Good Practices in Institutional Quality Assurance

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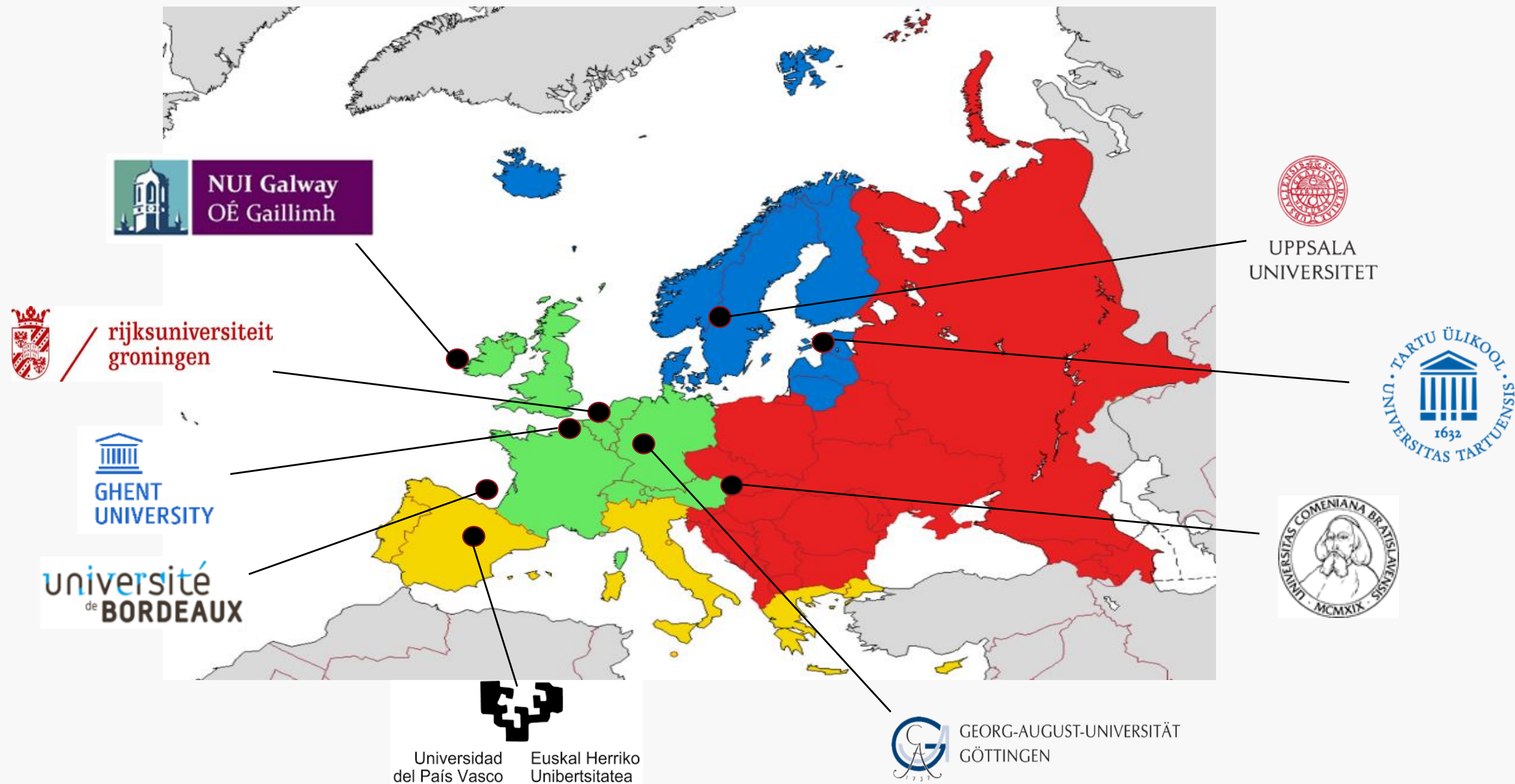
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Quality Assurance in the Enlight partners

→ Developing new international research-driven and challenge-based **learning and teaching formats,** in close cooperation with local and regional stakeholders**. (challenged-based education: new courses)**

→ To create an **open integrated space** with **free movement of students and staff. (all existing courses)**

→ Important output: a **Common Quality Approach**, which guarantees the quality of all Enlight output and enables automatic recognition of study periods in the partners

→ Central question: can we **trust** the partners' QA systems ?

→ First step: get to know the QA systems and processes of the partners

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Collecting information: method

Preparation

→ **A template** was made**,** collecting information **on external and internal QA of the partners**

→ **Guiding principles**

- The European Standards & Guidelines for Quality Assurance in Higher Education (ESGs)
- The Quality cycle: Plan-Do-Check-Act (PDCA cycle)

Sources of information

→ The **partners (QA staff members) filled out** the **template** and/or added **documents** on the QA Sharepoint site

→ A search of the partners' **websites** resulted in additional information

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Collecting information: results

→A huge amount of information was gathered in an **Excelfile**

→It serves as an **information base**, accessible on the Enlight Sharepoint site

» summarizing information

» providing links to all central documents per partner

	University of the Basque Country	University of Bordeaux		Comenius University Bratislava	National University Ireland Galway	Ghent University	University of Göttingen	University of Groningen	University of Tartu	Uppsala University
Strategic plan	SP Basq	SP Bord		SP Com	SP website	Univ Wide Pol	SP Gött	SP Gron	SP Tartu	SP Upps
Education plan				SP Com		EP Ghent	EP Gött	EP soc link RUG		EP Upps
QA plan	QA Basq	QA Bord		QA reg Com	QA website	QA Ghent		QA Gron	QA Tartu	
QA guidelines/practical				QA HB Com		QA website	qmhandbuch	QA Man RUG	QA website	
Internationalisation plan	IP Basq	SP Bord				IP Ugent	IP Gött		Lang & int princ	
Study regulations									stud reg UT	
Student survey course			at least once		stu serv module	St surv c Ghent	st surv Gött	st survey RUG	course UT	website course-eva
Student survey programme	st surv Basq		a year		NUI stu surv	St Surv Ghent		st surv RUG ba	Curr surv UT	Stu surv Upps
							st surv RUG ma			
Alumni survey					https://hea.ie/grad		al surv Gött		Job sat UT	PhD Alumni

Sheet tabs: Contents | 1. Figures | 2. External QA | 3. docs links | 4 ed plan | 5. QA plan | 6. internat plan | 7. QA actors

Collecting information: results

→**Central topics in the results:**

- Information on external QA
- Education plan: core topics
- QA plan: core topics
- Internationalisation plan: core topics
- Overview of QA actors at all levels: from institutional to module level
- Monitoring information
- Improvement policy
- Good practices per partner

→**External Quality Assurance: peer review, organised by a QA agency**

- **Institutional review**: in 8 partners, faculty review in 1 (every 6 to 7 years)
- **Programme review**:
  – overall: evolution from external programme review to institutional programme review:
  – different stage from full institutional programme review to review by external QA agencies, being gradually phased out
- **Specific evaluations**: in some partners support services, thematic evaluations; e.g.

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PDCA-methodology

→ **The central/main/crucial points of the quality <u>strategy</u> in all the partners**

› **Integrated** in the general vision/strategy/plans,... Quite often Quality Assurance is one of the strategic objectives.

› **PDCA** approach implemented at several levels (institution/faculty/ programme)

› A Quality culture aiming at **continuous improvement**

› **Decentralized** approach: faculties have a major responsibility and role

› **Participative** approach, involving all stakeholders: management (institutional, faculty, programme), teachers, students, external stakeholders (labour market, employers, alumni, national and international experts)

› **Monitoring** plays an important role; a lot of figures are provided and used in the improvement process

› **Surveys by students** evaluating the programmes/courses are present everywhere

› **Transparency of information** on study programs and of QA is important

› **Internal** QA everywhere, external QA for programmes in a few institutions

› **ESG compliance**

ESG
2015

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→**Institutional level**

› the ultimate QA responsibility lies with the institutional **Management Board**, which can have various names.

› Sometimes it's supplemented by a **vice-rector/vice-chancellor for education**.

› Institutional **Education Boards and/or Quality Councils** generally take QA decisions, which are approved by the Management Board.

→**Institutional QA offices**

› where most of this WP's members are active

› are usually the driving force for QA

→ Faculty level:

› the Faculty Board, the faculty Education Board or Faculty Quality Council act on a more operational level.

→ Programme level

› Study programme Committee (or any programme managing team) has a crucial role

→ Module level

› Some institutions have a module coordination team

→ Subject/course level:

› subject coordination team

› course coordinator

→ **Involvement of stakeholders: <u>students</u>**

› In all universities, students are strongly involved **at all levels**.

› They are **represented** in all major committees/ councils.

› **Quota** for student presence vary from minimum 1 member to not less than 40%.

› Student **councils** representing students and student **unions** can be found at all partners.

› At all universities student **surveys** on the quality of programmes, courses,… are established practices.

› In all instances students can **express** their opinions **freely**.

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→**Involvement of <u>external stakeholders</u>**

› Membership of **management boards** at institutional level

› **Advisory Board**, consisting of representatives from the professional field and alumni at institutional level (Uppsala) or at faculty level (Groningen, Ghent).

› In Bordeaux and Tartu the **programme (improvement) committees** contain alumni and representatives from the employers; the labour market

› UPV (Basque Country) has a **Vice-rector's Office for Students and Employability**.

› In some universities **external stakeholders** have to be heard in the process of **developing new programmes** (eg. Uppsala, UK).

› In Göttingen external reviewers are explicitly involved in the **Quality Round tables**, which are a crucial element in the QA process.

→**Monitoring and reflection on quality of education at the programme, faculty and institutional levels**

› Indicators, on students , teachers, alumni

› Surveys:

- Student surveys
- Teaching staff surveys
- Alumni surveys
- Administrative staff surveys
- PhD surveys
- Internship surveys

Conclusion so far

→ All partner universities are **compliant with the standards and guidelines of the ESG**,

→ All partners use the **PDCA cycle for continuous improvement**

→ Development of **common principles for the joint ENLIGHT quality approach and a QA Handbook**

→ The QA work could therefore build on **mutual trust** on the QA systems implemented by the partner universities themselves

→ This means that we should be able to trust that **all educational activities** in all study years and the whole life-cycle of the student experience, both for enhancement and improvement as well as for formal assessment, **should follow these QA approach and principles**

→ The main focus of the QA approach could be on the **ESGs**, and the QA Handbook is on collegial **exchange of good practices** and inspiration **NOT on developing a new quality approach**

ESG 2015

PLAN DO
ACT CHECK

Continuous Improvement

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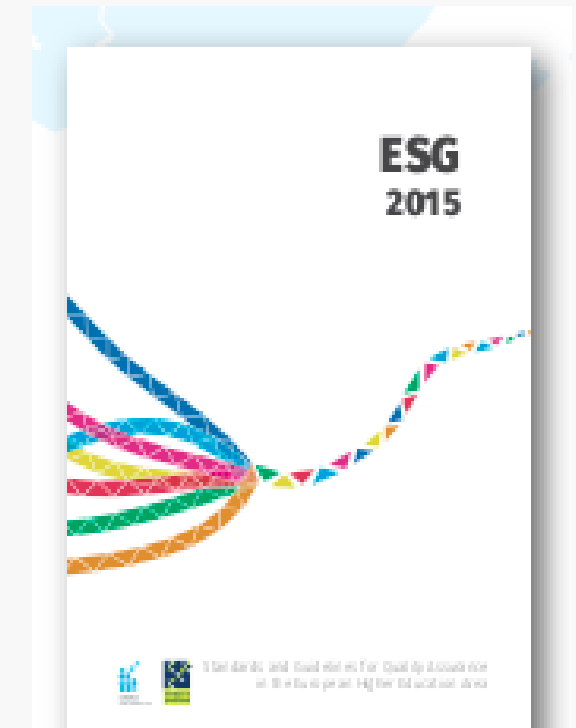
Current work: development of the online QA Handbook

→ The Handbook follows the structure of the **standards and guidelines of the ESG**

→ For **each standard of the ESG** : one page for each partner

→ The Handbook can be **integrated in the current ENLIGHT website structure**. Some screenshots may give a taste of what it could be

→ A general (introduction) page will be at the start, **describing the Quality Approach** and explaining the purpose of the handbook, its structure, how to find information, + some disclaimers

→ A lot of the information can be reached via **links to publicly accessible websites**.

→ Some information can be found on **documents that are at the ENLIGHT sharepoint site**. Partners can decide per document if it will be accessible or not.

→ Exchange of **good practices** within ENLIGHT

→ Showing the **trust in the Quality Approach** and through **compliance and traceability**

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FUTURE work : focus on short programmes

→ Most of the current ENLIGHT educational realisations are **short programmes**

→ Short programmes:

- Short programmes **jointly developed** by a number of ENLIGHT partners

- A wide range of short programmes offered by **individual ENLIGHT universities**

- Short programmes can include: individual courses, clusters of courses, Blended Intensive Programmes, seasonal schools, Cooperative Online International Learning Activities,... and also micro-credentials

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Some of the first short programmes are:

- Climate neutral cities (host UGent)

- Global Engagement Module (host RUG, UGent, Göttingen)

- Teacher Education Module (host UGent)

- AI for non-IT'ers (host UPV, was also Tartu)

- Serious Game in Health (host Uppsala)

- Urban Mining (host Bordeaux)

- Equity module (host Comenius)

- …

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QA and the ENLIGHT short programmes

→ Even in this small number of courses, it is complicated to find the university that is responsible, due to sometimes rotating coordination

→ Consequently: how can trust in QA be guaranteed if courses are hard to be documented? We need more follow-up and information on the QA of these SHORT programmes

→ Not only for SHORT programmes **developed within ENLIGHT** but **also SHORT programmes at single universities**

→ Use of ESG for SHORT programmes or other standards & guidelines?

→ Develop a QA approach for SHORT programmes

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