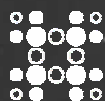# Experience of Danish Higher education institutions in establishing of outcomes-based internal quality assurance systems

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Agenda

- Short about my background
- Some points of reference
- Overall development in European Higher Educations
- The leadership perspective and main quality issues in HE
- New Danish national standard for the accreditation of educations
- Setting the scene for internal quality assurance

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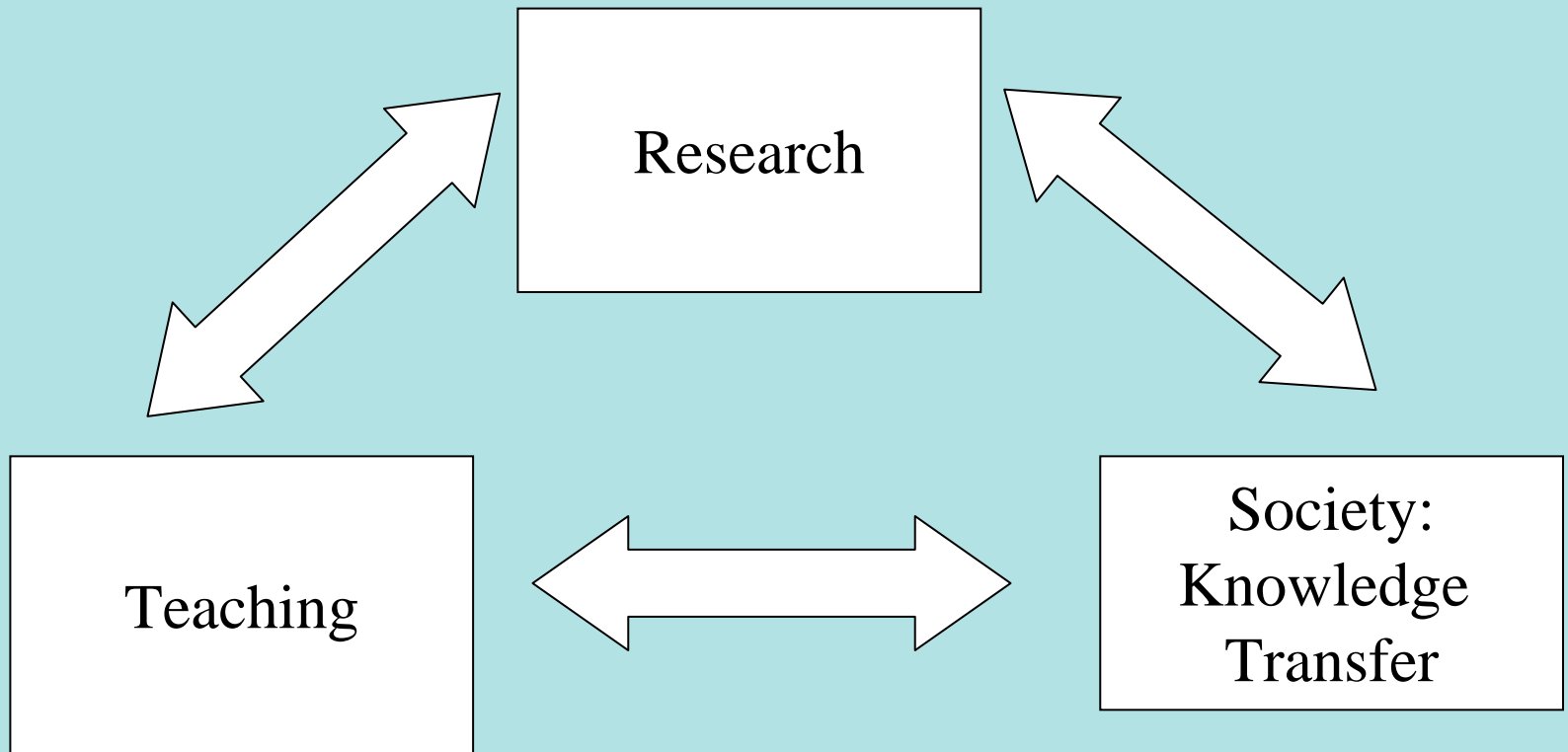
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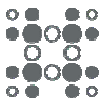
The main task at the institutional level

- Expansions in the number of people requiring higher educations

- Knowledge is growing because of more research

- Funding of higher education under pressure

- New technology and methods of communication lead to new ways of teaching and doing research, but probably also creates new ways of learning among students

- Students are becoming more demanding

- Globalisation gives new opportunities for students to learn at different places and at the same time creates demand for more transparency in teaching and learning

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Main Areas of Quality concern

Research

Teaching

Society: Knowledge Transfer

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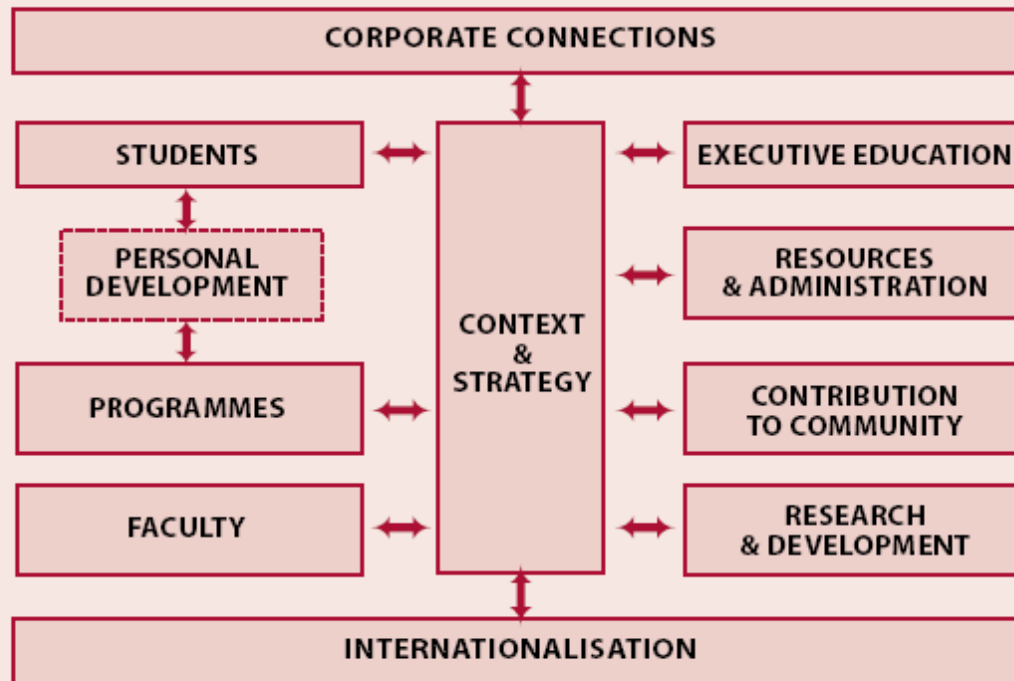
EQUIS – Accreditation of Business Schools – An example of quality assurance framework

EQUIS Framework & Standards

The EQUIS standards relate to the framework below and are more fully explained with associated criteria in the document "EQUIS Standards and Criteria".


Chapter 1: Context, Governance and Strategy

Mission

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A significant driver of change: The Bologna Declaration (1999)

1. **Adoption of a system of easily readable and comparable degrees**, also through the implementation of the Diploma Supplement, in order to promote European citizens employability and the international competitiveness of the European higher education system

2. **Adoption of a system essentially based on two main cycles, undergraduate and graduate**. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labour market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries.

3. **Establishment of a system of credits - such as in the ECTS system** - as a proper means of promoting the most widespread student mobility. Credits could also be acquired in non-higher education contexts, including lifelong learning, provided they are recognised by receiving Universities concerned.

4. **Promotion of mobility** by overcoming obstacles to the effective exercise of free movement with particular attention to:

   1. for students, access to study and training opportunities and to related services

   2. for teachers, researchers and administrative staff, recognition and valorisation of periods spent in a European context researching, teaching and training, without prejudicing their statutory rights.

5. **Promotion of European co-operation in quality assurance** with a view to developing comparable criteria and methodologies.

6. **Promotion of** the necessary **European dimensions in higher education**, particularly with regards to curricular development, inter-institutional co-operation, mobility schemes and integrated programmes of study, training and research.

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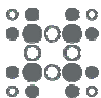
A Provocative headline

- **Secrets of success**

- Sep 8th 2005 *The Economist*

- **America's system of higher education is the best in the world. That is because there is no system**

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University models, McNay (1995)

Policy definition

loose

A: Collegium

B: Bureaucracy

Control of implementation   loose ——————————————— tight

D: Enterprise

C: Corporation

tight

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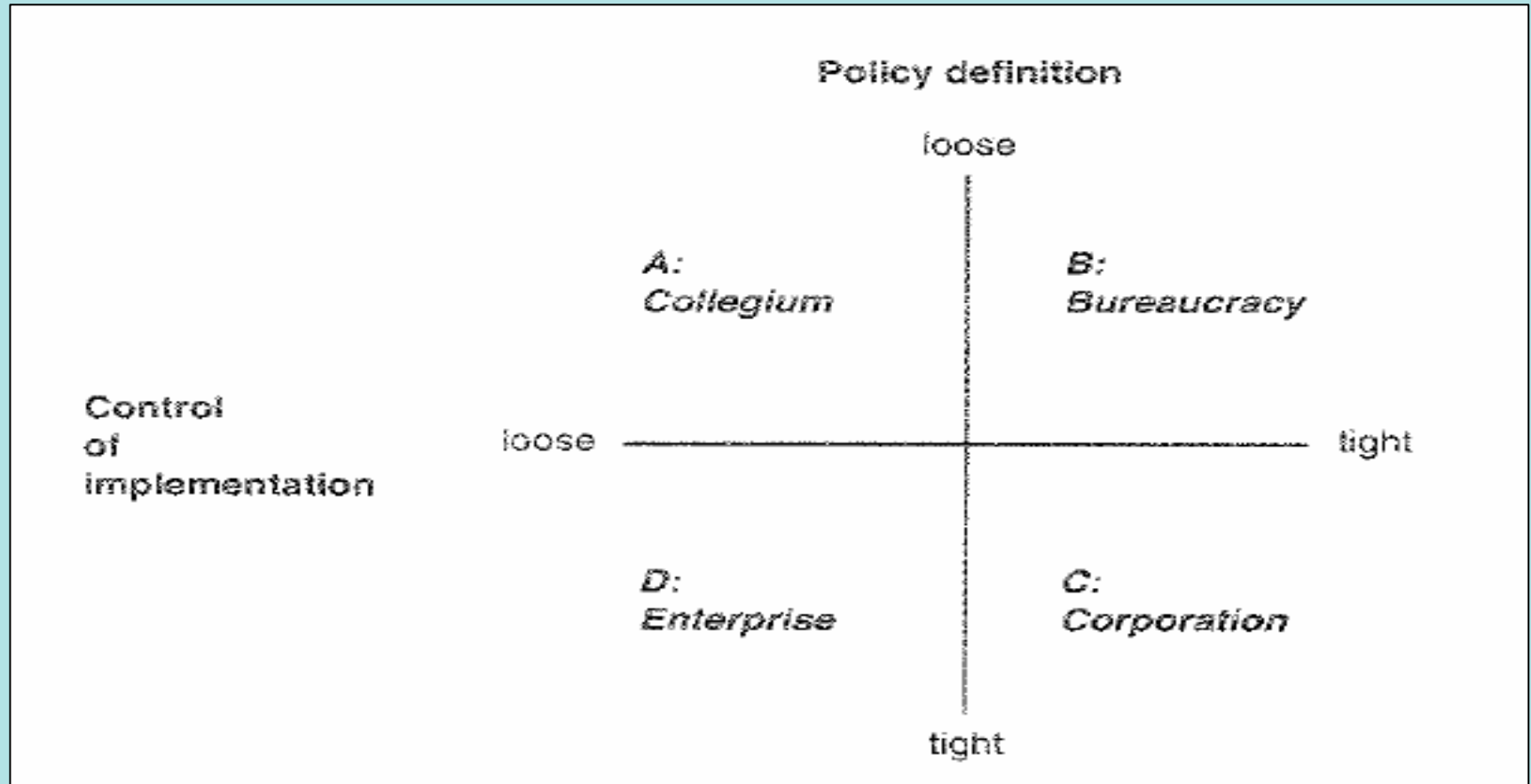
University models type A and B McNay (1995)

- A: **The collegiate university** with focus on freedom to pursue university and personal goals unaffected by external control. Discipline-based departments are the main organisational unit. Decision making is consensual, the management style is permissive, and students are seen as apprentice academics

- B: **Bureaucracy**: Focus on regulation, consistency and rules; its management style is formal-rational. A cohort of senior administrators wields considerable power. Standards are related to regulator bodies and external references, evaluation is based on the audit of procedures. Decision making is rule-based, and students are statistics
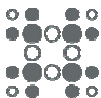
University models type A and B McNay (1995)
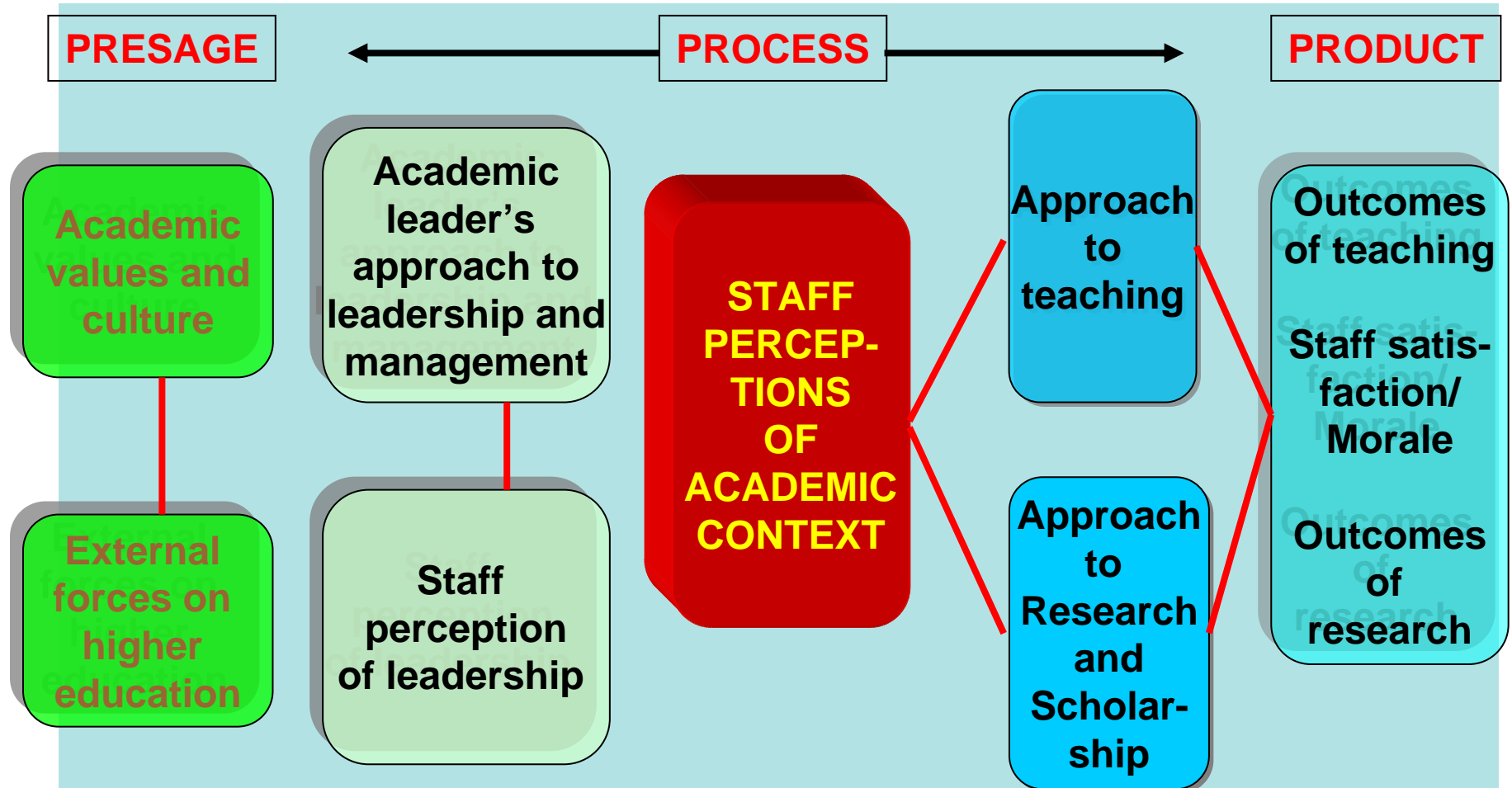
- C: **Corporation**: Focus on loyalty to the organisation and senior management; the management style is commanding and charismatic. There is a crisis-driven, competitive ethos; decision making is political and tactical. Standards are related to organisational plans and goals; evaluation is based on performance indicators and benchmarking. Students are units of resource and customers

- D: **Enterprise**: Focus on competence; oriented to the outside world; with continuous learning in a turbulent environment. Management style is developed leadership; decision making is flexible and emphasises on accountable professional expertise. The dominant unit is project teams and the standards are related to market strength. Evaluation is based on achievements and repeat business. Students are seen as clients and partners in the search for understanding

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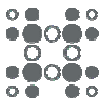
Leadership from the perspective of academics: Ramsden(1998) p. 105

PRESAGE ← **PROCESS** → **PRODUCT**

Academic values and culture

External forces on higher education

Academic leader's approach to leadership and management

Staff perception of leadership

STAFF PERCEPTIONS OF ACADEMIC CONTEXT

Approach to teaching

Approach to Research and Scholarship

Outcomes of teaching

Staff satisfaction/ Morale

Outcomes of research

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Relations between Academic Leadership, Perceptions of the Teaching Context, Teaching and Student Learning - Ramsden (1998)
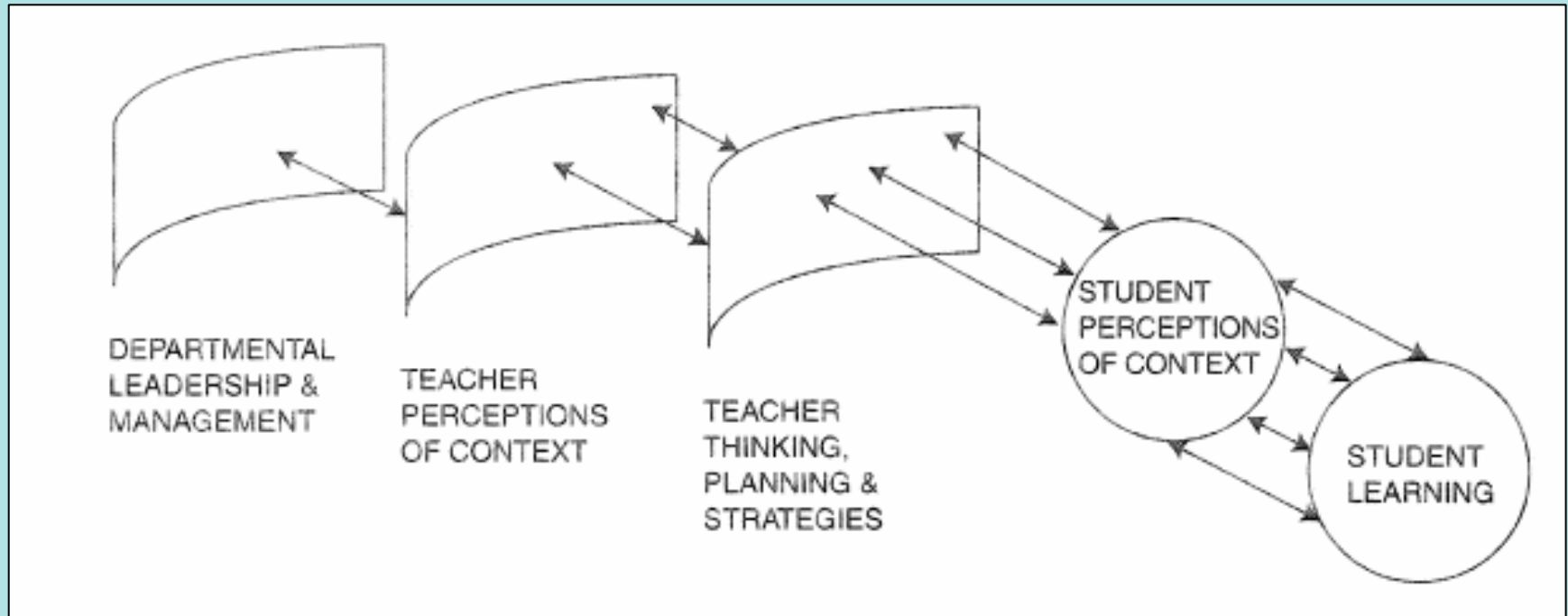
Research Issues of HE. Tight (2003)

1. Teaching and Learning
2. Course design
3. Student experiences
4. Quality including course evaluation, grading, outcomes, national monotering practices and system standards
5. System Policy: Policy context, past present and future
6. Institutional management.
7. Academic work: Role, career, changes
8. Knowledge including the nature of research, disciplinarily, forms of knowledge and nature of the university

Some of the main trends in The Danish development especially in teaching
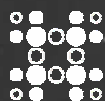
Main Areas of Quality concern:
Danish government proposal on indicators

Research
Bibliometrics:
Number of
Publications &
Impact

Teaching:
Student drop-out
Completion time
Internationalisation
Employability

Society: Knowledge
Transfer:
Revenue from
collaboration with
companies
Patents & Rights
Innovations &
Entrepreneurship

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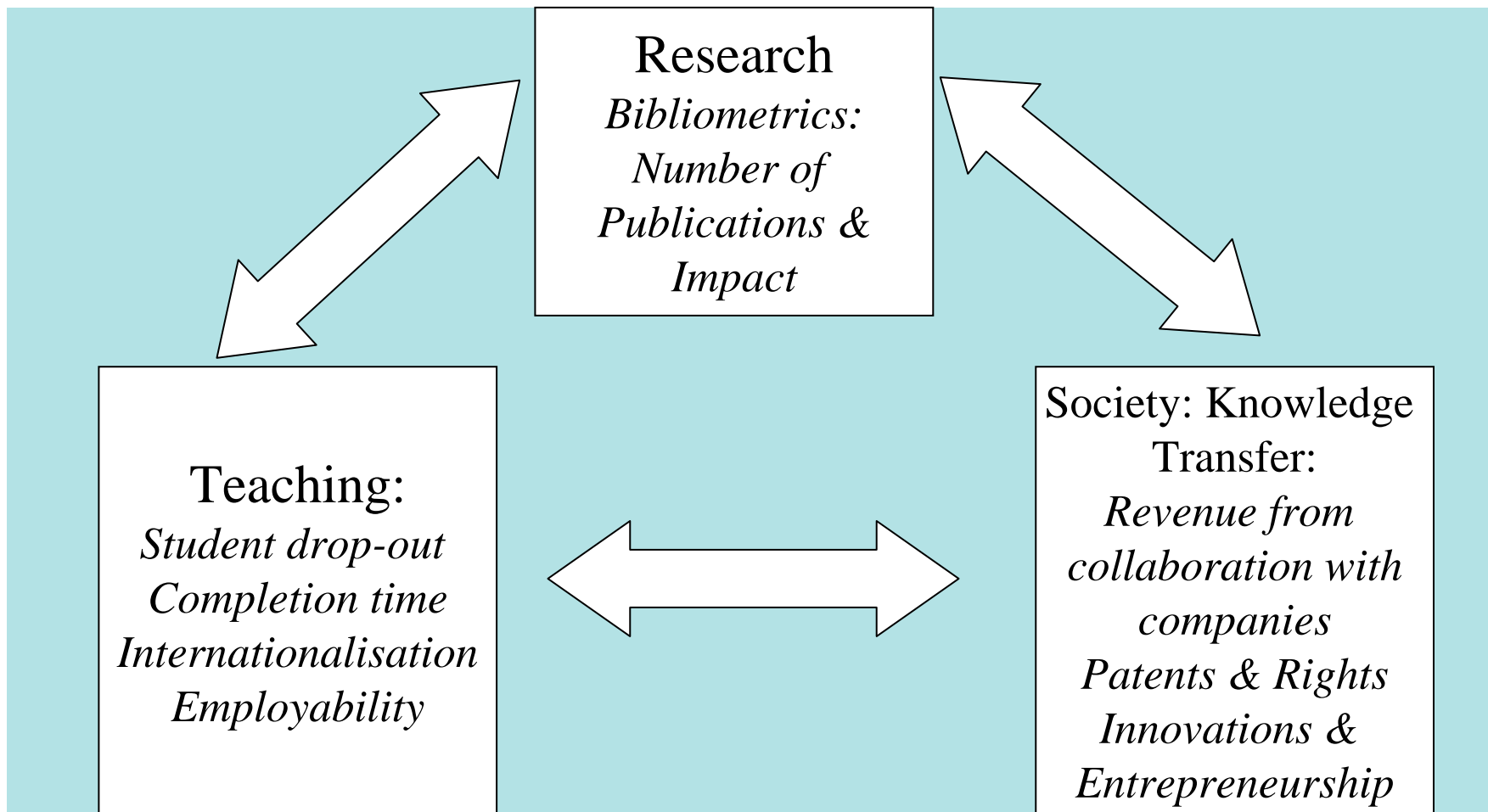
Some main element to ensure outcome based internal quality system
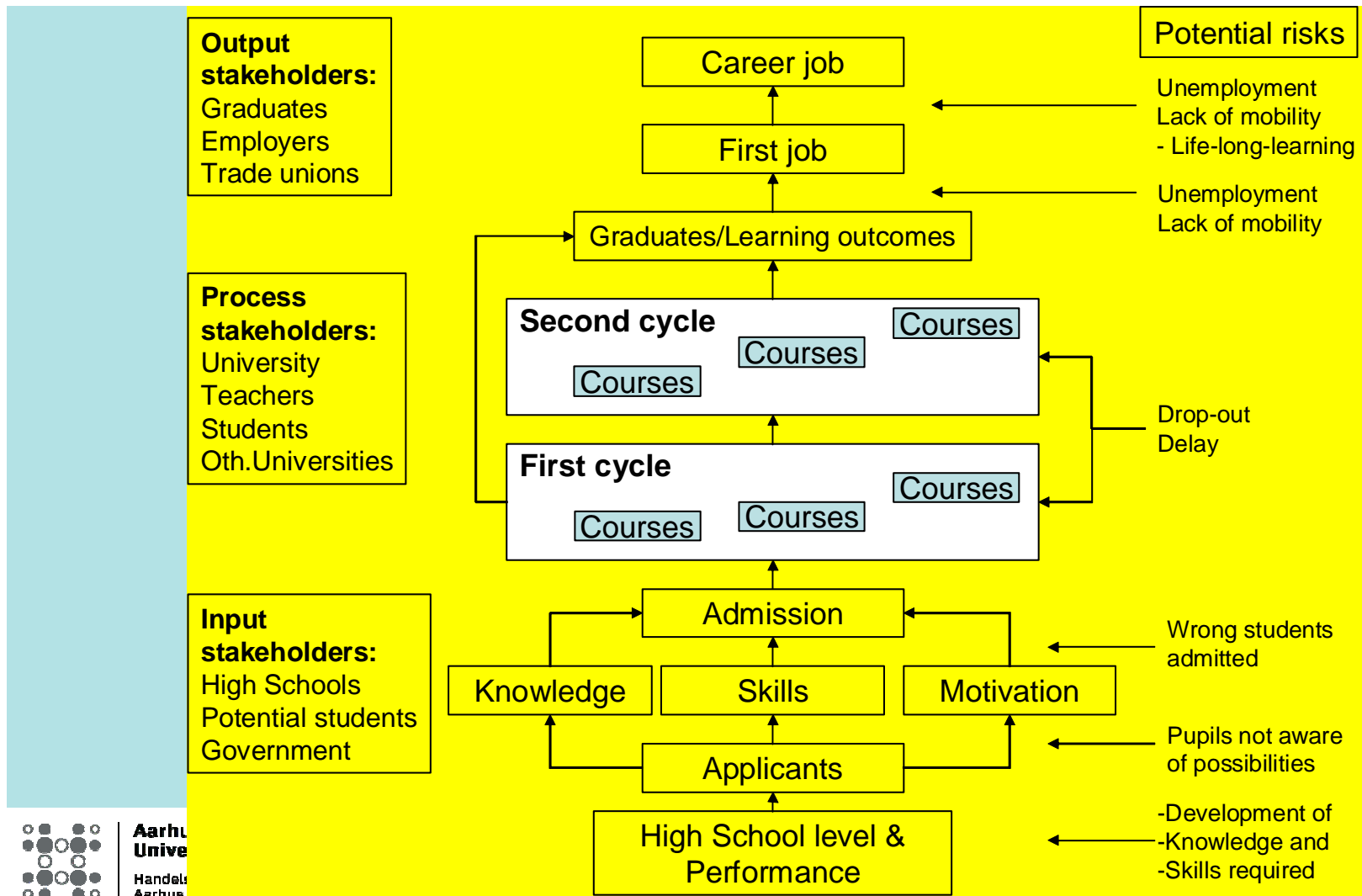
Coherence in the internal quality assurance

Line 1:
Learning outcomes:
General and
subject-specific
skills

Line 2:
Knowledge/
Core Curricula/
Contents

Line 3:
ECTS as an
accumulation
system

Line 4:
Methods of
teaching and
learning, assessment
and performance

The Ministerial Order no. 1030 of 22/08/2007
Danish Ministry of Science, Technology and Innovation

- Includes the following study programmes in Denmark and study programmes offered by Danish universities abroad:
    - Bachelor
    - Master
    - Executive
    - Other part-time programmes

- Criteria for university programmes' relevance and quality
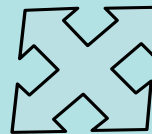   1. Labour market need for the education
    2. Research height (research-based education)
    3. Education depth (organising and planning the education)
    4. Results of the education (student learning outcome)

- Took effect from 1 September 2007

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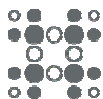
Accreditation:
Labour Market Need for the Education

1. Need for the education
   - New education
     · Employability and stakeholder groups
     · Labour market analysis documenting the need for the education
     · Involvement of relevant stakeholders in the education development
     · Characteristic features compared to related study programmes
   - Existing education
     · Documentation of a current dialogue with stakeholders and alumni about relevance and quality

2. Labour market situation of the graduates
   - New education
     · Information on the labour market situation for graduates from related study programmes
   - Existing education
     · Graduate employability (documented by employment level and standard of wages, if possible)

Accreditation: Research-based Education

3. The education is organised as research-based education
   – Knowledge, skills and competences based on subject area research and, where relevant, based on interaction between research and practise
   – Subject specific and general academic qualifications and competences
   – Knowledge of theory of science and experience in assessment and application of scientific methods

4. The education is based on an active research environment
   – The education is organised by active researchers
   – A high degree of teaching by active researchers

5. The quality and impact of the underlying research environment
   – Documented by relevant research indicators
   – The research environment is participating in international cooperation in subject areas relevant for the education

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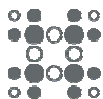
Accreditation: Organising the Education

6. Education structure

- Continuous study programme to be completed in scheduled time
- Structure and contents adapted to the admission criteria of the programme
- Learning environment cooperating with the outside world (for subjects where relevant)
- Students should participate in the international study environment

7. Teaching planning

- Teaching methods and pedagogy correspond to the programme objectives for learning outcome, and the teaching planning is in accordance with this
- The teachers are qualified to realise the contents of the programme, teaching methods, pedagogy and planning

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Accreditation: Organising the Education

7. Teaching planning - continued
   – Infrastructure and physical facilities must adapt to the study programme and the number of students

8. Current internal quality assurance of the education
   – The study programme must be incorporated in the quality assurance system of the institution, cf. European standards

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Accreditation: Education Results — Student Learning Outcome

9. Academic profile of the study programme
 – Connection between:
  · Objectives for learning outcome of the programme
  · Name and title of the programme
 – The learning outcome of the programme comply with the descriptors in the European Qualifications Framework

10. Correspondence with the learning outcome gained by the graduate and the objectives for learning outcome of the study programme
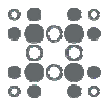
What contributes to outcome based quality assurance in Denmark

- External examiners – often executive from companies and alumni's
- Alumni network and activities
- Advisory boards of experienced people
- The "Flexicurity" system – the triangle of agreements between
    - Employers
    - Labour Union
    - The Danish government
- Heavy emphasis on ensuring that a high percentage of thesis at all levels are written in collaboration with companies: Inspires students and academics
- Research based educations
- Applied research in collaboration with companies

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Outline of a Quality Assurance System for Education: ASB model

Research in the subject areas and in learning

The Institution

1. Laws and ministerial orders
2. Strategy objectives
3. Accreditation standards
4. Student evaluations
5. Advice from stakeholder panel and partners
6. Knowledge/feedback from control and supervision systems
7. Bologna and other international agreements

State regulation (1)

Institution strategy (2)

Accreditations (3)

Internat. agreements (7)

Development of new study programmes or current revision of existing programmes

Student evaluations (4)

Stakeholder requests (5)

Feedback from supervision and monitoring systems (6)

After the studies

Career counselling, alumni, evaluation of candidate competences etc.

The student

Education choice

Study start

Study management

Teaching quality

Study environment

Education choice	**Study start**	**During the studies**
Marketing campaigns, written material, study counselling, admission criteria, enrolment procedures etc.	Welcome to ASB: scientific and social introduction etc. and starting the studies	**Study management/study administration** Study guides, course catalogue, time schedule planning, exam planning, web-based communication tools, education material etc. **Teaching quality** Pedagogy and didactics (development of teaching and exam methods, recruitment and competence development of scientific staff, wage and bonus structure for scientific staff) **Study environment** (Premises, library, social activities, other facilities)

Study and career counselling