EDUCATIONAL QUALITY ASSESSMENT

**School of Medicine – Study programme Nursing at University Zenica**

An evaluation of the quality of the Nursing Education at the School of medicine – study programme Nursing at University of Zenica

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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 **School of Medicine – Nursing Programme at University of Zenica** 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 **School of Medicine – Nursing Programe at University of Zenica**  includes the following members.

Chairman: **André Govaert Phd**

**Expert 1 Belinda Drieghe**

Expert 2: **Bokonjic Dejan PhD**

**Expert 3: Lubica Rybarova PhD**

Administrative member: **Willem vanden Berg**

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* 1. **Task Description**

Based on the 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 **School of Medicine – Nursing Programme at University of Zenica** 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 despite the fact that they did not get 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

Faculty of health sciences is established on 2005 as part of University of Zenica with one study programme – general Nursing. In 2011 Master programme is established – academic master. Bachelor programme last for 3 years – 180 ECTS credits while Master programme last for 2 years with total of 120 ECTS credits.

Faculty change it statutory regulations (name and organisation) in March 2016 and it is renamed to School of Medicine with two study programmes General medicine and Generals Nursing on bachelor level and master programme in General Nursing.

Study programme of medicine is integrated programme of 6 years (360 ECTS credits)

Study programme of general nursing is 4 year programme (240 ECTS credits)

Master programme of Nursing is now 1 year (60 ECTS credits).

Faculty until now has more than 500 graduate nurses and more than 30 master nurses.

People involved in SER meeting from Zenica side were:

Prof dr sc Salih Tandir – Dean

Mirza Oruč MA – QA manager

Adnan Mujezinović – teaching assistant

Doc dr sc Harun Hodžić - representative of stakeholders and teachers

Amela Bedak MA – teacher or practical skills

Armina Babić MA – teacher of practical skills

Aras Borić – university librarian

Adisa Krehmić – Faculty general secretary

Students Adi Hadzić, Amar Ljevaković, Haris Mahovkić, Lejla Selimović, Nedzlla Međuseljac, Amina Ibraković, Harun Hrustić

**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**:**

*General objectives are well defined inside new curriculum. Objectives are defined by management team of the faculty. LO are also defined during CCNURCA project. So as final output of the program we can see in new curriculum that for each course on paper it can be seen what knowledge, skills and attitudes graduate students should poses in the end of the studies. Professors from different departments got LO defined by management team and they defined some aims of the courses where they are teaching. LO are defined for every course and they are part of ECTS description file of every course.*

*Matrix of competencies is developed within the project activities and it is reflected to the new existing curriculum .*

*There is a clear procedure for curriculum innovation and it involved all University, Faculty, Stakeholders and other structures in development of curricula.*

*Learning Outcomes and general objective of the programme are in coherence with final competencies and reflect the qualification of nursing profession. There is lack of NQF but this programme is in coherence with EQF.*

*Ratio between practical, theoretical and research is very good balanced.* .

**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 programme’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:

*New curricula is introduced from period of 2015/2016 with help of CCNURCA project. New curriculum if transformed from 3 years to 4 years programme wich is fully in accordance with EU directives and regulations. Programme is Nursing oriented and implemented. Programme have international dimension and ECTS system ensure mobility and internationalization. Internship is involved after every year, practical skills are learned in training centers and medical institutions with trained mentors. NQF is not existing but programme is in coherence with EQF. There is still problem of recognition of nurses in BiH but it is problem of Legislation and still existing of level 4 of nursing in BiH health care system.*

**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 partly 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:

*Learning objectives are incorporated in curriculum, for the undergraduate level of education. New curricula is involved from 2015/2016 academic year and it is developed through legislation procedure developed by Ministry and University QA body. Formal procedure for programme revision exist and it is done every 4 years. Staff from school and hospitals were involved in process of new curricula development like other stakeholders: ministry, students and representatives of other medical institutions. New curricula involved new teaching methods and it is fully in accordance with EU Directive for regulated professions.   
Staff is trained for new teaching methods.*

**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:

Alignment of educational and professional development is very good, knowledge gained trough education is connected to professional needs. Research component reflect trough final work and final thesis which if fully research oriented. Specific courses lead to the research needs like new courses Evidence based nursing, research methodologies etc…Final work reflect overall education of nurses.

**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:

*Coherence in nursing education is evident. Curriculum represent clinical and preclinical education and theoretical and practical education. Curriculum is nursing oriented. On first year students learn basic preclinical education and start with basic nursing education. Internship is organized after every year and it is organized within medical institution. Still there is very large involvement of medical doctors in education of nurses but it is slightly changing. There is space for practical education and new training center is equipped. Matrix of competences is developed.*

**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:

*Study programmed is organized in 4 years in total 240 ECTS credits. Total number of hours is slightly above 4600 with ration 50:50 practical and theoretical work. Students workload is in accordance with education standards 1 ECTS credit is valued with 30 working hours. Workload of students is measured every year with students questionaries’ about workload and it is used for preparation and innovation of curriculum. This is the new programme and estimated time of studying is not predictable now.*

**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:

* *New teaching methodologies are incorporated in practical courses about nursing and teaching process. Within the CCNURCA project staff is trained and new methodologies are involved. Still there is no official programme for trainers.*
* *New skills lab is established and equipment is purchased and installed. There should be more support for new material, for new technologies and obtaining new space.*
* *Examination methods are improved and students have opportunity to make written, practical and oral exam.*
* *Still there are too many doctors involved in teaching process and it should be changed that more nurses are involved in teaching.*

**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:

*There is a final thesis organized at the end of bachelor studies. Students make research paper and it is presented in front of commission and it is graded for written part and presentation part. Final work is valued with 12 ECTS credits. All students take research thesis from clinical courses with nursing topics.*

*NO RECOMMENDATIONS*

**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 present partly 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 but there is still lack of nursing 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.*

*There is a very large number of medical doctors involved in nursing teaching process. There is willingness and commitment for involvement of new, young nursing teaching staff. Changes in official legislation of documents should be changed to enable nurses to be more directly involved in teaching process. Number of teaching and technical staff is satisfactory for number of students.*

*Staff have opportunity for academic and professional improvement but still there is a lack of funds for these opportunities.*

*All academic and technical staff are elected by strict rules of academic or technical conditions to fulfill the obligations.*

*Equality policy is presented by all manners.*

**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:

* *Professional experience and knowledge of staff is on high level and is presented by legislation conditions and all teacher and assistants need to fulfill all these conditions. Research expertise is on high level but still with lack of funds and support by authorities it can be improved. Staff have opportunity for internationalization trough different project activities but still there is lack of support for these activities.*
* *Staff is very committed and willing for improvement.*

**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:

*Number of employees should be increased every year regarding the demands and number of students. At the moment there is enough staff involved in teaching process but still ratio of medical doctors and nurses is not satisfactory to low number of nurses are involved in teaching process. There is a good ratio between professors and assistants. Number of visiting professors are less than 15% what is very good.*

*University and Ministry should consider changing rules and enable nurses with master to teach like the practice is in EU countries.*

*Authorities should reconsider employment of new staff.*

**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 partly 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:

* *Students are introduced with criteria and method of assessments and it is represented on beginning of every semester. Students are having practical, written or oral exam. Pre exam activities are valued and they are part of final grade.*
* *Student assessment process is transparent. There is a clear procedure for compliant and assessment methods.*
* *Students are involved in QA process through their representatives.*
* *Passing rate is 45 % from year to year.*

**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 training is organized in three different ways. Practical training is organized in training center for basic procedures, during semester there is practical education of skills within every course and after every year there is an internship in medical institution followed by mentors. Groups on practical training are prescribed by standards and it is 7-10 students per group.*

**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. There is no preparatory program before admission. There is an entering exam. 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:

* *Students are involved in every structure of QA and management organization through students representatives. In changes of the curricula representative of students are involved in teaching process.*

**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:

* *ECTS as basis for student exchange exist. Students are involved in mobility process. There were students from different countries and there are now ready for mobility of students and staff. There is a clear procedure for recognitions of credits from mobility. University has a structure of ECTS coordinators that deal with the mobility.*

**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:

*There is coaching of students through mentor system and tutor system for different ways of work.*

**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 procedure for students who have some complaints. The Management team is in charge of dealing with complaints. There is a procedure to give advice for all students. Complaints of students are well managed resolved. Communication channels with management of school, teacher and technical staff is very good and it is open. There is no formal buddy system for international students.*

**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 partially present 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 centers;
* 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 programme has changed facilities and now have building which is very good facilitated. IT equipment is very modern and it is used for teaching process. Classrooms are equipped with IT equipment and it is available for students to use.*

*There is specialized library that should be improved with nursing topics literature.*

*Study programme has equipped brand new training center by EU and WHO standards for training of nurses which is very good. Main support comes from Tempus CCNURCA project and own funds.*

*There should be higher support in funds to obtain sustainability of training centers.*

**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:

* *There is very good QA structure at this faculty and university. Students are involved in all process of QA. SER is done every year and it is used for improvement of process. Students are working on evaluation of teaching process every semester, and also on evaluation of students ECTS workload. Every programme has a QA manager and ECTS coordinator in charge for quality managements. Results from QA process are evaluated on scientific teaching council of Faculty every semester. There are clear procedures and guidelines for quality assurance management.*

**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:

* *Every year there is a clear revision of achieved goals and preparation of plan for new improvement. University is accredited by national agency for accreditation.*

**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 on that criterion partially satisfied.

**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 Korca, study programme of Nursing

**Appendice**

**Dejan Bokonjic**

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**Belinda Dreight**

**Mirza Oruc**

**Willem vanden Berg**

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Site visite schedule

|  |  |  |
| --- | --- | --- |
| **Date 18.01.2017** | **Gjirokastra 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 |
| 11:00-11:30 | Study program | Coffee break |
| 11:30-12:00 | Study program | Meeting students |
| 12:00-13:00 | Study program | Meeting representatives of administration |
| 13:00-14:00 | Study program | Program tour |
| 14:00-15:00 | Study program | Lunch break |
| 15.00-15.30 | Study program | Oral report |