



UNIVERSITY OF PRISHTINA

George Bush St., Rectorate Building, 10 000 Pristina, Republic of Kosovo
Tel: +381 38 244 183 • E-mail: rektorati@uni-pr.edu • www.uni-pr.edu

Protocol No.: 1/909

Date: 7/ 8/ 2025

Based on Article 20, paragraph 2.8, as well as Articles 114, 115, 116, 117, and 118 of the Statute of the University of Prishtina (“the Statute”), protocol number KUV-08-V-770-ST, the Senate of the University of Prishtina, in its meeting held on 18.07.2025, approved the following:

GENERAL REGULATION ON THE STUDENT PERFORMANCE ASSESSMENT SYSTEM

Article 1

Purpose

This regulation aims to define and regulate the system for assessing student performance as part of their continuous academic work in the implementation of study programs, as well as to regulate the process, standards, timeframes, and instruments through which the system of student performance assessment at the University of Prishtina (UP) is carried out.

Article 2

Key Definitions

- 1. Continuous assessment** is carried out throughout the semester, according to a predetermined schedule, and reflects the level of student performance based on the learning outcomes for the respective subject. This assessment is conducted through various methods, contributing gradually to the formation of the final grade.
 - 1.1.** Continuous assessment must aim at achieving the accredited study program, according to the specifics defined in the self-evaluation report.
 - 1.2.** Academic staff must choose assessment methods and instruments that allow students to demonstrate and express their knowledge, skills, and abilities, and to develop values — not only factual knowledge.
- 2. Learning outcomes** are clear, measurable statements that describe what students are expected to know, understand, and be able to do after completing a course, program, or other learning experience. They represent the intended outcomes of learning and

are often used to guide curriculum development and assessment. Essentially, they define the specific knowledge, skills, and attitudes students must acquire.

3. **Success criteria** are clear guidelines that define what is expected of students to meet the objectives of an assignment and to achieve different levels of performance (e.g., depth of content, critical analysis, originality, use of literature, structure, language quality, technical aspects, etc.).
4. **Midterm tests (colloquia)** are intermediate summative assessments conducted during the semester in a given subject, aimed at measuring students' knowledge of the topics covered. They are organized in a planned manner by the professor to monitor student progress during the learning process.
5. **Final written and oral tests** are the most typical forms of final summative assessment designed to measure learning after completing a course. They may be administered in written or oral form, on paper or electronically, following standard assessment criteria equally applied to all students. While these tests usually measure knowledge, in some cases they may also assess skills (e.g., physical or artistic performance).
6. **Student assignments for assessment** are structured academic tasks designed to measure students' theoretical knowledge, research skills, and other competencies within a specific field of study. These may include essays, research projects, presentations, case analyses, or practical work, serving as tools to evaluate academic achievement based on the learning outcomes of the course and study program. Assignments have fixed deadlines stated in the syllabus and defined success criteria.
7. **Final exam** is a comprehensive summative assessment conducted at the end of a course to measure the knowledge and skills acquired by the student during the semester. It is scheduled according to a publicly available academic calendar. The final exam usually carries significant weight in the final grade and may take different forms such as written, oral, practical, project-based, research, presentation, or performance. The percentage it contributes to the final grade depends on the nature of the subject and is defined in the syllabus.
8. **Final grade** represents the overall result after the accumulation of points assigned for each assessment method, according to Article 115 of the Statute. The final grade may be determined in several ways: a) Through continuous assessment carried out during the semester/academic year; b) Through continuous assessment and re-evaluation in a final exam, when students are not satisfied with their performance in midterm assessments; and c) Through continuous assessment during the semester/academic year combined with points from the final exam as part of the total assessment.

Article 3

Principles of Continuous Assessment

1. Student assessment by academic staff follows key principles of evaluation, such as:
 - 1.1. Transparency;
 - 1.2. Reliability;
 - 1.3. Validity;
 - 1.4. Objectivity;

- 1.5. Inclusiveness;
- 1.6. Academic integrity.
2. The principles outlined in this article must be considered by academic staff throughout the entire student assessment process and applied in accordance with the Statute and the provisions of this regulation.

Article 4

Methods and Specifics of Continuous Assessment

1. Academic staff plan, within the course syllabi, a continuous assessment system that is linked to the learning outcomes of the course and its corresponding study program.
2. Assessment methods must be transparent and understandable to all parties and include specific criteria for student success at different performance levels.
3. Assessment methods should be diverse and adapted to the learning outcomes, including but not limited to:
 - 3.1. Midterm tests;
 - 3.2. Final or written/oral exams;
 - 3.3. Written papers;
 - 3.4. Presentations;
 - 3.5. Practical demonstrations;
 - 3.6. Interpretation and presentation of artistic or other creative works;
 - 3.7. Study projects or other appropriate forms for the respective courses and programs.
4. Academic staff apply combined methods of final evaluation depending on the nature of the learning outcomes defined in the syllabus, and must use at least two assessment methods according to point 3 of this article.
5. The use of tests as one of the assessment types may be completely excluded depending on the nature of the subject; however, another form of summative assessment must be applied instead. In such cases, re-evaluation in later sessions shall be carried out through the summative assessment method.
6. For each assessment instrument used, evidence of student performance must be provided and kept for at least one academic year. In cases of oral questioning or performance, records of student responses must be kept (e.g., professor's or student's notes, checklists with success criteria, or other documentation).
7. The final grade is constructed as defined in the course syllabus by summing the points from all assessment methods applied.
8. In any combination of methods described in point 3, the final exam is only one part of the assessment and cannot be the sole method. Depending on the course specifics, the academic staff may omit the final exam entirely, applying at least two alternative assessment methods from point 3.
9. To ensure effective planning of continuous assessment, academic staff must review course syllabi periodically before the start of each semester — at least once per academic year — based on the annex of this regulation.
10. Academic units may develop additional guidelines detailing assessment methods according to their profile and program specifics.

11. To ensure coordination of student assessment within each semester and avoid overload, overlap, or omission of relevant measurements for the program, academic staff must agree in advance on the assessment methods for each course of the semester.
12. When a course is taught by multiple instructors, assessment must follow the same criteria defined in the accredited course syllabus for all student groups.
13. Online assessment of students may only be applied in special cases where it suits the nature of the course, or in other extraordinary situations, with the approval of the academic unit's council.

Article 5

Recording of Continuous Assessment in SEMS

1. The recording of continuous assessment is done through the SEMS module "Continuous Assessment."
2. Academic staff are required, at the beginning of the semester, to configure the methods of continuous assessment in the student evaluation module according to the relevant criteria set in the Student Electronic Management System (SEMS) or any other platform that may be used in the future.
3. Continuous assessment begins according to the schedule determined in the course syllabi and ends with the final grade evaluation, according to the set deadlines for each course.
4. The User Manual available in SEMS will be applied for the implementation of this module, and it applies equally to students and academic staff.

Article 6

Completion of Continuous Assessment and Final Grade

1. The evaluation with a final grade may be completed through the methods defined in the continuous assessment configured in SEMS.
2. The final grade, which is the result of the assessment foreseen in the syllabus, is entered into the corresponding SEMS module based on the configurations shown in the continuous assessment module.
3. The student confirms the final grade based on the continuous assessment according to the course syllabus.
4. A student who is not satisfied with the final grade may request re-evaluation by taking the final exam in the two following consecutive exam periods.

Article 7

Grading

1. All academic units of the University of Prishtina apply grading according to Article 115 of the Statute.

2. The criteria for each grade are determined by the academic staff in the course syllabus, defining that the final grade according to the grading system based on Article 115 can be achieved through continuous assessment and the final exam.
3. The evaluation of exams is conducted according to the relevant deadlines defined in Article 116 of the Statute.
4. Students cannot achieve the maximum grade using only one assessment method, and this principle must also be stated in the course syllabus.
5. The passing threshold is defined in the syllabus.

Article 8

Timeframes for Continuous Assessment

1. The results of continuous assessment must be entered into SEMS before the start of the exam period.
2. The final grade after the final exam must be entered into SEMS within the timeframe defined by the academic units.
3. The dynamics of continuous assessment are managed by the relevant academic unit, based on accredited study programs.
4. The continuous assessment process concludes with the entry and approval of final grades resulting from this evaluation, based on the syllabus and the accredited program.
5. Academic units are required to draft and publish the exam calendar for the winter (January), spring (June–July), and fall (September) periods before the start of the academic year.
6. Exam schedules must be set so that a student does not have more than one exam on the same day.
7. If a student does not register for an exam in the semester's corresponding period, the points from continuous assessment are retained for the next two consecutive exam sessions.
8. Postponement of the exam date is allowed with a justified reason and with the approval of the Vice Dean for Teaching. In such cases, students must be officially notified at least 48 hours in advance.
9. For correspondence programs, special regulations on student assessment will be drafted by the academic units implementing these programs.

Article 9

Exam Registration, Participation, and Cancellation

1. Students are required, in order to be assessed and have grades recorded in transcripts, to register for exams in the respective period, according to the Statute and this Regulation.
2. A student may cancel an exam registration up to three times, no later than 24 hours before the exam is held.

3. A student is considered to have taken the exam once they have been graded, according to the Statute.

Article 10 **Re-taking Exams**

1. A student has the right to take the final exam up to three (3) times.
2. Upon a justified written request, the Dean of the academic unit may allow the student to take the final exam a fourth time before an evaluation committee appointed by the Dean.
3. If a student fails the course three consecutive times or four times when taking it before the committee, the student must retake the course from the beginning.
4. SEMS must be configured so that it does not allow a student to register for an exam more than three (3) times, or four (4) times if there is a Dean's approval.
5. Exam registration is counted only if the student actually takes the exam in the respective period, according to the Statute.

Article 11 **Consultations and Complaints about Evaluation**

1. Every student has the opportunity for consultation regarding both continuous and final assessment. Consultations may take place continuously through constructive feedback during the semester and through consultative meetings where the student has the right to review the test or other evaluation instruments and learn from possible mistakes.
2. The student has the right to file a written complaint to the Dean of the academic unit against the received grade. The complaint must be submitted within two working days after the results are published.
3. The complaint may be filed for the following reasons:
 - 3.1. Against the evaluation in the final exam;
 - 3.2. For non-compliance with the provisions of continuous assessment as defined in the syllabus, the study program evaluation provisions, or the general regulations for student performance evaluation.
4. Lecturers are required to keep evidence of student performance in their courses until the student has used the right to take the exam three times under this regulation, but no longer than one year.
5. The student's complaint must be reviewed by the Dean within the shortest possible time, but before the closing of the evaluation and grading period in SEMS.
6. The Dean may form a committee for the evaluation of the exam or assessment system in the respective course, consisting of three competent members in that field.
7. If students believe that their rights have been violated during the evaluation or complaint review process, they may appeal to the Student Ombudsperson.

Article 12 **Monitoring and Reporting**

1. Academic units are required to continuously monitor and report to the UP management regarding the ongoing and overall implementation of Article 114 of the Statute of the University of Prishtina.
2. The management at the academic unit and UP levels must take immediate measures against academic staff who fail to continuously and fully comply with Article 114 of the Statute—according to applicable regulations—for non-fulfillment of contractual obligations toward the University.
3. Students will fill out the course evaluation form through SEMS after each semester to report on the implementation of continuous assessment according to the criteria set in the syllabus and configured in SEMS.
4. Academic unit managements must analyze passing trends for all programs and courses and take the necessary actions.

Article 13

Specifics of Academic Units

1. Academic units with special program specifics may draft special criteria for student evaluation, which must first be approved by the Academic Unit Council.
2. Academic units may establish mechanisms to improve student performance and achievement within continuous assessment, such as review periods, repetition of assignments for previous semester or year courses without bypassing statutory provisions for exam re-registration under this regulation.
3. Continuous assessment for these courses will be carried out through the “Student Evaluation Module” in SEMS, without counting as an exam registration, while the final grades for these evaluations must be entered no later than the opening of the exam period.
4. Academic units, in accordance with their accredited program specifics, will autonomously decide on the number of courses (not exceeding three) for which evaluation will be conducted according to points 2 and 3 of this article.

Article 14

Academic Integrity and Ethical Conduct

1. Academic integrity is a fundamental guiding principle according to which all educational and research activities must be carried out honestly, responsibly, and ethically. This principle excludes all forms of cheating and plagiarism, as well as the awarding of grades based on anything other than student performance and achievement of learning outcomes.
2. The procedure for unethical academic behavior is defined in the Code of Ethics of the University of Prishtina, while unethical behaviors are handled by the disciplinary committee of the relevant academic unit.
3. All assignments submitted for evaluation must include the following declaration of academic integrity:

“I confirm that this assignment is my original work and that I have acknowledged all sources used in its preparation. I also confirm that this assignment has not been submitted for evaluation in any other course at the University of Prishtina or any other institution.” Date and Signature

4. In cases of suspected academic dishonesty or unethical conduct in an exam or assignment, the student’s name will be reported to the academic unit’s secretary, and the case will be referred to the disciplinary committee.
5. The penalties for unethical behavior are defined in the Regulation for the Disciplinary Committee.

Article 15 Transitional Provisions

1. The counting of exam attempts for all students begins from the January session of the 2025/26 academic year.
2. For students who have completed all lectures for all semesters of their program but have not graduated due to a limited number of remaining exams, the academic units, in the following academic year, in programs with low pass rates, may organize up to two additional exam sessions for up to two subjects for generations enrolled before the entry into force of the Statute of the University of Prishtina dated 19.07.2024.

Article 16 Annexes

1. The form for syllabus review and the list of student assessment methods.
2. The User Manual for the Continuous Assessment Module in SEMS.
3. The annexes are an integral part of this regulation and apply equally as its provisions.

Article 17 Repealing Provisions

With the entry into force of this regulation, the Senate’s previous decision on continuous assessment, dated 11.11.2024 (no. 4/431), and the Senate’s decision on the November and April sessions of 2018, are hereby repealed.

Prof. Arben Hajrullahu

Rector and Chairman of the UP Senate



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St. George Bush, No. 31, 10000 Pristina, Republic of Kosovo
Tel: +381 38 244 183 / 244 186 E-mail: rektorati@uni-pr.edu
Web: www.uni-pr.edu

COURSE REVIEW FORM

June 2025

I. Introduction

This document serves the academic staff at the University of Prishtina to support the process of reviewing courses with the aim of improving the quality of teaching and learning. Rapid changes in higher education, especially the shift from teacher-centered to student-centered teaching—which has intensified significantly in recent decades—require changes in teaching planning and implementation practices, as well as in the assessment of student achievements. Therefore, this document serves as a guide for all academic staff who wish to reflect on the planning and delivery of their courses, aiming to improve teaching practices by adapting and adopting good standards related to quality assurance. Furthermore, as part of quality assurance policies, the goal is to continuously review the validity, relevance, timeliness, and importance of course objectives and content, as well as the effectiveness of teaching strategies used during course delivery, with a particular focus on teaching methodology, implementation of learning activities, and student assessment. The following form can be used individually by academic staff who review the syllabus before the start of lectures or at a professional level for similar courses. It can also be used at the department or program level to harmonize course content and teaching and learning methods across courses.

II. Practical Guidelines for Course Review

Below is a form with several questions to consider during the course review. After completing the form, it is recommended to analyze the answers and identify course elements that need modification. The form will be even more useful if used in groups of similar course syllabi, which can then be reviewed to harmonize content, interlink courses, ensure coherence, cover theories, phenomena, concepts, etc., with the aim of promoting the overall philosophy and objectives of the program as a whole.

III. Syllabus review form

I. Course Aims/Objectives and Content

(evaluate the statements below on a scale of 1 - 5, where 1 - not at all, 5 - very much)

1. The aims/objectives reflect the course content and the program's objectives.	1	2	3	4	5
2. The aims/objectives and content of the course are linked with other similar courses.	1	2	3	4	5
3. The aims/objectives and content of the course are in harmony and coherent with other similar courses (if applicable).	1	2	3	4	5

Comments:

II. Learning Outcomes

(evaluate the statements below on a scale of 1 - 5, where 1 - not at all, 5 - very much)

1. The course learning outcomes are linked with the program's learning outcomes.	1	2	3	4	5
2. Outcomes that require the application of knowledge and understanding have been planned.	1	2	3	4	5
3. Outcomes that require thinking at the level of judgment/evaluation by students have been planned.	1	2	3	4	5
4. Outcomes that aim at the development of teaching and learning skills have been planned.	1	2	3	4	5
5. Outcomes that aim at the development of communication skills have been planned.	1	2	3	4	5
6. Outcomes that aim at the development of values have been planned.	1	2	3	4	5

Comments:

III. Teaching and Learning Methods

(evaluate the statements below on a scale of 1 - 5, where 1 - not at all, 5 - very much)

1. The planned teaching methods are appropriate for the expected outcomes.	1	2	3	4	5
2. Different forms of work have been planned, combining frontal (whole-class), individual, in-pairs, and in-groups work.	1	2	3	4	5
3. Student-centered teaching methods have been used. <i>(see the list of methods at the end of this document as a suggestion/idea)</i>	1	2	3	4	5
If the answer to question 3 is YES , then which methods were used? - - - -					
4. What % of lecture time is planned for you to deliver the lecture?	_____				%
5. What % of time is planned for the student to be active in learning?	_____				%
6. What % of time is planned for the student to take on the role of the professional (mock teaching) e.g., doctor, engineer, etc., for which they are preparing?	_____				%

Comments:

IV. Learning Materials/Resources

(evaluate the statements below on a scale of 1 - 5, where 1 - not at all, 5 - very much)

1. The materials and resources used are current and relevant.	1	2	3	4	5
2. The literature is up-to-date (e.g., relevant articles with the latest/current findings, relevant authors, new theory, etc.).	1	2	3	4	5
3. The use of technology is planned for more effective teaching, using various technological tools.	1	2	3	4	5
4. The inclusion of students in their own learning is planned, using various technological means.	1	2	3	4	5
5. The utilization of online resources and platforms is planned to improve communication with students (professor-student communication, student-student communication).	1	2	3	4	5
6. Worksheets have been prepared for students to work on.	1	2	3	4	5
7. Students are offered research articles to be read, analyzed, compared, evaluated, etc.	1	2	3	4	5
8. The material to be offered enables collaborative learning and communication between colleagues.	1	2	3	4	5

Comments:

IV. Inclusive Teaching

(evaluate the statements below on a scale of 1 - 5, where 1 - not at all, 5 - very much)

1. Are teaching strategies planned that ensure the addressing of student needs with different learning styles?	1	2	3	4	5
2. Are teaching strategies planned that ensure the addressing of student needs with different cultural backgrounds?	1	2	3	4	5

Comments:

VI. Learning

(evaluate the statements below on a scale of 1 - 5, where 1 - not at all, 5 - very much)

1. Students have the opportunity to acquire the most important knowledge of the course (refer to the final assessment of the students).	1	2	3	4	5
2. Students have the opportunity to develop interpersonal skills (communication, teamwork, presentation, negotiation, problem-solving, decision-making, etc.) during the course.	1	2	3	4	5
3. Students have the opportunity to develop research, analytical, and critical thinking skills during the course.	1	2	3	4	5
4. Students have the opportunity to develop values, create attitudes and beliefs during the course.	1	2	3	4	5

Comments:

VII. Assessment and Reflection

(evaluate the statements below on a scale of 1 - 5, where 1 - not at all, 5 - very much)

1. The planned assessment methods are linked to the learning outcomes.	1	2	3	4	5
2. Student assessment is planned to be:	Formative		Summative		
3. If summative assessment is planned, choose the assessment formats.	a) Periodic tests during the semester b) Final test at the end of the semester c) Project d) Periodic assignments with specific weighting e) Combination of tests and other assignments with specific weighting				

4. If formative assessment is planned, choose the assessment formats.	a) Feedback (informative feedback) b) Portfolio c) Peer assessment d) Self-assessment e) Other: _____				
5. Are clear criteria planned for the assessment of the course and specific assignments?	1	2	3	4	5
6. Are reflection methods on teaching planned after the end of the lecture hour?	1	2	3	4	5
If the answer to question 6 is YES, then circle which ones.	a) Exit tickets b) Survey/Questionnaire for students c) Reflective journal d) Reflective discussion with students (at the end of the lecture) e) Other: _____				
Comments:					

VIII. Communication and Student Support
(evaluate the statements below on a scale of 1 - 5, where 1 - not at all, 5 - very much)

1. Information has been presented to students about the ways to communicate with the course professor.	1	2	3	4	5
2. Sufficient hours for student consultations have been planned.	1	2	3	4	5
3. Hours have been planned to support students during the fulfillment of course requirements (e.g., with detailed instructions, offering supplementary/alternative materials, with feedback comments before the final submission of assignments, etc.).	1	2	3	4	5

Comments:

Overall Reflection

(based on the assessment above, identify the parts you are satisfied with and those you consider to be in need of modification)

Course elements that I am satisfied with

Course elements that need to be reviewed and modified

IV. Definition of Key Concepts

1. Teaching Methodology

Teaching methodology includes various techniques that help students achieve learning outcomes. Regardless of the techniques used, the key element to consider when planning the delivery of a course is active learning, which means that the activities carried out during the course are interactive and provide students with opportunities to connect theoretical aspects with practical situations in real life.

Student-centered teaching methodology, which enables active learning, helps students master the content of a specific course, learn how to apply the content in real situations, and develop interpersonal skills. Additionally, learning outcomes, beyond academic knowledge, are also linked to general skills that students should develop, such as critical thinking, effective communication, analytical skills, etc. Therefore, besides mastering course knowledge, the

study experience should help students develop skills that are necessary for the labor market and their future careers.

The teaching methodology used during course delivery should be aligned with learning outcomes. An effective teaching methodology should include the following elements:

- Lectures or content are presented in an interesting and engaging way;
- Content is well-organized and easy to follow, allowing students to understand the flow and sequencing of information;
- Students feel engaged in the lecture as active participants. This can be achieved, for example, by using relevant examples that they can relate to, or by asking students questions about the topic being discussed;
- Students gain new knowledge after the lecture and are motivated to learn more in subsequent lectures.

Below are some teaching methods that academic staff may use. Teaching methods vary in their approach, so the appropriate methods are selected by the instructors themselves, depending on the intended learning outcomes.

Lectures are an effective learning tool where academic staff present course content, while students receive the information. Although this method is instructor-centered, lectures are effective when interactive and encourage active student participation. This can be achieved in various ways:

- By asking questions to students to discuss in small groups and then gathering feedback from several groups about their thoughts;

By asking students to treat problems individually and then compare their answers with their peers;

- By posing multiple-choice questions during the lecture, which students must answer. This can be done by raising hands or using an electronic voting system. Students explain why they chose a particular option and discuss it with the instructor to clarify new information;
- By showing a video related to the topic and guiding students to look for something specific, which they will later be asked about or discuss;
- By conducting a quiz at the beginning and end of the session, with questions related to the topic, and analyzing progress or advancement in knowledge;
- By asking students to reflect for 1–2 minutes and write 1–2 questions related to the lecture;
- By asking students to share thoughts, ideas, or events related to the lecture topic, which are then discussed critically.

Group discussion is a method that promotes learning through teamwork and allows students to talk about their experiences and share ideas with others. This method develops students' listening, understanding, synthesis, and analytical skills. To increase motivation and create an enjoyable and positive environment, academic staff can organize groups to compete in various in-class learning tasks.

Case-based learning is an approach used in all disciplines where students apply their knowledge in real-life situations, promoting higher levels of cognition as defined by Bloom's Taxonomy. In this methodology, students usually work in groups on case studies, which include different scenarios or situations. Cases present a problem in a specific field, and students find solutions under the guidance of the academic staff. This method involves guided research and is based on constructivism, where students form new meanings by interacting with their knowledge and the environment. Cases used should be highly relevant to what is being taught in the course and should encourage students to make decisions they would need to make in real life.

Inquiry-based learning is a teaching process that actively engages students in learning by creating connections with the real world through exploration and questions formulated to solve or explore aspects of a problem or phenomenon. Inquiry-based learning encourages students to seek new information, analyze data, and synthesize knowledge to provide answers to the researched problem, applying the knowledge acquired in class as a foundation for drawing conclusions.

Flipped Classroom is a pedagogical model in which the lecture and homework elements of a course are reversed. Students prepare the material for a specific topic at home before attending the lecture, and then academic staff use lecture time for discussion and activities related to the topic. Students come prepared with knowledge on the topic and then discuss what they have worked on at home, while the instructor facilitates discussion and complements it with relevant and detailed information for the learning unit.

Experiential learning is an engaged learning process where students "learn by doing" and reflect on their experience. Experiential learning activities can include laboratory work, practical work, out-of-class activities, research, and volunteer work (service learning). Experiential learning allows students to connect theory with practice, engage in real-life situations, promotes interdisciplinary learning, develops generic skills that enhance employability, and encourages civic engagement.

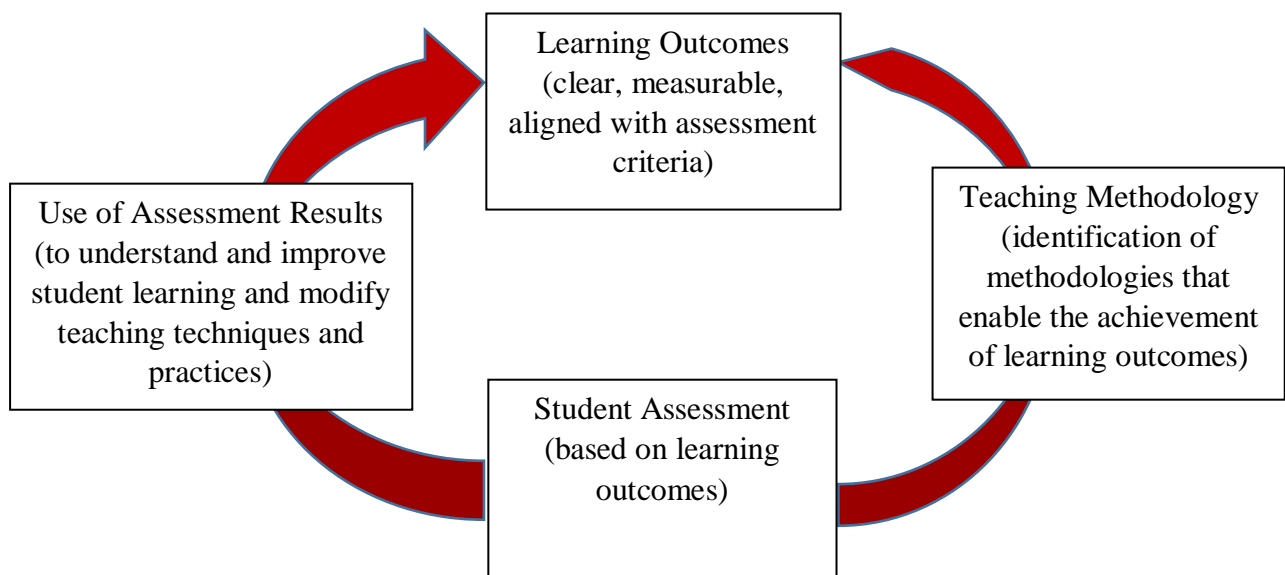
Mock teaching is an activity designed to prepare students to become teachers, meaning it is a process in which someone engages in a scenario where they assume their peers are students and conduct a lesson. This is a very special phase where students place themselves in the position of an academic staff member. This method can also be used in the preparation of other professionals, e.g., in medicine, where students simulate specific situations, such as taking a medical history, with one student acting as the doctor and another as the patient, etc.

2. Teaching Techniques

Depending on the teaching methodology, various activities can be planned during the course, adapted to the lecture content and the learning outcomes. Activities planned and carried out during the course can fall into different categories, such as: activities that enable interactive lectures, discussion- or debate-based lectures, lectures that enable group work, research-based activities, and out-of-class experiential activities. In Appendix 1, several examples of activities are presented, which can be implemented during a course to enable effective and relevant teaching.

3. Assessment

Assessment of student learning is an integral aspect of course delivery and also serves as a quality assurance measure. Assessment is effective if the methods used align with the learning outcomes, confirm that all specified learning outcomes have been achieved, and ensure that the grades awarded reflect the level of student achievement. Therefore, it is important to align learning outcomes with assessment tasks and teaching strategies and to create opportunities for students to use their learning experiences to achieve measurable results. Learning outcomes can be used to reflect on modifying teaching techniques with the aim of improving the quality of teaching and learning. The connection between learning outcomes and modifications to teaching practices is illustrated graphically.



When considering assessment methods, it is particularly useful to first determine which competencies students are expected to develop. The first step in deciding on an assessment method is to analyze the learning outcomes for the given course. Each learning outcome should be examined, and the skills that students are required to demonstrate should be identified. Are students expected to demonstrate specific knowledge of the subject, practical skills, or generic skills? Depending on the learning outcomes, it should be considered whether they involve higher-order, intermediate, or lower-order thinking. A course designed with student-centered learning in mind incorporates an advanced and complex approach to assessment. Such an assessment should include a set of methods that allow for the evaluation of different competencies and skills of students. It is important that students are informed about the criteria and standards that will be used to evaluate their work. In Appendix 2, several examples of student assessment methods are presented, aligned with the learning outcomes.

**ANNEX 1:
EXAMPLES OF TEACHING TECHNIQUES**

Methodology	Technique	Activity
Lecture-Based	Interactive Lectures	<ul style="list-style-type: none"> • Concept Maps - is an activity that can be used to present lecture content visually, showing the link between the concepts and ideas discussed in the lecture. • Guided Notes - are pre-prepared notes from an academic staff member with basic information on the topic and lecture, but which have specific gaps that students must fill in to complete the facts, information, or key concepts related to the lecture topic. • Think-Discuss-Share - is an activity that enables students to think independently and communicate their thoughts to others. The academic staff member poses a question related to the topic of the lecture. Students then break into pairs or small groups and discuss the question for 2–5 minutes. Finally, the findings collected are discussed with the whole class. • Surveys - are pre-prepared questions by the academic staff member related to the lecture topic, which are presented during the lecture to get student responses. • One-Minute Summaries - is an activity that can be carried out at the end of the lecture hour, where students are asked to write down in 1 minute their thoughts on any aspect of that lecture and hand over the response to the academic staff member. Students may be asked to write the main ideas they learned in the lecture, describe any specific concept they found unclear, feedback on that lecture's activity realization, etc.
		<ul style="list-style-type: none"> • Table Discussion - through online platforms, the academic staff member can encourage and inspire discussions on specific predetermined topics, by asking introductory questions for the discussion.

	Discussion	<ul style="list-style-type: none"> • Scenario-Based Learning - uses interactive scenarios to support the learning strategy. Students work on a complex, real-life problem scenario, which requires them to apply the acquired knowledge in a specific area, think critically, and develop problem-solving skills. • Socratic Seminar - is an activity that enables students to analyze ideas and values presented in a text or group discussion in a critical manner. Students have the guiding question for the discussion.
Experience-Based	Group Learning	<ul style="list-style-type: none"> • Research Projects - is an activity that enables students to work in groups on a specific problem, gathering and analyzing first-hand data, collected by the students. • Case Study Analysis - is an activity that enables students to explore in groups the human aspects of complex issues in real-life situations. Students are asked to research the problem, review different alternative solutions, and offer the optimal solution by using evidence and data. • Fishbowl - is an activity that enables students to work in small groups that are divided into two groups, an inner group (in-group) and an outer group (out-group). The inner group discusses the course topics, while the outer group listens and discusses the inner group's discussion, based on their findings and different analyzed perspectives. • Think-Write-Share - is an activity that offers students time to think independently and structure their thoughts on a specific problem or topic. Students formulate and write down their individual thoughts, then pair up to discuss the problem, and finally share their ideas with the whole class.

Experience-Based	Outside the classroom experience	<ul style="list-style-type: none"> • Community Service - enables the combination of course objectives with work in the community, so that students develop and contribute to the public good. This is achieved by implementing projects designed through the cooperation and partnership between the faculty and other relevant non-governmental organizations or institutions. Through the project, students must apply the course content to community-based activities. This gives them the opportunity to learn from their experience in real-world contexts and to develop a sense of community engagement responsibility. • Debate - an activity that encourages students to develop their understanding of the course content and to link their experience with their knowledge. Debate requires students, individually or in groups, to research a specific topic, formulate their arguments based on data, actively listen to other viewpoints, and present logical arguments to defend their positions. • Field Visit - an activity that enables teaching and learning to happen outside the classroom walls, incorporating outside-the-classroom experiences into a specific course subject. Visits are organized to relevant institutions, offering students practical experience related to the lecture topic, thereby bringing theory closer to practice.
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**ANNEX 2:
EXAMPLES OF ASSESSMENT FORMS**

Learning Outcome	Assessment
Critical and Analytical Thinking <i>(Construction of arguments, reflection, evaluation, judgment)</i>	<ul style="list-style-type: none"> • Reflective Essay • Opinion Essay • Case Study • Report • Policy Memo • Book Analysis • Analysis of a theoretical viewpoint in an article

<p>Problem Solving and Planning Development <i>(Identification of problems, problem definition, analysis and data processing, planning, application and information)</i></p>	<ul style="list-style-type: none"> • Problem Scenario • Group Work • Work-Based Problem • Case Analysis
<p>Demonstration of Subject Knowledge</p>	<ul style="list-style-type: none"> • Quizzes • Written Exam (open and closed questions) • Essay • Report
<p>Communication <i>(One-way and two-way communication, verbal/oral and written communication)</i></p>	<ul style="list-style-type: none"> • Written Presentation (essay, report, reflective paper, etc.) • Oral Presentation • Group Work • Discussion/Debate/Role Play • Observation of real or simulated professional practice

* Note:

The lists presented in the annex are not exhaustive lists. They present only some examples of teaching and assessment techniques, which may be taken as guiding examples. As needed, other teaching and assessment methods may also be used, which are related to and adapted to the content of the courses.