



Changes in NOKUT

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What we will talk about

1. Changes in NOKUT
 - a. New strategy
 - b. ENQA Targeted review
 - c. NOKUTs organisational structure

2. NOKUT and EQF in HE
 - a. All EQF-activities
 - b. Periodic review of institutional quality assurance practices (HE-institutions)
 - c. Evaluation of quality in education (programme level)
 - d. Monitoring quality - Knowledge based quality assurance and enhancement

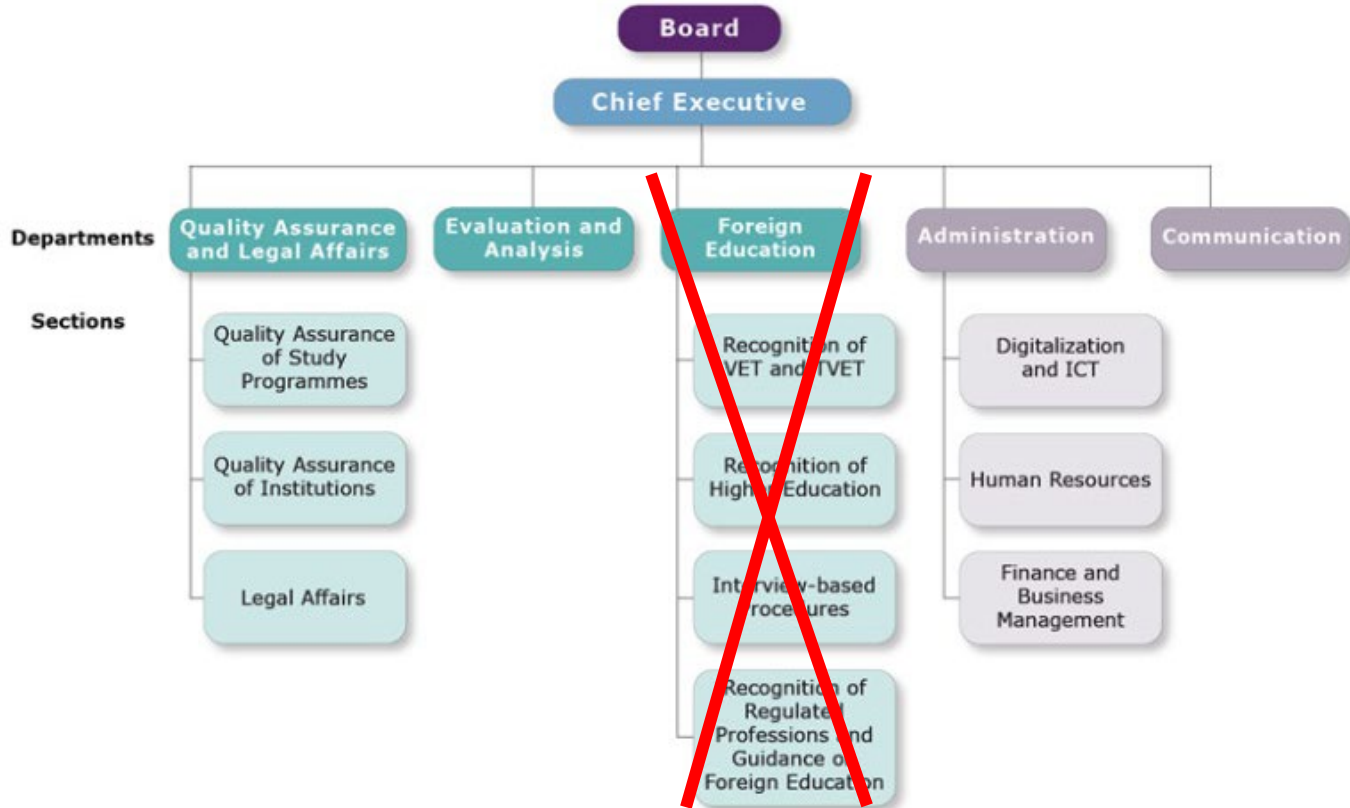


Changes in NOKUT



- **New Strategy** (from 1/1-2023)
- **ENQA targeted review** (is conducted this autumn with site visit in Desember)
- **New organisational structure** (from 1/1-2023)

New organisational structure from 2023



NOKUT's quality assurance activities in higher education

- Accreditation of study programmes
- Institutional accreditation
- Periodic review of institutional quality assurance practices
- Supervision of the accreditation of study programmes
- Supervision of institutional accreditation
- Evaluations of quality in education (programme level)



Periodic review of institutional quality assurance practices in HE

2004: Internal systems for QA of higher education were required by law

2003-11: First cycle: Evaluation of QA systems (76 institutions)

2009-16: Second cycle: Evaluation of QA systems (62 institutions)

2017-24: Third cycle: Periodic review of institutional quality assurance practices (48 institutions)

2024-2031: Fourth cycle: ?



Exploring new review methodology

NOKUT initiated measures to modify the present review methodology in cooperation with the University of Oslo, the University of Bergen, the Arctic University of Norway, and the Norwegian University of Science and Technology (named as “Project 7”).

Key elements:

- include the institutions earlier in the review process
- sharing of quality assurance practices between the institutions before the review
- less and more tailored documentation
- more flexibility in the review process (submission of documentation, organisation of site visits, etc.)
- sharing of lessons learned between the institutions after the review has taken place

Experiences from this initiative will be continued in “Project 8”, the next group of institutions that will undergo a periodic review – a group consisting of institutions that are comparatively small, relatively new and with a rather specialised academic profile.



New EQA activity: evaluations of quality in education (I)

- These are national, comparative evaluations designed to provide the institutions, NOKUT, the Ministry and other relevant parties with information about the quality of study programmes, and to facilitate further development
- The evaluation design comprises both summative and formative elements
- The evaluation process includes self-assessments, site visits and analysis of quantitative and qualitative data (e.g., data from NOKUTs national student and academic staff surveys on quality issues)
- It is concluded with a report that includes assessments and recommendations



Evaluation design and methodology

To ensure that evaluations are fit for purpose, NOKUT has adopted a flexible methodology that facilitates stakeholder involvement in the design of each evaluation

- As part of the dialogue with key stakeholders, NOKUT asks for their input on five key issues:
 1. The composition of the expert group
 2. *Evaluation questions and criteria*
 3. The design of the self-assessment. Institutions are encouraged to take into account the workload and costs involved in the self-assessment when they propose changes to the design
 4. The incorporation of seminars and other events to facilitate reflection and knowledge exchange
 5. The format of the evaluation follow-up



Examples of evaluations of quality in HEI

- The very first evaluation that NOKUT conducted was an evaluation of teacher training programmes in 2006
- Since then, NOKUT has conducted seven evaluations commissioned by the Education Ministry on a range of topics, which have varied in scope and method
- “Joint evaluations of research and education – a pilot study” (2018) represents the first of NOKUT’s evaluations of quality in education, which are designed in accordance with the ESG
- Following the completion of the pilot, the evaluation method was reviewed and revised for the Evaluation of Integrated Secondary Teacher Education (2020–22)
- Evaluation of Teacher Training Education (Level 1 to 7 and Level 5 – 13): 2023-24
- Evaluation of Medicine: 2023-25
- Evaluation focusing on a subject area in the humanities or social sciences (2025–27).



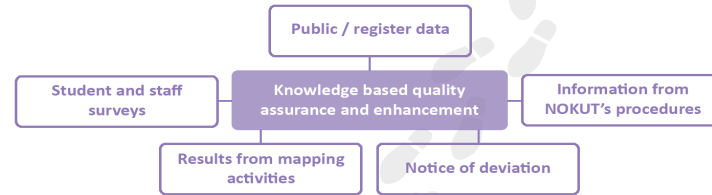
Monitoring quality

WHY?

- Trust-based system where HEIs have extensive accreditation rights – requires monitoring
- NOKUT's ambition to introduce a system for a stronger focus on knowledge-based quality assurance and quality enhancement
- Utilise available data

HOW?

- Designing a method that allows NOKUT to analyse HEIs on the programme and (the) institutional level
- Using a wide range of qualitative and quantitative data
- Using NOKUT's defined quality areas to select indicators
- Combining a risk-based approach with an approach to identifying good practices
- The process is conducted biannually



THE RESULTS



- Objects of risk for quality challenges, and areas suited for quality enhancement
- Systematic, knowledge based, and efficient monitoring

THE QUALITY INITIATIVES



- Evaluation and mapping activities
- Supervisory activities
- Activities related to guidance and sharing of good practices



- No administrative burden for the higher education institutions
- Both quantitative and qualitative data
- Exploit the potential in different sources
- Systematically synthesise and analyse available data and knowledge



- The results from the analyses can only give us limited information on compliance with regulation, and further mapping is normally needed
- Lack of data from some small (private) institutions



Thank you for your attention😊

