

# LESSONS LEARNED FROM THE FIRST CYCLE OF REVIEWS IN ICELAND

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# Overview

- About the first cycle of reviews
- Extracting headline outcomes from review reports
- Linking first cycle headline outcomes to ESG Part 1
- Bridging the gap: thematic analysis
- What we learned

# First cycle of reviews

- Icelandic Quality Enhancement Framework
  - QEF1
  - QEF2



# First cycle of reviews

- Institutional reviews
  - Two judgments
    - Standards of degrees and awards
    - Student learning experience
  - Headline outcomes
    - Commendations
    - Recommendations



# Sample commendations

- *The preparation provided by the programmes for further studies abroad*
- *The willingness of support staff to play a more active part in institutional planning*
- *Attractive and well-maintained buildings, supportive to the educational programme*

# Sample recommendations

- *Developing new programmes incorporates an external perspective*
- *Formalising QA processes and making them more visible within the institution*
- *Improving internal sharing of best practice*

# Headline outcomes through the lens of ESG

- All headline outcomes were coded based on Part 1 of ESG (2015)
- One bullet could belong to more than one ESG Standard
  - *Resolving the mismatch between the aspiration to raise admission standards and the need to strengthen academic support for non-traditional entrants*
    - ESG 1.4: student admission, progression, recognition and certification
    - ESG 1.6: learning resources and student support

# Headline outcomes through the lens of ESG

- Commendation bullets
  - N = 82
  - Coded by ESG standard = 51
  - Not codable by ESG Standard = 31
- Recommendation bullets
  - N = 88
  - Coded by ESG standard = 66
  - Not codable by ESG Standard = 22

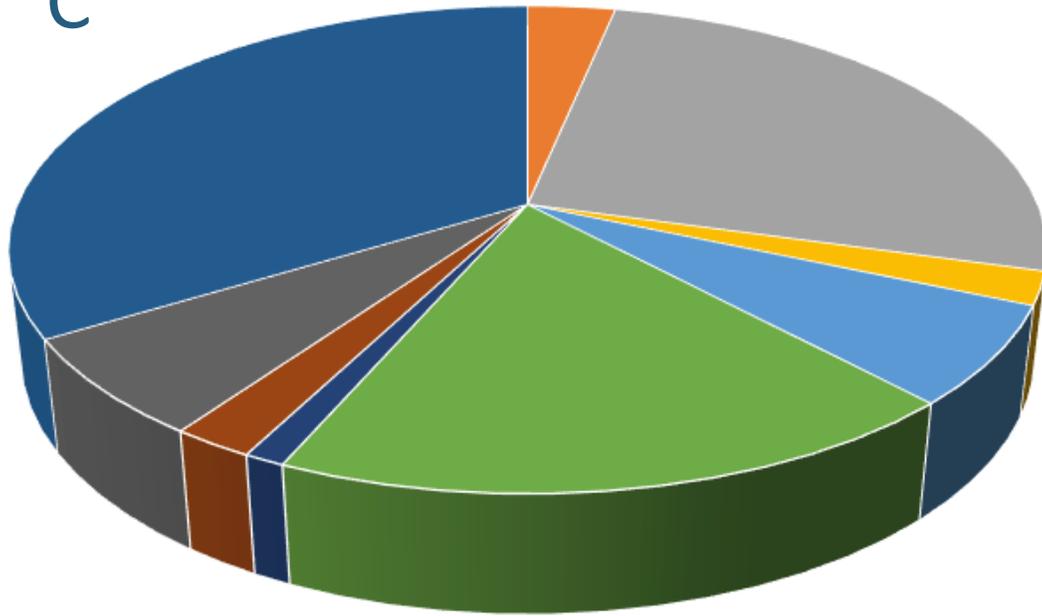
# Commendations through the lens of ESG

<b>ESG Part 1</b>	<b>Number</b>
1. Policy for quality assurance	0
2. Design and approval of programmes	3
3. Student-centred learning, teaching and assessment	24 
4. Student admission, progression, recognition and certification	2
5. Teaching staff	6
6. Learning resources and student support	17 
7. Information management	1
8. Public information	2
9. On-going monitoring and periodic review of programmes	6
10. Cyclical external quality assurance	0
Not coded	31 
<b>Total</b>	<b>92</b>

# Recommendations through the lens of ESG

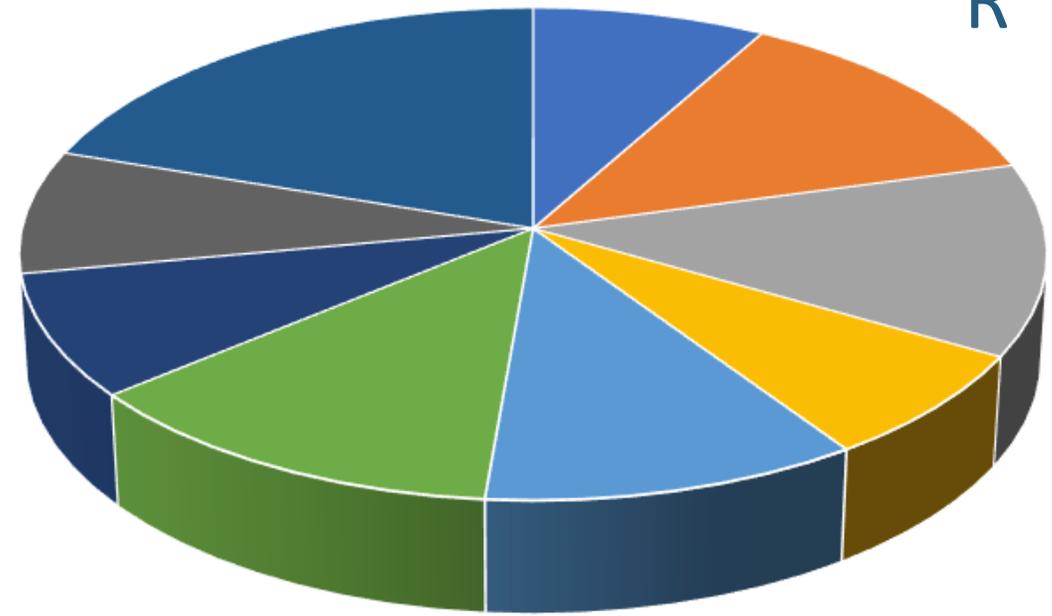
<b>ESG Part 1</b>	<b>Number</b>
1. Policy for quality assurance	9
2. Design and approval of programmes	14 ←
3. Student-centred learning, teaching and assessment	14 ←
4. Student admission, progression, recognition and certification	8
5. Teaching staff	12 ←
6. Learning resources and student support	14 ←
7. Information management	9
8. Public information	0
9. On-going monitoring and periodic review of programmes	9
10. Cyclical external quality assurance	0
Not coded	22 ←
<b>Total</b>	<b>111</b>

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- 1.1. Policy for quality assurance
- 1.2. Design and approval of programmes
- 1.3. Student-centred learning, teaching and assessment
- 1.4. Student admission, progression, recognition and certification
- 1.5. Teaching staff

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- 1.6. Learning resources and student support
- 1.7. Information management
- 1.8. Public information
- 1.9. On-going monitoring and periodic review of programmes
- 1.10. Cyclical external quality assurance
- Not coded

# Where ESG fell short

- Commendation bullets
  - Not codable by ESG Standard = 31
    - *The loyalty towards the institution shown by students, academic and support staff, alumni and local business interests.*
    - *The willingness of support staff to play a more active part in institutional planning*
    - *An impressive capacity for self-reflection (which, however, needs to be complemented by more robust prioritisation)*
- Recommendation bullets
  - Not coded by ESG Standard = 22
    - *The need to define more clearly the institution's interdisciplinary mission.*
    - *Divide responsibility for students to non-Rector staff*
    - *The need to develop a systematic outreach and community policy, involving the whole country.*

# Thematic analysis of ESG gaps

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Governance and role clarity

Strategy and action planning

Documentation and formalisation of policies, procedures, processes

Mission and vision

Commitment to enhancement and engagement with EQA

Ethos and resilience

Outreach

Management team

Research

Not coded

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# Thematic analysis of ESG gaps

	<b>Comm.</b>	<b>Rec.</b>
Governance and role clarity	1	10
Strategy and action planning	1	5
Documentation and formalisation of policies, procedures, processes	0	6
Mission and vision	12	1
Commitment to enhancement and engagement with EQA	5	1
Ethos and resilience	6	0
Outreach	1	1
Management team	2	0
Research	0	1
Not coded	3	0
<b>Total</b>	<b>31</b>	<b>25</b>

# What we learned from thematic analysis

- Missions and visions of the universities are appropriate
- University communities are committed to mission and vision
- Formal structures and mechanisms to actualise and support the mission and vision of the universities are largely underdeveloped
- The theme of “informality” in operations echoes many recommendations that mapped on to ESG Part 1

# What we learned about ESG

- ESG Part 1 did not overlap with important areas addressed in QEF1:
  - Leadership
  - Governance
  - Management issues
  - How universities respond to society
  - How universities manage their research activities
- This mismatch is understandable, as ESGs are designed to fit both programmatic and institutional reviews
  - Is that working?

# Thank you!

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