AAB COLLEGE

MEDIA PRODUCTION BA
Professional

REPORT OF THE EXPERT TEAM

Prishtina, 15.4.25

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INTRODUCTION

Sources of information for the Report:

- *Self-evaluation report*
- *Site visit interviews*
- *Programme documentation*

Criteria used for institutional and program evaluations

- *KAA Accreditation Manual*
- *ESG Standards*
- *National Legislation on Higher Education*

Site visit schedule

Programme Accreditation Procedure at AAB College	
Programmes:	**Media Production, BP** **Painting and Visual Arts, BA**
Site visit on:	**15 April 2025**
Expert Team:	Prof. Dr. Peter Purg Prof. Dr. Ana Vivoda Ms. Nino Alavidze
Coordinators of the KAA:	Fjolle Ajeti, KAA Officer Shkelzen Gerxhaliu, KAA Department Director Olsa Ibrahimi, KAA Officer Shpresa Shala KAA Head of Division

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Site Visit Program

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	Hasan Salihu, Vice Rector for Research Gazmend Abrashi, Dean of the Faculty of Mass Communication Fitim Aliu, Dean of the Faculty of Arts Elisa Nikolla, Coordinator for Teaching at the Faculty of Arts
09:50 – 10:25	Meeting with quality assurance representatives and administrative staff	Furtuna Mehmeti, Head of the QA Office Eriona Ajvazi, QA Coordinator of the Faculty of Mass Communication Medina Spahiu, QA Coordinator of the Faculty of Arts Mejreme Millaku, Head of Administration Leron Berisha, Head of IT Office
10:30 – 11:20	Meeting with the program holders of the study programme Media Production	Kushtrim Koliqi Zija Rexhepi Ilir Tafa Valon Jakupaj

	Meeting with the program holders of the study programme Painting and Visual Arts	Fitim Aliu Roni Shishko Dita Ethemi
11:20 – 12:20	Lunch break	
12:30 – 13:10	Visiting facilities	
13:15 – 14:00	Meeting with teaching staff	Mentor Shala Luan Tashi Ajmon Salihu Fatos Zogaj Enver Hoxhaj Hektor Vokshi Bujar Selimi Liridona Abdullahu
14:00 – 14:40	Meeting with students	Ervin Zogaj Leonita Sopaj Albion Mujota Aziz Krasniqi Arijan Danuza Karanfile Haxhi Vesa Agaj Brikena Ahmataj

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14:40 – 15:20	Meeting with graduate	Jehona Demiri
		Denis Hamiti
		Benjamin Menekshe
		Drin Bajgora
		Mevlida Salovic
		Alba Qena
		Edona Rexhepi
		Diellza Uruqi
		Fatjon Krasniqi
15:20 – 16:00	Meeting with employers of graduates and external stakeholders	Ilir Hamiti – Radio KFOR
		Fitim Xharra – ATV
		Gent Efendia – Glam radio
		Ardiana Thaçi - Kiks Kosova
		Naim Spahiu – Open Art Galery
		Ardian Hoxha – Kosovo National Gallery
		Nita Qahili – Galeria Qahili
16:00 – 16:10	Internal meeting of KAA staff and experts	
16:10 – 16:20	Closing meeting with the management of the faculty and program	Hasan Salihu, Vice Rector for Research
		Gazmend Abrashi, Dean of the Faculty of Mass Communication
		Fitim Aliu, Dean of the Faculty of Arts
		Elisa Nikolla, Coordinator for Teaching at the Faculty of Arts

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A brief overview of the programme under evaluation

The BA Professional in Media Production at AAB College is a dynamic and comprehensive program designed to prepare students for the ever-evolving media industry. It combines theoretical knowledge with practical application, allowing students to master both traditional broadcasting techniques and digital media innovations. The curriculum emphasizes critical media literacy, creative storytelling, audiovisual production, editing, and the integration of new media technologies, ensuring that graduates are well-versed in industry-standard practices and cutting-edge technological trends.

Students are provided with state-of-the-art facilities, including fully equipped studios, advanced editing labs, and dedicated production spaces, which create an immersive learning environment. The program is taught by experienced professionals and academic experts whose diverse backgrounds provide a rich blend of creative and technical insights. This robust academic framework is further enhanced by industry partnerships that offer practical internship opportunities, guest lectures, and collaborative projects, bridging the gap between education and professional practice.

Moreover, the program maintains a strong focus on ethical practices and continuous improvement, aligning with the institution's mission of excellence and social responsibility. Overall, the BA Professional in Media Production fosters a creative, critical, and innovative mindset, equipping students with the skills and knowledge necessary to succeed in a competitive global media market.

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PROGRAMME EVALUATION

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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)

The BA Professional in Media Production is clearly aligned with AAB College's mission to offer innovative, student-centered, and socially responsible education. The program emphasizes technological proficiency, social engagement, and professional readiness, directly supporting institutional goals such as employability and academic excellence. Its public visibility is assured through dedicated pages on the AAB website, showcasing learning

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outcomes, mission

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alignment,   and   student-focused   values.

The Mass media program before and now the Media Production is (as considered by the interviewed staff) still "the core" of the AAB as a College; and the "student centered dogma" of AAB came from exactly this programme. The programme remains aligned with evolving societal needs mostly by the proactivity of the leading staff.

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)

On documentary level, AAB College has established comprehensive ethical frameworks, including a Code of Ethics, a Scientific Research Ethics Code, and Disciplinary Regulations, all accessible online. Students are introduced to these frameworks from their first year, including training on Turnitin for plagiarism detection. The institution also has an Ethics Committee that manages violations, ensuring integrity across all academic and research activities.

The students in the interview however did not respond at all to the (repeated) question about policies and procedures on academic integrity and freedom, even if the alumni have confirmed that these procedures were in place and at a high standard. Therefore a serious recommendation would be to promote this aspect among the students in a way that it is clearly understood and accepted by everyone involved; the student representative body may support this aspect importantly.

Standard 1.3

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

AAB uses a robust digital infrastructure (E-SERVICE and other e-platforms) to monitor academic operations such as attendance, course delivery, and exam results. This data feeds into regular analyses used by faculty and management to adjust curricula, manage resources, and support student progression. Key reports and improvements resulting from these analyses are shared within institutional governance and accessible through public portals.

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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)

The Faculty of Mass Communication is supported by dedicated administrative officers and a centralized digital support infrastructure. Administrative personnel are continuously trained, and various services are facilitated through e-platforms to ensure responsiveness and efficiency in managing student and staff needs. Strategic institutional goals also promote high-quality spaces and resources to support learning and research activities, which was largely confirmed at the visit, as well as with the interviews.

Students and Alumni confirmed a good quality of administrative support at AAB was well in place. Those issues that are not formally dealt with in procedures seem to be covered by informal communication with staff; the tutorship and peer support arrangements at this massive programme seem to be functioning well.

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)

Following the 2022 external evaluation, the Faculty of Mass Communication implemented an action plan to address each recommendation. These changes are documented and reported through formal appendices and are subject to regular monitoring and updates. Continuous stakeholder feedback also plays a central role in sustaining and expanding on previous quality improvements.

The QA system introduced increased regular »debates with students« in terms of topical focus groups (such as Chat GPT use etc). An example of specific improvements made based on prior evaluation feedback would be increasing democracy and participation elements in the programme with invitations of external guests and international guests. Employers have confirmed that they have positively influenced the programme in the field of Audio Production as well as TV, which was also supported by the programme leads.

ET recommendations:

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1. *A (1.2.)* Promote the policies and procedures on academic integrity and freedom among the students in a way that it is clearly understood and accepted by everyone involved; the student representative body may support this aspect importantly.

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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 Faculty of Mass Communication operates under a clearly structured internal quality assurance system aligned with national laws and ESG standards. It includes the Quality Assurance Office at the central level and a dedicated quality coordinator at the faculty level, who ensures regular internal evaluations. Stakeholder involvement is embedded through questionnaires, feedback sessions, and participation in faculty-level assessments, where only slight improvements in external stakeholder involvement would be recommendable, to intensify, diversify and follow up their feedback and suggestions.

Standard 2.2

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

The design and revision of the study program are governed by institutional statutes and quality assurance regulations, with approval from the Faculty Council and Senate. Curriculum revisions are based on consultations with students, graduates, and industry representatives, ensuring the inclusion of up-to-date and relevant content. Recent updates include new elective courses like Multimedia and Digital Marketing.

Judging from the interviews, student feedback is the main input to develop elective courses. Recently they "modularized" Scriptwriting as a subject in the second year. Practice as well as Audio Production has been expanded recently.

Professional standards are sourced from consulting mass and social media industry partners regularly, however these consultations are still largely informal. Thus they should be

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intensified and formalised as to follow the rapidly changing workplace conditions, specifics, newest technologies integration etc.

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 program undergoes regular review cycles supported by data from employer surveys, student questionnaires, and focus groups. These reviews are used to assess learning outcomes, adjust course content, and ensure workload balance. Stakeholder input, especially from employers and graduates, is used to align the curriculum with labor market needs.

Due to limited feedback from external partners they increased the meetings with the academic staff, and programme leads (inlc.deans) go out to external stakeholders to gather feedback on both program design as well as outcomes relevance.

Standard 2.4

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

The Media Production program has a dedicated page on the AAB website that includes information about admission, curriculum, learning outcomes, and assessment. Updates are regularly handled by a Public Relations Office staffed with communication professionals. Review mechanisms ensure the information is consistently up-to-date and accurate across platforms.

The students claimed it was easy enough to find and understand key information about the program before and after admission, the information accuracy and timely updates of programme information on the website could be confirmed.

ET recommendations:
2. *A (2.1.) Consider* improvements in external stakeholder involvement to intensify, diversify and follow up their feedback and suggestions.

3. *B (2.2.) The mass and social media industry partners consultations* should be intensified and formalised as to follow the rapidly changing workplace conditions, specifics, newest technologies integration etc.

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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)

Staff recruitment follows transparent public competition and institutional regulations, including review by dedicated commissions; the selection of the applicants through a public competition is made by the Teaching Councils and later approved by the Studies Committee, and finally by the AAB Senate. Positions are announced online, and selection is based on documented criteria and peer evaluation. Compliance with the Accreditation Manual ensures each cohort is supported by staff with relevant academic and professional qualifications.

During site visit the the management of the faculty strongly emphasized the ambition and strategic practice of the AAB College to attract quality staff, with internationally open competitions to boost quality, affirmed by the statement that 20 % of the staff comes from the neighbouring countries. Local and regional staff is complemented with international guests, examples of guest lectures or workshops by visiting professors from Italy or Slovenia were cited during the meetings the management of the faculty and the students.

Standard 3.2

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

The Faculty of Mass Communication employs 26 academic staff, 14 of whom are full-time, with six holding PhDs and the remaining staff members are pursuing doctoral studies. Over 50% of courses are covered by full-time staff, satisfying accreditation requirements. All academic staff have relevant qualifications, and none are engaged at more than two HEIs, as per regulation.

In accordance with the Administrative Instruction for the Accreditation of Higher Education Institutions in Kosovo, the full-time staff covers more than 50% of the subjects within the

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curriculum. The Faculty of Mass Communication has assigned four academic staff places for the program holders for BA professional program in Media Production, (three with a Master degree and one with Doctoral degree), making the student/professor rate at the faculty 18 students per lecturer.

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. (ESG 1.5)

Advancement and reappointment are governed by the Regulation for the Selection, Re-selection, and Advancement of Academic Staff at AAB College, that include peer evaluation, performance reviews, and Senate approvals. Performance metrics include teaching effectiveness, research output, and student feedback. The process is transparent, and staff receive detailed role descriptions and evaluation criteria at the start of employment. The participation of academic staff in research and artistic activities is also considered during the advancement process,

During site visit academic staff expressed a high level of support in their career progress and advancement, both financially (annually for vocational development) and by soft incentives, such as the in-house journal where they publish. Additionally, academic progress is motivated and supported by the institution by facilitating the professor's time and support for advancement or accomplishing more demanding projects (in terms of enabling a free semester, flexibility in schedule or online organization of teaching when necessary).

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)

Professional development is supported through the Center for Professional Development and Innovation (QAPI), which offers certified professional training and support services for academic staff focusing on didactics of higher education, methodology of the scientific research projects, and the management of higher education organizations. Staff are encouraged to enhance their skills in pedagogy, research, and digital tools through internal and external training.
Research projects are supported by the Office for Projects that organizes training sessions and assists staff members with the preparation of research projects. AAB also funds conference participation and supports staff publishing efforts via dedicated grant mechanisms.

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Recommendation: Develop initiatives for stronger academic staff's international mobility initiatives and their engagement in regional and international activities.

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. (ESG 1.5)

The SER indicates that the Faculty of Mass Communication engages several external collaborators from Kosovo's media sector. External staff are engaged based on their academic and professional backgrounds, including PhDs or relevant master's degrees with industry experience. Their roles are clearly defined in employment contracts and reviewed by internal commissions. Professional media experience is a major criterion, aligning with the program's applied nature.

As a prestigious institution, proud of its name and brand – as reflected in the interviews - AAB is proud to attract top professionals and artists from the field that enable the students direct contact with the practice industry experience which often leads to engagement opportunities in specific projects.

Recommendation: At the meeting with the Faculty management indicated the tendency for developing a broader internalization strategy, which is complementary, and is recommended to intensify and expand the impact of international experts on the programme (through international quest lectures, workshops or similar).

ET recommendations:
4. *A (3.4) Enhance academic staff's international activities (to be addressed within a year).*
5. *B (3.5.2) Include more international experts in the programme (international quest lectures, workshops or similar - to be addressed within a year).*

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)

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The intended learning outcomes (ILOs) of the Media Production program are structured by categories—knowledge, skills, and competences—and reflect both academic and industry needs. Based on the SER, the program is designed to cultivate both specialized and versatile skills, preparing students with advanced knowledge in television, film, and digital media production specifically described in program objectives; provide students with modern learning conditions, comprehensive understanding of privacy, ethical standards, and the influence of media in an interconnected world to educate independent and innovative media professionals with strong critical analysis skills. Other programme objectives emphasize introducing students to industry standards and practices in television production and digital media, promote a commitment to lifelong learning and incorporate contemporary media technologies, embracing digital innovations, global trends, and artificial intelligence.

The program learning outcomes emphasise a deep understanding of media theories, production methods, and audience interaction techniques, while also developing technical expertise in areas like video editing, sound design, and graphic media. Furthermore, the program enhances students' abilities in critical thinking, creative storytelling, and problem-solving, equipping them to stay adaptable to industry changes and prioritize ethical practices in media production. These ILOs are clearly aligned with AAB's strategic objectives, such as critical thinking, employability, and community contribution. They are publicly available on the AAB website and included in all syllabi and internal documents.

The program is designed to develop both specific skills and versatile abilities, providing students with high-level proficiency in television, film, and digital media production, The teachers seem to be well oriented in terms of connection of course objectives with the broader program learning outcomes, however a more consistent follow up on programme level could be achieved if coordination meetings would be put in place, especially such that involve external teaching staff discussing overall map of the PLOs and individual LOs.

Standard 4.2

The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG 1.2)

The program is accredited at NQF level 6 and complies with EQF level descriptors by ensuring the development of independent critical thinking, practical media production skills, and ethical professionalism. The PLO ensure the students attain an in-depth understanding of fundamental media theories, production methods, and the dynamic influence of media in society (knowledge), cultivate advanced creative and technical abilities to create, edit, and distribute multimedia content across multiple platforms (skills) and effectively oversee intricate media production workflows, showcasing strong decision-making, independent working capabilities, and collaborative skills in varied professional settings (competencies).

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These outcomes are aligned with frameworks through the use of active verbs and structured descriptors typical of EQF guidelines. Competence development includes social impact, technological literacy, and teamwork.

According to the SER the PLOs in the knowledge domain aim to ensure that students: adopt thorough understanding of essential media theories, be able to critically evaluate the significance of media products in the digital era and their societal impact, analyse the distinctive effects of both traditional and modern media on various audiences, examine and interpret audience media consumption preferences considering factors like age, culture, and upbringing, utilize relevant theoretical frameworks to thoughtfully analyse media practices, create analytical essays adapted to diverse communication platforms.

The LOs of the program in the domain of skills aim to ensure that students: develop advanced practical expertise in producing and editing audiovisual content, proficiently operate professional software for video editing, audio production, and post-production tasks, apply critical thinking to tackle industry-specific challenges in media projects.

In the domain of competencies, the PLOs ensure students to create media content autonomously for diverse platforms and distribution channels, uphold professional standards and ethical principles within the creative industries, engage in collaborative projects aimed at fostering community involvement and driving social impact.

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 BA Professional program in Media Production is based on three key pillars; production, screenwriting and direction and television and film production.

The program structure ensures that the core disciplines are interwoven, allowing students to gradually deepen their understanding and refine knowledge, competencies and skills.

The curriculum is structured across six semesters, with a balanced mix of theoretical instruction and practical assignments. Each semester builds on prior knowledge to enable gradual acquisition of media production competencies, from foundational to advanced levels. The coherence is ensured through internal reviews, stakeholder consultation, and teaching council oversight and clearly verified in high employability rates and high market demand for the program graduates demonstrated by the employers and external stakeholders.

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)

Although Media Production is not a regulated profession per se, the program benchmarks itself against regional and European good practices in journalism, communications, and audiovisual education. Consultations with broadcasters like ATV, Klan Kosova, and Radio KFOR ensure alignment with professional standards. These consultations have led to curricular adjustments in areas such as live streaming, sound design, set lighting and digital editing.

The fast-moving trends are followed by involving external professionals and close contact with the industry.

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)

Internships are integrated into the course - Practice in Production held in the 5th semester, they are a core component of the program and take place within the institution's own media infrastructure and external partner organizations. Students are given clear learning objectives for internships, and their progress is monitored through mentor feedback and evaluation forms. Surveys confirm that students and graduates perceive internships as highly effective for acquiring practical media skills, establishing connections with industry professionals and creating opportunities for employment during or after studies.

Standard 4.6

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

The program employs an interactive teaching approach that emphasizes student involvement while nurturing creativity, critical thinking, and practical expertise. The curriculum features lectures and practical exercises delivered by academic experts, alongside seminars hosted by industry leaders, keeping students informed about cutting-edge advancements in media technology, artificial intelligence, and digital innovation. Learners engage in hands-on projects to develop diverse media products, collaborate on interdisciplinary initiatives, and participate in study visits to media organizations.

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Teaching methods involve active student participation through group work, debates, research tasks, and hands-on production assignments. The e-learning platforms allow students to access materials and submit tasks flexibly, supporting autonomous learning. Class sizes for exercises are kept small (up to 20 students) to enhance interaction and individual feedback.

During the meetings with the program holders and staff representatives several good examples of student-centred teaching and learning were presented.

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 Bachelor Professional of Media Production program utilizes diverse assessment methods to ensure students meet curriculum objectives and learning outcomes. Assessment strategies combine formative and summative methods, including midterms, final exams, and project-based assessments that allow students to demonstrate their media production skills. Continuous assessment is emphasized and contributes to student engagement and skill development; each course within the BA program follows a dedicated syllabus outlining learning outcomes, weekly instructional units, assessment strategies, teaching formats, and recommended reading materials. Assessment criteria are transparently shared in course syllabi, and grading data is tracked electronically via the e-Service system.

Standard 4.8

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

In terms of student workload, students enrol in six courses per semester, each carrying a credit value between 5 and 7 ECTS, with 1 ECTS corresponding to 25 hours of study, maintaining a steady workload throughout their academic journey. The program holds international recognition, ensuring that courses and credits earned at AAB College can be transferred and acknowledged by other regional and global universities.

The program follows the standard ECTS model, assigning 30 credits per semester, with each credit reflecting 25–30 hours of student workload. Course and program evaluations include student surveys that assess workload manageability. Adjustments are made when feedback indicates misalignment between expected and actual workload.

ET recommendations:

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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 admission criteria for the BA Professional in Media Production are clearly outlined on the AAB website, including application procedures, eligibility requirements, and documentation. These criteria are designed to assess students' academic background and motivation to engage in practical media education. The process is transparent, and prospective students can find all relevant details on the program's dedicated page.

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)

Student progression is tracked through AAB's E-Service platform, which monitors attendance, assessments, course completion, and academic success. This data is reviewed after each semester by the Faculty Council to identify issues and propose interventions. Support measures include tutoring, academic advising, and adjustments to course loads for at-risk students.

Standard 5.3

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

The program promotes mobility through Erasmus+ partnerships and maintains an office for international cooperation. Students have access to mobility guidance, and incoming students receive language and cultural support. The mobility-related data is maintained through the e-Mobilities platform and factored into annual quality improvement planning.

During interviews, students shared that they had been informed about exchange and mobility opportunities, though they felt that such activities could be further intensified. One of the key initiatives mentioned was the "International Festival," an annual event designed to attract foreign teachers, students, and professionals, and to promote international values within the

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institution. From the program leadership's perspective, the current mobility activity is predominantly outward-focused, as incoming mobility remains limited due to the fact that all programs are delivered in Albanian. This language barrier presents a significant challenge and reflects a broader institutional strategy that has yet to be fully addressed. Despite this limitation, there have been isolated instances of international engagement, such as the visit of a Bosnian guest professor who delivered lectures with the aid of translation. Additionally, a new partnership with the University of Trnava is underway, offering potential for future development in this area.It's necessary to provide students with wider opportunities of international activities.

Standard 5.4

The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population are taken into account. (ESG 1.6)

Support services include dedicated administrative staff, academic advisors, and multiple digital platforms (e.g., E-Student, E-Sporteli) designed to enhance access and efficiency. Special attention is given to part-time, returning, and socially disadvantaged students. Infrastructure and personalized support systems are designed to accommodate students with various learning and socio-economic needs.

ET recommendations:
5.3. Provide students with wider opportunities of international activities.

6. Research

Standard 6.1

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

Research is an institutional priority, and the Media Production program aligns with this through its emphasis on applied research, media innovation, and academic inquiry. Strategic goals include increasing publication output and integrating research into teaching, particularly in areas like media literacy and digital communication. The program encourages student participation in research through capstone projects and events, which was confirmed in the interviews.

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Students of this programme are already involved in some creative and realistic production activities of the school, esp. in the well-equipped studios. Some good practices and a range of opportunities was noted also for external partners' placements and projects. However, it is not likely that such ambitiously set number of students per year as requested may be offered a realistic, high-quality in-school (studio) as well as out-of-school practical experience (placement, special projects etc.), for which the current arrangements and capacities do not suffice.

Recommendation: Provide further studio spaces and equipment, as well as more numerous and more diverse opportunities of creative research and real-life production outside of school, such that corresponds to both the actual employment possibilities (absorbance) on the job marked on the one hand, and the set student intake on the other, setting particular focus on new (digital technologies) and digital production workflows. In order to develop enough numerous and diverse offers of this kind, and make them processually stable as well as formally backed, the ET recommends a three-year accreditation period, and a reduced numbers of students per year.

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.

Academic staff benefit from grants, internal funding schemes, and in some cases also sabbaticals aimed at enhancing research productivity. Over the past three years, staff have been supported to publish in indexed journals and participate in international conferences. The e-Grants platform tracks applications, outcomes, and dissemination of results.

While the facilities (labs, studios, equipment) were felt by alumni and students as adequate for supporting their creative, research, or practical work, the practical aspects in the programme as well as the practical competency of the staff should be further increased to reflect the actual demands of the job market.

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.

Staff are actively engaged in cooperation with media organizations, NGOs, and academic institutions. These collaborations facilitate internships, joint projects, and professional development. Participation in partnerships is tracked through the e-Agreements and e-Projects platforms.

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It is recommended to further increase incentives for international mobility of staff, their deployment to international conferences and publications in foreign periodicals and volumes. The alumni suggested to bring in more people from abroad that are relevant names in the field to inspire them for creative and research-oriented work.

Standard 6.4

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

Academic staff members teach in their fields of expertise, with evidence of publications in areas such as journalism, media production, and digital communication. The alignment between research and teaching content is monitored through CV reviews and course documentation, as well as a part of the new engagement procedures. The e-Publications database tracks outputs by topic and staff affiliation, which is monitored by the unit leads.

ET recommendations:
6. *A (6.1.)* Provide further studio spaces and equipment, as well as more numerous and more diverse opportunities of creative research and real-life production outside of school, such that corresponds to both the actual employment possibilities (absorbance) on the job marked on the one hand, and the set student intake on the other, setting particular focus on new (digital technologies) and digital production workflow.
7. *B (6.2.)* The practical aspects in the programme as well as the practical competency of the staff should be further increased to reflect the actual demands of the job market.
8. *C (6.3.)* Further increase incentives for international mobility of staff, their deployment to international conferences and publications in foreign periodicals and volumes. The alumni suggested to bring in more people from abroad that are relevant names in the field to inspire them for creative and research-oriented work.

7. Infrastructure and Resources

Standard 7.1

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

AAB offers 50,000 m² of facilities, including seminar rooms, two theatres with seating capacities of 250 and 500, radio and TV studios, editing labs, and digital production suites. The campus is purpose-built for media education and includes high-spec audiovisual

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equipment. Facilities are shared among students and staff and are maintained by a dedicated technical support team. As reported by the program holders, it is visible that the media production is at the core of the AAB College, continuing and upgrading the programs since the beginning, with premises and equipment for media production that are definitely one of the strongest points of the programme. The College is committed to accessibility for students with special needs.

According to programme leads, the recent investments in the New Media Lab were substantial and intended to increase the attractiveness of the programme and its practical relevance – students have confirmed that in the interviews.

Standard 7.2

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

The AAB College has two libraries accessible to students six days a week that provide physical and digital access to academic literature in media studies, communication, and related fields 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. Databases include scientific journals, e-books, and multimedia collections. Library services are continuously upgraded based on user feedback and emerging research needs.

Standard 7.3

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

As the largest private higher education institution in the country, AAB College secures adequate funding aligned with its financial plan, guaranteeing the financial stability of the study program. The management of the faculty stated that sustainable development policy is determined by a five-year plan established on three pillars: teaching, scientific research and contribution to society.

The Media Production program receives institutional funding that covers staffing, infrastructure, software, and research support. Budget allocation is managed centrally, but faculty-level needs are incorporated into annual planning. External grants and partnerships also contribute to sustainability and innovation.

The Media Production programme managers claimed to feel more secure under a central budget since the programme is equipment and space intensive. This study programme has been mostly

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invested in lately and during the facility visit has been presented as largely self-sustainable through production of various commercial media content created by the teachers and the students.

ET recommendations:

FINAL RECOMMENDATION OF THE EXPERT TEAM

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

OVERALL EVALUATION AND JUDGMENTS OF THE ET

Please provide your final decision. If the decision is positive, specify the accreditation duration and the student quota.

The BA Professional in Media Production at AAB College is clearly in line with the College's mission to student centered, innovative and socially responsible education with developed policies and procedures on academic integrity and freedom. AAB supports and effectively manages the study program with large digital infrastructure and administrative support, attentively listens to stakeholders' and students' suggestions and recommendations to create improvements in the study program.

The Faculty of Mass Communication operates under a clearly structured internal quality assurance system aligned with national laws and ESG standards. The updates and revision of the study program are governed by institutional statutes and quality assurance regulations, sourcing professional standards from consulting industry partners largely on an informal level, which should be formalized and intensified.

The program is supported by sufficient permanent staff and the recruitment process follows transparent public competition and institutional regulations. The academic staff expresses support for career development and advancement opportunities; however more intensive international initiatives should be encouraged. The Faculty of Mass Communication engages several external collaborators from Kosovo's media sector, but it is recommended to develop a broader internationalization strategy.

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The study program learning outcomes are clearly and precisely formulated, aligned with AAB mission and strategic goals, in compliance with the National Qualification Framework and the European Qualifications Framework level descriptors. The program structure ensures that the core disciplines are interwoven, allowing students to gradually deepen their understanding and refine knowledge, competencies and skills delivered through student-centered teaching methods. The student workload is properly addressed and reflected in ETSC, while assessment criteria are transparent.

The admission policy is clear and the students' progression for the study program is regularly monitored. Even though the program promotes mobility through Erasmus+ partnerships and maintains an office for international cooperation, a more intensive internalization strategy is recommended.

The Media Production program prioritizes research as a strategic goal, through emphasis on applied research, media innovation, and academic inquiry, the ET advises to provide further studio spaces and equipment, more diverse creative research opportunities and real-life production outside of AAB. It is also recommended to intensify international professional activities and international mobility of the academic staff.

*The AAB secures adequate funding to provide appropriate premises, equipment and library resources, assuring recent investments in the New Media Lab. In order to maintain its high quality appeal and a most favourable student: staff ratio, and considering its high-quality but still limited quantity resources and space, t**he Expert Team suggests that the programme intake limit annually is not above 50.***
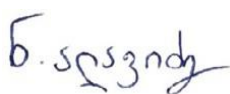
***The response of the institution to the preliminary report** was based on the claim that since its initial accreditation, the Media Production program has developed positively, aligning with national and international standards. Furthermore, they claimed that the curriculum has improved, staff capacity has grown, and cooperation with the media sector has ensured relevance and graduate employability. Also, KAA claims that the draft (preliminary) report shows no decline in accreditation standards to justify reducing student numbers. The 2022 KAA decision approved an intake of 50 students, supported by sufficient staff and infrastructure. AAB College has in their own opinion demonstrated, through its Self-Evaluation Report and site visit, that its facilities and partnerships enable both in-school and out-of-school practical learning. The Faculty of Mass Communication therefore requests that the ET reconsider its recommendation and support a five-year accreditation with the requested student intake.*

The Expert Team suggests that the accreditation to this programme is granted for the duration of three years.

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The Expert Team suggests that all the above recommendations should be fulfilled within one year of the accreditation.

Expert Team

Member

_____
(Signature)   **Nino Alavidze**
                                              (Print Name)   (Date)

Member

_____
(Signature)   **Ana Vivoda**
                                              (Print Name)   (Date)

Member

_____
(Signature)   **Peter Purg**
                                              (Print Name)   (Date)