EDUCATIONAL QUALITY ASSESSMENT

**Nursing- University of East Sarajevo**

An evaluation of the quality of the Nursing Education at the Nursing faculty of the University of East Sarajevo

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**Part I**

**General**

1. **Introduction**

In accordance with its mission, the assessment panelpresents its findings and its evaluation of the**Nursing faculty University of East Sarajevo** 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 East Sarajevo** includes the following members.

Chairman: **Andre Govaert , PhD**

**Expert 1 Belinda Dreigt**

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 East Sarajevo** 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 specificsituation 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**

**Assessment Report**

**Background**

Medical faculty in Sarajevo was established in 1944, as the first HEI in BH. From 1946 this Medical faculty is functioning without stopping. Assembly of Republic of Srpska on 14.09.1992. brought decision, no: 02-1188/92, for separation of faculties from the University in Sarajevo.

Ministry of Education, Science and Technology RS brought decision on 15.10.1993. for starting of working of Medical and Dentistry faculty in Foca.

Also by decision of National Assembly RS no: 02-1512/93. from 29.12.1993. University of East Sarajevo was established. Tradition on this way was continued.

Regular teaching process on Medical faculty Foca started 1993/94, when first students entered first cycle of Medical studies. Same year also Dentistry faculty started with work.

Faculty council of Medical faculty brought decision for establishing two new programs on 09.05.2007.Health care (no: 01-3-59) and Special education and rehabilitation (no: 01-3-62).

From 2007 Faculty of Dentistry is becoming the study program of the Medical faculty University of East Sarajevo.

By year 2007/08. New programs for medicine and dentistry, in accordance with Bologna declaration, were established.

By decision of Governing board University of East Sarajevo no: 01-УО-215-1-VII/08 from 26.09.2008, conclusions of the Rector collegium no:1248/08 from 11.09.2008. and protocol about overtaking persons and facilities no: 01-334 from 26.11.2008 study program of Dentistry started to work as the part of Medical faculty.

General information

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**Criterion 1. Educational Objectives**

**Indicator 1.1 Level and Orientation**

Assessment criteria:

The educational objectives are focused on getting the student to possess 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 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**:**

**Competences and LO are clearly defined** *in the new program both on the program level and on the level of individual courses. During definition of final competences faculty used matrix of competences developed inside another European project dealing with development of standards of qualification in different areas. Also staff followed recommendations got from EU directives for specially regulated professions, European qualifications in this areas and WHO recommendations. All basic know-ledges and skills are included like communication abilities and skills, leadership skills, decision making skills and so on. Some basic research skills are present in curriculum by not in full extent and focus in the future should be more on improvement of research skills. Students should be in position when they come to Master level to have basic skills in this field. Introducing life long learning courses should be also one of priorities in the future.*

**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 projects 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, besides the good intention for the harmonization with the curricula in the BH there 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. This is the same thing for all three nursing schools from BH involved in the project. *Work field is not involved in full extent in the preparation of the curriculum. Faculty made questionnaire and sent to relevant stakeholders but number of responses were minimal. Another problem is fact that a lot of nurses who are educated in BH and this faculty are leaving country after finishing studies. 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. Legislation in republic of Srpska is defining position of nurses , who are finishing faculties but it is not implemented in the practice due to the lack of means.*

**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.

This criterion is unanimously marked:

**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:

*LO and objectives are translated into curriculum. As we mentioned during preparation of the curriculum faculty defined objectives on the graduate level and all courses inside curriculum had to adopt their sillabi and learning outcomes to general and final one. During defining new curriculum faculty used good examples of curricula from partner schools involved in the project, from other schools in the region taking into account tradition and cultural difference. Competences, skills and knowledge are clearly defined and interdisciplinary elements are presented. Curriculum is definitely more oriented to nurses than to doctors like it was in the past. Recent advancements are incorporate in some extent inside new curriculum and it should be continued with this practice in the future. Procedures for curriculum revision are existing. Innovations should be done more often in the future. Again still major stakeholders are not involved in full extent in the creation of the curriculum but we noticed that faculty made some attempts to do this.*

**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:

* Basically students are gaining some basics from the research during studies but still this is not enough. In the past nurses were not involved so much in research during and after studies in WB countries and it is a process to change this attitude. Students are not systematically involved in research during bachelor studies. Curriculum contain skills that support professional functioning. During practical exercises many experienced nurses who are working on different departments are involved in teaching process. *Through their involvement students are gaining some professional experiences from the nurses. Alignment with recent international professional developments are still questionable.*

**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:

There is vertical and horizontal integration of the curriculum. First two years are more pre-clinically oriented and last two years are more clinically oriented. N*ursing students are introduced with clinical practice in the first years and this is very important steps in curriculum reform. Students are using clinical skill labs on different departments like pediatrics, family medicine and public health, surgery. This good practice should be disseminated on all other departments. Still big problem in this nursing schools like in other BH schools is big influence of medical doctors. I*

*Comparing with other nursing schools in BH this program has a good precondition to be completely nursing oriented and it is modified on this way. There is no flexible learning process organized in this school.*

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

**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 4 academic years of 60 credits each. This means that, in total, a study program of 240 credits is organized and done more master years 60 ECTS in total. After Master faculty is organized PhD program for three years and 180 ECTS on the Medical faculty where program for public health is organized which attracts also nurses.. This, study program is in line with the formal requirements with regard to the minimal duration of an international accepted nursing education. 4600 hours of teaching and training is planed. Internal quality control mechanism to assess the reality of workload in comparison to the accepted form of the curriculum are existing. Ration between practice and theoretical part is 60:40. Internships are planned during winter and summer breaks.*

**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:

* *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…). Some departments accepted new teaching approaches like pediatrics, surgery, public health, and so on but others are not using those approaches. . New skill alb very good equipped and it is used apart from teaching students also for assessing students by using OSCE stations. Core group of nursing teachers is formed. They are trained for introducing innovations in teaching. 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. Still the practical clinical teaching should be improved. Also teaching methods and assessing methods are not in some extent in accordance with proclaimed objectives of different courses.*

**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 final thesis organized in the end of bachelor studies. Students are getting 5 ECTS. It is first organized research work 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 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 nursing school and 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, finalthesis:

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:

Human resource policy on this program is organized. More and more nurses are involved in the teaching process. There is intention that nurses should completely overtake this program from doctors. Recruitment policy and documents are existing. Entering exam is organized but promotional activities are still underdeveloped. Promotional procedures are transparent. Different bylaws and documents are regulating all those procedures. *Lack of money for employment of young assistants on the medical faculty is stopping this procedure. Life long learning approach of staff is not on the proper way developed. No special services on the faculty who are in charge of staff development programs. Equal opportunities policy exists but conditions are not favorable for students with special needs.*

**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:

* *Conditions for academic promotion are well defined but it should be think in the future to rise level of criteria for academic promotion of staff. Lack of the publications in international journals and conferences are recognized as the problem and need urgent systematic solutions. Research is besides teaching a very important part of the duties of a HEI. It is recommended to implement a strategy for research work at the faculty including the support of the teaching personnel. Mobility of staff and staff development programs are underdeveloped. Also still connections with partner institutions in the region are weak in this field.*

*Nurses should be able o teach as master but current law is not supporting it so if law will not be changed in this direction it should provided possibility for nurses to go in for PhD studies.*

**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 f

Generally during last ten years medical faculty took care about promotion of staff and pro*cess of appointing young assistants. Amount of the staff is sufficient according to current needs but ration between doctors and nurses involved in this process is still not ok. Completely practical exercises are covered by nurses but ex cathedra teaching is till done mostly by doctors. Faculty has some visiting professors. Age structure is good, it is a very young team. Generally on the faculty level ratio between domestic and guest teaching staff is 70:30. Teaching staff is earning their salary through education and through research. After establishing doctoral studies in area of public health we think that faculty is going to get more PhD nurses in the future*

**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:

*During studies teaching process is organized like combination of theoretical teachings and practical exercises. Various teaching methods are introduce. Among teaching methods PBL, Payton, Sandwich, mind mapping is used. Also some new assessment methodologies are introduced like OSCE station.* Generally students are collecting points during teaching process and approximately 50% of their final mark is assured during period of study time and 50% during final exam. Usually they have practical part and theoretical part inside final examination. As me mentioned LO and objectives are defined but sometime focus of examination system and methodologies are not in accordance with this. Assessment system is transparent. Through student enquairres and comments get by professors and students the whole teaching and examination system is checked from time to time. Before the exam students are introduced with possible questions and topics from which they will be evaluated.

**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 basic nursing procedures. The whole concept of practical training inside new curriculum is oriented to competence based approach. Still there is no regular training of mentors and nurses involved in practical training. Special problem can be practical placement of students during internship. In the associate hospitals and health care facilities faculty do not have trained mentors. On each department sillabi for practical training are prepared. Acceptance of the catalogue on all departments is crucial. Organization of the internship will be a big challenge.*

**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:

* *Internal procedures for admission of students are defined and are transparent. Students are ranked according to marks gained during studies in secondary school and points gained during entering exam. They are passing exam consisting of questions from health care, chemistry, biology and general questions. No preparatory training for entering studies are organized.*

**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:

* *Students are formally involved in decision making process on faculty level. They are members of all major boards on the faculty level. They also have opportunity to express their satisfaction with teaching process through enquires. Implementation of the results of enquires is questionable. Students are members of Self assessment team and also representative of students was involved in the creation of the new competence based curriculum. Influence of students on decision process is still weak and they play sometimes rather passive role.*

**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. Students from this Faculty are not involved in exchange programs and not going abroad to spend part of their studies. Faculty and University has several bilateral and multilateral agreements needed as basis for exchange of students and teaching staff but still percentage of students who are going abroad is not too big. University international office and management team from the faculty should put more efforts in organizing exchange. ECTS gained abroad can be accepted by faculty but before the visit each student should make agreement with domestic institution which is making agreement with host institution.*

**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:

*There is no organized mentorship for students. Introducing mentorship in the future should be priority for handing and running internship.*

**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 syllabi and curriculum is given to all students in a written form (pocket site). Students are introduce with complaining system and to whom they can send complaints. Dean and Vice deans including general secretary are available for consultation with students. Problem is very often response to students complaints. International exchange is weak so estimation of the whole process is impossible. Support services are not adequately developed 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 is very well equipped. There are rooms for classical teaching, for work in small groups, computer rooms and clinical skill labs. Also laboratories for research are developed. There is enough space for teaching so process can be of good quality. Library can be updated with new books. There are around 8000 books. Students have several self study centers. Modern dormitory is built so students have better conditions for study. Internet connection is available to students and teaching staff. Faculty has access to EBSCO database. Available financial resources are enough for performing teaching process but are not enough for research. Investments in modern equipment should be priority in the future.*

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

Based on the opinions of:

Indicator 5.1, material aspects

**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;
* Depersonalised 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, Coordinator for quality is working on the faculty level and is in close connection with University coordinator. Each year faculty is preparing SER. SER is prepared by team selected by Faculty Council. SER report is done on very good way and has good quality. Faculty is preparing for accreditation of all four study programs including health care. University structures are following key performance indicators and informing faculties about important trends and threats for the faculty.*

**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 consideration and have been implemented to some extent. Those measures are used for the improvement of different aspects of educational process. As we said results of students evaluations are not completely implemented and this should be correct in the future. The results and the consequences out of the results should be made transparent to all groups of the faculty.*
* **I**

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

Based on the opinions of:

Indicator 6.1, evaluation results:

Indicator 6.2, measures for improvement:

**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 East Sarajevo, study programme of Nursing at Medical Faculty

**Appendices**

**Andre Govern**

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**Belinda Dreight**

**Willem vanden Berg**

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Site visite schedule

|  |  |  |
| --- | --- | --- |
| **Date 05.10.2016** | Foca **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 |