

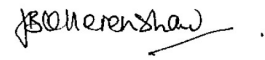


# **Institutional Review of Higher Education Institutions in Albania**

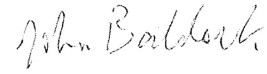
**Report of the Academy of Film  
and Multimedia Marubi  
May 2017**

Review Team:

1 Ms Beatrice Ollerenshaw Lead Reviewer



2 Professor John Baldock Reviewer



3 Dr Alketa Grepcka Reviewer



Date: 25 to 26 May 2017

## Contents

About this review.....	1
The context of this review .....	2
Summary report .....	3
Summary of findings .....	6
Detailed report .....	9
Evaluation Area 1: The Organisation and its Management.....	9
Evaluation Area 2: Resourcing.....	15
Evaluation Area 3: The Curriculum.....	21
Evaluation Area 4: Teaching, Learning, Assessment and Research .....	26
Evaluation Area 5: Students and their Support.....	30
Evidence list.....	34

## About this review

The overall aim of Institutional Review is to assess the extent to which each HEI meets the Albanian State Quality Standards which came into force in 2011. Institutional Review is a peer-review process with each review team composed of a mix of UK reviewers appointed by QAA and Albanian reviewers appointed by the Albanian Public Accreditation Agency for Higher Education (APAAL). The review team is led by a QAA reviewer.

The resulting reports will serve not only for institutional accreditation based on the extent to which the HEI meets the standards, but will also inform the HEIs, Albanian government, the public and students of how each 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 APAAL's Accreditation Council. 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, QAA 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 Multi-Media Marubi (AFMM, the Academy) is a self-funding, public independent specialist institution. It is secular and non-political. AFMM's mission is to provide professional, creative, artistic and technical qualifications and education. The Rector's vision is to develop young film-makers who can reflect on their own and their country's heritage and mine the stories which that provides. He sees this as a challenge in a world of instant communication and ephemeral information.

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.

AFMM was established in 2004 by the film company Orafilm, supported by the Albanian Film-makers' Association Lumière as the first institution of higher vocational qualifications in film and multi-media in Albania to train young people who wish to work in this field. Orafilm currently takes overall responsibility for its financing and much of the specialist equipment is provided by Orafilm and other partners or project sponsors. During 2017, as a result of changes in legislation and a decision of the Council of Ministers of Albania, AFMM will become part of the newly-formed KinoStudio Foundation and be eligible for state funding as an Academy with special status. This will provide AFMM with greater financial security and secure its continued use of the site.

There are four academic departments (camera, editing, scenario and directing) under the overall structure of a 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. Since AFMM was established it has had 55 graduates. AFMM has had a few Albanian Macedonian and Kosovan students 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 four full-time and 11 part-time academic staff; numbers have declined over the last three years with four staff leaving and two being recruited. There are two professors or assistant professors, one with a PhD. There are five full-time members of administrative and support staff across three units (the production unit, administration and rectorship).

## Summary report

The Academy of Film and Multi-Media Marubi (AFMM; the Academy) produced a self-evaluation report (SER) with supporting documentation eight weeks in advance of the review visit. A panel of four, including a student representative, had been convened to write it and the draft was discussed with other members of the school administration. 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 stated 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 was well-structured, clearly referenced to the evidence submitted, and written in extremely fluent English. However, it lacked 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.

The visit took place over 1.5 days on 25 and 26 May 2017. The review team consisted of two experienced higher education reviewers from the UK and one experienced member of higher education staff from an Albanian institution. The review team was supported by the Review Manager on behalf of APAAL and by a note-taker from APAAL. The review team considered the SER and supporting evidence which described the structures, policies and procedures supporting the academic activity of AFMM and enabled the review team to evaluate it against the Albanian State Quality Standards. Evidence included the Statutes and Regulations, agreements and interactions with partner organisations, and curriculum information as well as references to the website to which the review team had access. Some further documentation was requested by the review team in advance of the visit and was provided promptly by AFMM.

The review team met with senior managers, students, lecturers, administrative and support staff, as well as alumni, external partners and employers during the review visit. Discussion with these groups enabled the review team to clarify institutional procedures and responsibilities and to explore the opinions of the various groups of people. Notes were taken at all meetings by a member of APAAL staff and by the review team. A member of staff at AFMM provided invaluable help with translation during the visit. The review team toured AFMM to see the facilities available to the staff and students.

The review team explored the relationship between AFMM and its current parent company (Orafilm) and were informed that recent changes to legislation and to government policy would make AFMM part of the national KinoStudio Foundation. This would secure its financial position and its right to use the building. AFMM is under significant financial pressures as a result of very low student numbers. The review team notes that this has led to weaknesses in staffing, in the faculty and departmental structures, in the associated opportunities for debate, and in the management of the estate, and has made recommendations for these to be addressed in the new management context.

AFMM offers one programme which allows students to explore a range of activities relating to film and multimedia in the first year after which they specialise in one of four skills areas: camera, directing, script-writing and editing. Students work as a film-making team, drawing on all these skills to provide a finished product which is assessed. This is supported also by the teaching of theory. Employers value the fact that AFMM graduates have had this practical experience and believe that having a film to show helps them to obtain employment. The students met by the review team were very articulate and keen to discuss

their experiences and their ambitions. They made informed comparisons with other institutions and with the professional world of film-making in Albania and beyond.

The teaching staff have a wide range of experience as media professionals across countries in Europe and the USA. AFMM has a number of partnerships within and beyond Albania and belongs to CILECT which gives it links with film and media institutions in other parts of Europe. As a result of these links, international figures in the film and media industry provide master-classes in person and by videoconference. These links have also given AFMM access to European media projects which have been worthwhile in themselves and have resulted in gifts of equipment which AFMM would otherwise be unable to afford. The majority of the teaching staff are part-time, being media professionals, and students benefit from ongoing contact with the staff, particularly when they are engaged in practical film-making. The review team regards these links as good practice.

As media professionals, the academic staff do not have expertise in pedagogy and there is no formal process for the management and evaluation of the quality of teaching. AFMM staff are of the view that the standard of the films which the staff and students produce is sufficient to demonstrate the quality of the teaching. However, the reliance on part-time media professionals means that AFMM lacks a core academic team with pedagogical expertise. AFMM has no quality assessment unit. Students' views are no longer sought through questionnaires and the students do not feel that their opinions are taken into account. The Student Council does not appear to be effective or understood by students. The statutory role of the Academic Council in the oversight of teaching is not being fulfilled. The review team has made recommendations for these weaknesses to be addressed.

Communication with the students is by notice-board, email and the website. The website is clear and well-designed, and holds basic information about the Academy, its programme and the admissions process. Admissions requirements are clearly set out and assess students' understanding of, and aptitude for, film-making. Students find the admissions process clear and staff give them information about their programme at the start of their studies. There is no careers office although staff are well placed to give students advice about employment opportunities. There is contact with a number of alumni but systematic records of the employment of graduates are not kept and hence there is no analysis of this and no evidence of it informing curriculum development. The review team has made a recommendation in this area.

In a number of areas the State Quality Standards are not being met because AFMM lacks clear processes and the boards and councils are not being used for debate and consultation. Development plans are not widely discussed and do not include the means by which they will be realised; budgets are not discussed with staff or through formal structures. There are no documented processes for the recruitment of academic staff and colleagues are not involved in the appointment procedures. Student complaints against their marks are not being managed in a transparent fashion. The review team has made recommendations to address these issues.

The overall judgement is that the standards at AFMM are partly met because the standards are substantially met in four evaluation areas and partly met in the fifth; the Academy did not meet the threshold for an overall judgement of 'partly met' which would have required the judgement in all areas to be 'substantially' or 'fully met'. In addition, the review team concluded that the risks identified, and reflected in the recommendations, would pose a moderate risk over time if they are not addressed; that they reflect weaknesses in the governance structure in relation to quality and standards and shortcomings in the rigour with which procedures are applied. The review team judged that plans and their implementation are not fully embedded and that the Academy is not aware of the significance of the main issues reflected in the recommendations.

In reaching these judgements, the review team did not identify and affirm any areas where the Academy has recognised that further development is required. The review team has also made a number of recommendations for AFMM to consider as a means of securing the quality and standards of its programmes and the learning experience of its students.

AFMM undertook the review in accordance with APAAL guidelines. The review team wishes to recognise the Academy's engagement with the process and the cooperation provided to the review team, including the excellent support provided during the meetings with translation.

The review team concludes that the Quality Standards are partly met in one area and substantially met in four areas.



## Summary of findings

### Good practice

The review team identified the following area of good practice:

- the international links which have led to master-classes and other contributions from national and international experts and professionals in the field of film-making, in person and through videoconferences, to enhance students' studies and their cultural experience (paragraphs 1.9, 5.3, and 5.8; **Chapter III Standard III.2, Chapter III Standard III.3, Chapter I Standard III.3, Chapter I Standard III.8**).

### Weaknesses

The review team identified the following weaknesses:

- the loss of the post of Chancellor which affects the effective operation of AFMM in accordance with its Statutes (paragraph 1.1; **Chapter III Standard I.1, Chapter III Standard I.2**)
- the State Quality Standards in respect of academic structures and staffing are not met (paragraph 1.3; **Chapter III Standard I.2, Chapter III Standard II.1**)
- the Academic Council is not exercising its collegial role in the oversight and evaluation of the teaching process. This compromises constructive debate and means that the Academy cannot exercise its responsibility to supervise and evaluate its practice as set out in the Statutes (paragraph 1.4; **Chapter III Standard I.3, Chapter III Standard I.4. Chapter III Standard II.3**)
- plans are not debated widely or monitored through the Board and Council structure and the Academy plan does not include the means by which it will be implemented (paragraphs 1.5 and 1.6; **Chapter III Standard I.3, Chapter III Standard I.4, Chapter III Standard I.5**)
- there is no systematic record of graduate employment which is therefore not available to support curriculum development (paragraphs 1.8, 4.3, 4.4, and 5.9; **Chapter III Standard III.1; Chapter I Standard II.3, Chapter I Standard III.9**)
- the lack of engagement of academic staff in the process of staff recruitment and the fact that process is not fully documented (paragraph 2.1; **Chapter III Standard IV.1**)
- the failure to use feedback questionnaires or other appropriate mechanisms to give students the opportunity to express their opinion about the quality of lectures and work of the academic staff, in line with the AFMM Statutes (paragraphs 2.3, 4.3 and 4.4; **Chapter III Standard IV.3, Chapter I Standard II.3**)
- the fact that the budget is not discussed with staff (paragraph 2.6; **Chapter III Standard VI.1**)
- the lack of a full-time member of academic staff to provide pedagogic leadership in teaching and assessment methods and independent academic guidance for the students (paragraph 3.8; **Chapter I Standard I.8**)
- the absence of a clear process for handling students' complaints about their examination grades (paragraph 4.2; **Chapter I Standard II.2**)
- the absence of a systematic process and structure for monitoring and improving teaching quality (paragraphs 4.5; **Chapter I Standard II.4**)
- the failure to engage the Student Council in improving the learning process as set out in the Statutes (paragraph 5.7; **Chapter I Standard III.7**).

## Recommendations

The review team identified the following recommendations:

- that the Academy should make an appointment to the role of Chancellor to ensure that its governance structure reflects its Statutes within six months of receipt of the final report (paragraph 1.1; **Chapter III Standard I.1, Chapter III Standard I.2**)
- that the Academy should establish a plan to ensure that its governance structure reflects the State Quality Standards in respect of the structure and leadership of the faculty and the staffing of the departmental units within 12 months of receipt of the final report (paragraph 1.3; **Chapter III Standard I.2, Chapter III Standard II.1**)
- that the Academy should ensure that the collegial role of the Academic Council in the oversight and evaluation of the teaching process is carried out, as set out in the Statutes within 12 months of receipt of the final report (paragraph 1.4; **Chapter III Standard I.3, Chapter III Standard I.4, Chapter III Standard II.3**)
- that the Academy should ensure that the development strategy or plan is widely discussed and includes the means to achieve the proposed outcomes within 6 months of receipt of the final report (paragraphs 1.5 and 1.6; **Chapter III Standard I.3, Chapter III Standard I.4, Chapter III Standard I.5**)
- that the Academy should establish a systematic process for recording the employment of students after they graduate and ensure the information is used to evaluate and enhance the curriculum within 12 months of receipt of the final report (paragraphs 1.8, 4.3, 4.4, and 5.9; **Chapter III Standard III.1, Chapter I Standard II.3, Chapter I Standard III.9**)
- that the Academy should ensure that academic staff are involved in the process of staff recruitment and that the process itself is fully documented within 6 months of receipt of the final report (paragraph 2.1; **Chapter III Standard IV.1**)
- that the Academy should re-establish the use of feedback questionnaires and any other appropriate mechanisms to give students the opportunity to express their opinion about the quality of lectures and work of the academic staff, in line with their Statutes, with immediate effect on receipt of the final report (paragraphs 2.3, 4.3, and 4.4; **Chapter III Standard IV.3, Chapter I Standard II.3**)
- that the Academy should ensure that the budget is discussed with staff in appropriate boards or councils with immediate effect on receipt of the final report (paragraph 2.6; **Chapter III Standard VI.1**)
- that AFMM add to its full-time staff an academic with experience and training in the theory and practice of higher education who could advise part-time staff on teaching and assessment methods and provide independent academic guidance for the students within 12 months of receipt of the final report (paragraph 3.8; **Chapter I Standard I.8**)
- that the Academy should document clearly and implement consistently a process for handling students' complaints about their examination grades with immediate effect on receipt of the final report (paragraph 4.2; **Chapter I Standard II.2**)
- that the Academy should establish and implement a systematic process and an appropriate structure for monitoring and improving teaching quality within 18 months of receipt of the final report (paragraph 4.5; **Chapter I Standard II.4**)
- that the Academy should ensure the engagement of the Student Council in improving the learning process as set out in the Statutes with immediate effect on receipt of the final report (paragraph 5.7; **Chapter I Standard III.7**).

## Affirmation of action being taken

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

## Summary of 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 are **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**.

## Summary Judgement

The reviewers recommend to the Accreditation Council that at the Academy of Film and Multi-Media Marubi, the State Quality Standards are **partly met**.

## Detailed report

### Evaluation Area 1: The Organisation and its Management

1.1 AFMM is governed by Statutes [1] which state that the Rector is the highest authority; he reports to Orafilm, a film company which established the Academy, and all the organs of AFMM report to him (the Advisory Board, Academic Council, Production Unit and administrative staff). As a small organisation with only one faculty, offering one programme with just 15 students, [GID] management is channelled through the Rector who develops and monitors the development plan for AFMM and oversees the management of all resources, the regulations, and the issuing of student diplomas. [1; M1; M2] This includes the allocation of human resources [1; M2] to meet the needs of the teaching programmes. The Production Unit has four sub-divisions or departments (directing, editing, camera and script-writing). The Director of Production is the Chief Executive of Orafilm [1] and is responsible for the technical base of AFMM required to deliver the programmes. [SER p.4] The Rector, who also teaches, is head of the Department of Film Directing [7] which sits within the Production Unit. The post of Chancellor has not been filled in order to save money [M2] but this post is named in the Statutes. [1] The Chancellor is responsible for the daily administrative and financial management of the Academy, for the implementation of the budget and the supervision and control of financial transactions, as well as for law enforcement, and acts as the link between the management and the Student Council (see also paragraph 5.7). [1] The Academy needs a Chancellor to enable it to operate effectively and in accordance with its Statutes, and hence to comply with **Chapter III Standards 1.1 and 1.2**. The review team therefore regards as a **weakness** the loss of the post of Chancellor which affects the effective operation of AFMM in accordance with its Statutes and **recommends** that the Academy should make an appointment to the role of Chancellor to ensure that its governance structure reflects its Statutes within six months of receipt of the final report. [Chapter III Standard 1.1, Chapter III Standard 1.2]

1.2 AFMM is managed within limited resource. Student numbers are low [addn doc 6; GID] with only 15 students registered in 2016/17. [addn doc 6] However the Rector and the staff [M1; M2; M5] do not wish to increase student numbers as they fear that this would reduce the quality of the students. The review team was told that new equipment is dependent on support from Orafilm [website] and other partners. [M1] Up-to-date cameras have been provided through a project undertaken with Swiss support [M4] and other equipment has been donated by the German government. [M1] It is difficult to afford books [M5] and to provide scholarships [M4] and AFMM cannot afford to refurbish the cinema. [site tour] The posts of Chancellor [M2] and librarian [tour] have not been filled. In February 2017 ministerial approval was given to establish the KinoStudio Foundation [addn doc 5] which will supersede the role of Orafilm as the guarantor of AFMM. [addn docs 43; 5] AFMM will be a public institution under the oversight of a trust committee. [addn doc 42] This will provide greater financial stability for the Academy and secure its use of the building. [M1; M2] The absence of the post of Chancellor affects compliance with **Chapter III Standard 1.2** (see also paragraph 1.1). [Chapter III Standard 1.2]

1.3 AFMM has departments under the Production Unit but no dean of faculty or any form of faculty council. [1] There are four full-time and 10 part-time academic staff [GID] so the expectation that each department should have at least seven members of academic staff is not met. The part-time staff who are media and film professionals bring a great deal of experience to the curriculum [SER p.5; M2] but have not had training in pedagogical practice, although many have been teaching for some years. The review team regards it as **weakness** that the State Quality Standards in respect of academic structures and staffing are not met and **recommends** that the Academy should establish a plan to ensure that its

governance structure reflects the State Quality Standards in respect of the structure and leadership of the faculty and the staffing of the departmental units within 12 months of receipt of the final report. **[Chapter III Standard I.2, Chapter III Standard II.1]**

1.4 The Statutes describe the Academic Council as 'a collegial body which decides on the programming, coordinating, and controlling of the activity of teaching and scientific research and evaluates their effectiveness'. **[1]** The review team was told that the Council meets approximately three times per year, **[M2]** with additional meetings if required to deal with problems in student behaviour. The minutes provided to the review team **[addn docs 44/1, 44/2]** were of disciplinary hearings in relation to student misconduct. The Chair of the Academic Council observes staff teaching **[M2]** but there was no evidence of this being used by the Council to evaluate the effectiveness of the teaching activity. The senior staff stated **[M2]** that the curriculum is approved by the Rector and changes reported to the Ministry. The review team therefore had no evidence that the role of the Academic Council as a focus of academic debate about the teaching process was being fulfilled and concluded that the Academic Council is not exercising its collegial role in the oversight and evaluation of the teaching process. This affects compliance with several State Quality Standards: those relating to constructive debate are **Chapter III Standards I.3** and **Standard II.3**, while **Chapter III Standard I.4** relates to the supervision and evaluation of practice. The review team therefore regards as a **weakness** the fact that the Academic Council is not exercising its collegial role in the oversight and evaluation of the teaching process, and **recommends** that AFMM should ensure that the collegial role of the Academic Council in the oversight and evaluation of the teaching process is carried out, as set out in the Statutes, within 12 months of receipt of the final report. **[Chapter III Standard I.3, Chapter III Standard I.4 and Chapter III Standard II.3]**

1.5 There is a development strategy which is the responsibility of the Rector and managed by the Administrator. An initial plan was drafted with help from the French Foreign Ministry; **[SER p.5]** the latest plan is the 2014 plan. **[addn docs 0 and 6]** The Rector develops and monitors the plan and oversees the management of resources to enable the plan to be addressed **[1]** but progress has not been made until recently; the SER **[SER p.21]** states that this is due to problems caused by competition and governmental pressures. The 2014 business plan **[addn docs 0 and 42]** includes the aim of opening new departments for acting, producing, sound and special effects/multimedia **[addn docs 0 and 42]** to increase student numbers and double income by 2019. However, the plan does not set out how these aims might be realised. The proposal now is to have three new departments (production, sound and acting). **[addn doc 6; M4]** The review team was informed that AFMM wishes to increase student numbers to 10-12 per year to enhance financial flexibility **[M2]** but would not be recruiting larger numbers as this would risk a reduction in the quality of the students admitted. **[M5]** There was no evidence of this having been debated or of the plan being monitored within the Board structure as expected in **Chapter III Standard I.5** of the State Quality Standards, and the plan does not include the means by which it would be implemented; this finding supports the identified weakness and recommendation at paragraph 1.6). **[Chapter III Standard I.5]**

1.6 The Statutes state that each department prepares its own plans in consultation with the lecturers for the approval of the Rector **[1]** but senior staff informed the review team **[M2]** that developments are agreed by the Administrator, the Rector and the Head of Production and costed by the Finance Manager; there was no evidence of wider discussion. The review team considers it a **weakness** that plans are not debated widely or evaluated or monitored through the Board and Council structure and that the institutional plan does not include the means by which it will be implemented. The review team therefore **recommends** that the Academy should ensure that the development strategy or plan is widely discussed and includes the means to achieve the proposed outcomes within six months of receipt of the final report. This will support compliance with **Chapter III Standards I.3, I.4 and I.5**.

**[Chapter III Standard I.3, Chapter III Standard I.4, Chapter III Standard I.5]**

1.7 Freedom of expression is important in the development of film for staff and students. **[SER p.5]** The mission of AFMM is to provide professional, creative, artistic and technical qualifications and education and the website highlights the discovery and development of new, young talent relevant to the film industry to support technical and creative capacity in Albania and south-eastern Europe. **[website]** Film-making associated with LGBT (lesbian, gay, bisexual and transsexual) issues **[M1]** and human rights **[M1; 11; site tour]** demonstrate the commitment of the staff to freedom of creation. AFMM makes an annual report on its activities to the Ministry of Education and Sport which includes information about the cultural activities it provides. **[addn doc 6]** **[Chapter III Standard II.1, Chapter III Standard I.6]**

1.8 There is good knowledge of the film and media industry and of job opportunities through the professional experience and contacts of the full-time staff and the part-time professional staff. AFMM has contact with some of its graduates working in the industry **[M6]** and has partnerships with professionals in TV, film and media. Many of these employ AFMM graduates and speak highly of them. **[M6]** No formal record is kept of the employment of former graduates **[addn doc 0; M2]** and no analysis of such information is available to inform development of the curriculum. AFMM has considered setting up a website where graduates can update their own record but cannot currently resource this. **[M2]** The review team regards it as a **weakness** that there is no systematic record of graduate employment, which is therefore not available to support curriculum development and **recommends** that the Academy should establish a systematic process for recording the employment of students after they graduate and ensure the information is used to evaluate and enhance the curriculum within 12 months of receipt of the final report. The review team makes further comment on this weakness in Evaluation Areas 4 and 5 at paragraphs 4.3, 4.4 and 5.9. **[Chapter III Standard III.1]**

1.9 AFMM has links with international organisations especially CILECT (the Centre de Liaison des Ecoles de Cinéma et Télévision). **[SER p.3; M1; M2; M4]** This gives access to international conferences, workshops and festivals; a member of AFMM staff attended a conference on what research means in film schools in the context of the Bologna process. **[9]** AFMM is a member of various international associations of film schools and of the International Human Rights Educational Consortium. **[SER p.3]** An EU project in which AFMM participated led to 10 documentaries on environmental issues **[23]** for the 2013 environmental film festival of Albania. Staff **[7; website]** have qualifications and experience from other countries including Germany, the Czech Republic, France, the USA and Romania. There is an impressive list of student engagement in film festivals in countries including Germany, Bulgaria, Uruguay, Greece, Romania, the USA, France, Egypt, Turkey, and Italy. **[13]** The team identified as **good practice** the international links which have led to masterclasses and other contributions from national and international experts and professionals in the field of film-making, in person and through videoconferences, to enhance students' studies and their cultural experience. Paragraphs 5.3 and 5.8 also support this finding. **[Chapter III Standard III.2, Chapter III Standard III.3]**

1.10 A graduate was invited to an international script-writing workshop in Italy, **[8]** a student exchange to Germany resulted in a co-produced film in 2012 **[10; SER p.6]** with a partner international film school in Köln, **[11]** 6 films were selected for the International Students' Film Festival run from Bulgaria in 2013 **[9]** and two students were invited to an Albanian film festival in April 2017. **[9]** The general information document (GID) prepared for the review records collaboration with two Albanian and three foreign HEIs. **[GID]** An agreement has been signed with the Hellenic Cinema and Television School in Greece; **[11]** AFMM is a member of the south-east European group of CILECT **[11]** and there has been support (financial and in kind) from the American embassy for the International Human

Rights Film Festival. **[11]** The 2017 festival includes a project on dealing with your country's past developed by Swiss academics working with AFMM students. **[12]** To support students in taking advantage of such opportunities, teaching is in Albanian, English, French and Italian **[1]** and the multi-lingual skills of both staff and students are very impressive. **[M1; M2; M3; M4; M5; M6]** *[Chapter III Standard III.2, Chapter III Standard III.3, Chapter III Standard III.4]*

1.11 The review team concluded that there are weaknesses in the alignment of the management structures and processes of AFMM with its own Statutes and with the State Quality Standards. Weaknesses in staffing and in the faculty and departmental structures result in part from small student numbers and low income. The recent legislative changes should provide increased financial stability which will enable AFMM to address these issues. There are weaknesses in the processes for academic debate, particularly the role of the Academic Council. This compromises wide debate on matters of academic development, quality and planning, and plans do not include the means by which they will be realised. There is no analysis of graduate employment although AFMM does keep in touch with a number of its graduates, some of whom teach at AFMM and some of whom employ other AFMM graduates. There is, however, good practice in the international partnerships which AFMM has established and in the international, professional experience which the staff bring to the curriculum and to their teaching. As a result of these links, students benefit from masterclasses and other contributions by international figures in the film and media industries.

## Findings

### Good practice

The review team identified the following feature of good practice:

- the international links which have led to masterclasses and other contributions from national and international experts and professionals in the field of film-making, in person and through videoconferences, to enhance students' studies and their cultural experience (paragraphs 1.9, 5.3 and 5.8; **Chapter III Standard III.2, Chapter III Standard III.3, Chapter I Standard III.8, Chapter I Standard III.9**).

### Weaknesses

The review team identified the following weaknesses:

- the loss of the post of Chancellor which affects the effective operation of AFMM in accordance with its Statutes (paragraph 1.1; **Chapter III Standard I.1, Chapter III Standard I.2**)
- the State Quality Standards in respect of academic structures and staffing are not met (paragraph 1.3; **Chapter III Standard I.2, Chapter III Standard II.1**)
- the Academic Council is not exercising its collegial role in the oversight and evaluation of the teaching process. This compromises constructive debate and means that the Academy cannot exercise its responsibility to supervise and evaluate its practice as set out in the Statutes (paragraph 1.4; **Chapter III Standard I.3, Chapter III Standard I.4, Chapter III Standard II.3**)
- plans are not debated widely or monitored through the Board and Council structure and the institutional plan does not include the means by which it will be implemented (paragraph 1.6; **Chapter III Standard I.3, Chapter III Standard I.4, Chapter III Standard I.5**)
- there is no systematic record of graduate employment which is therefore not available to support curriculum development (paragraphs 1.8, 4.3, 4.4 and 5.9; **Chapter III Standard III.1, Chapter I Standard II.3; Chapter I Standard III.9**).

### Recommendations

The review team identified the following recommendations:

- that the Academy should make an appointment to the role of Chancellor to ensure that its governance structure reflects its Statutes within six months of receipt of the final report (paragraph 1.1; **Chapter III Standard I.1, Chapter III Standard I.2**)
- that the Academy should establish a plan to ensure that its governance structure reflects the State Quality Standards in respect of the structure and leadership of the faculty and the staffing of the departmental units within 12 months of receipt of the final report (paragraph 1.3; **Chapter III Standard I.2, Chapter III Standard II.1**)
- that the Academy should ensure that the collegial role of the Academic Council in the oversight and evaluation of the teaching process is carried out, as set out in the Statutes within 12 months of receipt of the final report (paragraph 1.4; **Chapter III Standard I.3, Chapter III Standard I.4, Chapter III Standard II.3**)
- the Academy should ensure that the development strategy or plan is widely discussed and includes the means to achieve the proposed outcomes within six



- months of receipt of the final report (paragraph 1.6; **Chapter III Standard I.3, Chapter III Standard I.4, Chapter III Standard I.5**)
- that the Academy should establish a systematic process for recording the employment of students after they graduate and ensure the information is used to evaluate and enhance the curriculum within 12 months of receipt of the final report (paragraphs 1.8, 4.3, 4.4 and 5.9; **Chapter III Standard III.1, Chapter I Standard II.3, Chapter I Standard III.9**).

**Affirmation of action being taken**

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

**Judgement**

**The Standards for the Organisation and its Management are partly met.**

## Evaluation Area 2: Resourcing

2.1 AFMM prioritises the appointment of specialised and professional academic staff. During the academic year 2015/16 three lecturers were engaged full-time and 10 lecturers part-time, three were foreign lecturers and two from the diaspora (Kosovo), [6 p.4] while currently there are two lecturers engaged full-time and 10 on a part-time basis. [7] AFMM follows a clear policy regarding the recruitment of part-time academic staff and teaching support staff. The right to choose staff stems from the autonomy of the institution. [1, article 6] The recruitment of academic staff is undertaken on the basis of Law No.9741 dated 21.05.2007 'On Higher Education in Republic of Albania' [1, article 6] and of a strategy to recruit well-known people in the field of media and cinema. [M1 q.2; M5] In this specialist field of study, the recruitment of professional academic and research staff is difficult and most of the lecturing staff involved do not have titles. [M1; M4] Staff recruitment is predominantly part-time and the basic criterion for selection is professional experience in the field of media and cinema. The selection model for part-time staff is taken from similar institutions abroad, for example from film schools in France, Germany and elsewhere that offer short-term contracts to professionals. [M2; M4] Drafting and signing of the contract for the recruitment of academic staff is the responsibility of the Rector. [1, Chap. II, article 10] There is no ad hoc recruitment committee and academic staff are not involved in the recruitment process. Recruitment criteria and procedures are not stated in the internal regulations of the Academy. [2] The review team regards as a **weakness** the lack of engagement of academic staff in the process of staff recruitment and the fact that process is not fully documented and therefore **recommends** that the Academy should ensure that academic staff are involved in the process of staff recruitment and that the process itself is fully documented within 6 months of receipt of the final report. AFMM pays special attention to the recruitment of foreign staff, particularly through partnerships. [12; M1; M5] International staff may be engaged for shorter periods, typically up to 5 weeks, as in the case of a project supported by the Swiss embassy. Selection of such staff is carried out by mutual agreement with the relevant partners [M2 q6] (see also paragraphs 1.9 and 1.10). [Chapter III Standard IV.1]

2.2 AFMM is focused on the integration of its staff. AFMM pursues a policy to provide proper facilities, including studios and lecture and seminar rooms for its students and academic staff. [M2; site tour] Despite the work undertaken since 2004 to refurbish existing facilities, further investment in maintaining and upgrading the building is desirable, for example in the cinema; AFMM has acquired new equipment, some of it from partners and as a result of funded projects. [M2; M4] AFMM facilitates the participation of academic staff in festivals, workshops and other external events. [1 article 13; 9.1; 9.2; 9.3] AFMM also provides opportunities for former students with appropriate skills to be hired as employees at AFMM: an example is a graduate of 2010 in Camera and Editing who now works as a technical engineer. [SER p.8; M4] Although AFMM does not offer second-cycle programmes, their graduates can progress to master's programmes elsewhere and are helped to find appropriate courses: a former student is currently attending a master's programme in Artistic Events Management in Belgrade, Serbia. [SER p.8; M4] [Chapter III Standard IV.2]

2.3 AFMM does not pursue a policy of periodic assessment of its staff skills and no such policy is stated in its Regulations or in the specific institutional guidelines. AFMM does not have a structure for the periodic observation of the teaching of academic staff [1.1; 1.2] although there is some observation by the head of pedagogy and discussion of film-making between the staff. [M2] Staff expressed the opinion that the quality of the film-making was itself evidence of the quality of teaching, which indicated a lack of engagement with the principles of pedagogy. [M2] The review team found no evidence of an annual report on staff teaching or research, and no systematic evaluation at faculty or institutional level. Evidence

was given of staff and students gaining experiences in different countries through participation in conferences and festivals [M4; M5; 9; 11; 13; 14] but there is no institutional mechanism for sharing practice arising from attendance at such activities. AFMM used student questionnaires for assessing the skills of its academic staff until 2008 [31] but currently does not undertake any form of assessment based on student feedback. Students can voice their opinions and raise concerns verbally but not anonymously [M2 q.7] and not all students feel that their opinions are taken into account. [M3 q.9, q.14] The review team was told that the reason for not assessing the teaching process and staff skills is the small number of students and previous low levels of responses to questionnaires. [M2 q.7] The review team regards as a **weakness** the failure to use feedback questionnaires or other appropriate mechanisms to give students the opportunity to express their opinion about the quality of lectures and work of the academic staff, in line with the AFMM Statutes. The team therefore **recommends** that the Academy should re-establish the use of feedback questionnaires and any other appropriate mechanisms to give students the opportunity to express their opinion about the quality of lectures and work of the academic staff, in line with their Statutes, with immediate effect on receipt of the final report. This affects compliance with **Chapter III Standard IV.3** but is also discussed at paragraph 4.3. [**Chapter III Standard IV.3**]

2.4 AFMM has a well-established and effective social development policy and engages in a number of social and cultural initiatives in cooperation with many international partners from different universities as well as other national and international organisations. Examples were given to the review team of participation in several film festivals [13] and of cooperation with the Institute of Italian Culture in April 2011 to promote the culture of both countries and support the further integration of Albania within Europe. One of the regular cultural activities is the showing of Italian films throughout the academic year on 'Italian Tuesday'. [4] Another example is a contract with the EU delegation in Tirana for the production of 10 documentaries on environment-related issues. [10] AFMM follows a health insurance policy under Albanian legislation. Students and staff have special insurance for the period when they are on a field-trip for filming. [M2; site tour] [**Chapter III Standard IV.4**]

2.5 The right to choose staff stems from the autonomy of the institution. [1 article 6] AFMM defines the tasks related to the management of human resources. Functions within AFMM are defined in the Statutes and in the internal regulations. [**Chapter III Standard II.2**]

2.6 AFMM is a self-financing institution; funds are provided by students' fees and other funds come from partners or through projects. [1 article 14] The budget is compiled in full compliance with the legislation in force in the Republic of Albania and according to the Guidelines of the Ministry of Finance. The economic activity of AFMM is reflected in the annual financial statement compiled in compliance with rules and regulations from Ministry of Finance and the Ministry of Education and Sport. [1 article 15; M2 q.5] The Rector formulates the criteria for the allocation of funds. [1 article 10, bullet 3] The budget is not participatory and there is a lack of student or academic staff input into discussion about the draft budgeting process. [M3 q.13] There is no evidence of a detailed presentation of the budget to the academic staff. The review team regards as a **weakness** the fact that the budget is not discussed with staff and **recommends** that the Academy should ensure that the budget is discussed with staff through appropriate boards or councils with immediate effect on receipt of the final report. This will enable AFMM to meet **Chapter III Standard VI.1**. [**Chapter III Standard VI.1**]

2.7 AFMM pursues a clear financial policy. Basic earnings are from students' fees and projects and donations from partners. [M1; M2 q6] Financial policy is also sanctioned in the Statute. The Rector is responsible for drafting the financial plan and allocating the revenue to the respective structures. [M1; M2; article 10, bullet 3] The Chancellor is the person

responsible for budget implementation and supervision and control of financial transactions under the applicable law. **[Statute article 10; M2]** AFMM currently has no Chancellor and the role is undertaken by the Administrator which is a weakness identified at paragraphs 1.1 and 1.2. **[M2]** The finance officer keeps records of all AFMM transactions, reviews monthly and annual balances, performs AFMM's expense transactions through the bank, and settles AFMM's liabilities to the tax authorities. **[1 article 10]** The finance officer had been appointed only two months before the review. **[M2]** AFMM applies all financial policies defined in Albanian legislation. **[addn doc 43] [Chapter III Standard VI.2]**

2.8 AFMM provides all the means required to implement its financial policies. **[1 article 15; M2]** Financial policy is based on a legal framework. **[Law No. 9741 'On Higher Education in the Republic of Albania', dt. 21.05.2007; Law No. 9720 'On Internal Audit in Public Sector', dt. 23.04.2007]** For international project commitments, financial reports are subject to audit by the relevant financial authority. **[M1]** The Academy is subject to audit by the High State Control. **[SER p.9] [Chapter III Standard VI.3]**

2.9 AFMM has a coordinated information system and information is disseminated either in hardcopy or in electronic format. AFMM has its own website [www.afmm.edu.al](http://www.afmm.edu.al) in English language in which is published all the information regarding the programme, registration procedures, projects, activities and partnerships. The official school email is powered by gmail and there is an e-newsletter. The notice-board on the first floor is used to notify students of their weekly activities, teaching hours and other study commitments. **[site tour]** Leaflets and brochures are used to disseminate necessary information related to students' studies. **[SER p.10; M4 q9] [Chapter III Standard VII.1]**

2.10 AFMM coordinates activities in the field of technology. Most of the equipment in the studios is digitised. There are 12 online computers in the library available for students. There is a classroom with facilities for videoconferencing. The library also offers a special room for videoconferencing. The offices and lecturers' rooms are equipped with computers. **[site tour; SER p.11]** Communication from the administrator and academic staff is done through the notice-board placed in front of the main entrance on the first floor and through email. **[site tour; M3]** Despite AFMM's efforts, more attention needs to be paid to computerising the administrative system. Students do not enjoy online access to register for exams but administration of the relatively small numbers of students is effective. The secretary keeps student records, with results in hardcopy **[site tour]** and on electronic spreadsheets. **[20] [Chapter III Standard VII.2]**

2.11 AFMM has the required documentation with respect to the property it occupies. **[19]** The AFMM estate is owned by the state, and the real estate is secured by the law of cinematography under the oversight of the Ministry of Culture. **[M1 q8]** The security plan is subject to revision each year by the relevant authorities and is provided at the entrance of the site. **[site visit]** AFMM has a clear plan of ownership of its property, secured for the long term; the business plan for 2014 states that the 'accumulated property through the years will be considered as the property of the Academy of Film and Multimedia Marubi and none will have the right to privatize it'. This is also reflected in the business plan for the opening of new departments. **[addn doc. Plan business 2014]** AFMM is subject to regular fire inspections and has an evacuation scheme. **[19] [Chapter III Standard VII.3]**

2.12 AFMM has an archive on the second floor for holding all the films of the students since 2004. A future focus will be the digitisation of the archive. **[site visit]** Students' works are also kept documented in the administrative office. Each student who is enrolled or graduated has his/her own individual folder. The basic registration data, the relevant assessments, the diploma thesis and other information are stored for the student's entire study period and beyond. **[site tour] [Chapter III Standard VII.4]**

2.13 AFMM has a well-established administrative structure that enables departments to carry out functions of common interest. AFMM possesses the infrastructure needed to meet the requirements for its teaching provision **[site tour; 19]** and offers the facilities to meet the needs of the 12 current lecturers. **[7]** Efforts are made to provide suitable conditions for people with disabilities. At the entrance to the building a ramp has been constructed with funds from foreign partners to facilitate the participation of students and others with disabilities in cultural events organised in the AFMM garden. **[site tour; M4]** Within the building, the cinema has access on the flat but some rooms have a small step at the doorway which would be problematic for anyone with mobility problems or using a wheelchair, so facilities for students with disabilities are not fully functional, although AFMM does not currently have any disabled students. **[M4; site tour]** The AFMM premises do not suffer from overcrowded classes thanks to the small number of students. AFMM has a clear policy not to increase its student numbers significantly and for this reason the infrastructure is fully able to meet the qualitative requirements for the teaching process. **[M1; M2]**  
**[Chapter III Standard VII.5]**

2.14 AFMM has a well-established administrative structure supporting the teaching process. Organisational structures are created in harmony with the AFMM Statutes. **[M1, M4 and Statute article 10]** AFMM owns two vehicles for student use and leases other transport and equipment to facilitate the work of students during course projects, particularly film-shoots. The regulations include basic safety guidance. **[2; 3; SER p.11; site tour]** **[Chapter III Standard VII.6]**

2.15 AFMM has a suitable infrastructure for teaching. **[doc.19]** The building was refurbished in 2004 by Orafil in cooperation with UNESCO. The total area is 3,906.5 m<sup>2</sup>. **[19; visit tour; M1; SER p.11]** On a 1575m<sup>2</sup> surface there are three classrooms for theory lessons. One classroom also serves for videoconferencing. Within the building there are three studios, one workshop and two screening rooms (one main one, and one smaller), four offices for administration, one room for lecturers, an archive, and a library. The library itself has three environments: a reading room or computer room where there are 12 PCs, a video room where a large number of videos are archived, and the videoconference room that often serves as a classroom where lecturers can illustrate examples taken from different books or films which can be accessed easily from the library or video archive. A special room contains the archives and a room is dedicated to the organisation of the International Rights Film Festival (IHRFFA) or other cultural activities. The Student Council has no dedicated room but a classroom serves as a room for their meetings. **[site tour]** AFMM possesses an external environment equipped with a lighting system and space for social and cultural activities and film festivals. Parking is sufficient for the number of students and staff. The infrastructure is secured by the fire evacuation system. **[19; 16]** The facilities are equipped with air-conditioners and there are recreational facilities and environments within and outside the building suitable for students. The classrooms are well lit and with windows. **[site tour]**  
**[Chapter III Standard V.1]**

2.16 AFMM has established and maintains appropriate systems to manage effectively documentation requirements in hardcopy and electronic forms. The system is managed and run by an Administrator who is in charge of maintaining documentation related to students and staff. **[1, article 10]** The secretary who is managed by the administrator is responsible for the preservation of all student documentation including their assessment materials. Information is kept in hardcopy. Student files are stored on stacks where they are identified by name and photo. **[site tour]** Each file contains all the students' documentation from the time of enrollment to graduation, including the work for each module taken as well as the diploma work **[site tour; SER p.12]**. A special place in the office also holds the files of the students who have left. The Secretariat keeps the basic data such as the students' identification numbers and matriculation qualifications in electronic format. **[20]** **[Chapter III Standard V.2]**

2.17 AFMM's right to choose academic staff derives from the Statutes and it aims to recruit part-time academic staff; the main criterion is their experience in media and movies and priority is attached to experience abroad. However, AFMM does not have a clear policy regarding recruitment: the recruitment process is not stipulated in the institutional Regulations. AFMM does not set up an ad hoc committee to evaluate candidates and academic staff are not involved in this process. There is no formal process for monitoring the quality of teaching provided and student questionnaires are not used to evaluate the staff. There is a strong focus on the integration of the academic staff with students through the study programmes and other cultural activities. AFMM has made some improvements to the infrastructure but is hampered by lack of resource; much of the most up-to-date equipment to support the teaching process is obtained through projects and partnerships. The Academy's financial policy is based on an appropriate and well-defined legal framework. However, the process of formulating the budget is not participatory and the students and academic staff are excluded from it. There is a coordinated information system and information is disseminated either in hardcopy or in electronic format.

## Findings

### Good practice

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

### Weaknesses

The review team identified the following weaknesses:

- the lack of engagement of academic staff in the process of staff recruitment and the fact that process is not fully documented (paragraph 2.1; **Chapter III Standard IV.1**)
- the failure to use feedback questionnaires or other appropriate mechanisms to give students the opportunity to express their opinion about the quality of lectures and work of the academic staff, in line with the AFMM Statutes (paragraphs 2.3, 4.3, and 4.4; **Chapter III Standard IV.3, Chapter I Standard II.3**)
- the fact that the budget is not discussed with staff (paragraph 2.6; **Chapter III Standard VI.1**).

### Recommendations

The review team identified the following recommendations:

- that the Academy should ensure that academic staff are involved in the process of staff recruitment, and that the process itself is fully documented, within six months of receipt of the final report (paragraph 2.1; **Chapter III Standard IV.1**)
- that the Academy should re-establish the use of feedback questionnaires and any other appropriate mechanisms to give students the opportunity to express their opinion about the quality of lectures and work of the academic staff, in line with their Statutes with immediate effect on receipt of the final report (paragraphs 2.3, 4.3, and 4.4; **Chapter III Standard IV.3, Chapter I Standard II.3**)
- that the Academy should ensure that the budget is discussed with staff in appropriate boards or councils with immediate effect on receipt of the final report (paragraph 2.6; **Chapter III Standard VI.1**).

### Affirmation of action being taken

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

### Judgement

**The Standards for Resourcing are substantially met.**

## Evaluation Area 3: The Curriculum

3.1 The Academy was established in 2004 with the mission of providing a higher professional education in the practice and theory of film-making, television and other forms of multimedia production. **[Website; 1; 20.2; 20.3]** AFMM offers one three-year, full-time study programme leading to a bachelor's degree (first-cycle degree) delivered principally by part-time staff who are also practising film-makers. The degree programme consists of modules leading to the award of 180 European Credit Transfer and Accumulation System (ECTS) credits over three years. **[1; 2; 21]** The programme was first accredited under Order No. 227 (26.05.2008) of the Minister of Education and Sciences. **[addn doc 6]** AFMM is the only film and multimedia higher educational institution in Albania and is an active full member of CILECT (Centre International de Liaison des Ecoles de Cinéma et de Télévision) an international association of film schools. **[40]** The Academy focuses particularly on training students in the core areas of film and media output and, specifically, the development of specialist skills in the areas of directing, editing, camera and scriptwriting. **[1; M2 q.9]** At the time of the review the Academy had plans for additional capacity to offer further specialisations in the areas of production, sound and film acting. **[addn doc 42; M7]** The programme offered by the Academy is clearly described on its website and is publicised at student fairs. **[website; SER]** The admissions procedures are set out on the website and in the Regulations and consist of a selective interview, a written assignment and assessment of any previous work by a panel of three staff. The Academy uses the national online application system. **[M7]** The minimum entry qualification is a high school diploma (State Matura) or international equivalent according to the criteria set by the Ministry of Education and Sport. **[2]** The methods and criteria for the assessment of students are set out in the Regulations and module documentation and consist of both written examinations and the evaluation of films made by the students. **[SER; 2] [Chapter I Standard I.1]**

3.2 AFMM does not offer part-time or short-term programmes or courses. In the SER and at the meetings with the review team it was pointed out that part-time provision would be difficult to integrate into the cumulative nature of the curriculum and that short-course provision would exceed the current staff resources of the Academy. **[SER; M1; M2]** However, the Academy does offer an annual events calendar containing workshops, film screenings, festivals, musical evenings and poetry evenings which are attended by both former students and members of the public. In 2016 these included the 11th edition of the International Human Rights Film Festival of Albania. **[SER; 12; 22; addn doc 6]** AFMM also offers masterclasses given by visiting international film-makers of which there are generally a dozen or so a year. **[6; 16]** The Academy has the capacity to award credit for prior experience or qualifications but this is generally limited to students who have attended CILECT film schools. **[M2]** This Standard is met in so far as it is practicable to do so. **[Chapter I Standard I.2]**

3.3 The Academy's development strategy is effectively set out in both the annual business plan and the annual report to the Ministry of Education and Sport, and in both cases these documents review the achievement of targets. **[6; 42; M1]** The academic offer of the Academy is consistent with these plans and the available staff and material resources. **[21; M2]** The diploma certificates and diploma supplements issued by the Academy set out the academic and practice areas in which graduates have been trained and qualified and are consistent with ESG certification standards. **[23; 25] [Chapter I Standard I.3]**

3.4 The Academy offers a single programme which is well-structured and allows students to develop their knowledge and skills progressively over the three years of the programme. The education in film-making provided by AFMM is thoroughly aligned with international standards and practices, particularly through its membership of CILECT and



the submission of students' work to competitive international festivals. [6; 8; 10; 11; 12; 13; 14; M5] The Academy includes foreign experts on the panels that assess student films. [M5] Due to the international character of film production, at least 20 per cent of student work is conducted in English, particularly the masterclasses provided by foreign professionals; this finding supports the good practice identified at paragraph 1.9. [SER] The diploma certificates and supplements issued by the Academy are aligned with the Bologna qualifications framework and set out the ECTS credits achieved by graduating students. [23; 25] **[Chapter I Standard I.4]**

3.5 The ratio of students to staff is low. In 2016 there were 2.72 students to each lecturer. However, as most staff are part-time the full-time equivalent student:staff ratio is approximately 11:1. [6] Teaching is funded entirely out of fees paid to the Academy. [1] Equipment and material costs per student are high and are subsidised by the provision of equipment and funds from overseas donors such as the British Council and the Swiss Embassy. [6; M1; M7] The volume of teaching carried out by academic staff is dependent on their contracts, which are determined by the Rector, and are largely for part-time employment. [1; M1; M2] The programme of teaching for each year is planned by the Administrator of AFMM in cooperation with the Rector. [doc1] Academic staff are not required to conduct academic research and produce publications. Instead they are expected to show evidence of ongoing practice at a high level in the various aspects of film and media that are taught at the Academy. [SER; 7; M1] **[Chapter I Standard I.5]**

3.6 Descriptions of the degree programme and the individual subjects (modules) contained within each year of study are available on the AFMM website and are provided to students at the start of each academic year. [website; 21; 24; M4] Details of all classes and assessment submission dates are placed on the main Academy noticeboard and the schedules of attendance and work to be followed by students are updated on a weekly basis. [M2; M4] A detailed outline of the degree objectives and content and how they are assessed is also set out in Chapters III and IV of the Academy's Regulations. [2] Students met by the review team confirmed that they understand the content of the programme and what is required of them to succeed. [M4] The criteria and procedures for admission to the Academy are set out on the website and in Articles 21 and 22 of the Statutes. [1] **[Chapter I Standard I.6]**

3.7 The first-cycle degree programme provided by the Academy is designed to ensure the cumulative development of both theoretical knowledge and practical media skills by the students. The main forms of teaching are lectures, theoretical and practical work, production and the presentation of students' output. [2; 6; M1; M4; M5] Classes are divided into those addressing theory, production and media skills. [2; 21] Article 10 of the Regulations defines the procedures for transfer to other institutions or to postgraduate study and the Academy has signed bilateral agreements for transfer with a number of other institutions that teach film and media production. [2] The organisation of the study programme makes use of modular components and of the ECTS, and the Diploma Supplements provided to graduates set out clearly the courses that students have taken. [25] A fundamental objective of the degree programme is that students obtain the knowledge and skills that will allow them to obtain employment in the film and media industries of Albania and other countries. [1; 21; M1] The Academy retains and updates files detailing the subsequent careers of its graduates. [6; M2] The review team met a selection of employers and key figures in the Albanian film and media industries who confirmed that the students from AFMM employed by them had been well prepared to enter the industry. [M6] **[Chapter I Standard I.7]**

3.8 In terms of support for student induction and student progress, the key feature of AFMM is the small number of students; there were 15 students at the time of the review visit. This means that students receive personal and individualised attention from the administration and the teaching staff. [M2; M4; M5] The curriculum sets out clear

progression criteria. Students cannot progress from one year to the next without having passed the necessary assessments, submitted the required amounts of practical work (films) and demonstrated the necessary skills. [1; 2; 3; 21; M1; M2; M4; M5] A majority of the teaching staff are part-time professionals who are employed because of their current skills in the theory and practice of film-making. Except for staff teaching aesthetics, a standard academic research and publication record is not a necessary part of the requirements of the part-time teaching staff. [M2; M6] Neither would it be pedagogically appropriate or financially feasible for 70 per cent of the first-cycle teaching staff to be full-time; they must be staff currently practising in the film and media industries. [6; M1; M5; M6] However, the review team considered that it would be helpful if the part-time teaching staff had greater access to support in learning and teaching techniques and up-to-date knowledge of pedagogy in higher education. [M4; M5] In relation to *Chapter I Standard I.8*, the review team regarded as a **weakness** the lack of a full-time member of academic staff to provide pedagogic leadership in teaching and assessment methods and independent academic guidance for the students. The team therefore **recommends** that AFMM add to its full-time staff an academic with experience and training in the theory and practice of higher education who could advise part-time staff on teaching and assessment methods and provide independent academic guidance for the students within 12 months of receipt of the final report. [*Chapter I Standard I.8*]

3.9 AFMM does not provide second-cycle programmes or third-cycle programmes [1;3; 6] and *Chapter I Standard I.9* is therefore not applicable. [*Chapter I Standard I.9*]

3.10 The organisation of the study programme makes use of modular components and of the ECTS, and the Diploma Supplements provided to graduates set out clearly the courses that students have taken and the credits and grades received. [25] A fundamental objective of the degree programme is that students obtain the knowledge and skills that will allow them to obtain employment in the film and media industries of Albania and other countries. [1; 21; M1] AFMM accepts transfers into the intermediate years of the programme (years 1 and 2) by students from other universities, educational institutions or faculties operating in the fields of artistic and cultural activity. [1] Entrants must demonstrate credit and achievement in areas that coincide with the AFMM curriculum. The Academy does have the capacity to award credit for prior experience or qualifications but this is limited to students who have attended CILECT film schools. [M2] The Academy has admitted students from Albania, Kosovo, Macedonia, Montenegro, Serbia (Presheva-Medvegja and Bujanovci). [6] [*Chapter I Standard I.10*]

3.11 The degree programme provided by AFMM is designed to integrate the theoretical and academic study of aesthetics with the practice of film-making. Theoretical elements of the programme are generally taught in the first semester of each year and translated into practical work in the second semester. [SER; 3; 21] At the time of the review 19 students who had successfully completed the practical elements of the degree programme had not been awarded the degree diploma as they were still to complete the theoretical elements. [doc6] Attendance and participation in national and international cultural events such as film festivals and competitions are an integral part of the experience at AFMM. The Academy also runs numerous screenings, lectures and other cultural events that are attended by the public and alumni and in which current students play key parts. [6; M1; M4, M5] [*Chapter I Standard I.11*]

3.12 AFMM maintains individual paper files on all past graduates containing information on their current employment. It is the view of the Academy that close to 100 per cent of their graduates had obtained employment in relevant media industries in Albania and abroad [6; M1; M2; M6] but there is no single systematic record of this (see also paragraphs 1.8, 4.3, 4.4, and 5.9). The practical skills in film-making taught by AFMM have international applicability. [M6] As part of their training the students learn business and financing skills

through the experience of obtaining support and resources for the films that they are required to make. [21; 25] However, the Academy indicated to the review team that when resources permitted it was intended to introduce more specific provision in the area of film production (that is, skills in the business and financial aspects of film-making). [M2]  
**[Chapter I Standard I.12]**

3.13 The first-cycle curriculum provided by AFMM is unique in Albania in that it seeks to combine an academic education and film theory and aesthetics with a comprehensive training in the practical skills of film-making. This education and training requires a high level of commitment and ability on the part of students and is dependent for teaching on staff who are practising and up-to-date with the rapidly changing artistic and technical demands of the film and media industries. The success of AFMM in achieving the goals of its curriculum is evidenced by the employment of its graduates in the media industries of both Albania and other countries. At the time of the review visit AFMM had registered only 15 students across all three years of its single programme. While these small numbers allow for intensive and individualised support for students, they also mean there are inadequate resources to support the employment of full-time staff with training in pedagogy and the management of quality and standards in higher education. The review team was pleased to note the larger intake to the first year of the programme in 2016-17 which may allow the recruitment of more full-time staff and there is a recommendation in this area.

## **Findings**

### **Good practice**

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

### **Weaknesses**

The review team identified the following weaknesses:

- the lack of a full-time member of academic staff to provide pedagogic leadership in teaching and assessment methods and independent academic guidance for the students (paragraph 3.8; **Chapter I Standard 1.8**).

### **Recommendations**

The review team identified the following recommendations:

- that AFMM add to its full-time staff an academic with experience and training in the theory and practice of higher education who could advise part-time staff on teaching and assessment methods and provide independent academic guidance for the students, within 12 months of receipt of the final report (paragraph 3.8; **Chapter I Standard 1.8**).

### **Affirmation of action being taken**

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

### **Judgement**

**The Standards for the Curriculum are substantially met.**

## Evaluation Area 4: Teaching, Learning, Assessment and Research

4.1 AFMM has appropriate mechanisms in place to ensure the efficient organisation and documentation of study programmes. The curriculum structure is provided in the Statutes and in the Academy's Rules of Procedure. [1; 2] A list of courses is made known to students at the beginning of the first year. [3] In the first year, the ratio of the classes is 50 per cent artistic production and specialisation theory and practice, and 50 per cent general theoretical preparation. In the second year, the ratio of the classes is 60:40, and in the third year, the ratio of the classes is 75 :25. [2 chap. 1, articles 11 - 15 ] During the 12 years in which it has been delivered the curriculum has changed. Changes in content have come from the gathered experience of the staff, from changes in society, and changes in the profession. Changes in the content of modules have also been implemented as result of the Bologna agreement. The changes in the programme aim to address the Academy's objective as a place where professional development is a high priority. [M5 q1] The main change has been to reduce the teaching of theory in favour of production skills. Changes have also reflected the practices of foreign institutions; lecturers with experience in Paris and elsewhere have adopted those approaches to the coverage of theory and practice. [M5] Heads of Department and the Production Unit are responsible for implementing teaching in their specialist areas. [M2 ; M3] The lecturers monitor practice in their respective subjects; they are part of the assessment of student work and they discuss and decide on the topics of the projects before giving them to the students. [M5 q13] AFMM makes available the tools, studios and equipment for teaching and learning. [site visit; M4; M5] [Chapter I Standard II.1]

4.2 The examination rules and the requirements for their implementation are clearly defined in the AFMM Regulations. [2 Chapter III articles 16-19] Even though students do a lot of work in a group throughout the three years of their study, the student's assessment is done individually. [M2; M5] All practical work is carried out in teams which draw on the different specialisms of the students but each department evaluates the students separately in the areas of script-writing, directing, camera, and editing against each function they cover. The teaching structure for each subject is made clear by the lecturer at the beginning. [M5; M4] Every student is fully aware of the implementation of the assessment procedure. [M3; M5] AFMM also uses the noticeboard (on the first floor opposite the main entrance door) to publish the weekly teaching practice procedures and the compulsory implementation schedules, especially for film-shoots. [site tour] Theoretical examinations preserve students' anonymity, while the teaching practice submissions are done in front of other students and the relevant lecturers. [M3; M5] There is no evidence of a formal procedure for complaining about a mark and no complaint process is sanctioned in the Regulations of AFMM. [2] In the case of a complaint, the student goes directly to the lecturer or to the Rector who may allow a resubmission of the work. [M3; M5] In relation to **Chapter I Standard II.2**, the review team regards the absence of a clear process for handling students' complaints about their examination grades as a **weakness** and **recommends** that the Academy should document clearly and implement consistently a process for handling students' complaints about their examination grades. [Chapter I Standard II.2]

4.3 The practice of asking students to evaluate the teaching process anonymously was followed until 2008. [31] Since then this practice has not been used because few students returned the surveys. This is attributed by the staff to the familiarity that the students have with the lecturers as a result of the small number of students (currently 15), which they feel also makes it difficult for any feedback to be truly anonymous. [M2] This finding supports the weakness and recommendation identified at paragraph 2.3. The AFMM staff are considering establishing an online system whereby students' anonymity would be preserved but there

has been no progress on this as yet. [M2; M3] Programmes are subject to continuous improvement due to changes in the law, social changes, the market for professions such as directors, cameramen and other specialists; they also develop as a result of AFMM's involvement and cooperation in projects with foreign partners. [M5; 12] However, students are not part of improving the teaching process or the curriculum and do not feel that their opinions are taken seriously. [M3] In this context the Student Council does not appear to have a voice. [M2] The students accept the difference between theory and practice and some identified to the review team the need for more theory, although they value the practical skills they are developing. [M3] Academic staff explained that theory has been the focus of a continuous reduction to put more emphasis on practical skills. [M5] This illustrates the failure to engage with students to discuss the issues and options and the non-inclusion of students' thinking in the continuous improvement of the curriculum. There is no statistical data about the employment of graduates [addn doc 0] and this finding supports the weakness and recommendation identified at paragraph 1.8. However, the meeting with former students and partners provided evidence that they are highly employable in the labour market and there are many examples of the prizes awarded to students in film festivals or international competitions. [M1; site tour] Alumni and partners, including employers, are not part of a process for the continuous improvement of the curriculum. [M6] **[Chapter I Standard II.3]**

4.4 There is no systematic collection and analysis of graduate employment data (see also paragraphs 1.8 and 5.9) and no use of student questionnaires to gain feedback (see also paragraph 2.3). These issues affect compliance with **Chapter I, Standard II.3** in relation to the continuous improvement of study programmes. This finding supports the weakness and recommendation identified at paragraph 2.3. This finding also supports the weakness and recommendation identified at paragraph 1.8. **[Chapter I Standard II.3]**

4.5 AFMM does not have an appropriate support structure to promote continuous teaching improvement. There is no independent quality assessment unit. The Academic Council is not very active, although the function is sanctioned in the Statute, and students are unclear about its role (see also paragraph 5.7). [1; M2] AFMM does not have a clear policy for improving the quality of teaching. The SER [SER p.17] states that the Production Unit provides, guarantees, controls and manages the technical quality of the students' films but there is no process by which AFMM systematically monitors, evaluates and develops the entire teaching and learning process including theory and practice, internships and assessment. The quality of teaching is measured by the quality of the films produced and their reception at national and international events and not by reference to pedagogical principles. [M6; M5; SER p.17] The review team regards the absence of a systematic process and structure for monitoring and improving teaching quality as a **weakness** and **recommends** that the Academy should establish and implement a systematic process and an appropriate structure for monitoring and improving teaching quality within 18 months of receipt of the final report. This will address Chapter I Standard II.4 and align with action in relation to **Standard II.3** above. **[Chapter I Standard II.4]**

4.6 Law No.80/2015 (for Higher Education and Scientific Research in Institutions of Higher Education in the Republic of Albania) article 94 (Structure of Scientific Research) states that research activity takes place in higher education institutions, institutes and inter-institutional centres of research and development, and in research and development institutes within the ministries. AFMM is an Academy with special status (Chapter III, section I, article 17 points 5 and 6) and thus is not required to undertake scientific research. Therefore State Quality Standards **Chapter II Standards I.1, I.2, I.4, I.5, I.6, I.7** and **I.8** are not applicable and are excluded from this evaluation. However, information was provided in the SER of participation in international conferences and of research into the subjects on which students are making their films, [SER p.17] and AFMM staff (typically four or five per year) have been part of several international conferences, projects and film festivals. [GID]

Students and graduates have also entered films for international film festivals and competitions. **[M1, M3, M5; M6]** Therefore within the limitations of AFMM's status **Chapter II Standard I.3** is met. **[Chapter II Standard 1.1; Chapter II Standard 1.2; 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]**

4.7 The programme structure is clearly set out as enshrined in the Statutes and the Academy's Regulations. It has developed since AFMM was established, to reflect changes in society and in market demand for roles in the media, as well as the Bologna process and accreditation requirements. Students receive a good grounding in the professional skills required which equips them well for employment, and recent changes have increased the proportion of practical work in the programme. The assessment requirements are clearly defined in the Regulations but AFMM lacks an appeals system: this is not enshrined in any institutional documents and there is no formal process by which a student may have his/her marks reviewed. Since 2008 students have not been asked to complete questionnaires on the quality of teaching and the students do not feel that their opinions are taken into account. The Academic Council is not very active, although the function is envisaged in the Statute. Students are therefore not part of the curriculum improvement process. Graduate employment data is not recorded or analysed systematically and so cannot inform programme review. There is no independent quality assessment unit and AFMM does not have a proper structure to evaluate teaching and to promote continuous teaching improvement. There are recommendations in these areas. AFMM is not required to undertake research but has international links and engages in funded projects with partner organisations in Albania and abroad.

## Findings

### Good practice

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

### Weaknesses

The review team identified the following weaknesses:

- the absence of a clear process for handling students' complaints about their examination grades (paragraph 4.2; **Chapter I Standard II.2**)
- the failure to use feedback questionnaires or other appropriate mechanisms to give students the opportunity to express their opinion about the quality of lectures and work of the academic staff, in line with the AFMM Statutes (paragraphs 2.3, 4.3, and 4.4; **Chapter I Standard II.3**)
- there is no systematic record of graduate employment which is therefore not available to support curriculum development (paragraphs 1.8, 4.3, 4.4, and 5.9; **Chapter I Standard II.3**)
- the absence of a systematic process and structure for monitoring and improving teaching quality (paragraph 4.5; **Chapter I Standard II.4**).

### Recommendations

The review team identified the following recommendations:

- that the Academy should document clearly and implement consistently a process for handling students' complaints about their examination grades with immediate effect on receipt of the final report (paragraph 4.2; **Chapter I Standard II.2**)
- that the Academy should re-establish the use of feedback questionnaires and any other appropriate mechanisms to give students the opportunity to express their opinion about the quality of lectures and work of the academic staff, in line with their Statutes with immediate effect on receipt of the final report (paragraphs 2.3, 4.3, and 4.4; **Chapter I Standard II.3**)
- that the Academy should establish a systematic process for recording the employment of students after they graduate and ensure the information is used to evaluate and enhance the curriculum within 12 months of receipt of the final report (paragraphs 1.8, 4.3, 4.4, and 5.9; **Chapter I Standard II.3**)
- that the Academy should establish and implement a systematic process and an appropriate structure for monitoring and improving teaching quality within 18 months of receipt of the final report (paragraph 4.5; **Chapter I Standard II.4**).

### Affirmation of action being taken

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

### Judgement

**The Standards for Teaching, Learning, Assessment and Research are substantially met.**



## Evaluation Area 5: Students and their Support

5.1 The support offered to students by AFMM is very much determined by the size of the institution. In the academic year 2016-17 the Academy provided for 15 full-time, first-cycle students using a total of three full-time academic staff; 10 part-time academic staff, four full-time administrative staff, and three full-time maintenance and security staff. **[6]** This results in a full-time equivalent student:staff ratio of approximately 11:1. The students take a practice-based programme of study involving significant use of technical equipment and facilities (cameras, editing equipment, sound and projection studios) and therefore attend the Marubi Academy regularly and have substantial everyday contact with teaching and administrative staff. There is therefore neither the need nor the capacity for separate structures for reception, information and admission of students. The programme offered by the Academy is clearly described on its website and is publicised at student fairs. **[website; SER]** The admissions procedures are set out on the website and in the Regulations and consist of a selective interview, a written assignment and assessment of any previous work by a panel of three staff. **[2]** Most students visit the Academy before applying and are given an individual tour of the facilities, usually also meeting current students. Many applicants also attend public talks, screenings or other cultural events run by AFMM. **[SER; M2; M4]** The Academy does not directly target foreign students as its admissions process is competitive and also requires students to speak Albanian and English. However, foreign students do apply and the Academy has admitted students from Albania, Kosovo, Macedonia, Montenegro, Serbia (Presheva-Medvegja and Bujanovci). **[6]** **[Chapter I Standard III.1]**

5.2 AFMM communicates with students and the wider public through its website, which is in both Albanian and English, as well as pages on Facebook, Instagram, and a presence on YouTube and the Livestream Channel. **[SER; website; M2; M4]** In addition, current students are communicated with via email, SMS and the regular weekly teaching schedules that appear on the Academy noticeboard. **[33; M2]** The administrator also circulates an e-Newsletter. **[34]** Personal hard and soft copy files on each student, including addresses and contact numbers, are held by the Administration Office, together with files on all former students. **[SER; M2]** **[Chapter I Standard III.2]**

5.3 The Academy does not have a separate Careers or Counselling Office. All administrative functions are carried out by the Administration Office and its two full-time staff, supported by the Rector and Head of Administration, **[SER; M2]** and including the induction and orientation of new students. The first-cycle programme provided by AFMM is cumulative and progressive in terms of skills and knowledge and students receive considerable insight into available career paths and employment opportunities through contact with visiting producers and film-makers and during their internships in the media industry. **[3; 6; 21; M2; M4]** Students met by the review team indicated that personal development and careers advice comes mainly from their lecturers and contacts with visiting film-makers and other practitioners. The students recognise that the Academy has a good record in providing routes to employment in the media industries. **[M4]** Where students wish to proceed to further study rather than employment the Academy offers support through its contacts with international film schools and provides comprehensive references and advice. **[SER; M1; M2; M6]** This finding supports the feature of **good practice** at paragraph 1.9. **[Chapter I Standard III.3]**

5.4 The Academy does not discriminate positively in favour of any group of students. **[M5]** Admission is competitive and is dependent on ability and potential. The design of the Marubi building limits access to wheelchairs although a ramp to the main entrance was donated by the British Council. **[M5]** The Academy does not have the resources to support

students with financial hardships but has supported students seeking scholarships from the National Film Centre. **[SER; 36]** *[Chapter I Standard III.4]*

5.5 The key learning materials required by students are equipment for the making and editing of films, which is expensive and requires regular updating. The Academy provides a rich and up-to-date range of equipment, although students met by the review team indicated they would like even faster access to the latest cameras and electronic equipment. **[M2; M4; M5; 6]** An inventory of all available equipment is maintained. **[6]** AFMM maintains and resources a library of key academic and technical books and literature, as well as a large collection of films. **[18; M2; M6]** Students also have access to the resources of the nearby National Film Centre and, through an agreement giving free access to staff and students, to the extensive Central State Film Archive. **[M6]** *[Chapter I Standard III.5]*

5.6 AFMM does not provide students with a personal tutor. However, each student is allocated a specific member of staff to guide and advise them in the making of the films necessary for progression from year to year. **[SER]** However, the nature of the curriculum and the generous staff to student numbers mean that students receive individualised advice from staff and administrators, as well as the support of other students. **[SER; 6; M1; M4; M5]** *[Chapter I Standard III.6]*

5.7 Students are not represented on the Academic Council or on the Academy's Advisory Board which are its two main deliberative bodies. The Statutes provide for the AFMM's Student Council which consists of five elected members. **[1]** Two-thirds of the student members may be elected for a second annual term and the Student Council elects one of its members as the chair of the council. At the time of the review visit the elected chair was, unusually, a first-year student. **[M1]** The Statutes stipulate that the chair of the Student Council should maintain regular contact with the Chancellor of AFMM to represent student wishes and views. **[1]** These meetings did not occur **[M1; M4]** (see also paragraph 1.1). The Student Council does not have regular meetings and receives no resourcing from the Academy other than access to a meeting room (see also paragraphs 2.15, and 4.3). Meetings are called when the Chair considers them necessary. The review team regards the failure to engage the Student Council in improving the learning process as set out in the Statutes as a **weakness** and **recommends** that the Academy should ensure the engagement of the Student Council in improving the learning process as set out in the Statutes with immediate effect on receipt of the final report. This will enable AFMM to meet the *Chapter I Standard III.7. [Chapter I Standard III.7]*

5.8 Due to its small size and limited resources AFMM does not support sporting activities or provide any form of medical services or health support for its students, although it does advise students on obtaining medical insurance. **[SER; M2]** The Academy supports a rich range of cultural events and activities; particularly masterclasses, special screenings, and seminars and festivals open to the public, alumni and media professionals. Students attend and participate in these events. **[SER; 6; M1; M4; M6]** This finding supports the feature of good practice at paragraph 1.9). *[Chapter I Standard III.8]*

5.9 The curriculum of the Academy focuses particularly on the accumulation of knowledge and skills that will allow students to be readily employed in the film and media industries of Albania and internationally. The partners, employers and alumni met by the review team confirmed the employability of the graduates of AFMM. **[M6]** The Academy provides its students with good contacts and access to potential employers in the media industries, as well as circulating emails about employment opportunities that arise from these contacts. **[SER; M1; M4]** The continuing relationships between AFMM and its former students who are working in the film and media industry are a useful source of advice and opportunities for its students. **[M1; M4; M6]** However, these contacts are not systematically maintained through an online alumni register and website. **[M2; M6]** It is the intention of

AFMM to develop an online alumni system. **[SER]** The Academy keeps hardcopy files on all its past graduates and these are updated when information is available about their employment destinations. In relation to **Chapter I Standard III.9**, the review team regards it as a **weakness** that there is no systematic record of graduate employment which is therefore not available to support curriculum development and **recommends** that the Academy should establish a systematic process for recording the employment of students after they graduate and ensure the information is used to evaluate and enhance the curriculum within 12 months of receipt of the final report. This finding supports the weakness and recommendation identified at paragraph 1.8. **[Chapter I Standard III.9]**

5.10 The review team considers that the Academy substantially meets the quality standards for students and their support. Due to the small size of AFMM the review team was able to meet all current students and staff as well as a group of former students. While the Academy does not have the scale and resources to provide the range of institutionalised student support that might be found in a larger institution (a careers office, sporting and health services, facilities for disabled students, scholarships for students suffering financial hardship) it compensates for these limitations by supporting students in highly individualised ways and particularly by ensuring that the necessary equipment for film-making is readily available and up to date as far as possible. The students met by the review team were evidently of considerable ability and have high expectations in terms of the skills they will acquire and the opportunities that will become available to them. The frequent and regular contact all students have with the academic and administrative staff is a positive feature. However, the arrangements for student support are relatively informal and sometimes unsystematic. The review team has recommended where AFMM should develop more formalised systems of student support and monitoring in respect of graduate employment data and the engagement of the Student Council.

## Findings

### Good practice

The review team identified the following feature of good practice:

- the international links which have led to masterclasses and other contributions from national and international experts and professionals in the field of film-making, in person and through videoconferences, to enhance students' studies and their cultural experience (paragraphs 1.9, 5.3, and 5.8; **Chapter I Standard III.3, Chapter I Standard III.8**).

### Weaknesses

The review team identified the following weaknesses:

- the failure to engage the Student Council in improving the learning process as set out in the Statutes (paragraph 5.7; **Chapter I Standard III.7**)
- that there is no systematic record of graduate employment which is therefore not available to support curriculum development (paragraphs 1.8, 4.3, 4.4, and 5.9; **Chapter I Standard III.9**).

### Recommendations

The review team identified the following recommendations:

- that the Academy should ensure the engagement of the Student Council in improving the learning process as set out in the Statutes with immediate effect on receipt of the final report (paragraph 5.7; **Chapter I Standard III.7**)
- that the Academy should establish a systematic process for recording the employment of students after they graduate and ensure that that information is used to evaluate and enhance the curriculum within 12 months of receipt of the final report (paragraphs 1.8, 4.3, 4.4, and 5.9; **Chapter I Standard III.9**).

### Affirmation of action being taken

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

### Judgement

**The Standards for Students and their Support are substantially met.**

## Evidence list

### Initial documentation

GID	General Information Data in English, signed, and stamped by the Rector
DOC 1	Doc 1-Statutes_English.pdf
DOC 2	Doc 2-Regulation AFMM
DOC 3	Doc 3-vademecum AFMM 2016_2017 Eng.pdf
DOC 4	Doc 4-MoU Italian Institute of Culture.pdf
DOC 5	Doc 5-DCM nr65 date 03022017.pdf
DOC 6	Doc 6-Report for 2015-2016 academic year
DOC 7	Doc 7-Current lecturers list with names, diploma and profession
DOC 8	Doc 8-Invitation_Florenc Papas_EASTWEEK-Script Writing Workshop for New Talents 2017.pdf; Doc 8-Selection Sedicicorto IFFF 2016 (Forli, Italy)_Kapsula.pdf; Doc 8 Student Academy Awards_Oscars_Irdit Kaso_2016.pdf
DOC 9	Doc 9 (9.1) -Conference EFSN_2015.pdf; Doc 9 (9.2) -Invitation conference technologie La Femis 2013.pdf; Doc 9 (9.3) -Invitation Early Bird FF 2013.pdf; Doc 9 (9.4) - Invitation to SEECS festival 2017.pdf
DOC 10	Doc 10-EU 10 doc environment 2013.pdf; Doc 10-IFS Compilation of documentaries 2012.pdf
DOC 11	Doc 11-Cooperation Festival GoEast_2016.pdf; Doc11MoCAlbanianCinemaProject_2016; Doc 11-MoU bashkepunim FAMU2011; Doc 11-MoU cooperation State Film Archive.pdf; Doc 11-MoU IFS renewal_2014.pdf; Doc 11-MoU Stavrakos 2014.pdf; Doc 11-SEECS constitution.PDF; Doc 11-US Emb support_2015.pdf
DOC 12	Doc 12-Programs developed by the foreign professors.pdf
DOC 13	Doc 13-Detailed festivals participations.pdf
DOC 14	Doc 14-European Film School Network conference program2013.pdf
DOC 15	Doc 15-Contracts template formation.pdf; Doc 15-Full time contract; Doc 15-Part time contract
DOC 16	Doc 16-video conference with David Lynch in 2014 2 pictures in .jpg
DOC 17	Doc 17-Authorization from firefighters 2016.pdf
DOC 18	Doc 18-Snapshot BookPedia and DVDPedia.pdf
DOC 19	Doc 19-Blue-prints of the premises and campus.pdf
DOC 20	Doc 20-Class Register 2016-2017 english.pdf; Doc 20-Diploma archive 2004_2016; Doc 20-Excerpts of Diploma Thesis.PDF; Doc 20-General Students e-Regjister 2007-2016
DOC 21	Doc 21-Description of educationnal programme.pdf
DOC 22	Doc 22-Final Report_10 docs_comments EUD
DOC 23	Doc 23-Number id diploma.pdf
DOC 24	Doc 24-Curricula Documentary Production Alfred Diebold; Doc 24-Curricula Kujtim Çashku Y1 Play Game; Doc 24-Curricula Kujtim Çashku Y2 Directing
DOC 25	Doc 25-Template Diploma with supplement and grades
DOC 26	Doc 26-Class register example for subject taught in English.pdf
DOC 27	Doc 27-Diploma Thesis commission decision 2016.pdf
DOC 28	Doc 28-Example of Films evaluation sheet.pdf
DOC 29	Doc 29-Synthesis of each film evaluation sheet
DOC 30	Doc 30-Example of written exam with professor's evaluation.pdf
DOC 31	Doc 31-Questionnaire on evaluation of professors by students.pdf
DOC 32	Doc 32-Announcements of international conferences

DOC 33	Doc 33-Infomation email to students.pdf
DOC 34	Doc 34-Newsletter Extract.pdf
DOC 35	Doc 35-Support letter for Master.pdf
DOC 36	Doc 36-Extract contract scholarship.pdf
DOC 37	Doc 37-decision of students election.pdf
DOC 38	Doc 38-Summer school approval.pdf
DOC 39	Doc 39-Internship contract.pdf
DOC 40	Doc 40-Letter from CILECT film-schools to Albanian Government 2009.pdf
DOC 41	Doc 41-Variety article 2009.PDF

### **Further documentation requested**

ADD DOC 0	Notes on list of documents requested / provided
ADD DOC 5	Development plan – translated into English 5-DCM nr65 dt03022017_ENG
ADD DOC 6	Report for 2015/16 - 6-report for 2015-16 academic year_ENG
ADD DOC 15	Employment contracts in English: 15-Contracts template formation; 15- full time contract; 15- part-time contract
ADD DOC 39	Internship contract – translated into English 39-internship contract ENG
ADD DOC 42	42-BUSINESS PLAN OraFilm Marubi Excerpts ENG 2014 business plan made pages translated in English and original Albanian version : 42-PLAN-BIZNESI OraFilm Marubi Ekstrakt
ADD DOC 43	Audited accounts : the last 3 certifications for years 2014, 2015, 2016; 43-certifications from taxes 2015-2017
ADD DOC 44/1	A recent example of the minutes of Academic Council showing debate and discussion: 44/1-Reunion_27032013_ENG with original in Albanian: 44/1-Mbledhja 27032013
ADD DOC 44/2	A recent example of the minutes of Academic Council showing debate and discussion: 44/2-Reunion_15122010_ENG with original in Albanian: 44/2-Mbledhja_15122010

### **Meetings**

M1	Meeting 1 Rector
M2	Meeting 3 Senior staff
M3	Meeting 3 Students
M4	Meeting4 Support staff
M5	Meeting5 Academic staff
M6	Meeting 6 Alumni / employers / partners
M7	Meeting 7 Rector and institutional coordinator