

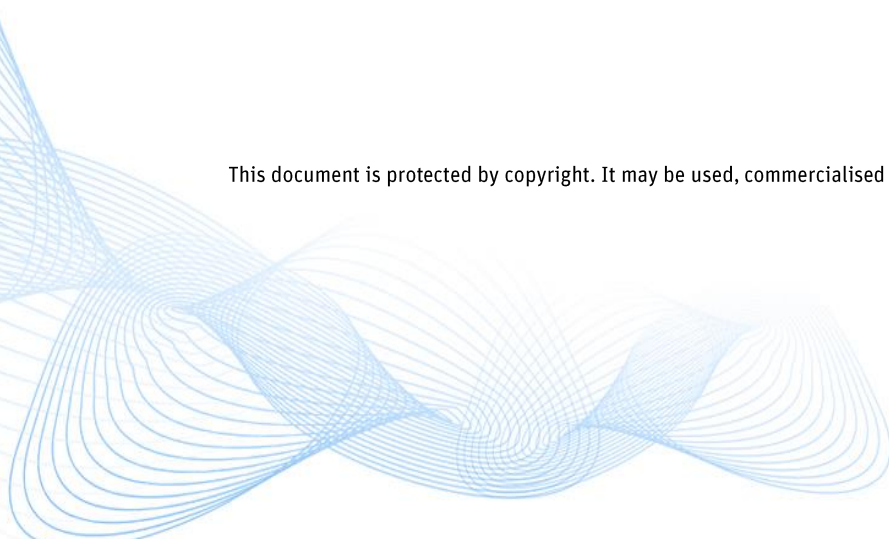


FIBAA

YOUR PARTNER FOR EXCELLENCE
IN HIGHER EDUCATION

**Assessment Guide for the
Certification of Higher Education Institutions,
Further Education Institutions,
Faculties, Study Programmes
or Further Education Courses with the
FIBAA Quality Seal
“Excellence in Digital Education”®**

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Standard 1: Strategy for the digitalisation of the teaching and learning portfolio

Description

This chapter deals with the question of how the strategy for the digitalisation of teaching is defined and implemented at the higher education institution / further education institution / faculty / in the study programme / in the further education course. The higher education institution / further education institution / faculty sets up goals taking into account the areas of personnel, technology, didactic design and quality assurance. The higher education institution / further education institution / faculty is responsible for setting up the appropriate personnel, technical and administrative framework conditions for excellent digital teaching. All responsibilities must be clearly defined. This strategy is also cited in the (overall) strategy. The effectiveness of the strategy is reviewed and measures are initiated if necessary. The higher education institution / further education institution / faculty acts in a future-oriented manner.

Indicators

1.1 Criterion: Objectives

Please explain the strategy for the digitalisation of teaching at the higher education institution / further education institution / faculty / in the study programme / in the further education course. What added value does the strategic orientation offer for the students as well as for the higher education institution / further education institution and its faculties or staff? What are the short-, medium- and long-term goals? What effect does the digital curriculum of the higher education institution / further education institution / faculty have on its position in the education market? Are new target groups or markets being opened up? What role does the digitalisation of teaching play with regard to the sustainability of the higher education institution / further education institution / faculty?

- Text of the higher education institution -

Quality requirements fulfilled:

The higher education institution / further education institution / faculty has formulated a clear and feasible strategy for the digitalisation of teaching.

Quality requirements exceeded:

The higher education institution / further education institution / faculty has analysed the education market in detail with regard to its own strategy in relation to the market and developments (including, for example, technological trends, user behaviour, students' expectations), and has taken the results of this analysis into account in the development of the strategy for the digitalisation of teaching. Both members of the higher education institution / further education institution (students, teachers, administration) and external stakeholders were systematically consulted and had the opportunity to play an active role.

1.2 Criterion: Implementation of the strategy

Please explain how the strategy for the digitalisation of teaching is implemented in the (overall) strategy of the higher education institution / further education institution / faculty. Indicate which decision-making processes, milestones, competences and responsibilities have been defined for the implementation of digital teaching. Which persons or functional areas are responsible for implementing the digitalisation of teaching?

- Text of the higher education institution -

Quality requirements fulfilled:

The strategy for the digitalisation of teaching has been implemented in the (overall) strategy of the higher education institution / further education institution / faculty. The higher education institution / further education institution / faculty has defined decision-making processes, competences and responsibilities for the implementation of digital teaching. The higher education institution / further education institution / faculty informs the public about its concept for digital teaching.

Quality requirements exceeded:

The implementation of the strategy is reflected, for example, in concrete key performance indicators and/or criteria that the higher education institution / further education institution / faculty has defined in order to position itself in the education or labour market. The strategic orientation is reflected in the study programme portfolio, the staff structure, the resources and the learning environment.

1.3 Criterion: Review and measures

Please describe how verification is done to establish whether the strategy is being implemented with regard to the digitalisation of teaching. What measures will be taken if the desired effects of digitalisation do not occur?

- Text of the higher education institution -

Quality requirements fulfilled:

The effectiveness of the strategy for the digitalisation of teaching is regularly and systematically being evaluated. If deviations are detected, measures are instituted to ensure that the goals are achieved.

Quality requirements exceeded:

The participation of members of the higher education institution / further education institution / faculty, especially students, is systematically guaranteed in the continuous further development.

1.4 Criterion: Future orientation

Please describe the digital future orientation of the higher education institution / further education institution / faculty / degree programme / further education course with regard to study and teaching. What is done to ensure that trends in digital teaching and technical innovations are observed and taken into consideration? Explain the role of networks and collaborative re-

relationships with external partners (including other higher education institutions or (further education) institutions, faculties or companies and providers of digitalisation solutions) play in the area of study and teaching and, if applicable, attach evidence of existing cooperations/networks.

- Text of the higher education institution -

Quality requirements fulfilled:

The higher education institution / further education institution / faculty operates in a future-oriented manner with regard to the digitisation of teaching. Steps are taken to ensure that trends in digital teaching and technical innovations are observed.

Quality requirements exceeded:

The higher education institution / further education institution / faculty / degree programme / further education course is also oriented beyond its own institution towards developments in the field of digitalisation of teaching (including didactic models and technical innovations). Networks and co-operations with external institutions are described and the agreements underlying the cooperation are documented.

Standard 2: Staff

Description

The successful implementation of digital teaching requires qualified staff who have media competence related to digital teaching and are supported by appropriate measures taken by the higher education institution / further education institution / faculty to maintain and further develop their teaching skills and methods.

The higher education institution / further education institution / faculty should create an environment that promotes and supports the further development of the didactic skills and expertise of its faculty and staff in digital teaching. This can be done, for example, by creating a department responsible for digital teaching within the higher education institution / further education institution / faculty. Members of this department will then share their expertise with others involved in the provision of digital teaching, e.g. through internal consultancy, training courses, seminars and best practice guides. Furthermore, it is important to ensure that teachers are sufficiently trained and qualified to work with learning analytics.

The higher education institution / further education institution / faculty should ensure that the workload of academic staff and any other implications of participation in digital teaching are taken into account in the management of courses or programmes.

Indicators

2.1 Criterion: Staffing

Please state the number of teaching staff regularly involved in digital teaching at the higher education institution/ further education institution / faculty / in the degree programme / in the further education course. Include an overview of the teaching staff, their teaching areas and qualifications in digital teaching (see Appendices). Explain the responsibilities of staff involved in supporting the delivery of digital teaching (e.g. e-tutors/e-mentors, administration, IT). Give specific examples of recent appointments or roles (e.g. instructional designer), if any.

- Text of the higher education institution -

Quality requirements fulfilled:

The qualifications of the full-time academic staff and teaching assistants meet the requirements of digital teaching in order to bridge the spatial/temporal distance to the students appropriately and to be able to realise the teaching-learning objectives in the best possible way.

Quality requirements exceeded:

The higher education institution / further education institution / faculty has established standardised processes with regard to didactic initial qualification in digital teaching and defines prerequisites and standards that teaching staff must fulfil in order to teach in digital form at the higher education institution / further education institution / faculty.

2.2 Criterion: Further qualification

Describe the measures for staff development and qualification in connection with the digitalisation of teaching. To what extent is the design of training programmes based on an analysis of training needs that takes into account requirements by functional area and the individual needs of staff?

- Text of the higher education institution -

Quality requirements fulfilled:

Training is provided for staff involved and expected to be involved in digital teaching. Staff working as tutors and in other support functions for students are appropriately instructed and trained in the use of relevant digital elements. Concrete measures for the further qualification of teaching staff are implemented.

Quality requirements exceeded:

Responsibility for the provision of training is clearly defined and sufficient resources are allocated. There is an institutional plan for the training of staff in digital teaching and this plan is regularly updated. The higher education institution / further education institution / faculty provides access to online self-help training materials. There is a regular training needs assessment which takes into account requirements by functional area and individual staff needs.

2.3 Criterion: Support

Which institution is the contact point for teaching staff in all matters concerning the design and implementation of courses in digital format (e.g. departments for university didactics, EdTech labs)? Which advisory services can teachers benefit from in addition to support in the didactic planning of their courses? Explain the framework conditions that have been created for academic staff to facilitate the transition from analogue face-to-face teaching to teaching in an online environment. How are teaching loads and design or further training in digital teaching reconciled?

- Text of the higher education institution -

Quality requirements fulfilled:

Teaching staff are supported in the didactic use of digital technologies, especially in the creation of teaching materials. The higher education institution / further education institution / faculty ensures that the workload of academic staff and any other effects of participation in digital teaching are taken into account in the management of courses or programmes.

Quality requirements exceeded:

The technical stakeholders regularly collaborate with the academic stakeholders in the further development of digital teaching.

2.4 Criterion: Knowledge management

Please explain the internal knowledge management of staff with regard to the further development of digital teaching. How is staff know-how systematically pooled and stored? Are there clear structures for disseminating best practices in relevant teaching methods? How can teachers benefit from the expertise of others and what form of formal and informal exchange takes place?

- Text of the higher education institution -

Quality requirements fulfilled:

Staff are encouraged to support each other in the development of digital teaching materials and further development of digital teaching, and to exchange expertise across disciplines on teaching and learning techniques in digital teaching. The institution has provided an online platform accessible to all those involved in digital teaching where experiences can be submitted, commented on and shared.

Quality requirements exceeded:

The higher education institution / further education institution / faculty has an institutional unit committed to the development of digital teaching and/or promotes and supports participation in inter-institutional cooperation and interdisciplinary exchange programmes in connection with the development of teaching and learning methods. Where necessary, further education events are organised for this purpose. Publications on teaching and learning issues related to digital teaching are promoted through incentive schemes.

Standard 3: Technology

Description

This chapter deals with the question of which technical infrastructure is available for the digitalisation of teaching. The technical infrastructure plays a decisive role in the design of the digital learning environment. The higher education institution / further education institution / faculty is responsible for provision of modern information technology that enables the implementation of contemporary digital teaching and also offers scope for innovation. The higher education institution / further education institution / faculty shall provide consultancy as well as administrative and technical support. The teachers must be informed about the relevant offer of the responsible institutional organisational unit (e.g. multimedia centre) and be supported in the planning and implementation of their digital teaching. Steps must be taken to ensure that the teachers can safely use the technologies and tools in their teaching. Students must be advised on issues relating to the digital elements used and the teaching platform and supported in dealing with the technology.

Indicators

3.1 Criterion: Technical organisational unit

Please explain the tasks of the responsible institutional organisational unit and describe its services with regard to digital teaching design at the higher education institution / further education institution / faculty (e.g. video and audio production, creation of image films and recordings, video/web conferences of courses and workshops, live streaming). Set up an overview with all learning tools that are ready for digital teaching (e.g. webinars, podcasts). Describe how staff, including any e-tutors/e-mentors involved, are advised and supported in the creation and use of the digital teaching environment (e.g. application of technologies and tools, use of the teaching platform as well as learning analytics, recording of courses, processing/editing of image, audio and video material). Is there a sufficiently powerful cable network for video editing? Is there sufficient server capacity for a multimedia archive?

- Text of the higher education institution -

Quality requirements fulfilled:

The technical organisational unit enables and supports the implementation of digital teaching. Teachers have sufficient workstations at their disposal for the technical processing of learning aids and materials. There are also sufficient advisory and support services available.

Quality requirements exceeded:

The technical organisational unit follows trends and enables teachers to implement innovative technologies and tools in teaching beyond the standard. It offers regular and varied training courses to teachers and works continuously on the further development of digital learning tools. There is an institutional plan for the provision of training in the technical aspects of digital teaching.

3.2 Criterion: Technical infrastructure

Please describe the additional technical infrastructure of the higher education institution / further education institution / faculty with regard to digital teaching design. Explain the media technology in the lecture halls and seminar rooms. What tools are used for online events? Provide an overview of the software and hardware available to teachers (e.g. laptop, tablet, microphone, headset, web camera, green screen). Is the availability of a very good internet connection and fast WiFi with sufficient capacity guaranteed?

- Text of the higher education institution -

Quality requirements fulfilled:

The higher education institution / further education institution / faculty has a technical infrastructure that enables the implementation of digital teaching. The lecture halls and seminar rooms are equipped with functional and modern media technology. The teachers are equipped with sufficient software and hardware to enable them design digital teaching programmes.

Quality requirements exceeded:

The higher education institution / further education institution / faculty has a modern technical infrastructure that enables and promotes the implementation of innovative digital teaching.

3.3 Criterion: Teaching and learning platform

Please describe the structure and tools of the teaching and learning platform (e.g. Moodle, Canvas etc.). Refer to elements such as the overview of teaching units/modules, the overview of learning outcomes, the overview of learning progress, the course calendar or deadlines, discussion forums, quizzes, case studies, tests, exams and helpdesk. Are tools, multimedia files and social media integrated into the platform? Does the platform enable interactive and collaborative learning (e.g. group work)? Is the platform clearly structured and user-friendly? Can the learning platform be used on mobile devices? Does the learning platform allow barrier-free access for students with disabilities? Is a cross-institutional digital teaching platform used? Explain in which formats the platform is used (e.g. supplementing classroom teaching, blended learning or 100% online teaching). What were the motivations that played a decisive role in the selection of the platform? To what extent is it possible to monitor activities and results via

the learning platform? Outline how the underlying data protection regulations are taken into account.

- Text of the higher education institution -

Quality requirements fulfilled:

The teaching platform is clearly structured and designed to be user-friendly. It is stable and scalable and there are no disruptive impulses when using it. It offers sufficient possibilities for embedding text, audio, images, graphics, animation, multimedia files and social media. Students can navigate smoothly through the teaching units.

Quality requirements exceeded:

The teaching platform offers sufficient opportunity for collaborative learning and promotes interaction both among students and between students and teachers.

3.4 Criterion: Data analysis system

Please explain which data analysis system and/or which tools can be used to obtain data or for learning analytics. How powerful is the data analysis system of the higher education institution / further education institution / faculty? Can a large amount of data be processed?

- Text of the higher education institution -

Quality requirements fulfilled:

The higher education institution / further education institution / faculty has a data analysis system and sufficient technology or resources to process large amounts of data.

Quality requirements exceeded:

The higher education institution / further education institution / faculty has a data analysis system and other tools that enable a variety of learning analytics with a high degree of integration, so that they can be used meaningfully for didactics.

3.5 Criterion: Technical support for students

Describe how students are supported in terms of digital teaching (e.g. use of technologies and tools, use of the teaching platform). How are students' digital skills measured? How does the institution ensure that students have sufficient digital skills and technical know-how to be successful digital learners? Through which counselling and support services do students receive proactive support (e.g. induction services, online tutorials, kick-off events)?

- Text of the higher education institution -

Quality requirements fulfilled:

Students can reach the technical support of the higher education institution / further education institution / faculty via a range of channels (e.g. by telephone, by email). Questions regarding digital teaching and the teaching platform are answered quickly. The institution ensures that students are able to handle the technologies and tools.

Quality requirements exceeded:

The higher education institution / further education institution / faculty proactively supports communication between students and technical departments and establishes rules on response times.

Standard 4: Didactic design

Description

Excellent digital teaching requires didactic competence. This chapter deals with the question of how the didactic design of digital teaching is planned and implemented at the higher education institution / further education institution / faculty. A didactic design ensures that students achieve the qualification objectives. This is done through the appropriate design of learning materials, which can be supplemented by a mixture of digital methods.

Technology enables innovative impulses here. The added value of the tools and technologies must be continuously analysed. A didactic concept is the basis for the sensible use of technology and media. This means that a decision can only then be made as to which tools are to be used on the technical level to achieve the given learning outcome. The digital forms of examination are also based on the didactic concept and are suitable for determining whether the learning outcomes have been achieved. In the context of the increasing individualisation of higher education, learning analytics can be used to respond more strongly to heterogeneous learning groups and needs by personalising learning.

Indicators

4.1 Criterion: Digital didactic concept

What forms of digital teaching are being designed (e.g. e-learning, blended learning, 100% online teaching, hybrid learning) and what are the motivations for choosing a particular format? Please explain the development process of the didactic concept using a selected example from digital teaching and taking into account the aspects of qualification objectives and examination concept. Please also take note of the Appendix "Statistical Data" which must be submitted and which should provide an overview of the entire online portfolio of the higher education institution / further education institution / faculty. In addition, the following questions are relevant: To what extent is learner-centredness taken into account in the didactic concept? To what extent can different learning types be addressed in the didactic design? What role do flexibility, adaptive and personalised learning play? Are institutional guidelines available for didactic design?

- Text of the higher education institution -

Quality requirements fulfilled:

The documentation of the selected example of digital teaching provides exemplary evidence that the higher education institution / further education institution / faculty is capable of developing adequate concepts for digital teaching. The didactic concept takes into account the use of different digital methods that are aligned with the intended learning outcomes of the learning unit.

Quality requirements exceeded:

The higher education institution / further education institution / faculty provides for an institutionally uniform didactic concept suitable for digital teaching and makes the relevant implementation guidelines available to the teachers. In the creation of new and the further development of existing digital teaching formats, current developments in the field of didactics are taken into account and/or insights into learning processes are gained through learning analytics.

4.2 Criterion: Teaching methods

Describe the teaching methods (e.g. sequence of synchronous and asynchronous teaching units) based on the selected example. If possible, activate a representative module or learning section on the learning platform for this or a comparable example. Explain to what extent innovative and creative teaching methods (e.g. use of gamification elements, social learning, storytelling) are also used. Are students encouraged to take an active role in the learning process (e.g. through group work, peer-to-peer learning)?

- Text of the higher education institution -

Quality requirements fulfilled:

The higher education institution / further education institution / faculty uses appropriate methods for digital learning that correspond with the didactic concept.

Quality requirements exceeded:

The higher education institution / further education institution / faculty uses versatile methods that are appropriate for digital learning and correspond with the didactic concept in addition to having innovative components. Students are encouraged to take an active role in the learning process.

4.3 Criterion: Learning materials

Please give an example of how you integrate digital learning materials (e.g. welcome and learning videos, quizzes, forums) into teaching and describe the documents that were used in the process (e.g. criteria catalogues for the selection and creation of digital learning materials). Do students get online access to supplementary literature or to purchased content that the institution has not produced itself? Explain how this external content is integrated into the course structure and how it contributes to excellent digital teaching; also explain to what extent the university publishes educational materials it has created under an open, freely usable licence.

- Text of the higher education institution -

Quality requirements fulfilled:

Digital media are used in text, video and audio formats. The learning materials are technically well designed and reproduced. They are prepared in a user-friendly manner and encourage students to continue studying on their own. The learning materials are up-to-date and complete and correspond with the didactic concept. When creating the study material, the teachers have clearly defined instructions as to which teaching materials are to be created and in which digital form as content for a module. The teachers are provided with a criteria catalogue or similar document.

Quality requirements exceeded:

The learning materials contain innovative components and are oriented towards the didactic preferences of the target group. The higher education institution / further education institution / faculty provides for appropriate online access to literature. The higher education institution / further education institution / faculty partially produces educational materials that appear under an open licence and can be used freely.

4.4 Criterion: Forms of examination

What forms of examination are used in digital teaching at the higher education institution / further education institution / faculty / in the degree programme / in the further education course (e.g. electronic examinations, peer assessment)? What advantages and challenges have been identified in this regard?

- Text of the higher education institution -

Quality requirements fulfilled:

The forms of examination are also based on the didactic concept and are suitable for determining the achievement of the learning outcomes as well as the identity of the examinees. The higher education institution / further education institution / faculty uses competence-oriented online examination formats (e.g. online presentation, learning portfolios, digital learning diaries). The higher education institution / further education institution / faculty has established plagiarism rules and regulations regarding the conduct of digital examinations. Students are given transparent information about these regulations.

Quality requirements exceeded:

The higher education institution / further education institution / faculty applies different forms of digital examination, uses these in the further development of established examination scenarios and employs modern proctoring.

4.5 Criterion: Academic support for students

Explain how academic support for students is also guaranteed in digital teaching. At which stages are formative and summative learning assessments applied? In what ways do students receive ongoing feedback on their learning progress outside the regular (summative) examinations, and on whether and to what extent they are meeting the requirements set?

- Text of the higher education institution -

Quality requirements fulfilled:

Students receive adequate academic support. E-tutors / e-mentors are available for all students in sufficient numbers. The higher education institution / further education institution / faculty provides a variety of communication forms for supporting students (e.g. digital, telephone, face-to-face).

Quality requirements exceeded:

The higher education institution / further education institution / faculty supports communication between students and teachers and draws up regulations for this purpose (e.g. code of conduct, guidelines for teachers on feedback times, netiquette).

Standard 5: Quality assurance

Description

This chapter deals with the question of how the quality of digital teaching is ensured at the higher education institution / further education institution / faculty. The successful implementation of teaching requires its embedding in a systematic quality management system that takes into account the specifics of digital teaching. The quality management system in the area of teaching and learning is suitable for ensuring achievement and continuous improvement of the quality standards of their digital teaching and ensures the effectiveness of teaching.

Learning analytics can play an important role in the quality assurance of digital teaching as they provide insights into learning processes and learning environments, so that they can be better understood and optimised. The higher education institution / further education institution / faculty should collect data from students in order to measure study progress, predict study performance and identify risks that jeopardise study success in good time. The steps of learning analytics include measuring, collecting, analysing and documenting the data. The higher education institution / further education institution / faculty must confront the legal and ethical issues that the use of this data entails. In addition to data protection, this also includes transparency, i.e. students must be allowed to object to the analysis of their data. The higher education institution / further education institution / faculty bears the responsibility, in all processes, of complying with the guidelines and regulations regarding data protection (especially the EU General Data Protection Regulation (GDPR) and the Federal Data Protection Act (BDSG). FIBAA does not undertake a structured review of the legal conformity of all processes within the framework of the procedure.

Indicators

5.1 Criterion: Integration into the quality management system

Describe how digital teaching has been integrated into the existing quality management system. Which processes, quality objectives and key figures have been defined and what does the control cycle look like? Please explain the individual procedures (e.g. evaluations of courses), stating the cycle, responsibility, procedure and student participation. At what points is student feedback obtained and used to ensure the quality of teaching? How are stakeholders inside and outside the institution involved in the quality management system?

- Text of the higher education institution -

Quality requirements fulfilled:

The quality management system includes instruments and procedures for the systematic review of teaching. Findings from target/actual comparisons are implemented consistently. The processes for quality assurance in teaching and administration are digitalised and linked.

Quality requirements exceeded:

Both the members of the higher education institution / the further education institution / the faculty, students and external stakeholders are included in the system and have the opportunity to actively participate in quality management.

5.2 Criterion: Quality assurance of digital teaching

Explain how the special features of digital teaching are taken into account within the framework of quality assurance. Are there key figures specifically tailored to digital teaching? How do the processes and procedures for quality assurance of digital teaching differ from the processes and procedures for quality assurance of face-to-face teaching?

- Text of the higher education institution -

Quality requirements fulfilled:

The special features of digital teaching have been defined and taken into account accordingly in the quality management system. The processes and procedures used are capable of systematically ensuring the quality of digital teaching. The media competence of the teachers and the didactic design are subject to continuous monitoring. Quality assurance includes feedback from students.

Quality requirements exceeded:

The special features of digital teaching were taken into account by means of a broad-based system of key figures. The quality assurance of digital teaching includes feedback from representatives of professional practice as well as from graduates.

5.3 Criterion: Learning Analytics

Please explain what role learning analytics play in the quality assurance of teaching. Please describe the goals, scope and processes of data collection. Where is data collected (e.g. via the teaching platform)? What student data is measured (e.g. navigation, clicks and interactions in a teaching environment)? Explain how the institution ensures that the legal framework governing data protection is communicated and adhered to. At what stages in the learning process is knowledge gained? Who collects and analyses the data collected and how can it be ensured that the persons involved have the appropriate qualification for these tasks? How is the knowledge gained used to improve learning, the learning environment or the teaching materials? What role does learning analytics play in the further development of the didactic concept (e.g. personalisation of learning/learning units)? Are the learning analytics linked to similar data collections at the further education institution, faculty or higher education institution level?

- Text of the higher education institution -

Quality requirements fulfilled:

Learning analytics objectives, scope and processes of data collection, analysis and evaluation are clearly defined and communicated transparently to students. The analysis method takes into account relevant and current research on learning analytics and is scientifically plausible. Data is analysed using transparent, coordinated instruments (across the entire higher education institution, faculty or even across degree programmes). Findings are not only interpreted but used to react to problems (e.g. with regard to learning progress, drop-out rates).

Quality requirements exceeded:

The higher education institution / further education institution / faculty continuously collects, analyses and evaluates data that provides information on study progress, study performance and risks. There are appropriate measures to ensure that the data of as many students as possible are included in the data collection. Trends are developed from previous and current data during the analysis. The results of data collection and data analysis are used to personalise learning and/or to solve common research questions. The higher education institution / further education institution / faculty uses the results scientifically and contributes to the further development of the quality of learning analytics (e.g. through publications).

5.4 Criterion: Quality assurance of technology

What procedures are used for quality assurance of the technical infrastructure in digital teaching? Please explain the individual procedures (e.g. evaluation of technologies, tools and teaching platform), stating the cycle, responsibility, process and student participation. At what stages is student and teacher feedback obtained and used to improve the technology in use?

- Text of the higher education institution -

Quality requirements fulfilled:

The technical infrastructure is subject to continuous monitoring. Quality assurance includes feedback from students and the teaching staff.

Quality requirements exceeded:

The quality assurance of the technical infrastructure includes feedback from representatives of professional practice as well as from graduates.

5.5 Criterion: Continuous improvement

Please give examples of measures and processes for the continuous improvement of digital teaching that go beyond standard quality assurance (e.g. suggestion schemes, regular workshops and/or exchange rounds). How are own strengths, weaknesses and potentials for improvement identified? Which group of people proactively and regularly deals with the continuous improvement of digital teaching and bears the procedural responsibility for this?

- Text of the higher education institution -

Quality requirements fulfilled:

Regular measures are applied that contribute to the continuous improvement of digital teaching. Internal stakeholders have a good opportunity to proactively contribute potential for improvement.

Quality requirements exceeded:

Within the framework of continuous improvement measures, it can be seen that the higher education institution / further education institution / faculty follows technical and didactic developments in particular and contributes findings in order to improve digital teaching. Examples prove that the higher education institution systematically facilitates a solid continuous improvement process.