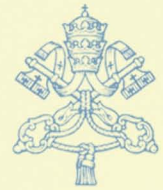


## MODULE 3

# QA PROCESS IN ACTION: THE “CONCEPT” OF A SITE VISIT

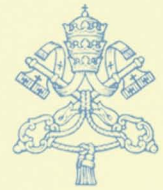




AVEPRO

## ► THE “CONCEPT” OF A SITE VISIT

- ✓ *The actors of the Quality Assurance process*
- ✓ *The Review Group or external Evaluation Commission*
- ✓ *The Site Visit as the Review’s group main task*
- ✓ *Analysing the self-evaluation results: the ASSESSMENT FORM*
- ✓ *Structure of the ASSESSMENT FORM*
- ✓ *The result of the Review’s Group “in situ” visit and analysis: the EXTERNAL EVALUATION REPORT*
- ✓ *Structure of the EXTERNAL EVALUATION REPORT*
- ✓ *Hints*
- ✓ *Style of the EXTERNAL EVALUATION REPORT*



AVEPRO

## ► THE ACTORS OF THE QUALITY ASSURANCE PROCESS

	Pertinence	Composition	Main task and responsibilities
<i>REVIEW GROUP or EXTERNAL EVALUATION COMMISSION</i>	External	External experts	Site Visit and draft of the External Evaluation REPORT
<i>QUALITY COMMISSION</i>	Internal	Faculty members supported by leadership	Organization and realisation of the internal evaluation - draft the SER
<i>DIRECTOR OF QUALITY ASSURANCE</i>	Internal	Faculty member	Lead the Quality Commission/ Coordinating Committee





AVEPRO

## ➤ **THE REVIEW GROUP OR EXTERNAL EVALUATION COMMISSION**

### *Objectives*

The **objectives** of the Review Group/external Evaluation Commission are to:

- ➔ clarify and verify details of the SER
- ➔ verify how well the mission, aims and objectives of the Faculty are being fulfilled, having regard to the available resources, and comment on the appropriateness of the mission, objectives and strategic plan
- ➔ confirm the University's strengths, weaknesses, opportunities and threats as outlined in the SER
- ➔ discuss any perceived strengths and weaknesses not identified in the SER
- ➔ check the suitability of the working environment
- ➔ comment on the recommendations for improvement proposed in the SER
- ➔ make any additional recommendations for improvement, as deemed appropriate, but with due consideration for resource implications.



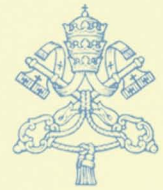
AVEPRO

## ➤ ***THE REVIEW GROUP OR EXTERNAL EVALUATION COMMISSION***

### *Tasks and responsibilities*

The Review Group will:

- ➔ study the SER
- ➔ visit the Unit
- ➔ clarify and verify details in the SER, and consider other relevant documentation
- ➔ review the activities of the Faculty in the light of the SER
- ➔ prepare a draft Report and present the main findings in an exit presentation to staff and students
- ➔ write the Report and deliver it to the Faculty within six weeks



AVEPRO

## ► THE SITE VISIT AS THE REVIEW'S GROUP MAIN TASK

*The Site Visit is central to the review process  
and must be carefully planned*

The Review Group visits the Faculty over a **one or two day period**, depending on the size of the Institution

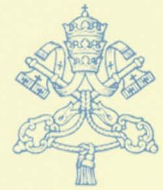
When the precise dates for the visit are being arranged, close liaison is required between the Faculty's committee and the Review Group coordinator

The **detailed structure and programme for the Site Visit** are agreed by the Chair of the Coordinating Committee, the Director of Quality Assurance and the Coordinator of the Review Group and should be agreed six weeks prior to the visit

The **details of the visit are then made available to all staff and students**

**Documents**, e.g. management reports, financial and budgeting reports, PhD theses, sample examination papers for the previous three years, or any other relevant material are made available to the Review Group during the Site Visit

A **suitable room** must be provided for the use of the Review Group during the course of the visit



AVEPRO

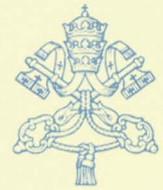
## ► *THE SITE VISIT AS THE REVIEW'S GROUP MAIN TASK*

**During the Site Visit the Review Group should** (as time allows):

- meet** with the Rector, the Coordinating Committee, other members of the academic/service staff, students, senior Faculty officers, graduates, employees, and representatives of all categories of users of the service of the Faculty, including representatives of external stakeholders
- visit** the facilities that contribute to the activities of the Faculty (classrooms, workrooms, offices, library, etc., as appropriate)
- prepare a draft External Evaluation Report** and present the main findings in an exit presentation to staff and students

*FOR MORE DETAILS READ  
MODULE 5 - The Site Visit takes place*





AVEPRO

## ► THE SITE VISIT AS THE REVIEW'S GROUP MAIN TASK

### Sample Programme for Site Visit to a Faculty

#### Day 0

Afternoon	Arrival of Review Group in hotel
18.30-19.45	Briefing meeting of Review Group in hotel
20.00-22.00	Dinner, Review Group and senior Faculty members

#### Day 1

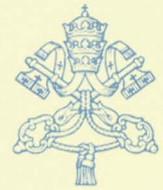
8.30	Review Group collected at hotel
9.00 – 9.30	Meeting with Dean
09.40-11.00	Meeting with Coordinating Committee
11.00-11.30	Coffee break
11.30-12.30	Meeting with Heads of Departments
12.30-13.00	Guided tour of Faculty building(s) and facilities
13.00-14.15	Lunch, Review Group alone
14.30-15.00	Meeting with undergraduate students
15.00-15.30	Meeting with research students
15.30-16.15	Meeting with teaching staff
16.30-17.15	Meeting with vice-dean for research and researchers
17.30-18.30	Meeting with external partners
18.40-19.30	Debriefing meeting, Review Group at hotel
20.00	Dinner, Review Group alone

#### Day 2

08.30	Review Group collected at hotel
09.00-10.00	Meeting with Senior Administrators, Rector, Bursar, Registrar, etc.
10.00-11.00	Private meetings with individual staff members
11.00-13.00	Review Group alone to prepare exit presentation
13.00-14.30	Lunch
14.30-15.00	Meeting with Dean to discuss findings and recommendations
15.00-16.00	Review Group presents findings and recommendations to Faculty

***FOR MORE DETAILS, PLEASE SEE  
MODULE 5 - The Site Visit takes place***





AVEPRO

## ➤ **ANALYSING THE SELF-EVALUATION RESULTS: THE ASSESSMENT FORM**

The Review Group is in charge of analysing the SER that higher education Institutes fill out as a result of self observation and evaluation. In order to assure a common reading of the SERs, the Review Group members are asked to use the **assessment form**

In this respect, the form is used to clarify and verify details of the SER. In particular the assessment form aims at providing the team of experts with a standardised analysis of the SER

The **assessment form breaks down the SER into a detailed list of items**. The level of completion may be indicated for each item as follows:

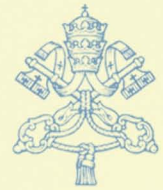
**M:** missing – if not included in the SER

**TBC:** to be completed – if only partially answered

**A:** adequate – if the analysis is adequate

**A\*:** adequate, with comment – if improvements are to be made

*FOR MORE DETAILS, PLEASE SEE  
MODULE 6 - The External Evaluation Report*



AVEPRO

## ➤ THE STRUCTURE OF THE ASSESSMENT FORM

<i>ITEMS</i>	<i>Evaluation</i> M, TBC,A, A*
1. Introduction/The context	
2. Vision, mission, strategic plan	
3. Strengths, weaknesses, opportunities, threats (SWOT)	
4. Teaching and learning	
5. Research	
6. External contribution	
7. Resources	
8. Management and organization	
9. Quality assurance (QA)	
Annexes	

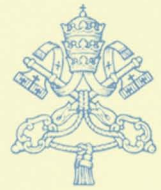
**M:** *missing*  
if not included in the SER

**TBC:** *to be completed*  
if only partially answered

**A:** *adequate*  
if the analysis is adequate

**A\*:** *adequate, with comment*  
if improvements are to be made

FOR THE COMPLETE FORM, PLEASE SEE  
MODULE 6 - The External Evaluation Report



AVEPRO

## ➤ *THE RESULT OF THE “IN SITU” VISIT AND ANALYSIS: THE EXTERNAL EVALUATION REPORT*

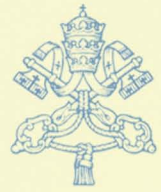
In keeping with the **formative nature of the process** the Review Group should express their **recommendations in a positive manner** that **encourages Quality improvement**

Such an approach is keeping with the spirit of a process in which an **ethos of partnership and trust** ensures that real enhancement can result

As part of the report, the Review Group will:

- ➔ confirm and comment on the details of the SER
- ➔ provide an overview of the present state of the Faculty
- ➔ comment briefly on each aspect of the Faculty’s activities
- ➔ acknowledge achievements and quality where they exist
- ➔ point out unambiguously any deficiencies or inadequacies in management and operations that might be eliminated or ameliorated
- ➔ identify critical resource limitations (if any) that bar the way to achieving improvements
- ➔ comment on all plans for improvements that the Faculty has made in the SER
- ➔ emphasize the recommendations for improvement that the Review Group consider appropriate





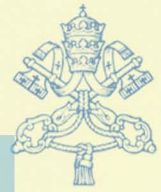
AVEPRO

## ➤ *THE STRUCTURE OF THE EXTERNAL EVALUATION REPORT*

### *INDEX for the External Evaluation Report*

- a) General comments on the SER**
- b) Current situation in the Faculty**
- c) Summary of on site meetings and comments**
- d) Mission, objectives, strategic plan of the Faculty**
- e) Results regarding teaching and research**
- f) Governance, management, autonomy**
- g) Strengths, weaknesses, opportunities, threats**
- h) Plans for improvement (in line with available funding)**

*FOR THE COMPLETE FORM, PLEASE SEE  
MODULE 6 - The External Evaluation Report*



AVEPRO

## ► HINTS

In writing the different chapters of the Report, **a sequence for each section is recommended:**

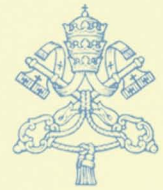
- ☑ **an assessment of the current situation**, both positive and negative
- ☑ **commendations of good practice**
- ☑ **recommendations for improvement with degrees of firmness/urgency/priority**, for example:

‘The Faculty may wish to consider ... ‘

‘The Faculty should in the near future...’

‘It is imperative that the Faculty, as a matter of priority, ... ‘

For clarity, recommendations may be **emboldened**



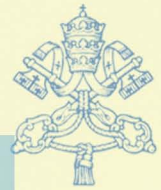
AVEPRO

## ➤ *STYLE OF THE REPORT*

The Report will be used as an **instrument of organisational change and development**  
Hence the importance of:

- ➔ not offending the Institution, but not being banal either...  
diplomatic language!
- ➔ being specific, relevant to issues identified and the cultural setting so that  
points can be taken and worked on
- ➔ realistic recommendations that can be implemented within the capacity of  
colleagues within the Institution
- ➔ appreciating who is likely to have to pick up a recommendation and act:  
does he/she have the required authority?
- ➔ realizing the extent of autonomy and scope for change at institutional level





AVEPRO

➤ **PLEASE, KEEP IN MIND!**

The External Evaluation Report will be used as an **instrument of organisational change and development** Hence the importance of:

- ☑ State recommendations in a positive manner, encouraging quality improvement
- ☑ Ethos of partnership and trust ensures that real enhancement can result
- ☑ Acknowledge achievements and quality where they exist
- ☑ Point out unambiguously any deficiencies or inadequacies in management and operations that might be eliminated or ameliorated
- ☑ Identify critical resource limitations that bar the way to achieving improvements