CONSIDERATIONS ON QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION (and beyond)

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• introductions
• Paris communiqué 2018
• considerations on the scope of quality assurance (both IQA and EQA)
• beyond EHEA: the HAQAA initiative
• conclusion
introductions
Higher Education Sector in FWB

6 universities
95.641 students

19 university colleges
88.599 students

16 art schools & conservatoires
7.626 students

84 Adult education centres (LLL)
34.525 students

(2015/2016)
AEQES key features

- **Student-centered and programme-based** quality assurance
- **Clusters**
  Analysis at micro, meso and macro levels
  - Evaluation report
  - Transversal analysis
  - Meta-analysis
- **Pilot phase on institutional reviews (2019-2022)**
- **Fitness for purpose approach, focused on enhancement**
- **Staff 12, budget 1M €, located in Brussels**
2018 Paris Communiqué
celebrating the progress made, taking implementation forward and seeking further innovation in T&L


KEY MESSAGES

More social dimension (inclusiveness)
Digital (r)evolution
Synergies between Research and Education « European Universities »
Cooperation
Quality assurance
considerations on quality assurance
ENQA

Membership organization with a « political » role in addition to services offered to its members

As October 2018, 52 members in 29 countries and 57 affiliates (bodies with interest in QA) operating in 32 countries within Europe, East Asia, the Middle East and the Americas

Geographic, cultural, organizational and operational DIVERSITY
what scope for QA?

LEARNING AND TEACHING

> ESG 2015 (...) responding to diversity and growing expectations for HE requires a fundamental shift in its provision; it requires a more student-centred approach to learning and teaching (...) p. 6

> what implementation?

See EUA TRENDS PUBLICATION 2018
A focus on ELearning

» QUALITY ASSURANCE OF ELEARNING – PRINCIPLES AND CHALLENGES »

- Presentation at ENQA GA October 19, 2018
- Report to be downloaded on ENQA website

https://enqa.eu/indirme/papers-and-reports/occasional-papers/Considerations%20for%20QA%20of%20e-learning%20provision.pdf
The focus of the ESG is on quality assurance related to learning and teaching in HE, including the learning environment and relevant links to research and innovation. In addition institutions have policies and processes to ensure and to improve the quality of their other activities, such as research and governance.

EQAF 2018 in Vienna (Nov 15-17, 2018)

Broadening the scope of QA (EQAF 2018) or how to take into account the range of institutional activities?

https://eua.eu/events.html?task=euaevents.downloadDoc&id=1676
A focus on RESEARCH

Posters session in ENQA GA 2018

- QA of doctoral programmes in Armenia (ANQA)
- Evaluation of academic research in the Netherlands (NVAO)
- The QA of research education (QQI)
- Developing a quality enhancement framework for research in Iceland (quality Board for HE in Iceland)
considerations on IQA

Internal QA: Enhancing HE quality and graduate employability - Michaela MARTIN (IIEP Unesco)

http://www.iiep.unesco.org/fr/internal-quality-assurance-eight-universities-share-their-experiences-4024

- Identify international trends, as well as innovative practices, tools and good principles, for IQA (scope T&L, employability of graduates and management)

Lessons learned?

- Importance of flexible qualitative tools for IQA, which function in an integrated manner, to avoid an information overload
- Need to balance academic- and employability-related IQA tools
- Importance of evidence-based dialogue on quality improvement among university stakeholders to the success of IQA
Harmonisation of African Higher Education Quality Assurance and Accreditation (HAQAA) initiative
some challenges in African HE

- Massification of HE and ensuring relevance and quality of provision
- Governance issues
- Inadequate funding – lack of judicious use of resources
- Student/staff ratio
- Lack of qualified academic staff
- Need to improve research capacity and innovative mindset for social economic development
ENQA’s role in the initiative

To coordinate and participate in the work of the technical WG in drafting the ASG-QA and review methodology for agencies
Part A - Standards and Guidelines for Internal Quality Assurance (for HEIs)

Standard 1. Vision, Mission and Strategic Objectives
Standard 2. Governance and Management
Standard 3. Human Resources
Standard 5. Infrastructure and Facilities
Standard 6. Student Recruitment, Admission, Certification and Support Services
Standard 7. Design, Approval, Monitoring and Evaluation of Study Programmes
Standard 8. Teaching, Learning and Assessment
Standard 9. Research, Postgraduate Programmes and Innovation
Standard 10. Community Engagement
Standard 11. Information Management System
Standard 12. Public Communication
Standard 13. Collaboration, Staff and Student Mobility (ESG: 10)
Part B: Standards and Guidelines for External Quality Assurance

Standard 1. Objectives of External Quality Assurance and Consideration for Internal Quality Assurance

Standard 2. Designing External Quality Assurance Mechanisms Fit-for-Purpose

Standard 3. Implementation Processes of External Quality Assurance

Standard 4. Independence of Evaluation

Standard 5. Decision and Reporting of External Quality Assurance Outcomes

Standard 6. Periodic Review of Institutions and Programmes

Standard 7. Complaints and Appeals (ESG: 7)
Part C: Standards and Guidelines for Internal Quality Assurance of QAAs

Standard 1. Legal Status
Standard 2. Vision and Mission Statement
Standard 3. Governance and management
Standard 4. Independence of QAA
Standard 5. Policies, Processes and Activities
Standard 5. Internal Quality Assurance Policies, Criteria and Processes
Standard 6. Financial and Human Resources
Standard 8. Periodic Review of QAAs

(ESG: 7)
Standard

The institution shall encourage, promote, and engage in innovative research consistent with its policies and strategic plans, and address national, regional, continental, and international needs. The institution shall encourage innovation in its teaching, learning and research.

The institution shall ensure that the management of postgraduate studies is conducted within an approved framework of institutional policies and plans that ensure quality ethical research.
Review methodology for QA agencies

Key factors

- Self-assessment by the agency
- Expert panel
- Site visit
- Coordinating Body (One or several possible?)
- Decision-making Body (Continental agency?)
- External review report
- Follow-up
Importance of language and consultation

Four official languages in Africa (English, French, Arabic, Portuguese)

Online consultation + several workshops and conferences

Agencies review process ongoing
What is - and what will be - the role of quality assurance in the changing higher education landscape?