

CATALYST Capacity Building in the Field of Higher Education (CBHE):

Report on Catalyst Key Training. Module Refining & Quality Assurance Monitoring. Held at EHU, Monday, November 12 to Friday 16 November, 2018

Run by EHU, TUD



Various workshop locations were used throughout EHU campus.

After arrival and a recap of the project aims and objectives, and agenda discussion, with a focus underlined by EHU on the question of how QA can be achieved by all home universities, a recap of the four points appertaining to the module descriptions was made. Not all module leaders were present, and it was apparent that not all module descriptions were completed. It was agreed that all module descriptions would be common for all universities in both Laos and Vietnam.



Co-funded by the
Erasmus+ Programme
of the European Union



It was necessary to complete the module descriptions, so that groups were divided into those participants involved in completing these. The presentations of same by the countries was carried out on Thursday.

Input presentation workshops on Academic Quality Assurance at EHU was given by Tony Turjansky, Director of Quality Assurance, EHU, and Dr Kelly Hand, Head of Operations, Academic and Quality Assurance, EHU on Tuesday.

Edge Hill University



Anthony (Tony) Turjansky



Anthony Turjansky joined Edge Hill University in 1999 as a senior lecturer in media and journalism following eighteen years in broadcasting and three years teaching in further education. Since 2006 he has been Edge Hill's Head of Academic Quality and, from 2014, Director of Quality Assurance. He is a former chair of the Northern Universities Consortium for Credit Accumulation and Transfer, former executive member of the Council of Validating Universities and current executive member of the Quality Strategy Network. He is also a Trustee and Deputy Chair of Ascentis, the Lancaster-based Awarding Organisation and Access Validating Agency. Tony is a Quality Assurance Agency Reviewer and has sat on various QAA advisory and writing groups concerned with development of the UK Quality Code for Higher Education. He is also a Senior Fellow of the Higher Education Academy and a University Learning and Teaching Fellow.

Edge Hill University



Kelly Hand

Kelly Hand joined Edge Hill University in 2007 as a Faculty Quality Officer, following ten years in cancer research. In 2014, she joined the Academic Quality and Development Unit and in 2015, became Edge Hill's Head of Quality Operations. She has strategic oversight of the operational systems and processes for quality assurance; this includes the University's validation, periodic review, annual monitoring and academic planning processes, and the external examination system. She is a former director of the Northern Universities Consortium for Credit Accumulation and Transfer and more recently sat on a Quality Assurance Agency writing group concerned with development of the UK Quality Code for Higher Education.

Essential elements of effective QA of degree programmes were considered. European Standards and Guidelines were introduced and compared to the UK Quality Code for Higher Education, both being used in British universities and other HE providers to assure standards.

The ECTS Tuning Model for ECTS based degree programmes was introduced. Key areas of the tuning model were introduced for consideration when designing, implementing and delivering ECTS-based degree programmes, with a handout of the ECTS tuning model being provided.



Co-funded by the
Erasmus+ Programme
of the European Union



Learning outcomes and competences for a degree programme were assessed. A comparison of ECTS and UK credits was made, the UK awarding two UK credit points, equalling one European ECTS credit point.

Dublin level descriptors of the Framework for Qualifications of the European Higher Education Area (QF EHA) were compared with how they align with national qualifications such as the UK Framework for Higher Education Qualifications (FHEQ). Consideration was given as to how level descriptors are used to design learning outcomes for student assessment and the awarding of ECTS credit points.

Based on EHU documentary evidence there was discussed how effective content approval was made and degree programmes delivered, with partner countries asserting that they had similar procedures. Degree profile/ programme specifications were looked at as well as module specifications. Validation agendas of programmes on learning and teaching, on the assessment of academic staff, learning resources, course organisation were compared.

The UK external examining system was looked at, with the key aspect of independent verification of standards being achieved by students. EHU staff are also trained to participate in the external examining programme.

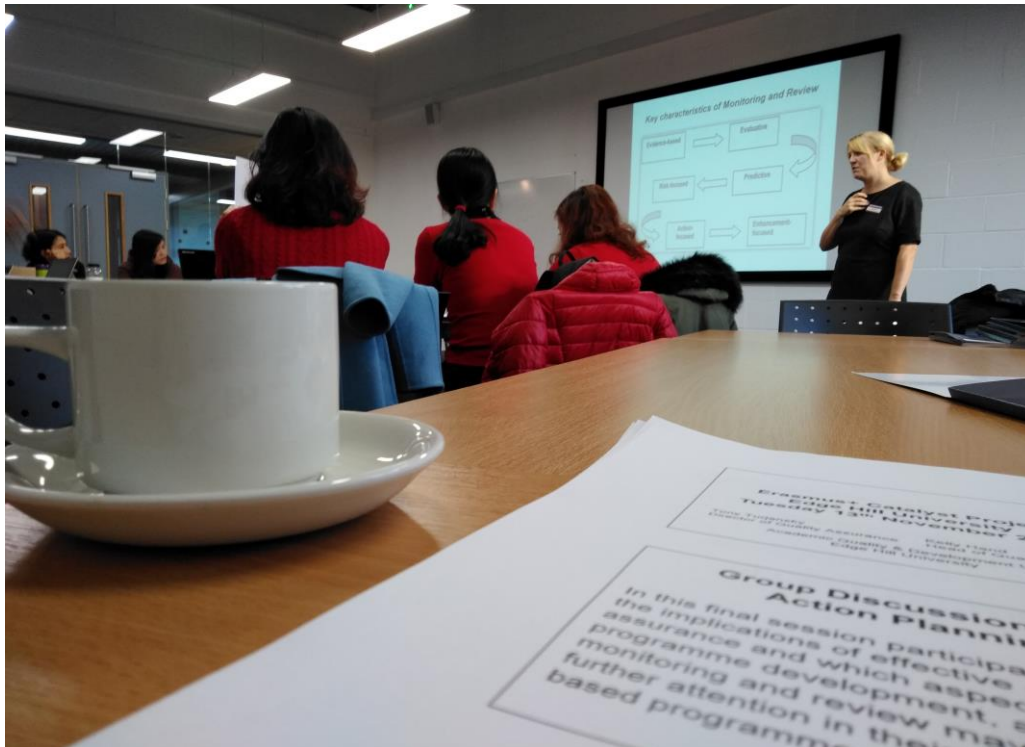
Documentation was reviewed of evidence supporting routine monitoring of degree programme standards and quality of students learning opportunities. A standard monitoring and 5 year periodic review is carried out of degree programmes. An example of an examiners report was highlighted, showing where there are deficiencies, as well as confirming the achievement of programme delivery.

It was emphasized that also of importance was the necessity of student feedback and involvement in the quality assurance processes. An example of the National Students` Survey was presented, and new focus questions were seen to be relevant in achieving student involvement.

Further workshops on technology in the learning process were given. On Thursday Scott Farrow, educational technologist at EHU, presented a workshop session on ICT/Blended/E-learning focussing on strategies for achieving assessment. Different classroom technologies based on apps including Kahoot, Plickers, Jigspace and Edpuzzle were introduced and tried



out, and it was seen how these could be deployed in the classroom.



Parallel to workshops the other groups were working on completing and perfecting the module descriptions along with the details of Weekly Aims, Teaching Records and Module Materials.



On Thursday: Presentations and Overview of Final Materials

A detailed review of all 12 modules with relevant on spot changes was carried out together, with further changes and amendments based on recommendations to be completed on Friday.

Module 12 presentation, National Awareness day training and discussion.

Working together gave rise to some complications in communications between participants from the different countries. The Vietnamese and Laotian vocational education systems do not have the same teacher level requirements.



On the final day, Friday 16th November, there was a presentation on transformative approaches given by Professor Vicky Duckworth of EHU. Thereafter final adjustments were made to with Viet and Laos Module leaders working with teams on the modules for Piloting 2, with the presentation of the finalised versions being made in the afternoon.

The week at Edgehill was very productive, and conducive to furthering better communication and cooperation, with essential work being carried out for moving the project towards successful implementation and completion.