Internal assessment of study programmes in the University of Tartu

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QUALITY ADVISER

RECTOR'S STRATEGY OFFICE

UNIVERSITY OF TARTU

- Founded in 1632
- Faculty of Arts and Humanities
- Faculty of Social Sciences
- Faculty of Medicine
- Faculty Science and Technology
- 13 000 students
- 3600 employees
- Top 1.2% of the world's best universities

Principles of IQA (1)

- Quality management (QM) is a part of strategic management.

- Quality is defined in the strategic plan by the mission, fundamental values, vision and tasks of the university.

- Continuous and purposeful improvement of all activities, taking into account the expectations and feedback of various stakeholders.

Principles of IQA (2)

- Quality of the core activities is influenced by:
    - preparedness and motivation of learners
    - staff competences and motivation
    - the clarity, feasibility and ambition of the university's development and operational objectives
    - the quality of support activities
    - the condition of teaching and research infrastructure, and financial and other resources

Principles of IQA (3)

- Quality culture = commitment of employees and learners to their work and studies, shared values, ethics, cooperation, sharing best practices and the desire for continuous improvement

- Responsibility for quality lies with every employee, every student/learner

- QM is based on a cycle of continuous improvement:
  - Planning
  - Doing
  - Checking
  - Acting

https://www.ut.ee/en/about-us/quality-management

ACT

- Development of management skills
- Supporting staff development
- Development of teaching and learning skills
- Improvement of curricula
- Improving the learning and work environment
- Sharing best practices
- Updating of bylaws and guidelines

CHECK

- Review of development and implementation plans
- Operational and financial reporting
- Performance appraisals
- Assessment of students
- **Internal evaluation of studies**
- Analysis of complaints
- Giving feedback
- Internal auditing
- External evaluation
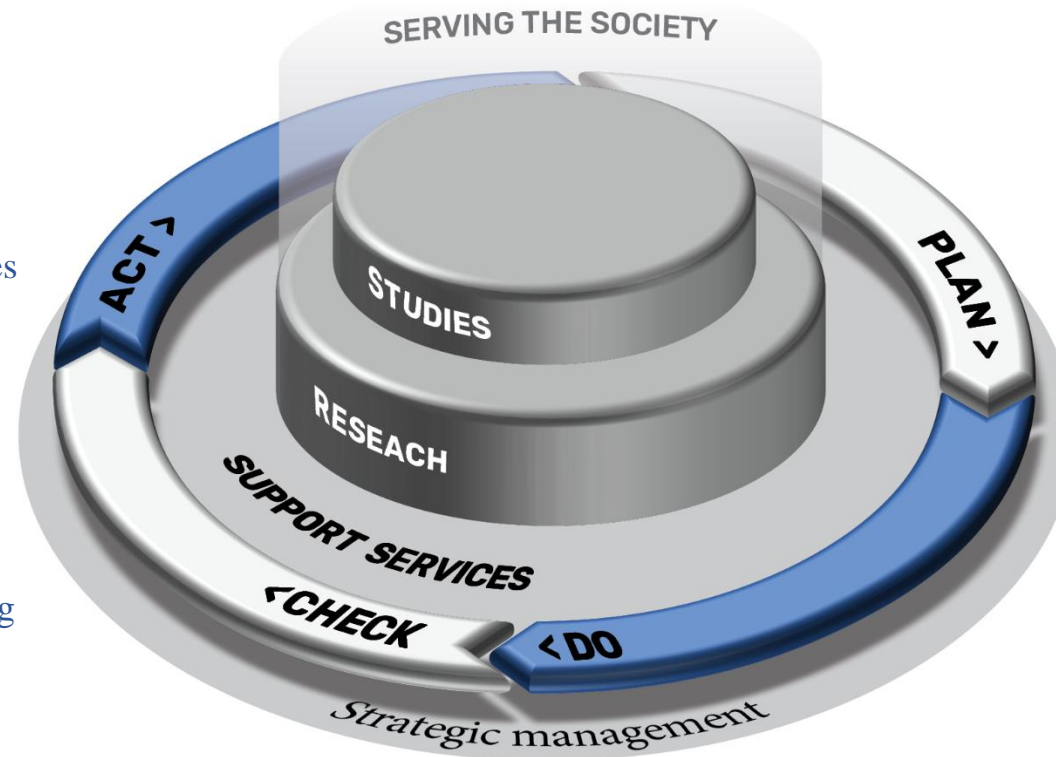
PLAN

- Planning the university's development
- Planning staff recruitment and development
- Planning R&D projects
- Planning the organisation of studies
- Planning student admissions
- Curricula development
- Developing the continuing education programmes
- Planning digital development

DO

- Governance of the university
- Research and development
- Learning and teaching
- Providing services to society
- Counselling and supervising
- International cooperation
- Internal and external communication
- Managing the learning and work environment

Internal evaluation of studies

- is in line with the accreditation requirements (EQA)

- consists of the preparation of a report and discussions

- takes place every year: an interim report is drawn up in two years, a main report in the third

- the interim report analyzes the statistical data of the curriculum, the feedback of the subjects and the curriculum on the basis of the desktop data and monitors the success of the planned changes and activities

- the main report is supplemented by a strategic view, development directions and tasks; additional information is collected from lecturers, employers (internship bases) and alumni

- The reports can be filled in the Study Information System (SIS)
- SIS provides the program manager with the correct pre-filled report: data and drawings (figures) are available, analysis and development activities must be added.

The interim report

1. Brief introduction: previous goals, successes, improvement tasks

2. Statistics desktop indicators with comments and conclusions

- Number of entrants, filling of study places
- Student satisfaction with the chosen curriculum and options in the curriculum
- Main facilitators of learners, learners' expectations for more support
- Student satisfaction with the learning environment and e-learning support
- Mobility opportunities and how they are used
- How the feedback given to the subjects has been taken into account
- Students' assessment of the development of their competencies
- Success rate in completing studies, drop-out rate in the first year and at the end of studies.

3. Summary assessment and action plan (need for change)

The main report

Every three years, a more strategic comparison section and stakeholder feedback will be added to the mid-term report, with the aim of reviewing the results of the mid-term years and setting new targets.

Part 1 Strategic development directions of the curriculum

- Ensuring the competitiveness of graduates
- Internationality and promotion of Estonian society, language and culture
- Advanced science - based learning

Part 2 Analysis of interim report indicators and stakeholder feedback

- Statistics desktop indicators (with comments and conclusions)
- Feedback and expectations from teachers, employers and alumni (minutes of meetings)

Part 3 Summary assessment and action plan (including proposals for decisions)

Development trends of the curriculum

- **Securing graduates' competitiveness** *What is the main national aim the curriculum development is targeted at (innovation, entrepreneurship, development of economy and services; development of (civic) society; development of the cultural space and language; sustainable development, etc.)? Which changes in the society and on the labour market influence the curriculum, how? How big is the demand for the graduates of the curriculum? In the employers' opinion, are the graduates' competences sufficient; what is lacking; should any new opportunities for specialisation be added? How do the alumni assess their competitiveness? Which skills will the graduates need in the future? Information for analysis is provided by OSKA reports, labour force projections, questionnaires, interviews, comparative data, cooperation projects, etc.*

Figure 1. graduates-work   Figure 2. graduates-income

Figure 3. job-relatedness

High-level research-based studies

- **High-level research-based studies** *What in the curriculum helps students develop a research-based way of thinking and acquire top-level knowledge and skills? What is the quality of supervision, how simple is it to find a supervisor for the graduation thesis? Are top-level researchers from outside the university engaged into teaching? How can students participate in (international) research and innovation projects? What is being done to have highly qualified lecturers and successors for them?*

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Thank you!

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