Twinning Project
SUPPORT TO STRENGTHENING THE HIGHER EDUCATION SYSTEM IN AZERBAIJAN
ENI/2018/395-401
2018-2020

Act 3.4 Hold a training workshop for higher education institutions on how to conduct self-evaluation processes

Jolita Butkiene,Lithuania

Asnate Kazoka, Latvia

Learning Outcomes of the Workshop

By the end of this workshop, you should be able to:

- Describe what student centred and competence-based learning means
- Be able to reflect on the practice in your institutions in implementing student-learning approach
- Have an understanding of the processes that contribute to an Self-assessment report (SAR)
- Know the different components of the SAR
- Be able to apply the basic rules in writing SAR
- Understand the wider role of self-assessment

Self-assessment process (1)

- Collective activity, performed by all university members together:
  - Administration
  - Academic staff
  - Students
  - External stakeholders

  However, it is a clearly designed process with the establishment of clear roles, responsibilities and deadlines!
- The aim is to «look at yourself» from outside – to identify strenghts, weaknesses, challenges and threats
- The aim IS NOT to prove anything to external experts

Lithuanian university example of SE group structure, responsibilities, deadlines

Tasks		Responsible person	Deadline
Introduction of the team to description of study programs external evaluation and the evaluation process for study programmes		Quality director	September 7, 2015
Work load and responsibilities assignment for the team members. Elaboration of work schedule for the team.		Head of the group (Programme director)	
Collection of the data for self-assessment according to evaluation fields and their analysis:	Programme aims and learning outcomes	Head of the group(programme director) Social partner Student	October 23, 2015
	Curriculum design	Programme director Prof. B	
	Teaching staff	the Head of the Department	
	Facilities and learning resources		
	Study process and its assessment	The Head of the Study department	
	Programme management and Quality assurance	Quality director	
Discussing the results of the self- assessment in the Studies Programme Committee, collecting feedback from stakeholders		Programme director	January 21, 2016
Preparation and presentation of the self- assessment to the University Academic Department		Programme director	February 16, 2015

Aims of study programme Self-assessment

- What are you trying to do (mission and objectives)?
- How are you trying to do it (policies and processes)?
- How do you know it works (monitoring and quality assurance)?
- How do you change in order to improve (capacity for change)?

Case example: Latvia

- Institutions perform self-assessment every year
- Self-assessment results are discussed on the faculty level and university level with participation of administration, academic staff and students
- Based on the self-assessment reports the short-term and long-term action plans and strategic documents are developed
- Self-assessment reports are published on the home-page of university

Case example: Lithuania

- There is no formal requirement on the frequency of performing self-assessment of a programme. However, it is a required that it is done regularly.
- Self-assessment results are discussed on the faculty level and university level with participation of administration, academic staff and students.
- Self-assessment results are communicated to stakeholders.
- Based on the self-assessment reports the short-term and long-term action plans and strategic documents are developed in the Programme Committees.

The basic rules to apply in self-assessment

√ Description

√ Analysis

√ Evidence for meeting the criteria (examples)

√ Strengths and weaknesses

√ Action plan/ activities for improvement

Self-evaluation report: Example 1
Teaching staff

Description: Teaching staff is highly qualified.

Analysis/ Evidence for meeting criteria: 7 from 10 academic staff members have a PhD degree. All staff members take part in mandatory activities to improve their qualification, for example, in the annual training academy.

Strengths and weeknesses: Teaching staff members have a good knowledge of English. Majority of teaching staff members are in the age group 60-70.

Action plan/ activities for improvement: University is considering implementation of study programmes in English. An action plan to attract new teaching staff members has been made.

Self-evaluation report: Example 2

Programme management:

Justification on how the programme fits among the other programmes of the same study field provided by the higher education institution and other HEIs in the region

Description: University has successfully consolidated its position as a market leader

Analysis/ evidence for meeting criteria: It has achieved 14,8% growth in student numbers. In 2016 and 2017, University admitted students with the highest entrance scores in the state financed places (Open Lithuanian Information, Consultation, and Orientation System, 2016, 2017) in the field of social sciences.

Strengths and weaknesses: While the quality of students is high, the number of Lithuanian studens is decreasing.

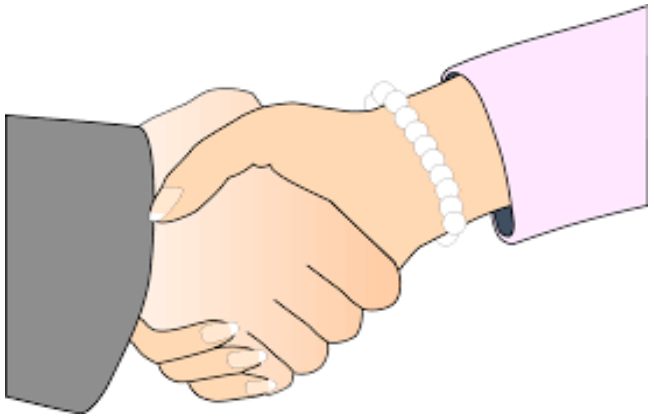
Action plan/ activities for improvement: University has planned marketing activities in order to increase the number of foreign students: participation in study fairs abroad (4 fairs); increased cooperation with embasys; hiring agents in target coutries

Self-evaluation report: Example 3
Faculty work load

The distribution of pedagogical load for the teachers of *the Programme* (the amount of hours for lectures, seminars, practice, student consultations, etc.), for scientific and other work is regulated by Regulations of Pedagogical Workload. The pedagogical workload of a full-time teacher is 720 annual hours. The major part of classroom activities in *the Programme* is led by full professors: they give 47.11% of all subject lectures (36.44% of study field subjects and 10.67% of elective subjects determined by the university) (Table 11). Full professors have a considerable amount of other classroom activities which constitute 35.76% (25.46% of study field subjects and 10.30% of elective subjects determined by the university) of all that classroom workload. Associate professors teach 45.78% of all the subjects (6.67% of general subjects, 33.78% of study field subjects and 5.33% of elective subjects determined by the university).

Group work 1

- Choose one area from the Self-assessment report template.
- Apply principles discussed.
- Share with the colleagues.



Intended learning outcomes, active student role, assessment strategies, work load- ESG bridges it all

Standard 1.2

The programmes should be designed so that they meet objectives for them, **i**ncluding **the intended learning outcomes**. The qualifications resulting from a programme should be clearly specified and communicated, and refer to the correct level of the **national qualification framework** for HE and, consequently, to the Framework for **Qualifications of the EHEA.** Define the **expected student workload and LO**

Standard 1.3

Student-centred learning and teaching plays an important role in stimulating students' motivation, elf-reflection and engagement in the learning process. This means careful consideration of the **design and delivery of study programmes and the assessment of outcomes**

Standard 1.7

Institutions should ensure that **they collect, analyse and use relevant information for the effective management of their programmes** and other activities.

Standard 1. 9,1.10

Institutions should **monitor and periodically review their programmes** to ensure that they achieve the objectives set for them and respond to the needs of society.

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

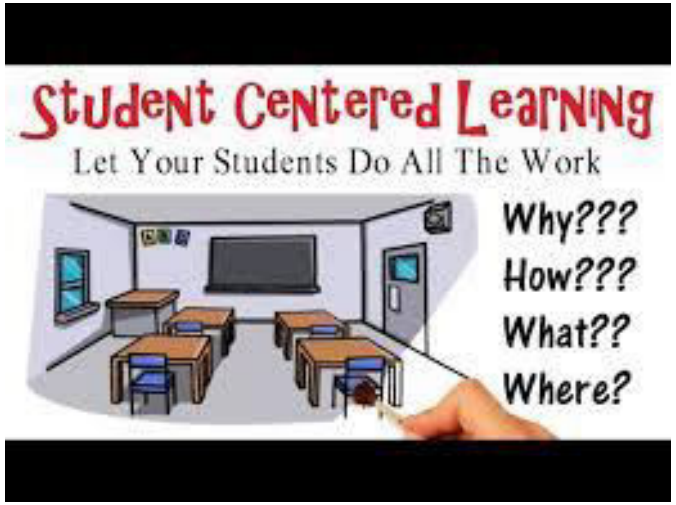
Student-centred/learner-centred learning (SCL) and competence based approach (CB)

- Student-Centred Learning represents **both a mindset and a culture within a given higher education** institution and is a learning approach which is broadly related to, and supported by**, constructivist theories of learning**. It is characterised **by innovative methods of teaching** which aim to promote **learning in communication with teachers and other learners** and which take **students seriously as active participants in their own learning,** fostering **transferable skills** such as **problem-solving, critical thinking and reflective thinking.**

Student-Centred Learning—Toolkit for students, staff and higher education institutions,2010

Student-Centred learning

- This approach has many **implications for the design and flexibility of curriculum, course content, and interactivity of the learning process** and is being increasingly used at universities across Europe

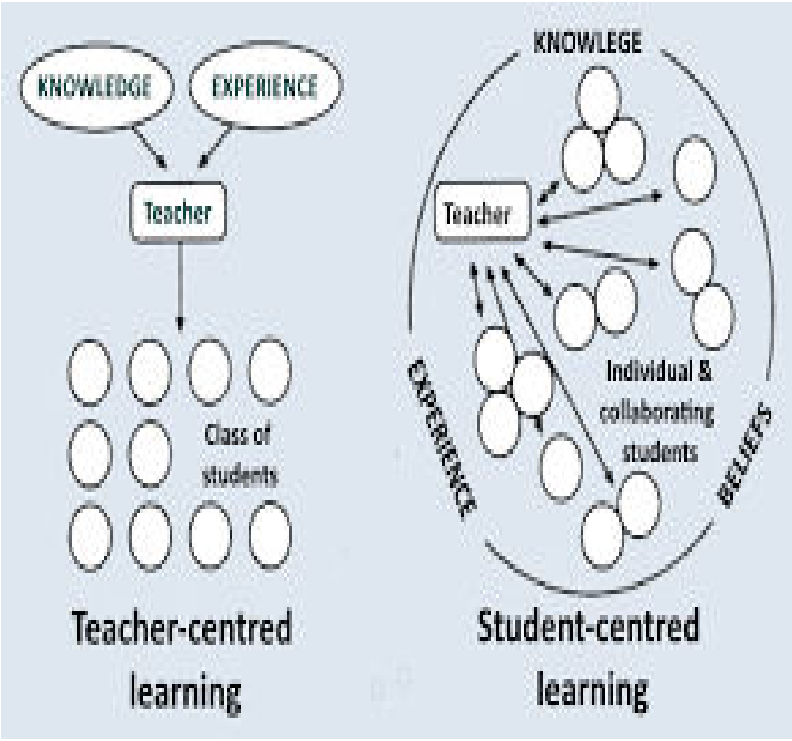


Shift to student- centred (SCA) approach

to: how will students learn?

SCA covers:

- The reliance on **active rather than passive learning**;
- An emphasis on **deep learning and understanding**;
- Increased **responsibility and accountability** on the part of the **student**;
- An increased sense of **autonomy** in the learner;
- An **interdependence between teacher and learner** and mutual respect within the learner-teacher relationship;
- A **reflexive approach** to the teaching and learning process on the part of **both the teacher and the learner.**



Principles underlying SCL

(based on SCL Toolkit)

Competence based approach to developing programmes and courses

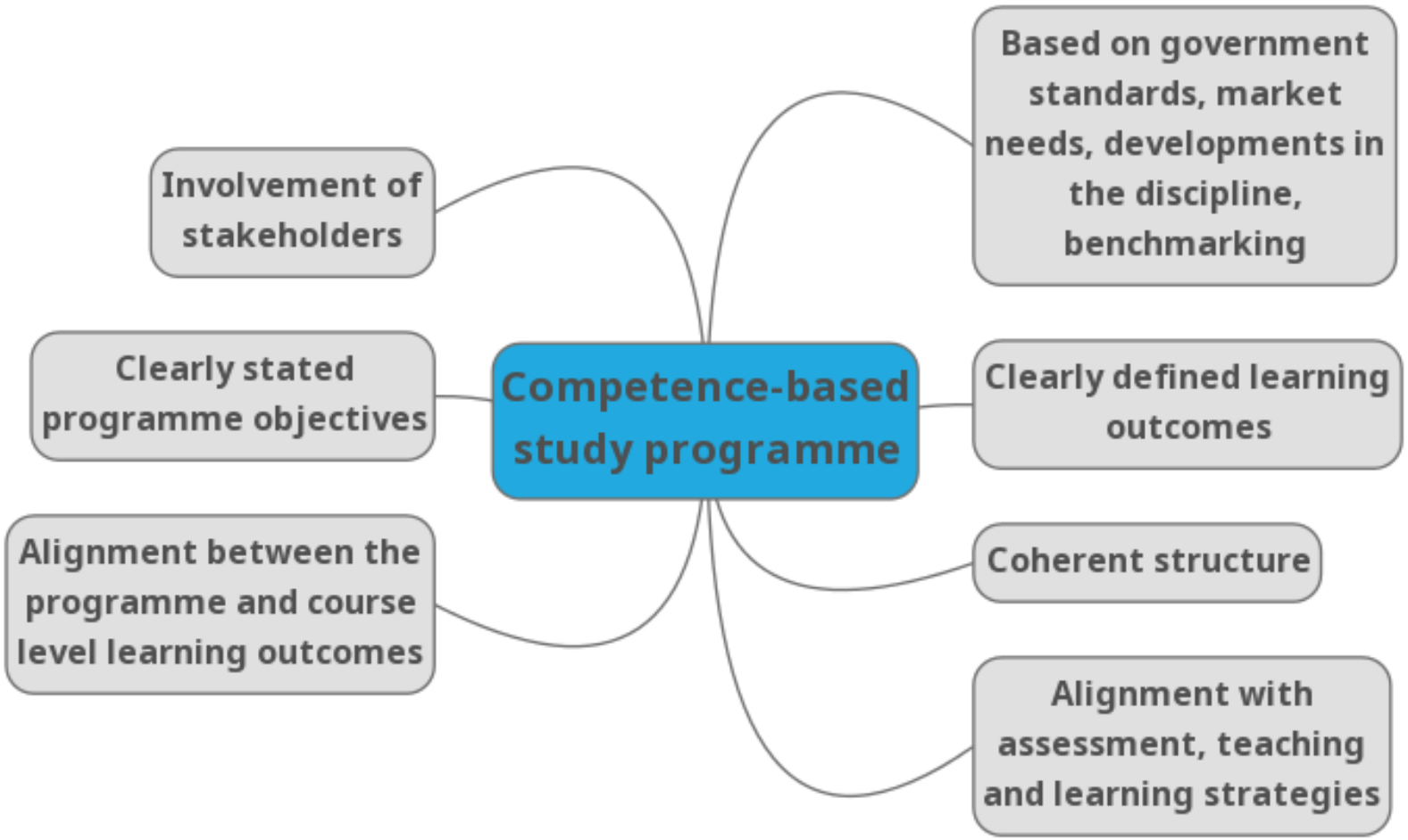
A competence-based approach is a pedagogic method centered on the learner instead on the content of the course or the study programme itself. **It is an approach in which skills, knowledge and attitudes are specified in order to define, steer and help to achieve professional competence.**

« Competences represent a dynamic combination of cognitive and metacognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills, and ethical values »

(Tuning definition)

The European Qualifications Framework (EQF) defines **competence as the ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.** In the context of the EQF competence is described in terms of responsibility and autonomy

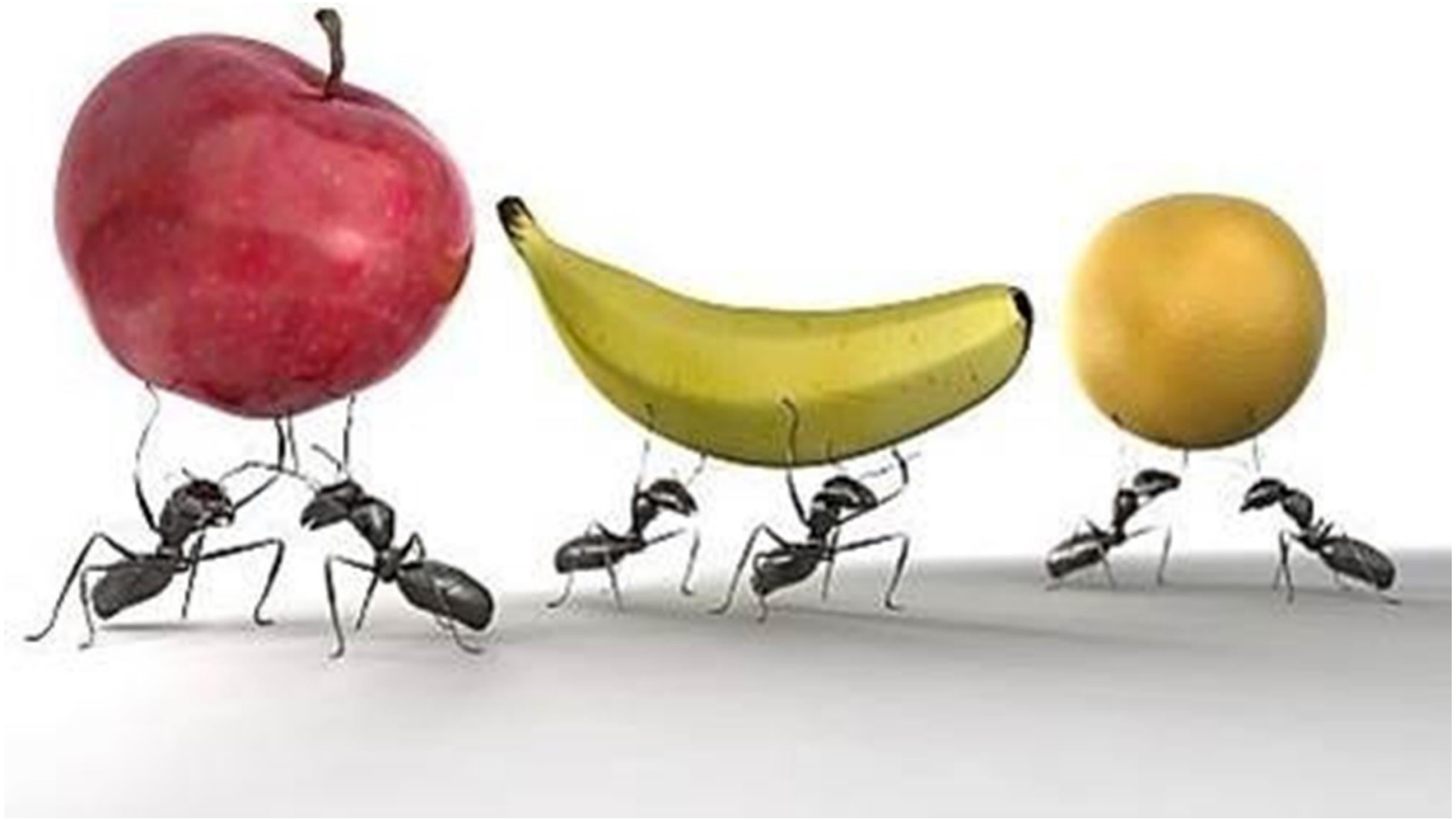
Competence-based approach



Competences and learning outcomes

- **Level of Competence is expressed in terms of learning outcomes**
- Learning outcomes are statements of what a student is expected **to know, understand and/or be able to demonstrate** after completion of a process of learning(ECTS Users' Guide)

Different but interrelated



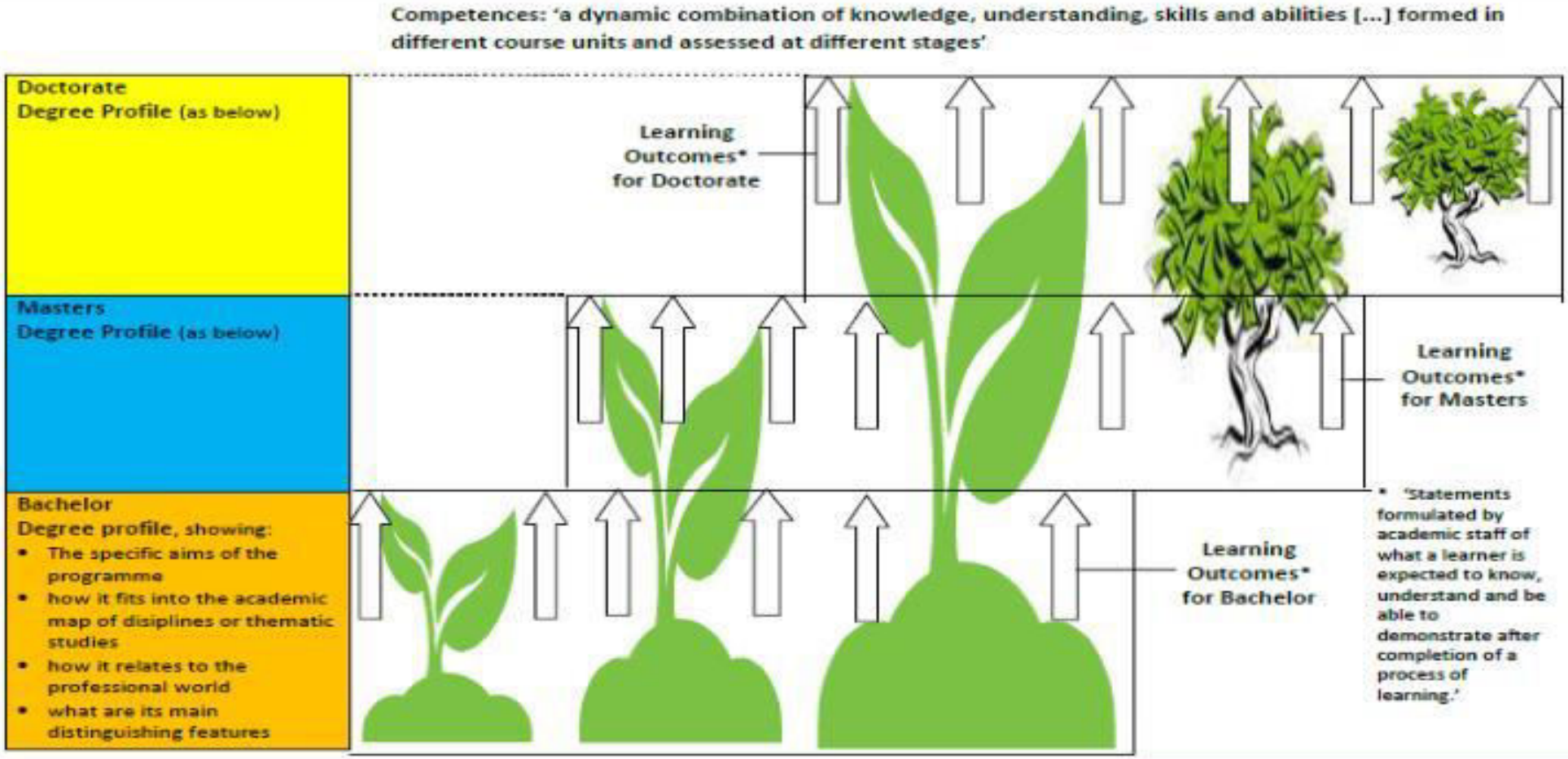
Source: Raimonda Markeviciene presentation

Generic and special (subject related)competences

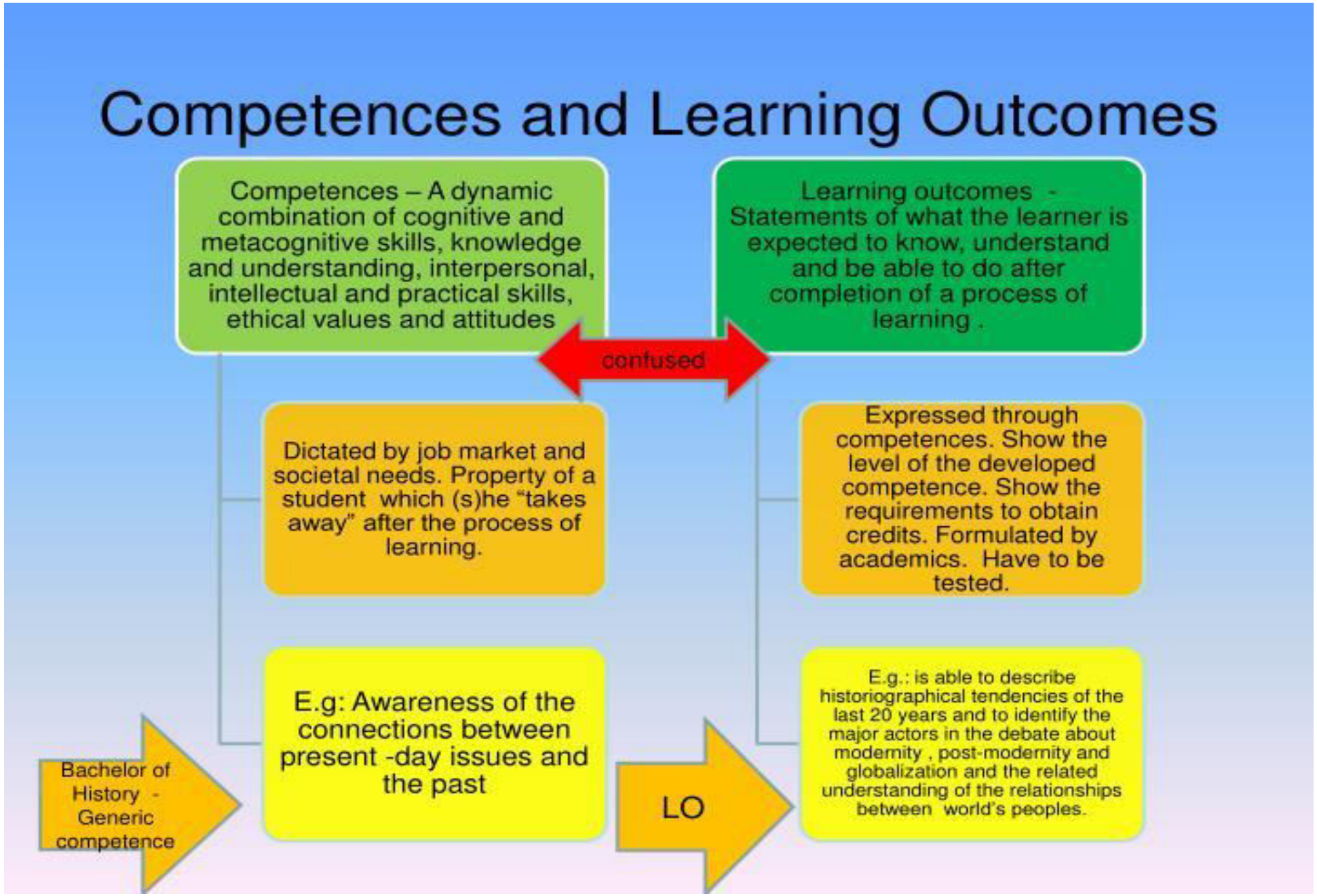
- **Generic competences**
- Increased importance on developing generic competences
- They should **highlight the differences between the bachelor level and the master level.**

- **Subject related competences**
- Are they relevant to the labour market? Society? Individual?

Relationship between competences and LO (by Jeremy Cox, Polifonia



Competences and Learning Outcomes



Alignment of competences and learning outcomes

Learning outcomes and competences in study programmes (Tuning)

Course unit LO	Competences									
	A	B	C	D	E	F	G	H	I	J
Unit 1		X			X					
Unit 2	X			X			X			
Unit 3		X				X			X	
Unit 4	X		X							X

Programe design

Step 1: From the competences in National Standards to the subject map

Step 2: From the subject map to individual subject learning outcomes

Step 3: From subject learning outcomes to the subject learning outcomes assessment strategies

Step 4: From the individual course assessment strategies to teaching strategies

Alignment of the cycle LO to the programme LOs and courses Lithuanian university example

Description of Learning Outcomes of Bachelor Study Cycle	Learning Outcomes of the Study Program On the successful completion of the programme, graduates will be able to:	Programme Course Units/Modules
1. Knowledge and its application. Integrated knowledge in professional activity and study field providing versatile theoretical knowledge of study field and professional activity based on the new fundamental and applied scientific research results which can be used in extensive interdisciplinary fields of studies or professional activity.	Describe the main economic as well as financial theories and models and apply them to practical issues	Internship Bachelor thesis History of Economic Theories Macroeconomics Microeconomics Principles of Economics, Business and Management Contexts of Politics
	Demonstrate the knowledge of the basic functioning of the national and global economy.	Political Economy Comparative Economics Intermediate Macroeconomics Managerial Economics Global Economics EU Economics
2 .Research skills Graduate has the ability to gather and analyse data necessary for solving substantial scientific and professional activity issues, and for cultural and artistic creation using scientific evidence and methods of fundamental and applied scientific researches.	Conduct a literature analysis appropriate for the discipline of economics.	Social Research Methods Academic Writing and Presentation Skills Directed Study Bachelor thesis
	Individually perform basic quantitative and qualitative research using tools appropriate for the discipline.	Econometrics Social Research Methods Statistical Data Analysis Quantitative Decision Making Mathematical Methods in in Economics Mathematical Analysis Directed Study Bachelor thesis

Course learning outcomes	Study methods	Assessment methods
LO1. A developed understanding of authentic texts in formal correspondence, newspapers and magazines, read critically discipline related and general texts.	Presentation and discussion of current articles from business journals and newspapers.	Article presentations, exam.
LO2. A developed ability to participate in meetings and negotiations	Video classes; Meeting and negotiations simulations, vocabulary exercises	Meeting and negotiations simulations.
LO3. Usage of appropriate professional and specialized vocabulary related to legal issues, marketing, politics and finance.	Language exercises using video and audio input, case studies, simulations, analysis of texts related to the disciplines of marketing, finance, politics, and law.	Case study, pop-out quizes on the legal, marketing, politics and finance vocabulary.
LO4. Compose reports, write summaries.	Report writing sessions, video input, analysis of the financial articles	Final exam, portfolio of written work: individual article summary and report
LO5. A sound usage of grammar and sentence structure speaking and writing on business and political issues.	Portfolio	Exam
LO6. Ability to conduct independent investigative and analytical project work in the target language.	Project work	Case study
LO7. Ability to work in a multicultural group, execute tasks in a timely manner.	Group work, project work, simulations, cases	Case study, group article presentation
LO8. Developed usage of a range of media and computer technologies.	Project work with multimedia, information search on the internet	Presentations using media

Aligning subject learning outcomes, teaching strategies, and assessments

EXAMPLE Course Planning Grid for One Outcome		
Course Outcome	Learning/teaching strategies	Assessments
Students should be able to use instrumentation for identification and characterization of organic compounds.	Working with a lab partner, students will separate a mixture of two organic compounds, purify them, and then characterize them from their melting points. The purity of the isolated compounds will be assessed by TLC (Thin Layer Chromatography). Each compound will be identified as one of 8 possible unknowns by mixed-melting point. Each student will produce a report of their findings.	Laboratory report grading rubric includes a dimension for identifying and characterizing organic compounds.

Example adapted from: http://www.foothill.edu/psme/armstrong/project2.shtml

Aligning subject learning outcomes, teaching strategies, and assessments

EXAMPLE Course Planning Grid for One Outcome		
Course Outcome	Learning/teaching strategies	Assessments
students will be able to write research reports in APA style.	Students will work in groups to apply the APA style manual to a set of simulated research report sections created to include APA style violations. Whole-class discussion will ensure that all violations have been identified. Students will conduct a research project and will iterate drafts of the sections of their research reports, based on peer feedback collected on checklists specifying APA style requirements.	Questions on the second quiz and the final will examine student knowledge of APA style guidelines. The grading rubric for student research reports will include a measurement of conformity to APA style.

Constructing learning outcomes

ACTION WORD (performance)	**LEARNING STATEMENT (the learning)**	**CRITERION (the conditions of the performance demonstration)**
Applies	principles of asepsis	when executing psychomotor skills
Produces	documents	using word processing equipment
Analyzes	global and environmental factors	in terms of their effects on people

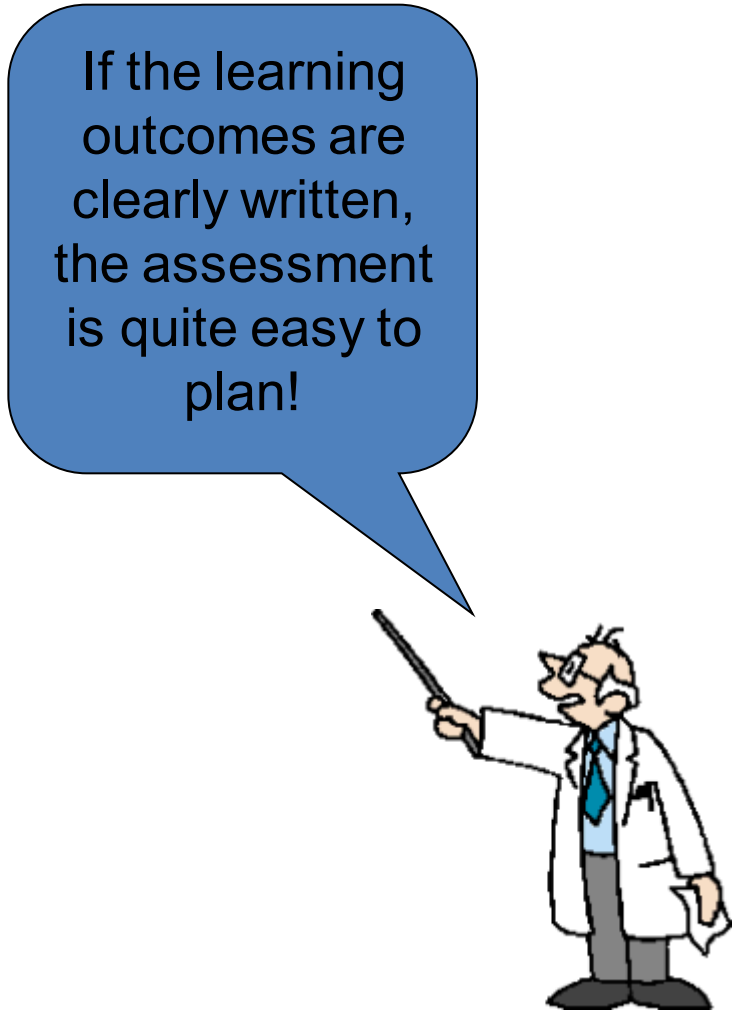
Examples of LOs:

On the successful completion of the subject the learner will be able to:

- ***Describe*** how and why laws change and the consequences of such changes on society.
- ***Define*** what behaviours constitute unprofessional practice in the solicitor – client relationship.
- **Outline** the history of the Celtic peoples from the earliest evidence to the insular migrations.
- ***Describe*** the processes used in engineering when preparing a design brief for a client.
- ***Recall*** the axioms and laws of Boolean algebra.

Steps involved in linking Learning Outcomes, Teaching and Learning Activities and Assessment on the Course level

1. Clearly define the learning outcomes.
2. Select teaching and learning methods that are likely to ensure that the learning outcomes are achieved.
3. Choose a technique or techniques to assess the achievement of the learning outcomes.
4. Assess the learning outcomes and check to see how well they match with what was intended



Source:D. Kennedy

How can general competences be accomplished

- There must be a shift in learning methodology in order to enable students achieving many of the generic competencies
- The current diversity and richness of learning resources through ICT should be utilized to its full in achieving many generic skills
- A limited number of courses can be devoted to develop some key generic competencies such as: technical English, Presentation and Communication Skills, Project Management, Accounting, ….etc.
- Many generic competencies can be developed by through introduction of activities such as: Seminar, Group projects, Field research, Internet desk research, Practical training preferably in international environment, extensive use of ICT packages, …etc.
- Teaching staff at Universities should be trained on developing methods of learning to achieve generic competencies. A Center of Learning should be established at Each University for this purpose.

Some Modern Learning and Teaching Techniques

- **Group work and teamwork:** Students work together to maximize their own and one another's learning.
- **Case-Based learning:** Students develop skills in analytical thinking and reflective judgment through discussing complex real-life scenarios.
- **Problem Solving learning:** Carefully designed problems that challenge students to use problem solving techniques, self-directed learning, team participation skills, …etc.
- **Experiential Learning and Fieldwork:** Students "learn by doing" and by reflecting on the experience. Can include hands-on laboratory experiments, field exercises, ..etc.
- **ICT-Based Strategies**：Teaching and learning strategies that strive to improve achievement by harnessing the power, innovation, and potential of ICT

Three Assessment Check Questions

- What outcomes (level of understanding/ performance) are assessed?
- How authentic is the task?
- What kind of learning is promoted?

Assessment Map

Level 4

Method	Modules							
	PE401	PE402	PE403	PE404	PE405	PE406	PE408	PE409
Essay	X							
Lab Manual	X	X	X		X		X	
Exam		X					X	X
Report			X					
Portfolio				X		X		
Practical								X
Presentation					X	X		
Video Analysis								

Level 5

	PE501	PE502	PE503	PE504	PE505	PE508	PE506 & PE507
Essay	X		X				
Lab manual		X				X	
Exam	X	X	X		X	X	
Small Scale Project				X			
Report							X
Log Book							X
Presentation				X			
Poster					X		

Level 6

Method	Modules																
	PE604	PE608	PE609	PE611	PE612	PE613	PE614	PE621	PE622	PE623	PE624	PE625	PE631	PE632	PE633	PE650 /1	
Essay		X		X			X	X	X	X	X	X					
Working Portfolio	X										X						
Report			X										X				
Lab Manual			X														
Exam		X		X	X	X	X	X	X	X					X		
Academic Journal																	
Poster					X										X		
Practical Report						X								X			
Case Study														X			
Presentation												X	X				
Project																	
Dissertation																X	

Learning outcomes and student work load

- **Estimating student workload:** The workload of a module/course unit is based on the total amount of learning activities a student is expected to complete in order to achieve the foreseen learning outcomes. It is measured in time (in work hours); for example, a module of 5 credits allows for around 125-150 hours of work of a typical student.
- Educational activities can be defined by considering the following aspects:
- Modes of instruction (types of teaching and learning activities): lecture, seminar, research seminar, exercise course, practical, laboratory work, guided personal study, tutorial, independent studies, internship, placement or 'stage', fieldwork, project work, etc.
- types of learning activities: attending lectures, performing specific assignments, practising technical or laboratory skills, writing papers, independent and private study, reading books and papers, learning how to give constructive criticism of the work of others, chairing meetings, etc.
- types of assessment: oral examination, written examination, oral presentation, test,, paper/essay, portfolio, report about an internship, report on fieldwork, continuous assessment, (final) thesis/dissertation, etc.

Source: Julia González and Robert Wagenaar

Teaching and Learning Activities	Implementation Time	Additional Time Preparation Time/ Time for Self Study	Note
LECTURE	1 hr.	1-2 hr.	Complex courses might need 3 hours or more preparation time for one hour lecture.
TUTORIAL	1-2 hr.	1-2 hr	
MAKMAL	3 hr. + report	- none -	For particular disciplines, 3 hours of lab might need additional 2-3 hours to prepare the report.
FINAL YEAR PROJECT	240 - 400 hr.	- none -	
SMALL GROUP DISCUSSION	1-2 hr.	1 hr.	
PROBLEM-BASED LEARNING (PBL)	2 hrs.	2-3 hrs + 2 hrs for discussion	
eLEARNING	- none-	3 hr.	No Face-to-face
PRESENTATION	1 hr.	2-3 hr.	
CREATIVE WRITING	100-150 pages novel 50-70 pages of script	8-10 hrs/day throughout the whole semester	8 hrs. X 5 days X 14 weeks = 560 hrs.
CASE ANALYSIS/STUDY	3 hrs per case	- none -	
ASSIGNMENT (2000 words)	- none -	10-12 hr.	
SUMMATIVE ASSESSMENT	3 hrs	3 hrs. preparation	Complex courses might need more preparation time for one hour of assessment.

Note!

Quality of :

- **Teaching staff (research quality, pedagogy)**
- **Support system**
- **Resources**
- **Programme management**

Achievement of intended learning outcomes

Group work 1

- Read programme standards provided
- Discuss the following questions:

➢ Are competences clearly defined?

➢ Is the number of competences rational?

➢ Is the level of competences appropriate for the level of studies?

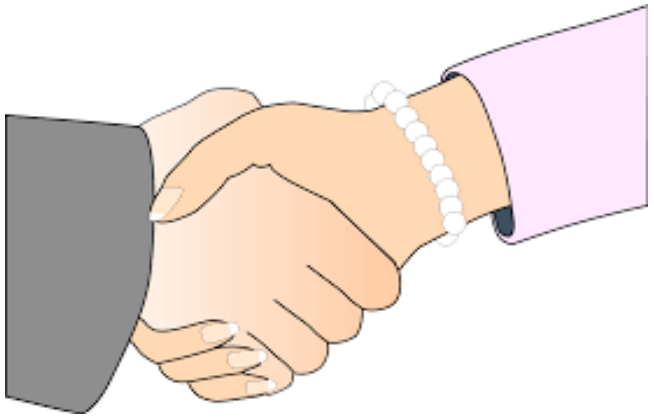
➢ Does the content support achievement of competences?

➢ Are credit number assigned appropriate to facilitate achievement of learning outcomes?

➢ How would you improve the programme?

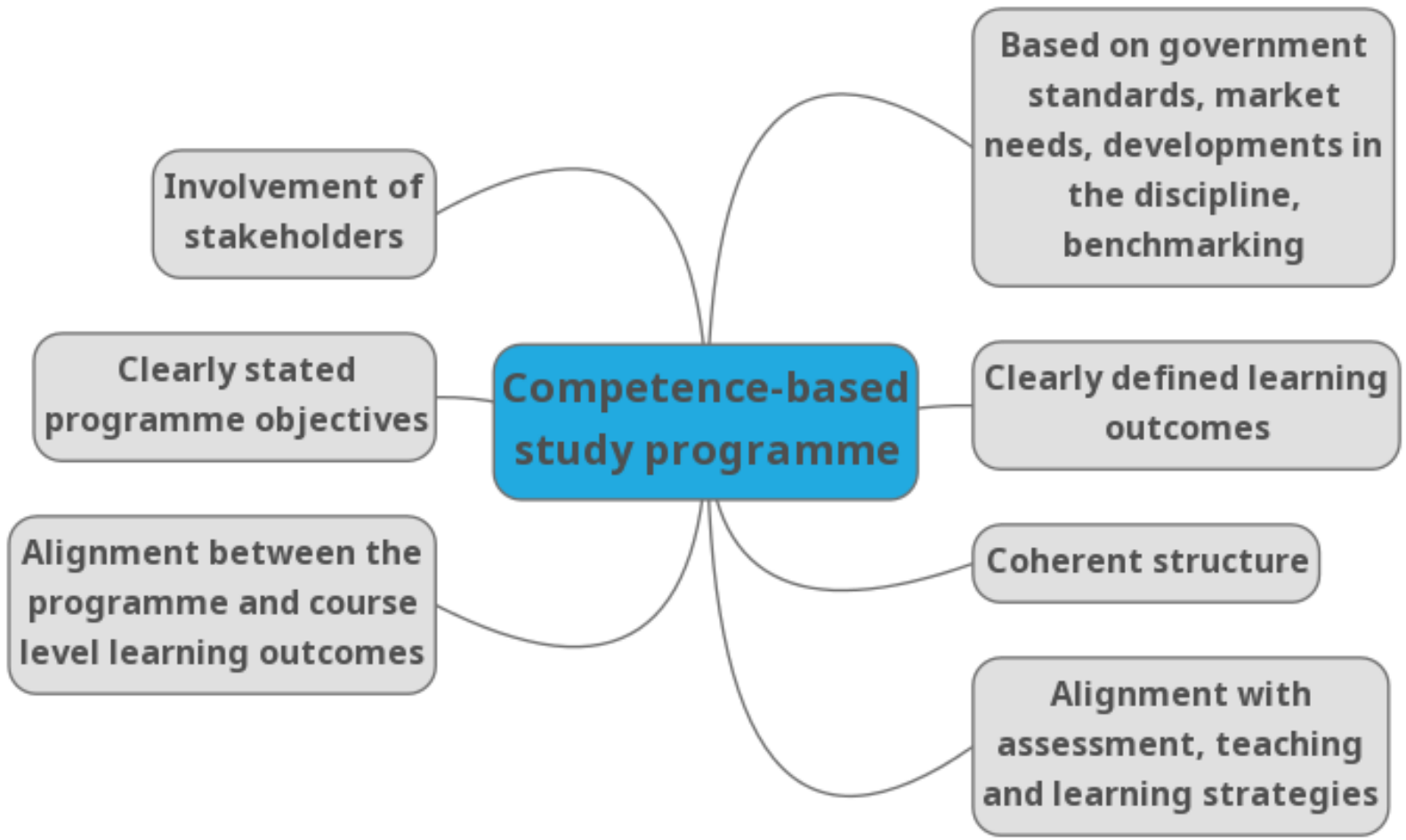
Group work 2

- Choose one learning outcome from the subject you teach , consider how an appropriate assessment and teaching strategy might be developed
- Share with your colleagues



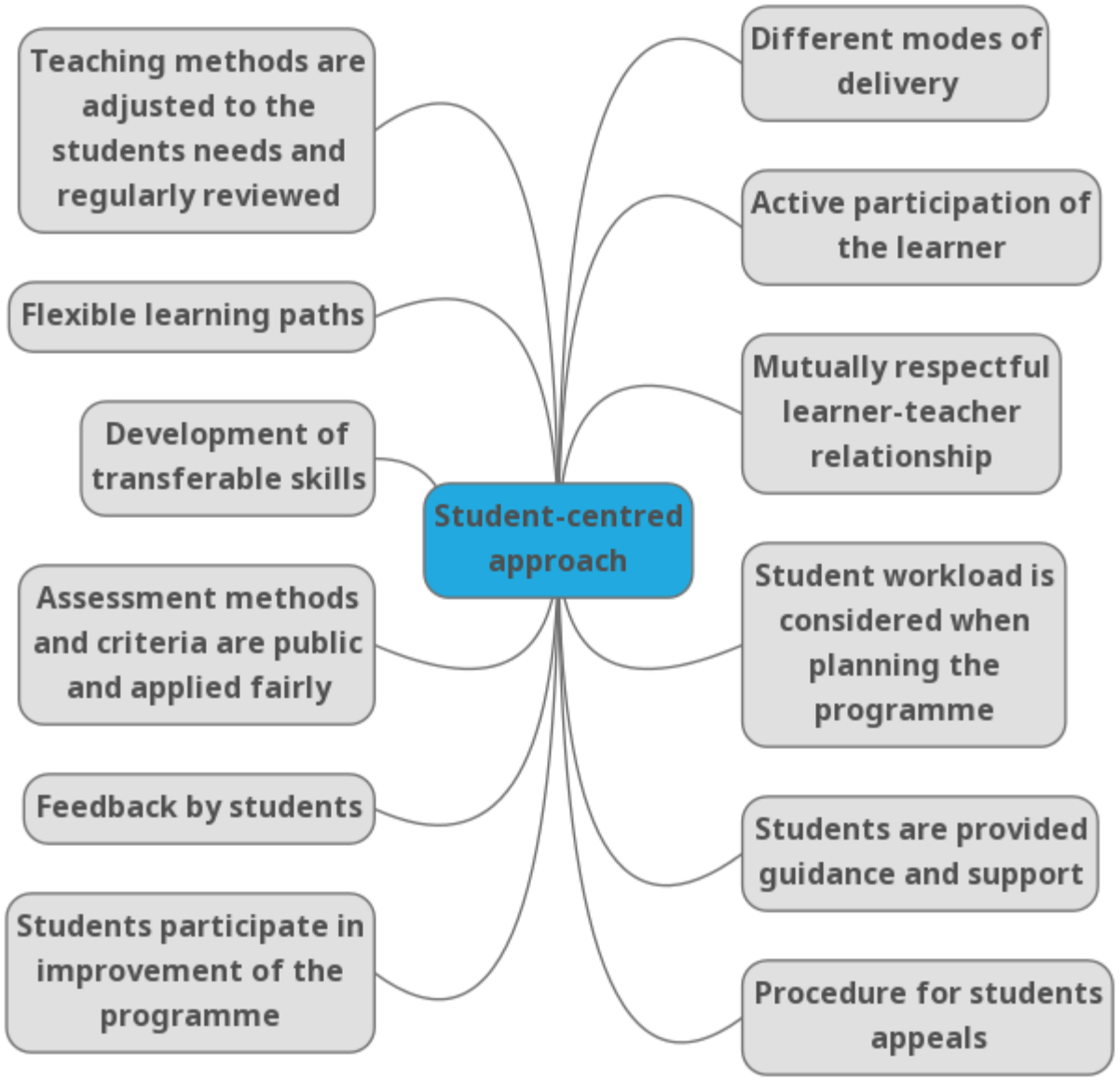
Group work 3

- Make a SWOT analysis of the Programme that you teach.
- Share your findings with other group members.


Competence-based study programme
Involvement of stakeholders
Clearly stated programme objectives
Alignment between the programme and course level learning outcomes
Based on government standards, market needs, developments in the discipline, benchmarking
Clearly defined learning outcomes
Coherent structure
Alignment with assessment, teaching and learning strategies

1. Competence-orientedness of the study programme
a survey of the job market needs and the competences required was carried out in order to design the programme
the study programme refers to specific business sectors
the study programme refers to specific jobs or professional activities
the professional skills targeted by the programme are clearly established
external professionals has been involved in the study programme design process
the programme is formally supported by companies / organizations from targeted sectors
the professional skills targeted by the programme are organized in homogeneous blocks
the programme learning outcomes are clearly established
the learning outcomes of each module of the study programme are clearly established
the learning outcomes are aligned with the professional competences targeted
the study programme objectives are aligned with the faculty / university strategy

Student-centred approach



2. Student-centeredness of the study programme	
1	information on the study programme, modules and targeted competences are disseminated and discussed with students
2	the student work time is taken into account in the general planning of the study programme
3	adequate guidance and support from teacher is ensured to encourage students to take active role in creating the learning process
4	the criteria for and method of assessment are published in advance, known to students and applied fairly to all students
5	the assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved
6	where possible, assessment is carried out by more than one examiner
7	students are given feedback on their performance
8	a formal procedure for student appeals is in place
9	regular meetings are organized with students or their delegates around pedagogical issues
10	delegates represent students to the Head of the programme Director or programme steering committee
11	evaluation of the modules and study programme are carried out by the students

3. Implementation and method of delivering the study programme
the delivery of the study programme is adapted to various kind of recipient (full time students, part time students, continuing education…)
the delivery of the study programme is based on various pedagogical methods (lectures, tutorial classes, project-based learning…) taking into account needs and diversity of students
the delivery of courses are based on ITC tools (e-learning, video, serious games…)
the delivery of courses are based on innovative pedagogical methods (flipped classroom, case studies, active student-centered pedagogy...)
the teaching team profile is aligned with the competence orientation and professional orientation of the study programme
external professionals are involved in the study programme modules (when it is appropriate)
the study programme provides for a mandatory practical internship for students
events related to professional activities are organized during the programme (forum, conferences, company visits...)
pedagogical methods and modes of delivery are regularly evaluated by students and lecturers

4. Study programme governance and management
a steering comity is in charge to define the long-term orientations of the study programme and to organise the internal assessment
students representatives are involved in the study programme steering comity
external professionals are involved in the study programme steering comity (when it is appropriate)
an academic staff is in charge of the study programme, its functioning and the coordination of the teaching staff
an administrative staff is in charge of the administrative life of the study programme
the information about the study programme and its main objectives are public and available on the faculty / university website
there is a document presenting the study programme, the pedagogical objectives, the competences and the jobs targeted
there is a curriculum for each module of the programme with learning outcomes and their assessment
external stakeholders of the programme are clearly identified (list is available)
partner companies or institutions are involved in the programme life (classes, internship supervisor, thesis supervisor, jury members...)
external stakeholders are regularly informed about the programme life
a survey of alumni occupational integration is carried out every year
a monitoring of sectors and competences related to study programme is carried out

QUESTIONS?

Thank you!