

Report on Work Package 3 (WP3)



Work Package 3 (WP3) consists of the following:

- 3.1 Design online training course on QA: **how-to-use indicator** for quality assurance officers of universities (study modules incl. basics of quality culture, lectures, video tutorials etc.)
- 3.2 Design online training course on **Enhancement of delivery for teachers in HEi** (study modules incl. basics of quality culture, lectures, video tutorials etc.)
- 3.3 Design online training course on **Stimulation and integration of research active learning and teaching environment** (study modules incl. basics of quality culture, lectures, video tutorials etc.)

- 3.4 Study Visit to International University of Applied Sciences Bad Honnef to discuss the drafts of the online training courses, format of the courses, and elaboration of certifying procedures for the designed online training courses.
- 3.5 Piloting of the online training courses in partner countries HEI, certification of participants.
- 3.6 Webinar with the partner countries, demonstration lessons and analysis of the outcomes – conference?

Instructions to Partner Institutions

Partner institutions took an active role in implementing training initiatives aimed at enhancing internal quality assurance (QA) processes. Their responsibilities include:

- Identifying and selecting appropriate staff members for training (faculty and administrative staff involved in QA).
- Organizing and overseeing the training process for selected personnel.
- Ensuring compliance with the certification procedures.

Target Audience for Training

The training should include staff members who are directly involved in QA activities. This may include:

- Faculty members responsible for ensuring academic quality.
- Administrative staff engaged in institutional QA processes.
Each partner institution should train at least **two** individuals to ensure effective knowledge transfer and institutional capacity-building.

Certification Process

The certification process is a key outcome of the proposal and should be well-structured. It includes the following steps:

- **Final assessment:** Each module's final assessment must be graded by a manager at the respective Higher Education Institution (HEI).
- **Certificate preparation:** The certificate can be prepared by the HEI but must be recognized by **TKTA**.
- **Issuance of certificates:** Certificates may be issued jointly by TKTA and the delivering HEI.

- **Certificate design:** The design must be standardized and include:
 - The name of the participant
 - The name of the training module
 - The issuing institutions (HEI and TKTA)
 - The date of completion
 - An official signature from TKTA and the delivering HEI

TKTA's Involvement

TKTA will assume ownership of the platform post-project. This involves:

- Full management and administration of the platform.
- Reviewing and refining the training content as necessary after taking over.
- Providing feedback on the content by the **end of this week** to facilitate final revisions.

To ensure smooth collaboration, a separate meeting may be scheduled with TKTA if needed.

Train-the-Trainer Sessions

Given that the platform is self-explanatory, formal train-the-trainer sessions are **not** deemed necessary. Instead, the approach will be:

- **Piloting the first module** over a **two-week period (16/9/2024 – 30/9/2024)**.
- Assigning one staff member per institution to complete the full module as a trial.
- Offering an optional **30-minute orientation session** to familiarize participants with the training program.

Training on the Moodle Hub

A brief **technical training session** on Moodle was conducted to familiarise all partners on the content and navigation process.

Additional Trainer Training During Baku Conference

An additional training session was conducted during the **Baku conference** to reinforce the trainers' expertise. The session was delivered by Rauf Abdul with online support with Hanna. The topics covered were:

- Quality Culture (QC) in Higher Education
- Harnessing Technology in IQA in Higher Education

3.1 Training course on QA: How-to-use Indicator For Quality Assurance Officers of HEI

This online training course consists of an instruction manual for using IQA indicators for Quality Assurance Officers in Higher Education Institutions. Internal Quality Assurance (IQA) indicators are essential tools that help higher education institutions monitor, evaluate, and improve the quality of their programs, teaching methods, and institutional practices. This manual provides step-by-step instructions on how to effectively use IQA indicators to ensure continuous improvement and alignment with accreditation requirements. Refer to Appendix 1.

3.2 Training course on Enhancement of Delivery for Teachers in HEI

This online training course is designed to provide higher education teachers with strategies and tools to enhance their teaching delivery. By focusing on pedagogy, technology integration, and the basics of quality culture, participants will learn to improve student engagement, learning outcomes, and overall teaching effectiveness. The course emphasizes a student-centered approach, continuous improvement in teaching practices, and alignment with institutional quality goals. Refer to Appendix 2.

IQA Specialist Cert (IQACert) Programme

This comprehensive and focused programme is designed to empower professionals with the advanced knowledge and skills necessary to ensure the highest standards of quality assurance within higher education institutions.

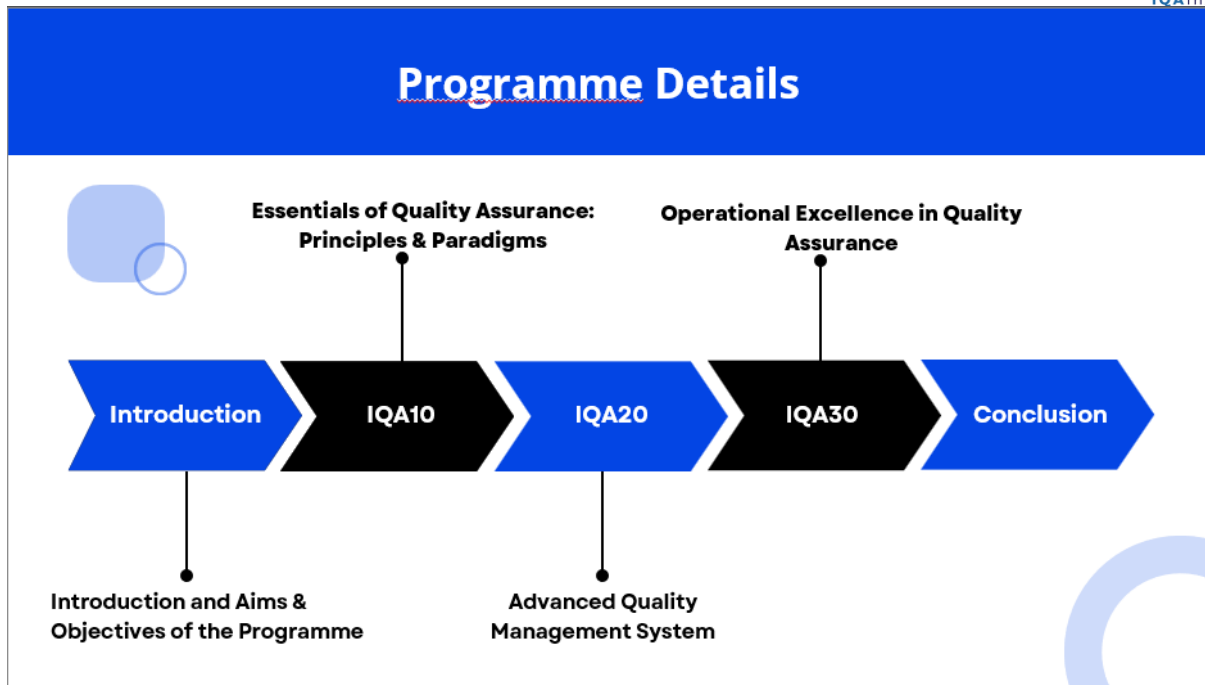
In today's competitive and fast-paced environments in higher education, the role of a quality assurance specialist is increasingly vital. Specialists are not only responsible for maintaining quality standards but also for driving continuous improvement, ensuring compliance, and facilitating effective risk management. This programme acknowledges the complex and evolving nature of quality assurance, preparing you to meet organizational needs of higher education institutions and stay ahead in best practices.

Whether you are a seasoned quality assurance professional looking to update your skills or new to the field of quality management, this programme is structured to provide you with the tools and insights required to excel in this critical role.



This course is curated with a mix of concept videos and supporting readings. Participants are expected to follow the trajectory step by step to capture the full potential of the learning materials. Most interestingly, through the expert viewpoint videos, participants will hear from experienced practitioners who shared their perspectives on different aspects of quality assurance. There are also practice quizzes at the end of each lesson to help participants reinforce their learning. At the end of each module, participants will attempt a graded assessment which could be in the form of a written assignment, case study, data analysis or presentation. The programme also offers discussion forums to connect with the programme personnel and interact with peers.

Course Details	
Course Name	Internal Quality Assurance Specialist Certificate in Higher Education (IQA.Cert.)
Course Type	Post-Graduate (level 7 European Qualifications Framework) 30 EC Credits
Course Sector	Higher Education
Course Duration	2 – 3 months
Entry Points Per Year	
Next Starting Date (s)	
Degree of Qualification	Post-Graduate Certificate
Location	
Course Modules	IQA10 Essentials of Quality Assurance: Principles and Paradigms IQA20 Advanced Quality Management Systems IQA30 Operational Excellence in Quality Assurance



Refer to the IQA Specialist Certificate Handbook.

3.3 Training Course on Stimulation and Integration of Research Active Learning and Teaching Environment

This course explores the significance of integrating research-active learning into higher education to enhance student engagement, critical thinking, and professional preparedness. It provides a structured framework for understanding various research-driven teaching methodologies, including research-led, research-oriented, research-based, and research-tutored learning. Participants will examine successful case studies, develop strategies to embed research within curricula, and explore methods to overcome institutional barriers. The course also covers faculty development, institutional policies, and collaborative research communities to create a sustainable research-active teaching environment. Through practical assessments and best practices, educators and administrators will gain the tools needed to foster a culture of inquiry-driven learning in their institutions. Certification is awarded upon successful completion. Refer to Appendix 3.

All these training courses have been uploaded to the E-Platform, IQainAR Hub.

Appendix

3.1 Step-By-Step Guide on Using IQA Indicators to Enhance University Performance

Instruction Manual for Using IQA Indicators for Quality Assurance Officers in Higher Education Institutions

Introduction

Internal Quality Assurance (IQA) indicators are essential tools that help higher education institutions monitor, evaluate, and improve the quality of their programs, teaching methods, and institutional practices. This manual provides step-by-step instructions on how to effectively use IQA indicators to ensure continuous improvement and alignment with accreditation requirements.

The IQA indicators are divided into categories that assess different areas, such as faculty performance, student feedback, and alumni engagement. These indicators help gather data that can be used to assess teaching effectiveness, curriculum quality, student outcomes, and the institution's overall reputation. This manual will guide you through using these indicators to implement a robust quality assurance system in your institution.

Step 1: Identify Key Areas for Evaluation

The first step in using IQA indicators is identifying which areas of the institution need to be evaluated. The IQA indicators provided in your institution are divided into three main areas: Faculty, Students, and Alumni.

- 1. Faculty Indicators** (e.g., teaching quality, pedagogical methods, research engagement) focus on the academic staff's performance, research involvement, and contribution to student learning outcomes.

Example indicators include:

Quality of Teaching Methods: Measures the effectiveness of teaching methods in improving student performance

Support for Lecturers: Assesses the university's commitment to supporting academic staff with adequate resources and workload management

- 2. Student Indicators measure the learning experience, teaching quality, and institutional responsiveness to student needs.**

Example indicators include:

Quality of Learning Activities: Assesses students' engagement and satisfaction with the learning activities

Effective Feedback Mechanisms: Measures the timeliness and usefulness of feedback provided to students on their assignments

3. Alumni Indicators measure how well the institution has prepared graduates for the workforce and the ongoing impact of education on their professional development.

Example indicators include:

Impact of University on Professional Skills: Measures how alumni perceive the practical application of their university education in their careers

Reputation of Education: Evaluates the perceived prestige and recognition of the university's educational programs

Step 2: Set Data Collection Methods

Once you have identified which areas you want to assess, the next step is to decide how to collect the data. Different IQA indicators require different data collection methods.

1. Surveys:

Surveys are the most common method for gathering data on faculty, students, and alumni. Use surveys to ask for feedback on specific aspects of teaching, curriculum quality, and institutional support. Consider using a Likert scale (e.g., from 1 to 5) to quantify perceptions and opinions.

For Faculty: Distribute surveys asking about the variety of pedagogies and workload management.

For Students: Use surveys to evaluate satisfaction with learning experiences, the quality of teaching methods, and assessment practices.

For Alumni: Collect data on their professional progress, focusing on the relevance of theoretical and practical skills gained during their studies.

2. Interviews/Focus Groups: For deeper insights, use interviews or focus groups with faculty, students, and alumni to discuss their experiences. This is particularly useful for gathering qualitative data that surveys may not capture in detail.

Conduct faculty focus groups to discuss how teaching methods can be improved or how institutional support could be enhanced.

Set up alumni interviews to understand how the education they received impacts their current job performance and career trajectory.

Step 3: Analyze and Interpret Data

Once data has been collected using IQA indicators, it is important to analyze and interpret the findings to draw meaningful conclusions. Focus on identifying trends, strengths, and areas that need improvement.

1. Faculty Evaluation:

Review indicators related to teaching methods and support for lecturers. Identify if there are common areas where faculty feel unsupported or students feel that teaching quality is inadequate.

Example: If multiple departments report low satisfaction in the "Variety of Pedagogies" indicator, this might highlight a need for faculty development in diverse teaching methods

2. Student Feedback:

Analyze student responses to learning experience and assessment quality. Look for trends that indicate whether students are consistently satisfied with the quality of teaching, learning activities, and feedback mechanisms.

Example: If a significant portion of students report dissatisfaction with the timeliness of feedback, this would indicate a need for improved feedback systems

3. Alumni Data:

Evaluate alumni perceptions of how their education impacted their career readiness. Focus on indicators such as the relevance of practical training and the university's reputation in the job market

Example: If alumni rate the Professional Skills Training indicator poorly, consider reviewing and updating the curriculum to include more practical, hands-on experiences

Step 4: Implement Improvements Based on Findings

After identifying areas of strength and weakness, the next step is to implement targeted improvements.

1. Faculty Development:

Based on feedback regarding teaching methods, provide professional development workshops or seminars to help faculty adopt diverse and effective pedagogical techniques.

Action Plan: Schedule regular workshops focusing on innovative teaching methods, such as project-based learning or digital tools for enhancing student engagement.

2. Student Learning Enhancement:

If students express dissatisfaction with assessment practices or feedback mechanisms, introduce systems to ensure timely and constructive feedback.

Action Plan: Implement a standardized feedback timeline for all departments to ensure consistency and clarity in assessments.

3. Alumni Relations:

Strengthen ties with alumni by involving them in curriculum development and quality assurance processes. Alumni can provide insights into industry trends, which can be integrated into teaching.

Action Plan: Develop an Alumni Advisory Board to regularly gather input on the alignment of university programs with industry needs.

Step 5: Continuous Monitoring and Reporting

Lastly, ensure that the implementation of improvements is tracked, and progress is regularly reviewed. Use the same IQA indicators to measure whether the changes have had the desired effect.

1. Annual Reviews:

Conduct annual reviews of the IQA indicators to assess progress. Create comprehensive reports for internal stakeholders, including department heads, faculty, and university leadership.

2. Continuous Feedback:

Encourage ongoing feedback from faculty, students, and alumni to ensure that the implemented changes are sustainable and continue to meet evolving needs.

Action Plan: Use online platforms to collect continuous feedback and data for realtime monitoring of quality assurance measures.

Conclusion

Using IQA indicators effectively requires a structured approach involving data collection, analysis, implementation of improvements, and continuous monitoring. By following the steps outlined in this manual, quality assurance officers can ensure that their institutions maintain high standards of education and foster an environment of continuous improvement.

Appendix 2

3.2 Enhancement of Delivery for Teachers in Higher Education Institutions

Course Overview:

This online training course is designed to provide higher education teachers with strategies and tools to enhance their teaching delivery. By focusing on pedagogy, technology integration, and the basics of quality culture, participants will learn to improve student engagement, learning outcomes, and overall teaching effectiveness. The course emphasizes a student-centered approach, continuous improvement in teaching practices, and alignment with institutional quality goals.

Target Audience:

Higher education faculty members
Lecturers and instructors in universities and colleges
Teaching assistants involved in course delivery

Course Objectives:

By the end of this course, participants will:

1. Understand the principles of quality culture and their relevance to teaching and learning.
2. Develop skills to design engaging, student-centered learning experiences.
3. Learn techniques for integrating technology to enhance learning.
4. Improve methods for assessing student learning and providing feedback.
5. Apply continuous improvement strategies to teaching practices.

Course Structure and Modules:

Module 1: Introduction to Quality Culture in Higher Education

Aim:

To introduce participants to the concept of quality culture and its impact on teaching, learning, and institutional performance.

Content:

What is Quality Culture?

Definition and importance of quality culture in higher education institutions (HEIs).

How a strong quality culture enhances teaching and learning outcomes.

Key Components of Quality Culture:

Commitment to continuous improvement in teaching.

Stakeholder engagement (students, faculty, and administration) in the quality process.

Transparent feedback and data-driven decision-making.

Role of Teachers in Building a Quality Culture:

How teachers contribute to the overall quality of education through effective delivery and feedback.

Interactive Activity:

Teachers reflect on the current state of quality culture at their institution and discuss opportunities for improvement.

Module 2: Student-centred Teaching Strategies

Aim:

To equip participants with the skills to design and deliver student-centred learning experiences that engage and motivate students.

Content:

What is Student-centred Learning?

Shifting the focus from teacher-led instruction to active student engagement.

Active Learning Techniques:

Group work, problem-based learning (PBL), case studies, and flipped classroom models.

Promoting Critical Thinking and Collaboration:

How to structure learning activities that promote higher order thinking, creativity, and collaboration among students.

Interactive Activity:

Design a student-centred activity or assignment for an upcoming class and share with peers for feedback.

Module 3: Integrating Technology to Enhance Learning

Aim:

To introduce participants to digital tools and strategies that enhance teaching delivery and improve student outcomes.

Content:

The Role of Technology in Modern Education:

The benefits and challenges of incorporating technology in higher education classrooms.

Blended Learning and Online Tools:

Using Learning Management Systems (LMS), virtual classrooms, and multimedia resources to support teaching.

EdTech Tools for Engagement:

Exploring tools such as Kahoot, Padlet, Google Classroom, and Poll Everywhere to increase student interaction.

Designing E-learning Materials:

Best practices for creating effective digital content, videos, and online assessments.

Interactive Activity:

Develop a short digital resource (video, interactive quiz, etc.) and share it for peer review.

Module 4: Assessing Student Learning and Providing Feedback

Aim:

To provide participants with techniques for assessing student learning effectively and offering meaningful feedback that supports student growth.

Content:

Principles of Effective Assessment:

Aligning assessments with learning outcomes and ensuring they measure both knowledge and skills.

Formative vs. Summative Assessment:

Using formative assessments (ongoing feedback) to guide student learning and summative assessments (final evaluations) to measure progress.

Giving Constructive Feedback:

Techniques for providing timely, actionable feedback that helps students improve.

Alternative Assessment Methods:

Using peer assessment, self assessment, and project based evaluations to diversify assessment strategies.

Interactive Activity:

Design an assessment plan for a course or module, including formative and summative assessment methods.



Module 5: Continuous Improvement in Teaching Practices

Aim:

To help participants adopt a mindset of continuous improvement by regularly evaluating and refining their teaching practices.

Content:

The Continuous Improvement Model:

The Plan-Do-Check-Act (PDCA) cycle and its application to teaching.

Reflective Teaching Practices:

Encouraging teachers to reflect on their teaching methods, identify areas for improvement, and act on student feedback.

Using Student Feedback for Improvement:

Collecting, analysing, and acting on student evaluations and feedback to enhance teaching delivery.

Professional Development:

The importance of ongoing professional development for teachers and opportunities for growth.

Interactive Activity:

Participants complete a self-evaluation of their teaching practices and create an action plan for continuous improvement.

Course Features:

Self Paced Modules:

Participants can complete each module at their own pace, allowing flexibility in their professional schedules.

Interactive Activities and Peer Feedback:

Participants will engage in practical activities, peer reviews, and discussions to reinforce learning.

Multimedia Content:

Each module will include videos, readings, case studies, and interactive exercises to accommodate different learning styles.



Quizzes and Assignments:

Short quizzes at the end of each module will assess understanding, while practical assignments will allow participants to apply what they've learned.

Course Duration:

5 Weeks (self paced), with an estimated 4–6 hours of study per week.

Final Assessment:

The final assessment will involve participants designing a comprehensive teaching delivery plan for one of their courses. This plan will include strategies for student-centred learning, technology integration, assessment methods, and continuous improvement.

Certification:

Upon successful completion of the course and the final assessment, participants will receive a certificate recognizing their enhanced teaching skills and commitment to quality education.

This training course provides higher education faculty with a structured framework to enhance their teaching delivery. By focusing on quality culture, student engagement, and continuous improvement, it ensures that teachers are well-equipped to meet the needs of modern learners and drive institutional excellence.

Appendix 3

3.3 Stimulation and Integration of Research Active Learning and Teaching Environment in Higher Education

Introduction

- **Overview of the Course**
 - Importance of research-active learning and its integration in higher education.
 - Relevance to both students and academic staff.



- How this approach enhances student engagement, critical thinking, and prepares students for professional practice.
- **Learning Outcomes**
 - Understand the concept and principles of research-active learning.
 - Learn strategies to integrate research into teaching and learning.
 - Explore examples of successful research-active environments in higher education.
 - Develop methods to stimulate and sustain a research-active culture within academic settings.

Section 1: Understanding Research-Active Learning and Teaching

1.1 What is Research-Active Learning?

- Definition and key principles.
- Differences between research-led, research-tutored, research-oriented, and research-based learning.

1.2 Benefits of Research-Active Learning

- Encourages student engagement and critical thinking.
- Prepares students for real-world challenges by integrating theory and practice.
- Enhances the overall academic experience and learning outcomes.

1.3 Barriers to Implementing Research-Active Learning

- Common challenges faced by higher education institutions (HEIs).
- Strategies to overcome these barriers.

Section 2: Models of Research-Active Learning in Higher Education

2.1 Research-Led Teaching

- Description and examples.

- Role of faculty research in shaping curriculum and classroom discussions.

2.2 Research-Oriented Learning

- How to develop curricula that reflect the methodologies and mindsets of research.
- Examples of universities applying this approach successfully.

2.3 Research-Based Learning

- Collaborative learning projects between students and faculty.
- Case studies on student-led research initiatives.

2.4 Research-Tutored Learning

- Small group tutorials based on research paper discussions.
- Best practices for fostering deep discussions around academic papers.

Section 3: Creating a Research-Active Teaching Environment

3.1 Curriculum Design for Research Integration

- How to embed research at different levels (undergraduate, graduate).
- Curriculum mapping to link teaching with research activities.

3.2 Research Opportunities for Students

- How to provide opportunities for students to engage in research (internships, projects, co-authorship).
- Role of research projects, labs, and other experiential opportunities in student learning.

3.3 Faculty Development and Support

- Training faculty to integrate research into teaching.
- Providing resources and institutional support to foster a research-active teaching culture.

Section 4: Institutional Support and Leadership for Research-Active Learning

4.1 Institutional Policies Supporting Research and Teaching Integration

- Developing policies that promote research integration into curricula.
- Funding and support for research projects, faculty development, and student research involvement.

4.2 Building Collaborative Research Communities

- Fostering partnerships between different departments and external organizations to support research-active learning.
- Creating spaces for interdisciplinary research collaboration.

Section 5: Case Studies and Best Practices

5.1 International Best Practices

- Examples from leading global universities with strong research-active learning cultures.
- Analysis of their policies, strategies, and structures that foster integration.

5.2 Wittenborg University of Applied Sciences Case Study (or Relevant HEI)

- Overview of research-active learning practices at Wittenborg or other specific institutions.
- Discussion on successes, challenges, and lessons learned.

Section 6: Assessment and Continuous Improvement

6.1 Assessing the Impact of Research-Active Learning

- How to measure the effectiveness of research-active learning on student outcomes.
- Developing KPIs for student engagement, learning outcomes, and research output.

6.2 Continuous Improvement and Feedback

- Implementing feedback loops for continuous course and curriculum improvement.
- Gathering data and feedback from students, faculty, and other stakeholders.

Conclusion

- Recap of the key points covered in the course.
- The future of research-active learning in higher education.
- Encouraging participants to implement learned strategies in their institutions.

Additional Resources

- Reading lists, links to research papers, case studies, and other educational materials.
- Templates for curriculum development, faculty training modules, and research project guidelines.

Assessments and Certification

- Quizzes, peer reviews, and practical assignments to assess understanding.
- Certification upon completion of the course.

