

QualityLink

Mock-up: Dashboard and Indicators

Tasks 2.4 – March 2024

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Layout

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Work Package

2 - Semantic Mapping of Quality Metrics and Sources in Higher Education

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Table of Contents

1 Mock-Ups....4

1.1 Search and browse courses page....4

1.2 Single course details page....5

1.3 Course comparison page....8

2 Sample Data and Sources....9

2.1 Basic Data....9

2.2 External Quality Assurance....11

2.3 Quality Indicators....11

Search by keyword

Enter keyword

Type of provider

- [x] Option 1
- [ ] Option 2
- [ ] Option 3

Learning opportunity type

- [x] Option 1
- [ ] Option 2
- [ ] Option 3
- [ ] Option 3
- [ ] Option 3

Learning outcome type

Select type

Language

Select language

Dimension subset item

Select item

Suggested Courses

Topic (ICT/other)

Title of course

Provider of course
Language
Workload in h

Application status: Open

Topic (ICT/other)

Title of course

Provider of course
Language
Workload in h

Application status: Open

Topic (ICT/other)

Title of course

Provider of course
Language
Workload in h

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Title of course

Provider of course
Language
Workload in h

Application status: Open

Basic Data | External Quality Assurance | Quality Indicators

Honey Bee Health (Apiculture)

Definition
Disclaimer

Title	Honey Bee Health (Apiculture)
Outcomes	Identify current parasites of honeybees in Ireland and more widely, considering potential threats to honeybee health from imported bees and other products. Describe the life cycle of the main honeybee pathogens. Explain the importance of plants to honeybee health. Link the diversity of microbes associated with honeybees with their influence on honeybee health. Discuss human-mediated factors involved in decline of honeybee health.
Level (EQF/QF-EHEA)	6
Language(s) of instruction	English
Costs (fee)	500 EUR
Accurate and up-to-date information: learning outcomes in ESCO ontology	No (ESCO skills generated)
Type of assessment	Continuous Assessment
Type of credential awarded	EDC; paper-based

Definition text, explaining what the data type represents

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Basic Data | External Quality Assurance | Quality Indicators

Honey Bee Health (Apiculture)

Definition
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European: quality assurance in line with ESG	Institutional audit, by QQI, 2023 https://data.deqar.eu/report/96831
National: formal quality assurance	n/a

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Honey Bee Health (Apiculture)

Definition
Disclaimer

1. Content Relevance, Labour Market Demand and Accuracy

Demand for skills: skills provided relevant to X% of occupations covered in job ads	78%
Quality labels	EUR-ACE, AACSB
Number of education providers that offer these pathways	9

2. Teaching Methods and Pedagogy

Platform QA: micro-credential with quality-assured presence on platform	Coursera, EdX
Active methodologies employed in the course	None
Availability of tutoring or mentoring	Yes (+ link)
Virtual learning environment (VLE) and learning management system (LMS)	Moodle

3. Accessibility and Inclusivity

Make-up of the student body: students from disadvantaged background	Definition text, explaining what the data type represents
Recognition of prior learning	Yes
Grants / loans: eligible for	BAföG

4. Learner-Centred Approach, Satisfaction and Success

Student ratings: percentage of learners recommending this micro-credential	87%
Student satisfaction (internal QA)	4.1 / 5
Student rating: overall	3.8 / 5
Student rating: "would take again"	18%
Student rating: average level of difficulty	3.5
Graduation rate	83%
Graduate success: percentage who upgrade their career within 1 year of completing	65%
Grade distribution	A+: 12% A: 31% B: 42% C: 4% fail: 11%

5. Institutional Reputation

Skills recognition: HEIs that value the skils learned in this micro-credential	53 Disclaimer text, noting any considerations about provided data
Ranking: rank of education provider	789
Memberships	IEEE

Basic Data | External Quality Assurance | Quality Indicators

Comparison of two courses

Definition
Disclaimer

	Course 1	Course 2
Title	Honey Bee Health (Apiculture)	Fundamentals of Accessibility
Outcomes	Apis mellifera Identify current parasites of honeybees in Ireland and more widely, considering potential threats to honeybee health from imported bees and other products Describe the life cycle of the main honeybee pathogens Explain the importance of plants to honeybee health Link the diversity of microbes associated with honeybees with their influence on honeybee health Discuss human-mediated factors involved in decline of honeybee health.	student will know: - The main accessibility concepts and terminology, - different stakeholders and their needs, - principles of legislation, - technologies to support accessibility ranging from traditional accessibility solutions to new ones such as AI and robotics, - principles of accessible translation methods and digital services, - how to apply theory to practical accessibility solutions
Level (EQF/QF-EHEA)		6
Language(s) of instruction	English	English
Costs (fee)	500 EUR	Free
Accurate and up-to-date information: learning outcomes in ESCO ontology	No (ESCO skills generated)	No (ESCO skills generated)
Type of assessment	Continuous Assessment	unclear, grading scale: pass-fail

Definition text, explaining what the data type represents

Disclaimer text, noting any considerations about provided data

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2 Sample Data and Sources

Example #1: https://microcreds.ie/partners/university-of-galway/offerings/honey-bee-health-hcna-7

Example #2: https://www.tuni.fi/en/students-guide/curriculum/course-units/otm-64b20913-5dec-450f-9e2e-20a935d128a8?year=2023

Information not available from these or others sources is fictional.

2.1 Basic Data

	Source	Type	Example #1	Example #2
Identifier	Provider	text	IE0003::ZO1202	FI0067::ACC.010
Title	Provider	text	Honey Bee Health (Apiculture)	Fundamentals of Accessibility
Provider	Provider	text + link	University of Galway	Tampere University
Country	Provider	text + link	Ireland	Finland
Learning outcomes	Provider	text	Discuss the mechanisms of immunity in Apis mellifera Identify current parasites of honeybees in Ireland and more widely, considering potential threats to honeybee health from imported bees and other products Describe the life cycle of the main honeybee pathogens Explain the importance of plants to honeybee health Link the diversity of microbes associated with honeybees with their influence on honeybee health Discuss human-	Upon completion of the course, the student will know: - The main accessibility concepts and terminology, - different stakeholders and their needs, - principles of legislation, - technologies to support accessibility ranging from traditional accessibility solutions to new ones such as AI and robotics, - principles of accessible translation methods and digital services, - how to apply theory to practical accessibility solutions

	Source	Type	Example #1	Example #2
			mediated factors involved in decline of honeybee health.	
	Provider or generated	set of ESCO skills	handle honeycombs [http://data.europa.eu/esco/skill/a589be22-4266-4f16-b000-0fabe4accfaa] differentiate honey depending on the origin [http://data.europa.eu/esco/skill/658f03fa-533b-40f3-bb1b-2c3d0631e1fa]	develop strategies for accessibility [http://data.europa.eu/esco/skill/e8ef317f-c880-4c7a-929f-e08053f976bb] ICT accessibility standards [http://data.europa.eu/esco/skill/3e23db60-0c3d-498a-a6ac-ffbed0ecb033]
Notional workload (ECTS)	Provider	numeric	5	5
Level (EQF/QF-EHEA)	DEQAR or Provider	categorical: 5, 6, 7, 8	6	6
Language(s) of instruction	Provider	categorical	English	English
Type of assessment	Provider	text	Continuous Assessment	unclear, grading scale: pass-fail
Supervision and identity verification	Provider	categorical: unsupervised with no identity verification, supervised with no identity verification, supervised online, onsite with identity verification	supervised online	onsite with identity verification
Form of participation	Provider	text	blended (online & on site)	online
Prerequisites	Provider	text	minimum age: 21 years	none
Costs (fee)	Provider	numerical	500€	free
Type of credential	Provider	categorical: EDC; other digital +	EDC; paper-based	EDC; OpenBadge

	Source	Type	Example #1	Example #2
awarded		link to standard/ecosystem; paper-based; none		

2.2 External Quality Assurance

Indicator	Source	Type	Example #1	Example #2
European: quality assurance in line with ESG	DEQAR	type (categorical + text) + link / no	Institutional audit, by QQI, 2023 [https://data.deqar.eu/report/96831]	Institutional audit, by FINEEC, 2023 [https://data.deqar.eu/report/95369]
National: formal quality assurance	National QA body	type (text) / no	n/a	n/a

2.3 Quality Indicators

2.3.1 Content Relevance, Labour Market Demand and Accuracy

Indicator	Source	Type	Example #1	Example #2
Accurate and up-to-date information: learning outcomes in ESCO ontology	Provider	yes/no	no (ESCO skills generated)	no (ESCO skills generated)
Demand for skills: skills provided mentioned in up to X% of job ads	Cedefop Skills Intelligence or Skills-OVATE	numeric (overall + 1 figure per skill)	45% - handle honeycombs: 23% - differentiate honey depending on the origin: 31%	61% - develop strategies for accessibility: 60% - ICT accessibility standards : 72%
Demand for skills: skills provided relevant to X% of occupations covered in job ads	Cedefop Skills Intelligence or Skills-OVATE	numeric (overall + 1 figure per skill)	78%	81%
Future demand for skills: tbc	Cedefop Skills Forecast	numeric	X	Y
Stackability: number of known further learning pathways, e.g. possibility	Other providers	numeric + link to/pop-up with list of cases	12 (+ link)	20 (+ link)

Indicator	Source	Type	Example #1	Example #2
to stack MC to a degree or larger credential				
number of education providers that offer these pathways			9	1
Quality labels	Label owners	zero, one or more labels	EUR-ACE, AACSB	EQUIS

2.3.2 Teaching Methods and Pedagogy

Indicator	Source	Type	Example #1	Example #2
Platform QA: micro-credential with quality-assured presence on platform	Platform	zero, one or more platforms	Coursera, EdX	none
Student/staff ratio: students per academic (FTE)	ETER/EHESO	numeric	56	43
Active methodologies employed in the course	Provider	categorical: challenge-based learning, project-based learning	none	challenge-based learning
Availability of tutoring or mentoring		yes + link / no	yes (+ link)	no
Virtual learning environment (VLE) and learning management system (LMS)	Provider	text	Moodle	local

2.3.3 Accessibility and Inclusivity

Indicator	Source	Type	Example #1	Example #2
Make-up of the student body: mature students	Provider, Eurostudent & ETER/EHESO	numeric	12%	5%
Make-up of the student body: students from disadvantaged background		numeric	17%	34%
Recognition of prior learning	Provider	yes + link / no	yes (+ link)	no
Grants / loans: eligible for	Provider	one or more links / none	BAföG (+ link)	n/a

2.3.4 Learner-Centred Approach, Satisfaction and Success

Indicator	Source	Type	Example #1	Example #2
Student ratings: percentage of learners recommending this micro-credential	Third-party portals	numeric	87%	82%
Student satisfaction: rating established by internal QA	Provider	numeric	4.1 / 5	4.2 / 5
Student rating: overall	From websites like Rate my professors	numeric	3.8 / 5	7.1 / 10
Student rating: "would take again"		numeric	18%	82%
Student rating: average level of difficulty		numeric	3.5	2.5
Graduation rate	ETER/EHESO	numeric	83%	91%
Graduate success: percentage who upgrade their career within 1 year of completing	LinkedIn, provider or graduate tracking	numeric	65%	25%
Grade distribution	Provider	distribution	A+: 12% A: 31% B: 42% C: 4% fail: 11%	pass: 91% fail: 9%

2.3.5 Institutional Reputation

Indicator	Source	Type	Example #1	Example #2
Expertise of Lecturers: average score/number of scientific publications	Providers, LinkedIn and Scholarly Profiles	numeric		
Ranking: rank of education provider	U-Multirank, THES, Pearson, QS	numeric	789	543
Memberships	Networks	zero, one or more networks	IEEE	ECIU
Recognition history: HEIs that recognised this micro-credential in their degree programmes	Provider or external data	numeric + link/pop-up list	21	4
Skills recognition: HEIs that value the skils learned in this micro-credential	Provider or external data	numeric + link/pop-up list	53	71