

The Assessment Decision of the EKKA Quality Assessment Council for Higher Education

05/01/2018

A DECISION TO ACCREDIT
the OSCE Border Security and Management for Senior Leadership (BSMSL) Course
at the Border Management Staff College in Tajikistan
FOR 5 YEARS

Acting in accordance with the authorization granted by the § 10 (4) of the Universities Act and sections 3.7.1 and 3.7.3 of the Statutes of the Estonian Quality Agency for Higher and Vocational Education (EKKA) and based on section 33.5 of the "Requirements and procedure for accreditation of study programmes in continuing education", the EKKA Quality Assessment Council for Higher Education shall state the following:

1. On August 28, 2017, the Director of EKKA approved by her order the following composition of the

Assessment Committee:

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| Margaret Helen Thomas – Chair | Expert in the field of quality assurance, UK |
| Krista Haak | Expert in academic field, former Vice-Rector of the Estonian Academy of Security Sciences, Estonia |
| Sergiu Adrian Vasile | Expert in academic and professional field, Ministry of Internal Affairs - "Alexandru Ioan Cuza" Police Academy, Bucharest, Romania |

2. The Assessment Visit to the Border Management Staff College (BMSC) in Tajikistan took place on October 23 - 24, 2017.

3. The Assessment Committee sent the preliminary report to EKKA on November 8, 2017. The Assessment Committee received the comments of the BMSC on November 22, 2017 and approved the final version of the component assessments on November 27, 2017.
4. The Secretary of the Council forwarded the assessment report containing the component assessments to the members of the EKKA Quality Assessment Council for Higher Education on December 20, 2017. The assessment report forms an integral part of the assessment decision. The report will be made available on the EKKA website.
5. The component assessments were as follows:

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|---|------------------------------------|
| Study programme and study programme development | Conforms to requirements |
| Learning and teaching | Partially conforms to requirements |
| Teaching staff | Conforms to requirements |
| Participants | Conforms to requirements |
| Resources | Conforms to requirements |

6. The EKKA Quality Assessment Council discussed the assessment report along with the comments of the BMSC and other relevant materials at its session on January 5, 2018 with the participation of 9 Council members. The Council decided to point out the following strengths and areas of improvement of the *OSCE Border Security and Management for Senior Leadership (BSMSL) Course*:

6.1.

| | |
|---|--------------------------|
| Study programme and study programme development | Conforms to requirements |
|---|--------------------------|

Strengths

- 1) The wide range of stakeholder views that are taken into consideration in the design and development of the curriculum. The course content meets the needs of the participants and the employer organisations.
- 2) The appropriate benchmarking of the course design and delivery to level 7 of the Sectoral Qualifications Framework (SQF) for Border Guarding, which corresponds to level 7 of the European Qualifications Framework (EQF).

- 3) The elicitation and use of feedback from participants, staff, alumni and stakeholders in enhancing provision.
- 4) The e-learning phases are relevant and appropriate and add value to the overall course.

Areas of improvement and recommendations

- 1) The OSCE Academic Advisory Board should formally approve changes to the curriculum and these should be recorded in the minutes of the meeting.
- 2) The College should review the balance between the modules of the course to ensure they are confident that each module has an appropriate level of student workload for the number of ECTS credits assigned.

6.2.

| | |
|-----------------------|------------------------------------|
| Learning and teaching | Partially conforms to requirements |
|-----------------------|------------------------------------|

Strengths

- 1) The synchronous dual language delivery of the course is distinctive and enhances the learning opportunities for participants.
- 2) The range of teaching is clearly valued by participants. The teaching is interactive and engages participants in an appropriate level of challenge.

Areas of improvement and recommendations

- 1) The College should review all the assessments and ensure that assessment criteria relate directly to the learning outcomes for that assessment. The College should make explicit, in each assessment, which learning outcomes are being tested. This should be clearly communicated to both participants and staff.
- 2) The College should provide clear guidance on how to articulate the level of attainment for any one assessment criterion and ensure that this is applied as consistently as possible across the diversity of assessment types. A consistent marking scheme should be adopted across the course.
- 3) The College should provide written guidance to participants and staff about the rules and regulations related to assessment.
- 4) It is recommended to clarify the use of the terms formative and summative assessment and how these are used in the assessments at module level.

- 5) It is recommended to address the inconsistency in scales used in different feedback questionnaires to provide transparency and support consistency in analysis.

6.3.

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| Teaching staff | Conforms to requirements |
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Strengths

- 1) The wide range of international expertise engaged in the design and delivery of the course which provides a rich and up-to-date learning experience.
- 2) The appropriate balance of academics and practitioners who contribute to the course delivery.
- 3) The range of communication and frequency of exchanges across the staff team which supports the smooth delivery of the course.
- 4) Good support provided to the enhancement of the teaching staff's skills and knowledge.
- 5) In the majority of cases participants are highly satisfied with the teaching staff, the course structure and content, the teaching materials, face-to-face learning and e-learning.

6.4.

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|--------------|--------------------------|
| Participants | Conforms to requirements |
|--------------|--------------------------|

Strengths

- 1) The participants receive frequent and responsive advice and guidance on their academic progress which reflects well the student-centered approach of the College.
- 2) Competition for entering the programme is growing.
- 3) Both alumni and employers are satisfied with the skills, knowledge and competencies achieved on the course.

Areas of improvement and recommendations

- 1) The College should provide full, written information about the course rules and regulations and make this easily accessible to both participants and staff. This could be helpfully presented and disseminated together with all existing information about the course.
- 2) The College should consider determining a maximum number of supervisees per one supervisor, in order to optimize the workload of mentors/supervisors providing feedback on student work during the course.

- 3) The guidance and information about the course should be formalized and presented in a concise manner.

6.5.

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|-----------|--------------------------|
| Resources | Conforms to requirements |
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Strengths

- 1) The technical resources for the dual language delivery of the course.
 - 2) The extensive nature of the administrative and technical support for the course.
7. According to section 33.5 of the document “Requirements and procedure for accreditation of study programmes in continuing education”, if one or two of the component assessments by an assessment committee are “partially conforms to requirements”, the Quality Assessment Council shall analyse the strengths and areas of improvement of the study programme and decide to accredit the study programme for a period of five years or to accredit the study programme for five years with conditions.
8. Taking into account the component assessments referred to in clause 5, as well as the strengths and areas of improvement of the study programme, the Council analysed the strengths and areas of improvement of the study programme and taking into account the following strengths:
- The wide range of stakeholder views that are taken into consideration in the design and development of the curriculum;
 - The appropriate benchmarking of the course to level 7 of the Sectoral Qualifications Framework (SQF) for Border Guarding;
 - The wide range of international expertise engaged in the design and delivery of the course and
 - The wide satisfaction of the participants, alumni and the employers with the outcomes of the course,

DECIDED

- 1) to accredit the OSCE Border Security and Management for Senior Leadership

(BSMSL) Course at the Border Management Staff College in Tajikistan

FOR 5 YEARS until 05.01.2023

- 2) to extend the accreditation retroactively to the identical course delivered in years 2016-2017.

The decision was adopted by 9 votes in favour and 0 votes against.

9. The Council proposes that the Border Management Staff College will submit an action plan to EKKA with regard to the areas of improvement pointed out in the report no later than January 5, 2019.

10. Contestation:

- 10.1. Evaluation proceedings conducted by EKKA may be disputed if the proceedings do not comply with the procedure provided for in this document. The challenge is filed with the EKKA Quality Assessment Council within 30 working days after the person filing the challenge became or should have become aware of the contested finding.

- 10.2. Complaints on the merits of the final decision adopted by the EKKA Quality Assessment Council may be forwarded to the Council within 30 working days after the decision is adopted. The Director of EKKA shall then forward the complaint to the EKKA Appeals Committee.



Tõnu Meidla
Chair of the Council



Hillar Bauman
Secretary of the Council