



Formation of Pool of Experts and QA Expert Training

TAM Visit to Kyiv, SPHERE team, EACEA, September 11th, 2018
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With the support of the
Erasmus+ Programme
of the European Union



The Danish
Accreditation Institution

Outline of Presentation

- Excerpt from standards and guidelines for quality assurance (ESG)
- Selection of QA experts
- Role of QA experts and QAA
- How to form a pool of QA experts
- How to select a panel of QA experts
- Training of QA experts



Standards and Guidelines for Quality Assurance (ESG)

Repetition from former presentation:

2.4. Standard:

External quality assurance should be carried out by groups of external experts that include (a) student member(s).

2.4. Стандарт:

Зовнішнє забезпечення якості повинно проводитися групами зовнішніх експертів, у складі яких є студенти.



Standards and Guidelines for Quality Assurance (ESG)

2.4. Guidelines:

In order to ensure the value and consistency of the work of the experts, they:

- are carefully selected
- have appropriate skills and are competent to perform their task;
- are supported by appropriate training and/or before briefing

The agency ensures the independence of the experts by implementing a mechanism of no-conflict-of-interest

2.4. Рекомендації:

З метою забезпечення надійної та послідовної роботи експертів вони:

- проходять ретельний відбір;
- мають необхідні навички та компетенції для виконання своїх задач;
- проходять належне навчання та/або інструктаж.

Агенція забезпечує незалежність експертів шляхом недопущення конфліктів інтересів.



Selection of QA Experts Panel in Danish Context

- The QAA appoints a panel of QA experts
- The size of panel may vary depending on type of programme and whether it is a programme or institution accreditation e.g. 3-7 persons
- The quality of the assessment has an impact on the final decision
- The panel of QA experts assists either programme accreditation or institutional accreditation



Selection of QA Experts Panel in Danish Context

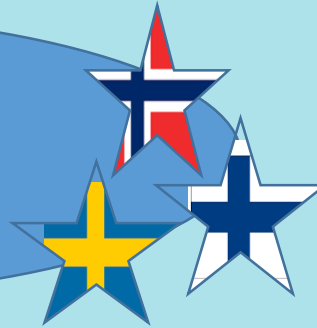
The panel for programme accreditation comprises:

Expertise of specific programme subject

Knowledge of job market for graduates

Student representative with knowledge about the programme subject

Professors from other Scandinavian HE institutions



Employees/employers either from public or private sector with responsible of hiring



Students from other Danish HE institutions



Selection of QA Experts Panel in Danish Context

The panel for institutional accreditation comprises:

Expertise within QA at institutional level

Expertise from the HE sector broadly

National and international experts

Knowledge of QA from outside of education sector

Student representative with knowledge of QA

Rectors, vice chancellors and deans from other Scandinavian countries

Executive management profiles from public and private sector

Students from other Danish HE institutions: student bodies, representative in governing bodies and committees



How to Form a Pool of Experts

Various approaches can be used to establish a pool of experts:

- Make a public call for suggestions e.g. on QAA website
- Ask other QAA organisations for suggestions
- Ask the institutions for suggestions
- Ask employer's organisations

It can be useful to create a register of former QA experts



How to Form a Pool of Experts

Additionally, recruitment of students can happen by:

- Asking student bodies
- Handing out flyers to students after interviews in the QA process
- Being visible on campus e.g. free coffee event as an invitation to dialogue about accreditation and QA

The Pool of expert forms the basis for the selection of panels of QA experts



How to Select a Panel of QA Experts

Pool of Potential QA Experts

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graph TD; A[Pool of Potential QA Experts] --> B[Selection]; B --> C[Training];
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Selection

Training



Training of QA Experts

Why Training Is Important

To gain knowledge about:

- Accreditation as a method: How to assess in pursuance of current national legislation
- The role as panel QA expert: What are the criteria of assessment
- Possible outcomes and its consequences
- The Council and its expectations



Training of QA Experts

Recalling independency:

In line with ESG, QA experts act in a personal capacity and not representing their constituent organisations when working for QAA



Training of QA Experts

Why Joint Training Is Important:

- To initiate collaborations skills among QA experts
- To motivate a deeper understanding of the QA and the accreditation process
- To bring experts across expertise together for mutual enlightening through dialogue
- To ensure that everyone has received the same amount of information



Training of QA Experts in Danish Context

How To Carry Out Training

An example of a programme

Day 1:

13.00-13.15 Welcome

13.15-13.30 The Danish accreditation system

13.30-15.00 National legislation and framework

15.00-15.20 Pause

15.20-17.00 The accreditation process

17.00-17.30 The QA experts' task

19.00- Dinner

Day 2:

08.30-11.00 Criteria and assessment incl. case studies

11.00-12.00 Panel meeting

12.00-12.30 Lunch

To execute the programme, two employees from the Danish Accreditation Institution facilitate the training



Training of QA Experts in Danish Context



Guidelines

The guidelines for accreditation are a key document in the training

The structure reflects the accreditation report template

- Guidelines for programme
- Guidelines for institution



Training of QA Experts in Danish Context



Criteria and Assessment



The assessment is based on five predefined criteria motivated by qualified arguments. Therefore we give:

- Thorough introduction of all criteria
- Thorough introduction of possible assessment of each criteria and the final assessment
- Thorough introduction of the consequences and how to recover from a none approved assessment.

The final assessment is based on an overall impression: all indicators are taken into account



Training of QA Experts in Danish Context

The QA experts' task

- Carry out an assessment based on current conditions and not on planned future goals
- Point out weaknesses and strengths in relation to the criteria
- Use indicators as an invitation to dialogue with the HE institution
- Prepare interviews with stakeholders at the HE institution
- Visit the HE institution



Training of QA Experts in Danish Context

The QA experts' task

Examples in line with Danish criteria:

If students' surveys reveal problems, the unemployment rate is high or the academic level is too low, the QA experts need to assess how the institution addresses it.



Training of QA Experts in Danish Context

Sources of information available to the QA experts:

Institutional accreditation:

- Self-assessment report
- Audit trails material
- Visits

Programme accreditation:

- Self-assessment report
- Visit

It is possible to ask for further information from the institution during the process.



Role of QA Experts and QAA in Danish Context

QA experts:

- Read the self-assessment report from the institution
- Make a qualitative assessment
- Professional assessment within the criteria

Depending on system, it may be either the QAA or the QA experts who write the report.

QAA:

- Read the self-assessment report from the institution
- Responsible for method
- Ensure that the qualitative assessment report is made within the criteria
- Ensure consistency across qualitative assessment reports



Training of QA Experts

Training didactics – case studies

Group work: The QA experts are divided in smaller groups of 4-5 people to process examples of cases and to make an assessment

Include examples of accreditation with different outcome

Elaborate the discussion with examples of how to recover from a none approved accreditation

Invite former QA experts to talk about their experiences



Training of QA Experts in Danish Context

Institutions are different, so similar problems can be assessed in several ways and still be in line with consistency





Questions and Remarks...



Training of QA Experts in Danish Context

What Is Accreditation?

Define accreditation: it can be helpful to explain, what it isn't e.g. accreditation is not evaluation nor audit or benchmarking

| | Accreditation | Audit | Evaluation |
|---------------------|---------------------------------|----------------------------|--------------------------|
| Predefined criteria | yes | maybe | maybe |
| Decision | yes | maybe | maybe |
| Recommendation | No | yes | In most cases |
| Object | Programme quality and relevance | QA work at the institution | Institution or programme |

