

AAB College

Pristina – Fushe Campus

Application for Accreditation:

Bachelor in Nursing

Site visit on the 10nd of August 2015

At the school AAB college, Pristina – Fushe Campus

Experts Team (ET):

- Prof. Dr. Danica Zeleznik/ Univ. College of Health Sciences Slov. Gradec (SI)
- Prof. Dr. Helvi Kyngäs/ University of Oulu (FI)

Coordinator's of KAA

- Ms. Furtuna Mehmeti – Acting Director/ KAA (present at the site)

Terms of reference

AAB college is applying for the accreditation of the following program: Bachelor in Nursing (BA in Nursing).

The site visit was on the 10nd of August 2015 at the AAB College Pristina Fushe Campus and organized as follows:

- Meeting with management
- Meeting with responsible persons for the study program (curriculum, teaching, researches and recommendations)
- Visit of the facilities and infrastructure
- Expert team (ET) and KAA consultation
- Closing meeting with management of College

Additional information documents were not requested.

Report

This report is based on a self-evaluation report submitted 2 of July 2015 by AAB College (Pristina), discussions with management, responsible persons for the nursing program (curriculum, teaching, researches) and observations during the side-visit to the College 10 of August and comments of AAB College based on expert team's draft report.

1. Academic Program and Student Management

AAB is the first non-public higher education institution in Kosovo. It was established in 2002. At the beginning it provided education in one program but expanding it many other programs. The AAB College is now aiming to apply Nursing program which corresponds to the AAB College's broadly expressed mission statements, vision and principles of operation. The management and academic staff clearly described why the program is needed and how the program would contribute to higher education in Kosovo. That is also indicated in the self-evaluation report. It is obvious that there is insufficiency of the nursing staff as well as the need for upgrading their formal competencies to the degree in Bachelor of Nursing.

Structure of the Program

The program for Bachelor in Nursing as a technical numbers comply with the European Directive on the Recognition of Professional Qualifications (20005/36/EC, with amendment 2013/55/EU). The program is divided into six semesters (each with 60 ECTS) and the duration of study is three academic years, equivalent with 180 ECTS. All courses carry ECTS points and 1 ECTS is equivalent with 30 hours. Because of that whole program has 5400 hours. According to requirements of European Directive and Bologna process it should be **at least** 4600 hours (2300 hours for clinical part/1/3 theoretical part and students self-study). It is allocated hours for clinical training, theoretical studies and students' self-study. The curriculum includes 10% from 180 ECTS elective courses. Overall, the order of courses of program should be consider again as discussed during the site visit.

European directive requires that there should be at least 50% of clinical training with direct contact with patients which means 2300 hours. In program clinical training hours are according to that. Also, allocation of clinical training hours is relevant. It is still unclear how clinical training is organized and carried out. How much students can really train in clinical settings with real situations (direct contact with patients) under supervision. Clinical training is very important part of nurse's education to learn

nursing skills and to work as a member of multi professional team in direct contact with patients (individuals, families, communities) in both hospital and primary health care settings. The students need to learn to organize, implement and evaluate the required comprehensive nursing care, on the basis of the knowledge and skills which they have acquired. Addition, it is not only to learn how to work in a team, but also how to lead a team and organise overall nursing care, including preventive health care and health education for individuals, groups, within the health institute or in the community. The training need to be taken place under the responsibility of nursing teachers, in cooperation with other qualified nurses. According to European directive formal education of nurse requires training which should consist of the following two parts (theoretical and clinical). These should be clearly indicated in program.

Theoretical part

Nursing:

Nature and ethics of the profession, General principles of health and nursing,

Nursing principles in relation to; 1) general and specialist medicine 2) general and specialist surgery 3) child care and paediatrics 4) maternity care 5) mental health and psychiatry and 6) care of the elderly people and geriatrics.

Basic sciences:

Anatomy, physiology, pathology, bacteriology, virolog, parasitology, biophysics, biochemistry, radiology, dietetics, hygiene, preventive medicine and health education, pharmacology.

Social sciences:

Sociology, psychology, principles of administration, principles of teaching, social and health legislation, legal aspects of nursing.

Clinical part

Nursing in relation to:

- general and specialist medicine
- general and specialist surgery
- child care and paediatrics
- maternity care

- mental health and psychiatry
- elderly care and geriatrics
- home nursing

The aim of program itself is appropriate for degree of Bachelor in Nursing. However, expected learning outcomes and core competences and technical skills are very general level and nursing perspective is in position of minority (page 33-34). There is only some learning outcomes defined for clinical training (page 33-34) and they are very general level. As well, there is missing nursing skills from program's content and learning outcomes. However, it is prepared form for clinical placement supervision including practice placement assessment and list of practical nursing skills. But it is not available in English for 3 year studies.

There is listed the knowledge which the students need to apply but it is not mentioned knowledge of nursing and nursing science. This really reflects to whole program. The basic problem is that program is not nursing orientated. Based on outcomes and the content of program it is more medically than nursing orientated. There is some outcomes and contents focusing on nursing but they are unconnected outcomes and contents which do not cover nursing basic areas in terms of knowledge and skills. The content should also be orientated essential nursing issues such as nursing process, documentations, nursing diagnosis and evidence based nursing.

Based on self-evaluation report it is unclear how teaching of clinical subjects are accompanied by laboratory training and practice with patients. However, during the site visit that was explained. It is made pre-contracts with nine licensed professional nurse to mentor students in clinical practice. Basically this is very good and might strengthen the nursing orientation of teaching and learning. However, those nurses also are supposed to work according to program outcomes and content which do not support nursing orientation. Even there is pre-contract with licenciated nurses it has

not been specified their duties and responsibilities. However, that was explained during the site visit. Those nurses will also be educated to mentor the students.

The literature of program is partly good but partly not updated and not nursing literature. Some examples: 1) Skills for Nursing Practice by McCabe (2006). The book is nine years old and during that time skills of nursing practice is developed, advanced and moved to evidence based nursing, 2) books in course principles of infection control (see also the course nursing people and infection disease literature) are pretty old and again it is the topic where knowledge and skills to control infection is advanced during the last years, 3) Adolescent health by Rew (2005) is old and there is updated books in nursing concerning adolescents health as well as adolescents' nursing, 4) The course health and nursing of elderly books should be updated. During the last years it has been published a lot of new knowledge of elderly care and nursing 5) the course of mental health literature should be updated to the teach students to learn the latest knowledge and skills of that area 6) Nursing Research book is by Beck (2007) but there is for example updated book Polit and Beck (2014) and 7) the literature in course health promotion and education should be updated. In this area it is available a lot of new evidence based knowledge of health promotion. Very good point is that there is some literature with native language. That is important for learning even students have foreign language skills. But overall the literature should be more focused in Nursing books. It is plenty of good, updated books available.

Recommndations:

1. The content of program should be nursing orientated and it should cover the nursing areas according to European directive requirements **not only** on the titles of courses but also content and outcomes. Nursing orientation should be indicated clearly in outcomes and content of courses as well as teaching/learning methods and literature.
2. There should be clearly the content and outcomes focusing nursing skills.
3. The literature should be updated and focused more in nursing literature.

4. It is wise to consider how to calculate the hours. There is 5400 hours in the present format. According to requirements of European Directive and Bologna process it should be at least 4600 hours. Could it be better to fix hours to be 4600.
5. To carry out nursing program it is recommended to take not more than 40 students per year.

Teaching and learning

It is planned to use variety of teaching methods which are proper for nurses' education. Interesting point is that it is mentioned almost all courses as a teaching/learning methods the following: lectures, seminars, practical presentations, communication exercise, role play, group work and discussions, as well very often it is mentioned reflective thinking and case analysis. We agree that these all are very good methods for teaching and learning but we wonder if it is critically considered which are the best methods for each courses. For example in course 'principles of infection control' how it is planned to use role plays. As well, the course 'life-sciences' how it is planned to use role play as teaching and learning methods. The methods and learning outcomes do not necessarily face.

It is mentioned such methods of assessment as exam, essay, reflective essay, multiple choice of tests and clinical assessment which all are proper methods. In clinical subjects the methods of assessment are mentioned such as participation in lectures, engagement in seminars and final exam. These methods are most commonly used in nurses' education but for example participant in lecture is not necessary the proper method to evaluate learning. Teaching and learning methods do not face the content and outcomes.

Recommondation:

1. It should be critically considered which teaching and learning methods are suitable for each courses from the both perspectives teaching (teachers) and learning (students) to achieve learning outcomes.

2. Staff

There is obvious lack of national staff who are nurses. Because of that it has been made contract with international teachers and licenciated nurses. There is contracts with international teachers who are nurses (BA in Nursing) with MA of Science or PhD degree in Nursing. Addition to this there is nine licenciated nurses from Kosovo with whom it has been done pre-contract. Based on pre-contracts and the number of academic staff who are nurses it seems that requirements of the European Directive is fulfilled which explicitly defines that education of nurses should take place chiefly under supervision of nurses. Management explained during the site visit how it will be supported teachers who are nurses to do their Master and PhD degree in nursing. That is absolutely necessary to assure the academic staff qualifications (who has nurses background) for long term. At the moment it seems that this issue is considered very carefully to fulfil requirements of European Directive.

Recommendations:

1. It seems that requirements of the European Directive is fulfilled which explicitly defines that education of nurses should take place chiefly under supervision of nurses. The academic staff whose background is in nursing, international teachers as well as licenciated nurses (with pre-contract) role in teaching and mentoring must be indicated clearly. Academic nursing staff qualifications is very vulnerable issue in this nursing program. Because of this it needs to be continuously under control.

3. Research and international co-operation

There is no research yet under nursing program. This is understandable because there is not yet the program so tradition of nursing research has not yet been

developed. However, there is some national teachers and many of international teachers who have scientific publications and experiences of research. So there is conditions to get start with research. There is six Research Centres in AAB which are supposed to coordinate the research in AAB. There is good conditions for international research collaboration because of international teachers. As said earlier many of them have good qualifications and experiences also in research.

Recommondation:

1. It have to make research plan for Nursing Science Research as soon as possible after accreditation. It is wise to develop the research around the issues which are important areas in Nursing in Kosovo and then look for international partners who are interested in same topic. Our understanding is that to develop nursing in Kosovo it is needed research. The research should not be split for many small research project. It would be wise to have large projects and connect students' diploma work under those large projects.

4. Space and equipments

In general level AAB providers sufficient and proper spaces for teaching and learning. All infrastructure for theoretical part for example such as lecture rooms, computer labs and library are good. There is available databases such as Medline and Chinal which are the most important databases for nursing. There is also some new (published 2012) books of nursing and midwifery research methods with mother language which is very good.

The Laboratory for Practical Training is located in one room. There are two old fashion beds with two manikins. The most of the models and equipments are not proper for training the nursing skills. They are needed to study basic sciences which is also important. There is also lack of models and manikins to practice pediatric nursing skills as well as emergency nursing models and equipments. In self-evaluation report it is a list of equipments and supplies for the program in Nursing

within three years (appendix 7). This list covers almost all the important area and all of them are absolutely needed to educate nurses. There is budgeted money for all these equipments and models. It was argued during the site visit that it has been already done contract with company to buy the listed (appendix 7) equipments and models and that will be confirmed in case that nursing program is accerated.

Recommendations:

1. The Laboratory Training need more space and more new beds manikins, models and equipments to train nursing skills.
2. For practical reasons (e.g. schedule) it would be useful to have separated room to practice adult and pediatric nursing skills.
3. All models and equipments listed on appendix 7 must be purchased. It have to make sure that there is also equipments to practice pediatric and emergency nursing.

5. Quality Management

AAB has a well-organized and defined Quality management at the institutional level. It is the system of quality control and assurance consisting of structures, procedures and activities. The structures are: Quality Assurance Committee; Central Quality Assurance Office; and Quality Assurance Coordinators at the level of fields of studies. All these have defined roles. There is Quality Assurance Coordinator at the level of field of study and her/his duties and responsibilities are defined clearly. For quality of nursing program and its development it would be useful if quality assurance coordinator in nursing program is the people who have nursing background. To assure the quality of programs there is annual or periodic evaluation of study programmes. Also, to make sure the quality of new programs and moduls there is the rules for implementation of them. Addition to this, there are defined procedures for students' complaints. All of these support quality management.

Recommondation:

1. It is highly recommended that Quality Assurance Coordinator at the field of nursing study would be the people who have nursing background.

6. Conclusion:

Accreditation Decision: In view of shortage concerning the content of program, the **content** of courses and **outcomes** (both knowledge and nursing skills) which are not focused on nursing and nursing skills, inadequate laboratory conditions and equipments the program for Bachelor in Nursing we recommend **CONDITIONAL** accreditation. The content of program, laboratory conditions and equipments must be checked **BEFORE** the nursing program will be accredited and implemented.

Recommendations by the Expert Panel:

1. The content of program should be nursing orientated. Nursing orientation should be indicated clearly in outcomes and content as well as teaching/learning methods and literature not only on the titles of courses.
2. There should be clearly the content and outcomes focusing nursing skills.
3. It is wise to consider how to calculate the hours. There is 5400 hours in the present format. According to requirements of European Directive and Bologna process it should be at least 4600 hours. Could it be better to fix hours to be 4600.
4. The literature should be updated and focused more in nursing literature.
5. To carry out nursing program it is recommended to take not more than 40 students per year.
6. It should be critically considered which teaching and learning methods are suitable for each courses from the both perspectives teaching (teachers) and learning (students) to achieve learning outcomes.
7. It seems that requirements of the European Directive is fulfilled which explicitly defines that education of nurses should take place chiefly under supervision of nurses. The academic staff whose background is in nursing, international teachers as well as licenced nurses (with pre-contract) role in teaching and mentoring must be

indicated clearly. Academic nursing staff qualifications is very vulnerable issue in this nursing program. Because of this it needs to be continuously under control.

8. It have to make research plan for Nursing Science Research as soon as possible after accreditation. It is wise to develop the research around the issues which are important areas in Nursing in Kosovo and then look for international partners who are interested in same topic. Our understanding is that to develop nursing in Kosovo it is needed research. The research should not be split for many small research project. It would be wise to have large projects and connect students' diploma work under those large projects.

9. The Laboratory Training need more space and more new beds manikins, models and equipments to train nursing skills.

10. For practical reasons (e.g. schedule) it would be useful to have separated room to practice adult and pediatric nursing skills.

11. All models and equipments listed on appendix 7 must be purchased. It have to make sure that there is also equipments to practice pediatric and emergency nursing.

12. It is highly recommended that Quality Assurance Coordinator at the field of nursing study would be the people who have nursing background.