

EUROPEAN UNIVERSITY ASSOCIATION

Student-centred learning: approaches to quality assurance

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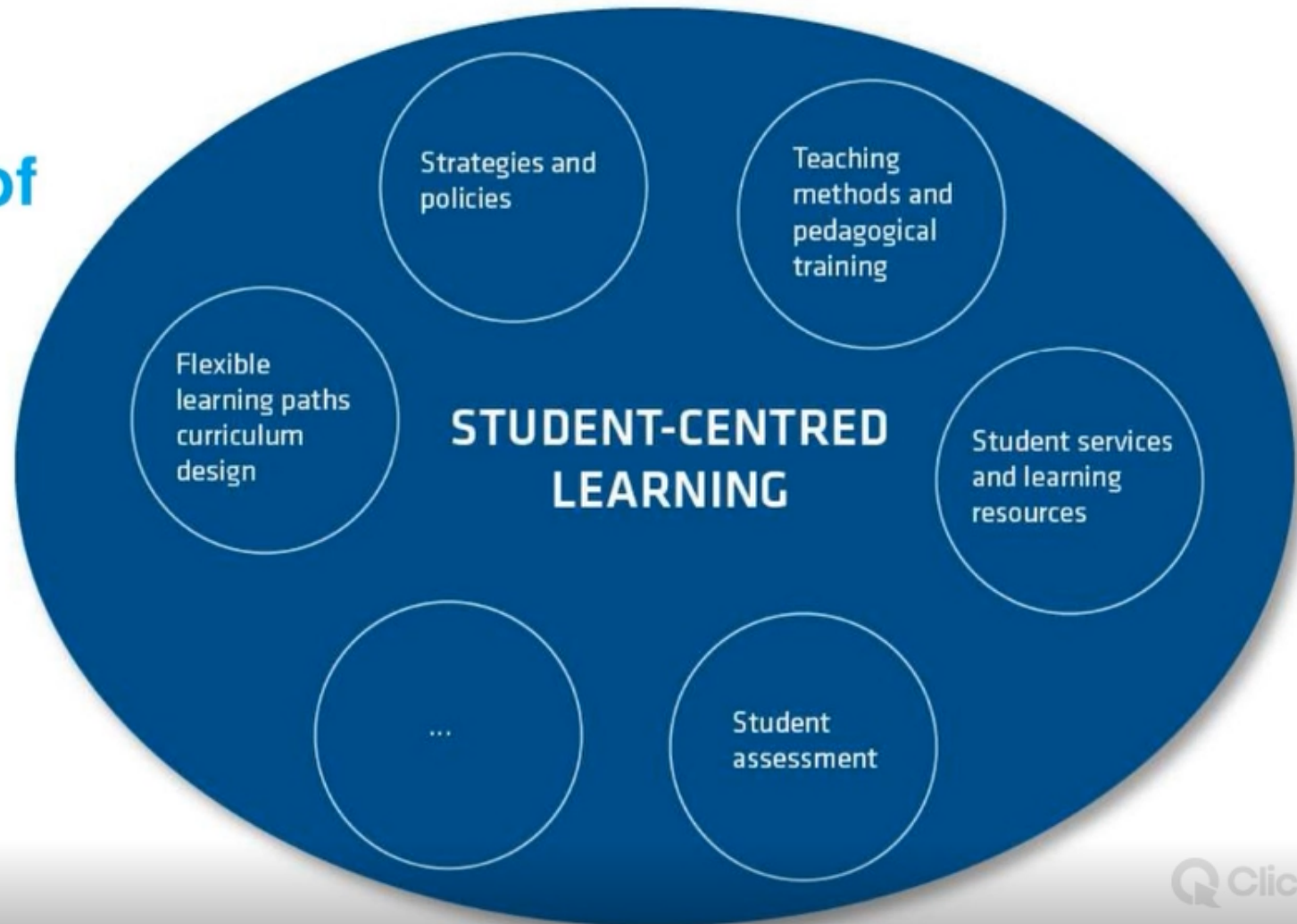
Student-centred learning

Defined by “new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner [...] leading to high quality, flexible and more individually tailored learning paths” (EHEA, 2009, p. 3).

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Elements of student-centred learning



TRENDS 2018

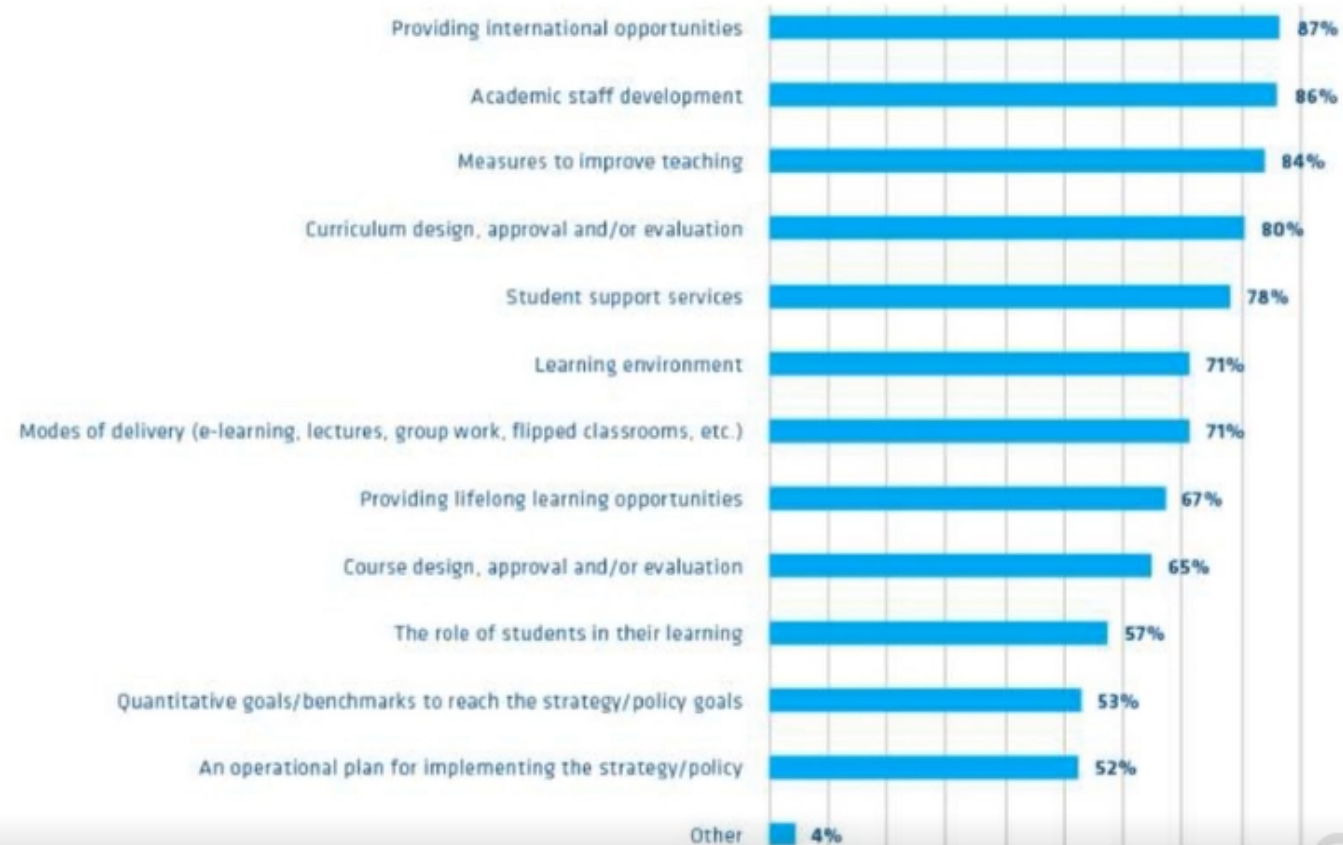
Learning and teaching in the European Higher Education Area

By Michael Gaebel & Thérèse Zhang

Co-authors:
Luisa Bunescu
Henriette Stoeber

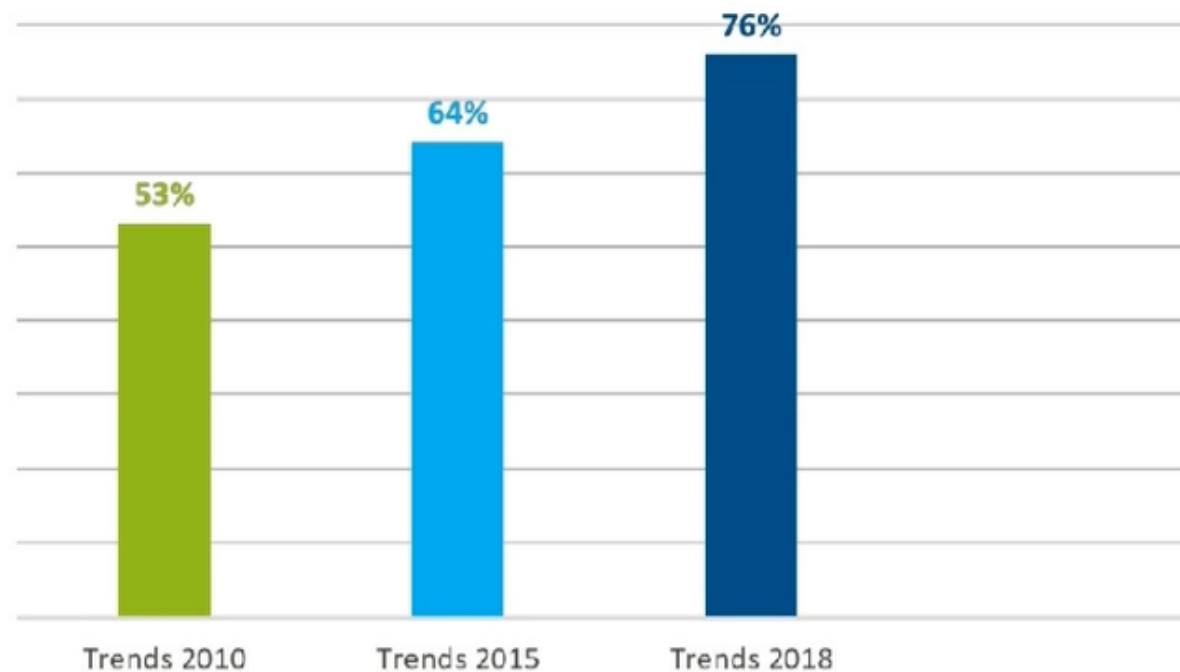
Strategy elements

What elements does your institutional learning and teaching strategy/policy address or include? (Q. 9.1; N = 260)



Trends 2018, Q. 9.1

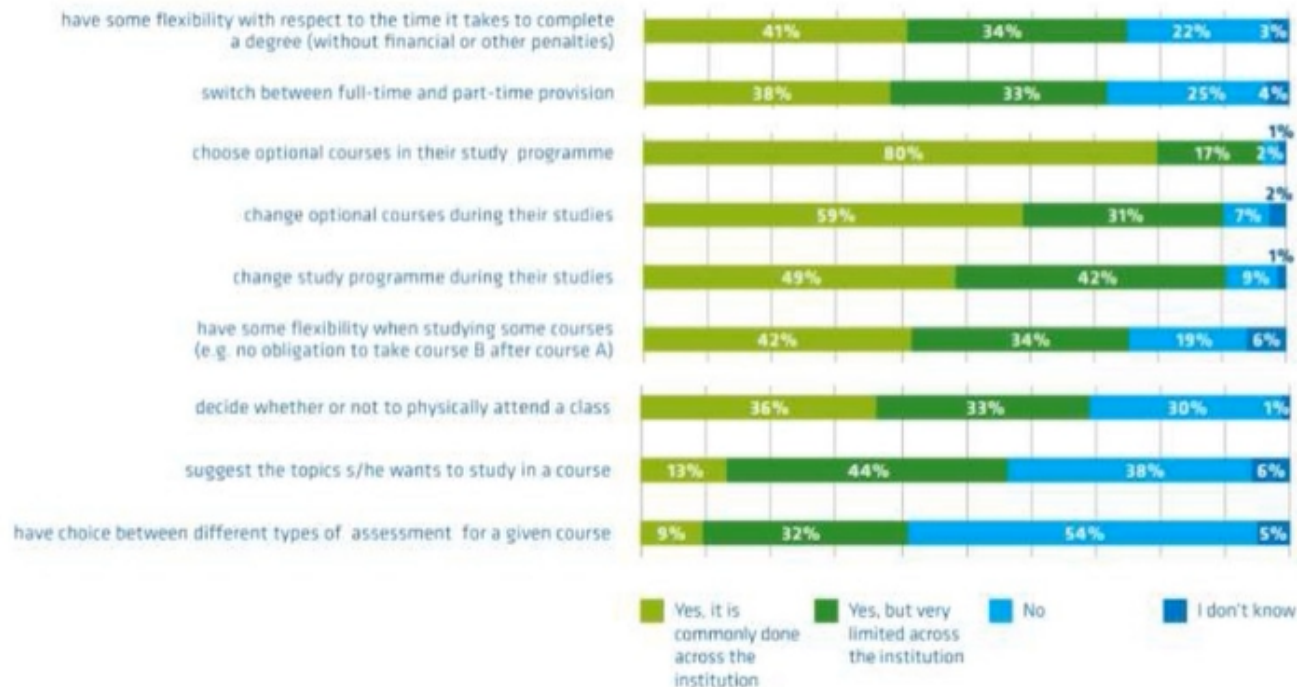
Learning outcomes for all courses



Trends 2018. Q. 22
Trends 2015. Q. 36
Trends 2010. Q. 19

Flexible learning paths

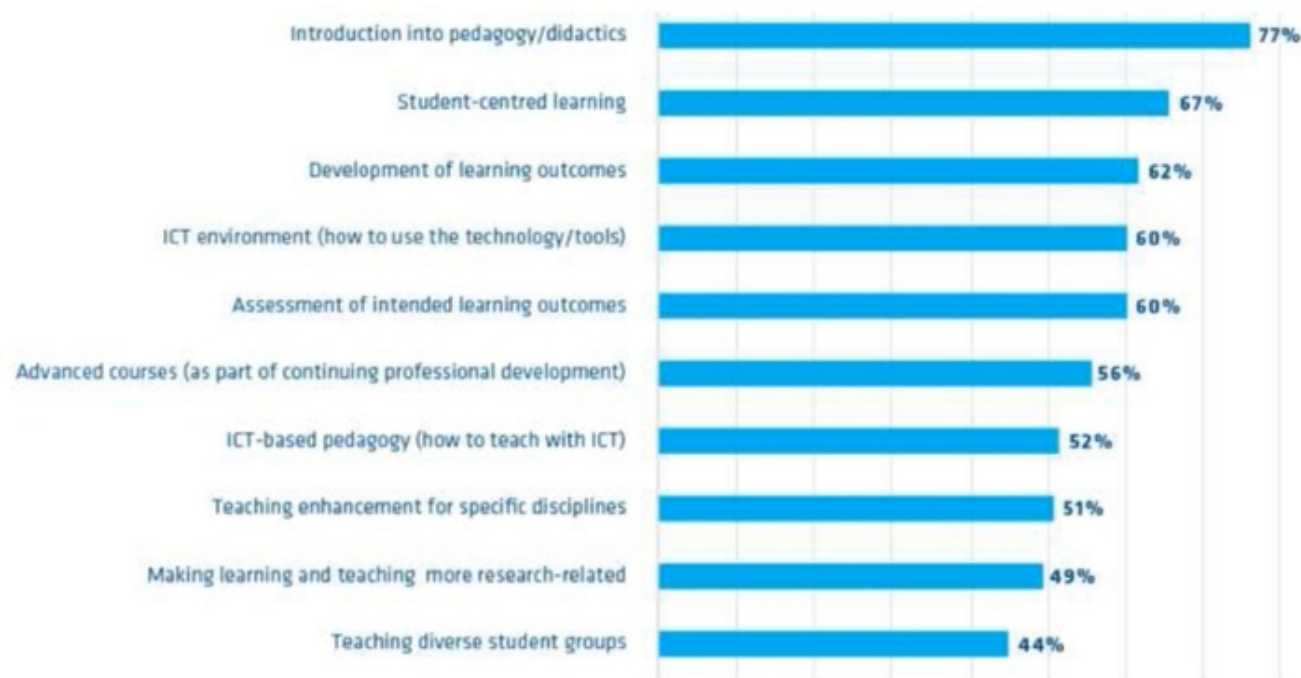
Is it possible for students to... (Q. 16; N = 300)



Trends 2018, Q. 16

Teacher training

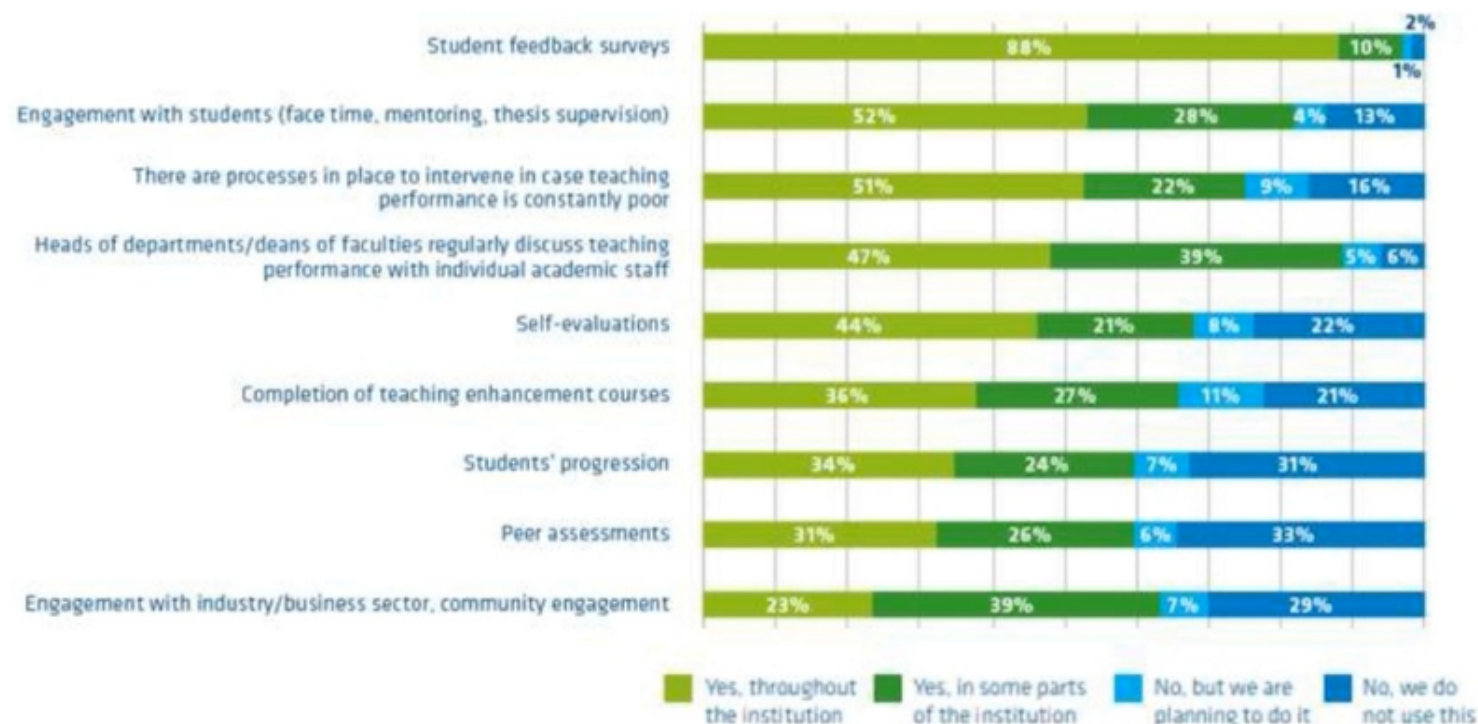
What do compulsory enhancement courses address? (Q. 38.2; N = 106)



Trends 2018, Q. 38

Assessing teaching

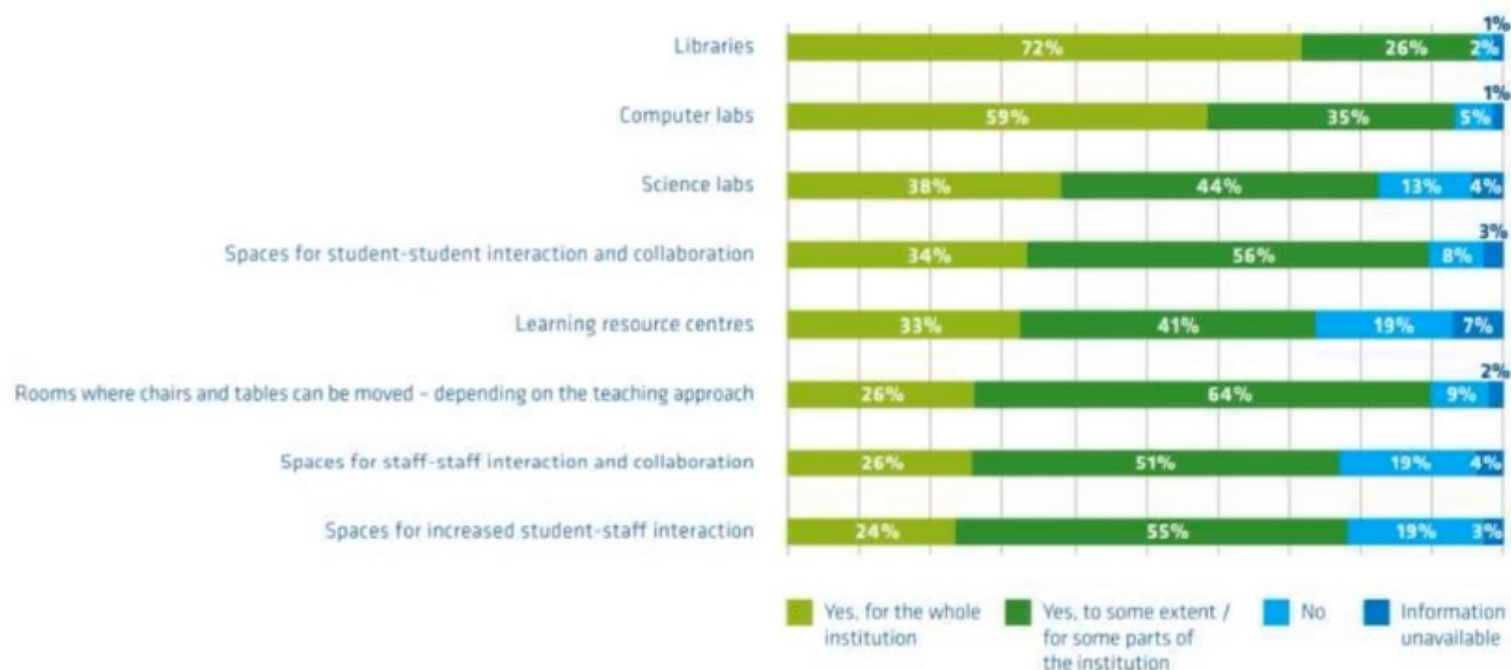
Which of the following means and criteria are used for the assessment of teaching? (Q. 36; N = 275)



Trends 2018, Q. 36

Learning spaces

Are the physical spaces at your institution well adapted to new forms of learning and teaching? (Q. 26; N =292)



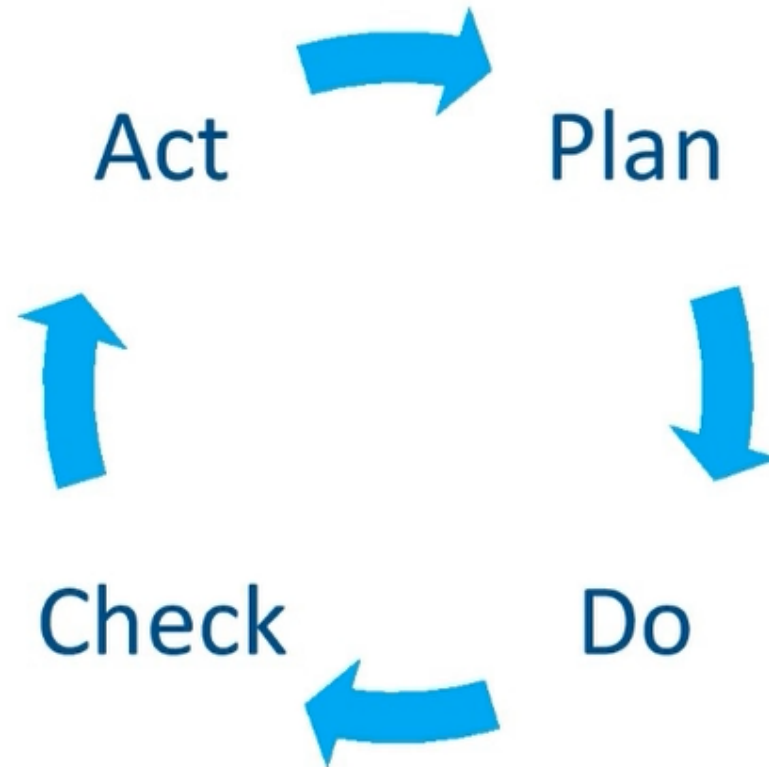
Trends 2018, Q. 26

What about QA?

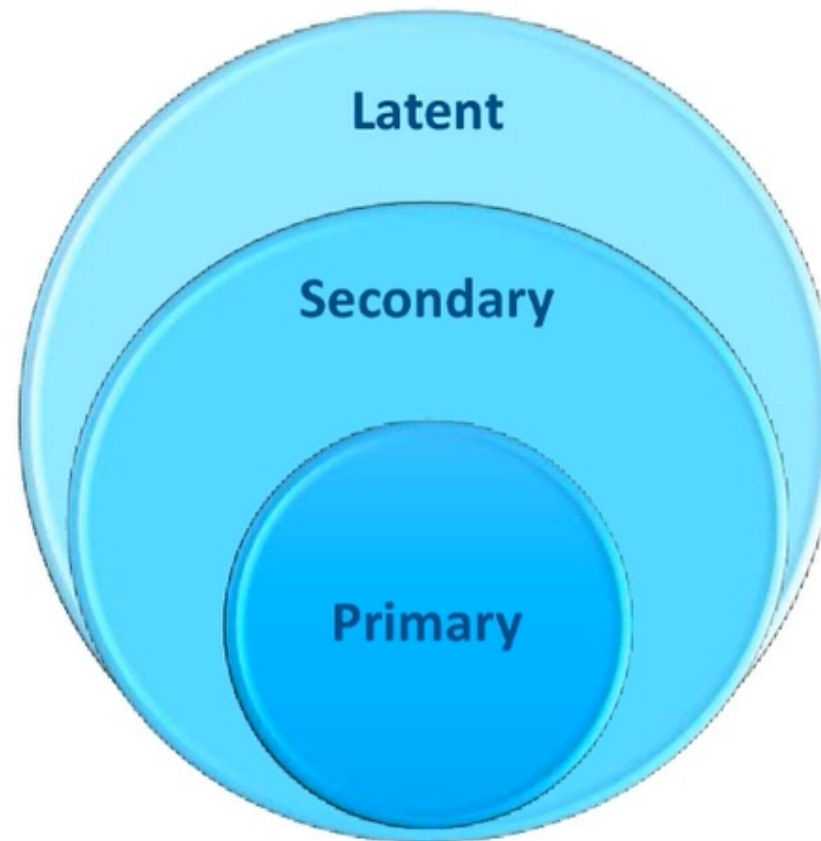
Three approaches to quality assurance (of student-centred learning)

- **Back to basics**
- **Beyond the obvious**
- **A role for everyone**

Back to basics



Beyond the obvious



Adapted from Kivistö, J. and
Pekkola, E., 2017, Quality of
Administration in Higher Education
(Sveriges universitets- och
högskoleförbund (SUHF))

Three dimensions

Primary QA: explicitly about ensuring student-centred approaches to education provision

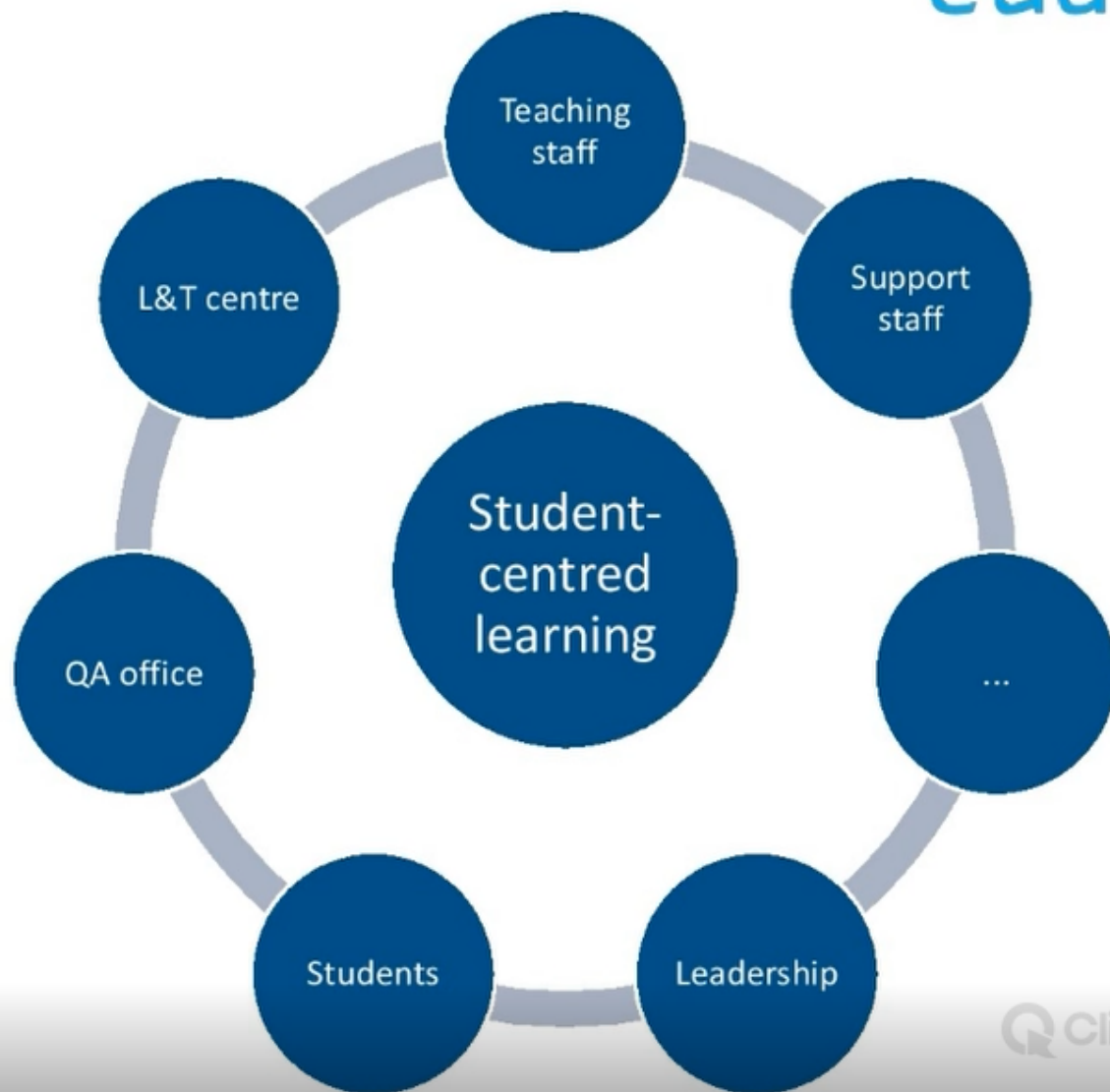
Secondary QA: embedding student-centred learning into existing QA processes

Latent QA: policies and practices that are not named as QA, but still implicitly contribute to student-centred learning

One step
further...

	Plan	Do	Check	Act
Primary QA			Student survey on teaching methods	
Secondary QA	Programme design			
Latent QA		Recruitment		

A role for
everyone



Final thoughts

- **Engage with stakeholders for a common, context-sensitive understanding of student-centred learning → use that to inform approaches to quality assurance**
- **There are links and synergies between different quality assurance processes (and ESG standards) → don't approach student-centred learning in isolation**
- **External quality assurance needs to acknowledge the diversity of approaches**

Student-centred learning: approaches to quality assurance

**By Anna Gover, Tia Loukkola
and Helene Peterbauer**

Full report available at:
www.eua.eu/resources/publications

