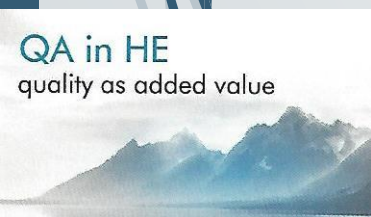# THE ESSENTIALS OF IQA & EQA

Lucien Bollaert

Independent international QA expert

TAM Bologna Seminar on QA

12 September 2017

Kiev | Ukraine

- Intro

- The new ESG (2015)

- Part I IQA: QA policy

- Enhancement & accountability

- IQA policy

- Learning outcomes

- SCL

- Student & staff life cycle

- Learning resources & student support

- Information management

- Programme or institutional level?

- Part II EQA: EQA QA

- Part II QAA: ENQA and EQAR

- QA & internationalisation

- The future QA: are we ready?

- Q & A

- Selected bibliography

QA in HE
quality as added value
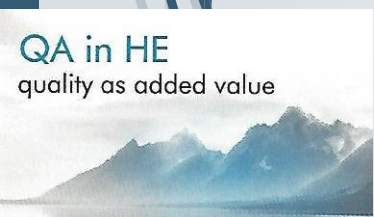
THE ESSENTIALS OF IQA & EQA

Intro

Lucien Bollaert

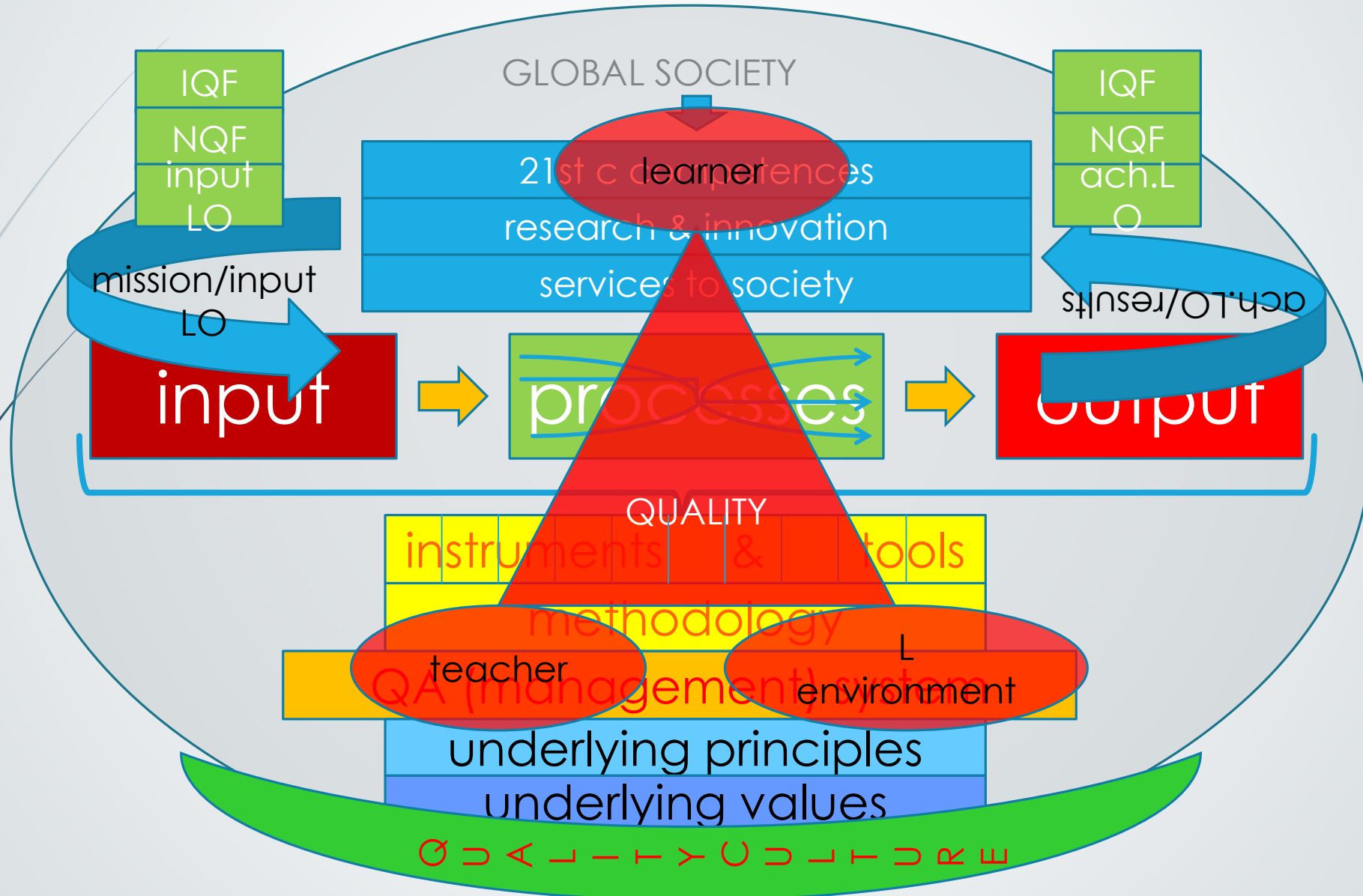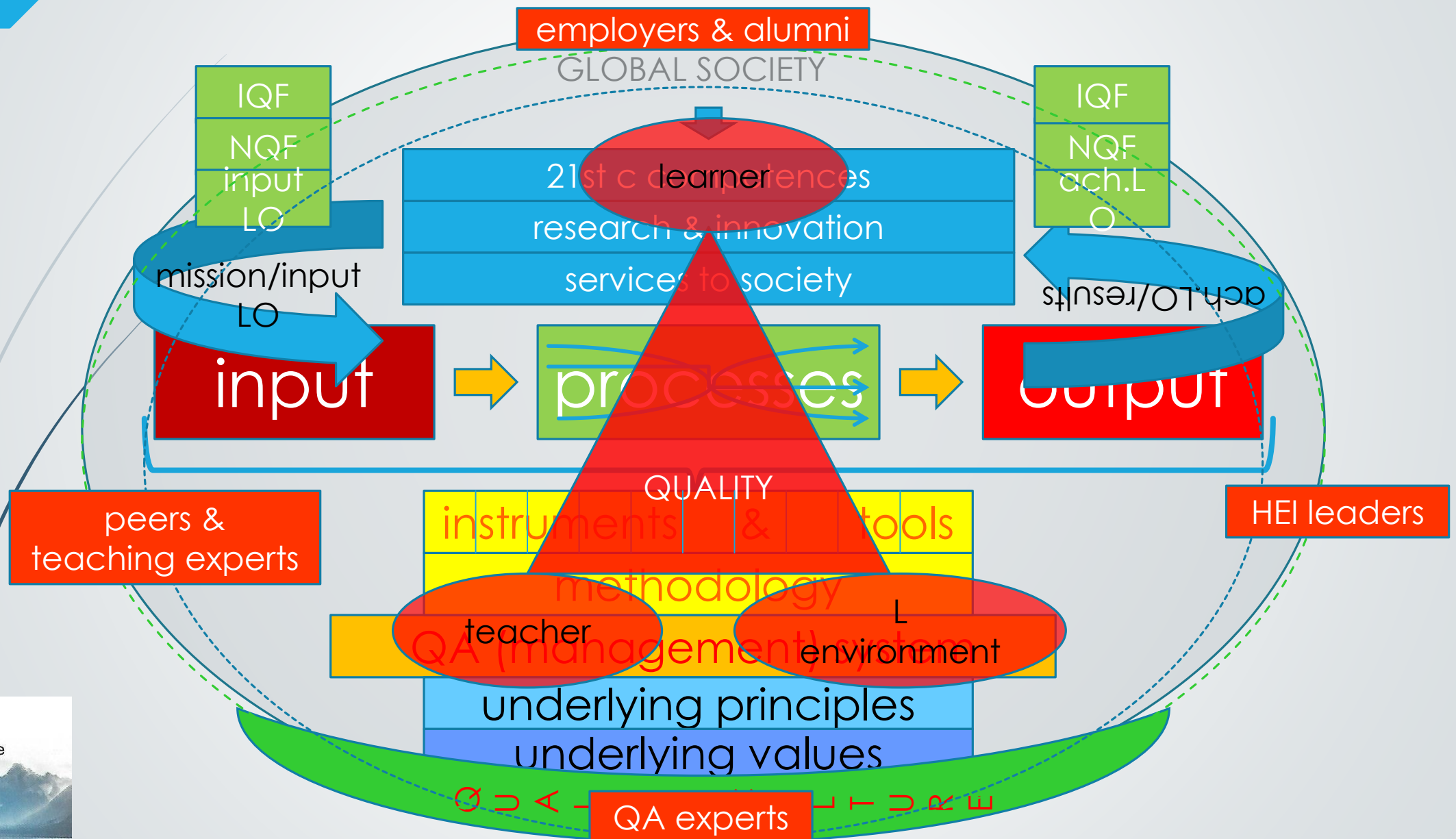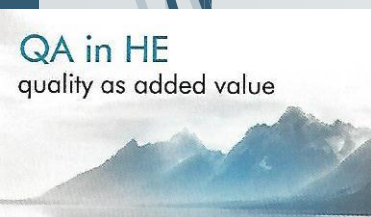Independent international QA expert

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12 September 2017

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dimensions of quality & QA

GLOBAL SOCIETY

IQF
NQF
input
LO

IQF
NQF
ach.L
O

learner

21st c competences

research & innovation

services to society

mission/input
LO

ach.LO/results

input

processes

output

QUALITY

instruments   &   tools

methodology

teacher

L
environment

QA (management) system

underlying principles

underlying values

QUALITY CULTURE

QA in HE
quality as added value

dimensions & stakeholders of quality & QA

employers & alumni

GLOBAL SOCIETY

IQF

NQF
input
LO

IQF

NQF
ach.L
O

learner

21st c. competences

research & innovation

services to society

mission/input
LO

ach.LO/results

input

processes

output

QUALITY

peers &
teaching experts

HEI leaders

instruments   &   tools

methodology

teacher

L
environment

QA (management) system

underlying principles

underlying values

QUALITY CULTURE

QA experts

QA in HE
quality as added value

THE ESSENTIALS OF IQA & EQA

The new ESG (2015)

Lucien Bollaert
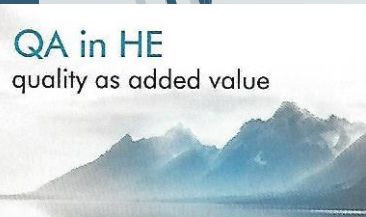
Independent international QA expert

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12 September 2017

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- Intro & parts:
  - Part I: IQA (7   10)
  - Part II: EQA (7   7)
  - Part III: QAAs (8   7)
- Context:
  - Importance of HE socio-economically & culturally (skills & competences)
  - Increasing diversity & flexibility
  - Internationalisation
  - New forms of delivery
  - The role of QA is crucial in supporting higher education systems and institutions in responding to these changes while ensuring the qualifications achieved by students and their experience of higher education remain at the forefront of institutional missions.
  - The role of ESG: common understanding, development of systems also international & cross-border, more transparency, thus trust & recognition
  - extension of scope to relevant links to research and innovation.

QA in HE
quality as added value

ESG 2015

Standards and Guidelines for Quality Assurance
in the European Higher Education Area

QA in HE
quality as added value

- Purposes and principles:
  - They set a common framework for QA systems for learning and teaching at European, national and institutional level;
  - They enable the assurance and improvements of quality of higher education in the EHEA;
  - They support mutual trust, thus facilitating recognition and mobility within and across national borders;
  - They provide information on QA in the EHEA.
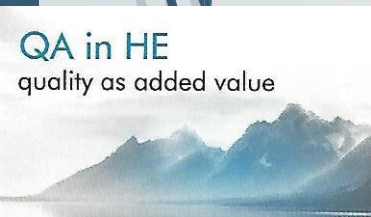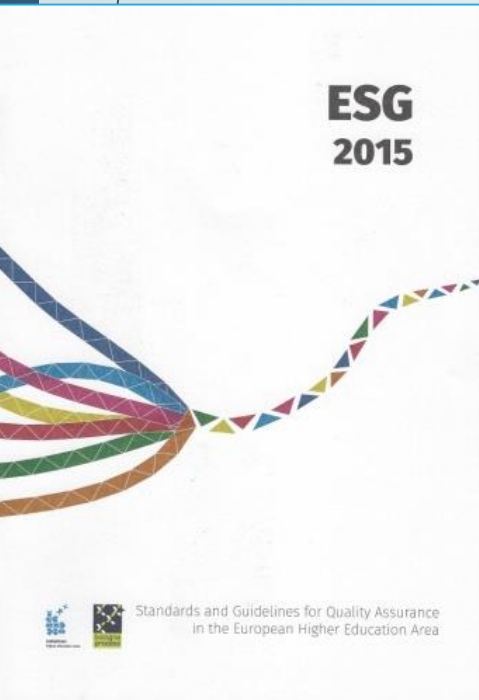
Нова редакція «Стандартів і рекомендацій щодо забезпечення якості в Європейському просторі вищої освіти».

Стандарти і рекомендації щодо забезпечення якості в Європейському просторі вищої освіти

Ухвалено на Міністерській конференції у Єревані 14-15 травня 2015 року

Зміст

Передмова
I. Контекст, сфера дії, цілі та принципи
 Окреслення контексту
 Сфера дії та ключові поняття
 Цілі та принципи
II. Європейські стандарти і рекомендації щодо забезпечення якості вищої освіти
 Частина 1: Стандарти і рекомендації щодо внутрішнього забезпечення якості
 Частина 2: Стандарти і рекомендації щодо зовнішнього забезпечення якості
 Частина 3: Стандарти і рекомендації щодо агенцій із забезпечення якості
III. Додаток: Підсумковий перелік стандартів

QA in HE
quality as added value

www.enqa.eu

"At the heart of all quality assurance activities are the twin purposes of accountability and enhancement. Taken together these create trust in the higher education institution's performance. A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution's activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement). Quality assurance and quality enhancement are thus inter-related. They can support the development of a quality culture that is embraced by all: from the students and academic staff to the institutional leadership and management." ESG (2015), p. 7

THE ESSENTIALS OF IQA & EQA
Enhancement & accountability
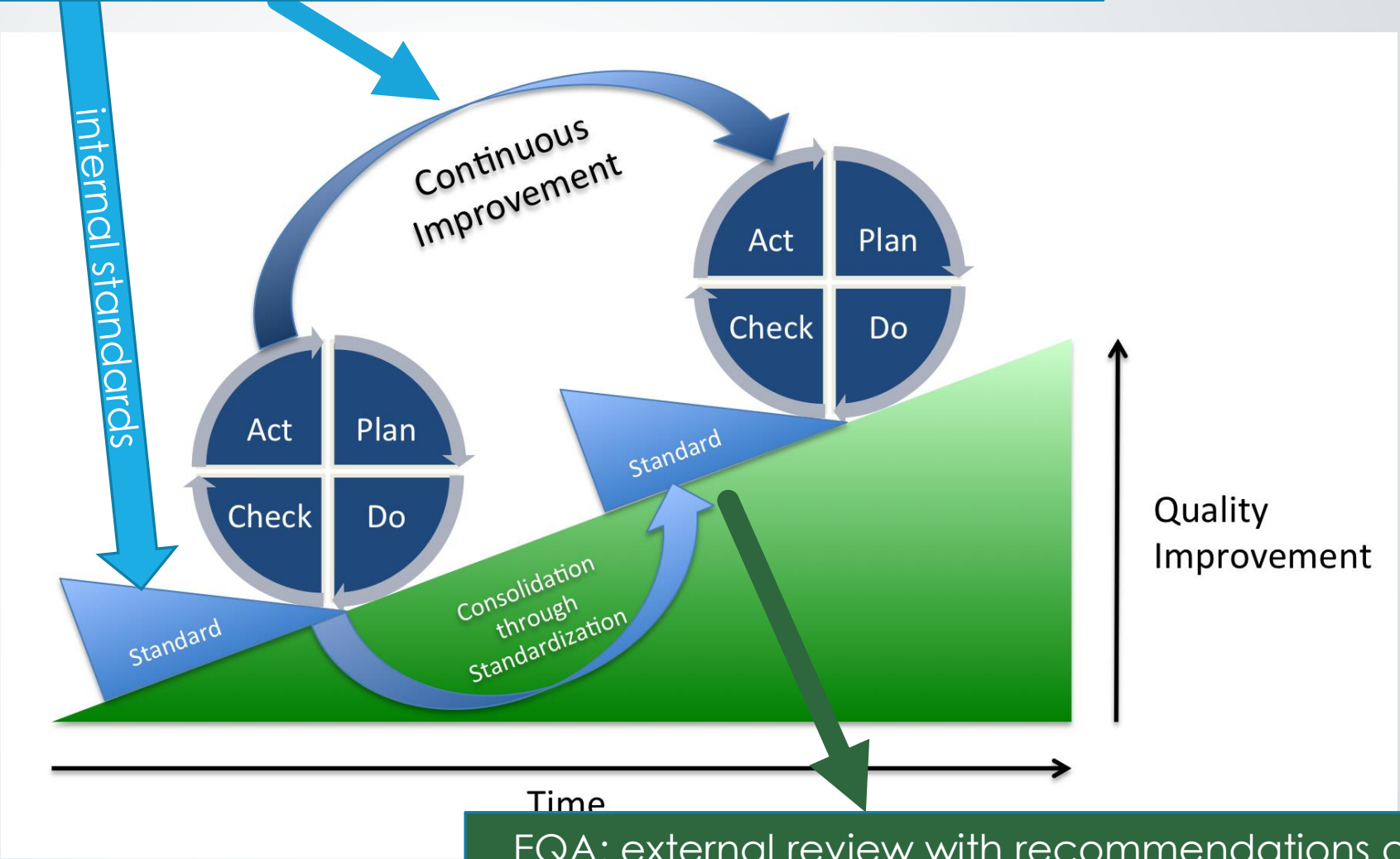
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IQA: SMART goals from mission & strategy through action plans and monitoring by measuring realisation via indicators

internal standards

Continuous Improvement

Act | Plan
Check | Do

Act | Plan
Check | Do

Standard

Standard

Consolidation through Standardization

Quality Improvement

Time

QA in HE
quality as added value

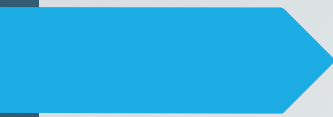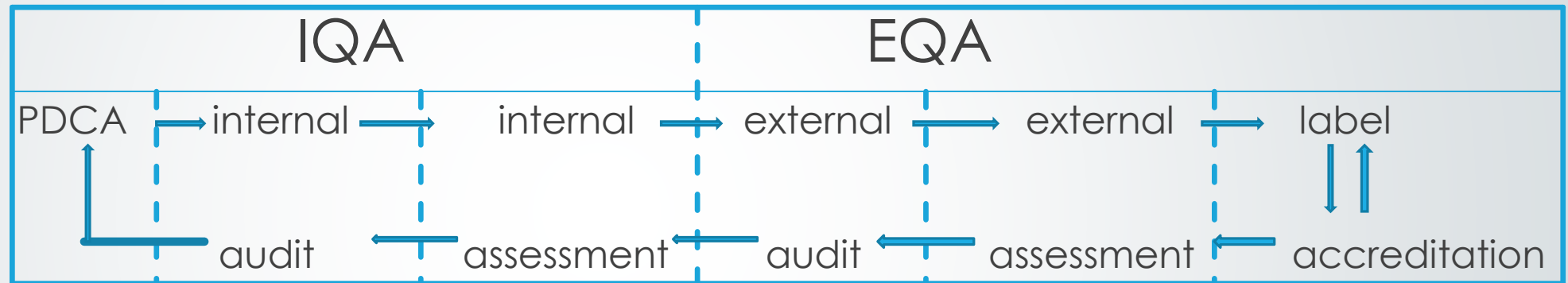EQA: external review with recommendations on external standards up to official recognition by accreditation

▶ Audit & assessment

▶ **Audit**: a management tool consisting of a planned process of systematic and objective examination of quality assertions carried out by an internal or external auditor or audit team, who reports on demand to the interested parties

▶ **Quality audit**: a tool for assessing the effectiveness of quality assurance efforts and more recently, for the evaluation of compliance with applicable quality standards

Karapetrovic & Willborn (1999), "QA & effectiveness of audit systems"

► <u>Audit & assessment</u>

► **Assessment**: a management tool consisting of a planned process of systematic and objective examination of a set of concepts and principles that describe desirable outcomes but does not specify on how they should be achieved (i.e. no standard)

► Up to the organisation itself to decide!

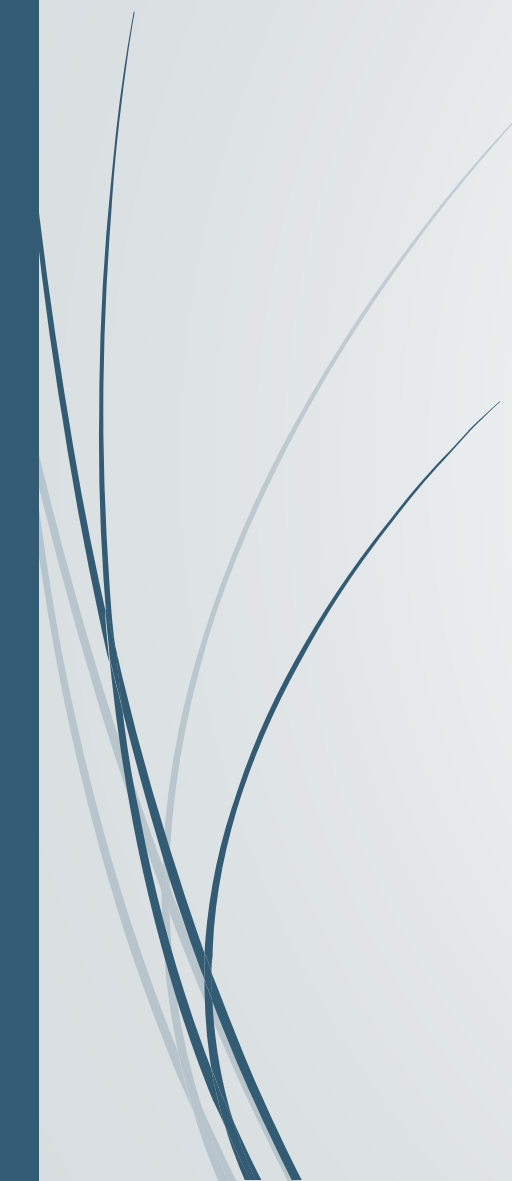► Objective : to answer the question "if that's what we want to achieve, are we doing the right things?"

Continuum of IQA & EQA

IQA		EQA		
PDCA → internal → internal →	external → external →	label
audit ← assessment ←	audit ← assessment ←	accreditation

- Use of recommendations next to scores;

- Use of more than 2 scores from 'insufficient' via 'sufficient' & 'good' to 'excellent';

- Use of conditions in time and follow-up;

- Use of consistent follow-up (standard EQA 2.2)

▶ <u>Audit & assessment & review</u>

▶**Review**: an internal, external or combined study to examine the performance of a HEI or programme according to its own or external standards in order to reconsider, improve , evaluate or assess it by producing a report

ESG 2005 part I

1.1 Policy & procedures for QA

1.2 Approval, monitoring & periodic review of programmes & awards

1.3 Assessment of students

1.4 QA of teaching staff

1.5 Learning resources & student support

1.6 Information systems

1.7 Public information

ESG 2015 part I

1.1 Policy for QA

1.2 Design & approval of programmes

1.3 Student-centred learning, teaching & assessment

1.4 Student admission, progression, recognition & certification

1.5 Teaching staff

1.6 Learning resources & student support

1.7 Information systems

1.8 Public information

1.9 On-going monitoring & periodic review of programmes

1.10 Cyclical external QA

QA in HE
quality as added value

THE ESSENTIALS OF IQA & EQA

IQA Policy

The new ESG (2015)

Lucien Bollaert

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TAM Bologna Seminar on QA

12 September 2017

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- <u>Standard I.1:</u>
"Institutions should have a policy for QA that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders."

QA in HE
quality as added value

Published institutional strategies for continuous enhancement in the past 5 years 2013/14
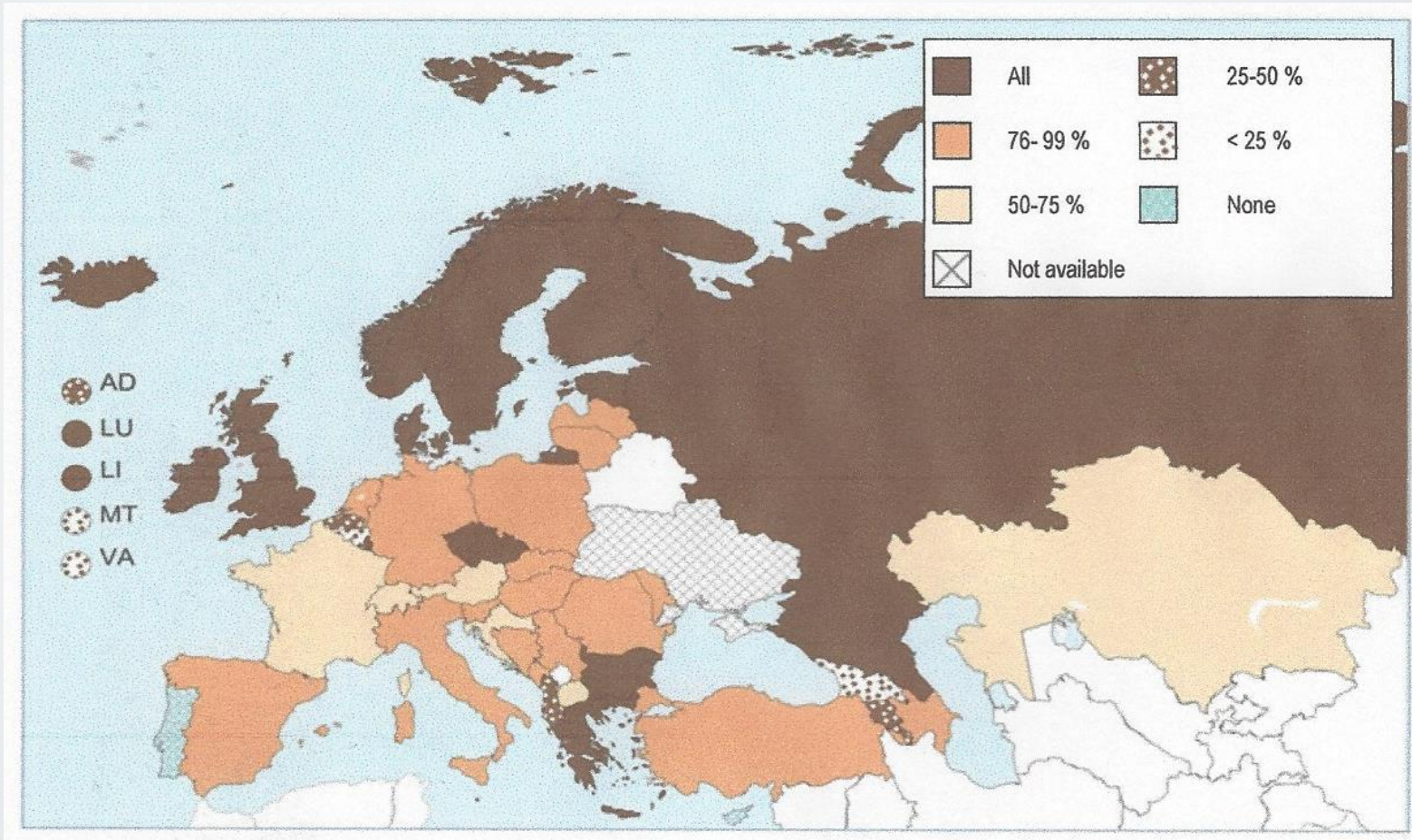
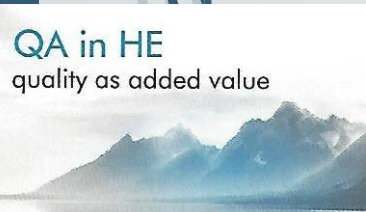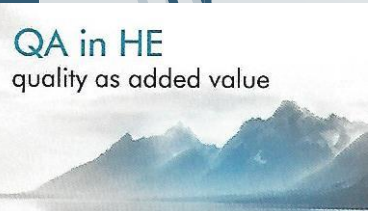Implementation report 2015, fig. 3.1, p. 89

Source BFUG questionnaire
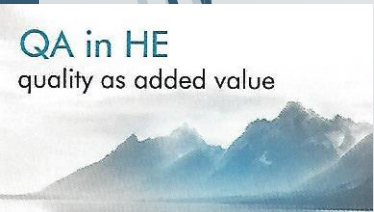
- *"We prepare the leaders of tomorrow."*

- *"We nurture lifelong learners."*

- *"We aim to have a global impact, while serving our local community."*

- Gallup (2015) found that more than 50% of vision or mission statements of HEI share striking similarities, regardless of size, public or private, land-grant status or religious affiliation, or for-profit or not-for-profit.

- They may accurately represent the broad views and aspirations of education leaders and their institutions, and they probably differentiate the institutions from financial services and retail companies…

- BUT THEY OFFER LITTLE GUIDANCE TO CURRENT AND FUTURE STUDENTS (and staff).

QA in HE
quality as added value

- *"We prepare the leaders of tomorrow."*

- *"We nurture lifelong learners."*

- *"We aim to have a global impact, while serving our local community."*


QA in HE
quality as added value

GALLUP's RECOMMENDATIONS :

- Establish a clear and differentiated purpose by answering the questions: *"Why do we exist?"* and *"What value do we provide to the world?"*.

- Align the brand by telling the outside world what the institution is and what it will deliver. (see mission)

- Support identity with engaged culture primarily including the student experiences that should support the HEI's purpose and brand.

Gallup (2015)

www.gallup.com/businessjournal/184538/hard-differentiate-one-higher-brand.aspx

QA in HE
quality as added value
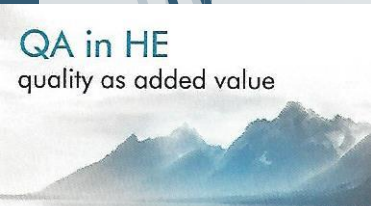
- <u>Should QA assess mission & strategy?</u>
- Yes, IQA (with the help of externals) should measure and monitor the realization, learn lessons from that how to do better and change them into new ones.
- No, EQA should depart from them, try to understand them and help the HEI to become better.

QA in HE
quality as added value

THE ESSENTIALS OF IQA & EQA

Learning outcomes

The new ESG (2015)

Lucien Bollaert

Independent international QA expert
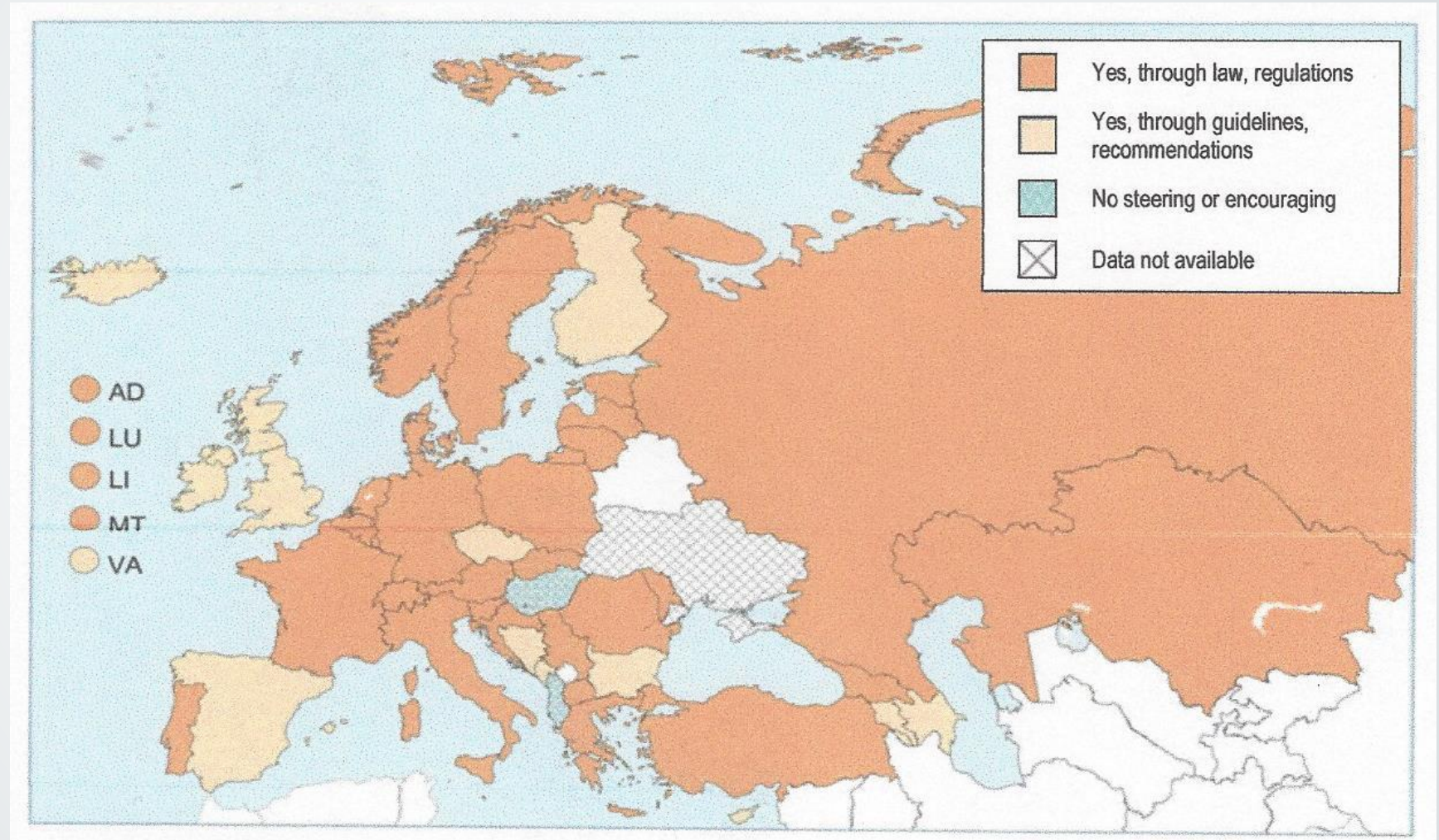
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Standard I.2 :

Design and Approval of Programmes

"(…) The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. (…)"

QA in HE
quality as added value

Steering and/or encouraging LOs in national policy 2013/14

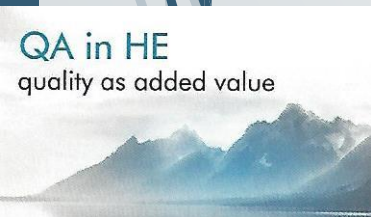Implementation report 2015, fig. 2.25, p. 72
Source BFUG questionnaire

Learning outcomes : need of common language
need of common understanding

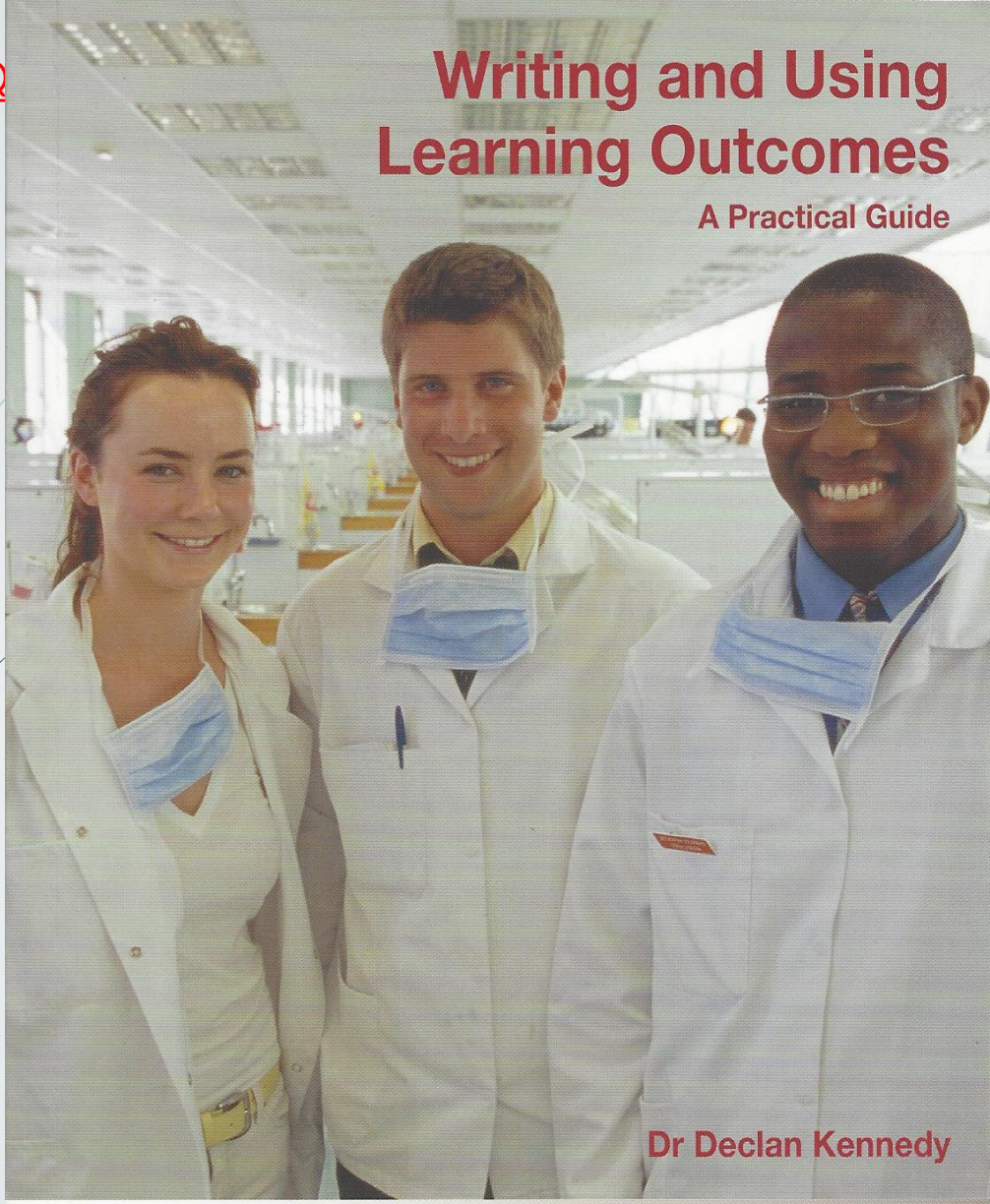LO = what a learner is supposed to know & be able to do after a successful study

competence = ability to integrate knowledge, skills & attitude to be successful in a certain context

Make of the LO **LIVING** things that are formulated by the stake-holders concerned, passionately shared by the whole team and shaping the teaching, learning and assessment practices & formats accordingly **LEAVING ROOM FOR EXPERIMENTAL LEARNING!**
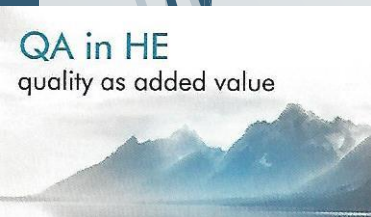
QA in HE
quality as added value

Writing and Using Learning Outcomes

A Practical Guide

Dr Declan Kennedy

NDP
NATIONAL DEVELOPMENT PLAN

HEA
Higher Education Authority
An tÚdarás um Ard-Oideachas

ucc
Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland

ECTS Users' Guide

EUROPEAN
Higher Education Area

bologna
process

European
Commission

QA in HE
quality as added value
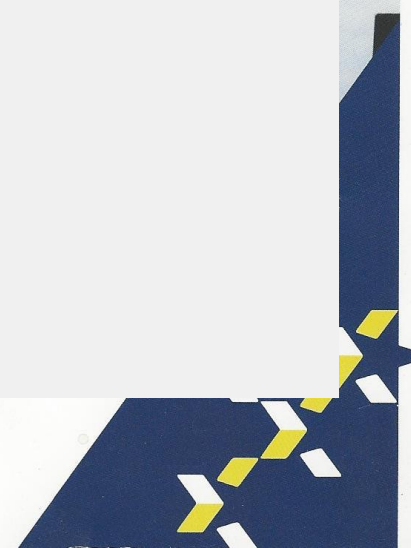
Writing and Using
Learning Outcomes
A Practical Guide

ECTS Users' Guide
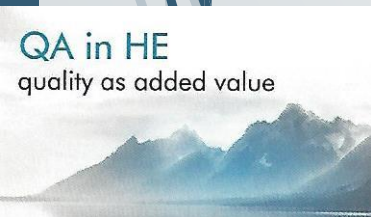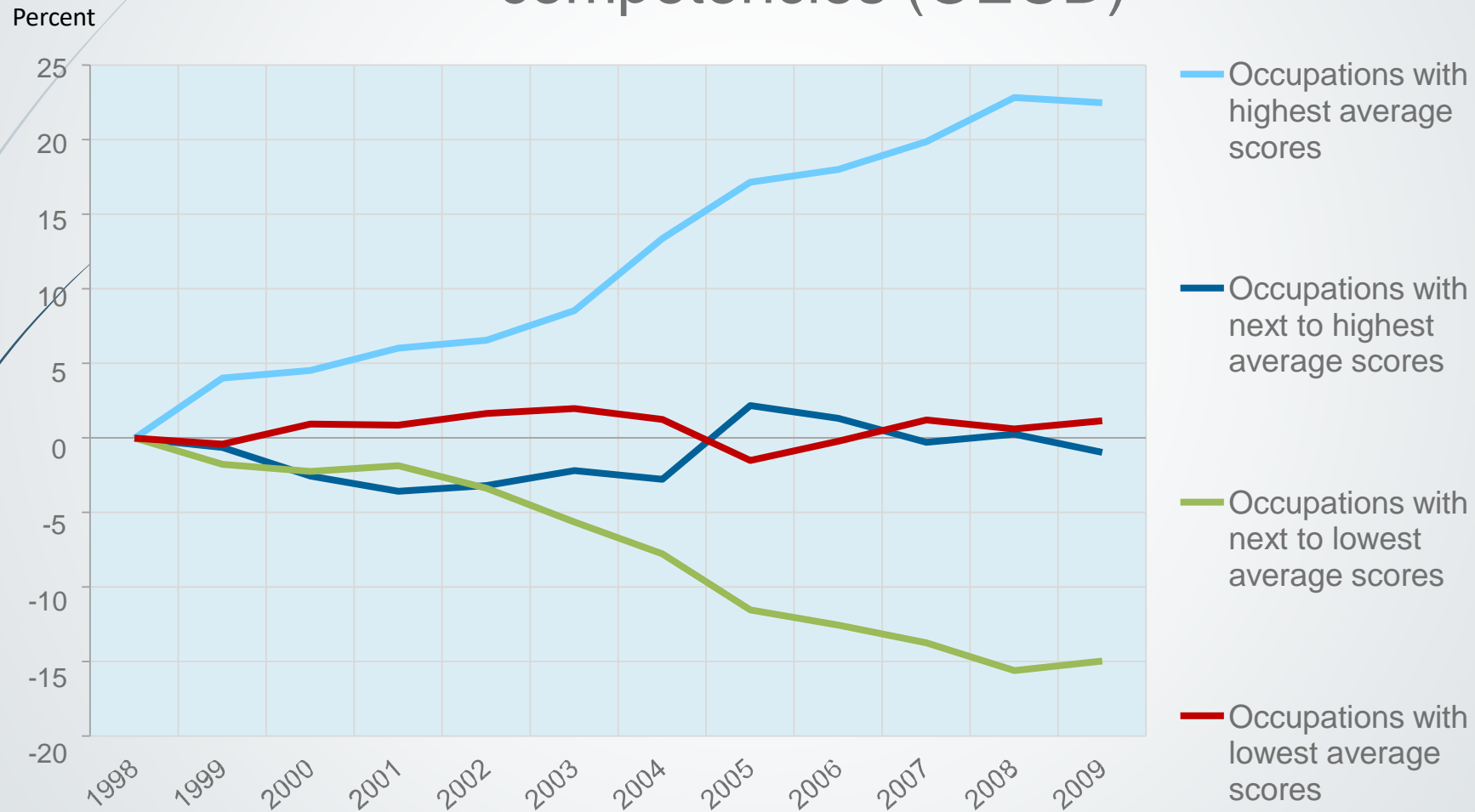
The value of experimentation is not the trying. It's the trying again after the experiment fails.

Simon Sinek

QA in HE
quality as added value
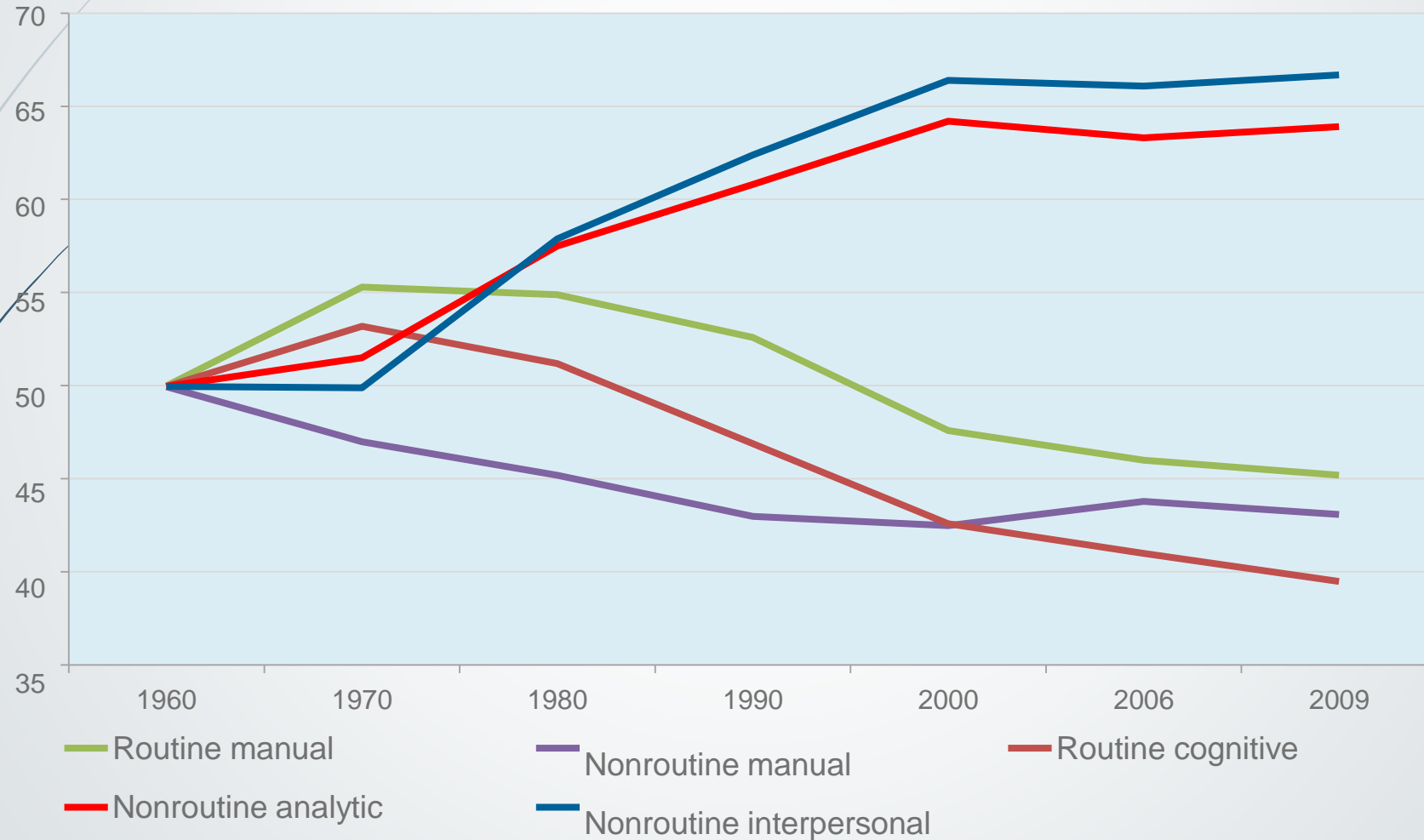
Trends of employment in relation to levels of competencies (OECD)

Percent

- Occupations with highest average scores
- Occupations with next to highest average scores
- Occupations with next to lowest average scores
- Occupations with lowest average scores

QA in HE
quality as added value

Changed needs of competences (OECD)

Mean task input in percentiles of 1960 task distribution

Routine manual

Nonroutine manual

Routine cognitive

Nonroutine analytic

Nonroutine interpersonal

QA in HE
quality as added value

1

New competences needed

➢ Communication, problem-solving, creativity, team-work

➢ Research skills, both academic as well as 'mode 2' (applied) and mixtures

➢ Inter-disciplinary but with skill and attitude to go deep into a particular discipline

➢ Meta-cognition

➢ Willingness to change, risk-taking, entrepreneurial

➢ 'Global competences' (e.g. computer skills)

➢ Visionary & inspirational leadership

➢ HOW YOU ENGAGE IN THE WORLD

➢ = ATTITUDES! CHARACTER! PERSONALITY
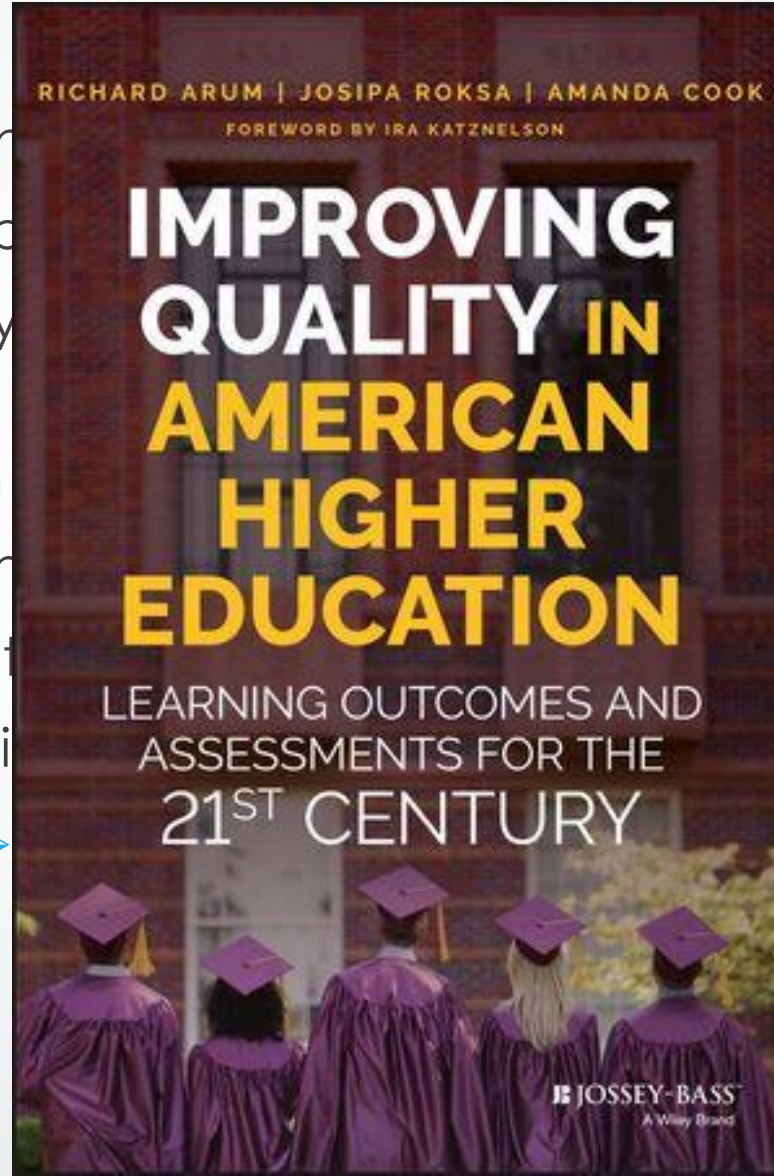
(see HRM in industry and business)

CERTAINLY ON TEAM LEVEL

QA in HE
quality as added value
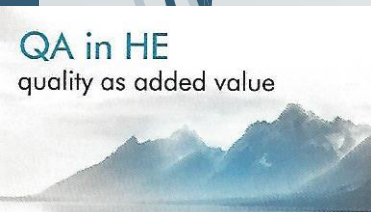
New competences needed

- Communication
- Research skills, b
- Inter-disciplinary
  discipline
- Meta-cognition
- Willingness to ch
- 'Global compet
- Visionary & inspi

eam-work
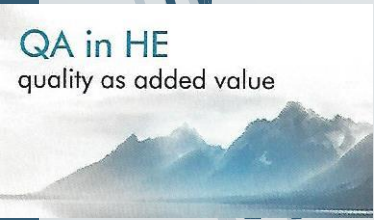
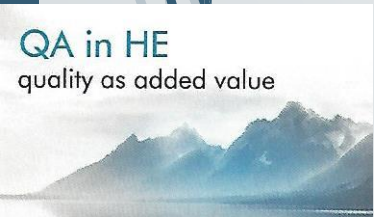de 2' (applied) and mixtures
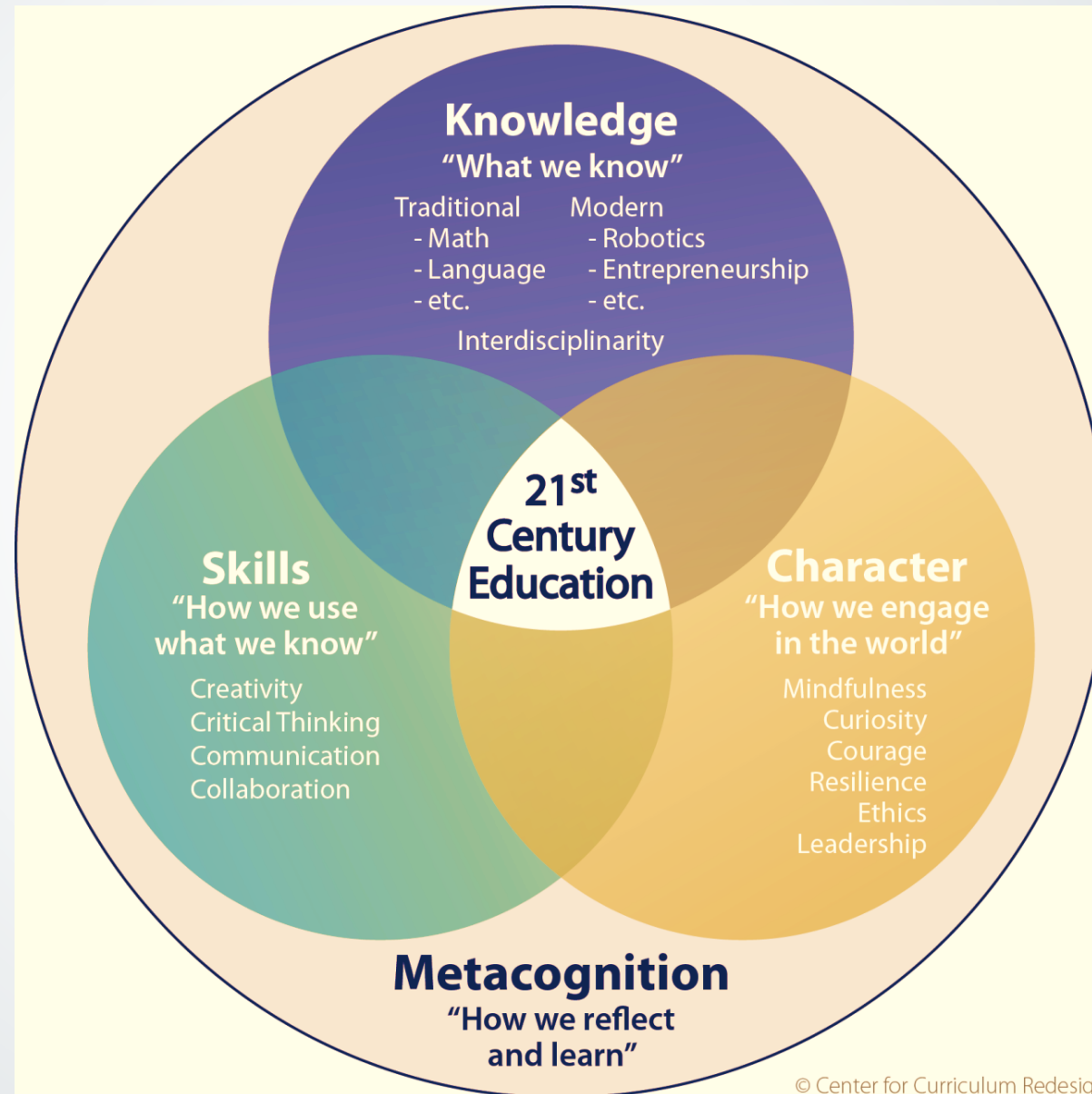
o deep into a particular

orial

HE WORLD

PERSONALITY

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More or other knowledge & skills are not enough!

© Center for Curriculum Redesign

3
4

Technology is not the only motor of innovation

QA in HE
quality as added value
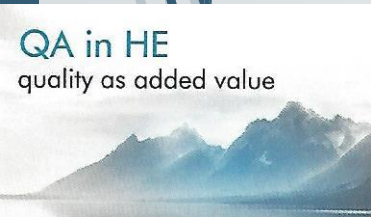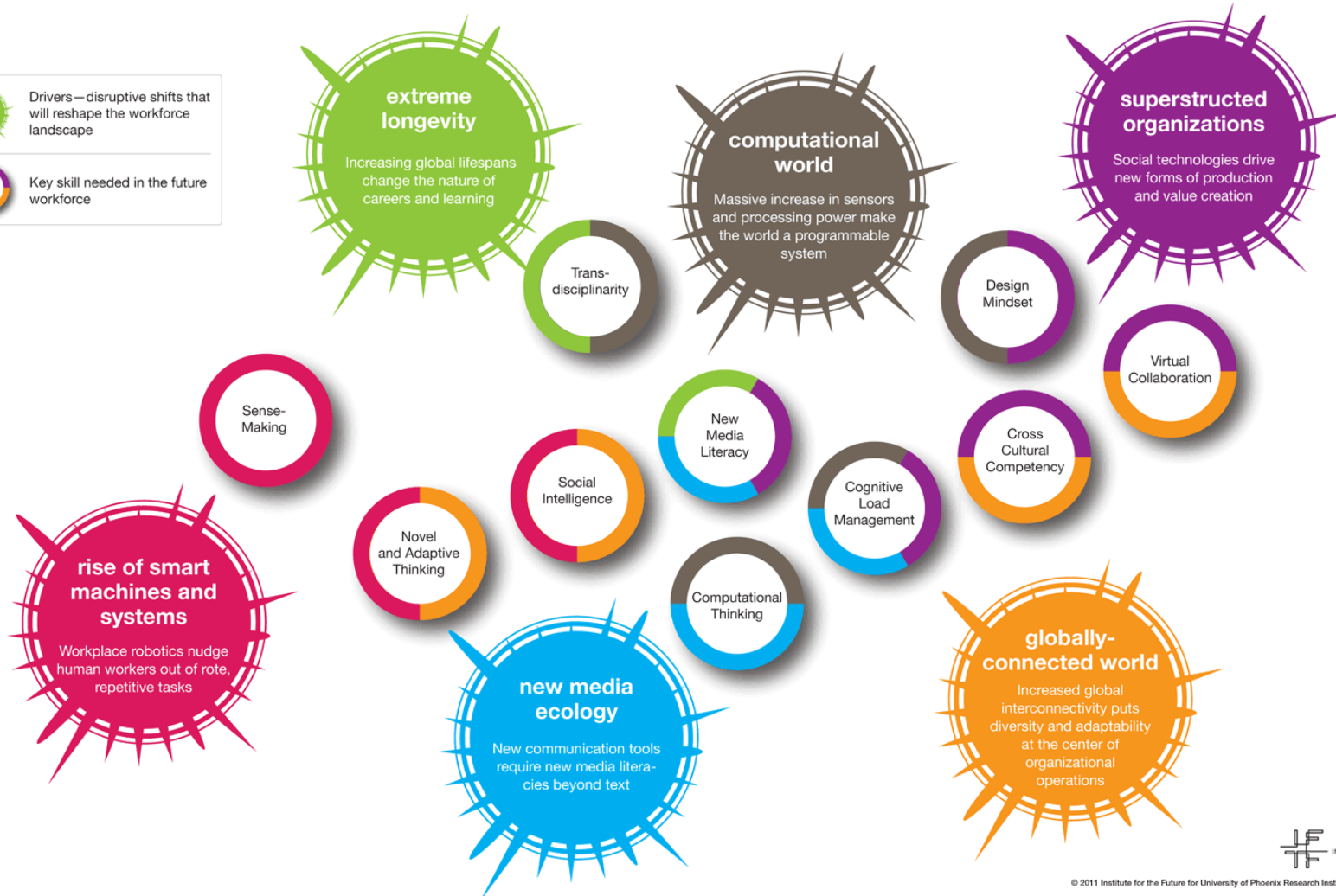
Competences that make the difference between innovative professionals & others

Competence	Value
come with news ideas/solutions	2,97
acquire new knowledge	2,44
willingness to question ideas	2,34
alertness to opportunities	2,24
present ideas in audience	2,18
analytical thinking	2,15
master of your own field	2,11
coordinate activities	2,05
write and speak a foreign language	2,02
use computers and internet	2,00
make your meaning clear	1,99
use time efficiently	1,98
mobilize capacities of others	1,97
work productively with others	1,95
write reports or documents	1,94
perform under pressure	1,81
knowledge of other fields	1,76
negociate	1,76
assert your authority	1,56

OECD

QA in HE
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REVIEW OF THE 2006
FRAMEWORK OF KEY COMPETENCES
FOR LIFELONG LEARNING

Consultation Strategy

QA in HE
quality as added value

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WORLD ECONOMIC FORUM

Top 10 skills

In 2015	In 2020
1. Complex Problem Solving	1. Complex Problem Solving
2. Coordinating with Others	2. Critical Thinking
3. People Management	3. Creativity
4. Critical Thinking	4. People Management
5. Negotiation	5. Coordinating with Others
6. Quality Control	6. Emotional Intelligence
7. Service Orientation	7. Judgment & Decision Making
8. Judgment & Decision Making	8. Service Orientation
9. Active Listening	9. Negotiation
10. Creativity	10. Cognitive Flexibility

QA in HE
quality as added value

Source: Future of Jobs Report (2017)

39

In 20

1. Co   olving
2. Co
3. Pe
4. Cri   nt
5. Ne   Others
6. Qu   ce
7. Se   on
8. Ju
   Mo
9. Ac
10. Cre

Top 5 reasons not to be selected because of soft skills

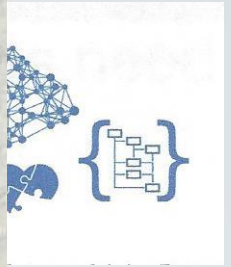|	
the right attitude	46%
flexibility	39%
oral communication to present oneself	38%
professionally	33%
be on time	30%
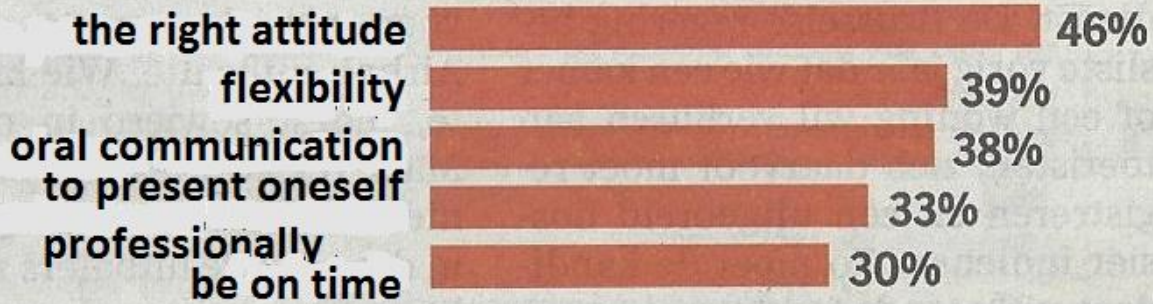
Top 5 skills on which the meanings of youngsters and employers are most divided

■ employer   ■ youngster

	employer	youngster
written communication	48%	6%
being self-critical	46%	5%
insight in own strengths & weaknesses	44%	5%
dealing with conflicts	44%	9%
knowing when to speak and to be silent	35%	6%

DS-Infografiek | Bron: KU Leuven

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Top 5 reasons not to be selected because of soft skills

the right attitude	46%
flexibility	39%
oral communication	38%
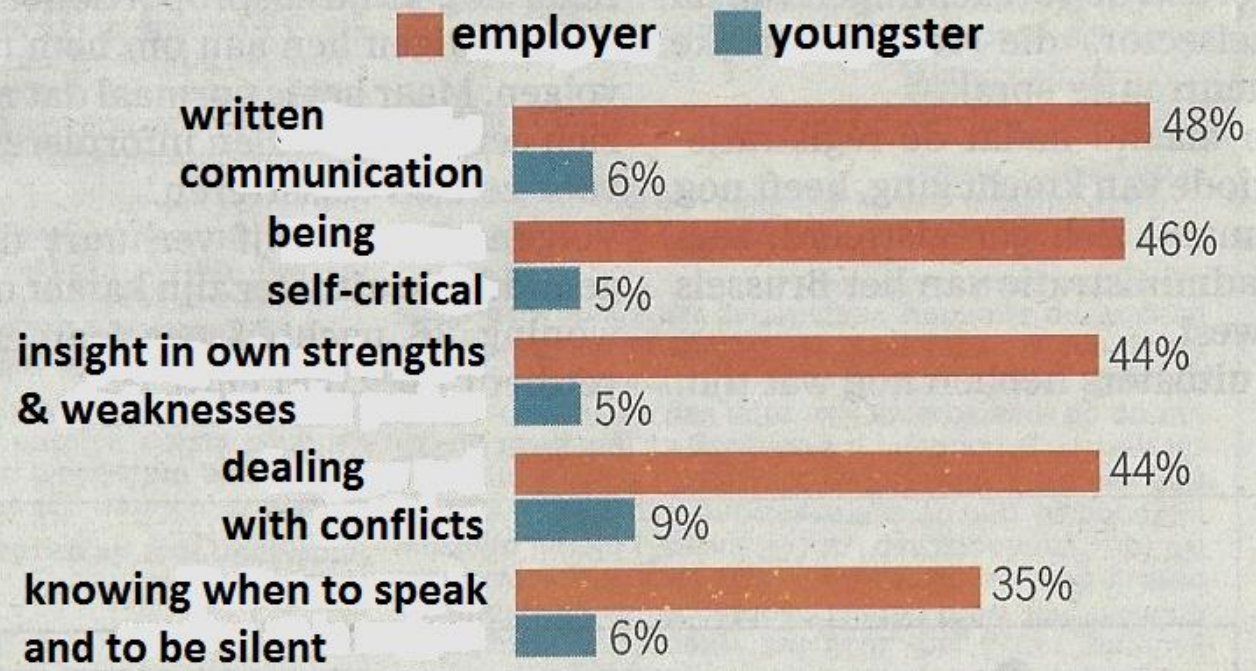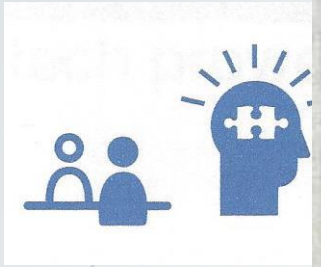
In 20...

1. Co...
2. Co...
3. Pe...
4. Cri...
5. Ne...
6. Qu...
7. Se...
8. Ju...
   Mo...
9. Ac...
10. Cre...

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"ABILITY is what you're capable of doing.

MOTIVATION determines what you do.

ATTITUDE determines how well you do it."

DS-Infografiek | Bron: KU Leuven

QA in HE
quality as added value

"In a world with a surfeit of AI and machine learning, human values such as common sense and empathy will be scarce."
Satya Nadella, CEO Microsoft, Davos 2017

"American College students showed a 48% decrease in emphatic concern and a 34% drop in their ability to see other people's perspectives."
Sara Konrath (2017), Michigan University

"Our education system is still rooted in the values of the industrial era. The so-called 3 Rs – reading, writing and arithmetic – which prepared students for factory and clerical tasks, concentrated on so-called "hard" skills at the expense of creativity, imagination or emotional intelligence. By failing to develop resilience, imagination (linked to empathy), creativity and resourcefulness, we are educating for the past, not the rapidly changing and unknown future."
Teresa Cremin (2017), prof of education UK Open University

QA in HE
quality as added value

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QA in HE
quality as added value

Democracy and Human Rights
▶▶ START WITH US ◀◀

Council of Europe
Charter on Education
for Democratic Citizenship
and Human Rights Education

CHARTER
for ALL

Democracy and Human Rights
▶▶ START WITH US ◀◀

Council of Europe
Charter on Education
for Democratic Citizenship
and Human Rights Education

CHARTER
for ALL

▶▶ Guidelines for Educators ◀◀

7. Higher education
Member states should promote, with due respect for the principle of academic freedom, the inclusion of education for democratic citizenship and human rights education in HEIs, in particular for future education professionals.

12. Research

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QA in HE
quality as added value

Council of Europe
Charter on Educatio
for Democratic Citiz
and Human Rights E

7. Higher educatio
Member states sho
respect for the prin
freedom, the inclu
democratic citizen
education in HEIs,
education profess

12. Research

European Commission

Policies to promote social and civic
competences – from the Paris Declaration
to global citizenship education

Key messages from the PLA,
Vienna, 26-28 October 2016

Produced by the ET 2020 Working Groups

Education
and Training

ty and Human Rights
START WITH US

CHARTER
for ALL

n
enship
Education

es for Educators

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

- ✓ Understanding Yourself & Understanding People

- ✓ Meeting the Right People

- ✓ Reading People (by listening with your ears and eyes!)

- ✓ Connecting with People (online & off-line)

- ✓ Influencing People

- ✓ Changing People's Minds

the ART of PEOPLE

The 11 simple people skills that will get you everything you want

DAVE KERPEN

THE *NEW YORK TIMES* BESTSELLING AUTHOR

'...book is like *How to Win Friends and Influence People* – only better s... ...or today's world' *Adam Grant, author of Give and Take and Origina...*

- ✓ Teaching People (by coaching as a model and learning yourself)

- ✓ Leading People (by serving them)

- ✓ Resolving Conflict with People

- ✓ Inspiring People

- ✓ Keeping People Happy

QA in
quality as

Standard I.2 :

Design and Approval of Programmes

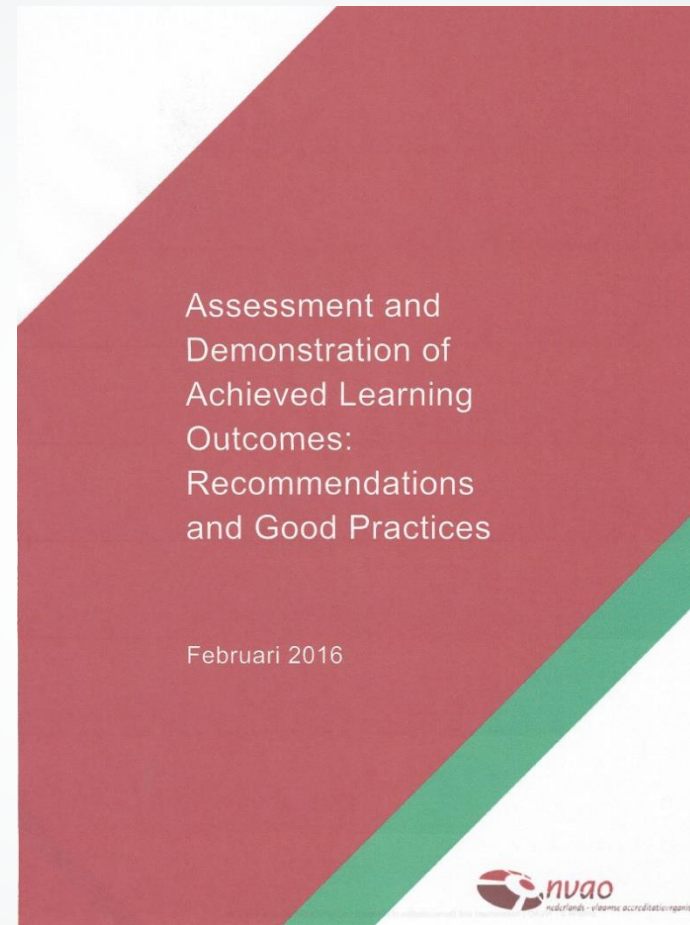"(…) The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. (…)"

Guideline I.3 :

Student-centred learning, teaching and assessment

"(…) The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. (…)"

QA in HE
quality as added value

Good practices LOs & assessment

Assessment and Demonstration of Achieved Learning Outcomes: Recommendations and Good Practices

Februari 2016

.nvao
nederlands - vlaamse accreditatieorganisatie

https://www.nvao.net/system/files/pdf/Programme%20with%20Case%20Studies-Presenters-List%20of%20Participants.pdf

https://www.nvao.net/peer_learning_event

QA in HE
quality as added value
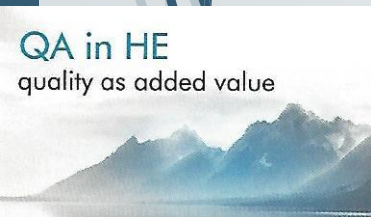
necessary congruence between LO, learning & assessment

LO	T & L forms	assessment
cognitive	lecture	end of course exam
	tutorials	multiple choice
	discussions	essays/papers
	laboratory	practical assessment
		fieldwork
affective	clinical work	clinical practice
	seminar	presentation
	peer group	project work
	presentation	*co- or peer- &*
psychomotor		*overall assessment*

Demonstrate
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Integration of beliefs, ideas & attitudes

Acquisition of physical skills

Kennedy (2007)

QA in HE
quality as added value

THE ESSENTIALS OF IQA & EQA

Student-centred learning, teaching & assessment

The new ESG (2015)

Lucien Bollaert

Independent international QA expert

TAM Bologna Seminar on QA

12 September 2017

Kiev | Ukraine

ESG Standard I.3 :

Student-centred Learning, Teaching and Assessment

> agreed & proposed by E4+ (incl. EUA, EURASHE & EI)
> + eventually all ministers

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

QA in HE
quality as added value

Importance of SCL elements in EHEA countries group A (countries where steering docs mention SCL)
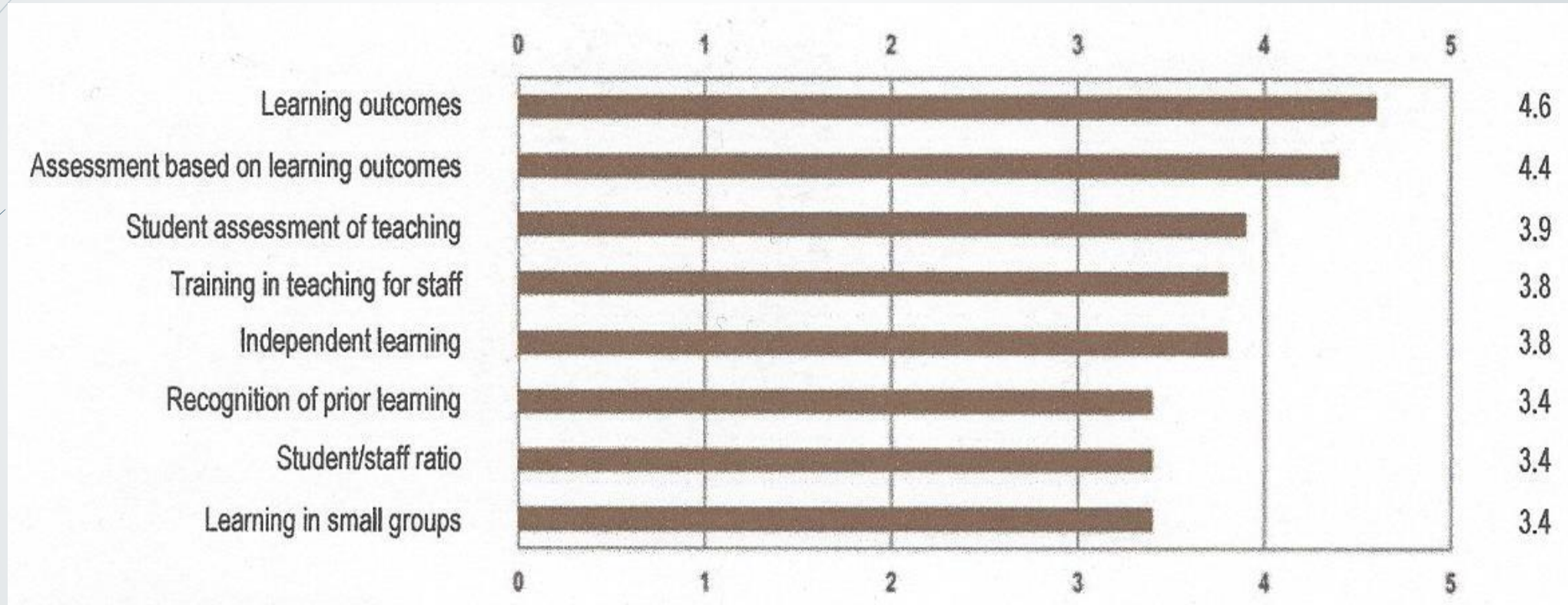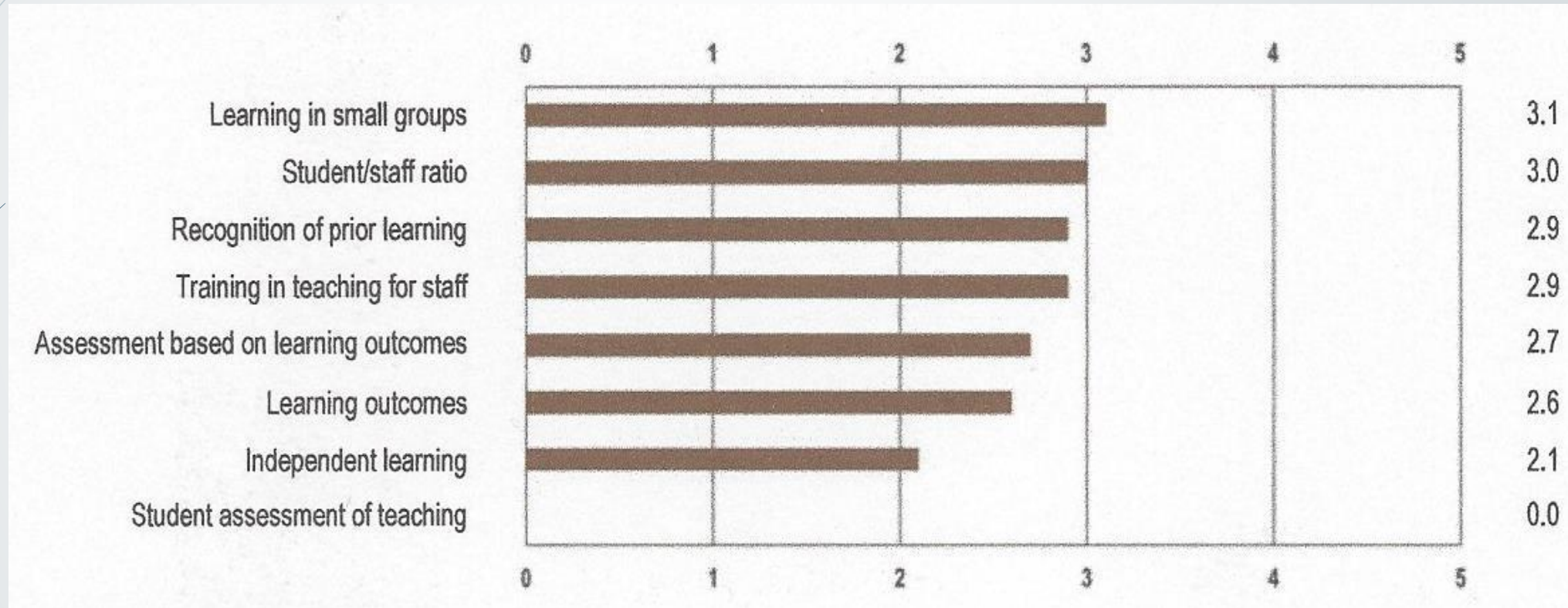

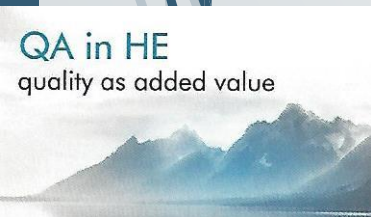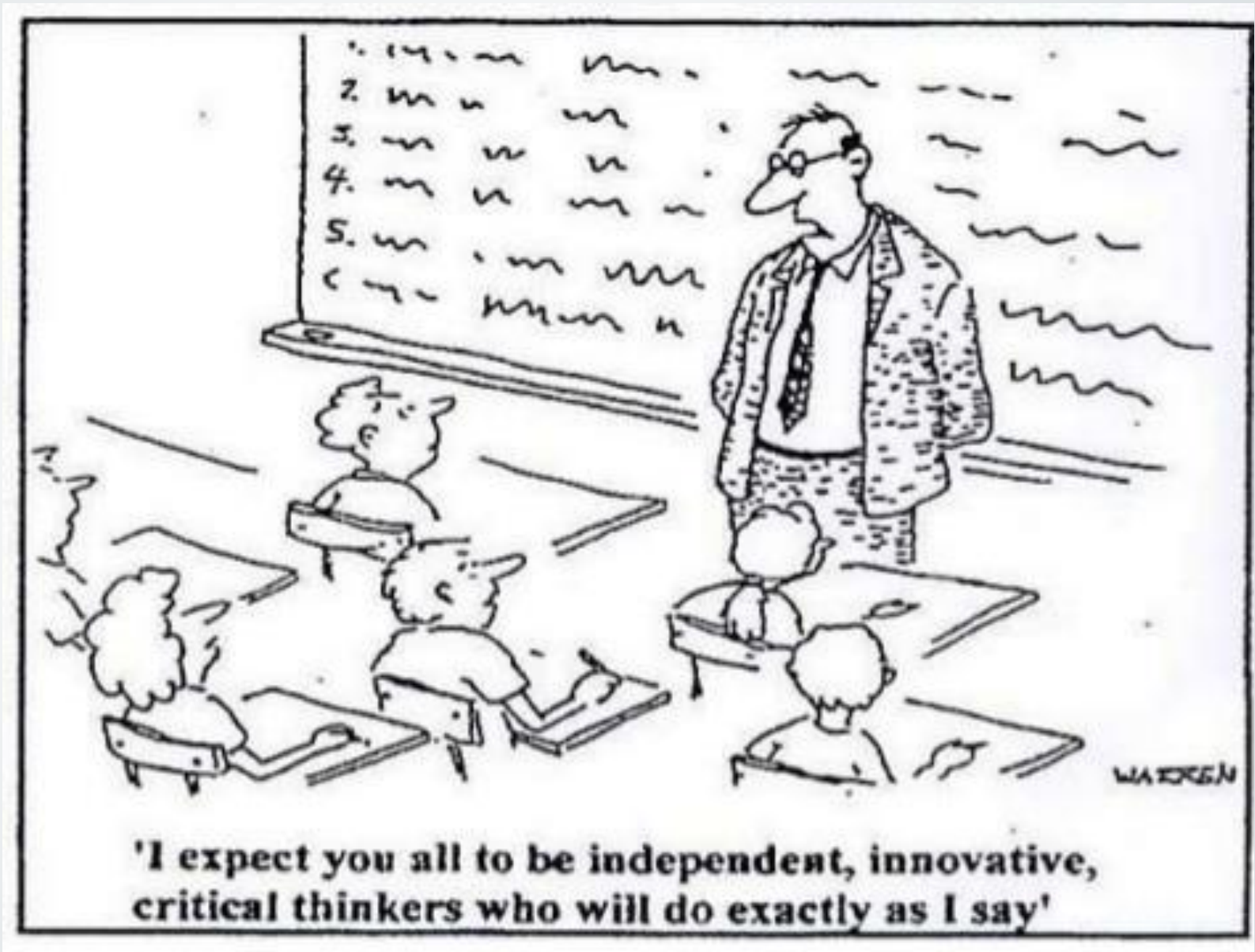Implementation report 2015, p. 73

Source BFUG questionnaire

Importance of SCL elements in EHEA countries group B (countries where steering docs do not mention SCL)

Implementation report 2015, p. 74

Source BFUG questionnaire

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Innovative teaching & learning processes

OECD
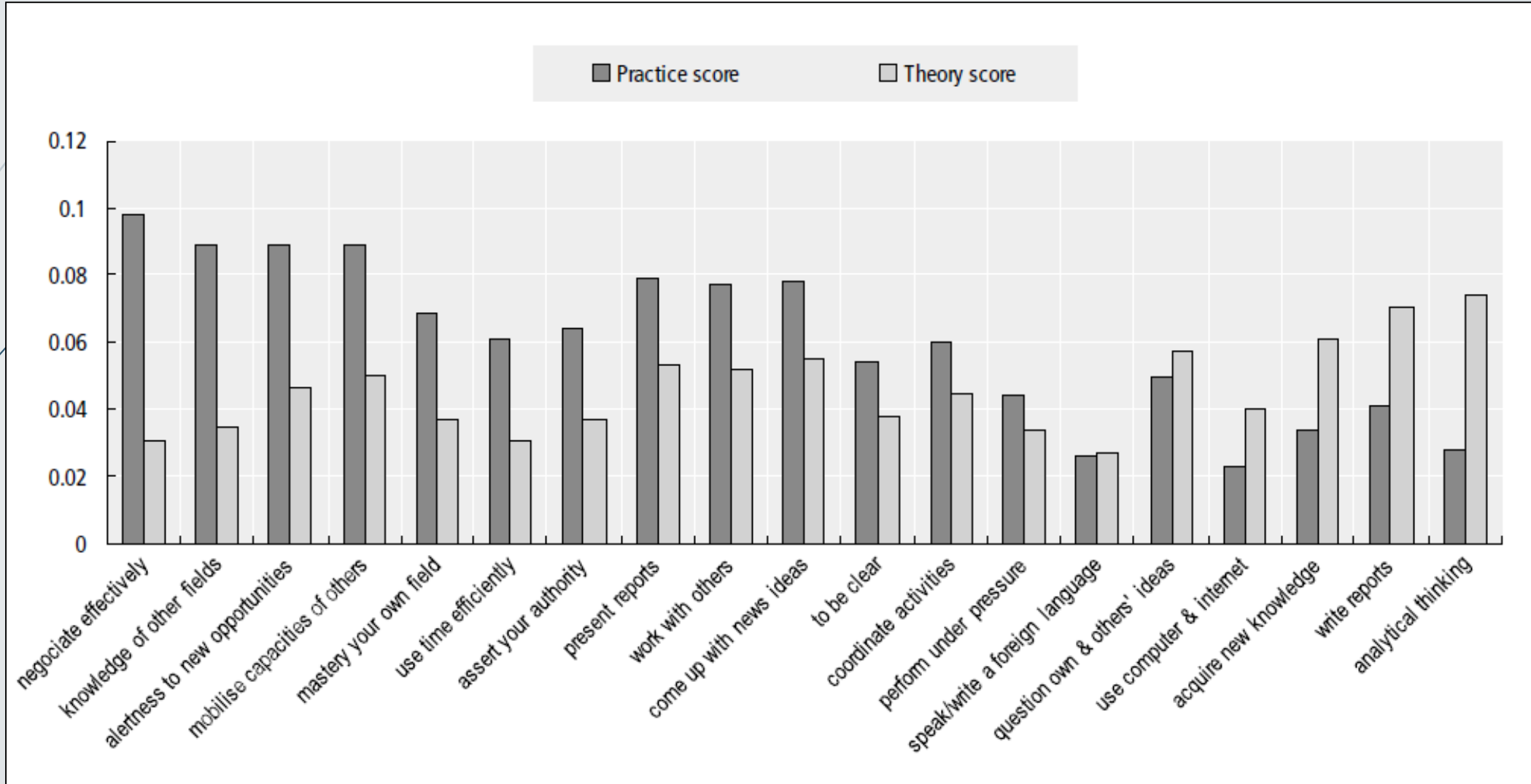
Guidelines I.3 :

"Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. (…)

The implementation of student-centred learning and teaching

- *respects and attends to the diversity of students and their needs, enabling flexible learning paths;*

- *considers and uses different modes of delivery, where appropriate;*

- *flexibly uses a variety of pedagogical methods;*

- *encourages a sense of autonomy in the learning, while ensuring adequate guidance and support from the teacher; (…)"*

QA in HE
quality as added value
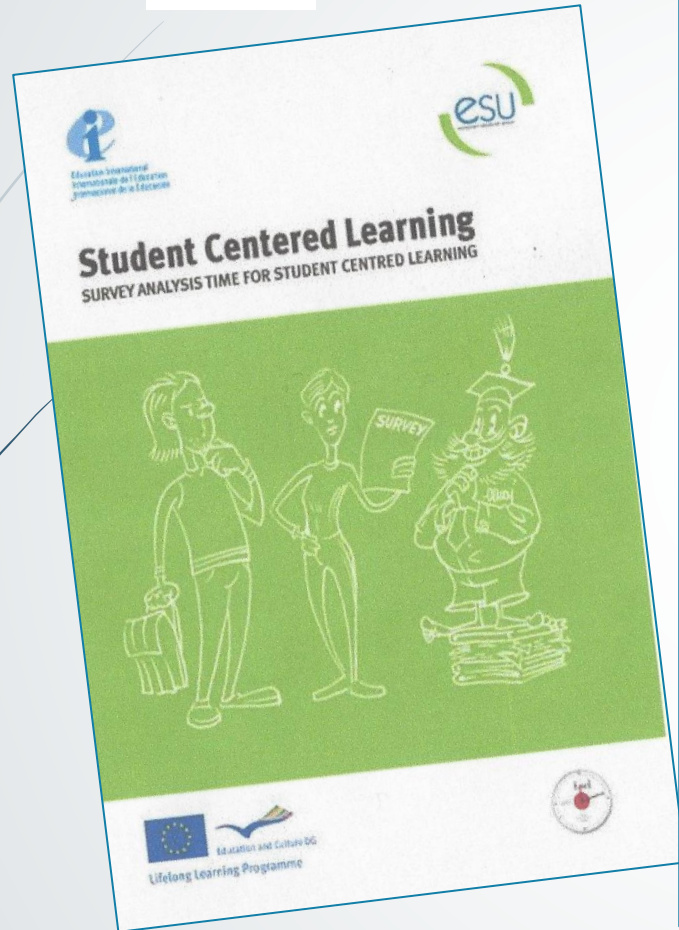
SCL Survey Analysis 2011
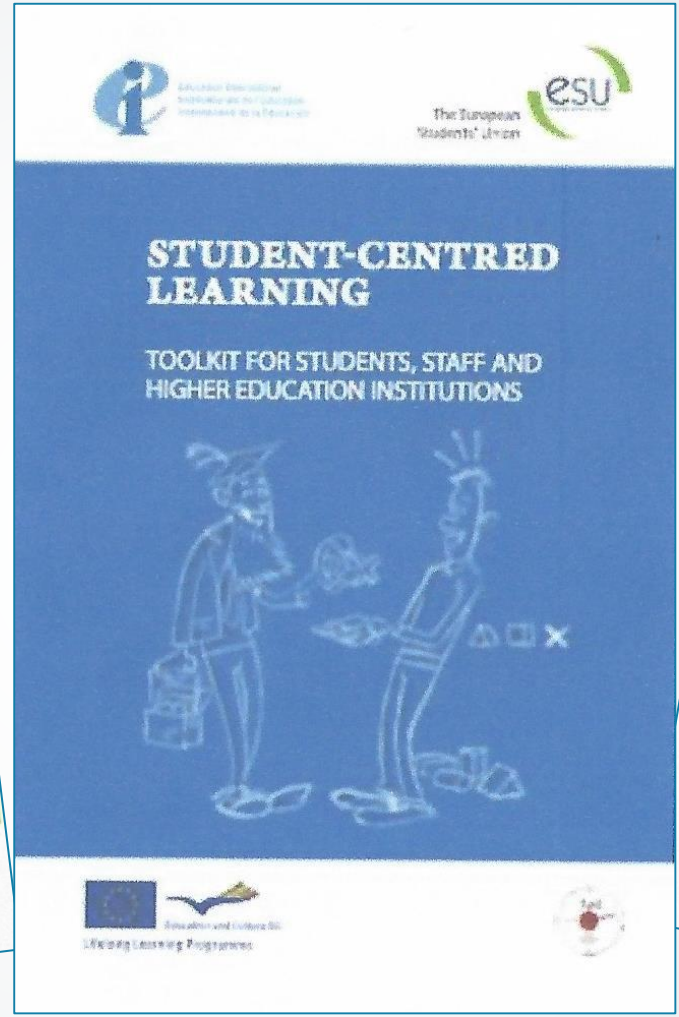
SCL Toolkit 2014
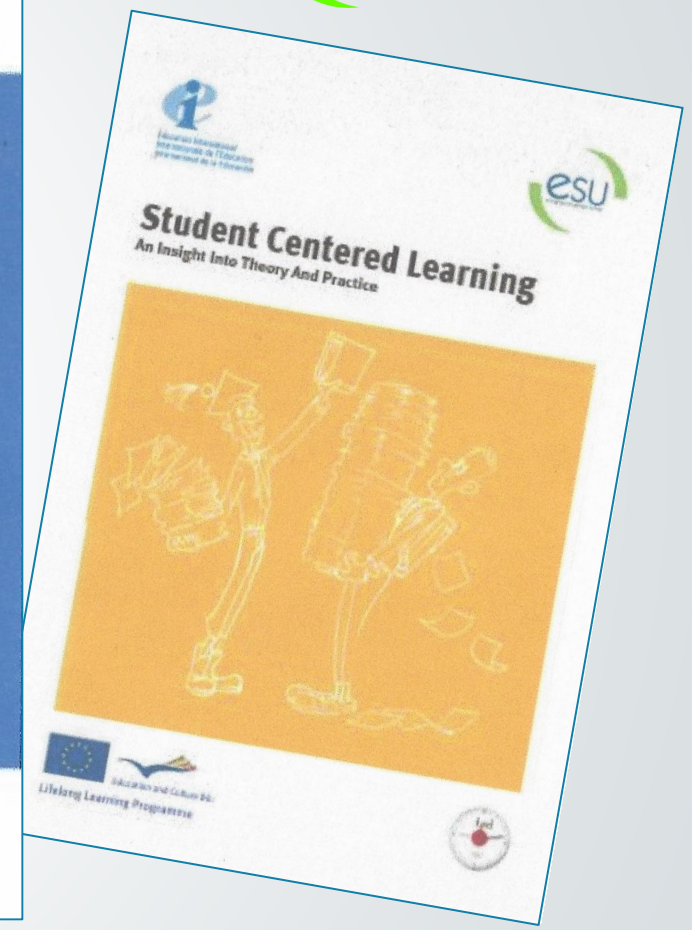
SCL Theory & Practice 2011
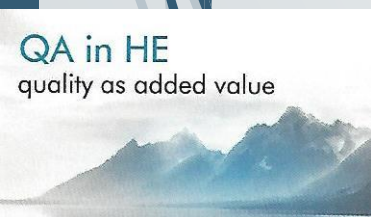
QA in HE
quality as added value

The European Students' Union

OVERVIEW ON STUDENT-CENTRED LEARNING IN HIGHER EDUCATION IN EUROPE

RESEARCH STUDY

Student Centered Learni
SURVEY ANALYSIS TIME FOR STUDENT CENTRED LEAR

Lifelong Learning Programme

Student Centered Learning
An Insight Into Theory And Practice

QA in HE
quality as added value

SCL Survey An   heory & Practice 2011

Lifelong Learning Programme

PASCL
Peer Assessment of Student Centred Learning
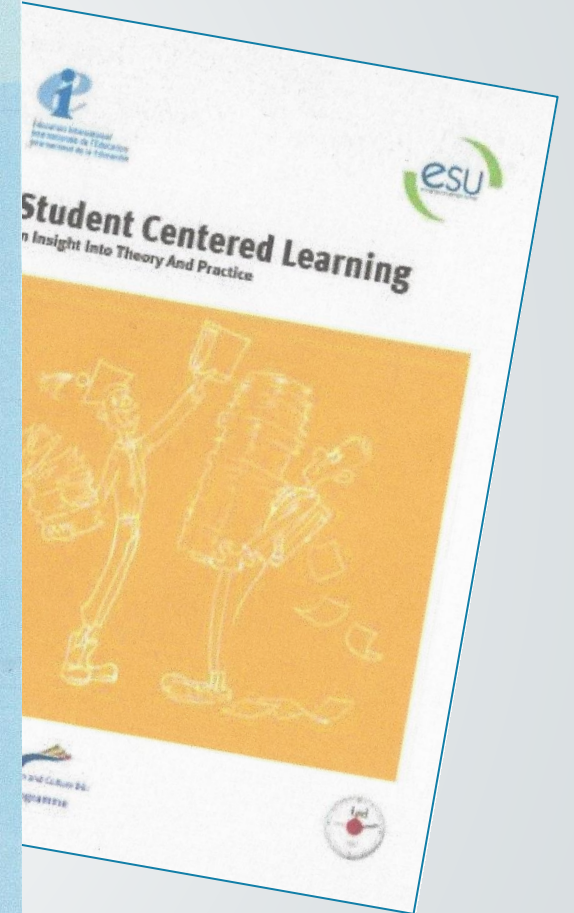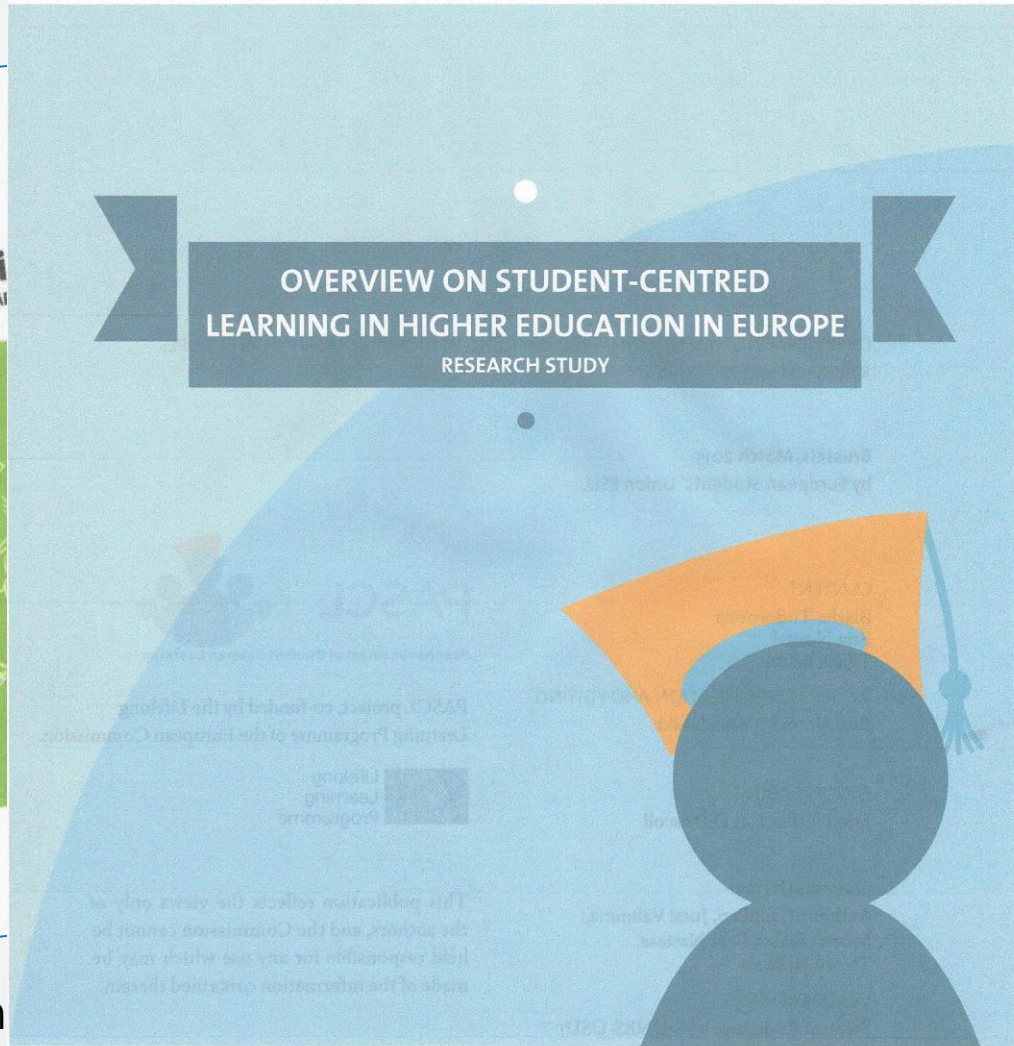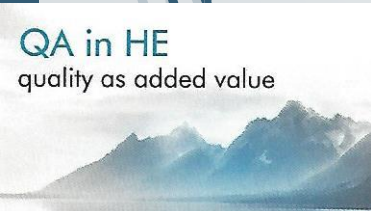
QUALITY CULTURE

"Student-Centred Learning represents both a mindset and a culture within a given higher education institution and is

learning approach (…) characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which

take students seriously as active participants in their own learning,

forstering transferable skills such as problem-solving, critical thinking and reflective thinking."

Time for Student-Centred Learning (T4SCL) Toolkit, 2011

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quality as added value

SCL integral components

- ✓ FLEXIBILITY and freedom in terms of time & structure of learning;

- ✓ More and better QUALITY TEACHERS who strive to SHARE their knowledge;

- ✓ A clear UNDERSTANDING of students by teachers;

- ✓ A FLAT HIERARCHY within HEIs;

- ✓ Teacher RESPONSIBILITY for student EMPOWERMENT;

- ✓ A continuous ongoing IMPROVEMENT process;

- ✓ A POSITIVE ATTITUDE by teachers & students with the aim of improving the LEARNING EXPERIENCE;

- ✓ A relationship of MUTUAL ASSERTIVENESS between students & teachers;

- ✓ A focus on LEARNING OUTCOMES which enable GENUINE LEARNING & DEEP UNDERSTANDING;

Student-Centred Learning (T4SCL) Toolkit, 2011, 2014

QA in HE
quality as added value

The Learning Pyramid

National Training Laboratories, Bethel, Maine
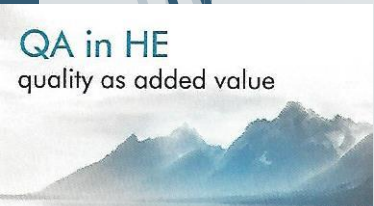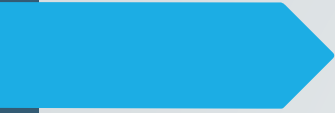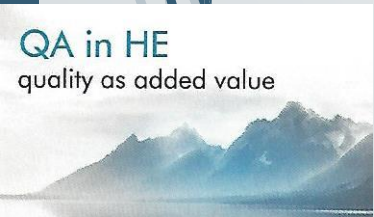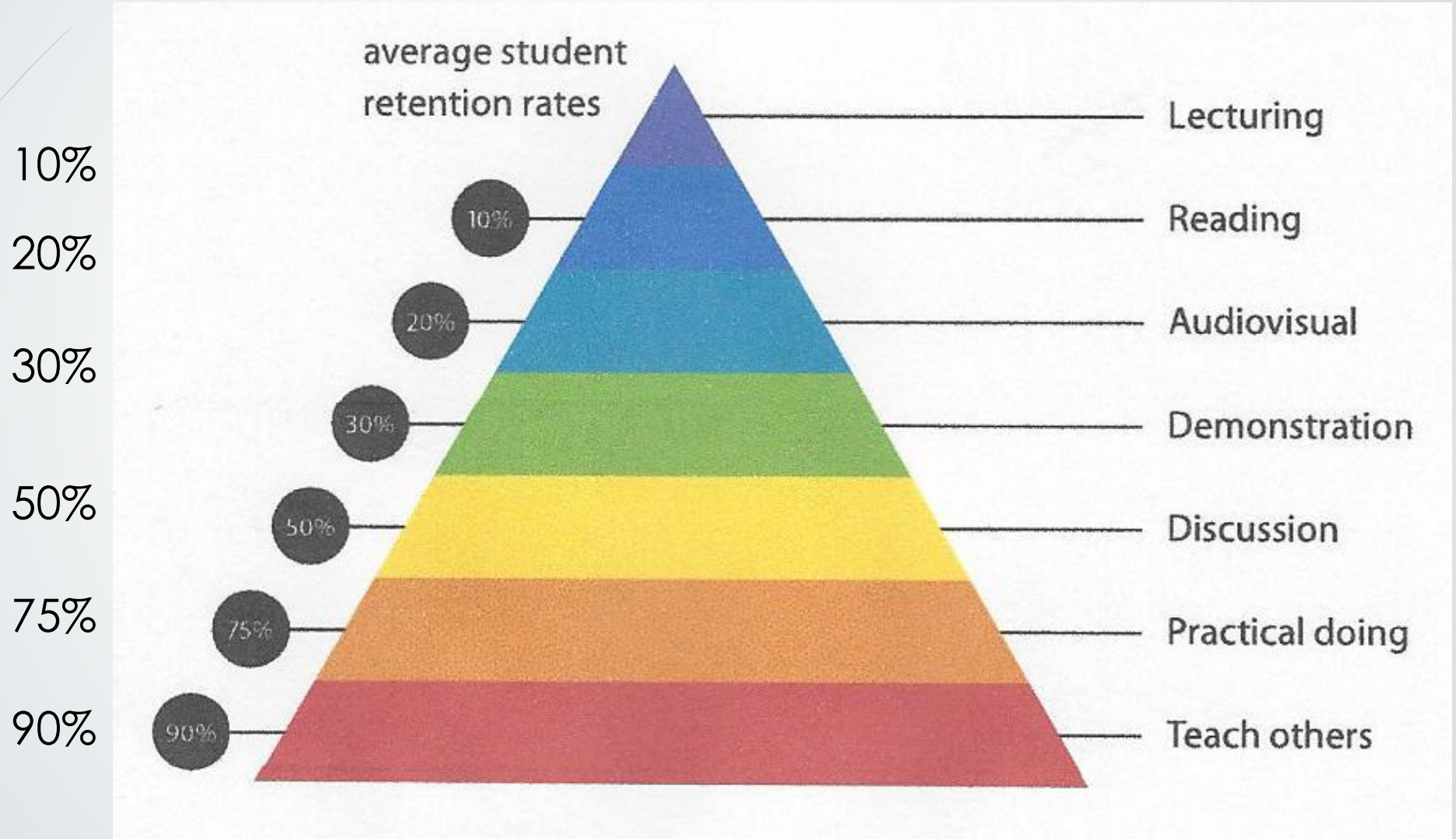
TEACHING STRATEGIES

classical teaching	active learning
Learning is viewed as the transmission of information from the teacher to the student.	Active learning strategies make students to be engaged and to be active in the learning process.
The instructor is the primary source of knowledge, and lecture is the primary form ot transferring knowledge.	The instructor serves as coach or facilitator, guiding students through activities, but letting students take control of the learning event itself.

QA in HE
quality as added value

TEACHING STRATEGIES

classical teaching

active learning

Learning is view... ...ng strategies
transmission of ...ts to be
from the teach... ...d to be active
student. ...g process.

The instructor is... ...r serves as
source of know... ...cilitator,
lecture is the p... ...ents through
ot transferring ... ...r letting
... ...e control of the
... ...t itself.

The students who challenge their teachers the most,

need their teachers the most.

Unique Teaching Resources

QA in HE
quality as added value

classic ... **earning**

Learnin... egies
transm... e
from th... active
studen... ss.

The ins... as
source...
lecture... ough
ot tran...

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quality as added value

You cannot switch teachers on
and off as if they were
PowerPoint presentations.

Andy Hargreaves

SCHOOLS OFTEN

GET THE TEACHERS

THEY DESERVE!

ANDY HARGREAVES
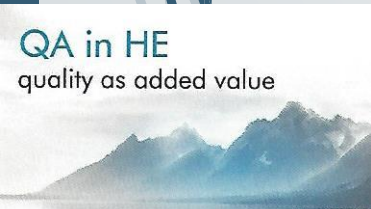
> " If we teach today as we taught yesterday, then we rob our children of tomorrow. "
>
> *John Dewey / www.geckoandfly.com*

QA in HE
quality as added value

Old School VS. New School
20th Century / 21st Century

Old School (20th Century)	New School (21st Century)
Time-Based	Outcome-Based
Textbook-Driven	Research-Driven
Passive Learning	Active Learning
Teacher-Centered	Student-Centered
Fragmented Curriculum	Integrated Curriculum
Printed Assessments	Multiple Forms of Assess
Print	Multimedia
Isolation	Collaboration
Facts & Memorization	Higher-Order Thinking
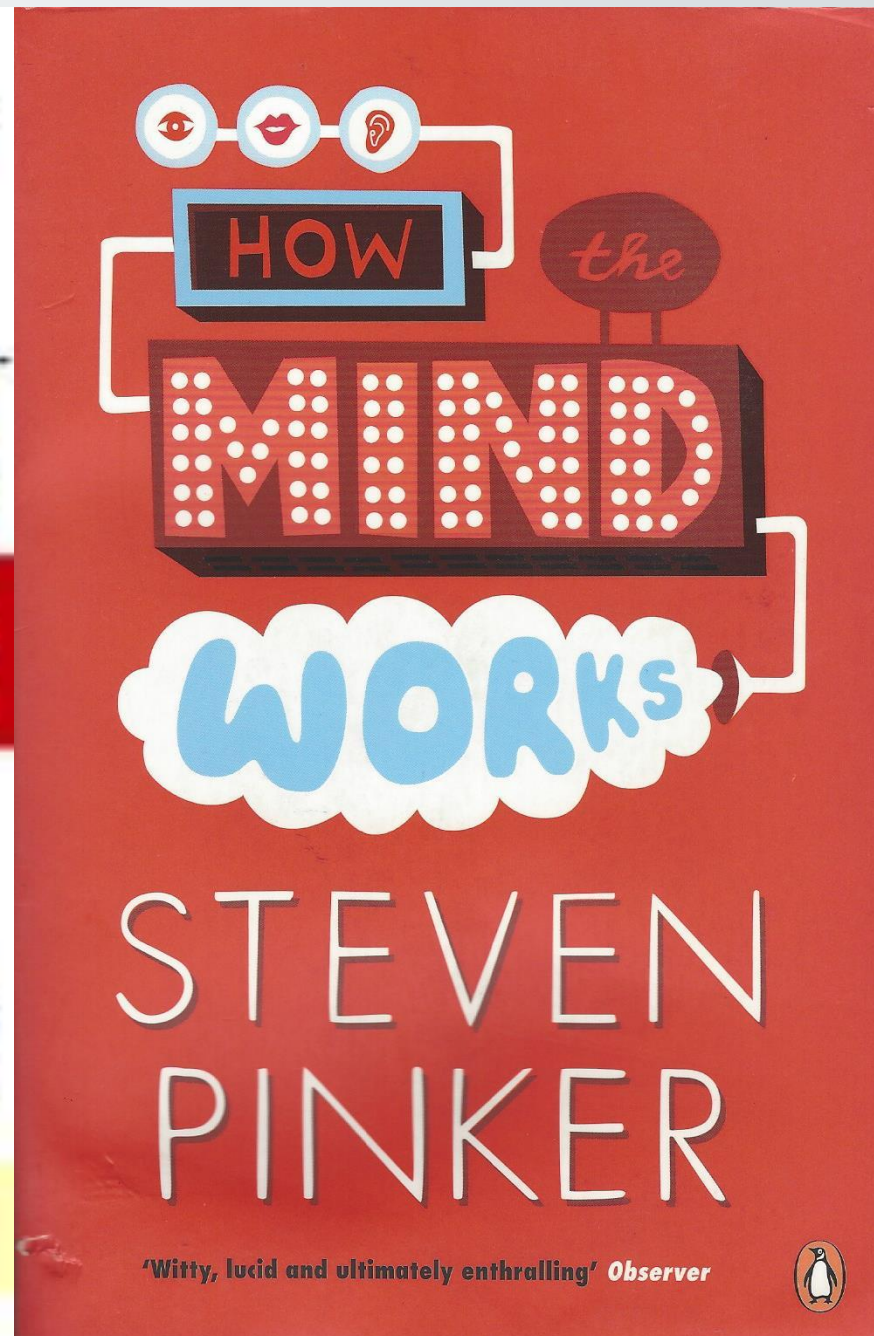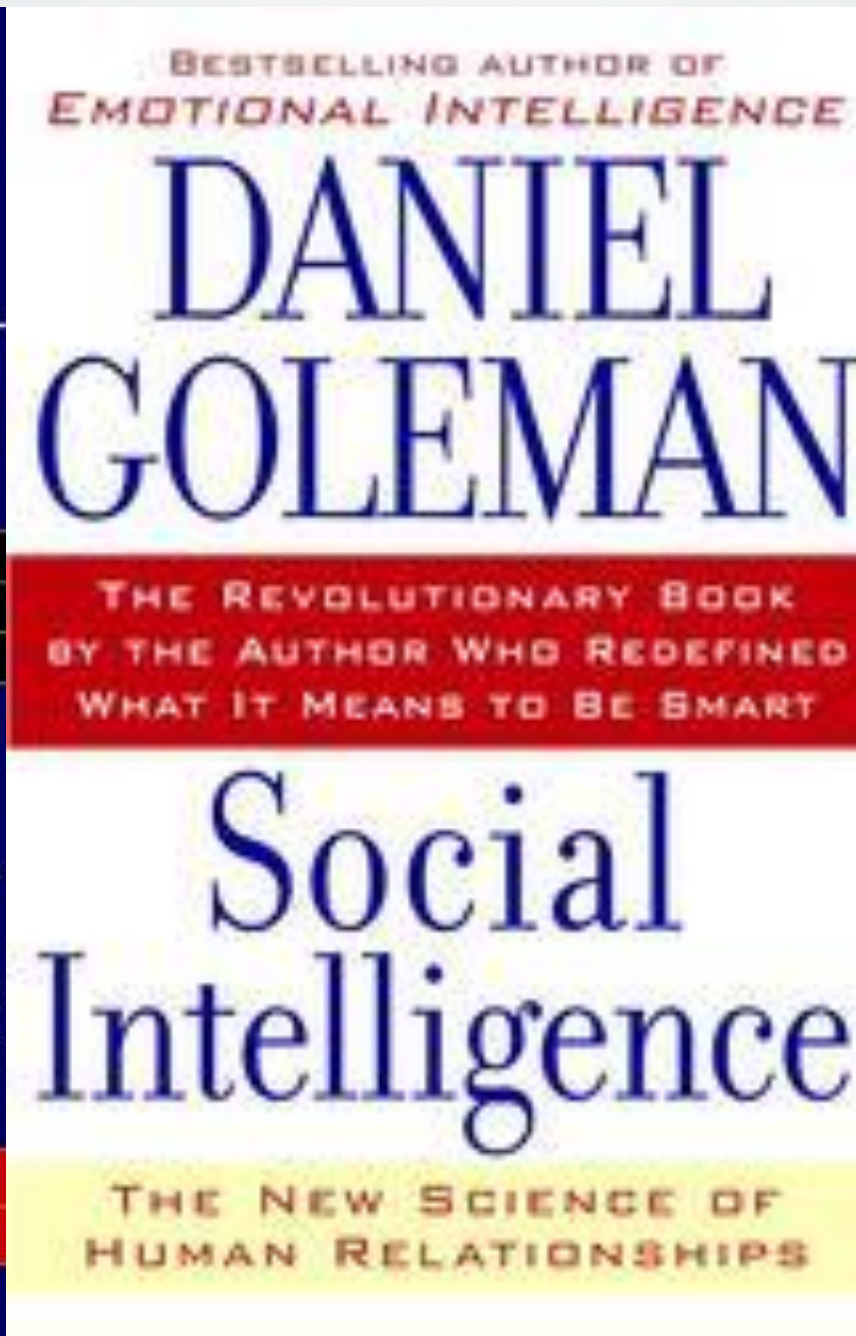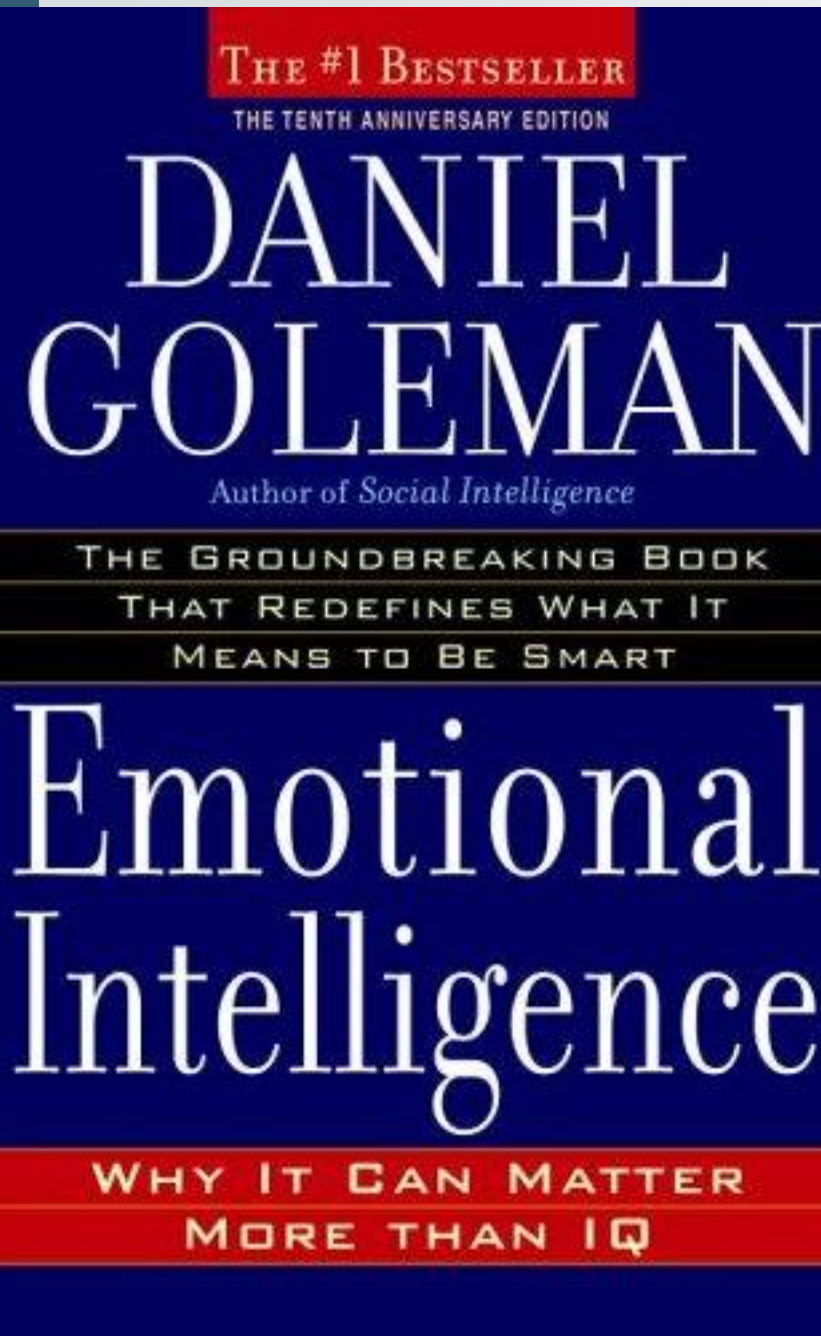
Cover 1 — left:

'A lifetime's worth of wisdom'
Steven D. Levitt, co-author of *Freakonomics*

The International Bestseller

Thinking, Fast and Slow

Daniel Kahneman
Winner of the Nobel Prize

Cover 2 — center:

Benedict Carey

How We Learn

Throw out the rule book and unlock your brain's potential

Cover 3 — right:

THE CAMBRIDGE HANDBOOK OF

THE LEARNING SCIENCES
SECOND EDITION

Edited by R. Keith Sawyer

Book 1 (left):

'A lifetime's worth of wisdom'
Steven D. Levitt, co-author of Freakonomics

The International Bestseller

Thinking, Fast and Slow

Daniel Kahneman
Winner of the Nobel Prize

Book 2 (center):
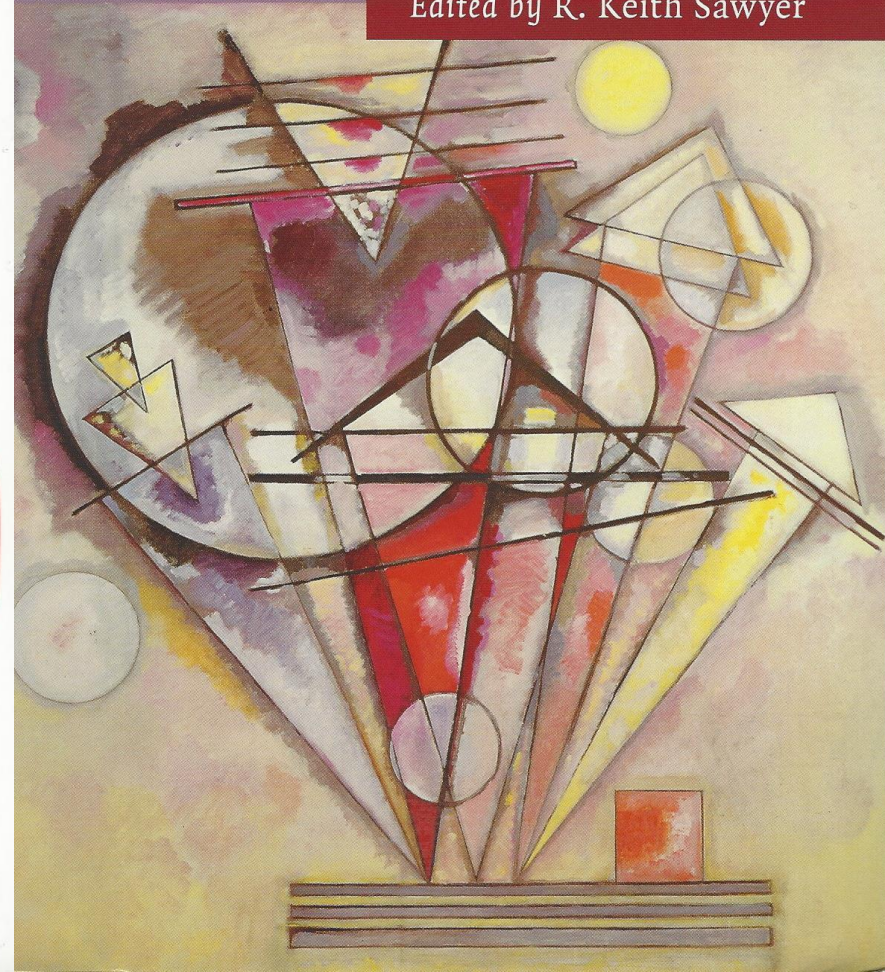
The Nature of Learning

USING RESEARCH TO INSPIRE PRACTICE

Edited by Hanna Dumont, David Istance and Francisco Benavides

ceri

Centre for Educational Research and Innovation

OECD

Book 3 (right):

THE CAMBRIDGE HANDBOOK OF

THE LEARNING SCIENCES

SECOND EDITION

Edited by R. Keith Sawyer
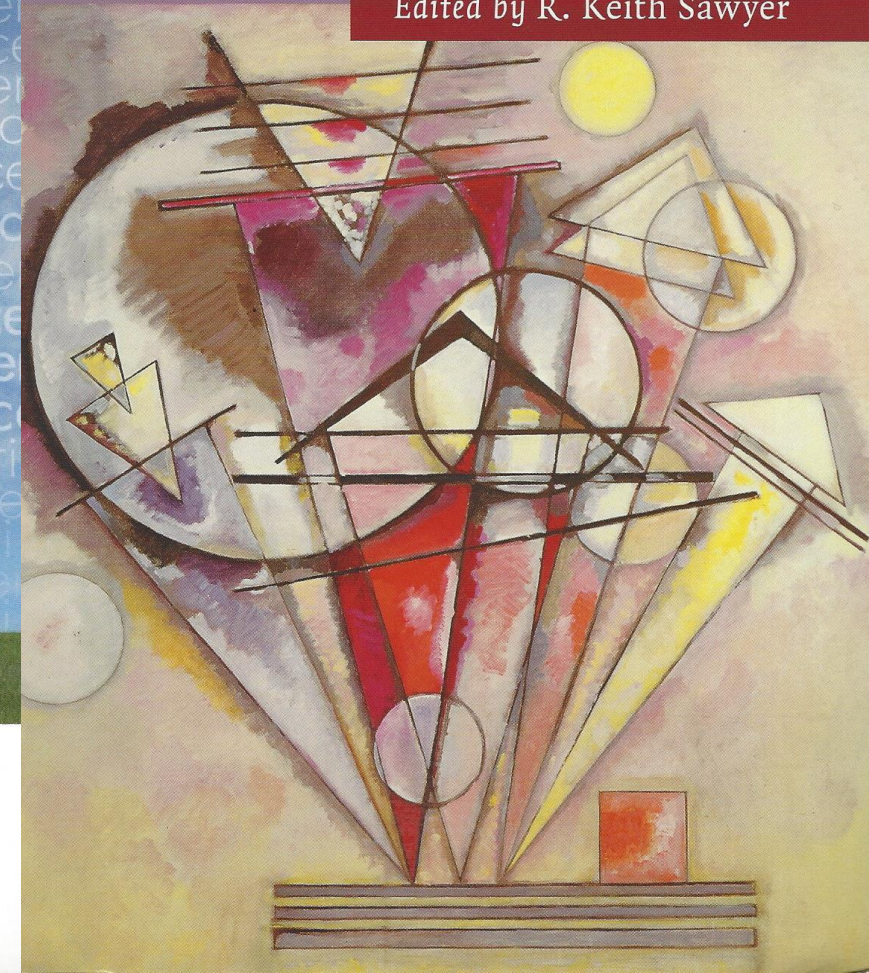
'A lifetime's worth of wisdom'
Steven D. Levitt, co-author of *Freakonomics*

The Internat
Bestseller

Thinking
Fast and

Daniel Kah
Winner of the Nobel Pri

THE ACTIVE LEARNING HANDBOOK

E HANDBOOK OF
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Sawyer

Think-pair-share: students pair up, discuss the material and prepare questions
Minute papers: students alone or in pair are asked to answer a question in writing
Quick quizzes: at the start or during a pause to assess comprehension
Muddiest point: students are asked to write down which part is least understood
Debates: students defend different viewpoints
Case studies & problem solving: students work in groups applying knowledge
Peer instruction: students prepare and present course material to the class
Flipped classrooms: students watch pre-recorded material/lecture at home beforehand

THE ESSENTIALS OF IQA & EQA

Student & staff life cycle

The new ESG (2015)

Lucien Bollaert

Independent international QA expert

TAM Bologna Seminar on QA

12 September 2017

Kiev | Ukraine

- I.4 standard: student admission, progression, recognition and certification

"Institutions should consistently apply pre-defined and published regulations covering all phases of the student 'life cycle', (…)."

Guideline:

- ✓ have fit-for-purpose admission, recognition and completion procedures;

- ✓ put in place both processes and tools to collect, monitor and act on information on student progression;

- ✓ have appropriate recognition procedures in line with Lisbon Recognition Convention & in cooperation with national ENIC/NARIC centre;

- ✓ students need to receive documentation explaining the qualification gained, including achieved learning outcomes and context, level, content and status of studies pursued and successfully completed.

QA in HE
quality as added value

➡ I.5 standard: teaching staff

"Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff."

Guideline:

✓ clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;

✓ opportunities for professional development;

✓ encouragement of scholarly activity to strengthen the link between education and research;

✓ encouragement of innovation in teaching methods and the use of new technologies.

QA in HE
quality as added value

THE ESSENTIALS OF IQA & EQA

Learning resources & student support

The new ESG (2015)

Lucien Bollaert

Independent international QA expert

TAM Bologna Seminar on QA

12 September 2017

Kiev | Ukraine

➡ I.6 standard: learning resources and student support

"Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily learning resources and student support are provided."

Guideline:

✓ physical resources such as libraries, study facilities and IT infrastructure;

✓ human support in the form of tutors, counsellors and other advisers;

✓ facilitating mobility of students within and across HE systems;

✓ taking into account the needs of a diverse student population and the shift towards SCL;

✓ IQA should ensure that all resources are fit for purpose, accessible, and that students are informed.

QA in HE
quality as added value

THE ESSENTIALS OF IQA & EQA

Information management

The new ESG (2015)

Lucien Bollaert

Independent international QA expert

TAM Bologna Seminar on QA

12 September 2017

Kiev | Ukraine

➡ <u>I.7 standard: information management</u>

"Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities."

<u>Guideline:</u> KPIs, student profile, progression, success, drop-out rates, satisfaction and career paths of graduates

QA in HE
quality as added value

➡️ I.8 standard: public information

"Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to-date and readily accessible."

Guideline:

✓ Useful for prospective and current students as well as for graduates, other stakeholders and the public;

✓ Selection criteria for programmes, their learning outcomes, qualifications, teaching & learning procedures, pass rates, learning opportunities as well as graduate employment information.

QA in HE
quality as added value

THE ESSENTIALS OF IQA & EQA

Programme or institutional level?

The new ESG (2015)

Lucien Bollaert

Independent international QA expert

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➤ **I.9 standard: on-going monitoring and periodic review of programmes**

"Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned."

Guideline:

✓ the content of the programme in the light of the latest research ensuring that it is up-to-date;

✓ the changing needs of society;

✓ students' workload, progression and completion;

✓ effectiveness of procedures for assessment of students;

✓ student expectations, needs and satisfaction;

✓ fitness for purpose of the learning environment and support services.

QA in HE
quality as added value

▶ I.10 standard: cyclical external quality assurance

"Institutions should undergo external quality assurance in line with the ESG on a cyclical basis."

Guideline:

✓ to verify the effectiveness of institutions' IQA;

✓ as a catalyst for improvement and offering new perspectives;

✓ to provide information to assure the HEI and the public of the quality of the HEI's activities;

✓ taking into account the legislative framework;

✓ different forms and focusing at different levels;

✓ Taking into consideration the progress made since last EQA activity.

QA in HE
quality as added value

Q(A) development phases

#	management & processes	results
1.	Q is result of individual commitment	Q is variable
2.	Beginning or thinking in processes systematic approach	Q is result of start of
3.	Organisation is managed professionally taking into consideration the existing and wanted quality culture	Q is guaranteed
4.	Organisation & management are systematically renewed	Q is continuously improved with innovation
5.	Organisation is outward-oriented & strives towards excellence	Q is recognized by externals as excellent international example

Bollaert, L. (2014)

QA in HE
quality as added value

THE ESSENTIALS OF IQA & EQA

EQA

The new ESG (2015)

Lucien Bollaert

Independent international QA expert

TAM Bologna Seminar on QA

12 September 2017

Kiev | Ukraine

Part I: IQA

- I.1: policy for QA

- I.2: design and approval of programmes

- I.3: student-centred learning, teaching and assessment

- I.4: student admission, progression, recognition and certification

- I.5: teaching staff

- I.6: learning resources and student support

- I.7: information management

- I.8: public information

- I.9: on-going monitoring and periodic review of programmes

- I.10: cyclical external QA

Part II: EQA

- II.1: consideration of IQA

QA in HE
quality as added value

▶ Part II: EQA

▶ 2.1: consideration of IQA

✔ address the effectiveness of IQA processes described in part I;

IQA → SER → site visit → review report → Follow -up

A   P
C   D

assessment recommen dations

scores & (proposal) formal accreditation decision

independent accreditation council

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quality as added value
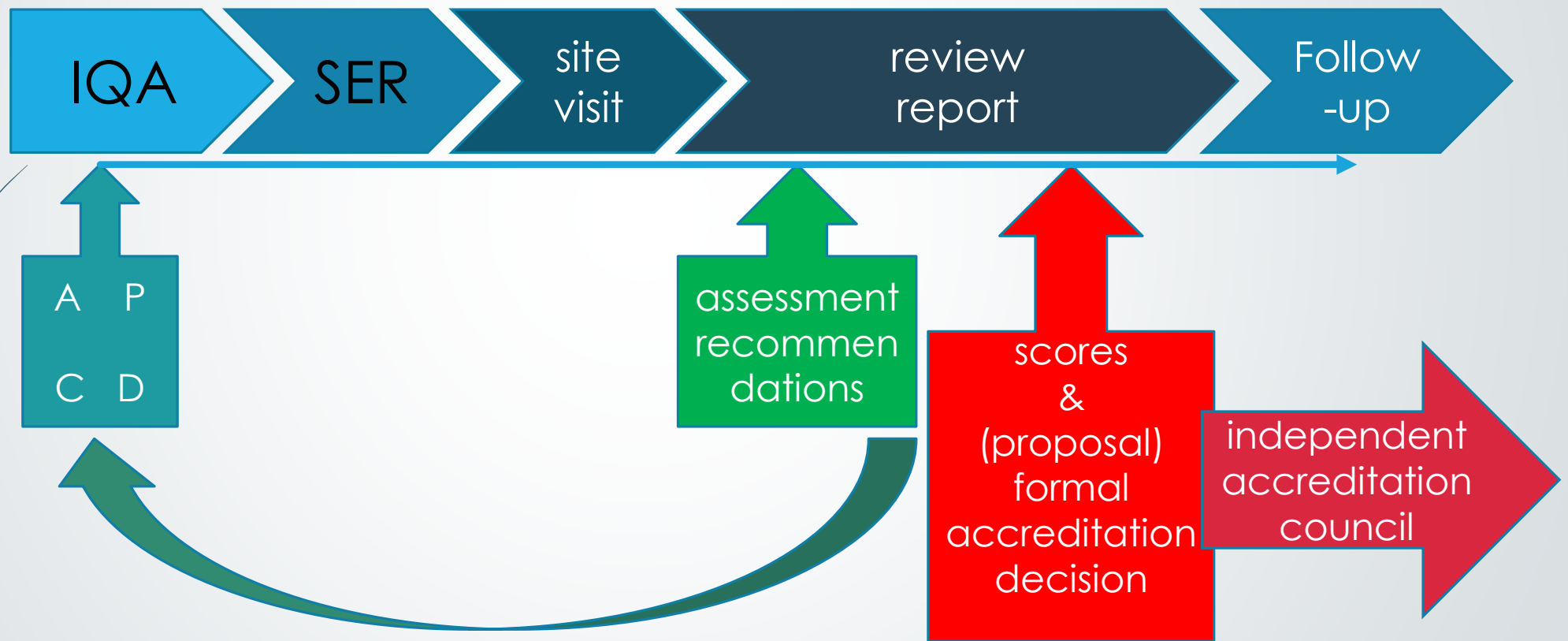
Part II: EQA

- 2.1: consideration of IQA
  - ✓ address the effectiveness of IQA processes described in part I;
- 2.2: designing methodologies fit for purpose
  - ✓ fit to achieve the aims and objectives set for EQA;
  - ✓ taking into account relevant regulations;
  - ✓ stakeholders should be involved in its design and continuous improvement:
- 2.3: implementing processes
  - ✓ EQA processes should be eliable, useful, pre-defined, implemented consistently & published
  - ✓ Including a SAR or equivalent;
  - ✓ an external assessment normally including a site-visit;
  - ✓ a report resulting from the external assessment;
  - ✓ a consistent follow-up.

QA in HE
quality as added value

Part II: EQA

- 2.4: peer-review experts including (a) student member(s)
  - ✓ carefully selected
  - ✓ with appropriate skills and competences;
  - ✓ supported by training and/or briefing;
  - ✓ independent through a mechanism of no-conflict-of-interest;
  - ✓ international experts are desirable.

QA in HE
quality as added value

Scorecard indicator n°8: level of student participation in EQA (2013/14)
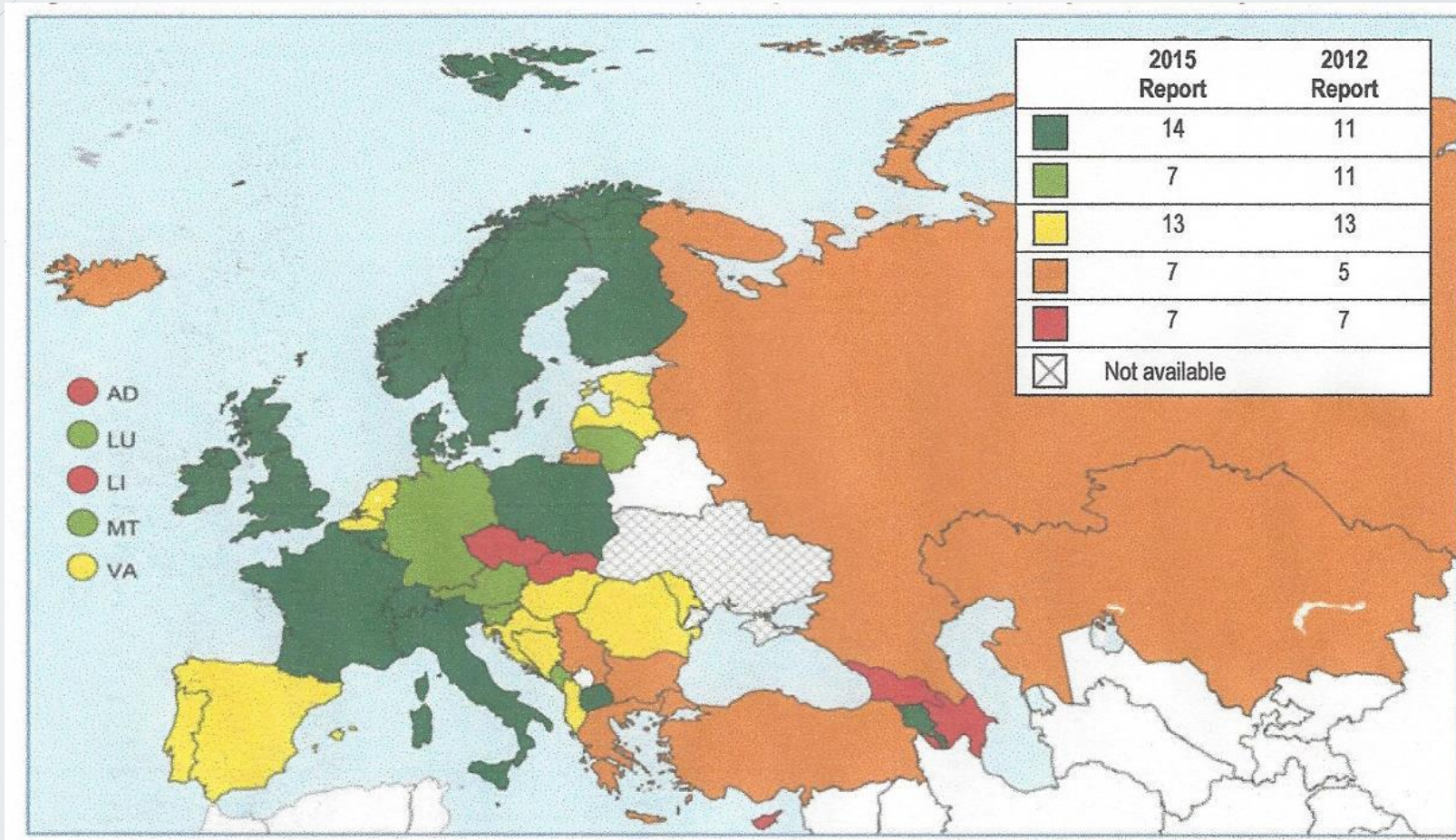
Implementation report 2015, fig. 3.12, p. 101
Source BFUG questionnaire

Part II: EQA

- 2.4: peer-review experts including (a) student member(s)
  - ✓ carefully selected
  - ✓ with appropriate skills and competences;
  - ✓ supported by training and/or briefing;
  - ✓ independent through a mechanism of no-conflict-of-interest;
  - ✓ international experts are desirable.

- 2.5: criteria for outcomes
  - ✓ explicit;
  - ✓ published;
  - ✓ applied consistently, irrespective of whether it leads to formal decision;

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quality as added value

Part II: EQA

- 2.6: reporting
  - ✓ full reports;
  - ✓ all published;
  - ✓ clear and accessible (a summary may help);
  - ✓ formal decisions based on the report should be published together;

QA in HE
quality as added value

Publication of critical and negative outcomes by HEIs 2013/14

Implementation report 2015, fig. 3.4, p. 92
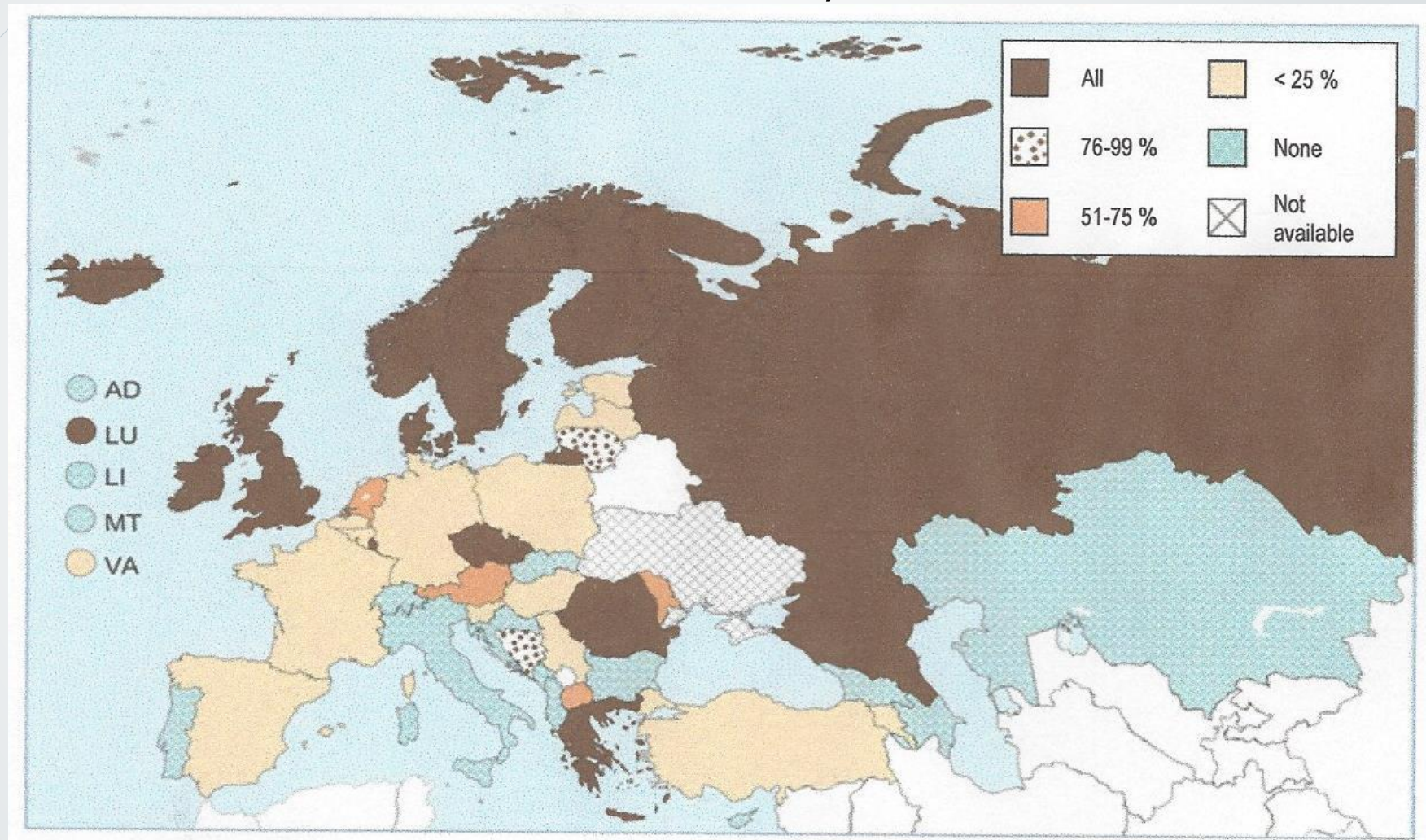
Source BFUG questionnaire

Part II: EQA

2.6: reporting

- ✓ full reports;
- ✓ all published;
- ✓ clear and accessible (a summary may help);
- ✓ formal decisions based on the report should be published together;

2.7: complaints and appeals

- ✓ clearly defined and communicated;
- ✓ complaints state dissatisfaction about the process or those carrying it out;
- ✓ appeals question the formal outcomes

QA in HE
quality as added value
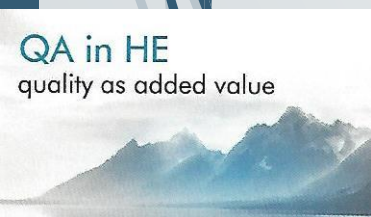
THE ESSENTIALS OF IQA & EQA

ENQA and EQAR

The new ESG (2015)

Lucien Bollaert

Independent international QA expert

TAM Bologna Seminar on QA

12 September 2017

Kiev | Ukraine

Part III: QAA

- 7 standards to become full ENQA member and/or EQAR-registered through a 5-year cyclical external review ending in a published report based on a SAR and site-visit by an independent panel followed by a formal decision

- 3.1: activities, policy and processes for QA
  - ✓ Goals and objectives described and derived from QAA's mission;
  - ✓ Daily EQA work;
  - ✓ Involvement of stakeholders in their governance and work;

- 3.2: official status
  - ✓ legal basis;
  - ✓ formally recognised by competent public authorities;

QA in HE
quality as added value

Part III: QAA

- 7 standards to become full ENQA member and/or EQAR-registered through a 5-year cyclical external review ending in a published report based on a SAR and site-visit by an independent panel followed by a formal decision
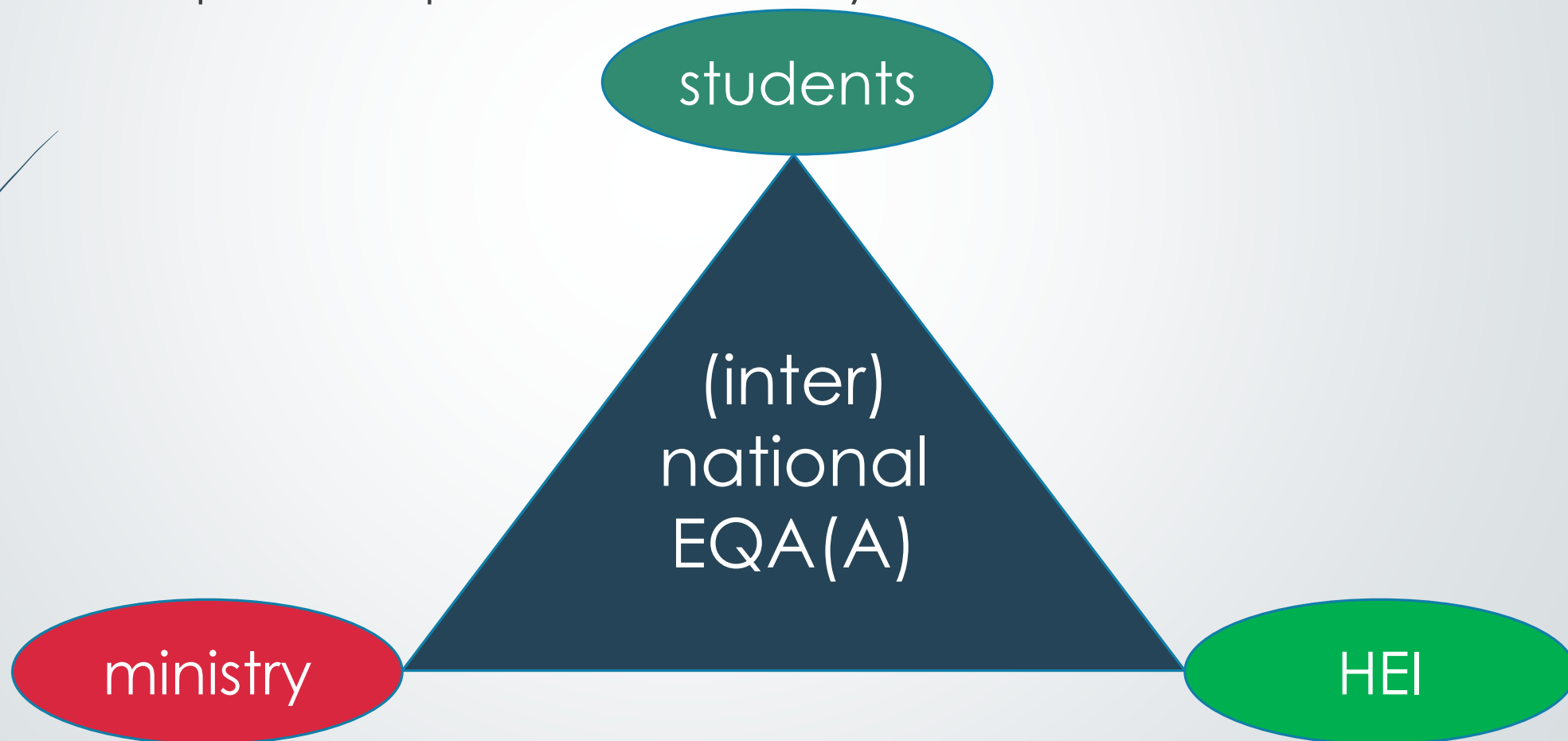
students

(inter) national EQA(A)

ministry

HEI

QA in HE
quality as added value

Part III: QAA

- 3.3: independence
  - ✓ act autonomously;
  - ✓ fully responsible for operations and outcomes without any 3rd party influence;
  - ✓ organisational and operational independence
- 3.4: thematic analysis
  - ✓ publish reports that describe and analyse the general findings of their EQA activities;
- 3.5: resources
  - ✓ both human and financial;
  - ✓ adequate and appropriate to carry out their work;
- 3.6: own IQA assuring and enhancing professionalism & integrity
- 3.7: 5-year cyclical external review

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THE ESSENTIALS OF IQA & EQA

QA and INTERNATIONALISATION

The Yerevan communiqué (2015)

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- Yerevan 2015 communiqué :
  II. Commitments (the last…)

- *"to enable our higher education institutions to use a suitable EQAR registered agency for their external quality assurance process, respecting the national arrangements for the decision making on QA outcomes."*

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Scorecard indicator n°6: level of openness to cross border QA by EQAR registered QAAs
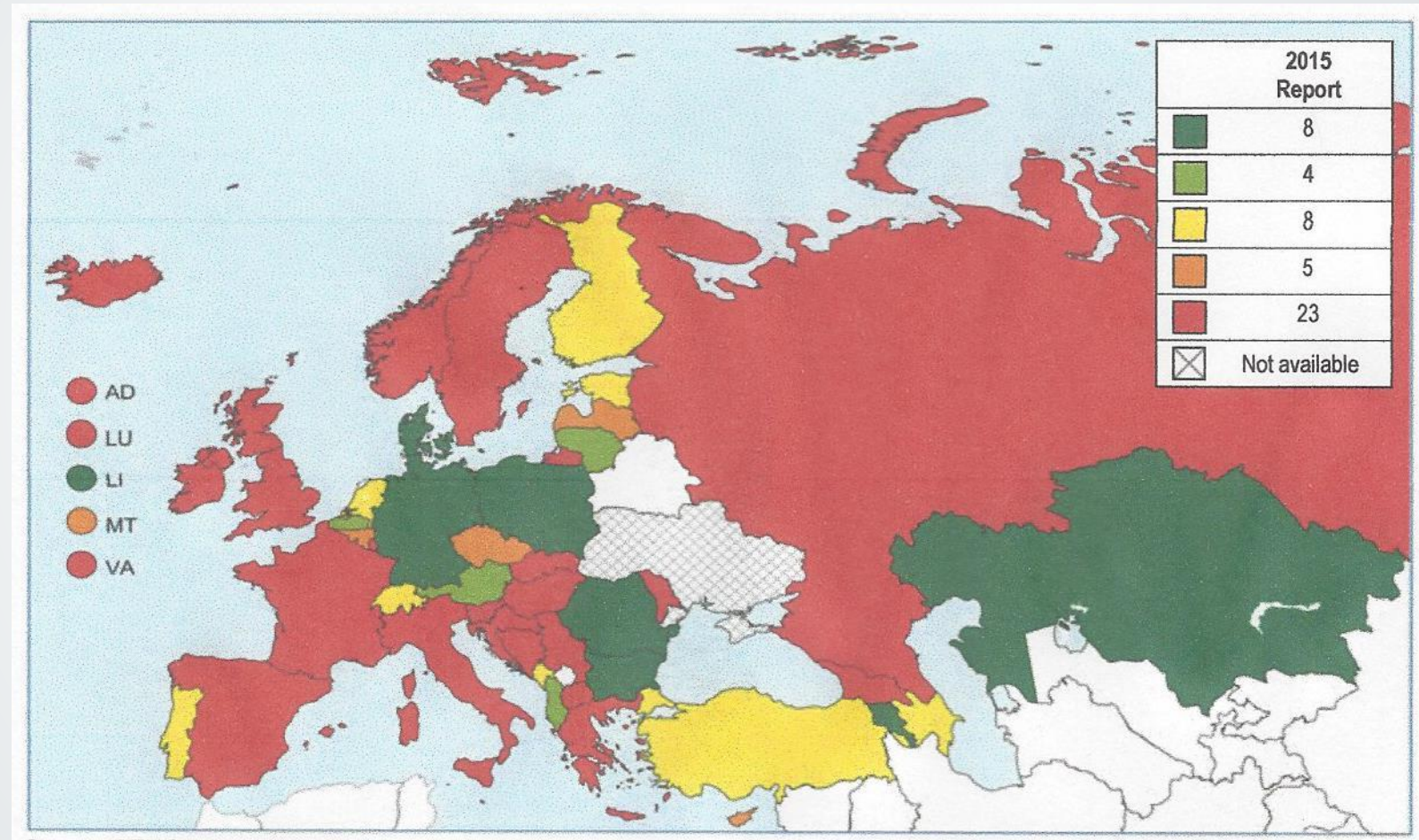
Implementation report 2015, fig. 3.7, p. 96

Source BFUG questionnaire

RIQAA project (2014)

- ■ Countries recognising EQAR-registered agencies as part of the national requirements for external QA
- ■ Countries recognising foreign agencies as part of the national requirements for external QA
- ■ Countries not open to external QA evaluation by an internationally active EQAR-registered QA agency

Final report p. 9

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**Key Considerations for Cross-Border Quality Assurance
in the European Higher Education Area**

A. **Engaging in cross-border QA**
   What is the rationale for engaging in cross-border QA?
   Which QA agency is fit for purpose for this specific case?
   What is the legal framework prescribing?
   What other aspects need to be considered beforehand?
   Has the institution communicated its decision to undergo cross-border QA to relevant stakeholders?

B. **Carrying out cross-border QA**
   Will the QAA need to modify its procedures because of the cross-border setting?
   What sort of preparations support successful cross-border QA?
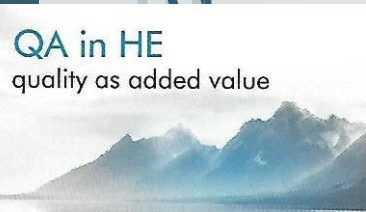   *How are the peer-reviews experts selected and trained?*
   Are the practical specificities of carrying out cross-border QA clear for both parties?

C. **Adressing the results of cross-border QA**
   If applicable, what is the formal recognition process of a cross-border QA decision?
   What are the complaints, appeals and follow-up processes?

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- Yerevan 2015 : approval of the *"European approach of QA of Joint Programmes"* :
  - Use & interpretation of ESG in order to audit a joint programme through through a single audit …
  - by a(n) (international) panel …
  - coordinated by an EQAR-registered QAA.
- But a lot still needs to be done :
  - National frameworks, legislation & competence;
  - Promotion & information : EQAR PLA
  - Good practices

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Use of the European Approach for QA of JP

- ■ All higher education institutions are able to use the European Approach to satisfy national QA requirements:
  - ■ Recognition of single external QA procedure for programmes
  - ▦ HEIs being self-accrediting

- ■ Some higher education institutions or only under specific conditions
- ■ Discussions ongoing
- ■ Cannot be used to satisfy national QA requirements

eqar////

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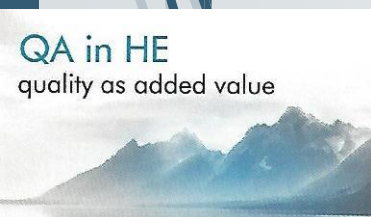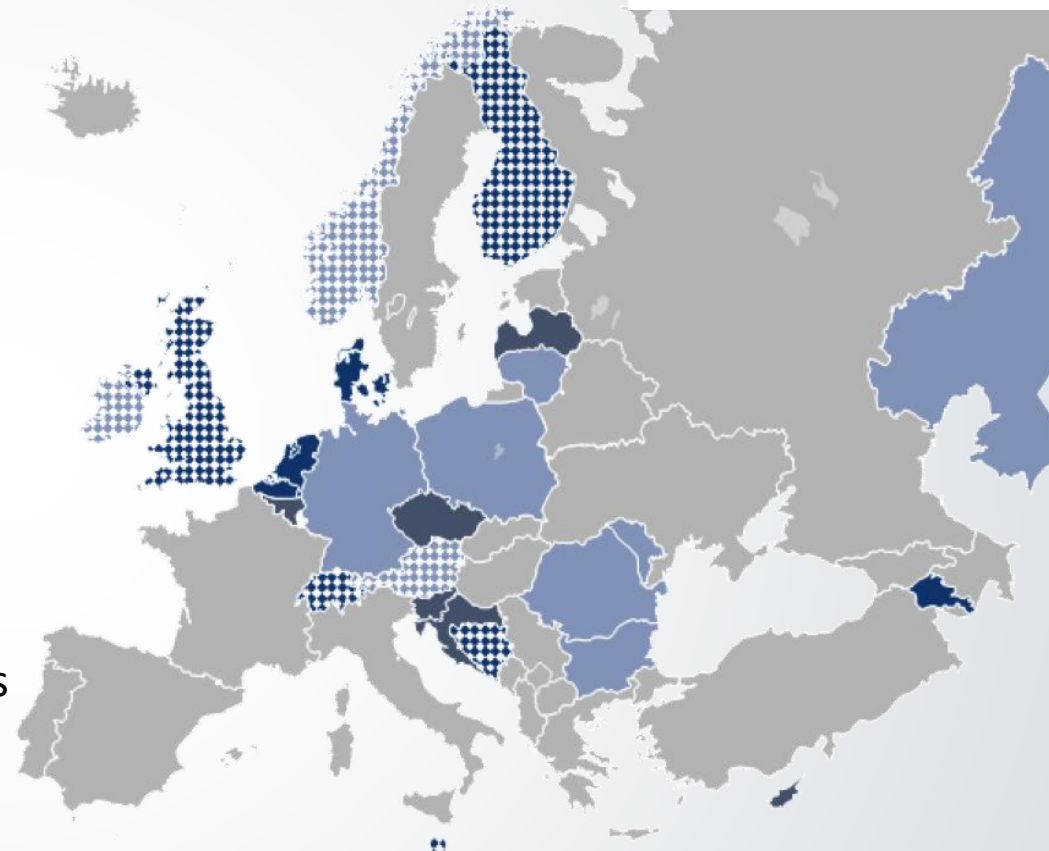
THE ESSENTIALS OF IQA & EQA

The future of QA: are we ready?

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Is the QA of the HEIs ready?

- *To be ESG (2015)-proof? To be student-centred?*

- *To have its students achieve the transferable competences of the 21st century?*

- *To move from programme to institutional level?*

- *To use the revised ESG for creating a quality culture with all stakeholders?*

- *Define critical points in students' experience and put in place more innovative support structures to equip students with threshold capital?*

- *Improve communication and information internally & externally?*

- *Improve data collections?*

- *To address the international dimension of education and QA?*

- *To choose an international QAA to review them in best accordance with their missions and strategies?*

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Is the national EQA system ready?

- *To ENQA full membership of the national QAA?*

- *To have the national QAA EQAR registered?*

- *To create national QA forums for dialogue and communication?*

- *To find solutions for opening HE systems to cross-border QA?*

- *To reduce bureaucratic QA reporting requirements?*

- *To consider for the purpose of QA broader contexts and factors, such as: demography, globalisation, technology, HEI's social responsibility, poverty, climate, sustainable development?*

- *To consider that quality is a multidimensional concept determined by other processes outside QA as well?*

- *To create avenues for a better dialogue between research and decision-making using the new ESG?*

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To which segment do you belong after this seminar?

Q & A
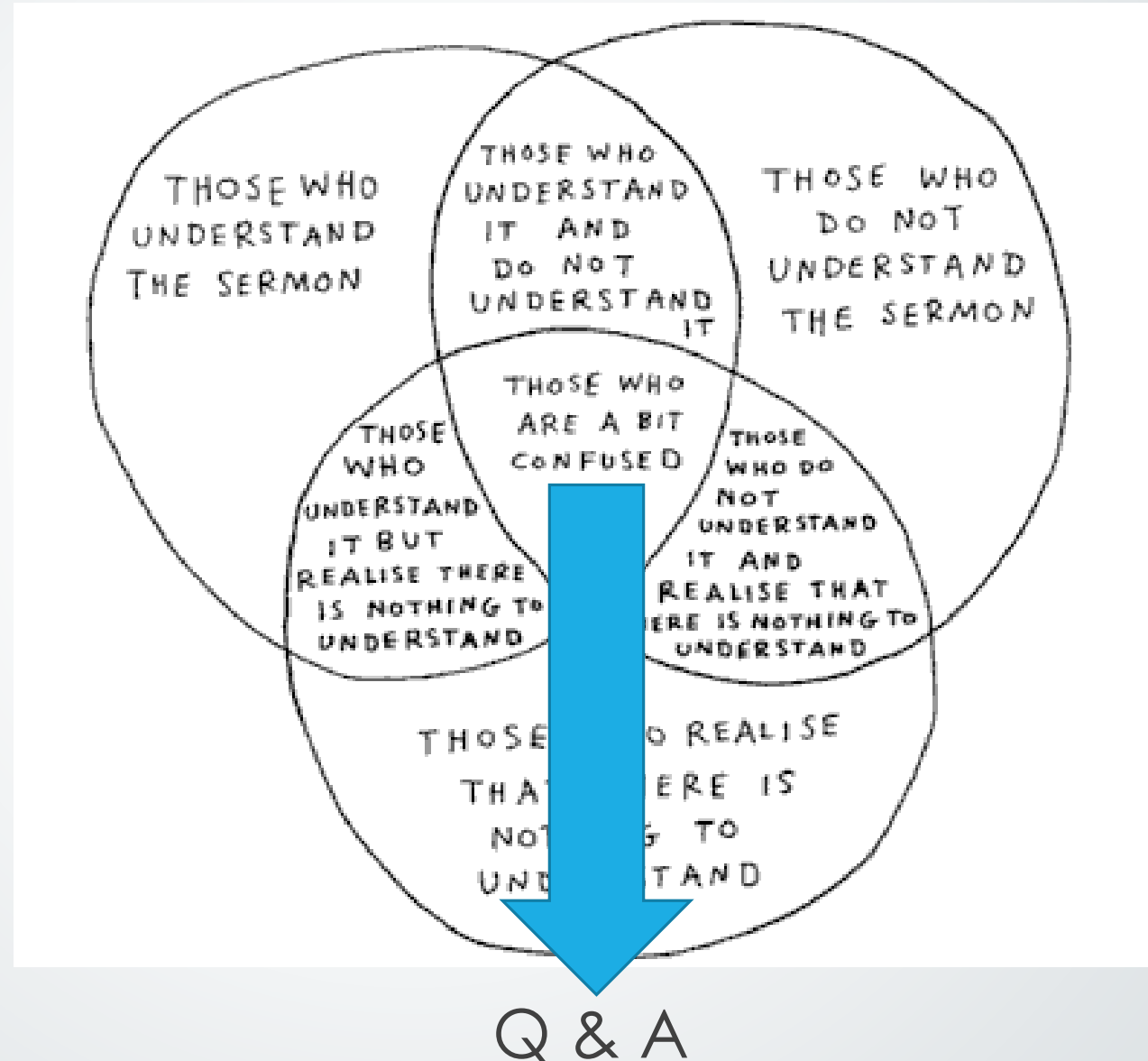
NEW CONCEPTS OF QA

THANKS! – Q & A

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NEW CONCEPTS OF QA

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