



INGENIUM
European University

Deliverable 2.2

Joint QA policy

Work package 2 – Building a cohesive cooperation framework

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Definitions & Acronyms

Note: When relevant, the INGENIUM Alliance refers to the Glossary of Terms available at Annex of the Proposal on a Council Recommendation on a European Quality Assurance and Recognition System in Higher Education. The document is available at: https://education.ec.europa.eu/sites/default/files/2024-03/Annexes-to-proposal-for-Council-Recommendation-on-European-quality-assurance-and-recognition-system-mar24_en.pdf

Academic Committee	Decision making of the INGENIUM European University responsible for decisions on academic affairs, such as the approval of joint programmes at the Bachelor's and Master's level.
Alliance	Refers to a group of European higher education institutions that have entered a transnational long-term, structural cooperation that is confirmed in a joint mission statement endorsed by the relevant decision-making bodies at institutional level of each member of the alliance. This cooperation involves joint decision-making in governance aspects and includes offering joint education provision as a core mission. This includes, for example, those alliances of higher education institutions funded under the European Universities initiative ⁴ .
Alliance Council	Strategic and highest decision making body of the INGENIUM Alliance, composed of rectors and presidents of the INGENIUM partner institutions.
QA	Quality Assurance
Education provision	Educational provision refers to higher education provision in its broadest sense, including programmes leading to a full degree, courses leading to a micro-credential, as well as provision that is not part of a programme leading to a formal degree.
Jointly Managed activities	Jointly managed activities: refers to those activities of the Alliance and its member higher education institutions that the Alliance have decided to make subject to the Alliance's joint internal quality assurance system.
Quality Assurance (Definition from the Proposal on a Council Recommendation)	<p>Quality assurance refers to the processes, both internal and external, carried out by a higher education institution or quality assurance agency, to ensure a learning environment in which the content of programmes, learning opportunities and facilities are equitable and fit for purpose. Quality assurance activities have the twin purposes of:</p> <ul style="list-style-type: none"> • Accountability: A quality assurance system assures the higher education community and the public of the quality of the higher education institution's activities by compliance with a set of standards. It can be the basis for providing certain rights to the institution: recruiting students, awarding degrees, obtaining public funding.

	<ul style="list-style-type: none"> • Enhancement: Quality assurance systems also provide advice and recommendations to and within higher education institutions on how they might improve what they are doing. <p>Taken together, accountability and enhancement of a quality assurance system create trust in the higher education institution's performance. They are key to supporting the development of a quality culture that is embraced by all: from the students and staff to the institutional leadership and management. The term 'quality assurance' is used in this document to describe all activities within the continuous improvement cycle, i.e., both accountability and enhancement activities.</p> <ul style="list-style-type: none"> • Internal quality assurance refers to the processes carried out internally by the higher education institutions themselves. They are usually developed as part of the quality assurance strategy of higher education institutions, acknowledging their primary responsibility for the quality of their provisions and its assurance. • External quality assurance refers to the processes carried out by quality assurance agencies.
Quality Assurance Committee	Within the context of the INGENIUM Alliance: body that gathers quality assurance representatives from INGENIUM partners and that it is tasked to define quality assurance policies, practices and initiatives.
Quality Assurance framework	In the context of INGENIUM: A set of quality assurance policies, processes and materials used for a particular purpose. In this case, facilitating transnational collaboration in education.
Quality Assurance system	Aggregation of all the quality assurance processes and policies of an institution, which guides all relevant work in quality assurance.
Quality Assurance Policy	In the context of INGENIUM: A document describing the general approach to quality assurance of the INGENIUM European University, including references to the relevant frameworks (such as those for academic collaboration, or other collaboration in jointly managed activities).

EXECUTIVE SUMMARY

The **Joint Quality Assurance (QA) Policy** outlines a comprehensive framework to ensure consistent quality and effective collaboration among the INGENIUM Alliance's partner

universities. This framework supports the design, delivery, assessment, and monitoring of joint academic programs within the European Higher Education Area (EHEA).

Key Components:

1. **QA Framework:**
 - Based on the European Standards and Guidelines (ESG) and the European Approach for QA of Joint Programs.
 - Adopts shared Pan-European values, fostering mutual trust and transparency among partners.
2. **Implementation Steps:**
 - **Expression of Intent:** Initial collaboration begins with a formal call and exploratory meetings.
 - **Initial Arrangements:** Strategic alignment and approval processes at institutional and alliance levels.
 - **Collaborative Provision Process:** Definition of roles, timelines, and approval pathways for joint programs.
 - **Consortium Agreement:** A binding document detailing all aspects of program delivery and quality assurance.
3. **Guidelines for Collaborative Programs:**
 - **Design & Approval:** Standardized templates and feasibility reviews ensure alignment across institutions.
 - **Delivery:** Incorporates diverse modes of instruction (online, blended, in-person) with unified academic calendars.
 - **Assessment:** Includes clear grading systems, appeals processes, and alignment with program outcomes.
 - **Monitoring & Reviews:** Establishes ongoing feedback mechanisms and periodic evaluations to ensure program relevance and quality.
4. **Core Principles:**
 - **Verified trust:** Respect for each institution's QA mechanisms.
 - **Subsidiarity:** Local resolution of issues, with alliance-level guidance when necessary.
 - **Core practices:** Mandatory shared standards covering stakeholder involvement, documentation, and communication.

Expected Outcomes:

- A unified QA system supporting academic innovation and sustainability.
- Enhanced trust and operational efficiency across partner universities.
- A transparent and consistent approach to delivering high-quality, joint educational programs.

This policy positions the INGENIUM Alliance as a leader in fostering collaborative, borderless higher education in Europe.

INGENIUM QUALITY ASSURANCE DECLARATION

The challenges for a common Quality Assurance System of joint education within European University Alliances

The European Higher Education Area is moving confidently in the direction of large-scale and sustainable transformation. European universities are becoming a generator and a powerful catalyst of change in many key aspects of higher education, the cornerstone of which is the provision, maintenance, and continuous improvement of the quality of education.

The launch of new, Pan-European, multidisciplinary, joint programs and training poses a series of challenging and multifaceted questions regarding the evaluation and maintenance of the quality of training, that are awaiting dynamic, flexible, and sustainable solutions. The development of a common quality assurance system is an important part of the globalisation and internationalisation of European educational programs and an integral part of the main activities of the partner universities in the alliance to ensure new and innovative educational formats.

The development, improvement, and expansion of education "without borders", including the help of new information and communication technologies, creates new, complex challenges and requires non-traditional and innovative approaches to build and strengthen a comprehensive system for Pan-European provision of quality education.

The INGENIUM European University has made an extensive analysis of the different challenges to academic collaboration as part of the work of its Work Package 2 "Building a cohesive cooperation framework". The report identified the most relevant challenges and set out a series of steps to overcome them when possible.

Deliverable 2.1: "Report on identified obstacles, implementation and monitoring of the INGENIUM inter-University Campus", available at INGENIUM's website: <https://ingenium-university.eu/wp-content/uploads/2024/05/Report-on-identified-obstacles-Inter-University-Campus.pdf>.

Declaration of Quality Assurance Commitment

Introductory note

The declaration outlined in this chapter serves as an expression of commitment by INGENIUM to work together in order to further develop and improve their quality assurance policies, systems and practices so they are fit for purpose in order to support the achievement of INGENIUM objectives. This declaration does not seek to create specific common obligations for the partners, nor impose particular processes or policies. It strives

to offer a roadmap for the continuous improvement of QA systems as a result of INGENIUM cooperation.

During the preparation for the implementation of joint multidisciplinary programmes, as well as other forms of joint education, in accordance with the requirements of the European Union, the partners in the INGENIUMalliance declare their readiness to develop and implement a joint framework for quality assurance, which will ultimately underpin quality assurance procedures for collaborative programmes, as well as an internal strategy for quality assurance based on the principles of transparency, seeking a broad consensus on all issues and mutual trust between the partners involved in the alliance.

Furthermore, the partners of the INGENIUMalliance commit to a culture of quality enhancement, by working together to continuously improve their quality assurance systems through regular monitoring and feedback

In the context of the INGENIUM Quality Assurance Committee, composed of representatives from all INGENIUM institutions, the partners declare that:

- > We will develop a balanced, joint internal quality assurance system, with a strong focus on quality enhancement, for our joint education provision and jointly managed activities.
- > The main objective is to build an overarching framework for quality assurance that integrates partners own QA systems, building on existing good practices and identifying new ones that can be fit for purpose to respond to emerging needs in the context of a European Universities Alliance.
- > only minimally necessary additional procedures essential to ensure effective communication and voluntary cooperation in activities will be added.
- > We will improve the assessment system and maintain the quality of education between the alliance partners.

Joint Quality Assurance in the INGENIUM alliance: towards a common framework to support the creation of joint education provision

A key aspect of a successful joint approach to quality assurance in transnational cooperation are shared Pan-European values and a common understanding and trust in the internal quality assurance systems of the alliance partners.

The Partners declare adherence to and application of ESG principles as mentioned in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), more specifically:

- > To have policies for quality assurance and quality enhancement that are made public and forms part of their strategic management.

- > Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.
- > Partners should have processes for the design and approval of their programmes.
- > The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes.
- > To ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.
- > To consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition, and certification.
- > To assure themselves of the competence of their teachers.
- > To have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.
- > To ensure that they collect, analyse, and use relevant information for the effective management of their programmes and other activities.
- > To publish information about their academic offer including programmes, which is clear, accurate, objective, up-to date and readily accessible.
- > To monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society.
- > To undergo external reviews of quality assurance and quality enhancement strategies in line with ESG on a cyclical basis, following their own national and institutional regulations.

The alliance partners are committed to working together in the provision of joint educational opportunities, and to develop a joint quality assurance framework that is fit for purpose to design and deliver the educational objectives of the alliance, as described in the grant agreement and the mission statement. Each of the partners participating in the alliance is aware of and approves the conducting of cyclical internal and external audits, at the institutional and/or program level, in which the internal quality assurance methods applied by the institution-partner in the alliance are checked, evaluated, and reassessed periodically. This will allow the construction of a lean joint strategy that avoids duplication of efforts and that is focused on efficiency and continuous improvement of the quality of education and training as well as building and maintaining full confidence between the partners in the fitness for purpose of each partner's quality management systems.

Alliance partners are aware of the need to build a joint framework to ensure effective decision-making and communication between partners. Each partner in the alliance is familiar with the other partners` responsibilities, the way the results of each partner's internal quality assurance procedures will be shared, and the actions that will be

implemented and approved to further improve and maintain a common transparent and comprehensive education and training quality system.

Transparency and Communication

The alliance partners agree to follow three main principles for internal quality assurance of joint programs:

- > the principle of verified trust.
- > the principle of subsidiarity.
- > the principle of core practices.

Principle of verified trust: according to the principle of verified trust, the partners declare that each institution receives the trust from other partners to apply their own quality assurance system at institutional level to the program sections (modules) for which the partner is responsible. At the same time, however, each partner agrees to communicate with the other participants in the alliance in a clear, complete, and transparent manner about its training quality assurance mechanisms and activities.

Principle of subsidiarity: according to the principle of subsidiarity, the partners accept that the issues must be solved at local institutional level, whenever possible. Issues that require support and consultation at the alliance level will be considered jointly in the spirit of mutual agreement, transparency and seeking a broad consensus in forming a solution mutually acceptable to all participating partners.

Principle of core practices: partners agree on core practices to ensure the effective functioning of the joint quality assurance system. These agreements include compliance with minimum necessary and agreed requirements, but are mandatory and include, at least, but not limited to, the following elements: stakeholder involvement, time, scope, tools, and communication between partners.

In line with the declared general principles, there is a need for accountability and transparency among partners to ensure that each partner understands the way all other partners implement their own quality assurance mechanisms within their own institution.

Continuous Improvement and Monitoring

All alliance partners are committed to actively contribute to the continuous improvement of joint programs by sharing and collectively critically discussing the appropriateness of all quality assurance activities that take place within the alliance.

The partners in the alliance accept the implementation of cyclical monitoring of each partner for the adherence to the common principles and basic practices endorsed by the partners,

through gathering of information from the quality assurance activities of the partners; formulation and follow-up of actions to further improve the common quality assurance system and timely communication of feedback on the joint quality assurance process, with a view to taking potentially necessary corrective actions to ensure and maintain the functional suitability of the common assessment system and maintaining the quality of education in all its aspects.

The partners declare that they **will accept the introduction of minimally necessary "good practices"** in the spirit of collegiality and quality enhancement, to ensure the smooth functioning of the internal system for ensuring the quality of training in the alliance under the approved joint programs. **These practices include at least, but not limited to, the following elements: stakeholder involvement, time, scope, tools, and efficient communication.**

Partner agreement to these practices will potentially provide all partners with the flexibility to manage their own internal systems while ensuring effective communication and decision-making at the alliance level.

The alliance partners recognize and accept the proposed strategy to ensure and maintain a shared and mutually acceptable quality of education and training based on common principles and generally valid "good" education and training practices as presented in this document, and are committed, continuously maintaining the quality of education and training in the joint programs.

Together, the alliance partners will seek to monitor and further develop the quality assurance policies and procedures in the field of evaluation and maintenance of the quality of education and training in all their aspects, through a transparent, sustainable and oriented towards continuous improvement approach, so as to ensure that the approved joint programs are embedded in a strong collaborative, transparent and sustainable quality culture in which stakeholders work together to model the best possible pan-European learning environment and high-quality teaching.

Periodic review

As part of its commitment to continuous improvement, the INGENIUM alliance will periodically review its quality assurance policy and connected frameworks. The framework for collaborative delivery shall be reviewed at least once before the end of the current Erasmus+ funding period, which finished in December 2026.

IMPLEMENTATION OF THE INGENIUM QA FRAMEWORK FOR COLLABORATIVE DELIVERY OF EDUCATION PROVISION. A SUMMARY OF THE STEPS INVOLVED

Purpose

The purpose of this document is to provide an overview and guidance on how to approach collaborative provision of academic programmes by a consortium of INGENIUM partners based on the INGENIUM quality assurance framework.

Scope

The document envisages the management of a major award (e.g. bachelor's degree or master's degree). It is understood that lesser awards may require less detailed consideration. This document only provides an overview and initial guidance. It is not a procedural document and does not purport to prescribe procedures for the establishment of collaborative partnerships. These procedures are described in other documents.

Introduction and Context

The INGENIUM Quality Assurance Framework for Collaborative Delivery of academic programmes was developed by the INGENIUM Work Package 2 team. The Framework and associated supporting documentation represent the Output 2.2 of the Work Package 2 activity. In this context, Work Package 2 and the QA Framework consist of the following documents:

- > INGENIUM Quality Assurance Framework for Collaborative Delivery of Academic Programmes (Main Document)
- > Guidelines for Design and Development of Academic Programmes
- > Guidelines for Delivery of Academic Programmes
- > Guidelines for Assessment of Academic Programmes
- > Guidelines for Monitoring and Review of Academic Programmes

This document is a summary document which intends to summarise the process of developing appropriate policies and procedures for collaborative delivery of academic programmes within the INGENIUM alliance by members of the INGENIUM alliance.

The Main Document describes the Quality Assurance Framework. This framework is intended to reflect the Standards and Guidelines for Quality Assurance in the European Higher

Education Area (ESG: <https://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/>) and the European Approach for Quality Assurance of Joint Programmes (<https://www.eqar.eu/kb/joint-programmes/>).

Links to the relevant pdf documents are provided below:

ESG:

https://ehea.info/media.ehea.info/file/2015_Yerevan/72/7/European_Standards_and_Guidelines_for_Quality_Assurance_in_the_EHEA_2015_MC_613727.pdf

European Approach:

https://www.eqar.eu/assets/uploads/2018/04/02_European_Approach_QA_of_Joint_Programmes_v1_0.pdf

As such, the INGENIUM Framework should also support and guide the development of academic programmes according to the European Degree model (https://commission.europa.eu/news/commission-rolls-out-plans-european-degree-2024-03-27_en)

The structure of this document

This document summarises the implementation of the framework into 4 basic steps. It is understood that each step only provides an overview and the overall intention of many individual processes associated with each step, but as such the reader is encouraged to use this document for their own appreciation of the processes involved and also when beginning to explain the operation of the Framework to other stakeholders. The steps are as follows:

- > Step 1: Expression of Intent for Collaboration
- > Step 2: Initial Arrangements
- > Step 3: Collaborative Provision Process
- > Step 4: The Consortium Agreement

Step 1 Starting collaborative provision projects

Collaborative provision projects are likely to begin on the basis of conversations between personnel of INGENIUM partner universities and / or on the basis of a response by partners to a Call for Collaboration. Whatever the case, the initial partnership should follow the steps associated with the Call for Collaboration process by completing the template and arranging formal meetings to initiate formal discussions.

The call for collaboration process is described under the “Expression of Intent for Collaboration” section of the main QA Framework Collaborative Provision INGENIUM document.

Step 2 Initial Arrangements

Initial arrangements will include exploratory meetings of interested partners, where partners will consider the proposal and make a decision as to whether or not they will progress as partners in the collaboration. Those partners that wish to proceed as partners will be confident that the collaboration is a strategic fit for them, and why, and will have approval from senior management to proceed.

Initial Arrangements are described under the “Initial Arrangements” section of the main QA Framework Collaborative Provision INGENIUM document.

The Initial Arrangements section describes to main lists of arrangements to be considered. These are:

- (1) Individual provider (partner) – related approvals, commitments and undertakings, for example, internal approval based on strategic fit, QA body or agency, personnel, online learning platform, procedural requirements for internal approval, etc.
 - (2) Inter-provider (partner) – related agreements, policies and procedures to be selected and implemented to guide the collaborative provision project, for example, accessibility of documentation, intellectual property rights, relevant legislation requirements, etc.
1. At this point, **proposals for joint programmes must be submitted to the INGENIUM Academic Committee for formal approval** as an officially recognised and sanctioned INGENIUM project.
 2. The *INGENIUM Academic Committee* will then be regularly updated of all the developments in the preparation of the different steps.
 - a. It will inform the INGENIUM Steering Committee and INGENIUM Alliance Council (IAC) of the progress towards the completion of the programmes.
 3. The **INGENIUM Academic Committee** will confirm the different steps outlined
 4. The **INGENIUM Alliance Council** should sanction a programme proposal before it is submitted for approval to a quality assurance agency. The Academic Committee and Steering Committee might decide on the exact moment, based on the IAC Working Calendar for a particular year.

Step 3 Collaborative Provision Process

Step 3 is described under the “Collaborative Provision Process” section of the main QA Framework Collaborative Provision INGENIUM document.

The discussions of the partners involved in the project (consortium) will set out how the consortium will work towards drafting and agreeing documentation, procedures and timelines for ultimate approval of the proposed programme of study, and associated quality assurance, business arrangements, etc. This may be led by one-lead partner which leads all arrangements – admission, delivery, assessment, monitoring and confer the award or up to

several partners who will jointly develop, deliver, assess, monitor and confer a joint award or other. The steps in the pathway to approval may include jointly agreed timelines and processes. They will probably also include individual jurisdictional requirements of individual partners. The agreed steps toward the approval of the proposed academic programme must be described in language that is understood and interpreted in the same way by the consortium partners.

Step 4 Consortium agreement

Step 4 is described under the “Consortium Agreement” section of the main QA Framework Collaborative Provision INGENIUM document.

The Consortium Agreement is an important document. It is the ‘go-to’ document for all agreed processes for how the academic programme is to be delivered. It is a binding agreement which the alliance partners involved must have signed at the highest level of the institution.

The consortium agreement includes the outcomes of ‘corporate’ and legal scrutiny of the proposed collaborative project. For example, individual partners in the consortium will carry out comprehensive due diligence on the proposed collaboration. This will involve personnel not directly involved in later stages of the collaborative provision project. The Consortium Agreement will clearly articulate the outcomes of due diligence activity on the proposed collaborative project in a language that is understood by all relevant personnel.

The consortium agreement also sets out the academic quality assurance policies and procedures to be applied to the proposed collaborative programme(s). As such, the agreement must provide comprehensive policies and procedures for the quality assurance, delivery, assessment, awarding, management and monitoring of the proposed academic programme. These are to be agreed by the consortium partners in advance of approval and therefore are expected to contain the agreed details of the relevant policies and procedures in language that is understood and interpreted in the same way by all relevant personnel.

Step 5 Appendices section in the Consortium Agreement

Step 5 involves the provision of an Appendices section in the Consortium Agreement which holds documents that may be subject to more regular change than other sections of the Consortium Agreement. These include a list of aspects for particular attention, formal programme documentation, templates, diploma design and any other documentation deemed necessary. Examples are given in the main QA Framework Collaborative Provision INGENIUM document.

1. QUALITY ASSURANCE FRAMEWORK FOR COLLABORATIVE DELIVERY OF DEGREES WITHIN THE INGENIUM PARTNERSHIP

Purpose

The purpose of this document is to guide discussion on the establishment of a quality assurance framework for collaborative provision of academic programmes.

Scope

The document envisages the management of a major award (e.g. bachelor's degree or master's degree). It is understood that lesser awards may require less detailed consideration. This document does not purport to prescribe procedures for the establishment of collaborative partnerships. It aims to provide a quality assurance framework or at its simplest, a checklist for the development of such partnerships.

1.1. Expression of Intent for Collaboration

A call for collaboration is presented to all of the INGENIUM Partners using the established template. This might happen spontaneously or as a part of an established process, such as an internal call launched by the alliance. The Template specifies programme details, including contact details of the coordinator and a date for a meeting to discuss the proposal and answer questions from prospective partners.

There will typically be one or two leading Institutions. Leading Institution(s) will coordinate the completion of the documents in the process, ensuring that every partner understands, contributes to, and implements the processes involved.

Each INGENIUM will have a process that provides unequivocal approval to proceed as a partner in a proposed collaboration. The exact processes shall be collected as part of a support document for this framework. This may include potential constraints which must be notified to the wider collaboration.

1. Presentation / posting of idea for a programme to be developed for collaborative / trans-INGENIUM delivery
2. Response and initial meetings to establish partners to be involved.

1.2. Initial Arrangements

After initial exploratory meetings of interested partners, the prospective partners will consider the proposal and make a decision as to whether or not they will progress as partners in the collaboration. Those partners that wish to proceed as partners will be confident that the collaboration is a strategic fit for them, and why, and will have approval from senior management to proceed.

The prospective collaborative partners will have discussions to determine the designated quality assurance agency or committee which will oversee approval, personnel to be involved and other aspects, mentioned below. Timelines of approval for individual partners should be declared.

1. Recognition of Strategic fit for each partner by senior management, relevant committee or designated person / office, as appropriate. It's important to consider the possibility of partners cooperating but not as "degree awarding institutions"
2. The prospective partners may be asked to submit a letter of intent at the start of further negotiations.
3. Identification of a designated Quality Assurance Agency or University QA Committee in respect of each collaborating partner to underpin the integrity of joint quality assurance arrangements by that partner. The preferred process should be, if possible, the European Approach to the quality assurance of joint programmes.
4. Identification of the personnel to be involved in negotiations and development of the proposed programme (as appropriate). Typically, a host academic department / academic unit will be nominated at this point.
5. Discussion on the online learning platform and how training on agreed quality assurance policies and procedures could be planned. These agreed policies and procedures are those that will apply to the proposed academic programme.
6. Accessibility of Policies and Procedures. The agreed policies and procedures must be available to all relevant people in the collaboration.

Any training plan will be for all relevant personnel on the quality assurance procedures and the specific principles of programme delivery in the collaboration.

Initial discussion on the Policies and Procedures relevant to collaborative provision of academic programmes, including those with joint degrees and double degrees arrangements.

> **Policy for entering into collaborative provision arrangements**

Each partner must be entitled to enter into such agreements, either as a main partner or associate partner, as defined by the consortium lead institution.

> **Intellectual Property Rights**

Agreement on Scope and Particular details of ownership of intellectual property rights. This may include the inclusion of an appendix of ownership at the end of the document.

> **Policy and Procedure for Intention to Development and Approval Procedure, e.g., feasibility, initial approval to proceed, etc.**

Prospective partners must compare and contrast obligatory steps from their respective QA systems, which must be observed by the consortium. These obligatory steps must be included in the consortium's QA processes.

> **Document Control System**

The consortium should agree, as early as possible, how to share documentation and how to ensure that version control is achieved.

The IAC may consider an existing proposal “strategic” among those that have emerged from calls of collaboration, or suggest one *ex novo* based on the institutional priorities of the partner universities.

In such cases, a process will be established to create an operational group of representatives from INGENIUM partners that will follow the established process in this framework.

Proposals on joint programmes must be submitted to the INGENIUM European University Academic Committee via the WP4 Leader by the representative of the proposing institution at least three weeks prior to the next scheduled IEC-AC meeting for approval. In this respect, ‘approval’ refers to the proposal being in line with INGENIUM values and mission.

1.3. Collaborative Provision Process

1. Consortium Agreement Process, Documentation and Quality Assurance Framework

The discussions of the consortium must have personnel involved who can guide the consortium towards acceptable documentation and procedures to permit approval of the proposed programme of study, and associated quality assurance, business arrangements, etc. by the respective partner institution. This may result in one-lead partner which leads all arrangements – admission, delivery, assessment, monitoring and confer the award or up to several partners who will jointly develop, deliver, assess, monitor and confer a joint award or other. Everything must be described in documentary format that is understood and interpreted in the same way by the consortium partners. This section will also include provision for one or more new partners to join the original consortium.

> **Design and Approval of Programmes**

A procedure for the design and approval of an academic programme is agreed by the consortium and is acceptable to all relevant partners.

> **Delivery and Assessment**

A general model of delivery and assessment, including module of delivery and assessment – online, blended, in-person, full-time, part-time, learning outcomes, information for learners, grading system. Everything must be understood and interpreted in the same way by the consortium partners.

> **Ongoing Monitoring and Periodic Reviews**

A commitment to obligatory feedback, monitoring and periodic review of the proposed academic programme is made here. General information on these aspects of the collaboration is highlighted here.

2. Other Information

Any additional information which the consortium partners regard as requiring resolution should be highlighted for discussion and ultimately, solutions provided within the agreement.

The information in the preceding sections, as provided by a prospective INGENIUM consortium for a proposed academic programme could form the first main document of intent and this would be available at the highest level in each of the partner universities.

This section could also include a glossary of terms, which is also included in the consortium (cooperation) agreement.

1.4.The Consortium (Cooperation) Agreement

The sections below are suggested as a template for consortium / cooperation agreements between INGENIUM partners. The sections are intended to provide for as comprehensive a list of considerations as possible to ensure as much of the quality assurance, delivery, assessment, management and monitoring of the proposed academic programme is agreed in advance of approval. Therefore, each section should contain as agreed details of the relevant policies and procedures in language that is understood and interpreted in the same way by all.

1. Preamble

The preamble will provide official information on each of the partners and their commitment to the proposal, including strategic relevance and commitment to the provision of stated resources for the proposed academic programme.

2. Scope of Policy and Procedures on Collaborative Provision and Joint Awards

> For each partner

Each partner will include here the general scope to which their policy and procedures permits the partner to engage in collaborative provision, including external bodies which must be involved for approval and other aspects of the proposal.

> For each collaborative programme

This section will explain how partner QA procedures govern, guide and limit the partners involvement in the proposed programme(s) of this particular agreement.

3. This INGENIUM Partner Collaboration

This section will identify each of the partners in the proposed consortium.

> **Names and description of collaborative partners**

Official title, status (public, private, etc) and general information about each partner.

> **Role of each partner in the consortium with regard to the collaboration being described.**

The general roles of each partner of the consortium will be summarised in this section, e.g. lead partner, associate partner.

This can include scenarios where partners are involved in the design and delivery of the programme without being considered as “degree awarding” partners. They could, for instance, be “mobility partners” where students spend a part of their studies following particular subjects, and also contribute to the teaching of other subjects through online learning.

> **Scope and limits of partners involvement**

Specific functions of each partner in the proposed consortium, e.g. mobility host, programme delivery, student recruitment, student promotion, etc.

> **Student mobility model and arrangements**

This section will include a text or table to describe the direction and timing of student mobilities within the proposed academic programme. Additional details of training, induction, information sessions, coordination, purpose, funding, etc. will also be included so that these arrangements and responsibilities are clear to all partners.

> **Staff mobility plans and arrangements**

This section will include a text or table to describe the direction and timing of staff mobilities during the proposed programme. Additional details of training, induction, information sessions, coordination, purpose, funding, etc. will also be included so that these arrangements and responsibilities are clear to all partners.

> **Financial Plan**

This section will provide details of fees, how paid, who is paid, how transfer of fees is arranged, how refunds are arranged, how disputes may be resolved.

4. Initiation of Collaborative Programmes and Joint Awards and requisite steps in the development and approval processes

This section describes the main milestones and intermediate steps to be taken by each of the consortium partners and the timeline for completion of each step, e.g. completion of preliminary negotiations and preparations, the expected time to completion of development, approval, advertisement, promotion, registration, induction, commencement, etc., of the proposed programme

5. Due Diligence

Due diligence is intended to explore critical points of concern for the feasibility, the capacity of a partner to deliver and after, the viability of the proposed academic programme. It must

be an honest and frank analysis of what could go wrong and what to do about it if it does. One lead partner will typically coordinate this process.

> **financial risks**

Relevant Offices of each partner should be involved in this due diligence. The purpose of this study is to be clear on the cost contribution by each partner, that each partner is financially capable of delivering its commitment to the proposal, that there are measures in place if one partner wishes not to continue with the project, and any specific requirements from a finance perspective are identified and resolved. Different approaches may be taken for public and privately funded institutions.

> **legal risks**

Every partner of the consortium must be permitted to enter into a collaborative provision agreement. Provisions of the agreement will include dispute resolution, independent arbitrator, duration of agreements, review / renewal of agreements and notice to quit agreements. A plan on what happens if one partner withdraws should be included.

> **operational risks**

The design of the programme should allow for risk analysis. The programme must have an overall coordinator and one (or two well connected) offices to coordinate operations. A governance structure must be in place to monitor and manage routine operations. Risks associated with staff and student mobility may feature prominently. A student assistance officer may be required to monitor and address student and staff questions.

> **academic risks**

A cross-consortium academic committee may be required to ensure coordination of academic matters.

> **reputational risks**

The consortium will have planned as much as possible to ensure the proposed collaboration will operate as intended. Student and host university expectations must be managed well with clear and accurate information. Adequate administrative and support staff to ensure this will be essential. The consortium must undertake to deliver the proposed programme as described, in full, at the cost specified and to provide the award as advertised.

> **Overall outcome and decision**

The partners of the consortium will commit to the proposal or withdraw from the proposal at this point, based on the decision of the information available and based on the decision of a committee of suitable authority within the institution.

6. Formal Agreement Process of Collaborative Programmes and Joint Awarding Arrangements

Each partner will clearly describe the processes and possible timelines to have agreed proposal(s) approved for collaborative delivery and, if relevant, joint awards.

> **Described here for each partner**

Each partner will describe their processes to approval. The lead partner will coordinate this and discuss with partners where processes are complicated and / or suggest extended timelines.

7. Alignment with Partner Standards, Systems and Practices

The purpose of this part of the procedure is to compare details of academic processes, and agree a pathway towards consistent, transparent and agreed standards, systems and practices for the proposed programme. The purpose is also to ensure that all processes that can be aligned and agreed are listed as well as all process that cannot be aligned and / or need specific action to manage.

> **Aligned standards, systems, and practices**

Award standards, grading systems, work per ECTS, staff qualifications, delivery model, promotional information, registration, induction (students and staff), staff training, assessment regulations and practices, academic management structures, monitoring, minuting meetings, programme monitoring and feedback, etc., etc.

> **Non-aligned (partner-specific) standards, systems, and practices**

Parameters, systems and practices that cannot be aligned must be identified, highlighted, understood by all and a mitigating plan put in place to manage these.

> **National Legislative Obligations to be Recognised.**

Must be identified, highlighted, understood by all and these embedded into the relevant stages of the collaboration plan and these put in place to manage.

> **Programme promotion and student recruitment strategy.**

The main elements of a promotion campaign and how students are to be recruited are to be listed by partners. The details of each to be included to reflect circumstances and cultural aspects of each partner location.

> **Programme Launch plan**

Details of programme launch plan are developed, agreed, and shared with consortium with role of each partner clearly stated.

Academic Quality Assurance of Collaborative Programmes and Joint Awards

The academic quality assurance procedures that are agreed for a particular collaborative programme may be the approved quality assurance procedures of one partner, or a combination of quality assurance procedures of several partner or bespoke quality assurance policies and procedures for the proposed programme. This depends on the nature of the academic programme, the regulatory obligations of the partners involved and other specific needs and requirements of the collaboration partners.

This section sets out the procedure(s) for development of all aspects of the programme proposal. All detail associated with initial decision, development, approval, delivery, assessment, monitoring, management, review should be included.

8. Development and Accreditation/Validation/Approval of Collaborative Programmes and Joint Awards

> **Title Convention Policy for Major Awards and Micro-Credentials**

The official programme type and title, as understood by all partners and prospective students as well as prospective employers, etc.

> **Online, Blended Mode and Digital Learning Policy (as relevant)**

The type and format of the programme delivery mode.

> **General and Partner-Specific Procedure for the Design and Approval of Programmes Leading to Major Awards**

Precisely how the proposed programme is to be developed and approved by each partner as appropriate. The agreed procedures to guide the feasibility study, design, and approval of the proposed programmes. Agreed policy and procedures are to be drafted as a quality assurance document.

> **Template for new programmes, including feasibility, programme objectives, programme delivery, modules / course details and other relevant information.**

The agreed document templates for the proposed programme will be used. These templates should include feasibility studies, approvals, detailed programme specification, module descriptors, academic calendar, assessment schedule, results transcript templates, templates for minutes, assessment rubrics and, as appropriate, the diploma / parchment design.

The proposed programme, with all details and completed with all appropriate details. The detail must be sufficient so that staff can interpret and implement the content as intended.

> **General and Partner-Specific Policy and Procedures for Recognition of Prior Learning**

Recognition of Prior Learning may be used to admit learners to the proposed programme. This step may result in the selection of one RPL procedure for all

entrants. Agreed policy and procedures are to be drafted as a quality assurance document.

9. Process for Approval of Changes to Collaborative Programmes or Joint Awards

The consortium will agree timelines and processes for managing any potential requirement for changes to the programme.

> **Policy and Procedure for the Design, Amendment, Review, and Approval of Modules in a Major Award**

Agreed policy and procedures are to be drafted as a quality assurance document.

10. Policy and Procedures for the Examination of Taught Academic Programmes

Each collaborative academic programme will have a quality assurance chapter to describe the quality assurance basis (e.g. award standards, learning outcomes) and strategy (e.g. how to assess) for the entire assessment process, up to and including the decision process for making awards.

> **Policy and Procedures for the Examination of Research Programmes leading to Postgraduate Awards.**

For ‘taught’ mode and ‘research’ mode postgraduate programmes at master and doctoral levels.

> **Policy, Procedures, Standards and Regulations for the Assessment of Modules and Programmes**

For any credit-weighted programmes, up to and including bachelor programmes.

> **Policy and Procedures for conferring the Joint Awards**

The collaborative proposal will detail how awards are made, including award standards, award classification, parchment (diploma) design and conferring conventions. This will also include clarifications on how the award is recognised in the jurisdictions in which it is made and beyond.

11. Processes for Monitoring and Review of Collaborative Programmes and Joint Awards

a. Process for Ongoing Monitoring of Collaborative Programmes and Joint Awards.

In compliance with local and jurisdictional requirements (as appropriate) the collaborative proposal will detail a process and schedule of regular monitoring of the proposed collaborative programme as well as a review of the criteria and processes leading to the joint award (where included).

b. Process for Periodic Review of Collaborative Programmes or Joint Awards

In compliance with local and jurisdictional requirements (as appropriate), the collaborative proposal will specify how periodic programmatic review will apply to the proposed collaborative programme.

This process should include provision for seeking information from relevant alumni.

c. Process for Review of Policies and Procedures on Collaborative Programmes and Joint Awards

The collaborative proposal will detail the periodic review of the academic quality assurance policies and procedures that govern the collaborative programmes and joint awarding process (where relevant).

APPENDICES

Appendix I: Areas Requiring Particular Attention

Appendix II: Risk Areas Associated with Collaborative Arrangements

Appendix III: Programme Documentation

The Programme Specification Document

- > Programme governance processes
- > Programme Award Title
- > Programme Learning Outcomes
- > Assessment Schedule
- > Course Schedule (Schedule of modules)
- > Academic Calendar
- > Module Descriptors

Templates (e.g. Module Descriptor, Meeting minutes, Assessment papers, Feedback forms, etc.)

Diploma – the design of the diploma, including colour, text, logos, etc.

Appendix IV: Other Information, e.g.

- > Admissions Policy
- > Code of Conduct (Student)
- > Grievance Policy and Procedure (Student)
- > Reasonable Academic Accommodation Policy (Student)
- > Student Disciplinary Policy and Procedures

2. GUIDELINES FOR COLLABORATIVE ACADEMIC PROGRAMMES

2.1. Guidelines for Design and Approval of Collaborative Academic Programmes between Partners in the INGENIUM Alliance

Table of Contents

1. Purpose
2. Scope
3. Definitions
4. Roles and Responsibilities
5. Procedure
6. Appendices

Purpose

A process for the design and approval of an academic programme agreed by the consortium and is acceptable to all relevant partners. This procedure aims to outline the recommended processes for the design (development) and approval of academic programmes between partners within the INGENIUM Alliance. The procedure guides the partners towards establishing a programme proposal which reflects commonly agreed quality assurance processes and common features in the academic programme as well as specifying how partner-specific (mandatory) processes are to be incorporated and implemented.

Scope

The document envisages the design and approval of a major award (e.g. bachelor's degree or master's degree). Shorter programmes may require less detailed information. This document does not purport to prescribe procedures for the development and approval of academic programmes. It aims to suggest a framework based on the ESG and the European Approach for Quality Assurance of Joint Programme to assist in consistency of approach in collaborations between groups of INGENIUM partners.

NOTE:

These proposed guidelines form part of the Consortium Agreement Process and are intended to suggest the documentation and the essential quality assurance elements when INGENIUM partners collaborate to design and seek approval an academic programme, including approval in one of more jurisdictions.

“The discussions of the consortium must have personnel involved who can guide the consortium towards acceptable documentation and procedures to permit approval of the proposed programme of study, and associated quality assurance, business arrangements, etc. by the respective partner institution. This may result in one-lead partner which leads all arrangements – admission, delivery, assessment, monitoring and confer the award or up to several partners who will jointly develop, deliver, assess, monitor and confer a joint award or other. Everything must be described in documentary format that is understood and interpreted in the same way by the consortium partners. This section will also include provision for one or more new partners to join the original consortium.” [From the main Guidelines document]

Definitions

It will be necessary to have definitions for critical terminology to inform common understanding and interpretation and to ensure common implementation

[Definitions can be listed in an Appendix]

Roles and Responsibilities

This section specifies the roles (functions) and responsibilities of the programme development team as well as relevant committees and quality structures that are involved in the approval process for proposed academic programmes.

These include the precise role in the proposed programme of:

Universities, University Committees, Statutory / State Quality Assurance agency, the main partner(s), associate partner(s), Specific offices (Examinations, Admissions, Student Services, Etc), Specific academic and other personnel.

Procedure

Step 1: Initiation of Programme Development

Initial Discussions on content, delivery model, mobility, etc. leading to an outline proposal with sufficient details to inform step 2.

Each group will have received formal permission from their respective university to proceed to this point. Group members will nominate staff to join a ‘development team’. Host departments or other will be identified. The partner teams will meet to design the programme, to a point where feasibility (including general costing) can be reviewed. Award type and EQF level, ECTS, Number of semesters, module titles per semester will be determined at this point. Detailed content is not appropriate in this step.

Step 2: Feasibility Review

A process within partner Universities leading to a formal decision to proceed to detailed proposal on the basis of the outline proposal being feasible from financial and other perspectives.

The feasibility review process may require such information as:

1. Programme justification (need for the programme)
2. Potential number of learners per year
3. Learning outcomes and employability
4. Potential Cost to the Universities involved
5. Sources of funding
6. Mobility and planning

Partner Universities must have formal approval to continue to Step 3.

Step 3: Development of detailed Programme Structure and Content

The proposed programme details will be compiled into a programme specification document. This document will include details such as:

1. Coordination Structure
2. Learning Outcomes
3. Teaching, Learning, Assessment Methodology
4. Courses / modules
5. Academic Calendar
6. Assessment schedule

Step 4: Approval Process(es)

1. Agreed procedural steps
2. Mandatory, partner-specific approval steps

(The steps 1, 2, 3 and 4 above may be followed by specific plans for Launch, Promotion, Recruitment and other arrangements relevant to the proposed academic programme.)

Appendices

1. Personnel and contact details
2. Templates for documents

2.2. Guidelines for Delivery of Collaborative Academic Programmes by Partners within the INGENIUM Alliance

Table of Contents

1. Purpose
2. Scope
3. Definitions
4. Roles and Responsibilities
5. Procedure
6. Appendices

Purpose

A process for the delivery of an academic programme agreed by the consortium and is acceptable to all relevant partners. This guideline document aims to set out the recommended principles and essential elements for the design delivery an academic programme. A separate but related document sets out the guidelines to the recommended principles and essential elements for assessment of the achievement of learning outcomes by students taking academic programmes which are collaboratively delivered by within the INGENIUM Alliance. The document intends to guide the partners towards establishing the delivery strategies which reflect commonly agreed quality assurance processes and common features in the academic programme as well as specifying how partner-specific (mandatory) processes are to be incorporated and implemented.

Scope

This guideline document envisages the collaborating partners devising and documenting agreed delivery strategies of modules (courses) leading a major award (e.g. bachelor's degree or master's degree). The scope of this document is also intended to include shorter programmes, including individual modules (courses), while these may require less detailed information. This document does not purport to prescribe a precise model by which to deliver academic programmes because of the variety of potential and optimal approaches among potential partners in collaborations for the delivery of programmes within the INGENIUM alliance. Instead this document aims to suggest guiding principles and essential elements which will assist in the consistency of approach in collaborations between groups of INGENIUM partners.

The scope of this document incorporates a general model of delivery, including module delivery of online, blended, in-person, full-time, part-time, learning outcomes and related information for learners.

In guiding INGENIUM partners to establish procedures for delivery, it is critical that everything about this topic must be understood and interpreted in the same way by each of the collaborating partners.

NOTE:

These proposed guidelines form part of the Consortium Agreement Process and are intended to suggest the documentation and the essential quality assurance elements when INGENIUM partners collaborate to design and seek approval an academic programme, including approval in one of more jurisdictions.

“The discussions of the consortium must have personnel involved who can guide the consortium towards acceptable documentation and procedures to permit approval of the proposed programme of study, and associated quality assurance, business arrangements, etc. by the respective partner institution. This may result in one-lead partner which leads all arrangements – admission, delivery, assessment, monitoring and confer the award or up to several partners who will jointly develop, deliver, assess, monitor and confer a joint award or other. Everything must be described in documentary format that is understood and interpreted in the same way by the consortium partners. This section will also include provision for one or more new partners to join the original consortium.” [From the main Guidelines document]

Definitions

It will be necessary to have definitions for critical terminology to inform common understanding and interpretation and to ensure common implementation of agreed processes.

[Definitions can be listed in an Appendix]

Roles and Responsibilities

This section specifies the roles (functions) and responsibilities of the programme development team as well as relevant committees and quality structures that are involved in the approval process for proposed academic programmes.

These include the precise role in the proposed programme of:

Universities, University Committees, Statutory / State Quality Assurance agency, the main partner(s), associate partner(s), Specific offices (Examinations, Admissions, Student Services, Etc), Specific academic and other personnel, e.g. examiners and supporting staff, e.g. examination supervisors.

Policy and Procedure

There will be Policy and Procedures for the Delivery of Taught Academic Programmes

The academic team for each collaborative academic programme, delivered by INGENIUM partners within the INGENIUM Alliance, will agree how the programme will be delivered to students. This may involve several models of delivery of courses / modules, campus-specific student services being offered and department-specific examinations being arranged according to the normal format for each distinct partner. Alternatively, the partners may agree on a common model of delivery and assessment.

In relation to provision of supports for students (e.g. academic, pastoral, medical and other supports) the partners may agree to continue to use the normal local supports. However, some consideration should be given to ensuring that there is equivalence of supports for students so that one partner is not seen by students or staff as being deficient or over-supportive of students in any regard or there is understanding that there may be a need for specific arrangements.

Additionally, the programme team must ensure that:

- A. An academic calendar, including schedules of activities is agreed and published in a shared location.
- B. A copy of the full programme is available to the relevant personnel.
- C. Relevant personnel operate as a coherent team, with respect to programme delivery.
- D. A Learning Management System has been agreed.
- E. The type and detail of general information to be provided to students in relation to each course / module that they study is consistent.
- F. The detail of information provided in module / course descriptors.
- G. There is academic induction for students on mobility, as well as 'home' students.

Appendices

3. Personnel and contact details
4. Templates for documents

2.3. Guidelines for Assessment of Collaborative Academic Programmes within the INGENIUM Alliance

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1. Purpose
2. Scope
3. Definitions

4. Roles and Responsibilities
5. Procedure
6. Appendices

Purpose

A process for the delivery and assessment of an academic programme agreed by the consortium and is acceptable to all relevant partners. This guideline document aims to set out the recommended principles and essential elements for the assessment of the achievement of learning outcomes by students taking academic programmes which are collaboratively delivered by within the INGENIUM Alliance. The procedure guides the partners towards establishing the assessment strategies which reflect commonly agreed quality assurance processes and common features in the academic programmes as well as specifying how partner-specific (mandatory) processes are to be incorporated and implemented.

Scope

This guideline document envisages the collaborating partners devising and documenting agreed assessment strategies of modules (courses) leading a major award (e.g. bachelor's degree or master's degree). The scope of this document is also intended to include shorter programmes, including individual modules (courses) and microcredentials, while these may require less detailed information.

This document does not purport to prescribe a precise model by which to assess achievement of learning outcomes by learners because of the variety of potential and optimal approaches among potential partners in collaborations for the delivery of programmes within the INGENIUM alliance. Instead this document aims to suggest guiding principles and essential elements which will assist in the consistency of approach in collaborations between groups of INGENIUM partners.

The scope of this document incorporates a general model of assessment, including assessments associated with online, blended, in-person, full-time, part-time, learning outcomes, information for learners, a common grading system or grade conversion system.

In guiding INGENIUM partners to establish procedures for assessment, it is critical that everything about this topic must be understood and interpreted in the same way by each of the collaborating partners.

NOTE:

These proposed guidelines form part of the Consortium Agreement Process and are intended to suggest the documentation and the essential quality assurance elements when INGENIUM partners collaborate to design and seek approval an academic programme, including approval in one of more jurisdictions.

“The discussions of the consortium must have personnel involved who can guide the consortium towards acceptable documentation and procedures to permit approval of the proposed programme of study, and associated quality assurance, business arrangements, etc. by the respective partner institution. This may result in one-lead partner which leads all arrangements – admission, delivery, assessment, monitoring and confer the award or up to several partners who will jointly develop, deliver, assess, monitor and confer a joint award or other. Everything must be described in documentary format that is understood and interpreted in the same way by the consortium partners. This section will also include provision for one or more new partners to join the original consortium.” [From the main Guidelines document]

Definitions

It will be necessary to have definitions for critical terminology to inform common understanding and interpretation and to ensure common implementation of agreed processes.

[Definitions can be listed in an Appendix]

Roles and Responsibilities

This section specifies the roles (functions) and responsibilities of the programme development team as well as relevant committees and quality structures that are involved in the approval process for proposed academic programmes.

These include the precise role in the proposed programme of:

Universities, University Committees, Statutory / State Quality Assurance agency, the main partner(s), associate partner(s), Specific offices (Examinations, Admissions, Student Services, Etc), Specific academic and other personnel, e.g. examiners and supporting staff, e.g. examination supervisors.

Policy and Procedure

There will be Policy and Procedures for the Delivery of Taught Academic Programmes

Fundamentally, assessment will be guided by the learning outcomes associated with the programme and its constituent courses / modules.

Each collaborative academic programme will have a quality assurance chapter to describe the quality assurance basis (e.g. award standards, learning outcomes) and strategy (e.g. how to assess) for the entire assessment process, up to and including the decision process for making awards.

- > Examination of Research Programmes leading to Postgraduate Awards.
- > Assessment of Modules and Programmes

Partners in a collaboration may opt to retain their own assessment processes. In these cases, the partnership will have an agreement for the acceptance of the associated grades by other partners and / or an agreed grade conversion system. At all times, the transparency and consistency of these arrangements must be upheld.

The programme specification document will contain detailed information on the type, weighting and information about assessments provided to learners.

The collaborative partners will agree, or provide detailed information on, how examinations are arranged, including local regulations and conventions.

Additionally, the collaborative partners will provide and publish in a joint document, details – either separate local processes or common agreed process on the processing of examination results, especially where these results originate from different partners. There will also be details of local or jointly agreed processes for learners to seek information, request review or appeal examination results, as appropriate.

The collaborative proposal will detail how awards are made, including award standards, award classification, parchment (diploma) design and conferring conventions. This will also include clarifications on how the award is recognised in the jurisdictions in which it is made and beyond.

Appendices

3. Personnel and contact details
4. Templates for documents

2.4. Guidelines for Ongoing Monitoring and Periodic Reviews of Collaborative Academic Programmes within the INGENIUM Alliance

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Purpose

An agreed process for ongoing monitoring of an academic programme delivered by partners within the INGENIUM alliance. This guideline document aims to set out the recommended principles and essential elements for ongoing collection of feedback on the operation and quality of a collaboratively delivered academic programme. This feedback will be collected from learners, graduates and external stakeholders, including industry and the professional discipline.

The procedure guides the partners towards establishing the monitoring strategies which reflect commonly agreed quality assurance processes and common features in the academic programmes as well as specifying how partner-specific (mandatory) processes are to be incorporated and implemented.

Scope

This guideline document envisages the collaborating partners devising and documenting agreed processes for ongoing monitoring of programmes, which incorporate local regulatory needs as well as the needs of the programme(s) in question.

The scope of this document is also intended to include shorter programmes, including individual modules (courses) and microcredentials, even if these may require less detailed information.

This document does not purport to prescribe a precise model by which to achieve suitable ongoing monitoring of programme delivery, management and quality because of the variety of potential and optimal approaches among potential partners in collaborations for the delivery of programmes within the INGENIUM alliance. Instead this document aims to suggest guiding principles and essential elements which will assist in the consistency of approach in collaborations between groups of INGENIUM partners.

The scope of this document incorporates a general model of monitoring that includes essential elements. It intends to prompt collaboration partners to contribute their institutions' own mandatory requirement, rather than provide an exhaustive list of requirements here.

In guiding INGENIUM partners to establish procedures for assessment, it is critical that everything about this topic must be understood and interpreted in the same way by each of the collaborating partners.

NOTE:

These proposed guidelines form part of the Consortium Agreement Process and are intended to suggest the documentation and the essential quality assurance elements when INGENIUM partners collaborate to design and seek approval an academic programme, including approval in one of more jurisdictions.

“The discussions of the consortium must have personnel involved who can guide the consortium towards acceptable documentation and procedures to permit approval of the proposed programme of study, and associated quality assurance, business arrangements, etc. by the respective partner institution. This may result in one-lead partner which leads all arrangements – admission, delivery, assessment, monitoring and confer the award or up to several partners who will jointly develop, deliver, assess, monitor and confer a joint award or other. Everything must be described in documentary format that is understood and interpreted in the same way by the consortium partners. This section will also include provision for one or more new partners to join the original consortium.” [From the main Guidelines document]

Definitions

It will be necessary to have definitions for critical terminology to inform common understanding and interpretation and to ensure common implementation of agreed processes.

[Definitions can be listed in an Appendix]

Roles and Responsibilities

This section specifies the roles (functions) and responsibilities of the programme development team as well as relevant committees and quality structures that are involved in the approval process for proposed academic programmes.

These include the precise role in the proposed programme of:

Universities, University Committees, Statutory / State Quality Assurance agency, the main partner(s), associate partner(s), Specific offices (Examinations, Admissions, Student Services, Etc), Specific academic and other personnel, e.g. examiners and supporting staff, e.g. examination supervisors.

Policy and Procedure – Ongoing Monitoring

There will be Policy and Procedures for the ongoing monitoring of programmes. Ongoing monitoring of programmes is taken to mean the regular, semester-by-semester capture of feedback from students and staff and other relevant stakeholders so as to provide for short-term opportunities to optimise delivery, assessment and other elements of the programme(s).

Fundamentally, monitoring will be guided by requirements of EHEA as well as those of the national and local regulatory requirements of participating partners.

- > Each collaborative academic programme will have a quality assurance chapter to describe ongoing monitoring and periodic review of programmes.
- > The monitoring and review processes should align with the ESGs and ensure proper stakeholder involvement.

- > Partners in a collaboration may opt or be obliged to retain their own assessment processes in their entirety. In these cases, the partnership will have an agreement for the acceptance of the associated feedback and / or reporting structure of other partners as well as their own or in place of their own. At all times, the transparency and consistency of these arrangements must be upheld.
- > The programme specification document will contain detailed information on how the ongoing monitoring is to be arranged and managed.
- > The collaborative partners will agree a schedule of monitoring, including report types and, as appropriate, templates for surveys, reports and evaluations.
- > Additionally, the collaborative partners will agree how to consider and implement feedback provided during ongoing monitoring, as well as how to publish or otherwise make the feedback available to relevant parties.
- > There will also be details of local or jointly agreed processes for responding to stakeholders who contributed to the monitoring exercises.

Policy and Procedure – Periodic Review

There will be Policy and Procedures for the periodic review of programmes. Periodic review is taken to mean the longer-term and strategic update and evaluation of relevant programmes, including the re-approval of these programmes for another period of time.

Fundamentally, monitoring will be guided by requirements of EHEA as well as those of the national and local regulatory requirements of participating partners.

- > Each collaborative academic programme will have a quality assurance chapter to describe ongoing monitoring and periodic review of programmes.
- > Partners in a collaboration may opt or be obliged to retain their own assessment periodic review processes in their entirety. In these cases, the partnership will have an agreement for the acceptance of the associated feedback and / or reporting structure of other partners as well as their own or in place of their own. At all times, the transparency and consistency of these arrangements must be upheld.
- > The collaborative / consortium agreement document will contain detailed information on how the periodic review is to be arranged and managed, including identification, evaluation and approval of updates and changes to academic programmes.
- > Periodic Reviews will include a review of the non-academic elements of the consortium / collaborative agreement, culminating in agreement to retain the original agreement or to modify relevant sections of agreement.
- > The collaborative partners will agree a schedule of periodic review, including report types and, as appropriate, templates for surveys, reports and evaluations.

- > Additionally, the collaborative partners will agree how to consider and implement findings of periodic reviews, as well as how to publish or otherwise make the evaluation reports and feedback available to relevant parties.
- > There will also be details of local or jointly agreed processes for responding to stakeholders who contributed to the review process.

Appendices

5. Personnel and contact details
6. Templates for documents

References

Standards and guidelines for quality assurance in the European Higher Education Area (ESG), <https://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/>

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Annexes

Summary of the QA systems of the INGENIUM Partners

1. **MUS** Medical University of Sofia
2. **HIS** University of Skövde
3. **URN** University of Rouen Normandy
4. **XAMK** South-Eastern Finland University of Applied Sciences
5. **TUIASI** “Gheorghe Asachi” Technical University of Iasi
6. **HKA** Karlsruhe University of Applied Sciences
7. **UdA** University “G. d’Annunzio”, Chieti-Pescara
8. **UNIOVI** University of Oviedo
9. **UoC** University of Crete
10. **MTU** Munster Technological University

Short Overview

- **Mission of the University/High school**
- **Commitment of the University**
- **Quality assurance policy- compliance with the standards and guidelines for quality assurance in the European Higher Education Area (EEA).**
- **Transparency and monitoring**

Description of the QA system

- **Administrative structure of the system**
- **Aims and objectives of the system.**
- **Basic principles for achieving and maintaining high quality of education.**

Graphical Representation of the QA system

1.UNIVERSITY OF OVIEDO

Short overview

The University of Oviedo’s mission, as defined by the Chancellor, is to lead sustainable development in the region through excellence in teaching, research, and knowledge transfer. It focuses on empowering and supporting people, generating equality, culture, wealth, and well-being. The University of Oviedo is committed to meeting the needs and expectations of its stakeholders through high-quality knowledge transfer, research, and education aimed at stakeholder satisfaction, continuous improvement, excellence, and a more just and equitable society. This is carried out under principles of transparency, collective participation, and accountability to its stakeholders.

The University of Oviedo has a quality assurance system overseen by the National Agency for Quality Assessment and Accreditation (ANECA); a national body included in the European Quality Assurance Register for Higher Education (EQAR). ANECA’s procedures are governed by the Standards and Guidelines for Quality Assurance in the European Higher Education Area (EHEA).

The University of Oviedo's quality assurance system conducts an annual internal assessment of its undergraduate, master, and doctoral programs and of its centres of teaching. These activities are externally evaluated by ANECA, which is responsible for validating the correct operation of the quality assurance system applied to the various programs and schools every six years.

Description of the Quality Assurance System

The tool used by the University of Oviedo for quality assurance is known as the Internal Quality Assurance System (SGIC, acronym from its name in Spanish), designed in compliance with EHEA guidelines and ANECA standards, following the University of Oviedo's charter.

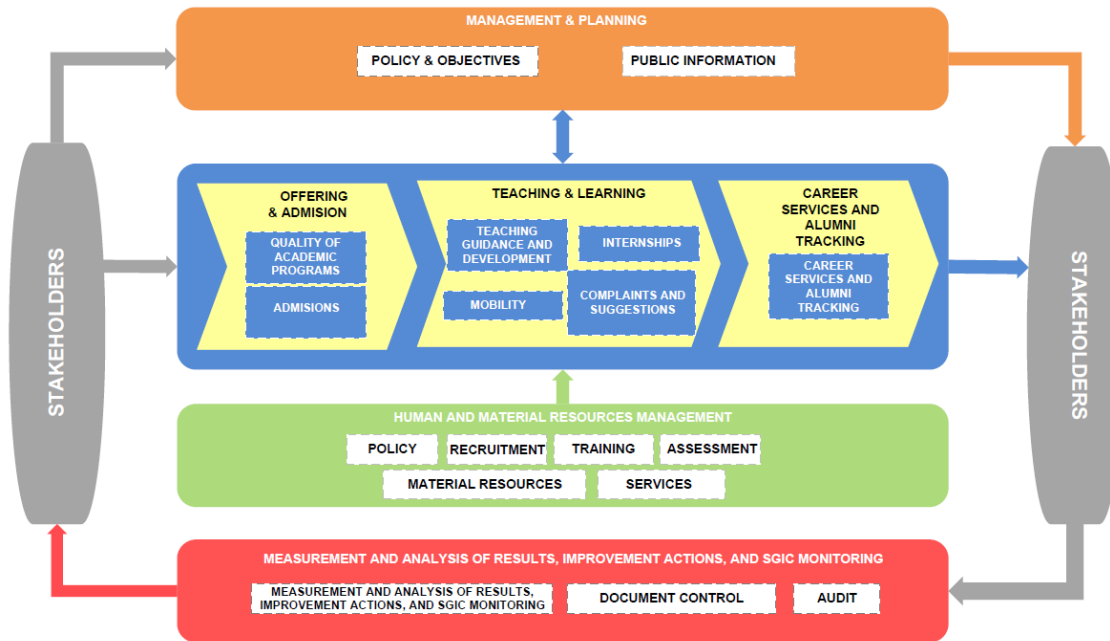
The University of Oviedo's Governing Council and its Chancellor head the SGIC which is aligned with the institutional strategy. The Quality Committee of the University of Oviedo, created by the Governing Council, is the university's main body responsible for overseeing compliance with the SGIC. Other most relevant bodies for quality assurance such as the Quality Commissions of the University of Oviedo's Centres (CCC), also created by each centre, report to this Committee. The CCCs functions, as determined by the University of Oviedo Governing Council, are as follows: implementing the SGIC in each centre, overseeing the quality of their studies, advising the centre's management and other bodies, and providing useful information. The activity of all CCCs is evaluated yearly by the Quality Committee, which proposes improvement actions to address deviations and to enhance quality.

The SGIC aims to elevate the reputation and recognition of the University of Oviedo by meeting established requirements and continually improving its efficiency. The SGIC model at the University of Oviedo develops Quality, Teaching, and R&D objectives to achieve a high level of quality in Bachelor's, Master's, Doctoral, and Institutional Programs. It defines strategies and actions to reach the university's [quality aims and goals](#). The SGIC results provide valuable data for the decision-making of the university's stakeholders, ensuring continuous improvement. The objectives are defined in six action areas (people, infrastructure, governance, teaching and academic programs, research, and services) to optimize and improve the impact of its contribution.

The principles on which the University of Oviedo bases its commitment to achieving and maintaining high-quality education are: (1) providing clear and precise information to ensure adequate decision-making by the bodies responsible for SGIC; (2) using appropriate communication channels to encourage active stakeholder participation; (3) having mechanisms to ensure the integrity, accessibility, and traceability of information generated and contained within the SGIC; (4) establishing a system to ensure that stakeholders have an operational understanding of the SGIC; and (5) defining and implementing clear and transparent procedures to report results achieved in SGIC implementation.

To implement these principles, the SGIC is structured into six major processes (see graph below): SGIC management and planning, academic offering management and student admission, teaching and learning development, career services and alumni tracking, resources management and support services, and finally, measurement and analysis of results, improvement actions, and SGIC monitoring.

GRAPHICAL REPRESENTATION OF THE QA SYSTEM



2.MEDICAL UNIVERSITY - SOFIA

Short overview

Medical University - Sofia prepares specialists with knowledge, competences, and skills, in accordance with generally accepted European and world standards for university education, based on traditions and achievements, using modern methods and training tools.

Considering the individual opportunities, needs and interests of the students and the academic staff, Medical University - Sofia prepares, in all accredited forms of training in the subject of its activity, highly qualified specialists of all educational-qualification and scientific degrees, for the needs of Bulgarian, global medical science, practice and private business.

To meet the challenges of the rapidly developing and constantly improving education system, the university made a strategic decision and developed and implemented in education, a quality management system, representing an objective basis for sustainable, planned, and continuous development and improvement.

The training quality assurance policy is oriented to create conditions for the stable and efficient functioning of Medical University - Sofia in the future, in accordance with the standards and guidelines for quality assurance in the European Higher Education Area (EEA).

Management of Medical University - Sofia declares its commitment to the development, implementation, and effective functioning of the system for ensuring the quality of training, aimed at satisfying the requirements of users.

The policy of Medical University - Sofia for quality assurance is publicly announced and is in accordance with its mission, goals, and objectives.

Description of the QA system

The organizational structure of QA system (SOPKO) of Medical University - Sofia is based on established structural units/clusters - quality management bodies. The structural units/clusters are the collective and individual management bodies at three levels - university, main structural units, and departments/specialties, which, in addition to the known ones, take on new functions arising from the goals and tasks of SOPKO.

Structural units/clusters at the three levels are:

- University Commission for Management and Evaluation of the Quality of the Educational Process (UKUOKUP);
- Quality assurance commissions in the main structural units (faculties/affiliates) at Medical University of Sofia.
- Quality manager for the department/specialty.

At the proposal of the Dean, the Faculty Council elects a Quality Commission in the main structural unit and determines its status, tasks, and powers. The Dean exercises control over the activity of the relevant quality committee, being able to assign tasks to it within the scope of its powers and monitor their implementation.

The Quality Committee of the main structural unit twice a year (after the end of the semesters) submits a summary report to the Dean on the progress, implementation and difficulties in the evaluation and maintenance of quality, which it submits for consideration by the Faculty Council, and after each semester submits to UKUOKUP the summarized results of the work, conclusions and recommendations for maintaining and improving the quality of education in the main structural unit. The quality committee in a structural unit is subordinate to UKUOKUP. On the proposal of the Head of the department/specialty, the department council/council of the specialty elects a quality manager (OK). The head of the department exercises control over the activity of the OK, may assign him tasks within the scope of his powers and monitor their implementation, administratively sanction the OK and make proposals for his replacement. The OK submits to the Head of the department a summary report on the progress of the educational process and the implementation of the study programs, at the end of each semester, regarding the implementation and difficulties in the evaluation and maintenance of quality, which the Head submits for consideration and approval by Department Council. The OK deposits the accepted summary reports in the Quality Commission of the relevant structural unit on the results of the work, conclusions, and recommendations for maintaining and improving the quality of education in the department/specialty.

The main goal of SOPKO is to achieve and maintain the quality of education, corresponding to European, national and university standards.

Main tasks are:

- Research and implementation of academic standards in the quality of training of related specialties in leading European universities.
- Ensuring effective feedback to students, employers, and professional organisations.

Assessment, monitoring, and quality management

The assessment of the achieved quality is formed by analyzing the data obtained from the feedback from students, teachers and staff users. All established gaps and weaknesses are discussed in the committees and quality bodies in order to establish inconsistencies between the requirements in the standard and the current state of the quality of training in the specialty. Data are obtained from surveys among trainees, trainers, and users, ensuring their representativeness.

Graphical Representation of the QA system



The quality management system at MU-Sofia is a set of activities, standards and procedures bound together in a single mechanism that outlines the necessary actions and powers of the individual university units and governing bodies for the effective functioning and development of the University

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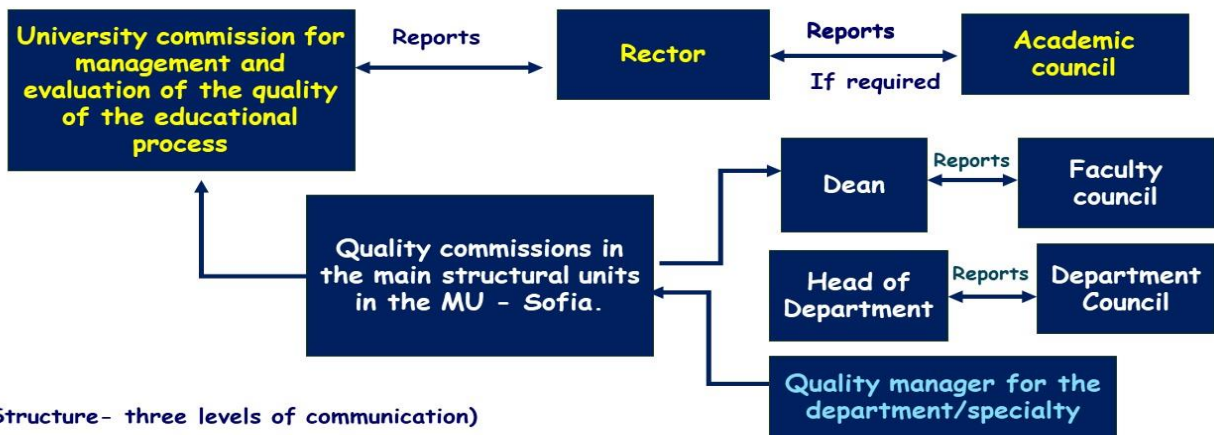
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System for evaluation and maintenance of quality of education (SOPKO)



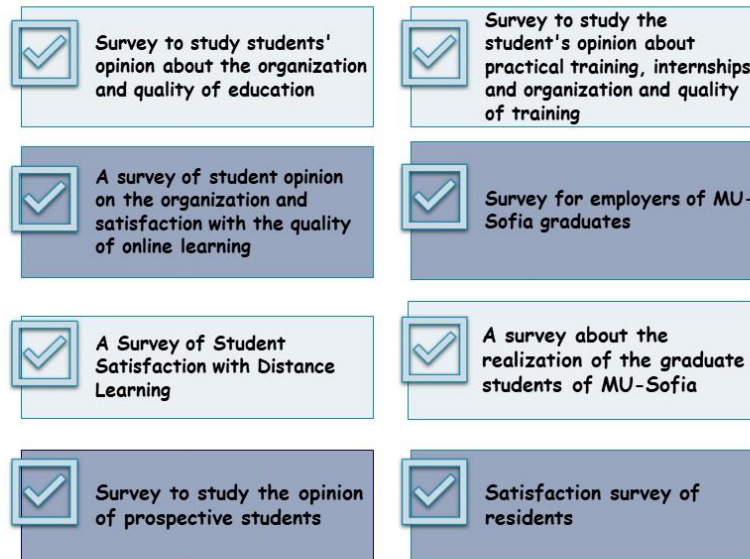
(Structure- three levels of communication)

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3. UNIVERSITY OF SKÖVDE

Short overview

The University of Skövde was established in 1977 and is a government agency under the department of education. Education, research and collaboration constitutes the mission for the University. Education and research are organized under five thematic schools; the School of Biosciences, School of Business, School of Health Sciences, School of Informatics and School of Engineering Science. The University's vision "The University of Skövde – the obvious source of knowledge for a digitalized and sustainable future", describes what the University aims to be. The University of Skövde applies a joint quality system that encompasses all aspects of its operation. Through the work in improvement cycles at all levels, a culture of quality is stimulated across the University. The Swedish Higher Education Authority (UKÄ), an independent government agency, reviews all higher education institutions and approves the quality assurance systems. UKÄ is a member of The European Association for Quality Assurance in Higher Education (ENQA) and follows The Standards and guidelines for quality assurance in the European Higher Education Area (ESG).

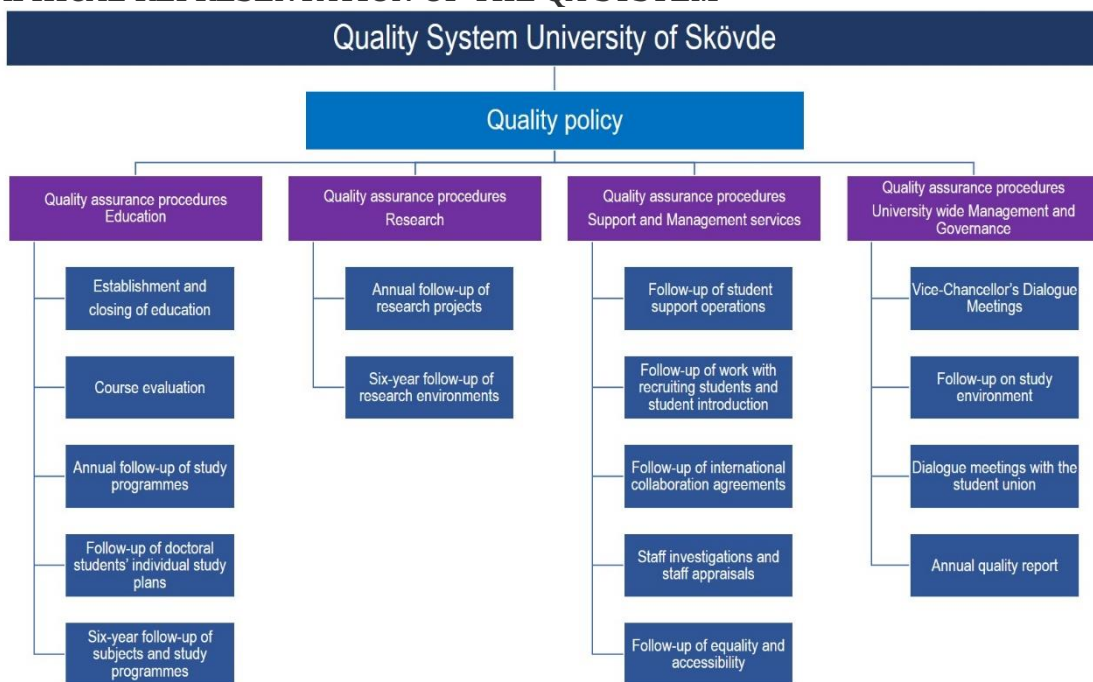
SHORT DESCRIPTION OF THE QA SYSTEM

The Board of Governors and the Vice-Chancellor have an overall responsibility for the local quality system at University of Skövde. Below the Board and Vice-Chancellor, the Faculty Board has an overall responsibility for quality assurance in education and research. Other than that, the division of responsibilities in quality assurance procedures follows the structure and content stated in Rules of Procedure at the University of Skövde, and supplementary organisation and delegation documents. Responsibility for an area always includes responsibility for quality assurance procedures in that particular area. The Vice-

Chancellor provides an annual quality report to the Board. The report describes the quality assurance procedures that have been performed during the year. Furthermore, a summarizing analysis and reflection related to quality assurance procedures in general, and to the University’s quality assurance system, is performed. The system is broken down and implemented in four individual, but connected, parts of the operation; 1) Quality Assurance Procedures in Education, 2) Quality Assurance Procedures in Research, 3) Quality Assurance Procedures in Support and Management Services and 4) Quality Assurance Procedures in University-Wide Management and Governance (see Graphical representation). A number of activities (see examples in the Graphical representation) are performed in the different parts of the operation to ensure and develop the quality of the university’s operations. The activities are on a strategic or an operational level. What all activities have in common, is that they are based on improvement cycles. This means that operations are planned, implemented, followed up, and developed in a systematic way. The activities are outlined in specific governing documents.

The quality assurance for education and research follows both an annual- and a six-year cycle. On a yearly basis, the Schools follow up their courses, programs and research projects internally. The results and planned measures to improve are documented in written reports available to students and staff. A yearly Vice Chancellor’s quality dialogue is performed in which the quality assurance challenges and measures are discussed. A six-year cycle follow-up on subject areas and programs (degrees) is performed by the Faculty Board. In the six-year follow up, the procedure includes a written self-evaluation for each subject area and educational program (from the respective School), a review by an external expert board of randomly selected degree projects or theses, an interview of teachers and students as well as leadership at the School and finally an assessment report by the Faculty Board. For non-approved areas or programs with quality issues that need to be addressed, the responsible School is required to report to the Faculty board what measures that have been taken.

GRAPHICAL REPRESENTATION OF THE QA SYSTEM



4. UNIVERSITY OF ROUEN NORMANDY

PREAMBLE/INTRODUCTION

- Mission of the University/High school

- The University's missions are codified in the regulations; it follows the principles below:

- o Initial and continuing education (which may be interdisciplinary),
- o Research on an international scale and an innovative scientific policy,
- o The dissemination of scientific culture and information,
- o International cooperation,
- o The success and professional integration of students.

Commitment of the University

A quality approach has been formalised over the last ten years. The aim of this approach is to ensure a quality service for users and to guarantee the rigorous use of public money. The approach is structured around ensuring continuity of public service, improving efficiency and enhancing the quality of working life for all staff.

- Quality assurance policy- compliance with the standards and guidelines for quality assurance in the European Higher Education Area (EHA).

The ESG are a set of references and guidelines for internal and external quality assurance in French higher education. They are not prescriptive or prescriptive with regard to the implementation of quality assurance processes.

They provide guidance in areas considered essential for guaranteeing the quality of the provision of training and services, and the quality of learning environments in higher education.

Alongside the ESG, other mechanisms also help to promote transparency and mutual trust in higher education within the EHA: qualifications frameworks, ECTS and diploma supplements.

- Transparency and monitoring: Alongside quality as such, there are control tools in place: quality audit, internal control, etc. All procedures are formalised and traced.

SHORT DESCRIPTION OF THE QA SYSTEM

- Administrative structure of the system

There is a General Manager in charge of internal resources and management (Finance and Administration Department, IT Department, Management Support Department, International Relations and Cooperation Department, Heritage Department, Continuing Education and Work-linked Training Department, etc.), and a Management Support Department which implements procedures and internal control and is responsible for the institution's overall quality approach. Once a year, the internal control and quality committee meets with the vice-presidents, Deputy General Services Manager and the person responsible for this area.

- Aims and objectives of the system.

This system has several goals:

- Quality of teaching and learning
- Ensuring student success

- Evaluating and improving the university's internal operations
- Ensuring well-being at work

- Basic principles for achieving and maintaining high quality of education

Our principles are to formalise, monitor and control objectives, to provide teaching that meets students' expectations and to Enable high-quality integration.

In order to maintain a high quality of education we have put into place a system of assessment, monitoring, and quality management. This system includes quality audits, evaluation, self-assessment, external evaluation, a definition of objectives and milestones and a mid-term review.

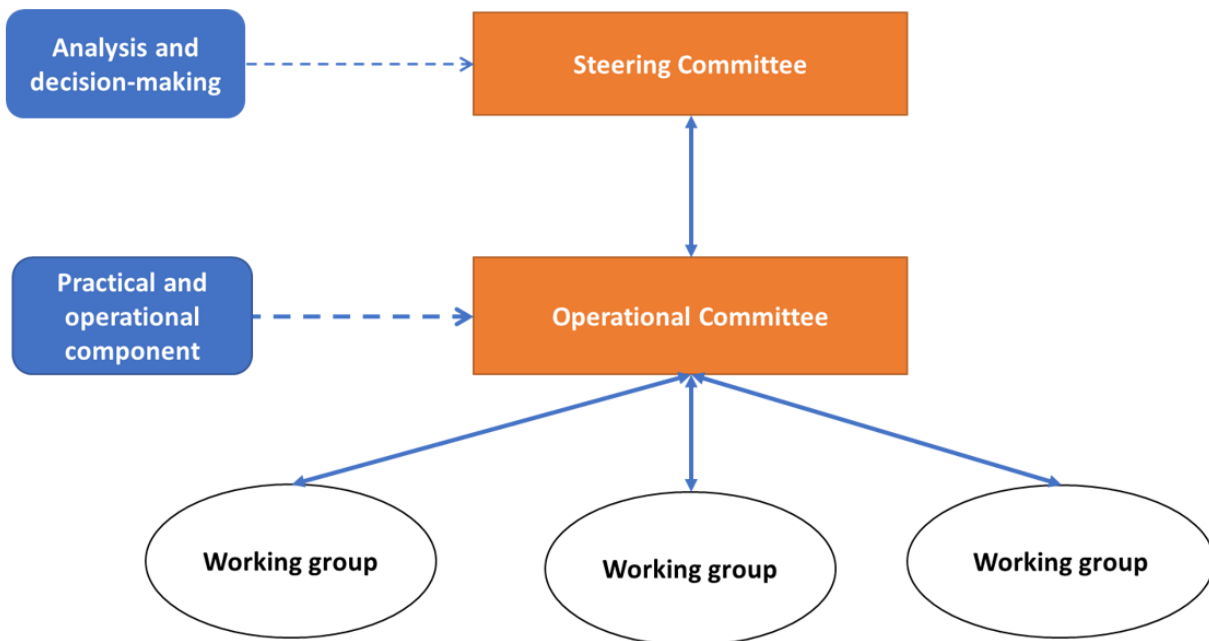
GRAPHICAL REPRESENTATION OF THE QA SYSTEM

Quality at URN: towards a global approach

Structuring quality

- Setting up a committee within the URN
 - 11/01/2018: Information on the setting up of the quality committee

Organisational principle of URN's QA system



5.XAMK – South-Eastern Finland University of Applied Sciences

All for the Quality!

Xamk is a multidisciplinary higher education institution, offering education in the fields of health and wellbeing, technology, business, and culture. We are a responsible, good and desired place to work and study. Xamk promotes the vitality and internationalisation of the

region of South-Eastern Finland together with partners and working life. Xamk responds to the competence needs of the business world and promote innovation.



Quality targets, their maintenance and improvement base on Xamk strategy and integrate into Xamk's and its different units' operations. The strategic management and operational steering base on the information systematically produced by the quality system.

Xamk's quality system corresponds to the European quality assurance principles and recommendations for higher education institutions according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Our quality system was audited by The Finnish Education Evaluation Centre (FINEEC) and was awarded a quality label that will be valid until 2027. Also, Xamk was added to the Audit Register for Higher Education Institutions. The purpose of the audit is to ensure that Xamk complies with national quality assurance criteria and general European guidelines.

Xamk quality management bases on the principle of continuous development of the PDCA model (Plan, Do, Check, Act) where the four stages form an iterative cycle. Our personnel and students as a community are committed to quality work. Each member of the Xamk

community is responsible for the quality and development of his/her own activities. Our quality culture rises from this atmosphere of individual and collective development.

6. "GHEORGHE ASACHI" TECHNICAL UNIVERSITY OF IAȘI (TUIASI)

PREAMBLE/INTRODUCTION

"Gheorghe Asachi" Technical University of Iași (TUIASI) is an advanced research and education university whose mission is to carry out activities pertaining to specific research, innovative use of knowledge and its transfer to society in the fundamental areas of Engineering sciences, Architecture and Urban Planning, as well as in inter-disciplinary and complementary fields, in the local community, at the regional, national and international level. In compliance with national legislation and European Higher Education Area, for the creation and innovative use of knowledge, the university takes on the following:

- a) passing on knowledge to the new generations, professional training through Bachelor's, Master's, doctoral and post-doctoral study programmes, stimulating thought and creativity, assuring real chances in the labour market competition; at the same time, the university speaks to society as a whole with the purpose of permanent education and training, in accordance with the development of science and technology in the world;
- b) conducting research, development, innovative and technological transfer, using and disseminating the results of these activities as inseparable parts of the teaching and training process in order to contribute to the sustainable evolution towards a society of knowledge.

The internal culture promoted to assure the quality of activities in the field of education, research and services for the community is based on a system of quality management, with well-defined objectives, policies and procedures. TUIASI ensures transparency and high access to the information specific to the internal quality assurance system, by using means specific to the university information system.

SHORT DESCRIPTION OF THE QA SYSTEM

The QA system organisational structure is based on hierarchical relationship and involves: PDAC - Didactic and Quality Assurance Pro-rectorate/ CEAC - Commission for quality assurance and evaluation/ CMC - Department for quality management - part of CEAC/ sub-committees for quality assurance in faculties, working in a coordinated manner, with complementary and applied actions for the implementation and development of a quality culture. CEAC is headed by a coordinator appointed by the rector, and is involves multiple persons: a chairman, three representatives of the teaching staff, one representative of the trade union, one representative of the students, and one representative of the employers. CEAC has the authority to apply the policy of TUIASI in the field of education quality and promotes the development of a culture of quality. This involves forming and displaying a set of attitude and reflexes at individual and at organisational levels, in an environment regulated by norms and best practices (all of them posted on the University web site under

Procedure manual), that would lead to compliance with quality standards and achieving high performance in all university structures. CEAC elaborates the annual report of internal evaluation and makes it public by posting or publishing it, including in an electronic format, and formulates propositions for education quality improvement.

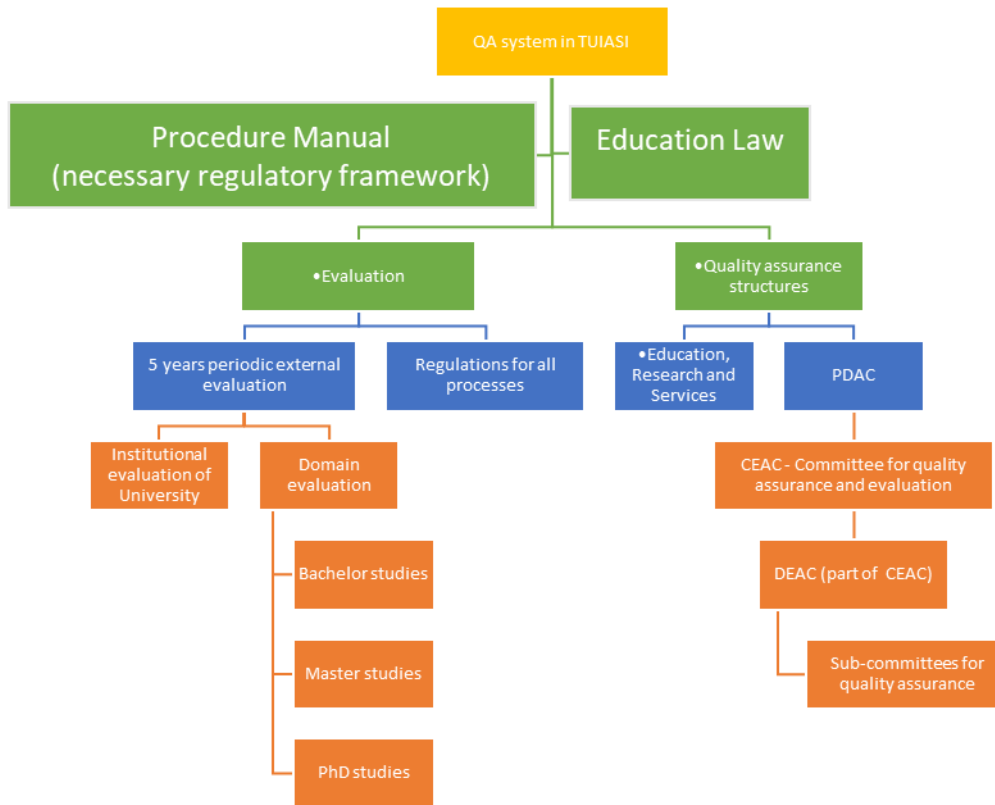
The quality policy is an integral part of the managerial policy of the university, which assumes the responsibility of the decision-making and executive factors in complying with the requirements specific to the quality field. The strategy, deadlines and responsibilities in the field of implementing the quality policy are provided in the Strategic Plan and Operational Plans of TUIASI.

The main objectives in the field of quality are the following:

- promotion of science in the spirit of European values, of democracy and academic freedom, of moral values and of openness and integration in the international scientific community, as well as in the spirit of European culture and civilization;
- increasing the quality of the didactic activity by accrediting bachelor's and master's study programs, as well as by permanently respecting quality standards and pursuing the achievement of specific performances of the highest possible level;
- harmonizing the study programs with those of similar universities in the country and in Europe and transforming the transferable credit system into a tool that increases student mobility.

The policies of quality assurance at TUIASI are permanently correlated to the actions promoted at an international level. According to the Romanian Agency for Quality Assurance in Higher Education (ARACIS) methodology, TUIASI uses, in quality assurance, the criteria, standards and performance indicators corresponding to the three fundamental domains for education quality assurance: institutional capacity; educational efficiency and quality management. ARACIS is a member of international networks of quality assurance in higher education (ENQA, EQAR, ENAEE, etc)

TUIASI monitors the quality of the teaching-learning process, regardless of the way how and place where it is carried out, using procedures of quality assurance for programmes of study that take place as part of a partnership and for international mobility programmes. TUIASI promotes a culture of quality at all levels, as well as mutual respect in the relationship teacher-student. The university developed adequate procedures with a view to finding solutions to the students' complaints and review requests as regards the quality of educational processes.



7. THE KARLSRUHE UNIVERSITY OF APPLIED SCIENCES (HKA)

PREAMBLE/INTRODUCTION

The Karlsruhe University of Applied Sciences (HKA) strives for long-term and continuous assurance and development of quality in its areas of responsibility. It is guided by the idea that - regardless of the overall responsibility of the Rectorate - quality responsibility is exercised where quality-relevant work and measures take place. When assessing the quality of the services, expectations and feedback from the relevant interest groups are taken into account. For this purpose, the university sets up a quality management system in accordance with the requirements of the State Higher Education Act (LHG) and provides a process portal for this purpose. With the statutes for quality management, the HKA sets the framework for measures for quality assurance and development and describes the relevant mechanisms and processes. The defined measures and processes are seen as a minimum requirement that can be supplemented by further measures if necessary. They include, among other things, the areas of program development and accreditation as well as evaluation and monitoring.

The program development and accreditation are based on the study accreditation regulations of the state of Baden-Württemberg, which in turn reflect the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). The HKA is accredited at the institutional level (system accreditation) and is therefore entitled to grant accreditation to study programs after completing the necessary steps of the internal quality management system.

In addition to the legal framework, the mission of the HKA arises in particular from the mission statement for teaching and learning, which can be viewed here <https://www.hka.de/en/about-hka/hka-overview/teaching/leitbild>.

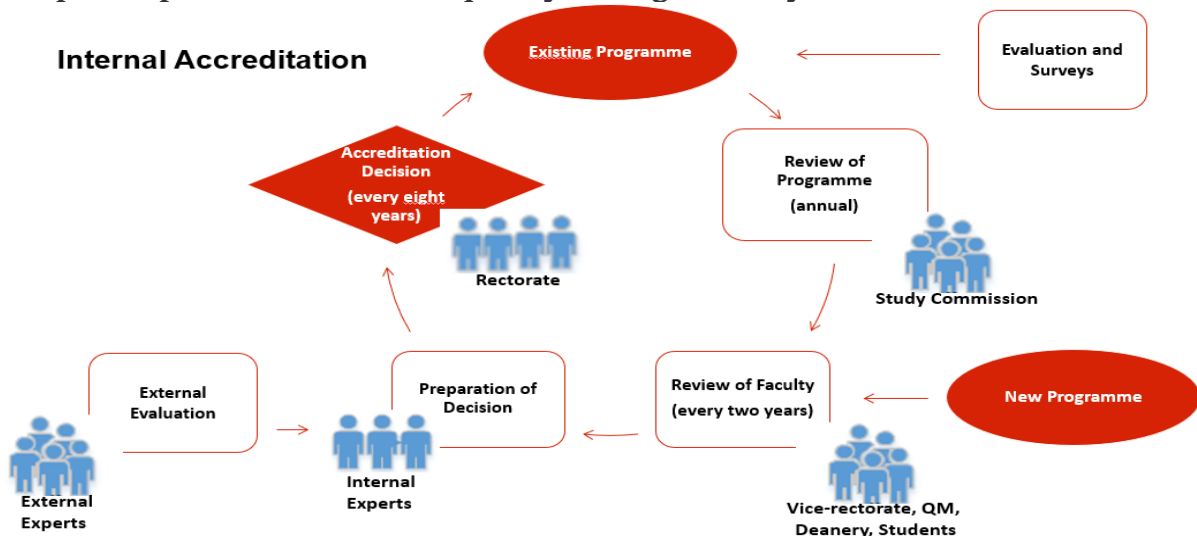
SHORT DESCRIPTION OF THE QA SYSTEM

The quality management system for studying, teaching and further education includes all offerings in the area of undergraduate and postgraduate courses as well as the associated areas in university management and administration. There are also specific regulations for courses that are not degree programs. Ensuring and optimizing the quality of studies is fundamentally the responsibility of all university members in their area. The starting point for quality management measures is the HKA's mission statement for teaching and learning (see above).

Special actors in quality assurance and development are, at a central level, the Rectorate, the Senate, the Equal Opportunities Officer, the internal expert commission, the quality management department and the SPO examination office and, at a decentralized level, the deaneries, the faculty councils, the deans of studies, the study commissions, the examination committees and the student representatives. The quality management system also comprises the inclusion of actors external to the university as expert groups and specialist or company advisory boards.

The quality management system places a strong focus on the conceptual development and further development of offers. As part of the development, modification and internal accreditation of study programs, various process participants have special tasks that are described in the quality management statutes. There are also shown the measures and processes for evaluating study programs, the results of which are incorporated into short-term adjustments as well as the medium and long-term development of the study programs. The quality management system ensures that HKA's strategic orientation as well as internal and external criteria (e.g. ESG) are taken into account in the development of the programs. Anchoring appropriate measures in the quality management system ensures that the necessary human and material resources are available to an appropriate extent.

Graphic representation of the quality management system



8.THE G. D'ANNUNZIO" UNIVERSITY OF CHIETI-PESCARA(UD'A)

PREAMBULE

The G. d'Annunzio" University of Chieti-Pescara(Ud'A) is a generalist University. It is organized into 14 Departments. In the 2023/2024 academic year, it offers N. 34 1st Cycle Degrees, N. 31 2nd Cycle Degrees, and N. 4 Single Cycle Degrees covering all the teaching areas, i.e., the medical-health, the scientific-technological, the humanistic-social ones and that of the professional degrees. According to the legislation, Ud'A identifies Quality Policies(QP) to realize the University's vision in the institutional areas and the primary assets identified by the Governance (Rector, Academic Senate, Board of Directors).

These, in turn, are consistent with the University Quality Assurance (QA)System, which bases its guiding principles on the European model of QA(Standards and Guidelines for Quality Assurance in the EHEA 2015 - ESG 2015), implemented by ANVUR.

Ud'A identifies QA as a tool for control, verification, and continuous improvement of its strategic goals for Research, Teaching, and Third Mission, as well as in all organizational, administrative, and management operations. Consistent with this system, Ud'A adheres to a set of principles to which all the actors involved must comply with:

- Student-centered approach;
- transparency, lawfulness, integrity, and circularity of quality processes;
- continuous improvement;
- promoting inclusion, gender equality and personal wellbeing;
- promoting internationalization;
- accountability to stakeholders (both internal and external);
- pursuing sustainability and environmental protection according to the standards and objectives reported in the UN's 2030 Agenda for Sustainable Development.

Ud'A QP are approved by the governing bodies and shared across the whole academic community. They are implemented through the organizational structure and the University's strategic plan, monitored by the University Quality Committee(PQA) and reviewed and evaluated by the University Evaluation Board.

SHORT PRTESENTATION OF UD'A QUALITY ASSURANCE SYSTEM 550

Consistently with its Statute statements, guiding values, and strategic guidelines, Ud'A has implemented what is established in Ministerial Decree N. 47 of 30 January 2013 regarding Self-assessment, Periodic Evaluation, and Accreditation of the Institutions and Study Programs (AVA System). In this System, a particular emphasis is placed on the central role of the student in the learning processes, as well as on the strict link and complementarity between Research and Teaching.

Since 2013 the QA System has been developed and structured based on the legislation and in compliance with the Guidelines on QA at the National and European levels.

The model includes specific roles, responsibilities, and procedures regarding the Quality of Teaching, Research, and the Third Mission at the Central, Department, and Study Program levels.

In line with this System, Ud'A adheres to a set of principles which all the actors involved must comply with:

- transparency and circularity of Quality processes with particular attention to the self-assessment of objectives, responsibilities, checks, corrective and preventive actions;
- continuity in the improvement process;
- responsibility towards internal and external stakeholders, starting from the students.

The "Ud'A QA System" is public and published on the University website. It describes, in a concise manner, the roles, responsibilities, activities, and operating methods of actors and structures of the Ud'A QA within the three main domains of Teaching, Research, and Third Mission in agreement with the legislation

The main actors of Ud'A internal Quality Assurance are:

- the Governance System
- the University Quality Committee (all internal members)
- the Joint Teaching Staff-Student Committee
- the University Evaluation Board (internal and external members, with the majority being external ones)
- the "Department Quality Assurance Representative"(ReAQD).

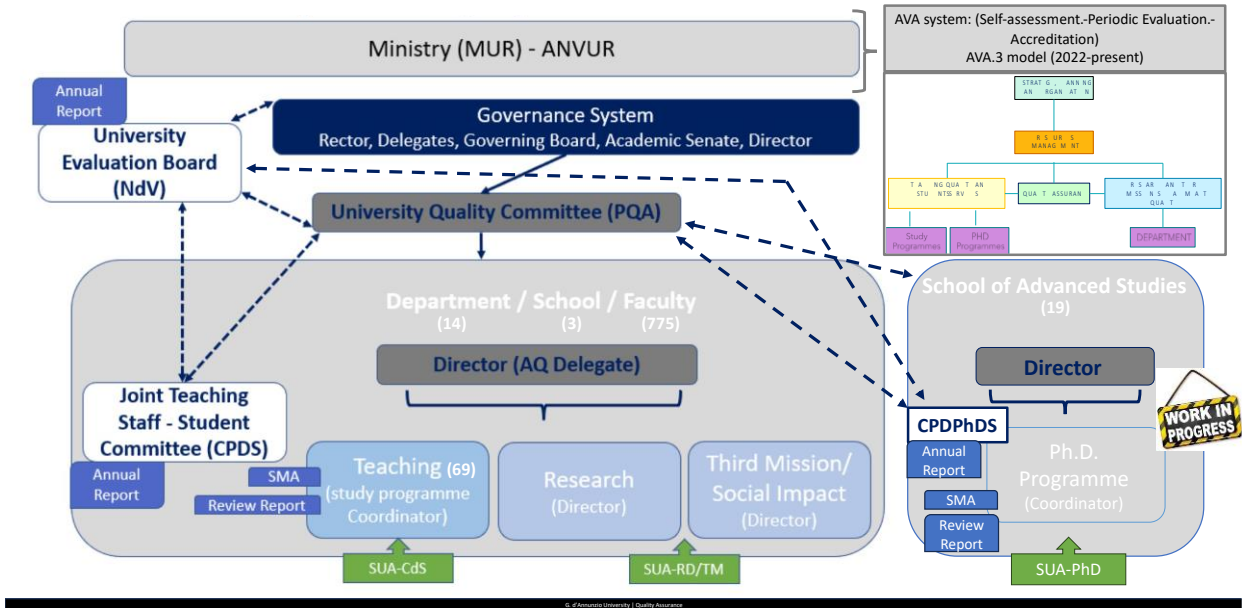
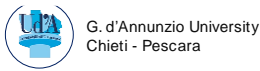
Assessment, monitoring, and quality management

The assessment of the quality achieved is based on the production of specific documents required by ANVUR at the Study Program, Department, and Institution levels. They include a deep analysis of objectives, targets, indicators, and actions in line with the PDCA process. Briefly in this process: i) the PQA is “called to support universities structures not only in the construction of the QA system but also in the self-assessment processes, to monitor its effectiveness by implementing, where necessary, improvement actions and ensuring the correct flow of information between the structures responsible for QA”; ii) the Evaluation Board is “responsible for assessing the adequacy and effectiveness of the QA system, for monitoring the systematic and widespread application in the relevant areas of the qualitative and quantitative criteria and indicators established by ANVUR for evaluation, and to verify the adequacy of the self-assessment process of Study Programmes and Departments”; iii) the CPDS “monitor the study offer and the teaching quality as well as student service activities carried out by professors, by technical and administrative staff and by structures and services in general; CPDS are also responsible for identifying indicators for the evaluation of the results and for formulating proposals on the activation or suppression of Study Programmes”. Both the University Evaluation Board and the CPDS are requested by law to produce “an annual report to be sent to ANVUR and to Ministry by the University Evaluation Board, and to the University Evaluation Boards and to the Academic Senate by the CPDS. These reports are also made available on the ministerial platform of the study offer *avamiur.it*” The ReAQD ensures the connection between PQA and peripheral structures (Department, Study Programs, CPDS) and provides support and advice to the Department Director in the context of Quality Assurance in Teaching, Research, and Third Mission.

Graphical Representation of the QA system

A schematic description of the Ud'A QA System and the main QA document flows is reported below.

For a more detailed overview of the QA System of Italian Universities, please refer to the following link: https://www.anvur.it/wp-content/uploads/2023/03/AVA3_Guidelines_EN.pdf



The AVA system has been developed to achieve **three main goals**:

- the assurance, by the Ministry and through the evaluation activity of the ANVUR, that the HEIs operating in Italy uniformly provide an adequate quality service to their stakeholders and to the society as a whole.
- the exercise by universities of a responsible and reliable autonomy in the use of public resources and in collective and individual behaviour relating to training and research activities.
- the improvement of the training and research activities quality.



The AVA system (Self-assessment – periodic evaluation – accreditation) aims to improve the quality of teaching, research, third mission/social impact and other institutional and management activities carried out in the universities, through the application of a Quality Assurance (QA) model based on internal procedures for the design, management, self-assessment, and improvement of educational and scientific activities and on a clear and transparent external verification.

The verification results in a judgment of Accreditation, the outcome of a process through which for a University and its Study programmes is recognized the possession (Initial Accreditation) or the permanence (Periodic Accreditation) of the Quality Requirements for its institutional functions.

9. UNIVERSITY OF CRETE

Short Overview

- Mission of the University of Crete

The mission of the University of Crete is to generate and transmit scientific knowledge, to prepare new scientists and scholars for its application, and to contribute to the advancement of human culture. These goals are achieved by pursuing close links between research and education, by encouraging scientific dialogue and by utilizing the capabilities and talents of staff and students.

- Commitment of the University of Crete

The University of Crete is committed to ensuring and continuously improving the quality of its educational and research work, as well as the effective operation of its services, in accordance with international practices, especially those of the European Higher Education Area and the principles and guidelines of the National Association for Higher Education.

This commitment stems from the University's strategy and objectives and the recognition of its obligation of public accountability and is reinforced by the will to continue to play a leading role in the contemporary international educational, research and social environment.

- Quality assurance policy- compliance with the standards and guidelines for quality assurance in the European Higher Education Area (EEA).

The University of Crete has completed the process of Internal and External Evaluation of all its academic departments and of the institution and is implementing the Internal Quality Assurance System (IQAS), which includes actions and procedures related to education, research and innovation, as well as to its administration. The Quality Assurance Unit (QA) of the University of Crete is responsible for the administration and management of the IQAS.

- Transparency and monitoring

Description of the QA system

The current legal framework for QA in higher education institutions in Greece established the Hellenic Quality Assurance & Accreditation Agency (ΑΔΙΠ/HQAA) in 2006, which in 2020 was reconstituted as the Hellenic Authority for Higher Education (ΕΘΑΑΕ/HAHE). HAHE oversees regular accreditation procedures for HEIs related both to the Quality Assurance System (IQAS) of the Institution and the Study Programmes (SP) offered by the academic departments.

The Institution and all the University's Departments have now benefited from external evaluations by independent committees of academics convened by the national agency. The reports are available in English [online](#).

The QA process at all levels is nonetheless continuous and requires ongoing effort to meet the University's commitment to fully participate in quality assurance mechanisms both for its academic and administrative structures.

The current legal framework for QA in higher education institutions in Greece establishes common structures and procedures, monitored by the [Hellenic Quality Assurance and Accreditation Agency \(HQA\)](#) which acts as a national supervisory and coordinating body.

The composition and responsibilities of the Quality Assurance Unit (QAU) of each Higher Education Establishment are specified by law (N. 4009/2011, s.14). Accordingly -

- The composition of the QAU is decided by the University's Senate. It is headed by the Rector or a Deputy Rector and includes five faculty members, a representative from each

category of teaching and support staff, and two student representatives (undergraduate and postgraduate).

- Overall, the QAU holds the responsibility for the administration and management of the Internal Quality Assurance System (IQAS).
- Within the University, each Department has a QA group (OMEA) which works together with the University QA Committee (MOΔIII) to meet the requirements for periodic internal and external evaluations.

In particular, the QAU is responsible for

- a. the development of specialised policy, strategy and relevant processes towards the continuous improvement of the quality of the Institution's work and provisions;
 - b. the organization, operation and continuous improvement of the institution's internal quality assurance system (IQAS);
 - c. the coordination and support of the evaluation process of the University's academic units and other services; and
 - d. the support of the external evaluation and accreditation process of the University's degree programmes and internal quality assurance system in the context of the HQA principles and guidelines.
- The University's IQAS and its implementation processes are determined by the decisions of the Senate, following a proposal from the Rector, and published in the Government Gazette as well as on the institution's website. This will be reviewed at least every six years.
 - To achieve the above goals, the QAU collaborates with HQA, develops and maintains a management information system to store the evaluation data, which are periodically submitted to HQA, according to the latter's instructions. The QAU is responsible for the systematic monitoring of the evaluation process and for the publication of evaluation-related procedures and their results on the Institution's website.
 - The Internal Regulations of the institution will clearly define all competences and tasks relating to the organization and operation of the QAU.

10. MUNSTER TECHNOLOGICAL UNIVERSITY (MTU)

PREAMBLE/INTRODUCTION

Munster Technological University (MTU) is a multi-campus technological university, contributing to the Irish southwestern region through the provision of academic programmes that support student development and opportunities, education and research. MTU has an extensive and impressive regional footprint with six campuses across the south-west region in counties Cork and Kerry, and a student body of 18,000.

MTU offers a wide range of higher education qualifications, including bachelor degrees, honours bachelor degrees, master and doctoral awards. Academic programmes are provided in Life Sciences, Technology, Engineering, Mathematics, Computing, Multimedia, Culinary, Hospitality, Business, Humanities, Health, Social and Exercise Sciences.

The MTU mission is 'To lead change and, through education, empower people for a successful future in a globalized world.'

MTU is committed to creating a positive culture which recognizes and reflects the dignity of each member of the MTU community, by promoting the benefits of inclusion and inclusive attitudes, embracing diversity, encouraging each person to reach their potential and fostering social inclusion and equality. Through social, cultural, civic engagement, scholarship, research and entrepreneurship, the University seeks to grow and develop its

portfolio of academic programmes, research and development activity and its services to lead, serve, support and enhance industry and community in the region, country and for international partners.

Munster Technological University is a degree awarding body, established by government legislation and monitored by Quality and Qualifications, the statutory academic quality assurance agency. The University's academic standards and quality assurance policies and procedures are mapped to those other European Higher Education Area. MTU is bound by the statutory requirement to carry out annual and periodic quality assurance and institutional reviews.

SHORT DESCRIPTION OF THE QA SYSTEM

The Munster Technological University (MTU) quality assurance system is based on a statutory committee known as the Academic Council. The MTU Academic Council governs the policies and procedures for the design and development of academic programmes, the implementation (delivery) of those programmes, promotion of the involvement of business, enterprise, professions, community and other stakeholders in MTU academic activities, programmes for the development of research, selection, admission, retention and exclusion of students, the regulations relating to academic affairs, including results of assessments, making general arrangements for academic supports for learners. The University's academic quality assurance policies and procedures are published on the MTU website for ease of access and transparency.

The Academic Council has various subcommittees and working groups to facilitate its academic function.

Programme delivery and assessment, monitoring and review is typically overseen at academic department level by a programme or course board. Student results are decided at module examination board meetings. Progression of learners is governed by Progression Approval Boards. The Academic Council finally ratifies all learner results.