



**evalag**  
EVALUATIONSENTUR  
BADEN-WÜRTTEMBERG

**WORKSHOP –**

**How Does EXTERNAL Quality Assurance Make a Difference?**

**7th European Quality Assurance Forum**

**How Does Quality Assurance Make a Difference?**

22-24 November 2012, Tallinn University, Estonia

# How Does EXTERNAL Quality Assurance Make a Difference?

## Tracking the Pathways of Change in Teaching and Learning, Institutional Structures, and HE Policy

24 November 2012, Tallinn University

Facilitators:

**Josep Grifoll Saurí, AQU Catalunya, Barcelona, Spain**

**Theodor Leiber, evalag, Mannheim, Germany**

## Workshop Activities / Schedule

- **Introduction and preparation of breakout sessions**  
(allotted time: 20 min.)
- **Breakout sessions (breakout groups)** (50 min.)
- **Break** (15 min.) – **Meeting of group rapporteurs and WS facilitators**
- **Plenary discussion** (20 min.)

## Introductory Remarks

Our knowledge about impact of EQA on HEIs is still **RUDIMENTARY**

Workshop is meant

- To provide opportunity for a **variety of stakeholder groups** – e.g., HEIs, students, HE policy makers, QA agencies – to **discuss possible effects of EQA procedures on teaching and learning, institutional structures and HE policies** (and, possibly, on other fields)
- To **argue/identify/analyse what mechanisms** may have led to these effects
- To contribute to **identification of European-wide topics of systematic impact analysis of EQA of HEIs**

## Preparation of breakout sessions – Matrix as an orientation

<b><u>HOW EXTERNAL QA MAKES A DIFFERENCE</u></b>		<b>Where EXTERNAL QA makes a difference</b>		
		<b>Quality of educa- tional process</b>	<b>Institution (e.g., gover- nance, IQA)</b>	<b>HE Policy (e.g., policy of science/education, involvement of public)</b>
<b>EQA mea- sure</b>	<b>E.g., preparation of EQA process; self-evaluation</b>	Theme for breakout group	Theme for breakout group	Theme for breakout group
	<b>E.g., site visit(s); assessment report; follow-up</b>	Theme for breakout group	Theme for breakout group	Theme for breakout group

## Preparation of breakout sessions – Possible items for discussion

- Rather **general causal social mechanism hypothesis** – micro-level approach – might look as follows:

“The EQA measure  $M_j$  contributed to the generation of the intended or non-intended effects  $E_i$  to the extent of  $p_i$  % after a time span of  $\Delta t_i$  via the beliefs  $B_i$ , desires  $D_i$  of actors  $A_i$  under the structural conditions  $S_i$ .”

- Some **effort must still be invested** (e.g., **collecting information from EQA participants and HEI members**) in order to generate such model-type causal hypotheses (very critical perspective: micro-level approach *hardly feasible*)
- For the time being, at least, **any ideas and information about communicational, informational, decisional, organisational processes taking place in HEIs when they are met by EQA measures** are most welcome (and useful)

## Preparation of breakout sessions – Possible items for discussion

- **What impact(s)** did/do you observe (in one of the impact areas)?
- Can you name/describe any **mechanisms** – i.e., pathways of change – relating (certain) EQA measure(s) and its impact(s)?
- **Which EQA measure** seems to be most important to you? Relating to **which EQA process**?
- Could you **evaluate different EQA procedures** according to their **intended/non-intended/achieved** as well as **positive/negative effects**?
- What are **strengths and weaknesses of certain EQA procedures**?

## Preparation of breakout sessions

- Self-organised constitution of **breakout groups (5-8 persons each)** which focus on matrix field(s) or matrix areas each
- Formulating for each group a **leading question, or hypothesis**
  - **Exemplary ideas for leading questions/hypotheses**

Most important effects of a site visit are ...

EQA measure X does not have observable/ relevant effects on ...

Elements  $X_i$  of follow-up procedures are dominant causes for HE policy changes ...

EQA measure X is most important reason for improving quality area Y ...



## Breakout sessions (breakout groups)

- **Develop theme** of breakout group (also with respect to different EQA types, and stakeholder groups)
- **Prepare summary** of discussion (presentation cards) in each breakout group
- Preparation of resumé by rapporteurs and facilitators

## Plenary discussion

- **Feedback reports** from each breakout session **by group rapporteurs**
- **Results and outlook by facilitators and plenum:**
  - Revise and specify contents of analytical matrix for impact analysis (e.g., presentation cards, flipchart, PPT)
  - Summarise commentary and discussion in the plenum (e.g., compare models of and opinions on generation and propagation of effects of EQA in HEIs)

**Tänan teid tähelepanu eest!**

**Thank you very much for your attention!**

**Muchas gracias por su atención!**  
**Moltes gràcies per la seva atenció!**

**Vielen Dank für Ihre Aufmerksamkeit!**