



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

Monika Finsterwald, Karl Ledermüller,
Jasmin Overberg, Julia Zeeh &
Evelyn Bergsmann

EQAF
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Project consortium

Researchers and experts in the field:



Agentur für
Qualitätssicherung
und Akkreditierung
Austria

Higher education institutions:



University of Ljubljana



IQM-HE

Internal Quality Management: Evaluating and Improving
Competence-Based Higher Education

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...

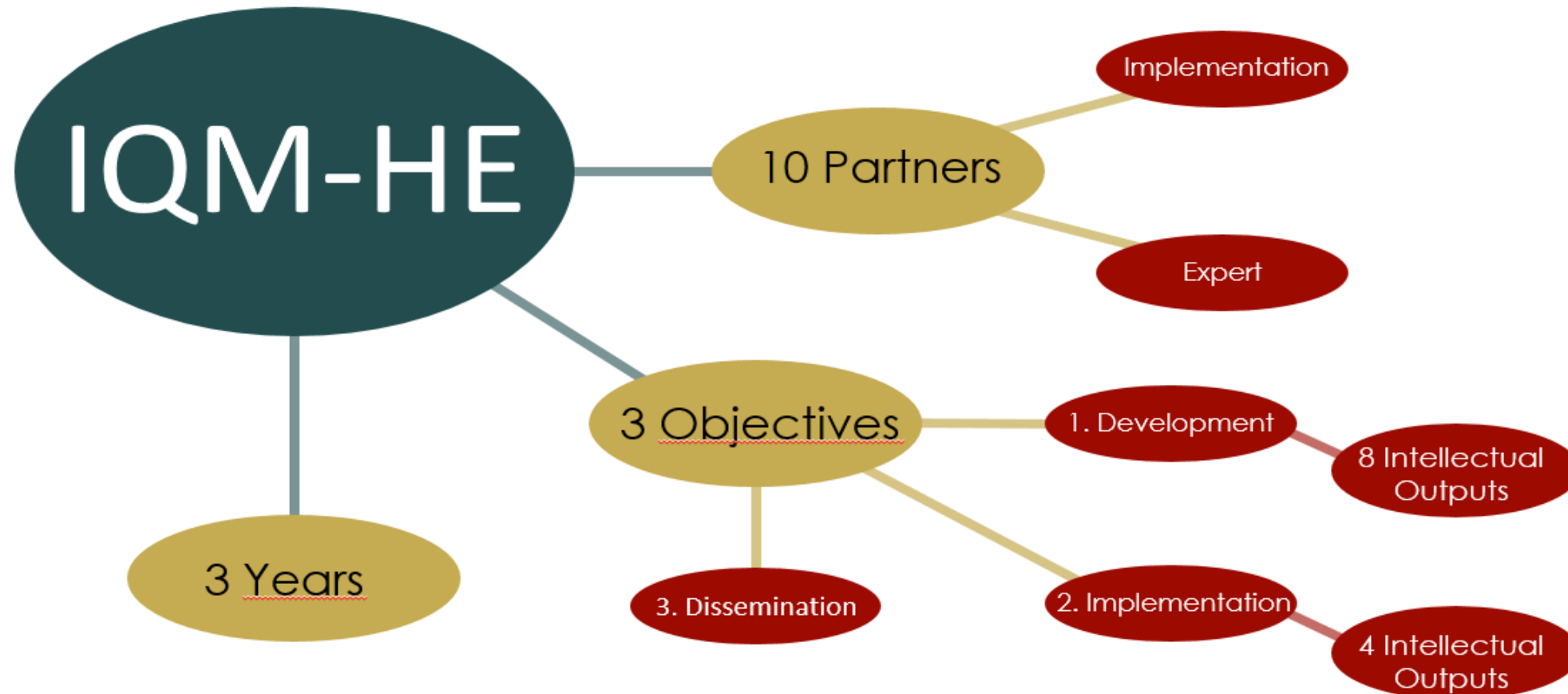
- get to know the IQM-HE framework of the European Toolkit for Internal Quality Management in Competence-Based Higher Education.
- learn more about the advantages of participative approaches in evaluation.
- learn more about practical and flexible tools they could implement in their institution.
- apply 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?

Project-Overview



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.

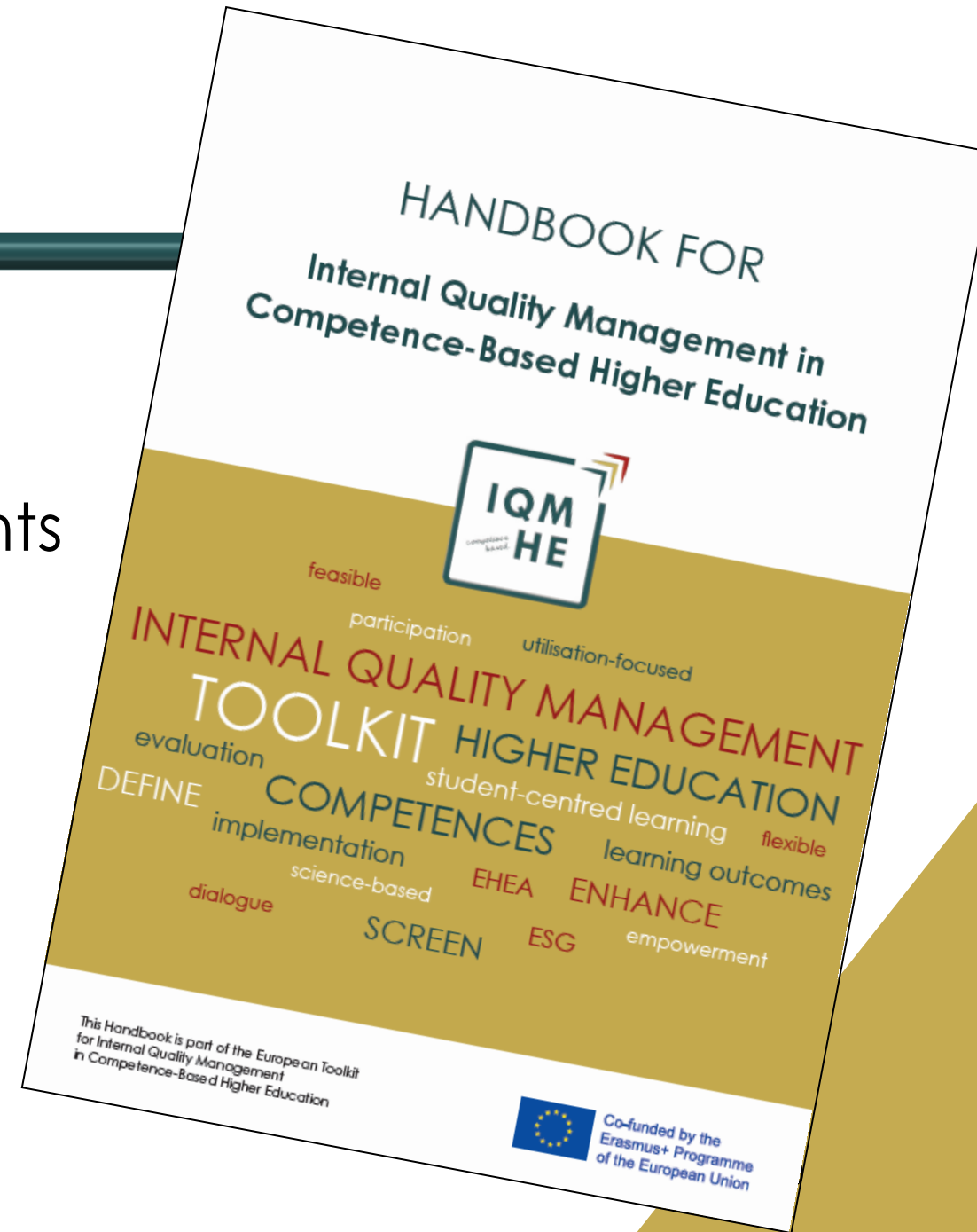
How ? Step by step procedure



Products?

Handbook:

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

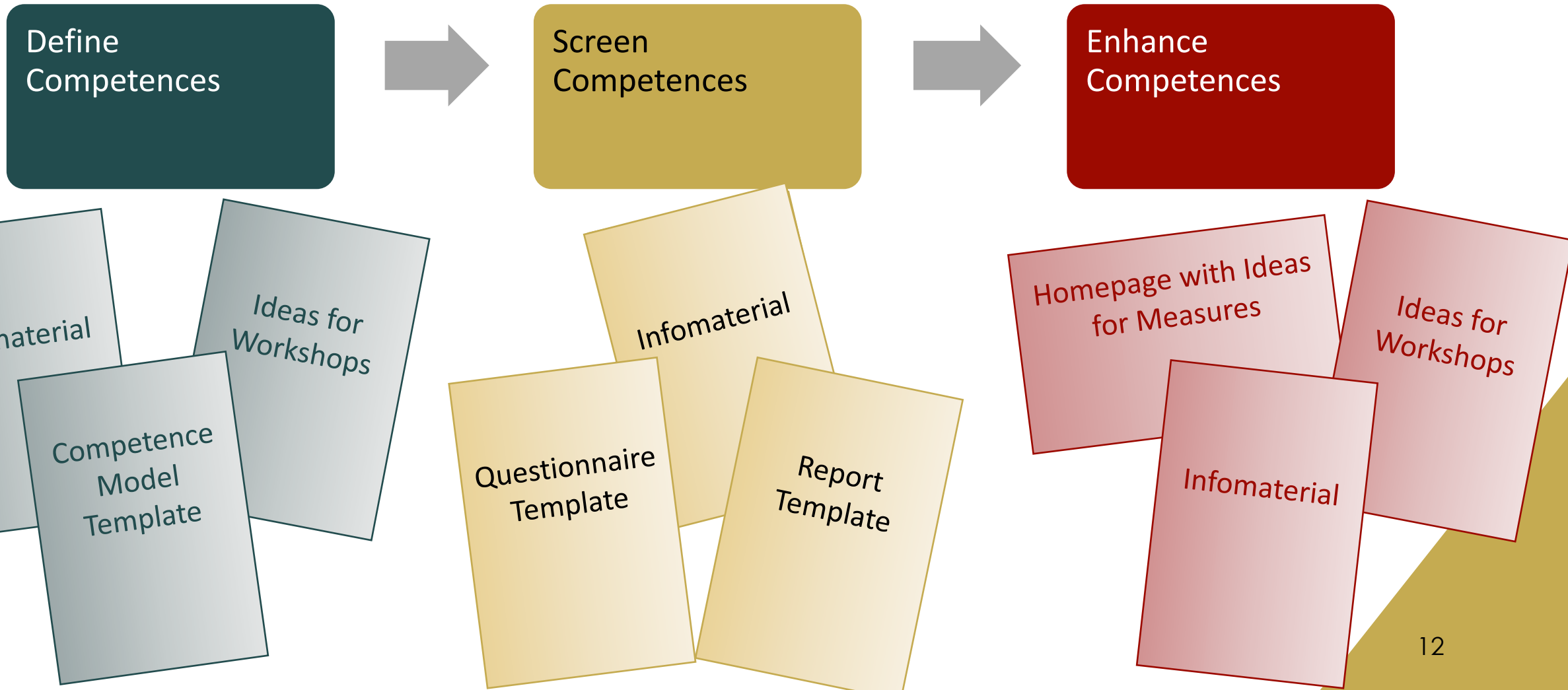


Products?

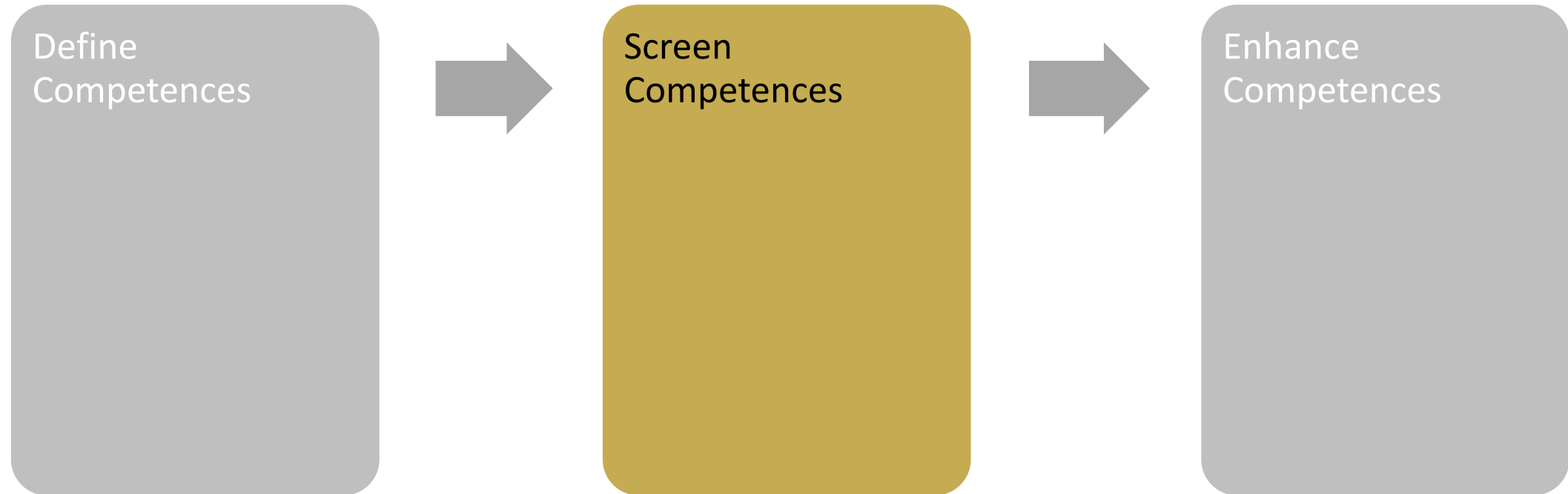
European Toolkit:

- 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



Status quo in the IQM-Project



Role play

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](#).

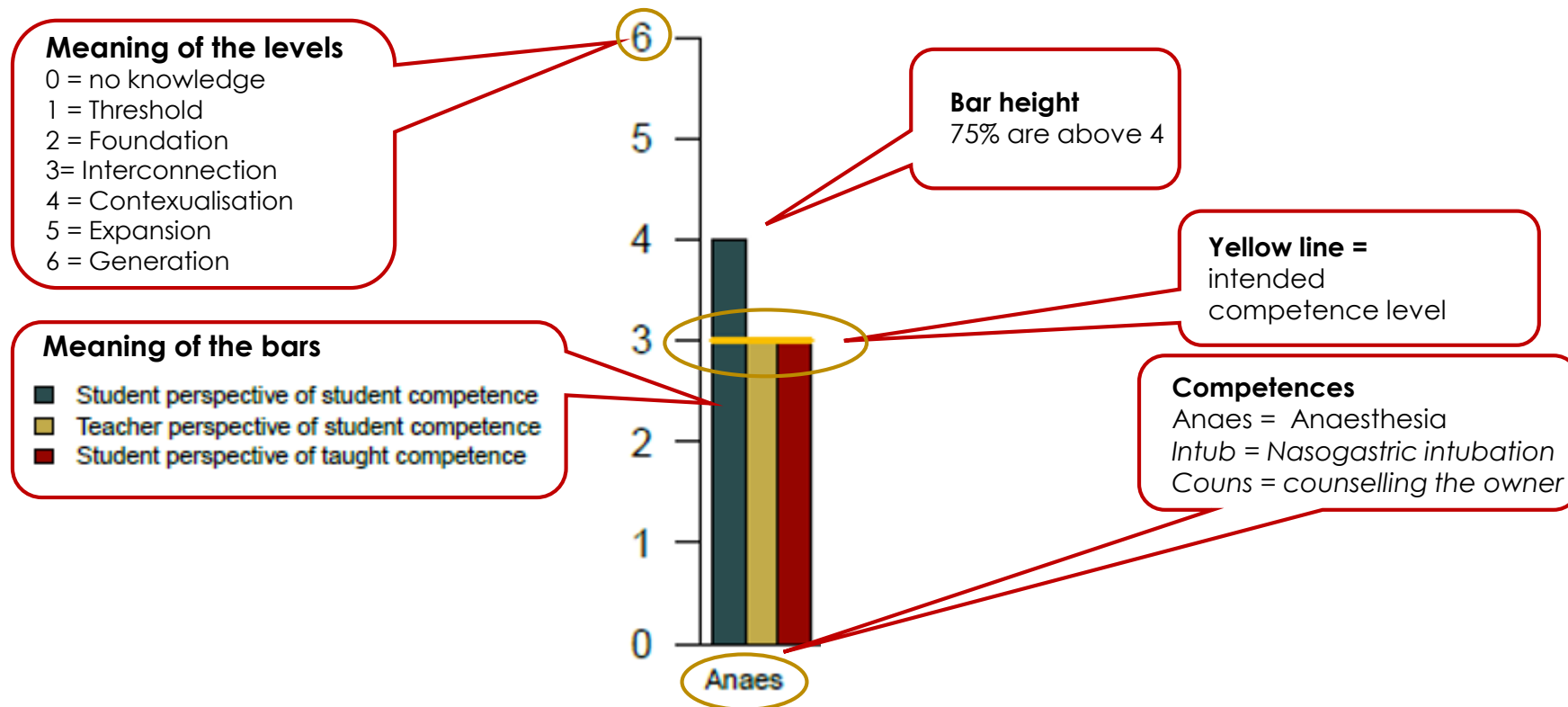
The Diploma Programme in Veterinary Medicine comprises 12 semesters and is divided into three tiers each ending with an extensive exam: Tier 1 (1.-4. semester), tier 2 (5.-9.), tier 3 (10.-12.)

- 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



Example: Performing Animal Surgery

Anaesthesia:

- No serious deviations identified

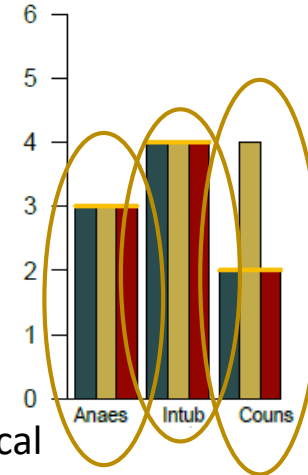
Intubation:

- Cognitive aspect meets expectations
- Practical aspect doesn't meet expectations

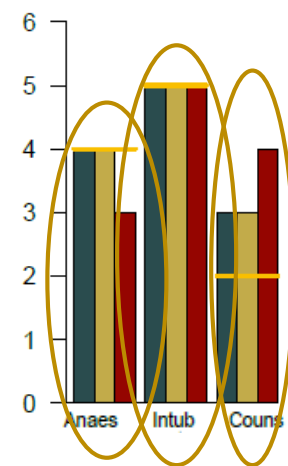
Counselling:

- 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

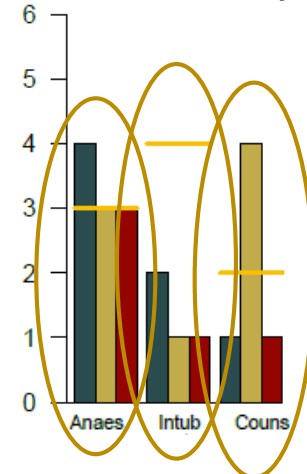
Measurement 1: Cognitive Aspect



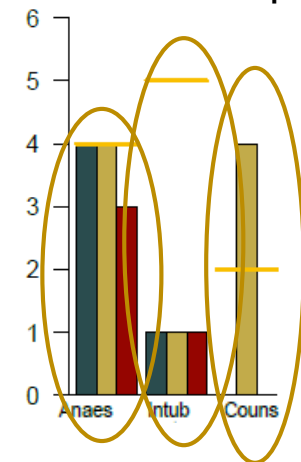
Measurement 2: Cognitive Aspect



Measurement 1: Practical Aspect



Measurement 2: Practical Aspect



■ Student perspective of student competence
■ Teacher perspective of student competence
■ Student perspective of taught competence

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

IQM Tool: “Scenarios”

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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 horse dummy (mare with foal)

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

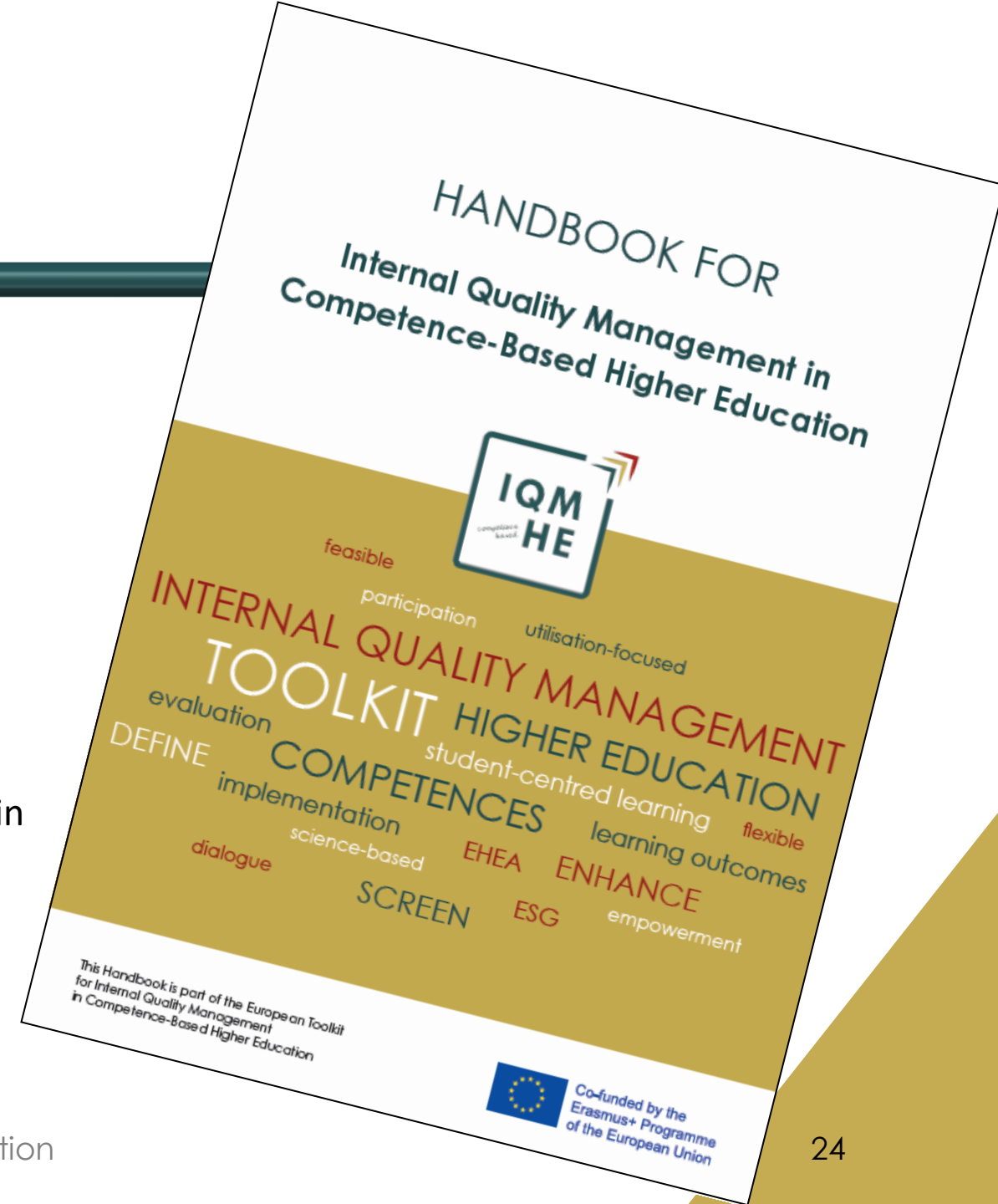
■ Enhance competences

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

Note: Enhancing competences usually takes longer than 6 month. 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.

IQM-HE (2016). Handbook for Internal Quality Management in
Competence-Based Higher Education. Retrieved from
<http://www.iqm-he.eu>



Background information

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

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Further information on the project is available on the Erasmus+ platform for project results:

- Go to <http://ec.europa.eu/programmes/erasmus-plus/projects>.
- Enter the project title 'Internal Quality Management: Evaluating and Improving Competence-Based Higher Education' in the search bar to get to the project homepage.