

QUALITY ASSURANCE AS CATALYST FOR CHANGE

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agency for science and higher education croatia

ENQA

eqar

Overview



- Context of HE
- Internal QA
- External QA



TRADITIONAL HE



- Place-bound colleges & universities – public or church related
- Programs and degrees/qualifications
- Selective admission
- Full-time students at a single institution
- Vision of an educated student



From traditional education to:

- Online education
- MOOCs, courses from private companies, badge platforms
- Private (for-profit) HE
- Internationalization: students, faculty, location, curricula



- Mass attendance/open admission
- Micro-credentials, nano-degrees
- Badges, specializations, certifications
- Episodic education: part-time students, LLL, multiple institutions

“The world is going to university”

The Economist, 3/28/15

TRENDS IN HE



- Increasing global demand for HE
- Demographic shifts and non-traditional students
- Competency-based education
- The academic profession will become more internationally oriented and mobile
- Assessment of prior learning

FINANCING AND POLITICS



- Presence of tuition and absence of public funding
- Spread of philanthropy
- Do politicians behave as if higher education is a public good?
- Cost-cutting practices at many universities



Europe:

- Funding down: BRITAIN, IRELAND, SPAIN, NETHERLANDS, HUNGARY, GREECE
- Funding up: SWEDEN, NORWAY, GERMANY
- Enrollment up: everywhere but HUNGARY
- US: Tuition increases, student debt
- ASIA: Tuition inflation

Classification of national HE systems



Trow (1972; 2006) HE systems according to gross enrollment ratio (GER):

- elitist (GER less than 15%)
- mass (GER between 15-50%)
- universal (GER above 50%).

ENROLLMENT GROWTH – Powerful access imperative

2000: 97 million

2012: 196.1 million

2030: 412 million (est)

SKEPTICISM

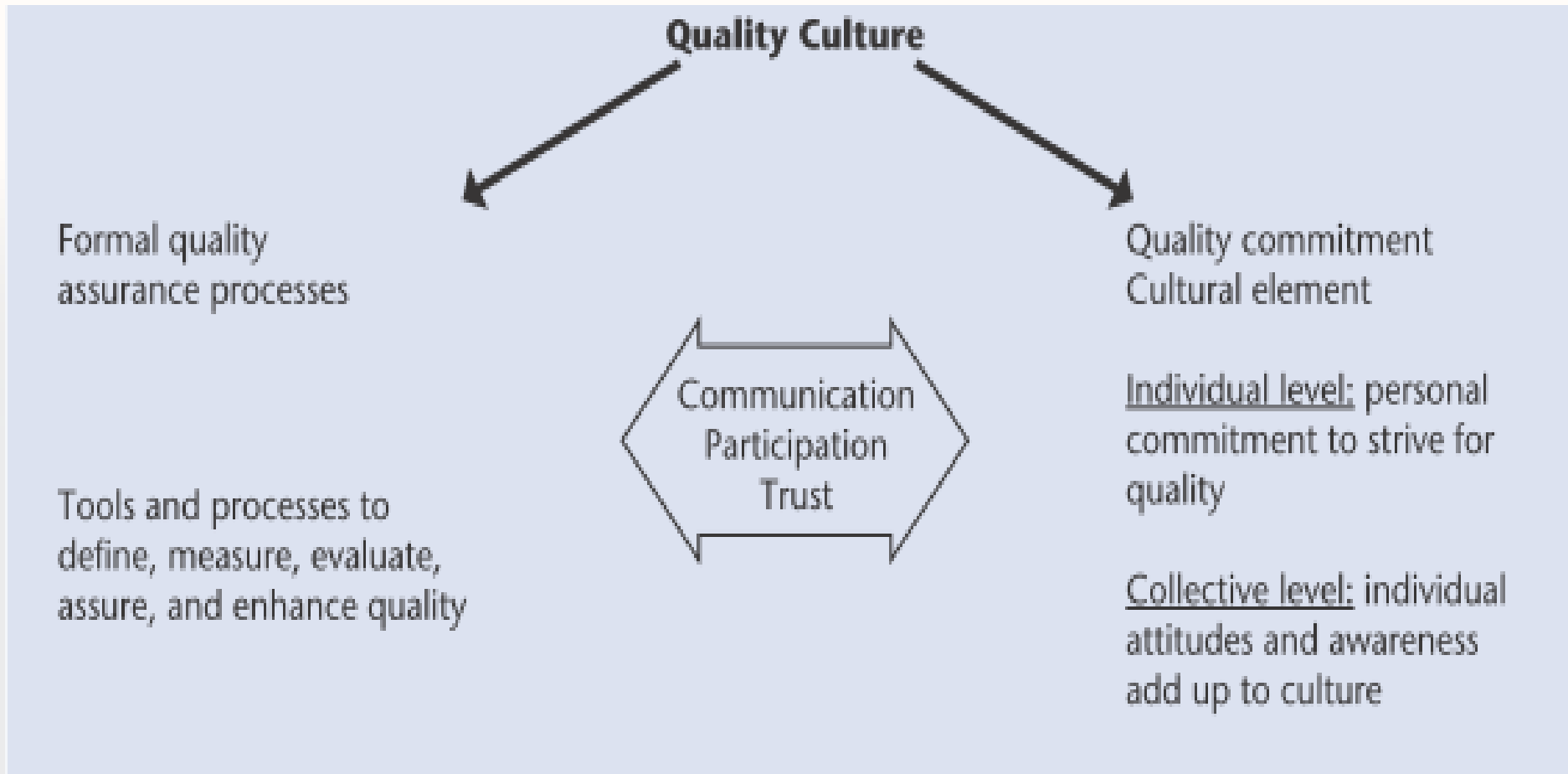


- “More and money is being spent on higher education. Too little is known about whether it is worth it.”
- “Students...are not buying education....They are buying degrees....”

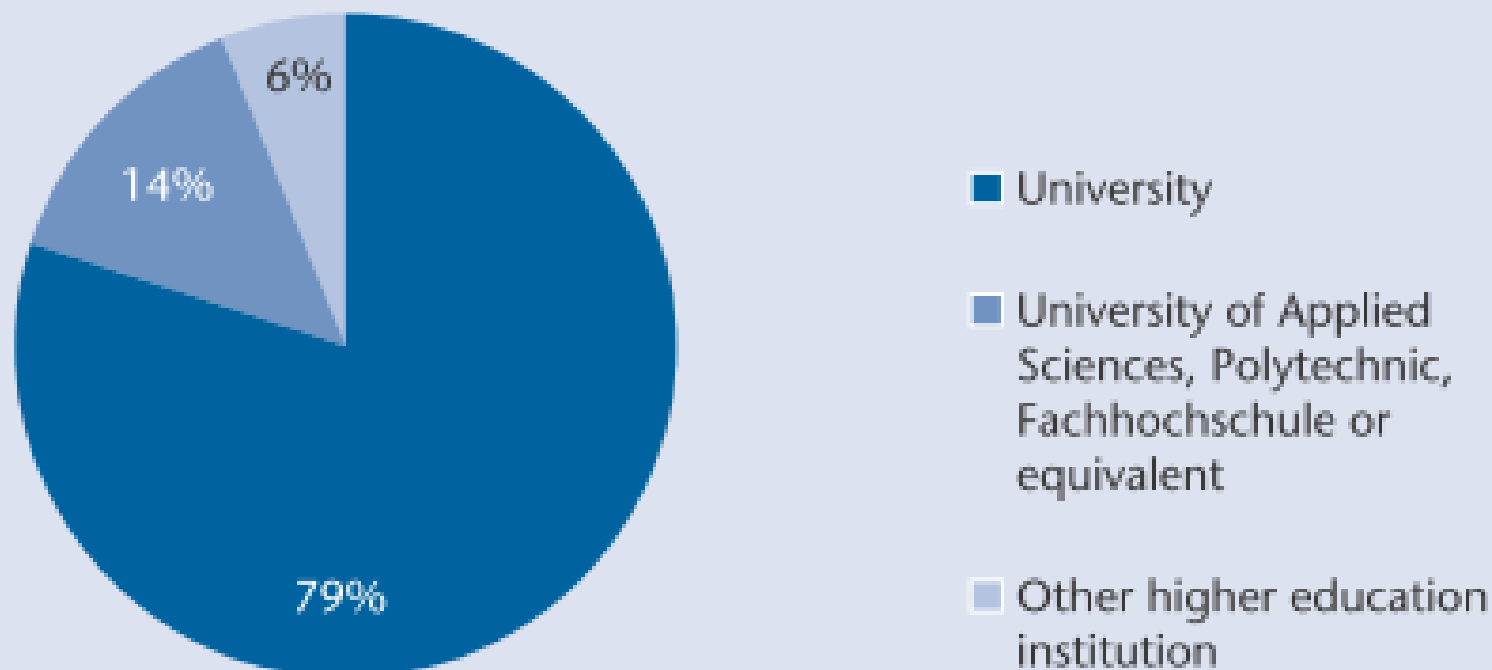
The Economist, 3/28/15



QUALITY CULTURE AT HEIs

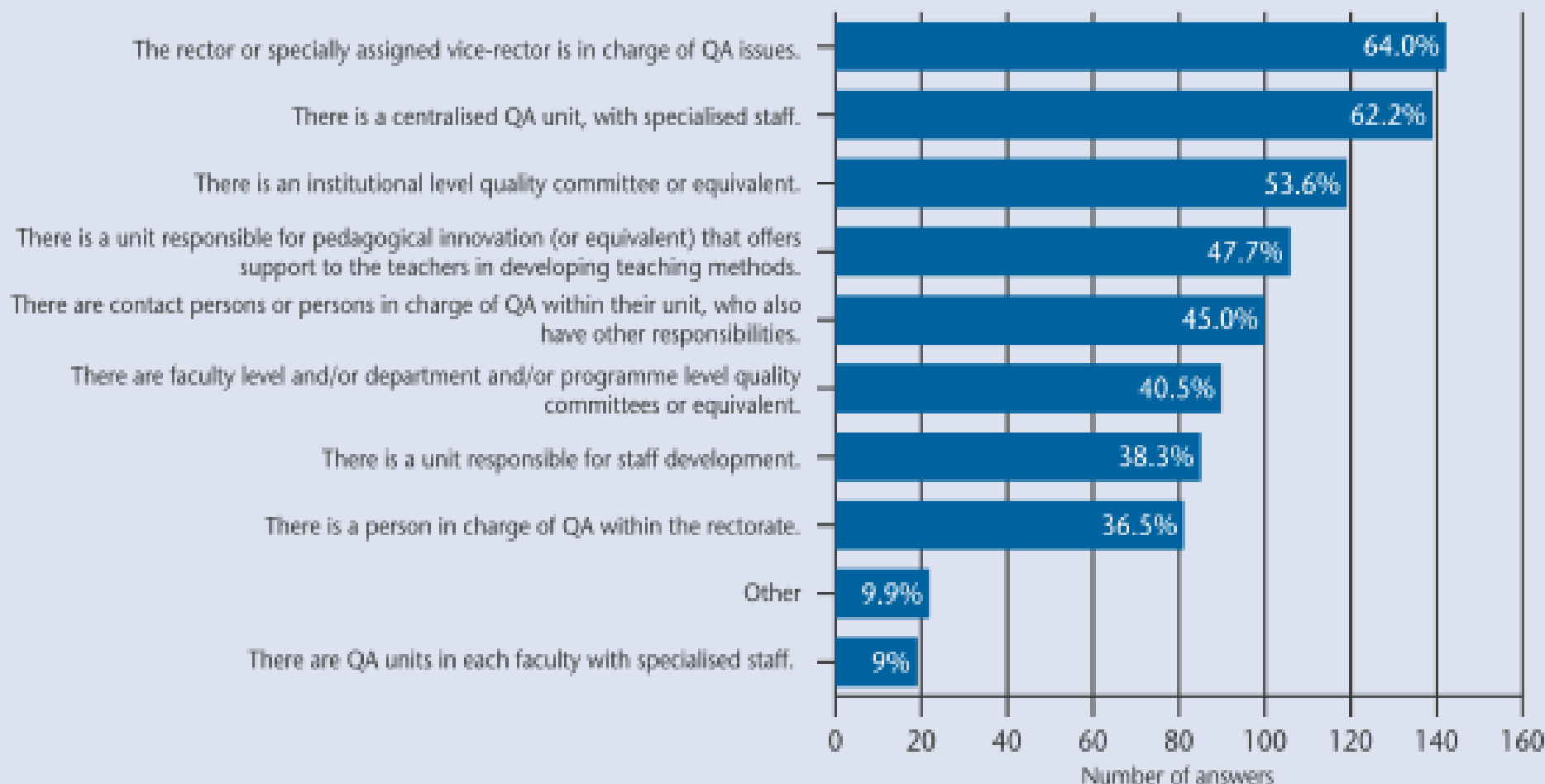


EUA project - RATIO OF TYPES OF HEIs

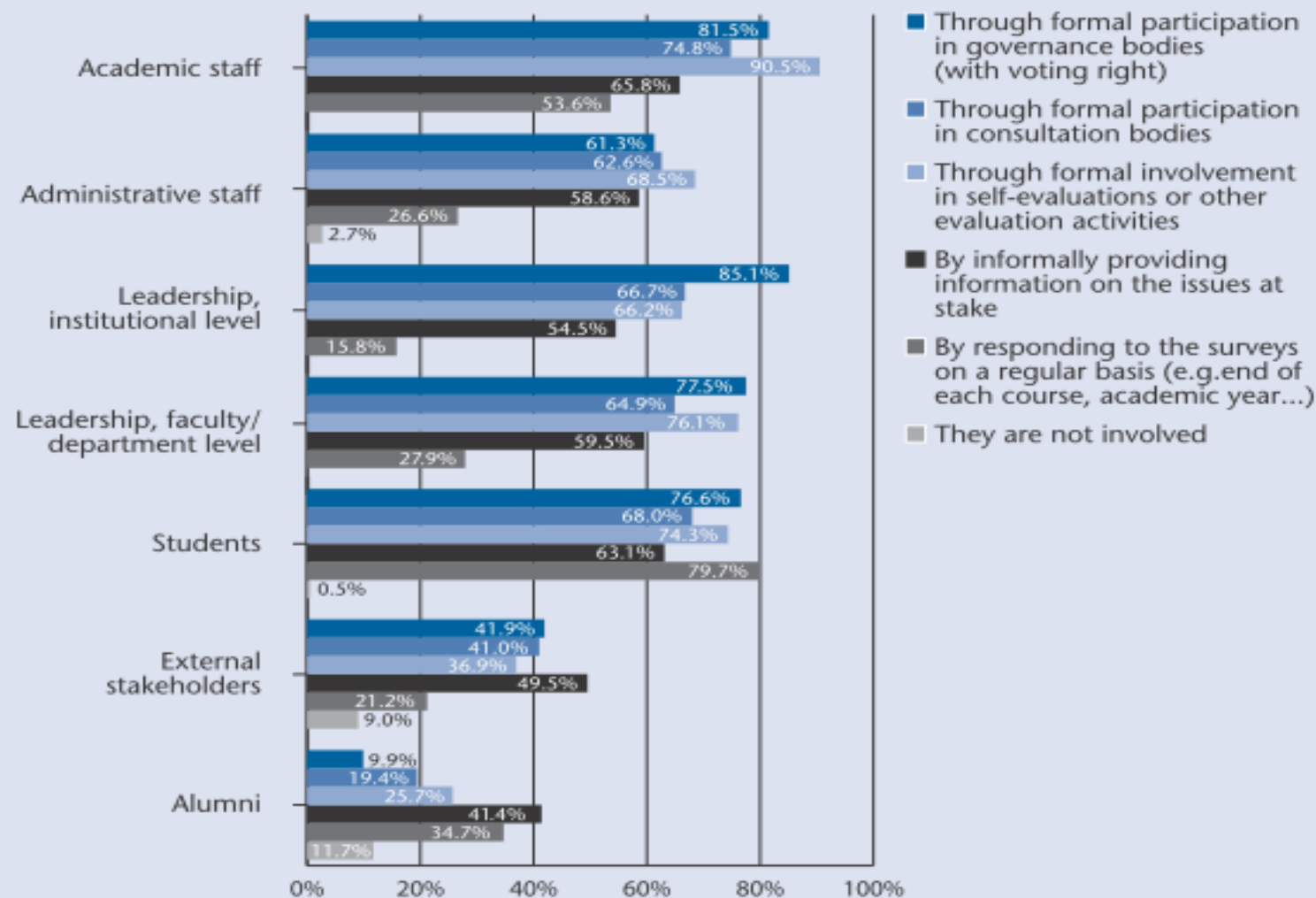




Structures supporting the internal QA processes



The involvement of stakeholders



Internal evaluation processes



Do you have an internal evaluation process that provides feedback to the strategic planning in place? Please choose all applicable options.

The institutional leadership evaluates annually the progress made in terms of achieving the goals set by the institution.	65.3%
The faculties (and/or relevant units) conduct regular self-evaluations to analyse their contribution to the achievement of institutional strategic goals.	55.9%
The institution conducts regular surveys among the members of the institutional community (staff and students) to analyse their perception of the institutional strategy and its implementation at grass-roots level.	27.9%
The institution has defined a set of key performance indicators and follows its progress based on them.	55.0%
The institutional strategy and the achievement of the goals set in it are revisited when the document is revised (every 3, 5 or N years).	52.7%
Other	11.3%

Information included in the information system



**Which of the following does the information system or systems include?
Please choose all applicable options.**

Student progression and success rates	87.7%
Teacher-student ratio per faculty/department/institute or in the respective faculty/department/institute	65.5%
Tracking graduates' employment	40.5%
Students' satisfaction with their programmes	53.6%
Profile of the student population (e.g., age, gender, education background, socio-cultural background...)	83.2%
Available learning resources and, when applicable, their costs	44.1%
None of the above	0.9%
Other (such as the institution's own performance indicators)	10.0%

Information on study programs



The information on your institution's study programmes include: Please choose all applicable options.	
Number of students currently involved in the programme	76.1%
Number of academic staff involved in the programme	70.3%
Teacher-student ratio in the respective faculty/department/institute	44.6%
Information on the intended learning outcomes of the programme	81.5%
Information on qualifications granted by the programme	86.9%
Information on the teaching, learning and assessment procedures used within the programme	82.0%
Information on the learning opportunities (e.g., traineeships, exchange programmes, mobility possibilities, scholarships...) available to the students of the programme	78.8%
Information on alumni employment	45.5%
Profile of the current student population	43.2%
Specific information targeting international students	64.0%
Accessibility and/or possibilities offered to disabled students	49.5%
Other	5.0%



QUALITY ASSURANCE BUILT ON A PRE-DIVERSITY MODEL



EXTERNAL QA



- Europe: pick your own QA body across countries
- UK: opportunity to replace QAA-UK
- Ireland, Austria: consolidation of QA bodies
- US: more QA sources and government defines quality
- Macau: pick your own QA body
- Chile: proposed law to make accreditation mandatory, including a form of rankings



- The emerging diversity of HE is a key driver
- The QA diversity is about both:
 - changes within traditional QA
 - development of QA actors and approaches outside traditional QA

TOOLS OUTSIDE TRADITIONAL QA



- New tools, practices, language for QA
 - Rankings
 - Benchmarking
 - Qualifications frameworks
 - Risk-based, differentiated review.
- New actors:
 - Calls for new QA bodies
 - Regional and international bodies.

Global trends in QA



UNESCO recognizes that QA:

- 1 Networks are platforms for information exchange
- 2 Dissemination of knowledge
- 3 Increasing the understanding of international developments and challenges
- 4 Improvement in the professional expertise of agency staff and quality assessors

International cooperation



- International Network for Quality Assurance Agencies in Higher Education (**INQAAHE**) (1991), **Global**
- Nordic Network of Quality Assurance Agencies (1992)
- Central America: Consejo Superior Universitario Centroamericano (CSUCA) (1997)
- Francophone Africa: Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES) (2000)
- Latin America and Spain: Red Ibero-Americana de la Calidad del Educacion Superior (RIACES) (1999/2003)
- European Network for Quality Assurance in Higher Education (2000) / European Association for Quality Assurance in Higher Education (ENQA) (2004)
- Central and Eastern European Network (CEEN) (2000/2002)

International cooperation



- Caribbean countries: Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) (2002/2003)
- Asia Pacific Quality Network (APQN) 2003)
- European Consortium for Accreditation in higher education (ECA) (2003)
- Countries of the Commonwealth of Independent States: Eurasian Education
- Quality Assurance Network (EAQAN) (2004)
- Arab Quality Assurance Network for Higher Education (ANQAHE) (2007)
- Africa: AQANet (2004) / AfriQAN (2007)
- ASEAN Quality Assurance Network (AQAN) (2008)



- The four most common objectives of the existing EQA networks are:
 - Information Sharing
 - Research & Policy Development
 - Quality Improvement
 - Liaising.

ENQA objectives



- to encourage and develop the **exchange of information and experience**, in particular on methodological developments and examples of GP
- to function as a **policy forum**, developing and proposing standards, procedures and guidelines for QA
- to fulfil requests for **expertise and advice** from European Ministers of Education, national and regional public authorities and other bodies associated with the EHEA

ENQA objectives



- to facilitate QA activities in the area of **transnational higher education**
- to promote the development and implementation of effective **peer-review systems** for QA and accreditation agencies
- to maintain and develop **co-operation** with other appropriate European stakeholder organizations
- to contribute to the establishment of the EHEA.

INQAAHE survey in January 2008



The four highest priorities of EQA agencies are:

- 1 Capacity building
- 2 Showing that external QA is effective
- 3 Dealing with different types of Institutions
- 4 The cost and efficiency of EQA

Future challenges



- The continuing massification of systems - the expansion of enrollments worldwide
- Demand for higher education will come from separate sectors in different countries
- The traditional age cohort enrolling in HE declines
- Demand has grown among non-traditional populations.

Future challenges -



- Diversified academic systems-hierarchies
- Expand of the private sector
- New technologies and new providers
- Look for additional sources of income
- Growing need for professional management and leadership
- Quality will continue to be a major preoccupation for HE - standards that can be referenced internationally (shared standards)

Future chalanges



- National programs for quality assurance will provide international validity
- Regional conferences and summits
- Integrating national quality-assurance schemes on an international level



Thank you for your attention!

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