PBHE "Universum International College"

BSc in Psychology

REPORT OF THE EXPERT TEAM

31.03.2025 Pristina, Kosovo

TABLE OF CONTENTS

2

AKA **|** Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

2

INTRODUCTION

Sources of information for the Report:

SER BSc Psychology PBHE "Universum International College"
Staff CVs
Course syllabuses
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

Site visit schedule

Programme Accreditation Procedure at "Universum" College	
Programmes:	Psychology, BSc
Site visit on:	**04. March 2025**
Expert Team:	Kristjan Kask Aysegül Kozak Cakir Fatimazahra Javadzade
Coordinators of the KAA:	Naim Gashi General Director of KAA Shpresa Shala, KAA Olsa Ibrahimi KAA

Time	Meeting	Participants
09:00 – 09:40	Meeting with the management of the faculty where the programme is integrated	Alejtin Berisha Isabel Salvat Valon Murati Stephen Keck
09:45 – 10:30	Meeting with quality assurance representatives and administrative staff	Uran Rraci Donjeta Zejnullahu-Pllana Vigan Kiseri Alma Mulaj

3

AKA **|** Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

3

10:35 – 11:20	Meeting with the program holders of the study programme	Pranvera Collaku Kaltrina Feka Nazyktere Hasani Zebide Ibrahimi
11:25 – 12:25	Lunch break	
12:30 – 13:20	Visiting facilities	Pranvera Collaku Vigan Kiseri
13:25 – 14:10	Meeting with teaching staff	Anita Lukaj Eliza Hajrullahu Bekim Ramabaja Dua Danjolli Nora Shabani Nesrin jahja Arlinda Qehaja
14:15 – 15:00	Meeting with students	Art Thaqi Anesa Mehemeti Blend Kastrati Oltion Bujari Semra Curri Albina Gurri Suhejla Selimi Almedina Maliqi Lind Elshani Dea Cana
15:05 – 15:50	Meeting with employers of graduates and external stakeholders	Jetmir Haziri Donika Shabani Sinani Zana Hamiti- Asllani Adelina Sahiti Violeta Pirana Zana Gashi
15:55 – 16:00	Internal meeting of KAA staff and experts	
16:05- 16:10	Closing meeting with the management of the faculty and program	

A brief overview of the programme under evaluation

Universum International College (UNI) was established in March 2005 in Pristina, the capital city of Kosovo and Ferizaj. Currently, UNI offers 18 Bachelor level and 3 Master level programs. The program that is being evaluated is BSc in psychology.

PROGRAMME EVALUATION

The programme evaluation consists of 7 standard areas through which the programme is evaluated.

1. MISSION, OBJECTIVES AND ADMINISTRATION

Standard 1.1 The study program is in line with the higher education institution's mission and strategic goals, needs of society and it is publicly available. (ESG 1.1)

From the shared information from the accreditation panel, it can be said that the content of the Psychology program is aligned with the mission of UNI- Universum International College, to bring mental health education as a more important matter to Kosovo. However, the content of the course and the structure are still unavailable.

The study researchers are primarily focused on post-traumatic disorders, post-COVID issues, and high schools, which is a valid focus on the geographic area. As the study program is newly started and has been running for two years, there are no finalized outcomes yet. Additionally, currently, there is no publicly available content regarding the intended learning outcomes of the study programs on the institution's official website. From the meeting with the quality assurance committee, it can be said that their criteria are based on market demands as well as others.

By the analysis of the accreditation committee, it can be said that the targeted number of students is more than is needed. While the capacity of the university environment shows that there is sufficient space, for study libraries this can't be indicated.

Standard 1.2 The study program is subject to policies and procedures on academic integrity and freedom that prevent all types of unethical behaviour. The documents are publicly available, and staff and students are informed thereof. (ESG 1.1)

The study program follows formal procedures to address these issues, and these mechanisms' outlines can be found in the institution's official policies. In academic dishonesty cases such as plagiarism, impersonation, ghostwriting, and cheating, the faculty takes three-step action: reporting and initial review, academic department evaluation and hearing, and sanction, respectively. In academic sanctions, for less severe cases, "If a student is found to have behaved inappropriately, they will receive an academic warning for misconduct." But as for severe cases, "the student will receive an academic warning and zero marks for their work or course

5

AKA **|** Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

5

with no opportunity to take a re-sit exam." (Academic Policies and Procedures manual November 2024, p. 12-16)

On the official website of the HEI, there are published manuals such as Academic Policies and Procedures Manual November 2024, pages 12-16, section 2, and Student Handbook 2024-25, pages 18-19, subsection 5.4., which state rules and information concerning unethical actions and consequences. The manuals Policies and Procedures Manual November 2024 and Regulation on Fighting Corruption and Bribery on HEI, Regulations section, outline strict rules for students and other stakeholders, which are consistently enforced to ensure ethical conduct.

Standard 1.3 Relevant information is collected, analysed and used to ensure the effective management of the study program and other relevant activities and such information is publicly available. (ESG 1.7)

On the official website, updated handbooks, policies, and news regarding HEI and active social media are presented. In Academic Policy and Procedures Manual November 2024, pages 33- 35, section 10 indicates confidentiality and privacy of students, which meet standard criteria. According to the official Faculty Handbook 2024-25, pages 32-34, and collected information on the panel, students are given a questionnaire each semester for the evaluation of academic staff. As for staff, "members of this committee, according to a plan predetermined by the quality assurance unit, will visit each faculty once during the semester" (p. 33, subsection 7.3).

Standard 1.4 The delivery of the study program is supported by appropriate and sufficient administrative support to achieve its goals in teaching, learning, research, and community service. (ESG 1.6)

The study programs are following official policies, which ensure adequate and efficient administrative staff for HEI. Financial support is provided for students in need or through merit-based scholarships.On the official website of HEI, in the Regulations section and additional documents the accreditation office has received, there is sufficient information regarding the administration and support services available for students and academic staff. The administration staff engaged in the delivery of the study program are provided with opportunities for professional development through various programs, including the Erasmus program, career office support, internship opportunities, workshops, and courses offered by the university.

Standard 1.5 The recommendations for quality improvement of the study program from previous internal and external quality assurance procedures are implemented. (ESG 1.10)

6

AKA **|** Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

6

The university still lacks professionals to teach in the psychology area. Improvement of ECTS is seen. The UNI is also accredited by the European Commission with the EU Quality for Higher Education – Erasmus+ Charter (ECHE).

ET recommendations:

1. *Indicating benefits for faculty staff for holding the job and available opportunities (implementation deadline 31.05.2026).*

2. QUALITY MANAGEMENT

From the site visit and meeting with the representatives of the QUA unit, it is clear that Quality management plays an important part in UNI – Universum International College's strategy toward realizing its mission, vision and strategic goals. The quality management mechanism is developed to involve all stakeholders which ensures that the college is performing based on the highest standards at institutional and program levels. With the intention of preserving and enhancing quality management, UNI – Universum International College the internal quality assurance system at UNI follows the PDCA cycle (Plan, Do, Check, Act).

Though none of them yet applied to the department of psychology, QAU employs various methods categorized into three main areas, including the Academic Program Internal Report, external program reviews, and programmatic meetings involving Academic Program staff, the Quality Assurance Unit, and Universum Administration. Additional methods include student surveys conducted at mid-semester and the end of each semester, course-level assessments through mid-semester evaluation forms, and student evaluations via dialogues and focus groups. Furthermore, QA incorporates statistics from annual periodic reviews, staff evaluations and assessments, peer-to-peer evaluations, and the implementation of recommendations from KAA accreditation reports. External evaluations from Pearson for Pearson Programs, as well as graduate employment tracking and graduate exit surveys, also contribute to the QA process. Specifically for the psychology program QAU has conducted extensive needs analyses to justify the program's relevance.

Standard 2.1 The study program delivery is subject to an established and functional internal quality assurance system, in which all relevant stakeholders are included. (ESG 1.1)

AKA **|** Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

7

The Higher Education institution established an internal quality system in line with national and international regulations. The HEI operates a centralized Quality Management System aligned with its Statute and Quality Assurance Guidelines. The Quality Assurance Unit is responsible for ensuring and improving the teaching quality at Universum International College. The Unit is responsible for the continuous monitoring of educational performance by both academic staff and students, and the regular review and updating of quality assurance procedures. From the SAR, it is clear that it has a well-defined internal quality assurance system that involves all relevant stakeholders and covers all aspects related to the delivery of study programs which is assumed to work the same for the psychology department as well.

Standard 2.2 The study program is subject to a process of design and approval established by the HEI. (ESG 1.2)

The study program subject to this evaluation work is aligned with the institution's mission and strategies. The study program established an adequate and transparent internal quality check processes. All internal quality check processes are established and managed centrally by the university management and they are implemented by the Quality Assurance Unit. The Quality Assurance Unit (QAU) plays a crucial role in ensuring and enhancing the quality of education within the institution. It develops, implements, and regularly reviews policies and regulations aligned with KAA accreditation standards and NQF educational criteria. The QAU also coordinates and monitors Key Performance Indicators (KPIs) across departments to assess program effectiveness, faculty engagement, and resource utilization.

Data collection, interpretation, and analysis are central to the QAU's functions, supporting internal reviews and external accreditation processes. Based on these analyses, the unit identifies areas for improvement and recommends necessary actions to enhance institutional effectiveness, ensuring programs remain relevant and meet quality standards.

The QAU is responsible for overseeing student and staff evaluations, measuring satisfaction and performance to guide professional development and student support initiatives. Additionally, it plays a vital role in curriculum development by mapping learning outcomes and aligning programs with accreditation criteria.

Another key responsibility of the QAU is maintaining and updating quality assurance documentation, including policy manuals, accreditation reports, and program reviews. This ensures transparency and compliance with KAA standards, making program information publicly accessible to all stakeholders.

Standard 2.3 The study program is periodically monitored and reviewed to ensure its objectives are achieved. The monitoring of the study program involves stakeholder participation. (ESG 1.9)

8

AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

8

Since program is newly established and do not have historical data to monitor the criteria set in the standard 2.3, YET, the self-evaluation report describes how at the U a very detailed and elaborate regulations, plans, and processes are at work for periodically monitor and review the study program to ensure that the objectives are achieved. According to SAR, at all programs the curriculum is reviewed and updated regularly based on feedback from students, faculty, and industry partners. QAU continuously collects data via surveys to monitor and review study programs to ensure their objectives are met and they remain relevant to industry needs.

Standard 2.4 All relevant information about the study program is clear, accurate, objective, up-to-date and is publicly available. (ESG 1.8)

The SAR states that it is the responsibility of the QAU to update and maintain all documentation related to quality assurance processes, including policy manuals, accreditation reports, and program reviews, providing transparency and accessibility to all stakeholders.

At the University by QAU Key Performance Indicators (KPIs) are established for each unit, ensuring a systematic and focused evaluation. The report includes essential data, statistics for each department/unit/office, also tracking for key metrics for each program such as retention rate, graduation rate, overall student satisfaction, satisfaction with teaching, and passing grades. All this data is made accessible to the broader UNI community as it is published on the official UNI webpage. Admission criteria are developed in alignment with the standards outlined by the Ministry of Education, Science, Technology, and Innovation. Each criterion is reviewed annually to ensure compliance with evolving national guidelines and consistency across programs. YET, none of these are available for the psychology department since it is a program undergoing the accreditation process, which means that data regarding its quality and process will become available after its approval.

ET recommendations:

1. *Within 1 year (implementation deadline 01.04.2026) create a formal process for academic and administrative staff to assess study programs and institutional performance, ensuring their insights contribute to continuous improvement.*
2. *Continue efforts towards international external evaluation to align with global quality assurance standards and enhance institutional credibility (implementation deadline 31.05.2026).*

3. ACADEMIC STAFF

Standard 3.1 The study program delivery is supported by teaching staff who are recruited in line with national legislation, and internal regulations in effect, and it is based on objective and transparent procedure. (ESG 1.5)

UNI has clear internal policies and procedures for hiring new staff. The criteria and procedures to ensure quality of teaching is well defined. Relevant policies and regulations are published in UNI website. UNI advertises vacant positions both domestically and also internationally (e.g., in LinkedIn, UNI website). Job advertisements contain information about the positions (e.g., teaching, research, administrative tasks). SER introduces the recruitment processes of UNI that involves several stages (incl. online-interviews and on-site interviews). ET evaluates that the recruiting process is transparent.

Standard 3.2 The study program is supported by sufficient permanent academic staff who are adequately qualified to deliver the study program. (ESG 1.5)

UNI has hired at least three full-time professors. There is a full-time psychology background professor for every 60 ECTS in the study program. The list of staff to be teaching in the course consists of 27 person of whom 20 work in UNI full-time. Teaching load for the faculty is calculated and UNI has verified that the professors would not work in more than two positions simultaneously in compliance with Kosovo's accreditation regulations.

UNI has employed both full-time and part-time staff. From the curriculum it can be seen what different staff members will teach, thus, indicating sustainability when comparing also the financial plan. A large proportion of curriculum will be taught by full-time staff.

The current staff has necessary qualifications and also research experience. Some of the main professors hired by the university currently (Prof-s Hasani and Vrapi) have graduated doctorates in joint pedagogy and psychology programmes. Some staff members with master degrees have also started their doctoral studies.

Current UNI students to staff ratio is 17:1 which is sufficient to achieve the program's learning outcomes. ET current estimate is that the number of staff is sufficient to teach in the area but the number of staff with psychology background is critical so when the study program is opened, UNI has to make efforts to increase the number of staff members with psychology background.

Full-time professors have a weekly teaching load on average 8-10 hours and part-time 6-8 hours. Also they have consultation hours every week.The program under evaluation ensures that faculty members are not overburdened, maintaining their teaching effectiveness and job satisfaction. Teaching hours and course assignments follow European institutional standards, allowing faculty adequate time for research, student mentorship, and professional

AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

10

development. This balance supports a high-quality educational environment that benefits both students and staff.

Standard 3.3 The study program is supported by teaching staff who are subject to advancement and reappointment based on objective and transparent procedures which include the evaluation of excellence. The advancement of staff arises from the higher education institution's strategic goals and is in line with the legislation and internal regulations in effect. (ESG 1.5)

SER points out that there is a feedback system in place in UNI that ensures a balanced and holistic view of faculty performance, supporting decisions regarding their professional development, re-appointment, and contract continuation. Continuous evaluations are done by UNI management, students and graduates. Quality management office of UNI has specific procedures in place to evaluate different component of work of the staff. There are clear indicators that need to be fulfilled to receive a promotion in UNI.

Standard 3.4 The academic staff engaged in the delivery of the study program is entitled to institutional support for professional development. (ESG 1.5)

There are various of activities in place to support the professional development of staff. New and existing staff members are introduced to internal and external professional development options provided with UNI. UNI offers to their staff various professional training courses in partnership with ASU (resources made available by ASU to UNI staff members). It should be mentioned that although the course programs are enriched by ASU content, local staff has to make sure that the students would understand English in a sufficient level to achieve the learning outcomes. If necessary, relevant literature should be translated into Albanian. In the site visit this was confirmed that UNI has supported translating literature into Albanian. UNI seeks constant internationalization possibilities for their staff members and also students. The number of Erasmus+ contracts in UNI is impressive.

Standard 3.5 External associates who teach at the study program have adequate qualifications and work experience for the delivery of the study program and achievement of the intended learning outcomes. (ESG1.5)

The part-time staff have minimal level of education for teaching (e.g., master of psychology) and also relevant minimal work experience in the field they teach according to their CVs. They can participate in UNI organized courses that introduce regulations and practices in UNI. It is planned to involved them in supervision of final theses as well. The working hours for the part- time staff are introduced in SER (6-8 hours per week) that would ensure high quality in teaching and supervision activities. They can also contribute in strengthening UNI and labour market connection, and also participate in curriculum development activities. Part-time staff members

11

AKA **|** Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

11

are evaluated by different counterparts similarly to full-time staff which can ensure continuous improvement in their teaching, research, and administrative tasks.

ET recommendations:

1. Continuously monitor and ensure that the staff members teaching and supervising theses would have education background in psychology (implementation deadline 31.05.2026).

4. EDUCATIONAL PROCESS CONTENT

The undergraduate Psychology program at Universum International College comprises 180 ECTS over a three-year period. The program structure ensures that students take 60 ECTS in the first year and 60 ECTS in each subsequent year, aiming to provide a foundation in psychological theories and practices. The aim of the program is to prepare students to acquire knowledge, skills, and expertise in the field of psychology and its development as a science, to successfully apply their knowledge in practice and the job market.

The SAR states that the curriculum covers the science of psychology and its development, understanding psychological development processes throughout all life stages, cognitive processes and learning, emotions, and motivation, personality, group behavior, and interpersonal relationships, administration of psychological tests and psychological assessment, identification of abnormal behaviors and therapeutic approaches for their treatment, professional communication skills, critical thinking skills, adherence to professional ethical responsibilities and cultural diversity and promotion of mental health and provision of psychological interventions. The program, reflects excellence in teaching, lifelong learning, applied research, and partnership, focusing on graduating future leaders who are civically engaged, ethically responsible and committed to serving their community.

The learning outcomes are stated and matched with the mission and aims of the program. According to SAR, the mission of the B.Sc. in Psychology program at Universum International College is to educate and prepare students to become insightful, compassionate, and skilled professionals in the field of psychology. This aim is planned to be achieved via the proposed curriculum which is enriched by the university's partnership with Arizona State University and grounded in the latest research and best practices. The department aims to produce graduates who are capable of addressing the complex mental health needs of diverse populations.

The SAR presents and the staff that participated in the focus groups explained the process of curriculum mapping. The matrix to show how each course is mapped to the relevant PLOs is illustrated and shows how the specific course supports the development of key competencies

required in the psychology profession. The Psychology program demonstrates a sequence of courses. The curriculum is organized in a way that foundational subjects are introduced before advancing to specialized topics, ensuring that students build upon their knowledge progressively. This sequencing facilitates a deeper understanding of the subject matter and also creates a base for practical work. The program has adjusted its curriculum to take a more European approach which was seen more American approach by the previous panel. The panel finds the creation of a curriculum by making benchmarking with the US as well as European university curricula a worthy effort which leads to an innovative curriculum. The expert team has been provided with syllabi. The program is designed to align with the National Qualifications Framework, ensuring that it meets the required standards for qualifications in higher education.

Standard 4.1 The study program intended learning outcomes are formulated clearly, precisely, and comprehensively according to the best practices; they are aligned with the published institution's/academic unit's mission and strategic goals and are publicly available. (ESG 1.2)

Program Learning Outcomes (PLOs) with the Program Objectives (POs) are aligned indicating that the skills, knowledge, and competencies students and graduates gain in the Psychology program support the overall goals of the program and aligns with the institution's mission and strategic objectives.

The program's intended learning outcomes are articulated from a student-centered perspective, outlining the knowledge, skills, and competencies that graduates are expected to possess upon completion. These outcomes focus on what students will know, understand, and be able to apply in real-world scenarios, ensuring they are well-prepared for professional success. The learning outcomes are accessible to all stakeholders on the institution's website, providing transparency and guiding students in their academic and career planning.

Standard 4.2 The study program intended learning outcomes comply with the National Qualification Framework and the European Qualifications Framework level descriptors. (ESG1.2)

The college's curriculum thus the department's planned to ensure that it is both relevant and forward-looking and emerges from inputs of various sectors and stakeholders to address the needs of the society, job prospects, and future trends within Kosovo's economic landscape thus ensuring that graduates of the program are equipped with comprehensive knowledge, practical skills, and professional competencies in the field of psychology, complying with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area meeting the NQF standards for higher education qualifications. Program Learning Outcomes (PLOs) for the Psychology program are in alignment with and comparable programs in the European Higher Education Area (EHEA).

13

AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

13

Standard 4.3 The content and structure of the curriculum is coherent and enable the students to achieve the intended learning outcomes and to progress smoothly through their studies. (ESG 1.2)

The curriculum of the program is provided in a logical flow and meets 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. The SAR presents 9 learning outcomes and objectives for the program. Each outcome is aligned with the mission and strategic goals and their contents seem achievable.

Standard 4.4 If the study program leads to degrees in regulated professions, it is aligned with the EU Directives and national and international professional associations. (ESG 1.2)

The program takes into consideration EU Directives. For example Mapping against EU Directive 2005/36/EC it was ensured that the curriculum meets the requirements for professional recognition across member states. For example, the inclusion of supervised practical experience addresses licensure prerequisites. (Source: EU Directive 2005/36/EC)

Standard 4.5 The intended learning outcomes of the student practise period are clearly specified, and effective processes are followed to ensure that learning outcomes and the strategies to develop that learning are understood by students (if applicable). (ESG 1.2)

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.

Standard 4.6 The study program is delivered through student-centred teaching and learning. (ESG 1.3)

The courses in the study program are planned to make teaching innovative and student-centred. The assessment process is also designed with student-centred understanding in mind and offers a range of learning styles that have the opportunity to excel for students. The SAR states that the courses in the curriculum uses teaching strategies that are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set

14

AKA **|** Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

14

out in program and course specifications are followed with flexibility to meet the needs of different groups of students.

Standard 4.7 The evaluation and assessment used in the study program are objective and consistent and ensures that intended learning outcomes are achieved. (ESG 1.3)

SAR states that the program utilizes the Arizona state curricula and many course content to enrich its teaching and evaluation. The assessment methodologies is a calculated to ensure that the enriching process is holistic, touching upon every aspect of the learning journey and thereby, significantly enhancing the engagement and outcomes for the students.

Standard 4.8 Learning outcomes are evaluated in terms of student workload and expressed in ECTS. (ECTS 1.2)

ECTS Calculation framework is used to assess the student workload. The calculation of ECTS credits will be based on a comprehensive analysis of student workload, including contact hours, independent study, and assessment preparation.

ET recommendations:

1. Continue efforts towards international benchmarking to align with European and the US educational curriculum on psychology education to enhance institutional credibility and quality (implementation deadline 31.05.2026)

5. STUDENTS
Standard 5.1 Clear admission policies, including requirements, criteria and processes for the study program are clearly defined and are publicly available. (ESG 1.4)

UNI – Universum International College provides information on the General Entry Requirements as well as the steps that should be taken for admission. "All admission criteria are developed in alignment with the standards outlined by the Ministry of Education, Science, Technology, and Innovation. Each criterion is reviewed annually to ensure compliance with evolving national guidelines and consistency across programs" (*SER*, p. 243). However, for course-specific processes, there is no available information regarding the Psychology department on the official website.

UNI requires a bachelor's degree diploma for master's programs and a high school diploma for bachelor's degree programs, and this information is indicated on the university's official website. The HEI is seeking competent individuals for education and offers programs such as

exchange opportunities and Erasmus to encourage students and enhance the quality of education at the university. The rules regarding adherence to admission equality for all students are strictly outlined in the university guidelines.

The HEI has a detailed academic calendar that helps students recognize adequate procedures for study periods. As for Erasmus, students complete a semester at a partner university, and upon successful completion of their exams, all earned credits are approved by UNI – Universum.

Standard 5.2 Student progression data for the study program are regularly collected and analyzed. Appropriate actions are taken to ensure the student's completion of the study program. (ESG 1.4)

The university provides services such as a career and well-being center, financial aid, campus life, and field-related programs for students. Most importantly, it offers a clear academic approach and procedures to enhance educational performance. Based on conversations, students confirmed the support provided to them, such as free mentorship by their professors when needed and the opportunity to contact faculty members regarding their difficulties.

The university aims to ensure the quality of education by monitoring student progression rates and identifying shortcomings through feedback. It is committed to continuous improvement. It also provides DMIS (Digital Management Information System), a software utilized by both students and staff at UNI – Universum International College. Through DMIS, students and staff can access academic records and monitor progress, including student grades, financial reports, course pass/fail rates, student background data, and personal information. Students can benefit from financially supported Erasmus and exchange programs as a result of their hard work, and they can receive updates from their department.

HEI, in collaboration with Arizona State University, offers opportunities for students, including master classes, innovation courses, learning English at ASU, global exchange at ASU's partner universities, online courses, and workshops. This demonstrates that the study programs are subject to policies that facilitate the transfer and exchange of credits.

Standard 5.3 The study program ensures appropriate conditions and support for outgoing and incoming students (national and international students). (ESG 1.4)

Information regarding exchange mobility is published on the university's website, and students are notified about updates.

The International Relations Office of the higher education institution is responsible for supporting and communicating information about international exchange mobility programs via emails, information sessions, and one-on-one advising. Based on conversations in the panel

AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

16

and information from *SER*, it was indicated that 60 ECTS credits are required per year, totaling 180 ECTS over three years. However, there is no clearly indicated regulation regarding this on the HEI's official website. All related information is published on the website, including student handbooks and faculty handbooks, which also indicate the eligibility requirements for the English program.The university has hosted 86 international students and provides financial aid to support students participating in international exchanges. UNI – Universum International College offers courses for international students, including Albanian and English language courses, and provides programs in both English and German. The university values student feedback and takes action accordingly. From panel discussions, it was observed that the Quality Assurance Committee strongly emphasized the feedback procedure. "In the 2023-24 academic year, 92% of participants reported an increased ability to work in diverse environments. To enhance this success, UNI plans to expand partnerships with universities in Germany and Italy, with a focus on internships in dental technology" (*SER*, p. 267), which highlights the importance of student feedback.

The HEI's SER_BSc. Psychology document states that a total of 504 students have participated in outgoing mobility programs lasting between five and six months, and the institution has hosted 86 international students. Additionally, over the past five years, UNI has supported 1,655 participants in mobility programs.

Standard 5.4 The study program delivery is ensured through adequate resources for student support. The needs of a diverse student population (part-time students, mature students, students from abroad, students from under-represented and vulnerable groups, students with learning difficulties and disabilities, etc.) are taken into account. (ESG 1.6)

The Psychology BSc program has involved a sufficient number of professional, administrative, and technical staff, including Faculty Development Staff, the Program Coordinator, the Student Coordinator, the Director of Faculty, the Dean of Faculty, and the Quality Assurance Unit Coordinator, all of whom carefully monitor procedures, market needs, and the protection of quality standards. According to *SER*, 27 academic staff members are mentioned, with 20 being full-time, which highlights the institution's commitment to maintaining a high standard of full-time employment. The Career Service Office provides information to graduate students regarding employment and internship opportunities whenever requested through alumni services. Freshman students mainly receive tutoring from senior students when needed. During the meeting, students also gladly confirmed that they receive the necessary support from their professors and faculty staff and can reach out to them for any kind of assistance. All students have access to a personal digital platform and the HEI's official website, which provides an updated Student Handbook and other manuals containing information about rules, rights, services, and opportunities available to them. The university's official website also provides updates on news and events. Students benefit from extracurricular activities, such as clubs, as

long as they meet the specific criteria set by UNI. They can also attend workshops and events related to their majors, which are supported by university funding

ET recommendations:
1. *It is recommended that the university create a dedicated section on its official website within **1** year (implementation deadline 01.04.2026) to display the program content. This will enhance transparency and help prospective students make informed decisions about applying.*
2. *Addition of ECTS criteria to the Student Handbook (implementation deadline 31.05.2026)*

6. RESEARCH

Standard 6.1. The study program aligns with the institution's/academic unit's mission and the research strategic goals.

The research objectives are reflected in SER and they are connected to the R&D plan of UNI. SER explains how the research objectives are achieved in terms of the human and financial resources. There are research facilities that the staff can use. UNI has a research coordinator whose tasks are to ensure achieving the research objectives and increase the quality of the research. Publishing research in good quality journals may need funding for the research and also for supporting the publishing itself. ET is happy to consider that there are also research grants provided to staff to achieve their aims regarding conducting and publishing the research. There is an institutional research strategy in place and also a close cooperation with ASU is done to ensure the quality of the research that takes place in UNI.

Standard 6.2. The academic staff engaged in the study program is committed and supported to achieve high-quality research work and/or professional activity.

Academic staff has minimum master's degree and relevant professional activities for at least 5 years. SER points out the KPIs for the academic staff in terms of research - according to the standard of UNI, each fulltime academic staff has to produce 1 publication per year with UNI to be the main institution. This expectation is achievable and definitely ensures that the academic staff will be constantly engaged in conducting research. Leaders of the program fulfil this requirement and staff with doctoral degrees have continuous publication record in their field of research. The staff has presented their research in relevant domestic and international conferences.

Standard 6.3 The academic staff engaged in the delivery of the study program is encouraged to participate in different aspects of cooperation with national and international partners.

UNI has been especially successful for attracting Erasmus+ mobility as part of their applications. Faculty members work closely with the staff of ASU as well as contribute their knowledge to community development (e.g. well-being center in UNI). Professors' performance is periodically evaluated. Policies are in place to ensure the ownership of intellectual property. The academic staff involved in the study program actively collaborate with national and international partners (domestic public and private sector, international private sector, domestic and international NGOs).

Standard 6.4 The teaching staff engaged in the study program has a proven record of research results on the same topics as their teaching activity.

Teaching staff have a track record in their fields of expertise. The main professors leading the curriculum have demonstrated research skills by their publications and conference presentations. The main professors are encouraged to mentor younger staff in their research planning and conducting activities (including mentoring students), publication process, and also by starting their PhD studies. There are research KPIs (including teaching and services measures) in place that the staff has to report yearly. Overall 70% of the KPIs should be fulfilled; if not, then the contract could be reviewed.

However, when ET looks at academic training, publications and what courses the staff are teaching then we have to acknowledge that academic staff is making efforts trying to incorporate their research results in teaching but not all staff teach exactly the courses they do research in. This is critical to be observed by the leaders of the curriculum as it could have a detrimental effect on teaching quality but could have an impact also to research.

Students will be planned to be involved in research activities conducted by staff, as the study program has to end with a thesis. In the future, students have the possibility to publish their research in UNI Student Journal.

ET recommendations:

1. Ensure that the professors teach the subjects they are also doing research in, and create possibilities for the professors to do research in the field they are teaching in (implementation deadline 31.05.2026).

2. Continue support for the research and publishing activities (research coordinator tasks, UNI funding activities to support conducting and publishing research; (implementation deadline 31.05.2026)

7. INFRASTRUCTURE AND RESOURCES

Standard 7.1. The HEI ensures adequate premises and equipment for performing education processes and research. ESG (1.6)

SER described the current facilities available. UNI has a modern building to accommodate both students and personnel. Personnel have its own dedicated workplaces in the building. The classroom vary in capacity as some accommodate 100-120 students and some less. There are several rooms with computers available for the students to use. A special room was built for psychology purposes with a one-way mirror for demonstrations that can fit 40-50 students, however, there could be room for improvement in terms of experimental psychology laboratory. Students in the meeting with ET expressed satisfaction with the current facilities for both studying but also spending their time outside classes (eating, leisure, group work).

Standard 7.2 The HEI ensures adequate library resources for study program. (ESG 1.6)

Library in its physical form is very modest in Pristina campus. In its current form, it contains a limited number of working spaces per students but covers the minimal needs for the students. Literature regarding the study program is available in larger extent electronically although there are substantial number of study materials in library or the laboratory room present. There are more resources available electronically both to access ASU materials and literature. UNI has provided access to the electronic databases such as EBSCO in terms of access to domestic and international publications. Library closes 6PM according to meeting with staff which is a bit short thinking of when the lectures and other teaching activities are planned to finish daily. Therefore, there is certainly a need to extend the opening hours of library to fit best the needs of the students.

Standard 7.3 The study program is appropriately funded to deliver its intended educational activities and research. (ESG 1.6)

UNI has a strong asset in accessing ASU teaching and learning resources, and has made considerable efforts participating in student and staff exchange programs such as Erasmus+. Financial background of the UNI is stable and SER provides budget calculations for the next 5 years concerning this program based on a similar program that is currently functioning. Observing current calculations ET can see that the program would be sustainable for the next 5 years although there is a large dependence on the student numbers. Therefore, decreasing the

AKA | Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

20

dropping out ratio from the program would be critical. UNI has demonstrated how the budget will be spent and what proportion of the budget goes for research and development activities.

ET recommendations:

1. *Current library facilitates poorly studying and group work. UNI has to make effort to modernize the library in a way that there would be good conditions for the students to do their independent work and also group work, especially before / after teaching hours (implementation deadline 31.05.2026)*
2. *Continue developing infrastructure necessary to teach methods and methodologies that are important in the field of psychology (e.g. experimental psychology laboratory) (implementation deadline 31.05.2026).*

AKA **|** Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

21

Overall conclusion

Standard	Compliance Level
Mission, objectives and administration	Fully Compliant
Quality management	Fully Compliant
Academic Staff	Fully Compliant
Educational Process Content	Fully Compliant
Students	Fully Compliant
Research	Substantially Compliant
Infrastructure and resources	Fully Compliant
Overall Compliance	**Fully Compliant**

Based on the facilities and current staff description, the request to admit 200 students per year is too ambitious. Thinking critically about the current opportunities, ET suggests to admit 100 (one hundred) students yearly and decides that the program is accredited for 3 (three) years.

Expert Team

Chair

	KRISTJAN KASK	**02.04.2025**
(Signature)	(Print Name)	(Date)

Member

	M.AYŞEGÜL KOZAK ÇAKIR	**02.04.2025**
(Signature)	(Print Name)	(Date)

Member

	FATIMAZAHRA JAVADZADE	**02.04.2025**
(Signature)	(Print Name)	(Date)

22

AKA **|** Qendra e Studentëve, kati 2-të, 10000 Prishtinë, Kosovë
Tel. +381 38 213722 | Fax +381 38 213087 | www.akreditimi-ks.org

22