

Motivating participation in quality assurance

**In the framework of TAM mission to Ukraine
with the support of SPHERE and EACEA**

Roundtable 24 May 2018



Key roles - leadership

- Ensure strategic development and support, including
 - Human resource development
 - Good quality information systems
- Connect the administration with academia
- Support quality culture, including promoting self-reflection and participation

Key roles – staff,
students and
stakeholders

Expectations from the ESG, examples

- Students – specific standard on student-centred learning
- Staff – specific standard on teaching staff, the role of support staff recognised in standard on learning resources and student support

“Internal stakeholders should develop and implement this [QA] policy through appropriate structures and processes, while involving external stakeholders.”

“Programmes... are designed are designed by involving students and other stakeholders in the work.”

“It is important that students and staff are involved in providing and analysing information and planning follow-up activities.”

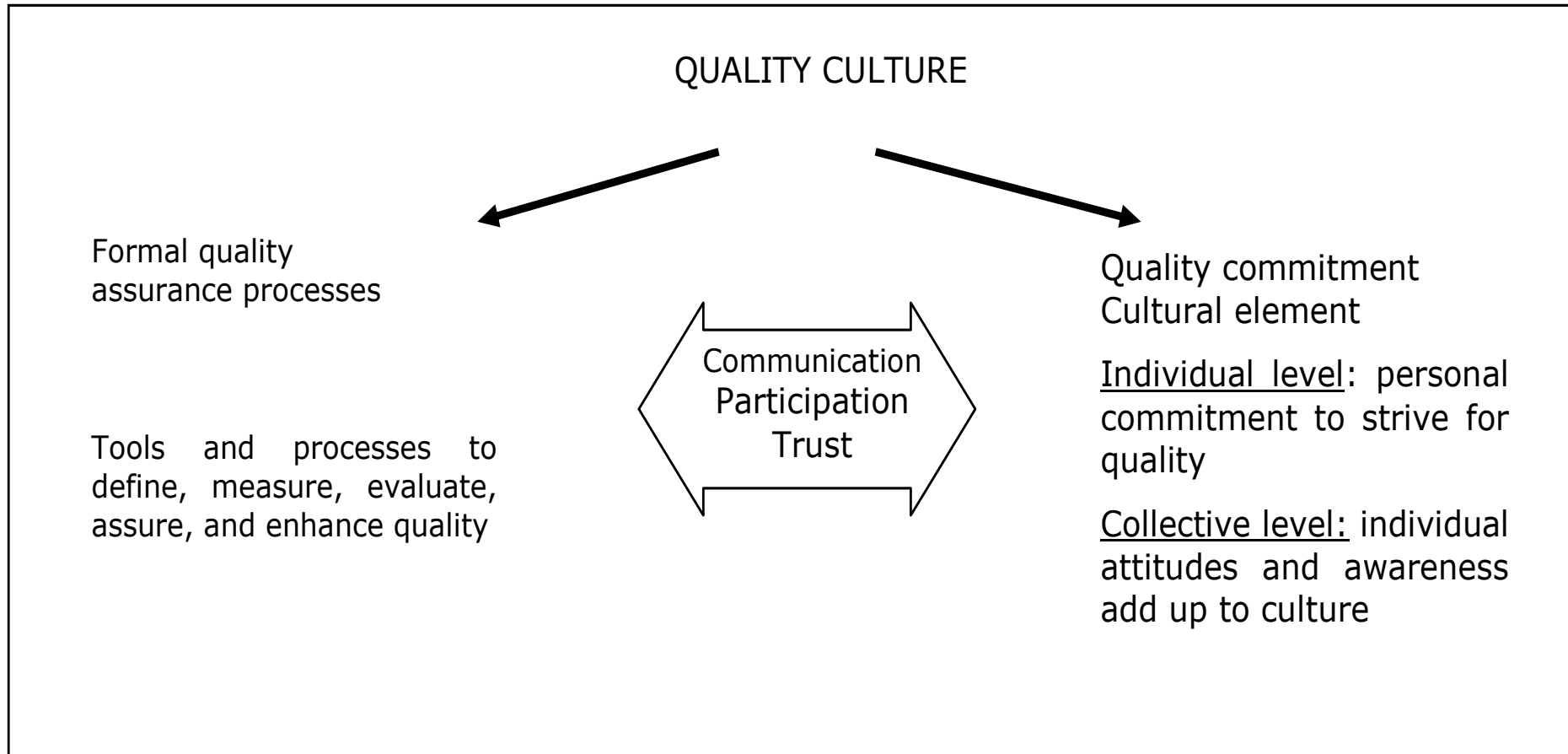
Key roles – QA officers

- Supportive role and providing expertise
- Coordination role
- Interpretive role
- Monitoring role
- Administrative role

The starting point

- Staff and student participation is vital
- Yet, motivating them remains challenge no 1
- Quality culture as a solution?
 - QA expected to promote quality culture, but what is the reality?
 - Different roles of internal and external QA

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3 key areas to work on

1) Who owns QA

- Being involved in QA is often perceived as acting out an externally imposed script
- Paradoxically, even “bottom up” approaches are usually implemented “top down”
- Creating a sense of ownership, however, is not trivial: many QA standards follow a managerial logic

Possible solutions:

- Representative structures that are not only implemented on the executive level, but also on the conceptual level
- Enabling actors to formulate their own goals and to develop their own activities within a shared framework

3 key areas to work on

2) QA needs to make sense

- Most QA policies and processes don't seem to “connect” with their intended audiences and beneficiaries
- QA is not always “useful”: Data is collected, but not interpreted; Audit criteria mirror political trends but not institutional core areas etc.
- More effort should be put into creating “shared understandings”; yet this should not be confused with “general satisfaction”

Possible solutions:

- Evaluation methodologies that focus on reconstructing/negotiating different rationalities instead of enforcing one particular rationality
- Assess QA processes and instruments in terms of their “sense-making potential” and added value/usability

3 key areas to work on

3) QA is largely about communication

- The dominating communication model in QA is still a one-way model of “informing” people
- Feedback loops are also one way streets: Actors are rarely informed, if/how their input or feedback made a difference
- The language of QA tends to exclude people from the discourse (as does any professional language)

Possible solutions:

- Promoting dialogue-oriented approaches instead of conducting analytical studies and informing people about the results
- Assess QA processes and instruments in terms of their “sense-making potential” and added value/usability

Implications for internal QA systems

- Set in place representative structures that are given a role and encouraged to take the lead in defining QA system's characteristics
- Step into a real dialogue with the actors and make them aware of the different perspectives they are bringing to the table
- Revise the language used when presenting and discussing QA and try to translate concepts into the daily language and relevance structures of the actors that are meant to be addressed
- Let the actors contribute in those areas where they are already versatile (e.g. not everyone needs to know the technical components of the QA system by heart)

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