



EQAR Members' Dialogue
First experiences with the European approach

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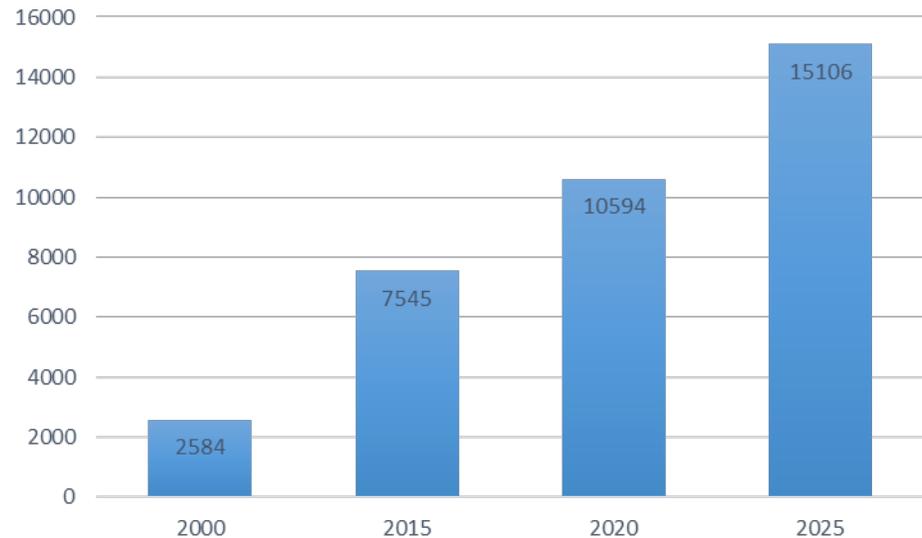
First experiences with the European approach

- organising the partners, programme justification & characteristics
- justifying the European approach
- selecting the accreditation organisation
- analysing the European framework and the NVAO
- suggesting and selecting panel members
- visiting sites and receiving the decision



Organising the programme justification

- rooted in the history and culture of countries
- in a globalized mobile world
- ITEps \leftrightarrow International education



Organising the partners

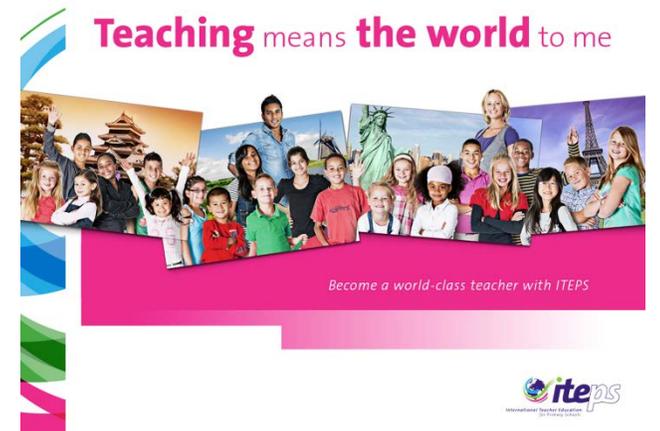
- University College South-East Norway, NO
- Stenden University of Applied Sciences, NL
- University College Zealand, DK (associated partner)
- Unfortunately not Charles University, CZ; Anadolu University, TU and Linnaeus University, SE (an associated partner in 2017)

- Advisory board and friends



Organising the programme characteristics

- Intercultural and international competencies are integrated
- Language of instruction is English (C2-level at graduation)
- 4 curricula: local, National curriculum in England, IPC and IB-PYP
- Curriculum is deep instead of wide (making maximum use of transfer)
- Research is integrated into every subject
- Students must study abroad with one of the partners
- Students must do an internship abroad



Justifying the European approach & selecting the accreditation organisation

- All partners are accredited institutes
- Stenden needs external quality assurance at programme level
- National approach vs European approach
 - International programme
 - One process instead of more processes
 - Trustworthiness towards international consortia / schools
 - Expanding the consortium
 - Framework more tailored towards joint programmes
 - Workload comparable
- Selecting accreditation organisation (EQAR-registered): NVAO

Analysing the European framework & NVAO

- Developing a document stating what is needed per standard
 - ECTS users' guide 2015
 - ESG 2015 version document (standards and guidelines for QA in the EHEA)
 - ECA publications (e.g. joint programme checklist)
 - tailored towards the ITEps consortium
 - the outcomes from past reviews
 - the jointness of the programme (e.g. standard 1.2: joint delivery and design)
 - co-creation
- Meeting with NVAO about:
 - the meaning of some standards, especially when all partners are accredited (e.g. standard 9: Quality assurance)
 - which documents are needed



Suggesting and selecting panel members

- The consortium suggested 3 members (1 from each country) to the NVAO. The members (independent from the Universities involved) were together experts in:

- internationalisation of Teacher Education
- the world of international schools
- the HE system in their own country
- quality assurance

All the members were familiar with accreditation processes.

- The composition of the panel was also important for the consortium in connection with the Teaching Qualification
- The NVAO provided the student representative, certified secretary and process manager



Visiting sites and receiving the decision

- Site-visit: Meppel
 - ITEps started in Meppel in 2012, in Norway in 2015
 - the choice of the accreditation organisation
 - other pragmatic reasons
 - administrative staff
 - programme manager
 -
- Language: English
 - language of instruction
 - official language of the consortium

4 March 2016: Site visit

4 April 2016: Draft panel report

9 May 2016: Final panel report

17 Jun 2016: Official letter



Thank you

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