

**ELLS Quality Assurance Group
Proceedings of the Meeting in Prague, March 1st & 2nd 2006**

1. Presentation and incorporation of new members from Prague and Warsaw

Prof. Dr. Edward Pierzgalski, SGGW
Prof. Dr. Jaroslav Havlicek, CUA
Prof. Dr. Milan Slavik, CUA

2. New co-operation

ELLS QA will establish an exchange of experiences with the NOVA pedi-net, the contact person therefore is Leon Brimer.

3. Staff development in teaching and learning

Staff development in teaching and learning has been identified as a core activity for the ELLS QA group who had elaborated a survey on this issue during the Copenhagen meeting. Each member reports about staff development in his/her home institution.

Activity:

Elaboration of a revised version of review on teaching and learning at ELLS institutions. All members send the information to Thomas Guggenberger.

Deadline: April 3rd 2006

4. Competencies in teaching and learning: Elaboration of minimum requirements

Objective: Each teacher at ELLS institution has to have competencies in teaching and learning.

Elaboration of a minimum standard:

15 days of staff development in teaching and learning

10 days basics

5 days electives (including intercultural competencies)

Equivalent: Teaching portfolio which proves the achievement of the same level of competencies.

Activity:

Laine Strömberg and Leon Brimer elaborate:

- course descriptions for a staff training programme
- a definition of competencies for minimum standard
- a design of a formal structure of a teaching portfolio for ELLS

Deadline: April 17th 2006

5. Follow up to pilot project 2005

Final evaluation and mid term evaluation:

Elaboration of a standardised procedure for ELLS summer courses

Obligatory QA instruments:

- mid term and final evaluation,
- external examiner system,
- a unit to foster intercultural communication/learning

Further recommended QA instruments: teachers' self assessment

Programme co-ordinator is responsible for implementing QA measures

Check if we need further information which is not contained in the questionnaire.

Incorporation of intercultural workshop into summer school at SLU:

Laine Strömberg asks SLU coordinator about possibilities of incorporating workshop into summer course 2006.

Quality Checklist

Review and further development of our quality checklist for ELLS summer schools (reflect procedures mentioned above)

Deadline for comments: March 24

Definition of minimum standards for ELLS summer schools, ready for adoption

During Board meeting in May.

Elaboration of a final version - Thomas

Deadline April 20, 2006

6. Setting up of an ELLS Quality Enhancement Unit

Based on the experiences gained from the pilot project in 2005 the QA support group regards it as necessary to professionalize QA processes and suggests therefore to set up an ELLS Quality Enhancement Unit with the following tasks:

- Summarising the evaluations
- Elaboration of evaluation reports
- Control of the implementation of the follow up measures
- Awarding of an ELLS label if fulfilling all the requirements
- Elaboration of a set of recommendations
- Dissemination of recommendations within all ELLS institutions

Estimated resources: 3 person months which includes setting up such a unit in the first year and the evaluation of 6 summer courses in 2006.

Such a Unit will contribute considerably to the transparency and objectivity of QA within ELLS, help to build up expertise in the field of quality assurance and quality development within ELLS institutions and represent an advantage against other competitors.

7. ELLS Call 2006

6.1. Definition of quality standards for international MSc. in Life Sciences

Workplan

2006:

- 1.a. Collect and translate accreditation criteria from the different agencies in all ELLS member states
- 1.b. Compare and analyse accreditation criteria (similarities and differences)
- 1.c. Review of analysis with a view of accrediting joint ELLS Master programmes
- 1.d. Report (including required actions in order to overcome impediments)
- 1.e. Feasibility study with MSc. Safety in the Food Chain including international workshop with academic staff of SA Safety in the Food Chain (coordinator and SA), BOKU-IRO and some members of the QA group
- 1.f. Revised report including the outcome of the feasibility study

2007:

- 2.a. Review the need to develop common QA criteria and a unified accreditation process taking into account the outcomes of the AMEU project (ELLS QA members are already a partner) and the SILVA network.
- 2.b. If yes, develop aims, objectives and a work plan.
- 2.c. Report to ELLS board and to accreditation agencies

6.2. Admission criteria

Objective: Compare the quality of the information provided in the “diploma supplement” of the different institutions in assisting the selection process of students for Master programmes at ELLS institutions.

1. Comparison of existing diploma supplements at ELLS institutions
2. For all applications to SFC it shall be required to present a diploma supplement
3. Focus group discussion on how valuable the diploma supplement was for the admission process for SFC
4. Survey: on the basis of diploma supplement from 7 ELLS institutions it shall be investigated whether BSc can enter the MSc Safety in the Food chain.
5. Report and recommendations

7. Task Force Meeting

In the meeting with the Task Force the following aspects were risen:

1. Follow up to pilot project 2005

- Elaboration of a standardised procedure for ELLS summer courses QA instruments
- Setting up of an ELLS Quality Enhancement Unit

2. Enhancing the quality of the networking process within ELLS

Challenges for ELLS, for example:

- Information transfer, e.g. summer schools
- Improve feedback from the Board and TF to the QA group

8. Follow up:

- **Mail to Lutz Graeve on setting up an Quality enhancement Unit, March 6 → Thomas**
- **Reports on staff development in teaching and learning, April 3 → all**
- **Review and further development of our quality checklist for ELLS summer schools March 24 → all**

- **Competencies in teaching and learning, April 17** → Laine, Leon
- **Elaboration of final version of minimum standards, April 20** → Laine, Leon, Thomas
- **Board and Task Force Meeting: May 3 & 4**
- **Follow up to Board meeting** → Thomas

9. Participants:

Leon Brimer, KVL
 Thomas Guggenberger, BOKU
 Ulrich Haas, UHOH
 Jaroslav Havlicek, CUA
 Simon Heath, ICA
 Anne Marie Kortleve, ELSA, WUR
 Merel Luichies, ELSA, WUR
 Edward Pierzgalski, SGGW
 Milan Slavik, CUA
 Jan Steen, WUR
 Laine Strömberg, SLU

Attachments:

- Copenhagen proceedings with survey on staff development in teaching and learning
- Checklist for ELLS summer courses
- New members' list of QA Support Group

Checklist:

From the results of the formative and summative evaluations supplemented with interviews with a number of responsible teachers and coordinators from the courses, a number of key points had been identified which should be addressed when designing or further developing a summer school. Whilst a summer school is a high risk activity because of its organisational complexity (e.g. staff come in and out, students come from all different institutions and countries, subject areas) the QA group elaborated the following checklist:

- Is sufficient pre-course information provided?
- Is a good promotion of the course given?
- Are the pre-course requisites well defined/made specific and communicated?
- Were the objectives of the course well communicated?
- Is the course structure coherent, is there a red line?
- Are the teaching methods clear and well communicated? (It should be stated whether it includes a problem oriented approach, a group work or a hands on approach.).
- Is there a specific didactical concept? (When relevant for the course in question the didactical concept should focus strongly on making use of different student expertise).
- Is learning in an international environment a prime focus? (Cooperation of students with different cultural background.)
- Were intercultural aspects considered and reflected?
- Were interdisciplinary aspects considered?
- Is an adequate administration provided (location, accommodation, food, transport, social programme)?
- Is the equality of cost to each student being considered?

- Are a mid-term evaluation and a final evaluation carried out? A combination of formative and summative aspects as well as written and oral parts (e.g. focus group discussions) in evaluation are valuable.
- Were appropriate follow-up procedures to evaluations assured?

Thomas Guggenberger, March 10th 2006