



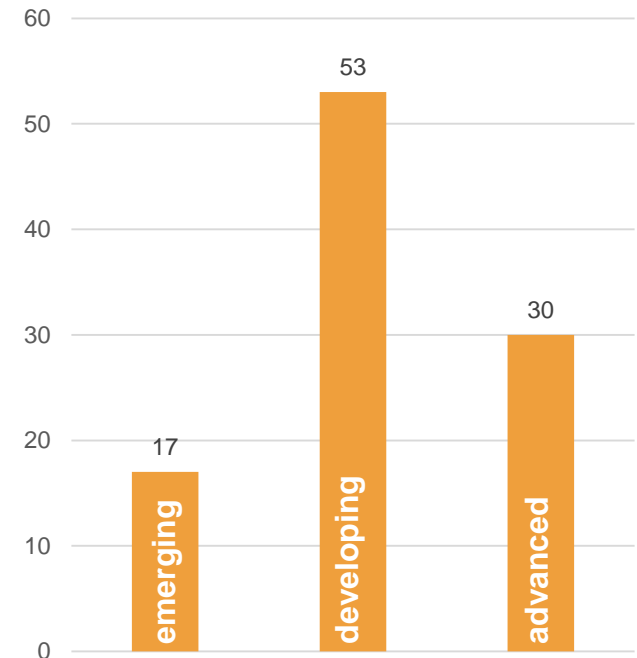
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Creating student-centred quality management – lessons learned from **FINEEC** audits

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Data & methods

- **A meta-synthesis of the audit report chapters regarding 100 samples of degree education between 2012-2018**
- **Main questions**
 - What have the audit teams considered as strengths & good practice?
 - What separates advanced QM from the rest?
 - What is most in need of attention?
 - What indicators are used to monitor & develop degree education at the programme level? Do they reflect a student centred approach?
- **NB! Data somewhat filtered due to the nature of the audit process: HEI's self-evaluations + audit interviews -> audit teams' reports -> meta-synthesis of reports**



What did we look at in the audits?

	Absent	Emerging	Developing	Advanced
<p>5. Samples of degree education: degree programmes</p> <p>Planning of the programme</p> <ul style="list-style-type: none"> • Curricula and their preparation • Intended learning outcomes and their definition • Links between research, development and innovation activities, as well as artistic activities, and education • Lifelong learning • Relevance of degrees to working life. <p>Implementation of the programme</p> <ul style="list-style-type: none"> • Teaching methods and learning environments • Methods used to assess learning • Students' learning and well-being • Teachers' competence and occupational well-being. <p>Participation</p> <ul style="list-style-type: none"> • Participation of different personnel groups, students and external stakeholders in quality work related to the degree programme. <p>Effectiveness of quality work</p> <ul style="list-style-type: none"> • Suitability of key evaluation methods and follow-up indicators and their impact on the achievement of goals. 	<p>The quality system shows an absence of or major shortcomings in the:</p> <ul style="list-style-type: none"> • quality management procedures related to the planning of the programme • quality management procedures related to the implementation of the programme • participation of the institution's personnel groups, students or external stakeholders in the development of the programme or • effectiveness of the quality work related to the programme. 	<ul style="list-style-type: none"> • The quality management procedures related to the planning of educational provision are not fully functional and do not provide sufficient support to the planning of the programme. • The quality management procedures related to the implementation of educational provision are not fully functional and do not provide sufficient support to the implementation of the programme. • Personnel groups, students and external stakeholders only partially participate in quality work. • There is little evidence of the effectiveness of the quality work related to the programme. 	<ul style="list-style-type: none"> • The quality management procedures related to the planning of educational provision are fully functional and support the planning of the programme. • The quality management procedures related to the implementation of educational provision are fully functional and support the implementation of the programme. • Personnel groups and students participate in quality work. External stakeholders also participate. • There is evidence that quality work has an enhancement effect on the programme. 	<ul style="list-style-type: none"> • The quality management procedures related to the planning of educational provision provide excellent support for the planning of the programme. They are systematic and well-established. • The quality management procedures related to the implementation of educational provision provide excellent support for the implementation of the programme. They are systematic and well-established. • Personnel groups and students participate actively and with commitment in quality work. External stakeholders are also systematically involved. • There is clear evidence of the enhancement effect of the quality work.

Strengths and good practice in student-centred

- learning outcomes
- teaching & learning methods
- assessment
- guidance
- participation



Learning outcomes

Clarity of the learning outcomes

- Comprehensible and unambiguous for the students

Good procedures for defining learning outcomes

- Participation of internal and external stakeholders
- Regular, data/information-based review of the outcomes as part of quality management
- Use of international competence frameworks & benchmarking
- Training for staff regarding outcomes-based approaches

Students and staff know the learning outcomes

- Communication and discussion of learning outcomes with students in the beginning and during a course
- Course descriptions include learning outcomes & links of the individual course to programme level learning outcomes
- Visualisations of how competences develop during a programme

Teaching methods

Diverse methods that are founded in the learning outcomes

- Emphasising and promoting students' active participation, for example PBL, case studies, links to research, interactive methods
- Well planned blend of theory & practice
- Team work

Quality management supports the development of methods

- Analysis of student feedback to develop methods
- Mid-term or continuous student feedback that enables reacting during implementation
- Benchmarking international practice & methods

Personalisation & flexibility

- Methods that empower and give responsibility to students also add flexibility
- Alternative ways of completing courses
- Possibilities for students to affect the implementation at the beginning and even during the courses
- Analysing each student group and fine-tuning the implementation based on it

Co-operation of teachers

- Co-teaching enhances quality of planning
- Teacher teams that ensure the coherence of course offering / degree
- Using field-specific teacher networks in developing teaching methods

Assessment

Well defined assessment criteria and equal treatment

- HEI level guidelines for assessment supported by practical tools: method matrix, assessment forms, method books...
- Discussing and developing assessment methods in teacher teams
- Monitoring and developing assessment is a part of quality management

Assessment supports learning

- Self-assessment that requires self-reflection
- Feedback to students regarding their learning in relation to the learning outcomes
- Continuous assessment during courses, cumulative feedback on learning & personal development
- Assessment methods that are derived from the learning outcomes

Versatility of methods & assessors

- Justified & diverse methods used for assessment
- Co-teaching in assessment, self and peer assessment, working life participating in assessment
- Competence development of staff for assessment

Guidance

Personalisation of studies

- Personal study plan that elaborates individual aims and creates individual study paths
- Process that supports students in setting, assessing and re-adjusting their own aims
- RPL that focuses on outcomes and advances studies

Students are met in person

- Active teacher tutors who are known and are easy to approach
- Regular discussions with every student, either individually or in groups

Participation

Students have an active role in developing the programme

- Participation in curriculum preparation, also in other ways than feedback
- Participation in regular self-evaluation of the programme
- Possibilities to influence course contents & methods at the beginning and during implementation
- Students know the ways they can participate

Participatory methods for dialogue

- Planned regular ways to discuss programme development between students and staff (round-table, focus groups, subject forum, feedback days, coffee hours, open doors etc.)
- A responsible student for each student group, tasked with communication between students and staff
- Also indirect/informal student feedback leads to development

Formal representation that works

- Students in decision-making bodies
- Participation also in more informal development groups
- Planned ways for student organisations to participate at programme level

What distinguishes advanced from the rest?



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Strengths that distinguish programmes with advanced QM

Highlighted as a strength in the audit reports	advanced	other
Individual/personalised guidance: study plan, RPL	50 %	20 %
Well-defined assessment criteria, equal treatment in assessment	30 %	5 %
Quality management of teaching methods	30 %	5 %
Using more than one assessor	20 %	5 %
Co-teaching & co-operation in teaching methods	20 %	5 %
Flexibility and personalisation of teaching methods	20 %	10 %
Link between assessment and learning outcomes	20 %	10 %

What is most in need of development?

Area for further development	Mentioned in audit reports
Participation of students to the development of study programmes	30 %
Meeting students in person in guidance	10 % (30 % of the emerging phase!)
Equality of assessment / preparation of assessment criteria	10 % (30 % of the emerging phase!)
Links between assessment and learning outcomes	10 % (20 % of the emerging phase!)
Development of teaching methods and making them more diverse	15 % of the developing phase, 20 % of the emerging phase

How is quality followed up and assessed?



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Typical indicators: students' progress & satisfaction

based on the audit reports:

Indicators of the funding model

Most typical indicator, usually at least the study progress indicators are mentioned. The audit teams consider systematic follow-up of the funding indicators good practice but recommend qualitative indicators to be installed on the side of them.

Student feedback

Carries usually considerable weight albeit the audit teams often find response rates and the usability of the feedback to be areas in need of development.

Achievement of learning outcomes

Almost never mentioned in the reports! (although data would be available as students are assessed in every course...)

Indicators for quality of curricula

Almost never discussed in the reports, the focus is on the curriculum development process' responsibilities and participation of stakeholders

What is quality in higher education?¹

Quality as

excellence?

zero errors?

fitness for purpose?

value for money?

transformation of the participant?

¹Harvey & Green: *Defining quality, Assessment and Evaluation in Higher Education*, 1992

- **We say that we are student-centred... but is our quality system student-centred?**
- **From whose point of view do we manage quality?**

Thank you!

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