Call 2019 Round 1 KA2 - Cooperation for innovation and the exchange of good practices
KA203 - Strategic Partnerships for higher education
FormId KA203-674C789A Deadline (Brussels Time) 26 Mar 2019 12:00:00

Working Material 2019

DECEMBER 1st

University of L'Aquila
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I. Bibliography (BIB)

1. First Objective: current bibliography collection

It's about building a meta-analysis on the objects of this study (see point 3 below) with the purpose of integrating results from studies collected to arrive at a summary of evidences. The systematic review carried out by each partner is based on the results of the current literature.

2. Second Objective: selection criteria

Each partner to construct a preliminary bibliography and to follow these rules:

a. Develop three research subjects: direct indicators system for the quality assessment of the teaching of Higher Education, University teaching quality, profile of "learning/teaching-teacher"
b. Inclusion and exclusion criteria definition
c. Specifying local and international studies
d. Selecting studies as per point c.
e. Assessing studies' quality
f. Extracting data
g. Conducting a critical appraisal of the selected studies
h. Summarizing data

3. Third Objective: meta-analysis final framework

At the January kick-off meeting we will discuss the key contents of each bibliographic collection for the construction of the meta-analysis. We intend to discuss the method of construction of the meta-analysis and the definition of the key steps of the final systematic review. We will discuss how you will prepare the final meta-analysis and which format has to be used for the screening study, with more exposure variables considered. At the kick-off meeting the following points will be discussed:

a. Questions' focus: direct indicators system for the quality assessment of the teaching of Higher Education, University teaching quality, profile of "learning/teaching-teacher"
b. Inclusion and exclusion criteria selection
c. Identification and merging local and International studies
d. Selecting relevant studies
e. Assessing studies' quality
f. Extracting data
g. Conducting a critical appraisal of the selected studies
h. Summarizing data

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Erasmus+

II. The University in Figures (UF)

1. Short description of the Campus

Short History

Founded in_____ by_____

Faculties / Fields of Study / Institutions

Faculties:

Institutes and Departments:

Fields of study:

Research Centres:

Special research areas:

Graduate research programs:

Lecture Rooms:

Computer Labs:

Specialist Libraries:

Botanical Garden:

University Museums:

Example: Disciplinary Areas: Economics; Law; Engineering; Arts; Medicine; Mathematics etc.; Courses: Bachelor, M.Sc./M.A. and one-cycle: Specialisation Courses, PhD Courses, including programmes in English, etc.

2. Human Resources

Professors:

Researchers:

Admin Staff:

Visiting Professor etc.

Gender Composition

Other

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3. Teaching Activities

New Undergraduate admitted
(bachelor and one-cycle courses; by academic year)

Courses and Enrolled Students
(bachelor, M.Sc./M.A. and one-cycle courses)

Graduates
(bachelor, M.Sc./M.A. and one-cycle courses; by year)

PhD Courses and Enrolled Students

4. Teaching Quality

Graduates Working Condition

Dropout Rates
(non-enrolled people in second year/enrolled students in previous year)

Students Enrolled in the First Year

Other

5. Research activities

Brief description (max 10 lines)

6. International cooperation

Brief description (max 10 lines)

7. Technological level (Centres, Services, etc.)

Brief description (max 10 lines)

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III. Quality Assurance (QA)

1. Description QA

National Evaluation Agency of the University System (External Quality Assurance, Accreditation)
- Name of National Evaluation Agency (National reference points):

Internal Quality
Please describe the University's Strategic Lines and Quality Policies

2. Quality Assurance Model

Is there a University Quality model? If yes, briefly describe it.

Describe the following:

a. Quality Assurance system in place your University
b. Quality Assurance structures
c. Organisational Structure that manages the QA at the University level (you can also use an explanatory organization chart)
d. Internal Quality Assurance services and processes
e. Quality Assurance in teaching and learning
f. Implementation of the ESGs
g. Skills and responsibilities in terms of QA staff at the University level in terms of:
   ✓ competency
   ✓ qualifications
   ✓ employment
   ✓ services

Describe the main activities and/or working methods

Describe the organisational structure of the QA at the peripheral level (Faculties, Departments, Courses, etc.)

Describe skills and responsibilities in terms of QA staff at the peripheral level in terms of:
a. Competency
b. Qualifications
c. Employment
d. Services

Any other information you consider useful

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IV. University Teacher Training Quality (UTTraQ)

Fill in the attached ENQA questionnaire (2010)

Questionnaire ENQA (2010)

Quality Assurance Processes in Higher Education

Annex: Questionnaire

A. General information

1. Name of the institution in original language: _____

2. Name of the institution in English: _____

3. Country where the institution is located. Please choose one from the drop-down menu.

4. Representatives of the institution
   - Name of the representative of the institution:
   - Name of the quality assurance (QA) manager or equivalent who can be contacted for further information: _____

5. What is the type of your institution according to the national statutes? *Please choose one.*
   - University
   - University of Applied Sciences, Polytechnic, Fachhochschule or equivalent
   - Other higher education institution (please specify)

6. Which is the highest level (or equivalent) to which your institution educates students? *Please choose one.*
   - Bachelor
   - Master
   - Doctorate (or 3rd cycle equivalent)

7. How many students do you have in total? (full-time equivalent)
   - Up to 1.000
   - Between 1.000 and 5.000
   - Between 5.000 and 10.000
   - Between 10.000 and 30.000
   - More than 30.000 (please give an approximate figure): _____

8. How many staff do you have in total? (full-time equivalent, all categories included)
   - Up to 100
   - Between 100 and 300
   - Between 300 and 500
   - Between 500 and 1.000
   - More than 1.000 (please give an approximate figure): _____

9. Would you be interested in participating in interviews regarding your institution's quality culture and quality assurance arrangements?
   - Yes   - No

   If yes, please enter here the email of the QA manager (or equivalent) who can be contacted:

   _____

B. Institutional QA Framework

10. Do you have an institutional strategic plan or equivalent document? *Please choose one.*
    ○ Yes, we have a strategic plan (or equivalent) which includes an institutional mission, goals and priorities
    ○ Yes, we have strategic plans (or equivalent) at the level of the faculties
    ○ No
    ○ Other (please specify): _____

11. Do you have an institutional quality assurance (QA) policy statement? *Please choose one.*
    ○ Yes, we have an institutional QA policy statement
    ○ Yes, we have an institutional QA policy statement, and in addition other document(s) also address the QA policy
    ○ We do not have a separate QA policy statement, but it is included in another document (e.g., institutional mission statement, strategic plan, work plan or equivalent)
    ○ No, but all or most of the faculties/departments have their own QA policy statements
    ○ No, we do not have a specific QA policy statement and it is not addressed in other documents
    ○ Other (please specify): _____

12. When did your institution start introducing a quality assurance system (or equivalent)? *Please choose one.*
    ○ Before 1990
    ○ In the 1990s
    ○ Between 2000 and 2005
    ○ Between 2005 and 2009
    ○ We are currently designing and/or planning it

13. How would you define the role of senior leadership (rector, vice-rector) in building a quality culture within your institution? *Please choose all applicable options.*
    ○ The senior leadership takes the lead in the process
    ○ The senior leadership monitors the process
    ○ The senior leadership serves as a facilitator for a better communication among different levels of the institutions
    ○ The senior leadership is the decision maker
    ○ Other (please specify): _____

14. How did you introduce a quality assurance system (or equivalent)? *Please choose all applicable options.*
    ○ The institutional leadership decided on the concept, provided instructions, training and support to the units to implement it
    ○ The concept is a result of various consultation rounds among the academic staff of the institution
    ○ The concept is a result of various consultation rounds among the academic and administrative staff
    ○ The concept is a result of various consultation rounds among the academic and administrative staff as well as students
    ○ The concept was introduced through pilot projects conducted by some units. Good practices were disseminated based on these experiences
    ○ The concept is based on requirement of the national QA agency which developed the standards and guidelines for this
    ○ Other (please specify): _____

15. What kind of structure do you have in place to support the internal quality assurance processes? *Please choose all applicable options.*
    ○ The rector or specially assigned vice-rector is in charge of QA issues
    ○ There is a person in charge of QA within the rectorate
    ○ There is a centralised QA unit, with specialised staff
    ○ There are QA units in each faculty with specialised staff
    ○ There are contact persons or persons in charge of QA within their unit, who have also other responsibilities
    ○ There is a unit responsible for staff development

- There is a unit responsible for pedagogical innovation (or equivalent) that offers support to the teachers in developing teaching methods
- There is an institutional level quality committee or equivalent
- There are Faculty level and/or Department and/or programme level quality committees or equivalent
- Other (please specify): _____

16. Do you have an internal evaluation process that provides feedback to the strategic planning in place? *Please choose all applicable options.*
    - The institutional leadership evaluates annually the progress made in terms of achieving the goals set by the institution
    - The faculties (and/or relevant units) conduct regular self-evaluations to analyse their contribution to the achievement of institutional strategic goals
    - The institution conducts regular surveys among the members of the institutional community (staff and students) to analyse their perception of the institutional strategy and its implementation at grass-roots level
    - The institution has defined a set of key performance indicators and follows its progress based on them
    - The institutional strategy and the achievement of the goals set in it are revisited when the document is revised (every 3, 5 or N years)
    - Other (please specify): _____

17. Which activities do your institutional quality assurance processes cover?
    Please choose all applicable options.
    - Teaching and learning
    - Research
    - Services to society
    - Student support services
    - Governance and administrative services of the institution
    - Other (please specify): _____

18. Which of the following processes does your institution have in place in order to ensure the quality of research activities? *Please choose all applicable options.*
    - Internal seminars where research projects and ideas are discussed
    - Internal peer review of research projects
    - External peer review of research projects organised by the institution (inviting external peers and preparing a report)
    - External peer review of research projects in relation to grant applications (evaluation organised by an external body such as the European Commission, funding councils, etc.)
    - Pre-checking of scientific articles to be sent to the scientific journals
    - Preparing statistics on published articles
    - Monitoring the impact factors of published articles
    - Key performance indicators defined for each research group, department or faculty
    - Other (please specify): _____

19. Which of the following processes does your institution have in place in order to ensure the quality of its services to society? *Please choose all applicable options.*
    - Key performance indicators defined for each of the services
    - Monitoring the number of patents, technologies transfer agreements, etc.
    - Monitoring the number of co-operation agreements
    - Monitoring the interactions with external stakeholders
    - Questionnaires to key stakeholders
    - Forums (stakeholder groups or equivalent) to ensure that the institution receives feedback from society and responds to that
    - Process descriptions of activities (guidelines or other descriptive formats)
    - Pre-selection processes in place for initiatives taken in this field (for instance rector's or president's approval)
    - Alumni feedback through surveys or other activities
    - Other (please specify): _____

C. Quality assurance processes in teaching and learning

20. How is your QA architecture in teaching and learning designed? *Please choose one.*
    - It is tailor-made to the institution's needs and does not apply any ready-made model
    - It is institution-specific but follows national QA frameworks and guidelines
    - It applies a ready-made model such as ISO, EFQM, CAF... (please specify which of the above mentioned models, or mention any other model used)

21. Which of these categories of people (see horizontal row) do your formal quality assurance processes involve and how? *Please choose all applicable options for each category of people.*

	Academic staff	Adminis-trative staff	Leadership, institutional level	Leadership, faculty/ department level	Students	External stakeholders (e.g., employers, experts...)	Alumni
Through formal participation in governance bodies (where members are entitled to vote)	☐	☐	☐	☐	☐	☐	☐
Through formal participation in consultation bodies	☐	☐	☐	☐	☐	☐	☐
Through formal involvement in self-evaluations or other evaluation activities	☐	☐	☐	☐	☐	☐	☐
By informally providing information on the issues at stake	☐	☐	☐	☐	☐	☐	☐
By responding to the surveys on a regular basis (e.g. at the end of each course, academic year...)	☐	☐	☐	☐	☐	☐	☐
They are not involved	☐	☐	☐	☐	☐	☐	☐

22. How are the results of the student surveys followed up? *Please choose all applicable options.*
    - They are taken into consideration in the design and revision of study programmes (including teaching methods)
    - They are taken into consideration in the assessment of teaching staff
    - They are archived in order to inform future assessments of the programme/institution
    - They are discussed in meetings attended by staff members and students organised specifically for this purpose
    - Students who have participated in a survey are informed about the results and actions taken on the basis of the results
    - Not applicable (we do not conduct student surveys)
    - Other (please specify): _____

a. Approval, monitoring and periodic review of programmes and awards

23. Has your institution developed explicit learning outcomes? *Please choose one.*
    - Yes, for all programmes
    - Yes, for some of the programmes
    - No

24. Are these learning outcomes publicly available? *Please choose one.*
    ○ Yes, they are publicly available on the web-site, study guides or equivalent
    ○ They are available upon request
    ○ They are available for the students involved in each specific course
    ○ Other (please specify): _____

25. How does your institution know the student workload needed in order to reach the described learning outcomes? *Please choose one.*
    ○ All students are asked in surveys about the workload they have for their courses
    ○ A sample of students is asked in surveys about the workload they have for their courses
    ○ The teacher responsible for the module estimates the workload
    ○ There is no student workload indication in the course description
    ○ Other (please specify): _____

26. How does the process for designing curriculum and programmes work within your institution? Please choose one. *If there are several kinds of processes in place in your institutions, please choose the most commonly used.*
    ○ Programme director or equivalent person prepares the curriculum after which staff members may comment the draft
    ○ Working group, committee or equivalent prepares the curriculum (possibly based on proposals prepared by others)
    ○ Each staff member proposes what they find essential for the programme and the curriculum is a combination of these proposals
    ○ The curriculum is designed by the ministry or other external bodies
    ○ Other (please specify): _____

27. A working group, committee or equivalent prepares the curriculum and programmes within your institution. Such a group consists of: *Please choose all applicable options.*
    ○ Students
    ○ Administrative staff members
    ○ Academic staff members
    ○ External stakeholders (employers, corporate partners...)
    ○ Alumni
    ○ Other (please specify): _____

28. What kind of processes do you have in place for monitoring curriculum and programme design? *Please choose all applicable options.*
    ○ The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated on a regular basis (every N years/semesters...)
    ○ The curriculum and programme contents, pedagogical approaches and intended learning outcomes are evaluated as part of an external accreditation process or equivalent
    ○ Curriculum and programme design processes as such – that is, the effectiveness and comprehensiveness of the processes – are evaluated on a regular basis (every N years/semesters...)
    ○ The curriculum and programme contents are evaluated occasionally (at the occasion of a self-evaluation exercise, for an external evaluation body...)
    ○ The curriculum and programme contents are evaluated continuously on an informal level (discussions between staff members, staff and students...)
    ○ Other (please specify): _____

29. Are the programme contents or curriculum ultimately approved: Please choose one.
    ○ At the level of the institution
    ○ At the faculty level
    ○ At the departmental level
    ○ By an external body (agency or other)
    ○ By a governmental body
    ○ Other (please specify): _____

30. Do quality assurance processes within your institution include doctoral studies? *Please choose all applicable options.*
   ○ Yes, at the level of the institution as a whole
   ○ Yes, for the doctoral/graduate/research school(s)
   ○ Yes, for the individual doctoral programmes
   ○ Yes, as part of quality assurance for teaching
   ○ Yes, as part of research assessment
   ○ No
   ○ Not applicable (we do not offer doctoral studies)
   ○ Other (please specify): _____

b. Student assessment

31. Which of the following characteristics do your student assessment procedures (i.e., examinations) currently have? *Please choose all applicable options.*
   ○ designed to measure the achievement of the intended learning outcomes and other programme objectives
   ○ have clear and publicly available criteria for marking/giving grades
   ○ have clear, pre-defined examinations or other assessment methods in place
   ○ have clear regulations covering student absence, illness and other mitigating circumstances
   ○ ensure that assessments are conducted securely in accordance with the institution's stated procedures
   ○ the administration checks that the assessment procedures are followed
   ○ Other (please specify): _____

32. Are students informed of the assessment procedures? *Please choose all applicable options.*
   ○ The assessment methods and criteria applied are publicly available for example via study guides, website
   ○ The teacher informs the students about the assessment methods and criteria applied at the beginning of the course
   ○ Other (please specify): _____

c. Quality assurance of teaching staff

33. How does your institution ensure that teaching staff is qualified and competent? *Please choose all applicable options.*
   ○ There are formal national requirements for the competence of teaching staff when hiring them
   ○ The institution has specified its own requirements for competencies of permanent teaching staff when hiring them
   ○ All teachers are expected to have certain research qualifications
   ○ There are research performance evaluations for all permanent academic staff members
   ○ Teaching qualifications are part of the qualifications professor candidates are expected to demonstrate
   ○ We conduct student surveys
   ○ Compulsory pedagogical training is organised for teachers
   ○ Optional pedagogical training is organised for teachers
   ○ There is an external accreditation process of the teachers (conducted, for instance, by a QA agency or a national body).
   ○ The institution has in place a peer feedback system (teachers giving feedback to each other on teaching)
   ○ There are certain processes in place to remove a teacher from his/her duties if they continue to be demonstrably ineffective
   ○ The legal framework does not foresee the possibility of removing an ineffective teacher
   ○ Other (please specify): _____

34. Is information on teachers' aptitudes and performance (results of student surveys, evaluation of his/her teaching aptitudes...) publicly available? *Please choose one.*
   ○ Yes, it is publicly available

○ Yes, it is available for all those involved in QA procedures for teaching (including students)
○ Yes, it is available for the teaching community in general
○ No, it is kept confidential and available only at the leadership level (institution and/or faculty and/or department)
○ Other (please specify): _____

d. Learning resources and student support

35. Are the **learning resources** listed below regularly offered, monitored, evaluated and/or improved:

	Offered	Monitored	Evaluated	Improved
Library	☐	☐	☐	☐
Computing facilities (including email account and internet access)	☐	☐	☐	☐
Human support in the form of tutors, counsellors, and other advisers (in addition to teaching staff)	☐	☐	☐	☐
Laboratories	☐	☐	☐	☐
Learning facilities (language labs, musical instruments, any other material used for classes…)	☐	☐	☐	☐

36. Is there a process in place for monitoring individual students' progression (i.e. information relevant to the progression of particular students during their studies) through an entire degree cycle? *Please choose one.*
○ Yes, and the internal QA procedure regarding this is standardised at the level of the institution
○ Yes, and the internal QA procedure regarding this depends on faculty/department/institute
○ No

e. Information systems

37. Does your institution have an overarching information system (i.e. database) used for the effective management of its activities? *Please choose one.*
○ Yes, the institution has a centralised information system that covers all key activities
○ No, but the institution has a centralised, non-integrated information system (data on different activities are not gathered in one data warehouse)
○ No, but several information systems exist at faculty level
○ Not applicable, there is no information system

38. Which of the following does the system or systems include? *Please choose all applicable options.*
○ Student progression and success rates
○ Teacher-student ratio per faculty/department/institute or in the respective faculty/department/institute
○ Tracking graduates' employment
○ Students' satisfaction with their programmes
○ Profile of the student population (age, gender, educational background, socio-cultural background, etc.)
○ Available learning resources and, when applicable, their costs
○ None of the above
○ Other (such as the institution's own performance indicators). Please specify: _____

f. Public information

39. The information that is publicly available on your institution's study programmes includes: *Please choose all applicable options.*
    ○ Number of students currently involved in the programme
    ○ Number of academic staff involved in the programme
    ○ Teacher-student ratio in the respective faculty/department / institute
    ○ Information on the intended learning outcomes of the programme
    ○ Information of qualifications granted by the programme
    ○ Information on the teaching, learning and assessment procedures used within the programme
    ○ Information on the learning opportunities (e.g. traineeships, exchange programmes, mobility possibilities, scholarships...) available to the students of the programme
    ○ Information on alumni employment
    ○ Profile of the current student population
    ○ Specific information targeting international students
    ○ Accessibility and possibilities offered to disabled students
    ○ Other (please specify): _____

40. Do you inform the public about the results of evaluations carried out?

	Results of internal evaluations	Results of external evaluations
Yes, via web-sites, publications or other information material	☐	☐
Yes, when asked	☐	☐
No	☐	☐

D. Comments

41. Please use the field below for any further comment on how you perceive the implementation of a quality culture and internal quality assurance processes within your institution (Open field, 300 words).

42. Please use the field below for any further comment on what, to your mind, are the future challenges to be faced regarding the implementation of a quality culture and internal quality assurance processes (Open field, 300 words).

43. Do you think that this questionnaire was able to handle the main questions related to your institutional daily practice in quality assurance? Please comment. (Open field, 100 words)