



ENQA webinar 'QA fit for the post-Covid era'

**Fighting for
students' rights
since 1982**

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What do we mean by student representation?

Stakeholder participation in governance can be characterised as these “steps”.

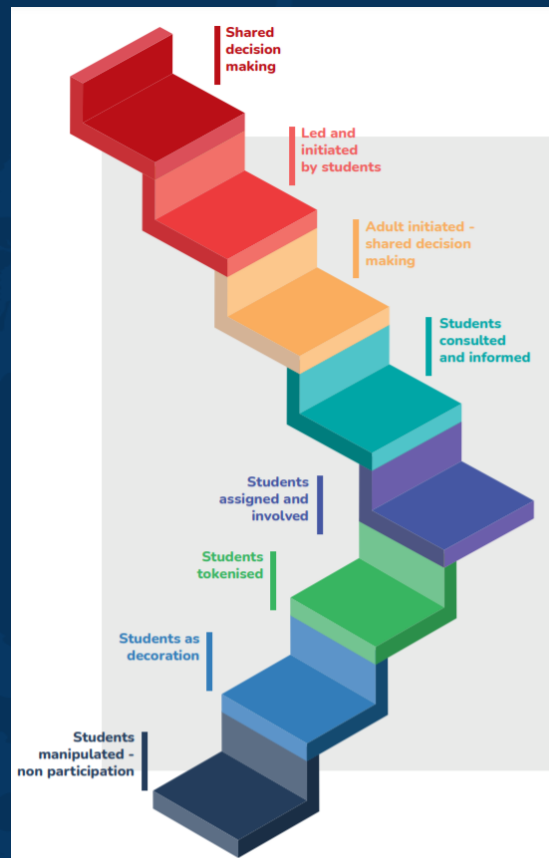
Also its worth to remember that achieving certain level of participation does not always mean that its achieved for good.

Similarly to the “quality culture”

Student Participation:
[innovative practice guide](#)

Guide for effective stakeholder
[involvement in Quality Assurance](#)

Student Rights Charter
[Board meeting ESU80](#)

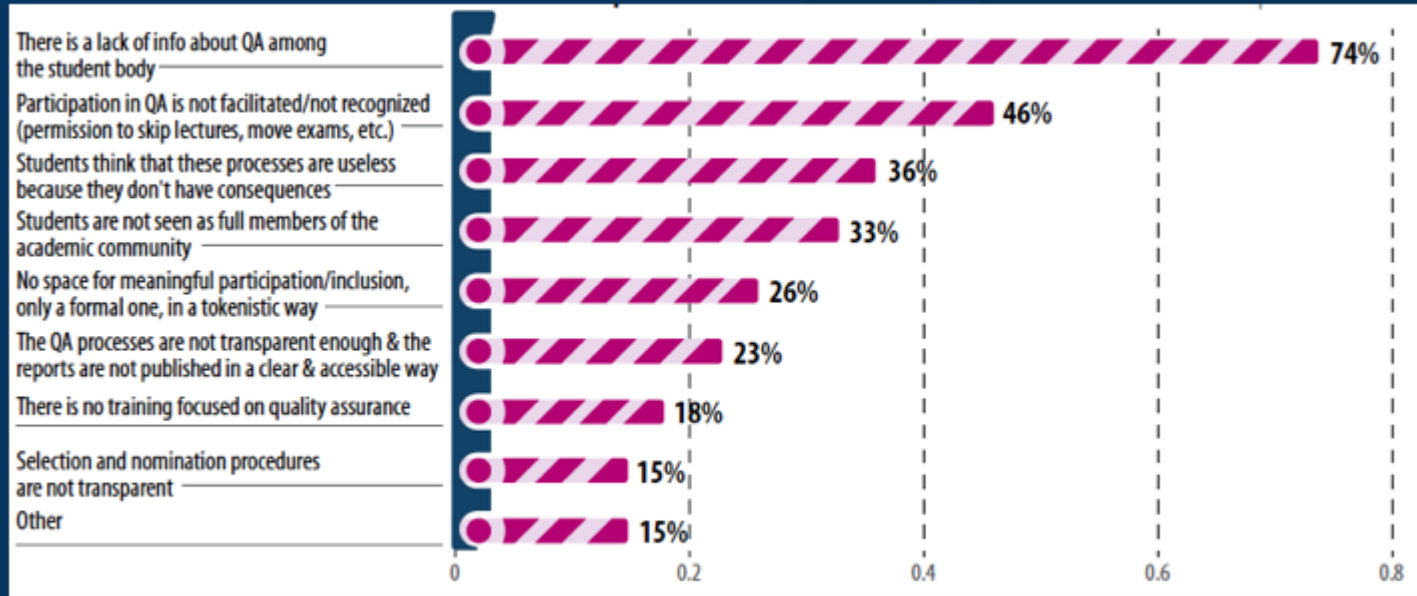


Stages of stakeholders involvement in QA (ESQA)

Similarly to the stages of student representation the degree of stakeholders' involvement in QA also varies and often is not linear.

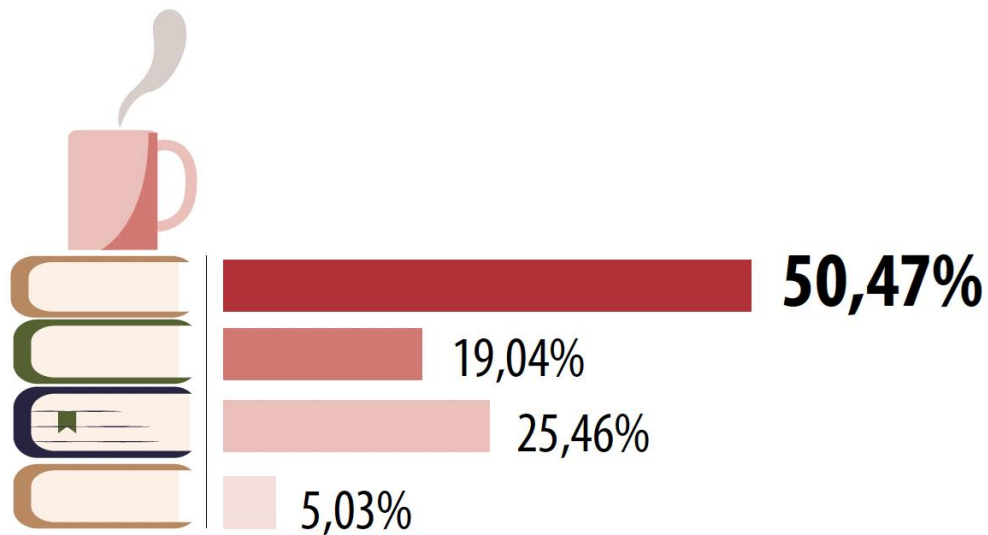


Main barriers of students' involvement in QA processes



**...And then the
disruption
happened. How QA
can support the
situation for
learners?**

Workload



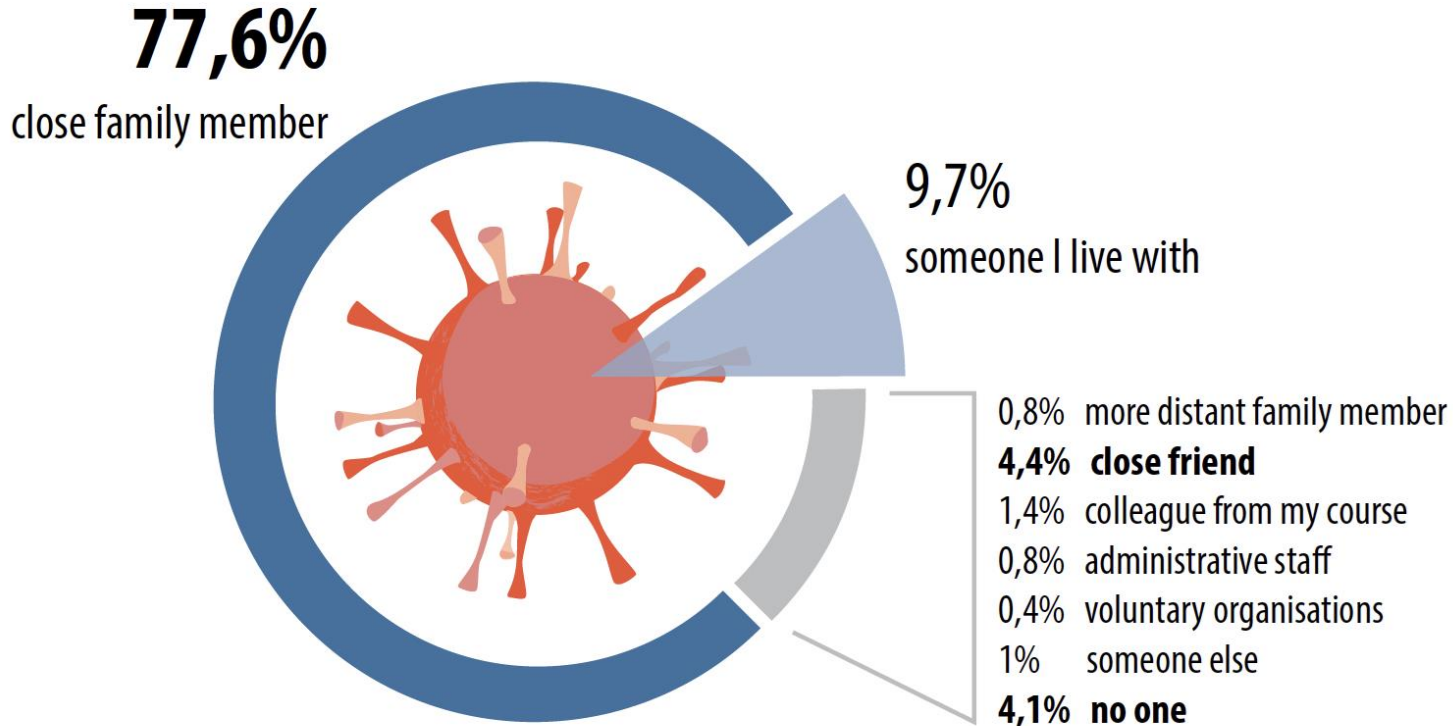
■ Larger than before on-site classes were cancelled

■ Smaller than before on-site classes were cancelled

■ The same as before on-site classes were cancelled

■ N/A

Networks of Support



Tuition Fees & Scholarships

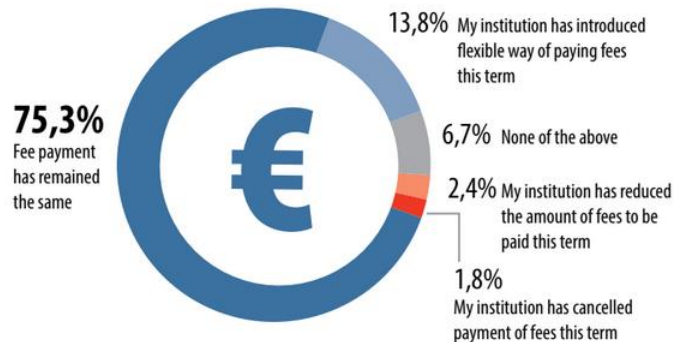


Figure 12
If you do pay tuition fees, in the context of the COVID-19 pandemic please indicate whether...

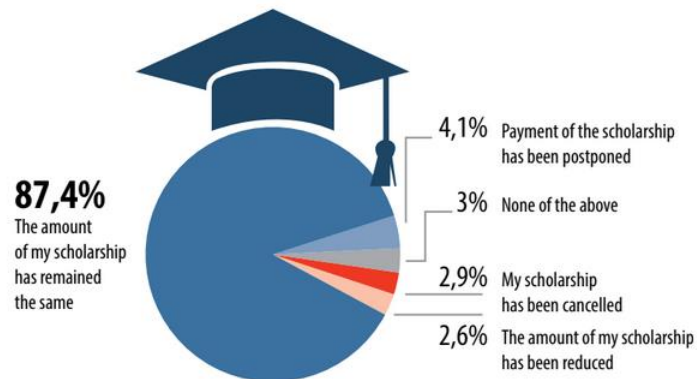
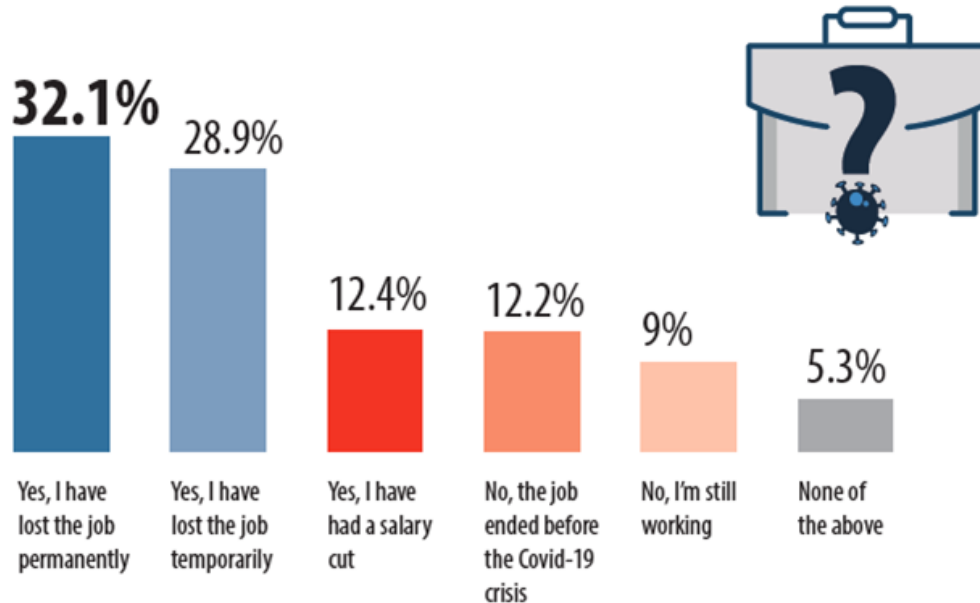


Figure 13
Change in scholarship payment

47,8% of students pay tuition fees. For 75,3 % the tuition fees remained the same during the pandemic

Scholarship payments have been postponed (4,10%), cancelled (2,9%) or reduced (2,6%)

Employment and COVID



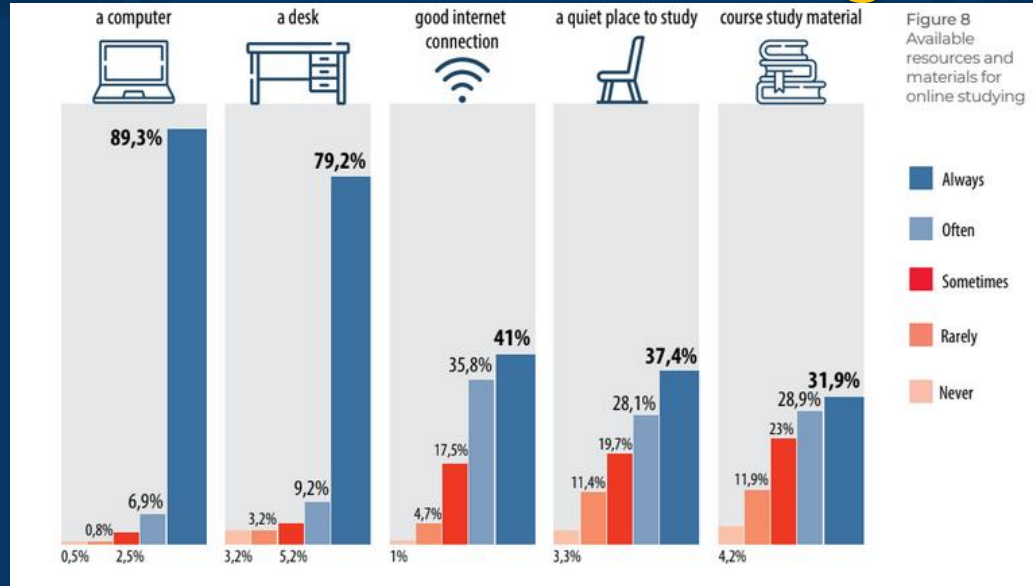
Question: If you have been working or were planning to work, has this paid job been affected by the COVID-19 pandemic? (Sideral/ESU 2020)

65,4% indicated having some difficulty in paying their overall costs

61 % of Students have lost their job permanently or temporarily

More than 70 % of students had their income affected due to COVID

Infrastructure for online learning



NESET Report: switch to online learning exacerbate existing educational inequalities due to:

- lack of access to learning resources
- lack of a suitable home learning environment
- insufficient support from parents

Lowering access and participation in HE of underrepresented, disadvantaged and vulnerable groups



”

QA reviews and internal QA procedures should re-focus on the “new” students needs prompted by the disruption

Thats now, but... Future challenges?



ESU'S QUALITY ASSURANCE

STUDENT EXPERTS POOL

<https://www.esu-online.org/quality-assurance-student-experts-pool/>



Key take-aways from ESU QA Pool think tank

1

Inclusion of all perspectives in QA activities: Student participation and engagement

Recognition of students' involvement

- Increase incentives and recognition for time and efforts of student representatives
- Make (parts of) QA become part of a regular curriculum
- Provide credits for students' diploma supplement
- Support opportunities for students that want to be involved more in QA, e.g. internships or part-time job

Establishing a new 'label' for students' engagement

- For higher education institutions that structurally support students' engagement in the field of QA
- Performance in student engagement and its promotion can become a criteria in QA assessment

Promotion of good practices

- Internal QA should be visible to all stakeholders incl. students and good practices should be shared among them
- Examples:
Include a separate chapter by e.g. the Students' Council in the Self Evaluation Report
- QA training for students that want to be part of internal QA e.g. 'school for student representatives' or course about civic engagement with a focus on student representation

Key take-aways from ESU QA Pool think tank

2

Take-aways from COVID-19's impact on the conduction of QA reviews

- Pandemic caused most assessments to move to a digital format
- Importance of having a clear strategy, standardized procedures, and abstract criteria that assure the transparency of the process



- Reflection of (new) digital education formats in the future scope of QA e.g. digital platforms and microcredentials provide an accessible way to short-term skill-training
- Because of the online environment, students have a feeling of isolation and it is harder to engage them to work together for the QA purpose

3

Data-driven QA: From data points towards evidence-based management

- Collecting and interconnecting data allows for:
 - **Student-Life-Cycle monitoring** (connected with the Social Dimension of Education)
 - Chance to define critical points over the study programmes' designs
 - Supporting students when they have issues during their studies
 - **Database** creation and data sharing on a meta-level
- **'Real-time' QA** possibilities (instant feedback mechanisms for classes/courses)
- **Automatically generated reports** for statistical data and feeding QA systems
 - Reduction of staff resources for gathering statistical data
 - Focus and resources on the implementation part
- Bear in mind data protection and privacy and **biases** when it comes to the 'objectiveness' and inclusiveness of algorithms

Key take-aways from ESU QA Pool think tank

4

Widen the scope: Internationalisation and globalisation of QA

- Potential of QA in a supra-/transnational educational context
- European Universities Initiative and their overarching QA systems as a pilot project in the field of transnationally embedded QA
 - Involvement of various stakeholders in the boards and QA processes
 - More institutional and holistic scope of the assessment
- National QA can profit from international QA experience; however the national context cannot be replaced, since the systems are embedded in a country's legislation and history
- International experts need the corresponding skills to assess international programmes, institutions and cooperations

5

Diversity perspectives on learning and teaching: How can QA bring the inclusion agenda forwards?

- Inclusion is yet to be achieved on the academic level in **student representative bodies**
- The topic of inclusivity is broadly discussed but the full implementation is lacking due to insufficient HEIs' **support systems, campaigning** and the underdeveloped inclusive **academic mindset**
- Within the scope of **QA**, it is important to address, not only the presence, but also the **quality of student support services**, by interviewing their users in reviews
- When **creating a programme or opening a new institution**, **inclusivity** must be one of the priorities with clear mention of proposed measures to assure it



Challenges for the future of QA

- Recognition of students' Involvement
- Capacity building for students not involved in QA
- QA of Short and flexible learning opportunities
- Strengthening the Student Pool of experts and
- Data-driven QA - revolution?
- QA supporting the Social dimension of Education
- Cross-border and QA
- Replicating and promoting the good practices
- Recognising the learner needs in new-reality

Thank you for having me here!



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