

Enhancing the student role in HEIs' governance and management

Erasmus+HERE

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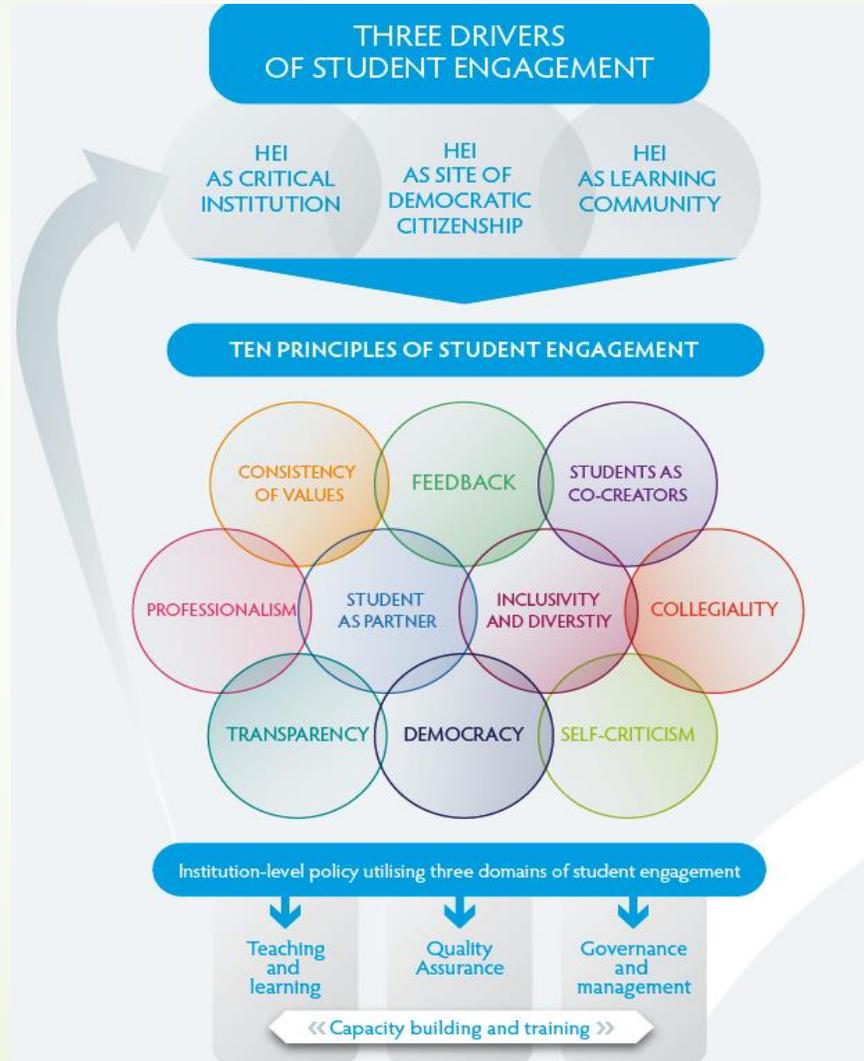
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Three domains

- **Governance and management of HEIs**
- **Quality Assurance Mechanism**
- **Teaching & Learning**

Student role



Student in governance and management of HEIs

Representation in HEI level

- ▶ Article 37 Academic Senat
- ▶ **4. In the Academic Senate students are also represented in public institutions, at ten percent, while in non-public institutions are represented to the extent determined by the statute of the institution**

Representation in main/base unit level

- ▶ Based on LAL 80/2015, HEIs define this level of representation
- ▶ **Which of the participants could present experience in these two levels?**



Quality Assurance Mechanism

- Quality Code
- National Student Survey
- **Internal Quality Assurance**
- Accreditation



Quality Code: Article 105

1. The Higher Education Quality Code is the main document for all processes and procedures of quality assurance in higher education. It sets out state quality standards, mandatory for implementation by HEIs.



Quality Assurance : Article 103

- 1. HEIs are responsible for making policies and procedures for **internal quality assurance**. The structure and functioning of the internal quality assurance unit are defined in the statute of the HEI.
- 2...
- 3. At the end of each semester or before the exam season, IQAU organizes a **student questionnaire** on the quality of teaching for the subjects of each study program.
- ...

Students

Article 98

- ▶ ...
- ▶ c) to participate in the decision-making processes of the HEI,
- ▶ ç) to express their quality evaluation of teaching and the work of staff in the HEI;
- ▶ ...

Article 99

- ▶ 1. Students have the right to be organized in Student Councils...
- ▶ 2. Student Councils are independent student organizations in HEI that do not conduct political and economic activities. They promote student participation and coordinate their representation in the governing bodies of HEIs.
- ▶ 3. Student Councils are elected every two years from student votes and rely on the legislation in force.
- ▶ 6. HEIs support Student Councils and fund their activities. Article



Article 46: Permanent Commissions (PC)

- The main fields of P. C:
 - Scientific qualification (PhD) and academic promotion (Prof.As.&Prof),
 - The **guarantee of quality standards** of the institution and study programs,
 - ***The progress of HEI activities and relations with students,***



Key points in P.C. article

- Level: in HEI or in main unit
- Number of members ≥ 5
- The body which elects the PC members – academic senate (For student member ?)
- The period: 2 years
- Students can't be member of P.C. for:
 - a. Scientific qualification (PhD)
 - b. Academic promotion (Prof.As&Prof)



P.C.

- ▶ It is set up in Faculty level (in department level if department have >35 academic members)
- ▶ PC is composed by 10 members from which 5 are student representatives
- ▶ PC is collegial organ
- ▶ PC prepare an annual report

The main duties:

- ▶ Monitoring didactic quality and didactic offer
- ▶ Monitoring of student service activities (consultations, tutoring, career counseling, leadership etc.)
- ▶ Determinate the indicators for the evaluation of the results
- ▶ Formulate opinions and proposals for activation and termination of SP
- ▶ Expresses the opinion regarding the compatibility between the teaching objectives of each SP and the credits awarded to each planned teaching activity within every course.

UK Quality Code:

Chapter B5: Student Engagement

► The Expectation

The Quality Code sets out the following Expectation about student engagement, which higher education providers are required to meet:

Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.

The Indicators of sound practice:

- 1. Higher education providers, in partnership with their student body, define and promote the range of opportunities for any student to engage in educational enhancement and quality assurance.*
- 2. Higher education providers create and maintain an environment within which students and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience.*
- 3. Arrangements exist for the effective representation of the collective student voice at all organizational levels, and these arrangements provide opportunities for all students to be heard.*
- 4. Higher education providers ensure that student representatives and staff have access to training and ongoing support to equip them to fulfil their roles in educational enhancement and quality assurance effectively.*
- 5. Students and staff engage in evidence-based discussions based on the mutual sharing of information.*
- 6. Staff and students to disseminate and jointly recognise the enhancements made to the student educational experience, and the efforts of students in achieving these successes.*
- 7. The effectiveness of student engagement is monitored and reviewed at least annually, using pre-defined key performance indicators, and policies and processes enhanced*

<http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b>

ESG

➤ 1.2 Design and approval of programmes

➤ Standard: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

- ***are designed by involving students and other stakeholders in the work;***

➤ 1.3 Student-Centered learning, Teaching and assessment

Standard: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

The implementation of student-centered learning and teaching

- respects and attends to the diversity of students and their needs, enabling flexible learning paths;
- considers and uses different modes of delivery, where appropriate;
- flexibly uses a variety of pedagogical methods;
- regularly evaluates and adjusts the modes of delivery and pedagogical methods;
- encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
- promotes mutual respect within the learner-teacher relationship;
- has appropriate procedures for dealing with students' complaints.

http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf



ESG

➤ **1.4 Student admission, progression, recognition and certification**

- Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.

1.5 Teaching staff

Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

➤ **1.6 Learning resources and student support**

- Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centered learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.

Support activities and facilities may be organized in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.

DISCUSSIONS

THANK YOU! FALEMINDERIT !