

Reflections on the Forum (revised)

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Some issues

- **Language and meaning: 'the intolerable wrestle'**
- **Developmental trajectories as regards QA**
- **Professionalisation of QA peers**
- **PIs, measures and judgements (esp. quality of T&L)**
- **Level**
- **Public accountability – institutional autonomy**
- **Strategic R&D projects**

Rankings

Rankings (group comment)

- Are a marketing tool, valued by managers
- Won't go away, so HE should influence
- Affect HEIs. 'Behaving to the test'
- May exclude smaller specialist institutions
- Are unsympathetic to diversity of mission

Rankings

- **Theoretically bankrupt, methodologically suspect**
- **Reflect the perspectives of the compilers**
- **Maintain the established order**
- **Often contain highly correlated measures**
- **Cumulate 'apples and pears'**
- **Omit awkward items**
- **May be subject to manipulation of data**
- **Seduce into over-interpreting small differences**
- **Tempt HEIs into hypocrisy**
- **Benefit / cost ratio**

Learning outcomes

Outcomes-led education is a challenge for quality assurance

Dorte Kristofferson

Learning outcomes (group comment)

- For some, a challenge to the mindset...
- ... but could be just words
- For creativity? For postgraduate study?
- Flag an emphasis on learning (self-evidently)
- Implicitly question traditional teaching methods
- Point to the need for professional development
- Increase transparency – a basis for a contract?
- Raise assessment challenges (e.g. 'soft skills')
- HE is more than a set of learning outcomes

Learning outcomes: some issues

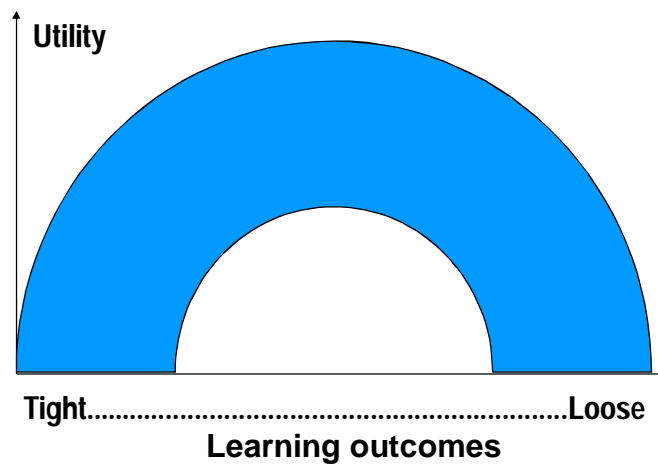
- Variation in intention
- Optimisation?
- Within HEIs and within disciplines
- Implications for assessment

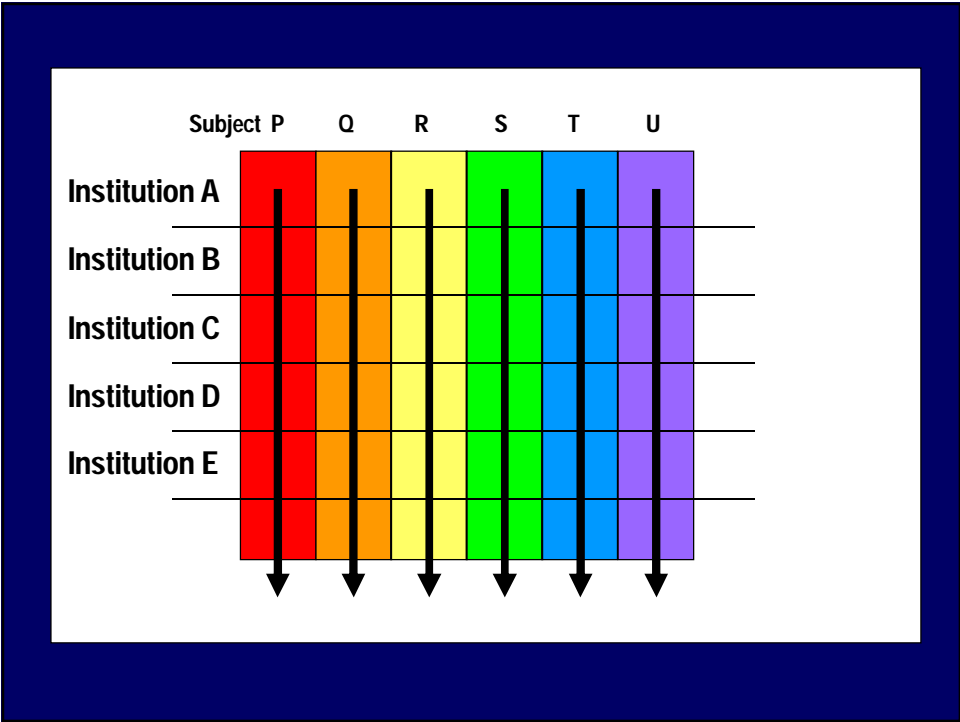
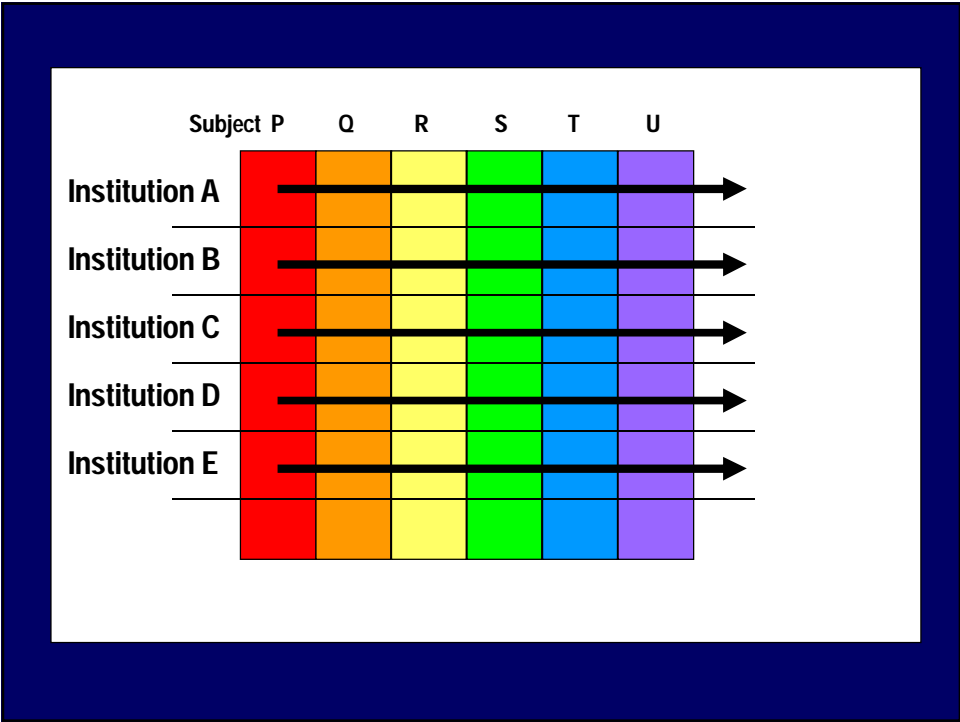
Intentions

	Problem	Solution
Instructional outcomes	Closed	Closed
Problem-solving	Closed	Open
Creative	Open	Open
Social	Open	Open

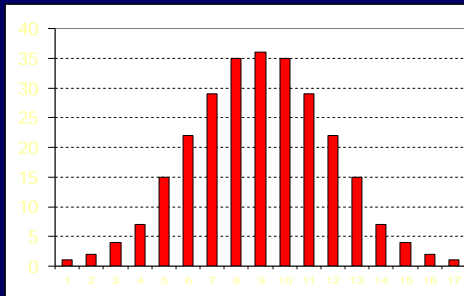
Acquiescence → Autonomy

Optimisation





Norm-referencing



Low

High

Criterion-referencing

