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

FINEEC, Helsinki
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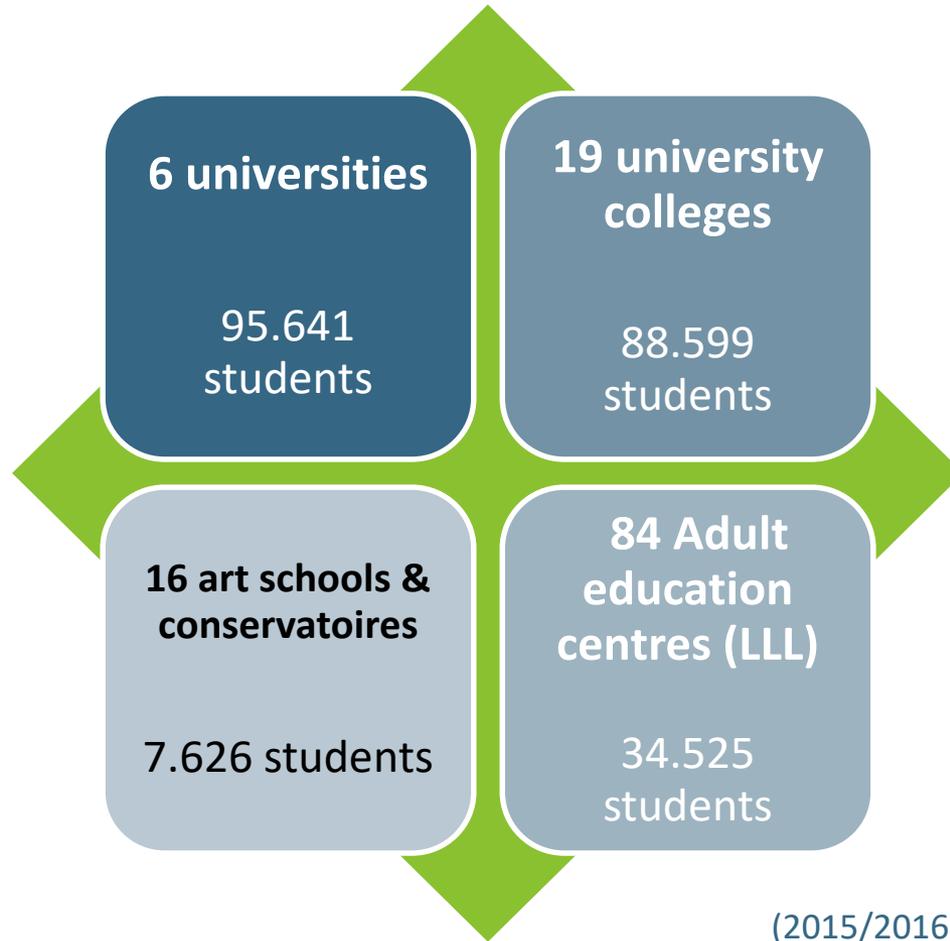Caty Duykaerts
director of AEQES and VC of ENQA

# outline

- introductions
- Paris communiqué 2018
- considerations on the scope of quality assurance (both IQA and EQA)
- beyond EHEA: the HAQAA initiative
- conclusion

# introductions

# Higher Education Sector in FWB

**6 universities**

95.641 students

**19 university colleges**

88.599 students

**16 art schools & conservatoires**

7.626 students
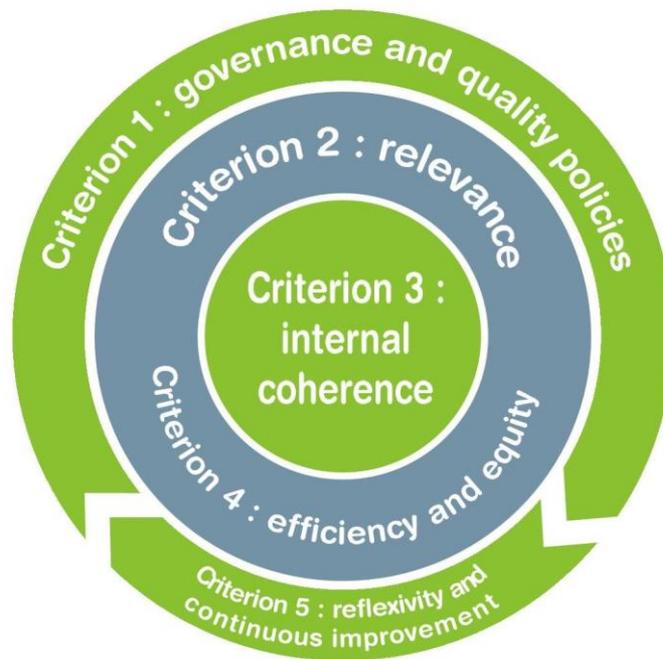
**84 Adult education centres (LLL)**

34.525 students

(2015/2016)

# AEQES key features

- **Student-centered and programme-based** quality assurance
- **Clusters**

Analysis at micro, meso and macro levels

- Evaluation report
- Transversal analysis
- Meta-analysis
- **Pilot phase on institutional reviews (2019-2022)**
- **Fitness for purpose approach, focused on enhancement**
- Staff 12, budget 1M €, located in Brussels



ENQA
EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION

eqar ////

Q
Réseau francophone des agences qualité pour l'enseignement supérieur

Criterion 1 : governance and quality policies

Criterion 2 : relevance

Criterion 3 : internal coherence

Criterion 4 : efficiency and equity

Criterion 5 : reflexivity and continuous improvement

# 2018 Paris Communiqué

*celebrating the progress made,
taking implementation forward and seeking
further innovation in T&L*

http://www.ehea2018.paris/Data/ElFinder/s2/Communique/EHEAParis2018-Communique-final.pdf

**KEY MESSAGES** ?

More social dimension (inclusiveness)

Digital (r)evolution

Synergies between Research and Education

« European Universities »

Cooperation

Quality assurance

# considerations on quality assurance

# considerations on EQA

**ENQA**

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

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

Geographic, cultural, organizational and operational DIVERSITY

# what scope for QA?

**LEARNING AND TEACHING**

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


> what implementation?

See *EUA TRENDS PUBLICATION 2018*
https://eua.eu/downloads/publications/eua%20trends%202018.pdf

# A focus on ELearning

« QUALITY ASSURANCE OF ELEARNING – PRINCIPLES AND CHALLENGES »

-  Presentation at ENQA GA October 19, 2018

-   Report to be downloaded on ENQA website

https://enqa.eu/indirme/papers-and-reports/occasional-papers/Considerations%20for%20QA%20of%20e-learning%20provision.pdf

# but also…

*The focus of the ESG is on quality assurance related to learning and teaching in HE, including the learning environement and relevant links to research and innovation. In addition institutions have policies and processes to ensure and to improve the quality of their other activities, such as **research** and **governance**.*

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

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

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

# but also...

**A focus on RESEARCH**

*Posters session in ENQA GA 2018*

- *QA of doctoral programmes in Armenia (ANQA)*

- *Evaluation of academic research in the Netherlands (NVAO)*

- *The QA of research education (QQI)*

- *Developing a quality enhancement framework for research in Iceland (quality Board for HE in Iceland)*

# considerations on IQA

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

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

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

**Lessons learned?**

- Importance of flexible  qualitative tools for IQA, which function in an integrated manner, to avoid an information overload

- Need to balance acadeic- and employability-related IQA tools

- Importance of evidence-based dialogue on quality improvement among university stakholders to the success of IQA

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**Harmonisation of African Higher Education Quality Assurance and Accreditation (HAQAA) initiative**

# some challenges in African HE

- Massification of HE and ensuring relevance and quality of provision

- Governance issues

- Inadequate funding – lack of judicious use of resources

- Student/staff ratio

- Lack of qualified academic staff

- Need to improve research capacity and innovative mindset for social economic development

# ENQA's role in the initiative

To coordinate and participate in the work of the technical WG in drafting the ASG-QA and review methodology for agencies



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Standard 1. Vision, Mission and Strategic Objectives

Standard 2. Governance and Management

Standard 3. Human Resources

Standard 4. Financial Resource Management

Standard 5. Infrastructure and Facilities

Standard 6. Student Recruitment, Admission, Certification and Support Services

Standard 7. Design, Approval, Monitoring and Evaluation of Study Programmes

Standard 8. Teaching, Learning and Assessment

Standard 9. Research, Postgraduate Programmes and Innovation

Standard 10. Community Engagement

Standard 11. Information Management System

Standard 12. Public Communication

Standard 13. Collaboration, Staff and Student Mobility

**(ESG: 10)**

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

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

Standard 3. Implementation Processes of External Quality Assurance

Standard 4. Independence of Evaluation

Standard 5. Decision and Reporting of External Quality Assurance Outcomes

Standard 6. Periodic Review of Institutions and Programmes

Standard 7. Complaints and Appeals

**(ESG: 7)**

Standard 1. Legal Status

Standard 2. Vision and Mission Statement

Standard 3. Governance and management

Standard 4. Independence of QAA

Standard 5. Policies, Processes and Activities

Standard 5. Internal Quality Assurance Policies, Criteria and
                   Processes

Standard 6. Financial and Human Resources

Standard 7. Benchmarking, Networking and Collaboration

Standard 8. Periodic Review of QAAs

**(ESG: 7)**

## Standard

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

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

## Key factors

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

# Importance of language and consultation

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

Online consultation + several workshops and conferences

Agencies review process ongoing

# conclusion

*What is - and what will be - the role of quality assurance in the changing higher education landscape?*