

A large, diverse crowd of people is walking on a wide, modern staircase in a bright, open-plan building. The people are dressed in casual to semi-formal attire, and the atmosphere appears to be a busy event or conference. The text is overlaid on the center of the image.

(D)AI's address of ESG 2015

Our focus on SCL—a work in progress ...





Back story

“ACE” was successfully ENQA reviewed in 2010
ACE was merged with (part of) EVA to form (D)AI
in 2013

The EQA system was revised in Denmark, also in
2013



AI's self assessment & review

We renewed our procedures handbook

We later revised training of new staff

SCL was all but neglected in the review

Afterwards: More reflection on SCL



Why analysis on SCL?

- *Learning outcomes* already have replaced *curricula* (“professor-centred teaching”)
- SCL introduction to ESGs triggered no response in Denmark from neither HEIs nor us
- Assessment, appeal procedures etc. initially considered “trivial” or “out of scope” in Denmark

Focus on *discourse and practices on or perceptions of SCL*



Background

Despite a long Danish tradition for SCL we have not seen examples of SCL being addressed directly in an IQA system

We have mostly looked at indirect measures (initiatives against drop-out or delay, student influence and evaluation, seldomly assesment)

Announcement: from 2019 HEIs success in engaging the students in an active role in the teaching situation will be part of EQA



Approach

Why is it such a big deal (in Europe)?

How is it actually "practiced" or "accounted for" in Denmark – is it part of HEIs QA systems?

How can we approach SCL in EQA (without a check list)



Participants in the analysis

Interviews:

CPH Business Academy

DSF – Danish Student Association

The Royal Danish Academy of Fine Arts

Business Academy Aarhus

Malmö University

Roskilde University

University of Southern Denmark

University College Lillebælt

VIA University College

Aalborg University

Aarhus University

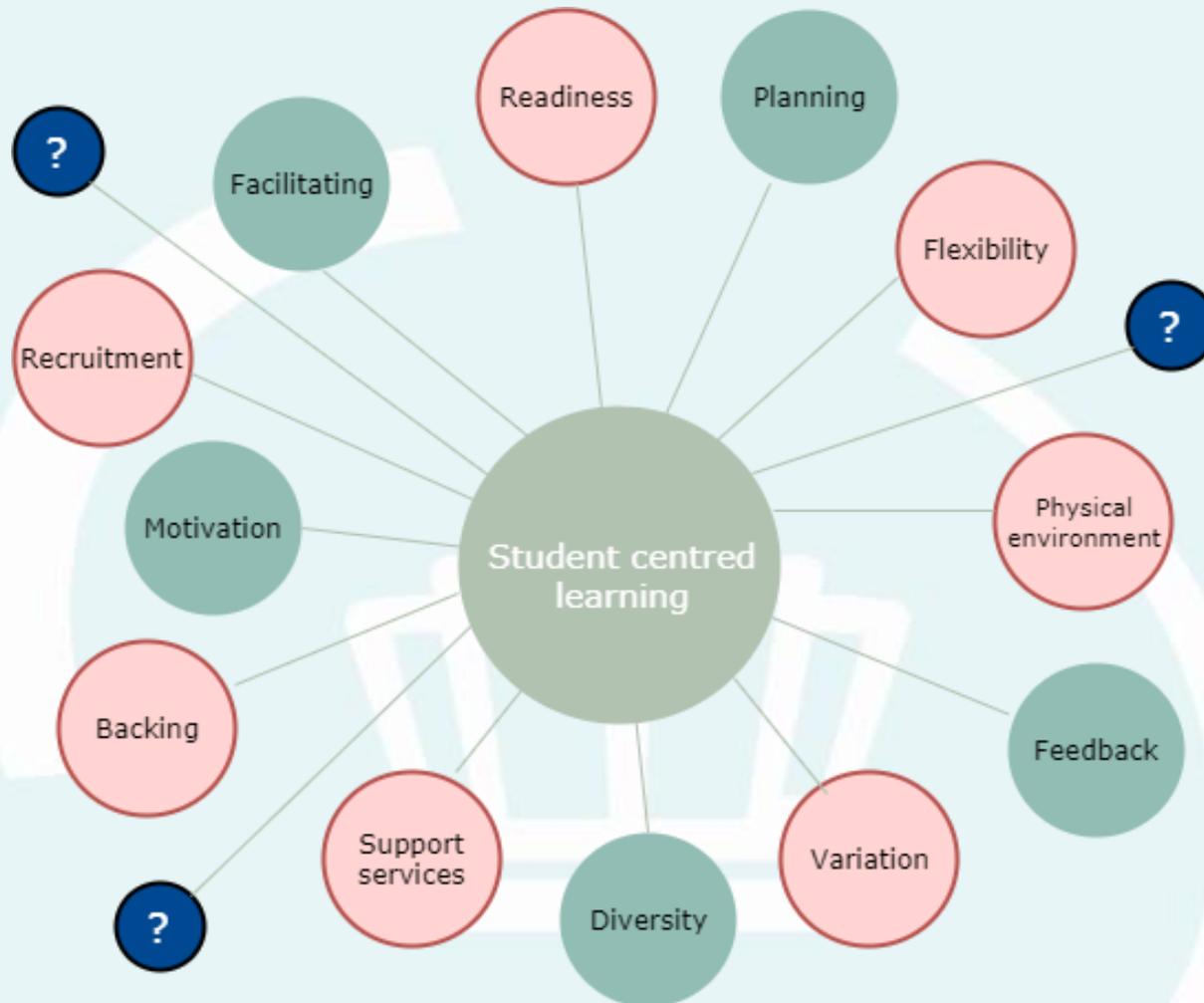
24 people at 11 HEIs

Covering all kinds of HEIs in Denmark

Perspectives from teachers and
management



Themes emerging



5 recurrent themes

1. Planning of the learning process
2. Facilitating the learning proces
3. Feedback on the student's performance
4. Motivating students
5. Accommodating diversity across the student group(s)



Planning - organising



Facilitating



Feedback



Motivating



Accommodating diversity



Conclusion?

It's still a work in progress ...

Perhaps more focus on IQA procedures/practice for planning and organising of teaching

... and on procedures/practice with external examiners





Thank you!

Web: <http://akkr.dk/nyhedsbrev/>
Twitter: (@akkreditering)

