

Ethiopian Education Network to Support Agricultural Transformation

# *Quality Assurance at ITC*

EENSAT Project Open Course Ware – 04/10/2023

Open Course Ware



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Ministry of Science and Higher Education - Ethiopia



**ITC** UNIVERSITY OF TWENTE.

# Introduction

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- Welcome
- Introduction Wan Bakx & Lisanne Verheij
- Introduction Participants
  - Emebet Malugeta Tefera (Academic VP - AAU)
  - Abdelkader Kedir Baidgign (Academic VP - MU)
  - Birhanu Gedif Adane (VP Administrative Affairs - BDU)
- Programme for today
  - 4 parts with presentations & room for questions/discussion
  - Next slide >>>



# Programme for today

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- Morning (9:00 – 12:15)
  0. Introduction
    1. Internal QA at ITC
    2. Quality Culture
- Lunch break (12:15 – 13:45)
- Afternoon (13:45 – 17:00)
  3. External QA at UT level
  4. Ongoing developments/issues





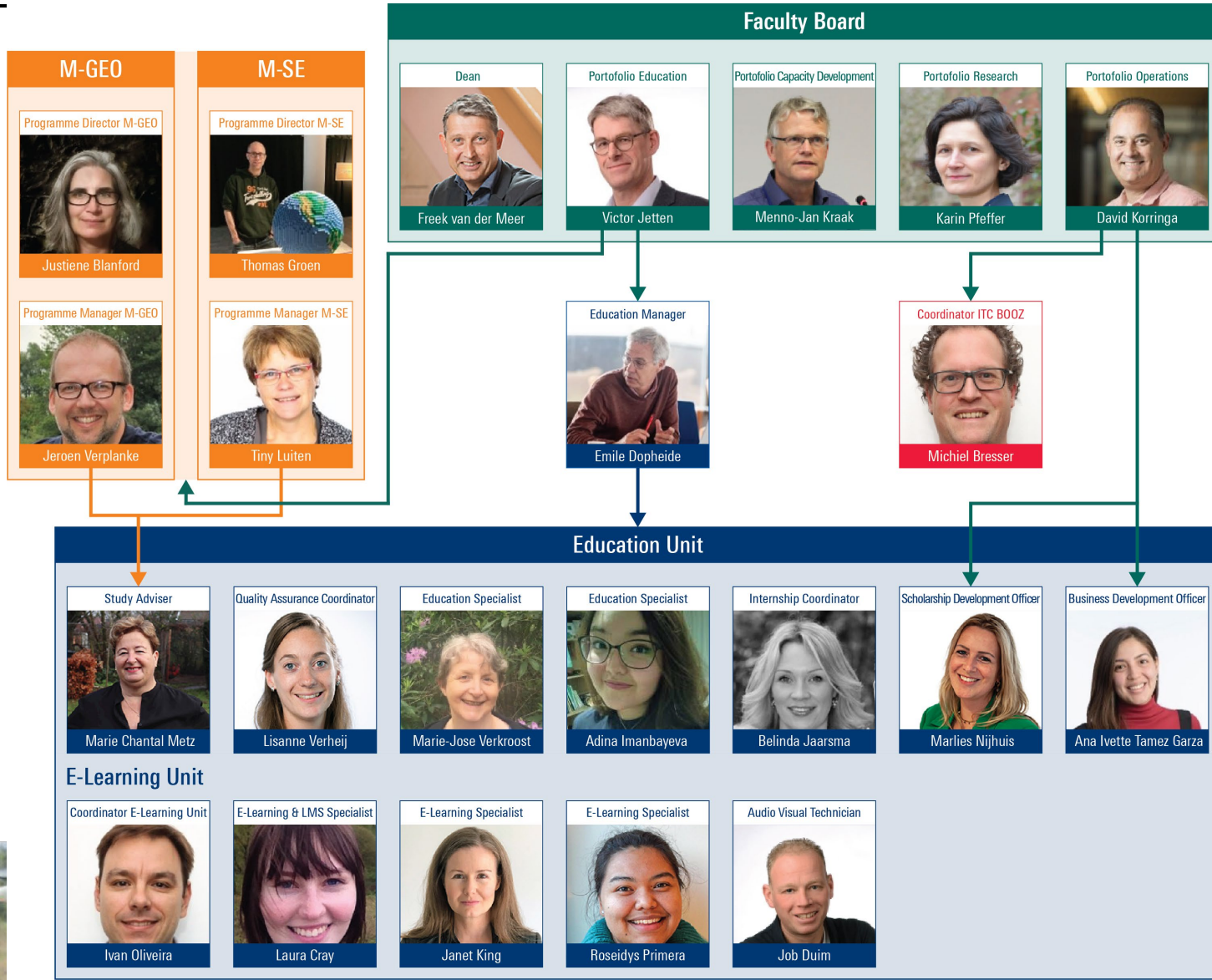
# Introduction

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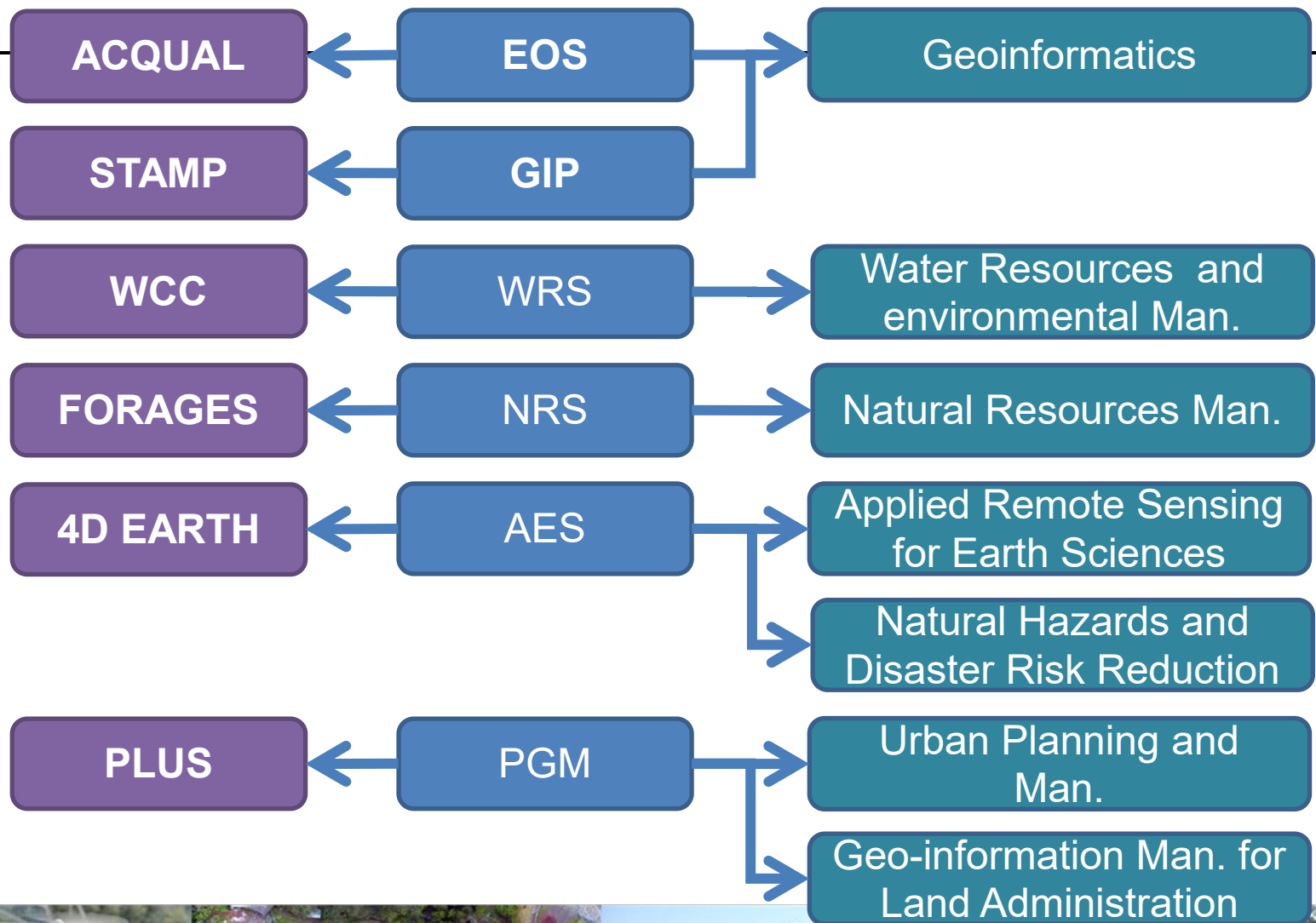
- Introduction
- Review of outcomes 2019-2020
- Expectations, other interests



# Management of education



# Scientific departments, Research themes & Specialisations



# 1. Internal Quality Assurance



# Introduction & content

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- Internal quality assurance:
  - PDCA cycle on different levels
  - Student evaluations
  - Follow-up of results





# What is quality assurance?

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- Goal: Check and improve the quality of education
- External quality assurance > this afternoon
- Internal quality assurance
- Quality improvement at UT is based on three key assumptions:
  - Quality assurance is a cyclical process (Plan-Do-Check-Act (PDCA) cycle);
  - This cyclical process is given shape at several levels: study unit, programme, faculty and institution. Each level has its own tasks and responsibilities;
  - Interaction within and between the various levels is key to a well-functioning system.



# Internal quality assurance

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- Policy document ‘Internal Quality Assurance of the education at the Faculty ITC’
- Internal quality assurance is focused on continuous improvement of education provided.

## Goals:

- Contribute to (self-)learning, development and improvement of courses; students’ learning and teachers
- Create a platform for exchange and discussion of experiences > ‘quality culture’
- Input for internal and external appraisal and accountability (accreditation)



# PDCA cycles

The four steps of the PDCA cycle include:

Plan for a high level of education quality

Do quality assurance activities

Check what level of quality has been achieved;  
where improvements are needed

Act according to the results of quality assurance (and start the cycle anew)

- Levels: University, Faculty, Programme, Study Unit



# QA at university & faculty level

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Among others:

- Define and review vision on education
- Define and review quality assurance systems
- Define and review assessment policy
- Selection and development of teaching staff

QA platform with QA coordinators from each faculty & linked central departments





# QA at programme level

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## Plan, Do Check, Act (so before, during, after)

- Define and review intended **learning outcomes**
- Define and review the **curriculum**
- Define and review the **test plan**
- **Selection** of students (entry level, English proficiency)
- Conduct **end-of-programme evaluations/alumni surveys**
- Safeguard the **quality of assessments** (procedures and criteria for thesis assessment, appointment of examiners, test screenings)
- Write a **Programme Development Plan**
- Take part in external and national **surveys** (NSE, NAE, ISB)



# Alumni Survey 2022

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- Alumni survey amongst 1700 ITC alumni (2012-2022)
- Main conclusions:
  - Changing target population
  - Education at ITC highly appreciated
  - High employment rate & various working environments
  - Career development vs capacity development > more demand for career preparation & more graduates stay in NL/Europe
  - Added value of the internship

<https://www.itc.nl/news/2023/7/1051115/alumni-about-itc-highly-appreciated-education-and-high-employment-rate>



# QA at study unit/course level

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Plan, Do Check, Act (so before, during, after)

- Develop, organize, improve course
- Conduct course evaluations
- Write course evaluation reports



# QA at study unit/course level

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Plan, Do Check, Act (so before, during, after)

- Develop, organize, improve course
- Conduct course evaluations
- Write course evaluation reports

Course evaluations:

- Digital EvaSys evaluations
- Feedback sessions (different per programme)
- All feedback and experiences combined in **course evaluation reports**





# Standard course evaluation form

## Standard Course evaluation form M-GEO version November 2018

### 1. General questions

1.1 What specialization are you enrolled in? <list of specializations + tailor made, PhD, short course>

### 2. Standard questions

	Strongly disagree	Disagree	Agree	Strongly agree
2.1 The course was well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 I have learned a lot during the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 The learning materials (e.g. books, hand-outs, articles and exercises) were useful and of good quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 The teaching materials in lectures, group assignments and tutorials were well delivered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 The schedule of the course provided enough flexibility/opportunity to arrange my own learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.6 The teaching approach of the course motivated me to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.7 The course links well with other courses of the programme (not too much overlap, builds on previous knowledge)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.8 The assessment procedure and criteria were clear to me at the beginning of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.9 The assessment was appropriate to test the learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.10 The assessment was at the right level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.11 The amount of the provided learning materials (e.g. books, hand-outs, articles and exercises) was	Too little <input type="checkbox"/>	About right <input type="checkbox"/>	Too much <input type="checkbox"/>
2.12 On average, during the entire course, I studied per week	less than 40 hours <input type="checkbox"/>	Between 40 and 50 hours <input type="checkbox"/>	More than 50 hours <input type="checkbox"/>
2.13 The academic level of the course was	Too simple <input type="checkbox"/>	About right <input type="checkbox"/>	Too advanced <input type="checkbox"/>

### 3. Additional questions (optional)

- 3.1  
3.2  
3.3

### 3. Staff Evaluation (will turn into 4. with additional questions)

	Unsatisfactory	Satisfactory	Good	Outstanding
3.1 How do you rate the teaching performance of the staff members in this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 If you have any comments (positive or constructive) or suggestions regarding any of the staff members involved, you can leave them here.

### 4. Overall (will turn into 5. with additional questions)

4.1 For me, the 3 strongest elements of the course were:

4.2 I have the following 3 suggestion(s) to improve the course:

4.3 If you have any other comments regarding the course, you can leave them here.



# Staff evaluation

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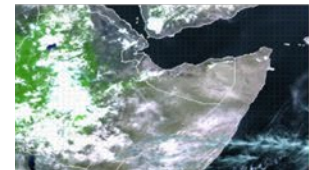
- Until 2018: questions about each teacher in evaluation form
- Discussion within faculty/university on:
  - Workload (collecting names, adding questions, creating/ distributing reports)
  - Relevance of student's evaluations for measuring teaching effectiveness
  - Almost always high scores, no discrimination
  - Privacy regulations (GDPR) and risk of data breaches
- From 2018/2019:
  - 2 questions about teaching staff in general in standard evaluation form
  - Evaluation of teaching and professional development is responsibility of teacher (f.i. with questions in standard evaluation, own survey, other tools)



# Course evaluation report

## Course Evaluation Report M-GEO

Quartile	Course Type	Course Title
<input type="checkbox"/> 1	<input type="checkbox"/> Common	
<input type="checkbox"/> 2	<input type="checkbox"/> Specialization	<b>Course Coordinator</b>
<input type="checkbox"/> 3	<input type="checkbox"/> Elective	
<input type="checkbox"/> 4	<input type="checkbox"/> Other	<b>Specialization/department (if applicable)</b>
		<b>Academic year</b>
<b>Methods used to evaluate the course/gather information for this evaluation report</b> (f.i. EvaSys evaluation, group discussion with all or selection of students, staff meeting etc.)		
<b>Implemented changes/improvements (what and why) compared to last year's run (if applicable)</b>		
<b>Strong points of the course according to students</b>		
<b>Strong points of the course according to the coordinator/staff</b>		
<b>Points for course improvement according to students</b>		
<b>Points for course improvement according to the coordinator/staff</b>		
<b>Specify and reflect on all average scores below 3.0 from the EvaSys evaluation (if any)</b>		
<b>Planned actions for course improvement (if any)</b>		



# Follow-up: What is being done with the results?

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- **Course level**

- Immediate actions and/or taken into account for next year's run
- Course Evaluation Report written by course coordinator
  - with input from students and staff (survey, feedback sessions, experiences)

- **Programme level**

- Programme Development Plan written by Programme Management
- Input from improvement plans on course level

- **Staff**

- Teacher professionalization
- Suggestions on how to improve are appreciated

**Overall: Feedback to the students about the evaluation results & planned actions/improvements could still be improved**





# Break out

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- Differences/similarities compared to Ethiopia?
- Differences within your university?
  
- Staff evaluation by students
- Privacy
- Honesty/constructiveness
- Value/follow up

