Erasmus+

ERASMUS+

TAM Follow Up event
23 December 2025, online

Workshop & HERE meeting "PROVIDING QUALITY TEACHING AND LEARNING FOR SUSTAINABLE DEVELOPMENT UNDER EMERGENCIES/CRISES"

Key outcomes of the TAM event Roundtable "Quality Assurance of Teaching and Learning under Emergencies/Crises" **based on presentations of the TAM expert** – Prof. **Sophie GUILLET**, Head of the Cooperation Unit within the Department for European and International Affairs, the High Council for the Evaluation of Research and Higher Education (Hcéres) in France

HERE team, NEO - Ukraine

Erasmus+
Enriching lives, opening minds

National Office
Erasmus+UA
erasmusplus.org.ua

KEY OUTCOMES of the TAM event

FROM THEORY

"Quality in higher education is a multi-dimensional, multi-level, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, programme, or discipline".

(Vlăsceanu, Grünberg et Pârlea – UNESCO, 2007)

TO PRACTICE

Need to find a consensus on the definition of quality considering different perspective of stakeholders – students, academic and administrative staff, external stakeholders (civil society, employers, etc.)

KEY OUTCOMES of the TAM event

FROM THEORY
"Quality assurance relates to a continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions or programmes. As a regulatory mechanism, quality assurance focuses on both accountability and improvement, providing information and judgment (not ranking) through an agreed and consistent process and well-established criteria".
(Vlăsceanu, Grünberg et Pârlea – UNESCO, 2007)

KEY OUTCOMES of the TAM event

Examples of internal quality assurance tools and procedures higher education institutions usually implement to monitor and enhance their teaching and learning activities:

- ✓ Graduate follow-up surveys
- ✓ Job shadowing for young teachers
- ✓ Course evaluation by students
- ✓ Programme reviews with internal and external stakeholders
- ✓ Regular quality council meetings
- ✓ Student satisfaction surveys
- ✓ Internal evaluation of staff performance
- ✓ Student progression studies
- ✓ Teachers mentorship
- ✓ Online platform internal to the institution to share best teaching & learning practices
- ✓ Monitoring various indicators in an inclusive way (take the SDG into account)

KEY OUTCOMES of the TAM event

The **ESG 2015** are based on the following four principles for quality assurance in the European Higher Education Area:

- **Higher education institutions have primary *responsibility*** for the quality of their provision and its assurance
- Quality assurance responds to the ***diversity* of higher education systems, institutions, programmes and students**
- Quality assurance **supports the development of a *quality culture***
- Quality assurance **takes into account the *needs and expectations* of students, all other stakeholders and society**

HOW DO THE ESG FOSTER THE LINKS BETWEEN TEACHING, LEARNING AND RESEARCH IN HIGHER EDUCATION INSTITUTIONS ?

Guideline 1.1. Quality assurance policies are most effective when they reflect the **relationship between research and learning & teaching**

Guideline 1.5. HEIs provide a supportive environment that "encourages scholarly activity to strengthen the **link between education and research**"

Guideline 1.9 Regular monitoring, review and revision of study programmes "include the **evaluation of the content of the programme in the light of the latest research** in the given discipline thus ensuring that the programme is up to date".

NAQA - UKRAINE

Criterion 4. Teaching and learning under the study programme.
"Academic staff, researchers (herewith "academics") update their educational content based on the latest scientific achievements and modern practices in the respective sector."

KEY OUTCOMES of the TAM event

SWITCHING TO WARTIME QUALITY ASSURANCE OF TEACHING AND LEARNING QUALITY ASSURANCE OF TEACHING AND LEARNING IN EMERGENCY AND CRISIS SITUATIONS

Adopt a **risk-management approach** to quality assurance that places the specific context at its heart.

➢ This approach is seen as more suitable because conflict-affected environments present unique challenges and risks that undermine the delivery of quality teaching and learning.

➢ Risks can be of academic, strategic, financial, operational, reputational, and compliance nature.

➢ Identifying, classifying, and quantifying these risks is a vital first step to developing mitigation strategies and prioritise the remedial actions to undertake

KEY OUTCOMES of the TAM event

SWITCHING TO WARTIME QUALITY ASSURANCE OF TEACHING AND LEARNING

➢ Step 1 Making a diagnosis of the situation with quality assurance mechanisms.

➢ Step 2 Enhancing the quality of teaching and learning based on quality assurance results.

➢ Step 3 Checking on the success of the enhancement policy with quality assurance mechanisms

SOME SPECIFIC QUALITY ASSURANCE FOCUS IN TIMES OF EMERGENCY AND CRISIS

➢ Student progression

➢ Teaching delivery modes

➢ International partnerships

➢ Student and staff wellbeing

➢ Post-conflict quality assurance

#StandWithUkraine

#ErasmusPlus #ErasmusUA

Національний Еразмус+ офіс в Україні

Contacts in Ukraine:
Website: erasmusplus.org.ua, office@erasmusplus.org.ua
Facebook: NEOinUkraine, **Skype:** erasmusplus_ua
Tel.: +38 099(або 095) 332 26 45 (Viber, WhatsApp, Tele...)
Viber/whatsapp: +380505966045 – 24/7 (Svitlana Shytikova)
Fax:+38 044 286 66 68

Official HELP Ukraine:
 https://war.ukraine.ua/support-ukraine/

Erasmus+
Enriching lives, opening minds