Students’ Role for Quality Assurance (QA) in Higher Education (HE)

APQN President: Pro. Dr. Jianxin Zhang
(948661302@qq.com)
2021/5/18; Online Conference
Outlines

1. Reasoning & Key Concepts
2. Overview of Student Engagement in QA
3. Students’ Role for QA in HE
Why do Student Engagement in QA?

1. Through QA, students can directly influence the quality of their education.
2. Students bring new critical voice & approaches on the table.
3. As partners in educational process, students are an essential part of QA domain bringing different perspectives, backgrounds & needs.
Key Concept 1: Student

- Passive
- Obedient
- Respecting teacher: one day as a teacher, one life as a father (一日为师，终身为父)
- ...

“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!”
2. Why we might need *what we do not want*?

• Seek advantages but avoid disadvantages (趋利避害)
• That is *Why* we might need *what we do not want*?
3. **Not Everything that Counts can be Counted**

---

**The way I feel is hard to quantify!**

**How hard - on a scale of one to ten?**
Overview of Student Engagement in QA

Three Types of Students’ Engagement

**Cognitive engagement**
Students try to acquire with more information about educational process, additional requirements & take any challenges with great pleasure.

**Emotional engagement**
Students have their own identity with the process, they have the internal interest towards the work, identity & positive attitude to the activity.

**Behavioral engagement**
Students satisfy the institutional behavior norms, participate in the management process, such as evaluators in QA.
Student Engagement on three levels

MACRO:
Engage in strategy development

MESO:
Engage in quality assurance & enhancement processes

MICRO:
Engage in their own learning & that of other students
6 Benefits to Student Participation

- Contribute to student skill development (communication, leadership, analysis): 74% Agree, 8% Neutral, 18% Disagree
- Contribute to transparency themes: 81% Agree, 9% Neutral, 10% Disagree
- Enhance program and institutional quality: 83% Agree, 7% Neutral, 10% Disagree
- Improve credibility of the Quality Assurance process: 83% Agree, 7% Neutral, 10% Disagree
- Promote student awareness of institutional policy and practice: 86% Agree, 4% Neutral, 10% Disagree
- Contribute to student sense of ownership of the program: 86% Agree, 4% Neutral, 10% Disagree

Tracey McCutcheon, etc. Student Participation in Higher Education Quality Assurance Processes: The Canadian Context. Seneca College, PEQAB
In the regulation of the European universities, the student’s role is clearly defined & highlighted in internal & external assessment process.

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal QA</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>External evaluations</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Accreditation / Audit Procedures</td>
<td>8</td>
<td>2</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Agency governance</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>

- 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
Student Engagement across Europe: Countrywise
Students’ Role for QA in HE

Students views & responsibility positioning for student engagement: 3 Roles in 10 Countries: 1) **Disciple**: China, Kazakhstan; 2) **Customer**: US, Australia; 3) **Partner**: Finland, Sweden …

![Diagram showing student roles](image)

**FIGURE 13.1** Views of students and positioning of responsibility for student engagement.
9 Requirements for Candidates for Student Representative in QA (IQAA)

1. to be a current senior student of bachelor course, master or doctoral student
2. to have experience in representing student issues at the faculty level, university or a country
3. to have some experience in the field of QA or active participation in the life of his/her HEI
4. to have analytical skills & be able to analyze, organize & synthesize information
5. to have good writing skills & be able to write a report; to be able to use computers & information technologies
6. to have good communication skills to interact in the course of external visits (review) with other experts & representatives of HEI
7. to know the programme, which is to be evaluated;
8. to be accountable to the public & university undergoing institutional & programme accreditation, & to the agency
9. to have a complete understanding of the trends in the development of the educational system: the Bologna Process, the credit system of study, modular education, & others.
Expectations of Student as Evaluators

1. Prior to appointment: conflict of interest
2. At time of appointment: agreement
3. During initial meeting: refresh knowledge
4. Following initial meeting & before site visit: comment
5. On receipt of SER: read thoroughly
6. During site visit: participate fully
7. After the site visit: feedback
Measuring Effectiveness of Student Evaluation

Understanding Students’ & Stakeholders’ Needs

- Leading & Communicating
- Valuing People
- Building Collaborative Relationships
- Planning Continuous Improvement
- Supporting Institutional Operations

Helping Students Learn
Accomplishing other Distinctive Objectives

Leading & Communicating

Valuing People

Building Collaborative Relationships

Planning Continuous Improvement

Supporting Institutional Operations
Students’ Analysis Ability: 8 requirements

1. the opportunity to meet with the Rector, academic staff, Dean & faculty
2. involvement of students in HEI’s relevant divisions (curriculum committee, Academic Council)
3. students assessment of feedback’s timeliness & effectiveness
4. teaching & learning methods, & whether identified problems in teaching are reviewed by appropriate divisions
5. students counselling & support (teachers, tutors, financial & social support, learning resources - libraries, computers), including their accessibility & relevance
6. students’ health
7. learning environment
8. availability of conditions for education, recreation, safety of students in HEI

THE ROLE OF STUDENT IN THE ACCREDITATION OF THE HIGHER EDUCATION INSTITUTIONS FOR HEALTH PROFESSIONS EDUCATION
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Handbook for Program Evaluators by NAEAC: p.4-6.
1. Student engagement is a critical dimension for quality improvement
2. Role of student engagement in QA: A Partnership
3. Enhance student learning, better understand study meaning
4. Empower students for their learning, promote dialogue between institution & students: sense of belongingness
5. Institutional QA cannot function properly without honest consideration of student perspectives
Shukriya!