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Kosovo Accreditation Agency

ALMA MATER EUROPAEA CAMPUS COLLEGE
»REZONANCA«

BSc NURSING PROGRAM
(180 ECTS)

RE-ACCREDITATION

REPORT OF THE EXPERT TEAM

29th April 2024



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1. INTRODUCTION

1.1. Context

Date of site visit: 30TH April 2024

Expert Team (ET) members:

- *Prof. dr. Danica Zeleznik*
- *Prof. dr. Joke Denekens*
- *Prof. dr. Snjezana Schuster*
- *Dr. Nibal Sabri*

Coordinators from Kosovo Accreditation Agency (KAA):

- *Shkelzen Gerxhaliu, Director of Department at KAA*
-

Sources of information for the Report:

- *The Self-Evaluation Report, Bachelor (BSc) in Nursing with the annexes as follows;*
 1. *Curriculum Vitae CVs of academic staff*
 2. *Curriculum Nursing BSc*
- *Onsite interviews with personnel and stakeholders*
- *Facility Site visit*

Criteria used for program evaluation:

- *Standards & performance indicators for external evaluation according to the Accreditation Manual of Kosovo Accreditation Agency, 2021*
- *European Guidelines and Standards*

Additional documents requested:

ET asked for the documents but did not receive them.



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1.2. Site visit schedule

| Time | Meeting | Participants |
|---------------|--|---|
| 09:00 – 09:50 | Meeting with the management of the faculty where the programmes are integrated Joint meeting | 1. Prof.asoc. Milazim Gjocaj – Dean of Faculty of Medical Sciences 2. Prof.asoc. Bekim Haxhiu – Head of Department of Physiotherapy 3. Lect. Bekim Sejdiu – Head of Department of Nursing |
| 09:55 – 10.35 | Meeting with quality assurance representatives and administrative staff Joint meeting | 1. Prof.asoc. Nazim Dakaj, vice-rector of QA 2. Jahir Gashi, Director of OQA 3. Margareta Mustafa, Member of QAC from Administration 4. Adea Idrizaj, senior officer of OQA 5. Mahzade Kera-Behrami, student representative of OQA 6. Albiona Alijagiq, student representative of OQA 7. Dea Likaj, student representative of OQA |
| 10:40 – 11:40 | Meeting with the heads of the study programme: Nursing BSc (room 2) 1. prof. dr. Danica Zeleznik 2. dr. Nibal Sabri | 1. Prof.ass. Anila Dine 2. Prof.asoc. Milazim Gjocaj 3. Prof.ass. Emanuela Prendi |
| 11:40 – 12:40 | Lunch break | |
| 12:40 – 13.40 | Visiting Facilities | |
| 13:40 – 14:25 | Meeting with teaching staff: Nursing BSc (room 2) 1. prof. dr. Danica Zeleznik 2. dr. Nibal Sabri | 1. Lect. PhDc. Hasan Gashi 2. Lect. PhDc. Shpresa Makolli 3. Lect. PhDc. Shpresa Ademaj 4. Lect. PhDc. Mexhit Mustafa 5. Ass. MSc. Shpresa Surdulli 6. Lect. PhDc. Daniela Bimi |
| 14:30 – 15:10 | Meeting with students: Nursing BSc (room 2) 1. prof. dr. Danica Zeleznik 2. dr. Nibal Sabri | 1. Albion Rexha 2. Janina Thaqi 3. Dafina Rushiti 4. Albiona Bytyqi 5. Dafina Zeqiri 6. Fiolina Fetaj |
| 15:15 – 16:00 | Meeting with graduates: | 1. Veronika Shala |



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|----------------------|--|--|
| | Nursing BSc (room 2) 1. prof. dr. Danica Zeleznik 2. dr. Nibal Sabri | 2. Aurora Hajdari 3. Valza Limani 4. Jutbina Budakova 5. Herolinda Rama 6. Edona Haziri |
| 16:00 – 16:40 | Meeting with employers of graduates and external stakeholders: Nursing BSc (room 2) 1. prof. dr. Danica Zeleznik 2. dr. Nibal Sabri | 1. Prof.ass. Floren Kavaja, MD (Kavaja Hospital) 2. PhD. Fahredin Veselaj, MD (Vita Hospital) 3. Dardan Ymeri (University Clinical Centre of Kosovo, Urologic Clinic) 4. Afërdita Kukaj (University Clinical Centre of Kosovo, Endocrinologic Clinic) |
| 16:40 – 16:50 | Internal meeting of KAA staff and experts Joint meeting | |
| 16:50 – 17:00 | Closing meeting with the management of the faculty and program Joint meeting | |

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

Rezonanca College was established on May 12, 2003, by Academician Prof. Dr. Ramadan Idrizaj, in accordance with the Law on Higher Education of Kosovo no.2003 / 14, initially as the University of Medical Sciences "Rezonanca" with a total of five Faculties: General Medicine, Dentistry, Pharmacy, Diagnostic Radiology and Physiotherapy. Within the Faculty there is also the General Hospital "Resonance", based in Pristina, st. Mbreti Zog, no. 1.

The State Quality Council in its 78th meeting, held on September 27, 2019, has approved the change of the name of the College of Medical Sciences "Rezonanca" to Alma Mater Europaea Campus College "Rezonanca". With decision no. 302/21, dt. 14.05.2021, MEST, through the Commission for review of complaints, approves the change of the name of the College in Alma Mater Europaea Campus College "Rezonanca". Both businesses: Rezonanca College of Medical Sciences and Rezonanca Polyclinic now operate with the same business certificate as Alma Mater Europaea Campus College Rezonanca. Alma Mater Europaea Campus College "Rezonanca" is a private institution of higher education and is located at st. Gavril Dara no.20, tel. 038-544-754, E-mail: info@rezonancarks.com. Website: www.rezonanca-rks.com



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Decision No. 476/22, dated April 15, 2022, re-accredited the institution at the institutional level for the period from October 1, 2022, to September 30, 2025.

Alma Mater Europaea Campus College "Rezonanca" offers studies at the bachelor level, in three-year programs (180 ECTS): BSc Biochemistry Laboratory, BSc Community Pharmacy, BSc Physiotherapy, BSc Nursing, BSc Diagnostic Radiology, integrated Dentistry program (300 ECTS Dr.stom.), BSc Dental Assistant and Dental Hygienist (240 ECTS), BSc Public and Environmental Health and two second cycle master programs (120 ECTS): MSc Pharmacy and MSc Health Management.

The philosophy of the institution has been to offer competitive programs in applied education that would base teaching on labour market demands and international practices. The program called Bachelor Nursing is submitted for reaccreditation, for the NQF level 6, with an academic degree to be conferred Bachelor of Nursing. The Bsc Nursing program currently enrolled 100 students. Since the last external evaluation, the college invested both in the human and material resources. In the future, the college intends to develop the program by enrolling more students.

2. PROGRAM EVALUATION

2.1. Mission, objectives and administration

The mission of the BSc Nursing Program (180 ECTS) is in line with the mission and strategic goals of Rezonanca College. The College tries to be supportive with the academic staff and the students while on the other hand building joint actions between them in teaching and research activities. The mission is to prepare these nurses to provide promotional, diagnostic and rehabilitation services. The study program provides evidence-based knowledge, skills and competences (both theoretical and practical). According to the information provided through the self-assessment report, the meetings with the authorities and the key documents of the College, it is clear that the mission of this study program is in line with the overall mission of the Institution.

According to the SER the College has followed the Directives 2005/36 / EC and 2013/55 / EC on Recognition of Professional Qualifications, Guidelines for the Tuning Project, Assessments



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and Opinions of Health Care Institutions, Higher Education Teachers and List of occupations in health care. The knowledge, skills, competences that graduates can learn from this study program are in line with the European Directives and guidelines.

As the Bachelor of Science in Nursing degree falls under regulated professions, the College is proactive in identifying and implementing recommendations from professional organizations such as the Kosovo Chamber of Nursing.

Throughout the development of this program, the College has sought and incorporated relevant academic and professional advice to shape the expected learning outcomes, ensuring they align with the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area. These outcomes are meticulously crafted to reflect the competencies necessary for employment, further education, and to meet other individual or societal needs. At the meeting, employers of graduates emphasize that graduates need about 6 months of additional learning (knowledge and skills) that they need for independent work. It is necessary to point out that the graduates master the knowledge and skills for general nursing, which means that they need time to learn in a certain special field. Perhaps in the future, consider increasing the number of hours of clinical education in individual special fields as optional content., it is also necessary to carefully review the learning outcomes.

Didactic concept at BSc Nursing program aims to use the educational approach to support students' learning. It includes the methods and techniques used by teachers or instructors to help students acquire knowledge, skills, and competencies. A didactic concept includes various elements such as curriculum design, instructional methods, learning objectives, assessment strategies, and student support services.

This program is intended to be a Bachelor in Science, the ET recommends the heads of the programme to increase their focus in developing the research component of the program. Especially by involving students in research-related activities: encourage them to attend research conferences, publish the results of their research alongside their teachers.

There are formal policies, guidelines and regulations foundational documents (The Statute of the College, The Regulation of Studies, The Regulation of Academic Units, The Code of Ethics ..), are designed to ensure clarity, fairness, and consistency in all academic and procedural dealings within the College and guidelines are publicly available. They are disseminated



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through the College's official website, accessible to all staff, students, and the wider community. This practice ensures that all members of the College community are well-informed of their rights, responsibilities, and the procedural norms governing their academic and administrative interactions within the institution.

There is not clear evidence that all the regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are respected by all the members of the academic community. From discussions with faculty and students, usability was generally appreciated. At the institutional level, there are many policies and procedures, but there is no clear evidence that all members of the academic community know and follow all the regulations, tasks and statements of responsibility related to the management and implementation of the program.

| Standard | Compliance | |
|---|------------|----|
| | Yes | No |
| <i>Standard 1.1.</i> The study program mission is in compliance with the overall mission statement of the institution. | X | |
| <i>Standard 1.2.</i> Relevant academic and professional advice is considered when defining the intended learning outcomes which are consistent with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. | X | |
| <i>Standard 1.3.</i> The study program has a well-defined overarching didactic and research concept. | | X |
| <i>Standard 1.4.</i> There are formal policies, guidelines and regulations dealing with recurring procedural or academic issues. These are made publicly available to all staff and students. | | X |
| <i>Standard 1.5.</i> All staff and students comply with the internal regulations relating to ethical conduct in research, teaching, assessment in all academic and administrative activities. | X | |
| <i>Standard 1.6.</i> All policies, regulations, terms of reference and statements of responsibility relating to the management and delivery of the program are reviewed at least once every two years and amended as required in the light of changing circumstances. | | X |



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Compliance level: Partially compliant

ET recommendations:

- *maybe revise the mission of the program so that it better reflects its research mission;*
- *define the learning outcomes per course on higher levels of Bloom and align the teaching and learning activities better with the learning outcomes.*
- *encourage external stakeholders to participate in program evaluation.*
- *organize an advisory committee to invite stakeholders to evaluate the program.*
- *consider the possibility of including an optional course that will offer clinical training in various professional fields.*
- *learning outcomes need to be carefully reviewed.*
- *develop instruments to monitor and proactively encourage the members of the academic community to follow all rules and regulations of the college, including the Code of Ethics.*

2.2. Quality management

The College's strategy for quality assurance is rooted in the European Standards and Guidelines for Quality Assurance in Higher Education. All staff at the College participate in self-assessments and contribute to the reporting and quality improvement processes in teaching and learning. The QA processes are regulated by the College Statute, the Rezonanca Quality Assurance Regulation and the QA Manual.

Alma Mater Europaea Campus College "Resonance" has established clear policies and procedures for quality assurance, detailed in Chapter V of the College's Statute and within the Quality Assurance Policy Framework. This framework delineates the institutional system of quality assurance, including processes, mechanisms, instruments, reporting, data collection, timelines, quality cycle, and the responsibilities of all parties involved.

A quality assurance system is in place, with structures, responsables, policies, procedures, tools, mechanisms to gather on a continuous basis information about all activities undertaken according to the organisation of the College in general and to the program more specific a. For implementation the ESG have been used as can be seen in the topics that are measured within the system on a systematic basis:

1. Quality assurance policies and procedures;



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2. Program design and approval;
 3. Student-centred teaching, learning, and assessment;
 4. Admission, progress, recognition, and certification of students;
 5. Academic staff quality;
 6. Teaching resources and student support;
 7. Information management;
 8. Public information dissemination;
 9. Continuous monitoring and periodic review of programs;
 10. External quality assurance practices in line with the European Standards and Guidelines (ESG) on a cyclical basis.

Alma Mater Europaea Campus College "Resonance" has established policies and procedures for quality assurance, detailed in Chapter V of the College's Statute .

The Quality Framework for Quality Assurance is defined with KPI and benchmarks are defined. The SER gives results for 2023. Evolution over the years is not yet visible. The KPI's are too much focused on output criteria. As for example for research. More attention for input and process indicators has to be made. Especially the implementation and the steering of learning outcomes in the learning environment has to have more attention.

The SER promises that the system will be monitored on a regular basis in order to show progress in quality over time. Implementation has started. Special regulations have been developed as for implementation of electronic surveys, data processing, report preparation, implementation of results of surveys, reliability of information, time period for storing information and monitoring the implementation of the regulation. A College Manual for Quality Assurance has been created in 2021 and has to be updated according to the new quality framework.

The Quality Assurance Office has 12 members, 3 administrative members and also 3 students. The Committee has 15 members, including 3 student. The responsibilities of the office are well defined:

- Administering evaluation processes as outlined in the College's Quality Assurance Policy Framework.



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- Executing operational processes for the implementation of quality assessment activities within the College.
 - Processing information gathered during the data collection phase.
 - Collecting necessary reference materials for the internal evaluation of the College's specific activities.
 - Managing the distribution and publication of reports on evaluation activities.
 - Establishing working groups, as recommended by the College Quality Assurance Committee, to conduct evaluation activities as needed.

The College Quality Assurance Committee (15 members) is tasked with the following responsibilities:

- Developing a Quality Assurance Policy Framework.
- Creating a Guide to Quality Assurance Assessment Activities.
- Defining instruments for both quantitative and qualitative quality assessment within the College.
- Compiling and reviewing evaluation/self-evaluation reports.
- Reviewing self-assessment reports related to institutional accreditation and programs.
- Examining reports from international experts and their recommendations from the accreditation/re-accreditation processes.
- Formulating improvement plans based on the recommendations of international experts from

The financial plan foresees 27000 euro's per year for the normal functioning of the system and for trainings of the staff.

The SER mentions that every member of the College contributes to the quality in teaching, research and special services. Especially the involvement of students via the student union is highlighted. During interviews with students it became clear that they are involved in the system. Commentaries/complaints of students are taken into consideration and the satisfaction questionnaire for students has been changed according to comments of students. As the expert team heard during the interview with students.

Although the SER is very positive about the contribution of all stakeholders in the quality assurance processes the expert team has not found evidence for structured and systematic contributions of employers and graduates. The expert team has not seen "intimately" involvement of external stakeholders in program development and cyclical reviews as was mentioned in the SER.



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Employers and graduates are not involved enough to put weight on decisions according to the mission and vision of the College. Results of questionnaires of both groups show that employers as well as graduates are satisfied with the level of mastering of clinical skills of the graduates. Also during interviews employers were very positive about the clinical skills of the graduates. In the opinion of the expert team stakeholder engagement has to be strengthened. More intensive communication is needed in order to put finger on the pulse about evolutions in the workfield. Annual reports on an aggregated level about the overall performance of the College can be very useful.

According to the interviews with heads of program and teachers self evaluation by all members of the staff, academic and administrative is in place. The expert team has seen the new approach of evaluation of the staff in the SER. During interviews teachers do not give details about input, process and output of this evaluation. The implementation of the new system is underway. The SWOT analysis mentions that there is lack of interest and motivation of staff for involvement in quality assurance processes and lack of interest of staff to contribute to continuous quality improvement. It seems that the procedures for integrated teacher evaluation are not yet running smoothly. Quality assurance is not yet daily business for the staff.

The expert team has not seen structurally and systematical workload measurements for students and teachers.

The SER mentions that the College's quality assurance policy is designed to increase the effectiveness of its core functions, including learning, teaching, research performance, training, and research management. According to the SER processes are integrated in normal planning processes. Progress over years of the new KPI system is not yet visible. The closing of the PDCA is not visible in the SER, during interviews and also mostly not in follow-up of recommendations of previous accreditation processes.

Questions about validity and reliability of the instruments, the procedures have to be discussed in the opinion of the expert team. Quality of the quality system is not yet visible in the system. Effectiveness of actions is not yet enough measurable.

Because of lack of data over time, the expert team cannot find evidence that on an aggregated level progress in quality has been made (effectiveness of actions), nor which domains are weak and need extra input to have better outcomes in the future. Hopefully the ABACUS program



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will be capable to make continuous monitoring easily done and to make statistical analysis accessible and ready for implementation of actions to perform better. Review of surveys content is highly recommended. Indicators for quality of the quality system have to be implemented in a systematic and structural way. Especially more involvement of staff and employers is needed.

According to the SER the regulations are evaluated periodically every three year.

Every three years there is an evaluation of the program with the following topics be evaluated: curriculum, academic staff, teaching and learning, infrastructure, expected results, student needs, market and society needs, use of resources adequately and relevance and coherence of the program.

During interviews the expert team has not been convinced of a structural and sytematic procedure to update relevance of the program on a regular basis and the coherence of the program is not organised by defining prerequisites for each course as the expert team have seen in the syllabi descriptions..

The expert team has not seen a structural and sytematic approach to work on the quality of the quality system.

Performance indicators

2.1. not yet reched

2.2. data are registered. Feedback mechanism and evidence of closing PDCA is not visible yet.

2.3. is not in the KAA text

2.4. not seen

2.5. sometimes, not in a systematic way



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| Standard | Compliance | |
|---|------------|----|
| | Yes | No |
| <i>Standard 2.1.</i> All staff participate in self-evaluations and cooperate with reporting and improvement processes in their sphere of activity. | X | |
| <i>Standard 2.2.</i> Evaluation processes and planning for improvement are integrated into normal planning processes. | X | |
| <i>Standard 2.3.</i> Quality assurance processes deal with all aspects of program planning and delivery, including services and resources provided by other parts of the institution. | X | |
| <i>Standard 2.4.</i> Quality evaluations provide an overview of quality issues for the overall program as well as of different components within it; the evaluations consider inputs, processes and outputs, with particular attention given to learning outcomes for students. | | X |
| <i>Standard 2.5.</i> Quality assurance processes ensure both that required standards are met and that there is continuing improvement in performance. | X | |
| <i>Standard 2.6.</i> Survey data is being collected from students, graduates and employers; the results of these evaluations are made publicly available. | X | |
| <i>Standard 2.7.</i> Results of the internal quality assurance system are taken into account for further development of the study program. This includes evaluation results, investigation of the student workload, academic success and employment of graduates. | | X |
| <i>Standard 2.8.</i> The institution ensures that reports on the overall quality of the program are prepared periodically (eg. every three years) for consideration within the institution indicating its strengths and weaknesses. | | X |
| <i>Standard 2.9.</i> The quality assurance arrangements for the program are themselves regularly evaluated and improved. | X | |

Compliance level: Substantially compliant

ET recommendations:

- *Try to work with not too much KPI's*
- *KPI's have to be defined more on input and process level, especially for research*



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- *Try to work with “good practices”*
 - *Realize more involvement of employers in processes of evaluating the quality of the graduates*
 - *Involve employers more in the periodical evaluation of the program*
 - *Use annual reports of results of quality assurance endeavours to inform stakeholders, graduates, the public.*
 - *Make the overall data registration in a way progress in quality can be monitored and make data easily accessible in a way that effectiveness of actions can be monitored.*
 - *Update the manual for quality assurance*
 - *Revise the tools(surveys) as for reliability and validity (important domains, fields are not questioned)*
 - *Make more efforts for evaluation at program level.*
 - *The process of implementation of learning outcomes as tools for steering the learning of students at competence level have to be strenghtened*
 - *Give feedback to students about the surveys of teachers*
 - *Make participation of staff in quality assurance stronger and make that results are more valid (staff members have to give their self evaluation without fear for consequences)*
 - *Make annual reports on an aggregated level and communicate these reports with all stakeholders to give them feedback and opportunity to make their involvement better.*
 - *The system of quality assurance is still too much a control system driven by the criteria of KAA, make the system more as an “enhancement of quality” system.*

2.3. Academic staff

The College employs academic staff on both a full-time (FT) and part-time (PT) basis. The number of full-time teachers in the nursing program is 55, and part-time teachers are 21. This number includes academic staff of all disciplines. The list of employees can be found in SER on pages 89 to 91. It shows that 10 candidates are completing their doctoral studies, which means significant progress for the nursing program. At the interview with the experts, 2 doctors from the field of nursing were also present. These 10 candidates who are completing their doctoral studies are burdened they are studying abroad because there is no such study in Kosovo, they are employed and have families. It would be necessary to find a way to relieve them, because in this way the studies would be completed faster.

Number of academic staff with PhD (FTE) are 24, number of academic staff with MSc (FTE) are 13 and number of academic staff with specialization (FTE) are 27.



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The selection process is transparent, initiated by a public competition announced by the Senate of the College. Candidate evaluations are conducted by a Professional Evaluation Commission, established by the Faculty Council. The competition provides comprehensive position descriptions and conditions of employment, detailing employment expectations, performance indicators, and appraisal processes.

Rights and responsibilities of the academic staff are outlined in Chapter III.2 of the College's Statute and the Employment Contract (Articles 3, 4, 5, and 6). The contract specifies the rights, obligations, and responsibilities associated with the employment relationship.

All staff employed at the institution (academic, scientific, administrative) possess the necessary qualifications in accordance with international standards, as stipulated by Administrative Instruction no. 15/2018 on the Accreditation of Higher Education Institutions in the Republic of Kosovo and Law no. 04 / L-037 on Higher Education in the Republic of Kosovo. These qualifications enable them to effectively manage educational, research, creative, and administrative processes.

The assessment of qualifications includes verifying the status and reputation of the institutions from which they were obtained, taking into account the recognition of qualifications by the Ministry of Education, Science, Technology, and Innovation of the Republic of Kosovo. The Senate decides the recruitment and selection of academic staff, while the recruitment of non-academic staff is determined by the Rector, based on the recommendations of the Professional Commission.

Academic staff are not permitted to hold more than two teaching positions (one full-time and one part-time) within an academic year, regardless of the educational institution where they conduct their activities. This is in accordance with Administrative Instruction No. 15/2018 on the Accreditation of Higher Education Institutions in the Republic of Kosovo, dated 28.09.2018.

In the BSc Nursing program have a total of 69 teachers, of which 63 (91.3%) are employed full-time, and 6 (8.7%) are employed part-time. The full-time academic staff is responsible for over 94.8% of the teaching hours in the study program, in compliance with Article 26, Section 5.3.3, of Administrative Instruction No. 15/2018 on the Accreditation of Higher Education Institutions in the Republic of Kosovo, dated 28.09.2018.

The college has a larger number of full-time employees than required by the standards, as 24 (43.6%) employees hold the scientific title of Doctor of Science. There are also employees 10



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candidates from the field of nursing are on doctoral studies, which we consider to be significant progress.

The College offers opportunities for the additional professional development of teaching staff, with special assistance provided to any individuals encountering difficulties. To ascertain staff development needs, staff are required to complete the In-service Training Needs Questionnaire and the Staff Development Needs and Curriculum Change Questionnaire. Each academic staff member receives an evaluation report from students on their teaching, serving as a valuable basis for identifying personal improvement priorities. The faculty offers various educations and trainings such as - Enhancing skills in innovative technology, such as computer courses on research planning through IT, database design, project management, using EBSCO databases and the Moodle platform.

Developing skills for preparing research grants, facilitated by the College Research Institute. Activities for advancing teaching and learning methods, provided by the Centre for Excellence in College Teaching and Learning. During the meeting with the academic staff, they confirmed that the College supports them to participate in the conference that the College organises annually. It is of paramount significance to increase the number of mobilities abroad for the academic staff in order to participate in teaching and training activities.

The engagement in the academic community is clear and constant. The workload is allocated by the head of the study program which supervises all the activities of the academic staff. During the meeting with the academic staff they confirmed that they do these activities, including consultations with students. Students also confirmed this. The staff reported that they have consultations with the students in person. They also mentioned that they have consultation with the students for their thesis preparation. In total, each of them supervises 5-6 students for their thesis.

The evaluation of academic staff is conducted annually, focusing on the main aspects of their responsibilities. This process utilizes the "Staff Performance Evaluation Form," which includes: Self-assessment, Assessment by students, and Evaluation by supervisors.

Formal evaluations of teaching and other staff performance are published on the College's website and maintained in files. Each staff member receives a copy of their evaluation and is encouraged to maintain a personal record of evaluations, recommendations, and strategies for improvement.



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The academic staff evaluation at the College is conducted through the following methods: "Academic Staff Performance Review" by the College, assessing: Teaching activity, Research activity, Engagement in international cooperation, Administrative and governing activity, Community services. This review, which includes a self-assessment section based on the same criteria, occurs once a year. "Teaching Student Evaluation Survey," conducted at the end of each semester to evaluate academic staff performance from the students' perspective. The results are stored and made accessible within the College and published on the website (e.g., Teaching Student Evaluation Survey-2023).

The Individual Professional Development plan is something that all academic staff are required to prepare. In teaching activities, according to academic staff, they try to use a combination of PowerPoint presentations, new published research and the existing literature. Moreover, they use the Moodle platform as an alternative method. In general, the College reported that it tries to use a student-centred approach. The use of the student's questionnaire is a method for assessment of the teaching strategies of the professors.

Teachers retire at the mandated age limits and then serve as academic staff under service contracts. According to current law, academic staff retire at the age of 65 and may engage with the College under service contracts until the age of 70.

| Standard | Compliance | |
|---|------------|----|
| | Yes | No |
| <i>Standard 3.1.</i> Candidates for employment are provided with full position descriptions and conditions of employment. To be presented in tabular form data about full time (FT) and part time (PT) academic/ artistic staff, such as: name, qualification, academic title, duration of official (valid) contract, workload for teaching, exams, consulting, administrative activities, research, etc. for the study program under evaluation. | X | |
| <i>Standard 3.2.</i> The teaching staff must comply with the legal requirements concerning the occupation of teaching positions included in the Administrative instruction on Accreditation. | X | |



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| <i>Standard 3.3.</i> Academic staff do not cover, within an academic year, more than two teaching positions (one full-time, one part-time), regardless of the educational institution where they carry out their activity. | X | |
| <i>Standard 3.4.</i> At least 50% of the academic staff in the study program are full time employees, and account for at least 50% of the classes of the study program. | X | |
| <i>Standard 3.5.</i> For each student group (defined by the statute of the institution) and for every 60 ECTS credits in the study program, the institution has employed at least one full time staff with PhD title or equivalent title in the case of artistic/applied science institutions. | X | |
| <i>Standard 3.6.</i> Opportunities are provided for additional professional development of teaching staff, with special assistance given to any who are facing difficulties. | | X |
| <i>Standard 3.7.</i> The responsibilities of all teaching staff, especially full-time, include the engagement in the academic community, availability for consultations with students and community service. | X | |
| <i>Standard 3.8.</i> Academic staff evaluation is conducted regularly at least through self-evaluation, students, peer and superiors' evaluations, and occur on a formal basis at least once each year. The results of the evaluation are made publicly available. | X | |
| <i>Standard 3.9.</i> Strategies for quality enhancement include improving the teaching strategies and quality of learning materials. | | X |
| <i>Standard 3.10.</i> Teachers retired at age limit or for other reasons lose the status of full-time teachers and are considered part-time teachers. | X | |

Compliance level: Substantially compliant

ET recommendations:

1. Increase the number of nurses with PhD that are having classes in this study program;
2. To encourage doctoral candidates to finish their doctoral studies as soon as possible.
3. Support and encourage the staff to conduct mobilities in other countries - EU and non-EU - in order to increase their knowledge and skills in teaching and research activities;
4. Monitor professional development of the academic staff and report on it;



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5. *Improve the supervision and monitoring of the consultations that the academic staff has with the students;*
 6. *Update of the literature that is in the syllabus is important;*

2.4. Educational Process Content

The Nursing BSc study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological, and generic skills and competencies. According to SER p.101 the study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area, but Nursing study program qualification objectives they are stated yet even theoretically they can't be aligned with the EU Directives based on the framework for qualification of the EHEA. The evidence that individual components of the program are combined in an effective way is lacking and the interviews with the heads of program didn't reveal that they take the combination and the competency development in account when they evaluate the program. Qualification goals will need to be harmonized with the EU Directive.

The study program comprises 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. The program is designed in accordance with the Bologna Process, the first cycle of higher professional education, level 6 under the NQF / KEC (EQF). The individual components of the program are combined in a best way to achieve the specified qualification objectives and provide for adequate forms of teaching and learning.

The program refers to academic competencies, the ability to obtain adequate employment to meet the needs of the labour market, the ability to obtain adequate employment by combining the theoretical and practical aspects and the development of students' personalities in areas of specialization. The individual components of the program are combined to best achieve the specified qualification objectives and provide adequate forms of teaching and learning.

The subject curricula offered in the Nursing study program offer satisfactory level according to the profile and field of the program. Course titles are like the international programs of this discipline.



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In the first year, in the first semester, students are taught nursing care for the elderly before anatomy, physiology and pathology, which, according to experts, is not logical since the student must know the aforementioned content in order to perform certain nursing activities for the elderly. This can have various chronic diseases, porous blood vessels, etc. The dean was aware of our proposal and explained that most students come from secondary medical schools, where, in our opinion, they do not get enough knowledge to deal with such a vulnerable group as the elderly. Therefore, we propose that the courses anatomy, physiology, and pathology be moved to the first semester.

The curriculum is composed of various course types, including: Basic Courses (BC): Foundational subjects in Nursing. Nursing-Related Courses (PHTHRC): Specialized topics within the field. Basic Communication Skills Courses (CS): Essential communication skills for healthcare professionals and

Elective Courses (EC): Offering students a choice among: Discipline-Specific Elective Courses (DSEC), Skills Improvement Elective Courses (SIEC) and General Elective Courses (GEC). Elective courses represent 10% of total ECTS. It is not stated what the choices are for students in each of the categories that are offered, nor is it stated how they guide students in making a choice and connect it to their thesis. It was said at the meeting that the topics are written down and the student can choose them, but this is not the usual practice. It is necessary to write down the optional subjects and the selection process in detail.

The program also includes practical education and diploma work. Practical experience is an integral component of the program, and each student is required to undertake and satisfactorily complete 2300 hours of practical experience - direct contact with the patient (Directive 2005/36/EC and 2013/55 / EC) which are translated into ECTS. The allocation of ECTS is appropriate and justified and the assessment/examination methods are adequate for the time being, but the heads of the program should revise them periodically and is responsible for the complete implementation of clinical training, which he explains at meeting.

The disciplines within the curriculum have analytical syllabuses which comprise the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc... In some subjects, the bibliography is very modest, so it needs to be



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improved in the future. The full course description/ syllabuses of each subject/ module should be attached only in electronic form to the self-assessment report for the study program under evaluation.

Teaching at the College is conducted in the Albanian language. The College is committed to ensuring that both students and academic staff possess adequate language skills for instruction in the program's language, aiming to enhance the quality of education and learning outcomes. Language training provided prior to the commencement of the program can help students and academic staff overcome language barriers and participate effectively in the program.

In the SER on page 107, it is stated that they have a good student-teacher relationship and that it is a mutual partnership, with each side taking full responsibility for achieving learning outcomes. These results are explained and discussed with students in lectures and exercises. The College issues a Student Handbook to students, which describes the study process in detail, including regulations, rights and duties of students, disciplinary measures, responsibilities of officials and committees, and possible sanctions, which was also confirmed by the students at the meeting.

Interactive learning activities such as problem-based learning, sharing information, workshops, group work and seminars with discussions are used, also Moodle platform is used. In some courses, oral presentations of students' research findings in a clinical setting are highlighted as an important part of the teaching and learning strategy. Exams are obligatory for all the mandatory and elective courses, exams are public except for the practical parts.

For students with disabilities, modifications are made to examination procedures and access to teaching materials, depending on the nature of their disabilities. Similarly, students with learning difficulties, such as dyslexia, dysgraphia, or dyscalculia, are provided with customized learning materials and may receive additional accommodations for written exams.

Teachers explicitly describe the grading criteria for each assignment and exam, clarify expectations and grading standards for students, and provide immediate feedback on student assignments and exams, which was confirmed by students at the meeting. Teachers use a variety of assessment methods to assess students' understanding of subject matter, including exams, essays, projects, and presentations. At the beginning of each course, teachers explicitly communicate grading policies, including the weight of each assignment or exam, the grading scale, and any other relevant policies. To maintain fairness and objectivity in the assessment,



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teachers can perform blind assessment, include several assessors, for which, in our opinion, sufficient competent personnel must be provided.

The program establishes clear criteria for the assessment and evaluation of student work, and provides timely and constructive feedback to enable students to improve their performance. Additionally, the program regularly reviews its assessment mechanisms to ensure they are current and effective in measuring student achievement.

Grades are assigned according to the nature of the tasks. Student performance in exams is denoted with grades ranging from 5 (poor) to 10 (excellent). OSCE and OSLER exams are graded with letters: A (excellent), B (good), C (conditional pass), and D (failure). The 100-point numerical scale is utilized for evaluating success in summative exams, with results converted into the 5-10 scale as follows: ($\leq 50\%$) = grade 5, (51-60%) = grade 6, (61-70%) = grade 7, (71-80%) = grade 8, (81-90%) = grade 9, and (91-100%) = grade 10, which is comparable to the program and with other highly regarded institutions.

The program includes a structured process for reviewing and resolving grade appeals and complaints related to academic matters. Additionally, it offers support mechanisms for students seeking to improve their academic performance, such as academic advising, tutoring, and mentoring services.

The program undertakes regular reviews of its policies and procedures to ensure their effectiveness and compliance with relevant regulations and standards. For students displaying unsatisfactory performance, the Assessment Policy and Procedures stipulate the implementation of an improvement program. This program may involve providing additional teaching hours, organizing formative exams, holding additional colloquia, and applying a Remediation Program. These policies and procedures are transparently communicated to all students and staff involved in the program.

The program incorporates stages of practical work in clinical settings, where the intended learning outcomes for students are explicitly defined. For these clinical internships, appropriate ECTS credits are allocated to reflect their educational value. The work of students during their internships is meticulously monitored by clinical mentors and documented in Clinical Practice Logbooks. This ensures a structured and effective learning process that aligns with the program's overall educational objectives. Additionally, students are assigned tutors from among the academic staff of the study program, who provide guidance and support throughout the practice stages to enhance the learning experience. All clinical training is led by a clinical



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training coordinator employed at the faculty who is an expert in the field of nursing. At the meeting, it was said that one mentor worries 5 to 6 students, which is too many.

The higher education institute signs cooperation agreements, contracts, or other documents with institutes/organizations/practical training units to facilitate exercises. The higher education institute has signed 14 cooperation agreements, which can be seen from the table on page 111 in SER. The advantage of the faculty is that it also has its own clinics where students can do part of the clinical training.

| Standard | Compliance | |
|---|------------|----|
| | Yes | No |
| <i>Standard 4.1.</i> The study program is modelled on qualification objectives. These include subject-related and interdisciplinary aspects as well as the acquisition of disciplinary, methodological and generic skills and competencies. The aspects refer especially to academic or artistic competencies, to the capability of taking up adequate employment, contributing to the civil society and of developing the students' personality. | | X |
| <i>Standard 4.2.</i> The study program complies with the National Qualifications Framework and the Framework for Qualifications of the European Higher Education Area. The individual components of the program are combined in a way to best achieve the specified qualification objectives and provide for adequate forms of teaching and learning. | | X |
| <i>Standard 4.3.</i> The disciplines within the curriculum are provided in a logical flow and meet the definition and precise determination of the general and specific competencies, as well as the compatibility with the study programs and curricula delivered in the EHEA. To be listed at least 7 learning outcomes for the study program under evaluation. | | X |
| <i>Standard 4.4.</i> The disciplines within the curriculum have analytical syllabuses which comprise at least the following: the discipline's objectives, the basic thematic content, learning outcomes, the distribution of classes, seminars and applicative activities, students' assessment system, the minimal bibliography, etc. The full course description/ syllabuses of each subject/ module should be | X | |



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| attached only in electronic form to the self-assessment report for the study program under evaluation. | | |
| <i>Standard 4.5.</i> If the language of instruction is other than Albanian, actions are taken to ensure that language skills of both students and academic staff are adequate for instruction in that language when students begin their studies. This may be done through language training prior to the commencement of the program. | X | |
| <i>Standard 4.6.</i> The student-teacher relationship is a partnership in which each assumes the responsibility of reaching the learning outcomes. Learning outcomes are explained and discussed with students from the perspective of their relevance to the students' development. | X | |
| <i>Standard 4.7.</i> Teaching strategies are fit for the different types of learning outcomes programs are intended to develop. Strategies of teaching and assessment set out in program and course specifications are followed with flexibility to meet the needs of different groups of students. | X | |
| <i>Standard 4.8.</i> Student assessment mechanisms are conducted fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses. | X | |
| <i>Standard 4.9.</i> Appropriate, valid and reliable mechanisms are used for verifying standards of student achievement. The standard of work required for different grades is consistent over time, comparable in courses offered within a program, and in comparison with other study programs at highly regarded institutions. | | X |
| <i>Standard 4.10.</i> Policies and procedures include actions to be taken in to dealing with situations where standards of student achievement are inadequate or KAA inconsistently assessed. | X | |
| <i>Standard 4.11.</i> If the study program includes practice stages, the intended student learning outcomes are clearly specified and effective processes are followed to ensure that those learning outcomes and the strategies to develop that learning are understood by students. The practice stages are allocated ETCS credits and the work of the students at the practical training organisations is monitored through activity reports; students during practice stages have assigned tutors among the academic staff in the study program. | X | |



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| <p><i>Standard 4.12. In order to facilitate the practice stages, the higher education institution signs cooperation agreements, contracts or other documents with institutions/organisations/practical training units.</i> <i>*To be inserted the overview of the program (with all areas to be filled out)</i></p> | X | |
|---|---|--|

Compliance level: Substantially compliant level

ET recommendations:

1. *Courses anatomy, physiology, and pathology be moved to the first semester.*
2. *It is necessary to write down the optional subjects and the selection process in detail.*
3. *Reduce the number of students in the clinical setting so that one mentor will have no more than 2 students.*
4. *More nursing literature in the Albanian language.*
5. *Develop and implement QA instruments and procedures to monitor the quality of the clinical stages including checking if their learning outcomes are reached by students - e.g., if they have developed the appropriate skills and competences.*
6. *Continue efforts to develop reliable and valid mechanisms for checking the standards of student achievement.*
7. *Qualification goals will need to be harmonized with the EU Directive.*

2.5. Students

Per the SER page 117, “The College implements a clearly defined and officially adopted admission procedure at the institutional level, which the program adheres to during student recruitment.” Admission procedure is well defined on the College website. The clarity and fairness of the process has been verified during the interviews.

Additionally, on page 117 and per the College website / admission process, all candidates should meet the minimum admission criteria of having a high school Diploma or other equivalent document of study, according to MEST requirement, before applying to the program. Then after, candidates must follow the process based on the internal College regulations and procedures.



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The sizes of the groups are determined in accordance with the College's Regulation of Studies, Article 24. The number of students across groups has been confirmed during the interviews by service providers for the clinical training, the teaching staff for the groupings in seminars and workshops as well by the students through showing their satisfaction about group sizing across all the teaching and learning modalities.

The College provides flexible treatment for students in special situations concerning deadlines and formal requirements within the program per its regulations which is approved by decision of the Senate of the College, at the meeting held on 31.03.2021. AD-1493 / 21-2, dt31.03.2021. However, we have some concerns about the effective application of some academic criteria across all groups of students, as stated in the SER page 120, when the College Regulations of Studies, Article 39, states that the teaching obligations are accepted as *fulfilled* in case the College could not organize compensatory colloquia for the assigned subject for students who have missed over 20% and under 50% of the classes. This is seen as a risk for not having same standards of education, if the mechanism to ensure that student's learning process is not affected, was neither defined nor present.

Students' completion rates are used among quality indicators to evaluate the program. However, and despite the fact that we highly commend having a data-driven decision-making process through ABACUS to evaluate the program based on several inputs including assessment reports by the the Office of Quality Assurance, in collaboration with the Office of Academic Affairs. Yet we see that limiting access to one administrative staff, as has been communicated during the interviews, and not sharing the data with program heads to analyze, reflect and guide the decision-making process, limits its overall effectiveness.

Assessing the originality of student work effectively has always been a challenge to colleges and universities offering programs in Albanian. The process of ensuring that, is highly dependent on the subject teacher as their responsibility during the paper review process, which raises concerns around its reliability. Students are also taught some research methodologies and how to correctly cite a paper to raise their awareness around academic writing.

Moreover, to enhance plagiarism detection, the College has decided to:



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- Publish all student diploma papers, seminar papers, scientific projects, and papers presented at student congresses on the College's website.
 - Revise the entire procedure and forms for the approval, evaluation, and defence protocol of bachelor's and master's diploma topics.
 - Allow diploma topics to be selected from a list approved by the Faculty Councils and the College Senate, published on the Moodle platform. Each teacher proposes five bachelor thesis topics per year.

Yet we don't see that these guidelines are effective in assessing the originality of student work. Additionally, the awareness and these instructions are directed towards thesis work mainly, not towards all student work including essays and seminars.

However, it is worth mentioning that the College quality coordinators have informed us, during the interviews, on the College's intentions in subscribing to "Crossplag" software which is a cross-lingual plagiarism checker. This is seen as a commendable step in the right direction.

All students' rights and obligations including the right to appeal are stated in the Regulations of Studies, and the Code of Ethics, which are publicly available on the College's website, and explained to the students in the first weeks of their studies.

The process and procedures related to the transfer of students between higher education institutions and study programs are mentioned and defined in the College's Regulation of Studies, Article 85.

Academic staff are available for consultations. They have office hours that students are aware of. Based on students' testimonies during the interviews, the academic staff are very cooperative during the sessions or when a student send a request to meet.

Students appreciate the feedback they receive after each form of evaluation.

However, consultations after summative assessments, which are mostly linked to the goal of reconsidering the final grade, limit feedforward for future improvements. The College and



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students would benefit from a formal evaluation of this process to check its effectiveness against its objectives.

Tutorials are available on Moodle; course materials and videos are posted there to assist student learning. Tutors are very cooperative in offering other materials that might assist the students' learning process.

Students are assigned from year one an advisor who support and offer guidance on subject-related matters.

Students have a voice as representatives in the student council, they are present in other decision-making bodies such as the senate. Their feedback is considered. One of the positive recommendations they have suggested to the quality department is to arrange for an open discussion meeting between themselves and teaching staff to reflect on the staff/course evaluation questionnaire results. This activity is set to take place this academic year.

Two graduate nursing students were able to join a one-week training abroad. The training opportunity was supported, supervised and financed by Resonance College. This internationalizing opportunity is well commended. The College, staff and students would highly benefit collectively for more inclusive and diverse internationalization opportunities.

| Standard | Compliance | |
|---|------------|----|
| | Yes | No |
| <i>Standard 5.1.</i> There is a clear and formally adopted admission procedure at institutional level that the study program respects when organising students' recruitment. Admission requirements are consistently and fairly applied for all students. | X | |
| <i>Standard 5.2.</i> All students enrolled in the study program possess a high school graduation diploma or other equivalent document of study, according to MEST requirements. | X | |
| Standard 5.3. The study groups are dimensioned so as to ensure an effective and interactive teaching and learning process. | X | |



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| <i>Standard 5.4.</i> Feedback to students on their performance and results of assessments is given promptly and accompanied by mechanisms for assistance if needed. | X | |
| <i>Standard 5.5.</i> The results obtained by the students throughout the study cycles are certified by the academic record. | X | |
| <i>Standard 5.6.</i> Flexible treatment of students in special situations is ensured with respect to deadlines and formal requirements in the program and to all examinations. | X | |
| <i>Standard 5.7.</i> Records of student completion rates are kept for all courses and for the program as a whole and included among quality indicators. | X | |
| <i>Standard 5.8.</i> Effective procedures are being used to ensure that work submitted by students is original. | | X |
| <i>Standard 5.9.</i> Students' rights and obligations are made publicly available, promoted to all those concerned and enforced equitably; these will include the right to academic appeals. | X | |
| <i>Standard 5.10.</i> The students' transfer between higher education institutions, faculties and study programs is clearly regulated in formal internal documents. | X | |
| <i>Standard 5.11.</i> Academic staff is available at sufficient scheduled times for consultation and advice to students. Adequate tutorial assistance is provided to ensure understanding and ability to apply learning. | X | |

Compliance level: Fully compliant

ET recommendations:

- To facilitate continuous program evaluation mechanisms based on data-driven management programs ABACUS, Program heads should have access and be part of the decision-making process.*
- We encourage subscription in a cross lingual plagiarism checker software that could be adapted to your own context and needs and then offer early awareness sessions for students on the importance of the originality of own work throughout their academic career and the risks of plagiarism.*



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3. *Run an evaluation for the process and procedures related to the College Regulation of Studies Article 63 for consultation after the summative assessment and seek for improvements to make it more of a learning process too.*
 4. *Provide more inclusive and diverse internationalization opportunities for your staff and students, through conferences, trainings workshops and, joint research projects within the EU and beyond.*
 5. *Involve all students in evaluating workload required from them to better understand and assess the extent of the threat you have identified in your SWOT analysis about “The necessity for students to balance employment with studies which might compromise their engagement and performance in the learning process “ against the actual fact that average year of program completion is only 59% in the first 3.*

2.6. Research

In preparation for developing a new research plan, the College conducted an assessment of its research environment. This involved creating a methodology framework for evaluating the College's research capacity, focusing on aspects such as:

1. Research infrastructure
2. Continuity and sustainability
3. Partnerships and collaborations
4. Employee empowerment
5. Leadership
6. Dissemination, translation of knowledge, and applicability of research
7. Research portfolio

The College's research capacities were assessed as "Moderate" for Research Infrastructure (average score = 3.6), Continuity and Sustainability (average score = 3.3), and Knowledge Dissemination and Research Applicability (average score = 3.0). Capacities in Partnerships and Collaborations, Employee Empowerment, and Research Portfolio were rated as "Very Poor" (average scores = 1.5 and 1.0, respectively). Overall, the College's research capacity across all dimensions received a "Moderate" rating (average score = 3.4) which means that research activity at the faculty will need to be intensively developed and strengthened.

The development of the research area aligns with the strategic plan of the College for 2022-2027, focusing on academic competence, modern infrastructure, and robust internal and



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external cooperation. Research activities are overseen by the Vice Rector for Research, who is responsible for postgraduate research and promoting research development. The Research Institute (RI) within the College operates according to the Law on Research Activity of the Republic of Kosovo and the Institute's Statute.

Scientific Panel has determined that the goals of the NRP will be the evaluation of new trends related to nursing care in Kosovo, improving nursing care according to specific clinical areas and minimizing the cost of nursing care in health institutions of Kosovo.

Research by the NRP will be conducted at the College of Medical Sciences “Rezonanca”, General Hospital "resonance", in collaboration with the University Clinical Centre of Kosovo and the QEVI at the MoH.

Research interests include strategic programs for nursing role in prevention of intra-hospital infection control, nursing legislation implementing, improving nursing care in Kosovo, as well as efficient management of the nursing process in Kosovo.

In the strategic plan of the College for the period 2022-2027, the first point outlines planned activities in the field of research and innovation. These activities align with the College's mission and the regional economic development needs. Research constitutes one of the three pillars supporting the College's mission. The College is renowned for its significant contributions to medical research. The BSc Nursing program's strategic plan for 2022-2027 allocates a total of €1,164,200 for research, with annual allocations of €173,200, €178,200, and €203,200 for the years 2024 to 2027, respectively. Of this budget, €421,200 is earmarked for financing academic staff's scientific publications, €78,000 for symposia participation, and €665,000 for supporting scientific projects.

In 2021, the College established an institutional research fund to support the Research Institute's activities, ensuring ongoing research and development and the maintenance of essential infrastructure. The Steering Council annually approves application procedures for these funds, aimed at fostering self-financed projects and attracting EU funding. The academic staff's capacity to secure external funding is considered in individual performance evaluations. The Regulation on the Financing of Research-Scientific Activity-2021, approved by the College, outlines conditions, criteria, and procedures for funding academic research activities. This includes financial support for publishing high-quality scientific papers, participating in



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scientific events, and undertaking research projects of an acceptable academic level. Additionally, the College supports young scientists' memberships in international associations and their enrollment in doctoral programs abroad.

The College explicitly defines expectations for the academic staff's involvement in research and scholarly activities, which are integral to performance evaluations and criteria for promotion. It is mandated that each full-time academic staff member publish at least one scientific paper annually over the last three years to meet performance standards. Given the challenges faced in advancing the College's research agenda, research projects are currently focused on specific areas, including public health sciences, biomedical sciences (such as physiology, pharmacology, biochemistry, etc.), and clinical sciences. Nursing is not often included, which will need to change in the future and develop nursing as a scientific discipline. Employees in the field of nursing must be continuously educated and empowered with methodological knowledge for research. Encourage and provide incentives to academic staff to publish jointly with academicians working in European Universities.

The College has formulated clear policies that delineate the criteria for activities recognized as research, aligning with international standards and the established norms within the program's field of nursing study. These guidelines are detailed in the "Regulation on Procedures for the Appointment, Reappointment, and Promotion of Academic Staff at Alma Mater Europaea - Campus College Resonance," specifically within Article 5, which outlines the Principles for Recognizing International Platforms and Journals. Furthermore, the College has developed a new categorization for publications and other scientific activities undertaken by the academic staff, which is evident from SER on pages 135 to 137.

The teaching staff's research and academic activities relevant to their courses are incorporated into their instruction, alongside significant developments in their field. Students enrolled in the Research Methodology course are encouraged to engage with published papers, fostering a research-oriented learning environment.

Faculty members prioritize publishing their research in journals with the highest academic impact, denoted by a publication coefficient of 1. Furthermore, publications in scientific journals indexed on the academic platform PubMed (<http://www.ncbi.nlm.nih.gov/pubmed>), as designated by the Faculty Council, hold a publication coefficient of 0.70. These are classified under category A3 of publications, highlighting their significant academic value.



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The validation of research conducted by the academic staff is achieved through the publication of research findings. To qualify for financial support for these publications, faculty members are required to submit:

- A full-text article affiliated with the College, published in scientific journals indexed by Clarivate Analytics - Web of Science (Group 1: SCIE, SSCI, and AHCI).
- A full-text article affiliated with the College, published in scientific journals not covered by Clarivate Analytics - Web of Science but indexed in SCOPUS (Group 2: Q1, Q2, Q3, and Q4).

In the formulation of its renewed strategy concerning the research endeavors of the academic staff, strategy pivots towards bolstering the research infrastructure, allocating additional funding to support scientific projects and the dissemination of findings, enhancing collaborative partnerships with research institutions, empowering College personnel, and broadening the dissemination and practical application of research.

The College remains committed to fostering a culture of research excellence within the Faculty of Nursing and across the institution by promoting conducive research environments, rigorous monitoring, and integration of research findings into the educational curriculum.

Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full-time staff.

Since 2019, it has been a standard practice for all regular academic staff at "Rezonanca" College to attribute their scientific publications to the institution.

Academic staff are actively encouraged to integrate insights from their research and scholarly endeavors directly relevant to their courses, alongside highlighting significant advancements within the Nursing field. This integration not only keeps students abreast of the latest research developments but also fosters a culture of inquiry and scholarly pursuit.

In 2021, the College undertook a comprehensive review of its policies regarding the protection and commercialization of intellectual property, culminating in the adoption of the "Regulation on Intellectual Property of the College-2021." This regulation establishes a framework for safeguarding intellectual property generated within the College, outlining clear procedures for its commercialization. To encourage researchers to engage in applied research activities, the regulation stipulates that the net income derived from licensing the College's intellectual



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property to third parties will be distributed between the creators and the development funds of their respective departments or units.

Additionally, the College's commitment to maintaining the highest standards of ethical conduct in research is articulated in its Code of Ethics. This document comprehensively outlines the principles of scientific integrity that all members of the College community are expected to uphold in their research endeavors.

Students actively participate in scientific research projects, enhancing both their knowledge base and research competencies. This approach aligns with practices adopted across various study programs at the College.

According to the College's Strategic Research Plan for 2022-2027, the following objectives have been set in the area of partnerships and collaboration for research:

- To expand and operationalize partnerships for research purposes, encompassing both the private sector and development agencies.
- To strengthen engagement with communities and enhance connections between academic units and the Ministry of Health (MoH) and the Ministry of Education, Science, Technology, and Innovation (MEST) at the national level. Additionally, to foster relationships with scholars from higher education institutions in developed countries, both locally and internationally.

| Standard | Compliance | |
|---|------------|----|
| | Yes | No |
| <i>Standard 6.1.</i> The study program has defined scientific/applied research objectives (on its own or as part of a research centre or interdisciplinary program), which are also reflected in the research development plan of the institution; sufficient financial, logistic and human resources are allocated for achieving the proposed research objectives. | X | |
| <i>Standard 6.2.</i> Expectations for teaching staff involvement in research and scholarly activities are clearly specified, and performance in relation to these expectations is considered in staff evaluation and promotion criteria. | X | |



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| <i>Standard 6.3.</i> Clear policies are established for defining what is recognized as research, consistent with international standards and established norms in the field of study of the program. | X | |
| <i>Standard 6.4.</i> The academic staff has a proven track record of research results on the same topics as their teaching activity. | | X |
| <i>Standard 6.5.</i> The academic and research staff publish their work in speciality magazines or publishing houses, scientific/applied/artistic products are presented at conferences, sessions, symposiums, seminars etc. and contracts, expertise, consultancy, conventions, etc. are provided to partners inside the country and/or abroad. | X | |
| <i>Standard 6.6.</i> Research is validated through: scientific and applied research publications, artistic products, technological transfer through consultancy centres, scientific parks and other structures for validation. | | X |
| <i>Standard 6.7.</i> Each academic staff member and researcher has produced at least an average of one scientific/applied research publication or artistic outcome/product per year for the past three years. | X | |
| <i>Standard 6.8.</i> Academic and research staff publish under the name of the institution in Kosovo they are affiliated to as full time staff. | X | |
| <i>Standard 6.9/6.8.</i> Academic staff are encouraged to include in their teaching information about their research and scholarly activities that are relevant to courses they teach, together with other significant research developments in the field. | X | |
| <i>Standard 6.10.</i> Policies are established for ownership of intellectual property and clear procedures set out for commercialization of ideas developed by staff and students. | X | |
| <i>Standard 6.11.</i> Students are engaged in research projects and other activities. | X | |

Compliance level: Substantially compliant



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ET recommendations:

- 1. Research activity at the faculty will need to be intensively developed and strengthened.*
- 2. Develop a Research Strategy that will focus on the specific needs of the nursing program.*
- 3. Employees in the field of nursing must be continuously educated and empowered with methodological knowledge for research.*
- 4. Emphasize research activities in the field of nursing.*
- 5. Involve mentors in the clinical environment as well as students in the research (focus on applied research).*
- 6. To consider the joint research of all health programs conducted at AME “College Rezonanca”.*
- 7. Continue the efforts to increase the number of mobility of academic staff for both incoming and outgoing;*
- 8. Encourage and provide incentives to academic staff to publish jointly with academicians working in European Universities.*

2.7. Infrastructure and resources

Rezonanca College ensures the adequate long-term implementation of the BSc Nursing program by providing comprehensive resources that cover both quantitative and qualitative requirements. The College is equipped with suitable premises, skilled human resources, and equipment necessary for the program’s sustainability.

All facilities such as dedicated classrooms, laboratories and clinical practice areas that are adapted to the specific needs of nursing education and training. The implementation of the program is ensured by a team of qualified and experienced faculty members, supported by administrative and technical staff, for the effective implementation and management of the program. Standard equipment and tools required for practical and theoretical learning ensure students receive adequate training.

The financial plan for the BSc Nursing program for the period 2022-2027 shown in the SER on pages 150 to 152 sustainability of the program for the next five years.



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The College owns all spaces and facilities required for the educational process, including laboratories equipped with the necessary equipment for all compulsory disciplines within the curriculum, software with utilization licenses for study disciplines, and a library equipped with reading rooms, group work rooms, and an adequate book stock relevant to the curricula. Relevant documentation, including property deeds, lease contracts, inventories, and invoices, is maintained by the College's administration and is available for verification for at least the next three years.

The number of seats in lecture halls, seminar rooms, and laboratories is carefully planned to match the size of the study groups, ensuring an effective and interactive learning environment. All classrooms are outfitted with the necessary information technology tools to support the diverse needs of our courses. Additionally, specialized disciplines within the curricula benefit from dedicated laboratories, which are equipped with the latest IT equipment.

The classroom for nursing, in which students train nursing skills for both adults and children, needs to be updated, newer mannequins and simulation tools should be purchased. The equipment is outdated, so it is necessary to supplement it. There are quite a few models in classrooms, but they are not intended for teaching nursing, but anatomy and other medical subjects.

The resources and services of the library are accessible to all students and university teachers and mentors from the clinical environment. We rate the library's working hours, which are extended from 9:00 a.m. to 8:00 p.m. every day, except Sundays, as very good. To modernize library management, the faculty introduced new software, trained staff in cooperation with the "Pjetër Bogdani" National Library, and established the Higher Education Library Management Regulation-2021. This provides efficient access to online databases such as EBSCO MEDLINE Database with Full Text and EBSCO eBook Open Access Monograph Collection, further supporting our academic mission. Students pointed out the need to purchase basic nursing books in the Albanian language. Acquire modern literature in the field of nursing, including translations into the Albanian language. Students were not familiar with Nanda's nursing diagnoses, there are several reprints and updated books, so it is necessary to acquire literature in the field of advanced nursing in the future.

Students and staff with physical disabilities or other special needs, such as visual or hearing impairments, are provided with suitable conditions in both learning environments and resource accessibility. Equipment and apparatus meet health and safety standards, including necessary user training to ensure personal safety for all college members.



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Accommodations, such as extended time for completing assignments, are available for students with visual or auditory impairments, health impairments, and severe physical disabilities. Although the College does not currently offer specific assistive technologies for students with learning disabilities, it ensures accessibility to college buildings, premises, and facilities, including accessible routes, parking, and elevators.

The Office of Quality Assurance, as a key component of the College's internal quality assurance system, conducts an annual analysis of the quality of resources and facilities. This assessment covers the availability and suitability of lecture halls, libraries, book collections, information technology, laboratories, practical and clinical facilities.

According to the summary report of the Program Review Student Survey-2022, a significant majority of Nursing program students have indicated satisfaction with the learning materials (80%), print-based library resources (80%), and computer-based library resources (73.4%). These responses reflect that there are sufficient learning spaces and easy access to computers and information technology, with 80% of students reporting that library resources meet their needs adequately.

| Standard | Compliance | |
|---|------------|----|
| | Yes | No |
| <i>Standard 7.1.</i> The adequate long-term implementation of the study program is ensured in quantitative terms as regards premises, human resources and equipment. At the same time, it is guaranteed that qualitative aspects are also taken into account. | X | |
| <i>Standard 7.2.</i> There is a financial plan at the level of the study program that would demonstrate the sustainability of the study program for the next minimum three years. | X | |
| <i>Standard 7.3.</i> The higher education institution must demonstrate with adequate documents (property deeds, lease contracts, inventories, invoices etc.) that, for the study program submitted for evaluation it possesses the following, for the next at least three years: a) owned or rented spaces adequate for the educational process. | X | |



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| <p>b) owned or rented laboratories, with the adequate equipment for all the compulsory disciplines within the curriculum, wherever the analytical syllabus includes such activities.</p> <p>c) adequate software for the disciplines of study included in the curriculum, with utilisation licence.</p> <p>d) library equipped with reading rooms, group work rooms and its own book stock according to the disciplines included in the curricula.</p> | | |
| <p><i>Standard 7.4.</i> The number of seats in the lecture rooms, seminar rooms and laboratories must be related to the study groups' size (series, groups, subgroups); the applicative activities for the speciality disciplines included in the curricula are carried out in laboratories equipped with IT equipment.</p> | X | |
| <p><i>Standard 7.5.</i> The education institution's libraries must ensure, for each of the study programs:</p> <p>a) a number of seats in the reading rooms corresponding to at least 10% of the total number of students in the study program.</p> <p>b) a number of seats in the group work rooms corresponding to at least 10% of the total number of students in the study program.</p> <p>c) their own book stock from Albanian and foreign speciality literature, enough to cover the disciplines within the curricula, out of which at least 50% should represent book titles or speciality courses of recognised publishers, from the last 10 years.</p> <p>d) a book stock within its own library with a sufficient number of books so as to cover the needs of all students in the cycle and year of study the respective discipline is provided for.</p> <p>e) a sufficient number of subscriptions to Albanian and foreign publications and periodicals, according to the stated mission.</p> | X | |
| <p><i>Standard 7.6.</i> The infrastructure and facilities dedicated to the implementation of the program is adapted to students with special needs.</p> | X | |

Compliance level: Fully compliant



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ET recommendations:

- 1. The classroom for nursing, in which students train nursing skills for both adults and children, needs to be updated, newer mannequins and simulation tools should be purchased.*
- 2. Acquire modern literature in the field of nursing, including translations into the Albanian language.*

3. OVERALL EVALUATION AND RECOMMENDATION OF THE ET

Overall, the study program of BSc Nursing has gained in quality since the last evaluation procedure. Especially they acquired new premises, which are intended for one part of the clinical training of students. Improvements are needed in the equipment of additional cabinets, which is described above. They also improved the number of employees with PhDs in the field of nursing. It is extremely important that the students are very satisfied with their studies and the attitude of the teachers. However, there is room for improvement.

Considering the documentation provided and discussions with the program development team, the ET gave the following compliance levels:

| Standard | Compliance Level |
|--|-------------------------|
| Mission, objectives and administration | Partially compliant |
| Quality management | Substantially compliant |
| Academic Staff | Substantially compliant |
| Educational Process Content | Substantially compliant |
| Students | Fully compliant |

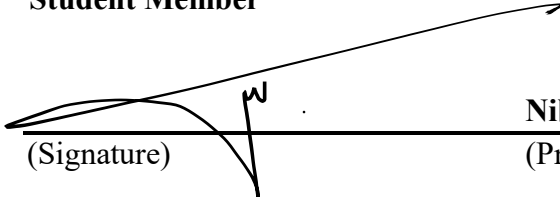


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Student Member


(Signature)

Nibal A. Sabri
(Print Name)

07.06.2024
(Date)