

Review Report of the Expert Panel

International University of Sarajevo

Bachelor Programme "Psychology"
Master Programme "Psychology"

22 August 2016

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1 General information

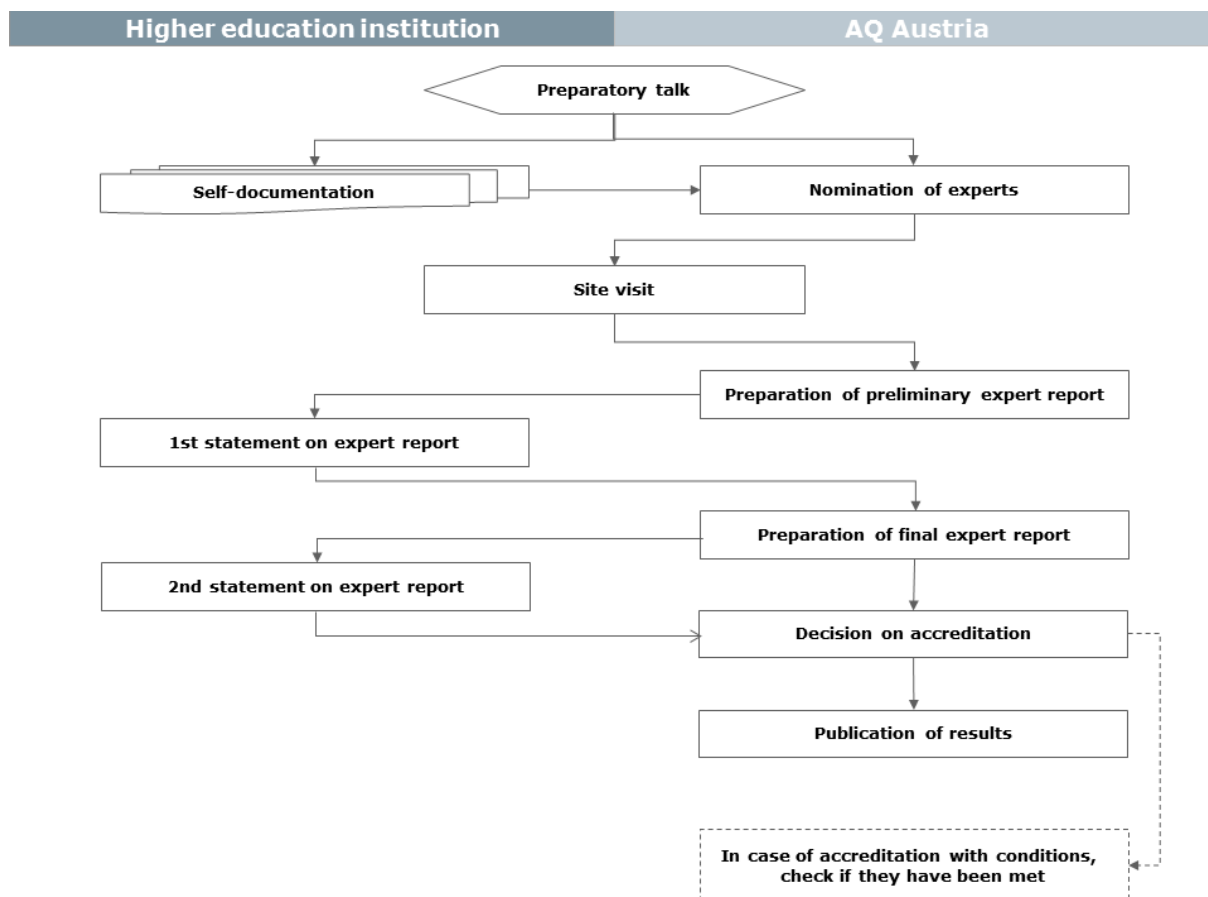
1.1 Basic principles of the procedure

AQ Austria is the Austrian agency for quality assurance and accreditation in higher education. The agency is operating in Austria and other countries of the European Higher Education Area (EHEA). It is committed to serving the common good and is based on the values of the EHEA, in particular the autonomy and diversity of higher education institutions and independent quality assurance.

By granting international accreditation to a study programme, AQ Austria confirms the compliance of the study programme with European quality standards. These standards are derived from the principles laid down in the Bologna Process and the Standards and Guidelines for Quality Assurance in Higher Education (ESG).

Standard 1	Study programme and programme management
Standard 2	Staff
Standard 3	Quality assurance
Standard 4	Funding and infrastructure
Standard 5	Research and development and appreciation of the arts
Standard 6	National and international cooperation

The accreditation pursues the principles of peer review and follows the procedural steps:



The accreditation report of the review panel and the higher education institution's statement constitute the basis for the accreditation decision, which is taken by the 14-members-board of AQ Austria. There are three options for the decision:

Accreditation without conditions

The quality requirements are being met. Any recommendations given on the basis of expert opinion are supposed to help the higher education institution to continuously develop the study programme. The agency grants the accreditation for a period of six years.

Accreditation with conditions

Deficiencies have been detected which are likely to be corrected within nine months. The higher education institution proves that the conditions have been met, and this will be verified by AQ Austria.

Denial of accreditation

Serious deficiencies have been detected which are not likely to be corrected within nine months.

If the accreditation decision is positive, AQ Austria will issue a certificate to the higher education institution.

1.2 Accreditation procedure at the International University of Sarajevo

Timetable of the accreditation procedure

Procedural step	Date
Delivery of self-documentation report by IUS	13 April 2016 03 June 2016 (revised and amended)
Decision on expert panel members by the Board of AQ Austria	11 April 2016
Preparatory virtual conference of the review panel	27 and 29 June 2016
Site visit to IUS by the expert panel	08 July 2016
Review report of the expert panel	17 August 2016
Formal statement by IUS	
Final report of the review panel	If necessary
Statement on the final report by IUS	If necessary
Accreditation decision by the Board of AQ Austria	20/21 September 2016

1.3 Members of the review panel

Name	Institution	Role
Roselind Lieb	Clinical Psychology and Epidemiology at the Basel University	Head of the expert panel Expert from academia
Ulrich Ansorge	Experimental Psychology at the University of Vienna	Expert from academia
Samira Baig	Psychologist, coach, supervisor and teacher at the University of Applied Sciences Campus Vienna	Expert with professional practice
Carla Harold	Student of Psychology and English and American Studies at the University of Vienna	Student expert

AQ Austria project coordinators

Maria E. Weber, Kristina Svensson

2 Higher education system

The adoption of the Framework Law on Higher Education in Bosnia and Herzegovina (FLHE, The Official Gazette of BiH, No. 59/07 and 59/09) in 2007 represents a key reform act for higher education in BiH. The FLHE allowed further necessary reforms in higher education in line with the European Higher Education Area (EHEA).

BiH has joined the Bologna Process in 2003 and committed itself to implement the principles of the EHEA. In this context, BiH is dedicated to set up a quality assurance system, as one of the primary goals defined by the Bologna Declaration (1999), and specified through the Standards and Guidelines for Quality Assurance in the European Higher Education Area (established at the European Education Ministerial Conference in Bergen in 2005 and revised by the Ministerial Conference in Yerevan in May 2015). As for BiH, the Ministry of Civil Affairs (MoCA) is representing the country in the Ministerial Conference.

Regulations and legislation regarding the higher education in BiH have to be in line with the Constitution of the country; therefore legislating is subject to the entity of the Republika Srpska (RS), 10 cantons in the Federation of BiH (FBiH) among which, one is the Canton Sarajevo, and the Brčko District of BiH (BiH BD).

Competent education authorities at this level, in case the Ministry for Education of the Canton Sarajevo, are held accountable for adopting laws in the area of (higher) education, determining budgets (for public higher education institutions), establishing education policies and having all other rights and obligations in their area of responsibility. According to the law (latest: Sarajevo Canton Law on Higher Education, SC OG No. 22/10) a higher education institution, either being a university or a college can be established as a public institution or as a private institution.

In line with the FLHE, universities are, as of its aims and objectives, obliged to undertake both education and research, to offer academic degrees in all three cycles. Accordingly the title university- only refers to higher education institution offering studies in at least five different subject groups in at least three scientific areas – natural sciences, technical sciences, biomedicine and health, biotechnical sciences, social sciences and humanities.

Besides being funded by tuition fees and funds provided by its founder the IUS as, like all other public/private higher education institutions in the Canton Sarajevo operates according to the given legal framework. This in particular means e.g. organizational structure, appointment of rector, head of units, requirements for academic titles, teaching hours of academic staff, students' assignment, grading system and scale, organization of study programmes etc. are determined and regulated according to the respective law.

The obligation, stipulated by the FLHE was to, within six months from its entering into force, harmonize the laws on (higher) education by competent education authorities. However, the legislative framework was only fully established in March 2013. At the same time, the number of licensed higher education institutions in BiH was rapidly growing. Licensing of new higher education authorities lies within the competence of the competent education authorities at entity level. For example:

- in the academic year 2009/10 33 HEIs
- in the academic year 2010/11, 37 HEIs
- in the academic year 2011/12 43 HEIs

- in the academic year 2014/15, 47 HEIs
- in the academic year 2015/16, 49 HEIs

According to the relevant legal regulations licensed higher education institutions are obliged to undergo an institutional accreditation process in a given period. As for the higher education institutions located within the Canton Sarajevo, out of the five licensed higher education institutions (as of the academic year 2015/16), four have received institutional accreditation decisions for a four-year period, as foreseen in the relevant regulations (Cantonal Law on higher education in line with the FLHE).

Licensed and institutional accredited higher education institutions are listed in the *National Register of Accredited higher education institutions* by September 2015:¹

- University Sarajevo School of Science and Technology, Sarajevo Canton, 03/07/2014 (Private University)
- University of Sarajevo, Sarajevo Canton, 26/09/2014 (Public University)
- International University of Sarajevo, Sarajevo Canton, 26/09/2014 (Private University)
- International Burch University, Sarajevo Canton, 26/09/2014 (Private University)

All institutional accredited higher education institutions are obliged to apply for study programmes according to the relevant legal framework. The IUS has submitted relevant applications to the competent ministry; however the process of study programme accreditation has not started yet.

Notwithstanding the IUS has decided to seek for international accreditation with a number of representative study programmes.

3 International University of Sarajevo

The International University of Sarajevo (IUS) has been established in 2003. The founder of IUS is the Foundation for Education Development Sarajevo (*SEDEF – Sarajevo Education Development Foundation*). The Foundation was founded 2001 as a non-governmental organization with characteristic of endowment according to the relevant legal framework in BiH respective the Canton Sarajevo.

The foundation is registered as a legitimate institution whose purpose is to seek and create academic, material and legal conditions for the advancement of education in Bosnia and Herzegovina. Beside of IUS, the foundation also operates a kindergarten, a primary school².

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. In addition IUS is also accredited by the Turkish Council for Higher Education (YÖK).

¹ hea.gov.ba/akreditacija_vsu/Default.aspx

² www.sedef.ba and www.ius.edu.ba/foundation-education-development-sarajevo

IUS offers, as of the academic year 2015/16, 53 study programmes in total in all cycles organized within five faculties:

- Faculty of Business and Administration
- Faculty of Engineering and Natural Sciences
- Faculty of Arts and Sciences,
- Faculty of Law
- Faculty of Education preparing our students to life and market realities.

All study programmes are offered in English. 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.

According to its own vision and mission IUS considers itself as one of the largest educational projects in the Balkan region and being a hub between east and west.

In the first twelve years since its establishment IUS was operating primarily as a teaching university. Available resources in terms of financial, material and human were spent on institution building processes. Only since the last years and with re-locating the campus from the center of Sarajevo to Ilidza, where the new campus is located, IUS is strengthening all its efforts towards becoming a research university. As it is stated in its *Strategic Plan 2016-2020* the vision of IUS is to become an internationally recognized higher education and research institution and a center of excellence and quality through shared efforts of the founders, academic and administrative staff, students and all stakeholders.

IUS is an associate member of European University Association (EUA), and a full member of International Association of Universities (IAU) and European Consortium of Political Research (ECPR).

3.1 Profile and concept of the study programmes

Name of the programme	Psychology
Academic degree awarded	Bachelor
Date of introduction	23 June, 2004/ Pursuant to the Article 14 of the Law on Higher Education (Official Gazettes of the Canton Sarajevo, issues 17/99, 14/00, 15/01, 13/02, 12/03 and 15/03)
Regular study period	8 semesters/ 4 years
Number of ECTS credits	240
Full time/Part time	Full-time
Tuition fees	As per Semester in EUR for academic year 2016/17: Foreign students: First cycle: EUR 2,750/semester Second Cycle: EUR 1,250/ semester Third cycle: EUR 3,000/ semester

	BiH citizen: First Cycle: EUR 1,925/semester Second Cycle: EUR 1,250/semester Third cycle: EUR 3,000/semester
Name of the programme	Psychology
Academic degree awarded	Master
Date of introduction	23 June, 2004/ Pursuant to the Article 14 of the Law on Higher Education (Official Gazettes of the Canton Sarajevo, issues 17/99, 14/00, 15/01, 13/02, 12/03 and 15/03)
Regular study period	2 semesters/ 1 year
Number of ECTS credits	60
Full time/Part time	Full-time
Tuition fees	As per Semester in EUR for academic year 2016/17: Foreign students: First cycle: EUR 2,750/semester Second Cycle: EUR 1,250/semester Third cycle: EUR 3,000/semester BiH citizen: First Cycle: EUR 1,925/semester Second Cycle: EUR 1,250/semester Third cycle: EUR 3,000/semester

4 Statements and Assessment

The panel highly appreciated the open and constructive atmosphere at the site visit and is grateful for the self-documentation and the other documentation material provided. The panel experienced the teaching staff of the Psychology programmes as highly committed to their mission, and all University staff, including the rectorate as collaborative, friendly, and thoroughly prepared for the site-visit.

4.1 Standard 1: Study programme and programme management

1.1 The study programme is aligned with the objectives of the institution and is logically connected with its strategies and goals.

Statement (including findings and analysis)

The strategic plan for the period of 2016-2020 of the International University of Sarajevo (IUS) elaborates several broad strategies and goals. These include faculty excellence, educational excellence, excellence in research, and staff excellence. According to the strategic plan, such excellence is measured by the yardsticks of (A) internationality, (B) research excellence and orientation, and (C) interdisciplinarity of the study programme and its responsible staff and faculty. Regarding internationality, research excellence and interdisciplinarity, the Psychology programme shows only limited alignment with the overall identity of IUS as an international institution for education and research.

IUS's Bachelor (BA) and Master (MA) programmes in Psychology demonstrate commitment to fulfil the universities general strategy, but do not fully succeed in doing so.

(A) Ad internationality of education:

Internationality reflected in students: A considerable proportion of students in the Psychology BA and MA programme are of Turkish nationality. As described in the self-documentation, 305 out of 312 students (97%) are from Turkey or Bosnia and Herzegovina (BiH). 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. The Cantonal law of Sarajevo BiH allows a 3+2, as well as a 4+1 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. Other reasons for the high number of Turkish students include (a) a high recognition rate of the degrees by the Turkish Council for Higher Education (YÖK), (b) a large number of scholarships among Turkish students and (c) the sponsorship of IUS through SEDEF, a Turkish foundation. The panel acknowledges that the internationality of the university, established through diversity of cultures, ethnics, and nationalities among staff and students, is slightly higher in other departments of IUS. Nevertheless, also at university level, 1783 out of 1931 students (92%) are of Turkish or Bosnian and Herzegovinian nationality.

However, IUS shows efforts in promotional activities in order to attract more international students.

Internationality reflected in staff: The panel acknowledges the teaching personnel's usage of international literature in their courses. According to IUS, internationality is reflected in the staff, as a number of the staff members graduated abroad and through staff of different nationalities. 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.

(B) Ad research excellence:

The panel noted that IUS and the Psychology programme's major focus in the past had been on teaching services. At the site visit, members of IUS staff explicitly mentioned that IUS did not consider itself a research-based university, but is working towards increasing their research activities. Regarding internationality of research, according to the publications listed in the self-documentation, none of the staff members has published an article in an International Scientific Indexing (ISI) listed journal as first or last author. The panel considers the following aspects as reasons for the discrepancy between set criteria and actual performance:

(B.1) The rector declared that *no starting-grant packages* for the initiation of research are provided to newly hired professors.

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

(B.3) During the site visit, the Dean of the Faculty of Arts and Social Sciences (FASS) declared that IUS is not a research-based university. He declared, that so far, the university and the Psychology programme were *more educational than research oriented*. This is reflected for example in the fact that at MA level, learning objectives indicating scientific competencies are sparse. The practical orientation, as opposed to science, is also reflected in the choice of degree. The acquired degrees through the Psychology programme are Bachelor and Master of Arts, instead of Bachelor and Master of Science, as it is the case for Psychology degrees in the majority of universities in Western and Northern European universities.

(B.4) Currently, the necessary *infrastructure to apply for external research funding* (a functioning laboratory for psychological experiments, a decent basis of psychological tests, and psycho-physiological measurement devices) are absent. This panel has drawn this conclusion through visiting the laboratory and library at IUS, which displayed the limited quantity and quality of resources available to both, staff and students.

(B.5) According to both, rectorate and staff, there is also a *lack of funding opportunities* because application for European research funds is difficult, national funds are scarce, and research funding by IUS itself only provides limited capacities. This has been explained on several occasions during the site visit. In light of these considerations, it is remarkable that the staff secured some external funding nonetheless.

(B.6) At the site visit the panel learned that only 10 to 15% of the total budget goes into research (1-1.5 Mio BAM).

(C) Ad Interdisciplinarity:

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. Although the panel noted that some of the programme teachers successfully integrated interdisciplinary content in their courses and in

their research, interdisciplinarity is not prominently reflected in the learning and educational objectives.

At the MA level, interdisciplinarity is not included at all. Teaching staff explicitly mentioned, that the MA programme does not include interdisciplinary aspects, since the programme only consists of two semesters and aspires a focus in Clinical Psychology and developing skills for practice.

Regarding interdisciplinary research, researchers, like (...), presented their successful attempts of initiating research co-operations during the site visit.

Recommendation

Apart from the conditions presented below, the panel gives the following recommendations:

(1) The panel recommends to enable and support academic staff to conduct research at other research institutions or by implementing sabbatical terms.

(2) To strengthen the international recognition of the research profile of IUS academic staff, IUS should ensure adequate conditions for staff members, in order to conducting high impact research. As thorough research is time consuming, a fair and transparent calculation of the real teaching load is needed (see conditions for section³ 2.1.)

(3) 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. During the site visit, empirical Master theses of students were available to the panel, that certainly worth exceeded the 15 ECTS-credits as are currently awarded for these theses. Allowing more credits for the theses, would foster internationality of the student body. More credits for theses would additionally increase the comparability of IUS's Psychology ECTS with Western and Northern European universities, at which such theses are generally assigned more credit points than at IUS. This might also increase the attractiveness of the study programmes for students from Western and Northern European universities who want to transfer to different universities during their studies.

(4) To enhance internationality, the study programme's curriculum and overall structure should also be adjusted. The panel advises to switch to a 3 and 2 year BA and MA curriculum.

(5) The rectorate should follow its heralded plan of hiring more Psychology staff. In particular the panel recommends hiring experts in neuroscience, experimental and/or biological Psychology (e.g., maybe an Electroencephalographic (EEG)-expert as this is a relatively inexpensive and non-invasive neuroscientific research method). Adding international neuroscientific and experimental expertise to the staff body would increase the chances of successfully applying for competitive funding, for publishing in ISI journals, and of interdisciplinary co-operations with more natural-scientific working disciplines, like Biology or all Neuroscience disciplines.

(6) To facilitate its recruiting strategy, the rectorate should provide a monetary starting package for the next appointed professor allowing her or him to acquire the necessary equipment to run an experimental (and/or neuroscience or EEG) lab. The rectorate should also ensure necessary permanent expenses to run such a laboratory

³ A so-called section is specifying a "sub-standard".

1.2 The qualification objectives of the study programme (learning outcomes of the study programme) have been clearly defined and meet the technical, scientific and professional requirements and are in accordance with the respective levels of the qualification framework of the European Higher Education Area.

Statement (including findings and analysis)

Objectives on different levels can be found in the self-report, and they are also reflected in the syllabi of the curricula. A general statement summarizing the objectives of the BA and MA programmes is missing in the curricula. Leadership, social responsibility, and qualification for the job market are mentioned. The self-documentation also shows that the study programmes meet the respective levels of the qualification framework of the European Higher Education Area. Learning and educational objectives contain neither an international nor an interdisciplinary content. On the MA level, learning objectives that reflect scientific competencies are sparse.

General objectives, such as to acquire knowledge of Psychology as a discipline, of its theories and methods, of the application of ethical standards, etc., are all provided in the self-documentation and can also be found in the syllabi of the curricula. The specialization in Clinical Psychology also targets a promising and attractive share of the job market.

However, a general statement summarizing the objectives of the BA and MA programmes is missing in the curricula, and many of the objectives of the MA programme in the syllabi of the curricula appeared as only slightly more particular adaptations of the objectives of the BA programme and lack thorough scientific content. Whereas the self-documentation determines a clear distinction of the BA and MA programmes, the syllabi of the curricula suggest a considerable overlap in their objectives. In the MA programme the panel found two courses for which the learning outcomes overlap almost 100% ("PSY 511 Clinical Psychopathology" and "PSY 519 Clinical Psychopharmacology"). The panel noticed a weak quality assurance for the contents of the syllabi. Overall, syllabi are formulated in a too specific way. They should be formulated generally enough to allow replacement of existing staff.

As described in the self-documentation, the learning and educational objectives contain neither an international nor an interdisciplinary content. 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.

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.

Recommendation

Apart from the conditions presented below, the panel recommends that in the curricula, the occupational profiles of the different fields of Psychology students are enabled to work in with their degrees from IUS should be specified with more precision.

1.3 The contents, structure and scope of and teaching methods applied to the curriculum and the modules meet the technical, scientific and professional requirements and are suited to achieve the intended learning outcomes.

Statement (including findings and analysis)

The contents of the four-year BA programme of IUS matches at least that of 3-year BA programmes in other comparable institutions. Most syllabi mentioned a variety of different teaching methods. The structure of the curriculum is not evident.

In the MA programme, the majority of students is not able to conclude their Master study within its one-year duration. (see section 1.6.) In addition, the content of the 4+1 BA+MA studies do not add up to the content of 3+2 BA+MA studies elsewhere: Due to the brevity of the MA, some internationally relevant content, like Advanced Statistics, Advanced in-depth Diagnostics, or interdisciplinary approaches (as mentioned by the staff), is lacking completely in the Master programme. This lacking content is also not taught in the BA programme where compulsory irrelevant non-Psychology courses take up 36 ECTS-credits in the curriculum.

Especially in the Master programme, the self-documentation also mentions practical course content (projects). During the site visit the panel received detailed information on these aspects. Teaching of practical clinical knowledge encompasses roleplay, case studies, video analysis, and excursions. In addition, there is an observation chamber with a one-way mirror that can be used for training by students working in the Counselling Centre established by Psychology staff at IUS.

The BA programme contains sufficient ECTS-credits in Psychology to correspond to a three-year BA elsewhere. However, the compulsory non-Psychology courses in the BA exceeded the maximally 30 ECTS of minors elsewhere. Content-wise, the BA programme is lacking a true experimental laboratory course, which is related to the missing infrastructure (i.e., there is no running psychological experimental laboratory at IUS).

With 6 ECTS-credits, the BA thesis has a comparatively low emphasis and defined work load. In addition, some syllabi have very specific content, apparently tailored to the interests of specific teachers. This can cause problems if staff changes.

The panel questions whether the MA programme can be completed within one year (see section 1.6.). If only one year is allotted for the Master programme, it must be possible for the students to finish their thesis within one year. Concerning the content of the MA programme, relevant interdisciplinary courses (e.g. methods of neuroscience), Advanced Statistics and Advanced in-depth Diagnostics including psychometrics and measurement theory were the most obviously missing courses in the Master programme. From a practical point of view, the contents and teaching methods applied meet the requirements to achieve the intended outcomes in training of counselling and diagnostics skills.

Recommendation

Apart from the conditions presented below, the panel gives the following recommendations:

(1) The panel advises to limit the sum of all minors to 30 ECTS-credits.

- (2) A requirement for all students to participate in psychological experiments during their BA studies (~ 1 ECTS-credit) should be included in the curriculum. The latter helps saving money for participant reimbursement.
- (3) The BA thesis should be given more weight, with about 12 ECTS-credits.
- (4) The internship at an extra-university institution could also be granted more ECTS-credits in the curriculum.
- (5) The faculty should also consider switching to the internationally better compatible 3+2 BA+MA structure.

1.4 The application of the European Credit Transfer System (ECTS) is appropriate and plausible. It meets the recommendations of the European Commission⁴.

Statement (including findings and analysis)

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

This criterion is met if the 1-year Master study programme is considered in isolation. According to the curricula, the students can earn the required 60 ECTS-credits for their Master studies. However, students and staff have reported that most students are not able to complete their MA degree within one year, which shows that the calculation of workload for the MA thesis needs to be revised.

In total, across BA and Master, minors exceed 30 ECTS-credits creating incompatibility with study programmes elsewhere.

Although the total numbers of ECTS-credits granted are appropriate and plausible, the number of ECTS for the BA and MA theses is relatively low, with 6 ECTS-credits and 15 ECTS-credits, respectively. During the site visit, teaching personnel also spoke of an excess teaching load and explicitly mentioned the supervision of the theses as an issue in regards to their overall workload. 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.

Recommendation

Apart from the conditions presented below, the panel recommends an increase of the ECTS for the BA and the Master theses to 12 ECTS-credits and 30 ECTS-credits, respectively. This will facilitate commensurability of the study programmes with international standards, and it will likely be a more appropriate reflection of the workload that teachers and students have to invest into the theses.

4 http://ec.europa.eu/education/lifelong-learning-policy/doc/ects/guide_en.pdf (ECTS Users' Guide)

1.5 The study programme is structured consistently with regard to formulated qualification objectives.

Statement (including findings and analysis)

Clearly formulated qualification objectives are given in the self-documentation, but they are lacking in the curricula. The curricula do not provide an overall comprehensible structure. The courses in the curricula are listed in an arbitrary order, no modules are defined, and a timeline is missing.

There are compulsory freshman courses at the beginning of the studies, which allegedly aim for open-mindedness and general knowledge of students. There is one course ('Freshman English'), which mentions banned topics (e.g. abortion, globalization and culture, genocide denial topics) in the syllabus. As the banned topics were mentioned at the site visit, the panel noted, that neither the staff nor the Dean were aware of this content, which raised the question of responsibility and awareness for the content of the Curricula among IUS staff (also see section 3.1).

On occasion of the accreditation, the faculty has formulated a self-documentation in which the learning objectives are clearly formulated. These learning objectives can also be found in the syllabi of the curricula. What is lacking in the syllabi so far, however, is a highlighted summary of the overall objectives, which would allow readers to easily reflect upon the consistency of the syllabi in regards to its general objectives.

It seems to be contradictory to aim for open-mindedness while at the same time explicitly banning controversial topics through the syllabus from a course's content. Furthermore, it remains unclear why courses as economics, calculus, and history are compulsory, covering contents students should already be familiar with prior to enrolling at a university. Other freshman courses offered, such as on film theory or history of cinematography, are highly specialized, therefore leading to ambiguity with the overall aim of those courses to advance the students' general knowledge.

Recommendation

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1.6 The students' workload required for the study programme is devised in a way so as to allow them to reach the aspired qualification objectives in the study period specified.

Statement (including findings and analysis)

At the site-visit the expert panel was assured that all courses for the BA programme are offered with sufficient frequency, therefore enabling students to finish their studies within the dedicated time frame. What has remained unclear is how the maximum number of students per courses is defined and if parallel courses were offered when maximal allowances were exceeded.

The workload of the MA programme is higher than the granted 60 ECTS-credits. As communicated at the site visit, only 20% of students complete their MA-programme within one year, which shows that the vast majority of students are not able to complete their studies within the specified study period.

According to teaching staff and students, the BA programme can be completed in the specified study period. However, some students stated that the registration process is rather

complicated, has short intervals and that some elective courses filled up fast, with the number of students showing interest in taking such courses exceeded the maximum number of students able to enrol. 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.

None of the students the expert panel met at the site-visit reported that he or she will complete his or her MA programme within one year. Also, neither in the self-documentation, nor at the site visit, figures were available showing that students are capable of finishing their Master studies within the specified study period. Teaching staff reported that only ca. 20% of students' complete MA programme within one year. This clearly indicates that the workload for MA theses exceeds the 15 ECTS-credits currently assigned to the completion of the MA thesis.

Students and teaching staff declared that one reason for the common two-year duration of completing the MA studies for students is the writing process for the MA thesis. An additional year of Master studies is cost-free and included in the regular one-year's Master study fees.

Recommendation

Apart from the conditions presented below, the panel gives the following recommendations:

(1) The panel recommends increasing the ECTS granted for the Master thesis. If IUS wants to proceed with a one-year master programme, the panel suggest to enable students to conduct a larger proportion of their thesis work (e.g., data collection, analyses, and writing, up to the first draft) in the first of the two consecutive semester of the Master studies to ensure that the Master thesis is ready about 3 months prior to the end of the 1-year Master programme. Thereby a sufficient time frame for evaluation and the defence at the end of the Master studies is provided. An alternative suggestion is to implement a 3+2 BA+MA structure, which would dedicate more time to the MA studies and thesis.

1.7 The examination methods are suitable to assess whether the defined learning outcomes have been achieved.

Statement (including findings and analysis)

The syllabi mentioned a variety of assessment methods to examine student's performance level. The syllabi even mentioned very precise rules by which different assessments were integrated into the final mark.

Assessment methods mentioned in the curriculum covered puzzles, quizzes, homework, project work, midterm exams, and final exams. Also many courses used several of these assessment methods. This variety of methods ensures that different facets of knowledge and skills can be fairly assessed. The panel also acknowledges the precise rules in which different assessments were integrated into the final marks were detailed in the syllabi. This practice is considered applicable, as it will allow the students to allocate their work in correspondence with the requirements for each assessment.

Recommendation

-

1.8 Issuance of a diploma supplement is guaranteed.

Statement (including findings and analysis)

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T +43 1 532 02 20-0, F -99, office@aq.ac.at, www.aq.ac.at, DVR Nr.: 093 31 63

For both programmes, a diploma supplement is issued. However, the structure of the supplement could be improved.

The lack of an overall structure, which has been found in the study programmes, is also reflected in the diploma supplements. A large proportion of courses is listed in an incomprehensible order and it does not provide modules to combine and integrate related content.

Recommendation

If a modular structure would be included in the diploma supplements, it would facilitate communication across research institutions. In any case, besides grades for different courses, average grades for the modules and for the totality of the courses should be included in the Diploma supplements.

1.9 Admission requirements for the study programme are clearly defined, meet the statutory requirements and contribute to achieving the educational goals of the study programme. Recognition rules for external achievements pursuant to the Lisbon Recognition Convention⁵ and achievements outside of higher education institutions have been defined.

Statement (including findings and analysis)

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 admission and enrolment procedure, as described in the self-documentation, are rather unspecific, do not include comprehensible criteria and therefore lack transparency. The enrolment procedure for BA students was thus elaborated by IUS at the site visit. Upon applying at IUS, students take a scholarship exam, which has been described as a common practice at Bosnian and Herzegovinian universities. Students are then ranked in accordance with their results. The test was available for students in Bosnian and Turkish. Therefore it remained unclear, how the enrolment procedure is constituted for students who do not speak those languages. In the self-report the final verdict of the Dean was mentioned as being decisive for the admission. During the site visit the Dean denied that his opinion (based on an interview with the candidate) would have a great impact on the final decision of the enrolment of students. He stated, that the interview is rather informal and that its purpose is to enquire information about the students' willingness for the learning process and to enhance students' involvement in sports and academic activities at IUS.

What remained unclear even after the site visit, were (1) the exact conditions under which an interview with a candidate did matter for the admission for BA- and MA-programme, (2) why the admission tests were in Bosnian or Turkish as the studies are conducted in English, and (3) what quality assurance measures are taken to conduct fair tests and interviews. With respect to the latter, for example, it was explained that the same admission test is used for all studies at IUS, but that this test is different from tests used at other universities in Bosnia and Herzegovina. To sum up, the admission rules are not clearly defined in the official self-

⁵ Applicable to states that have ratified the Lisbon Recognition Convention and where it has come into force. See: <http://conventions.coe.int/Treaty/Commun/ChercheSig.asp?NT=165&CM=1&DF=07/10/2009&CL=ENG>

descriptions in such a way that it is easy to understand their objectivity in order to ensure fairness of the admission and enrolment procedure. The admission and enrolment procedure for MA students who had completed their BA studies at a different university also remained unclear.

Recommendation

Apart from the conditions presented below, the panel recommends to use tests adjusted to the university programme for the admission of students into Psychology. These tests should be conducted in English.

1.10 *If applicable:* If e-learning, blended learning and distance learning are part of the programme, suitable didactic, technical, organisational and financial preconditions have been created to ensure the achievement of the study programme's qualification objectives.

Statement (including findings and analysis)

There was no obvious emphasis on e-learning or blended learning in the study programmes.

Recommendation

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1.11 *If applicable:* The organisation of the study programme and the workload of a part-time study programme can be reconciled with a regular job.

Statement (including findings and analysis)

The study programmes does not include any obvious part-time study and job-reconciliation characteristics.

Recommendation

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1.12 Placements form an educationally relevant part of the curriculum. The job profile, the selection, support and assessment of placements contribute to achieving the study programme's qualification objectives.

Statement (including findings and analysis)

Internships allow the students an insight into the practical psychological work in the field, with institutions for internships approved by IUS responsible persons. The panel noted and commends that IUS offers "research internships" for the students, but it is unclear, whether students have taken the possibility to do so in the past.

Internships of 30 days provide an appropriate opportunity to get further insights to the practical field of Psychology. What remain unclear are clearly defined criteria for the approval of internship institutions by IUS.

The panel considers the requirements (guidelines in the self-documentation available) for the practicum in scientific activity/field research, which students can conduct optionally instead of a practicum in a mental health institution as inadequate and disproportionate, as students are required to conduct a project within a "practicum in scientific activity" and to publish the results of such a project in a scientific journal. An internship at a research facility itself provides students with excellent learning opportunities. The panel therefore does not consider the publication of unitary projects for students as necessary.

Recommendation

Apart from the conditions presented below, the panel highly recommends to either (a) lower the requirements, or (b) increase the ECTS credits for practica in scientific activity/field research for MA students, in order to make research practica more viable and appealing to students.

1.13 *Not applicable*: Criteria for PhD Programmes

1.14 *Not applicable*: Criteria for Joint Programmes

4.1.1 Bachelor Programme

(a) Summary Statement

The programme offers a variety of Psychology courses, which - according to the students - are offered in sufficient frequency and meet the requirements of at least a three-year BA programme at other universities. The teaching and assessment methods are appropriate, and the staff is highly motivated and well trained to perform the required teaching. However, the curriculum requires adaption and revision in order to better reflect internationality and interdisciplinarity. The curriculum additionally requires revision regarding its structure, timeline, and statements of general objectives and to replace the obligatory non-faculty courses of the BA with more psychological and relevant interdisciplinary courses. The curriculum lacks courses in fields of Psychology, such as neuroscience, experimental or biological Psychology, which should be included in order to ensure comparability to international standards. Additionally, more courses from relevant neighbour disciplines and less irrelevant non-Psychology courses, as well as an experimental psychological practicum would further contribute to an improvement of the study programmes. The demands for the practicum in scientific activity are too high.

(b) Assessment

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.

4.1.2 Master Programme

(a) Summary statement

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.

(b) Assessment

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

4.2 Standard 2: Staff

2.1 A sufficient number of scientific or artistic teaching and research staff is available for the study programme, who are scientifically qualified, have adequate vocational experience and are qualified in terms of their teaching methods.

Statement (including findings and analysis)

The self-documentation lists 9 persons + 2 PhD students as scientific staff. During the site-visit, teachers reported an excessive real teaching load, also concerning work associated with

the supervision of theses. 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. The curriculum vitae provided of academic staff members clearly show that they have sufficient vocational experience and are qualified in terms of their teaching methods. All academic staff members are employed only for a limited time frame, in accordance with the Law on Higher Education in the Canton of Sarajevo, BiH (Article 88; Attachment 8, self-documentation). Only full professors can be employed by an unlimited employment contract. Notably, two out of 9 staff members have not completed their PhD in Psychology, but in neighbouring disciplines (Migration Studies and Interdisciplinary Gender Studies).

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.

Although the vocational experience of the staff is not in doubt, the student evaluations show that the command of the English language among the teaching personnel could certainly be improved. This impression was confirmed at the site visit. Additionally, the research output of the staff is not very high. A lack of funding opportunities and an excess teaching load restrict the scientific proliferation of the staff. The maximum teaching load of academic staff is set to 9 hours per week in accordance with the cantonal law, however, several staff members have stated that the real teaching load by far exceeds those 9 hours. The supervision of MA or BA theses, practical training, individual reports, mid-term and final exams is not included. According to the Dean, the disproportionate teaching workload is considered a crucial matter of debate and a key issue for future improvements at IUS. He ensured IUS efforts to hire more academic staff, to recalculate the teaching workload and to take into account the workload associated with the supervision of the theses. Nevertheless, the current circumstances do not ensure enough capacities for research for the staff. The calculation of fairer teaching loads would allow academic staff to dedicate more time to research and would thereby contribute to an increase of the overall excellency in research as aspired by IUS.

Recommendation

Apart from the conditions presented below, the panel gives the following recommendations:

- (1) To ensure stability and continuity of the BA- and MA-programme, at least one full-professorship should be established.
- (2) The staff-student ratio should be calculated and communicated in a transparent and comprehensible way.
- (3) More academic staff should be hired to reduce the teaching load, and more time for staff to conduct research on an international competitive level should be allowed.
- (4) If not already in place, English training could be offered to teaching staff.

2.2 The composition of the faculty meets the requirements of a profound scientific and artistic education and ensures adequate student support.

Statement (including findings and analysis)

The staff reflects a broad range of expertise in the field of practical Psychology. However, the staff does not include psychologists teaching and conducting research in the fields of advanced statistics, neuroscience, experimental or biological Psychology. Notably, no member of the teaching staff has published in ISI journals as first or last author. Consequently, the support of the students regarding practical education by the academic staff is ensured, but profound scientific education at the MA level is not granted.

The staff published research based on judgments, interviews, and surveys, but internationally competitive research based on methods of neuroscience, such as electroencephalography or functional magnetic resonance imaging (fMRI) is missing. Currently, the MA-programme focuses on skills in practice (as by oral communication at site-visit), profound scientific education is no educational objective of the MA-programme. The absence of experimental Psychology is also reflected in the missing infrastructure, i.e. the missing laboratory. The support of students by academic staff is granted, but the site-visit suggested that this is, to some extent, only possible due to extra-work of the staff. The teaching staff reported an excessive high workload caused by theses supervisions (see section 4.2.2).

Recommendation

Apart from the conditions presented below, the expert panel gives the following recommendations:

- (1) The provision of financial funding for the initiation of more natural science oriented research that may increase international competitiveness in research and education should be considered.
- (2) In a long-term perspective, profound scientific education should be included in the MA-programme.

2.3 Teaching and research staff have access to human resource development and further education measures.

Statement (including findings and analysis)

IUS has conditions for promotion of academic staff into higher academic positions, which are set in accordance with the cantonal laws of Sarajevo. Academic staff has the possibility to apply for research grants at IUS, although the financial resources are limited. The rector explained that some possibilities for further education at the life-long learning centre at IUS exist. Other than that, the Dean and the rectorate explained that staff is allowed to leave for research abroad (up to about 4 weeks) on application, and that during such research stays the staff is continuously paid by IUS, Sabbatical terms are not offered to academic staff.

Although there are different opportunities to apply for research grants, members of the academic staff elaborated the difficulties of applying for external grants, due to the situation of the region as well as the excessive teaching workload.

In general, there is room for improvement in the resource development branch due to the fact that the basis for targeted education measures in quality assurance is being managed by a single person alone. More specifically, students have criticized the English proficiency of academic staff in their evaluations, which suggests a demand for further education in English proficiency for the staff. Furthermore, staff members have stated difficulties in proposal

writing, which suggests improvement in proposal writing would contribute to an enhancement of applications for research projects. This could be promoted through offering courses on proposal writing for staff members.

Recommendation

The panel recommends increasing the funding of quality assurance, as well as further education of staff. Possible examples are courses to improve English proficiency and grant-proposal writing.

4.2.3 Bachelor Programme

(a) Summary statement

The staff reflects a broad range of expertise in the field of practical Psychology. However, the staff does not include psychologists teaching and conducting research in the fields of advanced statistics, neuroscience, experimental or biological Psychology. Notably, no member of the teaching staff has published in ISI journals as first or last author. Consequently, the support of the students regarding practical education by the academic staff is ensured, but profound scientific education at the MA level is not granted. The maximum teaching load of academic staff is set to 9 hours per week in accordance with the cantonal law, however, several staff members have stated that the real teaching load by far exceeds those 9 hours.

(b) Assessment

The panel has assessed standard 2 as “partially met” with the following **conditions**:

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;

4.2.4 Master Programme

(a) Summary statement

The staff reflects a broad range of expertise in the field of practical Psychology. However, the staff does not include psychologists teaching and conducting research in the fields of advanced statistics, neuroscience, experimental or biological Psychology. Notably, no member of the teaching staff has published in ISI journals as first or last author. Consequently, the support of the students regarding practical education by the academic staff is ensured, but profound scientific education at the MA level is not granted. The maximum teaching load of academic staff is set to 9 hours per week in accordance with the cantonal law, however, several staff members have stated that the real teaching load by far exceeds those 9 hours.

(b) Assessment

The panel has assessed the standard 2 as “partially met” with the following **conditions**:

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.

4.3 Standard 3: Quality assurance

3.1 The study programme is supported by the institution's quality management system.

Statement (including findings and analysis)

According to the self-report and information provided at the site visit, quality assurance includes regular evaluation of the courses by students, and annual evaluations of teaching staff. If a member of the teaching staff shows poor results in the student's evaluation or on another criterion, such as publication of research, the resulting consequence has been stated to discuss the issues with the Dean or the questioning of the extension of the employment contract. However, 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. There are also routines to verify the quality of curricula, such as IUS's senate's vote on a curriculum.

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. Due to the insufficiency of the documents provided at the site visit, the panel is not fully convinced that a thoroughly functioning quality assurance system is ensured. Two further indications supported this conclusion. First, during the site visit it was explained that a single person is responsible for quality assurance for the whole university. Second, the quality assurance routine of the vote of the senate in favour of or against a new curriculum is certainly insufficient. The current curricula of the BA and the MA programme contain many spelling errors in the syllabi, although approved by the Senate and despite the fact that the BA curriculum has been stated to be a revised version.

Recommendation

Apart from the conditions presented below, the panel gives the following recommendation:
(1) More staff in quality assurance would possibly increase the quality of the quality assurance system itself.

3.2 The study programme is part of a regular quality assurance and enhancement process which takes into account the curriculum, the study conditions and the programme organisation, and which involves all relevant groups as well as external experts.

Statement (including findings and analysis)

A regular quality assurance and enhancement process exists, but several aspects of the operating processes show deficiencies.

According to the self-report, non-academic stakeholders, including persons working in the representative fields of occupation of the study programmes and legal experts, as well as academics, such as the Dean, the faculty commission, and the senate are involved in regular quality assurance and enhancement processes.

The panel noticed that a considerable number of course descriptions are written in a non-academic style. For example the course description for the faculty course "History of Agency for Quality Assurance and Accreditation Austria, Renngasse 5, 4.OG, 1010 Vienna, Austria, T+43 1 532 02 20-0, F-99, office@aq.ac.at, www.aq.ac.at, DVR Nr.: 093 31 63

Cinematography” includes the following information: “You need to do it your own way. You have to make your own research and be creative in the way nobody can show you, because it comes from you and is not previously said or done in that way.” Many course descriptions also include irrelevant and restrictive information, such as a reminder to the students to not use their mobile phones in class and to not pack their bags before the class is dismissed. In two Master courses, the learning objectives are almost identical (see section 1.2). The numerous errors and deficiencies in the curricula thus suggest that the operating mechanisms of the quality assurance processes are insufficient.

The panel was surprised that teaching staff, the Dean, and even the vice president were in several instances not aware of substantial characteristics of the curricula.

Recommendation

Apart from the conditions presented below, the panel gives the following recommendations: Processes and responsibilities (QA) for the syllabi should be reviewed. Specific deficits, such as short registration times for courses (see section 1.6.), must also be dealt with.

3.3 The participation of students in reflections on the study programme, the study conditions and the programme organisation has been institutionalised.

Statement (including findings and analysis)

Students evaluate their courses every semester.

Regular evaluations of courses are considered to be an important aspect of quality assurance. Notably, the results show that the number of participating students is often relatively low. During the site visit, an example of a student evaluation based on 30% of the students was presented. According to the person responsible for quality assurance, this number fluctuates to some extent even increases over the semesters, but according to the Dean this number is quite typical.

Recommendation

An effort should be made to reach more students for the evaluation of the courses.

4.3.5 Bachelor Programme

(a) Summary statement

The quality assurance process is in doubt. The number of staff in quality assurance is low, the outcomes of past measures of quality assurance, such as the senate’s approval of the current syllabi with all their errors, are reflections of a deficient quality assurance process. Important numbers for the assessment of the quality of the study programmes, such as the average length of the studies, were not available.

(b) Assessment

The panel has assessed standard 3 as “partially met” with the following **conditions**:

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;

4.3.6 Master Programme

(a) Summary statement

What applies to the BA study programme, also applies to the MA programme. A quality assurance process that does not provide essential figures, is handled by a single person for more than 50 IUS-wide study programmes, and approves faulty is not considered to be sufficient and sustainable.

(b) Assessment

The panel has assessed standard 3 as "partially met" with the following conditions:

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;

4.4 Standard 4: Funding and infrastructure

4.1 Transparent documentation of the funding of the study programme is available.

Statement (including findings and analysis)

The budget lacks transparency and detailed exact revenues and expenses separately for each study programme. The budget for research is not entirely documented and communicated in a transparent way. The panel considers the budget for psychological tests as inadequate, as psychological tests are an integral part of psychological research and teaching.

The funding of the study programmes is accomplished mostly through fees. It is not clear if the revenues through the fees of the Psychology students were reinvested into Psychology study programmes because there is a single budget for the whole University. A transparent documentation of the finances therefore is needed. 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. There is no regular budget for psychological tests. Psychological tests can only be bought in the context of projects and thus, have to be applied for separately.

Recommendation

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4.2 Adequate rooms and technical facilities required for the study programme are available.

Statement (including findings and analysis)

There are sufficient teaching rooms according to the self-documentation. Students have access to a library and can access JSTOR through devices on IUS campus. Overall, there are not many working places equipped with computer work-stations available for students at university and faculty level. As the online databases IUS are only accessible through IUS devices on campus, the limited number of computers work-stations available can lead to difficulties for students. A newly furnished and friendly observation chamber is available as well as a room for the experimental laboratory, which is, however, poorly equipped and therefore not fully functioning.

The experimental laboratory is not fully equipped. Software, such as e-prime or Matlab, are not available for programming and running psychological experiments. Devices for the measurement of any physiological variables, such as EEG, are missing entirely. A regular budget for the permanent expenses of the experimental lab is needed.

Concerning access to electronic journal articles, the data bases of EBSCOhost and JSTOR alone are not considered to be sufficient resources'. A quick test by the panel revealed that only about 20 articles from the Journal of Experimental Psychology: General were available via EBSCOhost.

Recommendation

Apart from the conditions regarding the experimental lab, the panel gives the following recommendations:

- (1) Additional electronic article resources should be bought, such as Science Direct or a subscription to the American Psychological Association's (APA) journals.
- (2) Through library-to-client connections, the access to the journal articles should be provided to students working at home.

4.4.7 Bachelor Programme

(a) Summary statement

There are sufficient rooms available, but the infrastructure of library services and of the lab must be further improved.

(b) Assessment

The panel has assessed the standard as "partially met" with the following **conditions**:

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.

4.4.8 Master Programme

(a) Summary statement

There are sufficient rooms available, but the infrastructure of library services and of the laboratory must be better.

(b) Assessment

The panel has assessed the standard as "partially met" with the following **conditions**:

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;

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.

4.5 Standard 5: Research and development and appreciation of the arts

5.1 The objectives and perspectives for research and development defined for the study programme are consistent with the strategic orientation of the institution.

Statement (including findings and analysis)

The mission of IUS is excellence in research, and some of the syllabi of the study programmes emphasize research as well. However, these general objectives were absent in the Psychology curricula (see section 1.1). The panel is not convinced that there is a strong link between the development of the study programmes and the identity of IUS as an international institution of excellent research. During the site visit, the faculty took an even more reserved stance on this issue, as the university was explicitly characterized as being not research focused (see standard 1). Backing up the faculty's reservation, there is only little evidence that excellence in research is achieved. Experts in international competitive fields of experimental/biological psychology or neuroscience are missing.

According to the self-documentation, none of the faculty members has published research in ISI journals as first or last author. For most researchers, a 'Web of Science' search did not reveal any results. Many researchers do not hold a profile on 'Google' or 'Research Gate'. During the site visit, the academic staff stated that research excellence is an objective of IUS and that contribution to this objective would consist in co-operations and research funding. Possible reasons for low achievements in research are a lack of funding opportunities and an excessive teaching load of the staff (see section 2.1). The panel noted that IUS and the Psychology programme are educational oriented as opposed to being research based (see standard 1 and section 2.2).

Recommendation

Apart from the conditions presented below, the panel recommends that the rectorate and faculty should try to invest into more prosperous emerging research areas that are competitive on the international level. This would also help to become a more international oriented university. The current publication outcome is not acknowledged on an international scale.

5.2 The scientific and/or artistic staff is involved in the institution's research activities and/or activities regarding the development and appreciation of the arts. The interaction between research and teaching is ensured.

Statement (including findings and analysis)

The BA and MA theses are research-oriented and so are many of the syllabi of both BA and MA studies. In that sense scientific staff and students are involved in the institution's research activities. No clear research profile of the faculty or of IUS was described in the self-documentation. During the site visit, the rectorate mentioned that most externally funded research is carried out by other faculties.

A fully equipped experimental or biological psychological/neuroscience laboratory is missing (see section 4.2.). The excessive teaching load restrains research activities of academic staff in Psychology (see section 2.1).

Recommendation

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5.3 To the extent required by the type of study programme, students will be integrated into research projects and/or projects regarding the development and appreciation of the arts.

Statement (including findings and analysis)

The syllabi of the curricula contained many hints towards projects that were not further elaborated. During the site visit, the specifications of some of these projects were explained, and suggested that some of these projects are of a scientific nature (e.g., effectiveness of lay therapy in work with children). The students are integrated into research during their theses, both in the BA and in the MA programme.

Curricula and syllabi include very limited descriptions of projects. The numbers of ECTS-credits assigned to research-oriented theses are low, both in the BA and in the MA programme. There is no internal experimental practicum offered. Research practicums in the MA programme are very demanding, in that they have to cover a full research project and a subsequent full research report. For the workload linked to this research practicum, the students should get more ECTS-credits. In the BA programme, an experimental practicum is lacking (see statement and condition for standard 1).

Recommendation

The curricula and syllabi should be revised so as to include more thorough descriptions and regulations for projects and to explicitly indicate which of these projects are research-oriented. As MA and BA theses are connected to research, increasing the number of ECTS-credits to 12 and 30 for BA and Master theses, respectively, will also increase the officially acknowledged involvement of students in research (see recommendations for standard 1). The panel further suggests (a) reducing the requirements for internships in research activities, to not require students to conduct fully fledged research projects and subsequent scientific papers in order increase the rate of research internships at external institutions, or (b) to provide more ECTS-credits for the internship in research activities.

5.4 The (*planned*) organisational and structural framework conditions are sufficient and suitable to implement the scheduled research activities and/or activities regarding the development and appreciation of the arts.

Statement (including findings and analysis)

The faculty hosts expertise in branches of psychological research, such as Social Psychology, Clinical Psychology and Counselling. Funding opportunities in these areas are scarce. It is planned to equip an experimental laboratory with the necessary infrastructure for conducting experimental psychological research. No infrastructure for neuroscientific research is available or planned.

The panel acknowledges the existing expertise and highly advises complementing this expertise by the build-up of an experimental laboratory.

Recommendation

A fitting researcher to run and oversee the experimental laboratory should be hired. It would be best to hire a researcher that is good at both experimental psychological work and Neuroscience. If a researcher with expertise in EEG is appointed, the costs associated with equipping an EEG laboratory would maybe even allow hiring expertise in the flourishing field of neuroscientific research. This would help strengthening ties to natural sciences at IUS. This would also help the IUS to become an international perceived research institution (see standard 1)

4.5.9 Bachelor Programme

(a) Summary statement

Psychology is both a Social Science and a Natural Science, and at the moment, there is research expertise in the former but not the latter in the BA programme.

(b) Assessment

The panel has assessed standard 5 as “partially met” with the following **conditions**:

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.

4.5.10 Master Programme

(a) Summary statement

There is sufficient expertise in the Social Sciences branch of Psychology, but expertise in the Natural Sciences branch of Psychology is lacking in the MA programme.

(b) Assessment

The panel has assessed standard 5 as “partially met” under the following **conditions**:

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.

4.6 Standard 6: National and international co-operations

6.1 In line with the study programme's profile, national and/or international co-operation projects with higher education institutions or institutions outside the higher education sector have been established.

Statement (including findings and analysis)

During the site-visit, the panel was informed about one existing research co-operation funded by the state of Switzerland. There are also national research co-operations of (...)from the department of Psychology with colleagues of the Faculty of Law (on victimology) and with colleagues from Bio-Engineering and Genetics (on Healthy life style) at IUS. At the site-visit, staff explained that international co-operations are sought after (e.g., with colleagues in Norway) and that there are mutual declarations of intent with international research partners so far. These letters of intent, however, were not included in the self-report documents. At the moment these co-operations are not yet operating.

The panel acknowledges the academic staffs prior achievements. These have been realized under very difficult side conditions, as BiH is part of the EHEA but not part of the European Union and national funding opportunities are scarce.

Recommendation

The faculty should persist in its struggle for research co-operations at national and international levels. The faculty should also try to complement its research profile by appointing more natural-science-oriented staff, such as Biological and Experimental Psychologists, in the future. The faculty should install a fully functioning experimental laboratory.

6.2 The co-operation projects encourage and support the advancement of the study programme and the mobility of students and staff.

Statement (including findings and analysis)

During the site visit, research activities of staff abroad were mentioned. IUS is a member of the ERASMUS+ network as a partner country but not as a so-called 'project country' and is thus dependent on European universities to invite IUS to engage in exchange programmes and other forms of cooperation. The university has agreements with a considerable number of partner universities, and a great number of memorandums of understanding with universities in a variety of different countries. However, a vast number of agreements are conducted with Turkish institutions. IUS is part of the Mevlana Exchange programme. Mevlana Exchange programme is aiming to exchange of students and academic staff between higher education institutions of other countries and Turkish higher education institutions. IUS has set up exchange agreements with main Turkish Universities and has already sent many students on exchange terms in different countries and some staff members were able to conduct short-Agency for Quality Assurance and Accreditation Austria, Renngasse 5, 4.OG, 1010 Vienna, Austria, T+43 1 532 02 20-0, F-99, office@aq.ac.at, www.aq.ac.at, DVR Nr.: 093 31 63

term research projects abroad. The vast majority of internships conducted abroad were completed in Turkey. The completion of internships abroad is not directly linked to IUS co-operations.

The reason for many internships and exchange years by students being conducted abroad, and especially in Turkey is most likely linked to the students' countries of origin. Such co-operations regarding internships had no bearings on research. A reason for the latter is probably the high demands on research internships. Another possible reason is the short duration of and the low ECTS accredited for the internships.

The responsible persons from internship institutions in Sarajevo, who were present at the site visit, confirmed that no research co-operations existed, but declared their interest in such co-operations.

Recommendation

The demands for practicum in research activities could and should be lowered: The requirements to run a full project and write a scientific paper on it could discourage students from such research internships and therefore should be discharged. If more time and ECTS points are allotted to internships, intensive research-oriented co-operations that involve students would also be easier to accomplish.

4.6.11 Bachelor Programme

(a) Summary statement

There are a few co-operations that allow mobility of staff and students, and students were apparently mobile by definition.

(b) Assessment

The panel has assessed standard 6 as "met".

4.6.12 Master Programme

(a) Summary statement

What is true of the BA programme is also true of the MA programme: Mobility in co-operations is possible, although the panel was not informed on whether MA students have taken the possibility to participate in exchange programmes.

(b) Assessment

The panel has assessed standard 6 as "met".

5 Summary and final assessment

Overall Statement

The panel highly appreciated the open and constructive atmosphere at the site visit and is grateful for the self-documentation and the other documentation material provided. The panel experienced the teaching staff of the Psychology programmes as highly committed to their mission, and all University staff, including the rectorate as collaborative, friendly, and thoroughly prepared for the site.

As final recommendation the panel recommends barrier-free access to all facilities at IUS and appropriate aids for the hearing impaired and the visually impaired during lectures and exams.

For the final assessment, the panel sought consensus, but where this was not possible, a simple majority vote decided.

A lack of consensus concerned the overall evaluation of the BA programme: Whereas 3 panel members considered the BA programme's standards to be partially met, one panel member considered these standards to be fully met. Since the majority vote decided, the panel recommends the accreditation of the BA programme "Psychology" with conditions.

Concerning the MA programme, the panel does unanimously not recommend the accreditation.

The criteria for this recommendation are (a) lack of standard 1.1 and (b) lack of standard 1.6. Ad (a): The strategic plan for the period of 2016-2020 of the International University of Sarajevo (IUS) elaborates several broad strategies and goals: faculty excellence, educational excellence, excellence in research, and staff excellence. These strategies and goals are measured by the yardsticks of (A) internationality, (B) research excellence and orientation, and (C) interdisciplinarity of the study programme and its responsible staff and faculty. According to the analyses of the panel, the MA programme shows almost no alignment with these overall criteria and thus with the overall identity of IUS as an international institution for education and research.

Ad (b): As communicated at the site visit, only 20% of students complete their MA-programme within one year. None of the students the panel met at the site visit reported that he or she will complete his or her MA programme within one year. Also, neither in the self-report, nor at the site visit, figures were available showing that students are capable of finishing their Master studies within the specified study period. The panel therefore concludes students' workload required for the MA programme is not devised in a way so as to allow them to reach the aspired qualification objectives in the 1-year study period.

Final Assessment

The Review Panel recommends the accreditation of the Bachelor programme "Psychology" with conditions.

The Review Panel does not recommend the accreditation of the Master programme "Psychology".

Bachelor programme

Standard	Assessment	Conditions
Standard 1 - Study programme and programme management	partially met under the following conditions	<ol style="list-style-type: none">1. Interdisciplinarity: Implement neighbour disciplines (e.g., behavioural or cognitive neuroscience) that are relevant for education and research in Psychology at the international level;2. Critically revise current courses from other disciplines whether they are relevant for Psychology from an international perspective (e.g., film theory, history of cinematography);3. Revise the curriculum to better discriminate between the objectives of BA and Master;4. Revise the curriculum to include general objectives;5. Delete banned topics from the courses;6. Allow more choice among compulsory courses at the start of the programme;7. Integrate courses into modules and add a time line to the curriculum;8. Include an experimental laboratory course into the curriculum;9. Increase quality assurance (e.g., responsibility, checking procedure) for the contents and specificity of the syllabi.10. Avoid courses with almost 100%

		overlapping learning outcomes; 11. Define maximal number of students admitted to courses (by type); 12. Establish clear and transparent admission rules; 13. Establish clear criteria for the approval of an internship institution;
Standard 2 – Staff	partially met under the following conditions	14. Implement a fair and transparent calculation of the real teaching load (lectures, mentoring, supervision, counselling, practical training, time for midterm and final exams); 15. Reduce teaching overload of the staff; 16. Hire expert(s) or create positions in disciplines relevant for international visibility (e.g., experimental/biological Psychology, neuroscience);
Standard 3 - Quality assurance	partially met under the following conditions	17. Include professional English proof-reading services at the senate's level for the approval of the curricula. 18. Regularly monitor the most important numbers of study success (e.g. passing students, average duration of studies);

Standard 4 - Funding and infrastructure	partially met under the following conditions	19. A transparent documentation of the finances must be established; 20. Offer more student computer work stations; 21. Implement a fully functioning experimental Psychology lab; 22. Buy psychological tests on a regular basis; 23. Establish a regular budget for the permanent expenses of the experimental lab;
Standard 5 - Research and development and appreciation of the arts	partially met under the following conditions	24. Appoint an expert in the field of neuroscience or experimental/biological Psychology; 25. Equip the laboratory with the lacking infrastructure, such as programming and analyses software, and maybe even an EEG or other neuroscientific assessment methods;
Standard 6 - National and international co-operations	met	

Master programme

Standard	Assessment	Conditions
Standard 1 - Study programme and programme management	Not met	
Standard 2 - Staff	partially met under the following conditions	1. Implement a fair and transparent calculation of the real teaching load (lectures, mentoring, supervision, counselling, practical training, time for midterm and final exams); 2. Hire expert(s) or create positions in disciplines relevant for international visibility (e.g., experimental/biological

		Psychology, neuroscience);
Standard 3 - Quality assurance	partially met under the following conditions	<ol style="list-style-type: none"> 3. Include professional English proof-reading services at the senate's level for the approval of the curricula. 4. Regularly monitor the most important numbers of study success (e.g. passing students, average duration of studies);
Standard 4 - Funding and infrastructure	partially met under the following conditions	<ol style="list-style-type: none"> 5. A transparent documentation of the finances must be established; 6. Offer more student computer work stations; 7. Implement a fully functioning experimental Psychology lab; 8. Buy psychological tests on a regular basis; 9. Establish a regular budget for the permanent expenses of the experimental lab;
Standard 5 - Research and development and appreciation of the arts	partially met under the following conditions	<ol style="list-style-type: none"> 10. Appoint an expert in the field of neuroscience or experimental/biological Psychology; 11. Equip the laboratory with the lacking infrastructure, such as programming and analyses software, and maybe even an EEG or other neuroscientific assessment methods;
Standard 6 - National and international co-operations	met	

Recommendations of the Review Panel

Bachelor programme

Standard	Recommendations
Standard 1 - Study programme and programme management	<ul style="list-style-type: none"> IUS should ensure adequate conditions for staff members in order to enable them to conduct high impact research; At university level: Provide packages for appointed professors to initiate possibilities for high impact research; Devise more ECTS-credits (about 12) for the BA thesis; Consider to allow more ECTS-credits for internships at external institutions; Require all students to participate in psychological experiments during their BA-studies; Consider switching to a 3-year BA;
Standard 2 – Staff	<ul style="list-style-type: none"> For reasons of stability and continuity of the programme, establish a full-professorship; Establish conditions that allow enough time for internationally competitive research; Offer courses to teach English for staff;
Standard 3 - Quality assurance	<ul style="list-style-type: none"> An effort should be made to reach more students for the evaluation of courses; Offer courses to teach English for staff;
Standard 4 - Funding and infrastructure	<ul style="list-style-type: none"> At university level: Provide packages for appointed professors to establish and maintain internationally competitive research; At the university level: Expand access to electronic journals; At university level: Allow access to electronic library resources from home.
Standard 5 - Research and development and appreciation of the arts	<ul style="list-style-type: none"> Seek for research co-operations with external internship-providing institutions.
Standard 6 - National and international co-	Use bilateral agreements with national and international academic and non-

operations	academic institutions for research co-operations and student placements.
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Master programme

Standard	Recommendations
Standard 1 - Study programme and programme management	<ul style="list-style-type: none"> • Devise more ECTS-credits (about 30) for the Master thesis; • Add learning objectives that focus on modern methods and techniques of research (e.g., advanced statistics, fMRI methods, ecological momentary assessment methods); • Add more research-focused courses to the curriculum; • Consider to allow more ECTS-credits for internships at external institutions; • Reconsider the requirements for practica in scientific activity/field research
Standard 2 – Staff	<ul style="list-style-type: none"> • At university level: Provide packages for appointed professors to get research off the ground.
Standard 3 - Quality assurance	<ul style="list-style-type: none"> • An effort should be made to reach more students for the evaluation of the courses;
Standard 4 - Funding and infrastructure	<ul style="list-style-type: none"> • At university level: Provide packages for appointed professors to establish and maintain internationally competitive research; • At university level: Expand access to electronic journals; • At university level: Allow excess to electronic library resources from home.
Standard 5 - Research and development and appreciation of the arts	<ul style="list-style-type: none"> • Include profound scientific education at MA level; • Lower the teaching load of staff; • Ensure incorporation of supervision of students into the calculation of the research load; • Lower the requirements of research internships; • Or: Increase the allowed ECTS-credits for research internships; • Seek for research co-operations with external internship-providing institutions.
Standard 6 - National and international co-operations	Use bilateral agreements with national and international academic and non-academic institutions for research co-operations and student placements.

6 Annex: Documents to support the review report

- Self-documentation (as of 3 June 2016)

On-Site:

- A selection of BA thesis and MA thesis
- Suggested study plan for PSY Bachelor degree
- Various Internship reports
- Student evaluation survey
- Examples of teaching material (books, power point slides, scripts etc.)

7 Annex: Glossary

APA	American Psychologist Association
BiH	Bosnia and Herzegovina
BiH BD	Brčko District of BiH
BA	Bachelor
FASS	Faculty of Arts and Social Sciences
FBiH	Federation of BiH
FLHE	Framework Law on Higher Education
EBSCOhost	Online Research Databases
ECTS	European Credit Transfer System
ECPR	European Consortium of Political Research
EEG	Electroencephalography
EHEA	European Higher Education Area
ESG	Standards and Guidelines for Quality Assurance in Higher Education
EUA	European University Association
HE	higher education
HEI	higher education institution
IAU	International Association of Universities
ISI	International Scientific Indexing
IUS	International University of Sarajevo
JSTOR	digital library of academic journals, books, and primary sources
MA	Master
MoCA	Ministry of Civil Affairs
PSY	Psychology
QA	quality assurance
RS	Republika Srpska
SC	Sarajevo Canton
SD	Self-documentation
SEDEF	Sarajevo Education Development Foundation
YÖK	Turkish Council for Higher Education

Site visit: accreditation of Bachelor and Master Study programmes “Psychology”

Expert panel

Name	Institution	Role
Roselind Lieb	Clinical Psychology and Epidemiology at the Basel University	Head of the expert panel Expert from academia
Ulrich Ansorge	Experimental Psychology at the University of Vienna	Expert from academia
Samira Baig	Psychologist, coach and supervisor and teacher at the University of Applied Sciences Campus Vienna	Expert with professional practice
Carla Harold	Student of Psychology and English and American Studies at the University of Vienna.	Student expert

AQ Austria project coordinators

Maria E. Weber and Kristina Svensson

Agenda

Thursday, 7 July 2016

Hotel Hollywood
Dr. Mustafe Pintola 23
Ilidža, Sarajevo 71000, BH

The preparatory meeting will be at Hotel Hollywood, Conference Room 15 D Ground Floor

Top	Time	Topic(s) inter alia	Participants / Interview partner(s)
1	14:30-19:30	Preparatory meeting	Expert panel and AQ Austria coordinator
2	20:00	Dinner (Hotel)	Expert panel and AQ Austria coordinator

Friday, 8 July 2016

International University of Sarajevo (IUS)
15 Hrasnička Cesta,
Sarajevo 71000, BH

Meeting 1 and 2 will be held in the Senate room No. G-30, Building A, Ground floor
Meeting 3 until the end of the site-visit will be held in Senate room No. G-30.

Top	Time	Topic(s) inter alia	Participants / Interview partner(s)
1	09:00-09:15	Short welcome and presentation of IUS	Prof. Dr. Yücel Oğurlu, Rector Assoc. Prof. Dr. Ali Gürsel, Vice-Rector for Int. Cooperation & Research
2	09:15-10:00	Standards to be discussed: Organisation, strategy, funding of IUS (alignment of study programmes to strategical framework of IUS)	Assist. Prof. Dr. Mirsad Karic, Vice-Rector for Academic & Student Affairs Assist. Prof. Dr. Muhamed Ali, Vice-Rector for General Affairs Assoc. Prof. Dr. Muhidin Mulalic, FASS Dean Assist. Prof. Dr. Anela Hasanagic, Program Coordinator Prof. Dr. Hasan Korkut, FBA Dean Assist. Prof. Dr. Peter Plenta, Programme Coordinator Edina Hadziahmetovic, QA Office Manager Ibrahim Inal, Finance Manager
3	10:00-10:30	Internal discussion	Expert panel and AQ Austria coordinator
4	10:30-12:30	Standards to be discussed: Study programme and programme management (inter alia: staff, national and international co-operation)	Assoc. Prof. Dr. Muhidin Mulalic, FASS Dean Assist. Prof. Dr. Anela Hasanagic, Program Coordinator Assoc. Prof. Dr. Senija Tahirovic Assist. Prof. Dr. Nina Bosankic Assist. Prof. Dr. Bisera Mavric Assist. Prof. Dr. Krisha Mohan

			Assist. Prof. Dr. Selvira Draganovic Senior Assist. Mr. Alma Jeftic
4a	12:30-12:45		Part time Prof. Lucia Delgiero (<i>via Skype from Paris</i>)
5	12:45-13:45	Lunch break, IUS Canteen	Expert panel and AQ Austria coordinator
6	13:45-14:45	Visitation of IUS library, Counselling Centre, and other premises relevant for the study programmes	Assist. Prof. Dr. Anela Hasanagic Assoc. Prof. Dr. Senija Tahirovic Merima Arslankadic, Library Manager
7	14:45-15:30	Standards to be discussed: Quality assurance	Edina Hadziahmetovic, QA Office Manager Faculty QA Team members: Assoc. Prof. Dr. Muhidin Mulalic, FASS Dean Haris Jamakovic, Legal Advisor
8	15:30-16:15	Standards to be discussed: Research and development (inter alia: national and international co-operation)	Assoc. Prof. Dr. Ali Gürsel, Vice-Rector for Int. Cooperation & Research Assist. Prof. Dr. Anela Hasanagic Assoc. Prof. Dr. Senija Tahirovic Assist. Prof. Dr. Krishna Mohan Senior Assist. Mr. Alma Jeftic Assist. Prof. Dr. Bisera Mavric
9	16:15-16:30	Coffee break / Internal discussion	Expert panel and AQ Austria coordinator
10	16:30-17:15	Standards to be discussed: Study programme and programme management (inter alia: national and international co-operation/mobility)etc.	BA cycle students: Lejla Musto Kanita Merdic Selma Begic MA cycle students: Sumeyye Yesil Muhammed Sami Oz Elzudina Sacic Mehmet Cavlak
11	17:15-18:00	Standards to be discussed: Relevance of the study programme for the job market (inter alia: national and international co-operation/mobility) <i>The session was supported by an external translator.</i>	Alumnae: Zeynep Alp, Sumeyye Bozul, Ayse Kaya Ayse Sarys, Gurkan Azak, Kasim Tas Employers representatives and Internship providers: Vojka Komljenovic, Lejla Jasar Amera Delihanovic
12	18:00-18:45	Internal discussion	Expert panel and AQ Austria coordinator
13	18:45-19:00	Final meeting with IUS management	Prof. Dr. Yücel Oğurlu, Rector Assoc. Prof. Dr. Ali Gürsel, Vice-Rector for Int. Cooperation & Research Assist. Prof. Dr. Mirsad Karic, Vice-Rector for Academic & Student Affairs Assist. Prof. Dr. Muhamed Ali, Vice-Rector for General Affairs Assoc. Prof. Dr. Muhidin Mulalic, FASS Dean



			Assist. Prof. Dr. Anela Hasanagic, Program Coordinator Edina Hadziahmetovic, QA Office Manager
14	20:00	Dinner	Expert panel and AQ Austria coordinator

Dinner: Restaurant PARK PRINCEVA, Iza Hrida 7, Sarajevo 71000, taxi will pick-up the expert panel at Hotel Hollywood at 19:45, or due to delay in the time-schedule we will directly proceed to the restaurant.

Saturday, 9 July 2016

Top	Time	Topic(s) inter alia	Participants
1	08:00-10:00	Debriefing of the report	Expert panel and AQ Austria coordinator
Departure of Expert panel			

INTERVIEW PARTNERS	
Name	Position
IUS Staff:	
Yücel Oğurlu, Prof. Dr.,	Rector
Ali Gursel, Prof. Dr.	Vice-Rector for Int. Cooperation & Research
Mirsad Karic, Assist. Prof. Dr.,	Vice-Rector for Academic and Student Affairs
Muhidin Mulalic, Assoc. Prof. Dr.	FASS Dean
Anela Hasanagic, Assist. Prof. Dr	Program Coordinator
Ibrahim Inal	Finance Manager
Edina Hadziahmetovic	QA Office Manager
Krishna Mohan Assist. Prof. Dr.	Teaching and research staff
Bisera Mavric Assist. Prof. Dr	Teaching and research staff
Nina Bosankic, Assist. Prof. Dr	Teaching and research staff
Senija Tahirovic Assoc. Prof. Dr	Teaching and research staff
Selvira Draganovic Assist. Prof. Dr	Teaching and research staff
Lucia Delgiero, Prof.	Expert from Practice and part time teaching staff Part time
Bachelor cycle students	
Kanita Merdic	
Lejla Musto	
Selma Begic	
Master cycle students	
Elzudina Sacic	
Muhamed Sami Oz	
Mehmet Cavlak	
Sumeyye Yesil	
Alumnea	
Gurkan Azak	Psychologist/Health College, Turkey
Sumeyye Bozul,	Assistant at Psychology Counselling Center/ IUS
Kasim Tas	Red Crescent, Turkey
Zeynep Alp	
Ayşe Sarıys	
Employers and internship providers	
Vojka Komljenovic, Lejla Jasar Amera Delihassanaovic, Social worker	CENTAR VLADIMIR NAZOR SARAJEVO, Government institution https://www.facebook.com/centarvladimirnazor/