies with the support of new technologies for all staff members anticipated to influence heavily the future of education: AI and distance learning.*
3. *The Program should increase the variety of provided opportunities for professional development for the teaching staff especially through mobility programmes and international trainings in English speaking countries.*

2.4. EDUCATIONAL PROCESS CONTENT

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

> **The study program's intended learning outcomes are aligned with the institution's/academic unit's mission and its strategic goals (proof of alignment of each intended learning outcome with the mission and strategic goals of the higher education institution).**

- This is stated in the SER (pp. 28-30 and also pp. 10-16: in particular, the table on pages 14 and 15) and was confirmed on the ET's visit

> **The intended learning outcomes are aligned with the general goals and objectives of the study program (proof of alignment of each intended learning outcome with the stated goals and objectives of the study program).**

- This is stated in the SER (p 29: in particular the table on pages 29-30) and was confirmed on the ET's visit.

The program's intended learning outcomes are written from a student perspective; they describe what a graduate of the study program will know and will be able to do (published and explained on the HEI website).

- Complete program is published and explained clearly and in detail [https://aab-edu.net/en/faculties/english-language/study-programs/english-language/]. On the ET visit, the students and graduates confirmed that they had experienced no difficulty in accessing and understanding learning outcomes of course.

The HEI proves that it used examples of good practices in defining intended learning outcomes (ECTS Guide, 2015)

- SER (p.28): "The learning outcomes of the BA English Language program are designed to align with the internal regulations of AAB College, the standards and guidelines set forth by KAA, and established international best practices, such as the ECTS Users Guide and relevant publications on formulating learning outcomes by recognized international authors." The program is 180 ECTS, with courses between 5 and 7 ECTs, 5 ECTs for 125 hours of student workload, 6 for 150 hrs, 7 for 175 hrs (25 hrs = 1 ECT) (SER: 37). As regards proving examples of good practices in defining intended learning outcomes, in the document entitled "International comparability of the BA English Language program" direct comparison is made with other Albanian-speaking institutions in Kosovo itself and in Albania and, further afield, in the Czech Republic, Lithuania, Spain, and the Netherlands (the same HEIs are also referenced in the "Needs Assessment Analysis" document).

Intended learning outcomes are of the indicated level of studies and include the development of generic and specific competencies, and are divided in knowledge, skills, and competences.

- This is adequately outlined in the "Alignment of LOs with Teaching and Assessment Methodology" document and in the spreadsheet "Mapping of LOs with courses" submitted by AAB, where knowledge, skills, competences are each referenced separately and elaborated upon.

Intended learning outcomes are comparable with similar study programs in EHEA, and the mapping of learning outcomes against other programs in EHEA has been performed.

- In the document entitled "International comparability of the BA English Language program" direct comparison is made with other Albanian-speaking institutions in

Kosovo itself and in Albania and further afield, also in the Czech Republic, Lithuania, Spain, and the Netherlands (the same HEIs are also referenced in the "Needs Assessment Analysis" document).

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

The study program's intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors (study program syllabus and curriculum).

- SER pp 30-32 (in particular Table pp. 31-32). Level = VI of NQF (SER: 31)

If the study program is delivered at the graduate level, its intended learning outcomes differ from the learning outcomes achieved at the undergraduate level of the study program.

- NA

The intended learning outcomes of the study program are aligned with the level and profile of qualification gained, and they avoid overlapping across different study programs.

- SER (p. 31): "the BA English Language program is the only program in this field at AAB College, so there is no overlapping between other disciplines or programs offered at AAB." Some courses in later semesters (e.g. sociolinguistics) serve as bridges to the associated Master's program.

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

The courses within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA.

- The design of the 3 year syllabus and allocation of courses into the difference semesters does follow a logical scheme: SER (p.41) "The structure of the BA English Language program ensures that the learning outcomes are aligned logically and sequentially, allowing students to build upon their previous knowledge and skills. This structured progression enables students to complete exam prerequisites, successfully achieve remaining learning outcomes, and ultimately graduate with the competencies required

by the study program." As regards compatibility, in the document entitled "International comparability of the BA English Language program" direct comparison is made with other Albanian-speaking institutions in Kosovo itself and in Albania and, further afield, also in the Czech Republic, Lithuania, Spain, and the Netherlands (the same HEIs are also referenced in the "Needs Assessment Analysis" document).

The rules defining the order of students' progression through the program courses ensure that the learning outcomes of previously successfully passed courses are sufficient to meet the prerequisites of the next courses in the curriculum.

SER (p. 41): "Student progress is determined by articles 28, 19, and 30 of the Regulations for Bachelor Studies. According to the regulation, students are eligible to register in the second year if they have secured at least 30 ECTS from the first year, respectively they are eligible to register in the third year if they have completed all requirements from the first year and have secured the minimum 30 ECTS from the second year."

The core disciplines necessary for achieving the leaning outcomes and acquiring competencies in the respective fields are adequately covered by the program courses. (mapping of competences on course level against the program learning outcomes has been performed).

- This is adequately outlined and shown in the spreadsheet "Mapping of LOs with courses" submitted by AAB.

The study program is comparable with similar study programs abroad and enables graduate students horizontal and vertical mobility and employability in the European and global market (comparative analysis of the proposed study program in relation to similar accredited study programs in the EHEA).

- In the document entitled "International comparability of the BA English Language program" direct comparison is made with other Albanian-speaking institutions in Kosovo itself and in Albania and also, further afield, in the Czech Republic, Lithuania, Spain, and the Netherlands (the same HEIs are also referenced in the "Needs Assessment Analysis" document). It emerges from this that this program is structured in such a way as to allow students or graduates to transfer to other courses in the EHEA horizontally or vertically. From the ET visit, it emerged that some graduates have gone on to study at foreign HEIs, and even to be employed by them.

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

The study program is compatible with prescribed conditions defined in EU Directives. (Mapping of the program content and parameters against the requirements of all relevant directives has been performed).

- NA (SER: 33)

The contents of the study program and other aspects of its delivery have taken into account and applied the recommendations issued by professional associations (opinion of the professional chamber, possibility of license examination, etc.).

- NA (SER: 33)

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

The HEI has developed a regulation for practice that includes the expected learning outcomes, rights and responsibilities of all involved parties and templates for all documents necessary for completing practice.

- SER (p.33) "there is the Regulation for Practical Work at the institutional level, which considers the specifics of all the study programs of AAB College. The regulation clearly defines the roles and responsibilities of all parties involved in implementing the practical work and is made public on the institutional website." [https://aab-edu.net/wp-content/uploads/2022/01/21.-Regulation-on-sistematization-of-the-work-Kolegji-AAB.pdf]

During the practice period, students have mentors assigned among the academic staff in the study program. The practise is organized in appropriate learning environments outside the higher education institution, in cooperation with the labour market (contracts/agreements with employers, regulations on student practice).

- SER (p.34) "Throughout the internship, students are supervised by the Teaching Coordinator, the assigned professor, or other assigned teaching assistants. These supervisors periodically visit the companies or institutions to monitor the student's progress. During these visits, they collect feedback from the company's supervisory representative, which is included in an official report." As regards, the specific environment for practical work, the SER (pp. 33-34) states: "Given that the BA program is broad and does not offer specific specializations, the Teaching Council, in consultation with students, has decided to provide a choice of four skills-oriented subjects for compulsory practice: 'Methodologies and Techniques of Translation,' 'Computer Translation,' 'English for Specific Purposes' and 'Advanced English Language Course.' Students are required to choose one of these subjects, in which the

practice accounts for 50% of their final grade." On its visit, the ET was assured by both students and stakeholders that the procedure for internship was satisfactory for all concerned: employers were happy with the students they hosted and students were happy with where they were sent on placements. Some eventually took up positions in the same companies after they graduated.

ETCS credits are allocated to practical work that is monitored through activity reports (records of student practice).

- SER (p.34) "... the practice accounts for 50% of their final grade. This percentage corresponds to 3 ECTS credits and includes a minimum of 75 working hours. For the remaining subjects, students will complete other assignments to gain 50%, or alternatively, they may choose to undertake an additional optional internship in a second subject."

The delivery of the study program is supported by cooperation agreements, contracts, or other documents with institutions/organizations/practical training units and feedback on cooperation from employers which participate in the organization of the student practice (feedback from supervisors from or outside the higher education institution, record of student practice).

- SER (p. 34): "After completing the internship, students receive a confirmation and the evaluation form signed by the company representative and the faculty coordinator. This document is submitted to the professor responsible for the relevant subject, who then evaluates the internship report and uploads the final grade into the system." Examples of agreements and joint initiatives with companies are among the activities listed in "List of extra-curricular activities of the English Department for the period 2021 – 2024" document submitted by AAB. "The Faculty of Foreign Languages at AAB College is deeply committed to internationalization efforts, showcasing its dedication to educational excellence and global collaboration. Some key objectives of this cooperation include: ... expanding opportunities for study visits and practical placements across various industries, thereby connecting academic knowledge with real-world professional experiences." (SER: 47)

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

The study program has a didactic concept which supports students in achieving the program learning outcomes.

- SER (p.34): "The BA English Language program at AAB College adopts a student-centered didactic approach that aligns with the mission and objectives of the BA

program. This approach fosters a general learning experience, emphasizing active student engagement, individualized learning, and the development of critical thinking, communication, and transferable skills. Designed with a blend of theoretical and practical components, the program aims to meet both local and international market demands." During its visit, the ET was told that feedback from graduates in recent years highlighted the need for a broader program, focused not just on translation, which is adaptable for various professional profiles, and for emphasis on remote working, which led to changes in some of the course content on this program.

The study program is delivered through various pedagogical methods that align with the intended learning outcomes and are adequate for the level of studies.

- SER (p.34) "To support this educational vision, the Faculty of Foreign Languages, English Department, employs contemporary teaching methods that focus on student-centered learning. This method shifts the focus away from professor-driven instruction and instead promotes active learning through diverse formats, such as large-group lectures, small-group exercises, practical assignments, and hands-on research activities. Every lecturer is tasked with selecting methods that engage students actively, facilitating the development of social, professional, and sustainable competencies."

The study program is delivered through various pedagogical methods that align with the intended learning outcomes and are adequate for the level of studies.

- SER (p.34) "To support this educational vision, the Faculty of Foreign Languages, English Department, employs contemporary teaching methods that focus on student-centered learning. This method shifts the focus away from professor-driven instruction and instead promotes active learning through diverse formats, such as large-group lectures, small-group exercises, practical assignments, and hands-on research activities. Every lecturer is tasked with selecting methods that engage students actively, facilitating the development of social, professional, and sustainable competencies."

Various teaching methods are used that encourage interactive and research-based learning, problem-solving and creative and critical thinking, with clearly defined instructions aligned with the learning outcomes.

- SER (p.34): "...courses like "Introduction to Literary Theory" or "English Composition" can incorporate workshops where students present their own analyses and receive feedback from peers and instructors. These activities support the program's goal of developing critical thinking and analytical skills, while enabling students to become co-creators of knowledge." During the ET visit it was explained that the program has been designed collectively by the academic staff, who have taken feedback from graduates and students especially for elective subjects. The policy is to strike a balance between flexibility and continuity. Recent changes to the study program and

syllabi of individual courses have reflected this – for example the course on English for Specific Purposes has gradually over time changed its focus from business to law, and then to medicine.

To deliver the study program, teaching methods and different modes of program delivery are continually evaluated and adapted.

- SER (p.34): "Designed with a blend of theoretical and practical components, the program aims to meet both local and international market demands. It combines general English knowledge with specialized, skills-based courses that is applicable across various professional fields.... Every lecturer is tasked with selecting methods that engage students actively, facilitating the development of social, professional, and sustainable competencies."

Teaching methods are adapted to support a diverse student population on demand (part time students, mature students, international students, students with learning difficulties and disabilities, etc.).

- SER (p.34): "Given the program's emphasis on multicultural communication and global awareness, a student-centered approach encourages collaboration among students from diverse cultural backgrounds."

The delivery of the study program is ensured through the use of modern technology.

- SER (p.34): "Digitalization is an integral part of the didactic component in the BA English program. More specifically, it is integrated into two courses: ICT for Education and Careers, and Computer-Assisted Translation. The first course equips students with the skills to effectively use ICT tools and platforms to enhance both education and professional development, bridging the gap between theoretical knowledge and practical applications in educational and professional contexts. The latter integrates Trados software during the translation class enhances the learning experience by providing students with a practical tool for professional-level translation." During its visit, the ET was told that feedback from graduates has evidenced need for a broader program, focussing not just on translation: one which is adaptable for various professional profiles, with an emphasis on remote working. It was also informed that plans are afoot to create a dedicated laboratory for phonetics and phonology.

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

The program clearly describes the relation between the overall intended learning outcomes (knowledge, skills and competences) and the contribution made by each individual module to achieve those learning outcomes.

- SER (p.36): "Regarding assessments, the institutional approach stimulates a variety of evaluation methods that are appropriate within the field of the English language. Lecturers assess the achievement of learning outcomes using written exams and practical skills assessment exams, project work, research work, assignments, and presentations. An analysis of assessment forms and learning outcomes for the BA English Language program is attached as an appendix to this report." Assessment procedures are clearly outlined in each course syllabus. The "Alignment of LOs with Teaching and Assessment Methodology" document and spreadsheet "Mapping of LOs with courses" submitted by AAB, references separately knowledge, skills, competences and elaborates upon each.

-

Assessment methodologies which are implemented in the program ensure systematic assessment of individual learning outcomes related to all relevant areas of knowledge, skills and competences as defined in the program learning outcomes (a mapping of assessment methods against the learning outcomes of the study program has been performed).

- This is adequately done in the "The alignment of LOs with teaching and assessment methodologies" document submitted by AAB.

The assessment criteria and methods, as well as grading criteria for the study program, are published in advance and all students are informed about it.

- These are available in the single course syllabi. "Lecturers must upload course syllabuses on the E-Student platform before the summer or winter semester program starts. Course syllabi are published to familiarise students with the learning units and the assessment methodology. Students can comment or choose one of the assessment forms provided that the minimum criteria of the course syllabus are met. In addition to the syllabuses in which the assessment forms are individually defined and elaborated for each subject, the assessment criteria are also outlined by AAB's Regulation for Assessment, which is accessible to students through the website and the E-Service platform." (SER: 36). During the ET visit, it was verified that students were informed about it in a timely fashion, and even had the opportunity to give feedback and make suggestions at the start of the course.

The study program ensures objective and reliable grading of students.

- There is no specific policy of obliging academic staff to adopt and follow specific assessment criteria. Indeed, academic staff have a right to autonomy in this respect. During their visit, the ET team was told that the basic philosophy of AAB was to standardise procedures but to recognise that it is the academic staff's prerogative to adapt, where they deemed necessary. There is a complaints procedure for students where they wish to contest a mark. SER (p.36) "Complaints are provided by the Statute and the Regulations for Bachelor Studies. Students dissatisfied with their exam results can file a written complaint to the Dean's Office. If justified, the Dean establishes a commission responsible for assessing the student through a written or viva voce exam." SER (p.19) "To maintain a high standard across all operations, AAB has developed regulations, policies, and strategies for quality assurance, along with effective assessment and monitoring mechanisms."

Students receive timely feedback on the evaluation results that identify their strengths and weaknesses, and if necessary, guidelines for the learning process based on these evaluations.

SER (p. 36): "Students receive formative feedback during lectures, seminars, and class time. Students also receive written feedback on their works and assignments via e-mail or the E-Service platform." SER (p. 42) "The Faculty of Foreign Languages has two administrative officers who are responsible only for the students of the faculty and support the learning process of students..."

A functional student appeals procedure for the study program is in place (examples of appeals procedures).

- SER (p.36) "Complaints are provided by the Statute and the Regulations for Bachelor Studies. Students dissatisfied with their exam results can file a written complaint to the Dean's Office. If justified, the Dean establishes a commission responsible for assessing the student through a written or viva voce exam." On the ET visit, it was explained that such a commission would not include the original lecturer / assessor.

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

Assessment criteria must express what students know and can do as a result of demonstrating the learning outcomes.

- "The alignment of Los with teaching and assessment methodologies" sets out specific knowledge, competences and skills. SER (p.28): "The program is designed in such a way that it develops the specific competencies in students, including advanced linguistic knowledge, specialized language skills, professional communication, and the practical application of linguistic knowledge in work contexts."

The workload is calculated and ECTS assigned to all learning activities that lead to the program learning outcomes including the learning outcomes of the program components.

- This is set out in each syllabus and in the Overview of the Study Plan (SER: 61-63). The program is 180 ECTS, with courses between 5 and 7 ECTs, 5 ECTs for 125 hours of student workload, 6 for 150 hrs, 7 for 175 hrs (25 hrs = 1 ECT) (SER: 37), ECTs are divided between the hours spent in lessons and exercises, both of which, it emerged from the ET visit, may come in a variety of forms, from discussions, workshops to group projects.

ET recommendations:
1. *Examine ways to increase the number of partnerships with industry and professional organizations to provide more diverse and relevant internship opportunities both inside Kosovo and abroad. Regularly review and update the practical training components to align with current industry standards and student / stakeholder feedback.*
2. *Consider establishing a standing committee or working group within the program involving academic staff, students and stakeholders to monitor technological developments in the field of translation and linguistic communication as a means to better predict the future needs of students and to be more proactive in response to the challenges of a rapidly changing employment market for graduates (e.g. in particular the competition that they may face from AI systems). This committee / group could be part of a systematic process for continuous curriculum review and updates to ensure that program content remains relevant and aligned with the latest academic and industry developments.*

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. (ESG 1.4)

AAB has well-defined admission policies that outline the requirements and criteria for entry. These policies are clearly stated and publicly accessible via the institution's website and social media platforms. To enroll in a bachelor's program, applicants must hold a high school diploma and have successfully completed the National Matura Test. Additionally, for the BA in English Language program, a specific selection process is in place to ensure that only candidates with the necessary qualifications and competencies are admitted.

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

The Faculty of Foreign Languages has established mechanisms to monitor and support students 'academic progress. Students who encounter difficulties or require counselling receive individual assistance from the Dean of the Faculty. In addition to this support, the Dean reviews student performance data and presents the results during regular meetings of the Faculty Council. These discussions aim to identify potential deficiencies and to propose appropriate measures for improvement. Student progress is also recorded in semester reports, which contribute to the Faculty's overall performance indicators. The study program explicitly outlines the progression possibilities, whether in terms of continuing studies within the same field or switching to a different program. Specific time frames are defined for students wishing to transfer. Furthermore, students are clearly informed about the outcomes they can achieve with their qualifications, having specific job fairs to help their decision.

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

The Self-Evaluation Report states that AAB College is actively committed to enhancing the internationalisation of its study program. Students are informed about academic mobility opportunities via electronic communication, the official website, and social media platforms. The Faculty provides support to students throughout all stages of mobility—before, during, and after their exchange. While AAB has expanded its number of inter-institutional agreements with international partners and thereby increased mobility opportunities through Erasmus+ programs, the Expert Team concludes that there is still room for further engagement. In particular, additional efforts could be made to expand international mobility options, such as short-term exchanges or participation in summer schools. Moreover, the program currently does not have any foreign students enrolled, and there are no academic or administrative structures in place specifically tailored to support international students.

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

The study program is supported by adequate resources to ensure comprehensive student support. The Faculty of Foreign Languages employs two administrative officers who exclusively serve the students of the faculty. In addition, a broader team of administrative staff is available on a daily basis to assist students with their needs. Administrative services are also digitized, enabling students to communicate and access support via the E-service platform. AAB demonstrates its commitment to inclusivity by considering the needs of a diverse student population and adhering to a strict anti-discrimination policy. Furthermore, the institution fosters student engagement through a range of extracurricular activities, including workshops, student clubs, and debate forums. 100

ET recommendations:

1. *The ET recommends that AAB engage more proactively in attracting international students.*
2. *The ET recommends expanding the range of international mobility opportunities for students.*

3. The ET recommends looking at ways to increase psychological support for students.

2.6. RESEARCH

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

The study program has defined scientific/applied research objectives that are reflected in the research development plan of the HEI (research strategy).

- SER (p.66) "The research priorities and objectives of the English Department are in line with the AAB's current vision statement and the chapter 2 of the institutional strategy which states that AAB College strives to become a leader in higher education through the advancement of several areas, including science and academic research." [https://aab-edu.net/wp-content/uploads/2022/01/Plani-strategjik-i-AAB-2022-2026-web-faqe.pdf]. SER (p.42) "In this regard, research at the Faculty of Foreign Languages focuses on four scientific disciplines that closely match a) the general profile of the program, b) current research trends in linguistics and literature, and c) the specialized expertise of the faculty's academic staff."

The implementation of the study program is ensured through sufficient financial, logistic, and human resources provided by the institution for achieving the proposed research objectives.

- SER (p. 71) "Regarding finances and the budget, the BA English Language program has a 5-year financial plan, which is attached as an appendix to this report. AAB College, as the largest non-public higher education institution in the country, generates sufficient income according to the financial plan and thus ensures the financial sustainability of the study program." Examination of the Financial Plan spreadsheet submitted by AAB confirms this.

The study program is subject to clear policies that define recognized research and relate to international standards and established norms in the field of study program.

- SER (p.8) "The Faculty of Foreign Languages has made significant progress in research. One of the strategic objectives of the AAB College is scientific research, and at the institutional level, great efforts have been made to improve the quality of scientific research and other related activities. Based on the Regulation on Grants, in the last three years, all members of the academic staff have been supported for the publication of scientific works on the Web of Science and SCOPUS platforms." As regards international standards, "To advance academic titles, the staff must have works published as first authors or corresponding authors in journals indexed on the SCOPUS

or WEB OF SCIENCE platforms. This arrangement is in full compliance with MEST Administrative Instruction No. VI/2018 for the Principles of Recognition of International Peer-Reviewed Platforms and Journals." (SER: 70).

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.

The academic staff research and/or professional activity is validated through scientific and applied research publications, artistic products, technological transfers, consultancy centres, scientific parks and/or professional activity.

- SER (p. 70): "According to the employment contract, each academic staff member must conduct at least one scientific paper within the academic year and engage in other cooperation projects to increase the quality of teaching at the Faculty of Economics (Standard 6.2) (Standard 6.7). The staff's participation in research-scientific activities and projects is considered in the academic advancement process regulated by the Regulation for the selection, re-selection, and advancement of the academic staff of the AAB College. To advance academic titles, the staff must have works published as first authors or corresponding authors in journals indexed on the SCOPUS or WEB OF SCIENCE platforms. This arrangement is in full compliance with MEST Administrative Instruction No. VI/2018 for the Principles of Recognition of International Peer-Reviewed Platforms and Journals."

The academic staff publish their work in high-quality scientific or professional publications, research or professional achievements are presented at national and international conferences, they participated in projects as consultants (for example, for academic and scientific study programs, national requirements about publication and promotion purposes must be respected).

- Examination of the CVs of course lecturers and the "List of publications English Language Dep. 2024" submitted by AAB, it emerges that together they have authored or co-authored numerous academic works of various kinds, many of which relevant to this study program while working at this particular HEI. Of these, four out of seventeen (23.53%), have published in SCOPUS indexed journals (8 titles) and one (5.89%) in a WoS linked journal (1 titles). Examination of the CVs further shows that academic staff have participated in and spoken at numerous national and international conferences. SER (47) states that the Faculty of Foreign Languages has as one of its objectives for internationalisation: "encouraging participation in international projects, such as exchange programs and study visits, to promote academic mobility and partnerships with global institutions." That said, from the CVs, it emerges that seven out of the 17 lecturers (41.18%) has been involved projects of one sort of another abroad (e.g. Erasmus Mobility, International Projects, visiting scholarships). As regards projects in which the Faculty of Foreign Languages is currently involved, six are listed in the List of Projects of the Faculty of Foreign Languages 2024 document submitted by AAB.

Regarding whether national requirements about publication and promotion purposes must be respected in the SER it states (p.25): "The Regulation on Election, Reelection, and Academic Advancement outlines the advancement process in the AAB College. This regulation aligns with the legal requirements established by the Ministry of Education, Science, and Technology (MEST) and Kosovo Accreditation Agency (KAA). It stipulates that the contributions of academic staff are evaluated based on their work in research, teaching, and community service."

The academic staff who are involved in delivering professional bachelor study programs have a minimum master's degree and at least five years of relevant professional activities.

- Examination of individual CVs of academic staff submitted by AAB confirms this is so.

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 academic staff engaged in the study program is involved in identifying and capitalizing on its expertise and providing research and development services to the community.

- SER (p.48): "In addition to its international endeavours, the academic staff of the Faculty of Foreign Languages is actively involved in organizing events with local partners. In some instances, they serve as experts in relevant fields for governmental institutions or international organizations operating in Kosovo." These activities are summarised in the List of Scientific Events document submitted by AAB. This details 6 events organised or co-organised by the faculty between 2021 and 2024.

The academic staff engaged in the study program is involved in developing collaborative research arrangements with colleagues from other HEIs from the country and abroad.

- From examination of the CVs of the academic staff submitted by AAB, it emerges that seven out of the 17 lecturers (41.18%) has been involved projects of one sort of another abroad (e.g Erasmus Mobility, International Projects, visiting scholarships). As regards projects in which the Faculty of Foreign Languages is currently involved, six appear in the List of Projects of the Faculty of Foreign Languages 2024 document submitted by AAB. SER (p. 47): "Each year, AAB College organizes an International Staff Week, which serves as a platform for staff from partner institutions to collaborate, share

knowledge, and build networks. This event is supplemented by AAB's participation in similar staff weeks hosted by universities throughout Europe."

The teaching staff engaged in the study program is supported to cooperate with local business partners through joint research projects, cooperative strategies for development, and shared use of equipment when it is possible.

- SER (p.48): "In addition to its international endeavours, the academic staff of the Faculty of Foreign Languages is actively involved in organizing events with local partners. In some instances, they serve as experts in relevant fields for governmental institutions or international organizations operating in Kosovo." These activities are summarised in the List of Scientific Events document submitted by AAB detailing six events organised or co-organised by the faculty. No mention is made of cooperative strategies for development or shared use of equipment, but, on the ET visit, it emerged from the meeting with stakeholders that, while on internships, students were often using the same software packages and digital tools (e.g. the translation software *Trados*) that they were using on their courses.

The teaching staff engaged in the study program is supported and involved in technology transfer and cooperation to transfer knowledge with the industry and public sector.

- This is not specified in any of the documentation submitted by AAB but , on its visit, the ET was told in the meeting with stakeholders that relations between academic staff, on the one hand, and graduates and stakeholders on the other are strong on an informal level and there is constant collaboration and exchange of ideas between them.

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.

Academic staff engaged in the study program are encouraged to include in their teaching the results of their research and information about their scholarly activities relevant to the courses they teach.

- Nowhere in the documents submitted by AAB is it specified whether this is so but, on its visit, the ET was informed, in meetings with academic staff, students and graduates, that, where applicable, academic staff try to include their own research in lessons.

Students enrolled in the study program are engaged in research activities with the academic staff.

- This is not specified anywhere in the documentation submitted by AAB, Academic staff told the ET that while there is no requirement to publish with students, it is encouraged.

Currently, there are two publications by professors and students which are the result of a 7-year research project. Students can be encouraged to become involved with such research projects by being provided with a certificate of collaboration. Furthermore, the department organises annual alumni conferences where graduates can come back and present with their professors.

ET recommendations:
1. *Examine ways to allocate additional financial, logistic, and human resources to support the research objectives of the study program. This includes providing access to students and staff advanced research tools and databases.*
2. *Implement structured support programs for academic staff to engage in high-quality research. This could include offering research grants, providing sabbaticals for research purposes, and organizing workshops on research methodologies and publication strategies.*
3. *Look at ways to further encourage and facilitate student participation in research activities. This could be an opportunity to collaborate more with business / industrial partners developing new techniques and technologies, which might also have commercial applications.*
4. *Expand international collaborations by seeking to increase participation in global / regional research networks, exchange programs, and joint research initiatives. Further encourage academic staff, students, and graduates, to apply for international research grants and to collaborate with researchers from other institutions worldwide. Annual plans at the program and / or faculty level should be considered to ensure that each member of staff is involved in the ongoing process and that as many students as possible have the chance to participate.*

2.7. INFRASTRUCTURE AND RESOURCES

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

The Faculty of Foreign Languages ensures that the study program is delivered within premises and with equipment that are fully adequate for both educational processes and research activities. The infrastructure includes spacious classrooms, exercise rooms designed for group and individual work, modern conference rooms for academic events, and a dedicated laboratory specifically equipped for translation and interpretation practice. These facilities are fully functional, accommodating the current number of enrolled students. All infrastructure components, including IT services and laboratory equipment, are maintained. The institution has taken steps to ensure that the space and resources assigned to the study program are sufficient, avoiding overlap with other academic units and maintaining the integrity of the program's delivery. The infrastructure was confirmed to be accessible and operational during the panel's tour of the facilities, with documentation provided verifying ownership or the right of use for the premises and equipment for at least the upcoming five years. Students with special needs are fully considered in the design and maintenance of the premises. Features

include designated parking spaces, flat and wide building entrances, accessible elevators, adapted emergency exits, and barrier-free access to key facilities such as the library and laboratories.

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

The library of the Faculty of Foreign Languages is an essential resource center that supports the academic and research needs of the study program. It is equipped with well-maintained reading rooms, dedicated spaces for group work, and its own book stock tailored to the courses included in the curriculum. The number of seats available in both the reading and group work rooms is sufficient to accommodate the total number of students enrolled in the program, ensuring an inclusive and functional study environment.

However, it is important to note that while the library provides a broad range of academic literature in Albanian, the availability of academic resources in English remains limited. Given the international nature of the field and the growing demand for access to global scholarship, this is an area that would benefit from further development. Increasing the quantity and diversity of English-language materials would enhance students 'exposure to international academic standards and support their participation in global academic discourse.

Despite this limitation, the library fulfills its core function by offering adequate infrastructure and a supportive learning environment for all students, including those with special needs. The institution is encouraged to continue strengthening its collection, particularly in foreign languages, to better meet the evolving needs of its student body and academic staff.

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

AAB College ensures the financial sustainability of the study program through a five-year financial plan that demonstrates its long-term viability. In addition to internal budgeting, AAB College actively secures supplementary funding through participation in national and international projects. Funds are used to upgrade facilities, to support staff training support student and staff mobility.

ET recommendations:

1. *It is recommended that the Higher Education Institution looks at ways to enhance the library's collection of academic literature in English, with a focus on expanding online resources such as dictionaries and databases. Providing students with access to online academic databases would improve their ability to engage with internationally recognized publications.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

It is the Expert Team's opinion that both the Faculty of Foreign Languages and AAB College Overall have shown awareness of the need to increase focus on development and improvement that would contribute to a successful implementation of the study programme's outcomes and objectives.

Quality assurance processes are at a very high level at this institution and the QA Office should maintain the necessary focus on maintaining the structured support programs for academic staff to engage in high-quality research and internationalisation of their research results, on expanding the range of international mobility opportunities for students and, above all, to ensure that the programme will maintain flexibility in curricular redesign and engagement with a variety of stakeholders to monitor technological developments in the field of translation and linguistic communication as a means to better predict the future needs of students and graduates at a rapidly changing employment market.

In conclusion, the Expert Team considers that the study program BA Program in English Language offered by AAB College is **Fully compliant** with the standards included in the KAA Accreditation manual and, therefore, recommends to accredit the study program for a duration of **5 years** with a maximum number of 250 students to be enrolled in the program on a yearly basis. The number has been determined also by consideration of existing number of academic staff and overall workload arrangements, distribution of staff across all campuses and infrastructural descriptors.

<table>
<tr><td colspan="2" align="center">**FINAL RECOMMENDATION OF THE EXPERT TEAM**</td></tr>
</table>

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

Expert Team

Chair

[signature: Gradečak]

_____
(Signature)   (Tanja Gradečak)   (8 May 2025)

Member

[signature: Thm W Christian]
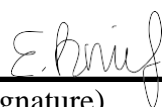
_____
(Signature)   (Thomas, Wulstan Christiansen)   (8 May 2025)

Member

[signature: E. Knief]

_____
(Signature)   (Elisa Knief)   (8 May 2025)