Introductory Remarks, Rome Declaration 2020, Accreditation and the Quality of Higher Education

Kyiv, 22nd December 2020
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Danmarks
Akkrediteringsinstitution

The Danish Accreditation Institution

- Established in 2007 (2013) by law
- Independent body on the national budget law

- Some 40 employees
- Situated in centre of Copenhagen

Rome Communiqué EHEA 2020 (Excerpt, page 2)

- Higher education institutions (HEIs) have the potential to drive major change – improving the knowledge, skills and competences of students and society to contribute to sustainability, environmental protection and other crucial objectives.

- HEIs must prepare learners to become active, critical and responsible citizens and offer lifelong learning opportunities to support them in their societal role.

Rome Communiqué EHEA 2020 (Excerpt, Annex 3 (1))

- To make student-centred learning a reality, by:

- Supporting higher education institutions in their efforts to start or maintain a structured dialogue on innovation and enhancement of learning and teaching, involving students, teachers and also relevant external stakeholders.

- The issues addressed should include the development of curricula, learning outcomes, assessment and quality assurance…,

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Rome Communiqué EHEA 2020 (Excerpt, Annex 3 (2))

- To make student-centred learning a reality:

- …with due consideration for the skills needed to address current and future challenges of society
- Promoting, within disciplinary courses, the development of soft skills, and the skills necessary for the enlightened citizen of the 21st century, in order to understand the challenges of a complex world and respect others and the environment

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Rome Communiqué EHEA 2020 (Excerpts, Annex 3, (3))

- To foster continuous enhancement of teaching, by:
- Promoting the establishment of educational teams including both academics and staff responsible for helping or training them in their missions (institutional and/ or inter-institutional teams)
- Supporting higher education institutions in enhancing the continuous professional development (CPD) of teachers and (cross-border) exchange of good practices

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My presentations today

- Share experiences and provide some practical examples concerning:

- Work with Student-Centred Learning

- Learning outcomes

- Internal Quality Assurance

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Student-centred learning

- An on-going Reflective Process
- Students have Different Learning Styles
- Own choice is Central to Effective Learning
- SCL is about Enabling not just Telling

Learning Outcomes

- Defining Learning Outcomes
- Alignment

Internal Quality Assurance

- Approach and Organisation:
  - What is in focus?
  - Which Roles are there in QA?
  - How to establish relevant Processes