



DoQuP Training Seminar

***MANAGEMENT OF THE INFORMATION ABOUT STUDENT SUPPORT SERVICES
IN THE QUALITY ASSURANCE SYSTEM
(INTERNAL QUALITY ASSURANCE OF STUDY PROGRAMMES)***

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Aim

To provide an overview on **UNIBO Internal Quality Assurance system of Study Programmes** with a specific focus on

- how the **information about «student services»** are organised
- how **«student services»** are self- evaluated by **Study programmes**





1 - Context

- ✓ Unibo: some figures
- ✓ Unibo internal QA system: principle, procedures and tools

2 - Student Services and QA system of Study Programme

- ✓ Organisation of student services communication in the web site (*a student service itself!*) and in the QA documentation
- ✓ Student Services as an element of the self-evaluation of the Study Programme





5 Campuses based in Bologna, Forlì, Cesena, Ravenna, Rimini and one decentralized location in **Buenos Aires**

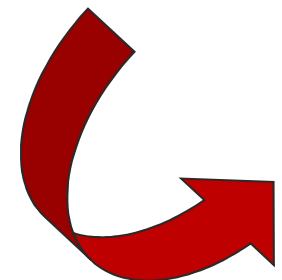
23 Faculties, 69 Departments, 20 Research Centres

University Reform - Italian Law no. 240/2010

Organisational changes taking place at the University from A.Y. 2012/2013



Departments: 33 Schools: 11



From A.Y. 2012/2013, the 11 Schools of the University of Bologna will coordinate the university teaching activities.

The **degree programmes**, previously managed by the 23 Faculties, **run at the proposal of the Departments, and are managed with the coordination of the Schools.**

Schools combine homogeneous and highly complementary subject areas, guaranteeing the quality of teaching and student services through first cycle, second cycle and single cycle degree programmes.



In all **about 83 thousand** students are enrolled in the University

The degree programme catalogue is composed of

- First level degrees
- Second level degrees
- Italian Professional Master*
- Scuole di Specializzazione
- Phd

Italian qualifications framework



REORGANIZATION PLAN

ACCADEMIC AFFAIRS DIVISION OF THE GENERAL ADMINISTRATION



INSTITUTION OF A NEW SPECIFIC UNIT DEDICATED TO QA

06.07.2006

Quality Assurance Unit

Staff: 5 units + 1 coordinator

(update Sept 2012)



Mission and approach

Introduce the use of quality assurance measures and tools in teaching programmes and teaching services according to European Standards and Guidelines and national law.

This aim should be gradually reached in

- Capitalizing the experience of previews pilot projects
- spreading awareness about quality culture
- coordinating specific initiatives
- involving all the academic programmes (first and second level degree programmes, postgraduate specialisation and vocational programmes and life long learning offer)



Main Relations

Administrative Divisions: Academic Affairs, Control and Finance, International Relations

Academic Bodies: Vice Rector delegated for Teaching and Education

Faculties (now: Schools + Departments)

ANVUR (National Agency for the evaluation of Universities and Research Institutes)

Other national and international universities

Alma Laurea





THE QUALITY OF STUDY PROGRAMMES

In the Statute and the Strategic Plan 2010-2013 the University of Bologna acknowledges its responsibility in guaranteeing the quality of its Study Programmes.

For this purpose adopts an "internal quality assurance system" defining **a set of processes and responsibilities.**

The guarantee of the quality of a Study Programme is the correspondence of the results achieved with the set objectives, in the following phases: **Planning, Management, Self-analysis, Improvement**



Student support services: European guidelines

ESG 1.5: Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

In addition to their teachers, students rely on a range of resources to assist their learning. These vary from physical resources such as libraries or computing facilities to human support in the form of tutors, counsellors, and other advisers. Learning resources and other support mechanisms should be readily accessible to students, designed with their needs in mind and responsive to feedback from those who use the services provided. Institutions should routinely monitor, review and improve the effectiveness of the support services available to their students.



Student support services: European guidelines

ESG 1.7: Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

According to their public role, higher education institutions have a responsibility to publish up to date, impartial and objective information, both quantitative and qualitative, about:
the programmes and awards they are offering

- the views and employment destinations of past students
- the profile of the current student population
- the opinion of the current student population



Transparency about student support services: Italian law

Transparency as necessary requirement for study programme activation (D.M. 544/07, D.D.61/08)

Information to be published: information about degree programmes and teaching activities, drop out rates, graduation average time, average grade per course, support services, students and graduates opinions, lessons calendar and others

Where: university web site, Ministry for Education and Research database (public/reserved area)

Relationship with the stakeholders as mean for performance improvements; monitoring of the transparency of the internal control system (D. L.gsl. 150/2009)



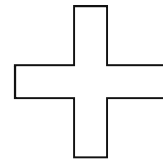
Phases of UNIBO Internal QA of Study Programmes (each year)

- 1) **Definition, gathering and publication of evaluation data (academic bodies and central administration)** - According to the general guidelines of the University and national and international standards updated information on the key aspects of the teaching programme are published.
- 2) **Self-Assessment** - Schools and Study Programmes assess the effectiveness of the previously adopted solutions, analyse the progress of their learning activities and draw up proposals for improvement.
- 3) **Internal audit** - the results of the self-assessment process are reviewed by an internal audit group. The conclusions of the review activities are submitted to the Academic Bodies and the University Evaluation Board and reviewed together with the persons in charge of the Schools and Study Programmes.
- 4) **Improvement:** on the basis of the results of the internal audit, the Schools and Study Programmes plan improvement activities.

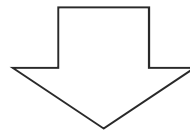


Main documents of UNIBO Internal QA of Study Programmes

STUDY PROGRAMME REPORT



SELF EVALUATION REPORT



INTERNAL AUDIT FEEDBACKS



Study Programme report

- **Contents:** all the qualitative and quantitative parameters needed to arrive at an informed judgement about the degree programme's aims, methods and the learning environment provided to the student.
- **Addressed to:**
 - Students, families, employers (info for external subjects);
 - Degree Programme Directors, professors and Faculties
- **Where?** Published annually on UNIBO QA web page and in each Study Programme web-page



Study Programme Report: contents

Study Programme report - dimensions:

- A. Presentation and prospects
- B. Teaching and Learning
- C. Resources and services
- D. The Study Programme in Figures
- E. Internal Quality Assurance System - new
- (F. Glossary)

Same structure as in the DoQuP standards



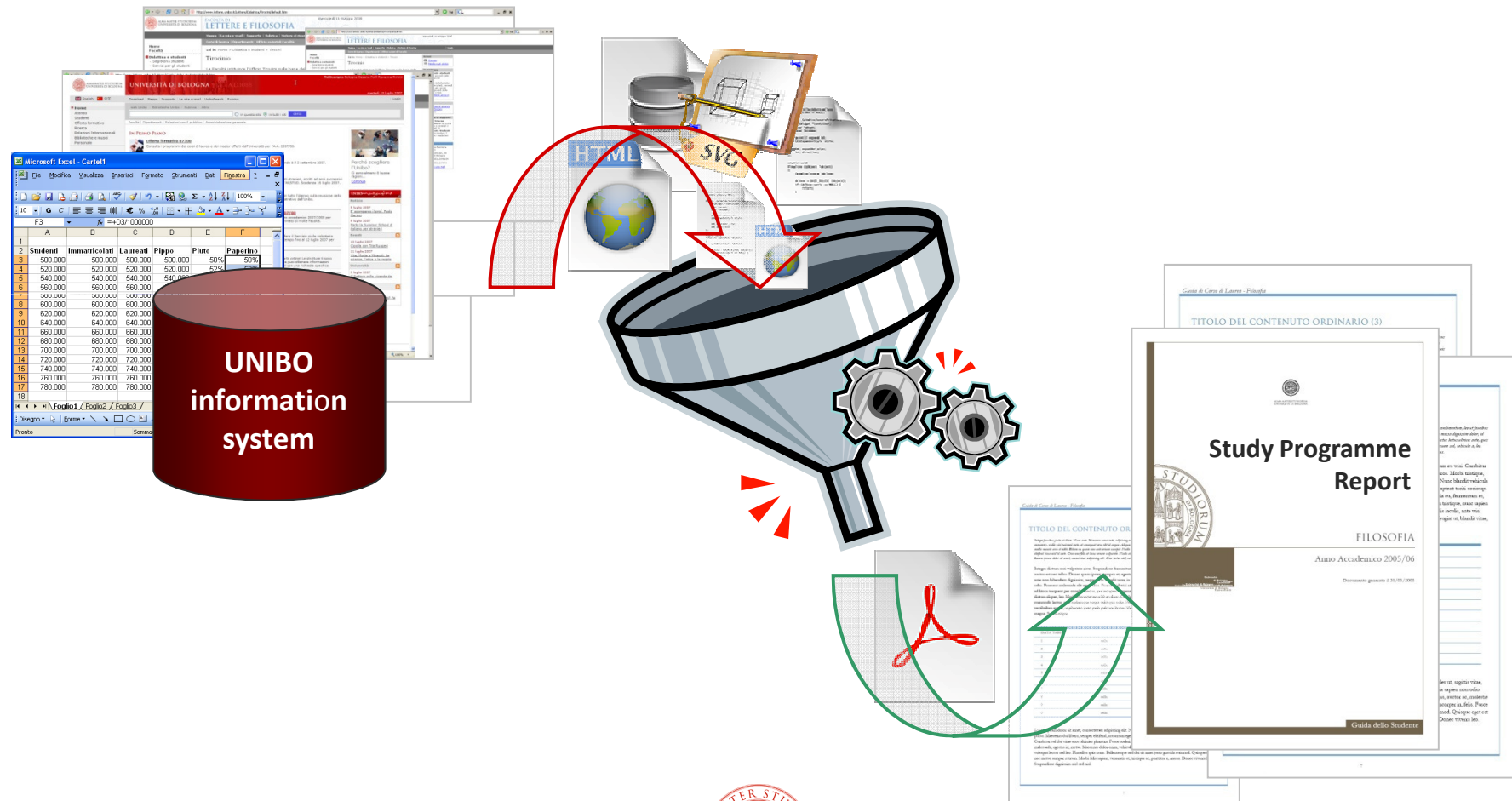
Study Programme Report: how do we produce it?

- QA documentation uses data and information produced by the management processes
- Collection of existing data and figures from different sources and database.
 - Example: the texts about programme design are the ones approved for the activation
- Centralized process of data collection as
 - service for Faculties and Study Programmes Directors
 - service for students and guarantee of homogeneity of data and indicators
- Collaboration of different divisions of the General Administration: Academic Affairs, Control and Finance, Web Portal Division and CeSIA – Web Technology Division

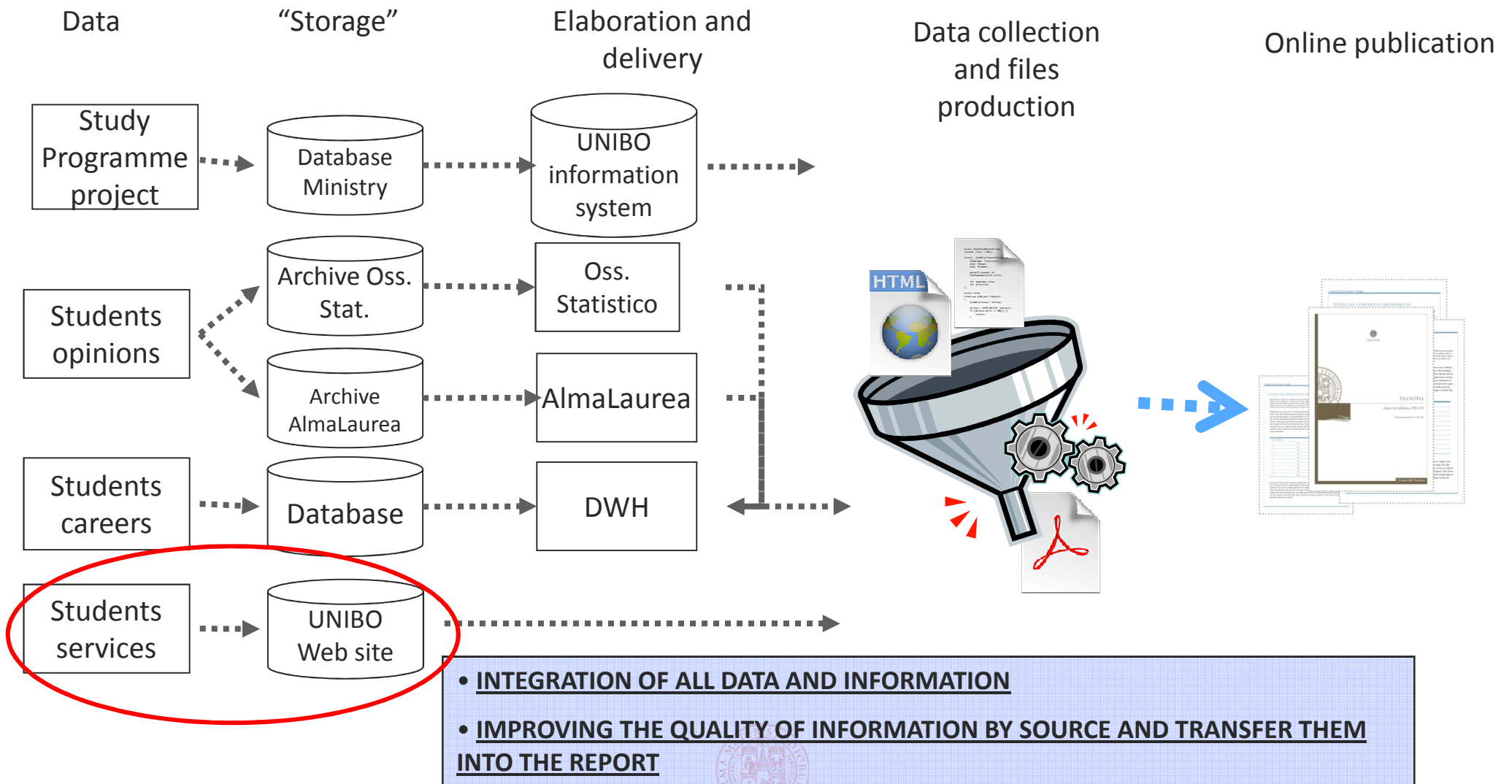


Study Programme Report: how do we produce it?

- UNIBO information system
- Data Warehouse
- Osservatorio Statistico
- AlmaLaurea
- Web



Study Programme Report: how we produce it



Study Programme report

A. Presentation and prospects

A.1. Presentation

official text

A.2. Admission requirements

official text

A.3. Learning outcomes

official text

A.4. Career opportunities

official text

A.5. Opinion of social partners and potential employers

official text

A.6. Further studies

official text

B. Teaching and Learning

B.1. Course Structure Diagram

link to website

B.2. Calendar and lecture timetable

link to website



Study Programme report

D. The Study Programme in figures (*results*)

D.1. Students starting their university careers

D.2. Regularity of studies

D.3. Opinions of graduates and attending students

D.4. Entry into the world of work

D.5. Information on pre-reform programmes



Study Programme report

C. Resources and services

- C.1. Teachers *list*
- C.2. Student services: offices *link to website*
 - C.2.1. Degree programme secretariat *link to website*
 - C.2.2. Student administration office *link to website*
 - C.2.3. Work Placement and International Relations Office *link to website*
- C.3. Student services: infrastructure (lecture rooms, libraries, study rooms, laboratories, ...) *link to website*

DoQuP requirement: the Study programme should have at disposal student support services relevant to the educational process and able to make students learning studies progression easier

Documentation: at least organisation and management



Student support services at the University of Bologna

- Services organized and managed at different levels
 - Administrative Divisions
 - Faculties/Schools
 - Departments
 - Degree Programme Committee
- Shared responsibility
- Need for collaboration among service centres, decision making bodies, resources owners
- Closest level to students is the Study Programme



Student support services at University of Bologna: responsibilities

What we do	Who does what			
	Study programme	Schools	Departments	Administrative Divisions
Management of classrooms and labs		X	X	
Libraries and study rooms		X	X	
Approval of individual study plans	X			
Guidance service		X		<u>Academic Affairs Division</u>
Internships		X		<u>Academic Affairs Division</u>
Administrative services: Student Admin. and Study Progr. offices				<u>Academic Affairs Division</u>



Student support services at University of Bologna: responsibilities

What we do	Who does what			
	Study programme	Schools	Departments	Administrative Divisions
Study grants and loans ad honorem				<u>Academic Affairs Division</u>
Student mobility: university subsidies and programmes				<u>International Relations Division</u>
Mobility: study grants for dissertations abroad		X		
Mobility: authorisations and recognitions	X			
<u>Other student support services</u>				X



Transparency about student support services: how?

What we do	Who does what			
	Study programme	Schools	Departments	Administrative Divisions
Communication and information		X		X

Shared responsibilities in student support services



Shared responsibilities in communication and information about services



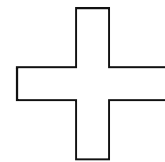
Transparency about student support services: how?

- **Schools:** Professors list, academic calendar and timetable, tutors, traineeships, laboratories, exams schedule
- **General Administration – Academic Affairs:** enrolments and transfers, certificates, taxes, exams reservations and registrations, students unions, sport services, exchange students information, libraries, placement services
- **General Administration – International Relations Division:** study abroad opportunities, language courses, exchange students services



Main documents of UNIBO Internal QA of Study Programmes

STUDY PROGRAMME REPORT



SELF EVALUATION REPORT



Self Evaluation Report

How the evaluation of student services are included in the Study Programme self-evaluation process and how they are recorded?



Self Evaluation Report

Self Evaluation Report in use in UNIBO describes quality factors and actions:

- Annual review of activities, report effectiveness of measures implemented;
- Comment to indicators and results reached over the last year (on the basis of data contained in the Study Programme Report) : degree programme's strengths and weaknesses
- Definition of future action plan

While the Study Programme Report is a public document, the **Self-evaluation Report** is an internal document.



Self Evaluation Report

Reflections organised on 3 key Aspects:

A - Students starting their University Career and Regularity of studies

B - Graduates and students opinions

C - Entry into the world of work (placement)

Evaluation of Programme Design is suggested every 3-5 years, at least



Self Evaluation Report

There is no a separate section for Student Services.

BUT Comments and reflections on student services are embedded in the analysis of Key aspects

- **Actions realized and evaluation of results obtained**
- **Present situation analysis (comment to data)**
- **Action Plan**



Student support services in self-assessment: examples

Example 1: Degree Programme of the Faculty of Law a.y. 2009/2010

Aspect: Regularity of studies

Actions realized and evaluation of results obtained:

- No specific services of guidance for students during the first year

Evidences from analysis:

- Drop out (highest % in comparison with similar degree programmes)
- Students during the first year are far to get all the established exams
- % of students working is relevant

Action Plan:

- Support service for students during the first year
- New timetable for lessons (only 3 days in a week)
- E-learning methodology for some courses



Student support services in self-assessment: examples

Example 1: Degree Programme of the Faculty of Law
a.y. 2010/2011

Aspect: Regularity of studies and students opinion

Actions relized and evaluation of results obtained:

- Analysis of students opinion about new services: tutor and e-learning
- Analysis on the use of the new services

Evidences from analysis:

- Drop out is still a problem but appreciation from student on new services.

New action Plan:

- Improvement of the new services according to students feedbacks



Student support services in self-assessment: examples

Example 2: Degree Programme in Animal Biotechnology (2nd cycle degree)
a.y. 2010/2011

Aspect: Students starting their University Career and Regularity of studies

Evidences from analysis:

- Low enrolments
- Re-organization of university structures (Faculties re-organized in Schools) as possible cause for confusion for students

Action Plan:

- **Objective:** visibility of the Study Programme
- **Action:** implementation of specific web-site



Student support services in self-assessment: examples

Example 2: Degree Programme in Animal Biotechnology (2nd cycle degree)
a.y. 2011/2012

Actions realized and evaluation of results obtained:

- implementation of Study Programme specific site
- monitoring of accesses: n. of users, period of access, pages visited, peak-periods

Evidences from analysis:

- Analysis of enrolments

New Action Plan:

- **Objective:** to attract 1st cycle graduates of other Italian universities
- **Action:** links in Veterinary Hospital web-site, partner organizations and sponsored events web-sites



Student support services in self-assessment: examples

Example 3: Faculty of Pharmacy
a.y. 2009/2010

Aspect: Graduates and students opinions

Evidences from analysis:

- lower students satisfaction compared to similar degree programmes
- low coverage rate of students opinion survey

Action Plan:

- **Objective:** to increase teachers awareness of students opinions and motivation to promote the survey
- **Action:** internal distribution of funds on the basis of survey coverage rates



Student support services in self-assessment: examples

Example 3: Faculty of Pharmacy
a.y. 2010/2011

Actions realized and evaluation of results obtained:

- Funds distributed on the basis of students survey coverage rate

Evidences from analysis:

- lower students satisfaction compared to similar degree programmes
- Improvement of coverage rate; n. of questionnaires increased by 2.300 (from 8.700 to 11.000)

New Action Plan:

- Objective: to improve students satisfaction



Student support services in self-assessment: examples

Example 4: Faculty of Agriculture
a.y. 2010/2011

Aspect: Entry into the world of work (placement)

Evidences from analysis

- low graduates employment rate 1 year after graduation and analysis of futures potential employers scenario

Action Plan

- **Objective:** to increase employment opportunities for graduates



Student support services in self-assessment: examples

Example 4: Faculty of Agriculture

Action Plan

Actions:

- **At curriculum level:** stakeholders consultation for curriculum development
- **At service level**
 - Improvement of existing services: address for traineeship office toward the gradual change in typology of partner organizations selected for traineeships; new conventions;
 - New services at Faculty level: organization of Faculty “recruiting day”
 - Request for a new service at central level: survey to monitor trainees satisfaction



Student support services in self-assessment: examples

Example 5: Degree Programme of the Faculty of Humanities a.y. 2009/2010

Aspect: Regularity of studies

Actions realized and evaluation of results obtained:

- No specific services of guidance for students during the first year

Evidences from analysis:

- Great number of students not aligned with the exam schedule
- Changes in the degree programme due to academic reform

Action Plan:

- Support service for students not aligned with the exam schedule to inform them about the reform , in order to facilitate them in finalising the exams



Self assessment and students services: key for effectiveness

- Collaboration and mutual exchange of inputs among academic bodies and administrative offices
 - Academic bodies: awareness of tools and resources
 - Administrative offices: support to decision-making processes
 - Organization and trust
- Collaboration and mutual exchange of inputs between central and Faculty-level
- Quality as a co-production through the interactions of different actors

