



University
of Glasgow

Small is (sometimes) beautiful: a story of two
European quality cultures.





University
of Glasgow



The University of Glasgow, Scotland



University
of Glasgow



The University of Glasgow, Scotland



University
of Glasgow



Glasgow School of Art, Scotland



Glasgow School of Art, Scotland 23rd May 2014



University
of Glasgow



Fakultet Likovnih Umjetnosti, Montenegro



University
of Glasgow



Fakultet Likovnih Umjetnosti, Montenegro 14th June 2012



Students at Glasgow School of Art, 1958



University
of Glasgow



This is not a university, Glasgow.



1.1 Policy and procedures for quality assurance

STANDARD:

Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality.

The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

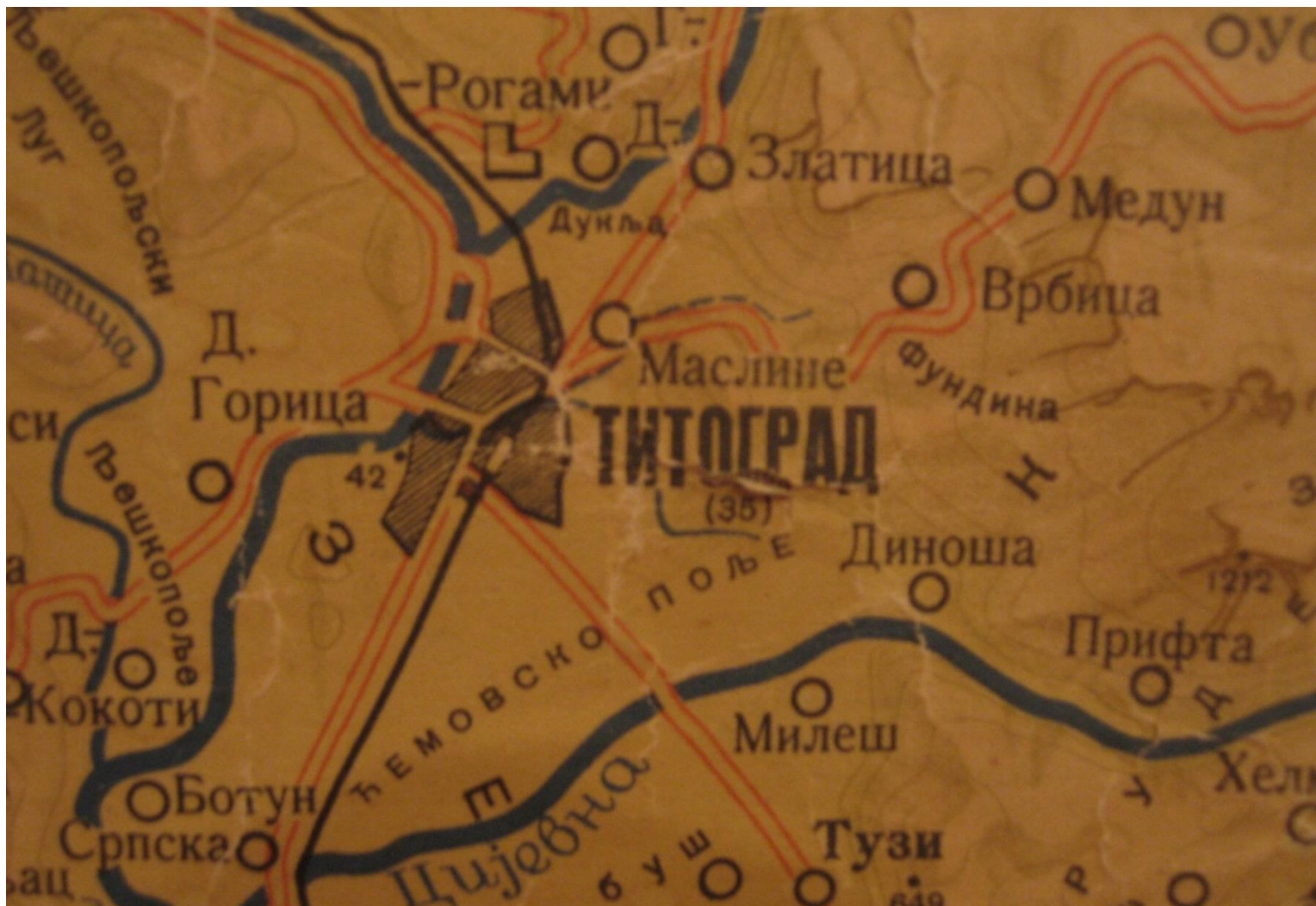
GUIDELINES:

Formal policies and procedures provide a framework within which higher education institutions can develop and monitor the effectiveness of their quality assurance systems. They also help to provide public confidence in institutional autonomy. Policies contain the statements of intentions and the principal means by which these will be achieved. Procedural guidance can give more detailed information about the ways in which the policy is implemented and provides a useful reference point for those who need to know about the practical aspects of carrying out the procedures.

The policy statement is expected to include:

- the relationship between teaching and research in the institution;
- the institution's strategy for quality and standards;
- the organisation of the quality assurance system;
- the responsibilities of departments, schools, faculties and other organisational units and individuals for the assurance of quality;
- the involvement of students in quality assurance;
- the ways in which the policy is implemented, monitored and revised.

Thune, C. (2005). Standards and guidelines for quality assurance in the European Higher Education Area. *Report, European Association for Quality Assurance in the European Higher Education.*





Scottish Parliament, Edinburgh 2016



Univerzitet Crne Gore, Montenegro, 2013

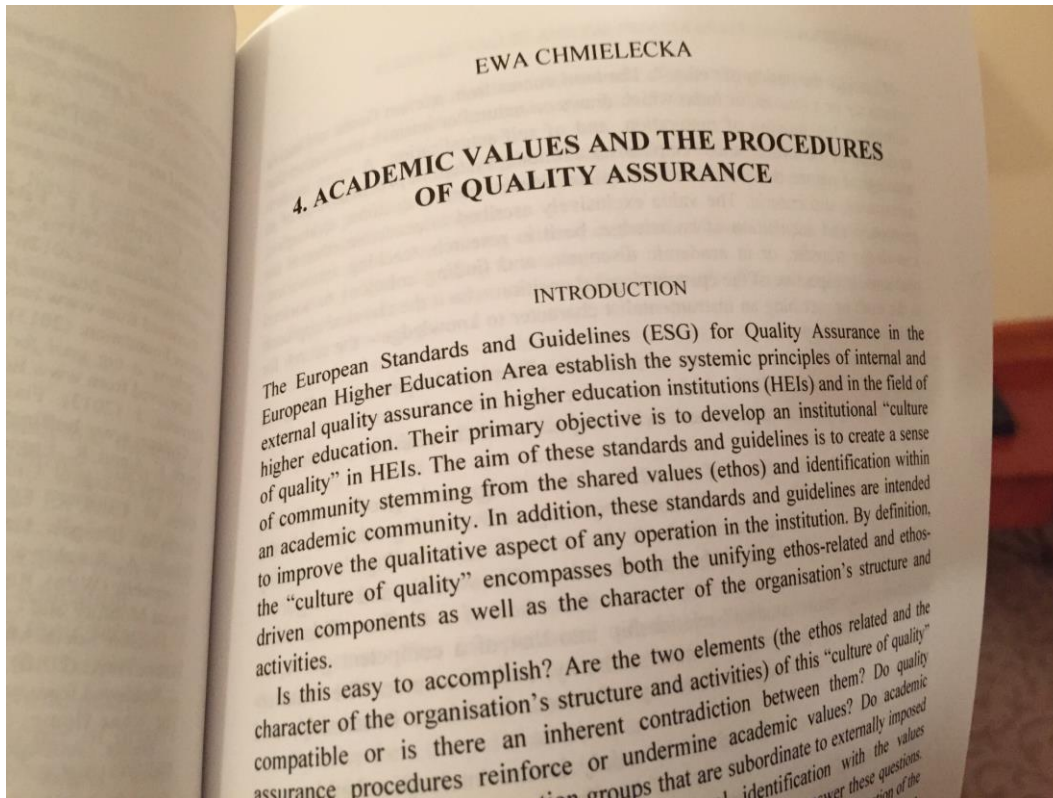


Quality Enhancement Framework (QEF) in Scotland

- Institution-led quality review (at subject level)
- Student engagement in quality management (inc. sparqs)
- Public information
- National programme of Quality Enhancement Themes
- Enhancement-led Institutional Review (ELIR)

See: <http://www.qaa.ac.uk/about-us/scotland/development-and-enhancement>

- Developing and Supporting the Curriculum (2011-14)
- Graduates for the 21st Century: Integrating the Enhancement Themes (2008-11)
- Research-Teaching Linkages: enhancing graduate attributes (2006-08)
- The First Year: Engagement and Empowerment (2005-08)
- Integrative Assessment (2005-06)
- Flexible Delivery (2004-06)
- Employability (2004-06)
- Responding to Student Needs (2003-04)
- Assessment (2003-04)



From: Eggins, H. editor (2014). *Drivers and barriers to achieving quality in higher education*. Springer Science & Business Media.



University
of Glasgow





University
of Glasgow





University
of Glasgow





Fiat factory, Turin, 1951

THE ROOTS OF THE INTERVIEW TO THE DOUBLE

The ITTD requires interviewees to imagine that they have a double who will take their place in their workplace on the following day. The interviewee-instructor is then asked to provide the necessary detailed instructions which will insure that the interviewer-double is not unmasked.

Unlike most projective techniques which are originally underpinned by a psychoanalytic insight (Branthwaite and Lunn, 1985) the ITTD is rooted in the Marxist tradition. The method was, in fact, originally developed with an explicit emancipatory intent by Italian occupational psychologists in the 1970s. It was used to recover and legitimise the local knowledge that workers learned on the job and passed on to novices (Oddone, Re, Briante, 1977). The ITTD was used to raise the awareness that workers as a “homogenous group” were bearers of valid and precious ‘know how’. The interviews were carried out during training workshops with the researcher acting as the double and the worker as the instructor. The workers were never interrupted and their long monologues, often lasting a couple of hours, were tape-recorded and transcribed using

Nicolini, D. (2009). Articulating practice through the interview to the double. *Management Learning*, 40(2), 195-212.

Table 1: What Rankings Measure

Rankings Measure	Rankings Do Not Measure
<ul style="list-style-type: none">• Quantity and Intensity as proxy for quality• Bio- and medical sciences Research• Publications in <i>Nature</i> and <i>Science</i>• Student and Faculty Characteristics (e.g. productivity, entry criteria, faculty/student ratio)• Internationalization• Reputation – amongst peers, employers, students	<ul style="list-style-type: none">• Quality of teaching or research• Teaching and Learning, incl. “added value”, impact of research on teaching• Arts, Humanities and Social Science Research• Technology/Knowledge Transfer or Impact and Benefit of Research• Regional or Civic Engagement• Student Experience

Hazelkorn, E. (2015). *Rankings and the reshaping of higher education: The battle for world-class excellence*. Springer.



University
of Glasgow





University of Glasgow

Lecturers' pay Opinion

Lecturers are striking against low-paid, casual work, which hurts students too

Nina Power

The contemporary university is a highly unbalanced and unfair place, with casualised workers bearing the brunt of the labour but the least security

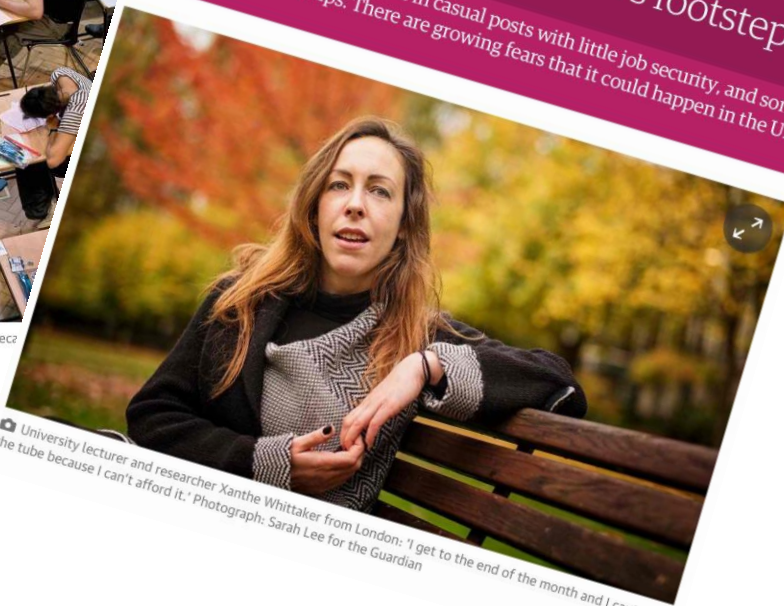


As students and lecturers can equally see, there's only precious little outside the academy.' Photograph: Alamy

Higher education

University lecturers on the breadline: is the UK following in America's footsteps?

In the US, 76% of academics are in casual posts with little job security, and some are even on food stamps. There are growing fears that it could happen in the UK



University lecturer and researcher Xanthe Whittaker from London: 'I get to the end of the month and I can't get the tube because I can't afford it.' Photograph: Sarah Lee for the Guardian



theguardian

UK NEWS

Part-time lecturers on precarious work: 'I don't make enough for rent'

Three university lecturers speak out about the professional and personal impact of casualised academic contracts

BY SALLY WEALE
16 NOVEMBER 2016 16:03

Steve Hanson, 44, part-time lecturer in political sociology

I have a doctorate from a great

- As a European higher education community, what values, ethos, culture and practices do we want our measurement and evaluation tools to reflect?
- What practices and models should we be supporting each other to develop?
- What practices, tools and materials represent our culture and values in an authentic way?
- Do our quality processes reflect and support our academic identities?
- Whose needs should universities exist primarily to serve?
Do our evaluation practices and tools reflect those needs?