SETTING UP AND DEVELOPING AN IQA SYSTEM

THE TLQAA+ GUIDELINES ON IQA SYSTEM AND INSTITUTIONAL CASE EXAMPLES

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STRATEGY PROCESS

Goals 2023

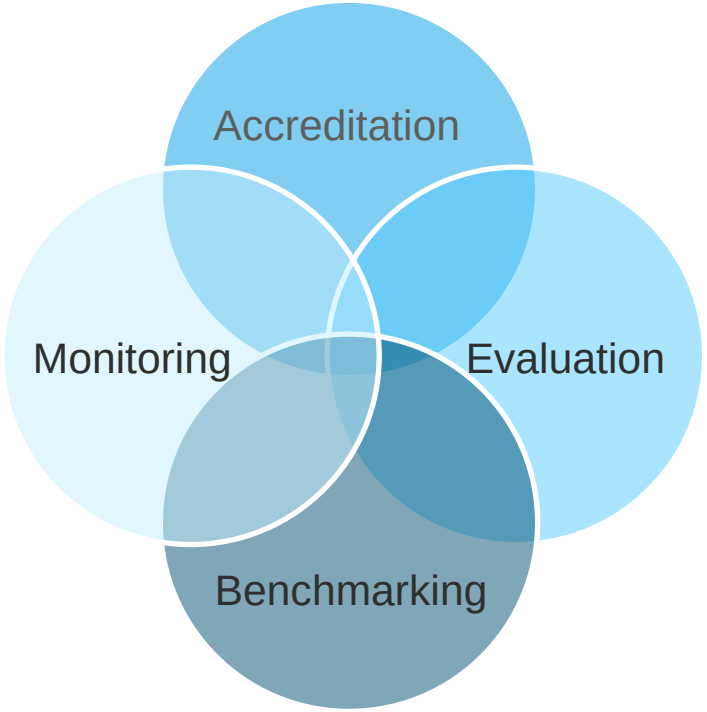
WE KNOW WHAT WE WANT

- You can study our programmes in time; they are future-oriented
- To be competitive for acquiring resources

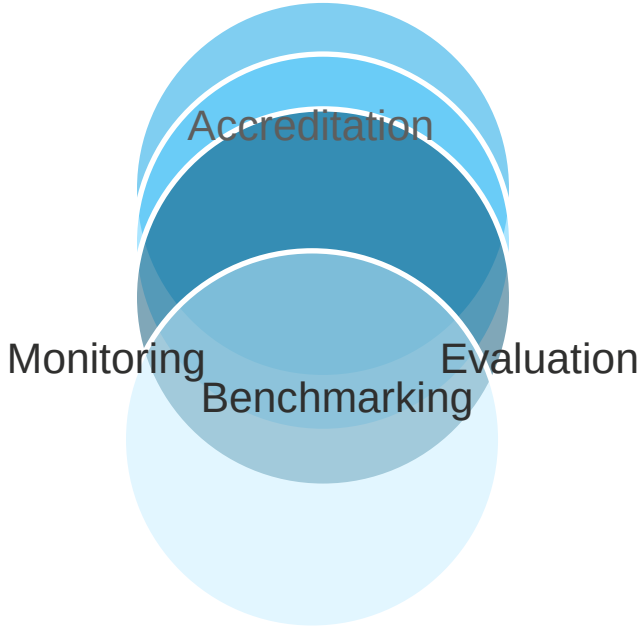
WE KNOW WHAT WE DO

- Setting up of a targeted development of study-programmes
- To establish a strategic resource-oriented marketing

QUALITYMANAGEMENT



QUALITYMANAGEMENT



Guiding Thoughts

Along three main questions:

Which are the organisational design elements that interlink to support the intended strategy to achieve the SMART objectives? (= structures; tool: 7-S-McKinsey)

Are learning, teaching and assessment processes aligned to correspond to each other to achieve the SMART objectives? (processes; tool: PDCA-Deming Cycle)

How do the outcomes of the SMART objectives look like from various perspectives, i.e. learning, research and resources? (outcomes; tool: Academic Scorecard-Kaplan and Norton)

Guiding Thoughts

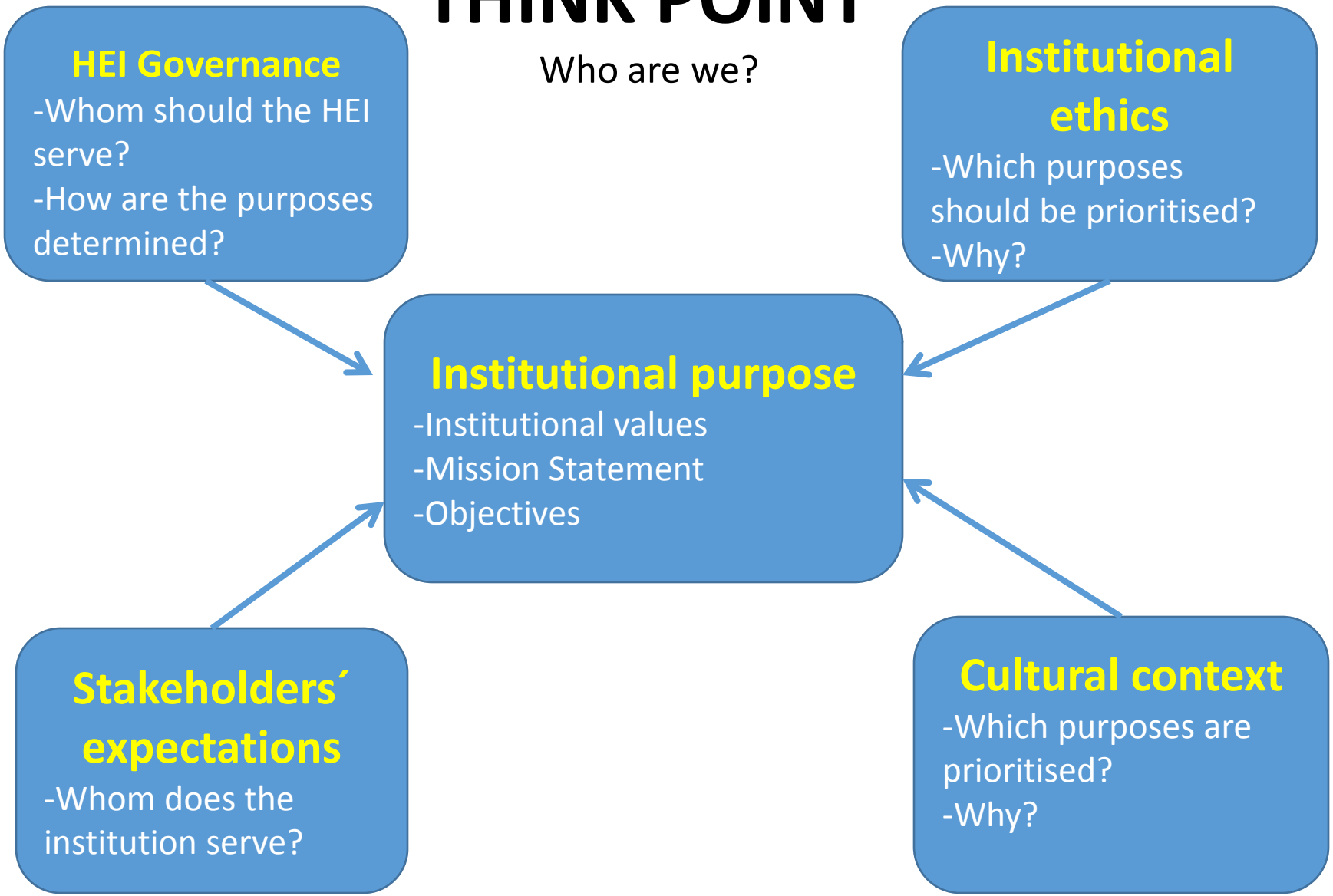
Answers from the perspective of four key quality characteristics:

- Suitability: Do we address the key issues relating to the opportunities and constraints we face?
- Acceptability: Do we meet the expectation of the stakeholders and the wider society?
- Feasibility: Do our structures and processes work in practice? Are the resources available?
- Sustainability: Can the outcomes sustain? Can the processes in place be repeated? Is it necessary to adapt or develop alternative structures, processes or outcomes?

These questions and answers form the core of the self-assessment (of internal quality) and are the focus of external quality assurance. The tools deliver (the) Key Performanc Indicators.

THINK POINT

Who are we?



Guidelines for Learning and Teaching

- ESG (and supplementary recommendations), national laws and regulations
- The ***guiding principles for learning outcomes*** are the

  Qualifications Frameworks,

  specified within a ***changing environment*** (PESTEL), the ***capabilities of the learner*** and the ***expectations of the society*** (stakeholders)

  respecting the Lisbon Recognition Convention

Think Point:

What to do if it is not there?

Institutional Qualifications Framework

Osnabrueck

University of Applied Sciences

Learning Outcomes and Levels
Bachelor Degree 3-4 years

			Level 1 Descriptor	Level 2 Descriptor	Level 3 Descriptor
			The ability to demonstrate and / or work with		
Knowledge and Understanding	Knowledge widening	General	a broad knowledge of the subject/ discipline in general	a broad knowledge of the scope, defining featues, and main areas of a subject/ discipline	a broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/ discipline
			knowledge that is embedded in the main theories, concepts and principles	understanding of a limited range of core theories, principles and concepts	a critical understanding of a selection of the principal theories, principles, concepts and terminology
			an awareness of the evolving/ changing nature of knowledge and understanding	limited knowledge and understanding of some major current issues and specialisms	
				an outline knowledge and understanding of research and equivalent scholarly/ academic processes	
		Module related			
	Knowledge deepening	General	an understanding of the difference between explanations based in evidence and/ or research and other forms of explanation, and of the importance of the difference	detailed knowledge in some areas	knowledge that is detailed in some areas and/ or knowledge of one or more specialisations that are informed by forefront developments
		Module related			

	Terminology	*To acquire knowledge:* define, describe, identify, label, name, outline, reproduce, recall, select, state, present, extract, organise, recount, write, recognise, measure, underline, repeat, relate, match *To understand knowledge* interpret, translate, estimate, justify, comprehend, convert, clarify, defend, distinguish, explain, extend, generalise, exemplify, give examples of, infer, paraphrase, predict, rewrite, summarise, discuss, perform, report, present, restate, illustrate, indicate, find, select, represent, name, formulate, judge, contrast, translate, classify, express, compare		
	Example	*Accounting:* The student can describe and explain the role of Accounting within the Information Management System of a business organisation	*Accounting:* The student can critically discuss and evaluate the various Accounting systems …	*Accounting:* The student can identify and critically evaluate the strategic options of the Information Management Systems of a business organisation
Knowledge revealing/ opening and developing	**General**	***Instrumental - ICT and numeracy skills*** use a wide range of routine skills and some advanced skills associated with the subject/ discipline - for example		
		use a wide range of use standard applications to process and obtain a variety of information and data	use a range of standard applications to process and obtain data	Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/ discipline, for example - use a range of IT applications to support and enhance work - interpret, use and evaluate numerical and graphical data to achieve goals/ targets
		use a range of numerical and graphical skills in combination		
		use numerical and graphical data to measue progress and achieve goals/ targets	use and evaluate numerical and graphical data to measue progress and achieve goals/ targets	

Subject-related			
Terminology	use, apply, present, formulate, darstellen, examples: present, worik out, calculate, statistically present, statistically underpin, and collect data, evaluate, assess, rank, present graphically, compile, match, put in order, merge, summarise, diagnosize, categorise, propose, work out hypotheses, verify, falsify …		
Example	*Data processing:* The student is aware of some of the general characteristics of data basis.	*Data processing::* The student can assess the various alternatives to implement an information system	*Data processing::* The student understands the various activities which are necessary to implement technological change.
	Interpersonal / communicative - Generic cognitive skills and competences The student has the ability to		
	present and evaluate arguments, information and ideas which are routine to the subject discipline	undertake critical analysis, evaluation and/ or synthesis of ideas, concepts, information and issues which are within the common understandings of the subject/ discipline	undertake critical analysis, evaluation and/ or synthesis of ideas, concepts, information and issues
	use a range of approaches to addressing defined and/ or routine problems and issues within familiar contexts	use a range of approaches to formulate evidence-based solutions/ responses to defined and/ or routine problems/ issues	identify and analyse routine professional problems and issues
		critically evaluate evidence-based solutions/ responses to defined and/ or routine problems/ issues	draw on a range of sources in making judgements
	use a wide range of routine skills and some advanced skills associated with the subject/ discipline - for example *- convey complex ideas in well-structured and coherent form* *- use a range of forms of communication effectively in both familiar and new contexts*	use a range of routine skills and some advanced and specialised skills associated with a subject/ discipline- for example - convey complex information to a range of audiences and for a range of purposes	use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/ discipline, for example - make formal and informal presentations on standard/ mainstream topics in the subject/ discipline to a range of audiences

Essential Question of Examinations

Can the exam validate the achievement of the learning outcomes?

At the level of

- **Student**
- **cohort**
- **moving cohort**
- **external**

Step 1: Objectives of competence-oriented assessment

SMART

- Specific
- Measurable
- Adequate
- Relevant
- Timely

MEANS

- Unambiguous
- Feasible
- Acceptable
- Realistic, competence oriented
- In which / at which time

Potential Conflicts

Potential Conflicts

Qualifications

- Qualificationsframework
  - Levels
  - Parallel (professional / academic)

Bundle of learning outcomes

- Sum of learning outcomes matches a level
- All documented learning outcomes have to be validated
- Examinations have to correspond to a respective level
- Variety of examinations

Learning outcomes of a defined level have to be validated

Assessment Criteria
Potential Conflicts (Examples)

Smart criteria

- Relevance versus Measurable
- Measurable versus Suitability /Fairness
- Relevance / Realistic versus demanding /adequate

  versus timeline

Learning outcomes

- Ability to work in teams
  - Group work?
- Ability to speak
  - Written examination?
- Proposals to act
  - Level bachelor thesis
  - 6-Weeks

Business in Context (2004/2005)

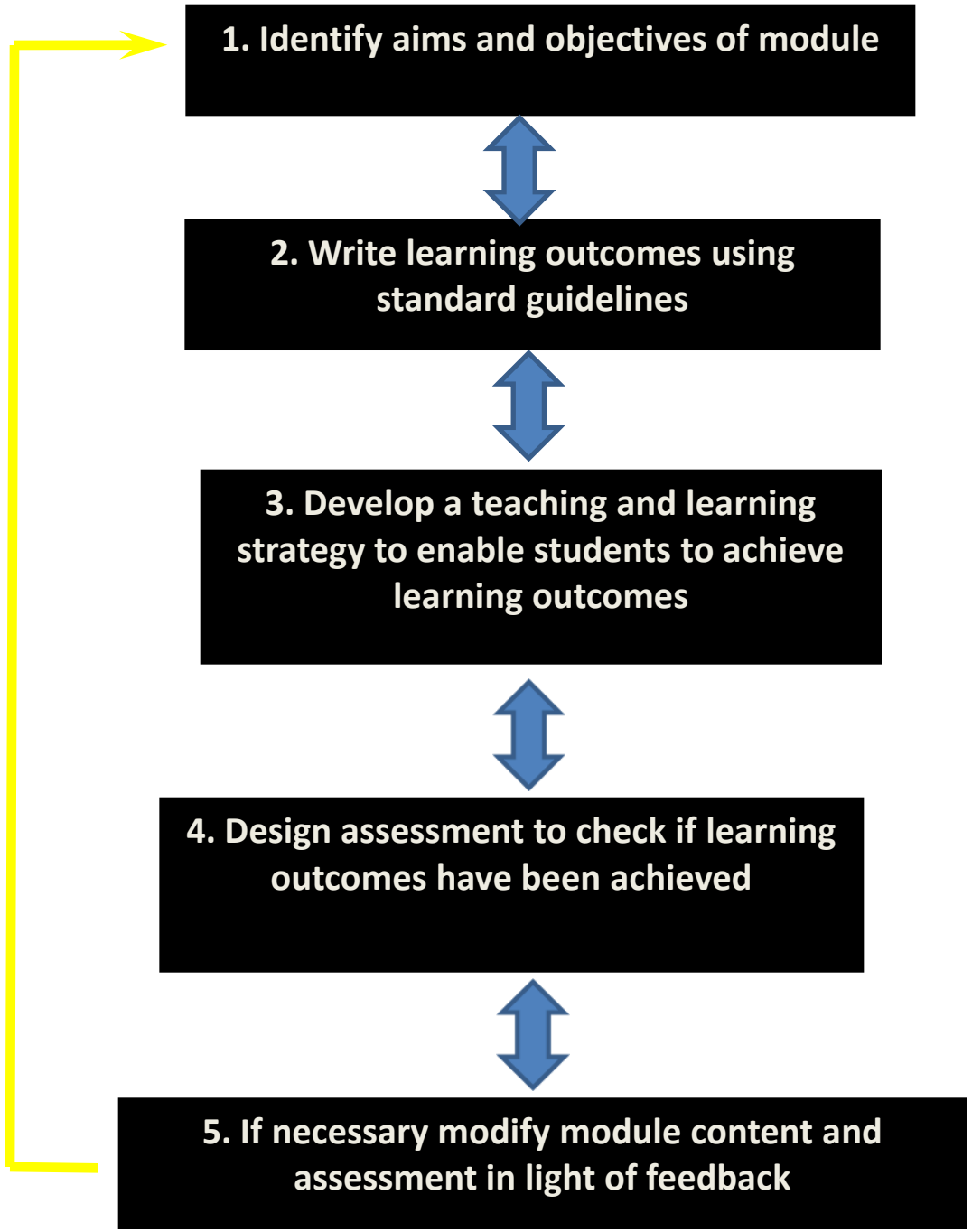
Assignment

Criteria	Weighting %	70%+	60-69%	50-59%	40-49%	Fail
Generic: Communication	5	Communicates to reader succinctly with very good clarity and coherence. There is good physical presentation.	Small element of distinctive coherence and structure and presentation missing.	Clear presentation of basic arguments and structure. Poor elements can be compensated by other good work.	Some element of coherent argument and structure.	Difficult to read and follow arguments. Very untidy physical presentation.
Knowledge & Understanding	20	Comprehensive, clear demonstration of required concepts and practical knowledge and understanding. Wide reading used	Mainly clear and comprehensive: small element missing or elementary.	Basic knowledge and understanding of material across board or incomplete compensated by good elements.	Elementary knowledge and understanding displayed. Incomplete.	Demonstrates no or very limited knowledge or understanding or required material.
Analysis	30	Demonstrates clear incisive ability to assess range of information analytically.	Demonstrates overall effective analysis of material, with some element missing allowed.	Basic analysis of material and comparisons.	Mainly descriptive: little analysis.	Descriptive only - no analysis.
Synthesis/ Creativity/ Application	10	Distinctive display of creativity and ability to synthesise material	Significant element of synthesis and creativity.	Small element of sunthesising arguments and showing creativity displayed.	Limited/elementary creativity and synthesis.	No creativity or synthesis of material displayed.
Evaluation	30	Demonstrates clear, incisive ability to evaluate information in all forms.	Some (significant) element of incisive, clear eveluation, above basic level.	Basic evaluation of information and appropriateness of concepts and models.	Only elementary evaluation of material presented.	Extremely limited evaluation of material - both practical and concepts.
Assignment Parameters	5	Follows parameters/guidelines exactly as asked.	Small element of guidelines missing or inadequate.	Satisfactory, basic adherence to all guidelines or compensation by some distinctive element.	Small element of parameters/guidelines followed.	Parameters not followed.
Total	100					

Lessons learned

1. DNA: Who are we? What should the profile of our graduate be?
2. Institutional Framework
3. Start at the final outcomes of a qualification – move backwards
4. Organise workshops on learning outcomes (How to write…)
5. Use a taxonomy of active verbs to stipulate the descriptors, i.e. the level
6. Check by moving forwards
7. List alternative verbs
8. Describe examples for programme learning outcomes

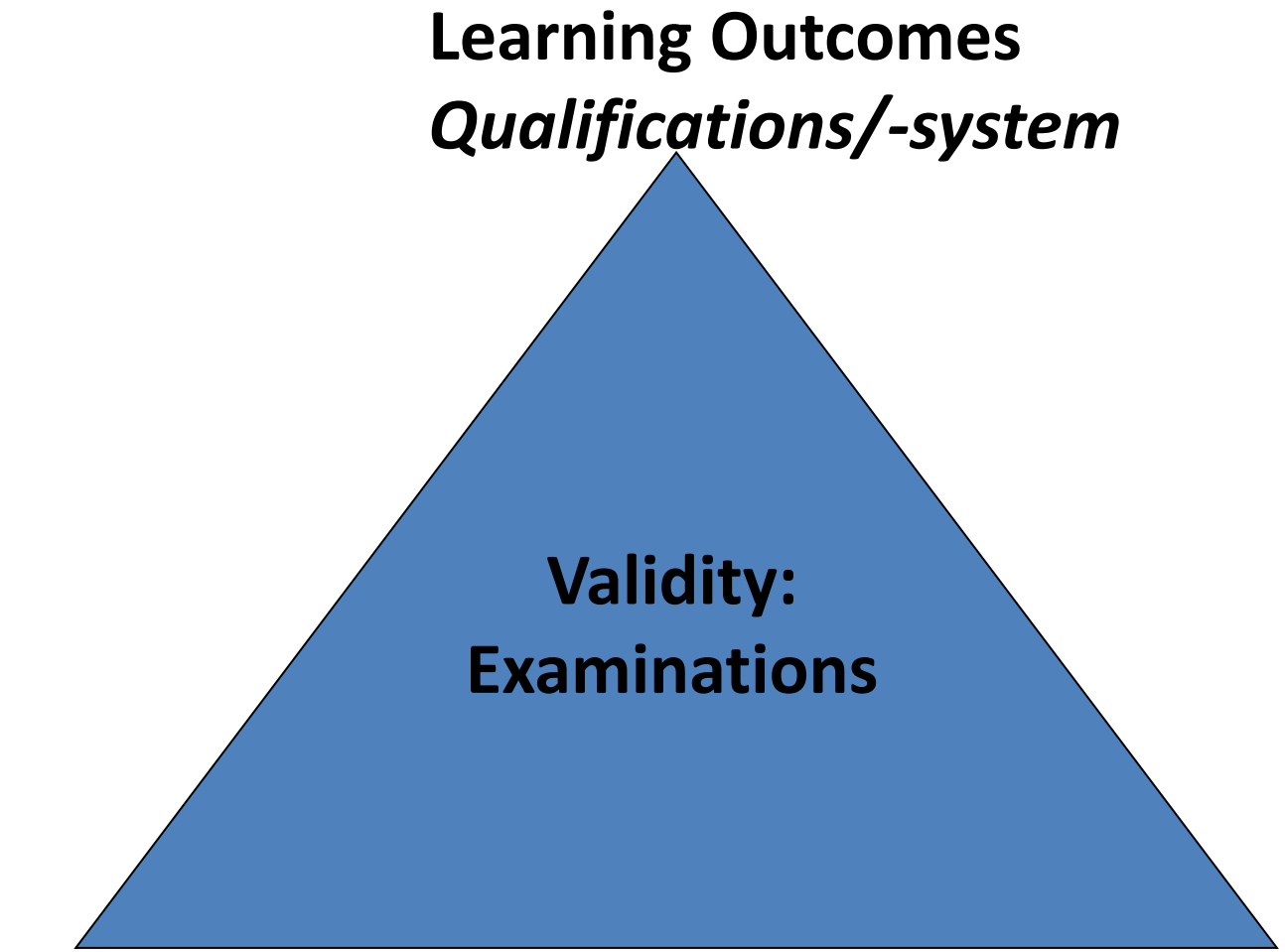
IQA / EQA
Change the direction (perspective)



Your Check

- Do the various learning outcomes of all modules refer to the profile of the programme?
- Are all learning outcomes of the programme reflected in the various learning outcomes of the modules?

THE BERMUDA TRIANGLE - Constructive Alignment



Requirements

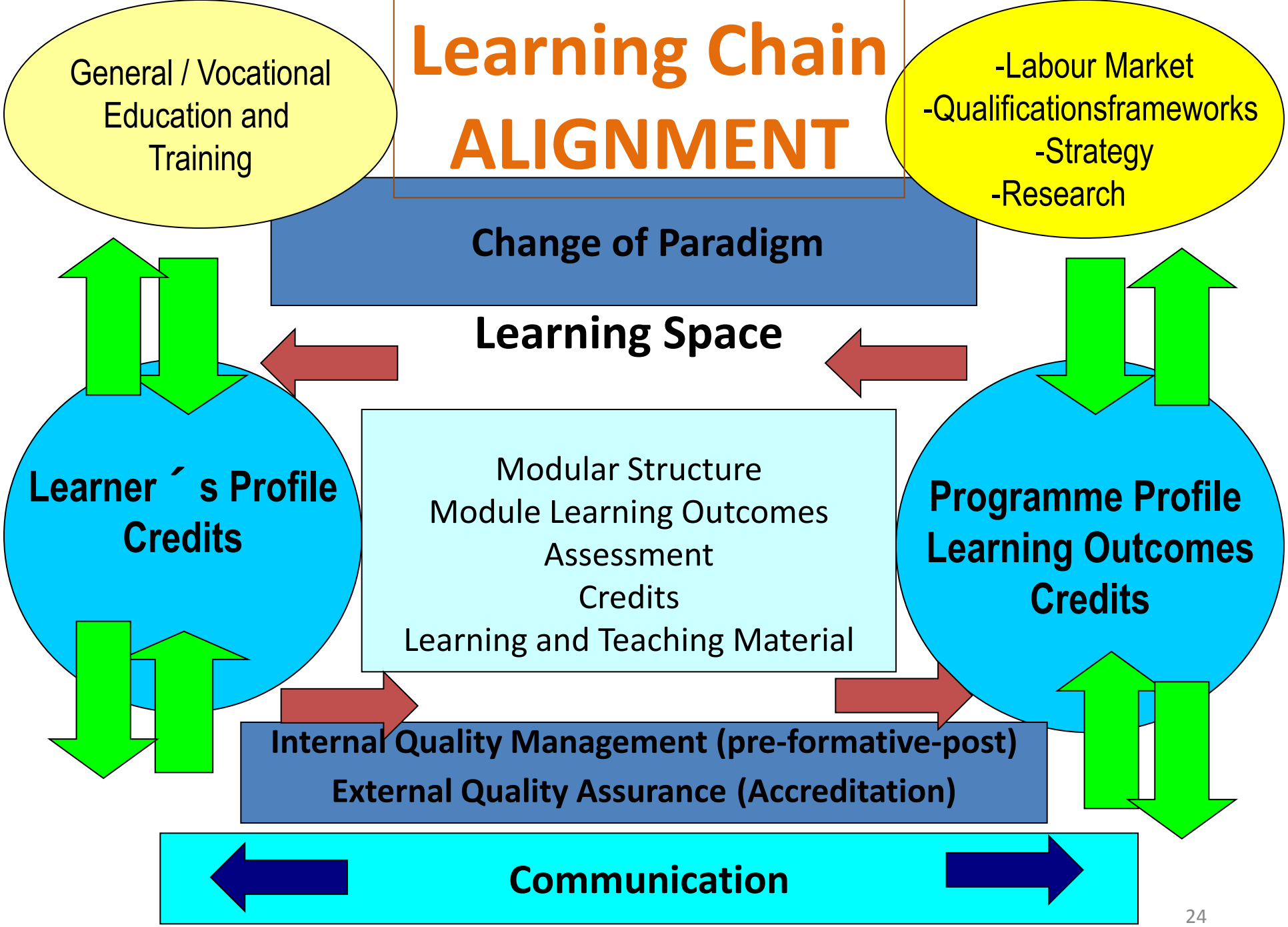
„Blind Double Marking“

Consistency

Feed-back

Explanation

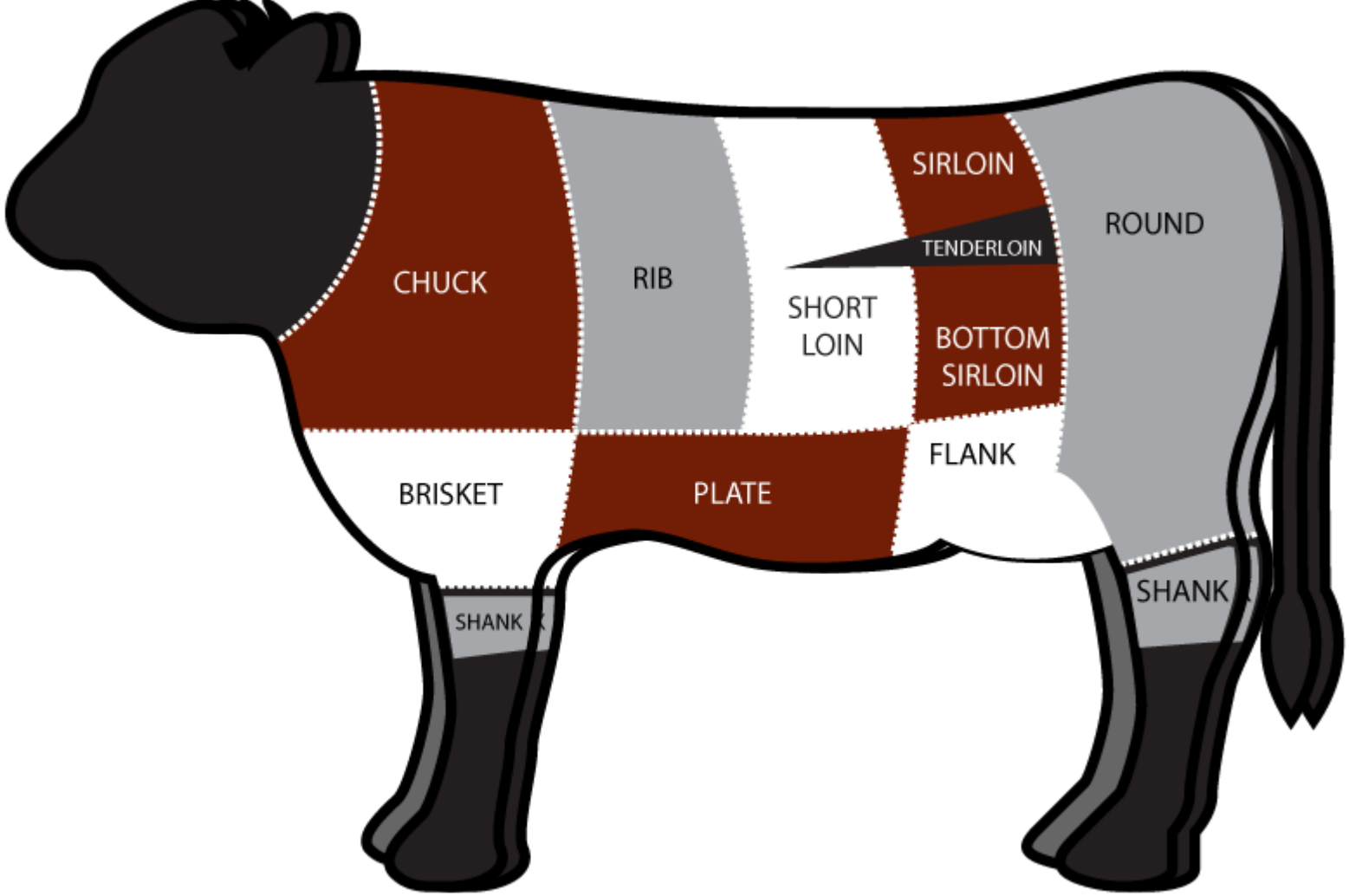
Transparency


Learning Chain
ALIGNMENT
General / Vocational
Education and
Training
-Labour Market
-Qualificationsframeworks
-Strategy
-Research
Change of Paradigm
Learning Space
Learner´s Profile
Credits
Modular Structure
Module Learning Outcomes
Assessment
Credits
Learning and Teaching Material
Programme Profile
Learning Outcomes
Credits
Internal Quality Management (pre-formative-post)
External Quality Assurance (Accreditation)
Communication

Key Essentials

Constructive alignment

- MOPPS at institutional level
- Modular structure
- Bloom´s taxonomy
- Assessment (blind double marking)



This is an organisational chart that shows the differnt parts of a cow.
In a real cow the parts are not aware that they are parts.
They do not have trouble sharing information. They smoothly and naturally work together, as one unit. As a cow. And you have only one question to answer.
Do you want your organisation to work like a chart? Or a cow?

(Anderson & Lemke, NY, advertisement for SAP, Canada)