



Good Practices in Institutional Quality Assurance

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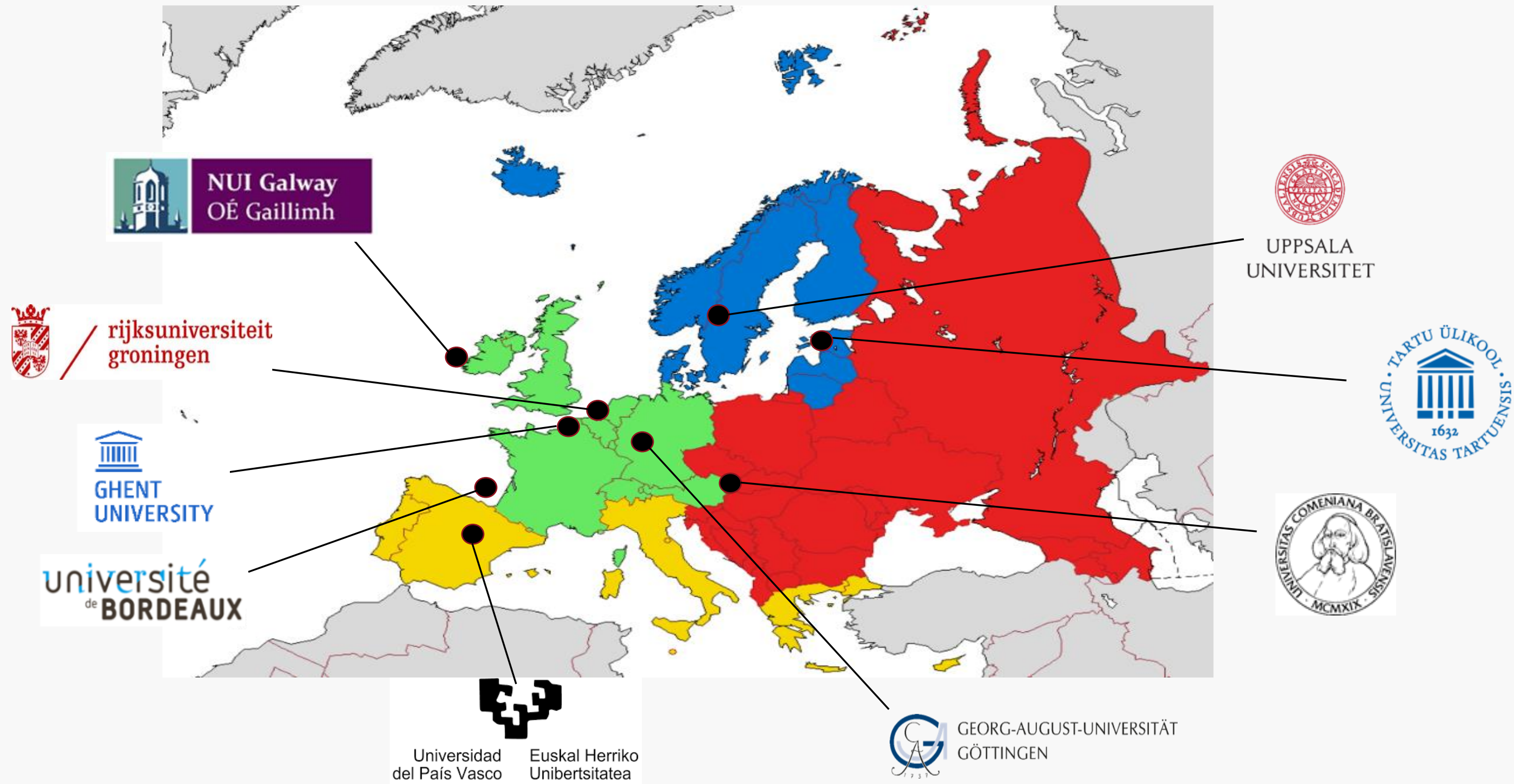


Ghent University
Ghent University



ENLIGHT PARTNERS

9 European comprehensive universities



Quality Assurance in the Enlight partners

- Developing new international research-driven and challenge-based **learning and teaching formats**, in close cooperation with local and regional stakeholders. (**challenged-based education: new courses**)
- To create an **open integrated space with free movement of students and staff**. (**all existing courses**)
- Important output: a **Common Quality Approach**, which guarantees the quality of all Enlight output and enables automatic recognition of study periods in the partners
- Central question: can we **trust** the partners' QA systems ?
- First step: get to know the QA systems and processes of the partners

Collecting information: method

Preparation

- A **template** was made, collecting information on **external and internal QA of the partners**
- **Guiding principles**
 - The European Standards & Guidelines for Quality Assurance in Higher Education (ESGs)
 - The Quality cycle: Plan-Do-Check-Act (PDCA cycle)



Sources of information

- The **partners (QA staff members)** filled out the **template** and/or added **documents** on the QA Sharepoint site
- A search of the partners' **websites** resulted in additional information

Collecting information: results

- A huge amount of information was gathered in an [Excel file](#)
- It serves as an **information base**, accessible on the Enlight Sharepoint site
 - » summarizing information
 - » providing links to all central documents per partner

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
M1	University of Göttingen																			
1		University of the Basque Country	University of Bordeaux	Comenius University Bratislava	National University Ireland Galway	Ghent University	University of Göttingen	University of Groningen	University of Tartu	Uppsala University										
2	Strategic plan	SP Basq	SP Bord	SP Com	SP website	Univ Wide Pol	SP Gött	SP Gron	SP Tartu	SP Upps										
3	Education plan			SP Com		EP Ghent	EP Gött	EP soc link RUG		EP Upps										
4	QA plan	QA Basq	QA Bord	QA reg Com	QA website	QA Ghent		QA Gron	QA Tartu											
5	QA guidelines/practical			QA HB Com		QA website	qmhandbuch	QA Man RUG	QA website											
6																				
7	Internationalisation plan	IP Basq	SP Bord				IP Ugent	IP Gött									Lang & int princ			
8																				
9	Study regulations																stud reg UT			
10	Student survey course				at least once	stu serv module	St surv c Ghent	st surv Gött	st survey RUG	course UT	website course-eval									
11	Student survey programme	st surv Basq			a year	NUI stu surv	St Surv Ghent		st surv RUG ba	Curr surv UT	Stu surv Upps									
12									st surv RUG ma											
13	Alumni survey					https://hea.ie/grad		al surv Gött		Job sat UT	PhD Alumni									

Collecting information: results

→ Central topics in the results:

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



Main findings: external quality assurance

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

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

PDCA-methodology



Main findings: internal quality assurance; PLAN



Continuous
Improvement

- The central/main/crucial points of the quality strategy in all the partners
 - › **Integrated** in the general vision/strategy/plans,... Quite often Quality Assurance is one of the strategic objectives.
 - › **PDCA** approach implemented at several levels (institution/faculty/ programme)
 - › A Quality culture aiming at **continuous improvement**
 - › **Decentralized** approach: faculties have a major responsibility and role
 - › **Participative** approach, involving all stakeholders: management (institutional, faculty, programme), teachers, students, external stakeholders (labour market, employers, alumni, national and international experts)

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Main findings: internal quality assurance; PLAN

- › **Monitoring** plays an important role; a lot of figures are provided and used in the improvement process
- › **Surveys by students** evaluating the programmes/courses are present everywhere
- › **Transparency of information** on study programs and of QA is important
- › **Internal QA** everywhere, external QA for programmes in a few institutions
- › **ESG compliance**



Main findings: internal quality assurance; DO principal **actors** in QA



Continuous
Improvement

→ Institutional level

- › the ultimate QA responsibility lies with the institutional **Management Board**, which can have various names.
- › Sometimes it's supplemented by a **vice-rector/vice-chancellor for education**.
- › Institutional **Education Boards and/or Quality Councils** generally take QA decisions, which are approved by the Management Board.

→ Institutional QA offices

- › where most of this WP's members are active
- › are usually the driving force for QA

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Main findings: internal quality assurance; DO principal actors in QA

→ Faculty level:

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

→ Programme level

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

→ Module level

- › Some institutions have a module coordination team

→ Subject/course level:

- › subject coordination team
- › course coordinator

Main findings: internal quality assurance;

DO: Involvement of **stakeholders**

→ Involvement of stakeholders: students

- › In all universities, students are strongly involved **at all levels**.
- › They are **represented** in all major committees/ councils.
- › **Quota** for student presence vary from minimum 1 member to not less than 40%.
- › Student **councils** representing students and student **unions** can be found at all partners.
- › At all universities student **surveys** on the quality of programmes, courses,... are established practices.
- › In all instances students can **express** their opinions **freely**.

Main findings: internal quality assurance; DO: Involvement of stakeholders

→ Involvement of external stakeholders

- › Membership of **management boards** at institutional level
- › **Advisory Board**, consisting of representatives from the professional field and alumni at institutional level (Uppsala) or at faculty level (Groningen, Ghent).
- › In Bordeaux and Tartu the **programme (improvement) committees** contain alumni and representatives from the employers; the labour market
- › UPV (Basque Country) has a **Vice-rector's Office for Students and Employability**.
- › In some universities **external stakeholders** have to be heard in the process of **developing new programmes** (eg. Uppsala, UK).
- › In Göttingen external reviewers are explicitly involved in the **Quality Round tables**, which are a crucial element in the QA process.

Main findings: internal quality assurance; CHECK : monitoring and evaluation



Continuous
Improvement

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

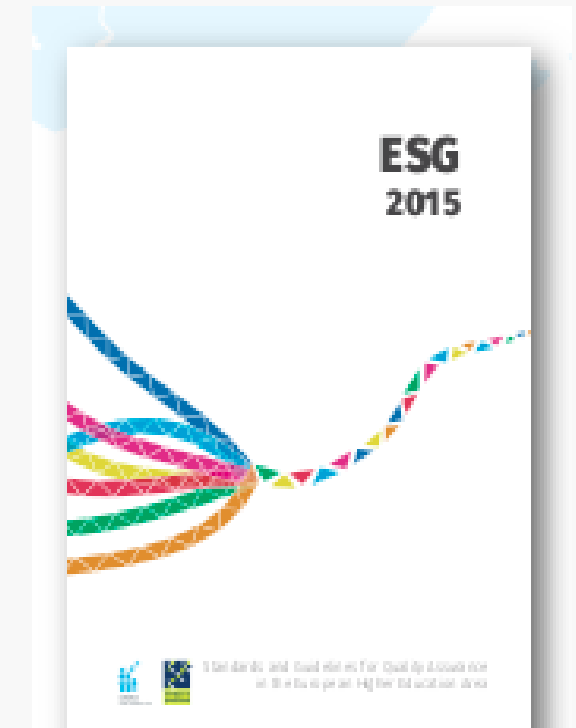
- › Indicators, on students , teachers, alumni
- › Surveys:
 - Student surveys
 - Teaching staff surveys
 - Alumni surveys
 - Administrative staff surveys
 - PhD surveys
 - Internship surveys

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Conclusion so far

- All partner universities are **compliant with the standards and guidelines of the ESG,**
- All partners use the **PDCA cycle for continuous improvement**
- Development of **common principles for the joint ENLIGHT quality approach and a QA Handbook**
- The QA work could therefore build on **mutual trust** on the QA systems implemented by the partner universities themselves
- This means that we should be able to trust that **all educational activities** in all study years and the whole life-cycle of the student experience, both for enhancement and improvement as well as for formal assessment, **should follow these QA approach and principles**
- The main focus of the QA approach could be on the **ESGs**, and the QA Handbook is on collegial **exchange of good practices** and inspiration **NOT on developing a new quality approach**



Current work: development of the online QA Handbook

- The Handbook follows the structure of the **standards and guidelines of the ESG**
- For **each standard of the ESG** : one page for each partner

- The Handbook can be **integrated in the current ENLIGHT website structure**. Some screenshots may give a taste of what it could be
- A general (introduction) page will be at the start, **describing the Quality Approach** and explaining the purpose of the handbook, its structure, how to find information, + some disclaimers
- A lot of the information can be reached via **links to publicly accessible websites**.
- Some information can be found on **documents that are at the ENLIGHT sharepoint site**. Partners can decide per document if it will be accessible or not.

- Exchange of **good practices** within ENLIGHT
- Showing the **trust in the Quality Approach** and through **compliance and traceability**

FUTURE work : focus on short programmes

- Most of the current ENLIGHT educational realisations are **short programmes**
- Short programmes:
 - Short programmes **jointly developed** by a number of ENLIGHT partners
 - A wide range of short programmes offered by **individual ENLIGHT universities**
 - Short programmes can include: individual courses, clusters of courses, Blended Intensive Programmes, seasonal schools, Cooperative Online International Learning Activities,... and also micro-credentials

Some of the first short programmes are:

- Climate neutral cities (host UGent)
- Global Engagement Module (host RUG, UGent, Göttingen)
- Teacher Education Module (host UGent)
- AI for non-IT'ers (host UPV, was also Tartu)
- Serious Game in Health (host Uppsala)
- Urban Mining (host Bordeaux)
- Equity module (host Comenius)
- ...

QA and the ENLIGHT short programmes

- Even in this small number of courses, it is complicated to find the university that is responsible, due to sometimes rotating coordination
- Consequently: how can trust in QA be guaranteed if courses are hard to be documented? We need more follow-up and information on the QA of these SHORT programmes
- Not only for SHORT programmes **developed within ENLIGHT** but **also SHORT programmes at single universities**
- Use of ESG for SHORT programmes or other standards & guidelines?
- Develop a QA approach for SHORT programmes

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