



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



(Evolucion Academy, Prishtina)

PROGRAMME
BA Styling and Fashion Communication, 180 ECTS

Accreditation
REPORT OF THE EXPERT TEAM

02 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 Ibrahimimi, 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 –

		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

		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 Isniqui 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

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 Styling and Fashion Communication – is a new programme and is now in the process of its first 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

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. The expert team must ensure that each indicator is elaborated within the report in two to three sentences).

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)

This is a new programme that resulted from the needs of the industry in Kosovo after a series of a market research activity carried out by the Academy and the Lindustrial Board of the country. The three-year (six-semester) Bachelor's programme in Styling and Fashion Communication is firmly grounded in a unified academic vision and a set of strategic objectives that are well-aligned with the mission of Evolucion Academy, Kosovo's broader socio-economic development agenda, and the contemporary demands of both the cultural and creative industries. This alignment is explicitly documented in the Self-Evaluation Report (SER) and was further corroborated through detailed discussions with the Academy's leadership, academic and administrative staff, and during the Expert Team's comprehensive two-day site visit.

Stakeholders consulted during the visit—including experienced professionals and senior executives from mid- to large-scale enterprises in fields such as graphic design, film, advertising, and fashion—expressed strong and consistent support for the programme. They underscored the value of established collaborative activities, including on-site studio and factory visits, internship placements, and access to specialised, industry-standard equipment and facilities not currently available within the Academy. Their endorsements provided a clear and credible affirmation of the programme's relevance, practical orientation, and alignment with labour market needs, thereby reinforcing its strategic importance within the higher education and vocational training landscape.

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) presents a comprehensive and transparent account of the policies and practices underpinning the Styling and Fashion Communication programme, demonstrating a robust institutional commitment to academic integrity and freedom. The governance structures in place are explicitly designed to uphold ethical standards and prevent

academic misconduct in all its forms. These frameworks are effectively communicated and understood by both faculty and students, with key policies made readily accessible to ensure institutional transparency. The Experts Team confirmed the practical implementation of these mechanisms during the site visit through structured interviews with institutional leadership, academic staff, and students.

Both the SER and direct stakeholder engagement attest to a deeply embedded culture of ethical conduct, intellectual openness, and mutual respect. These principles not only support the integrity of academic processes but also create a learning environment that is inclusive, credible, and conducive to independent inquiry. The programme's ethical infrastructure is articulated through several interrelated pillars:

1. Institutional Commitment to Academic Integrity

The programme is grounded in core ethical values such as intellectual honesty, fairness, and personal accountability. These principles are reflected in institutional policies and are actively integrated into pedagogical practices, thereby fostering a culture of trust and professionalism.

2. Proactive Measures to Prevent Academic Misconduct

Clearly defined and enforceable regulations are in place to address academic violations, including plagiarism, data fabrication, and examination misconduct. Emphasis is placed on prevention through education and awareness, ensuring an equitable academic environment.

3. Safeguarding Academic Freedom

The institution's policies affirm and protect academic freedom, encouraging students and faculty to pursue diverse lines of inquiry, engage in open debate, and explore innovative ideas without constraint. This environment supports critical thinking and academic innovation.

4. Transparency and Institutional Accountability

All ethical guidelines, codes of conduct, and relevant policies are publicly accessible, reflecting a sustained commitment to institutional openness. This transparency fosters trust among internal and external stakeholders and reinforces accountability at all levels.

5. Ongoing Communication and Capacity Building

Regular dissemination and discussion of ethical standards across the academic community ensure that institutional values are consistently upheld. This ongoing engagement nurtures a shared understanding of and commitment to ethical conduct.

6. Curricular Integration of Ethics

Ethical reasoning and professional responsibility are not treated as peripheral themes but are embedded within the curriculum. Through coursework, discussion, and reflection, students develop a principled approach to their professional and academic endeavors.

7. Reinforcement of Institutional Credibility

The sustained adherence to ethical standards enhances the programme's credibility and reinforces its reputation as a high-quality academic offering. This ethical foundation contributes to the Academy's appeal among prospective students and strengthens its position within both academic and professional networks.

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)

As this is a new programme, there is no past activity yet, nevertheless the process will follow that of existing programmes of the Academy. Relevant data will systematically be collected, analyzed, and utilized to support the effective management of the study program and its associated activities. This will include information related to academic performance, student feedback, programme outcomes, and operational efficiency. The analysis of this data will inform decision-making processes, facilitates continuous improvement, and will ensure that the program remains aligned with institutional goals and quality standards. To promote transparency and accountability, key information will be 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 will systematically gather, evaluate, and apply relevant data to support the effective oversight of the new study programme in Styling and Fashion Communication. This information will also transparently shared with the public through the institution's website.

The effective delivery of the study programme will be underpinned by a strong administrative framework that will ensure 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 will facilitate smooth day-to-day operations, will coordinate program logistics, and will 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)

This is a new programme, therefore no previous recommendations were made. However the Academy has taken into account previous recommendations for quality enhancement from

other programmes' quality assurance processes and has systematically addressed these and implemented into the new programme. The new programme demonstrates a proactive approach to continuous improvement, incorporating feedback into curricular revisions, teaching methodologies, and administrative practices. These measures reflect a strong institutional commitment to quality development and responsiveness to stakeholder input.

ET recommendations: NONE

2. QUALITY MANAGEMENT

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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)

Evolution 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, Evolution 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 Styling and Fashion Communication 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 Styling and Fashion Communication 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 Styling and Fashion Communication 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 21 members of academic staff, with 5 holding full-time positions, 15 part time and 1 guest lecturer. 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 Styling and Fashion Communication 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)

The Self-Evaluation Report (SER) provides a detailed account of the professional development opportunities available to academic staff, encompassing a wide spectrum of activities such as workshops on quality assurance, pedagogical enhancement, and participation in international initiatives, including academic mobility and collaborative projects. These opportunities are indicative of the institution's strategic commitment to fostering a culture of continuous professional growth and academic excellence.

Faculty members involved in the delivery of the programme benefit from structured institutional support aimed at advancing both their disciplinary expertise and pedagogical effectiveness. This support includes access to funding for participation in national and international conferences, seminars, and targeted training sessions, all of which contribute to the enhancement of teaching quality and research capacity. The institution actively promotes engagement in collaborative research, encouraging partnerships with academic and professional communities at both the national and international levels. Such initiatives ensure that staff remain current with developments in their respective fields and contribute meaningfully to the advancement of knowledge.

Furthermore, all academic staff are subject to regular performance evaluations, which include student feedback through anonymous satisfaction surveys. This systematic approach to appraisal supports ongoing professional development and helps maintain high standards of teaching and academic integrity. Collectively, these measures serve to enrich the educational experience and reinforce the institution's quality assurance framework.

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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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 Styling and Fashion Communication programme are articulated with clarity, precision, and academic rigor, in accordance with internationally recognized standards in curriculum design. These outcomes are strategically aligned with the overarching mission and long-term objectives of both Evolucion Academy and the Department of Fashion Design, thereby ensuring coherence between the programme's educational aims and the institution's broader strategic vision.

Moreover, the learning outcomes are readily accessible to the public, reinforcing the principles of transparency and accountability. This accessibility enables prospective students, faculty, and external stakeholders to engage with and understand the programme's academic objectives and expectations. The deliberate alignment of learning outcomes with institutional priorities and evolving industry requirements reflects the programme's strong commitment to academic excellence, relevance, and continuous quality enhancement.

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 Styling and Fashion Communication 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 curriculum of the Styling and Fashion Communication programme is structured with academic coherence and pedagogical intentionality, ensuring a logical progression that enables students to successfully attain the intended learning outcomes. It is carefully designed to scaffold learning, beginning with foundational knowledge and gradually advancing to more complex concepts, methodologies, and skills. This deliberate sequencing fosters cumulative learning and supports students in developing a comprehensive and in-depth understanding of the discipline.

Each module is integrally connected to the broader curricular framework, contributing meaningfully to the overall educational trajectory. The interrelatedness of course content enhances the coherence of the programme and promotes interdisciplinary awareness within the field of fashion design, styling and communication. This holistic integration supports the development of the key competencies articulated in the intended learning outcomes, ensuring that students are not only academically prepared but also equipped to apply their knowledge in diverse professional contexts ranging in fashion styling, fashion publishing etc.

Furthermore, the curriculum design incorporates elements of flexibility to accommodate varied learning styles and individual paces, thereby enabling personalized learning experiences within a structured academic framework. Teaching strategies, assessment methods, and course content are consistently aligned with the programme's learning objectives, ensuring both pedagogical effectiveness and academic integrity.

This coherent curricular structure contributes to high levels of student engagement, satisfaction, and retention, as it provides a transparent and purposeful educational pathway. Ultimately, it ensures that graduates are well-prepared to meet the demands of further academic study or professional practice, aligned with both institutional aspirations and the evolving needs of the creative industries.

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 practice 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 Styling and Fashion Communication 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.

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 provides a clearly articulated and academically robust account of how individual modules collectively contribute to the achievement of the overarching intended learning outcomes, encompassing the development of knowledge, practical skills, and key competencies. This alignment is explicitly detailed in the Self-Evaluation Report (SER), which demonstrates that the curriculum has been developed within a coherent and outcomes-driven framework, ensuring that each module is purposefully connected to the programme's broader educational objectives.

To effectively assess the attainment of these outcomes, the programme employs a range of structured and systematically applied assessment strategies that comprehensively evaluate all critical dimensions of student learning. These methods are carefully aligned with the specific learning objectives of each module and are periodically reviewed to ensure their continued relevance, fairness, and validity. This approach facilitates a balanced and meaningful evaluation of student progress.

Interviews conducted with faculty and students (from other similar programmes of the Academy) confirmed that assessment outcomes are communicated in a timely manner and are accompanied by constructive, formative feedback that identifies both strengths and areas for improvement. Where academic difficulties are encountered, students are provided with appropriate and accessible support mechanisms, ensuring that they are able to address challenges and sustain academic progression.

Moreover, the programme has instituted transparent, efficient, and student-centred appeals procedures. These mechanisms allow students to express concerns or formally contest assessment decisions or programme requirements, with the assurance that such cases will be reviewed objectively and resolved promptly. The expert team found this approach to assessment and academic support to be well-structured, equitable, and reflective of best practices in higher education quality assurance.

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

The BA in Styling and fashion Communication 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

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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 Styling and Fashion Communication 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 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.

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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 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

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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 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 Styling and Fashion Communication 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 styling and fashion communication 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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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 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 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 fashion and communication journals and periodicals, such as Vogue, Harper's Bazaar, GQ, L'Officiel, Collezioni, Textile View, Arena, 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 Styling and Fashion Communication 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 styling and fashion communication.

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 recommends that Evolucion Academy establish a monitoring plan to assess the implementation and impact of the proposed recommendations for the BA Styling and Fashion Communication 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.

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.

This three-year BA Styling and Fashion Communication 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 its 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 Styling and Fashion Communication programme to be Fully Compliant with the Standards included in the current KAA Accreditation Manual.

The Expert Team therefore recommends the study programme be accredited for 3(three) years and with a maximum annual intake of 60 students.

Expert Team

Expert Team

Chair



COSTAS MANTZALOS

08.05.25

(Signature)

(Print Name)

(Date)

Member



JOHN BUTLER.

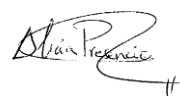
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(Signature)

(Print Name)

(Date)

Member



ALICIA PRESENCEO HERREO

08.05.25