Quality enhancement in program design and delivery

"Training for teachers"

Project: "Supporting and Developing the Structures for the quality Assurance at the Private Higher Education Institutions"

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TEMPUS

- What does the term "quality" refers to?

- Constant efforts toward the improvements of quality of program's:
  - a. Design
  - b. Implementation
  - c. Delivery

Quality enhancement at program level

- An identified and agreed need;
- A well described profile;
- Corresponding learning outcomes phrased in terms of competence;
- The correct allocation of ECTS credits to the units of the program;
- Appropriate approaches to teaching, learning and assessment.

Elements of a program quality enhancement

- A need must demonstrated and established through a consultation process of relevant stakeholders;
- The degree profile must be well described;
- A set of desired learning outcomes have to be identified and expressed in terms of generic and subject specific competences;
- Academic content and structure must be established and described;

A step by step approach for designing a study program

- Appropriate teaching, learning and assessment strategies to achieve the desired outcomes must be identified;

- An appropriate evaluation and quality assurance and enhancement system focusing in particular on the consistency and implementation of the curriculum as a whole.

A step by step approach for designing a study program
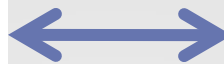
Definition of degree profile

Indication of resources

Program design: definition of learning outcomes / competences

Evaluation and improvement (on the basis of feedback and feed forward)

Program quality enhancement

Construction of curricula: content and structure

Selection of types of assessment

Selection of teaching and learning approaches

THE TUNING DYNAMIC QUALITY DEVELOPMENT CIRCLE

A curriculum evaluation can be considered under three main headings:

- The educational process
- The educational outcome and
- The means and facilities required for program delivery.

Curriculum evaluation

- Degree profile
- Learning outcomes to be achieved and competences to be obtained
- Degree/educational programme structure and order of programme components to ensure progression
- Coherence of degree/educational programme,
- Division of workload over semester and the academic year
- Feasibility of programme
- Teaching learning and assessment methods,
- Connection with secondary education,
- International cooperation and student mobility

Educational process

- Study rate, cessation of study and swich-overs (output)
- Output of 1st and 2nd cycle
- Employability

The educational outcome

- Structural and technical facilities
- Staff and material means
- Students support; student counselors

The means and facilities required for program delivery

- Relevance
- Comparability and compatibility
- Transparency
- Mobility and transnational education
- Attractiveness

Principles to be taken into consideration during a program design

"Tuning Educational Structures in Europe II" – Universities' contribution to the Bologna Process, University of Deusto and University of Groningen, 2005

Sources

Thank you very much for your attention!