

Perceptions of quality

NOKUT's quality barometers 2010 and 2011

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**Presented to the 6th European Quality Assurance Forum,
Antwerp, 19 November 2011**

The barometers – what and why

- **Perceptions of quality – where it ‘happens’**
- **Barometer 2010: Faculty only**
- **Barometer 2011: Faculty and students**

- **Method: Aspects of quality in «own» provision**

- **Distribution of samples:**
 - 4 types of institutions
 - 9 discipline areas
 - 3 degree levels of provision (students)
 - Formal position of faculty: 4 categories

- **Some reservations.....**



Barometer 2010 (faculty)

- Will recent reforms and trends have beneficial effect on educational quality?
- 1. **Institutional accreditation and «institutional mobility»**



(10,7 - 23,6 - 25,3 - 20,0 - 20,4)

Barometer 2010 (faculty)

- Will recent reforms and trends have beneficial effect on educational quality?

2. Introduction of Qualifications Framework and new focus on learning outcomes



(3,3 - 18,0 - 40,5 - 23,4 - 14,9)

Barometer 2010 (faculty)

- Will recent reforms and trends have beneficial effect on educational quality?

3. Introduction of quality assurance systems in institutions



(7,9 - 28,0 - 23,0 - 27,2 - 13,9)



Barometer 2010 (faculty)

Will recent reforms and trends have beneficial effect on educational quality?

4. Are students' course evaluations now the most important quality indicator?

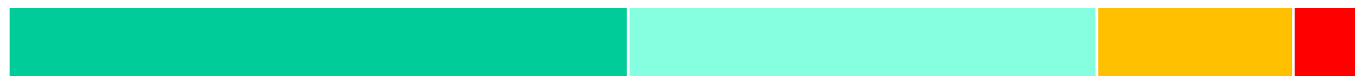


(3,5 - 14,0 - 29,1 - 36,2 - 17,3)

Barometer 2010 (faculty)

*Assessment of «own» provision:
(strong - satisfactory - not quite satisfactory – weak)*

- **Research background of teaching team**



- **Occupational relevance**



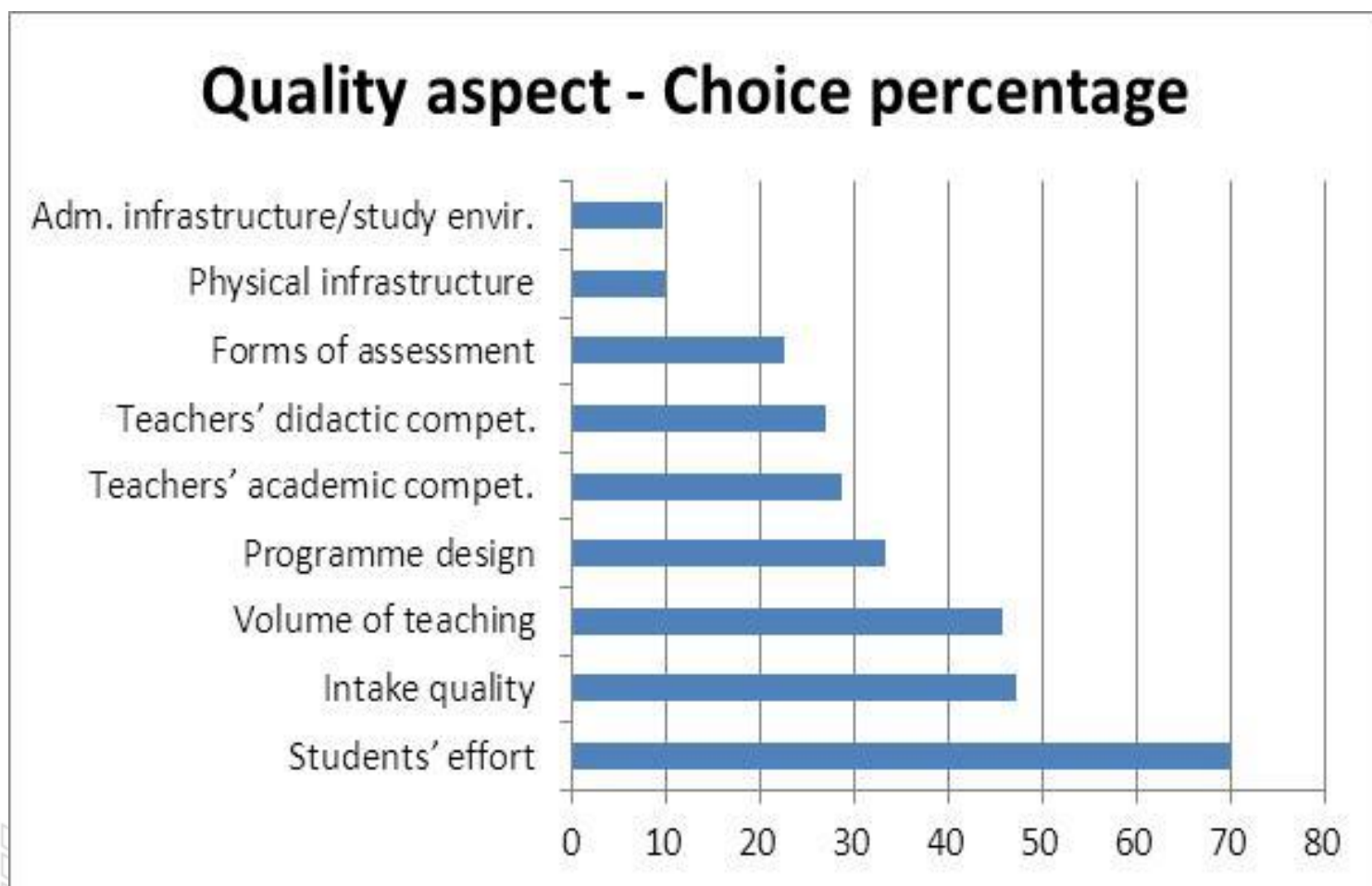
- **Learning processes suitable for achieving learning aims?**



- **Adequate and trustworthy examination procedures?**



Which 3 single quality aspects would you strengthen in order to enhance your students' general learning outcome?



Barometer 2011 (Faculty and students)

All questions relate to aspects of «own» provision, to be answered by means of a 7-split scale, where 4 is middle value (median):

- *1 = very poor*
- *2 = poor*
- *3 = not quite satisfactory*
- *4 = just satisfactory (or uncertain if satisfactory)*
- *5 = clearly satisfactory*
- *6 = good*
- *7 = very good*

Results as distribution on values and as average scores.

Here we present only averages. Faculty's assessments first:

Rank	Aspect	Score	Rank	Aspect	Score
1	Curriculum	5,28	11	Administration of studies	4,42
2	Teachers' academic and research competence	5,26	12	Long-term planning and predictability	4,37
3	Calibration and clarity of learning aims	5,13	13	Academic leaders' role and contribution	4,23
4	Teachers' didactic competence	5,00	14	Students' entrance levels (intake quality)	4,21
5	Tests and exams ensuring outcomes	4,97	15	Students' work effort	4,19
6	Physical learning environment, equipment, etc.	4,94	16	Resources for teaching (teaching volume)	4,18
7	Academic counselling of students	4,90	17	The contribution of quality assurance	4,15
8	Attention to generic skills and competences	4,90	18	Stimulation of pedagogical development	4,07
9	Internal cooperation among teaching group	4,73	19	Stimulation of R&D work (resources)	3,96
10	Students achieving familiarity with R&D work	4,58			



Students' ranking of quality aspects in «own» provision:

Rank	Aspect	Score
1	Students' (perception of own) skills and knowledge when entering course/programme (intake quality)	5,40
2	Correspondence aims – degree level - curriculum	4,92
3	Students' opportunity to learn about and be involved in R&D work	4,73
4	Attention to generic skills and competences	4,69
5	Resources for teaching and academic counselling (teaching volume)	4,66
6	Quality of teaching	4,65
7	Physical learning environment, administration and services (infrastructure)	4,60
8	Exams as covering learning aims	4,33
9	Academic counselling of students	4,32

Faculty and students' assessments compared (Teachers left; students right):

Aspect	Score	Rank		Score	Rank
Curriculum	5,28	1		4,92	2
Teaching quality	5,14	2		4,65	6
Exams	4,97	3		4,33	8
Counselling	4,90	4		4,32	9
Generic skills	4,90	4		4,69	4
Learning environment, administration and services	4,68	6		4,60	7
Students involved in R&D work	4,58	7		4,73	3
Entrance skills (intake quality)	4,21	8		5,40	1
Teaching volume)	4,18	9		4,66	5

Assessment by affiliation (1)

- **Institutional affiliation:**
 - Small differences between assessments in different institutional types
 - Differences between students' and teachers' assessments reflect differences in full sample

- **Discipline affiliation:**
 - Some greater variations; but results more uncertain
 - Discernible differences in total appreciation run between «established» disciplines and «newer» ones, rather than between science and humanities
 - «Economics» obtains the highest self-appreciation among faculty and one of the lowest among students
 - Law and artistic disciplines score low in both groups

Assessment by affiliation (2)

- **Degree cycle (students)**

- Master degree students are systematically more satisfied with quality of provision than bachelor degree students. (Runs through all aspects.)
- PhD students give rather poor rating to the «programme» part and are moderately happy with counselling for thesis

- **Formal position (faculty)**

- There is a clear tendency for faculty to give higher rating to «own» provision the with «higher» formal position: Professors give the most positive assessments, followed by associate professors, assistant professors and lecturers.
- Post doc.s are most critical of quality of provision

Teaching and learning methods assessed:

Teaching/learning method (assessed as 'conducive to learning')	Faculty scores:	Student scores
Group seminar (with teacher)	5,39	5,04
Individual written work	5,37	5,35
Lecture	5,17	5,20
Project work	5,09	4,69
Occupational practice	4,90	5,36
Case or simulation work	4,83	4,67
Laboratory and field work	4,79	4,85
Pair or group work (without teacher)	4,77	4,63
Computer assisted teaching/counselling	3,54	3,69