EDUCATIONAL QUALITY ASSESSMENT

**Nursing School University of Skhodra**

An evaluation of the quality of the Nursing Education at the Nursing school of the University of Skhodra

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**Part I**

**General**

1. **Introduction**

In accordance with its mission, the assessment panel presents its findings and its evaluation of the **Nursing School University of Skhodra** in this report.

This report can serve as a basis for the accreditation of the program. This report is in accordance with the ESABIH guidelines, the panel assessed 6 criteria. The marks can be adapted at the grading scale of the HEA.

1. **The Assessment Panel**
	1. **Composition**

The assessment panel is composed in accordance with agreement of the consortium

The panel assigned to evaluate the **Nursing Education at the Nursing School of the University of Skhodra** includes the following members.

**Chairman: Bokonjic Dejan PhD, ,**

**Expert 1 Belinda Drieghe**

**Expert 2: Mirza Oruc, Mrsc**

**Administrative member: Willem vanden Berg**

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* 1. **Task Description**

Based on the SER, the interviews that were conducted during the assessment visit, the assessment panel will provide the following in its report:

* An evaluation of the criteria and the indicators as defined in our framework;
* An all-encompassing evaluation of the program;
* A formulation of recommendations to bring about quality improvement in the program.
	1. **Working Method**

The assessment of the **Nursing School of the University of Skhodra** is conducted in conformity with the guidelines.

The panel’s procedure is characterized by four identifiable phases:

* Phase 1 Preparation
* Phase 2 Visit to the institution of higher education
* Phase 3 Reporting

Phase 1 Preparation

Every panel member prepares themselves for the visit through reading SER in advance. The panel members also provide an individual checklist that lists all their questions, their temporary evaluation and their argumentation. Members of the commission created a synthesis out of these lists. Following that, the synthesis is thoroughly discussed and provided with arguments.

Based on the discussion and the panel members’ questions team finally made an inventory of the key points and priorities that should be kept in mind during the interviews and the inspection of materials.

Phase 2 Visit to the higher education institution

CCNURCA consortium group provides a visit schedule template that can be adjusted to the specific situation of a certain program if necessary. The visit schedule is included as appendix.

During the assessment, the panel interviews a representative group of all relevant groups, it studies additional information and it visits the institution to be able to assess available facilities. The panel uses the checklists’ and questionnaires’ synthesis for further interviews.

The visit schedule contains a few consultation meetings that allow the panel members to exchange their findings with each other and to come to mutual, more definitive evaluations.

At the end of the assessment visit, the panel’s chairperson gave final conclusion on the panel’s experiences and findings, without uttering any explicit value judgments with regard to its contents.

Phase 3 Creation of the assessment report

After finishing interview,, the checklists, representative of the group draws up a draft of the assessment report, in dialogue with the chairperson and the other panel members.

This draft assessment report describes the panel’s evaluation and the motivation per criterium and per indicator. In addition to that, points of attention and possible recommendations for improvement are formulated if found necessary or desirable by the panel members.

**Part II**

**Assessment Report**

General information

Nursing Branch started as a new branch of the University of Shkodra "Luigi Gurakuqi" in the academic year 2001- 2002. This branch was opened by the initiative of the Directorate for Public Health and the University of Shkodra, in the premises of the former hospital "Jorgji Karamitri" district.

The motivation of the establishment of this branch was related to the unsatisfactory level of nursing personnel, especially those who attended a 1- year course.

Nursing Branch was led by the Department of Biology-Chemistry until 2007, under the umbrella of the Faculty of Natural Sciences. In 2003, the teaching staff consisted of 4 persons (2 doctors and 2 nurses who were graduated in their respective fields of study). According to the rules at that time, the low number of the full-time teaching staff made impossible to consider it a department or a section itself. That is why it was under the management of this Department.

The study program during the academic years 2001-2007 had a duration of 3.5 years.

The first year consisted of 16 theoretical courses + physical education, which mainly comprises basis formation and professional practice.

The second and third year consisted of specific training (II year 17 theoretical courses + physical education, III year 21 theoretical courses, 16 are and professional practice).

The duration of the academic year (from the first to the third year ) was 42 weeks (first year 31 weeks of theory and 5 weeks of professional practice, the second and the third year consist of 26 weeks theory (+ exams) and 16 weeks of professional practice, The fourth year consist of only 20 weeks of professional practice and 3 weeks for the diploma exam.

In the academic year 2004-2005, the Bologna system started being implemented the for nursing branch, while two new programs of study in Physiotherapy and Midwifery started being offered at Shkodra University.

During 2006-2007, they were employed four (4) nurses professors.

In 2008, as a result of the two new opened branches in Physiotherapy and Midwifery, these three branches were organised in a Department, more precisely the department of Nursing. The Physiotherapy study program is offered in accordance with the agreement with the Italian Unversities (the University La Sapienza in Rome and Florence University).

In total there full-time employed 6 nurses (3 “Docent”, 2 PhD and 3 Msc), one physiotherapist (Msc) and 3 doctors (one othe is PhD and another Prof.as).

**Criterion 1. Educational Objectives**

**Indicator 1.1 Level and Orientation**

Assessment criteria:

The educational objectives are focussed on getting the student to possess general and specific competences mentioned by the study program. Graduates should have basic knowledge, skills and attitudes that are defined and planned by educational objectives. Students must have an understanding of the scientific-disciplinary basic knowledge that is specific for a certain domain of science, a systematic knowledge of the core elements of a discipline, including the acquisition of a coherent, detailed knowledge partly inspired by the latest developments of the discipline, and knowledge of the structure of the field of study and the connection with other fields of study.

The educational objectives are focussed on getting the student to master general competences such as:

* Obtaining and processing information;
* Ability to reflect critically and to be creative;
* Ability to perform leadership tasks;
* Ability to communicate information, ideas, problems and solutions;
* An attitude of life-long learning.

The educational objectives are also focused on getting the student to master general scientific or (academic) competences such as:

* A research attitude;
* Knowledge of research methods and techniques;
* Ability to collect relevant data that can influence the judgment of social, scientific and ethical questions;
* Ability to appreciate uncertainty and ambiguity;
* The limits of knowledge and the ability to problem guided initiating of research.

The educational objectives are focused on getting the student to master the specific competences of the domain and the scientific field of the study program.

**The opinion of the assessment panel and recommendations for improvement:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following**:**

*LO are defined inside new curriculum and most of LO are coming from CCNURCA project. So as final output of the program on paper it can be seen what knowledge, skills and attitudes graduate students should poses in the end of the studies. LO are defined by management team and then delivered to professors on different courses for final adoption. LO are defined on the level of the courses.*

*Matrix of competences should be used more for final corrections of curriculum. Bologna recommendations and EU directives were taken into account during preparation of the curriculum. Students know what is the minimum knowledge, skills and competences they should know or poses to pass exam. More attention needed for academic and research competences as basis for second and third cycle. Core group from nursing school was trained for using of modern teaching and examination approach dissemination of techniques is done to clinical staff. More traditional approach is used. Students are acquiring in full extent understanding of the scientific-disciplinary basic knowledge that is specific for a certain domain of science, a systematic knowledge of the core elements of a discipline, including the acquisition of a coherent, detailed knowledge.*

**Indicator 1.2 Domain Specific Demands**

Assessment criteria:

The educational objectives (mentioned as the end qualifications of the student) join the demands that are set by (foreign) colleagues and the relevant work field for an education within the domain (field of study/discipline and / or professional practice). They are in line with the regulations. The end qualifications for bachelor’s degrees and master’s degrees are derived from the scientific disciplines, the internationally performed research and the courses that are considered to put research into practice in the relevant professional field.

* General study program objectives (desired final qualifications of the graduates at study program level) and their genesis;
* Alignment of the objectives with the bachelor’s/ master’s competences in the Bologna declaration and European Qualification framework;
* Attention for the international dimension in the study program”s objectives;
* Attention for academic/professional/artistic skills in the objectives;
* Familiarity with the objectives among students and staff involved in the study program;
* Profiling the study program with regards to domestic and/or foreign study programs in order to determine the study program objectives and (including recent and imminent developments) to make the comparison with the own vision on the vocation/discipline;
* Alignment of the objectives with the professional regulations/legislation;
* Alignment of the objectives with the needs and wants of the intended work field;
* Genesis of the discipline-specific objectives.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Based on the results of CCNURCA projects and another initiatives, Skhodra nursing school did a lot of work to bring curricula in accordance with other Albanian universities and in accordance with EU standards in nursing education. In the last two years a lot of things were done, new curriculum is defined with innovations but during implementation phase some things should be corrected. By help of EU experts especially Dutch team objectives are aligned to international dimension. New developed curricula is accepted by schools bodies and University. Stakeholders are not systematically involved in the reform of the curricula. Professional association of nurses Order of nurses is involved in defining the internship after finishing bachelor studies and organization of State exam. Internships are organized during studies. Questions for final state examinations is prepared by School but it is influenced by Order of nurses. There is no problem in legislation comparing situation in BH. Position of nurses who are finishing nursing schools is defined, no secondary nursing schools. Still major problems are lack of a status of nurse as a professional figure and as an institution on its own (separate from the doctor) with rights and responsibilities clearly defined. Senior Nurses in the health sector are only collaborators and not actor in the research work. Ministry and State are pushing changes of the curriculum towards Directive and needs of the professional field much more now.* National qualification framework is not existing in Albania and LO is just partly due to the project in accordance with EQF.

**Opinion on Criterion 1, Educational Objectives:**

Based on the opinions of:

Indicator 1.1, level and orientation:

Indicator 1.2, domain specific demands:

The assessment panel holds the opinion that generic quality, concerning criterion 1, is presented in the study program.

**Criterion 2. Curriculum**

**Indicator 2.1 Correspondence Between Objectives and the Content of the Program**

Assessment criteria:

The program is an adequate realization of the end qualifications of the education, as to level, orientation and demands specific for the domain. The end qualifications are adequately translated towards the learning objectives in (parts) of the program. The content of the program offers students the possibility to achieve the end qualifications.

* Translation of the objectives in the curriculum;
* Level (bachelor, master) and content of the study program components;
* Presence of inter-disciplinary elements;
* International dimension in the study program/internationalisation of the curriculum (policy, participation rate, cooperation forms, international contacts, etc.);
* Degree to which recent advancements in education at home and abroad have found expression in the curriculum;
* Procedures for curriculum revision and innovation;
* Participation of relevant stakeholders in curriculum development, revision and innovation.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*There are three study programs: general nursing, midwifery and physiotherapy. Learning objectives are translated in curriculum, for the undergraduate level of education. International dimension, beside this project is not achieved. Modern teaching methodology is partly integrated in new curriculum (Payton) but still not accepted by most of the teaching staff.* *There should be a team concerned with the further development and implementation of the curriculum with members of all professional groups and students, which will have the backup and power of the Dean to organize and implement decisions. Special accent should be put on students and ex students and their role in adoption of curricula and its implementation. Some courses have small number of ETCS points. One recommendation can be that nursing study programs should try to merge some courses and on that way to decrease the total number of subjects. In some extent advancement in education found expression in the curriculum. Objectives defined in by the management team are not covering the full extent of the curriculum. Integration of the curriculum should be done. Inside new curriculum 70% of the subjects are connected with nursing sciences and 30% with medical sciences.*

**Indicator 2.2 Demands Professional and Academic Alignment**

Assessment criteria:

The development of knowledge by students when there is an interaction between the education and the scientific research within relevant disciplines. The program matches with the developments in the relevant scientific discipline(s) by demonstrable connections with topical scientific theories. The program guarantees the development of scientific research skills. With certain courses, there are demonstrable connections with the topical practice of the relevant professions.

* Attention in the curriculum for knowledge development;
* Attention in the curriculum for skills that support professional functioning;
* Attention in the curriculum for work field experience: interaction with professional practice, attitude, content, level and guidance of practical training final projects, etc.;
* Alignment with recent (international) developments in the field/discipline and professional practice (among other things, as researcher);
* Research alignment of the study program; among other things: feedback of (own) research to the study program, active involvement of students in research within the study program;
* Attention in the curriculum for development of research skills – conveying the research attitude – research skills. Interaction between study program and academic services.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Weakness in this field especially concerning the lack of the feedback from the institutions about quality of the students. Internal organization of professional and academic alignment should be pointed as one of the main strategic points in the future institution development. Inside curriculum on the bachelor level should be introduced scientific research subjects, students can gain some basics about research methodology and research methods. In the end of nursing education it should be organized evaluation of students knowledge and skills and on that way match results with proclaimed knowledge and skills. Apart from the University hospital no major stakeholders are involved in the preparation of the curriculum. No real feedback from major stakeholders about professional competences which should poses one graduate in the end of the studies.*

**Indicator 2.3 Coherence Program**

Assessment criteria:

Students take a coherent course program with regard to content.

* Sequential structure and coherence of the curriculum in terms of the standard process;
* Harmony of the curriculum in the cooperation with other university departments and institutions;
* Relation between the curriculum and flexible learning process.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of end on the consideration of the following:

*Standard coherence in nursing education, preclinical and some basic nursing subjects followed by clinical subject could be seen inside curriculum. Nursing students are introduced with clinical practice in the second year and should be introduced even in the first year as important step in curriculum reform and should be followed by adequate use of laboratory equipment (Laboratory for clinical skills). The curriculum is proposed and adopted in the Departments, afterwards they go to be approved by the Faculty Council and then approved by the senate of the University. The final step is that the curricula is sent to the Ministry of Education and Sports.*

*Skhodra nursing schools is one of the best schools in Albania concerning ration between nurses and doctors. Nurses are involved in practical part and labs in many aspects in teaching process.*

*Faculty has two skill labs which are in full usage. The practical education should be additionally improved and quality parameters should be introduced to control the efficiency of education.*

*School for nursing did not develop matrix of competences so it is very hard to speak about horizontal and vertical coherence of the program. So strong recommendation is to develop matrix in the future and then to precisely define who is giving what inside new curriculum. On this way unnecessary repetitions and missing of some important topics will be avoided. This is very important for understanding who is giving what inside curriculum.*

**Indicator 2.4 Workload**

Assessment criteria:

The actual amount of study hours per academic year is being checked and reaches the standard of 60 credits.

* The study program fulfills the formal requirements with regard to the size of the curriculum for bachelor :
* It is possible to follow the program adequately since factors that hinder the learning process are being eliminated as much as possible;
* Study time measurements and follow-up;
* Agreement between estimated and actual study time;
* Spread of the study time in the study program;
* Presence of factors obstructing or promoting study and any steps.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*The study is integrated and contains 3 academic years of 60 credits each. This means that, in total, a study program of 180 credits is organized and two more master years 120 ECTS in total. Law on Higher Education defines that the curriculum can provide a minimum of 20 hours to 25 hours of instruction per week. The same Law defines the volume of studies presented in the sum of ECTS credits. A total of 60 ECTS credits corresponds to the average total student engagement in a 40-hour working week during one academic year. This, study program is in line with the formal requirements with regard to the minimal duration of an international accepted nursing education. Ratio between practical and theoretical part is 50:50. Still is problematic to reach total of 4600 hours inside curriculum. Internship is organized once per year and is organized using structured approach. According to the description of the curriculum the student workload fulfills the requirements. There should be an internal quality control mechanism to assess the reality of workload in comparison to the accepted form of the curriculum. Credits should be used not only for labeling but also should be used for final touch to the curriculum on the way that courses which are bringing more competences should be graded with more ECTS points. The faculty conducts a survey of students in relation to compliance of predicted and actual workload.*

**Indicator 2.5 Coherence of the Organisation of the Learning Process and Contents**

Assessment criteria:

The structure and the content of the curriculum are coherent and it is in line with modern didactic approaches (new teaching methodologies, innovations in teaching, etc.). The quality of the educational resources is high and there is an alignment of the learning resources with the didactic concept and the objectives (at study program level).

* The didactic concept is in line with the objectives;
* The work forms are aligned with the didactic concept. Work forms used (lectures, working groups, project work, practical work, self-study, workshops, etc.);
* Alignment of the didactic work forms with the objectives, the didactic concept and the characteristics of the student intake;
* Attention for recent educational developments at home and abroad in the didactic concept and its elaboration;
* Variation of educational forms;
* Educational resources used and quality (syllabi, guides, courses, teaching and learning aids, etc.): Alignment of the learning resources with the didactic concept, the objectives (at study program level and study program component level) and the characteristics of the student intake.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*In general there is good intention for introduction of new teaching methodologies and alignment of the didactic method with the objectives. Due to the CCNURCA projects some nurses are trained for introducing new modern didactic approaches like PBL, mind mapping, clinical skills labs, Payton 4 steps and etc…). Methodologies are not disseminated among staff especially among clinical staff. Nurses on the faculty are using some of new modern teaching approaches. What is good in Skhodra mostly nurses are involved in practical teaching. Skill labs are equipped and established. Part of practical exercises is performed on the experimental field of nursing at Regional Shkodra Hospital and Health public Directory. A part of the students who are not from Shkodra can have this at their home town at the respective institutions.*

*Core group of nursing teachers are very important precondition for introducing new approaches. Examination methods like OSCE stations are not used in practice. Assessment methods should be changed on the way that proclaimed LO are examine and should be good combination of continual assessment and final evaluation. Also introduction of new methodologies are very welcomed. Good thing is that examination system is done by commission formed on the study program. In this connection it should be discussed to use modern methods of examinations beside written and oral examination. Training of teachers for new approaches should be implemented on regular way. Special accent should be put on training of mentors and training of clinical staff.*

**Indicator 2.6 Final Thesis**

Assessment criteria:

Before obtaining the master’s degree students have to make a final project, by which the student has to prove his/her analytic and synthetic capability or independent problem solving capability on academic level or his/her artistic capability. The final project reflects the general critical reflection of the student’s intentions to do research.

* Place/relative weight of the thesis in the study program;
* Content and concept of the thesis;
* Preparation for the master’s thesis;
* Guidance of the thesis;
* Cooperation between students and researchers;

Cooperation between students and the professional field;

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Within the study program of nursing there is the final (graduation) work. Way of writing the final (graduation) work is defined by special act of the Faculty. The final work is evaluated with five ECTS point. Theme of final work is defined in agreement between student and a mentor (a teacher in the subject to which the theme applies). The mentor shall nominate the Commission (Chairman and two members) for the evaluation and defense of thesis. The mentor refers student to the methodology of graduate work, setting up the experiment, method of collecting and processing data, literature and otherwise helps the student. Mentor is required to inform other members of the Commission on the methods and manner of final work. Final paper can be based on the own research and then written as a scientific or technical work on the basis of obtained tasks or selected theme can be processed on the basis of the literature in the form of essays.*

*New approach is to dismiss final thesis and to keep only state exam. Problem with the State exam is it’s prepared by doctors and that should be changed in the future.*

**Opinion on Criterion 2, Curriculum:**

Based on the opinions of:

Indicator 2.1, correspondence between objectives and the content of the program:

Indicator 2.2, demands professional and academic alignment:

Indicator 2.3, coherence programme:

Indicator 2.4, workload:

Indicator 2.5, coherence of the organization of the learning process and contents:

Indicator 2.6, final thesis:

The assessment panel holds the opinion that generic quality, concerning criterion 2, is presented in the study program.

**Criterion 3. Staff**

**Indicator 3.1 Quality of the Staff**

Assessment criteria:

The staff is qualified for the educational, organizational realization of the program. They are also qualified to take care of the content of the program.

* Human resources policy (including recruitment, determination of tasks, appointments, promotions, evaluation procedure, advice and decision making bodies);
* Impact of substantive, educational and didactic qualities in the recruitment and promotion, evaluation and monitoring of the staff;
* Policy with regard to the staff for educational activities;
* Factors obstructing the pursuit of a good human resources policy;
* Professionalization (life-long learning approach) of the staff;
* Expertise of the teaching/academic staff (substantive, educational and didactic);
* Involvement of the teaching/academic staff;
* Technical, administrative and organisational expertise of the staff;
* Introduction and guidance of staff and equal opportunities policy.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Staff mainly is motivated for teaching, there is more nurses than on other places but there is still lack of nursing staff. The policy of the University of Shkodra "Luigj Gurakuqi" is to attract qualified staff, mainly with scientific degrees and titles and standards set in the Development Strategy of the Institution. In order to meet the needs for the qualified academic staff, it is paid attention to the fact of hiring professionals with experience in the academic field. The recruitment of academic staff is conducted in accordance with the rules of USH for employment (2009). Criteria for hiring full time academic staff are provided in Article 9 of the Regulation "criteria for the employment of full time academic staff ", but Articles 6, 7, 8, 15, 16, 17 are very important too. Criteria for hiring full time academic staff*

*The main problem is the lack of enough full time teaching staff but this problem is recognized and there is important trend to increase number of own human resources.*

*Staff should be supported to go for international mobilities. Internationalization of this study program must be supported. There is no staff development programs on the faculty and no regular trainings for teachers. Those trainings should be introduced on regular basis.*

*The whole process of passing of teachers from one position to another is regulated by university bylaws. Improvement of criteria and raising level of competences to be teacher should be done. On that way research should be stimulated. There is need of support from the management to give the staff more time and financial support for research processes and publications. LLL courses should be introduced.*

**Indicator 3.2 Demands Professional/Academic Alignment**

Assessment criteria:

For some courses it is necessary that a sufficient amount of staff members have knowledge and insight with regard to the profession. The course matches with the following criteria with regards to the effort of staff made within a professional, academic education:

* Professional experience and knowledge of the professional practice among the staff with educational or education-supporting tasks;
* Research expertise and research activity in the practice and the development of the arts;
* Range of specialisations among the staff with research tasks;
* Educational contribution from the professional field and the staff’s international contacts, including feedback with regards to the study program, the participation in international networks and the partnerships with domestic and foreign partner institutions.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *Demands for the academic promotion are well defined and if consistently followed it is good basis for assurance of professional experience and expertise. It is recommended to implement a strategy for research work at the faculty including the support of the teaching personnel. Using records of scientific workers provides certain register of academic staff publications. Certain number of assistants continues their training, under the second and third cycles, at the universities from the Western Balkans (Serbia, Montenegro). Such practices enable assistants to widen their experience and improve their knowledge and use it during scientific-teaching process at the Faculty. Since 2012, Faculty organizes an international scientific symposium (<http://www.unishk.edu.al/sq>,konferenca), which is a convenient way to publishing scientific results of the teaching staff. Through involvement in the scientific - research projects, staff is able to actively participate in research. Using different conditions, the continuity is achieved with the cooperation of institutions and individuals from abroad. The faculty has concluded bilateral agreements on cooperation with the Faculty of Technical Medicine sciences Tirane, University of Florence, Italy. The department is also part of the Tempus project CCNURCA. In the field of cooperation with international scientific and educational institutions activities has been intensified in recent years. Nurses should be able to go in for PhD studies . Good thing is that they can teach with master position. Good thing is that old qualified nurses coming from the nursing secondary schools in the past are re-qualified. There is no secondary nursing schools in Albania.*

**Indicator 3.3 Quantity of Staff**

Assessment criteria:

A sufficient amount of staff is being appointed to organize the course with the desired quality. Human resource policy is organized in a good and proper way. Recruitment policy is based on good selection of staff.

* Size of the workforce;
* Size of the workforce in proportion to the number of students;
* Ratios between the various categories of staff;
* Number and percentage of visiting professors;
* Age structure;
* Share of the various staff categories in education and research.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *In total there is 10 full-time employed staff members and out of this number there are 6 nurses (3 “Docent”, 2 PhD and 3 Msc), one physiotherapist (Msc) and 3 doctors (one other is PhD and another Prof.as). There is still lack of staff but there is positive trend for the future. There are more than 40 mostly nurses who are involved in the practical clinical training. Maximal teaching load of staff is 150 hours per year for part time staff. There is a lot of young staff, who showed that they are very satisfied with teaching process at Skhodra nursing school. For internationalization purposes and for quality of the program it would be very important to continue to have guest teachers and professors. School has good connection with Italia and teachers from Italy are running physiotherapeutic course. Current project should be used to establish contacts and also to enhance mobility of staff through bilateral contacts with other partners and through K1 Erasmus plus action with EU partners.*

**Opinion on Criterion 3, Staff:**

Based on the opinions of:

Indicator 3.1, quality of staff:

Indicator 3.2, demands professional/academic alignment:

Indicator 3.3, quantity of staff:

The assessment panel holds the opinion that generic quality, concerning criterion 3, is just presented in the study program.

**Criterion 4. Students**

**Indicator 4.1 Assessment and Testing (Learning Assessment)**

Assessment criteria:

By means of assessments, tests and exams, students have been adequately tested. The learning assessment is in accordance with the proclaimed learning objectives (parts) of the program.

* Student guidance during assessment;
* Organisation of tests and examinations;
* Various assessment standards with regards to the objectives of the study program components and the study program as a whole: concept, orientation of the evaluation to the (integrated) tests of knowledge, insight, skills and attitudes, degree of difficulty;
* Criteria and method of the assessment by the evaluators;
* Criteria and method of the assessment by the examination committee;
* Transparency of the assessment: Familiarity of students with the requirements connected to the evaluation;
* Familiarity of students and staff with the assessment procedures;
* Quality assurance of examination matters.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Student’s assessment is conducted in two parts: continued assessment during the year/ semester and the final exam assessment. Continuous assessment during the year/semester represents 20-40% of the final assessment. The percentages of the continued assessment during the year and the final evaluation are done by each professor and it is also written in each program / module. The continual assessment of the students during the study process on all courses is regulated in a way that students can collect credits which count for the final exams (30%). Final exam is count for 70 %. Commissions are organized for examining of students what is good for transparency of the process. Passing rate is satisfactory, there is not big drop out rate. The whole examination process is very transparent and described in details in SER. The quality assurance of the whole process is provided, we are not convinced that LO and objectives of different courses and modules are in accordance with examination system. The teachers should be work more on this issue. Students know in advance about examination procedure and generally know what they are going to be examined.*

**Indicator 4.2 Practical Training**

Assessment criteria:

The practical training enables students to acquire practical experience. Students develop professional skills and attitudes required for the independent practice under guidance and under conditions of increasing independence. The training is the result of an independent study on a problem that is relevant to the study program and the field of action. The results of the training reflect the student’s reasoning capacity, the information processing and critical reflection capacity and the competence in applying solution strategies in problem situations from professional practice.

* Place/relative weight of the practical training/thesis in the study program;
* Contents and concept of the practical training;
* Preparation for the practical training;
* Guidance in the practical training;
* Assessment of the practical training.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Practical part inside curriculum is clearly defined inside sillabi of different courses. Students do not have catalogue of knowledge and skills but have some procedures for performing some skills. Institution has two training units for practical work with training equipment (skills labs), Models and phantoms should regularly modernize. Faculty should developed or adopted catalogue of the skills developed in the project in education and assessment in practical training and Catalogue for internship. Students are divided into groups for practical training (11 students per group), for seminar 80 students are divided into three groups. Internship is organized every year. Professional practices are developed in state or private institutions or enterprises under the direction of professor assigned by the department. The duration and period of professional practice are defined in relevant curricula. The nursing file is assessed with 30 points. General objectives of the internship and professional practice is very well defined. The nursing file is the only document that must be completed by the student during the obligatory practice and the independent practice. Nursing file is personal and can’t be given to others. Nursing students can’t skip practical exercises and up to five absence they can repeat them and that can be organized by department. During internship the assessment of the practical skills is done at the department where this practice took place. Payton Methodology is used. The final evaluation is made by the evaluation committee of professional practice, after taking all grades of the weeks and by fulfilling the nursing file. Practical training as the basis of nursing education should be integrated into the quality control measures of the faculty and as an important part of examination. Groups for practical work on the clinics are appropriate.*

**Indicator 4.3 Conditions of Admission**

Assessment criteria:

Content of the program fits in with the qualifications of the incoming students. Admission procedures are clear and transparent.

* Internal procedures for admission of students;
* Characteristics of the student intake and related policy;
* The curriculum is in line with the preliminary training;
* Specific activities with regard to the alignment between the preliminary training and the study program.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *Well defined internal procedures for admission. School asked for 80 students to be enrolled every year. There is no preparatory program before admission. Students are enrolled based on the results taken after the test organised by the Ministry of Science and Sport. Students are ranked according to marks gained during previous education.*

**Indicator 4.4 Student Involvement in the Improvement of the Teaching/Learning Processes**

Assessment criteria:

The institution evaluates the curriculum and the teaching processes itself by introducing student enquiries and satisfaction questionnaires. Student representatives are involved in the decision making process and in the managerial structures.

* Handling the results of enquiries;
* Influence of students on curriculum;
* Participation of students in different decision making bodies and influence on managerial structures.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *There are attempts to engage students in the new curriculum. Statute of the University is defining position of students. Senate of the University is consisted of 21 members and two of them are students. Students should be involved more actively in the decision making processes, there feedback is important for the development of the curriculum. Generally students are presented by their representatives in all important bodies but they are still rather passive in decision making process. There is a regular evaluation of the program by students every year and feedback of the students should be taken very seriously for changes of the curriculum and improvement of the complete program.*

**Indicator 4.5 Measures for Promoting Mobility, Including the Mutual Recognition of Credits**

Assessment criteria:

The existence of bilateral and multilateral agreements with domestic and foreign institutions for the exchange of students. Participation of institution and students in different exchange programs. Existence of ECTS and/or internal credit system

* Existence of bilateral and multilateral agreements in the country and abroad;
* Existence of student exchange programs;
* Acceptance of credits gain during exchange programs;
* Existence of ECTS or other credit systems.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *Exchange program for students is existing with other Albanian schools especially with Tirana and Dures but not with nursing schools outside Albania. They signed now K1 mobility agreement with some Turkey universities. ECTS as basis for student exchange exist. More bilateral and multilateral agreements needed as basis for exchange of students and teaching staff. There should be more support for the international mobility of the students (information and mentoring for Erasmus programs etc). University international office and management team from the faculty should put more efforts in organizing this.*

**Indicator 4.6 Coaching of Students**

Assessment criteria:

Coaching system is introduced. The coaching and the providing of information meet the students’ needs.

* Existence of coaching system and regular consultations;
* Way of coaching students.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*The importance of adequate coaching of students is recognized. There is no organized mentorship for students on bachelor level on the clinics. Academic staff is required to, by production of independent tasks and preparations for exams, help students through organizing consultations. If less than 25% of students who attend classes regularly and take the final exam passed, the teacher is required to held group consultations.*

**Indicator 4.7 Information, Consultation and Complaint System**

Assessment criteria:

* Way of handling students’ complaints;
* Measures for student support;
* Information and advice during the study program by the study program/central services;
* Communication of educational objectives as well as education and examination regulations;
* Organisation and guidance of international student exchange (including guidance for and integration of foreign students).

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *There is a procedure for students who have some complaints. The management team is in charge with dealing with complaints. Evaluation with questionnaires is done by the students. The organization of the questionnaire is organized in a good way. Results and consequences of the evaluation should be made transparent to all structures on the faculty. Corrective measures after getting results should be introduced. Prospective students can get information about the study through the "Student Guide" which is available on the website of the Faculty. Through bulletin boards and the website, students are able to promptly get information about all activities related to the study. All results of the pre-examination obligations and final examinations are published on the website with clearly defined procedure. Students have accepted this practice and find it as a relief for them. There are still no foreign students. Students are generally satisfied with study program of general nursing (teaching program, teachers and possibilities).*

**Opinion on Criterion 4, Students:**

Based on the opinions of:

Indicator 4.1, assessment and testing:

Indicator 4.2, practical training:

Indicator 4.3, condition of admission:

Indicator 4.4, student involvement in the improvement of the teaching/learning process:

Indicator 4.5, measures for promoting mobility, including mutual recognition of credits:

Indicator 4.6, coaching of students:

Indicator 4.7 information, consultation and complaining system:

the assessment panel holds the opinion that generic quality, concerning criterion 4, is presented in the study program.

**Criterion 5. Means and Facilities**

**Indicator 5.1 Material Aspects**

Assessment criteria:

Housing and facilities are adequate to realize the program. Teaching tolls are adequate for introducing new teaching methodologies and for introducing innovations in teaching process.

* Policy on premises and facilities;
* Size and quality (= degree to which they are geared to the objectives of the study program) of lecture halls;
* Practical rooms and laboratories;
* Library facilities; books and periodicals;
* Self-study centres;
* Computer facilities;
* Study program-related research infrastructure;
* Student and teacher facilities;
* Accessibility of the facilities;
* Size of the available financial resources.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Study program poses own building but program deserve renovation of the teaching rooms with the modern equipment for teaching and research. Faculty also poses some equipment and computer room with 30 computers for regular realization of teaching process. New equipment found in the project is in the practice. School poses two skill labs and few other rooms for physiotherapy exercises and regular ex cathedra teaching.*

*Financial incomes does not ensure the stability and future development and have to be improved. The total financial dependence from the government makes it impossible to the faculty to manage a necessary financial budget. School must find other possibilities and solutions to insure more own funds. School has a library. There are not enough books on Albanian language for students . There are some books on English language. Development of library, increasing the number of books is necessary. There is not enough literature for everyday teaching. Management has to find a way to provide access to electronic databases what is beside modern equipment precondition for good research. The University of Shkodra has agreements with Shkodra Regional Hospital (SHRH) and the Public Health Directorate (PHD) for the development of the students' professional practices. They are using facilities of the Ambulatory Service of Physiotherapy “Madonnina del Grappa” where students who attend their studies in Physiotherapy have their professional practices.*

**Opinion on Criterion 5, Means and Facilities:**

Based on the opinions of:

Indicator 5.1, material aspects

Commission opinion: Partially satisfied

**Criterion 6. Internal Quality Control**

**Indicator 6.1 Evaluation Results**

Assessment criteria:

The course is being evaluated periodically through usage of different testable targets. Systematic measures to follow up on the teaching process are introduced. Quality structures are established and the quality of teaching within the study program is permanently monitored.

* Description of the quality policy and of the approach of the internal quality assurance;
* Existence of quality structures;
* Depersonalised summary of the measured results of the study program;
* Dynamics of evaluation procedures;
* Usage of results obtained during evaluation process.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *Structure necessary for quality control exist at the university level but not on the program level. Quality documents are existing on the University level and some of them on the Faculty and study program level. SER report is done on time and is example for other programs in Albania how the structure of the one report should look like. SER team devoted a lot of time to this job and did it on a very good way. Permanently monitoring of teaching process is existing. Formal usage of the results of evaluation process, but no usage for the improvement of the teaching process. Good thing is that program is preparing every year SER for accreditation purposes initiated by State. Currently Albanian universities are in the process of institutional accreditation an all programs are obliged to prepare SER. Evaluation procedures are done using questionnaire every year. Major complaints of students are about problems with the heating of the building during winter, lack of books in the library; learning facilities are not good enough and the methods of working in the library should be improved. From time to time there are also problems with the consultation process of teachers who who are part time employed. They are not coming regularly for consultation and time of consultation process is changing. Work of student service should be longer. Information about dates and time of exams should be sent on time.*

**Indicator 6.2 Measures for Improvement**

Assessment criteria:

The results of evaluation are the starting point for a strategic and operational approach in the introduction, the improvement and the development of demonstrable measures necessary for the realization of the educational objectives. Improvement measures are based on threats and weaknesses noticed during the evaluation process.

* Degree to which past targets were achieved;
* Degree to which the targets for the future are well founded;
* Improvement actions in the study program (allocation of resources, designation of responsibilities and powers, planning and monitoring project management);
* Special attention for the response to findings and recommendations of the former assessment visit and results of student evaluations.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *After drawing up the university (integral) report on self-evaluation, it is considered at the session of the Senate of the University. Senate, by its decision, bound bodies of the Faculty, department or individual to take appropriate measures to remove the identified deficiencies. Satisfaction questionnaires are introduced to students once a year in hard copy as we mentioned before. The results and the consequences out of the results should be made transparent to all groups of the faculty. Alumni is not involved systematically in improvement of the curricula. Program has contacts from time to time with ex students.*

**Opinion on Criterion 6, Internal Quality Control:**

Based on the opinions of:

Indicator 6.1, evaluation results:

Indicator 6.2, measures for improvement:

Opinion of the commission is that criterion is satisfied

Some results:

1267 students graduated until now. 80% of nurses who work at Shkodra Regional Hospital and Directorate of Public Health are graduated students from Skhodra University. Students from university also work at "Mother Teresa" hospital in Tirana. In Italy, there are over 50 students who are employed, both in the private and public health sector. Some ex students are employed in the USA, Canada, Sweden and Norway. Many students are also employed in Greece. Regional Hospitals of Lezha, Puka, Tropoja, Kukes, Malesi e Madhe and Has have the largest number of students employed. Passing rate of students is regularly monitored. The percentage of the students who pass is monitored by the system with the new version ESSE3. Passing rate is 92% from I to II year and 52% from II to III year.

Providing more staff in the future will give possibilities for forming nursing faculty what should be a strategic goal.

**Global Opinion**

The assessment panel based its opinion and its motivation on the following sources:

* The conducted interviews with all parties concerned,
* The available documents during the assessment visit,
* The requested documents,
* The study program’s reaction on the assessment report.

Based on the opinions of:

Criterion 1, educational objectives and learning outcomes:

Criterion 2, curriculum:

Criterion 3, staff:

Criterion 4, students:,

Criterion 5, means and facilities:

Criterion 6, internal quality control:

the assessment panel holds the opinion that there is a generic quality present in the study programme.

**Overview of the Opinions**

|  |  |  |
| --- | --- | --- |
|  | Indicator Score | Criterion Score |
| Criterion 1: Educational Objectives and Learning Outcomes |  |
| Indicator 1.1 Level and Orientation |  |  |
| Indicator 1.2 Domain Specific demands |  |
| Criterion 2: Curriculum |  |
| Indicator 2.1 Correspondence between Objectives and the Content of the Programme |  |  |
| Indicator 2.2 Demands Professional and Academic Alignment |  |
| Indicator 2.3 Coherence Programme |  |
| Indicator 2.4 Workload |  |
| Indicator 2.5 Coherence of the Organization of the Learning Process and Contents |  |
| Indicator 2.6 Master’s Thesis |  |
| Criterion 3: Staff |  |
| Indicator 3.1 Quality of Staff |  |  |
| Indicator 3.2 Demands Professional/Academic Alignment |  |
| Indicator 3.3 Quantity of Staff |  |
| Criterion 4: Students |  |
| Indicator 4.1 Assessment and Testing |  |  |
| Indicator 4.2 Practical training |  |
| Indicator 4.3 Condition of Admission |  |
| Indicator 4.4 Student Involvement in the Improvement of the Teaching/Learning Processes |  |
| Indicator 4.5 Measures for promoting Mobility, Including the Mutual recognition of Credits  |  |
| Indicator 4.6 Coaching of Students |  |
| Indicator 4.7 Information, Consultation and Complaining System |  |
| Criterion 5: Means and Facilities |  |  |
| Indicator 5.1 Material Aspects |  |  |
| Criterion 6: Internal Quality Control |  |
| Indicator 6.1 Evaluation Results |  |  |
| Indicator 6.2 Measures for Improvement |  |
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The opinions are applicable to: University of Shkodra, study programme of Nursing

**Appendice**

**Dejan Bokonjic**

**Belinda Drieghe**

**Mirza Oruc**

**Willem vanden Berg**

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Site visit schedule

|  |  |  |
| --- | --- | --- |
| **Date 17.11.2016** |  **Skhodra nursing school** |  |
|  |  |  |
| 09:00-09:30 | Study program | Meeting with self assessment team |
| 09:30-10:00 | Study program | Meeting management |
| 10:00-11:00 | Study program | Meeting academic staff (also representatives of clinical staff) |
| 11:00-11:30 | Study program | Coffee break |
| 11:30-12:00 | Study program | Meeting students  |
| 12:00-13:00 | Study program | Meeting self assessment team and peer review meeting (preparation of the oral report) |
| 13:00-14:00 | Study program | Program tour |
| 14:00-15:00 | Study program | Lunch break  |
| 15.00-15.30 | Study program | Oral report |