



## **Regulation and procedure of development/review and approval of new curricula**

### **Article 1**

The objective of the ESLG College is to provide excellent learning possibilities for a targeted group of excellent students, and not for the wider higher education market. The purpose of the ESLG College is to create a learning culture of students in study areas and disciplines that no other university or college offers, not only in Kosovo, but in the narrow region, with a view of acquiring transferable skills also in other sectors of economy.

### **Article 2**

Development and review of curricula within the College takes place with due regard to the College mission and vision, the educational philosophy of the College, educational policies of Kosovo and the region, but also the economic and social premises of the country and the region.

### **Article 3**

Academic units of the College (Departments and faculties) have a primary role in the process of curriculum development, and are responsible for developing and improving study curricula and programs.

### **Article 4**

**The office of the Faculty Dean** or the **Head of the Academic Unit** recommends curriculum development for the approval of the Academic Council.

### **Article 5**

Upon approval of the proposal by the Academic Council, academic units work in developing curricula, and submit it, including the rationale and business and implementation plans, to the ESLG College Managing Board for approval.



#### **Article 6**

The academic unit proposing a new study program curriculum must demonstrate the possession of sufficient premises and equipment for implementing this program, such as textbooks, case studies, journals, computers and other electronic resources.

#### **Article 7**

The academic unit must also demonstrate the availability of sufficient academic staff with adequate academic grades and titles, in compliance with standards set forth by the Kosovo Accreditation Agency and the development vision of the ESLG College.

#### **Article 8**

The academic unit or a member of the academic unit shall identify the study program.

#### **Article 9**

The academic unit shall demonstrate the need for developing such a program. The academic unit shall do so upon a wider consultation with the academic community, professionals of various areas within the bounds of the ESLG College Mission and Vision statements, employers and other stakeholders.

#### **Article 10**

The academic unit shall demonstrate that the study program complies with the ESLG College's mission.

#### **Article 11**

The academic unit shall develop a study program profile, general goals and objectives of the study program, developed in the form of learning outcomes. Learning outcomes shall take into account the needs of the labour market, and future trends of the Kosovo and regional labour market development and the employability of graduates of such a profile.



## **Article 12**

The academic unit shall establish a curriculum development team, lead by the highest graded member within the academic unit, and one with the most extensive experience in the academic unit.

## **Article 13**

Before starting the curriculum development, the curriculum development team shall hold meetings with all possible contributing actors of the academic unit, college, and the wider academic and business communities.

## **Article 14**

The aims of such meetings shall be the following:

- Clearly define what shall be learned by the students of this study program
- Define the duration and structure of the program enabling student mobility within and outside the country
- Define the curriculum development budget
- Define the curriculum development workplan
- Appoint responsible persons for curriculum development, and timelines for producing relevant sections of the curriculum.

## **Article 15**

The curriculum development team shall determine the following curriculum development stages:



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- Conception of the Study Program
- Development of curriculum content, and staging of the work activities
- Coordination and reporting
- Preliminary draft development
- Preliminary proofreading
- Program learning outcomes consultation with Program Industrial Board;

### **Article 16**

Program learning outcomes are defined for new programs and revised for programs under evaluation upon consultation with the industry representatives. The program learning outcomes shall be approved by the industry representatives represented in the Program Industrial Board.

### **Article 17**

Further, the Curriculum Development Team shall engage into a preliminary review of the initial draft in a preliminary review meeting. The Team Leader reviews the document section-by-section, thereby requiring and accepting comments. Upon commenting, the initial draft is submitted for proofreading.

### **Article 18**

Upon proofreading, the Curriculum Development Team submits the final draft to the Dean Council of the Academic Unit, before submission for approval of the Academic Council.



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### Article 19

#### **Quality Criteria and responsibilities for the quality in implementing the study program**

With a view of assurance of quality of teaching and exams, each academic unit shall make its best efforts to:

- a. Determine the aims of teaching and learning;
- b. Secure all learning and teaching resources for the program implementation, and achievement of teaching and learning objectives set forth.
- c. Ensure continued monitoring of program implementation, through a regular course assessment process by students and lecturers, with a view of ensuring successful attainment of teaching and learning objectives, and improving performance in teaching and learning.
- d. Engage all lecturers in the process of Self-assessment of achievement of course program learning outcomes and their contribution to the achievement of program learning outcomes.
- e. Annual review of the program implementation against general indicators such as average grade of students enrolled, Teaching quality, measure by evaluation forms, Lecturer evaluation of student learning of the course, Level of satisfaction with teaching resources by students and professors, Average attendance, Group sizes, Student retention, Abandonment of studies, Library use, e-book and journal use, Transition between study years, Average duration of studies up to graduation, PhD staff percentage at Master studies, in terms of ECTS covered, and Industry surveys on program student quality.
- f. Annual review of the program implementation against outcome indicators such as Total Number of Students, Annual Student Intake, Number of program Students as % of total Students, Graduation Rate in 2.5 years, Employment rate, Student Survival and Drop-Out Rate, Student Satisfaction



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Rate, Staff Satisfaction Rate, Research output of professors and assistants, Number of partnerships with industry, Number of students continuing PhD students.

- g. Annually review teaching resources available as support to the educational process.
- h. Annual review of the program implementation against process indicators such as Academic Staff-student ratio, Student-class ratio, Student-computer ratio, Student-book ratio, Student attendance rate, Teaching Plan implementation rate, Student transition rate, Student attainment rate, Staff research rate and Syllabus – Learning Outcome Compatibility/Achievement Rate.
- i. Annual review of the program implementation based on the student evaluation. The review shall be quantitative and qualitative and shall be made regarding Program Content, Teaching and Assessment, Treatment of students and learning support, and Overall evaluation of outcomes.
- j. Annual review of the program implementation based on the staff evaluation. The review shall be quantitative and qualitative and shall have the general part and specific part.
- k. Annual review of the program implementation based on the alumni evaluation (if the program is not new). The review shall be quantitative and qualitative and shall be made regarding preparation and success in labor market, acquired knowledge and skills.
- l. Annual review of the program implementation based on the industry evaluation. The review is quantitative.
- m. Comprehensively review the program every year in the form of a self-evaluation based on the standards set forth by the Quality Assurance Manual of College ESLG. All these reviews become integral part of Annual Self-Evaluation Report based on the Quality Assurance Manual of College ESLG



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and are addressed under the standard of effectiveness of quality management system and standard 1.2.

### Article 20

Based on the Annual Self-Evaluation Report of College ESLG, the quality improvement strategy is drafted, followed by a detailed action plan that is designed to fulfil the strategic objectives set forth in the Quality Improvement Strategy.

### Article 21

Quality indicators and standards for the study program implementation are divided into general, outcome, and process indicators.

#### General indicators

Indicators	Standards
Average grade of students enrolled	80 % of students enrolled have an average grade in secondary education higher than 4.0
Teaching quality, measure by evaluation forms	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0
Lecturer evaluation of student learning of the course	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0
Level of satisfaction with teaching resources by students and professors	Average equal score and larger than 4.0 in a scale of 1.0 to 5.0
Average attendance	80 %
Group sizes	30 BA and 50 MA
Student retention	90 %



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Abandonment of studies	10 %
Library use	80 %
e-book and journal use	80 %
Transition between study years	90 % of students meet conditions for the next year
Average duration of studies up to graduation	4 years
PhD staff percentage at Bachelor studies, in terms of ECTS covered	70 %
PhD staff percentage at Master studies, in terms of ECTS covered	100 %
Industry surveys on program student quality	Every three years

### Outcome Indicators

No.	Type of indicator
1	Total Number of Students of the program
2	Annual Student Intake
3	Number of program Students as % of total Students
4	Graduation Rate in 4 years
5	Employment rate
6	Student Survival and Drop-Out Rate
7	Student Satisfaction Rate
8	Staff Satisfaction Rate
9	Research output of professors and assistants
10	Number of partnerships with industry
11	Number of students continuing master studies

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### *Process Indicators*

No.	Type of indicator
1	Staff-student ratio
2	Student-class ratio
3	Student-computer ratio
4	Student-book ratio
5	Student attendance rate
6	Teaching Plan implementation rate
7	Student transition rate
8	Student attainment rate
9	Staff research rate
10	Syllabus – Learning Outcome Compatibility/Achievement Rate

### **Article 22**

The regulation enters into force upon its approval by Management Board.

Prof. Dr. Edmond Hajrizi, 20.08.2020

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