



SHKOLLJA E UNIVERSITETIT
MARIN BARLETI

**NON-PUBLIC INSTITUTION OF HIGHER EDUCATION
“MARIN BARLETI UNIVERSITY”**

Address: Rr. “Sami Frashëri”, No.41, Tirana; master@umb.edu.al; www.umb.edu.al
Tel.: 04 2252621; Cel.: 0692067247

**QUALITY ASSURANCE
EVALUATION POLICY**

Tirana, 2011

First Part

I. Prelude

HEI MBU is responsible in front of the Albanian society to provide a good quality in education, research and service; to demonstrate that it is striving its best possible efforts to use efficiently the resources entrusted to it and to ensure that certain standards are met.

The quality assurance is important as well for several other reasons, such as the development of HEI MBU, the new requirements of the Albanian society, the competition, the Europeanization, the internationalization of higher education and the Bologna Process objectives.

To guarantee the quality, efficiency and meeting the required standards, HEI MBU adopts and approves this policy assessment document. The policy articulates the principles and provides the procedures for the assessment.

II. Principles of drafting the document

Assessment policy document is drafted:

- ❖ based on the current legal documentation;
- ❖ based on principles and patterns presented by the Public Agency for Accreditation of the Higher Education Institutions and the best practices of foreign universities;
- ❖ to express legal and regulatory considerations;
- ❖ to describe the policy problems that will be solved;
- ❖ to legitimize the interests of all parties;
- ❖ to mandate assessment proceedings;
- ❖ to guarantee the fulfillment of the mission of the university.

Assessment Policy

- ❖ is implemented in the whole university by the deadlines set;
- ❖ is amended from time to time, according to the context, needs and requirements;
- ❖ is approved by the Senate of HEI MBU.

III. Assessment Principles

- a. The assessment is conceived and implemented based on professional standards.
- b. The assessment is conducted by applying the principle of institutional autonomy.
- c. HEI MBU uses the assessment:
 - (i) to determine the level of quality achieved;
 - (ii) to evidence positive practices;
 - (iii) to induce improvements, changes and positive developments;

- (iv) to take decisions.
- d. The assessment is conducted in every aspect of the institutional activity such as: teaching, research and services. The importance given to these areas are not the same for all faculties and departments. The importance of each field is determined by the faculty and department.
- e. The assessment methods must demonstrate a balance of quantitative and qualitative methods and data of the internal assessment, self-assessment and external assessment, as well as formative and summative assessment.
- f. Assessment methods should be compatible with the mission, goals and the objectives of the HEI MBU.
- g. The assessment is based on a variety of sources
- h. Students are participants in the internal assessment process. They participate by filling in the forms, questionnaires, through participation in interviews, focus groups and as members of the evaluation teams.
- i. Evaluation forms and questionnaires filled by students are totally anonymous.
- j. The assessment is preceded by the monitoring process.
- k. To collect the necessary information about the assessment a variety of instruments is used. There are instruments that are the same for all university faculties and instruments that the faculties set up according to certain specifications. Certain instruments are standardized and others non-standardized.
- l. The assessment is conducted on the basis of the principle of public accountability which implies the involvement of all actors and stakeholders in the communication process and the results are communicated in a transparent way following the ethical standards.
- m. The evaluation results should be useful for students at HEI MBU, for all those who work in HEI MBU, institutions and interested public.
- n. The most important issue in the assessment process is to create a culture of evaluation. All parties must be responsible and help to create that culture.
- o. The assessment should be a systematic process.
- p. The assessment should be conducted based on the established standards.
- q. Assessment presents the achieved indicators.
- r. The assessment is a transparent process.
- s. The assessment seeks to provide reliable and valuable data.
- t. The assessment is a milestone for critical reflection and a central value in strategic decision making.
- u. The assessment is closely related to the promotion.

IV. Assessment purposes

The internal assessment process at HEI MBU has the following purposes:

- a. To present the quality assessment at university, faculty, department and other units level.
- b. To identify and analyze the strengths and weaknesses of the whole activity of the university, faculty and other operating units within the university.

- c. To identify and analyze the fulfillment of institutional standards.
- d. To identify and analyze the fulfillment of the study programs standards.
- e. To identify and analyze the fulfillment of the research standards.
- f. To identify and analyze the fulfillment of the professional standards from the academic, administrative and technical staff.
- g. To encourage staff to reflect.
- h. To propose an action plan for improving behavior, change and development.

V. Aspects of Assessment

Internal assessment is carried out for these aspects of the university activity.

A. Institution Assessment¹

1. Policies of institutional development

- a. Mission objectives and the development plan of the institution, faculty, department, institute, and unit.
- b. Student admission policy
- c. Students treating policy
- d. Admission and staff development policy
- e. University policies towards labor market.
- f. Policy research activity.
- g. National and International collaboration policy

2. Study Programs

- a. Study Programs
- b. Organization of Study Programs
- c. Students from enrolment to employment

3. Research Activity

- a. Results of research, their dissemination, evaluation and transfer.

4. Effective institutional management

- a. Autonomy
- b. Institutional organization
- c. Partnership
- d. Human resource management
- e. Management of the institution operation

¹ Institutional assessment is based on the document of State Quality Standards for Institutional Assessment and Accreditation of Higher Education Institutions approved by Ministry of Education and Sport in 2011.

- f. Financial Management
- g. Information Systems Management

B. Assessment of Study Programs²

- a. Provision of study programs.
- b. The organization, management and administration of study programs.
- c. The staff of the institution.
- d. Protecting the rights of students.
- e. Provision of students services.
- f. Evaluation of financial resources
- g. Internal and external cooperation relations
- h. Quality Assurance

VI. ASSESSMENT PROCEDURES

Implementation of the assessment should follow this format

- a. Setting goals and objectives of the assessment
- b. Determine ways of collecting data.
- c. Data collection.
- d. Data Processing.
- e. Communication of the results.
- f. Taking action.

Deadlines of the Assessment

Internal assessment of the institution is carried out every 3 years.

The institution assessment includes the designated aspects for evaluation. This assessment process precedes the external evaluation.

Assessment of programs

HEI MBU will perform monitoring of study programs every year. While their assessment will perform:

- every three years for bachelor programs
- every two years for professional master programs
- every two years for master of science programs
- every four years for doctoral programs.

Course evaluation is carried out every year.

Teaching evaluation is carried out every year.

² Institutional assessment is based on the document of State Quality Standards for Institutional Assessment and Accreditation of Higher Education Institutions approved by Ministry of Education and Sport in 2011.

The assessment of new lecturers is performed annually for the first three years and every two years for the following years.

The assessment of definitive lecturers is based on scientific qualification procedures.

Assessment of the administrative and technical personnel is conducted every 2 years.

VII. Entities responsible for the implementation of the evaluation process

1. At the institutional level

a. The quality assurance committee (QAC)

Quality Assurance Committee is an entity established within the institution and operates at institution level. It has the responsibility to ensure that HEI MBU meets the quality standards. This entity is responsible for policy evaluation and the implementation of internal procedures of quality assurance. QAC reports directly to the Senate of HEI MBU. The mandate of QAC is three-years. QAC consists of five members: the vice rector for academic affairs, two professors, a representative of the institutes and centers and a student.

The duties of QAC:

- Approve the policies and procedures of internal quality assurance in accordance with applicable legislation, APAAL guidelines and European guidelines for quality assurance in higher education.
- Monitor the effective implementation of policies and procedures for internal quality assurance.
- Reassess the policies and procedures of internal evaluation.
- Approves plans for internal quality assessment at institution and units level.
- Approve the composition of the team / s of internal quality assessment.
- Approve internal evaluation reports.
- Report to the Senate the results of monitoring and internal evaluation.

b. The Unit of Internal Quality Assurance

The unit's mission is to create, guide, organize and publish internal evaluation activities at institution and program of study level.

The Internal Quality Assurance Unit is composed of two sections:

- The section responsible for the bachelor programs
- The section responsible for the master programs

The Internal Quality Assurance Unit has operational autonomy and access to all data at HEI MBU.

The role of the Internal Quality Assurance Unit is to create a culture that aims to achieve and maintain a high quality of academic and research activities HEI MBU

Internal Quality Assurance Unit (IQAU) functions

In the realm of quality assurance

- To implement the quality assurance at HEI MBU;
- To draft the rollout plan calendar of the internal evaluation activities at the institution;
- To monitor the quality within the HEI MBU;
- To organize the internal assessment process;
- To provide to the basic units of HEI MBU advisory services for internal evaluation and quality improvement;
- To guide basic units at HEI MBU for preparing the evaluation reports for programs that cover the activities of the respective units;
- To assist the group of internal quality assessment in the preparation of internal evaluation report;
- To maintain records of internal evaluation;
- To publish evaluation reports internal and external;
- To organize training programs for quality assurance within HEI MBU;
- To prepare the Quality Assurance Manual;
- To cooperate with the Quality Assurance Committee for the quality assurance activities.
- To participate in training programs and in meetings related to the quality of higher education in Albania.

In the realm of accreditation

- To prepare and follow the process of institutional and program accreditation;
- To maintain records of the accreditation process;
- To cooperate with APAAL for the accreditation process;
- To publish the accreditation decisions.

In the realm of research and development

- To promote quality improvement activities in HEI MBU;
- To facilitate implementation of the recommendations of the evaluation reports to the institution, programs and monitor the progress of their implementation;
- To be a focal point for institutional planning, including the improvement of existing programs and developing new programs;
- To reassess the monitoring programs and internal evaluation;
- To perform analysis of data based on the internal and external evaluation;
- To publish bulletins of assessment;
- To cooperate with other IQAU of other institutions of higher education to share experience and to enhance the quality of higher education in Albania

c. The Internal Quality Assessment Team (IQAT) is an ad hoc entity which is established within the institution and it works for the realization of the internal evaluation.

The establishment of the Internal Quality Assessment Team

The Internal Quality Assessment Team is established under the responsibility of the head of the unit, after the approval from the Committee of Quality Assurance. In selecting the members of the Internal Quality Assessment Team should be considered: a) the professional and ethical characteristics that must possess members to conduct the evaluation; b) a whole representation of the unit and of the institution.

The Internal Quality Assessment Team as a rule consists of 3-5 employees of the unit. The group is deliberately established for the evaluation (ad hoc group). It establishes an organizational structure (manager, secretary, reporter) and a distribution of tasks. It is good to get involved and representatives of students within the Internal Quality Assessment Team. In case this is not done, the group should provide the contribution of students without being members of the group.

Thinking that entity's internal evaluations will be systematically in different periods, it is recommended that the group to be established with the aim that can serve in the future as a permanent assessment group, institutionalized or not according to the specific conditions of the unit.

Duties of the Internal Quality Assessment Team:

1. Draft the assessment policy document and submits it to the MBU Senate for approval.
2. Prepares the complete package of standards and internal assessment procedures.
3. Establishes the units and the evaluation teams at the faculty.
4. Develops and recommends an evaluation system for faculty and staff.
5. Prepares a plan calendar for the internal evaluation at university level.
6. Monitors the evaluation activities of faculty.

7. Examines current policies and procedures for evaluation of faculty and staff and makes recommendations.
8. Prepares and recommends assessment tools and procedures.
9. Works with the evaluation teams for the best practices.
10. Analyses the evaluation.
11. Prepares and publishes an annual report of the internal evaluation of MBU.
12. Provides internal training at university level.
13. Liaises with the Accreditation Agency for Higher Education.
14. Cooperates with the network of European institutions to ensure the quality of higher education.

c. Students: representatives in the governing bodies of HEI MBU.

2. At Faculty Level

a. For the institutional evaluation

- ❖ **The Team of Internal Evaluation Quality** composed by faculty members and students

b. For programs evaluation

- ❖ Deans
- ❖ Head of Departments
- ❖ Students

c. For the course and teaching evaluation

- ❖ Head of Department
- ❖ Lecturer
- ❖ Students

3. The Responsibilities for the Evaluation Process

Responsibilities of those who will be evaluated:

1. Each faculty member must determine for each academic year goals and objectives of its activity.
2. Each person who will be evaluated must possess the summary of the rating given to him/her.
3. Every person who will be evaluated should have the opportunity to discuss the written report before it passes to the higher level of executives. Within 10 days after the assessment he/she has the right of appeal.

Responsibilities of those who will evaluate:

a) The Responsibilities of the Head of Department

1. The Head of Department has responsibility that within September to prepare a summary of the evaluation report for each person evaluated.
2. The Head of Department has the responsibility to give to each person evaluated the opportunity to discuss about the evaluation done for him/her.
3. The Head of Department has the responsibility to present these documents to the Dean:
 - A copy of the evaluation scheme used in the department.
 - A written evaluation for each person assessed during the year.
 - Any appeal for the performed assessment.
 - The recommendations given for each evaluation.

b The Responsibilities of the Dean

- The Dean examines the material and recommendations of the evaluation to ensure that procedures are carried out correctly and takes relevant decisions to departments or individuals.
- If the Dean disagrees with the assessment reports then he/she holds consultations with persons responsible for the assessment.

1. At institute/ centre level

a. For institutional evaluation

- ❖ **The Team of Internal Evaluation Quality** composed by institute/center members

b. For the evaluation of programs

- ❖ Director
- ❖ Responsible of the Programs
- ❖ Collaborators

c. For the evaluation of services

- ❖ Director
- ❖ Responsible of the Programs
- ❖ Collaborators

3. The Responsibilities for the evaluation process

Responsibilities of those who will be evaluated:

- Each member of the institute / center should set the goals and objectives of its activity for each academic year.
- Each person must possess the summary of rating given to him/her.

- Every person who will be evaluated should have the opportunity to discuss the written report before it passes to the higher level of executives. Within 10 days after the assessment he/she has the right of appeal.

Responsibilities of those who will evaluate:

The Responsibilities of the Head of Institution/ Center

- The Head of Institution/Center has responsibility that within September to prepare a summary of the evaluation report for each person evaluated.
- The Head of Institution/ Center has the responsibility to give to each person evaluated the opportunity to discuss about the evaluation done for him/her.
- The Responsible of the Program has the responsibility to present these documents to the Director:
 - A copy of the evaluation scheme used in the department.
 - A written evaluation for each person assessed during the year.
 - Any appeal for the performed assessment.
 - The recommendations given for each evaluation.

Responsibilities of the Director

- The Director examines the material and recommendations of the evaluation to ensure that procedures are carried out correctly and takes relevant decisions to departments or individuals.
- If the Director disagrees with the assessment reports then he/she holds consultations with persons responsible for the assessment.

VIII. The collection, use and disclosure of data evaluation

Data source

The assessment is based on a variety of sources and data. As a source for the Evaluation serves the information collected from students, colleagues, the leaders, the teams internal and external assessment. The data are collected by using a variety of instruments. Some of them are standardized and prepared by the Unit of the Internal Quality Assurance, the rest is prepared by the faculties. The list of instruments to be used for monitoring and evaluation includes: questionnaires, evaluation forms, forms of self-evaluation, interviews, focus groups, survey files and the report. The assessment is based on a variety of quantitative and qualitative data.

ASSESSMENT POLICY DOCUMENT OF HEI MBU

Data Source	Aspects of evaluation	Suggested Method
Information from the current students	Aspects of teaching. Aspects of programs and courses	<ul style="list-style-type: none"> • Interview, focus groups, qualitative surveys. • Standardized assessment forms. • Focus groups, qualitative surveys.
Information from graduated students	Aspects of programs and courses	<ul style="list-style-type: none"> • Standardized assessment forms. • Focus groups, qualitative surveys.
Colleagues (fields experts within and outside the institution)	Aspects of programs and courses and teaching	<ul style="list-style-type: none"> • Direct observation in the auditor. • Analysis of materials content. • Team collaboration and peer reflection
Internal evaluation team, external evaluation team (professional bodies, employers, potential clients)	Aspects of policy development, learning, research and services Aspects of courses and programs.	<ul style="list-style-type: none"> • Focus groups. • Questionnaires. • Interviews.

IX. Communication of the assessment data

To guarantee the transparency of the institutional activity, teaching, research, services, to create opportunities to teachers and other staff to learn from each other, the program, its content and teaching, the data should be circulated among all the parties concerned at HEI MBU and particularly those responsible for the quality of academic results, research and service.

Confidential information will not be used for a wide audience. This includes individual assessment for decision-making purposes.

The following table shows who may possess the evaluation information.

Aim	Possess and Dissemination
Molder evaluation of a teaching aspect.	Only the lecturer/ tutor and those involved in the evaluation (colleagues, consultant) must access the data although is a good practice to provide this information to students as well.
Assessment data can be used to provide evidence for confirmation or promotion.	In this case it is logical that such information needs to be made available to the Faculty Evaluation Committee.
Course and teaching Assessment	<ul style="list-style-type: none"> • Details of the case are communicated to the Lecturer and the Head of the Department • Data communicated to the Dean.
Programs Assessment	The data should be communicated to the dean and to the graduate and post-graduate programs responsible. In certain

	cases the information should be given to educational branch of MBU.
--	---

The preparation of the internal evaluation report

The main purpose of the evaluation report is to give to the unit and its key stakeholders a written document that determines the degree of fulfillment of the national quality standards from the institution, the study program and that serves as the basis for further improvement and development as well as for the internal and external evaluation and the accreditation status.

The external evaluation report is prepared by a special format for each type of evaluation. (See the Quality Assurance Manual).

The report consists of the following sections:

- I. *General data for the internal evaluation.* In this section is presented in a concise way the key information about the object of evaluation, purpose, the Internal Quality Assessment Team, the period covered by this report, the persons who run the report, the findings and the key recommendations.
- II. *The description of the internal evaluation process.* This section describes the methodology of the evaluation process. It contains the object, purpose, aspects of assessment, resources, tools and procedures for collecting information, data on the composition of the evaluation team and its responsibilities.
- III. *The main information about the institution, the unit, the study programs offered.* In this section is presented in a concise way the profile of the institution, the unit, and the study programs that are subject to evaluation.
- IV. *Internal evaluation results.* In this section are presented the findings which will meet the national quality standards. For each standard and criteria are presented the performance indicators and is given a judgement if the standard or criteria has been met: fully, partially or not fulfilled. Comments may be submitted as appropriate.
- V. *Data Analyses.* In this section we analyze the findings presented in the previous section, focusing on strengths, weaknesses, opportunities and obstacles.
- VI. *Conclusions and recommendations.* This section gives a summary of the evaluation findings and presents recommendations for the further activity of the HEI / study program in fulfillment of quality standards. In this part of the report, the Internal Quality Assessment Team recommends what measures should be undertaken by the unit, the managing authorities, the lecturers, the students and the supporters of HEI in order to ensure its compliance with the standards and to

further improve the quality. In this part of the report should appear clear to whom will be addressed the recommendations for further action.

- VII. *Appendix*. In this section can be included instruments used for the assessment, statistical information and notes.

Once the Internal Evaluation Report is prepared, the Internal Quality Assurance Team will discuss it at a meeting. It will be studied its compliance with the requirements contained in this guide and approved by consensus. This variant is presented to the Committee of Quality Assurance and then to the authorities of HEI MBU. The Internal Evaluation Quality Assessment Team must take into account the suggestions, comments or suggestions for any changes in the report, where these are justified. Only after this, the Internal Evaluation Quality Assessment Team designs the final version of the report, which is in two copies and signed by all members of the group, submitted to the Rector, and to the APAAL when is required an external assessment or accreditation, and is presented at an expanded meeting in the institution.

The publication of the evaluation results

The publication of the evaluation results is done through meetings, written materials such as reports, press releases, newsletters, brochures and through the official website of HEI MBU.

Second Part

I. Course Evaluation³

The difference between the assessment of the course and the professor is cramped. The way a course is perceived depends on how it is presented.

The evaluation of the course differs from the form or questionnaire used exclusively for it. Questions or statements are directed to the course issues, its content, the ratio theory-practice-research, literature, actualization and the load.

Course evaluation is required when it is developed by some lecturers or in cases where the nature of the course gives priority to work with the student than their interaction with the lecturer.

The courses are assessed after their first delivery, after significant changes when requested by students or in the context of periodic evaluation procedures. However, all courses should normally be evaluated every year.

- The course evaluation has the following advantages:
- provides evidence for improvement;
- allows the department to compare responses for the same course;
- analysis is done by a neutral third party;
- indicates to students that their views are important and considered seriously.

³ In the annex can be found a sample of a course program and an assessment form

The course evaluation includes the following steps:

Step 1

Head of Department's assessment. It takes place in September of each academic year in order to approve the course program.

Step 2

The assessment carried out by colleagues of the same course. This procedure is done during the performance of the course.

Step 3

Student's assessment is conducted last week of each course. The assessment questionnaire of the course from students is prepared from the Unit of the Internal Quality Assurance at HEI MBU. The information collected from this form or questionnaire can be used for moudler and diagnostic assessment. The lecturers receive a response through quality information taken from the questionnaire about the course which further helps them to improve it.

Step 4

Each lecturer fills the self-evaluation form⁴ for the courses performed by him/her.

Step 5

The evaluation from the Internal Quality Assurance Team. The team scrutinizes the evaluation report based on a review of information collected for the evaluation carried out in the three first steps. The evaluation report⁵ of the course is used by the academic staff for the preparation of teaching dossier or for taking decisions regarding the promotion or other verdicts.

Who will use the data from the evaluation of the course

Lecturer:	To improve the course To prepare the self-evaluation report To use in different applications
Head of the Department	To manage improvements or changes in accordance with the findings of the course evaluation
Dean	To manage improvements or changes in accordance with the findings of the course evaluation
Students	Findings about the course evaluation

⁴ The self-assessment form is prepared by the Unit of Internal Evaluation at HEI MBU.

⁵ A sample of the course evaluation report can be found at the annex.

Colleagues	Findings about the course evaluation
IQAT	Will use all the data to prepare the evaluation report

II. Teaching Assessment

Teaching assessment is carried out every academic year. Teaching appraisal is carried out according to the following steps.

First step

The assessment for new lecturers is carried out by the Head of the Department every year during the first three years of employment at the university. Evaluation is done through visits during the teaching hours and based on the course supporting documents.

Second step

The assessment carried out by colleagues of the same course. This procedure is done during the performance of the course in the first three years of work at HEI MBU.

Third step

Student's assessment is conducted during the last week of each course. The teaching evaluation questionnaire by students is prepared by the Internal Quality Assurance Unit at HEI MBU. This information can be used for moulder and diagnostic assessment. The answers provided by students will further help the lecturers to improve the teaching methods of the course.

Fourth step

Each lecturer fills the self-assessment form⁶ for teaching.

Fifth step

The evaluation from the Internal Quality Assurance Team. The team will pay different visits during the teaching process and will prepare the assessment report based on a review of the information collected for the evaluation carried out in three first steps. The evaluation report⁷ of the course is used by the academic staff for the preparation of teaching dossier or for taking decisions regarding the promotion or other verdicts.

Sixth step

The Head of the Department will prepare a summary of the evaluation and will define the goals for the prospect academic year. This summary is introduced to the lecturer and is signed by both parties.

Who will use the data from the evaluation of the course

⁶ The self-assessment form is prepared by the Assessment Unit at HEI MBU.

⁷ A sample of the course evaluation report can be found at the annex.

Lecturer:	To improve the teaching methodology To prepare the self-evaluation report To use in different applications
Head of the Department	To manage improvements or changes in accordance with the findings of the teaching evaluation
Dean	To manage improvements or changes in accordance with the findings of the teaching evaluation
Students	Findings about the teaching evaluation
Colleagues	Findings about the teaching evaluation
IQAT	Will use all the data to prepare the evaluation report

III. Research⁸ Evaluation

Research evaluation is conducted both at university, faculty, department, institute, center and individual level.

The evaluation at the institutional level is carried out by the model developed by the Agency for Accreditation of the Higher Education.

The evaluation for the research activity of the lecturers is carried out according to the model described in the Quality Assurance Manual.

IV. Staff Evaluation

The staff evaluation involves simultaneously the dimension of individual control and his/her professional development. Keep in mind that the evaluation as a management instrument should not be allowed to compromise the operation of the evaluation policy. The question is how to carry out an evaluation policy in order to maximize the use of data in an ethical manner and without confronting the purposes of the staff assessment.

The evaluation involves academic, administrative and technical staff.

⁸ Methods and assessment instruments are based in: Models developed by the Agency for Accreditation of the Higher Education. (see: Manual of Quality Assurance in Higher Education; Indicators for Institutional Evaluation; Key Aspects of Assessment in Higher Education). The Academic Regulation of MBU. In the Appendix is included a form of research activity evaluation.

All employees are provided with information at least once a year how their activity is evaluated by their responsables, by those to whom they serve and by the people that observe them.

a. Academic Staff Evaluation

The evaluation system of lectures is used to ensure that their activity was assessed according to their contributions to fulfill the vision and mission of the department and their individual annual goals and objectives. The evaluation system consists of the evaluation of achievements in various fields negotiated based on the average rate of several years evaluation. All these factors are used, to determine the final grading.

The evaluation of lectures can be carried out for the purpose of professional development as well as to take decisions relating to the status, salary grade classification and assigning different functions.

The documentation of the effectiveness of the lecturer can change from year to year. To fix this variability is used the ratio average of merit use of the two previous years and of the current year.

Specific rules are applied for lectures that are evaluated for their first year of work within the university (junior lecturers) and for those who leave.

The evaluation is based on the effectiveness of (a) fulfillment of professional standards⁹, (b) contribution to the realization of the mission of the university, faculty, department, institute, center, (c) fulfillment of rules and policy of HEI MBU.

In order to fully assess the activities of the lecturer it is advisable to use four different sources: student's assessment, peer assessment, assessment by the Head of Department and self-assessment. The assessment includes and refers to different aspects such as: teaching philosophy, efforts to improve teaching, teaching methodology, teaching skills, innovation, teaching prices, invitations to teach at other institutions, involvement into curricula development, course supporting documentation. The assessment is conducted taking into account the relevant standards.

The final evaluation is carried out by the Head of the Department which takes into account the data collected from all possible sources.

a. 1. Student's assessment

The effective use of student assessment requires cooperation in completing the forms and questionnaires in a prudent manner and in the most appropriate time.

Departments must plan the evaluation of the course and of teaching distributed in time during the year and in particular for those courses and those lecturers who are in the spotlight.

It would be useful that to the completion of assessments to provide to students a brief information about the strengths and the weaknesses found from them and obviously the measures to be taken to make the appropriate improvements. Students must receive

⁹ The standards are prepared by the Office of Evaluation at HEI MBU and Evaluation Units of the Faculties.

the message that their assessments are taken seriously by the departments and professors themselves.

a.2. Peer assessment

Peer assessment is a procedure that is used by the academic staff to make estimates when decisions need to be taken to make improvements, to make selection for publications, conferences, projects. Peer evaluation guarantees that the academic community maintains control of its standards.

Peer evaluation of teaching includes three main components: evaluation of teaching materials, assessment of student's evaluation policies and auditor visits.

The evaluation form is composed¹⁰ of three parts and is used to evaluate the junior lecturers during their teaching from the senior ones. The first part is dedicated to the course supporting documents, curriculum, contents of lectures and practical class platforms. The second part assesses student assessment methods. The third part is dedicated to direct observation of teaching and climate in the classroom.

a.3. Assessment by the Head of Department and by the Dean

The Dean and the Head of Department are responsible for providing information related to the quality of teaching, research and for services conducted for the faculty and for the department.

In June of each academic year the department requires to all the lecturers to prepare the personal documentation for the activity of the previous year and goals for the new academic year.

In September of each year the Dean and the Head of Department finalise the evaluation for the academic, administrative and technical staff.

The evaluations are discussed individually with each person who is subjected to evaluation. The document signed by both parties. The Comprehensive evaluation sheet is signed by the Head of Department and the lecturer and contains their comments as well, which shows that the document was discussed between them and to the lecturer was given a copy.

The summary of evaluation for each member of the department is done in a written form by the Head of the Department. This summary is presented in September to each lecturer for further examination. After 10 days this review is presented to the Dean.

There are four levels of expectations: (1) exceeding expectations, (2) meets expectations, (3) is below expectations, but satisfies the minimum level of productivity, (4) is below the minimum acceptable efficiency.

The Head of Department makes recommendations for improvement or in relation to the contract.

When a member of the department is evaluated under the standards approved by the Department, the Head of the Department informs him/her in writing. In consultation with the Unit of Internal Assurance, the Head of the Department determines a course of action to improve the performance of the respective lecturer.

¹⁰ The form is prepared by the Assessment Office at HEI MBU.

During the subsequent year the lecturer reports on activities carried out by him/her on improving his/her performance.

The Head of the Department communicates this information to the administration of the university and faculty and consults with it before making additional assessments to meet the standards. If the lecturer has two minimum consecutive evaluations or three such assessments in a period of five years, the Department's Council votes in secret for keeping or removing the lecturer. The decision is forwarded to the Dean of the Faculty.

a.4. Self - evaluation¹¹

Self-evaluation is a self-reflection and a self-analyze. The academic staff is encouraged to write a self-evaluation report on the activity carried out by him/her during a certain period of time (usually one academic year). Such a report is required to be 2 pages long.

b. The evaluation of the administrative and technical personnel is carried out according to their status indicators. (To be determined by the Unit of Internal Quality Assurance)

APPENDIX

- 1. The model of course program**
- 2. The form of the course evaluation**
- 3. The form of self-evaluation report of teaching**
- 4. Form of thorough evaluation**

¹¹ The form of the self-assessment is prepared by the Evaluation Office of HEI MBU.



SHLUIJ “UNIVERSITETI
MARIN BARLETI”

**PRIVATE INSTITUTION OF HIGHER EDUCATION
“MARIN BARLETI UNIVERSITY”
FACULTY OF LAW, SOCIAL AND POLITICAL SCIENCES
DEPARTMENT OF SOCIAL SCIENCES AND EDUCATION**

MASTER OF SCIENCES “SOCIOLOGY OF COMMUNITY DEVELOPMENT”

Rruga Sami Frashëri, Nr. 41, Tiranë; Tel: 04 225 26 21; Cel.: 0694004006 - 069 20 62 086

E-mail: master@umb.edu.al - info@umb.edu.al; WWW.umb.edu.al

APPROVED

Head of Department

SYLLABUS

(The exact title of the course)

TIRANA, 2011

ASSESSMENT POLICY DOCUMENT OF HEI MBU

COURSE TITLE: *Course title must be written*

COURSE CODE: *Course code according to the catalogue*

LECTURER: *Prof./ Prof. Asoc./ Dr./ MA*

ETCS: *ETCS according to the study program*

PERIOD: *1 semester (sem. I/sem II)*

LECTURER CONTACT: *Address in faculty /e-mail /telephone*

COURSE DESCRIPTION:

In summary, with 2-3 paragraphs, describe the course content.

OBJECTIVES

Objectives of the course that the student should reach at its conclusion should be listed here.

ATTENDANCIES POLICIES:

Attendance policy specified

STUDENTS RESPONSIBILITIES

All the responsibilities to be met by the student should be listed here, including the necessary arrangements.

LECTURES PLAN

NO.	SUBJECT THEMES	LESSON'S ORGANIZATION	Hours
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

SEMINARS PLAN

NO.	SEMINAR THEMES	SEMINAR'S ORGANIZATION	<i>Hours</i>
1.			
2.			
3.			
4.			
5.			
6.			

EVALUATION

It is important that in this section to provide to the students information on criteria and methods of assessment for this course. Include percentages or scores and grades for each element that you will evaluate (eg mid term exam 40%, final exam 40%, course attendance 20%). Describe how the final grade will be issued. If the course will be evaluated by an essay the criteria and the relevant points for evaluation should be considered. Punitive measures, may be included as well, in case of non-fulfillment of duty, of non honesty -compliance and non-compliance with the academic deadline.

No.	Work type	Length	(% or points)	Grade	Connection to the target	Date of issue
1.						
2.						
3.						
4.						

BASIC AND RECOMMENDED LITERATURE

List of key texts, various publications on the subject, with all bibliographic records.

THE FORM OF COURSE EVALUATION

1. Course identification
(It includes a submission argument for the inclusion of the course in the curriculum as well as the goal and objectives of the course)
2. A summary of the results of previous evaluations
3. The aim of the evaluation
4. Dimensions of this evaluation
(Is determined whether the assessment is complete or partial, whether it is a complete one the main dimensions of the assessment are specified. If is partial the focus is determined, for example, the design of the course, meeting the expectations of students, etc.)
5. Sources evidence and methods of gathering information
(Include a brief justification for selecting a specific source or method.)
6. Summary and interpretation of results
(Key findings. Define strengths and weaknesses and aspects that need added attention. Compare the current data with those of previous evaluations).
7. Following actions
(Present briefly actions to be taken as a result of the evaluation and their argumentation.)
8. Determine the further evaluation focus
(Determine how will be further evaluated the effectiveness of the changes that will be undertaken)

This report should be written in two pages.

THE FORM OF SELF-EVALUATION REPORT OF TEACHING

1. My aims about the course taught
2. An argumentation about the course aims
3. Progress done for the achievements of teaching aims
4. Methods and sources used for the progress of this evidence
5. Evidence of progress
6. Lessons learned from the evidence:

 What worked well?
 What malfunctioned?
 What changes should be made?
7. What should I, department, faculty do in the future?
8. Ways through which will assess the changes to achieve my goals in teaching
9. How do the changes responds to the needs of teaching and learning?

This report should be written in two pages.



HEI "MARIN BARLETI UNIVERSITY"

FACULTY _____

ASSESSMENT FORM

Dear student,

Please fill out this form. Your answers will serve as an indicator for the effectiveness of the curriculum, of the teaching abilities of the lecturers and the department's activities. At the same time they will help to performance improvements and to assess the activity of the lecturers. Use the rating scale of 0-5 points. When the points are given, circle one of the given data, when points are not given, you enter one of the values from 0-5. Use N/A for "do not know". Use the spaces provided for your further comments and suggestions.

DEPARTAMENT: _____

PROGRAM: _____

COURSE: _____

ACADEMIC YEAR: _____

FIRST PART: DEPARTMENT ACTIVITY ASSESSMENT

For each statement or question please circle one of the given rates.

- | | | | | | | | |
|--|---|---|---|---|---|---|-----|
| 1. The Department has made available to students the curriculum. | 0 | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. The Department has made available to students the syllabuses. | 0 | 1 | 2 | 3 | 4 | 5 | N/A |

The Department has made available to students the Study Regulation and other additional relevant information for the studies.

0 1 2 3 4 5 N/A

4. The Department has made available to students modern teaching technology.

0 1 2 3 4 5 N/A

5. Department supports the research activities of the students.

0 1 2 3 4 5 N/A

6.

Subject	The subject is necessary in relation to the profession	The subject takes place in the appropriate year of studies	Teaching hours (classes) are enough	The rate lecturer/ seminars is a correct one	The rate knowledge / skills / attitudes is a correct one	The course contains contemporary information	The subject has repetition with other subjects	Course obligations are set to

Department conducts a proper policy assessment for student.

0 1 2 3 4 5 N/A

7. Department collaborates with the students

0 1 2 3 4 5 N/A

Comments and Suggestions:

SECOND PART: CURRICULA ASSESSMENT

For each question please circle one of the given rates.

How the curriculum does realize the combination between the academic and the professional capabilities?	0	1	2	3	4	5	N/A
How appropriate is the ratio between general training courses and vocational training courses?	0	1	2	3	4	5	N/A
How much does match the profile of your profession with the profile offered by this curricula?	0	1	2	3	4	5	N/A

Comments and Suggestions:

THIRD PART Student's Evaluation Questionnaire (Master Studies)

Subject:

Lecturer:

Academic Year: Program:

This questionnaire is part of the internal assessment of the master programs. The results will be used from the Internal Assessment Team and your master lecturers to review the master subject and to improve the teaching and learning for the prospect programs. This questionnaire is entirely anonymous.

Please answer to all the following statements by putting an **X** under the category that expresses better your evaluation. In the next following page you will have the possibility to express as well a feedback with your own words.

	N/Z	Fully agree	Agree	Neutral	Do not agree	Fully dis agree
1. Course program was explicit						
2. Course aims were expressed visible and definite						
3. Teaching methods were appropriate for the course						
4. The course content fits with the my professional practicum						
5. Supporting materials were helpful						
6. The teaching hour was managed properly						
7. The ratio theory-practice was balanced						
8. Course load was appropriate						
9. Support for learning was effective (eg Homework assistance, guidance and literature sources)						
10. Group size facilitated effective learning						
11. Student assessment methods were appropriate to course objectives						
12. Student assessment criteria were explicit						
13. Student evaluation process was the right one						
14. The course helped me to think critically						
15. The course reached the due of learning						
16. The course met my professional education						

COMENTS

What do you like about this course? List two strengths of this course.

How can this course be improved? Indicate two suggestions.

Please use this space for a general comment about the course.

Thank you for the time spent on filling this form!

FOURTH PART: INTERNSHIP EVALUATION

For each of the following statements mark one the given rates.

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. Aims and objectives of the internship are clearly defined | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. Aims and objectives of the internship are made known to the students. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The internship is supported with appropriate documentations (guidelines, auxiliary documents). | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Professors and internship instructors give to students proper support | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. The cooperation with institutions where the internship is hold is institutionalized | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. The cooperation with institutions where the internship is hold is effective. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. The internship complies with the professional education. | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Student's assessment procedures for the internship are valid. | 0 | 1 | 2 | 3 | 4 | 5 |

Comments and suggestions:

FIFTH PART: EVALUATION OF MATERIALS AND TEACHING RESOURCES

For each of the following statements mark one the given rates.

- | | | | | | | |
|--|---|---|---|---|---|---|
| 1. Learning materials (basic texts, texts of exercises, auxiliary literature) are sufficient | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. The teaching materials are appropriate for the course. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The teaching materials are contemporary. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. Learning materials are diverse. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. The teaching tools widely used. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. The library is dotted. | 0 | 1 | 2 | 3 | 4 | 5 |
| 7. Teaching technology used in learning function. | 0 | 1 | 2 | 3 | 4 | 5 |
| 8. Internet is used in teaching function | 0 | 1 | 2 | 3 | 4 | 5 |

Comments and suggestions:
