



Danmarks
Akkrediteringsinstitution

PRINCIPAL IN OWN LEARNING

Student Centred Learning Viewed Through the
Eyes of an External Quality Assurance Agency

STATUS: SCL FROM A DANISH POINT OF VIEW

Low-key response to the
ESG 1.3 from the Danish
Accreditation Institution
and HEIs

SCL has not been directly
addressed in the EQA
systems in DK

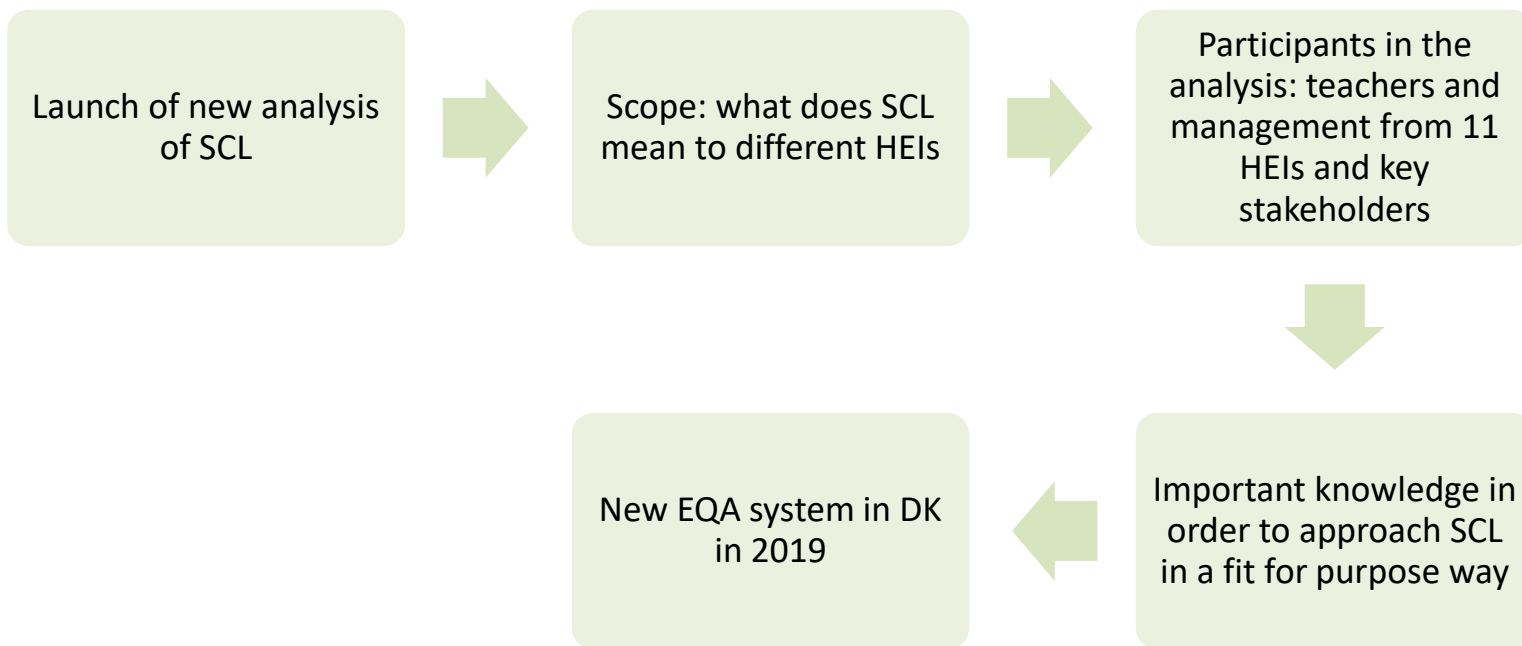
General
understanding
that SCL has
been an
integrated
element in the
approach to
teaching and to
the role of
students since
the 1970s

YES WE CAN!

Not much focus on ESG 1.3 in our ENQA review process in 2016

TIME FOR
RECONSIDERATION!

OUR RESPONSE TO ESG 1.3



GENERAL TRENDS IN SCL IN DENMARK

SCL is a matter of course for many Danish higher education study programmes.

SCL means many different things.

The concept of SCL learning covers a particular pedagogical approach to both teaching and scl activities.

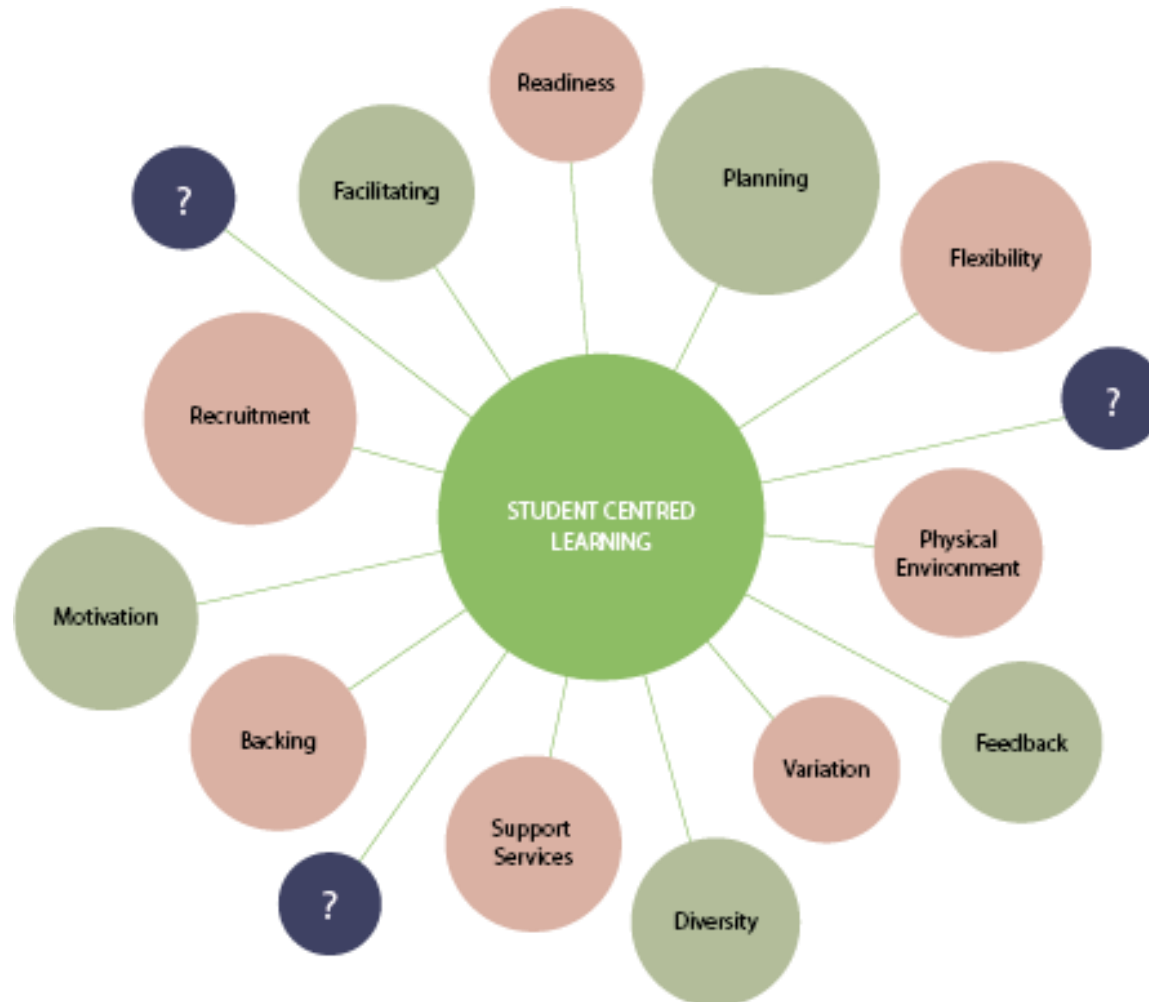
Implementation of SCL requires a certain mindset in the environment in question.

SCL can be implemented at institution and/or programme level.

At some institutions, SCL is part of the institution's DNA and cemented at senior management level, while at others, SCL is at programme level and driven by teachers and local managers close to the programme.

At present, there is no clear indication of a clear coupling between SCL learning and internal quality assurance at institutions.

THE MEANING OF SCL IN A DANISH CONTEXT



MANY UNDERSTANDINGS OF SCL

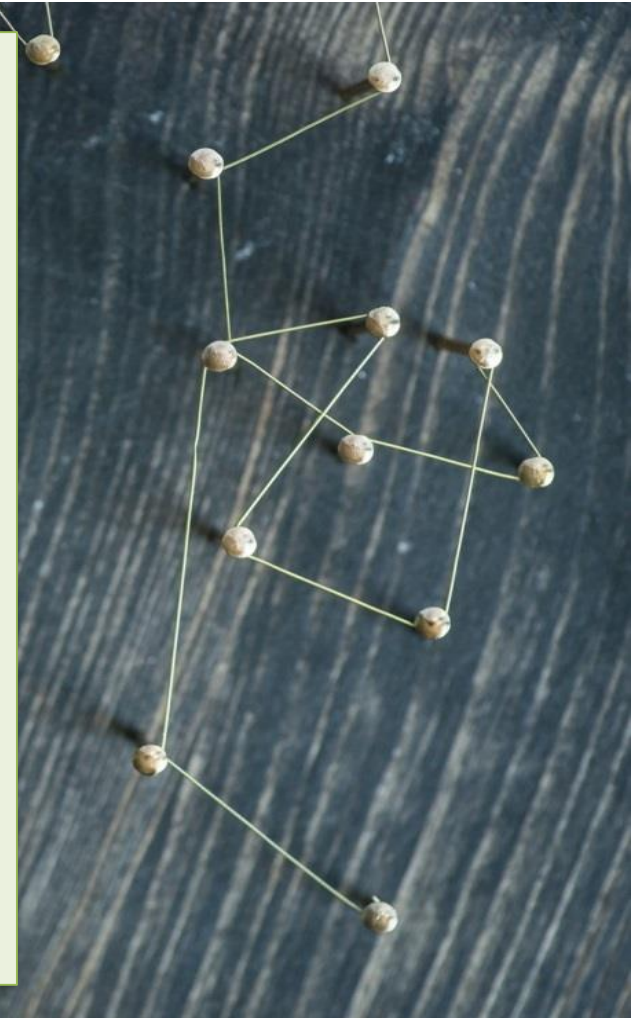
- **Variation** in educational and didactic learning styles
- The teacher's role in **facilitation** and **planning** the learning proces
- **Flexibility** with respect to the student's study path
- The student's **motivation** with respect to learning and actively participating in the learning situation
- Providing **feedback** on the student's ongoing academic development and performance in exam situations
- Accommodating **diversity** across the student community
- **Backing** from heads of institutions for the learning style
- **The student's readiness** to engage in independent reflection and action
- An offer of **support services** for students where private/personal factors present an obstacle to learning
- **Recruitment** of teachers with the appropriate educational and didactic skills and a passion for the institution's teaching style
- The right **physical environment** for learning which supports e.g. group work and encourages students to interact with teachers

SCL AND INTERNAL QA

Not seen many examples that SCL is directly addressed in IQA

SCL hasn't been a part of EQA system until now

The HEIs will meet new demands and new focus on how they handle SCL in the IQA



WHERE WE ARE NOW IN DENMARK...

A new and adjusted version of institutional accreditation in place from 2019 – the HEIs' approach to and QA of SCL as integrated in the learning activities will be a topic.

Meaning the HEIs will be expected to describe their individual approach to SCL and show how the internal quality assurance system support this approach.

The level of institutional accreditation means that we will not look at the actual quality of the SCL.

FIRST IDEAS ON HOW TO INTEGRATE SCL AS A TOPIC IN INSTITUTIONAL ACCREDITATION

PRELIMINARY IDEAS REGARDING THE DOCUMENTATION OF SCL:

- Students write a chapter in the self-evaluation report on how they meet the SCL in their learning activities in light of ESG 1.3?
- The HEI compose an audit trail that shows how SCL is understood and practiced in the everyday life of teachers and students?

AN ONGOING PROCES OF INVOLVEMENT

The analysis report was a first step in involving stakeholders and developing ideas.

We will invite teachers from the different types of HEIs to dialogue meetings in order to get qualified and hands-on perspectives on the links between SCL and quality

We will gather student perspectives on SCL through “STAR”, our forum for dialogue with students, comprising of representatives from 19 student organisations.



The analysis Principal in Own Learning will soon be available in English.

Please contact us for an example.



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