STUDENTS' PARTICIPATION IN QUALITY ASSURANCE

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"I actually have nothing to say, so my presentation should only last an hour or two."

Content

1. Reasoning and key concepts

2. General framework and legislative provisions for student participation in quality assurance

3. Student involvement at national level

4. Student involvement across Europe

5. Conclusions and recommendations

Why?

Through quality assurance students can directly influence the quality of their education.

As partners in educational process, it is crucial for students to contribute to this segment as well.

Students bring new critical voice and approaches on the table.

Key concepts I - Quality

Key concepts II

Key concepts III - Student

"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

Key concepts IV
Why we might need what we do not want

Key concepts V

Not Everything That Counts Can Be Counted

Key concepts VI - Time

General framework and legislative provisions for student participation in quality assurance

1.National Law of Education Nr. 1/2011

2. ARACIS methodology (approved by Government decision no 1418/2006)

3. Emergency Ordinance no. 75/2011 and 75/2005 regarding the quality assurance of higher education

4. Student Statute/Student Chart (Statutul Studentului) – approved by ministerial order

5. Starting 2001 – Prague Communique – students are considered full members of the academic community

6. Berlin Communique(2003) – students are called equal partners in the governance of higher education, therefore their role can be defined both as a right and a responsibility

7. In European Standards and Guideline for Quality Assurance in Higher Education (ESG), student involvement at all levels
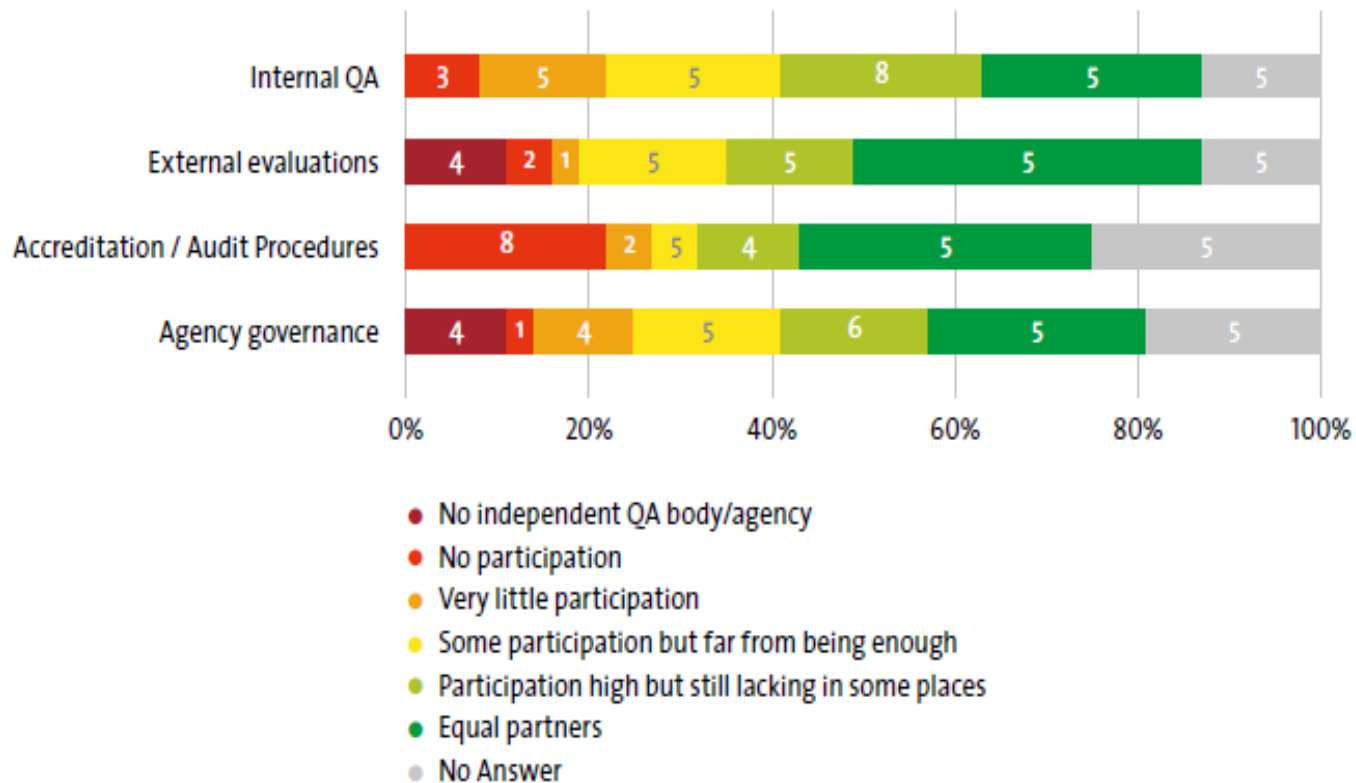
Student involvement at national level

• Formally, as of 2005, partnership between ARACIS and NUSes

• As of 2006 observers in ARACIS Council, as well as other sub-committies within the agency

• As of 2007, full members of institutional review panels, drafting an individual report

• As of 2011 – full members (voting right) in ARACIS Council, departments, permanent experts committies

• Contributions in policy making

Student involvement across Europe

- Members of E4

- QA experts' pool (+ study session)

- EUA IEP, ENQA reviews as well as cooperations with national agencies

- Contribution to the revision of UNESCO/ OECD guidelines, as well as ESG revision

- BWSE and BAFL

Student involvement across Europe

fig. 17 Overview of student participation in quality assurance processes
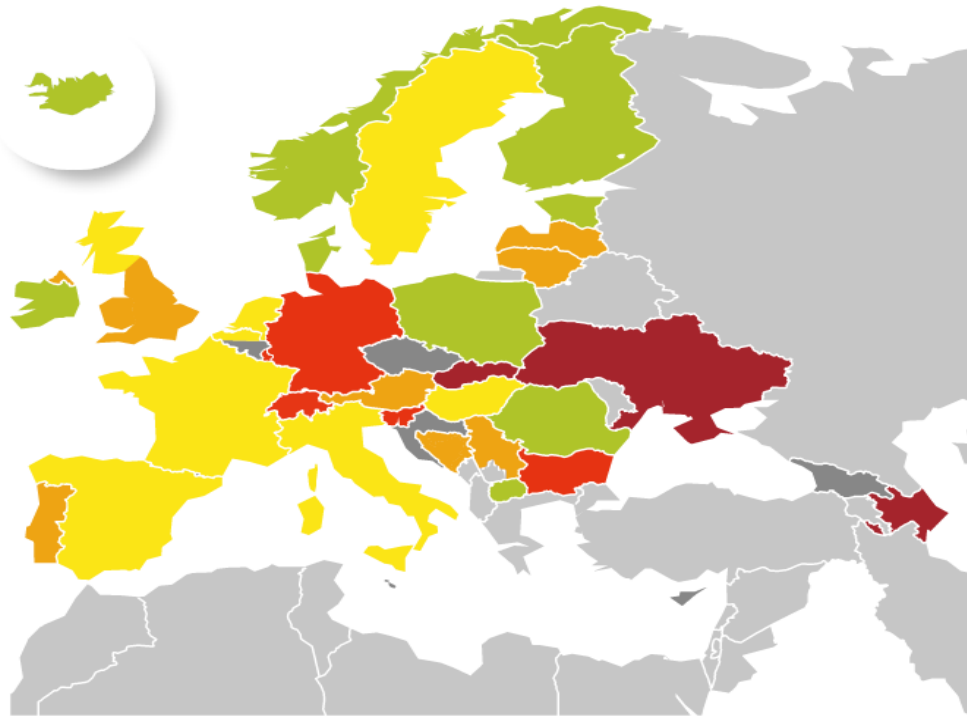
Internal QA	3 5 5 8 5 5	
External evaluations	4 2 1 5 5 5 5	
Accreditation / Audit Procedures	8 2 5 4 5 5	
Agency governance	4 1 4 5 6 5 5	

0%   20%   40%   60%   80%   100%

- No independent QA body/agency
- No participation
- Very little participation
- Some participation but far from being enough
- Participation high but still lacking in some places
- Equal partners
- No Answer

Students' participation in quality assurance at european level
BWSE, ESU

Student involvement across Europe

fig. 18 Student participation in internal quality assurance

- No participation
- Very little participation
- Some participation but far from being enough
- Participation is high, but still lacking in some places.
- Equal partners

Students' participation in quality assurance at european level
BWSE, ESU

EURASHE Seminar on the Implementation of the Internal and External QA / 24-25 October 2013 / Bucharest

RECOMMENDATIONS I :

- Students must be given full trust in order to accomplish this partnership, breaking the differences, generation gaps and stereotypes. However, students are an essential part of the quality assurance domain bringing different perspectives, backgrounds and needs.

- There is a clear need for obtaining a feedback from all of the other stakeholders involved in the process.

- A differentiation should be made between reviewer's role and the student role: student evaluators are not and should not become "learning outcome and student service specialist".

RECOMMENDATIONS II :

- Students have to reflect on their own assumptions and hypotheses: what are their own expectations?

- Work on your inquiry techniques: Asking how and why instead of what!

- Analyse the data: Take a look behind the text and focus on things that were not said!

- A special attention should be given to students' interpretations and recommendations: language creates reality.

Thank you for your attention!