

# DEMO-UNIVERSITY AUDIT

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## 1.2 The implementation of education

### - HEI's self-assessment

Please briefly **describe** the procedures used by your HEI to ensure the quality of education.  
**Assess** the functioning of these procedures.

Use the following sub-questions in the self-assessment, as applicable:

- What procedures does the HEI use to ensure transparency in student selection?
- How is the prior learning assessed and recognised (RPL)?
- How do the selected teaching methods support target-oriented learning?
- What concrete examples does the HEI have of encouraging students to take an active role in the learning processes? How do the students receive feedback on their learning?
- How is the connection to working life taken into account in the implementation of education?
- How are flexible study paths and mobility within/between HEIs enabled?
- How are students supported at different stages of their studies? What procedures are used to intervene in the termination of studies? How does the HEI promote the well-being of students? How is the equal treatment of students guaranteed?

Summarise the main strengths and enhancement areas related to the implementation of education in the table below.

### Strengths Enhancement areas

XX            XX

XX            XX

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### - Assessment of the audit team

*Assess the functioning the procedures used by the HEI to ensure the quality of education. Focus on the strengths, good practices and enhancement areas in the the assessment.*

Use the following sub-questions in the assessment, as applicable:

- What procedures does the HEI use to ensure transparency in student selection?
- How is the prior learning assessed and recognised (RPL)?
- How do the selected teaching methods support target-oriented learning?
- What concrete examples does the HEI have of encouraging students to take an active role in the learning processes? How do the students receive feedback on their learning?
- How is the connection to working life taken into account in the implementation of education?
- How are flexible study paths and mobility within/between HEIs enabled?
- How are students supported at different stages of their studies? What procedures are used to intervene in the termination of studies? How does the HEI promote the well-being of students? How is the equal treatment of students guaranteed?