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Final QA Check

WP2 T3



Learning Objectives



Perform a QA review of the learning materials

Rate FAIRness of learning materials

Agenda



Self-Check QA

- it is **imperative** that you first go through a self-check phase to ensure everything is as intended
- use the [QA guidelines and checklists developed by T2.4](#)
 - In this training we go through only two of these
 - **General QA checklist**
 - focuses on the learning materials content and analyses it from a learners' perspective
 - **FAIR-by-Design QA checklist**
 - focuses on the FAIR aspects of the learning materials and requirements imposed with the use of the methodology

General QA 1/2

Does the learning material title clearly describe what it offers?

- syllabus (metadata)

Does the learning material include its goal?

- syllabus (metadata)

Does the learning material clearly state its target audience?

- syllabus (metadata)

Does the learning material state the level of expertise it is required from its audience?

- syllabus (metadata)

Are the learning objectives/outcomes specific, well-defined, and measurable?

- syllabus (metadata)

Does the learning material clearly describe its program / outline?

- syllabus (metadata)

Does the learning material cover different learning styles?

- learning content

Does the learning material states its delivery method? (live sessions, self-learning, hybrid, face-to-face...)

- syllabus (metadata)

Does the learning material state the date when it was published and/or the date of the newest version?

- syllabus (metadata)

If needed, does the learning material state the dates the training takes place?

- syllabus

Does the learning material states the expected duration of the training?

- syllabus

Does the learning material specify the developer/author of the learning material?

- syllabus

Does the learning material specify the trainer/s of the learning material?

- syllabus

If applicable, does the learning material explain the required tools/software/infrastructure as well as acceptable assignment submission types?

- syllabus + learning unit

Does the learning material include any assignment? Are assessment strategies consistent with learning material objectives and are clearly stated?

- activities

Is grading policy provided in a manner that clearly defines expectations for the learning material and respective assignments?

- quiz strategy
- 

General QA 2/2

Is the learning material comprised of micro-credentials that can be aligned to create a larger milestone credential?

- certification information in syllabus and learning units

Does the learning material end with an activity that allows for feedback?

- feedback form

Does the learning material include relevant keywords related to the content and structure?

- syllabus (metadata)

Does the learning material include information regarding whether the access to it implies costs?

- syllabus (metadata)

Does the learning material state the language used?

- syllabus (metadata)

FAIR-by-Design QA Checklist 1/2

Essential	Stage	FAIR aspect	CHECKLIST QUESTION
	Prepare		Did you follow the stages of the backward instructional design process while developing the learning resource?
YES	Prepare	I	Is the RDA minimal (or domain specific) metadata schema used for the learning material description?
	Prepare	I	Are controlled vocabularies (CVs) used for describing the resource characteristics aligned with the chosen metadata schema?
YES	Design	R	If applicable, is there clear attribution for all reused resources with compatible licenses?
YES	Design	R	Has the learning resource been made available for use by defining a permissible license or policy information that allows derivations?
	Design	R	Does the learning resource represent a complete learning object or aggregation consisting of content, tools and implementation resources defined around min 1 learning objective?
	Design	R	Does the resource incorporate an instructor kit that aids in facilitating the process of others reusing learning material by offering helpful how-to guides?
YES	Produce	I	Is your resource available in open file formats which are tool agnostic and compatible with a wide variety of existing software?
YES	Produce	F	Is metadata for the resource provided in both human- and machine-readable format (e.g. JSON, XML or YAML)?

FAIR-by-Design QA Checklist 2/2

Essential	Stage	FAIR aspect	CHECKLIST QUESTION
YES	Produce	A	Has an accessibility checker tool been utilised to improve the accessibility of all learning resource files (PDF, HTML, video, etc.)?
	Publish	R	Have you employed a versioning system to track and control changes in your materials?
YES	Publish	F	Is the complete learning resource (including instructors info) registered or indexed in at least one searchable repository? Is it in a FAIR repository?
	Publish	A	Are the resource access rules (how to access, e.g. registration procedure) explicitly communicated to learners?
YES	Publish	A	Are access rules (authentication & authorisation) implemented for the learning resource?
	Publish	A	Is the learning resource searchable in at least one relevant catalogue? Is it FAIR (can be searched based on metadata)?
	Verify	A	Does the course include the possibility to provide feedback or comments from users and-or trainers/designers? If so, do you regularly gather and analyse that feedback?
	Verify	R	Does the resource adopt an open community approach regarding its quality and reachability?
	Verify		Has the learning resource been checked by a third party regarding its learning experience quality?
		FAIR	Does the resource align with the FAIR-by-design methodology principles?

Self-Check QA Test

Perform a QA self-check
using the forms
available on the Moodle
course and analyse the
obtained score...

Final thoughts on QA checklists

Based on the results of the self-check QA analysis you should go back and make adjustments, then re-publish again if necessary.

Don't forget that you should use **ALL** QA checklists provided by T2.4 when developing the Skills4EOSC training materials!

External QA

A pair of fresh eyes that will review the learning materials without any cognitive bias

Evaluate the learning materials quality and suggest improvements using an objective and independent perspective

- can use the T2.4 QA guidelines and checklists
- should be encouraged to perform in-depth review process

High impact recommendations in the QA review report should be resolved as soon as possible

Lower level improvement recommendations can be taken into account as relevant input for the continuous improvement step

Learning platform QA

- Ensure that the course on the Skill4EOSC learning platform is working properly
 - For instructor-led trainings and courses this must be done **before the scheduled training** takes place
- **Assume the role of a learner and try to:**
 1. access the course information
 2. self-enrol in the course
 3. go through **all** of the resources available on the course
 - including quizzes, feedback form and any other type of interaction
- Any identified problems should be **resolved as soon as possible**

Feedback-based QA

Use the feedback form to evaluate the performance and identify areas of improvement for the developed learning materials

- the feedback gathered via the implemented feedback form should be regularly analysed
- any comments and insights should be taken as input into the continuous improvement phase.

Use the Analysis button when clicking on the Feedback form on the Moodle course.

Summary

- QA self-check after publication is an **essential step** that ensures high-quality and FAIRness
- Use the **QA guidelines and checklists** developed by T2.4
- Engage an **external QA reviewer**
- QA output **triggers the continuous improvement process...**

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Thank you!

Any questions before we move on?

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