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AGJENCIA E SIGURIMIT TË CILËSISË NË ARSIMIN E LARTË

Report of the Institutional Accreditation of the Academy of Film and Multimedia Marubi

December 2019

REVIEW TEAM:

1. Mr Kevin Kendall   Lead Reviewer

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About this review

The overall aim of Institutional Review is to assess the extent to which the Academy of Film and Multimedia Marubi meets the Albanian State Quality Standards which came into force in 2011. Institutional Review is a peer review process with a review team composed of a mix of experienced international higher education reviewers and Albanian reviewers appointed by ASCAL. The review team is led by an experienced international higher education reviewer.

The resulting reports will serve not only for institutional accreditation based on the extent to which the Academy of Film and Multimedia Marubi meets the standards, but will also inform stakeholders, Albanian government, the public and students of how the HEI meets the standards. This report also helps the HEI to identify priorities for enhancement (the process by which higher education providers systematically improve the quality of provision and the ways in which students' learning is supported).

The Albanian State Quality Standards have been grouped under five headings, the Evaluation Areas: The Organisation and its Management; Resourcing; the Curriculum; Teaching, Learning, Assessment and Research; and Students and their Support. This report identifies features of good practice, recommendations, affirmations of actions in progress and weaknesses for each Evaluation Area, together with a judgement as to how well the HEI meets the standards. The judgements that the reviewers may assign are; standards are fully met; standards are substantially met; standards are partly met; or standards are not met.

Finally, the reviewers conclude by recommending a summary judgement to ASCAL and Accreditation Board. This overall judgement is one of four levels:

- **State Quality Standards are fully met**
- **State Quality Standards are substantially met**
- **State Quality Standards are partly met**
- **State Quality Standards are not met.**

As part of the report writing process, ASCAL has provided expert support to the review team by ensuring that the team supports the findings made in the report with evidence, and also by proofreading and summarising the full report for the summary below.

The context of this review

The Academy of Film and Multimedia Marubi (AFMM) is a non-public, independent institution of higher professional education in the field of cinematography and television in Albania, established in 2004 by Orafilm Productions. AFMM aims to train specialists and provide qualifications in film and multimedia and produce audio-visual programmes directly related to film and television. In February 2017, the Albanian Government, along with Orafilm Productions, co-founded the Kinostudio Foundation which manages the Academy. The institution was reorganised and granted Special Status by the Council of Ministers in April 2018. AFMM has the following aims:

- Discovering, preparing and qualifying of young talents in film and audio–visual Industry.
- The exchange of regional contacts and skills between new talents in South–Eastern Europe.
- Improvement of technical and creative capacities in the region.
- Improvement of economic, commercial and artistic figures in Albania and in the region.
- Revitalization of industrial film process.
- Providing qualified technicians for media and film industry

AFMM has one faculty and offers one first-cycle programme leading to the bachelor's degree of Higher Specialist in Film and Media - Directing/Script writing/Camera/Editing, the topic reflecting the specialist skill selected for development by the student. AFMM is located in Tirana in the area known as Kinostudio; the national film archive is nearby. The estate is owned by the state and was a former state film studio which provides valuable screening rooms and sound-proof studios. AFMM is a member of CILECT (the Centre de Liaison des Ecoles de Cinéma et Télévision) and has a wide range of international links. Many of AFMM's students have gone on to work in film and television; some of them run their own companies and may employ further AFMM graduates, and some also teach part-time at AFMM.

There are three academic departments, the Department of Screenplay and Directing, the Department of Camera and Editing and the Production Unit. Intake is limited with only 15 students registered across all years of the programme; the total number declined from 15 in 2014/15 to nine in 2015/16 although it rose back to 15 in 2016/17. In the academic year 2018-2019, AFMM had 12 enrolled students. Since AFMM was established in 2004 it has had 170 students and 63 graduates. AFMM has had some students from Kosovo, North Macedonia, Montenegro and Serbia as well as Albania and would like to extend its student intake to include more students from non-Albanian backgrounds. The majority of the staff are employed part-time as they are professionals in the field of film and media. There are currently four full-time and 11 part-time academic staff. Full time staff include the Director, the Head of Productions and the Heads of the two departments.

Summary report

The Academy of Film and MultiMedia Marubi (AFMM; the Academy) produced a self-evaluation report (SER) with supporting documentation eight weeks in advance of the review visit. The SER acknowledged that aspects of the State Quality Standards are challenging for AFMM, arguing that they are not easily applicable to a small institution specialising in film and media. This applies particularly to some of the standards relating to research where no evidence was offered and which AFMM, as an Academy with special status, is not obliged to address. The SER states that AFMM had suffered from competition from other institutions offering more theoretical programmes of study but expressed the hope that changes in government policy would enable AFMM to flourish. The SER is well-structured, clearly referenced to the evidence submitted, and written in extremely fluent English. However, it lacks evaluation against the Standards and made no suggestions as to what the Academy could do on its own initiative to address any shortcomings in relation to the Standards.

This is the third Institutional Review of the University to assess the extent to which the Albanian State Quality Standards, which came into force in 2011, have been met. The report of the first review in April 2017 identified one feature of good practice, made 12 recommendations for the University to consider addressing identified areas of weakness and did not affirm any actions already in progress. The latest review report can be found at: https://www.ascal.al/media/documents/rvj/IAL_5_75.pdf.

The report in April 2017 recorded the following judgements for each Evaluation area:

1. The Standards for the Organisation and its Management are **partly met.**
2. The Standards for Resourcing are **substantially met.**
3. The Standards for the Curriculum **substantially met.**
4. The Standards for Teaching, Learning, Assessment and Research are **substantially met.**
5. The Standards for Students and their Support are **substantially met.**

In April 2017 the reviewers recommended to the Accreditation Board that at the Academy of Film and Multimedia Marubi, the State Quality Standards were **partly met** and as a consequence the University was granted accreditation by the Board for a period of two years.

A Self-evaluation Report was developed by an internal Self-evaluation Working Group which included three individuals from across the Academy with an in-depth knowledge of the Academy's operation but did not include a student representative. The working group was established by the Academic Senate and the tasks were allocated between the members of the group. They were provided with internal documents, statutes and regulations of the University along with relevant statistical data and reports. The group also had access to the recommendations of the Accreditation Board following the review in 2017. The Academic Senate authorised the release of the final report and for sending this to the Agency. The Self-Evaluation Report was a useful document for the review team

but was not very self-critical or evaluative in its examination of the Academy against the Quality Standards for each Evaluation Area.

The review visit took place over two days on the 8 and 9 October 2019. The review team was made up of one senior higher education reviewer from the United Kingdom and one experienced higher education member of staff from an Albanian institution. The review team was supported by the Review Manager and a note-taker provided by the Albanian Quality Assurance Agency in Higher Education (ASCAL). The review team received the Self-evaluation Report and the portfolio of supporting evidence eight weeks in advance of the review visit, later supplemented by additional requested documentation before and during the visit.

The wide range of supporting information provided by the University enabled the team to familiarise themselves with the structure, policies, management procedures and nature of teaching and research activity undertaken. Evidence included the Statute and Regulations, details of Special Status, annual reports to the Ministry, lists of external agreements, partnerships and memoranda, curriculum vitae of professors, details of festivals and examples of programme information. Some further documentation was requested by the review team in advance of the visit.

The review team met with the Director, senior managers, students, lecturers, administrative and support staff, members of the self-evaluation team and alumni and external partners, heads of departments and the internal quality assurance during the review visit. Discussion supported the clarification of procedures, responsibilities and findings. Notes were taken at all meetings. As part of a tour of learning resources the review team visited a range of resources including the theatre, the Theatre Control Room, the Sound Mix Room, the Film Laboratory, the Video Conference Room, the Costume Room and the Technical Stock Room as well as the library and administrative facilities.

The review team are able to confirm that the weaknesses and resultant recommendations identified during the April 2017 review visit under Evaluation Area 1: Organisation and its Management are being addressed and have been mitigated to some extent by the conferring of Special Status by the Ministry. The recommendations in Evaluation Area 2: Resourcing have been fully addressed. AFMM has also addressed the weakness of Evaluation Area 3: The Curriculum, given the admission of four full-time academic staff and taking into account the specifications of the Special Status in terms of the professional profile of the part-time academic staff. Recommendations of the Evaluation Area 4: Teaching, Learning, Assessment and Research and of Evaluation Area 5: Students and their Support, in terms of the internal quality assurance and the engagement of the Student Council, still need to be addressed by the Academy.

The Standards for the Organisation and its Management are **substantially met**. In reaching this judgement, the review team identified one feature of good practice, two weaknesses and one affirmation. The feature of good practice relates to the use of the Advisory Board to help define strategy, the weaknesses relate to the low level of effectiveness of the Academic Council and the lack of critical self-evaluation at the academy. The review team affirm the progress made in addressing the changes which

have to be made in accordance with the granting of Special Status by the Council of Ministers. However, the review team recommends that the AFMM strengthens the role of the Academic Council in order to have a greater influence on the quality of teaching and learning. The later needs to adopt a more self-critical approach to identify weaknesses and plan for improvements.

The Standards for Resourcing are **fully met**. In reaching this judgement, the review team identified one feature of good practice which is the use of extensive networks of partners to acquire appropriate equipment to enhance teaching and learning. The team did not identify any weaknesses or affirmations.

The Standards for the Curriculum are **fully met**. In reaching this judgement, the review team identified two features of good practice and made one affirmation. The good practice relates to the contribution of foreign lecturers and to the participation in workshops, festivals and internships by students which helps their transition into the job market. The review team affirmed the initiative by the Academy to extend the range of qualifications to meet new trends in the job market.

The Standards for Teaching, Learning, Assessment and Research are **fully met**. In reaching this judgement, the review team did not identify any good practice, weaknesses, nor make any recommendations. However due to the lack of evidence and the stated view from the Academy that the research standards are not appropriate for this institution, the review team cannot make any judgements on the standards related to research.

The Standards for Students and their Support are **substantially met**. In reaching this judgement, the review team identified one weakness and made one recommendation. The weakness relates to the lack of active involvement of the Students' Council in decision-making procedures or in curriculum implementation and the review team recommend that this is addressed positively.

The Academy undertook the review in accordance with ASCAL guidelines and the English language was used throughout the visit. The review team acknowledge the Academy's level of engagement with the process and the cooperation provided to the review team throughout the visit phase. In particular, the review team commend the work of the Self-evaluation Group in providing an evidence base and the Institutional Coordinator for the attention given to the review team throughout the visit. The review team consisted of Kevin Kendall (Lead Reviewer) and Benita Stavre (External Reviewer).

Summary of findings

Good practice

The review team identified the following feature of good practice:

- The use of the Advisory Board to define short, medium and long term strategies at AFMM. *(Chapter III, Standard I.1, Standard I.2)*.

- The use of extensive networks of partners to acquire appropriate equipment to enhance teaching and learning. *(Chapter III, Standard VII.5).*
- The contribution of foreign lecturers to extend the range of the curriculum qualifications in the study programme profile. *(Chapter I, Standard I.2 Chapter I, Standard I.4)*
- Participation in professional workshops, promotion of the students' work in national and international film festivals and internship periods in local film institutions enables a smoother transition of the graduates into the job market. *(Chapter I, Standard I.4, Chapter I, Standard I.11, Chapter I, Standard I.12).*

Weaknesses

The review team identified the following weaknesses:

- The Academic Council is responsible for the programmes, teaching and scientific research activity but has limited practical influence in monitoring, reviewing and enhancing the quality of teaching and learning. *(Chapter III, Standard I.1, Standard I.2).*
- Critical self-evaluation is not evident in speaking to staff or in the Self Evaluation Report. *(Chapter III, Standard I.1, Standard I.2).*
- There is little evidence of active involvement of the Students' Council in the decision-taking procedures or in curriculum implementation. *(Chapter I, Standard III, 7).*

Recommendations

The review team made the following recommendations:

- The role of the Academic Council is strengthened in order to have a greater influence on the quality of teaching and learning. *(Chapter III, Standard I.1, Standard I.2).*
- The Academy adopt a more self-critical approach to identify weaknesses and plan for improvements. *(Chapter III, Standard I.1, Standard I.2).*
- The Academy should promote a more active participation of the students' representatives in its organizational issues and should provide real feedback to the students' needs.

Affirmation of action being taken

The review team noted affirmation of the following action being taken:

- The good progress made in addressing the changes to the institution in accordance with the Special Status granted by the Council of Ministers. *(Chapter III, Standard I.2, Standard I.3, Standard I.3).*
- The initiative of the Academy to extend the range of the offered qualifications, in order to meet the new trends of the job market. *(Paragraph III.5, Chapter I, Standard I.4).*

Summary of judgements for each Evaluation Area

1. The Standards for the Organisation and its Management are **substantially met.**
2. The Standards for Resourcing are **fully met.**
3. The Standards for the Curriculum are **fully met.**
4. The Standards for Teaching, Learning, Assessment and Research are **fully met**
5. The Standards for Students and their Support are **substantially met.**

Summary Judgement

The reviewers recommend to the Accreditation Council that at the Academy of Film and Multimedia Marubi the State Quality Standards are **substantially met.**

Detailed report

Evaluation Area 1: The Organisation and its Management

1.1   AFMM has a new Statute [1] which was approved by the Ministry of Education, Sport and Youth in July 2018 [2]. The Academy was given Special Status by the Council of Ministers in April 2018 [3]. This decision was taken because the Academy is a non-public institution of higher education with special academic activities associated with the organization and development of teaching of creative and artistic processes in cinema and multimedia. The Statute [1] and associated regulations [4] are written and approved in accordance with this Special Status [4]. *(Chapter III, Standard I.1).*

1.2   The organisational structure is detailed in the Statute [1] and comprises the Director, the Administrative Director, the Head of Productions, the Academic Council and the Advisory Board. The Director is also the founder and Head and Founder of Orafilm Productions. The Heads of Department are responsible through the Academic Council to the Director. There is also a Student Council. According to the Statute [1] and the Regulations [4], the Director drafts the development programme, the annual programme of activities, allocates budgets, materials and human resources, approves regulations, signs all contracts and appoints all staff. The Head of AFMM Productions manages the Production Unit and the Administrative Director is responsible for the budget, organisation, coordination and the calendar. The Academy also formed two ad hoc committees for the purposes of this review, namely the Internal Quality Assurance Unit **[M10]** and the Self Evaluation Team **[M13]**. However, although these groups can speak with authority about the structure, organisation and management of the Academy, **critical self-evaluation is not evident in speaking to staff or in the Self Evaluation Report (ref para 4.3 and 4.4) [M10, M13, SER]** and the review team recommends that **the Academy adopt a more self-critical approach to identify weaknesses and plan for improvements.** *(Chapter III, Standard I.1, Standard I.2).*

1.3   The Academic Council is composed of at least three members of academic staff plus the Director of AFMM, who is a permanent member, and has power of veto. The Head of the Academic Council is elected and is also a permanent member of the Ethics and Discipline Committee. The **Academic Council is responsible for the programmes, teaching and scientific research activity but has limited practical influence in monitoring, reviewing and enhancing the quality of teaching and learning at the Academy [11, G, M3, M4, M10]** and the review **team recommend that the role of the Academic Council is strengthened in order to have a greater influence on the quality of teaching and learning.** The Student Council consists of three elected members and representatives of AFMM students; however, the review team saw little evidence of the active involvement of the Students' Council in the decision-taking procedures or in curriculum implementation **(ref. para. 5.7)**. The Advisory Board is composed of partners' representatives including a representative of the Albanian Filmmaker Association Lumiere and a representative of AFFM's international partners. There is also an academic staff representative and an elected representative from the Students Council. The Board advises AFFM on short, medium and long term policies and strategies. **The review team**

consider the use of the Advisory Board to define short, medium and long term strategies at AFMM to be a feature of good practice and this should be built on in the future. AFFM favors debate through its Board and Committee Structure **[A]** and minutes are kept of discussions and decisions taken at these meetings **[11]**. *(Chapter III, Standard I.1, Standard I.2, Standard II.3).*

1.4   AFFM operates in a specialist area so only has one faculty, the Faculty of Film and Media which has three departments, namely the Department of Screenplay and Directing, the Department of Camera and Editing and the Production Unit. The Head of Productions is also the Executive Director of Orafilm Productions. He has responsibility for all technical and cinematographic equipment involved in student productions. AFMM encourages constructive debate through all the above structures and the review team **affirm the good progress made in addressing the changes to the institution in accordance with the Special Status granted by the Council of Ministers [3]**. *(Chapter 111, Standard 1.2, Standard 1.3).*

1.5   AFMM respects its autonomy limits but has strong partnerships with foreign representatives in Albania and has also previously received European Union funding **[SER]**. Partnerships include the Film Institute Film Academy Ohrid (FIOFA), the Albanian Parliament, the M.A.M. Foundation, the Internationale Filmschule Koln, the Hellenic and Television School Stavrakos and the International Human Rights Film Festival Albania (IHRFFA) **[6a-m]**. *(Chapter III, Standard I.4).*

1.6   The Academy has a very basic five-year financial plan **[57]** which assumes a doubling of student number and a 50% increase in other income. It also has a brief written Development Strategy **[B]** with short, medium and long term plans, however the teaching staff and Heads of Department that the review team spoke to are not aware of the detail of these **[M4, M9]** and there is no action plan. These include increasing internationalisation, opening a new department, expanding multilingual programmes and expanding the existing premises. In support of these objectives the Academy is a member of the International Association of Film and Television Schools (CILECT) **[6a]**. *(Chapter III, Standard I.5).*

1.7   The Academy publishes and submits an Annual Report **[8]** to the Ministry of Education and Sports each year **[8a-f]**. This is written by the Administrative Director with support from the Director of Productions and Academic Staff and is reviewed and signed off by the Director. *(Chapter III, Standard I.6).*

1.8   AFFM has creativity and freedom of expression by both academic staff and students in their film and television production. Students study core subjects in year 1 **[O]** and then can specialised in directing, script writing, camera or editing in subsequent years. Academic staff are normally professionals in the cinema industry and many of them are therefore part time, they are employed for their experience in the cinema industry **[10a-t]**. AFFM has a website [www.afmm.edu.al] which is available in English as well as Albanian and has details of, for example, the organisation of the Academy, the programmes it offers, its partners, events organised and admissions. *(Chapter 111, Standard 11.1).*

1.9   AFFM has close relations with the film and media industry in Albania and is in contact with former students who are employed in these industries **[12]**. Also membership of CILECT since 2008, enables contact with film schools internationally. This facilitates participation in annual conferences, workshops and festivals with staff and students **[13, 16a-g]** and also partnerships **[6]**. Partner schools give the opportunity for joint projects on short films **[14]**. Partner films are screened freely to students and the general public and are available through many electronic platforms including the websites of partners. Foreign professors also visit the Academy to deliver workshops and Masterclasses **[15]**. The Academy has organised the annual Human Rights Film Festival since 2006 which includes screenings of approximately 50 films at locations in Tirana and is supported by national and international institutions **[IHRFF website]**. The Director of AFFM is also the Executive Director of IHRFF. *(Chapter III, Standard II.1, Standard III.2, Standard III.3)*.

Good Practice

- The use of the Advisory Board to define short, medium and long term strategies at AFMM. *(Chapter III, Standard I.1, Standard I.2)*.

Weaknesses

- The Academic Council is responsible for the programmes, teaching and scientific research activity but has limited practical influence in monitoring, reviewing and enhancing the quality of teaching and learning. *(Chapter III, Standard I.1, Standard I.2)*.
- Critical self-evaluation is not evident in speaking to staff or in the Self Evaluation Report. *(Chapter III, Standard I.1, Standard I.2)*.

Recommendations

- The role of the Academic Council is strengthened in order to have a greater influence on the quality of teaching and learning. *(Chapter III, Standard I.1, Standard I.2)*.
- The Academy adopt a more self-critical approach to identify weaknesses and plan for improvements. *(Chapter III, Standard I.1, Standard I.2)*.

Affirmations

- The good progress made in addressing the changes to the institution in accordance with the Special Status granted by the Council of Ministers. *(Chapter III, Standard I.2, Standard I.3)*.

Judgement

The standards for the Organisation and its Management are Substantially Met.

Evaluation Area 2: Resourcing

2.1   The organisation chart of the Academy **[A]** is quite simple because it is a small institution and has Special Status **[1, 2, 3]** granted by the Council of Ministers. The website shows details of full-time staff positions and part time staff employed **[https://afmm.edu.al/faculty/]**. Teachers at the Academy are part time because they are professionals active in their professions **[10a-m]** and they are also needed at defined times for modules **[O, M2, M4, M12]** so work is not available on a full-time basis. The part time teachers are found through personal contacts and through advertising on the website. They have to show evidence of experience and appropriate qualifications through a CV and are appointed throughout the year following an interview with the Director **[M4, M5, M9]**. They are then supplied with a contract **[18, M4, M5]** in accordance with the law in Albania. The Academy also keeps a database of CVs of appropriately qualified part time teaching staff **[M5]**. In addition, the Academy recruit's foreign teachers particularly to deliver Masterclasses and Workshops **[15, 32, M4]**. *(Chapter III, Standard IV.1).*

2.2   The Academy is a small institution and therefore staff are closely integrated, and many have multiple roles **[M4, M5, M9]**. Present and former students met by the review team are very complimentary about the family atmosphere at the Academy and the opportunities available for those who have the ability to take advantage of them **[M3, M7]**. The social life of the Academy is mainly focused on the cinema and film industry and is demonstrated through attendance by staff and students at film festivals and screenings **[16a-g]**. Staff are also involved with other events **[28]** through the year as advertised on the Academy website **[https://afmm.edu.al/events/]**. Some students have returned to work at the Academy following further experience and qualifications either in Albania or abroad **[SER]**. The Academy therefore has an administrative structure to carry out functions of common interest *(Chapter III, Standard IV.2, Standard VII.6).*

2.3   New part time teachers deliver a class to students as part of the recruitment process and are given feedback from staff and students **[M9]**. Students also complete questionnaires on the quality of the teaching that they receive **[46, M3, M12]**, however the teachers met by the review team are not aware of this **[M4]**. As there is only a small number of students, they meet the staff regularly both formally and informally, and staff are able to get feedback from them **[M10]**. The Academy supports staff to continue their work in the film industry both in Albania and abroad but does not provide any specific training in pedagogy **[M4]**. *(Chapter III, Standard IV.3).*

2.4   Film screenings which take place three times per week are important social, cultural and educational events at the Academy. Staff, students and their families and friends as well as the general public are able to attend **[SER, M3]**. Another important social event is the International Human Rights Film Festival which has been organised for 14 years by the Academy and students and teachers are involved in planning and working at this event **[SER, https://ihrffa.net/team/]**. The Academy also has other events through the year, for example the Christmas Gift Party **[SER]** all of which help to secure a family atmosphere among staff and students. *(Chapter 111, Standard 1V.4).*

2.5   The Academy provides effective management of human resources and has clear rules to determine responsibilities according to respective functions. This is made clear in the Statute

[1] and the Regulations [4] of the Academy as well as in individual staff contracts [M4] or service agreements. Contract templates are used for part time employment, full time employment and service agreements [18]. *(Chapter III, Standard II.2).*

2.6   The main income is derived from student fees with other income being from donations and cultural events. The main cost is staffing followed by authorisation and consumables and utilities [19]. As there is only one Faculty and the departments are newly formed, the previous budget has been managed by the Director, the Administrative Director and the Head of Productions for relevant budget lines [SER]. Budget management is delegated to the Finance Officer [SER, M5] and the Academic Council approves the final budget [M5]. Teaching staff state that they have no input into the budget but are able to ask if they need any resources [M4]. AFFM provides the necessary means to implement the financial policy and budgetary control within the appropriate laws in Albania. The Academy is subject to audit by the High Control of the Albanian State, but the audited accounts are not made public, through for example, the website. *(Chapter III, Standard VI.1, Standard VI.2, Standard VI.3).*

2.7   The Academy has a website [www.afmm.edu.al] which is largely in English and has details of, for example, the aims of the Academy, the methodology of teaching, teachers, managers, equipment, programmes offered, admissions, events and partners. It does not at present have any details of the Academy organisation, statute, regulations or financial information. Staff and students at the Academy use email to communicate as well as on-line chat groups and the telephone [SER, M5]. The main communication methods regarding administrative matters such as timetables, examinations timetables and results, festivals and events is through a noticeboard in a prominent location in the Academy which is maintained by the Administrative Director [M3, M4, M5]. The small number of students does not justify the purchase of an integrated Information Technology (IT) system but the Academy does have a Facebook site **[https://www.facebook.com/AFMMarubi/]**, an Instagram site **[https://www.instagram.com/afm_marubi/]**, and a YouTube site **[https://www.youtube.com/user/afmmtv]**. *(Chapter III, Standard VII.1).*

2.8   Computing facilities are appropriate to the subjects taught and the number of students. Wi-Fi is available throughout, there are 15 computers, eight of which are in the library connected to a printer and are accessible by students 24 hours per day [Tour]. Each year group have their own editing suites which are also connected to the internet [Tour]. Students and staff can also have an electronic link through Skype to professionals in Albania and abroad [21]. The Academy also has many other rooms appropriate to the film industry, for example a Theatre, a Theatre Control Room, a Sound Mix Room, a Film Laboratory, a Video Conference Room, a Costume Room and a Technical Stock Room [Tour]. *(Chapter III, Standard VII.2).*

2.9   AFFM does not own any real estate but is owned by the State for the purposes of teaching and learning in cinema and film with respect to the Law on Cinematography [SER, Tour]. In February 2017 the Albanian Government and Orafilm co-founded the Kinostudio Foundation [7] which manages the Academy. The plan for security is revised every year and published at the entrance to the building [SER, Tour]. Regular inspection by the Office of Firefighters and authorisation occurs every year [SER, 22]. *(Chapter III, Standard VII.3).*

2.10   AFMM keeps every film made by the students since its opening in 2004 **[SER, Tour, M2]**. These are stored in the Library archive, referenced with the student's name and year and accessed through the computers electronically **[SER, Tour, M2, 23]**. Students' written work is kept also in hard copy in their individual file in the Secretariat Office **[23, Tour]**. *(Chapter III, Standard VII.4)*.

2.11   The building where AFMM is located used to be the State Film Studios under the communist regime which makes it entirely suitable for its current activity with the screening rooms and soundproof studios **[Tour, SER]**. A full list of equipment suitable for students' film production is available on the website **[https://afmm.edu.al/faculty/]** and also listed on the 2019 equipment list **[25]**. The Academy keeps items of historical interest relating to the film industry as well as recording in digital format **[Tour]**. Equipment is commonly donated, for example there is a piano in nearly every room **[Tour]**. Therefore, the Academy is able to maintain a low budget by **the use of extensive networks of partners to acquire appropriate equipment to enhance teaching and learning** which the review team regard as good practice to support financial sustainability. *(Chapter III, Standard VII.5)*.

2.12   The buildings used by the Academy were formally the historical cinematographic studios and they were converted by Orafilm with the support of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) and opened in 2004 **[SER, Tour]**. They were reconstructed with contemporary materials that met hygienic and quality standards for students and staff **[26, 27]**. They comprise appropriate rooms for theoretical and practical classes in film and cinematography subjects plus recreation areas, toilets, shower, garden and parking **[SER, Tour]**. The premises provide a good learning environment and is not near any industrial development zones **[Tour]**. The premises also meet the minimum space requirements and meets the norms for lighting, heating and other environmental factors **[Tour]**. Upstairs teaching rooms do not however have disabled access **[Tour]**. *(Chapter III, Standard V.1)*.

2.13   Maintaining documentation is the responsibility of the Administrative Director. Student files are kept in hard copy and contain information such as the application form, study contracts, evaluation results, participation in festivals and the film production dossier. Teachers files contain, for example Curriculum Vitae, Diplomas, contracts, curricula, syllabi, grade books and materials related to the subjects taught **[Tour]**. The Administrative Director maintains students' registers, contact details, school diplomas and grades achieved **[Tour, 29]**. This is supplemented by grades which are also kept in electronic form **[SER]**. **(Chapter III, Standard V.2)**.

Findings

Good practice

The review team identified the following feature of good practice:

- The use of extensive networks of partners to acquire appropriate equipment to enhance teaching and learning. *(Chapter III, Standard VII.5).*

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not make any recommendations.

Affirmation of action being taken

The review team did not affirm any actions already in progress.

Judgement

The standards for Resourcing are fully met.

Evaluation Area 3: The Curriculum

3.1. The Academy offers a full-time first-cycle study programme in "Film and Media" with four profiles "Directing", "Screen-play", "Camera" and "Editing". The programme meets the AFMM foundation mission to offer professional training and creative, productive and research activity in the field of Film and Multimedia **[1]**. Due to its professional character, the programme addresses specific training and AFMM has created a profile of its own with the qualifications it offers in domains of film directing, screen-playing, camera and edition since 2004 **[SER, 8a-8f]**.

The programme objectives are promoted on the Academy website (https://afmm.edu.al/ faculty/program/). AFMM organizes promotional campaigns with pre-university education **[E]** and participates in student fairs organized by the Ministry of Education, Sports and Youth (MEYS) **[36]**. It also pursues a clearly defined policy for students' admission through promotional guidebooks **[50]**. The admission of students is organized through the U-Albania Portal, meeting the procedures set by the MESY. Eligible candidates also take an entrance examination, in the form of an oral test of general culture, a written test of analysis of work of art and an image composition. The criteria are made public **[4, 36, [https://afmm.edu.al/faculty/admissions]**. Its Statute also provides for the admission of foreign candidates **[1]**, mainly from Kosovo and other Balkan countries. Assessment of studies are approved by collegial bodies, such as the Director **[1, M4]** and Articles 18, 19, 23, 24 of the Regulation of studies define requirements of the evaluation of theoretical assignments and practical work carried out by the student **[4, 43-45, X]**. Examinations are mainly written **[AE15]**; however, students are also evaluated on practical film making procedures **[43]**. The graduation examination is an annual end-of-year film directed by each student according to their respective profile (scriptwriting, camera, editing and directing) **[42, SER]**. *(Chapter I, Standard I.1)*.

3.2 The study programme is organized to fit the Bologna system in three academic years, full-time, with a minimum amount of 60 ECTS a year **[1, P]**. The teaching structure is of theoretic and practical/professional nature. Courses are organized in lectures, master classes, workshops, seminars and technical practical and theoretical work **[P]**. **The contribution of foreign lecturers to extend the range of the curriculum qualifications in the study programme profile is considered an example of good practice [15, M7]**. The study programme provides consistent knowledge through the academic years. The first year offers a common core of knowledge in cinematography which involves rotational crew position for each student in the following years **[O, SER]**. The respective components are organized in an increasing workload ratio in favour of the practical aspect; the later rates 50% of the first-year curriculum, 60% of the second and 75% of the third year **[4]**. Students may earn more than 60 ECTS in each academic year **[37]**, as the curriculum plan examined by the team does not reflect any elective courses. Moreover, the system of courses being retaken in two consecutive years, needs to be carefully reviewed by the AFMM heads of departments to avoid repetition of courses in successive years or the deficit workload for students during each academic year **[M3]**. The curriculum plan of three consecutive years should meet the formative requirements of the legal framework in force. Students receive profile knowledge in the specific graduation domains in the third year by producing a short film on their own under the guidance of professors **[5, 30]**. Part of the programme is offered in English **[15]** and knowledge of a foreign

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language is requirement of the student admission criteria **[1, 15]**. In line with the DCM, which defines its special status, AFMM does not offer second cycle or post-graduate studies. It offers yearly workshops **[15, 8e]** and videoconferencing structures of lifelong learning qualifications which involve former students as well **[21, 29. 33]**. AFMM encourages participation of its staff and students in international events organized by its partners, or international festivals **[33, 43, 17, 16a-16g]**. The active membership in CILECT, an international association of film schools provides the Academy with current communication on the world of the filmmaking **[13, 6a-6m, M2, M12]**. *(Chapter I, Standard I.2).*

3.3 Study programmes are designed to meet Article 3 and 5 of the Statute **[1]**. The academic offer integrates knowledge and qualification reflected in the diplomas issued at the completion of the studies: "Bachelor" in Film and Media, profile "Directing", "Bachelor" in Film and Media, profile "Camera", "Bachelor" in Film and Media, profile "Screen-play"; "Bachelor" in Film and Media, profile "Editing" **[1, 37, U]**. The Academy has been exchanging correspondence with the Center of Educational Services and the Ministry of Education, Youth and Sport in terms of approval of the updates made to the diploma and supplement format to meet the requirements of the new HE Law. Lack of feedback has held back the diploma issuing for the recently graduated students. **[M9, AE9-AE13]**. *(Chapter I, Standard I.3).*

3.4 AFMM claims the status of the first institution of higher professional education in cinematography and television in Albania, created to satisfy the needs for qualification in the domains of film, multimedia and TV **[1]**. It monitors its study programmes to ensure they remain coherent and active of national needs. The development plan foresees new programmes in Production, Sound in Film and Actor studio **[B]**, which is also confirmed by the meeting with the employers and alumni **[M7]**. During the visit AFMM supplied an application folder for a new "Film Production" curriculum **[W]**, which **the team affirms as the initiative of the academy to extend the range of qualifications to meet the new trends of the job market**. AFMM encourages the participation of foreign invited staff in the qualification of its students **[31-32]**, it encourages internship agreements with the film industry **[56, N]**. It also displays a range of agreements with foreign counterpart institutions and is a full-member of CILECT, FIOFA, IFS, IHRFFA **[6b-6m]**. The Academy has also had foreign students in years 2004-2018 **[38]**. Students are encouraged to participate in international events to promote the Academy qualifications **[16-16f]**. The review team did not see any evidence of current student mobility/study transfer in the counterpart institutions, although this has happened in the past and the Academy has plans for it to take place this year **(ref para 3.7)**. *(Chapter I, Standard I.4).*

3.5 The special status allows the Academy to have no more than 10 students for each full-time academic staff **[3]**. Currently there are 4 full-time academic staff and 12 students **[38]**. Much of the teaching is done by part-time staff, due to the specific professional profile required **[9, 9a-9t]**. The cost of the part-time staff is covered by the institution income by students' fees **[SER]**. The special status also allows the academic staff who are specialists in the audio-visual fields of cinematography, TV media, visual arts and culture **[3]**, to have mainly a teaching workload and less academic research in their respective field **[SEF, 3]**. *(Chapter I, Standard I.5).*

3.6 The content of the study programmes is available to students through the website [https://afmm.edu.al/faculty/program/] and the noticeboards on the premises of the academy [M3, M5]. Students receive information from the Administrative Director [M3, M5]. Admission criteria are also displayed on the website [https://afmm.edu.al/faculty/admissions/] and in the promotional leaflets [36]. All of the above are reflected in the Regulation of studies [4]. *(Chapter I, Standard I.6).*

3.7 AFMM offers only one programme in the first cycle. The awarded diploma enables progression to master's studies in counterpart institutions [3]. The current programme offered provides students with core knowledge during the first year regardless of the profile chosen during the following years. The selection of the profiles and the settlement of the rotation teams is done by the Academic Council at the beginning of the second year, while the third year envisages film shooting and team working for every student [G, 42-44]. During the review visit, the students stated that the decision-taking bodies should take the students views into account in terms of the profile of studies in the second and third years of the programme, although the Centre has procedures in place for this to take place. [M3]. The study programme is designed to offer employment opportunities in the domains of cinematography, shooting teams in fiction and documentary after graduation [37, 12]. AFMM provides possibilities for study transfer and equivalence of studies. The Regulation of studies allows student transfer procedures in and out of the Academy being carried out in accordance to the transfer acts with other institutions; transfers to the Academy are admitted after being approved by the Temporary Transfer Admission Commission [1, 4]. No evidence of the study transfer procedures was however presented to the review team. [AE1]. *(Chapter I, Standard I.7).*

3.8 Study programmes are offered in a variety of teaching methods, both theoretic and practical. Meetings with the teaching staff, the heads of departments and support staff emphasised the effort of the Academy to support students' acclimatization, due to the modest size of the institution and the limited number of students and staff [M4, M9, M5]. Students state that even though the Administrator's office is available for assistance, they would like more counseling, information and supporting services to be provided for them [M3]. *(Chapter I, Standard I.8).*

3.9 The Academy does not offer any second cycle study programmes, neither does it envisage this in the future, due to its special status [3]. Taking into account the needs of the labour market for new programmes, the Academy states that opening of a second cycle study progamme in the profiles AFMM offers, would be inappropriate for a market that does not need professional research of those kinds [M13]. The development plan foresees ongoing admissions in western international schools for post-graduation studies of AFMM students in Master specialization as a short-term development strategy [B]. *(Chapter I, Standard I.9).*

3.10 The curriculum is organized in 180 ECTS in line with Bologna process and the diploma awards are associated with the diploma supplement [4, 37]. Students are encouraged to possess knowledge of English language [1]. AFMM presents an established legal framework of the study transfer and student mobility [4], but no cases of current mobility were presented to the review team [1AE]. *(Chapter I, Standard I.10).*

3.11 - 3.12 The programme is organized to present theoretic knowledge first then to develop application skills in practice during the second and the third years. Articles 6 and 10 of the Regulation of Studies determine the rate of the theoretic, practical and artistic production courses **[3]**. Study profiles are reflected in specific courses of the second and third year **[O, X]**. In the course of their studies, students prepare films, documentaries and screenings **[M7, SER]**. The graduation examination is also a film production. AFMM follows supporting policies for student's participation in cultural and educational activities **[28, 16a-16f]**. **Participation in professional workshops, promotion of the students' work in national and international film festivals and internship periods in local film institutions enables a smoother transition of graduates into the job market (ref. para. 1.9, 2.4, 5.10)**. This is considered an example of **good practice**, which enables practical application of knowledge and skills, approaches students to the job market, increases the involvement of the AFMM in the social activities and promotes the students' work to a local, national and international context. *(Chapter I, Standard I.11), (Chapter I, Standard I.12)*.

3.13 AFMM is a higher education institution which provides specialized qualifications in the context of film and multimedia in Albania, in accordance to its mission and capacities. The Special Status granted by the MESY allows the institution to fit its modest staff and students' capacities to the needs of the job market. There has been a decreasing number of enrollments in the recent years, while AFMM provides for the funds to support this loss of income. It offers only first-cycle study programmes, in line with its mission, national trends, and special status specifications. The workload of the programme is provided in a progressive transition from the theoretic to the practical activities and the students are encouraged to participate in a considerable number of professional curricular and extra-curricular activities, which enable the graduates to access the job market.

Findings

Good practice

The review team identified the following feature of good practice:

- The contribution of foreign lecturers to extend the range of the curriculum qualifications in the study programme profile. (Chapter I, Standard I.2 Chapter I, Standard I.4)
- Participation in professional workshops, promotion of the students' work in national and international film festivals and internship periods in local film institutions enables a smoother transition of the graduates into the job market. (Chapter I, Standard I.4, Chapter I, Standard I.11, Chapter I, Standard I.12, Chapter I, Standard III.8)

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not identify any recommendations.

Affirmation of action being taken

The review team affirmed the following action in progress:

- The initiative of the Academy to extend the range of the offered qualifications, in order to meet the new trends of the job market. *(Chapter I, Standard I.4)*

Judgement

The standards for the Curriculum are fully met.

Evaluation Area 4: Teaching, Learning, Assessment and Research

4.1 Study programmes provide sufficient capacity for the practical approaches **[D]**. Classes also consist of masterclasses, workshops, seminars and practical work **[4]**. The Production Unit supervises laboratory work and practical classes. It is in charge of organizing all productions, post-productions and distribution of students' movies, in terms of synopsis, artistic treatment, note-intention and script **[4, 41, M9]**. Article 14 of the Regulation of studies defines the practical workload of the students in the short film production during the three years of study **[4]**. The graduation thesis is also a film production in which each student is responsible for their own profile of second and third year studies **[42-45]**. AFMM promotes the students works, through copyright patterns in international festivals, and "screenings" are regarded by the alumni as a reflection on the practical approaches of the curriculum **[M7, M4]**. AFMM provides a range of documentation of the students' participation in the film festivals **[J, N, 56]**. Current students, however, are not fully aware of the management, tutorship and role of an internship **[M3]**. The research work of the students consists of the preparation for the graduation exam **[SER]**. Evidence of announcements sent to students about international events involved with research do not reflect any papers presented **[48]**. Literature is available in the library, hardcopy, online and DVD archive **[K]**. The library also provides a subscription to Bookpedia and DVDPedia **[24, tour]**. However, interviewed students do not show any awareness of either **[M3]**. Professional equipment is available for the practical classes in the study programme. The review team visited a range of laboratories and equipment storing rooms which are appropriate to the programme offered **[tour, 25]**, (ref. parag. 2.8). *(Chapter I, Standard II,1).*

4.2 Examination rules, as well as assessment requirements are approved in the Regulation of studies. It also displays details of the attendance, continuous assessment, repetition of the year, exam resits, and cases of expulsion **[4]**. Students are aware of the assessment procedures and graduation requirements **[M3]**. There is no online information system, the Administrative Director records all hardcopy documentation in files. Students can access it at any time upon request to the Administrator Director **[M3, M5, 23, 29, tour]**. Originals of forms filled by professionals with respective assessment during the film analysis are kept in a special file and registered in an e-table **[SER]**. Procedures for complaints are in the Regulation of studies [4], but no case evidence is available **[1AE]**. *(Chapter I, Standard II,2).*

4.3 Curriculum changes are made in order to increase the range of professional qualifications **[47, 8a-8f]**. Students are involved in lecture evaluation through questionnaires. Participation of students is anonymous **[SEF, 46]**. During the visit interviews, neither students nor representatives of the Students' Council revealed cases of the questionnaire feedback provided to them or of having ever been involved in the discussion of curriculum review **[M3]**, which the review team considers a lack of quality assurance coordination. Employers state that they have only had informal discussion with the Director on curriculum review **[M7]**, but no evidence of any formal procedures was presented. **(ref paras 1.2, 1.3)**. The quality of the study programmes is mainly measured by the high employment rates of the graduates **[M2, 39]**. *(Chapter I, Standard II,3).*

4.4 The Academy does not provide a structure that promotes continuous teaching improvement. At the time of the visit, the Internal Quality Assurance Unit was an ad-hoc committee whose members were the Director, the Administrative Director and the Head of the Production Unit. It lacks student's representation **[M10]**. The Regulation of Studies of 2019-2020 reflects the improvement of the structure of this unit with a representative of the students, the Head of the Academic Council and the heads of the departments **[1AE]**. However, the review team considers that the Academy should be more aware of internal quality assurance systematic policies and present sustainable mechanisms of measurement for teaching quality, student performance, and facilities available to both **(ref paras 1.2, 1.3)**. **[(Chapter I, Standard II,3)**.

4.5 The special status grants the Academy the right of specific academic activities closely related to the organization and the development of teaching **[2]**. The management **[M12]** and academic staff **[M4]** state that the specific professional profile of the Academy does not require proper academic research. It mainly consists of students' encouragement to seek and find inventive, creative and technical solutions for realizing their graduation film projects **[SER]**, providing email notices on the conference participation **[48]** and the publication of a course textbook **[M9]**. The self-evaluation report, self-evaluation folder and the explanation provided by the Self-evaluation team **[1AE]** do not provide any paper publication or research project participation. Due to this, it is not possible to make a judgment about research, the review team concludes that it cannot draw any conclusions on the standards displayed in Chapter II, Standard I.1, Chapter II, Standard I.2, Chapter II, Standard I.3, Chapter II, Standard I.4, Chapter II, Standard I.5, Chapter II, Standard I.6, Chapter II, Standard I.7, Chapter II, Standard I.8. *(Chapter II, Standard I.1, Chapter II, Standard I.2, Chapter II, Standard I.3, Chapter II, Standard I.4, Chapter II, Standard I.5, Chapter II, Standard I.6, Chapter II, Standard I.7, Chapter II, Standard I.8)*.

4.6 AFMM has a very professional profile in its teaching, learning and assessment. It defines proper responsibilities for their management in its Regulation of studies. Study programmes are applied in appropriate circumstances and are announced efficiently. AFMM provides professional equipment and laboratories for the teaching process. Examination rules and assessment requirements are approved by decision-taking bodies. Students are aware of the assessment criteria and can access information about their evaluation in the Administrative Director's office. The latter stores hardcopy files of the students and staff. There is a lack of a structure for the internal quality assurance unit to monitor the qualitative implementation of the study programmes and to involve students in issues of curriculum review or teaching quality. It needs to create a systematic approach and to present sustainable mechanisms of measurement for the domains of staff teaching quality, student performance and facilities available to both. Even though "the special status" frees it from proper academic research obligations, the review team concludes that it can approach it in the future as a support tool for the update of the professional qualifications it offers.

Findings

Good practice

The review team did not identify any good practice.

Weaknesses

The review team did not identify any weaknesses.

Recommendations

The review team did not identify any recommendations.

Affirmation of action being taken

The review team did not identify any affirmations of actions being taken.

Judgement

The standards for Teaching, Learning, Assessment and Research are fully met.

Evaluation Area 5: Students and their Support

5.1 AFMM promotes its study programmes in pre-university institutions **[SER]**. The Administrative Director provides information to candidates **[M5]**, by participating in higher education institutions fairs organized by the Regional Education Directorate **[E]**. The Academy welcomes Albanian speaking foreign students interested in attending studies **[1, 38]**. Currently there are no foreign students at the Academy **[8f]**. The Development Plan proposes the expansion of multilingual programmes in Albanian, English, French and Italian and the possibility to deliver common degrees with counterpart schools in Europe as a mid-term objective **[B]**. Students' admission is carried out through an entrance test, whose criteria, deadlines and procedures are envisaged in Article 25 and 26 of the Statute **[1]**. They are also displayed on the website (https://afmm.edu.al/faculty/admissions/), as well as in promotional material **[36]**. The Development Plan only provides long-term objectives on the admission of more students from Kosovo and other Balkan states and has some development projects to increase the enrollment rates of the Albanian students **[B]**. Due to the very small number of enrollments, the Academy does not have an admission office and its duties are performed by the Administrative Director **[M3, M5]**. *(Chapter I, Standard III, 1)*.

5.2 Communication with students and academic staff is managed by the Administrator Director's office **[49]**. It stores hardcopies of the students' files **[tour, 23]**. It also handles counselling information, assessment procedures, event promotions, study programme material and library use **[tour] [1, M3, M5]**. For all of the above, the Academy uses its website, Facebook account, instagram and youTube channel for external communication with partners **[SER]**. Internal communication is managed through a network of institutional emails **(@afmm.edu.al)**, SMS and What's App groups, which is also used to promote AFMM events **[50]**. The administration also holds records of the students' contact information **[49]**. *(Chapter I, Standard III, 2)*.

5.3 Students guidance, advice and orientation services are all provided by the office of the Administrative Director and the Head of Productions **[M3, M7]**. The Statute foresees cases of study transfer **[1]**; however, there are no cases of deregistration recorded. The Academy supports its students to pursue further second cycle studies in counterpart institutions of the CILECT network **[51, 33]**. *Chapter I, Standard III, 3)*.

5.4 AFMM has had no request from students from specific social categories; neither does it offer part-time studies **[SER]**. Through the allocation of a special grant by the government **(Decision 571, 08.08.2019)**, the Academy has halved the student's fees in order to increase and support their creativity **[53]**. *(Chapter I, Standard III, 4)*.

5.5 Teaching staff provide textbooks to support theoretical courses **[M3, M9]**. Syllabi provide information on the literature to be consulted **[35]**. AFMM has a library in its premises **[tour]** which stores films in DVDs, VHS, books, including cinema specialties, encyclopedias, and video titles **[K]**. The library is managed by the Administrative Director, upon the students' request. There are no registration cards for students and borrowings are recorded manually **[SER]**. The BookPedia and DVDPedia provide additional multi-disciplinary material available to students

[24]. Students, however, have very little awareness of the access possibilities they have in either, despite the Academy making these available **[M3]**. *(Chapter I, Standard III, 5).*

5.6 The low ratio between academic staff and students, for example 4 full-time staff, for twelve students in the 2018-2019 academic year **[38, 9q]** enables the Academy to provide counseling and tutorship for individual students in their classrooms mainly in terms of short-film and screening issues **[SER, M4]**. Students state that some of the teachers assist their curriculum orientation procedures in classroom activities; however, they strongly suggest that staff should provide more counseling assistance and positive feedback on the students' voice in terms of course attendance, profile studied and equipment updates **[M3]**. *(Chapter I, Standard III, 6).*

5.7 The Status of AFMM envisages the Students' Council as part of its organizational structure. It consists of at least 3 elected members from the students, every year **[1]**. The Chairperson of the Students' Council is a permanent member of the Ethics and Discipline Committee **[SER]**. The activities of the Students' Council are mainly limited to the extra-curricular and charitable events **[M3]**. In spite of the legal framework, **there is little evidence of the active involvement of the Students' Council in decision-making procedures or in curriculum implementation**, which the review team considers **a weakness [M3]**. It **recommends that the Academy promote a more active participation of the students' representatives in its organizational issues and provides real feedback to students' needs.** That would increase the students' confidence and awareness about the AFMM quality improvement. *(Chapter I, Standard III, 7).*

5.8 The professional profile of AFMM enables it to expand the scope of the curriculum practical activities **[5]** to a larger context **[8f]**. It engages students in national and international film events **[14, 28]**, promotes their work in film festivals **[16a-16g]**, organizes workshops on professional topics **[31, 32, 33]**, provides active access to CILECT **[6a]** and assists their active participation in job market and community related activities like "the screenings" **[M3, J]**. This supports the example of **good practice** in paragraphs 3.11 and 3.12 in this report. Up-coming cultural events are announced by the Administrative Director **[49]**. Students are provided with health insurance by the Academy **[SER, M5]**. Health and safety of equipment and laboratories is provided in the premises of AFMM **[tour]**. *(Chapter I, Standard III, 8).*

5.9 AFMM holds statistical data on the employment of its graduates **[39]**. High employability rates in profiles related to the film and media are evident **[12, 39]** and confirmed by the alumni and other stakeholders **[M7]**. AFMM provides assistance for the integration of the graduates in the job market **[51, M7]**. It also maintains communication with alumni in terms of event organization and promotion of job market needs **[H]**. In the near future, the Academy aims to create an integral online alumni system **[M5]**, which has been an objective of the AFMM since its last accreditation review. Given the very slow progress in this respect the review team urges the AFMM to create a more efficient system of communication with its alumni, not only in terms of employability, but also in terms of curricula improvement and promotion, and faculty updates. *(Chapter I, Standard III, 9).*

5.10 AFMM pursues proper policies for the admission of its students, promotes them in a mostly national level and aims to increase non-Albanian students' enrollment. It also has a very good system of supportive policies to assure cultural involvement of its students in the professional profile of the film and multi-media industry. The review team finds it an example of good practice in support of the findings of paragraphs 3.11-3.12. The Administrative Director maintains internal and external communication mainly via social networks. It records employability rates and promotes social and curricular events to both students and alumni. Most of the counseling, advising and guiding policies are also carried out by this office, assisted by the full-time academic staff. Students state they would like a more attentive approach by the Academy to their curriculum orientation needs and reflect little awareness of the usefulness of the library resources. Even though the Academy has a Students' Council and supports it with a legal framework [1], the latter is not very active in its intermediacy role between decision-making bodies and students, which the review team considers a weakness. The Academy should promote a more active participation of the students' representatives in its organizational issues and therefore provide real feedback to the students' needs. *(Chapter I, Standard III, 8).*

Findings

Good practice

The review team did not identify any features of good practice:

Weaknesses

The review team identified the following weakness:

- There is little evidence of active involvement of the Students' Council in the decision-making procedures or in curriculum implementation. *(Chapter I, Standard III, 7).*

Recommendations

The review team identified the following recommendation:

- The Academy should promote a more active participation of the students' representatives in its organizational issues and should provide real feedback to the students' needs.

Affirmation of action being taken

The review team did not identify any affirmations.

Judgement

The standards for Students and their Support are substantially met.

Evidence list

The documents in this list were submitted by the University to accompany the self-evaluation report and appear on the ASCAL management site under the self-evaluation phase of the process.

Uploaded with SER

SER.   Institutional-Self-Evaluation-Report-AFMM2019_signed_2_1.
1.   Statutes AFMM 2018_MASR.
2.   Order MASR for approval of Statutes 494 dt30.7.2018.
3.   Special Status_DCM 229 dt 26042018.
4.   Regulations_October 2018.
5.   vademecum AFMM 2016_2017 Eng.
6a.   CILECT Full Members.
6b.   FIOFA_AFMM_MoU_20170505.
6c.   Agreement Parliament-AFMM 31Oct2018.
6d.   Partnership Agreement MAM foundation.
6e.   MoU IFS renewal_2014.
6f.   MoU Sch Don Bosko 2019.
6g.   MoU_Stavrakos-Marubi2019.
6h.   Open Call Docu Film Camp 2019 SHQ:ENG.
6i.   Agreement of Collaboration_IHRFFA Albania_190108.
6j.   Dealing with the Past_Swiss contract.
6k.   Cooperation Festival GoEast_2016.
6l.   MoC Albanian Cinema Project_2016.
6m.   MoU cooperation State Film Archive.
7.   DCM nr65 date 03022017_SHQ:ENG.
8a.   Rap vjetor 2012-2013_FINAL.
8b.   rap vjetor 2013-2014_FINAL.
8c.   rap vjetor 2014+15 FINAL.
8d.   rap vjetor 2015-16_final.
8e.   rap vjetor 2016-17_final.
8f.   Annual Report 2017-18.
9.   Agreement MASR-AFMM Academic Staff Oct2018.
9a.   Piro Milkani - short Bio.
9b.   Timo Flloko - short bio.
9c.   Bio Luljeta LLESHANAKU.
9d.   CV Alfred Diebold.
9e.   CV Arben Lami.
9f.   CV Arianit Gjonbalaj.
9g.   CV Bruce Williams.
9h.   CV Eol Çashku.
9i.   CV Eno Milkani.
9j.   CV Kujtim Cashku 2019_ENG.
9k.   CV Orafilm_ENG.
9l.   CV Vladimir Prifti.
9m.   CV Zef Paci.
9n.   Lista e Pedagogeve 2015-2016.
9o.   Lista e Pedagogeve 2016-2017.
9p.   List of pedagogues 2017-2018.

51. Support letters for Students.
52. Extract contract scholarship.
53. Evolution of Students fees.
54. Decision of students election 2018.
55. Requests by students.
56. Marreveshjet Stazhi dhe vleresim 2017.
57. Business Plan 5 years.
58. Letter from CILECT film-schools to Albanian Government (2009).
59. Variety article 2009.

Additional Evidence

A. Organograms AFMM.
B. Development Strategy.
C. IHRFFA14_Minutes of meeting1.
D. Report on host capacity by MAS 2019.
E. Photos from High school meetings.
F. Curriculum Plan.
G. Decision by Academic Council.
H. Examples of Communication with former students.
I. Samples of examination tests for different subjects.
J. AFMM Events 2016-2019.
K. Database Library Books and Films.
L. Decision on exclusion.
M. 20191004 IHRFFA- Marubi_Robert Wilton.
N. Internships_non-exhaustive list 2007-2018.
O. Sample of Curricula on 3 years.
P. Curriculum by formative activities.
Q. AFFM_Library.
R. Letter to Mesy for Sup Dip form legal changes.
S. Decision Academic Council Diploma form 2018.
T. Request for registering Diploma format 2018.
U. Specimen diplomas 2018.
V. Order Mesy registration diploma form 2010.
W. Draft projects on new deppartments.
X. Sample of final written exams for 2 and 3 years.

Additional Evidence provided on review visit

AE1. Shkresë Dokumentacion shtesë, Akademia e Filmit dhe Multimedias Marubi.
AE2. Aneks/Shtojce Participants to meetings 2019 INST, Akademia e Filmit dhe Multimedias Marubi.
AE3. Aneks/Shtojce IHRFFA-Marubi, Robert Wilton, Akademia e Filmit dhe Multimedias Marubi.
AE4. Aneks/Shtojce Internships non-exhaustive list 2007-2018, Akademia e Filmit dhe Multimedias Marubi.
AE5. Aneks/Shtojce Sample of Curricula on 3 years (anglisht), Akademia e Filmit dhe Multimedias Marubi.
AE6. Aneks/Shtojce Sample of Curricula on 3 years (Shqip), Akademia e Filmit dhe Multimedias Marubi.
AE7. Aneks/Shtojce Curriculum by formative activities (Shqip), Akademia e Filmit dhe Multimedias Marubi.

AE8. Aneks/Shtojce AFMM Library, Akademia e Filmit dhe Multimedias Marubi.

AE9. Aneks/Shtojce Letter to MESY for Supplement Diploma form legal changes (Shqip), Akademia e Filmit dhe Multimedias Marubi.

AE10. Aneks/Shtojce Decision Academic Council Diploma form 2018 (Shqip), Akademia e Filmit dhe Multimedias Marubi.

AE11. Aneks/Shtojce Request for registering Diploma form 2018 (Shqip), Akademia e Filmit dhe Multimedias Marubi.

AE12. Aneks/Shtojce Specimen i Diplomes 2018 , Akademia e Filmit dhe Multimedias Marubi.

AE13. Aneks/Shtojce Order MESY registration diploma form 2010 (Shqip), Akademia e Filmit dhe Multimedias Marubi.

AE14. Aneks/Shtojce Draft projects on new departments, Akademia e Filmit dhe Multimedias Marubi.

AE15. Aneks/Shtojce Sample of final written exams for 2 and 3 years, Akademia e Filmit dhe Multimedias Marubi.

Meetings held during the visit

Meetings are referred to throughout the report using the following abbreviations:

Day 1: Tuesday 8 October 2019

09:15 – 09:30	Meeting 1 (M1): Review team meet with the Institutional Coordinator.
09:30 - 10:00	Meeting 2 (M2): Review team meet with the Director.
10:30 - 11:30	Meeting 3 (M3): Review team meet with a sample of first-cycle students.
13:00 - 14:00	Meeting 4 (M4): Review team meet with a sample of teaching staff.
14:30 - 15:30	Meeting 5 (M5): Review team meet with a sample of support staff.
16:00 – 17:00	Meeting 6 (M6): Tour of Facilities.
17:30 – 18:30	Meeting 7 (M7): Review team meet with employers and alumni.

Day 2: Wednesday 9 October 2019

09:15 – 09:30	Meeting 8 (M8): Review team meet with the Institutional Coordinator.
09:30 – 10:30	Meeting 9 (M9): Review team meet with Heads of Department.
10:45 – 11:15	Meeting 10 (M10): Review team meet with Internal Quality Assurance Unit.
11:30 – 12:30	Meeting 12 (M12): Review team meet with the senior managers.
13:15 – 13:45	Meeting 13 (M13): Review team meet with the Self Evaluation Team.
14:00 – 14:15	Meeting 14 (M14): Review team meet with the Institutional Coordinator.
14:15 – 14:30	Meeting 15 (M15): with the Director.