

Value of internal and external quality assurance from students' perspective

**Impact of quality assurance on study
experience**

If quality assurance is not impacting study
experience then it is not being carried out
properly.

European Standards and Guidelines (1)

Certain standards very directly relate to the learning and teaching process and should therefore strongly influence the students' learning experience:

- 1.3 Student-centred learning, teaching and assessment
- 1.4 Student admission, progression, recognition and certification
- 1.5 Teaching staff
- 1.6 Learning resources and student support
- 1.2 Design and approval of programmes
- 1.9 On-going monitoring and periodic review of programmes

European Standards and Guidelines (2)

However, even the other standards, which are not so obviously or directly connected to the learning and teaching process should, as their final outcome, impact the educational mission of higher education institutions:

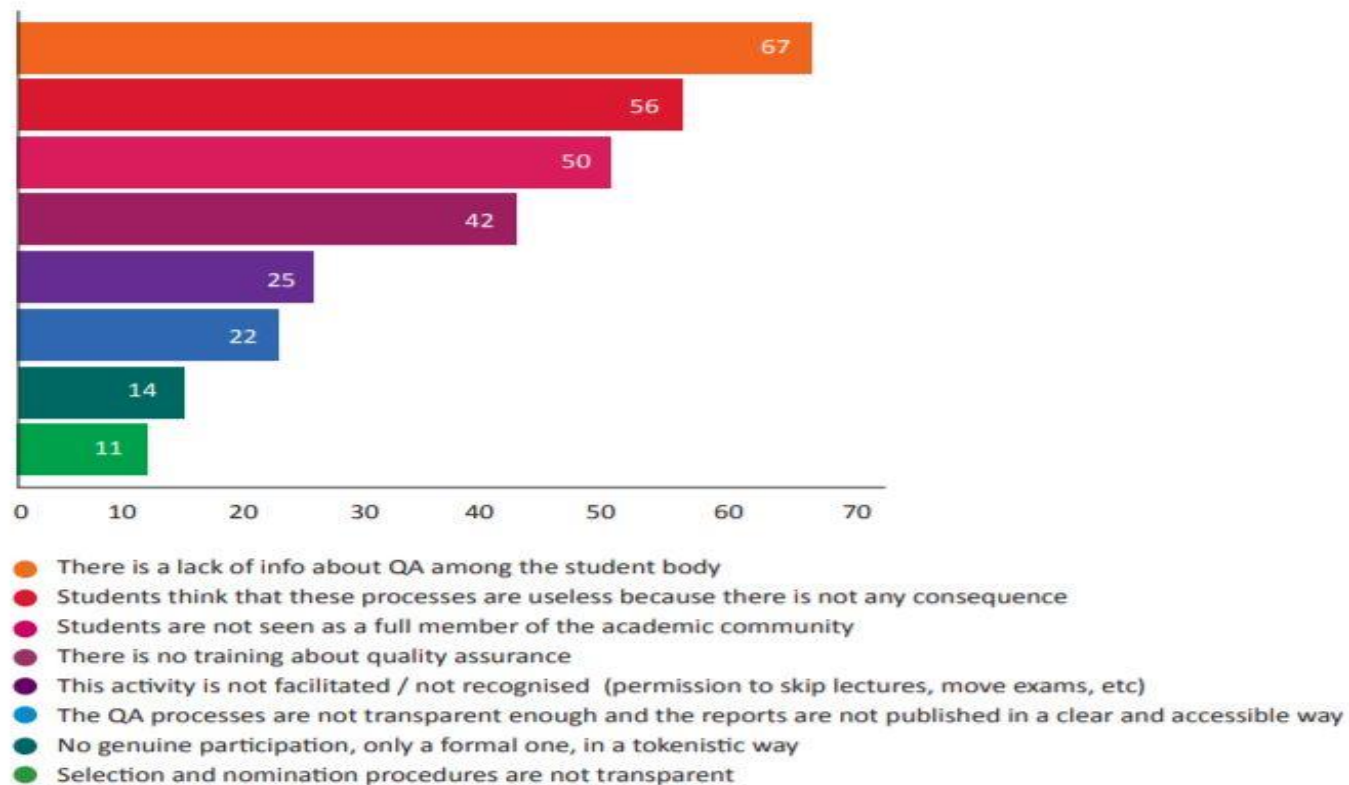
- 1.1 Policy for quality assurance – example: *having prescribed methods of reacting to student feedback*
- 1.7 Information management – example: *having reliable methods of gathering data on dropout causes*
- 1.8 Public information – example: *prospective students transparently informed about career paths*
- 1.10 Cyclical external quality assurance

However, in practice...

Barriers and challenges (1)

- Students discouraged to participate in (internal) QA because they feel it doesn't change anything

Fig. 6.5: What are the main barriers that students find in their involvement in QA (Multiple Choice)?



Barriers and challenges (2)

- (Perception that) QA focuses too much on formal procedures and documents instead of the content or outcomes of HEI's activities
- Weak internal QA without incentives to produce real and thorough changes at HEIs
- Ineffective implementation of Bologna tools (e.g. ECTS, learning outcomes methodology) weakens the basis of quality assurance
- Lack of “*quality culture*”

„*Quality means doing it right when no one is looking.*”

Henry Ford

Future developments?

- More tools and sources for gathering data about quality of education at HEIs (e.g. surveys or more qualitative methods for graduates and employers, ECTS alignment tools...)
- Stronger student involvement in constructing efficient ways of reacting to gathered data (especially designing and revising study programmes)
- Synergy between external and internal QA and national educational policies – incentives for strengthening internal QA
- Creating a supportive atmosphere at HEIs for quality enhancement

Thank you for your attention!