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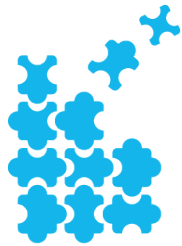
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bologna
process

EUROPEAN
Higher Education Area

Quality Assurance of New/Modernized Curricula Implementation

Based on:

❖Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG)
❖ ECTS User's Guide 2015
❖ Recommendations for target universities regarding quality assessment of implementation of new and modernized curricula/courses/modules (by ECM, 2017)

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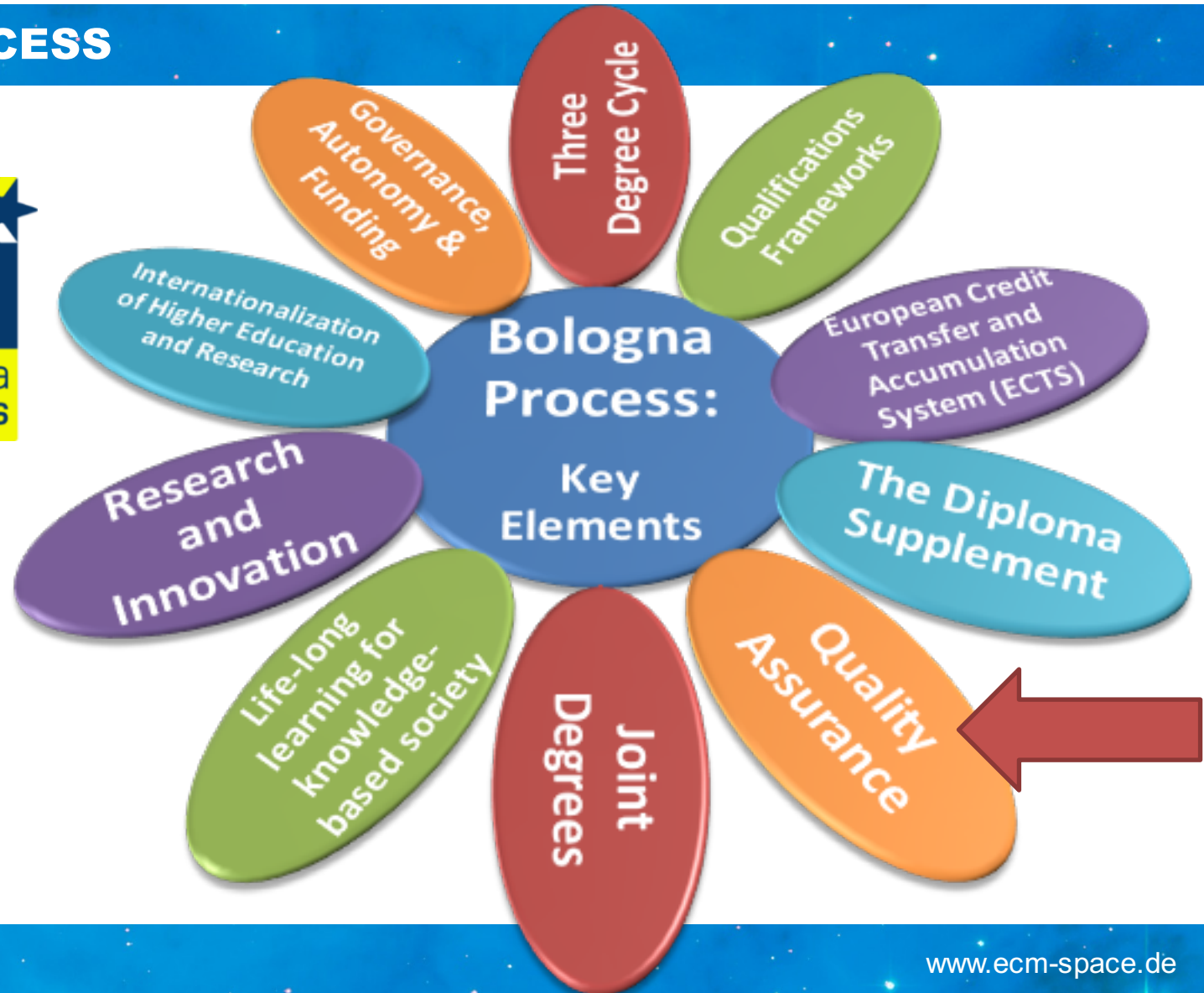
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Official sources:
- ❖ Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG)
- ❖ ECTS User's Guide 2015

Preliminary Steps before developing new curricula/ modernizing the existing curricula

The quality group should:

• Conduct a need analysis of university regarding curricula update/development

• Defining requirements of the labor market

• Formulating competences of specialists that will be valuable in the next 3-5 years

Developing Quality Indicators

After the preliminary steps:

• Develop indicators for quality assessment of implementation of each new/ modernized curricula or curricula package in the target field.
• Develop them BEFORE creating new curricula or modernizing the old ones
• Quality Indicators should be developed according to the QA system of each of the PC universities; examples of quality indicators provided by ECM can also be taken into considerations

Examples of quality indicators
(only suggestion, universities should develop their own quality indicators)

1. Balance of student's workload: theory, practical work (not less than 50%), individual work, internship in a company, testing system
2. Application of ECTS by developing new modules/courses/curricula or modernizing the old ones
3. Usage of information about the latest (up to 5 years old) results of scientific research of foreign scientists in teaching materials
4. Usage of the university online educational platform during the educational process
5. Ability of students to influence the educational content or process. For instance, ability of students to choose a topic of reporting or practical works, to attend elective modules/courses.
6. Partial teaching and implementation of reporting works in English
7. Portfolio of student's completed practical works in a group
8. Correspondence to the national norms (standards) of education
9. Consideration of a new module by the university council of experts with the participation of potential employers (chair meeting, meeting of educational council)
10. Publications of teaching staff or students, participation in conferences on the module's topics

Peer Review

Each university should organize peer review* of new/modernized curricula

Potential Peer Reviewers:

❖Each university should create a list of potential peer reviewers (organizations or persons) that it considers competent enough to conduct a peer review of new/modernized curricula.

❖**These could be:**

Representatives of research centers, universities, ministries, other institutions functioning in the respective industry etc.

❖Each university should define 1-3 peer reviewers and conduct negotiations with them of when to send them materials for a peer review

*Peer Review is the evaluation of work by one or more people of similar competence to the producers of the work (peers). Peer review methods are employed to maintain standards of quality and improve performance

What to provide for a peer review

❖Curricula description

❖List of quality indicators by which peer reviewers will assess the curricula

❖Selected documents, which will correspond and support quality indicators.

Each university should decide which accompanying documents suit best

Name of the university:
Module/curriculum/course title:
Xxxxxxxxxxx

Award criteria:	Score	Max
Indicator 1: Balance of student's workload	4	5
Comments/recommendations of a peer reviewer		
Indicator 2: Application of ECTS	4	5
Comments/recommendations of a peer reviewer		
Indicator 3: Usage of information about the latest (up to 5 years old) results of scientific research of foreign scientists in teaching materials	3	5
Comments/recommendations of a peer reviewer		

Indicator 4: Usage of the university online educational platform during the educational process	*5*	*5*
Comments/recommendations of a peer reviewer		
Indicator 5: Ability of students to influence the educational content or process	*4*	*5*
Comments/recommendations of a peer reviewer		
Indicator 6: Partial teaching and implementation of reporting works in English	*4*	*5*
Comments/recommendations of a peer reviewer		
Indicator 7: Portfolio of student's completed practical works in a group	*4*	*5*
Comments/recommendations of a peer reviewer		

Indicator 8: Correspondence to the national norms (standards) of education	4	5
Comments/recommendations of a peer reviewer		
Indicator 9: Consideration of a new module by the university council of experts with the participation of potential employers (chair meeting, meeting of educational council)	3	5
Comments/recommendations of a peer reviewer		
Indicator 10: Publications of teaching staff or students, participation in conferences	5	5
Comments/recommendations of a peer reviewer		
Total score:	40 (max. 50)	
Number of indicators	10	
Arithmetic Mean	4*	
Summary of the peer reviewer:		

Score of the Module "Occupational Health" = 40

Number of quality indicators: 10

*40/10 = 4 (arithmetic mean = "grade" of xxxxx module)

Thank you for your attention!

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