

EUROPEAN UNIVERSITY ASSOCIATION
**Student-centred learning:
approaches to quality assurance**

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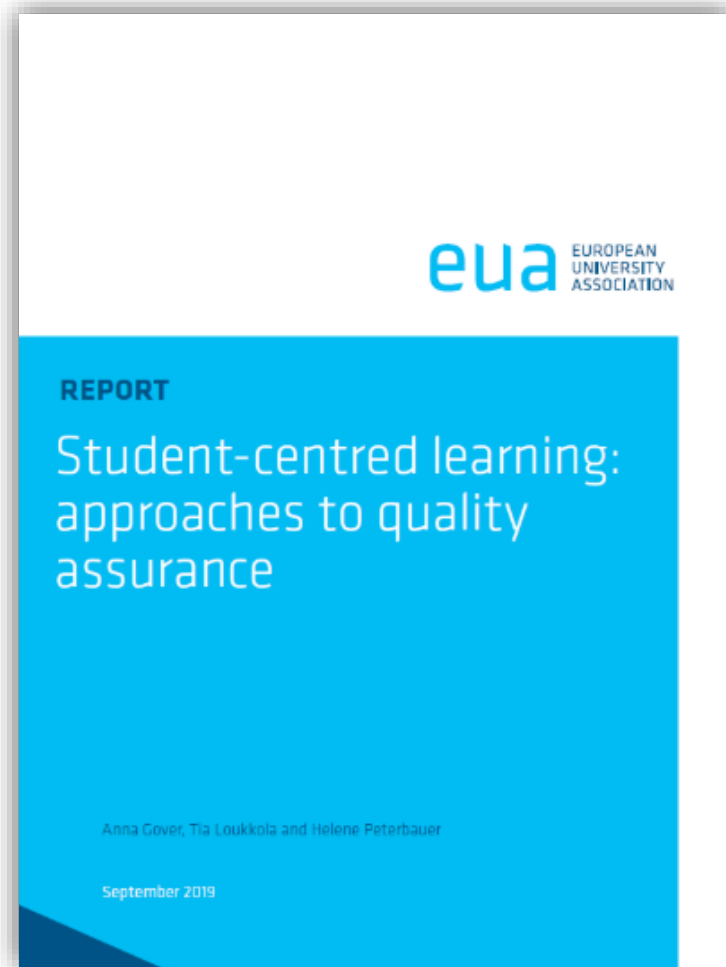
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Student-centred learning: approaches to quality assurance

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



European Quality Assurance Framework

1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

ESG
2015

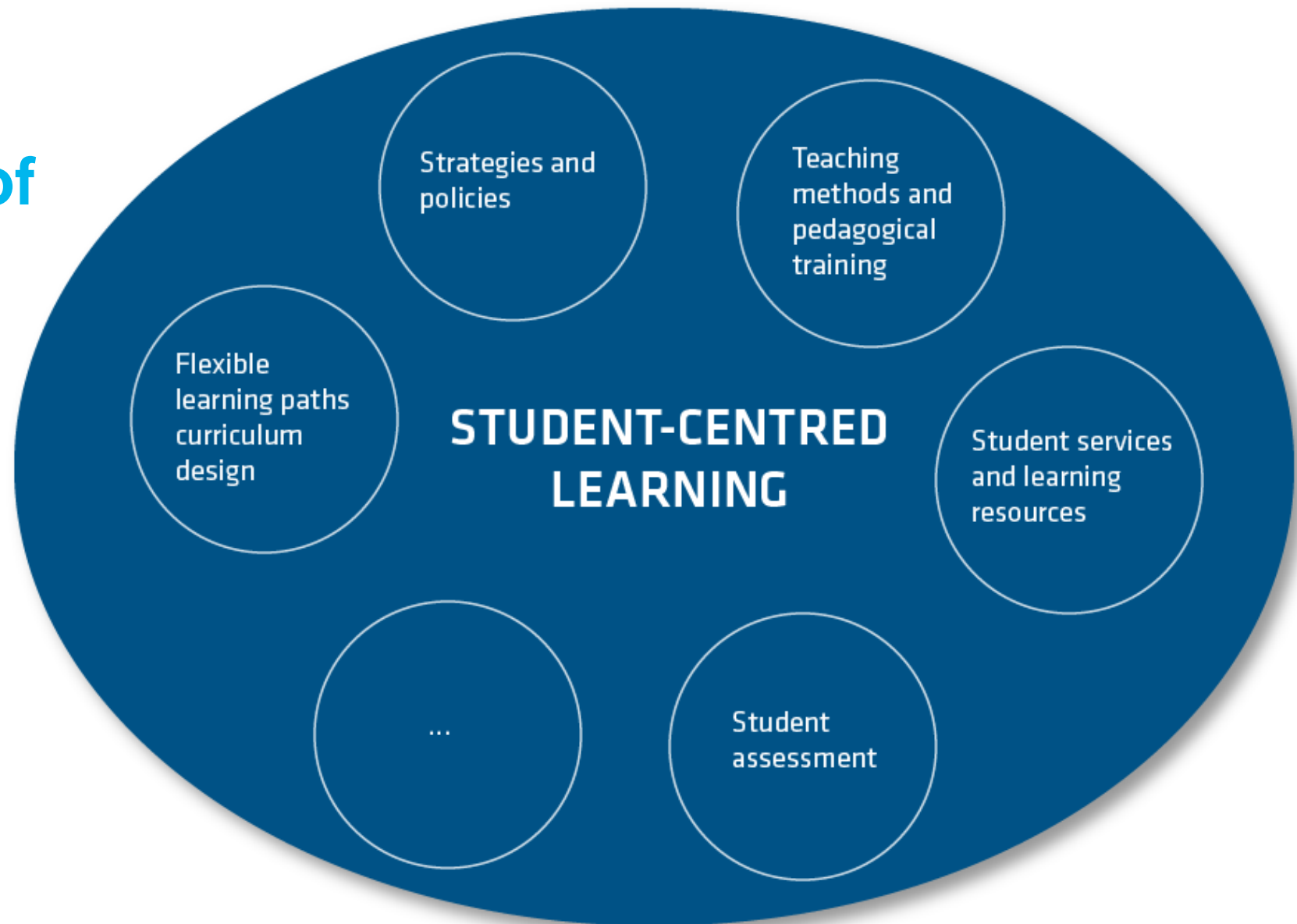


Student-centred learning

- Education that is geared towards student learning and success
- Education provision that is defined by intended learning outcomes and most fit-for-purpose learning process
- Taking into account the student's individual background and ensuring they take part in shaping the learning process
- 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

Elements of student-centred learning

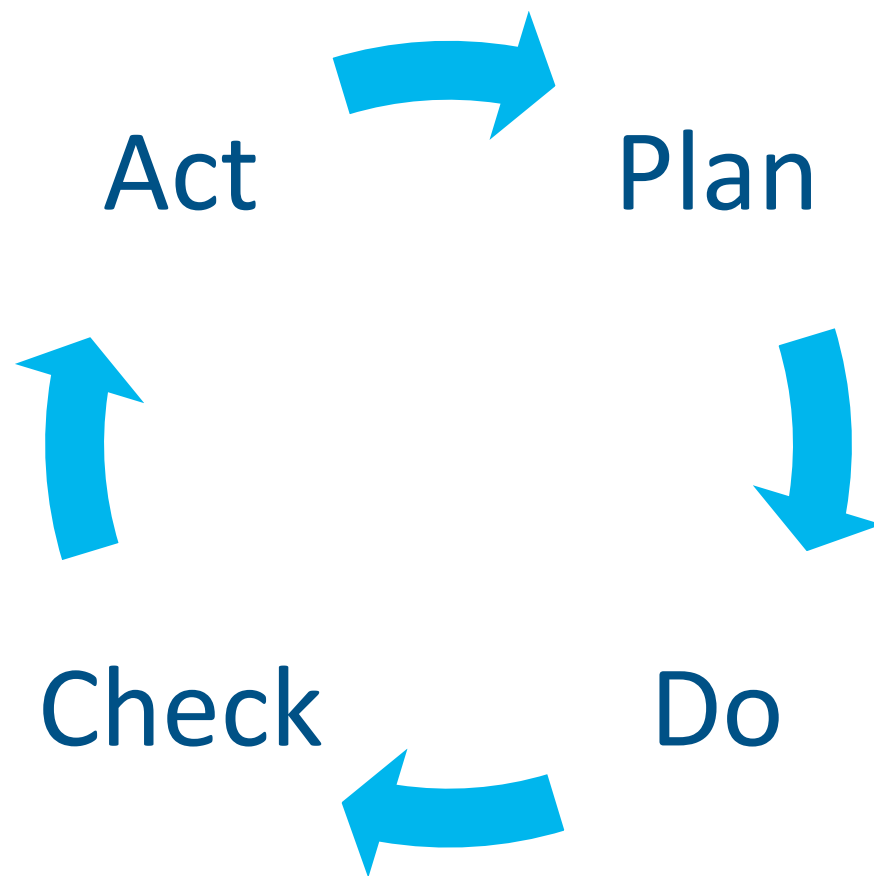


What about QA?

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

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

Back to basics

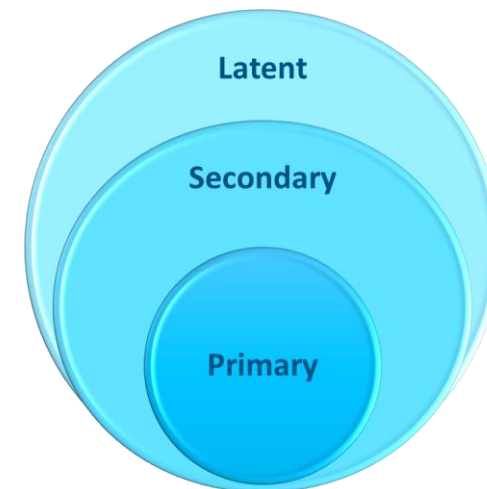


Beyond the obvious

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

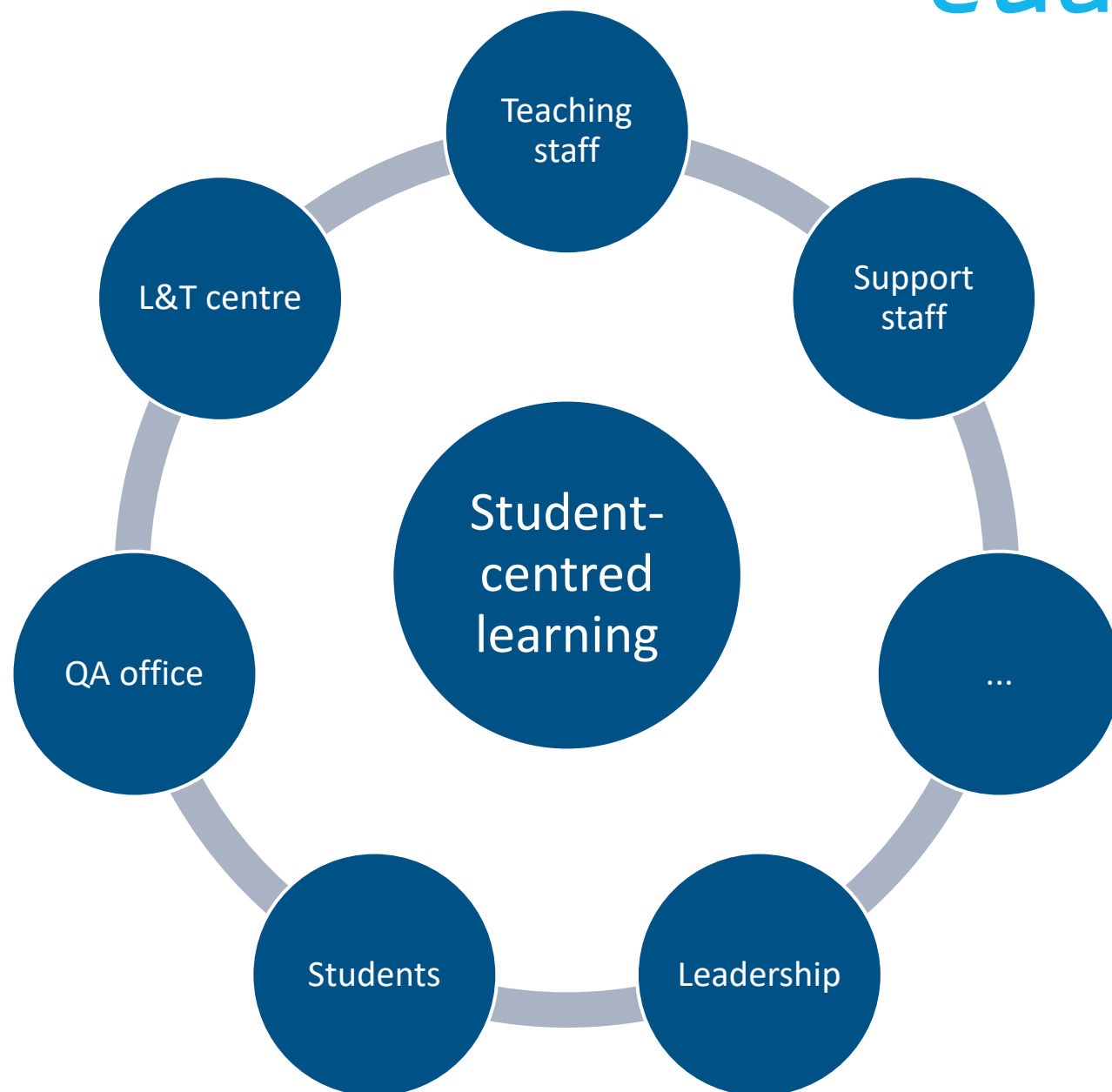
Secondary QA: embedding student-centred learning into existing QA processes

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



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

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**
- **Implications for external quality assurance?**

Questions/comments?

