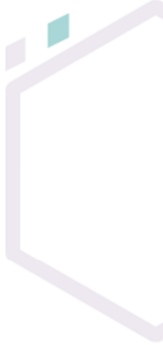


Using risk analysis and indicators to assure programme quality in institutional reviews

Dr Øystein Lund

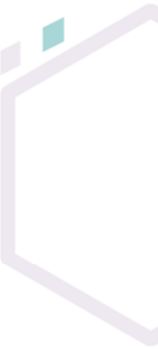
- 
- Using risk analysis and indicators to assure programme quality
 - in institutional reviews

- Using risk analysis and indicators to assure programme quality
and institutional reviews

Culture and History

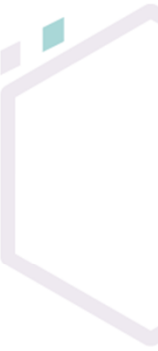
- the Norwegian context

- Norwegian culture:
 - Autonomy and trust
 - Balanced with order and control
- “...the simple way is often the best way”



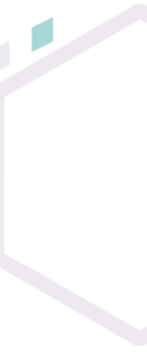
Activities in QA

- Initial accreditation of institutions and study programs
- External Quality Assurance
 - Audited by NOKUT every 4-8th year
- Supervision of study program accreditations (and institutional accreditation)
 - Academic fields
 - Thematic
 - Risk based towards study programs



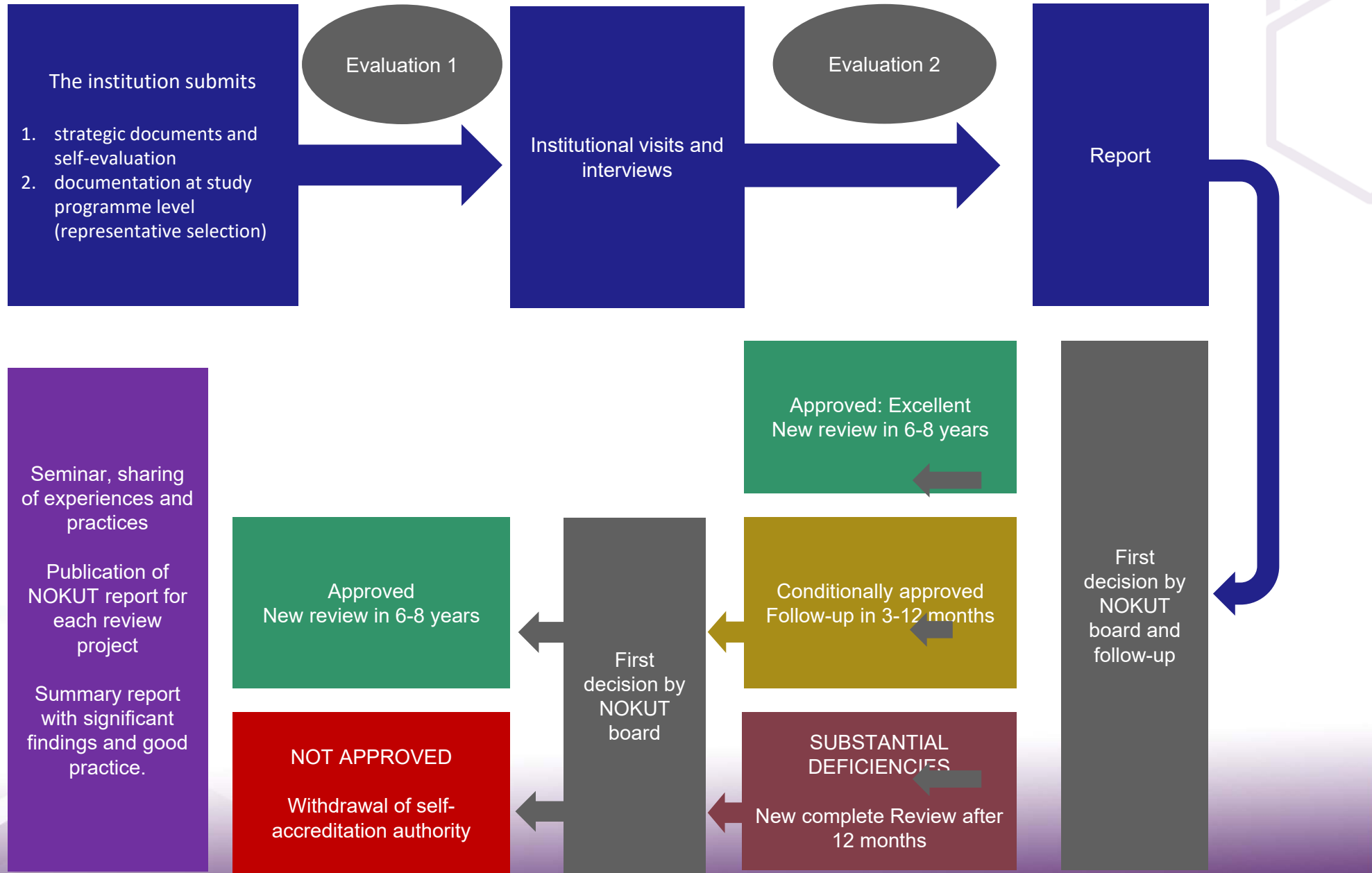
Audit of institutional Quality Assurance





«To what extent can society trust the institutions, when they claim to have high-quality education?»



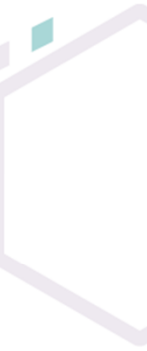


The institution submits

1. strategic documents and self-evaluation
2. documentation at study programme level (representative selection)

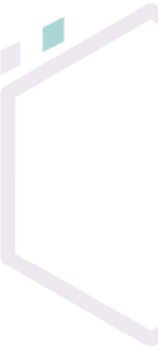
Requirements for systematic quality assurance practices

1. Mechanisms to **ensure** that all study programs meet the requirements in national laws and regulations – at all times.
2. Systematically collect information from relevant sources in order to **assess the quality** of all study programmes.
- 3 **Enhance the quality** of the institutions' study programmes
4. Uncover instances of deficient quality. **Deficient quality** must be rectified within a reasonable time.
5. The institutions shall carry out periodic **evaluations** of their study programmes.



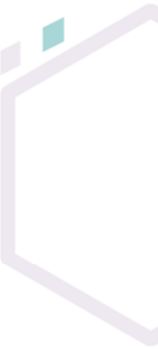
Risk analysis...?





Activities in QA

- Initial accreditation of institutions and study programs
- Quality Assurance in the institutions
 - Audited by NOKUT every 4-8th year
- Supervision of study program accreditations (and institutional accreditation)
 - Risk based
 - Academic fields
 - Thematic
 - Study programs

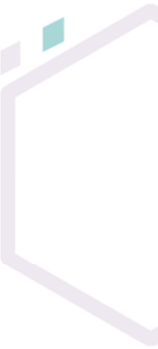


Activities in QA

- Initial accreditation of institutions and study programs
- External Quality Assurance
 - Audited by NOKUT every 4-8th year
- Supervision of study program accreditations (and institutional accreditation)
 - Academic fields
 - Thematic
 - Risk based towards study programs

Using risk analysis and indicators to assure programme quality

- In NOKUT's direct supervision of study programs
(NOKUT can initiate supervision processes at any time, for any reason)
- In NOKUT's selection of Study Programs included in the *Audit of the institution's quality work. (External quality assurance)*
- A model used by the institution's in order to secure the quality of their own Study Program Portefolio (*Internal Quality Assurance*)



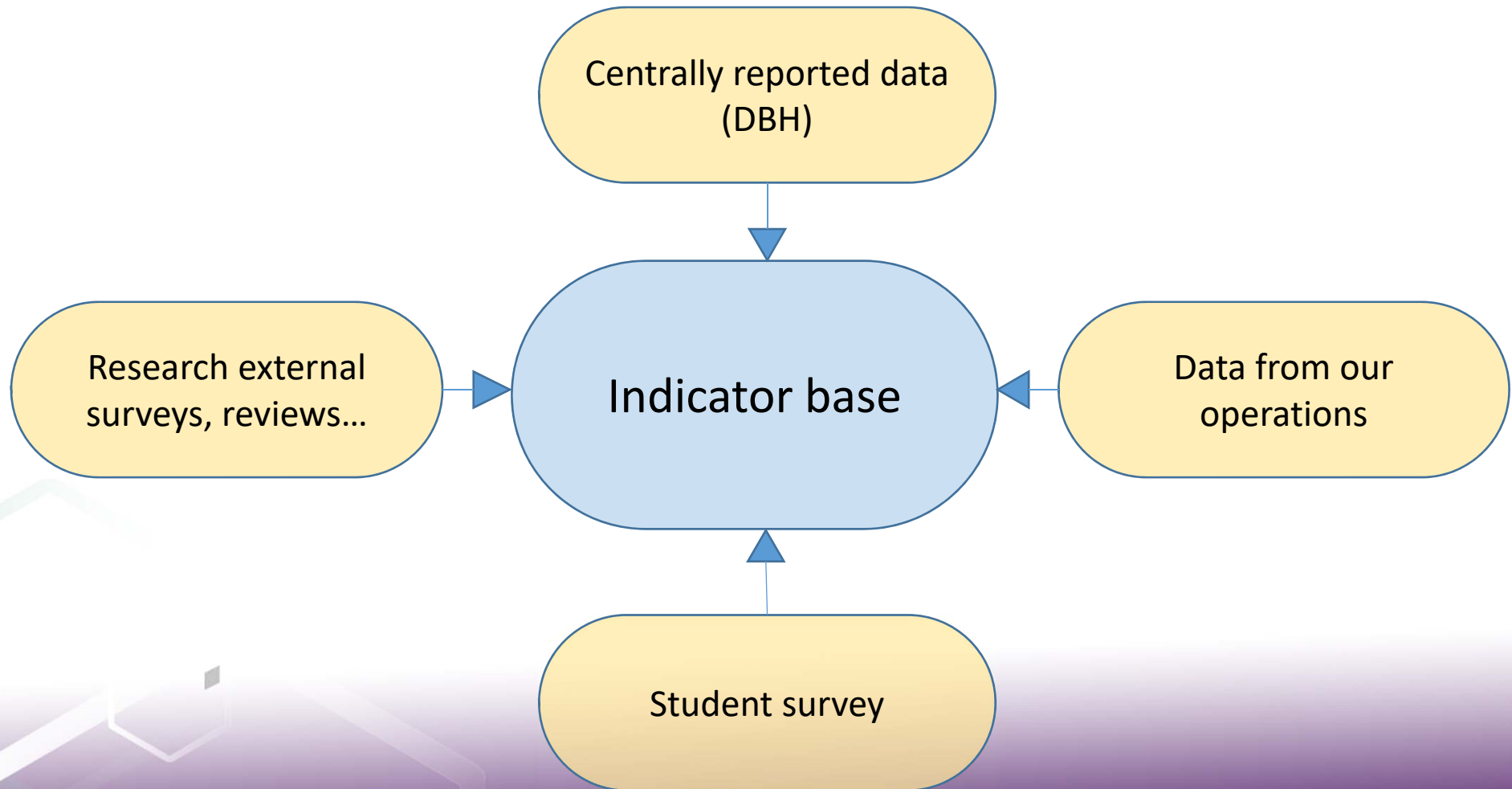
NOKUT's Risk based supervision of Study Programs



Risk based?

- We monitor reported data, surveys and complaints
 - uncover indications of study programmes that are not sufficiently controlled by the institutions
- NOKUT can initiate supervision processes at any time, for any reason
- Our main goal is, however, that the Universities themselves will rectify programs with unsatisfactory quality.

Input

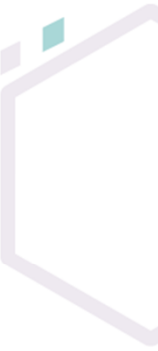


Quantitative indicators

- Faculty –
 - Student-faculty ratio
 - Competence level of the academic community
 - Research results
- Results
 - Deviation from predicted average grade – Regression controlling for secondary school grades and subject field
 - Graduation rates
- Students' perception of quality
 - Overall satisfaction
 - Satisfaction with teaching and learning
 - Students time spent on studies
- We use thresholds on all indicators to identify possible «weak» study programs

Utilize the knowledge base for action

- Assessment in relation to the average in the academic field
- Assessment towards criteria
- Assessment compared to time series of results



Sample of sorted data (without programme names)

D	I	M	N	P	Q	R
Nivå	Fagmiljø	Studiebarometeret	Karakterbidrag_	Bekymringsmelding	Totalt	Missing
Bachelor	2			3	5	5
Bachelor	2			3	5	5
Bachelor	2	2	1		5	1
Bachelor	2	0	0	3	5	1
Master 5-årig/Profe	4	1			5	1
Bachelor	1	3			4	2
Bachelor	0	2	0	2	4	1
Bachelor	3				3	5
Bachelor		0		3	3	5
Master 2-årig	3				3	4
Master 2-årig	3				3	4
Høyskolekandidat	3				3	4
Bachelor	0	3			3	2
Bachelor	1	2			3	2
Bachelor	1	2			3	2
Bachelor	1	2			3	2
Bachelor	0	1		2	3	2
Master 2-årig	2	1			3	1
Bachelor	0	2	1		3	1
Bachelor	3	0	0		3	1

OKUTs model for supervision of accreditations

Revision: expert assessment of programs or institutions ability to fulfil every paragraph in relevant laws and regulations

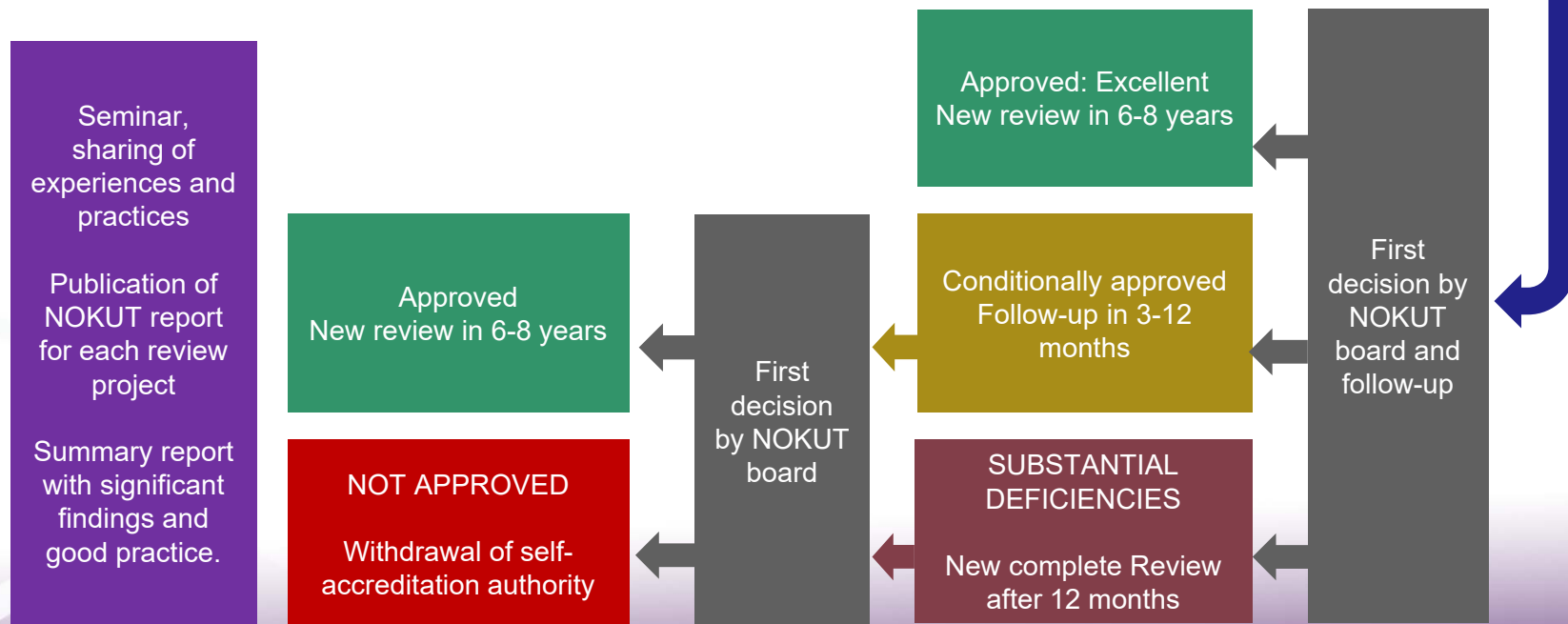
Development phase: Where there are indications of quality issues which can be corrected within a reasonable time frame, the institution is given a deadline for documenting compliance.

Dialogue meeting: NOKUT invites the institution to a dialogue in order to build a clear understanding of the situation.

NOKUT initiates a supervision process: NOKUT informs the institution about the process, and gives the institution a relatively short time to produce documentation and their own assessment of their compliance to laws and regulation.

Long term plan for supervision: strategic priorities aiming at over time covering the wide spectrum of studies

Indication based prioritisation: a yearly review of information from different sources – publicly available databases, the national student survey, information from NOKUT's other processes and concerns from individuals and other actors in the sector – resulting in recommendations for study programs which should be looked into



The institution submits

1. strategic documents and self-evaluation
2. documentation at study programme level (representative selection)

Key issues that has been discussed

- Should we evaluate the quality of study programs within the audit?
- Should we evaluate the **QA** in the Study programs within the audit?
 - Should we look at a **representative selection** of study programs?
 - Should we use our **background knowledge** when looking into the representative study programs?
 - Or should we use our background material in order to look into QA in **weaker programs** (Risk based)?
 - We might **suggest to the institutions** to use a risk based approach in order to have mechanisms for systematically ensuring that all study programs meet the requirements.

Using risk analysis and indicators to assure programme quality in institutional reviews

Dr Øystein Lund



SD DATABASE FOR STATISTIKK OM HØGRE UTDANNING

- Oppen
- ing
- asjon
- en
- ortalen
- ce
- statistikk
- atabasen
- gskanaler
- S

NSDs Database for statistikk om høgre utdanning (DBH) inneholder et bredt spekter av informasjon om hele den tertiære utdanningen i Norge som inkluderer universiteter, høyskoler og fagskoler. Datatilbudet er åpent tilgjengelig. [MER...]

Statistikk fordelt etter område

Studenter



Søkere, opptak, studenttall, eksamener, studiepoengproduksjon, kandidater, studietilbud

Doktorgrader



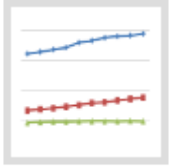
Avlagte doktorgrader, personer i organisert doktorgradsutdanning, gjennomstrømning

Vitenskapelig publisering



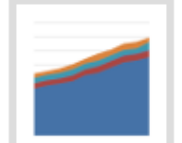
Publikasjonspoeng, forfatterandeler, artikler, monografier

Tilsatte



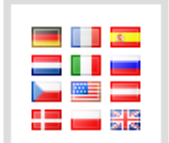
Antall årsverk, gjennomsnittsalder, aldersintervaller

Økonomi



Regnskap, budsjett, økonomidokumenter

Internasjonalisering



Utvekslingsstudenter, studenter med utenlandsk statsborgerskap

Google Tilpasset søk Sø

Aktuelt

Tilsatte 2017

2017-tall for tilsatte ved universiteter og høyskoler finnes nå i DBH-statistikken. [MER...] [ARKIV...]

Nyheter

Regnskap, 2. tertial

Økonomitall for 2. tertial 2017 for UH-institusjoner, samt NOKUT og SIU finner du på NSDs sider. [MER...]

Halvårsregnskap 2017

Halvårsregnskap 2017 for fagskoler og private høyskoler er nå tilgjengelig. [MER...]

Årsregnskap studentsamskipnader

Se studentsamskipnadenes årsregnskap på NSDs sider. [MER...]

[ARKIV...]

DBH i media

Database for Statistics on Higher Education (DBH)

- Database for Statistics on Higher Education (DBH) is a data warehouse which holds data on a broad range of topics in the sector of higher education and research in Norway. This includes data about students and PhD candidates, educational institutions, scientific publications, staff, finances, building area in square metres, as well as information about stocks and shares held by higher educational institutions.
- It functions as an important steering and decision-making tool by providing quantitative parameters for use by both the Ministry, as well as the educational institutions and other authorities. Data collection is achieved through close collaboration with the institutions. NSD has developed statistics reports and several web portals in order to collect and highlight key parameters for the governing of the education sector.