



UNIVERSITY OF PRISHTINA – FACULTY OF ARTS

PROGRAMME
BA VISUAL ARTS

REPORT OF THE EXPERT TEAM

13 JUNE 2025, PRISTINA

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INTRODUCTION

Date of site visit: 21 May 2025

Expert Team (ET) members:

- Prof. dr. Costas Mantzalos
- Prof. dr. Diana Milčić
- Alicia Presencio Herrero

Coordinators from Kosovo Accreditation Agency (KAA):

- Olsa Ibrahim
- Albiana Murtezi

Sources of information for the Report:

- SELF EVALUATION REPORT
- Syllabi
- Staff CVs
- Annexes
- Site Visit Meeting 21 MAY 2025

Criteria used for institutional and program evaluations

- *Kosovo Accreditation Agency, Regulation (KAA) No. 04/2024 for the Manual of Accreditation/Reaccreditation and Validation of Higher Education Institutions and Study Programs at the Bachelor's and Master's Level / Accreditation manual, February 2024*
- *Kosovo Accreditation Agency, Programme Compliance calculation*

Site visit schedule

Programme Accreditation Procedure at Faculty of Arts, University "Hasan Prishtina" Prishtine	
Programmes:	Visual Arts, BA (with 6 specializations), (Re-accreditation) Visual Arts, MA (with 6 specializations), (Re-accreditation)
Site visit on:	21 May 2025
Expert Team:	Costas Mantzalos Diana Milcic Alicia Presencio Herrero
Coordinators of the KAA:	Olsa Ibrahim, KAA Albiana Murtezi, KAA

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Site Visit Programme

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	Hazir Haziri Mirsad Lushtaku Valbona Rexhepi Durim Kryeziu
09:40 – 10:20	Meeting with quality assurance representatives and administrative staff	Durim Kryeziu Florita Raifi Tasim Vehapi Fitim Guri Resmije Morina Mevlude Arifi Shkumbin Tafilaj Ardita Kastrati
10:25 – 11:10	Meeting with the program holders of the study programme Visual Arts, BA (with 6 specializations)	Bardhyl Bejtullahu Genc Reznici Mehmet Behluli(online) Mjellma Goranci Rrezeart Galica Sabri Shaqiri Taulant Qerkini Valdeta Vuçitërna Xhevdet Pantina Vlora Ismaili
11:10 – 11:55	Meeting with the program holders of the study programme Visual Arts, MA (with 6 specializations)	Agron Bytyçi Guri Cavdarbasha Majlinda Kelmendi Mirsad Lushtaku Suad Rama Rudina Xhaferi Yllka Fetahaj
11:55 – 12:55	Lunch break	Restaurant Mozzaik
13:00- 13:30	Visiting facilities	Gallery of Faculty of Arts, Painting studio, Drawing studio, Sculpture studio, Printmaking studio, Design Lab, photography studio, dark room, Aquarium,
13:30 – 14:10	Meeting with teaching staff (mixed of both programmes)	Ismet Jonuzi Eshref Qahili Basri Mekolli

		Zake Prelvukaj Ari Zharku Ardea Krasniqi Faton Mazreku Vigan Nimani Agron Blakqorri Ylli Xhaferi Arton Behrami Rita Krasniqi Visar mulliqi Visar Arifaj
14:10 – 14:50	Meeting with students	Leonita Muja Gresa Gashi Diellza Berisha Nesa Deri Renea Sanaja Kimete Tullahri Adea Zeqiri Era Baraliu Fatlum Mehल्ली Nderim Bytyçi Elda Halili
14:55 – 15:35	Meeting with graduates	Albanë Ejupi Fatmir Xhevukaj Renea Begolli Ornela Bajraktari Arbnor Karaliti Arvan Berisha Armend Berisha Argenita Fetahu Fjolla Ferhati
15:35 – 16:15	Meeting with employers of graduates and external stakeholders	Naim Spahiu <i>(Ish drejtori i Galerisë së Arteve të Kosovës, Pronar i Galerisë Open art/ Punëdhënësi/ Organizator i Ekspozitave)</i> Nita Qahili <i>(Galeria Qahili / Organizator i Ekspozitave/ Punëdhënësi)</i> Labinot Aruqaj <i>(Wordpress Website Designer & Developer and Digital Marketing Expert at SIGNES Werbung/ Chief Executive Officer CEO & Founder at Vizatim.com)</i> Pranvera Sylejmani <i>(Drejtoreshë e Gjinnazit)</i>

		Kushtrim Zeqiri (Drejtor i Kultures/ Gjilan)
16:15 – 16:25	Internal meeting of KAA staff and experts	Hazir Haziri Mirsad Lushtaku Valbona Rexhepi Durim Kryeziu
16:25 – 16:35	Closing meeting with the management of the faculty and program	

A brief overview of the programme under evaluation

The Bachelor of Arts in Visual Arts at the University of Prishtina's Faculty of Arts is a comprehensive program designed to cultivate independent, visionary artists equipped with both theoretical knowledge and practical skills. Established in 1973, the faculty offers a curriculum that emphasizes critical thinking, creativity, and social responsibility. Students engage with various artistic disciplines, including painting, sculpture, graphic design, and scenography, through a combination of studio practice, theoretical courses, and collaborative projects. The program aims to develop students' abilities to analyze and interpret their work within social contexts, fostering awareness of environmental and ethical considerations in art-making. Graduates are prepared for diverse careers in education, galleries, museums, and cultural institutions across Kosovo, contributing to the vibrant cultural landscape of the region. The Bachelor of Arts in Visual Arts at the University of Prishtina's Faculty of Arts offers several specialized pathways, each designed to equip students with focused skills for various professional roles in the creative industries. These pathways include:

- Painting
- Sculpture
- Printmaking
- Drawing and Illustration
- Conceptual Arts and New Media
- Graphic Design and Multimedia

The programme under evaluation – BA in Visual Arts – has been accredited in the past and is now in the process of re-accreditation.

PROGRAMME EVALUATION

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

1. MISSION, OBJECTIVES AND ADMINISTRATION

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 four-year (eight-semester) BA programme in Visual Arts is grounded in a unified mission and strategic objectives that closely mirror those of the University of Prishtina, Kosovo's broader economic development strategies, and the dynamic demands of both society and the arts industry. This coherence was well-documented in the Self-Evaluation Report (SER), supported by conversations with the faculty's leadership, academic staff, and administration, and strongly validated through interactions with stakeholders during the one-day on-site evaluation.

These stakeholders included experienced professionals and executives from medium to large companies with established brand identities in areas such as graphic design, film, advertising, NGOs, the municipality etc. They voiced strong support for the Faculty of Arts, sharing positive feedback on ongoing and past partnerships. These collaborations have included studio tours, factory visits, internship opportunities, and use of advanced industry-standard equipment not readily available within the faculty itself. Their endorsement of the BA in Visual Arts programme was both meaningful and highly encouraging.

Standard 1.2 The study programme 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 detailed and thorough analysis, showing that the programme is governed by well-established policies and structures that safeguard academic integrity and support intellectual freedom. These systems are designed to deter all forms of unethical behavior. Both faculty and students are fully aware of these standards, with all relevant guidelines readily available to the public. During the site visit, the Experts Team confirmed this through direct conversations with faculty leaders, educators, and students.

The Self-Evaluation Report (SER) confirms that the BA in Visual Arts operates under robust policies, aligned with the University of Prishtina's Code of Ethics, to ensure academic integrity and intellectual freedom, preventing unethical behavior. These policies are publicly accessible on the university's website and communicated through orientation sessions, as verified during the site visit on 21 May 2025. Faculty reported that workshops on plagiarism and ethical conduct are integrated into the curriculum, fostering a culture of transparency.

Through both the SER and on-site discussions, it was evident that the programme places a high priority on creating an environment rooted in ethical values and academic freedom. The emphasis on transparency, mutual respect, and ongoing dialogue reinforces a culture where integrity is a central pillar. The programme's commitment is reflected in several key areas:

Upholding Academic Honesty

The program instills a strong ethical code that prioritizes respect for original work, fairness, and individual responsibility. Clear policies help foster a trustworthy academic setting where professionalism is central.

Preventive Approach to Unethical Behavior

The institution takes a proactive stance by enforcing strict guidelines against practices like plagiarism and cheating. These efforts aim to create a level playing field where achievements reflect genuine effort and merit.

Promotion of Free Thought and Expression

Academic freedom is actively supported, allowing faculty and students to explore ideas freely and engage in open discussions. This creates a learning atmosphere that values critical thinking and creativity.

Commitment to Transparency

Making ethical policies publicly accessible highlights the institution's dedication to accountability. It ensures that all members of the academic community, including prospective students and partners, understand the program's ethical foundations.

Continuous Communication and Education

The institution regularly revisits and communicates its academic policies to ensure ongoing awareness. This reinforces a shared commitment to ethical conduct and keeps all participants aligned with institutional values.

Integration of Ethics Across the Curriculum

Rather than treating ethics as an isolated topic, the program incorporates it into the broader academic framework. This integrated approach encourages students to internalize integrity as a fundamental aspect of their academic and professional lives.

Enhancing Trust and Institutional Standing

By maintaining rigorous ethical standards, the program not only builds a reputation for credibility but also attracts students and collaborators who value integrity. This strengthens its position within both the academic and wider professional communities.

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)

The study program is guided by a structured approach to gathering and using data, ensuring that all aspects—from academic results to student satisfaction and operational processes—are continuously monitored and improved. This data-driven method helps administrators make informed decisions, align the program with the university's broader objectives, and maintain high standards of quality. Information such as learning outcomes, student evaluations, and overall program effectiveness is regularly assessed to identify strengths and areas for growth.

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To uphold openness and responsibility, essential updates and performance indicators are shared with the public via the university's website, keeping all stakeholders engaged and informed about the program's progress and achievements.

The BA in Visual Arts employs a structured approach to collect and analyze data on academic performance, student satisfaction, and operational processes, ensuring continuous improvement, as per the SER. During the site visit on 21 May 2025, administrators confirmed that student evaluations inform curriculum updates, aligning with university objectives. To enhance transparency, the faculty should publish an annual newsletter on its website by July 2026, summarizing program achievements, industry partnerships, and quality improvements, making key information accessible to stakeholders.

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 confirmed, based on the Self-Evaluation Report (SER) and in-depth conversations with both academic and administrative personnel, that the faculty of arts of UP follows a structured and consistent approach to collecting, analyzing, and using key data to oversee and enhance its academic programs. This data is also made available to the public through the institution's official website, ensuring transparency.

The BA programme in visual Arts benefits from a well-organized administrative system that provides comprehensive support across teaching, research, student learning, and community initiatives. Administrative staff work closely with faculty members to ensure efficient coordination of daily operations, timely communication, and responsive assistance to students and instructors alike. This collaborative framework is essential not only for maintaining academic excellence but also for achieving the programme's broader educational goals and encouraging meaningful engagement beyond the classroom.

Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)

The Self-Evaluation Report (SER) demonstrates that the BA programme has been subject to the faculty's and the University's comprehensive quality assurance procedures since its launch and will continue to be reviewed through regular assessments. As a re-accredited program within a seasoned and reputable institution, it is well-positioned to draw on the University's deep experience in upholding academic standards. Committed to ongoing enhancement, the programme is set to grow and improve by integrating lessons learned from previous internal reviews and external evaluations, reflecting a strong dedication to continuous development.

ET recommendations: The Faculty should develop an annual ethics training module by September 2026, led by the Quality Assurance Committee, to reinforce academic integrity, with an evaluation report submitted to the KAA by June 2027. Also, The Faculty should publish an annual newsletter on its website by July 2026, summarizing program achievements, industry partnerships, and quality improvements, with content overseen by the Quality Assurance Committee.

2. QUALITY MANAGEMENT

Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)

With over five decades of experience, the faculty of Arts of UP has matured into a well-established institution whose quality assurance practices are deeply rooted in the Bologna Process and guided by the standards of the Kosovo Accreditation Agency (KAA). These systems have been enriched through the input of global experts, ensuring international comparability and alignment with evolving educational practices.

At the institutional level, UP has implemented a consistent and structured framework for the development, adjustment, and evaluation of its faculties and academic offerings. This framework is inclusive, engaging staff at every level and extending into individual faculties, ensuring that all new and existing programs meet clearly defined quality standards.

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

The programme BA in Visual Arts operates within a strong university quality management system, ensuring it meets both national and international expectations for academic rigor and industry relevance. The dedicated Quality Assurance Committee at faculty and university levels play a pivotal role in nurturing a culture of continuous improvement. Its work includes gathering and analyzing feedback from various sources, including industry advisors, to ensure programs align with labor market demands and the National Qualifications Framework.

This results in a proactive, evidence-based approach to curriculum development, assessment, and pedagogy, positioning the program to remain responsive to both academic standards and the practical needs of the professional world.

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)

To ensure the programme consistently achieves its intended goals, it is subject to regular monitoring and comprehensive reviews. The Self-Evaluation Report (SER) outlines a well-defined system for evaluating every aspect of the educational experience, from student admissions and curriculum design to learning outcomes and assessment practices.

Key metrics such as faculty and student workloads, graduate outcomes, and stakeholder feedback are systematically collected and reviewed. Faculty development is a continuous

priority, with regular training to align teaching methods with current best practices. Additionally, partnerships with industry and robust student feedback mechanisms help ensure that instruction remains both effective and relevant.

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 programme is designed with openness and accountability in mind. All critical information including programme structure, objectives, and entry requirements is presented clearly, accurately, and is kept up to date. This transparency allows prospective and current students, along with other stakeholders, to make informed decisions based on reliable and comprehensive information.

This level of openness reflects the faculty's broader commitment to integrity and service. The Experts Team found the information systems and processes in place to be thorough and adaptable, with communication channels, especially the University's website and internal digital platforms effectively supporting public access to all key details.

ET recommendations: NONE

3. ACADEMIC STAFF

Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)

Faculty hiring at the Faculty of Arts is conducted in strict accordance with national laws and the University's internal policies, ensuring fairness and transparency at every stage. These same standards govern staff development and promotion, reflecting a consistent commitment to integrity across personnel practices.

According to the Self-Evaluation Report (SER), job openings are widely publicized, appearing both on the University's official website and in local media outlets. Within the faculty of Arts responsible for the BA programme in Visual Arts, hiring follows a structured and impartial process. This includes clearly defined job postings, the formation of selection committees, and the preparation of detailed evaluation reports. Recruitment efforts are closely aligned with the Faculty's strategic objectives, ensuring that each appointment addresses specific academic and programmatic needs.

Furthermore, all applicants receive comprehensive information outlining the responsibilities of the role and the conditions of employment. This includes access to the University's internal policies and the Code of Ethics, which apply equally to both faculty and students, promoting a professional and principled academic environment.

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 faculty is composed of a well-qualified and experienced team, known for their enthusiasm and dedication to delivering the program effectively. Staff members bring a high level of expertise and are strongly committed to supporting students through a learner-centered approach and consistent academic guidance. Their strong sense of collegiality contributes to a constructive and supportive atmosphere for both teaching and learning.

According to the Self-Evaluation Report (SER), the academic team consists of 27 members: 15 Professors, 2 Associate Professors, 8 Assistant Professors and 2 assistants. The report details each individual's academic background, professional titles, roles within the programme, and their broader responsibilities within the faculty.

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 study programme benefits from a dedicated teaching team whose promotion and reappointment processes are guided by clear, fair, and transparent criteria. Evaluations focus on academic achievements and professional excellence, ensuring that faculty development aligns with the Faculty's strategic vision while complying with all relevant laws and internal policies. This structured approach helps uphold high teaching standards and fosters ongoing professional growth for both the staff and the institution.

During the site visit and discussions with faculty, it was evident that active engagement in art and design practice is considered an important factor in career advancement. The Experts Team (ET) endorses this perspective and commends the University of Prishtina for formalizing clear policies to support it. Moreover, student feedback serves as a vital element in evaluating teaching quality and academic support, significantly influencing promotion decisions.

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) highlights a wide array of professional development options available to staff, such as workshops on quality assurance and innovative teaching methods, as well as participation in international programmes like mobility initiatives and collaborative projects as well as participation in international art events.

Faculty involved in the study programme receive substantial support – financial and time - from the University aimed at fostering ongoing professional growth. This commitment is demonstrated through the provision of resources like funding to attend exhibitions, conferences, workshops, and seminars, along with access to specialized training designed to enhance both their expertise and pedagogical skills. The University actively promotes staff involvement in joint research endeavors, encouraging collaboration with national and international experts and practitioners. These efforts not only improve faculty capabilities but also help keep them at the forefront of their disciplines, which in turn positively impacts the student learning experience.

Moreover, staff performance is regularly assessed through formal evaluations, including anonymous student satisfaction surveys, ensuring that continuous feedback informs ongoing improvements.

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)

All rules, regulations and treatment of permanent staff also apply to external associates who teach on the BA programme in Visual Arts

ET recommendations:

It is recommended that the Faculty of Arts consider expanding its academic staff by incorporating professionals with a broader and more diverse range of expertise within the field of design. While the current teaching team demonstrates strong qualifications and commitment, enriching the faculty with specialists in areas such as digital design, sustainable design, user experience (UX), fashion technology, product and interiors and emerging interdisciplinary practices would significantly enhance the depth and relevance of the curriculum and the general scope of the design pathway.

This strategic investment in human resources would not only support the evolving needs of the design industry but also provide students with access to a wider array of perspectives, methodologies, and skills. By fostering a more interdisciplinary teaching environment, the Faculty can further strengthen its reputation, increase the employability of its graduates, and align more closely with international academic and professional standards.

4. EDUCATIONAL PROCESS CONTENT

Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals, and are publicly available. (ESG 1.2)

The intended learning outcomes of the BA study programme in Visual Arts are clearly, precisely, and comprehensively articulated, adhering to best practices in academic programme design. These outcomes are thoughtfully aligned with the broader mission and strategic goals of UP and the Faculty of Arts, ensuring coherence between the programme's objectives and the faculty's overarching vision. Furthermore, the intended learning outcomes are made publicly available, providing transparency and enabling prospective students, faculty, and stakeholders to understand the programme's academic goals and expectations. This alignment reinforces the programme's commitment to high-quality education and its relevance to both institutional priorities and industry standards.

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 learning outcomes set for the BA Visual Arts programme are carefully mapped to align with the descriptors of both the National Qualifications Framework and the European Qualifications Framework. This ensures that the programme meets recognized standards at both the national and international levels, confirming that graduates achieve the expected level of knowledge, skills, and competencies.

Such alignment not only maintains academic rigor but also ensures that qualifications are widely understood and respected. As a result, graduates are well-positioned for employment opportunities and academic progression, both within Kosovo and throughout Europe, benefiting from improved recognition and mobility across the higher education and professional landscape.

Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)

The BA programme in Visual Arts plays a pivotal role in advancing students' creative and technical development while preparing them for impactful roles in both the local and international art and design industries. This programme encourages students to explore visual arts through a conceptual, strategic, and forward-thinking lens. It offers a dynamic environment where emerging visual artists can refine their personal design voice, engage with technological

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advancements, and integrate principles of sustainability and interdisciplinary innovation into their practice.

The curriculum is thoughtfully crafted to provide clear and logical progression that supports the achievement of learning outcomes and ensures a smooth academic journey at the undergraduate level. Beginning with the cultivation of a visual arts mindset, the structure guides students toward developing visual research proposals and applying process and experimentation strategies, culminating in a comprehensive understanding of their chosen pathway. Each module is purposefully connected to the next, fostering a cohesive educational experience that strengthens both theoretical knowledge and practical skills.

This intentional design not only reinforces the acquisition of essential competencies but also promotes real-world application, equipping graduates to transition confidently into professional or further academic pathways. The programme's flexibility allows for personalized learning approaches, accommodating varied learning styles and paces while maintaining a unified trajectory toward graduation. By aligning instructional methods, assessments, and content with clearly defined goals, the curriculum ensures consistent academic growth and high levels of student engagement and satisfaction. Ultimately, this structured yet adaptable framework provides students with a meaningful, relevant, and well-supported educational experience tailored to their aspirations in the visual arts field.

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 students' industry engagement are clearly defined, 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 Internship or student practice is applied through the module "Internship in SEMS". Furthermore the general approach and philosophy of the programme, allows and encourages interaction with the industry and industry-based projects.

The intended learning outcomes of students' industry engagement 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 Faculty of the Arts 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 Visual Arts program is built on a learner-focused framework that prioritizes student engagement, interests, and active participation throughout the educational experience. This pedagogical approach encourages students to take an active role in shaping their academic journey, fostering deeper comprehension through hands-on, collaborative, and immersive learning methods. Instructors act more as guides and mentors than traditional lecturers, helping students explore course material while developing independent thinking, analytical skills, and self-directed learning.

To support this approach, the programme incorporates a range of dynamic teaching strategies, such as project-based assignments, interactive group work, case studies, and experiential activities that connect theoretical knowledge with real-world practice. It also promotes individualized learning paths, enabling students to tailor their studies in ways that reflect their personal interests and career goals.

Ongoing feedback plays a central role in this model. Through regular, constructive input and inclusive assessment processes, students are kept informed of their progress and are encouraged to reflect and grow. This continuous exchange between faculty and students helps maintain a responsive, flexible, and student-oriented academic environment.

The programme also values peer collaboration, fostering vital professional skills like teamwork, communication, and adaptability. By centering learning around the student experience, the program ensures that education remains meaningful, engaging, and closely aligned with each student's aspirations and future ambitions.

Standard 4.7 The evaluation and assessment used in the study program are objective and consistent, and ensures that intended learning outcomes are achieved. (ESG 1.3)

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

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

Discussions with faculty and students confirmed that assessment results are communicated promptly, and that students receive constructive feedback highlighting both their strengths and

areas needing improvement. Where challenges are identified, additional academic support and guidance are readily available, helping students to overcome difficulties and stay on track with their learning.

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

The BA in Visual Arts programme employs a transparent and equitable grading system, grounded in well-defined assessment criteria. These criteria are carefully designed to evaluate students based on how effectively they demonstrate the knowledge, skills, and competencies outlined in the intended learning outcomes. This clear structure ensures consistency in grading and allows for an accurate reflection of each student's academic progress and achievement.

According to the Self-Evaluation Report (SER), each module is assigned ECTS credits based on the estimated total workload necessary for students to successfully achieve the learning objectives. For instance, a 6 ECTS module represents around 150–180 hours of student engagement, encompassing lectures, studio work, independent study, and assessment tasks. The program follows the widely accepted standard of 1 ECTS credit being equivalent to 25 hours of learning, in accordance with the Bologna Process. The Experts Team endorses this method, recognizing it as fully aligned with the expectations and practices of the European higher education framework.

ET recommendations:

It is recommended that the Faculty of Arts consider renaming its current "Graphic Design and Multimedia" pathway to a more inclusive and expansive title—such as *"Design and Applied Arts"* or *"Design Studies"*. This change would better reflect the evolving scope of the discipline and create space for the integration of a broader range of design fields, including but not limited to fashion design, product design, visual communication, and sustainable design practices.

By adopting a more encompassing name, the pathway would more accurately represent the diversity of contemporary design education and practice. This would also allow the Faculty to attract students with varied interests, support interdisciplinary collaboration, and remain competitive and relevant within both local and international academic and professional contexts.

A revised name would signal the Faculty's openness to innovation and growth, paving the way for future program expansions and collaborations with industry and other academic institutions.

1. STUDENTS

Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)

The admission policies for the study programme are clearly outlined, with defined criteria and procedures that are publicly accessible. These guidelines ensure clarity for prospective students and reflect a transparent approach to entry requirements.

The BA in Visual Arts admission policies are clearly outlined in the SER, with criteria and procedures publicly accessible on the University's website, ensuring transparency for prospective students. The process is fair and equitable, with candidates evaluated without bias, as confirmed by administrative staff during the site visit on 21 May 2025. Student representation in the Faculty's Quality Assurance Committee ensures their input in program governance, enhancing inclusivity

The Self-Evaluation Report (SER) details comprehensive university frameworks concerning student admissions, involvement in governance, representation rights, feedback systems, and available support mechanisms. These policies have been shaped through years of practical experience, informed by international best practices, and continuously refined—hallmarks of a robust quality assurance system. While the core policies are consistent across the faculty and the university, they are thoughtfully adapted at the programme level to meet local needs within regulated parameters.

The admission process itself is based on fairness and equality, with all candidates evaluated without bias or discrimination. The University ensures that all legal and institutional documentation requirements are carefully verified as part of the admissions procedure.

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)

The programme places strong emphasis on tracking student progress throughout their academic journey. Regular data collection and analysis help identify patterns and areas where intervention may be necessary to support timely graduation.

The BA in Visual Arts monitors student progress through regular data collection on academic performance, enabling timely interventions to support graduation, as per the SER. Students reported during the site visit on 21 May 2025 that faculty provide personalized guidance, fostering academic continuity. Highlighting graduate success stories, such as those employed in Kosovo's cultural sector, in annual reports by July 2026 would further demonstrate the program's impact on career outcomes.

Students facing difficulties are encouraged to seek help from their instructors, who are available for guidance beyond regular teaching hours. This personalized support fosters

academic continuity and demonstrates the institution's commitment to student success. This is also possible due to the relatively small volume of students which makes the faculty as a manageable community.

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

Student participation in international exchange programs is active. The faculty actively promotes such opportunities and maintains strong partnerships with other universities and organizations abroad. These connections lay a solid foundation for increased mobility.

Students are encouraged to take advantage of exchange programs, and the integration of Erasmus+ opportunities, as previously recommended, significantly enhances student experiences and international exposure. The abolition of visa requirements to the EU for Kosovo passport holders has come to reinforce the outgoing mobility.

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 study programme provides a supportive learning environment that respects and accommodates the needs of a diverse student body, including part-time learners, mature students, international enrollees, and those from underrepresented or vulnerable groups, including students with disabilities or learning difficulties.

The BA in Visual Arts fosters an inclusive learning environment for diverse students, including part-time learners, mature students, and those with disabilities, as outlined in the SER. Studio spaces, such as those for painting and sculpture visited on 21 May 2025, are accessible to students with physical disabilities, and faculty offer flexible scheduling, as confirmed by students who noted, "The faculty's support helps us balance studies with personal commitments." Semestral student surveys by January 2026 would further enhance support for diverse needs.

Faculty and staff consistently demonstrate professionalism, empathy, and respect in their interactions with students. Student rights are fully upheld, with no significant issues reported. The faculty shows flexibility in accommodating personal and professional obligations, creating a balanced and inclusive academic atmosphere.

Clear procedures for appeals and complaints are in place, and students are well-informed on how to access these resources.

ET recommendations: The Faculty should conduct annual student admission feedback surveys by June 2026, overseen by the Quality Assurance Committee, to ensure policies remain responsive to student needs, with results reported to the KAA. Also, the Faculty should include graduate success stories in annual reports by July 2026, overseen by the Faculty Council, to showcase career outcomes and enhance program visibility.

2. RESEARCH

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

UP and the Faculty of Arts place considerable importance on integrating research into its academic environment. This commitment ensures that course content, faculty expertise, and instructional materials remain up to date, relevant, and impactful for both students and the wider community. The emphasis on research directly supports the University's mission and aligns with its strategic priorities in research and innovation.

The programme evaluation highlights a clear synergy between the curriculum and the overarching goals of both the University and its faculties. The design of the programme reflects a deliberate effort to reinforce the Faculty's vision by promoting academic excellence, fostering a research-driven culture, and encouraging meaningful community engagement. Through alignment with institutional research objectives, the programme nurtures a spirit of inquiry and supports the use of advanced research practices, enriching students' learning journeys.

This strategic coherence not only enhances the academic experience but also strengthens the faculty's research output and scholarly reputation. The programme is structured to build both theoretical knowledge and hands-on research capabilities, preparing graduates for leadership positions and underscoring the Faculty's commitment to delivering high-quality, research-informed 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 Faculty actively encourages collaboration with external research bodies and practitioners, and it capitalizes on opportunities provided by external funding schemes and partnerships.

The current programme, along with other creative disciplines UP, greatly benefit from a specific inclusive research policy for the arts—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 technologies, and the intersection of the visual arts with cultural identity—fields that are central to modern art and design education and the evolving visual arts field.

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 review of the programme highlights a strong institutional commitment to fostering academic collaboration, with faculty members actively encouraged and supported to engage with both national and international partners. UP and the Faculty of Arts provide numerous avenues for staff to participate in cooperative projects that promote knowledge exchange, joint research ventures, and ongoing professional development. These collaborations not only enhance faculty research capabilities but also offer exposure to diverse global practices and perspectives.

Participation in international exhibitions, conferences, seminars, and research networks helps faculty stay abreast of emerging academic trends and contribute meaningfully to the global academic community. This outward-facing engagement enriches the programme by integrating a broad range of international insights into the curriculum, thereby offering students a more globally informed educational experience. As previously recommended, further involvement in Erasmus+ mobility schemes and expanded research collaborations will continue to support the internationalization of both the academic staff and the institution itself.

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 academic staff responsible for the delivery of the BA in Visual Arts programme demonstrate a solid track record of research and/or professional practice directly linked to the subjects they teach within the field of visual arts. These educators are not only experienced instructors but also active contributors to their disciplines through scholarly or creative work. This ensures that the teaching students receive is grounded in the most recent developments and informed by real-world application.

By aligning their research and practice with their teaching responsibilities, faculty members enrich course content with contemporary knowledge and perspectives, creating an engaging, interdisciplinary and evidence-based learning environment. Their accomplishments also serve as powerful examples for students, motivating them to pursue research, creativity, and critical inquiry. This close integration between faculty expertise and curriculum delivery enhances the academic quality of the programme and reinforces its relevance to current industry and scholarly standards.

ET recommendations: NONE

3. INFRASTRUCTURE AND RESOURCES

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

The Faculty of Arts of UP 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 Faculty 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 few academic years the Faculty of Arts 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)

The Faculty of Arts of UP 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 Faculty's teaching language (Albanian). Nevertheless the inclusion and acquirement of certain Visual Arts 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 Faculty 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 the Faculty of Arts subscribe to a curated selection of international visual arts journals and periodicals, such as Eye, Creative Review, Third Text, and Apartamento, within the 2025/2026 academic year. To ensure effective implementation, the faculty could form a library committee by December 2025 to evaluate and select at least five relevant publications based on their alignment with the BA Visual Arts 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 visual arts.

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	

OVERALL EVALUATION AND JUDGMENTS OF THE ET

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

The Expert Team is grateful to the UP's Faculty of Arts management, teaching team, students, graduates, stakeholders and to employers for their open and dynamic contribution during the one day site visit.

The Expert Team recommends that Faculty of Arts establish a monitoring plan to assess the implementation and impact of the proposed recommendations for the BA in Visual Arts programme, including the renaming of the Design pathway and journal subscriptions. This could involve defining specific, measurable indicators by September 2025, such as the new introduction of additional design fields, and the frequency of journal use in coursework, assigning a quality assurance officer to oversee annual progress reviews, submitting an annual report to the KAA detailing progress and outcomes starting in 2026, and incorporating feedback from students, faculty, and external stakeholders to refine implementation strategies. This monitoring framework will ensure accountability and maximize the benefits of the recommendations for the programme's quality and development.

This four-year BA Visual Arts Programme, previously accredited, has become a significant asset within the UP Faculty of Arts' portfolio of higher education, serving Kosovo's creative and cultural sectors

The Expert Team recommends that the Faculty of Arts develop a monitoring plan by September 2025 to evaluate the implementation of proposed recommendations, including peer mentoring, student surveys, graduate success stories, and enhanced external communication, with annual progress reports submitted to the KAA starting in 2026. The BA in Visual Arts programme is Fully Compliant with the KAA Accreditation Manual, supported by committed faculty and robust student support. The Expert Team recommends accreditation for 5 years with a maximum annual intake of 100 students.

The programme has developed and evolved, incorporating robust elements to advance its mission. There is a strong community of committed and experienced staff; experience of operating at a

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relevant level, the potential to recruit highly motivated students and good working relationships with industry.

In conclusion, the Expert Team considers the BA Visual Arts 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 5 (five) years and with a maximum annual intake of 100 students.

Expert Team

Chair



COSTAS MANTZALOS

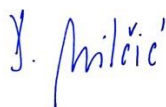
13.06.2025

(Signature)

(Print Name)

(Date)

Member



DIANA MILCIC

13.06.2025

(Signature)

(Print Name)

(Date)

Member



ALICIA PRENCIO

13.06.2025

(Signature)

(Print Name)

(Date)