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***UNIVERSUM COLLEGE  
NURSING BA PROGRAMME***

***(ACCREDITATION)***

**REPORT OF THE EXPERT TEAM**

*22<sup>nd</sup> April 2021*



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## 1. INTRODUCTION

### 1.1. Context

**Date of site visit:** 22<sup>nd</sup> April 2021

**Expert Team (ET) members:**

- *Prof. Dr. Danica Zeleznik – Faculty of Health and Social Sciences, Slovenj Gradec, SI*
- *Ms. Delia Gologan – University of Bucharest*

**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*
- *Leona Kovaci, Senior Officer for Evaluation and Monitoring*
- *Ilijane Ademaj, Senior Officer for Evaluation and Monitoring*

**Sources of information for the Report:**

- *Self-evaluation report*
- *Meeting with the Management of Faculty and extensive discussion between the responsibility persons of program and the expert team, and representatives of KAA*
- *List of attendees*
- *A presentation film on premises and equipment submitted by the faculty.*
- *The webpage of the*
- *Data collected during the site visit.*

**Criteria used for program evaluation:**

- *The KAA (re)accreditation manual – main criteria for evaluation of the status-quo;*  
While for the recommendations made by the external team, two sources were used:
- *The ESG in QA of HE;*
- *The international recommendations and practices.*



## 1.2. Site visit schedule

### 22<sup>nd</sup> April

- 09:00 – 09:40 Meeting with the management of the faculty where the programme is integrated
- 09:45 – 10:25 Meeting with quality assurance representatives and administrative staff
- 10:25 – 11:15 Lunch break
- 11:15 – 12:15 Meeting with the heads of the study programme: Nursing/BA
- 12:20 – 13:20 Meeting with the heads of the study programme: Physiotherapy/BA Professional
- 13:25 – 14:05 Meeting with teaching staff
- 14:10 – 14:50 Meeting with employers of graduates
- 14:50 – 15:00 Internal meeting of KAA staff and expert
- 15:00 – 15:10 Closing meeting with the management of the faculty and program

Expert team (ET) was involved in a discussion with the management of the institution, the head of the study programme, quality assurance representatives and administrative staff, teaching staff, students, graduates, and employers of graduates. Due to the international pandemic situation, the evaluation took place online, but the expert team consider that this has not hindered the quality of the evaluation process. The discussions were productive and helped the expert team to clarify some aspects from the SER.

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

Universum College was established in March 2004, in Prishtina, the capital city, and Ferizaj, the second largest and one of the most economically developed cities in Kosovo. Universum College offers four Bachelor level and two Master level programs: BA in Business and Management, BA in Political Science, BSc. in Computer Science, BA in English and MA in Management and MA in Diplomacy. In addition to the above mentioned programs, Universum College also offers two professional programs accredited by Pearson Plc. – Level 5 in Nursing and Level 5 in Integrated Design (SER,p. 3-4). The site visit and review



included meetings with members of the University's management team, individuals responsible for designing particular study programs, teaching staff, students, graduates and employers.

This report has been compiled in response to all of the information presented to the ET during the meeting and in materials provided subsequently on request. The ET would like to mention that the evaluation was done by comparing the current situation of the programme with the KAA standards

## 2. PROGRAM EVALUATION

### 2.1. Mission, objectives and administration

*Mission of the institution:* The mission of the higher education institution is written on the page 8 in SER. The mission of Universum College is to support students to become good citizens, successful and broad-minded leaders and thrive in the Revolution 4.0, the digital and globalized era. It is also completed by some additional information on page 4: „*Universum College thrives on providing high quality, accessible and affordable educational opportunities to a Kosovar and international student body through teaching excellence, lifelong learning, applied research and partnership building, thus, preparing students to be thoughtful, responsible and successful citizens who support the development of Kosovo and the region*” [SER, p.4]

*Mission of the programme:* The mission of the proposed program in Nursing is to provide a transformative education in the Universum College tradition, preparing leaders in the nursing profession to enhance the health of persons, communities, and the larger global environment through the discovery, application, and dissemination of knowledge, and service with others. The mission of the Nursing program is consistent with the Universum College position and it's grounded in its mission of continuous improvement in the quality of teaching and academic programs, in striving to create efficient educational programs that reflect excellence in teaching, lifelong learning, applied research, and partnership, aiming to contribute to a healthcare force responsible and caring for their communities (SER, p.11)

ET notes from the mission is clear and indicates that the higher education institution is focused on the education of leading staff, which is not in line with the vision and mission of the professional nursing program, which must be based on caring for a healthy and sick person. The mission of a higher education institution is generally not oriented towards the



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medical professions. As ET understands this is caused by the large diversity of study programs offered by the college, but both of the program and the institutional mission should reflect it's focus on teaching, research and/or community.

The professional Nursing study program must be based on the provision of knowledge, the implementation of professional / scientific skills; assess the knowledge offered, both practical and theoretical; designing, discussing, presenting, implementing, completing and writing research projects; ensuring the extension of knowledge in addition to the student's preferences and his / her needs. All of this focuses on improving and strengthening the health system and applying WHO global standards for health education. The task of the nursing study program is not in line with the general mission of the institution.

The Universum College guarantees the availability of the teaching, administrative and technical personnel needed to meet the goals and requirements of the study program. The essence of didactic and research concepts is to develop nursing competencies in students using a student-centred approach. In the program various didactic methods are used, which were mentioned during the online discussions. Various teaching methods are used that encourage interactive and research-based learning, problem solving and creative and critical thinking. The mission does not have a sufficiently obvious research concept of the program, as it is a new program.

Procedural and academic issues in the UC are regulated by formal policies, guidelines, and regulations. All regulations and guidelines relating to procedural or academic matters in the UC are available for all staff and students on the internal platform the UC is using. All participants in the visit are familiar with this and according to their statements, they are all considered. However, there is no clear procedure to monitor that the academic community follows them – with the exception of the Code of Ethics and the academic attendance.

Teachers, associates, staff and students are obliged to comply with the provisions of the Code of Professional Ethics and Conduct on the basis of ethical principles of the Code. Online discussions revealed that the members of the academic community were aware of their responsibilities derived from them.

The learning outcomes of the program, content and teaching methods are based on the Kosovo Qualifications Framework, but there are inconsistencies in the curriculum. ET advises that the mission needs to be adapted to the study program. The goal of UC to include 180 students per year in the program is impossible given the conditions of education



(working in small groups, a large number of 2300 hours of clinical training, the number of mentors, etc.). ET proposes that the KAA be the maximum number of students allowed per year in the 60th year if they are to reshape the curriculum. Admission tests, qualifications and admission procedures are appropriate. Upon successful completion of the program, the academic degree of “General Nursing Nurse” is awarded.

**Compliance level:** *partially compliant*

**ET recommendations:**

1. *Mission needs to be adapted to the study program.*
2. *Cooperation with Nursing programs in the Middle- or Western Europa*
3. *To address inconsistencies in the curriculum*
4. *Necessarily reduce the number of enrolled students per year, ET suggests a maximum number 50.*
5. *Encouraging research activities of the teaching staff and including the students in these research activities.*

## 2.2 Quality management

**Quality management is very important for the Universum College** – aspect that was highlighted both in the SER and during the online site-visit, by both the management representatives and other members of the academic community. Moreover, evaluation processes and planning for improvement seem to be integrated in normal planning processes and include different reviews, assessments, focus groups, writing reports etc. The programs are periodically – every 3 or 5 years, depending on the external evaluation - reviewed through a self-assessment process guided by the KAA manual [SER, p.18]. *The ET recommends that these self-assessments should be internalised by the college and detached from the external evaluation, as it should serve the internal purpose of improving the programs first of all.*

The SER presents **Stakeholder’s involvement in feedback** as practiced in general in the Universum College – suggesting that these practices will also be applied for the new programs. In the Universum College **students** offer feedback on the academic aspects of the study program (e.g. evaluating each course and teacher individually twice a semester) they follow and on the administrative staff’s performance. The results of these evaluations are



discussed with the teachers and students, in order to identify ways to improve the teaching-learning processes, but no reports are published on the website.

**Graduates** are invited to fill in online surveys about their `employment status, training time spent at the job etc.` [SER, p.20]. They could also be asked about their satisfaction with the overall program, student workload and ECTS distribution.

Employers also receive a survey addressing the skills of the graduates and their preparedness for the job-market. There is a practice of the College to establish an **Industry Advisory Board** created and it usually meets at least twice a year to provide the industry perspective over the programmes offered by the college. However, the Industry Advisory Board for this program will meet only after the accreditation of the program. The faculty management could consider implementing surveys dedicated to the industry representatives in the meantime.

There is no reason to believe that these will not happen/happen in a different way for the Nursing BA program.

According to the SER, the evaluation of the quality of the teaching-learning process includes self-assessments, peer-to-peer evaluations and evaluations of the students (which is described to be comprised from survey and focus groups). However, it is not clear to the ET whether the self-assessment process described in the SER means that all teaching staff are evaluating their own activity (self-assess themselves) or whether the text referred to an institutional internal assessment.

Periodic evaluations of the programmes are conducted after a clear methodology. The evaluation includes elements about the *`program goals, course offerings, rationale for content, staffing resources, and student data in order to assess how the program is fulfilling the program mission by remaining current and relevant with market needs and trends in the sector`* [SER, p.18]. *`attendance, teaching methodology, assessment, passing rate, problematic courses, tuition payment`* are also monitored but during some meetings between the Academic Director of the Program, the Program Coordinator and the administrative staff. All these elements should be referred to by the surveys for students, academic staff, graduates and employers, and discussed in the reports prepared at the end of the analysis of these data. Moreover, reports of these evaluations have to be made publicly available – the ET recommends that published reports include a short presentation of the results of the evaluations, with an overview of the strong and weak points, as well as a plan of the management regarding the improvement of the current situation.





The described processes – including those related to the Pearson BTEC centre presented in the SER at page 22 – refer to inputs and process, but not much about outcomes of the program. The QA structures and the Student Service and the Career and Wellness office collect data – e.g. attendance, admissions, matriculation, student progression and retention etc. [SER, p.22]. The college should consider verifying, through appropriate QA instruments, that the learning outcomes are also met. For example: a sample of the final thesis should be checked by a special committee to see if they meet the required standards of quality and professionalism.

The QA processes described use as a benchmark the standards and indicators of the KAA manual, which is understandable and inevitable. But the ET, recommends the college to consider adapting these standards and indicators to the characteristics of its study programs, to make the internal evaluations more relevant.

The ET appreciates the dedication shown by the academic community and the college management towards QA and constant improvement. In order to maximize this dedication, the self-evaluation reports should be used for constant improvement of the study programs, the learning processes and the facilities (and resources), not only for external accreditation.

**Compliance level:** Substantially compliant

**ET recommendations:**

- Address questions about the learning resources to students;
- Make sure that the instruments for collecting feedback from graduates (alumni) and employers;
- Develop QA instruments to check if the learning outcomes have been achieved;
- Considering developing internal performance indicators (even if they derive from the KAA manual, they should reflect the particularities of the study programs);
- Publish periodical reports containing results of all QA instruments and processes as well as the intended plans of the management to improve the current situation.

**2.3 Academic staff**



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The selection of academic staff is done in a transparent way, based on the public tender, which is published by the UC Senate. It was clearly indicated in the self-evaluation report (p.27-28) in a table (according to standards of KAA accreditation manual) the name of academic staff, with full time or part-time contract, academic title, qualifications, duration of contract and labour load. These all fulfil the standard specified by KAA accreditation manual. The Universum College, with a regular contract, counts 20 teachers who have all completed a Master of Science. Only 4 teachers are employed part time, the rest full time.

The staff engaged in the program of Nursing is listed in the course curriculum. Overall, the teaching staff clearly is competent, and the number of teachers is sufficient, but continued education of teaching members will be essential to adapt more modern teaching that enhances the learning effects. In our understanding the existing staff seems to be qualified for running the existing programmes, especially about the teaching aspects. It should be pointed out, though, that research activity is vastly underdeveloped amongst the academic staff now and this shortcoming should be in focus of improvement efforts.

From the table in the SER and from conversations with the head of the Professional Program Nursing we learned about the candidates, either employees or participants in the program. Academic staff is qualified for the master's degree.

The academic staff of the UC is declared in KAA, in accordance with the criteria set out by the KAA in terms of teaching positions. The full-time nursing staff program have MSc in Nursing Sciences.

The teaching staff clearly is competent, and the number of teachers is sufficient. Most of them are also working in clinics, which is good.

All teachers have the opportunity for additional education and the acquisition of additional knowledge and skills – several trainings in teaching strategies were mentioned during the online visit.

Full-time teachers join the academic community. It would be good for teachers to write books or scripts for students as well. The teachers will be available to students via email every day and at agreed hours.



Even though, there was not much said about the responsibilities linked to getting involved in the community, most of the academic staff work in the clinics thus providing services to the community and its public health.

There are still no clear targets regarding the research activity of the academic staff even though both the management and the academic staff representatives stated – during the online discussions - their commitment to improving the research activity of the nursing field.

The results of the assessments are not publicly available to teachers.

Teachers take care of the teaching quality strategy and regularly update their curricula, including contemporary literature. Moreover, during the online discussions, training opportunities offered to the academic staff members were mentioned.

UC adheres to criteria and standards imposed by the law. In the discussion, they say they don't have anyone like that.

**Compliance level:** Partially compliant

**ET recommendations:**

- 1. Increase employment of academically educated higher education teachers in the field of nursing.*
- 2. Education of teachers should have a high priority.*
- 3. Encourage teachers to continue to write books and scripts for students in Albanian.*
- 4. Continue to financially support teachers involved in doctoral studies.*

**2.4 Educational process content**

It is not stated according to which EU directive the curriculum is prepared. Under the curriculum table, a legend is missing. The study program is comprised of 6 semesters over 3 years of full-time studies (180 ECTS). One (1) ECTS is equivalent to thirty (30) hours of studies. All courses are graded by ECTS values. Elective courses are evaluated with 3 ECTS. The first year includes 14 compulsory subjects. The first semester of the first year is evaluated with 32 ECTS, which is not right, it includes 2 ECTS too much. The second semester has 30 ECTS, but it has no electives, which means that the whole first year has no electives. The second year includes 2 elective courses evaluated with 6 ECTS. The third year has only 28 ECTS in the first semester, which is not enough, and the third year has only one elective subject evaluated with 3 ECTS, which means that the whole curriculum does not have enough electives. 9 ECTS electives are missing. The curriculum must have at least 10%



of electives, which means 18 ECTS. A curriculum with such content is not suitable for accreditation. In the subject of psychology, laboratory exercises are listed. Teachers of some subjects are not properly educated to perform the subject. (Ethics in Nursing, Communication in Health and Professional Nursing, Sociology of Health and Illness, Environmental Health, Anesthesiology and Resurrection ). At our meeting, ET asked for an explanation and we got the answer that UC doesn't have enough money to hire so many teachers.

The individual components of the program are combined in the best way to achieve the specified qualification objectives and provide for adequate forms of teaching and learning. The curriculum structure leaves room for independent study, reflections and analysis, and the workload seems to be well manageable by students. Curriculum is comprehensibly written. Learning outcomes and core competences are logically connected to aim of the program.

The first level study programme of Nursing is a programme where a basic profile of nursing givers is moulded. The latter is designed according to the needs of the modern society, it connects theory and practice. It gives students the option of selecting courses in their 2<sup>nd</sup>, and 3<sup>rd</sup> study year. It also provides theoretical and practical knowledge.

Program in Nursing consists of several mandatory and elective courses, which are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning. Quality Office ensures that knowledge, skills, and competences are correct, objective, valid, reliable, practical, transparent and effective. The curriculum of this profile provides the logical flow of disciplines, and the continuity in the possession of knowledge, skills, competences, whether general or specific.

The disciplines within the curriculum have analytical syllabuses which comprise at the following:

1. the discipline's objectives,
2. the basic thematic content, learning outcomes,
3. the distribution of classes, seminars and applicative activities,
4. students' assessment system,
5. bibliography

The program is in Albanian language.

The students praised their relationship with their teachers. Learning outcomes are presented to the students in the beginning of the year and check them with exams and tutorials. Clinical



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training is an important part in obtaining professional competences, and clinical training is taking place directly in the clinical environment under mentorship of mentors in the educational institution. Faculty coordinators are included in clinical training (teachers/assistants).

As the program is not yet accredited, they do not have any students with special needs.

Student assessment mechanisms will be conducted according to course syllabuses and Regulation of Nursing study. The assessment system will ensure a fair, transparent evaluation of students' knowledge and skills. This program is appropriate for different forms of learning and it is communicated to students at the beginning of courses.

The Regulation of Nursing study describes the mechanism for appropriate, valid and reliable process for verifying standards of student achievement.

No specific reference to what is done in case of any inconsistency in assessment of student achievement was mentioned.

The syllabuses describe the responsibilities of academic staff and students to ensure that learning outcomes are understood by students. The courses are presented in ECTS credits and the work of the students at the practical training organizations is monitored through activity reports; students during practice stages are monitored by mentors selected among the academic staff in the study program. Clinical training is taking place directly in the clinical environment under mentorship of mentors in the educational institution. Faculty coordinators are included in clinical training (teachers/assistants). Educational institutions, where clinical training takes place, are conforming to the criteria of Ministry of Health Kosovo. Clinical training is an important part of obtaining professional competencies, so enough places to teach students in a clinical environment and enough mentors are crucial. According to those responsible for the implementation of the program, the study groups consist of 5-8 students, which corresponds to teaching in the laboratory at the college. For practical lessons, which include interaction with patients, individual work is required for students with an individual mentor. Such teaching can ensure effective teaching and learning.

Before students go to clinical training, they must complete the practical part of the study obligations in the laboratories. To implement clinical practice, UC has concluded contracts with various health care institutions. Clinical mentors are very important, providing

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mentoring in line with advanced nursing knowledge. Because mentoring is extremely important (2300 hours of clinical training), UC needs enough competent mentors. Students can also perform practical work abroad, which is carried out through cooperation agreements with relevant institutions (student exchange), during the COVID -19 epidemic, of course, exchanges are not allowed.

**Compliance level:** Partially compliant

**ET recommendations:**

1. *Redesign the curriculum.*
2. *Place a larger number of ECTS electives in the curriculum.*
3. *Acquire competent experts for teaching individual subjects.*
4. *Provide enough competent clinical mentors.*
5. *Individual mentoring in a clinical setting is required to ensure the quality of knowledge – thus quality procedures regarding the practical/clinical training should be developed and implemented.*
6. *The selection process for students should be more rigorous to ensure better academic achievements in the future.*
7. *Before students go to clinical training, they must complete the practical part of the study obligations in the laboratories in small groups (8 students).*

## 2.5 Students

The college has a formally adopted admission procedure (general rules) and it will also apply to the new program. The minim criteria requires potential candidates to have graduated from highschool successfully and to have passed the matura exam. It is not clear from the SER description whether the candidates have to pass and admission exam or whether the only criteria used for admission are the grades from the matura exam and/or the high-school. The college should consider developing the QA mechanisms to ensure that the admission criteria are consistently and fairly applied for all students.

The College has a formally adopted procedure for student transfers and it will also apply for the new program. The SER mentions about this that transfers are enabled for students from accredited institutions: *The transfer is enabled only if the previous academic program is*



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*relevant, includes courses of similar nature and the relevant courses are acknowledged by the respective academic staff in consultancy hours dedicated to current, incoming and transfer students` [SER, p.99].*

Upon enrolment, students benefit of an orientation day. During this day, they find out about the rules and regulations of the college and receive hand-outs with information about the institution and how it works. There is no reason to believe this will not happen for the new program also.

Students benefit of consultation hours (each teacher organizes at least 2h/week) and a tutoring system.

The college registers student performance data on an internal platform (DMIS) where information regarding school activities is also shared – e.g. student financial reports, grades, passing/failure rates per courses etc. Course materials are share on the moodle platform.

Students have rights and responsibilities that they learn about through the Moodle platform and during the orientation week. The student rights include the right to appeal – for which the college has an appeal policy, through which students who believe they have been disadvantaged during the assessment process, can request a `just and reliable assessment` [SER, p. 106].

The college also has a Career and welfare office since 2010 that helps students in job searching, career planning and training opportunities – they are described in detail in page 108 of the SER. The center uses a special software (e-career) to share job opportunities with its students and graduates. The college also provides health care services to its students. There is also a Student Success Center that follows a student success strategy and provides academic counselling to students (among other students) [SER, p.112].

Students are involved in decision – making processes within the college. They represented in the decisional bodies of the institutions and also have student clubs, organizations and the Student Association - functioning and offering them opportunities for personal and professional development. The ET recommends that the students that will enrol in the Nursing program also benefit of these opportunities and maybe develop their own student organization.

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## **Compliance level: Substantially compliant**

### **ET recommendations:**

- 1. Develop the QA mechanisms to ensure that the admission criteria are consistently and fairly applied for all students.**
- 2. Ensure that the students that will enrol to the new program will also benefit of the student organizations and student representation in institutional decision-making bodies (e.g. faculty council, QA structures etc.);**

## **2.6 Research**

The development of research activities in the Nursing Program follows the objectives set out in the UC strategic plan and is based on academic competence, infrastructure, and internal and external co-operation.

The expectations of the involvement of College Academic staff in research and academic activities for Nursing BSc program are clearly specified to the academic staff who were all aware of them. According to the regulation for scientific research activity, the academic staff of the university is obliged to do scientific research and research work in accordance with their professional skills and obligations. However, it was not clear how are they considered in the performance evaluation and promotion criteria. Human resources allocated to the research objectives of the program are comprised of the teaching staff engaged at the bachelor program, with various respective topics.

Research in the field of nursing is weak, as the program has not yet been implemented. However, individual teachers conducted small-scale research as part of their master's thesis.

The Nursing program has defined strategic objectives in the field of research. Nursing program staff also engage in research as a necessity for their re-election and advancement, by presenting at local and international conferences and congresses, and publishing their findings in scientific journals indexed with impact factors. Some research is also published as part of a doctoral study that some teachers are completing.

Research is validated through scientific and applied research publications.





Publication in scientific journals depends on each individual and research area. Some have more publications, others less. The publication of nursing care has been increasing in recent years, which is a good thing.

When publishing, academic staff cite the name of UC.

Teachers are encouraged to provide research-related information to students and staff, but the extent to which this becomes a reality has been related to individual efforts.

Research by students is essential for their development and use of evidence based practical methods. There is also little information about student exchange with other universities. Most student participation is presented in the ERASMUS + program, but the field of nursing is not clearly traceable.

Compliance level: **Substantially compliant**

**ET recommendations:**

- 1. Take special care of the development of research staff in the field of nursing*
- 2. consider research topics in which students could be included for the student*
- 3. Consider increasing publication in professional and scientific journals*
- 4. Increase the involvement of staff and students in nursing research activities.*
- 5. The results of research done as part of the diploma work should be published at scientific conferences and symposia.*

**2.7 Infrastructure and resources**

The infrastructure includes facilities that provide a conducive atmosphere for a good learning and living experience. For the BA Nursing program UC is sought to create spaces students need to practice, research, engage, learn, and succeed.

In the video the ET could see well-equipped rooms with computers, impressive rooms, offices for communication with students (on the line), but modestly equipped cabinets where students learn nursing skills on mannequins and other models. The space has three beds with mannequins, one for a child. The new program does not benefit of a cabinet for teaching child nursing. The UC has not been involved in the preparation of facilities for medical studies, which are particularly demanding and have recently become very popular and financially attractive due to the needs of the pandemic.



UC has a Rich library with literature both in Albanian and English. The library is computerized with rich collection of latest reference books, journals, periodicals, newspapers, magazines and e-journals in Albanian and English. Specifically, the literature for the needs of nursing studies could not be verified. The ET recommends buying relevant books and preparing learning materials are ensured urgently for the new program, in a sufficient number to cover the needs of the future students.

Facilities at Universum College regardless of their location are open for all Universum students and staff. Moreover, Universum organizes collective transportation for staff and students when it comes to various activities (SER, p. 136). However, the list of fields covered by the books in the library does not include Nursing (SER, p.144). The ET recommends to the college to organize the timetable in such a manner that it avoids forcing students to go back and forth from some locations.

The college provides its academic community with access to Electronic Libraries – e.g. EBSCO, OXFORD Journals etc. Students should be encouraged to use this facilities in preparing their tasks and final paper.

**Compliance level:** Substantially compliant

**ET recommendations:**

1. *Pay more attention to the care program equipment and continue investing in them in order to better serve the needs of the program.*
2. *Additionally, equip nursing cabinets.*
3. *Get beds and extra mannequins.*
4. *Carefully consider scheduling of the educational activities between the different locations of the college.*

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

In general, the study program of BA nursing in terms of curriculum content is poorly prepared. Therefore, there is room for improvement. Detailed descriptions and background for individual ET recommendations are provided in the sections above.

In conclusion, the expert group believes that the nursing study program offered by Universum College is essentially in line with standards, except for the curriculum and some incompetent teachers for the subject they teach. If the errors are corrected, ET proposes enrollment of

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students, which should not exceed 50 students and therefore recommends accreditation of the study program for a period of 3 years.

We have received UC comments and understand management that they need a certain quota of 94 students/year in the Nursing program to make the program worthwhile to implement. There is no mention of a curriculum that needs to be supplemented. Health programs are specific, and their implementation requires special care. Running a program for the first time without experience means flirting with shortcuts that we cannot approve of. It is necessary to start with a smaller number of students so that the program can be implemented and developed with quality. In accordance with what has been written above, ET remains with its opinion.

#### **4 APPENDICES (if available) – Not applicable**

##### **Expert Team**

###### **Chair**

**Prof. dr. Danica Železnik**

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Date)

###### **Member**

**Mrs. Delia Gologan**

\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Print Name)

\_\_\_\_\_  
(Date)