



Comments on the Review Report of the Expert Panel International University of Sarajevo

Bachelor programme: "Psychology"

Master programme: "Clinical Psychology"

In the following sections, this document shortly presents six standards, main conditions set by the expert panel and IUS opinions and activities that will lead towards compliance with set conditions. This document provides combined comments on the review report for both bachelor and master programme, thus following meaningfully organizational structure of the Review Report of the Expert Panel.

1. Standard 1: Study Programme and Programme Management

1.1. Conditions

The expert panel has assessed standard 1 for the BA programme as "partially met" with the following conditions:

1. To be in better alignment with the institutions strategy and mission, the BA-programme has to (1) implement neighbour disciplines (e.g., behavioural or cognitive neuroscience) that are relevant for education and research in Psychology at an international level; (2) critically revise current courses from other disciplines to consider whether they are relevant for Psychology, especially regarding an international perspective (e.g., film theory, history of cinematography);
2. The curriculum must be revised: (1) Revise the curriculum to better discriminate between the objectives of BA and MA; (2) Revise the curriculum to include general objectives; (3) Delete banned topics from the Freshman English course; (4) Allow more choice among compulsory courses at the start of the programme; (5) Integrate courses into modules and add a time line to the curriculum; (6) Include an experimental laboratory course into the curriculum; (the expert with practical experience would consider this condition merely as a recommendation); (7) Avoid courses with almost 100% overlapping learning outcomes; (8) Define maximal number of students admitted to courses (by type);
3. Quality assurance (e.g., responsibility, checking procedure) for the contents and specificity of the syllabi must be ensured.
4. Clear and transparent admission rules must be established;
5. Clear criteria for the approval of an internship institution must be established.

The expert panel has assessed standard 1 for the MA programme as "not met."

1.2. Opinion of IUS

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IUS agrees with the listed findings of the panel and conditions with regards to Standard 1 for the BA programme.

However, IUS strongly disagrees with an assessment of standard 1 for the MA programme as “not met.”

Comment 1

The Review Report of the Expert Panel, p. 8, reads as follows:

IUS is open to students from all over the world; however the majority of students are from the Republic of Turkey. As of the academic year 2015/16 1931 students are enrolled. 1201 are foreign students and 730 from BiH. Out of the 1201 1053 are from the Republic of Turkey.

For the sake of enriching the report, it is advisable to mention that 148 students, which is around 8% out of the total number of students, is significant number of students coming from forty-eight different countries, other than Turkey and BiH, which currently makes IUS an institution of higher education with the largest number of international students in Bosnia and Herzegovina.

Comment 2

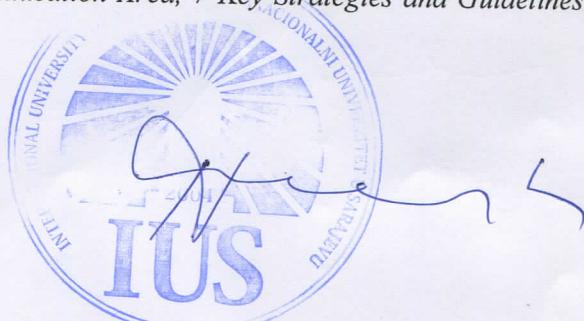
The Review Report of the Expert Panel, p. 10, reads as follows:

Several statements by IUS staff and students during the site visit showed that the overall structure of 4 years for the BA and 1 year for the MA programme had been implemented to fit the Turkish education system and the requirements for psychologists in Turkey.

Perhaps the panel misunderstood given statements during interviews, which are also not in accordance with submitted documents for the accreditation. The Review Report of the Expert Panel on page 7 rightly pointed: *“IUS is, as mentioned before, licensed and as well institutional accredited according to the relevant legal frameworks in BiH by the competent ministry of the Canton Sarajevo.”* Besides, PSY Self-Evaluation report on page 20 clearly stated that

The IUS Psychology Study program in all aspects follows national Framework Law on High Education as well as international standards such as:

- a) European University Association, Salzburg II Recommendations
- b) Shared 'Dublin' descriptions for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards
- c) Tuning –Euros: Reference Points for the Design and Delivery of degree Programs in Psychology
- d) EuroPsy EFPA Regulations on EuroPsy and Appendices
- e) The Quality Assurance Agency for Higher Education 2010 Subject benchmark statement Psychology 2007
- f) Council of Europe, Towards a European Higher Education Area, 7 Key Strategies and Guidelines to implement the Bologna Process



Qualification degrees, study duration and job profiles are designed in accordance to above listed roles and regulation...

Comment 3

The Review Report of the Expert Panel, p. 10, reads as follows:

The Cantonal Law of Sarajevo BiH allows a 3+1, as well as a 4+2 structure for BA programmes, with 180 or 240 ECTS and MA programmes with 60 or 120 ECTS, respectively (The Law on Higher Education, Canton of Sarajevo BiH, Article 46; Attachment 8, Self-Documentation). This structure, however, is not applicable to the 3+2 BA-MA curricula of most Western and Northern European Psychology study programmes.

For sake of clarity, it is important to correct the above statement on the structure of the first and second study cycles. Actually, the *Law of Higher Education Canton Sarajevo* in its article 46 (1) (a) and (b) allows 3+2, as well as a 4+1 structure for BA, with 180 or 240 ECTS and MA with 60 or 120 ECTS respectively.

Comment 4

The Review Report of the Expert Panel, p. 11, reads as follows:

However, among the core staff listed holding courses in the Academic year of 2015/16, the vast majority of staff was of Bosnian and Herzegovinian nationality, with only one staff member of Indian origin.

PSY Self-Evaluation report (pp. 99-102) clearly shows local and international representation of academic staff. Among 13 enlisted PSY 'core staff' 9 come from BiH, 1 from India, 1 from France, 1 from Serbia and 1 from Turkey. According to the same list among 18 lecturers who teach, university and faculty courses 11 come from BiH, 5 from Turkey, 1 from Australia and 1 from Macedonia.

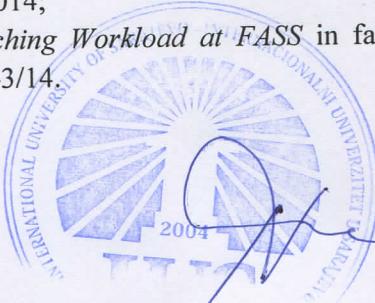
Comment 5

The Review Report of the Expert Panel, p. 11, reads as follows:

(B.2) During the site visit, staff declared that the real teaching load exceeds the officially determined teaching load (see standard 2.1)

IUS workload policy is set out in the following documents:

1. Articles 59 and 157 of IUS Statute, IUS-SENAT-11-2255/2013, available at <http://www.ius.edu.ba/statute>;
2. *Decision on Adoption of the Teaching Workload at FASS* in spring semester of academic year 2013/2014, no IUS FASS 05-352/2014;
3. *Decision on Adoption of the Teaching Workload at FASS* in fall semester of academic year 2014/2015, no IUS-FASS-05-2695-3/14.



Based on the relevant standards and norms, lecturers are supposed to teach nine hours a week and to spend the rest of their working time on other activities, primarily student consultations, research and administrative duties. Therefore, only *the officially determined teaching load* (workload) is accepted and implemented at the International University of Sarajevo.

Comment 6

The Review Report of the Expert Panel, p. 11, reads as follows:

In the BA study programme, a number of compulsory introductory courses from different disciplines suggested an existing link to other disciplines. However, on closer inspection, these compulsory introductory courses cover the provision of basic skills which should already be mastered by students prior to their study entry (e.g., Freshman English) or courses that are not relevant from an international and interdisciplinary perspective (e.g., film theory, history of cinematography, Spoken Turkish). In this respect, interdisciplinarity was not achieved through these introductory and faculty courses.

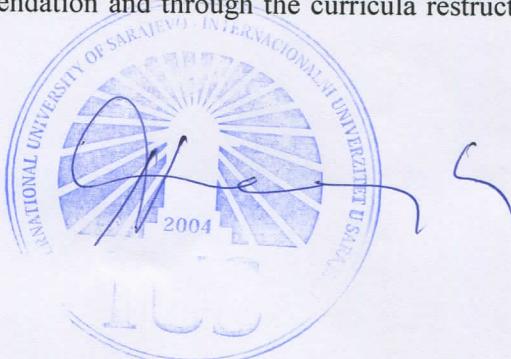
PSY Self-Evaluation report (pp. 22-23) clearly explains the objectives of introductory and faculty courses. It is important to mention that introductory courses are purposefully designed for students from all faculties and respective programs. Therefore, students from natural, technical and social sciences are given an opportunity to learn together and to enhance their linguistic, research, mathematical and social skills. Faculty courses, as clearly explained in the report, represent a pool of courses not only for PSY students but also for Social and Political Sciences (SPS), Visual Arts and Communication Design (VACD), Cultural Studies (CULT) and English Language and Literature (ELIT) students. Therefore, courses such as film theory and history of cinematography are purposefully designed for Visual Arts and Communication Design and Cultural Studies students. Besides, registration of faculty courses during semester is thoroughly monitored by Academic Advisor who would in no way and under any circumstances register these course to PSY majors. Ideally, PSY student from the faculty courses list would take History of Psychology, Mental Health, Psychology of Communication, Introduction to Philosophy and Social Theory.

Comment 7

The Review Report of the Expert Panel, p. 12, reads as follows:

To enhance internationality, the panel also recommends for future developments of the curricula to dedicate more ECTS-credits (about double the number) to the BA theses and for the MA theses.

ECTS-credits for both bachelor (6 ECTS) and master thesis (15 ECTS) comply with the Bologna principles. However, we do accept this recommendation and through the curricula restructure this issue will be considered.



Comment 8

The Review Report of the Expert Panel, p. 13, reads as follows:

The self-documentation and site visit provided no evidence of alumni taking leadership positions, although one not-yet-finished student reported they had been offered a position in the field of Psychology.

In order to improve the quality of analysis, doing away with vague statements, it is advisable to consider Appendix on Alumni (pp. 171-172), which clearly indicate the number of already employed graduates from psychology program. Besides, the first graduates from psychology program obtained their diplomas in 2010, consequently considering their age it is too early for them to “take leadership positions.”

Comment 9

The Review Report of the Expert Panel, p. 14, reads as follows:

...in the BA programme where compulsory irrelevant non-Psychology courses take up 36 ECTS-credits in the curriculum.

IUS believes that the main goal of university courses is to provide interdisciplinarity to all study programmes, including Psychology as such. However, IUS agrees that some of these courses need to be revised, and it will be done in AY 2017/2018.

Comment 10

The Review Report of the Expert Panel, p. 15, reads as follows:

According to the curricula, the students can earn the required 180 ECTS-credits for their BA studies.

Similarly as under the Comment 3, it is important to reconsider the above statement because the students can earn the required 240 ECTS-credits for their BA studies. As in many other instances throughout the Review Report of the Expert Panel there is significant neglect of the Bologna principles that allow 4+1 qualification framework.



Comment 11

The Review Report of the Expert Panel, p. 16, reads as follows:

“... some courses have religious/Islamic contents (e.g. ‘Demonstrate knowledge on the theories and conclusions Psychology has proposed about religion’).

It is not clear how the panel concluded that “... some courses have religious/Islamic contents (e.g. ‘Demonstrate knowledge on the theories and conclusions Psychology has proposed about religion’)

The statement quoted above i.e. *“Demonstrate knowledge on the theories and conclusions Psychology has proposed about religion”* is taken from the course syllabus titled: Psychology of Religion, PSY421 which course aims are defined as follows:

- To explore facets of religion from a psychological perspective, and learn the theories and conclusions that psychology has proposed about religion,
 - To learn about the ways in which religious beliefs and practices influence psychological functioning, and the ways in which psychological functioning influences religious beliefs and practices,
 - To gain knowledge of the perspectives of the classic contributors to the psychology of religion, including Freud, Jung, James, in light of their personal lives and guiding scientific beliefs,
 - To develop critical thinking skills and criteria applied to psychological research,
 - To develop ability to compare and contrast psychological research and explanations for religious motivation, experiences and behaviour.

We suggest removing the statement.

Comment 12

The Review Report of the Expert Panel, p. 17, reads as follows:

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A maximum of students allowed into courses must be defined somewhere. These numbers should be monitored and parallel courses offered in case the maximal allowances are exceeded.

Please check PSY Self-Evaluation for course quotas pp. 214-216

Comment 13

The Review Report of the Expert Panel, p. 17, reads as follows:

Although students did not complain about the workload in their theses work during the site visit, the fact that students take longer than one year to finish their Master thesis suggests revising the ECTS granted for the theses.

The expert panel has assessed standard 1 for the MA programme as “not met”. Primarily because of master student’s delay in the completion of their master thesis. Major reason why students prolong the completion of master thesis is because “an additional year of Master studies is cost-free.” Therefore, learning objectives, learning outcomes and the curriculum entirely reflect one-year study master program. Throughout one-year program students are properly guided to choose their topic, develop the proposal, collect and analyze the data and write the first draft by the end of the second semester. Few months before the end of one-year master program active students are ready for their viva.

Comment 14

The Review Report of the Expert Panel, p. 18, reads as follows:

General criteria for admission for BA- and MA-programme are presented in the self-documentation. The description of these criteria, however, is rather vague. Despite additional information provided by IUS at the site visit, the panel was not able to apprehend clearly defined regulations for admission criteria and the admission process.

The requirements for admission to the first cycle of IUS study programs are:

1. Successful completion of 4 years BH high school or its equivalent from abroad.
2. English Language proficiency that is to be demonstrated by:
 - a. Provision of internationally acceptable certificates (e.g. TOEFL, IELTS), or
 - b. The successful completion of the proficiency exam.

Students are ranked on the basis of the high school grades. All necessary conditions, fees, documents and other required information are made clear and transparent in a public call. At PSY program available human and physical resources are analyzed and proposals for enrollment quotas are sent to the Faculty Council and forwarded to the Senate which defines the final quotas for the entire University. Decision proposal on quotas for enrollment of students in the first year of studies at FASS is regulated by Decision proposal on quotas for enrollment of students in the first year of studies at FASS in the academic year 2014/2015, Decision no IUS-FASS 05-1085/14. The Committee that checks the applications and



documents is established at University level and after the submission period, all applicants are informed of the status of their application.

IUS policy is to attract good students, so in order to increase the quality of enrolled students, large number of scholarships (tuition fees) are provided. The criterion for receiving one of these scholarships is *an entrance exam (scholarship exam)*, where general knowledge, language and maths skills are the key parameters that are assessed.

Comment 15

The Review Report of the Expert Panel, p. 21, reads as follows:

The programme offers a focus on Clinical Psychology. The staff appears to be highly committed to provide the relevant content, including appropriate feedback, and the supervision of MA theses. However, it appears to be hardly possible to complete the MA programme within the specified study period of one year, as the vast majority of students are only able to work on their master thesis in the second of the two semesters. In order to allow time for the evaluation of the thesis and the defence of the thesis a different organization of the writing process of the thesis would be required to finish the programme within one year. The panel also noted a lack of Advanced Statistical Methods and Advanced Diagnostics in the MA programme. Furthermore, excellence of research and interdisciplinarity are not represented in the MA-programme.

We strongly object the expert panel assessment of standard 1, as in the above, for the MA programme as “not met” on the following grounds:

The structure or qualification framework of Psychology programme (a 4+1 structure for BA, with 180 or 240 ECTS and MA with 60 or 120 ECTS respectively) is in accordance with the *Law of Higher Education Canton Sarajevo, the Bologna Process and the Standards and Guidelines for Quality Assurance in Higher Education (ESG)*. The panel has been arguing throughout the The Review Report for 3+2 structure and on such grounds argues that PSY master programme “*appears to be hardly possible to complete the MA programme within the specified study period of one year.*” Therefore, we hold that the qualification framework of the first study cycle and the second study cycles are meaningfully designed, their contents, learning objectives and learning outcomes are meaningfully harmonized.

In order to strengthen the arguments please consider the following citations from Helsinki Conference, held in March 2003:



“[Bachelor and] Master’s programmes should be described on the basis of content, quality and learning outcomes, not only according to duration of programmes or other formal characteristics.” (Recommendation number 4, Conference on Master-level Degrees, Helsinki, Finland, March 14-15 2003)

“While Master’s degree programmes normally carry 90-120 ECTS credits, the minimum requirements should amount to 60 ECTS credits at Master’s level. As the length and the content of Bachelor degrees vary, there is a need to have similar flexibility at the Master’s level.” (Recommendation number 7)

In addition Panel members rightly pointed out that *“students did not complain about the workload in their theses work during the site visit”* (p. 27). During the site visit we clearly explained that students prolong the completion of master thesis because “an additional year of Master studies is cost-free.” Therefore, learning objectives, learning outcomes and the curriculum entirely reflect one-year study master program. Throughout one-year program students are properly guided to choose their topic, develop the proposal, collect and analyze the data and write the first draft by the end of the second semester. Few months before the end of one-year master program active students are ready for their viva.

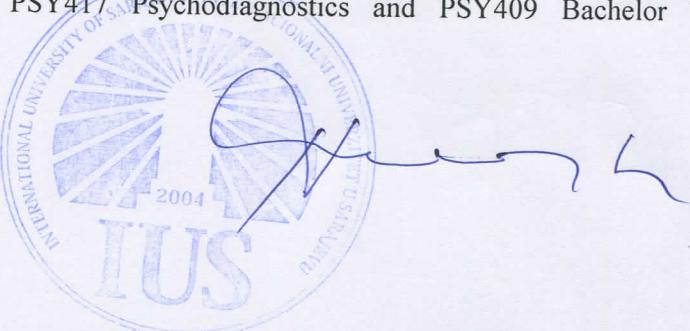
Students who finished the thesis during one academic year are students are: Bozena Bilic, Zeynep Esra Alp (academic year 2014/2015, Sumeyye Bozlu and Muhamed Sami Oz, so far (academic year 2015/2016). Students that have graduated in one additional year of Master studies which is cost-free are: Cemile Busra Ogulmus (due to the fact of moving to Turkey and private issues), Mehmet Yasir Cebeci and Adela Bajric (due to the fact that they work as psychologists).Please see Attachment No.1 as an example .

The Review Report of the Expert Panel, p. 13, reads as follows:

On the MA level, learning objectives that reflect scientific competencies are sparse, as IUS representatives declared that the MA programme is more focused on practice than research.

PSY master programme is designed to meet both practice and research objectives. While practise is ensured by the compulsory 15 ECTS – credited course *PSY513 Scientific Activity or Clinical Counselling Practice*, the research objectives are met through mandatory 15 ECTS – credited, *PSY590 Master Thesis*.

Finally, we partially agree that master students are not provided with statistical and methodological courses. Since the second study cycle is but continuation of students’ educational journey from the first study cycle, the programme starts to develop students statistical and research skills immediately during the first study cycle by offering them the following courses: PSY105 Statistics in Psychology I, PSY 211 Statistics in Psychology II, PSY 202 Research Methods in Psychology, PSY402 Experimental Psychology, PSY329 Psychometrics, PSY417 Psychodiagnostics and PSY409 Bachelor Thesis.



Therefore, we argue that in such continuation master courses such as PSY514 Research Designs and Academic Writing in Psychology, PSY513 Scientific Activity, PSY512 Clinical Interview and Assessment and Master Thesis provide students with certain level of research and statistical skills at masters level.

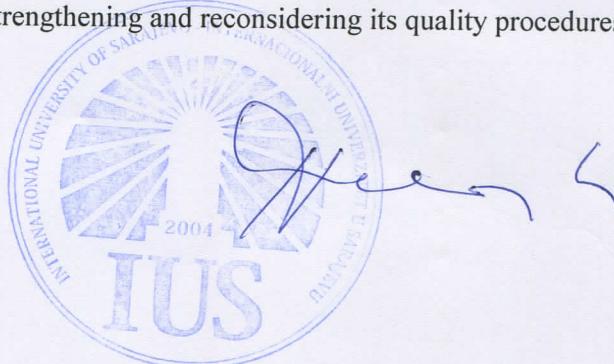
Although PSY masters program ensures to a great degree Bologna-required qualification content, structure, quality and learning outcomes, we agree with the panel's argument on "*a lack of Advanced Statistical Methods. Hence, introduction of this course to the curricula* this will be considered a foreseeable future.

As for the panels' comment on the lack of *Advanced Diagnostics course*, *it is evident that the aforementioned course is partially covered in the current curricula by the following courses: PSY512 Clinical Interview and Assessment, PSY511 Clinical Psychopathology and PSY513 Clinical Practice.* However, the introduction of the above mentioned course will be considered.

1.3. Activities of IUS to fulfil the conditions for Standard 1

To meet the conditions for Standard 1 following actions are anticipated:

- In order to implement neighbour disciplines (e.g., behavioural or cognitive neuroscience) that are relevant for education and research in Psychology at an international level, PSY curricula will introduce behavioural or cognitive neuroscience courses. In addition, neuroscience lecturer will be hired in Academic Year 2016/2017.
- Faculty courses list will be critically revised as to provide PSY students to take psychology related courses. In this regard, courses such as film theory, history of cinematography will be eliminated from PSY curriculum.
- Through curricula revision will be undertaken at to differentiate the objectives of BA and Master programs.
- PSY program will develop general objectives for more concise understanding of the curriculum
- The Freshman English course will be renamed and redesigned in terms contents, objectives and learning outcomes. Besides, banned topics from the Freshman English course will be eliminated.
- Semester-based curriculum and an integration of courses into modules will be implemented as of 2016/2017 Academic Year.
- We plan to strengthen PSY402 Experimental Psychology course with an experimental laboratory practicumes.
- Although it is rather a technical mistake, PSY program will avoid courses with almost 100% overlapping learning outcomes by strengthening and reconsidering its quality procedures.



- PSY program will continue monitoring number of students admitted to courses through advising process, registration process and UNIPA. Perhaps set quotas should be furthermore improved (see course quotas in PSY Self-Evaluation Report, pp. 214-216.)
- In order to increase quality assurance (e.g., responsibility, checking procedure) for the contents and specificity of the syllabi a proof-reader within the QA Office will be hired.
- Clear and transparent admission will be reconsidered and made available to the public and students.
- PSY SP has already started working on *establishing a clear criteria for the approval of an internship institution*. IUS will establish an Internship and Career Office to help students choose their internship place through large diversification of institutions, universities, organization and companies' database in BiH and outside the country.

2. Standard 2: Staff

2.1. Conditions

The panel has assessed the Standard 2 as “partially met” with the following **conditions for both BA and MA programmes:**

1. A fair and transparent calculation of the real teaching load (lectures, mentoring, supervision, counselling, practical training, time for midterm and final exams) must be implemented and teaching overload of the staff must be reduced;
2. At least 1 expert in disciplines relevant for international visibility (e.g., neuroscience, experimental/biological Psychology) must be hired or a related position must be created.



2.2. Opinion of IUS

IUS agrees with the listed findings of the panel and conditions for Standard 2 for the BA and MA programmes.

Comment 1

The Review Report of the Expert Panel, p. 21, reads as follows:

The self-documentation lists 9 persons + 2 PhD students as scientific staff

For the sake of clarity, we strongly believe that it is important to state that according to PSY Self-Evaluation report (pp. 99-102) PSY academic staff include: 1 full professor, 2 associate professors, 6 assistant professors, 4 Lecturers (Senior Assistants). According to the same list among 18 lecturers teach university and faculty courses.

Comment 2

The Review Report of the Expert Panel, p. 21, reads as follows:

A different number of students and different staff-student ratios were reported in the self-documentation and during the site-visit. The final staff-student ratio reported by the Dean was 1:50

We admit that different reporting has been provided. However, if we take into consideration that there are PSY Self-Evaluation report presented the total number of students across three study cycles as 282 students. If we take into consideration that 13 lecturers, besides 18 who were teaching university and faculty courses, were teaching core psychology students to 282 students, exact ration is 1:22.

Comment 3

The Review Report of the Expert Panel, p. 22, reads as follows:

The panel is concerned about the long-term stability and continuity of the BA- and MA-programme since the whole academic staff of the Psychology programme has time limited employment contracts.

Pursuant to article 88 of Law on Higher Education, full time contract can be offered only to full time professor

“Article 88 (Appointment Period and Status Issues)

(1) Academic staff at the university are appointed for a specific period of time as follows:

- a. assistant is appointed for a four year period with no possibility of reappointment;
- b. senior assistant is appointed for a five year period with a possibility of reappointment under condition that the third study cycle has been achieved;
- c. lector is appointed for a five year period with no possibility of reappointment;
- d. assistant professor is appointed for a five year period with a possibility of one reappointment;



- e. associate professor is appointed for a six year period with a possibility of one reappointment;
- f. full-time professor is appointed on a permanent basis.”

Criteria for obtaining the academic title of full-professor are given by the article 89, state f of the Law on Higher Education:

Article 89, state f) : “full-time professor: a minimum of one appointment period as an associate professor, at least two publications, at least eight research papers published in widely acknowledged publications, all completed after the appointment to the title of the full-time professor, as well as mentoring at least one candidate in the second and one in the third study cycles.”

2.3. Activities of IUS to fulfil the conditions for Standard 2

To meet the conditions for Standard 2 following actions are anticipated for both BA and MA programmes:

- In order to implement teaching load (lectures, mentoring, supervision, counselling, practical training, time for midterm and final exams) IUS considers this condition to be in full compliance with the IUS Strategic Plan 2016-2020 and hiring more professors.
- IUS plan especially to hire expert(s) or create positions in disciplines relevant for international visibility (e.g., experimental/biological psychology, neuroscience);

3. Standard 3: Quality Assurance

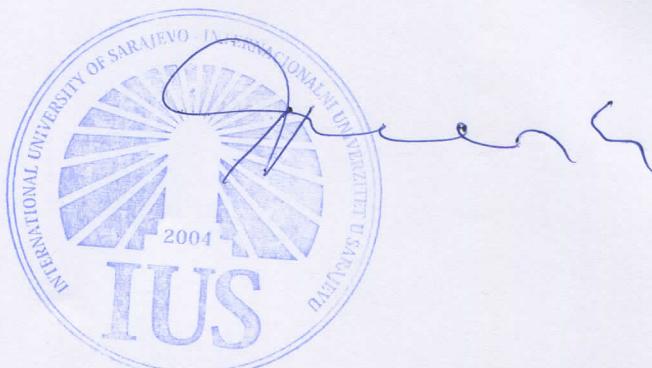
3.1. Conditions

The panel has assessed Standard 3 as “partially met” with the following **conditions for both BA and MA programmes:**

1. Professional English proof-reading services at the senate’s level for the approval of the curricula must be included;
2. The most important numbers of study success (e.g. passing students, average duration of studies) must regularly be monitored;

3.2. Opinion of IUS

IUS agrees with the listed findings of the panel and conditions for Standard 3 for the BA and MA programmes.



Comment 1

The Review Report of the Expert Panel, p. 25, reads as follows:

... the documents provided at the site visit suggested that a considerable number of teaching staff did not conduct self-evaluation and that the participation rate of student evaluation was rather low.

We ensure quality of teaching and quality of education through staff and student evaluations, of which proper documentation has been enclosed in PSY Self-Evaluation report and during the site visit. We ensure the panel that all PSY professors were properly evaluated in Academic Year 2014/2015.

Students who participated in student survey represent statistically valid sample, therefore their feedback is indeed reliable.

Comment 2

The Review Report of the Expert Panel, p. 25, reads as follows:

In the documents which the panel received prior to the site visit, no evidence of aspects quality assurance, such as numbers of students per study year, numbers of students whom successfully passed the study programmes, or average duration of the study programmes were available.

In order to ensure the quality QA Office among many tasks that are clearly reported in PSY Self-Evaluation report regularly conduct: Analysis of study programmes, student surveys, student pass rate analysis, survey of graduates and alumni, analysis of admitted students, curriculum changes analysis, staff evaluation, student internship analysis and many other. Perhaps these are some of reasons why this condition has been assessed as “met” for GBE, IR and EE by QA Austria review panels. Psychology program has been using same quality assurance policies yet this standards has been assessed as “partially met.”

3.3. Activities of IUS to fulfil the conditions for Standard 3

To meet the conditions for Standard 3 following actions are anticipated for both BA and MA programmes:

- IUS plan to appoint two professional editors as to provide professional English proof-reading services, especially for the curricula development and preparation of official documents at the University level.
- Passing students, average duration of studies, will be must regularly monitored through adjusting the UNIPA and with hiring additional competent staff for QA Office. We agree that more staff in quality assurance would possibly increase the quality of the quality assurance system itself.

4. Standard 4: Funding and Infrastructure



4.1. Conditions

The panel has assessed the Standard 4 as “partially met” with the following **conditions for both BA and MA programmes**:

1. A transparent documentation of the finances must be established;
2. More student computer work stations must be offered; (one expert would consider this condition merely as a recommendation);
3. A fully functioning experimental Psychology lab must be implemented; (The expert with practical experience would consider this condition merely as a recommendation);
4. Psychological tests must be bought on a regular basis;
5. A regular budget for the permanent expenses of the experimental lab must be established.

4.2. Opinion of IUS

IUS **agrees** with the listed findings of the panel and conditions for Standard 4 for the BA and MA programmes.

Comment 1

The Review Report of the Expert Panel, p. 26, reads as follows:

The budget lacks transparency and detailed exact revenues and expenses separately for each study programme.

PSY Self-Evaluation report clearly presents program budget and exact revenues and expensed (see pp. 122-124).

Comment 2

The Review Report of the Expert Panel, p. 27, reads as follows:

At the site-visit it was explained that IUS spends 1000 € per year on Psychology books. According to the rectorate this was more than sufficient because any book asked for in the last year could be eventually bought.

For the sake of clarity, it is important to mention that currently there are around 330 books in the field of psychology in IUS library. During the academic year 2015/16 University invested 2620 EURO to purchase books on psychology. In addition, University has subscribed to EBSCOHOST which cost \$19.700 on annual base.



Comment 3

The Review Report of the Expert Panel, p. 27, reads as follows:

The experimental laboratory is not fully equipped. Software, such as e-prime or Matlab, are not available for programming and running psychological experiments.

IUS has full access to the above-mentioned software.

Comment 4

The Review Report of the Expert Panel, p. 28, reads as follows:

Devices for the measurement of any physiological variables, such as EEG, are missing entirely.

We hold that purchasing of EEG for only educational purposes in the laboratory is not viable. On contrary, instruments that are more sophisticated are available to our students at clinics and psychiatric centers.

4.3. Activities of IUS to fulfil the conditions for Standard 4

To meet the conditions for Standard 4 following actions are anticipated for both BA and MA programmes:

- A transparent documentation of the finances will be in full compliance with the IUS Strategic Plan 2016-2020. PSY Programme will make harmonized Financial Development Plan whereby a transparent documentation of the finances must be established.
- Additional workstations will be procured for PSY laboratory by the beginning of the AY 2017/2018.
- IUS plan to continue with the implementation of Psychology Laboratory Project (PSY Self-Evaluation report pp. 190-198), whereby a fully functioning experimental Psychology lab will be in place within the following year.
- IUS will enrich already existing tests (see PSY Self-Evaluation report p. 198). Within the following year.
- A regular budget for the permanent expenses of the experimental lab will be adopted.

For the sake of clarity, currently there are five computer labs at IUS:

1. Three computer labs are available at the FENS labs with 70 PCs. MAT LAB is installed on 50 PCs.
2. ECON computer lab has 20 PCs and laptop. SPSS and STATA are installed on all PCs
3. Psychology lab has got 7 computers with JASP software installed.



5. Standard 5: Research and Development and Appreciation of the Arts

5.1. Conditions

The panel has assessed the Standard 5 as “partially met” with the following **conditions for both BA and MA programmes:**

1. To improve structural framework conditions for excellence in research, the IUS must appoint a psychologist in the field of experimental/biological Psychology or neuroscience.
2. To improve structural framework conditions for excellence in research, IUS must equip the laboratory with the lacking infrastructure, such as programming and analyses software, and maybe even an EEG or other neuroscientific assessment methods.

5.2. Opinion of IUS

IUS **agrees** with the listed findings of the panel and conditions for Standard 5 for the BA and MA programmes.

5.3. Activities of IUS to fulfil the conditions for Standard 5

To meet the conditions for Standard 5 following actions are anticipated for both BA and MA programmes:

- IUS plan to appoint an expert in the field of neuroscience or experimental/biological Psychology
- IUS will comply with the listed conditions for Standard 5 in a manner already described in the actions proposed for conditions stipulated under the Standard 2 and Standard 4.

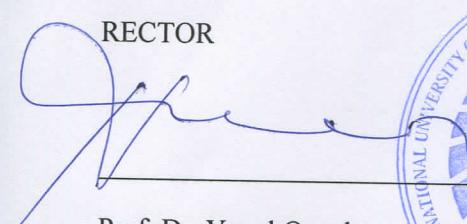
6. Standard 6: National and International Cooperation

6.1. Conditions

Standard 6 is met without conditions.

On behalf of:

RECTOR



Prof. Dr. Yucel Ogurlu



Sarajevo, 5 September, 2016