NOQA Conference

11 June 2015 in Keflavik, Iceland

- Summary of Presentations and Discussions -

The Danish
Accreditation Institution

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Preface

The Nordic Quality Assurance Network in Higher Education (NOQA) is a forum for information dissemination, exchanging experiences and pursuing projects of mutual interest. The network's main objective is to create a joint understanding of different Nordic viewpoints on issues related to higher education quality assurance. The network's 14th meeting was held in Keflavik, Iceland on 11-12 June 2015. On the meeting's first day, participation had been extended to include approximately five colleagues from each member organization as well as international colleagues from the Quality Board of Icelandic Higher Education and invited representatives from Icelandic Higher Education Institutions, i.e. around 40 participants all together. The participants were welcomed by Una Strand Viðarsdóttir, Senior Adviser, Icelandic Ministry of Education, Science and Culture who thanked the Icelandic and international visitors for coming, and strongly emphasized the importance of Nordic and pan-European co-operation in higher education. This was followed by five consequent workshops on topics related to quality work. The aim was to exchange experiences on working processes and learn from each other in order to improve our internal quality work. Each of the Nordic agencies; Finland, Iceland, Norway, Denmark and Sweden had been responsible for preparing one of the five topics:

Audit trails – FINEEC, Finland
Research evaluation – Iceland
Risk-based evaluations – NOKUT, Norway
QA of digital mediated learning – Denmark
A new Quality Assurance model – UKÄ, Sweden

In this paper all presentations are covered as well as a summary from the discussions in each workshop. The main purpose of this paper is to encourage all participants to continue the work on these questions. We hope that both the content and the form in which the workshops were conducted should give inspiration and can be useful as a working material.

The organization of the conference was led by the Icelandic Centre for Research (RANNIS), but prepared by a working group consisting of:

Thorsteinn Gunnarsson, Sigurður Óli Sigurðsson, RANNIS
Stella Annani, Magnus Johanson, UKÄ,
Touko Apajalahti, FINEEC
Luna Lee Solheim, NOKUT
David Metz, Danish Accreditation Institution and Frederik Muhldorff Sigurd, EVA

NOQA- Annual Meeting

12 June 2015 in Keflavik, Iceland

Venue: Hotel Keflavik
Participants: See list of participants in Annex I (p. 22)

08:30 – 10:00	**Agency presentations: Changes and challenges** Each presentation will take about 10 minutes, followed by 5 minutes for questions. One slide is reserved for changes and one for challenges. -Discussion leader: Stella Annani (Swedish Higher Education Authority: UKÄ)
10:00 – 10:15	Coffee break
10:15 – 11:15	**The revised ESG and the ENQA Agency Review** Including discussions - for instance, each head of agency comments on the ESG – impact on each agency? -Discussion leader: Tove Blytt Holmen (ENQA Board Member). See presentation material in earlier email to participants.
11:15 – 11:30	**A follow up from the 2014 seminars** Did we bring anything back home from the seminars? How did we share it with our agency? How did it influence the practice in each agency? Each agency makes a slide presenting what they have done. -Discussion leader: Magnus Johansson (Swedish Higher Education Authority: UKÄ)
11:30 – 12:30	Lunch

12:30 – 13:00	**Joint Nordic projects 2014–2015** Discussion of future projects, such as joint seminars, staff exchange and study visits. What has been done since the last meeting? Cooperation with other Quality Enhancement Networks? -Discussion leader: Luna Lee Solheim (NOKUT)
13:00 – 13:40	**New projects for NOQA** Discussions on new proposals for collaborative projects from the agencies. -Discussion leader: Þorsteinn Gunnarsson (Quality Board for Higher Education in Iceland)
13:40 – 14:00	**Closing of the meeting** The next annual meeting 2016, place and dates, the planning team for 2016.
14:15 – 16:15	**Quality assurance in a different context** Site visit to ISAVIA, the national airport and air navigation service provider of Iceland (http://www.isavia.is/English)

FINNISH EDUCATION EVALUATION CENTRE

Audit trails: evidence and decision-making in FINEEC audits

Touko Apajalahti

Main principles

- **The audit begins from the institutions' strategic goals**
- **Some of the audit material is standard: basic material, self-evaluation report…**
- **No pre-defined trails / "evidence to be looked at" for the audit team members.**
  - It's the team's responsibility to figure out what is important evidence in each case.
  - The audit criteria and the report template guide the team
- **Decision-making committee responsible for "setting the bar", based on the reports (which are based on the evidence)**

Audit targets

Policy- and system-level audit targets

- **Quality policy**
  - Objectives and rationale of the quality system
  - Division of responsibility related to quality management
  - Communication of the quality policy
  - Linking of the quality policy to the institution's overall strategy
- **Quality system's link with strategic management**
  - Information produced by the quality system for strategic management
  - Functioning of the quality system at different organisational levels and units
  - Functioning of the division of responsibility and commitment of various parties in the quality work
- **Development of the quality system**
  - Procedures for developing the quality system
  - Development stages of the quality system

Quality management of the HEI's core duties, including essential services supporting these

The fulfilment of the criteria is **reviewed individually for each core duty and optional audit target**

- **Functioning of** quality management **procedures and their impact** on the development of the core duty / optional audit target
- Comprehensiveness, usability and utilisation of **the information produced** by the quality system
- **Roles and involvement of different parties** in terms of quality work, as well as the workload
- Functioning, workload and effectiveness of the quality management of **key support services**

Samples of degree education

- (quality management of) Planning of education
- (quality management of) Implementation of education
- Effectiveness of quality work

Quality system as a whole

- How coherent and dynamic is the quality system as a whole?
- Comprehensiveness of the system
- Quality culture

Audit material

Audit material

- **Basic material**
- **Self-evaluation report**
- **Electronic materials**
- **Interviews**
- **Requested additional material**

Basic material

- **Organisation chart with a short description of the organisation**
  - The team should build itself a mental image of who's who in the organisation: what are the responsible roles and bodies in the quality system
- **Overall strategy of the HEI and a description of the strategy process and a summary of the key strategic choices**
  - It's important for the team to understand the strategic aims of the institution when evaluating the fitness for purpose of the quality system
- **A diagram and concise description of the quality system**
  - Gives an overall view for the team on how the institution itself perceives it's quality system as a whole

Basic material

- **The HEI's institution-level quality manual or other corresponding document describing the development of the operations**
  - Typically it's a useful source to learn about the aims, processes, procedures and responsibilities of the quality system; and how they are communicated to stakeholder groups.
  - It is not compulsory to have a document with the title "quality manual" printed on the cover.
- **Indicator data regarding the degree education**
- **Curriculum, including the intended learning outcomes, of the sample degree programmes**

Self-evaluation report

- **The HEI chooses how to carry out and write the report**
  - The final chapter of the report describes how the self-evaluation was prepared
  - Typically quite honest reports. Feedback tells that the self-evaluation process supports development.
- **The report is structured according to FINEEC guidelines**
  - The structure mirrors the audit criteria, the length is limited
  - Each chapter ends with a summary table of strengths and areas in need of development, as recognised by the institution
- **The HEI should be prepared to present evidence to support the report during the audit visit**
- **Forms the foundation which the site-visit builds upon, together with the basic material.**

Studying the self-evaluation report

- **Team members will be responsible for chosen audit targets: they should read the material looking for evidence (and missing evidence) that points towards answers to the questions they need to answer.**
- **Keep the report on the other hand, and the audit criteria on the other: where the HEI seems to be, what evidence would be needed to confirm / to change the initial observations**
- **Preliminary report texts, bullet points, lists… by an agreed deadline**

Electronic material

- **The HEI should give the audit team access to electronic materials that are key to quality management and may provide additional information to the team**
  - Typically intranet access, student portal access. Often also key systems of quality management / operations management.

Requesting additional material

- **The audit team is allowed to request the HEI to provide other materials, deemed necessary, prior to or during the audit visit**
  - For example: important documents that are referred to in the self-evaluation report but cannot be easily found, memoranda of meetings, indicator data, samples of forms, further access to electronic materials/platforms, etc.
- **Allows the team to follow audit trails that they find important in the case of the particular institution**
- **It's good to keep the number of requests under control, define the requests well and to request only material that is used**

Third sample degree programme

- **The audit manual does not give criteria for the team on how to choose the third sample degree programme**
- **It's up to the audit team to decide which programme would best complement the samples chosen by the programme, to expand the comprehensiveness of the audit:**
  - Faculty/Field of the programme
  - Finnish-speaking / Swedish-speaking / international programme
  - Bachelor's / Master's / Doctoral programme
  - Main campus / satellite campus
  - Big / small programme…
  - Growing & new / established / being shut down

Balance of discipline and elasticity

Discipline:

- **Same set of basic material, self-evaluation structure and audit criteria for all institutions**
  - Sets some assumptions of "what at least should be there" and what the team at least should be using as evidence
- **Same reporting template for all audit teams**

Elasticity:

- **Institutions have the choice of the design and logic of the quality system**
- **Institutions have freedom in how to conduct the self-evaluation process**
- **The team can design the site visit programme to match their analysis of the important evidence**
- **The team can ask additional evidence**

Discussion points

Does it matter if different evidence is demanded from different institutions? When is it justified, when would it not be?

Reaching conclusions

Individual evidence and especially interviewees can give even opposing evidence. First impressions do not give the full picture.

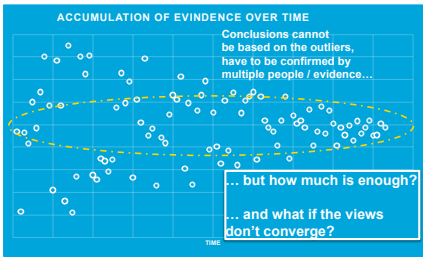
Audit team

- **All team members should be able to stand behind the team's report and conclusions.**
  - Working methods that help to form a common opinion
    - *Discussions*
    - *Co-writing*
    - *Commenting the draft report versions…*
- **Reporting begins before the visit with preliminary report texts and a common discussion on the findings**
- **During the site-visit, after each day a common discussion, and on the final day formulation of the preliminary feedback.**
- **The day after the site-visit: group work on the report. Decide (initially) on the evaluation (development phases)**

Reporting, telling a true story

- **Evaluation supported by evidence**
- **Project managers edit the report with the chair of the team to ensure that strengths and good practices are highlighted, and recommendations are given, based on evidence**
- **Enough evidence for the decision making, enough evaluation & recommendations to help the development work**

Discussion point



FINEEC HE Evaluation Committee

- **Fair & equal treatment of the HEI's is the responsibility of the committee**
- **The committee can decide otherwise than suggested by the team**
  - For example if the evaluative text and evidence of the team's report do not support the final suggestion by the team
  - Or if the suggestion and evidence are not in line with how other HEI's have been evaluated in a corresponding case
- **Changes do not happen often**
  - The project managers and chairs of audit teams are experienced
  - The head of the HE unit and the Director of FINEEC also read the reports before the decision-making

Discussion point

- **What means does the decision making body have to ensure that the evidence base is robust?**

Audit trails: Evidence and decision-making in FINEEC audits

Notes summarized by Stella Annani

First discussion points: Elasticity. Does it matter if different evidence is demanded from different institutions? When is it justified, when would it not be?

- If the goal is to compare then the materials have to have similarities.
- It depends on how you use the conclusions, for the purposes of quality enhancement or if you are accrediting a programme or an institutions. (only discussed at our table)
- The purpose can be to find good examples.
- It is important to ask for evidence. If you have different evidence you lose the transparency. In the same group of institutions you have to have more or less the same.
- It is important to compare destinations and to support diversity and to balance the business of comparability.
- The institutions can be very different so you have to have flexibility like they do in Denmark. You can choose something special for each university.
- In Finland a judgment? Yes.
- Peter William the first president on ENQA said that what is common in all audits are the same questions but the answers differ.
- EUA, what set of criteria is the most interesting. How is the common set of criteria balanced with the elasticity? Finland: for each judgment there are descriptions (criteria)
- Surprise interview? Only one, the institutions knows about it. A visit to a certain department or a certain function.
- Siggi: “Audit” has a negative ring in English. In Finland we talk mostly of quality enhancement and dialogue and not an interrogation.

Reaching conclusions. Conclusions cannot be based on the outliers, have to be confirmed by multiple people/evidence. But how much is enough? And what if the views don’t converge?

The conclusions should not come just from the interviews. They can raise questions that you didn’t see in the self-evaluations. Otherwise they can confirm or not what is said in the self-evaluation.

- Triangulation. The more you get the same answer from different groups the better. But when you meet a group that disagrees you have to dig into that.
- Helka. It is important to report the differences. But you can also check on the intranet and the material.
- It is dangerous to quantify qualitative data. Good to confirm with other data like written material.
- Too much convergence can also be a bad thing. You don’t want the students to say what they’ve been told to say.

- A difficult individual in the audit team. So the team leader is important. If they're always a lot of conflicts then the material and the evidence is not clear enough.
- Question: how would you treat a group that doesn't agree. It hasn't really happened. You have to raise the abstraction level so that everybody can agree.
- The conclusions can be incoherent with the discussions in the report. In a lot of reports the conclusions are more positive than the discussions in the report.
- Going back the evidence and asking for more evidence. It is not uncommon that the self-evaluation is a little bit of a wish list.

What means does the decision making body have to ensure that the evidence base is robust?

- Transparency is the key and the experience of the staff.
- When we communicate with the experts we have to make it as simple as possible. You don't have to write down everything in the report.
- In Denmark, recommendations. Do the arguments in the report support the recommendations? If not the report is sent back, some points have to be investigated more thoroughly. It is done seldom.
- In Finland, the committee can draw other conclusions than the team.
- It is important to agree on what is most important, which qualitative and quantitative data do you have to cover.
- A lot can be done before the report, the training of the staff and of the experts.
- Question about routine in Finland. The committee gets a presentation of the report's main results by the chair.

Approaching the integration of research evaluation in the Icelandic QEF Presentation by Norman Sharp

NOQA Conference
Keflavik 11 June 2015

Approaching the integration of research evaluation in the Icelandic QEF

The QEF in context

- QEF1 launched in 2010
- Completion summer 2015
- Time for evaluation and reflection
- Some early outcomes and provisional proposals
- QEF2 scheduled to be launched November 2015 and implemented summer 2016

Why include research?

- Responding to demand
- Role of HEIs
- Enhancement and accountability

Some starting principles

- Integrate within QEF
- Don't sacrifice teaching focus
- Must embrace all disciplines
- Must celebrate all roles of research in Iceland
- Must relate to CRIS system
- Should have potential for expanding to provide international comparisons

What will it cover?

- Research and scholarship
- Frascati – "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications".
- Competitive funding continuing to be evaluated *ex ante*
- This model applies to *ex poste* evaluation of research carried out with or without additional funding from national or international sources

The evaluation models

- Two models – general model and extended model
- Extended model will pilot methodology for providing direct international comparability
- A gradualist approach: Joint Research Evaluation Advisory Committee
- Approach to build on QEF principles and minimise unintended consequences

The General Model

- Objective: to provide information on the effectiveness of the management of research quality within each unit (department, faculty etc) and also within each HEI as a whole.
- Realistic resource demands internal and external
- Will provide (limited) international comparison

The General Model: Key Assumptions

- Methodology should not exacerbate division between research & teaching: indeed the reverse
- Limited resources
- Methodology should facilitate benchmarking
- Methodology should build on founding principles of QEF – in particular in relation to ownership; enhancement focus; ownership; and, partnership working
- A gradualist approach Board Committee – Research Evaluation Advisory Committee

What question is being addressed

- Fundamental evaluation question: "to what extent does this department/faculty have a clear and realistic strategy for research, and to what extent does it successfully manage its affairs to achieve desired ends". In-built elements of international comparability.
- Methodology integrated with SLRs –adapted as appropriate
- Internally planned, externally moderated

Four dimensions of evaluation

- Research strategy
- Scientific quality
- External support
- Impact of research
- NB Exceptional blue-skies research

Evaluation at the institutional level

- Within SLRs the conclusions in relation to both teaching and research will take the form of future plans for enhancement – an Action Plan
- The IWRs in QEF2 will be linked more closely to SLRs which will include research evaluation as described above.
- The judgements in IWR will relate to three areas: effectiveness of management of the student learning experience; effectiveness of management of standards of awards; effectiveness of management of research

Keep in touch

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Approaching the integration of research evaluation in the Icelandic QEF

Notes summarized by Sigurður Óli Sigurðsson

Notes on Presentation

Some starting principles.
-Output of the Icelandic Academy of Arts must be embraced.
-A database that encompasses all research output must be established.
-If we make international comparisons, we must recognize that the proposed plan is a gradualist approach. Iceland has scarce resources in higher education, and evaluators cannot demand too much.

What will the evaluation cover?
-What HEIs are doing with their "daily bread".

Two evaluation models
-General vs Extended Model.
-It is difficult to avoid unintended consequences of these models – like the metrics deciding too much what kind of research happens (you "get what you pay for"). It is also dangerous to separate research and teaching too much.

General Model
-Not about the research itself, but how it is managed.
-Within the HEIs, what are they realistically achieving with their resources?
- The general model is also sensitive to resource demands on the evaluation system.
-The key assumption of the general model is to foster ownership of research management by the HEIs themselves, get behind the HEIs and help, or hold up a mirror.

What question is being addressed?
The research evaluation of the general model will be integrated with Subject-Level Reviews. These will be planned and executed by HEIs themselves, but following some core guidelines, such as having an external, must end with a report, and occur once per 5-year cycle.
International Comparisons come through externals. One of the questions they are asked is how does management of research stacks up against international comparison institutions/benchmarks.

Extended model
Extended model would be optional, and on offer if the HEI wants to be more rigorously evaluated. The QB and HEI would put together experts in that compare materials from the unit to international standards. The extended model

would be more akin to traditional evaluations of research output, and use for example bibliometric data, as well as data on grant seeking and grant funding to inform the evaluation.

Notes on Discussion following presentation

-Question: What about integration of research and teaching?

NS responded that the evaluation would be at the institutional level, but it should be explicit in SLRs as well. In evaluating the integration of research and teaching, the evaluators should be using the same knowledge base, and be mindful that benchmarking is very important for legitimacy.

-Question: Will the models also look at research training, for example in teaching at the doctoral level?

NS responded that research training was not a part of the current evaluation models, but should be.

-Question: Who will define scholarship, and will the relation between research funding and output considered?

NS: Responded that funding will be considered, and the individual HEIs will have input on definitions of scholarship for their institutions.

-Comment from Swedish delegation: Large HEIs in Sweden struggle with the idea that they should be research-based, and realize that this designation entails education-based research, research training, allocation of research space, etc.

Question: Will research environment be included?

NS responded 'Yes'.

-Question: How will the evaluation incorporate research-related learning outcomes? Research-led teaching for example has to be in learning outcomes, and no student should graduate without that. How do we measure student performance and how does it relate to student outcomes?

NS responded that the models should definitely consider research-related learning outcomes, but they do not at the present draft stage.

-Question: Is there a danger that the distinction between the mandatory basic evaluation and extended voluntary evaluation result in the perception that there are two types of schools?

NS responded that the Quality Board needs to be careful that the extended model should not become a badge, and be careful about what consequences/power follow from getting extended model approval.

-Question from Norwegian delegation: What about third mission in the triangle? That is, that research should be connected to innovation and contact with labor market.

NS responded that the models should consider innovation and contact with labor market, but they do not at the present draft stage.

-Comment from Finnish delegation: The models sounds reliable and appropriate. In the extended model, the proposed system could also take into account the institutional level of research activity and support. For example, is there a university office helping with document submission, etc. (US term: Office of Sponsored programs)?

Risk based evaluations. How do we do risk analysis? What are the indicators and criteria? How do we get the data? Presentation by Trine Johansen Mesa and Ole-Jacob Skovdin

NOKUT

Risk based evaluations. How do we do risk analysis? What are the indicators and criteria? How do we get the data?

NOKUT (Norwegian Agency for Quality Assurance in Education),
Ole-Jacob Skodvin, Director of Analysis and Development
Trine Johansen Meza, Head of Section Evaluation and Quality Assurance

NOKUT

Content

- Vision
- Organisation (board and departments)
- NOKUT's domain
  - ✓ Foreign qualifications
  - ✓ Quality Assurance
  - ✓ Quality Enhancement
- Risk and fact based review – what do we actually mean?
- What kind of data do we use?
- Lessons learned

NOKUT

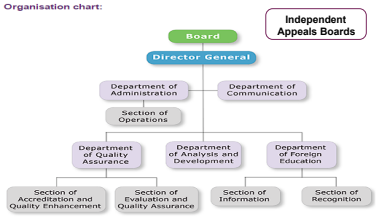
Our Vision

- a clear and visible ambassador for quality in education
- a key agenda-setter with sound expertise in Norwegian and foreign higher education and Norwegian tertiary vocational education
- a competent, reliable and efficient administrative agency.

NOKUT

The Board has ultimate responsibility for all decisions. NOKUT is fully financed by the State. Budget 2015 is 138 mill NOK. NOKUT has a permanent staff of about 90 people, and each year contracts around 200-300 experts for various evaluation and accreditation processes

Organisation chart:



Norwegian education (QA agency) Foreign education (ENIC/NARIC)

Foreign qualifications	Norwegian higher education *Universities – university colleges – colleges*	Tertiary vocational education
• General recognition (ENIC – NARIC) • Public information tasks • Conferences, information and dissemination tasks • International contacts and networks	• **Accreditation** → Institutional accreditation (Gives certain self-accr. powers) → (Initial) programme accreditation → Control of existing accreditations. • **Control of internal quality assurance** (Mandatory quality audits in 6-year cycles) • **Evaluations without injunctions** (sector-wide evaluations to increase general knowledge about quality) • **Advice/Counselling** • **Sector-wide factual information at programme level** → NOKUT Portal (primarily national register data arranged at provision level) • **Sector-wide investigative and analysis projects** → The National Student Survey → Various analysis projects, based on surveys, collation of existing data, interviews, presentations of research literature, etc. • **Sector-wide stimulation arrangements** → The Centre of Excellence in Education (SFU) arrangement → The annual educational quality award	• Recognition of programmes • Recognition of right to establish programmes in a specific subject area • Recognition of quality assurance systems • Quality development stimulation

NOKUT

Risk and fact based review – what do we actually mean?

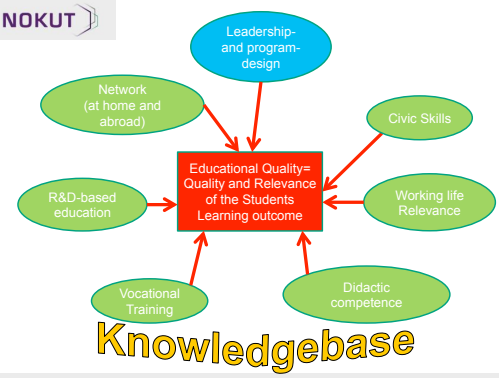
NOKUT

Five Elements

Element 5	Advice to HEIs		
Element 4	Centre's of Excellence in Higher Education		
Element 3	Thematic supervision	Indication based supervision	Incident based supervision
Element 2	Evaluation of fields / disciplines – Research / Education		
Element 1	Periodical review of QA at the institutions		

Evidence based facts, knowledge and information

NOKUT



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NOKUT

Some Examples

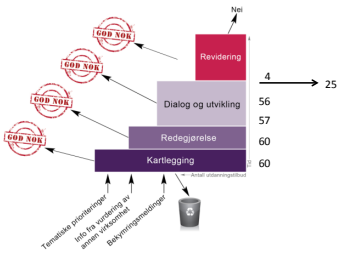
NOKUT

Supervision of Master Degree Studies in the Humanities

NOKUT

http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Kunnskapsbasen/Rapporter/Revidering%20-%20h%c3%b8yere%20utdanning/2014/Tilsyn_HF_mastergradstudier_2014.pdf

NOKUT



NOKUT

Number of Master degree studies in the Humanities

Institusjon*	Antall studier[a]	Antall studenter[c]
Universitetet i Oslo	11	765
Universitetet i Bergen	8	233
Norges teknisk-naturvitenskapelige universitet- NTNU	8	202
Universitetet i Tromsø- Norges arktiske universitet	7	112
Høgskolen i Hedmark	2	100
Høgskolen i Telemark	2	73
Høgskolen i Oslo og Akershus	1	62
Høgskulen i Volda	1	41
Universitetet i Stavanger	2	29[d]
Universitetet i Agder	1	21
Totalt	43	1638

*Institusjonene er sortert etter antall studier innen historisk filosofiske fag
[a] Antall studier er ifølge antall studieprogram institusjonen har oppgitt på sine hjemmesider
[c] Antall studenter viser total antall studenter tatt opp på studiet (årstall)
[d] En fellesgradsstudium er ikke medregnet, da de andre institusjonene ikke har slike

NOKUT

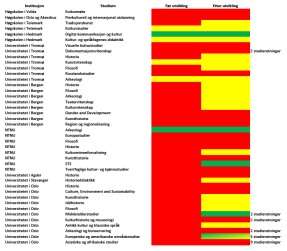
Number of Master degree studies in the Humanities including specialisations

Institusjon	Antall studier*	Antall studier inkludert studieretninger/ spesialiseringer*
Universitetet i Oslo	11	27
Universitetet i Bergen	8	8
NTNU	8	8
Universitetet i Tromsø	7	8
Høgskolen i Hedmark	2	2
Høgskolen i Telemark	2	2
Høgskolen i Oslo og Akershus	1	1
Høgskulen i Volda	1	1
Universitetet i Stavanger	2	2
Universitetet i Agder	1	1
Totalt	43	60

Tabell 3.
* Antallet er tatt fra institusjonenes hjemmesider
* Antall studietilbud forstått ut fra at et studium skal ha ett totalt læringsutbytte

NOKUT

Learning Outcomes of the Study programs



NOKUT

Supervision of HEIs collaboration with external partners

Hevder «badestudier» på Bali har høyt faglig nivå

– Jeg er sterkt i tvil om den faglige kvaliteten ved disse studiene er god nok og jeg har svært vanskelig for å se den faglige relevansen ved en rekke av disse studiene, sa kunnskapsminister tidligere denne uken.

– Studentene våre blir stigmatiserte

– Mange føler seg trakassert av Isaksen

Leder tirsdag 3. juni 2014

Skyter fra hofta mot «tullestudier»

– Dokumentet. Torbjørn Roe Isaksen argumenterte med at studiene ikke holdt høy nok kvalitet og at det ikke var god bruk av skattebetalernes penger. Påstandene henger i luse luften, mener Forfang:

– Dette er ikke dokumentet. Og hvis han ville finne ut av det, kunne kunnskapsministeren bruke sitt eget organ, NOKUT, til å undersøke kvaliteten. Det kan jeg ikke se at han har gjort.

Supervision of HEI`s collaboration with external partners

Totaloversikt	
Antall studier	220
Antall røde studier	166
Andel røde studier	75 %
Antall studenter	6364
Antall studenter per studium	29
Antall ulike samarbeidskonstellasjoner	124
Antall ikke-rapporterte samarbeidskonstellasjoner	66
Antall gradsstudier	22
Antall studier over 30 sp	118

Gradsstudier – prioritert rekkefølge etter

1. Universitetet i Nordland – Bodø: vgs. fagskole – http://www.uin.no/no/studier/master-i-marint-okonomi-og-ledelse-bachelor

http://www.bodo.vgs.no/vare-tilbud/marint-fagskole/nautisk-linje2

2. Høgskolen i Buskerud og Vestfold – NKI Nettskoler – http://www.hbv.no/hva-tilbyr-vi/bachelor-i-okonomi-og-ledelse-aarsenhet-1

3. HARSU – Sester for rådsmøte: http://www.nmbu.no/studier/studietilbud/andre-studietilbud/forfatningsmessige-bestemmelser/sluttfrist

http://www.eiendomsforbundet.no/sites/default/files/uploads/2014/11/Forfatningsmessig-Master-i-eiendomsokonomi.pdf

NOKUT

What kind of data do we use?

NOKUT

Data from Quality Enhancement Activities

- Sector-wide investigative and analysis projects
  - ✓ Studiebarometeret.no – The National Student survey and portal
  - ✓ Various analysis projects, based on surveys, interviews, collation of existing data, presentations of research literature etc. (sector wide analysis)
- Sector-wide factual information at programme level
  - ✓ NOKUT-portal (primarily national register data arranged at provision level – Statistics, indicators and diagrams)
- Sector-wide stimulation arrangements
  - ✓ The Centre of Excellence in Higher Education (SFU) arrangement
  - ✓ The annual educational quality award (HE)
- Data from previous QA-activities; National Examinations etc.
- Data from other external sources (Public register data; research etc.

NOKUT

Use of evidence based data

- For each single institution and each single study program that are reviewed/ reaccredited:
  - ✓ We produce a fact sheet based on the mentioned sources
  - ✓ We do also produce fact sheets for the Ministry of Higher Education and Research in their dialogue meetings with each single HEI

NOKUT

Studiebarometeret – National Student Survey

STUDIEBAROMETERET

Goals

- Examine student views on quality at the study program level
- The survey takes place every October
- Publish results per study program on the web (in February)
- Provide easy access to comparable data for stakeholders
  - prospective students
  - existing students
  - institutions
  - government and NOKUT
  - society at large

Authorised and funded by the Ministry of Education and Research

NOKUT

STUDIEBAROMETERET

Distribution and marketing

- ***(Result: 32 % IN 2013; - 42 % in 2014; considerable institutional variations)***
- Questionnaire distributed directly to students via
  - E-mail (private and institution)
  - Mobile phone (smart phone interface)
- National marketing
  - Information to HEIs and student organisations
- Local marketing (institutions and student parliaments)
  - Intranet, social media, learning platforms, posters etc.
  - Information in lectures (most effective)
  - Etc.

NOKUT

STUDIEBAROMETERET

Students view on the following topics:

- Learning environment
- Participation/Student influence
- Commitment (Motivation/Stimulation)
- Relevance to professional life
- Teaching and academic counselling
- Examinations and assignments
- Learning outcomes
- Student work load

NOKUT

STUDIEBAROMETERET

Main findings 2015

- The results reveal a high degree of satisfaction amongst Norwegian students when they consider their study programme at large
- However, the results also reveal alarmingly low scores on feedback and individual academic counselling
- http://studiebarometeret.no/en/

NOKUT

Sector-wide evaluation and analysis projects

- Commissioned by the Ministry of Education & Research:
  - National evaluations of teacher, nurse and engineer training
  - The National Student Survey
  - The Centre of Excellence in Education Arrangement
  - Three new large projects are now commissioned
- The A&D department assists the QA department with statistics for their activities. QA dept. personnel sometimes take part in analysis projects
- The A&D department carries out self-initiated projects (25 reports published so far)
- Monthly series with three to five articles that present and comment on relevant research literature, reports, etc.

NOKUT

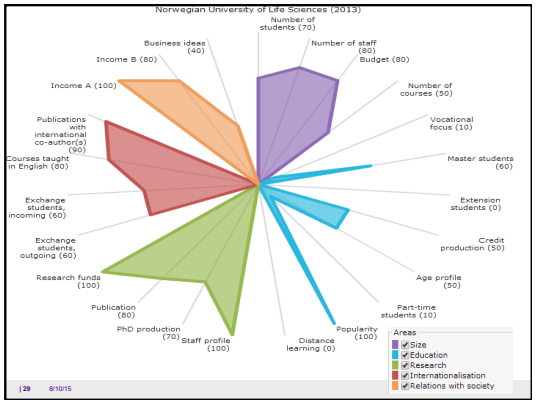
The NOKUT Portal

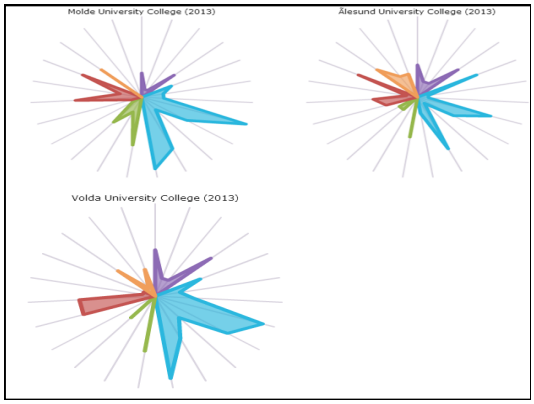
- **Aim: improve - and ease access to - indicators of quality in education and research at programme level (assisting NOKUT's QA task)**
- **More than 30 quality indicators**
- **The NOKUT Portal is part of the Ministry's database (DBH), covering more than 95 % of all provision in Norway**
- **Repeated use of reported data, continually updated by DBH**
- http://dbh.nsd.uib.no/nokutportal/

NOKUT

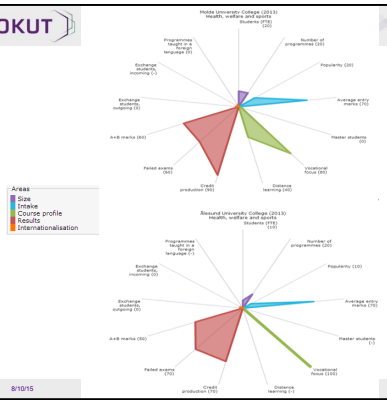
Mapping institutional profiles of academic fields in Norwegian HE – a possible tool?

- Mapping different institutional profiles of the HEIs:
  - ✓ Gives a snapshot of an institutions profile, strengths and weakness with regard to e.g. education and research
- The Norwegian «Flower project» (2010) shows roughly the institutional profiles we have in our HE-system
- The classification system is operating with five dimensions (23 indicators):
  - ✓ size
  - ✓ education
  - ✓ research
  - ✓ internationalisation
  - ✓ relations to society





NOKUT



NOKUT

Lessons learned

- Risk and Evidence based QA and evaluations:
  - ✓ Increase the legitimatization in the HE-sector
  - ✓ Requires R&D resources/analytical capacity
  - ✓ More efficient use of the resources
- Useful combination of Quality Assurance and Quality Enhancement

NOKUT

Discussion

- What do you actually mean with risk – and targeted evaluations and supervisions?

Risk based evaluations. How do we do risk analysis? What are the indicators and criteria? How do we get the data?

Notes summarized by Christin Drangsland

NOKUT's domain responsiblilities and activities includes quality assurance and quality enhancement of Norwewgian higher educaton and vocational tertiary education. Quality assurance and quality enhancement in higher education are carried out by The Department of Analysis and Development and by The Department of Quality Assurance. NOKUT is also the Norwegian ENIC-NARIC. These tasks are carried out by the Department of Foreign Education and is responsible for the recognition of foreign higher education.

The Department of Analysis and Development carries out evaluations, studies and analyses, and is NOKUT's statistics and quantitative data resource. The department is also responsible for the Centres of Excellence in Higher Education (SFU) and the prize for quality in higher education (Utdanningskvalitetsprisen). The department cooperates with other NOKUT departments and external parties on individual projects.

The Department of Quality Assurance supervises the provision of education at universities, specialised universities, university colleges and vocational schools. The supervisory activities include both verification of the quality of education and the institutions' quality work, and advising institutions on development.

Risk based evaluations, how does NOKUT do risk analysis?

The QA have five different elements (see figure 1), which all are based on evidence based facts, knowledge and information. .

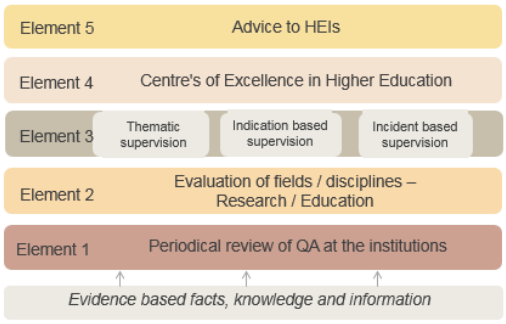


Figure 1

Element 3 above relates to risk, indicator and fact based review, and NOKUT has the following the types of approach:

- Indication based review/supervision
- Incident based
- Thematic based

Example 1: Supervision of Master Degree Studies in the Humanities
NOKUT decided to do a thematic based supervision of the learning outcomes in all master degree programmes in the Humanities. The project started with mapping information on the masterprogrammes before the institutions were asked to make statements. The statements showed that many of the programmes had not developed intended learning outcomes for the study programmes. This should have been in place before the end of 2012. NOKUT started a dialog with the institutions and gave them at time limit to develop the learning outcomes. The project started with 60 master degree programmes in the Humanities and NOKUT decided to do revisions on four of the programmes which still had poor learnings outcomes after the dialog phase. Through the project all the master degree programmes in the Humanities developed satisfactory learning outcomes, and the project contributed to a positive development in the sector.

Example 2: Supervision of HEIs collaboration with external partners in 2015
NOKUT decided to do an incident based supervision of HEIs collaboration with external partners. NOKUT was aware of some of the collaboration through newspaper reports and contacts with students and the sector. NOKUT asked 68 institutions to report their collaboration with external partners, and the institutions reported totally 220 programs. The collaboration partners were very different. Some of them do no research and they do not have teachers with competence for teaching higher education. 166 of the programmes might be considered to be not in consistent with the national higher education provision and regulations. NOKUT decided that 11 programmes must undergo a full revision. NOKUT has conducted supervision of both state-owned and private institutions. Of all 220 programmes we have looked into in this project, only programmes from state-owned institutuons are subject for full revision. NOKUT found that some institutions had extensive collaboration with external partner, and will have a dialog with these institutions during the fall. The dialog may lead to full revision of several study programs. The rest of the institutions have been given a deadline to either stop their collaboration with external partners or make sure that the collaboration is legal for the programmes.

What kind of data do we use?
NOKUT has a wide knowledge of higher education in Norway.

Studiebarometeret.no is a web portal that shows how students perceive the quality of education in study programmes at Norwegian universities and university colleges. The data presented at studiebarometeret.no is based on the yearly national questionnaire survey. At studiebarometeret.no, you can easily

- search for information about results for different study programmes
- compare results for different study programmes
- compare results for a single study programme over multiple years

The results are made public via the portal in February every year, well before the deadline for applying to higher education. The portal is intended to be a natural place to look for information about quality of education in Norway. Studiebarometeret is initiated by the Ministry of Education and Research and conducted by the Norwegian Agency for Quality Assurance in Education (NOKUT). The sector are using the data in their quality work, and they might even close down programmes due to very

negative feedbacks from students. NOKUT are using the data in supervisory activities.

NOKUT Portal contains data from the Ministry's database (DBH). These data are reported yearly by the HEIs. The portal gives wide information about the institutions and study programmes. The target groups of the portal is primarily NOKUT, the universities and colleges, students and other participants who are concerned with the quality of education.

The flower: mapping different institutional profiles of the HEIs. The Norwegian Ministry of Education and Research developed a model or classification system for displaying the individual HEI's profile in 2010. The purpose is to raise awareness and trigger reflection on institutional characteristics. Each HEI's profile is expressed as a flower, and the typology is also called the "flower project" Norway is in a unique position through the National Database for Statistics on Higher Education (DBH). Statistical information on the institutional level is reported from all the HEIs to the DBH, and with some preparation, it provides almost all the indicators that are required in the classification system. The Ministry is responsible for gathering data on the institutional profiles in the HEI system, while the Norwegian Agency for Quality Assurance in Education (NOKUT) in cooperation with the DBH has developed profiles of different academic fields (Medicine, Political Science etc.) within the HEIs. The indicators (23) are part of the national funding system, performance indicators, indicators that are part of the quality assurance procedures.

QA of digital mediated learning MOOCs: Massive Open Online Courses
Presentation by David Metz and Julie Kolding Olsen

QA of digital mediated learning
MOOCs: Massive Open Online Courses
The Danish Accreditation Institution
David Metz and Julie Kolding Olsen

MOOCs will change higher education!
– also in Denmark?

A work in progress
a) MOOCs in Denmark
b) Other quality assurance aspects for MOOC?
c) International perspectives on MOOCs

Not guidelines for accreditation

MOOCs in Denmark

- Important for the institutions
- Different models:
  - "Teasers"
  - Introduction courses before admission
  - From professional bachelor to academic Masters'
  - Interdisciplinary courses
- Curriculum
- Flipped classroom

Distinguishing features of quality assurance of MOOC

- Didactic - learning
- Exams and credit
- Non-starters and dropouts
- Management
- Relevance

Research questions

- What characterize e-learning students?
- What is crucial to good e-learning?
- Do e-learning students acquire professional competencies?

What characterize e-learning students?

- Older
- Live far away
- Family
- Job on the side
- Previous experience

What is crucial to good e-learning?

- Student guidance
- Study groups
- Computer skills

Do e-learning students acquire professional competencies?

- Important with previous practical experience
- Suitable for adult learners
- Attractive continuing and adult education

Discussion on QA of MOOCs

- What are your perspectives on QA of e-learning and MOOCs?
- Different from traditional higher education?
- ECTS rewarding MOOCs?
- Other models for MOOCs?
- MOOCs in a free education system

QA of digital mediated learning (MOOCs: Massive open online courses)

Notes summarized by Frederik Mühldorff Sigurd

MOOCs will change higher education!
– also in Denmark?

A work in progress

a) MOOCs in Denmark
   There are some courses in Denmark, but only few.
b) Other quality assurance aspects for MOOC?
c) International perspectives on MOOCs
   The project will not make guidelines for accreditation of MOOC courses in Denmark.

The Danish Accreditation Institution has started a project about MOOC – we started in spring this year. The project is exploring how MOOCs are being used in ordinary higher education in Denmark, what perspectives international experience can give and how MOOCs can contribute to higher quality of ordinary higher education in Denmark.

MOOCs in Denmark

- Important for the institutions
  The institutions use MOOC courses as introduction courses or appetizers for the academic programmes. This way MOOC courses e.g. can be a course between the professional bachelor programmes and academic Masters' degree.

- Different models:
  - "Teasers"
  - Introduction courses before admission
  - From professional bachelor to academic Masters'
  - Interdisciplinary courses
  - Curriculum
  - Flipped classroom (the most used one)

Distinguishing features of quality assurance of MOOC

- Didactic – learning
  How do you teach online? Is it different didactic reflections the teachers have to consider?
- Exams and credit
- Non-starters and dropouts - there are a lot of dropouts.
- Management

- Relevance

E-learning and professional competencies
EVA has in 2014 made a report about e-learning at the professional bachelor programme in Education and the professional bachelor programme in Bachelor of Science in Nursing.

- What characterize e-learning students?
- What is crucial to good e-learning?
- Do e-learning students acquire professional competencies?

What characterize e-learning students?

- Older
- Live far away
- Family
- Job on the side
- Previous experience

Some of the conclusions
It is important for the students that the programme/study is flexible.
It's good if you wanted to see the lesson/courses over and over again.
It can be a problem that the students are alone in that sense, that it is not easy to socialise with your fellow students.

What is crucial to good e-learning?

- Student guidance
  A lot of the students has a fulltime job, and the students' sees e-learning as an easy way to study.
- Study groups
  it can be lonely, so it is important to make study groups.
- Computer skills
  It is crucial for both the students and the teachers to have computer skills.

Do e-learning students acquire professional competencies?
The short answer is yes.
The students from e-learning programmes do not have as good oral skills, but they are very good at the written exams
The results where, that there wasn't any difference between how the students acquired professional competencies.

The findings were, that it was important that the students:

- Important with previous practical experience
- Suitable for adult learners
- Attractive continuing and adult education

Discussion on QA of MOOCs

- What are your perspectives on QA of e-learning and MOOCs?
- Different from traditional higher education?
- ECTS rewarding MOOCs?
- Other models for MOOCs?
- MOOCs in a free education system

Comments

- What is the difference between e-learning and MOOC? Is MOOC really new? (Norway)

- I have started three MOOC courses, but I haven't finished any of them because of too little time. I would like to participate in a course again. It's huge "classrooms" where the students are from all over the world. It is good! (EUA)

- In Helsinki there is a programme where MOOC is just as an introduction course. (Finland)

- It is open admission to the courses. This is a problem!
  It is interesting that the students can discuss and interact with each other despite that they are not on the same level.
  Who checks the quality of the teachers' didactic skills?
  Who checks that the teachers have the necessary level of education?
  (Norway)

- The government have thrown a lot of money after MOOC projects, but not anymore. It is no longer significant. The attention is gone. (Finland)

- There is no longer to the same extent focus on MOOC.
  How do you ensure the quality of the programme/courses? How do you ensure that students are at the right level and that they achieve the necessary goals?
  MOOC is good for further education.
  (Norway)

- We require that e-learning programs meet the same quality assurance requirements as all other programs.
  (Norway)

- MOOC is dead in the United States – this is because of the challenge to ensure the quality of the programme/courses.
  Instead there is a desire for more e-learning courses, e.g. e-lectures where students can get in touch with the teachers.
  (Iceland)

- Many – NOKUT, Universities, EVA and others – have worked on projects about how to ensure the quality of e-learning. Among several the results is that the digital platform is important to make sure that the students communicates.
  (Norway)

- The development of MOOC has given much to the general education system. For example flipped classroom, e-learning based on electronic platforms to communicate.
  (Norway)

- If it is possible to get an academic degree through MOOC then we must ensure the quality of the programme.
- This is just the beginning! MOOC is just getting bigger.
  We have to find a way to ensure the quality of MOOC programmes.
  (Iceland)

- This is just another way to learn. If a student gets the necessary skills, then what's the problem? How can we be against MOOC or e-learning, if students learn the same? If the institutions will ensure that the students get the necessary skills, then what's the problem?
  (Iceland)

- Do we have a responsibility to make a system to ensure the quality of MOOC courses? I'm not sure. In Norway, we secure the quality of e-learning programme, which ensure that the programmes meet the requirements.
  (Norway)

A new Swedish Quality Assurance model in line with European Standards and Guidelines
Presentation by Karin Järplid Linde

The Swedish Higher Education Authority

The Swedish Higher Education Authority

- supplies universities and university colleges with evaluations and reviews as tool for improvement
- monitors the legal rights of students through supervision of the higher education institutions
- is responsible for the official statistics of higher education and carries out inquieries for the Government and the Swedish Riksdag

High standards at Swedish higher education institutions

We promote high quality through:

- Appraisals of applications for the right to award degrees
- Evaluations of first, second and third cycle programmes

Degree awarding powers can be revoked.

External Quality Assurance in Sweden

- 20 years of process oriented external quality assurance.
- Teacher qualifications, learning environment etc.
- Evaluation cycle 2011 – 2014: focus on output.
- *Do students meet the intended learning outcomes laid down in the national qualification descriptors?*
- Students' independent projects – part of the assessment.

External Quality Assurance in Sweden

- New Qualtiy Assurance model as from 2016
- March 2015 - A proposed framework from the government
- UKÄ – responsible for the further development and implementation of the quality assurance model
- In line with international agreements within the Bologna Process (ESG)
- In dialogue with the higher education sector
- Not linked to funding

A new model as from 2016 in line with ESG

- Appraisal of entitlement to award qualifications
- Institutional audits
- Programme evaluations
- Thematic evaluations

Institutional audits

- Six year cycle
- Focus on output: How well the HEIs secure programme output at all three cycles
- Quality criteria in line with national regulations and ESG
- Peer review based model
- Self evaluation + interviews
- Three level scale

Programme Evaluations

- "A sample of programmes at first, second or third cycle"
- Focus on output: How well the HEIs secure programme output at all three cycles
- Quality criteria in line with national regulations and ESG
- Peer review based model
- Self evaluation, independent projects + interviews
- Two level scale
- In case of deficiencies: Follow-up after one year

Quality evaluations of third cycle programmes

- About 900 programmes.
- Pilot studies of 13 programmes.
- How well the method works for both small and large programmes.
- Natural sciences, technology, medicine, the social sciences, humanities and the fine, applied and performing arts.
- Evaluations as from autumn 2016.

Quality assurance of doctoral education

Learning outcomes

Quality and extent of educational environment

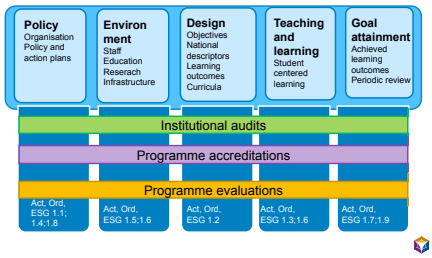
Internal quality assurance processes

Assessment material:
- Self-evaluation reports
- General and individual study plans
- Interviews

Thematic studies

- Enhancement led approach.
- Widening participation, internationalisation, jämställdhet.

Evaluation Model



Internationalisation

- How can UKÄ contribute to the internationalisation of higher education institutions?
- International panels
- A review model in line with international agreements (European Standards and Guidelines)
- International cooperations (NOQA, ENQA, ECA, INQAAHE)

A new Swedish Quality Assurance model in line with European Standards and Guidelines

Notes summarized by Stella Annani

- Finland, who has translated the ESG into Finnish asked if UKÄ was going to translate them into Swedish. The answer was yes, which means that Finland can use UKÄ's translation.
- Evaluation of third cycle qualifications. Why don't you look at the theses? One reason is that they have already been subjected to an external review.
- You could have sensors for the master theses so you don't have to look at them. In Norway, we send a survey to the peers that have evaluated theses.
- Tove: QA is build upon distrust. Some countries have both programme and audit evaluations. Denmark show much larger trust. Some want to have more and some want less.
- Karin: The evaluations should not become a heavy burden to the HEIs. Especially that several authorities review the institutions (evaluating research for example). How can we use data that has already been gathered?
- Island decided to hand over the evaluation to an international panel. Some problems at small institutions, where the staff was less used to using English, they felt like they were being interrogated. Triangulation. Going back to the documents. That cannot be done easily in Island, as all the material cannot be translated. A substantial discussion about the balance of the national culture and internationalisation.

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NOQA Meeting

12 June 2015 in Keflavik, Iceland

- Summary of Presentations and Discussions -

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NOQA- Annual Meeting

12 June 2015 in Keflavik, Iceland

Venue: Hotel Keflavik
Participants: See list of participants in Annex I (p. 22)

08:30 – 10:00	**Agency presentations: Changes and challenges** Each presentation will take about 10 minutes, followed by 5 minutes for questions. One slide is reserved for changes and one for challenges. -Discussion leader: Stella Annani (Swedish Higher Education Authority: UKÄ)
10:00 – 10:15	Coffee break
10:15 – 11:15	**The revised ESG and the ENQA Agency Review** Including discussions - for instance, each head of agency comments on the ESG – impact on each agency? -Discussion leader: Tove Blytt Holmen (ENQA Board Member). See presentation material in earlier email to participants.
11:15 – 11:30	**A follow up from the 2014 seminars** Did we bring anything back home from the seminars? How did we share it with our agency? How did it influence the practice in each agency? Each agency makes a slide presenting what they have done. -Discussion leader: Magnus Johansson (Swedish Higher Education Authority: UKÄ)
11:30 – 12:30	Lunch

12:30 – 13:00	**Joint Nordic projects 2014–2015** Discussion of future projects, such as joint seminars, staff exchange and study visits. What has been done since the last meeting? Cooperation with other Quality Enhancement Networks? -Discussion leader: Luna Lee Solheim (NOKUT)
13:00 – 13:40	**New projects for NOQA** Discussions on new proposals for collaborative projects from the agencies. -Discussion leader: Þorsteinn Gunnarsson (Quality Board for Higher Education in Iceland)
13:40 – 14:00	**Closing of the meeting** The next annual meeting 2016, place and dates, the planning team for 2016.
14:15 – 16:15	**Quality assurance in a different context** Site visit to ISAVIA, the national airport and air navigation service provider of Iceland (http://www.isavia.is/English)

Agency Presentations
Discussion Leader: Stella Anani (UKÄ)
Changes and Challenges: NOKUT

NOKUT

Changes and challenges in Norway

NOQA Annual Meeting, 12 June in Keflavik, Iceland
Bjørn R. Stensby, Head of Department of Accreditation and Quality Enhancement

NOKUT

Number of state owned HEI

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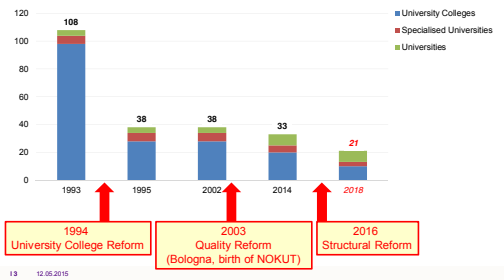
NOKUT

Number of state owned HEI



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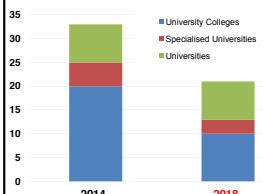
NOKUT

Number of state owned HEI



Challenges:
- **U and UC mergers (i.e. take overs)**
  - **Does it improve quality in the UC's?**
  - **Are the QAS's fully implemented in the satellites?**
- **Institutions are accustomed to the NOKUT-method**

Changes:
- **Teachers learning education, from 4 yrs. Bachelor to 5 yrs. Master**
- **The Structural Reform**
  - **Changes in Gov. regulations >**
  - **Changes in NOKUT's regulations**
- **NOKUT adapting to changes**
  - **Areas of quality at the programme level**

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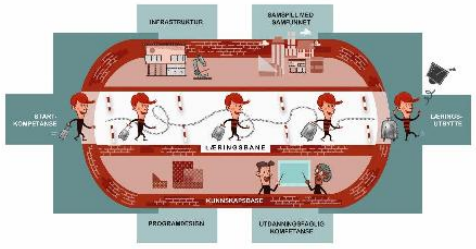
NOKUT

Areas of quality at the programme level



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Changes and Challenges: EVA

The Danish Evaluation Institute
Changes and Challenges

6

The Danish Evaluation Institute: Changes

- Establishment of Center of Quantitative Studies
- Projects:
  - Analysis of the admission system to higher education
  - Student services at Danish universities
  - Digital technologies in education from a management perspective
  - Teaching innovation and entrepreneurship
  - Conference on recognizing and rewarding good teaching at universities
  - Elite programmes at mass universities – international experiences
  - Intensity of study – international experiences

7

And challenges

- **Knowledge on time**: How do we ensure that our evaluations set the educational agenda and show different ways to achieve quality development?
- **Evaluation that works**: How do we deliver knowledge, tools and methods for everyday use, which support the institutions in their work with quality development, reflection on practice and use of knowledge as a basis for development.
- **Innovative methods**: How do we ensure that we continually develop our methods, and that our activities are always based on the foremost national and international knowledge about evaluation and quality development.

8

Changes and Challenges: UKÄ

UKÄ
Changes and Challenges

Changes

A new system with four components:

- Evaluation of institutions quality assurance systems
- Evaluation of study programmes
- Accreditation of new programmes
- Thematic evaluations

Challenges

- To get acceptance for the new quality assurance system
- Make sure that the system does not involve more work for the institutions
- Make sure that our own resources are used in an efficient way
- Develop a more long-term approach to our methodological work
- Keep up with international development and cooperation (despite the work load)

Changes and Challenges: FINEEC

FINEEC
Changes and Challenges

11.5.2014
12

FINEEC's changes since 2014 NOQA

- **FINEEC in operation since 1 May 2014**
- **Director, Harri Peltoniemi took office in June 2014**
- **Strategy work almost complete, new strategy will be approved soon**
- **New Higher Education Evaluation Committee was nominated and began to function in January 2015**
  - Decides on the audit teams and audit results
  - Decides on project plans, planning teams and evaluation teams of other evaluations that deal with higher education institutions

11.5.2014
13

Vision, mission and operating concept

VISION Finland develops its education based on comprehensive and timely information produced by FINEEC.

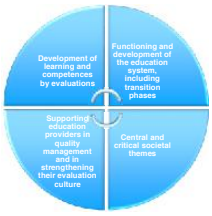
MISSION FINEEC is a nationally essential and an internationally desired partner in evaluation of education and an inspiring developer that produces effective information for the purpose of development of education.

OPERATING CONCEPT FINEEC operates in an enhancing, experimenting, renewing, participatory and helpful manner.

Kuvat: Hanna Tarkiainen

14

Strategic emphasis of evaluation activities



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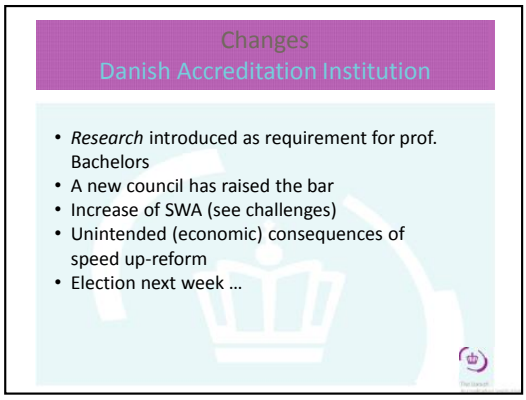
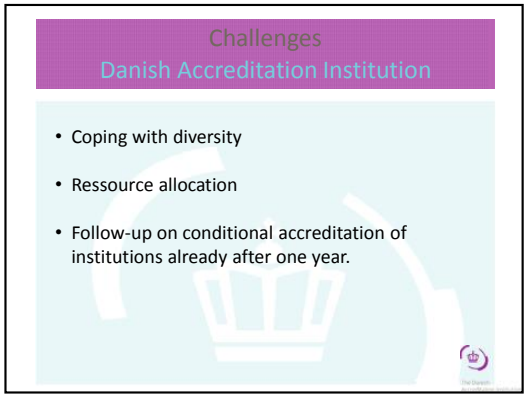
Current challenges

- **Design of the organisation model to support the implementation of the new strategy**
- **Build-up of a FINEEC-wide quality system**
- **New government is planning severe cuts to the education sector, will it affect also FINEEC?**
- **Development of the "3rd round", what comes after the current audit model, what do the new ESG require**
- **ENQA/EQAR review upcoming**

11.5.2014
16

Changes and Challenges: DAI





Changes and Challenges: Rannis

Changes and Challenges

Þorsteinn Gunnarsson
Manager of the Quality Board for Higher Education in Iceland
thorsteinn.gunnarsson@rannis.is

Changes

- 2015 the last year of this five year cycle of Quality Enhancement.
- Later this month, all the seven HEIs will have been reviewed.
- The focus has been on students' experience, teaching and learning.
- During the last year of this cycle, the year of reflection, the system is being evaluated.
- Based on the outcomes of this evaluation, the method for the next five year cycle will be developed.
- In the next cycle there will probably be more emphasis on evaluation of research. Besides institutional reviews, there are subject reviews. These are done by the HEI themselves but with the assistance of external experts approved by the Quality Board for Higher Education. The subject level reports are confidential.
- The HE sector is viewed to be too fragmented. The government will decide on possible merges in the sector.

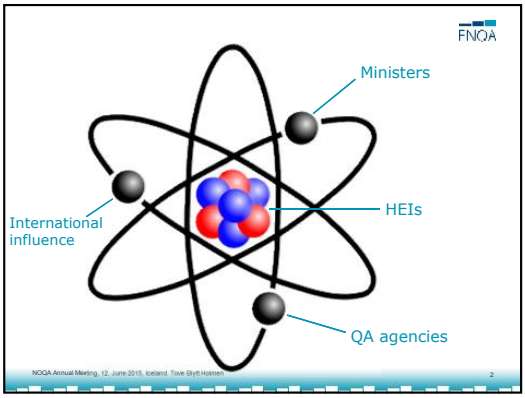
Challenges

- Besides institutional reviews, there are subject-level reviews which are confidential. The MESC is challenging their confidentiality.
- This year, a kind of chaotic situation, when evaluating the first quality enhancement cycle while the institutional reviews are still going on.
- The HE sector is viewed to be too fragmented. The quality enhancement process makes many demands on the smaller institutions which are difficult for them to meet
- Lack of strategic policy-making
- Lack of comparable core statistics on the higher education system

The revised ESG and the ENQA Agency Review
Presenter and Discussion Leader: Tove Blytt Holmen (ENQA)

ENQA Agency Review

A strengthened focus on ESG



ESG purposes

- They set a common framework for quality assurance systems for learning and teaching at European, national and institutional level
- They enables the assurance and improvement of quality of higher education in the EHEA
- They support mutual trust, thus facilitating recognition and mobility within and across national borders
- They provide information on quality assurance in the EHEA

Diversity and enhancement within a set framework

First review

- At least two years experience
- A minimum of 5 reports
- A thorough review against the full set of ESG part 2 and 3, however:
- ENQA will not require results on all areas but still expect
  - A clear documentation (action plan/work schedule) on how the Agency intend to reach results within the next review

Diversity and enhancement within a set framework

Second and subsequent reviews

- A thorough review against the full set of ESG part 2 and 3
- The Agency has to document results according to all standards
- as well as to show development upon the previous review

Core issues

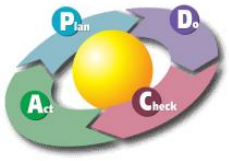
- Interpretation of the standards
  - ESG Part 3, critical standards: Independence, Resources, Accountability
  - ESG Part 2, critical standards: Follow-up, Student experts, Complaints and appeals
- A well balanced report
  Evidence – Analysis - Conclusion
- ENQA-IQA (former KP3)

What quality assurance?

ENQA expects the agency to describe all its activities regarding quality in higher education.

However:

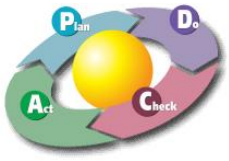
The term «quality assurance» is used in this document (i.e.ESG) *to describe all activities within the continuous improvement cycle (i.e. assurance and enhancement activities)*



What quality assurance?

ESG 3.1 Activities, policy and processes for quality assurance
Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis

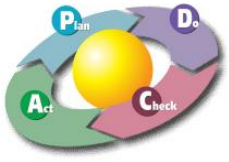
- Regular or Cyclical?
- Voluntary or Obligatory?
- HE and VET (shorter cycle within the 1st cycle?



Internal quality assurance and professional conduct
ESG 3.6

Agencies should have in place processes for internal quality assurance related to defining, assuring and enhancing the quality and integrity of their activities

GUIDELINE:
Agencies need to be accountable to their stakeholders. Therefor, high professional standards and integrity in the agency's work are indispensable. The review and improvement of their activities are on-going so to ensure that their services to institutions and society are optimal.



ESG 2.1 Consideration of internal quality assurance

External quality assurance should address the effectiveness of the internal quality assurance processes as described in Part 1 of the ESG.

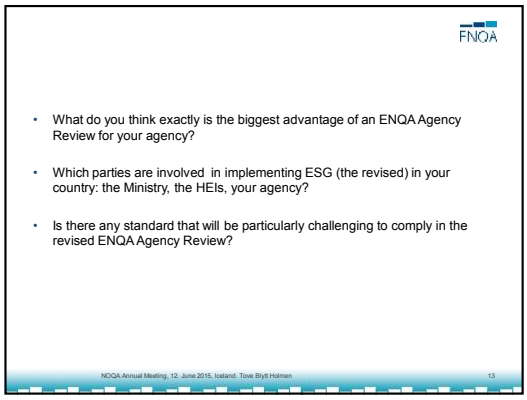
What do you know about the effects of the institution's internal quality assurance on quality itself?

What do the institutions know about ESG - Part 1?

A consistent, value-adding Follow-up

- 2 years after the ENQA Board's decision
- A friendly reminder, stimulating a continuous awareness for quality
- Enhancement approach
- Obligatory report by the Agency
- Obligatory site-visit

Questions ----


ENQA
• What do you think exactly is the biggest advantage of an ENQA Agency Review for your agency?
• Which parties are involved in implementing ESG (the revised) in your country: the Ministry, the HEIs, your agency?
• Is there any standard that will be particularly challenging to comply in the revised ENQA Agency Review?
NOQA Annual Meeting, 12. June 2015, Iceland. Tove Blytt Holmen
13

The revised ESG and the ENQA Agency Review (discussion leader: Tove Blytt Holmen)

Notes summarized by Lilja Steinunn Jónsdóttir

Tove Blytt Holmen is here this time as a board member of ENQA. Three of the countries represented in the room are members of ENQA – one agency from Finland, one from Norway and two from Denmark. Neither Sweden nor Iceland are currently members.

Quality assurance is not the heart but it is the backbone of higher education and ENQA wants to consult the stakeholders more.

First review of agencies applying to ENQA – should have at least two years' experience, have written 5 reports with a thorough review against the full set of ESG part 2 and 3. As it is hard to make a judgement on quality and professionalism without at least 5 reviews. And members need to document individually each standards in part 2 and part 3. ENQA does not require results on all areas but still expects a clear documentation on how the Agency intends to reach results within the next review.

Going through the slides looking at the different aspects Tove asks "What is independence?" In Spain for example they have a different design than in the north, the Norwegian agency was challenged by that. In general, independence is more related to the operational independence of the agency. "Resources?" Not all agencies have the same resources, some are big and some are very small. "Accountability?" All reports need to be published. "Follow-up": To have something in between the visits so that the institutions are constantly aware of their quality. A review is not a follow-up but rather a friendly reminder. "Student experts?" Students' involvement should be in every assessment. "Complaints and appeals?" There has to be a system to deal with complaints and appeals, and to be capable of dealing with those within the system.

A well balanced report is important and shows -> Evidence – Analysis – Conclusions

ENQA-IQA (internal quality assurance): Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG. And must think whether it is regular and cyclical? If it is voluntary or obligatory?

A consistent, value-adding Follow up is important. It is a friendly reminder and should be towards enhancement. An obligatory report by the Agency after an obligatory site visit.

Iceland: Are currently going through external reviews of our own activities, it is quite wise. Also have international board members, have to adapt to standards but can also lead to challenges relating to language barriers and cultural differences.

A follow up from the 2014 seminars
Discussion leader: Magnus Johansson (UKÄ)

What did we bring back home from the seminars?

The Norwegian paper with its role play and case was presented and discussed at a workshop at the departement in January.

How did that influence the practice of the agency?

Reflections and increased awareness of how and when to approach/not to approach experts in delicate matters.

Conflicts with experts can be avoided if you consider how and when you approach them with a problem.

If a conflict arises – do not only blame the other part – try to see what you could have done differently.

The project managers interaction with experts will be considered in the development of our internal quality assurance system.

UKÄ

RANNIS

What did we bring back home from the seminars?

- Network – Due to the nature of the QA system in Iceland, - exclusively with foreign experts and English as a working language – it is essential to be in good touch with our Nordic colleagues.
- Useful to identify possible experts for conducting reviews in Iceland.
- Information on the development of the systems in the Nordic countries – example of best practices.
- The world-café meeting provided insight into how to operate a good agency.

How did that influence the practice of the agency

- The experience was valuable as an input in the development of the next five-year cycle of the agency

5.8.2015 Þorsteinn Gunnarsson, Rannís

rannís

NOKUT

What did we bring back home from the seminars?

- Network – which has made contact and communication with colleagues from other Nordic agencies easier
- Keeping us informed about the development in the Nordic countries for instance Denmark and Sweden (policy)

How did that influence the practice of the agency

- We are undergoing similar changes, and we would like to know more of the experiences that has already been made
- We have differences and similarities, and can learn more from each other:
  - Staff exchange between Denmark and Norway this spring - sharing experiences and learning from each other 's practices
  - Planning study visits this autumn

| 3 June 2015

What did we bring back home?

Workshop on system wide analysis

- Continued focus on system wide analysis
- Discussion about potential joint Nordic projects
- Summaries of all major publications in English

4

EVA

FINEEC's Follow-up from 2014

What did we bring back from the seminar?

- The NOQA summary was distributed to the whole unit and the seminar discussed within a unit meeting.

How did that influence the practice in the agency?

- Internal quality system is currently being prepared for the whole FINEEC. The summary gives us one good source for good practice to integrate to the new system, and points out possible problems to avoid that others have identified

FINNISH EDUCATION EVALUATION CENTRE

11.5.2014
5

Outcome of NOQA - 2014
Danish Accreditation Institution

- Networking (however only 2/4 still with us)
- Exchange with NOKUT
- Inspiration! E.g. to increase participation in EU(ropean) projects

A follow up from the 2014 seminars

(discussion leader: Magnus Johansson)

Notes summarized by Lilja Steinunn Jónsdóttir

What did we bring back home from the seminars? How did that influence the practice of the agencies?

- Conflicts are two sided. Conflicts with experts can be avoided, when considered when approached.
- Useful to identify possible experts for conducting reviews in Iceland. And information on the development of the systems in other Nordic countries help us develop.
- In Norway there are similar changes going on as in Denmark and Sweden and thus they can all learn from each other.
- Internal quality system is currently being prepared for the whole FINEEC.
- Inspiration to increase participation in EU projects.

Joint Nordic projects 2014–2015
Discussion Leader: Luna Lee Solheim (NOKUT)

NOKUT

NOQA activities 2014 and 2015

Luna Lee Solheim

NOKUT

What has been done since the last meetings?

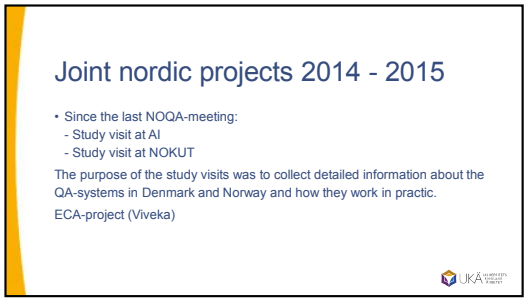
- Joint projects
- Joint seminars
- Staff exchange
- Study visits
- Other Enhancement Networks

NOKUT

NOKUT

Other Enhancement Networks?

Joint Nordic projects 2014–2015 continued
Discussion Leader: Luna Lee Solheim (NOKUT)



New Projects for NOQA
Discussion Leader: Þorsteinn Gunnarsson (Rannis)

NOQA Annual Meeting
12 June 2015 in Keflavik, Iceland
-New Projects for NOQA-

Project 1
Submitted by: Danish Delegation
Proposed Title: The Student's Voice

Introduction:
The Danish Delegation proposes a possible collaboration with one or more of the Nordic agencies on the following project. We are planning on doing the project in Denmark, but thought it could be interesting with a collaboration across borders in the Nordic countries to perhaps get a comparative perspective. The collaboration could hence be organized in several different ways.

Project Background:
Students are the direct beneficiaries of education and therefore a valuable insight into an educational quality. If their knowledge is collected, it can complement the institution's other sources of information on educational quality. Furthermore students in some types of education attend courses outside the institution, which can be difficult to monitor through the institution's quality assurance system. This particularly applies to internships and trips abroad.

Project Description:
The project should examine how the students' voice is best used as an asset in the quality assurance, and how the students are represented in general. The project should have a sub-focus on whether programme specific study boards (as opposed to study boards for several programmes) is better suited in ensuring the involvement of students. In addition, the project should focus on how student evaluation of courses outside the institution is integrated in the general quality assurance work and how especially shorter programmes are working on engaging students in the quality assurance work.

Project 2
Submitted by: Finnish Delegation
Proposed Title: Revised ESG through Nordic Eyes

FINEEC proposes that the next NOQA project will be comparative study on Nordic QA and new ESG. The aim is to present a paper in the next EQAF in London 19-21 November 2015. EQAF especially welcomes paper and workshop proposals that reflect how institutions and agencies are adapting to the new ESG. The deadline to submit all contributions is 3 August 2015. In order to make it to the next EQAF, the project should begin very soon.

New projects for NOQA (discussion leader: Þorsteinn Gunnarsson)

Notes summarized by Lilja Steinunn Jónsdóttir

Proposal from Danish delegation: David Sigurds presents.

- The students' voice. Project they will do in Denmark, but perhaps interesting for others and could then possibly be done as a comparative study. An invitation to join in on similar projects, to study how students' voice is best used in quality assurance.
    - The Finnish: the project is too specific perhaps. In Finland it's not very common practice as their structure is quite different. And have done something in that area quite recently.
    - Swedish perspective: Are currently setting up a new system, and want to make sure the students voice is strong but are not sure how that can relate to this.
    - Norwegian view: would be interesting if the department that has overview with a student survey could get in touch and look at what can be made out of that. Also ask "what about E-learning students?"
    - Iceland: would like to be kept involved and hear how this is developing.

Proposal from Finnish delegation

- Revised ESG through Nordic eyes, possibly a common paper. The only problem is the timetable – for next EQAF
    - Sweden: Is an excellent idea but the timing isn't perfect as they are proposing their new system in November.
    - Norway: The timeline is too short but they would be interested in joining a project with this subject that had more time.
    - At least one agency from Denmark is interested.
- Feasible time as a deadline for contact, next Friday the 19th of June.

Open opportunities in staff exchanges as well as the possibility of participating in training of experts with each other, which are usually a day and a half of training.

Closing of the meeting

Notes summarized by Lilja Steinunn Jónsdóttir

Denmark will be hosting the next annual meeting. Any plans for when etc?

- No specific plans yet. Propose to move the meeting to August, perhaps latter half. Everyone agrees with that.
    - 18/19th August 2016 in Copenhagen.
    - Participants for the planning board. Christin Drangsland, Norway, Frederik Sigurd and David Metz, Denmark, Susanna Lindenskoug and Karl Sundstrom, Sweden, Jani Goman, Finland, Sigurður Óli Sigurðsson, Iceland.

Before 10th of July the secretaries from the conference will send their notes to Siggi. During summer Iceland will prepare the conference notes and the annual meeting notes. Will aim to send them by 1st September in a single document (one from the meeting of the agencies on 12th June and a different one from the conference on the 11th June). A reminder will be sent out next week.

Þorsteinn announces he will be retiring from the Quality section of Rannis. Thanks his colleagues on the planning committee for this annual meeting and in general for the collaboration throughout the year. Concludes the meeting.

Annex I: List of Participants

Name:	Agency:	Position:	Email:
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Christin Drangsland	Norwegian Agency for Quality Assurance in Education (NOKUT)	Senior Adviser	Christin.Drangsland@nokut.no
Luna Lee Solheim	Norwegian Agency for Quality Assurance in Education (NOKUT)	Senior Adviser	Luna.Solheim@nokut.no
Frederik Sigurd	The Danish Evaluation Institute (EVA)	Special Adviser	fms@eva.dk
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