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# Implementation of Education Quality Assurance System via Cooperation of University - Business - Government in HEIs

# EDUQAS

## WP3 Capacity Building: Implementation of internal QA systems

## Part 1. Report on QA Unit analysis and recommendation

*Olena Tnachyk, Donetsk State University of Management (Mariupol)*
*Mariia Debych, Institute of Higher Education of NAES of Ukraine*
*Oleg Potap and Oleksandr Zhadanos, National Metallurgical Academy of Ukraine*
*Gilles Jacoud, HCERES*
*Tansholpan Abdigappar, Kazakh Ablai khan University of International Relations and World Languages*
*Dominique Thewissen, Université de Liège*

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## QA Unit

| Does the QA Unit exist? | | |
|---|---|---|
| YES | | |
| **What is the line of authority?** | | |
| *Describe the process* | *Strengths* | *Weaknesses* |
| *- Rector and vice-rector are aware of the process; there is "Regulations on internal quality assurance system at Simon Kuznets KhNUE" (a University document).*<br><br>*- All departments are regularly informed by the QAIDD*<br><br>*- All stakeholders are involved in the process (the student, is a member of the program development team; alumni provide recommendations concerning the program design and content etc.)* | *- Department has already existed.*<br><br>*- QAD is autonomous but functions in line with the general University mission.*<br><br>*- A willingness on the part of university authorities to take QA into consideration and to make the QA unit (in fact QA and innovation development department) work.* | *Uncertainty about the degree of independence of the QA unit vis-à-vis the hierarchy.* |
| *Recommendations :*<br><br>*To search for new forms of connection with internal and external stakeholders to enhance QAIDD performance* | | |
| **How is it structured?** | | |
| *Describe the process* | *Strengths* | *Weaknesses* |

| | | |
|---|---|---|
| *The QAIDD is responsible to Administrative level and cooperates closely with University departments (e.g. Educational department, Employment department etc.) as well as Chairs (educational programs), students and faculties. Thus, Internal stakeholders (students, lecturers, managers) and External stakeholders (employers, partners) are involved in QA process. All ESG are covered.* | *-The structure of QAIDD covers all Internal stakeholders (students, lecturers, managers) and External stakeholders (employers, partners) are involved in QA process.*<br><br>*-The structure of QAIDD is clear and transparent.*<br><br>*- People who, at different levels and in different departments, are involved in QA.* | |

*Recommendations*:

*To continue the current procedures and modalities and evaluate these procedures every 3 or 5 years*

What are the skills of the staff attached to it?

| Describe the process | Strengths | Weaknesses |
|---|---|---|
| *The staff review and upgrade their objectives and functions.* | *1.Certified specialists in the department.*<br><br>*2. They are involved in the teaching process (all of them are teaching staff)*<br><br>*3. Team-oriented and devoted people in the team* | *They design and conduct various surveys to reveal the Strengths and Weaknesses of EP but their effectiveness and rationale are questioned.* |

*Recommendations* :

*the amount and quality of numerous surveys conducted have to be reviewed. "Too much data kill the data".*

Has the mission been defined? How ? by whom ? What ?

| Describe the process | Strengths | Weaknesses |
|---|---|---|
| *The mission is clearly defined as "Design, support and improvement of IQAS in HEI to meet the educational needs of external and internal stakeholders of HEI".* | *The QAIDD mission is in line with the whole University one is defined as "to educate the creatively minded, fully developed personality, a real professional for scientific and practical work in the field of socio-economic activities in order to increase the level and quality of people's life and progressive development of the society".* | *A QA unit that needs to be better known internally so that the various actors in training have the reflex to call on it.* |

*Recommendations :*

*To review and evaluate the maintenance and relevance of the missions thus defined every 3 years*

Have the aims been defined ? How ? By whom ? What ?

| Describe the process | Strengths | Weaknesses |
|---|---|---|
| *The aim is represented as the goal "to solve tasks of information-analytical and project-innovative support of internal quality assurance and innovative development of Simon Kuznets KhNUE".* | | *the formulation of "information-analytical and project-innovative support" is very abstract and not clear*<br><br>*A risk that the QA unit will become a additional bureaucracy rather than a means of helping training improve.* |

*Recommendations :*

*To review and restate the formulation "information-analytical and project-innovative support" an make it more understandable.*

*To review and evaluate the maintenance and relevance of the aims thus defined every 3 years*

| What human and material resources are at its disposal ?<br><br>Number of HR ? Local ? Hardware ? Software ? | | |
| --- | --- | --- |
| *Describe the process* | *Strengths* | *Weaknesses* |
| *The QAIDD has own office with sufficient working stations and necessary equipment (e.g. computers) and software (e.g.platforms for survey conducts)* | *A good IT support and opportunity to involve students to develop the necessary software.* | |
| *There are 10 people in the team* | *The responsibilities have been shared (e.g. Qualified sociologist (with HE diploma) is in charge of surveys design and data analyses)* | |

*Recommendations :*

*To review the number of surveys and data collection process to guarantee that all stakeholders are informed about the results and necessary conclusions are made.*

| What links, tools and procedures are in place to collect qualitative and quantitative information ? | | |
| --- | --- | --- |
| *Describe the process* | *Strengths* | *Weaknesses* |

| | | |
|---|---|---|
| *QAIDD conducts researches, surveys and questionnaires on an ongoing basis. For example:*<br><br>*Labor market monitoring (from the educational program perspectives (internet resources investigation); "Motives for choosing HEI" (online survey of entrants, a quick survey of entrants by admission committee). Study of student contingent quality (testing). Survey of higher education students during their "student life cycle". Surveys on quality of educational programs. Questionnaire "Discipline through Students Eyes". Surveys of lecturers. Targeted researches.*<br><br>*After that, they provide analytical materials, research results.* | *The results of the conducted surveys and Questionnaires help identify strengths and weaknesses of HEI activities.* | *The number of surveys and Questionnaires may "annoy" the stakeholders and create overloading*<br><br>*A provision of data, information and tools to those who are responsible for training programs (deans, teaching staff) which must be targeted to be useful to them.* |

*Recommendations :*

*To review the number of surveys and questionnaires to avoid stakeholders' overload*

## QA System

| Does a QA System exist? | | |
|---|---|---|
| YES | | |
| **Does the quality strategy of the university exist? And which link with the QA Unit ?** | | |
| *Describe the process* | *Strengths* | *Weaknesses* |
| *The Strategy includes the number of documents regulating the HEI quality (e.g. Regulations on internal quality assurance in Simon Kuznets Kharkiv National University of Economics (2016)* | *1. The cooperation with other departments*<br><br>*2. The tools are provided*<br><br>*3. The communication is adjusted*<br><br>*The self-assessment of two diplomas which seems promising for the generalisation of QA approaches.* | *A still young QA system that deserves to find satisfactory ways of developments.* |
| *Recommendations :*<br><br>*To regularly evaluate the adequacy of the strategic objectives to the University's mission* | | |
| Do collaboration procedures exist with the following services (if they do exist) : | | |
| Student office – yes | | |
| *Describe the process* | *Strengths* | *Weaknesses* |
| *QAIDD cooperates with the Student office via different channels: meetings, including all university units and surveys such as "Motives for choosing HEI" (online survey of entrants, a quick survey of entrants* | *On the basis of what we were able to observe during the meetings of the student panels of the two programmes evaluated : Student's opinion is taken into account, students have a voice and know their rights* | *Students do not seem to have a systematic return on taking their opinion into account.* |

| | | |
|---|---|---|
| *by admission committee). Study of student contingent quality (testing). Survey of higher education students during their "student life cycle". Surveys on the quality of educational programs. Questionnaire "Discipline through Students Eyes".* | *and are included in the decision-making process at different levels.* | |

*Recommendations :*

*To continue communication with students and evaluate communication channels every two years.*

**International office**

| *Describe the process* | *Strengths* | *Weaknesses* |
|---|---|---|
| *International office is actively involved into Ss' mobility process and double-degree programs* | *Opportunity for all to obtain intercultural and language competences and to be more competitive at the international labor market* | *Lower knowledge of English for some students and teachers* |

*Recommendations:*

*To search opportunities for double-degree programs, academic and administrative mobility and other programs (volunteer, summer/winter schools etc).*

*To bring everyone to a minimum level of English B3*

**Alumni office**

| *Describe the process* | *Strengths* | *Weaknesses* |
|---|---|---|
| *Data collection and communication are conducted mostly locally at the department level* | *Alumni are provided with the syllabus to be reviewed*<br><br>*Alumni are involved in EP content change from the* | *1. There is no Alumni Union*<br><br>*2. Data collection and communication have obstacles and are* |

| | | |
|---|---|---|
| | *practical point of view* *Strong personal relationships alumni-professor* *An attachment of graduates to their university and more precisely to their faculty or department.* | *conducted mostly locally at the department level but not by Employment department* |

*Recommendations :*

*To create platform for Alumni Union to enhance communication, marketing, visibility of the University,  networking alumni2alumni, professor2alumni and informing graduators on various initiatives*

*A directory of all graduates for each degree would be useful.*

Office of relations with the professional sector

| *Describe the process* | *Strengths* | *Weaknesses* |
|---|---|---|
| *QAIDD encourages academic staff publication activities, makes new professional contacts; initiates innovative projects and cooperation with Department of e-learning* | *1. The information is provided* *2. Connection does exist* *3. Opportunity to upgrade IT-literacy and computer competences* | *A difficulty in involving professionnals strongly in training, due to their lack of ability and unfavourable remuneration conditions at university.* |

*Recommendations :*

*To search for new opportunities for academic and staff mobility; guest lectures (e.g. use House of Europe platform).*

*To raise with the ministry and the quality agency the need to amend legislation to promote these contacts with the socio-professional world*

| Business Intelligence office – Statistics and survey | | |
| --- | --- | --- |
| *Describe the process* | *Strengths* | *Weaknesses* |
| *There is no separate Business Intelligence office*<br><br>*The functions of Statistics and survey conduct are included into QAIDD objectives.*<br><br>*QAIDD conducts reseaches, surveys and Questionnaires on an ongoing basis. For example:*<br><br>*Labor market monitoring (from the educational programs perspectives (internet resources investigation); "Motives for choosing HEI" (online survey of entrants, quick survey of entrants by admission committee); Study of student contingent quality (testing); Survey of higher education students during their "student life cycle".* | *The results of the conducted surveys and Questionnaires help identify strengths and weaknesses of HEI activities.* | *The amount of surveys and Questionnaires may "annoy" the stakeholders and create overloading*<br><br>*Uncertainty about the use made of survey results in the departments.* |
| *Recommendations :*<br><br>*To review the number of surveys and questionnaires to avoid stakeholders' overload* | | |

## Assessment support

| How does the QA Unit support programmatic evaluations? | | |
|---|---|---|
| *Describe the process* | *Strengths* | *Weaknesses* |
| | *Theoretically the scheme on p. 20 shows the interconnection between QAIDD, departments and topics of ESG*<br><br>*Quality culture covers all University activities (learning level; scientific and services) and all participants of educational process . (students and staff).*<br><br>*The self-assessment of two diplomas which seems promising for the generalisation of QA approaches.* | *Is the information always relevant? Is the information used in a proper way? Is the information provided always necessary for the departments?* |

*Recommendations : (also see further)*

*To create procedures to accompany the reflection, report writing and follow-up of action plans.*

*To propose an à la carte accompaniment according to the needs and resources available within the programmes.*

*To 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. »*

| What tools are being developed to support the collation of information useful for program evaluation? | | |
|---|---|---|
| *Describe the process* | *Strengths* | *Weaknesses* |
| *Diversity of links with students, graduates and different people involved in the program, surveys, etc.* | *1. The tools does exist (e.g. surveys...)* | *Information can sometimes be plentiful but not always usable or used.* |

*Recommendations :*

*To map the quality system and the tools implemented in order to assess their relevance.*

| 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 | | |
| *Describe the process* | *Strengths* | *Weaknesses* |
| / | / | / |

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 :*

*To define the most appropriate level of decision making for reflection and analysis about the program*

*To think about the interest for programs to integrate QAIDD into the loop and create efficients tools*

*To verify that the University has structures and tools that allow not only for the development of programmes, but also for their monitoring and evaluation.*

*To 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.*

*To consider with the faculties (or the most appropriate level to do so) an analysis of the student load to improve the coherence of the calculation of ECTS loads;*

*To set up a procedure to collect the necessary data, opinions and analyses*

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* |
| --- | --- | --- |

| *Training programs that appear to use a variety of methods.* | | |
| --- | --- | --- |

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 :*

*To encourage teacher training as an important lever for quality teaching by checking that the tools and support structures offered to teachers to develop or improve their teaching approach play an important role and enable them to test and implement, with personalised support, many innovative projects that put the student at the heart of his or her learning.*

*To encourage consideration of teaching methods that promote student empowerment. It would be advisable to document the use of these teaching and evaluation systems, in order to generalise their use where necessary, or even to develop places for the exchange of practice.*

*To draw up a register of the teaching and student evaluation methods used in the institution;*

*To analyse the real impact of these methods*

*To check for each course the adequacy between the learning outcomes - the teaching method - the method of evaluation of the students.*

*To set up a procedure to collect the necessary data, opinions and analyses*

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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 certificatio

| *Describe the process* | *Strengths* | *Weaknesses* |
|---|---|---|
| *The visit did not allow us to discuss the issue further* | *A clearly defined and well-organized process, at least for programs evaluated by the committee.* | |

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 :*

*To continue the current procedures and modalities and perhaps evaluate these procedures every 3 or 5 years*

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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* | *Qualified staff in the QA unit and in the departments managing the diplomas assessed by the committee.* | |

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 :*

*To continue and improve the current procedures and modalities*

*To define an adequate training offer for the teaching and support staff*

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

| *Describe the process* | *Strengths* | *Weaknesses* |
|---|---|---|
| *The visit did not allow us to discuss the issue further* | *A variety of resources for students, with which they appear to be satisfied.* | |

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

*Recommendations :*

*To make a cadastre of student support tools and evaluate their effectiveness*

*To continue the current procedures and modalities*

*To consider the interest of a possible evaluation of these structures every 5 years*

*To help structures to set up satisfaction surveys*

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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

| Describe the process | Strengths | Weaknesses |
|---|---|---|
| Data collection does exist<br><br>Monitoring | It is provided; it is ensured | |

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 :*

*To study the feasibility of setting up an institutional DWH, allowing the elaboration of ambitious reporting*

*To carry out a cadastre of collected data and KPI used and define specific KPIs for teaching and support*

*To verify for each given item its adequacy with the objectives supported by the programme, by the institution*

*To make a benchmarking of data in general collected in different types of educational organizations abroad and in Ukraine*

*To perform a benchmatking 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

| *Describe the process* | *Strengths* | *Weaknesses* |
|---|---|---|
| *The visit did not allow us to discuss the issue further* | *Students disseminate the information* | |

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 :*

*To find innovative ways to communicate the information for Ss, e.g. on telegram channel etc.*

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

| *Describe the process* | *Strengths* | *Weaknesses* |
|---|---|---|
| *a pilot evaluation of two programmes was carried out under EDUQUAS* | *Tools does exist* | *Nothing is formalized* |

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 :*

*To review evaluation tools and procedures in relation to the objectives described in ESG 1.9*

*To describe and implement procedures for data collection, analysis and continuous improvement.*

*To define and implement the modalities for supporting the coordinators of the evaluation exercises and strengthen the role of the QAIDD network facilitator*

*To review the organizational structure of QAIDD to better integrate the various "quality" tools*