



Republika e Kosovës  
Republika Kosova - Republic of Kosovo



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

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***DARDANIA COLLEGE***  
***APPLIED PSYCHOLOGY AND MANAGEMENT STUDIES***

***REACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*June 7 , 2019, Prishtina*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit: May 21, 2019**

**Expert Team (ET) members:**

- **Prof. Dr. Melita Kovacevic**
- **Prof. Dr. Milan Pol**
- **Prof. Dr. Yelena Istileulova**
- **Prof. Dr. Vlatko Cvrtila**
- **Prof. Dr. Andrew Goodspeed**



### **Coordinators from Kosovo Accreditation Agency (KAA):**

- Avni Gashi, Acting Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation

### **Sources of information for the Report:**

- Self-Evaluation Report (SER) submitted by University of Prizren “Ukshin Hoti”;
- Information obtained during the site visit;
- Meetings conducted with the management of the institution and program, quality assurance representatives and administrative, teaching staff, students, graduates, employers of graduates and external stakeholders;
- Supplementary documents requested by the ET

### **Criteria used for program evaluation:**

- KAA Accreditation Manual

#### **1.2. Site visit schedule**

##### **20 May**

**19.45** Meeting at the Reception of the Hotel

**20.00** Working dinner

##### **21 May**

**08.40** Meeting at the reception of the hotel



<b>09.00 – 10.30</b>	Meeting with the management of the institution ( <i>no slide presentation is allowed, the meeting is intended as a free discussion</i> )
<b>10.40 – 11.50</b>	Meeting with quality assurance representatives and administrative services
<b>12.00 – 13.00</b>	Meeting with the heads of study programs
<b>13.00 – 13.50</b>	Lunch break
<b>13.50 – 14.50</b>	Visiting tour of the facilities and infrastructure
<b>14.50 – 15.40</b>	Meeting with teaching staff
<b>15.50 – 16.40</b>	Meeting with students
<b>16.50 – 17.40</b>	Meeting with graduates
<b>17.50 – 18.40</b>	Meeting with employers of graduates and external stakeholders
<b>18.45 – 19.00</b>	Internal meeting – Expert Team and KAA
<b>19.00 – 19.15</b>	Closing meeting with the management of the institution

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

Dardania College started to function as formal-legal University with licencing with certificate nr. 898/02-1 of the date 1.12.2004 (December 1st, 2004) by the Ministry of Education, Science and Technology (MEST), for academic years 2004-2007, as a private university institution. The institution was re-accredited with the decision nr. 583/02-1 of the date 09.05.2007 (May 9th, 2007), for academic years 2007 – 2011, as “Dardania” University. During the institutional re-accreditation for particular programs at the BA and MA level, for the years from 2009, by the Kosovo Accreditation Agency (KAA) and the MEST, the institution was accredited and licenced as Private Provider of Higher Education (PPHE) “Dardania” College. Amongst study programmes is also the BA Program of Applied



Psychology and Management Studies, which has started for the first time as a 3 year bachelor programme in academic year 2010/2011 and it has been accredited by KAA with Decision No. 465/10, for a period of 1 year. Afterwards the program is re-licensed by Decision no. 302/11 in 2013 for a three-year term. The last re-licensing took place in 2016, by KAA with Decision no. 1249/16.

## PROGRAM EVALUATION

### 1.4. Mission, objectives and administration

The study programme mission is following the overall mission statement of the institution and with objectives which are focusing to prepare students for the next generation of professionals and leaders capable of managing human resources in corporations and leaders in public activities. The programme of Applied Psychology and Management Studies is aiming to produce young people with skills needed for successful management in different working contexts.

According SER along the general objectives, the program has also the following objectives:

- To develop critical and integrative understanding of the relationship between theory, research and advanced practice in applied and organizational psychology,
- To develop required skills for the application of psychology in the professional and organizational environments,
- To develop systematic research skills through theoretical and empirical approaches,
- To enable students to reflect the ethical code values in the working environment,
- To train students for the project development in the field of applied and organizational psychology.

Academic staff of the Programme are very much focused on aims of the study programme and they are dedicated to fulfil them in order to produce young people capable to to manage the behaviors and actions of stakeholders within the organization taking into account their



psychological implications in interpersonal relationships. The Programme incorporates practical work and enables students to combine theoretical knowledge and skills with the labor market needs.

Dardania College has been establishing procedures to monitor the Programme and its adequate implementation. The Programme has been chaired by the Dean of the academic unit, and the Learning Council is the main decision body. The Dean is elected for the term of three years and he or she reports to the Senate of the College and to the Rector.

It has been observed that programmes has procedures and decision bodies put in place that follow up the programme changes and accept and implement recommendations from the previous evaluations and reaccreditation processes.

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. To initiate regular evaluation of the Programme focused on comparison with other similar problems at other, foreign, institutions*

### **1.5. Quality management**

The quality management at the Applied Psychology and Management Studies is done in accordance with procedures on Quality Management of "Dardania" College. Quality management is done regularly, according to the Regulation on ensuring quality Amongst others, they include:

- Regular grade assessment at the end of each semester
- Regular assessment of the academic staff
- Evaluation of student performance evaluation
- Keeping track of employment of graduates

Program staff have participated in self-evaluation and cooperated at program level to prepare SWOT analysis. However, apparently there is no regular surveys and data collection on employers needs and experience, data on evaluations are not publicly available.

**Compliance level:** Substantially compliant



**ET recommendations:**

1. *Students should be involved more intensively in the process of quality management*
2. *Student should be informed on survey data*
3. *Learning outcomes should be more central for evaluation of the programme*
4. *The employers should be involved more actively in the process of quality management, including feeling out periodical surveys with a main aim to improve the programme*

**1.6. Academic staff**

In principle, there is a sufficient number of staff members who are full-time employed and it is in the accordance with the Administrative Direction for Accreditation and Required Standards for Academic Staff. However, considering the number of study programmes and its diversity, there is a significant overlap of some teachers being involved in different programmes. Dardania College has developed recruitment procedures and selection criteria. Additional efforts are put in creating courses to prepare young and new staff members, however it seems that it is still in its initial phase. Not all the staff is informed and aware of those opportunities. In addition to that it seems that in terms of the content those trainings are of the limited scope.

There is a tendency to support staff in their efforts to participate in conferences, however at the same time, although it has been reported that staff receives the financial incentives for publishing papers, we did not meet a representative of a staff who has been awarded.

Academic staff is regularly involved in the evaluation of their work, but, the reports are not publicly available. Dardania College has presented Academic staff development plan 2019-2024 with clear orientation to develop ability of all teachers to use new technology and new teaching methods and to participate in research projects.

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *All the evaluation reports need to be public and to be diversified*
2. *Staff training need to be further developed and available to everyone*
3. *Incentives for academic/research outputs need to be transparent and implemented*



4. *In general, the flow of relevant information need to be better established and more transparent*

### **1.7. Educational process content**

According to SER, this program aims to enable students in the field of applied psychology and management studies to proote and influence business and psychology trends in Kosovo and beyond. Programme shold enable students to cooperate with others, to explore diferent ideas and values and to be able to serve the common good of society.

According to SER, outcomes of the programme Applied Psychology and Management Studies are as follows:

- Acquire knowledge and skills in organizational psychology including designing and using context analysis tools and improving workplace practices
- Demonstrate a critical and integrative understanding of the relationship between theory, research and good practices
- Possess a range of practices and appropriate consulting skills in the field of psychology and management
- Assess key ethical and business issues in professional practice in organizational psychology
- Acquire advanced research skills such as designing, conducting and executing research projects
- Be able to use the knowledge and evidence gathered from research projects and to apply those to the problems that arise in work environments
- Communicate professionally in academic, professional and commercial environments
- Have confidence in their knowledge that they can operate in complex and unfamiliar contexts by applying flexible, creative knowledge, and generating transformational solutions.





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According to the SER, students will also gain additional the following skills:

- Skill for conduct of quantitative and qualitative research
- Ability to analyze and interpret data
- Skill to conduct scientific work
- Skills for transferring data from research with SPSS
- Skill and ability to lead business institutions
- Ability to communicate in English by using the repertoire and the vocabulary of psychological notions especially those of applicative nature

The SER provides the whole surriculum and description of all the individual courses. However, there is no clear link between learning outcomes of overall study programme and each course of the programme. The whole programme is overloaded with courses from the economy, and it is almost as one programme is made of two, contentwise different programmes. Although it has been done improvement in terms of the ECTS distribution from the last evaluation, it is still uneven in terms of the course demands and the requirements. Some courses would definitely need to be taught with less teaching hours and with less allocated ECTS. All in all, considering the fact that this is a programme in psychology, there is too many courses from the economy field. Course like Graduation, at the very end of study cyclus, does not make sense to have 2 lecture, 2 practice/week.

Academic staff are using technology, in particular for communication with students as well as they try to provide students with reading material. Students' assessment mechanisms are developed, and they monitor students progress continuously. However, it is not clear or justified how the internship works. While the students are obliged to have it during the sixth semester (300 hours), they do not receive for it any credits, and at the same time, they still have the full load of semester of courses and a work load of 30 ECTS.

The College have signed agreements with number of external institutions that provide internship for students.

**Compliance level:** Partially compliant

**ET recommendations:**



- 1. Create a syllabus for Internship/Professional Practice with clear and visible learning outcomes that relate to the programme learning outcomes.*
- 2. Better balance courses that belong to different fields and distribute ECTS more adequately*
- 3. Revisit the whole composition of the programmes in terms of the individual courses and consider to remove some of them.*
- 4. Better present outcomes, connect outcomes of individual courses with an overall programme and differentiate learning outcomes from competencies.*
- 5. Better define the internship and its participation in overall workload and distribution of the ECTS.*

### **1.8. Students**

The students who were interviewed during the site visit seemed to be open, articulated, engaged and supportive for the programme. They expressed positive impressions both of the programme itself and of the teachers. The admission procedure seems to be clear, transparent and applies to all students. All students enrolled in study programs have evidence of a completed four-year high school. In terms of the teaching methods, it seems it is still prevailing traditional methods of ex cathedra teaching, at least in the part of lecturing. During the practical part, more group work is applied. Students receive feedback after the exam and can inspect the test. There is also a procedure of appeal appeals and appeals to teacher behaviour.

However, it has been observed that the culture of collecting data has not been adopted. There is no clear and available evidence of tracking the student success and drop out data. After obtaining additional data on request, it is obvious that there is relatively low completion rate, although presented data are contradictory and two different tables show different numbers. It has been also noted that the number of enrolled students extremely increased from the last academic year (i.e., while in the 2016/2017 was 77, in 2017/2018 was 155!). This kind of increase of number of students can be hardly justified, it cannot contribute to the quality and it is with no doubts beyond the institutional capacity.

There is no support for students who might experience some difficulties in the course of study as well as the whole facility is not user-friendly for any kind of disability. The attempt



that the College made is to offer classes in evenings and afternoons making possible for students to be engaged with work during the day.

The College does not have the tool for plagiarism, so mostly rely on teachers and their time and efforts to identify possible misconduct.

**Compliance level:** Substantially compliant

**ET recommendations:**

- 1. Collect data regularly and monitor success rate in order to implement mechanisms for quality enhancement*
- 2. Start developing environmental and personal sensibility for students with special needs, and work more intensively on inclusive education*
- 3. Optimise the number of students on offer to be matched with the institutional capacity*
- 4. Purchase the software for plagiarism*

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### **1.9. Research**

Dardania College reported that it has established the Center for Scientific Research, which has approved a plan for the development of research for the period 2019-2024. However, during the site visit it has been reported that each research area/study unit has its own Center, and at the same time, staff did not show the full awareness and functionality of the Center/s. The developed document provides the plan for scientific research activities that will ensure the quality of scientific research. According to the plan, it is possible to conclude that allocated resources are sufficient for achieving the proposed research objectives. The contributions of the academic staff in the field of research are evaluated on the evaluation of performance in accordance with the Statute of the College (Article 56), and the Regulation on professional-scientific advancement, on election or re-election. It has been also reported that the College supports young staff to finish their doctoral studies and to publish. However, although there is an articulated need for publishing, data show that there is a very limited number of staff who publish annually. Most of the staff is not research productive and this might be an issue in the long run. Still, ET notices that the staff is aware of a need to be research active, to participate in conferences and other type of scientific meetings and to publish regularly.



**Compliance level:** Partially compliant

**ET recommendations:**

- 1. Further development of criteria for research productivity is needed*
- 2. Information related to research incentives as well as criteria to obtain them need to be transparent and well communicated with all the staff members*
- 3. Involve students more in research, also introducing more forcefully research based teaching*
- 4. Increase research capacity in general*

**1.10. Infrastructure and resources**

Dardania College has been placed in facilities that are fairly adequate and that enable regular academic activities. It has sufficient number of teaching spaces, relatively adequate teachers' office, and all other needed spaces, including the area for socialising and students meetings. The teaching rooms are equipped well. The weak spot is still the library. The library is missing adequate stock of the titles, it is modestly furnished with recent titles and still does not have a sufficient and easy to access data and on-line library. The facilities are not adapted to students with special needs, and there were not signs that this is on the agenda of the institution. There are no actual spaces/facilities to perform research. So called Centers are placed in regular offices, with the computer as only research equipment. For the psychology programme this is in particular an issue and a serious obstacle to have significant research.

**Compliance level:** Partially compliant

**ET recommendations:**

- 1. Make more efforts to adapt building for better approach of students with special needs.*
- 2. To up-date library with new titles and to make on-line data more accessible*
- 3. To establish better research designated facilities*



## 2. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

We would like to thank the staff members for being open and constructive during the site visit. The visit was efficient and the ET had chance to obtain answers and information not included in the SER. It has been also noted that the programme took in consideration previous recommendations and implemented some changes accordingly.

*Main additional recommendations:*

- 1. The SWOT analysis should be performed differently, including more stakeholder, in order to gain better insights of the programmes and to enable optimal strategic planning*
- 2. In order to improve the whole programme it is necessary to collect a feed back from the graduates, alumni and employers*

In conclusion, the Expert Team considers that the study programme Applied Psychology and management Studies offered by “Dardania” College is ***Substantially compliant*** with the standards included in the *KAA Accreditation manual* and, therefore, recommend to accredit the study programme for a duration of 3 years with a number of maximum 60 students to be enrolled in the programme.

### Expert Team

#### Chair

**Melita Kovacevic**

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(Signature)

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Date)

#### Member

**Vlatko Cvrtila**

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Date)



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**Member**

**Milan Pol**

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Date)

**Member**

**Andrew Goodspeed**

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

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(Date)

**Member**

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