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A Comparative Study of The Curriculum and Assessment Practices of Tirana College of Technology Vs Two Italian Universities

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Abstract

This study aims to compare the curricula of the Mechanical Engineering and Software Engineering programs at Tirana College of Technology with the corresponding programs at two Italian universities at the Bachelor's level. A quantitative comparative research design was adopted, with curriculum content and assessment methods as the main variables. Data analysis was based on descriptive statistics.The comparison of the Mechanical Engineering programs at TCT and Niccolò Cusano University (UniCusano) revealed two different models of curriculum design. TCT allocates 24 ECTS credits, or 13.3% of the program, to interdisciplinary/integrative and elective courses, whereas UniCusano, within the Meccanico curriculum of the L-9 program, allocates 12 CFU credits, or 6.7%, to elective courses. At both institutions, these courses are offered during the second and third years of study.In Software Engineering, the comparison between TCT and Libera Università Mediterranea (LUM) revealed differences in the number and distribution of credits allocated to elective courses: 24 ECTS at TCT and 12 ECTS at LUM. At TCT, these courses are offered over two academic years, whereas at LUM they are offered only during the third year.Regarding assessment, TCT presents a more structured model of continuous assessment. UniCusano combines the final examination with E-tivity activities, while at LUM, the final examination remains the dominant form of assessment. Overall, the study identifies differences in curriculum structure, credit distribution, and assessment practices.

Keywords: Curriculum, Assessment, Mechanical Engineering, Software Engineering, Bachelor's Degree.