11th European Quality Assurance Forum
Quality in context – embedding improvement

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Workshop abstracts

Good practice in internal quality assurance of joint programmes, based on the ESG

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The last decade has seen an expansion in higher education institutions offering joint programmes, both in a European and a global context. They remain the most integrated form for internationalisation and are enabling factors in fulfilling the future mission of higher education (EP Study 2015).

Ensuring coherence of the study path and the joint educational offer are challenges for all programmes. In 2015, The European Approach for quality assurance (QA) of joint programmes was approved, focusing mainly on aspects of external QA. This session offers a benchmarking opportunity for joint programme stakeholders on internal QA methods. We will look for good practice in a structured approach, based on the internal QA part of the ESG. This will be implemented through an interactive gallery walk with four thematic groups.

The initiative is taken by the Nordic Master programme (Nordic Council of Ministers) and the outcomes will support the QA work of joint programmes.

A 360° stakeholder perspective in monitoring quality assurance in the Faculty of Medicine and Health Sciences

Anne Magherman, Leen Aper, Ilse De Bourdeaudhuij, Emmelien Merchie (Ghent University)

This workshop focuses on 360° stakeholder feedback as part of the internal quality assurance monitoring system at Ghent University, Faculty of Medicine and Health Sciences (FMHS). More particularly, it will be illustrated how different stakeholders (i.e. students, teaching staff, alumni and professionals/representatives of society) can be engaged in monitoring and evaluating the educational quality of study programmes.

The four main objectives of the workshop are (1) to give participants insight into qualitative and quantitative evaluation instruments to assess the educational quality of study programmes; (2) to debate and reflect on these instruments; (3) to collect ideas about professionalising stakeholders in giving valuable feedback; and (4) to reflect upon the participation rate in stakeholder feedback. During the workshop, by means of four discussion groups, participants will address these four objectives from one of the four stakeholder perspectives: students, teaching staff, alumni and professionals/representatives of society.

What knowledge, skills, and values should evaluation reviewers hold?

Caty Duykaerts (AEQES), Denis Berthiaume (University of Applied Sciences and Arts Western Switzerland)

Institutions of higher education and quality assurance agencies generally recruit reviewers to participate in institutional and/or programme evaluation. Yet, there is little agreement on the knowledge, skills, or values such reviewers should have. How can we ensure that such reviewers truly contribute to quality in higher education? Some reviewers are considered disciplinary (e.g. academics and professionals from the field). Others are considered non-disciplinary (e.g. educationalists or quality assurance specialists). And student reviewers are added to those profiles, be they from the discipline or from outside of it. This workshop aims at producing a detailed description of the knowledge, skills, and values that each group of experts should hold, either upon recruitment as a reviewer or further to participating in some professional development activities. Through group work, participants will identify the key knowledge, skills, and values that all reviewers should have, and the ones that might be specific to each group.

Impact analysis of quality assurance in higher education: theory, practice and policy perspectives in discussion

Theodor Leiber (evalag), Blazhe Todorovski (ESU)

The workshop intends to bring into discussion theoretical, practical (operational) and policy perspectives on the theme of impact analysis of quality assurance (QA) in higher education (HE). This will be achieved by (1) an overview of the motivation for and methodology of impact evaluation; (2) participants' critical reflection in working groups starting from several key questions and focusing on their own approaches, experiences and expectations; (3) a short presentation of selected results of a European impact analysis project (IMPALA, www.impala-qa.eu); and (4) a joint discussion of the elaborated perspectives and aspects which should end up in (or at least prepare for) a SWOT analysis of studying the impact of QA in higher education institutions (HEIs). On the basis of the various inputs and their assessment the workshop will try an answer to the question of what role impact evaluation of QA should play in HE policy dimensions (e.g. governance and autonomy of HEIs; accountability, funding and competition of HEIs).

Measuring Course Quality: Development of a Micro-Analysis tool

Elka Walsh, Kelly Goss, Samantha Lenci, Sonja Chamberlin, Laurie Beatt (Southern Alberta Institution of Technology)

Quality assurance methodologies currently focus on programme and institutional level analysis, however there is little effort in systematic and continuous enhancement of the quality and consistency of courses. This limitation overlooks a critical aspect of quality as quality assurance methodologies treat courses as components of programmes rather than as the place where students and faculty interact to enable success. A comprehensive review of individual courses is needed to ensure quality in teaching and learning.

The Southern Alberta Institute of Technology (SAIT) is introducing a course quality assurance methodology (CQAM). Participants in this workshop will be given an overview of SAIT's programme quality assurance process, which focuses on ensuring curricular quality as well as alignment to industry needs. Participants will then review the CQAM and will engage in a world café to examine and critique the CQAM to recommend changes and assess fitness for adaptation to their own institution.

A practical look into the European Approach for the Quality Assurance of Joint Programmes

Peter Elting (Stenden University), Mark Frederiks (ECA), Achim Hopbach (AQ Austria), Melinda Szabo, Colin Tück (EQAR), Lineke van Bruggen (NVAO)

The Yerevan Communique (2015) marked the adoption by EHEA ministers of the European Approach for Quality Assurance of Joint Programmes, set out to enhance the mobility of students and staff and to ease the external quality assurance (QA) of these programmes.

The European Approach can be applied for all joint programmes offered by a recognised higher education institution choosing one suitable EQAR-registered QA agency (in case programme review is required and the legal framework recognises the procedure) or can be directly employed by cooperating institutions that have a 'self-accrediting' status.

While there has been keen interest in the development of this approach, little is known about its implementation. The current workshop will thus offer a practical insight into the implementation of the European Approach from an institutional (Stenden University) and QA agency perspective (NVAO, AQ Austria).

The workshop will also offer hands-on experience, whereby participants will learn to apply the European Approach in their own institutional and national context.

Designing a Teaching Excellence Framework as a key component of an integrated quality assurance and enhancement system – What might be successful parameters?

Anca Greere (QAA)

The workshop intends to discuss the proposals for the Teaching Excellence Framework (TEF) put forward by the English government, and their potential interest and transferability for other EHEA quality assurance systems. Participants shall look in detail at the design parameters and the development of the proposals since the Conservative Party Manifesto committed to introducing the TEF with a rationale spanning over many elements including the re-balancing of research and teaching in higher education. The consultation process with the English higher education sector will be retraced as we highlight multiple points of debate. The role of the TEF to potentially serve an external quality assurance and enhancement system will also be analysed.