

QA Unit

Does the QA Unit exist ?

Y or N **but work in progress**

General Recommendations :

Establish separate QA unit (strategy, structure, people, competences – tasks)

Develop communication plan between QA unit, authorities and University departments, Faculties, programme working groups.

Develop, in collaboration with the faculties, the procedures for monitoring the improvement actions envisaged following the recommendations of the rector, accreditation experts, as well as organize meetings and discussions (and follow-up) with groups of representatives from the professional world and alumni

Define places (advisory board) where qualitative discussions can take place and lead to precise analyses, exchanges and decisions to develop good practices on subjects such as pedagogical innovation, the development of learning outcomes, the internationalisation of students and teachers (various subjects related to ESG).

Develop qualitative and quantitative indicators of QA and the Quality Score Analysis Plan.

Evaluate validity of indicators and efficiency of the surveys.

Formalize the relationships between the QA and other structures active in the collection and analysis of information such as academic affairs, the career office, the alumni office, etc.

Establish decision making process in the frame of QA

Establish top-down procedures of the discussion and implementation of necessary changes for the quality of educational programmes improvement, the role and tasks of QA unit on each step of the process.

What is the line of authority ?

Describe the process

Strengths

Weaknesses

The Office of Strategic Development and Monitoring (OSDM) is under the direct authority of the Rector. Currently there is no quality assurance Office yet, although it can be considered that the OSDM takes care of some of the costs such as monitoring.

Office in direct contact with the Rector

Recommendation :

Develop communication plan between QA unit, authorities and University departments, Faculties, programme working groups.

Establish top-down procedures of the discussion and implementation of necessary changes for the quality of educational programmes improvement, the role and tasks of QA unit on each step of the process

How is it structured?

Describe the process

Strengths

Weaknesses

<p>There are two officers in the OSDM; additionally the unit hires external experts who have an experience in this field. Alongside with them, the unit has 18 members from different departments (both teachers and other staff members) who help the unit to analyse the document sent by faculties.</p>	<ul style="list-style-type: none"> - Potential for the creation of a quality unit - Existence of a network of internal experts 	<ul style="list-style-type: none"> - Lack of a formal quality unit
<p><u>Recommendations :</u> <i>Establish separate QA unit (strategy, structure, people, competences – tasks)</i> <i>Establish top-down procedures of the discussion and implementation of necessary changes for the quality of educational programmes improvement, the role and tasks of QA unit on each step of the process</i></p>		
<p>What are the skills of the staff attached to it?</p>		
<p><i>Describe the process</i></p>	<p><i>Strengths</i></p>	<p><i>Weaknesses</i></p>
<p>No information</p>	<ul style="list-style-type: none"> - Potential use of OSDM members 	<ul style="list-style-type: none"> - Lack of a formal quality unit
<p><u>Recommendations :</u> <i>Define the needs in terms of skills for the agents of the quality unit</i> <i>Define a mission sheet for the members of the future quality unit as well as for the network of experts.</i></p>		
<p>Has the mission been defined? How ? by whom ? What ?</p>		
<p><i>Describe the process</i></p>	<p><i>Strengths</i></p>	<p><i>Weaknesses</i></p>
<p>Work in progress</p>		<ul style="list-style-type: none"> - Lack of a formal quality unit
<p><u>Recommendations :</u> Establish separate QA unit (strategy, structure, people, competences – tasks)</p>		
<p>Have the aims been defined ? How ? By whom ? What ?</p>		
<p><i>Describe the process</i></p>	<p><i>Strengths</i></p>	<p><i>Weaknesses</i></p>
<p>Work in progress</p>		<ul style="list-style-type: none"> - Lack of a formal quality unit
<p><u>Recommendations :</u> Establish separate QA unit (strategy, structure, people, competences – tasks)</p>		
<p>What human and material resources are at its disposal ?</p>		

Number of HR ? Local ? Hardware ? Software ?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
No information	- Potential use of OSDM members	- Lack of a formal quality unit
<p><i>Recommendations :</i></p> <p><i>Provide the future quality unit with the equipment and personnel provided for in the Eduqas agreement</i></p>		
What links, tools and procedures are in place to collect qualitative and quantitative information ?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
The OSDM has defined procedures for collecting and analysing information.	- Existence of procedures for collecting and analysing information	- Dependent on the OSDM Director's duties
<p><u><i>Recommendations :</i></u></p> <p><i>Develop, in collaboration with the faculties, the procedures for monitoring the improvement actions envisaged following the recommendations of the rector, accreditation experts, as well as organize meetings and discussions (and follow-up) with groups of representatives from the professional world and alumni</i></p> <p><i>Define places (advisory board) where qualitative discussions can take place and lead to precise analyses, exchanges and decisions to develop good practices on subjects such as pedagogical innovation, the development of learning outcomes, the internationalisation of students and teachers (various subjects related to ESG).</i></p> <p><i>Develop qualitative and quantitative indicators of QA and the Quality Score Analysis Plan.</i></p> <p><i>Evaluate validity of indicators and efficiency of the surveys.</i></p>		

QA System

Does a QA System exist ?		
Y or N-but not enough formal		
Does the quality strategy of the university exist? And which link with the QA Unit ?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
A link exists with the OSDM but remains to be created with the future quality unit		
<p><u><i>Recommendations :</i></u></p> <p><i>Develop communication plan between QA unit, authorities and University departments, Faculties, programme working groups.</i></p>		

Develop, in collaboration with the faculties, the procedures for monitoring the improvement actions envisaged following the recommendations of the rector, accreditation experts, as well as organize meetings and discussions (and follow-up) with groups of representatives from the professional world and alumni

Do collaboration procedures exist with the following services (if they do exist) :

Student office

<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
A link may exist with the OSDM but remains to be created with the future quality unit		

Recommendations :
Formalize the relationships between the QA and other structures active in the collection and analysis of information such as academic affairs, the career office, the alumni office, etc.

International office

<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
A link may exist with the OSDM but remains to be created with the future quality unit		

Recommendations :
Formalize the relationships between the QA and other structures active in the collection and analysis of information such as academic affairs, the career office, the alumni office, etc.

Alumni office

<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
A link may exist with the OSDM but remains to be created with the future quality unit		

Recommendations :
Formalize the relationships between the QA and other structures active in the collection and analysis of information such as academic affairs, the career office, the alumni office, etc.

Office of relations with the professional sector

<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
A link may exist with the OSDM but remains to be created with the future quality unit		

Recommendations :
Formalize the relationships between the QA and other structures active in the collection and analysis of information such as academic affairs, the career office, the alumni office, etc.

Business Intelligence office – Statistics and survey		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
A link may exist with the OSDM but remains to be created with the future quality unit		
<p><i>Recommendations :</i> <i>Formalize the relationships between the QA and other structures active in the collection and analysis of information such as academic affairs, the career office, the alumni office, etc.</i></p>		

Assessment support

How does the QA Unit support programmatic evaluations?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
The pilot evaluation was conducted by the faculty alone.		
<p><i>Recommendations :</i> Reflect on the role that the QA could play at this level Create procedures</p> <p><i>Consider implementing the ESG 1.9 : « Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned. »</i></p>		

What tools are being developed to support the collation of information useful for program evaluation?		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
Work in progress		
<p><i>Recommendations :</i> <i>Map the quality system and the tools implemented in order to assess their relevance</i> <i>Create procedures to accompany the reflection, report writing and follow-up of action plans.</i> <i>Develop communication plan between QA unit, authorities and University departments, Faculties, programme working groups.</i></p>		

Develop, in collaboration with the faculties, the procedures for monitoring the improvement actions envisaged following the recommendations of the rector, accreditation experts, as well as organize meetings and discussions (and follow-up) with groups of representatives from the professional world and alumni

Define places (advisory board) where qualitative discussions can take place and lead to precise analyses, exchanges and decisions to develop good practices on subjects such as pedagogical innovation, the development of learning outcomes, the internationalisation of students and teachers (various subjects related to ESG).

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Formalize the relationships between the QA and other structures active in the collection and analysis of information such as academic affairs, the career office, the alumni office, etc.

Establish decision making process in the frame of QA

Establish top-down procedures of the discussion and implementation of necessary changes for the quality of educational programmes improvement, the role and tasks of QA unit on each step of the process.

How the QA Unit supports the collecting and analysis of information on :

Improvement on Quality of education programmes (ESG 1.2)

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area

<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
Work in progress		

Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.

Programmes

- are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;
- are designed by involving students and other stakeholders in the work;
- benefit from external expertise and reference points;
- reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts);
- are designed so that they enable smooth student progression;
- define the expected student workload, e.g. in ECTS;
- include well-structured placement opportunities where appropriate;

- are subject to a formal institutional approval process.

Recommendations :

Define with the faculties (if it is the appropriate level of decision making) how the quality unit will be able to help collect information useful to the faculty in order to reflect and analyse the situation and create efficient tools (surveys, focus groups, data, calculation of ECTS loads).

Map the University structures and tools that allow for the development of programmes.

Mobilise all the tools to understand the expectations of stakeholders such as students, graduates and the socio-economic world and to improve not only the knowledge of the different actors, but also their use.

Teaching and learning methods (Students centered learning, motivation of student, teaching innovations) (ESG 1.3)

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Describe the process

Strengths

Weaknesses

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.

The implementation of student-centred learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths;
- considers and uses different modes of delivery, where appropriate;-flexibly uses a variety of pedagogical methods;
- regularly evaluates and adjusts the modes of delivery and pedagogical methods;
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
- promotes mutual respect within the learner-teacher relationship;
- has appropriate procedures for dealing with students' complaints.

Considering the importance of assessment for the students' progression and their future careers, quality assurance processes for assessment take into account the following:

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;

- The criteria for and method of assessment as well as criteria for marking are published in advance;
- The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;
- Where possible, assessment is carried out by more than one examiner;
- The regulations for assessment take into account mitigating circumstances;
- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
- A formal procedure for student appeals is in place

Recommendations :

Reflect on the role that the QA could play at this level, to reflect on the interest of setting up working groups on topics related to the pedagogical stuffs and monitor it.

Develop appropriate procedures for dealing with students' complaints.

Draw up a register of the teaching and student evaluation methods used in the institution;

Analyse the real impact of these methods

Check for each course the adequacy between the learning outcomes - the teaching method - the method of evaluation of the students.

Set up a procedure to collect the necessary data, opinions and analyses

Students : admission, progress, certification, form of examination (ESG 1.4)
 Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification

<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
The visit did not allow us to discuss the issue further		

Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems. It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided. Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression. Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while

promoting mobility.

Appropriate recognition procedures rely on

- institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;
- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.

Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

Recommendations :

Map the structures and procedures of the university which allow the follow-up and the effective administrative support of the students throughout their studies.

staff skills and development (ESG 1.5)

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff

Describe the process

Strengths

Weaknesses

The visit did not allow us to discuss the issue further

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3). Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively.

Such an environment

- sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;
- offers opportunities for and promotes the professional development of teaching staff;
- encourages scholarly activity to strengthen the link between education and research;
- encourages innovation in teaching methods and the use of new technologies

Recommendations :

Reflect on the role that the QA could play at this level

Evaluate validity of indicators and efficiency of the surveys

<i>Define an adequate training offer for the teaching and support staff</i>		
Resources for student learning and support (libraries, IT infrastructure, etc.) (ESG 1.6) Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provide		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
The visit did not allow us to discuss the issue further	A variety of resources for students, with which they appear to be satisfied.	
<p>For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems. The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support. Support activities and facilities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them. In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences</p> <p><u><i>Recommendations :</i></u></p> <p><i>Make a cadastre of student support tools and evaluate their effectiveness</i></p> <p><i>Evaluate the current procedures and modalities and consider the interest of a possible evaluation of these structures every 5 years</i></p> <p><i>Help structures to set up satisfaction surveys</i></p>		
Business intelligence (ESG 1.7) Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activitie		
<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
<i>Data collection and monitoring does exist</i>		

Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system. The information gathered depends, to some extent, on the type and mission of the institution.

The following are of interest:

- Key performance indicators;
- Profile of the student population;
- Student progression, success and drop-out rates;
- Students' satisfaction with their programmes;
- Learning resources and student support available;
- Career paths of graduates.

Various methods of collecting information may be used. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

Recommendations :

Study the feasibility of setting up an institutional DWH, allowing the elaboration of ambitious reporting

Carry out a cadastre of collected data and KPI used and define specific KPIs for teaching and support

Verify for each given item its adequacy with the objectives supported by the programme, by the institution

Make a benchmarking of data in general collected in different types of educational organizations abroad and in Ukraine

Perform a benchmarking of the data management tools

Public information (ESG 1.8)

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible

<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>

Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public. Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information

Recommendations :

Evaluate the current procedures and modalities and consider the interest of a possible evaluation of these structures every 5 years

Continuous monitoring and periodic evaluations (ESG 1.9)

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned

<i>Describe the process</i>	<i>Strengths</i>	<i>Weaknesses</i>
A pilot evaluation of two programmes was carried out under EDUQUAS	Tools does exist	Nothing is formalized No accommodation has yet been put in place to support the faculties in the process.

Regular monitoring, review and revision of study programmes aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students.

They include the evaluation of:

- The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date;
- The changing needs of society;
- The students' workload, progression and completion;
- The effectiveness of procedures for assessment of students;
- The student expectations, needs and satisfaction in relation to the programme;
- The learning environment and support services and their fitness for purpose for the programme.

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published

Recommendations :

Review evaluation tools and procedures in relation to the objectives described in ESG 1.9

Describe and implement procedures for data collection, analysis and continuous improvement.

Define and implement the modalities for supporting the coordinators of the evaluation exercises (in Faculties)

organize the structure of the quality unit to better integrate the different quality tools and set up a precise support of the faculties

Develop communication plan between QA unit, authorities and University departments, Faculties, programme working groups.

Develop, in collaboration with the faculties, the procedures for monitoring the improvement actions envisaged following the recommendations of the rector, accreditation experts, as well as

organize meetings and discussions (and follow-up) with groups of representatives from the professional world and alumni

Define places (advisory board) where qualitative discussions can take place and lead to precise analyses, exchanges and decisions to develop good practices on subjects such as pedagogical innovation, the development of learning outcomes, the internationalisation of students and teachers (various subjects related to ESG).

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