(Evolucion Academy, Prishtina)

PROGRAMME
BA Communication Design, 180 ECTS

Re-Accreditation
REPORT OF THE EXPERT TEAM

08 MAY 2025

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INTRODUCTION

Sources of information for the Report:

- SER
- Syllabi
- Staff CVs
- Annexes
- Site Visit Meetings 23-24 April 2025

Criteria used for institutional and program evaluations

- *Kosovo Accreditation Agency, Accreditation manual*
- *Kosovo Accreditation Agency, The manual for external evaluation of higher education institutions*

Site visit schedule

Programme Accreditation Procedure at Evolucion Academy, Prishtina	
Programmes:	**Fashion Design, BA** (Re-accreditation) **Fashion Design, MA** (Re-accreditation) **Communication Design, BA** (Re-accreditation) **Styling and Fashion Communication, BA** (Accreditation)
Site visit on:	23-24 April 2025
Expert Team:	Costas Mantzalos John Butler Alicia Presencio Herreo
Coordinators of the KAA:	Shpresa Shala, KAA Olsa Ibrahimi, KAA

Site Visit Program

Time	Meeting	Participants
Day 1 **09:00 – 09:55**	Meeting with the management of the faculty where the programmes are integrated	Enkelejda Shatri – Executive Director Dritan Axhami –

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			Administration Director Flora Loshi – Academic Director
09:55 – 10:40	Meeting with quality assurance representatives and administrative staff		Donjeta Lumi – Head of the Quality Assurance Office Naltina Fejzullahu – Head of the Finance Office Valbona Elezi – Head of Students Affairs office Ermira Jusufi – Head of the carrier orientation office Dritan Shatri – Accountant,Finance Mimoza Murtezi – Officer Library Sara Tortoshi – Officer,Archives Arian Hazrolli – IT Officer
10:45 – 12:10	Meeting with the program holders of the study programmes **Fashion Design, BA** **Fashion Design, MA**		**Program holders of the Fashion Design Bachelor level:** Elmedina Rrahmani Ylber Rukiqi Vlora Mustafa Mirlinda Rexhepi Besim Hoxha Dorina Gashi Shpetim Bunjaku **Program holders of the Fashion Design Master level:** Dr Vesa Govori Hapciu Flora Loshi Fjolla Qela Florina Hoxha
12:10 – 13:10	Lunch break		
13:15 – 13:45	Visiting facilities		
13:45 – 14:35	Meeting with teaching staff		Arber Vllahiu Lorik Mucaj Besim Mustafa Granit Dragaj Edon Muhaxheri

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		Naim Hoxha Drilon Kurteshi Lulkacela Jashari Besim Mustafa
Day 2 **09:00 – 09:15**	Meeting with the management of the faculty where the programme is integrated	Enkelejda Shatri – Executive Director Dritan Axhami – Administration Director Prof. Flora Loshi - Academic Director
09:15 – 10:45	Meeting with the program holders of the study programme **Communication Design, BA** **Styling and Fashion Communication, BA**	**Program holders of the Communication Design Program Bachelor level:** Arta Agani Arsim Shala Granit Dragaj Shpat Komoni **Program holders of the Styling and Fashion Communication Program Bachelor level:** Arlinda Zylali Eljesa Salla Labentine Shala Drilon Kurteshi Donika Makolli
10:50 – 11:35	Meeting with students	Renuar Bylykbashi Fatime Selmani Klementine Ramushi Zana Bakalli Elona Avdiu Benita Hasani Dajza Nimoni Baton Isniqi Dua Arifaj Erjona Shala Erona Durmishaj Rona Bajramaj Sara Imeri
11:40 – 12:25	Meeting with graduates	Rreze Guri Rrona Karaca Drita Gashi Hysnie Rakovica Fortesa Çurdina Amanda Maxharraj

12:25 – 13:25	Lunch break	
13:25 – 14:30	Meeting with employers of graduates and external stakeholders	Vesa Rrukiqi Fikrije Bunjkau Merita Bunjaku Shpat Pacarada Kosovare Jashari Jehona Bunjaku Erona Bajraktari Blodin Karaxha
14:30 – 14:50	Internal meeting of KAA staff and experts	
14:50 – 15:00	Closing meeting with the management of the faculty and program	

A brief overview of the programme under evaluation

Insert general information about the programme

Since its founding in 2005, Akademia Evolucion (AE) has played a pivotal role in shaping higher education in the fields of Art and Design in Kosovo. Over the past 19 years, AE has successfully integrated global best practices with Kosovar cultural values, establishing itself as a leader in design education. The institution has cultivated a generation of outstanding designers, educators, and researchers, contributing significantly to both secondary and higher education in the region.

Initially established as the "Evolucion" Fashion Institute on September 14, 2005, by decision of the Council of Directors (No. 01/05), AE is now a licensed and accredited private higher education institution specializing in Design and Applied Arts. It operates from its campus on Shefqet Shkupi Street in Prishtina.

AE's operations are guided by the Law on Higher Education of the Republic of Kosovo, its Statute, and other relevant regulations. The institution was first accredited from September 2009 to October 2010 and has since undergone several re-accreditation cycles:

- September 2010 – October 2013
- October 2013 – September 2018
- September 2018 – September 2019
- October 2019 – September 2022
- Currently re-accredited until September 2025

Each Bachelor's program adheres to the Kosovo Education Framework (KEK) Level 6 and is awarded with a Bachelor's degree upon completion of 180 ECTS credits.

Commitment to Innovation and Growth

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AE remains dedicated to academic excellence and innovation, continuously expanding its offerings and enhancing the quality of its teaching and infrastructure. The institution has made substantial investments in program development, faculty advancement, and modern learning environments.

For the academic year 2025–2026, AE is set to introduce a new three-year Bachelor's level study program, approved by the Academic Council on the recommendation of the Fashion Department, further broadening its educational portfolio.

Over the years, AE has seen a steady increase in student enrollment. Since the most recent institutional accreditation (academic year 2022/2023) through to the current academic year (2024/2025), particular emphasis has been placed on attracting and enrolling talented students across all its academic programs.

The student body is notably diverse, representing a wide range of backgrounds. Students come from all regions of Kosovo, as well as neighboring countries such as Albania, North Macedonia, Montenegro, and the Presevo Valley. Additionally, AE welcomes students from the diaspora. While the majority are Albanian-speaking, our community also includes Bosnian, Turkish, and German students, among others. This diversity fosters a rich environment of cultural exchange and dialogue, which significantly enhances both creativity and the overall quality of student projects.

Beyond its core mission in higher education, AE actively engages in commercial and social initiatives aligned with its academic disciplines. These projects offer valuable opportunities for creative research and artistic expression, involving students, faculty, and external collaborators alike.

The programme under evaluation – BA in Communication Design – was accredited and is now in the process of re-accreditation.

PROGRAMME EVALUATION

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

1. MISSION, OBJECTIVES AND ADMINISTRATION
(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the

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KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

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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 3-year (6-semester) Bachelor's programme in Communication Design is founded on a shared vision and strategic objectives that are closely aligned with those of Evolucion Academy, Kosovo's broader economic development goals, and the dynamic needs of both society and industry. This alignment was clearly outlined in the Self-Evaluation Report (SER), reinforced through discussions with the Academy's leadership, faculty, and staff, and strongly echoed in conversations between the Experts Team and various stakeholders during a two-day site visit.

These stakeholders—experienced professionals and leaders from mid- to large-scale enterprises in sectors such as graphic design, film, advertising, and fashion production and promotion— expressed strong support for the Academy. They emphasized the value of ongoing and past collaborations, including studio and factory visits, internships, and access to specialized, industry-grade facilities not otherwise available at the Academy. Their endorsement of the BA Communication Design programme was particularly meaningful and encouraging.

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)

The Self-Evaluation Report (SER) offers a thorough and transparent overview, clearly demonstrating that the programme operates within a strong policy framework that upholds academic integrity and freedom. These systems are thoughtfully designed to prevent unethical behavior in all its forms. Faculty and students are well-versed in these standards, with relevant policies made publicly accessible. The Experts Team was able to confirm the effective implementation of these frameworks through direct conversations with institutional leaders, academic staff, and students during their site visit.

Both the SER and in-person discussions highlighted the programme's deep-rooted commitment to fostering a culture built on academic honesty, ethical conduct, and open intellectual exchange. This commitment supports a learning environment that is inclusive, respectful, and

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credible. Key aspects of this approach include:

1. Commitment to Academic Integrity
The programme is founded on clear ethical principles, including respect for intellectual work, fairness, and personal responsibility. These values are embedded in both teaching practices and institutional policies, cultivating an academic culture where trust and professionalism are prioritized.

2. Preventive Measures Against Misconduct
Comprehensive and enforceable policies are in place to address academic misconduct, including plagiarism, cheating, and data falsification. By emphasizing prevention, the programme ensures a fair and merit-based academic environment.

3. Protection of Academic Freedom
The institution strongly supports academic freedom, empowering students and faculty to explore diverse perspectives and engage in critical inquiry. Policies safeguarding freedom of thought encourage innovation, debate, and independent learning, free from undue interference.

4. Transparency and Public Accountability
Ethical policies and codes of conduct are readily available to all stakeholders, reflecting the institution's dedication to openness and accountability. This transparency reinforces trust among students, faculty, partners, and the wider community.

5. Continuous Communication and Awareness
Regular dissemination of information related to academic policies ensures that the entire academic community remains aligned with institutional values. This ongoing dialogue reinforces a shared commitment to ethical standards.

6. Integration of Ethics into the Curriculum
Ethical values are not treated as peripheral; rather, they are woven into the educational experience. Through coursework, discussions, and institutional practices, students are encouraged to develop an ethical mindset essential for success in professional and societal contexts.

7. Strengthening Institutional Credibility
The programme's strong ethical foundation enhances its credibility as a respected academic institution. By maintaining high standards of integrity, the Academy not only attracts students who value ethical excellence but also strengthens its standing within the broader academic and professional spheres.

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)

Relevant data is systematically collected, analyzed, and utilized to support the effective management of the study program and its associated activities. This includes information related to academic performance, student feedback, programme outcomes, and operational efficiency. The analysis of this data informs decision-making processes, facilitates continuous improvement, and ensures that the program remains aligned with institutional goals and quality standards. To promote transparency and accountability, key information is made publicly accessible through the institution's official channels, including its website, allowing stakeholders to stay informed about the programme's performance and development.

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 Experts Team verified through the Self-Evaluation Report (SER) and its discussions with both administrative and academic staff that the College systematically gathers, evaluates, and applies relevant data to support the effective oversight of its study programs. This information is also transparently shared with the public through the institution's website.

The effective delivery of the study programme is underpinned by a strong administrative framework that ensures adequate support across all areas of academic activity, including teaching, learning, research, and community engagement. Dedicated administrative staff work in close collaboration with academic teams to facilitate smooth day-to-day operations, coordinate program logistics, and provide timely assistance to both students and faculty. This support structure plays a vital role in maintaining high standards of academic quality, enabling the program to meet its educational objectives while also fostering an environment conducive to scholarly research and active community involvement.

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)

The Self-Evaluation Report (SER) clearly outlines that this programme has undergone the Academy's established and rigorous quality assurance processes from its inception and will continue to be regularly monitored through ongoing evaluations. As a re-accredited programme within a well-established and experienced institution, it stands to benefit significantly from the institution's extensive knowledge and expertise in maintaining academic quality and standards. Embracing a culture of continuous improvement, the programme is expected to evolve and strengthen by applying insights gained from past internal and external quality assurance practices.

ET recommendations: NONE

2. QUALITY MANAGEMENT

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

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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)

Evolucion Academy is a well-established and mature institution that has developed a strong foundation of quality assurance principles over the past two decades. Since its inception, these standards have been shaped in alignment with the Bologna Process and the regulatory framework set by the Kosovo Accreditation Agency (KAA), which has benefitted from the guidance of international experts and advisory teams. This collaborative approach ensures that the Academy maintains internationally comparable standards and stays aligned with current best practices in higher education.

At the institutional level, Evolucion Academy has implemented a comprehensive and rigorous quality assurance system that governs the development of new programmes, the revision of existing ones, and the processes for ongoing monitoring, review, and formal evaluation. This system is inclusive, engaging staff at all levels, and is consistently applied across faculties to uphold academic quality and consistency throughout the institution.

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

The BA Communication Design programme is embedded within a well-established institutional quality management system, designed to ensure alignment with both national and international standards while upholding strong academic and professional benchmarks.

The Quality Management, staffed by a dedicated team, plays a central role in fostering and sustaining a culture of quality throughout the Academy. In addition to overseeing routine processes such as the collection, analysis, and dissemination of feedback from multiple sources, the team actively promotes quality enhancement. One key source of input comes from external

stakeholders – namely the Industrial Committee, who contribute valuable industry insights to help ensure that programs remain aligned with the National Qualifications Framework and current labor market demands.

As a result, the programme benefits from a systematic and proactive approach to continuous improvement, including regular reviews of the curriculum, teaching strategies, and learning outcomes—ensuring that it consistently meets both regulatory standards and industry needs

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 process of monitoring and review is comprehensively outlined in the Self-Evaluation Report (SER), which provides a detailed explanation of the programme's objectives, the criteria for selecting and recruiting suitable students, the structure and balance of the teaching and learning experience, the assessment of effective outcomes, and fair evaluation practices for monitoring student progress, providing feedback, and awarding degrees, as well as addressing any issues that arise. This process also includes gathering data on the workload of both students and staff, along with feedback from students, faculty, and external stakeholders or employers, as well as tracking the career outcomes of graduates.

Faculty members undergo regular training and updates on best practices to ensure that their teaching remains relevant and of the highest quality. In addition, thorough student feedback systems, internal audits, and industry partnerships are utilized to continuously assess and improve the programme's effectiveness. By adhering to stringent quality assurance standards and cultivating a culture of excellence, the programme is committed to consistently providing high-quality education, preparing students with the knowledge and skills needed to succeed in the competitive design industry.

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 BA study programme in Communication Design is firmly committed to transparency and accessibility by ensuring that all essential information is presented clearly, accurately, and in a timely manner. The details provided are objective, giving prospective students and other stakeholders a trustworthy understanding of the programme's structure, objectives, and requirements. By making this information publicly accessible, the program creates an atmosphere of openness and trust, empowering individuals to make well-informed decisions about their educational journey. This approach reflects the institution's commitment to offering high-quality, transparent, and readily available information to support both prospective and current students.

The Experts Team found the processes in place to be highly satisfactory, as they effectively address all potential scenarios in a considerate and adaptable way.

All relevant details regarding the study programme are clear, accurate, objective, and up-to-date, and are easily accessible to the public via the institution's website.

ET recommendations: NONE

3. ACADEMIC STAFF

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

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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)
All teaching staff are recruited in line with national legislation and internal regulations based on objective and transparent procedures. Those same principles also apply to processes of staff advancement and promotion.

The SER confirms that the Academy advertises job vacancies through various channels, such as the institution's website as well as local media. Recruitment within the Department where the BA in Communication Design programme resides, adheres to clear, objective, and transparent procedures, which include job announcements, selection committees, and comprehensive committee reports. The recruitment process is strategically aligned with the Faculty's goals, ensuring that selection procedures meet specific needs and involve a thorough evaluation. Additionally, candidates are provided with complete position descriptions and employment conditions, including the Academy's internal regulations and its Code of Ethics for both staff and 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 teaching team is highly capable and well-qualified, consisting of motivated, skilled, and experienced individuals who are dedicated to effectively delivering the curriculum. The staffing situation is stable and secure, with all staff members expressing their commitment to student-centered learning and providing strong tutorial support. Additionally the strong community sense by the teaching staff adds to the development of a positive teaching and learning environment.

The Self-Evaluation Report (SER) includes a listing of approximately 11 members of academic staff, with 5 holding full-time positions and 6 part time. The report outlines their qualifications, titles, tenure, and the time allocated to this programme. It also provides details about their additional responsibilities within the Academy.

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

The BA study programme in Communication Design is delivered by a dedicated team of academic staff whose professional development and reappointment are guided by clear, objective, and transparent procedures. These processes ensure fairness and consistency in evaluations, with faculty assessed based on their academic achievements, professional contributions, and alignment with the Academy's strategic vision. This structured approach not only supports the institution's long-term goals but also ensures full compliance with relevant legislation and internal policies.

This commitment to high standards plays a vital role in maintaining the quality of teaching and fostering continuous growth—for both individual staff members and the institution as a whole. During the site visit, and through discussions with the teaching team, it was evident that active engagement in art and design practice is recognized as a valuable aspect of professional contribution and is considered in decisions regarding staff advancement and promotion. The Experts Team strongly supports this perspective and recommends that Evolucion Academy formalize this recognition through clear, written guidelines.

Additionally, student feedback is an essential element in evaluating teaching effectiveness and academic support. It plays a meaningful role in the review and promotion processes, ensuring that the student voice is integrated into the continuous improvement of the learning experience.

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)

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The Self-Evaluation Report (SER) outlines a comprehensive range of professional development opportunities available to staff, including workshops focused on quality assurance, teaching and learning practices, as well as involvement in international initiatives like mobility programmes, participation in international projects, etc.

Academic staff engaged in the delivery of the study programme receive strong institutional support for their professional growth, reflecting the institution's commitment to continuous development and excellence in both teaching and research. This support includes access to resources such as funding for attending academic conferences, workshops, and seminars, alongside opportunities for specialized training aimed at strengthening both their subject knowledge and teaching methods. The institution also encourages staff to participate in collaborative research projects, fostering partnerships with both national and international scholars and/or practitioners. These initiatives not only enhance the professional competencies of staff but also ensure they remain at the cutting edge of their fields. This investment in professional development enriches the learning environment, benefiting both academic staff and students.

Additionally, all staff members undergo regular performance evaluations, including anonymous satisfaction surveys completed by students, ensuring continuous feedback and improvement.

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

Same as in standard 3.4

ET recommendations: NONE

4. EDUCATIONAL PROCESS CONTENT

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essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area).

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 of the Communication Design programme are clearly, accurately, and thoroughly defined, reflecting established best practices in academic curriculum development. These outcomes are deliberately aligned with the broader mission and strategic direction of both the Academy and the Department of Communication Design, ensuring consistency between the programme's aims and the institution's overarching vision. Additionally, the learning outcomes are publicly accessible, promoting transparency and allowing prospective students, faculty, and other stakeholders to gain a clear understanding of the programme's academic expectations and objectives. This alignment underscores the programme's dedication to delivering high-quality education while maintaining relevance to both institutional goals and industry demands.

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

The intended learning outcomes of the BA Communication Design study programme are fully aligned with both the National Qualifications Framework and the European Qualifications Framework level descriptors. This alignment ensures that the programme meets the established national and international standards for higher education, guaranteeing that graduates possess the knowledge, skills, and competencies required at the appropriate qualification level. By adhering to these frameworks, the programme ensures consistency with recognized educational benchmarks, enhancing the employability and mobility of graduates both within Kosovo and across Europe.

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 content and structure of the curriculum are carefully designed to be coherent and logically sequenced, ensuring that students are equipped to achieve the intended learning outcomes and progress seamlessly throughout their studies. The curriculum is structured in a way that builds upon foundational knowledge, gradually advancing to more complex concepts and skills, allowing students to develop a deep understanding of their field. Each module is thoughtfully

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integrated into the overall programme, with clear connections between subjects that enhance the learning experience and foster a holistic understanding of the communication design discipline. This intentional progression supports students in achieving the key competencies outlined in the intended learning outcomes, ensuring that they are not only prepared academically but also ready to apply their learning in real-world contexts. Furthermore, the curriculum is designed with flexibility to accommodate different learning styles and paces, providing opportunities for personalized learning while maintaining a consistent path toward successful programme completion. By aligning teaching methods, assessments, and course content with the desired learning outcomes, the programme facilitates smooth academic progression, ensuring that students can meet the challenges of their studies and are well-prepared for future professional or academic pursuits. The coherence of the curriculum also supports retention and satisfaction, as students are confident that their educational experience is purposeful, relevant, and systematically structured to meet their academic and career goals.

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)
Not applicable

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)

The intended learning outcomes of the student practice period (internship) are clearly defined, providing students with a clear understanding of the skills and competencies they are expected to develop through their practical experience. These outcomes are communicated effectively through structured guidance, including orientation sessions, detailed documentation, and ongoing mentor support. The institution ensures that students not only comprehend the expected outcomes but also understand the learning strategies and tasks designed to help them achieve those goals. This clarity supports a focused and meaningful traineeship experience, allowing students to connect theoretical knowledge with real-world application and to actively reflect on their professional growth throughout the practice period.

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

The BA in Communication Design programme is structured around a student-centered learning model, which places the learners' needs, interests, and active engagement at the heart of the educational process. This approach empowers students to take ownership of their learning journey, promoting a deeper and more meaningful understanding of the subject through interactive, experiential, and collaborative methods. In this model, instructors serve as mentors and facilitators, supporting students in exploring course content while nurturing critical thinking, problem-solving abilities, and independent learning.

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A variety of instructional strategies reflect this student-centered philosophy, including project-based learning, group discussions, case analysis, and practical, hands-on activities that enable students to bridge theory with real-world application. The programme also emphasizes personalized learning pathways, allowing students to shape their academic experience in alignment with their personal interests and professional ambitions.

Furthermore, continuous feedback mechanisms are embedded within the programme, involving students directly in the assessment process and offering regular, constructive insights into their academic progress. This ongoing dialogue between students and faculty ensures that the learning environment remains responsive, adaptive, and student-focused.

By encouraging collaboration and peer interaction, the programme also cultivates essential skills such as teamwork and communication—competencies that are vital for success in both academic and professional contexts. Overall, the student-centered approach ensures that learning remains relevant, engaging, and closely aligned with the students' individual goals and aspirations.

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 programme offers a well-articulated explanation of how each individual module contributes to achieving the overall intended learning outcomes, encompassing knowledge, skills, and competencies. This alignment is clearly outlined in the Self-Evaluation Report (SER), which confirms that the curriculum has been designed with a coherent framework linking each module to the broader educational goals of the programme.

To ensure that these outcomes are effectively measured, the programme utilizes structured and consistent assessment strategies that cover all key dimensions of student learning. These assessment methods are carefully selected and, where necessary, adapted to align with the specific learning objectives of each module, providing a balanced evaluation of students' academic progress.

Discussions with faculty and students confirmed that assessment results are communicated promptly, and that students receive constructive feedback highlighting both their strengths and areas needing improvement. Where challenges are identified, additional academic support and guidance are readily available, helping students to overcome difficulties and stay on track with their learning.

In addition, the programme has established transparent and efficient appeals procedures. These allow students to raise concerns or lodge complaints regarding assessments or programme requirements, with the assurance that their cases will be reviewed impartially and in a timely manner. This structured, student-oriented approach to assessment and support was strongly endorsed by the expert team.

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

The BA in Communication Design programme upholds a fair and consistent grading system that is closely aligned with clearly defined assessment criteria. These criteria are thoughtfully developed to ensure that student performance is evaluated based on their demonstrated knowledge, skills, and competencies in relation to the intended learning outcomes. This structured approach provides transparency in the evaluation process and ensures that assessments accurately reflect each student's academic achievements.

As detailed in the Self-Evaluation Report (SER), ECTS credits are allocated to each module in accordance with the estimated workload required for students to meet the learning outcomes. For example, a module carrying 6 ECTS credits corresponds to approximately 150–180 hours of total student effort, which includes participation in lectures, practical exercises, independent study, and completion of assessments. The standard calculation of 1 ECTS equating to 25 hours of learning activity is applied, aligning with practices established under the Bologna Process. The Experts Team fully supports this approach, recognizing it as consistent with European higher education standards.

ET recommendations:
The Expert Team recommends that Evolucion Academy actively pursue participation in the Erasmus+ Mobility scheme to enhance the internationalization of the BA Communication Design programme. To achieve this, the Academy could appoint a dedicated Erasmus+ coordinator by the end of the 2025/2026 academic year to oversee the application process, establish contact with the Kosovo Erasmus+ National Office within the first semester of 2026 to explore partnership opportunities, develop a detailed action plan by June 2026 outlining timelines, funding requirements, and targeted institutions for faculty and student exchanges, and allocate a specific budget to support mobility costs. This initiative will provide significant opportunities for faculty and student exchanges, enriching the educational content and global exposure of the programme.

5. STUDENTS

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are essential in determining whether a standard is fulfilled. Therefore, the evaluation should

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include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area).

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 SER provides comprehensive information on institution-wide arrangements for student admission, participation in decision-making, rights of representation, feedback, what students can expect, what is expected from them and support for them when difficulties arise. These arrangements are very thorough and have been developed from experience, drawn widely upon best practice from elsewhere and subjected to continuous improvement – a characteristic of effective QA systems. In all circumstances they are delegated, mirrored and adapted to suit local circumstances and needs within prescribed limits.

The admission processes are transparent, fair, equal for all candidates, and without any discrimination towards any group of people. All documentation required by the law and by institutional policies is properly verified by the institution.

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 progress is closely tracked and evaluated, as the timely completion of studies benefits both the individual and the institution. Students encountering challenges are encouraged to seek support from their instructors, who remain accessible for additional guidance, including outside of regular office hours.

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

Students are informed and encouraged to participate in international exchange mobility programmes, but there seem to be only few cases of it occurring. However, the faculty has some strong international relations with other universities and institutions with lots of possibilities for exchange. As pointed out – and recommended - in the previous section of the educational content, an engagement with the Erasmus+ mobility scheme will add tremendous opportunities for students.

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

The Faculty, Department, and academic staff consistently demonstrate a high level of respect and consideration toward students. All student rights are upheld, and there have been no reported major incidents concerning student treatment. Flexibility is offered to accommodate students' work commitments and personal responsibilities, reflecting a supportive and understanding academic environment. Clear procedures are in place for student appeals, and students are well-informed about how to access and use these mechanisms. While future growth in student numbers may present certain challenges, the Self-Evaluation Report outlines a comprehensive and well-structured plan to address these issues effectively, demonstrating confidence in the institution's ability to manage expansion sustainably.

ET recommendations: NONE

6. RESEARCH

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

In order to assess the level of compliance (non-compliance, partial, substantial or full, for each general area, you must evaluate the standards outlined within that area. Indicators are essential in determining whether a standard is fulfilled. Therefore, the evaluation should include a detailed review of each standard, considering its respective indicators, followed by a general assessment of how the standards collectively address the overall general area).

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

Although Evolucion Academy primarily identifies as a teaching-focused institution, it places significant emphasis on research to ensure that its academic content, faculty expertise, and teaching materials remain current, relevant, and beneficial to both students and the broader community. This focus on research is fully aligned with the Academy's mission and its strategic goals related to research and innovation.

The evaluation of the programme reflects a strong coherence between the study programme and the strategic direction of both the institution and the academic unit. The curriculum is thoughtfully crafted to support the institution's broader vision, emphasizing academic excellence, innovative research, and active community engagement. By aligning with the institution's research priorities, the programme promotes a culture of inquiry and the use of advanced methodologies, enriching the educational experience. This alignment not only ensures that students receive a well-rounded, forward-thinking education but also contributes to the institution's research objectives and academic reputation. Moreover, the programme is designed

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to develop both conceptual understanding and practical research skills, equipping students for leadership roles and further reinforcing of the Academy's dedication to high-quality, research-informed higher education.

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.

Engagement in research is a core expectation for all teaching staff and forms an integral part of their employment responsibilities. This commitment to research is reflected across all academic programmes, where it is embedded into the curriculum. The Academy actively encourages collaboration with external research bodies and practitioners, and it capitalizes on opportunities provided by external funding schemes and partnerships.

The current programme, along with other creative disciplines at the Academy, would greatly benefit from a more inclusive research policy—one that recognizes and formally supports creative practice as equivalent to traditional academic research. Creative practice plays a vital role in advancing knowledge through innovation, hands-on experimentation, and artistic expression. It enables exploration into niche and emerging areas such as sustainable design, digital fashion technologies, and the intersection of fashion with cultural identity—fields that are central to modern design education and the evolving communication design industry.

Establishing a formal institutional policy that validates creative practice as a form of academic inquiry would enhance both staff and student engagement. It would also contribute to a more dynamic research culture, supporting innovation and encouraging original, practice-led contributions to the academic and professional landscape.

Moreover, the evaluation of the programme highlights that academic staff are deeply committed to delivering high-quality research and professional output. Faculty members are not only specialists in their respective fields but also benefit from institutional support in the form of research funding, development initiatives, and access to advanced facilities. This environment promotes innovation, supports interdisciplinary collaboration, and reinforces a culture of academic excellence, ensuring that both staff and students remain engaged in impactful and forward-thinking research.

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.

The programme review underscores that academic staff involved in its delivery are strongly supported and encouraged to engage in collaborative activities with both national and international partners. The Academy offers a wide range of opportunities for faculty to participate in initiatives that promote knowledge sharing, joint research, and ongoing professional growth. These partnerships not only strengthen staff research capabilities but also expose them to a variety of global approaches and viewpoints. By attending international

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conferences, seminars, and participating in global research networks, faculty members remain well-informed of current academic developments and actively contribute to international scholarly conversations. This focus on collaboration significantly enhances the programme's global standing and ensures that students benefit from a curriculum enriched by diverse, international perspectives. In addition, access to Erasmus+ mobility as already recommended previously in this report and research opportunities will further support the internationalization of both staff and the institution as a whole.

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

The teaching staff engaged in the study programme possess a proven record of research and/or practise achievements directly aligned with the topics they teach throughout the general communication design field and in areas such as graphic design, branding, film and photography. Faculty members are not only skilled educators but also active researchers and/or practitioners in their fields, ensuring that their teaching is informed by the latest developments and findings. This connection between research and teaching enhances the learning experience, as students benefit from up-to-date knowledge and exposure to current academic debates. The faculty's ability to integrate their research/practise into the curriculum enriches course content and fosters a dynamic, evidence-based learning environment. Moreover, the faculty's research/ practice success provides students with valuable role models, inspiring them to engage in scholarly inquiry and pursue research-driven careers. This alignment between research/practice and teaching strengthens the programme's academic integrity and ensures that students receive instruction grounded in real-world expertise.

ET recommendations:
The Expert Team recommends that Evolucion Academy develop a formal policy within the next three years to recognize creative practice as equivalent to academic research, particularly for the BA Communication Design programme. This could involve defining clear criteria for evaluating creative practice, such as innovation, societal impact, and public dissemination through exhibitions or industry collaborations, establishing a committee by mid-2026 comprising academic staff and external industry experts to draft and review the policy, integrating creative practice into faculty promotion and student assessment frameworks by 2028, and providing training for staff on documenting and evaluating creative outputs. Such a policy will foster innovation, enhance the programme's research culture, and align with the creative demands of the design industry.

7. INFRASTRUCTURE AND RESOURCES

(Please insert detailed comments, observations, commendations, and suggestions for improvement regarding the general area and its corresponding standards, as specified in the KAA Accreditation Manual. The evaluation must take into account the adequacy of the processes and the results achieved under each standard, considering both their individual impact and their cumulative effect on the general area.

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

The Evolucion Academy ensures that its premises and equipment are well-equipped and suitable for both educational activities and research. The facilities are designed to support the diverse needs of students and faculty, providing modern classrooms, dedicated laboratories, and specialized spaces for practical work and experimentation. In addition, the Academy invests in up-to-date equipment and technology that are essential for delivering high-quality education and enabling cutting-edge research. These resources are regularly maintained and upgraded to meet evolving academic and research requirements. By offering a completely new purposed built facility in the next academic year the Academy is proposing a brand new conducive learning and research environment, that will foster an atmosphere that encourages academic excellence, innovation, and effective learning outcomes for both students and faculty members.

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

Evolucion Academy ensures that library resources for the study programme are adequate to support the educational needs of students and faculty. The library is well-stocked with a diverse range of print and digital materials, including academic journals, textbooks, and research databases, which are frequently updated to reflect the latest developments in fields. Access to online resources and interlibrary loans further enhance the ability to support the academic requirements of the programme. A robust library infrastructure, such as this, is essential in fostering a rich, research-oriented learning environment for all stakeholders.

As stated in the SER, many bibliographical resources and references are not available in the Academy's teaching language (Albanian). Nevertheless the inclusion and acquirement of certain Fashion periodicals on a regular monthly basis will enhance the teaching and learning process.

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

The Experts Team is confident that the programme receives adequate funding to effectively

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carry out its educational and research objectives. The Academy allocates sufficient financial resources to support both the delivery of the curriculum and faculty research, fostering ongoing improvements in programme quality. This funding covers essential areas such as faculty development, research initiatives, and the procurement of teaching materials, ensuring that the programme remains innovative, up-to-date, and maintains high academic standards. The stable and sufficient financial support enables the programme to achieve its goals and adapt to the changing needs of students, faculty, and the wider academic community.

ET recommendations:

The Expert Team recommends that Evolucion Academy subscribe to a curated selection of international visual communication journals and periodicals, such as Eye, Creative Review, Third Text, and Apartamento, within the 2025/2026 academic year. To ensure effective implementation, the Academy could form a library committee by December 2025 to evaluate and select at least five relevant publications based on their alignment with the BA Communication Design curriculum, prioritize digital subscriptions to enhance accessibility for students and faculty, integrate these resources into course syllabi to encourage their use in assignments and research projects, and allocate a dedicated budget for annual renewals. This initiative will enrich the programme's library resources, keeping students and faculty informed of global trends and best practices in communication design.

FINAL RECOMMENDATION OF THE EXPERT TEAM

1. MISSION, OBJECTIVES AND ADMINISTRATION	Fully Compliant
2. QUALITY MANAGEMENT	Fully Compliant
3. ACADEMIC STAFF *Mandatory	Fully Compliant
4. EDUCATIONAL PROCESS CONTENT	Fully Compliant
5. STUDENTS	Fully Compliant
6. RESEARCH	Fully Compliant
7.INFRASTRUCTURE AND RESOURCES *Mandatory	Fully Compliant
Overall Compliance	Fully 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 Expert Team is grateful to the Evolucion Academy management, teaching team, students, graduates, stakeholders and to employers for their open and dynamic contribution during the 2-day site visit.

The Expert Team recommends that Evolucion Academy establish a monitoring plan to assess the

implementation and impact of the proposed recommendations for the BA Communication Design programme, including Erasmus+ participation, creative practice policy, and journal subscriptions. This could involve defining specific, measurable indicators by September 2025, such as the number of students and faculty participating in Erasmus+ exchanges, the number of creative practice projects recognized as research, and the frequency of journal use in coursework, assigning a quality assurance officer to oversee annual progress reviews, submitting an annual report to the KAA detailing progress and outcomes starting in 2026, and incorporating feedback from students, faculty, and external stakeholders to refine implementation strategies. This monitoring framework will ensure accountability and maximize the benefits of the recommendations for the programme's quality and development.

This three-year BA Fashion Design Programme which has been accredited before has become a serious asset within the academy's portfolio of higher education serving Kosovo's industrial economy.

It has developed and evolved and has acquired many appropriate ingredients to continue it cause. There is a strong community of committed and experienced staff; experience of operating at a relevant level, the potential to recruit highly motivated students and good working relationships with industry.

In conclusion, the Expert Team considers the BA Communication Design programme to be Fully Compliant with the Standards included in the current KAA Accreditation Manual.

<u>The Expert Team therefore recommends the study programme be accredited for 5 (five) years and with a maximum annual intake of 60 students.</u>

Expert Team

Expert Team

Chair

COSTAS MANTZALOS   08.05.25

———
(Signature)   (Print Name)   (Date)

Member

JOHN BUTLER.   08.05.25

———
(Signature)   (Print Name)   (Date)

Member

ALICIA PRESENCEO HERREO   08.05.25

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