

EXTERNAL EVALUATION REPORT

Universi College

1. INTRODUCTION

1.1 Context

The site visit inspection dated 5-6 June 2016 was for the purpose of making recommendations to the KAA concerning: (i) Institutional re-accreditation; (ii) BSc Nursing (re-accreditation); (iii) MSc Nursing (new accreditation); and (iv) BSc Physical Culture, Sport and Recreation (re-accreditation).

1.2 Experts

Prof. Dr Danica Zeleznik / University College of Health Sciences, Slovenia (SL)

Prof. Dr Dusan Hamar / Comenius University (SK)

Prof. Stephen Adam / (formerly) University of Westminster (UK)

Ms Olena Rusnak / European Students Union (ESU)

1.3 Documents received prior to the site visit:

- Universi College Self Evaluation Report (SER) dated 2016-1217;
- Relevant previous external evaluation reports for the programmes seeking re-accreditation;
- Annex documents + syllabi;
- KAA publications: Guidelines for experts (academic programmes);
- Code of Good Practice for site visits; Standards;
- The site visit programme for 5-6 June 2016;
- Staff CVs;

1.5 Additional documents requested:

- The terms of reference of all the parts of the institutional structure shown in the diagram in the SER (page 10). *
- The full set of regulation for BSc and MSc degrees. *
- A copy of the 'Education Policy' (English version). *
- List of senior staff (including Job titles) attending the first meeting with the management of the institution. *
- A copy of the two Powerpoints: (i) Used by the Rector and (ii) used to illustrate the Quality Assurance system and processes. *

* Denotes documents received

2. INSTITUTIONAL EVALUATION (*meeting chair - Stephen Adam*)

The initial meeting was held with the following management of the institution: Dr. Dugagjin Sokoli (Rector); Mr. Fadil Luta (College Secretary); Saranda Rexha (Quality Assurance officer); Prof.Dr. Abedin Bahtiri (Dean of Sports Department); Prof.Dr. Kadir Huseyin (Dean of Nursing Department). The meeting began with a short PowerPoint presentation by the Rector that focused on the mission, priorities and history of Universi. He emphasised the mission and vision of the institution and its ambitious aspirations. He explained the core values of Universi stressing the role of research, being inclusive to minorities and the full application of learning outcomes approaches. In the longer term the institution seeks to be one of the top ten research institutions in the country and region.

Universi College was established on 15 February 2005. It is a relatively young institution. It has one campus that is located on the third kilometre of the highway Pristina-Podujeva, at the Bardhosh village, Municipality of Pristina.

2.1 Mission Statement and Strategy

The meeting was held in an open, friendly and constructive atmosphere. The external panel chair stressed that their role was to be supportive but also to: explore issues; evaluate structures, policies and programmes; and suggest improvements.

The initial discussion focused on why the Universi 'mission statement' was so broad and perhaps over-ambitious as to be more appropriate for any large, national / international, multi-disciplinary university. The initial 'mission statement', 'vision', 'goals' and subsequent 'implementation strategies', are all characterised by containing lofty aspirations (SER, sections 3.1, 3.2, 3.3, pages 7-8). This is not a negative thing in itself but over-ambitious in the context of the current institutional development. Several statements are excessive, e.g. *'Maintain and enhance leadership in research, scholarship, and creativity'* (SER page 7). Universi is a small higher education institution (HEI) specialising in Nursing and Sports related disciplines. The Rector indicated that Universi did not want to limit or narrow its ambitions. However, the current enormously ambitious mission was not really appropriate to the size, nature and realities of the institution. The stated aims associated with 'excellence' and 'quality' should be retained but related to the nursing and sports associated disciplines of the institution. Expansion and future development plans would not be constrained by this, as ambitions to widen the scope and nature of allied and appropriate studies could also be indicated. The current study programme disciplines should be directly related to the mission of the institution. Currently, there is no mention of Nursing or Sports Sciences.

The discussion then moved to explore the immediate priorities of the institution. An overall priority is to enhance faculty excellence. Other priorities include promoting excellence and leadership in research and teaching excellence. In addition, the development of the immediate infrastructure and increase in full-time staff were important. There was an advanced plan for a phased building extension to enhance facilities for existing programmes and accommodate new ones.

In the context of the institution's overarching priorities, six strategic initiatives were adopted for the next five years. All of these six strategic initiatives were laudable but are aims and aspirations (SER page 8). They identified things Universi want to do but did not indicate how these objectives were to be achieved. There was no detail exactly how the very ambitious aims were to be secured. What resources were to be devoted to each and how the various ends were to be measured and success evaluated?

The SER (section 12, pages 186-187) provided details of how the previous reports of the external team's recommendations were implemented. This useful information is welcomed.

Recommendations:

- Rethink the current mission statement to a more appropriate set of points that fit the nature, specialisations (study programmes), context and realities of the institution;
- Ensure that future development plans and aspirations are fully costed and linked to a budget, and appropriate resources allocated.

2.2 Organisation, Management and Regulations

The organisational and management structure was clearly illustrated in a diagram (SER, page 10). The diagram portrays a six-layer structure consisting of: (i) Board; (ii); Senate; (iii) Rector; (iv) Pro-Rectors (not currently appointed); (v) administrative units; (vi) - academic

departments. Following the recommendations of the previous FR Universi expert report, several of the units were made fully functional (SER page 186).

The relationships between the elements in the institutional structure were explained. Several issues arose and were clarified by additional documents received that indicated the terms of reference and process relationship between various bodies. Several questions arise from the current structure. These include the fit and role of the 'student parliament' in the system. The parliament is obviously a valuable element. The parliament meets annually. The Universi student union is affiliated to the Kosovo students union. Currently, they do not have a separate budget but are funded as necessary when The Rector gets a request from them. They are provided with an office and facilities to function. Unfortunately, only student-related issues could be discussed by the single student representative (Student President) in the Senate. The number of student representatives in the Senate would certainly need to increase as the institution expands. Furthermore, virtually all issues involve students and any limits to their rights to comment or intervene are problematic. However, involvement of students into more content-oriented issues such as learning and teaching, curriculum design and research activities could be indicated as area of improvement. The relationship between the Student Parliament and the student Councils is not clear and neither is represented on the SER diagram. Student representatives do not seem to be aware of the role and nature of student representation e.g. not trying to be involved in university affairs.

A further issue is the diagrammatic representation of the structure that interposed various administrative bodies (organisational support units) between academic departments and the Senate. Why do the academic departments (Nursing and Sports) report through the 'Mrsimdhëni, vepërmataria botuese dhe hulumtimet shkencore'? This may just be a representational inaccuracy. However, it is normal to show direct lines of reporting and power between the academic bodies (departments) and the senior decision-making Senate. There should be no filter. Academic freedom, transparency and autonomy are facilitated by democratic, transparent, open decision-making structures.

It is clear that the current organisational and management structure functions. There are naturally much closer and easier relationship in small institutions characterised by more intimate relationships. However, the structure could be improved (see the recommendations below) to be more appropriate and more effective. This will be increasingly important as the institute expands.

One Vice-rector/Pro-rector (currently none appointed) has management responsibility for the '*Office of Quality*'. It is important that quality assurance has a direct link to the Senate where such issues should be regularly debated. Similarly, the other Vice-rector/ Pro-rector with responsibility for the '*curricula*' has also not been appointed. The key issue here is not the existence of Vice-Rectors but how their important responsibilities are connected (represented directly) to the Senate by some effective mechanism. Who is taking responsibility for their structural and academic duties?

The various terms of reference of the component parts of the organisational structure are not unreasonable but will have to evolve as the structure develops to cope with a larger institution. It is not suggested that the current system is fundamentally unsound but that it can be improved.

The regulations and statutes of the institution ('*Statutes*' and '*Education Policy*' documents) were clear and reasonably comprehensive. However, these will need to be expanded as the institution and its range of programmes expands. More details will be required. In particular the rules and regulations for Bachelor and Master programmes are not generally disaggregated, as well as being relatively short. Furthermore, sections 33 (Bachelor) and 34 (Master) of the '*Education Policy*' document details the rules for research thesis.

Unfortunately, these rules are identical. There are significant differences between bachelor and master studies and the regulations must reflect this.

Recommendations:

- The role and fit of the student parliament in the system should be clarified and strengthened;
- Effective student representation and function in the Senate and elsewhere in the system (student councils) should be reconsidered and acknowledged in the formal structure of Universi;
- Student Senate members should have the right to participate in all Senate discussions;
- Students need support in understanding their role in university affairs and ensuring that they have proper representation in the Universi (e.g. through special training);
- Rethink and redraw the relationship portrayed in the diagram to ensure a direct relationship between the two academic departments and the Senate;
- The membership of the Senate should include staff representatives drawn and elected from the academic staff community (not Deans, Vice-Deans, or Heads of Department). This appears to be possible under the current terms of reference but only 'if necessary' (Statutes page 4);
- One Vice-Rector (currently none appointed) has management responsibility for the 'Office of Quality' and the other for 'Curricula'. A direct link between quality assurance and the Senate and curricula matters and the Senate should exist;
- As necessary, the assorted bodies and committee terms of reference should be revisited to accommodate the changes suggested above;
- Separate regulations for Bachelor and Master studies should exist in the 'Education Policy' rules and regulations.

2.3 Staffing, Staff Development and Research

Staff details are presented in the SER, section 6, pages 164-168. CVs were received separately in an electronic document. The relevant external experts in their reports explore their detailed expertise and suitability in section three of this report. The staffing of the institution has increased over the last year. Staff workload was discussed (SER, page 164) and it was indicated in the discussions that staff work 10 hours per week contact/ teaching hours. Non-management staff are contracted for a workload of 30 hours a week and staff with management duties contracted for 40 hours per week.

There is no specific staff development / updating plan. In addition, the staff appeared to be involved with very limited research. Some details of publications and activities are indicated (SER, page 182) but the most recent item is attendance at a conference in 2014. Staff supervision of student research and the ambition stated by Universi to 'maintain and enhance leadership in research, scholarship, and creativity' are very problematic without an appropriately resourced policy. The 'Strategic Plan 2016-2021' also seeks staff excellence including 'Provide job skills training' (page 16 and 22). None of these aspirations are possible without positive action. Many of the points in the strategic plan are excellent but denote aims and objectives and aspiration. The plans need to be put into action as soon as possible.

Recommendations:

- Universi must develop a staff development and staff updating policy and implement associated active plans. This is particularly important where existing staff were to be expected to teach on Master level programmes who previously were contracted for Bachelor level work. Furthermore, all staff should have some support and requirement for updating their knowledge, skills and competencies;
- The implementation of a system to encourage and support staff research should be realised.

2.4 Finance

The financial aspects of the institution were explored (SER section 11, pages 184-185). An intention to invest more in research was indicated. This would need to be reflected in the business plan. The SER does indicate 'research investment' but it is not clear what this currently represents. Universi does appear to operate on a relatively small budget.

Recommendations:

- Financial planning and accounts should indicate current and projected expenditure for library development and staff development and research.

2.5 Facilities, Equipment and Infrastructure

The tour of the general facilities confirmed that the overall building and facilities were appropriate. There were plans for the addition of a new building to accommodate expansion of courses. The reports by the external experts (section 3 below) include further comments on specialist facilities. The library holdings did not appear to be large and would become more problematic as accreditation of further programmes of learning is sought. Postgraduate programmes of study require serious library expenditure. From teaching staff we have learned that the college does not provide access to online databases which might be an area for improvement. However, there is still an opportunity to use National Library opened for everyone which students did not seem to be aware of.

Recommendations:

- Allocate suitable funds for future projected staff, research and library development;
- Assure awareness about learning opportunities by students (e.g. possibility to use National Library for research activities).

2.6 Quality Management

The discussion of quality management began with a useful presentation by Saranda Rexha (Quality Assurance officer). It was indicated that quality assurance in the institution had developed further since the publication of the current SER. There was a newly developed electronic student questionnaire since 2014. Currently, they do not collect alumni first destination data but intend to do so in 2016. They do get student feedback and this is linked into staff development and programme development - and issues can go to the Senate for further discussion and action. Currently they do not have a teaching and learning development policy but intend to have this soon. Teaching methodology was seen as an area of importance as was the need to introduce more a more dynamic approach towards student-centred learning. It was noted that the European Students' Union (ESU) had published two very useful documents on this topic (available and can be downloaded from their website).

The focus of the internal office for quality assurance is about gaining information and data. There is a mechanism (SER page 174) whereby twice-weekly quality assurance meetings take place and information is transmitted to the Senate. However, it is important that internal systems prevent inappropriate and non-viable proposals for new study programmes being put to the KAA. There is some evidence that this has happened in the past (see FR Universi 2015). Internal quality assurance processes need be robust enough to prevent unrealistic proposals.

The Universi quality assurance framework is appropriate and well thought out (copy provided in the Annex documents). However, it is important that the actions listed in the section "*Applying the principles*" is monitored by some internal process. How is the action required by the important 10 bullet points monitored?

Recommendations:

- A teaching and learning development policy should be developed that also links to student-centred learning, the improvement of learning outcomes and associated innovative assessment methods;
- The internal quality assurance system and processes should be strengthened to prevent the formal proposal for accreditation of non-viable programmes of study. The preparation of any new study programmes should be accompanied by some appropriate staff development, research development and resourcing plans associated with the proposal. Such plans need to be in place and effective prior to accreditation - and not just future aspirations;
- Actions demanded by the quality assurance '*Applying the principles*' should be monitored.

2.7. **Internationalisation and International Cooperation**

The role and importance of internationalisation of staff, programmes and research was discussed. Universi does plan to seek students from Turkey but there are difficult residency issues to overcome. It was indicated that there were visiting foreign professors who had come from Vienna, Turkey and the U.K. This was seen as valuable but only existed for the Sports programmes (SER page 181). Universi is keen to apply for Erasmus + funding along with suitable partners. However, currently there are no programmes in this area. There are long-term plans for a dual award degree with Turkish partners in the sports area.

It was reported that the Erasmus + office in Kosovo is now well organised and staffed. It is well placed to aid internationalisation developments in Universi. Universi management is clearly aware of the importance of internationalisation and its positive impact on staff, students and the curriculum. Cooperation with foreign institutions is an important way to help develop Universi and its plans for new programmes of study as well as to fulfil its mission statement and strategic aims.

Recommendations:

- Strongly encourage the institution to continue to develop further links to foreign institutions to strengthen the curriculum, create student and staff mobility exchanges and bring in new teaching, assessment, and delivery methods. This also strengthens the case and ability for Universi to offer further postgraduate programmes.
- Create opportunities to improve English language skill for students and teaching staff.

2.8 **Overall Conclusions**

Universi is a small, focused institution that is striving to expand its portfolio of study programmes. There is clear evidence that it functions well with good staff/student relationships. Students indicated their satisfaction with their programmes and study experience. The overall institutional environment was friendly and supportive.

The additional documents requested confirmed that the institution has a reasonable management and organisational structure. The Rector is confident and well informed about contemporary educational developments. However, there are several areas where the senior management could improve the structure, policies and processes to make them more effective and fully consistent with good practice. All the recommendations in the sections above must be considered.

It is recommended that Universi institutional accreditation is approved for a further three years.

3. **STUDY PROGRAMMES:**

3.1 BSc PHYSICAL CULTURE, SPORT AND RECREATION

(Re-accréditation of Bachelor Degree)

The report has been composed on the basis of the self-evaluation documents submitted by the College Universi as well as on findings obtained during the on-site visit of the Faculty of Sport Science, University of Priština on June 5th - 7th 2016.

3.1.1 Academic Programme

A 3 year bachelor program in Physical Culture, Sport and Recreation proposed is structured in semester modules of 30 ECTS with a total of 180 ECTS. As such, it formally complies with international recommendations requiring total of 180 ECTS.

3.1.2 Curriculum

The curriculum specified in self-evaluation document is supposed to provide basic level of both theoretical knowledge and practical competences in physical education, sport and recreation. However, such a requirement has not been satisfactory fulfilled. Not only overall composition of the subjects, but also their particular characteristics need substantial amendments in order to meet the international standards.

The title of the subject “Functional Physiology” is illogical as physiology itself deals with the functions of the organ systems of humans, animals or plants. It has to be renamed to either “Physiology” or “Human Physiology”. In addition, in version of self-evaluation report submitted, its content is not clearly differentiated from “Exercise Physiology”. Descriptions of both subjects contain unacceptable “copy and paste” duplicities. Their contents have to be rewritten to reflect the fact that “Human Physiology” covers the functions of human body generally, whereas “Exercise Physiology” deals with functions of organ systems under various kinds of exercise as well as their long term adaptation changes to systematic training.

The title of the subject “Theory and Philosophy of Physical Culture and Sport” should be shortened to “Theory of Physical Culture and Sport”.

The characteristics and outcomes of the subject “Biology of Physical Exercise and Sports” are described in a very vague and chaotic way. In fact, most of the topics of its content are covered by other subjects as e.g. physiology, biomechanics, functional anatomy, etc. In the form presented, this subject is clearly redundant and can be omitted! Instead, the subject “Anatomy” can be included. Curricula on Physical Education and Sport usually offer both, “Anatomy” and “Functional Anatomy”.

Title of the subject “Trauma and Methodology” has to be changed, e.g. to “Traumatology”. “Methodology” is used for description of basic principles and procedures of science and research and does not reflect the content of the subjects.

Another problematic subject is “Adapting in Physical Activity and Training”. Topics included in this subject are supposed to be covered in Exercise Physiology, which has enough time space to cover functional and morphological processes related to long term adaptation to systematic physical exercise. Hence, an additional subject dealing with this topic is clearly redundant. On the other hand, a subject covering the resistance training for both performance and health promotion is missing. It is strongly recommended to include such a subject into curriculum.

As they create a base for many practical subjects, Physiology and Biomechanics, currently in 4th semester, should be moved, if possible, to an earlier stage of curriculum. They can be, e.g. exchanged with Psychology in Sports and Sociology in Sports in second semester.

Generally, student work load (ECTS) in the different fields of study corresponds with EU recommendations.

Though literature recommended not always contains the most recent editions of textbooks, it can be considered satisfactory. A large amount of literature recommended is in English. This can be considered as a positive approach with the aim to provide up to date information, however, it also bears a potential problem, especially for students with lack of proficiency in English language.

3.1.3 Facilities

Faculty is situated in a modern building providing very good teaching facilities. Modern spacious classrooms are equipped with up-to-date audiovisual technique, indoor sport halls are fully sufficient for theoretical and practical subjects proposed in curriculum. Also a laboratory with sophisticated equipment for exercise testing, anthropometrical measurement and assessment of neuromuscular functions is available. Provided there is appropriately trained personnel to use them, they can greatly enhance research activities and quality of master thesis dealing with performance and health related topics. Moreover, according to information presented by management, Faculty is ready to provide, for teaching staff as well as for students, an access to international scientific databases and full text of articles needed. This would also further contribute to quality of research and teaching.

3.1.4 Finances

Considering income level and cost of living in Kosovo as well as budgetary information from previous years it seems that income from tuition fee would be sufficient to cover teaching, management and amount of research activities required by the program. For the future, budgeted allocation for research (currently 24705 EUR for 2016) has to be increased.

3.1.5 Academic staff

Documents and oral information provided indicate that there are 9 full time and 16 part time teachers to be engaged in the programme. Except for one example there are no CVs included. Nevertheless, their qualifications indicate that they formally possess the competence to teach and supervise research on a bachelor level.

However, free discussion with some of the teaching staff, namely those responsible for the theoretical subjects as e.g. Biomechanics and Testing in Physical Education and Sports revealed that there is space for improvement of their professional knowledge. It is difficult to guarantee a high quality education if the only recommended study literature is in English and teacher in charge of the subject does not understand this language. The management of the institution should use all means possible to motivate further education of the teaching staff. This does not apply only to the above mentioned subjects.

Also publication activities (13 articles in 3 years for all the staff involved in teaching) is not sufficient for university level education and research institution. Publication productivity, not only in local, but namely in recognised international journals has to be improved.

Accreditation document indicates that teaching activities are foreseen to be fostered by recognised international cooperating experts. However, their lecturing has to be supported by a qualified interpreter with appropriate knowledge of sport and exercise science terminology, ideally one of the English speaking full time teachers.

Considering that rather limited number of students is foreseen to be admitted for the program (60), the amount of teaching staff as specified above is acceptable.

3.1.6 Quality management

Regularly implemented confidential questionnaires for collecting the opinion of students, academic staff, and administrative personnel provide the basis for a continuous quality assessment. There is a system in place to take appropriate steps for improvement of teaching and management issues revealed by the anonymous surveys.

3.1.7 *Recommendations by the expert:*

The accreditation of the 3 year (180 ECTS) Bachelor Programme in Physical Education, Sports and Recreation“ is recommended to be granted.

However, faculty should:

- Change the title of the subject “Functional Physiology” “Human Physiology”.
- Shorten the title of the subject “Theory and Philosophy of Physical Culture and Sport” to “Theory of Physical Culture and Sport”.
- Change the title of the subject “Trauma and Methodology” to “Traumatology”.
- Rewrite the contents of “Human Physiology” and “Exercise Physiology” as described in above.
- Omit subject “Biology of Physical Exercise and Sports” and replace by “Human Anatomy.
- Omit subject “Adapting in Physical Activity and Training” and replace by a subject dealing with the resistance training for performance and health (e.g. “Methods and Principles of Resistance Training”.
- Move the subjects “Human Physiology” and “Biomechanics”(currently in 4th semester) to 2nd semester and “Psychology in Sports” and “Sociology in Sports”(currently in 2th semester) to 4th semester.
- Increase the pressure on the teachers of theoretical subjects (as Biomechanics and Exercise Physiology) to improve their professional knowledge.
- Stimulate staff to improve their English skills.
- Stimulate the staff to increase publication activities not only in domestic or regional, but also recognised international scientific journals.
- Students expressed their great concern about the fact they are not allowed to teach after graduation from the private institution. It was mentioned that they were not properly informed about this by entering the institution. The University has to ensure student awareness about their career opportunities and make this information accessible and public.

3.2 **BSc NURSNG** (*Re-accreditation of Bachelor Degree Programme in General Nursing*)

3.2.1 **Academic Programme and Student Management**

Nursing program (BSc) has been accredited for three years in 2013. The management and academic staff clearly described why the Bachelor level nursing 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 with bachelor degree as well as the need for upgrading their formal competencies to the degree in Bachelor of General Nursing.

3.2.2 **Structure of the Program**

The program for Bachelor degree in General Nursing is according to the European Directive on the Recognition of Professional Qualifications (2005/36/EC). 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.

According to European Directive and Bologna process nursing program in bachelor level should have at least 4600 hours (2300 hours for clinical part/1/3 theoretical part and students' self-study). The program fulfills this requirement. European directive requires that there should be at least 50% of clinical training with direct contact with patients which means at least 2300 hours. In program clinical training hours are 2430 because 1 ECTS is equivalent with 30 hours. It is allocated correct number of hours for clinical training, theoretical studies and students' self-study.

In Nursing program clinical training and laboratory training has very important role. Clinical training is done across Kosovo in the primary, secondary and tertiary settings. There are mentors to supervise students in clinical settings. The clinical training is organized and carried out in proper way.

The aim of program itself is appropriate for degree of Bachelor in Nursing. Expected learning outcomes, core competences and technical skills are logically connected to aim of program. As well each course results and learning outcomes support the aim.

The lack of literature with mother language is well recognized problem and it was discussed during the side visit. The academic staff try to do their best to prepare material, to translate it and to write and publish books. They show sample of them during the side visit.

Recommendations:

- To carry out nursing program it is recommended to take **not more than 50 students per year**.

3.2.3 Teaching and Learning

It is planned to use variety of teaching methods which are proper for nurses' education. It is also educated academic staff to use them. However, in the curriculum it is not mentioned those methods and as well almost all courses have as a teaching/learning methods the following: lectures, seminars, role play, group work, oriented problem and self-reflecting on exercise. 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 course and how to use those new methods which are developed. The students pointed out to be satisfied with teaching and learning methods.

3.2.4 Staff

There are two PhD degree candidates in nursing and two master degree candidates in nursing. All other nursing academic staff are nurses with bachelor degrees. To strengthen qualification of academic staff in terms of expertise in nursing contracts with international nursing teachers have been made. These international nursing teachers work part-time. The qualifications of academic staff is according to the European Directive which defines that education of nurses should take place chiefly under supervision of nurses. During the visit the management explained, how they are currently and how they will be supporting teachers who are nurses to do their Master and PhD degree in nursing. As well teachers pointed out being satisfied with that situation. It is absolutely necessary to assure the academic staff qualifications (who has nurses background) for long term. The quality of the teaching staff is sufficient for the nursing program, they have academic capacities and proper training in nursing, but they still don't have their own highly qualified staff. The majority of the staff is coming from other countries. They need competent local employees for a stable staffing structure.

Recommendation:

- At the moment the requirements of the European Directive is fulfilled which explicitly defines that education of nurses should take place chiefly under supervision of nurses. Nevertheless, academic nursing staff qualifications is still a very vulnerable issue in nursing program and because of this it needs to be continuously under control.

3.2.5 Research

There is collaboration with many higher education institutions all over the Europe. The collaboration is focused on development of teaching and research methodology, joint study programs, joint research programs, the mobility of students and professors. The academic staff also participate in national and international conferences. The students pointed out that even they are involved in research and have abstracts in conferences. They have to pay the fees to participate in conferences themselves.

Recommendation:

- There should be a budget to motivate students to be active in research and to participate in conferences.

3.2.6 Space and Equipment

The School provides sufficient and proper spaces for theoretical teaching and learning. All infrastructure for theoretical part for example such as lecture rooms, computer lab and library are good. During the site-visit the ET requested to see the laboratory facilities for students. The teaching room for nursing skills is fully equipped, many mannequins and models are in excellent condition.

Recommendation:

- The number of students have to be adjusted according to resources as recommended earlier not more than 50 students per year.

3.2.7 Quality Management

The school 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. At the previous re-accreditation it was recommended to prepare the questionnaire to collect feedback from students. That has been done and it has been collected feedback regularly from students. The students were satisfied with that. They also pointed out that if they have some problematic issues to solve these usually are solved in good and close collaboration with academic staff.

3.2.8 Overall conclusion and recommendation:

The accreditation of the General Nursing programme (Bachelor degree) for three years.

3.3 MSc NURSING

3.3.1 Academic Programme and Student Management

The vision and mission statement does not reflect the philosophy of nursing. It is very medical oriented and should be revised to include philosophies of all areas taught. The academic standards are high but do not reflect the EU directive and standards for nurses.

The prospective program coordinator clearly described why the program is needed and how the program would contribute to higher education in Kosovo.

3.3.2 Structure of the Program

The program is divided into three following profiles; Nurse educator profile 120 ECTS, Nurse management profile 120 ECTS and Clinical nursing profile 120 ECTS. All three profiles include the subject “*Science, Philosophy and Nursing Theories*” taught by a medical doctor, which is not appropriate. In the whole program only one lecturer is a PhD candidate, which is also not appropriate.

Students work load (ECTS) in the different fields of study corresponds with European recommendations. Teaching subjects are clearly described in terms of content, learning objectives and outcomes. Key competences to be gained and teaching methodology to be applied are defined and study materials specified.

3.3.3 Staff

Documents and oral information provided indicate that the teaching staff for the program, needs to be PhD in their respective disciplines (Nursing Educator, Nursing Management and Clinical Nursing). This goal is NOT achieved and the management was not able to present a “development program” indicating the improvement of this issue in the years to come. Furthermore, Kosovo law requires that at least half of the teaching staff is full-time employees from the school (in this case should be a nurses with a Phd). This is also not the case for the program.

3.3.4 Overall conclusion and recommendation

Like it was pointed out in the discussion with the management, the institution needs competent graduates, foremost lecturers from the field of Nursing.

There is a number of qualified staff employed, but they are all from the medical field. It is essential to reinforce the staff on the first level and only then think about the master study on the field of Nursing. At this point the institution doesn't have the required conditions.

The program for masters in “Nursing” can NOT be recommended for accreditation for multiple reasons.

4. FINAL RECOMMENDATIONS:

The external experts welcomed the positive and detailed Universi responses to their draft report. They also welcomed the 'Professional Development Plan' dated April 2016. The experts confirm their draft report without change (FR Universi final confirmed report dated 30 June 2016).

- 4.1 Universi College **is recommended** for institutional continued approval for a period of three years.
- 4.2 The BSc Physical Culture, Sport and Recreation **is recommended** for accreditation for a period of three years.
- 4.3. The BSc Nursing **is recommended** for accreditation for a period of three years.
- 4.4. The MSc Nursing (new accreditation) **is not recommended** for approval.
