

Cross Regional QA Seminar

18/19 September 2019

Batumi, Georgia

10.00 – 10.30 Introduction to seminar

Seminar aims and learning outcomes

Seminar Aim – To share and reflect on progress in QA, identify gaps and future actions

By the end of the session each participant will be able to:

- Compare missions and visions of QA agencies
- Identify impact of Quality Assurance
- Contribute to problem solving
- Review ideas for regional co-operation
- Outline and refine plans for the future

Ground Rules and ways of working

- Emphasis on concrete actions
- Listen to each other
- Ask questions, don't let things pass you by
- Stick to time
- Speak to the whole group
- Offer solutions

10.30 – 11.15 Our hopes (Slide Five)

Future actions that you hope to achieve in the next five years

Presentation each group – 10 minutes each or so

Future actions that you hope to achieve in the next five years

- Active cooperation with national, foreign and international networks and agencies on the quality assurance in education.
- International institutional and program accreditation of education community.
- Recognition and enhancement of the Agency authority in the global education community.
- Extensive cooperation with stakeholders in the field of education.
- Formation and development of a pool of professional and highly qualified national and foreign experts proactive participation in international projects.

1. Development of the national system of quality assurance in education, taking into consideration the best international experience.

2. Strengthening the IAAR's status in the market of accreditation services of the Republic of Kazakhstan, the states of Central Asia, Europe and the USA.

3. Development of the IAAR's rating studies as a mechanism of influence on the improvement of the quality of education, science and innovation.

4. Enhancing the role of the analytical capacity of the IAAR in improving the national and international system for quality assurance in education.

5. Increasing public awareness on outcomes of the quality assessment of academic programs and operations of education organizations.

6. Expansion of the base of candidates - experts and the formation of a pool of national and international experts.

7. Development of new international projects in the framework of the project office expansion.

8. Improving the effectiveness of the IAAR in the quality assurance in education.

Future Actions

- *Capacity building for more consistent evaluations;*
- *More effective involvement of external stakeholders;*
- *Full compliance of Georgia's HEIs and their study programs to "new" Authorization and Accreditation Standards;*
- *Accreditation of Georgian HEIs' some study programs by Internationally Recognized Agencies;*
- *Assessment of some Georgian HEIs by IEP EUA/or similar external evaluator;*
- *Involvement of Georgian experts in QA internationally.*



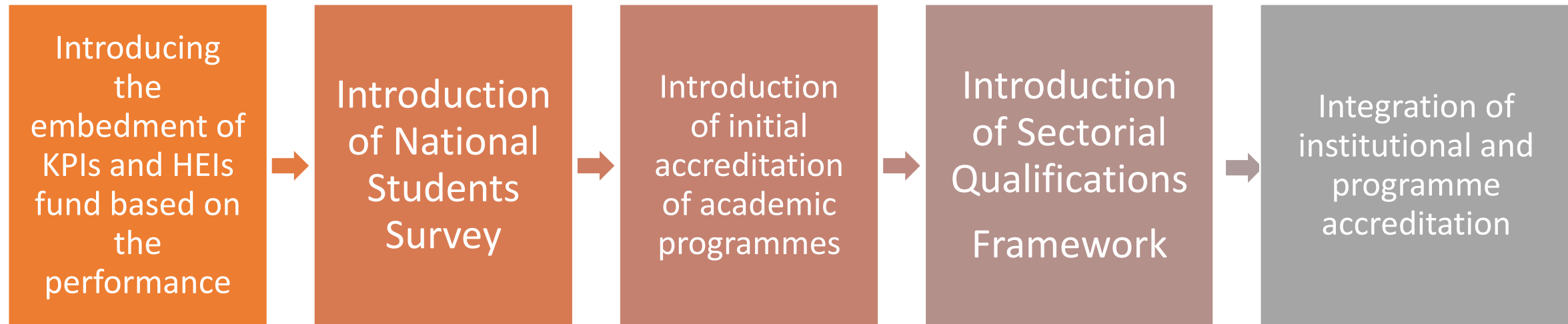
NAQA in five years



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- +/- 12000 programme accreditations complete
- +/- 100 HEI institutional accreditations granted (with right to self-accredit programmes)
- +/- 1000 cases of academic integrity violations examined
- PhD defense reform complete – defenses conducted by one-time committees
 - +/- 15000 degrees awarded by HEI's (not by state) / reputational differentiation
- Culture shift in Ukrainian higher education QA completed:
 - External QA conducted as “consultative assessment”
 - Internal QA involves wide range of stakeholders, review and improvement instituted in regular practice
 - HEIs understand institutional and programme missions and manage according to “fitness for purpose” principle
- HEIs differentially ranked according to quality of teaching and learning

To Be Implemented



11.30 – 13.15 Background – analysing our missions

- Mission Statements Overview
- Presentation of Mission Statements (ten minutes maximum)
- Group work – Analysis of Mission Statements
- Discussion

Mission



Mission is the starting point for QA

- What is the institution trying to do? (Mission and objectives)
- How is the institution trying to do it? (Policies and processes)
- How does the institution know it works? (Monitoring and quality assurance)
- How does the institution change in order to improve? (Capacity for change)

What do mission statements do?

- Informs organisation's stakeholders about its plans and goals;
- Unifies employees' efforts in pursuing shared goals;
- Serves as an effective public relations tool;
- Provides basis for allocating resources;
- Guides strategic or daily decision making;
- Shows that a company is proactive.

ANQA Mission

ANQA strives to promote public trust, social cohesion, equity, responsibility and competitiveness through systematic enhancement of tertiary level education provisions.

It does so by

- being receptive to the needs of the national stakeholders through its mandatory institutional and voluntary programme accreditation
- complying with international standards for quality assurance
- ensuring visibility at international level thus contributing to a stronger positioning of the Armenian tertiary education within Europe
- valuing close cooperation with stakeholders in the process of developing a quality assurance system.



NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT (NCEQE)

Legal Entity of Public law
(LEPL) within the Ministry of
Education and Science of
Georgia, created by the
Reorganization of LEPL -
National Center for
Accreditation on September 14,
2010 on the basis of the order
N89/N of the Ministry of
Education and Science of
Georgia.



Erasmus+

Cross-Regional TAM Seminar – Enhancing
Quality Assurance Impact. Batumi State
University, Batumi. 2019

Mission

Promoting and strengthening

- **Quality Culture;**
- **Management Practices;**
- **Providing customer-oriented services;**
- **Increasing reliability** towards Georgian education system.

Vision

The Center is the leading institution **fostering the development of quality assurance** in educational institutions. The Center is **highly trusted nationally and internationally.**

Values

Guided by the best interests of **stakeholders**, principles of **independence, transparency, integrity, collaboration** and **continuous improvement.**

Background – share the mission and vision of your QA agency only
before 2019 after 2019



MISSION

Ongoing support and promotion of a culture of quality in the sphere of education in order to increase the competitiveness and educatedness of Kazakhstan's society through appropriate external quality assurance.

IAAR as a recognized agent to ensure the quality of education at national, European and international levels.

<http://iaar.kz/en/about/strategic-plan/vision>

Mission. Assistance in improving the quality and competitiveness of education organizations at the national and international scopes through an independent, objective and professional accreditation process, and promotion of the quality culture as a value of the global community.

Vision. The IAAR is a recognized agency for quality assurance in education at the national, European and international scopes.

Purpose. Assuring high quality education services based on international institutional and specialized (programme) accreditation procedure of educational organizations and ranking studies.

Values:

*Commitment to high quality culture;
Professional standards and responsibility;
Continuous monitoring and feedback;
Creativity and innovation benchmarks.*

Mission of NAQA Ukraine

- To improve educational quality by encouraging a transformation from formal to substantive QA practices (implementation of ESG-2015)
 - Including shifting paradigms in external QA – from “inspection” to “consultative assessment”, increased trust levels in sector
- To build HEI capacity for institutional autonomy and responsibility
 - Including encouraging horizontal management and stakeholder engagement
- To help optimize HEI sector – fewer institutions, improved quality
 - Combination of roles: accreditation + PhD/DSc regulation + acad. integrity
- To aid in national EU integration effort (inclusion in EQAR)

Group work – Analysis of Mission Statements

Customers/users. Who are your customers/users? How do you benefit them?

Products or services. What are the main products or services that you offer? Their uniqueness?

Markets. In which geographical markets do you operate?

Technology/approach. What is the firm's basic technology/approach?

Concern for survival. Is the agency committed to growth and financial soundness?

Philosophy. What are the basic beliefs, values and philosophies that guide an organization?

Self-concept. What are the strengths, competencies or competitive advantages?

Concern for public image. Is the agency socially responsible and environmentally friendly?

Concern for employees. How does a company treat its employees?

Mission checklist

	Customers	Products	Markets	Approach	Survival	Philosophy	Self concept	Public Image	Employees
Georgia									
Kazakhstan									
Ukraine									
Armenia									

Please work in pairs
Georgia and Armenia
Ukraine and Kazakhstan

Review each others mission statement against the points above and identify gaps/areas for improvement
If time, discuss how agencies may help HEIs with mission statements

13.15 – 14.00 Lunch

14.00 – 16.30 Our achievement – sharing our achievements (Slide Two)

- Outline a major achievement associated with the impact of QA that may be useful for others to adopt – mention how impact is evaluated and the evidence for this achievement
- Includes Coffee Break (15.15 – 15.30)
- Sharing achievements Overview
- Presentation (ten minutes maximum)
- Group work – Applying achievements in different contexts
- Feedback

Achievements

- One purpose of QA is continuous improvement – not just the elimination of mistakes and/or outdated practices
- Identifying good practice and “what works” is essential at all levels in the system
- Capturing good practice stimulates creativity, innovation, shared values and provides a way for others accelerate implementation of their plans
- Good practice can be identified by research, theory, experience, reflective practice, peer review
- Ways of capturing good practice include, social networks and other media, enhancement themes, suggestion boxes, platforms, seminars etc.

Good Practice and Innovation

Good practice is a process or way of working that makes a particularly positive contribution to academic standards and the quality and/or enhancement of the learning opportunities, all or some of which would be helpful for other institutions to hear about.

An innovative approach recognises the potential contribution of new ways of quality assuring provision. While such approaches may not yet be sufficiently embedded to demonstrate the level of impact of good practice, innovative approaches may offer solutions or improvements to new or existing needs that may be of wider interest to the sector.

Outline a major achievement associated with the impact of QA

Country achievement

There has been a shift from control to quality assurance.

- The Education Act has been amended. Universities have gained more rights to make decisions independently.
- Academic freedom has become a reality.
- The Ministry of Education began to trust agencies.
- The IAAR being a full member of a number of influential international, European networks and associations: EQAR, ENQA,, INQAAHE, CEENQA, APQN and others. IAAR also being WFME full member .

Agency achievement – case IAAR

The agency influences the development of a quality culture in the country.

- Agency standards have initiated a change and development of internal quality assurance systems.
- An expert community has been formed.
- Experts become agents of Change.
- Experts are being trained.
- A magazine is published. It publishes best practices.
- There are more students among experts.
- The international expert forum will be held for the third time in October 2019.
- The quality of self-assessments of universities and reports of external expert groups has improved.

NAQA - Achievements



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- (Finally) began work in February 2019
- Regulations on Programme Accreditation approved Aug 2019
 - Development of online accreditation platform – minimal paperwork
 - Anti-corruption safeguards: No single “accreditation manager”
 - Experts cannot receive any material benefit from HEI (incl. food and lodging)
- Recruitment of accreditation experts – 3786 applications received
 - First round selection leaves 3235 candidates (2818 academics + 417 students)
 - Online training course (6 hours) published Sept 17
 - Intensive train-the-trainer session (38 trainers) held Sept 9-13
 - Training and certification roll-out over 3 months: 23 Sept – 23 Dec 2019
- First self-evaluation forms (20 pilot programmes) to be rec'd Oct. 7
- First programme accreditation decisions (20 pilots): Nov 27
- Full scale roll-out of programme accreditation starts 4 Nov 2019
 - +/- 100 programmes per month

Stimulation of Reforms

- Strategic management
- Enhancement-led approach at HEIs
 - Regular self-evaluation of diverse domains
 - Data based decision making
- Outcome based program development
- Student assessment aligned to labour market needs
- Teaching staff regeneration

Creation of the renewed standards of institutional accreditation and program accreditation, based on ESG 2015.

Policy level – Creation of Legal Basis: New Regulations for the implementation of the accreditation and authorization standards.

Institutional (management) level – Promoting internal QA and management practices at institutions.

National level (increasing quality of educational processes): building capacity of HEIs, Experts and the NCEQE and the common understanding of core values of QA; increasing participation of stakeholders.

International level – NCEQE becomes member of ENQA – the reputation of Georgian HE increases.



Our Achievement

Measuring impact:

- Changes in Legislation;
- Agency review;
- Accreditation and Authorization Reports;
- Survey of the HEIs;
- The functionality of the processes.



Achievements

- Now that you have shared your achievements, let's think what to do with them.

Ideas for regional sharing of good practice

Promoting good practice internally/nationally

As a country group what can you offer others in terms of good practice?

16.30 – 16.45 Review of the day

- Discussion

19.00 Dinner

10.00 – 12.30 Our challenge – what we would like to do/do better (Slide Three)

- Identify one problem/challenge for the group to consider – an issue that has not gone as smoothly as you had hoped and for which you would welcome external opinions. Express this as a problem statement
- Overview of problem solving
- Work in groups on problem solving
- Sharing solutions
- Agreeing solutions
- Includes Coffee Break 11.30 – 11.45

Identify one problem/challenge for the group to consider – an issue that has not gone as smoothly as you had hoped and for which you would welcome external opinions. Express this as a problem statement

- Some universities negatively take the agency's decision to “not accredit” educational programs.
- Weak universities and weak programs cannot understand the reasons for low grades / negative decisions.

Our Challenge

What did not go as smoothly as hoped?

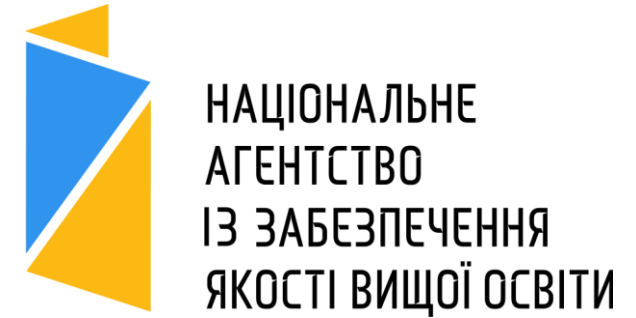
***Inconsistency of the evaluations and
Misinterpretation of the results -
Diverse attitudes, culture, experience and expectations***



Promoting big issues resolution

- Strategic alignment between government and institutions
 - Culture of continues enhancement
 - Quality assurance of degree awarding
- <http://ecahe.eu/assets/uploads/2018/01/Report-Achieved-Learning-Outcomes-Recommendations-and-Good-Practices-2016.pdf>

NAQA Challenges



- Accreditation is expensive (no informal payments)
- Complex decision-making: Sectoral Expert Councils (29 Sectors) review each programme accreditation report after the expert site visit
 - SEC's consist of 9-15 members depending on size of sector
 - SEC required because Agency cannot review 250-300 programmes / month
- Accreditation process involves culture shift:
 - From “inspectorial” to “developmental” approach – “consultative assessment”
 - From “verifying paperwork” to “discussing quality”
 - From “evaluation” to “peer-review”
- Additional functions of NAQA
 - “Court” for academic integrity cases / legislated but lack of political will
 - PhD award regulation – latency of old cultural stereotype and practices

Challenges

- Some universities negatively take the agency's decision to “not accredit” educational programs.
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- ***Inconsistency of the evaluations and Misinterpretation of the results - Diverse attitudes, culture, experience and expectations***

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Additional functions of NAQA

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Problem statement

To focus on a problem be sure to define and state it specifically enough that you can write/talk about it.

Avoid trying to investigate or write about multiple problems or about broad or overly ambitious problems.

Vague problem definition leads to unsuccessful proposals and vague, unmanageable documents.

Naming a topic is not the same as defining a problem.

Problem solving

- Step 1: Identifying the Problem. Ask yourself what the problem is. ...
- Step 2: Defining Goals. ...
- Step 3: Brainstorming. ...
- Step 4: Assessing Alternatives. ...
- Step 5: Choosing the Solution. ...
- Step 6: Active Execution of the Chosen Solution. ...
- Step 7: Evaluation.

Challenges – your task

- In country groups reduce your challenge to one only
- Decide on a spokesperson
- The spokesperson should write the challenge on a flip chart and stand by it
- Everyone else can choose what challenge they would like to work with
- Each group should provide a refined problem statement and generate actions to address it

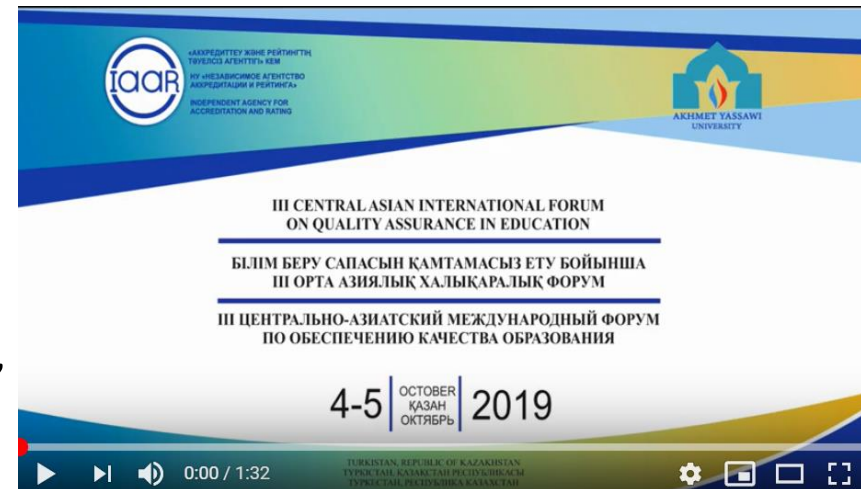
12.30 – 13.15 Our tips for regional co-operation (Slide Four)

- Suggestions of how to promote regional co-operation – just throw some ideas out
- Group work – Nominal group technique
- Prioritisation of ideas
- Action Planif we have time

Suggestions of how to promote regional co-operation – just throw some ideas out

- Exchange of experts.
- Joint accreditation.
- Learning the best experience.
- Conducting joint / parallel studies.
- Conducting joint seminars and webinars for professional development of experts.
- International forums, conferences, round tables with wide participation of stakeholders.
- Publishing the best experience.
- Guest visits and internships in order to study the experience of foreign agencies.

<https://www.youtube.com/watch?v=fY0pj6g0ze4&feature=share>



Stimulate Regional Employment

- Regional mobility of students and staff
- Regional alignment of programmes for effective mobility
- Regional benchmarks of employment
- Joint processes and experts exchange in the region
- Joint research of education effectiveness

Regional/Cross-Regional Cooperation

Why?

- ❑ *To share experience and learn from best practices and mistakes;*
- ❑ *To inspire and support positive developments;*
- ❑ *To enhance quality and support quality culture;*
- ❑ *To enhance mutual trust and understanding;*
- ❑ *To promote local educational systems.*

How?

- ❑ *Erasmus+ Projects on QA;*
 - ❑ *Exchange of Experts by National Agencies;*
- ❑ *Informal External Evaluation: Peer-Review of Study Programs/Institutional Assessment;*
 - ❑ *Joint Studies on QA;*
 - ❑ *Joint Events: seminars, trainings, workshops, conferences etc.*



Regional cooperation opportunities

- NAQA tasked with multiple functions – “proto Ministry of Higher Ed”
- Experience sharing:
 - Programme accreditation in a large country is difficult (29 Sectoral Expert Councils, multi-level decision-making, 2500-3000 programmes per year)
 - In external QA, culture shift from “inspectorial” to “consultative assessment” is easier to implement among accreditation experts than HEI (ESG is “foreign”)
 - “Feudalism” of rectors cannot be changed without internal pressure – external QA with foreign experts provides opportunities for new practices to be institutionalized, but only if agents of change are present and empowered
- Internal institutional management must reflect “trust values” if external QA is to be effective – horizontal structures fostered by int’l cooperation
- Creation of regional rankings according to quality of teaching and learning
 - Different criteria from QS/Shanghai/Times, differentiated according to HEI type

1	Exchange of experts. by National Agencies/Regional mobility of students and staff	5
2	Learning the best experience	2
3	Joint accreditation	9
4	Conducting joint seminars and webinars for professional development of experts	6
5	International forums, conferences, round tables with wide participation of stakeholders	2
6	Publishing the best experience	
7	Guest visits and internships in order to study the experience of foreign agencies	6
8	Conducting joint / parallel studies/ Joint research of education effectiveness	3
9	Erasmus+ Projects on QA	14
10	Informal External Evaluation: Peer-Review of Study Programs/Institutional Assessment	14
11	Joint processes and experts exchange in the region	6
12	Regional alignment of programmes for effective mobility	6
13	Regional benchmarks (of employment)	
14	Enhancement Themes e.g. Stimulate regional employment	5

Nominal group technique – generating and prioritising ideas

- Each country has 20 votes
- Discuss amongst your country group how you would like to allocate your votes
- You can give a topic as many votes as you like – but the total should not exceed 20
- Decide how you would like to allocate your votes and choose a spokesperson

13.15 – 13.45 Our hopes Revisited (Slide Five)

- Review of future actions that you hope to achieve in the next five years
- Action planning and critical review in small groups

NAQA in five years



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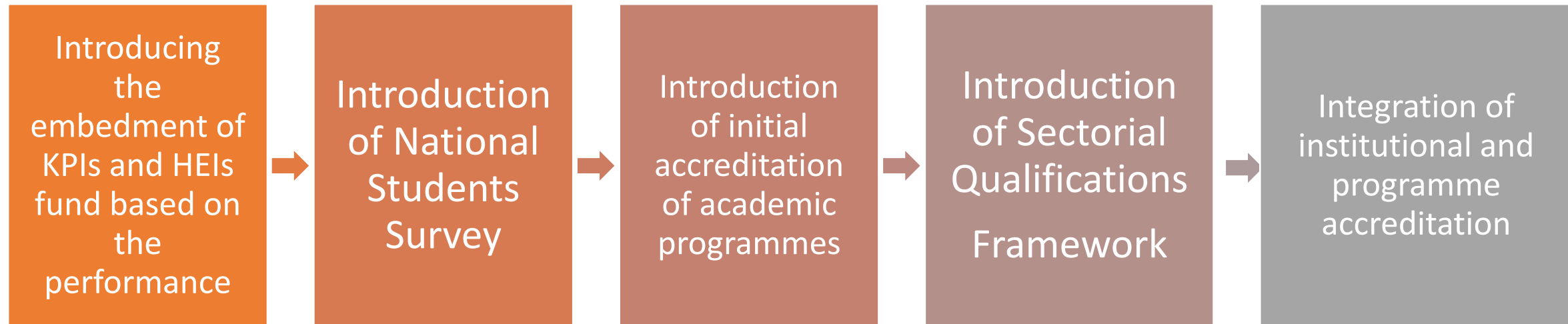
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To Be Implemented



13.45 – 14.00 Evaluation, wrap up and close
What we thought of this seminar – evaluation