



**UNIVERSITETI - UNIVERSITY**  
**“ISA BOLETINI”**  
**MITROVICË**  
**Fakulteti i Edukimit**

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# **QUALITY ASSURANCE INSTRUMENTS PACKAGE**

**WITHIN THE POLICY FRAMEWORK ON QUALITY  
ASSURANCE AND ENHANCEMENT IN INITIAL TEACHER  
EDUCATION IN KOSOVO**

**2021**

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## INTRODUCTION

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This package of quality assurance tools is an integral part and deriving from the document ‘Policy framework on quality assurance and enhancement in initial teacher education in Kosovo’ , a document adopted by the Council of the Faculty of Education at the University of Prishtina. The overall purpose of this document (policy) is to provide a framework and implementation guidelines for the Faculty of Education, introducing an internal quality assurance system for pre-service training of teachers. This document aims to provide a reference framework for institutions for pre-service teacher training in efforts to ensure that pre-service teacher preparation practices lead to the development of the required professionalism of teachers in the local and international educational context. The policy provides a framework setting out benchmarks for pre-service teacher training program standards, and describes the processes and instruments that contribute to the identification of areas for improvement, thus enabling evidence-based and action-based institutional action, with a view of improving existing practices.

The initiative for drafting this document (Policy framework on quality assurance and enhancement in initial teacher education in Kosovo) is grounded upon the legal and professional context. In the legal context, the Statute of the University of Prishtina (Article 211-218) and the Regulation on quality assurance in the University of Prishtina (no. 4/132, dated 30.12.2016) represent the basis and obligation for the development of an internal quality assurance system. Also, such a mechanism is required by the standards of ENQA (European Network of Quality Assurance) and applicable accreditation standards in higher education in Kosovo.

Within the package of instruments designed, several types of qualitative and quantitative instruments are envisaged, which include different stakeholders in the process of training new teachers. The first set of the instruments includes pre-service and in-service learners, while the rest focuses on teachers, employers and faculty management.

### First set of instruments

- Questionnaire for graduates (Alumni) of the Faculty of Education
- Course Evaluation Questionnaire
- Questionnaire for the evaluation of pedagogical internship in educational institutions
- Questionnaire for evaluation of administrative services

### Second set of instruments

- Interview/conversation protocol for academic staff development and performance
- Study Program Implementation Quality Evaluation Protocol
- Peer-review Protocol
- Questionnaire for employers
- Academic staff Scientific Paper/Publication Monitoring Database
- International Cooperation monitoring Database.

These instruments may be modified pursuant to the context and time upon implementation, and based on the implementation experience. Upon inception of implementation, the instruments may undergo minor changes with a view of improvement. If necessary, other instruments may emerge in the process as necessary, to be added to this package.

The policy and these instruments were developed with the support of the QATEK Project (Quality Oriented Teacher Education in Kosovo), funded by the Erasmus + Program. The overall goal of the project is to develop a culture of quality in teacher training institutions, to increase professionalism in the educational system in Kosovo.

## COURSE EVALUATION QUESTIONNAIRE

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Dear Students,

At the end of each semester, The Faculty of Education conducts an evaluation of the courses attended by students in each program. This questionnaire collects data to be used by academic staff to reflect on their teaching practices and the content of their syllabi, depending on the feedback they receive.

For this reason, we kindly ask you to take some time to answer the questions below by evaluating each subject and each teacher individually.

The data are anonymous and are intended to improve the quality of teaching and learning, and plans to improve study programs at the Faculty of Education.

Thank you for your kind contribution and your time!

**Program:**  
**Course**  
**Teacher:**  
**Subject:**  
**Semester:**

### ORGANIZATION AND INFORMATION

1. All relevant course information has been published and is easily accessible to students.
  - a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
2. Different sections of the course (lectures, exercises, seminars, etc) are interrelated and complement each other.
  - a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
3. The schedule and activities planned for the course are respected by the lecturer.
  - a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
4. The course syllabus is published on the website of the faculty is respected by the lecturer.
  - a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree

## TEACHING AND LEARNING

5. The teacher was clear in the presentation/lectures of the course content.
- a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
6. The activities conducted by the teacher (practical work, counseling, laboratory work with concrete means or simulations) have facilitated my learning easier.
- a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
7. The teacher encouraged the students to express their opinions and ask questions.
- a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
8. Teaching Resources / Materials were adequate to the teaching of the subject.
- a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
9. Learning resources/materials were published in SEMS or Classroom or other platforms.
- a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
10. The lecturer was present and available for further clarifications.
- a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
11. The teacher was motivating and increased my interest in the subject.
- a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
12. I consider that I have managed to sufficiently develop the competencies planned for the course.
- a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree

12. I consider that I have managed to sufficiently develop the competencies planned for the course, despite the teaching provided online.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

### **FORMATIVE AND FINAL ASSESSMENT OF STUDENTS**

13. Assessment procedures and criteria were clearly defined since the beginning of the course.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

14. The teacher used continuous assessment, and took into account the engagement as defined within the syllabus (e.g. group work, individual, projects, etc.) in the final assessment.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

15. The final assessment of the students for the subject by the teacher was appropriate.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

16. The teacher provided effective feedback to the students.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

### **ENCOURAGEMENT AND COURSE VALUE**

17. The teacher shared with the students his/her enthusiasm for the subject. a) Fully disagree

- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

18. I felt that our teacher highly valued the subject.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

19. I felt that our teacher highly valued the teaching.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

20. Our teacher inspired the students to learn even more about the subject. a)  
Fully disagree  
b) Disagree c)  
Neutral  
d) Agree  
e) Fully agree

21. The teacher treated the students with respect. a)  
Fully disagree  
b) Disagree  
c) Neutral d)  
Agree  
e) Fully agree

**OVERALL COURSE EVALUATION:**

22. List some strengths of the subject teacher in relation to his/her teaching:  
a)  
b)  
c)

23. List some aspects that you would suggest improving or changing in the subject teacher a)  
b)  
c)

24. In general, how content were you with the subject?

1 2 3 4 5 6 7 8 9 10

25. Please indicate anything else you would comment on the subject and teaching

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# PEDAGOGICAL INTERNSHIP EVALUATION QUESTIONNAIRE<sup>1</sup>

Dear Students,

This questionnaire aims to gather information and assess students' experience during pedagogical internship. The questionnaire is filled-in upon completion of the pedagogical internship in each year of studies, in teacher training programs at BA and MA levels.

The data are anonymous and will be used for the purpose of improving the quality of the organization of pedagogical internships by the Faculty of Education.

Thank you for your kind contribution and your time!

Study Level: \_\_\_\_\_  
 Study Program: \_\_\_\_\_  
 Year/Semester: \_\_\_\_\_  
 Institution of internship: \_\_\_\_\_  
 Mentor teacher: \_\_\_\_\_  
 FE Supervising professor: \_\_\_\_\_

## SECTION I

### Experience with the mentoring teacher at school/kindergarten

Explain how you view the role of your mentor, and your expectations of your mentor during school internship.

1 = fully disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = fully agree

The mentor exposed me to the formal language of the state curriculum	1	2	3	4	5
The mentor guided me in preparing lessons/activities	1	2	3	4	5
The mentor exposed me to the regulations of the institution	1	2	3	4	5
The mentor exposed me to the kinds of interaction with peers in the school/kindergarten	1	2	3	4	5
The mentor modeled a good teaching style before me	1	2	3	4	5
The mentor helped me classroom management strategies	1	2	3	4	5
The mentor developed my enthusiasm for teaching	1	2	3	4	5
The mentor exposed me to the practices of preparing teaching schedules / educational activities.	1	2	3	4	5
The mentor exposed me to the state curricular Documents	1	2	3	4	5
<sup>1</sup> This questionnaire will be modified in an online format, according to the characteristics of the BA and MA programs.					



The mentor provided feedback on a daily or weekly basis		1	2	3	4	5
The mentor provided written comments on my teaching during the internship		1	2	3	4	5
The mentor helped develop my knowledge of teaching		1	2	3	4	5
The mentor strived to develop my positive attitudes towards the profession		1	2	3	4	5
The mentor fostered my reflections on improving my teaching	5	1	2	3	4	
The mentor reviewed all the lesson plans / educational activities I prepared		1	2	3	4	5
The mentor exposed me to student assessment / monitoring practices		1	2	3	4	5
The mentor clearly showed me what I needed to improve in my teaching.		1	2	3	4	5

## SECTION II:

### Direct experience in the school/kindergarten

Please answer the questions below by referring to your personal experience in pedagogical internship as part of the teacher/educator development program.

1	Name of school/kindergarten:
2	Write down the number of days in pedagogical internship held in school or kindergarten _____
3	Write down the number of teaching hours/educational activities you have held independently under the mentorship of the mentor. _____
4	If you did not conduct any classes/activities, state why: <input type="checkbox"/> I have not had any internship classes due to school closure as a result of COVID. <input type="checkbox"/> I have not attended internship due to personal reasons. <input type="checkbox"/> Mentoring teacher was absent <input type="checkbox"/> Other: _____
5th	How satisfied are you with the process of pedagogical internship held in the school/kindergarten, in general: <input type="checkbox"/> Unsatisfied <input type="checkbox"/> Somewhat satisfying <input type="checkbox"/> Satisfied
6	<input type="checkbox"/> Very satisfied Please elaborate your opinion if you have stated your dissatisfaction with the pedagogical internship.

7	Have you had the opportunity to plan and hold your own lessons/activities with students/children? <input type="checkbox"/> Yes <input type="checkbox"/> No
8	If so, mention a lesson that you consider was very successful. If not, please state the reason.
9	Was the school/kindergarten where you attended the internship per your expectations? <input type="checkbox"/> Yes <input type="checkbox"/> No
10	If not, please state why:
11	Do you think you grew professionally in your pedagogical internship? E.g. Have you developed your teaching skills? <input type="checkbox"/> Not at all <input type="checkbox"/> A little <input type="checkbox"/> To some degree <input type="checkbox"/> A lot <input type="checkbox"/> Other:
12	Do you think the pedagogical internship office was efficient? <input type="checkbox"/> Yes
	<input type="checkbox"/> No
13	If not, please state why:

**Comments and suggestions**

If you have any additional comments regarding the pedagogical internship that would help improve the quality of its conduct, please elaborate below:

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## QUESTIONNAIRE FOR EMPLOYERS

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Dear employers of our graduates,

Through this questionnaire, the Faculty of Education has begun collecting data from all employers of our former students, graduates and employed!

The purpose of this questionnaire is to identify the strengths and those items requiring improvement in graduates who complete their studies in any of the programs for teachers or educational experts. We kindly ask you to express your opinion about the knowledge, skills and values you have observed in them.

The data from these questionnaires will be collected and analyzed every three years by the Faculty of Education, to reflect on the quality of study programs and to intervene for the benefit of the best possible preparation of students, based on your requirements as an employer.

Thank you for your kind contribution and your time!

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1. **Institution:** \_\_\_\_\_
  2. **Type of institution:**
    - a) Pre-school
    - b) Primary and lower secondary
    - c) Upper Secondary
    - d) University
    - e) Other educational institution (Ministry, MED, etc.)
    - f) NGO
  3. **Type of Institution:**
    - a) Private
    - b) Public
    - c) Public-Private
    - d) NGO
  4. **Your position in the institution:**
    - a) Director
    - b) Teacher
    - c) Other: \_\_\_\_\_
- 

Given the fact that teachers in Kosovo may be employed immediately after graduation, and given that they are juniors, I believe that:

5. Graduates of the Faculty of Education of UIBM have very good training:
  - a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
6. Graduates of the Faculty of Education at UIBM possess the necessary methodological skills to organize a lesson.
  - a) Fully disagree

- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

7. Graduates of the Faculty of Education at UIBM possess sufficient knowledge of the subjects they are to teach.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

8. Graduates of FE/UIBM possess the ability to work with pedagogical documentation (curriculum, registers, curricula, etc.)

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

9. Graduates of FE/UIBM possess good skills to manage the

class. a) Fully disagree

- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

10. Graduates of FE/UIBM have good communication skills with their peers and parents, and in working in teams.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

11. Graduates of FE/UIBM possess good skills in working and treating well students with special needs.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

12. Graduates of FE/UIBM are enthusiastic, innovative and motivated for the teaching

profession. a) Fully disagree

- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

13. FE/UP graduates have good skills in using technology in teaching and learning. a)

Fully disagree

b) Disagree c)

Neutral

d) Agree

e) Fully agree

14. Graduates of FE/UIBM in programs for educational experts have quality training for the profession they perform (lecturer, officers, assistants, etc.).

a) Fully disagree b)

Disagree

c) Neutral d)

Agree

e) Fully agree

15. Graduates of FE/UIBM in educational expert programs are an added value to our institution. a)

Fully disagree

b) Disagree c)

Neutral

d) Agree

e) Fully agree

16. Please elaborate below your suggestions for skills, knowledge and values that you think our graduates do not have or would like to be different:

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## QUESTIONNAIRE FOR GRADUATES/ALUMNI

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Questionnaire for graduates (Alumni) of the Faculty of Education

Dear  
Alumni,


The Faculty of Education is collecting data on the opinions of graduate students regarding your preparation for the profession, but also your level of employability.

We would like to know how satisfied you are with the knowledge, skills and values you have acquired during your studies, and what are the challenges you faced upon your employment in the profession of a teacher or lecturer.

This questionnaire is anonymous and the data collected shall be used to review programs and improve the quality of teaching and learning for undergraduate students.

Also, based on your level of employability, we shall engage also in planning for the numbers of students to be enrolled.

Thank you for your kind contribution and your time!

- 
1. Study Level:
  2. Write/choose your study program:
  3. Enrollment Year:
  4. Graduation Year:
  5. Gender:
  6. Are you currently employed?
    - a) Yes
    - b) No
  7. How long did you wait to be hired for the first time in your profession: Employed means entering into a full-time employment contract with an institution.
  8. I was employed:
    - a) Before I graduated
    - b) Immediately after graduation
    - c) In the first three months after graduation
    - d) Three to six months after graduation
    - e) Approximately one year after graduation
    - f) More than one year after graduation
    - g) Not employed yet
    - h) I have not sought for employment in the field of education at all.
  9. How did you manage to get employed?
    - a) I applied to a vacancy announced on the website of the respective municipality.
    - b) I was employed in an institution where I was known and recognized, because I completed my pedagogical practice during my studies
    - c) My relatives, friends or other acquaintances helped me get employed for the first time.
    - d) I submitted the documents to the employment office, and then they invited me.
    - e) I am self-employed.
    - f) Other way: (describe) \_\_\_\_\_
  10. Are you employed upon a fixed-term contract or an indefinite term contract?
    - a) Fixed term contract.

- b) Indefinite term contract.
- c) I am self-employed.

11. I am employed:

- a) In the field which I studied.
- b) In a similar field.
- c) In another field.

12. I am employed in the: a)

- Public sector
- b) Private sector

13. If you are employed in the private sector, indicate the institution you work in. Should you wish, you may also write the name of the organization/school, kindergarten, NGO:

\_\_\_\_\_

14. How do you view the current employment opportunities of graduates of your own program?

- a) Very good
- b) Good
- c) Moderately good
- d) Poor
- e) Very poor

15. Do you think graduates in your program are only employed in the field of their studies, or have wider employment opportunities?

- a) Only in the field of study
- b) In other areas as well (e.g. assistants for children with special needs, homework help for students, and courses for various subjects).

16. How do you assess the relevance of the knowledge you gained during your studies at the faculty in relation to the work you perform as a teacher/lecturer?

- a) Very relevant
- b) Relevant
- c) Moderately relevant
- d) Not too relevant
- e) Irrelevant

17. How do you assess the relevance of the teaching skills you acquired during your studies at the faculty in relation to the work you perform as a teacher/lecturer?

- a) Very relevant
- b) Relevant
- c) Moderately relevant
- d) Not too relevant
- e) Irrelevant

18. How do you assess the relevance of the values/attitudes towards education / teaching that you have acquired during your studies at the faculty in relation to the work you perform as a teacher/lecturer?

- a) Very relevant
- b) Relevant
- c) Moderately relevant
- d) Not too relevant
- e) Irrelevant

19. Have your attitudes about the relevance of the knowledge/skills/values you acquired during your studies changed since you were employed?
- a) Yes, I began to appreciate some skills/knowledge that I thought I would not need during my work.
  - b) No, because during the time of my studies, I thought that all the subjects in my study program were relevant to my work and this was confirmed upon employment
  - c) No, I still believe that some knowledge/skills I acquired during my studies are not too relevant for my work.
  - d) Other; \_\_\_\_\_ (please \_\_\_\_\_ describe):

20. In addition to the knowledge and skills you acquired during your studies, what do you think has the greatest impact on the employability of graduates from the Faculty of Education?
- a) Knowledge/Skills acquired outside the study program e.g. foreign languages, certificates of various trainings).
  - b) Experience from other countries (e.g. mobility during studies)
  - c) Reputation of the university of your studies
  - d) Experience gained by the graduate (pedagogical internship during studies, participation in a project, volunteer work, work in student councils, etc.)
  - e) Prior cooperation with the institution where you sought employment (substitute teacher during pedagogical internship, volunteer work, work with children with special needs, etc. )
  - f) Absence of practitioners of relevant areas.
  - g) Other: \_\_\_\_\_ (Please \_\_\_\_\_ indicate)

21. Please indicate your agreement with the following statements:
- Knowledge and competencies acquired during studies are appropriate in relation to employment / profession.
- a) I do not agree at all
  - b) Disagree
  - c) Agree
  - d) Totally agree
  - e) Cannot judge.

22. During my studies I would have wished to gain more of the following knowledge / skills: (circle the answers you agree with):
- a) how to write a good job application
  - b) how to prepare for a job interview
  - c) how to have successful interviews
  - d) More practical work
  - e) how to collaborate with a teacher aide/assistant
  - f) how to work with pedagogical and other administrative documents
  - g) first aid skills
  - h) more knowledge in a certain subject (write subject) \_\_\_\_\_
  - i) Other: \_\_\_\_\_

23. What knowledge or competencies do you think were most difficult to carry over from theory to practice upon employment? (e.g. communication with parents, teamwork, work with children with special needs, etc. ): \_\_\_\_\_



24. Enter the name of the subject / subjects in which you consider more knowledge was required compared to what you acquired in college:

25. How challenging was the first year of work as a junior teacher. a) Not challenging at all  
b) Moderately challenging c) Very challenging.

26. Do you have a plan for continuous professional development?  
a) Yes b) No

27. If you answered yes to the above question, briefly explain your professional development plans (e.g. Participation in any training, enroll master studies or PhD, participation in a conference, school-based training, peer-to-peer monitoring, etc.

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28. Would you be willing to return to the Faculty of Education to attend any continuous professional development training:  
a) Yes b) No

29. Would you be willing to return to the Faculty of Education to continue your studies at a higher level?  
a) Yes b) No

30. Have you registered as an alumnus of the University of Prishtina? (<https://alumni.uni-pr.edu/>)?  
a) Yes b) No  
c) No intention d) I will enroll soon.

31. Comment on the employability of the graduates of the Faculty of Education - UIBM

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# STUDY PROGRAM IMPLEMENTATION QUALITY EVALUATION

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The purpose of this instrument is to facilitate the process of evaluating the implementation of courses and study programs. While syllabus evaluation is a separate process which takes place once a year, in which a department or faculty management approves the use of the syllabus, this process is slightly different. The process of reviewing the program quality shall be carried out every two years (when a student generation has completed half of the study program at the Bachelor level, or completed studies at the Master level) in order to see how the results and expectations have been met.

Two sets of data will be collected: (i) program and course analysis, based on pre-defined criteria and indicators; (ii) focus groups with staff and students, to supplement records from document analysis. Document analysis (i) will focus on the key indicators as follows:

- Level of expected program outcomes
- Contents of Course descriptions
- Level of expected outcomes of relevant subjects
- Content of the teaching activities as set out in the course syllabi, student evaluation criteria and indicators.

On the other hand, the document analysis will be supplemented with qualitative data, to be extracted from the focus groups with the students and the academic staff. Some focus groups will be conducted with a focus on positive experiences in program implementation, challenges, and competencies and standards that are well addressed and those that could be better addressed. See Appendix C for the interview protocol.

## **Framework standards**

The quality assurance policy, adopted as a formal document, has set out a number of program-level standards that will guide the review and development of quality at program and course levels. In addition, there are competency frameworks used currently as reference points for teacher preparation programming, to be used in data interpretation. The best framework is the European Framework for

Teacher Competence. See reference standards in Appendices A and B.

## **Reporting**

Data collected in the document analysis and in focus groups will be collated in the form of content analysis in a single report. The data may be reported in a summary manner, as they should clearly communicate how the specific reference points in the program have been addressed. The report will provide an in-depth analysis of strengths and weaknesses as well as provide recommendations for program level and course level, as a way to improve current realities.

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## APPENDICES: STANDARDS/INSTRUMENTS GUIDING THE EVALUATION OF THE PROGRAM AND COURSES

### A. Program standards, as set out in the Quality Assurance Policy of the Faculty of

#### Education

Standard	Data from documentation and key information analysis (staff and students)
1 The study programs comply with the National Qualifications Framework and the Qualifications Framework of the European Higher Education Area.	
2 The conceptual orientation of study programs promotes a well-defined didactic and research approach, grounded upon scientific research	
3 The programs also cover issues related to national curriculum reform; address issues of social and cultural development, in addition to the content and skills we want the younger generations to learn and develop	
4 Study programs are modeled according to the qualification objectives. These include subject-related and interdisciplinary aspects, as well as the acquisition of disciplinary, methodological and generic skills and competencies	
5 The study programs reflect the issue of pedagogical practice. The programs expose students as much as possible to the realities of the school, and not only to the teaching tasks, but also to the experiences of being a member of the school, school culture, management practices, working with parents, peer cooperation, curriculum development and teaching, student assessment, etc.	
6 In order to facilitate the practice stages, the Faculty of Education shall sign cooperation agreements, contracts or other documents with institutions/organisations/internship units/institutions. Relationships has already been established with local institutions and employers, to assist in the program implementation (these may include placement of students in on-job study programs, part-time employment opportunities, and identification of issues for analysis in student projects and activities).	
7 Student internship guidelines are developed, describing all stakeholder responsibilities and student evaluation criteria. Assignments assigned to students during the internship go beyond formal assignments, ie. teaching	

students may conduct active research, and use this as inputs to the Bachelor/Master Thesis compilation.

- 8 Courses within the program have analytical syllabi, which contain course objectives, content, learning outcomes, student workload, distribution of classes, seminars and applicative activities, assessment system, literature, etc.
- 9 Programs are reviewed regularly (at least biannually) by departments, analyzing two aspects:
  - 1) the program contents and 2) the program implementation
- 10 Teaching strategies are fit for the different types of learning outcomes that programs are intended to develop.
- 11 Student assessment mechanisms are applied fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses. Both formative and summative assessment techniques are used.
- 12 Appropriate, valid and reliable mechanisms are used to verify competencies students acquire.
- 13 A programmatic approach is applied in training teachers, to prevent fragmentation of knowledge and skills, and to foster an interdisciplinary approach.
- 14 The development of knowledge, skills and attitudes (values, attitudes, beliefs) are synthesized in all learning outcomes of the course and assessment methods. Assessment methods encourage the development of skills for a successful exercise of the future profession, while attention is paid to the development of positive values and attitudes for the teaching profession.
- 15 The programs focus on the development of teachers who are:
  - 15.1 strategic teachers, capable of teaching in a variety of fields
  - 15.2 teachers who understand and respond to different situations
  - 15.3 teachers who are willing to cope with different situations, using different techniques
  - 15.4 teachers who can teach even if they are not in physical classroom settings
  - 15.5 teachers who relate situations to real-life problems
  - 15.6 teachers who motivate students to learn.
- 16 Action research, as a method for self-improvement of teaching, is integrated into the learning process.
- 17 A strong linkage between theory and practice is ensured.
- 18 The development of transversal competencies has been prioritized. In order for teacher students to be able to develop their students' transferable competencies (21st century competencies), the university learning process must support the

development of transferable competencies of future teachers. The learning process should include more

project work, teamwork, planning one's own learning activities, and developing leadership skills. (LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence)

- 19 The focus is on developing the democratic attitudes and practices of future teachers, including the appreciation for diversity and multiculturalism, as future European citizens.
- 20 Educational technology is used in teaching

21 The whole program supports meta-cognition and self-reflection in relation to teachers' own teaching (review, discussion, questions)

22 The annual course and program evaluation is conducted regularly and the process involves management, staff and students.

### **B. Framework for advancement planning and program development (source: EU framework supporting teacher competence development)**

This framework is used as a complementary framework in order to attain (in-depth analysis) the above standards on the knowledge, skills and attitudes that program graduates should reflect. It will be used in combination with the instrument in appendix A above, to form the evaluation report of the program quality and course analysis.

Knowledge of Subject content  
Pedagogical Content Knowledge (PCK), which means in-depth knowledge regarding the content and structure of the course:  
- knowledge of assignments, contexts and learning objectives  
- knowledge of students' prior knowledge and repetitive learning difficulties in specific subjects  
- strategic knowledge of teaching methods and curricular materials

*Knowledge and comprehension* Pedagogical knowledge (knowledge of teaching and learning processes)  
Curricular knowledge (subject curriculum knowledge - e.g. planned and oriented learning for the content of specific subjects)  
Basics of educational sciences (intercultural, historical, philosophical, psychological, sociological knowledge)  
Contextual, institutional, organizational aspects of educational policies  
Issues of inclusion and diversity  
Effective use of technologies in learning  
Developmental psychology  
Group processes and dynamics, learning theories, motivational issues  
Evaluation Processes and methods  
Planning, management and coordination of teaching

*Skills* Use of teaching materials and technologies  
Student and group management  
Monitoring, adapting and evaluating teaching/learning objectives and processes  
Collection, analysis, interpretation of evidence and data (school learning outcomes, external

assessment outcomes) for professional decisions and teaching/learning improvement; use, develop and create research knowledge to inform practices

Collaboration with colleagues, parents and social services

Negotiation skills (social and political interactions with multiple stakeholders, actors and educational contexts)

Reflective, meta-cognitive, interpersonal skills for individual and professional learning

Adaptation to educational contexts characterized by multi-level dynamics with cross-influences (from the macro level of government policies to the meso level of school contexts, and the micro level of classroom and student dynamics)

Epistemological awareness (issues related to the features and historical development of the field and its status, in relation to other subject areas)

Skills for teaching through content

Transferable skills

Inclinations towards change, flexibility, learning and continuous professional improvement, including study and research

Commitment to promoting the learning of all students

Efforts to promote the democratic attitudes and practices of students, as European citizens (including the assessment of diversity and multiculturalism)

*Tendencies  
: beliefs,  
attitudes,  
values,  
commitment*

Critical attitudes towards self-teaching (examination, discussion, questioning of practices)

Trends in teamwork, collaboration and networking

Sense of self-efficacy

### **C: Focus group scenarios for program review**

Focus groups with students:

- Describe your experience in this program so far.
- What are the two strengths and weaknesses of implementing this program?
- 

Focus groups with academic staff:

- Describe your experience during your teaching engagement in this program
- Elaborate on two difficulties you encountered during the implementation of your syllabus, and elaborate on two positive experiences which have facilitated the achievement of students' learning outcomes.

# **QUESTIONNAIRE FOR EVALUATION OF ADMINISTRATIVE SERVICES**

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Dear Students,

This questionnaire aims to identify the strengths and weaknesses that the administration service at the Faculty of Education may have, and to understand whether the spaces dedicated to students are appropriate and useful.

The questionnaire is conducted once a year, with pre-service students, and the data is used by the management to improve services to the benefit of the students.

Thank you for your kind contribution and your time!

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## **Information from the Faculty**

1. I get timely information about the lessons  
a) Fully agree  
b) Agree  
c) Neutral  
d) Disagree  
e) Fully disagree
  
2. The Faculty website contains the information I need as a student  
a) Fully agree  
b) Agree  
c) Neutral  
d) Disagree  
e) Fully disagree
  
3. I am satisfied with the internet access provided by the Faculty.  
a) Fully agree  
b) Agree  
c) Neutral  
d) Disagree  
e) Fully disagree
  
4. I receive informative emails from the Faculty  
a) Fully agree  
b) Agree  
c) Neutral  
d) Disagree  
e) Fully disagree

Elaborate below if you would like to add something about your access to information about the Faculty. Elaborate if you have any suggestions, remarks or advice:

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**Facilities and Infrastructure**

- 5. Facilities for lectures, seminars, laboratories and other rooms are appropriate.
  - a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
  
- 6. Equipment for lectures, exercises and other pedagogical activities in the faculty are appropriate.
  - a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
  
- 7. There is enough space in the Faculty for individual study (reading rooms, classroom, library, etc.)
  - a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree
  
- 8. The schedule of lectures, exercises and other learning activities is easily accessible:
  - a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree

Please elaborate below if you would like to add something about spaces, equipment and schedules:

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**Library services**

- 9. The literature in the library is appropriate and adequate.
  - a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree

10. Access to literature is

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

11. Library staff advise appropriately when searching for literature.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

12. The library staff have positive attitudes towards readers.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

Please elaborate below if you have something to add about the library and literature:

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### **International mobility**

13. We have sufficient information on possible international

- exchanges. a) Fully disagree
- b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree

14. There are many interesting student exchange

- opportunities. a) Fully disagree
- b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree

15. The Faculty encourages and supports us in such mobility

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

16. I do enjoy opportunities to attend compulsory courses abroad.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

17. Recognition of credits (ECTS) abroad is

- appropriate. a) Fully disagree
- b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree

18. Professional support for international mobility is

- appropriate. a) Fully disagree
- b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree

Please elaborate below any suggestions regarding mobility abroad:

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**Student service**

19. The working hours of the student service are appropriate.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

20. We spend a lot of time queuing to receive the administrative services we need.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

**How would you describe the experience with the student service staff?**

21. Student service officers are accountable and effective.

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

22. Student service staff have positive attitudes towards

- students.
- a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree

Please elaborate below any suggestions regarding student service offices

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**IT Office services**

23. IT services are provided

- effectively.
- a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree

24. The IT Office working hours are sufficient for

- us.
- a) Fully disagree
  - b) Disagree
  - c) Neutral
  - d) Agree
  - e) Fully agree

25. IT staff have positive attitudes towards students

- a) Fully disagree
- b) Disagree
- c) Neutral

- d) Agree
- e) Fully agree

Please elaborate below any suggestions regarding IT Office services:

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**Other study items**

26. I had the opportunity to choose elective courses at the

- Faculty. a) Fully disagree  
b) Disagree  
c) Neutral  
d) Agree  
e) Fully agree

27. I also had the opportunity to choose courses offered by other Faculties at

- UP. a) Fully disagree  
b) Disagree  
c) Neutral  
d) Agree  
e) Fully agree

28. During my studies, I managed to get acquainted with other relevant institutions, e.g. during excursions, various visits to museums, theaters, schools, kindergartens, internship, etc.).

- a) Fully disagree
- b) Disagree
- c) Neutral
- d) Agree
- e) Fully agree

Please write any suggestions regarding elective courses and liaison with other institutions:

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Elaborate below if you have ever felt discriminated against or treated unfairly within the faculty:

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Any other suggestions for Faculty services:

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## PEER-REVIEW PROTOCOL

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### PEER OBSERVATION - FORM A

#### PREPARATORY FORM [FOR THE OBSERVATION SESSION]

*[to be completed by the observer before the observation and to be included in the personal file of the academic staff member]*

Course Teacher:	
Observer:	
Planned Date for observation:	

#### PREPARATION FOR OBSERVATION

Information	Provided by	Comments by the observer
Reason for choosing the relevant lesson/lecture	Yes/No	
Student group and their specifics	Yes/No	
Lesson plan - unit, learning outcomes, methodology	Yes/No	
Copies of materials to be distributed to students	Yes/No	

Observer's previous experience with the relevant topic      Yes/No

The type of feedback required by the lecturer      Yes/No

## PEER OBSERVATION - FORM B

### OBSERVATION FORM

*[to be completed by the observer and to be included in the personal file of the lecturer]*

Course Teacher:	
Observer:	
Planned Date for observation:	

#### Background of the observed session:

Type of session: Lesson	
unit:	
Number and characteristics of students:	

#### Place and environment Comments

The suitability of the learning environment for the lesson unit.	
--	--

#### Preparation Comments

<b>CONTEXT AND LEARNING</b> Students are informed of the purpose of the session; expected learning outcomes; relationship with other	
--	--

activities and units; correlation with the aims of the course

<b>Conduct of Unit Comments</b>	
<b>STRUCTURE</b>	
Class arrangement; introduction, continuation, conclusions;	

periodic summaries, clarification of concepts and learning - during the session and at the end.

**STUDENT NEEDS**

Explanation at levels that students understand; identifying group and individual needs; monitor reactions; providing extra care for those in need	
<b>KNOWLEDGE ON CONTENTS</b> Knowledge of the topic covered, knowledge transfer; willingness to answer questions from students.	
<b>EFFECTIVENESS IN TEACHING AND COMMUNICATION</b> Clarity of explanation; tone of voice, audibility, vocabulary; clarity in speech; language used; understanding by students, etc.	
<b>TIME</b> Time Management	
<b>DYNAMIC</b> Communication, body language, presentation; liveliness and enthusiasm; humor; ways to keep students interested; fostering the desire to listen and learn; relationship with students;	
<b>USE OF EXAMPLES</b> Examples/Illustrations used; engaging students, fostering their interest in engaging in discussion	
<b>TEACHING AIDES</b> Using tools to help learning	

<b>Distributed Materials</b>	<b>Comments</b>
<b>MATERIALS</b> Suitability of distributed materials; how helpful they are; how much they empower learning; the reason for their distribution	

**Student Engagement**    **Comments**



<p><b>CLASS MANAGEMENT</b></p> <p>How attentive are the students, how are the distractions handled (entry-exit, telephones...)</p>	
<p><b>STUDENT INVOLVEMENT IN LEARNING</b></p> <p>How active are students in their learning; how much do they interact with each other?</p> <p>How much opportunity do they have to practice teaching skills?</p>	
<p><b>QUESTIONS AND COMMENTARY</b></p> <p>How are they stimulated? How does the lecturer respond, how much does he/she provide, how much does he/she care that the requested answer is provided</p>	

**Summary of Strengths**

**Items to consider** [areas that can be improved]

**Closing comment**

<p><b>Discussion upon observation between the two parties</b></p>	
<p>Date:</p>	
<p>Comments:</p>	



## **MONITORING OF RESEARCH/PUBLICATIONS OF THE ACADEMIC STAFF**

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In this database (original in SPSS), data will be collected regarding the publications of the academic staff at the Faculty of Education.

They shall be monitored year after year, and will be analyzed not only in numbers, but also the profile, quality and suitability with FE programs.

These records are necessary for the planning of future publications, based on the set standards, and for the reports required by the University and the Accreditation Agency.

he records will be collected from the CVs of the academic staff at the end of each academic year.

Name and surname	
Profile:	
Academic title:	
Subjects pursuant to the decision of the Senate:	
Carrier of Program:	
Academic year:	
Number of publications in all databases:	
Number of publications in the Web of Science and SCOPUS, which are not published in dubious journals:	
Ranking level for each item:	Q1, Q2, Q3, Q4
Links to papers:	
COMMENTS:	







