Quality Assurance in Higher Education Self Evaluation

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Course contents

- **Introduction to QA and Higher Education**

- **Accreditation**

- **Self-evaluation**

Course Agenda

Suggested (to be personalized for every edition)

- **4 modules of 4 hours**

- **Exercise with self assessment of 1 study program**

- **Module 1 to 3**

- Dialogic teaching

- Final test with multiple choices

- **Module 4**

- Test corrections

- Analysis of the self assessment of the study program

- Final discussion about the module

Part 3 - Self-Evaluation

Learning outcomes

On completion of this part of the course, attendants are expected to be able to:

1. Explain benefits from self evaluation in Higher Education Institution

2. Conduct the self evaluation for study programs

3. Identify strengths and improvement areas

Table of Contents

- Purpose and expectation of self evaluation.

- European standards and guidelines for the self evaluations.

- The quality assurance of programmes.

- Public information.

- Self Evaluation Framework.

- External environment.

- Aspirations and programme.

- The areas of self-evaluation framework.

- The key principles of Self Evaluation.

- The Self Evaluation process.

Purpose of Self Evaluation

- The main purpose of the self-evaluation process is to help higher education institutions ensure that they meet established standards of quality and that they continually evaluate the extent to which they meet educational quality goals.

- The resulting report from a self-evaluation process should present a clear, concise and accurate picture of the institution as a dynamic entity with a sense of its history, an understanding of its present, and a vision of its future.

Expectation for Self-Evaluation

➢ Appraises and assesses institutional effectiveness.

➢ Illustrates improvement along with plans for the future.

➢ Results in an unbiased and critical self-examination.

➢ Contributes to a better understanding of the nature of quality in higher education. This will support:

- Continuous quality improvement within the institution.

- Greater understanding of the issues surrounding quality in higher education.

How Quality can be Assessed?

- Institutions have to conduct regular assessment and evaluations.

How Quality can be Assessed?

➢ Institutions must employ effective qualitative and quantitative methodologies as appropriate to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met.

➢ The process must employ sufficient and sound assessment measures to ensure comprehensiveness.

How Quality can be Assessed?

➢ Results of these evaluations must be used in revising and Proving programs and services and in recognizing staff performance.

➢ Data collected must include responses from students and other affected constituencies.

➢ It should not consider as one time activity for only the accreditation.

How Quality Assurance can be achieved?

➢ Self evaluation.

➢ Peer review by panel experts, usually include an external member.

➢ Statistical information analysis.

➢ Surveys of Students, Graduated, employers and professionals.

➢ Testing the Knowledge, Skills and competences of the student.

➢ preparation and submission of Self Study report .

➢ Site visit of the peer team for report validation.

European Standards and Guidelines for Internal Quality Assurance within Higher Education Institutions

Standard

➢ Policy and associated procedures for the assurance of the quality and standards of their programmes and awards.

➢ Commitment with the development of a culture which recognises the importance of quality assurance.

➢ Strategy, policy and procedures should have a formal status and be publicly available.

The policy statement is presume to include:

➢ The institution's strategy for quality and standards.

➢ The organisation of the quality assurance system.

➢ The responsibilities of departments, schools, faculties and other organisational units and individuals.

The policy statement is presume to include:

➢The relationship between teaching and research in the institution for the assurance of quality.

➢The involvement of students in quality assurance.

➢The ways in which the policy is implemented, monitored and revised.

Approval, Monitoring and Periodic Review of Programmes and Awards

Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmers and awards.

The quality assurance of programmes and awards are expected to include:

➢ development and publication of explicit intended learning outcomes.

➢ careful attention to curriculum and programme design and content.

➢ specific needs of different modes of delivery (e.g. full time, part-time, distance-learning, e-learning) and types of higher education (e.g. academic, vocational, professional).

➢ availability of appropriate learning resources.

The quality assurance of programmes and awards are expected to include:

➢ formal programme approval procedures by a body other than that teaching the programme.

➢ monitoring of the progress and achievements of students.

➢ regular periodic reviews of programmes (including external panel members).

➢ regular feedback from employers, labour market representatives and other relevant organisations.

➢ participation of students in quality assurance activities

Information Systems

- Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.

The quality-related information systems at least expected to cover:

➢ Student progression and success rates.

➢ Employability of graduates.

➢ Students satisfaction with their programmes.

➢ Effectiveness of teachers.

➢ Profile of the student population.

➢ Learning resources available and their costs.

➢ The institution own key performance indicators.

Public Information

Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

Some Information which should be available for Public

➢ Provide information about the programmes they are offering.

➢ The qualifications they award.

➢ Learning opportunities available to their students.

➢ Employment destinations of past students.

Self-Evaluation Framework

A primary component of the HE Quality Framework,

The Framework requires Providers to:

➢ Take ownership of assessing how well they are meeting the HE Standards.

➢ Identify own strengths.

➢ Identify priority areas for improvement.

➢ in line with other quality models, is self -evaluation

Self-Evaluation Framework

Self-evaluation (SE) empowers institutions to affirm good practice, to identify areas that merit improvement and to decide on actions that should be taken to bring about improvements in those areas. It gives staff, partners and audiences/participants the opportunity to tell their own story (learning, experience, benefits, development and improvement).

Self-Evaluation Framework

It is designed to help considering the impact of external factors, monitor performance against the ambition and targets that you set yourself, and then identify appropriate ways to improve and develop.

Self-Evaluation Framework

SE framework cannot be set as prescriptive but rather as a tool to encourage a spirit of enquiry and robust analysis. Use the questions as prompts, change them to meet institution goals, alter the language to reflect your own style, incorporate evaluations you already do – including those of other funders - and add your own topics to make sure that it is as useful and challenging as possible.

Self-Evaluation Framework

- **The self-evaluation framework focuses on six key areas:**

❑ Vision

❑ External environment

❑ Aspirations and programme

❑ Participation and engagement

❑ Organisational capacity and capability

❑ Business model

Self-Evaluation Framework

Each of those areas has three strands:

Topic – a breakdown of the key area into smaller areas of focus

What success looks like – a high-level description of an organisation that is delivering each topic effectively. You should adapt this according to what you are seeking to achieve

Questions you might ask yourselves – types of questions you might ask to evaluate your strengths and weaknesses relating to that topic. These questions are prompts for guidance only – use only those that are relevant to you, and develop your own where appropriate.

Self-Evaluation Framework

The whole purpose of self-evaluation is to provide the understanding and evidence needed to make the best possible plans for the future. The process can be enjoyable, demanding and revealing. Whatever the experience turns out to be for you, it should help you to be wiser about your organisation, with greater clarity about what you are aiming to achieve and why.

Vision

This area is broken down into five topics:

- Reason to exist

- Clarity

- Shared ownership

- Communication

- Values and behaviours

Reason to Exist

Questions you might ask yourself	What success looks like
Why do we exist and for whom?	We know what we are for.
Do all our activities contribute to the achievement of our vision? If not, why are we doing them?	We add real value to our institution/sector and/or audiences/participants.
Do we have all the information and data that we need to express the public value that we provide?	We can clearly express our public value.

Clarity

Questions you might ask yourself	What success looks like
How clearly do we define our ambitions for the future?	We have a written vision statement that clearly outlines our artistic and organisational aspirations for the future.
How well is our vision understood?	Our vision informs everything that we do.
Have we included our learning and/or participatory programme?	The community in which we work understands and, if appropriate, has contributed to our vision.

Shared Ownership

Questions you might ask yourself	What success looks like
Do the board and senior management share the same understanding of our ambitions?	Our board understands and fully supports our ambitions.
Does the board feel able to act as advocate for the vision? Does it do so effectively?	Our board challenges and supports us in a constructive way.
Does our board see our work regularly?	Our board receives regular and appropriate information
	Our board regularly experiences our work.

Communication

Questions you might ask yourself	What success looks like
How have we ensured that all our staff and those that work with us are able to articulate and/or demonstrate our vision?	Our staff, partners and audiences/participants know what our ambitions are and have had an opportunity to give feedback.
How do we monitor the effectiveness of our communications with staff and stakeholders?	
Does our communications plan include opportunities to promote all our activities, including our learning/participatory programmes?	

Values and Behaviours

Questions you might ask yourself	What success looks like
How well are our values aligned to the vision?	We have clearly defined the values and behaviours we wish to demonstrate.
How well do we demonstrate the behaviours that are appropriate to our values?	Our language and behaviour demonstrates our values.
Have we considered how our values might affect a diverse population?	

External Environment

This area is broken down into seven topics:

- ❑ Economic situation

- ❑ Political context

- ❑ Demographics

- ❑ Technological development

- ❑ Cultural & leisure context

- ❑ Legislation

- ❑ Environmental

Aspirations and Programme

This area is broken down into four topics:

❑ Policy/statement

❑ Programme

❑ Achievements

❑ Development

Participation and Engagement

This area is broken down into four topics:

❑ Existing audiences/participants

❑ Quality of experience

❑ Involvement and consultation

❑ Partnerships

Existing Audiences/Participants

Questions you might ask yourself	What success looks like
What particular audiences/participants do we target? Why?	We have a good understanding of existing audiences/participants and have developed mechanisms for effective communication with them.
What do we know about our existing audiences and participants?	Our audiences/participants are willing to tell us what they do and don not enjoy about our work.
How do we communicate with them?	
How well do we consider the needs of participants in our learning/participation programmes?	

Quality of Experience

Questions you might ask yourself	What success looks like
Do our participants have a good quality of experience? Do we understand how they experience the work we do?	We have an established process for gathering audience feedback and incorporating it in the overall artistic evaluation of our work.
Do we pay proper attention to the diversity of our audience/participants, ensuring that they all have equally good experiences?	The feedback that we get is largely positive.
What do our audiences tell us about the quality of experience that we provide?	The quality of experience is equally high for all sectors of our audience.
Do we make sure that we reflect on and learn from any feedback we collect?	

Involvement and Consultation

Questions you might ask yourself	What success looks like
How flexible are we to the different needs of participants?	We understand the different ways our audiences/participants engage with our work.
Do we have a strategy for consulting and involving our audiences and stakeholders?	We are able to respond to the different ways people wish to engage with us.
How open are we to the views and ideas of our audiences and the community within which we operate?	

Partitions

Questions you might ask yourself	What success looks like
How do we work with partners to strengthen our offer/relationships with audiences/participants?	We work with partners and other providers to offer the best possible opportunities to our audiences/participants.
Do we agree our measures of success with our partners at the outset?	We have identified appropriate partners to work with.
How actively do we share our learning with our partners?	

Organisational Capacity and Capability

This area is broken down into six topics:

- ❑ Governance

- ❑ Management structure

- ❑ Plan

- ❑ People

- ❑ Process and systems

- ❑ Location/facilities

Governance

Questions you might ask yourself	What success looks like
How often do the board members engage with our work?	The members of our governing body fully understand their roles and responsibilities and take appropriate steps to work with us and provide appropriate guidance and support.
Does the board discuss our achievements as well as our participations?	Membership of our governing body is as diverse as possible.
How does the board engage with the development and monitoring of our plan?	

Management Structure

Questions you might ask yourself	What success looks like
How does our structure define reporting lines and provide manageable spans of control and direction?	We are managed and structured in a way that enable us to achieve our aspirations and which is cost effective and efficient.
How do we ensure the right people are making decisions?	
Do we have and do we observe an equal opportunities policy?	

Plan

Questions you might ask yourself	What success looks like
How well does our plan define our goals and targets in relation to our vision?	We have a clearly define plan that is approved by the board, and all our staff understand their part in its implementation.
How have we ensured that the whole institution understands the plan and their role in its implementation?	
How do we review our achievements against the plan?	
Does our plan include all aspects of our work, including our learning/participation programme?	

People

Questions you might ask yourself	What success looks like
How well do we provide clear leadership?	
Are everyone's roles, responsibilities, objectives and measures aligned to the achievement of our plan?	Our management and staff work together effectively to deliver our vision.
Do our staff members have the appropriate skills to carry out the roles and tasks assigned to them?	
Do we provide appropriate opportunities for personal development	
How well does our team reflect the diversity of our communities?	

Processes and Systems

Questions you might ask yourself	What success looks like
Do we have effective processes for identifying, contracting and working with suppliers?	Our processes and systems enable us to operate effectively and efficiently.
Do we have effective systems for communicating with our audiences and partners?	
Is our IT system fit for purpose and do we have a strategy for its maintenance and renewal?	
Do we use our IT and other systems effectively and efficiently?	
Are our systems safe and secure?	
Do we have appropriate systems for the delegation of authority and are they clearly understood?	

Location / Facilities

Questions you might ask yourself	What success looks like
How do(es) our location/facilities meet our needs?	
Do we have a clear plan and associated funds to maintain/repair/replace these facilities?	Our location/facilities are appropriate for the delivery of our vision.
Do our facilities present any barriers to participation?	
Are they in a good state of repair?	

Business Management

This area is broken down into six topics:

- ❏ Business model

- ❏ Financial management

- ❏ Value for money

- ❏ Budget and cash-flow forecast

- ❏ Risk management

- ❏ Regular reporting

Self-Evaluation Framework

SE requires institution to address the following key questions

with regard to an aspect or aspects of its work:

- ❑ How well are we doing?

- ❑ How do we know? What evidence do we have?

- ❑ How can we find out more?

- ❑ What are our strengths?

- ❑ What our areas for improvement? How can we improve?

The Key Principles of SE

Collaborative, inclusive	Effective SE involves staff, partners and audiences/participants working together in a climate of trust and respect, in consultation with stakeholder, to bring about institution improvement.
Leadership	Effective SE requires effective leadership.

The Key Principles of SE

Reflective	Effective SE involves institution thinking critically about the aims and key priorities of the institution and what needs to be done to bring about improvements in their staff, partners and audiences/participants' learning.
Evidence based	Decisions taken during effective SE are based on sound, reliable and specific information or evidence.
Flexible	Flexibility, creativity and a willingness to rethink, revise and redesign ways of doing things on the part of staff, partners and audiences/participants and institution management are features of effective SE.

The Key Principles of SE

Continual, ongoing	Each step of effective SE is part of an ongoing cycle focused on improving the work of the institution and the learning of the staff, partners and audiences/participants. Evaluation findings inform institution improvement plans and strategies for improvement, the impact and effect of which are in turn evaluated.
Improves teaching	Effective SE is focused on making a positive, measurable and significant difference to the quality of teaching and researching in the institution.

The Key Principles of SE

| Improves learning	Effective SE is focused on making a positive, measurable and significant difference to the learning of the staff, partners and audiences/participants and the work of institution.
Communication	Effective SE provides the institution with a mechanism to engage in open and transparent communication with the entire institution community.

The SELF-EVALUATION process

SE builds on the institution development planning process. The framework below highlights a six-step self-evaluation process. The process is iterative in that it facilitates repeated cycles of analysis or a return to a previous stage of the cycle as required.

The SE process
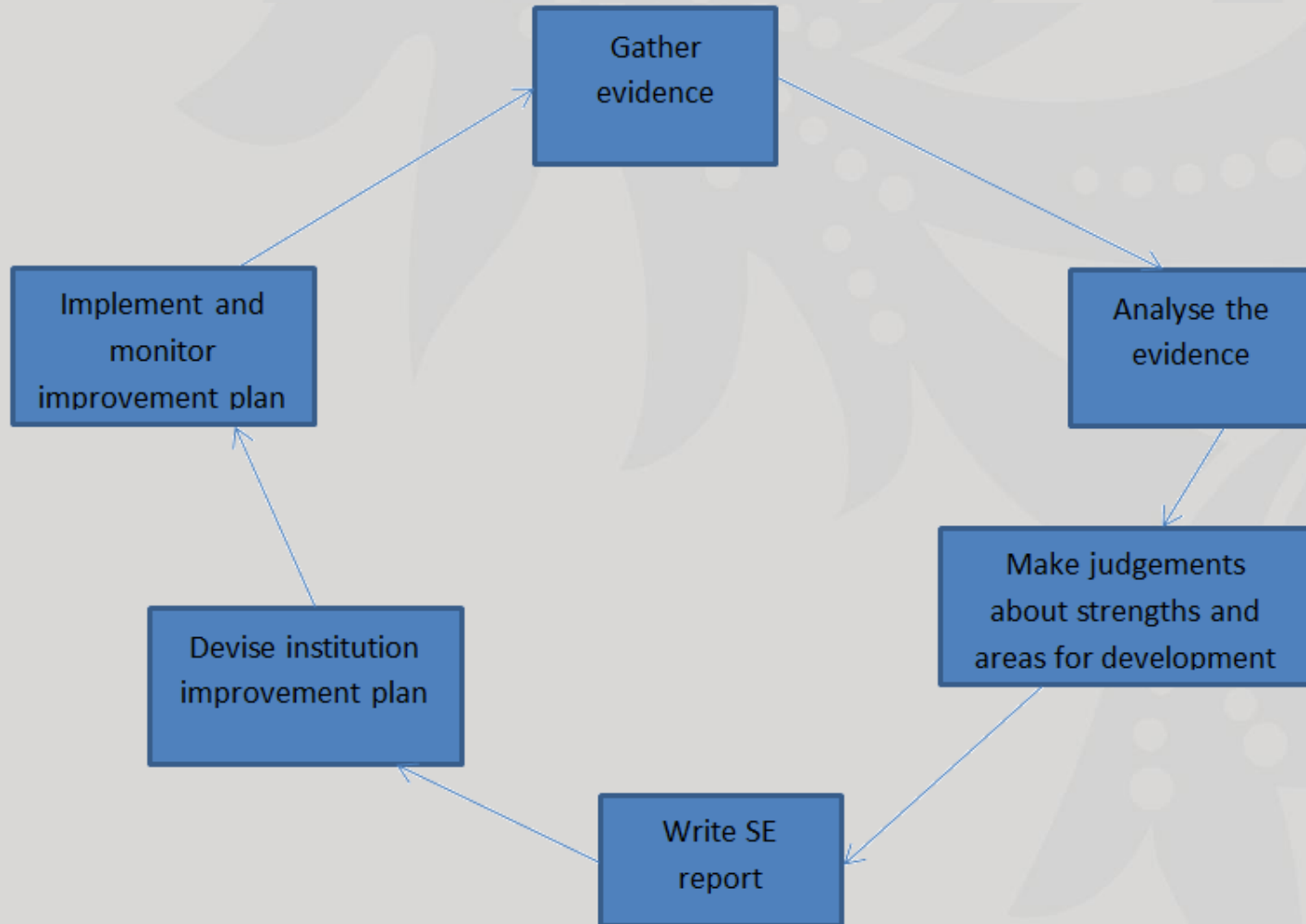
The SE process

The first three steps outline the review element of the self-development process. These important steps ensure that conclusions about strengths and areas for improvement are based on evidence from a range of relevant sources. The next steps ensure that institutions retain a record of the evaluation and describe the actions for improvement. The final step, implement and monitor, takes place over next period.

The Six-Step SE process

Step 1 Gather evidence	Outcomes	Learning	Teaching	
Step 2 Analyse evidence (Evaluation criteria)	Attainment Knowledge Skills Attitude Progress	Active Collaborative Challenging Motivating	Purposeful Pace Approaches Differentiation Assessment	
Step 3 Draw conclusions (Judge quality)	Significant strengths	Strengths Outweigh weaknesses	Weaknesses Outweigh strengths	Significant weaknesses

The Six-Step SE process

Step 4	Focus of evaluation	Strengths
SE report	Context	Areas for improvement
	Findings	Legislative requirements
Step 5	Targets	Timeframe
Improvement plan	Actions	Measurable outcomes
	Responsibility	Review date
Step 6	Actions at ground level	Progress on targets
Implement and monitor	Action at upper level	Changes

Congratulations for completing the

3st Part of the Quality Assurance Course