

**EUROPEAN UNIVERSITY ASSOCIATION**

# Student-centred learning: approaches to quality assurance

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#EQAF**

## ESG Standard 1.3 and 1.5

### **1.3 Student-centred learning, teaching and assessment**

**Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.**

### **1.5 Teaching staff**

#### **Guidelines:**

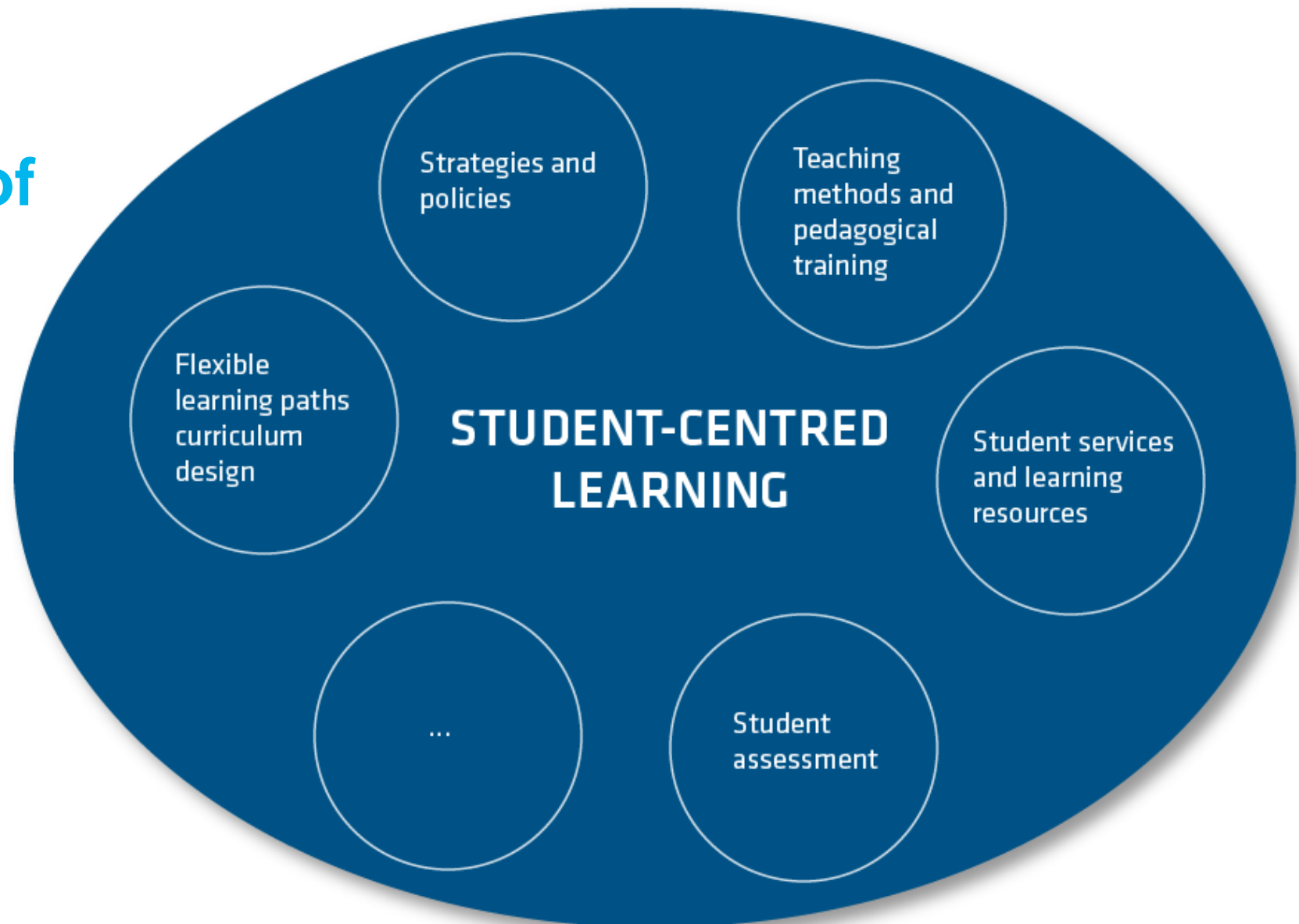
**The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).**

What do you associate with the term 'student-centred learning'?

## Student-centred learning

- **Education that is geared towards student learning and success**
- **Education provision that is defined by intended learning outcomes and most fit-for-purpose learning process**
- **Taking into account the student's individual background and ensuring they take part in shaping the learning process**
- **Defined by “new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner [...] leading to high quality, flexible and more individually tailored learning paths” (EHEA, 2009, p. 3).**

## Elements of student-centred learning



**TRENDS 2018**

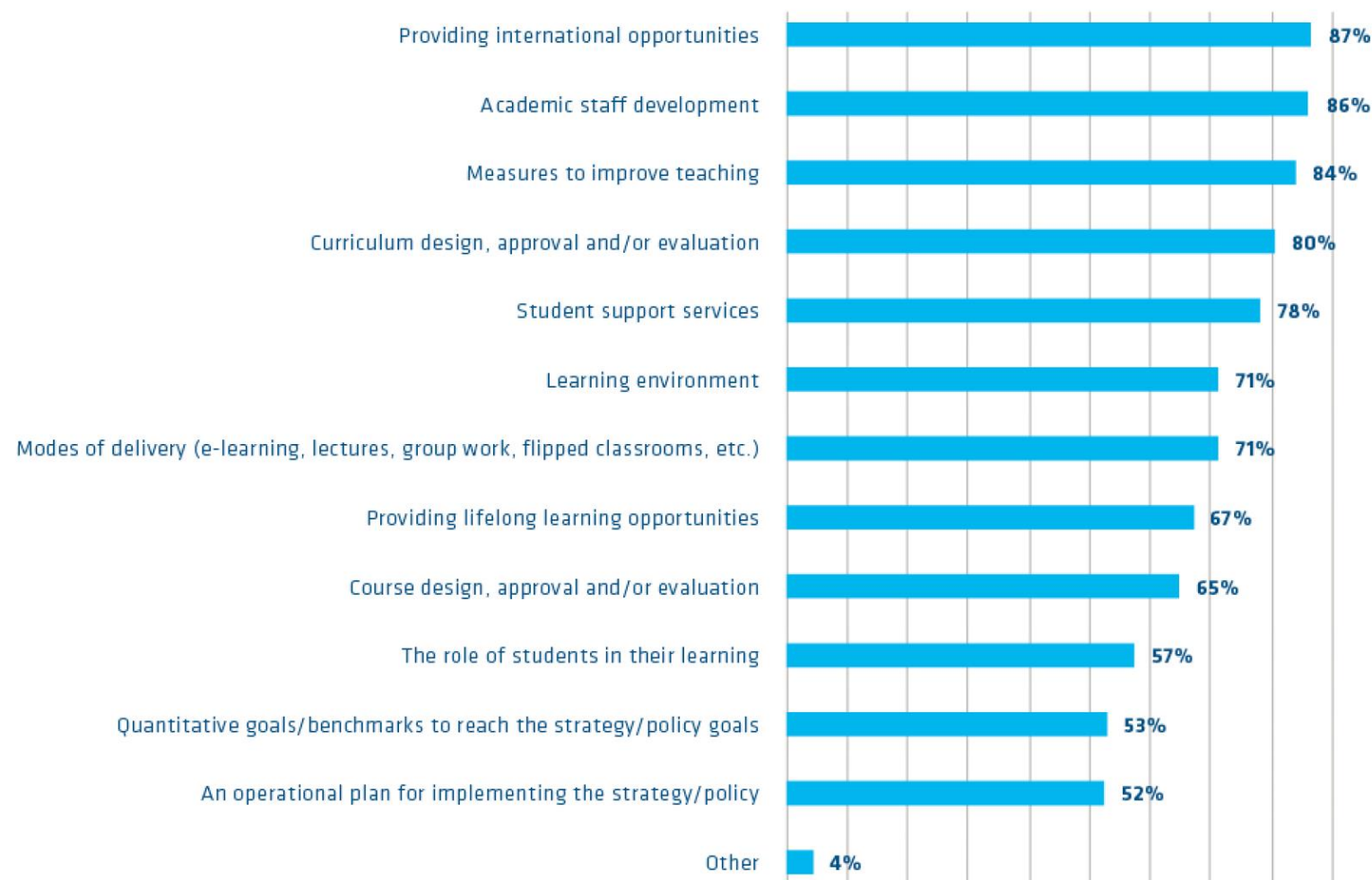
# Learning and teaching in the European Higher Education Area

**By Michael Gaebel & Thérèse Zhang**

Co-authors:  
Luisa Bunescu  
Henriette Stoeber

# Strategy elements

What elements does your institutional learning and teaching strategy/policy address or include? (Q. 9.1; N = 260)



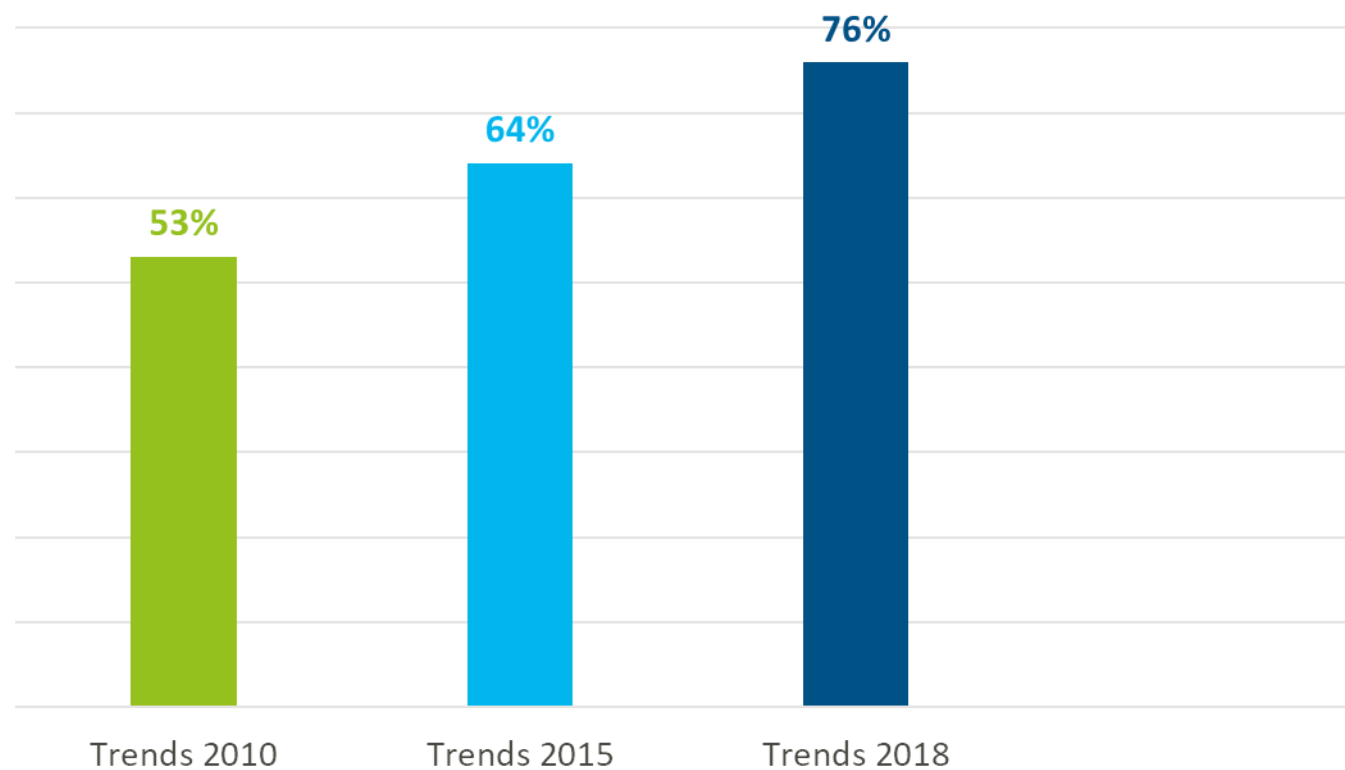
Trends 2018, Q. 9.1

## Learning outcomes for all courses

Trends 2018. Q. 22

Trends 2015. Q. 36

Trends 2010. Q. 19

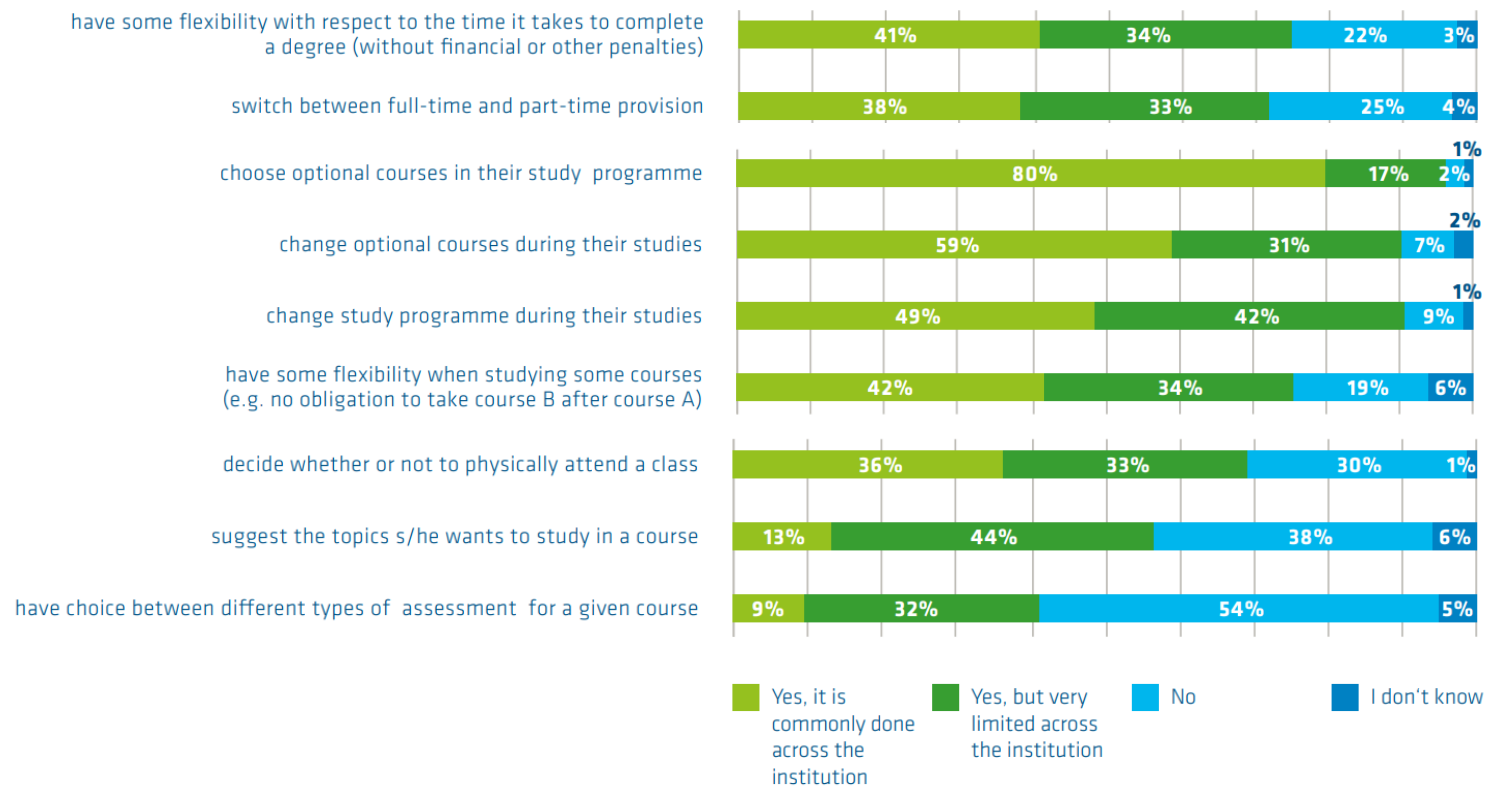




# Flexible learning paths

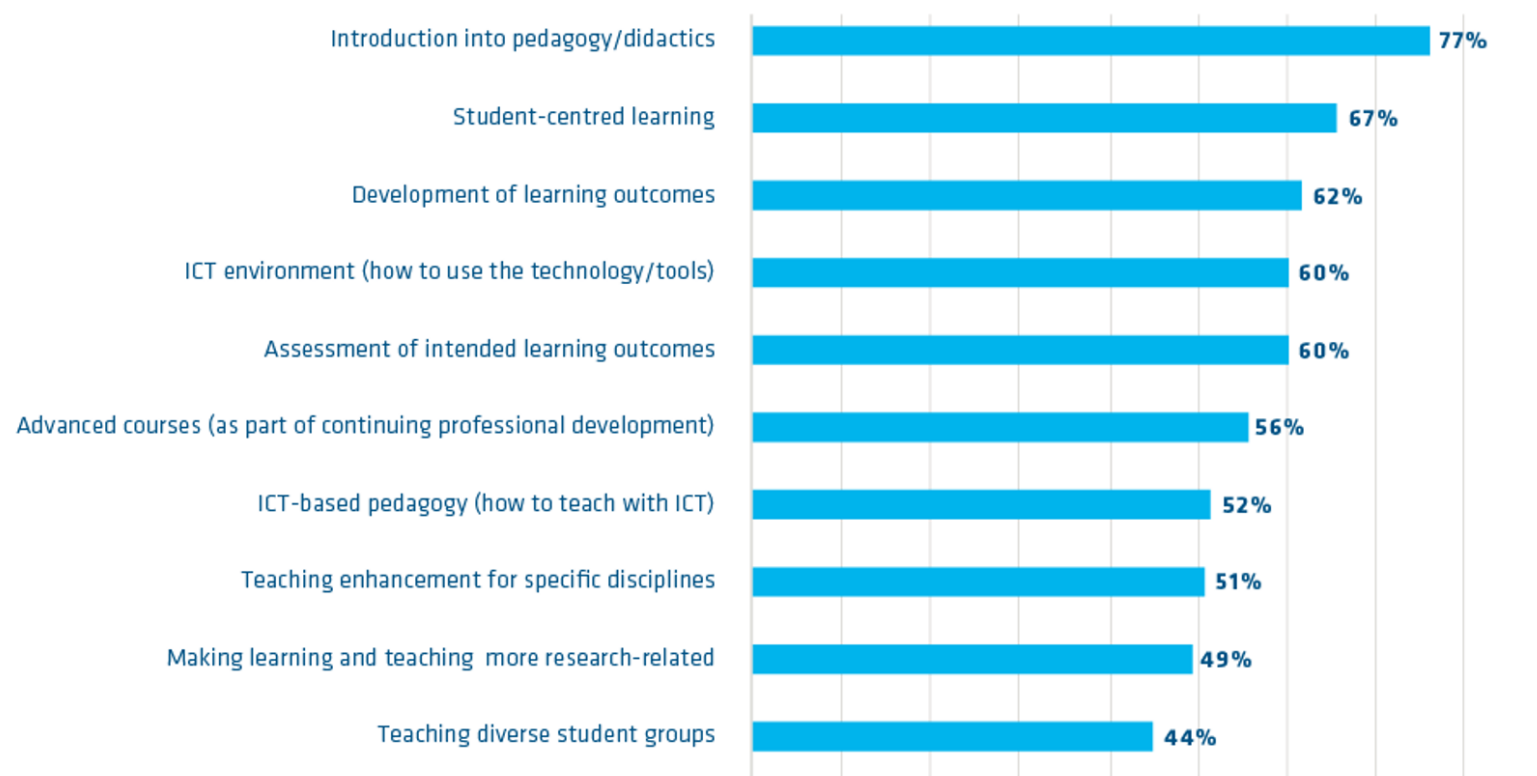
Trends 2018, Q. 16

Is it possible for students to... (Q. 16; N = 300)



# Teacher training

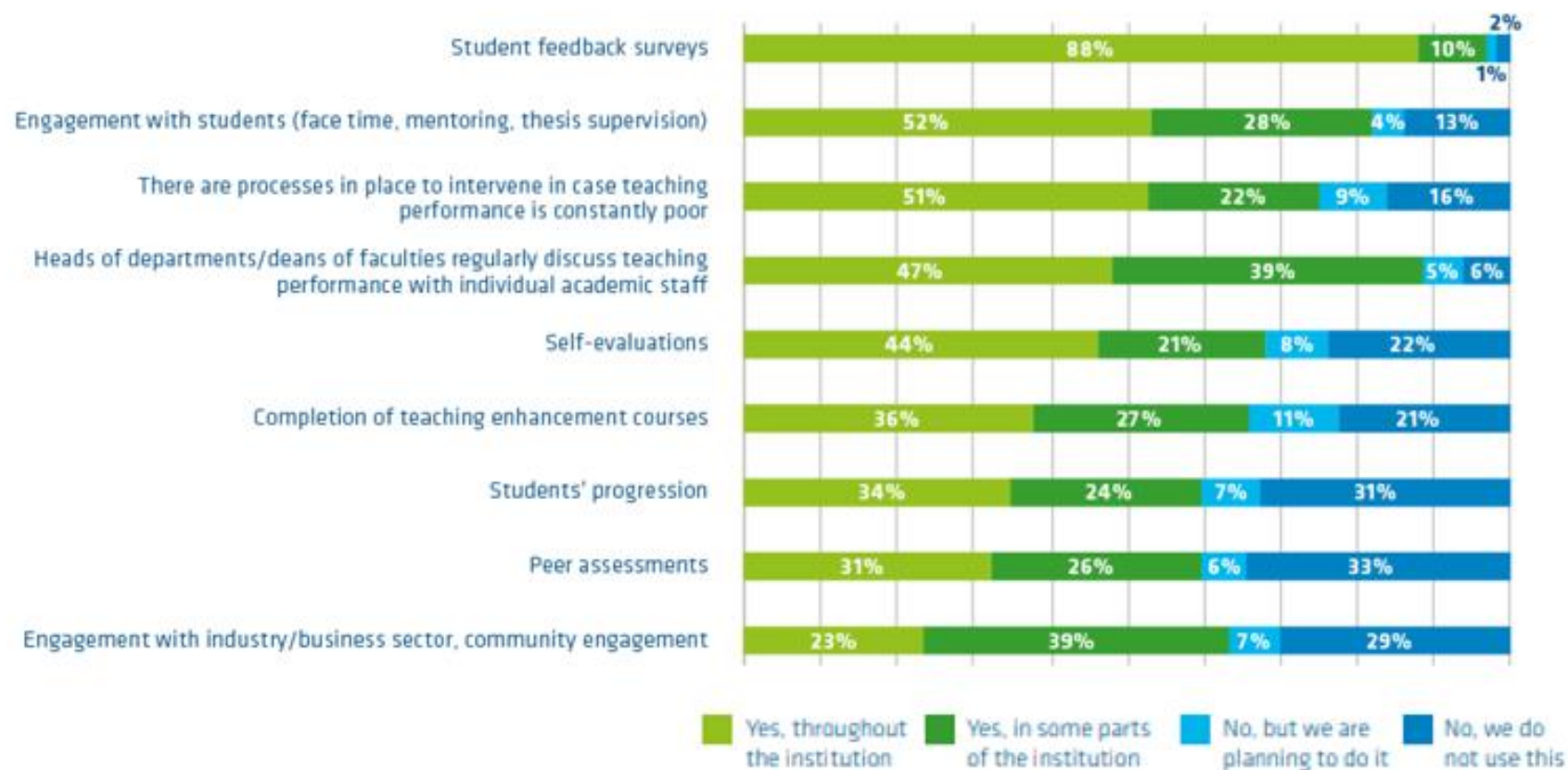
What do compulsory enhancement courses address? (Q. 38.2; N = 106)



Trends 2018, Q. 38

# Assessing teaching

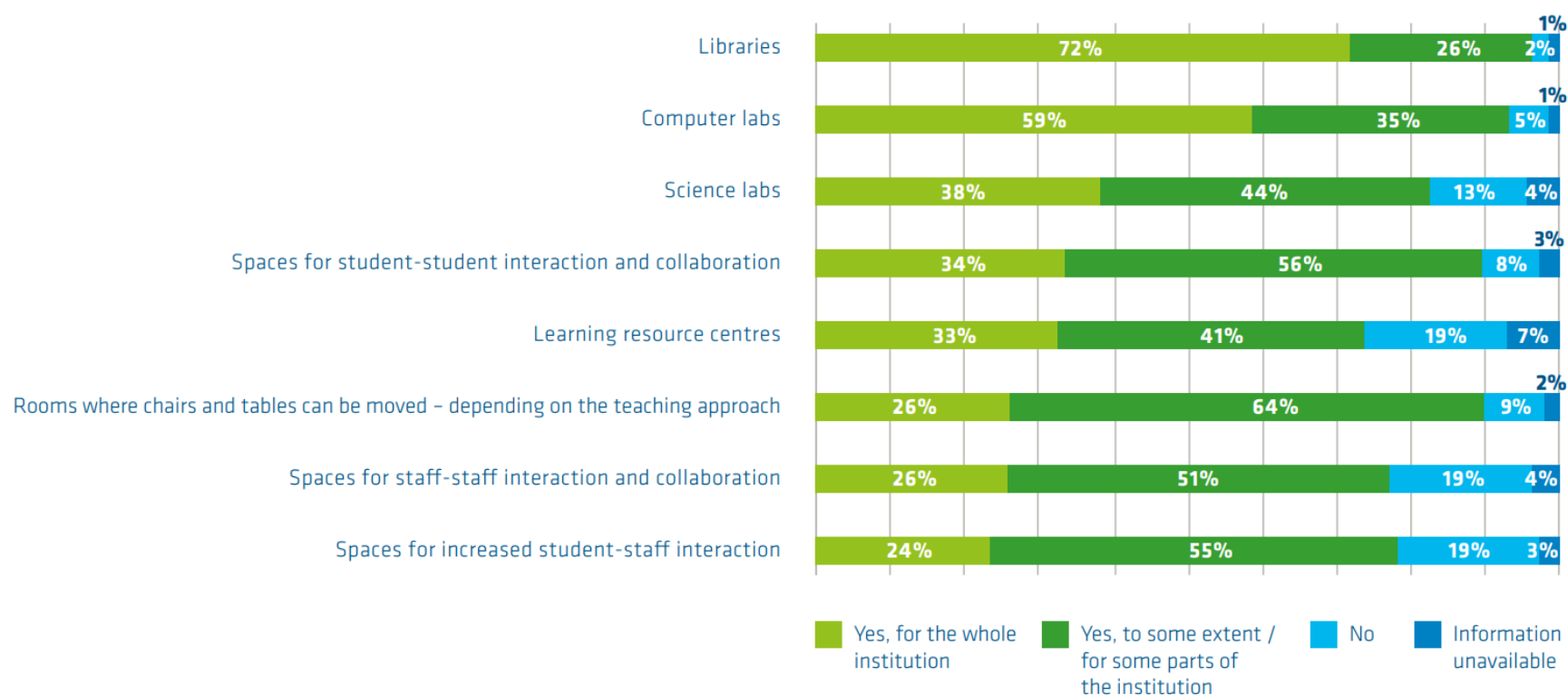
Which of the following means and criteria are used for the assessment of teaching? (Q. 36; N = 275)



Trends 2018, Q. 36

# Learning spaces

Are the physical spaces at your institution well adapted to new forms of learning and teaching? (Q. 26; N =292)



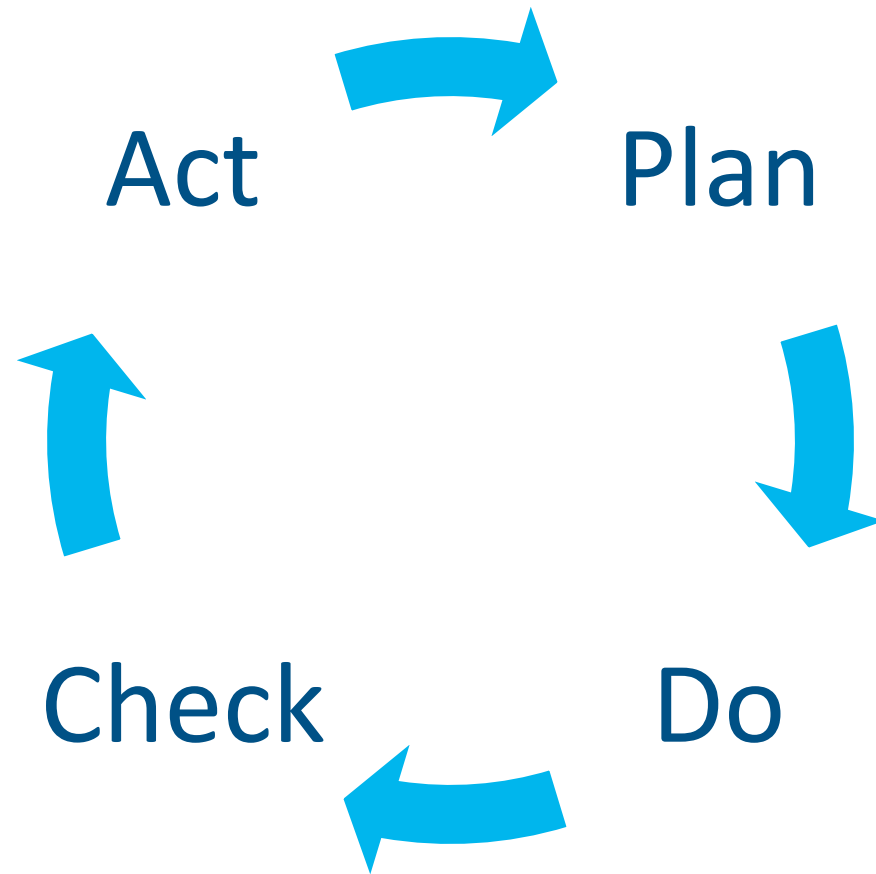
Trends 2018, Q. 26

## What about QA?

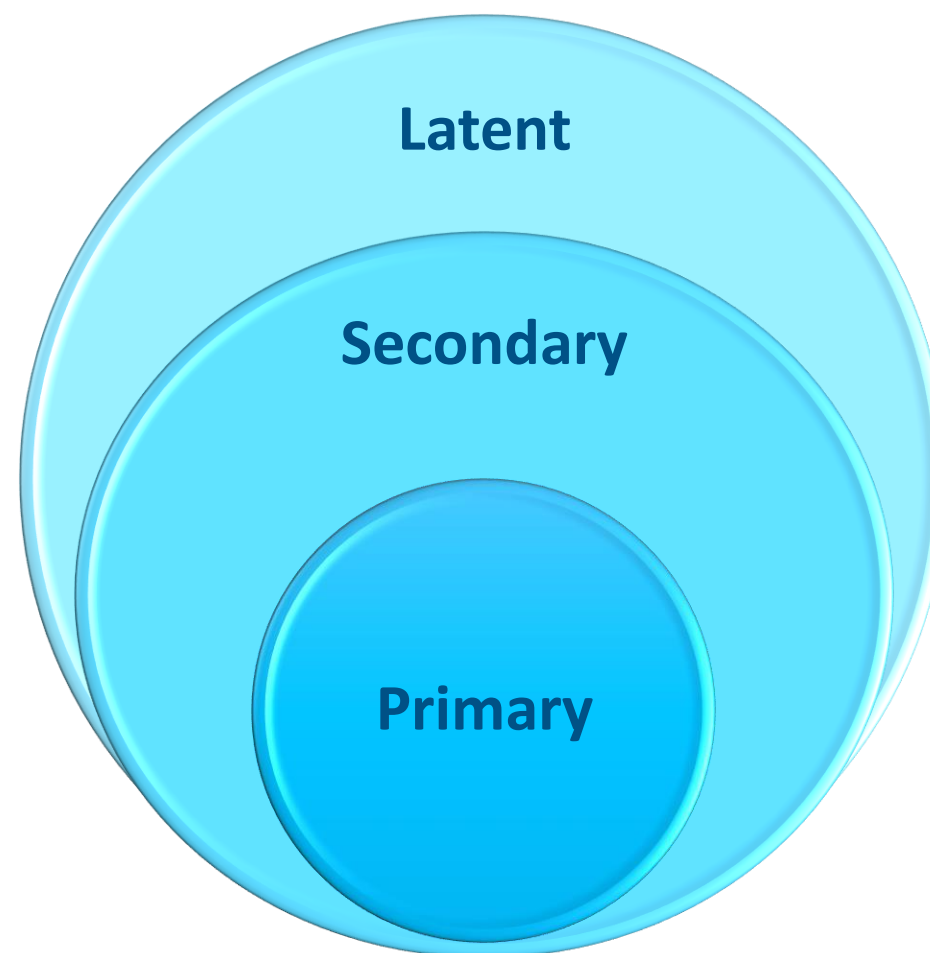
### Three approaches to quality assurance (of student-centred learning)

- **Back to basics**
- **Beyond the obvious**
- **A role for everyone**

## Back to basics



## Beyond the obvious



Adapted from Kivistö, J. and  
Pekkola, E., 2017, Quality of  
Administration in Higher Education  
(Sveriges universitets- och  
högskoleförbund (SUHF))

## Three dimensions

**Primary QA:** explicitly about ensuring student-centred approaches to education provision

**Secondary QA:** embedding student-centred learning into existing QA processes

**Latent QA:** policies and practices that are not named as QA, but still implicitly contribute to student-centred learning

**Examples?**



One step  
further...

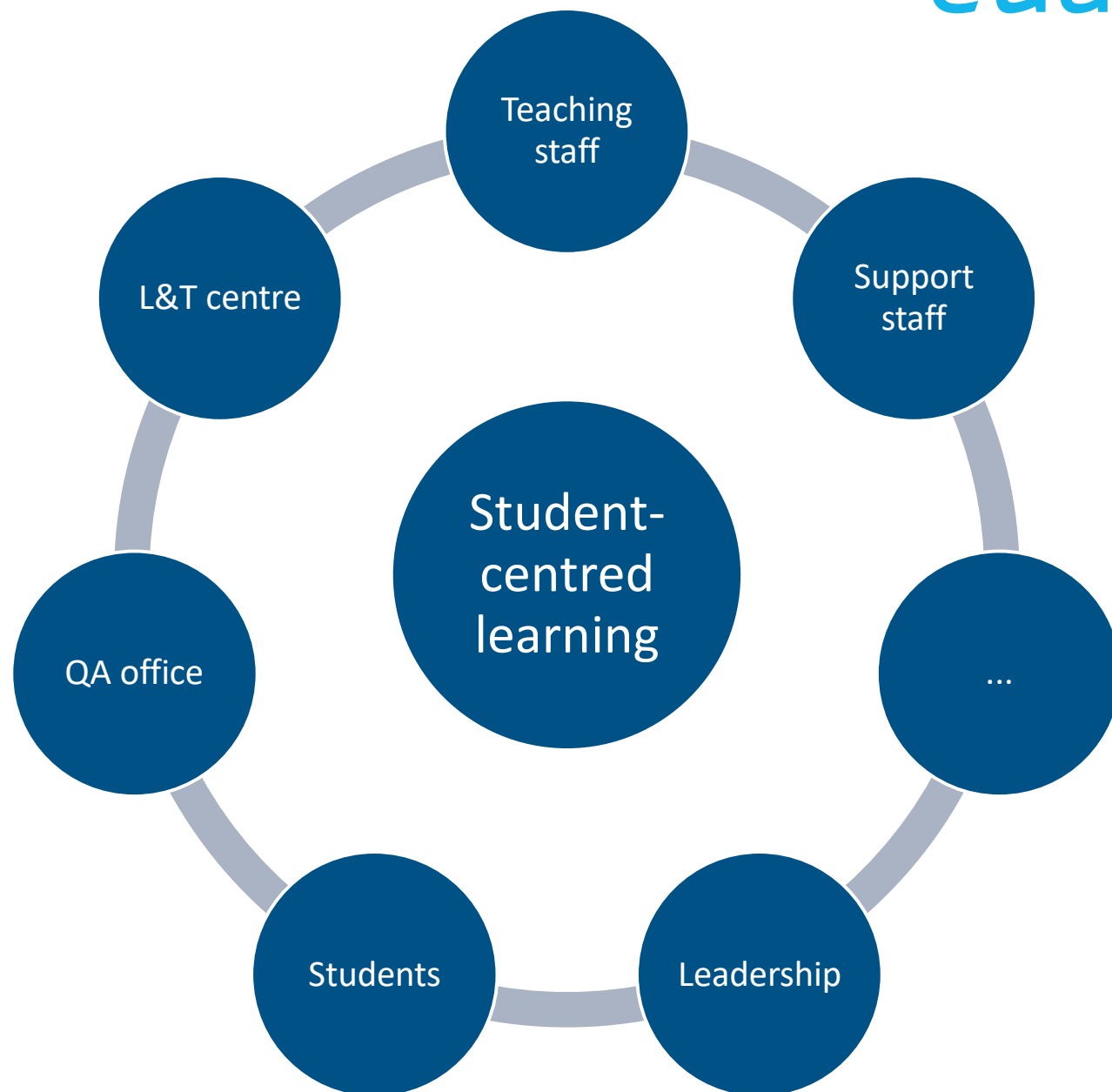
	Plan	Do	Check	Act
Primary QA			Student survey on teaching methods	
Secondary QA	Programme design			
Latent QA		Recruitment		

Primary QA: explicitly about ensuring student-centred approaches to education provision

Secondary QA: embedding student-centred learning into existing QA processes

Latent QA: policies and practices that are not named as QA, but still implicitly contribute to student-centred learning

A role for  
everyone



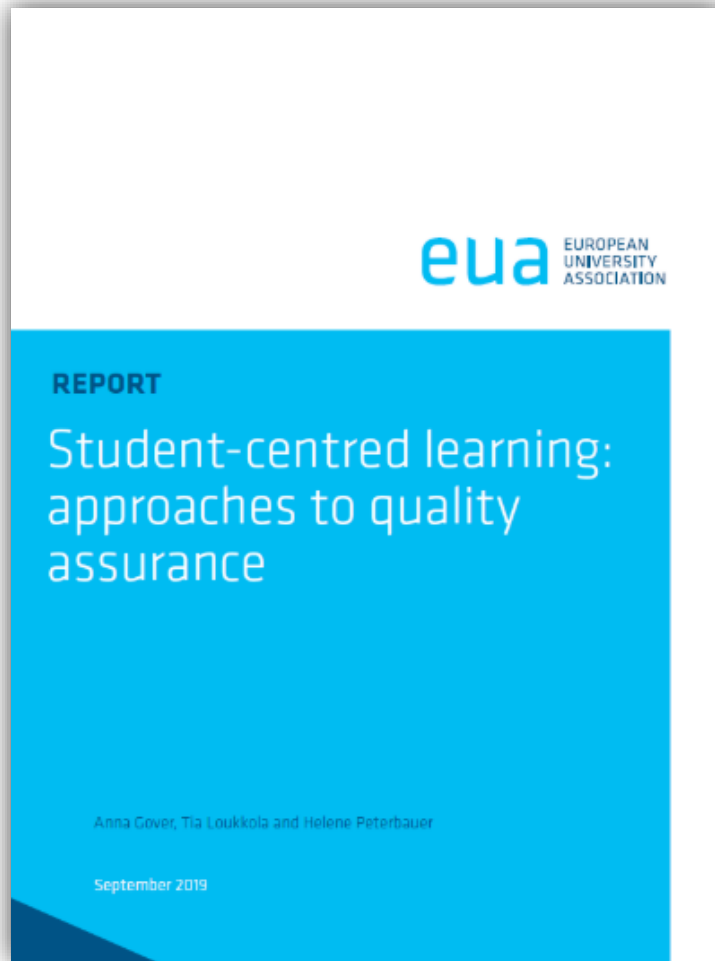
## Final thoughts

- **Engage with stakeholders for a common, context-sensitive understanding of student-centred learning -> use that to inform approaches to quality assurance**
- **There are links and synergies between different quality assurance processes (and ESG standards) -> don't approach student-centred learning in isolation**
- **Implications for external quality assurance?**

# Student-centred learning: approaches to quality assurance

**By Anna Gover, Tia Loukkola  
and Helene Peterbauer**

Full report available at:  
[www.eua.eu/resources/publications](http://www.eua.eu/resources/publications)



# Questions/comments?

