

QACEP CONFERENCE

Presentation of QACEP findings

**Developing tools for a quality improvement
adapted approach to Higher Education
Institutions**

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Project activities

- **Comparative analysis stage**
- **Design of the Framework**
- **Pilot**

Each partner participated in the QACEP project including the preparation of different tools, with diverse inputs and facilitating brainstorming processes leading to development of the tools presented here

Approach/methodologies

Comparative analysis stage:

- Discussion in QACEP Partner Workshops on the questions to be included in the template

 - Internal analysis carried out in each QACEP partner institution

 - Overall analysis / comparison
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Design of Framework

- Discussion on how to translate concepts, ideas and experiences into a coherent document

 - Reflection on the use and possible impact in the context of the partner institutions
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Pilot

- Testing of specific tools and activities – involving practitioners in the partner institutions**

- Feedback and discussions in QACEP Workshops involving all partners**

Pilot Evaluation

aimed at verifying the applicability of the theoretical concepts developed in the previous stages of the project through the testing of specific tools based on the QACEP Framework and practical organisational solutions.

1. Student Evaluation Questionnaire

Designed to:

- **collect data on some characteristics and features of CEP leavers (learners who had just completed or were about to complete the programme)**
- **collect opinions of learners on their learning experience**

2. Evaluation Report on CEPs

Designed to:

- **support self-evaluation activities of HEIs' CEPs**
- **report, in a well structured document, the relevant information which is needed to make informed judgements and to highlight quality factors about the CE programme's aims, teaching and learning environment.**

Testing of the Tools

- Choice of CEPs used to test the tools was made by each partner, resulting in heterogeneity in types of programme (in terms of size, credits, length, learning objectives, target groups, etc.)
- 20 CEPs
- Involvement of CEPs staff (programme managers / directors)
- Both tools were made available on-line to facilitate ease of use

Tools developed

Testing

<p>Student Evaluation Questionnaire</p>	<ul style="list-style-type: none"> • Survey involving CEPs participants (learners who had just completed or were about to complete the programme). • The web platform for the on-line questionnaire was developed by one partner and communication to participants sent by HEIs • Results of the survey were made available for the self-evaluation activity
<p>Evaluation Report on Continuing Education Programmes</p>	<ul style="list-style-type: none"> • Pilot Self-evaluation of CEPs: programme: managers / directors asked to self-evaluate different aspects of the programme following the report indication • Data was collected directly from participants and a detailed report was generated for each programme according to a specified format.

Project activities

Outcomes

Comparative analysis stage



Analysis results
Template model

Design of the Framework



QACEP Framework and framework toolkit

Pilot



Student Evaluation
Questionnaire Evaluation
Evaluation Report on CEPs

Project Outcomes & Results:

<https://www.qacep.eu/Lists/Outcomes/Outcomes.aspx>

Educational concept
- internal
- educational frame of reference
- development of curricula

Follow-up
- reform of curricula
- educational innovation
- educational training



Implementation of teaching
- educational innovation
- educational training

Quality Assessment
- internal
- evaluation of course units
- external
- visitation and accreditation

TRK tasks	TRK tasks	ECC	ENISO 15189	ENISO 15189	ENISO 15189	ENISO 15189	ENISO 15189	ENISO 15189	ENISO 15189	ENISO 15189	ENISO 15189
Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives
Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives
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Why the QACEP Handbook?

- ❑ to provide support and benchmarking references to HEIs at strategic, management and programme levels in development and implementation of QA systems for CEPs.

Handbook focusses on:

- ❑ principal outcomes of the Project

Handbook includes:

- ❑ overall Framework for Quality Assurance of Continuing Education Programmes
- ❑ Components of Framework illustrated by relevant examples
- ❑ Guidelines for organisational and technical solutions.

Thank you

<http://www.qacep.eu>