

# **DEVELOPMENT OF INTERNAL QUALITY ASSURANCE**

**in line with the European Standards and Guidelines**

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## 1.1 Policy for QA. Standard:

HEIs has policy for QA, it is public and it is part of strategic management.

Policy development is involving external stakeholders

### Guidelines:

Internal QA system forms a **cycle for continuous improvement.**

Policy supports the **development of quality culture** where all stakeholders feel responsibility for quality.

QA policies **reflect** relationship of **research and learning**

Policy includes

- all** units of HEI, staff and students **take on responsibilities** in QA;
- academic freedom**;
- irradicating **academic fraud**;
- involvement of **external stakeholders** in QA.

HEI's decide how **policy is implemented and revised.**

## 1.2 Design and approval of programmes.

**Standard:**

**HEIs must have processes for design and approval of programmes.**

**Programmes must meet the objectives, including the intended learning outcomes.**

**The qualification resulting from a programme should be clearly specified and communicated.**

**It refer to the correct level of the national qualifications framework and, consequently, to the Framework for Qualifications of the EHEA.**




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*Learning outcomes* - what a student know, what he can do and what new tasks he can fulfil as the result of the piece of learning (programme, course, practical placement etc.)

Short definition: knowledge, skills and competencies

*Результаты учебы* - то, что студент знает, что он может сделать и какие новые задачи он способен выполнять в результате фрагмента учебы (программы, курса, практики и т.д.)

Другая формулировка: знания, навыки и компетенции



## 1.2 (continued) Guidelines

### Programmes:

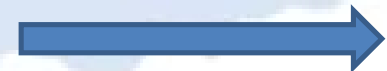
- are designed **according to the objectives** and have clearly formulated **learning outcomes**;
- are designed by **involving students** and **stakeholders**, using **external expertise** ;
- reflect the four purposes of higher education
  - Preparation for future career, incl. employability
  - Preparation for life in a democratic society
  - Personality development,
  - **maintaining knowledge base** and **creating knowledge** through science and innovation
- define the expected student workload, e.g. in ECTS;
- include **practical placement** opportunities;
- are approved through formal institutional process.

## 1.3 Student-centred learning, teaching and assessment. Standard:

Programmes encourages students to take active role in learning process, and that the assessment of students reflects student centered approach

**Guidelines:** Student-centred learning:

- respects the diversity of students and their needs,  
enabling flexible learning paths;
- considers and uses different modes of delivery;
- uses a **variety of pedagogical methods**;
- encourages a sense of **autonomy in learner**;
- promotes **learner-teacher mutual respect**;
- procedures for **students' complaints**.





## 1.3 Student-centred learning (Continued)

### Guidelines.

QA processes take into account the following:

- Assessors are **familiar with examination methods** and **receive support in developing their skills**;
- **criteria** for assessment/ marking are **published in advance**;
- assessment allows students to demonstrate the **extent to which the intended learning outcomes** have been achieved. Students are given feedback, if necessary, also advice on the learning process;
- If possible, there are **more than one examiner**;
- Assessment is **fair and consistent**;
- A formal for **Student appeals procedure is in place.**

## 1.4 Standard: HEIs should consistently apply regulations covering all phases: **student admission, progression** and **recognition**. **Guidelines:**

**Admission** policies/criteria are **transparent and consistent**

**Progression:** HEIs must have processes to collect **data on student progression**.

**Recognition.** Fair **recognition** of qualifications, study periods and prior learning, (incl. informal), are essential for student mobility

Appropriate **recognition procedures:**

- follow the principles of the Lisbon Recognition Convention;
- cooperation with QA agencies and the ENIC/NARIC centres to ensure **coherent recognition across the country**.

**Graduation.** Students need to receive documentation explaining the qualification gained, **including achieved learning outcomes** and the context, level, content and status of the studies



## **1.5 Teaching staff      Standard:** **HEIs must assure the competence of their teachers, using transparent processes for the recruitment and development of the staff**

- **HEIs** have primary **responsibility for the quality of their staff** and for providing them possibilities of upgrading.

The appropriate environment sets up :

- **fair processes for staff recruitment** and conditions of adequate employment;
- offers **opportunities for professional development** of teaching staff;
- encourages **innovation in teaching methods** and the use of **new technologies**.

# 1.6 Learning resources & student support

## Standard: HEIs must ensure that adequate and accessible learning resources and student support

- **Guidelines:**

HEIs provide a range of resources to assist student learning (e.g. **libraries, study facilities and IT**) to the form of tutors, counsellors and other advisers.

- role of **support services** is of particular importance in facilitating the mobility of students.

- needs of a diverse student population and the **shift towards student-centred learning**

- **internal QA** ensures that all **resources** are fit for purpose, accessible, and that students are informed about them.

## 1.7 Information management. Standard: HEIs should collect, analyse information for the effective management of their programmes etc.

### Guidelines:

Information is of interest of stakeholders:

- Performance** indicators;
  - Profile of the **student population**;
  - Student **progression**, success and **drop-out rates**;
  - Students' satisfaction** with their programmes;
  - Learning resources** and **student support** available;
  - Career paths** of graduates.
- It is important that **students and staff are involved in providing and analysing** information and planning follow-up activities.

## 1.8 Public information

**Standard:**

**HEIs must publish information on programme and activities**

**accurate, objective, up-to date and readily accessible.**

### **Guidelines:**

Therefore, HEIs provide information about:

- HEI's activities, programmes
  - selection criteria,
  - intended **learning outcomes** of programmes,
  - **qualifications** they award,
  - teaching, learning and **assessment procedures**
  - used the **lowest pass grade** and
  - **learning opportunities** available to their students
- graduate employment information.**

## **1.9 Standard: HEIs must monitor and periodic review programmes to ensure that they**

- achieve the objectives**
- respond to the needs of students and society**
- make continuous improvements**

**Monitoring** and review include the evaluation of:

- content of the programme vs. latest research to ensure that the programme is up to date;
- changing needs of society;
- students' workload, progression and completion;
- effectiveness of procedures for assessment of students;
- student expectations, needs and satisfaction;
- learning environment and support services.

Programmes are reviewed **involving students and other stakeholders.**

# Цикл качества на основании результатов учебы



## 1.10 Cyclical **external** QA. Standard: HEIs undergo cyclical external QA

### Guidelines:

- External QA **verify the effectiveness of internal QA** and acts as a **catalyst for improvement**
- QA is a continuous process that does not end with the external feedback or report or its follow-up process.  
HEIs ensure that the progress made since the last external QA activity is taken into consideration.

**Thanks for your attention!**

