

Project 1 – Involvement of students in external QA

Braten, Helen (NOKUT); Brodard, Bastien (AAQ); Pietsch, Eva (AHPGS);
Radmanovic, Duska (HEAARS); Thede, Tinka (NVAO)

Mentor: Pelik, Rowena (Director QAA Scotland)

ENQA Leadership Development Programme 2019

The Hague, March, 6th, 2020

TASK/MISSION

- How can student engagement and their contribution to the work of the agencies be made more comprehensive? Any good practice?
- Potential sub-questions:
 - Who play the role of students in agencies: current students (first/second/third cycle?) or (recent?) alumni? How are they recruited?
 - At which positions/boards/councils are students involved?
 - Do students have any actual influence on quality assurance agencies' decisions or policies? How do agencies know?

Method

- Mapping student engagement in AHPGS, HEAARS, OAAQ, NOKUT, NVAO (QAA Scotland)
- Interview with students about impact of their voices
- Analysis/Results (total/for each agency/best practice)
- Measures / Activities

Mapping student engagement

- Involvement of students according to the following levels:



- Involvement of the students in:
 - Election of the panel
 - Panel
 - Training for panel
 - Decision about accreditation
 - Publishing reports
- Commission/Council
- Board
- Body for complaints/appeals
- Assembly

Mapping student engagement – results I/III

- Election of the panel
 - Via student union
 - Involved in election

> Partnership

- Panel
 - Full membership

> Partnership

- Training for the panel
 - Training for the whole panel, students are included
 - Students' unions offer training

> Information to lead

- Decision about accreditation
 - Involved in decision via Commission/Executive Board/Council
 - Except NVAO: students advice the executive board

> Partnership

Mapping student engagement – results II/III

- Publishing reports
 - Students are involved in the writing of the reports
- > Partnership
 - All agencies publish the reports
- > Information

Mapping student engagement – results III/III

- Board

- If the body exists, students are involved
- Except NVAO: neither executive board nor general board

> Nothing /Partnership

- Body for complaints/appeals

- Full membership
- Two exceptions: AAQ, NVAO (don't involve students)
- Others: full membership

> Nothing / Partnership

- Assembly

- Only one agency consisting with members → assembly

- Commission/Council

- If body exists, students are involved; full membership

> Partnership

Interview with students

- They are satisfied with the training in some countries, in others they want more trainings / information about accreditation.
- They are satisfied with their role in the panels: they are full members, are treated seriously.
- They want more informal collaboration to develop the agency.

Analysis/Results

- The involvement of students depends on the different contexts, structures of national accreditation systems and agencies, cultures...
- The ESGs form the framework, in which the nations developed the contribution and participation of students according to the different systems and national legal specifications.

Analysis/Results: Questions for reflection

- Students? –not one “student”
 - diversity of voices?
 - BA, MA , PHD
 - Minorities (BAME)
 - Commuting students, mature, online, international,
- Quality- of what? for whom?
- Role of students in the national and local context?
 - Empowerment
 - Capacity building
 - Reciprocal learning
- QA agencies – still a way to go involving stakeholders?
- Different stakeholders- gov, intermediate bodies, academic, employers + +