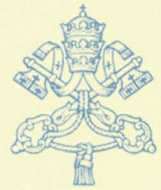# E-LEARNING
TRAINING PROGRAMME
GENERAL INTRODUCTION

GENERAL INTRODUCTION

This e-learning pathway is intended to give experts appointed by AVEPRO access to information regarding its procedures and methods at any time. The pathway is structured so that the contents of one or more of the seven modules can be consulted, according to the user's interest and needs. Each module can be used in three different ways:

NOTES and **SLIDES** ➡ Full lenght documents cointaining all necessary information, which can be downloaded from the web and printed like any other document

VIDEO ➡ A set of slides summarizing the contents of the notes. Ideal as a starting point or for the most essential information

PODCAST ➡ Allow the user to listen to a summary of the notes whenever and wherever she/he wants

➤ *TRAINING PROGRAMME OUTLINE*
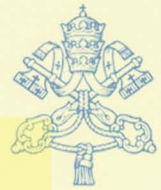
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1. WHAT MUST BE DONE
2. HOW IT MUST BE DONE
3. WHAT SHOULD BE DEFINED
4. WHAT DIFFICULTIES MAY BE ENCOUNTERED

☑ *Module 1* – **Briefing note: the context**

☑ *Module 2* – **Briefing note: beginning the process**

☑ *Module 3* – **QA Process in action: the "concept" of a Site Visit**

☑ *Module 4* – **How to organize a Site Visit**

☑ *Module 5* – **The Site Visit takes place**

☑ *Module 6* – **The External Evaluation Report**

☑ *Module 7* – **Overall procedure**

1. WHAT MUST BE DONE

➡ **Analyze the Self Evaluation Report** - **SER** (see ASSESSMENT FORM)
➡ **Site Visit**:
- organize the visit with the help and the collaboration of the Faculty
- identify stakeholders and arrange specific meetings (rectors, chancellors, etc.)
- receive/Collect documents
- meet with management, members of academic/service staff, students, stakeholders
- visit classrooms, libraries, offices

➡ **Compare the contents** of the SER with the results of the meetings and the documents collected during the visit
➡ **Make positive or negative comments on the Unit's activities**
➡ **List** strengths, weaknesses and future risks
➡ **Make recommendations for improvements** sector by sector (teaching, research, administration, governance)
➡ **Draw up the EXTERNAL EVALUATION REPORT**, including:
- peer review process and its various stages
- unit profile (vision, mission, governance, strategic plan, financial and human resources, quality assurance actions)
- unit activities (study programmes, student support, research, local, national and international interaction)
- strengths, weaknesses and future risks

2. HOW IT MUST BE DONE

- → **Show** that the visiting group is seeking to improve the quality of the Unit
- → **Understand** and **discuss** the reasons for the weaknesses
- → Make precise **recommendations for how to improve** on each weak point
- → Only recommend what it is **realistically possible for the Unit to do**
- → Show **understanding** that some **weaknesses** do not depend directly on the Unit
- → **Emphasize the Unit's strong points**
- → Constantly underline the fact that higher quality can only be achieved if the whole Unit and academic community **is aware of and collaborates** in the process

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3. WHAT SHOULD BE DEFINED

- → **Role of the Presiden**t
- → **How** to write the Self-Evaluation Report (SER)
- → **What to avoid**

4. WHAT DIFFICULTIES MAY BE ENCOUNTERED

- → **Resistance** to change
- → **Defensiveness** concerning what is done and how it is done
- → **Lack of sense of belonging** to the Unit, with more importance given to personal rather than community interests
- → **Internal orientation** and rejection of evaluation
- → **Reluctance to admit weaknesses**