The European Toolkit for Internal Quality Management in Competence-Based Higher Education. An application-oriented workshop

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EQAF
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Project consortium

Researchers and experts in the field:

Higher education institutions:
Overview

- Introduction of the IQM-HE framework
- Activity: simulation of a multi-perspective evaluation meeting
  - Tools developed within the IQM project: Report of Questionnaire Results & Scenarios
  - Role play: defining follow-up measures to enhance a study program based on simulated data of possible screening results
  - Reflection of the role play
- Workshop Summary
Objectives of the workshop

Participants will…

■ get to know the IQM-HE framework of the European Toolkit for Internal Quality Management in Competence-Based Higher Education.

■ learn more about the advantages of participative approaches in evaluation.

■ learn more about practical and flexible tools they could implement in their institution.

■ apply and reflect a tool of the IQM-HE in a realistic IQM setting (role play of a case study).

■ get an idea how to apply the IQM-HE framework within a Higher Education Institution.
Topics of the Input

Introduction of the IQM-HE framework

- Project-Overview
- What is it?
- Who can use it?
- How is it done?
- What are the products?
Erasmus+ Project: Internal Quality Management in Higher Education
What?

- We developed a new procedure, the so called procedure for internal quality management in competence-based higher education (IQM-Procedure).

- Higher education institutions usually define the competences students shall acquire by a study programme.

  The IQM-Procedure helps evaluating, whether students acquire the intended competences.

Note: Competences often are also called qualifications, first day skills or program learning outcomes.
Who?

Person in charge of quality management regarding a specific study programme can implement the IQM-Procedure together with an IQM-Team.

The IQM-Team

- is related to a specific study programme of our higher education institution.
- includes representatives of different stakeholder groups.

The IQM-Procedure is based on a participative approach and hence involve representatives of students, teaches, decision makers, etc.
How? Step by step procedure

- Define Competences
- Screen Competences
- Enhance Competences

Erasmus+ Project: Internal Quality Management in Higher Education
Products?

Handbook:

- Overview of recent developments in EHEA and research
- Step by step procedure
- Tips and tricks for the implementation
Products?

European Toolkit:

- This book will introduce the tools
- The tools will be provided as file-templates which can be adapted to HEI's needs
- Still in development - download for free in 2018
Overview of Tools

- Define Competences
- Screen Competences
- Enhance Competences

- Infomaterial
- Ideas for Workshops
- Competence Model Template
- Questionnaire Template
- Report Template
- Homepage with Ideas for Measures
- Ideas for Workshops
- Infomaterial
Status quo in the IQM-Project

Define Competences → Screen Competences → Enhance Competences
Simulation of a multi-perspective evaluation meeting in a role play (60 Min.)

- Frame: Diploma Programme in Veterinary Medicine

The Diploma Programme in Veterinary Medicine provides the scientific and practical education for the veterinary profession in all its disciplines. The programme is designed to convey well-founded fundamental knowledge in all fields of veterinary medicine and facilitate competence and problem-solving capacity by means of practice-oriented instruction.

The Diploma Programme in Veterinary Medicine comprises 12 semesters and is divided into three tiers each ending with an extensive exam: Tier 1 (1.-4. semester), tier 2 (5.-9.), tier 3 (10.-12.)

- Basis for role play: Report about survey results (students’ and teachers’ perspective on competences)

- Task: Discuss reasons for these results and find ideas for improvements.

Plenary phase (15 Min.)

- Report of experiences, General discussion
Example: Performing Animal Surgery

Meaning of the levels:
0 = no knowledge
1 = Threshold
2 = Foundation
3 = Interconnection
4 = Contextualisation
5 = Expansion
6 = Generation

Meaning of the bars:
- Dark grey: Student perspective of student competence
- Orange: Teacher perspective of student competence
- Red: Student perspective of taught competence

Bar height: 75% are above 4

Yellow line = intended competence level

Competences:
- Anaes = Anaesthesia
- Intub = Nasogastric intubation
- Couns = counselling the owner
Example: Performing Animal Surgery

Anaesthesia:
• No serious deviations identified

Intubation:
• Cognitive aspect meets expectations
• Practical aspect doesn’t meet expectations

Counselling:
• Teachers rank students better than they rank themselves
• Students rate their cognitive competence higher than their practical competence
• At the 2. measurement both teachers and students think students cognitive competence is higher than intended
• Teachers still think practical competence is higher than intended, but students rate themselves even worse
Role play

Simulation of a multi-perspective evaluation meeting:

**Phase 1: Warming up** (10 Min.)
- Split up in groups
- Assign and get familiar with your roles (different stakeholders including a moderator, IQA officer, observers, teachers, students, graduate)

**Phase 2: Discussion** (20 Min.)
- Discuss the questions:
  - What could be reasons for the results?
  - What kind of follow up measures would you choose?

**Phase 3: Feedback** (15 Min.)
- Reflection of the role play: focus on discussion process and measures
- Decide what will be presented to the plenum
IQM Tool: “Scenarios”

The problem lies...

- in the competences
- in the students’ entry qualifications
- in the curriculum design
- in the teaching methods
- in the teaching skills
- in the assessment methods
- in the learning strategies
- in the students’ motivation
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• Report of experiences
• General discussion
Skills Lab impressions

In preparation for an OP
Taking of a milk sample
Clinical examination of a rat dummy
Daily routine (sterilisation of instruments)
Placing of a dog dummy for neutering
Practicing on a horses dummy (mare with foal)

http://www.vetmeduni.ac.at/en/studies/general-information/skills-lab/
Recommendation for Implementation

Sound implementation of a new procedure takes time. We suggest about 1.5 years for implementing the three steps of the IQM-Procedure.

- **Define competences**
  - 6 months *(from x to y)*
  - Workshops and working groups, information campaign

- **Screen competences**
  - 6 months *(from x to y)*
  - Workshops, survey and report, information campaign

- **Enhance competences**
  - 6 months *(from x to y)*
  - Workshops and working groups, information campaign

*Note: Enhancing competences usually takes longer than 6 months. However, within 6 months the IQM-Team develops measures for quality enhancement and quality assurance. Initiating the measures will be the task of decision-makers.*
Handbook is already available. Other tools will be available in 2018.

This presentation was developed in course of the project ‘Internal Quality Management: Evaluating and Improving Competence-Based Higher Education.’