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Kosovo Accreditation Agency



AAB College
Faculty of Arts

Re/accreditation of BA program in Graphic Design and Visual Arts

REPORT OF THE EXPERT TEAM

28th April 2025, Zagreb

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INTRODUCTION

Date of site visit: 12 March 2025

Expert Team (ET) members:

- *Prof. dr. Diana Milčić*
- *Prof. Dr. Fedja Vukić*
- *Mr. Shadiyar Tauyemel*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Fjolle Ajeti, KAA Officer*
- *Shkelzen Gerxhaliiu, KAA Department Director*

Sources of information for the Report:

a) Received documents

- *Self-evaluation report Faculty of Arts re/accreditation of Graphic Design and Visual Arts /BA*
- *Syllabi*
- *Staff CVs (Full time, part time)*
- *Financial Plan for the BA Graphic Design and Visual Arts*

b) Documents (some) available on the website in English <https://aab-edu.net/en/>

- *Statute*
- *Regulation for Bachelor's Studies*
- *The Quality Assurance Regulation*
- *Code of Ethics*
- *Rules of Procedure of the Study Commission*
- *Rules of procedure of the committee for quality assurance*
- *Regulations for scientific-research activities*
- *Regulation on the promotion of academic staff*
- *Regulation on the report of the examination results*

Received documents:

All required documents have been submitted

Criteria used for institutional and program evaluations

- *Kosovo Accreditation Agency, Regulation (KAA) No. 04/2024 for the Manual of Accreditation/Reaccreditation and Validation of Higher Education Institutions and Study Programs at the Bachelor's and Master's Level / Accreditation manual, February 2024*
- *Kosovo Accreditation Agency, Programme Compliance calculation*

Site visit schedule

Programmes:	Graphic Design and Visual Arts, BA
Site visit on:	12 March 2025
Expert Team:	Prof. Dr. Diana Milcic Prof. Dr. Fedja Vukić MR. Shadiyar Tauyekel
Coordinators of the KAA:	Fjolle Ajeti, KAA Officer Shkelzen Gerxhaliu, KAA Department Director

Time	Meeting	Participants
9:00 - 9:45	Meeting with the management of the faculty where the programs are integrated	Fitim Aliu Elisa Nikolla Bujar Demjaha
09:50 – 10:30	Meeting with quality assurance representatives and administrative staff	Furtuna Mehmeti Flaka Krasniqi Margarita Haruni
10:35 – 11:35	Meeting with the program holders of the study program Graphic Design and Visual Arts, BA Graphic Design, MA	Clirim Vokshi, Agon Nimani, Liridona Abdullahu, Luan Tashi, Leonita Fazliu, Gureta Breznica Bajrami
11:35 – 12:40	Lunch break	
12:50 – 13:30	Meeting with teaching staff	Lorik Sylejmani Adriana Kutllovci Burim Myftiu Fisnik Ismaili Halil Xhafa Fidan Qerimi Miran Kozmaqi
13:35– 14:15	Meeting with students	Asija Hajrizaj BA Ledion Kukaj Mert Spahiu Diellza Elezaj Mevlide Salovic MA Harisa Arifi MA Fjona Grajceveci Erleba Gashi Fatlum Zeka
14:20 – 15:00	Meeting with graduates	Visar Spanca Art Hyskaj Noli Mati

		Art Aliu Drilon Sylejmani Agron Sejdiu
15:05 – 15:45	Meeting with employers of graduates and external stakeholders	Mates LLC / Anita Selmani Nacew / Valon Bucolli Karrota / Meriton Salihu Zonda Creative L.L.C / Selim Maluku Digitool / Rolanda Kerqeli Xbrending LLC/ Leart Salihu
15:45 – 15:55	Internal meeting of KAA staff and experts	
15:55 – 16:05	Closing meeting with the management of the faculty and program	Fitim Aliu Elisa Nikolla Bujar Demjaha

A brief overview of the programme under evaluation

AAB Collage was established in 2002 and it is the largest non-public institution of higher education in the Republic of Kosovo and in the region. AAB Collage organizes studies in 14 faculties and one of them is The Faculty of Arts.

The study programs offered at the Faculty of arts as well as at AAB Collage are BA and MA levels.

The Faculty of Arts is tasked with organizing and implementing the teaching and research processes within the accredited study programs. It operates in a decentralized manner, with responsibilities transferred from the central AAB College level, allowing Faculty a degree of independence in areas such as event organization, research, and other academic matters. This autonomy is ensured by Statute and other relevant policies governing the college. However, despite this independence, the Faculties of AAB College are not separate budget units, meaning that budget decisions for the Faculty of Arts are made at the central level of the college.

As can be learned from the SER some of the goals of the Faculty of Arts is to implement modern teaching methodologies and ensure that practical professional training aligns with contemporary developments in art and technology; establish partnerships with European universities to expand opportunities for student internships and hands-on learning experiences; invest in the professional growth and specialization of academic staff to enhance teaching quality and research capabilities; strengthen the Faculty's role in society by organizing artistic events, exhibitions, and cultural initiatives in Kosovo and the region, contributing to the broader artistic landscape.

The study program under evaluation is BA program in Graphic Design and Visual Arts.

Name of the Institution:	AAB College
Faculty/Department:	Faculty of Arts
Main and/or Branch Campus:	Main Campus
Specify the Branch you are applying for:	Prishtinë
Name of the Study Programme:	Graphic Design and Visual Arts
Person in charge of the study programme:	Fitim Aliu
Accreditation/Reaccreditation:	Reaccreditation
Level of qualification according to NQF:	ISCED 6
Academic degree or the name of the Diploma:	Bachelor of Arts in Graphic Design and Visual Arts
ECTS:	180
Specialization/Concentration:	N/A
Erasmus Subject Area Code (ESAC):	03; 03.5
Form of studies:	Full Time
Minimum duration of studies:	3 years; 6 semesters
Number of study places / Quote:	160
Permanent scientific/artistic personnel for the study programme (at least 3 PhDs):	Liridona Abdullahu; Agon Nimani; Clirim Vokshi; Miran Kozmaqi

PROGRAMME EVALUATION

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

1. MISSION, OBJECTIVES AND ADMINISTRATION

Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)

According to the SER: the mission of the Faculty of Arts is to provide high-quality student-centered education in various arts disciplines, through contemporary teaching methodologies and practical experiences, ensuring students develop the skills, knowledge, and professionalism necessary for success in their artistic careers. The mission of the BA program in Graphic Design and Visual Arts is to: "Provide quality, student-centered education that prepares future graphic designers and visual artists with a strong foundation in theoretical knowledge, practical design skills, and ethical responsibility. Through contemporary teaching methods, creative research, and active engagement with society, the program enables students to support the advancement of visual communication in a globalized world".

The BA program in Graphic Design and Visual Arts is fully in line with AAB College's mission, as it aims to develop skilled professionals ready for the labour market.

The structure of the study program is publicly available on the website, but there is no content related to the study program.

The program has been adjusted to reflect local and international trends in graphic design and digital media. As part of the reaccreditation process, the Faculty of Arts conducted a needs analysis, which was mainly based on: survey results gathered by AAB College, including feedback from employers and professionals on the skills and qualifications that graphic designers should possess; and comparative analysis of Graphic Design programs in the region and beyond.

The intended learning outcomes of the study program align with the mission and strategic goals of the institution, but they are not made publicly available on website.

The Faculty of Arts, based on the analysis, confirmed that there is a demand in the graphic design market, particularly in Kosovo and the region, for highly skilled professionals capable of leading creative projects in fields like technology, marketing, and media. The analysis results highlighted those employers and professionals in graphic design stress the importance of key competencies for success in the job market, including technical skills, proficiency in graphic software, communication and project management abilities, as well as creativity and flexibility in thinking.

The Faculty believes it has proposed the optimal number of students it intends to enroll, as national accreditation standards require that for each group of 60-80 students and for every 60

ECTS, a qualified full-time academic staff member with a doctorate must be appointed. To meet these requirements, the Faculty of Arts has assigned four program holders, ensuring high-quality teaching and mentoring.

This target number of students that the Faculty intends to enroll aligns with the academic and infrastructural capacities of AAB College, as well as with local accreditation standards and requirements. The Faculty employs 15 full-time academic staff members and provides learning spaces and resources that fully support the academic and professional needs of students.

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

According to the SER, the additional documents from the website and during the site visit in the meetings with the management of Faculty, professors and students considerable information was provided on formal policies, guidelines and regulations dealing with plagiarism, academic dishonesty, and other forms and types of discrimination.

All rights and obligations are publicly available through different document as the Status of AAB College, Study Regulation – AAB, Code of Ethics of AAB College. The Ethical Committee has also been established. The College uses specialized software to check plagiarism and has established procedures for handling the results of this software.

The procedures and mechanisms for addressing academic plagiarism and dishonesty, as well as the use of Turnitin, are introduced to students during their first year of studies. All above mentioned documents is available on the main website of AAB College.

As mentioned above, the submitted works or final papers are adequately checked for plagiarism using software, and teachers also monitor plagiarism due to the nature of specific students' works. The Ethics Committee takes appropriate measures in cases of copying /plagiarism based on the AAB College Code of Ethics and makes decisions on each case individually.

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

According to the SER, the college has an information management system that ensures accurate and current data, along with clear action plans for monitoring study programs. Ethical standards and data protection policies are followed, and the university complies with national data protection laws.

Both students and staff are involved in providing, analyzing information, and planning support activities. Students and staff participate in surveys and focus group discussions to assess the effectiveness of the curriculum and workload distribution. Faculty and administration use this

feedback to adjust teaching methods and improve the overall learning experience for students. Both students and staff have confirmed in meetings that their input has influenced decision-making and led to program improvements.

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

In the SER, there is no information about administrative staff monitoring the activities and operations of the study program. However, during the panel discussion and based on the data from the website, it was noted that three individuals are designated as administrative staff who also perform quality assurance tasks. According to Article 11 of the Statute, the organizational structure shows that administrative staff are organized at the central level of AAB College. It can be concluded that the study program has sufficient administrative support to meet the teaching and learning needs of students and academic staff.

It was not possible to find a professional development plan for administrative staff in the available documentation. During the panel discussion with administrative staff, it was mentioned that they attend conferences, which can be considered a form of professional development.

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

Although mentioned in the SER, the list of recommendations for quality improvement of the study program from previous internal and external quality assurance procedures is not provided, it is not attached to SER.

ET recommendations:

1. *Define personal professional development plan for administrative staff engaged in the delivery of the study program within six months.*
2. *After each internal and external quality assurance procedure, an analysis of the recommendations should be conducted, and an action plan for improvement should be developed.*

The action plan should be developed within six months and checked upon one year and in each six months within the period of accreditation.

2. QUALITY MANAGEMENT

Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)

The SER contains a description of how quality management at the AAC College and Faculty works and which instruments it contains.

AAB College has implemented a well-structured internal quality assurance system that complies with national regulations, including the Law on Higher Education and the Accreditation Manual, as well as international quality assurance standards (ESG). This system includes clear processes for evaluating program effectiveness and promoting continuous improvement (PDCA). The Quality Assurance Office operates at the central level of AAB College, while the Faculty of Arts has its own dedicated Quality Assurance Committee. The chair of this committee serves as the quality coordinator, operating at the faculty level. The study program is monitored by the quality assurance coordinator, who is not responsible for teaching duties and focuses solely on overseeing the program.

As can be seen from the SER and from the discussion on site the visit, quality assurance is very important to the AAB College and Faculty. This is evident from the regulations such as The Regulation for Quality Assurance, the Guide for Quality Assurance and the Strategic Development Plan.

Every semester, the AAB Head Office provides the Faculty of Arts with a Quality Assurance Activity Plan, outlining all the necessary tasks related to monitoring and improving quality. These tasks include standardizing syllabi, monitoring the implementation of syllabi, evaluating the availability of required and additional literature, overseeing the online platform (including monitoring academic staff's posting of electronic materials), conducting student evaluations of academic staff, assessing administration and student services at the end of the semester, monitoring student success, etc.

Discussions with the faculty's management and the Quality Assurance Coordinator at the faculty level revealed that all quality assurance processes receive full support from the institution's management, both financially and materially. The outcomes of internal evaluations and reports prepared by the Quality Assurance Office play a key role in guiding decision-making and strategic planning at the institution.

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

The development of the study program is in line with the mission and strategic goals of the faculty.

As per the Statute, study programs are reviewed annually, with input collected from both the internal academic community and external stakeholders such as students, academic staff,

graduates, and employers. Since the last re/accreditation in 2022, the BA program in Graphic Design and Visual Arts has undergone a review process in line with the Statute, Quality Regulation, and Quality Guidelines for re/accreditation purposes. The program was approved by the Faculty's Teaching Council and the Senate. It can be concluded from the findings that the process for the development and approval of the study program is well-defined and structured.

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

The BA program in Graphic Design and Visual Arts undergoes regular evaluation to ensure its relevance to society. Every two years, surveys are conducted with employers and industry professionals to assess the knowledge, skills, and competencies that graduates acquire, and how effectively these are applied in the workplace. Furthermore, employers and industry representatives could propose new content for the study program through surveys or formal meetings, ensuring that the program remains aligned with labor market demands.

Student workload and learning outcomes are evaluated through surveys and occasional formal meetings with students. These consultations take place to ensure that the workload is manageable and that the courses in the curriculum are suitable and align with students' expectations. Students believe that the ECTS credits, in relation to the workload, are properly assessed.

Students, staff and employers, students, have all confirmed in meetings that their feedback is considered when making adjustments to the program, promoting ongoing improvement. However, there is no evidence of any special meetings with alumni representatives, which limits the opportunity to gather insights from graduates regarding the program's effectiveness and its impact on their careers.

Furthermore, students mentioned the lack of alumni network, which hinders the university's ability to involve former students in continuous program evaluation.

The faculty has defined procedures for regularly conducting surveys for all stakeholders, and their feedback is incorporated into the process of improving study programs.

After each evaluation by the Quality Assurance Office, reports and action plans are generated from the data gathered through questionnaires. These reports, along with suggested improvements, are forwarded to the Faculty and College management, providing a basis for the enhancement of study programs, student services, and teaching methods.

The results of the monitoring process and the action plans derived from them are not communicated to all stakeholders. Information is selectively shared with stakeholders and is also selectively published on the website. Some information obtained through surveys is only available to students via the e-student platform.

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

All relevant information important for the study program is published on the official AAB website. The website also contains all regulations and institutional policies governing the study program such as Statute, Regulations on Bachelor Studies, Regulation on Quality Assurance. The admission criteria, qualification recognition, and enrolment quotas is based on public competition are clearly outlined based on the selection procedure and evaluation criteria set by the Senate.

Details of the study program, including syllabi, learning outcomes, credits, and assessment methods, are not publicly available on the web site. They are available to students on an internal protected service.

Information on pass rates, dropout rates, and graduate employment is not presented or publicly available.

There were no issues noted regarding the accuracy, reliability, or objectivity of the information, as confirmed in the panel discussions as well. All information on the website is consistently reviewed to ensure its accuracy, reliability, and timeliness. The College has a Public Relations Office staffed with at least five (5) professionals who are responsible for regularly updating the website and social media with new information.

ET recommendations:

1. *The results determined by surveys should be regularly posted on the website to make them publicly available starting immediately and checked upon each survey.*
2. *Publicly available reports should include information on pass rates, dropout rates, and the employability of graduates.*

Upgraded reports should be published by the beginning of next academic year.

3. *Involve all external stakeholders in the work of Quality Assurance Office.*

This activity should be prepared for the next academic year, checked and reported to management regularly.

4. *Clearly communicate the changes made as a result of evaluation findings. Ensure that students are provided with feedback regarding the actions taken based on their input.*

This practice should be prepared for the next academic year, checked and reported to management regularly.

5. *Establish an alumni network and actively involve graduates in program evaluations.*

This network should be established for the next academic year, checked and reported to management.

3. ACADEMIC STAFF

Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)

The employment of academic staff is governed by national laws, internal university policies, and accreditation standards.

AAB College has established a clear and well-defined staff recruitment and management policy, including formal regulations outlining the terms of employment for teaching staff.

Pursuant to Article 26 of Law No. 04/L-037 on Higher Education in the Republic of Kosovo, and the provisions of the Statute, the Senate, in its meeting held on 17/12/2021, approved the Regulation on appointment, re-appointment, and promotion of academic staff. According to the mentioned regulation, calls for open positions are publicly posted on the website

During the meeting, it was emphasized that all potential candidates are given comprehensive information about the advertised positions, as well as the terms and conditions of employment, ensuring transparency. The selection of teaching staff is based on various criteria, such as their educational and research activities and contributions to society.

Every academic staff member receives a contract and a job description, detailing their responsibilities related to students, research, and administrative duties. Documents such as the Statute, Code of Ethics, Regulation for Bachelor's Studies, etc., are also publicly available on the AAB College website.

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

The SER states that the BA Graphic Design and Visual Arts study program employs a total of 15 regular academic staff members with full-time contracts. The faculty consists of full professors, associate professors, assistant professors, teaching assistants, and lecturers. Additionally, two foreign professors have been hired on special one-semester contracts, with the possibility of renewal.

The academic staff engaged in the study program does not cover more than two teaching positions (one full-time, one part-time) within one academic year.

The teaching workload teaching staff is an average of 8-10 teaching hours throughout the program;

According to the Administrative Instruction on Accreditation, the Faculty of Arts employs three (3+1) program holders with a doctorate for every 60 ECTS of the BA program in Graphic Design and Visual Arts.

The student-to-teacher ratio in the program under evaluation is 1:23, which is considered sufficient for achieving the learning outcomes.

The academic staff involved in the implementation of the study program hold qualifications that align with the field of the Bachelor's degree. It is evident from the panel discussion, as well as the formal staff profiles (CVs submitted prior to the review), that the academic staff can provide a high-quality learning experience for students through inclusive and relevant programs and curricula, while maintaining professionalism and collaboration.

The faculty members are not overwhelmed, which helps maintain their teaching quality and job satisfaction. Teaching hours and course assignments adhere to European standards, giving sufficient time for research, mentoring students, and engaging in professional development.

The impression was gained that all employees are clearly aware of their responsibilities. The duties of the staff, which are mutually agreed upon, encompass regular teaching, preparing materials, and providing student consultations.

According to the available data and from the panel discussion with students, the study program has enough qualified mentors who support students in their learning and progress, as well as in supervising their final theses.

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

The academic staff at the study program are eligible for advancement and reappointment through a regulated process. The teacher promotion procedures are transparent and objective. The promotion of academic staff is carried out according to The Regulation on Election, Reelection, and Academic Advancement, which is aligned with legal the regulations required by the Ministry of Education, Science, and Technology (MEST) and the Kosovo Accreditation Agency (KAA).

To advance, academic staff must publish a specific number of papers: at least one for assistant professor, three for associate professor, and five for full professor, all in WoS or Scopus journals. Artistic activities and public performances (exhibition/ eventa) are also taken into consideration.

The results of teacher evaluations based on student feedback are taken into account in the teacher advancement procedures.

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

AAB College has established the Center for Professional Training and Innovation (QAPI), which provides certified professional training and support services for academic staff, including didactics, scientific research projects and methodology, and the management of higher education organizations.

The HEI provides support to all academic staff of the study program in the development of skills related to testing and assessment methods.

According to the panel discussion with the teachers, it was determined that they are not required to attend the offered professional development programs.

There is no clear evidence as to whether newly hired teachers undergo appropriate training to strengthen their teaching competencies before beginning their teaching activities at the higher education institution.

The faculty promotes interdisciplinary collaboration and encourages international mobility through programs like Erasmus+

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

According to the statement in the SER, the Faculty of Arts engages several external collaborators who serve as lecturers in the MA and BA programs in Graphic Design and come from the labour market. Aside from that statement, there is no evidence that specific training related to regulations and practices in higher education such as ECTS credits, learning outcomes, and teaching methods was organized for external associates.

It is unclear whether external collaborators are involved in supervising final theses, ensuring that student research meets both academic and industry standards.

In the Tabular presentation of data on the academic staff /list of visiting professors, two visiting professors are listed, but their workload, duties and responsibilities are not specified.

ET recommendations:

1. *Improve the strategy of staff mobility and follow up on yearly basis.*

To ensure this an action plan is needed within three months and in operation mode within six months with reported check each year.

2. *Include external collaborators involved in the study program to participate in mentoring final and graduation theses, including co-mentoring.*

This activity should be prepared for the next academic year, checked and reported to management regularly.

4. EDUCATIONAL PROCESS CONTENT

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

As declared in SER and checked throughout the meetings with the management, program holders and teaching staff, there is a strong notion of the need to profoundly maintain and develop the program. Learning outcomes are well structured, clearly aligned with the HEI/s unit strategy and filtered with the stakeholder's perspective. Learning outcomes are published on HEI/s unit web pages. However, the competencies are somewhat simplified and are not enough in line with the skills specified. as "design a website and corporate identity in visual terms" could not really be the only practical competence recognized in contemporary industry.

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

The learning outcomes of the study program overall comply with the National Qualifications Framework and the descriptors of the European Qualifications Framework (EQF) belong to this level of study. The program and curriculum are adequately structured with the classification of learning outcomes to three components: knowledge, skills, and competencies, and these outcomes are in line with the level and profile of qualification gained by the students.

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

The structure of the curriculum is developed along the consideration of fundamental "pillars" which stand as key elements of profession. These fundamentals are represented through syllabuses of particular courses which gradually develop intended skills and competencies, from simple to more complex ones. Overall, it is sufficiently justified, that the core disciplines of the field are incorporated into the curriculum, and the expected learning outcomes can be obtained by this curriculum. However, there is a significant difference on description of the learning outcomes within the subjects' and courses syllabuses, both on linguistic presentation and on number of learning outcomes chosen.

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

SER claims that the BA program in Graphic Design and Visual Arts is academic and not

regulated by local laws. Therefore, standard 4.4 does not apply. But from the meeting with the program holders and the stakeholders it is evident that the study program has been designed along recommendations of the industrial sector through the Entrepreneurship Advisory Board.

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

Throughout the SER and the meetings with the QAO, program holders and stakeholders from industry it is evident that the students practice is happening throughout the various forms of internships within the industry actors. But there is a impression that it is happening ad hoc, and that there is not evident proof that the intended learning outcomes of student practice are clearly specified. It is obvious that the HEI's unit has developed strong ties with the industry but there is no evidence that effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students, other than QAO questionnaires for evaluation of practical work by students and with employers and industry.

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

Following mostly the meeting with students, it shows that the study program has a concept that focuses on the simultaneous development of students' theoretical, practical design and technical competencies, which proves as good practice. The achievement of outcomes in the learning process is well planned. The concept of the study program overall adequately integrates teaching methods and techniques, lectures, practice and labs, that include active, collaborative, and student-oriented learning, ensuring full student involvement in the learning process. Due to the very nature of the study program, the delivery of the courses is ensured through the use of modern technology.

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

The assessment criteria of the courses and the program are adequately presented. Students are informed about the assessment method and achievement criteria at the beginning of each course by the professor of the relevant course. Evaluation methods and criteria are also specified in the course syllabi. The nature of the assessment criteria and methods is well defined, as well as the grading criteria for the study program, and these are publicly available for all students in advance. This is in line with the regulations.

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

The learning activities are all credited, and the table of ECTS is provided and following the meetings with the teaching staff and the students it proves that both parties understand the ECTS system, use it in planning of the teaching activities and assess it throughout the QAO in every academic year.

ET recommendations:

1. *Learning outcomes within singular syllabuses need to be standardized in linguistic expression and in number to help students understand the results of the teaching process.*

This practice should be prepared for the next academic year, checked and reported to management regularly.

2. *Students' practice needs more focus from the HEI's unit bodies and offices. The learning outcomes for student practice/learning outcomes should be formulated and followed with the assessment.*

The learning outcomes should be established before the beginning of next academic year.

3. *The practice period needs to be monitored and evaluated by dual authorities: from HEI's unit and from institution that conducts practice.*

This activity should be prepared for the next academic year, checked and reported to management regularly.

4. *Final evaluation of the practice is combined by reports from both parties plus students questionnaire.*

This activity should be prepared for the next academic year, checked and reported to management regularly.

5. *Competences in program need to be more in line with the skills and the needs of the industry.*

This activity should be prepared for the next academic year, checked and reported to management regularly.

6. *The literature in several syllabuses is outdated and needs to be updated to include state-of-the-art, evidence-based content and contemporary issues.*

This activity should be prepared for the next academic year, checked and reported to management regularly.

5. STUDENTS

Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)

The AAB College Statute, the Regulations for Bachelor Studies, and the legal regulations of the Ministry of Education, Science, and Technology (MEST) and the Kosovo Accreditation Agency (KAA) define the admission requirements and criteria for the BA program in Graphic Design and Visual Arts. These documents are publicly available on the institutional website and social media platforms.

Admission is based on a public competition and selection procedure determined by the Senate, with the Governing Council authorizing the announcement of competitions. The admission criteria include completion of 12 years of schooling with a relevant diploma, successful completion of the National Matura Test as defined by MEST, completion of the selection procedure, submission of formal documentation.

A structured student selection procedure ensures that only candidates with appropriate prior knowledge and skills are enrolled. The process is transparent, and applicants who are not admitted have the right to appeal within three days. Additionally, the Faculty of Arts conducts outreach activities with high school students across Kosovo, providing information about curricula, career opportunities, and other relevant aspects of the program. New students also benefit from orientation days and access to the student handbook via the E-Service platform.

During the site visit, students expressed satisfaction with the clarity of the admission process, highlighting the accessibility of information and the structured appeal system as strengths.

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

The Faculty of Arts has a well-established system for tracking student progression. Article 32 of the Regulations for Bachelor Studies mandates the generation of summary reports for each subject after each examination term. The Dean of the Faculty reviews student success data, which is then discussed in Faculty Council meetings to identify challenges and propose improvement measures. These measures include additional lecture hours, academic consultations, and tutoring sessions.

Students must accumulate at least 30 ECTS from their first year to progress to the second year and must meet all first-year requirements while securing 30 ECTS from the second year to move to the third year. The structured program design ensures logical and sequential progression, supporting the achievement of learning outcomes.

Student progression is also facilitated through the Transfer Office, which allows transfers between the second and fifth semesters. This system enhances flexibility while maintaining academic standards. However, the SER does not include specific examples of progression data, such as pass rates or dropout rates, nor does it provide detailed outcomes of the interventions implemented. This lack of quantitative data makes it difficult to fully evaluate the effectiveness of these measures.

During the site visit, students emphasized that they feel supported in their academic journey. They particularly appreciated the availability of academic staff for consultations and the accessibility of additional academic support services. Professors highlighted their student-centred approach, ensuring that no one falls behind. They explained that frequent projects are supervised closely, allowing for continuous feedback and targeted support to help students stay on track.

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

AAB College is committed to internationalization, as outlined in its Development Plan. The institution has established multiple inter-institutional agreements to enhance student mobility through Erasmus+ and other exchange programs. The Vice-Rector for International Cooperation manages these opportunities, ensuring transparent selection procedures and providing administrative support to applicants. Information about mobility programs is disseminated via email, the institutional website, and social media.

Despite these efforts, the Faculty of Arts currently does not have many international students due to the primary language of instruction being Albanian. Consequently, specific administrative support structures for international students are not yet in place. Students enrolled in the study program are regularly informed about the possibilities of international exchange mobility programs; however, the indicators set for international mobility and student exchange are not fully met. While there is an intention to provide students with opportunities for international exchange, the lack of courses in English and the absence of targeted structures for international students hinder the ability to attract foreign students.

The study program does not currently provide foreign language courses for international students, nor does it actively attract foreign students or offer the necessary support structures for them.

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

The BA program in Graphic Design and Visual Arts benefits from well-developed administrative and academic support services. The Faculty of Arts has dedicated administrative officers and utilizes a digital E-Service platform to enhance accessibility. Students have access to various support offices, including the Central Administration, IT Support Office, Transfer Office, and Career Office. All key services are digitized, allowing students to efficiently access academic schedules, teaching materials, and institutional announcements. The institution also prioritizes inclusivity, ensuring that students from underrepresented groups receive equal support. Student concerns and requests are addressed through structured feedback mechanisms.

During the site visit, students praised the institution's responsiveness to their needs. They highlighted the ease of accessing academic and administrative support, as well as the efficiency of digital services. Additionally, students expressed appreciation for the extracurricular opportunities, such as exhibitions and workshops, that enrich their learning experience. Students also commended the college for organizing international travel visits, such as study trips to Athens, where they can engage with their subject in a real-world context, deepening their understanding of graphic design and visual arts through exposure to historical and contemporary artistic environments.

Moreover, based on discussions with the Quality Assurance Department, it was confirmed that student feedback questionnaires are not only collected but actively reviewed and used to implement improvements. The institution follows a student-centric approach by analysing these responses in department meetings and making necessary adjustments to enhance the learning experience.

AAB College provides adequate resources for students, including counselling services and career guidance, ensuring that all students, particularly those from underrepresented or vulnerable groups, receive the support they need. These services are designed to help students navigate academic and personal challenges while also guiding them toward successful career paths. The college is committed to ensuring equal opportunities and support for all students, making sure that no one is left behind.

The Prishtina Arts and Architecture Festival (PAAF) is an annual event organized by AAB College's Faculty of Arts, valued by both professors and students for the practical experience

it provides. The festival serves as an important platform for showcasing students' artistic and architectural works while fostering cultural exchange. It offers valuable opportunities for students to gain real-world exposure, interact with industry professionals, and push the boundaries of their creative skills.

Students highly praised the library for its variety of resources available for their classes. They emphasized the ample space and well-maintained facilities, which provide a conducive environment for studying. The library offers a wide range of academic materials and digital resources, ensuring that students have everything they need for their studies.

ET recommendations:

1. *To improve transparency, it would be beneficial to publish aggregated statistics on student progression, including dropout and completion rates.*

This activity should be prepared for the next academic year, checked and reported to management regularly.

2. *Proactively support and motivate students to engage in international mobility programs by providing financial aid, language training, and comprehensive guidance on the application process.*

This activity should be prepared for the next academic year, checked and reported to management regularly.

6. RESEARCH

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

Throughout the SER and with the meetings with the management, program holders and teaching staff there is a strong sense that the research activities are of utmost importance for maintaining the quality level of teaching and achieving the learning outcomes. This sense is projected towards the future and described well in SER but mostly as strategic objectives for the future. But in the present reality of HEI's unit, there is little documented organized research activity over the last accredited period. When asked on this most actors (management program holders, teaching staff) referred to research as festivals or events that the HEI's unit organizes or participates. there is a Project Office, but it seems that the organized and planned research HEI/s unit activity is yet to be established.

Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.

There are no documented policies and financial incentives to enhance research competitiveness, international visibility, and scientific/artistic advancement, other than statements in SER, regarding the recognized difference between the scientific and artistic research and paths within both areas. There is no particular content on web pages or other databases which presents and evaluates structured research activity since, obviously, there is none. Most such activities are occasional and left to individual members of teaching staff to pursue.

Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.

In SER the Project Office is mentioned, but there is no documented database to demonstrate the activities of it. Considering the last accredited period two projects are mentioned, but with no further documentation to consider its scope and importance for HEI's unit.

Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.

The teaching staff of the study program does not have a documented track record of research in their respective fields.

ET recommendations:

1. *Following the good practice examples from standards within HEI around the region and EU, the Project Office needs to be transformed to Office for Research and Projects as to not only encourage but also to facilitate research activities of teaching staff.*

This transformation should be completed and active within six months and checked and reported upon every academic year.

2. *A research policy of HEI's unit needs to be updated with the clear definition of scientific and artistic research. This will support better understanding of both fields by teaching staff.*

This activity should be prepared for the next academic year, checked and reported to management regularly.

3. *A data base is to be set-up as to present the research activities over the accredited period*

This activity should be prepared for the next academic year, checked and reported to management regularly.

4. *A strategy beyond 2025 for research activities needs to be developed.*

This activity should be prepared for the next academic year, checked and reported to management regularly.

5. *A clear difference between science and artistic research must be defined and developed within the teaching staff, with more structured activities by management and Projects Office to foster research component. Not only within the teaching process but also within the teaching staff life-long learning activities to improve skills and competencies, beyond public events. Of course, public events play important role in HEI's unit public mission but are not enough to replace structured research activities.*

Within six months and prior to the beginning of next academic year a strategic document should be conceived as to clarify orientation and guidelines regarding both scientific and artistic research as well as policy towards the public roles of the program, with includes industrial and social roles.

7. INFRASTRUCTURE AND RESOURCES

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

HEI spans a total area of 50,000 sq. meters and the division of space for the program is clearly displayed within the tables on page 42 of SER, along with the equipment list. Following the meetings with the students and teaching staff it shows that both are satisfied with the space and the equipment, the only remark being that some of the equipment perhaps needs an update or be replaced with the newer models.

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

Both libraries are available to students six days a week, from morning till evening. Both are adequately equipped with reading rooms for individual work, spaces for group work and its own book stock according to the courses included in the study program. The variety of books in the field of teaching methodology of various disciplines as well as pedagogical aspects of primary education is sufficient. In addition to physical books, the AAB College library has access to various platforms such as J-STORE, EBSCO, Edward Elgar, Duke Journals Scholarly Collection -Duke University Press Journals, Directory of Open Access Books, DOAJ – Directory of Open Access Journals, Cambridge Journals, IMF eLibrary, Science Commons, IOP Electronic Journals, ASTM Compass abstracts, BioOne Research evolved.

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

As faculty of Arts is part of HEI which is a privately funded institution a financial plan is provided in documentation. The plan is sound, effective and in line with the strategy and infrastructure. The income is based on the scholarship fees mostly.

ET recommendations:

- 1. The only remark here could be to stimulate the management to pursue more ambitious income from the projects, in line with the need to develop more structured research activities.*

Establishing the Project office is a long-term goal and it should take a six months to have it running and six more to establish the activities which would help the HEI to improve financials with the income from the projects.

OVERALL EVALUATION AND RECOMMENDATION OF THE EXPERT

The expert team (ET) would like to commend management, the quality assurance team, teachers, students and other external stakeholders for their proactive engagement during the validation event. The ET is very pleased with the strong teamwork and the positive atmosphere among all the groups interviewed, as well as the high level of optimism displayed.

FINAL RECOMMENDATION OF THE EXPERT TEAM

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

In conclusion, the Expert Team considers that the study program **BA program in Graphic Design and Visual Arts** offered by **AAB College Faculty of Arts** is **Substantially compliant** with the standards outlined in the KAA Accreditation manual. Therefore, the ET recommends **to accredit** the study program for a duration of three (3) years, with an enrollment of up to **140** students per year.

Expert Team

Member	Prof. Diana Milčić		28.04.2025.
Member	Prof. Fedja Vukić		28.04.2025.
Member	Shadiyar Tauyemel		28.04.2025.
(Print name)	(Signature)	(Date)	