EDUCATIONAL QUALITY ASSESSMENT

**Nursing University of Mostar**

An evaluation of the quality of the Nursing Education at the Nursing faculty of the University of Mostar

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**Part I**

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**General**

1. **Introduction**

In accordance with its mission, the assessment panel presents its findings and its evaluation of the **Nursing faculty University of Mostar** in this report.

This report can serve as a basis for the accreditation of the program. This report is in accordance with the ESABIH guidelines, the panel assessed 6 criteria. The marks can be adapted at the grading scale of the HEA.

1. **The Assessment Panel**
   1. **Composition**

The assessment panel is composed in accordance with agreement of the consortium

The panel assigned to evaluate the **Nursing Education at the Nursing Faculty of the University of Mostar** includes the following members.

Chairman: **André Govaert , PhD**

**Expert 1 Belinda Drieghe**

Expert 2: **Bokonjic Dejan, PhD**

**Expert 3: Lubica Rybarova, PhD**

Administrative member: **Willem vanden Berg**

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* 1. **Task Description**

Based on the program’s self-evaluation report (SER) and the interviews that were conducted during the assessment visit, the assessment panel will provide the following in its report:

* An evaluation of the criteria and the indicators as defined in our framework;
* An all-encompassing evaluation of the program;
* A formulation of recommendations to bring about quality improvement in the program.
  1. **Working Method**

The assessment of the **Nursing Faculty of the University of Mostar** is conducted in conformity with the guidelines.

The panel’s procedure is characterized by four identifiable phases:

* Phase 1 Preparation
* Phase 2 Visit to the institution of higher education
* Phase 3 Reporting

Phase 1 Preparation

Every panel member studies the self-evaluation report and its appendices.. The panel members also provide an individual checklist that lists all their questions, their temporary evaluation and their argumentation. Prof Bokonjic created a synthesis out of these lists. Following that, the synthesis is thoroughly discussed and provided with arguments.

Based on the discussion and the panel members’ questions team finally made an inventory of the key points and priorities that should be kept in mind during the interviews and the inspection of materials.

Phase 2 Visit to the higher education institution

CCNURCA consortium group provides a visit schedule template that can be adjusted to the specific situation of a certain program if necessary. The visit schedule is included as appendix.

During the assessment, the panel interviews a representative group of all relevant groups, it studies additional information and it visits the institution to be able to assess available facilities. The panel uses the checklists’ and questionnaires’ synthesis for further interviews.

The visit schedule contains a few consultation meetings that allow the panel members to exchange their findings with each other and to come to mutual, more definitive evaluations.

At the end of the assessment visit, the panel’s chairperson gives an oral report on the panel’s experiences and findings, without uttering any explicit value judgments with regard to its contents.

Phase 3 Creation of the assessment report

Based on the self-evaluation report, the checklists, representative of the group draws up a draft of the assessment report, in dialogue with the chairperson and the other panel members.

This draft assessment report describes the panel’s evaluation and the motivation per criterium and per indicator. In addition to that, points of attention and possible recommendations for improvement are formulated if found necessary or desirable by the panel members.

**Part II**

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**Assessment Report**

General information

#### In 1977 Mostar became independent University centre.

Now the University has about 14.000 students, and more than 1.000 academic staff. Students are from Herzegovina, middle Bosnia, Republic of Srpska, Croatia and Montenegro.

All Faculties were constructed or reconstructed in last eight years by Government of the Republic of Croatia. Now the University has more than 55 000 m2 of space placed in four localities in Mostar.

###### Faculty of Health study is an institution of higher education within the University of Mostar offering undergraduate and graduate studies, organizing and performing publishing and librarian activities required for teaching and research.

Faculty of health studies was established in 2000 as High health school with nursing study, then in 2001 Physiotherapy study was established, and in 2002 study of Radiology. The lengths of all studies were four years. In 2005 three years education was established for all three studies, according to Bologna reform demands, and qualification awarded were Baccalaureate degree in nursing, physiotherapy and radiology.

Except Mostar, teachers come from Sarajevo, Zagreb, Split and Osijek.

The Faculty Council and dean run the Faculty. The dean is elected by secret voting of the majority of the members of Faculty Council. Election is verified by Governing Council with the Rector's approval. Two vice-deans are elected by the majority vote of the members of the Faculty Council on dean's proposal.

The Faculty Council is composed of all (11) chiefs of departments, five students' representatives, one representative of Assistants, Dean, vice-deans and head of Master studies.

Faculty of Health studies perfectly prepared site visit. They sent us SER and all necessary material on time. Faculty generally has very well developed documentation.

**Criterion 1. Educational Objectives**

**Indicator 1.1 Level and Orientation**

Assessment criteria:

The educational objectives are focused on getting the student to poses general and specific competences mentioned by the study program. Graduates should have basic knowledge, skills and attitudes that are defined and planned by educational objectives. Students must have an understanding of the scientific-disciplinary basic knowledge that is specific for a certain domain of science, a systematic knowledge of the core elements of a discipline, including the acquisition of a coherent, detailed knowledge partly inspired by the latest developments of the discipline, and knowledge of the structure of the field of study and the connection with other fields of study.

The educational objectives are focused on getting the student to master general competences such as:

* Obtaining and processing information;
* Ability to reflect critically and to be creative;
* Ability to perform leadership tasks;
* Ability to communicate information, ideas, problems and solutions;
* An attitude of life-long learning.

The educational objectives are also focused on getting the student to master general scientific or (academic) competences such as:

* A research attitude;
* Knowledge of research methods and techniques;
* Ability to collect relevant data that can influence the judgment of social, scientific and ethical questions;
* Ability to appreciate uncertainty and ambiguity;
* The limits of knowledge and the ability to problem guided initiating of research.

The educational objectives are focused on getting the student to master the specific competences of the domain and the scientific field of the study program.

**The opinion of the assessment panel and recommendations for improvement:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following**:**

*General objectives are well-defined through categorization of knowledge, skills and attitudes. LO are also defined during CCNURCA project. So as final output of the program at least on the paper it can be seen what knowledge, skills and attitudes graduate students should poses in the end of the studies. We noticed that LO are not defined on the course level and that should be done and match them with program outcomes. Matrix of competences should be developed and during creation of the matrix, Bologna recommendation and EU directives for specially regulated professions should be take into account. Students should know in advance what is the minimum knowledge, skills and competences they should know or posed to pass exam. More attention needed for academic and research competences as basis for second and third cycle.*

**Indicator 1.2 Domain Specific Demands**

Assessment criteria:

The educational objectives (mentioned as the end qualifications of the student) join the demands that are set by (foreign) colleagues and the relevant work field for an education within the domain (field of study/discipline and / or professional practice). They are in line with the regulations. The end qualifications for bachelor’s degrees and master’s degrees are derived from the scientific disciplines, the internationally performed research and the courses that are considered to put research into practice in the relevant professional field.

* General study program objectives (desired final qualifications of the graduates at study program level) and their genesis;
* Alignment of the objectives with the bachelor’s/ master’s competences in the Bologna declaration and European Qualification framework;
* Attention for the international dimension in the study program”s objectives;
* Attention for academic/professional/artistic skills in the objectives;
* Familiarity with the objectives among students and staff involved in the study program;
* Profiling the study program with regards to domestic and/or foreign study programs in order to determine the study program objectives and (including recent and imminent developments) to make the comparison with the own vision on the vocation/discipline;
* Alignment of the objectives with the professional regulations/legislation;
* Alignment of the objectives with the needs and wants of the intended work field;
* Genesis of the discipline-specific objectives.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Based on the results of former EU Tempus Project (REFINE) with the aim of implementation of a new curriculum and modern teaching and examination methods in nursing education in B&H nursing schools, due to the CCNURCA projects and another initiatives, beside the good intention for the harmonization with the curricula in the BH there is in general is a good development reached in comparison with the international level of nursing education.* New developed curricula is accepted by all nursing schools and is based on competences based approaches. Big problem is still involvement of main stakeholders in creation of LO and curricula**.** *. More activities have to be addressed in the direction of collaboration with the work field. Another big problem is legislation. Position of nurses who are finishing nursing schools comparing with position of nurses coming from secondary and high schools is confusing both speaking about financial aspects and academic position of the nurses.*

**Opinion on Criterion 1, Educational Objectives:**

Based on the opinions of:

Indicator 1.1, level and orientation:

Indicator 1.2, domain specific demands:

the assessment panel holds the opinion that generic quality, concerning criterion 1, is present in the study program.

**Criterion 2. Curriculum**

**Indicator 2.1 Correspondence Between Objectives and the Content of the Program**

Assessment criteria:

The program is an adequate realization of the end qualifications of the education, as to level, orientation and demands specific for the domain. The end qualifications are adequately translated towards the learning objectives in (parts) of the program. The content of the program offers students the possibility to achieve the end qualifications.

* Translation of the objectives in the curriculum;
* Level (bachelor, master) and content of the study program components;
* Presence of inter-disciplinary elements;
* International dimension in the study program/internationalisation of the curriculum (policy, participation rate, cooperation forms, international contacts, etc.);
* Degree to which recent advancements in education at home and abroad have found expression in the curriculum;
* Procedures for curriculum revision and innovation;
* Participation of relevant stakeholders in curriculum development, revision and innovation.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Learning objectives are partly translated in curriculum, for the undergraduate level of education. International dimension has been achieved through projects but internationalisation could not be recognised in the realisation of the program. Acquired modern teaching methodology is partly integrated in new curriculum but not accepted by all teaching staff.* *There should be a team concerned with the further development and implementation of the curriculum with members of all professional groups and students, which will have the backup and power of the Dean to organize and implement decisions. Too many courses are inside curriculum. Some courses have small number of ETCS points. One recommendation can be that nursing study programs should try to merge some courses and on that way to cut a little bit total number of subjects.*

**Indicator 2.2 Demands Professional and Academic Alignment**

Assessment criteria:

The development of knowledge by students when there is an interaction between the education and the scientific research within relevant disciplines. The program matches with the developments in the relevant scientific discipline(s) by demonstrable connections with topical scientific theories. The program guarantees the development of scientific research skills. With certain courses, there are demonstrable connections with the topical practice of the relevant professions.

* Attention in the curriculum for knowledge development;
* Attention in the curriculum for skills that support professional functioning;
* Attention in the curriculum for work field experience: interaction with professional practice, attitude, content, level and guidance of practical training final projects, etc.;
* Alignment with recent (international) developments in the field/discipline and professional practice (among other things, as researcher);
* Research alignment of the study program; among other things: feedback of (own) research to the study program, active involvement of students in research within the study program;
* Attention in the curriculum for development of research skills – conveying the research attitude – research skills. Interaction between study program and academic services.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* Weakness in this field especially concerning the lack of the feedback from the institutions about quality of the students are recognized and stressed in SER and during the interviews. *Internal organization of professional and academic alignment should be pointed as one of the main strategic points in the future institution development. Though introducing scientific research subjects, students can gain some basics about research methodology and research methods. In the end of nursing education it should be organized evaluation of student knowledge and skills and on that way match results with proclaimed knowledge and skills.*

**Indicator 2.3 Coherence Program**

Assessment criteria:

Students take a coherent course program with regard to content.

* Sequential structure and coherence of the curriculum in terms of the standard process;
* Harmony of the curriculum in the cooperation with other university departments and institutions;
* Relation between the curriculum and flexible learning process.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Standard coherence in nursing education, preclinical and some basic nursing subjects followed by clinical subject could be recognized. Nursing students are introduced with clinical practice in the first years and this is very important steps in curriculum reform and should be followed by adequate use of laboratory equipment (Laboratory for clinical skills). Still big problem in Mostar nursing schools like in other BH schools too bi*

*g influence of medical doctors. In many aspects curriculum is medically oriented, nurses are involved in practical part but are not involved in theoretical part and in creation of the curricula.*

*The practical education should be improved and quality parameters should be introduced to control the efficiency of this education.*

*Faculty oh Health studies did not develop matrix of competences so it is very hard to speak about horizontal and vertical coherence of the program. So strong recommendation is to develop matrix in the future and then to precisely define who is giving what inside new curriculum. On this way unnecessary repetitions and missing of some important topics will be avoided.*

**Indicator 2.4 Workload**

Assessment criteria:

The actual amount of study hours per academic year is being checked and reaches the standard of 60 credits.

* The study program fulfills the formal requirements with regard to the size of the curriculum for bachelor :
* It is possible to follow the program adequately since factors that hinder the learning process are being eliminated as much as possible;
* Study time measurements and follow-up;
* Agreement between estimated and actual study time;
* Spread of the study time in the study program;
* Presence of factors obstructing or promoting study and any steps.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*The study is integrated, and contains 3 academic years of 60 credits each. This means that, in total, a study program of 180 credits is organized and two more master years 120 ECTS in total. After Master faculty organized PhD program for three years and 180 ECTS. This, study program is in line with the formal requirements with regard to the minimal duration of an international accepted nursing education. According to the description of the curriculum the student workload fulfills the requirements. There should be an internal quality control mechanism to assess the reality of workload in comparison to the accepted form of the curriculum*

**Indicator 2.5 Coherence of the Organisation of the Learning Process and Contents**

Assessment criteria:

The structure and the content of the curriculum are coherent and it is in line with modern didactic approaches (new teaching methodologies, innovations in teaching, etc.). The quality of the educational resources is high and there is an alignment of the learning resources with the didactic concept and the objectives (at study program level).

* The didactic concept is in line with the objectives;
* The work forms are aligned with the didactic concept. Work forms used (lectures, working groups, project work, practical work, self-study, workshops, etc.);
* Alignment of the didactic work forms with the objectives, the didactic concept and the characteristics of the student intake;
* Attention for recent educational developments at home and abroad in the didactic concept and its elaboration;
* Variation of educational forms;
* Educational resources used and quality (syllabi, guides, courses, teaching and learning aids, etc.): Alignment of the learning resources with the didactic concept, the objectives (at study program level and study program component level) and the characteristics of the student intake.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *In general there is good intention for introduction of new teaching methodologies and alignment of the didactic method with the objectives. Due to the CCNURCA projects some nurses are trained for introducing new modern didactic approaches like PBL, mind mapping, clinical skills labs, Payton 4 steps and etc…). Not all course are familiar with new teaching approaches. New skill labs are good equipped and core group of nursing teachers are very important precondition for introducing new approaches. Examination methods like OSCE stations are not used in practice. According to the law the examination of the students should be at least 50% as an assessment during the study process and 50% in the final exam where just important features should be asked. In this connection it should be discussed to use modern methods of examinations besides written and oral examination. Especially the practical clinical teaching should be improved.*

**Indicator 2.6 Final Thesis**

Assessment criteria:

Before obtaining the master’s degree students have to make a final project, by which the student has to prove his/her analytic and synthetic capability or independent problem solving capability on academic level or his/her artistic capability. The final project reflects the general critical reflection of the student’s intentions to do research.

* Place/relative weight of the thesis in the study program;
* Content and concept of the thesis;
* Preparation for the master’s thesis;
* Guidance of the thesis;
* Cooperation between students and researchers;

Cooperation between students and the professional field;

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*There is a final thesis organized in the end of bachelor studies. Students are getting 6 ECTS. It is an organized research work, that nursing students are doing during their studies. They have to show that they understand basic principles of research and show during development that they understand methodology, that they can define research problem, that they know how to define hypothesis and study aims, that they know how to present results and etc. Final thesis is organized on the proper way on the Faculty of Health studies and there are no recommendations.*

**Opinion on Criterion 2, Curriculum:**

Based on the opinions of:

Indicator 2.1, correspondence between objectives and the content of the program:

Indicator 2.2, demands professional and academic alignment:

Indicator 2.3, coherence programme:

Indicator 2.4, workload:

Indicator 2.5, coherence of the organization of the learning process and contents:

Indicator 2.6, final thesis:

the assessment panel holds the opinion that generic quality, concerning criterion 2, is present in the study program.

**Criterion 3. Staff**

**Indicator 3.1 Quality of the Staff**

Assessment criteria:

The staff is qualified for the educational, organizational realization of the program. They are also qualified to take care of the content of the program.

* Human resources policy (including recruitment, determination of tasks, appointments, promotions, evaluation procedure, advice and decision making bodies);
* Impact of substantive, educational and didactic qualities in the recruitment and promotion, evaluation and monitoring of the staff;
* Policy with regard to the staff for educational activities;
* Factors obstructing the pursuit of a good human resources policy;
* Professionalization (life-long learning approach) of the staff;
* Expertise of the teaching/academic staff (substantive, educational and didactic);
* Involvement of the teaching/academic staff;
* Technical, administrative and organisational expertise of the staff;
* Introduction and guidance of staff and equal opportunities policy.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Staff mainly is motivated for teaching. The main problem is the lack of enough domestic teaching staff. 30% of the teachers are from Croatie. This problem is recognized and there is important trend to increase number of own human resources. Second problem as we mentioned before are still big discrepancy between number of medical doctors and nurses. Staff should be supported to go for international mobilities. Internationalization of this study program must be supported. There is no staff development programs on the faculty and no regular trainings for teachers. Those trainings should be introduced on regular basis.*

*There is need of support from the management to give the staff more time and financial support for research processes and publications. Especially staff should have more time for communication with students.*

**Indicator 3.2 Demands Professional/Academic Alignment**

Assessment criteria:

For some courses it is necessary that a sufficient amount of staff members have knowledge and insight with regard to the profession. The course matches with the following criteria with regards to the effort of staff made within a professional, academic education:

* Professional experience and knowledge of the professional practice among the staff with educational or education-supporting tasks;
* Research expertise and research activity in the practice and the development of the arts;
* Range of specialisations among the staff with research tasks;
* Educational contribution from the professional field and the staff’s international contacts, including feedback with regards to the study program, the participation in international networks and the partnerships with domestic and foreign partner institutions.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *Demands for the academic promotion are well defined and if consistently followed it is good basis for assurance of professional experience and expertise. Maybe it should be better in the future to rise level of criteria for academic promotion of staff. Lack of the research activity, publications in international journals are recognized as a problem and need urgent systematic approach. Research is beside teaching a very important part of the duties of a HEI and it is recommended to implement a strategy for research work at the faculty including the support of the teaching staff. Concentrating research activities with topics which are outstanding for the faculty to reach more power as a requirement for applying for research projects and getting in contact with international partners to enhance the own research activities. This certainly will have the effect of getting more money for research.*
* *Nurses should be able to teach as master but current law is not supporting it so if law will not be changed in this direction it should provide the possibility for nurses to go in for PhD studies what Faculty of health studies in Mostar is doing.*

**Indicator 3.3 Quantity of Staff**

Assessment criteria:

A sufficient amount of staff is being appointed to organize the course with the desired quality. Human resource policy is organized in a good and proper way. Recruitment policy is based on good selection of staff.

* Size of the workforce;
* Size of the workforce in proportion to the number of students;
* Ratios between the various categories of staff;
* Number and percentage of visiting professors;
* Age structure;
* Share of the various staff categories in education and research.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *Number of new employees (assistant) did not drastically increase in last ten years and this is not good basis for increase of the number of own staff. Amount of the staff is sufficient according to current needs but ration between doctors and nurses involved in this process is still not ok.*
* *There is still dependency on visiting teachers.*

**Opinion on Criterion 3, Staff:**

Based on the opinions of:

Indicator 3.1, quality of staff:

Indicator 3.2, demands professional/academic alignment:

Indicator 3.3, quantity of staff:

the assessment panel holds the opinion that generic quality, concerning criterion 3, is present in the study program.

**Criterion 4. Students**

**Indicator 4.1 Assessment and Testing (Learning Assessment)**

Assessment criteria:

By means of assessments, tests and exams, students have been adequately tested. The learning assessment is in accordance with the proclaimed learning objectives (parts) of the program.

* Student guidance during assessment;
* Organisation of tests and examinations;
* Various assessment standards with regards to the objectives of the study program components and the study program as a whole: concept, orientation of the evaluation to the (integrated) tests of knowledge, insight, skills and attitudes, degree of difficulty;
* Criteria and method of the assessment by the evaluators;
* Criteria and method of the assessment by the examination committee;
* Transparency of the assessment: Familiarity of students with the requirements connected to the evaluation;
* Familiarity of students and staff with the assessment procedures;
* Quality assurance of examination matters.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *Weakness of the system of examination are recognized in SER. More transparency of evaluation is needed. Serious changes are needed in assurance of quality in examination process. New assessment method to introduce in teaching process like OSCE stations.**The continual assessment of the students during the study process on all courses should be regulated in that way that students can collect credits which count for the final exams (at least 50%).*

**Indicator 4.2 Practical Training**

Assessment criteria:

The practical training enables students to acquire practical experience. Students develop professional skills and attitudes required for the independent practice under guidance and under conditions of increasing independence. The training is the result of an independent study on a problem that is relevant to the study program and the field of action. The results of the training reflect the student’s reasoning capacity, the information processing and critical reflection capacity and the competence in applying solution strategies in problem situations from professional practice.

* Place/relative weight of the practical training/thesis in the study program;
* Contents and concept of the practical training;
* Preparation for the practical training;
* Guidance in the practical training;
* Assessment of the practical training.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Institution has few training units for practical work with training equipment (skills labs) and this is good basis for a qualified practical training. Faculty developed Catalogue of the skills in education and assessment in practical training and Catalogue for internship. Both of them are very well organized and precisely defined. They are good precondition for implementing practical work on a proper way. There is need for obligatory introduction through legal documentation all these documents on each department (Regulation on evaluation etc..)*

*Practical training as the basis of nursing education should be integrated into the quality control measures of the faculty and as an important part of examination. Internal regulation have to give the background for this measure.*

**Indicator 4.3 Conditions of Admission**

Assessment criteria:

Content of the program fits in with the qualifications of the incoming students. Admission procedures are clear and transparent.

* Internal procedures for admission of students;
* Characteristics of the student intake and related policy;
* The curriculum is in line with the preliminary training;
* Specific activities with regard to the alignment between the preliminary training and the study program.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *Well defined internal procedures for admission. There is no preparatory program before admission. After entering tests students are ranked according to marks gained during previous education and results got during entering exam.*

**Indicator 4.4 Student Involvement in the Improvement of the Teaching/Learning Processes**

Assessment criteria:

The institution evaluates the curriculum and the teaching processes itself by introducing student enquiries and satisfaction questionnaires. Student representatives are involved in the decision making process and in the managerial structures.

* Handling the results of enquiries;
* Influence of students on curriculum;
* Participation of students in different decision making bodies and influence on managerial structures.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *All the problems are identified in SER and there are constant attempts by faculty to engage students. There are needs for strategic engagement and obligations for students through legal documentations. Students should be involved more in the decision making processes, there feedback is important for the development of the curriculum. Generally students are presented by their representatives in all important bodies but they are still rather passive in decision making process.*

**Indicator 4.5 Measures for Promoting Mobility, Including the Mutual Recognition of Credits**

Assessment criteria:

The existence of bilateral and multilateral agreements with domestic and foreign institutions for the exchange of students. Participation of institution and students in different exchange programs. Existence of ECTS and/or internal credit system

* Existence of bilateral and multilateral agreements in the country and abroad;
* Existence of student exchange programs;
* Acceptance of credits gain during exchange programs;
* Existence of ECTS or other credit systems.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *ECTS as basis for student exchange exist. There is good interest from the student’s part for exchange programs but more efficient support from the Faculty management is necessary. Students from this Faculty are not involved in exchange programs and not going abroad to spend part of their studies. More bilateral and multilateral agreements needed as basis for exchange of students and teaching staff. There should be more support for the international mobility of the students (information and mentoring for Erasmus programs etc.). University international office and management team from the faculty should put more efforts in organizing this activity.*

**Indicator 4.6 Coaching of Students**

Assessment criteria:

Coaching system is introduced. The coaching and the providing of information meet the students’ needs.

* Existence of coaching system and regular consultations;
* Way of coaching students.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*The importance of adequate coaching of students is recognized. There is no organized mentorship for students. It should be think about introducing mentorship in the future.*

**Indicator 4.7 Information, Consultation and Complaint System**

Assessment criteria:

* Way of handling students’ complaints;
* Measures for student support;
* Information and advice during the study program by the study program/central services;
* Communication of educational objectives as well as education and examination regulations;
* Organisation and guidance of international student exchange (including guidance for and integration of foreign students).

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *The fact that student are not well informed is recognized at Faculty level and more collaboration between management team and students is needed. Also more collaboration is needed between management team and nurses who are working in the hospital. Regular meetings should be organized. Through exchange of ideas enhance quality of the study program. The syllabi and curriculum should be given to all students in a written form (pocket site) since experience show that the information from the web site is not used in an acceptable way. Evaluation with questionnaires is mainly done by the students. The organization of the questionnaire is organized on a good way. Connecting this procedure to normal lectures might enhance the attendance of students answering the questionnaire. Results and consequences of the evaluation should be made transparent to all structures on the faculty.*

**Opinion on Criterion 4, Students:**

Based on the opinions of:

Indicator 4.1, assessment and testing:

Indicator 4.2, practical training:

Indicator 4.3, condition of admission:

Indicator 4.4, student involvement in the improvement of the teaching/learning process:

Indicator 4.5, measures for promoting mobility, including mutual recognition of credits:

Indicator 4.6, coaching of students:

Indicator 4.7 information, consultation and complaining system:

the assessment panel holds the opinion that generic quality, concerning criterion 4, is present in the study program.

**Criterion 5. Means and Facilities**

**Indicator 5.1 Material Aspects**

Assessment criteria:

Housing and facilities are adequate to realize the program. Teaching tolls are adequate for introducing new teaching methodologies and for introducing innovations in teaching process.

* Policy on premises and facilities;
* Size and quality (= degree to which they are geared to the objectives of the study program) of lecture halls;
* Practical rooms and laboratories;
* Library facilities; books and periodicals;
* Self-study centres;
* Computer facilities;
* Study program-related research infrastructure;
* Student and teacher facilities;
* Accessibility of the facilities;
* Size of the available financial resources.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

*Faculty poses own building and well –developed structure that will be additionally supplemented with the modern equipment for teaching and research. Faculty also poses modern equipment and computer facilities for regular realization of teaching process.*

*Financial incomes does not ensure the stability and future development and have to be improved. The total financial dependence from the government makes it impossible to the faculty to manage a necessary financial budget. Looking for the possibilities to insure more own funds. Development of the library, increasing the number of books is necessary.*

**Opinion on Criterion 5, Means and Facilities:**

Based on the opinions of:

Indicator 5.1, material aspects

the assessment panel holds the opinion that generic quality, concerning criterion 5, is present in the study program.

**Criterion 6. Internal Quality Control**

**Indicator 6.1 Evaluation Results**

Assessment criteria:

The course is being evaluated periodically through usage of different testable targets. Systematic measures to follow up on the teaching process are introduced. Quality structures are established and the quality of teaching within the study program is permanently monitored.

* Description of the quality policy and of the approach of the internal quality assurance;
* Existence of quality structures;
* Not personalized summary of the measured results of the study program;
* Dynamics of evaluation procedures;
* Usage of results obtained during evaluation process.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *Structure necessary for quality control exist at the university level but not on the faculty level. SER report is done on very good way and has good quality. Permanently monitoring of teaching process is needed. Formal usage of the results of theevaluation process, but no usage for the improvement of the teaching process.*

**Indicator 6.2 Measures for Improvement**

Assessment criteria:

The results of evaluation are the starting point for a strategic and operational approach in the introduction, the improvement and the development of demonstrable measures necessary for the realization of the educational objectives. Improvement measures are based on threats and weaknesses noticed during the evaluation process.

* Degree to which past targets were achieved;
* Degree to which the targets for the future are well founded;
* Improvement actions in the study program (allocation of resources, designation of responsibilities and powers, planning and monitoring project management);
* Special attention for the response to findings and recommendations of the former assessment visit and results of student evaluations.

**The opinion of the assessment panel:**

The assessment panel formed an opinion based on the determination of and on the consideration of the following:

* *Previous self assessment measures have taken in consideratin and have not in full extent been used for the improvement of different aspects of educational process.*
* *Some weak points from the former assessment in educational process were recognized but did not find an improvement action in the study program. A strategic approach for a periodically systematic students evaluation with well defined aims and planned usage of the results in order to improve teaching process should be implemented. The results and the consequences out of the results should be made transparent to all groups of the faculty.*

**Opinion on Criterion 6, Internal Quality Control:**

Based on the opinions of:

Indicator 6.1, evaluation results:

Indicator 6.2, measures for improvement:

the assessment panel holds the opinion that generic quality, concerning criterion 6, is present in the study program.

**Global Opinion**

The assessment panel based its opinion and its motivation on the following sources:

* The study programme’s self-evaluation report (SER) and its appendices, the conducted interviews with all parties concerned,
* The available documents during the assessment visit,
* The requested documents,
* The study program’s reaction on the assessment report.

Based on the opinions of:

Criterion 1, educational objectives and learning outcomes:

Criterion 2, curriculum:

Criterion 3, staff:

Criterion 4, students:,

Criterion 5, means and facilities:

Criterion 6, internal quality control:

the assessment panel holds the opinion that there is a generic quality present in the study programme.

**Overview of the Opinions**

|  |  |  |
| --- | --- | --- |
|  | Indicator Score | Criterion Score |
| Criterion 1: Educational Objectives and Learning Outcomes | |  |
| Indicator 1.1 Level and Orientation |  |  |
| Indicator 1.2 Domain Specific demands |  |
| Criterion 2: Curriculum | |  |
| Indicator 2.1 Correspondence between Objectives and the Content of the Programme |  |  |
| Indicator 2.2 Demands Professional and Academic Alignment |  |
| Indicator 2.3 Coherence Programme |  |
| Indicator 2.4 Workload |  |
| Indicator 2.5 Coherence of the Organization of the Learning Process and Contents |  |
| Indicator 2.6 Master’s Thesis |  |
| Criterion 3: Staff | |  |
| Indicator 3.1 Quality of Staff |  |  |
| Indicator 3.2 Demands Professional/Academic Alignment |  |
| Indicator 3.3 Quantity of Staff |  |
| Criterion 4: Students | |  |
| Indicator 4.1 Assessment and Testing |  |  |
| Indicator 4.2 Practical training |  |
| Indicator 4.3 Condition of Admission |  |
| Indicator 4.4 Student Involvement in the Improvement of the Teaching/Learning Processes |  |
| Indicator 4.5 Measures for promoting Mobility, Including the Mutual recognition of Credits |  |
| Indicator 4.6 Coaching of Students |  |
| Indicator 4.7 Information, Consultation and Complaining System |  |
| Criterion 5: Means and Facilities |  |  |
| Indicator 5.1 Material Aspects |  |  |
| Criterion 6: Internal Quality Control | |  |
| Indicator 6.1 Evaluation Results |  |  |
| Indicator 6.2 Measures for Improvement |  |
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The opinions are applicable to: University of Mostar, study programme of Nursing at Medical Faculty of Health studies ,

**Appendices**

**André Govaert**

**Dejan Bokonjic**

**Belinda Drieghe**

**Lubica Rybarova**

**Willem vanden Berg**

Site visite schedule

|  |  |  |
| --- | --- | --- |
| **Date 03.10.2016** | **Mostar nursing school** |  |
|  |  |  |
| 09:00-09:30 | Study program | Meeting with self assessment team |
| 09:30-10:00 | Study program | Meeting management |
| 10:00-11:00 | Study program | Meeting academic staff |
| 11:00-11:30 | Study program | Coffee break |
| 11:30-12:00 | Study program | Meeting students |
| 12:00-13:00 | Study program | Meeting representatives of administration |
| 13:00-14:00 | Study program | Program tour |
| 14:00-15:00 | Study program | Lunch break |
| 15.00-15.30 | Study program | Oral report |