



**Republika e Kosovës**  
**Republika Kosova - Republic of Kosovo**  
Agjencia e Kosovës për Akreditim  
Agencija Kosova za Akreditaciju  
Kosovo Accreditation Agency



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***AKADEMIA EVOLUCION***

**INSTITUTIONAL**

**FINAL REPORT OF THE EXPERT TEAM**

*March 28, 2025, Pristina*

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## INTRODUCTION

### Sources of information for the Report:

- *Self-evaluation report (SER)*
- *Other documentation provided by the Akademia Evolucion*
- *Site visit - interviews and visit of the facilities*

### Criteria used for institutional and program evaluations

- *Kosovo Accreditation Manual*

### Site visit schedule

*Date: March 11, 2025*

#### ***Expert team:***

*Milan Pol (chair)*

*Olgun Cicek*

*Domagoj Svigir (student expert)*

#### ***Coordinators of KAA:***

*Arianit Krasniqi*

*Ilirjana Ademaj-Ahmeti*

*Shpresa Shala*

#### ***Program:***

*9:00-9:50 Meeting with management of the institution: Enkelejda Shatri, Executive Director; Dritan Axhami, Administration Director; Flora Loshi, Academic Director*

*9:50-10:30 Meeting with QA representatives and administrative services: 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 Career Orientation Office; Dritan Shatri, Accountant Finance; Mimoza Murtezi, Officer Library; Sara Tortoshi, Officer, Archives; Arian Hazrolli, IT Officer*

*10:30-11:10 Meeting with heads of the programs: Vesa Govori, Head of the Fashion design program, Master level; Arta Agani, Head of the Fashion design program, Bachelor level; Elmedina Rrahmani, Head of the Fashion design program, Bachelor level; Arlinda Zylali, Head of Styling and communication in Fashion, Bachelor level.*

*11:10-12:10 Lunch break*

*12:10-12:50 Visiting tour of the facilities*

*12:50-13:40 Meeting with the teaching staff: Lulkacela Jashari, Fashion Design, Master Level; Vlora Qorri, Fashion Design, Bachelor Level; Fjolla Qela, Fashion Design, Bachelor Level; Arsim Shala, Communication Design, Bachelor Level; Granit Dragaj, Communication Design, Bachelor Level; Shpat Komoni, Communication Design, Bachelor Level; Drilon Kurteshi, Styling and Communication in Fashion, Bachelor Level; Shpetim Bunjaku*

*13:45-14:30 Meeting with students: Renuar Bylykbashi, Head of Student Council; Shefajet Aliu; Blerta Gjikko; Jona Buzuku; Rrona Bajrami; Baton Isniqi; Fatime Selmani*

*14:30-15:15 Meeting with graduates: Safete Veselaj; Ardit Beqiri; Adelina Hajdini; Anjeza Gavazi; Armira Hoti; Djellza Nagavci; Viona Gashi; Pajtim Raci; Rona Karaqa.*

*15:15-16:00 Meeting with employers and external stakeholders: Elena Totaj, Republika, Marketing Communication agency; Shpat Paqarada, Kutia Creative; Anita Basha, Rrethi office; Lavderim Kukaj, Blini Fashion; Merita Bunjaku, KAMA; Gresa Kadriu, VM3; Blerina Klloloqi Rugava*

*16:00-16:10 Internal meeting of the ET*

*16:10-16:20 Meeting with representatives of the institution*

## **A brief overview of the institution under evaluation**

*Akademia Evolucion (AE) is a private higher education institution in design and applied arts. It was originally established as Fashion Institution “Evolucion” on 14.09.2005, based on Board of Directors’ Decision Nr. 01/05. The AE is based in Pristina, “Shefqet Shkupi”. The operation of the AE is based on the Law on Higher Education of the Republic of Kosovo, its Statute and other regulations, based on other applicable laws in the country.*

*At the institutional level, the AE has undergone several accreditations (re-accreditations). It was initially accredited for the period of one year from September 2009-October 2010, then was re-accredited for a period of three years from September 2010-October 2013 and re-accredited again for a period of five years (October 2013-September 2018). Consequently, it gained re-accreditation for one year (2018-2019) and then it was re-accredited for the period of three years (October 2019-September 2022), and re-accredited again in 2022 for the period of three years (until September 2025).*

*The AE provides several programs, namely three bachelor programs (Fashion Design; Communication Design; and Interior Design - the lastly mentioned program was accredited until 2022 and there are only some students left completing their studies). On the master level, the AE provides the program Fashion Design (2-year program). For the academic year 2025-2026 the AE plans to submit for accreditation bachelor program Fashion Styling and Communication.*

*Over the years, the number of students has increased (according to the SER, in the academic years 2022/2023, 2023/2024 and 2024/2025 the AE has registered 492 students. The structure of students is quite diverse. They come from all regions of Kosovo and from neighboring countries (Albania, Northern Macedonia, Montenegro and Presevo Valley) as well as from diaspora.*

## **INSTITUTIONAL EVALUATION**

### **1. PUBLIC MISSION AND INSTITUTIONAL OBJECTIVES (ESG 1.1)**

**Standard 1.1 The higher education institution has a well-defined mission statement that comprises three main pillars: teaching, research, and community service and it is publicly available.**

*The AE has elaborated its mission statement as follows: “The AE fosters a unique culture, promotes innovative teaching and learning processes, supports economic growth both locally*

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*and beyond, and fulfills the needs of a diverse and inclusive community by strengthening partnerships with business and higher education institutions domestically and internationally.” (SER, p. 9) The mission statement clearly underlines two main pillars of higher education institutions – teaching/learning, and community service. Research is not explicitly present in the AE’s mission statement.*

*The vision of the AE is formulated broadly and with the focus on education. This can be said that the vision statement of the AE is in line with its mission statement. The vision is formulated as follows: “To provide a high-level education instilling a sense of humanity, creativity, and communication in new generations for the development of values, systems, and diverse societies”. Also, main objectives, as emphasized by the AE, fit well to the mission and vision of the AE (interdisciplinarity, experimental, individualized, and innovative education focused on the personal and professional development of passionate, hardworking, ambitious, and creative students of all ages” (SER, p. 9).*

*The mission, vision as well as objectives are publicly available at the webpage of the AE.*

**Standard 1.2 The institutional mission is clearly reflected in the strategic plan, decision making and long-term institutional objectives.**

*The AE has a new Strategic Plan for the period 2025-2030. This can be confirmed that the mission of the AE is clearly reflected in the strategic plan, in decision-making and in long-term institutional objectives. Since the mission statement does not involve research areas, this is not dealt with in consequent institutional documents (strategic and other plans).*

**Compliance level:** Partially compliant

**ET recommendations:**

- 1. Make sure the mission statement of the AE comprises all three pillars of a higher education institution’s function, including research.*
- 2. Consequently, make sure explicit focus in research gets reflected in the strategic planning and other planning documents of the AE, too.*

**2. STRATEGIC PLANNING, GOVERNANCE AND ADMINISTRATION (ESG 1.1, ESG 1.6)**

**Standard 2.1 The HEI has developed a comprehensive strategic plan that covers all aspects of its operations for a minimum of five years. This plan includes teaching, learning, research, artistic work, quality assurance, student services, investment in infrastructure, and community service initiatives, leadership, HR, internationalization**

**etc. The plan was created in consultation with both internal and external stakeholders to ensure it meets the needs of all parties involved.**

*The Strategic Plan for the period 2025-2030 is structured into several sections (areas of focus), which include study programs; academic and administrative staff; students; adaptation to changes; cooperation and integration; and social responsibility. Each of these areas is then elaborated further to a different extent (social responsibility is just very briefly outlined), often with formulated specific objectives. These areas cover many, but not all main aspects of the AE's operation, though – for instance, research and quality assurance are not dealt with explicitly.*

*During the interviews, it was proven partly that the strategic plan was created in the involvement of internal and to some extent external stakeholders.*

**Standard 2.2 The strategic planning is supported by the annual and long-term budgeting process, allowing for frequent updates and adjustments.**

*The AE has the Action Plan for the period 2025-26 for realization of the objectives stated in the strategic plan. It explicitly stresses 14 actions for the indicated period, responsible people, deadlines and the budget for these actions, as well as reference to the Strategic Plan.*

*The Financial Plan is calculated for the period 2025-2030. The budget is mainly saturated by the tuition and other fees related to students. The other revenues come from projects and some other sources. The Financial Plan relates to different aspects of the AE, incl. "Research and staff development". The Financial Plan also includes specification of main investments in 2025/2026 - among them advancement of academic staff with the focus on their research activities and results, auxiliary equipment in laboratories/classrooms, joint projects of students and staff, and construction of a new building are explicitly mentioned. This can be said that strategic planning is supported by the annual and long-term budgeting process.*

**Standard 2.3 The HEI has established a responsible, efficient, and effective internal organization structure, procedures and policies, with the involvement of stakeholders in decision-making.**

*The organizational structure of the AE is clearly developed, with governing bodies, executive units, Student Council and administration (its organizational units) logically placed and related to each other. This can be assumed that the AE has transparent and publicly available policies to regulate the scope of its work. Owner's roles and competencies are distinct from the executive functions related to academic affairs. Consultative and decision-making bodies are composed of members of academic, administrative as well as student body. Students are*

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*represented in the Academic Board (two student representatives), in the QA Council (one person). The Student Council is an independent body. Elections of student representatives seem to be transparent.*

**Standard 2.4 The HEI has appropriate and sufficient administration that demonstrates effectiveness and supports the HEI in daily operations.**

*The AE seems to have appropriate and sufficient administration. Administration is led by the Director of Administration who is also responsible for technical preparation of the budgeting process as well as coordination of the QA Commission at the AE. The administration units are as follows: Admission and Records and Student Support; QA Office; Finance Department; The Office of Career Orientation and alumni services; Technical Support Department; and Department for Training and Professional Development. Each of these units seems to have a clearly described agenda, it is qualified for the job and has opportunities for further professional development. Their work is a subject of regular evaluation.*

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. Make sure strategic planning documents comprise all main aspects of the AE's operation.*
- 2. Make sure internal and also relevant external stakeholders are sufficiently involved in the development of strategic documents of the AE.*

**3. FINANCIAL PLANNING AND MANAGEMENT (ESG 1.6)**

**Standard 3.1 The HEI demonstrates that it has sufficient financial resources in the short and medium term to reach its mission and objectives set out in the strategic plan and can demonstrate financial sustainability.**

*Based on the financial results stated in the SER (p. 26), this can be assumed that the AE has sufficient financial resources in the short and medium term to reach its mission and objectives, as formulated in the strategic plan. This can also be assumed the AE demonstrates its financial sustainability. According to the information provided in the SER, the net profit was 159,242 EUR (in 2022), 182, 726 EUR (in 2023), 182,534 EUR (in 2024) and it is planned to be 226,490 EUR (in 2025).*

*Also, financial sustainability and efficiency can be seen in relation to all levels and areas of operation of the AE.*



*Financial plans of the AE for the years to come (2025-2030), seem to be realistic.*

*The sources of funding are transparent, finances mainly come from student fees to some extent from other sources, too.*

### **Standard 3.2 The HEI ensures appropriate funding for educational activities.**

*Educational activities are included in the financial planning of the AE, each program is planned for the financial perspective.*

*Additional funding comes from projects and some other activities related to partnership of the AE with the external environment.*

*The AE is thoroughly investing in developing the programs, as seen in the financial plans and records. Equipment, services and other materials/systems to enhance learning and teaching resources are envisaged, too.*

### **Standard 3.3. The HEI has officially approved a research budget that is sufficient to support its institutional research objectives, including funds for research equipment and facilities.**

*Although the AE does not explicitly mention research in its mission statement, according to the SER the research budget of the AE has been officially approved by the institution, covering mainly activities of advancing academic staff (research projects including joint projects of the staff and students, publications). The item "Research and staff development" was already envisaged in recent years in budgeting, by allocations of 15.699 EUR in 2022, 16.500 EUR in 2023, 18.100 EUR in 2024 and (planned) 19.301 EUR in 2025. A slight gradual growth is envisaged for the years to come, too - the same item is planned for the allocation of 24,100 EUR in 2030.*

### **Standard 3.4 A senior governing body (or Specialized Office) is responsible for overseeing and managing the institution's budgeting and accounting functions. They ensure that financial auditing reports are regularly prepared and published.**

*The Finance Department is involved in financial management, planning and detailed administration in the AE, with the Director of Administration being overly in charge of preparation of the budgeting process. This is the way to ensure that financial auditing reports are regularly prepared and published in the AE.*

**Compliance level:** Fully compliant

**ET recommendations:**

*None*

#### **4. ACADEMIC INTEGRITY, RESPONSIBILITY, AND PUBLIC ACCOUNTABILITY (ESG 1.1 ESG1.8)**

**Standard 4.1 The HEI has policies and effective mechanisms for monitoring unethical behaviour and all the employees and students are informed thereof.**

*The Code of Ethics was published by the AE in 2018 which defines the ethical principles and values that academic and administrative staff as well as students must follow. All members of academic staff are also assured to safeguard their human rights, academic integrity and professional conduct in line with the applied law of the Republic of Kosovo. The document is also publicly available for all.*

*Evaluation of Academic Staff regulation, article 17 (Evaluation of administrative work and public engagement) is another evidence indicating the commitment of the AE. It is also ensured to have a non-discrimination policy and practices for all members.*

*Regulation on Labor Relationship, Article 2 also highlights assurance on the implementation of fair, impartial, equal and non-discriminatory treatment of employees. Article 5 states the announcement of job vacancies in public media. Evaluation Committee, Ethics Committee, Student Council are the support mechanisms for ensuring and monitoring unethical behavior.*

*Disciplinary regulation and procedures available at Article 64 of the Statute of AE and safeguards the practices. There was only one disciplinary action mentioned during the interview on plagiarism.*

*Article 105 of the Statute highlights the “utilization of intellectual property belonging to the AE”.*

*During the site visit observations and interviews with all the parties, it was confirmed that the policies are in place and practice; however, more information and awareness should be given to staff and students. There were very limited cases of complaints and appeals on this issue, though.*

**Standard 4.2. The HEI ensures the availability of information on important aspects of its activities (teaching, scientific/artistic and social activities).**

*Official webpages, social media tools of the AE, and email communication are the main channels of communicating with the internal and external community of the institution.*

*The institution also publishes its reports on T&L, Research as well as other activities through the report produced by the QA unit (Article 3 of QA Regulation). The analysis of the study programs is carried out once at the end of the study year by the Program coordinator. This report is sent to the Academic Council and QA Office for analysis, and then to the Board of Directors for approval.*

*Also, Article 18 of the Statute of AE indicates that 'Each department is responsible for ensuring quality, conducting evaluations, and reporting on these matters in accordance with this Statute'. The Department Head reports to the Academic Director on their academic duties and responsibilities as well (Article 21 of Statute). In addition, the managers of departments and organizational units are appointed by the Director of Administration and report on the performance of their respective unit/service (Article 25 of Statute).*

*The graduation research projects of students are printed and published as well as presented at the archive within the AE. The outcomes of the evaluations are provided at the webpage of the AE for informing all the stakeholders.*

**Compliance level:** Fully compliant

**ET recommendations:**

- 1. Make sure staff and students are always sufficiently informed and aware of the complaints and appeals as well as ethics-related processes and reports.*

**5. QUALITY MANAGEMENT (ESG 1.1, ESG 1.2, ESG 1.7, ESG 1.9)**

**Standard 5.1 The HEI has established and implemented a highly structured and efficient quality assurance and improvement system, which is continuously being improved.**

*During a visit to the Akademia Evolucion, the expert team observed that the institution has a well-structured Quality Assurance (QA) system, which is based on its Statute and includes detailed rules, procedures, instruments, and executive mechanisms. This system is crucial for ensuring the quality of teaching and creative activities.*

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*The QA Regulation is well-defined and aligned with the institution's Statute, providing a clear framework for quality assurance processes. The QA Council and Office play key roles in implementing and monitoring quality assurance processes, ensuring that most stakeholders are involved.*

*The institution also benefits from partnerships with external organizations, which enhance its quality assurance processes through the exchange of best practices.*

*While the QA system is well-structured, communication between departments, including QA, could be improved. Enhanced communication would facilitate better coordination and implementation of quality assurance activities across all departments.*

*Although students are represented in the QA processes, there is room for increasing their involvement and awareness of the importance of participating in surveys and feedback mechanisms. Also, other stakeholders, like alumni are not included in QA procedures at all.*

**Standard 5.2 The HEI has quality policies and procedures that include the collection and analysis of relevant data, with the purpose of ensuring and improving the quality of all institutional activities (academic activity, student services, administration, etc.). These procedures include all stakeholders of the higher education institution (students and external stakeholders - employers, alumni, representatives of professional organizations, civil society organizations and internal stakeholders).**

*The AE has established mechanisms to systematically collect and analyze data related to its processes, resources, and outcomes, drawing insights from student feedback, teaching evaluations, and institutional performance metrics. However, while the SER highlights data collection efforts, more explicit examples of how this data leads to actionable improvements ("closing the loop") would strengthen the evaluation.*

*While the AE's central database provides accessible statistical data for departments and units, the SER lacks detailed evidence of how this data is systematically leveraged to generate reports that directly inform quality monitoring and strategic decisions. There is also limited insight into whether the database facilitates real-time data tracking or longitudinal analysis to identify trends and areas needing improvement.*

*The AE states that quality assurance involves academic and administrative units, the SER does not provide sufficient evidence that all units, particularly middle management and the governing body, are consistently engaged in these processes. This gap raises concerns about*

*whether the AE's quality assurance system is fully inclusive and effectively coordinated across all levels.*

**Standard 5.3 The HEI established a formal process for the design and approval of its study programs.**

*The AE has a structured process for reviewing and developing curricula. This process is governed by the Regulation on the Design and Development of Curricula, which outlines the procedures for proposing new syllabuses, modifying existing ones, and enhancing them with new courses.*

*The AE benefits from close cooperation with relevant industries, ensuring that curriculum updates reflect market needs. This collaboration provides valuable feedback on the performance of the AE graduates in the workforce, helping to tailor the curriculum to industry demands.*

*Heads of departments are empowered to propose changes to syllabuses, allowing for flexibility and responsiveness to emerging trends in their fields.*

*While industry feedback is valuable, there may be a lack of input from other external stakeholders, such as alumni or broader community groups, which could provide additional perspectives on curriculum relevance and effectiveness.*

*Similar to other areas, communication between departments and with external stakeholders could be improved to ensure that all parties are informed about curriculum changes and their rationale.*

**Standard 5.4 The HEI periodically monitors and reviews the study programs to ensure that the programs are in line with mission and the institutional strategy. The monitoring of the study programs involves active stakeholder participation.**

*The AE has established clear procedures to monitor, review, and improve the quality of its study programs, incorporating tools such as stakeholder feedback to align programs with labor market demands. These efforts demonstrate a proactive approach to ensuring study programs remain relevant and responsive to evolving industry needs.*

*The AE has implemented a periodic monitoring process to ensure that ECTS allocation, learning outcomes, and workload estimates are practical and aligned with program objectives.*

*This demonstrates the institution's commitment to maintaining academic standards and ensuring a balanced and achievable workload for students.*

*The AE has designed processes to involve stakeholders, including staff, and employers, in the monitoring of study programs through questionnaires on workload, learning outcomes, academic success, and graduate employment. However, as already mentioned, there is an issue involving alumni.*

*The AE has established clear and well-defined procedures for monitoring and improving the quality of student internships, ensuring that stakeholder feedback, including the feedback from mentors and employers, is systematically incorporated.*

*The AE has a structured process for regularly collecting and analyzing information to ensure that study programs remain current and are adapted as needed to align with evolving academic and industry standards.*

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. Implement regular meetings or workshops to ensure that all departments are informed about ongoing quality assurance activities and their roles within the system. This will facilitate better coordination and implementation of QA processes.*
- 2. Expand the scope of external stakeholders involved in QA processes to include alumni and broader community groups. This will provide diverse perspectives on curriculum relevance and effectiveness, enhancing the overall quality of educational programs.*

**6. LEARNING AND TEACHING (ESG 1.2, ESG 1.3)**

**Standard 6.1** The HEI has established policies and procedures that apply to all study programs. The institution actively monitors the implementation of these policies and procedures to ensure their effective realization.

*Although it is not mentioned as KPIs, the institution sets the criteria for evaluation and monitoring of the programs through Academic Council and QA Office. The AE evaluates the study programs through academic as well as quality assurance perspectives. The regulation on accepting and monitoring study programs at the AE defines the content, methods of proposing, accepting and monitoring and realization of the study programs.*

*Quality assurance regulation of the AE also highlights some responsibilities regarding the KPIs and achievement levels of programs. For example, lecturer and student surveys are important tools for the module teaching process and success & benefits of each module.*

*As a thematic institution, the AE has more focus on the practical part of the courses through application of knowledge. Mentoring students is commonly practiced by many course lecturers. The use of newly emerging technologies is not engaged widely within the delivery.*

*The AE established a mechanism through its regulations, like Regulation on Accepting and Monitoring Study Programs, Regulation on Evaluation of Academic Staff, and Quality Assurance Regulation. It also established internal structures and procedures as well as monitoring tools for teaching and learning processes through these regulations and annual reporting. The Industry Board is also an important mechanism to support these functions and provides support from the latest developments from industry practices.*

**Standard 6.2 The study programs' intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published mission and strategic goals of the higher education institution, and they are publicly available. \*Mandatory**

*The mission statement of the EA as stated at the latest strategic plan is focused on fostering a unique culture, promoting innovative teaching and learning processes, support of economic growth locally and beyond, and meeting the needs of a diverse and inclusive community by strengthening partnerships with businesses and higher education institutions locally and internationally. Also, the vision stated as to provide high-level education that instills a sense of humanity, creativity, and communication in younger generations for the development of values, systems, and diverse societies. In the AE the quality of the curriculum is ensured through continuous monitoring and verification of program objectives, results, teaching/learning methods, student workload, student passing rates and collection of information by students and lecturers as well as other parties.*

*The programs are drafted with the general objectives of the program positively correlated to those of the institutional strategy of the AE. All study programs include their individual program objectives in their self-assessment documents. Moreover, this is reflected in all published study programs curricula: the program objectives of all study programs have explicit learning outcomes. Syllabi address multidimensional issues of study programs. They contain some standard and relevant elements of study programs, one of which is the expected workload of students. The programs of the AE define and present the expected workload of the student, based on the standard and definition set out in the ECTS User Guide for EHEA, to be part of ECTS.*

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*As an example of the alignment of vision and mission with the learning outcomes, the following course on New Media could be a clear evidence:*

*Upon completing this course, students will be able to:*

- 1. Understand the fundamental concepts and main theories related to traditional and new media.*
- 2. Analyze the impact of new media on culture, politics, and the economy.*
- 3. Assess the importance of ethics in the use and creation of media content.*
- 4. Apply practical skills to create and manage content on digital platforms.*
- 5. Discuss the challenges and opportunities that new media bring to modern life.*

*In the AE the quality of the curriculum is ensured through continuous monitoring and verification of program objectives, results, teaching/learning methods, student workload, student passing rates and collection of information by students and lecturers as well as other parties.*

**Standard 6.3 The HEI demonstrates that each study program is designed considering the correlations between learning outcomes, teaching methodology and assessment.**

**\*Mandatory**

*During the interviews with the leadership team and the faculty members it was clarified that the alignment or correlation between learning outcomes, teaching methodology and the assessment methods for the study programs are in place. This is especially important for the practice-oriented programs and courses.*

*It is also stated in the Article 3, item 10 of Regulation on Accepting and Monitoring of Study Programs that the matrix of learning outcomes expresses the acquired qualification. Article 2.1, 2.2 of the Quality Assurance Regulation of the AE clarifies the quality assurance procedures in terms of evaluation and assessment of the programs.*

*As for the structure of study programs, there is a certain flexibility making it possible for the students to choose their learning direction.*

*Quality assurance provisions, as mentioned above, also have positive consequences for regular updates of the programs which take place at the AE.*

**Standard 6.4 The HEI ensures that ECTS allocation is appropriate.**



*The study programs apply the ECTS for each course in a study program. The number of ECTS credits for each course is based on the total student workload for which the student is committed to the course. One ECTS study credit equals 25 hours of total student workload. The curricula stipulate that this standard is met with an efficient semester duration of 16 weeks. General student activities, in accordance with the Law on Higher Education of the Republic of Kosovo, mainly include number of hours needed for instructions (lectures, seminars); time required for the student to perform independent tasks; time required for preparation of assessment and grading; and time that the academic staff needs to help the student to gain the necessary knowledge. The implementation of the ECTS system in the AE is regulated by Articles 84 and 91 of its Statute.*

**Standard 6.5 The study program's intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors.**

*It is stated at Article 3, item 10 of Regulation on Accepting and Monitoring of Study Programs that the learning outcomes of the study programs are defined in terms of knowledge, skills and competencies. Effective and efficient efforts to design, develop and implement study programs based on the processes, refer to the correct level of the national qualifications' framework for higher education of the Republic of Kosovo and consequently to the European Qualifications Framework of Higher Education Area.*

*The programs and procedures are prepared according to the Bologna framework, so they are compatible with the other EHAE country practices as well.*

**Standard 6.6 If the HEI study programs lead to degrees in regulated professions, they are aligned with the national and EU Directives and recommendations issued by the national and international professional associations.**

N/A

**Standard 6.7 The higher education institution ensures student-centred teaching and learning.**

*The AE has focused on the implementation of student-centered learning, teaching policies and student assessment such as the Student Registration Regulation and the directives of the European Higher Education Area. This begins with the distribution of the standard definition presented by the EHEA in the ECTS User Guide: "Student-centered learning (SCL) is a qualitative transformation process for students and other learners into a learning environment, which aims to increase their autonomy and critical ability through a results-based approach."*

*Several mechanisms for the implementation of this process in real terms have been adopted together with the policy directives incorporated in the documents/regulations of the AE, the basic principles and tools of the European Higher Education Area.*

*Students are involved at all levels of the AE's governing structures, where they can exercise their autonomy and critical ability in decision-making processes. The Student Parliament of the AE is the highest body of student representation in the AE, which independently debates and proposes the rights and responsibilities of students. In addition, based on the decision of the AE, students send the representative to the Academic Council and the Board of Directors of the AE. This further goes to the departmental levels, where students have their representative. Students also actively participate in the process of quality assurance activities through their representatives as provided in the policies of the QA Office (Office of Quality Assurance).*

*Through various engagements, students play an active role in proposing curriculum changes. The AE involves students at all stages of the curriculum preparation process to ensure that curricula are widely accepted by students.*

*Pedagogical innovations and other innovative teaching methods guide the realization of student-centered learning processes. The traditional method of teaching and learning, such as classical lectures, in which one side is the only contribution to the transfer of knowledge, is now giving way to other more participatory methods such as seminars and workshops, presentations, laboratory exercises and experiments, simulations, visits (to companies, manufacturing industries, markets), participations and assignments, lessons, internships, are widely implemented and show positive changes in student performance and ultimately in their assessment results.*

**Standard 6.8 The HEI ensures that evaluation and assessment are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3.)**

*Learning outcomes and assessment criteria ensure the achievement of learning outcomes. The academic staff seems to be supported as for the assessment skills development, and the AE makes the effort to ensure objectivity and reliability of grading.*

*Students are informed about assessment criteria and methods of assessment well in advance study programs, and they also receive feedback about their learning results. This was proven during the interviews.*

*The Quality Assurance Regulation highlights that academic and administrative staff practices are systematically assessed.*

**Standard 6.9 The HEI ensures that a functional procedure and mechanism for student appeals is in place. (ESG 1.3.)**

*Article 77 of the Statute of the AE indicates that as for the rights and responsibilities of the students, they can submit complaints regarding the quality of the teaching process or the condition of the premises where lessons are held; and exercise other rights stipulated in this Statute and other acts of the Akademia Evolucion.*

*Student Manual Article 10.4 states that the student dissatisfied with the grade, within 24 hours from the communication of the grade, may request in writing that the exam be repeated before the commission. The request to repeat the exam must be justified. The Executive Director appoints the commission - the chairman and two members of the commission within 24 hours of receiving the request, if he deems that the request is based on arguments. One of the members of the commission must be on another similar subject, while the teaching staff member, with whose grade the student was not satisfied, cannot be the chair of the commission. The Executive Director sets the time for holding the exam within three days from the submission of the student's request. The commission takes a decision by a majority of votes.*

*During the interviews with students, it was mentioned by them that the informal communication channels are preferred to reach lecturers or management for complaints and appeals. Being a small institute it was easy to reach and resolve issues one on one. However, not many cases are referred to or presented regarding the student appeals.*

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. Engage newly emerging technologies (Digital drawing tool, Gen-AI tools, software etc) into the teaching and learning processes.*
- 2. Establish and practice mechanisms for formal procedures of student complaints and appeals.*

## **7. RESEARCH**

**Standard 7.1 The HEI has developed a research strategy which is integrated within the institutional strategy and aligns with its institutional mission. This strategy is reflected in a detailed action plan, which includes clearly specified performance indicators and is made publicly available.**

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*In 2024, the AE developed a Strategic Research Plan for 2025-2030. There is a reference to research excellence within the Strategic Plan for 2025-2030 of the AE.*

*This document is publicly available and published on the website as well. It is clearly stated in Article 2.2. of the Strategic Research Plan that the institution plans 'Developing detailed annual operational plans to achieve the research mission and strategic objectives.*

*The research strategy also refers to the engagement of students in research activities together with faculty members to utilize the expertise.*

*As a thematic and small as well as practice-oriented institution, the AE has a limited number of researchers and does not have a research unit, or reports focused on research.*

**Standard 7.2 The HEI ensures that academic staff are committed to the achievement of high-quality research work and/or professional activity.**

*The strategic research plan of the AE regulates the research work and activities of academic staff. However, there is not much focus on the research work in a traditional understanding, as being a teaching-oriented institution. However, a number of activities and results of the AE can be viewed as applied research and creative pieces of work.*

*The Academic Council has prepared the Research Development Plan for the AE objectives of the research activity of the institution. They emphasize strengthening the necessary support for students and lecturers to deliver high-impact results, advancing the profile and awareness of research achievements at the local, national, and international levels, developing and implementing processes, procedures, and tools to ensure the effective execution of EA's Strategic Plan. Implementation of this plan has four elements: (1) Communicating the Strategic Research Plan to academic staff and students; (2) Developing detailed annual operational plans to achieve the research mission and strategic objectives; (3) Creating measurable success indicators to track achievements; and (4) Reporting progress and results to the Board of Directors and the broader EA community.*

*At the moment, there is one PhD holder and one candidate for PhD among the faculty members. During the interview, it was declared by some of the faculty members that they have intention to pursue PhD studies.*

*The institution leadership declared that they also encourage and support academic staff for this purpose by reducing the teaching load and being flexible for teaching hours.*

*There are no academic publications recorded for faculty members in high-quality scientific and/or professional publications. However, The AE encourages the applied research and creative work or projects of their academic staff.*

**Standard 7.3 The HEI ensures that the academic staff has a proven track record of research results on the same topics as their teaching activity.**

*The AE ensures that academic staff are encouraged to include in their teaching the results of their creative and research work and information about their scholarly activities relevant to the courses they teach.*

*The teaching workload of academic staff hinders more intensive research development. However, the AE encourages and supports teaching staff in participating in conferences and projects as well as exhibitions.*

*Finally, as stated at the self-assessment report as a weakness, The AE faces challenges in securing grants or co-funding for research and artistic projects. There is a need for allocating additional funding for research and artistic projects by the institution.*

**Compliance level:** Partially compliant

**ET recommendations:**

- 1. Make sure the AE creates effective possibilities for the staff to professionally develop in their applied-research activities.*
- 2. Encourage existing staff to pursue PhD.*

**8. STAFF, EMPLOYMENT PROCESSES AND PROFESSIONAL DEVELOPMENT (ESG 15.)**

**Standard 8.1 Teacher recruitment is in line with national legislation, internal regulations in effect and it is based on objective and transparent procedure.**

*The AE advertises vacancies which contain systematic information on required teaching (and, if applicable, research skills) nationally and internationally (for example, HEI website, Official Gazette).*

*Recruitment of Academic Staff Regulation, Article 2.1 defines the provisions and Article 5 highlights the public announcement for academic staff. It is usually advertised on the official website.*

*The employment of the academic staff in the AE is done according to the Statute and Code of Ethics of the AE, administrative instructions and regulations of the Ministry of Education and Science of the Republic of Kosovo, the Accreditation Agency, and Law no. 03 / L-212 of Labor of the Republic of Kosovo.*

*The AE has a clear, objective and transparent process for staff recruitment and conditions for employment (examples of completed teacher recruitment procedures carried out, copies of vacancy announcements, the composition of selection committees, reports of selection committees and the decision made by expert bodies).*

**Standard 8.2 The higher education institution has enough permanent academic staff adequately qualified for the delivery of the study programs.**

*Currently, the AE employs a total of 48 staff members. Almost half of the academic staff engaged in delivering the study programs are full-time. Within the academic staff, 16 are full-time academic staff, six are part-time academic staff, and five are visiting lecturers.*

*During the interviews, faculty members stated that they all engaged in a maximum of three courses per semester.*

*It was stated on the self-assessment report that over 45% of full-time academic staff consists of professionals who have advanced from alumni to qualified lecturers. As already mentioned above, there is only one faculty member as a PhD holder, however, as a thematic academic institution, the AE has many experienced industry professionals in the role of lecturers. The student/staff ratio is around 30 which is within the set standards by the regulation.*

*During the interviews, it was stated by the academic staff that they also engage in mentoring students as well as supervising graduation projects. Academic staff also perform community services through participating in exhibitions, competitions etc.*

**Standard 8.3 The promotion and re-appointment of teaching staff is based on objective and transparent procedures and policies which are publicly available, which include the evaluation of excellence, and they arise from the higher education institution's mission and strategic plan.**

*Although there is a statement on the academic and staff development in the strategic plan, there is no more elaborate operational plan of the institution. However, Article 22 and Article 23 of Regulation on Labor Relationship refer to leave for research and scientific work as well as Sabbatical leave for academic staff. Article 30 also refers to Training policy for academic staff. Evaluation of Academic staff regulation, Article 21 (Effects of Academic Evaluation) highlights the evaluation process of academic staff as per the national legislation.*

*An important mechanism for the development and promotion of academic staff is the regular staff appraisal procedure, based on the Regulation on Staff Appraisal. According to this regulation, the regular academic staff of the AE is subject to the annual evaluation procedure in the field of teaching, research/artistic works, administrative work and public engagement and participation in projects.*

*Academic staff evaluation depends on the performance evaluation system which was highlighted in the Evaluation of Academic Staff Regulation. During the interview session with academic staff, no concerns or complaints were raised about the performance evaluation and promotion process.*

#### **Standard 8.4 The higher education institution ensures and supports academic staff in their professional development.**

*As per the 'Regulation on Staff Appraisal, an important mechanism for the development and promotion of academic staff is the regular staff appraisal procedure. Although the leadership stated that they have intention for staff development programs, the panel could not observe effective practices based on the interviews with academic and admin staff. There are only a few online training courses available for staff. It was also realized that administration staff need more training for professional development as well as the coordination functions between the departments. It was stated that the QA Unit organizes staff training when needed. Although there are some internal sessions for the staff training on curriculum, learning outcomes, assessment methods, formal training delivered by experts need to be practiced more (i.e. on Digital drawing and use of AI).*

*Academic or administration staff participation in mobility schemes is very limited and one way, incoming. Based on the collaboration agreements with Italian and Turkish institutions referred, there were incoming faculty members, but not outgoing ones.*

*The AE academic staff is more engaged with exhibitions and competitions in the country and the region, rather than in research projects or activities. But as was already mentioned, activities of the staff can be viewed as close to applied research or creative work.*

*There is an orientation program provided to newly joined staff by the QA unit and Administrator.*

**Standard 8.5 The HEI ensures that its external associates have adequate qualifications and work experience to deliver study programs in line with the program's objectives and intended learning outcomes.**

*The AE has an 'Industry Board' which provides direct support in engaging professional associates from the industry as well as the association/Council representatives who are part of the AE Board. During the site visit interviews with the external associates, part time lecturers, it was observed that they are very professional and successful as well as well-known in their respective field.*

*It was clear from the feedback that the QA unit provides policies and procedures on the course delivery, structure and assessment process for the external associates, and they were confident in ECTS, learning outcome, grading, internship, course final project as well as having the sense of belonging to the AE. It was stated by students as well as the management that external associates are also engaged in student thesis/final work supervision. It was also confirmed by the visiting academic staff.*

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Provide academic and administration staff professional training programs on language and digital skills.*

## **9. STUDENT ADMINISTRATION AND SUPPORT SERVICES (ESG 1.4, ESG 1.6)**

**Standard 9.1 An admission policy is clearly defined and is made publicly available.**

*The AE has clearly defined and published admission requirements for its study programs, including criteria such as prior education and qualifications, which are accessible to prospective students. The institution's admission process is designed to ensure transparency and fairness, aligning with the standards outlined in the Kosovo Accreditation Manual.*



*The AE has established transparent and easily accessible admission requirements and processes for international students, ensuring clarity and inclusiveness. These procedures are publicly available, supporting the institution's goal of fostering an international learning environment. The AE ensures transparency by providing comprehensive and accessible information about its programs, services, and admission requirements to prospective students through its website and outreach initiatives.*

*The AE complies with MESTI requirements by ensuring that all enrolled students will possess a high school graduation diploma or equivalent qualification, demonstrating adherence to national education standards.*

*The AE has established admission mechanisms that ensure students are adequately prepared to follow their chosen courses, including clearly defined decision-making procedures based on admission criteria. These mechanisms support the institution's commitment to enrolling students with the necessary qualifications and readiness for academic success.*

*The AE's SER highlights that its admission processes are designed to be fair and consistently applied, ensuring equal opportunities for all applicants. The institution demonstrates a commitment to inclusivity by implementing measures to support underrepresented groups, fostering diversity. The AE has established a transparent procedure for recognizing periods of study, such as those completed through Erasmus programs, ensuring alignment with international academic mobility standards. The AE has implemented adequate procedures for the recognition of prior periods of study, ensuring a seamless transition for students continuing their education.*

**Standard 9.2 The HEI collects and analyses information on student progression and takes appropriate actions to ensure students completion of the study program.**

*The AE has planned and outlined a functional system for monitoring students' progress, which includes provisions for academic assistance and counseling for those facing challenges. The AE has established mechanisms to ensure students will be informed about the availability of teaching staff, including details such as consultation hours.*

*The AE has planned a system to annually monitor student progression and completion rates, with measures in place to address any identified issues.*

**Standard 9.3 The HEI ensures appropriate conditions and support to outgoing and incoming students (national and international students).**

*The AE has established plans to support students in international exchange mobility programs. The institution regularly informs students about opportunities for international exchange mobility programs, ensuring transparency and support once students are enrolled and programs are active.*

*The AE has established regulations for recognizing ECTS credits, with procedures in place to inform students in advance about the recognition of parts of their studies.*

*The AE has also established procedures to publish information on application processes, admission conditions, and study program offerings in foreign languages. Institution plans to establish conditions and support systems for outgoing and incoming students. This includes processes for recognizing ECTS credits, and the provision of courses in foreign languages for international students.*

**Standard 9.4 The higher education institution ensures 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.**

*The AE demonstrates a strong commitment to employing qualified professional, administrative, and technical staff to provide comprehensive student support. Additionally, the AE provides ongoing training and professional development opportunities for its staff to maintain standards of service. By investing in staff development, the institution aims to adapt to the evolving needs of its student body and the higher education context.*

*The AE has plans to employ specialized staff in the future to identify and address the needs of students with special requirements, ensuring they receive appropriate support.*

*Student support focuses on individual student mentoring, identification on student individual abilities, and from last semester onwards most of the energy is focused on supporting them towards employment or support for starting their careers. Support continues even after their studies, as most of the AE projects are based in collaboration with representatives of national and regional industry.*

**Compliance level:** Fully compliant

**ET recommendations:**

- 1. Invest in specialized staff who can cater to the diverse needs of students, including those with learning difficulties or disabilities. Ensure that these services are well-promoted to prospective students to enhance inclusivity.*

## **10. LEARNING RESOURCES AND FACILITIES (ESG 1.6) \*Mandatory**

**Standard 10.1 The HEI ensures adequate premises and equipment for performing education processes and research.**

**\*Mandatory**

*The AE is housed in a five-story building located in Pristina, which meets both MEST and international standards for educational facilities. The building provides approximately 1600 m<sup>2</sup> of space dedicated to teaching and workshops for practical student work. The building is well-equipped with dedicated spaces for each department, including four workshops per department, eight classrooms, two auditoriums, a computer lab, and a library. This ensures that students have access to necessary resources for their studies.*

*All classrooms are equipped with computers and internet access, facilitating adequate teaching methods.*

*The building is regularly inspected by the Sanitary and Fire Protection Inspection and meets all relevant safety standards. Maintenance staff and security services ensure that facilities are well-maintained and secure, supporting business continuity and minimizing risks.*

**Standard 10.2 The HEI ensures adequate library resources for their study programs.**

**\*Mandatory**

*During the external evaluation visit, the expert team assessed the library facilities and resources at the Akademia Evolucion. The library serves as an institutional hub for research and education, providing essential support to both students and academic staff. The library occupies a suitable area within the institution's building, ensuring accessibility for students and staff.*

*The library houses a collection of 670 specialized books, focusing on subjects taught at the AE, supplemented by general reference materials and renowned works of interest. This ensures alignment with the academic programs offered.*

*Most books are available for check-out and home study, while reference materials remain accessible on-site, catering to diverse student needs.*

*The library provides access to electronic materials through databases such as EKON-BIZ and EBSCO, enhancing research capabilities.*

*The AE has established partnerships with institutions like the Library of Peja and the University Library of Kosovo, enabling access to additional resources and borrowing opportunities for materials not available in-house. The library actively promotes local authors and organizes book promotions, fostering a connection between academia and cultural development.*

*While the existing collection is specialized, its size may not fully meet the needs of all academic programs or support broader interdisciplinary research.*

**Compliance level:** Fully compliant

**ET recommendations:**

- 1. Prioritize optimizing the AE premises and infrastructure to better accommodate students with special needs, including enhancing accessibility features such as accessible toilets and ensuring that all spaces are fully inclusive. While the AE has made significant strides in planning for expansion and providing adequate facilities, focusing on inclusivity will ensure that all students, regardless of physical ability, have equal access to educational resources and campus services.*

## **11. INSTITUTIONAL COOPERATION**

**Standard 11.1 The HEI has formulated and implemented a proactive institutional collaboration plan that aligns with its mission institutional strategy. This plan is clearly reflected in the institution's decision-making and resource allocation in this field.**

*The mission statement of the AE clearly mentions “strengthening partnerships with business and higher education institutions domestically and internationally” (SER, p. 9).*

*Part E of the Strategic Plan of the AE for the period 2025-2030 is titled Collaboration Cooperation and Interaction, and it contains two directions: (1) Developing and Strengthening Collaborative Relationships and Partnerships with Educational Institutions; and (2) Supporting and Strengthening Industry Dialogue and Collaboration. This is to some extent reflected also in the Action Plan 2025-2026.*

*Institutional collaboration is a part of the Regulation for International Cooperation and Multilateral Agreements in the AE. This document is a guideline in the field of institutional*

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*cooperation. Institutional Cooperation is the agenda overseen by the Executive Director of the AE.*

*Apart from collaboration with relevant institutions, the AE also has a practice of collaboration with creative individuals through its creative network, "Evolart." Within the framework of this initiative, it invites guest lecturers from both local and international backgrounds to organize lectures and engage in open debates with students and faculty on contemporary topics.*

*There is proof that the creative accomplishments of the AE are acknowledged at national as well as international level.*

**Standard 11.2 The HEI has implemented mechanisms to facilitate collaboration with national and/or international higher education institutions, networks and organizations. The HEI provides support to teaching staff to establish partnerships with the academic community, locally and/or globally.**

*The AE has an internal mechanism to facilitate collaboration with relevant national and international institutions, networks and organizations. This collaboration is done in the form of involvement of the AE in different projects which indicate a solid position of the AE nationally as well as internationally in the field of focus. Also, the AE has a relatively long list of agreements on cooperation with different HEIs and other bodies nationally as well as internationally. These institutions are well chosen and relevant for the activities of the AE.*

*The AE is involved in hosting various events such as workshops, and others that are relevant also for international audiences.*

*The organizational chart of the AE does not contain a unit that would exclusively deal with internationalization; it is assumed that this agenda is covered by several units according to their specializations, and international aspects are organically embedded in the life of the AE across the institution.*

*In the financial results of the AE, institutional cooperation is not clearly seen with explicit financial allocation, although it can be assumed it is a part of some other items included there.*

*Although the AE also provides support to its staff in other ways to be involved with external bodies/activities, more explicit support related to mobilities of the staff as well as students would be desired.*

**Standard 11.3 The HEI established and maintained relationships with local industry, public sector, employers and local community.**

*The AE has a solid list of agreements on cooperation with local industry, public sector, employers and local community which have a potential to enrich main activities of the AE. This seems to be a productive network, as confirmed during the interviews. There is a lot of evidence that these relations positively influence the work of the AE.*

*The Industry Board is one of the institutionalized forms of relating external views to the AE's activities.*

*Also, the AE keeps productive relations with schools in Kosovo, as was evidenced during the interviews, too.*

**Standard 11.4 The HEI has established and maintains relationships with its alumni.**

*The AE keeps often informal relations with its alumni, updating them about internal developments and providing them with other relevant information. To some extent, some alumni are also invited to support the AE's development.*

*The contact of the AE with alumni is not done in the form of Alumni association.*

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. Make sure institutional collaboration is explicitly supported by budgeting of the AE.*
- 2. Consider possibilities to support mobilities of the staff and students more effectively.*
- 3. Consider possibilities to set up a more formalized alumni platform for maintaining productive relations with the AE.*

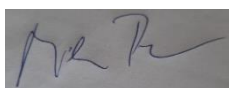
## OVERALL EVALUATION AND RECOMMENDATION OF THE ET

*The Akademia Evolucion meets 11 accreditation standards, 4 of them fully, 5 substantially, and 2 partially. All mandatory sub-standards are met. At the same time, the Expert Team formulated 17 recommendations which, in the opinion of the Expert Team, could help to further improve the institution.*

*Overall, the Expert Team considers the Akademia Evolucion **substantially compliant** with the standards included in the KAA Accreditation Manual. The Expert Team **recommends accreditation for the period of 3 years.***

### Expert Team

#### Chair



**Milan Pol**

**28. 3. 2025**

(Signature)

(Print Name)

(Date)

#### Member



**Olgun Cicek**

**28.3.2025**

(Signature)

(Print Name)

(Date)

#### Member



**Domagoj Svirgic**

**28.3.2025**

(Signature)

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#### Member