Guide to Good Practices for Training of Experts
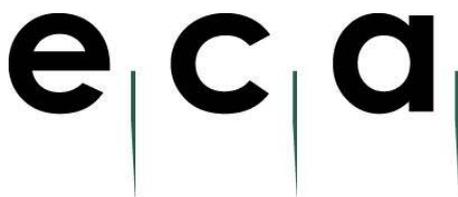
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Guide to Good Practices for Training of Experts

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1. Introduction

The Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) insist that "the experts undertaking the external quality assurance activity have appropriate skills". The ESG point out that quality assurance agencies (QAAs) should provide "appropriate briefing and training for experts" and insist on "the use of international experts". To facilitate this the European Consortium for Accreditation in higher education (ECA) decided to develop a project proposal focussing on these issues and in October 2010 the EU funded project "European Training of QA Experts (E-TRAIN)" was a reality. The overall aim of E-TRAIN is to facilitate the sharing of trained, knowledgeable and internationally experienced experts who will be better equipped to participate in quality assurance (QA) procedures, to the benefit of higher education institutions under review. Two action lines were specified in order to ensure that the overall aim of E-TRAIN will be met: 1) to develop a European training programme for experts in QA procedures and 2) to develop a database to share experts among QAAs in Europe.

> The overall aim of E-TRAIN is to facilitate the sharing of trained, knowledgeable, and internationally experienced experts who will be better equipped to participate in QA procedures, to the benefit of higher education institutions under review.

The current report is a part of the development of the European training programme for experts in QA procedures. The project partners decided to explore which training practices existed among the QAAs, identify the good training practices and to establish what the QAAs ideally would want a European training programme to contain. With this in mind a survey on training of experts participating in QA panels was sent out to a selected group of QA agencies within and outside of Europe and to Stakeholder organisations of European Higher Education (HE) in December 2010. This report presents the results of the survey and outlines the good practices mentioned by the QAAs.

2. Current practices of quality assurance agencies

2.1. Background

In December 2010 a survey on training of experts participating in QA panels was sent out to a selected group of QAAs within and outside Europe and to Stakeholder organisations of European HE. The aims of the survey were to document current practices used to train experts, to identify the good training practices of the respondents and to discover what the respondents would find to be the ideal outline of a European training programme. When developing the survey it was decided not to define 'training', but to leave it up to each agency to present what they consider as training. This must be taken into account when interpreting the results of the survey.

In total 26 QAAs and 2 Stakeholder organisations of European HE were invited to answer the survey. In the end the answer rate was close to 60 %. Two of the respondents were QA agencies from outside of Europe.
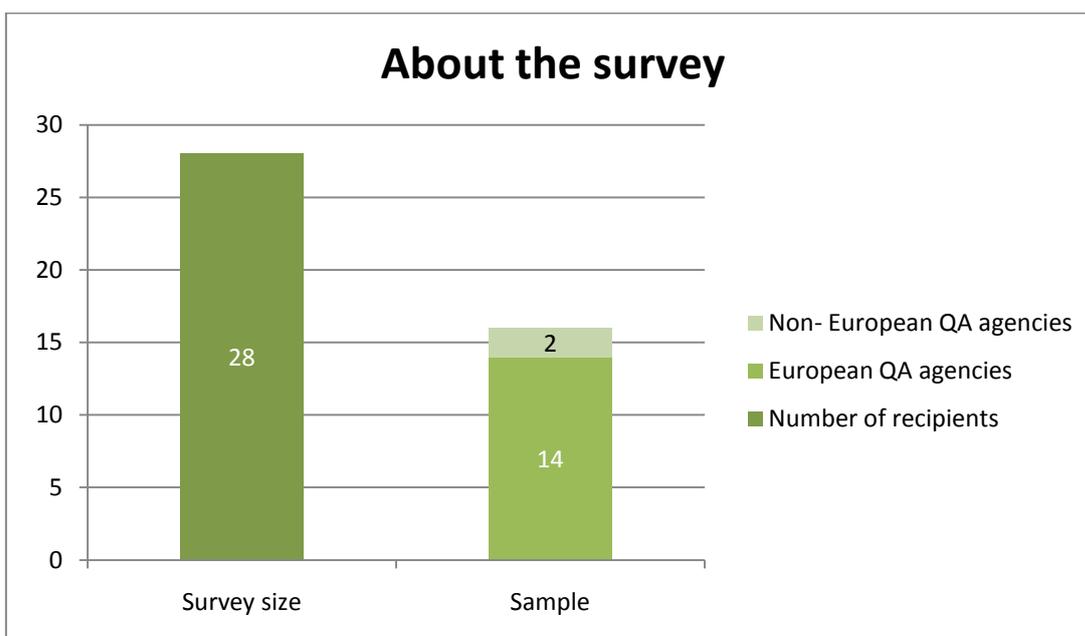
2.2. Overview of current practices

2.2.1. Preparatory training for experts

As a starting point the respondents were asked to point out what kind of trainings they carry out for the experts used in their procedures. Three quarter of the respondents explained that they carry out trainings for procedures at programme level. Over half of the agencies reported that they carry out trainings for procedures at institutional level; in all but two cases these agencies carried out trainings for procedures at the programme level as well. Three respondents carry out trainings for other procedures in addition to the "ordinary trainings"; i.e. training for experts who will be members of panels assessing QA agencies, training for procedures to assess teachers and professors at higher education institutions and for evaluations. One agency has training for "other procedures" as the only training carried out, i.e. training for new provider registration and research accreditation evaluation. Only one of the responding agencies reported that it does not train the experts used in the external QA procedures at all.

Provision of training

- No provision of training
- Programme level only
- Institutional level only
- Both programme level and institutional level
- Other procedures only
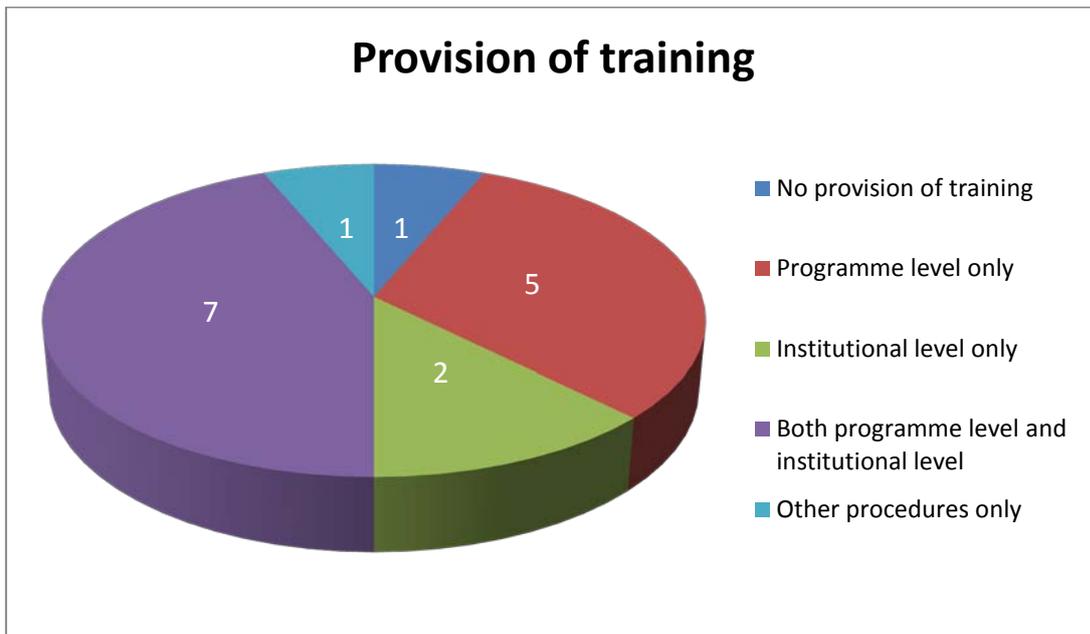
Secondly the respondents were asked to indicate which groups of experts are usually trained. The responses show that in most cases students, subject-specific experts, experts from the professional field, and international experts are trained. Over half of the agencies train staff members in QA. Least common is training of the chairs of the expert panels and the institutional management experts. However, it has to be noted that in the "other" category all experts that did not fit directly into the categories mentioned are listed. This might refer to e.g. experts for formal or legal issues, or generally all members of a panel who are not referred to as experts.
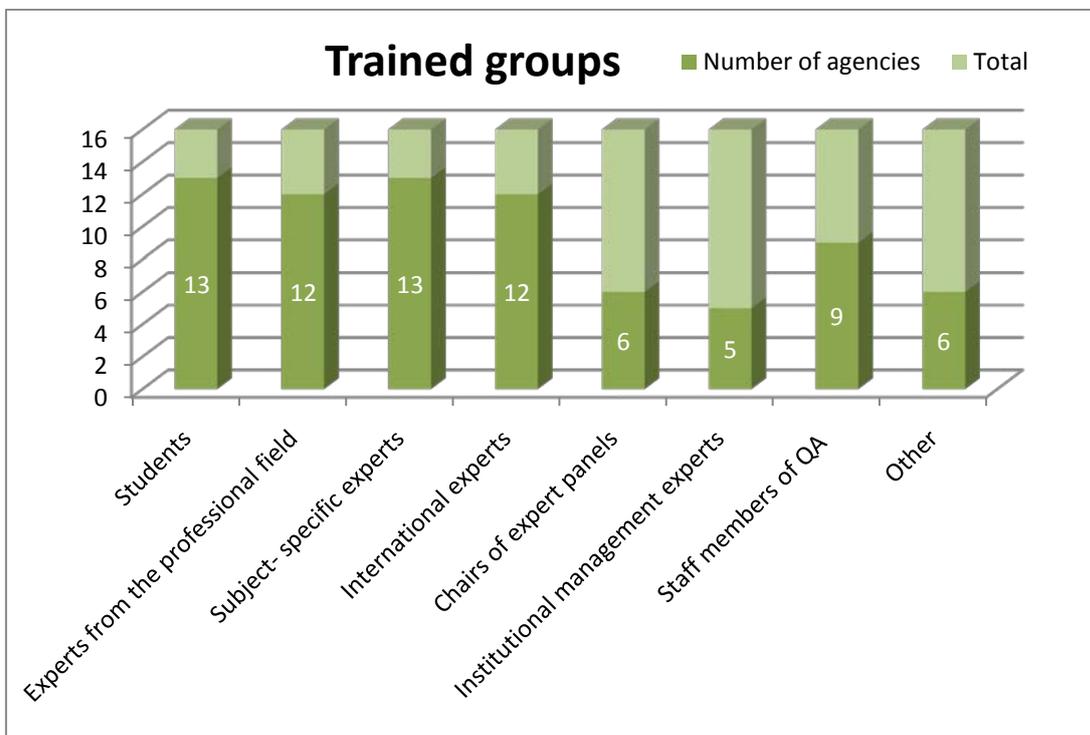
The respondents were asked to indicate when the experts are trained. It turned out that almost half of the agencies train the main groups of experts before each of the procedures. From the clarifications it seems that this often refers to "briefings" carried out in conjunction with the site visit. It is also common to train the experts only before their first procedure. This is particularly evident concerning training of staff members. Subject-specific and international experts are mostly trained before each procedure. Some of the agencies reported that they

also train the experts at other times. Examples of this are seminars for experienced experts, annual training events or regular meetings.

When are the experts trained?

Categories: Students, Professional field, Subject-specific experts, International experts, Chairs, Institutional management experts, Staff members, Other

- Students: Only before first procedure 6, Before each procedure 7, Other moment 3
- Professional field: Only before first procedure 5, Before each procedure 7, Other moment 3
- Subject-specific experts: Only before first procedure 4, Before each procedure 8, Other moment 3
- International experts: Only before first procedure 4, Before each procedure 8, Other moment 2
- Chairs: Only before first procedure 4, Before each procedure 2, Other moment 3
- Institutional management experts: Only before first procedure 2, Before each procedure 2, Other moment 4
- Staff members: Only before first procedure 6, Before each procedure 2, Other moment 3
- Other: Only before first procedure 2, Before each procedure 2, Other moment 1

Legend:
■ Only before first procedure
■ Before each procedure
■ Other moment

In almost all cases staff members of the QA agency in question are involved in the training programme. Normally the trainings are carried out by a staff member and someone external such as a consultant, guest lecturer, experienced expert or a member of the agency's advisory council.

Who trains the experts?

- Only staff members
- Staff members + external consultant/ guest lecturer
- Staff members + member of advisory council etc.
- Staff members + experienced expert
- Other
- No training

2.2.2. Appreciation of training practices

After indicating for which procedures trainings are carried out and who trains the experts the respondents were asked to provide more qualitative input. The respondents were asked to describe the outline of their trainings, including organisational structure, content and materials used. Following from that question they were asked to highlight which of their own training practices they would consider being a good practice. The results show that when choosing examples of good practices most of the agencies highlighted elements which are related to the outline or organisation of the trainings. Most frequently mentioned were the practical parts of the trainings such as role plays, case work etc. This was in sharp contrast with the theoretical content of the trainings which were only mentioned in a few cases.

The respondents highlighted the following elements as good training practices:

Outline/ organisation

- ➤ The practical parts of the trainings; role plays, case work, role perception, anonymous examples where strengths and weaknesses are assessed
- ➤ The use of experienced reviewers when preparing role plays
- ➤ Flexible training which allows adaptation to various systems
- ➤ That all groups are trained in the same way

➢ The inclusion of the secretaries (staff members of the agency) in the trainings

Content

➢ The focus on the context and consistency between panels

➢ Focus on cultural differences

Other

➢ The use of knowledge tests

➢ The competency of experts as evaluators is evaluated periodically through a digital tool

➢ Possibilities for observation of a procedure

➢ The development of training programme materials online – a repository of information for panel members to consider.

2.2.3.   An ideal European training programme for experts

At the end of the survey the respondents were asked to point out what in their opinion a European training programme for experts ideally should contain. The results show that the content part is in focus when the agencies have the opportunity to list what they would want the European training programme to contain. The respondents highlighted the following elements;

Content

It should:

➢ Give an overview of the QA process; standards, site visit, reporting etc.

➢ Be an introduction to European QA; policies and practices (ESG)

➢ Focus on the HE systems of various countries

➢ Focus on internationalisation

➢ Explain the relation between fitness for/of purpose

➢ Describe minimum standards regarding resources and services

➢ Explain links between QA and enhancement, and relating this to instruments of QA

➢ Focus on learning outcomes

➢ Discuss the assessment of joint programmes

Outline/ organisation

It should:

➢ Include practical exercises; Role plays/ case work etc.

➢ Contain a focus on role perception of experts, ethical reflections

➢ Focus on intercultural communication/ how to deal with cultural differences?

➢ Include generic reviewing skills- it would be hard to target skills to specific methods because methods vary across Europe

2.3.   Concluding summary

The E-TRAIN survey on training of experts was sent to a selected number of 28 QA agencies and European stakeholder associations of which 16 responded. Consequently, the survey does not reveal the practices of all QA agencies, but the sample is large and representative enough to indicate the common practices on training of experts among well known, mostly European agencies. Through the survey we also obtain a broader insight into what QA agencies ideally would wish for a European training programme to contain.

Most QA agencies train the experts used in the procedures. These trainings seem to be organised either as a pre-meeting where elements of the QA procedure and standards are presented and discussed, or as a more thorough training where theoretical elements are combined with a practical part. The agencies do not differentiate much between the groups they train. Almost all agencies state that they train students, experts from the professional field, subject-specific experts and international experts. Some have specific trainings for staff members, chairs and institutional management experts. The trainings are mainly carried out by the QA staff themselves, but often with the supplement of external expertise.

When being asked about good practices the practical elements of the trainings and focus on role perception are repeatedly highlighted. The survey also showed that the responding QAAs would find it useful if a European training programme focuses on the QA process seen from a European perspective. The European training should also contain practical exercises and focus on other relevant elements of QA of HE.

3.   Examples of Good Practices

One of the questions in the E-TRAIN survey was to describe which of the own training practices can be considered good practices. After the survey the agencies were asked to elaborate upon the good practices which they identified. These descriptions can be found in the sections below. The good practices cover a wide range of different training elements such as: role plays; case work; problem based learning; cooperation with student unions; the use of knowledge tests; training of secretaries; focus on cultural differences and how to build up online trainings.

3.1.   Problem-based learning

3.1.1.   The use of case work – ACE Denmark

ACE Denmark is a Danish QAA in charge of the accreditation and approval of new and existing bachelor and master programmes.

Before each procedure, a one-day training programme is organised for all experts in order to prepare the experts for participation in the accreditation work. The legal framework and the overall processes are presented and discussed, as well as the specific standards/ criteria used in Danish accreditation. Also specific features of the Danish educational system are presented as the subject-specific experts are international. A part of the programme consists of case work and specific assignments. The *Guide*, which contains the standards and criteria according to which each HE programme is assessed, is a central part of the materials used. Each case work covers one of the standards to be assessed, and functions as an example of how different parts of a programme can be carried out in real life. The case work is usually selected from an existing programme.

The experts are asked to discuss the presented case with one another. They are asked to evaluate whether the standard/criterion should be assessed as satisfactory, partly satisfactory or unsatisfactory. Thereafter a discussion highlighting the arguments will take place in plenum and the representatives of ACE Denmark will clarify how the standard/ criterion has been assessed by other experts in connection with other programmes.

The main idea behind the use of case work is to ensure that the experts come to a common understanding on which elements should be assessed positively in order for the criteria to be regarded as satisfactory, and thus to get an understanding of the necessary threshold level. Simultaneously, the value of the use of case work is just as much that the experts get an opportunity to discuss pros and cons and thus learn to justify their assessments of the standards. The use of case work gives the experts a practical insight into both the standards/criteria and the assessment process which they can use later on in the process of accreditation.

The training of the experts used by ACE Denmark is evaluated periodically. The experts generally state that the case work is valuable in order to understand the upcoming accreditation process.

EXAMPLE: CASE WORK ON DROP-OUTS

Description from the Guide of the Accreditation Institution and ACE Denmark;

The Higher Education institution shall describe the programme's drop-out rate. If the drop-out rate has been more than 33 % higher than the average of the main area countrywide in one of the three latest years, the reasons behind this must be explained by the institution. The institution shall also describe the actions taken by them to reduce the drop- out.

Case:

A Bachelor programme with a drop- out rate which is more than 33 % higher than what is normal, countrywide.

The programme's strategy to reduce the drop out consists of:

- An introduction course which aims at strengthening the social interaction between the students
- Introduction of mentors who will try to reach students who are not familiar with academic traditions
- The 1st year of the programme is adjusted to the new students; assignments are replaced by team work and work days.

Are the institution's measures to reduce the drop out satisfactory?

3.1.2. Role play as quality audit training technique – AUQA

The Australian Universities Quality Agency (AUQA) is an independent, not-for-profit national agency that promotes, audits, and reports on quality assurance in Australian higher education. AUQA is the principal national quality assurance agency in higher education with the responsibility of providing public assurance of the quality of Australia's universities and other institutions of higher education, and assisting in enhancing the academic quality of these institutions.

In outline, AUQA gives newly appointed auditors the context for HE and QA in Australia and the AUQA approach to evaluating quality in its auditor training programs. Then the participants are taken through the audit process, using case studies and role plays. Included are also specific topics such as e.g. 'auditing research' and 'auditing student support services'. When evaluated the AUQA approach to role plays is often rated highly by the participants.
The following principles underpin AUQA's development of role plays as a quality audit training technique:

1. In quality audit training programs, simulation (by use of role play scenarios) can be an effective surrogate for actual or 'real-world' experience, but this requires a certain 'willing suspension of disbelief' on the part of the training participants. It is important that the dynamics of role playing as a surrogate for 'real-world' experience is discussed with the participants prior to the actual role playing sessions, and that they are actively encouraged to enter into the spirit of simulation.

2. To be an effective surrogate, it is also important that the role play scenarios attempt to simulate 'real-world' experience as near as possible given the resources available.

3. For this reason AUQA gains permission from one of the institutions it has audited to use a 'real-world' Performance Portfolio (self-review submission) as the key training resource. Training program participants are required to read the Portfolio in advance of the training so that they have a 'real-world' platform on which to perform.

4. For the same reason, AUQA bases its role plays on scenarios that closely simulate the following key phases of the quality auditing process:

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- **Scenario 1:** The Portfolio Meeting (an Audit Panel planning meeting, that simulates what happens in a 'real-world' audit and prepares participants for their roles in the scenarios that follow)
- **Scenario 2:** An Audit Visit Interview Session (where participants experience the role of being both an interviewer and an interviewee. It is important that participants adopt a persona)
- **Scenarios 3a&b:** Reaching Decisions and Reporting Audit Findings (where participants experience the role of being a panel member and that of an auditee receiving a report).

5. In order to encourage learning during the training, it is important to episodically call 'time out' during the role play sessions, so that participants can identify how their simulated training experience relates to the 'real-world' situation being simulated.

6. In order to reinforce learning outcomes from the training, it is important to hold a plenary review session immediately after each role playing session so that program participants can share their experiences and reflect on their learning, and the learning of others, for 'real-world' application.

EXAMPLE FROM THE AUQA AUDITOR TRAINING: ROLE PLAYS

The Audit Visit – Session 2.2.

Objective
This session simulates an Audit Visit interview and gives participants the opportunity to rehearse constructing and sequencing questions in the most effective way to obtain the information desired.
The group will split into the same small groups as for the Portfolio Meeting role-play and will focus on one or two of the topics identified from Chapter 3 of the sample Performance Portfolio to pursue in the interviews.

Since the focus of this session is on questioning techniques, rather than the information itself, 'creative' use of the documented information in answering the questions is quite acceptable!

Role play Task

Each subgroup should work through the following steps:

1. The group divides into two. About half the group take the role of the interviewees, and the rest are the audit panel (one of whom should be nominated to be Panel Chair). Before splitting, the group may like to agree on the general parameters for the interviewee group. Given the topic of Chapter 3, you may decide that the interviewees will be members of specific University Committees, individuals with specific roles such as the DVC, Dean, HOS, HOD, a group of academics or students or some other grouping relevant to the theme (Internationalisation).

2. The panel members construct sequences of questions designed to investigate the selected topic(s) in terms of AUQA's role (that is, what are the quality systems in this area, what are the outcomes, how does the University determine standards, how do they know that it works). In planning the questioning, give consideration to:

    2.1. How the topics will be divided up, in what order will the questions be asked, how time will be allocated for them?

    2.2. If specific questions are to be allocated to individual panel members, will other panel members be permitted to ask follow-up questions? If so, how will this be managed?

    2.3. How will the panel ensure that all interviewees are involved in the interview session?

    2.4. How will the panel greet interviewees as they enter the room?

3. Meanwhile, the interviewees may wish to re-read agreed parts of Chapter 3 of the Portfolio, attempt to anticipate questions, and prepare some responses and explanations. They may choose to identify themselves as specific members of the university community (eg DVC, Dean, student, lecturer, support person, etc. [in a real audit such persons are never in the same interview]).

4. The simulated interview then commences. At convenient points in the questioning, the Panel Chair calls 'time out', and a few minutes are spent evaluating the effectiveness of the completed question sequences. Note that the **whole** subgroup is involved in this evaluation. The interviewees may indicate matters they had in mind that were **not** elucidated by the questioning, and the group can consider how the questioning could have been improved. If time allows, group members can swap roles, to give the interviewees the opportunity to frame and pose sequences of questions.

5. At the conclusion of the role-play, the group should reflect on the questioning techniques that worked well and those that were less effective. What would you do differently in a real-life audit?

The group has **75 minutes** for this task.

In the following plenary report back session, each group will have 3-4 minutes to share and highlight any particular insights or problems that have been identified during the course of the role-play. The group should therefore appoint a group member to be responsible for reporting back in plenary.

3.1.3.   Case work & case studies - FIBAA

FIBAA is a non-profit foundation established specifically to promote quality and transparency in education and science by awarding a Quality Seal to education programmes and providers operating in tertiary and quaternary fields, both at home and abroad. FIBAA achieves its objectives, in particular, by developing suitable measures and instruments which serve to define quality guidelines for the respective academic goals which educational offerings and institutions pursue.

Most of the participants of the FIBAA trainings find the practical part of the training very useful: they get anonymous examples of module descriptions, exams regulations or other excerpts from different self-reports and have to discover weaknesses and strengths. It is the practical part which makes the experts' training quite vivid and launches discussions. The practical part encourages the experts to ask many diverse questions and to actively co-operate. Moreover, the experts are prompted to imagine how they would act in the real situation.

The practical exercises

The main objective of the practical part, which comprises one third of the whole training, is to closely link the theoretical requirements to practical examples. First of all, the areas to be evaluated are introduced and their link to the national guidelines is explained. Then the trainees are provided with anonymous examples of module descriptions, exams regulations or other excerpts from different self-reports and have to find out weaknesses and strengths in team work. The used examples are anonymised examples from the accreditation practice and are mostly chosen in order to enable learning from failures: the trainees have to find out what is wrong in the document/ example in order to get an idea how to proceed in the accreditation procedure and to know what has to be criticized. Furthermore, the trainees have to know which issues lead to an accreditation with conditions and in which cases it would be more appropriate to only give a recommendation.

Some selected parts of the self-evaluation report proved to be especially fruitful for assessing, for example the modularisation, the curriculum structure, admission criteria, study regulations and examination rules.

3.1.4. Problem-based learning & exercises for analysing indicators-ANECA

ANECA's mission is to contribute to the improved quality of the Spanish higher education system by way of the evaluation, certification and accreditation of degree programmes, teaching staff and institutions.

For sound expert training, there are some practices carried out by ANECA which can be considered to be good practices for training experts. Especially fruitful is the practical part. It is divided into the following exercises for the evaluators:

- Problem based learning, based on situational problems given to participants so that they can analyse and discuss them; those problems have been prepared in order to develop their technical, social and participating abilities related to the external evaluation process. This method will be carried out with small groups of evaluators.

- Exercises for analysing indicators, so that the evaluators can attain further understanding of the interpretation of indicators. This method will be carried out with a full group.

The situational problem typically includes some text and several questions about it. The text of the situational problem includes the content of a real self-evaluation report or of a real external evaluation report to which certain paragraphs have been added in order to update it in a certain sense. It reflects how an expert committee works in order to foster debate among the participants regarding the update. The situational problem is structured in a format that enables the evaluator to write notes and make comments during the reading and subsequent group debate. The questions set out in the situational problem lead to the following: on the one hand, they enable the evaluators to provide recommendations (valid guidance for evaluation situations in which the context can condition the answer); on the other hand, they enable the evaluators to set out instructions to be followed (valid for the evaluation situations in which the context does not condition the answer). The situational problems are set out so that the evaluator participating in the update reads these, reflects upon it and discusses these with the other members of his/her group. The group debate will provide solutions to the situational problems which, discussed with members of the other groups, will enable the overall group to delve into how to tackle fundamental issues related to the evaluation of a

degree and into their work as evaluators. In summary, the aim is to provide problem based learning.

In the trainer's exercise book, the situational problems have a number of clues (marked in yellow) so that the trainer knows where to focus on. At the end of every situation, trainers are given three factors to evaluate:

- ➢ Objectives: The desired aim of the exercise
- ➢ Abilities, values and/or basic attitudes: The desired aim for evaluators
- ➢ Ideas to be considered: Clues on what must happen during the discussion of the solution.

AN EXAMPLE FOR A SITUATIONAL PROBLEM (TAKEN FROM THE TRAINER'S EXERCISE BOOK):

Self-evaluation report
1. Introduction

The evidence considered as well as the tables and indicators proposed in the guide include satisfaction surveys of students and members of the PDI during the process by the Technical Quality Unit (UTC). The teacher satisfaction survey, with the coordination of the President of the Self-Evaluation Committee (CA) and the UTC, was sent to all the PDI of the Diploma Course: a total of 14 teachers of the 74 teaching staff replied. Likewise, we also used the results of the systematic and annual survey processes carried out by the quality department in order to evaluate the university teaching staff. The evaluation average of the teaching staff who answered the survey was 3.64 out of 5. Based on both data sources, it can be stated that this course's teaching staff is generally satisfied with the achievements obtained in the nearly 8 years of this diploma course. Nevertheless, based on their opinions, it can also be seen that changes need to be introduced in the structure and guidance given to the training programme.

2. Results

2.1. Results of the training programme

2.1.2. Students are satisfied with the training programme

The student satisfaction surveys have enabled us to know the students' opinion of the diploma course. The sample obtained of 224 students is considered to be important, taking into account that the total number of students enrolled in the 2002-2003 course was 602. The procedure used to pass out this survey to students was coordinated by the President of the Committee and the Technical Unit and consisted of showing the objectives of the evaluation process and the subsequent survey during the core and optional subjects with the largest amount of enrolled students. The average of the student satisfaction survey was 3.49 (out of 5).

Although the student surveys regarding the teachers (3.49 out of 5) and teaching organisation show acceptable yet manifestly improvable results regarding the teaching process offered by the University and Diploma Course, the students clearly have a negative opinion of the training programme (understood as the study plan). The students state that the programme has been limited since its implementation. They criticise the fact that it is a

short cycle programme which barely has practical specialisation. The Diploma Course organisers are aware of that dissatisfaction and have tried to remedy the deficiencies by encouraging students to stay in foreign institutions, providing teaching in English and fostering work placements. However, the solution is to create a new nationwide training programme (a process which has already been implemented) and in which the University and Diploma Course have had and have considerable weighting.

3.2. Results of the graduates

3.2.1. The graduate profile responds to the graduate profiles envisaged in the training programme

The graduate satisfaction surveys began in 1999. A total of <u>11 replies were obtained in the survey out of 65 graduates</u>. The average in the graduate survey was 3.3 (out of 5). It is likely that, taking into account the graduate profile which is probably very ambitious disseminated by the Diploma Course and other considerations made in the Report, the abilities acquired by a considerable proportion of students do not meet the envisaged profile level.

How should the average values stated in the Self-Evaluation Report be interpreted? Are they representative?

Factors to be considered by *the trainer* in this case study

Objectives:
➢ Analyse the coherence of the data and indicators from the various sources.
- Consider the numerical data and the bias in the data obtained.
- Analyse the coherence between the data and conclusions.
- Establish whether or not an indicator is pertinent for certain conclusions (whether or not the measuring instrument conforms to what is being measured).
- Resolve situations in which the External Evaluation Committee believes that the data are not representative or where the conclusions are not in line with the data.
- Analyse whether or not the surveys are representative.

Abilities, values and/or basic attitudes:
➢ Information analysis and interpretation must be rigorous.

Ideas to be considered:
➢ The rate of replies is important when evaluating the quality of the data.
➢ The studies must ensure the randomness, representation and correct segmentation and, in short, they must avoid any type of bias.
➢ Any quantitative data must be cross-checked with other quantitative data and with representative samples of people who reaffirm them in a qualitative way.
➢ The datum to ensure that the standard in question is evaluated positively must have a guidance that beats the average value of the scale.

Case studies are indicated to favour the analysis and interpretation of indicators by the evaluators. After the individual work of reading and reviewing the alternatives, the participants will be guided towards two basic activities for each one of the exercises presented:

- Choose the correct answer from among the four answers presented, assuming that only one of them is correct.
- After the evaluators have completed the exercises, the trainer will provide the correct answer to each question. Based on this, the evaluators can raise doubts or make comments. The idea is to establish a small debate or commentary regarding each case in order to clarify any doubts about how to analyse the tables and indicators contained in the Self-Evaluation Report.

AN EXAMPLE FOR ANALYSING INDICATORS (TAKEN FROM THE TRAINER'S EXERCISE BOOK):

The following table belongs to the Self-Evaluation Report of the Law Degree of a university; based on that table, the PF-20 indicator has been calculated for the degree in various academic courses. That indicator is one of the pieces of evidence on which the following sub-criterion analysis is based: *Students staying in Spanish and foreign universities are congruent with the objectives of the training programme and recognised for curriculum purposes.*
Analyse the indicator's value and answer the question by choosing one of the alternative answers shown below.

INSTITUTIONAL EVALUATION PROGRAMME	Code	
Table and indicator catalogue	PF-20	

INDICATOR	Student mobility

DEFINITION	The ratio between the number of students of the programme who participate in the mobility programmes in Spanish and foreign higher education organisations and the total number of students enrolled in the training programme.

	2000-2001	2001-2002	2002-2003	2003-2004
Number of students who participate in the mobility programmes	3	2	7	4
Total number of students enrolled in the training programme	125	125	225	225
PF-20	0.024	0.016	0.03	0.02

> **Is student mobility in Spanish and foreign higher education organisations fostered?**
>
> a) Yes, the data are performing positively.
>
> b) No, mobility does not depend on enrolment.
>
> c) Yes, the average value of the indicator is high.
>
> *d) We do not know based on those data.*
>
> **Explanation**: This is a similar question to the one set out as a reflection for sub-criterion 5.2.4 in ANECA's form. This indicator does not help us to answer the question; in fact, it does not help us to answer any questions in that form, it only helps us to know how the proportion of students who form part of the mobility programmes has evolved, and we do not know if that proportion without a quality standard is high or low.

3.2.   Differentiation between newcomers and experienced experts - FIBAA

Being aware of the fact that external experts are key persons in accreditation procedures, FIBAA, the Foundation for International Business Administration Accreditation, attaches great importance to prepare them appropriately for this task. Therefore, FIBAA offers two types of trainings for reviewers on a regular basis (four times a year in different cities across Germany):

- trainings for newly appointed reviewers, which usually have to be attended before being assigned to an accreditation project for the first time;

- seminars for experienced reviewers, which are supposed to polish up their knowledge approximately every two years.

Both FIBAA trainings and seminars are face-to-face and scheduled for one day. They are conducted by FIBAA staff and sometimes complemented by guest speakers on specific topics. Dates and venues of trainings and seminars are published on the FIBAA homepage. Furthermore, all experts, who live up to 250 km away from the venue are personally invited. Travel costs are covered by FIBAA.

<u>Outline of the training</u>

The FIBAA training for "newcomers", i.e. for probationary experts or experts whose last assignment was more than two years ago, wants to give the experts an overview about FIBAA accreditation procedures and provide them with information relevant for the assessment

process. The training session is subdivided into an introductory part, where information on the state of the accreditation system in Germany and in Europe is provided. Moreover, the aims and goals of FIBAA are presented. In a second session, the experts will be familiarised with their tasks and responsibilities within the accreditation procedure. Then the accreditation procedure as such is thoroughly explained: Its agenda and objectives, German and European standards and regulations that have to be taken into account and the FIBAA Assessment Guide. This part of the training is supported by practical exercises [see subchapter 3.1.3.]. In the end of the training, the experts have the possibility to give feedback and evaluate the training.

The seminars are geared towards the specific needs of active experts. They inform the experts about new developments and support the unity and consistency in assessment processes. This implies that information about the current regulations and their implementation in accreditation procedures is provided; there are experts' reports about their hands-on experiences from accreditation procedures (including suggestions for areas of improvement of the assessment procedure); a guest speaker is invited who reports about one specific topic, for example joint degrees, distance learning or internationalisation (put in the context of accreditation and quality assurance in general); and national and European trends in quality assurance and the latest issues in higher education policy are depicted and discussed.

3.3.   Training of students

3.3.1.   Cooperation with student unions- OAQ

The purpose of the Swiss Center of Accreditation and Quality Assurance in Higher Education (OAQ) is to assure and promote the quality of teaching and research at the universities in Switzerland. It operates independently, and bases its work on international practices and research findings.

OAQ involves students in their assessment procedures on a regular basis. To ensure that the students know exactly what they are going to do and that the expectations are clarified, OAQ developed a training programme for students.

The concept and programme of the training of student experts was defined by OAQ together with the VSS-UNES-USU, the national union of students of Switzerland, in 2007. Participation in this training workshop is a prerequisite for becoming a member of the accreditation pool of student experts and for being engaged as panel members in the OAQ assessment procedures. The VSS-UNES-USU is the administrator of the accreditation pool and responsible for the organisation of the trainings. The OAQ signed a mutual agreement with the VSS-UNES-USU and the two partners meet regularly. During these meetings the trainings are discussed and, if necessary, adjusted. Normally, student trainings are offered twice a year.

OAQ considers its collaboration with VSS-UNES-USU as an example of good practice. Firstly, the fact that the contacts with the student body and the administration of the pool are centralised by VSS-UNES-USU ensures a continuous recruitment and update of data, which is of highly importance for students that often graduate shortly after their admission into the pool and that might become panel members only once in their lifetime. Furthermore the fact that the trainings are conducted jointly by the OAQ and VSS-UNES-USU assures a fully transparent recruitment system with the provision of high-quality trainings for all eligible students.

Outline of the training

The OAQ-VSS training of students consists of a one day workshop including a theoretical part , a practical part (with case studies and role-plays) and a discussion.

All related legal texts (accreditation directives) and reference documents (accreditation standards, guidelines for experts, etc.) are distributed, explained and commented to the participants. Prior to the face-to-face training a list of documents, downloadable from VSS-UNES-USU's website, has to be studied by the students in preparation of the workshop.

The intended outcomes of the training are defined as follows:

- The students are prepared to participate in a qualified way in the expert panels of external quality assurance procedures of OAQ
- The students are experts in learning and bring as equal partners their own perspective into the expert panel
- The students are able to pass on their new knowledge and experience
- The students are experts of the Swiss Higher Education System

- The students know the mission and goals of accreditation and quality assurance

- The students know how an external quality assurance procedure is going on

- The students are able to play their role in the expert panel

The theoretical sessions of the training are subdivided into two parts: An introductory part, where an outline of the Swiss higher education system and its external quality assurance, including the presentation of an external quality assurance procedure, are described and a part in which the role of the experts is explained. Here European standards and the role of the student experts are clarified.

The practical part of the training is split up into workshops, which comprise the study and analysis of self-evaluation reports, including case studies and on-site-visit, and the composing of the expert report. In a role playing session, interview techniques and demeanour are practised. In a concluding discussion, the training is commented on and evaluated by the trainees.

The workshop sessions are usually led by representatives from VSS-UNES-USU (who already have experience as experts in accreditation procedures) and a scientific collaborator of the OAQ. Additionally, "external" quality assurance experts from European organisations like ESU, EUA or ENQA are invited to share their experiences.

3.4.   Training of secretaries and chairs – NVAO

NVAO is the Accreditation Organisation of the Netherlands and Flanders. The organisation was established by international treaty and ensures the quality of higher education in the Netherlands and Flanders. NVAO is an independent public organisation which assesses and accredits programmes, carries out institutional audits and stimulates quality improvement and awareness. In addition, NVAO contributes to the improvement of the position of higher education in the Netherlands and Flanders in the national and international context.

NVAO has started to train all secretaries who assist expert panels that conduct programme review for (initial) accreditation and institutional audits. Secretaries are not part of the panels but they do write the reports produced by those panels. Consistency and coordination between panels will be facilitated because of this training. It is also a way of ensuring that the reports written are in line with the requirements of NVAO and to make the secretaries more

aware of their role and tasks. The training for the assessment of programmes consists of a two day course from 9.00hrs till 22.00hrs; one day a week. Half of the time is allocated to knowledge of the assessment framework, the application of it to a particular case, and development of assessment skills. This is done by instruction, group work using case work and simulating the whole of the assessment process through role play. Part of this training is a train-the-trainer in instruction of the panel members, in the interpretation of the standards of the assessment framework and in interviewing techniques. The other half of the time is allocated to the development of skills which are necessary for writing a report. The information and results of the assessment part of the training are used as input for the reporting part. The training leads to a conditional certification as secretary and/or coordinator for a year. A positive evaluation by the policy advisors of the NVAO of the quality of the actual reports which are handed in as part of the accreditation procedure will lead to a certification for a year. Each year the secretaries and coordinators will have to come back for a day of discussions and workshops.

In addition, NVAO has developed a two day training programme for (vice) chairs of the panels that conduct the institutional audits. The training programme is similar to that of the secretaries, except that the elements covering writing skills have been substituted by elements aimed to raise awareness of cultural differences between The Netherlands and Flanders. In contrast to the training of secretaries, the programme takes place during two consecutive days. Similar elements are the use of case work and role plays.

3.5.   Focus on cultural elements – NVAO

The cultural differences between The Netherlands and Flanders is one of the themes which the training of chairs for the institutional audits is constructed around. According to Hofstede's theory of cultural dimensions, there are no two countries in Europe that are at the same time geographically so close, but culturally so different. Being aware of these differences is important as both nations speak the same language, obscuring the very real cultural differences between both countries. The differences signalled by Hofstede have a profound impact on hierarchies, leadership, communication, decision-making and a host of other subjects that are relevant when assessing the quality culture, or management structures of a HEI. Recent (failed) mergers between Dutch and Belgian firms, in for instance the banking

sector, have made the necessity of accepting and understanding these differences all the more obvious. During the trainings chairpersons are made aware of those differences. NVAO hires an expert in the field of cultural differences between the two countries to teach this part of the programme. Methods used during the seminar include group discussions and a presentation of the results of research into cultural differences between The Netherlands and Flanders. Discussions focus on differences in hierarchies, decision-making and teaching and learning. NVAO ensures that every training has a good mix of both nationalities, which ensures that a stimulating debate on issues of leadership and quality can take place.

3.6. The use of knowledge tests – PKA

The State Accreditation Committee is an independent institution working within the higher education system in Poland for the improvement in the quality of education. The primary objective of the Committee is to support Polish public and non-public higher education institutions in the development of educational standards matching the best models adopted in the European and global academic space. These activities aim to ensure that graduates of Polish higher education institutions rank high on the national and international labour market, and to enhance the competitiveness of Polish higher education institutions as European institutions.

After carrying out trainings of the experts PKA conducts knowledge tests in order to establish the level of the experts. These knowledge exams have always a „pen and paper" form, but differ depending on the area of interest (in other words: group of experts to be trained). The content of the test depends on the group of experts to be trained / examined and is linked to the intended learning outcomes:

➢ student expert candidates receive training in legal aspects of the accreditation process which ends with tests assessing their knowledge and report writing skills (the ability to analyze legislation, synthesize information obtained, formulate conclusions and draft texts). The candidates who have passed the test undergo training on how to conduct site visits which also includes interpersonal skill training (the assessment covers communication, information retrieval, public speaking and self-presentation skills).

➢ formal expert candidates have to attend a site-visit (as observers) and summarize their observations in the form of a report which is assessed by an examiner (of course the

examiner is also present during the site-visit and can assess how the candidate has transferred the theoretical knowledge into practical tasks). According to the PKA resolution a candidate expert takes an examination assessing his/her knowledge and skills necessary to use it in practice. During the examination, the candidate performs on his/her own all tasks falling within the remit of a formal and legal compliance expert and subsequently draws up a site- visit report.

In both cases tests finalize the period of preparation and should be considered as a part of the training, but it should be clear that training is not an one-day event but rather a process (training covers the regulations applied in current activities of the PKA, i.e. generally applicable legislation as well as internal regulations and procedures of the PKA).

The purpose of the test is to ensure that experts of the PKA have extensive in-depth knowledge of the legal and organizational framework for the operation of HEIs, and know how to apply it during quality assessment procedures. If expert fails the exam she/he can try at another occasion.

3.7.   Online trainings – AACSB

AACSB International—The Association to Advance Collegiate Schools of Business is a global, nonprofit membership organization of educational institutions, businesses, and other entities devoted to the advancement of management education. Established in 1916, AACSB International provides its members with a variety of products and services to assist them with the continuous improvement of their business programs and schools.

In addition to in-person training, AACSB provides online training for its volunteer network. The online Volunteer Training program is a modular, web-based program covering a variety of topics that are beneficial to AACSB volunteers. The training is targeted towards existing and potential volunteers interested in serving as mentors to schools in the Pre-Accreditation Process or on Initial or Maintenance Peer Review Teams. Additionally, schools interested in learning more about accreditation and AACSB's processes benefit from completing the program.

The training is organized into 10 modules which cover a host of topics ranging from AACSB philosophies regarding accreditation to detailed information on AACSB's processes, roles and responsibilities of the various stakeholders and best practices. Each module is dedicated to a focused topic, thus enabling users to target their learning experience towards their specific needs. For example, individuals with extensive experience serving on Peer Review Teams but with little or no experience in a mentor role can focus on those modules that pertain to mentoring. This has proven to be a valuable aspect in drawing individuals to the training as they can customize the experience to their unique needs.

The modules are interactive in nature and utilize a variety of teaching methods to reinforce the concepts taught in the program. The aim when designing the training was to avoid a one-sided presentation in which the participant plays a passive role. To accomplish this, case studies, scenarios and quizzes are included to facilitate greater interaction and these tools also increase the transfer of knowledge to real-life situations. Furthermore, testimonials from seasoned volunteers sharing their experiences are embedded into many of the modules. In these testimonials, active volunteers share their experiences on various aspects of the accreditation process. This helps to heighten the participant's interest in serving in these roles as they hear firsthand from their peers about the benefits of doing so and this enhances the credibility of the program. Finally, the participants are able to access the many forms and templates covered in the training so they can follow along as these items are discussed in the training.

All of the above techniques have bridged the program from a purely informational session to a comprehensive training program. Once participants complete the program they have the foundational knowledge needed to move to the next step of on-the-job training.

4. Conclusions

The E-TRAIN survey has revealed the common elements of the QAAs' training practices. Almost all the QAAs asked carry out some kind of training of the experts. The survey has shown that the focus areas of the trainings are, not surprisingly, comparable and focusing on the QA process, national HE, and practical skills. The outline varies, though. Some use online trainings, some arrange seminars, some have trainings which lead to certification, and some combine the training with the pre-meeting before the site visit.

When looking at what is considered to be Good Practices practical elements are often highlighted. It is clear from the material that the QAAs find that the experts appreciate the practical elements of the trainings. This might have to do with the type of experts used by the QAAs, though. Typically the experts are well educated, experienced professionals who are used to looking at internal QA at HEIs. When being appointed as experts by the QAAs they have to adjust to a new setting, the external review of QA. Hence, the experts are knowledgeable on HE, QA etc., but may need to be customized to the role of the auditor. The good practices also show that quite a few agencies find it appropriate to specialise the training according to the background of the experts. An example of this is how the AACSB training is build up: "*Each module is dedicated to a focused topic, thus enabling users to target their learning experience towards their specific needs. For example, individuals with extensive experience serving on Peer Review Teams but with little or no experience in a mentor role can focus on those modules that pertain to mentoring.*" Other examples are how FIBAA distinguishes between newcomers and experienced experts, or NVAO trains secretaries and chairs separately. PKA and OAQ (among others) have separate student trainings. This knowledge is very useful when developing an overarching European training programme where the experts will have experience from various HE systems. One of the main challenges will be to customize the training according to the needs of all agencies. Through the Good Practices a mixture of ways in which to familiarise experts with different topics and to specialise the trainings have been disclosed.

Finally, this report has been one step on the way towards the development of a European training programme. The upcoming challenge will be how to combine the lessons learned from the survey and the Good Practices into a full-fledged European training programme where *"highly professional experts who bring in the international dimension into the national panels"* can be trained.

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Annex: Examples of training programmes

AUQA QUALITY AUDIT AND AUDITOR TRAINING PROGRAM

DAY 1: Monday 8 November 2010

	Time	Session	Session Leader
	From 9.30	**Assembly and Coffee**	
1.1	10.00	**Welcome**	Dr Michael Tomlinson Audit Director
1.2	10.10	**Introduction** **(TEQSA context and use of standards)**	Dr David Woodhouse Executive Director, AUQA
1.3	10.30	**The Audit** **(PPTs on Audit Scope, Focus, Stages and Process, including OADRI to have been read)** Speak to quality audit and OADRI (15 mins) Practical OADRI exercises (3 or 4) at the tables and selective feedback (45mins)	Dr Jeanette Baird Audit Director, AUQA
1.4	11.30	**Things an auditor does:** • **Auditing of SAIs and NSAIs** • **Audit tools & techniques** • **Standards** • **Protocols** [Introduction by PPT 20 min Discussion at tables 30 min Plenary points 10 min]	Mr Rob Carmichael Audit Director, AUQA
1.5	12.15	**Role-play #1: The Portfolio Meeting** 12.00-12.20pm Introduction 12.25-1.00 & 1.30-2.15pm Role play (split into groups) 　Tasks: a) identify key issues 　　b) draft an Audit Visit schedule	Dr Michael Tomlinson Audit Director, AUQA
	1.00	**Lunch**	
1.6	1.30	**Role-play #1: The Portfolio Meeting (cont)**	
1.7	2.30	**Plenary feedback and discussion of role play sessions**	Dr Michael Tomlinson AUQA Auditor
	3.00	**Coffee Break**	
1.8	3.30	**Auditing a Theme: Internationalisation** **(offshore issues; curriculum; English language, etc)**	Dr David Woodhouse Executive Director, Auditor
1.9	4.15	**Audits of Non Self-Accrediting Institutions** Exercise involving focus on a Quality Audit Factor	Dr Michael Tomlinson Audit Director, AUQA
1.10	5.10	**Quality assurance quiz** **Emerging questions**	Mr Rob Carmichael Audit Director
	5.30	**Close of Day 1**	
	7.00pm	**Dinner**	

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DAY 2: Tuesday 9 November 2010

	Time	Session	Session Leader
	8.15	**Assembly and coffee**	
2.1	8.30	**The Audit Experience – Self Accrediting Institutions**	Emeritus Prof Alan Lindsay Auditor from SAI
2.2	9.00	**Role play #2: The Audit Visit** 9.00 – 9.20 Introduction - plenary 9.20 – 10.45 split into 5 groups for Role play interviews (each group to split into interviewers and interviewees) • Develop interviewee questions	Dr Mark Hay AUQA Auditor
	10.45	**Morning tea (integrated into group work)**	
2.3	11.30	Plenary feedback and discussion of role play #2 sessions	Dr Mark Hay AUQA Auditor
	12.15	**Lunch**	
2.4	1.00	**The Audit Experience – Non Self-Accrediting Institutions**	Ms Elizabeth Anderson Auditor from NSAI
2.5	1.30	**Role play #3: Reaching a Decision** Introduction (15 min) 5 Groups to simulate decision making (30 min)	Dr Jeanette Baird Audit Director, AUQA
2.6	2.15	**Simulated exit meeting** 2 members of one group to attend another group to convey the outcome in a simulated exit meeting (15 min)	Dr Jeanette Baird Audit Director, AUQA
2.7	3.00	**The Progress reports & visits after an audit**	Dr Michael Tomlinson Audit Director, AUQA
2.8	3.30	**Discussion of issues arising from days 1 and 2**	Dr Mark Hay Audit Director, AUQA
	4.00	**Close**	

Note: The University of Queensland Portfolio will be distributed to all participants, but it is only the third chapter (Academic QA – Curriculum and Assessment) that will be used for group activities and the role play.

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TRAINING PROGRAMME OF THE QAA

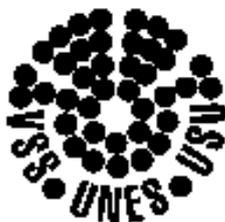|			
QAA Information		History and procedures of QAA Organisational charts of Reviews Group Introduction to QAA Guidelines for preparing programme specification Academic Infrastructure	
Training Information		Participant list Group list Learning Log Evaluation Form Biographies Expense form Floor plan Scarman House	
		Programme	
	Time		**Documents**
Session 1S	0900 - 1100	Session for Student auditors	1.S-1 1.S-2
	1100 - 1130	**Coffee break**; and registration for new arrivals	
Day 1		**Module 1**	
Session 1.1	1130 - 1145	Introduction and aims of audit training	1.1-1
Session 1.2	1145 - 1230	What is audit?	1.2-1
Session 1.3	1230 - 1245	Audit and its outcomes	1.3-1
	1245 – 1345	**Lunch**	
Session 1.4	1345 - 1430	Analysing briefing paper and SWS – based on the preparatory work - *Exercise 1*	1.4-1 Advance work materials
Session 1.5	1430 – 1630 **(Tea 1515-1545)**	Sources of evidence – *Exercise 2*	1.5-1 1.5-2 1.5-4
Session 1.6	1630 - 1700	Plenary	1.6-1
Session 1.7		Audit secretary session	
	1930	**Dinner**	
Day 2			
Session 1.8	0845 - 1000	Skills and support	1.8-1
	1000 - 1025	**Coffee break**	
	1025-1030	Introducing the Director of the Reviews Group	
Session 1.9	1030 -1100	Director of Reviews Group – overview	-
		Module 2	
Session 2.1	1100 -1130	The audit process – briefing visit	2.1.1 2.2.
Session 2.2a	1130 - 1200	Enhancement	2.2a-1 2.2a-2
Session 2.2b		The European dimension	

Session 2.3	1200 - 1230	Audit Trails	2-3-1
	1230 - 1330	**Lunch**	
Session 2.4	1330 - 1420	Phases of audit process	2.4-1
			2.4-2
Session 2.5	1420 -1445	Preparing for meetings and effective meetings	2.5-1
			2.5-2
			2.5-3
Session 2.6	1445 -1800	Practical Exercise around a meeting with senior institutional managers	2.6-1
			2.6-2
			2.6-3
			2.6-4
	1930	**Dinner**	
Day 3		**Module 2 continues**	
Session 2.7	0845 - 0900	Questions and reflections	2.7-1
Session 2.7a	0900 - 0945	Collaborative provision Postgraduate research Degrees Public Information	2.7a-1
			2.7a-3
			2.7a-4
			2.7a-5
			2.7a-6
			2.7a-7
Session 2.8	0945 - 1015	The audit process – audit visit	2.8-1
			2.8-3
	1015 - 1040	**Coffee break**	
Session 2.9	1040 - 1120	Judgements, commentaries, recommendations and features of good practice	2.9-1
			2.9-4
Session 2.10	1120 - 1230	Recommendations and Reporting	2.10-1
			2.10-2
			2.10-3
			2.10-5 - handout
	1230 - 1330	**Lunch**	
Session 2.10	1330 - 1400	Recommendations and Reporting continued	
Session 2.12	1400 - 1420	QAA briefing	2.12-1
	1420 - 1430	**Short break**	
Session 2.13	1430 - 1500	Timeline and evidence	2.13-1
Session 2.14	1500 - 1515	Questions and reflections	2.14-1
	1515	Depart	

ESU TRAINING PROGRAMME

	13/07	14/07	15/07	16/07	17/07
9:30	**Introduction:** Name games Aims and learning outcomes Intro to ESU and CoE Expectations	**Practical work in small groups** followed by group presentations and discussion on the second part of European Standards and Guidelines (ESG) about external QA (K.B.Nielsen)	**Practice** on active listening (S.Mursec)	**Role Play** Debriefing in a big group. Lessons to be learned. (N.Heerens)	**Presentation** on student experts' role in the pool (A.Päll) Definition of main areas of discussion on the development of the pool
11:00	**Break**	**Break**	**Break**	**Break**	**Break**
11:30	**Introduction:** Experience of the participants in QA **Group presentations and discussion** on what is important for students in quality of higher education? What is quality and how to assure it? (R.Santa)	**Presentation** and discussion on the Institutional Evaluation Programme (IEP) of the European University Association (EUA) and it's relation to ESG (D.Kladis)	**Role Play** Introduction to the role play and preparations in review groups - reading the self-evaluation report and preparing for the review. Argumentation building exercise (S.Mursec)	**Presentation** of ESU's student experts' pool on quality assurance (A.Blättler, A.Päll) **Knowledge Cafe** brainstorming on participants perspective on the experts' pool (N.Heerens)	**Consensus building exercise** in small groups on the development of the experts' pool (A.Päll, S.Mursec)
13:00	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**	**LUNCH**

14:30	**Overview presentation** and discussion of developments in the quality assurance in Europe. What is ESU's role in it (B.Carapinha)	**Presentation and practical work in small groups** followed by group presentations and discussion on the third part of European Standards and Guidelines (ESG) about quality assurance agency reviews (B.Carapinha)	**Role play** Conducting the review	Free afternoon	**Presentations** of group works and **discussion** over the development of the experts' pool. Defining desired outcomes (A.Päll) **Looking back at the Study Session** - conclusions (R.Santa)
16:00	**Break**	**Break**	**Break**		**Break**
16:30	**Presentation** of internal quality assurance and quality enhancement (K.B.Nielsen) **Practical work in small groups** followed by group presentations and discussion on the first part of European Standards and Guidelines (ESG) about internal QA	**Presentation and discussion** on how to communicate and act in the experts' panel (Good cop vs Bad Cop) (D.Kladis, B.Carapinha)	**Role play** Review report drafting Presentations of review conclusions by review teams		Evaluation of the session and dissemination of materials. Photo opportunity.
19:00	**DINNER**	**DINNER**	**DINNER**	**DINNER in Town**	**DINNER**
20:30	**Evaluation Groups**	**Evaluation Groups**	**Evaluation Groups**		
					Farewell Party

Verband der Schweizer Studierendenschaften
Union des Etudiant·e·s de Suisse
Unione Svizzera degli Universitari
Uniun svizra da studentas e students

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CH – 3001 Bern	Fax +41 31 382 11 76	www.vss-unes.ch

Einladung für den 4. September 2010 nach Bern
Qualifizierungsseminar Akkreditierung (Grundschulung)
Studentischer Akkreditierungspool des VSS

Der Studentische Akkreditierungspools bietet am Samstag, dem 4. September in Bern, voraussichtlich an der Fachhochschule für Soziale Arbeit in der Hallerstrasse 8 (Situationsplan: http://www.soziale-arbeit.bfh.ch/index.php?id=147), eine Grundschulung für studentische ExpertInnen an. Die Teilnahme ist offen für alle interessierten Studierende!

(bitte Bewerbungsanleitung beachten: www.vss-unes.ch > Dossiers> Akkreditierungspool)

Voraussichtliches Programm

09:15	Begrüssung und Vorstellung
09:30	Einführung in die Hochschullandschaft der Schweiz
10:00	Gegenstand und Ziele von Qualitätssicherung und Akkreditierung
10:45	*Pause*
11:00	Grundlagen der Qualitätssicherung und Akkreditierung
12:00	*Mittagspause (Verpflegung wird gestellt)*
13:00	Standards und Analyse der Selbst-Evaluation (Organ für Akkreditierung und Qualitätssicherung, OAQ)
15:00	*Pause*
15:15	Rolle von ExpertInnen - Erwartungen an die Studierenden
15:45	Gesprächsführung und Auftreten : Rollenspiel
17:15	Pause
17:30	Schlussdiskussion und Evaluation
18:00	Apéro

Die Teilnahme an der Grundschulung ist eine Voraussetzung, um als studentische Expertin / studentischer Experte für ein Akkreditierungsverfahren vorgeschlagen zu werden! Erst nach der Schulung erfolgt die Aufnahme in den Pool. Nur so können wir gegenüber unseren PartnerInnen (= Hochschulen und Akkreditierungsagenturen) unser Versprechen einlösen als Studierende aktiv und kompetent unseren Beitrag für die Qualitätsentwicklung zu leisten.

Anmeldung zeitig unter www.vss-unes.ch > Interner Bereich
Betreff: QS-Schulung / Deadline **16. August.** Merci!

NVAO Programme for the training of chairs

Day 1

9.30 h   Start

10.00 h   Introductions

Welcome session by the chair of NVAO and a discussion of the strategic meaning of institutional audits

11.00 h   **Part 1: The system of the Institutional Audit**

                 - Overview, audit framework

                 - Quality Assurance in a wider perspective

                 - Leadership, what is it, and what does it mean?

12.30 h   Lunch

13.30 h   **Part 2: role and attitude of the auditor**

                 - dialogue on the participants earlier experiences as auditors

                 -the art of asking questions ('leading questions')

15.00 h   **Part 3: case work** (in small groups)

                 - Case work and discussions

                 - Role play; part 1

17.30 h   **Part 4: the role of the Chairperson**

                 - Lessons learned from the case work and the role play

                 - What are the challenges for the chairperson?

19.30 h   **Dinner where a prominent decision maker in higher education (eg. a vice-chancellor, a professor, president of a Scientific Academy, etc) is present**

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Day 2

7.30 – 8.30 h   Breakfast

9.00 h   **Part 5: Diversity (in organizations and culture)**

                - Organization culture

                - Dealing with cultural differences: Flanders – The Netherlands

11.00 h   **Part 6: Judgments: Formulating committee views**

                (return to the case in small groups)

                - Judging

                - Formulating judgments and peer review

12.30 h   Lunch

13.30 h   **Part 7: Giving feedback**

                - Influencing

                - Practice in small groups

                - Evaluations

15.30 h   **Evaluation of the programme**

16.30 h   End

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TRAINING PROGRAMME OF ANECA

The ANECA´s training is organized depending on the expert´s profile and on the assessment he or she is going to participate.

The content of the sessions depends on the role of the expert (secretaries, presidents, students, professionals and international expert). The duration of the training is half a day. There is one special training sessions for the commission as a group. The duration is one day. The content and the methodology of the training sessions depend on the expert role.

The general contents of the training (for a novel expert) are:

1. Perspective of the assessment and its implication

1.1. Changes related with the Law and the requirements to design the studies' program

1.2. The European Higher Education Area and the accreditation of the official Spanish degrees

1.3. Concept of the studies 'plan and its assessment.

2. Process and tools of assessment

2.1. Steps of the accreditation process and the stakeholders of it.

2.2. The assessment process. The Commissions´ structure, composition and work.

2.3. Tasks of the different roles

2.4. Criteria and guidelines

2.5. Procedures and tools. How to manage the software for the assessment process.

3. Behavior of the experts and team-work

3.1. The work of the expert. How to argue the judgments. Credibility and responsibility.

3.2. Ethical aspects.

3.3. The work of the Commission

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