

Sharing achievements & challenges

Quality Assurance

National Agency for Higher Education Webinar

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Quality Assurance Evaluation -

Two stages – one set of KPI

As we see us: Self-Evaluation (staff, home students, other stakeholders)

As others see us: Peer-Review (higher education / external students / industry experts / society at large)

Here: Terms of Reference

Objectives: Quality service, transparent processes, continuous improvement

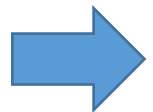
Glossary: Key Performance Indicator (KPI)

A KPI is a **measurement** which **evaluates** how an **institution** implements its strategic vision. It measures **suitable actions** to reach the objectives.

It **estimates quality** by some standard or rule.

Glossary: Quality

- Is a **culture, shared, learned and expressed** consciously or unconsciously by the members of the institution as a group through their set of values, guiding beliefs, understandings, ways of thinking, assumptions, activities and practices: „The way we do things around here“(Bouer); i.e. what is taken for granted, the paradigm, not inherited
- Is **relative**, i.e. in relation to expressed, known or taken for granted obligations and/or expectations as laws and/or regulations, standards, guidelines, goals or objectives, as facts and figures
- Can be **expressed as effectiveness** measured by the degree to which it realises goals set by the institution itself and/or by its environment
- Can be **expressed as efficiency** measured by the ratio of inputs to outputs
- Can be **assessed** by internal and/or external experts
- Becomes transparent and should be **communicated** to its stakeholders regularly



ESG: A result of the interaction between teachers, students and the institutional learning environment.

QA should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose

Glossary

| Term | Definition used |
|-------------------------|---|
| Mission statement | Overriding purpose of the institution |
| Vision statement / Goal | Preferred future situation |
| Strategy | Long-term direction and motivation of the institution |
| Objectives | Statement of specific outcomes that are to be achieved by a specified time |
| Milestone | Interim objectives |
| Output | Amount of something achieved by the institution |
| Outcome | Amount of something achieved by the institution which allows to evaluate the effectiveness of measures taken in relation to the set objectives to be able to repeat or – if necessary – amend the processes or structures and systems |
| SMART | Objectives have to be formulated in a specific (unambiguous) – measurable (meaningful / motivational / manageable) – achievable (appropriate / agreed) – reasonable (realistic / relevant) – time-bound (timetabled) way |
| Systems | Support and control people as they carry out structurally defined roles and responsibilities |
| Structures | Give people formally defined roles, responsibilities and lines of reporting with regard to strategy |

The European Standards and Guidelines look at quality from **two** perspectives


| Internal Perspective | External Perspective |
|---|--|
| Part 1 Ten standards and guidelines | Part 2 Seven standards and guidelines Part 3 Seven standards and guidelines |
| Viewed from the organisation / institution itself | Viewed from the government / external quality agencies, e.g. |

Attention: „...the three parts are intrinsically interlinked and together form the basis for the European quality assurance framework“ (ESG p9).

Focus in the following: Part 1 and 2

Quality of an institution of higher education

- Is defined by the degree of achievement in relation to unambiguous goals and objectives set internally or externally at respective levels by, e.g.

| Externally | | Internally | |
|--|------------------|---|---|
| National level | | Institutional level | Faculty level |
| Criteria: | Coherence |  | |
| Law for Higher Education University Charter Qualifications Framework Lisbon Recognition Convention European Standards and Guidelines ECTS User's Guide Diploma Supplement... | | Mission statement Vision statement Strategy Milestone... | Mission statement Vision statement Strategy Milestone... |

Quality of an institution of higher education:

- Highlights the importance of fit between strategy, structure, systems, staff, style, skills and superordinate goals (e.g. **7-S-Framework**)
- Is implemented through e.g. **PDCA** feedback-loops;
- Compares achievements with objectives to identify the outcome as value-added, future oriented (e.g. **Academic Scorecard**)
- It comprises

| Part I: Structures and Systems | Part II: Processes | Part III: Outcomes |
|--|---|--|
| Organisational design elements that interlink to support the intended strategy (7s) | Learning, teaching and research Servicing, Managing, with the objective of continuous improvement (PDCA) | Related to SMART objectives to identify the effectiveness of the organisation from different perspectives: student, internal activities, learning, finance (Academic Scorecard) |

Quality of an institution of higher education

- Evaluates its outcomes in relation to its goals, objectives etc. according to the criteria

| suitability | acceptability | feasibility | sustainability |
|---|--|---|---|
| Does the institution address the key issues relating to the opportunities and constraints it faces? | Does the institution meet the expectation of the stakeholders? (student etc) | Do the structures and processes work in practice? Are the resources available? | Can the outcomes sustain? Can the processes be repeated? Is it necessary to adapt or to develop alternative structures/systems and/or processes? |

- Based on SWOT-analysis and TOWS-Matrix
- According to its overall guiding principle of constructive alignment

This means, key performance indicators of external quality assurance have to

| Standard (ESG Part 2) | Guideline (ESG Part 2) | KPI defined by |
|---|--|---|
| -reflect the effectiveness of the internal quality assurance of the institution (2.1) | Addresses ESG Part 1; Institutional responsibility | ESG Part 1: Policy; Design & Approval of Programmes; Student-Centred Learning, Teaching & Assessment; Student Admission, Progression, Recognition & Certification; Teaching Staff; Learning Resources & Support; Information Management; Public Information; On-Going Monitoring & Periodic Review of Programmes; Cyclical External Quality Assurance |
| -be defined and designed for the purpose of identifying quality (2.2) | Unambiguous aims; agreed by stakeholders; Flexible | 7-s-Model; PDCA-Cycle |
| -comprise reliable, useful, pre-defined, implemented consistently and published processes (2.3) | Includes clear guidance for the institution | PDCA-Cycle; Academic Scorecard |
| -be based on explicit and published criteria that are applied consistently (2.5) | Evidence based | Academic Scorecard |

Respecting ESG 2.4 (choice of peer-review experts), 2.6 (reporting) and 2.7 (possible complaints and appeals)

The results are highlighted as self- and/or
peer-reviewed evaluation

as cockpit (dashboard) presentation to see
the results at a glance

at the end of this paper

Part I

Structures and Systems

Addresses

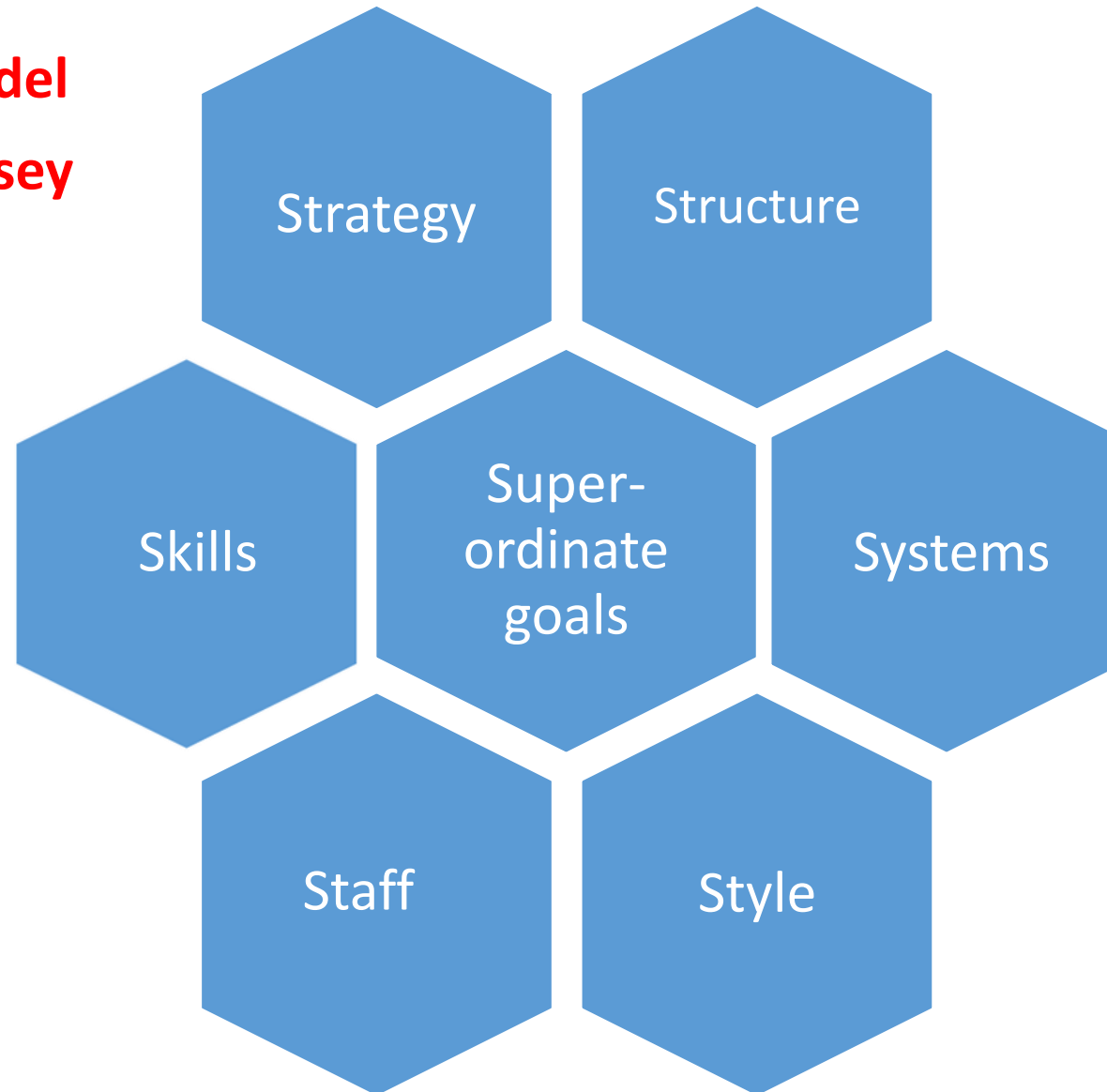
Internal Perspective

Common Reference:
European Standards and Guidelines,
Part 1

KPI 1

Tool: 7s-Model McKinsey

**7s-Model
McKinsey**



**All items are
linked with
each other –**

Quality:

**They fit with
each other**

The McKinsey 7-S framework

superordinate goals

Overarching purpose (mission, vision, objectives)

style

leadership style

staff

recruitment, socialisation, reward

skills

capabilities

strategy

long-term direction

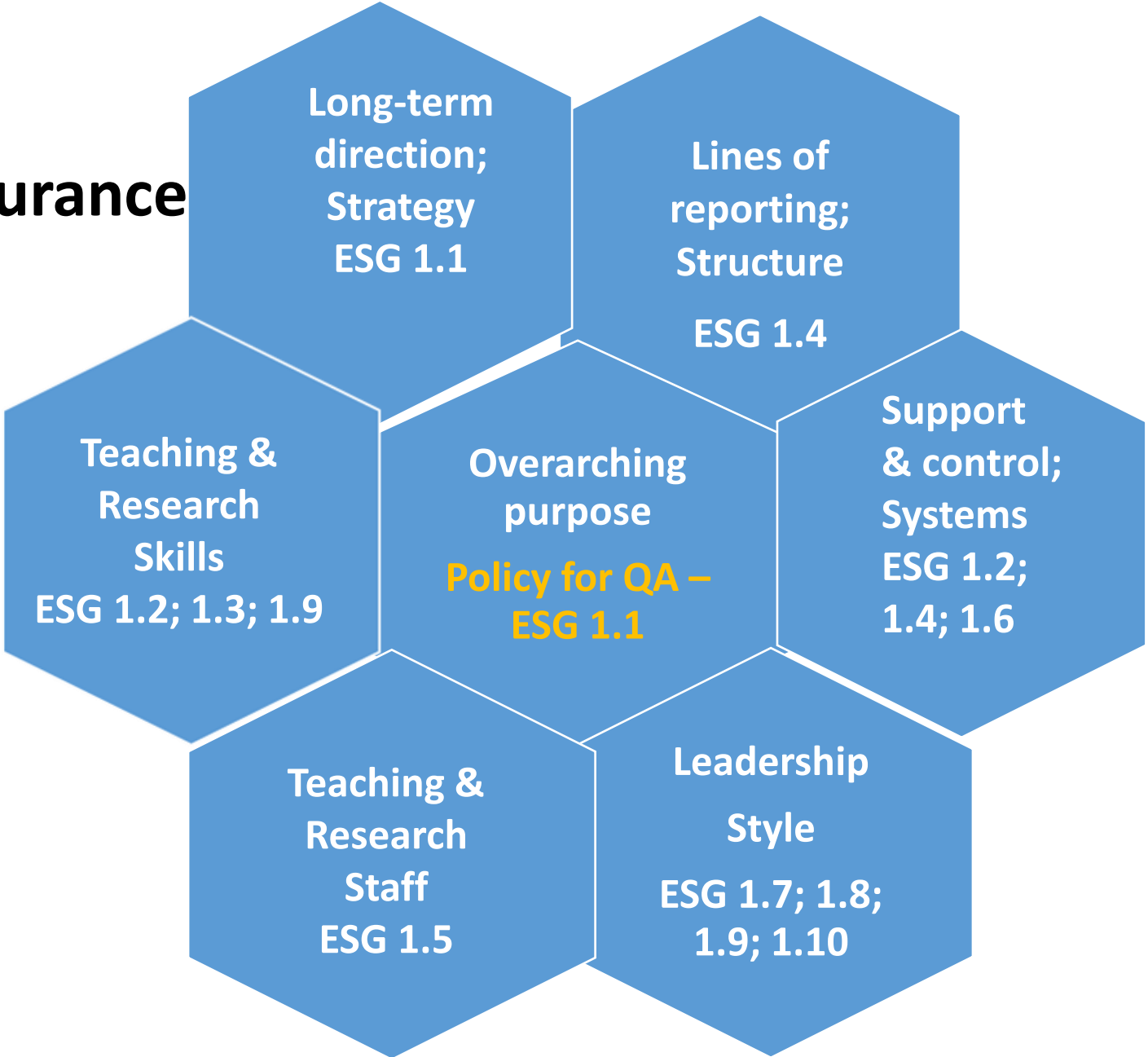
systems

support and control people

structure

lines of reporting

Internal Quality Assurance



| Description of the seven key elements for Quality Assurance in your institution (Choose the most adequate sequence for you) | How do they relate to each other? | Which evidence can you provide to substantiate your statement? |
|--|--|---|
| Superordinate goal | | |
| Strategy | | |
| Structure | | |
| Systems | | |
| Style | | |
| Staff | | |
| Skills | | |

SWOT-Matrix

7s-elements **in relation** to the internal quality assurance

| | Strengths | Weaknesses | Opportunities | Threats |
|--------------------|-----------|------------|---------------|---------|
| Superordinate Goal | | | | |
| Strategy | | | | |
| Structure | | | | |
| System | | | | |
| Style | | | | |
| Staff | | | | |
| Skills | | | | |

KPI 1: TOWS-Matrix 1

Strategic options to develop the internal quality assurance on the basis of the SWOT findings

| | Strengths | Weaknesses |
|---------------|--|--|
| Opportunities | Use strengths to exploit opportunities | Take advantage of opportunities to overcome weaknesses |
| Threats | Use strengths to avoid threats | Minimise weaknesses and avoid threats |

Self-evaluation

Peer review

Suitability

Are the elements of the 7s geared towards the superordinate goal? Do they take into account the key strengths, weaknesses, opportunities and threats of the institution (SWOT-Matrix)?

Acceptability

Does the performance of the 7s meet the expectations of the stakeholders? Are there strategic options identified to discuss future developments (TOWS-Matrix)?

Feasibility

Can these elements work in practice? Or: Did they work in practice?

Sustainability

Can the performance be repeated in future? Is an adaptation or change needed?

| KPI 1 | Self-evaluation | Peer review |
|--|---------------------|---------------|
| Expressed as percentage (per line 100%; each line represents one instrument of the cockpit, i.e. there are four instruments per KPI – it may be preferred to have all 4 per KPI in one instrument) | | |
| Suitability | | |
| Go on | Mind the gap | Change |
| Acceptability | | |
| Go on | Mind the gap | Change |
| Feasibility | | |
| Go on | Mind the gap | Change |
| Sustainability | | |
| Go on | Mind the gap | Change |

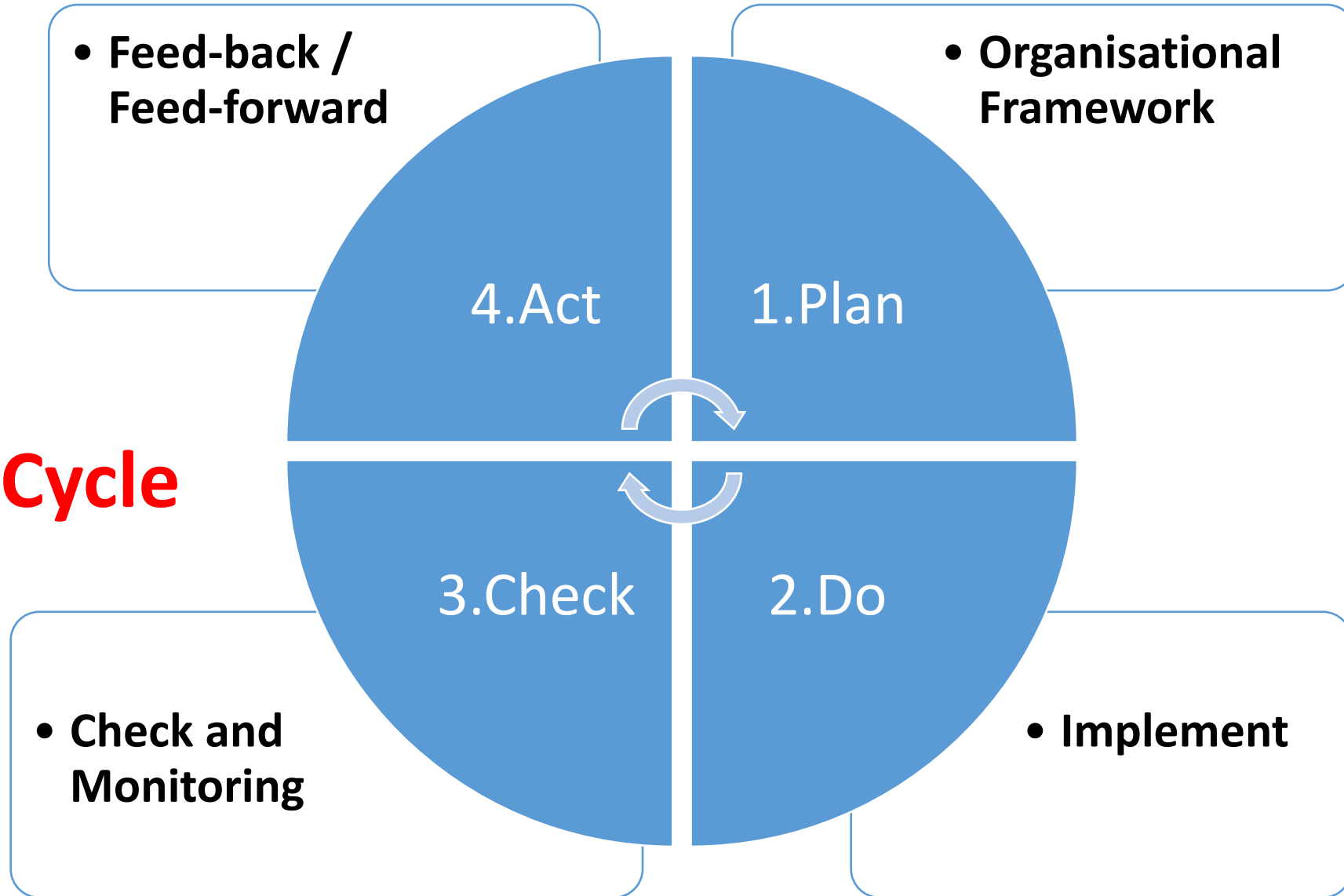
Part II

Processes

KPI 2-5

Tool: PDCA - Cycle

PDCA-Cycle

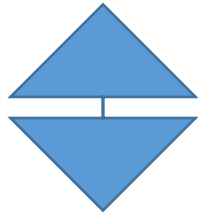


4. Programme Added Learning Value

Internal Review

(Key Performance Indicators / National Qualifications Framework; Internal / External Standards)

Cyclical External QA



Development and/or Change (Adaptation)

(Recommendations; Conditions / Requirements)

Accreditation

Recognition

(National; EHEA)

Certification

Public Information

1. Plan (ex-ante)

Organisational (Institutional) Framework

Institutional Governance

(Whom should the institution serve? How should purposes be determined?)

Institutional Ethics

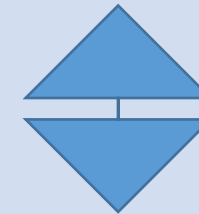
(Which purposes should be prioritised? Why?)

Stakeholder

(Whom does the institution serve?)

Cultural Context

(Which purposes are prioritised? Why? What is the Quality Culture?)



Institutional Purposes

(Vision – Mission – Objectives)

Strategy

[Where are we? Where do we want to be in x-years? (Defining the „Academic Horizon“) How do we get there?]

Programme(s)

(Scope / Range / Depth / Progression / Level)

Policy for QA

(Definition and communication of QA)

1. Plan (ex-ante) - Based on the 7s-Model

Organisational (institutional) Framework

- **Institutional Governance**
 - (Whom should the institution serve? How should purposes be determined?)
 - **Institutional Ethics**
 - (Which purposes should be prioritised? Why?)
 - **Stakeholder**
 - (Whom does the institution serve?)
 - **Cultural Context**
 - (Which purposes are prioritised? Why? What is the Quality Culture?)
 - **Institutional Purposes**
 - (Vision – Mission – Objectives)
 - **Strategy**
 - [Where are we? Where do we want to be in x-years? (Defining the „Academic Horizon“) How do we get there?]
 - **Programme(s)**
 - (Scope / Range / Depth / Progression / Level)
 - **Policy for QA**
- (Have they defined and communicated the internal QA?)

Possible supportive indicators for the internal quality

| Tools | Benchmarks |
|--|--|
| Institutional Qualifications Framework | EU Qualifications Framework for LLL; EU Qualifications Framework for HE; National Qualifications Framework; Sector Qualifications Framework (national/transnational/multidisciplinary/interdisciplinary) |
| Defining Learning Outcomes | Programme Level (recommendation max. 10) |
| Defining Learning Outcomes | Module level (recommendation 6-8) |
| Writing Learning Outcomes | Taxonomy, e.g. Bloom |
| Testing Learning Outcomes | Test whether the programme level learning outcomes are reflected by the module learning outcomes and vice versa (coherence and consistency) |
| Testing Learning Outcomes | Types/forms of tests which verify the achievement of learning outcomes |
| | |

Possible supportive indicators for the internal quality

| Tools | Benchmarks |
|-------------------------------------|--|
| Learning Outcomes – Assessment Grid | Constructive alignment |
| Assessment Grid / Grading Framework | Relative grades |
| Grade Distribution | ECTS User’s Guide |
| Learning Outcomes - Workload Grid | Workload for educational components Modularisation Methods to allocate credits |
| Level | Short cycle Bachelor – Master – Doctorate Qualifications Framework for LLL/Higher Education in Ukraine |
| Denomination | Higher Education Law |
| | |

SWOT-Matrix

In relation to the **first** stage of the PDCA-Cycle: **PLAN**

| | Strengths | Weaknesses | Opportunities | Threats |
|---------------------------------|-----------|------------|---------------|---------|
| Institutional Governance | | | | |
| Institutional Ethics | | | | |
| Stakeholders | | | | |
| Cultural Context | | | | |
| Institutional Purpose | | | | |
| Strategy | | | | |
| Programme(s) | | | | |
| Policy for QA | | | | |

KPI 2: TOWS-Matrix 2

Strategic options to develop the internal quality assurance on the basis of the SWOT findings

| | Strengths | Weaknesses |
|---------------|--|--|
| Opportunities | Use strengths to exploit opportunities | Take advantage of opportunities to overcome weaknesses |
| Threats | Use strengths to avoid threats | Minimise weaknesses and avoid threats |

Self-evaluation

Peer review

Suitability

Is the choice of the target group of the institution adequate? Was the decision making process suitable? Are mission, vision and objectives suitable for the target group? Has the starting point clearly be defined?

Acceptability

Is the strategy targeted and time-framed? Is the prioritisation acceptable? Why? Are there alternatives? Have the processes for the internal QA been defined and communicated?

Feasibility

Are the resources available? Is the quality culture supportive to reach the objectives?

Sustainability

Can the performance be continued in future? Are there any barriers?

KPI 2**Self-evaluation****Peer review**

Expressed as percentage (per line 100%; each line represents one instrument of the cockpit)

Suitability**Go on****Mind the gap****Change****Acceptability****Go on****Mind the gap****Change****Feasibility****Go on****Mind the gap****Change****Sustainability****Go on****Mind the gap****Change**

2. Do (formative) - Implement

Programme Implementation

Communication (Internal / External)

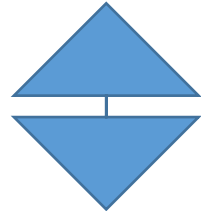
Admission

Progression

Self-(Independent) Study

Teaching Staff

Learning Resources and Student Support
(Learning, Teaching, Counselling / Coaching)



Programme Monitoring (ongoing)

Study results

Applicants/Application

Programme

Students

Graduates

Success rate

Graduates

Career pathways (alumni)

Validity of the LO

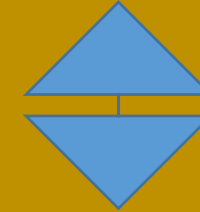
Programme Objectives

Programme Design

(Curriculum / Syllabus)

Justification / Background

Level



Programme Learning Outcomes

Educational Component (e.g. Module) Learning Outcomes

Learning Outcomes Grid

Student-Centred Learning and Teaching (Structure, Forms incl.

Material, Progression)

Assessment Grid / Grading Framework

LO-Assessment Grid

Grade Distribution

Workload expressed in Credits (ECTS)

(LO-Workload Grid)

Degree

Level, Denomination

2. Do (formative)

Programme Objectives and its Learning Outcomes

- **Programme Objectives**

- Programme Design
(Curriculum / Syllabus)
- Justification / Background
 - Level

- **Programme Learning Outcomes**

- Educational Component (e.g. Module) Learning Outcomes
 - Learning Outcomes Grid
- Student-Centred Learning and Teaching (Structure, Forms incl. Material, Progression)
 - Assessment Grid / Grading Framework
 - LO-Assessment Grid
 - Grade Distribution
 - Workload expressed in Credits (ECTS)
 - (LO-Workload Grid)
 - Degree
 - Level, Denomination

Possible supportive tools for the internal quality

| Tools | Benchmarks |
|--|--|
| Institutional Qualifications Framework | EU Qualifications Framework for LLL; EU Qualifications Framework for HE; National Qualifications Framework; Sector Qualifications Framework (national/transnational/multidisciplinary/interdisciplinary) |
| Defining Learning Outcomes | Programme Level (recommendation max. 8-10) |
| Defining Learning Outcomes | Module level (recommendation 6-8) |
| Writing Learning Outcomes | Taxonomy, e.g. Bloom |
| Testing Learning Outcomes | Test whether the programme level learning outcomes are reflected by the module learning outcomes and vice versa (coherence and consistency) |
| Testing Learning Outcomes | Types/forms of tests which verify the achievement of learning outcomes |
| | |

Possible supportive indicators for the internal quality

| Tools | Benchmarks |
|-------------------------------------|--|
| Assessment Grid / Grading Framework | Relative Grades |
| Learning Outcomes – Assessment Grid | Constructive Alignment |
| Grade Distribution | ECTS User's Guide |
| Learning Outcomes - Workload Grid | How to calculate: Evaluation -, Percentage -, Determination Method |
| Level | Qualifications Frameworks |
| Denomination | Higher Education Law |
| | |

Indicators for the internal quality

| Existing Tool | Documented Quality |
|---|--|
| Institutional Qualifications Framework Defining Learning Outcomes at Programme and Module level | Referenced / benchmarked with qualifications frameworks |
| Writing Learning Outcomes | Guide: How to write learning outcomes or workshop(s), training(s), common approach) |
| Testing Learning Outcomes | Documented coherence and consistency; Types and forms of examinations |
| Assessment | Assessment Grid Grade Distribution, see supporting documents |
| Workload | Documented calculation applied throughout |

SWOT-Matrix (1)

In relation to the **second** stage of the PDCA-Cycle: **DO (Implement)**

| | Strengths | Weaknesses | Opportunities | Threats |
|-------------------------------------|-----------|------------|---------------|---------|
| Programme Objectives | | | | |
| Programme Design | | | | |
| Justification | | | | |
| Programme LO | | | | |
| Student-Centred Learning & Teaching | | | | |
| Assessment | | | | |
| Grading | | | | |

SWOT-Matrix (2)

In relation to the **second** stage of the PDCA-Cycle: **DO (Implement)**

| | Strengths | Weaknesses | Opportunities | Threats |
|---------------------------|-----------|------------|---------------|---------|
| Grade distribution | | | | |
| Workload | | | | |
| Level | | | | |
| Denomination | | | | |
| | | | | |
| | | | | |
| | | | | |

KIP 3: TOWS-Matrix 3

Strategic options to develop the internal quality assurance on the basis of the SWOT findings

| | Strengths | Weaknesses |
|---------------|--|--|
| Opportunities | Use strengths to exploit opportunities | Take advantage of opportunities to overcome weaknesses |
| Threats | Use strengths to avoid threats | Minimise weaknesses and avoid threats |

Self-evaluation

Peer review

Suitability

Is the choice of the target group of the institution adequate? Was the decision making process suitable? Are mission, vision and objectives suitable for the target group? Has the starting point clearly be defined?

Acceptability

Is the strategy targeted and time-framed? Is the prioritisation acceptable? Why? Are there alternatives? Have the processes for the internal QA been defined and communicated?

Feasibility

Are the resources available? Is the quality culture supportive to reach the objectives?

Sustainability

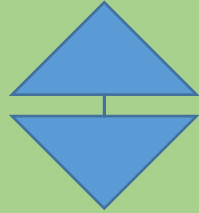
Can the performance be continued in future? Are there any barriers?

| KPI 3 | Self-evaluation | Peer review |
|---|---------------------|---------------|
| Expressed as percentage (per line 100%; each line represents one instrument of the cockpit) | | |
| Suitability | | |
| Go on | Mind the gap | Change |
| Acceptability | | |
| Go on | Mind the gap | Change |
| Feasibility | | |
| Go on | Mind the gap | Change |
| Sustainability | | |
| Go on | Mind the gap | Change |

3. Check (formative)

Programme Implementation

Communication (Internal / External)
Admission
Progression
Self-(Independent) Study
Teaching Staff
Learning Resources and Student Support
(Learning, Teaching, Counselling / Coaching)

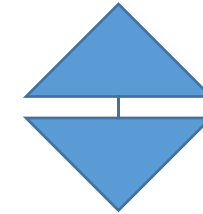


Programme Monitoring (ongoing)

Study results
Applicants/Application
Programme
Students
Graduates
Success rate
Career pathways (alumni)
Validity of the LO

Programme Objectives

Programme Design
(Curriculum / Syllabus)
Justification / Background
Level



Programme Learning Outcomes

Educational Component (e.g. Module) Learning Outcomes
Learning Outcomes Grid
Student-Centred Learning and Teaching (Structure, Forms incl.
Material, Progression)
Assessment Grid / Grading Framework
LO-Assessment Grid
Grade Distribution
Workload expressed in Credits (ECTS)
(LO-Workload Grid)
Degree
Level, Denomination

3. Check (formative)

Programme Implementation

Communication (Internal / External)

Admission

Progression

Self-(Independent) Study

Teaching Staff

Learning Resources and Student Support
(Learning, Teaching, Counselling / Coaching)

Programme Monitoring (ongoing)

Study results

Applicants/Application

Programme

Students

Graduates

Success rate

Graduates

Career pathways (alumni)

Validity of the LO

Possible indicators for the internal quality

| State of Programme Implementation | Indicator |
|-----------------------------------|---|
| Internal / external communication | Intranet, meetings, workshops, trainings Internet, printed materials, conferences, presentations |
| Independent Study | Scheduled; Space, other resources (laptops, printer, etc.) |
| Student (Learner) Support | Learning resources Scheduled counselling / coaching |
| Teaching staff | Development opportunities |
| Admission | See existing KPI |
| Progression | See institutional / disciplinary (sectoral) qualifications frameworks |

Possible indicators for the internal quality

| State of Programme Monitoring | Indicator |
|-----------------------------------|---|
| Applicants | Numbers per semester / academic year (cohort) Rankings (?) |
| Programme | Learning outcomes / opportunities (alumni) |
| students | Numbers / level / study-mode / success rates / study-time needed versus planned / background / drop-outs (reasons) / satisfaction |
| Career pathways | alumni |
| Validity of the learning outcomes | Type and forms of the examinations |
| | |

SWOT-Matrix (1)

In relation to the **third** stage of the PDCA-Cycle: **CHECK**

| Programme Implementation | Strengths | Weaknesses | Opportunities | Threats |
|--|-----------|------------|---------------|---------|
| Communication | | | | |
| Admission | | | | |
| Progression Self-Study | | | | |
| Teaching Staff | | | | |
| Learning Resources and Student Support | | | | |
| | | | | |
| | | | | |

SWOT-Matrix (2)

In relation to the **third** stage of the PDCA-Cycle: **CHECK**

| Programme Monitoring | Strengths | Weaknesses | Opportunities | Threats |
|----------------------|-----------|------------|---------------|---------|
| Study results | | | | |
| Applicants | | | | |
| Programme | | | | |
| Students | | | | |
| Graduates | | | | |
| Success rates | | | | |
| Career pathways | | | | |
| Validity of the LO | | | | |

KPI 4: TOWS-Matrix 4

Strategic options to develop the internal quality assurance on the basis of the SWOT findings

| | Strengths | Weaknesses |
|---------------|--|--|
| Opportunities | Use strengths to exploit opportunities | Take advantage of opportunities to overcome weaknesses |
| Threats | Use strengths to avoid threats | Minimise weaknesses and avoid threats |

Self-evaluation

Peer review

Suitability

What are the objectives? Are curriculum and syllabus suitable to reach them? Is the programme justified (Why is it offered? Added value?). Is there an international / national / institutional background? Are the assessment forms suitable to assess whether the learning outcomes have been achieved by the learner? Is there an added-value? What are the prospectives of the graduates?

Acceptability

Are the learning outcomes of the programme acceptable for the stakeholders (learners, industry, society at large)?

Feasibility

Are the educational components and their learning outcomes directed to the learning outcomes of the programme? Can the assessment forms/types verify this? Is the workload feasible within the stipulated time-frame?

Sustainability

Can the programme be sustained for the period of the academic horizon? Are the resources available?

| KPI 4 | Self-evaluation | Peer review |
|---|---------------------|---------------|
| Expressed as percentage (per line 100%; each line represents one instrument of the cockpit) | | |
| Suitability | | |
| Go on | Mind the gap | Change |
| Acceptability | | |
| Go on | Mind the gap | Change |
| Feasibility | | |
| Go on | Mind the gap | Change |
| Sustainability | | |
| Go on | Mind the gap | Change |

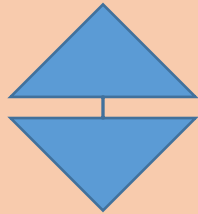
4. Act (ex-post)

Programme Added Learning Value

Internal Review

(Key Performance Indicators / National Qualifications Framework; Internal / External Standards)

Cyclical External QA



Development and/or Change (Adaptation)

(Recommendations; Conditions / Requirements)

Accreditation

Recognition

(National; EHEA)

Certification

Public Information

Organisational (Institutional) Framework

Institutional Governance

(Whom should the institution serve? How should purposes be determined?)

Institutional Ethics

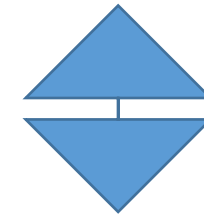
(Which purposes should be prioritised? Why)

Stakeholder

(Whom does the institution serve?)

Cultural Context

(Which purposes are prioritised? Why? What is the Quality Culture?)



Institutional Purposes

(Vision – Mission – Objectives)

Strategy

[Where are we? Where do we want to be in x-years? (Defining the „Academic Horizon“) How do we get there?]

Programme(s)

(Scope / Range / Depth / Progression / Level)

Policy for QA

4. Act (ex-post)

Programme Added Learning Value

Internal Review

(Key Performance Indicators / National Qualifications Framework; Internal / External Standards)

Cyclical External QA

Development and/or Change (Adaptation)

(Recommendations; Conditions / Requirements)

Accreditation

Recognition

(National; EHEA)

Certification

Public Information

Need to Act

| State of Programme | Indicator |
|---|--|
| See above KPI 1-4 | Internal Quality Assurance |
| System Accreditation, Programme Accreditation, Audit, ESG | External Quality Assurance |
| Recognition | Cases (Admission, LLL, Opportunities for Graduates), Degree mobility, Credit mobility, Work-Placements |
| Certification Assessment | Diploma Supplement Assessment Framework Grading Distribution Table, |

SWOT-Matrix (1)

In relation to the **fourth** stage of the PDCA-Cycle: **ACT**

| Programme Implementation | Strengths | Weaknesses | Opportunities | Threats |
|---|-----------|------------|---------------|---------|
| See above KPI 1-4 | | | | |
| System Accreditation, Programme Accreditation, Audit, ESG | | | | |
| Recognition | | | | |
| Certification Assessment | | | | |
| | | | | |
| | | | | |
| | | | | |

SWOT-Matrix (1)

In relation to the **fourth** stage of the PDCA-Cycle: **ACT**

| Programme Implementation | Strengths | Weaknesses | Opportunities | Threats |
|---|-----------|------------|---------------|---------|
| See above KPI 1-4 | | | | |
| System Accreditation, Programme Accreditation, Audit, ESG | | | | |
| Recognition | | | | |
| Certification Assessment | | | | |

KPI 5: TOWS-Matrix 5

Strategic options to develop the internal quality assurance on the basis of the SWOT findings

| | Strengths | Weaknesses |
|---------------|--|--|
| Opportunities | Use strengths to exploit opportunities | Take advantage of opportunities to overcome weaknesses |
| Threats | Use strengths to avoid threats | Minimise weaknesses and avoid threats |

Self-evaluation

Peer review

Suitability

See KPI 1-4, External Quality Assurance Report, Recognition Cases, Certification, Assessment

Acceptability

See KPI 1-4, External Quality Assurance Report, Recognition Cases, Certification, Assessment

Feasibility

See KPI 1-4, External Quality Assurance Report, Recognition Cases, Certification, Assessment

Sustainability

See KPI 1-4, External Quality Assurance Report, Recognition Cases, Certification, Assessment

| KPI 5 | Self-evaluation | Peer review |
|---|---------------------|---------------|
| Expressed as percentage (per line 100%; each line represents one instrument of the cockpit) | | |
| Suitability | | |
| Go on | Mind the gap | Change |
| Acceptability | | |
| Go on | Mind the gap | Change |
| Feasibility | | |
| Go on | Mind the gap | Change |
| Sustainability | | |
| Go on | Mind the gap | Change |

Part III

Outcomes

KPI 6

Tool: Academic Scorecard

Academic Scorecard

University Management Control System
to reveal

strategic goals, how they are specified (objectives), put into practice (measures taken)
and an assessment to which degree they are achieved (outcome)

Based on 7-S Model and PDCA-Cycle

| Strategic Goal 2032 | Specific Objective – KPI 2025 | Put into practice when? | Outcome assessed in relation to KPI |
|------------------------|-------------------------------------|----------------------------|---|
|------------------------|-------------------------------------|----------------------------|---|

From the viewpoint of:

**learners and societal values, internal institution , learning and innovation, finance of the
whole institution and of each faculty (department)**

Academic Scorecard

| Perspective | Focus |
|-----------------------------|--|
| Learner and societal values | Student satisfaction; student retention; drop-outs (reasons), university leavers; adequacy of programmes..., alumni... |
| Internal institution | Efficiency, project management measures |
| Learning and innovation | Research; research-oriented learning; knowledge, skills and attitude (qualifications framework); |
| finance | Budget criteria |

Within a **Timeline (Academic Horizon)**

| Institutional Level | |
|--------------------------------------|--|
| Viewpoint: Learning, Teaching | |
| Present State 2022 | |
| Strategic Goal 2032 | |
| Milestones 2025 | |
| Measures taken | |
| Outcome | |
| Assessment | |
| | |
| | |

Example: Learning and teaching

| | |
|--|---|
| Present state as seen by the university | <ul style="list-style-type: none">- Europe's most highly regarded universities /- distinctly international, multilingual and interdisciplinary character /- fosters the cross-fertilisation of research and teaching /- is relevant to its country /- known worldwide for its research and teaching in targeted areas |
| Strategic goal 2032 | <ul style="list-style-type: none">- become an innovative model for contemporary European Higher Education- Excellent learning and teaching environments to all students |
| Milestone 2025 | <ol style="list-style-type: none">1. Opening of a new Learning Centre: international leader for digitally enhanced innovative learning environments;2. lighthouse for digital learning, including secondary education |
| Measures taken | See next |
| Outcome | See below |

| Self-evaluation | Peer review | |
|-----------------------|---------------------|---------------|
| Suitability | | |
| Go on | Mind the gap | Change |
| Acceptability | | |
| Go on | Mind the gap | Change |
| Feasibility | | |
| Go on | Mind the gap | Change |
| Sustainability | | |
| Go on | Mind the gap | Change |

Cockpit-Presentation of Results – Assumptions

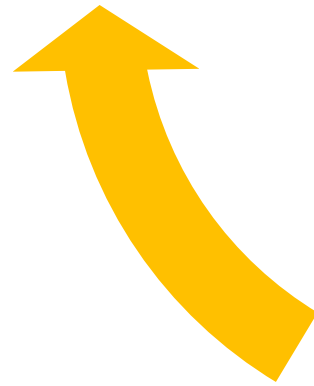
KPI 1

**KPI 1 Structure & Systems
Suitability**

Change
5%



Go on
85%



Mind
the gap
10%

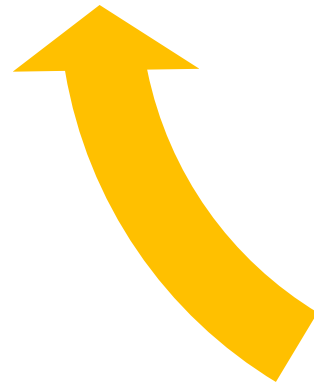


**KPI 1 Structure & Systems
Acceptability**

Change
0%



Go on
95%



Mind
the gap
5%

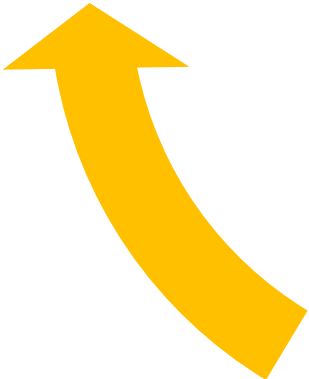


**KPI 1 Structure & Systems
Feasibility**

Change
0%



Go on
100%



Mind
the gap
0%

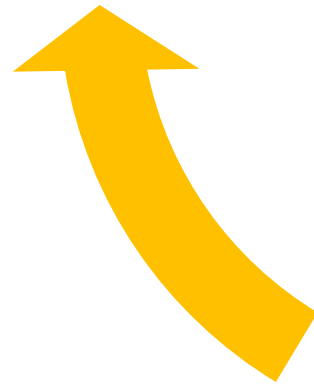


**KPI 1 Structure & Systems
Sustainability**

Change
5%



Go on
65%



Mind
the gap
30%



The Cockpit

- Will be done for all parts of all 6 KPI (perhaps a better presentation is possible: one instrument for each KPI, for example);
- Allows an immediate overview about the situation from the basis of self-evaluation (internal perspective) and peer-review (external perspective)
- Will comprise – where adequate – the existing material of the institution (KPI)

KPI 5 : Summary of stages 1-3 of the PDCA-Cycle

| Internal Perspective | | External Perspective | |
|----------------------|--------|----------------------|--------|
| Mind the gap | Change | Mind the gap | Change |
| | | | |
| | | | |
| | | | |
| | | | |

Triple bottom line

- Economic
- Ecological
- Social

- Partial Strategic Map

