

KOSOVO ART ACADEMY
INSTITUTIONAL AND PROGRAM EVALUATION

**Quality Assurance Enhancement in Teaching and
Learning Policies and Procedures**

6TH of March, 2020, Prishtina

Quality Assurance Enhancement in Teaching and Learning Policies and Procedures

Update from 06/03/2020

PROCEDURES OF QA IN TEACHING/LEARNING

Continuous reporting on teaching and other professional activities in all Programs

During the period 2017–2018, the Office for Quality Assurance and the Office for ECTS developed the “Model of continuous reporting on teaching and other professional activities in the Kosovo Art Academy”. The model became an official document upon approval by the Academic Senate of the Academy.

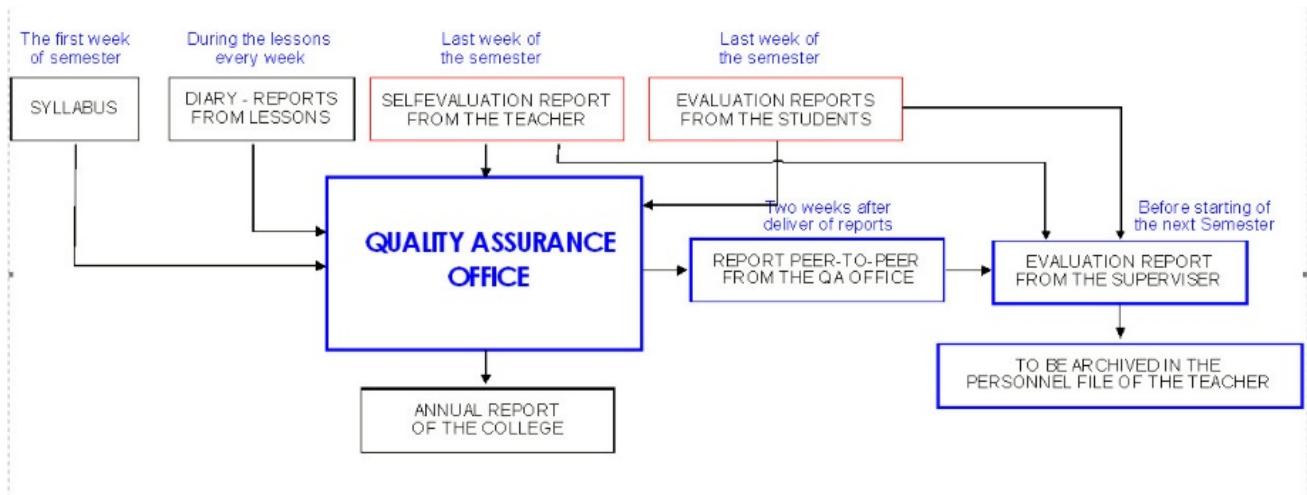
This Model is based on a clearly defined common goal: assuring that teaching and other professional activities are fit for purpose meeting both internal and external quality requirements.

At the same time continuous reporting on teaching and other professional activities in the Kosovo Art Academy has the following main goals:

- Develop quality study programs in harmonization with the programs offered in the region and European Union;
- Upgrade the content of curricula drawing on the experience of Academies in the European Union,
- Develop a regime of study, which creates the possibility of transfer and mobility of students and lecturers,
- Increase the effectiveness and quality of studies by implementing new modern methods of teaching and evaluation,
- Use the potential of both, local lecturers and of those who have graduated in western countries.

Explanation of the Procedures of assuring Quality in Teaching/Learning

The Office for Quality Assurance developed the “Model of continuous reporting on teaching in KAA”, which became an official document following its approval by the Academic Senate of the Kosovo Art Academy with the following scheme.



Assuring quality is a continuous process, which goes through various phases during the semester/ term:

- **The first week of the term – submission of syllabi** to the Quality Assurance Office. The syllabi will be published, either electronically or as hard copy, so that, students will be informed in advance on what they are going to be taught during the term, the possible prerequisites and preconditions, and the assessment methodology.
- **Attendance sheets** - each lecturer is provided with a set of attendance sheets for each class to be held during the term. The attendance sheet contains the topic (consistent with the syllabus) to be covered and the names of students expected to take the class. Upon the completion of the class/lecture, the signed sheet should be returned to the office as evidence that the class was held.

- **Weekly progress reports** – based on the submitted attendance sheets, the office produces weekly teaching progress reports.
- After this, every week teachers create a **Report on teaching** that must be consistent with the published Syllabus.
- At the end of the term, the lecturer completes a written **Self-Evaluation Report**, where he/she writes details of the fulfillment of the syllabus, with confirmation that all tests and lectures were held.
- In addition, for the purpose of improving the effectiveness of the teaching-learning process, a **student survey** is conducted at the end of the semester/term. Students are given evaluation (anonymous) questionnaires, covering key aspects related to the module as well as to the lecturer. The evaluation is expected to generate outcomes that are valid, reliable and indicate directions and action for improvement.
- Another important dimension of the quality assurance mechanism analyzed by the office is **student pass rate**. At the end of each examination session, statistical reports are produced showing the pass rate by module.
- Upon the completion of these reports, a **Peer-to-Peer Report** is produced, and the Coordinator for Quality Assurance writes a Report synthesizing all the above mentioned reports.
- Finally, the Rector or Dean writes a **Staff evaluation Report** that should be part of the Personnel File of the teacher.

Follow-up procedures and use of evaluation results

Analysis of the results and their evaluation is a continuous process at the Quality Assurance Office that, on a day-by-day basis, involves:

- Harmonization of syllabi and study programs with the Bologna Declaration and other Higher Education documents,
- Evaluation of lecturers by students on continuous bases and individual lecturer reports based on this evaluation.
- Reports on students' success
- Reports with respect to the teaching timetable;
- Reports on student's internship and practical work;

Documentation for realization of the program etc.

Presentation of instruments for assessing the quality of the program / course (questionnaires, surveys, focus groups, etc.);

The Academy also attaches importance to the questionnaire application and organizing focus groups, and these are mechanisms for collecting important information for assessing the circumstances to assess the quality within the Academy. In this sense, the activities that should be considered include:

- a. Organising focus groups for students regarding the questionnaire used during the previous academic year;
- b. regarding the questionnaire used during the academic year;
- c. Enclosure of remarks and piloting questionnaires with young students;
- d. Compiling questionnaires for the academic year;
- e. Proposal of eventual modifications in methodology and internal assessment process based on the report and the enhancement plan;
- f. Preparation of annual plan for assurance of quality;

In terms of ensuring appropriate instruments, also, the Academy (i.e. structures responsible) applies the same forms, as follows (as attached to the self-evaluation report):

- a. Questionnaire for university students ;
- b. Questionnaire for academic staff;
- c. Form for description of the course – module content;
- d. Form for calculation of students' workload;

Mechanisms for implementation of measures for ensuring quality;

Internal evaluation process includes:

- **Preparation:** Central Evaluation Commission proposes guidelines and terms of collecting information on the instructions and deadlines set by the Academic Senate. Information is collected in three ways, as follows:

- **Self-evaluation report:** information prepared by academic and administrative units, called self-evaluation report includes:
 - a) Purpose of self-evaluation;
 - b) Self-assessment framework;
 - c) Adoption of evaluation criteria;
 - d) The schedule of the evaluation process;
 - e) The duties of the committee members, who carry out the assessment;

The self-evaluation report contains:

- Student's number and background
- Number of the workers and their CV-s,
- Information on the facility and infrastructure,
- Programs/ courses,
- Academic publications and research activities and
- List of the internal and external partners.

Quantitative and Qualitative Instruments: Information collected from the questionnaires, interviews and focus groups, that includes

1. Opinions of the students on the teaching and the subject,
2. Students' experience in other fields,
3. Questionnaire about the Staff,
4. Questionnaire about the graduates (once we'll have them),
5. Questionnaire for interested parties (employers, professional associations),

Questionnaires address issues of teaching materials, student assessment, teaching methodology as interaction, mentoring etc. Infrastructure includes classrooms, computer centre, laboratories, heating, IT support, equipment and other services). Also can be addressed by linking theory with practice, learning support, libraries, extra courses and experience with the administration of students, professors, services in general.

Other documentation: Such documentation includes: statute, regulations, complaints (if any), prices, media reports, student work and tests.

The process of evaluation and internal activities: evaluation process approved by the Academic Senate and Plan estimates published on the Office for quality, including assessments and external evaluations focus.

The evaluation report: The report should be a summary of the facts and their interpretation. The report also contains examples of questionnaires and methodology used to collect and analyse information. It should be understandable. Reports made after each stage of the assessment, and general report made after evaluation reports gather the opinions of students, teachers opinion, and archival documents. The report contains general parts for the Academy and the reports on the

academic and administrative units. For purposes of evaluation focused on one department and to use the data issued by the department, used forms of self-evaluation report for the department.

Date and Place

.....

Head of Senate/President CEO

.....

Head of Quality Assurance Enhancement

.....

Board of Directors

.....

General Regulations and Procedures Affecting Students 2019/2020