The 5th European Quality Assurance Forum
18-20 November 2010

Building Bridges:
Making sense of QA in European, national and institutional contexts

Hosted by University Claude Bernard Lyon I

Workshops: Friday, 19 November, 11.00 – 12.45

Abstracts

I.1   LanQua

Presenter(s): Alison Dickens, University of Southampton, United Kingdom
Room: 105

Abstract: This workshop will present the LanQua Toolkit for Quality Assurance and Enhancement designed to support a practice-led approach to quality which is contextualised in the everyday (good) practice of teachers/trainers working in higher education. It takes a bottom-up, enhancement approach to quality assurance providing tools to support subject practitioners in developing and articulating quality in practice. Participants will explore their own and each others' experiences and understanding of quality; be introduced to the key concepts and tools in the LanQua Toolkit (the LanQua Quality Model, Frame of Reference and Case Studies); and work collaboratively to develop messages articulating quality outcomes from practice to a range of stakeholder audiences. Examples given will be discipline-specific, from the field of languages, to illustrate how practitioner 'buy-in' to the quality agenda can be fostered through a focus on subject content and teaching.

I.2   Engaging students in QA: how to use "community organising" techniques in higher education

Presenter(s): Lukas Bischof, University of Freiburg, Germany
Room: 106

Abstract: The workshop provides a hands-on example of how bottom-up approaches may be used successfully in higher education to engage students in quality work. The concept and phases of "Community Organising" are presented. Tools for creating and maintaining commitment will be discussed and a successfully implemented project from the University of Freiburg (Germany) will be presented. Participants are invited to share experiences and discuss possible implications and applications for their own institutions.

I.3   The notion of training in quality assurance

Presenter(s): Bruno Curvale, CIEP, France
Room: 107

Abstract: The growth of autonomy given to higher education institutions lead to an interplay between Ministries, higher education institutions and quality assurance agencies in which assessments and decisions have to be justified by methods and evidences. The clarification of the

mechanisms by which the evaluators reach their judgements is crucial for the recognition by all of the legitimacy of the decisions that follow from these assessments.

This workshop should be of interest for practitioners in quality assurance in higher education and more generally for everyone interested in the design of quality assurance systems (programmes and governance) in higher education (academics, managers and staff of internal quality assurance units in higher education institutions, managers and staff of quality assurance agencies, evaluators, experts…). The aim of the workshop is to contribute to the thinking about quality assurance in higher education by asking the question what the content of appropriate training in quality assurance in higher education should be. The participants will be asked to think about the core elements of quality assurance mechanisms in higher education and to work on the possible expected learning outcomes which training in quality assurance in higher education should aim at. Training in quality assurance could be thus one of the first steps towards a better mutual understanding between all the actors involved in quality assurance systems by clarifying some of the requirements of evaluation activities.

I.4   Assuring the quality of student support services

Presenter(s): Tina Harrison, University of Edinburgh, United Kingdom
Room: 204

Abstract: The workshop aims to provide an opportunity for main stakeholders in quality assurance to discuss practices in quality assurance of student support services. In recognition of the contribution of centrally provided support services (e.g. careers, counselling, information services etc.) to the quality of the total student experience, there is a need to ensure their greater integration within QA processes. The workshop objectives are threefold: to share experiences of quality assurance of student support services, to identify examples of good practice, to gather feedback on the University of Edinburgh's new method for the monitoring and review of student support services. Participants are encouraged to come ready to discuss the mechanisms that are (or should be) used by their institution to monitor and review student support services and to consider the effectiveness of such mechanisms in enabling the support service to reflect on its contribution to the 'quality culture' within the institution.

I.5   Quality development in university continuing education programmes

Presenter(s): Hans-Rudolf Frey, ETH Zurich and Swissuni, Switzerland
                   Rayk Sprecher, University of Lucerne and Swissuni, Switzerland
Room: 208

Abstract: In collaboration with the Centre of Accreditation and Quality Assurance of the Swiss Universities (OAQ), Swissuni, the umbrella organisation of Swiss university continuing education, has recently developed an innovative quality development model for continuing education programmes. This process was motivated by the diagnosis that most traditional models for regular master and bachelor programmes often had difficulties in handling the particularities of continuing education, such as rapidly changing needs, fragmented markets, expert client groups and heterogeneous teaching staff. Swissuni's approach follows the basic principles of flexibility, multidimensionality, impact orientation, stakeholder involvement, client satisfaction and constant quality improvement. The model identifies seven quality dimensions from the initial context analysis to the impact of the programme on the work performance of its graduates and on their personal and career development.

The workshop discusses the strengths and weaknesses of Swissuni's quality development approach and explores the possibilities for dissemination and future collaboration. The participants will be introduced to the model and the quality criteria, invited to reflect over the usefulness of the approach for their own institution and asked to share their own quality concepts and practical experience. There will be a short presentation, followed by group or individual work and sufficient time for critique and discussion.

I.6   Bridging the gap in student support services. A glaze into the ESG, part 1

Presenter(s): Melinda Szabo, Social Affairs Committee, ESU
Room: 209

Abstract: 5 years after the approval of the ESG, consistency in the application of quality assurance procedures is expected to be reflected across EHEA. Notwithstanding, some recurring issues emerge, predominantly concerns dealing with the lack of objectivity in external evaluations; with treating different standards unequally; and with the lack of clarity due to insufficient operationalisation.

Another concern, in terms of the implementation of the ESG, is the perception of a low level of commitment of institutions (*Bologna With Student Eyes* 2009). Issues of quality for students also include student services such as libraries, health services, academic orientation counselling and advising. These are regularly included in internal quality assurance systems in only a handful of countries (European Union Association's Trends V report). In this respect the present workshop will engage participants in a comprehensive debate on the value of student support services, its place in the internal quality process of higher education and its possible further development in the ESG.