



GOOD PRACTICES IN STUDENT ENGAGEMENT WITH SOCIETY

REPOSITORY OF GOOD PRACTICES IN QUALITY MATTERS IN THE UNIVERSITY OF SANTIAGO DE COMPOSTELA

Fostering Student Engagement through AI-driven Qualitative Quality Assurance Practices

A Project Developed by:



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MCAST



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Project: Fostering Student Engagement through AI-driven Qualitative Quality Assurance Practices

Consortium Partners

Riga Technical University

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GENERAL INFORMATION

Title: Repository of good practices in quality matters in the University of Santiago de Compostela

Organization: University of Santiago de Compostela

Country: Spain

Authors: Vice-rector for Quality

One liner – essence of the case study: Make public and facilitate the replication of good practices in quality matters among the different Faculties

Short Summary: The main aim of the case study is to explain the procedure for the identification and recognition of good practices carried out by the University of Santiago de Compostela (USC) Faculties in relation to the processes of the Quality Assurance System, which are:

- Strategic processes: PE-01 Strategic planning, PE-02 Review and improvement.
- Key processes. PC-01 Analysis of the entry and recruitment profile, PC-02 Planning of teaching, PC-03 Support for students, PC-04 Development of teaching, PC-05 Analysis of results and improvement of the programs.
- Support processes: PS-01 Management of the human resources, PS-02 Management of the material and service resources, PS-03 Documentary management, PS-04 Satisfaction, expectations and needs, PS-05 Management of the incidents, PS-06 Public information.

INTRODUCTION AND OVERVIEW

Short description

The University of Santiago de Compostela (USC) is among the establishments that produce the most and best research in all of Spain and is the destination of the best students in Galicia, as well as a growing number of foreign students, both European, Asian and American. With more than 500 years of history, it is one of the universities with the longest tradition in Spain and one of the highest in international rankings. Due to the number of people that make up the university community, the University of Santiago is a small institution: about 25,000 students who are served by 2,100 teachers and 1,200 administration and services professionals. It is also necessary to add about 1,000 people dedicated specifically to research work. In the field of teaching, the USC offers fifty degrees and more than one hundred doctorate and master programs in all areas of knowledge, always oriented to specific social demands. To this must be added a complete research infrastructure: more than 20 research institutes and centres and three other centres specifically oriented to life sciences and technologies that work in a multidisciplinary way in areas such as biological chemistry and molecular materials, molecular medicine and chronic diseases or information technology.

These three centres are the nucleus of Campus Vida, the Campus of Excellence of the USC, a general project that brings together human resources and infrastructures and that the government of Spain recognizes for its excellence. The USC has a student accommodation network considered among the best in Europe for its infrastructures and multiple facilities as well as sports activities and cultural services. In addition, the student body has access to 20 libraries and thousands of reading posts in different parts of the Santiago and Lugo campuses, as well as a bibliographic collection with about 1.5 million printed monographs, almost 40,000 paper magazines and more than 50,000 electronic resources. The USC facilities are located in two thousand-year-old cities: Santiago de Compostela, the capital of Galicia and the end of one of the main religious pilgrimage routes in the world, and Lugo, marked by its Roman origin, whose symbol is its unique wall. In both cases, they are well-connected cities by different means of transport and communication routes.

- Number of students in the HEI: 24.950 (degree: 20.114; master: 2.106, PhD: 2.730)
- Number of international students: 1.409



- Number of faculties and study programs Faculties: 26. Study programs: 148 (degrees, 61, master's degrees, 68; PhD programs, 55.
- Type of HEI (public/private): public

BACKGROUND INFORMATION

The implementation of the Quality Assurance Systems at USC initially focused on identifying the processes and instruments for measuring and monitoring results (indicators and evidences), which required intense managerial, organizational and administrative work. This circumstance kept the activity aimed at adopting direct measures for the improvement of teaching and learning practice at a distance from the Quality Assurance Systems. We could say that the implantation of the instrument concentrated too much attention and efforts related to the objective.

Therefore, with the implementation of the QAS, it was considered essential to approximate the actions that are in fact developed to improve the public service of higher education in the Faculties and Schools of the USC to the Quality Assurance Systems, making visible the relationship of some and others.

For this, it was considered equally essential that this approach arose from the direct experience of the centres and not from the managing authorities of the QAS. The plurality of Faculties and Schools of our University means that among them there are different levels of development of quality actions, with which it was considered that the experience of the centres with more mature quality policies could be a useful tool to stimulate the progress of others.

Both the problem and the alternative options were detected in the implementation processes of the QAS, specifically through the Annual Quality Reports of the Centres, and in the reports on monitoring and renewal of accreditation of the degrees.

The goals and motivations for this initiative can be summarized in three:

1. - Focus the improvement of quality from the management instruments towards the core of the teaching and learning activity.
2. - Give prominence to the Centres (Faculties and Schools) in managing the quality of their study programs.
3. - To obtain a cumulative resource of viable and proven practices that contributes to generating a cycle of continuous improvement in our studies.

From the perspective of the University, the initiative serves to provide tools and assign responsibilities to the authorities and the academic staff regarding the quality of teaching; For students it is a source of information on viable practices to be implemented in their studies and, vis-à-vis society, makes it possible to transmit the efforts of the University to improve its results and procedures as well as to guide

regarding the points in which collaboration external entities and companies may be more useful.

The parties directly interested in this initiative are the managers of the University and the members of the staff of the Quality Assurance Systems.

Managers assume the responsibility of guiding part of their organizational, budgetary and promotional decisions based on the experiences of improving teaching quality and, consequently, assigning to this objective an increasingly relevant role in guiding the general education policy of the University.

For their part, the members of the staff of the Quality Assurance Systems now have specific references regarding how to guide their efforts to analyse, assess and, where appropriate, replicate, actions to improve the study programs on the who have responsibility. Thus, the fundamental objective of the QAS is placed again at the centre of its operation.

A part of the QAS staff members are students. In any case, for this group, as well as for stakeholders in society, there is an indirect impact of the initiative that lies in the improvement of the procedures and the results of the teaching performance that derive from it.

IMPLEMENTATION

The implementation of the initiative is carried out with its own resources through the intervention of technicians from the Quality Area for the preparation of the call and the analysis of the proposals.

After that, the Quality Commission (delegated by the Government Council) makes the final decisions in the selection of awarded initiatives

All the information is published in the USC website, and budgetary allocation is destined to incentivize the centres that were awarded. This allocation comes from the budget of the Office of the Vice-Rector for Quality.

The initiative was part of the University's 2019-2020 Biannual Improvement Plan, approved by the Quality Commission delegated by the Governing Council, forming part of the institutional improvement strategy.

A call was then developed for interested centres to present their improvement actions that could be considered good practices. The first call was held on June 19, 2019, and the awarded initiatives were the following:

1) AREA: ENGINEERING

Higher Technical School of Engineering

 [Executive quality plan](#)

2) AREA: HUMANITIES

Faculty of Philology

 [Support for incoming mobility students](#)

3) AREA: SOCIAL AND LEGAL SCIENCES

Faculty of communication sciences

 [Intervention protocol on students at potential risk of dropping out of studies in the audiovisual communication degree](#)

4) AREA: EXPERIMENTAL SCIENCES

Faculty of Chemistry

 [Specific satisfaction surveys of the interest groups of the Faculty of Chemistry](#)

Faculty of Biology

 [Report on subjects with low recurring passing rate](#)

5) AREA: HEALTH SCIENCES

Veterinary School

 [Document management of the QAS](#)

Pharmacy Faculty

 [Mini-congress external curricular optional internships in Research Groups](#)

Faculty of Psychology

 [Cycle of talks on the professional practice of psychology](#)

The second call was made on October 1, 2020, and the awarded initiatives were the following:

1) AREA: ENGINEERING

Higher Technical School of Engineering

 [ETSE professional classroom](#)

Higher Polytechnic School of Engineering

 [Systematization and automation of the teaching schedule review process](#)

2) AREA: EXPERIMENTAL SCIENCES

Faculty of Chemistry

 [Why study chemistry degree at USC](#)

3) AREA: SOCIAL AND LEGAL SCIENCES

Faculty of Business Administration and Management

 [Enhancement of the advisory committee](#)

Faculty of Economics and Business

 [Dynamization of the election and of the relationship with the student delegates by group](#)

 [Satisfaction survey on the Final Degree Project](#)

4) AREA: HUMANITIES

Faculty of Philology

 [FiloTic activities](#)

The final decision to include these initiatives in the Good Practices repository was adopted by the Quality Commission delegated by the Government Council, and these practices were published on the Quality Area website as well as publicized to all USC Centres. The amount of the prize must be allocated to quality improvements

The deliverable products are the descriptive files of the initiatives, in which the centre and the period in which it was carried out are identified, and the practice is described as well as the evaluation of its effectiveness.

The intangible results are specified in the replication of good practices or their adaptation to other centres and in the way in which they contribute to new improvement initiatives being taken by those responsible for the centres and studies.

EVALUATION AND IMPACT

The initiative has a priority evaluation and monitoring mechanism, which could not be implemented in 2020 due to the COVID-19 pandemic, which is an annual quality day in which it is shared among the members of the staff of the SGC of the centres the outstanding initiatives and the centres in which they have been replicated or adapted are analysed. That day will be held in the last quarter of 2021.

This day will complement the information derived from the quality reports of the centres and the monitoring reports and / or renewal of the accreditation of the studies.

In any case, the repository of Good Practices is managing to commit the quality managers of the centres in an intensification of their initiatives for improvement and to more actively involve all the stakeholders concerned in the Quality Assurance Systems.

SUPPORTIVE AND INFLUENCING ASPECTS

The initiative has great potential to contribute to the improvement of teaching at USC and allows for the development of important improvements in the dissemination and sharing systems of approved good practices to accelerate their replication and adaptation.

Likewise, the repository presents very interesting challenges in terms of measuring its impact through tools that have to be developed with greater precision.

FURTHER INFORMATION

Sustainability Factors: The initiative is fully sustainable by leveraging internal resources and pivoting on autonomous organizational and budgeting decisions.

Transferability: Likewise, due to its simple implementation and the systemic conception of its approach, the initiative is easily transferable to other institutions.

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REFERENCES

TELESCOPI: network of good practices of University Strategic Management in Latin America and Europe. <https://telescopie.upc.edu/>

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