



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA



Policy for quality assurance and on-going monitoring of the degree programmes

Giovanna Filippini
Angela Ribeiro Cavazzuti

Summary

Defining University policy for Quality Assurance

Management of Degree programmes QA:
on-going monitoring



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HEIs internal quality assurance (IQA)

European Standards and guidelines for QA

National higher education system

University
IQA

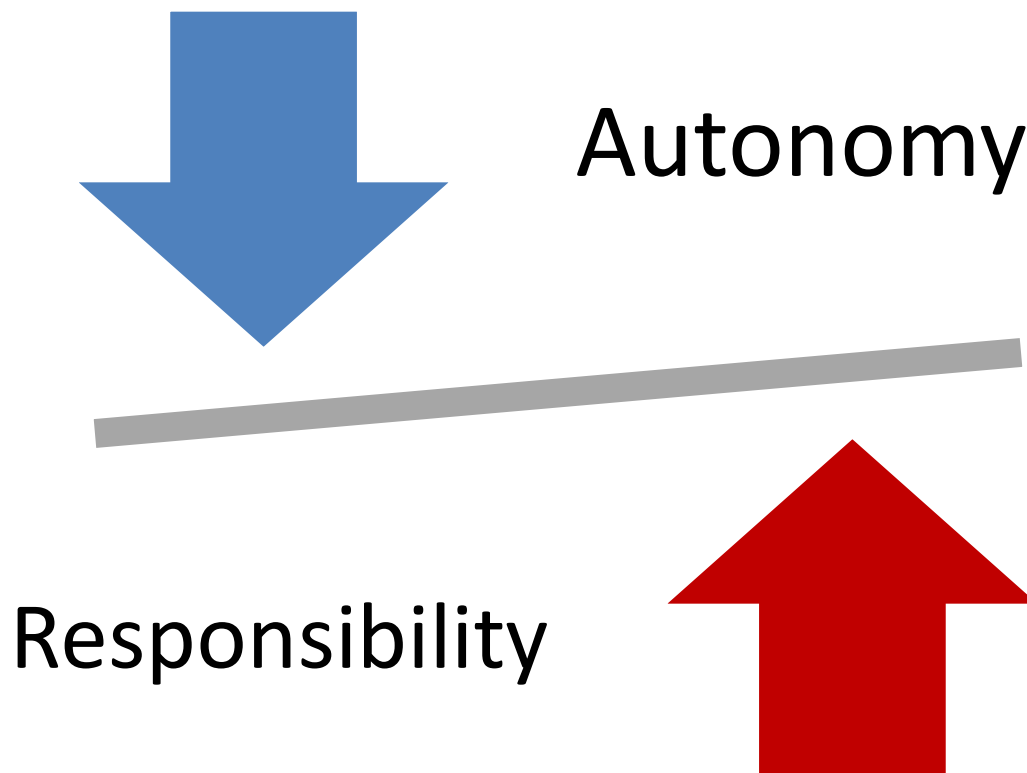


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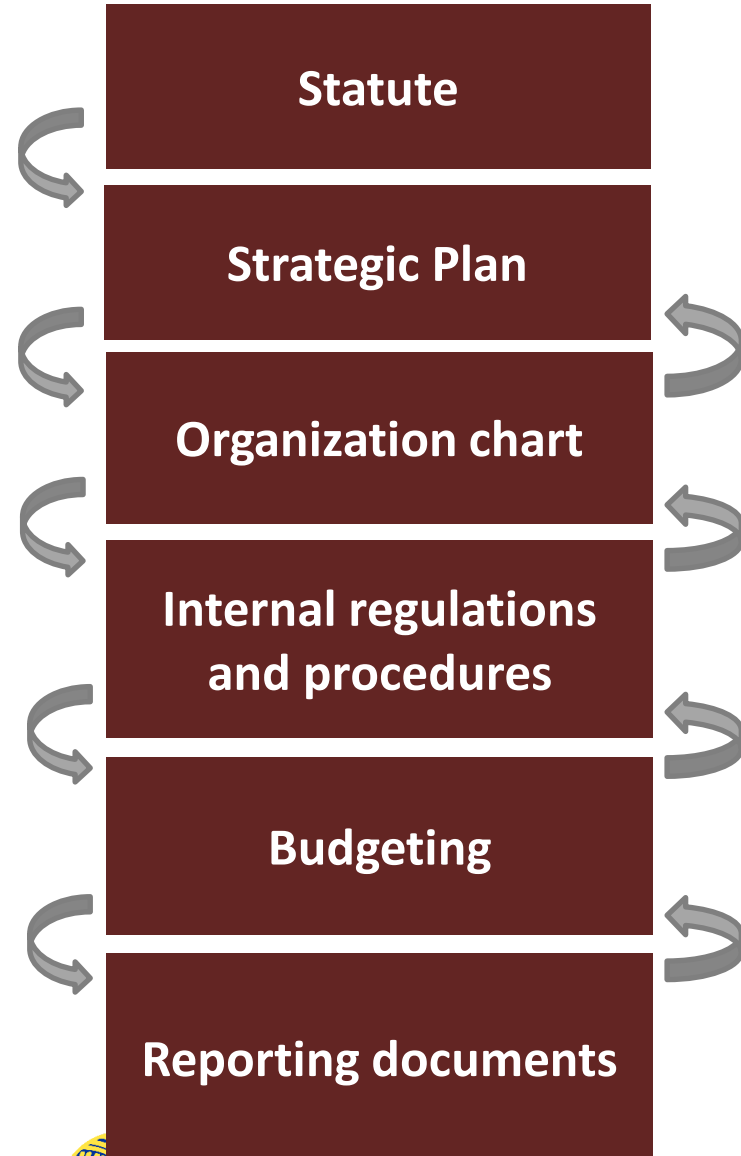


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HEIs internal quality assurance (IQA)



IQA – which dimensions?



IQA Processes – Strategic plan: contents

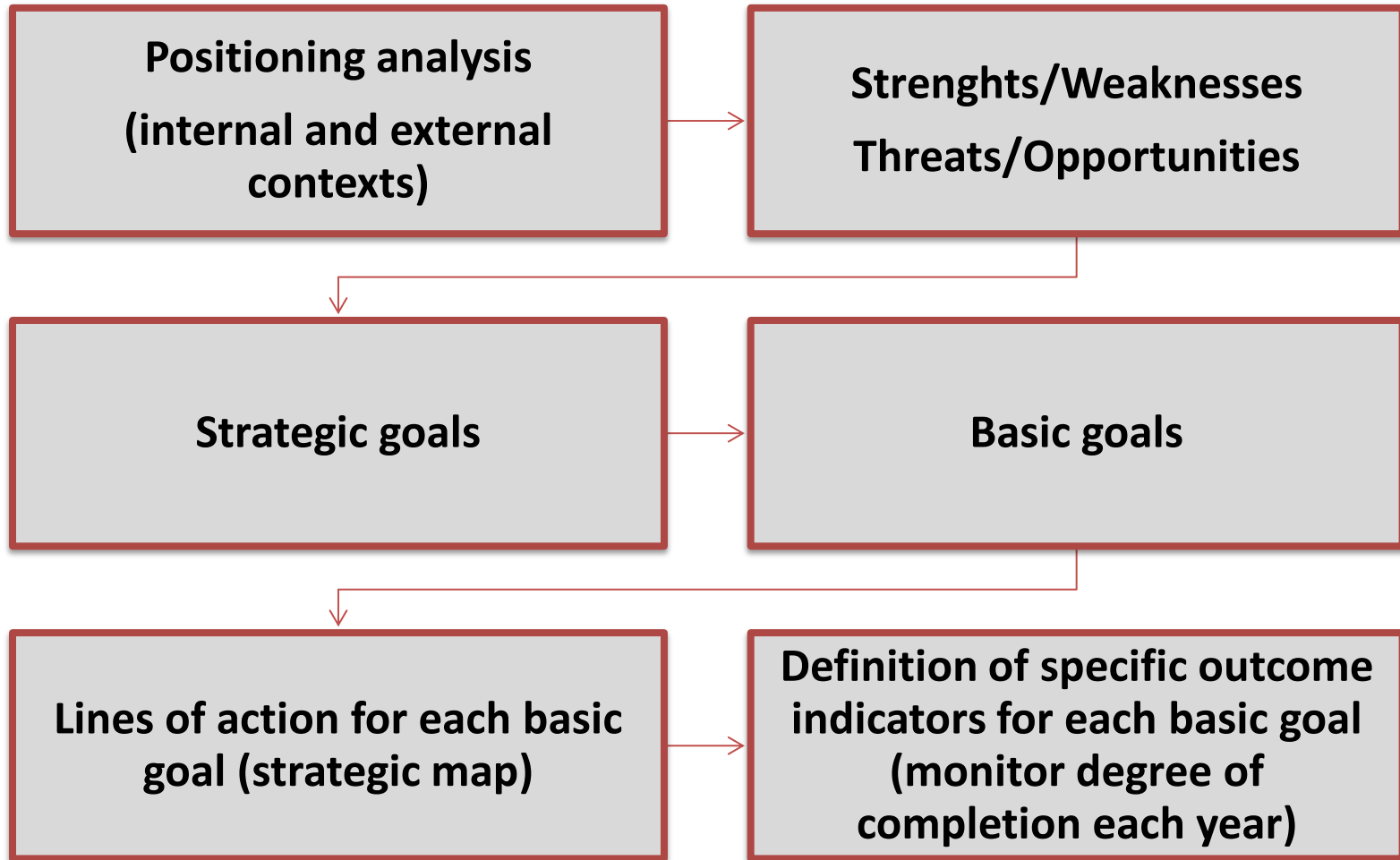
Programming document, outlining the University **mission**, **objectives** and **strategic areas of intervention**

concerning university main institutional tasks

TEACHING – RESEARCH – THIRD MISSION (SOCIAL IMPACT)

for a **pre-established period** of time (i.e. 3 years)

IQA Processes – Strategic plan: planning and design process

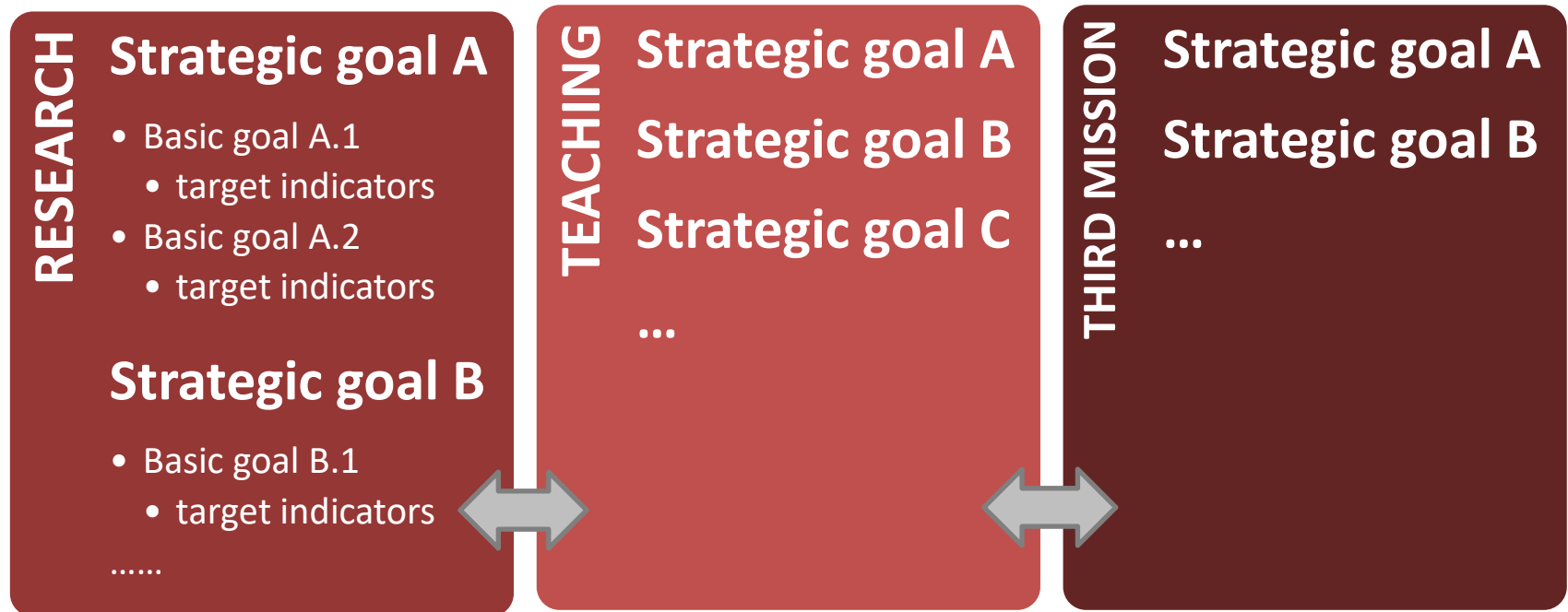


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IQA Processes – Strategic plan: example of document structure



IQA - Actors

Quality culture



External stakeholders

Governing bodies,
(Boards, committees,
chairs..)

Central / Peripheral
(Departments, Degree
programmes)

Academic
community

- Professor
- Students
- Administrative staff



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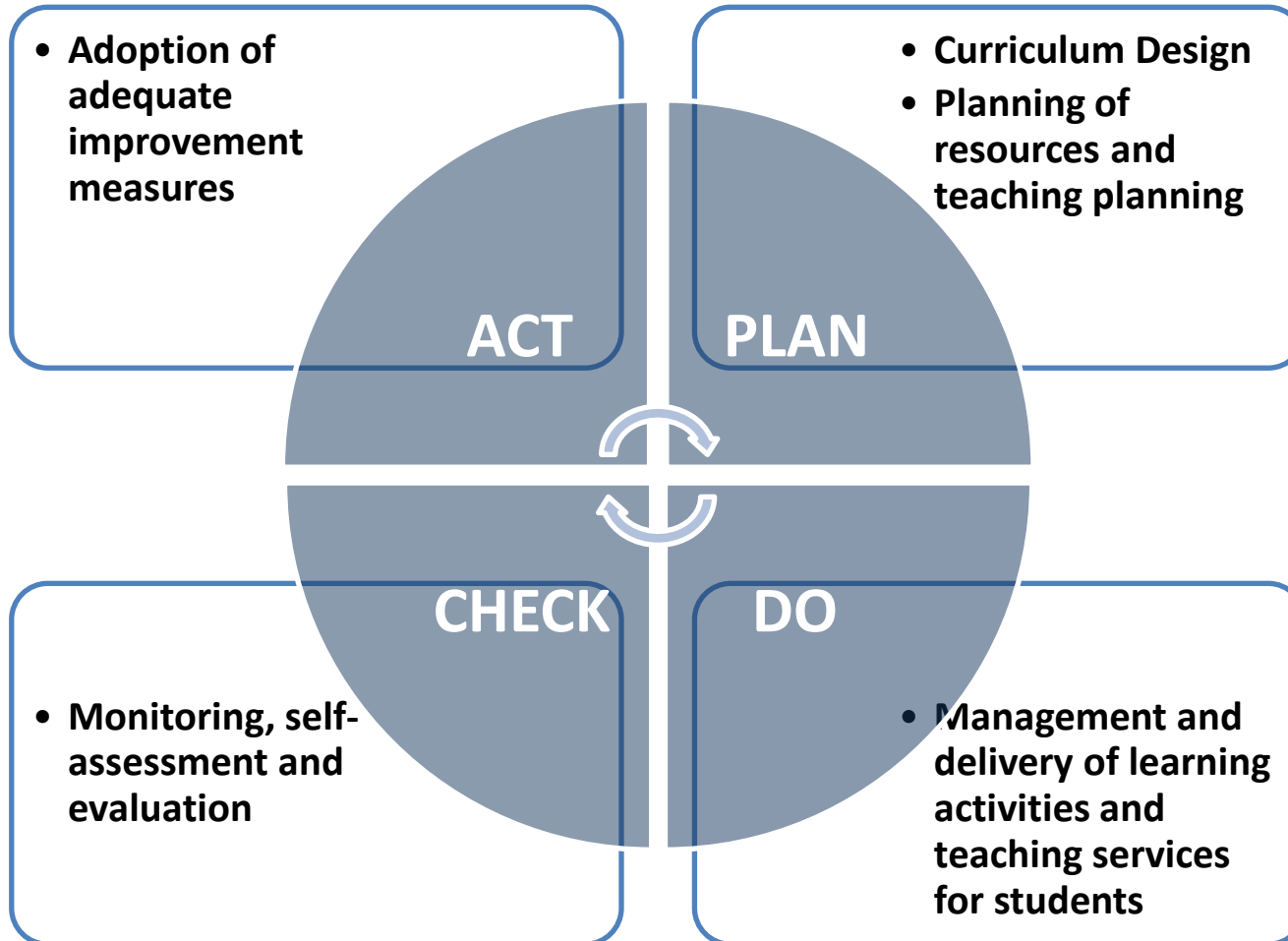
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Management of Degree programmes QA: on-going monitoring



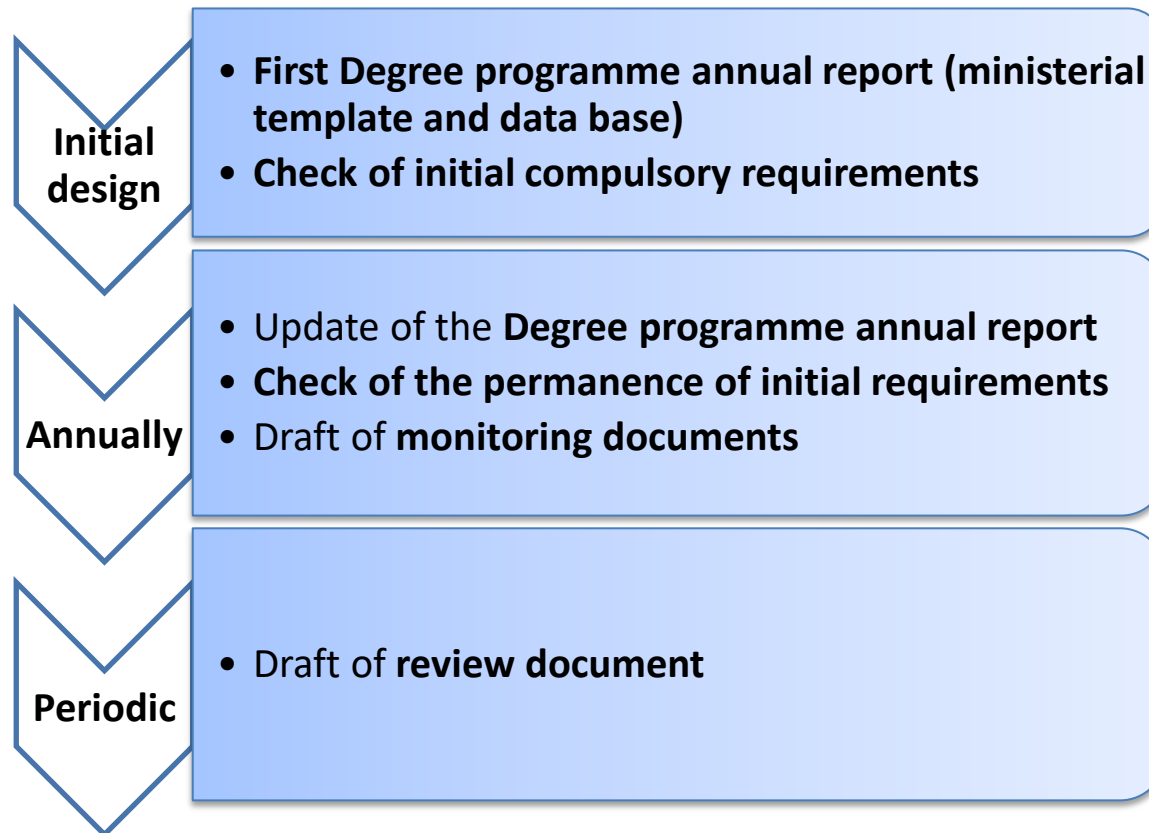
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Degree programme – QA processes



Degree programmes national accreditation system (example from Italian system)

DEGREE PROGRAMME INITIAL ACCREDITATION



DEGREE PROGRAMME ANNUAL ACTIVATION

DEGREE PROGRAMME PERIODIC ACCREDITATION



Degree programmes QA – informative report (example from Italian system)

A – Degree profile and intended learning outcomes

- Interactions with **external stakeholders**
- Professional and cultural **profile**
- **Entry** qualifications and requirements
- Intended **learning outcomes and associated curricular learning activities**

B – Learning environment and organisation

- **Programme structure and organisation** (course structure diagram, study plan, course timetable, examination sessions)
- Teaching **methods** and learning **materials**
- Student **assessment** methods
- **Faculty** qualification (teachers curricula)
- **Infrastructures** (lecture halls, classrooms, laboratories, libraries,..)
- Student guidance, counseling, academic support, careers **services**
- Attending students and graduates **feedbacks: effectiveness of the teaching process by students and graduate perception (CUSTOMER SATISFACTION)**

C – Figures about programme results

- Students' **enrollment and progression data**
- **Job placement** data

D – QA organisation, analysis, monitoring and review

- Description of the **set of processes and responsibilities**
- Periodic **review activities and documents**

Degree programmes QA – monitoring, self-evaluation and review report (example from Italian system)

Annual monitoring

1

Established and common set of indicators

Analysis and comments

Analysis of attending students' feedbacks (survey managed by each institution according to a common set questions and common methodological indications)

2

Report drafted by the Faculty-Student Departmental Joint Committee

Periodic review

Degree programme profile and architecture

Teaching, learning and assessment

Resources and services

Monitoring and review

Synthesis of analysis and comments on quantitative indicators

Synthesis of main changes

State of the art

Improvement objectives



Degree programmes QA – University internal organisation for annual degree programmes planning, monitoring and review

National regulation and guidelines

National deadlines

University internal regulation

University Policies and strategies for quality of teaching

University Central Committee for QA (includes a students' representative)

Vice-rector

Academic bodies

Priorities and strategical development areas

Schedule of the activities

Internal guidelines (i.e.: interactions with external stakeholders, admission tests, ...)

Forms, templates and methodological indications

Data and figures centralised collection

Support to actors involved



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Monitoring: example of the structure of a degree programme monitoring and self-evaluation annual report

Organisation of the self-evaluation activity

Analysis and comments on a set of established issues

Action plan



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Monitoring: example of the structure of a degree programme monitoring and self-evaluation annual report

Organisation of the self-evaluation activity

Composition of Committees in charge for pre-analysis

Other actors involved

Meetings

Conclusions after the degree programme board meeting

Why it could be useful to document and to describe the overall organisation of the activity?

Organisational aspects are themselves a qualifying element of the degree programme self-evaluation process

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Conclusions after the degree programme board meeting

1 - Effective self-evaluation should:

assure the participation of the main actors involved in learning process, in order to collect different point of views and feedbacks, discuss problems from different perspective, share achieved results

actively involve who is in charge for the management of resources

be in relation with all the other evaluation processes at the Department/institution level

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2 - Effective self-evaluation should give evidence of an on-going process, verified on a yearly base, but running during all the academic year



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3 - Effective self-evaluation should lead to agreed and formalized decisions



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Monitoring: example of the structure of a degree programme monitoring and self-evaluation annual report

Analysis and comments on a set of established issues

Students' enrollment

Students' progression

Student's career conclusion

Internationalisation

Attending students and graduates feedbacks.
Employment situation

Faculty

Which issues should be analysed? Which kind of entrance elements could be taken into account for the analysis? Which data and figures?

**They should be useful to check the effectiveness of the ongoing programme management and students learning achievements
(fitness of purposes / fitness for purposes)**

They should be relevant according to the context



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Monitoring: example of the structure of a degree programme monitoring and self-evaluation annual report

Examples

Students' enrollment data

- Number of applications
- Number of enrolled students
- Characteristics of the cohort (previous diploma, age, geographic origin, ...)

Students' career progression data

- Students leaving the programme between first and second year
- Credits obtained by students in the first year
- Exams passed and average grade

Student's career conclusion data

- Graduates aligned with the exams schedule and final examination

Internationalisation

- Students taking part in exchange programmes (incoming and outgoing)
- Number of credits obtained abroad

Attending students and graduates feedbacks. Graduates employment data

- Answers rates to each question
- Survey about graduates employment situations

Teaching staff quantitative and qualitative indicators

- Number, research qualification data and coherence with study plan

Annual trends
Comparison among groups of degree programmes

Data collection – sources and tools (examples)

- ❑ Collection of **existing data and figures produced by the management processes**
- ❑ **Development of institutional centralized process of data collection** supporting Departments and Degree Programmes
- ❑ **Development of national centralized process of data collection**
- ❑ Surveys about **students and graduates feedbacks**: effectiveness of the teaching process by studentes and graduate perception (CUSTOMER SATISFACTION)
- ❑ Surveys about the entry in the **labour market** and/or **further education**

homogeneity
comparison

Monitoring: example of the structure of a degree programme monitoring and self-evaluation annual report

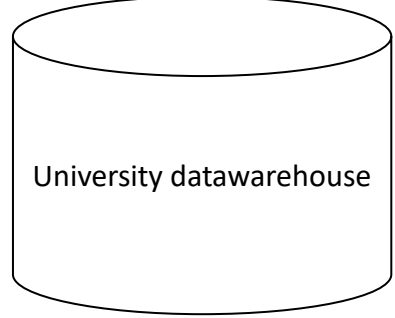
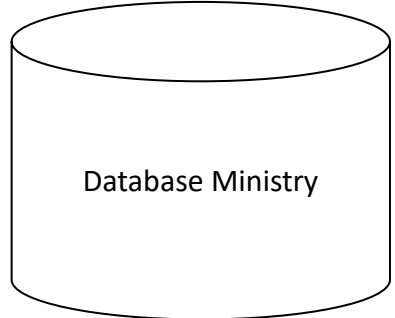


Students admission

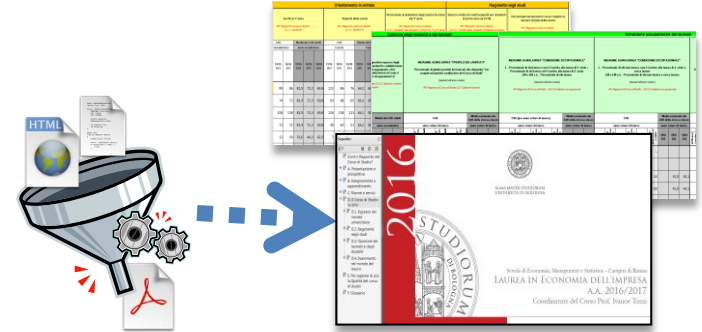
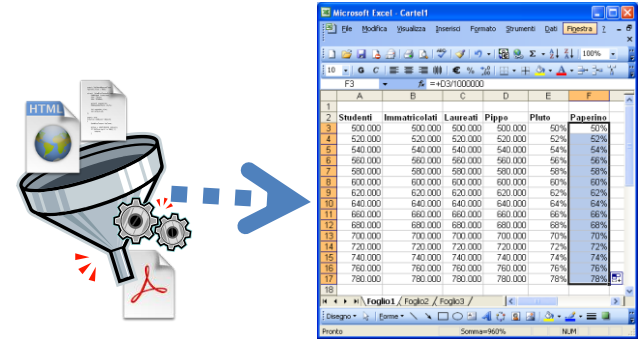
Students careers

Survey on graduates profile and employment condition

Survey on attending students



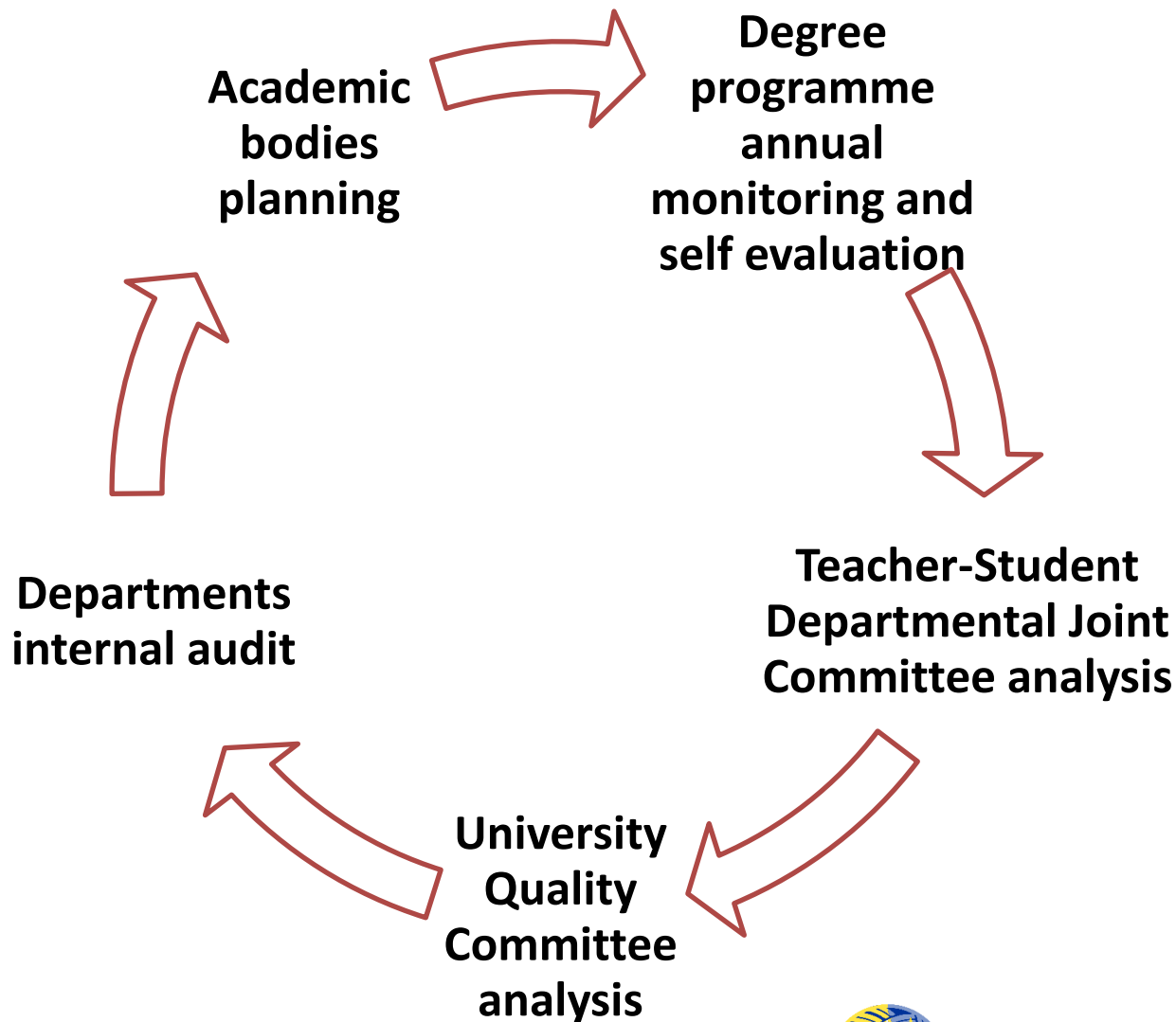
Reports delivery/publication for internal and/or external use



Monitoring: example of the structure of a degree programme self-evaluation annual report

Objectives	Actions planned	Responsibilities	Progression and results
<p>Improve the level of knowledges acquired by students during the first year</p>	<p>Review the programmes of the modules of the first year, organising</p> <ul style="list-style-type: none"> - focus group with students of the second year - Meetings of professors teaching in the first year 	<p>Professors teaching in the first year</p> <p>Degree programme director</p> <p>Degree programme board</p> <p>Department board</p>	<p>The revisione was approved by the Degree programme board and the Department board in</p> <p>The main improvements concerns...</p>

IQA - Feedback loops



Conclusions: key elements of the on-going monitoring process

- ✓ Periodic and cyclical (on a yearly and pluriannual basis) and part of a planned process
- ✓ Clear responsibilities and involvement of internal and external stakeholders
- ✓ Coordinate institutional data collection/analysis
- ✓ Evidence based
- ✓ Results must be used
- ✓ Use of results must be publicised
- ✓ Assure feedback loops





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Thank you

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