



AALBORG UNIVERSITY
DENMARK

Aalborg Universitet

Quality Assessment Survey at the School of Civil Engineering at Aalborg University

Brohus, Henrik

Published in:

Book of Abstracts : 36th SEFI Annual Conference

Publication date:

2008

Document Version

Publisher's PDF, also known as Version of record

[Link to publication from Aalborg University](#)

Citation for published version (APA):

Brohus, H. (2008). Quality Assessment Survey at the School of Civil Engineering at Aalborg University. In F. K. Fink (Ed.), Book of Abstracts : 36th SEFI Annual Conference: Quality Assessment Employability and Innovation. Aalborg, Denmark 2. - 5. Juli 2008 (pp. 33-34). Sense Publishers.

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- ? Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- ? You may not further distribute the material or use it for any profit-making activity or commercial gain
- ? You may freely distribute the URL identifying the publication in the public portal ?

Take down policy

If you believe that this document breaches copyright please contact us at vbn@aub.aau.dk providing details, and we will remove access to the work immediately and investigate your claim.

Session C	Thursday 15.00 – 16.20	Room: "Gæstesalen"
Session Chair: Gyula Patko		

Student Organization as an Independent Actor Brings Quality in Engineering Education

I.M. Mäkinen
K.A.E. Nyman

The Student Union of Helsinki University of Technology, Member of the Executive Board 2007, International Affairs, PL 69, 02151 Espoo, Finland, Ilona.Makinen@tkk.fi

The Student Union of Helsinki University of Technology, Member of the Executive Board 2008, International Affairs, PL 69, 02151 Espoo, Finland

Abstract

The need for reliable and consistent measures of assuring quality in higher education has been widely acknowledged. Students as important stakeholders experience education firsthand and want to contribute to its improvement.

Quality in education is not only quality in teaching, but also quality in processes supporting education. Many of these administrative processes are experienced only by students. In case of problems, the means for a single student to take the matter forward are limited and the violation of the process is not necessarily noticed. In order to eliminate misconduct in the processes, there should be a competent actor close to the students with means to take the matter forward. One such actor can be a student organization.

A key element for a student organization for successful participation in quality assessment is independence from the university administration at all levels. An organized and independent student representation is an advantage for the higher education institutions when trying to achieve superior quality. Through effective communication about the processes set by the university and by providing ways for the students to easily report problems, the Student Union of Helsinki University of Technology acts to constantly improve the quality of engineering education.

----- 1038 -----

Quality Assessment Survey at the School of Civil Engineering at Aalborg University

Henrik Brohus

Department of Civil Engineering, Aalborg University, DK-9000 Aalborg, Denmark (hb@civil.aau.dk)

Abstract

As part of an improved quality assessment procedure at the School of Civil Engineering at Aalborg University, an online survey has been undertaken among all students. Due to external requirements and a wish for more structured feedback, an online questionnaire was presented to all students under the board of studies of civil engineering.

The questionnaire was jointly developed for all boards of studies at Aalborg University. The questionnaire forms an investigation of students' satisfaction and evaluation of the overall structure of the education including self-reported performance assessment. The paper discusses the structure of the questionnaire and presents the results. Finally, suggestions for improvements regarding the questionnaire and further quality assessment are included.

The response rate was 40%. Overall, the results showed a general satisfaction with the studies although substantial variance was observed. Approximately half of the students prepare in connection with courses

and lectures. Furthermore, it was found that a significant proportion of students are studying only part of the curriculum – typically less than 70% of the curriculum - and very few are studying the entire curriculum. A number of discrepancies between expected and experienced conditions related to good teaching are identified and discussed.

----- 1056 -----

Quality assurance support system in engineering education. Principles and activities.

Ole K. Solbjørg
Åge Søsveen
Bjørn Torger Stokke

*Staff Pro-rector Education and Quality of Learning, NTNU, N-7491 Trondheim, Norway
(ole.solbjorg@ntnu.no)*

*Student and Academic Division, NTNU, N-7491 Trondheim, Norway
Department of Physics, NTNU, N-7491 Trondheim, Norway*

Abstract

As a part of implementing the quality assurance system, NTNU has developed a quality assurance support system, KVASS. This system is built around flow charts visualising all core processes and activities to be conducted by the involved roles. KVASS is also a toolbox containing relevant links, resources and specifically developed web tools. This paper shows how the principles for quality assurance have been developed, and how these support quality development at NTNU. It also shows the structure of the quality assurance support system and different ways of navigating the system for easy access. Finally, initial experiences and plans for further development are described.

----- 1089 -----

The Phumelela Project: Improving the Success of Engineering Students

Duncan Fraser

Department of Chemical Engineering, University of Cape Town, Rondebosch, 7701 South Africa

Abstract

This paper addresses what has been done in the Faculty of Engineering and the Built Environment at the University of Cape Town over the past twenty years to improve students success and hence the quality of our graduates, culminating in the current Phumelela project, which is the major focus of the paper. The paper notes the uneven school education received by incoming students in South Africa and the pressure to produce increasing numbers of quality engineering graduates. Three key initiatives undertaken in the past are discussed: improving teaching, curriculum reform, and research into student learning. The paper also presents the Centre for Research in Engineering Education argument that success is shown by entering into the discourse of engineering and taking on the identity of engineering communities. The Phumelela project involves a number of interventions, including the appointment of an Academic Development Lecturer in each department in the faculty, the appointment of a Faculty Counseling Officer, a mentoring programme for first year students, and improved tutoring at all levels. An important feature is a data analysis project which will evaluate the impact of the interventions being undertaken.

----- 1259 -----