



Fostering Cooperation through Enhancement-Oriented National Evaluations

Ingebjørg Flaata Bjaaland and Inger-Lise Kalviknes Bore,
the Norwegian agency for quality in education (NOKUT)

Outline

- Introduction: Norway and NOKUT
- About our evaluations
- Example evaluations
- Focus on key challenges
- Fostering cooperation and knowledge exchange
- Summary



Educational institutions in Norway

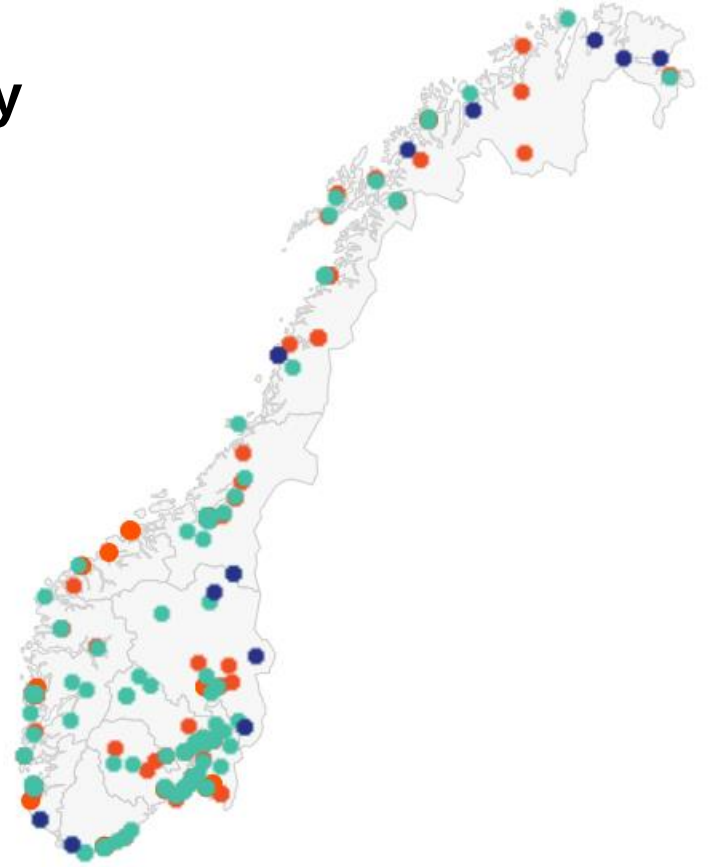
Higher education institutions (48)

305 000 students

Tertiary vocational institutions (57, EQF 5)

30 385 students

«Study Centre» (12)

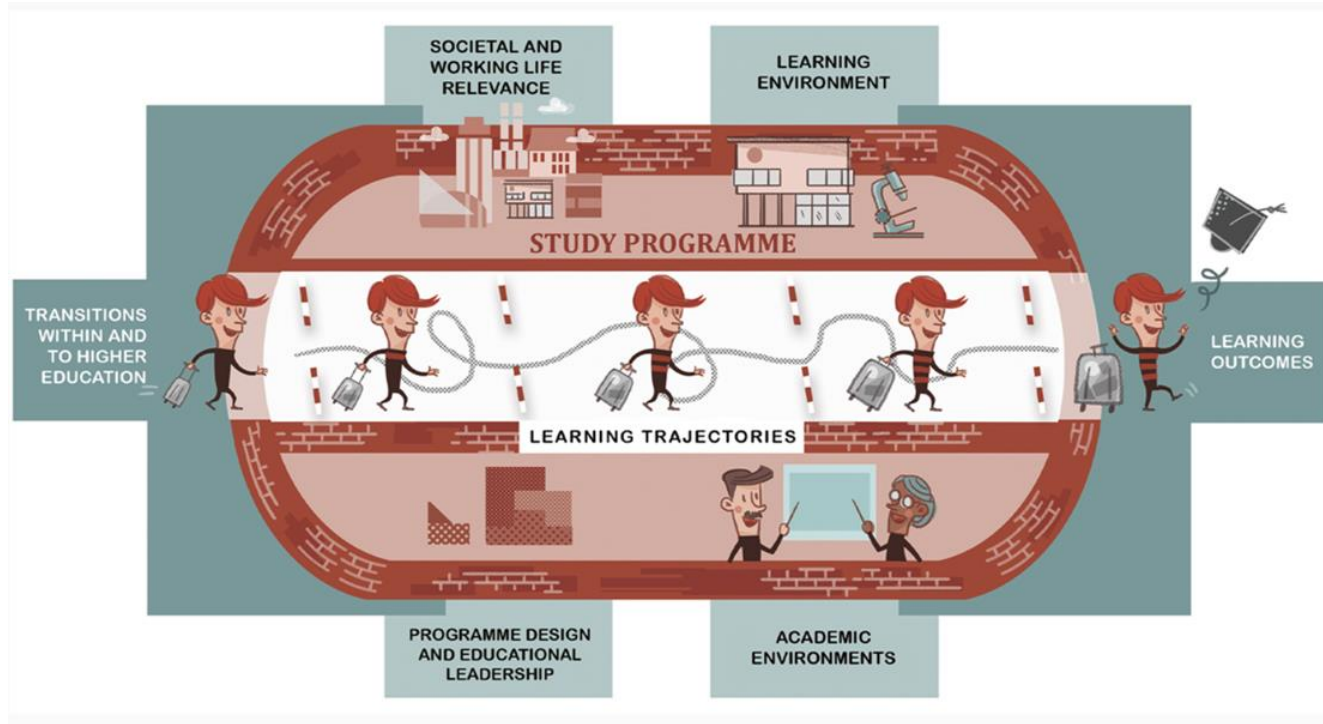


NOKUT's ESG activities

- **Accreditation** of institutions and study programmes
- **Supervision** of accreditations
- **Periodic reviews** of institutional quality assurance practices
- National, **enhancement-oriented evaluations** of educational quality in study programmes



Quality Areas for study programmes in higher education



NOKUT's national evaluations of educational quality in study programmes



Objective: Generate knowledge about educational quality and support quality enhancement



Approach: Expert assessment of educational quality offering insight into key challenges and good practice. Emphasis on broad involvement.

Case study evaluations

Evaluation	Start date	End date	Number of institutions	Number of students
Integrated secondary teacher education	May 2020	Oct 2022	11	5,000
Integrated primary and lower secondary teacher education	June 2022	Dec 2024	13	11,000
Professional programme in Medicine	Jan 2023	March 2025	4	8,000

Focus on Key Challenges

- Use value: Process and report
- Selecting key challenges
 - Stakeholder analysis
 - Input meetings
 - Reference group
 - Terms of Reference finalised with expert panel



Examples of evaluation themes

Coherence in Integrated secondary teacher education

- a. How do the institutions and partner schools work to develop coherence in the study programme?
- b. What promotes and hinders their work to develop coherence in the study programme?



Photo: Aziz Nasuti

Examples of evaluation themes

Academic communities in Integrated primary and lower secondary teacher education

- a. How do the institutions and schools work on utilising and developing academic, research-based, and professional competencies within their academic communities?
- b. To what extent do the academic communities on campus and in schools have the necessary competencies to implement and develop a teacher education programme that is research-based and profession-oriented?



Photo: Inland Norway
university of applied sciences

Examples of evaluation themes

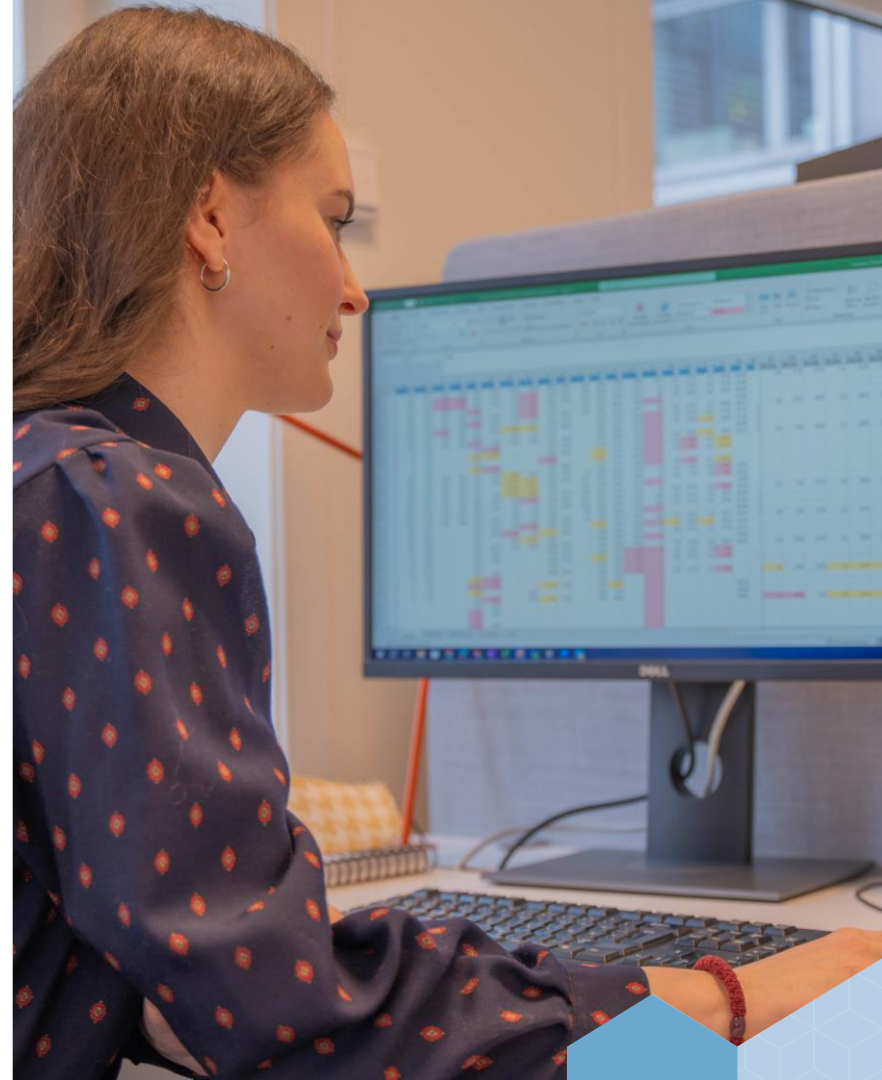
Teaching, learning and assessment in the Professional programme in medicine

- a. How do medical students, teachers and placement supervisors experience and assess the use of various forms of learning activities, assessment, and feedback in the programme?
- b. To what extent does the use of various forms of learning activities, assessment and feedback facilitate the achievement of desired learning outcomes by medical students?



Focus on Key Challenges

- Collecting data on key challenges
 - Self-assessment
 - Surveys and qualitative data
 - Site visit



Fostering Cooperation and Knowledge Exchange: Evaluation design phase



Collaborative approach to evaluation design for stakeholder interaction, critical reflection and knowledge exchange



Stakeholder involvement for quality enhancement in HE *and* in schools / healthcase

Fostering Cooperation and Knowledge Exchange: Data collection phase



Broad involvement in self-assessment for new insights



Peer observation of site visit for learning and cooperation



Sharing interim findings for ongoing quality enhancement and arenas for knowledge exchange

Fostering cooperation and knowledge exchange: Report and follow-up



Joint evaluation report for knowledge exchange and post-evaluation cooperation



Follow-up webinar for knowledge exchange on enhancement initiatives

Summary

Strengths

- Emphasis on use value for quality enhancement
- Facilitating critical reflection, knowledge exchange and cooperation among stakeholders

Weaknesses

- Time consuming
- Complex data material

