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



FAMA International College

BA in Psychology

REPORT OF THE EXPERT TEAM

14.05.2025 Pristina, Kosovo

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INTRODUCTION

Sources of information for the Report:

SER BSc Psychology FAMA 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 Fama International College	
Programmes:	Psychology, BA (Accreditation)
Site visit on:	11 April 2025
Expert Team:	Prof. Dr. Aysegul Kozak Cakir Prof. Dr. Kristijan Kask Mr. Gaga Gvenetadze
Coordinators of the KAA:	Shkelzen Gerxhaliu, Director of Department at KAA Fjolle Ajeti, Senior Officer at KAA

Time	Meeting	Participants
09:00 – 09:45	Meeting with the management of the faculty where the programme is integrated	Prof. Ass. Dr. Bedri Drini, Rector Prof. Ass. Dr. Nysret Demaku Prof. Asoc. Dr. Elvin Meka
09:50 – 10:25	Meeting with quality assurance representatives and administrative staff	Arben Sahiti, Quality Assurance Office Driton Zeqiraj, General Secretary Valentin Rrasaj, Head of Logistics/IT
10:30 – 11:20	Meeting with the program holders of the study programme	Prof. Ass. Dr. Fleura Shkemi

		Prof. Ass. Dr.Valbona Habili Sauku Prof. Ass.Dr. Halil Ajvazi
11:20 – 12:30	Lunch break	
12:40 – 13:10	Visiting facilities	
13:15 – 14:00	Meeting with teaching staff	Prof.Ass.Dr. Driton Maliqi Prof. Ass. Dr. Silva Ibrahimii, PhD. Cand. Elona Mustafaraj
14:05 – 14:45	Meeting with employers of graduates and external stakeholders	Dhurata Azemi Berata Sutaj
14:45 – 14:55	Internal meeting of KAA staff and experts	
14:55 – 15:05	Closing meeting with the management of the faculty and program	

A brief overview of the programme under evaluation

FAMA international College is a new HEI, and it does not offer academic services; it plans to offer psychology bachelor level study program in academic year 2025-2026.

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)

BA Psychology Study Program aligns with FAMA International College's mission and strategic goals. The program aims to equip students with theoretical knowledge, practical skills, and ethical values in line with FIC's broader mission of providing student-centered education and engaging in community-relevant research. The SER and the focus meeting with faculty, program holders and management indicated that the programs aims to addresses key societal needs at Kosovo by preparing graduates for employment in various sectors such as education, mental health, and social services, responding to the growing demand for qualified psychologists in the country, thus caring the needs of the labor market.

The program's mission, structure, and policies are not publicly available since the College has not yet have a functioning official website.

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 Program is planned to be subject to policies and procedures on academic integrity and freedom. Although the College is not yet operational, it has outlined future measures to ensure ethical academic conduct. Furthermore, the college's policy on ethical and academic conduct is referred to clearly in the syllabuses provided to the evaluation panel. These include the adoption of a Code of Ethics and a Code of Ethics for Scientific Research, which will guide the handling of issues like plagiarism and discrimination. The report also mentions that the College plans to use the TURNITIN platform to detect plagiarism once the program begins.

The SER further states that these documents and procedures will be made publicly available and that both staff and students will be informed about them through the official website and institutional communication. While these systems are not yet in place due to the program's pending launch, the SER demonstrates a clear intention to establish a structured and transparent framework for upholding academic integrity.

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)

According to SER, there are plans to establish systems for collecting, analyzing, and using relevant information to manage the Psychology Study Program effectively. Although the institution is not yet operational, it outlines the future implementation of a Management Information System (MIS) that will gather data on student performance, teaching effectiveness, and labor market demands. This system is, the responsible parties during the site visit said, intended to support decision-making, quality improvement, and program development. However, no evidence or examples was provided regarding how, when by which means it was used so far.

The SER also states that the results and analysis from this information system will be used to improve teaching methods, revise course content, and propose new study modules. It is planned that summarized and processed data will be made publicly available through the college's website which was not functioning at the time of the site visit. The team was told there the Collage had few other departments accredited yet they also did not had a functioning website.

While none of the above stated mechanisms are not yet in place, the SER and the participants to the focus groups demonstrated a clear intention to fulfill the Standard once the program as well as the official website becomes active, YET the actual realization of the standard cannot yet be evaluated as it is.

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)

According to the Self-Evaluation Report, the delivery of the Psychology Study Program at FAMA International College is planned to be supported by appropriate and sufficient administrative structures. Since neither the university nor the program has not yet opened the evaluation team was only able to read and hear the plans that College has outlined a framework for ensuring that administrative staff will be in place to assist both students and academic staff in areas such as course registration, exam organization, and academic advising.

The SER notes that administrative staff will undergo regular training to improve their competencies and adapt to new administrative practices. The administrative support system is designed to facilitate not only teaching and learning but also research activities and community engagement while these support structures are currently at the planning stage, it shows that the

College has clearly committed to building an administrative system that aligns with the Standard.

ET recommendations:

1- To meet the requirement for public availability of program information and policies, the College should ensure that its official website is launched and it includes up-to-date and accessible documentation like: The institutional and program mission, objectives, Code of Ethics and procedures for academic integrity, administrative and student support services.

2- While the SER outlines comprehensive plans for administrative and quality assurance structures, these remain theoretical. FAMA should ensure that key administrative units, staff, and digital systems (e.g., the MIS) are not only planned but functionally established and tested before the first student intake

2. QUALITY MANAGEMENT

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)

FIC has formally established an internal quality assurance (QA) system that aligns with national regulations and ESG standards. The QA system is regulated through the “Quality Assurance Regulation,” which defines the responsibilities of the Academic Council, Steering Council, Quality Assurance Commission, Program Committees, and the Quality Assurance Office (QAO). The structure presented in the SER and supporting annexes suggests a multi-tiered governance model that separates academic and administrative QA responsibilities and includes student participation.

According to the SER, the institution ensures that all programs are evaluated regularly and that stakeholder feedback is taken into account. The QA system applies the PDCA (Plan–Do–Check–Act) cycle, with processes for internal evaluation, course-level monitoring, and annual program reviews. The documentation further indicates that student and academic staff evaluations are planned through questionnaires, including instruments for administrative services and academic self-assessment. These instruments were provided and indicate a structured approach to stakeholder involvement.

While the policy and structure are well-defined, the QA system remains untested in practice due to the absence of enrolled students and a functioning academic cycle. During the site visit,

the QA staff confirmed the intention to implement the instruments once the program is operational. However, no evidence was provided regarding how previous cycles (if any) were analyzed, how results were used to improve teaching or services, or whether the QA Commission has already met to assess the new program. The college's website, where QA policies and program information are reportedly published, was inaccessible at the time of the review, preventing confirmation of public availability.

The institutional commitment to quality is clear in regulatory terms, but the actual delivery and responsiveness of the QA system cannot yet be evaluated.

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

According to the SER and Quality Assurance Regulation, the design and approval of the BA in Psychology program at FAMA International College follows an institutional procedure that involves several internal levels of decision-making. Program proposals are initiated at the faculty level, reviewed by the Program Committee, and approved by the Academic Council, in line with the College's governance structure. The process is framed within the College's strategic documents, including its QA strategy and institutional development plan.

The SER states that the program's development was based on a benchmarking process with European higher education institutions and was aligned with labor market needs in Kosovo. However, while the structure of internal processes is clearly presented, limited documentation was provided to demonstrate how the program was reviewed through a formal internal QA cycle before submission. There is no evidence of feedback reports, revisions based on internal stakeholder consultation, or formal decisions made by QA bodies regarding program quality before its launch.

During the site visit, program holders emphasized their involvement in the curriculum drafting phase and the referencing of best practices from psychology programs in institutions such as the University of Zagreb and University of Southampton. However, external stakeholder input was described in general terms, and no concrete documentation of consultation outcomes or direct contributions from employers or professional associations was presented.

Although the SER references continuous improvement mechanisms and states that performance indicators will be used for future monitoring, these indicators have not been presented to the expert team. The planned monitoring process is described in broad terms but lacks a detailed framework or specific benchmarks that would allow evaluation of program quality during its early stages of delivery.

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)

SER outlines that the study program is subject to periodic monitoring, which includes semester and annual reviews by the Program Committee, as well as the Quality Assurance Commission. According to the Quality Assurance Regulation, these procedures are intended to assess curriculum relevance, student performance, and alignment with labor market needs. The planned mechanisms include the use of student questionnaires, academic staff evaluations, and feedback from external stakeholders such as employers and alumni.

Despite the comprehensive structure described in institutional documents, these processes remain unimplemented in practice. As the program has not yet commenced and no students are enrolled, no actual monitoring cycles have been conducted. During the site visit, QA representatives and program holders acknowledged that tools such as student surveys and workload monitoring instruments are ready to be deployed but have not yet been piloted or tested. There is also no evidence of stakeholder focus groups or consultation rounds held prior to program launch.

The SER refers to alignment with the National Qualifications Framework and European standards in determining learning outcomes and ECTS distribution. However, no supporting documentation or simulation of workload analysis was provided to validate that these allocations are achievable and proportionate. Similarly, while stakeholder involvement is noted as an institutional objective, there is no indication that employers or alumni have been formally engaged in the review of curriculum or intended competencies to date.

Monitoring and feedback instruments do exist, such as academic self-evaluation forms and administrative service evaluation questionnaires for students, which demonstrate a commitment to building an evidence-based QA culture. Nonetheless, there is no available record of previous results, improvement measures, or communication strategies for sharing evaluation outcomes with stakeholders.

Given the early phase of the program's development and implementation, the monitoring framework remains conceptual and lacks evidence of execution or follow-up.

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

SER provides descriptions of the BA Psychology program, including the structure of the curriculum, admission criteria, intended learning outcomes, and teaching and assessment methods. These elements are well-formulated and presented in institutional documents submitted for evaluation.

However, at the time of the external review, the expert team was unable to access the College's official website, and no printed or archived online materials were provided to demonstrate how this information is communicated publicly. As such, the team could not confirm that essential information about the study program—such as course syllabi, program outcomes, ECTS structure, or graduation requirements—is publicly available or updated regularly.

No verifiable evidence was presented regarding the publication of key indicators such as enrolment quotas, recognition of prior qualifications, or expected performance indicators (e.g., pass rate, dropout rate, employment of graduates). While the SER refers to a plan to ensure transparency, the practical implementation of this aspect has not yet taken place.

Although the institution shows readiness to provide comprehensive and accurate information to stakeholders, in the absence of a functioning public platform and actual dissemination of program-related content, the standard remains unmet in practice.

ET recommendations:

1. Ensure that all program-related information, including curriculum structure, admission criteria, ECTS distribution, learning outcomes, and assessment methods, is published in a clear and accessible manner on the institutional website or other public platforms.
2. Provide public access to quantitative indicators such as enrolment quotas, pass and dropout rates, and graduate employment statistics, once available.
3. Establish a mechanism to regularly update and verify the accuracy of public information, and ensure consistency across all communication channels used by the institution.

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)

In SER, FIC points out that vacancies are advertised nationally and internationally. However, as FIC homepage is not functional so the ET cannot clarify certainly that it is so.

FIC has a procedure for staff recruitment and employment conditions, and refers in SER to certain legislation of Republic of Kosovo. SER describes certain processes, however, the materials submitted for the ET to evaluation did not contain examples of copies of vacancy announcements or other relevant documentations (the composition of selection committees, reports of selection committees and the decision made by expert bodies).

SER describes the selection procedure of candidates for the positions and that they have a Welcome Session for new staff members. In a meeting with staff, the staff provided evidence about the content of their contracts. However, to the ET internal regulations of FIC or Code of Ethics, was not available for evaluation.

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)

For every 60 ECTS, FIC has employed at least one full-time staff with a doctoral degree. FIC currently employs 6 permanent full-time staff members to teach BA program in psychology. Five of the staff members have PhDs in psychology and one in sociology. One member has a master degree in psychology (currently doctoral student)

It is not understandable by the ET how these 6 staff members will cover of the planned courses in the curricula despite of the chart where it is listed what staff member will read what courses each year. In the meeting with the staff, they pointed out that their first goal when being accredited is to cover the first year courses by themselves and simultaneously starting to look for additional staff members who could teach Year 2-3 courses. The ET has to evaluate all the staff members and links of who teaches which courses. By saying that, the ET has to state that the current staff will not be sufficient to be able to teach all the courses listed and supervise all the students FIC plans to recruit for the study program (200 students per year; which make the first year student to teacher ratio 1:33).

The number of academic staff members is not adequate for implementing the study program (incl. supervising students) and the ET doubts whether the students' successful achievement of the program's learning outcomes is possible.

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)

FIC describes the processes of staff advancement procedures. These procedures by description seem fair but the specific documentation to support these procedures were partly available. There were evidence presented for staff self-evaluation form and student evaluation form of administrative activities.

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)

According to SER, FIC supports the professional development of staff and encourages knowledge created and exchange. However, the ET was not presented an annual operational plan for professional development of academic staff.

FIC clarifies in SER that internal regulation on scientific research to provide financial support to academic staff is in the drafting process, and describes funds from the Ministry of Science, Education, Technology, and Innovation (MEST) that would be available for the staff.

According to SER, the academic staff is engaged in the professional development programs, however, no proof is given regarding the development of skills related to testing and assessment methods. Institutional Cooperation and Internationalization Strategy 2025 – 2029 points out the future activities by FIC.

Welcome Session for new staff members is in place, however, the ET was provided little evidence that FIC organizes specific training for its academic staff on the method of preparation and delivery of teaching and assessment including the regulations and practices in higher education. There was not mention in SER about how FIC supports the academic staff in their research programs (assistance in developing research proposals, applying for funding).

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)

According to SER, the Faculty of Social Science plans to involve external collaborators from industry and academia in its teaching activities. Training will be provided to the external associates regarding the academic standard of FIC and learning outcomes of the courses.

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FIC states in SER that they are planning to engage additional external collaborators on a full or part-time basis starting from year 2025/26 as the first-year courses will be covered by the current academic staff. The process of selection and recruitment for external collaboration are described in SER but no detailed documents are provided, therefore, the ET cannot evaluate the workload and expectations to them to ensure high quality teaching. SER does not mention whether the external associates are participating in the supervision of bachelor theses in psychology.

ET recommendations:

- 1) Increase the number of staff and ensure they are adequately qualified to deliver the study program.**

4. EDUCATIONAL PROCESS CONTENT

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)

While the intended learning outcomes (ILOs) of the Psychology program are formulated they are not presented under Standard 4.1, where they are expected. Instead, they are placed in Standards 4.2 and 4.3. The SER does not provide a clear mapping between each intended learning outcome and the institution's or academic unit's mission and strategic goals. Learning outcomes are not linked to broader educational aims. SER states that they are aligned with Level 6 descriptors of the Kosovo National Qualifications Framework (NQF) and the European Qualifications Framework (EQF).

Furthermore, while the outcomes are written from a student-centered perspective and organized by knowledge, skills, and competencies, there is no explicit evidence that the institution used the ECTS Users' Guide (2015) or any other good practice framework in formulating them. The SER does include a comparison of course titles with European programs (e.g., Zagreb, Southampton, Sheffield), but there is no specific mapping of learning outcomes themselves to those programs.

The program development process included benchmarking with similar programs in the European Higher Education Area (EHEA). SER includes a comparative table mapping program's curriculum against programs at well-known universities in the EHEA and beyond (e.g., Zagreb, Southampton, Sheffield), which serves as evidence that learning outcomes are comparable with EHEA standards. However, while alignment with the EHEA is claimed, a

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more explicit mapping of learning outcomes themselves—not only course titles—against those benchmarks is needed.

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 SER and during the site visit program holders stated that the intended learning outcomes of the BA Psychology Program are designed in accordance with Level 6 of the Kosovo National Qualifications Framework (NQF) and are aligned with the European Qualifications Framework (EQF) for higher education.

The program outcomes are structured and categorized under the three domains required at Level 6: Knowledge: Graduates are expected to have broad knowledge of psychological theories, concepts, research methods, and ethical standards. Skills: The program emphasizes critical thinking, problem-solving, communication, and research design and analysis, including the use of statistical tools like SPSS. Competences: The outcomes include the ability to apply psychological knowledge in diverse contexts (clinical, educational, organizational), work independently and collaboratively, and adhere to professional ethics.

Moreover, the program learning outcomes emphasize both generic and subject-specific competences, such as analytical reasoning, data interpretation, teamwork, and ethical decision-making — all of which are expected at a bachelor's level in psychology under EQF/NQF frameworks.

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 program's curriculum spans three academic years (six semesters) and includes a total of 180 ECTS credits, which is consistent with the standard structure of first-cycle (bachelor's) programs in the European Higher Education Area (EHEA). The curriculum is organized to progress logically from foundational to advanced topics. For example, students begin with core introductory courses in psychology, academic writing, and research methods, and later move into specialized areas such as psychopathology, psychological intervention, organizational psychology, and clinical psychology. This sequencing supports the gradual acquisition and deepening of knowledge and skills. Moreover, the curriculum integrates both theoretical and

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practical components, including a mandatory professional practice course in the final semester, which contributes directly to achieving applied competencies.

There are two electives each semester. Elective courses are limited and does not necessarily reflect the logical progress of the student. Introduction to sociology course for example is offered as an elective during the final year.

The syllabuses need to be carefully re-analyzed, not so much in terms of the absence of some particular courses, or reading assignments but to look carefully at each individual syllabus and then to make an alignment between the course requirements and assessment methods. If there is a research paper or presentation as a requirement of the course, the assessment should include that with a grade percentage. Similarly, the weekly planning should include a time allocated for student presentations.

The curriculum is designed to enhance graduate employability by incorporating practical elements—such as thesis work and applied seminars—and by fostering the development of transferable skills that are valuable in both national and international settings. Stakeholders were consulted during the curriculum development process and confirmed their active involvement in shaping its content.

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 SER confirms that the Bachelor in Psychology program is classified at Level 6 of the National Qualifications Framework (NQF) and is also aligned with the European Qualifications Framework (EQF). This structural alignment is critical for degree comparability and recognition across Europe. While it demonstrates compliance with academic frameworks (NQF/EQF) and offers a curriculum rich in applied content, it lacks direct engagement with EU directives and professional association standards, which are essential for a program leading to a regulated profession like psychology.

There SER indicates, and the site visit confirmed it that development of the program has also considered local and regional professional practice needs via market analysis, and stakeholder feedbacks. On the other hand, the SER does not include any statement to indicate an awareness of national licensing expectations and the relevance of the program for its graduates intending to pursue registration or certification in Kosovo or abroad as psychologists. Even though the program structure might align with international academic pathways there is no direct reference to professional associations, either national (e.g., Kosovo Psychological Association) or international (e.g., EFPA - European Federation of Psychologists'

Associations). This issue was raised by the evaluation panel during the site visit and the participants agreed to work on this lap.

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 program had not yet established a fully developed or formalized practice component. While the Self-Evaluation Report outlines plans to integrate applied learning opportunities or internships into the curriculum in the future via cooperation agreements that will be conducted in the future there is currently no detailed framework in place. Very general statements are given but no specific learning outcomes, assessment methods, and clear guidelines outlining the roles, responsibilities, and rights of students, academic supervisors, and partnering external institutions regarding practice are mentioned in the report.

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

The SER clearly expresses commitment to student-centered teaching and learning. The provided syllabuses indicate that the program is designed around participatory and interactive methodologies such as group work, case studies, debates, real-life scenario analysis, and student presentations, all of which foster critical thinking, autonomy, and reflective learning which are cornerstones of student centered teaching and learning. Furthermore, the SER highlights inclusivity through flexible teaching methods and accommodations for students with special needs, including the option for online learning when necessary.

Academic staff expected to play an essential role in this student-centered model by clearly communicating learning outcomes, offering continuous consultation, and applying varied assessment tools to evaluate progress. Program syllabuses are designed to reflect this approach. Yet, as indicated earlier the student-centered teaching and learning does not present itself in student centered assessment in the syllabuses or represent minimally.

Although the SER describes a structured system that promotes student engagement and learning autonomy, it does not provide concrete evidence of how student feedback on teaching is collected or utilized, nor does it mention specific training provided to academic staff on implementing student-centered pedagogy. Still, the SER is prepared to reflect best practices in higher education by placing the student at the heart of the learning process and creating an environment that supports active participation and academic growth.

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)

The program uses a range of assessment methods such as mid-term exams, seminar papers, group work, and final exams, all of which are published in advance through course syllabi and made available to students via the CMD system. Additionally, the SER confirms that a student appeals process is planned, offering students a channel to contest grades they believe to be unfair—ensuring procedural fairness and supporting the credibility of the assessment system. Students are also said to receive timely feedback identifying their strengths and weaknesses, which helps guide further learning.

However, upon deeper analysis, there are important concerns that need to be addressed. Although the SER claims a clear connection between the program’s intended learning outcomes (knowledge, skills, competences) and the assessment strategies, a notable mismatch exists between teaching methods and assessment methods in several course syllabi. While the criteria and methods are communicated in advance, and the use of various evaluative tools is declared in the provided syllabuses, the inconsistency in their alignment with learning and teaching strategies undermines the reliability and fairness of the assessment framework.

Furthermore, the SER lacks a systematic mapping of assessment methodologies against the program learning outcomes. Without such a matrix or structured alignment, it is difficult to verify whether all dimensions of learning—particularly competencies—are being consistently and objectively evaluated. This section of SER shows that Program currently lacks a clearly articulated alignment between the overall intended learning outcomes and the specific objectives of individual courses. The connection between course-level and program-level outcomes needs to be explicitly defined and documented to enhance transparency and ensure the development of the program’s broader knowledge, skills, and competences. This is an area that requires further development and formalization.

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

The program is designed in a way that each academic year consists of 60 ECTS credits, with the entire Bachelor program totaling 180 ECTS credits, as expected for a three-year undergraduate degree. The allocation of credits across semesters and courses follow standard practice, with a combination of core and elective modules contributing to the achievement of program learning outcomes. Syllabuses provided reflect what students are expected to know, understand, and do upon successful completion of each course.

However, while the SER confirms that learning outcomes are expressed in terms of ECTS, it provides limited evidence of how student workload is actually measured or validated. There is no reference to student workload surveys, feedback mechanisms, or time-use studies that would confirm whether the estimated workload aligns with actual student experience. Furthermore,

the report does not explain how ECTS credits were allocated based on workload, learning outcomes, and instructional methods—an important aspect for demonstrating compliance with the Bologna Process principles. As such, although the program formally applies ECTS, there is insufficient evidence that student workload has been and how it will be in the future systematically considered or evaluated in determining whether credits accurately reflect the effort required to achieve intended learning outcomes.

ET recommendations:

- 1- Develop and publish a matrix linking each learning outcome to the institution's strategic goals and the program's objectives.
- 2- Place all intended learning outcomes clearly under Standard 4.1, with a visual map showing their alignment with institutional and program goals.
- 3- Ensure all learning outcomes, course structure, and rationale are available on the website
- 4- Build a course-to-outcomes matrix to show how each course supports specific program learning outcomes and progression.
- 5- Align the program with national and international psychology bodies (e.g., KPA, EFPA) through benchmarking and partnerships.
- 6- Include student-centered assessment strategies in all course syllabi. Check if syllabuses clearly connect course outcomes with teaching and assessment methods. Review and revise syllabi to align teaching methods with assessments for consistency and fairness.
- 7- Set up a system to track and review if ECTS credits match real student workload using regular feedback.
- 8- Clearly define the learning outcomes for the practice period and provide a handbook and checklist to guide and inform students.

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)

According to the SER, the admission requirements for the BA in Psychology program are based on national legislation and include possession of a secondary education diploma or equivalent document such as the State Matura certificate. The College states that both national and international students are eligible to apply, and the selection process does not include entrance exams or additional assessments at this stage.

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The admission criteria are clearly outlined in the internal documents, but at the time of the site visit, no evidence was presented to confirm that these criteria are publicly accessible. As the College's website was not functional, it was not possible to verify whether admission information is available online. Furthermore, printed materials for external promotion or student recruitment were not provided.

The SER claims that the admission procedures are designed to ensure fairness, transparency, and equal treatment of applicants. However, no examples of decision-making procedures or documentation of how these principles are upheld were submitted. There was also no reference to the existence of procedures for recognizing prior learning or study periods, which is particularly relevant for potential transfer students.

The institution appears to be in the preparatory phase of establishing its admission systems. While the structural basis is in place, the operational implementation and public communication of these procedures remain unverified.

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 SER outlines that FAMA International College plans to monitor student progression and completion through its internal MIS (Management Information System) and quality assurance mechanisms. These mechanisms include tracking ECTS accumulation, academic performance, and dropout risk, and are meant to inform both academic advising and institutional planning.

As the program is not yet operational and no students are currently enrolled, these processes have not been implemented. No actual progression data, templates, or past analyses were provided to demonstrate how the institution collects and responds to such information in practice. During the site visit, QA staff and program coordinators confirmed that the system is in place structurally but will be activated with the first student cohort.

The institution reports that academic staff will be informed of student performance trends and will participate in course-level adaptations as necessary. However, no procedures or tools were presented to confirm that these insights will be shared with students or that support measures (e.g., academic counselling or tutoring) are already established.

Although the College intends to allow for transfer and recognition of qualifications, the SER does not describe in detail the procedures or criteria for doing so. There is no mention of how

progression pathways are communicated to students, including whether they are informed about options for continuing their studies or changing their academic trajectory.

At present, the framework for monitoring and supporting student progression exists on paper, but there is no evidence of its application, effectiveness, or communication channels.

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

According to the SER, FAMA International College expresses its strategic intention to promote internationalization and facilitate both incoming and outgoing student mobility. The institution claims that it will support student participation in exchange programs once the study program becomes active and that an Office for International Cooperation is in the process of being formalized.

However, there is no evidence that any mobility activities have taken place, nor that any concrete procedures, guidelines, or communication tools have been developed for national or international students. As the institution has no enrolled students and no history of exchange mobility, there are no records of incoming or outgoing students over the past five years.

During the site visit, the expert team was not presented with documentation regarding the recognition of ECTS from partner institutions, nor were regulations provided that define how study periods abroad will be accredited. No evidence was presented to show that mobility information is made available to prospective or current students in either Albanian or English, or that the HEI publishes study program information in a foreign language.

The College does not currently offer courses in foreign languages aimed at international students, and the system for tracking mobility participation, student feedback, or improving international procedures remains undeveloped. The ambitions to support mobility are expressed at the policy level, but no mechanisms are yet operational or visible in institutional practice.

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 institution has developed a detailed and structured concept for student support, as evidenced by the “Student Support Services” documentation. The plan includes several dedicated offices such as the Student Support and Coordination Office, the Alumni and Career Office, and Mental Health and Wellbeing Services. Activities foreseen include semesterly orientation sessions, monthly academic advising, career planning events, alumni mentoring, supervised practicum sessions in psychology, and awareness campaigns on mental health and wellbeing.

A psychometrics lab is also planned to support research skills and practical learning, particularly aligned with the needs of psychology students. Furthermore, mechanisms for gathering student feedback, such as satisfaction surveys and peer-review sessions, are also outlined.

However, the program has not yet been launched, and no students are currently enrolled. As such, none of these services have been implemented or tested in practice. While the design of student support services appears comprehensive, there is no available evidence that students have been informed about these services through orientation materials, public documentation, or institutional platforms. The expert team was not provided with information on how diverse student needs (e.g., disability accommodations, mature students, part-time formats) will be operationalized in practice.

Additionally, although the SER references structures for appeals and complaints, no procedures, forms, or policy documents were provided to demonstrate that these mechanisms are accessible, transparent, or actionable for students. The institutional website was not functional at the time of the review, further limiting confirmation of whether public communication regarding student services exists. The institution has developed a promising support framework tailored to the study program’s future needs, but it remains untested and unproven due to the absence of a student body and operational experience.

ET recommendations:

1. Operationalize the student support services outlined in the institutional plan, ensuring that academic, career, psychological, and administrative support structures are implemented as soon as students are enrolled.
2. Ensure that support mechanisms for diverse student populations, including students with disabilities, part-time or mature students, and international students, are clearly defined, accessible, and actively promoted through official channels.
3. Develop and disseminate clear, public-facing materials (e.g., orientation guides, web-based information, flyers) outlining available support services, procedures for appeals

and complaints, and contact points for assistance.

4. Provide documented procedures and resources for academic counselling, mentoring, and structured feedback mechanisms, and implement them in the first year of program delivery to monitor and support student progress and wellbeing.

6. RESEARCH

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

Based on SER, FIC has approved in 2024 the Research Strategy 2025-2029, along with the FIC Strategic Plan 2025-2029. The strategic plan contains a chapter on scientific research. There are specific research objectives in place of the program. In the financial plan, the budget to support research internally is described from 2025 until 2029. The aim of to conduct research that can be published in indexed journals on recognized international platforms.

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.

SER indicates that FIC will support the publication of scientific works and university textbooks, publication in scientific journals, and will promote the research and scientific work of academic staff, providing support, both in technical and financial terms. FIC will implement a specific Regulation on Scientific Research Activities in FIC, through which the academic staff will be supported in scientific research and publications. FIC will establish funds to stimulate the scientific work (incl. publishing) and also participating in international scientific conferences. An attempt will be made to use the budget of other organizations to support research and the publication of scientific articles. SER points out that FIC will establish different (6) internal mechanisms to validate scientific research work of academic staff. To assist these activities, anti-plagiarism software access will be provided to staff members and students. The academic staff who are involved in delivering professional bachelor study programs have a minimum master's degree and at least five years of relevant professional activities.

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.

In SER, FIC points out that it is a newly established HEI in Kosovo with no internal bodies linked with the industry and other stakeholders in Kosovo and beyond, however, FIC plans to establish its Labor Market Board for the Faculty of Social Science, which aims to increase the level of cooperation with institutions and business entities, mainly in Kosovo and in the region. SER also describes that academic staff engaged in the study program is involved in identifying and utilizing expertise and providing research and development services to the community. Staff members have previously contributed to various fields with their expertise in developing scientific activities for the benefit of the community. The evidence presented to the ET does not indicate current collaborative research projects with another higher education institutions from Kosovo or abroad, or also the engagement of technology transfer and cooperation to transfer knowledge with the industry and public sector. However, FIC has Institutional Cooperation and Internationalization Strategy 2025 – 2029 in place.

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.

According to the CVs presented to the ET, 3 staff members who have PhD-s have also published in their field during last 5 years. Dr Sauku's last paper was published more than 5 years ago in 2019; Dr Ajvazi, although having a PhD in psychology, has published solely in medical science; Dr Maliqi has published papers in sociology). As there are not current students, the ET cannot decide whether the students enrolled in the study program are engaged in research activities with the academic staff.

ET recommendations:

- 1) Ensure that teaching staff is conducting research on the same topic as their teaching activity and that teaching staff would have a proven record of publications from the last 5 years in their field of research.

7. INFRASTRUCTURE AND RESOURCES

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

Modest workspaces for both teaching and administrative staff are provided. During the site visit the faculty and staff express their satisfaction with what is provided to them by the university. Classrooms vary in size, with some capable of accommodating 100–120 students, while others are designed for smaller groups. Classrooms have projectors. There is also a computer room available for student use, and a specialized room for psychology practice with a one-way mirror is constructed but at the time of evaluation was not ready to be used.

However, during the site visit, there were some limitations. At the time, there were no active students, so their level of satisfaction with the facilities could not be assessed. Space for group work was limited, and there were no designated areas for students to spend time between classes or for dining. While plans are underway to open a cafeteria on the ground floor, this area was still under construction during the visit. Overall, while the infrastructure meets some of the basic academic needs, further investment is needed to enhance the learning environment—particularly in terms of student common areas, group workspaces, and fully functional psychology-specific facilities.

The infrastructure and facilities require further improvement to meet the needs of students with special requirements. The main entrance of the building currently lacks wheelchair access, and there are no wheelchair-accessible restrooms available on-site. These limitations may present barriers to inclusion and accessibility.

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

FAMA International College provides a modest, with seating capacity for approximately 20 to 28 students. While this offers some working space, it currently meets only the basic functional needs of the Psychology Study Program. The physical collection is limited.

The Self-Evaluation Report (SER) indicates plans to integrate electronic resources, but these are not yet in place, and no specific databases are mentioned. Regarding library operations, the closing time was stated to be 9:00 PM, there were no posted signs placed on the library door indicating opening or closing hours.

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

The SER indicates that the Psychology Study Program will be financially supported through tuition fees, with a stated annual fee of EUR 1,600 per student. The institution has developed a five-year financial plan (2025–2029) and additionally developed a 5 year budget plan to ensure the sustainability of its academic and research activities. This includes provisions for academic staffing, teaching infrastructure, and basic student services, suggesting that core operational needs are anticipated and planned for. The SER also refers to future expansion of

funding through external partnerships and project-based support, which may help diversify income sources.

ET recommendations:

- 1-Improve accessibility by ensuring the main entrance has wheelchair access and installing accessible restrooms to support students with special needs.
- 2-Expand student common areas and complete the planned cafeteria to provide adequate spaces for group work, relaxation, and dining.
- 3- Clearly display library and computer room working hours on-site.

Overall conclusion

According to the KAA Accreditation manual, in order to be granted a positive decision for program accreditation, every education provider has to demonstrate at least a substantial compliance level in the overall judgment, including sections 3.2 and 7.

Section 3 (academic staff) has been rated as not compliant as the study program is not supported by sufficient number of permanent academic staff who are adequately qualified to deliver the study program.

Based on the above, the Expert Team recommends not to accredit the program.

Standard	Compliance level
1. Mission, objectives and administration	Substantially compliant
2. Quality management	Partially compliant
3. Academic staff	Not compliant
4. Educational process content	Partially compliant
5. Students	Partially compliant
6. Research	Substantially compliant
7. Infrastructure and resources	Partially compliant
Overall compliance	Not Compliant

Expert Team

Chair



M. AYŞEGÜL KOZAK ÇAKIR

30.04.2025

(Signature)

(Print Name)

(Date)

Member



KRISTJAN KASK

30.04.2025

(Signature)

(Print Name)

(Date)

Member



GAGA GVENETADZE

30.04.2025

(Signature)

(Print Name)

(Date)