

LANQUA

LANGUAGE NETWORK FOR QUALITY ASSURANCE

a three-year project with the support of the
Lifelong Learning Erasmus Network programme
of the European Union

The LanQua Toolkit: practitioner-led quality assurance and enhancement

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The LanQua Project

Led by

University of Southampton, UK

Overview

- Background: the LanQua Project
- Quality Assurance/enhancement: what and why?
- The LanQua Quality Model
- Case studies and discussion
- Feedback

Workshop objectives

- Sharing understandings of the term quality assurance and its links with quality enhancement
- Introduction to a Quality Model which contextualises quality in reflective practice
- Consideration of different perspectives on quality among key stakeholders
- Exploration of the Quality Model in practice (case studies)
- Application of the Toolkit to other disciplines

Background: the LanQua Project

- Network of 60 partners in 29 countries
- Higher Education Languages
- 5 sub-groups: language learning, intercultural communication, literature and culture, CLIL, teacher education
- 3 years: 1. overview of the field and quality issues, 2. case studies and learning outcomes, 3. Toolkit and conference
- Led by the Subject Centre for Languages, Linguistics and Area Studies, University of Southampton

Background: the LanQua Project

Key features:

- Subject-related
- Practice-led
- Bottom-up
- Pragmatic
- Tacit and explicit quality
- Work in progress!

LANQUA

Introductions

- Who are you?
- What is your interest in quality assurance?
- Why did you attend this workshop?

ENQA Guidelines

“Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves to a culture which recognises the importance of quality, and quality assurance in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality.”

ENQA (2005). Standards and Guidelines for Quality Assurance in the European Higher Education Area, p6.

Some thoughts

“Quality , for it to become part of the lived experience of all stakeholders in higher education, needs to become a fundamental part of what is done in the sector. A genuine culture of quality is necessary. However, there is always a tension between quality as ritual and quality as it is owned by its stakeholders.”

Harvey, L. & Williams, J. (2010). *Fifteen Years of Quality in Higher Education, Quality in Higher Education 16(1), p4.*

Activity 1: Brainstorm

1. What is Quality Assurance?

Who is it for?

Who is responsible?

Why does it matter and to whom?

2. What is Quality Enhancement?

Who is it for?

Who is responsible?

Why does it matter and to whom?

3. What is the relationship between QA and QE?

Definitions of Quality

1. *Transcendent* – subjective & personal (not measurable)
2. *Product-based* – objective (measurable)
3. *User-based* – customer satisfaction
4. *Manufacturing-based* – meeting requirements and specifications
5. *Value-based* – value for money

Garvin D. (1988) in Lagrosen, S., Seyyed-Hashemi, R., Leitner, M. (2004). 'Examination of the dimensions of quality in higher education'. *Quality Assurance in Education* 12(2), p62.

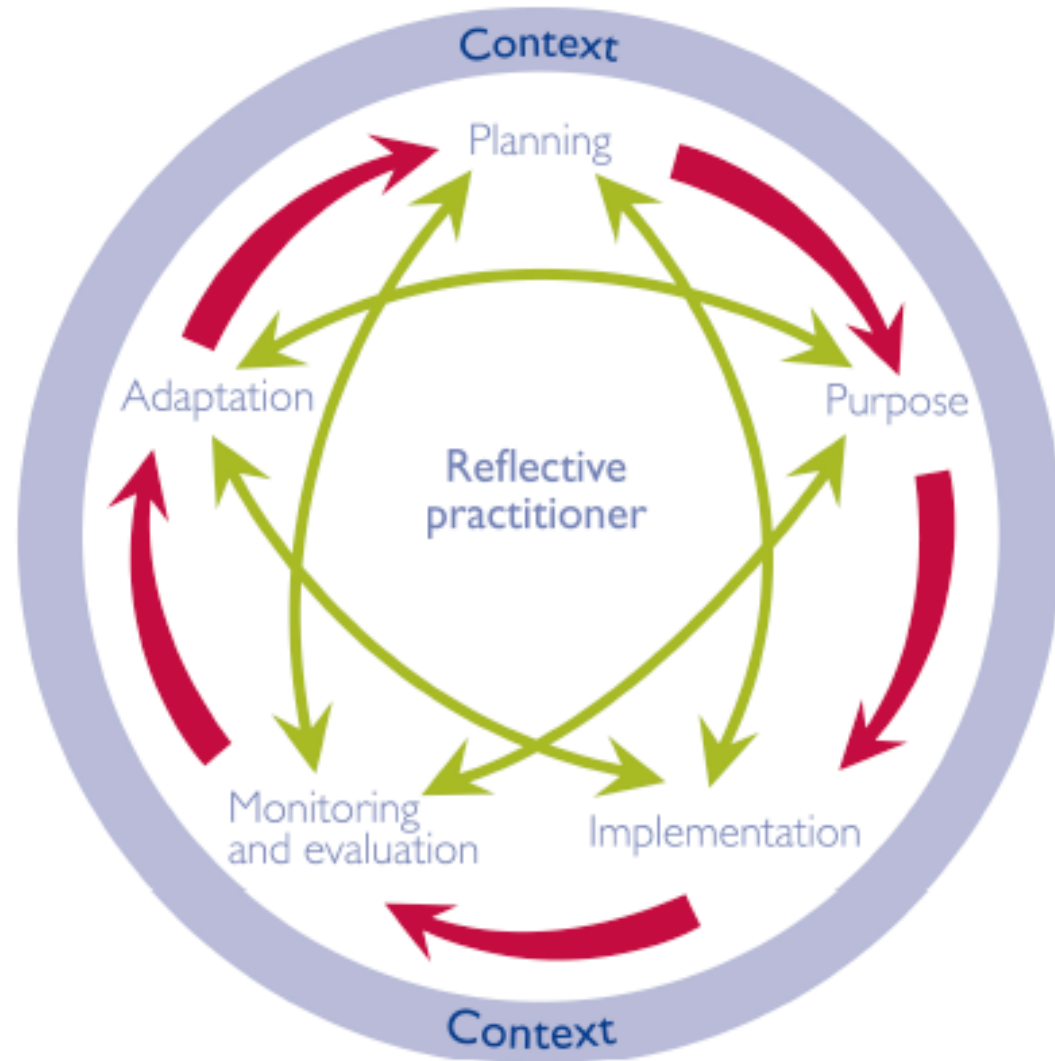
Definitions of Quality in HE

- *Exceptional* – ‘high class’, standards, status, excellence, reputation, standards, benchmarks
- *Perfection or consistency* – process oriented, meeting specifications, whole institution
- *Fitness for purpose* – output driven, functional (does the product do what it promises), student satisfaction, fulfilling the mission
- *Value for money* – efficiency, competition, funding, impact?
- *Transformation* – qualitative change, enhancement, value-added, empowerment (of students)

The LanQua Quality Model

- Context
- The quality cycle
- The 5 quality questions
- Reflective practice
- Owned by the community (of practice)
- Subject specific (illustrated with examples from languages)
- Adaptable to other contexts/subjects

The LanQua Quality Model



Quality and communities of practice

...the responsibility for programme or curriculum review should be a core function of the teaching team/CoP [community of practice] and one that is undertaken continuously in the same manner that a teacher uses reflective practice to assess and enhance their quality of teaching.

Jordens, J. Zoe and Zepke, Nick(2009) 'A Network Approach to Curriculum Quality Assessment', *Quality in Higher Education*, 15: 3, 279 – 289

Stakeholders

“There are a variety of ‘stakeholders’ in higher education, including students, employers, teaching and non-teaching staff, government and its funding agencies, accreditors, validators, auditors, and assessors (including professional bodies)... Each have a different perspective on quality. This is not a different perspective on the same thing but different perspectives on different things with the same label.”

Harvey, L. & Green, D. (1993). ‘Defining Quality’ *Assessment & Evaluation in Higher Education* 18 (1) p10

Activity 2: Articulating Quality

“Green (1994) argues that, given the difficulties in defining quality in higher education it is necessary to define as clearly as possible the criteria that each stakeholder uses when judging quality and take all these competing views into account”

Lagrosen, S., Seyyed-Hashemi, R., Leitner, M. (2004). ‘Examination of the dimensions of quality in higher education’. *Quality Assurance in Education* 12(2), p63

Activity 2: Articulating Quality

Quality in learning and teaching may not mean the same to all audiences. Consider one of the following groups of stakeholders and reflect on how they might perceive/understand quality:

- Providers (funding bodies, community at large)
- Users of products (current and prospective students)
- Users of outputs (employers)
- Employees of the sector (academics and administrators)
- Also accreditors, auditors etc.

Activity 2: Articulating Quality

- Read one of the practice-based case studies
- Consider how it might exemplify some or all of the elements from the Quality Model
- Decide how you would use the case study to articulate/present an example of a quality teaching/learning experience to your chosen audience
- Present your quality scenario to the whole group (2 mins)

Feedback

- Does the LanQua Toolkit provide a useful resource for promoting quality assurance?
- Has it altered your perception of quality assurance or given you a new perspective on quality processes?
- How do you see this fitting into the quality assurance landscape?
- What suggestions to you have for further use/adaptation?

More information

- LanQua website (final version launched December 2010)

www.lanqua.eu

- My contact details

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