PROJECT "Improvement of master-level education in the field of physical sciences in Belorussian universities", Acronym: "Physics"

MONITORING AND EVALUATION BY EXTERNAL EXPERT
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Agenda

1. The Bologna Process 2020 – The European Higher Education Area in the new decade

2. International aspect of the Bologna process

3. Standards and Guidelines for Quality Assurance in European Higher Education Area (ESG 2015) and their application in evaluation process

4. External monitoring and evaluation of the project

"Quality is not an act. It is a habit."

Aristotle

1. The Bologna Process 2020 – The European Higher Education Area in the new decade

I. The European Higher Education Area

- Over the past decade a strong and robust European Higher Education Area (EHEA) has been created covering 46 countries that are party to the European Cultural Convention and firmly rooted in Europe' s intellectual, scientific and cultural heritage and ambitions. It is an area in which students can more and more choose from a wide and transparent range of high quality courses and, in spite of problems that still have to be solved, benefit from smooth recognition.

- The main objectives set out by the Bologna Declaration and the policies developed in the subsequent years are still valid today; the Bologna Process up to 2020 shall contribute to making Europe a highly creative and innovative region as well as an attractive global partner in the advent of a global knowledge society. The EHEA in 2020 should be an area where higher education is a public responsibility, regardless of the question whether the institutions are public or private, and where all institutions of higher education are responsive to the wider needs of society and the economy through the diversity of their missions and purposes and through the nexus between education and research.
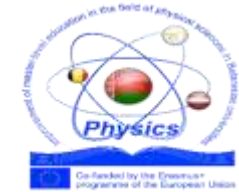
1. The Bologna Process 2020 – The European Higher Education Area in the new decade

II. Challenges ahead

- The links between education and the labour market need reinforcing. The advent of a Europe of knowledge that is highly creative and innovative rests upon the ability of its citizens to summon the competences that are necessary to address the new challenges in society and in the economy.

- European higher education will more specifically face the major challenges posed by globalisation and demography. The demographic challenge of an ageing and increasingly diverse population and workforce in a knowledge society can only be met by fully engaging in lifelong learning policies and practices as well as by widening the participation in higher education. Social and human growth are indispensable components for European citizenship.

1. The Bologna Process 2020 – The European Higher Education Area in the new decade

III. Better learning for the future: priorities for the decade to come

- ***Quality of European higher education.*** For European higher education to respond adequately to those and other challenges and to contribute to their solution, excellence must be pursued at all levels of higher education and in fulfilling the diversity of missions of institutions, in teaching and research as well as in innovation and community engagement. In that respect high quality in higher education continues to be a solid basis on which the European Higher Education Area should be built.
- ***Curriculum reform and learning outcomes.*** The pursuit of the goal of student centred learning means that curricular reform will be an ongoing process. Since the start of the Bologna Process higher education institutions in close cooperation with student representatives, have taken up the challenge to develop international descriptors and reference points for a growing number of subject areas. Acknowledging the main responsibility of institutions of higher education and with due consideration for programme diversity, curriculum developers will be encouraged to further engage in a fruitful exchange with all stakeholders with a view to designing subject specific curricula which are student centred and based on learning outcomes.

1. The Bologna Process 2020 – The European Higher Education Area in the new decade

III. **Better learning for the future: priorities for the decade to come**

- *The social dimension.* The social dimension calls for equitable access into high quality higher education for the whole spectrum of the population in their various walks of life and age groups; it requires a learning environment of great quality geared to the needs of a diverse student body. The student body within higher education should reflect the diversity of Europe's populations. In order for this to happen access into higher education will be widened by fostering the potential of students from socially disadvantaged groups and by providing adequate conditions for the completion of their studies.

- *Employability.* Higher education should equip students with the sustainable knowledge, skills and competences that individuals need in their careers whatever their position and status. Employability is also empowering the individuals to renew those skills and competences throughout their working lives. For this to happen, higher education institutions and employers, also involving students and graduates, shall engage in a meaningful dialogue. This will allow institutions to be more responsive to employers' needs and employers to better understand the institutional perspective, catering not only for the short-term needs of the labour market but training responsible, inventive and entrepreneurial graduates for the future with its often unforeseeable needs.

1. The Bologna Process 2020 – The European Higher Education Area in the new decade

III. Better learning for the future: priorities for the decade to come

- *International openness.* Higher education is a global phenomenon. European higher education institutions will be further encouraged to embed their activities in an institutional culture of internationalisation and global collaboration. The attractiveness and openness of European higher education will be highlighted. Competition on a global scale will be complemented by policy dialogue and cooperation based on partnership with other regions involving a variety of stakeholders.
- *Mobility.* Mobility of students, early stage researchers and staff, embedded in institutional policies to enhance the quality of programmes, will strengthen the academic and cultural internationalization of European higher education. Mobility is important for personal development and employment. In an increasingly multicultural society, it fosters respect for diversity and a capacity to deal with it. Mobility should also encourage linguistic diversity and it increases cooperation between institutions.
- Opportunities for mobility shall be further developed and diversified so that mobility will be considered **the rule** and **no longer the exception.** Joint degrees and programmes should become common practice. In all degree programmes curricula will be designed in such a way that they provide structured opportunities for mobility. Mobility shall also be an important ingredient of research training.

2. International aspect of the Bologna process

External Dimension of the Bologna Process

The impact of the Bologna Process at institutional and subject area level for European and their third country partner institutions and their learners:

Paradigm Change in European Higher Education

2. International aspect of the Bologna process

Main tasks for European Higher Education Institutions (1/3):

- Implementation of a **three cycle system** with preparation for the labor market at all levels
- Provisions for **recognition of prior learning**
- Clear **provisions for access** at all levels
- Effective **provisions for student mobility**

2. International aspect of the Bologna process

Main tasks for European Higher Education Institutions (2/3):

- Degree programmes based on **profile**, Intended learning outcomes, **competences**, levels, student workload

- **Student oriented** degree programmes

- **Intented learning outcomes (ILO)** in place for the programme as a whole as well as its individual units

- **ECTS** applied as a transfer and accumulation system

- Use of ECTS based on learning outcomes and their associated **workloads**

- **Feasibility** of programmes to be checked regularly

2. International aspect of the Bologna process

Main tasks for European Higher Education Institutions (3/3):

- Degree programmes based on the **Bologna cycle (level) descriptors**

- **Quality culture** in place at institutional and programme level

- **Student and staff surveys** to evaluate teaching and learning

- **Curricula evaluation** at a regular basis

- **Diploma Supplement** including clear **profile** and **learning outcomes** of programme. ILO are formulated in such a way that they can be used for **recognition** purposes.

What should do our Universities as a contribution to the Bologna Process ?

- Develop the best ways to introduce the two / three cycle system

- Promoting the transparency in Higher Education

- Focus on employability and citizenship

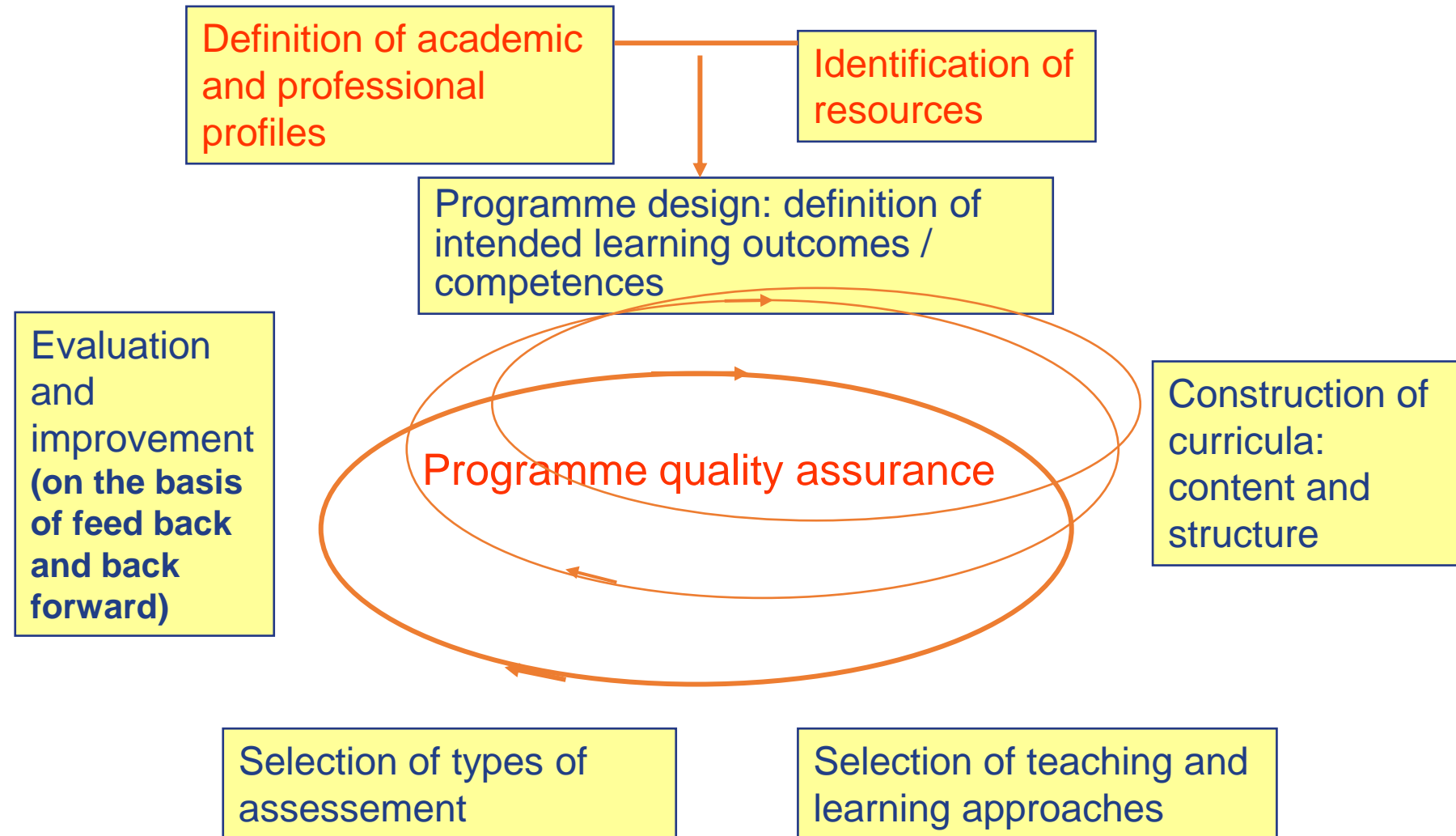- Focus on professional and academic profiles
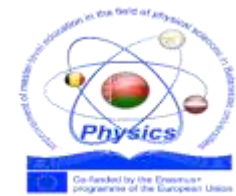
- **Wide Introduction of *Intended Learning Outcomes* and *Competence* approach**

- ***Change of paradigm*: from staff-centred to learner-centred teaching, learning and assessment (input to output based)**

- **Distinction between *generic* and *subject-specific* competences**

- **Transfer to a student workload based credit accumulation of ECTS**
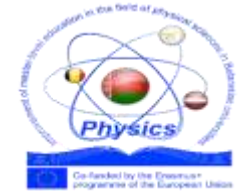
2. International aspect of the Bologna process. Dynamic quality development circle

Definition of academic and professional profiles

Identification of resources

Programme design: definition of intended learning outcomes / competences

Evaluation and improvement **(on the basis of feed back and back forward)**

Programme quality assurance

Construction of curricula: content and structure

Selection of types of assessement

Selection of teaching and learning approaches

2. International aspect of the Bologna process.
Summary of the Bologna process

1. **Adoption of a system of easily readable and comparable degrees**

2. **Adoption of a system essentially based on two (three) cycles**

3. **Establishment of a system of credits (ECTS)**

4. **Promotion of mobility**

5. **Promotion of European co-operation in quality assurance**

6. **Promotion of the European dimension in higher education**

2. International aspect of the Bologna process.
THE TOOLS

- **ECTS – a credit system originally designed for providing a measure for the workload undertaken by a student. Now being established as a credit accumulation system**

  - **1-st cycle = 180 ECTS credits, normally 3 years or 240 ECTS credits in 4 years**

  - **2-nd cycle = up to 120 credits, normally 1 or 2 years**

- **In- a shift from teacher-based to student-based Study course descriptions in terms of what student "can do" (knowledge, skills, competence)**

- **Diploma Supplement – a standard supplementary document designed for making the degrees transparent**

3. Standards and Guidelines for Quality Assurance in European Higher Education Area (ESG 2015) and their application in evaluation process

Development of the European Standards and Guidelines (Version 1 –2005)

Recommendation of the Berlin Communiqué of Ministers(September 2003)
„an agreed set of standards, procedures and guidelines on quality assurance" and
„to explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies"

Development of the European Standards and Guidelines (Version 1 –2005)

In 2005 (in Bergen, Norway) ENQA reported back with a recommendation for the Ministers to adopt:

• European standards for internal and external quality assurance and for external quality assurance agencies

• European QA agencies will be expected to submit themselves to a cyclical review within 5 years

• A European register of quality assurance agencies will be produced

• A European Consultative Forum for Quality Assurance in Higher Education will be established (EQAF)

Standards and Guidelines for Quality Assurance in the European Higher Education Area

European Standards and Guidelines (ESG):

A key element of ESG 2005 was the 3 Part Structure of QA:

Part 1. ESG for **Internal QA within** Higher Education Institutions (7 standards) -the corner stone of QA in HE

Part 2. ESG for **External QA** of Higher Education (8 standards) -a condition of the credibility of the results of the internal evaluation

Part 3. ESG for **External QA Agencies** (8 standards) -External evaluators (QA agencies) are accountable for the quality of their activities

European Standards and Guidelines

- **ESG 2.1: External QA procedures** should take into account the effectiveness of the **internal QA processes** described in Part 1 of the ESG

ESG 2015 – PURPOSES

- They set a **common framework** for quality assurance systems for learning and teaching at European, national and institutional level
- They enable the **assurance and improvement of quality** of higher education in the European Higher Education Area
- They support **mutual trust**, thus facilitating recognition and mobility within and across national borders
- They provide **information on quality assurance** in the EHEA
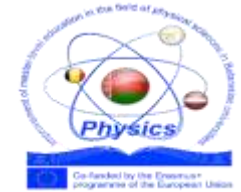
ESG 2015 – PRINCIPLES

- **HEIs have primary responsibility** for the quality of their provision and its assurance
- **QA responds to the diversity** of higher education systems, institutions, programmes and students
- QA supports the **development of a quality culture**
- QA takes into account the **needs and expectations of students**, all other stakeholders and society
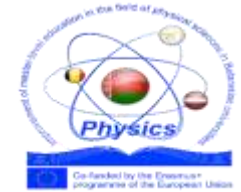
What do we mean with quality assurance?

Internal and external process and criteria to:
–Ensure minimum standards (accountability)
–Support quality enhancement
–Provide reliable and transparent information to users and stakeholders (consumer protection)
–Create trust in the HE system and its components
–Ensure, fundamentally, that students (can) reach the intended learning outcomes

ESG Part I: Standards for IQA

1.1 Policy for quality assurance

1.2 Design and approval of programmes

1.3 Student-centred learning, teaching and assessment

1.4 Student admission, progression, recognition and certification

1.5 Teaching staff

1.6 Learning resources and students support

1.7 Information management

1.8 Public information

1.9 On-going monitoring and periodic review of programmes

1.10 Cyclical external quality assurance

❑ **ESG 2015 part 1 : IQA**
❑ **ESG 2015 part 2 : EQA**

Standard 2.1 : Consideration of IQA

"External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1."

WHY IS INTERNAL AND EXTERNAL QA IMPORTANT FOR THE CONTEMPORARY HIGHER EDUCATION INSTITUTION?

Importance of QA

- QA is an instrument to foster creative instability, shake up the institution, if needed:

–internal review

–external review

- Reflect the expectations of:

–Government –safeguard consumer, value for money, relevance

–Employers –labour mobility and competencies

–Users of research and R&D

–External examiners

–Students –consumers, partners in learning experience (current, alumni, future)

–Graduates of secondary schools
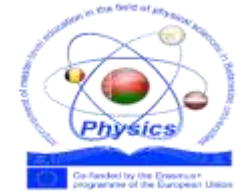
Importance of QA

Quality Assurance:
- what are you trying to do?
- how are you trying to do it?
- how do you know it works?
- what do you need to change in order to improve?

Importance of QA for Leadership

- A means of getting HEI and departments to think critically about academic performance and improvement and development
- To get external views on the quality of programmes
- To receive informed advice on how to improve : "Best Practice"
- To provide an independent catalyst for internal change and innovation
- To provide an external legitimisation /recognition

ESG Standard 1.2.

Design and Approval of Programmes

"(...) The programmes should be designed so that they meet the objectives set for them, including t. intended learning outcomes. (...)

Guideline1.3 :

Student-centred learning, teaching and assessment *"(...) The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. (...)"*

Intended Learning outcomes = need of common language, need of common understanding

❖ ILO = what a learner is supposed to know & be able to do after a successful study
❖ Competence= ability to integrate knowledge, skills & attitude to be successful in a certain context
❖ The ILO should become **LIVING** things that are formulated by the stakeholders concerned, shared by the whole team and shaping the teaching, learning and assessment practices & formats accordingly !

New competences needed:

- Communication, problem-solving, creativity, team-work
- Research skills, both academic as well as 'applied and mixtures
- Inter-disciplinary but with skill and attitude to go deep in to a particular discipline
- Willingness to change, risk-taking, entrepreneurial
- 'Global competences' (e.g. computer skills)
- Visionary & inspirational leadership

ESG STANDARD 1.3.

Student-centred Learning, Teaching and Assessment

"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."

ESG STANDARD 1.3.

Student-centred Learning, Teaching and Assessment

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;
-encourages a sense of autonomy in the learning, while ensuring adequate guidance and support from the teacher; (…)

New definition of quality

- Quality, as defined by its stakeholders (= international minimal standards), is the added value between input and output.
- Quality is the added value between the ILOs of the incoming student and those achieved by the outgoing student in relation to what all stakeholders want and need.

Quality Assurance Plan (from QAP Deliverable nr. 4.2)

What is expected by this project:

- Intended learning outcomes are developed and published in the new syllabi.
- Industry (professional associations, etc.) representatives and students participate in syllabi design.
- The curriculum and programme design and content is reviewed and evaluated by involved parties and stakeholders; suggestions are offered and follow-up procedures are determined.
- Specific needs of different modes of delivery (e.g. lecturing, lab work, e-learning) and target groups are taken into account.
- Learning resources are available to the teachers and students
- Formal programme approval procedures by the university authorities are initiated and completed timely.
- Monitoring of the progress and achievements of students is in place
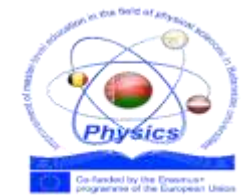
4. External evaluation and monitoring of the project

Monitoring = a management tool that focuses on institutional learning to improve ongoing projects

- supposes the selection of the areas to be observed
- intends the informing about ongoing development measures:
    - ❖ what progress has been made,
    - ❖ the extent to which results have been achieved,
    - ❖ how means are being allocated.

4. External evaluation and monitoring of the project

Evaluation = the assessment of on-going or completed projects, programs or policies

- Anticipates the use of reliable, transparent methods of observation and analysis of the results
- Using set of evaluation criterion: Relevance, Effectiveness, Efficiency, Impact, and Sustainability
- Should be conducted systematically and objectively
- Comprise design, implementation and outcome of programs/projects
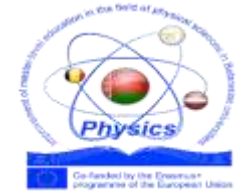
Evaluations versus Monitoring

Monitoring:

❑ Should be done on regular basic

❑ not subject to formal requirements

❑ need not be comprehensive (could be selective and could deal exclusively with partial questions or part of a project)

Evaluation:

❑ should meet particular evaluation and assessment principles and criteria

❑ must show the entire range of effects created by a project or program

4. External evaluation and monitoring of the project

Primary data for Evaluation and Monitoring should be gathered by:

❑ Questionnaires
❑ Interviews with Universities and Industry representatives
❑ Study programme curriculum, syllabus analysis
❑ Feedback reports from Workshops, Seminars, Conferences etc.
❑ Discussions with stakeholders' and target groups' meetings

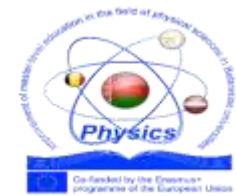# 4. External evaluation and monitoring of the project

Monitoring Outcome

❑ Feed back to Project Management Committee

Evaluation Outcome

❑ Intermediary Report 2018 Spring
❑ Final Report 2018 June

Thank you!

Faithfully yours, Tatjana

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My publications:

https://scholar.google.lv/citations?user=CxSn46cAAAAJ&hl=lv