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# ***EXPERT REPORT POST-ACCREDITATION EVALUATION***

***AAB College***

**Faculty Name: Faculty of Health Sciences**

**Study Program: Bachelor in Science of Nursing 180 ECTS**

*Date, 14<sup>th</sup> of May 2025 Prishtina*



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**Date of Accreditation Decision: 15<sup>th</sup> September 2023**

**Date of Post-Accreditation Review: 7<sup>th</sup> May 2025**

**Experts Name: Prof dr. Joke Denekens  
Ms Asnate Upmace**

**Coordinator/s from Kosovo Accreditation Agency (KAA):**

Shkelzen Gerxhaliu; director

Milot Hasangjekaj, Head of Post-Accreditation Division

Fjollë Ajeti, Senior Officer for Post-Accreditation Procedures

**Sources of information for the Report:**

- *Self-Improvement Report (SIR)*
- *Report of Expert Team for the previous accreditation/re-accreditation process*
  - *Minutes of the meetings with students*
  - *Email from QAO confirming the meeting with students to discuss the revision of the curricula*
  - *The annual work plan section of community engagement and cooperation with key partners*
  - *Agenda of the roundtable organized by the FHS*
  - *Minutes of the TC meeting held on 04.10.2024*
  - *Overview of the revised curriculum*
  - *Minutes of the TC meeting held on 30.01.2024*
  - *Email confirming the agenda of the TC meeting held on 30.01.2024*
  - *Email confirming the submission of minutes*
  - *The revised Code of Ethics*
  - *Document about info sessions about academic integrity*
  
  - *Evidence of two peer-to-peer assessments*
  - *Agenda discussion of the new accreditation standards for research*
  - *Questionnaire conducted with academic staff Q9 Q10 Q11*
  - *Examples of monitoring reports forwarded to the management*
  - *Examples of monitoring reports forwarded to the management*
  - *Questionnaire conducted with academic staff Q6 Q7 Q8.*
  - *Minutes of the second ad hoc meeting held with students*



- *Evaluation Report for the Clinical Practise*
- *Minutes of the meeting held with students on the use of ChatGPT*
- *Email confirming that the meeting with students was held*
- *Recent survey conducted with graduates about the Nursing program*
  
- *List of academic staff*
- *Certificate for the enrolment of second year of studies of Edona Gara*
- *Certificate for the enrolment of second year of studies of Velide Pulomemoj*
- *List of Clinical Mentors*
- *Trainings for clinical mentors*
- *Report of questionnaire conducted with clinical mentors*
- *Evaluation Report for the Clinical Practise*
- *Email confirming the dissemination of questionnaires*
- *Evaluation Report for the Pre-clinical practice*
- *Email confirming the drafting of reports*
- *List of training organised for the teaching staff on nursing issues*
- *Evidence of cooperation with Dokuz Eylul University*
- *Evidence of cooperation with Dokuz Eylul University*
- *Evidence of cooperation with Dokuz Eylul University*
- *Correspondence with Vice Rector for International Affairs*
- *Template for the peer-to-peer assessment eng*
- *Evidence of two peer-to-peer assessments*
- *Examples of monitoring reports forwarded to the management*
- *Examples of monitoring reports forwarded to the management*
  
- *Questionnaire conducted with academic staff Q9 Q10 Q11*
- *Examples of monitoring reports forwarded to the management*
- *Examples of monitoring reports forwarded to the management*
- *Questionnaire conducted with academic staff Q6 Q7 Q8*
- *Minutes of the second ad hoc meeting held with students*
- *Evaluation Report for the Clinical Practise*
  
- *Email exchange among academic staff to use same assessment methods for the subjects*
- *Revised curriculum*



- *List of students with clinical mentors*
- *Screenshot of the student access to Turnitin*
- *Emails send to students for additional practise hours*
- *Emails send to students for additional practise hours*
- *Example of feedback provided to students*
- *Recent survey conducted with graduates about the Nursing program*
- *Emails sent to staff about the affiliation*
- *Emails sent to staffa about the affiliation*
- *Syllabus of Geriatric subject where research articles are published*
- *Correspondence with Vice Rector for International Affairs*
- *Relevant institutional documentation and annexes, requested as additional documents:*
  1. *List of identified literature in Albanian*
  2. *Cover letter Nursing program*
  3. *Screenshot of the E-Service platform II*
  4. *Screenshot of the E-Service platform about the uploading of syllabuses and teaching materials*
  5. *Examples of syllabuses*
  6. *List of training of teachers*
  7. *CV's of academic staff*
  8. *List of training of mentors*
  9. *Evidence for the provision of full access to Taylor Francis and Elsevier publishers*
  10. *Overview of the class room capacities*
- *Site visit/online interviews*

*Note: the process is based on the KAA METHODOLOGY on Monitoring and Post-accreditation Procedures*

**Post-Accreditation Procedure has been carried out:**

- a) in distance
- b) on-site visit



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**Date of on-site visit (if applicable): 7<sup>th</sup> of May 2025**

**Agenda and representatives met as part of the post-accreditation process:**

Post - Accreditation Procedure at AAB College	
Programmes:	<b>Nursing</b>
Site visit on	<b>07/05/2025</b>
Expert Team:	Prof. Dr. Joke Denekens Ms. Asnate Upmace
Coordinators of the KAA:	Shkelzen Gerxhaliu, Director Milot Hasangjekaj, Head of Post-Accreditation Division Fjollë Ajeti, Senior Officer for Post-Accreditation Procedures

**Site Visit Programme**

Time	Meeting	Participants
<b>09:15 – 10:00</b>	Meeting at the KAA office	KAA staff and expert
<b>10:00 – 11:15</b>	Meeting with the management where the programme is integrated	Furtuna Mehmeti, Vice Rector for Quality and Academic Affairs Idriz Sopjani, Dean of the Faculty
<b>11:25 – 12:25</b>	Lunch break	
<b>12:30 – 13:00</b>	Visiting Facilities	
<b>13:00 – 14:00</b>	Meeting with responsible people to discuss and identify improvement	Furtuna Mehmeti, Vice Rector for Quality and Academic Affairs Idriz Sopjani, Dean of the Faculty Edona Gara, Teaching Coordinator Hasan Salihu, Vice Rector for Research Granit Curri, Secretary General Ilirjana Geci, Head of Office for Projects Leron Gashi, Head of IT Office Mejreme Millaku, Head of Administrative Services
<b>14:00 – 14:10</b>	Internal meeting of KAA staff and experts	
<b>14:10 – 14:15</b>	Closing meeting with the management of the faculty and program	Furtuna Mehmeti, Vice Rector for Quality and Academic Affairs Idriz Sopjani, Dean of the Faculty



## Section 1: General Information

### 1. Accreditation Period:

- Start Date: 01.10.2023
- End Date: 30.09.2026

### 2. Recommendations Overview:

- Total Recommendations: 49
- Recommendations Fulfilled: 21
- Recommendations Pending: 26
- Recommendations Not Fulfilled: 2

## Section 2: Summary of Findings

### Overall Fulfillment of Recommendations:

*(Provide a general summary on the extent in implementation of recommendations from the accreditation process).*

#### Introduction

The Self-Improvement report is well written and gives an overview per standard of the actions that have been undertaken to improve the respective recommendations.

Participants in the interviews during the site visit were very open and showed serious commitment and extreme willingness to improve practices according to the content of the recommendations.

The approach of the expert team during the sessions was to go through the standards in “**co-creation**” in order to reflect together on the situation and to gain more insight in how the institution is working to fulfill the recommendations. The expert team thanks the management team, the academic and administrative staff for their high appreciated motivation and participation during the interviews.

#### Description of Actions and Evidence

*(Provide a general summary on the extent in implementation of recommendations from the accreditation process).*

### 1. Mission, Objectives and Administration

Status received: Fully compliant level

Number of recommendations: 4



### **Recommendation 1: fulfilled**

After a focused group discussion with nine nursing students held in November 2023 to address general aspects of the educational process, the faculty has since implemented significant changes to the study plan for the academic year 2024-2025, including the addition of courses such as biostatistics and medical terminology, as well as changes to the credit hours for palliative care.

Follow-up meetings have been conducted to evaluate the added value of these changes.

A second round of meetings with students was held on January 2025 with a minimum of six students from each year of study (cohort) through an ad hoc selection process to participate in structured discussions. Separate meetings were organized for each group, lasting approximately 30 to 45 minutes. During these sessions, feedback on several key aspects of the study program was gathered, including the satisfaction with the overall workload, the content and sequencing of subjects, the availability and contact hours with academic staff, as well as the teaching and assessment methods employed. During interview with top management it became clear to the expert team that the institution has implemented a systematic and structural approach to realize continuous dialogue with students about the quality of the program. The AAB College's management repeatedly emphasised that students are at the center of institutional philosophy and work.

### **Recommendation 2: partially fulfilled**

An annual working plan gives the overview of the activities related to community engagement and cooperation with key stakeholders such as the organisation of events for International Health Days in cooperation with stakeholders, increased communication with partners in scientific activities of the Faculty, organisation of roundtables with key health institutions.

The expert team appreciates the coming installation of an advisory body which functions within the Faculty of Health Sciences and which consists of the key external stakeholders from health institutions and which is yet to be approved and implemented by the central management of AAB College. A structured process has been established at the rectorate level to formalize and document all interactions with external stakeholders, including collaborations with industry representatives. The goal of this initiative is to enhance transparency, ensure consistency in engaging with stakeholders, and systematically integrate external feedback into the institutional planning and program development. Evidence is found in the calendar of activities approved by the Rector's office and the agenda of the round table "My health, my right".

### **Recommendation 3: partially fulfilled**





The study program was revised and the Palliative Care subject is organised as “elective course” with 3 ECTS points. Evidence is found in the overview of the revised curriculum. By the next revision Palliative care course has to be obligatory.

#### **Recommendation 4: fulfilled, ongoing process**

At the institutional level, AAB College conducted a review and revision of the Code of Ethics. During the meeting of the teaching Council held on 30.01.2024 where internal regulations of AAB, including the Code of Ethics was discussed, academic staff members were encouraged to provide feedback on areas that may need clarification and to suggest ways to enhance awareness and understanding of these regulations.

The FHS has developed informational materials and held info sessions specifically for students, focusing on the principles of academic integrity and ethics. Academic staff were responsible to disseminate these materials to students through their lectures to ensure that students are well-informed of their responsibilities and understand the importance of ethical conduct.

The implementation of a questionnaire by the Quality Assurance Office about the academic integrity at the Faculty level is being conducted.

The expert team strongly suggests to work out registration of cases of violation with defined penalties and to organize follow-up in yearly reports that will be publicly available. In this way evidence of implementation can be realized fully in a systematic and structured way.

## **2. Quality Management**

Status received: fully compliant level

Number of recommendations: 5

#### **Recommendation 1: partially fulfilled**

The academic staff has been informed at a Teaching Council Meeting about the need and the benefits of establishing the peer-to-peer evaluation process. The peer-to-peer evaluation process has been piloted in the beginning of academic year, October 2024. It has included two members of academic staff who have been randomly chosen by the management of the Faculty. Two members of academic staff chosen to be evaluated by another colleague have been informed in advance and have agreed to be part of the procedure. The procedure has been implemented without any formal outcomes or final judgment at this stage; it was initiated just to ensure that the process is under development. The peer-to-peer assessment procedure will be implemented from the next academic year (2025/2026) fully as defined under the Regulation on Academic Staff Assessment.





The expert team learned about potential changes to the peer-to-peer assessment process and the template that still have to be proposed by the college management and discussed with the academic community. This work has been paused due to heavy accreditation schedule but will commence shortly.

At this point, the expert team is not convinced about the quality of the current template for the peer-to-peer evaluation, neither about the way of implementation in the coming academic year. More has to be done with the content of the process, the process itself (1-1, why not in a broader group, in the teachers team?) and with the way of rather abrupt implementation. The expert team strongly recommends to come up with a clearly regulated process with defined frequency and consequences. While the procedure is still being piloted, it has to be without any formal outcomes or final judgment, without consequences only formative assessment.

### **Recommendation 2: partially fulfilled, ongoing process**

The questionnaire to academic staff has been revised to includes questions related to their satisfaction with institutional support for publications, participation in conferences, and available opportunities for professional development

Conducted monitoring of publications in the electronic platform has been installed to assess whether members of academic staff are using articles as their teaching material.

Other activities that are planned from the QAO in regard to research are the following:

- integration of scientific research into the students' semester questionnaire. This will allow the QAO to gather direct feedback from students regarding the quality and impact of the research components within their courses, including their experiences with
- systematic evaluation of scientific work, ensuring that QAO assesses all aspects related to research, from the professional development and training in research, incentives for high quality research, assess to research infrastructure, etc.

In the opinion of the expert team, the approach to address this recommendation has not been discussed enough to come to evidence-based decisions in a systematic and structured way. The assessment of both scientific work and its integration in the student questionnaire has to be linked to the overall ambition and objectives related to research of the staff and students. The expert team advices to work with well- chosen key performance indicators aligned with the strategic research plan. During interview, it became clear that support mechanisms and dedicated persons for project management are in place at central level. Teachers have to be motivated to “use” these channels and possibilities given to do more and better research.



To judge the research-based component in the courses, the cross of Healy (2005) can be used. To go for transformational learning, the article by French Lancet 2010 is the basic reference.

### **Recommendation: 3: partially fulfilled, ongoing process**

Various actions have been undertaken as surveys and questionnaires, meetings with students, monitoring of electronic platforms to see if staff uses relevant and up-to-date literature and resources in their course materials.

However, the instruments to give evidence that students can master all learning outcomes of the program by graduation are not yet available.

QAO is developing a framework and instruments for evaluation of learning outcomes by students. The expert team has consulted syllabi of courses and is convinced that learning outcomes are defined in the syllabi, not yet week by week. More higher levels of intellectual functioning according to Blooms taxonomy can be introduced in order to be sure that level 6 of the EQF is reached as prescribed by the Dublin descriptors. The process of working with learning outcomes as didactic tools to steer the teaching and learning process is ongoing. Alignment with teaching and learning activities and with assessment(Biggs) can be worked out in a simple table in the syllabi.

### **Recommendation 4: partially fulfilled, ongoing process**

QAO has increased the frequency of ad hoc meetings with students, addressing current and relevant topics that affect their academic experience.

- Student feedback on the clinical practise: The QAO disseminates questionnaires to students that are designed to assess the quality of practical training and clinical placements. Evaluation report for clinical practise.
- Student feedback on the pre-clinical practise: The QAO disseminates questionnaires to students that are designed to assess the quality of pre - clinical practise conducted within the campus of AAB.
- Student feedback on the use of ChatGPT: The QAO organized focus group meetings with students to discuss their use of AI tools like ChatGPT in their assignments and to understand their perspectives on AI in academic life.

The expert team has seen the overview of clinical mentors, trainings for clinical mentors and for teachers, with attendance numbers. It is obvious that AAB is working on quality on all levels of teaching. During the visit, the expert team learned that the outcome from the questionnaires is rather general, indicating general satisfaction but without substantial suggestions for improvement.



Updating the questionnaires in order to get more grip on the primary process of learning during the clinical practise, especially on the quality of the feedback of the mentor is desirable.

### **Recommendation 5: fulfilled**

A lot has been done to improve the monitoring of the employment rate by the Career office, meetings (Alumni Talks), contacts with Lingua Kosova, surveys to gather information, meetings with employers and industry partners, info sessions (how to win a job, Secrets from an HR and Business expert), Employment and Career Fair with more than 60 companies and organizations.

### **3. Academic Staff**

Status received: substantially compliant

Number of recommendations: 11

### **Recommendation 1: fulfilled, ongoing process**

The Faculty of Health Sciences at AAB College has recently consolidated its Nursing program to improve the resources dedicated to the main campus in Prishtina. Until 2023, the Nursing program was offered across three campuses—Prishtina, Ferizaj, and Gjakova—requiring a minimum of three full-time academic staff for each location. However, as part of a strategic decision by AAB College's senior management, the Nursing program is no longer offered in Ferizaj and Gjakova. This consolidation allows the Nursing program to allocate all full-time academic staff to the Prishtina campus, effectively increasing the availability and concentration of academic staff for the Nursing program and improving the teaching quality and student support. There has been an increase of 4 full-time academic staff members and 1 parttime, all Dr.Sc. from the academic year 2024- 2025.

According to the list of academic staff and the interview with top management 43 fulltime academic staff and 28 parttime academic staff are involved in the nursing program.

The expert team wants to draw attention to the need of teachers that make the combination of part-time academic work and part-time practical experience in order to bring academia into the workplaces as it is also done in medical doctors programs.

### **Recommendation 2: fulfilled, ongoing process**



Currently, three faculty members from the Faculty of Health Sciences are enrolled in PhD programs at international institutions: two in Italy (in their second year of studies) and one in Slovenia (in the third year of studies).

The management of the Faculty of Health Sciences in cooperation with the Rectorate has already initiated contacts with two Doctors of Science in the field of nursing (Dr. Alta Arapi and Dr. Alida Rama) with whom contracts will be established to enable their engagement as lecturers in the Nursing program from the summer semester. One of the full-time academic staff, has completed its PhD studies.

### **Recommendation 3: fulfilled**

The Faculty of Health Sciences has implemented several measures aimed at easing the academic and financial burdens associated with doctoral studies. These measures include the provision of study scholarships, a reduction in teaching loads to allow for dedicated research time, and financial support for the publication of scientific articles. These initiatives are designed for academic staff who are enrolled in PhD programs, enabling them to progress in their studies.

### **Recommendation 4: partially fulfilled**

In medical education it is common to hold positions both in academia and in clinical settings. This dual engagement is beneficial for our Nursing program, as these staff members play a critical role in facilitating students' clinical practice, but the total position can be maximum 120% in European countries. It may be clear that 2 times 100% is not possible. The expert team advises the institution to make special regulation and to advise the Ministry of Health to regulate this problem on an aggregated level for the whole country.

### **Recommendation 5: partially fulfilled**

The AAB has 118 clinical mentors. Trainings for the continuous professional education of clinical mentors are held by the academic staff of the Faculty of Health Sciences. These trainings are updates of specific fields within nursing care as for example, first aid, mental health, geriatrics, respiratory diseases, improving patients safety, diabetes, etc.

The expert team wants to draw attention to the “educational needs” in the trainings for clinical mentors. To be a good clinical practitioner is not the same as to be a good clinical teachers. According to the defined learning outcomes for the clinical practise clinical mentors have to follow specific “didactic trainings”. Those trainings should be compulsory for the basics and can be specific for the different specialities. More can be done to optimize the primary loop of learning, especially the way feedback is provided by the clinical mentor in order to learn more and better



and realizing the mastering of the learning outcomes.(see double loop learning, the “krakeling”, Denekens and van Rossum)

The QAO has also conducted questionnaire with clinical mentors. The QAO also conducts assessment with students who evaluate the practical experience with clinical mentors, their qualification, and their availability throughout their practical experience. Students are generally satisfied with the guidance in the clinical settings. However, this should be further evaluated by collecting feedback to assess the impact of this process on the quality of the education. The PDCA loop has to be closed.

#### **Recommendation 6: partially fulfilled**

Several trainings have been organised : preparing research papers for international journals, assessment of students based on competences and grade construction, definition of learning outcomes., sustainable development goals.

The expert team misses a strategic plan for faculty development, systematic and structurally embedded, based on one side on a needs analysis of the academic staff/clinical mentors and on the other side on evidence-based evolutions in nursing medical education.

#### **Recommendation 7: partially fulfilled**

Although efforts have been made to increase mobility for teachers and students, effectiveness and efficiency is not well enough. As mentioned in the documents, a strategic plan for internationalization is needed. The initiative to conclude cooperation agreements with partner universities is commendable, however, there should be measurable Key Performance Indicators for internationalization, and each cooperation agreement should be operationalized with clear activities.

#### **Recommendation 8: partially fulfilled**

The QA Office has published the results of questionnaires conducted with students on its institutional website.

*All actions undertaken by QA need to be followed by a clear Plan-Do-Check-Act (PDCA) cycle to ensure continuous improvement. Students are unable to see the added value of their feedback, which diminishes its impact. To enhance student involvement, it is crucial to establish a transparent process that demonstrates how their input leads to tangible improvements in relation to the teaching.*

In general, the practice of giving feedback about the results of surveys etc has to be systematic and structurally embedded in the organization, visible also to external stakeholders and the public.



### **Recommendation 9: partially fulfilled**

The expert team misses the alignment of the template with the teaching and research concept of the program. As for teaching concept, the questions have to be focused on student-centered teaching and learning, on competence-based learning, workplace-based learning, alignment between learning outcomes, teaching and learning activities, and assessment. Assessment tools have to be updated and validated. Evidence that all graduates reach the learning outcomes of the program has to be demonstrated and proven. Moreover, more has to be done to implement this tool in order to gain valid and reliable results. Resistance to summative implementation will be evident. The expert team has seen that the management underestimates the difficulty for successful implementation.

### **Recommendation 10: partially fulfilled**

An overview of lectures by various visiting professors has been shared. Again, it is not clear what the goal is, how this list aligns with the learning outcomes and how those lectures are embedded in the normal lectures/syllabi. The impact of these lectures is not known. In the long run, the program has to invest in visiting professors (1 or 2) that stay for a semester and are involved in teaching and research, also in the frame of internationalization possibilities. The creation of a mobility window can be a strong motivator to exchange students and teachers.

### **Recommendation 11: partially fulfilled**

Discussion of syllabi was held in a teaching council meeting to ensure that course content remains relevant and up to date and evidence-based.

Although there is a process with at least three monitoring sessions of the teaching platform per semester by the QA officer to evaluate the quantity and quality of teaching materials and literature uploaded by academic staff for student access, the outcome of these processes has not been visible and transparent to the students and other stakeholders. More rigorous closing of the PDCA cycle (results, analytic report, changes that have been made, feedback to students etc..) is necessary and it is extremely important to set out a process where the academic staff in the team elaborates on the updating of the content of the courses. This process has to be systematic and structurally embedded in the regulations of the institution. Academic staff should be evaluated at this point very strictly each year.

## **4. Educational Process Content**

Status received: substantially compliant





Number of recommendations: 8

### **Recommendation 1: partially fulfilled**

A more comprehensive approach of the quality of assessment is needed with validation of the assessment tools on an aggregated level in order to see if there is correlation between disciplines. For the bachelor thesis, external evaluators should be involved in the assessment procedure.

### **Recommendation 2: partially fulfilled**

In order to realize more mobility for students, English as a foreign language has been introduced in the revised program. Faculty is struggling with the possibilities to offer courses in English by drawing a list of candidate courses that could potentially be taught in English. The expert team suggests to open a window of mobility during one semester with partner universities to make sure that students can go out and can come in. An other possibility is to go for an Albanian university as partner. In this way there is no language problem.  
A revision of the program will be necessary to align with the program in the partner university.

### **Recommendation 3: partially fulfilled**

Biostatistics has been introduced as an elective course in semester 3 of the revised program. The expert team insists on making this course compulsory. In general, the research line is not visible enough in the program. Starting with learning to read scientific articles, learning to select evidence-based literature, learning quantitative and qualitative research methodologies for , biostatistics, critical appraisal of articles, working with PICO's, small research assignments in smaller groups, individual etc.. The Dean has well explained that all these topics are realized in 5 courses but the perception of the program is totally different. It seems that there is only 1 course about evidence-based nursing and 1 of biostatistics as elective. A revision of the 5 courses with the option to make a research line in the program is necessary to focus on the competences students need to gain before they start on the bachelor thesis. In this way, the ECTS points for the bachelor thesis can be upgraded to at least 10 to 12 points.

### **Recommendation 4: fulfilled**

Elective courses have been introduced in semesters 2,3,4,5 and 6.

Diet and nutrition, medical theories/terminology??, quality in nursing care, ergonomics & safe work environment, biostatistics(has to be compulsory), evidence-based nursing (has to be compulsory), communication and interpersonal relationships, oncology and palliative nursing care and informatics.





These courses are mostly compulsory. The expert team advises to make a benchmark study internationally for the next revision of the program and to see which courses have too much ECTS for the moment and what can be done to make the program more aligned with the new challenges in the health care sector.

#### **Recommendation 5: fulfilled, ongoing proces**

The Faculty of Health Sciences has reviewed the capacities and has identified clinical mentors who meet the appropriate qualifications in relation to SHSKUK regulations and has been engaged in reducing the number of students to be monitored by a clinical mentor. The number of students per mentor has been reduced to mostly 5 students, sometimes 7, 2 for intensive care.

#### **Recommendation 6: fulfilled**

The number of laboratory hours has been diminished and the number of clinical hours has been increased.

#### **Recommendation 7: fulfilled**

Several actions have been undertaken to increase the availability and relevance of resources in Albanian language. The FHS has identified key topics and courses during Teaching Council meetings where Albanian-language nursing literature can be integrated effectively. The Council has approved the inclusion of *Surgery in Nursing* by Professors Luan Jaha, Agreta Gashi, and Idriz Sopjani as a primary text in the *Nursing Care for Surgical Patients* course. This inclusion, along with any necessary syllabus modifications, was reviewed and approved by the Teaching Council. A list of more than 20 titles was purchased in November 2024. Additionally, in March 2025, the Rectorate requested the creation of a list of books needed for the respective faculty to be purchased during the summer semester.

The opinion of the expert team supports the idea to choose the books with evidence-based theoretical basis. Many times the English books are the best. Students have to master the English language.

#### **Recommendation 8: fulfilled**

The number of hours for palliative care has been increased, but as elective.

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### **5. Students**

Status received: substantially compliant



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Number of recommendations: 9

### **Recommendation 1: partially fulfilled**

The faculty is planning several steps to create a network for graduates. Improving the accuracy of data of the Alumni Database and improve the data set with key information such as: contact details, graduation records, and current job positions. Alumni Meetings. It is planned to organise regular gatherings for alumni to exchange experiences, share knowledge, and explore collaboration opportunities on various projects. Introducing an annual alumni newsletter. Through this publication it is planned to update alumni on faculty achievements, upcoming events, and opportunities for involvement, ensuring they stay updated with the College developments and evolving initiatives. It is important that the Alumni Network serves not only as an informative network for the alumni but also the AAB College uses it as source of information and powerful networking tool for the staff and the students.

### **Recommendation 2: fulfilled, further activities required**

Contract with Turnitin has changed and students have direct access to the system. Regulations have to be made and information sessions for students on the use have to be organized in order to implement good practices. Moreover, registration of violation of cases and defined penalties is necessary. Annual reports can give evidence that quality has improved and feedback about the results should be publicly available.

### **Recommendation 3: fulfilled**

Students with low attendance or those who have not met the required attendance thresholds are contacted by phone or email, reminding them to complete the necessary lectures and lab practices to ensure they remain eligible for academic progression. To support students in meeting these requirements, additional lecture sessions and practical lab hours are scheduled as needed. Students are invited to attend these sessions, giving them flexible opportunities to fulfill the attendance criteria and maintain continuity in their studies.

### **Recommendation 4: fulfilled**

All academic staff members are available for individual counseling sessions with students, at least two hours per week. Students receive written feedback on their progress. The methods for delivering feedback vary. Some tutors are using emails and others are utilizing the platform. There is no



structured or systematic approach, nor a standardized format, to ensure reliability and effectiveness. To enhance the process, a consistent, timely, and constructive feedback system has to be established. This would better support all students in understanding their progress in relation to the course learning outcomes before advancing to the next stage

### **Recommendation 5: fulfilled**

Monitoring of graduates is done from the Career Office who maintains contact with graduates by disseminating information about employment opportunities. The QAO conducts **surveys** with graduates to gather information on their employment status, job satisfaction, and career development. The Career Office organizes Alumni Talks events to gather more qualitative feedback on the professional experiences of graduates. The creation of an Alumni Club can further enhance more comprehensive and targeted support with program specific activities.

FHS continues communication also with students who pursue employment in Germany through Lingua Kosova.

### **Recommendation 6: partially fulfilled, ongoing process**

An action plan will be elaborated with the following actions: “Drafting a guideline for students with information about publication of research works, organising targeted info sessions with students about the Guideline and the Thesis Journal, identification of research projects and initiatives that are suitable for student engagement in research, maintaining communication with students through email and social networks to inform them about the possibility of publishing their activities in Thesis Journal, providing support and mentoring for students who wish to be involved in research activity, Encourage teaching staff to actively involve students in their ongoing research projects. The initiatives related to student research should be included in the strategic documents related to research, along with the general objectives and expectations regarding student research. To further incentivize participation, students could be awarded assessment points for their contributions or be recognized by having their names included as co-authors on published papers”.

### **Recommendation 7: partially fulfilled, ongoing process**

The faculty organizes info sessions with students about research projects and maintains communication with students through email and social networks to inform them about the possibility of publishing their activities in Thesis journal and provide support and mentoring for students who wish to be involved in research activity. Last but not least the expert team was informed about the encouragement of teaching staff to actively involve students in their ongoing research projects.



Only the best students are selected for extracurricular research projects. Some examples were discussed during interview and only one project is highlighted in the documentation. More can be done to involve “all” students in research projects and to better integrate research into the study process.

**Recommendation 8: not fulfilled**

The Faculty of Health Sciences is planning to draft joint agreement with higher education institutions with programs of nursing for the purpose of student exchange.

**Recommendation 9: partially fulfilled**

Monitoring of graduates with surveys has to be implemented in a structural and systematic way with PDCA methodology and with special attention to feedback about the results to the graduates and external stakeholders and with alignment of the actions with the needs of the graduates. Alumni Club is an important tool for networking but cannot be a replacement for monitoring.

**6. Research**

Status received: substantially compliant  
Number of recommendations: 10

**Recommendation 1: partially fulfilled, ongoing process**

See the recommendations 6 and 7 under the standard “Students”.

**Recommendation 2: partially fulfilled**

There is a research strategy (for the faculty) 2021-2025 with the vision to shape a new generation of leaders dedicated in advancing ethical, efficient and equitable practices. An action plan in 3 main points and 23 sub-actions has been developed. There is no specific strategy for the program of nursing with attention to the content, formation of teams for interdisciplinary research, allocation of money for stronger groups and for starting groups, strategy to decide how and to join which consortia etc..

**Recommendation 3: partially fulfilled, ongoing process**

The faculty and the central administration of the institution have encouraged the academic staff to participate in national and international research projects as the expert team has seen in recent sessions of training organized by the office of projects resulting in recent financial supports with an Erasmus



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+ project from the Health Care Management program (staff from Nursing program is also involved). The participation in scientific conferences has been supported with financial support. Several conferences have been organized at the faculty level in cooperation with the Nursing Chamber or with international universities (Turkey). In the meantime, applying for Erasmus + projects is ongoing.

#### **Recommendation 4: fulfilled, ongoing process**

This has been addressed at the institutional level. The office of Vice-Rector monitors regularly the publications of the AAB college through a platform. Through consistent communication, the Vice-Rector encourages academic staff to publish in indexed journals. A scientific committee has been established to improve the quality of the research activities. Finally, the AAB college has increased funding dedicated to research activities.

#### **Recommendation 5: partially fulfilled, ongoing process**

The AAB college has increased funding for research activities. 3 members of academic staff have been supported till now.

#### **Recommendation 6: partially fulfilled, ongoing process**

The thesis journal is indexed in several international platforms and in hundreds of university libraries.

The journal of Thesis was rejected by Scopus in 2022. Efforts will be made until 2026 to increase the number of citations of the journal by well-recognized authors working with AAB college in their publications in very good or prestigious journal. Another attempt will be made in 2026 for an indexation in Scopus.

#### **Recommendation 7: fulfilled, ongoing process**

The requirement to use only institutional emails and affiliation with AAB College for publishing scientific articles is already a requirement of all internal regulations of AAB, including for the financial support/ grant schemes for publications. The Office of the Vice Rector for Research has intensified efforts to ensure compliance with this requirement.

#### **Recommendation 8: partially fulfilled, ongoing process**

All members of academic staff have been required to publish in the e-Service platform research articles that are used as resources for students. As an example, the expert team has seen the Syllabus of Geriatric subject wherein research articles are published. More can be done to



implement more research into the courses and the syllabi by using the cross of Healy as the methodology to measure the implementation of research-based activities and articles into the teaching and learning activities.

**Recommendation 9: not fulfilled**

The FHS is planning to establish a framework for collaboration and partnership with external partners on specific research projects. Initially, based on the research priorities and objectives, specific partners will be identified to define the research

**Recommendation 10: partially fulfilled**

AAB college has partially addressed this recommendation by: identifying potential international partners, increasing cooperation with the project offices to draft joint projects with a focus on the nursing field, increasing the financial support for staff who collaborate with co-authors abroad. There have been several articles published by full-time academics of the Faculty of Health Sciences with international co-authors.

**7. Infrastructure and Resources**

Status received: fully compliant

Number of recommendations: 4

**Recommendation 1: fulfilled**

Meetings have been held with academic staff in order to discuss and identify specific literature needs in the Albanian language for the Nursing program, ensuring that all courses are supported by relevant, accessible resources in Albanian language. Following the discussion, a list of 10 books has been identified to be purchased by the central library. During the site visit, the expert team was able to see the books and to see the online possibilities to connect with online literature and articles.

**Recommendation 2: fulfilled**

AAB College has established the Scientific Committee. Its primary responsibilities include discussing and recommending measures for the quality improvement of research activities at the College level. Upon its establishment, all members of academic staff are invited to submit their research articles to the Committee for a peer review for improvement and quality enhancement purpose. AAB College has provided full access to its academic staff to journals indexed in



SCOPUS and WoS of Taylor & Francis and journals from Elsevier publishers; AAB College has revised the Regulation on Grants, and has increased the financial support and the frequency for the academic staff publishing in WoS and SCOPUS. In the additional information, evidence was given for the provision of full access to Taylor Francis and Elsevier publishers. Research-based learning environment is in place.

### **Recommendation 3: fulfilled**

The second floor of the new annex that has been added to the AAB campus in 2022 is entirely dedicated to the teaching and preclinical practices of the Faculty of Health Sciences. The second floor has eight laboratories for pre-clinical training and ten (10) classrooms. The expert team has visited the infrastructure and was impressed by the high quality of the materials in the skills lab. It became obvious that all students have enough opportunities to practice all necessary skills, to go well-trained to the workplaces in the first year in general practice settings in communities, in the second year in hospitals and in the third year in the university hospital. For anatomy an “anatomage” table can improve the teaching and learning activities as the materials for the moment are at the minimum level for 250 students.

### **Recommendation 4: fulfilled**

Classrooms are always accessible to students outside regular lesson and exercise hours, without the need for central administration approval. This information is regularly communicated to students, especially first-year students, to ensure they are aware of these resources.

Big lecture halls and smaller (60 to 100 places) are available, computer classroom. Three classrooms are organized in flexible, mobile formats that allow for customizable table and seating arrangements to facilitate group work and collaborative projects. Beautiful seating areas are equipped with electrical outlets, enabling students to work independently or in groups using their laptops; furthermore, AAB College recently renovated the Student Laboratory, a 350 square meter space dedicated to student activities and group work, providing a suitable environment for a variety of extracurricular and academic activities. In general, the infrastructure is up to date, enough space is available, very cosy and attractive and very clean.

- **Strengths Identified:**

*List key strengths that emerged from the post-accreditation evaluation.*

- ✓ Openness and respect during interviews





- ✓ Willingness and very strong commitment to realize the recommendations and to go for the best quality
  - ✓ Enthusiasm of dedicated staff
  - ✓ Quality of the infrastructure, especially the skills lab where students are prepared to go thereafter in the real working settings
  - ✓ Strong policy for faculty development going for more full time academic staff and for higher levels of grading as DrSc. and PhD levels in order to make the program more research based.
- **Areas for Further Improvement:**  
*Highlight areas that still need attention or improvement.*
- ✓ Quality assurance policies should be made more visible and transparent by closing the PDCA with feedback to the stakeholders and planning the following cycle for continuous improvement
  - ✓ To fasten the process to go for research-based education the system of visiting professors should be embedded more structurally by hiring at least 1 or 2 international visiting professors, specialized in research in nursing topics.
  - ✓ The specific objectives for research and internationalization have to be embedded in the strategic planning, with relevant action lines and key performance indicators.

### Section 3: Final Evaluation

- **Final Fulfillment of Recommendations**  
(Provide final evaluation statement for State Quality Council)  
(The supposed recommendation has been fulfilled/partially fulfilled/not fulfilled)

Taking into consideration the content of the SIR and its annexes and documentation made available, along with the information gained through the undertaken interviews, the Expert Team finds the Study Programme evaluated to have met the KAA post-accreditation requirements with the following level of compliance:

Standard	Recommendation Status
1. Mission, objectives and administration	4 recommendations with action taken out of the 4 recommendations (2 fulfilled, 2 partially fulfilled)



2. Quality management	5 recommendations with action taken out of the 5 recommendations (4 partially fulfilled, 1 fulfilled)
3. Academic staff	9 recommendations with action taken out of the 9 recommendations (3 fulfilled, 6 partially fulfilled)
4. Educational process content	8 recommendations with action taken out of the 8 recommendations (5 fulfilled and 3 partially fulfilled)
5. Students	9 recommendations with action taken out of 8 recommendations (1 not fulfilled, 4 partially fulfilled and 4 fulfilled)
6. Research	10 recommendations with action taken out of 9 recommendations (1 not fulfilled, 7 partially fulfilled, 2 fulfilled)
7. Infrastructure and resources	4 recommendations with action taken out of 4 recommendations (all fulfilled)

In conclusion, the Expert Team considers that the BaSc Nursing study programme offered by AAB college **has taken actions (being either fulfilled 21, partially fulfilled 26 not fulfilled 2)** to implement for 49 recommendations meaning for 95,92 % of the total recommendations of 49.

## Section 4: Annexes

### *1. Annex 1. Synthetic approach of the recommendation implementation process*



**Annex 1**

**Synthetic approach of the recommendation implementation process**

<b>Number</b>	<b>Recommendation</b>	<b>Evaluation (Fulfilled / Partially Fulfilled / Not Fulfilled)</b>	<b>Recommended deadline to fulfill</b>
<b>1. Mission, Objectives and Administration</b>			
1.	Inclusion of the students in the curricula revision	<i>Fulfilled</i>	
2.	Formalization of the meetings with external stakeholders	<i>Partially fulfilled</i>	
3.	Increase of hours for the subject of Palliative Care.	<i>Partially fulfilled</i>	<i>Next program revision</i>
4.	Continue to develop the internal procedures to check whether internal regulations like the Code of Ethics are followed by the academic community - administrative and teaching staff as well as students.	<i>Fulfilled,</i>	<i>Ongoing process</i>
<b>2. Quality Management</b>			
1.	Develop the peer-to-peer evaluation process and put in efforts to overcome the mentalities that limit the participation of teachers in collegial-evaluations	<i>Partially fulfilled</i>	<i>Academic year 2025-2026 formative implementation for all staff Academic year 2026-2027 full summative implementation</i>
2.	Develop QA procedures for the research activity	<i>Partially fulfilled</i>	<i>Academic year 2025-2026</i>
3.	Develop mechanism in collaboration with the College authorities to assess the teaching material and the teaching strategies used by the academic staff; The next step in improving the QA process would be to develop instruments of assessing the quality of	<i>Partially fulfilled</i>	<i>Academic year 2026-2027</i>



	learning outputs/to check if students have reached their learning objectives by the time of graduation (e.g. by evaluating the final thesis of students);		
4.	Constantly improve the inclusion of students in quality assurance procedures.	<i>Partially fulfilled</i>	<i>Ongoing process</i>
5.	Constantly improve the monitoring of the employment rate of the graduates	<i>fulfilled</i>	
<b>3. Academic Staff</b>			
1.	The College needs to increase the number of full-time academic staff.	<i>Fulfilled</i>	
2.	The College needs to increase immediately the number of employed nurses with a PhD.	<i>Fulfilled</i>	
3.	Concrete measures are needed by the College to support its staff to obtain a PhD degree.	<i>Fulfilled</i>	
4.	It is important to ensure quality of the personnel and the number of those working in two different institutions (healthcare institution and college) full-time to be the minimum possible.	<i>Partially fulfilled</i>	<i>Ongoing process</i>
5.	Increase of the number of clinical mentors and development of a specific strategy by the College is needed to train them regularly + QA procedures linked to the clinical training (e.g., feedback forms for both students and clinical mentors, that should refer to the quality of training, but also to the accessibility of different materials); materials).	<i>Partially fulfilled</i>	<i>Ongoing process</i>
6.	Organization of more training activities for the teaching staff that focus on nursing issues	<i>Partially fulfilled</i>	<i>Ongoing process</i>



7.	Development of a strategy for international collaboration within the Erasmus+ KA1 action in order to increase the number of staff mobility abroad for teaching and training activities. The college could start by focusing on those countries where Kosovar people can travel easier. Later on, similar efforts should be done for the organization of exchange programs for the administrative staff	<i>Partially fulfilled</i>	<i>Ongoing process</i>
8.	The college should put up effort to provide feedback to the students based on the questionnaires that they complete to evaluate their professors. This will help, in time, with increasing the response rates from the part of students.	<i>Partially fulfilled</i>	<i>Ongoing process</i>
9.	Implementation of peer-to-peer evaluation process.	<i>Partially fulfilled</i>	<i>Ongoing process</i>
10.	Increase the number of visiting professors that hold classes/training activities especially in the field of nursing.	<i>Partially fulfilled</i>	
11	Improve the control methods /processes of the syllabus to include more up-to-date literature.	<i>Partially fulfilled</i>	<i>Ongoing process</i>
<b>4. Educational Process Content</b>			
1.	Ensure unity in teaching and student assessment within a discipline and a correlation with other disciplines, in such a way that they contribute to reaching the intended learning outcomes of the study program.	<i>Partially fulfilled</i>	<i>Ongoing process</i>
2.	Start of providing classes also in foreign language (i.e. English) in order to attract international students to conduct mobilities in the College	<i>Partially fulfilled</i>	



3.	Inclusion of courses such as Biostatistics (at least as an elective course) in the study program curricula is strongly recommended	<i>Partially fulfilled</i>	
4.	Increase of the elective courses for each academic semester;	<i>Fulfilled</i>	
5.	Reduce the number of students in the clinical setting so that one mentor will have no more than 2 students	<i>Fulfilled</i>	
6.	In the table presenting the correlation between the contact hours, the practical activity, individual study and the number of ECTS: Subtract the hours completed in the laboratory from the hours in the clinical environment.	<i>Fulfilled</i>	
7.	Include in the syllabuses more nursing literature in the Albanian language.	<i>Fulfilled</i>	
8.	Increasing the hours for palliative care subject.	<i>Fulfilled</i>	
<b>5. Students</b>			
1.	Start an Alumni Club.	<i>Partially fulfilled</i>	Academic year 2025-2026
2.	Provide access to the anti-plagiarism software for students and teachers so that they can check their own work	<i>Fulfilled</i>	
3.	Ensure flexibility for students to reach their intended attendance rate (benefiting from the opportunity that the lectures and the labs are repeated several times for all the student groups);	<i>Fulfilled</i>	
4.	Feedback to students should also include a component referring to what a student can do to reach the learning outcomes (assisting mechanisms);	<i>Fulfilled</i>	
5.	Better monitoring of the students after graduation with more regular meetings	<i>Fulfilled</i>	



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6.	Information of the students about the possibility to publish their research activities in the College Journal.	<i>Partially fulfilled</i>	<i>Academic year 2025-2026</i>
7.	Inclusion of students in research activities.	<i>Partially fulfilled</i>	<i>Academic year 2028-2029</i>
8.	Consider the development of a national student exchange program among faculties of Nursing in Kosovo.	<i>Not fulfilled</i>	<i>Academic year 2025-2026</i>
9.	Improvement of monitoring procedures of the graduates is important.	<i>Partially fulfilled</i>	<i>Academic year 2025-2026</i>
<b>6. Research</b>			
1.	Increase the efforts to involve students in research activities	<i>Partially fulfilled</i>	<i>Academic year 2028-2029, all students</i>
2.	Development of a research strategy from the faculty is needed	<i>Partially fulfilled</i>	<i>Academic year 2025-2026, specifics for nursing program</i>
3.	More active participation of the faculty and academic staff in national and international research projects.	<i>Partially fulfilled</i>	<i>Ongoing process</i>
4.	Regular monitoring of the work published by the staff and support to publish in as many as possible indexed journals.	<i>Fulfilled</i>	
5.	The College needs to encourage all the staff to publish annually and specially those employed lately.	<i>Partially fulfilled</i>	<i>Ongoing process</i>
6.	Increase of efforts to index the Journal of the College "Thesis" in international databases.	<i>Partially fulfilled</i>	<i>Ongoing process</i>
7.	It is strongly recommended that academic staff use the institutional email and affiliation of the College when publishing scientific articles.	<i>Fulfilled</i>	
8.	Inclusion in the syllabus the scientific articles published by the academic staff that can	<i>Partially fulfilled</i>	<i>Academic year 2025-2026 and</i>





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	serve as literature for the students.		<i>further ongoing process</i>
9.	Inclusion of external stakeholders in research activities.	<b><i>Not fulfilled</i></b>	<i>Start academic year 2025-2026, ongoing process</i>
10	Increase of international collaboration for research activities and publish more articles with academic staff affiliated in European Higher Education Institutions.	<b><i>Partially fulfilled</i></b>	<i>Ongoing process</i>
<b>7. Infrastructure and Resources</b>			
1.	To provide more appropriate literature in the Albanian language	<b><i>Fulfilled</i></b>	
2.	Improve of the infrastructure dedicated to research activities	<b><i>Fulfilled</i></b>	
3.	Clarify the spread of the infrastructure among study programs to ensure that the Nursing Program has sufficient spaces dedicated exclusively to it;	<b><i>Fullfilled</i></b>	
4.	Open up some of the spaces for students to use after classes for working in groups for projects or for different extracurricular activities.	<b><i>Fulfilled</i></b>	

**Expert/s**

**Member**

Expert Name	(Signature)	(Date)
Joke Denekens		12 <sup>th</sup> May 2025

Expert Name	(Signature)	(Date)
Asnate Upmace		12 <sup>th</sup> May 2025