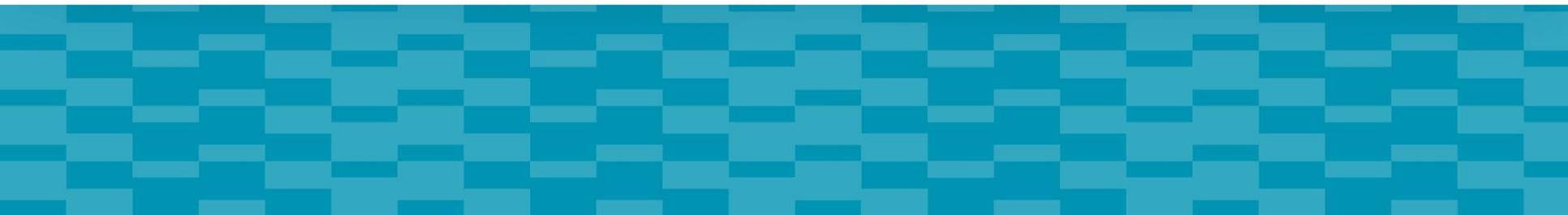


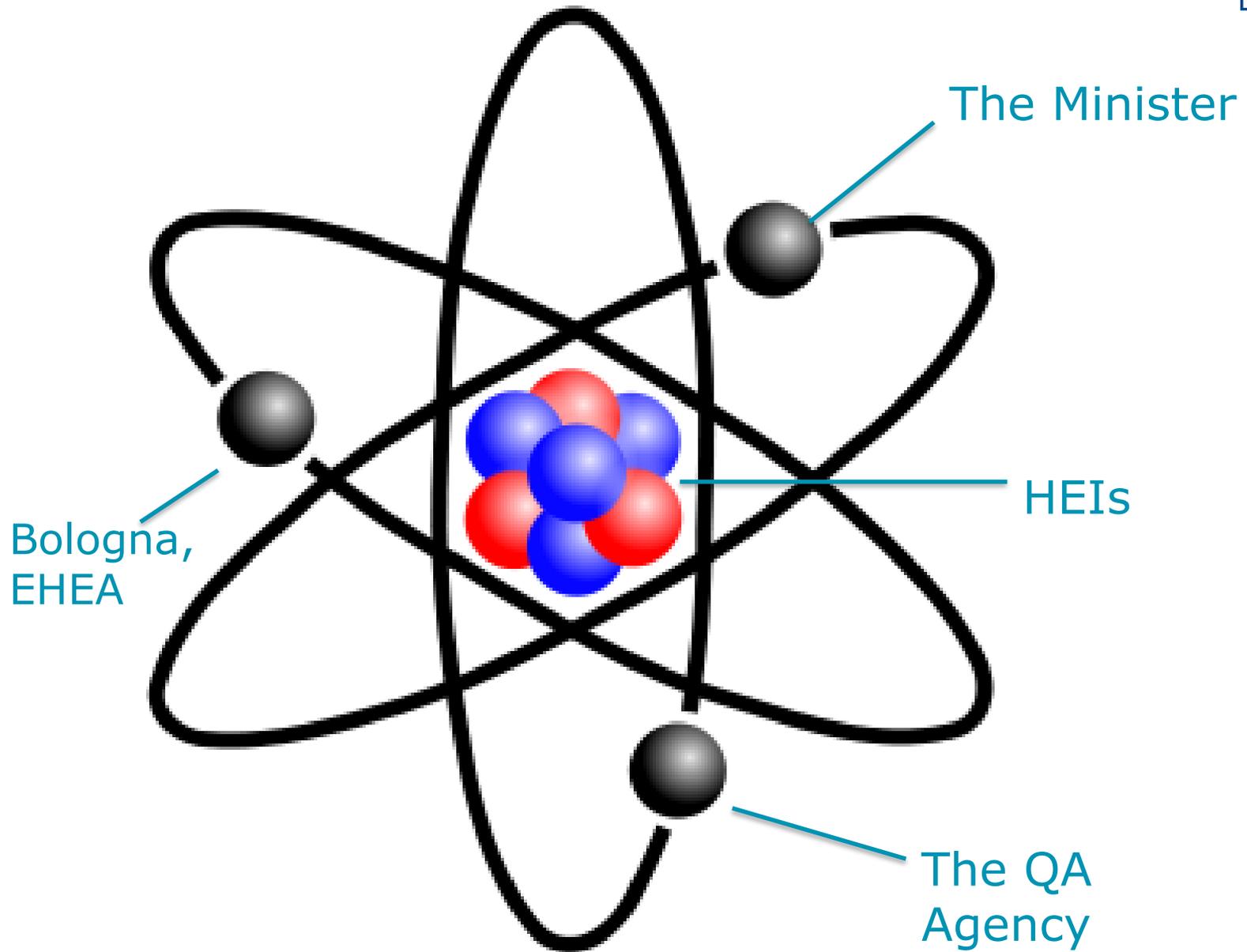
Threats and challenges faced by the quality assurance agencies in EHEA in the light of global change



External, independent quality assurance in the EHEA



Tove Blytt Holmen, Zagreb 30. October 2018: Quality assurance as a promotor of change



The Bologna-reform:

- Degree structure, 3 + 2 + 3, Bachelor + Master + Ph.D.
- Quality Assurance as a combination of
Systematic internal QA (institutional and programme level) + external QA
- The European Higher Education Area, EHEA (2010)
- European Qualification Framework and Learning Outcome Descriptors (2011)
- ESG 2015: strengthened focus on Student centered learning and Relevance
- ECTS (users' handbook) (2015)
- Growing focus on Internationalization and Joint Programs (2015)

Areas of development



ORGANIZATION

- National quality assurance agencies vs acceptance of cross border quality assurance
- Complex Agencies vs Homogenous Agencies
- Higher education institutions: Extensive mergers creates multi-campus and thereby challenge quality assurance

Areas of development



ORGANIZATION

PRINCIPLES

- Accreditation/control (sanctions) - Enhancement (motivation)
- Program - Institution

- Could quality assurance be based more on institutional priorities than predefined general criteria?

Awards and Centres of Excellence



Stimulates the institutions to

- give higher status and priority to teaching and learning (resources through competition),
- more awareness around quality, excellence and indicators,
- collaborate (internally, between HEIs, internationally).

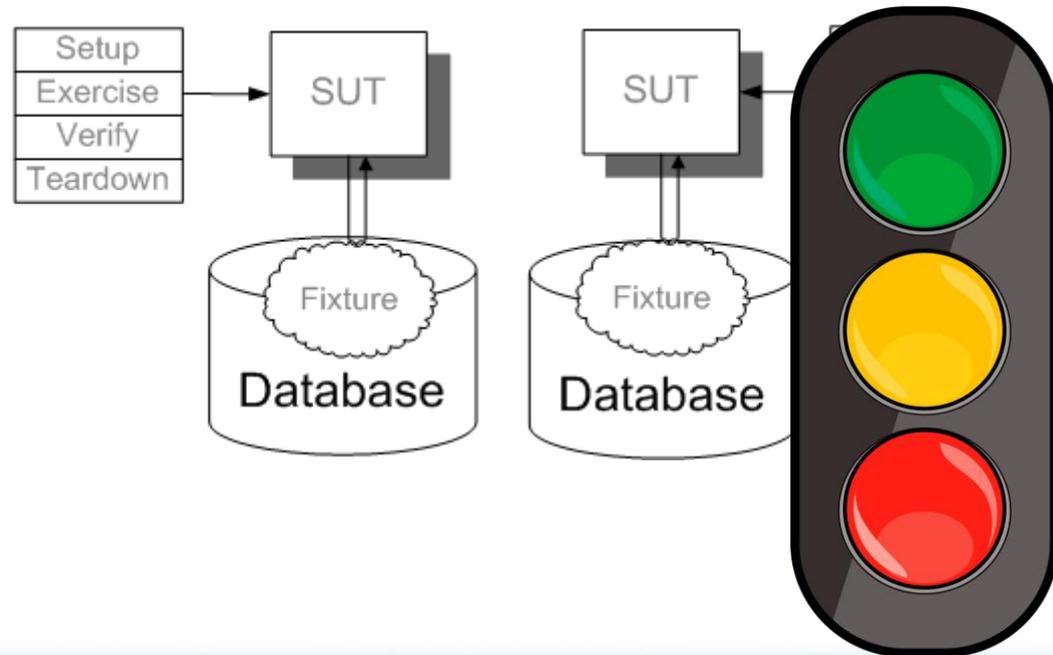
Main areas for development



ORGANIZATION
PRINCIPLES

TOOLS

- Databases, surveys
- ICT-tools
- Risk-based model



- First ESG adopted in 2005
- ESG 2015, adoption by the Yerevan Ministerial Conference in May 2015
- **ENQA, ESU, EUA, EURASHE** in cooperation with EI, BUSINESSEUROPE, EQAR

Part 1: The university' internal quality assurance

Part 2: QA Agency's external quality assurance

Part 3: Quality assurance of QA agencies



ESG 1.3 Student-centred learning, teaching and assessment

STANDARD

- Institutions should ensure that the programmes are delivered in a way that encourages the students to take an active role in creating the learning process, and that the assessment of students reflects this process.

... requires a shift in thinking about “what is quality” in teaching and learning.

ESG 3.4 Thematic analysis

STANDARD

- Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities.

Threats and challenges



- An agreed understanding of quality
- Transparency in all actions stimulates trust – you do not need to know everything, but enough
- Institutional responsibility for their own quality both minimum and continuous developments
- Independent reviewers, independent agencies
- Adequate resources
- Acknowledge the student capacity to contribute to the development
- Thematic analysis; More care in the way that QA results are communicated to the stakeholders





