***CCNURCA Quality Monitoring Visits***



***Prof.Dr. André Govaert – KU Leuven***

***Prof.Dr. Dejan Bokonjic – University of East Sarajevo***

***Report: Catherine Verriet – KU Leuven***

1. **Introduction**

**1.1. Title of the Project:**

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| Tempus “Competency based Curriculum Reform in Nursing and Caring in Western Balkan Universities”*544169-TEMPUS-1-2013-1-BE-TEMPUS-JPCR* |

* 1. **Places of Quality Monitoring visits:**

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| Albania 9th till 12th of September* University of Shkodra ‘Luigj Gurakuqi’
* University of Gjirokastra ‘Eqrem Cabej’
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* 1. **Aims and outcomes of the project:**

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| 1. The CCNURCA project addresses to the curricular reform in Health education, which is a national priority for all 3 partner countries (Montenegro, Bosnia and Herzegovina and Albania). More particularly the project concerns the nursing and caring higher education.
2. Main goal of this project is the reform of the curriculum of the nursing and caring.
3. The reform of the nursing curricula would be in line with the Bologna declaration (EQF, NQF, Dublin Descriptors…) and is aiming at introducing better contacts with the work-field, more clinical practice, more competence based training focused on learning outcomes.
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* 1. **Aims and outcomes of the monitoring visits:**

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| 1. By the end of first project’s year it was expected that the first draft of new competence based curriculum would be completed.
* So we will check the new competence based curriculum. We need in each university a presentation of the new curriculum (educational objectives, learning outcomes (particularly the practical nursing skills), teaching methodology, assessment methodology, ECTS credits, Ects description files (programme handbook) ... (program level and course units level)
1. Checking the internal dissemination (staff training) and the external dissemination of the project. (presentation in each university).
2. Capacity building
	* 1. Each WB university had a budget of 30 650 euros to further equip Nursing/Health departments in view of a smooth implementation of a competence based curriculum. Checking the equipment, implementation in the curriculum (training (of the staff) of the use of the new equipment) (presentation in each university and visit to the infrastructure for the trainings);
		2. Checking action plans for preparing and providing all material necessary for teaching of students after introducing Competence Based Curriculum. Materials must be prepared in e form.
		3. Checking action plans for tracking student performance indicators KPI and the for tracking of the clinical skills
		4. Checking of the introducing of new assessment methodology in the curriculum
3. Checking the future implementation of the pilot programme Action plan of the implementation of the pilot programme will be presented in each university.

Project proposal: Curriculum will be established from the first year of studies. For selection of students, entering exam will be organized and number of students will be defined by Ministries from the WB region. During pilot phase we will follow implementation of the new curriculum.1. Checking cooperation with professional field and ministry Presentation in each university. Presentation of each university.
2. Presentation of the action plans of all project activities by each university till the end of the project.
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1. **Introduction of Albanian education**

Next to the Bachelor programmes, there are also two kinds of Master programmes: Professional Master (90 ECTS) and Master of Science (120 ECTS).

There are at least 25 students needed to start a Master programme. Mostly, there aren't enough students for the specialised masters. That's why most universities offer more general Master programmes.

In Albania only nurses have a higher education background. No distinction is made between a caregiver and a nurse. The nurses take all tasks: dressing, feeding, etc. There are assistants who help the nurses, but these aren't recognized by the ministery.

After secundary school, the students have orientation exams linked to the courses they want to follow in university. The results of this exam is multiplied with a factor to determinate what they can study in university.

All universities have a limited amount of students, determined by the government.

There are three exam periods in higer education: February, July and September. First september starts in October and runs till January, the second semester starts in March and runs till June. The exam period of September is meant for retakes or to improve study results.

Till now there isn't a National Qualification Framework in Albania for Bachelors, Masters of PhD's.

The government decided to test all the nurses who are working in hospitals and other health centres via an exam based on knowledge. Not passing means the nurses have to follow new courses, as a LifeLongLearning programme. New centres opened in cities for the tranining of these nurses, ofcourse in close partnership with the universities and doctors.

1. **Quality Monitoring Visit University of Shkodra ‘Luigj Gurakuqi’**

**3.1. Attendees**

**University of Shkodra:**

Erard Curçija, Head of International Relations Office

Julian Kraja, Head of Nursing Department

Enuljano Pjetri, Professor

Silvamel Belisha, Professor

Sebastjan Mjckaj, Professor

**University of East Sarajevo:**

Dejan Bokonjic, Vice-Rector for International Cooperation and Quality Assurance

Srdjan Masic, IT coordinator

**KU Leuven**:

André Govaert, Visiting Professor

Catherine Verriet, Project Officer

**3.2. Introduction**

The visit started with a brief introduction of the department, by Julian Kraja:

The department of nursing started in 2001 with general nursing. It contained of a 3,5 years programme of 210 ECTS credits. In 2003, they started with the Bologna process, which resulted in a 3 year programme of 180 ECTS credits.

In 2007, midwifery and physiotherapy (in collaboration with Florence) joined. Starting from 2008, the three programmes became separate departments.

The university offers one professional master, Mental Psychology, in a 1,5 years programme of 90 ECTS credits.

Teachers must have a Master degree, they receive one year contracts. Teachers with a PhD can receive a long term contract. The teachers with a Master degree can teach Bachelor students, but not to the Master programme. Under the new (not yet approved) law the teachers without PhD will only be able to give seminars. According to the new law, the department must have at least 3 professors with a PhD title. Medical doctors are not involved except in one situation in teaching students.

The university is still too young to offer a lot of PhD positions. The professors are too young and have not always the required titles. At this moment, 4 teachers have a Master degree and 3 are under PhD studies.

Annual numbers of students: at least 80 students in general nursing, 80 in midwifery and 40 in physiotherapy (this number can’t be overreached because of the agreement with Italy). Every year about 20 students want to work abroad. For this they first have to pass and exam before getting started.

Most students don’t have any foreknowledge of nursing when starting. But some of the students come from Kosovo where they can follow nursing courses in secondary school. Those have a small lead.

The first year of the nursing studies is the most difficult. Students must have 30 ECTS to proceed the next year. 50% passes in the first year. They have 10 years to get their diploma, but the average study period is 4 to 5 years.

**3.3. New Competence Based Curriculum**

New teaching plan – see annex 1:

* In color: modules of courses above them.
* Programme of one full year.
* 4500 hours, of which 800 hours of practice in clinics (not the same as internship).
* 30% theory, seminars included.
* The internship is the individual work during the year.

Other teaching programs (not in English) can also be found in annex 2-5.

The university searches a place for the professional practice. A mentor is provided. The doctor of the clinic signs the student documents, stating the students has passed the professional practice. There are 50 mentors who are being paid, but the doctor doesn’t receive any money.

The trainees receive a professional practice plan and after the practice period they hand in a case study.

The difference between the new and old curriculum:

* The professional practice is new.
* More attention for ECTS system.
* Renewed evaluation system.

About the learning outcomes for the whole programme:

* Required reading is implemented in the programme.
* Evaluation: min. 20 – max. 40 points, each professor decides how many points for each part of the evaluation.

Example: Total of 80 points; with 30 points questionnaire, 30 points exercises, and 20 points open question.

Sometimes also oral exams, but is mentioned and agreed by professor at the start of each year.

* 30 % of the practical skills is tested by the mentor, 40% by the case study which is presented by the students and 30% by the teaching staff.
* New quotation system for the practical skills. Before there was an ABCD system, with A being excellent and D being not good. Now, points are given instead. This is easier for the students and the profs.

These quotation is given by filling in a matrix with comments. Each year the matrix will be adapted to the programme, with the learning skills.

* The matrix with learning outcomes is under construction. 3 matrixes are needed; one for the learning outcomes, one for the teaching methodologies and one for the evaluation methodologies.

**3.4. Internal Dissemination**

The university has done the work in team. Also the students have received the results and info of the project.

First product purchases are done.

**3.5. Capacity Building**

The first product purchases are done with project money; till now only computers were bought. The second part is coming and will be mainly phantoms and manikins for the capacity building.

Preparation of new teaching materials? Most new books are bought with own resources. Some books were given by the department of economics.

The University of East-Sarajevo and Zenica are working on new teaching materials (catalogue of knowledge and skills and nursing procedures). These will be send to all partners, who can adapt them to their own curriculum and needs. This will be ready later this month.

**3.6. Pilot Programme**

A pilot programme with new curriculum is not possible to do in the University of Shkodra, as they only start next academic year with the new curriculum and this is the last project year. They will have to decide about pilot project, what to choose, by the end of September.

If they first do a pilot, they will do it for every student. The professors of Shkodra are doing the same since 15 years, so it will be difficult to do differently with the new teaching methodologies. This is a process.

The pilot doesn’t have to be implemented by the whole faculty or by all professors. This can be done by 2 or 3 professors. The problem for this is that not a lot of professors are working 100% in the university. The Shkodra team has to agree to start the pilot.

**3.7. Cooperation with the industry and the government**

* There is one deputy of the ministry involved in the project.
* Industry: collaboration with the clinic, elderly houses, Italian university (Florence), faculty of nursing in Tirana.
* All students from physic therapy are doing internships abroad.
* The ministry made a new calendar of vaccinations and informed the university about it. 15 of the best students are being trained by the ministry to give (information about) these vaccinations.
* Cooperation with foreign universities where students are studying, by sending books or methodologies.

**3.8. Action plans for University of Shkodra**

* All documents (ECTS files, dates of dissemination meetings, pictures, etc.) are needed as proof. Even if the documents aren’t in English.
* The University of East-Sarajevo is working on new teaching materials. These will be send to all partners, who can adapt them to their own curriculum and needs. This will be ready later this month.
* ‘Checking of skills’ needs to be translated to English and send to André Govaert.
* Please provide us with your action plan.
* University of Shkodra to check the relation between EQF and NQF.

**3.9. Possible help from partnership**

* Help from the partnership is asked for the access to eBooks for professors and students.
* Help from the partnership is asked for professors of Shkodra to publish in international journals.
* Help from the partnership is asked for the production of a 1-day training for mentors.
1. **Quality Monitoring Visit University of Gjirokastra ‘Eqrem Cabej’**

**4.1. Attendees**

**University of Gjirokastra:**

Arjeta Xhemali, Professor

Zannira Vllaho, Head of Nursing Department

Blelau Late, Professor

Luiz Seiti, Head of the International Office

**University of East Sarajevo:**

Dejan Bokonjic, Vice-Rector for International Cooperation and Quality Assurance

Srdjan Masic, IT coordinator

**KU Leuven**:

André Govaert, Visiting Professor

Catherine Verriet, Project Officer

**4.2. Introduction**

The visit started with a brief introduction of the department:

Only a Bachelor in nursing is available in the university, but the curriculum for a new Professional Master is ready. This will offer a lot of opportunities for extension.

70 students attend the first year of nursing and midwifery, this amount is determined by the government. The faculty was opened about 8 years ago.

The passing rate at the university: 70-80% fulfills their studies within 3 years, the others can remake their exams 5 or 6 times.

The university has 6 academic staff members (fulltime), the rest of the staff members are doctors from the clinic in Gjirokastra. They are employed part-time.

**4.3. New Competence Based Curriculum**

A new curriculum is produced. The content isn’t changed, but the hours of practice are assimilated with the theory hours. The new curriculum consists of 4500 hours in total. Before this was 3000 hours theory and 1500 hours of practice, now these are equal.

Practical skills?

* There is an internship, divided in 5 practice sessions (1 in the first year, 2 in the second and 2 in the third). Before, the internship wasn’t mandatory, but now an obliged internship is added to equalize the hours of theory and practice.
* Voluntary work can be taken in consideration by the academic staff, for example working for the Red Cross. Students have to file in their certificates to prove this.
* Till last year, the practice mentors came from the clinic with support from the academic staff. But the government stopped financing this mentorship, so now this role is taken over by the academic staff. They support the internships and practice sessions for the students.
* Students that are willing to do practical sessions or internships in regional clinics must receive approval from the doctors and mentors. Unfortunately, the nurses in the regional clinics mostly haven’t enough knowledge of supporting students.
* To follow up on the practical nurse skills, the academic staff creates a checklist per student which contains the info about learned skills, hours of practical sessions, etc. This is kept in a folder per student and taken into consideration for the final evaluation when graduating.

About the new teaching methodologies and assessment methodologies:

* At this moment a consensus is found with the academic staff (6 fulltime) for the new teaching methodologies and assessment methodologies. But difficulties are expected to convince the part-time professor (doctors of the clinic and teachers from other faculties) of these new methodologies.
* The university doesn’t have the final decision with these teaching methodologies, the government has to approve.
* A new assessment method for practice will be used.

For the final exam period:

* Students are evaluated based on attendance and activity in class – 20%
* Knowledge evaluation – 80%

Students can receive a positive or negative evaluation for the constant evaluation (max. of 20%). Even if this result is negative, they can pass with 80% of the knowledge evaluation.

For the evaluation of the practice:

* Attendance of 80% is mandatory
* 1 assessment is given by nurses of the hospital
* An improvisation exercise is included
* The diploma thesis (dissertation) is practical oriented, not research based and consists of 5 ECTS credits.

**4.4. Internal Dissemination**

A dissemination exercise will be given to the nurses in the hospital, together with the universities of Shkodra and Korçë. This exercise will be coordinated by the Dutch partners, press will be invited.

Several articles about the activities have been published on the university website and the project website.

**4.5. Capacity Building**

Till now only computers, computers programs and films bought by project budget.

**4.6. Pilot Programme**

A pilot can’t be implemented for a whole year or for a limited amount of students, they can implement one for a part of the year.

A pilot programme can include offering more practical skills to the general nurses and midwifery, but it is important that this can be measured. Otherwise it won’t be possible to determine if the pilot is successful and what it can offer to the future. This depends on the decision of the rector and the academic staff.

**4.7. Cooperation with the industry and the government**

Cooperation with:

* Clinic in the city
* Red Cross
* University of Tirana
* Possibly more collaboration with universities from Greece through the Erasmus programme
* All organizations in public care sector
* Alumni: the new alumni office opened last year, with one FTE working in it. Activities are tracking of alumni, possible LLL activities, networking events, etc.
* Ministry of Education and Health: good relations, they also keep up with the several projects of the university.

**4.8. Action plan for University of Gjirokastra**

* All documents (ECTS files, dates of dissemination meetings, pictures, etc.) are needed as proof. Even if the documents aren’t in English.
* Please provide the university with Tempus stickers for dissemination.
* The University of East-Sarajevo and Zenica are working on new teaching materials. These will be send to all partners, who can adapt them to their own curriculum and needs. This will be ready later this month.
* Please provide us with your action plan, new curriculum documents, new assessment method, learning outcomes, etc.
* University of Gjirokastra to check the relation between EQF and NQF.
* Please provide us with the pilot programme plans and the measurement techniques.

**3.9. Possible help from partnership**

* Help from the partnership is asked for the setup of the pilot.
* Help from the partnership is asked for the implementation of new teaching methodologies (training is needed) and the dissemination process.
* Help from the partnership is asked for the setup of the catalogue and other materials (procedures how to do and how to implement).