

EURASHE Seminar on QA – Brussels 2017

'Managing Your Institution's Quality With the Latest Practices and Policies'

Brussels, Belgium, 06-07 February 2017



Breakout session 4.A 'practice': Impact Analysis of Quality Assurance in Higher Education: The Experience of the IMPALA Project

Jouni Jurvelin, Theodor Leiber & Heikki Malinen



09:00-09:10 (10 min.)	Theodor Leiber (evalag) <i>The Workshop Agenda</i> <i>Introduction to General Problems of Impact Analysis of QA</i> <i>(motivation; needs; basic concepts)</i>
09:10-09:25 (15 min.)	Quick Working Groups <i>QA and Its Impact Analysis: QA Agencies' and HEIs' Perspectives</i>
09:25-09:45 (20 min.)	Theodor Leiber <i>The EC-cofunded IMPALA Project and Its Methodology</i>
09:45-10:00 (15 min.)	Heikki Malinen (JAMK) <i>Creating Competence With a Finnish Touch.</i> <i>Evaluation of HE in Finland and Quality Management at JAMK</i>
10:00-10:15 (15 min.)	Jouni Jurvelin (JAMK) <i>EUR-ACE Accreditations and the IMPALA Study in JAMK School of Engineering</i>

Why Impact Evaluation of (External) QA in HEIs?

Education as a Human Right and Public Good

- **HEIs** (and other education institutions) **more important than ever** as high achievers in **globalized knowledge societies** and **economies**: **fundamental to permanent flow** of **people, knowledge, information, technology, products and financial capital** (cf. Marginson 2006); decisive for **competitiveness** of national states as producers of innovative research and technology



Education for All (e.g., **critical thinking, intellectual and moral development, self-determination of quality life; knowledge-based employability**); profiled innovative **research**; economic, social and ecological **sustainability**; **evidence-based** organizational development and political **decision-making** (cf. Anderson 2008; Hamlin 2016; Innerarity 2012; Lingenfelter 2012; Välimaa & Hoffman 2008; van Weert 2006)

- Ergo: **systematic evidence-based QA** of HEI performances of **central importance**
- Ergo: **impact evaluation of QA** (as interventions) **required** (Deming cycle p-d-c-a)



Why Impact Evaluation of (External) QA in HEIs?

- More than two decades of (external) **QA**, further **ex-/intensification**
- (Some) HEIs complain about **high evaluation workload** and **evaluation costs** and **need effective and efficient QA** procedures (e.g., massification; economy measures in HE; national and global competition)
- (Some) governments complain about **high evaluation costs**

BUT

- Rather **few ex-post** impact analyses of **EQA**
- **No simultaneous impact analyses** (accompanying EQA)
- **Students, teachers, QA staff not considered** [focus on institutional leadership opinions (and peer assessments)]
- **Need for competence development** in **impact analysis** and **meta-evaluation** in **QA agencies** and **HEIs** (e.g., autonomous internal QA)



(see, e.g., Harvey & Williams 2010; Lillis 2012; Newton 2013; Shah 2012; Stensaker et al. 2011)

Impact Evaluation of QA: Basic Concepts

Working Definition of Causality

- Cause-effect (or causal) relationship: compared to the cause-event(s), the effect-event(s) occur(s) later in time; and, everything else being equal (*ceteris paribus*), the effect-event(s) would not have occurred in the same way without the said cause-event(s)
- Most plausible working definition of causality:
“C may be considered a cause of E if (and only if) it raises the probability of [the occurrence of] E [under ceteris paribus conditions]”
(Gerring, 2005, p. 169).
- Definition comprises two fundamental ideas: (1) event identified as a cause “makes a difference”; (2) causal relations of empirical world typically cannot be adequately modelled by strictly deterministic mono-causal relations – one cause determines one and only one effect – but only by multi-factorial probabilistic relationships (or causal networks) between causes and their effects (probabilistic causation)

Impact Evaluation of QA: Basic Concepts

Types of Effects: Outputs, Outcomes, Impacts

- For present purposes and in accordance with widespread usage, **short-term, mid-term and long-term effects** are differentiated; they are called **outputs, outcomes and impacts**, respectively, and are all subsumed under the umbrella term “effect”.

This is in opposition to the fact that many use “impact” as an umbrella term (as in “impact evaluation”, “impact analysis” etc.), thus undermining the conceptually preferable alternative. However, this dispute about use of concepts, which ultimately is merely a matter of definition, cannot be resolved here.



Impact Evaluation of QA: Basic Concepts

Causal Social Mechanisms



- Epistemological idea of causal networks or **“causal social mechanism”** (Gross 2009; Hedström & Ylikoski, 2010; Little, 2011; Little, 2015a; Steel, 2011) is **“that we explain not by evoking universal laws, or by identifying statistically relevant factors, but by specifying [causal] mechanisms that show how phenomena are brought about”** (Hedström, 2005, p. 24).
- “complexes of interacting individuals, [bodies and institutions] usually classified into specific social categories that generate causal relationships between aggregate-level variables. A mechanism will be said to be from the variable X to the variable Y if it is a mechanism through which X influences Y ” (Steel, 2004, p. 59). It is “the [social] pathway or process by which an effect is produced or a purpose is accomplished” (Gerring, 2007, p. 178).

Impact Evaluation of QA: Basic Concepts

Complexity and Indispensability of Impact Studies

- Basic and big obstacle to impact analysis (causal analysis) of QA in HEIs: there **complexity** of the problem: QA interventions, as a rule, do have **complex and manifold cross-effects** on different subsystems on the micro-, meso- and macro-level of HEIs (e.g., sets of intentional states of individuals; sets of psychological states of groups; organizational and institutional structures and processes). In particular, QA interventions in HEIs in total have **many different aims and purposes**, and they are in **competition and interplay** with various other causes such as changing environment; other QA procedures; changes in HEI organization; policy measures; etc. (also cf. Beerkens, 2015; Stensaker & Leiber, 2015). Therefore, e.g., **non-intended and undesirable effects and long-term effects** may occur, and, normally, none of these is easily grasped at all. In summary, it is generally very difficult to adequately model the corresponding complicated (probabilistic) cause-effect, interaction, or cross-impact network.



Impact Evaluation of QA: Basic Concepts

Complexity and Indispensability of Impact Studies

- Nevertheless, organization and understanding of any educational planning and reform, and, in the end, any social life would be impossible without causal mechanisms and attendant regularities (Phillips & Burbules, 2000, p. 92).

“Causation is one of the most important and contentious issues in social science. Any aspiration for a better social world, whether they concern the alleviation of inequities or the promotion of wealth, must explicitly or implicitly rely on beliefs about the causes and effects of government policies, social institutions, norms, or other phenomena that fall within the purview of social science” (Steel, 2011, p. 288).



Working Group(s) – 07 February 2017, 09:10-09:25 h

QA and Its Impact Analysis from the Perspective of HEIs and QA Agencies: Methodological Approaches, Experiences and Expectations

GUIDING Questions all WGs (à ca. 5 minutes working time):

What is your motivation for impact analyses (of QA) in HE? About which effects of which activity, procedure or instrument would you like to learn more? Why?

Which experience do you have with impact analyses in HE? Which methods and procedures seem to be relevant in your view? Which strengths, weaknesses, opportunities and threats do you see?

How should HEIs and QA agencies deal with impact analyses of QA? Should impact analyses be carried out on a regular level (e.g., guided by regulations)? Who should be responsible, HEI-internally and HEI-externally? Which role in HEI policy do you see for QA impact analysis?



EC-cofunded IMPALA Project and Its Methodology

- **How?** (Methodology)
- The European **IMPALA Project**
 - Partners, Case Studies and Goals
 - Research Design
 - Preliminary Results

How Impact Evaluation of (External) QA in HEIs?

- **Before-after comparison** design (and *ex-post* analysis)
Allows to analyse **if** and **when** and **how** an effect has been achieved
- **Causal mechanism hypotheses** (cf., e.g., Leiber et al. 2015; Little 2015; Stensaker & Leiber 2015)
Allow to analyse how effects are achieved
- **Assessments of intervention effects** by participants, key informants, experts (e.g., via **standardised surveys** and **structured interviews** with **different target groups** such as academic staff, students, QA staff, leadership etc.)
Allow to analyse goals, processes, structures, preferences, actions and institutional & programme change
- **Counterfactual self-estimation of participants** (Mueller et al. 2013)
Allows to analyse change of personal variables (intentional states) related to preferences, decisions and actions (relevant to institutional & programme change)
- **Document analyses/observations**
Allow to analyse goals, processes, structures, actions and institutional & programme change



How Impact Evaluation of (External) QA in HEIs?

5 main impact areas

- **Learning and teaching**
- Research
- Third Mission
- Internationalisation of HE
- Inter- and transdisciplinarity of HE
- **Institutional management**
- Nationales HE and QA system
- **Satisfaction with QA processes**

Stakeholders

- **Students**
- **Academic staff in learning and teaching**
- Peers
- Employers
- QA agencies
- **Study programme managers**
- **HEI managers**
- Governments
- Society
- International community

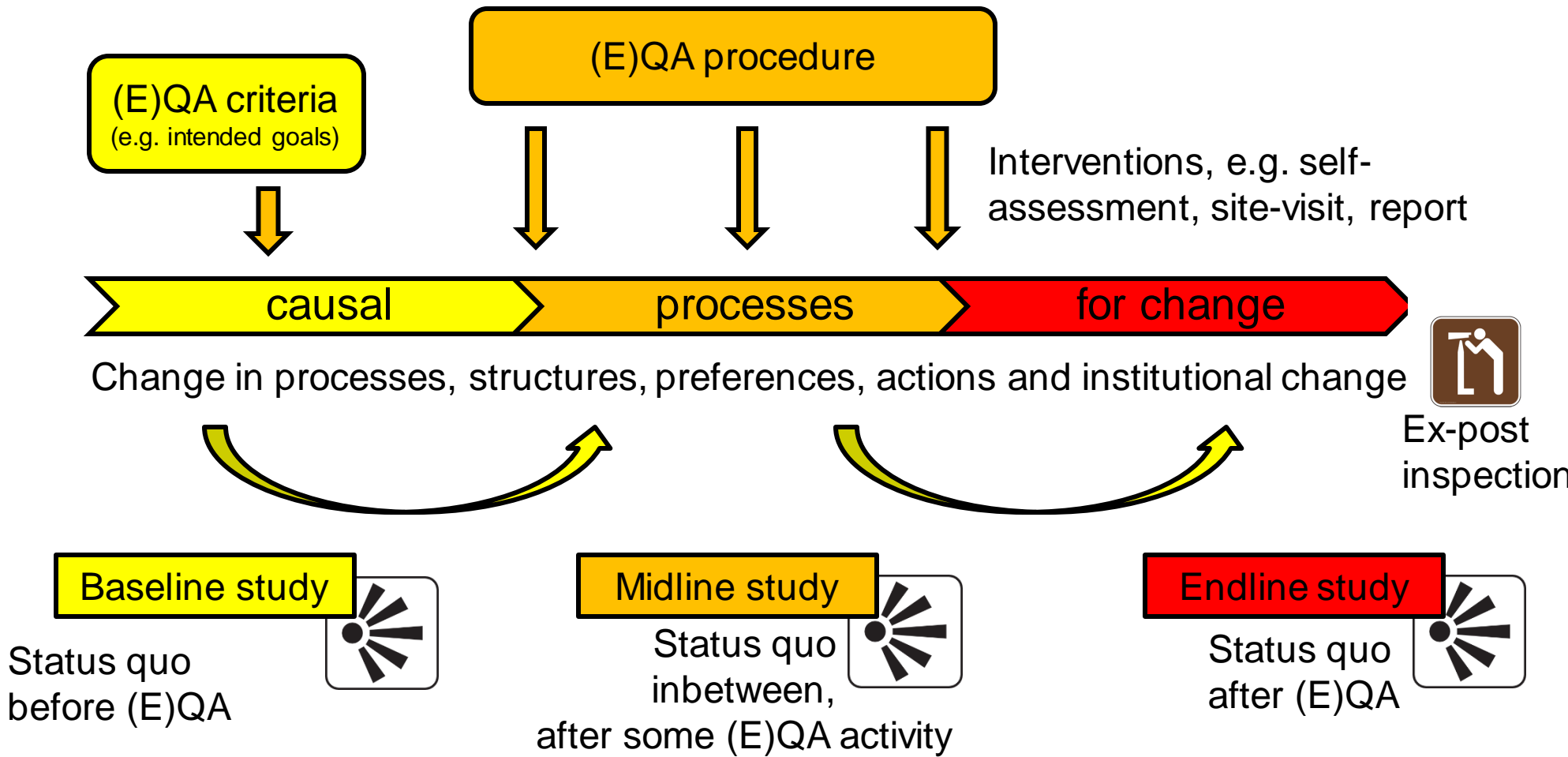


IMPALA – Partners, case studies and goals



11 institutional project partners	4 QA agencies, 4 HEIs, further (external) experts
Different EQA procedures	Institutional & program evaluation, EUR-ACE program accreditation, program pre-accreditation, evaluation of program review
Participating stakeholders	HEI governance/staff, HEI QA, students, HEI researchers, QA agencies, (HEI policy experts)
Project duration	36 months
Main project events	5 internal project meetings; 2 European/international conferences; 4 international workshops; publications (10 papers/ QHE special issue; planned final publication)
Erasmus policy priorities	Governance, Quality Assurance

IMPALA research design



IMPALA research design

(E)QA procedure

Baseline study

Before procedure

- Online questionnaires
- Structured interviews
- Document analysis/ observations

Midline studies

During procedure

- Online questionnaires
- Structured interviews
- Document analysis/ observations

Endline study

After procedure

- Online questionnaires
- Structured interviews
- Document analysis/ observations

Comparison of base-, mid- and endline of single case study

Comparison of different baseline studies

Comparison of different baseline studies

Comparison of different baseline studies

IMPALA online questionnaires

- **Questionnaire items – generic**
 - Course types in study programmes
 - QA instruments used in programmes
 - Alignment of examinations and learning objectives
 - Frequency of development discussions of study programmes
 - Observability of QA effects and quality improvements
 - Transparency of responsibilities
 - Attitude towards internal QA
 - Attitude towards external QA
 - Perceived attitude of leadership towards QA
 - Assessment of cost/benefit ratio of QA
 - Plans for major programme changes
 - Suggestions for QA improvement
- **Questionnaire items – individual case study**

IMPALA project plan

Activity	Description of activity	Participants	Timeframe and Location
1 st project meeting (kick-off)	Introduction to project Assignment of tasks Work plan Discussion of conceptual frame for methodology	All project partners (ca. 23 persons)	05-06 Nov 2013 Mannheim (evalag)
EACEA project meeting	EACEA project meeting (obligatory)	evalag	23-24 Jan 2014 Brussels
2 nd project meeting	Finalising methodology	Project focus group	10-11 April 2014 Bucharest (ARACIS)
European conference seminar	European conference seminar (in cooperation with ENQA) on the methodology developed	All project partners, International QA agencies; participants	19-20 May 2014 Mannheim (evalag)
PAPER	Publication of a theoretical paper on methodology in reviewed journal (in German)		April 2014
PAPER	Publication of a theoretical paper on methodology in peer reviewed journal (in English)		June 2014

BASELINE STUDY	Online surveys (focus groups: members & students & QA staff & academic staff of HEI) In-depth interviews (HEI leadership) Baselines for impact analysis	4 QA Agencies + 4 HEIs	June 2014 – Febr 2015 (depending on HEI) Each HEI
3 rd project meeting	Interim meeting Stocktaking and discussion of previous results First inspection of data (baseline) for impact analysis Inductive adaptation of methodology (e.g., self-evaluation questionnaire, interviews, work plan, endline study)	Project focus group	11-12 Dec 2014 Helsinki (FINEEC)
Progress report	Progress Report at the mid-point of the project life-cycle	4 QA Agencies	March – April 2015
MIDLINE STUDY	Online surveys (complete investigation: members & students of HEI) In-depth interviews Midlines for impact analysis	4 QA Agencies + 4 HEIs	April 2014 – Jan 2016 (depending on HEI) Each HEI

IMPALA project plan

Special Issue of "Quality in Higher Education", Vol 21/3 (2015)	Publication of seven papers on the state of the art of impact analysis in HE in a peer reviewed journal (in English)		Jan 2016
Analysis of data	Analysis of data	Project focus group	Oct 2015 – Jan 2016
4 th project meeting	Interim meeting Stocktaking and discussion of previous results Impact analysis on the basis of baseline and midline data Inductive adaptation of methodology (e.g., work plan, endline study) Planning of final conference	All project partners	25-26 Jan 2016 Barcelona (AQU Catalunya)
Analysis of data (continuing)	Analysis of data	Project focus group	Jan 2016 – April 2016
ENDLINE STUDY	Online surveys In-depth interviews Endlines for impact analysis	Agencies + HEIs	Dez 2015 – June 2016 (depending on HEI) Each HEI

5 th project meeting	Interim meeting Stocktaking and discussion of previous results (e.g., implementation of work plan) Impact analysis on the basis of baseline, midline and endline data Planning and marketing of conference	Project focus group	26-27 April 2016 Bucharest (ARACIS)
Analysis of data (continuing)	Analysis of data	Project focus group	February 2016 – June 2016
INTERNATIONAL CONFERENCE (in collaboration with ENQA)	Public conference to present and discuss project results	All project partners + keynote speakers + participants	16-17 June 2016 Barcelona (AQU Catalunya)
PROJECT PUBLICATION	Publication based on project and conference "Impact analysis handbook"	All project partners + keynote speakers	(June –) Sept 2016
Euro-Region training workshops	Four training workshops with QM managers, students, experts, and policy makers	evalag AQU Catalunya ARACIS FINEEC	Sept 2016 Germany Spain Romania Finland
Final report	Final Report (at the end of the contractual period)	Project focus group	Sept 2016



Published IMPALA outcomes so far

- Leiber, T., 2014, Zur Methodologie der Wirkungsevaluation von Qualitätssicherung an Hochschulen, in Benz, W., Kohler, J. & Landfried, K. (Eds.) *Handbuch Qualität in Studium und Lehre*. Ausgabe 46(3), E 7.13, pp. 41-80 (Berlin, Raabe).
- Leiber, T., 2014, Evaluation of the Success or Failure of Quality Assurance in Higher Education Institutions: Methodology and Design, *Journal of the European Higher Education Area*, 2, pp. 39-74.
- Leiber, T., Stensaker, B. & Harvey, L., 2015, Impact Evaluation of Quality Assurance in Higher Education: Methodology and Causal Designs, *Quality in Higher Education*, 21(3), p. 288-311.
- Little, D., 2015, Guiding and Modeling Quality Improvement in Higher Education Institutions, *Quality in Higher Education*, 21(3), pp. 312-327.
- Stensaker, B. & Leiber, T., 2015, Assessing the Organisational Impact of External Quality Assurance: Hypothesising Key Dimensions and Mechanisms, *Quality in Higher Education*, 21(3), pp. 328-342.
- Beerens, M., 2015, Quality Assurance in the Political Context: In the Midst of Different Expectations and Conflicting Goals, *Quality in Higher Education*, 21(3), pp. 231-250.
- Damian, R., Grifoll, J. & Rigbers, A., 2015, On the Role of Impact Evaluation of Quality Assurance from the Strategic Perspective of Quality Assurance Agencies in the European Higher Education Area, *Quality in Higher Education*, 21(3), pp. 251-269.
- Kajaste, M., Prades Nebot, A. & Scheuthle, H., 2015, Impact Evaluation from Quality Assurance Agencies' Perspectives: Methodological Approaches, Experiences and Expectations, *Quality in Higher Education*, 21(3), 270-287.
- Bejan, S.A., Janatuinen, T., Jurvelin, J., Klöpping, S., Malinen, H., Minke, B. & Vacareanu, R., 2015, Quality Assurance and Its Impact from Higher Education Institutions' Perspectives: Methodological Approaches, Experiences and Expectations, *Quality in Higher Education*, 21(3), pp. 343-371.
- Leiber, T., 2016, Impact Evaluation of Quality Management in Higher Education. A Contribution to Sustainable Quality Development of the Knowledge and Learning Society, *Qualität in der Wissenschaft*, 10(1), pp. 3-12
- The IMPALA Consortium Partners, 2016, ***Impact Evaluation of Quality Assurance in Higher Education. A Manual*** (http://www.impala-qa.eu/impala/images/impala/impala_manual_161212_v3.pdf).

For further information see <http://www.impala-qa.eu/impala/>

Further IMPALA outcomes in progress/planning

- **One Euro-region training workshop (in Autumn 2017 in Oslo)**
- **Final (Conference) publication (2017)
Special Issue *European Journal of Higher Education***



Creating Competence With a Finnish Touch

JAMK University of Applied Sciences
Dr Heikki Malinen
Vice Rector



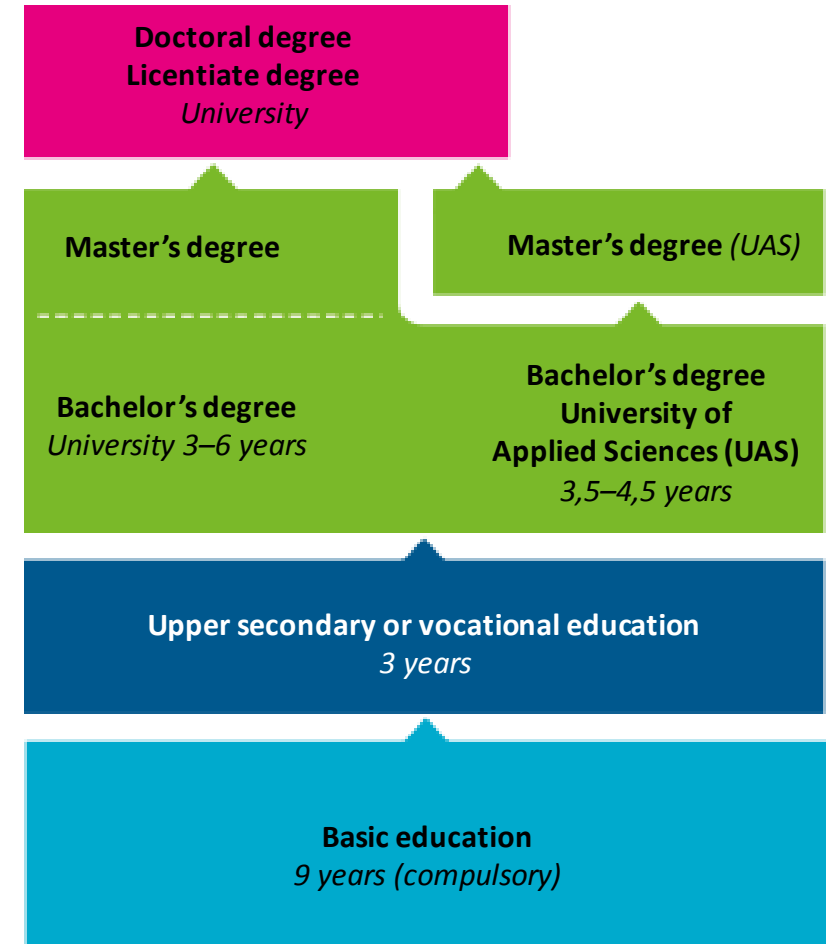
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Finland

Education system

- high standard of education
- high scores in PISA assessment
- the Ministry of Education and Culture controls all educational institutions
- 14 universities and 24 universities of applied sciences
- equity in learning opportunities and outcomes



JAMK

University of Applied Sciences

Main tasks:

- education
- applied research, development and innovation
- regional development

Education:

- Business | Culture | ICT | Natural Resources and the Environment | Social Services and Health | Technology | Tourism and Catering Services | Teacher Education College

8

Fields of Study

8000

Students

700

Staff

€60 Million

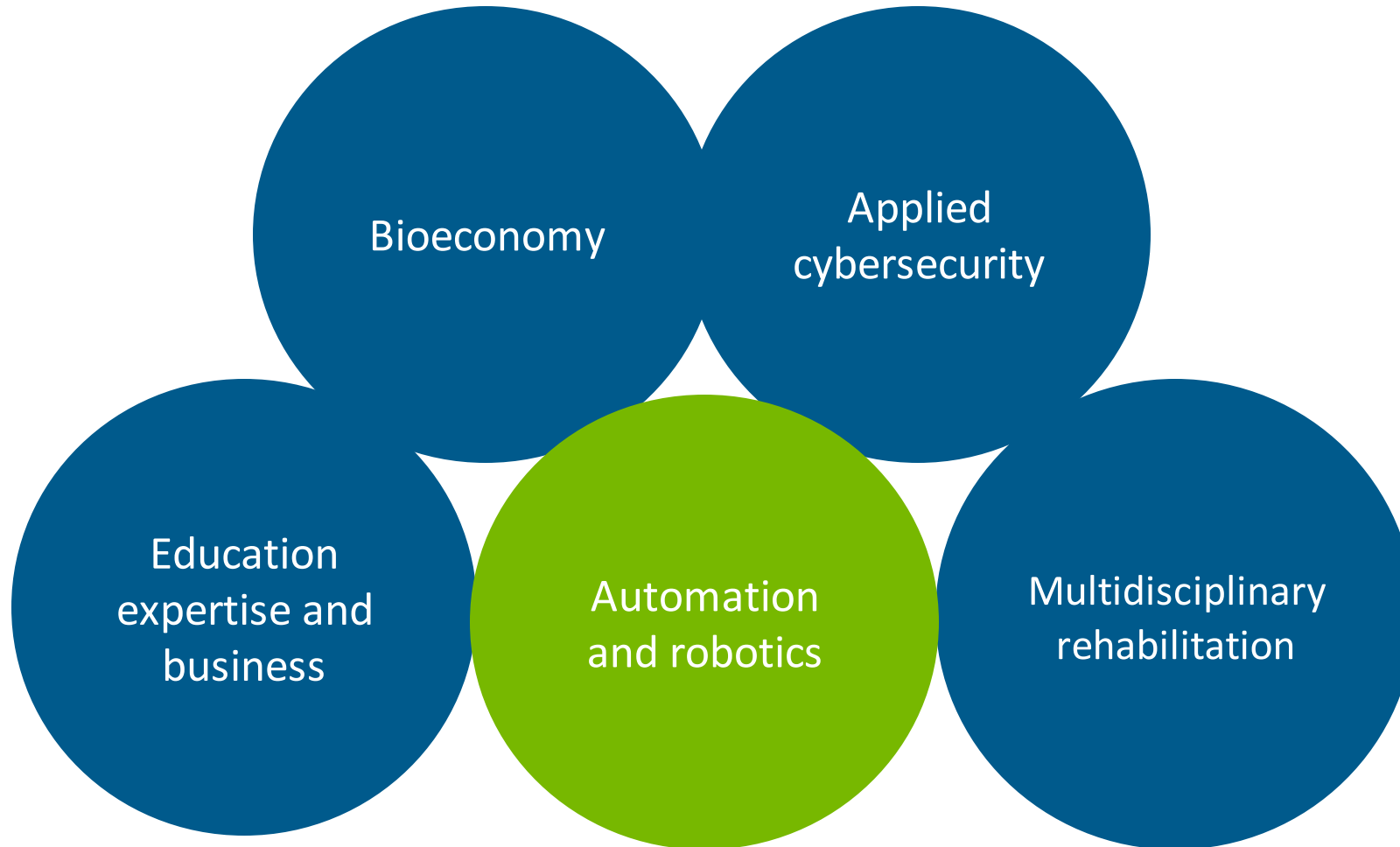
Turnover



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Focus areas



Quality & Internationalisation

European Commission awarded JAMK
the **Erasmus award for excellence in Staff
Mobility** in November 2013 among 4500
higher education institutions in Europe.



FINEEC – THE FINNISH EDUCATION EVALUATION CENTRE



Independent government agency responsible for the national evaluation of education.

Vision

Finland develops education based on the versatile and up-to-date evaluation information produced by the Finnish Education Evaluation Centre.

Mission

FINEEC is a nationally significant and internationally desired evaluation partner in the field of education and an inspiring developer that produces evidence-based evaluation information that has an impact on the development of education.



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THE TASKS OF FINEEC



- To **evaluate** activities of education providers and higher education institutions
- To **undertake** evaluations of learning outcomes
- To **audit** quality systems
- To **conduct** thematic and system evaluations as well as evaluations of educational fields
- To **support** education providers and higher education institutions
- To **develop** the evaluation of education

FINEEC INTERNATIONAL ACTIVITIES



- ENQA – European Association for Quality Assurance in Higher Education (FINEEC’s external review in 2016)
- EQAR – European Quality Assurance Register for Higher Education
- NOQA, INQAAHE – International networks for external quality assurance agencies
- EUR-ACE – European Accreditation of Engineering Programmes
- SICI – The Standing International Conference of Inspectorates
- Quality Audit Network
- Twinning projects (higher education) in Armenia and Azerbaijan
- Nordic Council of Ministers
- Nordiska evalueringsnätverket
- Nordiska nätverket för prov och bedömning
- PISA, Pirls, TIMMS etc.

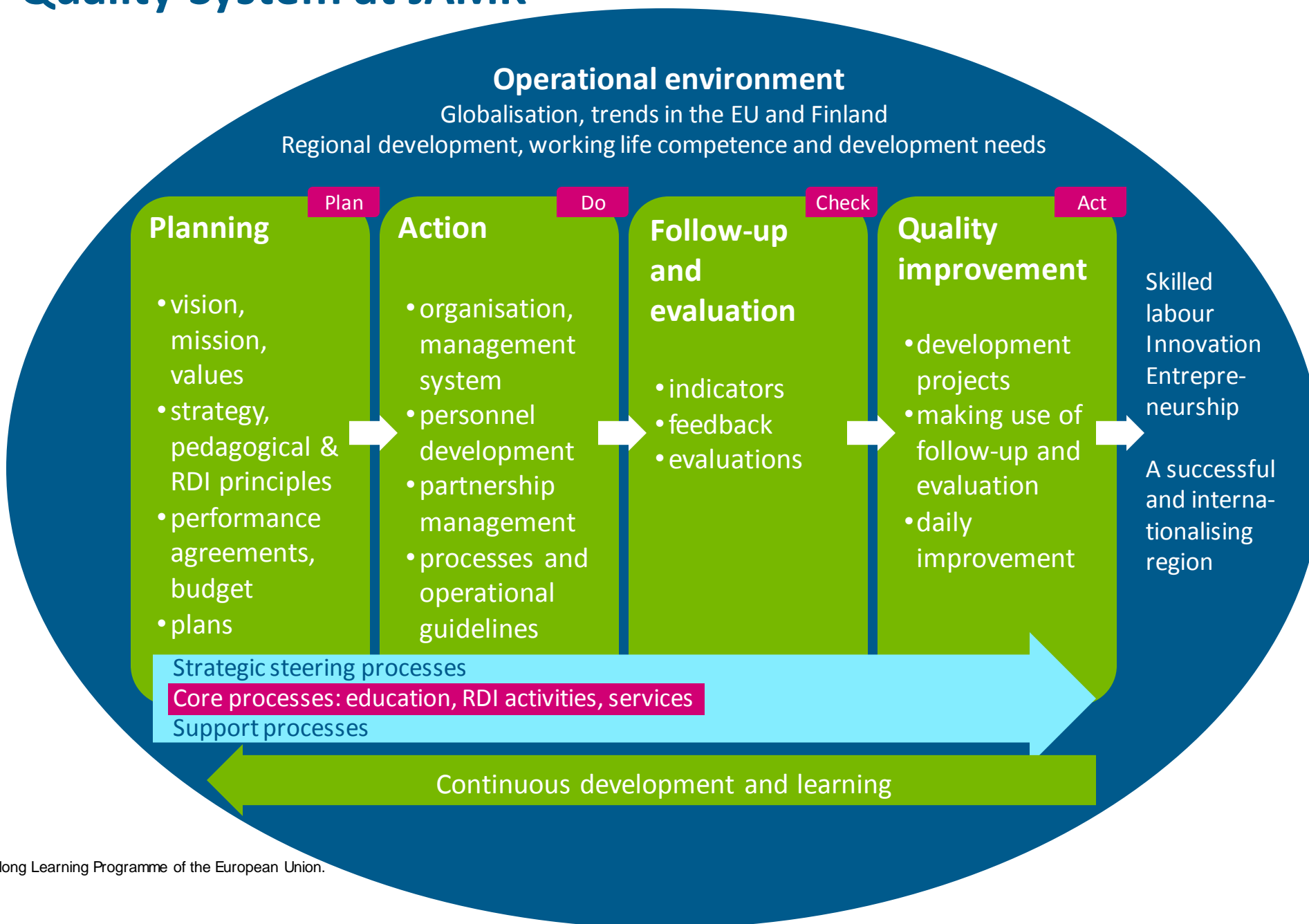


Purpose of quality management at JAMK

Quality management is an essential part of the management at JAMK. Quality management supports the mission, vision and values of JAMK and promotes carrying out our strategy by:

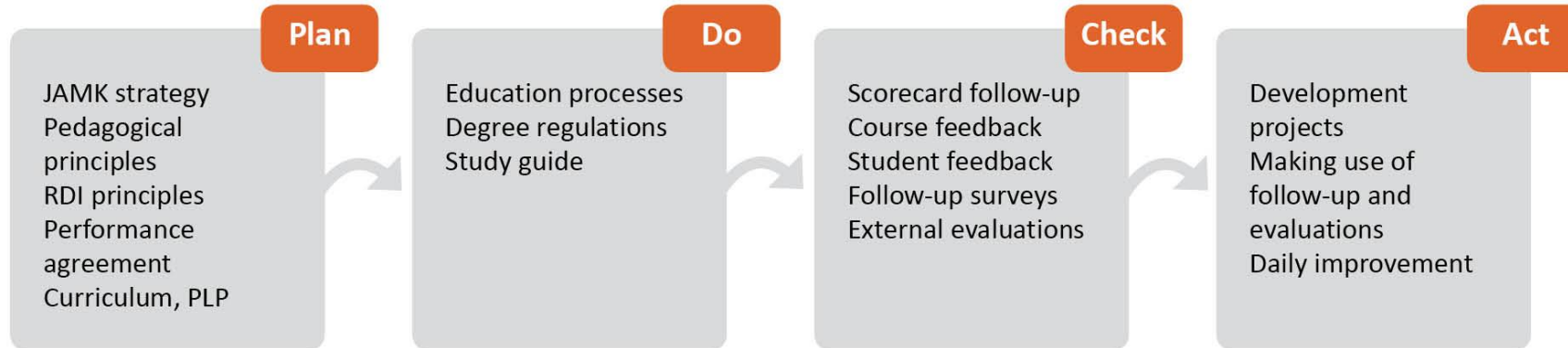
- **reinforcing** the quality culture and skills of the academic community
- **producing** follow-up, feedback and evaluation information about the activities and results of JAMK
- **ensuring** continuous development of activities in all processes and at all operational levels and
- **developing** the activities of JAMK according to the changes in the operating environment while taking international quality requirements into account.

Quality System at JAMK

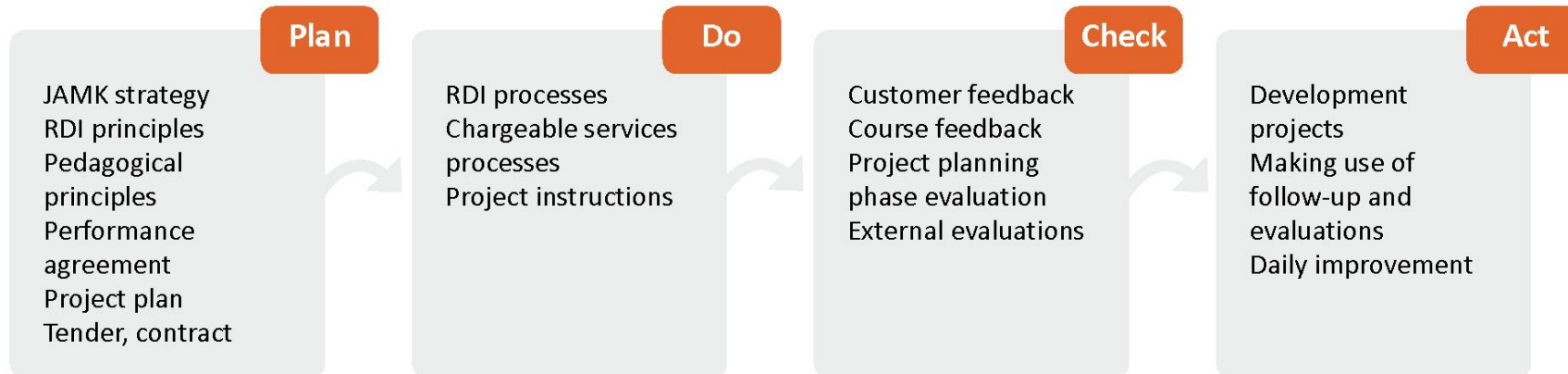


Basics of Quality Management in Core Processes

Education



RDI and services



Recognitions of Quality

Recognition by the European Commission

- Diploma Supplement Label 2013–2016
- Erasmus Charter for Higher Education 2014–2020
- Erasmus Golden Award for Excellence 2013, first place in quality and staff mobility in Europe

Recognition by the Finnish Education Evaluation Centre (FINEEC)

- Audit certificate of the quality system 2013–2019. The audit was conducted by an international audit team.
- Centre of Excellence in Sexual Health Promotion
- Jyväskylä Team Academy named Centre of Excellence in Education



Recognitions of Quality

EPAS Accreditation

- Degree Programme in International Business

EUR-ACE Accreditation

- Degree Programme in Logistics Engineering
- Degree Programme in Mechanical Engineering

IUHPE European Health Promotion (EuHP) Accredited

- Master's Degree Programme in Health Promotion

Recognitions by the Ministry of Education and Culture

- Performance-based funding for 13 years in recognition of high-quality work
- Nomination as a Centre of Excellence in Regional Impact



Thank You!

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Background

- The impact evaluation carried out in the IMPALA Finland was connected to the EUR-ACE accreditation process of the JAMK's Bachelor Degree Programme in Mechanical Engineering
- 240 ECTS, 4 years, full-time studies
- Product Development and Production Engineering



Engineering Programme Accreditations in Finland by FINEEC

- FINEEC was authorised to award the EUR-ACE label to 4 year Bachelor's degree programmes in summer 2014
- Accreditations are voluntary for the institutions, offered by FINEEC as paid services
- 5 completed accreditations (2016)



Role of JAMK in IMPALA

- Partner of FINEEC in the project
- Participated in the development of study procedure and e.g. study questionnaires
- Participated in the project meetings
- Carried out the base-, mid- and endline studies in the university
- Analyzation of the data was mostly carried out by FINEEC
- Uses the study findings in the programme development



Schedule of the Accreditation Process and IMPALA Study in JAMK

- **Oct 2014:** The IMPALA baseline study
- Nov 2014-Feb 2015: The EUR-ACE self-evaluation phase
- Mar 2015: The EUR-ACE review team's visit to JAMK
- **Apr 2015:** The IMPALA midline study
- June 2015: The review report and a formal decision on the result of the EUR-ACE accreditation
- Autumn 2015: Implementation of the development measures after the EUR-ACE accreditation
- **Nov 2015:** The IMPALA endline study
- **June 2016:** Presenting the first IMPALA findings

IMPALA Online Questionnaire

- **Questionnaire items**
 - Course types in study programmes
 - QA instruments used in programmes
 - Alignment of examinations and learning objectives
 - Frequency of development discussions of study programmes
 - Observability of QA effects and quality improvements
 - Transparency of responsibilities
 - Attitude towards internal QA
 - Attitude towards external QA
 - Perceived attitude of leadership towards QA
 - Assessment of cost/benefit ratio of QA
 - Plans for major programme changes
 - Suggestions for QA improvement

Some Results



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EUR-ACE Accreditation Reached

- The Accreditation of the programme was awarded in June 2015 and it is valid for six years, up to year 2021



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Questionnaire Response Rates in IMPALA (Base-End)

Baseline study

- Students: $41/61 = 67.2\%$ (partly compulsory)
- Teachers: $16/21 = 76.2\%$
- Management and Quality Administration: $7/8 = 87.5\%$
- Total: $64/90 = 71.1\%$

Endline study

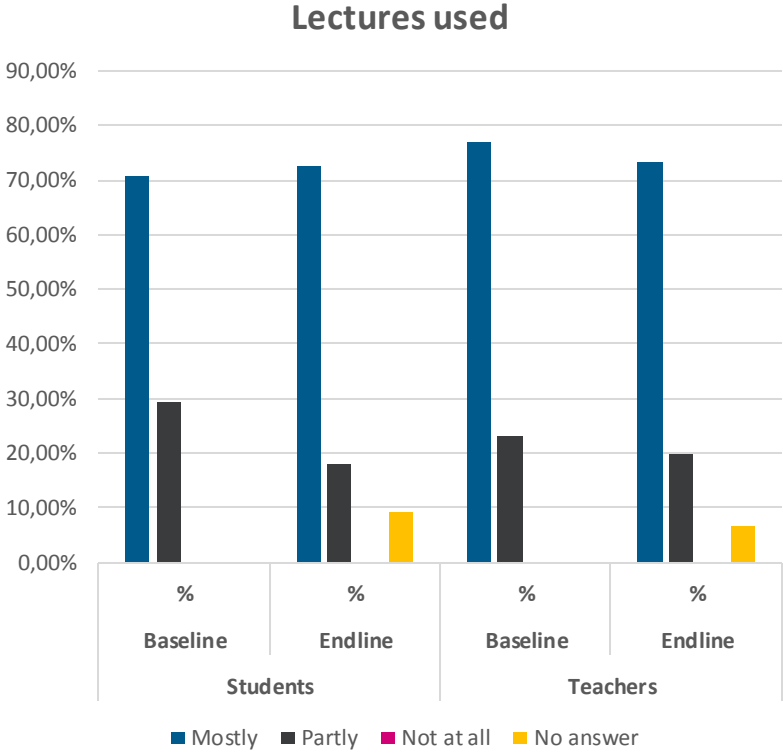
- Students: $11/60 = 18.3\%$ (voluntary)
- Teachers: $13/21 = 61.9\%$
- Management and Quality Administration: $8/8 = 100.0\%$
- Total: $32/89 = 36.0\%$

Something About Educational Process



Methods of Delivery

- Mech.Eng. uses mainly lectures
- Seminars, presentations and group work are used partly (students 85-81% / teachers 77-73%)
- Also project working and online studies are used



Changes during Process

- Slight development in amount of lecturing between baseline and endline studies (during accreditation process) was found out with the teachers
- Students did not totally agree
- The pressure for teachers to develop teaching methods is high and seems to come everywhere: students, other teachers as well as internal and external quality assurance



Something About Quality Management



Quality Procedures Used

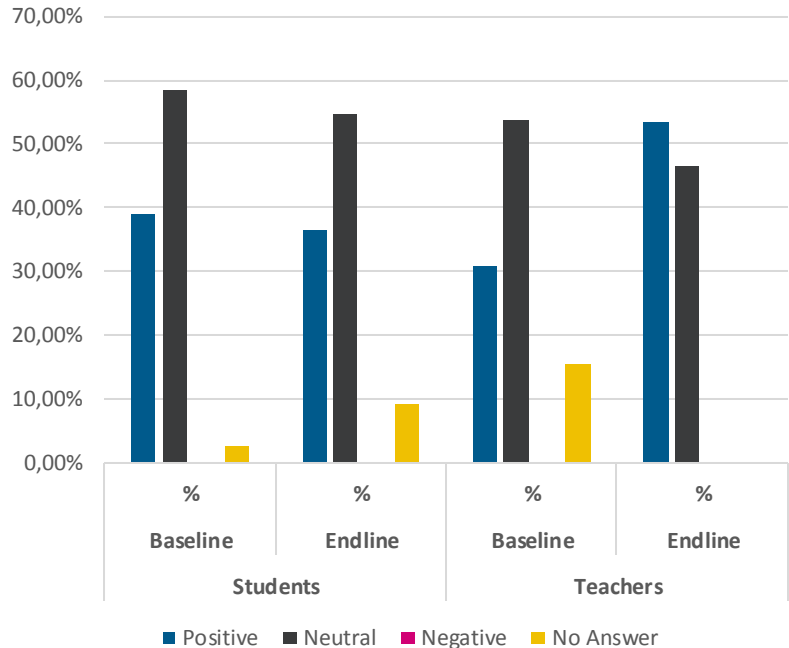
- Student feedback questionnaires and quality indicators are used consistently
- Questionnaires to teachers and stakeholders, quality meetings and written reports are produced but less consistently
- Students are fully aware of only their feedback questionnaires



Attitudes Towards Quality Management

- Teachers and students reported positive or neutral attitudes towards quality work
- Teachers showed increase in positive attitudes in the endline study

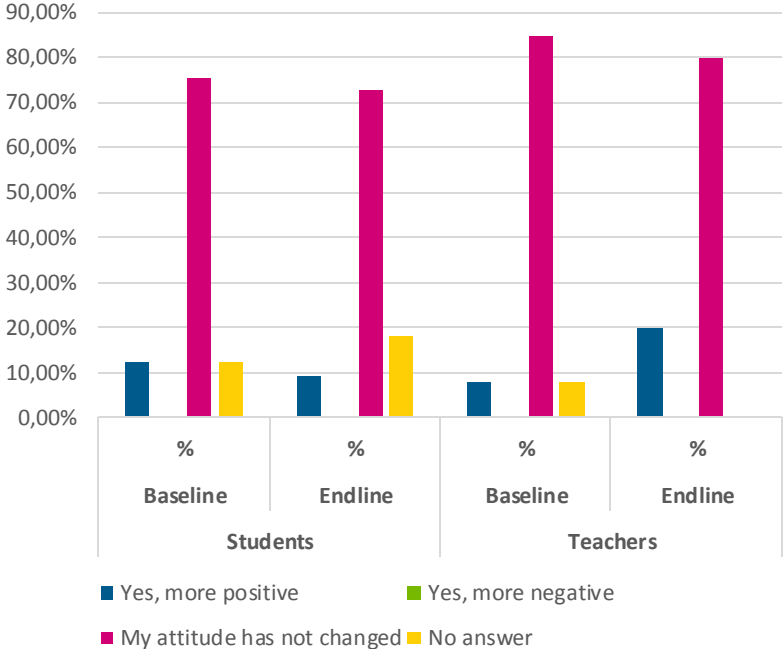
Students' and Teachers' attitudes towards QM



Attitudes Towards Quality Work

- Change in attitude can be seen with teachers also here
- Change has been with no one negative

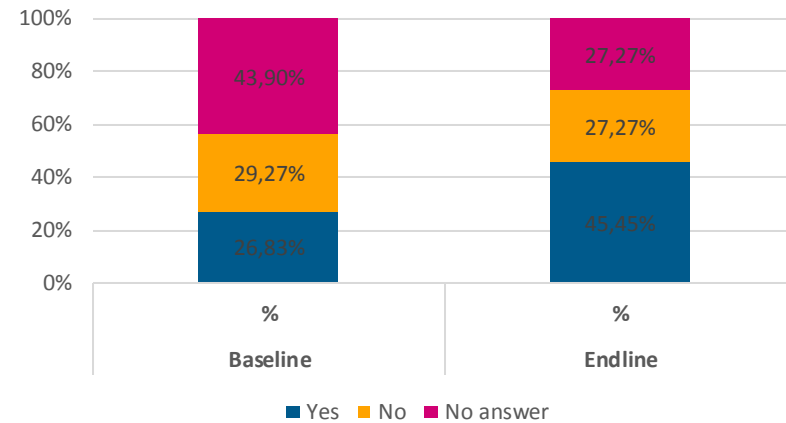
Students' and Teachers' change of attitudes towards QM



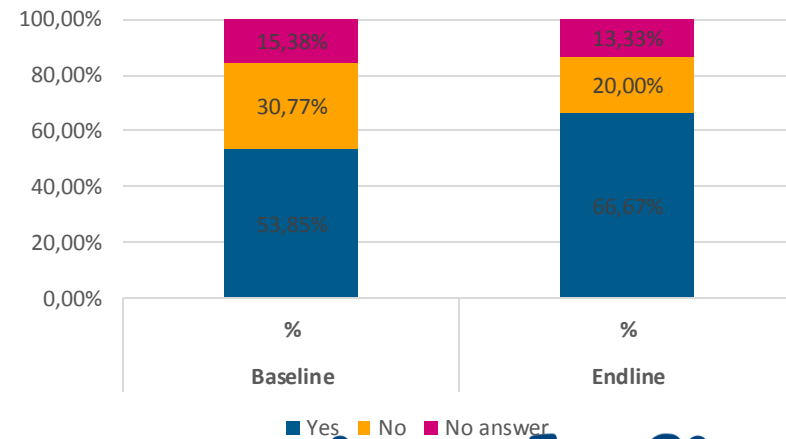
Impact of QM

- Students reported QM having growing impacts during the accreditation process (baseline 27% / endline 45%)
- Also teachers reported QM having growing impacts during the accreditation process (baseline 54% / endline 67%)

Students' experience of QM having an impact



Teachers' experience of QM having an impact



Suggestions Reported

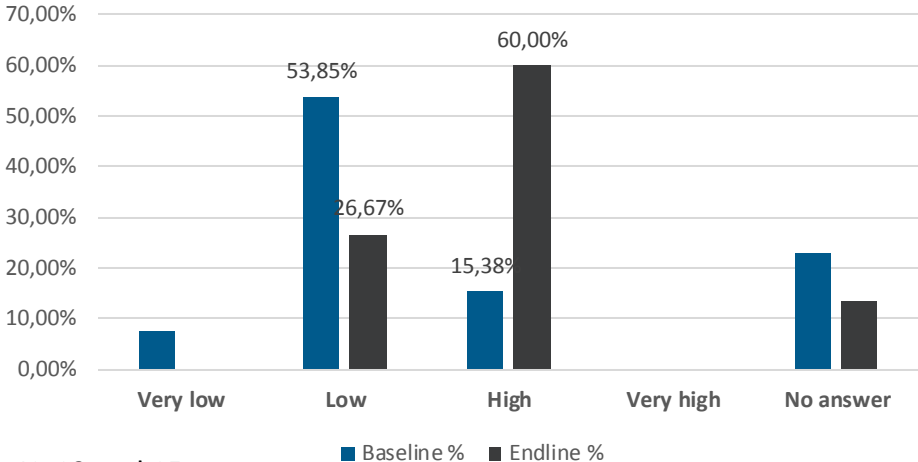
- The students want feedback questionnaires early in the course, so they will also see the improvements
- They would also like to see teachers taking the feedback more seriously



Cost – Benefit Ratio

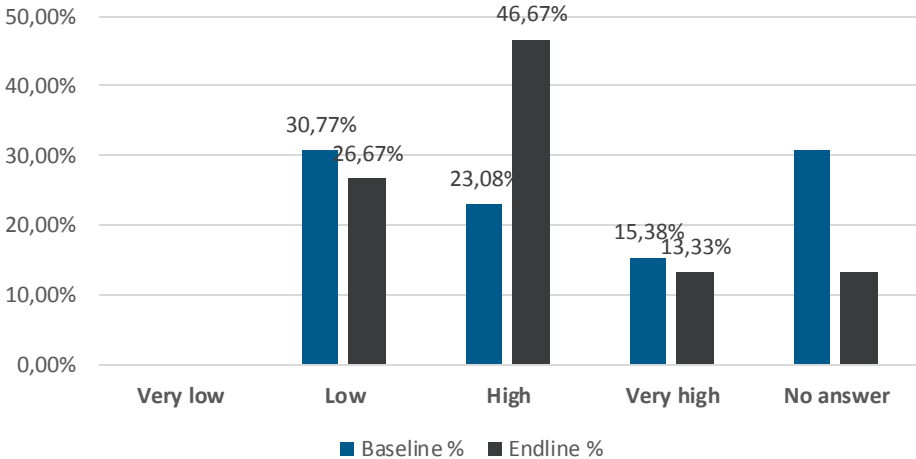
- Teachers’ assessment of the cost of QM rose during the process
- Also the assessment of the benefits rose

Teachers' view on the cost of QM



N=13 and 15

Teachers' view on the benefit of QM



Quality Management in JAMK

- The role of university's quality management is seen by the teachers (surprisingly) positive
- Based on the study, the teachers seem to experience that they have strong support from the JAMK top management in quality development work



Conclusions



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- The quality management system of the JAMK seems to be fairly mature system: it seems to work even no high feelings have been involved in it
- The pressure for teachers to develop their teaching methods is high
- The involvement of the students in the quality management process as well as to make the quality management work more noticeable for them seems to be challenge as well as some individual teachers' involvement to quality and education development processes
- The difference in knowledge and awareness of the development of the programme between average students and student activists seems to be big

Thank You!



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