



BPrAL - PPOHE
Kolegji AAB

Quality assurance guideline

2015

Glossary of terms

Accreditation means a formal recognition of the fact that an institution of higher education and its programs meet generally accepted quality standards and that its qualifications give its holders (in accordance with the relevant law) a number of rights, such as the opportunity to pursue a further level of education, to apply for specific job, to use a certain title, etc.

Credit Accumulation is the collection of credits obtained after the successful completion of the course, semester or year, according to the requirements of the program.

The study cycle is a study program that leads to the acquisition of a qualification. According to Bologna there are three cycles: First cycle - bachelor level (basic studies), second level - master's degree (master) and third level - doctoral studies.

The Department is an administrative unit of regulation within the faculty or administrative unit.

The Degree / title describes the qualification gained by a higher education institution after the successful completion of those studies, eg. Doctor of Mathematics, Master of Education, or Bachelor of Computer Sciences.

E-Learning includes teaching, studying and using information and information technology in the learning process. It can be a special teaching and learning medium, where the student performs all activities through computer and Internet connectivity or combining them with the most traditional teaching methods.

The European Credit Transfer System (ECTS) is a system that aims to increase transparency in education systems and facilitate the mobility of students across Europe through credit transfer. It is based on the assumption that the overarching load for an academic year is 60 credits, which are distributed through modules and describes the student's load required to achieve the objectives set. Credit transfer is guaranteed through agreements signed by the institutions.

Generation (student cohort) is the group of students who started a certain program in one academic year.

Competences are a dynamic combination of knowledge, understanding, skills and values. They can be specific and generic and in the context of education are expressed through forms by academic staff as "findings regarding what the student is expected to know, understand or do (demonstrate)

after the end of the lesson". Competences can be developed at the end of a learning unit, a module or even a study program. As such, they are acquired by students and assessed by the education providers.

Quality control means the formal assessment of the quality processes and procedures of an institution of higher education.

Convergence is the voluntary adoption of policies to achieve a goal eg. alignment with the standards of the Bologna process.

Credit is a measuring unit that measures student loads at the time they spend on a subject / semester or program.

Evaluation criteria are a description of what the student must achieve in order to demonstrate that an expected result in the subject matter is achieved.

The course, subject or module is a structured form of learning experience that has expected results expressed in the form of competences that should be achieved and is an appropriate criterion for assessing their achievement.

Elective course is a subject that can be taken as part of the program but is not mandatory for all students.

Evaluation methods are the summaries of the use of the research strategy, which are determined depending on the focus of the assessment and usually include a variety of student opinion, student and other stakeholder research tools and includes questionnaires, focus groups, interviews, observation and examination of documents.

The grade determines the overall performance-based assessment scale, demonstrated during the ongoing evaluation and final exam for a given subject.

The contact hours are a period of 45 to 60 minutes of teaching where the professor holds lectures, exercises or student consultations.

Repeating Examinations is the possibility of repeating the exam for students who did not pass it in the first term.

The study / study program is called a set of modules / courses leading to a qualification and defined through achievements determined by a certain number of credits.

The exam is the form of written or oral test that is administered at the end of a course or at the end of the academic year. Other methods used as part of the ongoing assessment together with the exam build up the final assessment. The final exam has the weight specified in the syllabus or in the regulations of the studies.

Expected Results are a determination of what the student is expected to know, understand and demonstrate after completing a module / program. The expected results are usually accompanied by assessment criteria, which should be used to determine that those results are achieved.

Skills are the ability acquired during learning and activities and can be divided into specific and generic ones.

The Diploma Supplement is an annex that is added to the official degree designed to describe the nature, level, context and status of the studies pursued and successfully completed.

The thesis is a formally presented report formally based on the independent research work required for granting the title, usually master or doctorate title.

Continuous assessment means student assessment that is made with different assessment forms, mentioned by students in a given period (eg semester) and contributes to the final evaluation.

Quality assessment means a number of specific evaluation procedures, related to the quality of the programs offered by higher education institutions.

The institution's assessment affects all activities in the institution - organization, finance, management, infrastructure, teaching and research.

Subject Assessment means a range of assessment procedures that focus on the quality of specific subjects, including: analytical cases, tests, colloquia, final exams, presentations, works, participation and activity, continuity, reports, teamwork etc. Usually this kind of assessment is organized in the 10-13 weeks of the semester.

Program evaluation means a range of assessment procedures that focus on the specific study program, which results in an academic title. Program evaluation is done after each program cycle in the spring.

Student Assessment means combining forms of examination, Projects, Portfolios, and presentations used to assess student progress in a Subject. These forms can be used by students to evaluate their progress (formative assessment) or by the institution to assess whether the student has achieved the planned results for the subject (summative assessment).

Special assessment examines the quality of any particular aspect of the institution eg. ICT, student counselling, specific competencies

LEGAL BASIS

Statute of AAB College

AAB College works in accordance with the Law on Higher Education in Kosovo (UNMIK Regulation No. 2003/14)

Law on Higher Education

AAB College in its quality assurance efforts, is subject to the rules and obligations foreseen in the Law on Higher Education. The college organizes bachelor and master studies and plans to offer doctorate studies, according to the applicable law. AAB issues diplomas after having been authorized by MEST as foreseen by section 4.1 (d) of the Law on Higher Education and harmonizes the quality assurance policies and procedures in accordance with the College's Statute and the Rules and Procedures foreseen in The Law on Higher Education on the functions and procedures established by the Kosovo Accreditation Agency (AAK) in section 4.4 (points af), 45, 8.2, 9.2 and 11 (1-10), as well as with the Administrative Instruction of MEST AI 02 / 2016 on Accreditation of Higher Education Institutions in the Republic of Kosovo and other applicable regulations, therefore this instruction should be read in accordance with the legal provisions into force.

Kosovo Accreditation Agency

Accreditation procedures are carried out in accordance with the Accreditation Procedures published by the KAA according to which the Accreditation Application is made by the College through an Application. After the evaluation procedure, the College receives the notification for accreditation and it "cannot be accredited conditionally, but only repeat the request at most once a year after the first accreditation. General requirements and basic criteria for accreditation and licensing are set out Appendix 1 to this Instruction and are incorporated into the internal evaluation process and the accreditation preparation process.

National Qualifications Framework

The College adapts programs according to the National and European Qualifications Framework to provide legible and comparable programs at national and international level, ensuring that programs and subjects are expressed in the form of competences that the student will achieve upon completing a subject or a program. The college also takes into account the progression of students from one level to another level of study and supports the culture of a lifelong education.

The Bologna Process

AAB exercises its activity based on the principles of the Bologna Process. AAB applies the Quality Assurance Standards and Guidelines of the European Higher Education Area as published by the European Network of Quality Assurance Agencies (ENQA) under which:

- HEIs should have policies and procedures for quality assurance and standards for offered programs and diplomas awarded through a continuous process of quality improvement
- Institutions should have formal structures for the periodic evaluation of their programs
- Students should be graded according to the criteria and procedures applied consistently
- Institutions should provide qualified and competent staff for the subjects and they should be in access during the evaluation process
- Institutions should provide adequate resources and support students for each program.
- Institutions should ensure that they collect, analyse and use relevant information for effective management
- Institutions should regularly publish objective information about programs and diplomas

External evaluation

External evaluation is carried out according to the guidelines set out in the ENQA for external evaluations and according to the legislation in force, Article 22.6 of the Law on Higher Education and in accordance with the Decision of the European Parliament and the Council (2006/143 / EC), points 4 and 5 according to which Universities may apply to independent accreditation agencies in Europe, registered in the European Register of Quality Assurance Agencies.

Structure about quality assurance

Culture of quality

Depending on the culture and the history of an institution, in some countries, internal evaluations are initiated by institutions themselves, and in other countries, pursuant to legal provisions, are defined by the government or international organisations. Questionnaires for the staff and the students related to the quality of various aspects in the institution and interviews with people from the industry and stakeholders regarding the institution constitute the most frequent tools for internal evaluation.

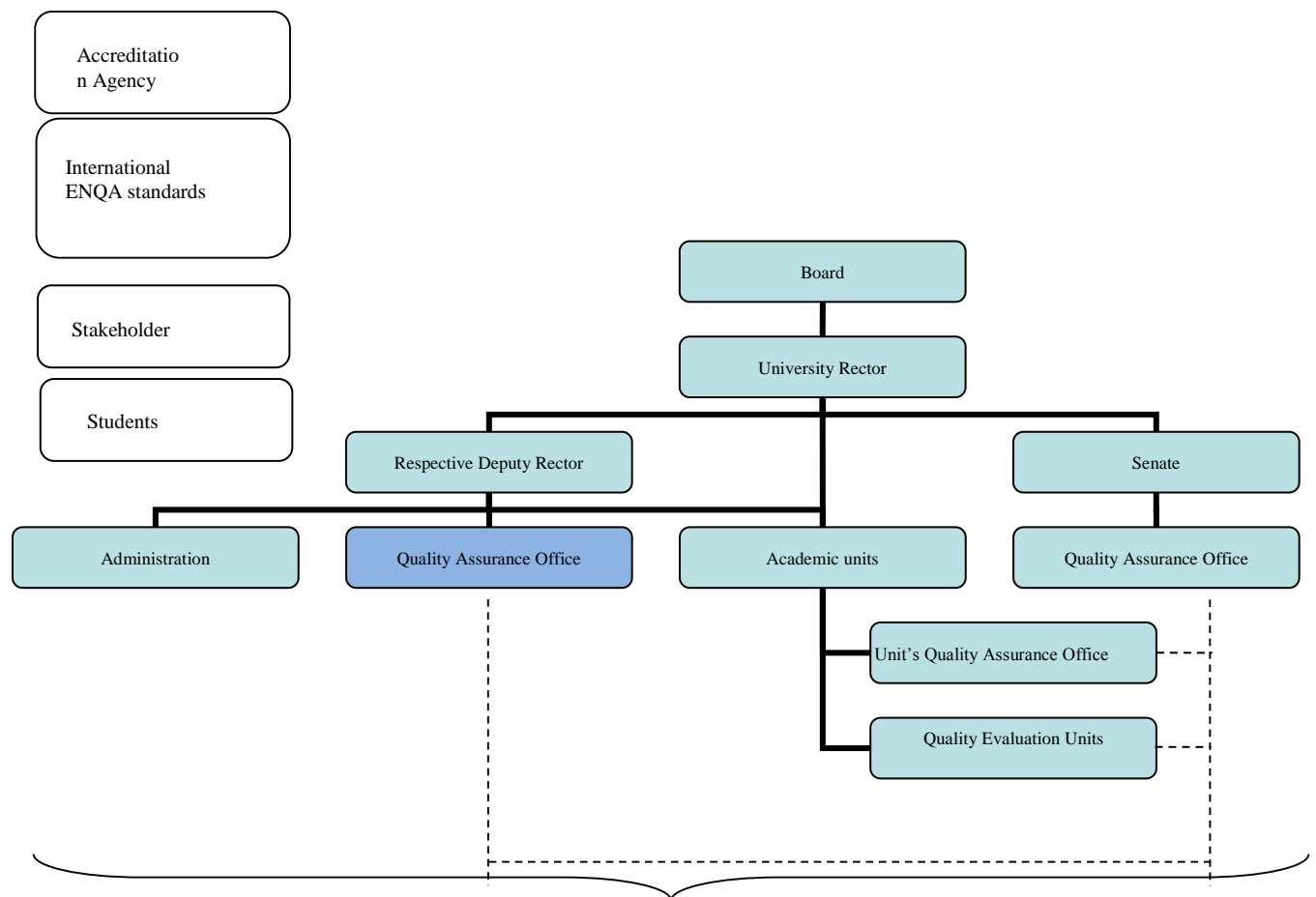
The AAB College initiates the quality assurance process by creating internal bodies, which are responsible for quality assurance in the College. The Quality Assurance Office is responsible for compiling and implementing the evaluation methodology, based on decisions taken by Senate's Quality Assurance Committee. The management and the Senate decide on the basic framework for annual and periodical evaluations or evaluations with a special focus, and the Office, depending on the type of evaluation, formulates the questionnaires and provided for information and awareness for the process of evaluation. For instance, an evaluation may involve measuring students' satisfaction with the college in general, including advice, courses provided, quality of teaching and workload. On the other hand, another evaluation may include measuring the achievement of a number of competences provided by the program. In addition to these, the number of students and their transition from a year to another, the gender breakdown, grades etc. are analysed. This is how the data taken from evaluation questionnaires can be checked against the data contained in students' files and how trends from a year to another can be tracked. Evaluation may also include the overall functioning of the College with regard to the operations of the council, administration and other services.

This is how a culture is ensured and quality is required in each activity in the College. However, to achieve this, all methodologies and information collection tools must be developed diligently and in constant consultation with the stakeholders.

Quality assurance setup

An effective internal evaluation requires an evaluation process that is free from influence and with an emphasized ethics so that evaluations are done in an effective and fair manner.

This type of independence and efficient supervision ensures that evaluation effects are determined by the policies developed by the Senate. The Office of the Rector, in cooperation with Senate's Quality Assurance Committee, approves the mode of reporting. The Senate decides on recommendations with an academic effect that have emerged from the evaluation, and the Board decides on recommendations with a financial, legal and strategic impact. In the model applied by the AAB, students participate in the Quality Assurance Committee, and stakeholders are involved in the external evaluation and academic program planning. The Senate sets up the Quality Assurance Committee. The Rector is responsible for implementation of evaluation results through bodies that he/she presides over, be they academic or administrative. The Rector has a lead role and may delegate the responsibility to the respective Deputy Rector. In terms of units, they work closely with the Quality Assurance Office.



Quality Assurance Committee

Function

Academic Quality Assurance Committee is responsible for monitoring and implementing evaluation procedures and approving the programs in order to ensure quality for all activities carried out in the College. The Committee is responsible for applying international standards of quality as well as national standards determined by the Kosovo Accreditation Agency and makes relevant recommendations to the Senate and faculties' academic councils. The Committee reports to the Senate and also promotes a culture of quality in the College and approves quality-related reports for publication.

Composition, mandate and mode of selection

Members of the Committee are elected in the Senate. The Committee is composed of 5 regular members and two *ex-officio* members from the Quality Assurance Office. One member is from the administrative staff and another one from among the students. The members of the Committee have a three-year mandate. The student member has a one-year mandate.

Procedures for election of members:

- The Rector proposes two members (1 academic, 1 administrative)
- The leader of the student organisation is assigned automatically
- The Head of Central Quality Assurance Office is assigned automatically (*ex-officio*)
- The responsible person from the Quality Assurance Office of the academic unit is assigned automatically (*ex-officio*)

At the beginning of every academic year, the Committee, in the first session, elects the Head of the Committee. The Head is elected by the majority of the votes of the members of the Committee. Head of Committee's task is to organise the work of the Committee.

Activities

The Committee is engaged in designing, developing and approving quality assurance policies and procedures according to College's Statute and international and national standards. Furthermore it:

- Approves evaluation timelines
- Approves composition of evaluation teams
- Ensures effective and efficient implementation in academic and administrative departments

At the beginning of each academic year, the Quality Assurance Committee must appoint a commission that will be in charge of implementing the internal evaluation process and drafting

the self-evaluation report (Central Evaluation Committee) and appointing the units for implementation of internal evaluation at the level of faculties.

Central Evaluation Committee

The Central Evaluation Committee should be composed of 9 members, 2 of them from academic staff, 1 from administrative staff, 2 students, 2 from Quality Assurance Office and 1 from the management (Office of the Rector). The Central Evaluation Committee is responsible for overlooking the drafting of the self-evaluation report at the level of the College, including the data and suggestions from all faculties' units.

Central Quality Assurance Office

In compliance with AAB's Strategic Development Plan, in 2005, a Quality Assurance Office was also established.

The mission of the Quality Assurance Office is:

"To ensure quality teaching, learning, study programs, research and administration in the AAB through continuous implementation and improvement of quality and to make sure that mechanisms and procedures for achieving quality are functional. Accomplishing this mission is in harmony with the mission of the institution and contributes to accomplishing its vision of being the best non-public college in the country and the region and to produce human resources that will contribute to the development of the local and global community."

Principles underlying the quality assurance involve inclusion of all the stakeholders inside and outside the institution. These principles are:

- Ensuring and advancing the quality as part of College's strategy for the provision of high-level teaching, learning and research.
- Quality assurance involves all stakeholders inside and outside the College.
- Quality assurance is designed to complete the internal and external approval and accreditation process.
- Quality assurance practices must be documented, monitored, revised and be subject to evaluation process.
- Quality assurance is designed to boost institutional and public trust in institution's academic standards.
- Quality assurance is a process that is facilitated and supported by institution's steering bodies.

Quality Assurance Office roles and responsibilities

The main role of the QAO is to obtain support and professional and administrative leadership and instructions on and support for quality assurance at all levels of the institution and assist in organising the accreditation of the institution and study programs.

- Formulate various strategies, policies, mechanisms, procedures and practices for ensuring and advancing the academic quality in the institution.
- Promote a culture of quality in the institution.
- Implement the Quality Assurance Guide, which will provide evaluation of teaching, revision of programs and evaluation of students.
- Give advice in approving and developing study modules and programs.
- Develop strategies and help advance teaching and learning.
- Coordinate the schedule of activities with quality coordinators at the level of fields of study.

Quality Assurance Coordinator at the level of the field of study

Respective coordinators have been appointed for each field of study and their tasks are as follows:

- Work in close consultation with the CQAO;
- Act as a supporter of quality assurance inside the faculty;
- Develop, direct, plan and provide strategy and processes for quality in the AAB in cooperation with other relevant stakeholders;
- Provide services and assistance in implementing best practices and initiatives;
- Give advice in approving and developing study modules and programs;
- Support implementation of quality improvement strategies;
- Provide support for evaluation by the external Expert Evaluation Group and for accreditation process;
- Responsible for organisation and collection of questionnaires for students and academic staff;
- Prepare feedback on implementation of recommendations for the respective faculty, starting from the process of evaluation, written as a plan for improvement, and discuss and adjust the same in cooperation with the CQAO.

VALIDATION OF PROGRAMS

Study program evaluation criteria

Before a new program is approved, the faculty which intends to offer the program must address and document supporting material. All programs approved before entry into force of the present Instruction will be subject to a program validation process following the completion of the first cycle. Procedures for amending current modules or inclusion of a new module in an existing program are specified in the quality improvement section.

In general, documents required for the validation of a program are as follows:

Basic information

1. A document that justifies the market demand for the program;
2. Support by the faculty and other external organisations and evaluations by academic and professional experts;

The need for the program must also take into account the need for programs determined by organisations that specialise in the field and students' evaluations and recommendations.

Resources required for program implementation

1. Required and available equipment and spaces;
2. Required support for e-learning program;
3. Space and equipment needed for the program;

Staff

1. List of staff, their qualifications and subjects on which they lecture (a separate CV must be attached);
2. Time of engagement;
3. Research and other activities planned for the program;
4. Staff development plan.

Development plan

1. Detailed plan for the timely implementation of the program;
2. Expected results as per qualification framework;
3. Teaching and learning methodology.

Program context and structure

- a. Presentation of faculty/department in which the program is provided, qualifications of the teaching staff, other programs provided by the department, space where the program is organised;
- b. Program title, qualification and date of application/approval;
- c. Program aims and expected achievements;
- d. Program nature, duration and structure;
- e. Relation with other academic, professional and advisory bodies.

Acceptance, transfer and progress

- a. Procedures and requests for acceptance procedures for transfer applications.

Curriculum, exams and syllabus

- a. Lectures' curriculum/schedule, teaching methods and credits in the courses;
- b. Exams' schedule, structure and weight of each exam, rules for transition from a year to another, elective subjects and other engagements;
- c. Description of each subject.

Subject description/syllabus

Description of specific subjects is compiled by the professor of the respective subject, in consultation with the program leader and the program team. The compilation takes into account the profile of the course of study and the competence that a student should acquire after the completion of the program. In that context, the subject curricula must contain: 1. the title, 2. subject level and type, 3. subject description, 4. subject aim, 5. expected results, 6. teaching methods, 7. mode of evaluation, 8. literary sources 9. ECTS calculation and 9. weekly plan of all educational activities, according to the model approved by the AAB College.

Clear determination of expected results

In compiling the subject program, the professor must answer the following question:

What will the student be able to know and do after he/ she will complete the subject successfully? By determining some basic results that comply with the profile, the professor must determine the most suitable teaching and evaluation method for that competence. Also, the professor must, in addition to professional competence for the subject, also take into account the general competence that might apply to his subject, e.g. ability to work in a group, ability to resolve problems, communication skills, critical thinking, ability to put theory to practice etc. These are important issues, because the student must, besides preparing for his/her profession, prepare himself/herself for the labour market and have the generic skills that the market requires.

Resources used in compiling the syllabus

Professors explore programs in different universities and, based on their experience and good practices in universities in which they have stayed, create a syllabus that suits students' needs. During the process, the professor should bear in mind that the literary sources to be used must be up-to-date, but also accessible for the students. Hence, ways to provide students with access to literary sources must also be described. In addition, best practices in drafting the syllabus are used. The student evaluation method is determined based on professor's experience and it may be diverse, reflecting different Kosovo, European and American models.

Syllabus and curriculum approval procedure

Once the professor compiles the syllabus, in accordance with the abovementioned criteria, the curriculum is presented to the faculty leader, who must make sure that subjects offered – for instance, for the first year, second year and third year – ensure program coherence and gradual acquisition of planned competence (expected results). Syllabuses are then sent to the Quality Assurance Committee, which analyses student's workload on the subject, number of credits, mode of evaluation and compliance with the general framework. In the second generation, the Quality Assurance Committee, at the outset of an academic year, also considers students' evaluations for individual subjects and professors' observations and, in cooperation with professors, proposes eventual changes. In this context, curricula are evaluated repeatedly and modified, if need be, and seminars for continuous training of the staff are also planned.

PROCESS OF INTERNAL EVALUATION

1. Preparation
2. Internal evaluation process
3. Evaluation report
4. Preparation for external evaluation
5. Preparation of improvement plan
6. Progress report
7. Relation with program review process

Preparation

The Quality Assurance Committee proposes instructions and timelines for collection of information in accordance with instructions and timelines set by the Quality Assurance Committee. Information is collected in three ways:

1. Self-evaluation report

Information that is prepared by academic and administrative units, called self-evaluation report, includes:

- a) Aim of self-evaluation
- b) Framework of self-evaluation
- c) Adoption of evaluation criteria
- d) Evaluation process schedule
- e) Tasks of the members of the Committee, who carry out the evaluation.

The report contains:

- Background, number of students,
- Number of employees and their CVs,
- Information on premises and infrastructure,
- In case of AAB, the online component,
- Programs / courses,
- Publications and academic activities / research and
- List of internal and external partners.

2. Quantitative and qualitative documents

The information collected from the questionnaires, interviews and focus groups, which includes:

- Student's opinions of teaching per subject
- Students' experiences in other fields
- Questionnaires for the staff
- Questionnaires for graduates (when we have them)

- Questionnaires for stakeholders (employers, professional associations)

Questionnaires address issues related to teaching materials, students' evaluations and methodology of teaching, such as interaction, mentoring, etc. Infrastructure includes classrooms, computer centre, laboratories, heating, IT support, equipment and other services. The relation of theory to practice, support for learning, such as library, additional courses and students' experiences with the administration, professors and services in general may also be addressed.

3. Other documentation

Such documentation includes: the Statute, regulations into force, complaints (if any), fees, media reports, students' reviews and tests.

PROCEDURES FOR COMPLAINTS BY STUDENTS AND PROFESSORS

The AAB College follows two procedures in reviewing complaints:

1. Anonymous complaints in complaints' boxes
2. Complaints pursuant to the Rules of Procedure and Code of Conduct

Complaints' boxes are opened by the Complaint Review Committee, on monthly basis, which processes them for review. Complaints filed by students and administrative staff and professors are first reviewed by the Committee and all efforts are made to resolve the complaints by agreement between the two parties, by promoting thus a culture of high understanding. If they are not resolved by preliminary agreement between the two parties, the Committee processes the complaint for review in accordance with the Rules of Procedure and Code of Conduct.

EXTERNAL EVALUATION PROCESS

Application Procedure

The College may be evaluated by the Accreditation Agency, as well as by independent agencies assigned for the purpose, but also by external evaluators assigned by the industry or economy. Normally, accreditation agencies cannot carry out an evaluation of institutions or programs if information is not properly sorted by the college. Accordingly, quality assurance, as a process of continuous internal evaluation, ensures proper preparation for the process of accreditation. Accreditation, as a process, requires a report by the college.

The college files a request with the KAA, submits the report and contacts the contact person assigned by the KAA for that purpose. The college may file a request with an external agency, internationally recognised, or contact certain institutions to ask for an external evaluation in the framework of college's internal evaluation.

Procedure with the KAA

College receives the list of experts assigned by the KAA or another independent agency and, in case of remarks about a member, files a complaint in writing. Internal procedures for assigning the evaluators apply to external evaluators involved in an internal evaluation process. The Quality Assurance Office arranges meetings with evaluators in compliance with accreditation procedures and duration defined by the KAA and coordinates the management and some members of administration, professors and students on whom evaluators may focus. Based on the information from the college and visits conducted by the agency, they compile a report, which is presented to the College and published. In case of positive evaluation, the institution is accredited, and, in case of a negative evaluation, the College has one year to address the remarks made by the evaluators and seek new accreditation. Detailed procedures are stipulated by the KAA.

External evaluators

Mission and function

In compliance with standards described by the Accreditation Agency and international standards of quality, evaluators' task is to:

- analyse the information contained in the self-assessment report
- confirm the objectives outlined in the report
- clarify and verify advantages and disadvantages presented or not presented in the evaluation report
- check if the working space and environment are convenient and adequate
- provide recommendations for improvement

Evaluators do this by:

- reading and analysing the self-evaluation report prior to the visit
- visiting academic and administrative departments over a period of one or two days
- meeting the staff, students, management and users of services
- Analysing documents that are not included in the report (brochures, publications, etc.)

In terms of their activities, evaluators' task is to:

- prepare a draft report and present it to the College at the end of the visit in the form of a summary (presentation)
- submit the report to the person responsible for quality assurance no later than four weeks after the visit (or as agency determines)

Procedures for appointing the evaluators are defined by the Agency. Procedures for external evaluators, whom the College invites for internal evaluation, are defined by the Quality Assurance Committee:

External and internal evaluators assigned by the College in an internal evaluation

Evaluators' group will be elected by the Quality Assurance Office in cooperation with the Quality Assurance Committee. The final list should be completed at least 5 months prior to the visit. The number of evaluators is suggested to be 5:2 from the AAB and 3 from outside respectively (1 international and 2 representatives of economy and industry)

Assigning the evaluators

1. Seven or eight months prior to the evaluation visit, the Senate proposes four candidates for each of the following categories:

- a. Head of department or equivalent from a college outside Kosovo
- b. A representative from the College. The representative should not be part of the course of study that is subject to evaluation.
- c. A non-academic representative from the Kosovo industry (multinational company/corporation).
- d. A non-academic representative from the Kosovo economy (small or medium enterprise/corporation)

2. The Quality Assurance Committee elects an external candidate for each category, based on the following criteria:

- a. External evaluators must not be in close contact with the faculty, which is evaluated for the period of previous 5 years.
- b. External evaluators must not be partners.

Internal evaluators

1. The first evaluator is elected by the Quality Assurance Committee
2. The second evaluator is elected by the Senate and must not belong to the faculty that is being evaluated.
3. The Quality Assurance Office sends invitations to the elected evaluators and keeps in contact with them, and faculties to be evaluated do not do that in any way whatsoever.

Evaluators, their position in the group and tasks

Nr	Type	Title	Country
1	External	Head of Department	EU

Group leader – presents the report after the visit, provides for respecting the agenda, chairs the meetings with the stakeholders.

2	External	Manager, human resource industry	Regional
3	External	Manager, human resources	Kosovo
4	Internal	Member of Quality Assurance Committee	AAB

Members – Analyse information contained in the self-evaluation report, confirm the objectives described in the report, clarify and verify advantages and disadvantages presented or not presented in the evaluation report, make recommendations.

5	Internal	Professor	AAB
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Group secretary – Makes sure that the report is completed and sent to the Quality Assurance Office within 4 weeks from the visit, coordinates the writing of the report, errors in facts, language and translation mistakes, etc.

PLANNING, PREPARATION AND REPORTING

Agendas

KAA external evaluators visit the College in a period determined by them, and external evaluators invited by the college conduct the evaluation visit within a period of 2-3 days. The Quality Assurance Office, in cooperation with the Quality Assurance Committee, provides for arranging the agenda, including engagements for:

- Making a room with keys available to the evaluators.
- Provision of an agenda, which should include:
 - The visit to the departments and spaces
 - Meetings with the management
 - Meeting with the members of the department and stakeholders (students, employers are assigned by the Quality Assurance Committee)
 - Introduction of evaluators
- Venue and equipment for the final presentation
- Arrangement of coffee breaks, lunches, dinners

In preparing the agenda, the Quality Assurance Office must provide preliminary information on faculties that will be evaluated and a suitable agenda that guarantees suitable and sufficient time for the visit.

Presentation

The group must present a summary report shortly before the end of the visit, presenting the main findings and recommendations. The Chair must make the presentation in front of the entire department/faculty's staff within an hour and there will be no discussions.

The report

After the end of the visit, the group will prepare a report that will be sent within a month following the visit. It will include the findings and recommendations to be specified at the respective level, which should undertake changes in the College. Recommendations must be listed by importance and urgency of actions for improvement that must be taken and be presented as follows:

R1: Recommendation that is important and that requires urgent undertaking

R2: Recommendation that is important, but that can be addressed in a long run

R3: Recommendation that should be considered, but that does not have a direct or critical impact in the current activity of the unit.

Information procedures

The Chair of the group sends the report to the Quality Assurance Office, which gives a copy thereof to the Head of the evaluated Department and to the Managing Director in order to correct potential mistakes in the presentation of facts. The Head of Department and the Managing Director make the required corrections within a week and send them to the Quality Assurance Office. The Quality Assurance Office sends the modified report to the Chair, who, following consultations with the group, may accept or reject the corrections, but should include them in the final report, which is sent to the Quality Assurance Office, who sends it to the Rector, Managing Director, Quality Assurance Committee and leaders of faculties/units. Leaders of academic and administrative units circulate the report among their employees after it is discussed in the Quality Assurance Committee and the Academic Council.

Publication of the report

The report of the group is published in the webpage and a copy of the publication is given to the Quality Assurance Office.

Follow-up improvement procedures and use of previous evaluation results

Quality improvement during the period as of 2010, since the receipt of accreditation for a 3-year period, has, in most study programs, focused on implementing all the recommendations that have emerged from the internal and external evaluation processes. A summarised overview of activities carried out is as follows:

1. Compilation of improvement plan for a three-year period, based on recommendations received from the evaluation team with regard to institutional improvement and improvement of specific programs.
2. Development and monitoring of the process of implementing the changes in the curricula with the aim of adjusting the profiles to the market demands and their harmonisation with international trends.
3. Continuous evaluation of courses offered based on information collected through questionnaires from students and professors.
4. Proposition of trainings and provision of expertise in implementing different trainings related to the improvement of the research component and the component of teaching.

The collected information and the factual situation established during the internal evaluation process are analysed in close cooperation with the Self-Evaluation Committee, Quality Assurance Office and Office of the Deputy Rector for Teaching and Academic Affairs.

Quality improvement procedures

Quality improvement takes into account all the reports produced during internal and external evaluation. Activities are carried out according to the following table:

Activities

1. Compilation of improvement plan based on the final report
2. Analysis of syllabuses
3. Proposition of changes for syllabuses
4. Propositions for staff trainings
5. Communication of recommendations and collection of comments from the staff
6. Preparation of the final improvement action plan

Introduction of new modules and modification of existing modules

With the aim of improving the modules by making changes in the existing modules and by also including new modules as a result of evaluation recommendations, the following procedures are followed:

1. Propositions for a new module may come from an individual or group initiative, from a management decision or from a recommendation by external evaluators.
2. If the proposed module is modified with the aim of harmonising it with the programs of strategic partners or based on ideas for cooperation with the partners, the staff involved in the relevant cooperation must be brought in.
3. The proposition must include the syllabus, the credit value, the type of the module, the year in which it is offered, requirements for attending the module and impacts on the current curriculum.
4. Propositions are filed with the Quality Assurance Committee, which makes a proposal to the Academic Council, which approves the change in the respective curriculum eventually.
5. The proposition for changing an existing module may be made by an individual, by a group, by the management or by external evaluators.
6. The proposition should be filed with the Quality Assurance Committee, which approves the change.

The improvement plan also applies to the quality assurance process. Accordingly, the improvement plan intends to cover all the activities of the College, including quality assurance procedures and methodology that should be used to improve the quality or achieve the objectives stipulated in academic and administrative unit annual plans.

Presentation of instruments for evaluation of the quality of the program / course (questionnaires, surveys, focus groups, etc.)

Methodology of evaluation

AAB employs various quantitative and qualitative instruments to carry out the internal evaluation. Information that is collected from the questionnaires, interviews and focus groups includes:

- Students' opinions on teaching per subject
- Students' experience in other fields
- Questionnaires for the staff
- Questionnaires for the graduates
- Questionnaires for stakeholders (employers, professional associations).

Questionnaires address issues related to teaching materials, students' evaluations, methodology of teaching, such as interaction, mentoring, etc. Infrastructure includes classrooms, computer centre, laboratories, heating, IT support, equipment and other services). The relation of theory to practice, support for learning, such as library, additional courses and students' experiences with the administration, professors and services in general may also be addressed.

Focus groups are mainly used to identify specific issues that were not clarified by other methods or where it is more difficult to understand them by quantitative instruments. Besides primary data, other documents, such as the Statute, regulations in force, complaints, prices, media reports, students' reviews and tests as well as students' database and their physical files are used for evaluation.