

IQA of STUDY PROGRAMMES

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independent international QA expert
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International Seminar on IQA

6 March 2019

Almaty | Kazakhstan

- QA and LOs
- Design of programmes and QA
- Competences of the future
- Student-centred learning (SCL)
- Conclusions: recommendations
- Q & A



IQA of STUDY PROGRAMMES

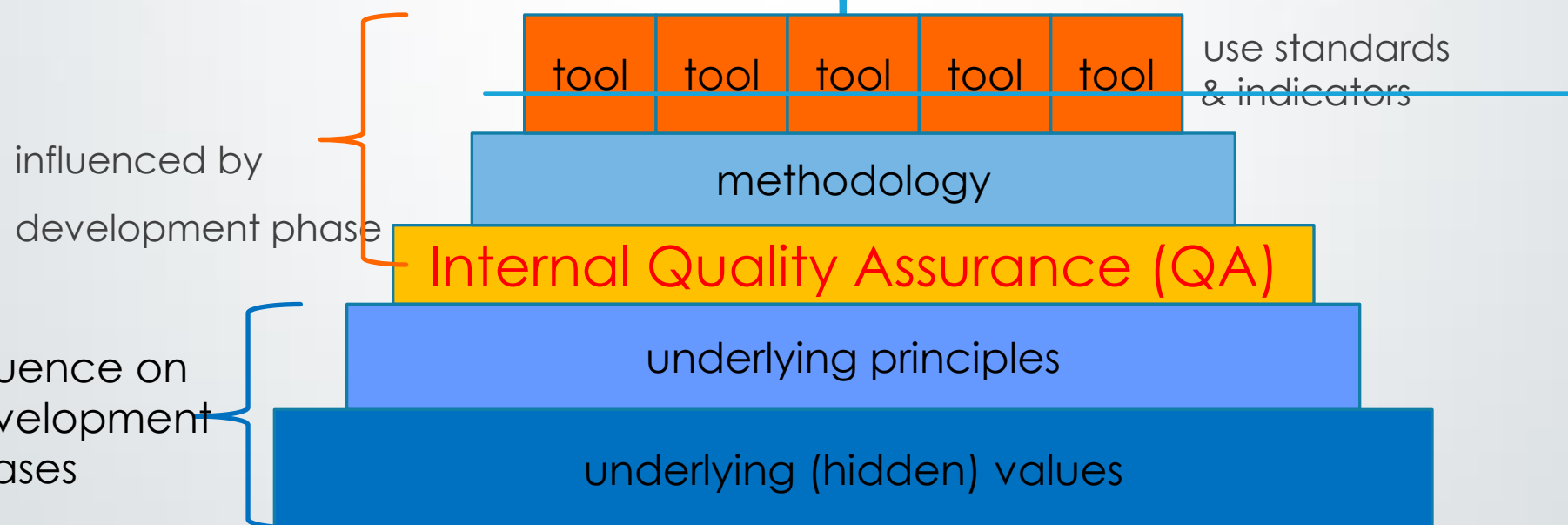
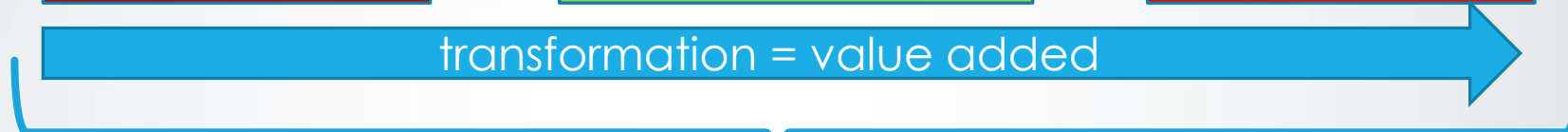
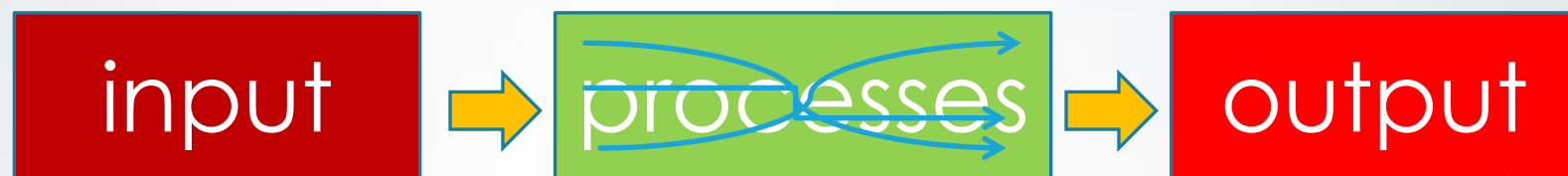
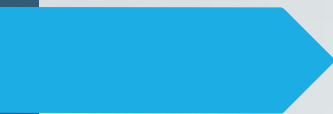
QA & LOs

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Standard I.2 : Design and Approval of Programmes

“(...) The programmes should be designed so that they meet the objectives set for them, including the **intended learning outcomes**. The **qualification** resulting from a programme should be clearly specified and communicated, and **refer to the correct level of the national qualifications framework** for higher education and, consequently to the **Framework for Qualifications of the European Higher Education Area**.”

The image shows the cover of the 'ESG 2015' publication. It features a stylized graphic of colorful lines (blue, green, yellow, orange, red) that converge and then diverge into a series of small triangles. The text 'ESG 2015' is prominently displayed in the upper right corner. At the bottom, there is a light blue banner with the website 'www.enqa.eu'.

ESG
2015

Standards and Guidelines for Quality Assurance
in the European Higher Education Area

www.enqa.eu

The image shows the 'QA in HE' logo, which includes the text 'QA in HE' and 'quality as added value' above a photograph of a mountain range under a cloudy sky.

QA in HE
quality as added value

Standard I.2 :

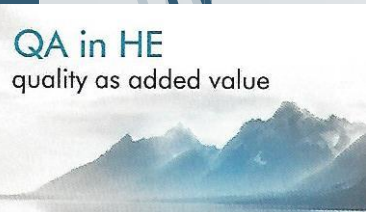
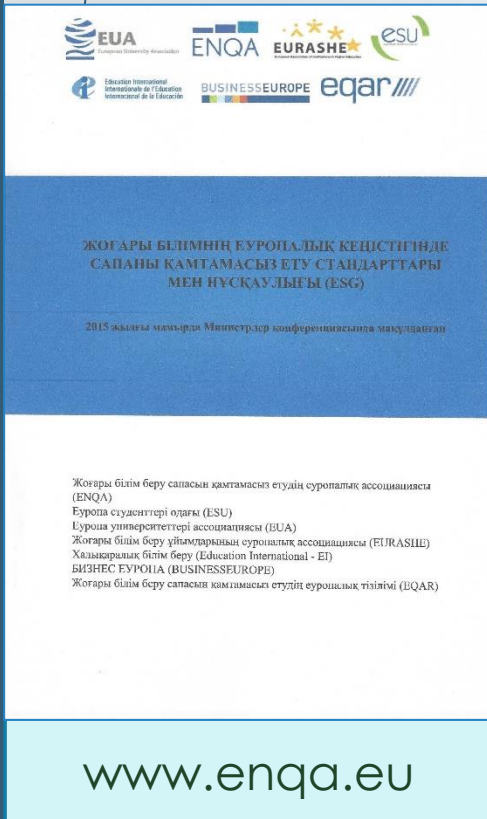
Design and Approval of Programmes

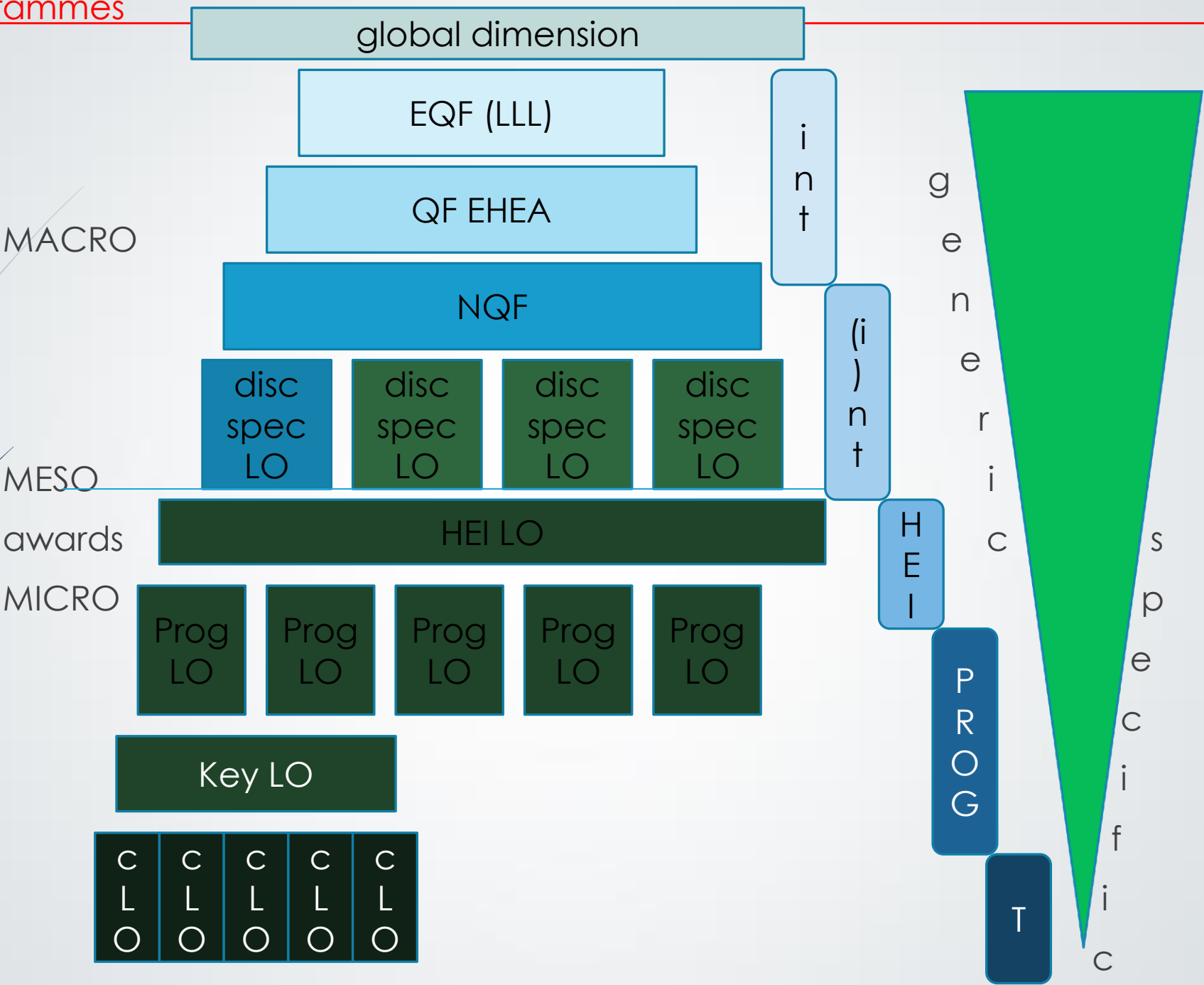
“(...) The programmes should be designed so that they meet the objectives set for them, including the **intended learning outcomes**. (...)”

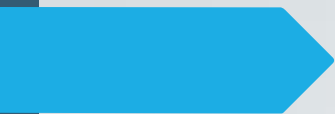
Guideline I.3 :

Student-centred learning, teaching and assessment

“(...) the assessment allows students to demonstrate the extent to which the **intended learning outcomes have been achieved**. (...)”







MACRO

MESO

awards

MICRO

global dimension

EQF (LLL)

QA
QF EHEA

NQF

disc
spec
LO

disc
spec
LO

disc
spec
LO

disc
spec
LO

LEARNING
OUTCOMES

=
MEETING POINTS

at
HEART OF THE MATTER

awards

Prog
LO

Prog
LO

Prog
LO

Prog
LO

Prog
LO

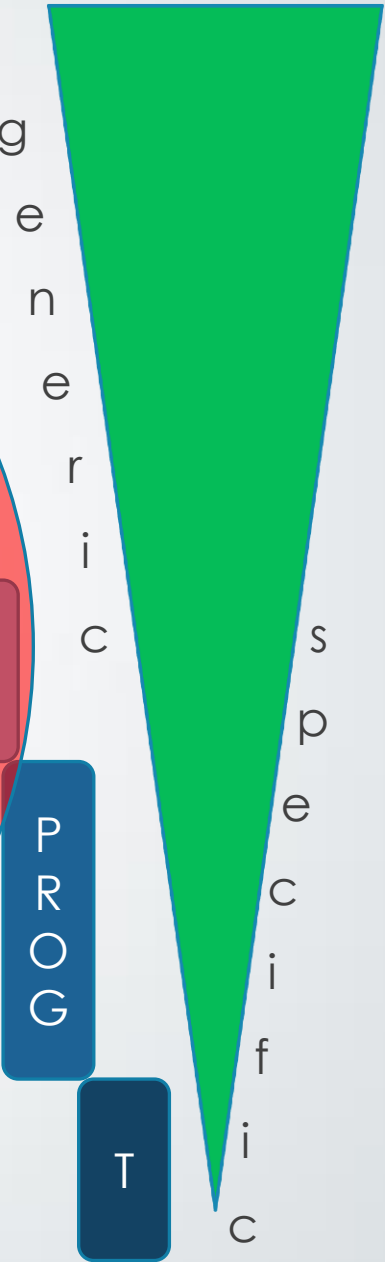
Key LO

C	C	C	C	C
L	L	L	L	L
O	O	O	O	O

i
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t

(i
)
n
t

H
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QA



QA in HE
quality as added value

Learning outcomes : need of common language
on the basis of a common understanding

LO = statement of what a learner **knows**,
understands and **is able to do** on successful
 completion of a learning process

competence = proven ability to **integrate**
 knowledge, skills & **attitude** to be successful in
 a certain **context**

Make of the LO **LIVING** things that are formulated by the stake-
 holders concerned, passionately shared by the whole team and
 shaping the teaching, learning and assessment practices & formats
 accordingly **LEAVING ROOM FOR EXPERIMENTAL LEARNING!**

Writing and Using Learning Outcomes

A Practical Guide



Dr Declan Kennedy

- ✓ Begin each outcome with an active verb after a phrase like *On successful completion of this programme/module/ course... students should be able to...*
- ✓ Avoid ambiguous or unclear verbs like *to know, to understand, to learn, to be familiar with, to be exposed to, to appreciate, etc.*
- ✓ The learning outcome should be observable and measurable
- ✓ Be sure all the LOs fit within the aims and content of the programme/HEI's strategic LO/National and International Qualifications Frameworks
- ✓ Make use of the range of levels of Bloom's Taxonomy

Bloom's Taxonomy

AFFECTIVE DOMAIN:

Value issues (attitudes)

5. Characterisation

4. Organisation

3. Valuing

2. Responding

1. Receiving

PSYCHOMOTOR DOMAIN:

Co-ordination of brain & muscular activity

create

Produce new or original work

Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Justify a stand or decision

appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Draw connections among ideas

differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Use information in new situations

execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain ideas or concepts

classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember

Recall facts and basic concepts

define, duplicate, list, memorize, repeat, state

AFFECTIVE DOMAIN

Value issues (1-5)

5. Characteristic

4. Organisational

3. Valuing

2. Responding

1. Receiving

ECTS Users' Guide



- LO = statements of what the individual knows, understands and is able to do on completion of a learning process.
- LOs are attributed to individual educational components and to programmes at a whole.

Programme LOs

- ✓ should adequately reflect the context, level, scope and content of the programme
- ✓ have to be mutually consistent
- ✓ have to be succinct and not too detailed
- ✓ have to be linked with appropriate learning activities, assessment methods and assessment criteria
- ✓ have to be achievable within the specified workload
- ✓ The achievement of LOs has to be assessed through procedures based on clear and transparent criteria.



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The design of programmes & QA

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Almaty | Kazakhstan

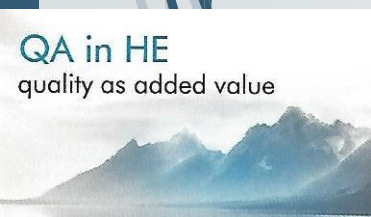
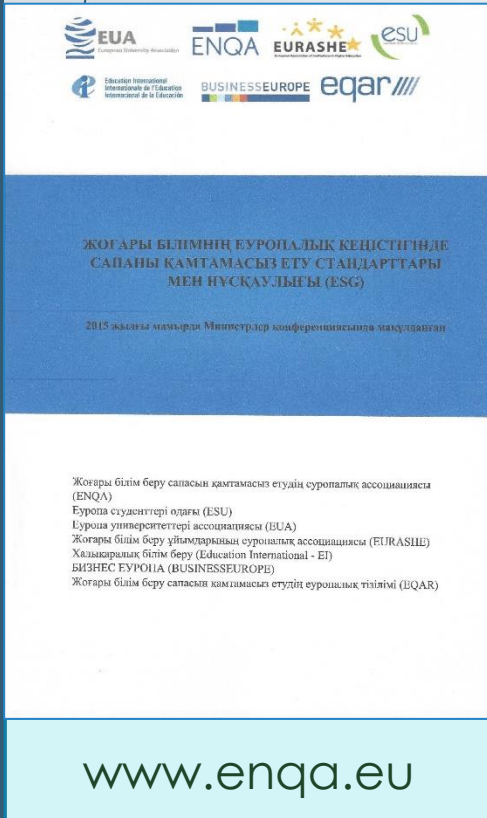
Standard I.2 : Design and Approval of Programmes

Guidelines:

“Study programmes are at the core of the higher education institutions’ teaching mission. They provide students with both **academic knowledge** and **skills** including those that are **transferable**, which may influence their **personal development** and may be applied in their **future careers**.”

Programmes

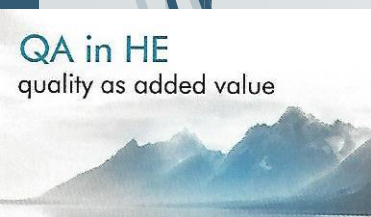
- are designed with overall programme objectives that are in line with the **institutional strategy** and have explicit **intended learning outcomes**;
- are designed by **involving students and other stakeholders** in the work;
- benefit from **external expertise and reference points**;
- reflect the four purposes of higher education of the Council of Europe;
- define the **expected student workload**, e.g. in **ECTS**; (...)”



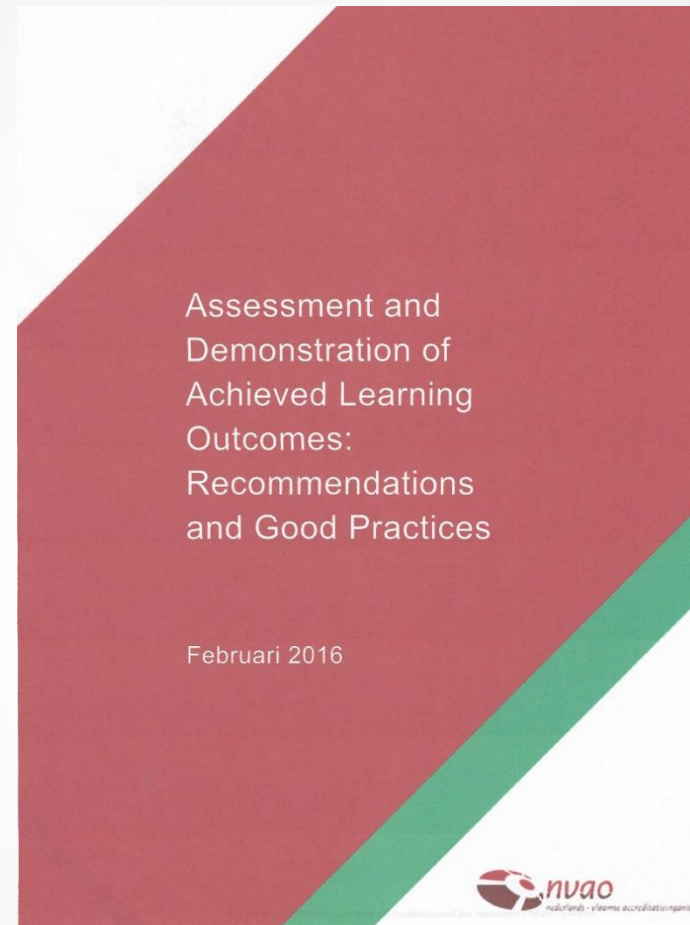
necessary congruence between LO, learning & assessment

LO	T & L forms	assessment
cognitive <div>Demonstrate Knowledge Comprehension Application Analysis Synthesis Evaluation</div>	lecture tutorials discussions laboratory	end of course exam multiple choice essays/papers practical assessment fieldwork
affective <div>Integration of beliefs, ideas & attitudes</div>	clinical work seminar peer group presentation	clinical practice presentation project work co- or peer- &
psychomotor <div>Acquisition of physical skills</div>		<i>overall assessment</i>

Kennedy (2007)

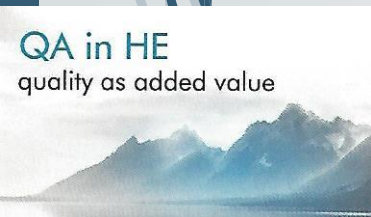


Good practices LOs & assessment

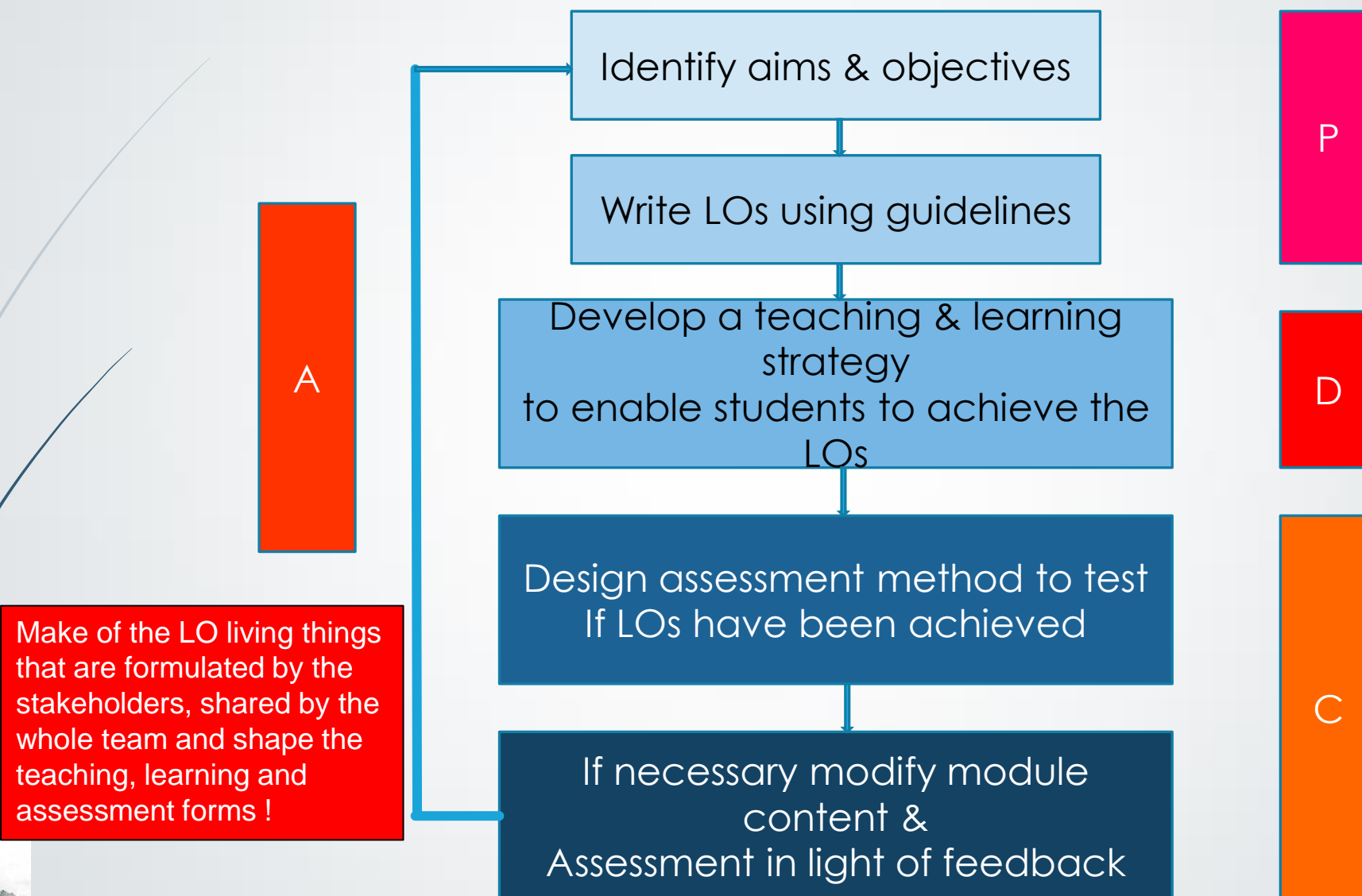


<https://www.nvao.net/system/files/pdf/Programme%20with%20Case%20Studies-Presenters-List%20of%20Participants.pdf>

https://www.nvao.net/peer_learning_event

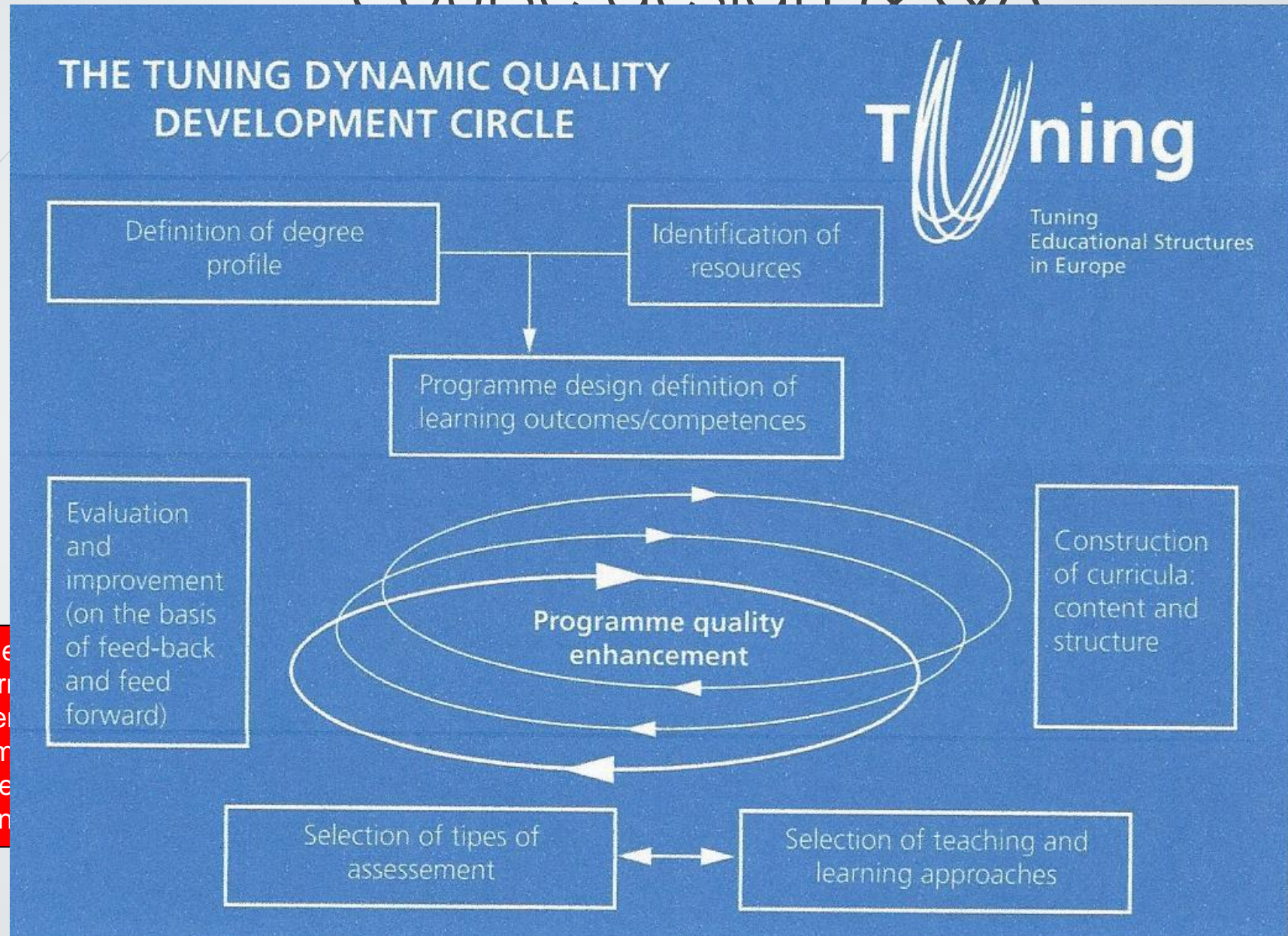


course design & QA



Duclan Kennedy (2007)

course design & QA

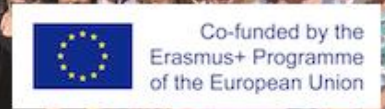


Make of the
that are for
stakeholder
whole team
teaching, le
assessment



CALOHEE

Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe



[Home](#)

- Home
- News
- Publications for Printing
- Templates QRF
- What is CALOHEE?
- Why CALOHEE?

Home – CALOHEE Outcomes Presented

The CALOHEE Consortium proudly presents the outcomes of the project *Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe*.

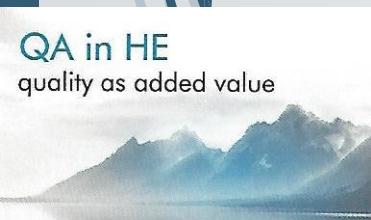
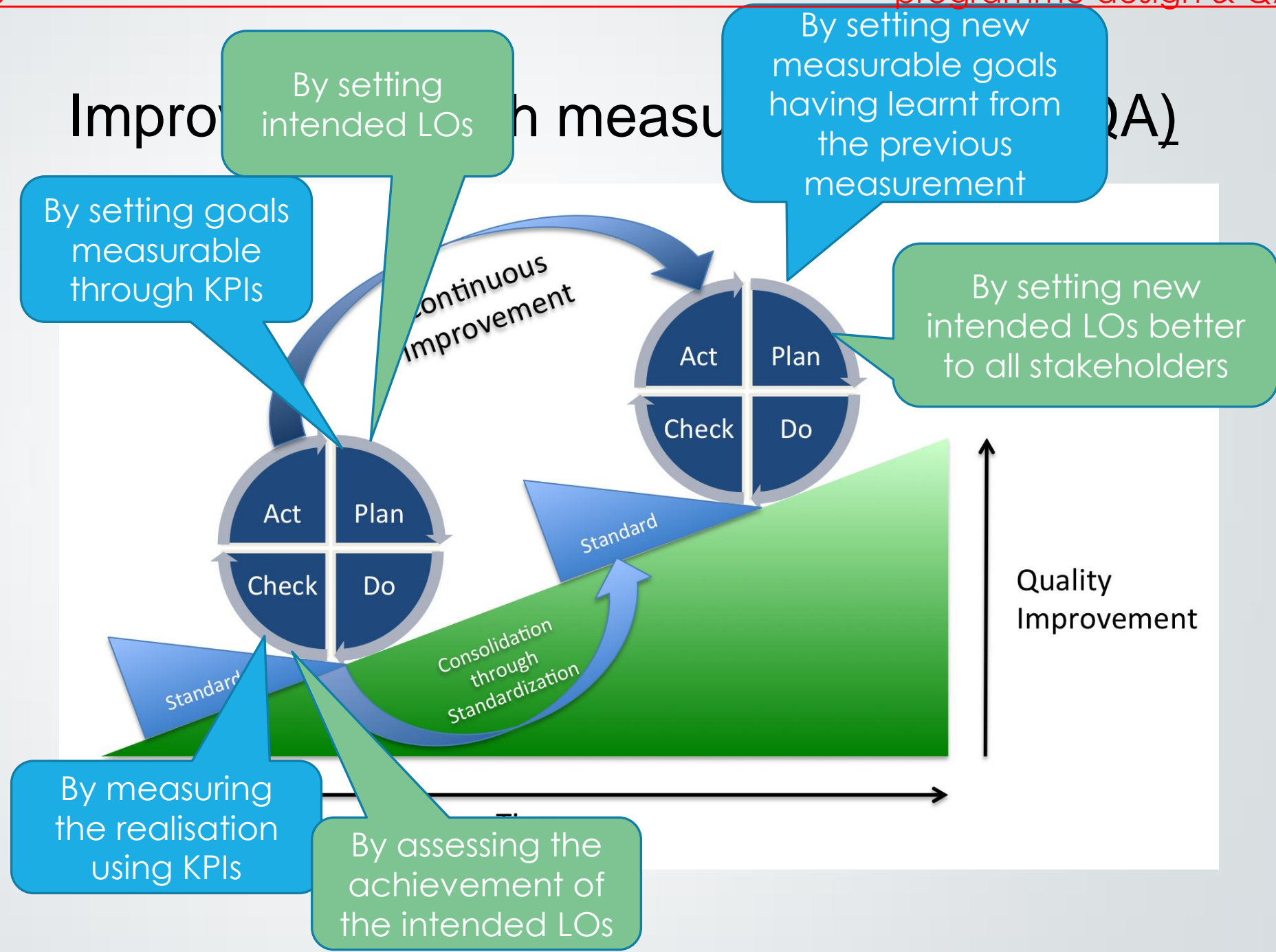
These outcomes are conceptual qualifications and assessment frameworks for five subject areas, chosen to represent significant academic domains: Engineering (Civil Engineering), Social Sciences (Teacher Education), Humanities (History), Health Care (Nursing) and Natural Sciences (Physics). The frameworks are flexible reference documents, which offer detailed insight into what students are expected to learn to be prepared well for their future role in society, both in terms of the workplace and civic, social and cultural engagement. They also offer a robust basis for comparing students' performance in European wide context.

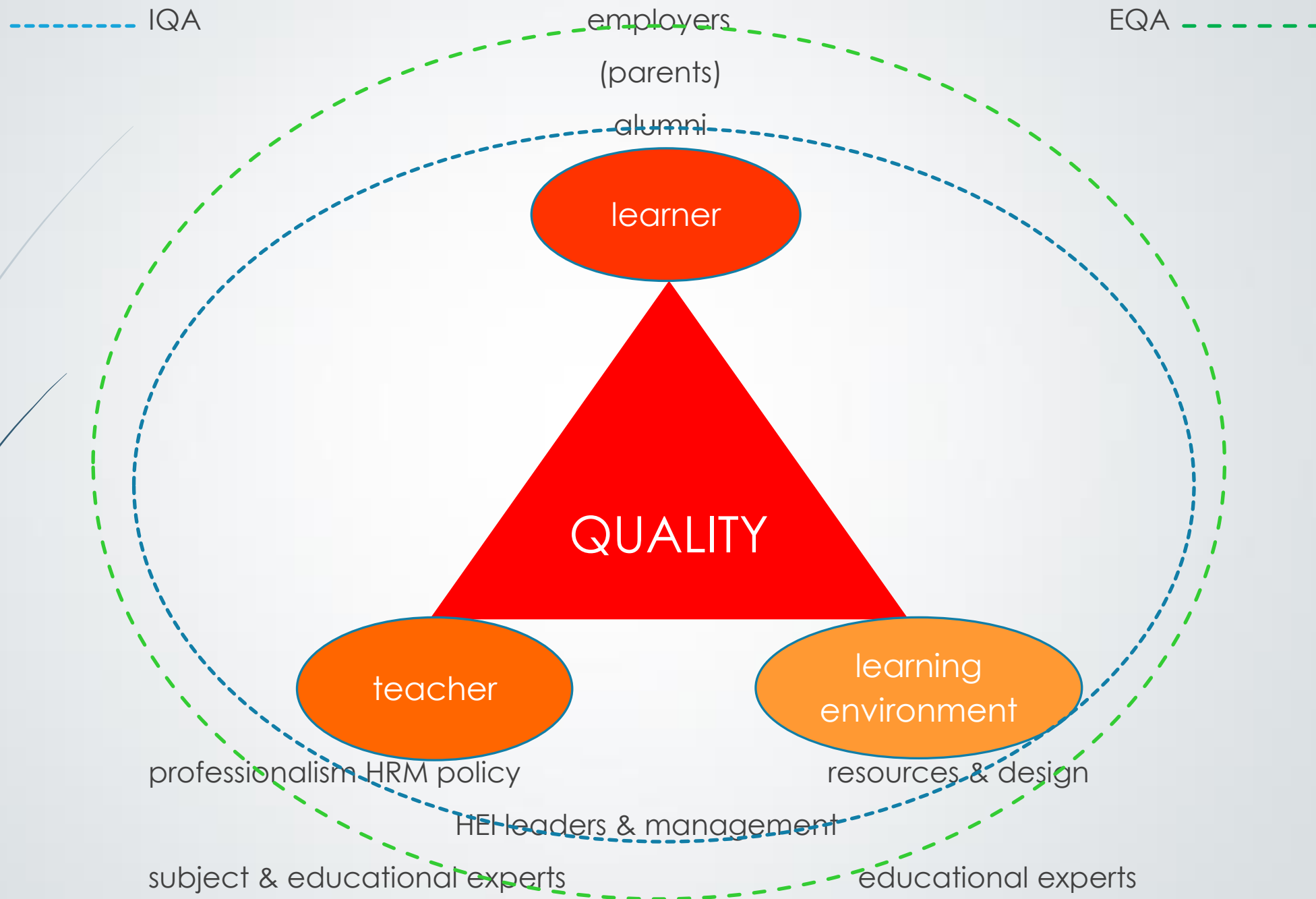
The instruments allow for precise measurement, while taking into account the different missions, orientations and profiles of Higher Education institutions and their degree programmes.

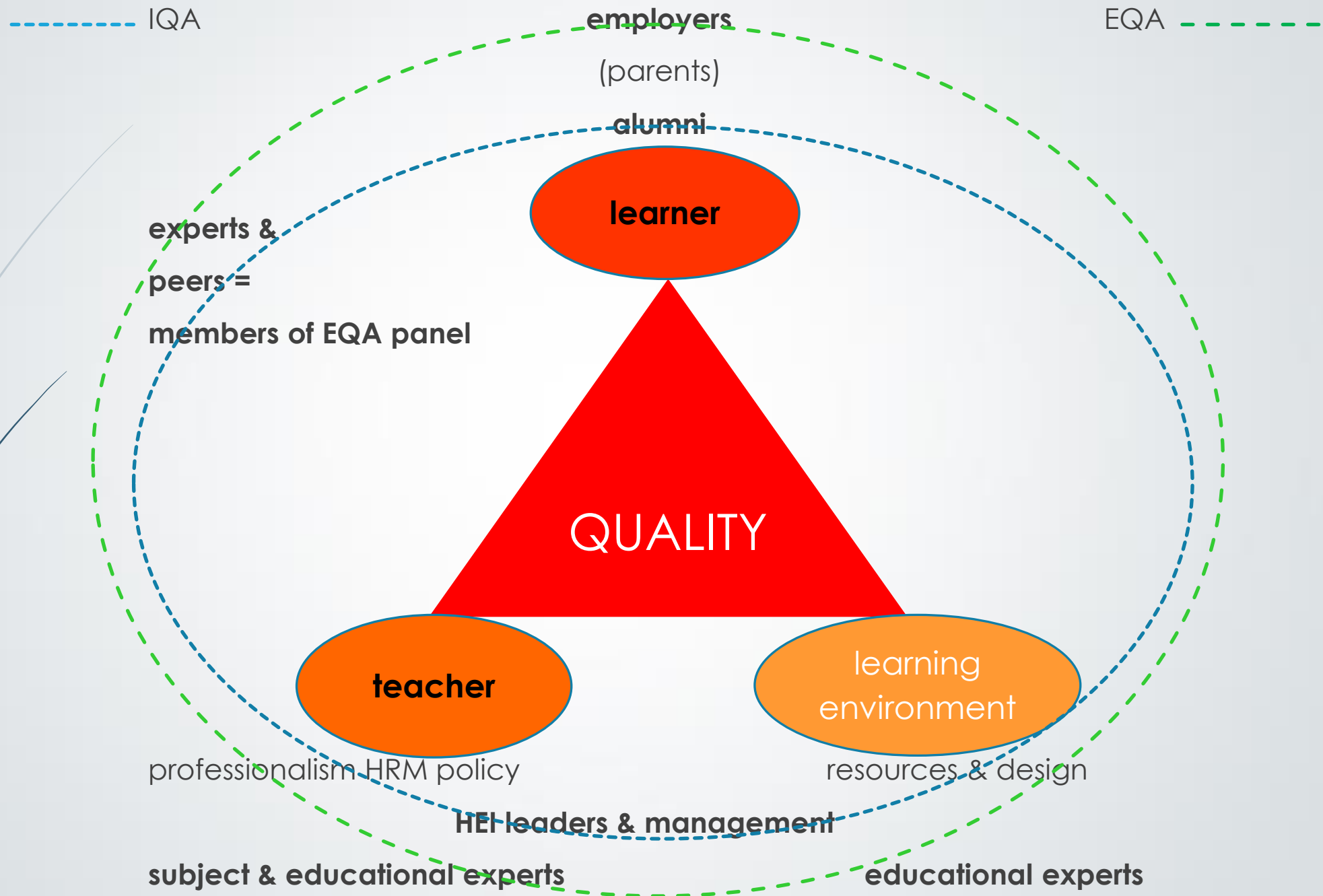
SEARCH

LATEST NEWS

[CALOHEE in Times Higher Education \(13 November 2018\)](#)









IQA of STUDY PROGRAMMES

Competences needed

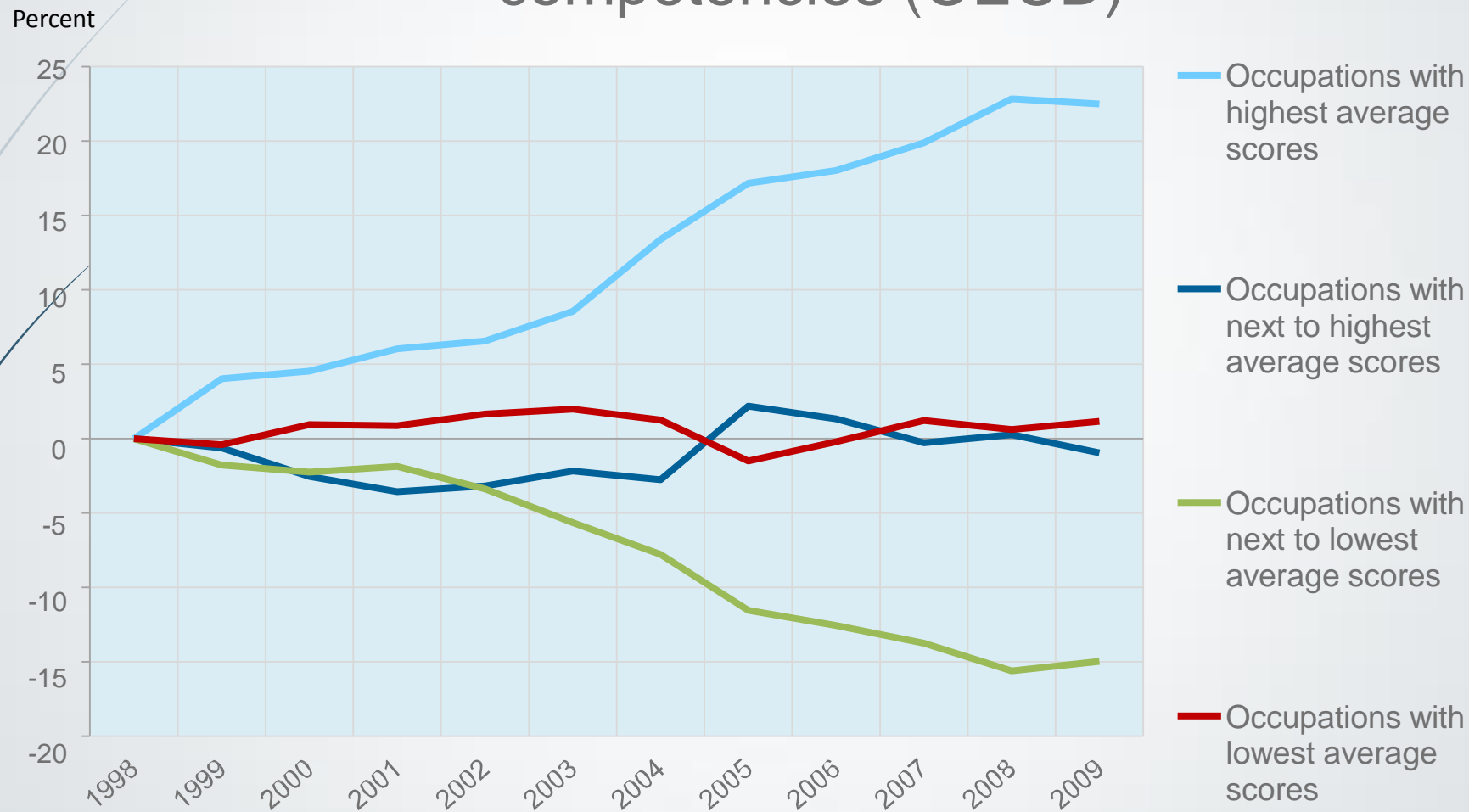
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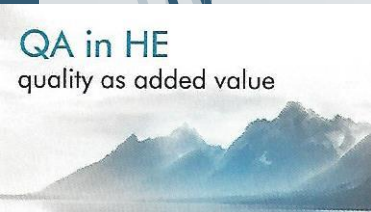
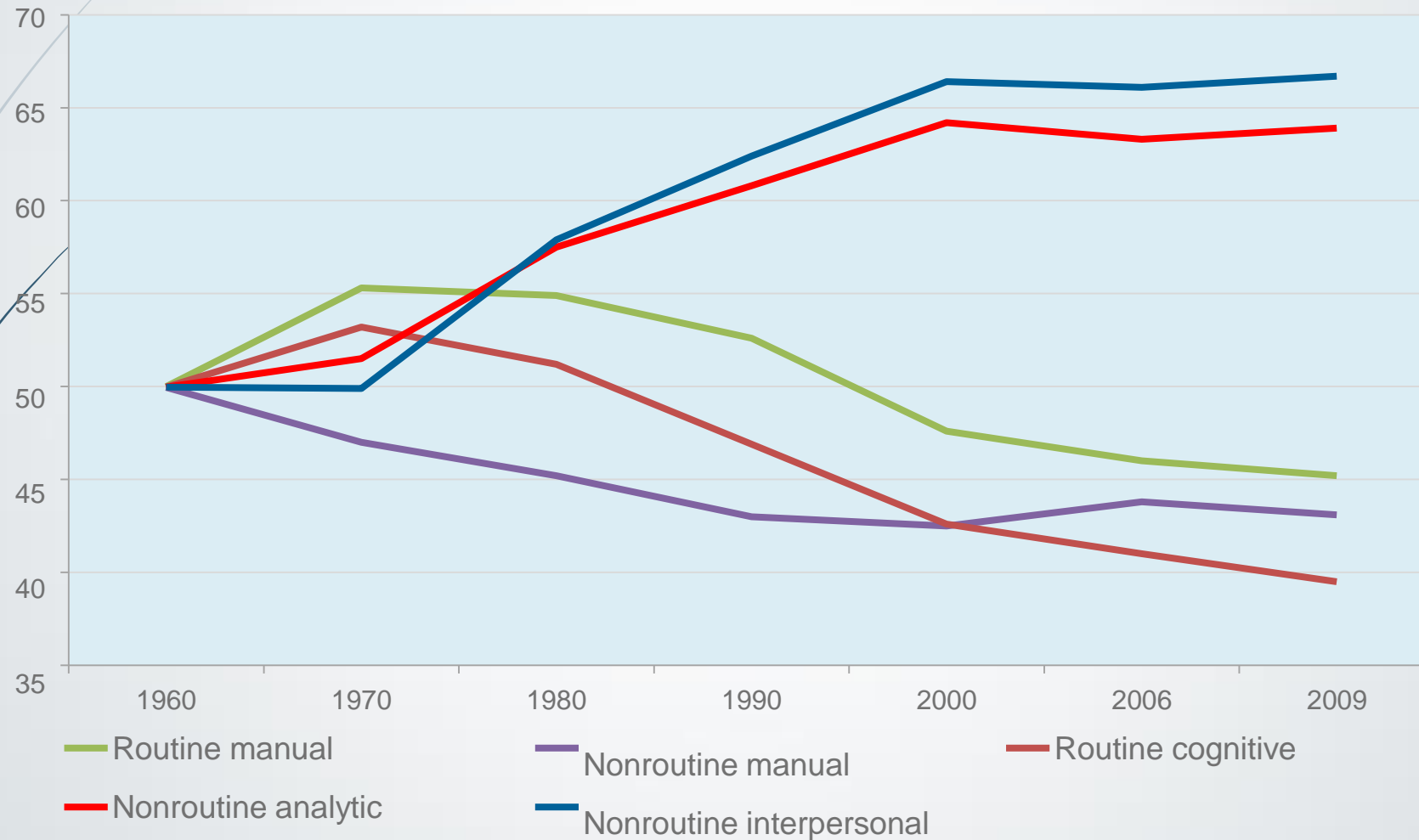
Almaty | Kazakhstan

Trends of employment in relation to levels of competencies (OECD)

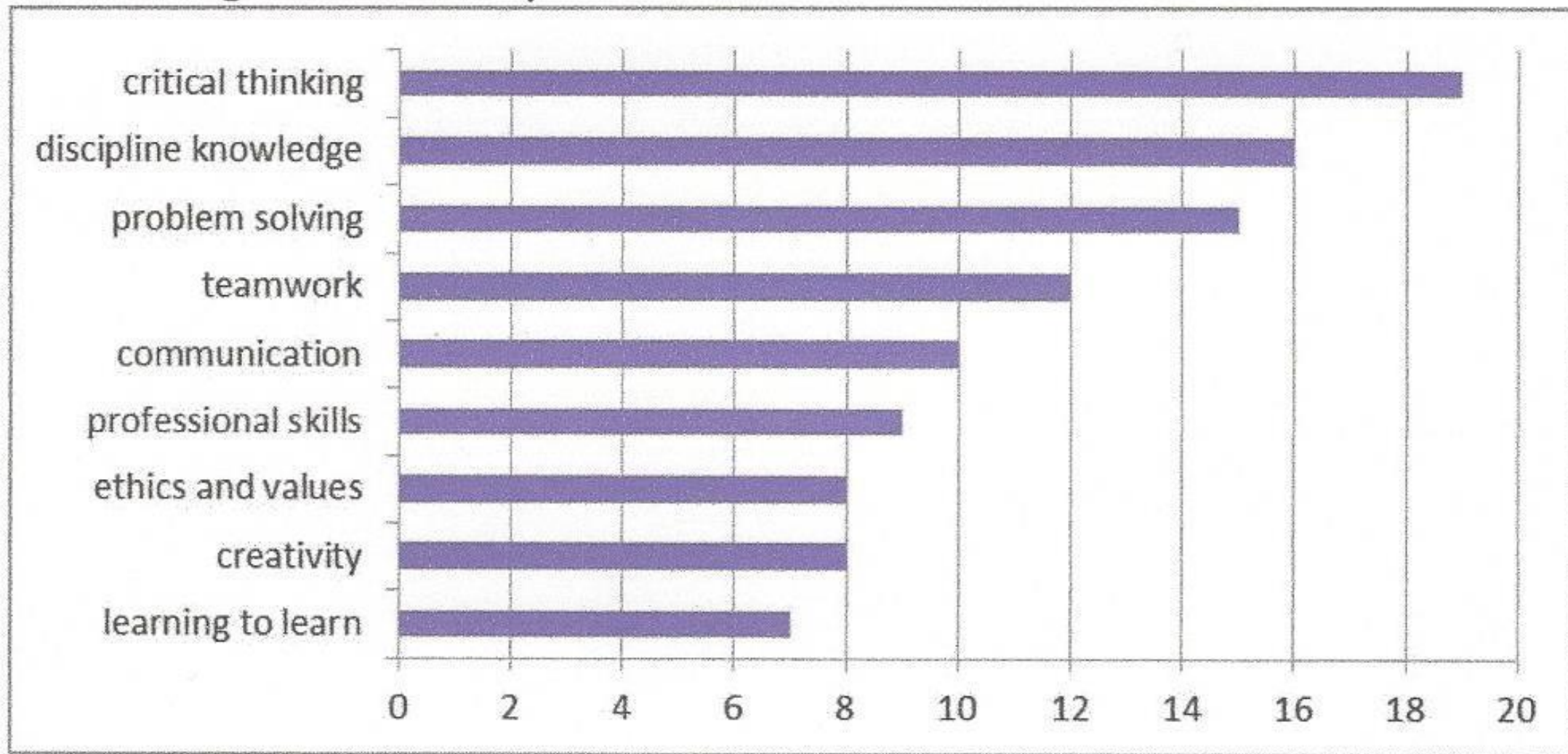


Changed needs of competences (OECD)

Mean task input in percentiles of 1960 task distribution



Types of learning outcomes – Top 10 answers:



Technology is not the only motor of innovation

Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.

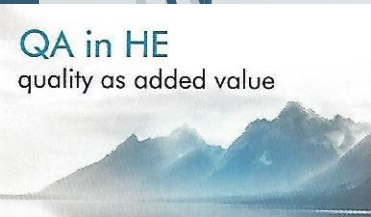
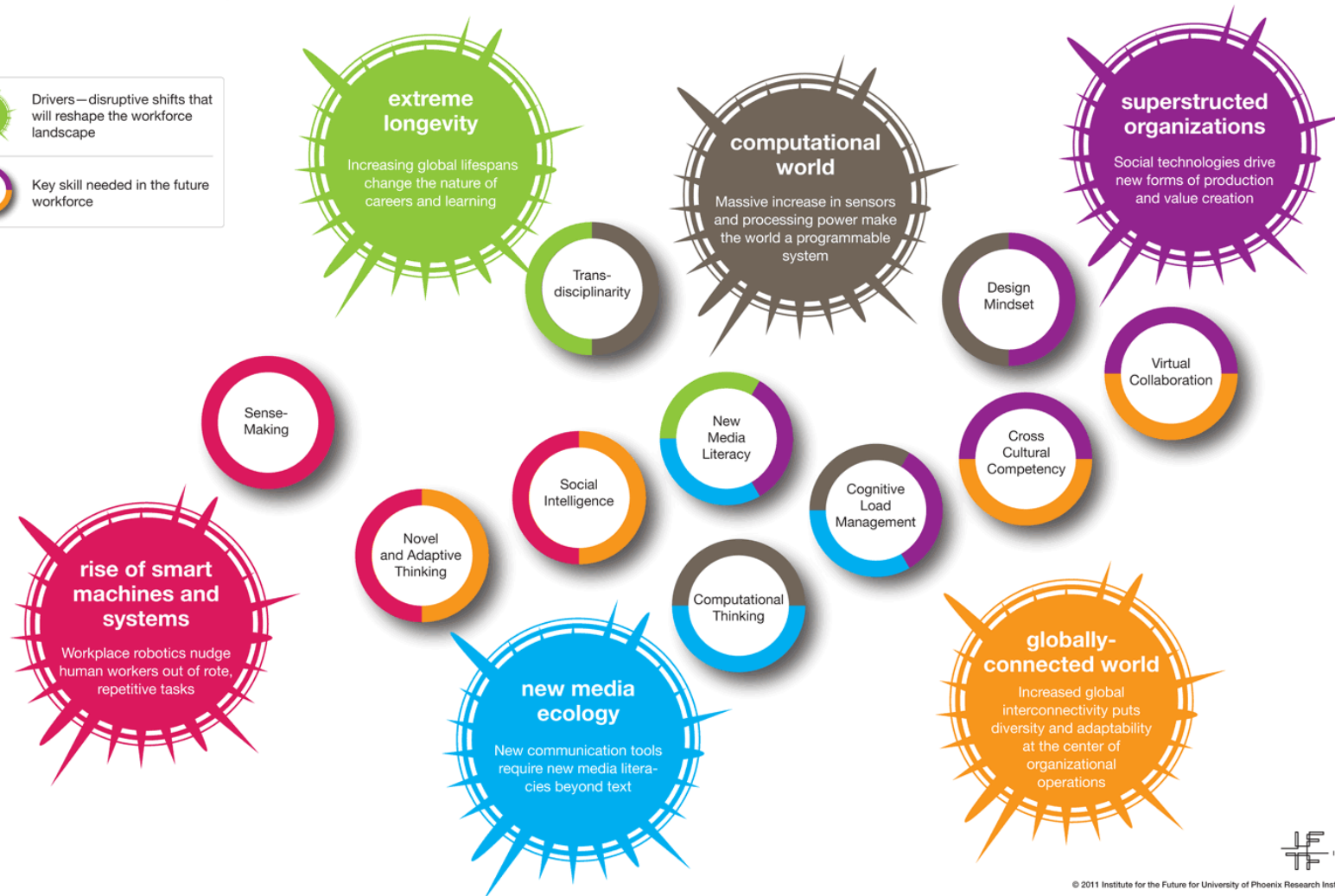
KEY



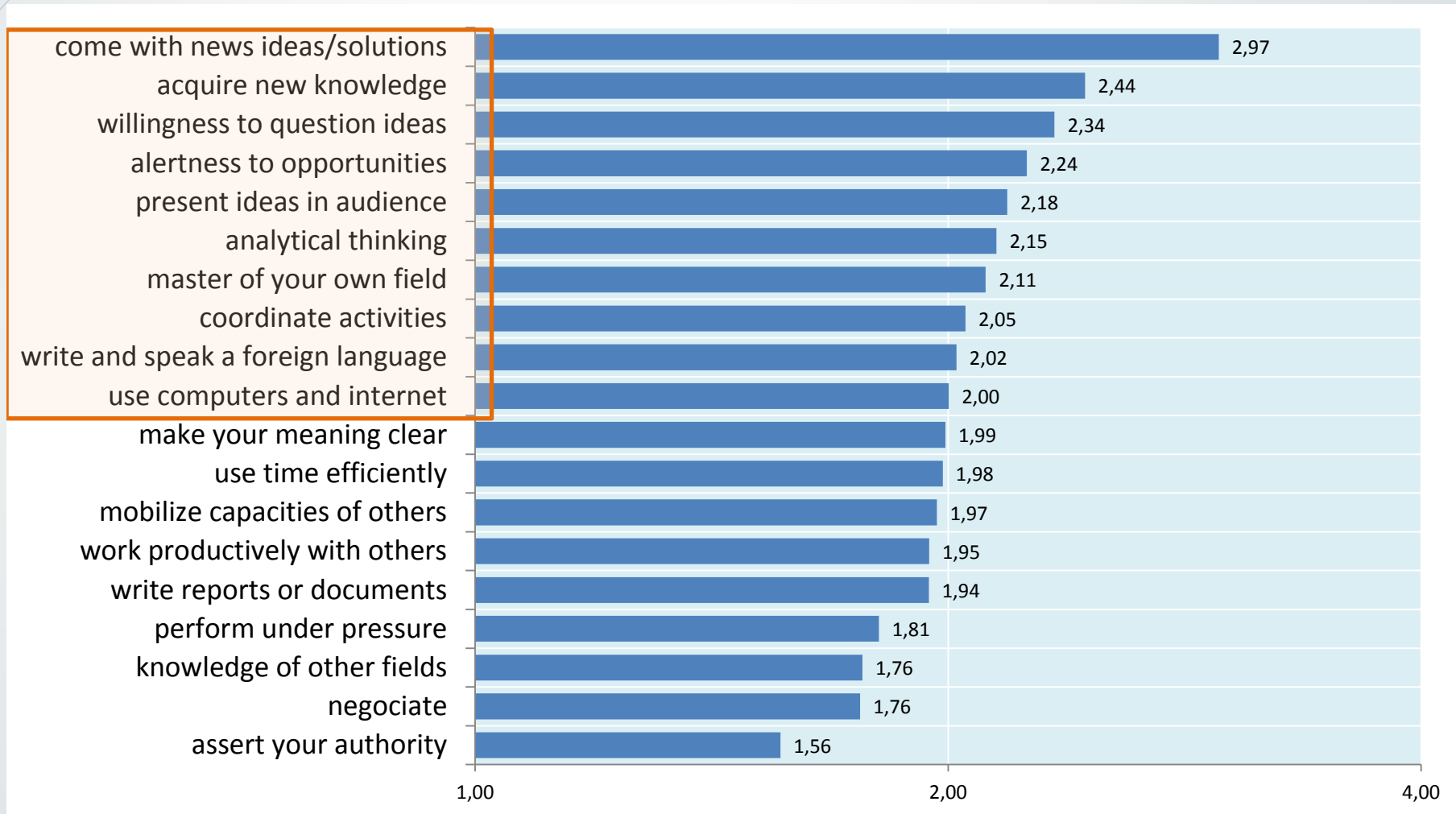
Drivers—disruptive shifts that will reshape the workforce landscape



Key skill needed in the future workforce



Competences that make the difference between innovative professionals & others



New competences needed

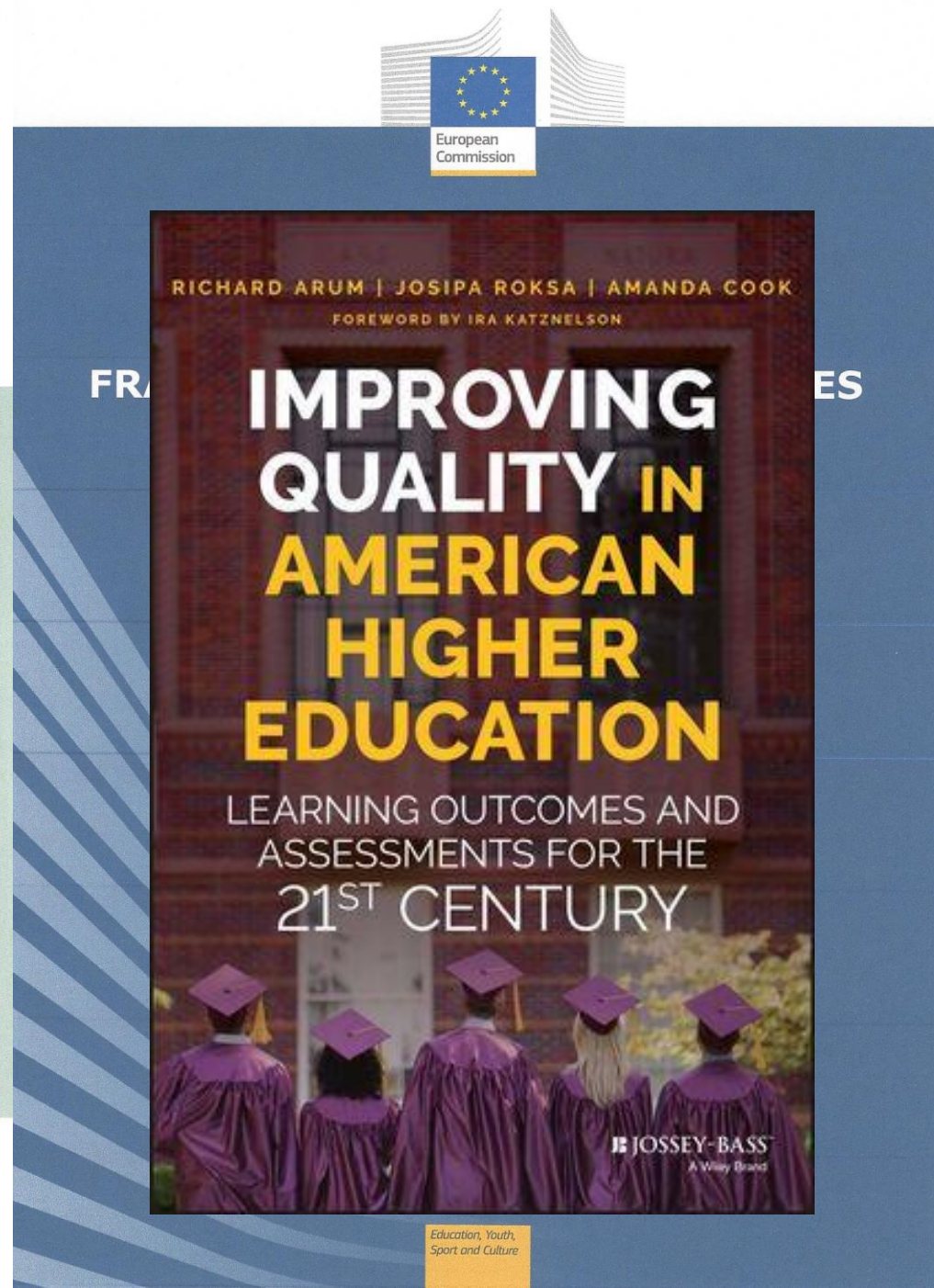
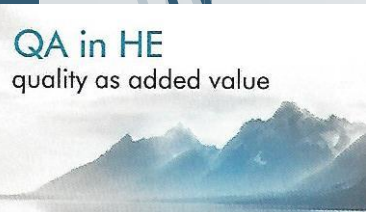
- Communication, problem-solving, creativity, team-work
- Research skills, both academic as well as 'mode 2' (applied) and mixtures
- Inter-disciplinary but with skill and attitude to go deep into a particular discipline
- Meta-cognition
- Willingness to change, risk-taking, entrepreneurial
- 'Global competences' (e.g. computer skills)
- Visionary & inspirational leadership

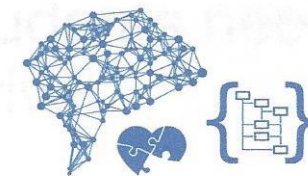
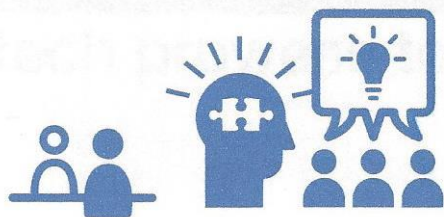
➤ HOW YOU ENGAGE IN THE WORLD

➤ = ATTITUDES! CHARACTER! PERSONALITY

(see HRM in industry and business)

CERTAINLY ON TEAM LEVEL





Top 10 skills

In 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment & Decision Making
9. Active Listening
10. Creativity

In 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment & Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

Source:
Future of
Jobs
Report
(2017)



The 4 trends transforming your workplace

Percentage of talent professionals who agree these trends are very important to the future of recruiting and HR

Soft skills

91%

Work flexibility

72%

92%

say soft skills matter
as much or more
than hard skills

80%

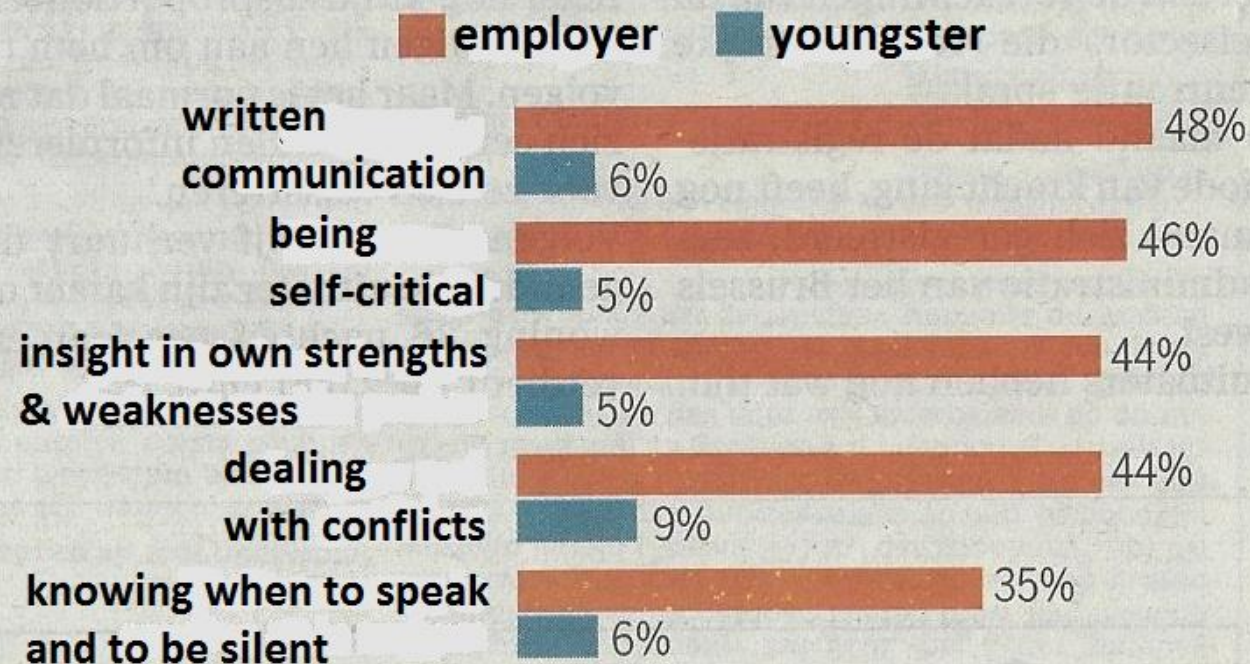
say soft skills
are increasingly
important to
company success

Source:
Future of
Jobs
Report
(2017)

Top 5 reasons not to be selected because of soft skills



Top 5 skills on which the meanings of youngsters and employers are most divided

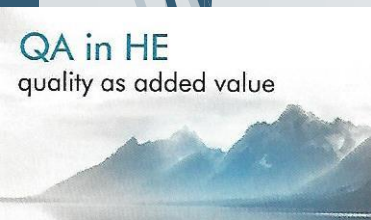
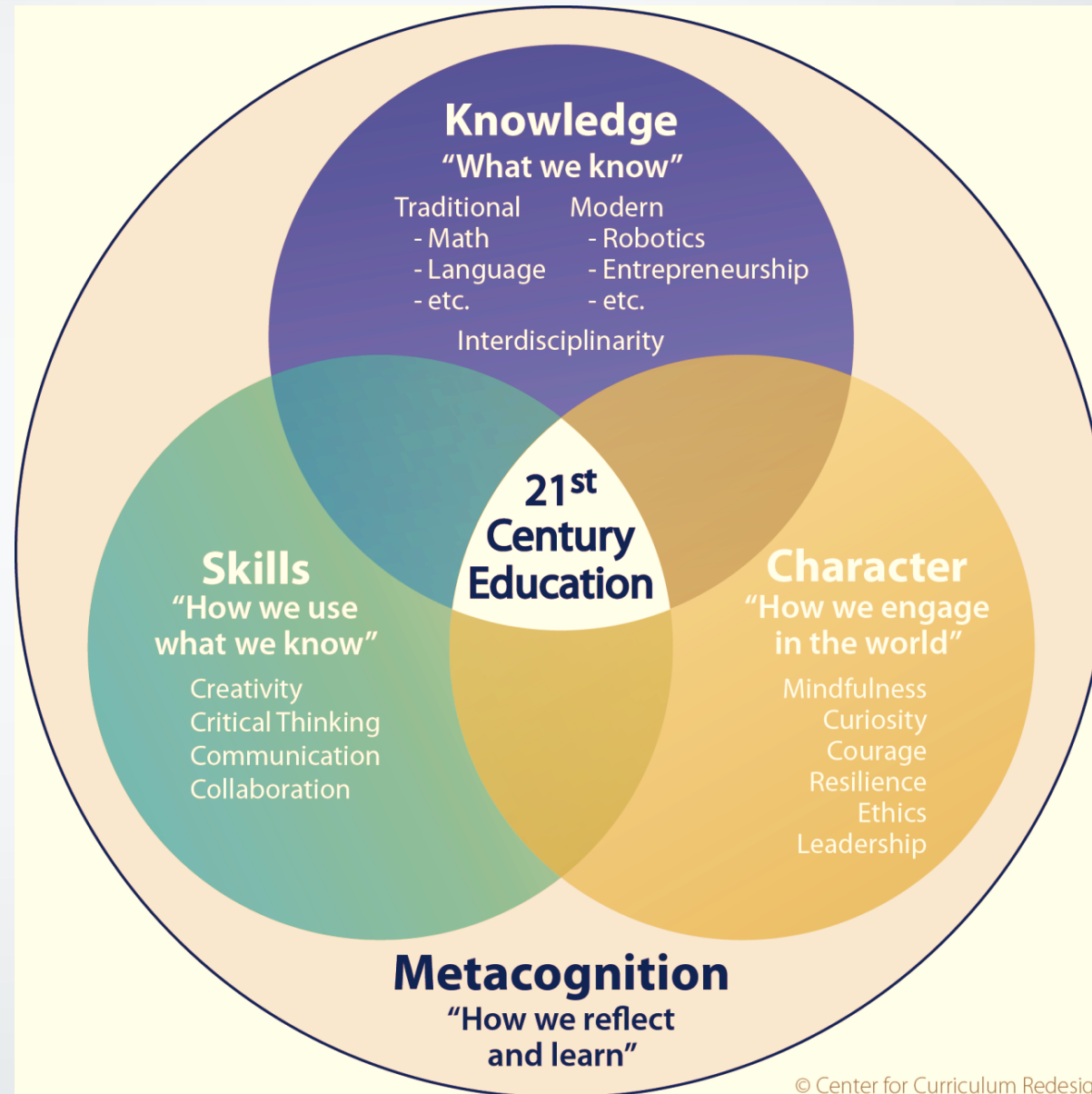




“ABILITY
is what you're capable of doing.
MOTIVATION
determines what you do.
ATTITUDE
determines how well you do it.”



More or other knowledge & skills are not enough!



Democracy and Human Rights

» START WITH US «

Council of Europe
Charter on Education
for Democratic Citizenship
and Human Rights Education

CHARTER
for ALL

7. Higher education
Member states should promote, with due respect for the principle of academic freedom, the inclusion of education for democratic citizenship and human rights education in HEIs, in particular for future education professionals.

12. Research

Democracy and Human Rights

» START WITH US «

Council of Europe
Charter on Education
for Democratic Citizenship
and Human Rights Education

CHARTER
for ALL

» Guidelines for Educators «

his book is like *How to Win Friends and Influence People* – only better suited for today's world' Adam Grant, author of *Give and Take* and *Originals*

the ART of PEOPLE

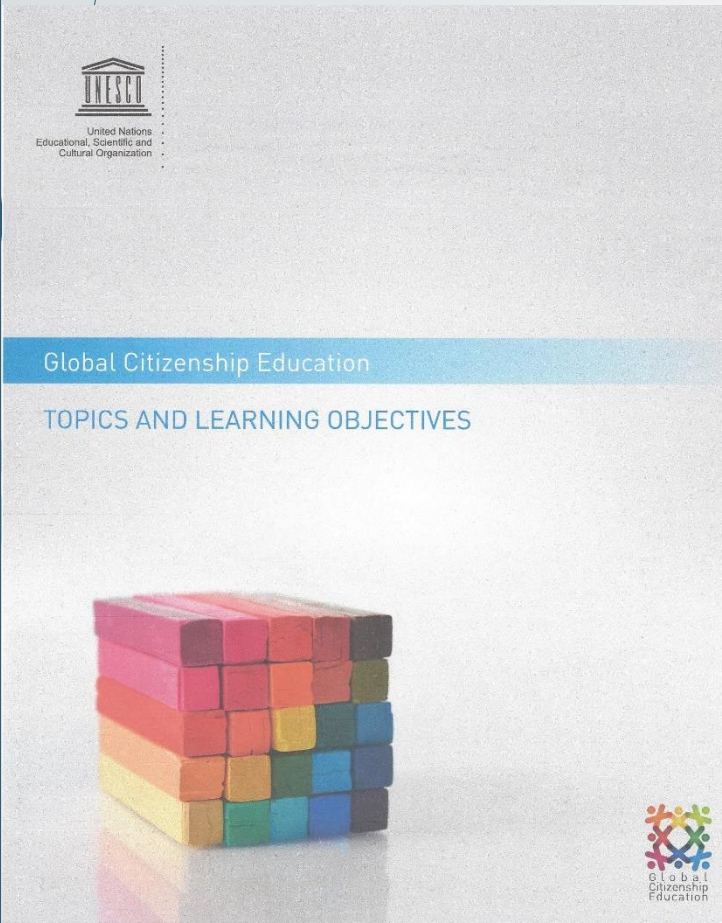
The 11 simple
people skills that
will get you
everything you want

DAVE KERPEN

THE NEW YORK TIMES BESTSELLING AUTHOR

- ✓ Understanding Yourself & Understanding People
- ✓ Meeting the Right People
- ✓ Reading People (by listening with your ears and eyes!)
- ✓ Connecting with People (online & off-line)
- ✓ Influencing People
- ✓ Changing People's Minds

- ✓ Teaching People (by coaching as a model and learning yourself)
- ✓ Leading People (by serving them)
- ✓ Resolving Conflict with People
- ✓ Inspiring People
- ✓ Keeping People Happy



Cognitive

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

Socio-Emotional

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

Behavioural

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions





IQA of STUDY PROGRAMMES

Student-centred learning

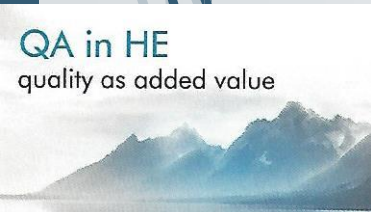
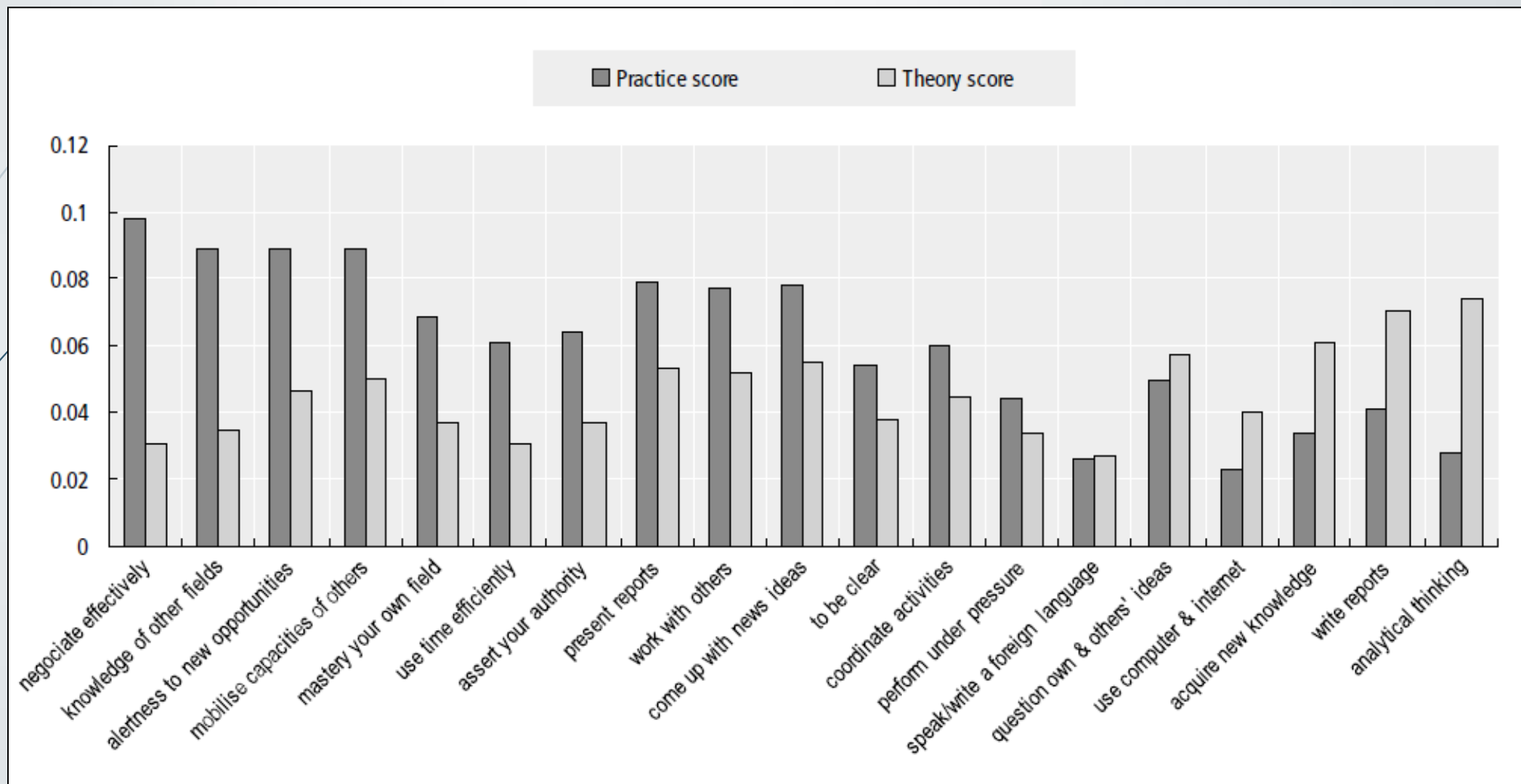
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Innovative teaching & learning processes



ESG Standard I.3 :

Student-centred Learning, Teaching and Assessment

agreed & proposed by
E4+ (incl. EUA, EURASHE
& EI)

+ eventually all ministers

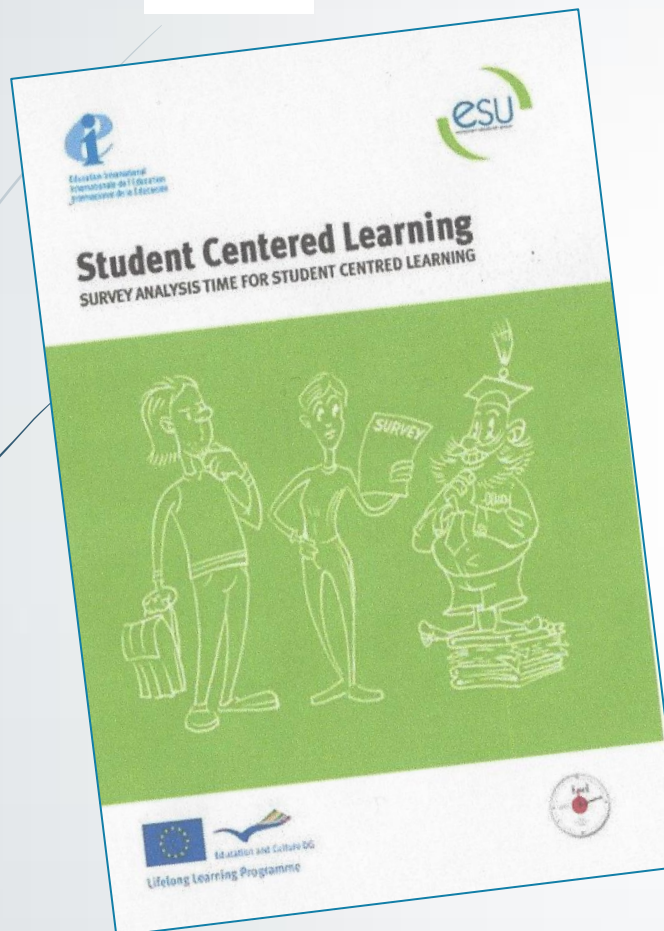
“**Institutions** should ensure that the programmes are **delivered** in a way that encourages students to take an active role in creating the **learning process**, and that the assessment of students reflects this **approach**.”

Guidelines 1.3 :

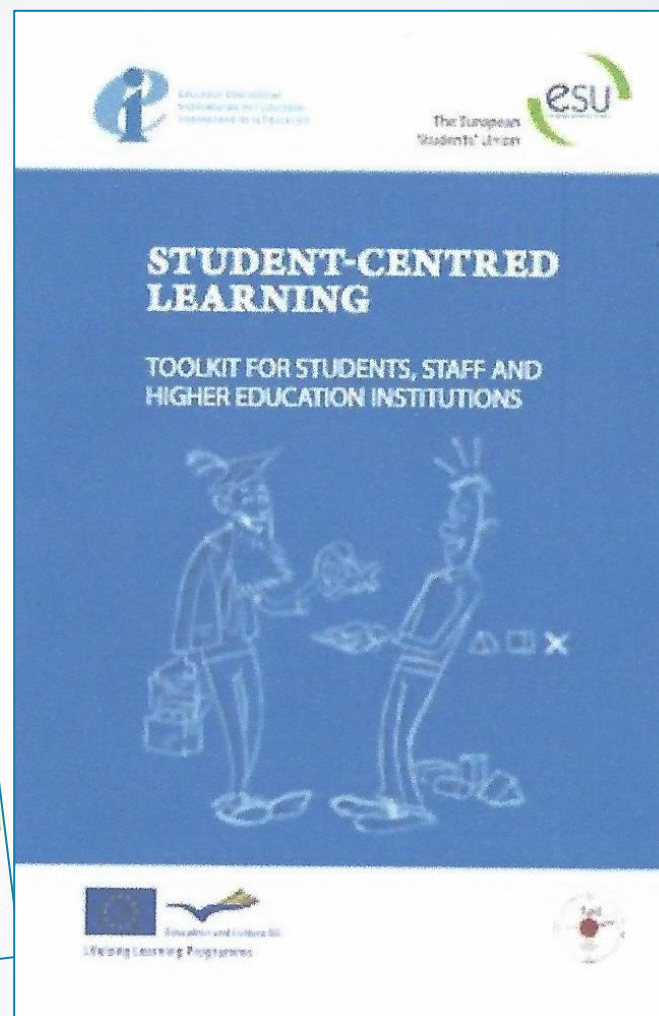
“Student-centred learning and teaching plays an important role in *stimulating students' motivation, self-reflection and engagement in the learning process.* (...)

The implementation of student-centred learning and teaching

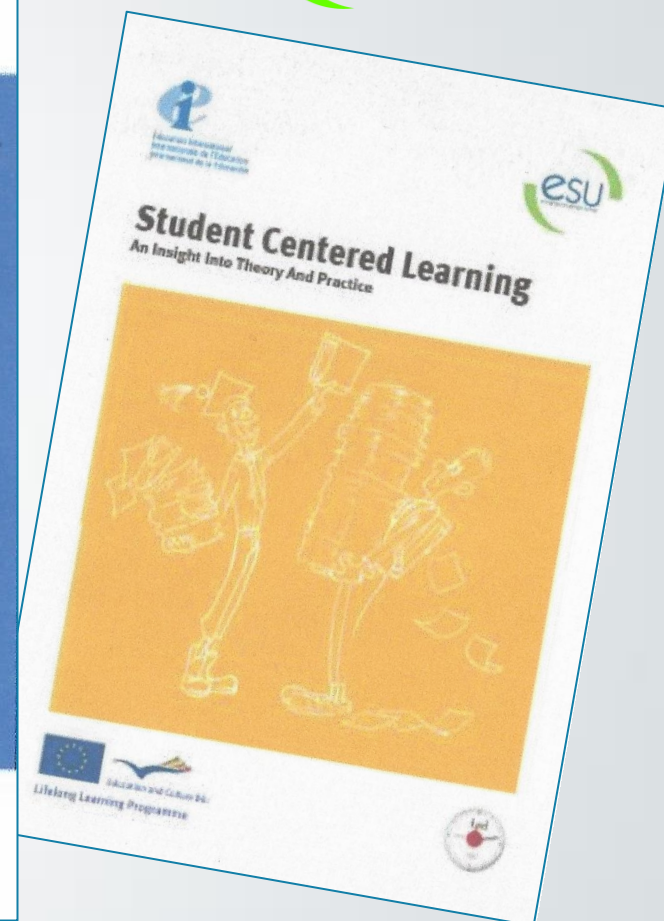
- respects and attends to the *diversity of students* and their needs, *enabling flexible learning paths*;
- considers and uses *different modes of delivery*, where appropriate;
- flexibly uses a *variety of pedagogical methods*;
- encourages a *sense of autonomy* in the learning, while ensuring *adequate guidance and support* from the teacher; (...)



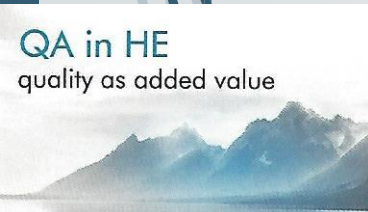
SCL Survey Analysis 2011



SCL Toolkit 2014



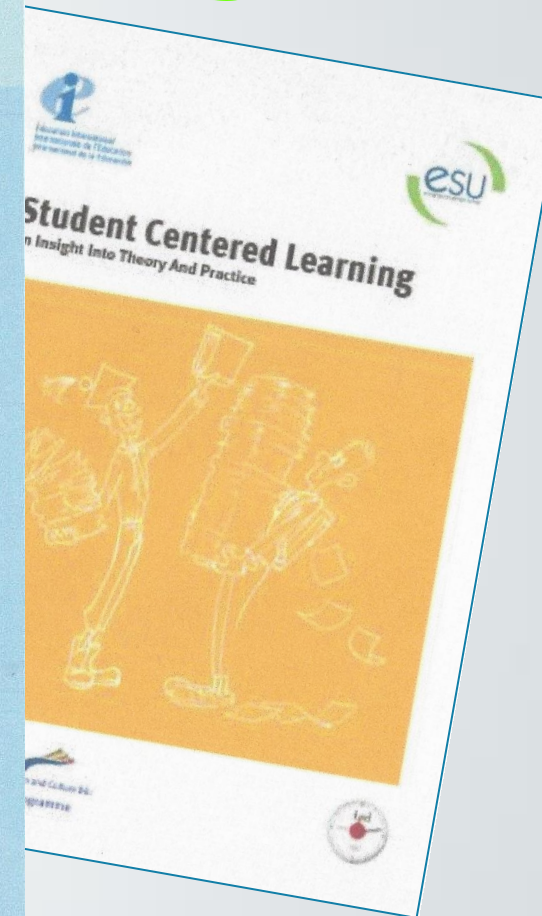
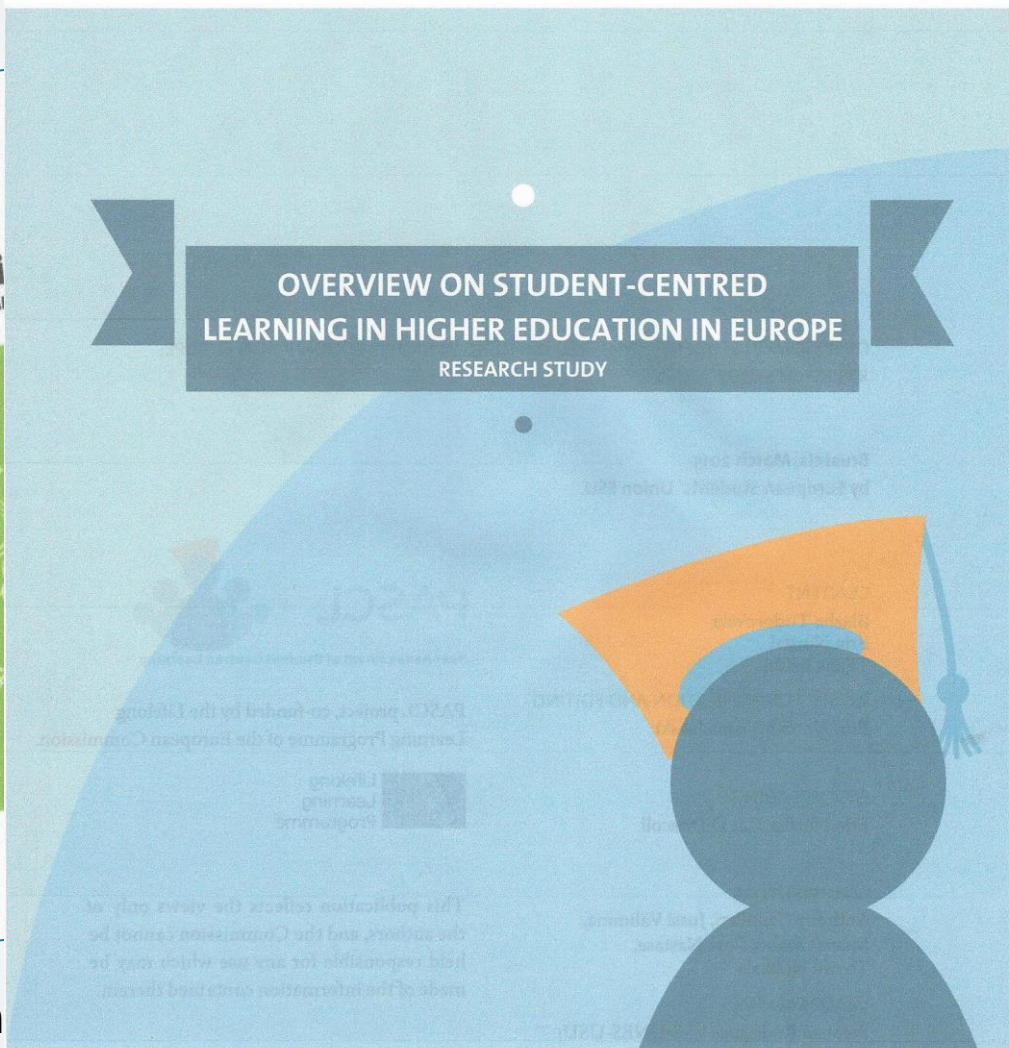
SCL Theory & Practice 2011





SCL Survey Analysis

The European Students' Union



Student Centered Learning Theory & Practice 2011



QUALITY CULTURE

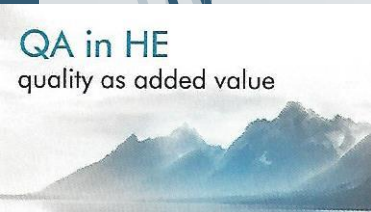
“Student-Centred Learning represents both a *mindset* and a *culture* within a given higher education institution and is learning approach (...) characterised by innovative methods of teaching which aim to promote *learning in communication with teachers and other learners* and which take students seriously as *active participants in their own learning*, forstering *transferable skills* such as problem-solving, critical thinking and reflective thinking.”

Time for Student-Centred Learning (T4SCL) Toolkit, 2011

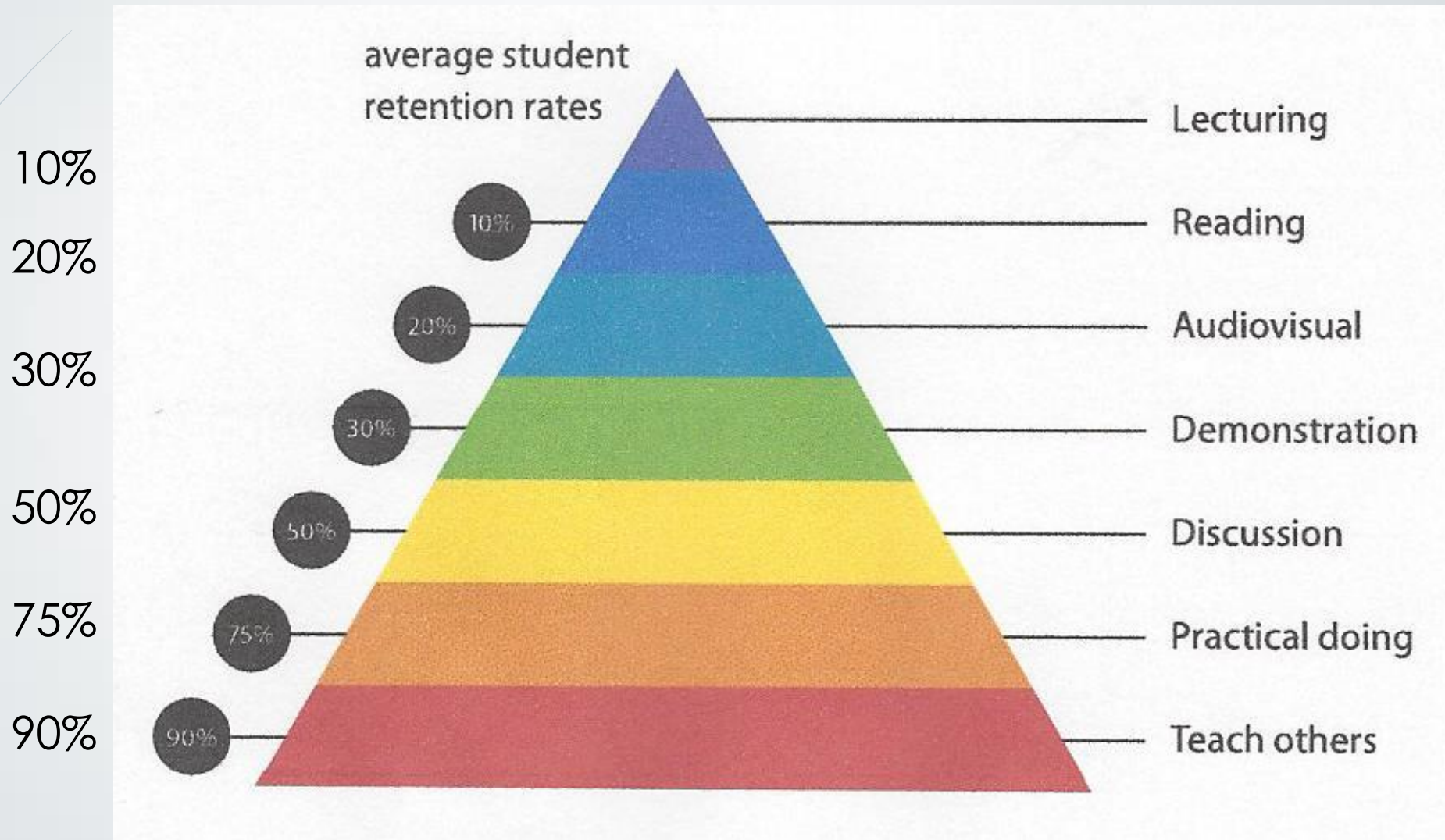
SCL integral components

- ✓ FLEXIBILITY and freedom in terms of time & structure of learning;
- ✓ More and better QUALITY TEACHERS who strive to SHARE their knowledge;
- ✓ A clear UNDERSTANDING of students by teachers;
- ✓ A FLAT HIERARCHY within HEIs;
- ✓ Teacher RESPONSIBILITY for student EMPOWERMENT;
- ✓ A continuous ongoing IMPROVEMENT process;
- ✓ A POSITIVE ATTITUDE by teachers & students with the aim of improving the LEARNING EXPERIENCE;
- ✓ A relationship of MUTUAL ASSERTIVENESS between students & teachers;
- ✓ A focus on LEARNING OUTCOMES which enable GENUINE LEARNING & DEEP UNDERSTANDING;

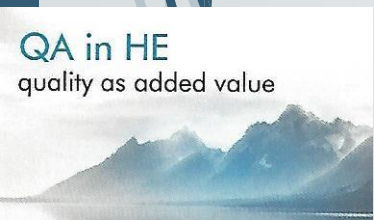
Student-Centred Learning (T4SCL) Toolkit, 2011, 2014



The Learning Pyramid



National Training Laboratories, Bethel, Maine



TEACHING STRATEGIES

classical teaching

Learning is viewed as the **transmission of information** from the **teacher to the student**.

The **instructor** is the **primary source of knowledge**, and **lecture** is the primary form of transferring knowledge.

active learning

Active learning strategies make students to be engaged and to be active in the learning process.

The instructor serves as coach or facilitator, guiding students through activities, but letting students take control of the learning event itself.

TEACHING STRATEGIES

You cannot switch teachers on
and off as if they were
PowerPoint presentations.

Andy Hargreaves

students take control of the
learning event itself.

“ If we teach today as we taught yesterday,
then we rob our children of tomorrow. ”

John Dewey / www.geckoandfly.com



Old School VS. New School

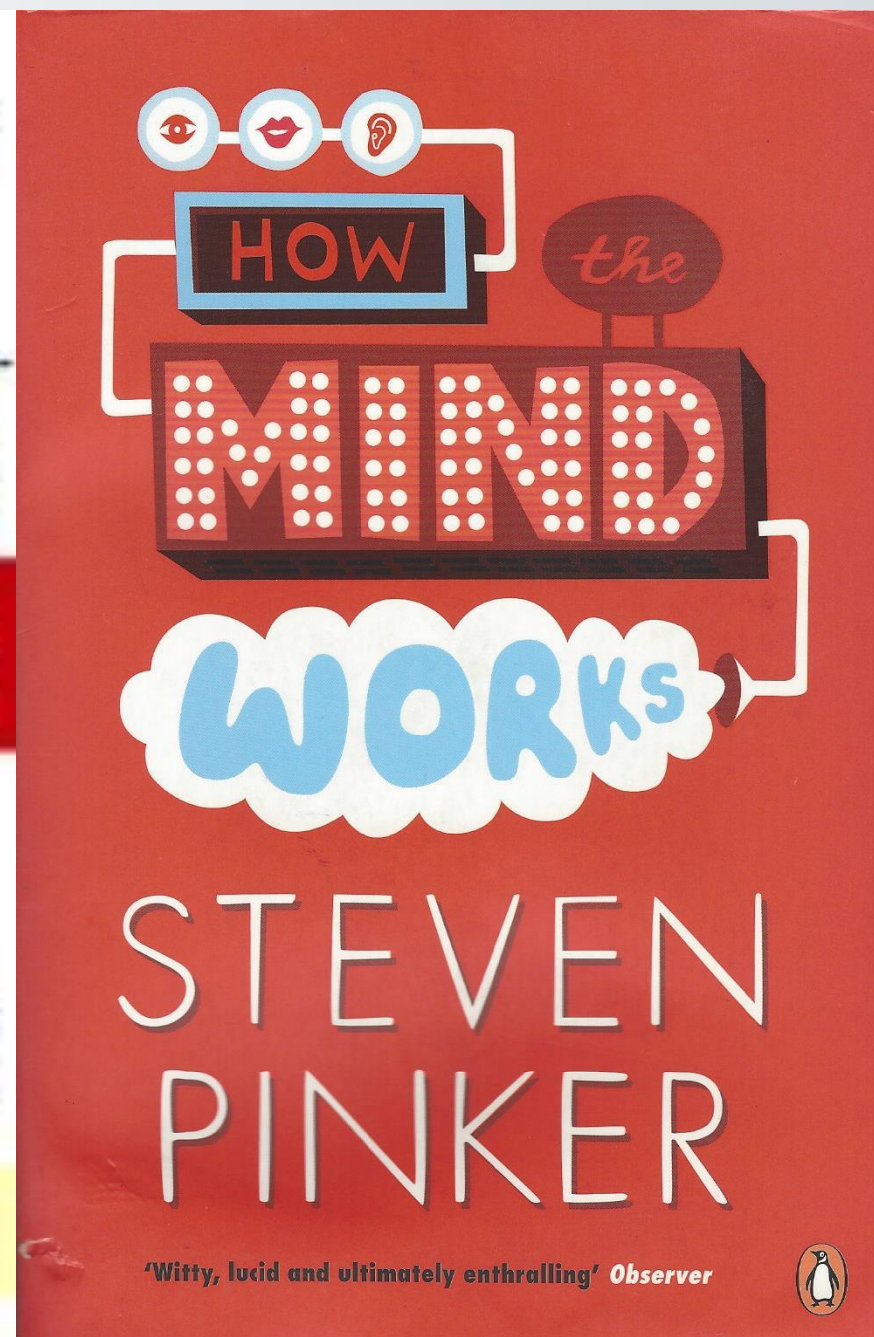
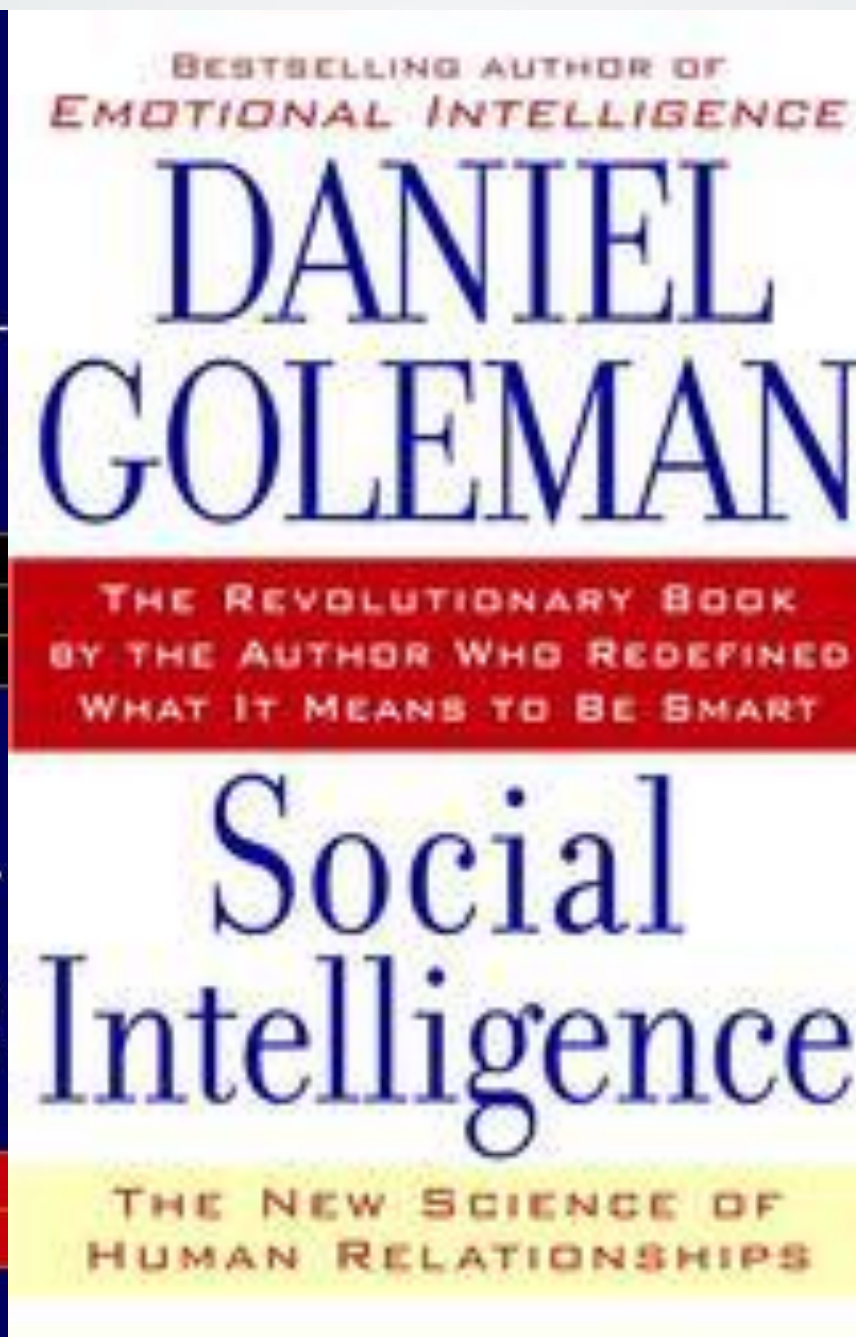
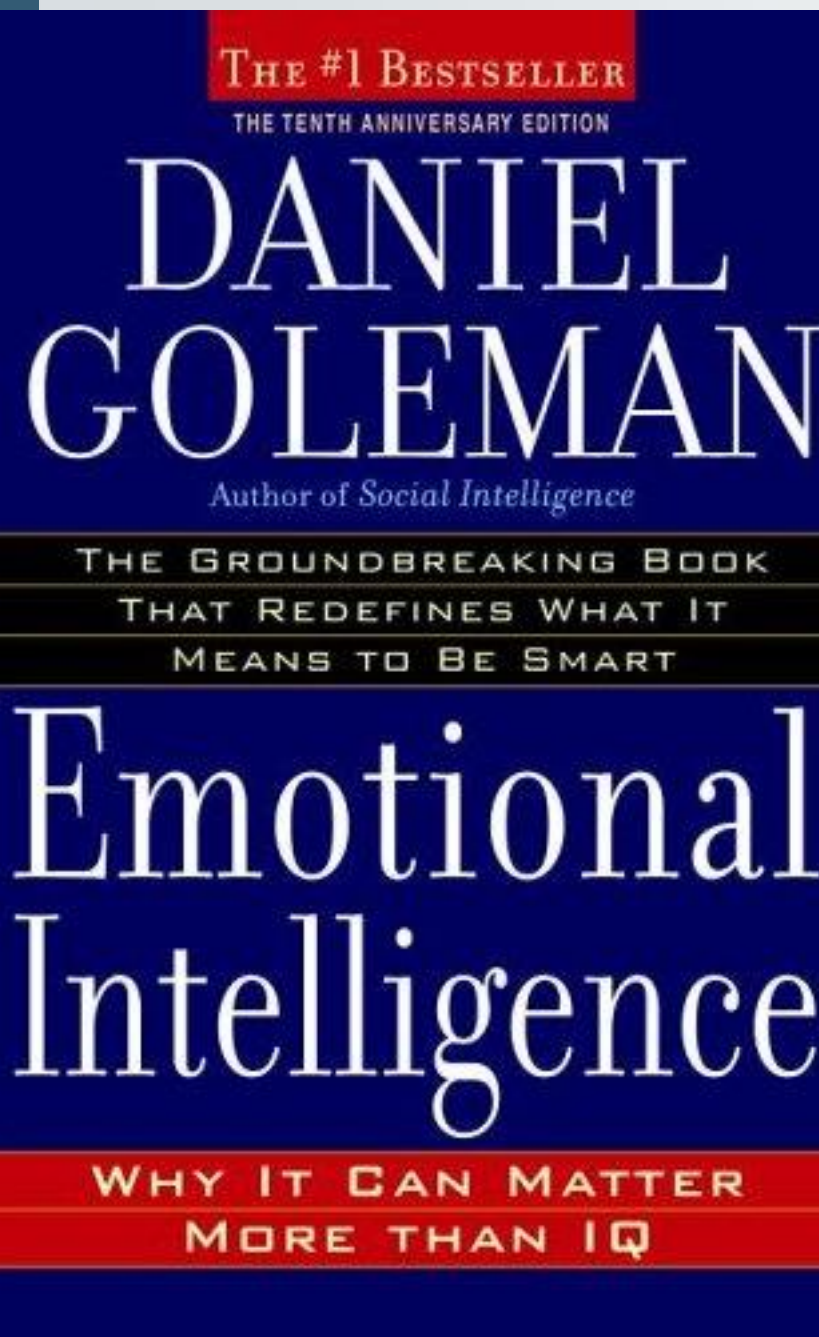
20th Century

21st Century

Time-Based
Textbook-Driven
Passive Learning
Teacher-Centered
Fragmented Curriculum
Printed Assessments
Print
Isolation
Facts & Memorization



Outcome-Based
Research-Driven
Active Learning
Student-Centered
Integrated Curriculum
Multiple Forms of Assess
Multimedia
Collaboration
Higher-Order Thinking



'A lifetime's worth of wisdom'
Steven D. Levitt, co-author of *Freakonomics*

**The International
Bestseller**

**Thinking,
Fast and Slow**



Daniel Kahneman
Winner of the Nobel Prize

Benedict Carey

How

We

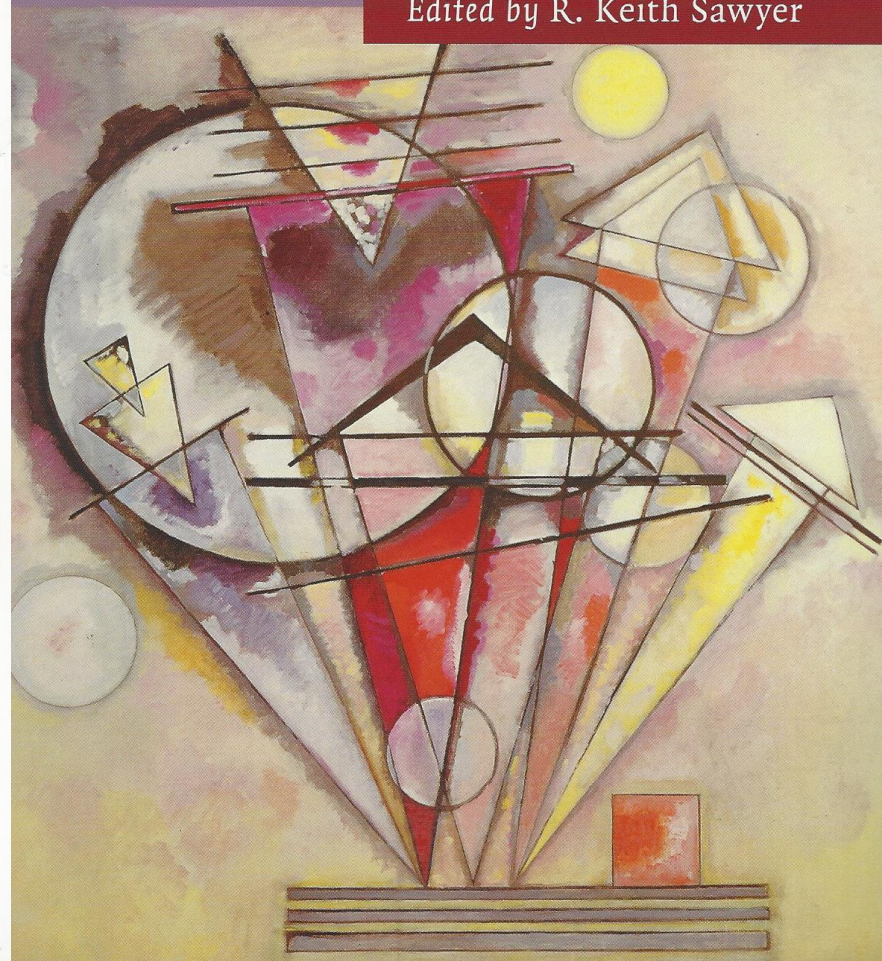
Learn

Throw out the rule book and
unlock your brain's potential

THE CAMBRIDGE HANDBOOK OF
**THE LEARNING
SCIENCES**

SECOND EDITION

Edited by R. Keith Sawyer



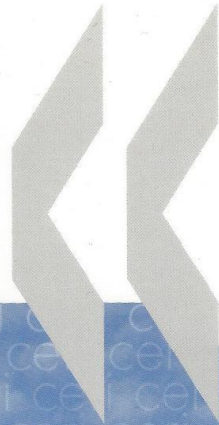
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The Nature of Learning

USING RESEARCH TO INSPIRE
PRACTICE

Edited by Hanna Dumont, David Istance
and Francisco Benavides

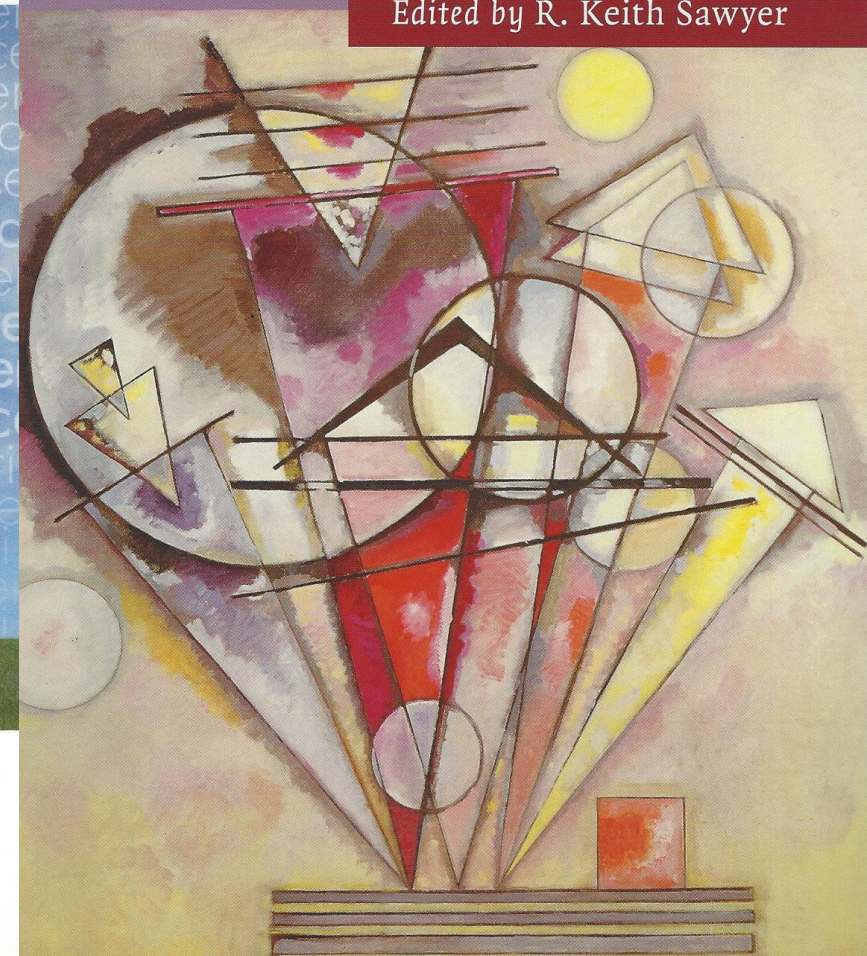


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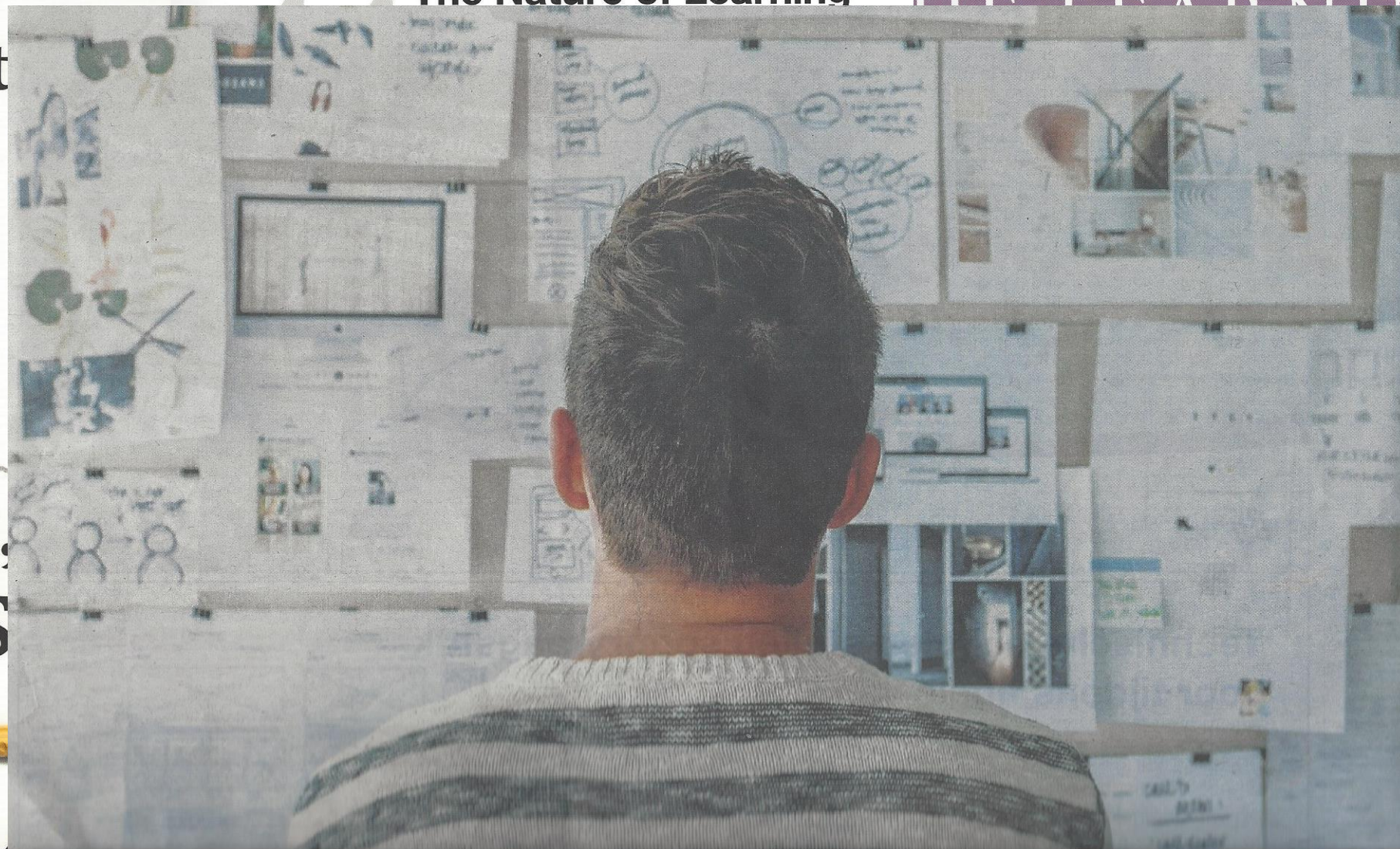
The Nature of Learning

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The Internat
Bestseller

Thinking
Fast and

Daniel Kahn
Winner of the Nobel Prize

THE ACTIVE LEARNING HANDBOOK

Think-pair-share: students pair up, discuss the material and prepare questions
Minute papers: students alone or in pair are asked to answer a question in writing
Quick quizzes: at the start or during a pause to assess comprehension
Muddiest point: students are asked to write down which part is least understood
Debates: students defend different viewpoints
Case studies & problem solving: students work in groups applying knowledge
Peer instruction: students prepare and present course material to the class
Flipped classrooms: students watch pre-recorded material/lecture at home beforehand

THE HANDBOOK OF
TRAINING
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Sawyer



IQA of STUDY PROGRAMMES

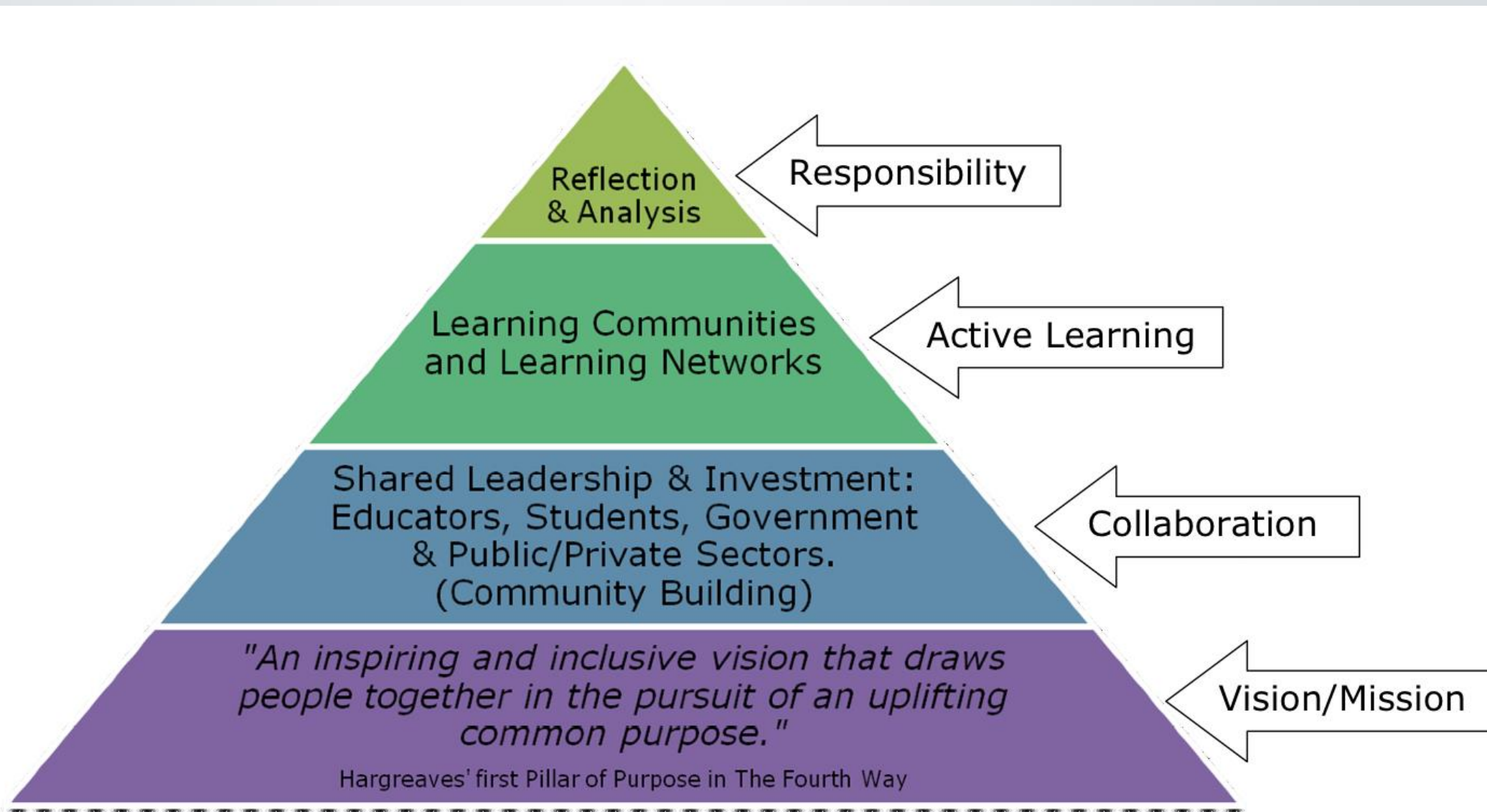
Conclusions: recommendations

Lucien Bollaert

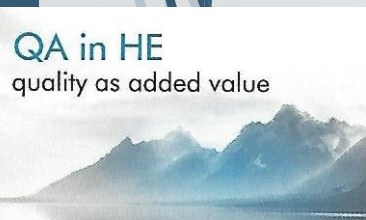
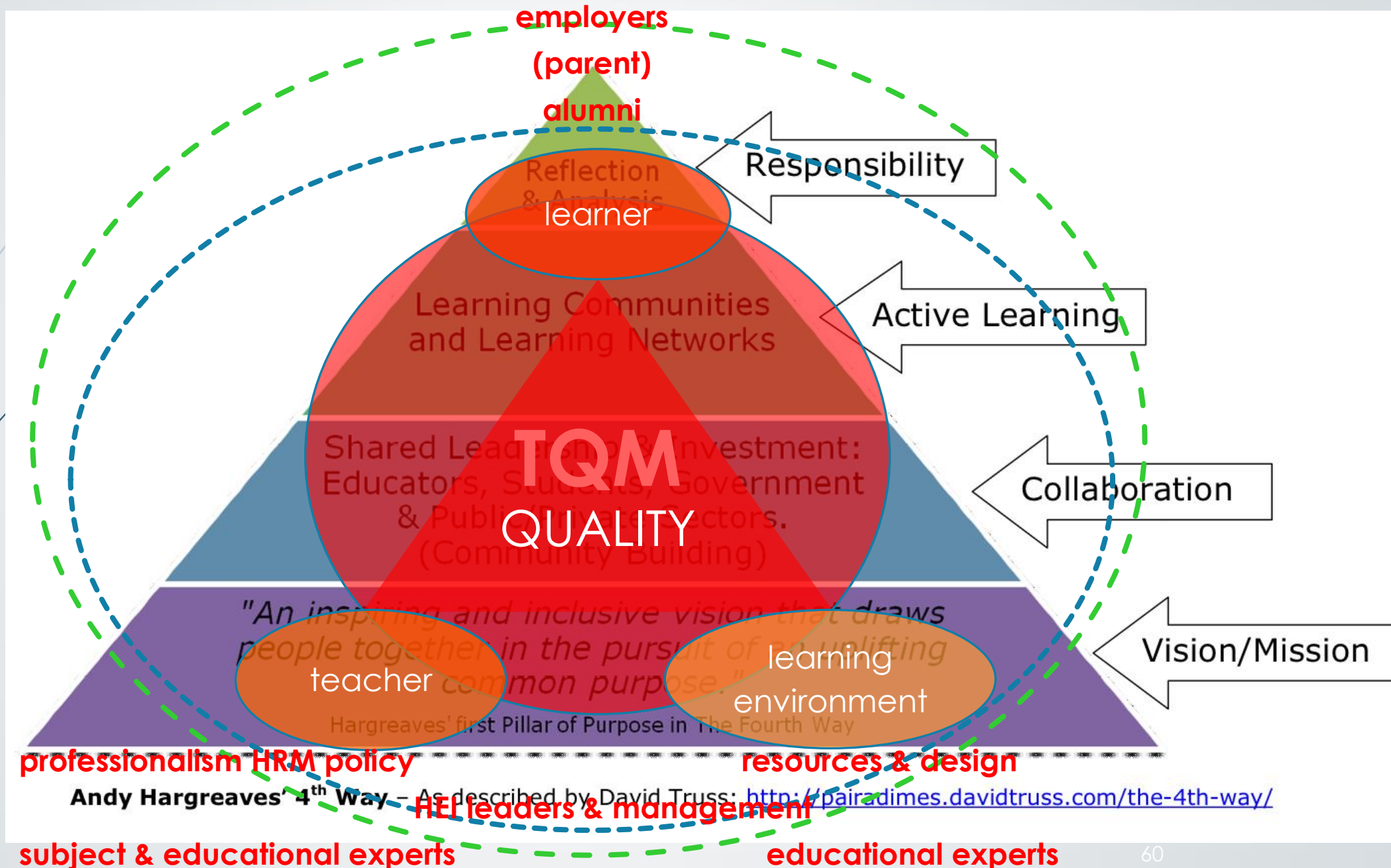
independent international QA expert
visiting professor | board member QAAs
international Seminar on IQA

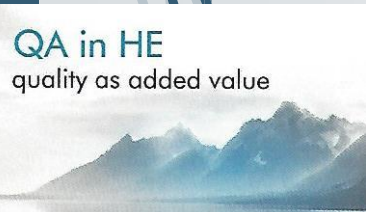
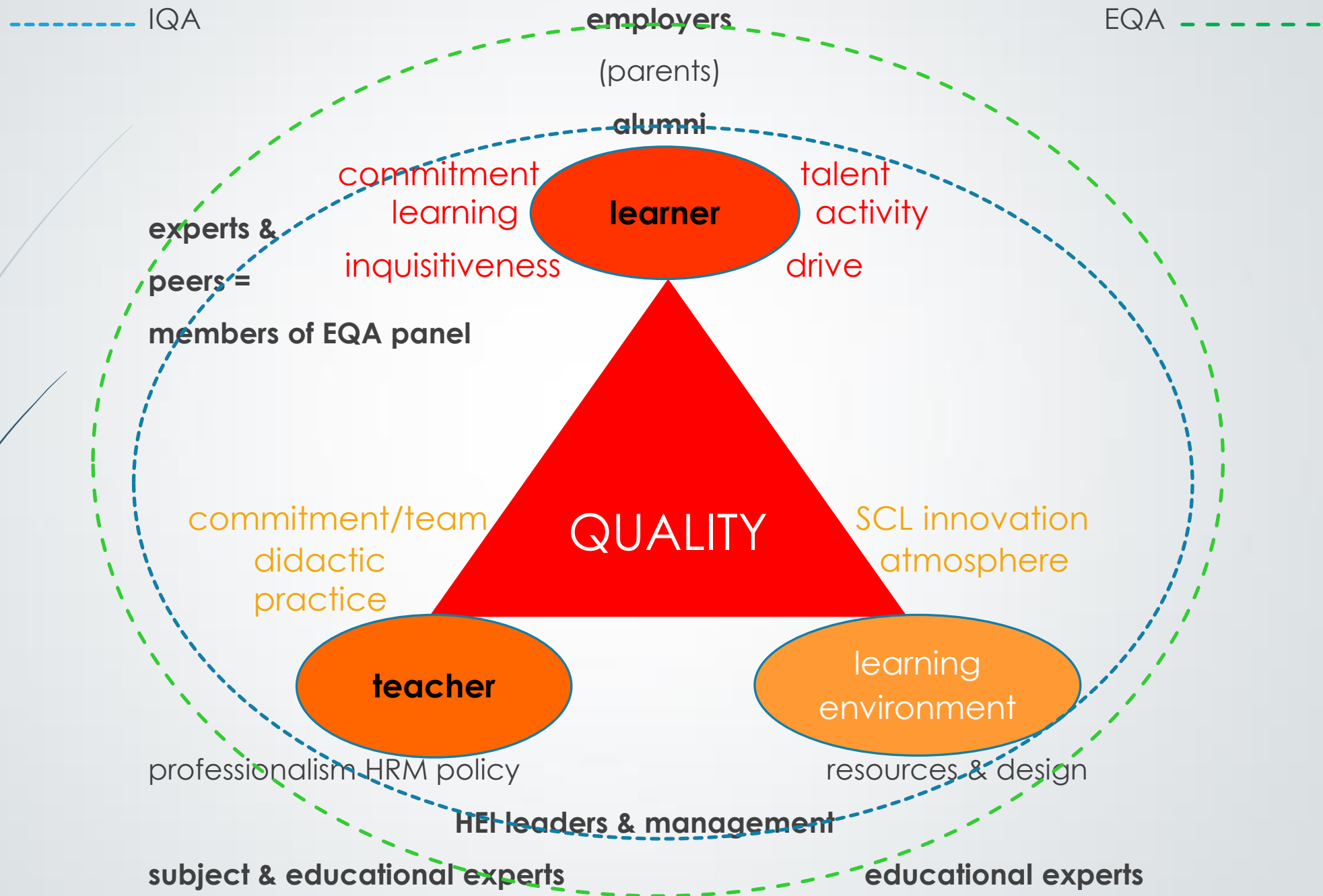
6 March 2019

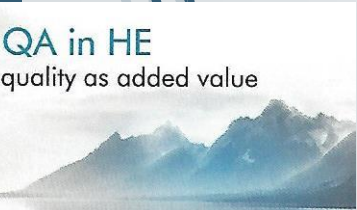
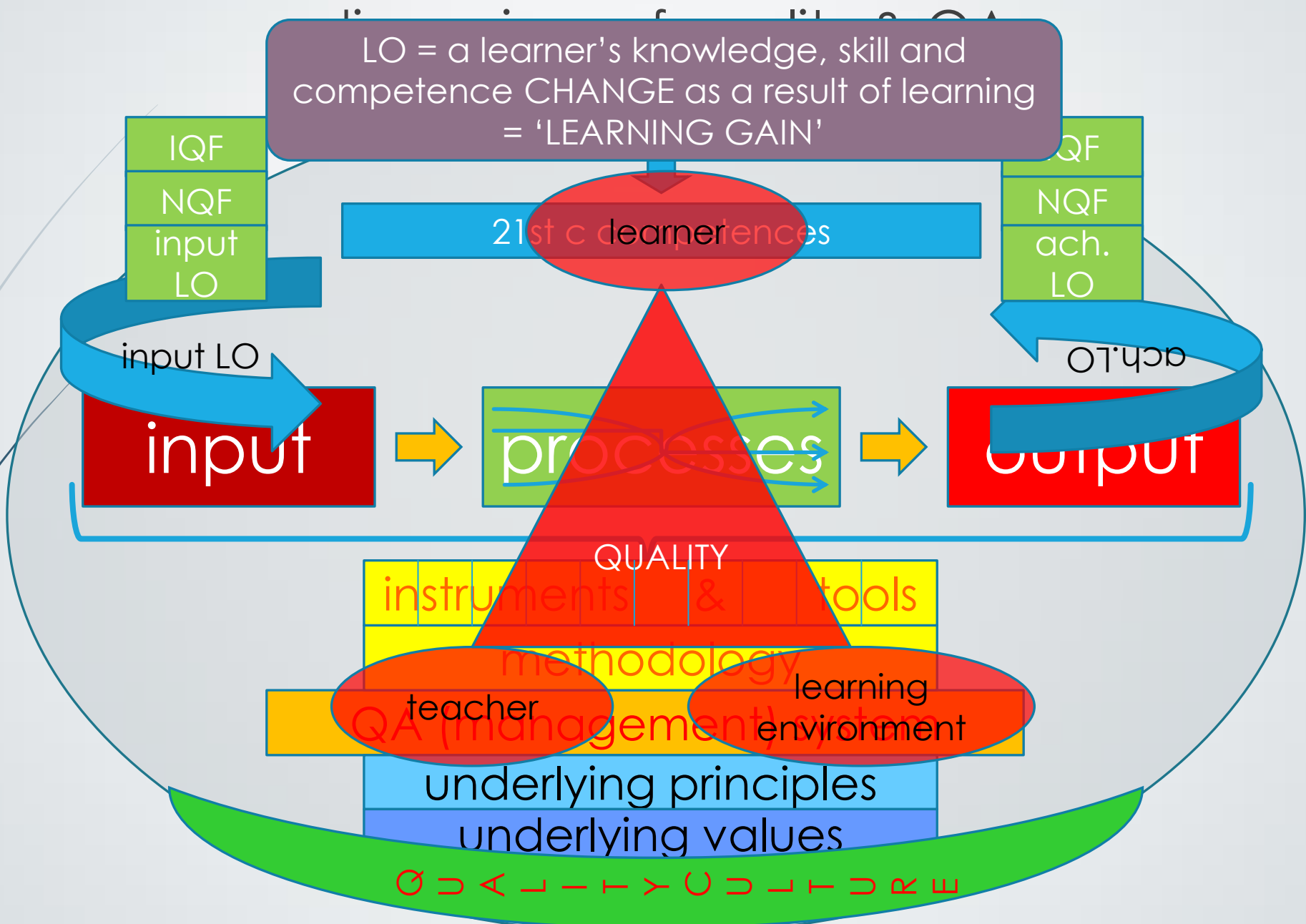
Almaty | Kazakhstan



Andy Hargreaves' 4th Way – As described by David Truss: <http://pairadimes.davidtruss.com/the-4th-way/>

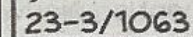






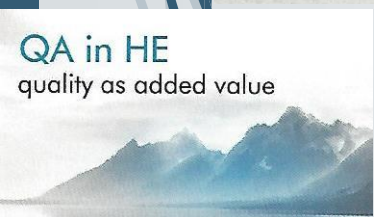
ach.


21st c learner



underlying values

QUALITY CULTURE

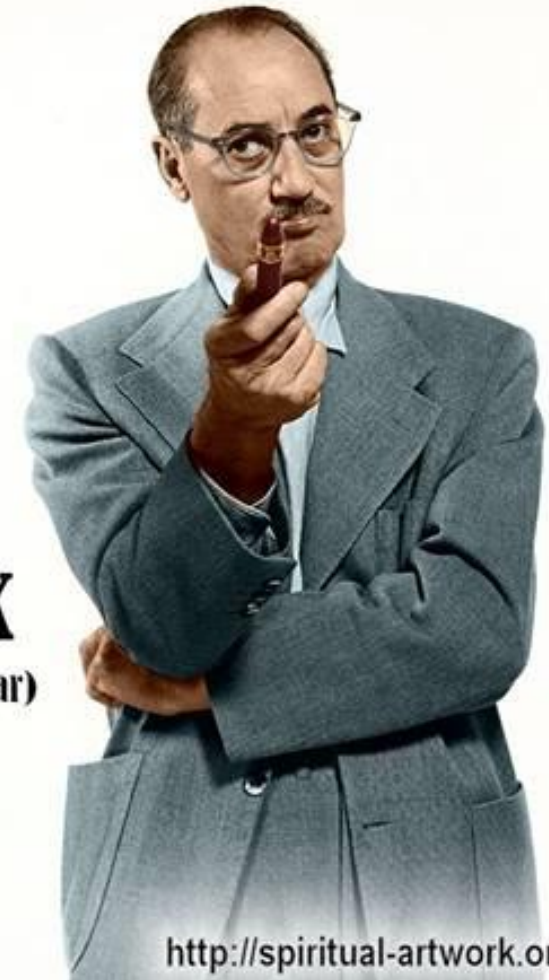


- 
- ✓ Develop a new **vision** asking the questions WHY? (= which value do I need to add to help my graduates to have a better life?) with **all your stakeholders** also on study programme level
 - ✓ Translate your vision into **intended programme learning outcomes/objectives**
 - ✓ Translate your programme learning outcomes into a programme with **learning outcomes on course level** and **active learning methods** that are congruent with them in order **to achieve the intended learning outcomes**
 - ✓ Assess whether the successful students have **really achieved** the intended outcomes
 - ✓ **Check, analyse and improve** these processes through IQA with **feedback from all stakeholders concerned**
 - ✓ **AND LEARN FROM YOUR FAILURES & ERRORS IN ORDER TO IMPROVE**

- ✓ Develop a new **vision** asking the questions WHY? (= which value do I need to add to help my graduates to have a

**“Learn from the mistakes of others.
You can never live long enough to
make them all yourself.”**

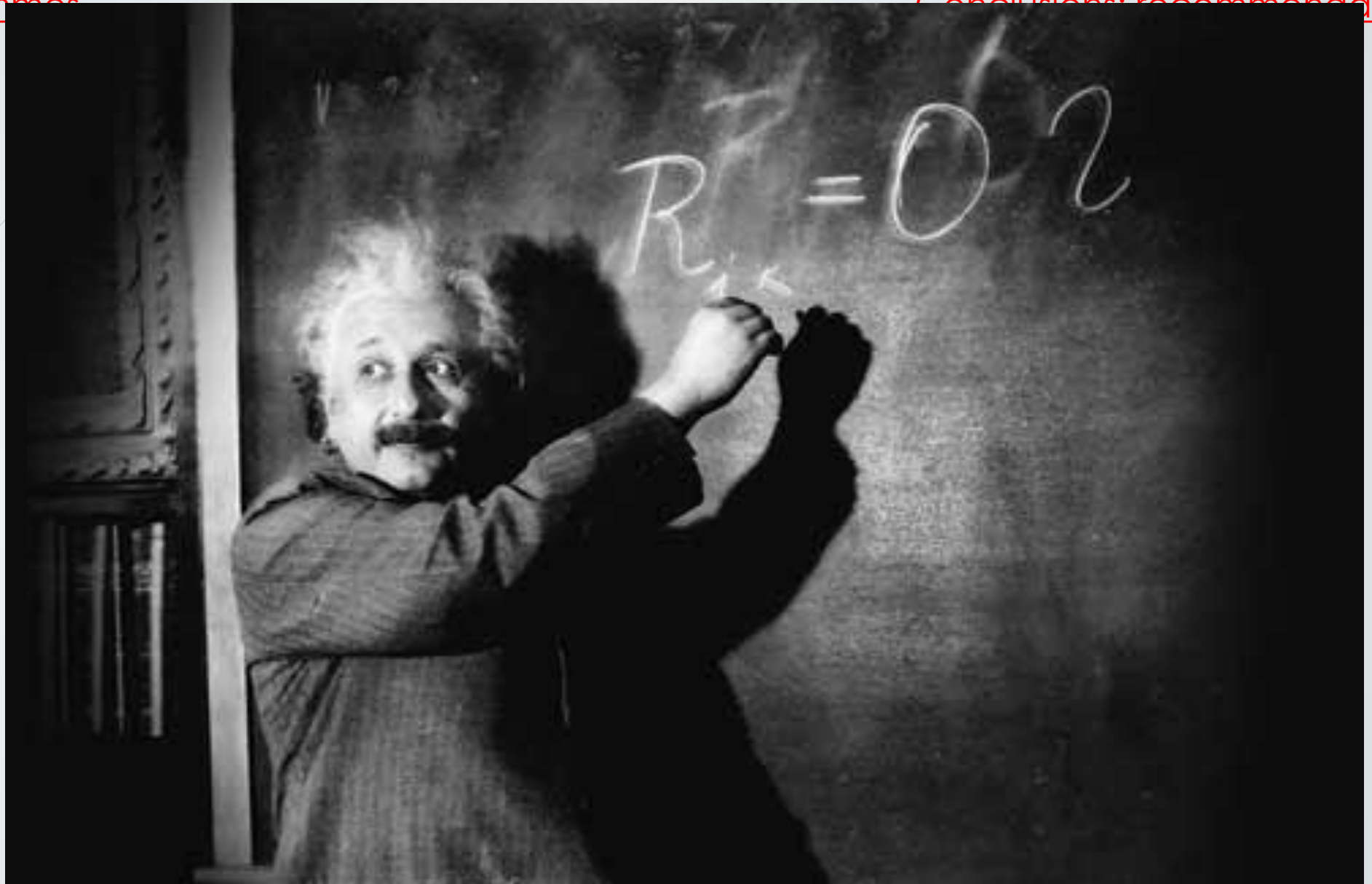
- Groucho Marx
(US Slapstick Comedian/ Film star)



<http://spiritual-artwork.org/>

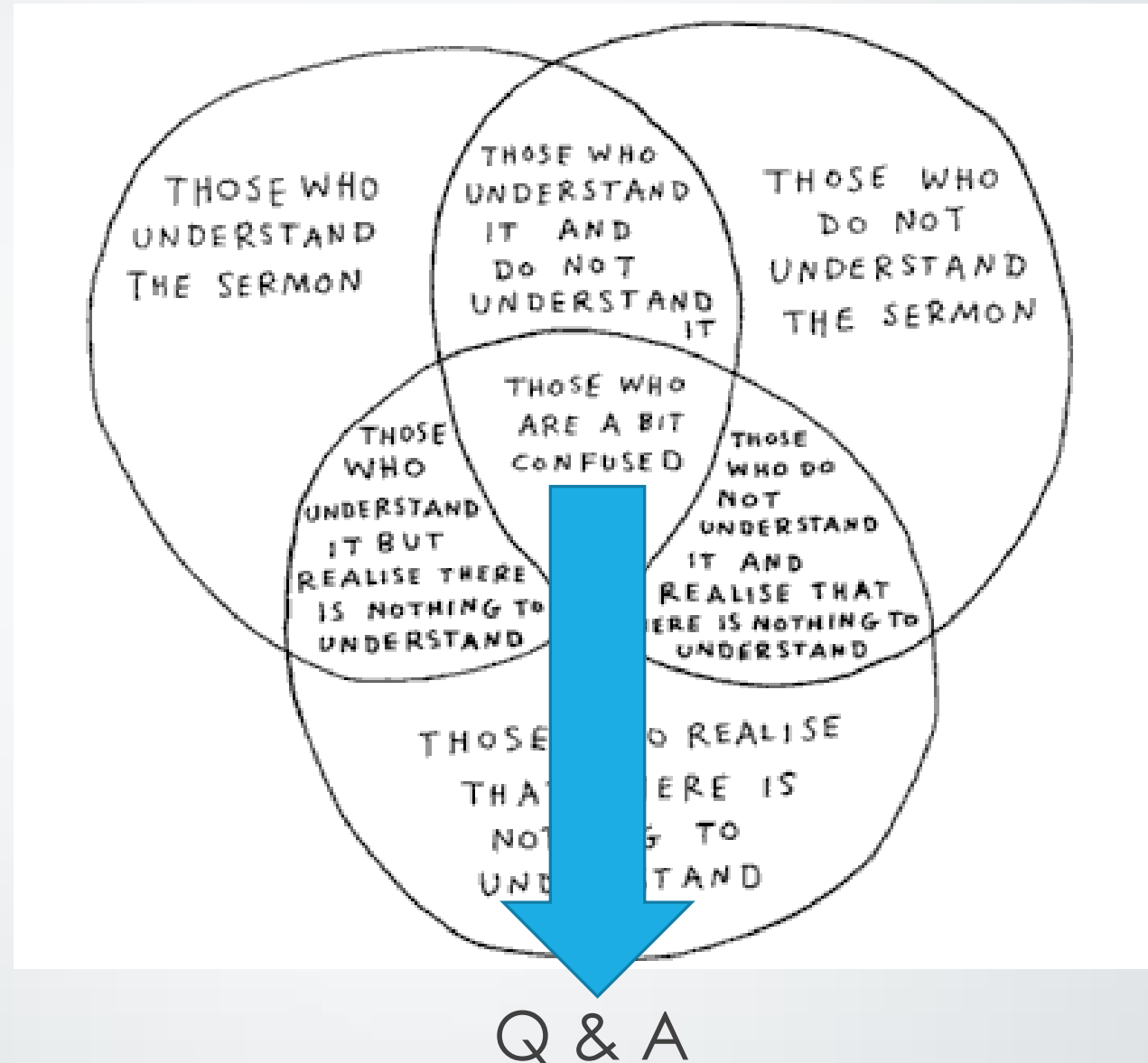
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- ✓ **AND LEARN FROM YOUR FAILURES & ERRORS IN ORDER TO IMPROVE**

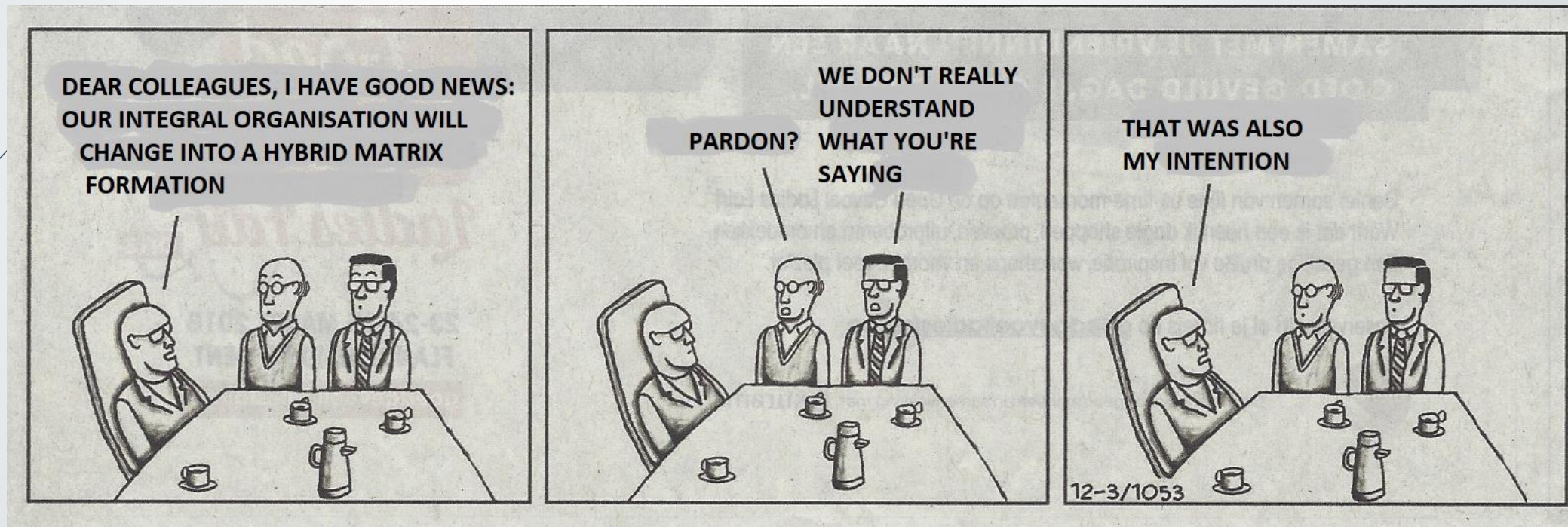


“We cannot solve our problems with the same thinking that we used to create them.” Albert Einstein

To which segment do you belong after this seminar?



Рақмет сізге/Raqmet sizge Спасибо



Q & A