



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA



WP2
MANAGEMENT
PLATFORM
II CONFERENCE

Granada, 26-28.11.18
(III project meeting)

Presentation of Quality Assurance/Monitoring Tools

Target group: *External Stakeholders*

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External stakeholders and QA...

- Why
- Who
- Processes and tools
- Conclusions



External stakeholders and QA - why

- The outcomes of the learning process should meet the aims of the programme (fit in purpose), but also those **outcomes should meet the needs and expectations** of students and society, **ensuring employment, personal development and citizenship** (fit for purpose)
- Learners should develop **competences considered useful and necessary** for the academic, professional and/or vocational area
- Learning process and degree profile should be **clear and transparent**



External stakeholders and QA - who

Employers / labour market representatives

Government sector

Private sector (industrial, agricultural, service, cultural ... sectors)

NGO sector

Citizenship / society representatives

Graduates/Alumni

BUT! They were «internal stakeholders» before graduation

Higher education institutions (Universities, Research centers...)

BUT!... they are also «internal stakeholders» in the accademic community

Local, regional, national, international



External stakeholders - processes and tools

PROCESS: DEGREE PROGRAMME DESIGN

- Degree programme design/review require a careful and objective consideration of such factors as the labour market, the development of the subject area, emerging technologies, etc.
- So it's important to consult external stakeholders to evaluate:
 - whether the programme proposed satisfies **established or new professional and/or social demands**
 - the coherence between the expected **competences** to be acquired by graduates and specialization/professional profile
- It's also important to involve external stakeholders to better **describe the potential fields/sectors** where its graduates may find employment (occupations, job level, access to professional or state licensing examinations, etc..)

Example of tools: QUESTIONNAIRES / SURVEYS (and/or meetings)

- ✓ *Which kind of specialist you need most from a list of relevant areas ...*
- ✓ *Relevance of generic and specific competences ...*
- ✓ *Do you think the degree programme profile communicates clearly...*



External stakeholders - processes and tools

PROCESS: DEGREE PROGRAMME DESIGN - Example of tools: EMPLOYERS QUESTIONNAIRE

1) Do you think that the name of the Academic Programme clearly conveys the goals and objectives?

- Absolutely yes
- More yes than no
- More no than yes
- Absolutely not

Note:

2) Which among the following professional figures do you believe can best serve the needs of your Organisation or of the occupational or organisational sector that you have experience with?

Do you believe that the skills associated with the role of the professional figure of **EDITOR, PUBLISHER** respond to the needs of your organisation or of the occupational sector that you have experience with? (If not, which other respond to such needs?)



External stakeholders - processes and tools

PROCESS: **MONITORING**

- External stakeholders can provide feedbacks on effective employment opportunities (employment rates)

Example of tools: **QUESTIONNAIRES / SURVEYS**

Graduates

- ✓ *Suggestions about programme contents according to competences required by labour market*
- ✓ *Information about access to labour market and employment condition*

Employers

- ✓ *Feedbacks on graduates competences*
- ✓ *Information about access to labour market and employment condition*



External stakeholders - processes and tools

PROCESS: **MONITORING** - Example of tools: **GRADUATES SURVEY**

| 3. Employment condition | Selected cohort (by graduation year) | | |
|---|---|--|--|
| | Graduates of the year 2016, 1 year on from graduation | Graduates of the year 2014, 3 years on from graduation | Graduates of the year 2012, 5 years on from graduation |
| Employment condition (%) | | | |
| Is working | 39.2 | 52.7 | 64.9 |
| Doesn't work and doesn't look for a job | 32.6 | 29.6 | 23.3 |
| Doesn't work, but looks for a job | 28.2 | 17.7 | 11.7 |
| Percentage of graduates who is not looking for a job, but is attending a degree course or is doing a training activity | 20.8 | 20.1 | 17.2 |
| Percentage of those who work, divided per gender | | | |
| Male | 40.3 | 54.0 | 68.2 |
| Female | 38.6 | 52.0 | 63.0 |
| Post-graduation working experiences (%) | | | |
| Is not working but has worked after graduation | 15.8 | 17.7 | 15.1 |
| Has never worked after graduation | 45.0 | 29.5 | 20.0 |
| Employment rate (ISTAT def. Labour Force) | 57.8 | 74.3 | 84.1 |
| Unemployment rate (ISTAT def. Labour Force) | 19.2 | 12.2 | 7.4 |



External stakeholders - processes and tools

PROCESS: **MONITORING** - Example of tools: **GRADUATES SURVEY**

| 4. Access to the labour market | Selected cohort (by graduation year) | | |
|---|---|--|--|
| | Graduates of the year 2016, 1 year on from graduation | Graduates of the year 2014, 3 years on from graduation | Graduates of the year 2012, 5 years on from graduation |
| Number of employed graduates | 10,555 | 10,799 | 11,037 |
| Employed graduates: employment condition at graduation (%) | | | |
| Is continuing in the job held prior to graduation | 15.8 | 7.9 | 5.4 |
| Has not the same job found before graduation anymore | 13.5 | 16.0 | 15.6 |
| Has started to work after graduation | 70.6 | 76.0 | 78.9 |
| Employed graduates: average time (in months) needed by graduates for accessing the labour market | | | |
| Time gap between graduation and the search of the first employment | 2.5 | 3.2 | 5.0 |
| Time gap between the start of the search of the first employment and the finding of it | 2.3 | 5.6 | 7.8 |
| Time gap between graduation and the finding of the first employment | 4.8 | 8.8 | 12.9 |



External stakeholders - processes and tools

PROCESS: MONITORING - Example of tools: GRADUATES SURVEY

| 8. Use and need for a degree within the current job | Selected cohort (by graduation year) | | |
|--|---|--|--|
| | Graduates of the year 2016, 1 year on from graduation | Graduates of the year 2014, 3 years on from graduation | Graduates of the year 2012, 5 years on from graduation |
| Did the achievement of the degree lead to an improvement in your job? (%) | 39.1 | 49.6 | 60.5 |
| Kind of improvement observed in your job (%) | | | |
| From an economic point of view | 16.8 | 13.3 | 16.1 |
| From the point of view of your professional status | 25.8 | 26.4 | 24.9 |
| From the point of view of the functions you held | 12.8 | 12.8 | 12.5 |
| From the point of view of the professional skills | 43.5 | 46.3 | 46.0 |
| Any other aspect | 1.1 | 1.2 | 0.6 |
| Application of the skills acquired through the degree course (%) | | | |
| Great | 63.0 | 59.2 | 63.1 |
| Limited | 26.3 | 31.7 | 30.2 |
| None | 10.5 | 8.9 | 6.5 |
| Usefulness of the education acquired during the university experience (%) | | | |
| Very useful | 57.7 | 52.0 | 54.6 |
| Not useful | 32.1 | 37.8 | 36.8 |
| Not useful at all | 10.0 | 9.7 | 8.4 |
| Demand for the degree to obtain the current job (%) | | | |
| Required by law | 65.7 | 66.8 | 73.1 |
| Not required by law, but necessary | 9.4 | 10.5 | 9.3 |
| Not required by law, but useful | 15.5 | 15.9 | 13.2 |

External stakeholders - processes and tools

PROCESS: **MONITORING** - Example of tools: **GRADUATES SURVEY**

| 9. Degree effectiveness and satisfaction for the current job | Selected cohort (by graduation year) | | |
|---|---|--|--|
| | Graduates of the year 2016, 1 year on from graduation | Graduates of the year 2014, 3 years on from graduation | Graduates of the year 2012, 5 years on from graduation |
| Effectiveness of the degree within the current job (%) ☰ | | | |
| Very effective/effective | 76.2 | 77.3 | 82.4 |
| Fairly effective | 12.5 | 14.0 | 11.8 |
| Not very effective/ineffective | 11.3 | 8.7 | 5.8 |
| Satisfaction with the current job (average, range 1-10) | 7.4 | 7.4 | 7.4 |
| Employed graduates looking for a job (%) | 38.4 | 33.0 | 29.3 |



External stakeholders - processes and tools

PROCESS:
MONITORING
 Example of tools:
EMPLOYERS
SURVEY

of the occupational sector with which you have experience.
 If graduates or internship students from this course have collaborated with your organisation, we would appreciate if you could indicate the level to which they demonstrated the knowledge and skills specified below.

| | Importance | | | | Level demonstrated |
|---|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| | 1 none | 2 little | 3 significant | 4 very important | |
| 1. Knowledge of the leading theoretical tools of history-related disciplines, the key themes, and the issues pertaining to historiographical research that enable connections, developments, continuities and transformations in historical processes over an extended time period to be identified | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | [Select an answer] v |
| 2. Knowledge of historical, and cultural issues relating to areas including the Ancient Near East, the Islamic World, South Asia, East Asia and indigenous America. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | [Select an answer] v |
| 3. Ability to research and critically examine materials, bibliographical and documentary sources of various kinds, both in hard copy and digital format, in order to organise the materials and carry | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | [Select an answer] v |



External stakeholders - processes and tools

PROCESS: UNIVERSITY STRATEGIC PLANNING

- In defining the strategic plan of the University, the evaluation of the context is essential to better address the mission and strategic objectives
- So it's important to involve external stakeholders in the **analysis of constraints and opportunities** deriving from the local / regional economy and society

Examples of tools

- Meetings with university board and representatives of professional/academic
- Cooperation in developing studies and strategic partnerships
- ...



Conclusions (1/2)

It is useful to **integrate the process** involving external stakeholders and to use it as an opportunity to establish and maintain contacts.

Examples...

Alumni networks

- facilitate the regular collection of data and feedbacks
- student guide services

Consultation of

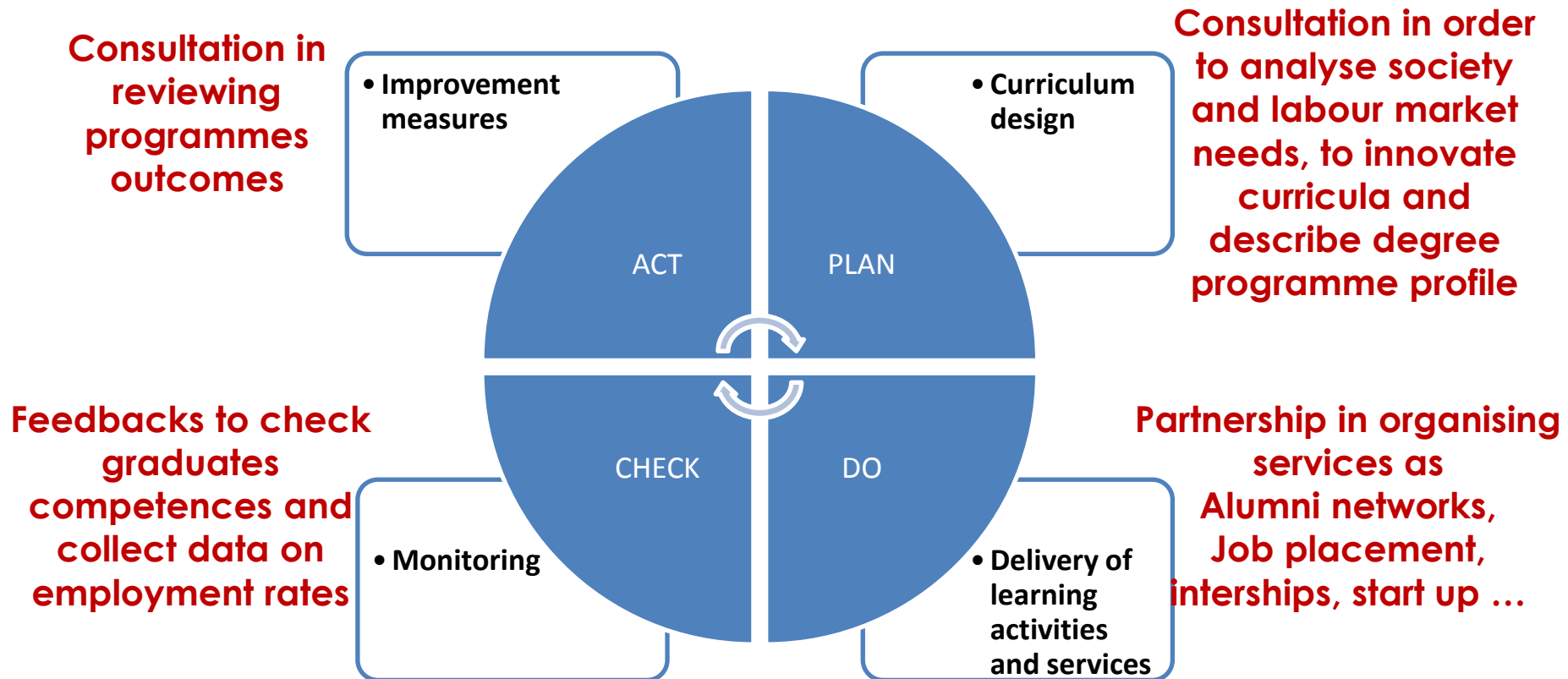
employers / companies

- new partnerships for projects and student services
- better understanding of programmes and graduates competences



Conclusion (2/2)

Involvement of external stakeholders can provide **useful contribution in all the phases of the quality assurance cycle**. Examples...





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