AAB COLLEGE

PAINTING AND VISUAL ARTS BA

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*	

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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
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

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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

A brief overview of the programme under evaluation

The BA in Painting and Visual Arts at AAB College is a comprehensive three-year program that awards 180 ECTS credits and admits up to 50 students annually, which de facto now is between 6 and 10. Designed by the Faculty of Arts, the program emphasizes both traditional techniques and modern digital innovations in artistic expression. Students engage in a wide range of activities, including intensive studio practice, structured lectures, and dynamic workshops that cover subjects such as painting techniques, artistic anatomy, art history from prehistory to modern times, and contemporary visual expressions. The curriculum is tailored to foster critical thinking, creative problem-solving, and technical proficiency in visual arts.

The program is supported by a dedicated team of over 15 academic staff, including three program holders (Fitim Aliu, Dita Ethemi, and Roni Shishko) who bring a blend of academic excellence and hands-on professional experience. Facilities include well-equipped studios, drawing ateliers, and spaces designed for exhibitions, ensuring that students have access to

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state-of-the-art resources. Emphasizing real-world experience, the program integrates internships, participation in local art festivals, and collaborative projects with regional cultural institutions. Through a balance of theory and practice, the BA in Painting and Visual Arts prepares graduates for diverse career paths in creative industries, from professional painting and curatorship to freelance artistic practice.

PROGRAMME EVALUATION

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 in Painting and Visual Arts fully aligns with AAB College's strategic focus on student-centered, quality education and artistic innovation. Its mission emphasizes critical thinking, artistic exploration, and professional development, which mirrors the institution's broader goals of societal contribution and international relevance. This alignment is made visible through clear articulation on the institutional website and strategic documentation.

At a 10 to (lately) 6 students per year intake, this programme offers a very good professor to student ratio, however it remains a challenge to make such rations truly sustainable. The interviews AAB staff agreed that for them this is a »prestigious programme«, running since 2005, so a certain investment in it is sensible. Thus a recommendation: develop proactive promotion of the programme and incentives to attract more students per year (and return intake back to at least 10 per year), with an aim to counter the increasing international competition that offers to students (who can now travel and emigrate more easily) further alternatives of such studies.

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)

In terms of formal regulations, academic integrity is upheld through a Code of Ethics, Turnitin plagiarism checks, and structured disciplinary procedures. All students and staff are

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introduced to these frameworks in the first year and receive ongoing guidance through dedicated training and informational materials. Formally, violations are addressed by the Ethics Committee and the process is transparent and systematically recorded.

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 applied in a few cases. Therefore, a serious recommendation would be to promote these mechanisms 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)

Management relies on data collected through E-Service and other digital platforms to track academic operations, student progress, and teaching delivery. Reports are analyzed by faculty and central leadership for quality monitoring and used to make improvements. Success indicators and reports are reviewed in faculty council meetings and disseminated to stakeholders. In the interviews the management confirmed to be using this data in their strategic as well as day-to-day management. The students and alumni confirmed that the public assessment of information was good.

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)

Even if the ET did not get to speak with them, it was obvious that dedicated administrative officers serve the Faculty of Arts and facilitate communication via digital platforms like E-Service. Students and teachers benefit from accessible services including lecture schedules, consultation booking, and access to materials. AAB also provides digitized notices and visual displays across campus to ensure smooth service delivery.

Students and Alumni confirmed a good quality of administrative support at AAB was well in

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place. Those issues that are not formally dealt with in procedures seem to be covered by informal communication with staff, even the leading staff at this programme, since the student numbers are relatively low as compared to other programmes at AAB.

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)

Previous accreditation recommendations are monitored continuously and systematically addressed through internal evaluation cycles. Specific curriculum updates and administrative enhancements were made following the last reaccreditation. A list of addressed recommendations is attached to the SER and serves as a working tool for ongoing improvements, it is also partly integrated in the strategic planning ahead. According to the previous assessments, advanced painting technologies as well as greater incorporation of new media and technology in the mainstream courses were conducted with success. The QA system introduced increased regular »debates with students« in terms of topical focus groups (such as Chat GPT use etc.).

A significant change made as a direct result of the previous reaccreditation review was including new technologies and (also international) guest speakers; this was one of such observed suggestions. However, the employers as well as alumni suggested it would be welcome to further increase both academic as well as professional exchange with partner institutions abroad, which is one important aspect to be followed up on.

ET recommendations:
1. *A (1.1.)* Develop proactive promotion of the programme and incentives to attract more students per year (and return intake back to at least 10 per year).
2. *B (1.2.)* Promote the policies and procedures on academic integrity and freedom among the students.

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)

AAB College implements a quality assurance system governed by institutional regulations and based on the ESG standards and the national legal framework. The Faculty of Arts

appoints its own quality coordinator, who collaborates with the central QA Office to implement regular evaluations, surveys, and performance monitoring. The PDCA cycle is fully operational, ensuring continuous planning, monitoring, and improvements in collaboration with students, academic staff, and other stakeholders. Stakeholder feedback, especially from students and employers, is used in shaping quality assurance activities, the results of surveys are feedbacked to the students which was largely confirmed in the interviews.

Standard 2.2

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

The program design and review process is conducted annually and involves academic staff, students, graduates, and employers. The process follows statutory procedures and is approved by the Faculty Teaching Council and Senate. Curricular changes made since the 2022 reaccreditation include revised syllabi and new electives aligned with stakeholder feedback.

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)

Program monitoring occurs regularly via surveys, student meetings, and employer consultations. Feedback mechanisms include semester questionnaires, practical work evaluations, and graduate follow-up studies. Findings are compiled into reports and action plans, which are shared with faculty leadership for decision-making. Due to limited feedback from external partners they increased the meetings with the academic staff, and programme leads (incl. deans) go out to external stakeholders to personally gather feedback on both program design as well as outcomes relevance.

The employers suggested that esp. the innovative skills and attitudes of the graduates should be closely monitored and that such a programme needs to be quickly adjusted esp. to the technological and the creative innovation that takes place in the realm of arts; this is because contemporary and visual arts have recently been subject to a lot of such changes, and the study programme needs to reflect that quick pace.

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 key documents, including regulations, learning outcomes, and assessment criteria, are available on the AAB College website. Dedicated web pages are updated regularly by the Public Relations Office to ensure transparency. This also includes publishing evaluation results and mobility opportunities.

An important recommendation in this sub-standard would be to adjust the public information on the study programme outcomes and the graduate profile to accommodate the fact that the (currently mentioned) professional profiles of curators or studio managers as well as pedagogical professions are more realistically reflected in the programme's learning objectives, and covered by the actual course content.

ET recommendations:
3. *A (2.3.)* The innovative skills and attitudes of the graduates should be closely monitored.
4. *B (2.4.)* Adjust the public information on the study programme outcomes and the graduate profile to accommodate the fact that the (currently mentioned) professional profiles of curators or studio managers as well as pedagogical professions, are more realistically reflected in the programme's learning objectives, and covered by the actual course content.

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 and the KAA Accreditation Manual. Review commissions evaluate candidates and make recommendations to the Faculty Teaching Council, 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

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each cohort is supported by staff with relevant academic and professional qualifications. Contracts clearly define duties, rights, and responsibilities, ensuring transparency in academic appointments.

During the site visit 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 were cited during the meetings with 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 15 academic staff, out of which 6 full-time full-time staff, fulfilling national requirements for academic coverage. Over 50% of courses within the curriculum. are covered by full-time staff and all hold relevant qualifications in fine arts or related disciplines, satisfying accreditation requirements. No full-time academic is employed at more than one institution, as confirmed by the KAA.

According to national accreditation standards, each student group and every 60 ECTS must be overseen by a full-time academic staff member holding an MA qualification. To meet these criteria, the Faculty of Arts has designated three program holders, ensuring high-quality teaching and individualized student support. With a current staff-student ratio of 1:2, students receive personalized guidance, promoting an interactive and supportive learning environment.

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 follows the Regulation for the Selection, Re-selection, and Advancement of Academic Staff at AAB College, which evaluates academic, artistic, and community contributions. Peer evaluation, student feedback, performance reviews, and

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scientific/artistic achievements all influence reappointment decisions. 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. The progressions through habitation stages are mandatory and the interview staff seems to be aware of them. Promotion is supported through mentoring and access to opportunities for professional growth.

During site visit academic staff expressed a high level of support in their career progress and advancement, both financially (supporting international exhibitions and catalogue production) and by soft incentives, such as the in-house journal where they publish. Additionally, as artistic activity and visibility is the main criterion as stated by the program holders, academic progress is motivated and supported by facilitating the professors 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).

In general, an ambitious and strategic practice is in place at AAB College of attracting quality staff, with open competitions. Local and regional staff are complemented with international guests.

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 facilitated by the Center for Professional Development and Innovation (QAPI), which provides certified training programs and support services for academic staff, focusing on higher education pedagogy, research methodologies, and the management of educational institutions. Staff members are encouraged to improve their expertise in teaching, research, and digital tools through both internal and external training opportunities.

The Office for Projects supports research initiatives by organizing training sessions and aiding staff in preparing project proposals. Additionally, AAB finances conference attendance and promotes publication efforts through specific grant programs.

There are also Erasmus+ exchanges opportunities, but it seems that they haven't been extensively utilised.

Recommendation: Reinforce more intensive outgoing and incoming mobility programs and international activities of the academic staff (study visits at foreign HEIs, international projects, sabbatical leaves, networks).

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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 Arts engages several external collaborators based on educational and professional backgrounds in artistic fields, relevant master's degrees, as well as in the business industry, such as well-known studios and galleries. Training sessions familiarize them with HEI standards, ECTS principles, and learning outcome assessment. Their involvement enhances diversity in artistic practice and complements full-time staff expertise. Their roles are clearly defined in employment contracts and reviewed by internal commissions. As a prestigious institution, proud of its name and brand – as reflected by the management and the program holders - AAB is proud to attract top professionals and artists from the field that enable the students direct contact with the practice experience which often leads to engagement opportunities or collaborations in specific projects. The recommendation is to intensify and expand the impact of international experts on the programme (through international quest lectures, workshops or similar).

ET recommendations:
5. *A (3.4) Reinforce more intensive outgoing and incoming mobility programs and international activities of the academic staff* (to be addressed within a year).
6. *B (3.5.2.) Invite more international lecturers* (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)

The intended learning outcomes (ILOs) of the Painting and Visual Arts program are structured by categories - knowledge, skills, and competences; they are clearly formulated and aligned with both institutional and faculty missions. These outcomes emphasize critical thinking, artistic innovation, and contextual awareness, preparing students for contemporary artistic practice. The ILOs are available on the program's website, reviewed in relation to strategic goals and included in all syllabi and internal documents.

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The learning outcomes are aligned with following program objectives: to empower students to delve into and experiment with both traditional and modern artistic techniques, cultivating creativity and innovation to enable students in order to develop students' full potential by providing them with intellectual, creative, professional, and technical competencies and to integrate contemporary technology into artistic education

Based on the SER, the program is designed to cultivate a high-quality student-centred approach that fosters artistic creativity, critical analysis, and technical expertise. By employing innovative teaching approaches, encouraging creative research, and promoting involvement in cultural and social projects, students are empowered to shape the progression of visual arts on both local and global scales.

The study programme of Painting and Visual Arts is based on a 20-year long tradition, balancing between tradition and new technologies Several new and progressive techniques and technologies have been involved into the programme, now it is focusing on digital illustration, digital painting, video, multimedia installations etc. The teachers seem to be well oriented in terms of connection of course objectives with the broader program learning outcomes.

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 for artistic knowledge, practical skills, and independent artistic competence. The PLO ensures the students develop a deep and critical understanding of key artistic concepts, theories, and historical developments (knowledge); acquire skills to create visually engaging and contextually relevant art across various media platforms (skills); manage complex artistic and collaborative projects (competencies).

According to the SER the PLOs in the knowledge domain aim to achieve a comprehensive understanding of artistic concepts, theories, and historical progressions, to evaluate modern trends, techniques, and methods in visual arts, maintaining relevance and adaptability in their creative endeavors, to assess the importance of how art is displayed or presented and to innovate presentation methods that influence and challenge established artistic standards.

The program LO skills ensure transforming abstract ideas into visual art works, employing a wide range of artistic techniques and methods, utilization of logical and critical thinking and overcoming artistic challenges by devising innovative solutions in alignment with their vision.

The competencies domain of the PLO encompass: the analysis the role of art within the broader social framework, recognizing its capacity to influence, question, and reflect societal values

and norms, to uphold or redefine professional standards within their chosen medium and contemporary art practices and demonstrate independence in shaping their artistic path, executing their ideas, and committing to lifelong growth and learning.

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.

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 curriculum is scaffolded to develop artistic and theoretical competence, with foundational courses in the first year and advanced thematic exploration in the final semesters. Each course contributes clearly to the ILOs and is supported with a syllabus. Smooth academic progression is facilitated by careful course sequencing and prerequisites.

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, while the program structure integrates core disciplines, enabling students to progressively enhance their knowledge and sharpen their skills in painting and visual arts.

Recommendation: Enhance extracurricular student activities; to foster better understanding of artistic concepts, perceive and analyse current trends and techniques, involve students in more international activities workshops, international summer schools, international exhibitions visits, excursions…

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)

This standard is not applicable, as Painting and Visual Arts is not a regulated profession.

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 with cultural institutions and galleries are integral to the program and are guided by clear objectives related to exhibition, production, and networking. Student placements are supported by mentor evaluations and ongoing supervision. Feedback confirms that internships are effective in reinforcing classroom learning. 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 skills, establishing connections with institutions and professional art circles, creating opportunities for promotion of their work or employment during or after studies.

The students testify the Faculty of Arts has established strong connections with museums, art centers, independent artists, and curators, ensuring that students gain hands-on experience in exhibition preparation, artistic production, and professional networking.

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. A diverse array of teaching formats is employed: workshops, critiques, exhibitions, and collaborative projects. The studio-based approach encourages autonomy, experimentation, and creative problem-solving. Students are active participants in shaping their learning experiences through peer learning and portfolio development.

The SER states that the didactic concept of the BA in Painting and Visual Arts program is based on a student-centered approach, combining theoretical knowledge with practical artistic exploration, while the e-learning platforms allow students to access materials and submit tasks flexibly, supporting autonomous learning. Class sizes are small (10 to 6 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 of Painting and Visual Arts program utilizes diverse assessment methods to ensure students meet curriculum objectives and learning outcomes. Assessment methods are standardized through institutional regulations and detailed syllabi, which include criteria, formats, and expectations. Formative and summative tools include exhibitions, portfolios, and critique sessions. Students are informed about their rights and appeals procedures, ensuring fairness and transparency. 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 literature. 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:

    7. *A (4.3) Enhance extracurricular student activities (to be addressed within a year).*

5. Students

Standard 5.1

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

Admission procedures are publicly posted on the AAB website and include criteria specific to artistic programs, such as portfolio reviews and interviews. The criteria are consistent with national regulations and clearly communicated to prospective applicants. Additional guidance is provided during open days and preparatory sessions.

The admission criteria require candidates to have completed 12 years of schooling and passed the National Matura, with evidence provided. This meets national requirements for bachelor-level studies.

The selection procedure includes evaluation of artistic portfolios and practical skills (Drawing and Painting), ensuring that students with appropriate competencies are selected.

The process is described as fair, public, and transparent. The involvement of the Dean and Studies Committee, along with the right to appeal, supports consistency and fairness.

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)

Progression is monitored through the E-Service platform, with tracking of attendance, grades, and course completions. Reports are reviewed at the faculty and institutional level, with specific interventions for students showing academic difficulty. Support mechanisms include consultation, mentoring, and tailored schedules.

Standard 5.3

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

International mobility is supported through Erasmus+ and other bilateral agreements, with dedicated staff guiding students through applications and academic recognition. The Faculty also welcomes foreign students and artists through workshops and short-term exchanges. Information is publicly available, and mobility data is tracked in e-platforms.

Interview questions:

- **[Programme students]** Are you aware of and encouraged to participate in mobility programs?
  Students are aware of a limited number of outgoing mobility opportunities, but claim to be opting to stay and study in Kosovo. There was not any evidence of exchange given. Programme leaders are aware of this challenge, and the institution is applying modest incentives such as the international festival or mild incentives for mobilities.

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)

Student services include academic advising, digital tools for self-monitoring, and tailored guidance for students with specific learning or personal needs. Artistic resources (studios, easels, gallery space) are accessible to all. Diversity considerations are embedded into curriculum design and extracurricular offerings.

ET recommendations:
N/A

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6. Research

Standard 6.1

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

On document level, the Faculty of Arts promotes artistic research and innovation aligned with AAB's mission to develop knowledge and creativity for public good. Research is supported in areas such as contemporary painting, visual communication, and interdisciplinary practice. Strategic goals include public engagement through exhibitions and artistic publications. Particularly artistic research is recognized as a recent trend and is a field of gradually incentivising the staff, however at AAB this is not yet reflected in its teaching.

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A recommendation would be to include this important trend into both staff incentives as well as curriculum development, in particular therein exploring the art-science-technology trends that can open up the programme to both others at AAB and nationally, as well as connect it internationally.

Students of this programme are already involved in some creative production activities of the school, with pedagogical as well as cultural industry partners, and it is likely that this practice of external collaborations will grow further. However, it is not likely that such an ambitiously set number of students per year as requested may be offered a realistic, high-quality out-of-school practical experience, esp. as painting and visual arts practical experience is mostly bound to small erNGOs that may offer only a few such places or opportunities each.

Recommendation: Provide further, more numerous and more diverse opportunities of creative (incl. artistic) research and production outside of school, such that corresponds to both the actual employment possibilities (absorbance) on the job marked on the one hand, and the anticipated student intake on the other, setting particular focus on new (digital technologies). 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 number 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 are in principle provided time and funding support for personal exhibitions, catalog production, and research presentations, which was confirmed in the interviews. Staff in the interviews showed a very committed attitude; they tend to participate in regional and international art biennales, residencies, and conferences. Research is documented in the e-Publications and project funding platforms.

The employers but also alumni interviews suggested that the staff could be better incentivised in keeping in track with the newest practices and technologies in the trade (e.g. special effects, AR/XR, AI, big data applications, bio art etc.). Therein ethical as well as environmental concerns need special attention, and should also be included into life-long perspectives of the staff careers.

Standard 6.3

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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.

Cooperation occurs through artist exchanges, joint exhibitions, and inter-institutional projects. Staff are satisfied with being encouraged to network with galleries, NGOs, and peer institutions across the Balkans and EU, even though actual collaborations remain somewhat limited. International partnerships are facilitated through the Rectorate and the Faculty's own cultural links. The programme leads claimed they »do not have the luxury to choose« affiliations in the current political situation, however some institutions are already affiliated for a longer time, with Turkey, Albania, Slovenia, Italy – and they are supported therein in the Foreign Relations office of the AAB.

The art colonies and other external productions are a very good format of complementing such experience, and alumni suggested to have more of such. It is thus recommended to further increase incentives for international mobility of staff (and students where applicable), their deployment to international conferences and publications in foreign periodicals and volumes. The alumni suggested to bring in more guest teachers 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.

Staff specialize in the subjects they teach mostly in artistic terms, with evidence of solo and group exhibitions, publication of critical essays, and project leadership. Portfolios are aligned with teaching assignments, and peer evaluations confirm their expertise. The SER includes bios and research samples to support this alignment.

The employers have confirmed the overall professional competence of the involved teaching staff in terms of their artistic quality. However, a recommendation in this realm would be to support and motivate the staff in developing latest trends in the contemporary artistic and visual arts practices such as technologically or socially indebted artistic research.

ET recommendations:
8. *A (6.1a.) include artistic research and innovation into both staff incentives as well as curriculum development, in particular therein exploring the art-science-technology trends*

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9. *B (6.1b)* Provide further, more numerous and more diverse opportunities of creative (incl. artistic) research and production outside of school, such that corresponds to both the actual employment possibilities (absorbance) on the job market on the one hand, and the anticipated student intake on the other, setting particular focus on new (digital technologies).
10. *C (6.2.)* Staff should be incentivised in keeping in track with the newest practices and technologies in the trade (e.g. special effects, AR/XR, AI, big data applications, bio art etc.), including ethical as well as environmental concerns into life-long perspectives of the staff careers.
11. *(6.3.) Brig in more guest teachers from abroad and* further increase incentives for international mobility of staff (and students where applicable), their deployment to international conferences and publications in foreign periodicals and volumes
12. *D (6.4.)* Support and motivate the staff in developing latest trends in the contemporary artistic and visual arts practices such as technologically or socially indebted artistic research.

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7. Infrastructure and Resources

Standard 7.1

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

The AAB College offers 50,000 m² of facilities, including lecture halls, small exercise and seminar rooms, information technology laboratories, open spaces for independent study, conference rooms, administrative and management offices, academic staff offices, and two professional theatres with seating capacities of 250 and 500, used for various events and occasionally host guest lectures.

The Faculty of Arts is housed in specialized facilities including drawing studios, painting ateliers, and exhibition spaces. Students have access to easels, sculptural tools, printmaking studio, lightboxes, and other creative resources. Technical support is provided by trained staff to maintain functionality and accessibility. Besides fully equipped conference rooms, lecture halls and exercise rooms, the BA program in Painting and Visual Arts facilities also include ateliers, amphitheatres, galleries spaces and computer studios.

The AAB College is committed to accessibility for students with special needs.
Recommendation: further investment in equipment and premises to adapt the program to newest practices and technologies in the trade, to be able to introduce new courses and develop innovative and interdisciplinary creative practices.

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 on visual culture, art theory, art history, digital art practices and related fields. Digital databases are available for contemporary art, art history and theory 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.

Additional resources include catalogues and monographs related to staff and student exhibitions. 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 through the institutional budget and project-specific grants. 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 management and the program holders indicate the programme's continuous development for the last two decades with constant financial stability, all cases of additional funds or investment in supplementary educational activities and research are discussed directly with the Dean's office. In cases of additional financial support is needed the Faculty can also apply for supplementary funding from cultural donors and state institutions. Both staff and students confirm ample support for artistic and educational projects and extracurricular activities.

ET recommendations:
> 13. A (7.1.4) *Continue investing in the equipment and premises and adapting it to new practices* (to be addressed within three years).

FINAL RECOMMENDATION OF THE EXPERT TEAM

1. MISSION, OBJECTIVES AND ADMINISTRATION	*Substantially Compliant*
2. QUALITY MANAGEMENT	*Substantially Compliant*
3. ACADEMIC STAFF *Mandatory	*Substantially Compliant*
4. EDUCATIONAL PROCESS CONTENT	*Substantially Compliant*
5. STUDENTS	*Fully Compliant*
6. RESEARCH	*Partially Compliant*
7. INFRASTRUCTURE AND RESOURCES *Mandatory	*Fully Compliant*
Overall Compliance	***Substantially 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 in Painting and Visual Arts at AAB College is clearly in accordance 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 low number of students should be addressed accordingly and develop additional improvements of the study progam, increase academic and professional exchange with professional institutions and foster proactive promotion of the program.

The Faculty of Arts 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, the feedback with external partners is limited, it is a strong recommendation to intensify and formalize and to invest in adaptation to the technological and the creative innovation that takes place in the realm of arts.

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 intensive outgoing and incoming mobility programs and international activities of the academic staff. The Faculty of Arts engages several external collaborators from Kosovo, 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, more extracurricular activities are recommended.

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 Painting and Visual Arts program prioritizes applied research as a strategic goal through emphasis on contemporary painting, visual communication, and interdisciplinary practice The ET advises to provide opportunities to explore the art-science-technology trends that can create connections between different study programs at AAB and wider. It is also recommended to intensify creative research and production outside AAB.

Academic staff expressed support for personal development, it is recommended to increase international professional activities and international mobility of the staff. Enlarge the number of international guest teachers from abroad would also be complementary.

The AAB secures adequate funding to provide appropriate premises, equipment and library resources, it is recommended to continue investing in the premises to adapt it to newest technologies.

*In order to maintain its quality appeal and a most favourable student: staff ratio, t**he Expert Team suggests that the programme intake limit annually is not above 25.***

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

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

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Expert Team

Member

б. sgsзnd₂
_____ **Nino Alavidze** _____
(Signature)   (Print Name)   (Date)

Member

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

Member

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