UNIVERSITY OF PRISHTINA
»HASAN PRISHTINA«
FACULTY OF EDUCATION

QUALITY ASSURANCE INSTRUMENTS PACKAGE

WITHIN THE POLICY FRAMEWORK ON QUALITY ASSURANCE AND ENHANCEMENT IN

INITIAL TEACHER EDUCATION IN KOSOVO

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INTRODUCTION

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

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

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

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

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

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

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

I. QUESTIONNAIRE FOR GRADUATES/ALUMNI

Questionnaire for graduates (Alumni) of the Faculty of Education

Dear Alumni,

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

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

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

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

Thank you for your kind contribution and your time!

1. Study Level: BA, MA, PhD
2. Write/choose your study program:
3. Enrollment Year:
4. Graduation Year:
5. Gender:
6. Are you currently employed?
   a) Yes
   b) No
7. How long did you wait to be hired for the first time in your profession: Employed means entering into a full-time employment contract with an institution.

8. I was employed:
   a) Before I graduated
   b) Immediately after graduation
   c) In the first three months after graduation
   d) Three to six months after graduation
   e) Approximately one year after graduation
   f) More than one year after graduation
   g) Not employed yet
   h) I have not sought for employment in the field of education at all.

9. How did you manage to get employed?
   a) I applied to a vacancy announced on the website of the respective municipality.
   b) I was employed in an institution where I was known and recognized, because I completed my pedagogical practice during my studies
   c) My relatives, friends or other acquaintances helped me get employed for the first time.
   d) I submittted the documents to the employment office, and then they invited me.
   e) I am self-employed.
   f) Other way: (describe) _____

10. Are you employed upon a fixed-term contract or an indefinite term contract?
    a) Fixed term contract.

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

11. I am employed:
   a) In the field which I studied.
   b) In a similar field.
   c) In another field.

12. I am employed in the:
   a) Public sector
   b) Private sector

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

14. How do you view the current employment opportunities of graduates of your own program?
   a) Very good
   b) Good
   c) Moderately good
   d) Poor
   e) Very poor

15. Do you think graduates in your program are only employed in the field of their studies, or have wider employment opportunities?
   a) Only in the field of study
   b) In other areas as well (e.g. assistants for children with special needs, homework help for students, and courses for various subjects).

16. How do you assess the relevance of the knowledge you gained during your studies at the faculty in relation to the work you perform as a teacher/lecturer?
   a) Very relevant
   b) Relevant
   c) Moderately relevant
   d) Not too relevant
   e) Irrelevant

17. How do you assess the relevance of the teaching skills you acquired during your studies at the faculty in relation to the work you perform as a teacher/lecturer?
   a) Very relevant
   b) Relevant
   c) Moderately relevant
   d) Not too relevant
   e) Irrelevant

18. How do you assess the relevance of the values/attitudes towards education / teaching that you have acquired during your studies at the faculty in relation to the work you perform as a teacher/lecturer?
   a) Very relevant
   b) Relevant
   c) Moderately relevant
   d) Not too relevant
   e) Irrelevant

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

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

21. Please indicate your agreement with the following statements:

 Knowledge and competencies acquired during studies are appropriate in relation to employment / profession.

    a) I do not agree at all
    b) Disagree
    c) Agree
    d) Totally agree
    e) Cannot judge.

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

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

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

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

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

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

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

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

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

31. Comment on the employability of the graduates of the Faculty of Education - UP:
_____
_____

II.   COURSE EVALUATION QUESTIONNAIRE

Dear Students,

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

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

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

Thank you for your kind contribution and your time!

Program:
Course Teacher:
Subject:
Semester:

ORGANIZATION AND INFORMATION
1. All relevant course information has been published and is easily accessible to students.
   a) Fully disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Fully agree
2. Different sections of the course (lectures, exercises, seminars, etc) are interrelated and complement each other.

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

3. The schedule and activities planned for the course are respected by the lecturer.
   a) Fully disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Fully agree

4. The course syllabus is published on the website of the faculty is resepcted by the lecturer.
   a)   Fully disagree
   b)   Disagree
   c)   Neutral
   d)   Agree
   e)   Fully agree

TEACHING AND LEARNING

5. The teacher was clear in the presentation/lectures of the course content.
    a) Fully disagree
    b) Disagree
    c) Neutral
    d) Agree
    e) Fully agree

6. The activities conducted by the teacher (practical work, counseling, laboratory work with concrete means or simulations) have facilitated my learning easier.
    a) Fully disagree
    b) Disagree
    c) Neutral
    d) Agree
    e) Fully agree

7. The teacher encouraged the students to express their opinions and ask questions.
    a) Fully disagree
    b) Disagree
    c) Neutral
    d) Agree
    e) Fully agree

8. Teaching Resources / Materials were adequate to the teaching of the subject.
    a) Fully disagree
    b) Disagree
    c) Neutral
    d) Agree
    e) Fully agree

9. Learning resources/materials were published in SEMS or Classroom or other platforms.
    a) Fully disagree
    b) Disagree
    c) Neutral
    d) Agree
    e) Fully agree

10. The lecturer was present and available for further clarifications.
    a) Fully disagree
    b) Disagree
    c) Neutral
    d) Agree
    e) Fully agree

11. The teacher was motivating and increased my interest in the subject.
    a) Fully disagree
    b) Disagree
    c) Neutral
    d) Agree
    e) Fully agree

12. I consider that I have managed to sufficiently develop the competencies planned for the course.
    a) Fully disagree
    b) Disagree
    c) Neutral
    d) Agree
    e) Fully agree

12. I consider that I have managed to sufficiently develop the competencies planned for the course, despite the teaching provided online.
   a) Fully disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Fully agree

FORMATIVE AND FINAL ASSESSMENT OF STUDENTS

13. Assessment procedures and criteria were clearly defined since the beginning of the course.
   a) Fully disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Fully agree

14. The teacher used continuous assessment, and took into account the engagement as defined within the syllabus (e.g. group work, individual, projects, etc.) in the final assessment.
   a) Fully disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Fully agree

15. The final assessment of the students for the subject by the teacher was appropriate.
   a) Fully disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Fully agree

16. The teacher provided effective feedback to the students.
   a) Fully disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Fully agree

ENCOURAGEMENT AND COURSE VALUE

17. The teacher shared with the students his/her enthusiasm for the subject.
   a) Fully disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Fully agree

18. I felt that our teacher highly valued the subject.
   a) Fully disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Fully agree

19. I felt that our teacher highly valued the teaching.
   a) Fully disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Fully agree

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

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

OVERALL COURSE EVALUATION:

22. List some strengths of the subject teacher in relation to his/her teaching:
    a)
    b)
    c)
23. List some aspects that you would suggest improving or changing in the subject teacher
    a)
    b)
    c)
24. In general, how content were you with the subject?

1 2 3 4 5 6 7 8 9 10

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

III. PEDAGOGICAL INTERNSHIP EVALUATION QUESTIONNAIRE[1]

Dear Students,

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

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

Thank you for your kind contribution and your time!

Study Level: Ba, Ma
Study Program: _____
Year/Semester: _____
Institution of internship: _____
Mentor teacher: _____
FE Supervising professor: _____

SECTION I

Experience with the mentoring teacher at school/kindergarten

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

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

		1	2	3	4	5
The mentor exposed me to the formal language of the state curriculum		1	2	3	4	5
The mentor guided me in preparing lessons/activities		1	2	3	4	5
The mentor exposed me to the regulations of the institution		1	2	3	4	5
The mentor exposed me to the kinds of interaction with peers in the school/kindergarten		1	2	3	4	5
The mentor modeled a good teaching style before me		1	2	3	4	5
The mentor helped me classroom management strategies		1	2	3	4	5
The mentor developed my enthusiasm for teaching		1	2	3	4	5
The mentor exposed me to the practices of preparing teaching schedules / educational activities.		1	2	3	4	5
The mentor exposed me to the state curricular Documents		1	2	3	4	5

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[1] This questionnaire will be modified in an online format, according to the characteristics of the BA and MA programs.

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

SECTION II:

Direct experience in the school/kindergarten

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

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

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

Comments and suggestions

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

_____
_____
_____

IV. QUESTIONNAIRE FOR EVALUATION OF ADMINISTRATIVE SERVICES

Dear Students,

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

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

Thank you for your kind contribution and your time!

Information from the Faculty

1. I get timely information about the lessons
   a) Fully agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Fully disagree

2. The Faculty website contains the information I need as a student
   a) Fully agree
   b) Agree
   c) Neutral
   d) Disagree
   e) Fully disagree

3. I am satisfied with the internet access provided by the Faculty.

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

4. I receive informative emails from the Faculty

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

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

_____

_____

Facilities and Infrastructure

5. Facilities for lectures, seminars, laboratories and other rooms are appropriate.

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

6. Equipment for lectures, exercises and other pedagogical activities in the faculty are appropriate.

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

7. There is enough space in the Faculty for individual study (reading rooms, classroom, library, etc.)

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

8. The schedule of lectures, exercises and other learning activities is easily accessible:

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

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

_____
_____
_____

Library services

9. The literature in the library is appropriate and adequate.

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

10. Access to literature is easy.

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

11. Library staff advise appropriately when searching for literature.

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

12. The library staff have positive attitudes towards readers.

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

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

_____
_____
_____

International mobility

13. We have sufficient information on possible international exchanges.

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

14. There are many interesting student exchange opportunities.

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

15. The Faculty encourages and supports us in such mobility programs.

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

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

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

17. Recognition of credits (ECTS) abroad is appropriate.

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

18. Professional support for international mobility is appropriate.

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

Please elaborate below any suggestions regarding mobility abroad:

_____
_____
_____

Student service

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

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

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

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

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

21. Student service officers are accountable and effective.

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

22. Student service staff have positive attitudes towards students.

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

Please elaborate below any suggestions regarding student service offices

_____
_____
_____

IT Office services

23. IT services are provided effectively.

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

24. The IT Office working hours are sufficient for us.
   a) Fully disagree
   b) Disagree
   c) Neutral
   d) Agree
   e) Fully agree
25. IT staff have positive attitudes towards students

   a) Fully disagree
   b) Disagree
   c) Neutral

d) Agree

e) Fully agree

Please elaborate below any suggestions regarding IT Office services:

_____

_____

_____

Other study items

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

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

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

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

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

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

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

_____

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

_____

Any other suggestions for Faculty services:

_____

_____

V. INTERVIEW FOR ACADEMIC STAFF DEVELOPMENT AND PERFORMANCE

Instructions:

Conversation about the development and performance of academic staff takes place as a dialog based on professional respect and trust, and is result-oriented. It is a regular annual process that aims to review performance versus job descriptions, and set individual objectives of continuous personal and professional development. Bilateral dialog takes place by agreeing on performance objectives, exchange of constructive and reciprocal feedback, and providing training or other support in order to develop competencies, to enable everyone to carry out their roles and responsibilities effectively.

Goals of academic staff development and performance:

- *Build a culture of performance and accountability.*
- *Orientation and motivation of the academic staff by linking the individual work plans with the objectives, as well as the strategic goals of the departments and the Faculty.*
- *Build understanding and consensus amongst academic staff and management about performance, development, and development objectives, outcomes, and expectations.*
- *Promotion of ongoing collaboration, open communication and feedback between academic staff and management.*
- *Promote continuous individual learning and development.*
- *Provide documented tools for the Faculty to develop training plans and strategies and make decisions regarding professional development progress, job assignments, etc.*

The development and performance conversation process begins with an initial preliminary preparation of the academic staff and the dean. Each prepares for the conversation individually, guided by the orientation questions of the preparatory form (see below). Some questions from the preparation form may not be relevant for the first time the conversation takes place (because there has been no previous development and performance conversations). When the conversation takes place for the second time, then the previous year's conversation form serves as guidance for completing the preparation form.

The guiding questions from the preparatory forms are filled in in advance, but can also be used during the conversation itself, as guidance for the discussion between the two parties.

The preparatory forms are for personal use/guidance and each party keeps its own copy. The form is not placed in the academic staff file.

The preparatory form for the academic staff and for the supervisor/dean are presented below.

PREPARATORY FORM [TO BE COMPLETED BY THE SUPERVISOR]

Academic staff (name)	
Planned Meeting:	

1. What are the duties of the academic staff? Review of tasks and prior year results (Phase 1)

Are the duties of the academic staff and areas of responsibility clearly defined?	YES/NO

What has the academic staff member achieved in the previous year (since the last assessment conversation)?

♦ What has been achieved in the last working period?	
♦ To what extent have the adopted goals been met?	
♦ If not, why were such goals not met? What remains to be met?	
♦ What was useful, what was not? (suggestions for improvement)?	

How do you evaluate the Academic Staff and how does he/she evaluate himself/herself?

♦ Strengths demonstrated in the previous period of work	
♦ Weaknesses demonstrated in the previous period of work	
♦ How does management evaluate the academic staff?	
♦ What is the cooperation of the academic staff member with his/her peers, contacts from other fields of work, and with the management? What should be retained/what should be changed?	
♦ What opportunities would you find for further engagement by the academic staff in his/her field of work?	

2. Agreement on new targets (Phase 2)

♦ What goals are to be achieved in the next working period?	
♦ May new or additional tasks be assumed? Should the staff member give up any of the current duties? If yes, which duties?	
♦ What support does the academic staff member need from me in order to achieve his/her goals?	

3. Academic staff development (Phase 3)

♦ What steps have already been taken for the development of the academic staff?	
♦ What sort of qualification does the academic staff member need in order to achieve his/her goals?	

PREPARATORY FORM [TO BE COMPLETED BY THE STAFF]

Academic staff (name)	
Planned Meeting:	

1. What are my duties/assignments? Is my scope of work clearly defined? Review of tasks and prior year results (Phase 1)

Have my duties and areas of responsibility clearly defined?	YES/NO

What have I achieved in the previous year (or since my last evaluative conversations)? Make a balance:	
➲ What has been achieved in the last working period?	
➲ To what extent have I met goals set out?	
➲ Why were some goals not met? What remains to be met?	
➲ What was useful/what hindered you in your work?	

How do the FEdu Management evaluate me, and how do I evaluate myself?	
➲ Strengths demonstrated in the previous period of work?	
➲ Weaknesses demonstrated in the previous period of work?	
➲ How does the FEdu Management evaluate me?	
➲ How do I view the cooperation with my peers, contacts from other fields of work, and with the management? What should be retained/what should be changed?	
➲ What opportunities do I see for further engagement on my part in my field of work?	

2. Agreement on new targets (Phase 2)

♦ What goals are to be achieved in the next working period?	
♦ May new or additional tasks be assumed? Should the staff member give up any of the current duties? If yes, which duties?	
♦ What support do I require from the FEdu Management in order to achieve goals?	

3. Academic staff development (Phase 3)

♦ What steps have already been taken for my development?	
♦ What sort of qualification do I need in order to achieve my goals?	

ACADEMIC STAFF DEVELOPMENT AND PERFORMANCE CONVERSATION

Instructions:

This is the form that is completed during the conversation between the academic staff member and the supervisor/dean. The form is finally received by the academic staff for personal files.

The first page contains the following data, thereby describing the main tasks according to the job description. This section is completed by the parties together, during the conversation, and lists the assignments they agree upon, while in the second part, it contains comments of the parties about the performance in conducting such tasks/assignments.

Name	
Position	

Supervisor:	
Position:	

Date	
Period of Appraisal	

I.   MAIN FUNCTIONS ACCORDING TO THE JOB DESCRIPTION

FUNCTION	COMMENT
(List the function)	*(list comments related to the performance of such function)*

II.   LAST YEAR OBJECTIVES - REVIEW

Instructions:

This section is not completed when the first conversation takes place, as the objectives in the previous year are not defined.

In future years, this section serves to jointly review the progress towards the agreed working objectives.

In the meantime, during the year, the process requires the dean and the academic staff member to maintain regular formal and informal communication on the progress made towards meeting the agreed objectives and implementing the development plan. They may also discuss general work issues, disciplinary issues, etc. that may emerge. This ongoing dialogue is important in motivating the employee, keeping his/her work on track, and building a sense of accountability. When academic staff members experience particular difficulties, the dean plays a special role in providing additional support or guidance. He/she also provides constructive feedback when performance is below expectations, and appreciation when performance exceeds expectations.

Reviewing objectives is an opportunity to distance oneself from day-to-day work and to review progress against the milestones the approved work plan, also using color coding for various achievements:

	Functions/Objectives	Development
(red)	The agreed objective has not been met, or has ceased for certain reasons.	The development action has not been taken or has ceased for certain reasons.
(yellow)	Tasks are partially completed. Improvement is required and desired.	The development action has been taken partially.
(green)	Tasks are performed as agreed.	The agreed development action has been taken. Development is evident.
(blue)	The academic staff member clearly exceeds expectations	The academic staff member has made great steps in personal development. The outcomes of such development steps are clearly visible in performance.

Below are some guiding questions for the conversation.

♦   *What has the academic staff member achieved over the past year against the set objectives?*

♦   *To what extent has the staff member contributed to meeting the objectives of the Department/Faculty?*

♦   *Why have some goals been met/not met?*

OBJECTIVES Activities:	Development	Comments
Objective 1 - - - -		*(In color codes. This list also includes measures to be taken in support of the staff member in meeting such objectives)*

III.   KNOWLEDGE AND SKILLS

Instructions:

This section is completed to identify the different knowledge and skills that the academic staff member possesses, and others that require further development. This section is completed during a conversation, and in agreement between the two parties. Below are some guiding questions for the conversation.

- ♦   *How do I view him/her, and how does he/she evaluate himself/herself?*
- ♦   *What are the strengths and weaknesses of his/her professional efforts? What are the concrete examples?*
- ♦   *How does the staff member cope with difficult situations and opportunities? What are the concrete examples?*
- ♦   *Is he/she able to develop his/her skills to give his/her maximum effort in the current job position?*
- ♦   *What impact do these skills have on the selection of future tasks?*

Professional knowledge (field/s)	Commentary
(Add as necessary)	
Methodological skills	**Commentary**
Research skills	**Commentary**
Project design and implementation skills	**Commentary**
Personal and Social Skills	**Commentary**

IV.   COOPERATION BETWEEN MANAGEMENT AND ACADEMIC STAFF

Instructions:

This section is completed to define the collaboration between academic staff and management. This section is completed during a conversation, and in agreement between the two parties. Below are some guiding questions for the conversation.

♦   *How does the staff find his/her cooperation with the Dean's Office (dean & vice deans)?*

♦   *What needs to be changed regarding management and collaboration, and what should remain the same?*

♦   *How satisfied is the academic staff with the working conditions and environment?*

♦   *What can the staff member contribute .... to the enhancement of cooperation? Working environment?????*

What should not change (good things to keep) **And/or** **What should change** (things that can be better)	**Measures**	**When?**	**Person in charge**

V.   OBJECTIVES OF THE FUTURE PERIOD

Instructions:

The objectives are intended to focus on the efforts of the academic staff member in the most relevant strategic areas, and to extend to his/her competencies and skills. For staff with additional responsibilities (such as department heads), their performance objectives also focus on how they lead and develop their teams. Adopted objectives should not include standard routine activities that are part of normal course of his/her academic work (such as teaching). To be effective, objectives need to be written in a SMART (specific, measurable, achievable, realistic and timely) format. A copy of this sheet will be kept in the academic staff member personnel file. Guiding questions in this section are:

♦   *What should he/she achieve during the next year and/or until the next performance appraisal?*

Work-related objectives	Success indicators?	Support required	Implementation Timelines
Objectives related to cooperation (with colleagues, management)	Success indicators?	Support required	Implementation Timelines
Development-related objectives	Success indicators?	Support required	Implementation Timelines

VI.   MEASURES OF DEVELOPMENT

Instructions:

This is the last part of the conversation, where an agreement is reached on the needs identified to the support of the academic staff member in meeting the objectives and ensuring personal and professional development. A copy of this sheet will be kept in the academic staff member personnel file. Guiding questions in this section are:

♦ *What are the development needs and learning objectives of the academic staff member?*

Supervisor	
Academic staff:	

Development needs and objectives	Development Activity	Time	Success indicators

Supervisor: _____

Signature: _____

Data _____

Academic staff member: _____

Signature: _____

Data _____

VI.   STUDY PROGRAM IMPLEMENTATION QUALITY EVALUATION

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

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

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

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

Framework standards

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

Reporting

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

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

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

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

10	Teaching strategies are fit for the different types of learning outcomes that programs are intended to develop.	
11	Student assessment mechanisms are applied fairly and objectively, are appropriate for the different forms of learning sought and are clearly communicated to students at the beginning of courses. Both formative and summative assessment techniques are used.	
12	Appropriate, valid and reliable mechanisms are used to verify competencies students acquire.	
13	A programmatic approach is applied in training teachers, to prevent fragmentation of knowledge and skills, and to foster an interdisciplinary approach.	
14	The development of knowledge, skills and attitudes (values, attitudes, beliefs) are synthesized in all learning outcomes of the course and assessment methods. Assessment methods encourage the development of skills for a successful exercise of the future profession, while attention is paid to the development of positive values and attitudes for the teaching profession.	
15	The programs focus on the development of teachers who are:	
	15.1 strategic teachers, capable of teaching in a variety of fields	
	15.2 teachers who understand and respond to different situations	
	15.3 teachers who are willing to cope with different situations, using different techniques	
	15.4 teachers who can teach even if they are not in physical classroom settings	
	15.5 teachers who relate situations to real-life problems	
	15.6 teachers who motivate students to learn.	
16	Action research, as a method for self-improvement of teaching, is integrated into the learning process.	
17	A strong linkage between theory and practice is ensured.	
18	The development of transversal competencies has been prioritized. In order for teacher students to be able to develop their students' transferable competencies (21st century competencies), the university learning process must support the development of transferable competencies of future teachers. The learning process should include more project work, teamwork, planning one's own learning activities, and developing leadership skills. (LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence)	
19	The focus is on developing the democratic attitudes and practices of future teachers, including the appreciation for diversity and multiculturalism, as future European citizens.	
20	Educational technology is used in teaching.	

21 The whole program supports meta-cognition and self-reflection in relation to teachers' own teaching (review, discussion, questions) 22 The annual course and program evaluation is conducted regularly and the process involves management, staff and students.	

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

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

Categories	Competence Area	Data from documentation and key information analysis (staff and students)
Knowledge and comprehension	Knowledge of Subject content	
	Pedagogical Content Knowledge (PCK), which means in-depth knowledge regarding the content and structure of the course: - knowledge of assignments, contexts and learning objectives - knowledge of students' prior knowledge and repetitive learning difficulties in specific subjects - strategic knowledge of teaching methods and curricular materials	
	Pedagogical knowledge (knowledge of teaching and learning processes)	
	Curricular knowledge (subject curriculum knowledge - e.g. planned and oriented learning for the content of specific subjects)	
	Basics of educational sciences (intercultural, historical, philosophical, psychological, sociological knowledge)	
	Contextual, institutional, organizational aspects of educational policies	
	Issues of inclusion and diversity	
	Effective use of technologies in learning	
	Developmental psychology Group processes and dynamics, learning theories, motivational issues	
	Evaluation Processes and methods	
Skills	Planning, management and coordination of teaching	
	Use of teaching materials and technologies	
	Student and group management	
	Monitoring, adapting and evaluating teaching/learning objectives and processes	
	Collection, analysis, interpretation of evidence and data (school learning outcomes, external	

	assessment outcomes) for professional decisions and teaching/learning improvement; use, develop and create research knowledge to inform practices	
	Collaboration with colleagues, parents and social services	
	Negotiation skills (social and political interactions with multiple stakeholders, actors and educational contexts)	
	Reflective, meta-cognitive, interpersonal skills for individual and professional learning	
	Adaptation to educational contexts characterized by multi-level dynamics with cross-influences (from the macro level of government policies to the meso level of school contexts, and the micro level of classroom and student dynamics)	
Tendencies: beliefs, attitudes, values, commitment	Epistemological awareness (issues related to the features and historical development of the field and its status, in relation to other subject areas)	
	Skills for teaching through content	
	Transferable skills	
	Inclinations towards change, flexibility, learning and continuous professional improvement, including study and research	
	Commitment to promoting the learning of all students	
	Efforts to promote the democratic attitudes and practices of students, as European citizens (including the assessment of diversity and multiculturalism)	
	Critical attitudes towards self-teaching (examination, discussion, questioning of practices)	
	Trends in teamwork, collaboration and networking	
	Sense of self-efficacy	

C: Focus group scenarios for program review

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

Focus groups with academic staff:

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

VII. PEER-REVIEW PROTOCOL

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PEER OBSERVATION - FORM A

PREPARATORY FORM [FOR THE OBSERVATION SESSION]

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

Course Teacher:	
Observer:	
Planned Date for observation:	

PREPARATION FOR OBSERVATION

Information	Provided by	Comments by the observer
Reason for choosing the relevant lesson/lecture	Yes/No	
Student group and their specifics	Yes/No	
Lesson plan - unit, learning outcomes, methodology	Yes/No	
Copies of materials to be distributed to students	Yes/No	
Observer's previous experience with the relevant topic	Yes/No	
The type of feedback required by the lecturer	Yes/No	

PEER OBSERVATION - FORM B

OBSERVATION FORM

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

Course Teacher:	
Observer:	
Planned Date for observation:	

Background of the observed session:

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

Place and environment Comments

The suitability of the learning environment for the lesson unit.	

Preparation Comments

CONTEXT AND LEARNING Students are informed of the purpose of the session; expected learning outcomes; relationship with other activities and units; correlation with the aims of the course	

Conduct of Unit   Comments

STRUCTURE Class arrangement; introduction, continuation, conclusions; periodic summaries, clarification of concepts and learning - during the session and at the end.	
STUDENT NEEDS	

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

Distributed Materials   Comments

MATERIALS Suitability of distributed materials; how helpful they are; how much they empower learning; the reason for their distribution	

Student Engagement   Comments

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

Summary of Strengths

Items to consider [areas that can be improved]

Closing comment

Discussion upon observation between the two parties

Date:	
Comments:	

VIII. QUESTIONNAIRE FOR EMPLOYERS

Dear employers of our graduates,

Through this questionnaire, the Faculty of Education has begun collecting data from all employers of our former students, graduates and employed!
The purpose of this questionnaire is to identify the strengths and those items requiring improvement in graduates who complete their studies in any of the programs for teachers or educational experts.
We kindly ask you to express your opinion about the knowledge, skills and values you have observed in them.
The data from these questionnaires will be collected and analyzed every three years by the Faculty of Education, to reflect on the quality of study programs and to intervene for the benefit of the best possible preparation of students, based on your requirements as an employer.

Thank you for your kind contribution and your time!

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

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

5. Graduates of the Faculty of Education of UP have very good training:
a) Fully disagree
b) Disagree
c) Neutral
d) Agree
e) Fully agree

6. Graduates of the Faculty of Education at UP possess the necessary methodological skills to organize a lesson.
a) Fully disagree

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

7. Graduates of the Faculty of Education at UP possess sufficient knowledge of the subjects they are to teach.
a) Fully disagree
b) Disagree
c) Neutral
d) Agree
e) Fully agree

8. Graduates of FE/UP possess the ability to work with pedagogical documentation (curriculum, registers, curricula, etc.)
a) Fully disagree
b) Disagree
c) Neutral
d) Agree
e) Fully agree

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

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

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

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

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

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

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

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

13. FE/UP graduates have good skills in using technology in teaching and learning.
a)   Fully disagree
b) Disagree
c) Neutral
d) Agree
e) Fully agree

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

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

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

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

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

IX. MONITORING OF RESEARCH/PUBLICATIONS OF THE ACADEMIC STAFF

In this database (original in SPSS), data will be collected regarding the publications of the academic staff at the Faculty of Education.
They shall be monitored year after year, and will be analyzed not only in numbers, but also the profile, quality and suitability with FE programs.
These records are necessary for the planning of future publications, based on the set standards, and for the reports required by the University and the Accreditation Agency.
The records will be collected from the CVs of the academic staff at the end of each academic year.

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

X. MONITORING OF INTERNATIONAL COOPERATION

This database (original in SPSS) shall collect data on the publications at a level of International cooperation.
These include the mobility of academic staff, student mobility and international projects, in which the Faculty of Education is a leader or member.
The data shall be permanently complemented by the Academic Development Office, and will be used as evidence for the level of internationalization of the institution.

Database 1. International projects

Academic year: 2021/2022

EU PROJECTS

PROJECT	PROGRAM	STATUS	PERIOD OF IMPLEMENTATION	BUDGET	ROLE	PERSON IN CHARGE	THEME

OTHER PROJECTS

FINANCIAL SOURCE	BUDGET	PROJECT AREAS	PROJECT NATURE	TITLE	PERIOD OF IMPLEMENTATION	ROLE	PERSON IN CHARGE

Database 2. Academic staff mobility

		Academic year:	**2021/2022**

Internal Staff:

Name and surname	Study Level	Area	University	Country	Number	Implementation Time

External staff

Name and surname	Study Level	Area	University	Country	Number	Implementation Time

Database 3. Student Mobility

INTERNAL STUDENTS

Name and surname	Study Level	Area	University	Country	Number	Implementation Time

EXTERNAL STUDENTS

Name and surname	Study Level	Area	University	Country	Number	Implementation Time

Database 4: Erasmus mobility arrangements

Academic year: 2021/2022

AGREEMENT	UNIVERSITY	COUNTRY	LEVEL	FIELD OF STUDY	NUMBER	YEARS