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***PrBHE UBT College, Branch in Ferizaj  
BSc Nursing***

***ACCREDITATION***

**REPORT OF THE EXPERT TEAM**

*8 of June 2021, final report*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit:** 20th of May 2021 (via zoom)

**Expert Team (ET) members:**

- Prof. Dr. Helvi Kyngäs
- \*Ms. Keti Tsotniashvili

**Coordinators from Kosovo Accreditation Agency (KAA):**

- Naim Gashi, Executive Director of KAA
- Shkelzen Gerxhaliu, Senior Officer for Evaluation and Monitoring
- Arianit Krasniqi, Senior Officer for Evaluation and Accreditation
- Ilirjane Ademaj, Senior Officer for Evaluation and Monitoring

**Sources of information for the Report:**

- Self-evaluation report
- Meetings and discussions which took place during the site visit (via zoom)

**Required additional documents**

- Missio of UBT
- The budget of nursing program Ferizaj campus
- Estimation of the number of new students if all new programs of Ferizaj campus are accredited in relation the campus infrastructure and academic staff
- List of equipment for nursing laboratory training with photos (or video) in Ferizaj campus
- Video of Ferizaj campus
- Video of laboratory rooms for nursing laboratory training (laboratory for training fundamentals skills, beds, manikins, other laboratories)

**Criteria used for program evaluation:**

- Accreditation Manual by KAA
- EU directive 20005/36/EC, with amendment 2013/55/EU B
- Health legislation in Kosovo
- European Standards and Guidelines in Quality Assurance (only for benchmark)



- Benchmarking between the Nursing study programmes offered in Kosovo

### 1.2. Site visit schedule

09.00 – 09.50 Meeting with the management of the faculty where the programme is integrated (no slide presentation is allowed, the meeting is intended as a free discussion) (Fitim Alidema, Shqipe Agushi, Muhamed Tairi)

09.55 – 10:40 Meeting with quality assurance representatives and administrative staff (Anita Sadikaj, Arlinda Demaj, Denis Celcima, Sanije Shabanaj, Murat Retkoceri)

10:40 – 11.30 Lunch break

11:30 – 12:30 Meeting with the heads of the study programme (Drenusha Zuka, Nafije Pajaziti, Dountina Zejnnullahu, Drita Berisha, Muhamed Tairi)

12:35 – 13:20 Meeting with teaching staff (Besnik Elshani, Abdullah Gruda, Pranvera Ibrahim, Fëllenza Spahiu, Ariana Zenuni Cebeci, Yllka Krasniqi, Fadil Kryeziu)

13:25 – 14:10 Meeting with employers of graduates and external stakeholders (Jeton Zeqiri - Drejtoria e spitalit Ferizaj; Driton Ferizi - Poliklinika Uromed Ferizaj; Vjollca Kadolli - Drejtoresh e QKMF-së Viti)

14:10 – 14:20 Internal meeting of KAA staff and experts

14:20 – 14:30 Closing meeting with the management of the faculty and program

No	Study programs	Experts	Responsible persons of study programs		
1	Nursing/ BSc Ferizaj (Accreditation)	Prof. Dr. Helvi Kyngäs  Ms. Ketil Tsojniashvili	Drenushe Zuka	Nafije Pajaziti  Doruntina Zejnnullahu	Drita Berisha  Muhamed Tairi



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### Overall instructions for HEIs

1. Each meeting should be attended by maximum 6 persons;
2. The students selected for the meeting should reflect a diversity in terms of fields of study, programme, study cycle, year of study, students with special needs if any, etc;
3. The teaching staff selected for the meeting should reflect a diversity in terms of faculties and programmes, full-time and part time, local and international, etc;
4. The students, graduates and employers of graduates should not be employed at the institution;
5. Anyone whose attendance won't be agreed in advance with KAA and the Expert Team will be asked to leave the interview session;
6. Nametags are to be provided for all people attending the meetings.

Contacts of the participants from KAA:

Shkelzen Gerxhalii – 044 836 831

Arianit Krasniqi – 045 499 951

### 1.3. A brief overview of the institution and program under evaluation

The PrBHE UBT college was established in 2001. UBT is accredited by the Kosovo Accreditation Agency as a UBT Collage. The institution has undergone a number of external accreditations (both institutional and program). The college offers many and diverse bachelor and master level programs such like Management, Business and Economics; Computer Science and Engineering; Information Systems; Law; Political Science; Communication and Media, Civil Engineering and Infrastructure; Architecture and Spatial Planning, Food Science and Technology, BSc Nursing, Integrated Design, Integrated Studies in Stomatology and Integrated Studies in Pharmacy. The Nursing program (BSc) was accredited in 2016 and re-accredited in 2020 for three years in UBT campus. The nursing program under evaluation is planned to place in Branch Ferizaj campus which ET does not have information because it is not presented in self-evaluation report (called from now on „SER”). However, that was discussed on-line. In that discussion it was verified that the Branch Ferizaj campus is not independent but only the program is independent. This is the reason why ET have to pay attention to nursing education in the UBT campus not only in Branch Ferizaj campus where the accreditation is requested. The nursing programme in bachelor level is very important for the society and quality of health

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care in Kosovo. The ET appreciates that there is still need of nurses who are specialized and competent to implement high quality nursing. In the SER it is indicated by statistics and comparisons with other countries number of nurses, that there is need for more nurses with higher education in Kosovo. This has also been confirmed during the online site-visit through the discussions with different stakeholders.

## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

According to the SER, the mission of the Nursing BSc program is “that through modern teaching methods to prepare the nurse capable and competent to take responsibility as a professional in providing promotional, preventive, medical and rehabilitative services”. According to KAA standard the mission should include three main pillars which are teaching, research and community services. This mission is not in line with KAA standard because community service is not clear and research is ignored. Also, it is not clear how the programs’ mission is in line with the mission of college – as that is not clearly indicated as a statement. The study program reflects partly the mission of college and the Nursing program is built partly on line with this. The objectives of the program are based on National Qualification Framework and the Qualifications Framework of the European Higher Education Area. Objectives are in line with these and the main purpose of the nursing program is to provide students with professional values and competencies in all areas of nursing. The study program has well defined didactic concept. We recommend the program to consider reflecting the efforts they have been taking upon regarding research in the mission as well as community services. There is clear administration procedure in UBT and named responsibility persons of program. The program has formal polices, guidelines, and regulations dealing with recurring procedural and academic issues.

**Compliance level: Substantially compliant**

#### **ET recommendations:**

1. Verify the correspondence between the mission of the college and the one of the programme

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2. Modify the mission of programme according to KAA standard

## 2.2. Quality management

The UBT College has developed quality assurance regulation that applies to UBT College Ferizaj Branch too. The quality assurance regulation cover all sorts of areas from planning, implementation and evaluation. As well, it covers all issues of the study program and its outcomes and improving of them. The regulation does not describe how the reporting system is working between the Ferizaj Branch and the UBT main campus, between the QA units, committees, and sub-committees. The self-evaluation report describes the general processes at the UBT college and does not specify the process and specifics of the Nursing program development at the UBT Ferizaj branch. The teaching staff could not demonstrate that they have been participating in the self-evaluation process, they also could not name the major issues that the program team needs to work on to successfully implement and develop the program in the upcoming years.

As the nursing program is new, to analyze the extent to which the quality assurance process is integrated into the daily activities, ET relies on the estimation of the input of the human, material and infrastructural resources of the program in relation to the number of students that the college is planning to enroll. The UBT Ferizaj branch is planning to enroll 350 new students in the program annually. The data presented by the college on the estimation is only made for the first year enrollment (2021-2022) which shows that e.g. the teaching staff to student ratio is 1:6. However, it does not consider that this ratio will change in the next three years as the number of students can increase to 1050. Moreover, the number of teaching staff that is included in this estimation are also teaching at the UBT college main campus or other branches. Besides, the institutional space is also estimated based on the first-year enrollment in the UBT Ferizaj branch which is 3.2 square meters per student. However, considering the number of new students on two new programs (even if the number of students does not change on the existing programs) this ratio will change to 1.5 square meters per student, which makes the Ferizaj branch overcrowded. This estimation demonstrates that the quality assurance and evaluation is not integrated into the planning and development process of the UBT Ferizaj branch activities. While the program is new and it is not possible to talk about the evaluation



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of the outputs and outcomes, the quality evaluation clearly does not consider the input needed for the successful implementation of the nursing program.

The UBT college has developed survey forms to collect the data from students, graduates and employers. While this program is new it is not possible to analyze to what extent the data is taken into account for further improvement. However, base on the experience of the UBT college, the QA team could not recall any case when the teaching staff was evaluated with a lower score and the case was followed up by the college administration. This indicates that the college should make sure that its QA instruments are valid and it is coherently implemented, ensuring that it can detect the possible deficient practices.

#### **Compliance level: Not-compliant**

#### **ET recommendations:**

1. The UBT college should ensure that the QA policies describe the reporting and accountability procedures between the UBT main campus and the branch campuses.
2. Ensure that the self-evaluation process of the educational programmes is a participatory process and analyzes the development and implementation of a specific program. Ensure that the self-evaluation process and the report informs the program team about the needs for successful implementation and further improvement of the program.
3. Ensure that the QA policies monitor input, process and output elements of the programme and the data is used for planning, implementing and improving the educational programme.
4. Ensure that the number of student enrollment is estimated and planned based on the analysis of the institutional resources and enrollment trends at least for the duration of the program implementation (3 years).
5. Ensure that the QA instruments are valid, are implemented in a coherent manner and detect possible deficient practices.
6. Review the QA policies and procedures periodically and make sure they cover everything from teaching quality, quality of the learning environment, quality of clinical training and research activity.





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### 2.3. Academic staff

The ET understands the context specific to Kosovo and is aware of the legal framework determining the standards for the academic staff – both regulated by the Ministry of Education of Kosovo through the Administrative Instruction No 15/2018 for accreditation of higher education institutions in the Republic of Kosovo and the KAA accreditation manual. The former, on Article 26, points 5.3.1. and 5.3.11 states that study programs should be taught by academic staff with relevant academic and professional qualifications but offering an exception for a range of study programs among which there is also the Nursing programs. This standard is reiterated by the KAA manual in the standards part of the general area 2.3. Moreover, the ET considered for this section the European Directives in the field of Nursing and the European practices – given the focus of all those involved in the program to develop nursing professionals capable of getting a job abroad, on the European workforce market. Therefore, this section took into consideration all the above-mentioned standards in the political, financial and sociological context of Kosovo.

The current situation of the academic staff in UBT at the Ferizaj campus was indicated in the SER on the table (page 32-34) the name of the academic staff, qualifications, duration of the contract (all open), and working time allocated for teaching, research and administration. It is not presented academic title of staff. According to table, there are 63 full time academic staff. Twenty-one have PhD degree and several PhD candidates. However, it is not mentioned the area of PhD degrees. The academic staff 21 have a Master's degree and during the online discussion, it was argued that 18 of them has a Master in Nursing Science or a Master in Health Care Education. During the on-line discussion, it was argued that they would be ready to move from the UBT campus to work in Ferizaj campus. However, that cause the problem in UBT campus. If the academic staff who hold master degree in nursing move from UBT to Ferizaj campus there is not enough academic staff in UBT nursing program. It is planned to take 350 new students in the Ferizaj campus. However, UBT campus there is admitted 150 students per year since 2020 and before that 750 students per year. Altogether according to that UBT has 1650 nursing students even it was pointed out during the nursing program re-accreditation (2020) that there is in UBT campus 1334 students in Nursing program. However, now the requirement is 350 new students per year which means 1050 new nursing students in three years. These all numbers must be taken into account even the program which is under evaluation is placed in Ferizaj campus but both programs will use the same resources. With

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this number of students and this number of qualified academic staff for the nursing program it is impossible to find any required balance. In any case, the current situation cannot guarantee a high qualitative learning-and-teaching process especially in a nursing program where the qualifications of academic staff in Nursing program is defined in European Directive and according to that education of nurses should take place chiefly under the supervision of nurses.

Even if this situation might go under the radar of the Kosovo legislation (e.g. art 5.3.1 of the above mentioned administrative instruction), it is not acceptable according to European directive of qualifications of academic staff in nursing program and not coherent with the practices in the region or in Europe. This is a very significant quality issue and that must be taken seriously.

In meeting with the teachers there was academic staff whose background was in nursing and medical doctors. They recognized the challenge to teach both parts (medicine and nursing) in modules. However, they argued that through close collaboration with nurses in clinical settings, they manage somehow to know nursing and respond to the needs of nurses in training. It is seen also on the syllabuses that even there is nursing core subjects there is no teachers who have nursing education which is not acceptable.

It has been developed international collaboration and on SER it is mentioned 8 such collaborations which are required by the Kosovo legislation. They are also stand as a proof of the efforts put-up until now by the college to meet quality standards that will grant them international recognition. However, even the content and structure of the programme, is according to regulations the insufficiency of the academic staff for the current number of enrolled students remains a problem. That has great importance for the overall quality and relevance of the Nursing study programme and its implementation.

### **Compliance level: Partially compliant**

#### **ET recommendations:**

1. The current number and qualifications of academic staff is not sufficient to admit any new students



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2. It was emphasized that a qualified academic staff would move from the UBT campus to teach on the Ferizaj campus but it could not be shown how the staff was sufficient on both campuses
3. It must be clearly indicated how of the academic staff whose background is in nursing will share their workload between two nursing programs one in Ferizaj campus and one in UBT campus
4. Continue the efforts to attract staff members qualified in the field of nursing or supporting them during their qualification. According to European Directive nurses education should be taken place chiefly under supervision of nurses. The qualifications of academic staff in terms of that does not fulfil that criteria

#### **2.4. Educational process content**

The structure and the ECTS numbers of study program comply with the National Qualifications Framework and it is according to the European Directive on the Recognition of Professional Qualifications (2005/36/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 of work. There is proper number of ECTS credits allocated to elective studies. The program has analytical syllabuses according to standards. The aim of the program is appropriate for a Bachelor degree in Nursing. The topics of modules cover the content required in European standards. Most part of learning outcomes, core competencies and technical skills are logically connected to the aim of the program but it would be in favour of the quality of this program to use terms in a logical way and focus them better in nursing.

In SER (page 9-13) it is presented all competencies of nursing program. Those competencies are based as it is indicted on SER (page 9) “the Directives 2005/36 / EC and 2013/55 / EC on Recognition of Professional Qualifications, Guidelines for the Tuning Project, Assessments and Opinions of Health Care Institutions, Higher Education Teachers and List of occupations in health care”. All competencies of nursing program are very well and accurately defined. However, to receive all these competencies it is needed qualified academic staff according to regulations. As well, it is needed proper conditions for laboratory and clinical training.



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Clinical training is an extremely important part of nurses' education and that is very clearly regulated in European Directive and its amendment. According to that nursing program in bachelor level should have at least 4600 hours (2300 hours for clinical part with direct contact with a healthy or sick individual and/or community, 1/3 theoretical part and students' self-study). The clinical training fulfills these requirements (hours is calculated based on the estimation that 1 ECTS represents 30 hours of workload). During the online discussion, it was argued that there is 40 clinical mentors and 30 mentors in primary health care. On SER it is mentioned that there are 13 public and private health care institutions with whom UBT has agreements for organizing clinical trainings and research but without a clear estimation of their capacity of absorbing and coordinating clinical training. Again, it is remarkable that all those more than 1300 students from UBT campus and new students from Ferizaj campus will use those clinical training places so those places load is enormous. In those institutions the students have to undergo 2300 hours clinical training each which is huge number of hours and workload for institutions, which go over the medical students they shaperon during their clinical training (from HEIs all over Kosovo). It requires special attention to their carrying capacity and the quality of education if there is big number of students. However, during the on line discussion it was argued that mentors are very motivated to mentor clinical training and there is no problem to hire them. It was not very clear if it is paid to mentors or not. Also, the employers (2 person) argued that they are willingness to offer clinical training places for students and some of them will be employed after graduation.

According to online discussion there are two laboratory training rooms for nursing and it can be also used other laboratory rooms. In those rooms there are 8 beds and 4 manikins. However, for example, to practice the basic nursing: on syllabus there is 40 hours of laboratory training for 350 students. If there is 8-10 students in each group it means that those laboratory rooms are in use for 1400 hours (calculated 10 students group) just for that one course for laboratory training. We would like to emphasise that these are just one module's hours so there is need for many extra laboratory rooms to carry out all laboratory training according to syllabus. During the online discussion it was not clearly argued if the students in Ferizaj campus use only laboratory rooms, lecture halls, seminar rooms etc. in that campus or also in UBT main campus where is already around 1300 nursing students who needs all those spaces. However, according to SER "Lectures are held in faculty halls, laboratory exercises at the UBT Innovative Campus ...". All students will share the same spaces. From the perspective of quality of learning and

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graduated students competencies the current conditions are not proper for the current number of students. This is serious and crucial issue. It was told during the site-visit that there is a plan to make laboratory conditions better and that would be a welcome improvement.

One which we would like to pay attention the students' booklet for professional practice. The content and how it is used is excellent. But according to self-evaluation report and the first page of booklet: "If a student loses a professional practice booklet, then graduation is impossible". I wonder if college is not responsible to save students' grade of each clinical training to assure that even if the student lost the booklet she/he can graduate. During the online discussion it was argued that the students can collect those marks later on booklet if they would lost it. It was also argued that is translation mistake.

According to SER it is used widely different types of teaching methods (such as lecture-based learning, problem-based learning, simulation-based learning, practice-based learning, reflective learning and research-based learning). This support to receive learning outcomes. It was also pointed out that college arrange them opportunities to improve teaching skills. However, it is pointed out on SER on (page 20) insufficient pedagogical skills of academic staff. It is clearly indicated teaching and assessment methods and they are appropriate and relevant in relation to learning outcomes.

However, we wonder the theoretical teaching load and the numbers of teaching hours. It was argued that the theoretical teaching is carried out for 50 students group in time. For example the module Introduction to basic nursing (example could be any module) there is 40 hours lectures and for teaching the students are divided according to SER and online discussion into 50 students groups so this means that the content of each teaching hour (45 minutes) must be repeated 7 times which means 7 teaching hours for one content. In one module with 40 hours lectures means 280 teaching hours (to 7 groups 40 hours). The same module has also 2 hours seminars and according to 50 students in one group that means 14 teaching hours. In addition to this there is 40 hours laboratory training which is carried out for 8-10 students group in time. That means 1400 teaching hours (calculated 10 students in one group) Altogether 5 ECTS module require 1694 teaching hours for 350 students. Questionable is also if the college have enough spaces for this activity to take place in a qualitative manner. This indicates to the ET that probably some of the teaching activity does not really take place in reality, thus hindering

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the possibility of students to benefit from qualitative teaching. This is an attitude specific to a degree-mill and it is not acceptable. Especially if the students come to this programme and pay the tuition fee with the hope they will get a chance for a job abroad, their right to benefit from this programme needs to be protected.

### **Compliance level: Partially Compliant**

#### **ET recommendations:**

1. To ensure that overall the educational process support achieving the specified qualification objectives and provide for adequate forms of teaching and learning.
2. The laboratory training conditions (rooms and equipments) are not proper for the current number of students. Reduce drastically the number of enrolled students.
3. After each student's clinical training the grade should be marked by the college in the same way as theoretical courses grades – registered in the same place. The loss of the clinical training booklet cannot be a barrier in a students' graduation.
4. There must be enough proper and high-quality places for clinical training to ensure nursing students extensive skills and competencies training. We recommend the college to develop QA procedures for the clinical training as well as a development plan for the clinical mentors.

### **2.5. Students**

As a branch of the UBT college, UBT Ferizaj applies the same regulations for students' admissions. The students' admission is governed by the Regulation on Undergraduate and Graduate Admission that is adopted by the Academic council. Admission to the study is performed on the basis of a public call and the conducted entrance examination. The college admits students from candidates who have graduated from high school - at `least three years of prior education in medicine, biology, physics and chemistry at upper secondary` (SER, p. 58). The candidates are accepted only if they have passed the high school national examination, with Physics, Chemistry, Biology and English being key requirements. Successful applicants should have achieved 40% or higher national Matura examination in these subjects` (SER, p.58). It should be noted that those details, and also details about the entrance examination are not indicated on the UBT website, thus, it is difficult for the ET to evaluate if the admission

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procedure is effectively and fairly implemented since there is no admission procedure published on the website.

As declared by the college management in the SER, `The Faculty has adopted a Competency Based Approach in curriculum development (p.59) and the teachers are encouraged to use a variety of teaching methods, combining case-studies, project-based learning opportunities and simulations in order to reach the pre-set learning outcomes. Face-to-face learning is complemented by site-visits and practice placements facilitated by the faculty. According to SER (p. 59-60) each student is allocated a mentor to provide him/her with guidance and support, as part of the efforts of the college to identify early in the process, the students in a potential risk of drop-out. According to SER the college records the data on student progression through the Student Management Information System. However, during the interviews, ET learned that the heads of the programme do not receive or have access to the data on student progression and are not able to monitor and identify the students at risk of academic progression based on the data. The college provisions support for students with disabilities though up to now they have no registered student with disabilities or special needs. However, there is no flexible treatment mentioned in the SER for those students in special situations.

The college has adopted a Code of Ethics and student conduct and also stipulates the rights and responsibilities of students in the Student Handbook. The students benefit from the right to appeal an examination if they don't agree with the way the examination was carried out. Appeals must be submitted to the Vice-Dean for Teaching and Learning within 36h from the awarding of the grade. This should be `calibrated` so that it also covers the possibility of appealing grades during the weekend (when usually the secretariat is not opened). According to SER (p. 61) the Student Handbook includes advice and guidelines for ethical behavior and students' sign a written declaration attesting the originality of their written work ahead of written work submission. However, such content is not indicated in the student handbook that was provided to the ET.

The large numbers of enrolled students translate in different study groups having the same course taught by different teachers and, inevitably, the examination being organized by different academic staff members. The ET recommends the college to develop QA procedures that ensure close collaboration between all the academic staff members involved in teaching

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and associated assessment procedures linked to a discipline. This should ensure equal treatment between students both in the teaching process and in assessment. Moreover, the college should develop processes to ensure the fitness, effectiveness and objectivity of assessment methods. According to the statute of the UBT college, the developed a regulation describing the process and requirements for transferring students, which is approved by the academic council.

### **Compliance level: Partially compliant**

#### **Recommendations:**

1. Ensure that the procedure for student admission is coherently presented in different documents and is publicly available on the university website; the information should include the specifics for the nursing program.
2. Review the appeal procedure so that it improves its popularity and becomes realistic and non-discriminatory (covering the potential situations of grades being published during the weekend);
3. Ensure that the students are informed about the rules on academic integrity and it is part of the student handbook.
4. Ensure that the data on student progression is accessible for the program implementation team, is used to detect the students at risk and for provision of the relevant support.
5. Develop formal processes to ensure the fitness, effectiveness and objectivity of assessment methods beyond the collaboration of the academic staff.

### **2.6. Research**

The Nursing research plan is part of the UBT institutional research strategy. On SER (page 79) it is mentioned that the college plans to establish centres of research, stimulate the development of research and cluster activities to maximize opportunities for research groups. As well, there is plan to improve research infrastructure. Also, the objective is to build relationships and partnerships with stakeholders in industry, academia and the public sector to increase combined research capacity. In addition to this, the objective is to create an integrated research and studies quality assurance framework compliant with international best practice, support programmes in delivering on research elements and strengthen the link between research and

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teaching. These objectives are very ambitious but necessary to develop the research strategy and to implement it. It is listed seven main research areas at the Nursing Faculty (SER page 79). Those foci are nationally and internationally central issues in clinical nursing and in patients care from the nursing perspective. As well the is mentioned “Research in the field of health care organization and management which has direct effects on health care performance and health care costs as well as management of nursing.” This is very important because it is needed research based knowledge about health care organization and management and effects on costs. The aim of nursing research is to analyse the situation and develop guidelines, programs and strategies to improve the situation. The aim is also to connect the research in curriculum and teaching. However, it is not how much it is allocated financial, logistic and human resources to receive research objectives.

It is defined the research outcomes which are articles published in indexed journals, conference papers, proceedings and books. However, it is not defined the goals on how many of this kind of outcomes each academic staff should reach.

On SER (page 79) it is explained the the Faculty model for structuring research is by dividing it into four groups: research centre in Nurisng, interdisciplinary research clusters in collaboration with other UBT Faculty, research groups and self-tasked researcher. The aim is to strengthen the international research following the international research standards. The centre support the researchers in many different ways. However, it is not clear how this model is implemented. The college three research support programs which faculty can apply: 1)n ubmission grants (up to 1000 Euro are considered for each research cluster seeking external funding opportunities), 2) up to 5000€ annually for staff conference and research presentation support and 3) to 2000€ annually to involve undergraduate students in support of their research and to provide a useful learning opportunity for the students. These are relevant and necessary support systems towards developing the nursing research activity in the program and faculty. The academic staff is active in research and there are some published scientific papers and academic papers under the name of the college. Also, the Faculty’s research training programme focus on research skills and techniques. Based on online discussion it was understood that the workload is proper and that faculty members managed to allocate time for both research and teaching as well as other duties. As a conclusion, it seems that there are many plans to increase the research and improve its quality. However, it is found quite less evidence

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during the site-visit how those research strategic plans are implemented. These area is partly according to KAA standards.

### **Compliance level: Partially compliant**

#### **ET recommendations:**

1. There is the Nursing research plan with defined central research areas and that plan should be implemented immediately.
2. Define goals and target for each goal in order to ensure the reach of the plan.
3. It should be more clearly specified how teaching staff should be involved in research and scholarly activities
4. It should be clearly specified how teaching staff involvement in research is considered in staff evaluation and promotion criteria
5. It should be clearly specified how many scientific/research products each staff member should have per year for the past three years

#### **2.7. Infrastructure and resources**

Given the international epidemiologic situation, a site-visit on the premises of the Nursing BSc program was not possible, but was replaced with an online interview and the UBT college has submitted to the ET a video presenting its facilities and equipment. The video was certified by the representatives of the KAA. Therefore, we begin this section by mentioning that the infrastructure was assessed by the ET based on the SER, the video presenting the campus and the online discussion with internal stakeholders.

The premises of the Nursing Faculty are located in the UBT campus in Lipjan, where the program operates since 2017 and where the institution has invested a large sum of money for the building of the UBT Hospital. Now the college is seeking for accreditation for the Nursing program in UBT, Ferizaj campus. The premises includes 4 auditoriums, 9 smaller seminar rooms and 18 polyclinics along with designated office space for teachers, administration and students. From the video, the ET can appreciate that the spaces are clean and adequate for the teaching and learning process, being equipped with projectors and other useful equipment. There is also a computer lab with 52 computers and 8 notebooks. The library has books both

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in English and Albanian and 10 seats – this seems under-dimensioned considering the numbers of enrolled students. Moreover, UBT is in the process of building a new facility/object with an area of 27000 square meters mainly dedicated to medical programs. Here are some of the areas used for the Nursing program for academic purposes.

The college is using a LS Page – a platform granting access to all virtual tools and info environments made available by the college. Each student receives an institutional email upon registration and their learning outcomes are monitored through the e-Portofolio environment. However, given a large number of enrolled students, space and facilities might not be adequate to ensure a quality learning environment for all. Great organization is needed – for example: if lectures are held in groups of 50-60 students and there are 4 auditoriums for lectures as well as at least 6 hours of lecture per week for each student, that means that the auditoriums would be full from 8.00 to 20.00, 5 days a week. If there is any conference, thesis defense or any other event needing the auditorium, it has to be planned in the weekend or a lecture to be canceled. And this is a model of calculation that assumes that each discipline from a semester has at least one hour of lecture per week, but it is expected that some need more than one session of 45 min-50 minutes per week.

The college provided a financial plan that is based on raising money from different sources: student fees, projects, consulting services and donations. The planned expenditures equal the planned incomes, but the latter seemed to be extremely optimistic (e.g. incomes from student fees is based on an increase in the number of enrolled students by three times). The ET recommends the college to reconsider the financial plan based on more realistic estimates.

**Compliance level: partially compliant**

### **ET Recommendations**

1. Reduce the number of enrolled students and Correlate the number of enrolled students to the number of spaces available.
2. Revise the financial plan at the level of the study program based on more realistic estimates in order to demonstrate the financial sustainability of the programme.



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### 3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

The evaluated programme meets one general areas in a substantially manner, five general areas in a partially manner while one does not comply with the standards general areas at all. As a conclusion, the Expert Team considers that the study program BSc in nursing program offered by UBT branch Feritzaq campus is Partially compliant with the standards included in the KAA Accreditation manual and, therefore, recommends not to accredit the study program.

### 4. APPENDICES (*if available*) - None

#### Expert Team

##### Chair

(Signature) Helvi Kyngäs (Print Name) \_\_\_\_\_ (Date)

##### Member

(Signature) Keti Tsozniashvili (Print Name) \_\_\_\_\_ (Date)