

Bartësi Privat i Arsimit të Lartë
Private Bearer of Higher Education



KOLEGJI I SHKENCAVE MJEKËSORE "REZONANCA"
COLLEGE OF MEDICAL SCIENCES "REZONANCA"
Prishtinë

Tel: +381 38 544-754
Fax: +381 38 544-756

URL: <http://www.rezonanca-rks.com>

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Quality Assurance Policy Framework

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Higher education, research and innovation play a crucial role in supporting social cohesion, economic growth and global competitiveness. Given the desire for European societies to become more knowledge-based, higher education is an essential component of socio-economic and cultural development. At the same time, a growing demand for skills and competencies requires higher education to respond in new ways.

ESGs are used by quality assurance institutions and agencies as a reference document for internal and external quality assurance systems in higher education. In addition, they are used by the European Quality Assurance Register (EQAR), which is responsible for registering quality assurance agencies that comply with the ESG.

Standards and guidelines for quality assurance in the European Higher Education Area (ESG) were adopted by the Ministers responsible for higher education in 2005 following a proposal prepared by the European Association for Quality Assurance in Higher Education (ENQA) in cooperation with European Students Union (ESU), European Association of Higher Education Institutions (EURASHE) and European University Association (EUA).

Since 2005, considerable progress has been made in quality assurance, as well as in other Bologna lines of action, such as qualification frameworks, recognition and promotion of the use of learning outcomes, all of which contribute to change. paradigms towards student-centered learning and teaching.

Given this changing context, in 2012 the Ministry Communication invited Group E4 (ENQA, ESU, EUA, EURASHE) in collaboration with Education International (EI), BUSINESSEUROPE and the European Register of Quality Assurance for Higher Education (EQAR) to prepare an initial proposal. for a revised ESG "to improve their clarity, applicability and usefulness, including their purpose".

The review included several rounds of consultations involving both key stakeholders and ministries. The numerous comments, proposals and recommendations received have been carefully analyzed and taken very seriously by the Steering Group (SG). They are reflected in the resulting version of the ESG. Furthermore, this version also reflects a consensus among all organizations involved on how to advance quality assurance in the European Higher Education Area and, as such, provides a solid foundation for successful implementation.

1. Policy Statement

To maintain quality and quality control, the College implements system quality and quality self-assessment. The evaluation is subject to all and this evaluation covers the entire spectrum of the College and its services. The evaluations analyze the efficiency and effectiveness of the functioning of the College in all areas of action. It provides the assessed units and responsible governing bodies with indication of security measures and quality improvement, as well as decisions related to personnel and the organization.

Procedures for quality control and evaluation are performed by the Quality Assurance Office, established within the College, and are performed in accordance with international evaluation standards.

The Quality Assurance Office consists of a small group of academic staff, appointed by the Rector and approved by the Chairman of the Council. The team includes the Vice Rector for External Relations, Development and Quality Assurance, the director of OQA, six members of the academic staff, four senior administrative officials of OQA, and three representatives of the Student Parliament.

2. Quality Assurance Structure and Policy Framework

The framework provides goals and objectives for defining the Quality Assurance Policy. It also sets out the principles and guidelines that will guide implementation. The framework proposes to establish a Quality Assurance Management Structure to coordinate policy implementation.

In general the implementation of the QA Policy will be the Management of the College under the leadership of the Vice Rector for External Relations, Development and Quality Assurance.

The policy will be implemented for all units of the College through internal quality assurance mechanisms on an ongoing basis and external quality assurance strategies which will be periodic.

Internal Quality Assurance Mechanisms will focus on the quality of:

1. programs and courses;
2. staff;
3. teaching and learning experiences;
4. evaluation of staff / student performance;
5. support services;
6. resources and equipment; AND
7. research.

Quality Assurance activity is an ongoing process. It is therefore hoped that the lessons learned during the implementation of this policy will be adapted to the mechanisms established to ensure the achievement of the College's mission. Each of these key areas has a dedicated section that provides general principles and guidance on quality assurance mechanisms, as organized in this report, which can be reviewed whenever its principles are significantly affected by changes in policies or procedures such as has been agreed by the Board of Directors of the College and the Senate of the College.

QUALITY ASSURANCE POLICY

Purpose

Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the institution's

accountability. It supports the development of a quality culture in which all internal actors take responsibility for quality and engage in quality assurance at all levels of the institution.

The College is committed to developing and introducing a quality culture in all its endeavors: a culture that embodies planning, defining, encouraging, evaluating, and improving practice. As such, the College is committed to empowering all stakeholders to participate in the development, maintenance and improvement of a robust and appropriate quality assurance system.

The purpose of the College's quality assurance policy is to increase the effectiveness of its core activities of learning, teaching, research performance, training and research management.

Quality Assurance Mission

Promote confidence in academic services (teaching, research and information services) that the quality and standards of the College are maintained, improved and effectively managed.

Features

1. A commitment to broad involvement of staff, students and other stakeholders in the QA process.
 - i. Critical self-assessment and rigorous review by colleagues in the academic and administrative fields;
 - ii. Methodical collection of evidence regarding service satisfaction and student experience, including external comparisons;
 - iii. External evaluation of professional courses through international accreditation and review;
 - iv. Numerous avenues for student and staff contribution to quality assurance and improvement: College, Faculty, School, Services, Academic Board and committees, student associations and;
 - v. Systematic use of customer experiences to improve staff development and training.
2. A focus on efficient resource management, planning and processes to achieve excellence and ensure continuous improvement

1. DEFINITIONS

1.1 Evaluation

In the context of quality assurance, evaluation is the process of identifying and ensuring that appropriate internal procedures are in place and functional and that the results of academic programs and activities are in line with established standards.

1.2 Audit

An audit is a process of identifying and ensuring that appropriate internal quality assurance processes are in place and operational.

1.3 Program review

Curriculum review is a process of holistic evaluation of a course / program and resources, with the aim of evolving and further improving it.

1.4 Quality

In this paper and in the context of academic programs at the College, the term quality refers to suitability for purpose.

1.5 Quality assurance

The process by which measures are put in place to ensure that the results of academic programs and activities are of a defined standard.

1.6 Quality control

This is the process where the results are evaluated to determine if they are of the set standard.

1.7 Quality Management

Quality management refers to all the processes that are in place to facilitate the achievement of quality in an institution.

1.9 Stakeholders

The term stakeholders includes agencies (governmental and private) that control tertiary institutions, individuals, groups that participate in or have responsibility for tertiary education in Kosovo.

2. POLICY GOALS AND OBJECTIVES

Goals and objectives

Effective institutional quality assurance processes value quality against their mission and related objectives.

2.1 The objectives of the Academic Quality Management Policy include the following:

(i) Provide guidance in the development and implementation of internal and external quality assurance procedures and practices.

(ii) Ensure that the quality of academic programs at the College meets the standards expected of stakeholders.

(iii) Ensure that graduates have acquired skills and knowledge through the College's academic programs that are valued by stakeholders.

(iv) Enable the College to assure itself, stakeholders and the Kosovo Accreditation Agency (KAA) that the College's policies, systems and processes for the development, maintenance and enhancement of quality in all its educational provisions function effectively. ;

(v) Provide guidance in identifying internal and external standards and criteria in accordance with internationally recognized standards.

(vi) Assist in maintaining and developing the quality of academic programs through enhanced support processes.

(vii) Facilitate the development of a culture of continuous quality improvement to achieve academic excellence.

(viii) Enable the identification of areas of power and excellence, as well as areas that need focused attention for continuous improvement in the short, medium and long term.

3. QUALITY ASSURANCE MECHANISMS / FRAMEWORK

The policy will be implemented for all Faculties / Departments /, as well as the academic staff and support staff in the College through:

- Internal Quality Assurance Mechanisms - ongoing
- External Quality Assurance Mechanisms - periodic

Areas for Internal Quality Assurance

The following areas for internal quality assurance are further described:

Quality of programs and courses

Quality assessment in the design and implementation of programs and courses will ensure that well-qualified staff members perform such activities, which are based on guidelines and procedures approved by the Senate.

Quality of Academic Staff

Quality assessment in academic staff will include expectations regarding qualifications, academic performance and continuing professional development.

Standards for minimum qualifications, academic performance and involvement in continuing professional development activities will be set by academic units. Guidelines and procedures from performance management procedures and appointments and promotions will be considered during the development of these academic staff expectations.

Quality experience in teaching and learning

Assessment of quality in teaching and learning will cover the following:

- Use of well-established tools such as evaluation by Heads of Departments,
- Course evaluation and teaching by students
- Learning portfolios and peer review
- Individual performance management goals, appointment and promotion procedures related to teaching will be included in the evaluation of quality teaching.
- The Quality Assurance Office will have an advisory and supportive role in improving teaching, for example, through the implementation of initial courses for academic staff, continuing professional development programs.

Grants for teaching improvement and awards for excellence in teaching.

Level of assessment of student engagement in teaching and learning experience.

Quality in student assessment

A quality assurance mechanism will be developed to determine the quality of student evaluations, ongoing and final. In the absence of external examiners, departments will develop systems that are coherent with the Senate-approved QA framework. These should include a minimum of internal moderation procedures that ensure student assessment validity and assessment reliability.

Quality in support services

Assess the quality of academic support services provided to Faculties and departments including record keeping and attention to the process related to academic excellence; will be included in the quality assurance framework.

Quality of resources and facilities

Assessing the quality of resources and facilities will include measures of availability and suitability of lecture halls, library, book banks, ICT, laboratory or practical facilities and equipment, etc.

Search quality

In order for the College to maintain an outstanding international reputation in research, it must commit to maintaining and expanding its research capacity to achieve internationally distinguished research and development training. The quality of the research will include the following:

- Assess the capacity to conduct research at the individual level and faculty / department / institute.
- Evaluate relevant discipline research, College, locally and globally.
- Evaluation of external research and internal financing
- Evaluate search management
- Evaluation of research findings and dissemination
- Evaluate research training strategies and research if they reflect international best practices.

Program review process

A program is usually reviewed once every three years, or depending on the duration of the program. In consultation with the Deans and the Permanent Program Evaluation Committee, selects the programs to be reviewed and recommends the order of their review.

A program review contains quantitative and qualitative analysis. Quantitative analysis consists of collecting and analyzing numerical data related to the program. These data are reported in the self-study report. Qualitative analysis is included in two parts: a self-study completed by program representatives and a study by an external review team that enhances and validates the self-study.

With a balance between quantitative and qualitative analysis, the program review process can ensure accountability and fairness.

Purpose

The main purpose of a program review is to evaluate five aspects of a program:

- Quality
- Use of resources
- Contribution to the mission and vision of the institution
- Convenience
- Portability and recognition of qualifications.

4. QUALITY MANAGEMENT STRUCTURE

The College reaffirms its commitment to the development and implementation of a formal and integrated Quality Assurance Management System as part of its strategic mission. It seeks to further create a creative, dynamic and supportive culture of quality assurance, built on the following key principles:

- An Independent Quality Assurance Unit

Establishment of an Independent Quality Assurance Office which has a general responsibility for the quality assurance function.

- Qualitative teaching, learning and research

Ensuring that the College meets the needs of students and staff through good academic planning and evaluation. The need to focus on student and staff outcomes, performance, and outcomes, and to provide leadership and motivation, to support staff development, career advancement, and high completion rates.

- Professional field services

Identify and disseminate good practices inside and outside the College towards respecting the highest standards of professionalism, ethics, gender mainstreaming and equal opportunities for all students and staff.

- Cooperation

Ensure that there is an effective liaison with stakeholders in the delivery of programs. Build and maintain productive relationships within the College, government departments, regional bodies and other universities by strengthening and promoting the trust of the public and the College itself that the quality of service delivery is maintained and continuously improved.

- Commitment to Change & Innovation

Promoting an innovative culture of quality assurance and continuous improvement, drawing on past experiences, seeking opportunities for needed change, and pursuing and promoting creativity among staff and students within the College.

The above principles form the basis for defining the roles and responsibilities of the various stakeholders and bodies of the College in a quality assurance management system.

It is therefore recommended that the Quality Assurance bodies be established from the following:

1) College Quality Assurance Committee (CQAC)

The Commission consists of: Vice Rector for External Relations, Development and Quality Assurance, who chairs the work of the Commission, Vice Rector for Academic Affairs, three deans of faculties, three representatives from the Senate, one representative from the administration, three student representatives, two experts external and the Secretary of the College.

Terms of reference

- Promote a quality culture in the College;
- Establish and monitor quality standards and practices;
- Review and evaluate the quality assurance system and procedures;
- Adhere to specific recommendations as required from time to time by the Board of Directors and the Senate on Quality Assurance Issues.

2) Office of Quality Assurance

The Office of Quality Assurance is managed by a Director of Quality Assurance who oversees the day-to-day activities of the Office on behalf of the Vice Rector for External Relations, Development and Quality Assurance.

The main tasks of the Quality Assurance Office are:

- provide guidance on Quality Assurance and Good Practice in College;
- implement QA initiatives, managing its details and bringing about its successful implementation;
- lead the development and oversee the implementation of Quality Assurance initiatives throughout the College;
- manages, coordinates and supports the Quality Assurance and Growth Management System throughout the College;
- contribute to the identification, development and promotion of the College's quality assurance protocols and mechanisms;
- Contribute to the formulation of College Quality Assurance Policies and Practices and Growth and to their implementation and monitoring throughout the College

5. ROLES AND RESPONSIBILITY IN THE QUALITY ASSURANCE PROCESS

All members of the College community and its bodies need to be sensitized to strive for high quality in their activities. All members of the College, including: teaching staff, researchers, support staff and students themselves - contribute directly or indirectly to the quality of

teaching, research and field services. This review relates mainly to stakeholders most directly concerned with the quality of academic delivery.

1) Student Engagement in Quality Assurance seeks to build a college community based on a culture of mutual respect, support for professional development, a student-centered focus, and a commitment to quality and excellence in everything we do.

Their involvement in the College's quality culture focuses on education and participation, and is facilitated by the Office of Quality Assurance in collaboration with the Student Parliament. The Student Parliament receives annual instructions at the beginning of each academic year to a) introduce key concepts about quality assurance and b) empower this selected management team to lead in planning, defining, encouraging, evaluating and improving internships at the College. Students have an ongoing active role in providing feedback on academic programs and in the College's daily life.

2) The commitment of the Staff in Quality Assurance is committed to the development and promotion of the College as a welcoming, friendly, welcoming and inclusive place for all staff, creating a working environment based on mutual respect, transparency, timely communication, cooperation, continuous quality improvement, equal practices, effective leadership and clear accountability. The College recognizes that staff engagement is vital in providing data and feedback on strategic developments.

3) The engagement of external stakeholders in Quality Assurance is committed to involving external actors at the local, regional, national and international levels to support the continuous improvement of our quality assurance methods. External stakeholders are closely involved in program development and cyclical reviews, for example, serving on independent panels or participating in quality surveys. The College also actively engages with graduate employers to ascertain the benefits of our graduates in their workforce and to determine what steps are needed to improve the professional skills of our graduates.

6. SOURCES OF INFORMATION AND ACCESS

The College is required to collect certain categories of information regarding the standards and quality of its programs and to publish some of this information. This is to enable the general public and more specifically prospective and current students to have access to up-to-date, consistent and reliable information about the standards and quality of the programs offered.

1) Information for Students

The College's student information policy will be that each student must obtain a student handbook, a program guide, and a course guide for each course for which he or she is enrolled. Accurate and accessible information for students will help them to:

a) understand what is required to achieve the promotion standards in the program in which they are enrolled,

- b) understand their responsibilities, both to maintain their record and to their teaching;
- c) understand their responsibilities as members of the College community and, where appropriate, their responsibilities regarding professional conduct;
- d) know how to get the most out of the learning opportunities available to them,
- e) to know how and under what circumstances to have access to support services,
- f) understand the regulatory framework governing promotion and promotion decisions;
- g) know how to use the systems that exist for students to express their views or to make complaints.

Student Manual

The purpose of the Student Handbook is to help students:

- Understand the regulations and codes of conduct of the College,
- Recognize and accept their responsibilities,
- know what College services are available and any requests that users may need
- know the procedures for complaints, grievances and claims for mitigating circumstances,
- The Student Handbook has been prepared by the Dean of the Faculty. During enrollment, students sign a statement agreeing to be bound by College regulations.

Program guide

The purpose of the Program Guides is to help students:

- Understand the goals and results of the program and the standards they are expected to achieve to complete it successfully.
- understand how specific program courses contribute to its overall goals, the topics that permeate the program as a whole, and any preconditions or decision points regarding options and delivery options
- Understand the approaches used in teaching and learning.
- plan their work with knowledge of the overall assessment load for one semester
- understand specific program regulations and other specific program information
- know who to contact for academic, personal and administrative advice,
- Know how to access and benefit from relevant learning resources and support services.
- The Program Guide must comply with the program specifications and may cover the entire program, or may be issued for each year or level.
- It is the responsibility of the Department to prepare the Program Guide, with the support of the Program Administrators. Each department should have a system for monitoring the quality of the Program Guides.

Course guide

a. The purpose of the course guides is to help students understand what is required to accomplish

course learning outcomes, in terms of supervised contact with staff, private study, preparation and evaluation.

b. A Handbook for Academic Staff provides detailed guidance on the purpose of the course

Guide, the content required or desired, the relationship between the Course Guide and what has been validated, and the responsibilities for preparing the guides and checking their quality. For uniformity throughout the College, an electronic template for course guides should be available on the QA Office website.

c. Assessment criteria for course assessments should normally be in the Course Guide, but may alternatively be given to students with an assessment assignment. Their purpose is that

help students understand the attributes of their work for which grades will be awarded, and what is required to pass or achieve good grades for their work.

Support Department Information

The information provided to students by the support departments is intended to help them:

- make good use of services or resources or administrative procedures;
- Understand the rules for using the services, and their responsibilities to other users.

The Office of Academic Affairs will produce a range of information to help students develop or improve their learning skills; these may include programs for developing specific skills in areas such as research, reading, and academic writing.

The library will provide extensive information describing the resources available and how to use them.

2) Information for Staff

The Quality Assurance Office will produce a regular College newsletter and a report on the state of the quality standard as applied to the College. Similarly, Faculties / Departments will produce accurate and accessible information for staff assisting them to:

- a) understand their role,
- b) understand the policies and procedures of the College and the Faculty / Department within which they must work,
- c) gives students advice that is in accordance with the regulations of the College,
- d) know where to get advice on College policies, procedures and services,
- e) understand the strategies and priorities of the College,
- f) disseminate quality assurance practices.

College Manuals and Websites

The scope of a Manual is determined by the College; they aim to help staff understand their role in relation to:

- College and Faculty operating systems,
- Program and subject management responsibilities within the Department or Faculty.
- Faculty and Department policies and quality assurance systems, for example, for checking program guides, moderating assessed work, giving student feedback, etc.
- The Dean / Head of the Faculty / Department, or his / her designee, is responsible for updating the Academic Unit Manual and ensuring that it is available to all Unit staff.

Evaluation Calendar

A calendar detailing the evaluation-related dates is approved annually by the Faculty Council and the Board of Examiners and distributed to all relevant academic and support staff. The aim is to assist academic and support staff to:

- i. recognize their responsibilities regarding evaluation,
- ii. plan their workload and fulfill their responsibilities within a timeframe.

Academic regulations

The Academic Regulations for Research and Teaching Programs, approved by the Senate, enable staff to:

- Understand the regulatory framework within which courses and programs operate and admission and evaluation decisions are made,
- Advise students appropriately.

Policy statements

Policies and procedures, approved by the Senate and the Council, are published on an ongoing basis. Key policy documents should be issued to all new staff at the time of appointment.

The Quality Management Manual which may be derived from this report is published by the Quality Office.

The manual should include:

- guidelines for evaluating and reviewing the course or program;
- guidelines for exploring collaboration and approving collaborative programs;
- guidelines for academic irregularities;
- instructions for the appointment of external examiners;
- information for external examiners;
- Instructions for conducting exams.

Information regarding the quality of teaching

The College Quality Assurance Office collects the following information:

- Quantitative information on the profile of enrolled students,
- data on the progress and non-fulfillment of students' obligations,
- data on the achievements of first year students,
- data on graduates, employment or further studies
- summaries of external examiner reports,
- a summary of the College Learning and Teaching Strategy,
- a summary of how the College identifies the needs of employers,
- periodic internal review reports,
- Program specifications.

The publication of the information provided is managed by the Quality Office.

Information Center

The information center, which is closely linked to information sources, will process, store and disseminate information to staff, students and members of the public. This will act as a single detention center for the information currently required by the various units.

7. STUDENT ACCEPTANCE, ASSESSMENT AND QUALITY STANDARDS

The College Student Admission, Promotion and Recognition Policy serves to ensure that prospective and / or admitted students:

- are substantially and accurately informed about the College, the education programs and accompanying pathways we offer, as well as the learning environment and experience we provide;
- are at an appropriate stage of their learning development to be admitted to their particular education programs;
- have appropriate knowledge of education and training qualifications, periods of study and prior learning, including knowledge of non-formal and informal learning;
- assist and support their introduction and transfer to second or third level education.

Below are examples of sources of information on student recruitment that should be available at the institution.

- Copy of policies and procedures of the institution and the Faculty for the approval of advertising and promotional material for programs including approval procedures and responsibilities.
- Recruitment plan for the program, with details on strategies for recruiting a variety of students (by region and gender).
- Advertising programs and promotional materials.

- Institutional admissions and student placement policies.
- Interview procedures and selection of interview panels (if applicable)
- Provide details of professional specifications regarding student recruitment, if applicable.
- Copy of relevant regulations to be provided or any other professional specification, if any.

Before starting a new academic program, the following information should be provided with the application:

- Admission requirements.
- Selection criteria and procedure (if applicable)
- Expected registrations.
- Tariff structure

Student progress

Recognition of student achievement is signaled through the progress and completion of study programs. Student progress is subject to the achievement of defined learning outcomes, measured through a variety of assessment modes and carried out on a modular basis.

Minimum achievement standards are set for the student's progress to a higher stage of an educational program. At each annual stage during this trip, student achievement is evaluated and comments are given to those who are keen. Further details are provided in the Admission Guidelines and Procedures for Recognition of Prior Learning.

Achievement and progress is recorded and recognized through the publication of evaluation results and in the award phase is recognized through the issuance of certification documents. College graduates are provided with their own diploma and are provided with academic transcripts and the European diploma supplement.

Student support

The College places considerable emphasis on its student-centered approach to education. Effective student support throughout the student life cycle is considered an important aspect of his or her duty of care. This duty of care, while held by the Office of Support, Careers and Alumni, is recognized in all functions of the College and is evident in cross-functional collaborative initiatives engaged by staff.

College Evaluation System

principle

i) The College has a clear and effective evaluation policy and procedures for its implementation. Its policies and procedures provide academic and professional standards in the design, approval, implementation and review of evaluation strategies for the programs and modules, as well as for the qualifications it provides. To meet the criterion, the following are examples of what would be expected

ii) Instructions or regulations for the following: formative assessment, commenting on students, continuous assessment and exams, security procedures, disciplinary and appeal procedures, regulations for grading, retaking exams, passing, etc.

iii) Shared responsibility for implementing institutional evaluation policy for Faculties and departments. Evaluation decisions by committees / boards at these levels are approved by the Senate through the Board of Examiners.

iv) At the program level and course / module, assessment is systematic and is used intentionally both to generate data for summative purposes (grading, ranking, selection, forecasting) and also for formative and diagnostic purposes, e.g. providing leisure time feedback to inform teaching and learning.

v) Effective monitoring of evaluation practices: This should be done at the managerial level. The institution has efficient internal and external procedures to moderate and validate the evaluation procedures and results, to guarantee their reliability and to guarantee the integrity of the qualifications it provides.

vi) Reliability of evaluation practices: The principles, procedures and practices of evaluation are clear, fair and consistently applied throughout the institution.

vii) Rigidity and security of the evaluation system: Evaluation is carried out rigorously within a framework of institutional rules and regulations governing evaluation. Security arrangements for recording and documenting evaluation decisions are in place to ensure the reliability of the results.

viii) Recognition of prior learning: The institution has an effective policy and procedure for the recognition of prior learning and for the assessment of actual competence.

ix) Evaluation training: The academic staff responsible for official evaluation decisions is trained, experienced and competent to evaluate. The institution offers opportunities for the development of its teaching staff in order to improve and professionalize assessment practices.

x) Assessment of work-based learning: Assessment of work-based learning is performed efficiently and with clear criteria. To meet the criteria, the following are examples of what would be expected:

a. Academics as well as workplace-based assessors (for example mentors and / or supervisors) contribute to the assessment, depending on the specific nature of the task to be assessed.

b. The evaluation criteria are clearly defined, depending on the evaluation goals within the workplace environment. Assessment tasks are developed in a way that advances the required competencies.

Quality Management and Evaluation Increase

College regulations define the purpose of the evaluation as follows:

The purpose of assessment is to measure students' learning, skills and understanding. It also contributes to student learning because students reflect on their own learning and through feedback, are helped to recognize and improve their own achievements. Assessments enable students to demonstrate that they have met the objectives of the program of study in which they are enrolled and have achieved the grading standard.

This includes:

i) A summary of the College's extensive administrative procedures and regulations, which aim to maintain the integrity of the assessment and strengthen the consistent treatment of students and consistent decision-making. Most of these procedures and regulations are complete documents either in regulations or in procedural documents.

ii) A summary of the responsibilities that the College delegates to the faculties, which aim to ensure that the evaluation fulfills its purpose and is valid and credible.

iii) A summary of operational arrangements by which examination boards ensure accuracy and consistency.

iv) A summary of the external examiner system as implemented in the College including the principles, roles and criteria for the appointment and termination of contracts and how reported external examiners are used.

Exams designed by the College should have the following principles:

i) Inclusion: the evidence presented should cover the knowledge and skills throughout the course or program

ii) Multiple judgments: the evidence presented must include more than one source or include multiple judgments of student performance

iii) Multiple dimensions: the evidence presented should provide information on the multiple dimensions of student performance, ie they should provide more than one summary grade.

iv) Directness: the evidence presented must include at least some kind based on direct observation or demonstration of students' abilities, ie they must include more than just a self-report.

v) Agreements for the submission of courses and to agree on an extension of the course term.

vi) Rules of conduct in exams

vii) Arrangements for claiming and taking into account mitigating circumstances in relation to the assessment.

viii) Procedure for investigating allegations of academic misconduct.

ix) Appeal against the decision of the Board of Examiners.

Additional administrative procedures for evaluation have been approved from time to time by the SENAT and are published to supplement the regulations.

This includes:

i. Calendar published annually for evaluation.

ii. A standard form for commenting on listed subjects.

8. APPROVAL, MONITORING AND REVIEW OF THE PROGRAM Manual to guide academic units in curriculum development. First step: The new program is drafted by the Studies Commission. The Permanent Curriculum Evaluation Committee with the Head of Department and Program Council liaises with the Senate office at an early stage for advice to ensure that the program is

developed in accordance with the College's formats. The proposed curriculum should include: i. Title, ii. Objectives / results, iii. Justification, iv. Entry requirements, v. Detailed course content, vi. Categorization of cases a. core b. Elective courses c. audit d. Prerequisites vii. Duration, viii. Degree classification, ix. External review by professional association or potential employer x. Resources include staff, (full time, part time, technical,) Equipment, General operating cost / fee structure; Resources also include relevant library materials, ICT, Space / Accommodation (lecture halls, laboratories, seminars, studios, land, practical facilities, etc.). xi. Equilibrium theory, practical skills: There is a need to balance theory, practical skills and practice. xii. The proposed program must have a Coordinator, whose qualifications are in the main courses that will be developed in the Program. Second step: The Permanent Curriculum Evaluation Committee and the Program Council review the proposed program to verify that all of the above formats have been followed and then recommend it in the next step. The third step The program performance report has been submitted to the Faculty Council for discussion. The Faculty Council reviews the proposed program and the proposed academic program will be submitted to the Quality Assurance Committee. The proposal should include information on: i) Name of the academic program ii) Program objectives iii) Reasoning for the presentation of the program iv) Physical equipment for the program v) Human resources for the program vi) Evidence to show that there is a demand for the program. The Quality Assurance Committee will review the proposal and determine whether: i) If the Department proposing the Program has the mandate to run the program. ii) If the proposed curricula meet the required standards. Final step: The Quality Assurance Commission recommends it to the Faculty Council and the Faculty Council recommends it to the Senate for final approval.

Framework for the Evaluation of Academic Programs

The following framework should be followed to guide the development and approval process. This framework is based on the identification of characteristics of primary importance during the evaluation of Academic Programs. An academic program should:

- i. To be of high quality,
- ii. Be sought after by students and the public,
- iii. Be resource efficient.

In addition to the three key characteristics associated with quality, demand, and resources, it is also important for some programs to consider:

- i. Unique features of a program and
- ii. The importance of the program.

Framework for the Evaluation of Academic Programs

The evaluation of the quality of the programs will be done according to these areas:

- Mission of the program
- Final results of the program:
- Description of the program / courses
- Program structure
- Policies
- Criteria and process of process approval
- Leadership / organization
- Program leadership
- Academic staff
- Responsibilities of the academic staff
- Financing
- Assessment of learning and program effectiveness
- Student learning objectives:
- Methods used to assess learning objectives
- Assessment of student achievement and levels of achievement of general learning goals:
- The rationale of the program for the labor market
- Executive summary of program effectiveness findings
- Summary evaluation of the program

Characteristics	Components	Evaluation
High quality	Curriculum	
	Academic Staff	
	Learning and the Environment	
	Infrastructure	
	Results	
Demand	Student demand market demand and / or social need	
Sufficient use of resources		
The uniqueness		
Relevance		

Program review

New programs should be reviewed including external input after the first group of graduates has completed their studies and then periodically.

The Office of Quality Assurance should initiate a mandatory review of academic programs involving external input after every three years.

The Office of Quality Assurance through the Permanent Program Evaluation Committee conducts periodic reviews of the College's programs in order to advise on their validity and relevance.

The Senate and the Faculty Council should initiate the case harmonization mechanism to address the issue of duplication of courses and mandates.

9. RECRUITMENT, DEVELOPMENT AND EVALUATION OF STAFF

One of the important resources for the teaching / learning environment in the College is its Staff. This appropriate resource should be available to promote academic standards and the quality of learning.

College staff as a strategic resource needs to be carefully identified, effectively deployed, developed and managed. Rules and processes governing the selection, promotion and promotion of staff in various positions at the College. These defined standards are comparable to international standards.

Staff workload

Maximum workload (hours per week) for teaching staff members expressed in terms of hours as follows:

(i) Preparation of lectures 18

(ii) Lecture 6

(iii) Research 12

(vii) Administrative Work 4

Maximum workload per week 40

Quality of Academic Staff

College staff are appointed based on their academic qualities. The procedures and criteria for the recruitment of academic staff are regulated by the Regulation on the appointment, reappointment and promotion of the academic staff of the College.

The employment contract of the academic staff with the College defines the rights, obligations and responsibilities for the establishment of contractual employment relations.

According to the Contract, the academic staff is obliged to:

1. To prepare and hold lectures, exercises, seminars and other teaching forms, defined according to the program and regulations of studies of the Institution.
2. To hold regular consultations with students. Conduct consultations also through the Internet.
3. To realize the contemporary form of student evaluation foreseen by the regulations of the College.
4. To give in writing at least one week in advance the lecture which I will give to the students. Work on lectures in computer formats suitable for use. The employee must submit the electronic form of the prepared lecture to the service of the College, which will be sent to the students by e-mail and will be entered on the intranet for use by the students.
5. In the lectures offered to mark the necessary and preferred literature, where the knowledge can be expanded during the study
6. Continuously engage in improving the quality of lectures.
7. To prepare university textbooks and literature suitable for studies within the course structure.
8. To give in writing the curriculum (Syllabus) in a detailed form according to the hours and days of the lecture.

9. To cooperate with the assistant, to follow his work and to engage in raising the quality of his work.
10. Collaborate correctly with other colleagues
11. To work with the student, to follow the student's work and to evaluate the student activity continuously.
12. To ensure the unimpeded holding of exams during the set exam period
13. Provide a reporting mechanism for student success in the exam and mechanisms for returning feedback to students.
14. To take the responsibilities of tutor or mentor for certain students, according to the decision of the College.
15. To be constantly recorded in the evidence sheets for the time of the lecture and the form of teaching.
16. The staff should attend regularly the meetings of the bodies and commissions where they are appointed as members and perform such tasks with dedication and sincerity.
17. Academic staff must fulfill 60% of its activity through its educational activity, 30% through research activity and 10% through administrative-technical activity.