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**5 IQA Indicators and Implementation methods**

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| **IQA**  **Domain 1** | **No.** | **IQA Indicator** | **Indicator Metric** | **Benchmark** | **Implementation Method** | **Target** | **Comments** |
| ***Teaching &***  ***Learning*** | ***Performance Indicators*** | | | | |  |  |
| 1. | Qualification of academic staff | Level at hiring | Only Master qualified or above faculty.  At least 30% or more PhD qualified with both research and teaching competencies in hiring.  A good mix of academic (+/-70) and professional (+/-30) qualification and experience.  Must meet at least the national and any preferred international  accreditation requirements. | Policy & procedures |  |  |
| 2. | Pedagogical talent | Pedagogical diplomas at hiring Student Evaluations score  Peer Evaluation score | Majority of the faculty (≥70%) members should have a certification in HE teaching & learning or willing to do it within two years.  A minimum of 2 (two) in house faculty development programme activities and at least 70% faculty should attend them. |
| 3. | Research based teaching | No./quality of research in  required/recommended  literature | 2 to 5 (two to five) recent (i.e. from last 5 years) scientific research publications must be used in each course/module (70% of each  programme curriculum). |
| 4. | Teaching methods  (innovative teaching formats) | No./quality of methods in use | All faculty members should bring at least one new/innovative  pedagogies and dialectical methods |

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|  |  |  |  | for covering all learning styles especially for the new student generations. |  |  |  |
| 5. | Teaching & learning facilities (technologically advanced tools) | Level (quality) of facilities | A virtual learning environment (VLE) Softwares available for students e.g. SPSS, STATA, Atlas.ti.  Online Library access to books, journals, publications e.g EBSCO, Pearson, Perlego, etc. |
| 6. | Level of transparency: peer evaluations, sharing best  practices among staff | No./type of peer evaluation activities | 1 (one) voluntary peer evaluation 1 (one) or multiple sharing of best practices event organised |
| 7. | Facilitation of experiential learning: work-placements | No. of work-placement  opportunities (though  curriculum) & their  management | Each programme having a work placement embedded in the  curriculum |
| 8. | Collaboration with the industry: guest-speakers | No. of guest speakers per  course | in. 1 (one) guest speaker/course |
| 9. | Life-long learning: teacher trainings | No. of teachers in trainings organised | 1-2 (one or two) teacher trainings available at the school  20% of teachers to participate in mobility project |
| 10. | Internationalisation | Projects (mobility)  No. of teaching staff or students in mobility  Size of the international  department | 1-2 projects enhancing  internationalisation and teaching staff and student mobility |  |  |  |
| ***Perceptual Indicators*** | | | | |  |  |
| 11. | Quality of teaching | Student feedback on teaching, teaching methods, facilities, etc. | Each course to have a evaluation moment | Course Evaluations  National Surveys  Education Fair (other events with similar scope) |  |  |

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|  |  |  |  |  | Teacher Awards |
| 12. | Quality of education | Student feedback on education in general provided at the HEI, programme evaluations | 1 (one) yearly conducted general survey with the students  (this can be a National Survey as well) | Course Evaluation  Programme Evaluations  National Surveys |
| 13. | Quality of learning process (internships, mobility, etc. | Satisfaction with cooperating business partners, satisfaction with work-placements,  satisfaction with study mobility | Semi-annually or annually  conducted surveys | Student Evaluations  National Surveys |
| 14. | Quality of students | Teacher feedback on student performance and quality  Employer feedback on interns, alumni performance and quality | Semi-annually or annually  conducted surveys | Teacher/Staff Survey  Employer Survey  Education Fair (other events with similar scope) |
| 15. | Quality of professional  development | Staff/teacher feedback | Annually conducted surveys | Teacher/Staff Survey  Teacher Peer Reviews |

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| **IQA**  **Domain 2** | **No.** | **IQA Indicator** | **Indicator Metric** | **Benchmark** | **Implementation Method** | **Targets** | **Comments** |
| ***Assess***  ***ments*** | ***Performance Indicators*** | | | | |  |  |
| 2. | Rules/guidelines | Presence of clear instructions for assessment development | An Educational Guide | Policy & procedures |  |  |
| 2. | Admin efficiency | Presence of clear procedures around assessments & feedback for students and staff | An Administrational Guide |
| 3. | Meeting the learning objectives | Alignment of learning goals and objectives with the assessed learning goals and objectives | An Assurance of learning process |
| 4. | Assessment methods | Appropriate and effective methods of assessment | An Examination Handbook |

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|  | 5. | Quality control mechanisms | Presence of quality control of assessments in the form of a committee, answer key reviews, etc. | A Quality System Handbook |  |
| ***Perceptual Indicators*** | | | | |
| 6. | Quality of assessments | Student Feedback  Alumni Feedback  Teacher Feedback | At the end of each course  or  Semi-annually conducted surveys | Course Evaluations  Alumni Surveys  Teacher Feedback |

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| **IQA**  **Domain 3** | **No.** | **IQA Indicator** | **Indicator Metric** | **Benchmark** | **Implementation Method** | **Targets** | **Comments** |
| Research  &  researcher | ***Performance Indicators*** | | | | |  |  |
| 1. | Strategic framework  • Strategic research target • PhD trajectory | Defined research areas/targets No., level and type of research produced by faculty (providing details how the research is  relevant for society)  Targeted media citations | At least 2 (two) peer-reviewed journal publications in Scopus indexed journals  At least 1 (one) conference or workshop or seminar presentation in the last five years by all PhD  qualified faculty.  Research Awarding Event for faculty & students (at the university) | Policy & procedures |  |  |
| 2. | Research quality maintenance | No./type of support measures for staff  Events organised for internal dissemination | The presence of research supporting mechanisms  Examples  • balancing in teaching load for faculty for research activities  • financial support for active participation in conferences  and research meetings |

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|  |  |  |  | • support in the acquisition and handling of third-party funded projects  • the support of hosting research workshops and conferences at the  • the granting of own research funds and scholarships.  • the granting of research  sabbaticals  1-2 (one-two) events/conferences per year, where staff and students share their research activities. |  |  |  |
| 3. | Ethical decision-making | Presence & procedures of ethical committees  Ethical considerations in each thesis  Presence of documents  safeguarding academic integrity | Code of Conduct  Code of Ethical Behaviour  Ethical Committee |
| 4. | Research facilities: open  science, labs, etc. | No./quality of facilities  Access to literature resources articles/publications/books | ICT service, laptop lending  Online library access to books, journals, articles: Wiley, Springer, EBSCO, Perlego, Pearson etc. |
| 5. | Social impact of research | Research concerned with being involved in professional or civic organisations  Research integrating the UN Social Development Goals  Research aimed at supporting disadvantaged communities | At least 1 (one) research project together with local HEIs and industry partners every three years.  At least 10% final year research projects by students through  local/regional industry partners. |

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|  |  |  | Research in partnership with other institutions with social impact outcomes  Etc. |  |  |
| ***Perceptual Indicators*** | | | | |
| 6. | Quality of research facilities | Student/teacher feedback | 1-2 (one) times per year,  collecting input from students, teachers and/or alumni | Service Evaluations |

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**6 Evaluation methods and corresponding tools based on the Comparative Analysis**

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| **No.** | **Evaluation method** | **Target Group** | **Content of evaluation** | **Form of evaluation/tools – at Uni** | **Schedule of evaluation** | **Target** | **Comments** |
| 1. | **Course Evaluation** | Students | The course, the teaching, materials, workload | Survey – All | After course completion |  |  |
| Student Committees - WUAS | Annually |  |  |
| 2. | **Course Unit**  **Evaluation**  **(extended)** | Students | A specific course unit evaluation as a result from the general course evaluation | Survey or other forms deemed practical - UG | n.i. |  |  |
| 3. | **Programme**  **Evaluation** | Students | The programme, the programme cohesion, workload, etc. | Survey – IUBH, UU, UG, TUM | Semi-annually/Annually |  |  |
| Programme Committees – WUAS, UU, UvA, UG | Annually |  |  |
| AoL – UvA, UG, WUAS | Annually - Rotative |  |  |
| 4. | **Assessment**  **Evaluation** | Teachers/examiners | Assessment & exams | Moderation - WUAS  Periodical reviews – WUAS, UCAM, UG, | Quarterly or more frequently |  |  |
| 5. | **Service Evaluation** | Students | Study support activities | Survey – IUBH, TUM | Semi-annually |  |  |
| 6. | **Satisfaction with**  **cooperating**  **business partner** | Students | Tasks and learning process | Survey – IUBH | Semi-annually |  |  |
| 7. | **Feedback on**  **studying abroad** | Students | Preparation, impressions, courses, teaching and teaching methods used | Survey – IUBH | After completion of the study abroad |  |  |
| 8. | **Alumni Survey** | Alumni | Graduate prospects, retrospective evaluation of the followed  programme | Survey – IUBH, UU, TUM | 1 year after graduation,  subsequently every 3 years |  |  |
| 9. | **Non-graduated**  **Survey** | Student who left the university without obtaining a degree | Retrospective evaluation of the followed programme | Survey - UU | n. i. |  |  |

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| 10. | **Employer Survey** | Employers | Dual study system rating, room for improvements & recommendations | Survey – IUBH | Annually |  |  |
| 11. | **Staff Survey** | Academic & non  academic staff | Staff satisfaction, teaching quality, professional development | Survey by external agency - UG | Biennial (every two years) |  |  |
| 12. | **Teacher Awards** | Students/Teachers | Teaching & teaching methods | Event (jury) - UU | Annually |  |  |
| 13. | **Education Fair**  **(internal)** | Students/Teachers | Teaching & teaching methods, facilities, quality | Event - UU | Annually |  |  |
| 14. | **Ancillary Activities** | Teachers/Staff | Professional activities outside the scope of staff’s position | Survey - UU | n.i. |  |  |
| 15. | **Self-assessment** | Management & staff | Organisation, programmes, courses, staff, students | All | Annually |  |  |
| 16. | **National Student**  **Survey (NSE)4** | Students | The quality of teaching and facilities. | Survey- WUAS, UvA, UU and UG | Annually |  |  |
| 17. | **National (Alumni) Higher Education Monitor5**  **(WO – Monitor)** | Alumni | Retrospective evaluation of the quality of teaching and facilities. | Survey – UU, UG | Biennial (every two years) |  |  |
| 18. | **International**  **Student Barometer (ISB)6** | Students | International university experience | Survey - UG | Annually |  |  |

4In the Netherlands, The **National Student Survey (NSE)** is a student feedback system by means of a yearly survey on the degree programmes, conducted on a national level.

5In the Netherlands, **The National (Alumni) Higher Education Monitor (WO monitor or NAE),** conducted by VSNU is an alumni feedback system by means of a biennial survey among recently graduated master and doctorate graduated students.

6 **The International Student Barometer (ISB),** is as its name suggests an international platform where students provide their experiences, which in turn can be used by the university for benchmarking purposes.

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