



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

**University of Prishtina Faculty of Philosophy
Psychology/BA**

REACCREDITATION

REPORT OF THE EXPERT TEAM

6th of April 2021, *Ljubljana*



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1. INTRODUCTION

1.1. Context

Date of evaluation (on-line): 16. March 2021

Expert Team (ET) members:

- *Assoc. prof. dr. Robert Masten, spec. psych. counsel., University of Ljubljana, Faculty of Arts, Dept. of Psychology*

Coordinators from Kosovo Accreditation Agency (KAA):

- Naim Gashi, Executive Director of KAA

Sources of information for the Report:

- SER – MA SCHOOL AND COUNSELING PSYCHOLOGY 2021
- *SER – BA Psychology*
- *Syllabuses*
- *Staff CV's*
- KAA Accreditation Manual, July 2018
- *The manual for external evaluation of higher education institutions, February 2021*

Requested documents:

- *Additional CV's*
- *Syllabuses (they were included in SER, but not readable on my laptop)*

Received documents:

- *Additional CV*
- *Syllabuses (MA, last semester)*

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

Programme Re/accreditation Procedure at University of Prishtina Faculty of Philosophy

Date: 16th of March 2021

Expert Team

- Prof. Dr. Robert Masten

Coordinators of KAA

- Naim Gashi, Executive Director of KAA

Site Visit Programme

09.00 – 09.40	Meeting with the management of the institution (<i>no slide presentation is allowed, the meeting is intended as a free discussion, meeting with Dean, Vice dean</i>)
09:45 – 10:30	Meeting with quality assurance representatives and administrative staff
10:35 – 11:35	Meeting with the heads of the study programme (<i>Psychology /BA</i>)
11:40 – 12:40	Meeting with the heads of the study programme (<i>Social Psychology and counseling /MA</i>)
12:40 – 13:20	Lunch break
13:25 – 14:10	Meeting with the teaching staff
14:15 – 15:05	Meeting with students
15:10 – 15:50	Meeting with graduates
15:55 - 16:35	Meeting with employers of graduates and external stakeholders
16:40 – 16.50	Internal meeting – Expert Team and KAA
16:50 – 17:00	Closing meeting with the management of the institution



Nr.	Study programmes	Experts	Responsible persons of study programmes		
1	<i>Psychology/BA (Reaccreditation)</i>	Prof. Dr. Robert Masten	Dashamir Bërxulli	Liridona Jemini - Gashi	Kaltrina Kelmendi Natyra Agani
2	<i>School Psychology and counseling /MA (Reaccreditation)</i>	Prof. Dr. Robert Masten	Aliriza Arënliu	Zamira Hyseni	

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

There are currently seven departments in the Faculty of Arts, with the Department of Psychology being one of them.

The Faculty of Arts is headed by the Dean under the chairmanship of Dean Prof. Asoc. Dr. Dashamir Bërxulli, a psychologist by profession and also a professor in the Department of Psychology.

The Department of Psychology is the central department of psychology departments in the state of Kosovo. It has a central role in the training of psychologists and also broader for its impact on society as a whole.

Persons responsible for BA psychology program are Prof. asoc. Dr. Dashamir Bërxulli, Prof. ass. Dr. Kaltrina Kelmendi, Prof. ass. Dr. Liridona Jemini - Gashi and Ass. Dr. Fitim Uka.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

At the general level of information provided, the mission of the study program is in compliance with the overall mission statement of the institution. There was also significant progress made from previous evaluations. It is clear that University of Prishtina, Faculty of Philosophy and Department of psychology are aware of their central role in the field of psychology in Kosovo and they are performing this role in appropriate way. Many clarifications and information's were give during site visit, which was more complex as evaluation in previous years (additional meetings) as whole reporting procedure is also more clear and structured. Unfortunately, many mistakes and inconsistencies were found in SER which makes evaluation more difficult. But still, together with additional documents and information acquired during site visit it was



possible to get complete impression of the state of the art and to give valid report on mission, objective, administration and for the whole program.

Key Performance Indicators are defined. There is database system for different kinds of analyses, i.e. course completion analysis, program progress, completion rates, program evaluation and comparative data over previous years. Statistics on different kind of indicators are available in a centralised data base.

Some aspects, i.e. on the state and the usage of e-learning and digital media could be described in the SER more in detail. The study program mission is in compliance with the overall mission statement of the department, the institution and expectations and needs of broader community.

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.	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	

Compliance level: Fully compliant

ET recommendation:

- To establish board on ethics for evaluation of different kind of research where people are involved*



2.2. Quality management

There are several systems of quality management established in a whole institution (the faculty and the university). The management, academic and administrative staff are involved in the quality management system.

Various questionnaires are used to provide feedback e.g. Academic Staff Questionnaire, University Administrative and Support Staff Questionnaire, Student Questionnaire, Student Assessment Questionnaire on subject and teaching. All data provided is collected and managed through the SEMS system. University-wide system of data management is established. Statistical data on all relevant indicators are collected periodically, stored and accessible when needed.

It was reported that there is a problem with students' lack of motivation to provide feedback. Therefore, much more could be done in this area, e.g. to establish procedures for cases where the amount of feedback is low (less valid) or to motivate students (and others, if indicated) to provide feedback.

A good and very valid feedback is also the number of students who continue their studies abroad. It has been reported that 10 to 15% of students continue their studies abroad, which is a good indicator of their competence. Therefore, it might be useful to track the careers of students after they finish their studies at UP.

Since the Psychology Department has been reported to be working extensively with the broader community, it might be useful to make these collaborations and activities more present in the broader community. Nonetheless, there is a consensus in one country in the field and the fact that the department is the best might become insufficient.

Quotas for students with “special needs“ are defined. In this matter it is important to take care for all those students who has lower SES, or they are breadwinners, they have to work if they want to study etc, they have insufficient conditions during pandemic etc.

It was reported that special care is taken for confidentiality of collected data and that relevant procedures are establish to protect confidentiality.

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 evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students.	Yes	
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 establish more detailed system of dealing with feed back of students*
- 2. To follow students more systematically after they finish studies (alumni)*
- 3. To inform public about collaboration with broader community*
- 4. To include procedures of functioning in the case of crisis situations*



2.3. Academic staff

Significant improvement has been made since the last evaluation. All full-time staff members earned their doctorates in psychology from foreign universities. Many of them in the United States or in European States. This is the main foundation that ensures adequate quality of psychology studies.

The academic staff is highly motivated, as evidenced by students' opinions and discussions with them.

What has made the evaluation difficult are many errors in SER. I suggest that in the next evaluations SER should be written more accurately. I.e., the titles of the subjects are not the same in different places (e.g. comparison between p. 18 BA SER and what is written in the syllabi or other places in SER), the names representing the academic staff are also not the same in different places (e.g. comparison between p. 19 and p. 34), it is not clear which people have which academic habilitations (Associate Professor, Assistant Professor etc.). It was also not clear who teaches which subject (e.g., Social Psychology 2, Developmental Psychology 2, Community Interventions. It was not clear if, for example, Jon Konjufca is a full-time employee of the department or if he is an internal UP employee. Also, it was difficult to assess some workloads, e.g., assist . dr. Fitim Uka, it is written that he is "department secretary," also an elected member of the parliament, but still highly loaded with teaching hours (by my estimate 15 hours of practicum (internship) and 4 hours of lectures (without approx. 8 hours at MA level).

The academic staff is unevenly loaded with academic work. According to my estimate, only at the BA level, prof Kelmendi has a load of 18 hours, prof Agani 15 hours, prof Gashi 14 hours, prof Bexully 12 hours etc. It was said during the interview that "they work much more from the outside".

The titles of the subjects often contain brackets (e.g. page 50 SER: "Social psychology (social cognition)") or special characters (e.g. "&").

However, having studied the documents more closely and based on conversations with various groups associated with the study of psychology, this deficiency does not affect the overall evaluation results.

As I said, the academic staff is highly motivated. They were very engaged in a broader community during the pandemic.

The main shortcoming is that academic staff are overworked, even without their engagement at the MA level or possibly at other institutions in Kosovo.

Moreover, many of them teach very different subjects, i.e. they are not specialized in certain subfields of psychology, i.e. they teach clinical, developmental and general psychology



subjects in one person; or: methodological, organizational, developmental and general subjects in one person; or: social psychology and psychotherapeutic - counseling subjects, etc. Practically no single teacher is devoted to a particular area of psychology. This also opens the relationship with their research, where it is more difficult to keep in touch with all the different areas in which they work.

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.	Yes	
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	Yes	



on a formal basis at least once each year. The results of the evaluation are made publicly available.		
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: Fully compliant

ET recommendations:

1. *To specialize more in specific subfields*
2. *To lower workloads*
3. *To work intensively in selection of young and prospective students and to develop their careers with objective to stay at the department (i.e. internships)*

2.4. Educational process content

The curriculum is appropriate for the study of psychology at the BA level and is compatible with similar curricula at other universities and conforms to the referential standards. All basic subfields of psychology are included (social, clinical, methodological, developmental, educational, organizational, and general). The syllabi provide sufficient information about each course.

Some syllabi are not written according to a syllabus model as presented as an insert in the SER itself, which makes evaluation somewhat difficult. Some subject titles also have different names in different places (e.g., General Psychology vs. Introduction to Psychology, etc). Some literature is in English, but from student selection criteria, talking to students, English being part of the curriculum, I guess foreign language is not a problem. After talking to students, there is a very good relationship between academic staff and students, which includes the description of curriculum objectives. This also applies to the assessment mechanisms. There was reported to be a good working relationship with the placement companies. The practice hours are not paid but valued as a 'win-win' situation. The institutions are interested in cooperation, they have signed many memoranda with them.

The teachers are mostly young and with good education and are familiar with modern technology as IT resources that they use in their pedagogical work.



In the description of the curricula, the literature is poorly cited. Mostly not according to apa7 standards, mostly old or outdated, or even just describing the literature (e.g. Introduction to Sociology), without indicating the date of publication, etc.

There is quite different amount of literature defined for specific subjects of same size.

Titles of some topics could be changed, e.g. "Interviewing Skills", since according to the table of contents it is not only about skills.

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.	Yes	
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.	Yes	
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.	Yes	



This may be done through language training prior to the commencement of the program.		
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: Fully compliant

ET recommendations:



1. *To update literature where needed*
2. *To define compatible amount of literature for different subjects*

2.5. Students

There was very positive feedback from the students regarding the professors. "The professors always have time for the students". "It's a very adaptable department," students said. As an example, they shared that due to a closure, everything was moved online in one week. Professors are available for advising and consultations. Study groups are reasonable.

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.	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. *establish a student psychological counselling service that could also be used as a teaching opportunity for MA students. Additional staff would need to be hired for this service.*

2.6. Research

A great improvement has been made since the last evaluation with regard to research activities. The academic staff publish a lot, including in recognized scientific publications. Many papers have been published, especially in recent years. They also participate in scientific meetings of all kinds.

Students reported that they are regularly involved in research ("even get paid for it").

Graduates emphasize that research is a strength of the department. They are known by the research culture of the department.

An Institute of Psychology has already been established where students are involved in research activities.

Still, there is lack of financial support of research. But they said "they choose not to blame others" and to behave proactive. So they are looking for international collaborations (grants, Erasmus plus). They have connection to six departments of psychology, but more on the individual level than institutionally. They are part of different departments of psychology in the USA/EU. They are often organized to collect research data together with students.

Academic staff do have a trail of research scattered across different areas of psychology, but even so, I can't say that this conflicts with Standard 6.4. Still, it makes it harder to track whether the research is consistent with the subjects they teach.

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.	Yes	
<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.	Yes	
<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: Fully compliant

ET recommendations:



1. *Academic staff could be more focused in research into those fields of psychology they teach*
2. *To find more systemic sources of financing research activities*

2.7. Infrastructure and resources

Improvement was also achieved according to these criteria. The greatest improvement was made with the reduction in the number of students. This has been a major problem in the past. Students reported that there are broken seats or malfunctioning projectors from time to time, but that working conditions are generally good. In fact, a great improvement has been made in the area of technology use. One exception is the Wi-Fi signal, which is worse than in the past. They have also already gotten 60 new PC's, a new amphitheater, new windows, and a new facade.

The situation is also better in terms of access to e-sources for studying literature. Access to e-literature is better but still limited. They have some licenses for Elsevier and others that are also available to students. Student access to e-libraries is possible but quite limited in practice (they find other ways). Scientific literature is also translated into Albanian language or they publish their own publications.

It is difficult to evaluate if “The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs “, but according to students themselves special care is taken for those students.

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;	Yes	



<p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities;</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence;</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p>		
<p>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.</p>	Yes	
<p>Standard 7.5. The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program;</p> <p>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;</p> <p>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;</p> <p>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;</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p>	Yes	
<p>Standard 7.6. The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs</p>	Yes	

Compliance level: Fully compliant

ET recommendations:

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



3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Positive and also critical, but sincere and clear information were give during on-line process of the evaluation. It is clear that there are many shortcomings related to all areas of evaluation but still those aspects are not forgotten or ignored, i.e. feed-back of students, access to-literature, access to literature in general, financing of a research, facilities adapted to students with special needs. Significant improvement was done, especially in most critical aspect which is related to the lack and adequacy of academic staff. At time all teacher/assistants are competent, trained abroad and enthusiastic. So the Department itself is in this matter an example of what can be done if there is the right strategy and dedication. But there is still a room for improvement. Staff is overloaded and not very specifically oriented to specific subfields of psychology.

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

After the evaluation based on all the cited sources, I conclude that BA program of psychology offered by the University of Pristina, Faculty of Philosophy, is fully compliant with the standards contained in the KAA Accreditation Manual and therefore recommend the reaccreditation of the program for a period of 5 years with a number of 100 students to be enrolled in the program.



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

Expert Team

Chair/Member

(Signature)	ROBERT MASTEN	6th April 2021
	(Print Name)	(Date)

(Signature)	(Print Name)	(Date)
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