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Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

AAB COLLEGE
FACULTY OF PSYCHOLOGY
Mental health (MSc)

ACCREDITATION

REPORT OF THE EXPERT TEAM

27th of April 2021, *Ljubljana*



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1. INTRODUCTION

1.1. Context

Date of evaluation (on-line): 29. March 2021

Expert Team (ET) members:

- *Assoc. prof. dr. Robert Masten, spec. psych. counsel., integrative psychotherapist, University of Ljubljana, Faculty of Arts, Dept. of Psychology, Head of Chair of Clinical psychology and psychotherapy*

Coordinators from Kosovo Accreditation Agency (KAA):

- Naim Gashi, Executive Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- Leona Kovaci, Senior Officer for Evaluation and Monitoring
- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

Sources of information for the Report:

- SER BA Psychology Ferizaj
- Staff CV's
- KAA Accreditation Manual
- *The manual for external evaluation of higher education institutions, February 2021*
- *Syllabuses*
- *Respond to draft report*

Requested documents:

- complete and exact list of both, full-time and part-time employed academic staff list which is in concordance with other documents (i.e. CV's portfolio, names of academic staff as evident in syllabuses)
- updated versions of CV's (BA and MA) with clear information about educational level, professional experience and other subject - relevant qualifications
- complete and updated portfolio of syllabuses (with all information needed as defined in Standard 4.4.) (syllabuses for BA in SER BA were in Albanian only)



- memorandums of cooperation with external partners (institutions) with which cooperation for student's practical work is planned
- an example of assessment forms for academic staff, students, employers, graduates)
- an example of self evaluation report regarding course completion, program progression etc as indicated in Performance indicator 1.2 - (remark: just an examples from other programmes)

Received documents:

- Complete and Exact List of Academic Staff of the Faculty of Psychology at AAB College
- Structure of the BA Program on Clinical Psychology
- Updated versions of CVs (BA and MA) with clear information about education level, professional experience, and other subjects – relevant qualifications
- Complete and Updated portfolio of Syllabuses (with all information needed as defined in Standard 4.4)
- Memorandums of cooperation with external partners (institutions) with which cooperation for student's practical work is planned
- An example of assessment forms of academic staff, students, employers, graduates
- An example report concerning the course completion and program progression

Criteria used for program evaluation:

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA, July 2018*
- *Criteria of Relevance, Efficiency, Effectiveness, Impact, Sustainability*

1.2. Site visit schedule

09.00 – 09.40	Meeting with the management of the faculty where the programme is integrated (<i>no slide presentation is allowed, the meeting is intended as a free discussion</i>)
09.45 – 10:45	Meeting with the heads of the study programme 1: Psychology/ BA - Ferizaj
10:50 – 11.50	Meeting with the heads of the study programme 2: Clinical Psychology/ MSc – Prishitna
11:50 – 12:30	Lunch break
12.30 – 13:10	Meeting with quality assurance representatives and administrative staff



13.15 – 14.05	Meeting with teaching staff
14.10 – 14.40	Meeting with employers of graduates and external stakeholders
14:45 – 14:55	Internal meeting of KAA staff and experts
14:55 – 15:05	Closing meeting with the management of the faculty and program

No	Study programs	Experts	Responsible persons of study programs		
1	Psychology/ BA (Accreditation) Ferizaj	Prof. Dr. Robert Masten	Shpend Voca	Armen Mustafa	Dritan Ceka
2	Clinical Psychology/ MSc (Accreditation) Prishtina	Prof. Dr. Robert Masten	Naim Telaku	Manolita Hida	

1.3. A brief overview of the institution and program under evaluation

AAB College has been in existence for 10 years and is the largest non-public higher education institution in the Republic of Kosovo. The Faculty of Psychology at AAB College was established in 2013, where for the first time the Psychology program was accredited at Bachelor's level, while the Master's program in Organizational and Social Psychology was accredited for the first time in 2016/17.

The AAB submitted the MA program for accreditation in Clinical Psychology. After evaluating all the information about the proposed program, it was suggested that the name of the program be changed to better fit the goals and available resources.

The initial evaluation was described as "conditionally compliant", it was proposed that the program be accredited with the condition that the name of the program be changed. The option or suggestion was made to name the program MA "Mental Health". The AAB agreed with the suggestion and chose that name. Therefore, the following review refers to the program "MA Mental Health".

This is the first accreditation of a program.



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of MA program in Mental health is to address the gap in a possibility to study clinical psychology as part of broader interdisciplinary field of mental health. There are no such programs in Kosovo, but the need for mental health support are high. That is a disturbing situation also for psychologist themselves, as stated in SER.

The mission of proposed program is as written in SER “*to equip students with high academic and research knowledge, who are prepared to apply the profession of clinical psychologist professionally, who are competitive for further psychology studies, who are competent researchers and who provide counselling and therapeutic services to people in need*”.

No HEI in Kosovo except AAB does not offer the program of Organizational and Social Psychology at the master level nor programs in the field of Clinical Psychology or Mental health. In the past, the Public University of Prishtina has offered a similar program to a limited number of students, so it is more than necessary to continue and open such master programs for Kosovo students.

Responsible persons for MA program in mental health are DrSc Manolita Hida, DrSC Naim Telaku and DrSc Mimoza Shanini, all highly trained and competent specialists in the field of mental health. They are all specialists in mental health field.

Standard	Compliance	
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.		No
Standard 1.2. Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area.	Yes	
Standard 1.3. The study program has a well-defined overarching didactic and research concept.	Yes	
Standard 1.4. There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students.	Yes	
Standard 1.5. All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities.	Yes	



Standard 1.6. All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances.	Yes	
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Compliance level: Substantially compliant

ET recommendation:

1. *I suggest the adaptation of overall mission of the program to newly defined goals of a program*
2. *Eventually change the mission of a program toward emphasizing mental health in pedagogical settings as academic staff has a lot of knowledge on this area*

2.2. Quality management

With regard to quality management, I rely on all the systems that are already established within the framework of a larger institution. I am also relying on all the documents and examples that have been provided. There is, of course, no experience of implementing quality management in this particular educational program, but the tradition of an institution could be a guarantee of acceptable implementation of quality assurance principles.

Usually there are problems with low feedback from students. But at AAB, student feedback is guaranteed in evaluations because it is obligatory (when submitting exams that are in electronic format; the system is their own production).

Standard	Compliance
Standard 2.1. All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity.	Yes
Standard 2.2. Evaluation processes and planning for improvement are integrated into normal planning processes.	Yes
Standard 2.3. Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution.	Yes
Standard 2.4. Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the	Yes



evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.		
Standard 2.5. Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance.	Yes	
Standard 2.6. Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available.	Yes	
Standard 2.7. Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates.	Yes	
Standard 2.8. The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses.	Yes	
Standard 2.9. The quality assurance arrangements for the program are themselves regularly evaluated and improved.	Yes	

Compliance level: Fully compliant

ET recommendations:

- 1. To proceed with the implementation of this quality assurance system, in particular with a view to achieving the redefined objectives of the program and the adjustments of the academic staff.*

2.3 Academic staff

Some members of the academic staff (teachers) teach subjects that are not (or not closely) related to their basic education.

It would be important to have as many specialists as possible in various disciplines related to mental health (including clinical psychology, psychotherapy, psychiatry, etc.). At the level MA, I see as an important collaborator the PhD student who is assistant Vjollca Berisha, as she has obtained a specialisation in clinical psychology (licensed by the Ministry of Health of Kosovo) as a specialist in clinical psychology.

Furthermore, it is important to have academic staff like Manolita Hida (with MA in clinical psychology and CBT training), Linda Abazi has MA in clinical psychology and CBT training, but no PhD in clinical field.



Mimoza Maloku Kuqi also has a relevant educational background and also, it seems, clinical experience, although not described in detail. According to new information, she is also fully employed at AAB.

Dr Fitim Uka is also (according to new information) a specialist in clinical psychology. He has MSc - Master Studies in psychology program for Learning Sciences and with PhD probably in educational psychology.

For example, it would be desirable to have clinical psychology specialists, as this programme has been in place for several years and another generation of the same programme is planned for 2021. If possible, these academic staff should either be employed full time at AAB or part time while working in health systems university hospital or day care centres. It would be important to have academic clinical psychology with a focus in research in the field of clinical psychology.

There are some experienced and trained "key personnel" like Prof. Naim Telaku or Prof. Mimoza Shanini (4 hours of lecture per week on MA, disorders and work with early age groups, neurophysiology and medicine of mental psychopathologies, internship). She is "pure clinician" in the program, which refers to her experience and skills. She has also obtained her PhD from Medical University in Vienna, in the field of Behavioral Science and Mental Health (same PhD program as Prof. Naim Telaku). Prof. Shanini's BA and MA training is medical, in the field of Mental Health of children.

She is also Certified Family Therapist, a child and adolescent psychiatrist, adult psychiatrist, and Certified Trainer of Body-Mind Medicine. She publishes in the field of mental health, particularly in relation to children's mental health. Among other things, she has been chair of Specialty Committee at Clinical Psychology. She is undoubtedly highly specialized, trained and experienced in interdisciplinary aspects of mental health, but she is also not a psychologist or a clinical psychologist.

It is not clearly evident who is intended to perform the exercises. On the other hand, it is obvious that professors, together with research assistants with the habilitation "assistant", are also supposed to give exercises. I am aware of the legal requirements for teaching (MA), but I suggest that competences for engagement in specific subjects should be considered.

There is Prof. Mosha Landsman from Israel, who is probably supposed to be involved in "block lessons", as will probably stand for Marie Leclere. Prof. Landsman's expertise is broad and I



believe his wisdom is a rich contribution to the mission as a whole. I found especially in his subjects (not exclusively) that the bibliography is of older date (this is also true of his publications that do not meet the 6.7 standard). Again, his area of expertise is not clinical psychology. Although he has rich and broad experience. He has some (ambiguous) training in psychotherapy, i.e. CBT and psychodynamic therapy.

Finally, there is Mimoza Telaku with MA in clinical psychology. She teaches methodological subjects. Her publications are related to mental health issues.

The new academic staff member Marie Leclere PhD is also important in terms of mental health disciplines (Neurophysiology of mental psychopathologies, The bio-psycho-social model of mental health) and also in terms of her background. She is listed as a "new hire starting October 2021").

All in all, I can conclude that there are many different, widely competent and educated individuals included in a given "mental health program" MA.

Prof. Moshe Landsman has reached retirement age but is employed part-time at MA and in an additional part-time job at BA. As I understand it, two separate employments are in accordance with the rules.

It is not possible to estimate the actual workload of academic staff as they are probably involved in other MA programs at AAB.

Standard	Compliance	
Standard 3.1. Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation.	Yes	
Standard 3.2. The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation.		No
Standard 3.3. Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity.	Yes	



Standard 3.4. At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program.	Yes	
Standard 3.5. For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions.	Yes	
Standard 3.6. Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties.	Yes	
Standard 3.7. The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service.	Yes	
Standard 3.8. Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available.	Yes	
Standard 3.9. Strategies for quality enhancement include improving the teaching strategies and quality of learning materials.	Yes	
Standard 3.10. Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers.	Yes	

Compliance level: Substantially compliant

ET recommendations:

- 1. To make a plan regarding professional development of younger and perspective members of academic staff.*
- 2. For academic staff to specialize in specific subfields of mental health and to teach subjects related to their basic education and expertise*

2.4. Educational process content

From the documentation (CS's, bibliography) we can see that much of the academic staff is generally highly specialized in the field of educational psychology, pedagogy, etc.



Prof. Ertan Basha teaches mainly educational psychology and competencies in psychotherapy (since he teaches "psychotherapeutic schools") are not clearly evident. Prof. Basha, although he has a PhD in clinical psychology, could be another example where there is probably a mismatch between basic training and the content of the subjects he teaches.

I have noticed that Prof. Mimoza Shanini and Naim Telaku teach subjects like Psychopathology, Biopsychosocial Model of Mental Health (Naim Telaku) and Child and Adolescent Mental Problems, Neurophysiology and Medicine of Mental Psychopathologies (Shanini) and Vjollca Berisha as a Clinical Psychology Specialist - both Practicums.

More systemic approach to interventions/counselling/psychotherapy would be desirable. There is a large young population. Also, family approach (i.e. systemic) is a key concept in mental health problems in children and adolescents.

Indeed, the academic and scientific competencies of the staff can be clearly seen in the structure and content of the curriculum at the level MA itself. I.e. Neurophysiology of the Medicine of Mental Psychopathologies; Research Methods in the Medical Sciences, Ethical Issues in Mental Health (Not Clinical Psychology), Biopsychosocial Model of Mental Health. So I see the program more focused on (interdisciplinary) mental health issues than clinical psychology, and I think these kinds of issues should be arguments for implementing MA on mental health. It is a good (interdisciplinary oriented) program (curricula) on mental health issues. It reflects the way mental disorders/health are understood.

The emphasis is on psychotherapy (regarding theoretical concepts on CBT, psychodynamic approach and also on psychotherapeutic relations (why such a narrow emphasis only on relationships as a therapeutic factor?) and "psychotherapeutic schools" in general.

Although the program has been reoriented to a broader area of mental health, I still support the emphasis on content related to clinical psychological assessment, i.e., assessment/evaluation of personality, cognitive functioning. There is a subject "Psychological Evaluation and Testing" (dr. Fitim Uka), but according to the curriculum it seems that there is no clear emphasis on clinical psychological assessment.

It would probably make sense to set slightly different emphases in individual subjects, e.g. from "Schools of Psychotherapy" to "Psychotherapy and Counselling"; from "Therapeutic Relationships" to "Process Factors in Psychotherapy".



There was some ambiguity regarding standard 4.5 (language). Measures are being taken to ensure adequate language skills among students. The official language is Albanian, but much of the literature is in English. It is difficult to assess whether language skills are adequate, but I can say that measures are taken to ensure this. It was also said during the evaluation interviews that student groups are organized for the students who are not good in English, but most of them speak English.

When the language of instruction is other than Albanian, measures are taken to ensure that the language skills of both students and academic staff are sufficient for instruction in that language when students begin their studies. This can be done through language training before the start of the studies.

"MA Mental Health" has contracts/agreements with "training units"/organisations.

Faculty of Psychology has signed over 10 memoranda of cooperation with different psychosocial centres working in all cities of Kosovo, such as: SOS Villages of Kosovo; Autism Centre; Medical-Psychotherapeutic Centre "Labyrinth"; Psychosocial Centre for Trauma Therapy "Diakonie"; Down Syndrome Centre Kosovo; Together Kosovo Foundation; NGO Caritas Prizren; PEMA day care centre; NGO Hands full of mercy; NGO Centre for Independent Living; UNI Clinical Psychology Ambulance etc.

It seems that these facilities are mostly private or NGO's. Mostly these centers relate to populations in need of mental health or other support.

It is also not clear if there are mental health mentors. The contacts/agreements are mostly older (e.g. 2016), but I assume they are still valid. These centers relate to mental health issues.

I estimate that contact hours in the classroom are rather low relative to the number of ECTS of each subject (probably still in line with the standards).

I also think that some elective subjects are important and could be mandatory (ethical issues in mental health, bio-psycho-social model of mental health).

As mentioned above, there are some discrepancies between the basic training/competence of academic staff and the subjects they teach. Therefore, I assess standard 4.2. as not fully met. In addition, the "logical flow" of subjects and the syllabi of certain subjects could be improved (Standard 4.3).



Standard	Compliance	
Standard 4.1. The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary methodological and generic skills and competencies. The aspects refers especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the student's personality.	Yes	
Standard 4.2. The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning.		No
Standard 4.3. The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation.		No
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	Yes	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	Yes	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discusse with students from the perspective of their relevance to the students' development.	Yes	
Standard 4.7. Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and	Yes	



assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.		
Standard 4.8. Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses.	Yes	
Standard 4.9. Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions.	Yes	
Standard 4.10. Policies and procedures include actions to be taken in dealing with situations where standards of student achievement are inadequate or inconsistently assessed.	Yes	
Standard 4.11. If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program.	Yes	
Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.	Yes	

Compliance level: Substantially compliant

ET recommendations:

1. *To rethink and improve the curricula for some subjects (as an option: add "positive mental health aspects", "health psychology", prevention aspects; emphasize more family / systemic approach and also others (i.e. humanistic, integrative)) and rethink the logical flow and status of subjects (compulsory / elective).*
2. *To pay attention to the consistency of the basic training of teachers and the content of the subjects they teach. To ensure according to possibilities practical experiences in institutions on the field of mental health and as much as possible with mentors with appropriate background education and experiences in mental health area.*
3. *To reconsider eventually number of contacts hours of students in class rooms which are maybe rather low.*



2.5. Students

In my estimation, it is a problem to organize the study program for 200 students in groups of 20 or even for 200 students. Another aspect I estimate is to organize the practice for such a number of students where there would be adequate mentors. Otherwise, all the standards are largely or fully met.

Standard	Compliance
Standard 5.1. There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students.	Yes
Standard 5.2. All students enrolled in the study program posses a high school graduation diploma or other equivalent document of study, according to MEST requirements.	Yes
Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process.	Yes
Standard 5.4. Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed.	Yes
Standard 5.5. The results obtained by the students throughout the study cycles are certified by the academic record.	Yes
Standard 5.6. Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations.	Yes
Standard 5.7. Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators.	Yes
Standard 5.8. Effective procedures are being used to ensure that work submitted by students is original.	Yes
Standard 5.9. Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals.	Yes
Standard 5.10. The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents.	Yes



Standard 5.11. Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning.

Compliance level: Fully compliant

ET recommendations:

- 1. To take care for optimal number of students, especially for practical work and praxis in organizations.*

2.6. Research

There are significant differences between academic staff in their publication productivity. Some papers (or other publications) are relevant to their field and relate to subjects they teach and are of good quality (e.g. Shanini, Voca, Ahmeti, Uka). Some professors' publications are outdated, which can be a handicap when it comes to imparting up-to-date knowledge to students.

Therefore, it could possibly be related to standard 6.2 which is not fully met. It could be that individual professors teach but do not meet the qualitative (6.4) and quantitative (6.7) criteria regarding their publications.

The publication production and the relevance of the publications in relation to the subject they teach is weak for some professors (Standard 6.4.). This aspect has considerable potential for improvement.

Individual standards are partially but mostly met, e.g. 6.1. (funding of research) or 6.2. (performance in relation to the standards mentioned in 6.2.) etc.

Discussions said that research is emphasized and professors incorporate their research into their teaching and also involve students in research. They have a lab to promote research within the institution.

Standard	Compliance
<i>Standard 6.1. The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the</i>	Yes



institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		
<i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria.	Yes	
<i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program.	Yes	
<i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity.		No
<i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad.	Yes	
<i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation.	Yes	
<i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years.		No
<i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.	Yes	
<i>Standard 6.9.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field.	Yes	
<i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students.	Yes	
<i>Standard 6.11.</i> Students are engaged in research projects and other activities	Yes	

Compliance level: Substantially compliant



ET recommendations:

1. *To find more systemic sources of financing research activities.*
2. *To implement strictly performance criteria regarding qualitative and quantitative aspects of publishing.*

2.7. Infrastructure and resources

Using infrastructure of AAB, psychology studies have good infrastructure and other conditions. It is shared with known infrastructure in Prishtina, which is better than in many other institutions in the state.

The weakest point or aspect that could be significantly improved is access to e-literature. Therefore, this standard is assessed as not met (although a large part of the general criteria in Standard 7.3 are met). Currently, access to e-literature is available (JSTORE, EBSCO, DOAJ, Oxford reference... open access to up to 12 scholarly journals). But they only have five accesses to APA databases, which I don't think is enough. They have also already got new printed scientific books.

There are also two clinical work simulation rooms (kind of mirror glass) and a new psych lab.

Standard	Compliance	
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	Yes	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	Yes	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;	No	



c) adequate software for the disciplines of study included in the curriculum, with utilisation licence; d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.		
Standard 7.4. The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.	Yes	
Standard 7.5. The education institution's libraries must ensure, for each of the study programs: a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program; b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program; c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years; d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for; e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.	Yes	
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs	Yes	

Compliance level: Fully compliant

ET recommendations:

1. *To find financing for broader access to e-literature for all (academic staff and students)*



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Standard	Compliance Level
1. Mission, objectives and administration	Substantially compliant
2. Quality management	Fully compliant
3. Academic Staff	Substantially compliant
4. Educational Process Content	Substantially compliant
5. Students	Fully compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Fully compliant
Overall Compliance	Substantially compliant

After evaluation based on all of the cited sources, I conclude that the MA "Mental Health" degree program offered for accreditation by the AAB can be evaluated as "substantially compliant."

Therefore, I propose that MA "Mental Health" program at AAB College be accredited for three (3) years. The program could be accredited with a number of 40 students enrolled in the program.



Republika e Kosovës
Republika Kosova - Republic of Kosovo



Agjencia e Kosovës për Akreditim
Agencija Kosova za Akreditaciju
Kosovo Accreditation Agency

Expert Team

Chair/Member

ROBERT MASTEN

27th April 2021

(Signature)

(Print Name)

(Date)

(Signature)

(Print Name)

(Date)