FORUM 2022

Sustainable Quality Assurance: Optimizing Synergies between Artificial and Human Intelligence

Hosted by the Federation of Mexican Private Institutions of Higher Education (FIMPES), Mexico, from 6 to 9 June 2022

THEME 1. CAPACITY BUILDING THROUGH INVESTING IN PEOPLE

Building Capacity: Developing a Student Engagement and Voice Platform

Karen Belfer, Executive Director, Ontario Colleges Quality Assurance Service (OCQAS), Canada

ABSTRACT

This presentation showcases a unique strategy that was implemented by the Ontario Quality Assurance Service (OCQAS) to review the College Quality Assurance Audit Process (CQAAP). The strategy included the use of representative individuals "links" between groups to elicit feedback and enhance discussion at each stage of the process. It opened channels of communication and capacity building with our stakeholders and improved the feedback received. The result was increased stakeholder knowledge of the quality assurance (QA) process and increased trust in the credibility of the QA agency and its QA processes. Hence we will continue to use these strategies to strengthen our process and stakeholder engagement going forward.

Introduction

The Ontario College Quality Assurance Service (OCQAS) is responsible for stewarding and supporting institutional quality assurance mechanisms for the twenty-four public colleges in the province of Ontario, Canada. OCQAS is the leading Quality Assurance service in Canada, serving the largest provincial college system. We are an organization that works at arms-length from the colleges and the Ministry of Training, Colleges and Universities.

In OCQAS' last Organizational audit, the INQAAHE panel made the following recommendation:

Raise awareness about the QA arrangements in place and the role the Agency plays in order to improve student engagement.

Global quality assurance agencies like the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and the European Association for Quality Assurance in Higher Education (ENQA) have added to their respective requirements the expectation of incorporating the student voice into the quality assurance processes of the agencies and the institutions they review. This is referenced in the Guidelines of Good Practice (INQAAHE, 2018), Requirement 3.4.1, and in the Standards and Guidelines for Quality Assurance on European Higher Education Area (ENQA, 2015), Requirement 2.4.

In addition, since 2009, the European Standards and Guidelines expect agencies to include in all external quality assurance processes, as appropriate, a student member as an audit panel reviewer (ENQA 2009, 25).

Background

Student Involvement in Quality Assurance

The *involvement* of students in quality assurance has been present in the assessment of courses and instruction for many years.

Although most students participate in some level of quality assurance activity (i.e., fill out course feedback forms), only a certain number of them see this resulting in changes that are relevant to them. Policymakers should also recognize that student satisfaction data is not a straightforward measure of quality (Scott, 2018).

Theme 1. Digital Disruption for HE Brings Disruption for Quality Assurance

The European Foundation for Management Development Quality Improvement System (EQUIS) who has studied this, has concluded the following:

" *...students are a very rich source of information. Interviews with students provide an important insight into workload, the professionalism of staff, the coherency of programmes, the clarity of aims and objectives, the organisation of the curricula, and the facilities."* (EQUIS 2012, p. 50)

Student participation in higher education processes has evolved over the last twenty years, from students filling out course satisfaction surveys, to participating in the governance of quality assurance activities in their own educational institutions. Cunningham (2015) defined quality in higher education as the confidence *"...that students are being effectively and efficiently provided with the teaching, resources, support and environment to allow them to achieve their full learning potential"* (p. 46).

From Student Involvement to Student Engagement

When the interplay of student participation and quality assurance come together, one has to consider the conceptual difference between student involvement and student engagement. The former is practiced in most institutions and it aim is to assess the quality of the student experience (Shah, Hartman, & Hastings, 2014). The latter, on the other hand, requires *"... new institutional structures that deepen relationships with students, develop opportunities for partnership, improve their representation and enhance their learning experience"* (Gvaramadze, 2011, abstract).

Student Engagement in Quality Assurance

Harvey and Williams (2010) reviewed the work done in Quality from 1995-2010. They found that Quality has different meanings, that these meanings change according to how higher education is defined, and in turn, has implications for its measurement (selection of criteria, approaches and methods to assess performance). In practice, there is always a political dimension to quality as institutions grapple with the tension between improvement and accountability.

Student engagement in QA started in the United Kingdom at the turn of the century, in response to political developments. It stemmed from government policies that required students to take responsibility for financing their education, and hence granted them a greater voice in the decisions made around the learning process (Hudson and Spours, 1999). Compliance processes (Chapter 5 in the new Quality Code for Higher Education) (QAA, 2012) and research supported guides were developed to support the increased engagement of student voice in university and education national governance and decision-making.

The European Association for Quality Assurance in Higher Education (ENQA) was set up in 2000, following the recommendation from the Council of the European Union and the Bologna Declaration to promote the attractiveness and competitiveness of European higher education (Smidt, 2015). ENQA has created fora where members are able to discuss and develop recommendations that promote and inform the development of a quality culture in European higher education institutions. The rapidly expanding student numbers that in many European countries has brought a more utilitarian view of higher education, has created a greater demand for accountability and transparency, and in turn engaged students in external and internal quality assurance practices.

In Australia, the need to engage students in quality assurance activities was in part a response to pressure from ENQA's international quality standard, and also in response to a review of the 2003 introduction of performance funding using Course Experience Questionnaire (CEQ), which found that after ten-years of implementation, there was limited improvement in student satisfaction (Shah, Hartman, & Hastings, 2014). Nevertheless, the Tertiary Education Quality Standards Agency (TEQSA), the internal quality assurance agency for higher education in Australia, in response to federal and state legislation, lessened the requirement

for student representation. It was senior university personnel from various institutions who agreed to move forward with engaging students, to stay competitive (Varnhan, White, Olliffee, & Cahil, 2015).

Best Practices

The best known model for engaging students in Quality Assurance comes from Scotland. Their approach which has been embedded in policy and practice is called the Quality Enhancement Framework (QEF). The QEF has five elements: a comprehensive program of institution-led reviews; external cyclical review of institutions; improved forms of public information on quality; a national program of Enhancement Themes; and a greater voice for student engagement in quality management.

The student engagement aspect of the QEF called for a greater voice for students in national, institutional and departmental quality systems. Student Partnerships in Quality Scotland (sparqs) was founded in 2003 to support student engagement and illustrates the commitment to actively creating the environment to give students a stronger voice.

Similar to Scotland, most countries in Europe have developed policies to ensure student engagement at all levels of the educational system such as curriculum, learning resources, quality enhancement and assurance, guidance and support, student progression and achievement, assessment and feedback, and the teaching and learning process. For their participation in the quality assurance activities of the institutions, students receive support and are encouraged to create student leadership groups that develop the necessary skills and train others in debating, teaching and learning, policy and QA.

Only those jurisdictions that have developed policies and have invested time and resources to increase students' competence in the field of quality assurance have been successful in engaging students in their education and future (Elmas, 2021).

Levels of Engagement by Region

Level of Engagement	Student Activity	European Union	UK (Lead by Scotland)	Others	Canada (Ontario)
National/ Regional	Involved in the policy consultation	•	•		
	Involved in the development of resources		•		
Institutional	Members of Governance Structures	•	•	• *	•
	Members of Academic Council	•	•		•
	Members of Teaching and Learning Committees	•	•		
	Members of Institutional Review Panels	•	•		
	Co-write the Institutional Self-study		•		
	Participate in Site-Visit Reviews	•	•	• ^	•
Program	Co-develop programs	•	•		
	Members of Site-Visit Review Panels	•	•		•

Theme 1. Digital Disruption for HE Brings Disruption for Quality Assurance

	Participate in Site-Visit Reviews	●	●		●
	Participate in Surveys, Focus Groups	●	●	● ^	●
Course	Co-create curriculum	●	●		○
	Participate in Surveys	●	●	● ^	●

*, ^Chile and Norway

^ New Zealand, Hong Kong, Malaysia, South Africa, United Arab Emirates, and Oman.

The EU Quality Assurance agencies and institutions recognize the role and value of students in higher education quality. Nonetheless, in Europe most of the students are unaware of many quality assurance and enhancement activities, available to them (Galan Palomares, 2014).

Value Proposition

Lennon, et al. (2018) found in their research of Canadian Higher Education institutions that most of them do engage students at the first and second level of the Student Partnership Staircase as illustrated below (sparqs). Moving student participation from information provider (completer of surveys) toward partner (engaged in authentic and constructive dialogue) would require colleges to understand and agree to engage in a more profound relationship with the students they serve.

Student partnership staircase — sparqs

Goal

The aim to improve student engagement in quality assurance in postsecondary institutions in Ontario could be worked into the following three measurable outcomes.

Institutions/ will be able to:

1. Define and apply student engagement consistently across the public college system;
2. Increase student engagement in decision making and government processes;
3. Provide evidence of meaningful and authentic student engagement, and increased student outcomes.

Challenges

Engagement activities across higher education institutions tend to be short-lived, with leaders having difficulty in supporting them in the face of other more urgent pressures (Benneworth and Osborne, 2014). This makes it important to develop resources for institutional leaders (Robinson, 2012), including mechanisms to define the expectations, indicators for engagement, benchmarks of student engagement, and the creation of a collective organization to promote it.

Other issues will be to secure the funding for such an organization and maintain focus (training, resources, engagement in QA).

Conclusions

The many approaches and achievements in the Quality Assurance field have demonstrated that the most advancement has been accomplished in countries that have national policies that involve student engagement as part of the growth and advancement of higher education. Those policies include commitment and assurance in the involvement of students on every level of decision making.

Countries that have been implementing such strategies have moved away from only caring about student opinion and level of satisfaction at the course level, to a full partner in the design of the Higher education landscape.

According to Isaeva, Eisenschmidt, Vanari, & Kumpas-Lenk (2020), students are eager to participate in the quality assurance process. However, the students' understanding of what the institution expects from them, their roles and responsibilities, should be made clear. In turn, with policy comes the strategy and resources to secure the successful implementation of such strategy, at all levels. This includes but is not exclusive of an organization that is funded, self-regulated, and supported by the colleges. In order to effectively involve students in the quality assurance process, training and capacity building are necessary.

At the end of the day, both institutions and students need to change their perceptions of the role that students play in program and institutional quality assurance (Cardoso, S., Santiago, R. & Sarrico, C. S. (2012)), while we as external quality agencies also need to rethink the strategies we put in place to engage students in external reviews beyond the current practices.

According to Gvaramadze (2011), the benefits and added-value of a co-production- and cooperation-based quality enhancement system would lead to improved response to student needs, greater levels of student involvement and student engagement and overall progress in achievement of the learning outcomes. Hence, while student engagement in quality enhancement processes would lead to an improved student learning experience, it would also inherently imply better academic standards and credibility of awarded credentials among students, in the labor market and in the wider public.

Implications for the Ontario college system

- Policy Development:
    - Need to develop policy (at the government and/or Colleges Ontario level) to operationalize the elements that are necessary to enhance student engagement in QA.
- Design of an implementation strategy:
    - There would be a need to develop a strategy within the system and the colleges to operationalize to the new policy.
- Assign resources to implement strategy:
    - The increased engagement of students in QA activities will have a financial cost (i.e., creation of an organization to develop student capacity).
- **Training and capacity building:**
    - QA staff would need to be trained in how to meaningfully operationalize student engagement.
    - College faculty and staff would need orientation and ongoing refreshing of the new roles for students in QA.
    - Students would require training to learn the skills to effectively take on more significant roles.

- Timing:
  o The system currently has a number of higher priority issues on its plate and there may not be sufficient impetus or willingness to take this on at the present time.

References

Benneworth, P. & Osborne, M. (2014) IV.5. Knowledge, Engagement and Higher Education in Europe. *Higher Education in the World 5: Knowledge, Engagement & Higher Education: Contributing to Social Change.* The Global University Network for Innovation, p. 219-232.

Retrieved from http://www.guninetwork.org/files/iv.5_1.pdf

Cardoso, S., Santiago, R., & Sarrico, C. S. (2012) The social representations of students on the assessment of universities' quality: the influence of market- and managerialism-driven discourse, *Quality in Higher Education*, 18:3, 281-296.

Cunningham, B. (2015) Enhancing 'quality' in the academy: Some tensions and contradictions In Cunningham, B. (ed.) *Professional Life in Modern British Higher Education*, 41-60, London: Institute of Education Press.

Elmas, M. (April 10, 2021) Why student participation in quality assurance matters. *University World News. The Global window to Higher Education*.
Retrieve from: https://www.universityworldnews.com/post.php?story=20210405090729498

ENQA (European Association for Quality Assurance) (2009) *Standards and Guidelines for Quality Assurance in the European Higher Education Area.*

Retrieve from: http://www.enqa.eu/files/ESG_3edition%20(2).pdf

ENQA (European Association for Quality Assurance) (2015) *Standards and Guidelines for Quality Assurance on European Higher Education Area.*
Retrieve from: https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

EQUIS (European Quality Accreditation System) (2012) *The EQUIS Process Manual.*
Retrieve from: http://www.efmd.org/images/stories/efmd/EQUIS/2012/equis_guide/equis-process-manual-jan-2012-final.pdf

Galán Palomares, F. M. (February 14, 2014) Involving students in quality assurance. *University World News. The Global window to Higher Education*.
Retrieved from https://www.universityworldnews.com/post.php?story=20140210155738832

Gvaramadze, I. (2011) Student engagement in the Scottish Quality Enhancement Framework, *Quality in Higher Education*, 17:1, 19-36.
DOI: 10.1080/13538322.2011.554310

Harvey, L. & Williams, J. (2010) Fifteen Years of Quality in Higher Education, *Quality in Higher Education*, 16:1, 3-36.

https://www.tandfonline.com/doi/abs/10.1080/13538321003679457

Hodgson, A. and Spours, K. (1999) *New Labour's Educational Agenda: Issues and Policies for Education and Training from 14+*, London: Kogan Page Ltd.

INQAAHE (2018). *INQAAHE Guidelines of Good Practice: Procedural Manual.*
Retrieved from: https://www.inqaahe.org/sites/default/files/GGP-Procedural-Manual-2018.pdf

Isaeva, R., Eisenschmidt, E., Vanari, K., & Kumpas-Lenk, K (2020). Students' views on dialogue: improving student engagement in the quality assurance process. *Quality in Higher Education*, 26:1, 80-97.

Theme 1. Digital Disruption for HE Brings Disruption for Quality Assurance

Lennon, M., Luttmann, J., & Militano, A. (Nov, 2018). *Opportunities for student Participation in Quality Assurance.*

Retrieved from: http://www.peqab.ca/Publications/MACS_StudentParticipationInQA_Oct27.pdf

Robinson, C. (2012) Student engagement: What does this mean in practice in the context of higher education institutions?, *Journal of Applied Research in Higher Education*, 4:2, 94-108. https://doi.org/10.1108/17581181211273039

Scott, E. A. (2018). Student involvement in the quality assurance processes in HE in FE: perceptions of students, teachers and managers. *A thesis submitted in partial fulfilment of the requirements of the Institute of Education, University of London for the degree of Doctor in Education.*

Shah, M. & Hartman, K. & Hastings, G. (2014). Partners or opponents: the engagement of students in a compliance driven quality assessment. Perspectives: Policy and Practice in Higher Education. 18 (1), 20-28. http://dx.doi.org/10.1080/13603108.2013.835288

Smidt H. (2015) European Quality Assurance—A European Higher Education Area Success Story. In: Curaj A., Matei L., Pricopie R., Salmi J., Scott P. (eds) The European Higher Education Area. Springer, Cham.

https://doi.org/10.1007/978-3-319-20877-0_40

Sparqs. *Student partnership staircase.*

Retrieved from: https://www.sparqs.ac.uk/ch/Student%20partnership%20staircase.pdf

The Quality Assurance Agency for Higher Education. 2012 (QAA). *UK Quality Code for*

Higher Education.

Varnham, S., White, K., Olliffee, B., Cahil, Ann (Dec, 2015) Building the argument for more systemic student voice in university governance and decision-making in Australia: Learnings from UK. *The Society for Research in Higher Education*, Newport in South Wales, UK. Retrieved from https://srhe.ac.uk/arc/conference2015/abstracts/0250.pdf

An Integrated Approach to People Development across the QA organization

Ms. Perliter Walters-Gilliam, President of NBBE Consulting and Former Vice President of Accreditation, Accrediting Council for Independent Schools and Colleges, USA

Ms. Kimberlee Moore, Chief Accreditation Officer, Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association, USA

Ms. Nga Phan, Director of Institutional Research and Assessment, University of St. Augustine for Health Sciences, USA

Methodology

Using scenario-based learning, participants will role play within a Quality Assurance (QA) organizationwith identified capacity building issues/situations that require the teams to work as a unit to identify the problem(s), suggest solutions, and determine the implementation plan.

Each QA "organization" will have ten (10) assigned roles with flexibility on the assignments based on thenumber of participants in the session.

Novelty and Innovation of Approach

Role play and scenario-based learning have been proven to facilitate a student-directed approach to learning with a high level of engagement and interaction within the learner group. This approach will allow all players within the QA system – QA organizations, HEIs, QA service providers – to get a better understanding of the other roles within the system and work collaboratively to identify where and how people can be developed.

Participants will be assigned roles with a short profile of that role within the QA organization and will assume that role during the scenarios (at least three). The various roles will encompass those of a QA organization at the institutional, professional, and specialized levels and can be applied in an autonomous or government-directed structure.

Logistics & Basic Requirements

-Round tables for each team (7 – 10)

-Flip Charts/Markers for Brainstorming

THEME 2. THE MULTIPLE USES OF AI, DATA, AND TECHNOLOGY

Students'Dropout Solutionusing smart AI: Exploring Unique Way for the Retention of Prospective Student

Methodology of the sessions

The title of the session suggests and indicates that the presenter, representing Daffodil International University will deliver the proposal through powerpoint delivery where they will talk to the following issues:

- Technical details of APIof the Students' Dropout Solution
- Data query and mining
- Process of data analytics and Database ERP
- Major dropout cause according to Machine Learning (ML) with probability.

The presenterswill show the live data and will attempt to answer thefollowing questions:

- How does an organisation identify suitable technologies that are costeffective and data that would be useful for them to advance their quality assurance practices?
- How is your organization making use of the latest developments in technology?
- What are the systems in place to ensure a constant in-flow of accurate, relevant, live and valid data for your decision-making?
- How does your organization utilize the benefits that arise from the integration of the AI in your daily activities?
- How are your institutions incorporating smart AI systems in their quality enhancement activities?

The Project: Students' Dropout Solution

Students' dropoutsolution is a unique tools, being usedby faculty membersof Daffodil International University (DIU)to check the status of each student regarding the overall scenario, using 64 different parameters and employing sentiment analysisas well. It's an Artificial Intelligence (AI) operated module designed to evaluate the dropouttendencies among studentsand has been using to find out the real reason which will facilitate concerned faculty members to takeright and correct measures, accordingly and paves the way for improvement against challenges.

Below are all technical details of the API:

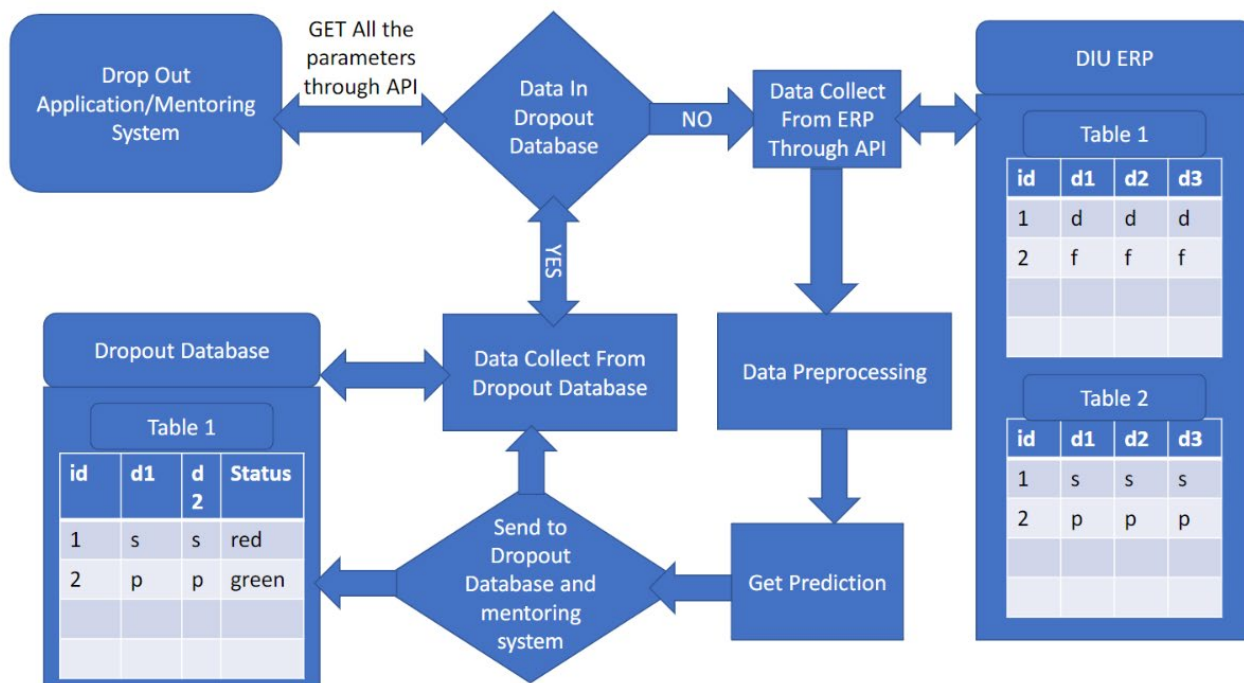## *Theme 2. The Multiple Uses of AI, Data, and Technology*
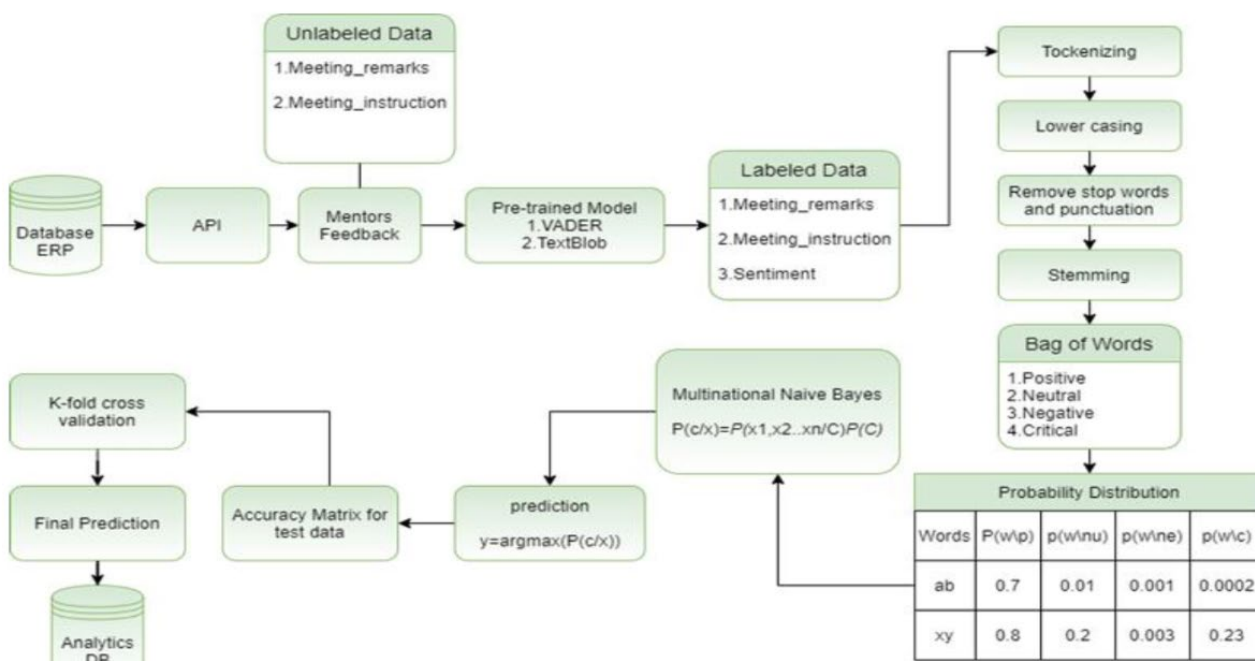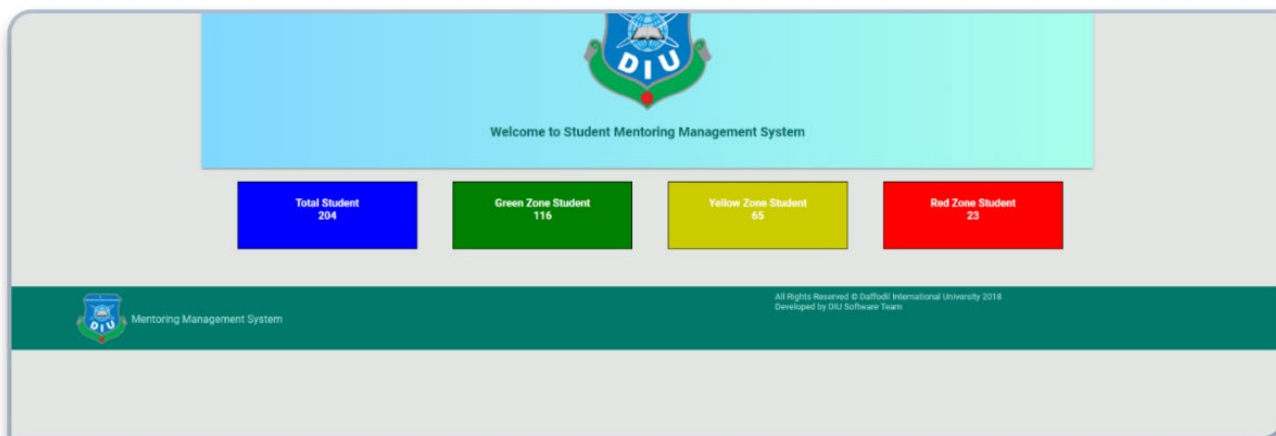

Figure 1. Work flow of the Solution

Figure 2. Sentiment Analysis

Theme 2. The Multiple Uses of AI, Data, and Technology
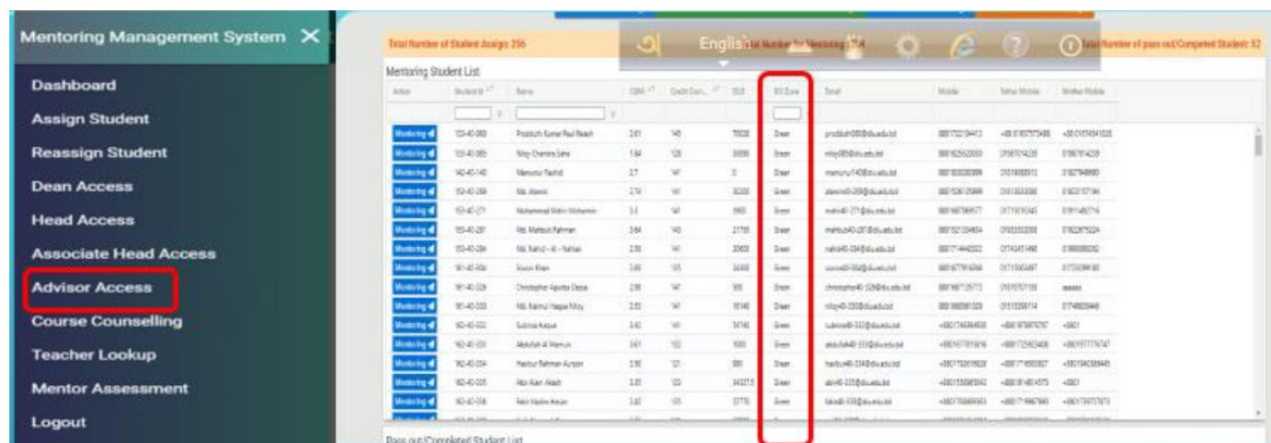
The interface

After login (URL http://software.diu.edu.bd/mentoring) above mentioned page will open. The user will see total number of student assigned for him/her, in view to mentoring purpose. Below are the indicators, which will direct the user to take into consideration about the current status.

1. **Red: High Probability to Dropout**

2. **Yellow: Moderate Probability to Dropout**

3. **Green: Safe Zone Student**

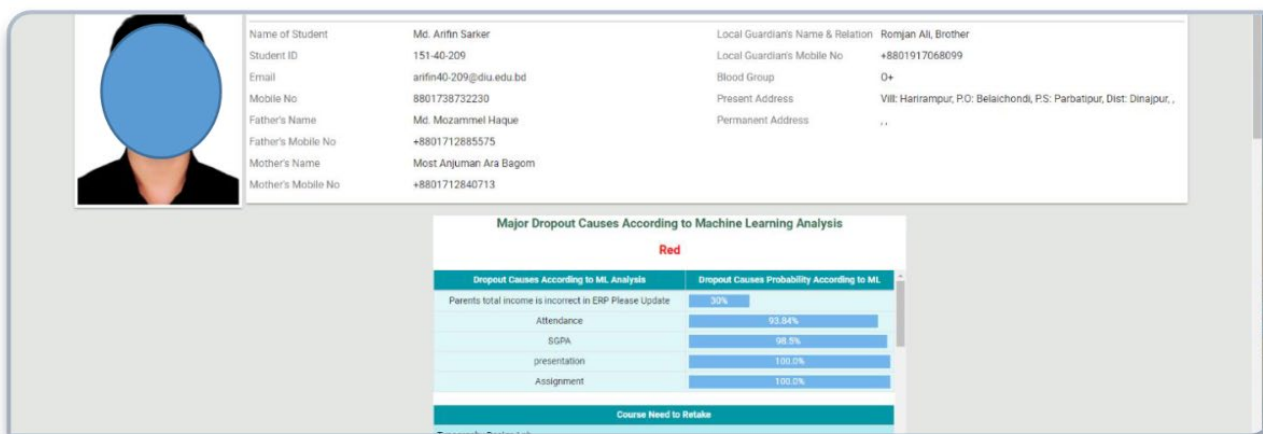**Mentoring system Advisor access**

One will get the advisor access to see the dropout status of the students (who are under the mentor ship of

concerned faculty member) clearly marked by red rectangle. There is also a search box for searching the student who are in Dropout Zone (also they can be traced by ID and Name).
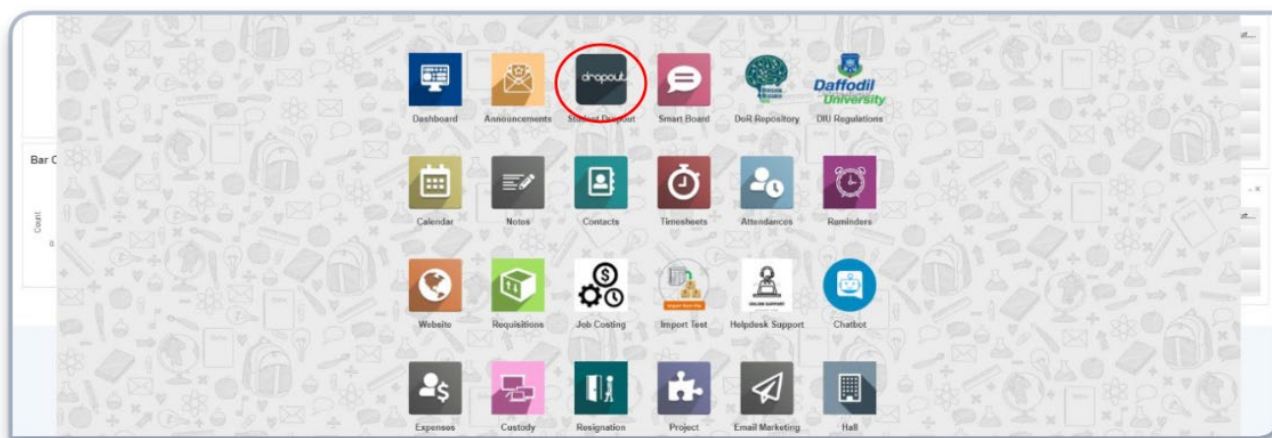
Mentoring system specific student

If anyone 'click' to view any specific student from advisor access page, s(he) will get detailed information of that student where below features will be displayed and shared.

1. Major dropout cause according to Machine Learning (ML) with probability.
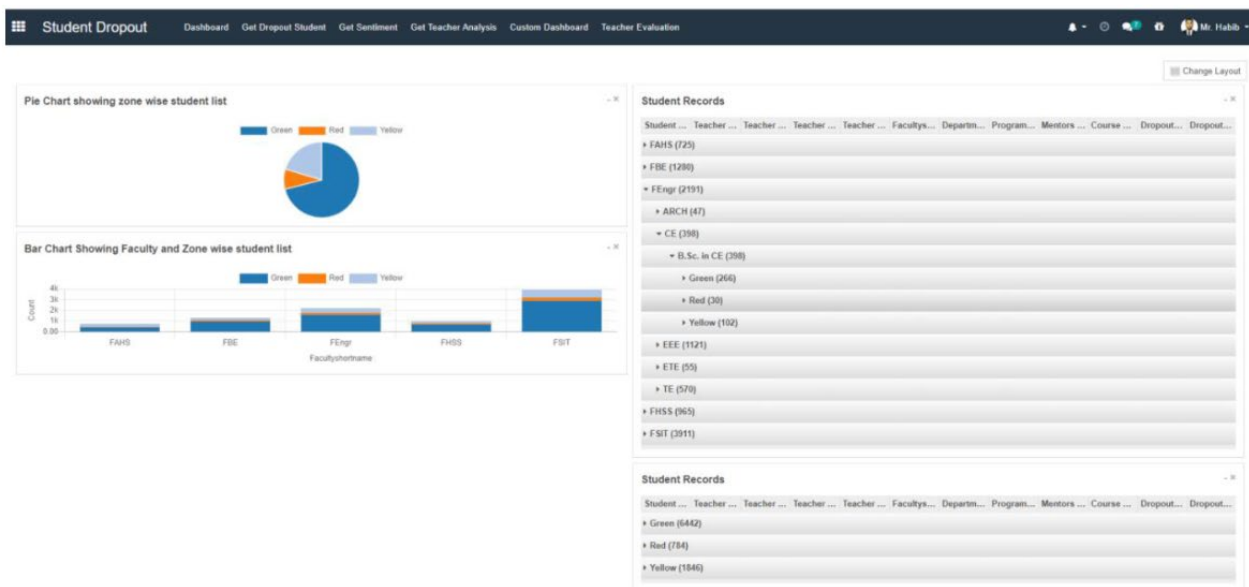
2. Number of course(s)need to be retaken

Dropout in smarted

While entering into http://pd.daffodilvarsity.edu.bd/web, the page will redirect to the login page. After successful login, below mentioned page will open. The user will see all the modules along with dropout student

module as well (red marked icon). By clicking the icon,the user will be redirected to the dropout dashboard page, where authorized userwill get overall information of all the faculties, departments and students denoting Red, Yellow and Green color.

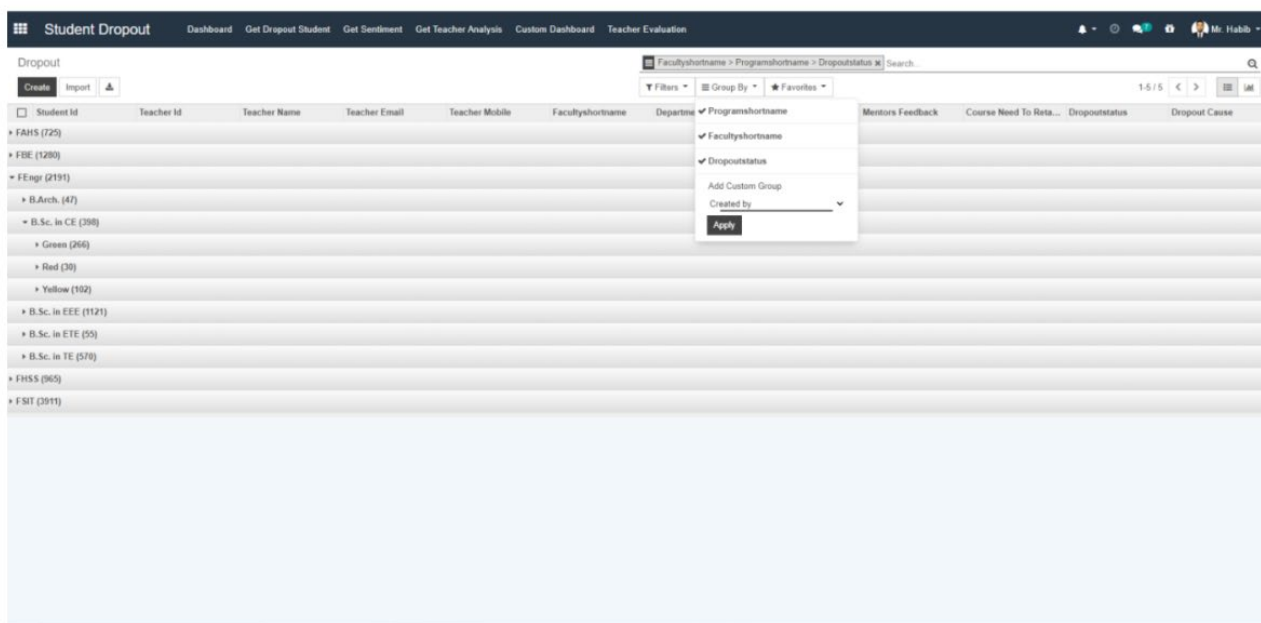## *Theme 2. The Multiple Uses of AI, Data, and Technology*

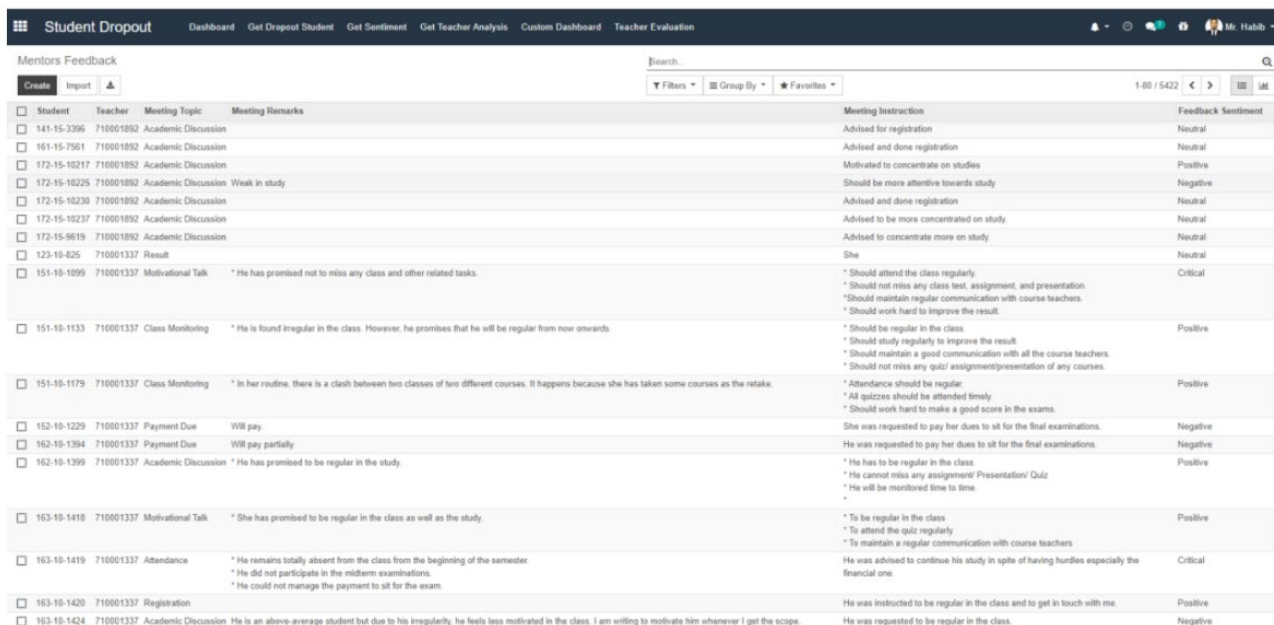*Theme 2. The Multiple Uses of AI, Data, and Technology*

In this page (shown at below) the user will get overall sentiment analysis of mentors comments, information of the student with the status of sentiment. You can expand the view.

Impact Analysis:

●**How does an organizationidentify suitable technologies that are costeffective and data that would be useful for them to advance their quality assurance practices?**

To ensure quality assurance in higher education institutes and to automate the process, DIU has taken initiative to automate its implementation process where QA cell loos into the evaluation and monitoring process for adjudging the real time development or progress. to design the qualit assuranceprocess management system on a service oriented architecture (SOA). SOA has been chosen for the transparently, scalability, and Integrity of this architecture.

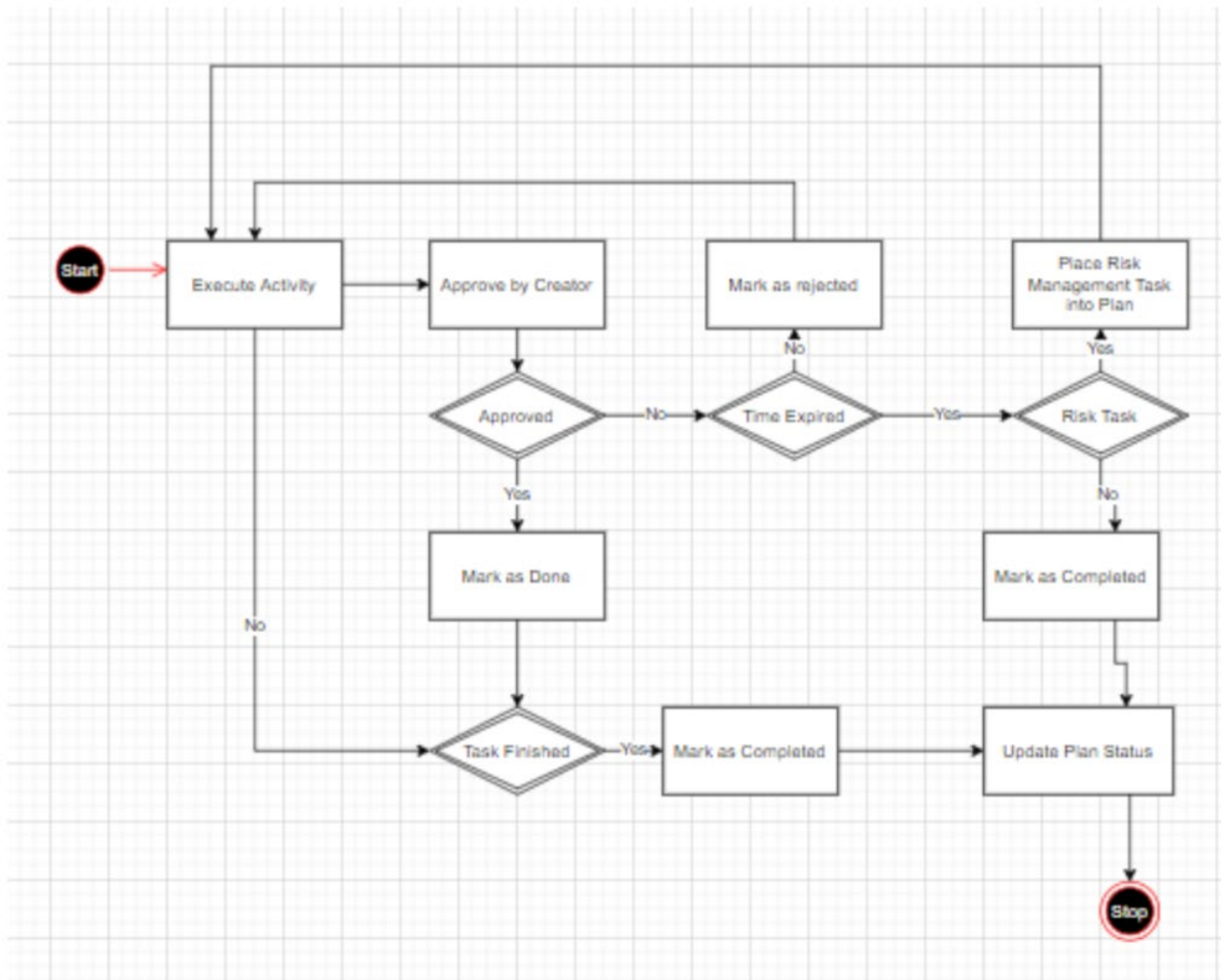*Theme 2. The Multiple Uses of AI, Data, and Technology*

Figure 3. Task/Activity Execution Process Model

Figure 4. IQAC Process UML Use Case

How is your organization making use of the latest developments in technology?

In Daffodil International University, we introduced the Blended learning Center (BLC) platform in around 2016. Since then, our academic departments have been engaged to develop online course repositories. However, that time students were mostly engaged through the traditional face to face class system. When the pandemic started in Bangladesh and we faced the first lockdown, we took immediate steps to onboard all students and teachers to online education through the BLC platform. Teachers could easily adopt the platform due to their previous preparations in developing online course repositories and students were also equipped as they received free laptop devices from the university as part of the One Student One Laptop Project.

On top of that the university offered 100s of webinars and circulated different digital guidelines to both teachers, students and administrators on how to take preparations at individual level to cope up with different

Theme 2. The Multiple Uses of AI, Data, and Technology

initiatives and changes done by the university. Because of these initiatives, the majority of the teachers became well equipped to take classes online, could create and circulate online courses, contents and materials through the BLC platform for the students to study, engage the students through different interactivecontents and discussion forums to further enhance their learning process, assess the students learning from creating online quizzes, assignments and online workshops. Not only that, we worked in collaboration with prominent course providers like Coursera, Edx, LinkedIn Learning and Sailor Academy to offer our students with quality online contents as an opportunity to enhance their knowledge and skills. The Career Development Center (CDC) and Human Resources Development Institute (HRDI) of Daffodil International University was highly engaged during this time to offer necessary training to the faculty members and students of the university. Even in the pandemic, The CDC is functional in making arrangements for placing jobs for the students and graduates in different industries in collaboration with one of the pioneer job portals in Bangladesh called Skill Jobs. On top of that we have started collaborating with goedu.ac and iou.ac platforms to offer bit sized and modular supplementary professional courses for the students beyond the university border as a national contribution. Apart from that all the process of the university (administrative) is made digital through SmartEdu ERP developed by Daffodil Computers Limited which is a concern of Daffodil Family which even covers the digitization of different reports, digital communication, digital meetings, HR management, transport management, policy management etc. I believe all these initiatives can contribute to developing models for new formats, contents and delivery channels for other educational institutions and national policy makers. Daffodil International University focuses employing emerging technologies in eventaspects of teaching learning, administration, managing the institutes operational activities.

What are the systems in place to ensure a constant in-flow of accurate, relevant, live and valid data for your decision-making?

Smart Data Science Center (SDSC) (https://sdsc.daffodil.university/about.html) at the Daffodil international University (DIU) works on Data Science, Artificial Intelligence, Multimedia Technology etc. researches and projects. We are exploring new things as well as communities in our digital society. SmartData Science Center (SDSC) came into being in 2017. The SDSC literally took computing out of the box, embedding the bits of the Data Science realm with the Artificial Intelligence of our digital world. With the help of SDSC, we can ensure constant in-flow of accurate, relevant, live anddatavalidationfor decision-making.

How does your organization utilize the benefits that arise from the integration of the AI in your daily activities?

Integration of AI helps all entities to reap the benefit. Artificial intelligence displayed by machines, in contrast with the natural intelligence (NI) displayed by humans and other animals. AI research is defined as the study of "intelligent agents". DIU employs AI in different operational areas and we have used the AI in

How are your institutions incorporating smart AI systems in their quality enhancement activities?

Theme 2. The Multiple Uses of AI, Data, and Technology

DIU has been using smart AI systems in every sphere of operations to ensure smooth and hassle free activities. DedicatedAI team of DIU has been working relentlessly to create, maintain smart AI system and attempts to cover all areas under the domains, along with human intelligence.

Few are some of the initiatives of DIU where smart AI system has been using:

1. DIU has introduced all the process of the university (administrative) is made digital through SmartEdu ERP(Partially AI based)developed by Daffodil Computers Limited which is a concern of Daffodil Family which even covers the digitization of different reports, digital communication, digital meetings, HR management, transport management, policy management etc. I believe all these initiatives can contribute to developing models for new formats, contents and delivery channels for other educational institutions and national policy makers.

2. To find out striving students we have initiated an AI based digital mentoring and counseling platform and assigned batch wise mentors to all the students among the faculty members.

FIBAA Seal on "Excellence inDigital Education"the idea, the process of development and the benefit for HEI

Diane Freiberger, Managing Director, FIBAA (Foundation for International Business Administration Accreditation), Germany

Basic information

Almost overnight, and without even asking whether we wanted it or not, the universities had to go into remote mode from one moment to the next due to corona. The order of the day was to switch to digital teaching. Many higher education institutions were able to build on a pool of different digital teaching formats, but this was not routine. A few months later, the results are mixed:

"In general, more than 60% of the students rated the conversion of teaching to distance or online learning as good (17% as very good, 44% as rather good); among business students, for example, the conversion was received even more positively (75% very good or rather good). In general, the approval by students at public universities and universities of teacher education is more moderate than at universities of applied sciences and private universities.

The fact that at least one in three students (33%) assesses the conversion process as rather or very bad speaks for the fact that the conversion still has roomfor improvement in this area; students of law assess the conversion process particularly skeptically (60% rather or very bad)." (https://www.bmbwf.gv.at/Themen/HS-Uni/Aktuelles/corona/corona_online-befragung_studierende.html).

For the digitalisation of teaching in Germany, TU9 President Wolfram Ressel sees the crisis as "the opportunity par excellence -but we have to use it". Nonetheless, according to the Higher Education Barometer, almost 90 percent of higher education institutions feel (rather) well prepared for the digital start of the summer semester. However, there is still a lack of investment for sustainable digitalisation, especially in IT infrastructure, which is why HRK President Alt is again calling for a Digital Pact for Higher Education." (https://hochschulforumdigitalisierung.de/de/news/hfdbriefing-052020)

The task for the future should now be to use the opportunities of the situation that has been imposed upon us to further develop the digital transformation at higher institutions of learning. This is where FIBAA's seal for quality assurance and further development of digital teaching comes in. In consultation with the various stakeholders, it was possible to agree on the designation "Excellencein Digital Education".

Goals of the quality seal

Quality assurance has many perspectives; as to which perspective is taken is usually decided by the user of the individual perspective. The word "quality" is often used in a very inflationary way without defining in advance what exactly is meant by it. A look at the seal for online teaching in connection with the "quality" of this teaching also takes different perspectives. Firstly, one goal of the seal is to take into account the different perspectives of online teaching and to develop standards. Another goal is to give the higher education institutions the opportunity to carry out further organisational and sustainabledevelopment by dividing the seal into the different quality categories. When adapted to the previous FIBAA seals, there will be different levels of fulfilment for the individual standards even in this case.

The content of the seal is based, among other things, on the "Occational Paper 26" of the European Association for Quality Assurance in Higher Education (ENQA) on the topic of "Considerations for quality assurance of e-learning provision"and information from the portal "Hochschulforum Digitalisierung". The development input was obtained on the one hand from external experts from higher education management, in particular

members of the FIBAA committees, and on the other hand from expertise of the FIBAA office. In addition, pilot higher education institutions in Germany, Austria and Switzerland were acquired and these agreed to carry out the evaluation procedure in the initial phase. Subsequently, the pilot phase will be evaluated and both the assessment catalogue and the procedure will be adapted accordingly. The draft of the evaluation catalogue has been evaluated and further developed with the pilot universities in the initial feedback round. The adjusted guidelines was finalized and now we start to offer the seal national and international HEI.

Content structure of the seal

The clustering of the aspects from the workshop coupled with the considerations from ENQA's "Occational Paper 26" and the individual discussions with the experts from the commissions resulted in the following content structure of the seal:

The seal looks at five perspectives of digitised teaching:

- University-wide strategy for the digitalisation of teaching

- Number and competencies of staff

- Technical equipment for the digitalisation of teaching

- Didactic design of digitised teaching

- Quality assurance(incl. Aspects of "learning analytics")

Procedural structure

On the one hand, the seal can serve as an add-on product to institutional procedures (Institutional accreditation: Strategic management, system accreditation, Institutional Audit Austria, Institutional Audit Switzerland or institutional evaluations). Likewise, a degree programme or a further education course at programme level can of course also be certified with the "Excellencein Digital Education" seal. On the other hand, a higher education institution that has carried out an institutional procedure or a programme accreditation with another agency can also carry out the "Excellencein Digital Education" seal with FIBAA. The evaluation of the individual standards or criteria enables -as is already the case with FIBAA's existing evaluation modes -an assessment according to the level of quality. The criterion can either be "not fulfilled", "sufficiently fulfilled", "exceeded" or "excellent".

Theme 2. The Multiple Uses of AI, Data, and Technology

Procedure for the certification of digital teaching

Phases of the auditing procedure

FIBAA

1. Self-documentation	2. Formal FIBAA examination	3. Reviewer	4. Digital BvO	5. Report	6. Decision on the award of the seal
• five standards • 1.5 pages per standard • Evidence of link collection • Test access	• Have all standards been taken into account? • Is the evidence complete	• Verification of self-documentation (SD), submission of additional information to the higher education institution, if necessary • Preliminary discussion in the expert team	• Teaching (Prof) with experience of digital teaching • Expert in digital teaching • Stud. - online teaching experience • ½ day • Interview round	• Evaluation of standards • Quality requirements fulfilled • Quality requirement exceeded	• Final decision • FIBAA AK Commission • Award of "Excellent in Digital Teaching" seal

Methodology

An interactive presentation is planned as the method.

As mentioned in the chapter on formal data, the standards for the seal will be presented and then the relation to the sub-themes, especially for 2 and 3, will be illustrated. The interactive component will be, for example, the involvement of the participants through a digital voting or opinion poll and these statements will be included in the presentation.

Innovative Approach

The concept of the seal is currently very unique. The concept enables higher education institutions to reflect on the diversity of educational biographies as well as their sustainability from a teaching perspective. The seal enables the university in particular to further develop its digital transformation with regard to teaching and university-wide processes.