



EMBRACING SCL IN EXTERNAL QUALITY ASSURANCE

- perspectives from an external quality
assurance agency

CONTEXT: DANISH LEARNING CULTURE



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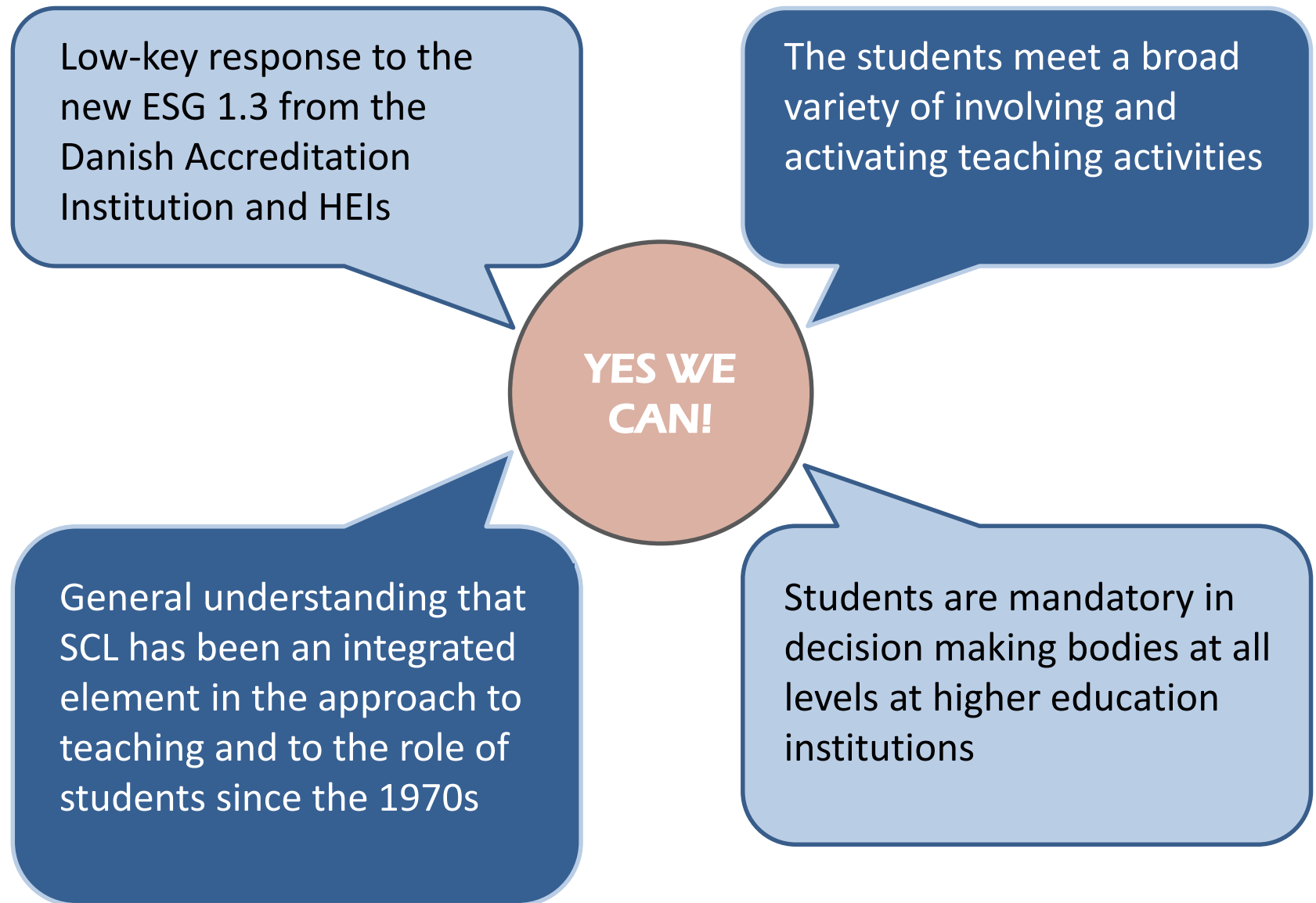


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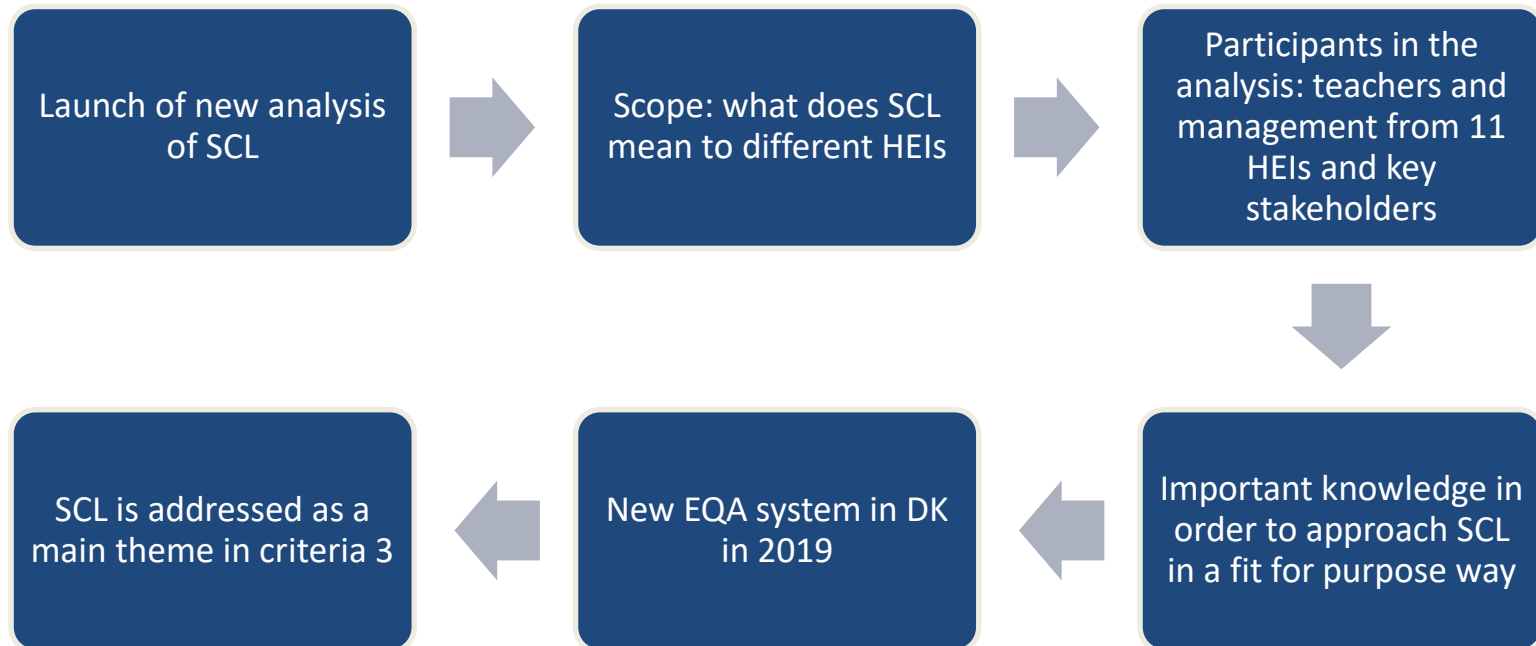
SCL PLAYED ALREADY A RECOGNIZED ROLE



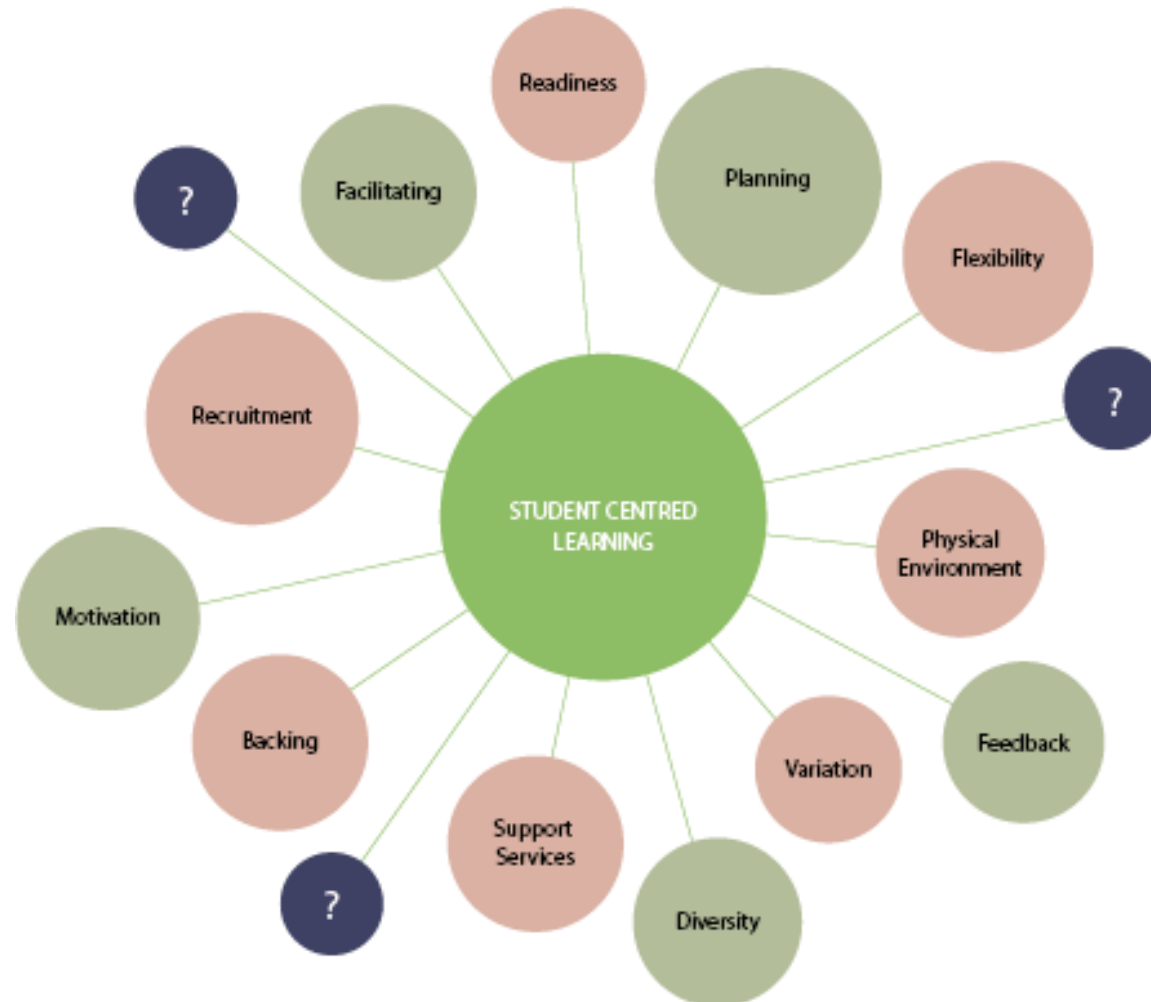
INCLUDING SCL IN EXTERNAL QUALITY ASSURANCE - A WALK IN THE PARK OR A ROUGH CLIMB?



THE DANISH ACCREDITATION INSTITUTION'S RESPONSE TO ESG 1.3



THE MEANING OF SCL IN A DANISH CONTEXT



MANY UNDERSTANDINGS OF SCL

- **Variation** in educational and didactic learning styles
- The teacher's role in **facilitation** and **planning** the learning process
- **Flexibility** with respect to the student's study path
- The student's **motivation** with respect to learning and actively participating in the learning situation
- Providing **feedback** on the student's ongoing academic development and performance in exam situations
- Accommodating **diversity** across the student community
- **Backing** from heads of institutions for the learning style
- **The student's readiness** to engage in independent reflection and action
- An offer of **support services** for students where private/personal factors present an obstacle to learning
- **Recruitment** of teachers with the appropriate educational and didactic skills and a passion for the institution's teaching style
- The right **physical environment** for learning which supports e.g. group work and encourages students to interact with teachers

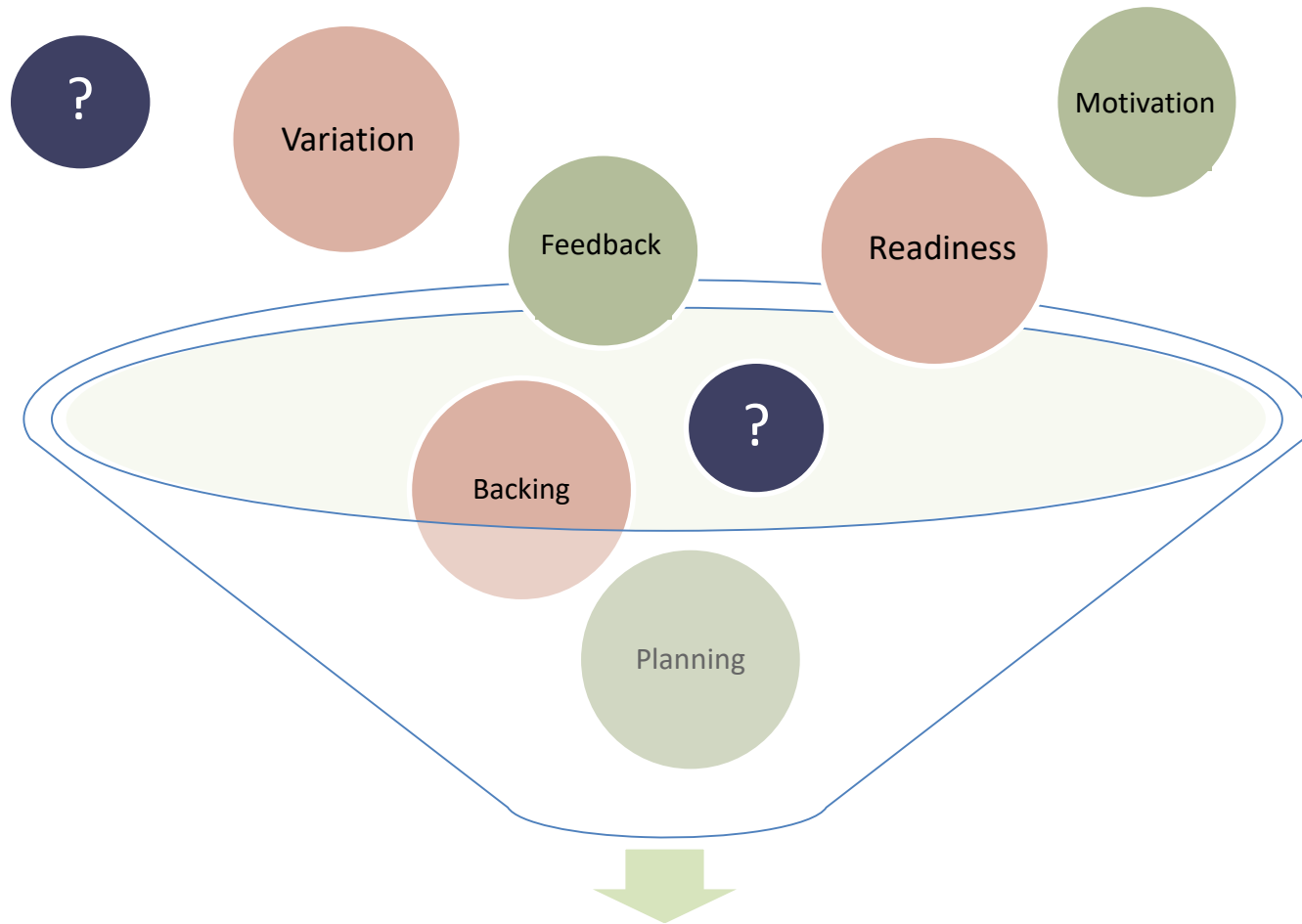
THE BROAD MEANING OF SCL ADDRESSES MEGATRENDS IN DANISH HIGHER EDUCATION POLITICS

- Growing number of young people enroll higher education
- A more differentiated admission and different groups of students
- The importance of good teaching has come into focus in recent years
- Expectation of increased flexibility in student life and lifelong learning (supported by digital technologies)

THE BROAD MEANING OF SCL ADDRESSES MEGATRENDS IN DANISH HIGHER EDUCATION POLITICS

- Rapidly changing skills needs in the labor market require independent and critically reflective students who can quickly acquire new knowledge.
- More (and better) feedback is sought as important elements to create motivation and learning
- The teacher's growing role as facilitator in response to the more passive teaching style

AS EASY AS WE THOUGHT?



A new and adjusted institutional accreditation system from fall 2019

SCL AND THE NEW SYSTEM OF INSTITUTIONAL ACCREDITATION

SCL is addressed in Criterion III. The programmes' level, content and organisation

The institution has **considered and prioritised work to support the approach to student-centred learning selected** and quality assures the activities this work entails. There **are no specific expectations about what the institution decides, but there is a general expectation that all priorities are well-considered.**

The expectation for quality assurance means that the institution systematically plans its own initiatives, implements them, assesses the results of the initiatives and follows up on these.

student-centred learning means, for example, organisation of the programme, including variation in teaching and types of work, so that teaching takes outset in students' skills and qualifications, and the programme supports their commitment to attain the learning objectives (e.g. using specific pedagogical/didactical tools such as feedback, project work etc.).

Student-centred learning can also mean student-centred support functions, e.g. student counselling, careers guidance, etc. to ensure that there are no structural barriers to student learning.



The main findings of the analysis is presented in an article in:

Internationalisation of Higher Education. Developments in the European Higher Education Area and Worldwide

”Student-Centred Learning Viewed Through the Eyes of an External Quality Assurance Agency”



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