Practical look into the European Approach for the QA of JP
The ITEps perspective
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• organising the partners & characteristics
• justifying the European approach
• selecting the accreditation organisation
• suggesting and selecting panel members
• site visit, language and receiving the decision
Organising the partners

• University College South-East Norway, NO
• Stenden University of Applied Sciences, NL
• University College Zealand, DK (associated partner)
• In the future, universities from UK, Germany, Southern Europe, India/Thailand and South Africa (full or associated partners)
• Unfortunately not Charles University, CZ; Anadolu University, TU and Linnaeus University, SE (an associated partner in 2017)

• Advisory board and friends
Programme characteristics

• Intercultural and international competencies are integrated
• Language of instruction is English (C2-level at graduation)
• 4 curricula: local, English curriculum, 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 a placement 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 3 or more processes
  - Trustworthiness towards international consortia / schools
  - Expanding the consortium
  - Framework more tailored towards joint programmes
  - Workload comparable

• Selecting accreditation organisation (EQAR-registered): NVAO
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
Site visit, language 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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