Principles, priorities, guidelines and criteria

aneca

What did we learn yesterday?

- we ALL have LOTS of procedures and criteria – more or less regulated by 'the law'
- (almost) everyone/everywhere is in a 'period of change'
- QA in each and every university, and each and every QA agency, in each and every country/region is at a different stage in its 'development'
- (almost) everyone everywhere has problems trying to implement 'a quality culture' – well, actually, it's 'an _explicit_ quality culture!

But ... there is:

- a shared interest in learning from each other
- the thought / hope / wish / 'belief' that there must be ..

'*a better way*' perhaps even '*a shared way*' that:

- o provides the information that the different 'stakeholders' seek (is that the same as need?)
- o actively engages all (well, more!) staff
- o results in demonstrable quality / quality improvement
- o reduces the overall administrative burden

But.. How best to explore such a possibility?

- **Option 1 – decide it's all too complicated and we're all to busy   .. so continue 'ticking the boxes' ..**
- **Option 2 - compare and contrast all of the different procedures and criteria that we have today and seek a common 'core'   … but the academics are not 'engaged' ..**

  Developing or imposing a 'quality culture'?

- **Option 3 – take 'a step back' … and ask**

  What are we – academics and administrators –

  (HEIs and QAAs) really trying to do?

What are 'we' trying to do?!!

I would suggest:

1) Provide students with a *'good education'* (which involves 'engaging' / 'interesting' them)

2) Provide programmes that give students a fair chance of competing their studies

3) Awarding qualifications that reflect student's achievements (knowledge, understanding, etc)

4) Award qualifications that are recognised and respected by 'society' specifically and in general

But also making the implicit .. *Explicit* ..

adding the word ..

Demonstrably

to each …

which is where QA comes in .. and …
in jointly identifying how best to do this it
can be a means / a route to engage academics
(even 'the old ones!' .. well, some of them !!)

So .. from an 'academic' perspective

How do we 'demonstrate':
- **provision of a good education**

  evaluate design and delivery (mostly 'input measures')
- **a fair chance to finish**

  evaluate progress and completion (stats + feedback)
- **Qualifications are sound**

  show achievement ... of 'intended learning outcomes'
- **Qualifications are recognised and relevant**

  achievements 'match' public/international expectations

and .. from an HEI's perspective

How do we 'demonstrate':

- **provision of a good education**

  monitor **design and delivery** (mostly 'input measures')

- **a fair chance to finish**

  monitor **progress and completion** (stats + feedback)

- **Qualifications are sound**

  quality assure **achievement ... i.e. assessment**

- **Qualifications are recognised and relevant**

  monitor graduates' progress / consult stakeholders

Managing EQA .. from a QAA's perspective

- **Some have LOTS of experience .. Some just starting**
- **ALL seem to be in constant change !?**
- **MANY different 'approaches'**
  - **evaluation of study programmes**
    - **(before – during – after ..)**
  - **evaluation of institutions**
    - **(before – on a regular basis)**
- **Different 'balances' between**

  EQA 'of *everything*' ….. EQA of .. ?? ..

  BUT …

usually with the 'aim' of moving to EQA of IQA

Hence the *'interest'* in *HEI's management of IQA*

and their *'quality offices'*

So .. the rationale for this project ..

   explore 'where we are' /'what we do' (and why)

And – from our shared principles and objectives –

 look for the best way to 'demonstrate' the

- quality of the programmes

- standards of awards ..

and

- improve the quality !

QA of study programmes

	Programme QA by EXTERNAL	Programme QA By HEI	Programme QA By HEI but with external experts
QA before programme offered	Italy, Spain		UK
QA WHEN programme is running	Spain	Italy, (Spain)	UK
NO programme QA	Spain		