

# ICA and Quality Assurance

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# AMEU

- Promoting Master programmes in agricultural and related sciences at European universities
- WP3 aims to develop a methodology for the comparative quality assurance of master programmes



# AMEU WP3 objectives

- develop and test **quality benchmarks and a methodological framework** for comparative international quality assurance
- establish **mechanisms** for continuous quality enhancement and co-operation between institutions



# AMEU WP3 results 1

- 7 categories of benchmarks:
  - Internationalisation
  - Needs, aims, objectives and learning outcomes
  - Educational process (teaching, assessment guidance)
  - Student support (non-educational)
  - Educational resources and partnerships
  - Student progression
  - Quality management and enhancement



# AMEU WP3 results 1a

- for each category 1 – 6 benchmarks and general and specific indicators
- questions/prompts for the self evaluation report on the programme



# Specific indicators on internationalisation

- Is there a strategy (document) for internationalisation? How is it embedded in the course structure and delivery in the faculty?
- What is the international diversity of the students on the programme? What are the targets in the future regarding EU and EU students?



# AMEU WP3 results 2

- procedure for **external evaluation** of a programme:
  - guidelines for self evaluation report
  - site visit of a peer review committee of 2 days
  - evaluation report of the review committee: good practices and issues for further considerations



# AMEU WP3 results 3

- confidential **evaluation report** on 2 master programmes of the University of Gent:
  - good practices and issues for further consideration
- revised **framework** for the comparative quality assurance
- revised **guidance notes** for participating universities



# AMEU WP3 future

We want to

- test the framework (especially the specific indicators) and procedure on 2 masters of MAICh
- report confidentially on the evaluation to MAICh
- revise the framework and guidance notes for QA
- write a final report on the project
- organize a international workshop



# Quality project

- quality assurance and accreditation of international master degree programmes in Life Sciences and the Rural Environment



# Quality project objectives

are to establish

- quality **benchmarks and indicators** to assess the quality of international master programmes
- the process, and legal and financial implications for a subsidiary of ICA becoming an **international accreditation agency** awarding the ICA European Quality Label



# 3 models of international master programmes

- European master programme delivered by 2 or more HEI's in different countries
- European institution delivers master programmes at its institutions located in different countries
- European master programme which is developed by an international board and delivered by 2 or more HEI's in different European countries



# Quality project main activities

- investigation of the issues in setting up a subsidiary of ICA as **international accreditation agency**
- development of the **QA protocol** for assessment of the quality of an international master programme
- **piloting** of the QA protocol with **2 international master programmes**



# Quality project results

- budget options for EAALS
  - European Accreditation Agency Life Sciences
- draft framework for quality assessment
  - based on experiences in AMEU WP3 and national accreditation



# Quality project future

We want to

- test the QA framework on two Erasmus Mundus programmes
- make a proposal for an ICA subsidiary as an International Accreditation Agency
- organize a conference to disseminate the outcomes of the project and get feedback



# Specific indicators on learning outcomes

- Do you seek input from international stakeholders?
- Are the educational objectives relevant to students from abroad?
- Is an international perspective evident in the programme learning outcomes?



# Specific indicators on educational process

- How has the learning and teaching strategy considered the cultural background of international students?
- How are international students informed of assessment and grading procedures?
- How are the special needs of international students accommodated?



# Specific indicators on student support

- Why should students from abroad come to this programme/town? What processes and procedures and support are in place?
- Are there different induction arrangements for international students?
- Are additional services provided for international students?
- What are the particular requirements for international students?



# Specific indicators on educational resources

- How do you rate the international experience of the staff?
- Do the IT facilities support the needs of the international students?
- Are additional resources allocated to the needs of international students?
- What job opportunities and employment prospects are open to international students?



# Specific indicators on student progression

- Do you monitor student diversity and progress?
- Can any observed differences be accounted for by the experience of international students?
- What proportions of international students enter employment or pursue further study? What do you consider to be a successful proportion?



# Specific indicators on quality management

- How does the QA process operate in the international programme?
- Is there an international student presence in the university and programme committees? Is this input recognized in the constitution of the committees?
- Are staff trained to deliver programmes to international students? What pedagogic support is available?



# Thank you for your attention



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