Small is (sometimes) beautiful: a story of two European quality cultures.
The University of Glasgow, Scotland
The University of Glasgow, Scotland
Glasgow School of Art, Scotland
Glasgow School of Art, Scotland 23rd May 2014
University of Glasgow

Fakultet Likovnih Umjetnosti, Montenegro
Fakultet Likovnih Umjetnosti, Montenegro 14th June 2012
Students at Glasgow School of Art, 1958
This is not a university, Glasgow.
1.1 Policy and procedures for quality assurance

STANDARD:
Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality.

The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

GUIDELINES:
Formal policies and procedures provide a framework within which higher education institutions can develop and monitor the effectiveness of their quality assurance systems. They also help to provide public confidence in institutional autonomy. Policies contain the statements of intentions and the principal means by which these will be achieved. Procedural guidance can give more detailed information about the ways in which the policy is implemented and provides a useful reference point for those who need to know about the practical aspects of carrying out the procedures.

The policy statement is expected to include:
- the relationship between teaching and research in the institution;
- the institution’s strategy for quality and standards;
- the organisation of the quality assurance system;
- the responsibilities of departments, schools, faculties and other organisational units and individuals for the assurance of quality;
- the involvement of students in quality assurance;
- the ways in which the policy is implemented, monitored and revised.
Scottish Parliament, Edinburgh 2016
Univerzitet Crne Gore, Montenegro, 2013
Quality Enhancement Framework (QEF) in Scotland

- Institution-led quality review (at subject level)
- Student engagement in quality management (inc. sparqs)
- Public information
- National programme of Quality Enhancement Themes
- Enhancement-led Institutional Review (ELIR)

See: http://www.qaa.ac.uk/about-us/scotland/development-and-enhancement
• Developing and Supporting the Curriculum (2011-14)
• Graduates for the 21st Century: Integrating the Enhancement Themes (2008-11)
• Research-Teaching Linkages: enhancing graduate attributes (2006-08)
• The First Year: Engagement and Empowerment (2005-08)
• Integrative Assessment (2005-06)
• Flexible Delivery (2004-06)
• Employability (2004-06)
• Responding to Student Needs (2003-04)
• Assessment (2003-04)
Fiat factory, Turin, 1951
THE ROOTS OF THE INTERVIEW TO THE DOUBLE

The ITTD requires interviewees to imagine that they have a double who will take their place in their workplace on the following day. The interviewee-instructor is then asked to provide the necessary detailed instructions which will insure that the interviewer-double is not unmasked.

Unlike most projective techniques which are originally underpinned by a psychoanalytic insight (Branthwaite and Lunn, 1985) the ITTD is rooted in the Marxist tradition. The method was, in fact, originally developed with an explicit emancipatory intent by Italian occupational psychologists in the 1970s. It was used to recover and legitimise the local knowledge that workers learned on the job and passed on to novices (Oddone, Re, Briante, 1977). The ITTD was used to raise the awareness that workers as a “homogenous group” were bearers of valid and precious ‘know how’. The interviews were carried out during training workshops with the researcher acting as the double and the worker as the instructor. The workers were never interrupted and their long monologues, often lasting a couple of hours, were tape-recorded and transcribed using

**Table 1: What Rankings Measure**

<table>
<thead>
<tr>
<th>Rankings Measure</th>
<th>Rankings Do Not Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quantity and Intensity as proxy for quality</td>
<td>• Quality of teaching or research</td>
</tr>
<tr>
<td>• Bio- and medical sciences Research</td>
<td>• Teaching and Learning, incl. “added value”, impact of research on teaching</td>
</tr>
<tr>
<td>• Publications in <em>Nature</em> and <em>Science</em></td>
<td>• Arts, Humanities and Social Science Research</td>
</tr>
<tr>
<td>• Student and Faculty Characteristics (e.g. productivity, entry criteria, faculty/student ratio)</td>
<td>• Technology/Knowledge Transfer or Impact and Benefit of Research</td>
</tr>
<tr>
<td>• Internationalization</td>
<td>• Regional or Civic Engagement</td>
</tr>
<tr>
<td>• Reputation – amongst peers, employers, students</td>
<td>• Student Experience</td>
</tr>
</tbody>
</table>

AN I HAVE INVEST IN US!
WHAT AM I PAYING £50 A DAY FOR?
FRANCIS BACON THIS DEBT ISN'T TAKEN
G$A
ynuck
ynuck
WE'RE NOT NUMBERS

 disturbed
Lecturers are striking against low-paid, casual work, which hurts students too

Nina Power

The contemporary university is a highly unbalanced and unfairffen, with casualised workers bearing the brunt of the labour but the least security.

University lecturers on the breadline: is the UK following in America’s footsteps?

In the US, 76% of academics are in casual posts with little job security, and some are even on food stamps. There are growing fears that it could happen in the UK.

Part-time lecturers on precarious work: 'I don’t make enough for rent'

Three university lecturers speak out about the professional and personal impact of casualised academic contracts

Steve Hanson, 44, part-time lecturer in political sociology

I have a doctorate from a great...
• As a European higher education community, what values, ethos, culture and practices do we want our measurement and evaluation tools to reflect?
• What practices and models should we be supporting each other to develop?
• What practices, tools and materials represent our culture and values in an authentic way?
• Do our quality processes reflect and support our academic identities?
• Whose needs should universities exist primarily to serve? Do our evaluation practices and tools reflect those needs?