Academic Development Training
from 29th of April to 3th of May, 2013, in Sèvres, France

TRAINING KIT – SHORT VERSION

December 2013

English/ Georgian/ Armenian

With support of the Tempus Programme
of the European Union
Academic Development Training
from 29th of April to 3th of May, 2013, in Sèvres

TRAINING KIT – SHORT VERSION

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
<table>
<thead>
<tr>
<th>Texts edited by:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paul Hyland</strong></td>
<td><strong>Bath Spa University, United Kingdom</strong></td>
<td><strong><a href="mailto:p.hyland@bathspa.ac.uk">p.hyland@bathspa.ac.uk</a></strong></td>
</tr>
<tr>
<td><strong>Dana Ruggiero</strong></td>
<td><strong>Bath Spa University, United Kingdom</strong></td>
<td><strong><a href="mailto:d.ruggiero@bathspa.ac.uk">d.ruggiero@bathspa.ac.uk</a></strong></td>
</tr>
<tr>
<td><strong>Luisa Ardizzone</strong></td>
<td><strong>Centro Studi ed Initiative Europeo, Italy</strong></td>
<td><strong><a href="mailto:luisa.ardizzone@cesie.org">luisa.ardizzone@cesie.org</a></strong></td>
</tr>
<tr>
<td><strong>Carmelo Pollichino</strong></td>
<td><strong>Centro Studi ed Initiative Europeo, Italy</strong></td>
<td><strong><a href="mailto:carmelo.pollichino@gmail.com">carmelo.pollichino@gmail.com</a></strong></td>
</tr>
<tr>
<td><strong>Milan Pol</strong></td>
<td><strong>Masarykova univerzita, Czech Republic</strong></td>
<td><strong><a href="mailto:pol@phil.muni.cz">pol@phil.muni.cz</a></strong></td>
</tr>
<tr>
<td><strong>Elli Georgiadou</strong></td>
<td><strong>Middlesex University, United Kingdom</strong></td>
<td><strong><a href="mailto:E.Geo@mdx.ac.uk">E.Geo@mdx.ac.uk</a></strong></td>
</tr>
<tr>
<td><strong>Lisa Bydanova</strong></td>
<td><strong>Centre international d'études pédagogiques, France</strong></td>
<td><strong><a href="mailto:bydanova@ciep.fr">bydanova@ciep.fr</a></strong></td>
</tr>
</tbody>
</table>

**Realised by:**

Centre international d’études pédagogiques – CIEP  
1, avenue Léon-Journault, 92318 Sèvres cedex – France  
Tél : +33 (0)1 45 07 63 72 ; Fax : +33 (0)1 45 07 60 54  
Info: bydanova@ciep.fr ; mahatma.mgmt@gmail.com ; web: www.ciep.fr ; www.mahatma.am
Index

Module 1: Curriculum design 9
Module 2: Course monitoring and European standards in Higher Education 27
Module 3: Human Resources Management 42
Module 4: Education for Sustainable Development 45
Module 5: E-Learning 49
Dear colleagues,

The present training kit is a collection of presentations and documents which were presented during the trainings held in Sèvres, France, from April 29th to May 3rd, 2013, and in Palermo, Italy, from July 22nd to 26th, 2013, under the Component 2 “Staff capacity enhancement” of the Tempus project MATAHMA. The training in Sèvres aimed at reinforcement of competencies of the academic staff and the training in Palermo at ones of the administrative staff of the beneficiary universities in Georgia and in Armenia.

The specific objective of the training in Sèvres was to build the capacity on innovative teaching and learning methods, student assessment methods, research methods and effective class management. The training in Palermo aimed to raise awareness on new styles of leadership, including restructuring and re-aligning the management process based on participative and innovative knowledge sharing approaches. 38 participants attended the training in Sèvres and 29 the one in Palermo, including several representatives from each beneficiary university and from European partners.

Armenia and Georgia joined the Bologna declaration in May 2005 and its principles were brought into the agendas of the respective governments through national laws on higher education (Armenia, 2004; Georgia, 2004) and national strategic plans in education (National Education Development plan for Armenia, 2011 – 2015; Strategy for Education and Science Development for Georgia, 2010 – 2015). The introduction of the Western concepts and approaches to university management was a radical transformation from the tradition of central political control and governance to a rather decentralized system, with the change of the paradigm and a greater move towards institutional and individual autonomy. Having little capacity to handle the situation, universities went on with the practices familiar to them, reducing the entire complex process of change to mere technical conversions, while it is the transformation of the whole system that was to be undertaken. The wider objective of the MAHATMA project is to promote transformation of higher education management in beneficiary countries through introduction of new Master’s programs on Higher Education Management.

Under the MAHATMA project, 8 new MA programs in HE Management were opened in partner universities in Georgia and in Armenia. Those programs are built using European experience and are adapted to special needs and challenges in a post-soviet context. The programs are based on learning outcomes approach and on the experience of such projects as Tuning. The program will require teachers and top manager staff to address the many challenges of working in the rapidly changing world of higher education; challenges of curriculum design, sustainability, new technologies, enterprise, distributed leadership, emotional intelligence, quality assurance, efficiency and accountability that can rarely be addressed in isolation. The MA programs are designed to address not only the immediate challenges of teaching in various higher education contexts, but also
the deeper and shared challenges that all teachers, teacher-managers and supporters of student learning face as they seek to innovate and adopt best practices in order to enhance the quality of student’s learning. The MA programs will ensure the system has strong, well-educated managers able to: overcome the bureaucratic inertia at their institutions, make the change towards a globalized and Europeanized HE environment, have ability to recognize these trends and implement them; rely on an international relevant network to ensure successful implementation.

The presentations and documents of this training kit were elaborated and compiled taking into account the above-mentioned context and priorities of the project. We hope that the training kit will be useful for academic and administrative staff of the beneficiary universities to provide an up-to-date pedagogical content in the relevant areas and to enable modernization of administrative procedures thus contributing to reinforce the quality of higher education in Georgia and Armenia. The training kit can also be largely disseminated to other universities and educational institutions in two countries.

Lisa Bydanova

Centre international d’études pédagogiques (CIEP)
SHORT DESCRIPTION OF THE PROJECT MAHATMA

MAHATMA (MASTER IN HIGHER EDUCATION MANAGEMENT: DEVELOPING LEADERS FOR MANAGING EDUCATIONAL TRANSFORMATION) is a three-year multi-country joint project, under the EACEA N° 25/2011, 5th call and Curricular Reform action.

WIDER OBJECTIVE OF THE PROJECT

To promote transformation of higher education management in Armenia and Georgia through introduction of a new Master’s programme/professional development courses in higher education management.

THE SPECIFIC OBJECTIVES OF THE PROJECT

• development of a Master’s programme/PDC in HE Management;
• introduction of a learning outcome approach to teaching, learning and student assessment methods;
• enhancement of the institutional capacity to implement the new Master’s programme/PDCs (teaching and learning and management of the programme; as well as
• promotion of a change dialogue between the education stakeholders thorough establishment of a Professional Association of Educationalists leading to system transformation.

The principal outputs and outcomes of the project are enhancement of higher education management through training educational leaders able to handle the change complexities. The development and launch of the Master’s programme and respective professional development courses will encompass the integration of innovative teaching, learning and higher education management methods. Alignment with and implementation of the Bologna process will inform curriculum development and Quality Assurance standards and benchmarks will ensure the quality of both the process and the products. The Professional Association of Educationalists will promote the enhancement of the higher education systems of Armenia and Georgia through an active change dialogue, experience exchange and research in the field of higher education.

WORKPACKAGES: The project is implemented through the following 9 workpackages:

WP1: Curricula development
WP2: Staff capacity building
WP3: Pilot of the new curricula/PDC
WP4: Initial Accreditation of the new MA
WP5: Establishment of the Professional Association of Educationalists
WP6: Dissemination
WP7: Quality control and monitoring
WP8: Sustainability
WP9: Management

TIMELINE: The project runs from October 2012 to October 2015.
Module 1: Curriculum design

<table>
<thead>
<tr>
<th>Aim of the module</th>
<th>To share thoughts about key principles of course design and discuss the development of MAHATMA programmes</th>
</tr>
</thead>
</table>
| Topics            | 1. Key Principles and Challenges of Course Design  
                    2. Course planning: Business and Stakeholder Plans  
                    3. The Role and Importance of Assessment and Feedback in the Student Experience |
| Speaker/s         | Paul Hyland, Bath Spa University, United Kingdom |

I. **Key Principles and Challenges of Course Design**

**PART A: The Planning Framework**

Every new course has to be planned and delivered within many (often competing and changing) contexts: intellectual, professional, financial, institutional, national ...

The planning team seldom exercises any great influence on many (if any) of these domains. Yet we cannot ignore them: they are very likely to affect the success of the course in many different ways. MA programmes may be especially vulnerable?

It makes sense to do everything possible to optimise the environments in which our MA programmes can be nurtured. One way of thinking about this is to undertake a ‘stakeholder analysis’, and to repeat this kind of exercise as often as is needed.

Here are some questions we could ask about our engagement with key stakeholders:

1. Our Universities

**Will we get the managerial and administrative support we need?**

So,

- the MA fits well with our university’s strategic plans, priorities & USPs ...
- there are senior managers who champion this particular programme ...
- we are confident that the learning resources & facilities will be available ...
- market research has shown us the scale and nature of student demand ...
- sustainability (for university) & affordability (for students) are in business plan ...
- the collateral impact of the MA degree is positive and appreciated ...
we’ve done a risk assessment: all’s well!

2. Our Societies

How would we persuade key ‘external’ stakeholders ... current & potential employers, professional associations, public bodies, government agencies, international organisations, media ... that this MA was vital to the public interest?

So,

- we have involved and listened to them throughout the planning processes ...
- employability & enterprise are embedded in the curriculum and assessments ---career planning, placements, internships, business planning ...
- work-based learning activities are available for part-time students ...
- the programme sees higher education as local and global ...
- the achievements of students will be showcased in the media ...
- our KPIs will be informed by external views of what these should be ...
- we will be able to show high ‘value for money’ ...
- external stakeholders are involved in many aspects of the degree ...
- professional associations will recognise the awards ...
- national/international benchmarks have been applied ...
- the course makes good use of technology and emphasises digital literacy ...

3. Ourselves

Do we work together as a course/teaching team?

So,

- there is a shared vision about the kind of Community of Practice (micro-culture) that we want to build for and with our MA students ...
- the programme is progressive, and more than the sum of its parts (modules) ...
- the teachers, administrators and supporters of learning all work as a team ...
- individuals understand their distinctive roles and responsibilities ...
- we’ve studied similar programmes elsewhere & welcomed advice from others ...
- we’ve identified and can address any training and support needs ...
- the success of the programme will be professionally important to us ...
- the programme is supported by extra-curricula events/activities ...

4. Our Prospective Students

What do we know about them?

- the details of the demographics, the nature of demand ...
- their needs, knowledge & abilities, backgrounds & experiences, expectations, passions & interests ...
• their preparedness for postgraduate study, learning styles, language abilities …
• their personal, academic & career aspirations …

Have they been involved in our discussions about the design of the course?

• patterns, place, pace, topics, modes of study and assessment …
• role of technology-supported learning (distance, online, intensive) …
• internships, placements, work-based learning assessments …

QUESTION FOR DISCUSSION: Are we ‘where we want to be’ with our various stakeholders?
(If not, we probably need to do some action planning)

PART B: The ‘Learning Outcomes’ Approach

There are many approaches to course design, based upon a wide range of educational traditions, philosophies and principles. Most famous is probably L.D. Fink’s, ‘Five Principles of Good Course Design’. A ‘good course’ is one which:

1. challenges students to higher level learning
e.g., problem solving, creative and critical thinking, decision making

2. uses active forms of learning
e.g., practicing problem-solving, group decision-making

3. gives frequent and fast feedback to students on the quality of their learning
students should have continuous feedback on their progress

4. has a well structured sequence of different learning activities
teaching and learning activities need to change in response to learners’ progress

5. has a fair system for assessing and grading
the grading system needs to reward high level learning, be flexible, etc.

Our EHEA approach is based on the fundamental importance of Learning Outcomes (see, the MAHATMA ‘Higher Education Management’ Learning Outcomes). At Programme level these LOs should capture the most important things that we want students to able to show/do. We have created these to give us a common framework for our programmes, but they can be adapted, customised and extended to meet national and institutional needs.

Intended Learning Outcomes are usually expressed as short statements about what students should learn and be able to demonstrate on completion of a module or course of study. So, the focus is on what the learner can do on completion of the course, rather than on what the teacher or has done to deliver it. The Approach is based upon the belief that the learner constructs her/his own knowledge/meanings (for knowledge cannot simply be transmitted or imparted by the teacher)
ILOs are used primarily to help teachers:

- to determine the subject content of the course
- select the most appropriate teaching and learning strategies
- design the assessment tasks

and to help students:

- direct and guide their course of study
- understand their learning experiences and assignments
- manage their professional and personal development

Learning Outcomes are also usually related to kinds of learning, subjects, levels of study, standards, student effort, teacher-student contact time, credits (ECTS) ...

In theory, a Learning Outcomes approach means that all elements of a course are ‘constructively aligned’ (J. Biggs) to facilitate student achievement of Outcomes. A simple representation of the idea at module level is a triangle with three points:

- **Learning Outcomes**
  chosen to help attain the LOs for the programme/award, now informing all decisions about the rest of the course design: from the content of curriculum to the learning activities and timing of assignments ...

- **Teaching and Learning Activities**
  designed (usually by teachers) to enable students to acquire the learning (knowledge, understanding, skills, abilities, experiences etc.) they will need to acquire/practice in order to succeed in the assessed assignments.

- **Assessment Tasks**
  Designed to test and measure/grade the quality of the students’ attainment of all of the Learning Outcomes.

**QUESTION FOR DISCUSSION:** Have we found any difficulties in using a Learning Outcomes approach to the design of our programmes, and how have we overcome these?

**PART C: Some Observations about our MAHATMA Programmes**

- Adaptation of the MAHATMA Learning Outcomes
- Higher Education ‘Concentrations’ within MAs in Education Administration
- Module Structures (shapes, sizes)
- Ideas about Learner-Centred Education
- Learning and Teaching Methods/Activities
- Assessment (and Feedback) Tasks and Practices
- Course Monitoring and Evaluation

**QUESTION FOR DISCUSSION:** How far do you think all the elements of your programme (and its modules) are constructively aligned?
Annex 1: Agreed Statement of Learning Outcomes for MAHATMA Higher Education Management Programs

MAHATMA-designed Master’s degrees in Higher Education Management will be awarded to students who have demonstrated

Knowledge of

1. the values*, principles and practices that support good leadership and management in the European Higher Education Area;

2. the roles, responsibilities and benefits of universities within their societies, as seen from various perspectives;

3. the seminal literature on student-centred approaches to the provision and enhancement of higher education;

4. guiding principles and good practices in quality assurance, policy development, change management, and governance that can be applied to enhance quality in higher education.

Understanding of

5. the key challenges that universities face in supporting the development of their students and staff, and addressing the needs of their local/national communities and stakeholders;

6. how knowledge of ways that students learn and experience higher education (within and outside the curriculum) can be used to improve teaching and professional practices;

7. the ways that management processes can be used to set standards, and applied to support the attainment of the strategic objectives of university departments and services.

Skills in the

8. use of key tools and methods of (qualitative and quantitative) data collection, interpretation and presentation;

9. writing, communication and presentation of reports and other documents in clear and scholarly styles;

10. use of digital technology to support and enhance the effectiveness of professional activities.

Ability to

11. address opportunities to improve higher education, based upon sound knowledge of management principles and the application of good leadership, communication and teamwork skills;
12. collect, analyse and present data in an ethical and effective manner;

13. design, undertake and present (through dissertation or project work) a substantial piece of original research on a contemporary challenge in higher education;

14. reflect critically upon aspects of their own professional practice, and identify opportunities for self-improvement;

15. contribute to the development of a professional Community of Practice, through the sharing of ideas, outputs and activities.

*Note, ‘Values’ statements may also be required.
II. **Course planning: Business and Stakeholder Plans**

In planning our new programmes, we agreed that a Master’s degree needs to be carefully planned to ensure (1) it is based upon a business model that is financially sustainable, and (2) it can be shown to contribute directly to the attainment of the university’s strategic goals. This means that Programme Leaders need to work closely with senior managers in their universities to make sure the needs and benefits of the new degrees are fully understood, agreed and embedded in the university’s plans and thinking.

I’m sure each university will have its own way of doing this, but it would be good to share ideas about the business challenges we face, and this may help us to identify some shared solutions.

Please work through the ‘Business Outline’ here. At the end of it you should have a document that is understood and agreed with your course team and your university’s senior managers. You can then check how satisfied you are with your ‘Stakeholder Engagement’. Do please ask if you have queries or need some help.

1. **Outline of Business Plan**

| 1. Programme Title, Level and Brief Description of the Curriculum |
| 2. Faculty & Department in which programme will reside |
| 3. Proposed Programme/Degree Leader |
| 4. Form/Mode(s) of Provision/Study |
| E.g., Full and/or Part-time; face-to-face, low-residence, distance, online, blended, intensive summer-school, collaborative--- with employers, professional association, other university. |
| 5. Strategic Role and Value of the Degree |
| (1) To the University |
| This should be in the form of short (bullet point) statements that demonstrate how the degree will contribute to the university’s attainment of its strategic goals/plans. |
| (2) To the Student |
| This should be in the form of (1) a statement of the personal, professional and career benefits of successful completion, and (2) a summary of the employability |
strategy for the degree (how & where the degree will support students’ career planning, employability and enterprise).

7. **Strategic Role and Value of the Degree**
   
   *(3) To the Wider Regional/National Community*  
   
   This should be in the form of short (bullet point) statements outlining (a) the main benefits to various external stakeholders, and (b) their engagements with the design, delivery and evaluation of the programme.

8. **Impact on Other Course Provision**
   
   How might the development of this programme impact upon other programmes in the Department and the University?

9. **Market Analysis**
   
   This must include information about the current and anticipated future nature of demand (demographics and economics); outlining regional, national and international contexts.

10. **Marketing and Recruitment**
    
    Description of key plans and activities.

11. **Milestones**
    
    Outline the project plan in a bullet-point list of key deadline dates: e.g., for course approval, publicity & recruitment, resources, staff employment, start date for first cohort of students.

12. **Risk Analysis**
    
    Review of the risks associated with the project and what will be done if the milestones are not achieved: e.g., What if the projected student recruitment is not met? (See Guidelines on Risk Analysis)

13. **Number and Nature of Student Intake**
    
    Categorise the number and type (e.g., FT/PT) of the projected student intake (and indicative income from fees) over the first five-year period.

14. **Staff Resources**
    
    Summarize the staffing resources needed to deliver the programme in the first two
years. Identify any recruitment, training and development needs/costs.

<table>
<thead>
<tr>
<th>15. Learning Resources and Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(1) Start Up Costs</strong></td>
</tr>
<tr>
<td>Identify all essential start-up costs: e.g., investment in books, IT facilities, publicity events, translation of materials, consultancy, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Learning Resources and Facilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(2) Running Costs</strong></td>
</tr>
<tr>
<td>Identify any special running costs: e.g., fieldtrips, placements, discounted fees, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Efficiency Gains and Income Generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of any efficiency gains and income-generating opportunities/activities that could arise through the development of this programme.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>16. Financial Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td>A summary account of the finances of the programme.</td>
</tr>
</tbody>
</table>

**2. Outline of Stakeholder Engagements**

Here are some of the questions we could ask about our engagement with key stakeholders (for a more detailed version of a ‘stakeholder analysis’, refer to the Part A of Key Principles and Challenges of Course Design):

1. **Our Universities**

   *Will we get the managerial and administrative support we need?*

2. **Our Societies**

   *How would we persuade key ‘external’ stakeholders … current & potential employers, professional associations, public bodies, government agencies, international organisations, media … that this MA was vital to the public interest?*

3. **Ourselves**

   *Do we work together as a course/teaching team?*

4. **Our Prospective Students**

   *What do we know about them? Have they been involved in our discussions about the course design?*
Annex 2: Guidelines for Risk Analysis

<table>
<thead>
<tr>
<th>Process</th>
<th>EXAMPLE: Recruitment of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential risk</td>
<td>Under-recruitment</td>
</tr>
<tr>
<td>Effect of risk</td>
<td>Course not able to run as planned</td>
</tr>
<tr>
<td>Severity rating (scale 1-5). How serious is the impact?</td>
<td>5</td>
</tr>
<tr>
<td>Likelihood rating (scale 1-5). How likely is this to happen?</td>
<td>3</td>
</tr>
<tr>
<td>Risk monitoring &amp; responsibility</td>
<td>Marketing &amp; Registry Departments</td>
</tr>
<tr>
<td>Risk priority number (severity x likelihood rating)</td>
<td>15 (5 x 3)</td>
</tr>
<tr>
<td>Recommended actions</td>
<td>New targeted plan for marketing; confirm offers at earliest possible opportunity; ...</td>
</tr>
<tr>
<td>Action taken</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Severity Rating</th>
<th>Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Very low or none</td>
<td>Minor nuisance</td>
</tr>
<tr>
<td>2</td>
<td>Low or minor</td>
<td>Operable at reduced performance</td>
</tr>
<tr>
<td>3</td>
<td>Moderate or significant</td>
<td>Gradual performance degradation</td>
</tr>
<tr>
<td>4</td>
<td>High</td>
<td>Loss of function</td>
</tr>
<tr>
<td>5</td>
<td>Very high or catastrophic</td>
<td>Failure</td>
</tr>
</tbody>
</table>
Step 1: Identify potential risks
Step 2: Ascertain priority
Step 3: Ascertain probability
Step 4: Identify severity
Step 5: Identify mitigating action
III. The Role and Importance of Assessment and Feedback in the Student Experience

‘If we wish to discover the truth about an educational system, we must first look to its assessment procedures’

(D. Rowntree, Assessing Students – how shall we know them, 1987)

1. The Importance of Assessment to Student Learning

We know - from our own experiences as teachers, probably from research and development work undertaken within our own universities, and undoubtedly from a vast body of international research within and across the disciplines - assessment is a major driving force of student learning in higher education.

It exercises a powerful influence on

- what students learn:

  both in terms of (a) the knowledge, skills, and professional attributes that students acquire from their course of studies; and (b) what students learn about themselves - their personal development - including their individual abilities, values, needs and achievements, which critically affect students’ self-worth, confidence and aspirations.

- how much they learn:

  most students spend most of their time on assessed tasks, so the number and demands of assessment tasks affect students’ total study time and ‘time and task’.

- how they learn:

  the nature of the assessment tasks (e.g., whether solitary, collaborative, authentic, creative) directly affects the nature of a student’s learning experience. This critically affects students’ perceptions of their learning environment and their approach to learning (e.g., deep or surface). A student’s approach to learning then exercises a powerful influence on the quality (and enduring value) of her/his learning outcomes.

- how effectively they learn:
the number and timing of assignments directly affects the distribution of student effort in the
course of a year. An uneven distribution of effort may lead students to adopt a surface
(superficial/rote learning) approach to learning at busy times (e.g., when there is submission-
date ‘bunching’), and consequently to low-quality learning outcomes.

2. Common Problems

Teachers (even professors!) often say

- Many students will only do the assessed/marked work (not the whole module).

  Students are often strategic: they do the work that counts, and assume that we too are rational, in assessing the things that are most important.

- Many students aren’t interested in feedback (only grades and marks).

  In general, this is only true where the feedback is of little or no developmental use or comes too late for future assignments, and does not ‘feed forward’ into future work.

- Many students don’t like new or unfamiliar forms of assessment.

  This may be true where new tasks are introduced without careful explanation, and students do not have opportunities to practise the tasks before summative assessments.

Students often say

- We are unclear about goals and standards.

  This may be addressed through many kind of discussions and practical exercise, in and out of class.

- We are often confused by the meaning of some terms (such as plagiarism) and the use of ‘assessment criteria’.

  Criteria should be discussed with students, and assignments marked clearly against explicit criteria. Tutors are often confused too, especially about the relationship between criteria and standards.

- We don’t get enough practical advice about how to improve our work.

  Tutor feedback is often largely/entirely focussed upon providing students with a measure of their performance/achievement (‘assessment of learning’). In order to support student learning, feedback also needs to be developmental; showing students how they can improve in future work (‘assessment for learning’). It also often needs to be student-led or participatory: there is growing research now on ‘assessment as learning’.

- We are very sensitive to any signs/evidence of marker variation.
Where goals, standards and assessment criteria are unclear or unobserved by all members of a teaching team, students will seek alternative explanations for the marks they see awarded.

- We don’t get feedback promptly.

  *Having submitted their work, students are often very anxious about when they’ll hear about their performance. This can be reduced greatly if you set a ‘first return of marks and feedback’ date alongside the due-date for submissions.*

- We can’t read the tutor’s handwriting.

  *This is a serious and widespread problem, easily rectified by typing or marking online. We must also ensure that students with visual impairments are treated fairly.*

3. **Key Principles**

- All assessments should be valid, reliable and fair.

  *Some assessment tasks are of limited validity, not actually testing what they claim to be.*

- All students should receive a written summary account (recorded online or on paper) of their learning achievements, marked against the assessment criteria for the assignment.

  *The summary account is a vital record for students to keep and reflect upon. In most cases it is unlikely to provide a comprehensive report of all the assessment advice and feedback given to all students, individually and collectively, in various ways, on their assignments. But the summary should provide both an assessment of the student’s achievement, and practical advice about how to improve.*

- Assessment criteria should be clear to students before they choose and undertake their assignments.

  *Students often need to discuss criteria in order to understand them fully.*

- Assessments should be linked directly to the Intended Learning Outcomes for the module/programme, and teaching and learning activities should provide students with opportunities to develop their knowledge and abilities in order to undertake the assessed work.

  *This is called ‘constructive alignment’ (John Biggs).*

- Assessments in higher education should develop students’ ability to manage their own learning.

  *This means that students will need to develop understanding of how to measure and address their own learning needs and achievements (meta-cognition). Enabling students to become autonomous learners should not be confused with solitary learning.*
• Summative assessments should engage students in, and reward them for, high-quality learning activities, outcomes and outputs.

Tutor feedback should measure/grade performance (against explicit criteria) and provide practical advice on how to improve.

• Formative assignments (pre-assessment exercises and tasks) may be small scale and embedded into normal learning and teaching activities.

Tutors and peers can provide developmental feedback throughout a course. Formative exercises do not need to be ‘marked’ or ‘graded’, and where they are marked, the marks don’t count.

• The processes of assessment may involve elements of self-and peer-review, teacher criticism, assignment revision, external observation, etc.

This should not be confused with marking or grading. Normally, marking is the responsibility of the teacher, but all students can often be involved in the processes of ‘assessment’. Ensuring that assessment processes are transparent will help students to understand goals and standards, and to develop their abilities to manage their own learning. Where the marking/grading of students’ work involves other students/parties, additional attention should be paid to ensure the integrity and accuracy of the marking processes and outcomes.

• The volume, variety and timing of summative assignments across a student’s programme need to be managed to help students plan their studies and use feedback to develop their abilities.

Too many assignments may encourage a surface approach to learning; too few may lead to inadequate effort/time on task. Too much variety in assessed tasks may reduce students’ ability to realise improvements; lack of variety may fail to engage and capture the range of students’ abilities and achievements. How tasks are related (when and in what order they are undertaken) will affect the utility of feedback.

• Each kind of assessed task should have its own assessment criteria.

So, for example, we would expect the assessment criteria for essays, group fieldwork projects, seminar managements/presentations, knowledge tests, and portfolio work to be distinctive; reflecting the particular nature of the learning outcomes to be tested.

• Tutors should keep (and share with other tutors) an appropriate summary account (online or on paper) of the assessment feedback (as well as the marks) provided on all summative work.

This is good professional practice. It can help teachers and teaching teams to reflect upon and monitor the impact and effectiveness of their teaching, and adapt their teaching plans in light of student learning.
4. The Importance of Developmental Feedback

It is now widely recognised that feedback exercises a powerful influence on the quality of students’ learning experiences and achievements. Providing high-quality developmental feedback is therefore a hallmark of excellence in teaching. Even within strict resource limitations, there are many ways by which the quality of assessment and feedback practices can be improved in most universities.

Feedback on the progress of students’ learning may be regularly embedded in teaching and learning activities. Only by knowing what, how, and how much progress students are making in their learning can we as teachers understand the impact of our various teaching activities and adjust these activities to optimize student learning.
Feedback on students’ work

- can be through summative assignments (marks/grades that count) or formative exercises/tasks (marks don’t count);
- needs to provide students with practical advice on how to improve, as well as an accurate measurement of their performance/achievement on the task;
- should be regular, criteria-related, legible, understandable, timely, and useable;
- can be provided in or out of class; for whole cohorts, groups or individuals; oral or written; by self, peers, teachers, others; face-to face or online, using a wide range of technologies;
- may be diagnostic (students identify needs and abilities); ipsative (charting progress from previous feedback); student-steered (students identify what developmental feedback they want); feed-forward (directly aimed at the next assignment);
- may be most effective in driving and supporting learning when it is based upon principles and practices of community ‘peer view’.

5. Learning from the Student Surveys

Since its introduction in 2005 the National Student Survey (NSS) of all students in the UK just before they graduate has focussed attention on assessment and feedback, as students are least satisfied with their experiences in this domain. Within the questionnaire, students rate their responses to five statements about their assessment experiences:

- The criteria used in marking have been clear in advance.
- Assessment arrangements and marking have been fair.
- Feedback on my work has been prompt.
- I have received detailed comments on my work.
- Feedback on my work has helped me to clarify things I did not understand.

In almost every discipline and kind of university each year, student responses to these statements (and responses to three statements about ‘teaching quality’) provide the strongest correlation with students’ “overall satisfaction” with their course. NSS scores are a vital element in the construction of university (and subject) league tables. Most universities now set NSS scores as Key Performance Indicators of course quality.

For information on the NSS and the Postgraduate Taught Experience Survey (PTES) see http://www.heacademy.ac.uk/ptes
Suggested readings:

Graham Gibbs’ seminal paper: ‘Conditions under which assessment supports student learning’, *Learning and Teaching in Higher Education* (2005)1, 3-31. Note, of the ten key conditions listed, seven are about feedback:

http://resources.glos.ac.uk/shareddata/dms/2B7098BBBCD42A03949CB4F3CB78A516.pdf

Gibbs has also produced a handy overview of the assessment of group work:


There is an excellent set of papers in the ‘Assessment Toolkit’ provided by Macquarie University:


The UK’s Quality Assurance Agency guides early career staff, *Understanding Assessment* (2012):


There’s an interesting ‘Glossary of Terms (with special reference to Language Testing)’:

https://www.llas.ac.uk/resources/gpg/1398

The REAP site (Re-engineering Assessment Practices) is especially strong on the need for students to learn through ‘Peer Review’:

http://www.reap.ac.uk/PEER.aspx

For video and online resources on ‘Effective Assessment in a Digital Age’, see JISC site:

http://www.jisc.ac.uk/assessresource

For two (of many) UK-based projects designed to improve assessment & feedback practices: TESTA (Transforming the Experience of Students through Assessment) http://www.testa.ac.uk

FASTECH (Feedback and Assessment for Students with Technology) http://www.fastech.ac.uk

For a tool designed to help universities ‘to review current policy and practice in assessment and feedback, with a view to radically rethinking the institution’s assessment strategy’, see *A Marked Improvement: Transforming Assessment in Higher Education* (HEA, 2012):

http://www.heacademy.ac.uk/resources/detail/assessment/a-marked-improvement
Module 2: Course monitoring and European standards in Higher Education

<table>
<thead>
<tr>
<th>Aim of the module</th>
<th>To share information on European practices in course development and monitoring in order to make MAHATMA programmes more comparable to European ones</th>
</tr>
</thead>
</table>
| Topics                                                                            | 1. The Structure of Academic Programmes in the EHEA  
2. Course Monitoring and Evaluation                                                |
| Speaker/s                                                                         | Elli Georgiadou Middlesex University, United Kingdom                                                                           |

I. The Structure of Academic Programmes in the EHEA

EHEA: the vision

The European Higher Education Area (EHEA) was launched along with the Bologna Process’ decade anniversary, in March 2010, during the Budapest-Vienna Ministerial Conference. As the main objective of the Bologna Process since its inception in 1999, the EHEA was meant to ensure more comparable, compatible and coherent systems of higher education in Europe. Between 1999 - 2010, all the efforts of the Bologna Process members were targeted to creating the European Higher Education Area, that became reality with the Budapest-Vienna Declaration of March, 2010. The next decade will be aimed at consolidating the EHEA (www.ehea.info).

The Bologna Process: Mission and Objectives

The Bologna Declaration of 1999 has initiated the widest reaching reforms to European higher education in recent decades. The breadth of the process refers both to the extent of the reforms themselves at the European, national, and institutional level, and to the growing number of countries committed to creating a European Higher Education Area (EHEA).

The Bologna objectives are:
• to move Higher Education in Europe towards a more transparent and mutually recognised system;
• to place the diversified national systems into a common frame;
• to achieve harmonization and integration of HE in member states;
• to establish a coherent and cohesive European Higher Education Area by 2010;
• to promote the European system of Higher Education worldwide.

All countries of the European Higher Education Area have committed to developing national qualifications frameworks compatible with the overarching framework of the European Higher Education Area by 201 (for EHEA Members, see list of signatories in the Appendix).

Qualification Frameworks

A qualifications framework encompasses all the qualifications in a higher education system – or in an entire education system if the framework is developed for this purpose. It shows what a learner knows, understands and is able to do on the basis of a given qualification – that is, it shows the expected learning outcomes for a given qualification. It also shows how the various qualifications in the education or higher education system interact, that is how learners can move between qualifications. Qualifications frameworks therefore focus on outcomes more than on procedures, and several learning paths – including those of lifelong learning – may lead to a given qualification.

“Ministers encourage the member States to elaborate a framework of comparable and compatible qualifications for their higher education systems, which should seek to describe qualifications in terms of workload, level, learning outcomes, competences and profile. They also undertake to elaborate an overarching framework of qualifications for the Higher Education Area.” (The Berlin Communique)

Adoption of a system is essentially based on three main cycles, i.e. the first cycle (undergraduate degrees), the second cycle (Masters degrees) and the third cycle (research degrees/doctorates). Ministers encourage the member States to elaborate a framework of comparable and compatible
qualifications for their higher education systems, which should seek to describe qualifications in terms of workload, level, learning outcomes, competences and profile.

Structural change must be matched with proper redevelopment of the curricula, and often this has not been completed. Confusion sometimes exists regarding the objectives of the first cycle degree. There has not been adequate time for institutions and academics to address reforms in a comprehensive way and to benefit from the opportunities offered through restructuring the curricula.

Considerable progress has been made in introducing three-cycle structures across Europe. However, there are still some legislative obstacles to structural reform in a few countries. Many institutions have now reached the heart of the transition process.

**EAR – HEI: European Area of Recognition**

The EAR HEI project is being undertaken by a consortium consisting of recognition experts from the ENIC-NARIC networks, together with representatives of the European University Association, the Tuning network, the European Student Union, the German Rectors Conference and the President of the Lisbon Recognition Convention Committee.

EAR HEI Practical Handbook aims to:

- show admissions officers how to apply the principles of the Lisbon Recognition Convention in practice when evaluating (foreign) degrees;
- assist admissions officers in their daily practice and be useful to train new staff; empower HEIs to start making their own decisions in line with the EAR-HEI manual to facilitate that ENIC/NARIC offices and HEIs make use of the same set of criteria in evaluating foreign qualifications according to the good practice in the EAR manual lead to more harmonization and transparency in recognition, promoting learning mobility, thus being beneficial to international students.

The new EAR HEI manual is based on a needs analysis conducted last year, to which over 450 institutions responded. The Part A: provided the context and the reasons (the Why) we need to harmonize across the EHEA. It also showed the planning/scheduling (the When) and the What (at least at high level) and the Where. Part B: explores the methodologies (the How) and the Who ([www.eurorecognition.eu](http://www.eurorecognition.eu)).

**Tuning methodology**

The Tuning methodology provides guidelines for the implementation of Bologna.
Structure of Programmes

Programmes are made of units (often called modules or courses). Each programme has overarching Learning Outcomes and each unit develops and assesses some of the outcomes. The two diagrams below show the iterative nature of curriculum development and the quality assurance mechanisms employed.
Learning Outcomes (Programme and Modules)

To ensure assessment coverage of all outcomes it is useful to construct a curriculum map as shown in the diagram below:

<table>
<thead>
<tr>
<th>Course unit</th>
<th>Learning outcome</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 3</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit 4</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

X = THIS COMPETENCE IS DEVELOPED AND ASSESSED AND IS MENTIONED IN THE LEARNING OUTCOME OF THIS UNIT
An example from Middlesex University

The two handbooks given as reading materials need to be consulted in order to see how one of the units (called modules) covers and assesses Programme Level Learning Outcomes.

13. A curriculum map relating learning outcomes to modules

This map shows the learning outcomes of the programme and the modules in which they are assessed

<table>
<thead>
<tr>
<th>Year</th>
<th>Module</th>
<th>Code</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>A4</th>
<th>A5</th>
<th>A6</th>
<th>A7</th>
<th>B1</th>
<th>B2</th>
<th>B3</th>
<th>B4</th>
<th>B5</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Computer Networks, Wireless and Mobile Communication Systems</td>
<td>CCM4300</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Software Development</td>
<td>CMT4440</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Web based Information Systems Management</td>
<td>BIS4430</td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td></td>
<td>Industrial Data Management for Decision Support</td>
<td>BIS4435</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Postgraduate Computing Project*</td>
<td>BIS4992</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

*Other learning outcomes assessed will depend on the nature of the individual project, typically including one or more of A3 – A7 and one or more of B3 – B5

*Other learning outcomes assessed will depend on the nature of the individual project, typically including one or more of A3 – A7 and one or more of B3 – B5
Level Descriptors (knowledge and understanding)

The first section of the descriptors for each level is a statement of outcomes which students should be able to demonstrate to be accredited at that level.

These relate to knowledge and understanding of the subject, and the intellectual skills required to make use of this knowledge and understanding.

The second section of the descriptors states the wider abilities which a typical student could be expected to have developed at that level.

This incorporates both practical skills (i.e. those which are relevant to competence in your own specific context, such as lab skills, performance skills), and more general key/transferable skills (communication, problem solving, self-evaluation). Depending on your context, these two categories of skills may well overlap.

Learning outcomes and assessment criteria should be reviewed against the level descriptors in order to develop modules and assign credit at the appropriate level.

First Cycle. Qualifications that signify completion of the first cycle are awarded to students who:

- have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;
- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;
- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues;
- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences;
- have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

Second cycle. Qualifications that signify completion of the second cycle are awarded to students who:

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.
Bloom’s taxonomy and levels

Bloom’s taxonomy of learning behaviours can be thought of as “the goals of the learning process.” That is, after a learning episode (study period), the learner should have acquired new skills, knowledge, and/or attitudes.

Benjamin Bloom (1956) identified three domains of educational activities:

- **Cognitive**: mental skills *(Knowledge)*
- **Affective**: growth in feelings or emotional areas *(Attitude)*
- **Psychomotor**: manual or physical skills *(Skills)*

**Knowledge:**

**Recall data or information**

- **Examples**: Recite a policy. Quote prices from memory to a customer. Knows the safety rules.
- **Key Words**: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognises, reproduces, selects, states

**Comprehension**: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one’s own words.

- **Examples**: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.
- **Key Words**: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalises, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarises, translates.

**Application**: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.

- **Examples**: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.
- **Key Words**: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

1.0 Remember - Retrieving relevant knowledge from long-term memory.

- **1.1 Recognising**
- **1.2 Recalling**
2.0 Understand - Determining the meaning of instructional messages, including oral, written, and graphic communication.

- 2.1 Interpreting
- 2.2 Exemplifying
- 2.3 Classifying
- 2.4 Summarising
- 2.5 Inferring
- 2.6 Comparing
- 2.7 Explaining

Revised Bloom’s Taxonomy by Krathwohl
(www.unco.edu/cetl/sir/stating_outcome/documents/Krathwohl.pdf):

See presentation slides for more information on Cycles 2 and 3 qualifications.

Learning outcomes are important for recognition

The principal question asked of the student or the graduate will therefore no longer be “What did you do to obtain your degree?” but rather “What can you do now that you have obtained your degree?”

This approach is of relevance to the labour market and is certainly more flexible when taking into account issues of lifelong learning, non-traditional learning, and other forms of nonformal educational experiences (Purser, Council of Europe, 2003, cited by Kennedy et al www.bologna.msmt.cz/files/learning-outcomes.pdf, accessed on Sept. 17th, 2011).

The case study from Middlesex University – programme and module handbooks – demonstrates the learning and teaching strategy as well as the assessment strategy, assessment methods and instruments.
### Appendix 1: EHEA member countries

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Albania</td>
</tr>
<tr>
<td>2.</td>
<td>Andorra</td>
</tr>
<tr>
<td>3.</td>
<td>Armenia</td>
</tr>
<tr>
<td>4.</td>
<td>Austria</td>
</tr>
<tr>
<td>5.</td>
<td>Azerbaijan</td>
</tr>
<tr>
<td>6.</td>
<td>Belgium - Flemish Community</td>
</tr>
<tr>
<td>7.</td>
<td>Belgium - French Community</td>
</tr>
<tr>
<td>8.</td>
<td>Bosnia and Herzegovina</td>
</tr>
<tr>
<td>9.</td>
<td>Bulgaria</td>
</tr>
<tr>
<td>10.</td>
<td>Croatia</td>
</tr>
<tr>
<td>11.</td>
<td>Cyprus</td>
</tr>
<tr>
<td>12.</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>13.</td>
<td>Denmark</td>
</tr>
<tr>
<td>14.</td>
<td>Estonia</td>
</tr>
<tr>
<td>15.</td>
<td>Finland</td>
</tr>
<tr>
<td>16.</td>
<td>France</td>
</tr>
<tr>
<td>17.</td>
<td>Georgia</td>
</tr>
<tr>
<td>18.</td>
<td>Germany</td>
</tr>
<tr>
<td>19.</td>
<td>Greece</td>
</tr>
<tr>
<td>20.</td>
<td>Holy See</td>
</tr>
<tr>
<td>21.</td>
<td>Hungary</td>
</tr>
<tr>
<td>22.</td>
<td>Iceland</td>
</tr>
<tr>
<td>23.</td>
<td>Ireland</td>
</tr>
<tr>
<td>24.</td>
<td>Italy</td>
</tr>
<tr>
<td>25.</td>
<td>Kazakhstan</td>
</tr>
<tr>
<td>26.</td>
<td>Latvia</td>
</tr>
<tr>
<td>27.</td>
<td>Liechtenstein</td>
</tr>
<tr>
<td>28.</td>
<td>Lithuania</td>
</tr>
<tr>
<td>29.</td>
<td>Luxembourg</td>
</tr>
<tr>
<td>30.</td>
<td>Malta</td>
</tr>
<tr>
<td>31.</td>
<td>Moldova</td>
</tr>
<tr>
<td>32.</td>
<td>Montenegro</td>
</tr>
<tr>
<td>33.</td>
<td>Netherlands</td>
</tr>
<tr>
<td>34.</td>
<td>Norway</td>
</tr>
<tr>
<td>35.</td>
<td>Poland</td>
</tr>
<tr>
<td>36.</td>
<td>Portugal</td>
</tr>
<tr>
<td>37.</td>
<td>Romania</td>
</tr>
<tr>
<td>38.</td>
<td>Russian Federation</td>
</tr>
<tr>
<td>39.</td>
<td>Serbia</td>
</tr>
<tr>
<td>40.</td>
<td>Slovak Republic</td>
</tr>
<tr>
<td>41.</td>
<td>Slovenia</td>
</tr>
<tr>
<td>42.</td>
<td>Spain</td>
</tr>
<tr>
<td>43.</td>
<td>Sweden</td>
</tr>
<tr>
<td>44.</td>
<td>Switzerland</td>
</tr>
<tr>
<td>45.</td>
<td>The former Yugoslav Republic of Macedonia</td>
</tr>
<tr>
<td>46.</td>
<td>Turkey</td>
</tr>
<tr>
<td>47.</td>
<td>Ukraine</td>
</tr>
<tr>
<td>48.</td>
<td>United Kingdom</td>
</tr>
</tbody>
</table>

II. Course Monitoring and Evaluation

Quality control and quality assurance processes and practices in manufacturing, the software industry and education, have in recent years focussed on strategies for process improvement. Nowadays the emphasis is placed on enhancement which embodies systematic planning, identification and recognition of good practice as well as the major drivers, factors and stakeholders involved.

The improvement of the learning and teaching processes lies at the centre of any university’s mission. The universities have to provide relevant high quality academic programmes that are based on innovative educational processes and the implementation of new teaching methods with the application of appropriate technologies.

Vision - encapsulates the philosophy and aspirations of any organisation, including Higher Education Institutions, for the future.

Mission statements state the purpose and main intended activities of educational value.

HEIs are complex organisations with multiplicity of stakeholders with different even conflicting expectations.

“Strategy is the direction and scope of an organisation over the long-term: which achieves advantage for the organisation through its configuration of resources within a challenging environment, to meet the needs of markets and to fulfil stakeholder expectations” (Johnson et al, 2008)

The Quality Function in Higher Education Institutions

Quality - its assurance and its enhancement – must form an integral part of a university’s strategic ends.

The quality process requires effective preparation of students for life and future work, so that they will be able to contribute to the economic and social development, adapt to change and provide leadership.

The Deming Quality Cycle: learning from the manufacturing and from the IT industries

Edward Deming pioneered a quality management approach and for introducing statistical process control techniques for manufacturing to the Japanese, who used them with great success. He believed that a key source of production quality lies in having clearly defined, repeatable processes. And so the PDCA Cycle as an approach to change and problem solving is very much at the heart of Deming's quality-driven philosophy.
The four phases in the Plan-Do-Check-Act Cycle involve:

- **Plan**: Identifying and analysing the problem.
- **Do**: Developing and testing a potential solution.
- **Check**: Measuring how effective the test solution was, and analyzing whether it could be improved in any way.
- **Act**: Implementing the improved solution fully.

(sources: www.mindtools.com/pages/article/newPPM_89.htm)

**Quality Standards**

“We have to keep in mind that only by assuring the high quality of higher education can we hope to determine a better future for our peoples and countries. Thus, compromising the quality of higher education essentially means compromising our future.”

[Jan Sadlak, Director of UNESCO-European Centre for Higher Education]

**Why might standards be necessary?**

- Avoid idiosyncrasy
- Ensure repeatability
- Reach consensus
- Enforce discipline
- Re-assure stakeholders
Can we achieve better quality through adopting standards?

Academic standards and quality function deployment is the responsibility of institutional leaders, national and European quality bodies (for ex., the QAA in the UK, ANQA in Armenia and ENQA in Europe).

Academic standards encompass provision, research and student experience.

For more information on “Why standards are important” see the power point presentation “Course monitoring and evaluation”.

**ENQA: quality requirements and key implications**

Institutions should commit themselves explicitly to the development of a quality culture. They must put in place a management system that recognises the importance of quality, and quality assurance, in their work. This system should be effective (e.g. would need to be understood by all participants), efficient (e.g. avoid ‘gold plating’), fair (e.g. arrangements would militate against conflicts of interest), and should allow for appropriate external input (e.g. through use of external subject experts in programme review).

To ensure accountability institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

To ensure efficient and effective improvements enhancement activities need to be embedded within the system, explicit and linked to assurance activities. An explicit demonstration of improvement, and therefore measures of the quality of the student experience must be:

- established and regularly monitored and actively planned at university level (e.g. by establishing annual enhancement priorities and themes);
- integrated into working practices (e.g. by being factored into work programmes, role requirements etc);
- encouraged by appropriate incentives (e.g. by incorporating into promotion criteria, supported by internal grants ..;
- and underpinned by effective staff development.
Programme Development Lifecycle

New programmes are developed, approved and launched as shown in the figure below.

A whole team is involved in the development of a new programme. The team is headed by the programme leader who will lead the programme during the development, at launch and operation. The programme leader is responsible for maintaining and enhancing programme quality through Communication, Co-ordination, Collaboration and Monitoring. The figure below shows the roles within the team, activities and interactions.
The \textit{Programme Leader} supports and enhances pedagogic quality & quality of student and lecturer experience through: - ensuring that suitable module leaders are running the modules; - supporting module leaders to acquire resources (e.g. new software or part-time assistants); - ensures that conflicts/misunderstandings are resolved ; - ensures students are supported to the best of our ability.

The \textit{Programme Leader} manages, leads and supports the programme team to ensure correctness, consistency and completeness of documentation, timely delivery of all documentation and adherence to standards. This is achieved through wide participation, commitment and good leadership.

\textbf{Quality Monitoring}

Once a programme is launched there is on-going quality monitoring through regular meetings of the teaching team, student representatives, boards of study meeting with student representation and direct contact with the student body.

An Annual Quality Monitoring Report (for every run of a programme) documents the issues, actions (by whom and by when) and outcomes. Reflective comments, identification of best practice and sources of evidence (such as data and external examiners’ reports) complete the report. Conducting detailed evaluation of improvement activity is key to our understanding of which methods and innovations work to improve quality.

More details and case study examples can be seen in the power point slides.
Module 3: Human Resources Management

<table>
<thead>
<tr>
<th>Aim of the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>• To help Universities to develop modules that address issues of Human Resources Management in higher education.</td>
</tr>
<tr>
<td>• To identify and practice effective techniques that stimulate and optimize team work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tools to create efficient courses about HR</td>
</tr>
<tr>
<td>1. How to create an efficient team - team building</td>
</tr>
<tr>
<td>2. How to lead the team - leadership skills</td>
</tr>
<tr>
<td>3. How to manage the HR - team management</td>
</tr>
<tr>
<td>4. Decision-making process - six hats method</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaker/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carmelo Pollichino, Centro Studi ed Iniziative Europeo, Italy</td>
</tr>
</tbody>
</table>

In order to build on the capacity of the main implementers of the MAHATMA AP one of the main components for success for a sustainable growth of the University Institutions is the Human Resources involved.

Starting by highlighting the difference between a group and a team, therefore the need to establish stable patterns of relationships among members, and aware of the complementary skills (appropriate balance and mix of skills)

- Mutual accountability
- Committed to a common approach
- Committed to a common purpose and performance goals

<table>
<thead>
<tr>
<th>Group</th>
<th>Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong leadership, clearly focused</td>
<td>Shared leadership roles</td>
</tr>
<tr>
<td>Individual accountability</td>
<td>Individual and mutual accountability</td>
</tr>
<tr>
<td>Individual work products</td>
<td>Collective work products</td>
</tr>
<tr>
<td>Run efficient meeting</td>
<td>Encourages open ended discussions</td>
</tr>
</tbody>
</table>

The process of changing from a Group to a Team identifies 4 steps: working group, pseudo team, potential team, real team and high performance team.
As the trainings of the academic staff within the MAHATAMA project are built on their capacity on innovative teaching, learning, student assessment, research methods and effective class management, creativity and innovation in generating ideas and ability for problem solving need to be considered.

Practical approaches like the Six Thinking Hats®¹ - a simple, effective parallel thinking process that helps people be more productive, focused, and mindfully involved—might be interesting to be experienced and acquired by both, teaching and administrative staff involved in the MA implementation, in order to ensure the teams will learn how to:

- **look** at problems, decisions, and opportunities systematically
- **use** Parallel Thinking™ as a group or team to generate more, better ideas and solutions
- **make** meetings much shorter and more productive
- **reduce** conflict among team members or meeting participants
- **stimulate** innovation by generating more and better ideas quickly
- **create** dynamic, results oriented meetings that make people want to participate
- **go** beyond the obvious to discover effective alternate solutions
- **spot** opportunities where others see only problems
- **think** clearly and objectively
- **view** problems from new and unusual angles
- **make** thorough evaluations
- **see** all sides of a situation

• keep egos and "turf protection" in check
• achieve significant and meaningful results

Essentially, "Six Thinking Hats" is about improving communication and decision-making in groups. De Bono's style is accessible, succinct, well-structured and easy to follow.

How to Use the Tool?

Each 'Thinking Hat' is a different style of thinking. These are explained below:

White Hat:

With this thinking hat you focus on the data available. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and either try to fill them or take account of them. This is where you analyze past trends, and try to extrapolate from historical data.

Red Hat:

'Wearing' the red hat, you look at problems using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally. Try to understand the responses of people who do not fully know your reasoning.

Black Hat:

Using black hat thinking, look at all the bad points of the decision. Look at it cautiously and defensively. Try to see why it might not work. This is important because it highlights the weak points in a plan. It allows you to eliminate them, alter them, or prepare contingency plans to counter them.

Black Hat thinking helps to make your plans 'tougher' and more resilient. It can also help you to spot fatal flaws and risks before you embark on a course of action. Black Hat thinking is one of the real benefits of this technique, as many successful people get so used to thinking positively that often they cannot see problems in advance. This leaves them under-prepared for difficulties.

Yellow Hat:

The yellow hat helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.

Green Hat:

The Green Hat stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas.

Blue Hat:
The Blue Hat stands for process control. This is the hat worn by people chairing meetings. When running into difficulties because ideas are running dry, they may direct activity into Green Hat thinking. When contingency plans are needed, they will ask for Black Hat thinking, etc.

See more at: http://www.mindtools.com/pages/article/newTED_07.htm#sthash.LXq2c7Fw.dpuf

Module 4: Education for Sustainable Development

<table>
<thead>
<tr>
<th>Aim of the module</th>
<th>To help participants in developing modules that address issues of ESD in higher education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>To support Universities’ needs to develop approaches (strategies, business models and practices, course designs, etc.) that are environmentally sound &amp; sustainable.</td>
</tr>
<tr>
<td>Speaker/s</td>
<td>CarmeloPollichino, Centro Studi ed Iniziative Europeo (CESIE), Italy</td>
</tr>
</tbody>
</table>

ESD is more than a knowledge base related to environment, economy, and society. It also addresses learning skills, perspectives, and values that guide and motivate people to seek sustainable livelihoods, participate in a democratic society, and live in a sustainable manner. ESD also involves studying local and, when appropriate, global issues. Therefore, these five (i.e., knowledge, skills, perspectives, values, and issues) must all be addressed in a formal curriculum that has been reoriented to address sustainability. Simply adding more to the curriculum will not be feasible in most educational institutions; they already have a full curriculum. Deciding what to leave out - what does not contribute to sustainability or is obsolete - is an integral part of the reorienting process.

ESD comes with the inherent idea of implementing programmes that are locally relevant and culturally appropriate for a specific context. All sustainable development programmes including ESD must take into consideration the local environmental, economic, and societal-cultural conditions. As a result, ESD might take different forms in Armenia and Georgia.
Culture should be viewed not just as an additional pillar along with the above, because peoples’ identities, signifying systems, cosmologies and epistemic frameworks shape how the environment is viewed and lived in. Thus, culture shapes what we mean by development and determines how people act in the world.

Within the MAHATMA project frame there is the need to reorient existing education to address sustainable development and develop public understanding and awareness.

Reorienting Existing Education

The term "reorienting education" has become a powerful descriptor that helps administrators and educators at every level (i.e., nursery school through university) to understand the changes required for ESD. An appropriately reoriented basic education includes more principles, skills, perspectives, and values related to sustainability than are currently included in most education systems. Hence, it is not only a question of quantity of education, but also one of appropriateness and relevance. ESD encompasses a vision that integrates environment, economy, and society. Reorienting education also requires teaching and learning knowledge, skills, perspectives, and values that will guide and motivate people to pursue sustainable livelihoods, to participate in a democratic society, and to live in a sustainable manner.

The need to reorient basic and secondary education to address sustainability has grabbed international attention, but the need at the university level is just as great. Society's future leaders and decision makers are educated there. If these young people are expected to lead all sectors of society (e.g., government, medicine, agriculture, forestry, law, business, industry, engineering, education, communications, architecture, and arts) in a world striving toward sustainability, then the current administration and faculty members must reorient university curriculums to include the many and complex facets of sustainability.

Reorienting education to address sustainability is something that should occur throughout the formal education system - that includes universities, professional schools (e.g., law and medicine), and technical schools in addition to primary and secondary education.

Skills

To be successful, ESD must go beyond teaching about global issues. ESD must give people practical skills that will enable them to continue learning after they leave school, to have a sustainable livelihood, and to live sustainable lives. These skills will differ with community conditions. The following list demonstrates the types of skills pupils will need as adults. Note that skills fall into one or more of the three realms of sustainable development - environmental, economic, and social.

- The ability to communicate effectively (both orally and in writing).
- The ability to think about systems (both natural and social sciences).
• The ability to think in time - to forecast, to think ahead, and to plan.
• The ability to think critically about value issues.
• The ability to separate number, quantity, quality, and value.
• The ability to move from awareness to knowledge to action.
• The ability to work cooperatively with other people.
• The capacity to use these processes: knowing, inquiring, acting, judging, imagining, connecting, valuing, and choosing.

Read more at: http://www.esdtoolkit.org/discussion/reorient.htm

The UNECE\(^2\) Strategy for Education for Sustainable Development

The Strategy’s overall objective is to equip people with knowledge of and skills in sustainable development, making them more competent and confident while at the same time increasing their opportunities for leading healthy and productive lifestyles in harmony with nature and with concern for social values, gender equity and cultural diversity.

The aim of this Strategy is to encourage countries to develop and incorporate ESD into their formal education systems, in all relevant subjects, and in non-formal and informal education. In other words, it seeks to incorporate key themes of sustainable development in all education systems. The objectives of this Strategy, which will contribute to the achievement of this aim, are to:

(a) Ensure that policy, regulatory and operational frameworks support ESD;
(b) Promote sustainable development (SD) through formal, non-formal and informal learning;
(c) Equip educators with the competence to include SD in their teaching;
(d) Ensure that adequate tools and materials for ESD are accessible;
(e) Promote research on and development of ESD;
(f) Strengthen cooperation on ESD at all levels within the UNECE region\(^3\)

\(^2\) UNECE United Nations Economic Commission for Europe http://www.unece.org
\(^3\) Full text of the Strategy: English | Russian | Georgian
Suggested readings:

ESD raises awareness of the complexity and dynamism of current developments and plays a key role in making sustainable development understood. ESD helps to develop the capacity for critical reflection as well as to motivate actions that promote sustainable development.
Read more about the content and history of ESD

*INFORMAL COUNTRY REPORT - ARMENIA
Proposed topics for reporting on progress in the implementation of the UNECE Strategy for Education for Sustainable Development. 

*INFORMAL COUNTRY REPORT - GEORGIA
Information on progress made and challenges encountered in the implementation of the UNECE Strategy for Education for Sustainable Development. 


*Member State questionnaire on the final assessment of the United Nations Decade of Education for Sustainable Development and the post-2014 framework (ECE/CEP/AC.13/2013/9) [pdf EN].

* Empowering educators for a sustainable future: Tools for policy and practice workshops on education for sustainable development competences (ECE/CEP/AC.13/2013/4) [pdf EN].
* Report on progress made by the United Nations Economic Commission for Europe Expert Group on Competences in Education for Sustainable Development (ECE/CEP/AC.13/2013/5) [pdf EN].

*Inventory of innovative practices in education for sustainable development DG EDUCATION AND CULTURE [pdf EN]; *Explanatory notes [pdf]
## Module 5: E-Learning

<table>
<thead>
<tr>
<th>Aim of the module</th>
<th>To introduce MAHATMA academic staff to some aspects of e-learning utilization and management</th>
</tr>
</thead>
</table>
| **Topics**        | 1. Your experiences - Padlet  
|                   | 2. Types of E-Learning - Rank and File  
|                   | 3. Draw It Challenge! Good Ideas and Bad Design  
|                   | 4. Learning Theories and IDAs - Panel of Rapid Prototyping  
|                   | 5. Evaluation  
|                   | 6. Kolb’s Experiential Model |
| **Speaker/s**     | Dana Ruggiero, Bath Spa University, United Kingdom |

One may distinguish several types of e-learning:

- Standalone courses
- Learning games and simulations
- Mobile learning
- Social learning
- Virtual-classroom communities

*Rank and File* - In groups of four you will have one minute to present why your e-learning experience is superior to the others. Be ready for rebuttals.

Avoiding bad instructional design Draw IT Challenge!

- RAPRAPRAPAWAP
- Pack, yak, rack, and track
- Warn and scorn
- Fill in the blanks
- Wouldn’t it be cool if . . .
In pairs you will choose one of these instructional design models and draw a visual (no words).

**Museum Walk for 10 minutes- vote with post it.**

**PRIMARY QUESTION:** What do we want the learner to be able to do?

- Apply design to all units

- **Types of Activities:** Absorb; Do; Connect

![Diagram showing instructional design models](image)
Learning theory

- Including multiple models
- IDAs
  - Learner Analysis
  - Content Analysis
  - Planning the Content
  - Assessment and Evaluation
  - Media Selection

In five groups you will serve as experts while we plan a short module Pecha Kucha style.

Evaluation

- Design Review
- Formative Logs
- Job Aids
- Evaluation Forms

Kolb’s Experiential Model
ACKNOWLEDGEMENTS

The MAHAMTA consortium would like to thank all project partners contributing to this training kit.

The project, and this publication within it, is funded by the European Commission DG Education and Culture, TEMPUS IV Programme. This publication reflects the view of its authors and the Commission cannot be held responsible for any use of the information contained within it.

For further information regarding this document please contact Lisa Bydanova, CIEP, at bydanova@ciep.fr, and for more detailed information about the project please use the project e-mail address mahatma.mgmt@gmail.com.