

Institutional and Programme Reviews in Europe: The State of the Art

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Overview

- Observations on external QA developments in Europe
- Implications of moving from programme level EQA to institutional EQA
- Why and how to organise programme reviews internally

External QA developments

- Continuous changes in HE and external QA (EQA)
- Diversity
 - ✓ Purposes of HE
 - ✓ Differences in HE systems including division of labour
 - ✓ Historic and cultural differences
 - ✓ Purpose of QA
- Importance of context
- Overarching framework: the ESG

External QA developments

- 24 countries in the EHEA have at least one EQAR-listed QA agency

Only three systems - Belgium (French Community), the Czech Republic and Sweden - now focus more exclusively on programmes (although in the French Community of Belgium there are also elements of institutional evaluation) and another three countries - Bosnia and Herzegovina, Finland and the United Kingdom - focus on institutions. Overall, this picture suggests that quality assurance systems are becoming more complex, and dealing with more information at different levels (EC/EACEA/Eurydice, 2015, p. 91).

Towards institutional EQA

- QA system design impacted by interplay between
 - ✓ Trust
 - ✓ Maturity
 - ✓ Self-confidence

- ESG 1.9

On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

From programme to institutional EQA

- Programme and institutional EQA as alternatives
- Diversity of institutional approaches - again
 - ✓ Focus on internal QA systems
- Attention to provision of public information - ESG 1.8
 - Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.*
- Possibility to react more quickly to changes
- Increased autonomy and accountability

Trends 2018: key results

- Growing emphasis on learning & teaching
 - ✓ increased attention to L&T throughout the institution (92%)
 - ✓ L&T strategy (86%)
 - ✓ central unit for L&T (65%)
- Pressures
 - ✓ recent/ ongoing national reform (74%)
 - ✓ increased expectations from
 - employers/ professional sector (83%)
 - students' towards teachers (91%)
 - ✓ increasing
 - diversity of the study body (85%)
 - acceptance of digital learning (90%)
 - demand for flexible provision
 - emphasis on social inclusion

Changing approaches in L&T

Flipped classrooms

- 15% very useful
- 39% to some extent
- 13% does not work

Problem-based learning

- 43% works well
- 44% to some extent
- 4% no use

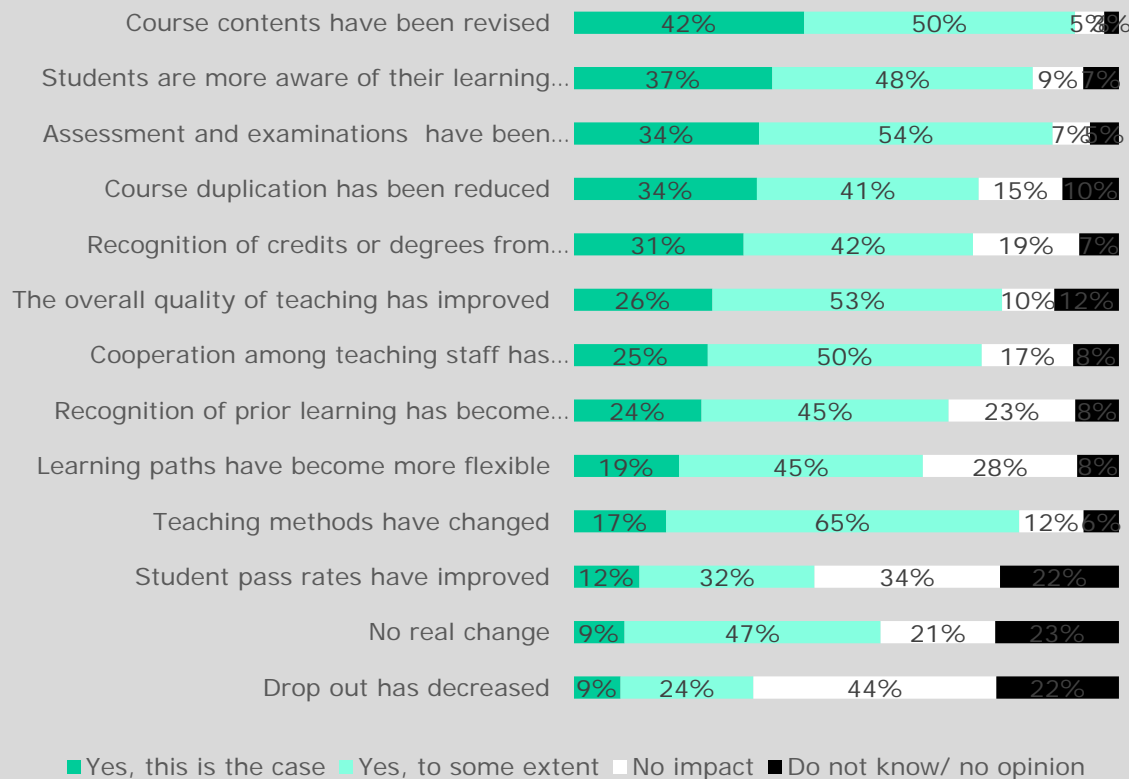
Research on L&T

- 67%
- Central structure 27.1%
- Learning analytics 12.9%

91.2% have developed learning outcomes

75.6% for all / 15.6% for some courses

Effect of the introduction of learning outcomes



LO at all institutions for all programmes

- Belgium FL
- Netherlands
- Sweden
- UK
- Only 2 HEI 'no'
- 8 HEI 'no info'
- Some positive impact
- But not on drop out

QA on learning outcomes

Ensuring that course provision is in line with the intended LOs



On-going monitoring

- A key component of any internal QA system
- Multiple tools, e.g.
 - ✓ Feedback surveys
 - ✓ Focus groups or other kinds of events to collect feedback
 - ✓ Monitoring data/indicators
 - ✓ Studies on for ex. student workload
 - ✓ Yearly self-reflection meetings/seminars
 - ✓ External examiner
 - ✓ Peer-review
- How introduced and implemented more important than the tool itself?

Periodical review of programmes within HEIs

- Not much existing European level data
- To be considered
 - ✓ How often?
 - ✓ What kind of procedure?
 - Relation to on-going monitoring
 - Balance between robustness and workload
 - Tailor to the needs of the institution
 - ✓ External and/or international input?
 - ✓ Explicit follow-up procedures to take action as needed
- All in all, fitness-for-purpose

More on QA challenges in Europe

- EQUIP Breakfast event on 28 Feb from 8:30 to 10:30, at the Fondation Universitaire, Brussels
- EQUIP webinar on 29 Feb from 14:00 to 15:00 CET
- More information and registration: <http://www.equip-project.eu/>