

co-creation of knowledge

*curriculum development
cross-status group exchange
administrative practice
use of relevant data
interaction
accreditation
diversity of information
procedural steps
administration of information
quality assurance
legal requirements
study programmes
didactics*

Enabling QA at universities to address new topics: the example of societal engagement

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„Think, share, introduce yourselves“

■ Who works in/is...?

- ✓ works in quality management
- ✓ is a member of the university management
- ✓ is a member of the university administration
- ✓ is a university teacher
- ✓ is a student

■ How many people work in the QA department at your university and how many students do you have?

- ✓ up to 4 people if there are fewer than 15,000 students
- ✓ up to 4 people if there are 15,000 students or more
- ✓ 5 people or more working in QA if there are fewer than 15,000 students
- ✓ 5 people or more in QA and your university has 15,000 students or more

■ Is societal engagement or public engagement measured and evaluated as part of the QA at your university?

- ✓ yes
- ✓ no
- ✓ partly
- ✓ don't know

... Introducing ourselves

① Who works in / Who is...

QA	Mgt.	Adm.	Lect.	Stud.	?
22	5	5	2	3	

②  QA vs. N° Students

	< 15T Stud.	≥ 15T Stud.
QA ≤ 4 	6	4
QA ≥ 5 	7	11

③  societal / public engagement measured & evaluated by your QA?

	YES	NO	PARTLY	Don't know
?Q	11	5	14	1

State of the Art and Initial Questions for the Workshop

- QA units have been mainly responsible for the "check" step in the PDCA cycle, and for establishing feedback loops
- QA units are now more and more actively involved in the discussion and enhancement of the strategy of teaching and learning or in the preparation of third-party funded projects
- The tasks of the QA units have shifted, regardless of the overall Quality Management system framework of the universities.
- Depending on the university, QA often lacks the capacity in terms of time and methods to regularly accompany or even moderate the required changes.



- ? Could QA be the decisive factor for change at universities or should QA simply document the quality standard achieved, interpret the data and make suggestions to stakeholders for improvement measures to be taken?
- ? What changes can QA tolerate, how agile and resilient is it?



Aims of the workshop

The participants

- get to know a new method and how to adapt methods uses in different subjects for new tasks in the QA
- learn how to identify the relevant institutional settings and stakeholders,
- learn to identify the drivers of change in university settings
- become aware of the influence of differences in culture in university settings



Why Sociatal engagement

- **Reference of HEI's to the Sustainable Development Goals**
 - **Transforming our world: the 2030 Agenda for Sustainable Development (United Nations, 2015, A70/L.1)**
- **Shift towards citizen-oriented research the EU's science policy: The Horizon Programmes call for multiple socially relevant impact factors to be taken into account in research and for this to be done in the broadest possible alliances.**
 - **European Commission: Directorate-General for Research and Innovation, Chicot, J., Kuittinen, H., Lykogianni, E., Fisher, R. et al., *Mission-oriented research and innovation – Assessing the impact of a mission-oriented research and innovation approach – Final report*, Publications Office, 2018) <https://data.europa.eu/doi/10.2777/373448>**
- **—> Contribution of HEI's to significant societal transformation challenges required**



Adapting methods and concepts from other sciences for QA to empower QA to become drivers of change

PEST /STEP Analysis:

- “is a framework of external macro-environmental factors used in strategic management and market research.”
- The factors that are considered are
sociological, technological, economic and political
- There are interdependencies between these individual factors, which means that a change in one area can also lead to changes in other areas.

? Is this a method we could use to prepare the implementation and to measure societal engagement in degree programmes?



Adapting PEST/STEP for QA Purposes

Political Factors

- New Accreditation necessary
- ...

Economic Factors

- How much money do we need?
- Do we have enough staff?
- ...

Sociological Factors

- Does this fit into our curriculum?
- How can this be implemented in the curricula?
- ...

Technological Factors

- Are they changes in the learning management system necessary?
- ...



Introduction into the working phase

Part 1 (40 min.)

- ✓ The participants assign themselves to smaller groups of about 10 participants.
- ✓ Each group should represent a range of status or stakeholder groups, large and small universities, large and small QA departments
- ✓ On a Brown paper, each group documents the outcome of the discussion on “**Defining Drivers for implementing for Societal Engagement in Degree Programme**”.
- ✓ The smaller groups agree on one participant to present the results

Part 2

- ✓ Presentation of the results in plenary

- mission + vision on societal engagement
- third mission?
- global political landscape
- valorization of research / apply research

Political
Factors

- Specialization
- co-creation
- competencies / skills
- gap fundamental research $\leftrightarrow$ society
- engagement of students
- sustainability
- drop out's
- identity (entrepreneurial or societal)
- diversity

Sociological
Factors

Connection different types of institutions / cooperation

- ~~resources~~ resources (financial, HR, infrastruct.)
time

links academia and industry
external
(+ Appl. & Invest. + value)

Economic
Factors

- different systems used

- AI (academia's response / $\rightarrow$ debates and etc.)

Technological
Factors

HORIZONTAL:

LEARN MANAGEMENT

ETHICS

COMMUNICATION $\rightarrow$ VALUE PROPOSITION

WATCHING DECISIONS

external
factors

- ETHICAL ASPECTS (conflict interest)
- Student Integration in the Project

- Internal & External

- Assessment
- Relationship Management
- Academic Crosscutting

- STAFF
TRAINING

+ Recognition for
Economy

Political
Factors

Sociological
Factors

PEDAGOGICAL

Economic
Factors

Technological
Factors

SOCIETAL ENGAGEMENT

→ STUDY PROGRAM
BA-LEVEL

+

- * international reputation
- * need from labor market
- * promote / justify HE

Does the Accreditation agency need to be contacted?

insensitive in terms of ranking

=

political skepticism (rightwing backlash)

Political Factors

Sociological Factors

CHALLENGE:
COMMON UNDER-
STANDING OF
SOC. ENG.

in what language?
How accessible for who?

CREATE TIME/
SPACE IN THE

CURRICULUM
FOR VOLUNTEERING?
WHAT WILL BE
KICKED OUT?

DISCIPLINE -
SPECIFIC OR
-AGNOSTIC

Economic Factors

- * int. rep.
- * attractive for sponsoring?

include soc. e.
in research funding
applications

engage the labor market

transfer knowledge

CAPACITY TO
CREATE CAPSTONE
COURSE

system + staff in place

How to translate
to credits?
integrated? elective?

Technological Factors

- legal frameworks / regulations
- bars & associations
 - ↳ impositions of legal frameworks
- degree of centralization as political tool
- "ticking boxes" ≠ quality
- equality as political factor
- political sentiment against science influencing education
- commercialization of education and research; lack of trust
- unbalance in societal interest in specific themes
- balance research - society
- lifelong learning *
- low density population areas
- community approaches
- migration (EU/non-EU)
- language
- sustainability of funding

Political Factors

Sociological Factors

Economic Factors

Technological Factors

Defining Factors for Implementing Societal Engagement in Degree Programme

- marketing opportunities for education
- skills gap teachers - students in technology
- PBL with external partners → how to move to technological innovation? TRL? Translation to higher skills? Valorisation Value for society?

Feedback

- Did I learn something new?
- Will I tell anyone about this workshop?
- What do I take from the discussion for my own work?
- What are the next steps to address this issue?

