



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

AAB COLLEGE
FACULTY OF PSYCHOLOGY
Psychology/ BA

RE/ACCREDITATION

REPORT OF THE EXPERT TEAM



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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June 1 2022, Tallinn & Bucharest

Table of Contents

1. INTRODUCTION	3
1.1. Context.....	3
1.2. Site visit schedule.....	3
1.3. A brief overview of the institution under evaluation	4
2. PROGRAM EVALUATION	5
2.1. Mission, objectives and administration	5
2.2. Quality management	7
2.3. Academic staff.....	10
2.4. Educational process content.....	13
2.5. Students	18
2.6. Research.....	20
2.7. Infrastructure and resources	22
OVERALL EVALUATION AND RECOMMENDATION OF THE ET	24



1. INTRODUCTION

1.1. Context

Date of online site visit: May 11th 2022

Expert Team (ET) members:

- *Dr Kristjan Kask*
- *Horia Serban Onita*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Arianit Krsniqi*
- *Ilirjane Ademaj Ahmeti*

Sources of information for the Report:

SER BA Psychology Ferizaj

Staff CV's

Course syllabuses

List of activities

List of publications

KAA Accreditation Manual

The manual for external evaluation of higher education institutions

Criteria used for institutional and program evaluations

Standards & performance indicators for external evaluation according to the Accreditation Manual of KAA

1.2. Site visit schedule

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is	

3



	integrated	
09:50 – 10:35	Meeting with quality assurance representatives and administrative staff	
10:40 – 11:40	Meeting with the heads of the study programme:	1. Naim Telaku 2. Manolita Hida 3. Ertan Basha 4. Nalan Kazaz 5. Arvesa Studenica
11:45 – 12:30	Meeting with teaching staff	
12:30 – 13:15	Lunch break (provided at the evaluation site)	
13:15 – 14:05	Meeting with students	
14:10 – 15:00	Meeting with graduates	
15:05 – 15:45	Meeting with employers of graduates and external stakeholders	
15:45 – 15:50	Internal meeting of KAA staff and experts	
15:50 – 16:00	Closing meeting with the management of the faculty and program	

1.3. A brief overview of the institution under evaluation

AAB is the 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. The same program was re/accredited in the academic year 2016/17, while the Master program in Organizational and Social Psychology was accredited for the first time in 2016/17. From 2021, two new programs have been accredited, the master program in Mental Health and the bachelor program in Psychology on the campus of Ferizaj. The program that is being evaluated is BA Psychology in Pristina.



2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of the BA program in Psychology is to *“equip students with knowledge, skills and competencies through advanced teaching methodologies and research methodologies in the field of psychology. Furthermore, this program offers excellent opportunities for students to develop critical and analytical thinking, communication skills, cognitive skills and ethical behaviour and to apply this knowledge to different types of their careers and thus help improve the well-being of community”*. The mission of this study program is fully in line with AAB College mission statement *“AAB organizes student centred and diversified studies, engages in quality basic and applied research, and partners with community and industry to provide transformational learning experiences enabling development of the full potential of the students, staff, social and economic partners and the society”*. Overall, the mission of the study program complies with the overall mission statement of the institution.

We wish to stress out that the teaching is held in groups (SER: “lectures do not exceed more than 60 students per group, whereas exercises are organized with no more than 20 students”). This could mean that the same member of staff could read a course to three different groups in a semester (or even more, if the number of incoming students will increase). The faculty has to make steps to constantly monitor how the teaching process takes place, and ask for student evaluation to this way of arranging studies. We see that repeating teaching activities by one academic to different various groups could eventually create motivational problems if the workload is high for a certain academic (Standard 1.3.).

Regarding the mission of the programme, in order to be in line with EQF, “competencies” should be changed with „responsibility and autonomy”.

The ET commends on the faculty for adding specificities to the mission of the programme, especially the emphasis on mental health. The programme combines obtaining skills for the job market with personal and academic development.

One of the main objectives of the Faculty of Psychology is to contribute to the community, and we have seen the interest of the Faculty in this area during the discussions from the online SV, with a clear focus especially during COVID times. However, the ET feels this is done more as an ad-hoc basis, rather than establishing an overarching framework for community engagement.



In order to implement the learning process, there are formal policies, guidelines and regulations that deal with recurring procedural or academic issues. According to the SER and the assessment of the ET, these have been made public to all staff and students on electronic platforms such as e-service, e-professor, e-management and e-staff, and a part of them are public on the site as well. The administration is digitized. Several systems, such as e-Professor, e-Service, e-Management or e-Kiosk are provided and were developed internally.

The management of the Faculty is led by the Dean and the main decision-making body is the Teaching Council, which has several responsibilities, such as establishing professional commissions (for student evaluations, reviewing and approving curricula, drafting report-reviews for the academic advancement process, textbook evaluations, action plans.). According to the SER, there is a weekly meeting of the Dean with the academic staff. However, for students, the meetings are scheduled when needed/when problems occur. Even though the ET acknowledges the existence of different tools of engagement for students (such as questionnaires or focus groups), we recommend the Faculty to establish a periodicity for management consultations with students as well.

Furthermore, we were informed that AAB has carried out a delegation and decentralization of numerous responsibilities from the Rectorate to the Dean's Office. Dean's offices have taken on more responsibilities in terms of teaching management, recruitment of personnel, and advancement of staff. Even though we understand that framework for budgetary allocation cannot be decentralized, we consider there should be a better design of the correlation between faculty-level priorities and allocated funds in the planning process.

Standard	Compliance	
	Yes	No
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.		No
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: Substantially compliant

ET recommendation:

1. The faculty has to maintain the standard set in the college (lectures do not exceed more than 60 students per group, whereas exercises are organized with no more than 20 students) and guarantee a necessary number of competent academic staff to teach the courses;
2. the faculty to create a special list of key performance indicators at the level of the study program;
3. changing the "competencies" from the mission with "responsibility and autonomy";
4. establishing an overarching framework for community engagement within the faculty;
5. establishing a periodicity for formal consultation with students, apart of focus groups and questionnaires;
6. a better design of the correlation between faculty-level priorities and allocated funds in the planning process.

2.2. Quality management

In evaluating this section, we have relied on the documents that have been made available to us and are already established in the AAB College institution level. The quality steering plans in institution and faculty level are adequate. There are quality assurance meetings in place among the staff and also students have possibilities to make their voice to be heard.

One issue mentioned is the insufficient proportion of students giving feedback to their courses. One limitation here could be that the feedback form in general and not specifically designed to the needs of the faculty. In here the faculty in cooperation with the institution



should develop the feedback form in a way to be more personalized to the needs of faculty of psychology which could in the end result in higher proportion of students providing feedback about the courses they are enrolled in

The programme functions based on several regulations related to QA, especially the Regulation on Quality Assurance, the Quality Assurance Guideline, and the Strategic Development Plan of AAB College. According to the SER, policies, regulations, terms of reference and statements of responsibilities regarding program management and distribution are reviewed at least once every three years. This periodicity is relevant in order for the documents to maintain them fit for purpose and was checked for the documents provided by the faculty. An exception happened for the questionnaires, as in the SER it was mentioned that all of them were revised recently, while during the online visit the ET was informed that some were still in revision process.

The central Quality Assurance Office and the quality coordinators at the faculty level work on the basis of semester work plans. There are several IQA actions conducted periodically, such as conducting evaluations of students' practical work once a year, organizing ad hoc meetings with students, holding regular meetings with academic staff where syllabi, learning outcomes, assessment forms, assessment results as well as overall student performance are discussed, monitoring the work of the academic staff regarding the publication of electronic materials on the online platforms, drafting semester reports after the end of the semester. Furthermore, there are weekly meetings with academic staff organised by the Dean.

In order to ensure the effectiveness of QA procedures, all methodologies / instruments, as well as tools for obtaining information are carefully compiled in constant consultation with stakeholders. However, the ET suggests enhancing students role within the internal QA, enabling them to be a full part of the procedure, including monitoring.

After the QA structures finish an evaluation cycle, the conclusions are sent to the management of the faculty. Examples of measures taken as an effect of internal evaluation procedures are providing additional hours of lectures and exercises, reducing or increasing the number of students in groups, offering foreign language courses, reviewing syllabuses and adapting them, In spite of this, there is nor any obligation for the management to official present what was taken into consideration and what not, neither a way to assess the implementation of said measures. This determines two recommendations from the ET: firstly, to publish all reports concerning QA (including students', graduates', employers' answers etc) on the website (the SER mentions, inadequately, that the results of quality assurance processes are public, which is not the case) and to create a complete framework



for QA, which includes reporting on the measures taken after an internal review, create thematic analyses reports (currently the accent is on university wide level) and assessing the measures' implementation.

Regarding the content of the QA evaluations, the ET concludes that all relevant areas of interest are covered. On this matter, even though we commend the good relationship with the labour market and the graduates overall, this should have been matched with more concrete and systematic collection of data regarding employability.

Finally, the QA procedures were adapted to be relevant for the pandemic times, with questionnaires and procedures adapted. In this regard, students and staff were satisfied with the support provided by the faculty, with one suggestion we adhere to – have a more holistic approach to ensure meeting the needs.

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) The faculty in cooperation with the institution should develop the feedback form in a way to be more personalized to the needs of faculty of psychology;**
- 2) enhance students’ role within the internal QA, enabling them to be a full part of the procedure, including monitoring;**
- 3) publish all reports concerning QA (including students’, graduates’, employers’ answers etc) on the website;**
- 4) provide more concrete and systematic collection of data regarding employability.**

2.3. Academic staff

The faculty employs 29 people as full-time and engaged academic staff, of which 23 have the academic degree of PhD, five of them are pursuing doctoral studies while one of them has Master’s degree. The faculty states in SER that “most of the academic staff have completed their postgraduate and doctoral studies at renowned universities in Europe and beyond, and a large number of them are experts in certain fields in Kosovo”. We agree that there are qualification level of staff is good.

There are academics who are by the first education psychologists and have completed their doctoral studies in other areas and vice versa. We see it as a strength as it creates a good ground for the interdisciplinarity. From current staff CV’s and course syllabuses we see that more core psychology courses are read by those academics whose background lies more in psychology whereas more specific courses are read by those from the diverse background. The college has to maintain this good standard in their practice, as there is a danger of



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hiring staff with high qualifications who are not capable by their education to read specific courses in specific fields of psychology.

Each member of the academic staff has the duty to participate in the planning, preparation and implementation of projects in the relevant fields - according to the tasks, the staff is obliged to work related to the teaching process, research, engagement with students and engagement in the community. The academic staff actively organize various lectures with guest lecturers for the planned classes; organize visits with students to relevant institutions.

There are many opportunities for the staff, including teaching development opportunities (trainings, especially provided by the Centre for Professional Advancement and Innovation, study visits, mobilities etc) and research opportunities (funding provided by the university for several projects and initiatives). The ET observes a relevant improvement on this area from the last visit, especially the system for tailoring training: for example, there is a possibility of organizing additional training for academic staff who have not had a very positive evaluation from students or management. These trainings consist of separate modules and the topics that are discussed are: critical thinking in higher education, blended learning, student assessment context, feedback and assessment, learning outcomes and relationship with methodology.

Despite this plethora of trainings, analyzing the syllabi we come to the conclusion that the teaching strategy is mainly identical. This should determine a discussion within the department in order to assess whether flexible teaching methods that enable student centered learning are really mainstreamed.

For each group of students and for each 60 ECTS credits in the study program, amounting to 180 ECTS of the Psychology program in total, the faculty has employed five full time professors with the academic degree of Doctor of Science. Overall there are 15 full-time and 14 part-time staff members. Given the current intake of students 200 per year, the student-academic ratio is between 25-30 : 1. If the number of students will increase, the student/teacher ratio will climb from a recent improvement by 5 students/teacher less. This highlights even more the utmost necessity of increasing staff numbers if the capacity is to rise.

Regarding internationalization, we acknowledge that the process is rather outgoing than incoming and we agree with SER's assessment that the number of visiting staff is insufficient. There should be a special strategy with concrete objectives in order to achieve this, and so far the plans are rather intentional.

11



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 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: Fully compliant

ET recommendations:

1. If the intake of the students increase, then the faculty has to hire more staff to meet the current standards of student-academic ratio being between 25-30 : 1;
2. to assess whether flexible teaching methods that enable student centered learning are adequately mainstreamed, based on the trainings organized;
3. to create a special strategy with concrete objectives in order to achieve this, and so far the plans are rather intentional.

2.4. Educational process content

All necessary studies areas in BA Psychology programme are covered in the curriculum. In SER the faculty has done a good job comparing their curriculum with the curricula of some other universities, and also provided a detailed description of their curriculum.

Although BA programme is offered in Albanian, we encourage the faculty to increase the level of internationalization by offering guest lectures or courses in English (at least in the elective level) as the students' possibilities to spend a semester abroad are limited.

The aim of a BA Psychology program is to provide an overall theoretical framework for understanding psychology as a subject. Therefore, we have some suggestions to improve the curriculum.

First, electives Introduction to Philosophy and Introduction to Sociology should be in the Semester 1 as they are very general courses to broaden the overall knowledge of the students. Obligatory course "Academic writing" could be placed in Semester 2.

Second, the course Diploma Thesis is currently 7 EAP-s and how we understood the essence of the course, it consists also the mandatory internship. We propose to divide the course into two parts – "Internship" and "Diploma thesis". We do not wish to specifically state how many EAP-s exactly each course should consist of, however, we propose both Diploma Thesis and Internship to be at minimum 6 EAP-s to achieve the study objectives described in the course syllabi. Currently there is a large amount of elective courses in the BA program. We support a wide selection of the courses but currently they form 26 EAP-s in total. The increase the amount of EAP-s in the Diploma Thesis and Internship courses could come from



decreasing the number of elective courses taken throughout the studies (currently 5 courses 26 EAP-s -> can be decreased to 3 courses 15-18 EAP-s).

A special feature regarding assessment is that if a student passes the two midterms with a certain percentage, they can bypass the final semester examen.

Ethical conduct in research, teaching and assessment, and ethical conduct in all academic and administrative activities is defined and sanctioned under the Code of Ethics and the Code of Ethics in Scientific Research that have been revised in 2021. Students have a course which aims to introduce them to methods of research, including citation, adding APA system as a follow-up from previous evaluation. However, there were inconsistencies regarding whether the antiplagiarism software, Turnitin, is used for all student papers or only for diploma paper. What is certain is that students do not have access to the software. Therefore, the ET recommends using the antiplagiarism software for all types of research and to provide students with access to it.

A group of lectures consists of 60 students, while the exercises are held with assistants in smaller groups of 20 students. Student progress rates are maintained in a central database as well as the entire study process, from the beginning to the end of studies is monitored electronically by the Dean of Psychology and the administration of the faculty

The syllabi are reviewed at the beginning of each semester by the respective professors. The syllabi must be approved by the Teaching Council. Learning outcomes are discussed with students from the first day of the semester which are set out in the course syllabi. Course syllabi are distributed to students through the E-student portal at least one week before the start of the semester. The ET has several recommendations for the syllabi: firstly, the LO's in many courses are general and overlapping, and using the coordination within the Teaching Council more is key for ensuring synergy and complementarity between different courses LO's. Even though there is a need for general LO's as well, which are dedicated to the programme as a whole, each course should have specific LO's which are not only knowledge-related. Secondly, the ET recommends adding more transdisciplinary objectives for the courses, in order to implement the mission of the programme and to equip students with the skills necessary in the labour market.

According to the SER, the faculty has 15 memorandums of understanding for the professional practice attended by students. For example, 50 students are completing internships in five centers for psycho-social service. The internship for all study programs at AAB College is managed by the Career Office.



These activities are carried out with the help of special clubs that operate within the Faculty of Psychology. The ET recommends that the feedback loop between the faculty and the provider of professional practice ends with an evaluation of the student by the provider and recommendations to the faculty to improve the practical side of the programme. However, this is not done in a systematic manner.

Apart of the compulsory professional practice within the diploma thesis, students can sign up for voluntary internships of 100 hours, provided by the institution, in which 80% of students take part, according to the information provided during the online visit. However, for these activities students do not acquire ECTS, which should be reversed.

An area which seems an established desire by the university and the students feel as a priority as well is the increase of international mobility opportunities. Even though the need is acknowledged by all stake-holders, more quantifiable targets should be set for short and medium term at least.

Lastly, we acknowledged improvements in the evaluation of didactic activity by students – 90% of students take part in the assessment. However, the process should be improved by actually presenting students cases where the situation was adjusted based on the feedback each semester, which is not a practice so far.

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.		No
Standard 4.4. The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.	Yes	
Standard 4.5. If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program.	Yes	
Standard 4.6. The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and 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.		No
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 critically overview the flow of the courses. To the experts it is critical in the curriculum to separate internship from the course “Diploma thesis”. Increase the number of ECTS for diploma thesis;
- 2) use the antiplagiarism software for all types of research and to provide students with access to it;
- 3) the LO’s in many courses are general and overlapping, and using the coordination within the Teaching Council more is key for ensuring synergy and complementarity between different courses LO’s;
- 4) the ET recommends adding more transdisciplinary objectives for the courses, in order to implement the mission of the programme and to equip students with the skills necessary in the labour market;
- 5) the feedback loop between the faculty and the provider of professional practice ends with an evaluation of the student by the provider and recommendations to the faculty to improve the practical side of the programme;
- 6) allocate ECTS for voluntary internships provided by the institution which students access;
- 7) set more quantifiable targets for short and medium term on international mobility;
- 8) improve the process of evaluation by students of teaching activity by presenting students cases where the situation was adjusted based on the semestrial feedback.



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2.5. Students

Before admitting new students, the Faculty of Psychology organizes meetings with students from high schools, while during last years the admission procedure could be completed online. The faculty also organizes open days for the first year students.

The AAB College has several support mechanisms for students. For example, for students coming from social categories, such as from families of martyrs or families with social assistance, special financial terms are applied in order to enable their access to higher education with very low tuition fees. The college has two scholarships schemes, academic scholarship and social scholarship, which range from 10% to 100% of the fee. Furthermore, 2 students nominated by each municipality of Kosovo, merit based, have the tuition fully covered by the College.

Students are satisfied with the support system, as well as with the flexibility provided by the faculty in certain cases (such as moving exam dates for individual objective reasons).

Transfer from or to the College is based on national regulations. Each candidate who undergoes the transfer process is firstly issued a transfer decision. This decision notifies them on how many of the courses (ECTS) that they have already taken at the other institution have been accepted and the number of additional courses they need to take in order to transfer at the faculty. According to the Statute, transfer candidates must spend at least one academic year at AAB College prior to their graduation.

Students are satisfied with the improvement in terms of digital services. Furthermore, they mentioned they confirmed the openness of support from teachers, either in classes or in weekly consultation timetables. However, there has not been a direct improvement of the situation of career and psychological counselling, especially the latter. In terms of career development, even though the responsible structure is the Career Office at university level, not many students are using this facility. A way to improve would be, undeniably, better promotion. In respect to the psychological counselling, Psychology students could serve as both beneficiaries of the facility and providers under the supervision of teachers. The progress on settling the Psychological Counselling service should be improved steeply.

Another suggestion from students is to explore the possibility of having more Master programmes and, legislation permitting, try to establish a PhD cycle. This would determine, of course, a more research oriented focus. In this area, the progress on translating foreign literature in Albanian should be continued, as well as providing English lessons for students

18



in order to encourage them to read and write in English and have access to the international research community. Even though the institution provides such courses on a voluntary basis, they are not adapted specifically for academic language in psychology.

With the current yearly intake of 200 students per year, it is a challenge to organise academic activities in adequate number of students per group. In SER the faculty points out that “lectures do not exceed more than 60 students per group, whereas exercises are organized with no more than 20 students”. If the faculty is able to meet these criteria then the quality of learning is feasible.

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:

- 1) If the intake increases then the faculty has to increase the number of staff as well correspondingly;
- 2) establish the Psychological Counselling service and better promote the Career Office;
- 3) explore the possibility of having more Master programmes and, legislation permitting, try to establish a PhD cycle;
- 4) provide English lessons with accent on academic language for students in order to encourage them to read and write in English and have access to the international research community.

2.6. Research

Although AAB College has profiled itself mainly as a teaching institution, the importance of research is mentioned as a strategic objective in the Development Plan (SER: *“Creating a system designed to raise scientific research quality through staff and student support for research work for purposes of achieving the third Mission and social development”*). There is a working laboratory in the faculty.

There are differences in the number of quantity and quality in publications. Some members of staff have published in English and in major journals whereas others in local languages and in local journals. As several academics have just graduated their doctorates during last five years, then in their publications their institutions are the ones there were studying in. The aim of the faculty should be increasing the visibility of the research done in AAB College and state this clearly in the institution section of the publications.

In SER the faculty points out that “the employment contracts stipulate that each member of the academic staff is obliged to produce at least one scientific paper within a year”. We

20



agree that a full professor working full-time publishing one paper a year is adequate. However, the College could adopt a strategy to differentiate the quality of the publications – the staff should aim to publish in journal that belong to major databases (WoS, Ebsco, Scopus) instead of producing a large quantity of research in local/smaller journal that are not cited in major databases. We applaud that College provides yearly grants to stimulate scientific work of the academic staff although we estimate that it is not sufficient. It is difficult to estimate whether the research topics are similar to the teaching topics (6.4.).

From the last external evaluation, AAB has improved in both awarding grants for research and access to international journals. However, the ET recommends translating the results of these actions in the teaching process, since albeit the SER mentions including the research work in the teaching contents, some courses syllabi do not mention any such research.

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.	Yes	
<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.	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) It is important to guarantee that every member of staff has publications in scientific peer-reviewed journals. However, the faculty should focus to support the academic and research staff publishing their research in more visible scientific journals (cited in larger databases as WoS, Ebsco, Scopus);
- 2) translate the results of research in the teaching process by specifically adding bibliography in the courses syllabi.

2.7. Infrastructure and resources

AAB College has a functional campus with the necessary infrastructure to support the teaching and research activities in Prishtina. AAB College proves itself to be very active in constantly developing the infrastructure of the institution, both in terms of teaching spaces, administrative bureaus and student services. Two aspects which were mentioned by the students were having more green spaces (leisure spaces) and more psychological tests, recommendations which the ET brings forward to the faculty.



The faculty improved its number of available books in the library, with now more than 100 books in Albanian.

Standard	Compliance	
Standard 7.1. The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account.	Yes	
Standard 7.2. There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years.	Yes	
Standard 7.3. The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process; b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities; 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.	Yes	
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	



<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:

1. Invest more green spaces (leisure spaces) and more psychological tests.

OVERALL EVALUATION AND RECOMMENDATION OF THE ET

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



Republika e Kosovës
Republika Kosova - Republic of Kosovo



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

Overall Compliance	Fully compliant
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After the evaluation of all materials available to external experts, we concluded that the Psychology BA program offered by AAB College is substantially 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 300 students to be enrolled in the program.

Expert Team

Member

Kristjan Kask

June 17th 2022

(Signature)

(Print Name)

(Date)

Member

Horia Serban Onita

June 17th 2022

(Signature)

(Print Name)

(Date)