



# Training for specialists of the QA Unit from KazUEFIT and KAUIR

Baiba ŠAVRIŅA

University of Latvia

# Training topics

- 1. The international experience of pedagogical selection and qualification assessment of university teaching staff
- 2. Indicators and criteria for assessing the effectiveness of university teaching staff
- 3. Foreign experience in evaluating the effectiveness of educational institutions in the field of quality
- 4. Forms of student achievement assessment, foreign experience
- 5. Models for managing the quality of education in HEIs.

# Agenda

- 1. . Models for managing the quality of education in HEIs.
- 2. Foreign experience in evaluating the effectiveness of educational institutions in the field of quality
- 3. Forms of student achievement assessment, foreign experience
- 4. The international experience of pedagogical selection and qualification assessment of university teaching staff
- 5. Indicators and criteria for assessing the effectiveness of university teaching staff

# Models for managing the quality of education in HEIs

# Higher Education in Latvian Qualifications Framework

## HIGHER EDUCATION IN LATVIAN QUALIFICATIONS FRAMEWORK

### 2010

- Latvian qualifications framework descriptors for higher education are developed
- Higher education is integrated in LQF levels 5 -8
- LQF levels' descriptors are included in the Regulations of Cabinet of Ministers \* "Regulations on the classification of Latvian education"

### 2013

- According to the Regulations of Cabinet of Ministers starting from April, 2013 LQF/EQF level can be indicated in the Diploma Supplement's section that indicates qualifications

Latvian Qualification Framework includes both academic higher education and professional higher education. Bachelor and Master Degrees are in both academic and professional higher education and they correspond to certain LQF/EQF levels. The table below helps to understand better the placement of the higher education documents in the LQF and EQF levels.

### Documents verifying higher education LQF/EQF levels

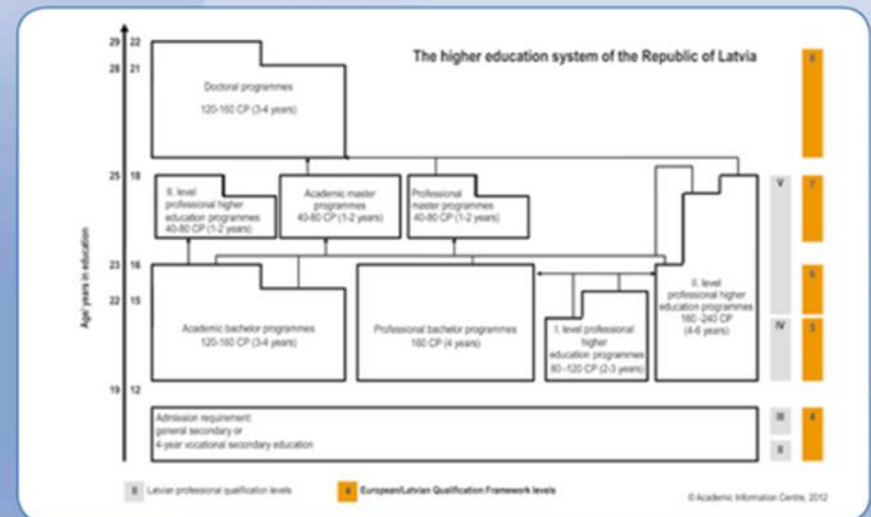
Documents verifying higher education	LQF/EQF levels
• Diploma of first level professional higher education	5.
• Bachelor's diploma • Professional Bachelor's diploma • Diploma of professional higher education, diploma of higher professional qualification (second level professional higher education, the length of full-time studies – at least 4 years)	6.
• Master's diploma • Professional Master's diploma • Diploma of professional higher education, diploma of higher education, diploma of higher professional qualification (second level professional higher education, the total length of full-time studies – at least 5 years)	7.
• Doctor's diploma	8.

\* Amendments to CoM Regulations No.990 „Regulations on the classification of Latvian education” (5.10.2010) <http://likumi.lv/doc.php?id=184810>

\*\* New Cabinet of Ministers' regulations on "Procedures by which state recognised education documents certifying higher education are issued" (2013) update Diploma Supplement content according to which details of qualification should include LQF/EQF level or EHEA framework level, and LQF/EQF levels are included in the diagram of the Latvian Higher Education System. <http://m.likumi.lv/doc.php?id=256157/>

## LQF/EQF LEVELS IN THE SCHEME OF THE HIGHER EDUCATION SYSTEM OF THE REPUBLIC OF LATVIA

Latvian/European qualifications framework levels are included in the scheme of the higher education system.\* The total length of fulltime Bachelor and Master Studies is not less than 5 years

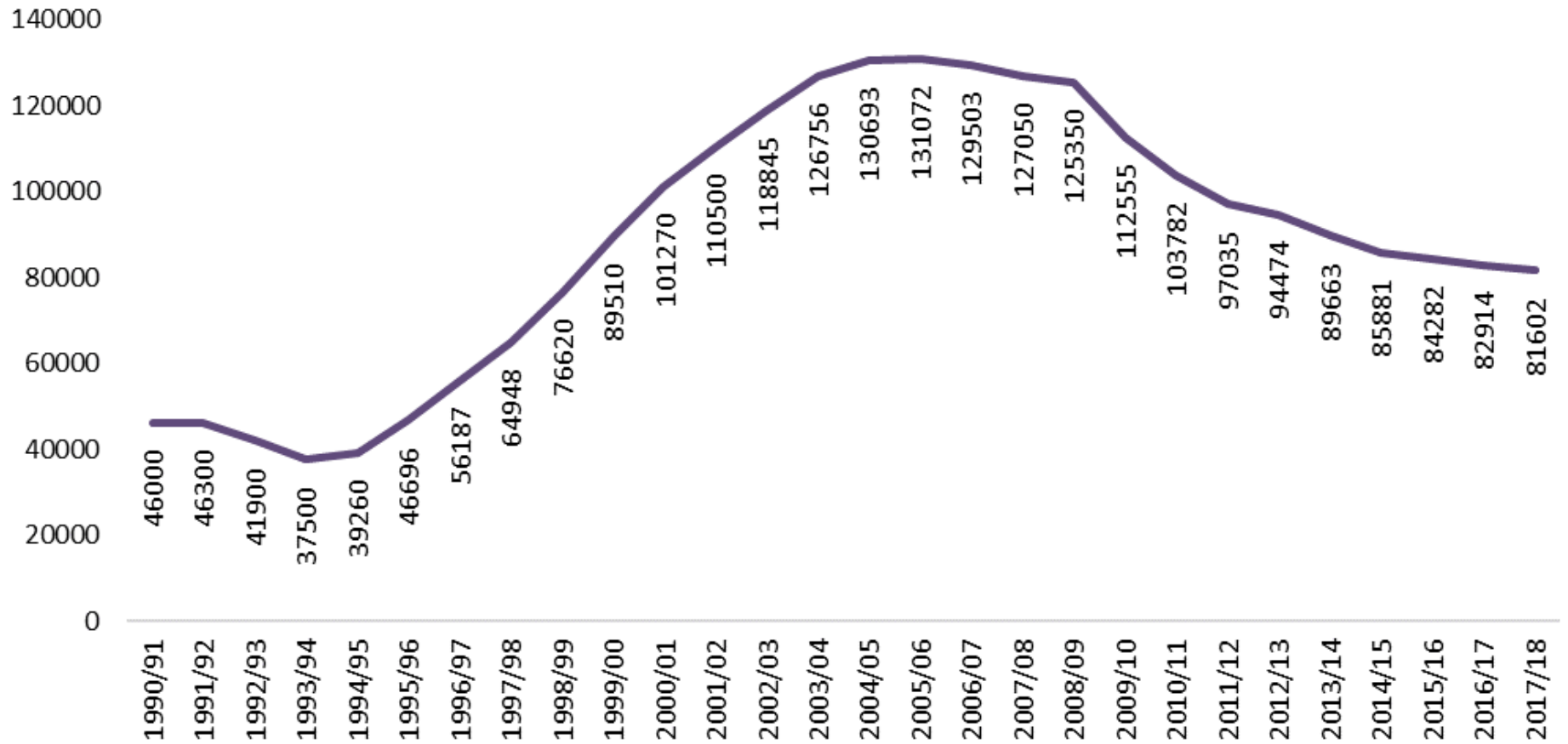


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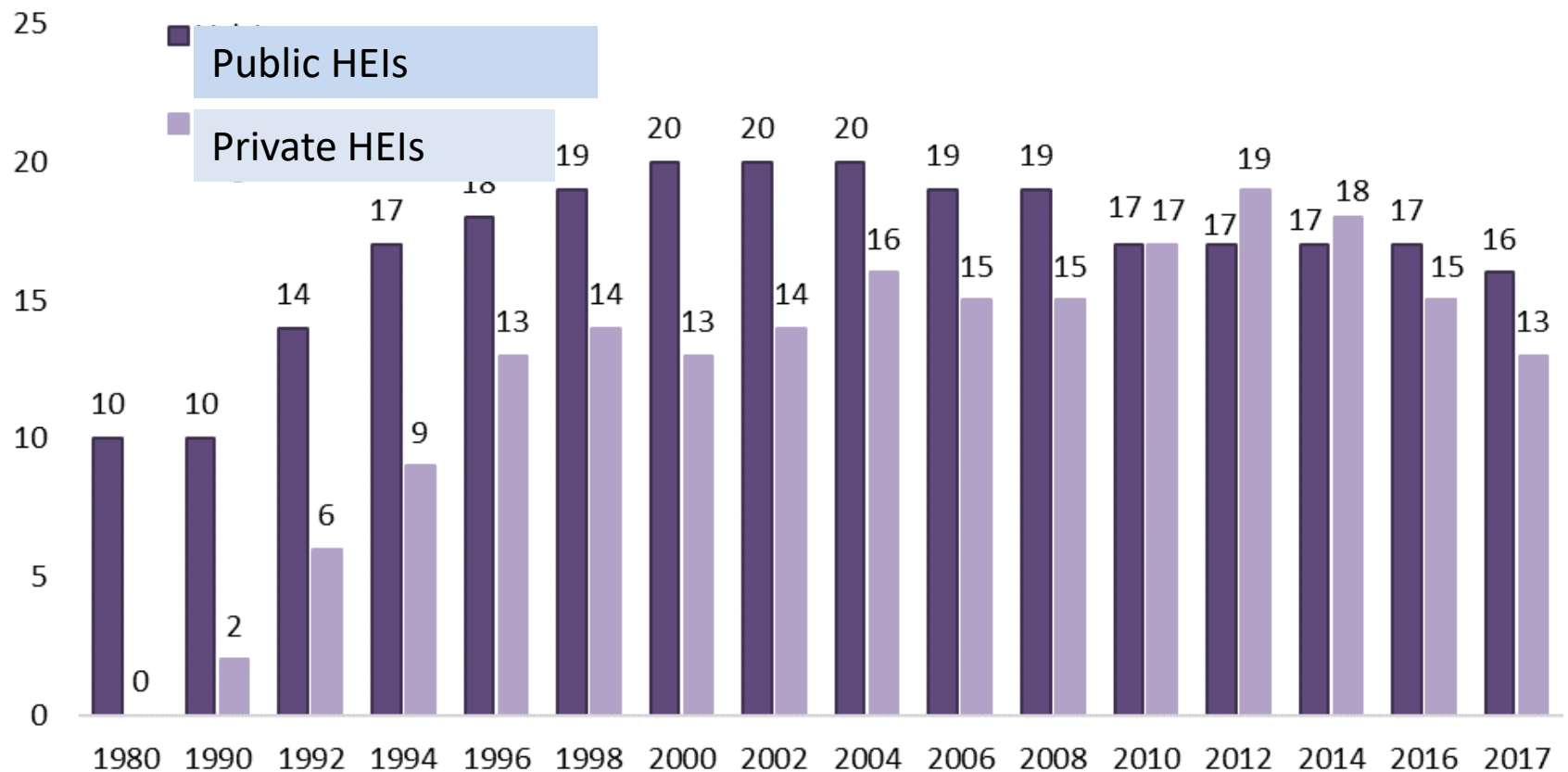
### The benefits of using LQF and EQF in higher education

- LQF/EQF implementation improves international comparability of the Latvian qualification;
- LQF/EQF level descriptors based on learning outcomes are used by higher education institutions when developing education programmes;
- LQF/EQF gives common approach in describing and formulating learning outcomes in different institutions of higher education;
- LQF/EQF helps students to have greater awareness of learning/teaching process;
- LQF/EQF can guide students in choosing education programme according to their interests, abilities and needs;
- LQF/EQF helps employers to understand better education process and its outcomes;
- LQF/EQF levels help employers to understand what graduates of higher education know, understand and are able to do.

# Number of students in Latvia (1990-2018)



# Number of higher education institutions in Latvia (1890 – 2017)



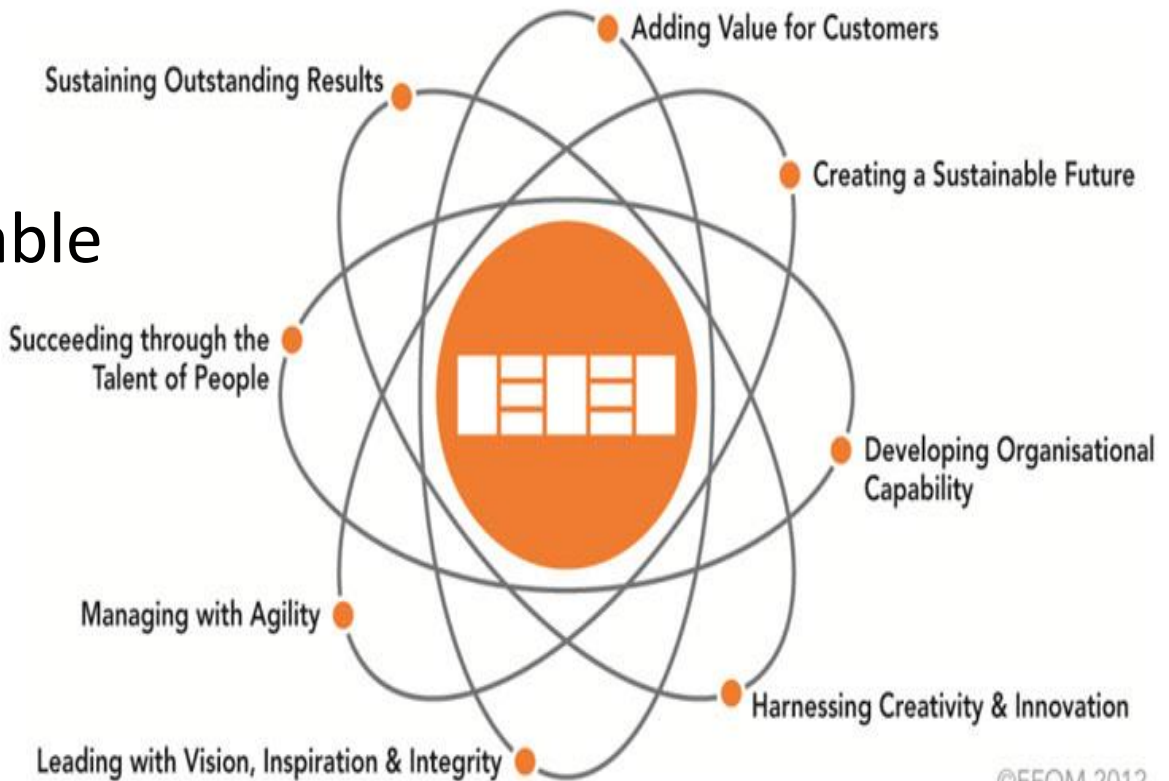
# Used experiences

- TQM – Total Quality Management methodology
- Existing experiences
- Standards –  
*Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*
- EFQM – European Foundation of Quality Management
- EU projects
- EFMD EQUIS
- Own experiences



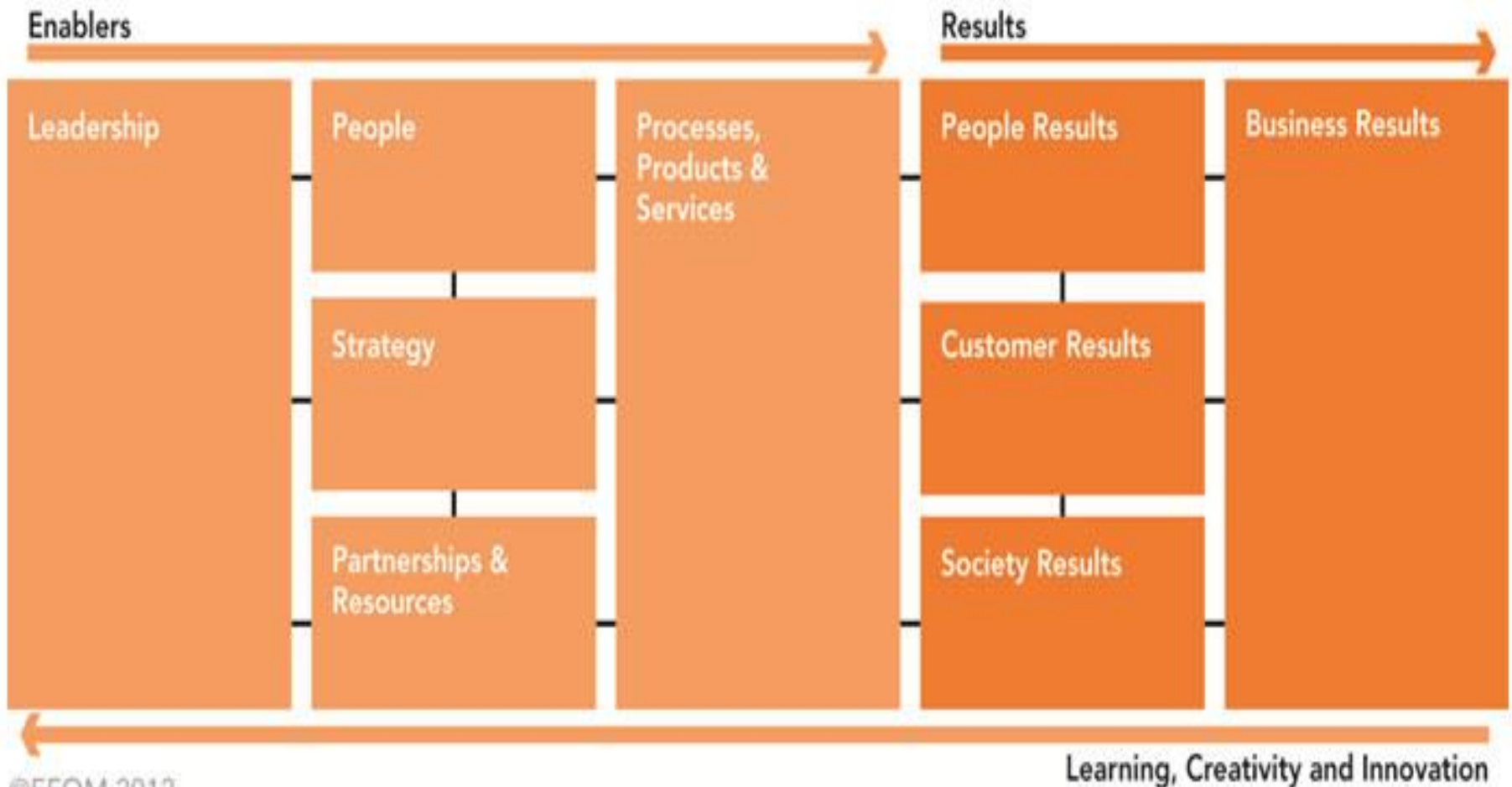
# Quality management principles

- Conception of excellence
- Progress to sustainable excellence and to a culture of quality

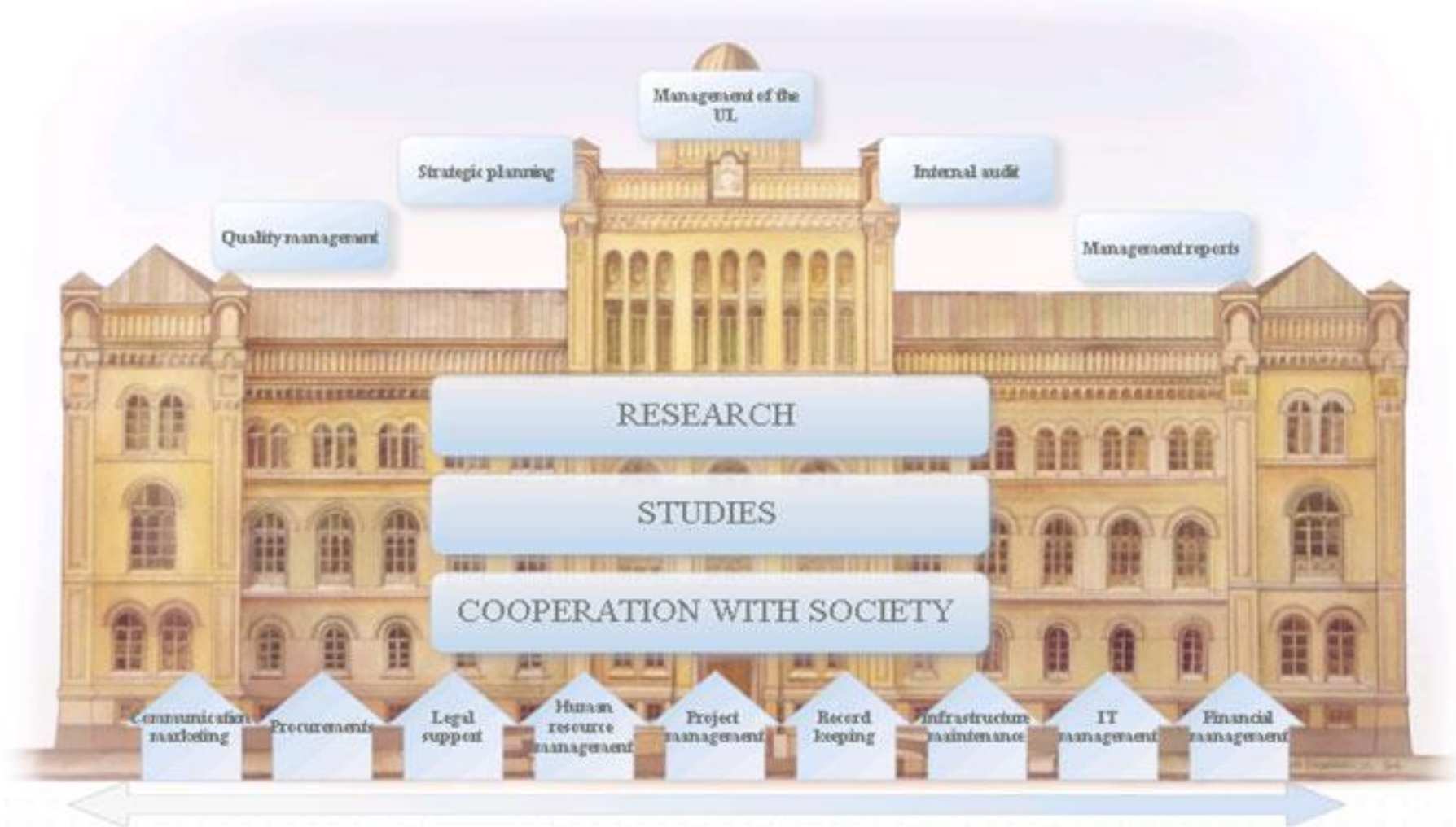


# Excellence model

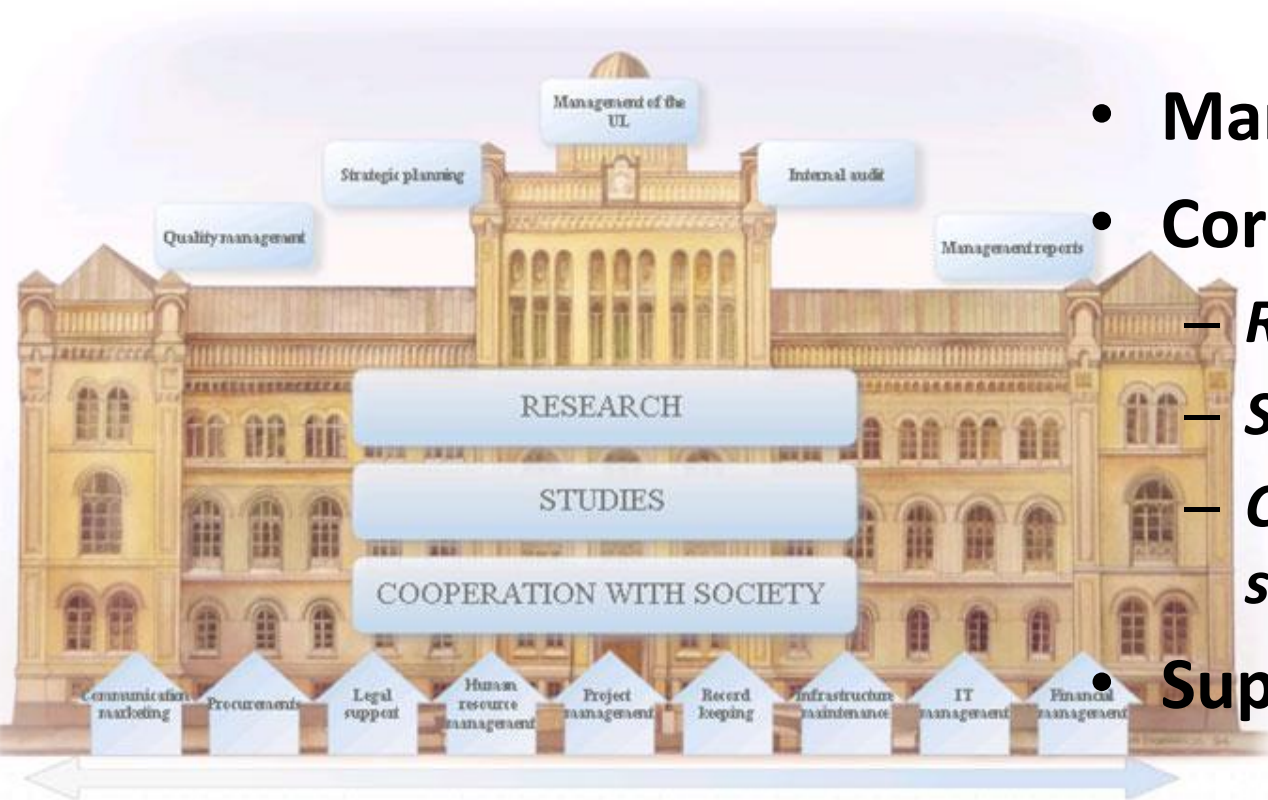
- EFQM Excellence Model



# Quality management process at the University of Latvia

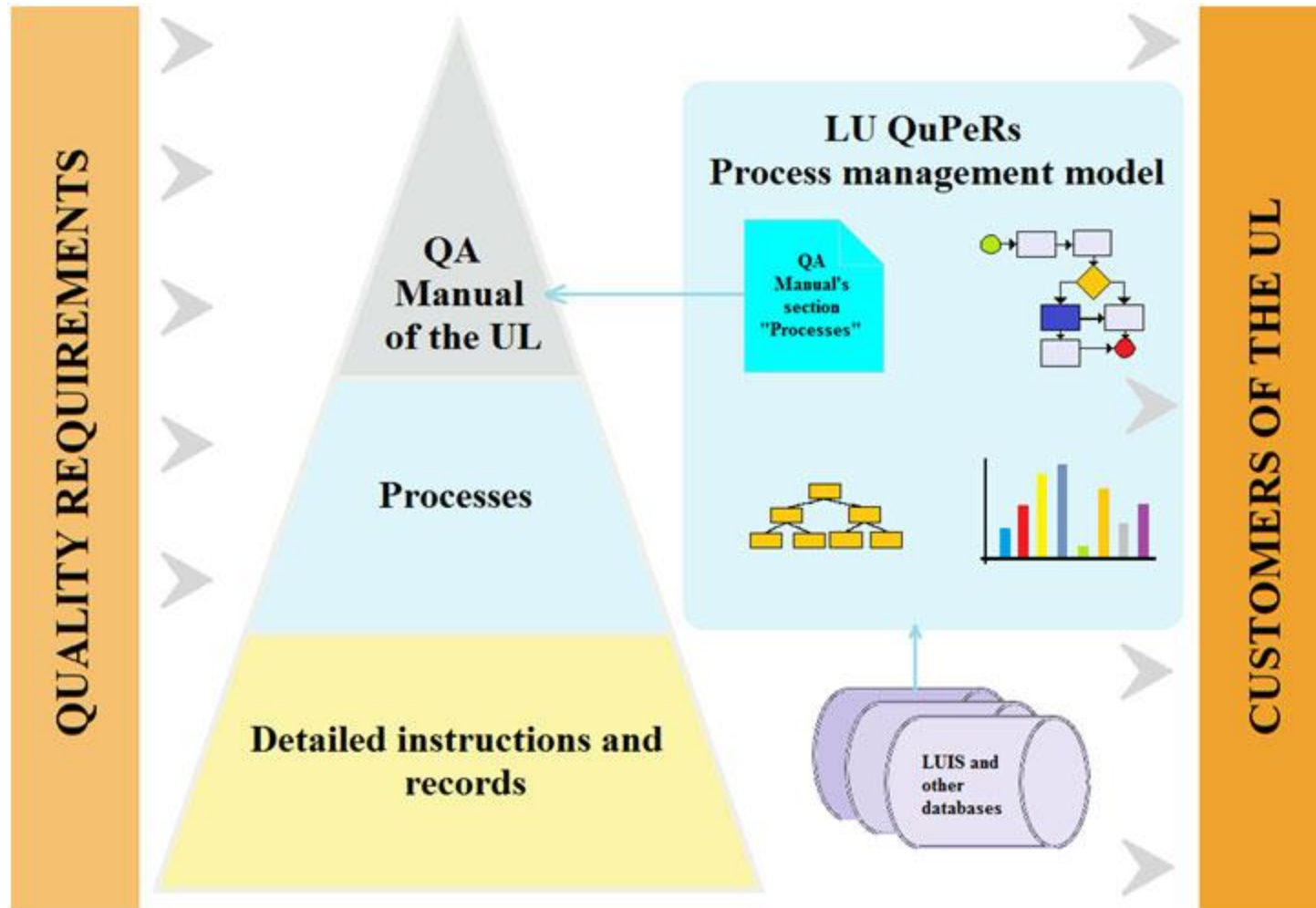


# Quality management process at the University of Latvia



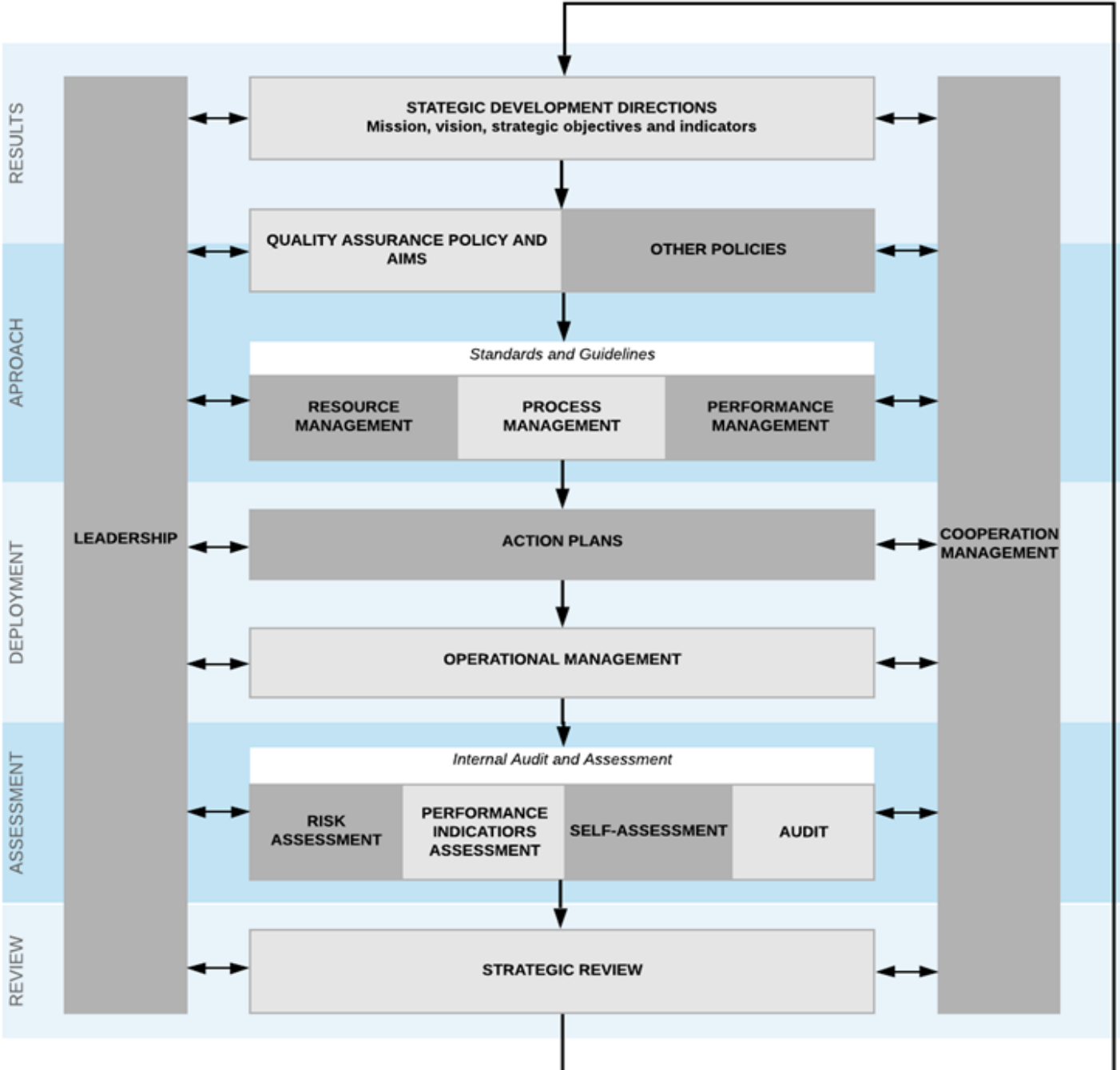
- **Management process**
- **Core processes:**
  - *Research*
  - *Studies*
  - *Cooperation with society*
- **Supporting processes**

# Quality management structure at the University of Latvia



- "Results - Approach - Implementation - Evaluation - Review" to ensure cyclical and continuous quality management.
- RADAR, *Results – Approach – Deployment – Assessment and Refine*).

# University of Latvia Quality Management System



## Parties involved in quality insurance at the UL

- Saeima and Government of the Republic of Latvia, Ministry of Education and Science and other public administration institutions,
- higher education quality assurance organizations and their associations,
- UL students, Latvian students and students abroad, student representations,
- potential students in Latvia and abroad,
- parents (guardians) and patrons of students and potential students,
- Higher education institutions/ colleges in Latvia and abroad, scientific institutes, networks, associations, academic organizations,
- UL academic and general staff,
- Industries, companies and professional associations (employers),
- UL graduates,
- non-governmental organizations,
- mass media,
- society.



- *Saeima and Government of the Republic of Latvia, Ministry of Education and Science (MES) and other public administration institutions*
- 
- **Coherence of UL development directions with national development policy;**
- **Provision of resources for mission implementation and operational development;**
- **Provision of comparative data (industry statistics);**
- **Involvement in public policy-making.**

- *Quality Assurance Organizations, incl. Higher Education Quality Assurance Organizations and their Associations; ranking developers*
- **Establishing common standards, ensuring comparability;**
- **External quality assessment and quality assurance (accreditation, certification, etc.).**

- *UL academic and general staff*
- **Appropriate quality assurance;**
- **Involvement in creating of quality culture;**
- **Involvement in strategic planning and control;**
- **Involvement in quality assessment/ evaluation;**
- **Involvement in identifying, planning and implementing quality improvement needs.**

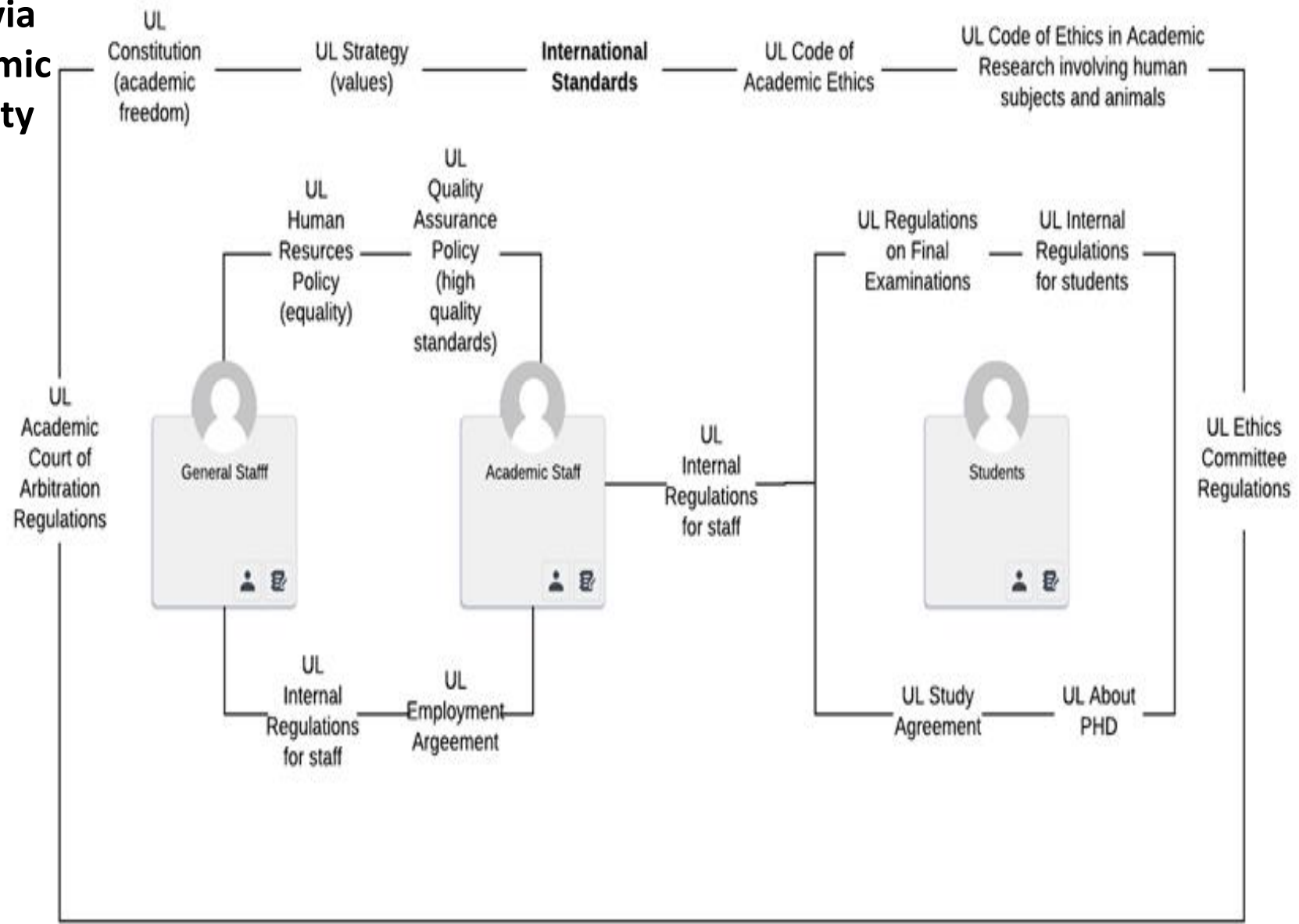
- *UL students*
- **Involvement in development planning;**
- **Involvement in quality assessment;**
- **Involvement in identifying quality improvement needs.**

## *UL graduates*

- **Involvement in development planning;**
- **Involvement in quality assessment;**
- **Involvement in identifying quality improvement needs.**
  
- Involvement of alumni representatives in the Convent of Councillors, council and commission work, consultation with alumni (e.g. involvement in the work of the Strategic Council, regular internal evaluation of study programmes and development of new study programmes, planning and coordination of development activities);
- Monitoring of the satisfaction of the graduates upon graduation (questionnaire);
- Monitoring of graduates' careers (planned - also employment and remuneration level), success stories;
- Regular cooperation with the Alumni Club, news, coordination, organization of joint events, participation in Alumni Club events;
- Involvement of graduates in the implementation of study programmes (conducting study courses, giving lectures, supervising works, participation in state assessment committees, internship supervision);
- etc.

- Quality Consultative Committee, which advises the Rector, Quality Manager, Internal Auditor and Leading Expert on quality management at the UL
- *Procedures for Quality Assurance in Higher Education*

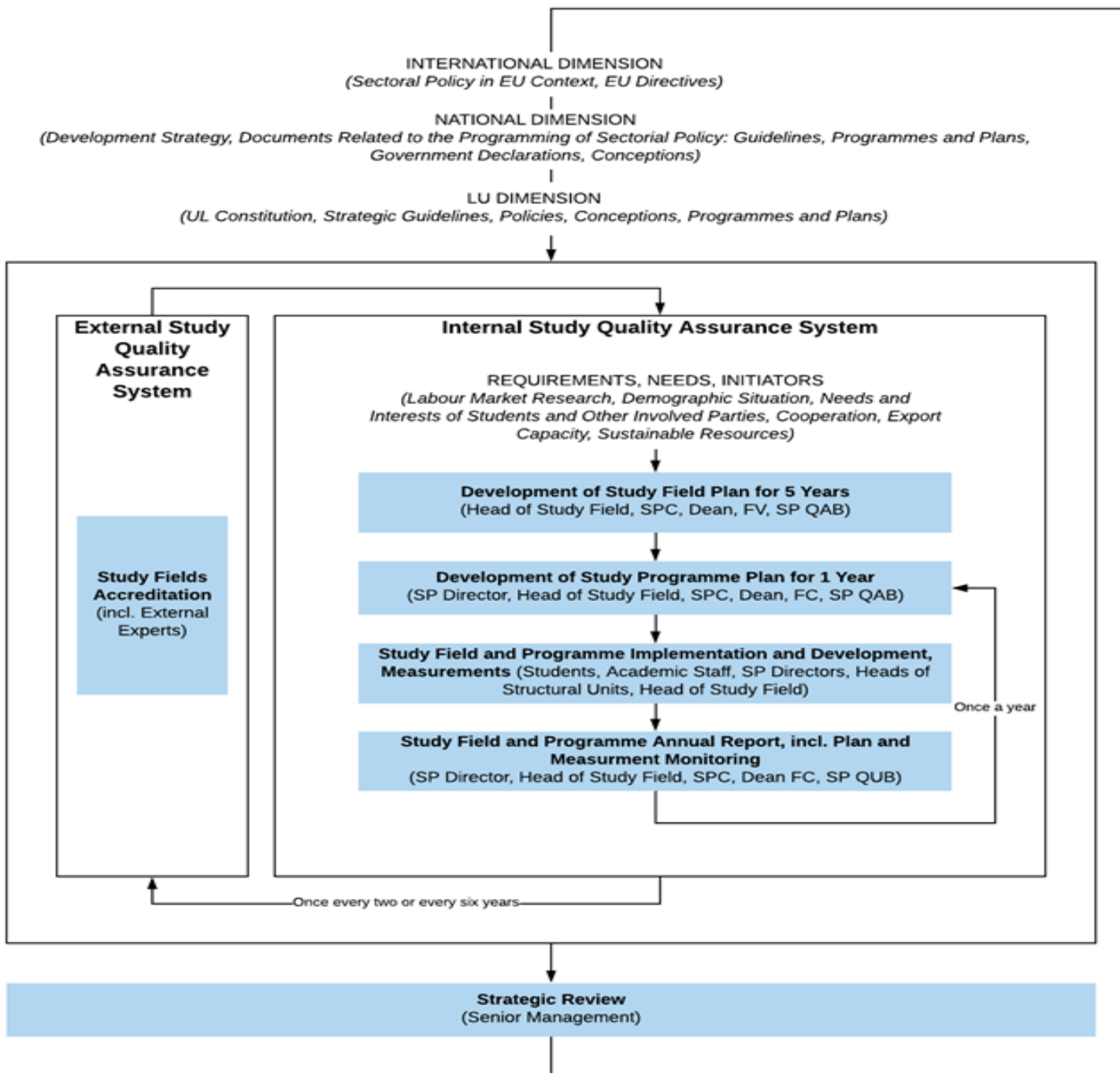
# University of Latvia academic integrity



- ***Procedures:***
- The procedure of the implementation of study programmes
- self-assessment of study programmes
- development of new study programmes
- submission of student proposals and complaints, appeals against administrative decisions
- The development and updating of study courses
- etc



# University of Latvia study quality assessment and improvement system



# Organization of surveys

- first year students survey on the commencement studies;
- first year student survey on first study experience;
- survey on study courses and the work of the teaching staff, including a survey on study internship and a survey on course papers and final papers (hereinafter - Study Course Evaluation Survey);
- last year students survey on study programme content and learning outcomes;
- survey for students who have decided to discontinue their studies at their own discretion or for those who have already stopped their studies, hereinafter referred to as a “Attrition Survey”;
- graduates survey;
- employers survey.

# Foreign experience in evaluating the effectiveness of educational institutions

- in the field of quality
- Deming cycle (Plan-Do-Check-Act, or PDPR)

# FBME internal quality assurance system mechanisms

- **An evaluation of learning outcomes**, with a regular review and evaluation of the quality of studies and the quality of work
- **Quality control** -- systemic indicators (the satisfaction of students, the number of students who drop out, achievements, evaluation of final papers, the continuation of studies at the master's degree and doctoral level), analysis and evaluation of the results of student and employer surveys
- **Quality management** - based on the results of internal and external audits (inner quality procedure and documentation audits)
- **All-encompassing quality management** with all interested parties (faculty members, students, general personnel, social partners, employers, graduates) being involved in the implementation and self-evaluation of programmes

- Application of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG)
- to ensure the quality of studies
- Higher education has four mutually linked and important goals –
- ***personal development,***
- ***preparation for life in a democracy society,***  
***enhancement of knowledge,***
- ***preparation for the labour market.***

# ESG

- Quality assurance policy
- Study programme development and approval
- Student-centred learning, teaching and evaluation
- Admission of students, the study process, recognition and certification of qualifications
- Study resources and support for students
- Teaching staff
  - 1. Selection of academic personnel
  - 2. The development of personnel and the evaluation of their work
  - 3. Motivation of personnel and support for academic personnel
- Management of information, public availability

# Main problems in the process of quality assurance

- Engagement of all involved parties and rise of their sense of responsibility :
  - **academic staff**
  - **supporting staff**
- - students
  - graduates
- - employers
- Necessity to understand the importance of the first steps of control
- Role of directors of programmes and the chief responsible for study direction
- Feedback in study process – creation and maintenance
- Harmonization of study courses in the programme, their improvement
- Self –evaluation reports - long, labour and time intensive process

# Internal problematic aspects

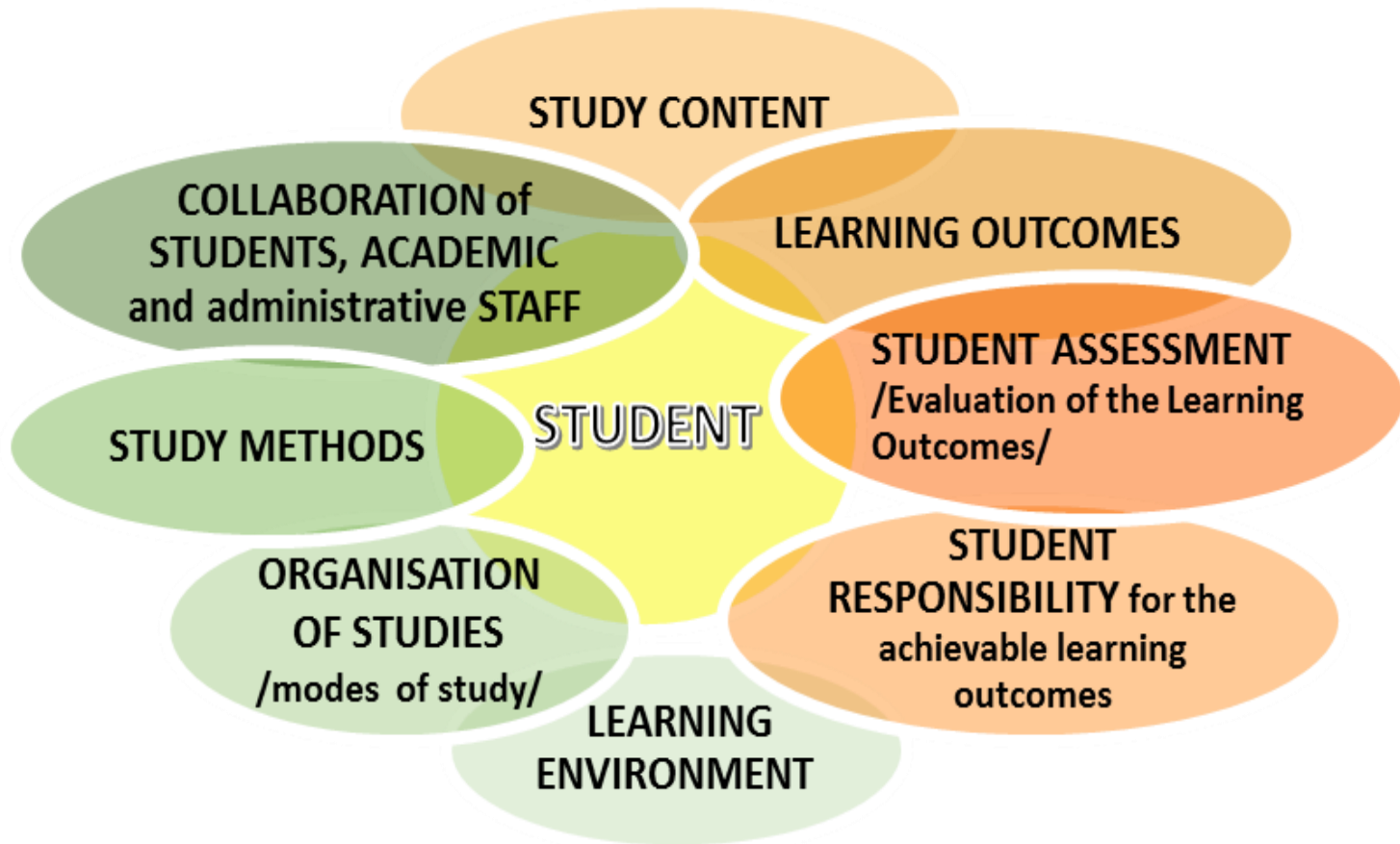
- No quality assurance staff on the level of a faculty
- Absence of technical staff to help
- Not understanding from the faculty teaching staff
- Necessity to collect the information during the intermediate period
- (if the requirements are known before)
- Financial questions:
  - Remuneration for additional work
  - Accreditation costs
  - Risk of accreditation for 2 years period



# External problematic aspects

- Bureaucratization of the process
- Knowledge-skills-competences
- General uncertainty
- Pendency in criteria and in requirements (form to fill in)
- problems of interpretation
- *Professional standards are not valid*
- *Accreditation deadline for all study programmes*

# Student centred approach



Forms of student achievement  
assessment, foreign experience

- 1. admission requirements and criteria for undergraduate programmes;
- 2. admission requirements and criteria for higher-level study programmes;
- 3. admission requirements and criteria for doctoral programmes;
- 4. admission requirements and criteria for residency study programmes;
- 5. admission procedure for the academic year;
- 6. an estimate of the registration fee;
- 7. tuition fees in programmes;
- 8. number of study places for admission;
- 9. procedure for the preparation of entrance examination materials;
- 10. composition of the Admission Board;
- 11. composition of the entrance examination commissions;
- 12. date and place of entrance examinations.

# Admission criteria

- Bachelor studies
- Master studies
- Doctoral studies

# Methods and procedures or evaluating the achievements of students

- Recognition of study courses
- Mapping of learning outcomes
- Course requirements

# *Principles of evaluation*

- The principle of transparency -- the UL has a set of requirements related to the grading of learning outcomes in accordance with the study programme's goal and missions, as well as the goals and missions of the study course;
- The principle of being able to review grades -- the UL has a system for reviewing complaints and proposals if there have been violation in the learning process, though in practice, students know their rights and know how to use their defensive resources;
- The principle of mandatory grades -- a successful grade must be received in all courses in the study programme;
- The principle of using various types of examinations -- different types of examinations are used in the study programme;
- The principle of appropriate grades -- during exams, students can demonstrate their knowledge, skills and competence in relation to relevant assignments and situations, and the scope of the content of examinations is in line with the content of the course.

# Specific rules

- Composition of grade
- Attendance rules
- Defence procedure
- Academic honesty principle



The international experience  
of pedagogical selection  
and qualification assessment  
of university teaching staff

# Teaching staff in Latvia

Elected		Non-elected	
Teaching	Research	Acting duty officer	Hourly instructors
Professor		X	
Associate professor		X	
	Senior researcher		
Assistant professor		X	
Lecturer		X	
	Researcher		
Assistant			
	Scientific assistant		

# Teaching staff election procedure

## Prepared before

- Work assignments (+ language knowledge levels)
- Documents submitted
- Experts assigned
- Open lecture
- Survey of students
- Opinion of department

## Elections

- Structure of professors' council
- Strategy of scientific field development presentation
- Questions - in open and closed session
- Experts' opinion
- **Blind voting**

# Indicators and criteria for assessing the effectiveness of university teaching staff

- **Elected for 6 years**
- *Procedure modification*

# Professional improvement system

*university and college pedagogues must engage in professional improvement programmes related to innovations in the higher education system, university didactics or management of educational work for 160 academic hours (including at least 60 contact hours). (Cabinet of Ministers Regulation)*

- International mobility
- Courses in pedagogy, psychology
- Language courses
- Creative forums
- Methodological seminars
- Own conferences
- Department`s research projects
- Main research directions (fields)

- Visitation (Hospitation)
- Individual annual reports