



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

AAB COLLEGE

BA FASHION DESIGN PROGRAMME

REACCREDITATION

REPORT OF THE EXTERNAL EXPERT

7 April 2021 (Revised 14 April 2021)



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

TABLE OF CONTENTS

1	INTRODUCTION	
1.1	Context	3
1.2	Site visit schedule	4
1.3	A brief overview of the institution and programme under evaluation	6
2	PROGRAMME EVALUATION	
2.1	Mission, objectives and administration	7
2.2	Quality management	8
2.3	Academic staff	10
2.4	Education process content	11
2.5	Students	14
2.6	Research	15
2.7	Infrastructure and resources	16
3	OVERALL EVALUATION AND RECOMMENDATIONS OF THE EXTERNAL EXPERT	17



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

1. INTRODUCTION

1.1 CONTEXT

This programme reaccreditation was conducted via an audio and visual Microsoft Zoom link between a number of teams of AAB staff, students and employers located in Kosovo and the External Expert (EE) in the United Kingdom. Other re/accreditation events were being conducted with AAB College in a similar manner, and at the same time, but each were handled separately. There were no overlaps between this event and those others.

Date of event

Monday 29 March 2021

External Expert (EE) member

Professor Alan Brickwood

The external expert had some familiarity with AAB College, having previously participated in a re/accreditation event in 2019.

Coordinators from the Kosovo Accreditation Agency (KAA)

Naim Gashi, Executive Director of KAA

Shkelzen Gerxhaliu, Senior Officer for Evaluation and Accreditation

Arrianit Krasniqui, Senior Officer for Evaluation and Accreditation

Leona Kovaci, Senior Officer for Evaluation and Accreditation

Ilrjane Ademaj, Senior Officer for Evaluation and Accreditation

Sources of information for the Report and criteria used

The EE was provided, in advance, with a Self-Evaluation Report (SER) comprising an evaluation of the existing programme since its most recent re/accreditation 3 years ago, a full set of Curriculum Vitae (CVs) for the teaching team and a selection of Subject Programme Module pro formas.

Other information provided in advance included copies of KAA's *Accreditation Manual* (2018). This, together with a template for the production of reports and a sample report provided the basic criteria used in the evaluation. A new *Manual for External Evaluation of Higher Education Institutions* (2021) was also provided.



Republika e Kosovës
 Republika Kosova - Republic of Kosovo
 Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
 Kosovo Accreditation Agency

Additional information was requested by the EE at the close of the event. This comprised:

- A simple cohort analysis for student applications, enrolments, progression and successful completion for the years 2018/19, 2019/20 and 2020/2021 together with a short summary of any discussions that took place on that information and action taken.
- Details of the semester 6 Final Project to include how the topic, content, scope and scale are decided and the assessment weighting.
- The positioning of internships and whether the students are given any support/supervision during the internship.

Due to restrictions in place, to prevent the spread of the global Covid pandemic and remote nature of the event, it was not possible to undertake any physical review of the facilities available to students and teachers for this programme. Nor was it possible to examine any student work, for similar reasons.

1.2 SITE VISIT SCHEDULE

Monday 29 March 2021

	Event	People
09.00 – 09.40	Meeting with the management of the Faculty hosting the programme.	Bujar Demjaha, Rector of AAB College. Fitim Aliu, Dean of the Faculty of Arts, Elisa Nikolla, Vice Dean of the Faculty of Art.
09.45 -- 10.45	Meeting with heads of the study programme.	Krenare Rugova Hana Zeqa Laura Ukshini Diba Celina.
10.50 – 11.30	Meeting with QA representatives and Admin staff.	Medina Spahiu, Faculty coordinator for quality assurance. Saranda Rifati, Student Administration Manager.

11.30 -12.10 Lunch Break.



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

12.10 – 12.50	Meeting with teaching staff.	Neki Morina Besim Mikullovc Dita Ethem Fidan Qerimi Yllka Brada Clirim Voks
12.55 – 13.45	Meeting with students.	Donika Zogu Mergita Maksutaj Endrita Maksutaj Borbara Bajraktari Fortesa Konoviku Enesa Selimi.
13.50 – 14.30	Meeting with graduates.	Zana Haruni Bujar Gjonaj Mirlinda Dacaj Eljesa Shala Teuta Osmani.
14.35 – 15.15	Meeting with employers of graduates.	Benek Silik Osmani, <i>Walone fashion group/WFG.</i> Linda Osmani, <i>Shtepia e Shpreses Millosheve.</i> Asdren Jonuzi, <i>Fër- Fër.</i> Donika Loci, <i>Donika Loci.</i> Arbenita Tershani, <i>Arbenita's Creation.</i> Jashar Celina, <i>Fabricel.</i>
15.15 – 15.25	Internal meeting of KAA staff and experts.	
15.45 – 15.35	Closing meeting with the management of the Faculty and programme.	Bujar Demjaha, Rector of AAB College. Fitim Aliu, Dean of the Faculty of Arts, Elisa Nikolla, Vice Dean of the Faculty of Art.



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

1.3 A BRIEF OVERVIEW OF THE INSTITUTION AND PROGRAMME UNDER EVALUATION

AAB College describes itself as both the first and largest non-public institution of higher education (HE) in Kosovo. It was established in 2002 and began with just 50 students and 20 employees occupying space totalling 400sqm. There was a significant expansion in 2007 and the College claims to have enjoyed a 20% annual growth over the past seven years. It currently has around 16,000 students enrolled across 14 faculties at its main campus in Prishtina and two other sites in Gjakova and Ferizaj.

As a consequence of this growth, AAB has, in recent years, invested heavily in the digitisation of academic and administrative processes and data creating a comprehensive management information system. This has, in turn, facilitated a process of decentralisation and devolvement of responsibilities from the Rectorate down to Deans of Faculties across a wide range of academic and administrative functions - including quality assurance, personnel selection and management, student projects and the management of resources to include finance.

In addition to growth, AAB claims to have achieved a high degree of institutional maturity in terms of organisation, management and leadership with a greater number of significantly improved student services. This was evident during the meetings with managers and teaching staff. It also prides itself on how this has led to a secure, stable and strong community of supportive academic and administrative staff.

Innovation features large in the College's vision and strategies. It values its positioning in networks of higher education institutions in Europe and internationally and considers itself to be a leader in Kosovo's European integration processes and its promotion of economic and societal development.

The Faculty of Arts was founded in 2005 and currently offers the following five accredited bachelor programmes and one study programme at Masters level. All are practice-based.

- BA Graphic Design
- BA Fashion Design
- BA Painting and Visual Arts
- BA Musicology



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

- BA Choreography
- MA Graphic Design

It was unclear to the EE whether the reference to ‘architecture’ in the SER was significant.

2. PROGRAMME EVALUATION

2.1 MISSION, OBJECTIVES AND ADMINISTRATION

The current three-year (6 Semester) BA programme in Fashion Design shares a common mission and set of strategic objectives that are entirely consistent with those of the Faculty, College and KAA more broadly. It strives to deliver a teaching and learning experience for its students that is practice-based and vital to the profession, industry and communities for which the programme is designed.

Whilst acknowledging the potential transferability of the learning outcomes to careers outside the mainstream of fashion, in such areas as athletics and in film, television and theatre costume, the principal objective is to produce ‘employable fashion designers’. This, the Faculty aims to achieve by having a professional orientated curriculum, a well informed and qualified team of teaching staff using new teaching methodologies and by collaborating with other European institutions of higher education to facilitate opportunities for student internships and exchanges for students and staff. It is also very committed to similar mutually advantageous collaboration with, and support to, national and local business, artistic and cultural organisations.

These objectives are evidenced by a balance of studies of around 60/40% between practice and theory, respectively, and of the control of group sizes. This is consistent with other programmes internationally with similar objectives. Detailed discussions with students, graduates and employers of graduates provided additional confirmation of how these all worked in practice and of outcomes typical of the intellectual, practical and transferable skills expected of a graduate from higher education embodied in the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

Compliance level

The study programme is entirely consistent with the overall mission of the College. It has a well-defined overarching didactic and research content and its rationale is well founded on relevant external academic and professional best practice and advice. It is fully compliant with Standards 1.1 to 1.3.

There is a full and thorough range of formal policies, guidelines and regulations referred to in the SER dealing with responsibilities relating to the management and delivery of programmes, behaviour and to recurring procedural and academic issues. These cover academic integrity, responsibility and public accountability including a full range of documents requiring every person within AAB to conform to a set of moral and ethical principles and to the principles of scientific and artistic truth – including codes of practice and disciplinary procedures.

These arrangements are established at institutional level with an increasing number delegated to the Faculty for administration and implementation. The particular structure put in place by the Faculty, following the decentralisation, comprises a mix of committees and posts to cover both policy and managerial matters under a senior Scientific Teaching Council with a membership that includes all academic staff and representation from students and administrative staff.

The EE was impressed. The system is comprehensive and thorough with clear measures to ensure appropriate ‘follow through’ and ‘feedback’ occurs.

The EE assumes that a summary of most of these arrangements would be included in the handbook given to students at induction.

Compliance level

The EE is satisfied that these measures are fully embraced at Faculty level. They are fully compliant with Standards 1.4 to 1.6.

2.2 QUALITY MANAGEMENT

AAB is a long established and mature institution with quality assurance (QA) standards and principles established over time according to the Bologna Process and regulations laid down by KAA. It has also benefitted enormously from its openness to



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

collaboration with, and the participation of, teams of advisers and experts drawn from across the world that have been able to bring their own experience of best practice to QA events.

At institutional level there is a comprehensive and thorough system of common requirements for the design of new programmes, modification of existing ones and the processes of monitoring, review and formal evaluation. Operationally, much of this is now devolved to Faculties.

This includes clear articulation of what programmes are setting out to achieve; the attraction, selection and recruitment of suitable students; the content and balance of the teaching and learning experience; effective outcomes and fair assessment for the purposes of monitoring, feedback to students, for progression and award and also for when things go wrong. These systems also include the collation of information on the workload of students and staff; student, staff and employer feedback and the destination of graduates. Programmes are reviewed on a two-year cycle and it is at this point that the QA process can be used to inform, from evidence it has gathered, the desirability or need to make changes.

The EE would have found it helpful to have been given some examples in the SER of how the QA processes had been used to advantage. The EE was disappointed not to see any explicit articulation of changes that might have been made to the programme as a consequence of the event. There were no illustrations of how the reaccreditation event, and preparations for it, had been used as an opportunity to introduce change and as a demonstration of how these time-consuming processes could be used positively and to advantage rather than just be a chore.

The EE was interested to see an analysis of gender balance on the programme, with a majority of female students, as is common on fashion and textile design programmes, but disappointed not to see a similar cohort analysis in the SER for more important programme statistics that could have provided a simple quick indication of how the programme was fairing. At its most basic this would have included numbers and profiles of student applications and enrolments, progression and successful completion.



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

Additional information demonstrated this information had been collected as a matter of routine and used but was unfortunately, for the past two cohorts, atypical and inappropriate for analysis due to the effects of Government controls and financial pressures caused by the global pandemic.

The EE nevertheless found the processes to have been applied appropriately at Faculty level, within the revised devolved arrangements, with reasonable interpretation and discretion both in the design and intended operation of the programme. This includes the important need for students to understand what is required of them and for this to be regularly refreshed and updated.

Compliance level

The EE is satisfied that the required quality assurance processes are in place and appropriately applied to the programme.

They are fully compliant with Standards 2.1 to 2.9.

2.3 ACADEMIC STAFF

The full-time teaching staff team is strong. It comprises people that are highly qualified, competent and motivated. The overall position on staffing is stable and secure.

The SER provides listings of the 10 full-time teaching staff dedicated to the programme by qualification, title, tenure and by the amount of time they are allocated to spend on teaching, assessments and on providing academic counselling to students. Similar information is provided for part-time and visiting staff.

Full-time teaching staff cover more than 75% of the curriculum. They have contracts for between 1-3 years with the possibilities of extension within a framework of legal requirements for the minimum number of teachers required and their workload. The latter being 8-10 contact hours, depending upon their seniority, and includes the supervision of internships. Upper limits are also stipulated for tutorial contact conducted via the College's electronic e-professor.



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

All staff are aware of what is expected of them and are subjected to annual review from students, peers, line managers and from self-evaluation. The results of these reviews are made available publicly.

Opportunities and support for the development of staff is described to be more related to training by the College on teaching methods, quality assurance, curriculum development, cooperation with other higher education institutions and for participation in external conferences.

Weaknesses and threats in a SWOT analysis in the SER however allude to a lack of external funding for doctoral studies of academic staff and their retention vis a vis retirement and attractions of working abroad. Interestingly this is different and, arguably, an improvement upon previous analyses where the threats and weaknesses were described more to do with a lack of motivation to engage! The situation that the teaching team finds itself in is therefore relatively commonplace and might be one where professional development in the form of applied and contract research and practice might be more successful.

Compliance level

The EE is satisfied that the arrangements in the Faculty are appropriate and fully compliant with Standards 3.1 to 3.10.

2.4 EDUCATION PROCESS CONTENT

It is always easy to identify additional topics for the curriculum of practice-based vocational programmes such as this. What is more difficult is deciding what needs to be removed or reduced to make space and avoid overloading the curriculum and student. One solution historically was to lengthen the duration of programmes. Now programme designers have to be more innovative and deploy solutions such as 'prioritising' subject components by 'levels of understanding'. This can result in subject 'x' requiring, for example, 'competence' or 'mastery' whilst another subject 'y' needing only that students gain an 'awareness' or 'familiarity'.

The EE was impressed by the clarity and ambition of the programme objectives. They are unequivocally designed to produce fashion designers able to survive and prosper in what is a huge international and competitive industry. This raises high



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

expectations of graduates having at least an awareness of some of the equally big transformations taking place in that industry.

The SER touched on some of these changes in opening statements but thereafter provided scant additional information on how this was being addressed in the curriculum. This left the EE wondering if the programme was actually less vital than claimed and hence less likely to fully achieve the programmes objectives. The sample of Subject Programme Module proformas provided were equally silent and there were a number of subject areas that seemed to be hardly mentioned – such as fashion accessories, anthropometry and spoken English. Details on the semester 6 Final Project and internships were also not provided with the initial papers.

Discussions with Heads of the Study programme, teaching staff, students, graduates and employers were conducted over a wide range of topics and were much more reassuring. The EE was impressed with the ready recognition of a number of topics, and of an acceptance by all that contributed to those discussions, that students needed to be at least aware of these. During discussions the EE was given sufficient examples illustrating where and how these topics were, in fact, currently being taught to students. The topics discussed included:

- Big ‘high street’ retailers disappearing in favour of internet sales with resulting shifts away from mass producers and wholesalers. A movement accelerated over the past year by the global pandemic.
- Fashion designers becoming much closer to the consumer. Moving from ‘business to business’ to ‘business to consumer’ working business models with shop assistants and static displays being replaced by live streaming.
- Mass customisation following trends established in other manufacturing industries long ago based on Kaizen, ‘lean manufacturing’ and an aim to achieve high ‘stockturns’.
- Sizing. An increasing number of developed countries reporting over 50% obesity in their populations. The demise of the block system and sample sizing.
- Consumer-driven emergence of ‘a circular economy’ with the fashion industry under pressure to reduce waste.
- Big established fashion ‘label’ producers unable to sell their products in their own domestic markets due to consumer driven concerns over ethics, slavery and the human conditions of workers where items are made.



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

- ‘Diet Prada’ arising from social media infiltration A breakdown of respect for intellectual property rights and plagiarism.

The EE was also reassured over an ambiguity concerning the English language proficiency of graduates. Whilst the College maintains a policy that all study programmes are instructed in the Albanian language, almost all the students spoke English, largely as a consequence of their secondary education.

Additional information provided on the Semester 6 Final Project confirmed expectations that this was a culminating comprehensive test of a student’s ability to draw together all that they had learnt and present this in a professional manner.

Students have most of the final semester to complete a body of work that has to demonstrate not just a single item or design but a range of their abilities in both design and making and be able to articulate that work in a social, historical and technical context. Work undertaken during internships can be included and students can also benefit from support from the Department of Film, Media and Communication in make-up and hairdressing for the presentation of their designs at a fashion show held before an audience that includes potential employers.

In the absence of being able to physically inspect samples of students’ Final Project portfolios this, along with the feedback from employers, was the best evidence possible that students were achieving the programme’ objectives.

Additional information resolved questions the EE had initially over the positioning and support given to students during internships. These appear to be carried out in a sympathetic and supportive manner and provide additional high value to the student experience.

Compliance level

The EE feels that information provided for this section of the SER could have been better presented but is nevertheless satisfied that the education process, content, and especially subject balance, are thorough and appropriate to this programme’s ambitious and demanding objectives. It is substantially compliant with Standards 4.1 to 4.12.



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

2.5 STUDENTS

The meeting with students, drawn from all three years of the programme and with graduates, was a delight.

Current students were able to confirm the thoroughness of general information given to them by AAB about the programme, including prerequisites prior to submitting an application. They all commented on the high reputation enjoyed by the Fashion Design Programme in Kosovo and of their unqualified praise for the teaching and learning experience they had received to date. All spoke English, most of them fluently, and attributed this largely to their secondary schools.

It was not possible to see any of their work but their articulation of experiences on the programme was impressive. This included content, arrangements for internships and especially the flexible handling of those internships by the Faculty and employers. All displayed a good awareness of what was happening in the industry.

Graduates were equally complimentary and satisfied with their experience at AAB which all described to have been highly appropriate for preparing them for the world of work. Employment was broad ranging from posts held at company director level through to designer/makers running their own businesses. Several spoke of the specific value of the internships that had paved a way for them into immediate employment after graduation. All had maintained a relationship with their past teachers at AAB.

Employers too were very complimentary and all spoke of their very positive experiences of students and graduates from AAB that had repeatedly worked for them. In particular they spoke of an impressive contribution made by those students and graduates in bringing about the serious changes that they had to make to survive during the current pandemic.

The range of employers was widely drawn ranging from a specialist manufacturer of ball gowns and wedding dresses operating internationally with 50 employees through to an atelier producing traditional clothing and a small owner/designer/maker of fashion accessories.



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

The SER provides comprehensive information on institution-wide arrangements for student admission, participation in decision-making, rights of representation, feedback, what students can expect, what is expected of them and support for them when things go wrong. This is all very thorough, as one would expect of a mature, well-managed institution. Those arrangements have been developed from experience, drawn widely upon best practice from elsewhere and subjected to continuous improvement – a characteristic of effective QA systems. In all instances these are delegated, mirrored and adopted at Faculty level to suit local circumstances and needs within prescribed limits.

The EE could find no circumstances where those arrangements posed any hindrance or adverse impact upon the specific character of this programme.

Compliance level

The EE was impressed with the very thorough yet flexible arrangements for students, their very positive views on the teaching and learning experience and the very positive endorsements provided by graduates and employers. These arrangements and outcomes are fully compliant with Standards 5.1 to 5.6.

2.6 RESEARCH

One of the strategic objectives of AAB is for there to be an improvement in scientific and other research related activities to increase the relevance of studies, improve working conditions and establish a culture of excellence, innovation and use of new technologies. To that end the College has had a five-year plan in place since 2018 together with resources to stimulate and support staff research, practice and other relevant scholarly activities. The EE was pleased therefore to see reported that the plan was producing significant improvements.

Whilst the language used in the SER remains a little ambiguous on the role of ‘scientific research’ vis a vis ‘practice’, the evidence presented continues to demonstrate flexibility and accommodation for other forms of appropriate professional development related to this programme. One example of this being the specificity that each member of staff is obliged to produce at least one scientific paper within the academic year compared to a listing of achievements demonstrating a much wider breadth of acceptable activity. Active staff development across a wide range of activities from scientific ‘blue sky’ papers



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

through to ‘one-man shows’ is both typical and appropriate within an art and design environment and can be enormously beneficial to the quality and vitality of the teaching and learning process - which the Faculty thus far seems to be achieving.

The EE is pleased to see the earlier steps taken to raise the profile of research and level of activity is delivering positive results.

Compliance level

The EE is content with the continuing improvements in the level of research and staff development activity and especially the flexible interpretations being taken of AAB’s policies in this area. The arrangements both at institutional and Faculty level are substantially compliant with Standards 6.1 to 6.10.

2.7 INFRASTRUCTURE AND RESOURCES

Due to restrictions, imposed in response to the global pandemic, and the detached nature of the event, it was not possible to physically inspect the facilities available to the programme.

The SER refers to generous new accommodation, seemingly more than adequate specialist teaching space, and of significantly improved communications now possible with the electronic ‘e-Student’ platform. Students and academic staff receive a great many services through this platform. For students this includes connections to support services, the receipt of teaching materials and an ability to submit transcripts and receive timely assessment and feedback. Of particular interest was the reported increase in magazine and journal subscriptions – an important learning resource for students to be able to keep abreast of what is happening in the world of fashion design.

The EE also welcomed the SER reporting on AAB’s continuing financial stability – despite the global downturn in economies.

Compliance level

Infrastructure and resources appear to be fully compliant with Standards 7.1 to 7.6.



Republika e Kosovës
Republika Kosova - Republic of Kosovo
Agjencia e Kosovës për Akreditim Agjencia Kosova za Akreditaciju
Kosovo Accreditation Agency

3. OVERALL EVALUATION AND RECOMMENDATIONS OF THE EXTERNAL EXPERT

The External Expert is grateful to the Faculty's management and teaching team, its students on the programme and employers for their open and dynamic contributions to the event and wishes them well for the future.

The three-year BA Fashion Design programme at AAB continues to improve and show promise that it could, in time, become a serious asset, not just within AAB's portfolio, but also as a significant driver in the development of Kosovo's industrial economy. There are many parallels where this has happened in other countries in recent years.

It has many of the right ingredients for that to start to come about - and in a form that is not necessarily reflective of how things are now and how they 'used to be'. There is a strong community of committed, ambitious and well-connected staff; an ability to recruit highly motivated students and a good working and respected relationship with industry. It now needs to continue developing on all those fronts and, in particular, develop to a high level its intellectual assets by research and practice and by exposure and association with the best.

It has the potential to become a centre of excellence.

In conclusion, the External Expert considers the BA Fashion Design programme offered by the AAB College to be Substantially Compliant with the Standards included in the current KAA Accreditation Manual and therefore recommends the study programme continue to be accredited for a further 5 years with a similar maximum annual enrolment of 120 (one hundred and twenty) students as currently approved.

Professor Alan Brickwood, External Expert

7 April 2021 (revised 14 April 2021)