

o a q

organ für akkreditierung und qualitätssicherung
der schweizerischen hochschulen



**DANMARKS
EVALUERINGSINSTITUT**

INQAAHE, The Hague 2006

**Training session
„Internal quality assurance of agencies“**

**Signe Ploug Hansen, EVA
Therese Steffen Gerber, OAQ**

Programme of the Training session

- **Objectives and expectations**
- **Guidelines of Good Practice, Art. 9 (Internal QA at agencies)**
- **Internal QA at OAQ/Switzerland**
- **Internal QA at EVA/Denmark**

- **10.15-10.30 Coffee break**

- **Group work**
- **Presentation and discussion of results in plenary**
- **Closing of Training session**

- **12.00-13.00 lunch**

Objectives of the Training session

- Provide tools and give inspiration for IQA with reference to two concrete examples of IQA
- Provide possibility for the participants to discuss and share ideas in smaller groups
- Other objectives of the participants?

- Important remark for the presentation:
 - Focus on internal quality assurance at agencies
 - not *the* ways to do IQA, but *some* ways to do it!

INQAAHE „Guidelines of good practice“

Art. 9 Quality Assurance of the External Quality Assurance (EQA) Agency

EQA Agency has

- a system of continuous quality assurance of its own activities that is emphasising flexibility and quality improvements

The EQA carries out

- self-reviews of its activities (based on data collected and analysis, including consideration of its own effects and value)

The EQA is

- subject to external reviews at regular intervals and there is evidence that the results are used

Possible sources of evidence:

- quality assurance policy/ QA system/ QA activities/ QA plan
- former self reviews
- reports from external reviews
- examples of follow-up activities to the continuous QA activities
- internal feedback (board, external committee, staff etc.)
- external feedback from institutions or other stakeholders

The European Standards and Guidelines for external quality assurance agencies

- **Standard 3.8 (accountability procedures):**

Agencies should have in place procedures for their own accountability.

- **Guidelines:**

These procedures are expected to include the following:

1. A published policy for the assurance of the quality of the agency itself, made available on its website;
2. Documentation which demonstrates that:
 - the agency's processes and results reflect its mission and goals of quality assurance;
 - the agency has in place, and enforces, a no-conflict-of-interest mechanism in the work of its external experts;
 - the agency has reliable mechanisms that ensure the quality of any activities and material produced by subcontractors, if some or all of the elements in its quality assurance procedure are subcontracted to other parties;
 - the agency has in place internal quality assurance procedures which include an internal feedback mechanism (i.e. means to collect feedback from its own staff and council/board); an internal reflection mechanism (i.e. means to react to internal and external recommendations for improvement); and an external feedback mechanism (i.e. means to collect feedback from experts and reviewed institutions for future development) in order to inform and underpin its own development and improvement.
3. A mandatory cyclical external review of the agency's activities at least once every five years

OAQ: 3 levels of internal quality assurance measures

- **input – process - output**

QA measures on the „input“ level

- **Quality mission statement**
 - **Core element of internal quality assurance**
 - **Broad acceptance within team**
 - **Strategic paper on quality measures**

- **Clear responsibilities**
 - **Who is responsible for what and to what extend?**
 - **Job descriptions**

- **Continuing education of the staff members**
 - **Internal regulation**

- **Scientific board (feedback mechanism)**
 - **Strategic decisions**

- **Team sessions**
 - **Team decisions (standards, guidelines)**

QA measures on the „process“ level

- **Internal quality manual**
 - **Clear definition of responsibilities (“who is responsible for what and to what extend”)**
 - **Standardised documents, standardised procedures**

- **Permanent monitoring of the procedures**

- **Clear selection criteria for experts**

- **Standardised information for experts**
 - **Guide to external evaluation - Recommendations for experts.**
 - **Briefing of experts**
 - **Training session**

- **Standardised information for institutions**
 - **Guidelines for self-evaluation**

QA measures on the „output“ level

- **Internal feedback**
 - **OAQ staff (electronical pin board)**
 - **scientific board (reports, meetings)**

- **Feedback by external stakeholders**
 - **experts**
 - **institutions**
 - **students**
 - **others**

- **Effect evaluations**
 - **~ one year after procedure**
 - **standardised telephone interview**

From measures to quality cycle

- **ANALYSIS**

- analysis of external and internal feedback
- analysis of effect evaluations
- team discussion
- discussion with scientific board

- **IMPLEMENTATION**

- regular revision of manual, guides, accreditation guidelines, standards

=> QUALITY IMPROVEMENT

External evaluation of OAQ 2006

- **Mandatory process**
- **Two aspects:**
 - **national**
 - **international (ENQA guidelines)**
- **International expert panel**
- **3-steps procedure:**
 - **self-evaluation (January-March 2006)**
 - **external review (May 2006)**
 - **results – implementation**

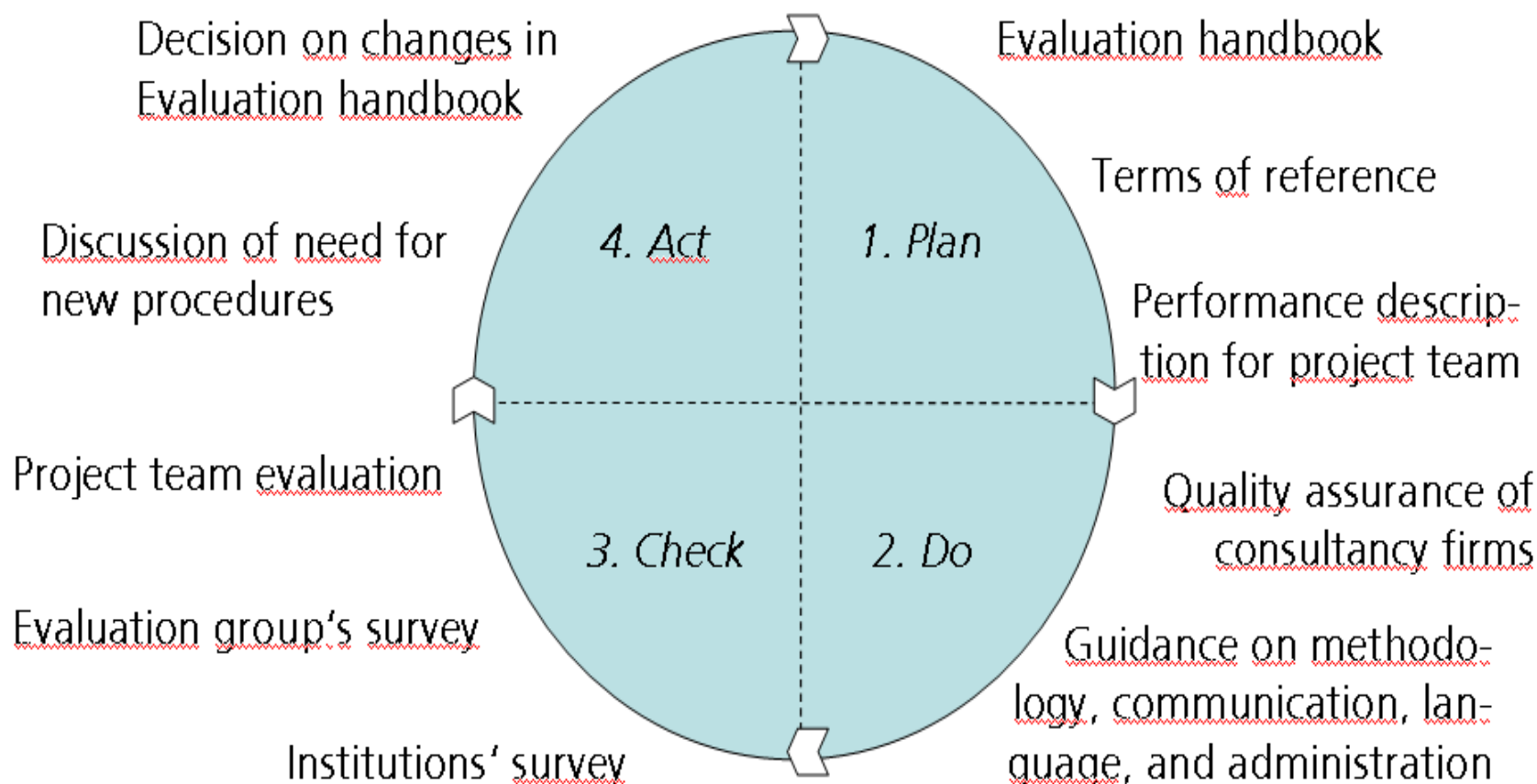
Internal QA at OAQ

- **Comments and questions**

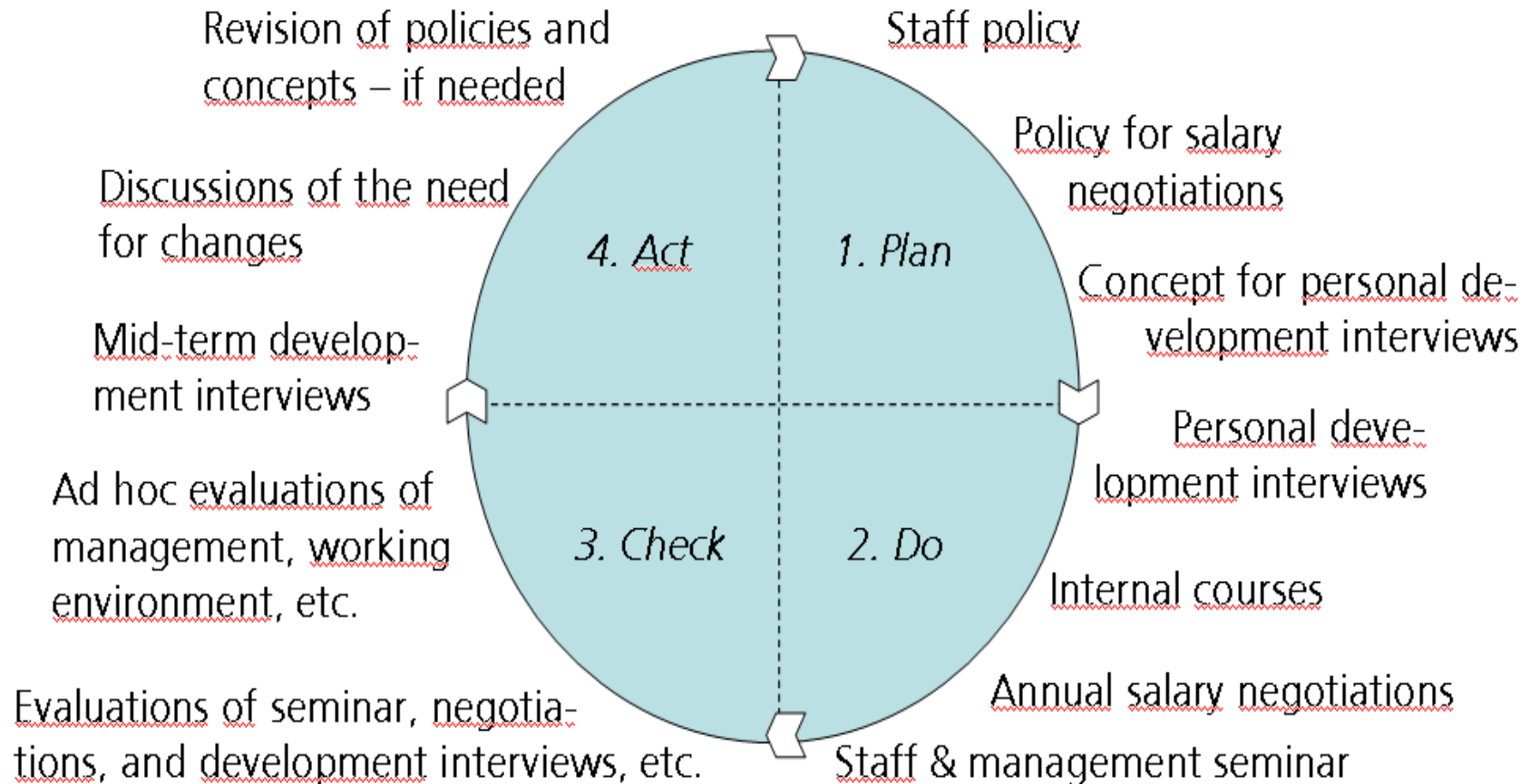
EVA: 3 types of internal quality assurance cycles

- **A quality cycle for projects**
- **A quality cycle for staff policy and human resource development**
- **A quality cycle for organisational performance**

EVA: The quality cycle for projects



EVA: The quality cycle for staff policy and human resource development



EVA: The quality cycle for organisational performance



EVA: Overview of external and internal surveys

External or semi external surveys			Internal surveys	
<i>Evaluation related surveys</i>	<i>Knowledge centre related surveys</i>	<i>Cross-cutting surveys</i>	<i>Annual surveys</i> Assessment of:	<i>“Ad hoc” surveys</i> Assessment of:
Evaluation of EVA by the external evaluation groups	User evaluation of EVA’s conferences and courses in (self-) evaluation	Key stakeholders knowledge about and assessment of EVA’s activities	The cooperation with consultancy firms (subcontractors)	The management
Evaluation of EVA by the evaluated institutions	User evaluation of EVA’s electronic QA tools	Evaluation of EVA by the Committee of Representatives	The evaluation processes and internal cooperation	The physical working environment
		Evaluation of EVA by the Board	The concept for personal development interviews	The psychological working environment
			The yearly two day staff & management seminar	The organisation structure
			Internal courses	

EVA: The Barometer 1/3

- **Background:**

Many isolated surveys with much overlapping in terms of themes

- **Purpose:**

To achieve a comprehensive view of EVA's performance in terms of these common themes and to acquire insight into the needs for development initiatives/to

EVA: The Barometer 2/3

The themes of the barometer:

- **Quality of information**
- **Cooperation and service**
- **Organisation of processes**
- **The weighting and relevance of the methodical elements employed**
- **Benefit from the process**
- **Benefit and quality of the product**

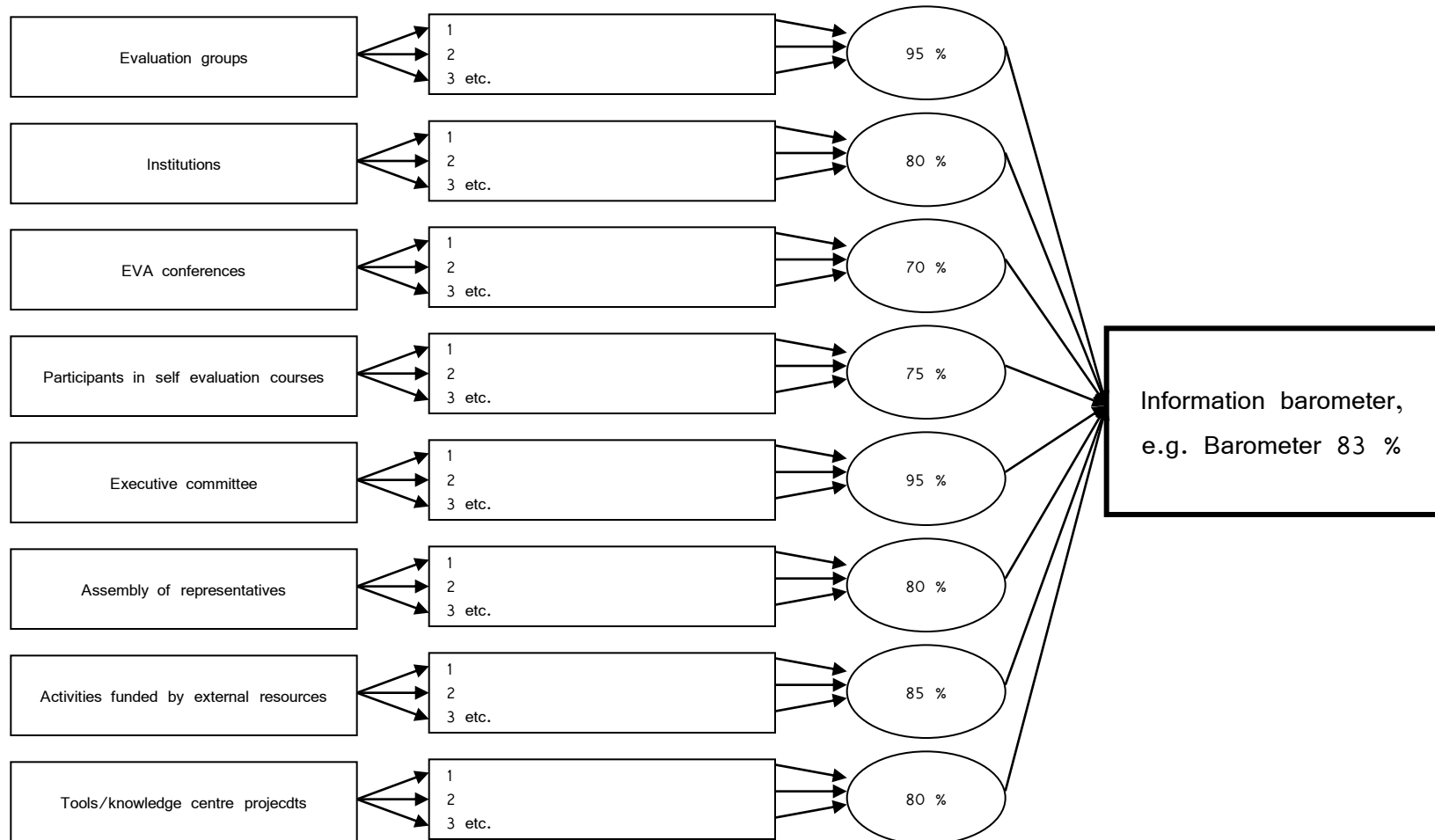
EVA: The Barometer 3/3

Quality assurance surveys

Questions regarding information

Percentage of positive
assessments (ex)

Barometer



EVA: Present challenges

- **Consistent follow-up:**
 - **Greater formalisation of procedure from reporting to preparation of action plan (if required).**

- **Accommodating the need for target-oriented quality assurance:**
 - **Analysing present data, focusing on one educational field or one type of evaluation.**

- **Increasing the validity of surveys:**
 - **Broadening e.g. institutional surveys by the inclusion of qualitative methods.**
 - **Revising questionnaires for surveys e.g. by carrying out workshops with the participation of representatives of the target groups.**

EVA: External evaluation 2005

Purpose:

- To assess whether EVA fulfils its purposes including those expressed in the law
- To qualify EVA for inclusion in the ENQA register of quality assurance agencies active in Europe

Focus:

- the totality of the activities of EVA in three central areas: evaluation, knowledge centre activities and revenue-generating activities
- Whether EVA has established relevant strategies, processes and methods which support the purpose and lead to the expected internal as well as external results.

Comparative project of NOQA

(Nordic Quality Assurance Network in Higher Education)

Purpose:

- **Discussion and interpretation of the European Standards and Guidelines for external quality assurance agencies.**
- **mutual inspiration and learning among the Nordic agencies.**
- **Inspiration for other European quality assurance agencies and external evaluators of the agencies**

Participants :

- **The Danish Evaluation Institute (EVA)**
- **The Finnish Higher Education Evaluation Council (FINHEEC)**
- **The Swedish National Agency for Higher Education (HSV)**
- **The Norwegian Agency for Quality Assurance in Education (NOKUT)**
- **(The Icelandic Ministry of Education, Science and Culture)**

Outcome:

- **Report available at www.NOQA.net by June 2006**

Internal QA at EVA

- **Comments and questions**

Group work

- **Questions to the groups:**
 - **When do measures become a “system”? When is this system “coherent”?**
 - **How can we move on to develop a quality culture?**
 - **Other issues?**

- **Group work:**
 - **=> 30 min discussion within small groups**
 - **=> reporting in plenary**
 - **=> discussion**

Results of group work discussion

When do measures become a „system“?

- QA measures become a coherent QA system when they are
 - *implemented (accepted and used by everybody in the team)*
 - *applied in a systematic/structured way (systematic collection of information, systematic reporting etc.)*
 - *applied on a cyclical basis (e.g. P-D-C-A cycle)*
- Effective and well-developed QA system
 - *contains feedback loops (evaluation results used for improvement)*
 - *is based on a QA mission statement*

How can we move on to develop a quality culture?

- **Quality culture**
 - ***systematic use* of QA measures**
 - **staff has the appropriate *knowledge* for the work**
 - ***individual motivation* of each collaborator (bottom-up approach)**
 - **ideas of the team have to be taken in account => QA measures are integrated in the daily work**
 - **“cultural” issue – definition of quality culture by the agency itself**
 - **has to be a strong priority of the management**