Teaching Quality Assurance System at the University of Bologna

https://www.unibo.it/en/university/quality-assurance

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Teaching Quality Assurance: the context in numbers

219 degree programmes (A.Y. 2018/19): 92 first cycle programmes e 114 second cycle programmes ; 13 single cycle programmes

74: International degree programmes, 32 of which are delivered in English.

5: the Campuses (Bologna, Cesena, Forlì, Ravenna e Rimini)

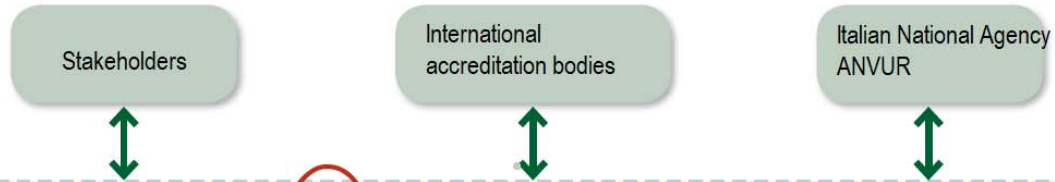**11**: the Schools of the University of Bologna

32: the Departments of the University of Bologna

85,244: the students who have chosen the University of Bologna (A.Y. 2016/17)

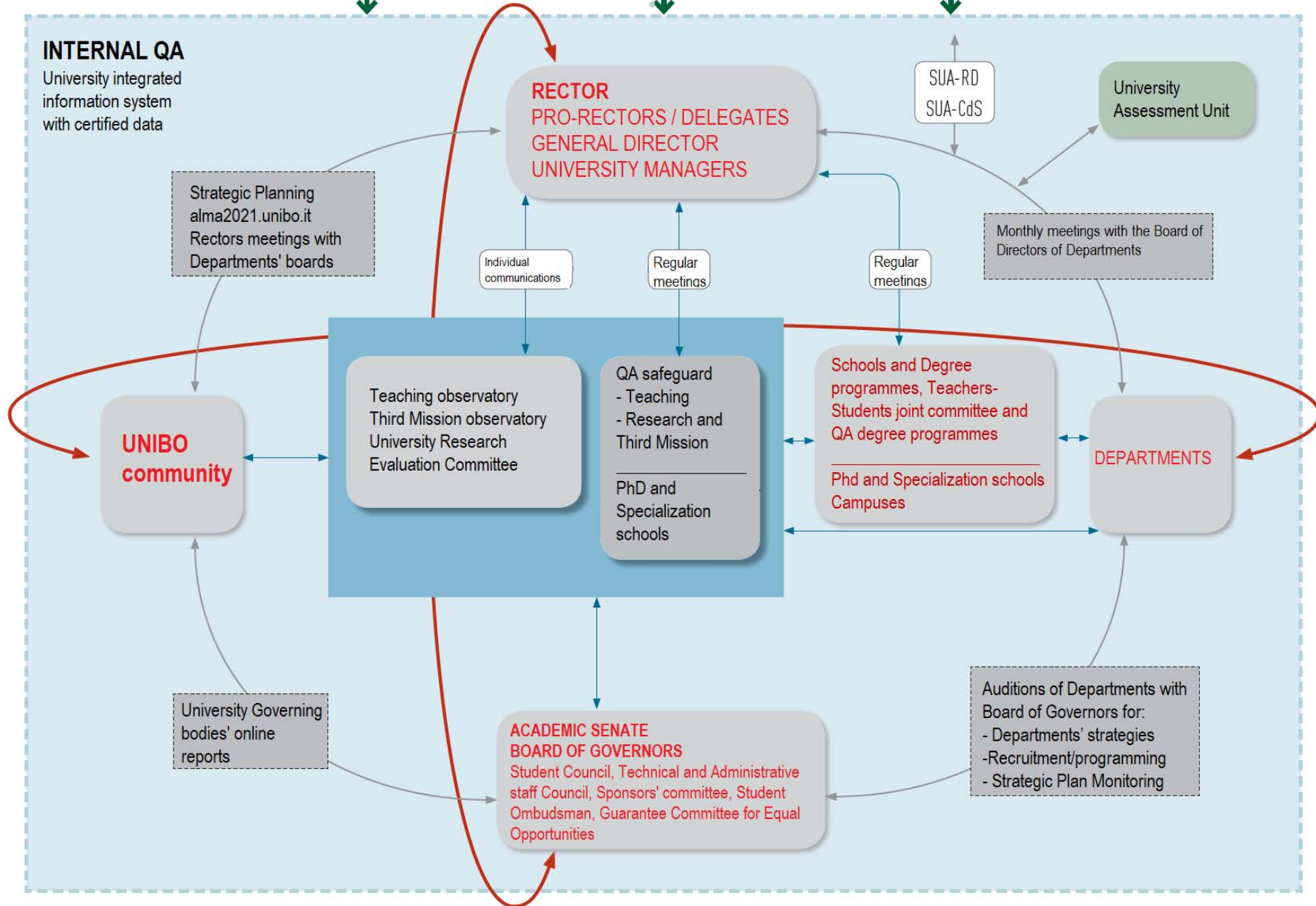**5,756** people: the university community of teaching and services staff

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EXTERNAL QA

Stakeholders

International accreditation bodies

Italian National Agency ANVUR

INTERNAL QA
University integrated information system with certified data

SUA-RD
SUA-CdS

University Assessment Unit

RECTOR
PRO-RECTORS / DELEGATES
GENERAL DIRECTOR
UNIVERSITY MANAGERS

Strategic Planning
alma2021.unibo.it
Rectors meetings with Departments' boards

Monthly meetings with the Board of Directors of Departments

Individual communications

Regular meetings

Regular meetings

UNIBO community

Teaching observatory
Third Mission observatory
University Research Evaluation Committee

QA safeguard
- Teaching
- Research and Third Mission

PhD and Specialization schools

Schools and Degree programmes, Teachers-Students joint committee and QA degree programmes

Phd and Specialization schools
Campuses

DEPARTMENTS

University Governing bodies' online reports

ACADEMIC SENATE
BOARD OF GOVERNORS
Student Council, Technical and Administrative staff Council, Sponsors' committee, Student Ombudsman, Guarantee Committee for Equal Opportunities

Auditions of Departments with Board of Governors for:
- Departments' strategies
- Recruitment/programming
- Strategic Plan Monitoring

Teaching Quality Assurance: key elements (1/2)

Unibo has a student-centred approach to learning and teaching
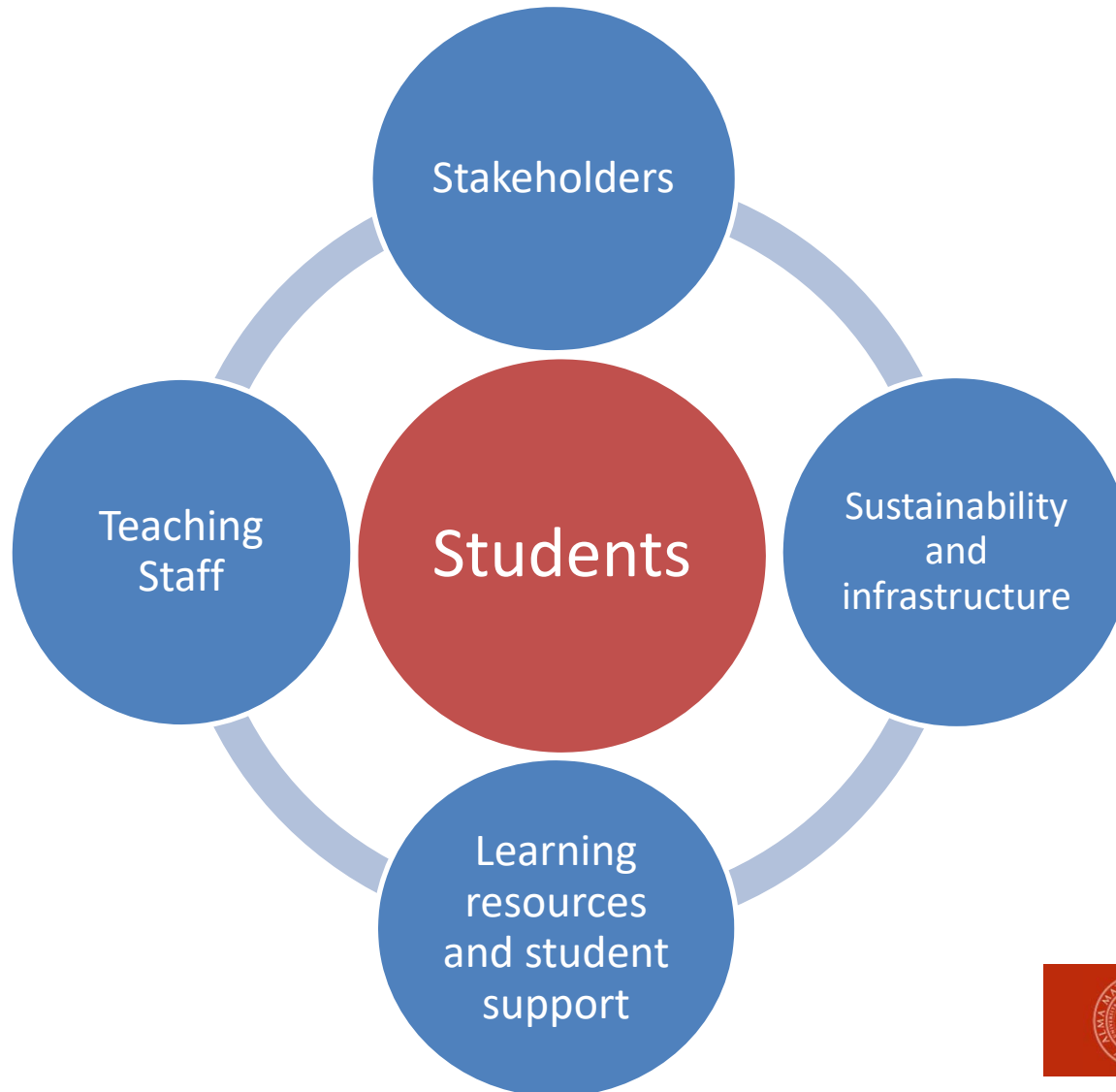
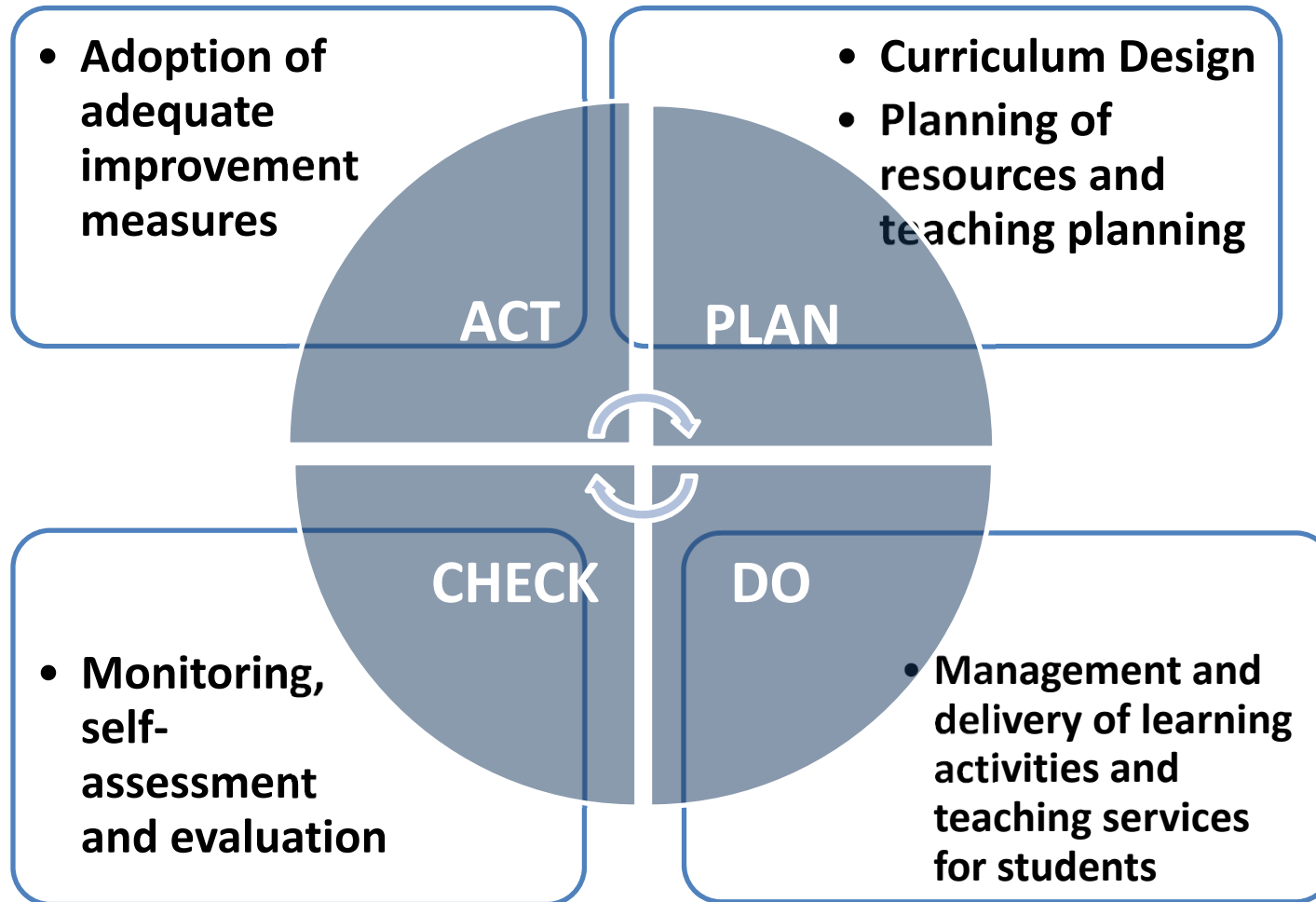# Teaching Quality Assurance: key elements (2/2)

UNIBO Quality Assurance system operates both on processes and individuals

Teaching Quality Assurance System

Teaching and learning processes

Teaching Staff

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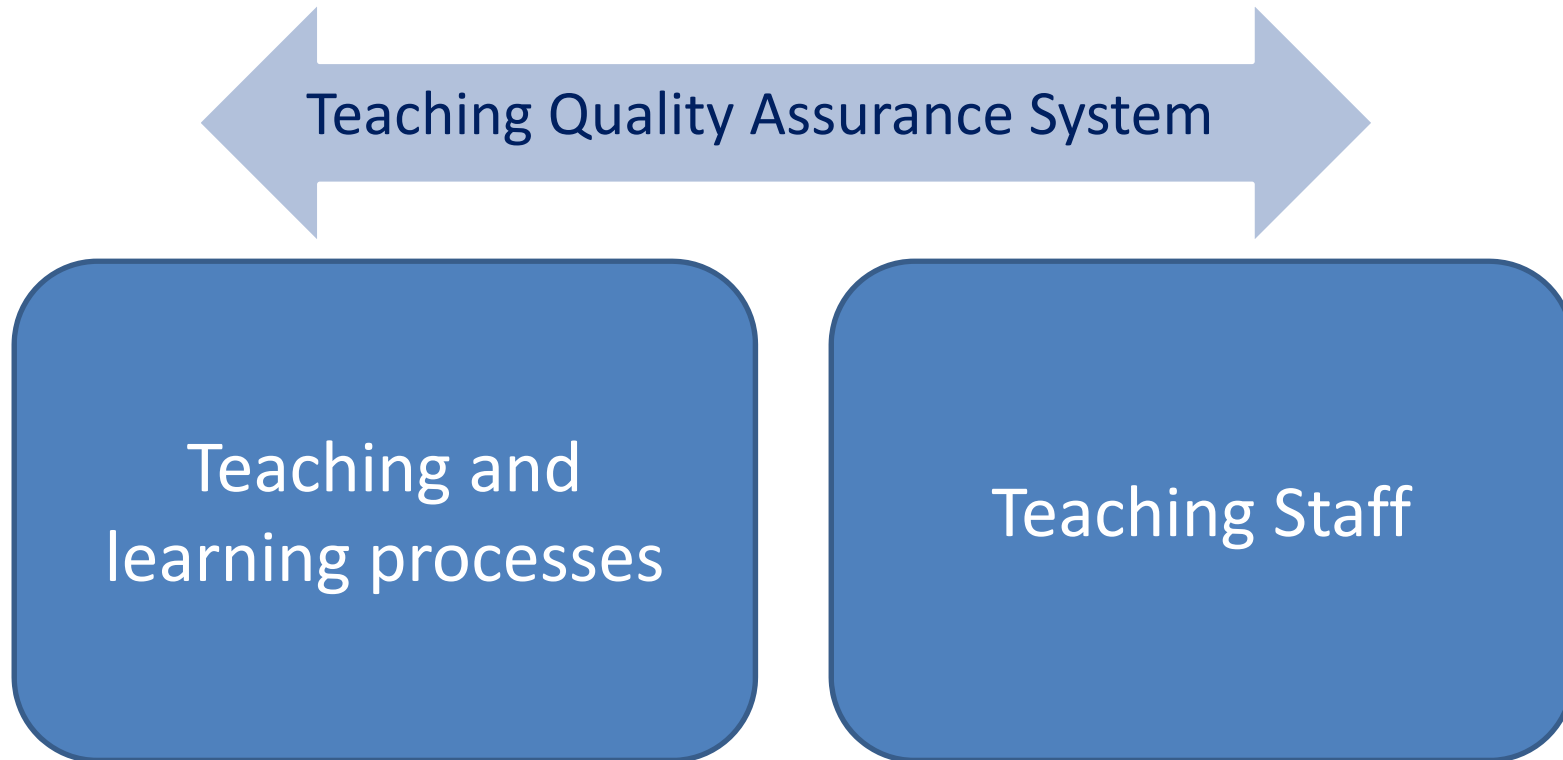
Teaching and learning: QA process

- **Adoption of adequate improvement measures**

- **Curriculum Design**
- **Planning of resources and teaching planning**

ACT **PLAN**

CHECK **DO**

- **Monitoring, self-assessment and evaluation**

- **Management and delivery of learning activities and teaching services for students**

PLAN: Design and approval of degree programmes

Each year design and planning of the University's programme catalogue:

- **Curriculum Design**
- **Planning of resources and teaching planning**

PLAN

NEW Degree Programmes → initial accreditation

- Involvement of external stakeholders
- Check of initial compulsory requirements
- Drawing up of the project documents for the Ministerial Database (SUA-CdS)

Activation (or closure) of **existing degree programmes**

- Check of the permanence of initial requirements
- Development of action plan of the study programme
- Update of documents and information for the Ministerial Database (SUA-CdS)

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PLAN: Design and approval of programmes, a focus on Ministerial Data base for Degree Programmes

A – Degree profile and intended learning outcomes

- Interactions with **external stakeholders**
- Professional and cultural **profile**
- **Entry** qualifications and requirementes
- Intended **learning outcomes and associated curricular learning activities**

B – Learning enviroment and organisation

- **Programme structure and organisation** (course structure diagram, study plan, course timetable, examination sessions)
- Teaching **methods** and learning **materials**
- Student **assessment** methods
- **Faculty** qualification (teachers curricula)
- **Infrastructures** (lecture halls, classrooms, laboratories, libraries,..)
- Student guidance, counseling, academic support, careers **services**
- Attending students and graduates **feedbacks: effectiveness of the teaching process by studentes and graduate perception (CUSTOMER SATISFACTION)**

C – Figures about programme results

- Students' **enrollment and progression data**
- **Job placement** data

D – QA organisation, analysis, monitoring and review

- Description of the **set of processes and responsibilities**
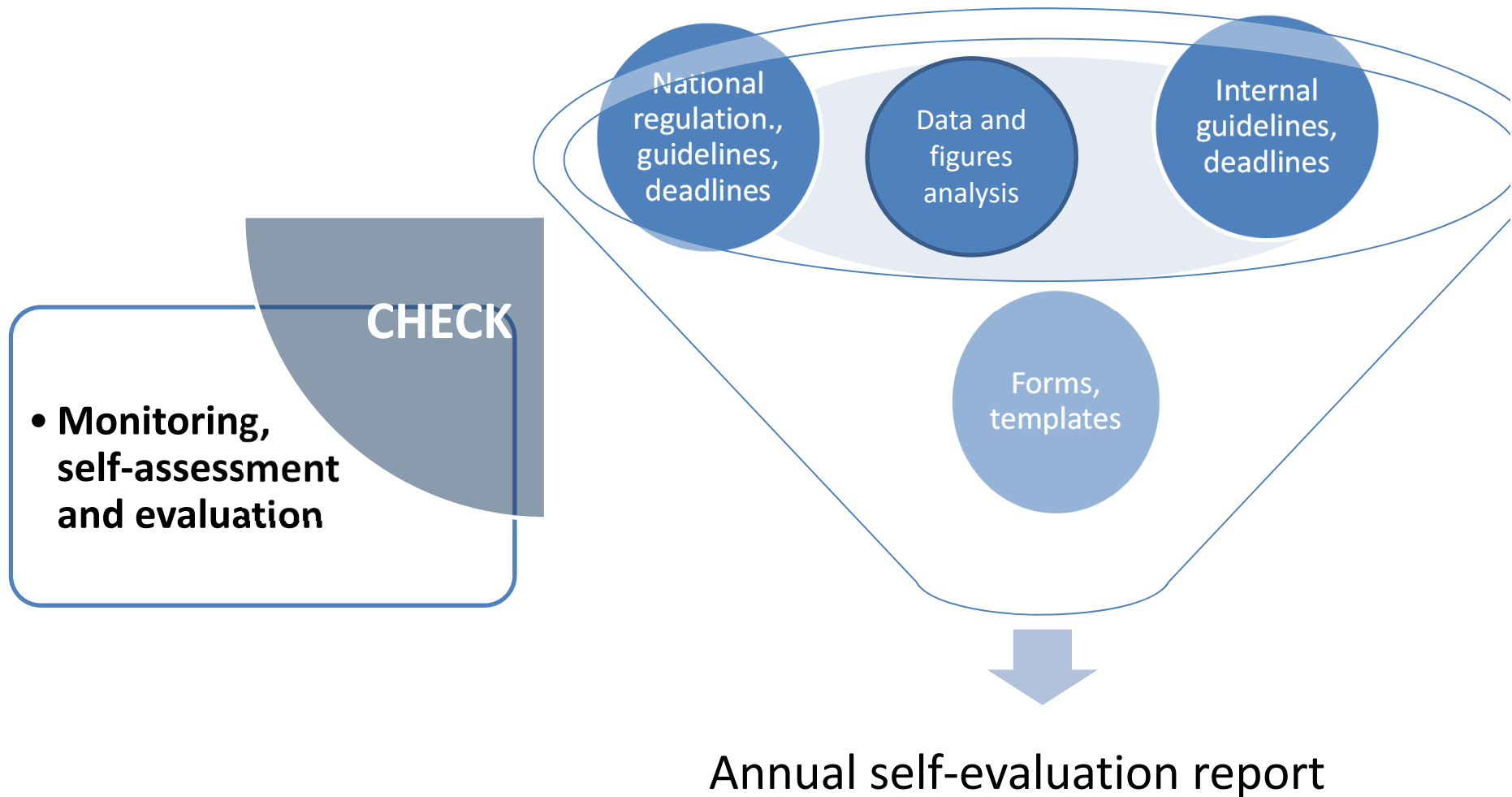- Periodic **review activities** and **documents**

CHECK: Degree Programmes monitoring, self-assessment and evaluation (1/2)

CHECK

- **Monitoring, self-assessment and evaluation**
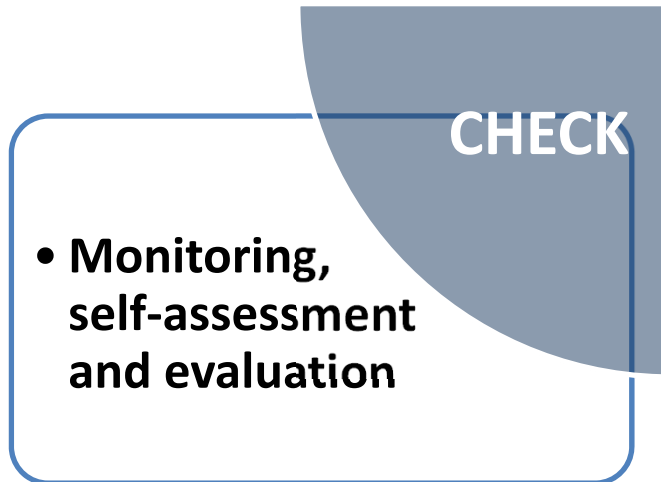
- Annual monitoring and self-evaluation report

- Periodic monitoring and evaluation report (confirmation or review of the architecture of the programme)

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CHECK: Degree Programmes annual monitoring, self-assessment and evaluation (2/2)

CHECK

- **Monitoring, self-assessment and evaluation**

National regulation., guidelines, deadlines

Data and figures analysis

Internal guidelines, deadlines

Forms, templates

Annual self-evaluation report

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CHECK: example of the structure of a degree programme annual monitoring and self-evaluation report

Organisation of the self-evaluation activity

- Composition of Committees in charge for pre-analysis
- Other actors involved
- Meetings
- Conclusions after the degree programme board meeting

Analysis and comments on the set of established issues

- Students' enrollment
- Students' progression
- Student's career conclusion
- Internationalisation
- Attending students and graduates feedbacks. Employment situation
- Faculty

Action plan
(planning for the next year and verification on previous year action plan)

- Objectives
- Actions
- Responsibilities
- Progression and results

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ACT: Degree Programmes adoption of adequate improvement measures
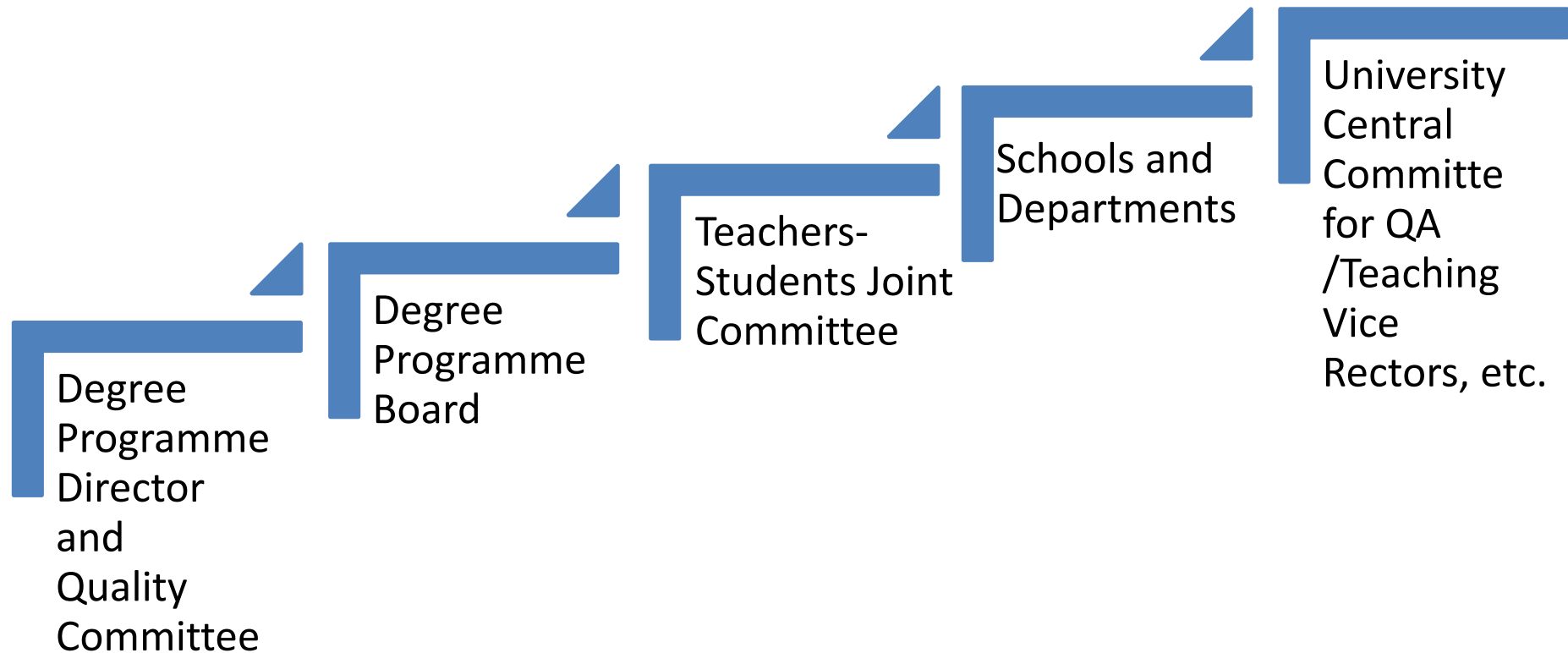
- **Adoption of adequate improvement measures**

ACT

The self-assessments of the Degree Programme make it possible to:

➢ identify reasons for unsatisfactory results and plan corrective actions
➢ Design/redesign of degree programme

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Main actors involved in the autoevaluation process of the degree programme

Degree Programme Director and Quality Committee

Degree Programme Board

Teachers-Students Joint Committee

Schools and Departments

University Central Committe for QA /Teaching Vice Rectors, etc.
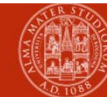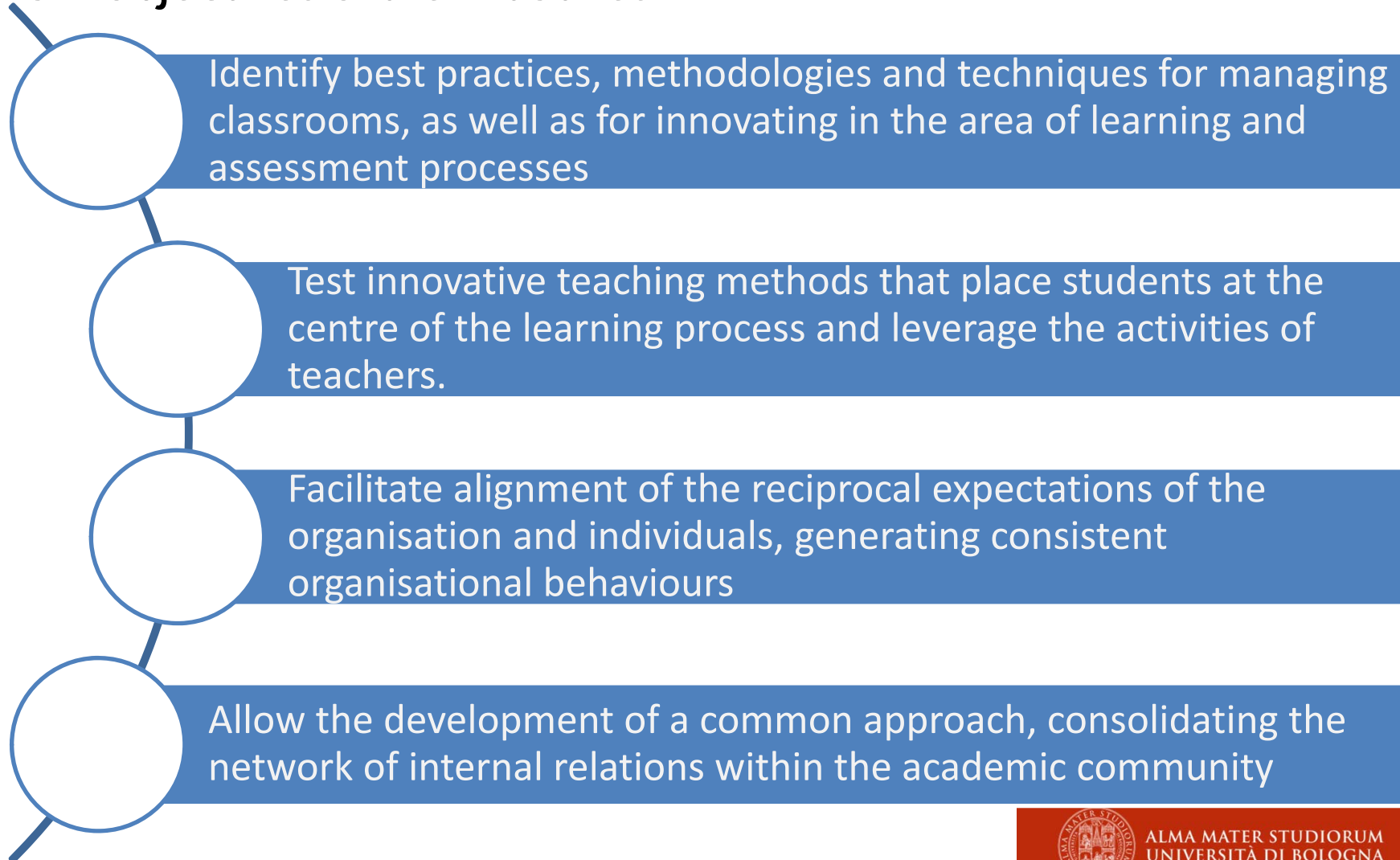
Teaching staff: QA and individuals (1/2)

Continuous improvement of Quality of education is achieved not only through monitoring and innovation of processes but also through committment of individuals.

As the teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills, UNIBO is implementing initiatives dedicated to the teaching staff.

Teaching staff: QA and individuals (2/2)

Main objectives of the initiatives

Identify best practices, methodologies and techniques for managing classrooms, as well as for innovating in the area of learning and assessment processes

Test innovative teaching methods that place students at the centre of the learning process and leverage the activities of teachers.

Facilitate alignment of the reciprocal expectations of the organisation and individuals, generating consistent organisational behaviours

Allow the development of a common approach, consolidating the network of internal relations within the academic community

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Thank you

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