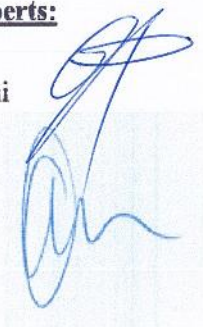


EXTERNAL EVALUATION REPORT
FOR STUDY PROGRAM: PhD IN "CLINICAL PSYCHOLOGY",
Private University "Albanian University"

External Evaluation Experts:

Ass. Prof. Erika Mclonashi

Ass. Prof. Aliriza Arënlju

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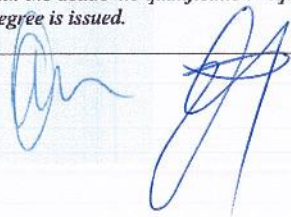
December, 2019

GENERAL INFORMATION
FOR THE STUDY PROGRAM: PhD IN "CLINICAL PSYCHOLOGY"

Table for the Licensing / Accreditation of study program		
1	Applicant HEI:	Private University "Albanian University"
2	The Faculty/Department that offers it	Faculty of Social Sciences/ Department of General Psychology <i>It is chaired from the Council of Professors, which elects a Coordinator of the doctoral studies (member of academic personnel) part of the Department.</i>
3	Licensing Order/Decision of licencing/reorganizing	Order of Minister of Education and Science No. 380, dated 06.09.2013 ¹ <i>This Order is the amendment of the Order No. 564, dated 19.11.2012, more specific for the amendment of the Act No. 1 of that Order, adding the study program of third cycle in "Clinic Psychology".</i>
4	First Accreditation of Doctoral Program Order/Decision of the first accreditation	Decision of the Accreditation Board No. 14, dated 19.05.2017 <i>Negative Accreditation.</i> <i>The Institution has requested to review of Decision of Accreditation Board No. 14 dated 19.05.2017. The Accreditation Board, found that the complaints were not in accordance with legal acts and decided with DAB No. 61, dated 10.07.2017, to reject the review of Decision of Accreditation Board No. 14 dated 19.05.2017.</i>
5	Study program title:	The Doctoral study program in "Clinical Psychology"
6	Cycle of studies:	Third Cycle
7	Duration of the study program:	not less than 3 academic years ²
8	Total Credits (ECTS):	60 ECTS (first year theoretical studies) ²
9	Form of study (full-time / part – time / in distance):	Full time
10	Llanguage (English / Other):	Albanian
11	The program is offered only by the institution:	YES
12	The program is offered in collaboration with other institutions:	(*) ²
13	Joint Degree / Dual Degree (insert title):	N/A
14	Level in the National Qualifications Framework:	Level 8
15	Number of students:	4 students

¹ This Order is the amendment of the Order No. 564, dated 19.11.2012 of Minister of Education and Science, on opening the study programs of third cycle, concretly on the amendment of the Act No. 1 of that Order, adding the study program of third cycle in "Clinical Psychology".

² According to point 2 of UMASH Nr. 564 dated 19.11.2012: "Doctoral study programs last for at least 3 academic years and include 60 credits for organized theoretical studies, of which at least 15 theoretical credits are carried out by foreign lecturers with the academic qualification required for undergraduate studies. At the end of the doctoral study programs, a doctorate degree is issued.



INTRODUCTION

The process of accreditation of PHD program in "Clinical Psychology" by AU through ASCAL is initiated by request on 27.09.2018. AU request is based on the Law nr. 80/2015 "Për Arsimin e Lartë dhe Kërkimin Shkencor në Institucionet e Arsimit të Lartë në Republikën e Shqipërisë" and "Manualin për Procedurat dhe Afatet për Vlerësimin e Cilësisë në kuadër të akreditimit të Institucioneve të Arsimit të Lartë dhe programeve të studimit, 2017". The decision of licencing is based on Order No. 380, date 06.09.2013 of Minister of Education and Science (this is an order for some changes on the Order No. 564, dated 19.11.2012, concretely on changes of Act No. 1 of this Order, in which the specific program of third cycle in "Clinical Psychology" was not included). The title expected to be received upon completion of the program is "Doctorate" in "Clinical Psychology" and it's a third level of studies. The program has 60 ETCS of theoretical studies and is considered to be a full time study engagement. The language of the program is declared Albanian, its provided solely from AU, fitting to level 8 on the National Qualification Reference. In total the program currently had 4 students.

In 2016, Albanian University has started the procedure of the first accreditation of the Doctoral Studies in "Clinical Psychology", which at that period could not meet the standards³, as stated to the Decision of Accreditation Board No. 14, dated 19.05.2017. As regards, Albanian University has submitted a request to the Accreditation Board for reviewing the Decision. This request was rejected and the decision of the Board of Accreditation, was sent to the Albanian University, with the ASCAL letter no.167/1 Prot., dated 20.07.2018. The Albanian University with the letter no.181/3 Prot, dated 27.09.2018 has applied for reaccreditation of the programmes of the third cycle. Regarding to the process of accreditation, this program is evaluated in retrospective. This report is compiled based on review of several documents provided by ASCAL and AU. Additionally, the report is based also on the site visit conducted in July 2019 where additional documents were required from EEG. The basic methodology used in writing this report is review and analysis of existing documents and reviewing the relevant legal requirements related to accreditation of higher education institutions in Albania. The visit to the site in July 2019 was used as opportunity to review the documents with relevant stakeholders at AU relevant to this program.

ACCREDITATION BOARD REASONS, IN NEGATIVE DECISION ON FIRST ACCREDITATION OF STUDY PROGRAM

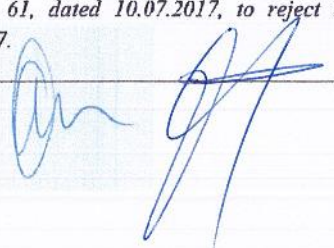
For the first process, the Accreditation Board concluded that: "Doctoral study program in "Clinical Psychology", does not meet legal criteria and "State Quality Standards" for accreditation of third cycle study programs of doctorate, based on findings and final evaluation of the External Evaluation Group where important deficiencies are identified such as:

- a. there is instability of the academic staff engaged in this study program and changes in foreign staff coverage of the first year of the theoretical disciplines, compared to the

³ Accreditation Board, with Decision No. 14 dated 19.05.2017, had concluded in a negative evaluation thus not granting the accreditation of the study program.

The Institution has requested to review of Decision of Accreditation Board No. 14 dated 19.05.2017.

The Accreditation Board found that the complaints were not in accordance with legal acts and decided with DAB No. 61, dated 10.07.2017, to reject the review of Decision of Accreditation Board No. 14 dated 19.05.2017.



- standards of the opening of this program and the agreements established in this context;
- b. the research methods in the theoretical part of the study program in Clinical Psychology are not covered by lecturers belonging to this field;
 - c. there is a lack of funding from national and international research projects that are essential for the conduct of scientific research;
 - d. the electronic library does not have foreign publications or sufficient materials related to the study program of the third cycle in Clinical Psychology, which for a doctoral program, basic and supporting literature should be up-to-date with the latest developments in the field;
 - e. the academic background of the members of the Council of Professors and the scientific committee of defense of this doctoral program is not related to the disciplines in the field of psychology”

The analysis of these weaknesses is described in the report below, in the relevant chapters.

MEMBERS OF EXTERNAL EVALUATION GROUP (EEG)

1. Prof. Dr. Asoc. Erika Melonashi,

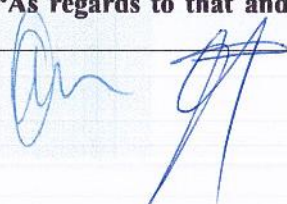
2. Prof. Dr. Asoc. Aliriza Arënlju,

Review Manager for this process, Mrs. Emisa Isufaj, ASCAL.

The Draft-Report for the External Evaluation of the doctoral study program in “Clinical Psychology” was sent to the Private University “Albanian University” on 20th of November, 2019, through AMS and officialy with the letter of ASCAL no. 50/18 dated 20.11.2019. HEI “Albanian University” has sent comments on the Draft-Report with the letter no. 569/1 dated 25.11.2019. The External Evaluation Experts got acquainted with the comments and decided to give the following arguments and make a reflection as follows:

1. HEI Comment: The PhD program in Clinical Psychology is a program that was initiated in 2013-2014. The program has gone through the evaluation process once and despite the findings of the first evaluation of this program in relation to the first year of theoretical studies, the institution, even with ongoing consultations with QAAHE, has been unable to make improvements such as in academic staff, first year courses, syllabuses, etc., given that this study program has had only one generation of students and no subsequent enrollments.

EEG considers that the comment of the HEI has been reflected throughout the report. In fact, the EEG has clearly expressed across the whole report, whether the shortcomings from the previous negative evaluation could be addressed or whether ‘no further improvements could have been made’. For example, on page 19 of the report is stated: “As regards to that and the shortcoming identified in the DAB No. 14, dated



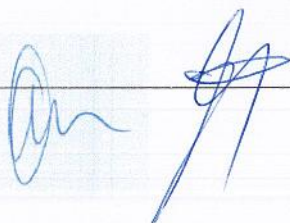
19.05.2017: the research methods in the theoretical part of the study program in Clinical Psychology are not covered by lecturers belonging to this field, no further improvement could be done by the University.”

2. HEI Comment: The Board of Professors as a collegial body has been established and approved by the Decision of the Academic Senate according to the normative acts of Albanian University. Each member of the Council of Professors over the years has been selected and approved by the Academic Senate taking into account several criteria such as: being part of the effective academic staff of the AU and holding the title of Prof. Dr. (in response to paragraph 3, p. 7). Part of the AU Professors' Council has also been Prof. Dr. Th.K., renowned professor in the field of Psychology (Evidence No. 1).

EEG has reflected the first part of the comment from the institution in the appropriate section. As regards the comment “Part of the AU Professors' Council has also been Prof. Dr. Th.K., renowned professor in the field of Psychology (Evidence No. 1)”, EEG considers that the conclusion on page 10 of the report is in line with the comment from the institution “EEG concluded that the shortcoming identified during the first process of accreditation, (DAB No. 14, dated 19.05.2017: the academic background of the members of the Council of Professors and the scientific committee of defense of this doctoral program is not related to the disciplines in the field of psychology) has been partially addressed by the Institution. Although changes were made to the Board of Professors, the representation with academics with relevant background in Psychology is limited.”

3. HEI Comment: One of the main objectives of Albanian University is the continuous improvement of quality parameters in accordance with state quality standards. For this study program, the IQAU conducted a questionnaire with students only in the first year of theoretical studies (Refer to Evidence No. 7 sent from the documentation required during the visit to the institution) as it was impossible to obtain and extract statistics for subsequent years due to the limited number of students. But, on an ongoing basis, the IQAU has consulted with QAAHE specialists (since applying for the program reevaluation) and has been present at all meetings with doctoral students to guide them on the progress of their studies in line with QAAHE's suggestions.

EEG considers that the comments from the institution are coherent with the position of the evaluators as expressed in the relevant section (Section 6). Although Albanian University has an Internal Quality Assurance Unit, which is involved in the period self-assessment of the quality of programs with the general scope of continuous quality improvement, it must be acknowledged that the Unit has been minimally involved in the quality assurance of the doctoral program (SER, p.12), as the responsibility for this process has been delegated to the department, program coordinator and Council of Professors. We confirm our position “During the visit at the institution, the representative of IQAU also confirmed that the unit has been minimally involved in the process of quality assurance as regards doctoral programs. The monitoring role of IQAU involves a report on the overall doctoral student progress, identifying the fulfillment of specific obligations such as conferences, publications etc. (Evidence 6.3. Report of IQAU)” (page 18).



MANAGEMENT POLICIES AND ADMINISTRATION OF DOCTORAL STUDY PROGRAMS

1. Mission and objectives of doctoral study program

Description part

Terms of reference: Based on the SER and visits to institutions, EEG should analyze and evaluate the: aims and objectives of the study program and scientific research, strategies in the short, medium and long terms, the number of students over the years, study programs of third cycle, HEI place (in the national and international contest).

In the internal evaluation report it is stated that doctorate program in “Clinical Psychology” is one of the fields of study which AU has aimed to establish which is in accordance with long terms plans of the university. The program intends to contribute to process of learning, teaching and scientific research. It is stated that candidates of the programe through their research will contribute to academic needs in the country. The program aims to develop skills in its candidates so they are able to carry out independent research in field of clinical psychology. The skills are developed according to the report by provision of variety of courses. Besides initial aims mentioned the program expects that candidates can follow carrier as pedagogue in Psychology (eventually meaning teaching psychology), as program and project developers in research in clinical psychology and in general as researchers in field of clinical psychology. Furthermore, the report states the centers of mental health are the ones that could benefit most from the candidates. The program is in accordance with the “Institutional Strategic Development Plan” 2013-2017 and with more recent one 2017-2020 and “Strategy for development of scientific research 2018-2019” within the department of psychology of AU.

Relevant documents, taken during visits to the institution

Evaluation according to the Standards

Standards/criterion	Evaluation according to standards
Standard I.1 - General framework	
<p>Criterion 1 The study program of third cycle (doctorate) is a new program or a reorganized program;</p> <p>Criterion 2 If it is reorganized, the extent to which it affected the previous program.</p> <p>Criterion 3 The total number of students studying how doctor eight and number of those who attend this study program each year is in line with the policies of Higher Education Institutions (HEI) where the program is conducted as well as state policy for higher education and scientific research regarding recognition and validation of diploma and number of students studying for doctorate to one scientific mentor.</p>	<p>The program applies as it was licensed in 2013 and it was confirmed that the HEI prespective for the study program is to be organized in accordance with the Law 80/2015 (<i>Meeting with the Rector</i>). The reorganization of the program is based on the Academic Senate, Nr. 35, dated 13th of September, 2018 and has to be approved by the Ministry of Education, Sports and Youth. The program applies in retrospective for its acreditation by using its legal right to reapply for accreditation after not being accredited in 2017. The right for application is based on the fact that previous decision on non-accreditation was not signed by the Education Minister and therefore program has not recieved official response. The program was opened with the order of Ministry of Education and</p>

Criterion 4 Doctorate study program is supported by national or international research groups accredited for research in relevant field or fields of studies;

Criterion 7 Internal evaluation report of study program of the third cycle is reviewed by the Council of Professors.

Science nr. 380, 06/08/2013.

Based on the evaluation report the changes made from previous application are: signing collaboration agreements; possibility of changing thesis advisor who has relevant expertise in subject of thesis; removed one student from program thus remaining with 4 candidates; and has made changes in terms of hierarchy in which case the internal evaluation team is not dependent from rector but rather from Dean.

The number of PHD students is in compliance with the higher education law (previous one).

AU in its application provides a list of insitutions with who they collaborate (21 universities and colleges, 3 non governmental organizations and 3 business related organizations and 6 institutions for clinical practice). The collaborations according to the list are focused mainly in organising joint seminars, conferences, projects, scientific activities etc. (*Evidence H.5. List of collaboration agreement*).

The internal evaluation report of study program was approved by Professors Council.

Conclusions of EEG: Standards are met.


In the internal evaluation report of AU states that reason provided for non-accreditation of the current PHD program, which according to internal report were addressed. As pointed in the evaluation of the standards the formalities are met. However, the expert opinion is that there is lack of coherence between aims of the program and actual results especially in field of research finance and research initiatives (both internally and with international funds). However, during individual meetings with candidates it was observed (three present out of four) that are working and acting independently in fields that are relevant to clinical psychology. To reiterate the major weakness of the existing PHD program is lack of comprehensive and large or medium scale research project that could involve students and increase their research and eventual clinical capacities. Some evidence of international collaboration was observed in thesis of one PHD students, which was rather based on individual contacts, rather than official or funded project.

2. Academic Organisation chart of the Doctoral School

Description part

Terms of reference: Based on the SER and visits to institutions, EEG should analyze and evaluate the: the place of the Doctoral School in the organization chart of the HEI (University / Faculty / Department), data for the academic staff responsible for the doctorate, the number of Full-time Academic Staff (FAS), Part-time Academic Staff (PAS), Administrative employes (AE), teaching coordination with other units.

As stated in the evaluation report and confirmed during the visit the third level of studies in Clinical Psychology are organized within the Department of Psychology at AU. During the visit the the expert panel met with the management and part of the staff engaged in program. The experts were provided



with information in self evaluation report and on spot on the the administrative academic staff and other teaching coordination units.

Regarding one of the shortcomings identified during the first process of accreditation, (DAB No. 14, dated 19.05.2017: *the academic background of the members of the Council of Professors and the scientific committee of defense of this doctoral program is not related to the disciplines in the field of psychology*) the EEG notes that despite efforts from the institution, there are only two members of the staff from related fields (e.g., medical field) but none from Psychology or Clinical Psychology. Another point is that the regulation of the study program does not specify in sufficient detail the procedures for final evaluation of students, including the constitution and way in which the scientific committee for the defense of doctoral thesis will be appointed, a crucial gate-keeper for program quality.

Measurable indicators:

Organizational structure (chart)

The applicant HEI as evidence has provided the regulation of the program on Doctoral program in "Clinical Psychology". The charing body of the doctoral study is the Council of Professors, scientific leader, department and doctoral coordinators. The Council of Professors is responsible for the developing the selection procedure in doctoral programe, decides on the form of exam for the first year of theoretical achievement, decides on whether students continue to second year, approves the PHD thesis and is involved in all aspects of ensuring quality of the program.

Bodies selected/nominatet at all levels

The IER establishes that the Council of Professors is constituted and approved by Decision of the Academic Senate taking into account several criteria such as: being part of the effective academic staff of the AU and holding the title of Prof. Dr. (The scientific leader (mentor) of the student is appointed by the council of professors who has to be from the field from which the thesis is proposed. The document explicitly defines the roles and responsibilities of the scientific leader (mentor). The department of psychology is responsible for proposal of program and its structure. The coordinator of the doctoral studies is another position, which is appointed from the Council of professors the document (*Evidence 1.1 Chapter II, Act 14*) points its responsibilities.

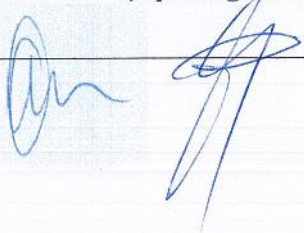
Hierarchical units, decision- making

Regulation document of PHD program in "Clinical Psychology" delinates clearly the roles and responsibilite of its relevant units. The highest authority of the program is the Council of Professors. The document doesn't specify explicitly the frequency of obligatory meetings for the Council of Professors. The internal evaluation report states that all units relevant to doctoral program (Council of Professors, scientific leader, department, doctoral coordinator) *"they coordinate in collegial manner all academic and administrative activities and make decisions for importants problems"*.

Academic Structures of doctoral school

The program is structured under the Department of Psychology of AU, the governing body of the doctoral studies is Council of Professors, scientific adviser (udheheqesi shkencor), the department and coordinator for doctoral studies. As stated above the coordination among these strcutres is based on collegial principles rather than any formal mechanisms

Database of HEI, updating and the responsibility for retaining and sharing information;



During the visit in the institution it resulted that the Department of General Psychology and human resources office kept the files of the students and the pedagogues.

Number of academic staff

The doctoral program is within the Department of General Psychology of AU and its managed by department. The program is implemented with three full time staff of which 2 are Prof. Asoc. Dr. and one Dr. Furthermore there are 2 part time academic staff of which one is Prof. Asoc. Dr. and one Dr. In terms of total number of administrative assistant the internal evaluation report gives two numbers in text its stated that there are 8 administrative assistants and in table, 7. The EEG team has decided to use the number given in Table 1/Annexes.

Council of Professors and the coordinator of the study program

The Council of Professors is chaired by Prof. Asoc. Dr. K.N. elected with dean's decision on 21.11.2018. The council has 7 members.

Relevant documents, taken during visits to the institution

The EEG team has requested additional documents during the visit. In total 32 documents additionally were provided for AU team. The documents included: thesis proposal of candidates, list of grades, some syllabueses from master level for comparison with PHD program courses, various decisions on allowing thesis etc. All documents are in electronic form unders the header of visit to institution.

Evaluation according to the Standards

Standards/criterion	Evaluation according to standards
Standard III.1 - Management and financing tools for doctorate study program	
<p>Criterion 1 Unit that organizes doctorate study program has accredited two first cycles of studies in the field, in which it offers the doctorate study program;</p> <p>Criterion 2 Unit that organizes the doctorate study program has adequate administrative premises to realize its good functioning;</p> <p>Criterion 3 In order to carry out the doctorate study program, the unit that proposes its opening engages the necessary personnel, ranging from teaching secretary that follows the third cycle progress;</p> <p>Criterion 4 Responsible bodies for its supervision are established in doctorate study program regulation;</p> <p>Criterion 5 Board of Professors, which is responsible for organizing and supervising doctorate study program has a sufficient number of members that cover all its issues. Minimum number of professors in PC should be 7 (seven). Board of Professors may be also raised to the level of higher education institution, when its main units do not meet the required number of full-time professors;</p> <p>Criterion 6 Board of Professors of the main unit</p>	<p>BA Psychology program and MA Psychology programs including MA in Clinical Psychology offered from Department of Psychology are accredited.</p> <p>Bases on the information provided and observations from site visit unit has adequate adminstrative premises which facilitates proper functioning of the program.</p> <p>Based on documentation provided from AU and site visit the unit has necessary personnel of teaching secretary which follows the third cycle progress.</p> <p>The doctorate regulation document regulates the responsible bodies for managing the program as described above in section 2.</p> <p>The Board of Professors (Council of Professors) has 7 members and in the internal evaluation report it is stated Council meets periodically. The number of members in accordance with the requirements and one of its members is a coordinator program for Clinical Psychology of PhD program.</p> <p>The composition of the Board of Professors is underrepresented as regards academics with a background in psychology, although we are aware that this is a structure responsible for other PhD programs as well.</p>

that organizes and manages the doctorate study program meets periodically throughout the year;

Conclusions of EEG:

The number of the academic and administration staff is in accordance with legal requirements for the accreditation of the doctoral programs.

The Board of Professors is the highest authority in ensuring the quality of the program and involved in important milestones of doctoral program. However, it is not specified the frequency of the meeting of the Board as they are the same that coordinate other PHD programs. The council was reorganized in 2018 with the aim to conclude the accreditation process of the AU programs according to Law 9741/2017, which was on force when existing students were admitted. EEG concluded that the shortcoming identified during the first process of accreditation, (DAB No. 14, dated 19.05.2017: *the academic background of the members of the Council of Professors and the scientific committee of defense of this doctoral program is not related to the disciplines in the field of psychology*) has been partially addressed by the Institution. Although changes were made to the Board of Professors, the representation with academics with relevant background in Psychology is limited.

3. Quality of Academic and administrative (support) staff

Description part

With regard to the shortcoming identified in the DAB No. 14, dated 19.05.2017: *“there is instability of the academic staff engaged in this study program and changes in foreign staff coverage of the first year of the theoretical disciplines, compared to the standards of the opening of this program and the agreements established in this context”*, EEG notes that no further improvement could be done by the University, considering that the theoretical year had been already concluded. As stated earlier this program is evaluated in retrospective, meaning that lectures and work with the academic staff was completed in recent two years and academic staff, which is engaged, now probably is engaged in mentoring the remaining PhD students.

Based on the evaluation report of the AU there were three full time staff of which two Prof. Asoc. and one with PhD and two academical personel working on contract bases one with PhD and the Asoc. Prof. The only major drawback of the existing staff is that only 2 have relevant experience in clinical psychology research and practice. One might argue that statistic could be taught from other fields; however, having someone from the field is always preferred option. Having more comprehensive and unified form of CV might be more appropriate for evaluation of the staff fit to program/courses needs. From the documents submitted, there was a lack of information on papers published and relevant work experience of academic staff.

Measurable indicators:



EEG should analyze and evaluate some datas such as:

- o Number of professors: -
- o Number of associated professors: There are three associated professors of which two are full time employed
- o Number of doctoral degree holders (or PhD): two of the staff hold PhD degree
- o Number of assistants: -
- o Number of administrative and support staff (lab assistants, technicians, administrative staff etc): 7 administrative staff

Verify the data, according to Table 3 in Annexes

The self evaluation report provides information on full time engagement of two Associate Professors and one staff with PhD and two others part time one being with PhD degree and the other Associate Professor. This staff was engaged in teaching during the theoretical year. There was no information on engagement of the staff whether they are full time engaged in AU.

Qualification data and reports between them (Table 4 in Annexes)

Two of the staff report receiving their PhD degrees in European Universities. The research and publishing activity could not be evaluated from the submitted documentation. With a simple search in google.scholar it can be concluded that one staff member has relevant publication and research activity relevant to the study program.

Data by age (verify the data, according to Table 5)

Vast majority of the administrative staff and academic staff are between ages of 36-45, 2 are between 46-55 and only one academic staff is above age of 66.

Relevant documents, taken during visits to the institution

During the visit the evaluation team has requested the CV's of all teaching staff as they were not provided in initial application. Furthermore, evaluation team has requested example of exam for theoretical formation evaluation of first year of study; example of of thesis proposal and the manual for preparation of the thesis.

Evaluation according to the Standards

Standards/criterion	Evaluation according to standards
Standard I.1 - General framework	
<p>Criterion 6 The number and level of researchers engaged in this program constitutes a guarantee for program implementation (60% of them should be internal academic staff, engaged in research and holders of academic titles "Professor", "Associate Professor" or scientific degree "Doctor" or "PhD" awarded in universities well known in the world for quality and rich research and publishing activities in the relevant field;</p>	<p>In terms of staff employed in the program and reported in self evaluation report, 3 out of 5 are employed full time which fullfils the condition of 60% of the staff should be internal academic staff. The research and publishing activity could not be evaluated from the submitted documentation. With a simple search in google.scholar it can be concluded that one staff member has relevant publication and research activity relevant to the study program. The other staff has more publishing record that fits more indirectly to needs of the program such as methodology related issues and statistical analysis.</p>
Standard II.1 - Capacities for scientific research	

Criterion 2 The institution that offers programs of study of third cycle (doctorate), has sufficient academic staff with scientific titles and degrees;
Criterion 3 The institution has sufficient administrative and research structures for activities provided in the study program to conduct research. The institution may organize joint programs of doctorate study with one or more other institutions, based on agreements between them;

As stated above the program has sufficient academic staff with scientific titles and degrees, the concerns are on the limitation of staffs experience and research track in clinical psychology. The institution fulfills the condition of having sufficient number of academic staff.
The administrative capacities of the program are sufficient for functioning of program and providing support to a program. The applicants have provided examples of several international collaborations which provided support to students scientific work as in case of on candidate's efforts in completing thesis. However to our knowledge none of the collaborations have results with concrete project of study. It can be concluded that program has administrative capacities to absorb research projects.

Conclusions of EEG:

In terms of criteria that 60% of academic staff engaged as internal and full time is fulfilled. The major concern of the evaluators is the limited number of staff experienced and with track record in research and publication in field of clinical psychology. From the CV's provided and online search only limited number of academicians engaged in program have direct research track and experience in clinical psychology (example one candidate working in neurology clinic where probably gets exposed and gets supervision on clinical aspect).


The current evaluation of the program as stated several times is complex process as EEG is conducting a retrospective evaluation and there was no room for major changes except that program has continued to be implemented with major comments remaining valid from previous evaluation. One promising part of the program where the international collaborations which resulted with mentoring of one of the students. However most of other evidences for international and national collaboration either didn't had a specific focus or any research/publication/grant outcome in last two or three years except mentoring of one PhD students. There are two major concerns with the existing program one is limited research track and publication in field of clinical psychology (exception one staff), no international or national funding of research activity or program and non-compliance of some of engaged staff with clinical psychology. Furthermore, no changes have taken place in terms of research funding from previous evaluation where there is lack of university funds even for small-scale research.

One of the recommendations to the program might be enforce the criteria for quality publishing - in journals within international recognized database as SCOPUS. Publications of thesis within this specific database might prove the quality of the program. This specific request would be made to existing candidates and would add value to institution, program and university.

4. Facilities, infrastructure, logistics and other services of doctoral program

Description part

Terms of reference: Based on the SER and visits to institutions, EEG should analyze and evaluate the: infrastructure, material resources, logistics and other services, information technology (IT), libraries, other services for students.



Based on the visit and the self evaluation report of the programe, the programe in general has satisfactory conditions in terms of infrastructure such as classrooms, material resources and logistics. However some limitations were observed in terms of access to online library and literature. As regards the shortcoming identified in the DAB No. 14, dated 19.05.2017: *the electronic library does not have foreign publications or sufficient materials related to the study program of the third cycle in Clinical Psychology, which for a doctoral program, basic and supporting literature should be up-to-date with the latest developments in the field*' EEG considers that the institution has made some efforts in this direction, there is access to Eric & Questia online databases, although we consider that they can only provide minimum base for literature review for Students and staff.

Measurable indicators:

EEG should analyze and evaluate: the Facilities, infrastructure and logistics for doctoral school (verify the data, according to Table 6)

Based on the information provided in the internal evaluation report of AU the total size for the faculty is 4618.2 m2/652 students equals to 7.08m2 per student. As for the staff the total space is 202m2/67 staff equals to 3m2 per staff member. The building where doctoral courses are taking place are in same venues where BA and MA courses are held. The number of auditoriums classrooms and other spaces including library with online access to journals and their equipment appear to be in accordance with needs of the program. The tables in the internal evaluation report and in the template report of EEG is different therefore the report is based on the data from the internal evaluation report.

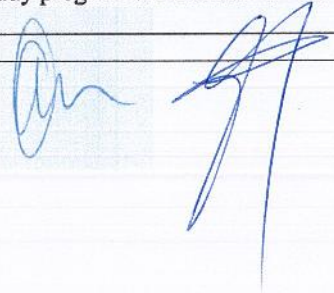
EEG should analyze and evaluate other logistics database, as:

- number of PC per doctoral students;
- number of PC furnished labs per students;
- number of PC for academic staff
- number of PC for administration
- number of printers for each one
- number of photocopying machines for each one
- number of head projectors
- number of video-projectors
- number of scanners

Taking in consideration the site visit and the facts provided in the self-evaluation report regarding the logistics in terms of auditoriums, classrooms, computer laboratories, library buildings, etc. it can be concluded that logistic conditions are appropriate for a program of 4 PhD students

Evaluation according to the Standards

Standards/criterion	Evaluation according to standards
Standard II.2 - Didactic basis and technical support	
Criterion 1 Students admitted in the third cycle study program have necessary conditions to realize the study program with academic and	Physical conditions for implementing the program are satisfactory. The online access to Questia and Eric provide basic conditions for literature review for the candidates.



<p>research character;</p> <p>Criterion 2 Doctorate studies program provides harmonization of student's goals in scientific-research field, approved research projects and, at its conclusion, even the possibility of academic career and employment;</p> <p>Criterion 3 A scientific library with publications in hardcopy and electronic form and complete IT infrastructure available to of third cycle study program;</p> <p>Criterion 4 Students have sufficient technical support for scientific research development;</p> <p>Criterion 5 Researches that include laboratory researches are supported by sufficient scientific laboratory basis.</p>	<p>Most of the thesis topics of the candidates were relevant to their job positions or to their research interests (three candidates met during visit). One of the PhD candidates was engaged as research asisstant at AU the other two candidates present in the interview were already employed and their thesis was relevant to the field in which they were engaged.</p> <p>Library has rather limited number of harcopy books, and taking in consideration its faculty library probably has even more limited number of books in clinical psychology. However it is important that students can access the material online from two above mentioned platforms.</p> <p>The institution in terms of physical space and facilities offers very satisfactory technical support and rather basic one in terms of literature access.</p> <p>In the internal evaluation report there is only computer/internet laboratory.</p>
<p><u>Conclusions of IEG:</u></p> <p>In terms of physical facilties and classroms the AU provides appropriate and needed conditions for fullfilment of program requirements. The ratio of the physical space for the students is satisfactory taking in consideration the number of doctoral students. However the library with books is limited (200 printed books) and its access to online literature although limited provides basic conditions for literature review needed for a thesis. A recommandation to institution would be to extend its access to online journal and publication databases from which not only existing program but other programs might benefit.</p>	

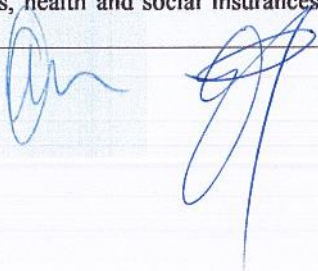
5. Financing and management of financial resources

Descriptions part

Terms of reference: Based on the SER and visits to institutions, EEG should analyze and evaluate the: financial resources, data over the years, expenditures, costs per students, financial auditing, managing capacities.

Financing and management of financial resources is based solely on facts offered from the self evaluation report and the general regulaton document of AU according to law 80-2015. According to the self evaluation report the university if financed predominately from students fees and other trading transactions. University has a unit that deals with managment of financial resources.

According to the report institution produces a financial report for each year which is compiled and certified from external experts. The report has detailed information on the income from student fees, on salaries, health and social insurances etc. Again according to the report 1/3 of the income from



students fees covers the rent and maintainance costs of the building. The rest of the income is spent on salaries, internet, purchasing equipment, taxes etc. Student fees for doctoral students is assumed to be a yearly payment. From the documents submitted, there were no other data or input to verify the statements made in self-evaluation report. It was stated in the meeting that the program costs are covered from other sources rather than from students fees.

As regards the shortcoming identified in the DAB No. 14, dated 19.05.2017: *“there is a lack of funding from national and international research projects that are essential for the conduct of scientific research”* EEG concludes that this situation has not changed and the program has no current projects in the field of Clinical Psychology. This is considered to be one of the major drawbacks of the existing program. EEG recommends that more efforts need to be made in order to increase program and university capacities in research grant applications and implementations where PhD students can be engaged. The research programs and university capacities in uptaking research grants where PhD students can be engaged are of utterimportance for the students.

Measurable indicators:

- EEG should analyze and evaluate the Financial resources, data over the three years (verify the data, according to Table 7)**

Based on the information provided the income of the programe solely is based on the income or studetns fees, no external or additional funding was reported.

- EEG should analyze and evaluate the Costs for students and their mobility costs;**

Costs are related to the wages fond, contributions for social security and health insurance, teaching and research expenses. There is no mobility of students.

- Transparency and internal financial control, audit and outcomes;**

According to SER, the internal auditing is done by an accounting expert, who compiles the report of the accounting expert and performs the auditing of the company, but the institution has not filed any concrete data (reports).

- Financial management capacity;**

The general administrator is the highest administrative authority responsible for the financial well-functioning of AU.

With the view to fulfill the needs of scientific-educational units, the fiscal and legal obligations of the University as a non-public institution, AU has also the Offices of Finance and Internal Auditing.

- Relevant documents, taken during visits to the institution;**

N/A

Evaluation according to the Standards

Standards/criterion	Evaluation according to standards
Standard I.1 - General framework	
Criterion 5 Doctorate study program is supported by a sufficient budget for research;	Student thesis were the only research activities identified in the visit. There were no dedicated funds for research reported.
Standard II.1 - Capacities for scientific research	

<p>Criterion 8 External funding received for scientific research is indicative of high level research activity and they are administered for the progress of relevant study program.</p>	<p>There were no evidence of any external or international funding which indicates presence of high level research. As EEG team we haven't observed or heard that there were any efforts in this direction.</p>
<p>Standard III.1 - Management and financing tools for doctorate study program</p>	
<p>Criterion 7 Financial budget of doctorate study program is sufficient to achieve research objectives for each doctorate student; Criterion 8 Financial budget distribution structure of doctorate study program matches with scientific research policy and needs.</p>	<p>The internal evaluation report states that AU plans accordingly to cover the costs of the research and scientific activities of the students. In the meeting the responsible staff declared that the program is covered with losses. The existing income is problematic in terms of covering the associated costs of research related to student thesis (although appeared that most of the students completed themselves), conference participation or other related activities.</p>
<p>Standard III.3 - Financing of doctorate study program</p>	
<p>Criterion 1 Number of research works funded by the ministry; Criterion 2 Distribution of funds to host and supervision teams of scientific research works is done in a balanced way; Criterion 3 Number of research works funded under national research projects, benefited by scientific supervisors of doctorate students for this study program; Criterion 4 Number of research works funded under international research projects benefited by scientific supervisors of doctorate students for this study program;</p>	<p>Valid for all criteria's under III.3 There are no current or past research funding from national or international funders. As stated in internal evaluation report AU is working in securing international funding for its projects.</p>
<p>Conclusions of EEG: EEG concludes that there are not sufficient funds for supporting any large/medium scale research from the existing funding of the program, publication or conference visits. However, the internal evaluation report states that funds are sufficient for supporting students research work. EEG Also concludes that program has no current or past research funding from national or international funders. One of the recommendations would be initiating large scale research projects, RCT (randomized clinical trials) or other forms of studies that can use existing MA and PhD students as potential resources in implementation of these projects.</p>	

6. Internal Quality Assurance System (IQAS)

Description part

Terms of reference: Based on the SER and visits to institutions, EEG should analyze and evaluate the: Internal Monitoring for Quality Assurance Unit (IQAU), its functions in doctoral programs, self-assessment and continuous quality improvement.



Albanian University has an Internal Quality Assurance Unit, which is involved in the period self-assessment of the quality of programs with the general scope of continuous quality improvement. Nonetheless the SER states that the Unit has been minimally involved in the quality assurance of the doctoral program (SER, p.12), as the responsibility for this process has been delegated to the department, program coordinator and Council of Professors. During the visit at the institution, the representative of IQAU also confirmed that the unit has been minimally involved in the process of quality assurance as regards doctoral programs. The monitoring role of IQAU involves a report on the overall doctoral student progress, identifying the fulfillment of specific obligations such as conferences, publications etc. (Evidence 6.3. Report of IQAU)

Measurable indicators:

EEG should analyze and evaluate the quantitative data for IQAU, as:

- How many surveys are made with students?
- How many students were surveyed?
- How many surveys are processed, and what problems are issued?
- Which have been the next steps?

IER states that IQAU did not do any surveys with doctoral students because of the small number: Currently 4 students are enrolled in the Doctoral Program of Clinical Psychology. During the visit at the Institution EEG also had a meeting with the head of IQAU to discuss the unit's involvement in ensuring quality of Doctoral Programs. The only evidence provided by IQAU for its involvement in the process was a report on the overall doctoral student progress, identifying the fulfillment of specific obligations such as conferences, publications etc. (Evidence 6.3. Report of IQAU).

EEG should analyze and evaluate the analyses for *Internal quality control*, as:

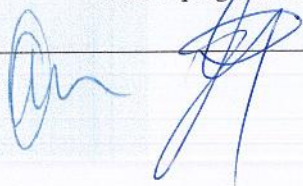
- Responsibilities in monitoring and quality management, until the department level
- Self assessments conducted, and their results
- Quality improvement policies, on the basis of periodic self-assessment
- The results of the audit and preview external assessment
- Relevant documents, taken during visits to the institution

EEG confirms that there is no specific direct involvement of IQAU in the assessment of the quality of the Doctoral Program. There is no written evidence of feedback from students as regards the year of organized theoretical studies, the quality of teaching/lecturers, their relationship with their supervisors, problems/barriers arising etc. The only evidence provided by IQAU for its involvement in the process was a report on the overall doctoral student progress, identifying the fulfillment of specific obligations such as conferences, publications etc. (Evidence 6.3. Report of IQAU).

7. Study program, its organization

Description part

Terms of reference: Based on the SER and visits to institutions, EEG should analyze and evaluate the: Title of Diploma (in Albanian and English), mission and objectives of the research program, the organization of the first year in doctorate school, the curriculum



content of all its elements (subjects / modules, corresponding credits, sharing teaching hours per study forms, classes in /outside of auditorium under the forms of teaching), literature and other auxiliary materials, etc.

The study program is a three-year program. The first year doctoral students follow 10 courses, which totals to 60 ECTS. The purpose of this year is to provide students with advanced theoretical studies in the field of Clinical Psychology, as well as Qualitative and Quantitative Research Methods. In the second year of their studies, doctoral students choose the topic of their dissertation, which is officially approved by the Council of Professors. The Council of Professors also approves the supervisor for each student. During the third year students are focused on conducting field research, and presenting their work to conferences or publishing in academic journals of the field. By the end of their studies, doctoral students have to defend a doctoral thesis; this process has to be completed within 4 years from their enrollment. Doctoral studies are completed with thesis defense, within 4 years of enrollment.

Measurable indicators:

Analyses and evaluation for: general elements of the study program:

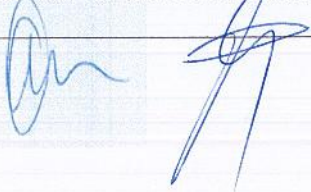
- Duration: not less than 3 years
- Year for advancing theoretical studies (1 year or 60 ECTS)
- Search / Creation: at least 2 years
- Thesis (within 4 years of enrollment)

Analyses and evaluation for: academic curriculum plan of the first year, the division of subjects in credits, and according to the forms of teaching (verify the data, according to Table 8)

The academic curriculum of the first year includes 3 modules of Research Methodology and Statistics which amount to 21 ECTS, and 7 modules that are specific or related to the discipline, which amount to 39 ECTS. This structure of the curriculum enables the student to acquire advanced knowledge both in research methodology and statistics as well as clinical psychology. During the visit at the institution EEG pointed out several inconsistencies in Tables 8 & 9, regarding titles of modules, teaching hours etc. The institution sent an updated and corrected version; Table 8 reflects the corrected version [Evidence 5.2. Visit at the Institution, Curriculum of Doctorate in Clinical Psychology]. More specifically, the module 'Qualitative Research methods in Clinical Psychology' (Table 9, IER) is 'Qualitative Research Methods'; 'Advanced Psychopharmacology' is 'Advanced Studies in Psychopharmacology', 'Advanced clinical neurology' is 'Advanced studies in neuropsychology'; 'Statistics' is 'Statistical analysis of data'. Inconsistencies were also found as regards hours of individual student work for the following modules: Qualitative Research Methods, stated 108 hours in IER is corrected to 109 hours; Advanced Studies in Neuropsychology stated as 104 hours in IER, corrected to 110 hours; Advanced studies in Psychopharmacology stated as 85 hours in IER is corrected to 73 hours; Advanced psychotherapy stated as 90 hours in IER is corrected to 89; Psychological treatment of illness stated as 109 hours in IER is corrected to 109 hours. In total, hours in class versus individual work are in the ratio 600 in class vs. 900 individual study, i.e., 1500 hours total. [Evidence 5.2. Visit at the Institution, Curriculum of Doctorate in Clinical Psychology]

Analyses and evaluation for Academic Curriculum Plan, related to the relevant academic staff (verify the data, according to Table 9)

The academic staff engaged in teaching is composed of 5 members, 3 full time academic staff and 2 part time academic staff. Three of the lecturers hold the academic title of Associate Professor while two are Doctors. It must be noted that only in one case the ratio lecturer: module is 1:1 (i.e., one



lecturer teaches one module); in the other cases, the ratio is 1:2 (3 lecturers teaching 2 modules each) or 1:3 (1 lecturer teaches 3 modules). EEG considers that teaching of multiple modules by the same lecturer, has a negative impact on the quality of the program, particularly because it requires lecturers to move out of their 'field of expertise'. In the case of the lecturer teaching 3 subjects, EEG noted little coherence between the academic qualifications (CV of staff) and the specific subjects taught.

As regards to that and the shortcoming identified in the DAB No. 14, dated 19.05.2017: *the research methods in the theoretical part of the study program in Clinical Psychology are not covered by lecturers belonging to this field*, no further improvement could be done by the University.

EEG should analyze and evaluate the: the syllabuses for each subject, with all the elements

The syllabuses have a unified format stating the title of module, lecturer, number of credits/hours per week, overview of the module, topics of each week, assessment methods, and literature (compulsory and suggested). The topics stated for each week are detailed enough and generally coherent with a logical flow from week to week. However EEG notes that the way topics are formulated does not greatly stimulate critical/analytical thinking on concepts/debates in the field, but rather just knowledge accumulation. Another aspect supporting the above opinion relates to the quantity and type of literature provided in the syllabuses. EEG notes that the literature provided in the syllabus is very limited (minimum of 4 and maximum of 9). Also the type of literature suggested includes books but not research articles, which is considered to be a major limitation particularly in third cycle studies. Additionally, the suggested literature is very old and not up to date: books 10-20 years old. Also EEG noted the syllabi at least in two cases were highly similar (same topics) to those at the Master level in Clinical Psychology: 1. Advanced Studies in Neuropsychology (Clinical Neuropsychology) 2. Advanced Studies in Psychopharmacology (Pharmacology). This fact raises important issues as regards the distinction between second and third cycle studies, and becomes a concerning issue particularly for those students who have a Master degree from this same institution.

EEG should analyze and evaluate: the procedures followed for the research project, proposed by candidates

IER states that the candidates have all submitted an initial research project proposal which has been revised after meetings with supervisors during Doctoral days. Evidence is provided by progress reports of students [Evidence 7.2. a.b.c.d]. During the visit at the institution EEG asked for project proposals and the institution subsequently provided evidence of initial and final project proposals [Evidence: Visit to the Institution 13.1;13.2;14.1;14.2 Project proposals].

EEG should analyze and evaluate the second year of PhD: (Research/Creation), as database for institutions in/outside the country, where students have completed their scientific research, such as:

- university / research center and development of a University
- Institute / non-academic research unit
- Foundation / public entity / private entity
- Hospital structure
- Other

Three of the students have gathered data in their workplace: one at the clinic/hospital and the other two at two different Centers of psychosocial services for children in Kosovo. One of the students has gathered data from schools in Tirana, while being full time employed in AU.

Analyses and evaluation of third year of PhD: Research/creation/data processing /publication of articles /presentations to international conferences

- Data for publications / references of students;



- o Data for Magazines, publishing entities where these articles are published

The evaluation of doctoral student's folders resulted as following: One doctoral student has presented to 4 conferences as first author (3 in countries of the EU), and has published 6 journal articles as first author: 2 in international journals with editorial board (Open Journal of Psychological Research, Anthropological Research and Studies) and 4 in national journals (e.g., Optime) [Evidence 9.1.a. Summary of student folder]. One doctoral student has two national conference presentations (same conference) and two international journal publications (in the same journal: Academic Journal of Business Administration, Law and Social Sciences). The third doctoral student has 3 publications, 1 in a national journal and 2 in the same journal Academic Journal of Business Administration, Law and Social Sciences but no conference presentations. Finally, the fourth student has no publications or conferences as first author but only 1 newspaper article. In summary, students have the tendency to present or publish in conferences/journals that are multidisciplinary and broad in scope, rather than specific to Psychology or clinical psychology.

EEG should analyze and evaluate the: doctoral thesis and its presentation

Only one of the four students has submitted the doctoral thesis and confirmed her readiness for final defense. The institution has a specific guide on writing the doctoral thesis, including aspects such as structure, format, length etc. [Evidence 19. Manual for writing the doctoral thesis]

Evaluation according to the Standards

Standards/criterion	Evaluation according to standards/ criterions
Standard I.4 - Design and realization of theoretical course of third cycle studies (Doctorate)	
<p>Criterion 1 Programs of third cycle studies include 60 credits for theoretical organized studies;</p> <p>Criterion 2 Theoretical organized studies anticipate balanced ratio of classes for academic and scientific general and specific training;</p> <p>Criterion 3 Detailed teaching program is approved pursuant to bylaws in force;</p> <p>Criterion 4 Theoretical doctorate course is evaluated with a general theoretical examination in relevant field of study, organized by Dean's office and Professors' Council, with a commission consisting of 5 (five) professors in the relevant research field or approximate to it. Candidates who achieve over 80% points are allowed to attend the doctorate research studies. Those who do not reach this result receive a certificate for conducted modules, together with accumulated credits and interrupt doctorate studies.</p>	<p>EEG confirms that the Doctoral Program includes one year of organized theoretical studies, which amount to 60 ECTS. There is a balanced ratio between general and specific training: the curriculum of the first year includes 3 modules of Research Methodology and Statistics which amount to 21 ECTS, and 7 modules that are specific or related to the discipline, which amount to 39 ECTS.</p> <p>At the end of the first year doctoral students attend a general theoretical exam, organized by the Professors Council which they have to pass successfully (>80%) in order to proceed to the second year [Evidence 1.1. Regulation of the Program of Doctoral Studies in Clinical Psychology; Evidence: Visit at the institution 9. Theoretical exam]</p>
Standard II.3 - Drafting and approval of proposed research project	
<p>Criterion 1 Applicant who requires to be admitted to doctorate studies program has submitted the request for a particular research area and this has been discussed with him in the interview;</p> <p>Criterion 2 Scope of research is selected in such a way that doctorate studies program can support it;</p> <p>Criterion 3 Proposal is approved by Professors'</p>	<p>EEG confirms that doctoral students submit a request/proposal for a specific research area; however the proposal is subsequently modified, in accordance with supervisor advice, to fit the general scope of the program and also supervising expertise. The proposal is formally</p>

<p>Council if criteria prescribed and announced in regulation of doctorate studies are met. The following should be also confirmed:</p> <ul style="list-style-type: none"> a) Duration of study program; b) Modalities of verification of research or creative activity of doctorate students; c) Manner of final presentation of scientific research result that doctorate student will achieve; <p>Criterion 4 A member of academic staff with the title "Professor", "Associate Professor" or with scientific degree "Doctor" or ("PhD") awarded in the scientific field in which doctorate student follows the studies in universities known in the world, for quality and rich researching and publishing activities in the relevant field, is appointed by Board of Professors to supervise and support student's research work;</p> <p>Criterion 5 Doctorate student presents to Board of Professors the research development plan, designed by him and discussed with his supervisor;</p> <p>Criterion 6 Supervisor has advised repeatedly the students that he supervises for didactic duties and research activities as well as research methodology to ensure the progress of his studies in this program.</p>	<p>approved by the Professors' Council [Evidence 1.1. Regulation of the Program of Doctoral Studies in Clinical Psychology]. The regulation of the program also clearly states the normal duration of studies (3 years) and maximal duration (4 years), as well as the continuous evaluation of research activity of students through progress reports. After each doctoral day progress reports are filled in and signed by the supervisor [Evidence 7.2. Progress Reports]. The regulation also states that the Board of Professors approves the doctoral supervisors in accordance to their field of expertise. EEG did not find evidence that the Board of Professors also assesses the Research Development Plan presented by the student. During the meetings with supervisors EEG confirmed that they are very well aware of their duties and responsibilities as regards research activities of their students and they have also communicated these to students.</p>
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Standard II.1 - Capacities for scientific research

<p>Criterion 1 A third cycle study program (doctorate) is integrated in research activity of Higher Education Institutions;</p>	<p>IER claims that the program is integrated within a broad scope research project and is realized in coordination with research activities of the Faculty and University. EEG did not find evidence of this claim; the document submitted after the visit at the institution (Evidence 4. Didactic Research Project) is not in any way related to the specific Program.</p>
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Standard II.4 - Doctorate student's supervision and continuous evaluation of progress of doctorate studies

<p>Criterion 1 Scientific supervisor of student is responsible for directing, advising, assessment of student's needs and for developing and monitoring progress of student's research work. He has the academic title "Professor", "Associate Professor" or the scientific degree "Doctor" or ("PhD") awarded in Western universities and has a rich research and publishing activity;</p> <p>Criterion 2 All scientific supervisors have had the expertise, instruction and proper guidance for their role in realization of scientific research project of doctorate students;</p>	<p>EEG confirms that the scientific supervisor has specific obligations stated in the Regulation, as regards advising, monitoring and assessing doctoral students [Evidence 1.1. Regulation of the Program of Doctoral Studies in Clinical Psychology]. The supervisors of doctoral students have the title of Associate Professor or the scientific degree Doctor. During the meetings with supervisors EEG confirmed that they are very well aware of their duties and responsibilities as regards research activities of their students and they</p>
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Criterion 3 Scientific supervisors work to update their knowledge and skills, based on institutional arrangements in order to enable the exchange of best practices and providing advice to support students effectively;

Criterion 4 Board of Professors selects scientific supervisors, capable to supervise doctorate students' research work, based on assessment of their publishing and research activities inside and outside the country;

Criterion 5 The main scientific supervisor and the other supervisor (when program of doctorate studies is offered by more than one university) guarantee that doctorate students receive sufficient support and guidance to facilitate their work to achieve success;

Criterion 6 In all cases, the student must have only one identified contact point, who should be his main supervisor. If his main supervisor is not available, the student must know who will be the person to replace him;

Criterion 7 University ensures that supervisor has enough time to supervise doctorate student;

If the main leader is unable to continue supervision of student, or will be absent for a considerable period, he should be replaced by another his main supervisor before the period of awarding the diploma for scientific degree "Doctor";

Criterion 8 If relationship student-supervisor does not function well, at the request of student or his supervisor, supervisor is changed, provided that this does not affect the project progress;

Criterion 9 Clear and transparent procedures are set for verification of knowledge or periodic evaluation of student (for example, an annual review by a panel called for this purpose or by a special commission set up by Professors' Council).

Criterion 10 Doctorate student and his supervisor should be present during this process. The manner and periods of verification of knowledge or periodic evaluation of doctorate student are stipulated and specified in the beginning of doctorate studies program;

Criterion 11 Continuous evaluation conclusions for realization of scientific research project of program of doctorate studies are clear and transparent including suspension, extension or withdrawal from doctorate studies;

Criterion 12 Meetings between supervisors and

have also communicated these to students.

After examining supervisor CVs EEG noted that only two of the supervisors have Clinical Psychology as their field of expertise and they are both part time academic staff.

The ratio of FAS:PAS as regards supervising is 1:2, which is not only concerning because the department lacks internal sources of expertise but also because of the quality of support, and availability provided to the student by the part-time staff.

EEG confirms that the Institution has specific procedures for replacing supervisors in case of problems in the relationship [Evidence 6.1. Procedure of Changing the supervisor].

The institution organizes doctoral days, for the periodic evaluation of students; after each doctoral day, the supervisor fills in the progress report, and the student is in all cases aware of the evaluation [Evidence 7.2. a.b.c.d.;7.3. Doctoral Days].

doctorate students are documented, especially during the review of progress reports.

Conclusions of IEG:

Supervisors meet regularly with students during doctoral days and meetings are documented through progress reports.

The department lacks the expertise for clinical psychology; the only two supervisors with expertise in the field are part time academic staff.

Despite the fact that syllabuses have a unified formal structure, there are several content limitations including the use of outdated literature and lack of scientific articles b. lack of stimulation of debate/critical analysis c. important gaps between module and field of expertise of lecturer d. same lecturer teaching 2-3 modules e. high similarity with courses offered at the Master level.

As regards quality of student publications, EEG noted the tendency to present or publish in conferences/journals that are multidisciplinary and broad in scope, rather than specific to Psychology or clinical psychology.

8. Teaching – Learning outcome (in first year)

Description part

Terma reference: Based on the SER and visits to institutions, EEG should analyze and evaluate the: organization, teaching methods, quality of workload and realisation of it, teaching technologies, internal evaluation of teaching, students' participation in the activities of the doctoral school, control of student knowledge, student scientific leadership etc.

Teaching is mainly organized into lectures and seminars; in both cases teaching methodologies are very interactive, allowing students to discuss and analyze concepts and phenomena. Laboratories are mainly used in subjects such as Research Methods or Statistics, as students are required to use PCs. Students are subject to continuous evaluation during the year of organized theoretical studies, as they are assessed on their presence/level of participation, submission of coursework, intermediate tests etc. apart from the final exam. Student participation in doctoral school activities is mainly in the form of Doctoral Days, where they present their progress and get feedback from supervisors, professors and other colleagues. Involvement in other types of scientific activities of the institution is minimal, and has been identified only in the case of the doctoral student who is employed as academic staff at the institution.

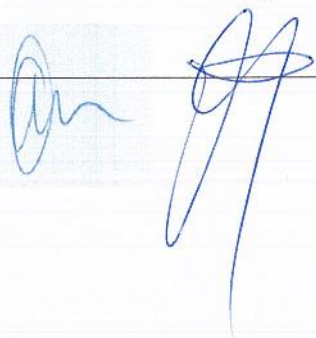
Measurable indicators:

- EEG should analyze and evaluate the student's workload, forms of teaching (verify the data, according to Table 10)**

Teaching is organized in lectures and seminars; laboratories refer to the use of computers in labs mainly in subjects such as Research Methods and Statistics. Despite the lecture/seminar distinction, doctoral students confirmed that teaching methods were interactive, in the form of active discussion also during lectures.

- EEG should analyze and evaluate the policies for Learning Outcomes control (verify the data, according to Table 11)**

Students are subject to continuous evaluation during the semester, including participation in lectures, essays, intermediate tests etc. This policy for evaluating learning outcomes ensures the evaluation of



the student through several components, not just the final exam, and also promotes the motivation of students during the whole semester.

EEG should analyze and evaluate the: students's participation in the research activities of the University/Faculty/etc. (verify the data, according to Table 12)

The EEG compared the data reported in the IER to those declared in the doctoral students' folders. The following inconsistencies were found a. For individual papers of lecturers: IER reports 5, while EEG found only 1 student involved b. For scientific projects Faculty/Department- IER reports 4, while EEG found only one student involved. EEG concludes that the doctoral student who works as staff at the university is the only one maximally involved in HEI scientific activity.

Evaluation according to the Standards

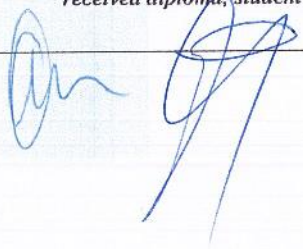
Standards/criterion	Evaluation according to standards
Standard I.2 - Continuous increase of theoretical level and promotion of students' team work are targets of a study program of third cycle, doctorate.	
<p>Criterion 1 Level of scientific research development helps in student training to complete the study program successfully;</p> <p>Criterion 2 Students have the opportunity to participate in various research activities closely related to the specific area in which they attend doctorate studies, which help him/her to be trained for:</p> <ul style="list-style-type: none"> a) Acquisition of research methodologies for independent creative activities, such as scientific articles, presentations, standard approach for references, bibliography, indexes and content writing as the basis for doctor a thesis processing; b) Independent work in laboratory; c) Use of information resources (e.g. libraries and Internet) and information management; d) Use of modern technologies for public presentations; e) Acquisition of advanced methods of analysis and data processing; f) Learning and mastery of specialized terminology associated with the research field of doctorate student; <p>Criterion 3 Doctorate students participate in foreseen activities young and their research work. A doctorate student is free to participate as a listener or as a speaker in:</p> <ul style="list-style-type: none"> a) Lectures; b) Seminars; c) Interdisciplinary debates, organized in the framework of doctorate study program; 	<p>EEG confirms that the institution contributes to scientific research development of students through: 1. Specific research methodology modules & Statistical data analyses during the theoretical year 2.The promotion & organization of conferences or other scientific activities in the institution 3. A rich online library which enables access to the most recent scientific articles.</p> <p>Supervisors advise and encourage students to take part in scientific activities and conferences that help them in their scientific research but also be open to other learning environments (debates, presentations, lectures, workshops etc.).</p> <p>The attendance of the theoretical year as well as the doctoral days have trained students as regards communication/presentation skills or the use of scientific language both oral and written forms.</p> <p>During the visit at the institution and meeting with students, EEG noted that students have very good communication skills, which was expected considering their field of study (Psychology).</p> <p>One of the doctoral students has been involved in teaching the course of Cognitive Psychology at the Bachelor level at the Institution [Evidence 8.1. The</p>

<p>d) Other possibilities of learning such as following presentations of post doctorate students and research projects, even when it is not related directly to the student's research interest.</p> <p>e) Scientific mentors advise students to take part in scientific activities and conferences that help them in their scientific research;</p> <p>Criterion 4 Students have gained skills for appropriate communication with a scientific level (<i>Student's communication skills include: the competency to write clearly and with an appropriate style, use of persuasive arguments and clear articulation of ideas before the public concerned; the ability to debate and support others, involved in teaching, supervision or demonstrations</i>);</p> <p>Criterion 5 Students have acquired the ability to communicate correctly with others, and necessary skill for a scholar, but also in other situations (<i>being able to develop and maintain cooperation and working relationships with others, awareness that their behavior affects them and others and be willing to listen, to give and to take reactions and responses with sharpness</i>);</p> <p>Criterion 6 Development of communication skills of doctorate students encouraged them to be engaged in teaching in study programs of first and second cycle (e.g. by engaging in teaching as lecturers, in support of professors guiding their thesis).</p>	<p>enrollment of S.I. in Bachelor Program].</p>
<p>Conclusions of EEG:</p> <p>During the year of organized theoretical studies students acquire advanced knowledge in their field of study and also develop further their scientific research skills not only through classes but also scientific activities (doctoral days) and use of online library.</p> <p>However EEG notes that participation of students in the institutions' research activities is minimal, only limited to the student who is actually employed at the institution.</p>	

9. Doctoral students

Description part

Terms of reference: Based on the SER and visits to institutions, EEG should analyze and evaluate the: academic criteria and procedures for enrollment of doctoral student, quality of students enrolled, the number of students enrolled and who has finished in years, average duration of doctoral studies (in years), statistics, collaboration with students who have received diploma, student's information.



EEG confirms that the criteria and procedures for the enrollment of doctoral students are clearly expressed in the Regulation for the Study Program [Evidence 1.1. Regulation of the study program]. The average duration of doctoral studies is 3 years, and the maximum duration 4 years. The first year provides organized theoretical studies, whereby students follow courses that amount to 60ECTS. Currently four students are enrolled in the Doctoral Program, while one student has interrupted his studies. None of the students has been awarded the PhD degree yet. Students' information is provided by the department and supervisor; previously students were also provided information by the program coordinator (this position no longer exists).

Measurable indicators:

EEG should analyze and evaluate the statistical data for doctoral students:

- The total number of PhDs students and the number for each year;
- The number of PhDs students coming from outside of the university;
- Number of graduates each year;
- The average duration of doctoral studies and what has been the trend of this indicator;
- Number and percentage of students, who have interrupted his doctoral studies.
- Number and percentage of students, who come from Kosovo, Albanian territories, as well as from the Albanian diaspora;
- Number and percentage of foreign students, who come from the Balkan region;
- Number and percentage of students, who come from EU countries;
- Number and percentage of students, who come from other countries of the world;

IER states that from a total of 5 doctoral students, one of them interrupted the studies (1/5=20%), in order to pursue a different career direction. Three of the students have got the Degree Master of Science from Albanian University and only one of them from another university abroad (Kosovo). Three out of four active students come from Kosovo (3/4=75%) and only one from Albania (25%). One of the doctoral students is also lecturer in the Department of General Psychology. No doctoral students have graduated so far.

EEG should analyze and evaluate the information for the mobility of doctoral students at universities abroad

IER did not provide any information on the mobility of doctoral students to other universities abroad and during the visit at the institution EEG found no evidence of student mobility.

Analyses and evaluation of data for the final evaluation of doctoral students

No doctoral students have graduated so far. According to the Regulation of the Doctoral Program in Clinical Psychology [Evidence 1.1.], the final evaluation of students comprises the defense of a doctoral thesis in front of a jury appointed by the Board of Professors. The student defending their thesis has fulfilled all other obligations including: 1. the publication of at least three scientific papers or presentations (poster), as first author, of which two papers or presentations are held in a international scientific event, in a western country (symposium, conference, congress), accepted on the basis of a preliminary scientific assessment, published in "Proceedings", indexed with an ISBN code; 2. the publication as first author, at least three scientific articles in scientific journals, at least two of the articles have been published or accepted for publication in well-known western journals with editorial board.



Evaluation according to the Standards

Standards/criterion	Evaluation according to standards
Standard I.3 - Admission of students in a doctorate study program	
<p>Criterion 1 The student admitted to doctorate study program has completed second study cycle with average grade (> 80% of points) and was awarded the university degree "Master of Science"/ "Master of Fine Arts" or an equivalent degree, following completion of university studies that include a scientific thesis evaluated with 30-40 ECTS;</p> <p>Criterion 2 Candidate who applies to continue the third cycle program, the doctorate, has profound theoretical knowledge in the relevant field of study. Some basic knowledge that doctorate student has is:</p> <ul style="list-style-type: none"> a) Creative thinking; b) Development of critical sense about research; c) Connections between different fields of research; d) Skills developed for solving problems arising during research work; e) Competence to manage research complexity and to propose new ideas in research field; <p>Criterion 3 The student admitted to doctorate study program is ready to apply in practice the knowledge gained from research in relevant field of studies;</p> <p>Criterion 4 Student owns the English language certified in the international level, at least "C1", based on internationally recognized tests and a second foreign language as French, German, Italian, Spanish or Russian. In social sciences it may be Latin, Ancient Greek, Persian or other languages needed for research in the area;</p> <p>Criterion 5 Professors' Council set the criteria for admission to program of doctorate studies contained in regulation of doctorate program of studies;</p> <p>Criterion 6 The applicant has received detailed information about doctorate program of study, before being admitted into it. He is fully informed regarding:</p> <ul style="list-style-type: none"> a) Duration of study program; b) Conditions that student should meet before appearing in doctorate exam; c) Support that institution provides to the student 	<p>The EEG confirms that all students admitted to doctorate study program have Master of Science degree with average grade (> 80% of points). Doctoral students also own the English language certificate in the C1 level.</p> <p>Before admission to the program students have been interviewed and assessed by a special commission, assessing their knowledge, skills and competences in the field.</p> <p>During the visit at the institution and the discussion with doctoral students, EEG noted that half of the students work in job positions that require to put in practice the knowledge from their field of study (clinical field).</p> <p>EEG did not find evidence that the Professors' Council set specific criteria for admission in the study program.</p> <p>The department and coordinator of doctoral studies have provided all the necessary information to the doctoral students before admission to the program. This information includes duration of studies, theoretical courses, exams, institutional support through library (online library), laboratories etc.</p> <p>Upon admission to the programs students submit documents including: CV, previous degrees, English language test, reference letters [Evidence 1.1. Regulation of the Doctoral Study Program in Clinical Psychology].</p> <p>Admission policies in this doctoral program do not include a doctorate admission exam.</p>

<p>through administrative and research structures for activities envisaged in the study program (laboratories, libraries, etc.).</p> <p>d) Modalities of exercise of research or creative activity of doctorate students, especially with regard to preparation of doctorate thesis;</p> <p>Criterion 7 Admission criteria include also interviews and supports that can be provided by references and additional documents;</p> <p>Criterion 8 Admission policies include also doctorate admission exam.</p>	
<p>Standard II.5 - Final evaluation of students in this cycle of studies</p>	
<p>Criterion 1 Student provides evidence that he has acquired:</p> <ul style="list-style-type: none"> a. Profound knowledge in relevant scientific field; b. Profound knowledge in some areas approximate to it; c. Professional skills in using modern technology to solve critical problems related to his field of scientific research; d. Innovation, to expand and update existing knowledge; e. Autonomy, scientific, professional integrity and dedication for development of new ideas that encourage scientific research; <p>Criterion 2 Student provides evidence that he has brought original scientific products, scientific works of a high scientific level through conducted scientific research, some of which have deserved or deserve publication in scientific national and international magazines;</p> <p>Criterion 3 Final evaluation of doctorate students is based above all on an assessment of their scientific research product;</p> <p>Criterion 4 On the basis of an agreement reached in the phase of the study program approval, scientific research result is presented as a dissertation thesis, or cumulative with 3 scientific articles published in international journals with impact factor coefficient above 1;</p> <p>Criterion 5 In case of doctorate examination with dissertation thesis, doctorate student meets the following conditions:</p> <ul style="list-style-type: none"> a. He has realized as first author at least three scientific papers or presentations (poster), of which two papers or presentations are held in a international 	<p>Students attend the first year of organized theoretical studies, which provides them with advanced knowledge of the field. At the end of each course students attend exams, and also by the end of the first year they attend a general exam, which they have to pass in order to proceed to the second year. Also students attend doctoral days during which they get continuous feedback on their scientific work; at the end of doctoral days, supervisors fill in progress reports of students [Evidence 7.2a, b, c, d]. Therefore, students get continuous feedback from supervisors and are also actively engaged in publishing their work [Evidence 9.1.a, b].</p> <p>According to the Regulation of the Doctoral Program in Clinical Psychology [Evidence 1.1.], the final evaluation of students comprises the defense of a doctoral thesis in front of a jury appointed by the Board of Professors. The student defending their thesis has fulfilled all other obligations including: 1. the publication of at least three scientific papers or presentations (poster), as first author, of which two papers or presentations are held in a international scientific event, in a western country (symposium, conference, congress), accepted on the basis of a preliminary scientific assessment, published in "Proceedings", indexed with an ISBN code; 2. the publication as first author, at least three scientific articles in scientific journals, at least two of the articles have been published or accepted for publication in well-</p>

scientific event, in a western country (symposium, conference, congress), accepted on the basis of a preliminary scientific assessment, published in "Proceedings", indexed with an ISBN code;

- b. He has published as first author, at least three scientific articles in scientific journals. At least two of the articles have been published or accepted for publication in well-known western journals with editorial board;
- c. He has prepared and presented to Faculty Board of Professors the dissertation, along with a summary, approved by scientific supervisor. Structure of dissertation and its summary are defined in doctorate study regulation;

Criterion 6 Board of Professors defines two or three opponents, one of which is from outside the institution. Opponents are also members of the jury to assess dissertation. They have required academic titles and rich research and publishing activities inside and outside the country in the relevant field of study in which program doctorate studies is offered;

Criterion 7 Opponents who have had a substantial involvement in the work of doctorate student, or whose work is the very focus of research project;

Criterion 8 A dissertation copy is given to every opponent, giving enough time to read it and to write a separate report. Opponents should not communicate among themselves, with doctorate student or its scientific supervisor during this period. Opponents must verify the authenticity of data used in dissertation, observance of scientific research practice as well citations of scientific research works and articles of other authors.

Criterion 9 Opponents express clearly that scientific paper is free of plagiarism. If they notice and find that this has happened, they ask for termination of dissertation assessment;

Criterion 10 Dissertation is accompanied by a summary, about 10 pages in English. This review is published in the official website of the institution, in the section designated for information for this study;

Criterion 11 Scientific supervisor of the student should not be an opponent;

known western journals with editorial board.

The procedure for thesis defense is expressed in the Regulation of the Study Program which clearly states the involvement of Board of professors in examining the student folder, appointing members of the jury and the opponent. EEG notes that the Regulation of Program of Study only refers to one opponent, not 2-3 as expressed in Criterion 6. Also issues mentioned in Criteria 6-9 and 12-13 regarding, conflict of interest, procedural details, academic profile of opponents and final evaluation of thesis are not specified in the Regulation of the Study program.

Dissertation defense for obtaining the diploma for scientific degree "Doctor" is public and according to the Regulation, opponents and jury members express their evaluation in marks from 0-100, where 50 is the passing mark. The regulation does not include any specification on evaluations of opponents in line with Criterion 16, which specifies the following possible outcomes: a. granting diploma of scientific degree "Doctor", b. resubmission of written scientific research paper after completion of their recommendations, c. further extension of study program, d. denial of diploma for scientific degree "Doctor";

The Regulation of the Study program also does not specify the steps to be taken after the thesis defense, Criterion 17 & 18- depositing a copy to the university library and national library, as well as registration in National Register of Doctorates of Securities Commission Academic Assessment (KVTA).

Criterion 12 When opponents have completed their reports, they are called by the Dean and Head of Board of Professors to agree to conduct oral examination;

Criterion 13 It is recommended, that a jury member of doctorate examination be from universities known in the world for quality and rich research and publishing activities in the relevant field, which has at least the scientific degree "Doctor" awarded in the scientific field in which doctorate student follows the studies and over 5 years academic and research experience. This criterion may not be applied to Albanology sciences.

Assessment of doctorate student in examination is made open by consensus, provided that all members are pronounced for a passing grade. Even if one member has evaluated doctorate student by convincing arguments, with a failing grade, the final outcome will be failing;

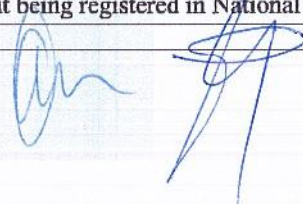
Criterion 14 Opponents submit to dean of unit that organizes the program of doctorate studies and chairperson of doctorate examination jury a copy of their individual reports;

Criterion 15 Dissertation defense for obtaining the diploma for scientific degree "Doctor" is public. It is announced at least 4 weeks before and it is done in the presence of department interested members, students and teachers in the relevant Higher Education Institution;

Criterion 16 Evaluations that opponents can make include: granting diploma of scientific degree "Doctor", or resubmission of written scientific research paper after completion of their recommendations, or a further extension of study program, or denial of diploma for scientific degree "Doctor";

Criterion 17 A copy of dissertation of student who received a diploma for scientific degree "Doctor" is deposited in library of faculty, research institute, university research centers, university where study program is carried out and scientific paper and a copy in National Library. Scientific degree "Doctor" is not issued without dissertation being deposited in aforementioned institutions, published in paper and on disk (CD) and without making it public in the official website of respective higher education institution;

Criterion 18 Scientific degree "Doctor" is not issued without being registered in National



<p>Register of Doctorates of Securities Commission Academic Assessment (KVTA) in MES.</p>	
<p>Standard III.2 - Quantitative aspects of doctorate study program</p>	
<p>Criterion 1 Total number of registered doctorate students and doctorate number for each year; Criterion 2 Number of registered doctorate students coming from outside the unit that has opened the doctorate study program; Criterion 3 Number of diplomas issued to receive "Doctor" degree for each year; Criterion 4 Average duration of doctorate studies and trend of this indicator; Criterion 5 Number and percentage of those who gave up doctorate studies in the level of study program.</p>	<p>The total number of students actually registered in the program is four; one student has interrupted the studies (20%). Out of 4 students, 3 come from outside the unit. So far no diplomas have been issued yet. The average duration of doctoral studies is 3 years and the maximum duration, 4 years.</p>
<p>Standard III.4 - Internationalization of doctorate study program</p>	
<p>Criterion 1 Number, expressed in percentage, of registered doctorate students coming from Kosovo and other areas where Albanians live and Albanian diaspora; Criterion 2 Number, expressed in percentage, of registered doctorate students coming from Balkans region. Criterion 3 Number, expressed in percentage, of registered doctorate students coming from the EU countries; Criterion 4 Number, expressed in percentage, of registered doctorate students coming from other countries of the world;</p>	<p>Three out of four students come from Kosovo (3/4=75%) and only one from Albania (25%). There are no students from other Balkan regions, the EU or other countries in the world.</p>
<p>Conclusions of EEG: The institution has clear procedures for admission of doctoral students in the program. However, EEG noted that the regulation of the study program does not specify in sufficient detail the procedures for final evaluation of students a crucial gate-keeper for program quality; these include thesis defense, jury constitution, selection of opponents, dealing with cases of plagiarism, etc. As regards the quantitative aspects of the program, the number of students enrolled in the program is considered manageable. In terms of internationalization of the program, it is noted that the majority of students come from Kosovo.</p>	

SCIENTIFIC RESEARCH POLICIES

10. Research in doctoral school and involvement of doctoral students

Description part

Terms of reference: Based on the SER and visits to institutions, EEG should analyze and evaluate the: research policies of HEI /Doctoral School, publications over the years, acquired and implemented projects, participation of doctoral student in activities at home and abroad, the activities organized by the unit, etc..

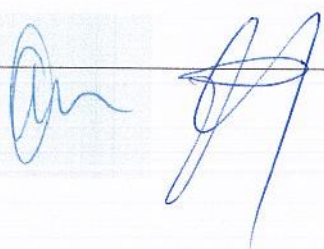
The University has research policies which promote and support staff and students to participate in conferences publish in academic journals, and be involved in research projects; academic staff is required to publish at least two papers and attend two conferences on yearly basis [Evidence H1. Statute of AU-reorganized]. At the doctoral level, the institution promotes the establishment of common research goals between doctoral students and supervisor, so that the outcomes of the process would be beneficial to both parties [Evidence 1.1. Regulation of the Doctoral Studies Program in Clinical Psychology]. Therefore, EEG considers that the HEI has the right approach towards the encouragement and promotion of research activity both among staff and students. However, we consider that these research policies have not been properly implemented in order to produce concrete high quality outcomes such as publishing research papers in high impact journals or winning important research projects. The only efforts in this aspect have been reflected in the organization of conferences (two in year 2018), open lectures, workshops, or publications in the Institutional Journal OPTIME. Additionally, research activity of staff and doctoral students is either national or regional; the international dimension and impact are still missing.

Measurable indicators:

EEG should analyze and evaluate: data for research (verify the data, according to Table 13) IER provided incomplete data for table 13, so the EEG examined the doctoral students' folders in order to fill in the sections of the specific table. Out of the 14 activities listed in the IER, only 5 qualify as research activities (conferences, workshops) that might be considered as even remotely related to the specific field of study. As regards journal publications it must be noted that the highest number of journal publications as first author or co-author was only done by one doctoral student (17), while the rest of the students have published the minimum required (2-3 articles) [Evidence 9.1.a.b.c. Summary of student folder]. The other students have 2 publications in the same journal: Academic Journal of Business Administration, Law and Social Sciences.

Evaluation according to the Standards

Standards/criterion	Evaluation according to standards/ criterions
Standard II.1 - Capacities for scientific research	



Criterion 1 A third cycle study program (doctorate) is integrated in research activity of Higher Education Institutions;

Criterion 4 The institution has the capacity to perform supervision of each doctorate student in research activities and respective didactic duties;

Criterion 6 Academic staff must show achievements in the research field through such creative activities as: presentations, scientific publications, magazines, books or monographs;

Criterion 7 Indicators of high level research activity are publications that contain statements from publishing and scientific research activity by other scholars outside doctorate study program, especially international, regarding the outcome of scientific research in the institution that offers doctorate programs;

EEG confirms that the institution has research policies aiming to integrate the program into the general research activity of the institution [Evidence 1.1. Regulation of the Doctoral Studies Program in Clinical Psychology]. Nonetheless, there is no evidence that the integration has been implemented successfully.

EEG considers that the institution has the capacity to perform supervision, in quantitative terms (small number of doctoral students); however as regards supervisors' fields of expertise, only two of them are specialized in Clinical Psychology, and they are both part-time academic staff.

After reviewing the CVs of supervisors and academic staff involved in teaching, EEG notes that only one of the supervisors has listed their research activity and publications in the CV. Therefore the EEG was not provided with sufficient information to affirm that Academic staff shows achievements in the research field through such creative activities as: presentations, scientific publications, magazines, books or monographs.

EEG notes that there is evidence of only one case of collaboration between an international scholar and a doctoral student, whose outcome was a research paper [Evidence 9.1a. Summary of student folder].

Conclusions of EEG:

Although the HEI has policies supporting research development, research policies have not been properly implemented in order to produce concrete high quality outcomes such as publishing research papers in high impact journals or winning important research projects.

The department lacks internal expertise in Clinical Psychology; both supervisors specialized in the field are part-time academic staff.

11. National and international cooperation, in function of doctoral study

Description part

Terms of reference: Based on the SER and visits to institutions, EEG should analyze and evaluate the: Doctoral School's cooperation with institutions /national or international research organizations, invited academic staff, etc.

The Institution has been actively engaged in establishing cooperation with other national and international institutions. The institution has agreements with two Western Universities, Sigmund Freud University, and Universidade Fernando Pessoa, as well as several higher educational institutions in the country. However there is no evidence on whether and how these collaborations are in support of the doctoral study program, apart from one case: evidence of collaboration of one doctoral student with the Institute for Advanced Psychological Trainings, in order to complete her thesis [Visit at the institution: Agreement with Robert Gordon]. As regards foreign lecturers, there is evidence of engagement of one lecturer in teaching the module of Quantitative Research Methods.



Measurable indicators:

- EEG should analyze and evaluate: the national and international cooperation (verify the data, according to Table 14)**

EEG found evidence of only one foreign lecturer involved in teaching the module 'Quantitative Research Methods'. IER reports that the current lecturer held 106 classes, while the maximum number of teaching hours for this subject is actually 88 (see Table 8).

- EEG should analyze and evaluate: the Cooperation with scientific institutions (verify the data, according to Table 15)**

The IER lists 27, higher education institutions and other professional organizations, with which the Institution has collaboration agreements. However, EEG found evidence of only one case, which is in the function of Doctoral Program, the Institute for Advanced Psychological Trainings [Visit at the institution: Agreement with R.G.]. One of the doctoral students has collaborated with a professor of the Center to complete her thesis.

Evaluation according to the Standards

Standards/criterion	Evaluation according to standards/ criterions
Standard III.4 – Internationalization of doctorate study program	
<p>Criterion 5 Doctorate study program encourages doctorate mobility by paying a considerable amount of expenditures for academic training outside doctorate study program;</p> <p>Criterion 6 Doctorate study program encourages mobility of doctorate students by paying a considerable amount of expenditures for presentation of research results in national and international scientific activities (symposium, conference, congress);</p> <p>Criterion 7 The institution has an agreement, at least with one Western university, guaranteeing programs of exchange of academic staff and doctorate students and realization of joint research projects. For Albanological Sciences cooperation could also be with a Higher Education Institution or research centre in Kosovo and lands where Albanians live;</p> <p>Criterion 8 Doctorate study program creates the necessary space to develop joint doctorate study programs with homologous universities in the region, Europe and beyond;</p> <p>Criterion 9 Doctorate study program provides for 3-4 modules (not less than 15 ECTS) to be conducted, organized in theoretical studies and doctorate students have the exam by professors</p>	<p>The institution did not provide any evidence of supporting doctorate mobility by paying a considerable amount of expenditures for academic training, or presentation of research results in national or international scientific activities.</p> <p>EEG confirms that the institution has agreements with two Western Universities, Sigmund Freud University, and Universidade Fernando Pessoa. However, there is no evidence that these agreements produced concrete outcomes such as: academic staff exchange or joint research projects.</p> <p>EEG did not find any evidence of efforts to develop joint doctorate study programs with homologous universities in the region, Europe and beyond.</p> <p>In the first year of organized theoretical studies, only one module (ECTS) was taught by a foreign professor.</p> <p>EEG found evidence of one case in which a professor from a foreign university was involved as a scientific collaborator of a doctoral student.</p>

<p>of partner universities, known in the world, for quality and research, publishing activities in the relevant field of study. Exception cited in criterion 7 applies for Albanological Sciences;</p> <p>Criterion 10 Doctorate study program promotes involvement of professors from foreign universities as scientific supervisors or as scientific collaborators of doctorate students.</p>	
<p>Standard II.1 - Capacities for scientific research</p>	
<p>Criterion 5 The institution has agreements with other academic or research institutions at home and abroad, supporting the exchange of academic staff and doctorate students and academic and research activities of doctorate school;</p>	<p>EEG confirms that the institution has agreements with national and international institutions. There is evidence of joint research activities (e.g., conferences) with national but not international academic and research institutions.</p>
<p>Conclusions of EEG:</p> <p>The institution has agreements with several national and international universities but there is scarce evidence that these agreements produced concrete outcomes such as: academic staff exchange or joint research projects.</p> <p>There is minimal involvement of foreign lecturers in teaching during the year of organized theoretical studies. There is evidence of only one case of scientific collaborations of a foreign professor with doctoral students.</p>	

SWOT ANALYSIS

a. Strengths

1. The institution has clear procedures for admission of doctoral students in the program.
2. Supervisors meet regularly with students during doctoral days and meetings are documented through progress reports.
3. The institutions in terms of logistic and infrastructure has necessary capacities to implement the program.
4. The institution has sufficient administrative capacities to support teaching staff and students of the programs.
5. Being open to international collaboration (although unstructured) with a case where one PhD student received qualitative mentorship.

b. Weaknesses

1. Research policies have not been properly implemented in order to produce concrete high quality outcomes such as publishing research papers in high impact journals or winning important research projects.
2. The department lacks internal expertise in Clinical Psychology; both supervisors specialized in the field are part-time academic staff.
3. The regulation of the study program does not specify in sufficient detail the procedures for final evaluation of students, a crucial gate-keeper for program quality.
4. Participation of students in the institutions' research activities is minimal, only limited to the student who is actually employed at the institution.

c. Opportunities

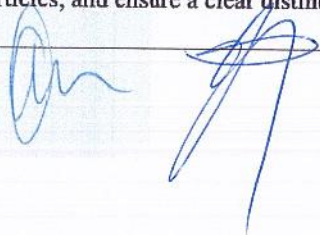
1. Agreements with national and international universities might produce actual positive outcomes for the Program such as staff exchange, doctoral student mobility or joint research projects.
2. Some of students work in clinical settings and their work could produce high quality research and publishable research work.

d. Threats

1. Other universities (both private and public) provide similar programs (Doctorate in Psychology)

Recommendations

1. Redirect the institution/department efforts of implementing research policies towards the enhancement of the quality of research product (rather than number of activities, papers etc.).
2. Recruit expertise in Clinical Psychology and relevant field at the department level (both supervisors and lecturers).
3. Revise the regulation of study program to include sufficient detail of the procedures for final evaluation of students through thesis defense.
4. Provide incentives that promote student participation in the institutions' research activities.
5. Enable greater involvement of IQAU in the assessment of quality of the Doctoral Program.
6. Review the syllabuses of theoretical courses to include updated literature and scientific articles, and ensure a clear distinction with Master level courses.

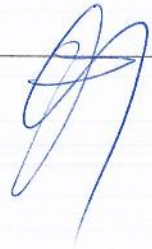
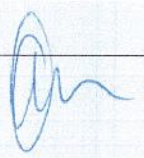


7. Increase program and university capacities in research grant applications and implementations where PhD students can be engaged.

External Evaluation Group:

Ass. Prof. Erika Mclonashi

Ass. Prof. Aliriza Arēnliu



Annexes

Table 1: Number of Accademic Staff

<i>Doctoral School University/ Faculty/ Department</i>	Number of FAS		Number of PAS		Number of AE		Total number	
	Total number	Number of Degree's	Total number	Number of Degree's	Total number	Number of Degree's	Total number	Number of Degree's
	3	(2) Prof. Asoc. Dr (1) Dr.	2	(1) Prof. Asoc. Dr (1) Dr.	7	(7) MSc.	12	(1) Prof. Asoc. Dr (1) Dr. (7) MSc.

Table 2: Council of Professors and the coordinator of the study program

Name /Surname	Degree	Position (Member / Chairman)
Kaliopi Naska	Prof. Dr.	Chariman
Anesti Kondili	Prof. Dr.	Member
Vera Ostreni	Prof. Dr.	Member
Margarita Hysko	Prof. Dr.	Member
Vasilika Kume	Prof. Dr.	Member
Hivzi Muharremi	Prof. Dr.	Member
Juliana Latifi	Prof. Dr.	Member
Piro Laci	Prof. Assoc. Dr.	Coordinantor of the study program

Table 3: Quality of leading and teaching staf of Doctoral School

PU "Albanian University" / Faculty of Social Sciences – Department of General Psychology / Doctoral School							
	<i>Full-time Academic Staff (Name/Surname)</i>	<i>Position in the Department</i>	Degree		<i>Part-time Academic Staff (Name/Surname)</i>	Degree	<i>Institution where he/her works full time</i>
1	Eglantina Dervishi		Dr	1	Genç Alimehmeti	Dr	Fculity of Economics, UT
2	Virxhi Nano		Prof. Asoc. Dr	2	Gentian Vyshka	Prof. Asoc. Dr.	Medical University, UT
3	Aldo Schiavello		Prof. Asoc. Dr.				

Table 4: Qualification data and reports between them

Academic and administrative staff	FAS	PAS		FAS/PAS rate
		Albanian	Foreign (invited)	
Professors				
Associate Professors	2	1		2/1
Doctor Degree or PHD degree (taken at European Universities)	1	1		1/1
Administrative employes	7			7/0

Table 5: Data by age

Academic and administrative staff	Data by age (years old)							
	(36-45)		(46-55)		(56-65)		(66-68)	
	FAS	PAS	FAS	PAS	FAS	PAS	FAS	PAS
Professors								
Associate Professors			1	1			1	
Doctor Degree or PHD degree (taken at European Universities)	1	1						
Administrative employees	7							

Table 6: Facilities, infrastructure and logistics for doctoral school

Facilities for doctoral school or study program	Number	Number or Square m ²
Auditoriums	10	1120.2
Classrooms	20	1005
Room for promotional activities	1	245
Laboratories	-	-
Computer/internet laboratories	1	35
Library buildings	1	248.6
Facilities for photocopy, bookstore etc.	1	7
Information office for students	1	6
Corridors / halls	11	+645
University sports facilities	-	-
Buildings for tertiary services	2	567
Rooms for student government activities	1	16
Recreational facilities such as cafeterias / fast-food/etc	2	567
Toilets for students	6	106.4
Rate m²/per student	4618.2 m² / 652 student = 7.08 m² per student	
Facilities for the staff	Number	Area m ²
Offices for Dean/ Chancellory/etc	1	9
Office for the Department of General Psychology	1	20.3
Administrative offices/Registrars	2	40
Office for academic staff	1	21.3
Finance office	2	47
Internal Quality Assurance Unit Office and Office of Curriculum Development	1	23.2
Office for Coordination and Support to Students	1	14.8
IT office	1	20
Toilet units for staff	2	6.4
Rate m²/per student	202 m² / 67 persona = 3 m² / person	



Table 7: Financial resources

RESOURCES FROM:	For three or four years (as the PhD study program continues)
NON-PUBLIC FUNDS:	
Central government	
Local government	
NON-PUBLIC FUNDS:	
Grants on research and contracts	
Consultations, services	
All kinds of tuition fees	36000 Euro
Sponsorships	
Donations, assurance activities, foundations etc.	

Table 8: Academic Curriculum Plan

Year I	Subjects/ Modules	Semester	Credits (ECTS)	Hour in week	Academic Curriculum Plan											Final exam		
					Lecture (hour)			Seminar (hour)			Laboratory (hour)			Practice (hour)				
					Total credits	In class	Individual student work	Total credits	In class	Individual student work	Total credits	In class	Individual student work	Total credits	In class		Individual student work	
1	Quantitative Research Methods	I	7	6	4	48		2	15		1	25				88	87	3
2	Qualitative Research Methods	I	7	4	4	45		2.5	20		0.5	1				66	109	3
3	Advanced Studies in Neuropsychology	I	7	4	4	45		2.5	20		0.5	1				65	110	3
4	Advanced studies in psychopharmacology	I	5	3	2.5	36		2	15		0.5	1				52	73	3
5	Statistical analyses of data	II	7	4	4	45		2.5	20		0.5	1				66	108	3
6	Advanced Psychotherapy	II	6	4	4	48		1.5	12		0.5	1				61	89	3
7	Psychotherapy of children and adolescents	II	6	4	3.5	42		2	15		0.5	1				58	88	3
8	Psychological treatment of illness	II	7	4	4	45		2.5	20		0.5	1				66	109	3
9	Advanced clinical psychology	I	4	3	2.5	30		1	8		0.5	1				39	61	3
10	Cognitive behavioral therapy for anxiety disorders	II	4	3	2.5	30		1	8		0.5	1				39	61	3
Total			6	39	37	41		19	15		5.5	34				600	900	

Table 9: Academic Curriculum Plan, related to the relevant academic staff

Subject/Module		Responsible professor/s (Name Surname)	Title/degree	Department	FAS or PAS
1.	Advanced Clinical Psychology	Virxhil Nano	Assoc. Prof.	General Psychology	FAS
2.	Advanced Psychotherapy	Virxhil Nano	Assoc. Prof.	General Psychology	FAS
3.	Cognitive behavioral therapy for anxiety disorders	Virxhil Nano	Assoc. Prof.	General Psychology	FAS
4.	Psychotherapy for children and adolescents	Eglantina Dervishi	Dr.	General Psychology	FAS
5.	Psychological treatment of illness	Eglantina Dervishi	Dr.	General Psychology	FAS
6.	Qualitative research methods	Genc Alimehmeti	Dr.	Economics	PAS
7.	Statistical analysis of data	Genc Alimehmeti	Dr.	Economics	PAS
8.	Advanced studies in psychopharmacology	Gentian Vyshka	Assoc. Prof.	Nursery	PAS
9.	Advanced studies in neuropsychology	Gentian Vyshka	Assoc. Prof.	Nursery	PAS
10.	Quantitative research methods	Aldo Schiavello	Assoc. Prof.	Political Science and Administration	FAS

Table 10: Forms of teaching, students workload

Forms of teaching	Class hours for
Lecture	414
Seminars	153
Exercises	
Laboratories	34
Practice for subjects	
Professional practice	
Total	600

Table 11: Learning outcomes control

Learning Outcomes control	in %
Active participation in lectures, seminars, etc.	10%
Implementation of obligations (laboratory course tasks, essays)	10%
Intermediate tests	20%
Final exam	60%
In total	100%

Table 12: Scientific research activities

HEI scientific activity	Number of students activated
For individual Papers of Lectures	1
For scientific projects of Faculty / Department / Doctoral School	1
For research projects, in collaboration with other	1

Table 13: Data for scientific research

Planned activities, individual and institution, who are involved in doctoral students	Number	The titles of scientific journals, projects, research activities
1. Publications, where students have scientific articles	21	1. Anthropological Research Studies 2. Academic Journal of Interdisciplinary studies 3. Open Journal for Psychological Research 4. Journal of School and Cognitive Psychology 5. OPTIME 6. Revista Policimi dhe Siguria 7. Balkan Journal of Interdisciplinary Studies 8. European Journal of Social Sciences Education and Research 9. Academic Journal of Business Administration, Law and Social Sciences
2. Research projects, acquired by leading professors or doctoral students	0	
3. Projects Implemented	0	
4. Scientific activities organized by the HEI	5	1. 4th international conference "Problems and challenges of transforming the Albanian society towards EU Standards 2. 5th international conference "Problems and challenges of transforming the Albanian society towards EU Standards 3. 1st International Conference: Health Psychology: Between challenges and reality 4. Workshop: Adlerian Tests and techniques in the diagnostic process 5. Symposium: Sleep Disorders (International Society on Sleep Disorders)
5. Participants in scientific activities	No info provided by institution	
6. Students involved in research	4	All doctoral students have conducted and published research: journal titles in section above.
etc		

Table 14: National and international cooperation

Scientific activities in the framework of international cooperation

1	Number of students participating as partners in national and international projects	-
2	Number of Students participating in scientific activities, outside of HEI / presentations abroad	1
3	The number of foreign lecturers, who are invited to teaching	1
4	The number of classes held by invited foreign lecturers	88
5	Number of participants in training, in the field of abroad research	-
6	Mobility of students to and from HEI	-
7	The number of international awards in the field of research	-

Table 15: Cooperation with scientific institutions

Institutions and scientific organizations, which is cooperating with	
	Type of cooperation
The Institute for Advanced Psychological Trainings	Research collaboration

