

# Report on educational quality 2019

## University Centre in Svalbard



*Students and staff performing fieldwork on an ice flow during the AT-211 “Ice Mechanics, Loads on Structures and Instrumentation” course cruise in April 2019. Photo: Nataly Marchenko/UNIS*



## Contents

<b>1 SUMMARY</b> .....	<b>3</b>
<b>2 UNIS REPORT ON EDUCATIONAL QUALITY 2019</b> .....	<b>3</b>
<b>3 THE ACADEMIC DEPARTMENTS' PERCEPTION OF STRENGTHS AND WEAKNESSES</b> .....	<b>3</b>
<b>4 LEARNING ENVIRONMENT</b> .....	<b>4</b>
STUDENTS .....	4
GUEST STUDENTS .....	5
PHD CANDIDATES .....	5
PSYCHOSOCIAL LEARNING ENVIRONMENT AND WORK.....	5
<b>5 MAIN CHALLENGES</b> .....	<b>6</b>
IT INFRASTRUCTURE .....	6
PROPORTION OF NORWEGIAN STUDENTS, PROPORTION OF PLACES FILLED AND RECRUITMENT .....	6
THE QUALITY ASSURANCE SYSTEM – RESPONSIBILITY AND FOLLOW-UP .....	7
OTHER FACTORS .....	7
<b>6 WORK ON QUALITY DEVELOPMENT AND EDUCATIONAL QUALITY</b> .....	<b>7</b>
<b>7 CENTRES OF EXCELLENCE IN EDUCATION</b> .....	<b>8</b>
BIOCEED .....	8
IEARTH .....	8
<b>8 LEARNING FORUM</b> .....	<b>9</b>
<b>9 INFRASTRUCTURE FOR TEACHING AND LEARNING</b> .....	<b>9</b>
<b>11 THE DIRECTOR'S RECOMMENDED PRIORITY MEASURES 2020/2021</b> .....	<b>9</b>
<b>12 REPORTING ON PRIORITY MEASURES IN 2019</b> .....	<b>10</b>
<b>13 PRIORITY MEASURES IN 2020 AND 2021</b> .....	<b>11</b>



## 1 Summary

In accordance with UNIS' quality assurance system, the Director shall present an annual report on educational quality for adoption by UNIS' board. The quality work is headed by the UNIS Education Committee (ECom) and aims to follow-up, develop and control the quality of the education provision, as well focus attention on the culture for quality and quality development at UNIS. The students contribute to the quality work through course evaluations, representation in ECom, UNIS' management group and other forums.

The systematic quality work and the rooting of this in the organisation has improved. Following up of measures in the reports on educational quality has become clearer and this is reported on to ECom and the management group twice annually. However, there is a need to revise the quality assurance system owing to changes in the legislation and regulations, as well as to further improve the following up and responsibility in all parts of the organisation.

UNIS' educational provision is believed to be relevant and of interest to the applicants and the surroundings. The applicant figures and the academic results are both good, while UNIS experiences major interest from the media and the outside world. In 2019, UNIS received positive feedback about the learning environment from most students. The student feedback does not expose any specific conditions associated with the psychosocial learning environment. This positive picture is also reflected by the feedback from the staff with course responsibility.

UNIS has a continual focus on improving course descriptions and learning outcomes and calibrating the teaching capacity of the staff and the workload of the students in courses offered. As there was less feedback from students about the amount of work on the courses, the work in this area appears to have had the intended effect. In recent years, various active learning forms have been used in the teaching at all the academic departments. At the same time, UNIS recognizes that the presence of the people with course responsibility is an important factor for successful implementation of courses. The mixed feedback about the use of guest lecturers should be addressed to optimize the use of resources, organisation and learning outcomes.

The biggest challenge pointed out is IT infrastructure. Other challenges mentioned are lacking, poor or unsatisfactory equipment in teaching labs, communication platforms and data storage capacity, as well as limited access to classrooms during certain periods. A "Speak up" system enabling reporting was not been established in 2019.

bioCEED has been, and remains, an important driving force in this work and makes a major contribution to the focus on educational quality at UNIS. UNIS' participation in UiB's merit system for teaching, Excellent Teaching Practitioner, resulted in the first academic staff member at UNIS receiving this status in April 2019.

## 2 UNIS report on educational quality 2019

Findings, experiences and the status of the quality work are stated in a list of measures and included in budget processes and the ongoing strategic development of UNIS' course portfolio. The report on educational quality assesses the work and developments involving quality at UNIS in 2019. The report includes follow-up of priority measures in last year's report. The report on educational quality includes measures that should be implemented in 2020/2021, as well as the Director's assessments and priorities. UNIS adopted a new strategy in 2019. In recent years, several of the acts and regulations for higher education have been renewed. Consequently, it is natural to initiate a review/revision of the quality assurance system at UNIS.

## 3 The academic departments' perception of strengths and weaknesses

Through course evaluations, participation in ECom and consultations at the departments, the academic departments have contributed factors for the report on educational quality and the list of measures. UNIS is satisfied that 80% of all staff with course responsibility evaluated their course and provided feedback on how they have developed the



## Report on educational quality 2019

University Centre in Svalbard (UNIS)

course since the previous time it was implemented and proposals for new changes including based on the student evaluations, as well as cooperation with the support departments. However, we should aim to ensure that all staff submit an evaluation after completion of their courses.

Spring 2019	Autumn 2019	2019 total
96% (25 of 26)	65% (22 of 34)	<b>80 %</b>

Table I: Response rate for staff with course responsibility – course evaluations 2019

**Strengths and weaknesses:** The feedback about cooperation with all the support departments is mostly positive. It is reported that the students have good English skills and the group dynamics and learning environment on the courses is also good. However, it is also pointed out that differing levels of background knowledge present challenges in the teaching. Consequently, calibrating the level of knowledge at the start of the course is a challenge that must be addressed, while being viewed in connection with the desire for full courses/the percentage of places filled on the courses and admission requirements.

All departments report the need for improvement of IT infrastructure. Upgrading and maintenance of the lab facilities is needed. The need for new microscopes is mentioned specifically. Several of the classrooms have poor projectors, which makes presentations difficult, while speakers are also defective. The methods for connecting to projectors in classrooms are old-fashioned and lecturers experience challenges connecting their laptop, audio/video. Moreover, it is pointed out that planning courses and achieving optimal learning outcomes is challenging without predictable knowledge about research cruises, period and the number of days.

## 4 Learning environment

### Students

The average grade awarded at UNIS in 2019 was B and UNIS has a low failure rate of 1%. This a good result and on the same level as previous years. The students' main channels to influence and participate at UNIS are through course evaluations and their own student democracy (the Student Council, which is represented on councils and committees), as well as UNIS' board and forums such as bioCEED. All semester-long courses have midway evaluations, while all courses in 2019 had final evaluations. Based on the course evaluations and the interest shown in UNIS, the educational provision is believed to be relevant and of interest to the applicants and the surroundings. UNIS is satisfied with the good response rate for all final evaluations of their courses. However, it is clear that the courses which gather the students in the computer lab to perform the evaluations have a high response rate. The learning environment is addressed specifically in the course evaluations.

Spring 2019	Autumn 2019	2019 total
76%	73%	<b>74.5%</b>

Table II: Response rate for students – all course evaluations 2019

### **Strengths and weaknesses:**

The student evaluations describe the learning environment at UNIS as good, and most students really enjoy their time at UNIS. The unity in the student group is usually stated as good. Field work and safety in the field are particularly emphasized as positive and safe. The people with course responsibility are highlighted as positive and motivating for contentment and learning, while the use of guest lecturers receives somewhat mixed feedback. The feedback is clear that people with course responsibility should be present at UNIS during the entire course. The current IT infrastructure, challenging solutions for communication between the students and UNIS, a lack of reading

## Report on educational quality 2019

lists, a desire for more preparation before field work and the quality of lab equipment are recurring factors that the students point out that UNIS should improve.

Work took place in 2019 to revise the students' evaluation form. New forms will be used from 2020, and these will provide more quantitative data, a better analysis of whether UNIS courses facilitate deeper learning, as well as ask the students more specifically about the level of learning objectives, perceived learning outcomes, workload and other factors that influence learning.

### Guest students

In 2019, there were 61 guest master's students at UNIS, and these accounts for approx. 10 of the 213 student-labour years. Moreover, there was one guest bachelor student and 18 guest PhD students. These students are registered at a Norwegian or international university but complete all or part of their theses at UNIS and receive supervision from the academic staff. Responsibility for follow-up of the students currently lies at departmental level and with their supervisor. Developing evaluation forms for the guest students is a goal, so UNIS can better quality assure and develop the scheme.

### PhD candidates

UNIS' PhD candidates are all admitted to a Norwegian university and are entitled to follow-up from there. In this way, the home institution follows up annual progress reporting and arranges midway evaluations. From experience, the distance and the fact that the students are physically at UNIS means that the communication between the students and the mainland universities is not optimal. Consequently, UNIS has a PhD coordinator at the Department of Academic Affairs who operates as a local liaison between the universities and the PhD students. UNIS does not have a good overview of completion times and student throughput, as these are registered by the mainland universities. Four public defences were held in 2019.

UNIS arranges the PhD forum, an academic/social meeting place for the PhD candidates from all the departments. This forum addresses topics and issues of common interest and serves as an arena for exchanging information between the PhD candidates, UNIS and the mainland universities. Two such PhD forums were held in 2019: 1) "How to make a good poster presentation" and 2) "Managing stress". In 2019, the concept of holding a PhD lunch in the canteen every Friday to facilitate an informal meeting place was established. The PhD candidates are represented on ECom and participate in the quality work there. They also participated in the UNIS Learning Forum 2019.

### Psychosocial learning environment and work

Feedback in the course evaluations describe the learning environment at UNIS as good or very good. The few cases of a psychosocial nature that arose in 2019 do not originate from conditions at UNIS. UNIS facilities measures that can contribute to a good psychosocial environment. This includes a joint event for the students to make the start of each semester (spring and autumn) with a social gathering and the serving of food. In January, a workshop for students was held, in collaboration with the Student Counselling Service in Tromsø, with focus on psychosocial conditions. UNIS has a major focus on providing good information who the students can contact if the need arises, internally (UNIS), in Longyearbyen and the Student Counselling Service in Tromsø (which offers consultations with psychologists via SKYPE by agreement). Some students make use of this provision. The students arrange various social events, have access to a large equipment store for use in recreational activities and are active in the local

## University Centre in Svalbard (UNIS)



*Students teaching fellow students. Photo: Tina Dahl*



community. UNIS provides financial support for the student democracy. As of 2019, a “Speak up” system enabling reporting has not been established for students at UNIS.

## 5 Main challenges

Based on the feedback from the students in the course evaluations, the feedback from the academic departments and the Department of Academic Affairs’ observations, the following main challenges are emphasized:

### IT infrastructure

The IT infrastructure at UNIS is not of an adequate level despite upgrades of servers and network upgrades in 2019. This was an important step towards eventually having new systems in place. Feedback from students and staff includes everything from lacking and old equipment (software/hardware), to the absence of a learning platform or systems for file sharing/storage and easy communication between students and the person with course responsibility. This often results in the employees or student groups creating alternative private systems/cloud solutions and platforms for communication and work. This is an unfortunate and undesirable situation for UNIS. Moreover, UNIS does not have systems for plagiarism detection, digital examinations/submission, an institutional repository and integrations between systems, etc. A lot of this depends on FEIDE access for students. However, as of 2019, UNIS still does not have this.

There is limited access to IT resources with regards to staffing, which makes it is challenging to perform work on the development/implementation of systems in addition to daily operations. Consequently, the IT situation creates challenges in all parts of the organisation, including in teaching, practical work with student assignments and research, coordination between units, communication and the possibility of achieving the best possible learning. The quality of projectors and sound systems in some classrooms is also poor. As the IT situation at UNIS has been addressed for several years, a working group was established in January 2019 to define needs within the IT infrastructure. This group had some meetings in 2019 and this work will continue in 2020.

### Proportion of Norwegian students, proportion of places filled and recruitment

There were 743 students from 43 countries at UNIS in 2019, of which 50% were Norwegian degree students and 32% were Norwegian citizens. Allocated quota places for the specific universities are intended to create better predictability with a view to specific recognition of UNIS courses in the universities’ programmes of study and secure places on courses at UNIS for Norwegian degree students. The quota scheme and the proportion of quota places per university was revised in 2019 but, as in previous years, only around half of Norwegian quota places were used. The quota scheme is, therefore, functioning partly as intended, but the recruitment of Norwegian students is still perceived as challenging. In addition to their academic contribution, guest lecturers and adjunct professors (in positions equivalent to 10% or 20% of full-time positions) are important from a recruitment perspective. Of the 42 adjunct professor positions at UNIS, 24 currently have their main position at the Norwegian universities, while 12 are employed in the Norwegian institute sector. To strengthen recruitment to UNIS, a student ambassador scheme was established in 2019 whereby former UNIS students perform recruitment activities at their home institution. This applies both in Norway and internationally.

The percentage of places filled on courses at UNIS in 2019 was 78%, and we produced 213 student-labour years. To achieve the goal of 220 student-labour years, we would have needed 1.6 applicants compared to 1.5 in previous years. Students and people with course responsibility comment that at times time the student mass is too heterogeneous with divergent background knowledge since one goes to such great lengths to fill the courses. This creates challenges on the courses with regards to group dynamics and implementation. How can one ensure that the group is at approximately the same level at the start of the course?



## Report on educational quality 2019

## University Centre in Svalbard (UNIS)

A survey was conducted in 2019 among applicants from the last two years. The questions included 1) where they had heard about UNIS and 2) why they declined the offer of a study place or withdrew before the start of the course. Although 450 students responded, there was no clear trend about why students choose not to come to UNIS. The reasons given were finances, personal matters, that they did not need the credits or had applied for admission to several courses/places. Consequently, it is difficult to implement measures that can contribute to more students accepting the offer of a study place and attending the start of the course at UNIS. It is worth noting that most applicants first heard about UNIS from friends/fellow students or staff where they study.

### The quality assurance system – responsibility and follow-up

The quality assurance system is well rooted in the organisation, but it is still necessary to improve it, as well as to clarify roles, responsibilities and follow-up. This applies particularly to findings in course evaluations from students and staff and how one works to improve the courses based on the evaluations and findings. Moreover, there is no requirement to document continual, midway and/or operational evaluations of courses. A revision of the quality assurance system is also required owing to changes in the legislation and regulation. The revision will also contribute to increased focus on quality development in UNIS' management and board.

### Other factors

Some comments concern how UNIS utilises its guest lecturers. Although many are satisfied with having guest lecturers, there have been comments over the years about how the contributions of guest lecturers are included in the implementation of the course – the recurrent theme. The comments mostly deal with the academic structure of the course is not so logical and that there is too much repetition of topics covered by others. Other factors pointed out by the students are the lack of reading lists (or that these were sent out too late), the lack of available classrooms and that these sometimes have poor air quality/strong smells, as well as a shortage of space in the computer and teaching labs. Finally, it was pointed out that preparation before field work (academic: what to focus on, why do we do what and how do we do it?) still scores somewhere in the middle in the student evaluations.

## 6 Work on quality development and educational quality

UNIS facilitates teaching training and development for the academic staff, including arranging the course *Basic Pedagogical Requirements* on campus every second year for academic staff who have not completed this course. The next course will be in 2020. bioCEED has been, and remains, an important driving force and initiator in quality development within teaching methods and forms of assessment, as well as collegial sharing of experiences. bioCEED has also developed two internship courses with working life relevance in Longyearbyen. Moreover, at an overarching level, UNIS has worked with the Longyearbyen Community Council to develop courses of relevance to the local community.

Staff at UNIS are active in Centres of Excellence in Education (bioCEED and iEarth) focusing on quality development. From 2019, the research project FieldPASS was funded and UNIS will have two positions affiliated with this DIKU project which aims to research field teaching. UNIS participates in UiB's merit system for teaching, Excellent Teaching Practitioner (ETP). In 2019, Associate Professor Pernille Bronken Eidesen was awarded UNIS' first ETP. She also received financial support from the Olav Thon Foundation in 2019 for the student-active project *Development of a High Arctic, interdisciplinary field laboratory for research and teaching*.

There is generally a major focus on quality in all education at UNIS and ECom has a major focus on the theme. Collated reports detailing the main trends from all course evaluations in the previous semester are presented to and discussed in ECom. The *Learning Forum* is the largest annual event for all academic staff focusing on quality work and development (see chapter 8).

In 2019, the Department of Academic Affairs worked on a revision of the course evaluation forms and invested in a new system for electronic course evaluation. UNIS wishes to have an increased focus on workload, the students' perception of the teaching, academic feedback, the learning environment and safety. These forms will be used from 2020. The process of fixed course periods is well incorporated.

A new development this year was that the entire Technical and Logistics Unit participated in the entire Learning Forum and received individual follow-up from Ivar Nordmo (UiB/UNIS) to focus on educational quality also within this unit's courses and safety training.



*Associate Professor Pernille Bronken Eidesen receives confirmation of Excellent Teaching Practitioner status from UiB Rector Dag R. Olsen in April 2019. Bronken Eidesen is the first staff member at UNIS to receive this status.*

*Photo: UiB*

## 7 Centres of Excellence in Education

### bioCEED

In 2019, bioCEED has emphasized working life relevance and practical training in education. Two student-run projects, bioBREAKFAST and UNISprout, contain both practical training and the exchange of experience with fellow students. bioCEED has continued its work with offering seminars to all staff. The themes in 2019 included flipped classroom, inquiry-based teaching and learning, use of digital tools, calculation of workload for students and field assessment. bioCEED plays an active role in the planning and implementation of the Learning Forum, UNIS' quality work and tools for quality development.

### iEarth

In December 2019, UNIS became a partner in a new Centre of Excellence in Education – iEarth, a national earth science collaboration between UiB, UiO, UiT and UNIS. UNIS has the main responsibility for further development of the field-based teaching in the new earth science programme that iEarth will develop. iEarth is expected to add an increased focus on student-active learning, student involvement and new teaching methods (from both a pedagogical and technical perspective) at UNIS, as well as focus on the many roles of earth science in the Norwegian society and closer collaboration among the Norwegian earth science/geoscience departments. Two departments from UNIS (Arctic Geology and Arctic Geophysics) are participating in iEarth.

## 8 Learning Forum

In 2019, UNIS held its sixth annual *Learning Forum*. Students were invited to participate in the plenary sessions and there was also a workshop for students focusing on group dynamics and cooperation. This event was compulsory for all staff, so no teaching was given by UNIS staff on these two days. Two external lecturers discussed forms of assessment, and one of the workshops focused on forms of assessment and tips on how to engage the students in the assessment work. The evaluations from the Learning Forum showed that the participants wanted even longer for discussion, collegial sharing and socialising. The Learning Forum is important for developing and advancing the collegial sharing and quality culture.



*Some of the participants at Learning Forum 2019. A total of 75 staff members, from all departments, including adjunct professors, attended the two-day event.*

*Photo: Eva Therese Jenssen/UNIS.*

## 9 Infrastructure for teaching and learning

Measures to reduce condensation and improve energy efficiency are still necessary to ensure an adequate working and studying environment as there is significant pressure on the offices, teaching space, laboratories and storage space at the Svalbard Science Centre. There are no signals or activity related to the expansion of UNIS or the teaching space. The IT infrastructure requires upgrading to solutions and software that meet the 2020 level. UNIS is lagging well behind in the digitisation process. In 2019, a smartboard was purchased for use in teaching.

## 10 Library

By using student assistants, the library was also able to have extended opening hours in 2019. With varied furniture and different rooms for studying and relaxing, the library is extremely popular among the students, especially since UNIS does not offer reading room places. At times there are challenges related to capacity. As well as having an important role as an academic support unit, the library is also important for the psychosocial learning environment. The number of loans at the library are somewhat lower than previous years, approx. 2,700 loans and renewals. The automated lending machine is used frequently and accounted for approx. 84% of the loans in 2019. The downloading of full text articles dropped in 2019, but the trend over time is that they are increasing. The library offers CRIStin, but otherwise not an institutional repository and research support, and has reduced possibilities for training and following up of students.

## 11 The Director's recommended priority measures 2020/2021

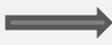
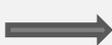
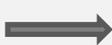
Quality improvements in education must undergo continual development and this report shows this is the case at UNIS. Developments in technology offer new opportunities, the students' skills are constantly evolving and there is

an increased need for interdisciplinarity within research. Moreover, within the natural sciences, there is major competition for the best students.

*The Director will attach particular emphasis to the following overall priorities for 2020/21:*

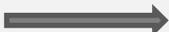
1. *Realise the plans presented by ECom for IT/AVI equipment in the Kapp rooms in 2020.*
2. *Develop an infrastructure plan for research, education and IT (2020-25) and ensure this is linked up with the personnel plan*
3. *Develop purposeful cooperation with the mainland universities to improve the recruitment of Norwegian degree students, including utilising guest lecturers and adjunct professors as an important resource*
4. *Ensure work on educational quality is prioritised and developed in collaboration, utilising the Centres of Excellence in Education*
5. *Ensure that following up of quality improvement measures and teaching staff are rooted in the management line*

## 12 Reporting on priority measures in 2019

<b>Reporting on measures for 2019</b> (from the report on educational quality 2018)					
		Completed	Work in progress	Not started	Continual
<b>Measure</b>	<b>Result after 1st and 2nd semesters</b>	<b>Status</b>			
Identify reasons why students withdraw and/or decline the offer of admission	<i>Sent and the result presented to ECom</i>				
Focus on achieving the correct teaching load for the academic staff	<i>Ongoing: mapping of teaching load per staff member, Learning Forum and processes per department</i>				
Focus on achieving the correct workload in courses for students	<i>The workload form is available. The theme is being addressed in the course revision work. Internal workshop for staff spring 2019, as well as focus at the Learning Forum, autumn 2019.</i>				
Set fixed course periods for 2020. Focus on full semester packages at master's/PhD level. Assess the overall course portfolio.	<i>Fixed course periods decided in June 2019. Revised as needed in connection with cruise times, etc.</i>				
Participate in the national network to develop a Centre for Excellence in Education application iEarth	<i>iEarth gained status as a Centre of Excellence in Education in December 2019.</i>				
New electronic system for course evaluations and revise the current standardised questionnaire	<i>New system "Nettskjema" purchased. Same as UiO. New evaluation form developed. Will be implemented in 2020.</i>				
Commence the learning management system (LMS) planning project	<i>Not commenced because the IT infrastructure and resources are not at the necessary level</i>				
Communication between the people with course responsibility and the Technical and Logistics Unit	<i>The Technical and Logistics Unit participated in the Learning Forum with its own lecture on communication and experiences from field work and planning</i>				

Open course code: to hold courses that shall be tested, or which may only be held once or twice	<i>Addressed in ECom autumn 2019. It will be clarified whether this is possible from an administrative perspective.</i>	
Test and evaluate new teaching methods and discipline-related courses including by using external funding	<i>Several projects are underway with this as the objective: bioCEED, FieldPASS, CAGE2, INTPART, AG department, etc.</i>	
Increase the collaboration with local institutions and actors with a view to increasing the use of the local area for field-based education that can also have a direct social benefit	<i>Meeting held with Longyearbyen Community Council (LCC) in February 2019 to discuss ideas for increased collaboration. A follow-up meeting should have taken place in autumn, but an invitation was not received from LCC.</i>	

### 13 Priority measures in 2020 and 2021

Proposed measures for 2020/2021				
	Completed	Work in progress	Not started	Continual
<b>Measures</b>	<b>Status per 2020 (if any)</b>			
Continue the IT infrastructure project, including investments and upgrades				
Commence the learning management system (LMS) planning project				
Plan the phasing in of a system for digital examinations and plagiarism detection				
Upgrade the IT equipment in classrooms (projectors, cables and computers)				
LAB: upgrading of equipment including microscopes, and creation of maintenance procedures				
Update the form for teaching loads among the academic staff				
Update the form for course workloads for students and survey 50% of the UNIS courses				
Clarify the use of an open course code				
Plan when and how to test and evaluate new teaching methods and discipline-related courses. iEarth, bioCEED and FieldPASS are natural sparring partners.				
Increase the collaboration with local institutions and actors with a view to increasing the use of the local areas for field-based education that can have a direct social benefit				
Discuss the wish for guidelines pertaining to the number of courses per department/per year – course portfolio				
Discuss the use of guest lecturers				



## Report on educational quality 2019

## University Centre in Svalbard (UNIS)

Discuss the students' feedback about the need for more academic preparation before field work	
Define measures to increase the recruitment of Norwegian degree students	
Assess various measures that can homogenize the background knowledge among the course students	
Review/revise the quality assurance system	
Establish and operationalize the "Speak up" system for students.	
Establish an evaluation form for guest students at UNIS	
Improve the process for scheduling and registering of field requirements, including cruise time	
Improve the resource pages for educational quality on the UNIS website, including various tools, forms and instructions: assessment guidelines for examiners, system for reading list	