Wind of Changes in Estonia

Heli Mattisen

September 2018

EKKA

Founded 2009 as a structural unit of the Foundation Archimedes

11 staff members

Main activities:

- Institutional accreditation of HEIs
- Quality assessment of study program groups (incl PhD)
- Initial assessment of study program groups in HE
- Accreditation of study program groups in VET
- Thematic assessment in HE (pilot face)
- Development of QA system for continuing/further education/LLL (starting face)
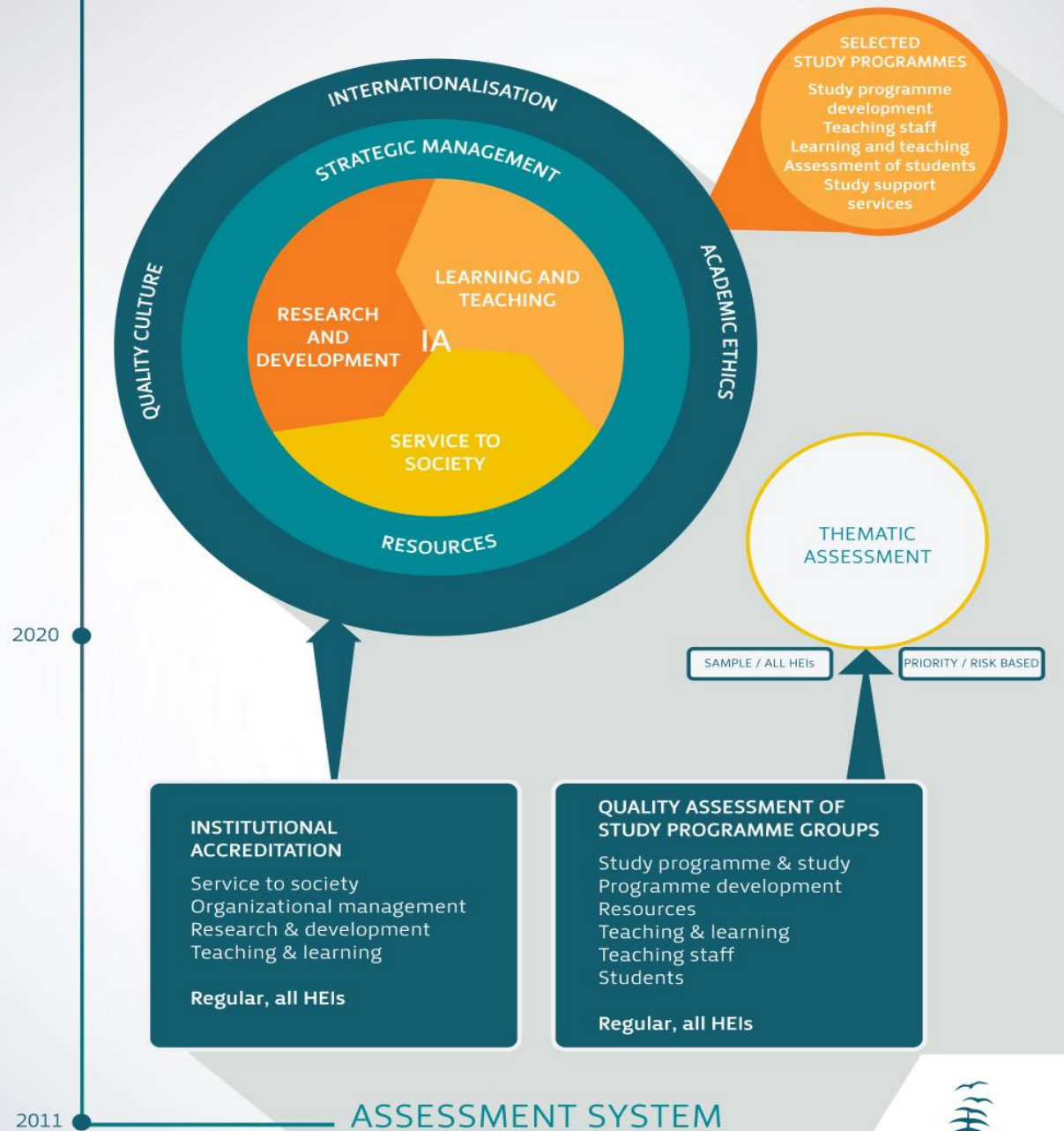
ENQA and ERQA since 2013

# Waiting for the wind

Catching the wind

EQA IN ESTONIA 2020

SELECTED STUDY PROGRAMMES

Study programme development
Teaching staff
Learning and teaching
Assessment of students
Study support services

INTERNATIONALISATION

STRATEGIC MANAGEMENT

QUALITY CULTURE

ACADEMIC ETHICS

RESEARCH AND DEVELOPMENT

LEARNING AND TEACHING

IA

SERVICE TO SOCIETY

RESOURCES

THEMATIC ASSESSMENT

SAMPLE / ALL HEIs   PRIORITY / RISK BASED

2020

2011

INSTITUTIONAL ACCREDITATION

Service to society
Organizational management
Research & development
Teaching & learning

Regular, all HEIs

QUALITY ASSESSMENT OF STUDY PROGRAMME GROUPS

Study programme & study
Programme development
Resources
Teaching & learning
Teaching staff
Students

Regular, all HEIs

ASSESSMENT SYSTEM

EKKA

Institutional accreditation

*The purpose is to support
the development of strategic management
and quality culture that values
learning-centeredness, creativity and innovation in the HEIs,
as well as to increase
the societal impact of education, research and development
delivered by the HEIs*

EKKA
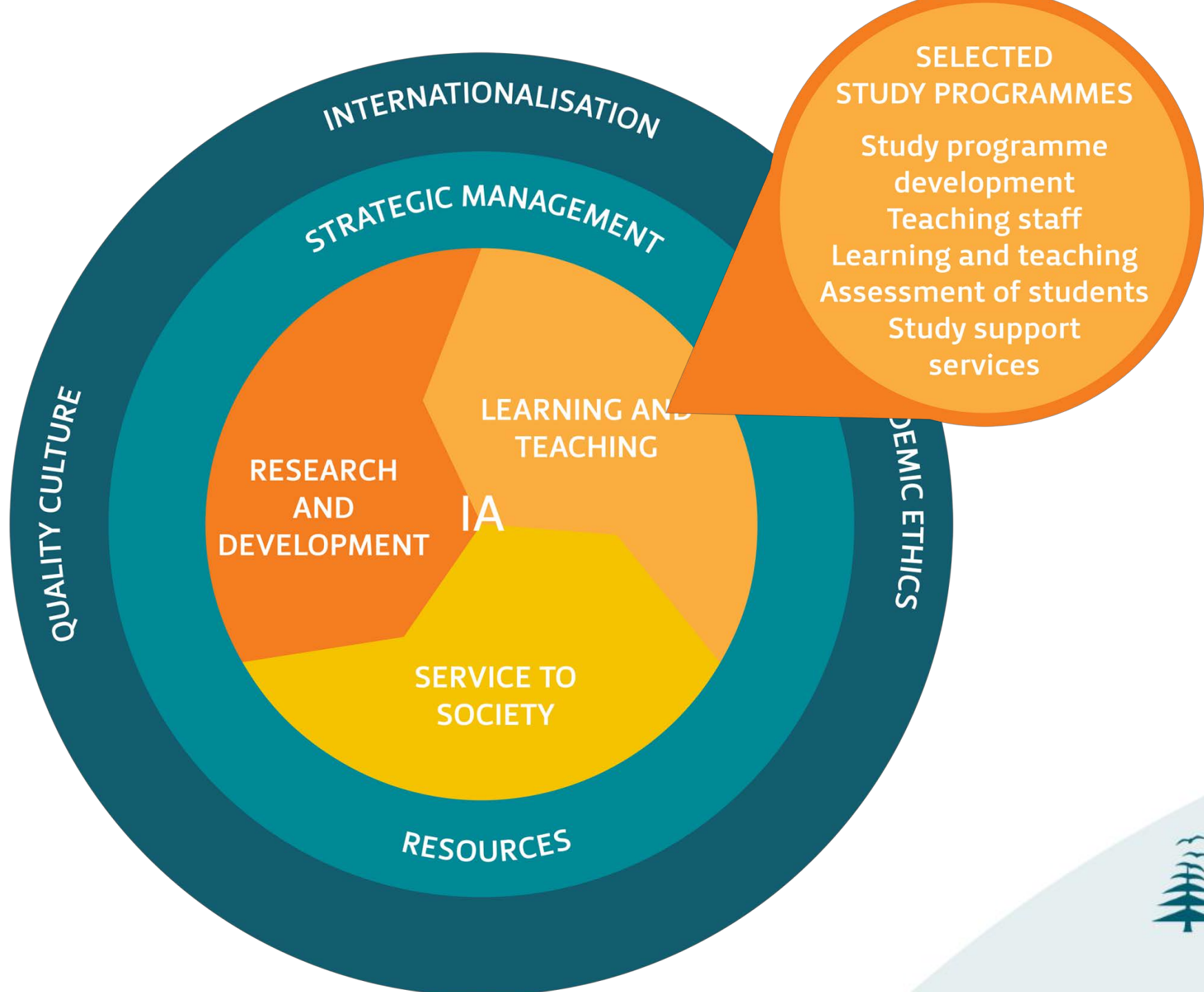
Thematic Assessment

risk based

based on the results of previous assessments

takes into account strategic priorities

main goal – learning from each others' best practices

Piloting thematic assessment 2018: learning and teaching of foreign students

The objective

to get an overview of best practices as well as shortcomings related to learning, teaching, supervision and counselling of foreign students, identify the reasons for shortcomings and improve the situation.

EKKA

Standards

1. Strategic management
2. Resources
3. R&D
4. Service to society
5. Quality culture
6. Academic ethics
7. Internationalisation

8. Academic staff
9. Study programme
10. Learning and teaching
11. Assessment of students
12. Learning support services

Guidelines

Teaching Staff

STANDARD: Teaching is conducted by a sufficient number of professionally competent members of the teaching staff who support the development of learners and value their own continuous self-development.

EKKA

Academic ethics

STANDARD: The HEI has defined its principles for academic ethics, has a system for disseminating them among its members, and has a code of conduct including guidelines for any cases of non-compliance with these principles. The higher education institution has a functioning system for handling complaints.

EKKA

Assessment of students

STANDARD: Assessments of students, including recognition of their prior learning and work experiences, support the process of learning and are consistent with expected learning outcomes. The objectivity and reliability of student assessments are ensured.

EKKA

New QA system in HE: a prognosis

Debit	Credit
Lower "assessment burden"	Accreditation period too long (7 years)
No overlapping between different types of assessment (exc research evaluation)	Institutional accreditation is "too comprehensive"
Management and implementation integrated into one system	Identification of the "sample of programmes" as a challenging task
Focus on horizontal themes (=development need)	Not every programme will get feedback from external experts
Thematic assessment as a tool for collaborative learning	HEI is not prepared/willing to implement a consistent system of self-assessment at programme level
...	...

Good winds!

Update on developments in Lithuanian higher education

Aurelija Valeikienė, Deputy Director of SKVC | 6 Sept 2018   I   Porvoo

Optimisation
of the network of institutions of higher education

- Finished regular institutional reviews by the scheme and criteria of 2011 (2016)
- Two negative decisions: cases of Lithuanian University of Educational Sciences (LEU) and European Humanities University (Dec 2017)
    - Triggered merger of LEU to Vytautas Magnus University (VDU)
    - Ammendments to the Law on HE&R regarding special clauses for universities in exile (May 2018)
    - A new application to (re)establish EHU (Aug 2018 -)
- Voluntary mergers of HEIs (VGTU+MRU; VDU+ASU; VU+SU...)
- A working group at the Ministry including SKVC looking into the current state and future of colleges of higher education (April 2018-).
- Discontinuation of activities by some private colleges (VKK; ŠLK)
- Currently drafting the scheme for new regular institutional reviews

SKVC

Transition period in evaluation of quality of studies

➢ Finished regular evaluations of single study programmes in June 2018

➢ Working on temporary accreditation of study fields from March 2017 to May 2018

➢ Currently drafting the scheme for new regular evaluations of study fields

➢ Working on amending legislation to allow European Approach for QA of joint programmes

➢ Challenge: use of quantitative data towards qualitative reviews

SKVC

More amendments to the legislation pending

- On 19 June 2018 positions of the Law on HE&R as much as they established that currently offered study fields should be evaluated and temporarily accredited by 1 March 2018 were found in contradiction to the Constitution as government powers are limited by the Constitution, and higher education institutions have academic autonomy. While the state oversees activities of educational institutions, the principles of rule of law and responsible management should be upheld. Decisions of SKVC to temporarily accredit study fields were said to have no consequences on HEIs.

- On 29 June 2018 the resolution of the Parliament of 12 January 2018 to force the merger of Lithuanian Sports University to the Lithuanian University of Health Sciences was ruled unconstitutional and in contradiction to the Constitution and the Law on HE&R; some points of the Law on HE&R were ruled unconstitutional as well.

SKVC

Reform + revolution = refolution

Authors of the concept:

Z. Norkus & M.P. Šaulauskas

Priorities after Paris ministerial meeting:

- Innovations in teaching and learning
- Internal and external quality assurance

SKVC

Quality Agency for Higher Education Latvia

JOLANTA SILKA, DEPUTY HEAD

06.09.2018.

Outline

➢Higher education system in Latvia

➢Main facts about the agency

➢Structure

➢General information about activities
  ➢Assessment procedures

➢Activities between 2016 – 2018

➢Current activities

Higher Education System in Latvia

State financed HEI

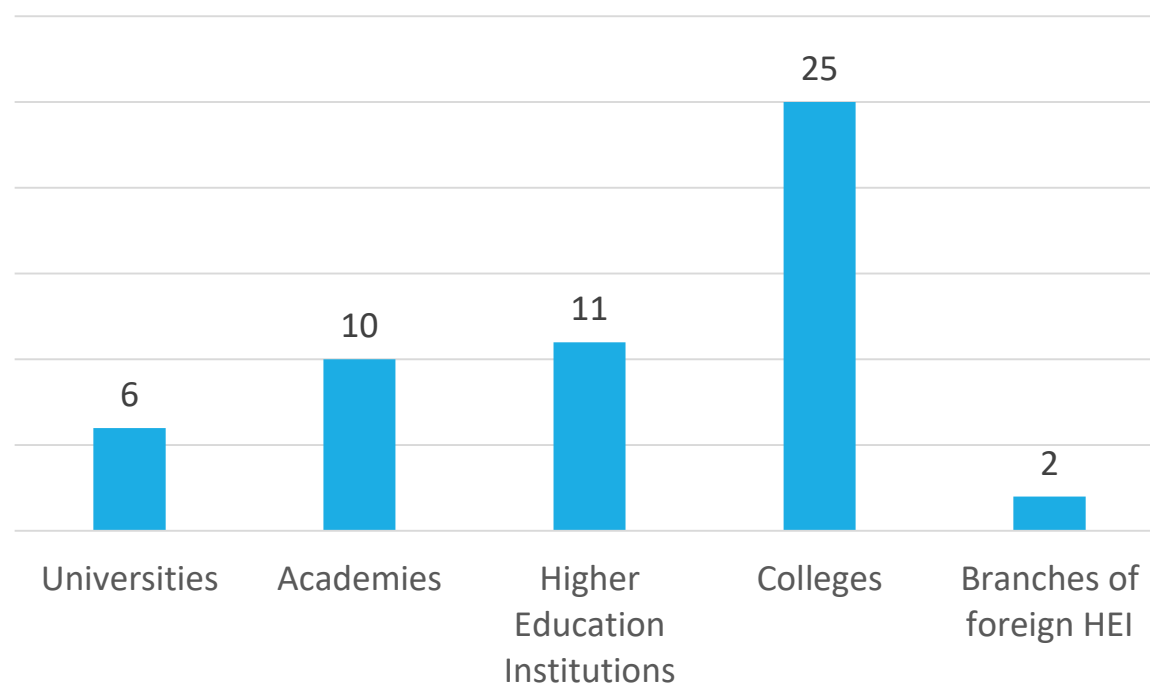16 HEI (universities, academies and·other higher education institutions)

17 colleges

Private HEI

11 HEI

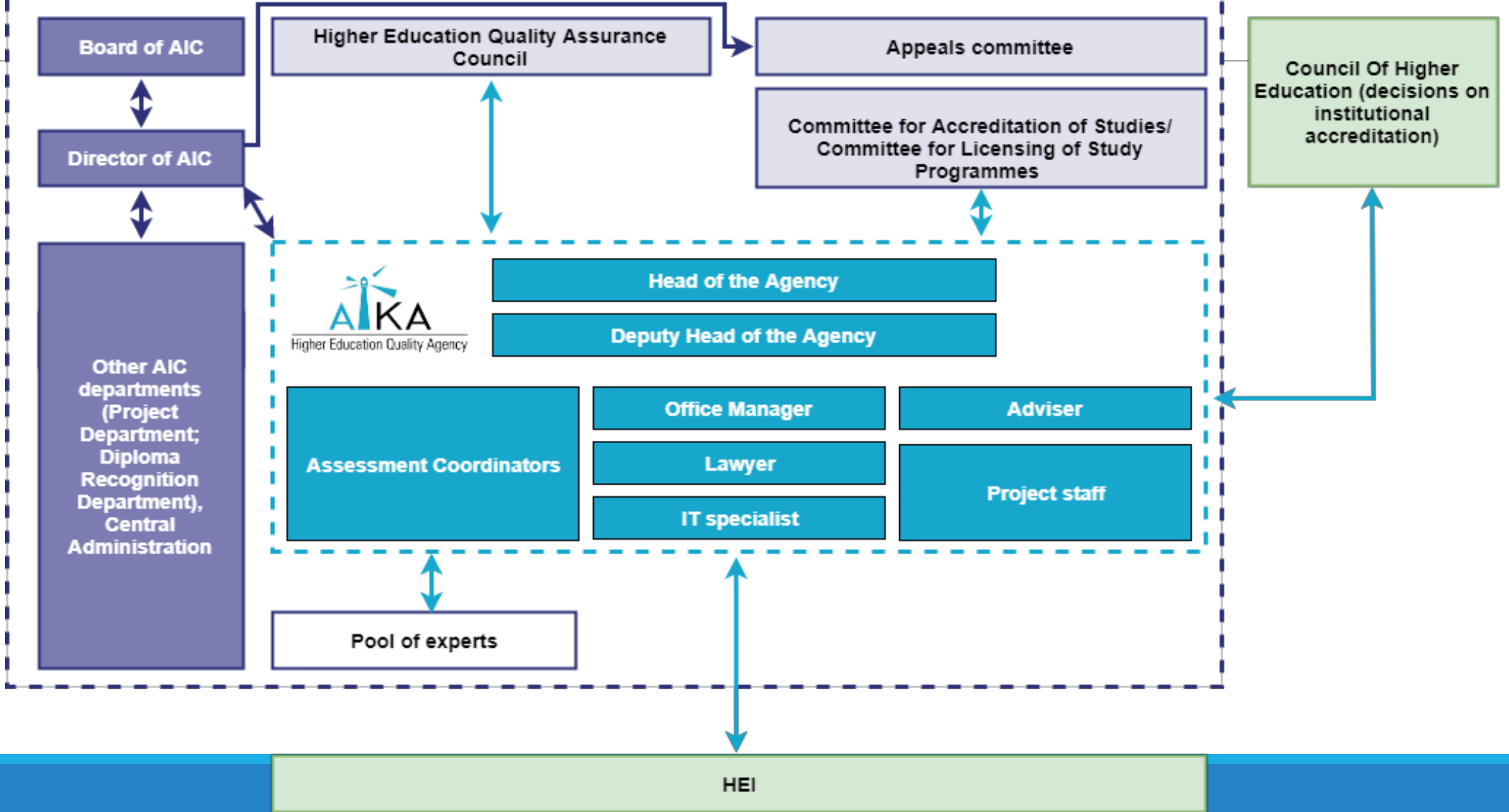8 colleges

2 branches

Higher Education Institutions

Who are we?

➢Established in 2015 as the Quality Agency for Higher Education, a structural unit of Academic Information Centre

➢Membership in:

European Association for Quality Assurance in Higher Education (ENQA),
International Network for Quality Assurance Agencies in Higher Education (INQAAHE),
Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA),
European Consortium for Accreditation (ECA),
CHEA International Quality Group

How are we structured?

➢Higher Education Quality Council

➢Committee for Accreditation of Studies/ Committee for Licensing of Study Programmes -> Committee for the Quality of Studies

➢10 permanent staff members

➢3 staff members employed within the framework of an ESF project

AIC ACADEMIC INFORMATION CENTRE

Board of AIC

Director of AIC

Higher Education Quality Assurance Council

Appeals committee

Committee for Accreditation of Studies/ Committee for Licensing of Study Programmes

Council Of Higher Education (decisions on institutional accreditation)

Other AIC departments (Project Department; Diploma Recognition Department), Central Administration

AIKA Higher Education Quality Agency

Head of the Agency

Deputy Head of the Agency

Assessment Coordinators

Office Manager

Lawyer

IT specialist

Adviser

Project staff

Pool of experts

HEI

What do we do?

➢Assessment procedures

➢Experts` trainings

➢Seminars/ conferences for the higher education institutions and other stakeholders

➢Thematic analysis

➢Involvement in the development of the national legislation on higher education

To act as the higher education quality assurance competence centre in Latvia and to promote international visibility and recognition of Latvian higher education

Assessment procedures

➢**Licensing of a study programme** – non-cyclical ex-ante assessment procedure for each new study programme

➢**Accreditation of a study direction** – cyclical procedure for a study direction in each higher education institution , every 2 or 6 years depending on the previous term

➢**Evaluation of a HEI** – currently takes place only once for each HEI, shortly after the HEI has started operating

➢**Assessment of changes**

Non-cyclical activity that is done based on the request of HEIs, in most cases without involving experts

Assessment procedures 2015 – 2017
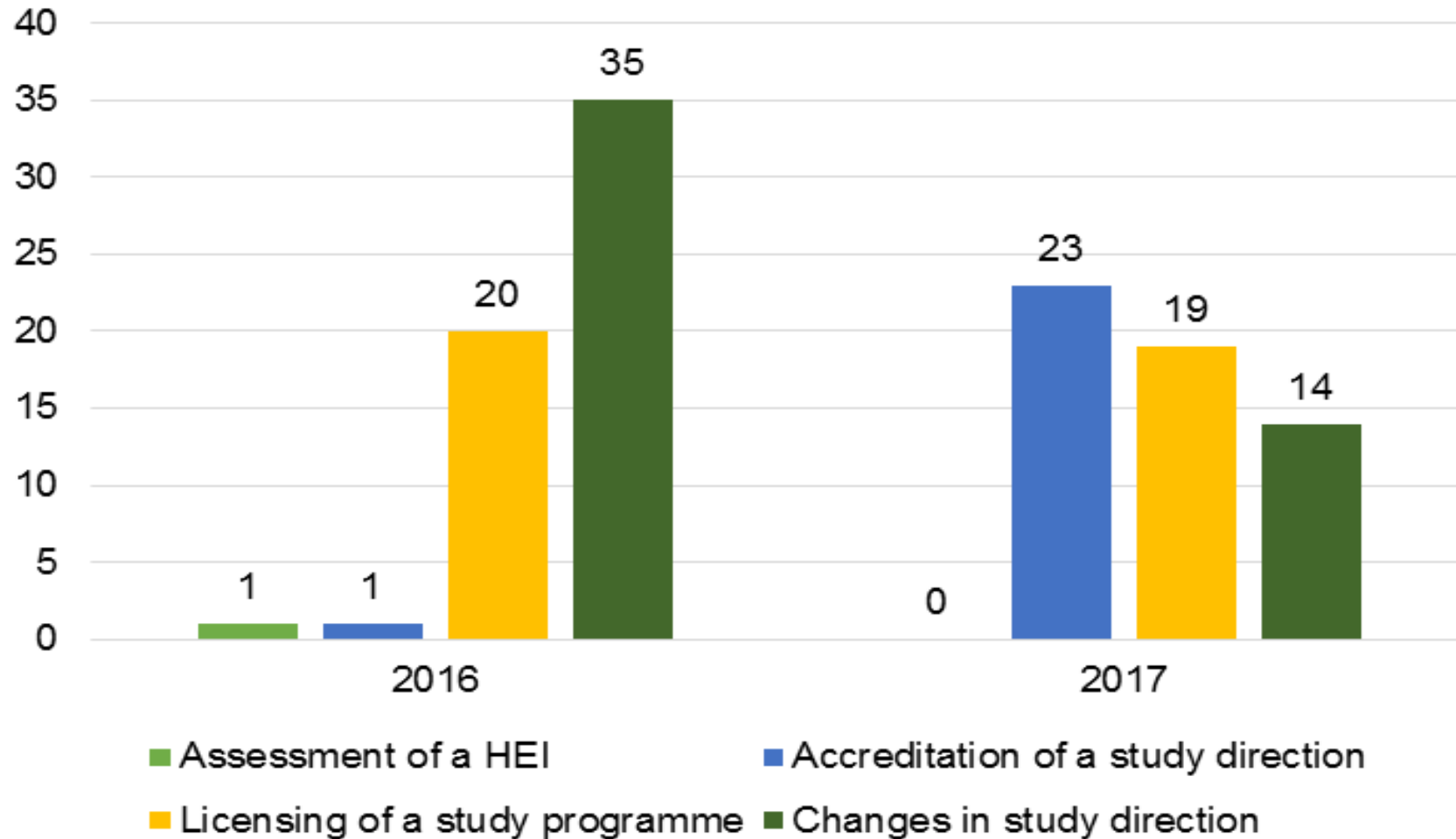
Main activities between 2016 - 2018

➢ Development of the methodologies and guidelines for higher education institutions and experts

➢ Implementation of the full cycle of assessment procedures (including follow-up)

➢ Development of Strategy for 2017 – 2021

➢ Capacity development activities for staff members

➢ Development of the Experts' data base

➢ Analysis of the feedback from higher education institutions and experts

➢ Organising seminars for the higher education institutions and other stakeholders

➢ Co-Hosting the European Quality Assurance Forum 2017

ENQA review

➢August 2017 – the Terms of Reference

➢November 2017 – the Self-Evaluation report

➢February 2018 – the visit of the ENQA review panel

➢April 2018 – the draft report

➢July 2018 – the decision of the ENQA Board

ESG Standard	Compliance
ESG 3.1 ACTIVITIES, POLICY, AND PROCESSES FOR QUALITY ASSURANCE	SUBSTANTIALLY COMPLIANT
ESG 3.2 OFFICIAL STATUS	FULLY COMPLIANT
ESG 3.3 INDEPENDENCE	SUBSTANTIALLY COMPLIANT
ESG 3.4 THEMATIC ANALYSIS	SUBSTANTIALLY COMPLIANT
ESG 3.5 RESOURCES	FULLY COMPLIANT
ESG 3.6 INTERNAL QUALITY ASSURANCE AND PROFESSIONAL CONDUCT	FULLY COMPLIANT
ESG 3.7 CYCLICAL EXTERNAL REVIEW OF AGENCIES	FULLY COMPLIANT
ESG 2.1 CONSIDERATION OF INTERNAL QUALITY ASSURANCE	SUBSTANTIALLY COMPLIANT
ESG 2.2 DESIGNING METHODOLOGIES FIT FOR PURPOSE	SUBSTANTIALLY COMPLIANT
ESG 2.3 IMPLEMENTING PROCESSES	FULLY COMPLIANT
ESG 2.4 PEER-REVIEW EXPERTS	FULLY COMPLIANT
ESG 2.5 CRITERIA FOR OUTCOMES	SUBSTANTIALLY COMPLIANT
ESG 2.6 REPORTING	SUBSTANTIALLY COMPLIANT
ESG 2.7 COMPLAINTS AND APPEALS	PARTIALLY COMPLIANT

Current activities

➢Visual identity and communication strategy

➢IT tools for optimisation of processes (organisation of assessment procedures)

➢Amendments to the national legislation and development of new regulations

➢Procedure for being registered in EQAR

➢Preparation for the assessment of study directions between 2020 and 2023

Projects

➢ ESF project "The Support for Meeting the Requirements Set for EQAR Agency", No. 8.2.4.0/15/I/001

➢ "Linking Academic Recognition and Quality Assurance" (LIREQA)

➢ «Developing, Assessing and Validating Social Competences in Higher Education" (DASCHE)

➢ Twinning project AZ/14/ENI/OT/01/17 (AZ/49) "Support to strengthening the higher education system in Azerbaijan", in consortium with France (Centre international d'études pédagogiques) and Lithuania (Ministry of Education, European Social Fund Agency, Higher Education Monitoring and Analysis Centre).

➢ Horizon 2020 project "An Adaptive Trust-based e-assessment System for Learning" (TeSLA)

➢ Quality Assurance System in Ukraine: Development on the Base of ENQA Standards and Guidelines (QUAERE), as a member of CEENQA

Thank you for your attention!

AIKA@AIC.LV

Changes and Challenges

QEF2

- Quality Board of international experts
- Quality Council of Icelandic stakeholders
- Secretariat (Manager of the QB)
- HEIs ($N = 7$)

Components

- 7-year cycle
  - Six years of reviews
    - Mid-term Progress Report
    - Year-on Report
  - Year of Reflection

Components

- Two types of Reviews
    - Subject-Level (HEI responsibility)
    - Institution-Wide (Board responsibility)
        1. Quality of the student learning experience (LE)
        2. Standards of degrees and awards (ST)
        3. Commentary on quality of <u>management of research</u>

            - Judgments:
            - Confidence
            - Limited confidence
            - No confidence

- Research included in SLR and picked up in IWR

Overview table of the 5 dimensions of the Core Model

The 5 dimensions of the Core model for evaluation of research management
a. Research strategy
b. Management of research outputs
c. External support
d. Impact of the unit
e. Exceptional blue-skies research

Quality Board
for Icelandic Higher Education

First Institutional Review

- Reykjavik University

- November 2018

- Revision of key IWR documents
  - QEF2 training manual for Chairs and Team members

- Training videos
  - *Icelandic HE landscape*
  - *What is quality enhancement?*

Preparing for ENQA Review

- ESG Compliance
- Revision of key documents
  - Constitution
  - Board Handbook
  - One-page introductory documents
    - What is institutional review?
    - What is ENQA review?
  - Surveys of stakeholder satisfaction

Quality Board
for Icelandic Higher Education

REAC

- ## What is impact (early thoughts)?
  1. <u>Research activity</u> – producing outputs of all sorts, depending on discipline – academic papers, monographs, objects and artefacts, whatever. Disciplines know what their research outputs are.
  2. <u>Public engagement</u> – talking to people outside academia as part of outreach from institutions as well as inviting the world outside to come in. TV and radio broadcasts, websites, talks and lectures, conversations with industry or policy makers: again, the list is endless. *This however is not in-and-of-itself impact.* It may lead to impact, but it is not it.
  3. <u>Impact is demonstrable change to society and the economy,</u> both taken in a broad sense. The difficulty is measurement.

Collaboration with
National Student Union (LÍS)

- Student involvement in quality (internal and external)
  - Conference on October 13
  - Training sessions: students and Quality Managers
  - Publication of a *Student Guide*

- Podcasts for students
  - Sample topics:
    - *What is Quality in Higher Education, and what does it mean for me?*
    - *Teaching, learning and feedback*
  - Framed by key documents like ESG and Eurostudent

Quality Board
for Icelandic Higher Education

Eurostudent outcomes for Iceland

	Iceland	Eurostudent
Self-report mental illness	15%	4%
Self-report specific learning difficulties	18%	3%
Average age (years)*	29.7	25.0
Gained professional experience before graduation	88%	53%
Ratio of female/male students	63/37	56/44
Students who are parents	33%	16%

*Iceland has the highest proportion of students over 30 in Europe

Quality Board
for Icelandic Higher Education

Eurostudent outcomes for Iceland

- Student body composition and background variables in Iceland different in many ways from the rest of Europe
  - More likely to interrupt studies because of, for example, family circumstances, financial difficulties and employment
  - Icelandic students spend more than 50 hours per week in study and paid work, which is the highest national average in the survey
  - Students who have university-educated parents are much more likely to attend university than those who do not
  - Icelandic students are happier with the organization of studies and arrangement of timetables than other students, as well as learning facilities and quality of education
  - Have more experience with study abroad than the average Eurostudent respondent

Challenges

- Resources for internal and external QA

- Ensuring ENQA compliance

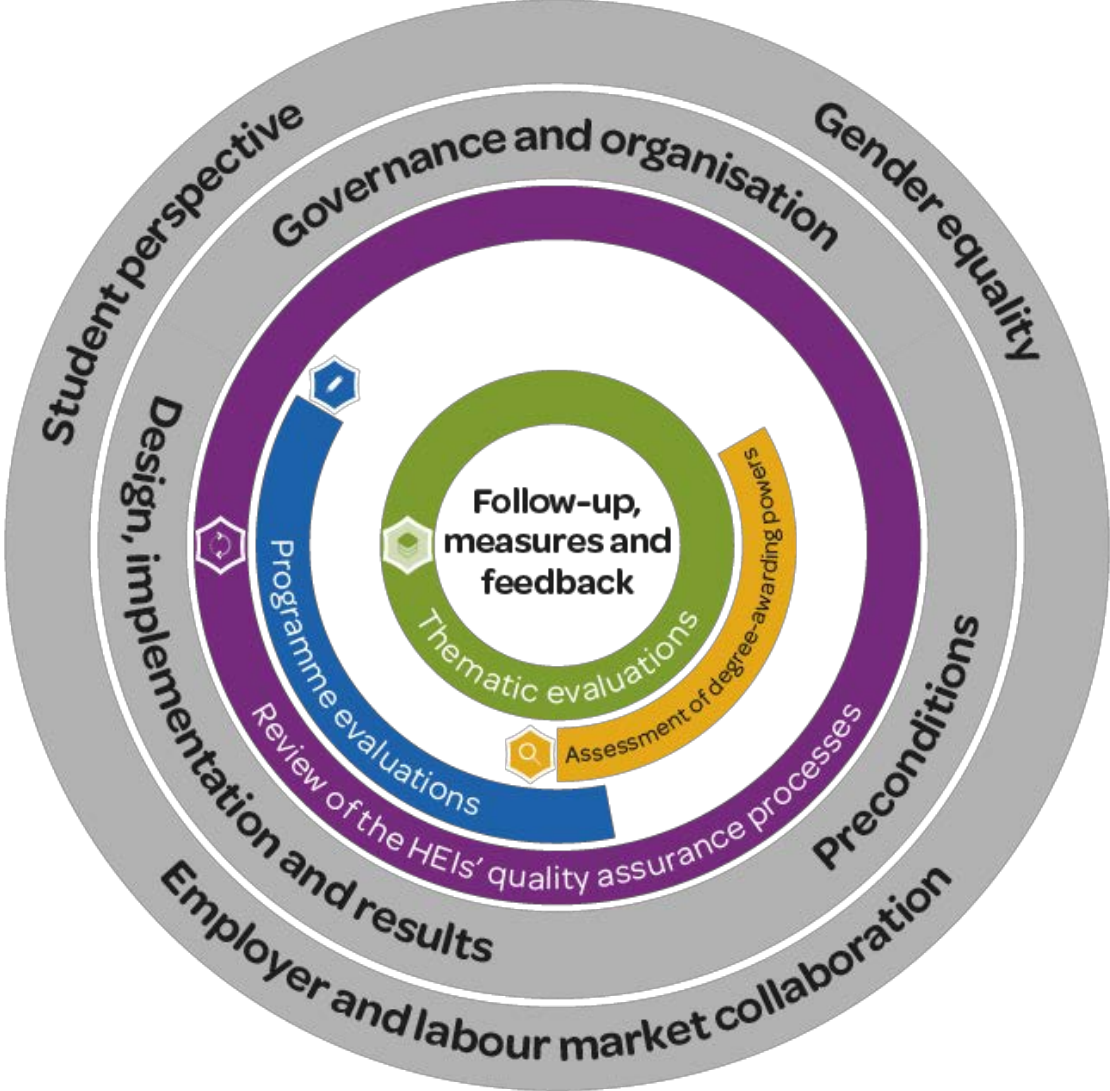- Common reporting format for outcomes of Subject-Level Review

Quality Board
for Icelandic Higher Education

UKÄ – Swedish Higher Education Authority

Karin Järplid Linde
Head of Department

Institutional reviews of the HEIs' quality assurance processes

Programme evaluations

Thematic evaluations

Appraisal of applications for degree-awarding powers

UKÄ SWEDISH HIGHER EDUCATION AUTHORITY
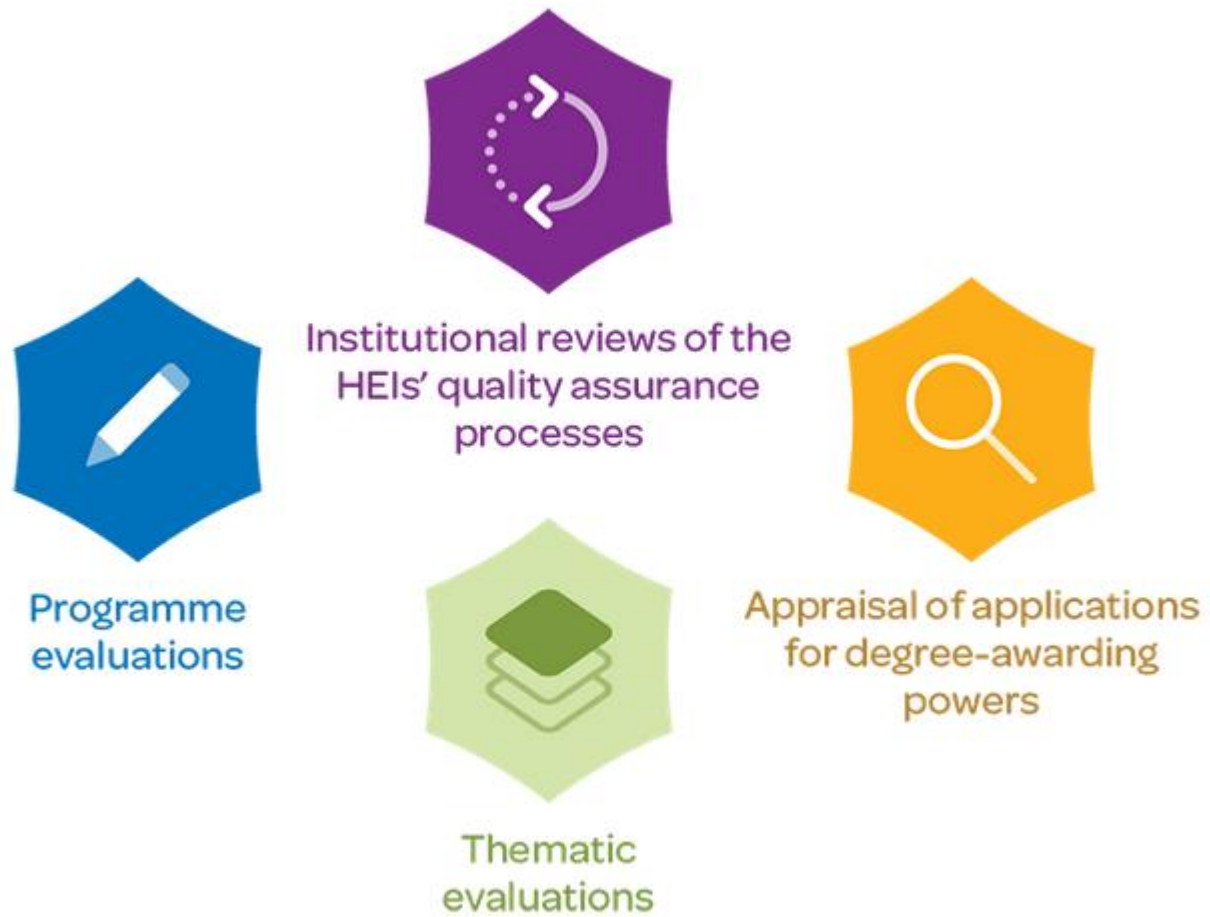
Quality assurance system for higher education
Review for development

Priorities 2018 - 2019

- New role for UKÄ – to include QA of research.

- New actor – research councils.

- New government assignment: survey on pedagogical developments.

- ENQA

- Continous dialogue with stakeholders.

- Yearly seminars with local student unions.

UKÄ SWEDISH HIGHER EDUCATION AUTHORITY

Priorities 2018 - 2019

- UKÄ - a unified body. Information from legal supervisions, official statistics (drop out rates, employability data) is used in reviews.

- Follow-ups, analysis, effect studies – what comes out of QA activities?

UKÄ SWEDISH HIGHER EDUCATION AUTHORITY

Results from third-cycle programme evaluations 2017-2018

Programmes	High quality	Under review
95	70 (74 %)	25 (26 %)

Number of assessment area deemed not satisfactory	Number of programmes
1 assessment area	15
2 assessment areas	3
3 assessment areas	4
4 assessment areas	3

Number of doctoral students	High quality	Under review
1-5	8	15
6-10	18	5
11-15	10	4
16-20	10	0
21-	24	1

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Programmes under review

Not satisfactory – assessment area	Number of programmes
Preconditions	13
Design, implementation and outcomes	14
Follow-up and feedback*	5
Doctoral student perspective	5
Working life	2
Gender Equality*	6

* Is an assessment criteria under the assessment area Design, implementation and outcomes in the revised guidelines from 2018.

UKÄ SWEDISH HIGHER EDUCATION AUTHORITY

New government assignments

1) To further develop the national system for quality assurance of higher education to also include the quality assurance of research (UKÄ)

2) Develop indicators to follow-up national goals for research policy (Swedish Research Council)

3) Suggest how to better coordinate governmental agencies' evaluations and follow-up procedures concerning HEI (UKÄ)

Close cooperation with the Swedish Research Council, Sweden Innovation Agency and HEIs

Government research bill

- A more coherent system for quality assurance, which includes all HEI operations, is likely to increase links between research and education

- There is less risk that the same operation, f.ex. third-cycle education, is assessed in different systems if the national system for quality assurance includes both education and research

- The focal point in the assignment is to assure that the HEI's have internal systems and procedures for assessing research quality

- UKÄ's assignment to assess research quality shall include both assessment of results (of quality work) and lead to quality enhancement

Quality Assurance of Research, April 2018

Quality Assurance of Research

- Quality assurance of internal systems for research quality, not the evaluation of research projects.
- Integrated into UKÄ institutional reviews of QA processes
- National framework for quality assurance of research
- Gender equality
- Doctoral student perspective
- International peers
- Sanctions

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Next steps

- Develop guidelines to June 1, 2019 to be tested in a pilot study

- further studies to be done on HEIs own QA of reserach, reserach on reserach quality, linking reserach and higher education etc.

- will use both quantitative and qualitative assessment material

- dialogue with HEIs cruical for acceptance

UKÄ SWEDISH HIGHER EDUCATION AUTHORITY

Thank you for the attention!

www.uka.se

Karin Järplid Linde
Head of Department

UKÄ´s institutional assessments

Viveka Persson
Assistant Head of Department

UKÄ SWEDISH HIGHER EDUCATION AUTHORITY

Focus in institutional assessments

How the quality assurance work of HEI´s, including follow-up, measures and feedback procedures, help to systematically **enhance** and **ensure** the quality of the programmes at all levels

HL/HF/ESG

Quality assurance system for higher education
Review for development

Student perspective · Governance and organisation · Gender equality · Preconditions · Employer and labour market collaboration · Design, implementation and results

Programme evaluations · Review of the HEIs' quality assurance processes · Thematic evaluations · Assessment of degree-awarding powers

Follow-up, measures and feedback

UKÄ SWEDISH HIGHER EDUCATION AUTHORITY
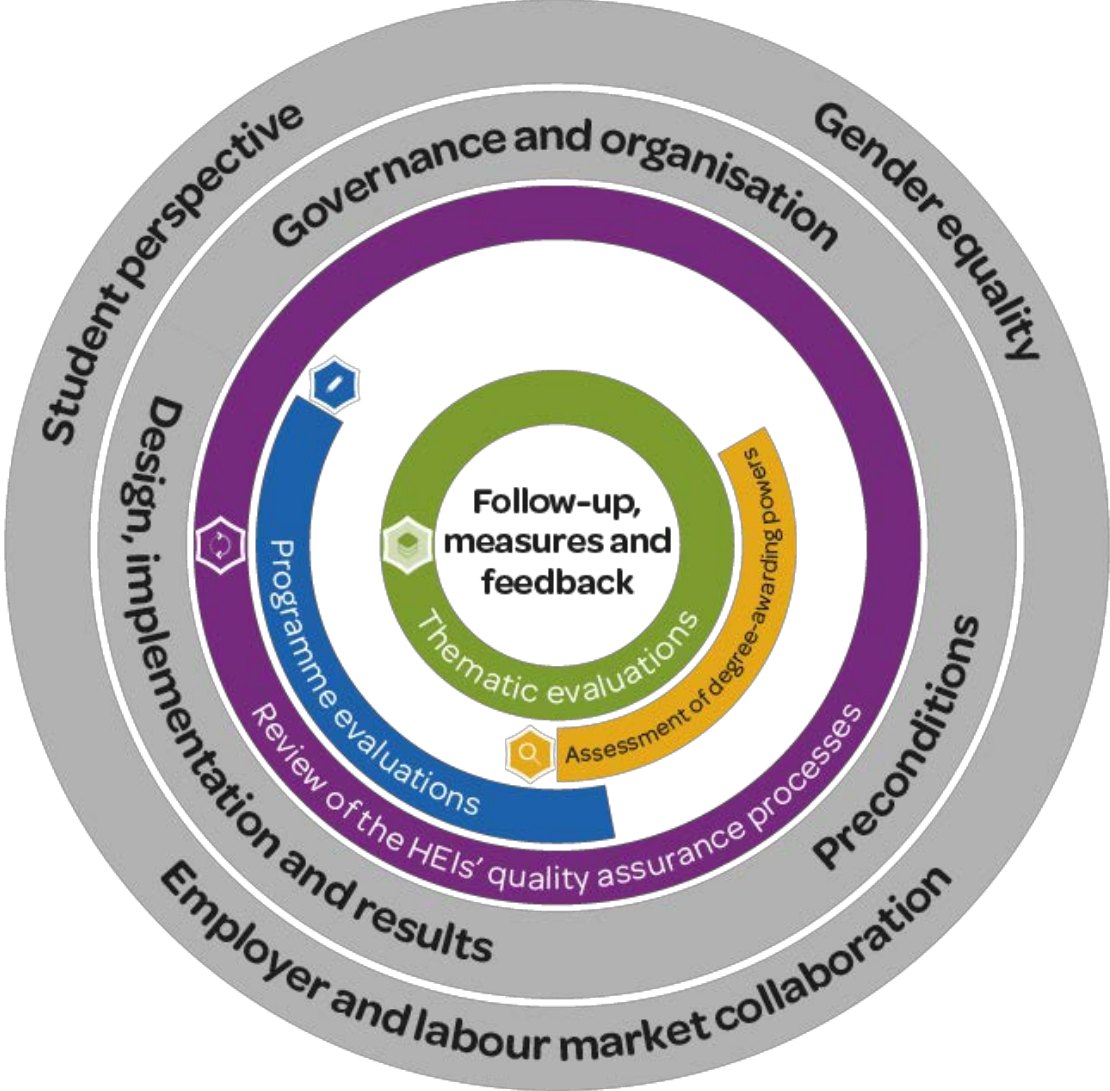
Main challenges identified in pilots

- The format of the guidelines   ⟶   **simplified the structure**

- Overlaps between assessment criteria   ⟶   **removed overlaps**

- Unclarity about what information was

requested under each assessment area   ⟶   **added initial and guiding text for each assessment area**

- The two-level scale   ⟶   **changed to three-level scale**

And: *Immature systems*

Round one (March 18 – March 19)

Include four HEI´s: University colleges Jönköping, Mälardalen and Borås and Malmö university

- **Intro meeting with representatives of HEI´s, student unions, chairs in March (one day)**

- **Introductory session for experts in June (two days)**

- **Meeting to discuss assessment of SER in August (one day)**

- 1st site visit (September)

- 2nd site visit (November)

- Last meeting with the experts (January)

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Challenges

1. New quality systems – how to relate to plans and early implementation?

SWEDISH HIGHER EDUCATION AUTHORITY
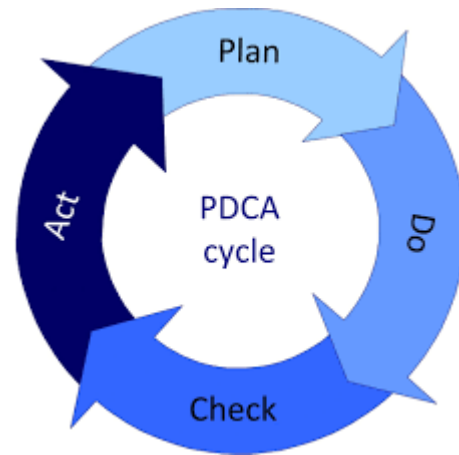
Governance and organisation

Assessment criteria:

The HEI ensures that the results and conclusions generated by the quality system are systematically put to use in the strategic governance, quality work, and in the development of the quality system.

Design, implementation and outcomes

Assessment criteria:

Based on implemented follow-ups, the HEI implements the required measures to improve and develop the programmes, teaching activities and examinations.

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Challenges (so far)

2. Annexes

"features that are highlighted in the self-evaluation are to be supported with references to relevenat documents. These documents are to be attached as annexes for use as supplementary information which the assessment panel can access if it needs to verify or understand something in greater detail"

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Challenges, cont.

3. The assessors assume that what is written in SER is what corresponds to what should be assessed

4. Is it realistic with a follow-up after one year?

- **Approved QA procedures**
  - All assessment areas are judged to be satisfactory
  - Follow-up: dialogue meetings, questionnaire
- **Approved QA procedures with reservations**
  - The deficiencies are expected to be rectified within one year
  - Follow-up: those assessment areas that are judged to be non-satisfactory
- **QA procedures under review**
  - Extensive shortcomings that are not expected to be resolved within one year
  - Follow-up: a new full review

UKÄ SWEDISH HIGHER EDUCATION AUTHORITY

Recent challenges and development NOKUT

NOQA conference Porvoo, Finland 7th September 2018

What is happening in Norway and in NOKUT? NOKUT

A lot…   But also a lot of waiting

3 Areas of NOKUT's work

NOKUT's work is intended to contribute to
society at large having confidence in the quality of

- Norwegian higher education

- Tertiary vocational education

- Recognition of foreign higher education

  (Including ENIC-NARIC)

NOKUT

Recap from last year's presentation

NOKUT

- Restructuring of the entire sector – still going on
  - Fusions and mergers of institutions
    - aftermath and consequences

- New directorate for internationalisation and quality enhancement: DIKU
  - Management of Centres for Excellence in Education Initiative moved from NOKUT to DIKU
  - DIKU has an expressed goal to contribute to quality enhancement in HEIs through monetary incentives
  - NOKUT must "re-invent" itself as a contributor to quality development and enhancement thought our processes and activities

- New additions to NOKUT
  - inspection of private institutions
    - Governance
    - Economy
  - Other still to come – probably on management of regulations

Norwegian HEI landscape
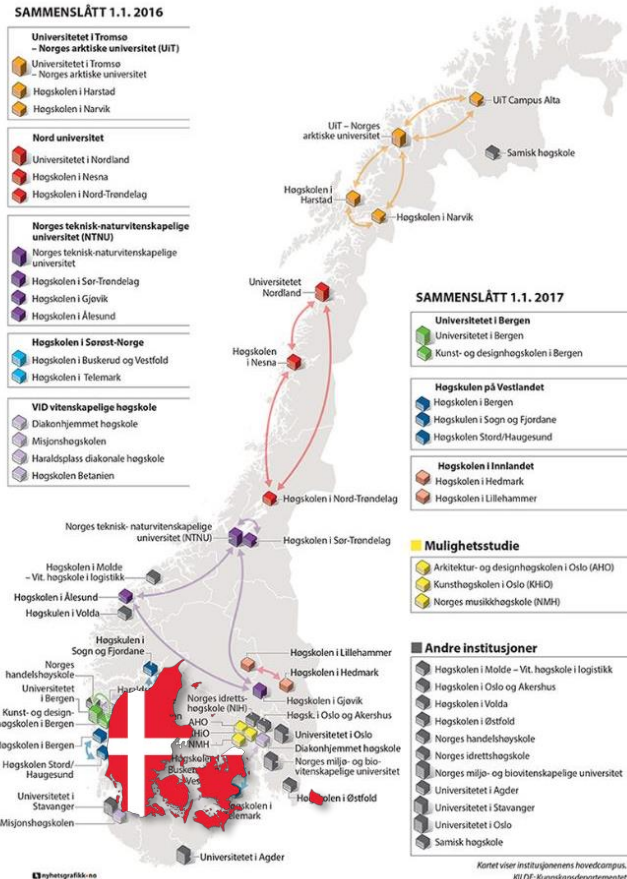
- Multi-campus institutions
  - Up to 8/9 campus
- Regional politics

- Regulations made in a different reality

Challenging our…
- Definition of study programme
- Definition of academic environment

NOKUT

- Institutional audits
  - Successful pilot spring 2018
  - Evaluation and readjustment of method autumn 2018
  - Regular audit first round of projects spring 2019

- New accreditation process
  - Method developed spring 2018
  - Feedback from the sector and adjustment of method autumn 2019
  - Pilot higher education institutions spring 2019

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Dilemma – supervision and evaluation how to pick the right method and theme?

Current practice

- Risk based – too small, too narrow?
- Thematic supervison/evaluation to develop knowledgebase
  - Academic field
  - Delivery methods / pedagogical concept
  - Etc
- do we hit the nail? (both positive and negative results)

- NOKUT activity as a quality developing factor in the sector
  - Control and development together

Images from pixabay.com

Our solution: thematic focus, longterm prioritations

- Long term planning
  - list of ~ 20 themes that we may want to explore over the comming 5 years

- Not static
  - re-evaluation of themes each year

- Strategic choice of thematic priorities
 - Several possible projects
  - Different methods

Images from pixabay.com
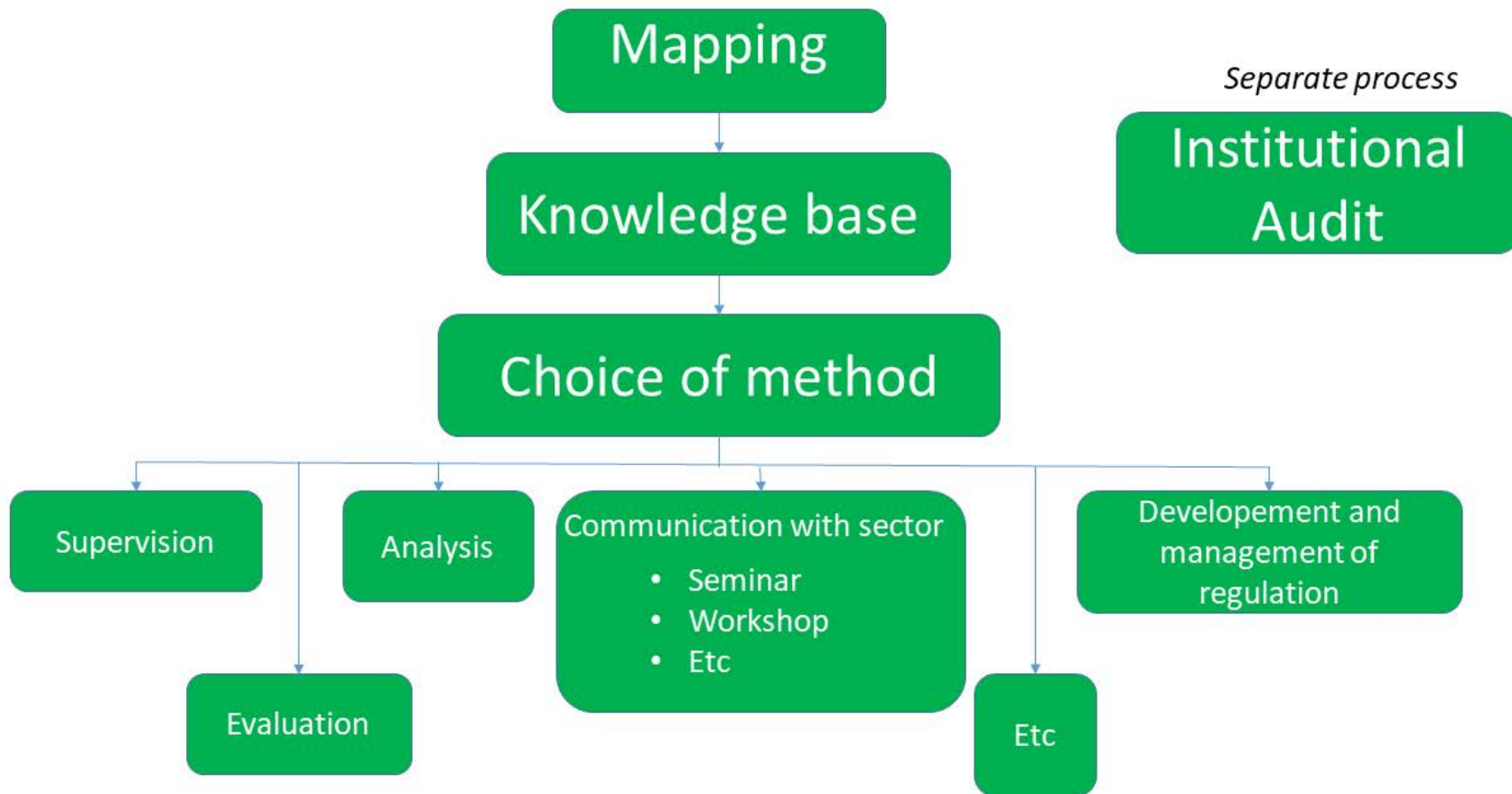
3 examples of projects from the thematic focus

Project 1: academic environment

Aim of the project

- Strengthen NOKUTs knowledgebase of the academic environments importance for the quality of the study program

- Improve the operationalisation of the criteria related to the academic environment in NOKUT and the Ministry's academic supervision regulations
  - Accreditation of new study programmes
  - Supervision of established study programmes
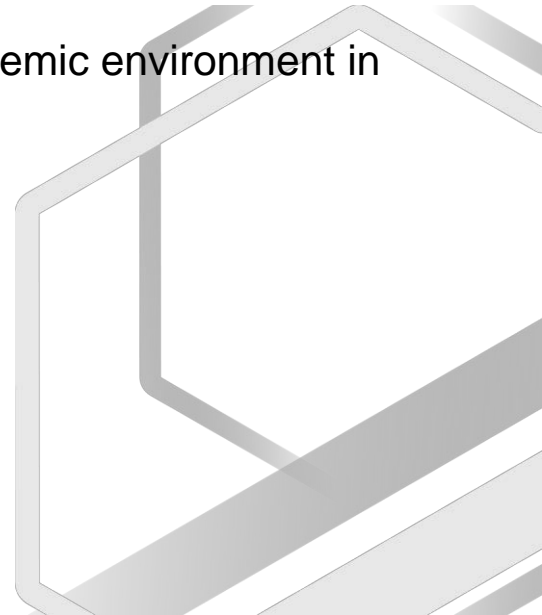
Work packages

1. The political context – white papers, different expert panels

2. Research papers – links between the academic environments size/stability/quality/relevance and the quality of the study programme?

3. Operationalisation of the academic environment in other quality assurance agencies

4. Analysis of NOKUTs operationalisation of academic environment in previous accreditations and supervisions reports

----

5. Mapping the relation between the academic environment and the study programs at different Norwegian HEIs and identify similarities and differences between different scientific disciplines

6. Final report: changes to the regulations? Operationalisation?

Preliminary results

- Increasing focus on the academic environments – adequate, adapted, and active

- Both quantitative and qualitative criteria related to the academic environment. The criteria have been sharpened

- Little in the research literature about the link between the academic environment and the quality of the study programme

- Some similarities between different European countries, few quantitative criteria

NOKUT

Project 2: supervised professional training

Several indications that there are challenges when incorporating supervised professional training (SPT) in study programmes

- National student survey (www.studiebarometeret.no)

- Stakeholder feedback

- National reports on SPT ordered by Ministries

In addition

- A hope that introducing SPT in all study programmes = work life relevance

Mapping phase

- What kind of study programmes have SPT?
  - Discipline
  - Professional
  - Etc

- What does an institution define SPT?

- What regulations must they adhere to?
  - Quality assurance of study programmes
  - Authorization
  - Sertification
  - Etc.

- What does research say on the benefits of SPT?

- Good practice

Images from pixabay.com

Project 3: teaching, learning and assessment methods

TBA

Thank you!

DENMARK

Changes and challenges

CHANGES/CHALLENGES

- New Minister (no. 8 in 10 years)

- New governance instrument: Strategic Framework Contracts (also financial)

- Upcoming change: "Quality of education" determines part of financing

- Student grants -> committee

- Evaluation of first cycle of institutional accreditation

- Downscaling and moving out (2019/2020)

- Developing new formats for stakeholder dialogue

- New Data Warehouse (hosted by the ministry)

- Upcoming second cycle of institutional accreditation

- Study intensity: New report

NEW GOVERNANCE

OLD DEVELOPMENT CONTRACTS

- Mix of individually chosen and ministerially given objectives

- Covered three years, yearly reporting

- No consequences

- **Quality measure** through national student questionnaire (adaptation of HowULearn)

- Perhaps merged with institutions' own student questionnaires (on learning environment)

- Determines up to 5 % of financing

- First run in fall 2018

NEW STRATEGIC CONTRACTS

- Only individual objectives developed in dialogue

- Covers four years

- Determines up to 5 % of financing

PROBLEMATICS

- Student grants: Ongoing debate for several years

- New committee to determine effects on social mobility and frequency of education

- Meanwhile: austerity programme yearly cutting 2 % ("reprioritization contribution") of educational financing since 2016 through 2021

- From 2022 it will continue but with "cash back" (i.e. actual reprioritization)

- "Rigsrevisionen" (servant institution of The Public Accounts Committee) new report:

  ECTS-points are not accounted for by HEIs and the ministry!

- (i.e. some students are only part time engaged in their education, and the institution often doesn't know it, and doesn't try to remedy it. Yet we pay HEIs to keep students occupied full time, and the ministry does not act responsibly)

LOCAL NEWS

- Possible downscaling of activity level from end of 2019

- Currently expected move-out in summer of 2020 (3 years behind a 2 year-schedule)

- Researching how to open up new types of stakeholder dialogue

- New data warehouse (access)

- Developing second cycle

EVALUATION OF FIRST CYCLE - NUMBERS

PROGRAMME ACCREDITATION

- 748 university cases, 295.000 pages
- 587 prof./voc. cases, 277.000 pages
- 6.750 + 2.352 interviewees (excl. students)

INSTITUTIONAL ACCREDITATION

- 23 cases, 79.146 pages
- 5 follow-up cases, 6.046 pages
- 2.181+ 192 interviewees (excl. students)

EVALUATION OF FIRST CYCLE - QUALITIES

We believe it has meant a considerable increase of HEI-management's occupation with educational quality

Institutions tell us they are happy/ier (but we await an independent survey)

Panel experts also happy, but

- Huge workload, and some issues are difficult to evaluate (e.g. "quality culture")

- Some ask for clearer role definitions for panel and AI-team respectively (esp. w. regards to guidelines for evaluation/consistency)

The emphasis on written procedures has darker sides:

- Risk of formalistic evaluation of practice (do they follow procedure?)

- Preserving (conservative) rather than stimulating development

- Good practice without written procedure is perhaps underappreciated/invisible

SECOND CYCLE

OVERALL EXPECTATIONS

- Less bureaucratic (lesser burden on HEIs and much less documentation)

- Balancing between continuation and renewal

- Emphasis on strategy (has to be fine tuned w. the ministry's new governance)

- Incorporating a focus on student centred learning (ESG compliance)

- … and quality ensurance of exams

PROCESS

- The Accreditation Council final discussion in November
- AI working groups supporting and planning implementation

- Input to the ministry
- Possible revised ministerial order in 2019

PRELIMINARY TRENDS/AMBITIONS

- Clearer guidelines for self evaluation reports

- AI conducts preliminary "risk" analysis (utilising the data warehouse and previous accreditation)

- AI uses site visit without expert panel to assess what's new since last and to supplement the written guidelines

- Panel to be used more focused for strategic audit and sample evaluation

- Shorter reports

- Swifter overall schedule (from a mean of 58 to 40 weeks – measured from hand-in of self evaluation to council decision)

- Better site visits with greater weight

Greenland and Quality Assurance

By: Carl Egede Bøggild

A brief history of Greenland

- 985- ca.1450: Norse settlement
- 1721: Hans Egede => Greenland
- 1940-1945: Second world war
- 1953: End of colony status (new constitution)
- 1979: Home rule (marine resources and education became own responsibility)
- 2009: Self-rule

Population ca. 56.000

A brief history of the Greenland educational system

- 1847: Iliniarfissuaq
- 1948: First vocational school
- 1983: First "Gymnasium"
- 1983: University of Greenland established
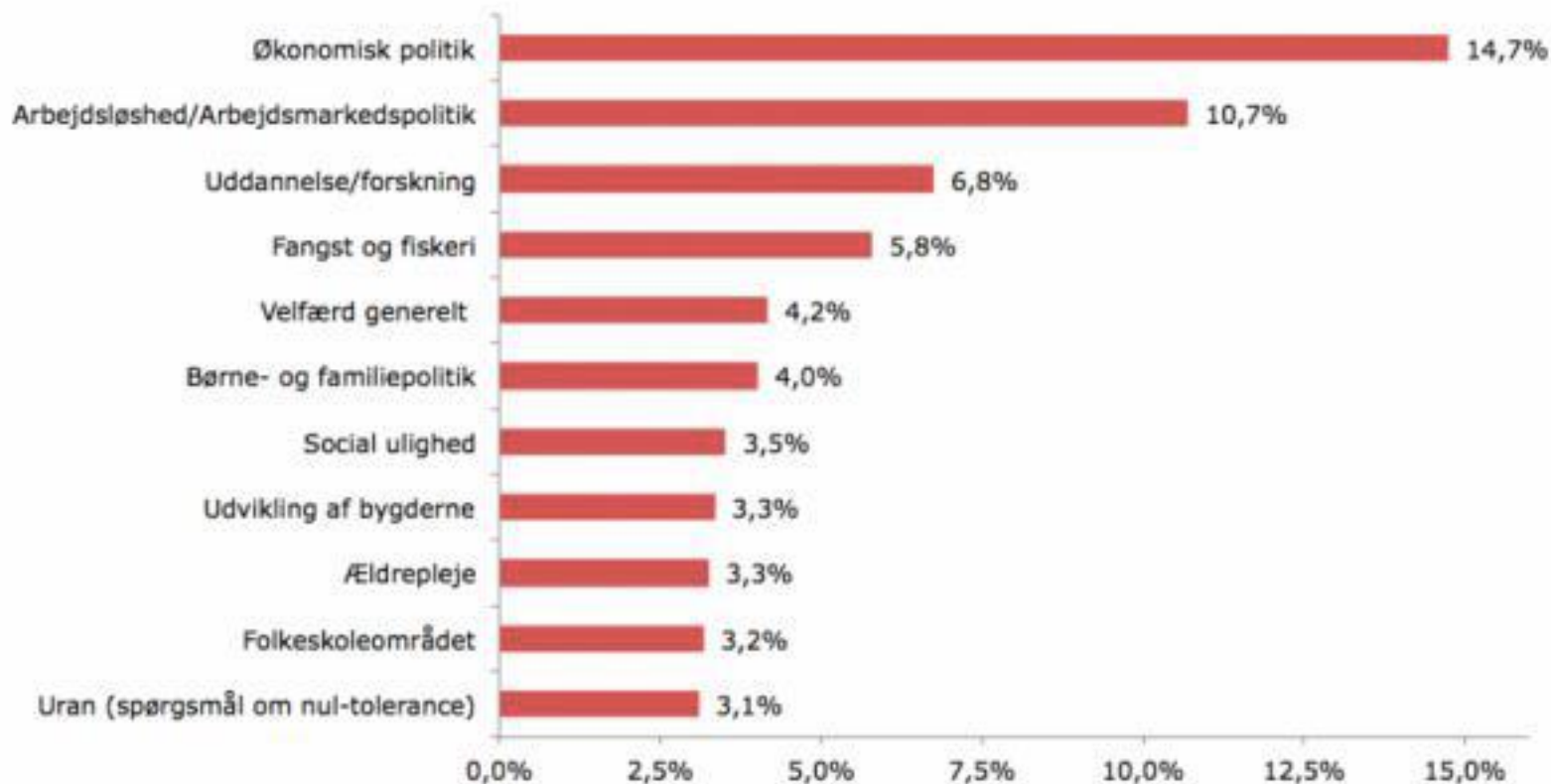- 2002: ARTEK established (DTU/Homerule)

University of Greenland

Table 16: Stock, graduates and drop-out, 2012

	Stock	Graduates	Drop out
Institute of Ilimmarfik			
Journalism	21	1	3
Cultural and social history	45	5	15
Social sciences	79	11	21
Social work	40	6	5
Lang., Litt. & Media	49	6	15
Theology	12	2	4
Translation, commercial language	6	0	1
Institute of Learning			
Teaching	231	40	10
Other (master, candidate etc.)	69	37	11
Institute of Nursing and Health Science			
Nursing and Health Science	55	3	6
Others			
Others	1	0	0
Total	**608**	**111**	**91**

Vælgernes dagsorden

Økonomisk politik	14,7%
Arbejdsløshed/Arbejdsmarkedspolitik	10,7%
Uddannelse/forskning	6,8%
Fangst og fiskeri	5,8%
Velfærd generelt	4,2%
Børne- og familiepolitik	4,0%
Social ulighed	3,5%
Udvikling af bygderne	3,3%
Ældrepleje	3,3%
Folkeskoleområdet	3,2%
Uran (spørgsmål om nul-tolerance)	3,1%

Selvstyrets udgifter

Selvstyrets udgifter til uddannelse er steget 55 % fra 2006 og 2015

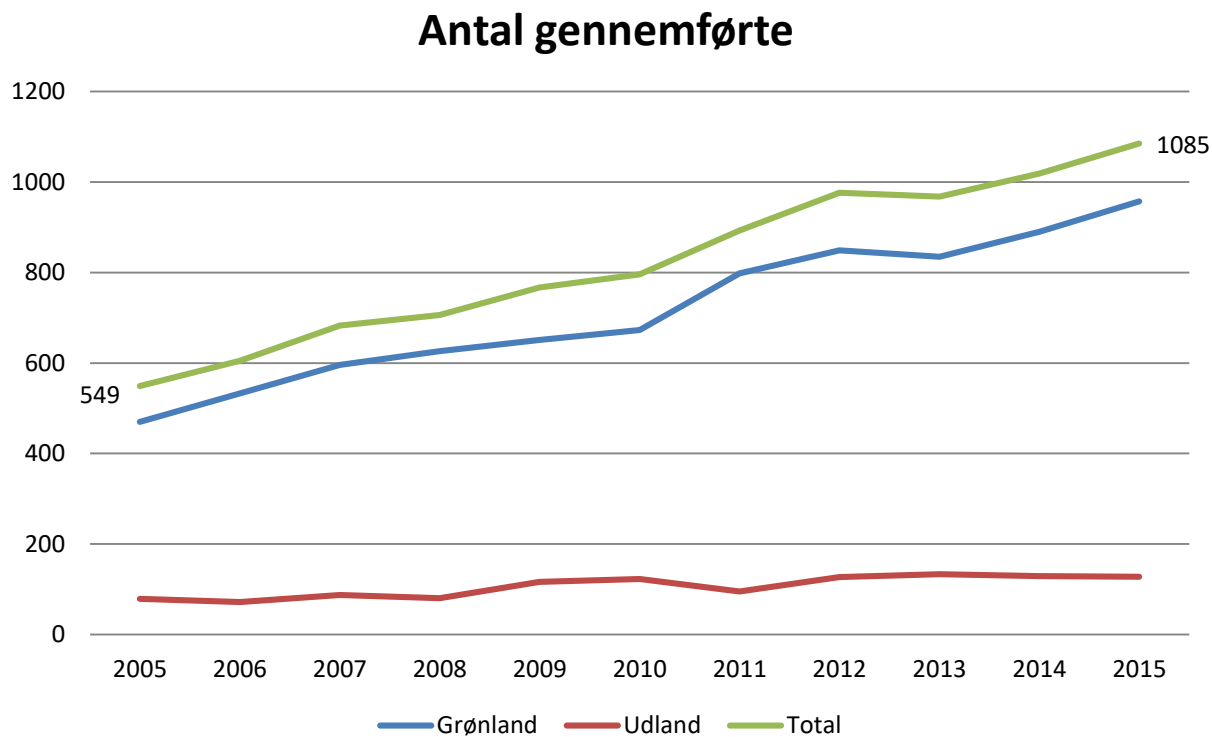2015: 26,1% af Selvstyrets samlede budgetter går til uddannelse

Selvstyrets udgifter til uddannelsesområdet

26,1 %
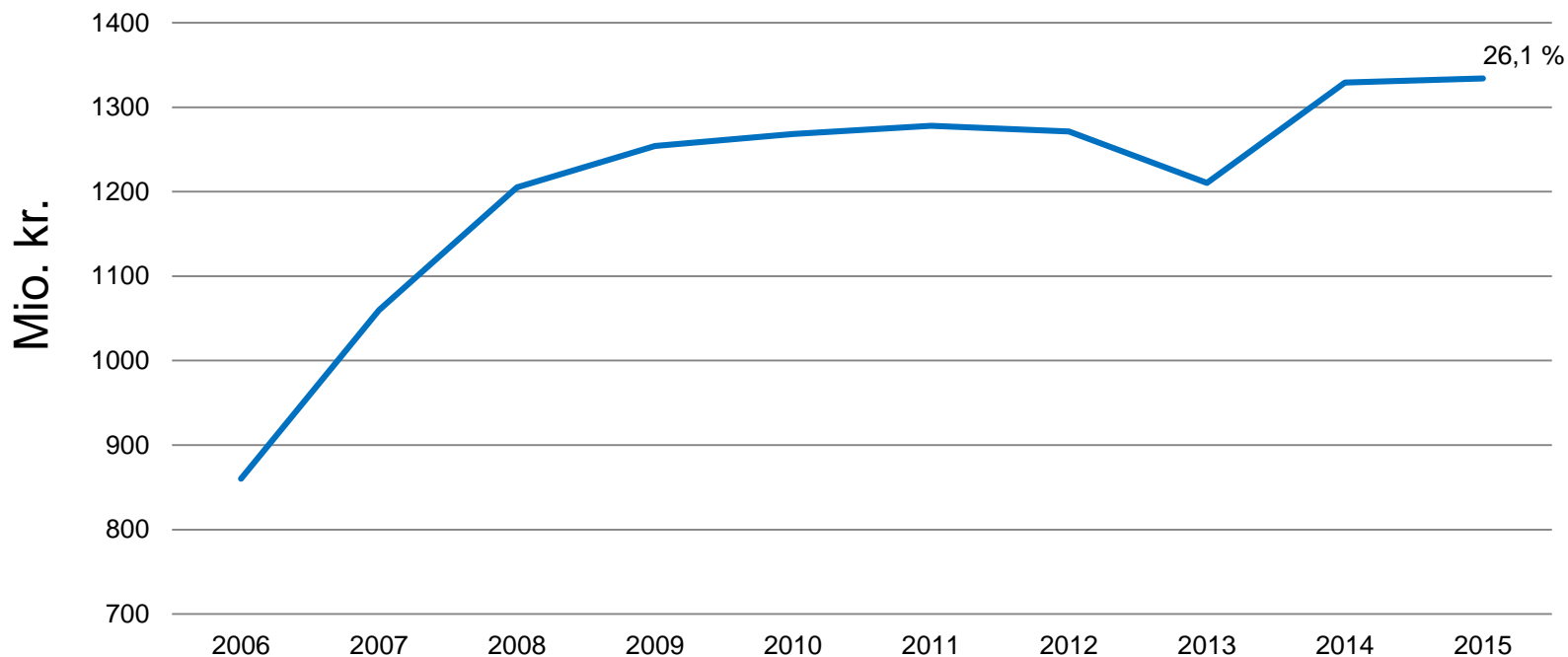
Udviklingen på uddannelsesområdet

Antallet af gennemførte uddannelsesforløb er steget med 98 %

Antal gennemførte

Grønland — Udland — Total

Challenges of small states

- First, quality assurance is a highly specialized area that requires expertise and professional human capacity for the conception and organization of a scheme.

- Second, small states find it difficult to assign independent external reviewers from the country

- Third, since many small states traditionally operate with a very limited number of tertiary institutions, they benefit from a long-established tradition of institutional autonomy, and sometimes a lack of collective concern for quality.

- Fourth, given the fact that the tertiary education sector for small states is small, and economies of scale are difficult to realize, the challenge of a cost-effective support structure to quality assurance is major.

From: "External quality assurance of tertiary education in small states: What are the options?" UNESCO 2011 "IIEP Policy Brief"

How big are the national QAA in EU?
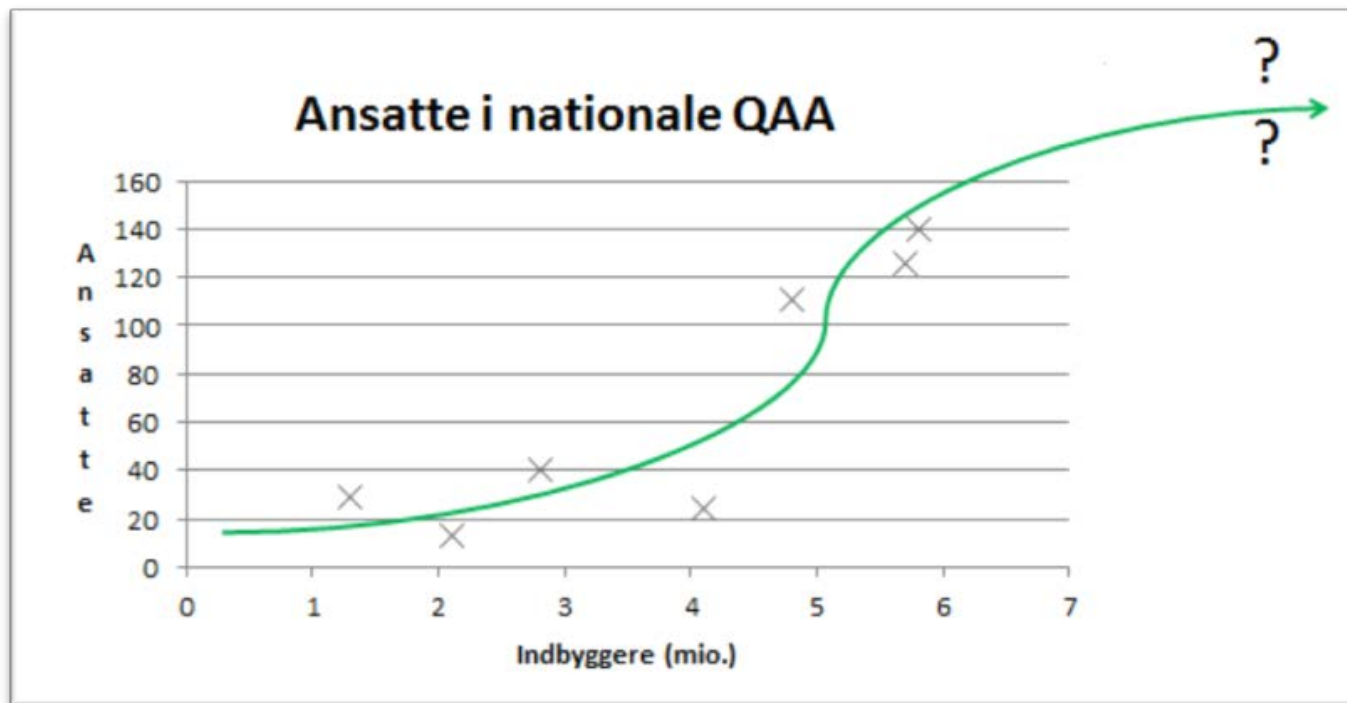
Accomplishments and a roadmap

- 2017-2018: WG established, principal decisions made from a gross list
- 2019 -: QB to be established and development of a handbook

Årstal	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Etablering	▓										
Beslutningsproces for et grønlandsk QA system	▓	▓									
Udvikling af guidelines/håndbog og dannelse af et QAA			▓	▓	▓						
Implementering af ESG på Uddannelsesinstitutioner					▓	▓					
Ekstern evaluering af uddannelsesinstitutioner							▓	▓	▓	▓	
International evaluering af "national quality assurance agency"											▓
Formidling; seminarer, infomøder, artikler, evt kurser, brug af andre medier	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	
Milepæle											
Arbejdsgruppen etableret og første møde afholdt											
Definition af hovedtrækkene i grønlandske QA											
Forslag til et grønlandsk quality board (afhængig af valgte model) og etablering af QAA											
Kvalitetshåndbog færdig											
ESG indkørt på relevante HEI											
Ekstern evaluering af HEI slut											
Ansøgning om national godkendelse hos ENQA											

On-going evaluations 2018-2019 (Helka)

2nd round of audits

- Lahti University of Applied Sciences (re-audit)
- University of the Arts
- Åland University of Applied Sciences

Metasynthesis of 2nd round audit results

3rd round audit pilots

- Novia University of Applied Sciences
- JAMK University of Applied Sciences

Thematic and programme evaluations

- Entrepreneurship and innovative capacity in higher education
- Teacher Education Development Programme
- Undergraduate medical education
- Immigrants in higher education
- Student transitions and smooth study paths
- Development of the educational profiles of higher education institutions
  - Technology
  - Economics
  - Humanities
  - Social sciences

EUR-ACE – engineering programme accreditation

THE FIVE SCHOOLS OF MEDICAL EDUCATION:

MISSION STATEMENTS

University of Oulu

The mission of the Medical School is to produce doctors able to work in Europe, capable of reacting to changing environments, and who also understand the context for conditions in the North of Finland with its dispersed, isolated, rural communities.

University of Tampere

The Medical School wants to produce the best physicians in Finland to benefit their stakeholders. The graduates should be active players in changing the society, with ability for lifelong learning. They should be ready for a variety of careers besides a traditional doctor or researcher, such as an administrator or a medical advisor working with industries other than medicine.

University of Eastern Finland

The medical school aims at educating top-level experts and professionals for the health and well-being sectors, and at being the best academic learning environment in Finland.

University of Turku

The overall philosophy of the programme is described as multidisciplinary based on context. The medical students are trained in evidence-based medicine to become good clinicians with a scientific attitude, ability for critical appraisal, and a sense of well-being. The University of Turku medical school is especially profiled by the wide variety of electives and interprofessional education.

University of Helsinki

The Faculty of Medicine wants their doctors to be students for life. Medical practice is evidence based. Science is core to the academic part of the curriculum. Patient safety is an important part of education and integrated in clinical teaching.

Evaluation framework

- FINEEC has carried out a nationwide evaluation of undergraduate medical education in Finland (2016-2018)
  - Degree programmes at Finnish universities leading to Licentiate of Medicine degree (M.D.), 360 ECTS
- First evaluation of MD programmes in Finland.

- Principles of enhancement-led evaluation.

- Project plan prepared by a planning group with university representatives.

- Implementation carried out by an international evaluation team.

FINNISH EDUCATION EVALUATION CENTRE

International evaluation team

Professor **Marjukka Mäkelä,** National Institute for Health and Welfare in Finland and University of Copenhagen (Chair of the evaluation team)

Associate Professor **Riitta Möller,** Karolinska Institutet (Vice Chair)

Professor **Gerda Croiset,** VU University of Amsterdam, since 1.1.2018 University Medical Center Groningen

Emeritus Professor **Christopher Stephens,** University of Southampton

Medical Director **Ermo Haavisto,** Satakunta Hospital District

Medical Student representative **Joel Telkkä,** University of Helsinki, Finnish Medical Students' Association

FINEEC project team:

Planning of evaluation: Kirsi Hiltunen and Hannele Seppälä

Implementation: Hannele Seppälä, Kirsi Mustonen and Mira Huusko

The aim of the evaluation was to produce an overall picture & describe the state of medical education in relation to the changing competence requirements in doctors' work and their future operating environment.

Areas of evaluation – 1/2

A. Planning of education
- Pedagogic framework and curriculum preparation process
- Objectives of education and degree structure
- Changes in the operating environment

B. Implementation of education
- Learning environments
- Teaching and supervision methods
- Assessment of learning process and outcomes
- Teacher competence and its development
- Well-being of the university community

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Areas of evaluation – 2/2

C. Competence and working-life skills

- Internship arrangements
- Career guidance and career paths
- Basis for continuous professional development
- Cooperation with working life

D. Continuous development and renewal

- Forecasting needs in competence and renewal
- Use of evaluation and feedback
- Cooperation between universities

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Three perspectives of evaluation

For a comprehensive picture, medical education was observed from the perspectives of

- The units providing medical education

- Medical students and

- A broad range of stakeholders in working life.

Stakeholder participation at all stages important

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Evaluation materials

- Summaries of the curricula   3-5/17
- Other background materials
    - Legislation, statistics, surveys
- Self-evaluations of medical schools   5-9/17
- Student associations' self-evaluations   5-9/17
- Seminar for stakeholders   9/17
- Full day site-visits to each school   11-12/17
- Seminar to discuss preliminary   3/18
  findings (universities, students)

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Evaluation results

The evaluation presents information about

- Strengths of education programmes

- Recommendations for development

- Good practices to support universities' own development work

- Feedback to each Medical School
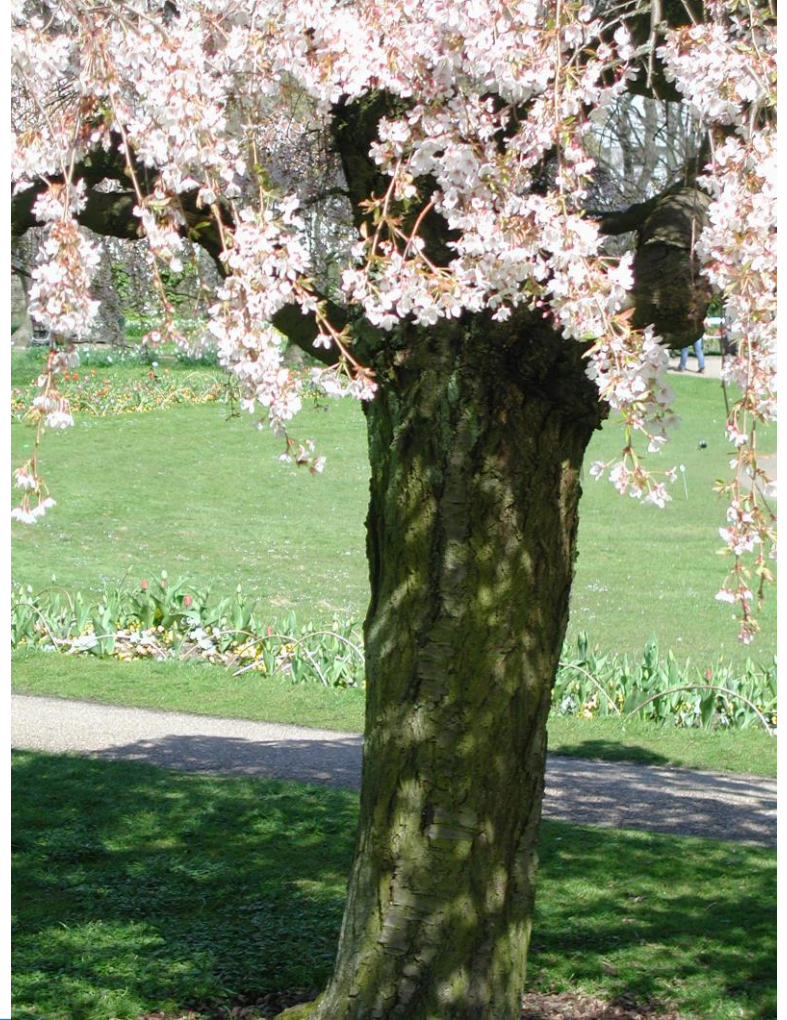
Strengths that apply to all five medical schools

- **Undergraduate medical education programmes are regularly evaluated and developed.**
  - Various drivers for changes have been identified and processes of quality management exist.
- **Each School has many good practices of educational planning and implementation that other Schools can share.**
  - All Schools seem to be ready and committed to improve their education continuously.
- **National collaboration is increasing, and joint analyses of core learning contents have started.**
- **Student engagement is strong.**
  - The students are involved in the development of education in all five schools at all levels of studies through feedback and representatives.
- **All schools provide decentralised clinical placements outside the university hospital and early patient contact, often in primary health care.**
  - There is good collaboration with teaching units outside the university, especially in primary health care featuring enthusiastic teachers as role models.

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Five core recommendations

- **Defining the "Finnish Doctor"**
  - To engage effectively with the forthcoming health and social care (SOTE) reforms, there must be a consensus on the skills, attitudes and role of a newly graduating doctor. Currently there is no national consensus about what is a "Finnish Doctor" – how they are educated and what they should master at graduation. The structure of medical curriculum varies between universities.
  - Medical schools need to take more of a leadership role in defining the "Finnish Doctor" and involve a range of stakeholders (patients, students, other health professions, employers) to develop a shared vision and agree on key curricular outcomes.

- **Curriculum mapping and alignment**
  - Curriculum mapping – displaying the key elements of curriculum and the relationship between them – can make curriculum planning more effective, the scope and sequence of student learning explicit, and the result more transparent to all stakeholders.
  - Medical Schools could then continue collaboration to align the curricula so that shared national programme outcomes can be taught, learnt and assessed with certainty.

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- **Development of key skills**
  - A doctor's key task is diagnostic work with patients. Particularly important for learning, then, is assessment of clinical skills and reasoning in patient encounters with constructive feedback.
  - Readiness to apply new technologies with a critical attitude, teamworking skills, and abilities to manage difficult situations constructively are also core competencies to be facilitated throughout undergraduate learning.

- **Learning environment**
  - Increased medical student intake has coincided with organizational and budget changes, affecting student and staff well-being. Larger groups especially in the clinics increase teacher workload and decrease opportunity for hands-on experience and personal feedback.
  - Medical schools' approaches to preventing, identifying and managing problems in student and staff well-being should be developed.

- **Valuing teacher skills**
  - Medical school teachers balance between demands from teaching, clinic, research, and family. Finnish medical schools should explore ways of appreciating teaching and consider creating tenure tracks in medical teaching.
  - Centres of excellence in medical education could support systematic provision of pedagogical training for all who teach medical students.

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Conclusions

- Achieving changes required by the rapidly changing operating environment can be done while **protecting the unique flavours of the five Medical Schools.**

- **The Medical Schools can collaborate** to ensure that graduates are trained in the skills they need as fledgling practitioners, in further speciality training, when taking on roles in research, management, education or health policy, and for lifelong learning.

- Ultimately the **changes will improve the quality of graduates, increase patient safety, and result in better medical care** in Finland.

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More information about the Evaluation of undergraduate medical education in Finland

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Evaluation report:

https://karvi.fi/app/uploads/2018/06/KARVI_1418.pdf

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Evaluation of Development of the educational profiles of HEIs (Touko)

- **A "thematic evaluation" on the development of the educational profile / educational offering of HEI's**

  - Field-specific focus on social sciences, humanities, technology and business/economics.

- **Possible subthemes have been identified in talks with stakeholders:**

  - System-level structures and ministry's steering

  - Outcome-basis of education

  - Worklife relevance

  - Internationalisation and effects of international trends

- **Combining a historical account while looking forward?**