Agency reviews: a student perspective


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Preparation: too much information

- Start early
- Decide what is important
...and not enough information
...and not enough information

MAPPING GRID FOR PANEL MEMBERS

The Standards and Guidelines
Requests for further documentation

Comments in red by Olav Øye

<table>
<thead>
<tr>
<th>Is the Standard met / If doubtful - what issues are problematic or need further examination (to be discussed in which session)</th>
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<tbody>
<tr>
<td>Why do so many assessment committees lack students? There is a lack of students in several bachelor as well as master degrees, not to mention doctorates, where there are no students whatsoever.</td>
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<td>Question to S6: How does [the agency] usually interpret the “as appropriate” wording in the standard? And approximately how many reviews/evaluations lack a student? Why?</td>
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<td>How many programmes/HEIs are visited on site? (As a percentage of the total number of reports for the various assessment programmes respectively.)</td>
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<td>Question to S6 and S11: Are the universities’ or programmes’ self-assessments public? Where?</td>
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<td>Question to S1 and S6: Why are only reports that are positive published?</td>
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Example: standard 3.7 on external criteria and processes
Vague statements

- “The agency puts a lot of emphasis on...”, “the agency strives to...”

- Is it important to clarify?

- Make a list. Ask your team
Practice or intention?

Example from self-evaluation report on ESG 2.1 (use of internal quality assurance procedures):

“As outlined in the [Agency name] Quality Assurance Manual, both institutional and academic programme accreditation criteria and standards look at internal policies and procedures for quality assurance adopted by institutions and academic programmes. Their evaluation looks at the extent to which the criteria and standards are met.”
Verify statements
The gold standard: 2.5 reporting

- Important for the outside world
- Gives the public “evidence”
- QA is no science
Site visit: don’t think like Mick
Site visit: time is not on your side

• Before: review the timetable

• Make time for breaks to discuss findings

• Max 5 interviewees per session

• Eat your meals alone
Writing the report

- Burden of proof is on you
- Agree while you are on site
- Divide tasks (and volunteer to write)
- Problem: the consensus machine
What is quality

Questions? Email olavoye@hotmail.com