

UBT BA Concepts of Teaching and Assessment

The UBT Faculty of English Language adopts a Competency-Based Approach to curriculum development, ensuring that teaching, learning, and assessment are fully aligned with program learning outcomes. The overarching didactic concept balances 60% theoretical and 40% practical components, emphasizing experiential and active learning.

Teaching is grounded in constructive alignment, where each learning outcome corresponds to appropriate teaching activities and assessment strategies. The Guide for Constructive Alignment of Learning Outcomes provides the framework for ensuring coherence between curriculum design and evaluation.

A range of teaching and study methods — including lectures, group discussions, simulations, case studies, project-based learning, debates, and reflective writing — are used to foster engagement and inclusivity. Assessment methods include quizzes, essays, oral exams, research papers, peer reviews, and practical projects, ensuring that both cognitive and applied skills are measured.

Formative and summative assessments are complemented by continuous feedback mechanisms, mid-semester evaluations, and reflective learning tasks, which enable students to monitor their progress and engage in self-evaluation. Flexibility and accessibility are ensured through adaptive technologies and alternative assessment paths to accommodate diverse learning needs

2. Teaching and Assessment

UBT's teaching philosophy emphasizes student-centred learning, shifting away from traditional teacher-centred instruction. Faculty members act as facilitators who guide students toward independent inquiry, problem-solving, and research.

Courses are designed with clearly defined learning outcomes, detailed syllabi, and transparent grading systems. Each syllabus outlines objectives, weekly content, teaching methodology, required readings, and specific assessment rules, ensuring students are informed about expectations from the beginning of each course.

The Regulation on Student Assessment and Guidelines for Student Assessment of UBT ensure that grading is fair, transparent, and consistent. Continuous formative assessment allows for regular feedback, while summative assessment validates the achievement of outcomes at the end of each course.

To ensure quality and innovation, annual reviews of teaching methods are conducted in line with emerging educational research and industry trends. Peer learning, interdisciplinary approaches, and digital platforms are integrated into the classroom to promote collaborative learning and reflective practice

3. Liaison and Partnership with Industry

Collaboration with industry is an integral part of the UBT English Language Program's mission. The Program Industrial Board and the Faculty's partnership initiatives ensure alignment between academic objectives and professional needs.

UBT actively partners with industry and international universities to promote applied learning, employability, and research collaboration. These partnerships facilitate:

Internships and practical training through programs such as Erasmus+, allowing students to gain real-world experience.

Guest lectures, study visits, and collaborative projects linking theory with practice.

Joint research and contract projects where students and professors co-author publications and contribute to applied research for industry clients.

Recent collaborations include partnerships with Linnaeus University (Sweden), University "Fan Noli" (Albania), and Bartin University (Turkey), focusing on mobility, cultural exchange, and research synergy. UBT's model emphasizes global connectivity, affordable mobility, and industry engagement to enhance employability and innovation within the study program

In summary, UBT's Bachelor of Arts in English Language integrates a competency-based teaching model, rigorous and inclusive assessment strategies, and dynamic partnerships with academia and industry — ensuring that students graduate with both academic excellence and practical employability skills aligned with European higher education standards.