



Lifelong Learning Programme

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QACEP WP2: Comparative analysis report

INTRODUCTION

QACEP Project - Overview

Higher Education Institutions (HEIs) are key actors in lifelong learning (LLL) promotion. For this reason they are now called to implement their efforts in providing research-based higher education for lifelong learners and in guaranteeing the quality of their learning offer.

A response HEIs actually give to social challenges in terms of lifelong learning need is the provision of advanced Continuing Education and Training courses. Considering the increasing number and relevance of this variety of offers, at the intersection between HEIs, professional practice and general vocational continuing education and training, the need for transparency and external accountability as well as the need to assess the quality of the offerings, just as for higher education mainstream courses, becomes evident. Therefore, the need for creating and sharing specific tools in this field is obvious.

Specific aims:

The main aim of QACEP project is:

- *to develop a general framework for QA of Continuing Education Programmes offered by HEIs, compatible and adapted to the needs and special features of each individual HEI*
- *to elaborate concrete and practical tools for the quality assessment of these programmes.*

The outputs of the project will provide a tangible contribution to other HEIs offering continuing education programmes, supporting them in the process to become life long learning centres and assisting the guaranting of the quality of advanced Continuing Education and Training courses.

Work programme:

In order to attain the objectives and provide outputs for HEIs, three stages can be distinguished:

- to carry out a **comparative analysis** within the partner universities with regard to the specific context in which continuing education programmes are offered and their main characteristics and challenges, and with regard to QA in the field of, and/or relevant to, continuing education programmes;
- to design an **overall framework** on the basis of the analysis report and, by sharing and analysing the selected good practices, to consider the potential impact of these tools to quality assessment of continuing education programmes in different university contexts;
- to conduct a **“pilot evaluation”** of a group of continuing education courses, using the overall framework and the specific tools developed to examine some operational and organisational aspects and the feasibility of the framework.

Project Start: October 2009

Consortium:

The Consortium is composed of eight institutions - five HEIs and a Foundation attached to a University with a broad experience in the field of QA and in Continuing Education Programmes, and two associations representing a large number of other HEIs: University of Bologna - IT (Coordinator); Aalto University, School of Science and Technology, Lifelong Learning Institute Dipoli - FI; Inter-University Consortium Alma Laurea – IT; Coimbra Group; Katholieke Universiteit Leuven – BE; Institute for Life Lifelong Learning of the University of Barcelona – ES; University College of Cork – IE; University of Warsaw - PL.

QACEP Consortium, 24.08.2010

WP2 - Comparative analysis report - Overview

Main aim:

This comparative analysis report is the result of the activities in the analysis stage of the project (WP2; Nov 09-May 10). The main aim of this comparative analysis is to provide an understanding of:

- what we mean by continuing education (CE) programmes and what are their characteristics;
- quality assurance and quality assessment procedures for CE programmes in each institution,
- main commonalities and main differences between the partner institutions with regard to quality assurance (QA) of CE programmes.

This analysis will provide the necessary basis in the design of an overall framework for quality assurance of CE programmes in WP3 (“design of framework for QA of HEI’s continuing education programmes”).

The final users of this document will be other HEI’s or other associations in Higher Education Community. This report will foster a mutual understanding of contexts, practices and challenges in quality assurance of CE programmes at a European level.

Methodology and structure

This comparative analysis report is based on the pre-studies carried out by 6 partner institutions. Although the project consortium is composed of eight partners, Almalaurea and Coimbra Group did not carry out a pre-study of their CE programmes as they are not HEIs. The pre-studies were carried out according to a template with questions also elaborated in WP2 and reflect the situation in the institutions at the present. The questions in the templates which were filled in by each partner were structured according to six parts:

1. General description of the university/institute.
General questions to give an idea of the educational context as well as the quality assurance context in the partner university and the country.
2. Identification of continuing education within the partner university.
What is its importance, role and place and how is it concretely implemented in the university.
3. Identification of planning and set-up procedures for CE programmes
4. Identification of quality assessment procedures for CE programmes
5. SWOT analysis of QA of CE programmes
6. Good practices of QA (of CE or other programmes)

A first analysis based on the pre-studies was presented at a 2-day workshop with all partners in Barcelona (29-30/03/2010). This first analysis was finalised on the basis of the discussions in Barcelona and thereupon written down in this report. The structure of the template is more or less maintained in the analysis report, containing the following parts:

Part 1: General description of the universities

Part 2: Definition of CE programmes

Part 3: Planning and design of CE programmes

Part 4: Quality management and quality assessment procedures, including follow-up, of CE programmes

Part 5: Good practices/characteristics

We apply a holistic approach of QA in the project; this implies that we consider QA of programmes to be a continuous process (quality cycle) containing the following four stages which we think are crucial for QA:

- (1) Plan (planning and design of the programme)
- (2) Do (implementation and delivery of teaching)
- (3) Check (quality assessment)
- (4) Act (follow-up)

The plan phase corresponds to part 3 of the pre-studies and of the comparative analysis report. This phase refers to the period before the programme is running (= ex-ante). The check and act phases are included in part 4 of the pre-studies and comparative analysis and refer both to the process once the programme is running (= in itinere), as well as to the period once the programme has ended (= ex-post). On the basis of follow-up activities, new plans can be made in order to improve the programme.

This holistic approach allows a proactive and reactive process management. The QA framework that will be developed in WP3 will - be a comprehensive one, including these four stages.

The analysis focuses on:

- common characteristics or relevant differences between the institutions with regard to QA of CE programmes; individual institutions are mentioned if relevant.
- good practices regarding the approaches, working methodologies and concrete tools already in use in QA of CE programmes in partner institutions.

The main focus is on CE programmes; occasionally, however, the national or institutional level will be taken into account if this is relevant in order to understand differences between institutions or specific characteristics or approaches of individual institutions.

PART 1: GENERAL DESCRIPTION OF THE UNIVERSITIES

All partner institutions have a (relatively) high number of students and offer programmes comparable to bachelor, master and PhD as described in the Bologna process. The terminology used however differs. The general overview below only refers to regular programmes and thus is not comprehensive.

	Univ of Warsaw		IL3-UB	K.U.L	UNIBO		TKK	UCC
Bachelor (180 ECTS)	first-cycle programmes	long-cycle programmes	UB – Bachelor	Bachelor	Laurea = 1st cycle	Laurea specialistica / magistrale a ciclo unico = 2nd cycle	Aalto: Bachelor	Bachelor
Master (60 or 120 ECTS)	second-cycle programmes		UB – University Master	Master & Advanced Master	Laurea specialistica/magistrale = 2nd cycle		Aalto: Master (120 ECTS) & Separate master's programme	Master
PhD	third-cycle programmes = doctoral programmes		UB - PhD	PhD	Dottorato di ricerca or Diploma di Specializzazione = 3rd cycle		PhD	PhD

All partner institutions offer continuing education programmes. Among partners, the term 'postgraduate' is used in different ways, either in a general way referring to all programmes offered to holders of a bachelor and/or a master degree or more specifically to a certain type of programmes (at IL3-UB, UW and K.U.Leuven).

PART 2: DEFINITION OF CE PROGRAMMES

The table below covers all types of continuing education programmes in the participating institutions as mentioned in the questionnaire, excluding continuing education types that are not considered to be programmes as such.

Only the mandatory fields in the questionnaire are listed, as they are considered to be distinctive in proposing a definition for the rest of the project.

The table is first discussed per institution (vertically), then per item (horizontally).

Except for IL3-UB and UNIBO, for each institution a category included in the questionnaire has been dropped in the overview.

	IL3-UB	IL3-UB	IL3-UB	IL3-UB	IL3-UB	Univ WARSAW	Univ WARSAW	Univ WARSAW
	<i>(own) Master</i>	<i>Postgraduate</i>	<i>Specialisation course</i>	<i>University extension diploma course</i>	<i>University extension certificate course</i>	<i>Non-degree Postgraduate Programmes</i>	<i>COME</i>	<i>Open University</i>
Certification / attestation	Master	Postgrade	Certificate of completion	University extension diploma	University extension certificate	Certificate up to formula of Ministry of Science and Higher Education	Certificate	Certificate up to formula of Ministry of Science and Higher Education
Size	300 teaching hours or more	150 teaching hours or more	Less than 150 teaching hours	30 teaching hours or more	Less than 30 teaching hours	150 hours or more	Depending on a course	3 months (30 - 90 didactic hours per course)
Credits	30 or more	15 or more	Less than 15	3 or more	less than 3	no credit- bearing programme	no credit- bearing programme	no credit- bearing programme
Admission requirements	Bachelor	Bachelor	Bachelor	no qualification necessary	no qualification necessary	Master degree (in special situations Bachelor)	For all persons	For all persons above 16 years old
E-learning	30% of all these different types is organised by only on line education, 50% of all these types by traditional education and 20% blended.					100% traditional	100% online	100% traditional (in univ)

	TKK Aalto	TKK Aalto	UCC	UNIBO	UNIBO	UNIBO	UNIBO	K.U.LEUVEN	K.U.LEUVEN
	<i>Continuing education programmes</i>	<i>Certified continuing education programmes</i>	<i>Adult/professional courses</i>	<i>Master Universitario 1st Level</i>	<i>Master Universitario 2nd Level</i>	<i>Corsi di Alta Formazione</i>	<i>Corsi di Formazione Permanente</i>	<i>Postgraduate programmes</i>	<i>Certified continuing education programmes</i>
Certification / attestation	Certificate granted by Lifelong Learning Institute Dipoli	Certificate granted by Lifelong Learning Institute Dipoli and recognised by the faculty	Diploma	Certificate of Master Universitario 1st Level	Certificate of Master Universitario 2nd Level	Certificate of attendance	Certificate of attendance	Postgraduate certificate granted by the university and signed by the rector	Certificate granted by the faculty and signed by the dean
Size	6 - 50 contact days	6 - 50 contact days	60 credits (over 2 years)	Usually one academic year full time	Usually One academic year full time	Usually expressed in hours and no more than six months	Usually few days and offer practical learning	at least 20 credits	At least a study load of 90 hours
Credits	1 to 60	1 to 60	60	60 to 70	60 to 70	30 or less	no credit-bearing programme	20 or more	no credit-bearing programmes (3 or more)
Admission requirements	Academic bachelor or master (or equivalent through work experience)	Academic bachelor or master (or equivalent through work experience)	Over 21 (NFQ level 5 or Equivalent)	Min 1st cycle degree (Bachelor)	Min 2nd cycle degree (Master)	academic qualification or secondary school diploma & professional experience	academic qualification or secondary school diploma & professional experience	Bachelor or master	Bachelor or master (or equivalent through experience)
E-learning	All CEPs are blended: 45% face to face, 45% distance educ, 10% tutoring		Most programmes are blended : 60-80% traditional education, 20-40 e-learning	“traditional and alternative learning” (66%); “traditional learning” (18,9%) and only 15,1% quote “e-learning” (blended learning)			Mainly traditional education; limited use of e-learning		

2.1. Overview per institution (vertically):

- IL3-UB own masters are considered continuing education programmes. They are not certified by the government, but created and implemented by a particular university. Access to some public jobs is limited, as are the possibilities to follow the same degree studies in different universities.

- USNJO (language courses) at UW are left out. They are considered as continuing education programmes by UW, but they aim more at university staff and are not referred to very often in the questionnaire.

- Short courses at TKK Aalto are not considered continuing education programmes and are thus not taken into account here.

- In the questionnaire, UCC distinguishes between two types of continuing education: short interest only courses and adult/professional courses.

The first category is left out here, as UCC does not consider them to be CE programmes in the professional sense.

However, considering the categories mentioned by other institutions, a further distinction within the adult/professional courses could be made. This would include higher diploma, diploma, certificate and postgraduate diploma.

In a second time an updated table was provided by UCC.

UCC
Adult and
professional
Courses

Certification attestation	Higher Diploma	Diploma	Certificate	Postgraduate diploma	Master*
Size	60 credits – may be taken full-time or part-time		15-60 Depends on precise purpose of CE programme	60 – 90 credits; May be taken full-time or part-time	60 - 90 credits - usually 90
Credits	60	60	15 – 60	60 - 90	60 - 90
Admission requirements	Bachelor ar level 7 on NFQ or equivalent	Vary depending on programme	Vary depending on programme	Bachelor – usually level 8 on NFQ	Bachelor – level 8 on NFQ with additional requirements for level of attainment in Bachelor
E-learning	Mainly traditional learning; limited use of e-learning	Mainly traditional learning; limited use of e-learning	Mainly traditional learning; limited use of e-learning	Mainly traditional learning; limited use of e-learning	Mainly traditional learning; some use of e-learning

the master programmes provided for CE are not to be confused with regular master programmes

- The master universitario at UNIBO are continuing education programmes and should not be confused with regular master programmes.¹

¹ Due to access academic requirements and to the correspondence of the expected learning outcomes with some of the Dublin Descriptors for 2nd and 3rd cycle, “*Master Universitario I livello*” and the “*Master Universitario II livello*” could be collocated in the second cycle and in the third cycle, respectively. Anyway it is important to underline that they don’t confer an academic title (*as Dottore, Dottore Magistrale...*) and that the Master Universitario I livello doesn’t give access to the third cycle. So, for these reasons they represent at the same time a level of study that is autonomous in respect to the second level or third level degree courses (out-of the mainstream education).

- Continuing education with attestation of attendance at K.U.Leuven is not considered to be continuing education programmes and is thus left out here.

2. 2. Overview per item (horizontally):

The mandatory fields in the second chapter of the questionnaire are important in reaching a common definition for the project:

- certification/attestation
- size and credits (taken together as two aspects of the same characteristic)
- admission requirements
- e-learning

***Certification/attestation:**

All universities have in common that the answers in the questionnaire apply to programmes that are organised by the university itself and that are thus certified.

There may be other programmes or initiatives that are organised by others and where members of staff from university may be involved, but they clearly stand outside the university, are certified in a different way, and their quality as a whole is not considered the university's responsibility. There may be some programmes where the procedure for certification resembles those with dual or double degrees.

For programmes certified by the university this is the case and it implies e.g. use of logo's, uniform certification etc.

One essential part of the definition of continuing education programmes for which quality assurance will be developed in the project is organisation and certification by the university.

***Size and credits (taken together as two aspects of the same characteristic):**

Size and credits are two aspects of the same characteristic, and are thus considered together here.

Clearly, there is a critical minimum in size required for continuing education to be considered a programme. Most universities define such a minimum and initiatives below this are not considered programmes and excluded from the overview. The exception is IL3-UB where university extension certificate courses are defined as smaller than 3 credits or 30 teaching hours, with no lower limit. It doesn't seem necessary to agree on a common minimum (which would then have to be forced unnaturally), just that there should be one.

Rather than just a minimum in size, this will also imply that there is a certain progression to be made during the programme, which will then also usually consist of several identifiable parts. These may be defined as courses or in another way.

Continuing education programmes therefore have a minimal size, consist of several parts and imply a certain progression.

***Admission requirements:**

The admission requirements themselves have a rich variety.

***E-learning**

E-learning turned out not to be distinctive.

Beyond these are two characteristics that mark out continuing education programmes: one is the academic level implied by the organisation of the programme by the university; and the other is involvement of the professional field.

PART 3: PLANNING AND DESIGN OF CE PROGRAMMES

Part 3 of the comparative analysis concerns the plan (1) phase of the quality cycle and refers to the process before the programme is running (= ex ante). It is based on the answers to part 3 of the questionnaire, concerning planning and set-up procedures.

For the identification of planning and set-up procedures, questions were subdivided into:

- initiative
- decision
- design
- promotion and marketing
- support

3.1. Initiative

The **initiative** can be taken by a very wide range of persons, units within the university or institutions. External initiative is also possible in Bologna and in UCC.

These initiatives, however, are always ‘channelled’ through internal units.

The need is determined by both central and non-central bodies, or a mixture of both.

Central can mean central at university level or at LLL centre level.

TKK currently has a mixture, where faculties are also allowed to develop programmes, without central approval or even involvement. This may evolve to a more centralised model.

There are many different ways that are mentioned, ranging from needs analysis, market research, surveys, determining of internal motives.

The institutional units involved in taking the initiative range from central services to programme committees and individual professors, but these initiatives are always subject to review and approval by a central body (at the university or institution level).

All institutions offer both regular (bachelor and master) programmes as well as continuing education programmes. All therefore have ways of monitoring if the choice for CEP (as opposed to other types of programmes, mainly bachelor or master programmes) is the best way to realize the intended goals for the programme.

If criteria are mentioned, they include the target audience the programme aims at and the needs.

is it possible to develop a set of criteria for continuing education programmes as a result of the project? For instance employability, inter-disciplinarity (cross-linking between different topics, as in 1st level at UNIBO), specialisation (as in 2nd level UNIBO), managerial competences, etc...

The conclusion from the discussion is that it is not easy to define such criteria, though “professional specialisation” should certainly be included.

More important than a fixed set of criteria, is the conclusion that, at a minimum, each institution should have its own explicit criteria.

Conclusion:

There are varying models for taking the initiative for Continuing Education Programmes, ranging from external initiative (but always ‘channelled’ through an internal person or Body(ies)) to both non-central and central players in the institution (but always subject to central approval/monitoring).

3.2. Decision

The **decision** is always taken by a central unit or person. Often, but not always, there are preparatory steps prior to the final approval. These can be local (in faculties, units, ...).

There is always a specific procedure in one form or another, culminating in a formal approval. This approval is at the institutional rather than the national level.

The procedure that leads to the decision to organize a continuing education programme, is widely considered to be a key element in quality assurance (‘ex-ante’). It consists of several steps and requires specific documents.

IL3-UB has a double approval system: one internal in which IL3 templates and own criteria are used and a second step in which templates of the Postgrade Agency of the University of Barcelona are used. Most of the criteria used in the two templates are identical.

As a general recommendation it is clear that there should be a procedure .

During the project, the existing documents were compared in order to come to a list of common elements. This could be an indication of their importance.

Could a next step be to define criteria for the evaluation of these documents? Some elements are easier to evaluate than others (e.g. target group: should a survey be included? To what extent?)

A proposal is to group criteria into three main categories: economic/financial, academic (including aspects of learning) and market related (including customer satisfaction).

Another question is how specific these criteria for Continuing Education Programmes are (in relation to those known for regular programmes). The conclusion is that at least the importance of some criteria can be different.

Are there existing standards that might apply (like ECTS)?

Conclusion:

Formal approval by a central body, with a procedure requiring specific documents, evaluated according to matching criteria.

3.3. Design

The **design** of the programme is always done internally at university, even if the idea or initiative comes from outside. This does not exclude participation of external partners in the process. IL3-UB has to follow a set of central university criteria when designing CEPs.

Academic level is crucial, but a definition is not always provided as such.

If so, it is based upon the National Framework for Qualification and learning outcomes (UCC), the number of academic teachers and their cv's (Unibo), the programme being research-based (K.U.Leuven).

All participants agree that there should be a definition of academic level at each institution. Reaching a common understanding is not easy. A basis could be that organizing the programme at university level should imply an added value that could not be reached elsewhere. What this added value could mean should be defined by each institution, as well as how it could be monitored.

To what extent do the three definitions that are provided meet this statement?

Monitoring is sometimes left to the teachers who will be involved.

UCC refers to external examiners: these are peers from other institutions and they are consulted not only during the approval procedure but also once the course is up and running. Assessment of students and the curriculum is monitored on an on-going basis.

There are different approaches for the selection of students. This is always done at the programme level.

Prior learning is discussed in view of a procedure for recognition and exemption, but is also integrated in and even essential to Continuing Education Programmes. Some programmes can only be organised if students have prior learning, the programme relying on it.

The involvement of the professional field in designing the programme is very widely-based: they are stakeholders, representatives from the professional field can be members of committees responsible for the programme, they clearly have part in organizing internships and finally also teachers can be drawn from the professional field.

How is the role of external partners monitored?

As part of the approval procedure this is usually done centrally. But can this be measured (both quantity and quality) in a sufficient way?

Once the programme is organised, monitoring is done more on the level of the programme, which makes it even more difficult to monitor.

A specific case are tailor made programmes, where customers expect value for money.

Conclusion:

Monitoring of both academic level and involvement of the professional field is considered to be important, but there are different approaches using various criteria – if stated.

3.4. Promotion and marketing

Promotion and marketing is done as part of the university (included in catalogues, use of logo, ...), involving central services, specific entities for CEP and marketing initiatives in general.

Faculties / departments / course directors are involved, often even more so than for other programmes. Sometimes promotion and marketing activities are outsourced.

In general there is no separate fundraising. Programmes are self-sustained, tuition fees are paid by individuals, but can be provided by the employer of the participant, with or without government support.

Other funds at programme level may be available.

3.5. Support

Two partners in the project are separate institutes for continuing education. The others have internal units that are devoted to continuing education.

Support can also be drawn from other units that have specific assignments that include continuing education without being limited to it, like administrative units (for student registration, scheduling,...), marketing and educational services.

External support is also given, but it should be more clearly defined how far this can go and in particular how the quality can be measured and assured. Certain tasks are outsourced.

PART 4: QUALITY MANAGEMENT AND QUALITY ASSESSMENT PROCEDURES OF CE PROGRAMMES, INCLUDING FOLLOW-UP

Part 4 of the comparative analysis concerns the check (3) and act (4) phases of the quality cycle and refer both to the process once the programme is running (= in itinere), as well as to the period once the programme has ended (= ex-post). This part deals with the following 4 questions and is based on the answers to part 4 of the questionnaire:

- Who or which official body/authority is responsible for the quality (management) of the CE programmes? What are the main responsibilities?
- Which stakeholders are involved in the quality management process?
- How is quality assessment of CE programmes organised?
- How is follow-up of assessment results organised?

4.1. Quality Management: *Who or which official body/authority is responsible for the quality (management) of the CEP? What are the main responsibilities?*

Context:

The way in which responsibilities for quality management are defined is very much related to the type of university/institution and cannot be disconnected from the internal organisation of the institution. Therefore, it seems at least interesting to give an overview of the way in which responsibilities for quality management are established in each partner institution.

When asking for the various official bodies/authorities responsible for quality management, we have to make a distinction between 4 types of responsibilities, depending on the type of activities in the context of quality assurance:

- (1) Responsibility for overall quality and daily management of the programme
- (2) Responsibility for the quality of the individual course
- (3) Responsibility for definition of QA procedures and for policy decisions in the field of QA
- (4) Responsibility for the administration and organisation/implementation of QA procedures and of assessments

All these responsibilities together, are part of the management process, but depending on the type of institutional organisation, these responsibilities can be attributed to one or more official bodies/authorities, either at local (programme) and/or central (institutional) level.

Comparative analysis:

(1 + 2) Responsibility for quality and daily management of the CE programme

In all partner institutions the responsibility for the overall quality and daily management on the level of the individual programme seems to be located at faculty level, with the academics. This can either be:

- a unique responsibility, at the level of the individual course (individual teacher);
- a shared responsibility, at the level of the entire programme, either formalized in a programme committee or steering committee, or not formalized in the teaching team.

The programme director/programme committee/teaching team/... are the first responsible for the correct management of the programme.

(3) Responsibility for definition of procedures & for policy decisions in field of QA

In some institutions, the responsibility for the definition of procedures and policy decisions in the field of QA of CE programmes (= definition of specific procedures, methods, parameters, frequency etc.) is situated at central (institutional) level. The central policy procedures then apply to all individual CE programmes.

Thus, at UCC, the central Quality Promotion Committee defines the quality assurance policy for all units in the university. It is responsible to the Governing Body for the overseeing of all matters, which have an impact on maintaining, and where possible, improving and enhancing the quality of the student experience in UCC. It aims to ensure that there are appropriate procedures in place for the assurance of quality within the university and for the promotion of quality improvement in both teaching and non-teaching areas. At Unibo, the Commissione Master (= committee which also evaluates the proposals) identifies the methods, parameters and indicators. This is a new evolution within the university, All individual CE programmes were responsible for the entire quality assurance process, including the definition of quality assurance procedures.

In Aalto there is the LLL Institute Dipoli quality manager as part of the university's QA organisation. In UB, the Postgraduate Agency (as a centralized academic governance body) is in charge of policy decisions in the field of QA of CE programmes.

In other institutions (K.U.Leuven and Warsaw) the faculties and/or committees of the individual programmes or even individual teachers decide on the QA procedures. Each unit (at either programme or faculty level) has its own rules and procedures.

(4.) Responsibility for administration & organisation /implementation of QA procedures and of assessments

In some institutions, a separate administrative supporting service is responsible for the administration & organisation /implementation of the QA procedures and of evaluation activities of CE programmes. This can either be:

- a management situated at the level of the LLL institute, as is the case in Aalto (LLL Institute Dipoli) and IL3. In the latter institution, the Faculty Management Dept. (= Dept. of Teaching Management), in parallel with the Post Grade Agency of University of Barcelona, is responsible for the internal process of collecting information on the quality of programs. It assures that the questionnaires are distributed along the course. Its main role is to assure a high participation of students and teachers in the collection of this information, as well as the systematization and the analysis of the information and formulation of improvements.
- or an administrative unit of the university. Thus, at Unibo, the Quality Assurance Unit is in charge to organise the survey on participants satisfaction. At UCC, the Quality Promotion Unit is the administrative arm of the Quality Promotion Committee. They develop the timetable for reviews and alert the units about the next review and assist the departments preparing for quality review. Of course there is always interaction with the programmes to some extent.

In K.U.Leuven and Warsaw², however, the programme committee or individual teachers take care of the organisation of QA procedures and assessment. Hence the responsibility is at local (course/programme/faculty) level with the academics.

It is possible to identify a kind of typology for quality management or QA structures related to the type of institution:

- Institutions which leave a large responsibility and a strong local interpretation to faculties and programmes. Thus K.U.Leuven and Warsaw have more or less the same structures, where both the definition of the QA procedures, as well as the organisation of assessments and the responsibility for the overall quality and daily management is situated at the faculty and programme level. Both these universities have a more or less decentralised organisation when it comes to CE programmes.
- Institutions in which definition of quality assurance procedures and policy as well as organisation of assessments are taken care of by separate units of the university; academic staff and faculties are involved in the programmes for their expertise and are engaged in the daily management and quality of the programme. Thus, in IL3, UCC and Aalto, the official body responsibility for the definition of quality assurance procedures/policy and the organisation of assessments is situated at university or institutional level and is different from that responsible for the daily management and quality of the CE programmes.
- Unibo is in between both types, as some general QA procedures for some types of CE programmes have been identified by the Commissione Master only very recently; at the same time individual programmes still have a large degree of responsibility and autonomy.

A distinction may also be made between more substantial CE programmes and CE programmes of rather small size: the former often have a formalized management structure, whereas the latter are often the responsibility of one (academic) individual. The former are more often regulated by some central policy, whereas smaller CE programmes often "escape" any type of policy/rules. The same distinction counts for more or less permanent programmes vs. single or occasional programmes.

² At Warsaw, the Open University Office takes the initiative for and organises the evaluation activities of course of Open University, but these courses fall outside our definition of CE programmes.

Conclusion:

Is this typology important in the development of a framework for quality assurance for CEP? Two possibilities:

- Perhaps, when defining a framework, we will have to take account of this broad typology.
- The way in which responsibilities are defined, depending on the internal organisation of the institution, is of no importance, as long as the responsibilities and accountability are clear for each area of operation in order to have an adequate management process.

4.2. Stakeholders involved: *Which stakeholders are involved in the quality management?***Context:**

We refer here to stakeholders - both internal and external - involved in the quality management of CE programmes, at programme level, not central level.

Comparative analysis:

It seems that there is no common denominator and that the type of (internal and external) stakeholders involved is very much:

- related to the type of programme
- depending on which kind of structure is responsible for the programme management (this can either be a formalised structure (a programme committee or steering committee) or a non-formalised one (the entire teaching staff; cf. 4.1).

The programme committees usually contain academics, and in some cases also students. Steering committees often contain external stakeholders, i.e. labour market or customer representatives, apart from teachers (academics and non-academics). Especially in Aalto, labour market and customer representatives play a crucial role. In Unibo, external stakeholders are not structurally involved.

Conclusion:

Steering committees and labour market representatives in general have an important role in providing advice on the content of the programme in order to adapt the programme content to special (labour market) needs and changing contexts. In that way their role is often equal to that of an external advisory board.

4.3. Internal and external quality assessment procedures (= reactive quality management)**4.3.1. Quality assessment procedures in general****Comparative analysis:**

Some institutions, such as IL3-UB, Aalto and, to some extent also Unibo, have standard procedures for the internal evaluation or systematic evaluations of CE programmes. UCC also has standard procedures, but they concern evaluation of units, not of CE programmes as such (cf. infra). Where there are standard procedures, these are clearly defined in several documents/manuals.

- UB has an internal system based on student and teacher satisfaction surveys to assess and monitor all CE programmes of the university group. This system is also used for the programmes from IL3. Apart from the UB surveys, IL3 also elaborates surveys themselves. For corporate courses the procedures depend on the client (enterprise).
- Unibo has a standard procedure for the Master Universitario programmes based upon students' opinion; Corsi di Alta Formazione and Formazione Permanente will start next year (concepts are clear).
- UCC: 6-years cycle internal review of units (including all programmes offered by the unit; occasionally some programmes are reviewed as programmes) with self-evaluation report and site-visit by peer reviewers; evaluation is based upon survey mechanisms and meetings. The programmes and courses within the unit are not evaluated very profoundly/substantially in this process, but the philosophy is that, if the unit and the quality process in the unit are OK, the programmes will be ok as well.
- In Aalto, assessments are only one part of the (reactive) quality assurance procedures. Very important are also the proactive quality assurance procedures in place during the planning process and embedded in the management process: before starting a programme, various check points are defined in agreement with the customer. At every check point, the management process and its progress is evaluated by the organisers and the customer representatives in order to respond immediately when necessary to changing contexts or new needs. This proactive procedure adopted by Aalto, is a good practice to keep in mind when defining the framework and striving for a continuous quality process.

K.U.Leuven and Warsaw don't have standard procedures for quality assessment of CE programmes³; the programme committee or programme coordinator decides if, how, when, what will be evaluated and who will be involved. This is related to the internal organisation of these universities: the responsibility for definition of QA procedures is situated at faculty/programme level.

Most quality assessment procedures concern the post-study period (assessment of students after the course, of past graduates, of the appreciation of the student by the working field after following the course): they are reactive quality assurance procedures that exist next to the procedures concerning planning and design of the programme (= before the programme is running). However, there seem to be few procedures in place that concern the period when the programme is still running, except for the process management procedure in Aalto (cf. infra).

There is no real external (i.e. external to the institution) evaluation of CE programmes, as none of the programmes needs to obtain an official recognition and accreditation by the government. However, IL3-UB and UCC have some level of external evaluation: In UCC there are some minimum rules established by the government which every Irish university has to observe (e.g. cycle of evaluation not less than once every 10 years; at least 3 out of 5 peer reviewers external to university). Thus, the peer reviews in UCC are to some extent external evaluations. The University of Barcelona provides IL3 with the form of satisfaction surveys for students and teachers. This form can be extended by IL3, but never reduced. The results are given back to UB for analysis. Hence, this is also a kind of "external" (i.e. non-IL3) evaluation.

4.3.2. Main elements of quality assessment procedures / evaluations:

Context:

The following elements will be dealt with:

- Stakeholders involved in quality assessment
- Methodology and tools used in quality assessment
- Topics addressed in quality assessment
- Frequency of quality assessment

4.3.2.1. Element 1: stakeholders involved:

Comparative analysis:

All partners involve students/participants in the quality assessment.

Some institutions also involve other stakeholders, such as teachers and employees/labour market representatives. Thus, in UB-IL3 students and teachers evaluate the course through the same satisfaction survey elaborated by the University of Barcelona. In that way, results can be compared and a comprehensive analysis can be reached. Apart from this survey, IL3 also elaborated a satisfaction survey for students evaluating course, programme and teacher. In the 6-yearly evaluation at UCC, ending in the site visit, students and staff are formally involved through questionnaires before the site visit and through a meeting with the reviewers during site visit. External stakeholders (employers and alumni) are also involved through survey mechanisms and an external stakeholder meeting is held prior to every review. In Aalto, apart from participants, also tutors/mentors of the programme, academic staff, customer organisations representatives and supervisors of the participants are involved in the evaluation of the CE programmes. Customer representatives and participants' supervisors (mainly in case of tailor-made programmes) are asked about their satisfaction about the student's work performance after following the programme.

As in K.U.Leuven and Warsaw there are no standard quality assessment procedures, the decision about who will be involved in the assessments lies with the programme committee or academic teacher.

Conclusion:

Especially for CE programmes, the involvement of the labour market in quality assessment is crucial.

4.3.2.2. Element 2: Methodology/tools

Comparative analysis:

For quality assessment, mainly (internet based) closed-ended questionnaires are used.

³ At Warsaw, there are, however, standard procedures for Open University and COME courses.

Apart from questionnaires, also feedback discussions among staff, students, employers, external advisory board is usual, e.g. in UCC, Aalto and K.U.Leuven. In UCC there is also a SWOT-analysis as input for the self-evaluation report.

4.3.2.3. Element 3: topics addressed in assessment

Comparative analysis:

Depending on the type of stakeholders involved and the tools used, different topics will be addressed in the assessment of CE programmes.

a) Topics addressed in student questionnaires

The evaluation by students concerns both CE courses and programmes.

Basically, four main groups of topics in questionnaires can be detected in every institution, usually added by an open question about strengths/weaknesses and/or suggestions:

- (1) Teacher/teaching activities: either general question about teacher's performance or specific questions (teacher's knowledge of topic, quality of teaching/didactic competences)
- (2) Content: relevance and level of content; relation to student's level/involvement of prior knowledge and experiences; quality of documentation/study material; relationship of content to learning outcomes; coherence of different components of the programme; overall academic level; ...
- (3) Professional orientation: impact of course on daily/future work; correspondence of content to labour market needs and to expectations of participant; theory vs practice; ... This topic is even more important in questionnaires of CE programmes than in those of "regular" programmes.
- (4) Organisation: quality of infrastructure/training environment/facilities; overall arrangements (time schedule, length of the course/programme); quality of information and assistance; funding/costs; ...

At Unibo and IL3 the questionnaire contains a part on the student's profile (age, gender, academic qualification, employment situation etc.) which allows to contextualise and interpret the results.

b) Topics addressed in assessments involving other stakeholders

The teacher satisfaction surveys at IL3 concern individual courses and consist of three main groups of topics:

- (1) Teaching & learning activities (level, interaction teacher-students)
- (2) Coherence & content of programme (correspondence with interests of students; correspondence between hours and content)
- (3) Organisation: quality of infrastructure/training environment and technical resources

The questionnaires for teachers contain more or less the same topics as those for students; in this way, results can be compared and a more comprehensive picture of the quality of the programme can be reached. Teachers also have to indicate the type of personnel (academic – professional) and the study material and teaching/working method used. These indications may contextualise the evaluation data (cf. student questionnaires).

Regarding the check points defined during the planning process at LLL Institute Dipoli, topics are agreed with the customer and academic personnel. These are conversational and co-operative events.

Conclusion:

Both the entire CE programme as well as the separate courses should be part of the quality assessment.

When using questionnaires as an assessment tool, two practices can be considered:

- Using standard questionnaires: the same questionnaires for all programmes: this allows for comparison between programmes and allows for detecting trends
- Using non-standard questionnaires: this allows to adapt the questionnaires to the specific context and characteristics of the programme.

It seems useful to integrate in the questionnaire a part on the respondent's profile (either of student or staff) in order to contextualise and interpret the results. There are good reasons to use standard questionnaires; on the other hand, tailor-made questionnaires may yield more useful information.

4.3.2.4. Element 4: frequency of assessments

Comparative analysis:

Assessment usually takes place at the end of the course, module or programme. Exceptions are:

- UCC: unit review every 6 years. Students assess the quality of teaching and learning every year of all programmes as part of university policy.
- Aalto: the timing of check points in process evaluation is agreed with customers and academic personnel. Expectations/needs of the participants are asked before (in the “planning” phase); their expectations can be measured later (in the “post-study” period); the same counts for customers/employers.
- Unibo: student satisfaction questionnaire at end of module are followed by survey 1 year later about the student’s placement. In this way the added value of the programme can be evaluated in the context of work placement.

4.4. Follow-up procedures: How are these organised and by whom?

Context

As in part 4.1, a distinction must be made between three types of responsibilities concerning follow-up of evaluation results:

- (1) Responsibility for using the evaluation results in the improvement of the course or programme
- (2) Responsibility for using the evaluation results as input for the central policy.
- (3) Responsibility for processing and (statistically) handling the data.

Comparative analysis:

(1) Responsibility for using the evaluation results in the improvement of the course or programme

This responsibility is situated either with the programme direction or with the individual teacher for his individual course as component of the entire programme

(2) Responsibility for using the evaluation results as input for the central policy.

Responsibility for using the evaluation results as input for the central policy: this responsibility is situated with the central authorities. In this case, the results have to be reported to the institutional level.

In some institutions, the evaluation results are reported to the institutional level.

- At UCC, the Quality Promotion Committee (QPC) considers the self-evaluation report and report of peer review group and makes recommendations for actions to the unit and head of unit. A report is also sent to the University Management Team. The unit is asked to draw up a detailed quality improvement plan based upon the report of the peer review group and the recommendations of QPC. Follow-up actions are reviewed by the QPC.

- In Aalto, the LLL Institute Dipoli makes summations from customers’ feedback and this is discussed with customers and academic personnel. The customers’ feedback may result in updating the framework, skeleton and main lines of the programme.

In some cases, bad results can lead to the decision not to repeat the programme in the next year:

- In IL3- UB, two units (Faculty Management Dept. and Post Grade Agency) analyse the results from the student satisfaction surveys for courses and programmes; the results are then compared (“double” reading; follow-up at institutional level) and given to the programme direction or academic team that should take them into account in order to prepare the next edition of the programme (= follow-up at programme level). The evaluation results are taken into account for the approval of the programmes in the following years. If there are problems raised by the student satisfactions surveys (disappointments, comments, disagreement between expectations and reality), the institution will start a revision process; in this process, program director or member of teaching staff will be involved to give a satisfactory answer.

- At Unibo, all results are communicated to the institutional committee which also evaluates the proposals for setting up a “Master Universitario”. Depending on the results of the surveys, this committee can decide not to activate the programme in the following year, to force the programme to obtain better results in the next year (if not, the programme will not be activated in the following year) or to activate the programme next year.

Apparently, results are not taken into account for HR decisions, except in IL3-UB, where the results of the questionnaires are taken into account for the evaluation of teachers every 5 years, because the programmes are recognised by the university.

(3) Responsibility for processing and (statistically) handling the data.

Responsibility for processing and (statistically) handling the data: this responsibility may either be with the programme direction too, or with a separate administrative service which communicates the results to the programme direction. Again this depends on the internal organisation of the institute and is of no importance when it comes to drafting a framework.

Conclusion:

The evaluation results must be taken into account for updating the framework, skeleton and main lines of the programme.

PART 5: GOOD PRACTICES/CHARACTERISTICS

General remark

The characteristics of QA of CE programmes listed below are crucial elements to keep in mind when elaborating a general framework for QA of CE programmes. “Characteristic” is the term to which all partners agreed, rather than (critical) success factors. These characteristics are related to the strategy of the organisation: every partner has to decide whether it is a characteristic for his organisation or not, so the context of the organisation must be taken into account (“for us this is a good practice, because...” or “taking account of our situation...”). In some cases, good practices are referred to as they may be inspiring for the elaboration of the framework.

5.1. Characteristic: Overall process management

- Holistic and comprehensive approach on setting up a CE programme: analysis, selection, design, implementation, delivering, post study period, with check points in between
- Involvement of various levels and structures in all stages, with clear lines of responsibility
- Transparent and flexible procedures
- Involvement of various stakeholders such as students, doctoral students, assistants, teachers, alumni and external stakeholders (public bodies and labour market, customers) in the QA system
- Administrative support and integration of all procedures

Remark: There is a threat of rigidity and increasing bureaucracy.

5.2. Characteristic: Plan-phase

5.2.1 Process of approval

- Warsaw (non-degree postgraduate programmes): the document for new programmes is evaluated by Commission for Students and Doctoral Students; the official body of approval = senate;
- UCC: first approval by Academic Board, then by Council;
- K.U.Leuven (postgraduate programmes): after the approval by the faculty(ies) involved, the proposal is assessed by a central educational advisory committee. Based on their advice, formal approval will be given either by the executive committee of the group where the programme will be organised (Humanities, Science Engineering and Technology or Biomedical Sciences) or by the Academic Council in case of programmes that cover all groups.

5.2.2. Limiting the effort of staff:

- Warsaw: Advice on the planning and design document is possible before formal approval by senate;
- K.U.Leuven (postgraduate programmes): approval in two phases: In the first phase (go or no-go by the Executive Committee of the “Group” or by Academic Board on advice of the central educational advisory committee) the formal approval means that the new programme can lead to an implementation and be included in the overall academic offer; the programme can now be designed in detail. The formal approval in the second (more extensive) phase implies that the overall quality is sufficient to effectively start the programme (the decision to implement will not be questioned again).

5.2.3. Cooperation with external partners (labour market representatives/enterprises) in order to offer CE programmes coherent with labour market request/needs (customer approach)

- Good practice Aalto: trend-spotting – different service for different customers; negotiating process between university and customer (= company)
- Good practice IL3: IL3 + customers developed a programme together
- Good practice UCC: external examiners involved in planning process

5.3. Characteristic: Check phase

Remark:

Is there a more common culture of evaluation with CEP students?

- Including management process in review
- Involvement of various stakeholders: apart from students also teachers, assistants, alumni and external stakeholders (public bodies and labour market)
- Important characteristics of evaluation tools

- Using open questions allows students to give their opinion and contextualise the results
- Methodology is something to be well considered: tool of survey, timing (and frequency)
- Indicators selected according to different target groups/stakeholders
- Evaluation of past graduates:
 - getting insight into their profile
- focus on importance of employability data
- (self-)assessment of their productivity (cf. IL3: using assessment instruments of customer for QA)

Important:

How to gather quantitative and qualitative information about CE programmes and participants enrolled in these programmes?

5.4. Characteristic: Act phase

- Using the data in a right way: getting information in the right place in the right time to the right people in the right format without having too many people to handle the information/data
- Comparing results
- Time for reflection on feedback and for improvement actions/follow-up
- Using results in a quality cycle: what can we learn from results for other programmes? Planning of improvement actions
- Study of trends on basis of periodic surveys

ANNEX - Template for pre-studies

Introduction

We developed this questionnaire in order to identify the specific characteristics of continuing education and continuing education programmes within the partner Universities/Institutes.

A comparative analysis will be made to establish a common understanding amongst all partners on what we mean by continuing education programmes, on their characteristics and on the main challenges and issues of quality assurance with regard to this kind of programmes.

The results of WP 2 will provide the necessary basis to design an overall framework for quality assurance of continuing education programmes in WP3.

The template contains six parts:

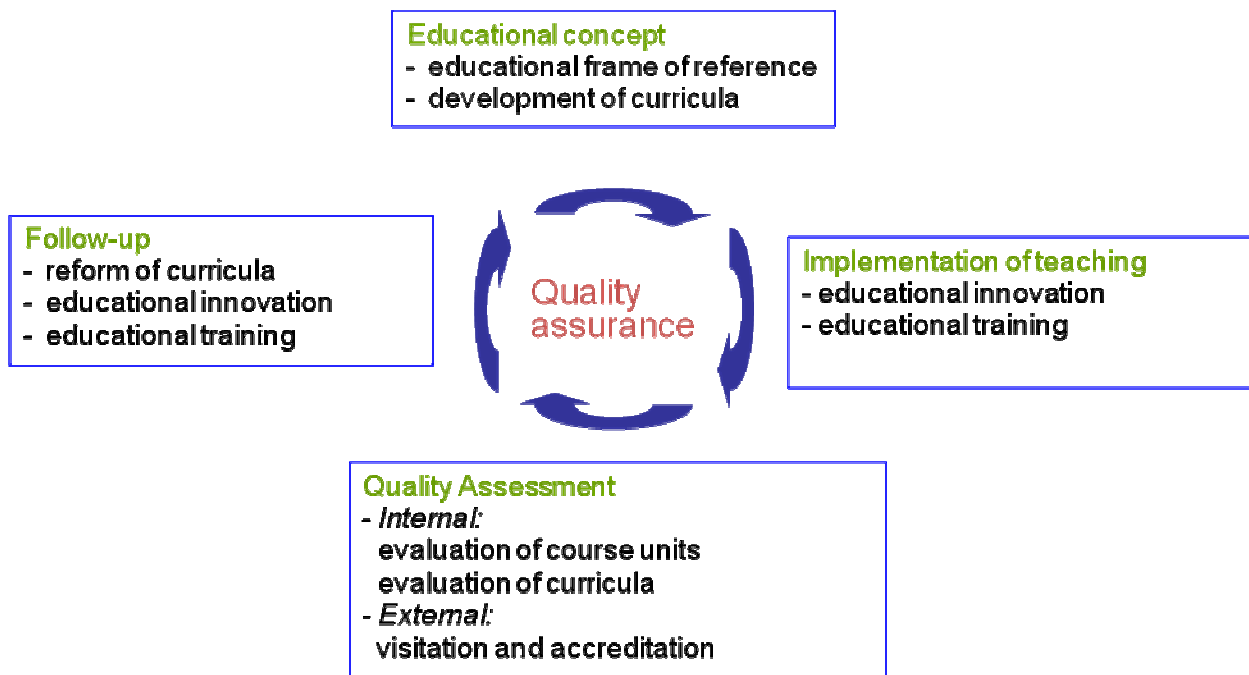
7. General description of the university / institute.
General questions which need to give us an idea of the educational context as well as the quality assurance context in your university and your country.
8. Identification of continuing education within the partner university.
Part two focuses on continuing education. What is its importance, role and place and how is it concretely implemented in your university.
9. Identification of planning and set-up procedures for continuing education programmes (programme management).
10. Identification of quality assessment procedures for continuing education programmes (quality management).
11. SWOT analysis of quality assurance of continuing education programmes.
12. Good practices of quality assurance.

In part three and four a distinction is made between programme management (3.) and quality management (4.). While both 3 and 4 are referring to quality assurance procedures as a whole, 4 refers to quality assurance in the narrow sense, i.e. quality assessment and follow-up.

The basis for this distinction is the PDCA cycle, containing four phases which we think are crucial for quality assurance. The following table shows the PDCA cycle.

- Plan (educational concept)
- Do (implementation of teaching)
- Check (quality assessment)
- Act (follow-up)

The questions in part 3 concern the Plan and Do stadium of the quality assurance procedures (= the planning and set-up of continuing education programmes) while those in part 4 refer to the Check and Act stadium of the procedures (= once the programmes are running).



Instruction:

The following instructions may help you to fill in the document:

- **Who** has to fill in this questionnaire?
It is possible that one person within the institution is able to fill in the questionnaire and represent the entire context and different aspects of continuing education within his/her institution, or (and this will be more common) that several persons have to be consulted in order to give answers to all the questions. In any case, the questionnaire should be filled in as the result of a reflection within the institution. We suggest that you try to reach a consensus among all the persons concerned. If you do not reach consensus, please mention this. In the latter case it would be interesting to have the different viewpoints described in the answer.
- **How** do you need to respond?
Please read the introduction and instructions carefully.
First read all the questions in order to avoid that you start explaining things that are explicitly asked later in the template. Sometimes - for example if we ask for definitions – it might be easier to answer the other questions of that part first before returning to the question about the definition.
If there is an overlap between the answers on two or more questions please give the information twice. This will make it easier to analyse later.
- **Which data** are we asking for?
When we ask for student numbers, programme numbers etc. we would like you to give the most recent figures, preferably those of the last full academic year. Please mention the year the figures refer to.
- **Additional information**
It might be that you use terms that are very specific to your country or university. Therefore we kindly ask you to add an explanatory glossary in English if you think it is necessary. It is useful also to include the terms in your mother tongue.

Template QACEP

Name of your institution:

This questionnaire has been completed by:

- Name:
Function:
- Name:
Function:

1. General description of the university / institute.

- 1.1. Describe the educational context/system of your university, e.g. which programmes you organise, what is the context in the broad offer of education (national, regional, ...)?
- 1.2. Describe the quality assurance system in your university / institute in a general way, as well as the philosophy behind this system.
- 1.3. Is there a legal framework for quality assurance? Explain.

2. Identification of continuing education within the partner universities / institutes.

- 2.1. Describe the Life Long Learning strategy at your university.
- 2.2. Give your definition of '**continuing education**'. In order to clarify the definition, it is also useful to describe explicitly what it is not.
- 2.3. Is there a legal framework concerning continuing education in your country and/or region? If yes, please explain.
- 2.4. Describe the regulation of continuing education within your institution.
- 2.5. Describe the current role of continuing education in your country and institution
- 2.6. Describe the local context/market of continuing education.
- 2.7. Describe the future role of continuing education in your country and institution
- 2.8. How is the funding of continuing education in general organised in your institution?
- 2.9. What are the different types of continuing education your institution offers? Is there a structure/classification of these types? If yes, please describe the criteria for this structure/classification.
- 2.10. Describe the characteristics of these different types of continuing education (CE).

	Type 1 of CE	Type 2 of CE	Type 3 of CE	...
Size*				

Certification*				
Admission requirements*				
Target group				
Funding*				
Credits*				
Exam regulations				
Quality Assurance				
Number of concrete different activities per type of CE				

* Mandatory fields

2.11. What percentage (estimation) of these programmes is organised:

- through only distance education (online or e-learning):
and explain your interpretation of distance education
- through only traditional education (classroom education):
- through a combination of distance and traditional education (blended):

2.12. What percentage (estimation) of these programmes is organised:

- for minimum Bachelor's degree:
- for minimum Master's degree:
- no qualification necessary:

2.13. What percentage (estimation) of these programmes is organised:

- in evening and/or weekend classes:
- in a company or in a professional environment (= outside university)
- in the institute/university

2.14. In which study domain or faculty lies the focus of continuing education? Which study areas have a rather small offer of continuing education? Explain, if possible.

	study domain or faculty	study domain or faculty	study domain or faculty	...	Total
Type of CE					
Number of students					
Type of CE					
Number of students					
Type of CE					
Number of					

students					
Total number of CE					
Total number of students					

- 2.15. What is the share of students participating in continuing education in relation to the total number of students?
- 2.16. Give your definition of '**continuing education programmes**'. In order to clarify the definition, it is also useful to describe explicitly what is not considered continuing education.

3. Identification of planning and set-up procedures for continuing education programmes (programme management).

- 3.1. With regard to the **initiative** to organise a continuing education programme:
 - 3.1.1. Who takes the initiative (idea) of offering a continuing education programme?
 - 3.1.2. How do you determine the need?
 - 3.1.3. Which institutional unit(s), stakeholders (both internal and external) or other persons determine the target group, the conditions, the curriculum,?
 - 3.1.4. How do you monitor the reasons for opting for a continuing education programme (as opposed to something else, e.g. master)?

- 3.2. With regard to the **decision** to organise a continuing education programme:
 - 3.2.1. Which institutional unit(s), (internal and external) stakeholders or other persons are involved in the decision whether or not an idea for continuing education will be implemented?
 - 3.2.1.1. *At which level the decision is taken?*
 - 3.2.1.2. *Are there specific procedures that the decision makers need to respect?*
 - 3.2.1.3. *Is there a formal approval?*
 - 3.2.2. Is there a procedure to be followed in order to organise a continuing education programme?
Define the responsibilities. Provide examples of the documents that are required.
 - 3.2.2.1. *Is there an application form to be completed?*
 - 3.2.2.2. *What are the main subjects / different elements in this report / these documents?*
 - 3.2.2.3. *Are these documents (report) being evaluated and/or approved? By whom and on which terms / conditions / criteria?*

- 3.3. With regard to the **design** of a continuing education programme:
 - 3.3.1. Who is responsible for the concrete design of the programme?
 - 3.3.2. How is the academic level and the involvement of the professional field assured during the entire process?
 - 3.3.2.1. *How do you define academic level?*
 - 3.3.2.2. *How do you monitor the academic level?*
 - 3.3.2.3. *Who is responsible for the selection of students of the programmes and how is this organised?*
 - 3.3.2.4. *How is prior learning involved in continuing education programmes?*
 - 3.3.2.5. *How are students evaluated?*
 - 3.3.2.6. *How do you involve the professional field in the process? For example as stakeholders, teachers, work placement (stage), hosts, ...*
 - 3.3.2.7. *How do you monitor 'involvement of the professional field'?*

- 3.4. About the **promotion and marketing** of a continuing education programme:
 - 3.4.1. Who is responsible for the promotion of the programmes and how is this organised?
 - 3.4.2. How is fundraising organised inside and outside the university?

- 3.5. About the **support** in the planning and set-up of a continuing education programme:
 - 3.5.1. Do the organisers of continuing education programmes have any kind of support from other institutional units, departments, services or external institutions? How is this organised?

4. Identification of quality assessment procedures for continuing education programmes (quality management).

Part 4 does not ask for the evaluation of one particular programme, but is more generally about evaluation procedures for continuing education programmes.

- 4.1. Who or which official body/authority is responsible for the quality (management) of the continuing education programme? What are their main responsibilities?
- 4.2. Which stakeholders are structurally involved in the quality management ?
- 4.3. Are the continuing education programmes being evaluated (internally and/or externally)? Please explain the quality assessment procedures. Make a clear distinction between internal and external procedures if applicable.
 - 4.3.1. Who is responsible for the evaluation? Who takes the initiative?
 - 4.3.2. Which topics are addressed in the evaluation?
 - 4.3.3. Which stakeholders (incl. participants) are being questioned in the evaluation?
 - 4.3.4. How often are they evaluated?
 - 4.3.5. Is there a follow-up of the evaluation? How is this organised and by whom?

5. SWOT analysis of quality assurance of continuing education programmes.

- 5.1. What are the strengths and weaknesses of the quality assurance approach with regard to continuing education programmes within your institution?
- 5.2. What are the main opportunities and threats your institute is facing concerning quality assurance of continuing education programmes?

6. Good practices of quality assurance.

- 6.1. Define one or two concrete examples of good practice in quality assurance (of continuing education programmes or something else that could be applicable).

Define the approach, the work methodologies and concrete tools. Provide examples of the documents.