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

AAB COLLEGE
FACULTY OF PSYCHOLOGY
Psychology/ BA

Branch in Ferizaj

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*
- *Feedback 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 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 – Prishtina
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 is an institution with tradition in Kosovo. It operates 10 years and it's largest non-public institution of higher education in the Republic of Kosovo. The Faculty of Psychology at AAB College was established in 2013 where for the first time the Psychology program at the Bachelor level was accredited while the Master program in Organizational and Social Psychology was accredited for the first time in 2016/17.

AAB College organizes educational activities in Prishtina, Ferizaj and Gjakova. The program that is being evaluated is BA Psychology / Branch Ferizaj.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

BA study program in psychology in Ferizaj is in accordance with the mission of BA study program in psychology in Prishtina. The main point is to provide an additional opportunity for students to study psychology at BA level, as there is a need for psychologists in Kosovo. Special features of BA Psychology - Branch Ferizaj is to provide services closer to students.



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With a possibility to study closer to their homes the cost of studies and the burden on families will be lower.

A big advantage is that AAB has been operating as an institution for 10 years, which provides a lot of experience, knowledge and operational opportunities. In terms of management, in a general sense, the branches are managed centrally, which is an example of an advantage.

It is stated in SER BA that *“Students who successfully complete the Bachelor (BA) studies in Psychology will gain academic and professional skills which will enable them to be employed and contribute to a wide variety of different employment contexts, by including the clinical, organizational, educational context, without excluding the research context, both in the public and private sector, in labour market sectors, such as: institutions for children with special needs, rehabilitation centres and traumas, in social and family services, in career guidance centres, etc. In this regard, students are expected to be prepared to approach the job market in accordance with the skills acquired.”*

Competence of students after three years of study of psychology is not sufficient to work as fully competent psychologists on any area of psychological work with clients. But it is inevitably to gain basic knowledge of psychology therefore BA study of psychology is crucial.

Beside the BA program of psychology itself it is important advantage that AAB College already has an organized and functional campus along with all the necessary infrastructure in the city of Ferizaj. The start of psychology studies in this branch is considered to be feasible.

It is written in SER that *“the academic staff of this program consists of the most renowned professionals in Kosovo, who, with their work, have proven themselves in the field of Psychology”*. I agree that there are high number of highly educated individual included in BA of Psychology.

But I find for the beginning that persons responsible for BA psychology program could be more basically related to psychology as a discipline. Dr. Sc. Shpend Voca, Dr.Sc. Armen Mustafa and Dr.Sc. Dritan Ceka are all highly competent but not all psychologists by basic profession. That can potentially compromise the mission of BA program of psychology in Ferizaj. Namely, Dr.SC Dritan Ceka has Bachelor of Primary Teaching and Master of pedagogical science and has PhD in Social sciences with a profile of Psychology-Pedagogy (that is not clear information on scientific field of the dissertation). Dr.Sc Armen Mustafa has BA in Pedagogy and MA in Inclusive education and PhD in Psychology. AAB stated again in response to draft report that prof. Armen Mustafa is adequately trained. He is highly specialized and valued professional

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but he is not psychologist by basic education but has BA/MA in pedagogical sciences. It reflects basic misunderstanding that it is enough if scientific field is “close enough“ to be competent to teach similar subjects. I am writing this here because it can impact basic mission of the program. But I will mention this issue also later in report.

DrSc Shpend Voca has MA in Interdisciplinary studies – Conflict transformation although having PhD in Social Psychology and BA in Psychology. So my remark goes to a larger degree to former two responsible persons for a program, but to some degree to all of them.

In my opinion, these members of the academic staff, despite their high professional standards and prestigious training and careers, are not the best choice to be responsible for the BA psychology course. Therefore, I have reservations about Standard 1.2 and have ticked that fulfillment has not been achieved. I am aware that fulfillment in this respect is achieved to some degree anyway, but the comment is based more on the above comment.

Standard 1.5 refers, among other things, to ethical conduct in connexion with academic activities. Since ethics is also understood in terms of adherence to the ontological principle of "doing the right thing," I have reservations about this particular aspect, although I am aware that ethical principles are highly respected.

Standard	Compliance	
Standard 1.1. The study program mission is in compliance with the overall mission statement of the institution.	Yes	
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.		No
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.		No
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	



Compliance level: Partially compliant

ET recommendation:

1. *To form the board of persons who are responsible for a program on academic staff members who are psychologist by basic profession.*
2. *To assure that psychologist will teach psychological subjects and other specialist will teach subjects on their specialties.*
3. *To limit the description of competencies which have graduates after finishing BA study of Psychology*

2.2. Quality management

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

Any categories provided by the KAA for evaluating academic programs are not independent. The system itself could be adequate, but if it is associated with some fundamental problems (such as compliance with various standards), the quality itself could also be compromised.

Usually there are problems with lkow feed back of students. But at AAB response of students at evaluations is guaranteed because it is mandatory (when submitting exams which 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:

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2.3. Academic staff

In SER BA psychology it is stated that “The Faculty of Psychology is a faculty which has the most qualified staff in Kosovo for offering study programs in the field of psychology“. And it is also stated that “most of the academic staff have completed their postgraduate and doctoral studies at renowned universities in Europe and beyond“. Years ago, it was a problem to employ academic staff with sufficient academic qualifications. Nowadays there are many additional highly educated people in Kosovo, but the problem shifted more to the issue of adequacy of the scientific fields they teach.

Regarding Standard 3.1, I have determined that the program is standard-compliant. Nevertheless, it is difficult to assess whether academic staff have other contracts at other institutions. And especially in the case of AAB College, where there are several branches of the same program, it is not possible to know whether individual professors are also working in the same program in other cities (e.g. in Ferizaj and in Prishtina, etc.). Probably it is not

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appropriate methodology to assess BA in Psychology in Ferizaj separately from all psychological programs at AAB (potentially compromised Standard 3.3.).

Analyses of the professional development/careers of academic staff shows that their careers often do not follow the same specialisation in scientific field. One could say that there is no clear continuity in their professional development. On the other side, that circumstances are increasing their interdisciplinary competences. So here is the question what is preferable in certain context, in this case in the context of BA study of psychology.

An example of above statement is that there is often the case that academic staff are psychologists but they do not have a PhD in psychology (or not in a specific area of psychology that is closely related to the subjects they teach). Or vice versa: they are not psychologists by their basic profession, but have a PhD in psychology.

Some examples are:

Prof. Naim Telaku has PhD in Medical Sciences - Mental Health/Behavior sciences. MA in Neuropsychology and BA in Psychology (and Political sciences but that is not relevant in this context). He teaches subjects related to psychotherapy and counselling (Introduction to psychotherapy, Theories of Psychological counselling). Further he is teaching more “psychiatric“ subject (Introduction to psychopathology) and Psychophysiology, which is close to his specialisation.

Prof. Shpend Voca has a PhD in Social Psychology and BA in Psychology, but MA in Conflict Transformation (Interdisciplinary Studies). He teaches cultural, social and sport psychology. It would be more "logical" to also teach "Interpersonal Relations" since social psychology is "his area of expertise".

On the other hand there are professors with more clear continuity, but also in that individuals sometimes narrower focus of their degrees and/or publications is not clear, i.e.

Prof. Basha Ertan has BA, MA and PhD in Psychology (field of psychology is not clear). He is teaching Psychology of Personality and Emotional intelligence.

Prof. Mimoza Telaku has PhD in Interdisciplinary Studies/Social Psychology and MA in clinical psychology and PhD in PhD in Interdisciplinary Studies/Social Psychology (if it is social psychology seems quite clear focus, but it's labeled as “interdisciplinary“). She is teaching methodological subjects in psychology. Quite clear professional development is also in i.e. Prof. Diedon Dorambari has PhD in Psychology and BA/MA in Psychology or. Jetmira Millaku has MA in clinical psychology and she is PhD candidate in psychometry.

Prof. Mimoza Shanini is beside prof. Naim Telaku “key professor“ at BA program (meaning that she is teaching 5 subjects). Her basic education is medical and she has PhD in Behavioral



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Science and Mental Health. She has very broad experience, especially in the field of mental health of children and adolescents. Prof. Shanini is teaching psychological subjects (Basic of clinical psychology of children and adolescents and Psychological interventions), which I find not appropriate although of her tremendous training and experiences and knowledge in mental health field. Probably at medical faculty that would be a problem teaching medical subjects being psychologist. Prof. Shanini is also teaching subjects related to psychotherapy which I find correct related to evidence of her training and experience in the field of psychotherapy. That stands also for subjects like Children with special needs and specially to “Mental health“ subject. I had same remark 5 years ago. But in case of prof. Shanini we can be more flexible related to her high level of proficiency and experiences although this flexibility should not be a guideline for future decisions, because it can lead to an improvisation.

There are professors who teach subjects which “seems close to their training/education“, but again I see problem in that, i.e.:

Prof. Armen Mustafa is MSc in inclusive education and has BA in Pedagogy. But he has PhD in Psychology. He is publishing mostly in the field of child violence. He is additionally trained mostly in the field of education. He is teaching Adult psychology which is again questionable because “Adult psychology“ is a topic in developmental psychology.

Further, prof. Dritan Ceka has BA in Primary Teaching, MA in pedagogical science and PhD in combination of pedagogy and psychology (not clear). He is teaching Family psychology. General guideline is that psychological subject should teach psychologists which is not the case here.

Aferdita Ahmeti has MA in Clinical psychology and PhD in Social Organizational Communication. She is Doctor in Organization and Management which probably doesn't fit best to psychological educational program.

Or. Mimoza Kamberi is pedagogue by education but teaching “educational psychology“. All that can potentially compromise Standard 3.2.

Standard 3.3. is probably mostly compliant therefore I marked as compliant. I have a dilemma about workload at same institution. It is not evenly distributed between different members of academic staff. Workloads (part time/full time) are calculated together on all programs at the institution and also on other institutions.

All in all, the situation here is better than it was a few years ago, and progress is visible on the question of general level of education and expertise. One can only note that the academic staff is highly trained, but with many "deviations" from psychology that make the picture more "complicated".

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Based on argumentation above I repeat the statement which is wrong according to my opinion that acceptable level of teacher competence is achieved if her/his basic area of professional engagement is just “close enough“ to psychology (ie. If somebody is pedagogue then can teach pedagogical psychology; if somebody is psychiatrist then can teach clinical psychology etc).

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 plan professional development of academic staff more continuously in the future (for next evaluation and further)
2. To follow a guideline that academic staff is involved strictly in scientific fields where they are basically trained, i.e only psychologist with PhD in psychology teach psychological subjects etc.
3. Eventually to evaluate separate programs in the context of other programs at same institution since all program are using same resources (ie Prishtina and Ferizaj; recommendation is probably more related to KAA). In fact it is not new program but extension of existing program.

2.4. Educational process content

Curriculum “covers“ all basic fields of psychology, i.e. general psychology, methodology in psychology, organizational psychology, developmental psychology, social psychology, educational psychology, special fields (i.e. sports psychology). Less “covered“ field is “clinical psychology“ (Basics of clinical psychology for children and adolescents). And this subject is taught by experienced and highly trained professor M. Shanini, who is not psychologist by profession. Then we have subject like “Mental health“ which perfectly makes sense, also related to professional expertise of professor Shanini or “Introduction to psychopathology“ or “Psychophysiology“. “Basics of clinical psychology for children and adolescents“ is specific and demanding and advanced field. But there is no “basic“ clinical psychology in the curriculum at BA level (Standard 4.2). And also “group therapy“ is advanced and specific subject which could be to demanding for the third year of a study at BA.

Some titles of subjects could be more simple. I.e. “maturity and learning as developmental factors“ seems unnecessary complicated. Or, “Group therapy in Psychology“. It doesn’t need



to be added “in psychology“. In the case of “Group therapy“ the aim of the subject is poorly described.

Further, “logical flow“ of subjects is not always clear. It seems to me that for the 1. Semester of 1. Year of a study “Therapeutic communication skills“ is to demanding subject, to early included in to curriculum. Further, “Statistics in psychology“ would be more “logically“ located before “Psychometrics“ etc.

It is difficult to follow arguments why are some subjects “elective“ although they are basic, i.e. “academic writing“, “Interpersonal relations“ (which could be a part of broader – higher order subject).

It is not logical that very basic and important subject as “Introduction to psychological testing“ is elective subject.

In many subjects, the study literature is quite old. This is understandable and acceptable if it is study literature in Albanian. But if it is literature in English, which is relatively easily accessible, then it would make sense to update it. Examples: “Basic notions“ – 1995, 1997; “Cognitive processes“ – 1996; “Psychology of personality“ – 2004 (and no information of the year of publishing of the other book); “Psychology of creativity and gifted children“ – 2011. “Psychology of children and adolescence“ – 2010; “Emotional intelligence“ – 1990; “Psychology of Adults“ – 1996“; “Mental health“ – 2010; “Introduction to psychotherapy“ – 2000. and many other examples.

AAB has contracts/agreements with "training entities"/organisations. These centres are a good way for students to do their practice in the general psychology field.

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.		No
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 discussed 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 assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students.	Yes	
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 to 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 update literature where possible, especially for literature in English.*
2. *To reconsider labels/titles of some subjects*
3. *To reconsider “logical flow“ and to make it more “fluent“*
4. *To reconsider criteria for defining subjects as obligatory/elective*
5. *To include basic clinical psychology contents*
6. *To reconsider language skills needed for study English literature*

2.5. Students

According to my opinion it is problem to organize study process (exercises in small groups, lecture, practical work in institutions for 180 students). There is also an issue with adaptations of evaluation process because of epidemic and on-site visit was not possible (i.e regarding study groups).

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 possess 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.		No
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.	Yes	

Compliance level: Fully compliant

ET recommendations:

- To downsize number of students

2.6. Research

There are significant differences between academic staff in their publishing productivity. Some papers (or other publications) are relevant to their professional field and related to subjects they teach and of good quality (i.e. Shanini, Voca, Ahmeti, Uka). Some publications are of old date



(M. Landsman). It's not appropriate format to evaluate publishing production and the relevance of publications in relation to the topic they teach (Standard 6.4.). This aspect has significant potential for improvement.

It was not possible to check criteria 6.8 if academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.

It was said during meetings that there is emphasis given on research and that professors incorporate their research in teaching and also include students in research. They have a laboratory to foster research inside institution.

I estimate that academic staff is not supported enough with financial resources for their research. I estimate that the academic staff could have more clear track record of research results on the same topics as their teaching activity. (6.4)

Standard	Compliance	
<i>Standard 6.1.</i> 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 institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives.		No
<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. Academic staff could be more focused in research into those fields of psychology they teach*
- 2. Research could be more supported systematically and financially*

2.7. Infrastructure and resources

Using infrastructure of AAB, Psychology studies have good infrastructure and other conditions.

Eventually weakest point or aspect which could be significantly improved is access to e-literature. There is currently enabled access to e-literature (JSTORE, EBSCO, DOAJ, Oxford reference... open access to up to 12 scientific journals). But they have only five accounts to APA bases which I find not sufficient. Already they got also a lot of new printed scientific books.

There are also two rooms for simulation of clinical work (one way mirror glass) and a new psychological laboratory.

Standard	Compliance
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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; 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.		No
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;	Yes	



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.		
Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs	Yes	

Compliance level: Substantially compliant

ET recommendations:

- To enable 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	Partially 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	Substantially compliant
Overall Compliance	Substantially compliant

After the evaluation based on all the cited sources, I conclude that BA program of psychology offered by the AAB, is **substantially compliant** with the standards contained in the KAA Accreditation Manual and therefore recommend the reaccreditation of the program for a period of 3 years with a number of 100 students to be 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)
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