

Technological University Dublin ARROW@TU Dublin

Conference Papers

Centre for Social and Educational Research

2014-5

A Technological University: Student Role in Delivering Quality

Frank McMahon Technological University Dublin, frank.mcmahon@tudublin.ie

Follow this and additional works at: https://arrow.tudublin.ie/csercon



Part of the Higher Education Commons

Recommended Citation

McMahon, F. A Technological University: Student Role in Delivering Quality. DITSU Conference, Dublin, May 2014.

This Conference Paper is brought to you for free and open access by the Centre for Social and Educational Research at ARROW@TU Dublin. It has been accepted for inclusion in Conference Papers by an authorized administrator of ARROW@TU Dublin. For more information, please contact arrow.admin@tudublin.ie, aisling.coyne@tudublin.ie, vera.kilshaw@tudublin.ie.

A Technological University: Student Role in Delivering Quality

Dr Frank McMahon
Former Director of Academic Affairs
Dublin Institute of Technology
Board Member, DITSU Ltd

Dublin, May 2014

Bologna Process

- Bologna Declaration signed in June 1999 by Ministers for Education of 29 countries
- Included all EU countries (then 15)
- Overall aim was a coherent European Higher Education Area by 2010
- Although noting the autonomy of universities, this was a reform process led by Ministers

Objectives

- A system of easily readable and comparable degrees
- Adoption of system based on two cycles, undergraduate and graduate
- A system of credits such as ECTS
- Promotion of mobility
- European co-operation in QA
- Promotion of European Dimension in HE

Prague Communique, 2001

- Now 32 countries in process
- Three new points added:
 - Need for Lifelong Learning Policies
 - Role of students and student representative bodies
 - Importance of enhancing attractiveness of European HE to students from Europe and other parts of world

Berlin Communique, 2003

- Membership now 40 countries including Russia
- Set objectives for next 2 years for:
 - Quality Assurance
 - Degree Structure: all countries to have 2-cycle system by 2005
 - Diploma Supplement to be issued to all
- Recognised Doctoral level as 3rd Cycle

Bergen Communique, 2005

- Five new members, total now 45
- Commitment to adoption of national frameworks of qualifications by 2010
- Adoption of standards and guidelines for QA
- Urged action on recognition of degrees and study periods
- Emphasised importance of research and structured doctoral programmes

Features of Quality Assurance

- Policy to involve students in QA
- Students should be assessed using public criteria, regulations and procedures applied consistently
- Institutions to ensure resources for support of student learning are adequate
- External QA to include assessment by a group of experts including student(s)

Bucharest 2012

Ministers agreed to focus on 3 main goals:

- To provide quality higher education to more students
- To better equip students with employable skills
- To increase student mobility (at least 20% of European graduates in 2020 should have been on a study or training period abroad)

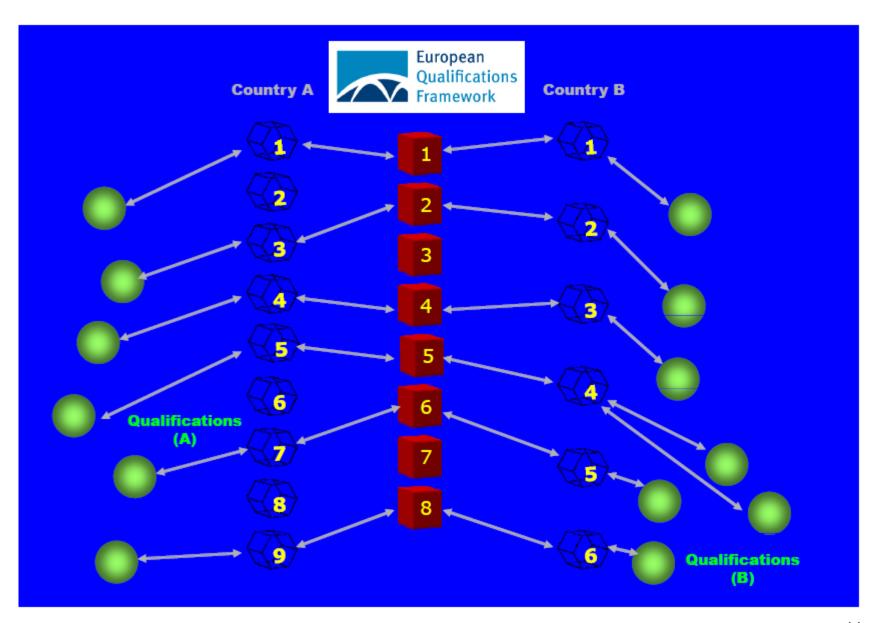
National Qualification Frameworks

- All countries were supposed to publish NFQ by 2010 but some slippage
- NFQ must be compatible with Bologna Framework; Ireland was first to demonstrate this (in 2006)
- NFQ must also be compatible with EQF
- NFQ benefits students by making explicit where qualifications stand

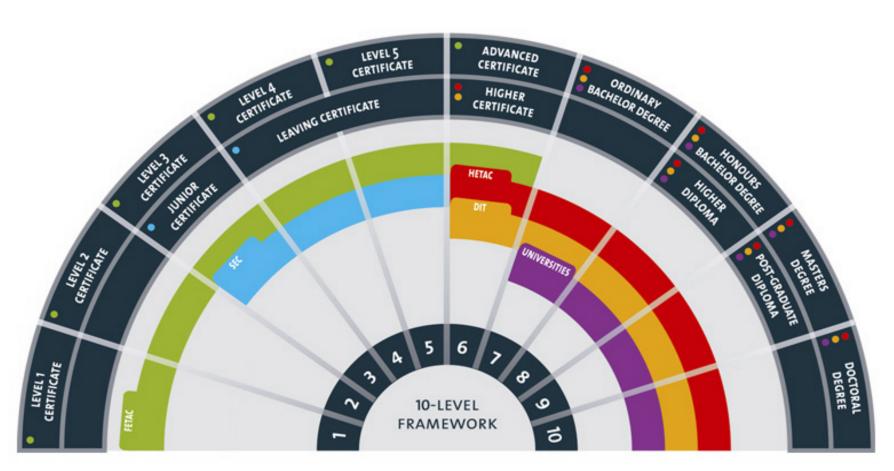
Frameworks of Qualifications

EQF and Bologna Framework

| EQF Levels | Bologna Framework |
|------------|------------------------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | Short cycle within the first cycle |
| 6 | First Cycle |
| 7 | Second Cycle |
| 8 | Third Cycle |



The National Framework of Qualifications – award-types and awarding bodies



Impact of Major Initiatives

- The Bologna Process has had major impact in the areas of:
- Degree Structures
- A System of Credits (ECTS)
- Quality Assurance
- Student Mobility
- National Qualifications Frameworks
- Recognition of Qualifications

Quality Assurance

- Bologna Process has led to the agreement of Standards & Guidelines for QA in Europe
- ESG now being revised
- There is now a European QA Register for Higher Education
- Irish Higher Education Quality Network established to share best practice [HEA, IUQB, DIT, HETAC, USI, DES]

Student Mobility

- BP facilitated greater mobility by students
- Easier to transfer credits when all HEIs use the same system (ECTS)
- Mutual recognition of awards makes it easier for students to move
- New target for mobility is 20% of all graduates to have studied abroad for at least part of programme by 2020 (very challenging for many countries)

Recognition

- Within countries, NFQ is an important tool of recognition of learning
- Between countries, compatibility of frameworks with EQF and Bologna framework is an aid to recognition
- Diploma Supplements for all graduates are meant to aid recognition of awards throughout Bologna region (47 countries)
- Lisbon Recognition Convention sought to allow professionals to practise in other countries. New unit in many countries to assist those seeking recognition.

| DUNITY Same in the content of the | | - | _ | | | | | D | | | | |
|--|-----------------|---------------|--------|---|-------------------|----------|----------|-------------|--------|------|-----|--|
| DUNTRY Ibania Indorra Immenia Instria | | Degree System | | | Quality Assurance | | | Recognition | | | | |
| DUNTRY Ibania Indorra Immenia Instria | | 2 cycles | Access | Ā | External | Students | Informat | Dip.supp. | Lisbon | ECTS | RPL | |
| menia | COUNTRY | | | | | | | | | | | |
| menia ustria cerbaijan cer | Albania | | | | | | | | | | | |
| setial cerbaijan celajum Flemish celajum Flemi | Andorra | | | | | | | | | | | |
| cepaijan elgium Flenish elgium Flenish sonia Hex egovina digaria opatia | | | | | | | | | | | | |
| elgium French sonia Hercegovina ulgaria totalia totali | | | | | | | | | | | | |
| elgium French osatia Herzegovina ulgarda osatia rprus ech Republic enmank stonia nland ance eorgia ermany recere ungary eland e | Azerbaijan | | | | | | | | | | | |
| onia Hercepovina Inlgaria Inlg | Belgium Flemish | | | | | | | | | | | |
| Indigation of the control of the con | Bergium French | | | | | | | | | | | |
| rostia prus ceth Republic enmark stonia nland ance corgia ermany reece oby See oby | | | | | | | | | | | | |
| rech Republic ceth Republic cetholia nland nland ance corgia cemany rece corgia cemany rece corgia cemany cetholia celand cetholia cetheristein thuania m.cembourg alta coldova contenegro cetheristein contenegro cetheristein contenegro cetheristein contenegro cetheriands contenegro cetheriands contenegro cetheriands covenia contugal comania ussia covenia covania covani | | | | | | | | | | | | |
| rech Republic enmank totonia nland ance eorgia eorg | Cypriis | | | | | | | | | | | |
| enmand ance eorgia ermany recece oby see ungary eland eland alv stria erhenstein thuania axembourg alta oldowa ontenegro etherlands orway | Czech Ponuhlic | | | | | | | | | | | |
| nland nance eorgia ermany eece of y see ungary eland alv alv alv alv alv alv alt | Denmark | | | | | | | | | | | |
| nland ance eorgia ermany reece oby See ungary eland eland eland aby strika echtenstein thuania ax embourg alta toldova ontenegro etherlands orway oland ortugal ortuga | Estonia | | | | | | | | | | | |
| ance eorgia ermany reece of see en e | Finland | | | | | | | | | | | |
| ermany recece of y See ungary eland eland alv arvia erhenstein thuania uxembourg ialta oldova ontenegro etherlands orway oland ortugal ordugal | France | | | | | | | | | | | |
| ermany rece of the state of the | Georgia | | | | | | | | | | | |
| reece ofy see ungary eland eland aly atvia erhtenstein thuania ix embourg alta oldova ontenegro etherlands orway o | | | | | | | | | | | | |
| oly See ungary eland eland aly atvia erhtenstein thuania thuania toldova contenegro etherlands ortway oland ortugal omania ussia erbia ovakia lovenia ovakia | Greece | | | | | | | | | | | |
| eland aly aly aly erhtenstein thuania membourg alta oldova contenegro etherlands orway oland ortugal ormania erhia eland ortugal ordinal ortugal ortug | Holy See | | | | | | | | | | | |
| eland aly satvia entherstein thuania wembourg alta coldova contenegro etherlands orway oland orrugal o | Hungary | | | | | | | | | | | |
| alty activities echtenstein thuania activities activities echtenstein thuania activities | Iceland | | | | | | | | | | | |
| atria de Internatein | Ireland | | | | | | | | | | | |
| echtenstein thuania txembourg alta oldova ontenegro etherlands orway oland ortugal omania ussia erbia ovakia ovenia ovakia ovakia ovakia ovakia ovakia ovakia ovakia ovakia ovakia | Italy | | | | | | | | | | | |
| thuania membourg laita loidova lontenegro etherlands orrway oland orrugal omania ussia erbia ovakia lovenia pain witzerland he FYROM urkey | Latvia | | | | | | | | | | | |
| membourg laita loidova lontenegro etherlands orway oland ortugal omania ussia erbia ovakia lovenia ovakia | Liechtenstein | | | | | | | | | | | |
| alta coldova contenegro etherlands corway coland cortugal comania cortugal comania cortugal corporatia corporatia covenia cove | Lithuania | | | | | | | | | | | |
| loldova contenegro etherlands orway oland ortugal omania ussia erbia lovakia lovakia lovenia opain weden witzerland he FYROM urkey | Luxembourg | | | | | | | | | | | |
| ontenegro etherlands orway oland ortugal omania omania ussia erbia loyakia loyakia loyenia oweden witzerland he FYROM urkey | Malta | | | | | | | | | | | |
| etherlands orway oland ortugal omania ussia erbia loyakia loyenia loyenia weden witzerland he FYROM urkey | Moldova | | | | | | | | | | | |
| orway oland ortugal omania ussia erbia lovakia lovenia ovenia weden witzerland he FYROM urkey | Montenegro | | | | | | | | | | | |
| oland ortugal omania ussia uss | | | | | | | | | | | | |
| ortugal omania ussia ussia erbia ovakia ovenia oven | | | | | | | | | | | | |
| omania ussia ussia erbia lovakia lovenia pain witzerland he FYROM urkey | | | | | | | | | | | | |
| ussia erbia lovakia lovenia pain witzerland he FYROM urkey | | | | | | | | | | | | |
| erbia lovakia lovenia lovenia pain weden witzerland he FYROM | | | | | | | | | | | | |
| ovakia lovenia pain weden witzerland he FYROM | | | | | | | | | | | | |
| ovenia pain weden witzerland he FYROM urkey | | | | | | | | | | | | |
| pain weden witzerland he FYROM urkey | | | | | | | | | | | | |
| weden witzerland he FYROM he F | | | | | | | | | | | | |
| witzedand he FYROM hungary with the state of | | | | | | | | | | | | |
| ne FYROM urkey | | | | | | | | | | | | |
| urkey | | | | | | | | | | | | |
| | Turkey | | | | | | | | | | | |
| visine visine | Ukraine | | | | | | | | | | | |
| | UK - EWNI | | | | | | | | | | | |
| | UK - Scotland | | | | | | | | | | | |

Student Role at International Level

- Critical role of the four Es:
- ENQA (European Association of QA)
- EUA (European Universities Association)
- Eurashe (European Association for Institutions in Higher Education)
- ESU (European Students Union)
- Liaise with four Es to ensure full student participation in all Bologna initiatives

Ireland's NFQ: Titles of Awards

Level

- 10 Doctoral Degree
- 9 Master's Degree & Post-graduate Diploma
- 8 Honours Bachelor Degree & Higher Diploma
- 7 Ordinary Bachelor Degree
- 6 Advanced Certificate & Higher Certificate
- 5 Level 5 Certificate
- 4/5 Leaving Certificate
- 4 Level 4 Certificate
- 3 Level 3 Certificate & Junior Certificate
- 2 Level 2 Certificate
- 1 Level 1 Certificate

Student Role at National Level

- Membership of higher education funding/policy body (HEA)
- Membership of National Bologna Committee
- Membership of national QA agency (QQI)
- Membership of higher education quality network (see <u>www.iheqn.ie</u>)
- Ensure students' union fully involved

Student Role at Institutional Level

- Membership of Governing Body of HEI
- Membership of Academic Council/Senate
- Membership of QA Committee
- Membership of College Boards
- Membership of programme review panels and institutional review panels
- Good liaison with employers
- Student Bologna Experts to work with students' union to ensure participation

Student Role at Programme and School Level

- Appointment of class representatives
- Training of class representatives
- Liaison with lecturers to facilitate appointment of class representatives
- Membership of programme committees for speedy resolution of problems
- Production of an annual report by each programme committee with a view to programme improvement

Student Feedback

- There must be a system of anonymous student feedback on modules and programmes
- Protection for lecturers from malicious criticism
- Clear evidence for students that feedback is being taken seriously by lecturers and programme management

Role of Student Bologna Experts

- Ensure student interests are represented at international, national, institutional and programme/school level
- Ensure that student issues are considered by national teams of Bologna Experts and national agencies
- Ensure student representatives are trained for their roles
- Establish good contacts with employer bodies and other stakeholders

Possible Future Developments

- New objectives in regard to access, employability and student-centred learning
- Access Targets; a National Access Office to set targets and monitor
- Employability improved by work placements: relations with employer bodies
- Student-centred learning to be reflected in programme design and assessment

Useful websites

- Bologna Communiques: <u>www.ehea.info/</u>
- NFQ: www.nfq.ie/nfq/en/
- HEA website: www.eurireland.ie
- EUA Charter on LLL(2008): www.eua.be
- ESU: Bologna With Student Eyes 2007, 2009 and 2012 on www.esu-online.org/
- Irish Higher Education Quality Network

www.iheqn.ie/publications/



Questions



frank.mcmahon@dit.ie