# KOSOVO ART ACADEMY

# INSTITUTIONAL AND PROGRAM EVALUATION

# REPORT OF THE EXPERT TEAM

*Site visit: Prishtina, 28-29 May 2019*

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# 1. INTRODUCTION

## 1.1 Context

**Date of site visit:** 28-29th May 2019

**Expert Team (ET) members:**
- Prof. Stephen Adam
- Ms Oana Sarbo
- Prof. Alan Brickwood

**Coordinators from Kosovo Accreditation Agency (KAA):**

- Avni Gashi, Acting Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- Leona Kovaci, Senior Officer.

**Sources of information for the Report:**
- New KAA guidelines for institutional and programme evaluation;
- Self-evaluation report (SER) submitted by the Kosovo Art Academy;
- Previous External Evaluation Report (FR) dated 2nd May 2017;
- Information obtained during the site visit;
- Supplementary documents requested by Institutional re-accreditation team:

Kosovo Art Academy - List of additional documents required:
   i. Statute of the Academy*;
   ii. Plan for strategic development and quality assurance*;
   iii. 2018 Director of the Academy public report on the condition of the Academy;
   iv. List of administrative staff and job position*;
   v. The regulation of the Senate of the Academy*;
   vi. The regulation of the Student Representative Council (inc. election criteria) *;
   vii. The Code of Ethics*;

viii. Policies set by the Academic Senate considering internal quality assurance system (SER page 24)*;

ix. General Didactic Regulation (SER – pg. 25) *;

x. Annual plan for assurance of quality (SER page 28 )*;

xi. Programmes regulations*;

xii. Library/Development plan*;

xiii. Council of International Relations – terms of references*;

xiv. QA, ECTS and Career Support Office – terms of references*;

*N.B.* *No new document should be supplied just existing document.*

*\* denotes documents received in English.*

**Criteria used for institutional and program evaluations**

- The new KAA Accreditation Manual, further guideline materials, information obtained during the site visit plus the additional documents requested following the visit (listed in section 1.1 of this report (above).

**1.2 Site visit schedule:**

Institutional and Programme Reaccreditation Procedure at Kosovo Art Academy

Date: 28th[th] – 29th[th] of May 2019

Expert Team

- Prof. Stephen Adam
- Prof. Alan Brickwood
- Ms. Oana Sarbu

Coordinators of KAA

- Avni Gashi, Acting Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- Leona Kovaci, Senior Officer for Evaluation and Accreditation

## 28 May

**19.45**            Meeting at the Reception of the Hotel

**20.00**            Working dinner

## 29 May

**08.30**            Meeting at the reception of the hotel

**09.00 – 10.15**    Meeting with the management of the institution

**10.15 – 11.00**    Meeting with quality assurance representatives and administrative
services

**11.00 – 12.30**    Lunch break

**12.30 – 13.30**    Meeting with the heads of study programs

**13.30 – 14.15**    Visiting tour of the facilities and infrastructure

**14.15 – 15.00**    Meeting with teaching staff

**15.00 – 15.45**    Meeting with students

**15.45 – 16.30**    Meeting with graduates

**16.30 – 17.15**    Meeting with employers of graduates and external stakeholders

**17.15 – 17.30**    Internal meeting – Expert Team and KAA

**17.30 – 17.45**    Closing meeting with the management of the institution

| Nr. | Study programs | Experts | Responsible persons of study programs | | |
|-----|----------------|---------|------------|------|------|
| 1 | Institutional Re-accreditation | Stephen Adam and Oana Sarbu | | | |
| 2 | Design/BA | Alan Brickwood and Oana Sarbu | 1. Dardan Luta | 2. Ilir Murseli | 3. Violeta Beqiri |
| 3 | Graphic Design-Multimedia /BA | Alan Brickwood and Oana Sarbu | 1. Rrezeart Galica | 2. Leonita Fazliu | 3. Masar Kabashi |
| 4 | Photography /BA | Alan Brickwood and Oana Sarbu | 1. Fitim Shala | 2. Arbresha Hoxha | 3. Kastriot Saqipi |

## 1.3    A brief overview of the institution under evaluation

According with the SER, Higher Education Private Provider "Kosovo Art Academy",  is a Higher Education Institution in Kosovo, established in 2015 in the form of the company with limited liabilities, which as its primary activity has providing Higher Education services in the Republic of Kosovo, with the following study programmes: Design, Photography and Graphic Design - Multimedia (which programmes are accredited by the Ministry of Higher Education in Italy). Kosovo Art Academy is an institution that has applied for accreditation with the Kosovo Accreditation Agency (KAA) in 2017, and currently is in the process of institutional reaccreditation and of the reaccreditation of programmes.

Director of LABA - (Academy Free of Fine Arts) in Brescia after several days' survey and visit in Kosovo, found that it was reasonable to open an Academy, which within its scope grasps a high and qualitative artistic formation that is associated with new technologies. Therefore, the decided to establish an Academy that would be supported by LABA − Academy, legally recognized by the Ministry of Higher Education in Italy.

Institutional accreditation and the accreditation of three programmes were granted for one year only in 2017 to enable the Institution to demonstrate its promise. It seemed then to be an unusual and potentially advantageous development for Kosovo. During 2018 KAA underwent a process of reconstruction and change in the way it conducts its work and suspended all new accreditation and re accreditation work for one year. KAAc therefore benefitted from this in having one extra year's extension of its approval to operate.

## 2. INSTITUTIONAL EVALUATION

This re-accreditation proved particularly challenging for three reasons: (i) the process was considerably slowed by the need to translate everything between local language, English and Italian and vice versa; (ii) the demands of the new and unfamiliar KAA approach to Institutional and Programme review using standards and performance indicators; and (iii) the need to get access to additional documents (listed above in section 1.1, i-xiv of this report) necessary for any accurate evaluation under the new KAA approach to quality.

### 2.1 Public mission and institutional objectives

The initial meeting with senior management began with a discussion of what had changed since the last initial accreditation by the KAA. Unfortunately, this exploration foundered almost immediately with a breakdown in the three-way translation process. This process was not only slow but exasperating for all concerned. There was useful information on progress contained in the SER (SER section 3, pages 58-59) which was presented in chart form. However, this did not provide much information on detailed effective changes or resolution of all issues raised in the previous accreditation report of May 2017.

The mission statement states the following:

> *'The mission of the Kosovo Academy of Arts is to provide the highest level of teaching and research with the aim of qualitative artistic formation that is associated with new technologies, for students wishing to pursue their career as professional artists, aimed at promoting the Italian and European art style, serving to meet the needs in Kosovo and the regional disciplines of traditional art.'* (SER section 2.1, Page 9*)*

This is followed up by a short paragraph of broad 'institutional objectives' (SER page 10, which does mention the challenge of the global art environment. The academy clearly has a mission statement that mentions the three pillars: teaching, research, and community service but in a very broad and vague way.

The mission appears to promote the 'Italian and European art style' to the exclusion of all others. There is no focus on the significance or place of the Kosovo and Balkan rich art styles and heritage. It needs some clarification to eradicate any danger of promoting a limited and externally imposed approach. This is not to suggest anything deficient about the Italian or European artistic approaches.

The current mission statement fails to acknowledge the valid and important place of the non-European global art which should not be ignored or excluded as unimportant especially for any *'...student wishing to pursue their careers as professional artists...'* (SER section 2.1, page 9). The mission statement clearly and exclusively reflects the approach of its parent foundation the *'Academy Free of Fine Arts (LABA)'*. There is no evidence that the mission has been defined, or revised, based on consultation in consultation with internal or local, regional and external stakeholders.

The additional documents requested included the '*Strategic Development and Quality Assurance Plan*' dated 2018. This appears to have a variation of the mission statement and vision presented in the SER (see pages 4-5). Only one clear mission statement should exist.

The '*objectives*' and the '*main institutional objectives*' (detailed in the SER, pages 9 and 10 respectively) are not expressed in terms of medium and long term. Similarly, the Strategic Development document is dated 2018 but has no end date or timescales.

| Standard: | S 1.1 | S 1.2 | S1.3 | S 1.4 | S 1.5 | | |
|-----------|-------|-------|------|-------|-------|---|---|
| Compliance: | part | no | yes | no | no | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate.*

**Compliance level:**    Partially-compliant

**ET recommendations:**
   A. *The Kosovo Art Academy should re-examine and revise its mission statement to, (i) acknowledge and embrace the rich Kosovo and Balkan art heritage that exists in the locality and region and (ii) to fully embrace and acknowledge non-European art styles.*
   B. *The revised mission statement must be a product of full stakeholder consultation.*
   C. *The revised mission statement and objectives should clearly be reflected in the future programmes, strategic planning, decision making and operations of the Academy.*

## 2.2    Strategic planning, governance and administration

Exploration of the additional document '*Strategic Development and Quality Assurance Plan 2018*', reveals a number of problems. It is unusual to group 'strategic development' with 'quality assurance' and is not clear why this is done. The actual document has many aims and

aspirations but also considerable defects. It does not include: detailed resource implication with associated costings; implications for the institutional financial budget; identification of the individuals or committees responsible for implementation; evaluation and progress monitoring mechanisms (short-medium and long-term), criteria for evaluation, etc. The document just indicates that the management: *'...will review and evaluate the principles and implementation of the strategy on a regular basis and will take corrective action if necessary'* (Enabling Strategy 7, page 13*)*. The strategy does not appear to be reflected in the SER budget information (see also comments in this report in sections 2.3 and 2.5 below).

The organogram provides a slightly confusing set of relationships. The statues do not necessarily clarify this situation. Multiple titles for the same position serve to confuse the situation. Other issues for clarification that arise include:

- The separation of the academic and administrative decision-making dimensions into two separate diagrams suggests there are no linkages between them;
- The Director appears to link both of the above but they are different Directors positions;
- Clarify the role and function of the '*Deputy Director(s) of the Academy'* (SER page 16);
- Presumably the Academic Senate plugs directly into the Board/Steering Council;
- The Director (academic) appears to filter everything that goes to the Senate from various Departments and Committees;
- According to the Organogram the Heads of Photography and Design Departments have to go through the Graphics, Design, Multimedia Department (SER section 2.21, page15;)
- The Academic Policy Committee is a Senate committee but appears to report to the Director and not directly to the Senate;
- The Academic Policy Committee (SER page 16) appears to seek proposals from the Quality and ECTS Offices which sit and report via four intervening levels of councils/bodies/Departments;
- The role, functions and terms of reference (TOR) of the Scientific Teaching Council are unexplained in the SER;
- The role function and terms of reference (TOR) of the 'Council of the Departments' appears to be unexplained. Why does it appear to report to Head of Graphic Design and Multimedia?

- The 'Student Representative Council' does not appear on the organogram.
- Offices for Finance, Human Relations and International Relations are also not on the organogram.

Overall, the organogram(s) and the confusions of titles and cross-responsibilities make for an over-complex structure for a small institution. The current chart does not reflect the real, sensible nor appropriate linkages. It requires drastic simplification. In addition, the significant relationship with the Academy Free of Fine Arts (LABA) should be indicated and clarified.

The Student Representative Council (SER page 16) appears to have the extraordinary right to:

'…shall express <u>binding opinions</u> on proposals related to a) Academy's development programmes; b) Didactic Regulations; Interventions related to the Right to study' (SER page 16).

The statues of the academy clearly focus all power to the Board of Directors.

Issues associated with the statutes include:

- Article 7 (6) - the founders appear to have ultimate responsibility to counter anything they want including: '*shall have authority to reject or amend any act of the Steering Council, the Senate, the Director or any other officer or body of the Academy that is not in accordance with the Statute, the Law on Higher Education <u>or with their authorization</u>*'. This appears to provide them with draconian powers.

- Article 12 - Identifies the key power in the Academy as the Steering Council/Board but again assign key powers to the founders to veto certain Council appointments (points (4) and (5).

- Article 14 (5) - states the Board:

    '*4) Taking into account and, if it deems it reasonable, taking over unpublished annual incomes and expenditures before the civil authorities after they have been prepared by the Director; and (5) assigning, evaluating, scaling, adding, suspending, refusing, cancelling and setting up the payments and terms of service of staff members;*'

    It is not clear if this is appropriate under Kosovo law (this may be a translation issue) but presumably is legal as MEST has to approve all Statutes.

- Article 17 – gives the Board a veto on certain members of the Senate (points 4) and 8).

- Article 19 – appears to limit the responsibilities of the Senate by the prior responsibilities designated to the Board and Director. This could be interpreted as limiting academic freedom, transparency, etc.

- Article 74, (3) – appears to limit the attempts at an exam to two but then states that the Head of Unit can allow three or four attempts. This is strange. Furthermore, point (4) indicates that if a year is re-registered for then previous exam failures are annulled.

| Standard: | S 2.1 | S 2.2 | S 2.3 | S 2.4 | S 2.5 | S 2.6 | S 2.7 | S 2.8 | S 2.9 | S2.10 | S2.11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | no | no | no | part | no | yes | no | no | part | no | part |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level:**   Partially compliant

**ET recommendations:**
A. *The organograms and their textual explanation are confusing and require simplification and rationalisation. Ensure all official bodies (including the Student Representative Council and offices for Finance, Human Resources, International Relation, etc.) are included;*
B. *There should be a single integrated organogram (organisational chart) shows the relationship between academic and administrative decision-making branches of the Academy.*
C. *A revised organogram should reflect a revised set of structure and responsibilities;*
D. *Clear distinctions and a simplification of titles should be made including: President, President of the Academy, President of the Board, Chairperson, Director(s) as the current multiple nomenclature are confusing;*
E. *The ten bullet points above need to be addressed;*
F. *Clarify the relationship between the Kosovo Art Academy and LABA.*
G. *Revise the rights of the 'Student Representative Council'.*
H. *Re-examine the Academy statues/articles in terms of the bullet points raised above.*

## 2.3   Financial planning and management

The main financial source of the Academy is represented by fees payed by students. The situation in 2018 is the following:

1. total revenues - 140.500 Euro;
2. revenues from student fees – 115.500 Euro.

According to the SER, the Academy budget is planned for 3 years (2019-2021), with 2019 year being approved, while the other two years are evaluations based on the student number. As long as the expenditures with rental costs and salaries of teachers and administrative staff represent more or less 80% from the total budget, it is hard to believe that it is appropriate to the objectives assumed.

Also, KAAc provided to the ET a legal letter signed by LABA Academy in 2016 through which the Italian Academy taking its commitment to financial support of the Academy during the first three years. ET found that even with the financial support of LABA, KAAc has encountered difficulties in budgeting important activities in a higher education institution.

The academy has not a realistic and sustainable annual budget for a higher education institution. Excepting teaching activities and some money for research (15.000 – 25.000 Euro) no other academic activity is represented in the expenditure section of the budget: quality assurance, staff development, specialist space and equipment or internationalization.

The academy did not present in the SER either during the site visit or in the additional documents sent to the ET the existence of a person or office responsible for the financial activity of the institution

There is not an accurate monitoring of expenditure and commitments against budgets. Under the authority of the Board, the Director is responsible for preparing an annual revenue and expenditure estimate for consideration by the Board, as well as for budget management and resources assessed and approved by the Board. In this job, the Director assists the secretary.

It is the view of the ET that one of the first conditions in securing additional funding is to provide more information and analysis of future projections, in particular for areas such as staff development and research budgets, internationalization and other financial supports for students, among others.

| Standard: | S 3.1 | S 3.2 | S 3.3 | S 3.4 | S 3.5 | | | |
|---|---|---|---|---|---|---|---|---|
| Compliance: | no | no | no | no | no | | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level:**     Non-compliant

**ET recommendations:**

A. *Increase the institutional capacity in attracting, monitoring and analysing the financial resources.*
B. *Increase institutional efforts towards the diversification of funding sources.*

## 2.4    Academic integrity, responsibility and public accountability

The institution has adopted a Code of Ethics which aims to establish rules for professional conduct for Art Academy members, including academic and administrative staff, in accordance with the spirit of the academic, professional and moral ethics of the academy. The code is very general without any processes and mechanisms, specific sanctions applicable for breaches in the Code provisions. Because of this, there is not any evidence that the institution is applying the Code of Ethics The code has not any mention considering the plagiarism. Actually, the document named Code of Ethics is more a set of rules and values to be respected by employees. The Code is addressed only to academic and administrative staff, not to students. The Code is not made publicly available on the institutional website.

KAAc didn't establish a designed structure as an Ethics Committee responsible for the analysis and resolution of any potential breaches in the code of ethics.

As observed during the site visit, the academic community of the institution is not at all familiar with the contents of the Code and they were unable to address even general questions.

The ET didn't identify any relevant regulations or procedures (as Strategy, QA procedures, Code of Ethics etc.) on the academy website.

Generally, there is insufficient information published about academic staff, research and academic activities, the programmes offered, the number of students enrolled, the intended learning outcomes of programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to its students, graduate employment information, scholarship opportunities, as well as tuition and administrative fees.

| Standard: | S 4.1 | S 4.2 | S 4.3 | S 4.4 | S 4.5 | S 4.6 | S 4.7 | |
|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | no | no | no | no | no | no | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level:**    Non-compliant

**ET recommendations:**

A. *Revise the Code of Ethics so as to define specifically the institutional understanding of plagiarism.*
B. *Ensure that the Code of Ethics is enforced through clear processes and mechanisms.*
C. *Establish an Ethics Committee.*
D. *Increase the dissemination of the Code of Ethics provisions and take more proactive measures to raise awareness around academic honesty.*
E. *Ensure that all internal regulation, procedures, self-assessment reports and decision of governing bodies are made public on the website of the institution*

## 2.5    Quality management

The institution has developed a *Plan for strategic development and quality assurance (2018)* and a document named *Policies and procedures of internal quality assurance system* (2017). During the visit the ET identified a large misunderstanding of the concept of quality assurance or quality culture within the academic community and administrative staff, even those responsible with quality assurance in the academy.

The institution should increase its efforts to promote the development of quality culture as a common understanding of quality values, for which every individual of the organisation is responsible, a set of shared ideas, beliefs and values about quality united when everyone inside the academic community is sincerely engaged and motivated.

According with the *Policies and procedures of internal quality assurance system* (2017) and SER, in the academy function an Office for Quality Assurance and a Central Evaluation Commission. During the site visit, ET found out that the Commission is not established and the office has not really linked with quality assurance, more with quality management.

The institution's management does not seem aware of the importance of an internal quality assurance system real functional. Failure to meet minimum requirements is justified all the time by the *youth* of the institution.

ET has not identified any mechanism to monitor the implementation of the so-called QA Strategy. While the regulation makes reference to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), the ET could find little concrete evidence of any use made of or any engagement with the principles or standards of the ESG. Excepting the relation with LABA, though there are occasional opportunities to discuss learning and teaching developments with other institutions, ET learned that centrally-provided activities for improving learning and teaching practice have not been prioritised.

It is the impression of the team that much of the quality culture at the KAAc seems to be based on the informal connections and networks, as well as close and cordial relationships amongst staff and students, enabled by the small size of the institution. Similarly, teachers are able to point out informally if they see any potential problems, which can then be fixed.

There is no systematic training available for teachers on pedagogy, quality assurance and how these are related to the education, research-related, artistic and management procedures of the Academy.

The quality assurance functions throughout the institution are not integrated in a defined cycle of planning, implementation, assessment and review: the interviewees the ET has met had difficulties indicating sufficient examples of changes operated based on the data collected (quality assurance data used to guide enhancement and as a base for improvement).

According with the *Policies and procedures of internal quality assurance system* (2017), "Information collected from the questionnaires, interviews and focus groups, that includes

1. Opinions of the students on the teaching and the subject

 2. Students' experience in other fields

 3. Questionnaire about the Staff

 4. Questionnaire about the graduates (once we'll have them)

5. Questionnaire for interested parties (employers, professional associations)".

Actually, the only instrument functional is the survey to find out the opinions of the students on the teaching and the subject. The annual overall results of student course satisfaction are not compiled at institutional level into the overall report and are not used in analysis of results including trends over time or actions plans.

Having noted the absence of higher education-level learning and a teaching strategy the ET was interested in assessing the institution's ability to provide an appropriate central steer for

the enhancement of learning and teaching through the identification, dissemination and sharing of good practice in matters of generic interest across all subject specialisations. From discussions with staff it appeared to the team that arrangements and opportunities in this area were rather limited.

There is no integrated data management system or an integrated administration system. The course evaluation surveys are currently conducted in hard copy, and statistical data cannot be found in an accessible central database for its use in preparation of reports on indicators and other tasks in monitoring quality.

The Academy collects feedback from students concerning their learning experience in the classes they take at the institution. The results are collated at programme level. The heads of the programme receive the otherwise non-public results and are responsible for making necessary changes. However, the team did not receive evidence that this practice of collecting student feedback is systematic and also if data obtained is really used for changes or to develop an annual quality assurance report. There is a partially missing feedback-loop from data collection for quality assurance practises to actual quality improvement at college level. This may be due to the short history of such practices

It is the impression of the team that the Academy is largely dependent on the Kosovo Accreditation Agency regulations in quality assurance. The quality culture and quality assurance systems are not consistently embedded across the institution.

Overall, there is no evidence of a functional internal quality assurance system with periodic analysis at all levels of the institution and annual self-evaluation reports, analysis and action plans to improve the weaknesses. There is no systemic quality management of any institutional area - strategic planning, human resources management, study programs, etc.

| Standard: | S5.1 | S5.2 | S5.3 | S5.4 | S5.5 | S5.6 | S5.7 | S5.8 | S5.9 | S5.10 | S5.11 | S5.12 | S5.13 | S5.14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | no | no | no | no | no | no | yes | no | no | no | no | no | no |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level:**    Non-compliant

**ET recommendations:**

    A.  *Develop a real QA Strategy.*

B. *Establish the Central Evaluation Commission.*

C. *Improve the role of the QA system in the processes for planning and development and its use in the daily strategic and operations management.*

D. *Conduct regular evaluations to produce self-evaluations reports.*

E. *Involve students and other stakeholders in QA procedures*

## 2.6    Learning and teaching

It was indicated that the programmes of learning are similar to those in LABA. The Academy has a 35-page set of '*General Didactic Regulation* 2017'. These cover *inter alia*: general principles, first cycle study programmes, teaching quality, academic title, disciplinary matters, etc. However, the Academy does not appear to monitor the extent to which these policies and procedures are effectively implemented (see also comments in section 2.5, Quality Management above).

In addition to the didactic regulations there are three separate sets of regulation covering the three programmes of study. These appear to be quite similar and no justification of differences is indicated. Furthermore, these sub-regulations must link to the Statutes and the didactic regulations. There should one single set of regulations for the institution that provides a clear picture for all concerned. The three sets of stand-alone programme regulation contain little detail and start strangely with information on the discipline. They also are also deficient in key information that students will need: rules of progression; failure of core modules; appeals mechanisms and criteria; special circumstance regulations; maximum length of study; degree classification; failure of option/elective modules; recognition of prior learning; credit transfer; coursework rules; plagiarism, dissertation rules; criteria for measurement of 'active participation; complaints, etc.

There does not appear to be an effective system for ensuring that all programmes met high ongoing standards of teaching and learning with the absence of a functioning *'Central Evaluation Commission'*. However, it was stated that the current programmes were similar to, and derived from, the LABA programmes. Despite this the Academy must have its own effective internal systems and procedures to evaluate standards of teaching and learning.

The SER (Section 2.6, page 31) contains the following disturbing statement:

*'Academy is dedicated to further enhance the quality of learning, teaching, shaping practical and creative work in the Academy, so that the study programmes are comparable and compatible with other institutions of higher education in the region and in the field of European High Education.'*

This is disturbing as it suggests that current programmes are not at a requisite level. This is compounded by further statements about achieving its mission and vision for the future assisted by its strategic development plan. The SER (Section 2.6, page 31) goes onto indicate that it will rely on the KAA external re-accreditation process for evaluation. It may well be that the text used in this section of the SER suffers from mistranslation but the nine-point vision list of ways it seeks to materialize its mission - indicates a set of future aspirations. Unfortunately, this list denotes things that should be in place already.

A further disturbing issue previously noted in this report (see section 2.2 above) concerns the extraordinary right of the '*Student's Representative Council'*. It is stated in the SER (page 33) that by Statue and General Regulations they have the right to express binding opinions on 'development programmes', 'didactic regulations' and 'rights to study. This has enormous implications and is unacceptable.

The ECTS system is mentioned at various points in the SER and other Academy documentation. This is proper and appropriate. However, there does appear to be an excessive emphasis on workload in the calculation of ECTS credits. The revised '*ECTS Users' Guide 2015*' now clearly indicates: *'ECTS credits express the volume of learning based on the defined learning outcomes and their associated workload.'* The guide also links them firmly to quality assurance and the '*European Standards and Guidelines* (ESG)'. In particular, there is exclusive emphasis on the workload calculation in the section '*Calculation of ECTS credits'* (SER, page 62). Learning outcomes and their relationship to workload is of key importance. Furthermore, this SER section has a chart (Page 63) that indicates an allocation of ECTS credits for '*Individual time spent studying at the library or at home'* has an ECTS credits allocation. The chart indicates a total of 30 hours spent in this activity. This is inappropriate as credits can only

be earned by the achievement of learning outcomes and never for time served. Similarly, credits allocated for '*exam preparation' or 'lectures'* is inappropriate.

There is also a crucial link between the stated learning outcomes, the delivery mechanisms (teaching/learning) and the assessment diet. This does not appear to be reflected in the documentation. This weakness is emphasized by the existence of a uniform approach to assessment where the module assessment diets appears to be: First assessment 20%, Active participation 20%, Seminar 10% and Final exam 50%. This is present for all three programmes of study and raises the question as to why this common pattern is appropriate. Different disciplines and different modules will have different learning outcomes that should require quite different patterns of assessment.

The teaching staff were clearly dedicated and appropriately qualified. Many had their own business in their area of specialism and this was clearly of practical benefit to students who were taught by professionals with practical ongoing experience.

There appears to be no detailed statement or policy concerning 'student-centered learning'. However, the student rapport and interactions with staff was very positive. The meeting with student confirmed that there existed a productive and supportive level of engagement. Students appeared to be self-reflective, well-motivated and very engaged in the learning process.

| Standard: | S 6.1 | S 6.2 | S 6.3 | S 6.4 | S 6.5 | S 6.6 | S 6.7 | S 6.8 | S 6.9 |
|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Compliance: | no | no | no | part | part | no | no | yes | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level:**    Partially compliant

**ET recommendations:**

A. *Establish an effective system to monitor teaching and learning policies and procedures.*
B. *Revise any statements in the SER that might mislead, confuse, or be counter to KAA standards and performance indicators.*
C. *Ensure that existing teaching and learning standards are at an appropriate level.*

D. *Change any general regulations/statutes that give students 'binding rights' of the sort indicated above.*

E. *Reconsider all statements and policies concerning ECTS credits to reflect that they cannot be allocated for time served but only for the achievement of learning outcomes.*

F. *Stress the crucial learning outcomes-teaching/learning-assessment linkage as part of a revised Academy teaching, learning and assessment policy.*

G. *Reconsider the common assessment pattern to reflect diverse programmes of study and unique module requirements.*

H. *Produce a single, concise and comprehensive set of regulations for the institution from the numerous documents where regulations are stated (this could, if justified, contain programme sub-set special rules).*

## 2.7    Research

The academy has no research development plan. In the *Plan for strategic development and quality assurance (2018*) is mentioned*: "*In order to achieve educational goals, research and contribution to society, the Academy has identified a set of initial strategies aimed at achieving the implementation of its academic programs, which includes the following:

..... - **Research and development processes (knowledge creation) -** The Academy aims to be an institution where research and development activities are conducted and creative, artistic and universal knowledge is produced, distributed and shared......"

For a higher education institution this is not an appropriate approach of a research strategy. Specific activities/projects and measuring indicators have not been associated to the objective, as well as a process of progress monitoring and reporting and the academy could not provide details of how are the research priorities in the institution determined, or what kind of benchmarks were realised.

ET believes that speaking about research, the right question for KAAc is: **"what is research" in the context of art education?** The team was informed by most of the interviewed, the research undertaken at KAAc is viewed as aesthetic research rather than scientific research. ET believes that the programmes organized in the Academy offer enough space for scientific research.

The Academy has the Research and Teaching Council as a body that is responsible for research, but ET didn't identify the results of this council work considering research (according with SER), such as "multi-year plans for development of the Academy and established criteria".

The budget proposed by KAAc for scientific research is: 15.000 Euro – 2019; 20.000 Euro – 2020; 25.000 Euro – 2021. ET considers this amount far from being sufficient. In fact, the limited budget for research has been acknowledged by the institution as a threat of this standard in its SER SWOT analysis. The academy lacks a clear and operationalised research strategy and priorities at the institutional level. Without these, KAAc cannot effectively allocate resources to strengthening the research activity. The institutional organisation of research is not fully understood nor developed. It seems to the team that the Academy lacks guidelines, procedures and indicators to effectively monitor and evaluate research quality and output. Additionally, there are few support services for research available at the institutional level to help staff identify potential funding sources, prepare projects and apply for grants.

For the moment, the Academy has not a statistic considering the research activity of the academic staff. According with SER "the Academy aims to organize a research activity in terms of surveying its staff regarding their research activities and scientific institutions, including the identification of possible agreement of cooperation with outer agencies."

The ET did not identify the institution's strategic approach to support and encourage engagement of staff in research. The ET didn't identify an active participation of students in the research processes.

The Code of Ethics doesn't provide policies for plagiarism and intellectual wealth. However, it does not have clear ethical regulations for research activities / artistic creation. The academy should draft and adopt formal procedures regarding the ethics in research/artistic creation and ensure that all its internal stakeholders conduct their activities in line with these Also, none of the ethical structures is responsible to ensure the safeguarding of ethical principles in research/artistic creation.

| Standard: | S 7.1 | S 7.2 | S 7.3 | S 7.4 | S 7.5 | S 7.6 | S 7.7 | S 7.8 | S 7.9 | | |
|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|---|---|
| Compliance: | no | no | no | no | no | no | no | no | no | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level:**    Non-compliant

**ET recommendations:**

A. *Develop a Research / Artistic creation strategy with clearly specified indicators and benchmarks for performance targets, and is made publicly available.*
B. *Allocate more financial, logistic and human resources for achieving the proposed research objectives.*
C. *Encourage academic staff in research / artistic creation and monitor them activities.*
D. *Draft and formally adopt clear regulations for ethical principles in research, as detailed above.*

## 2.8    Staff, employment processes and professional development

The rights and responsibilities and recruitment processes are spread across different internal documents: the Statutes of the Academy, the Code of Ethics, and Job description for the administrative and support. Detailed provisions relating to performance review, support processes, and professional development could not be located in any specific regulation.  Staff related policies and procedures are not centralised in the form of an employment handbook made available for staff at the beginning of their employment.

The recruitment processes ensure that staff have the specific areas of expertise, qualification and experience for the positions they occupy. Generally, the staff employed in the institution (academic and administrative) hold the relevant qualifications so that they are able to effectively manage educational, scientific, research, creative activities and administrative processes.

The academy ensures that candidates for employment are provided with full position descriptions reflecting their duties and responsibilities prior to employment

There is no evidence that new staff are given an effective orientation to ensure familiarity with the institution and its services, programs and student development strategies, and institutional priorities for development

According to the documents presented by the Academy, there are 13 full time teaching staff and six part time teaching staff at 60 students. The ratio of students per full time staff member is adequate taking into account the nature of teaching requirements in arts field.

The teachers on the web-site are not the same as those presented in the report. For instance, SER presents three visitor professors from Italy and the website of the institutions presents eight, with only one name being the same.

Academy Statute – Art 81: *All appointments for professor, lecturer and lecturer titles shall be held for an initial period of four years; they may be repeated by the Academic Senate on the recommendation of the Department Council. The re-selection procedure is similar to that of the selection.* The statute doesn't mention anything about teaching staff periodical evaluation and ET didn't identify any other internal regulation of the institution to describe such a process. Actually, how it was already mentioned, the only instrument applied is the questionnaire for students and the results are not used for public analysis. Teachers interviewed stressed that there are discussions on the results of the assessment made by the students, but they do not end with a document.

The institution has not developed a staff performance review policy/procedure that reflects all instruments dedicated for the evaluation of each category of staff. The Academy has not a HR Office and that makes difficult a clear strategy in the field.

SER mentions: *Academy is planning that during the initial three years period of development to implement a comprehensive plan of training and study visits at LABA Academy, so that its academic staff would get equipped with new academic knowledge and experience in teaching and offering services in the field of education.* ET notes that the Academy has been in operation for almost two years now and does not seem to have implemented yet this *comprehensive plan of training.*

As the ET already detailed in the Standard 5, there is no systematic training available for teachers on pedagogy, quality assurance and how these are related to the education, research-related, artistic and management procedures of the Academy.

Without expenditure in budget dedicated to staff development, it's difficult to say that staff are given appropriate and fair opportunities for personal and career development, with special assistance given to any who are facing difficulties.

**Compliance level:** Partially-compliant

| Standard: | S 8.1 | S 8.2 | S 8.3 | S 8.4 | S 8.5 | S 8.6 | S 8.7 | S 8.8 | S 8.9 | S8.10 | S8.11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | no | yes | yes | no | yes | yes | no | no | no | no | no |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**ET recommendations:**

A. *Develop an employment handbook that collects the rights, responsibilities, recruitment processes, performance evaluation, promotion, support processes, professional development, promotion, etc for both academic and administrative staff.*

B. *Organise an induction process for all staff in order to get them familiar with the institution and its services.*

C. *Develop a staff performance review policy/procedure that reflects all instruments of evaluation for each category of staff, the impact of each instrument outcome in an overall annual score.*

D. *Develop a staff development plan for both academic and administrative staff that includes a coherent strategy for identifying training needs and associate measurable indicators for the defined objectives.*

E. *Allocate appropriate resources for the implementation of a staff development plan.*

## 2.9 Student administration and support services

The Academy has stated admission requirements. These can be found in various document. In the three sets of programme regulations they are very brief whist in the General Didactic (Page 11) there is a full set of more sophisticated rules. It is not clear why the programme regulations are incomplete and thus potentially misleading. The regulations allow the Recognition of Prior (and experiential) Learning (RPL) and/or credit transfer possibilities (particularly useful with the LABA connection). However, the latter are separated in another part of the General Didactic Regulations. It is not possible to establish if the admissions requirements are fairly applied (KAA standard) but there is no evidence to suggest this is not the case.

The Academy indicates it is still evolving but has plans to create a service to support and counsel students. The 2018 '*Strategic Development and Quality Assurance* Plan' has a

paragraph devoted to '*Student Support Services'*. This indicates '*The Academy is committed to providing all the equipment to support students in learning, career advancement, social needs, and in particular social cohesion.*' This future aspiration is un-costed and there is no deadline indicated. In a similar way the Academy indicates it will in the future establish a careers advisory service (SER page 47). It will also provide scholarships including part waver of fees. These initiatives are all future aspirations and there are no definite timescales or resource pledges associated with them.

The Academy does have an appeals mechanism (mentioned in Statute 73) but this appears to give limited rights for student appeal and narrow grounds for appeal. Appeals regulations normally include; examination irregularities, material errors, the judgements of examiners, special circumstances, arithmetic and factual errors, etc. Article 64 of the Statutes mention plagiarism and the annulling of degrees awarded. There appears to be no detailed regulation concerning plagiarism or other forms of cheating in the regulations. Currently, here is no student handbook where this information can be placed.

**Compliance level:** Non-compliant

| Standard: | S9.1 | S9.2 | S9.3 | S9.4 | S9.5 | S9.6 | S9.7 | S9.8 | S9.9 | S9.10 | S9.11 | S9.12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | no | yes | no | no | no | part | no | no | no | no | no |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**ET recommendations:**

A. *Publish a common standardised set of admission regulation to be replicated in all appropriate documents.*
B. *The Academy has to move from indicating future plans to develop costed, concrete developments that will ensure that appropriate student administration and support services, mechanisms, units, structures and personnel. This must be put in place within a designated time frame.*
C. *Develop a sophisticated set of regulations covering student appeals with a wide range of appropriate grounds for appeal included.*

*D. Develop a student handbook to include all key information about the programme of studies together with student, rights, regulations and responsibilities.*

## 2.10    Learning resources and facilities

The Academy is currently conducted its activities in a rented building, properly equipped. Some administrative offices are not yet fully functional. The ET visited classrooms, laboratories, administrative offices and exhibition hall. The institution provides an adequate, clean, attractive and well-maintained physical environment for its building. The Academy offers common areas for students' meetings, recreational spaces, cafeteria. The building is not suitably adapted for students with physical disabilities. The Academy doesn't have sports facilities, medical services and doesn't offer accommodation to students.

The Academy has an open study space, but it is not exactly a library. Books, journals and other materials available are in a small number and there is not any employee to support students and teachers or a system for recording loans and returns. According to the proposed Budgets for the next years, the KAA aims to increase the library's information resources.

Quality assurance processes used include feedback from students about the adequacy and quality of facilities ET didn't identify any evaluation report to capitalize the results of feedback process. No equivalent instrument is in place to collect teachers' satisfaction with learning resources and facilities. ET is aware that in an institution with so few teachers and students there is a permanent feed-back, but KAAc must realize that a higher education institution has to provide the effectiveness of its quality management and quality assurance systems.

Adequate computer equipment is available and accessible for teaching, staff and students throughout the institution and technical support is available for staff and students using information and communications technology.

| Standard: | S10.1 | S10.2 | S10.3 | S10.4 | S10.5 | S10.6 | S10.7 | S10.8 | S10.9 | S10.10 | S10.11 | S10.12 |
|-----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| Compliance: | yes | no | yes | yes | yes | no | yes | no | no | yes | yes | yes |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level:**     Partially compliant

**ET recommendations:**

A. *Increase the number of library physical resources and dedicate a staff person to the library.*

B. *Ensure suitable arrangements are made for the infrastructure and facilities to accommodate students and staff with special physical and learning difficulties.*

C. *Design, periodically conduct and analyse a survey to evaluate student's and teacher's satisfaction with the learning resources and facilities.*

## 2.11    Institutional cooperation

The team learned that there is no dedicated strategy document for international affairs. The team was unable to identify any strategic objectives for the planning period. SER points out that the development of an internationalization and cooperation strategy is envisaged. Therefore, it was not possible to ascertain clearly how KAA were measuring success going forward. The absence of clearly specified attainment targets, accompanied by measurable indicators, on matters such as mobility, and international research links, which might act as reference points for future planning in this area across the Academy and its faculties, seemed to the ET to be a notable omission.

Academy reached cooperation agreements with 10 institutions, part of them for students' internships. Excepting the special relations with LABA Academy, the institution doesn't encourage the international visibility, doesn't organize events with local or international visibility and doesn't encourage staff to participate in national or international events.

As the academy does not have graduates yet, ET didn't analyse the indicator 11.12 and didn't consider it in the calculation of standard's compliance.

In summary, at the time of the team's visit, even on the limited occasions where reference was made in planning documents to international developments, there did not appear to be a clear method by which progress could be transparently monitored and assessed as the operational plans were being taken forward to implementation.

| Standard: | S11.1 | S11.2 | S11.3 | S11.4 | S11.5 | S11.6 | S11.7 | S11.8 | S11.9 | S11.10 | S11.11 | S11.12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | no | no | yes | no | no | no | no | no | no | yes | no | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level:**     Non-compliant

**ET recommendations:**

A. *Develop and adopt an internationalization/institutional cooperation strategy to guide the institutional efforts into this direction.*

B. *Ensure that staff engagement in international cooperation and contributions to the community are included in the staff performance review system.*

C. *Increase institutional efforts and funding in order to increase students and staff international mobility.*

D. *Better assist and encourage staff to develop collaborative arrangements with the international community and to participate in international events or projects.*

E. *Encourage the involvement of local community in the Academy's activities.*

**OVERALL INSTITUTIONAL EVALUATION:**

**FINAL RECOMMENDATION (institutional re-accreditation):**
**The Kosovo Art Academy is non-compliant with the standards included in the KAA Accreditation Manual and, therefore, the experts recommend <u>not</u> to re-accredit the institution.**

EXPERTS: Stephen Adam and Ms Oana Sarbu, 20<sup>th</sup> June 2019.

## 3.1 BA DESIGN PROGRAM EVALUATION

**MISSION AND OBJECTIVES**

The three-year BA in Design largely shares a common mission and rationale with the other programmes under evaluation and, as a set of general statements, it is satisfactory but disappointing.

They are bland and could equally be used to describe almost any creative design programme of study anywhere in the world. There is hardly any specific articulation of what this unusual and promising collaborative venture could offer Kosovo. No explanation of what 'Italian and European' style means and how interesting and exciting outcomes could emerge from what has previously been summarised as a 'beaux arts' approach - where a passion for aesthetics and creativity prevails. The implied question as to why a programme of this kind could be especially good for the next generation of designers in Kosovo is unanswered. This, the ET believes to be a lost opportunity based, perhaps, on assumptions that this is already known to those that matter. If so, it is not, and especially in an environment acknowledged in the SER SWOT analysis to be *'an economy in transition'*, unsophisticated and with an entry profile of *'students with limited knowledge and talent in the field of art and design'*.

The programme's objectives are clearly those of developing graduates with knowledge and skills that will enable them to work across a broad range of different industries. In particular, it is claimed they will be competent in understanding and defining problems; analysis and research derived from a wide range of academic disciplines; the synthesis of ideas and development of solutions; functional, technical and manufacturing underpinning; effective communications; and be able to articulate their solutions within wider social, environmental, market and historical contexts. These outcomes are 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.

No evidence was offered, independent of LABA, as to whether any professional or industry advice was considered when defining the learning outcomes – especially from potential employers or stakeholders in Kosovo. Advice contained within two previous KAA ET reports seems not to have been heeded.

The Academy has 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. Specifically, these are referred to as a range of

documents relating to academic integrity, internal and public accountability and a code of ethics. These have been examined and are the subject of report by the ET in the Institutional Evaluation section of this report. The evaluation is not repeated here.

The ET could find no reference to a summary of these are included in any student handbook and given to students at induction.

The institution has adopted a Code of Ethics which aims to establish rules for professional conduct for Art Academy members, including academic and administrative staff, in accordance with the spirit of the academic, professional and moral ethics of the academy. The code is very general without any processes and mechanisms, specific sanctions applicable for breaches in the Code provisions. Because of this, there is not any evidence that the institution is applying the Code of Ethics The code has not any mention considering the plagiarism. Actually, the document named Code of Ethics is more a set of rules and values to be respected by employees. The Code is addressed only to academic and administrative staff, not to students. The Code is not made publicly available on the institutional website.

The ET didn't identify any relevant regulations or procedures (as Strategy, QA procedures, Code of Ethics etc.) on the academy website.

Generally, there is insufficient information published about academic staff, research and academic activities, the programmes offered, the number of students enrolled, the intended learning outcomes of programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to its students, graduate employment information, scholarship opportunities, as well as tuition and administrative fees.

| Standard: | S1.1 | S1.2 | S1.3 | S1.4 | S1.5 | S1.6 | | | | | | |
|-----------|------|------|------|------|------|------|--|--|--|--|--|--|
| Compliance: | yes | no | yes | no | no | - | | | | | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 40% - partially compliant**.

**QUALITY MANAGEMENT**

The SER provides some details on how quality assurance processes have worked over the past two years and will function in the future once the Academy becomes fully operational. These

include-self assessment; SWOT analyses; coordination by a Quality Assurance Office; centralised collection, collation and use of performance indicators as a management tool and to inform decision-making; annual student satisfaction surveys; consultations and the full participation of members of the Academy in these processes – staff, students and external stakeholders.

The ET was pleased to see the inclusion of weightings between methods of assessment, listed in the individual module/subject specifications. It certainly helped the ET understand better the character of the programme in terms of balance of the programme of studies between theory and practice.

Upon closer examination however, the ET could not find any detail on how all this has actually worked or will work for students and staff in the future. There were many features that the ET would normally expect to be included, that were not. It was incomplete - for example, a simple algorithmic test on what might happen if a student fails, what the limits of referral are, any distinction between 'main' and 'supporting study elements to protect the integrity of the study programme, assessment gradings, rights of appeal, complaints and their resolution were not evident. Nor was there any explicit reference to this kind of information being available to students in any kind of handbook at induction.

During the visit the ET identified a large misunderstanding of the concept of quality assurance or quality culture within the academic community and administrative staff, even those responsible with quality assurance in the academy.

The institution should increase its efforts to promote the development of quality culture as a common understanding of quality values, for which every individual of the organisation is responsible, a set of shared ideas, beliefs and values about quality united when everyone inside the academic community is sincerely engaged and motivated.

It is the impression of the team that much of the quality culture at the KAAc seems to be based on the informal connections and networks, as well as close and cordial relationships amongst staff and students, enabled by the small size of the institution. Similarly, teachers are able to point out informally if they see any potential problems, which can then be fixed.

The quality assurance functions throughout the institution are not integrated in a defined cycle of planning, implementation, assessment and review: the interviewees the ET has met had difficulties indicating sufficient examples of changes operated based on the data collected (quality assurance data used to guide enhancement and as a base for improvement).

According with the *Policies and procedures of internal quality assurance system* (2017), "Information collected from the questionnaires, interviews and focus groups, that includes

1. Opinions of the students on the teaching and the subject

 2. Students' experience in other fields

 3. Questionnaire about the Staff

 4. Questionnaire about the graduates (once we'll have them)

5. Questionnaire for interested parties (employers, professional associations)".

Actually, the only instrument functional is the survey to find out the opinions of the students on the teaching and the subject. The annual overall results of student course satisfaction are not compiled at institutional level into the overall report and are not used in analysis of results including trends over time or actions plans.

Having noted the absence of higher education-level learning and a teaching strategy the ET was interested in assessing the institution's ability to provide an appropriate central steer for the enhancement of learning and teaching through the identification, dissemination and sharing of good practice in matters of generic interest across all subject specialisations. From discussions with staff it appeared to the team that arrangements and opportunities in this area were rather limited.

The Academy collects feedback from students concerning their learning experience in the classes they take at the institution. The results are collated at programme level. The heads of the programme receive the otherwise non-public results and are responsible for making necessary changes. However, the team did not receive evidence that this practice of collecting student feedback is systematic and also if data obtained is really used for changes or to develop an annual quality assurance report. There is a partially missing feedback-loop from data collection for quality assurance practises to actual quality improvement at college level. This may be due to the short history of such practices

It is the impression of the team that the Academy is largely dependent on the Kosovo Accreditation Agency regulations in quality assurance. The quality culture and quality assurance systems are not consistently embedded across the institution.

| Standard: | S2.1 | S2.2 | S2.3 | S2.4 | S2.5 | S2.6 | S2.7 | S2.8 | S2.9 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | no | no | no | no | part | part | yes | no | | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 33% - partially compliant.**

**ACADEMIC STAFF**

The Academy overall currently has 17 teaching staff, of whom 13 are full time and 4 are part-time.

The full-time teaching staff team is competent and the overall position on staffing is stable.

The SER provides listings of the 5 full-time teaching staff currently dedicated to the programme by qualification, tenure and by the amount of time they will spend teaching students and in assessments in hours each week and in total for a semester. Similar information is provided for part-time and occasional visiting staff. All teaching staff have contracts for 3 years. Most of the staff teach across all three programmes at the Academy.

The SWOT analysis confirms the staff team to be young, qualified, with international and professional experience. The team should also have the benefit of regular secondees and visiting colleagues from Italy but this may not be happening as frequently as implied.

The same SWOT analysis identifies serious weaknesses in staff experience of applying contemporary technology in programmes and in a shortage of resources to commence new work. This is not surprising for Kosovo and plans have been made to satisfactorily address these weaknesses but no budgetary allocation has been made for this. These plans are referred to later in this report.

Academy Statute – Art 81: *All appointments for professor, lecturer and lecturer titles shall be held for an initial period of four years; they may be repeated by the Academic Senate on the recommendation of the Department Council. The re-selection procedure is similar to that of the selection.* The statute doesn't mention anything about teaching staff periodical evaluation and ET didn't identify any other internal regulation of the institution to describe such a process. Actually, how it was already mentioned, the only instrument applied is the questionnaire for students and the results are not used for public analysis. Teachers interviewed stressed that there are discussions on the results of the assessment made by the students, but they do not end with a document.

The institution has not developed a staff performance review policy/procedure that reflects all instruments dedicated for the evaluation of each category of staff. The Academy has not a HR Office and that makes difficult a clear strategy in the field.

| Standard: | S3.1 | S3.2 | S3.3 | S3.4 | S3.5 | S3.6 | S3.7 | S3.8 | S3.9 | S3.10 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | yes | yes | yes | yes | no | yes | no | no | yes | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate* **Compliance level: 70% - Substantially compliant.**

**EDUCATIONAL PROCESS CONTENT**

The overall impression gained by the ET of the BA in Design is that of programme that is broad and shallow - as opposed to narrow and deep.

'Design', including electives, comprises five different areas of main study ranging through graphics, eco, interior, product and fashion – any one of which can commonly be found in other institutions of higher education constituting a specialist study alone. Graphics seems to predominate this programme and this is also a bias in supporting subjects. Certainly, with all students having to pursue all four of the main studies (fashion is an elective) it is unlikely that any student on this programme could achieve outcomes that in any way lead to a specialism.

There is also an equally wide range of supporting subjects which, it is assumed, can be aligned with main subjects to provide pathways. One example could be the elective 'technology of materials' but this does not, as might be expected, address the properties of common materials such as wood, metal, plastics, ceramic and fabrics. It is mainly about the history of materials and, again, broad.

The inclusion of weightings within the subject specifications for how subjects are to be assessed, be that formal examination, written assignment or coursework, confirms these impressions and especially when main subjects such as interior, product, graphics and eco comprise a predominance of theoretical, as opposed to practical, assessment.

The 'capstone' (or 'major project') in semester 6 is described as a *Bachelor Thesis Project,* and referred to as having been resolved by a special regulation in 2018 to include 'what should be realised and defended by a student' - but no detail has been provided. It seems to be entirely at the discretion of a 'committee'. There is no description whatsoever as to learning outcomes, coverage and assessment. The ET was therefore unsure if the intended major project would deliver on the stated outcomes that students will be '*…competent in the synthesis of ideas and development of solutions; functional, technical and manufacturing underpinning; effective communications; and be able to articulate their solutions within wider…market … contexts'.* Not just demonstrate competence in the production of a written and theoretical 'dissertation' or 'thesis'.

The importance of this was clearly defined in a previous ET report (2017) and is a culminating component of a programme. It provides a clear demonstration of a student's intellectual development, in addition to subject skills – their ability to analyse and synthesise into a holistic solution. It can also confirm the actual level of study achieved by the programme – whether it is at degree level 6 or sub-degree level 5.

The Academy does have an appeals mechanism (mentioned in Statute 73) but this appears to give limited rights for student appeal and narrow grounds for appeal. Appeals regulations normally include; examination irregularities, material errors, the judgements of examiners, special circumstances, arithmetic and factual errors, etc. Article 64 of the Statutes mention plagiarism and the annulling of degrees awarded. There appears to be no detailed regulation concerning plagiarism or other forms of cheating in the regulations.

| Standard: | S4.1 | S4.2 | S4.3 | S4.4 | S4.5 | S4.6 | S4.7 | S4.8 | S4.9 | S4.10 | S4.11 | S4.12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | part | yes | yes | yes | yes | yes | yes | no | no | part | yes |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 75% - Substantially compliant.**

**STUDENTS**

The Institutional Evaluation has confirmed the presence of information, outside the documents supplied in advance of the visit, that demonstrate institution-wide arrangements for student admissions, participation in decision-making, rights of representation, student feedback via 'satisfaction surveys', what students can expect, what is expected of them and what support can be provided if something goes wrong. This information appears sound but as yet unproven due largely to the programme only being operational with just 30 students currently and for only two years. This information, should not be separated and elusive. It is part of the contract the institution has with students and the KAA. It should be transparent and readily available.

The intended production of a Diploma Supplement (Profile of achievement) for each student on graduation is commended.

The ET met with students and this included a guided tour of facilities which included being able to examine and discuss with them a limited exhibition of work. This comprised some

highly 'polished' CAD driven examples of poster design by both first and second year students on two different environmental topics.

All students spoke well of their experiences at KAAc, the support they got from staff and their ambitions for employment and further postgraduate study with LABA in Italy. The ET was unable to speak with any student that had experienced any 'internship' – this being a strong feature of the Academy.

How we already mentioned, the only instrument functional is the survey to find out the opinions of the students on the teaching and the subject. The annual overall results of student course satisfaction are not compiled at institutional level into the overall report and are not used in analysis of results including trends over time or actions plans. Actually, the informal connections and networks, as well as close and cordial relationships amongst staff and students, enabled by the small size of the institution, represent a big advantage, very well manged by the academy . Similarly, teachers are able to point out informally if they see any potential problems, which can then be fixed.

| Standard: | S5.1 | S5.2 | S5.3 | S5.4 | S5.5 | S5.6 | S5.7 | S5.8 | S5.9 | S5.10 | S5.11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | yes | yes | part | yes | yes | part | no | no | yes | yes | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 73% - Substantially compliant.**

**RESEARCH**

The SER acknowledges the importance of research both for academic subject engagement and for contributing to the communities by its academic staff but there is, at present no research development plan.

In the SER there is a SWOT analysis that identifies weaknesses in staff experience of applying contemporary technology in programmes and in a shortage of resources to commence new work.

To address these weaknesses the Academy has committed to producing a 3-5 research plan. One of its initial aims is to involve all teaching staff in collecting information of their activities in an open manner. Most are active professionally in practice and in appropriate research

outside their employment at the Academy but this information is not currently collected in any systematic manner other than in an abbreviated form for the compilation of CVs.

The ET is satisfied with the intentions of the Academy to raise the profile of research. This should enable a better understanding of the range of current research and staff development actually being undertaken, where any improvement needs to occur and enable prioritisation of resources. It should also dispel any notion that staff should engage in 'scientific research' alone. That term being unhelpful and especially as alternative and equivalent formal research and scholarly activities are equally acceptable.

There is however no reference whatsoever in the Academy's income and expenditure plans over the next three years to fund this. Essentially, no follow-through from the self-assessment of a serious weakness, This leaves the ET wondering how and when that weakness might be addressed and whether the matter is actually being taken seriously.

For the moment, the Academy has not a statistic considering the research activity of the academic staff. According with SER "the Academy aims to organize a research activity in terms of surveying its staff regarding their research activities and scientific institutions, including the identification of possible agreement of cooperation with outer agencies."

The ET didn't identify an active participation of students in the research processes.

| Standard: | S6.1 | S6.2 | S6.3 | S6.4 | S6.5 | S6.6 | S6.7 | S6.8 | S6.9 | S6.10 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | no | yes | no | no | no | no | no | no | yes | no | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 20% - No compliant.**

## INFRASTRUCTURE AND RESOURCES

In the time available, the ET was able to undertake only a brief tour of facilities relevant to the proposed study programme. This included shared classrooms, specialist IT suites, administrative offices, a common room, a workshop and an exhibition area where a display of student work was on show.

The ET also saw a small open space that doubled as a library reference area with a very small amount of learning materials. Plans exist for this to be enhanced over the next three years.

Overall the space looked satisfactory for the kind of programmes currently on offer but will need to expand to meet demand as recruitment consolidates.

The Academy is currently conducted its activities in a rented building, properly equipped. The ET visited classrooms, laboratories, administrative offices and exhibition hall. The institution provides an adequate, clean, attractive and well-maintained physical environment for its building. The Academy offers common areas for students' meetings, recreational spaces, cafeteria. The building is not suitably adapted for students with physical disabilities.

As long as the expenditures with rental costs and salaries of teachers and administrative staff represent more or less 80% from the total budget of the Academy, it is hard to believe that it is appropriate to the objectives assumed at programme or institutional level.

The academy has not a realistic and sustainable annual budget for a higher education institution. Excepting teaching activities and some money for research (15.000 – 25.000 Euro) no other academic activity is represented in the expenditure section of the budget: quality assurance, staff development, specialist space and equipment or internationalization.

| Standard: | S7.1 | S7.2 | S7.3 | S7.4 | S7.5 | S7.6 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | no | yes | yes | yes | no | | | | | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 66% - Partially compliant.**

**OVERALL EVALUATION AND RECOMMENDATIONS OF THE ET FOR THE BA DESIGN PROGRAMME**

This three-year BA programme in Design is a generalist programme. Students study up to five main subject areas ranging from graphics, eco, interiors, product and fashion - any one of which can commonly be found in other higher education institutions constituting a specialist study alone. Graphic design predominates and the relatively high ratio of theory to practice can be typical of broad-based programmes such as this.

What is most important is the management of students' expectations as it is probable that they will, as graduates, be able to make a wide-ranging contribution to Kosovo's economy, but it is unlikely that this will be as a specialist graphics, eco, interiors, product or fashion designers.

The ET was impressed with the commitment of staff met. All had postgraduate qualifications, most had significant professional and teaching experience and were engaged in appropriate research or professional activities. All were committed to the programme.

There are however substantial shortcomings in the information provided and the resulting compliance levels do not include standards that could not be evaluated nor does it include standards that have been more thoroughly and appropriately assessed and reported as part of the institutional evaluation but accepting those limitations it results in the following overall compliance:

| Standard | Compliance Level |
|---|---|
| Mission & objectives | Partially compliant |
| Quality management | Partially compliant |
| Academic staff | Substantially compliant |
| Educational, process content | Substantially compliant |
| Students | Substantially compliant |
| Research | No-compliant |
| Infrastructure & resources | Partially compliant |

**In conclusion the Expert Team considers the BA Design programme at the Kosovo Art Academy is partially compliant with the standards included in the KAA Accreditation Manual for those areas the ET was able to separately evaluate.**

## 3.2 BA GRAPHIC DESIGN AND MULTIMEDIA PROGRAM EVALUATION

**MISSION AND OBJECTIVES**

The three-year BA in Graphic Design and Multimedia largely shares a common mission with the other programmes under evaluation and, as a set of general statements, it is satisfactory but disappointing.

It could equally be used to describe most of the many graphic design and multimedia programmes of study anywhere in the world. There is hardly any specific articulation of what this unusual and promising collaborative venture with LABA could offer Kosovo. There is just a slight reference to what 'Italian and European' style means and how interesting and exciting outcomes could emerge from what has previously been summarised as a 'beaux arts' approach – an approach where an underlying fine art approach and passion for aesthetics and creativity prevails. The implied question as to why a programme of this kind could be especially good for the next generation of designers in Kosovo is unanswered. This, the ET believes to be a lost opportunity based, perhaps, on assumptions that this is already known to those that matter. If so, it is not, and especially in an environment acknowledged in the SER SWOT analysis to be *'an economy in transition'*, unsophisticated and with an entry profile of *'students with limited knowledge and talent in the field of art and design'*.

There is a good summary describing the industry context and how graduates will be expected to contribute. It describes an industry comprising 3D animation for films, video games, acronyms, video for special events, television programmes produced with digital technologies, industrial and scientific simulations and a world of new media where the line between art and design is thin. Intuition has replaced conventional approaches to understanding and exploiting technologies for an industry with an insatiable appetite for creativity and innovation.

The Academy's long-term aim for this study area is for it to become a recognised and respected centre of knowledge and professional expertise able to create 3D and 4D digital art imaging that can compete in local Markets and beyond.

Its study programme objectives are equally ambitious but practically achievable. These include graduates being able to work across a broad range of different graphic design and multimedia industries. They are to be competent in understanding and defining problems; analysis and research derived from a wide range of academic disciplines; the synthesis of ideas and development of original concepts and solutions; in their ability to demonstrate fluency in the use of modern technology; be business-like, and; have the ability to apply business strategies

that include marketing and customers. Graduates are also expected to have assembled a competitive portfolio of work that demonstrate their attractiveness to employers.

These outcomes are 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.

The Academy has 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. Specifically, these are referred to as a range of documents relating to academic integrity, internal and public accountability and a code of ethics. These have been examined and are the subject of a report by the ET in the institutional evaluation section of this report. The evaluation is not repeated here.

The ET could find no reference to a summary of these being included in any handbook and given to students at induction.

The institution has adopted a Code of Ethics which aims to establish rules for professional conduct for Art Academy members, including academic and administrative staff, in accordance with the spirit of the academic, professional and moral ethics of the academy. The code is very general without any processes and mechanisms, specific sanctions applicable for breaches in the Code provisions. Because of this, there is not any evidence that the institution is applying the Code of Ethics The code has not any mention considering the plagiarism. Actually, the document named Code of Ethics is more a set of rules and values to be respected by employees. The Code is addressed only to academic and administrative staff, not to students. The Code is not made publicly available on the institutional website.

The ET didn't identify any relevant regulations or procedures (as Strategy, QA procedures, Code of Ethics etc.) on the academy website.

Generally, there is insufficient information published about academic staff, research and academic activities, the programmes offered, the number of students enrolled, the intended learning outcomes of programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to its students, graduate employment information, scholarship opportunities, as well as tuition and administrative fees.

| Standard: | S1.1 | S1.2 | S1.3 | S1.4 | S1.5 | S1.6 | | | | | | |
|-----------|------|------|------|------|------|------|--|--|--|--|--|--|
| Compliance: | yes | yes | yes | no | no | - | | | | | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 60% - Partially compliant.**

**QUALITY MANAGEMENT**

The SER provides some details of how quality assurance processes have worked over the past two years and will function in the future once the Academy becomes fully operational. These include-self assessment; SWOT analyses; coordination by a Quality Assurance Office; centralised collection, collation and use of performance indicators as a management tool and to inform decision-making; annual student satisfaction surveys; consultations and the full participation of members of the Academy in these processes – staff, students and external stakeholders.

The ET was pleased to see the inclusion of weightings between methods of assessment, listed in the individual module/subject specifications. It certainly helped the ET understand better the character of the programme in terms of balance between theory and practice.

Upon closer examination however, the ET could not find any detail on how all this has actually worked or will work for students and staff in the future. There were many features that the ET would normally expect to be included, that were not. It was incomplete - for example, a simple algorithmic test on what might happen if a student fails, what the limits of referral are, any distinction between 'main' and 'supporting study elements to protect the integrity of the study programme, assessment gradings, rights of appeal, complaints and their resolution were not evident. Nor was there any explicit reference to this kind of information being available to students in any kind of handbook at induction.

During the visit the ET identified a large misunderstanding of the concept of quality assurance or quality culture within the academic community and administrative staff, even those responsible with quality assurance in the academy.

The institution should increase its efforts to promote the development of quality culture as a common understanding of quality values, for which every individual of the organisation is responsible, a set of shared ideas, beliefs and values about quality united when everyone inside the academic community is sincerely engaged and motivated.

It is the impression of the team that much of the quality culture at the KAAc seems to be based on the informal connections and networks, as well as close and cordial relationships amongst staff and students, enabled by the small size of the institution. Similarly, teachers are able to point out informally if they see any potential problems, which can then be fixed.

The quality assurance functions throughout the institution are not integrated in a defined cycle of planning, implementation, assessment and review: the interviewees the ET has met had difficulties indicating sufficient examples of changes operated based on the data collected (quality assurance data used to guide enhancement and as a base for improvement).

According with the *Policies and procedures of internal quality assurance system* (2017), "Information collected from the questionnaires, interviews and focus groups, that includes

1. Opinions of the students on the teaching and the subject

 2. Students' experience in other fields

 3. Questionnaire about the Staff

 4. Questionnaire about the graduates (once we'll have them)

5. Questionnaire for interested parties (employers, professional associations)".

Actually, the only instrument functional is the survey to find out the opinions of the students on the teaching and the subject. The annual overall results of student course satisfaction are not compiled at institutional level into the overall report and are not used in analysis of results including trends over time or actions plans.

Having noted the absence of higher education-level learning and a teaching strategy the ET was interested in assessing the institution's ability to provide an appropriate central steer for the enhancement of learning and teaching through the identification, dissemination and sharing of good practice in matters of generic interest across all subject specialisations. From discussions with staff it appeared to the team that arrangements and opportunities in this area were rather limited.

The Academy collects feedback from students concerning their learning experience in the classes they take at the institution. The results are collated at programme level. The heads of the programme receive the otherwise non-public results and are responsible for making necessary changes. However, the team did not receive evidence that this practice of collecting student feedback is systematic and also if data obtained is really used for changes or to develop an annual quality assurance report. There is a partially missing feedback-loop from data collection for quality assurance practises to actual quality improvement at college level. This may be due to the short history of such practices

It is the impression of the team that the Academy is largely dependent on the Kosovo Accreditation Agency regulations in quality assurance. The quality culture and quality assurance systems are not consistently embedded across the institution.

| Standard: | S2.1 | S2.2 | S2.3 | S2.4 | S2.5 | S2.6 | S2.7 | S2.8 | S2.9 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | no | no | no | no | part | part | yes | no | | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 33% - partially compliant.**

**ACADEMIC STAFF**

This proposal describes the Academy as having 17 teaching staff, of whom 13 are full time and 4 are part-time[1].

The full-time teaching staff team is highly competent and the overall position on staffing is stable.

The SER provides listings of the 5 full-time teaching staff currently dedicated to the programme by qualification, tenure and by the amount of time they will spend teaching and in assessments in hours each week and in total for a semester. Similar information is provided for part-time and occasional visiting staff. All teaching staff have contracts for 3 years. Most of the staff teach across all three programmes at the Academy.

The SWOT analysis confirms the staff team to be young, qualified, with international and professional experience. The team also has the benefit of regular secondees and visiting colleagues from Italy but this may not be happening as frequently as implied.

The same SWOT analysis identifies serious weaknesses in staff experience of applying contemporary technology in programmes and in a shortage of resources to commence new work. This is not surprising for Kosovo and plans have been made to satisfactorily address these weaknesses but no budgetary allocations have been made for this. These plan are referred to later in this report.

Academy Statute – Art 81: *All appointments for professor, lecturer and lecturer titles shall be held for an initial period of four years; they may be repeated by the Academic Senate on the recommendation of the Department Council. The re-selection procedure is similar to that of*

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[1] There are minor discrepancies in the numbers provided for the programmes.

*the selection.* The statute doesn't mention anything about teaching staff periodical evaluation and ET didn't identify any other internal regulation of the institution to describe such a process. Actually, how it was already mentioned, the only instrument applied is the questionnaire for students and the results are not used for public analysis. Teachers interviewed stressed that there are discussions on the results of the assessment made by the students, but they do not end with a document. The institution has not developed a staff performance review policy/procedure that reflects all instruments dedicated for the evaluation of each category of staff. The Academy has not a HR Office and that makes difficult a clear strategy in the field.

| Standard: | S3.1 | S3.2 | S3.3 | S3.4 | S3.5 | S3.6 | S3.7 | S3.8 | S3.9 | S3.10 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | yes | yes | yes | yes | no | yes | no | no | yes | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 70% - substantially compliant.**

**EDUCATIONAL PROCESS CONTENT**

Unlike the broad programme in Design, the overall impression gained by the ET of the BA Graphic design and multimedia programme is that it is highly focused upon the rapidly developing and changing graphic design multimedia industry - with a curriculum to match *'...for active participation in local and regional economies…'.*

The inclusion of weightings within the subject specifications for how subjects are to be assessed, be that formal examination, written assignment or coursework, confirms this impression and especially how main subjects are underpinned by supporting subjects and brought together in project work. So too is the statement on *'high connectivity between theoretical knowledge-experience and practical lessons is the basis of this programme…'.*

In particular there is to be a 'capstone' (or 'major project') in semester 6. It is described as a *Bachelor Theses Project* but no detail has been provided. It seems to be entirely at the discretion of a 'committee'. There is no description whatsoever as to learning outcomes, coverage and assessment. This, the ET considers to have been unfortunate as it could have so readily confirmed an intended match between objectives and outcomes.

The importance of this was clearly defined in a previous report (2017) as a culminating component of a programme. It provides a clear demonstration of a student's intellectual development in addition to subject skills – their ability to analyse and synthesise into a holistic solution. It that can also confirm the actual level of study achieved by the programme – whether it is at degree level 6 or sub degree level 5.

The Academy does have an appeals mechanism (mentioned in Statute 73) but this appears to give limited rights for student appeal and narrow grounds for appeal. Appeals regulations normally include; examination irregularities, material errors, the judgements of examiners, special circumstances, arithmetic and factual errors, etc. Article 64 of the Statutes mention plagiarism and the annulling of degrees awarded. There appears to be no detailed regulation concerning plagiarism or other forms of cheating in the regulations.

| Standard: | S4.1 | S4.2 | S4.3 | S4.4 | S4.5 | S4.6 | S4.7 | S4.8 | S4.9 | S4.10 | S4.11 | S4.12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | yes | yes | yes | yes | yes | yes | yes | no | no | part | yes |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 79% - Substantially compliant.**

**STUDENTS**

The Institutional Evaluation has confirmed the presence of information, outside the documents supplied in advance of the visit, that demonstrate institution-wide arrangements for student admissions, participation in decision-making, rights of representation, student feedback via 'satisfaction surveys', what students can expect, what is expected of them and what support can be provided if something goes wrong. This information appears sound but as yet unproven due largely to the BA Graphic Design and Multimedia programme only being operational for two years with just 34 students on the programme and 91 students overall at the Academy. This information, should not be separated and elusive. It is part of the contract the institution has with students and the KAA. It should be transparent and readily available.

The intended production of a Diploma Supplement (Profile of achievement) for each student on graduation is commended.

The ET met with students and this included a guided tour of facilities which included being able to examine and discuss with them a limited exhibition of work. This comprised some highly 'polished' CAD driven examples of poster design by both first and second year students on two different environmental topics.

All students spoke well of their experiences at KAAc, the support they got from staff and their ambitions for employment and further postgraduate study with LABA in Italy. The ET was

unable to speak with any student that had experienced any 'internship' – despite this being a strong feature of the Academy.

How we already mentioned, the only instrument functional is the survey to find out the opinions of the students on the teaching and the subject. The annual overall results of student course satisfaction are not compiled at institutional level into the overall report and are not used in analysis of results including trends over time or actions plans. Actually, the informal connections and networks, as well as close and cordial relationships amongst staff and students, enabled by the small size of the institution, represent a big advantage, very well manged by the academy . Similarly, teachers are able to point out informally if they see any potential problems, which can then be fixed.

| Standard: | S5.1 | S5.2 | S5.3 | S5.4 | S5.5 | S5.6 | S5.7 | S5.8 | S5.9 | S5.10 | S5.11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | yes | yes | part | yes | yes | part | no | no | yes | yes | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 73% - Substantially compliant.**

**RESEARCH**

The SER acknowledges the importance of research both for academic subject engagement and for contributing to the communities by its academic staff but there is, at present no research development plan.

In the SER there is a SWOT analysis that identifies weaknesses in staff experience of applying contemporary technology in programmes and in a shortage of resources to commence new work.

To address these weaknesses the Academy has committed to producing a 3-5 research plan. One of its initial aims will be to involve all teaching staff in collecting information of their activities in an open manner. Most are active professionally in practice and in appropriate research outside their employment at the Academy but this information is not currently collected in any systematic manner other than in an abbreviated form for the compilation of CVs.

The ET is satisfied with the intentions of the Academy to raise the profile of research. This should enable a better understanding of the range of current research and staff development actually being undertaken, where any improvement needs to occur and enable prioritisation of

resources. It should also dispel any notion that staff should engage in 'scientific research' alone. That term being unhelpful and especially as alternative and equivalent formal research and scholarly activities are equally acceptable.

There is however no reference whatsoever in the Academy's income and expenditure plans over the next three years to fund this. Essentially, no follow-through from the self-assessment of a serious weakness. This leaves the ET wondering how and when that weakness might be addressed and whether the matter is actually being taken seriously.

For the moment, the Academy has not a statistic considering the research activity of the academic staff. According with SER "the Academy aims to organize a research activity in terms of surveying its staff regarding their research activities and scientific institutions, including the identification of possible agreement of cooperation with outer agencies."

The ET didn't identify an active participation of students in the research processes.

| Standard: | S6.1 | S6.2 | S6.3 | S6.4 | S6.5 | S6.6 | S6.7 | S6.8 | S6.9 | S6.10 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | no | yes | no | no | no | no | no | yes | no | no | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 20% - No compliant.**

**INFRASTRUCTURE AND RESOURCES**

In the time available, the ET was able to undertake only a brief tour of facilities relevant to the proposed study programme. This included shared classrooms, specialist IT suites, administrative offices, a common room, a workshop and an exhibition area where a display of student work was on show.

The ET also saw an open space that doubled as a library reference area with a very small amount of learning materials. Plans exist for this to be enhanced over the next three years . Overall the space looked satisfactory for the kind of programmes currently on offer  but will need to expand to meet demand as recruitment consolidates.

The Academy is currently conducted its activities in a rented building, properly equipped. The ET visited classrooms, laboratories, administrative offices and exhibition hall. The institution provides an adequate, clean, attractive and well-maintained physical environment for its building. The Academy offers common areas for students' meetings, recreational spaces, cafeteria. The building is not suitably adapted for students with physical disabilities.

As long as the expenditures with rental costs and salaries of teachers and administrative staff represent more or less 80% from the total budget of the Academy, it is hard to believe that it is appropriate to the objectives assumed at programme or institutional level.

The academy has not a realistic and sustainable annual budget for a higher education institution. Excepting teaching activities and some money for research (15.000 – 25.000 Euro) no other academic activity is represented in the expenditure section of the budget: quality assurance, staff development, specialist space and equipment or internationalization.

| Standard: | S7.1 | S7.2 | S7.3 | S7.4 | S7.5 | S7.6 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | no | yes | yes | yes | no | | | | | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 66% - Partially compliant.**

**OVERALL EVALUATION AND RECOMMENDATIONS OF THE ET FOR THE BA GRAPHIC DESIGN AND MULTIMEDIA PROGRAMME**

This three-year BA programme in Graphic Design and Multimedia is a specialist programme focused upon developing graduates that can participate within the mainstream of a new and fast developing industry.

There is a good summary of that industry context, how and where graduates will be expected to contribute and a world of new media where the line between art and design is thin. Intuition has replaced conventional approaches to understanding and exploiting technologies for an industry with an insatiable appetite for creativity and innovation.

The ET was especially pleased to see a statement of the Academy's ambitions for it to become a 'centre of expertise' able to create 3D and 4D digital art imaging that can compete in local and wider markets.

The design of the curriculum is equally ambitious but practically achievable and students are expected, upon graduation, to have assembled a competitive portfolio of work that demonstrates their professional competence and suitability for employment.

The ET was impressed with the commitment of staff met. All had postgraduate qualifications, most had significant professional and teaching experience and were engaged in appropriate research or professional activities. All were committed to the programme.

There are however substantial shortcomings in the information provided and the resulting compliance levels do not include standards that could not be evaluated nor does it include standards that have been more thoroughly assessed and reported as part of the institutional evaluation but accepting those limitations it results in the following overall compliance:

| Standard | Compliance Level |
|---|---|
| Mission and objectives | Partially-compliant |
| Quality management | Partially-compliant |
| Academic staff | Substantially compliant |
| Educational, process content | Substantially compliant |
| Students | Substantially compliant |
| Research | No-compliant |
| Infrastructure & resources | Partially compliant |

**In conclusion the External Expert Team considers the BA Graphic Design and Multimedia programme at the Kosovo Art Academy is partially compliant with the standards included in the KAA Accreditation Manual <u>for those areas the ET was able to separately evaluate</u>.**

**3.3 BA PHOTOGRAPHY**

**MISSION AND OBJECTIVES**

The three-year BA Photography programme largely shares a common mission with the other programmes under evaluation and, as a set of general statements, it is satisfactory but disappointing and especially as this programme is the first of its kind in Kosovo. What that latter statement means is unclear.

The stated mission and objectives could equally be used to describe almost any photography programme of study anywhere in the world. There is hardly any specific articulation of what this unusual and promising collaborative venture with LABA could offer Kosovo. The implied question as to why a programme of this kind could be especially good for a new generation of photographers in Kosovo is unanswered. This, the ET believes to be a lost opportunity and especially in an environment acknowledged in the SER SWOT analysis to be *'an economy in transition'*, unsophisticated and with an entry profile of *'students with limited knowledge and talent in the field of art and design'*.

Equally surprising, after two years operation, there is no reference in the mission or objectives to what a high-level programme in photography represents in a rapidly changing digital world where just about anyone can now take a reasonable photograph on their mobile telephone. What is photography now if it is no longer based upon founders who waited for hours to achieve a perfect composition or the pioneers of fashion, portraiture and pop art imagery? Auto-focus, digital image capture, storage, transmission and a plethora of software programmes to manipulate imagery have challenged the conventions of leading-edge professional photography. What are those conventions now? Does it include scientific techniques such as ultra sound and magnetic resolution imaging or is it as it has always been - just lens-based and the 'still', not moving, image?

There are however programme objectives that refer to a student gaining knowledge of *'traditional techniques of photography',* how to *'apply techniques related to new technology'* and an ability *'to perform professional tasks in the fields of fashion, still-life, advertising'* and chemical darkroom processing.

An assumption could therefore be made that this is a niche practical hands-on programme based on historic lens-based and wet photography but the curriculum is predominantly theoretical. All the syllabuses are described as having a ratio of 70% theoretical and 30% practical.

Despite these queries, the programme as defined by its content does satisfy the requirements of a higher education programme with intellectual, practical and transferable skills as embodied

in the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.

The Academy has 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. Specifically, these are referred to as a range of documents relating to academic integrity, internal and public accountability and a code of ethics. These have been examined and are the subject of a report by the ET in the institutional evaluation section of this report. The evaluation is not repeated here.

The ET could find no reference to a summary of these being included in any handbook and given to students at induction.

The institution has adopted a Code of Ethics which aims to establish rules for professional conduct for Art Academy members, including academic and administrative staff, in accordance with the spirit of the academic, professional and moral ethics of the academy. The code is very general without any processes and mechanisms, specific sanctions applicable for breaches in the Code provisions. Because of this, there is not any evidence that the institution is applying the Code of Ethics The code has not any mention considering the plagiarism. Actually, the document named Code of Ethics is more a set of rules and values to be respected by employees. The Code is addressed only to academic and administrative staff, not to students. The Code is not made publicly available on the institutional website.

The ET didn't identify any relevant regulations or procedures (as Strategy, QA procedures, Code of Ethics etc.) on the academy website.

Generally, there is insufficient information published about academic staff, research and academic activities, the programmes offered, the number of students enrolled, the intended learning outcomes of programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to its students, graduate employment information, scholarship opportunities, as well as tuition and administrative fees.

| Standard: | S1.1 | S1.2 | S1.3 | S1.4 | S1.5 | S1.6 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | yes | yes | no | no | - | | | | | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 60% - Partially compliant**

**QUALITY MANAGEMENT**

The SER provides details of how quality assurance processes have worked over the past two years and will function in the future once the Academy becomes fully operational. These include-self assessment; SWOT analyses; coordination by a Quality Assurance Office; centralised collection, collation and use of performance indicators as a management tool and to inform decision-making; annual student satisfaction surveys; consultations and the full participation of members of the Academy in these processes – staff, students and external stakeholders.

The ET was pleased to see the inclusion of weightings between methods of assessment, listed in the individual module/subject specifications. It certainly helped the ET understand better the character of the programme in terms of balance between theory and practice.

Upon closer examination however, the ET could not find any detail on how all this has actually worked or will work for students and staff in the future. There were many features that the ET would normally expect to be included, that were not. It was incomplete - for example, a simple algorithmic test on what might happen if a student fails, what the limits of referral are, any distinction between 'main' and 'supporting study elements to protect the integrity of the study programme, assessment gradings, rights of appeal, complaints and their resolution were not evident. Nor was there any explicit reference to this kind of information being available to students in any kind of handbook at induction.

During the visit the ET identified a large misunderstanding of the concept of quality assurance or quality culture within the academic community and administrative staff, even those responsible with quality assurance in the academy.

The institution should increase its efforts to promote the development of quality culture as a common understanding of quality values, for which every individual of the organisation is responsible, a set of shared ideas, beliefs and values about quality united when everyone inside the academic community is sincerely engaged and motivated.

It is the impression of the team that much of the quality culture at the KAAc seems to be based on the informal connections and networks, as well as close and cordial relationships amongst staff and students, enabled by the small size of the institution. Similarly, teachers are able to point out informally if they see any potential problems, which can then be fixed.

The quality assurance functions throughout the institution are not integrated in a defined cycle of planning, implementation, assessment and review: the interviewees the ET has met had difficulties indicating sufficient examples of changes operated based on the data collected (quality assurance data used to guide enhancement and as a base for improvement).

According with the *Policies and procedures of internal quality assurance system* (2017), "Information collected from the questionnaires, interviews and focus groups, that includes

1. Opinions of the students on the teaching and the subject

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 3. Questionnaire about the Staff

 4. Questionnaire about the graduates (once we'll have them)

5. Questionnaire for interested parties (employers, professional associations)".

Actually, the only instrument functional is the survey to find out the opinions of the students on the teaching and the subject. The annual overall results of student course satisfaction are not compiled at institutional level into the overall report and are not used in analysis of results including trends over time or actions plans.

Having noted the absence of higher education-level learning and a teaching strategy the ET was interested in assessing the institution's ability to provide an appropriate central steer for the enhancement of learning and teaching through the identification, dissemination and sharing of good practice in matters of generic interest across all subject specialisations. From discussions with staff it appeared to the team that arrangements and opportunities in this area were rather limited.

The Academy collects feedback from students concerning their learning experience in the classes they take at the institution. The results are collated at programme level. The heads of the programme receive the otherwise non-public results and are responsible for making necessary changes. However, the team did not receive evidence that this practice of collecting student feedback is systematic and also if data obtained is really used for changes or to develop an annual quality assurance report. There is a partially missing feedback-loop from data collection for quality assurance practises to actual quality improvement at college level. This may be due to the short history of such practices

It is the impression of the team that the Academy is largely dependent on the Kosovo Accreditation Agency regulations in quality assurance. The quality culture and quality assurance systems are not consistently embedded across the institution.

| Standard: | S2.1 | S2.2 | S2.3 | S2.4 | S2.5 | S2.6 | S2.7 | S2.8 | S2.9 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | no | no | no | no | part | part | yes | no | | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 33% - partially compliant.**

**ACADEMIC STAFF**

This proposal describes the Academy as having 16 teaching staff, of whom 14 are full time and 2 are part-time.

The full-time teaching staff team is highly competent and the overall position on staffing is stable.

The SER provides listings of the 4 full-time teaching staff currently dedicated to the programme by qualification, tenure and by the amount of time they will spend teaching and in assessments in hours each week and in total for a semester. Similar information is provided for part-time and occasional visiting staff. All teaching staff have contracts for 3 years. Most of the staff teach across all three programmes at the Academy.

The SWOT analysis confirms the staff team to be young, qualified, with international and professional experience. The team also has the benefit of regular secondees and visiting colleagues from Italy but this may not be happening as frequently as implied. The same SWOT analysis identifies serious weaknesses in staff experience of applying contemporary technology in programmes and in a shortage of resources to commence new work. This is not surprising for Kosovo and plans have been made to satisfactorily address these weaknesses. These plans are referred to later in this report.

Academy Statute – Art 81: *All appointments for professor, lecturer and lecturer titles shall be held for an initial period of four years; they may be repeated by the Academic Senate on the recommendation of the Department Council. The re-selection procedure is similar to that of the selection.* The statute doesn't mention anything about teaching staff periodical evaluation and ET didn't identify any other internal regulation of the institution to describe such a process. Actually, how it was already mentioned, the only instrument applied is the questionnaire for students and the results are not used for public analysis. Teachers interviewed stressed that there are discussions on the results of the assessment made by the students, but they do not end with a document. The institution has not developed a staff performance review policy/procedure that reflects all instruments dedicated for the evaluation of each category of staff. The Academy has not a HR Office and that makes difficult a clear strategy in the field.

| Standard: | S3.1 | S3.2 | S3.3 | S3.4 | S3.5 | S3.6 | S3.7 | S3.8 | S3.9 | S3.10 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | yes | yes | yes | yes | no | yes | no | no | yes | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 70% - substantially compliant.**

**EDUCATIONAL PROCESS CONTENT**

Unlike the other two programmes in Design and in Graphic Design and Multimedia, the overall impression gained by the ET of this programme is one that is probably theoretical with relatively small amounts of demonstration and 'hands on' practice. It is otherwise fairly thorough in its coverage of the subject.

The ET were disappointed to see little coverage in the curriculum of broader lens-based media and practices. There is no reference, for example, to an increasing major impact from the Internet of Things (IoT, Industry 4.0), artificial intelligence, pattern recognition capture and other developments that are interfacing with lens-based media.

The 'capstone' (or 'major project') in semester 6 is described as a *Bachelor Thesis Project,* but no detail has been provided. Similar to the two other programmes being evaluated, it seems to be entirely at the discretion of a 'committee'. There is no description whatsoever as to learning outcomes, coverage and assessment. The ET was therefore unsure how the intended major project would deliver on the stated outcomes that a student would gain knowledge of *'traditional techniques of photography',* how to *'apply techniques related to new technology'* and an ability *'to perform professional tasks in the fields of fashion, still-life, advertising'* and chemical darkroom processing

Would it change the balance between theory and practice making it less theoretical, or even more so, with an emphasis on demonstrating competence in the production of a written and theoretical 'dissertation' or 'thesis'.

The importance of this was clearly defined in a previous ET report (2017). The major project is a culminating component of a programme. It can confirm two main things – proof that a student has met the objectives of the course and, to have achieved that at degree level. It can provide a clear demonstration of a student's intellectual development, in addition to subject skills – their ability to analyse and synthesise into a holistic solution.

The Academy does have an appeals mechanism (mentioned in Statute 73) but this appears to give limited rights for student appeal and narrow grounds for appeal. Appeals regulations normally include; examination irregularities, material errors, the judgements of examiners, special circumstances, arithmetic and factual errors, etc. Article 64 of the Statutes mention plagiarism and the annulling of degrees awarded. There appears to be no detailed regulation concerning plagiarism or other forms of cheating in the regulations.

| Standard: | S4.1 | S4.2 | S4.3 | S4.4 | S4.5 | S4.6 | S4.7 | S4.8 | S4.9 | S4.10 | S4.11 | S4.12 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | yes | yes | yes | yes | yes | yes | yes | no | no | part | yes |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 79% - Substantially compliant.**

**STUDENTS**

The Institutional Evaluation has confirmed the presence of information, outside the documents supplied in advance of the visit, that demonstrate institution-wide arrangements for student admissions, participation in decision-making, rights of representation, student feedback via 'satisfaction surveys', what students can expect, what is expected of them and what support can be provided if something goes wrong. This information appears sound but as yet unproven due largely to the BA Photography programme only being operational for two years with just 34 students on the programme and 91 students overall at the Academy. This information, should not be separated and elusive. It is part of the contract the institution has with students and the KAA. It should be transparent and readily available.

The intended production of a Diploma Supplement (Profile of achievement) for each student on graduation is commended.

The ET met with students and this included a guided tour of facilities which included being able to examine and discuss with them a limited exhibition of work. This comprised some highly 'polished' CAD driven examples of poster design by both first and second year students on two different environmental topics.

All students spoke well of their experiences at KAAc, the support they got from staff and their ambitions for employment and further postgraduate study with LABA in Italy. The ET was unable to speak with any student that had experienced any 'internship' – despite this being a strong feature of the Academy.

How we already mentioned, the only instrument functional is the survey to find out the opinions of the students on the teaching and the subject. The annual overall results of student course satisfaction are not compiled at institutional level into the overall report and are not used in analysis of results including trends over time or actions plans. Actually, the informal connections and networks, as well as close and cordial relationships amongst staff and students, enabled by the small size of the institution, represent a big advantage, very well manged by the academy. Similarly, teachers are able to point out informally if they see any potential problems, which can then be fixed.

| Standard: | S5.1 | S5.2 | S5.3 | S5.4 | S5.5 | S5.6 | S5.7 | S5.8 | S5.9 | S5.10 | S5.11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Compliance: | yes | yes | yes | part | yes | yes | part | no | no | yes | yes | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 73% - Substantially compliant.**

**RESEARCH**

The SER acknowledges the importance of research both for academic subject engagement and for contributing to the communities by its academic staff but there is, at present no research development plan.

In the SER there is a SWOT analysis that identifies weaknesses in staff experience of applying contemporary technology in programmes and in a shortage of resources to commence new work.

To address these weaknesses the Academy has committed to producing a 3-5 research plan. One of its initial aims will be to involve all teaching staff in collecting information of their activities in an open manner. Most are active professionally in practice and in appropriate research outside their employment at the Academy but this information is not currently collected in any systematic manner other than in an abbreviated form for the compilation of CVs.

The ET is satisfied with the intentions of the Academy to raise the profile of research. This should enable a better understanding of the range of current research and staff development actually being undertaken, where any improvement needs to occur and enable prioritisation of resources. It should also dispel any notion that staff should engage in 'scientific research' alone.

That term being unhelpful and especially as alternative and equivalent formal research and scholarly activities are equally acceptable.

There is however no reference whatsoever in the Academy's income and expenditure plans over the next three years to fund this. Essentially, no follow-through from the self-assessment of a serious weakness. This leaves the ET wondering how and when that weakness might be addressed and whether the matter is actually being taken seriously.

For the moment, the Academy has not a statistic considering the research activity of the academic staff. According with SER "the Academy aims to organize a research activity in terms of surveying its staff regarding their research activities and scientific institutions, including the identification of possible agreement of cooperation with outer agencies."

The ET didn't identify an active participation of students in the research processes.

| Standard: | S6.1 | S6.2 | S6.3 | S6.4 | S6.5 | S6.6 | S6.7 | S6.8 | S6.9 | S6.10 | | |
|-----------|------|------|------|------|------|------|------|------|------|-------|---|---|
| Compliance: | no | yes | no | no | no | no | no | yes | no | no | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 20% - No compliant.**

**INFRASTRUCTURE AND RESOURCES**

In the time available, the ET was able to undertake only a brief tour of facilities relevant to the proposed study programme. This included shared classrooms, specialist IT suites, administrative offices, a common room, a workshop and an exhibition area where a display of student work was on show.

The ET also saw an open space that doubled as a library reference area with a very small amount of learning materials. Plans exist for this to be enhanced over the next three years. Overall the space looked satisfactory for the kind of programmes currently on offer, but will need to expand to meet demand as recruitment consolidates.

The Academy is currently conducted its activities in a rented building, properly equipped. The ET visited classrooms, laboratories, administrative offices and exhibition hall. The institution provides an adequate, clean, attractive and well-maintained physical environment for its building. The Academy offers common areas for students' meetings, recreational spaces, cafeteria. The building is not suitably adapted for students with physical disabilities.

As long as the expenditures with rental costs and salaries of teachers and administrative staff represent more or less 80% from the total budget of the Academy, it is hard to believe that it is appropriate to the objectives assumed at programme or institutional level.

The academy has not a realistic and sustainable annual budget for a higher education institution. Excepting teaching activities and some money for research (15.000 – 25.000 Euro) no other academic activity is represented in the expenditure section of the budget: quality assurance, staff development, specialist space and equipment or internationalization.

| Standard: | S7.1 | S7.2 | S7.3 | S7.4 | S7.5 | S7.6 | | | | | | |
|-----------|------|------|------|------|------|------|--|--|--|--|--|--|
| Compliance: | yes | no | yes | yes | yes | no | | | | | | |

*N.B. Any blanks above indicate not evaluated and/or impossible to evaluate*

**Compliance level: 66% - Partially compliant.**

**OVERALL EVALUATION AND RECOMMENDATION OF THE ET FOR THE BA PHOTOGRAPHY PROGRAMME**

This three-year BA programme in Photography is a predominantly theoretical programme focused upon developing graduates with a high level of understanding of photography – its history, application and interrelationship with other image making and its contribution to technology-driven graphical advancements in recent years.

Subject to confirmation on the shape and nature of, for example the major project, the teaching team need to reconcile the stated mission and objectives of this programme for it to be consistent with the way the programme appears to have been designed. As currently understood it is unlikely to be a programme that will lead to graduates with *technical competence* and *being able to perform professional tasks in different applications of photography and in technical processes.*

The ET was impressed with the commitment of staff met. All had postgraduate qualifications, most had significant professional and teaching experience and were engaged in appropriate research or professional activities. all were committed to the programme.

There are however substantial shortcomings in the information provided and the resulting compliance levels do not include standards that could not be evaluated, nor does it include standards that have been more thoroughly assessed and reported as part of the institutional evaluation but accepting those limitations it results in the following overall compliance:

| Standard | Compliance Level |
|---|---|
| Mission and objectives | Partially-compliant |
| Quality management | Partially-compliant |
| Academic staff | Substantially compliant |
| Educational, process content | Substantially compliant |
| Students | Substantially compliant |
| Research | No-compliant |
| Infrastructure & resources | Partially compliant |

**In conclusion the External Expert Team considers the BA Photography programme at the Kosovo Art Academy is partially compliant with the standards included in the KAA Accreditation Manual for those areas the ET was able to separately evaluate.**

*'The ET have carefully considered the detailed and thoughtful comments but confirm everything in our original report with no changes. The ET fully recognises the difficulties the Art Academy faces but emphasises that the team are totally bound by the 'KAA Accreditation Manual, July 2018' and the Standards and Performance Indicators it specifies. The ET is also aware that the new approach does not distinguish between large and small institutions, nor does it distinguish between established institutions and new ones in start-up mode'.*