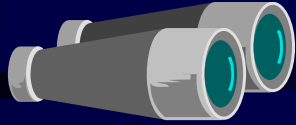


Focus (subjects) of external QA in Higher Education

Tibor Szanto
CARDS 2003

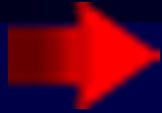
In-house seminar for AZVO, Zagreb, 18 December 2006



In this seminar

- I. Institutional / faculty evaluation
- II. Progr. evaluation: existing programmes
- III. Progr. evaluation: new programmes
- IV. Thematic evaluations

Recapitulation: seminar No. 2



Evaluation Accreditation Audit

(Inst. / QAS)
(Exist. progr.)
(New progr.)
(Theme)

EUA		FINHEEC
	NVAO	

Examples in this seminar



(Evaluation) (Accreditation) (Audit)

Inst. / faculty

Exist. progr.

New progr.

Theme

CNE		
EVA-QAA		
	HAC	
HSV		

Note on terminology

The word “*evaluation*” in this presentation is used in the general, overarching sense, thus *including* all the major types of external QA (*evaluation* in the narrow sense, *accreditation, audit*).

“*Review*” is used as a synonym of “evaluation” in the wide sense.



Note on scope



External evaluation procedures and methodologies discussed in this presentation can generally also be used for internal evaluation purposes.

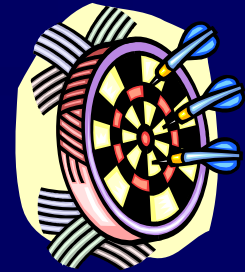
That is, they are relevant for the internal QA of HEIs as well. (Seminar No. 1)

I. Institutional / faculty evaluation

Subject: HEI (faculty) as a whole

Possible areas to be reviewed

- a) mission, goals, strategy
 - b) organisation and management
 - c) resources (finance, staff!), infrastructure
 - d) launching and monitoring of programmes
 - e) student support on the HEI (faculty) level
 - f) internal QA on the HEI (faculty) level
- ... and more ...



See still ESG Part I.

I. Institutional evaluation - Areas

a) Mission, goals, strategy

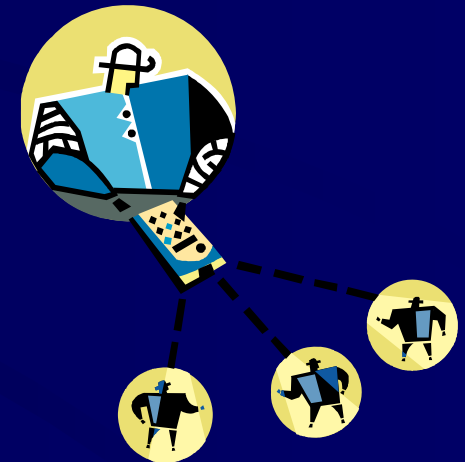
- Clearly defined? (Do they exist?)
- Available to all?
- Essentials covered? (e.g. students, staffing)
- Resources available?
- Implementation?
- Monitoring?
- Feedback?



I. Institutional evaluation - Areas

b) Organisation and management

- organisational structure
- management practices
- roles and responsibilities
- information system
 - evidence based decisions!
- feedback
 - measures for change!
- capacity for change



I. Institutional evaluation - Areas

c) Resources, infrastructure

- financial resources, future perspectives
- human resources
 - instructors; recruitment, appointment, promotion
 - qualifications, competence
 - staff development, training
 - “means to remove” (ESG 1.4, Guidelines)
- physical resources (classrooms, labs, IT, library)



I. Institutional evaluation - Areas

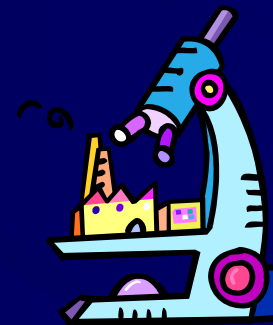
d) Launching and monitoring of programmes

Formal internal mechanisms!

- approval
- periodic review (internal initiation!)
- (+ external national review)

see ESG 1.2

More on that later.



I. Institutional evaluation - Areas

e) Student support on HEI / faculty level

- physical resources (IT, lodging, catering, etc)
- human support
 - administration
 - counselling (e.g. finding jobs)
(+ in relation to given programme)

see ESG 1.5



I. Institutional evaluation - Areas

f) Internal QA on the HEI (faculty) level

Remember seminar No. 1

(slide No. 39)





(What to advise to HEIs? – 5)

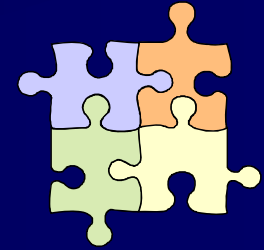
The QAS, system elements

1. Qual. document ← (strategy ← SWOT / mapping) **P**
 - Quality goals (What?)
 - Mechanisms, procedures (How? All major activities!*)
 - Roles and responsibilities (Who? Involvement of students!)
2. Implementation **D**
3. Feedback and monitoring **C**
 - Internal (e.g. surveys, self evaluation)
 - External
4. Acting on findings, enhancement measures **A**

Closing the quality loop.

* ESG, Manual by H. Glanville p.33-34.

I. Institutional evaluation – Features_{/1}



Reference points:

- mission, goals of inst./faculty, and/or
- predefined criteria (dimensions), and/or
- SWOT

Review team:

peer / profess. / QA expert / student / secretary

Report:

description – analysis + judgements – conclusions

Results:

- evaluation + recommendations
- accreditation or audit decision (+ recommendations)
(→ state recognition / publicity)

I. Institutional evaluation – Features_{1/2}

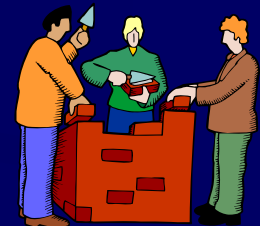
Focus:

- quality enhancement
- accountability

Follow-up: useful

Some principles to observe:

- aims of review → methods, criteria
- evidence based judgements
- partnership
- professionalism ...
(more on that in coming seminars on methodology)



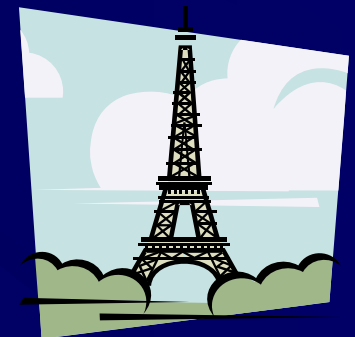
I. Institutional evaluation – Example: CNE

The French QA system: VERY complex

CNE = *Comité National d'Évaluation*

- founded in 1984
- 1989 on: reports to the President of the Rep.
- Board (25, by Pres. Rep.) + staff (24)
- responsible for institutional evaluation (public inst.)
- + “cross-cutting” evaluations (themes, discipl.)

www.cne-evaluation.fr/versions/anglais.htm



I. Institutional evaluation – CNE



Procedure (~ 1 year)

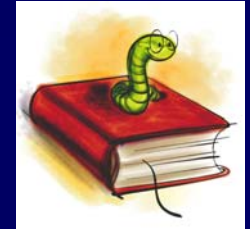
- (CNE schedule)
- “people in charge” for the given eval. (CNE team)
- CNE team visit to HEI
- self-evaluation of HEI (2-3 months)
- experts selected by CNE team
- peer-review, visit (3 days)
- confidential report by the expert team
- draft report by CNE, → plenary → HEI (dialogue)
- final, public report by CNE, recommendations
- ~ 400 hard copies sent out + internet

I. Institutional evaluation – CNE

Handbook of standards*

Three chapters (areas of eval., cf. slide 5)

- education policy
- research policy
- management



Structure *see handout*

- headings (thematic grouping of standards)
- standards (26 + 8 + 29)
- good practices (examples)

Qualitative standards only (documents, processes)
(T.Sz. comment: structure > content)

* www.cne-evaluation.fr/WCNE_pdf/LDRCNE_English.pdf

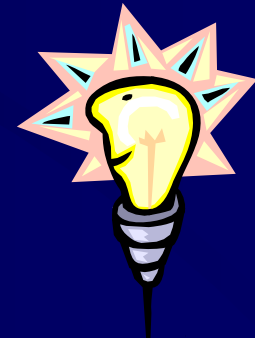
I. Institutional evaluation – CNE

Philosophy

- *Handbook* as guidelines
- evidence-based process
- self-evaluation as a progress tool
- HEI to be aware of its strenghts and weakn.

Remember (Seminar No. 1)

To do it better, to make it conscious.



Questions, comments?



II. Programme evaluation – operating programmes

Subject: individual study programme

Options for implementation:

- one programme only
- all programmes at a faculty / HEI
- similar programmes in the country
disciplinary (or parallel) evaluations
- international evaluations
 - individual progs, e.g. ENQA TEEP 1-2, EPAS
 - disciplinary eval.

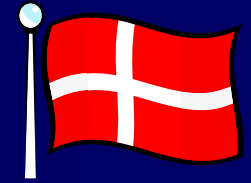
Possible areas to be reviewed:

see example below!

(+ H. Glanville's Manual, Ch. 4)



II. Operating progs – Example: EVA - QAA



EVA = *Evalueringsinstitut*, Denmark

- founded in (1992 →) 1999
- scope: (HE →) all levels of education (!)
- Board (11, by Minister) + Comm. of Repr. (27, by stakeholders) + staff (70)
- tasks: eval, accred, audit, knowledge centre; e.g.
 - disciplinary evaluations (+ themes, etc.)
 - institutional accreditation (CVUs)
 - programme accreditation (professional Ba)

www.eva.dk/About_EVA.aspx



Joint EVA – QAA project (2005-06)

Review of chemistry programmes in DK and UK

Features:

- 5 DK (BaMa) + 4 UK (integrated) progs
- internat. panel (3) + project man., QA (5)
- “classic” methodology, criteria based (ESG!)
- + labour market survey in DK
- published report
- comparative perspectives without ranking + evaluations by programmes (DK)

Self-evaluation (← Guidelines!)

1. Educational context

- programme description
- facts and figures
- strengths and weaknesses
- future developments



2. Criteria



- student learning experience
- quality assurance



Criteria

see handout

1. Student learning experience

1.1 Aims

1.2 Degree and programme structure

1.3 Learning outcomes, competences

1.4 Teaching and learning methods

1.5 Assessment methods

+ subcriteria, questions

II. Operating progs – EVA - QAA

Criteria, cont'd

see handout

2. Quality assurance

2.1 Policies and procedures

2.2 Approval, monitoring and reviews of progs
and awards

2.3 QA of teaching staff

2.4 Learning support

2.5 Information systems

2.6 Public information

+ subcriteria, questions

Lessons for AZVO?

Possible aspects, elements of investigation of the quality of the programmes (and HEIs?)

- Facts and figures (“indicators”?)
- Criteria (Qualitative?)
- (SWOT) analysis



Questions, comments?



III. Programme evaluation – new programmes

Subject: study programme to be launched

Quality check options:

- a) by QA agency
→ permission (licence) to operate
- b) by HEI itself (self-accreditation)
- c) after launching only (= operating progr, see part II.)

Don't forget: HEIs should have formal internal mechanisms for approval of progs before launching
see ESG 1.2

III. New progs – Example: HAC



HAC = Hungarian Accreditation Committee

- founded in (1992) 1993
- scope: inst + progr, oper. + new, public + private
- Body (29, by delegation) + Secretariat (21)
- tasks: expert opinion (accr, regul), advice to HEIs
 - institutional accreditation (incl. opinion on QAS)
 - programme accreditation
 - disciplinary evaluations + accred
 - opinion on professorial appointment

www.mab.hu/english/index.html

III. New progs – HAC

Features of the Hungarian system (progr. level)

- Ba programmes defined on the national level (consultation process → gov. decree)
- “Programme and Graduation Requirements” (PGR) for each progr. (“Establishment”, HAC opinion)
- HAC positive opinion needed for launching
- → Registration Office
- appeal system (HAC Appeals Committee, 2nd opinion)
- minister still can give permission to operate after second negative opinion of HAC

Criteria (Ba – Ma separate!)



1. Staff requirements (instructors)

1.1 person responsible for progr.

1.2 persons responsible for specialisation

1.3 persons responsible for subjects

- in general (max 25 credit per instructor)
- main subjects (Ba: 50 % PhD, 2/3 FT)
- final (diploma) exam subjects (senior, 2/3 FT)

1.4 type of employment (of all instructors)

quantitative requirements!

Criteria cont'd

2. Progr content (in relation to PGR)
 3. Research
 4. Infrastrucure
 5. Capacity (in relation to field, branch of progr.)
 6. Foreign language requirements (for progs in Hung.)
 7. Progr. offered in foreign language
- + special requirements as to individual disciplines



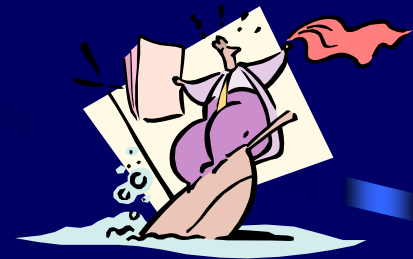


AZVO experience with accreditation of new programmes?

IV. Thematic evaluations

Subject: theme relevant to current state or national strategy of HE, as e.g.

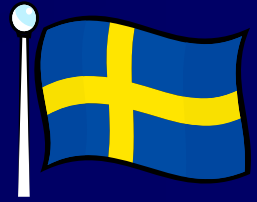
- credit system implementation
- student assessment and examinations
- IT situation
- curriculum design and development



Features:

- evaluation (not making decision)
- by national agency or ad hoc nat. / int'nat. team
- cross-cutting, all sector or major part
- mapping and improvement focus

IV. Themes – Example: HSV



HSV = Hogskoleverket (HSV / NAHE), Sweden

- founded in 1995
- scope: HE in general
- Board (11, by Gov.) + Staff (~ 140!), “Univ. Chancellor”
- tasks: **broad mandate**, eval / accred / audit +
 - supervision of HEIs
 - reviews and analyses
 - evaluation of foreign qualifications
 - info service, HE statistics
- **right to withdraw entitlement to award degrees!**

<http://english.hsv.se/> (very informative!)

IV. Themes – HSV

Initiation: Agency or Government

Methodology

- written reports by HEIs
- meetings, expert team – each HEI
- review report:
 - description and analysis
 - assessment of HEIs
 - examples of good practice



Aim: to stimulate development

Closing conference + follow-up (~ 3 years)



Internationalisation of programmes (2003-05)

see handout

Method: questionnaire + visit → report

Findings

- incoming > outgoing students
- partnerships, internat. networks on the rise
- outdated mission statements and strategies!
- Bologna: waiting for gov. initiatives

Best: Uppsala Univ.

Recomm.: every grad. student should have the opportunity to have a study period in a foreign country

Questions, comments?



Thank you for your
attention!

