

# The international dimensions of QA

**Lucien Bollaert**

**International independent QA expert**

**Visiting professor**

**Member of boards of AEQES, QQI, EQ-Arts**

**EURASHE Community of QA**

**23 January 2019**

**TAM seminar | Kosovo | Pristina**

- How will the world look like in the near future?
- The international dimensions of HE(I)
  - competences
  - mobility of students and staff
  - research
  - impact
- The 2015 ESG
- The QA framework of the EHEA
- The reality and challenges of international QA
  - strategy
  - benchmarking
  - competences
  - student-centred learning (SCL)
  - recognition
  - international EQA
- Conclusions: the need for a new QA



**The international dimensions of QA**

# **How will the world look like in the near future?**

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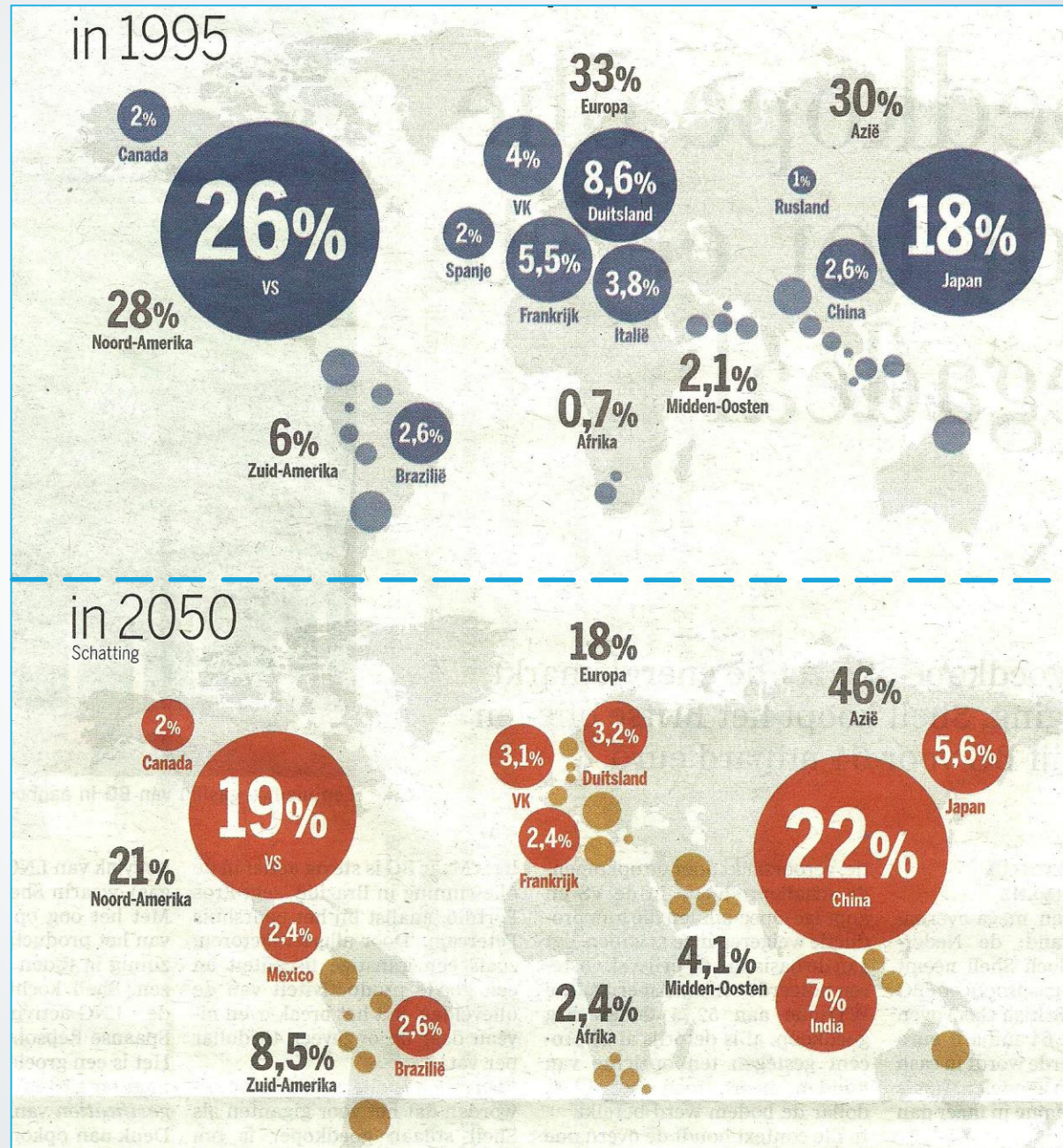
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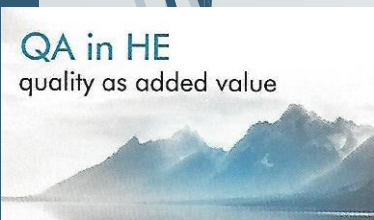


# How does the world look like in 2030?

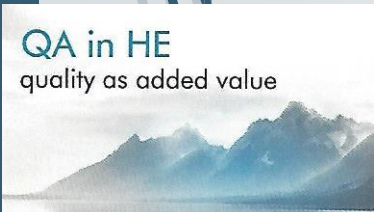
(Between 3 disasters & 2 utopia)

- **Automation** (computers & robots) & ageing : no new jobs
- **Climate change & hunger** : new conflicts
- **Financial (bank) crisis (bis)** : local economy vs protectionism
- **Sustainability, ecological engineering, cybersecurity** : new high-education jobs
- **Creative society** : new, local, ecological balance between (part-time) work & life, start-ups

OECD (2015), *Securing livelihoods for all*



- Globalisation vs national protectionism
- Global economic & political competition & (war) tensions
- Financial (bank) crisis (bis) vs protectionism
- Migration vs need for right people for new jobs
- Digitalisation & Automation (computers & robots)
- Artificial intelligence vs jobs & ethics
- Ageing vs later retirement & LLL
- Pollution vs sustainable ecology
- Climate change & hunger
- Individualisation & one-parent families vs global teams
- Knowledge society: new high-education jobs
- Creative sharing economy via start-ups & small societies



■ Globalisation vs national protectionism

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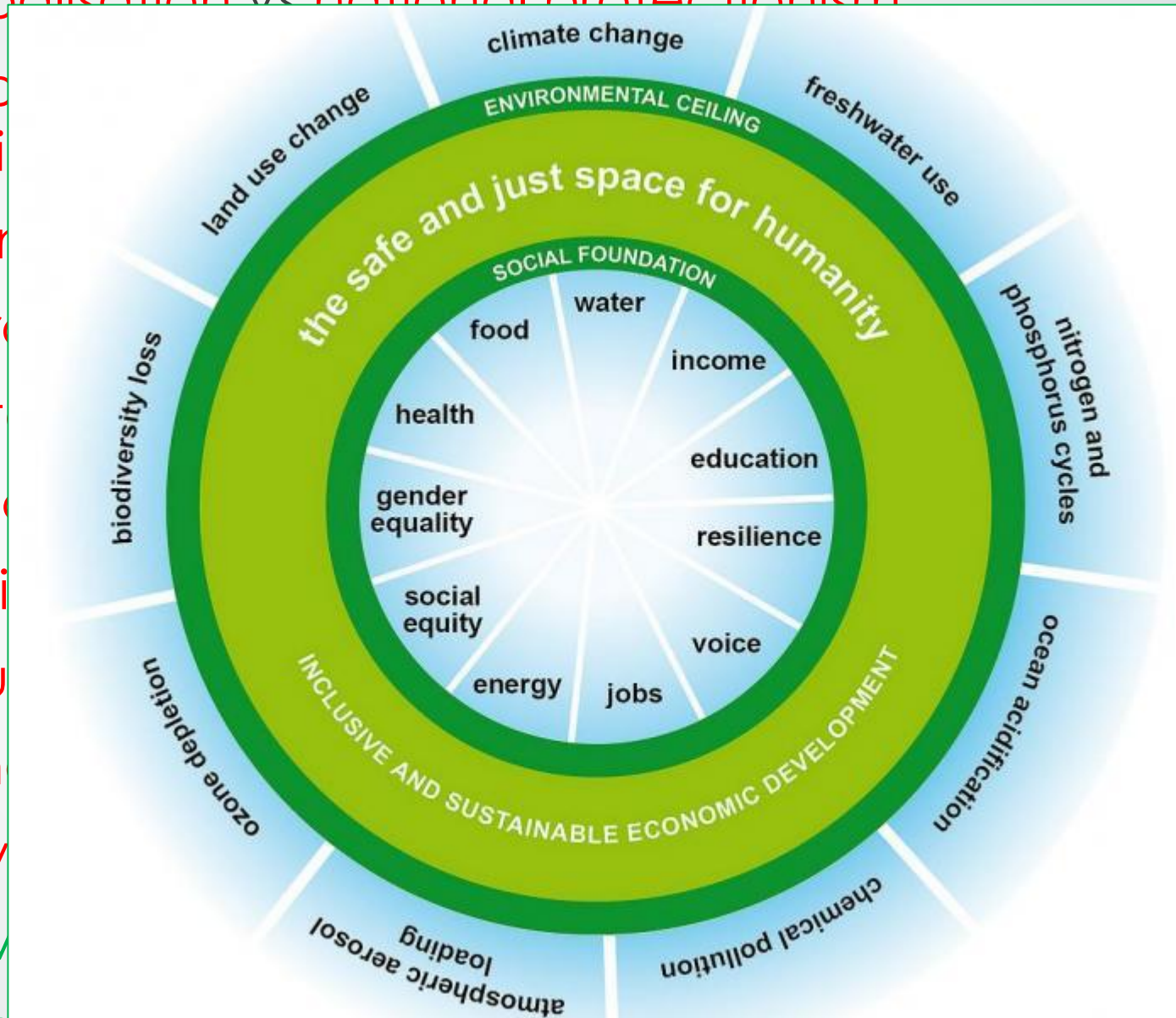
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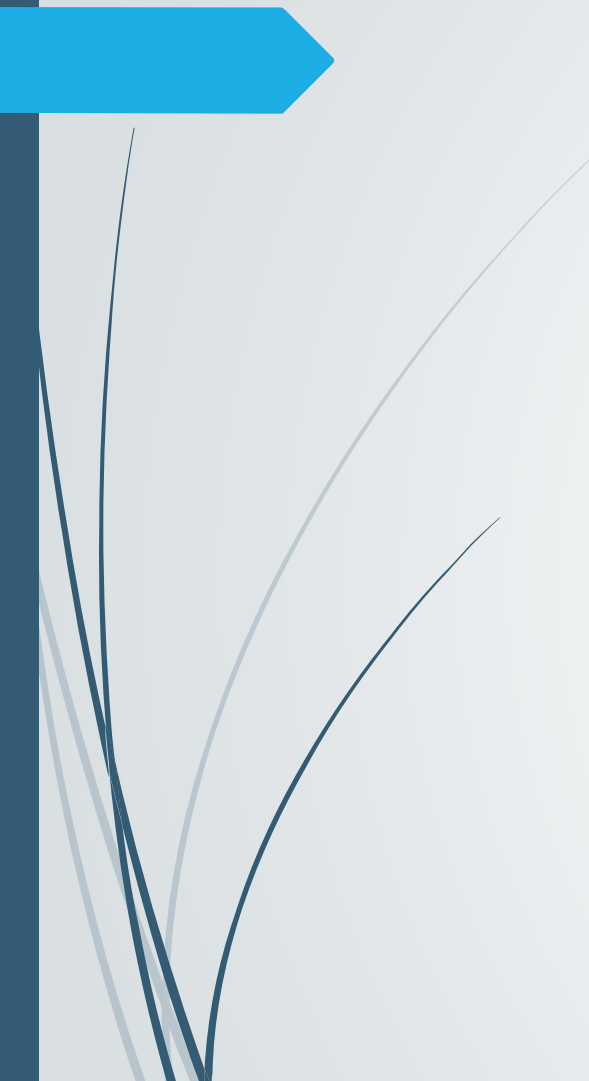
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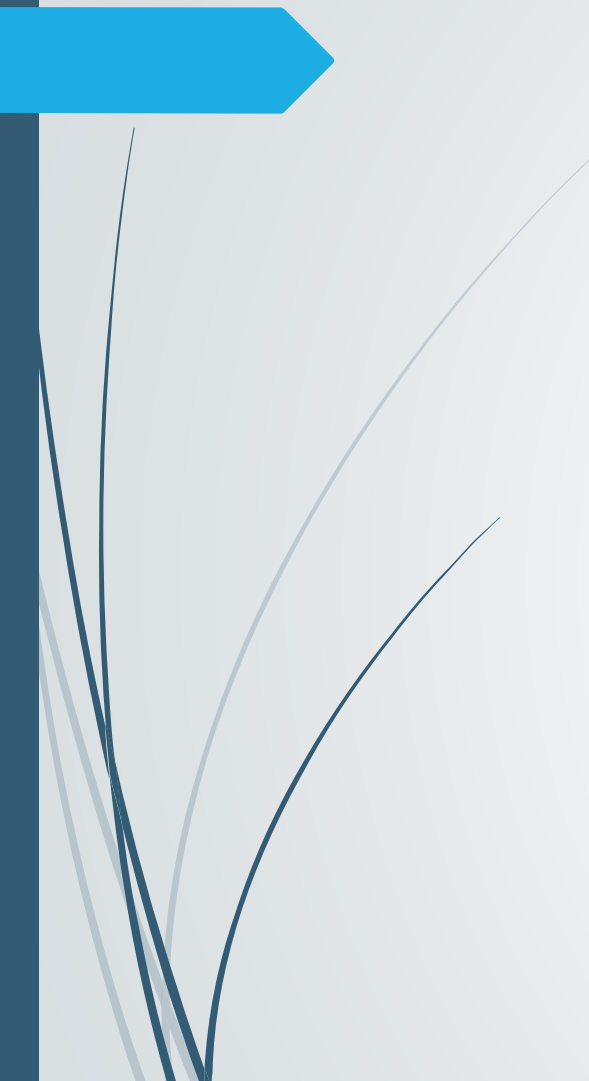
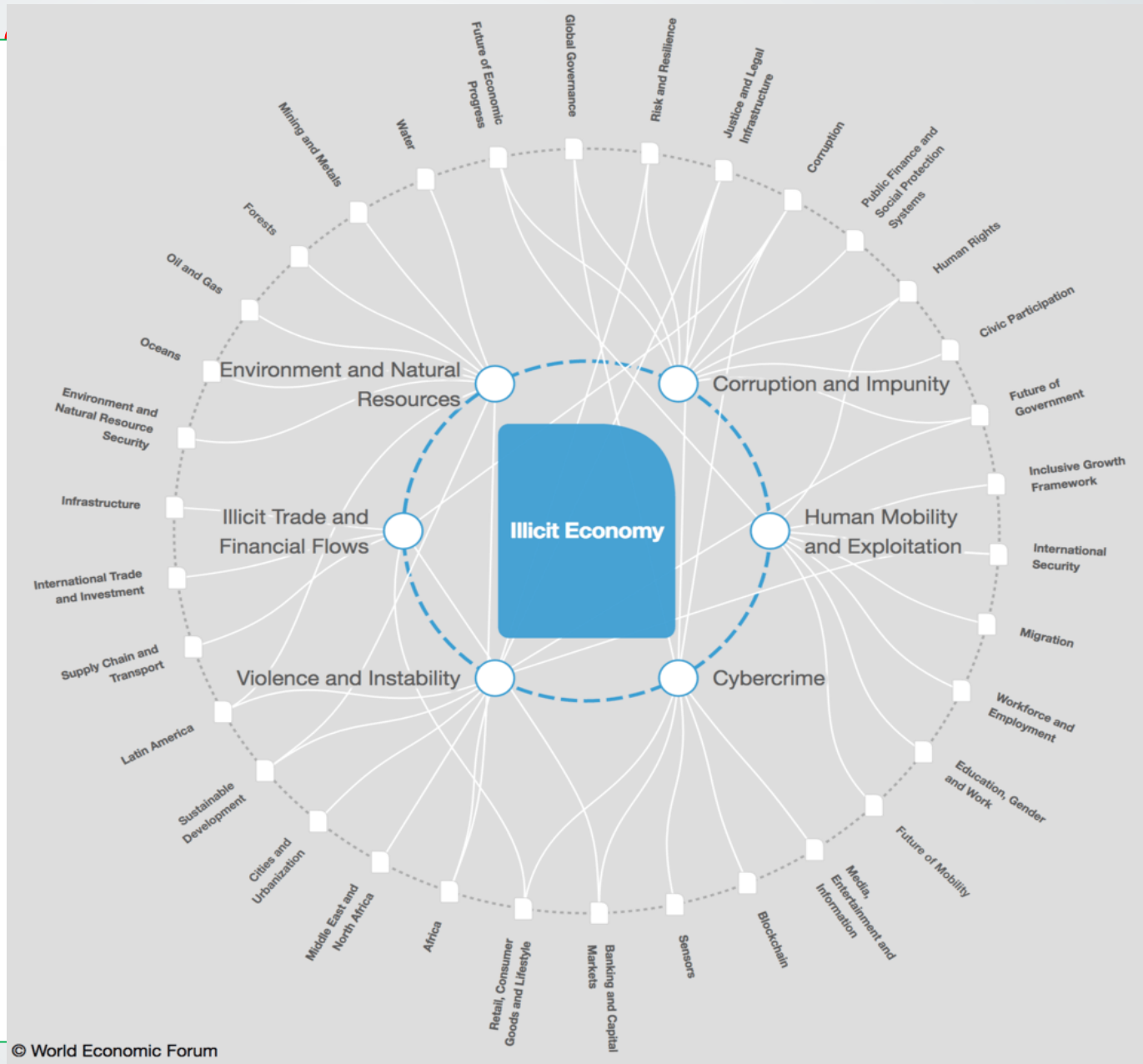
■ Creative sharing economy via start-ups & small societies



reams



- Global
- Global
- Financial
- Migration
- Digital
- Artificial
- Ageing
- Pollution
- Climate
- Individual
- Knowledge
- Creativity



reams

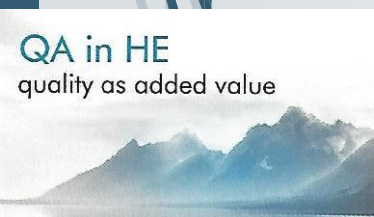
societies



Our kind of world:

- internationally, universally, globally interconnected
- non-controllable increase of knowledge
- digital and informatical
- multi-centred
- wider gap between rich and poor
- spread economic tension causing (im)migration and risk of war
- climate changing
- demographically changing
- multi-(culturally & religiously) diverse
- multi-(philosophically) belief and values

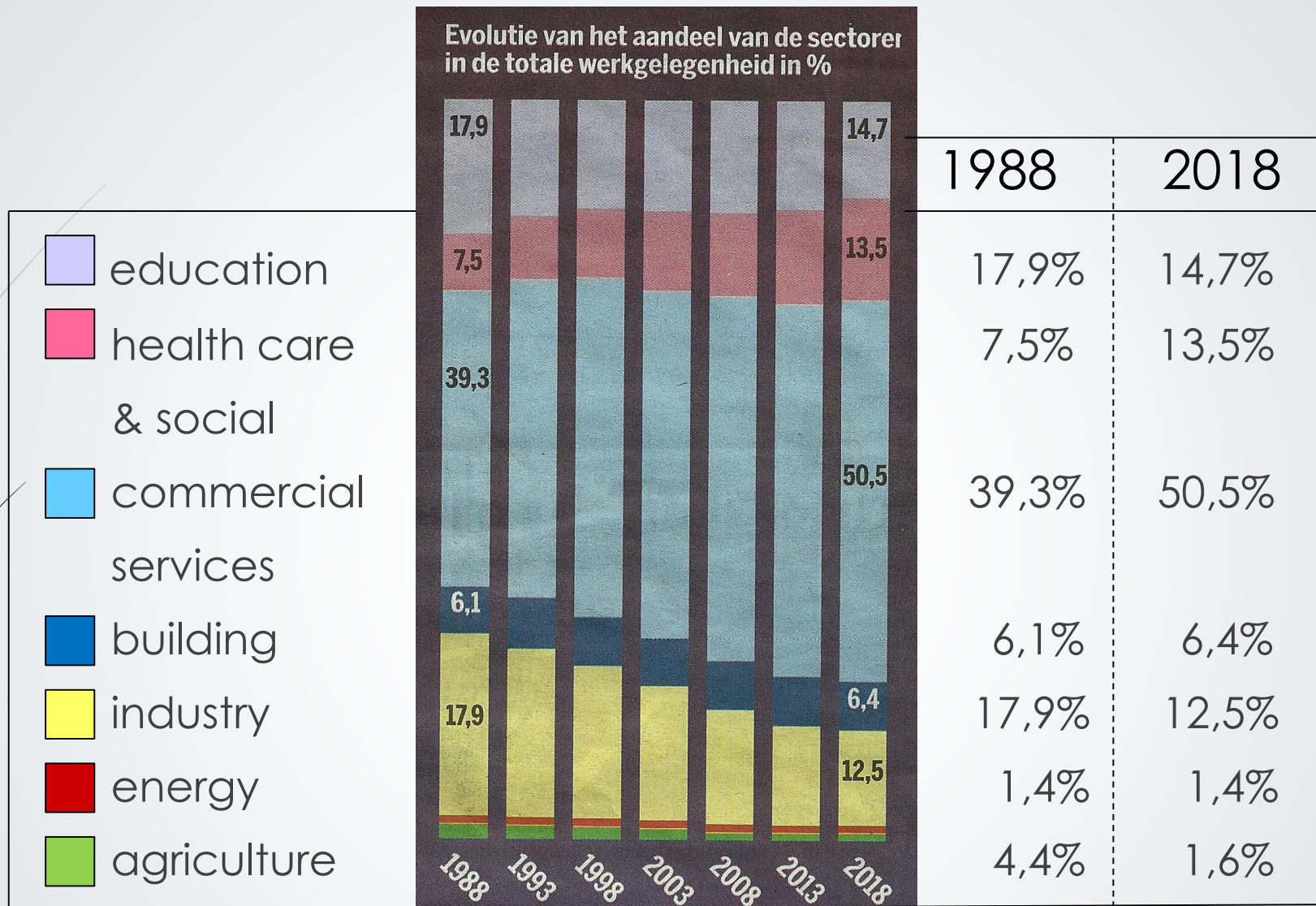
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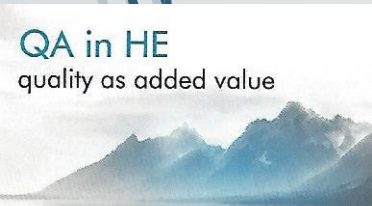
# The internet



QA in HE  
quality as added value



**In the same period the job share  
of low-educated raised from 8,7% to 10%  
of high-educated from 35,4% to 44,1%**



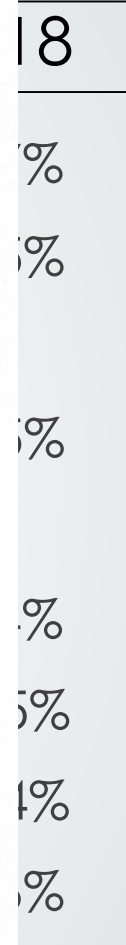
## In many developing countries, the share of employment in high-skill occupations has increased

Annual average change in employment share, by type of occupation (circa 2000 - circa 2015) (percentage point)

<b>High- and middle-skill occupations grew, but low-skill occupations fell</b>	High-skill occupation	Middle-skill occupation	Low-skill occupation
Ethiopia	0.95	0.82	-1.77
Moldova	0.6	2.5	-3.1
Chile	0.35	0.16	-0.51
Jordan	0.15	0.47	-0.61
Angola	0.04	1.09	-1.13
<b>High-skill occupations grew but low- and middle-skill occupations fell</b>	High-skill occupation	Middle-skill occupation	Low-skill occupation
Kosovo	0.78	-0.69	-0.09
Sri Lanka	0.42	-0.3	-0.12
Armenia	0.36	-0.31	-0.05
Ecuador	0.24	-0.17	-0.07
Burkina Faso	0.13	-0.13	-0.01
<b>High- and low-skill occupations grew but middle-skill occupations fell</b>	High-skill occupation	Middle-skill occupation	Low-skill occupation
Bolivia	0.57	-0.82	0.25
South Africa	0.55	-0.58	0.03
Philippines	0.42	-0.9	0.48
Zambia	0.29	-0.58	0.28
Brazil	0.27	-0.28	0.01
Uganda	0.25	-0.92	0.67
Bangladesh	0.15	-1.3	1.15
Tanzania	0.06	-0.51	0.45


*Note: High-skill occupations: managers, professionals, technicians, and associate professionals. Middle-skill occupations: clerical support workers; sales and services workers; craft and related trades workers; skilled agricultural, forestry, and fishery workers; plant and machine operators and assemblers. Low-skill occupations: elementary occupations such as cleaners and helpers; laborers in agriculture, forestry, and fisheries; laborers in mining, construction, manufacturing, and transport; food preparation assistants; street and related sales and services workers*

Source: WDR 2019 team, based on World Bank's International Income Distribution Dataset



QA in HE  
quality as added value





The international dimensions of QA

# The international dimensions of HE(I): competences

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# Technology is not the only motor of innovation

## Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.

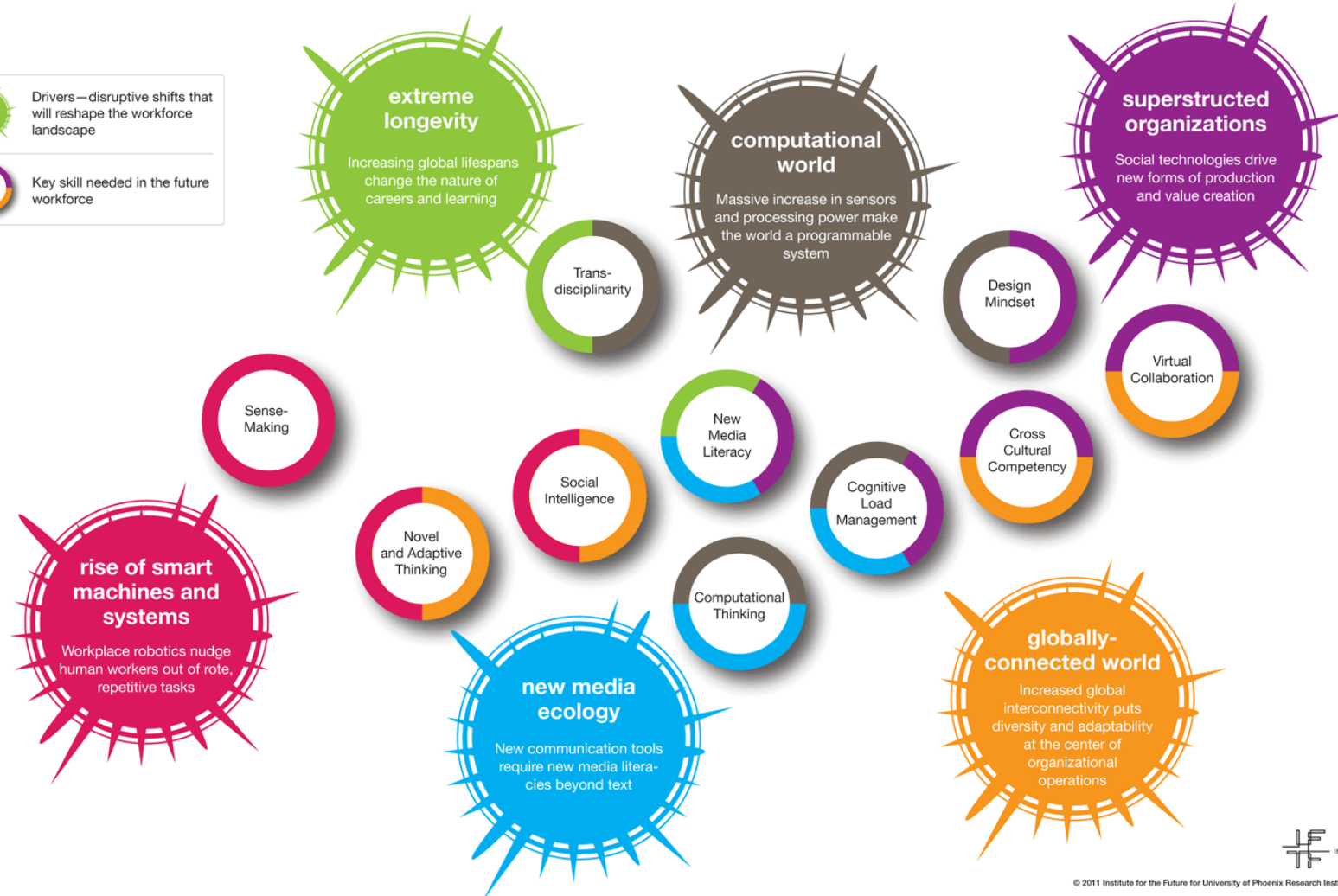
### KEY



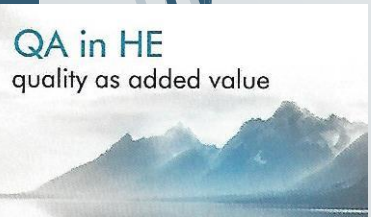
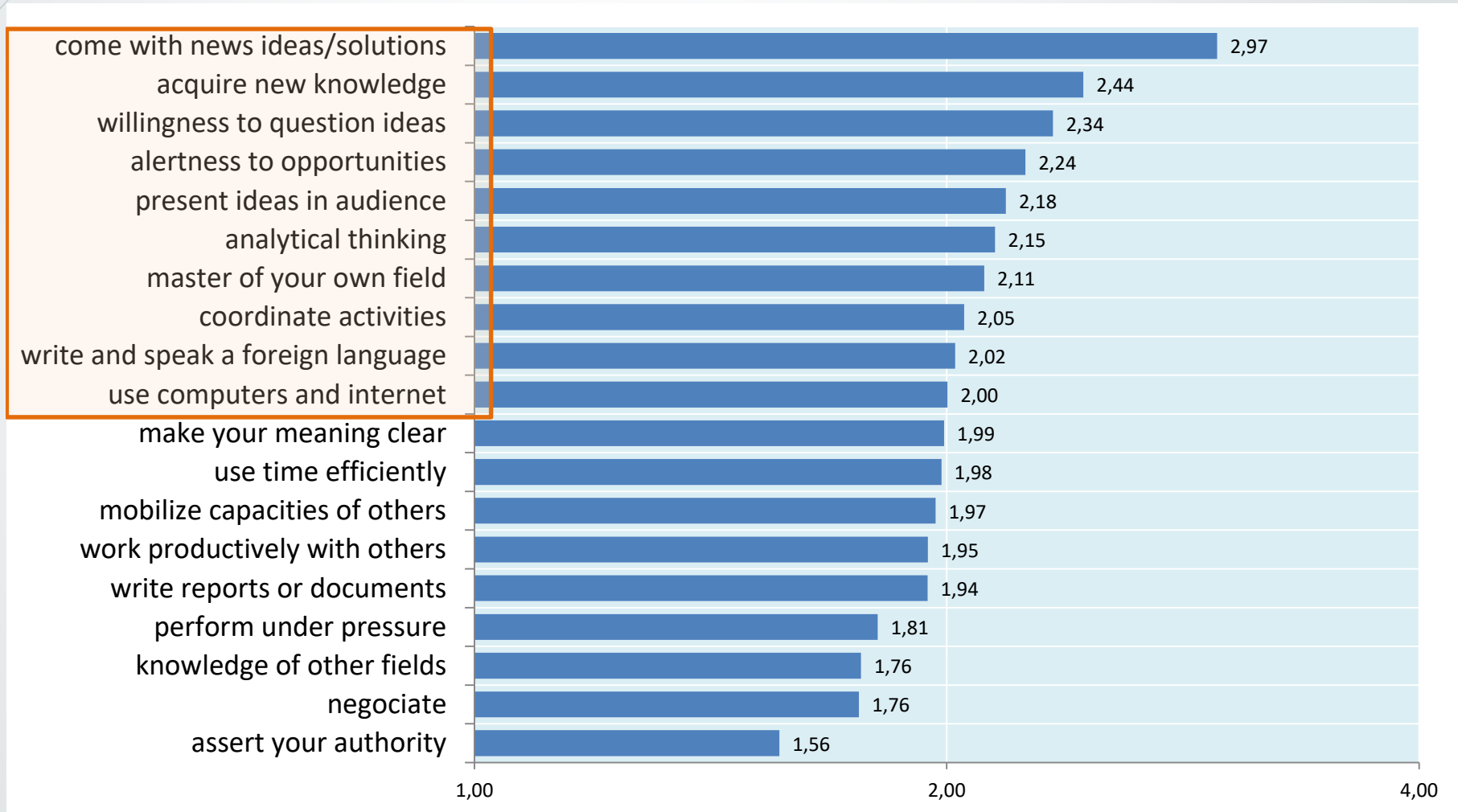
Drivers—disruptive shifts that will reshape the workforce landscape



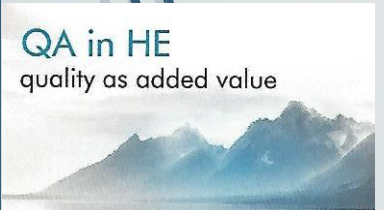
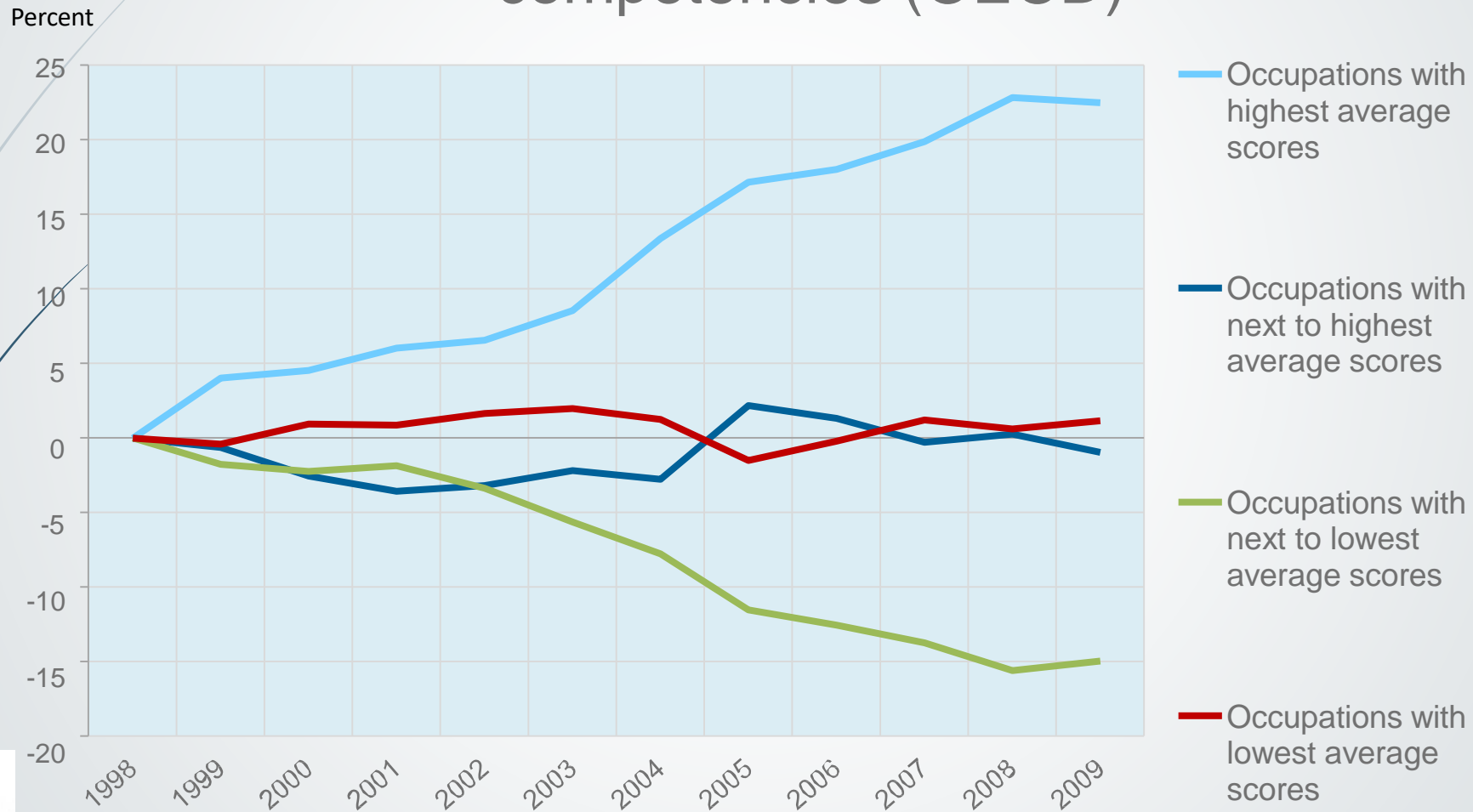
Key skill needed in the future workforce



# Competences that make the difference between innovative professionals & others



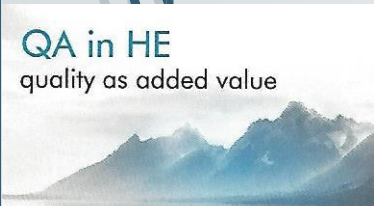
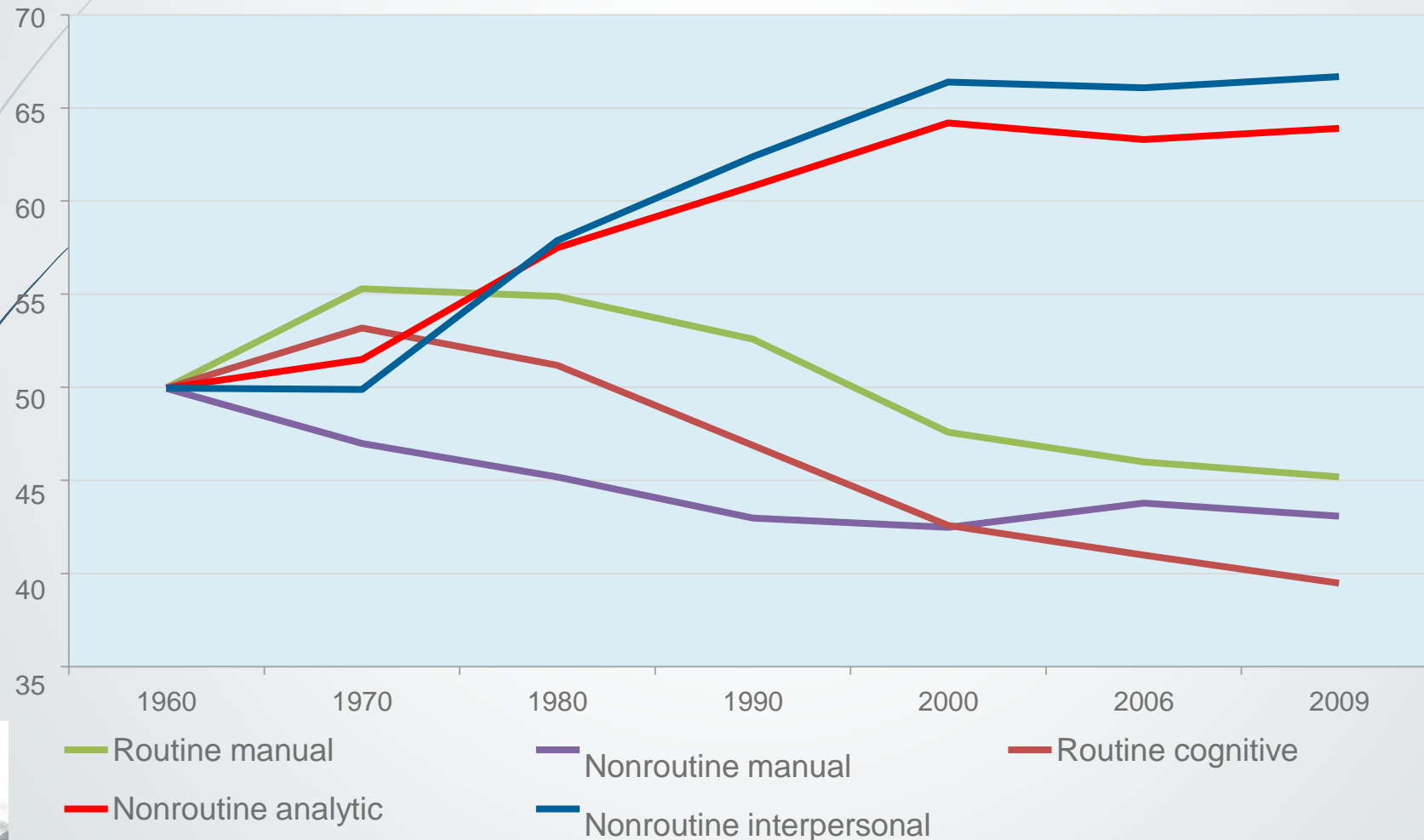
# Trends of employment in relation to levels of competencies (OECD)



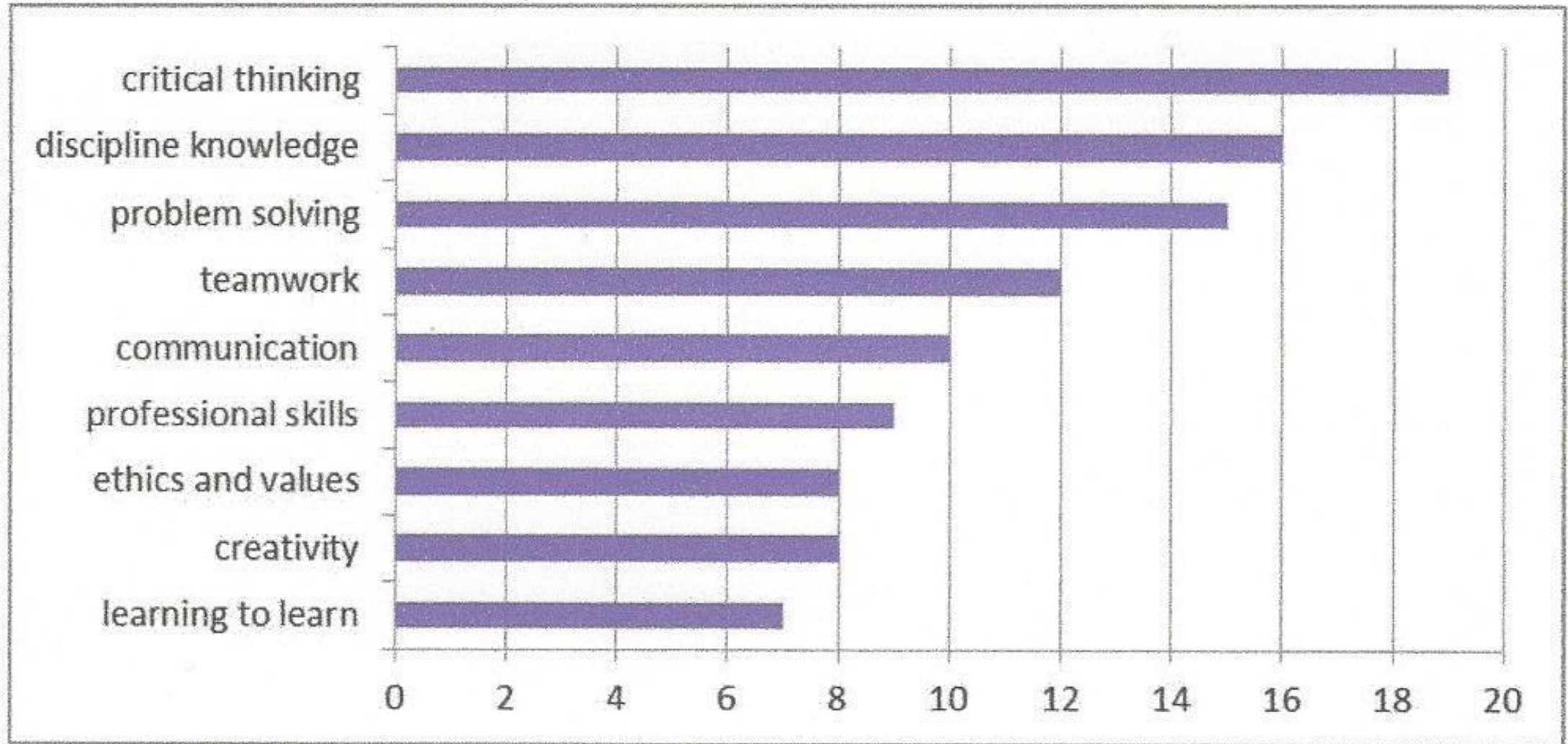


# Changed needs of competences (OECD)

Mean task input in percentiles of 1960 task distribution



## Types of learning outcomes – Top 10 answers:



AHE

FEASIB

VOLUM

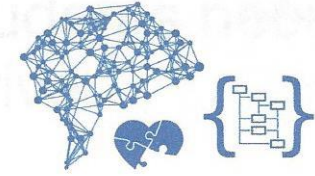
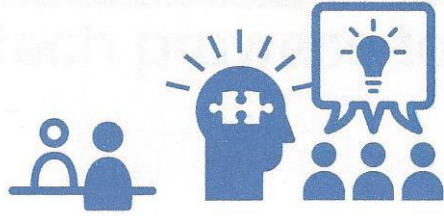
DESIGN /

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# Top 10 skills

## In 2015

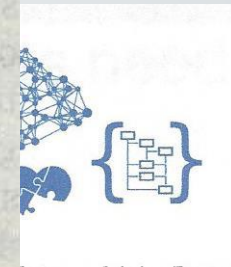
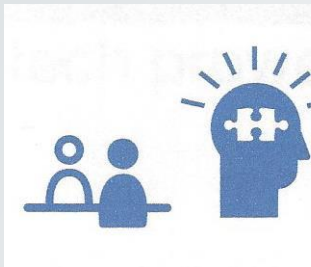
1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment & Decision Making
9. Active Listening
10. Creativity

## In 2020

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

Source:  
Future of  
Jobs  
Report  
(2017)

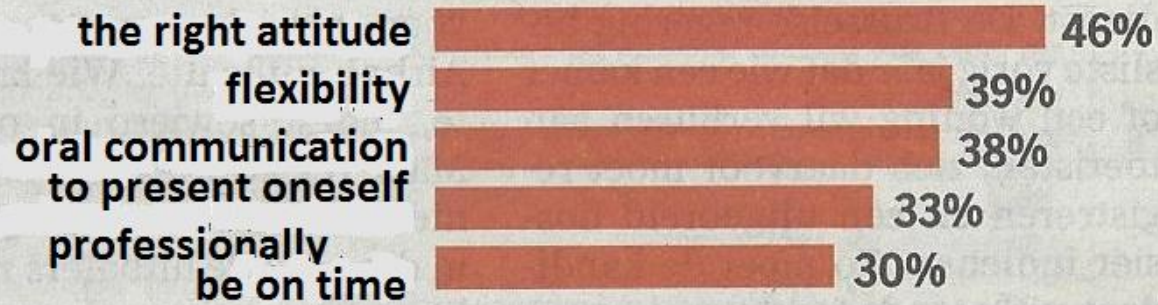




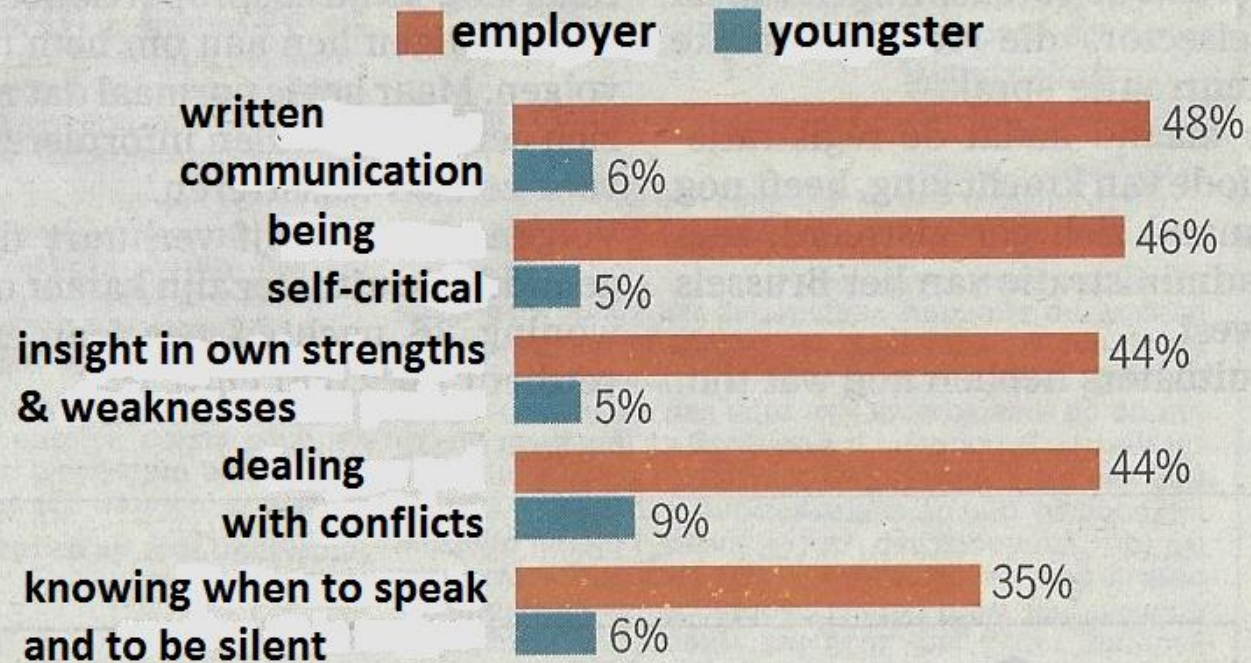
In 2017

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10. Cre

### Top 5 reasons not to be selected because of soft skills

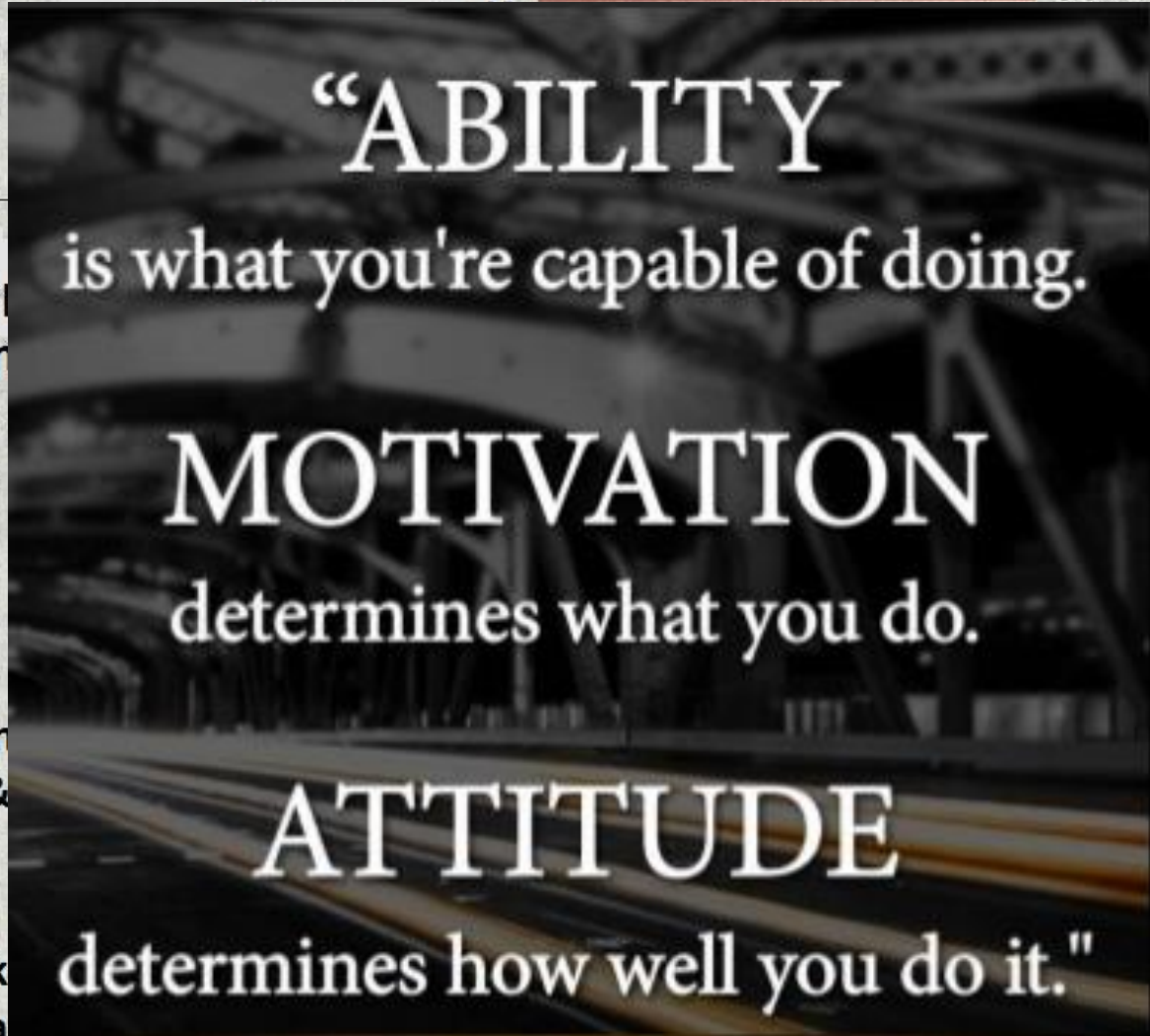
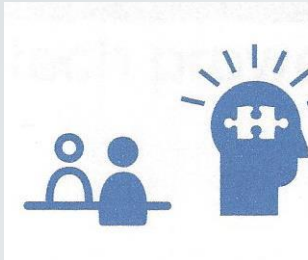


### Top 5 skills on which the meanings of youngsters and employers are most divided



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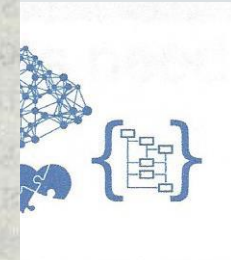


- In 20...
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  2. Co
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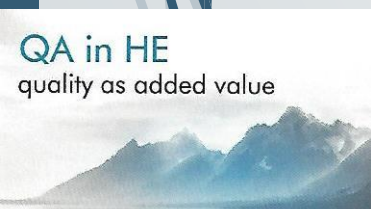


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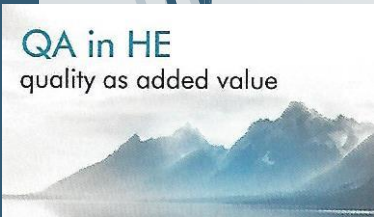
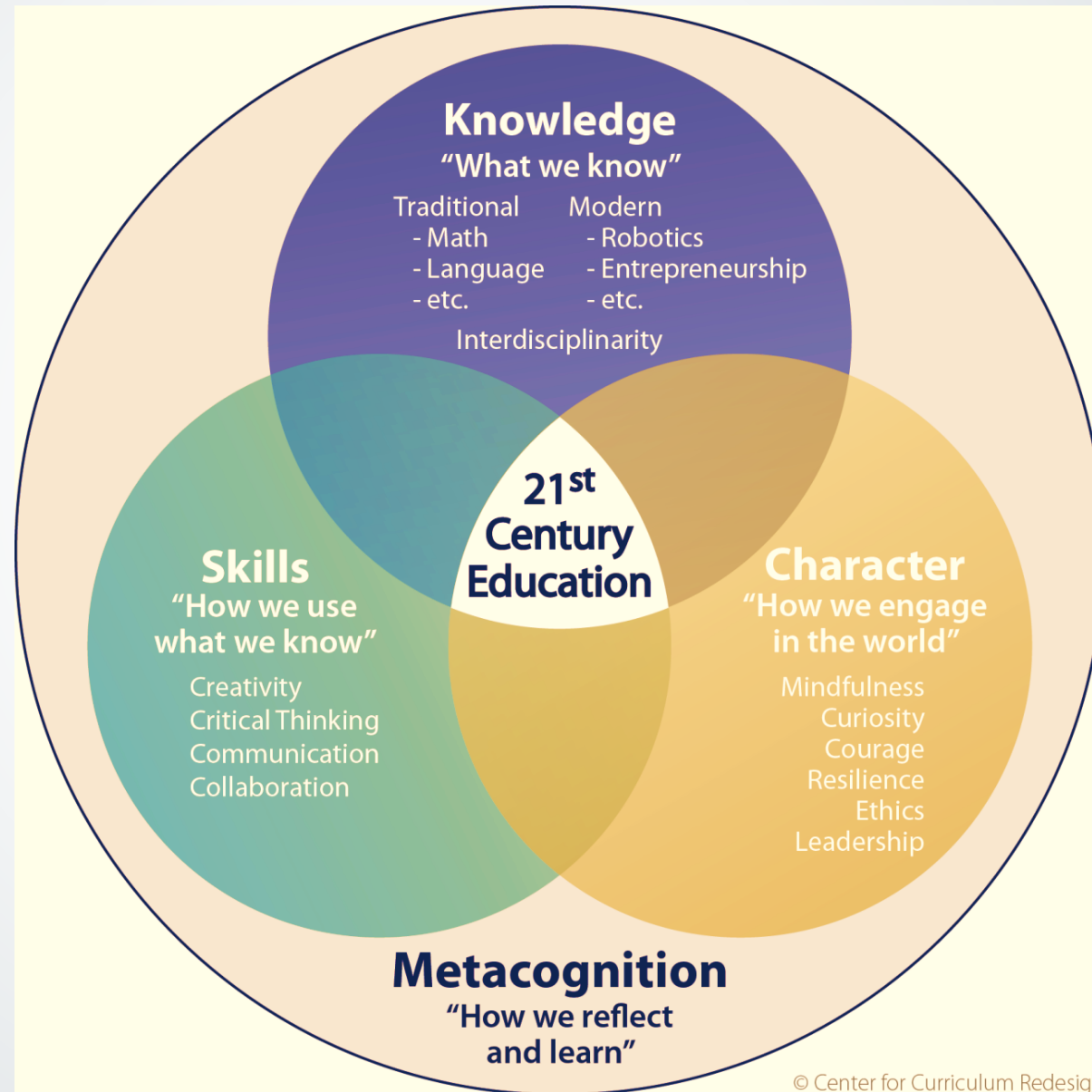
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# More or other knowledge & skills are not enough!



The international dimensions of QA

# The international dimensions of HE(I): mobility (students & staff)

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# International attractiveness of HE(I)s differs, ...

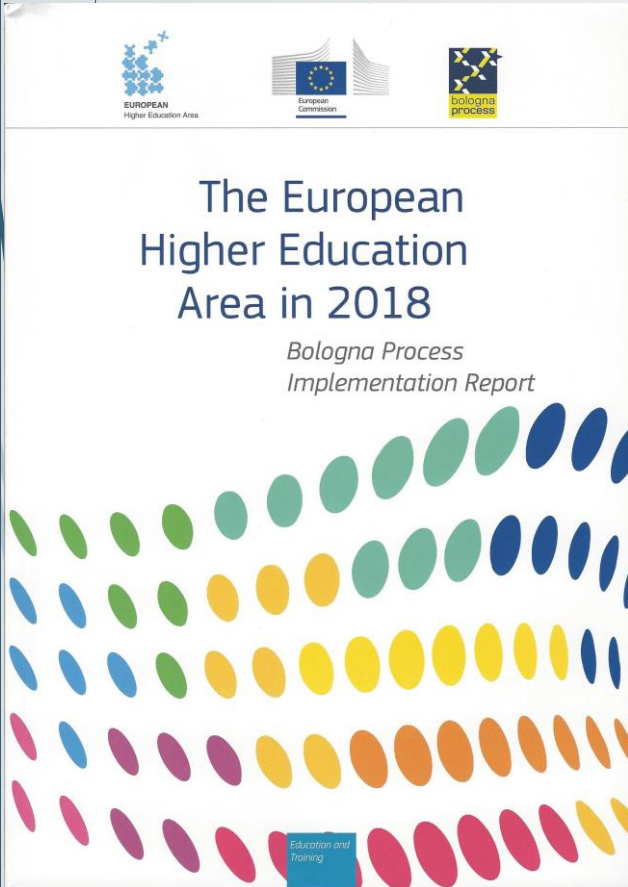
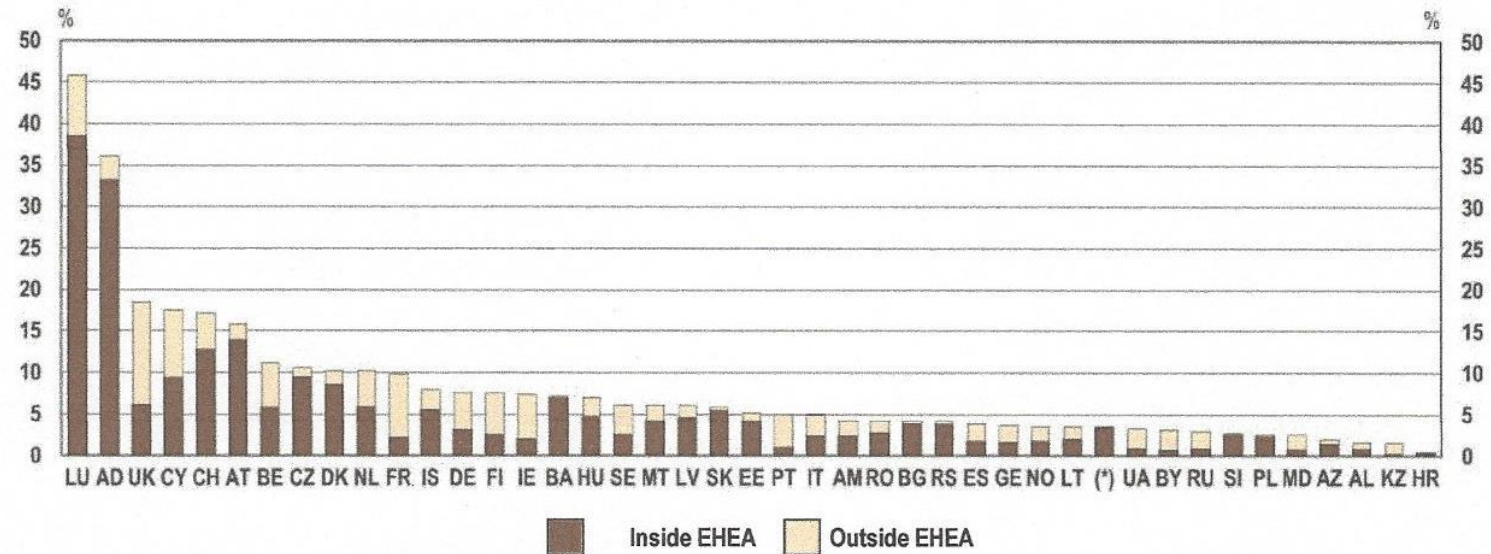


Figure 7.10: Incoming degree mobility rate – tertiary education mobile students from the EHEA and from outside the EHEA studying in the country as a percentage of the total number of students enrolled, by country of destination, 2014/15

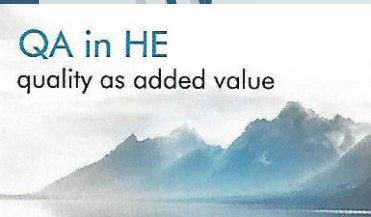


(\*): the former Yugoslav Republic of Macedonia

%	LU	AD	UK	CY	CH	AT	BE	CZ	DK	NL	FR	IS	DE	FI	IE	BA	HU	SE	MT	LV	SK	EE
Inside EHEA	38.6	33.3	6.2	9.5	12.8	13.9	5.8	9.5	8.6	5.9	2.2	5.6	3.2	2.6	2.0	7.0	4.8	2.5	4.2	4.7	5.5	4.1
Outside EHEA	7.3	2.8	12.3	8.0	4.4	2.0	5.4	1.0	1.7	4.3	7.7	2.4	4.5	5.1	5.3	0.2	2.3	3.7	2.1	1.4	0.4	1.1
%	PT	IT	AM	RO	BG	RS	ES	GE	NO	LT	MK	UA	BY	RU	SI	PL	MD	AZ	AL	KZ	HR	ØP EHEA
Inside EHEA	1.0	2.4	2.4	2.8	3.9	3.8	1.7	1.7	1.8	2.0	3.4	0.9	0.7	0.9	2.6	2.3	0.8	1.5	0.9	0.3	0.4	2.8
Outside EHEA	4.0	2.6	1.9	1.4	0.4	0.3	2.1	2.1	1.8	1.5	0.1	2.3	2.5	2.1	0.2	0.4	1.7	0.6	0.8	1.3	0.2	3.6

ØP EHEA = EHEA weighted average

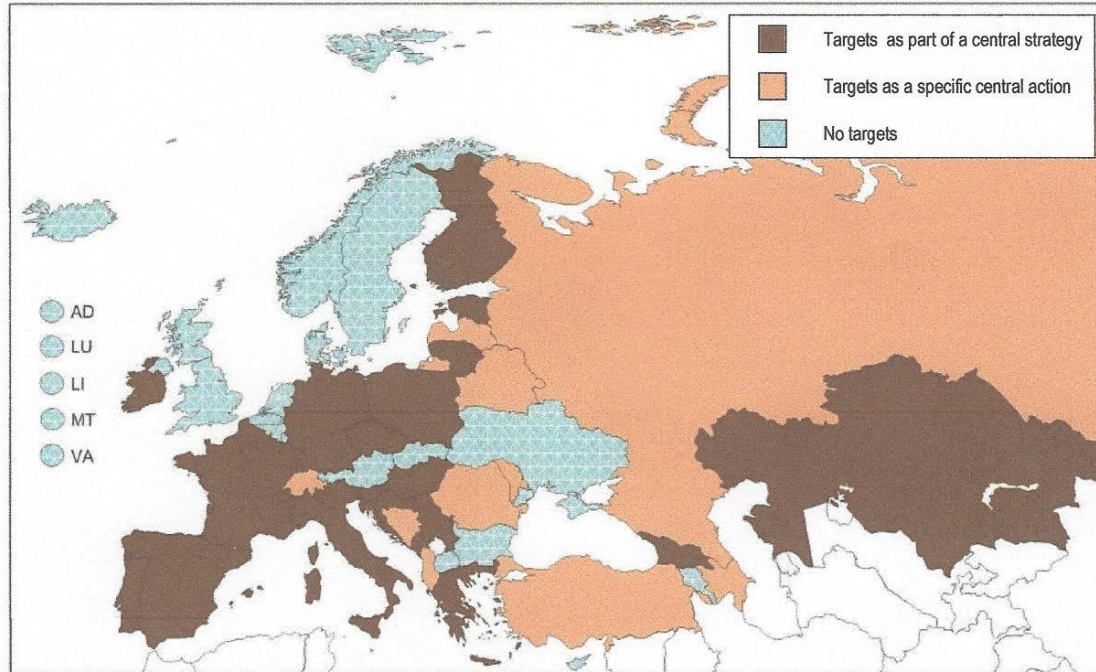
Source: Eurostat, UOE and additional collection for the other EHEA countries.





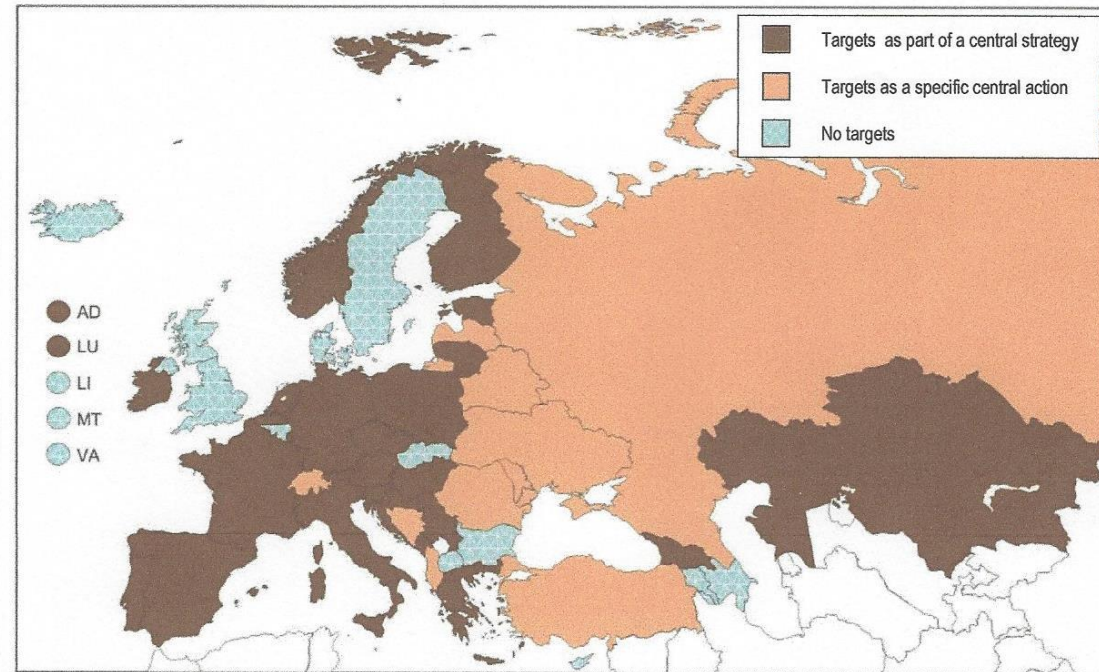
# International attractiveness of HE(I)s differs, just as the actions

Figure 7.8: Mobility targets for incoming students, 2016/17



Source: BFUG data collection.

Figure 7.7: Mobility targets for outgoing students, 2016/17



Source: BFUG data collection.

	%	LU	AD	UK	CY	CH	AT	BE	CZ	DK	NL	FR	IS	DE	FI	IE	BA	HU	SE	MT	LV	SK	EE
Inside EHEA	38.6	33.3	6.2	9.5	12.8	13.9	5.8	9.5	8.6	5.9	2.2	5.6	3.2	2.6	2.0	7.0	4.8	2.5	4.2	4.7	5.5	4.1	
Outside EHEA	7.3	2.8	12.3	8.0	4.4	2.0	5.4	1.0	1.7	4.3	7.7	2.4	4.5	5.1	5.3	0.2	2.3	3.7	2.1	1.4	0.4	1.1	
	%	PT	IT	AM	RO	BG	RS	ES	GE	NO	LT	MK	UA	BY	RU	SI	PL	MD	AZ	AL	KZ	HR	ØP EHEA
Inside EHEA	1.0	2.4	2.4	2.8	3.9	3.8	1.7	1.7	1.8	2.0	3.4	0.9	0.7	0.9	2.6	2.3	0.8	1.5	0.9	0.3	0.4	2.8	
Outside EHEA	4.0	2.6	1.9	1.4	0.4	0.3	2.1	2.1	1.8	1.5	0.1	2.3	2.5	2.1	0.2	0.4	1.7	0.6	0.8	1.3	0.2	3.6	

ØP EHEA = EHEA weighted average

Source: Eurostat, UOE and additional collection for the other EHEA countries.

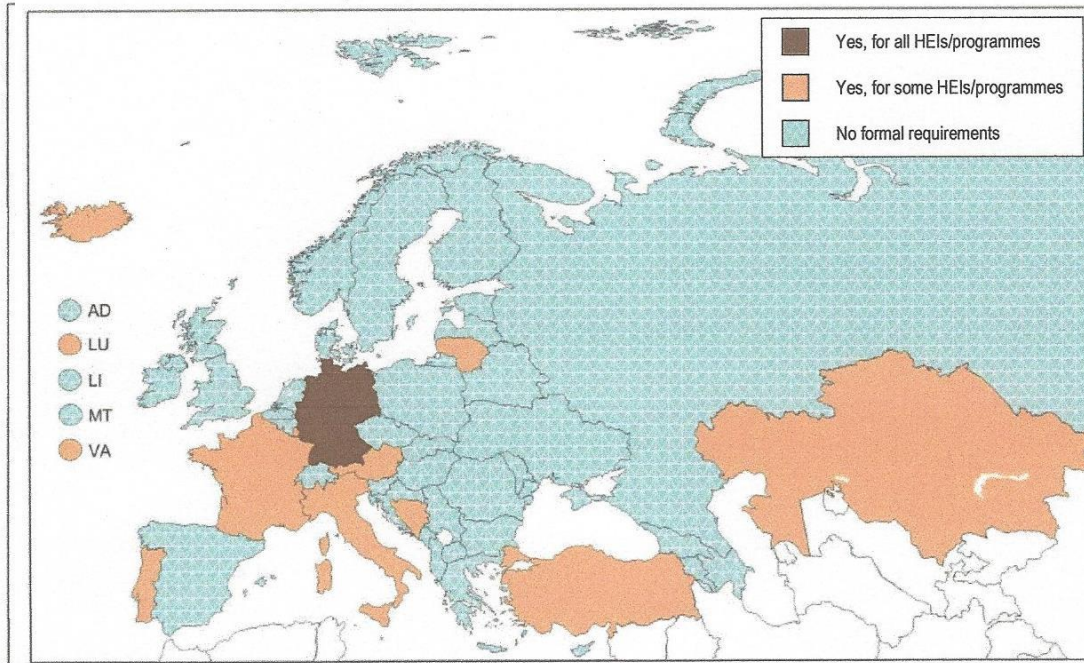
The Higher Area

Education and Training

QA in HE  
quality as added value

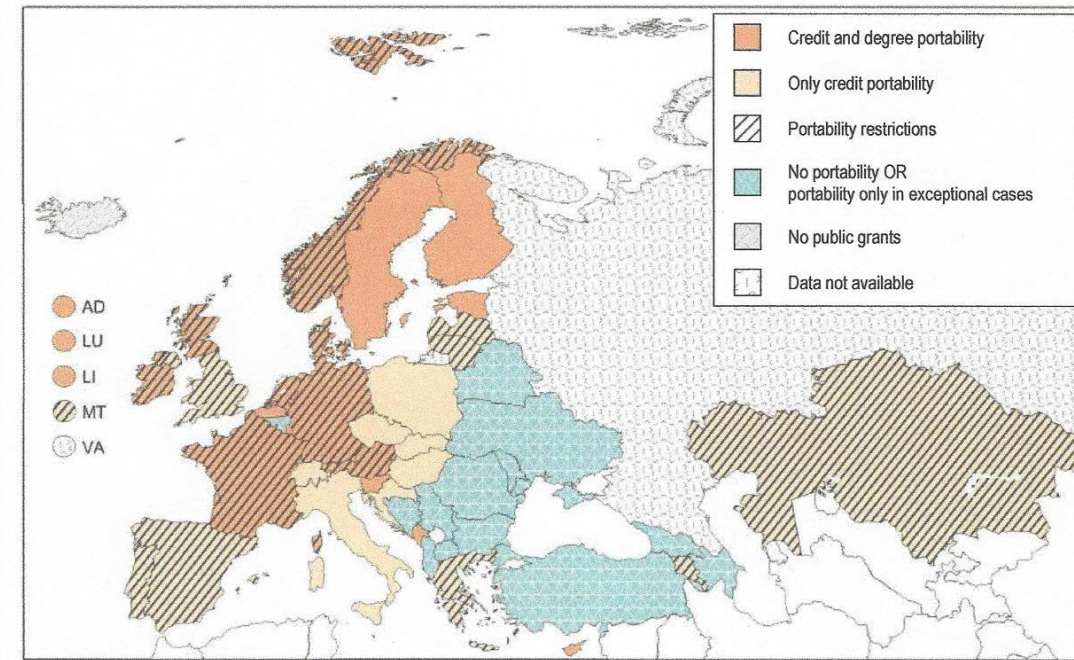
# International attractiveness of HE(I)s differs, just as the actions

Figure 7.9: Requirements for HEIs to provide a mobility period for students, 2016/17



Source: BFUG data collection.

Figure 7.24: Portability of public grants, first and second cycle, 2016/17



Source: BFUG data collection.

	%	LU	AD	UK	CY	CH	AT	BE	CZ	DK	NL	FR	IS	DE	FI	IE	BA	HU	SE	MT	LV	SK	EE
Inside EHEA		38.6	33.3	6.2	9.5	12.8	13.9	5.8	9.5	8.6	5.9	2.2	5.6	3.2	2.6	2.0	7.0	4.8	2.5	4.2	4.7	5.5	4.1
Outside EHEA		7.3	2.8	12.3	8.0	4.4	2.0	5.4	1.0	1.7	4.3	7.7	2.4	4.5	5.1	5.3	0.2	2.3	3.7	2.1	1.4	0.4	1.1
	%	PT	IT	AM	RO	BG	RS	ES	GE	NO	LT	MK	UA	BY	RU	SI	PL	MD	AZ	AL	KZ	HR	ØP EHEA
Inside EHEA		1.0	2.4	2.4	2.8	3.9	3.8	1.7	1.7	1.8	2.0	3.4	0.9	0.7	0.9	2.6	2.3	0.8	1.5	0.9	0.3	0.4	2.8
Outside EHEA		4.0	2.6	1.9	1.4	0.4	0.3	2.1	2.1	1.8	1.5	0.1	2.3	2.5	2.1	0.2	0.4	1.7	0.6	0.8	1.3	0.2	3.6

ØP EHEA = EHEA weighted average

Source: Eurostat, UOE and additional collection for the other EHEA countries.

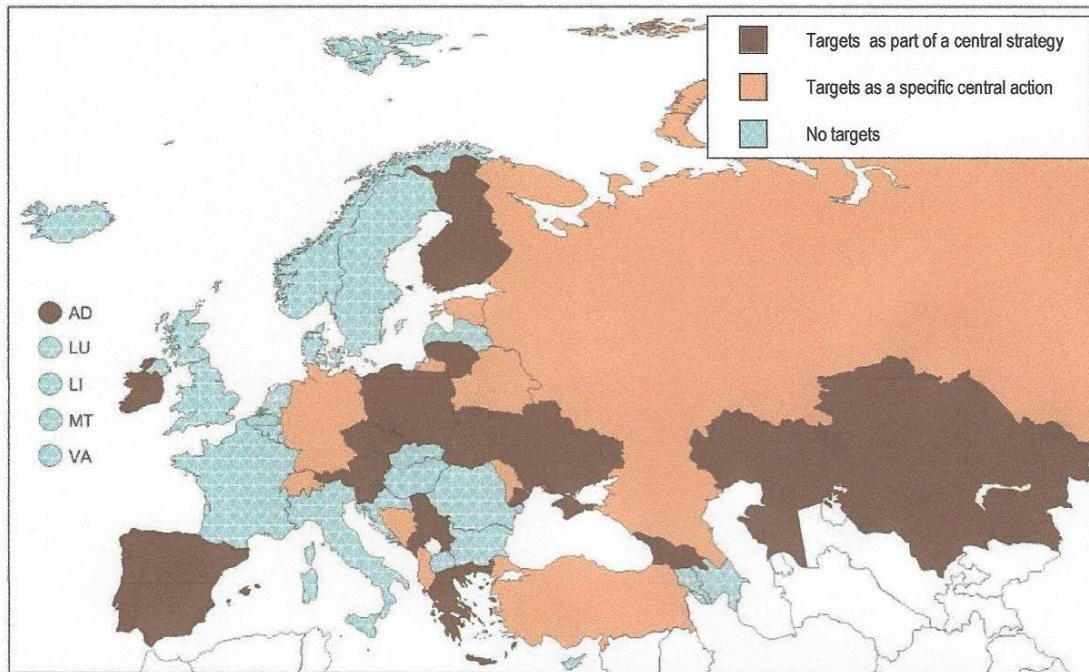
The Higher Area

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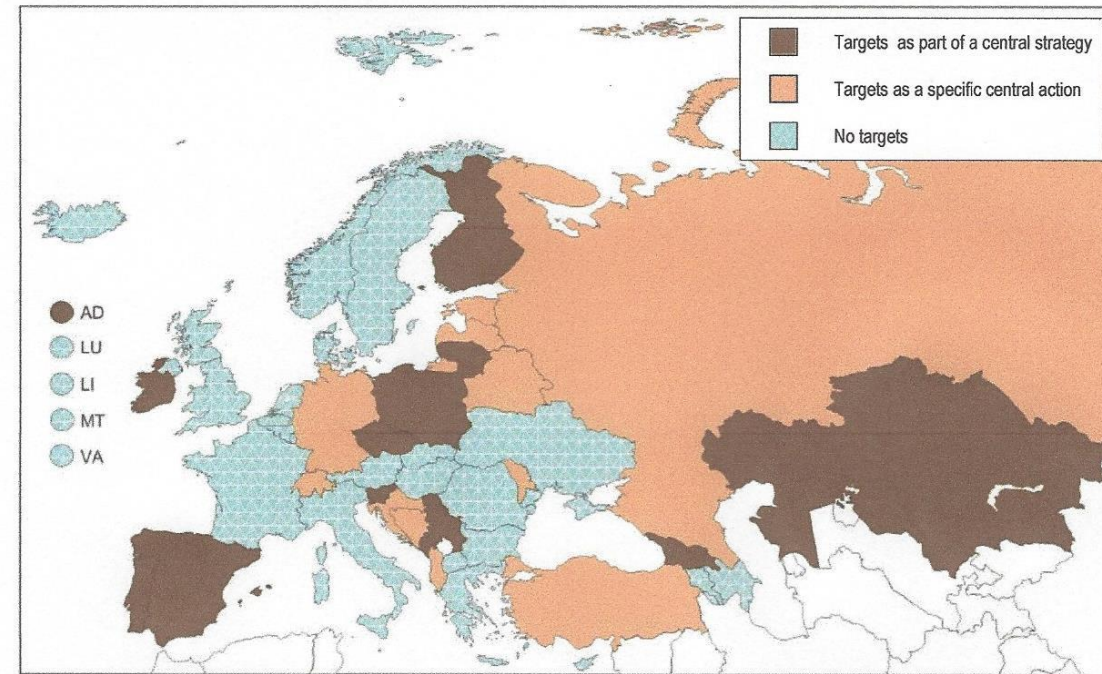
# International attractiveness of HE(I)s differs, just as the actions

Figure 7.28: Mobility targets for outgoing staff, 2016/17



Source: BFUG data collection.

Figure 7.29: Mobility targets for incoming staff, 2016/17



Source: BFUG data collection.

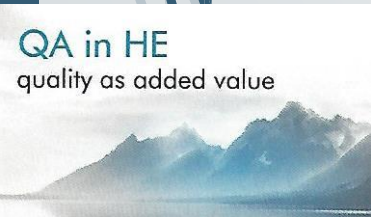
	%	LU	AD	UK	CY	CH	AT	BE	CZ	DK	NL	FR	IS	DE	FI	IE	BA	HU	SE	MT	LV	SK	EE
Inside EHEA	38.6	33.3	6.2	9.5	12.8	13.9	5.8	9.5	8.6	5.9	2.2	5.6	3.2	2.6	2.0	7.0	4.8	2.5	4.2	4.7	5.5	4.1	
Outside EHEA	7.3	2.8	12.3	8.0	4.4	2.0	5.4	1.0	1.7	4.3	7.7	2.4	4.5	5.1	5.3	0.2	2.3	3.7	2.1	1.4	0.4	1.1	
	%	PT	IT	AM	RO	BG	RS	ES	GE	NO	LT	MK	UA	BY	RU	SI	PL	MD	AZ	AL	KZ	HR	ØP EHEA
Inside EHEA	1.0	2.4	2.4	2.8	3.9	3.8	1.7	1.7	1.8	2.0	3.4	0.9	0.7	0.9	2.6	2.3	0.8	1.5	0.9	0.3	0.4	2.8	
Outside EHEA	4.0	2.6	1.9	1.4	0.4	0.3	2.1	2.1	1.8	1.5	0.1	2.3	2.5	2.1	0.2	0.4	1.7	0.6	0.8	1.3	0.2	3.6	

ØP EHEA = EHEA weighted average


Source: Eurostat, UOE and additional collection for the other EHEA countries.

The Higher Area

Education and Training



QA in HE  
quality as added value



The international dimensions of QA

# The international dimensions of HE(I): research

**Lucien Bollaert**

International independent QA expert

Visiting professor

Member of boards of AEQES, QQI, EQ-Arts

EURASHE Community of QA

23 January 2019

TAM seminar | Kosovo | Pristina

## Research intelligence

### UK

The UK's strongest links are with two northern European nations with high levels of English proficiency: Germany and the Netherlands. But there are also strong ties to other European regions as well: France and Italy are the third and fourth strongest partners. However, ties with Eastern Europe and Russia are on the whole far weaker than with other regions.

1. Germany
2. Netherlands
3. France
4. Italy
5. Switzerland

### Sweden

In common with its neighbours, Sweden has particularly strong ties with other Scandinavian states. Yet, showing that research ties are about more than geographic proximity, Sweden has better links with distant Greece and Spain than it does with Russia.

1. Denmark
2. Norway
3. Finland
4. UK
5. Germany

## Eurovision block voting: does anything similar occur in research?

Data on alliances hint at importance of politics and history. David Matthews writes

Countries from similar regions supporting each other in the Eurovision Song Contest, which takes place this week, is often a bugbear for many viewers, especially from the UK.

But this map shows that certain European nations also have special research bonds above and beyond what would be expected given the size of their research base.

Despite the supposedly fluid, international nature of modern research, the results appear to show the continued impact of geography, history and language in creating research relationships between countries.

The map was created using a

measure called Salton's Index, which controls for the size of each country's research output, to analyse levels of co-authorship between nations.

For example, simply looking at how many co-authored papers one country has with another gives unsurprising results - on this measure, the UK's top two partners are, predictably, Germany and France. But using Salton's Index, Germany and the Netherlands emerge as the UK's strongest partners.

The data, provided by Elsevier, are based on papers in the Scopus database from 2012-14, and cover all areas of academic research.

### Germany

Germany's closest academic ties are with smaller states on its southern border that also have German as a language: Switzerland and Austria. Bonds with the Netherlands and the UK are also strong. Neighbouring Poland and Denmark, however, have much lower levels of collaboration - less than Italy, Spain and Sweden.

1. Switzerland
2. Austria
- =3. UK
- =3. Netherlands
5. France

### Poland

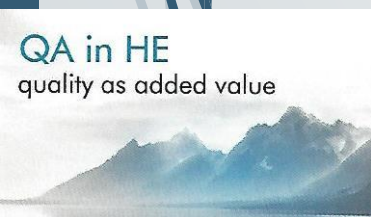
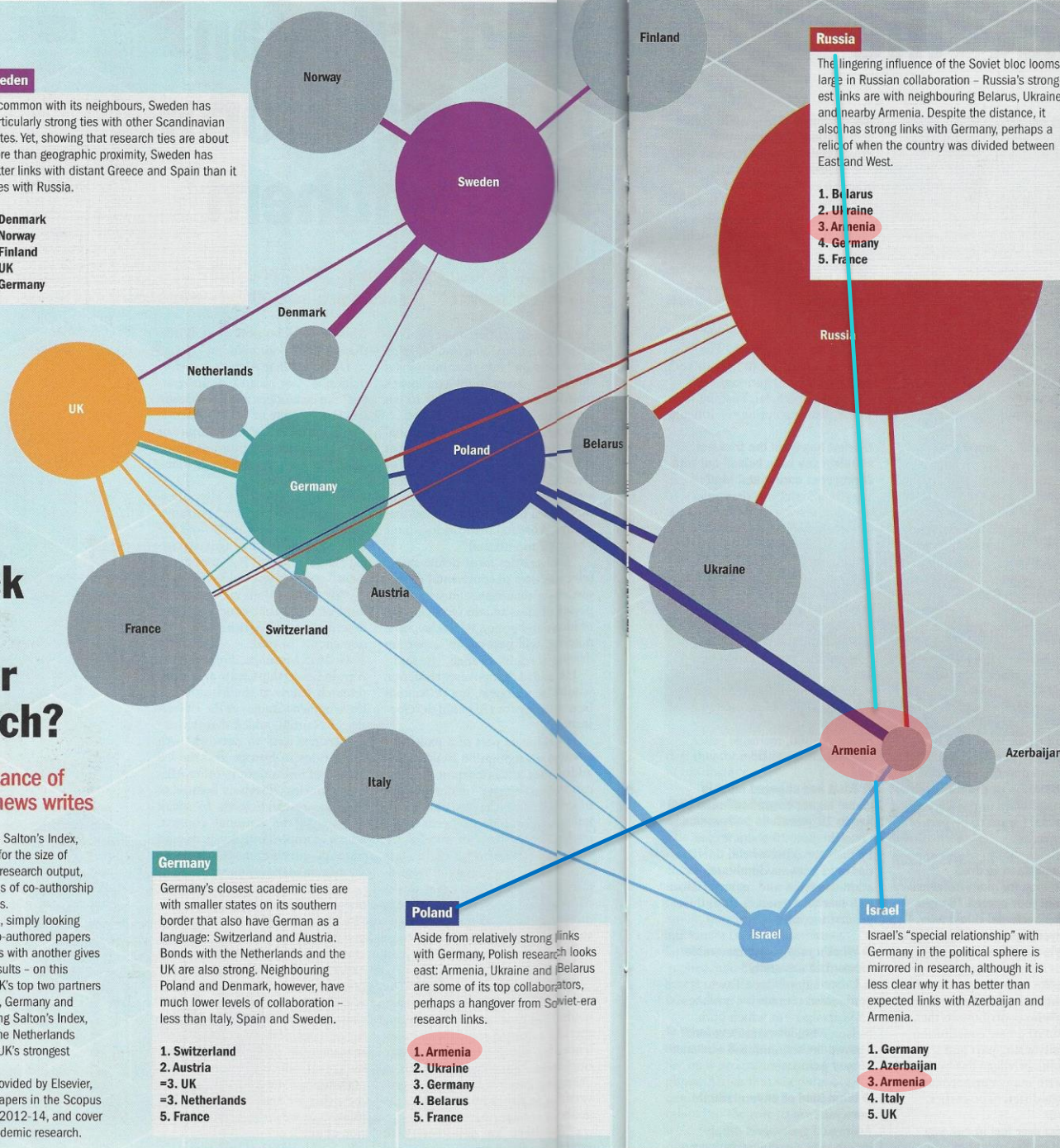
Aside from relatively strong links with Germany, Polish research links east: Armenia, Ukraine and Belarus are some of its top collaborators, perhaps a hangover from Soviet-era research links.

1. Armenia
2. Ukraine
3. Germany
4. Belarus
5. France

### Russia

The lingering influence of the Soviet bloc looms large in Russian collaboration - Russia's strongest links are with neighbouring Belarus, Ukraine and nearby Armenia. Despite the distance, it also has strong links with Germany, perhaps a relic of when the country was divided between East and West.

1. Belarus
2. Ukraine
3. Armenia
4. Germany
5. France




QA in HE  
quality as added value

Rank 2019	Rank 2018	Institution	Country/region	Teaching	Research	Citations	Industry income	International outlook	Overall score
1	1	University of Oxford	United Kingdom	91.8	99.5	99.1	67.0	96.3	96.0
2	2	University of Cambridge	United Kingdom	92.1	98.8	97.1	52.9	94.3	94.8
3	=3	Stanford University	United States	93.6	96.8	99.9	64.6	79.3	94.7
4	5	Massachusetts Institute of Technology	United States	91.9	92.7	99.9	87.6	89.0	94.2
5	=3	California Institute of Technology	United States	94.5	97.2	99.2	88.2	62.3	94.1
6	6	Harvard University	United States	90.1	98.4	99.6	48.7	79.7	93.6
7	7	Princeton University	United States	89.9	93.6	99.4	57.3	80.1	92.3
8	12	Yale University	United States	91.6	93.5	97.8	51.5	68.3	91.3
9	8	Imperial College London	United Kingdom	85.8	87.7	97.8	67.3	97.1	90.3
10	9	University of Chicago	United States	90.2	90.1	99.0	41.4	70.9	90.2
11	=10	ETH Zurich	Switzerland	83.3	91.4	93.8	56.1	98.2	89.3
=12	13	Johns Hopkins University	United States	81.9	90.5	98.5	95.5	71.9	89.0
=12	=10	University of Pennsylvania	United States	87.4	89.2	98.4	70.3	63.6	89.0
14	16	UCL	United Kingdom	79.1	90.1	95.9	42.4	95.8	87.8
15	18	University of California, Berkeley	United States	78.7	92.3	99.7	49.3	69.8	87.7
16	14	Columbia University	United States	85.4	83.1	98.8	44.8	79.0	87.2
17	15	University of California, Los Angeles	United States	82.6	87.9	97.8	49.4	62.1	86.4
18	17	Duke University	United States	84.1	78.8	98.2	100.0	61.0	85.4
19	19	Cornell University	United States	79.7	85.4	97.4	36.9	71.8	85.1
20	21	University of Michigan	United States	80.0	85.9	96.0	45.9	58.0	84.1

QA in HE

quality as added value



The international dimensions of QA

# The international dimensions of HE(I): impact

**Lucien Bollaert**

International independent QA expert

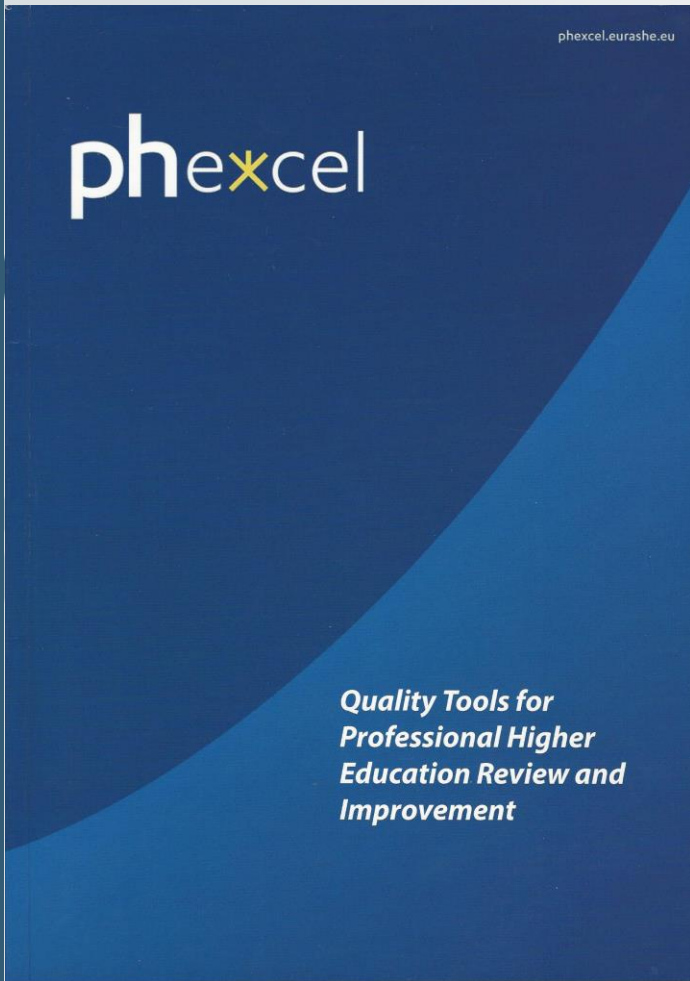
Visiting professor

Member of boards of AEQES, QQI, EQ-Arts

EURASHE Community of QA

23 January 2019

TAM seminar | Kosovo | Pristina



characteristics

**Teaching & learning**

- Curriculum development
- Content
- Learning methodology
- Learning environment
- Programme team

**RDI**

- RDI agenda
- RDI process
- RDI outputs & outcomes

**Policy & strategy**

- Objectives & outcomes
- Regional integration

description

- LO, curricula, methods
- syllabus, e.g., methods
- design, assessments
- context & conditions
- all persons involved

scope of RDI activities

- how RDI meets the needs of society and WoW
- expected results

- integration of WoW
- engagement

core criteria

- defined with WoW
- LOs & employability

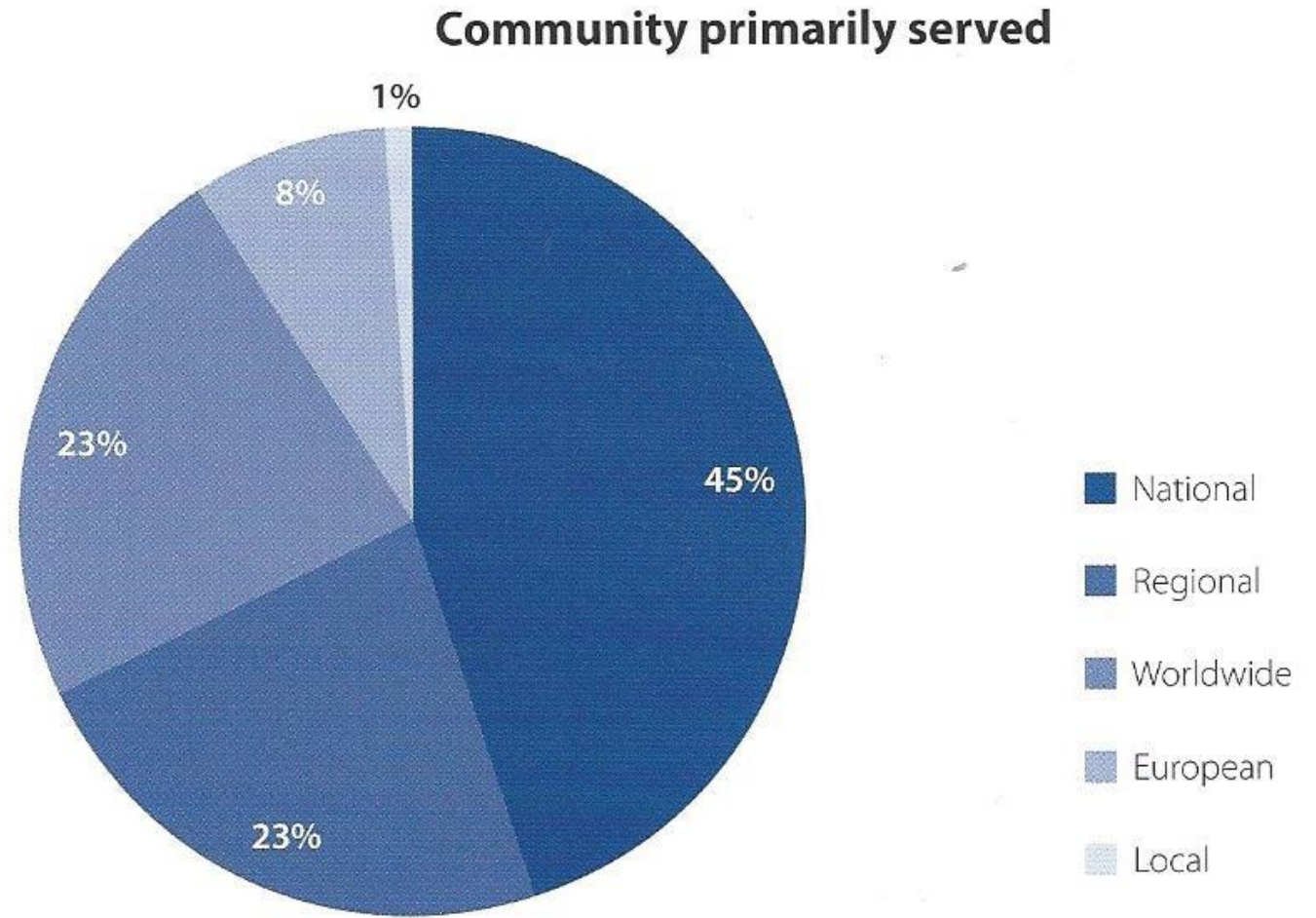
EURASHE (2014)







Figure 2: Which community do you see your institution primarily as serving? (Q4)



Regional integration

engagement

LOs & employability



EUA (2015, p 29)

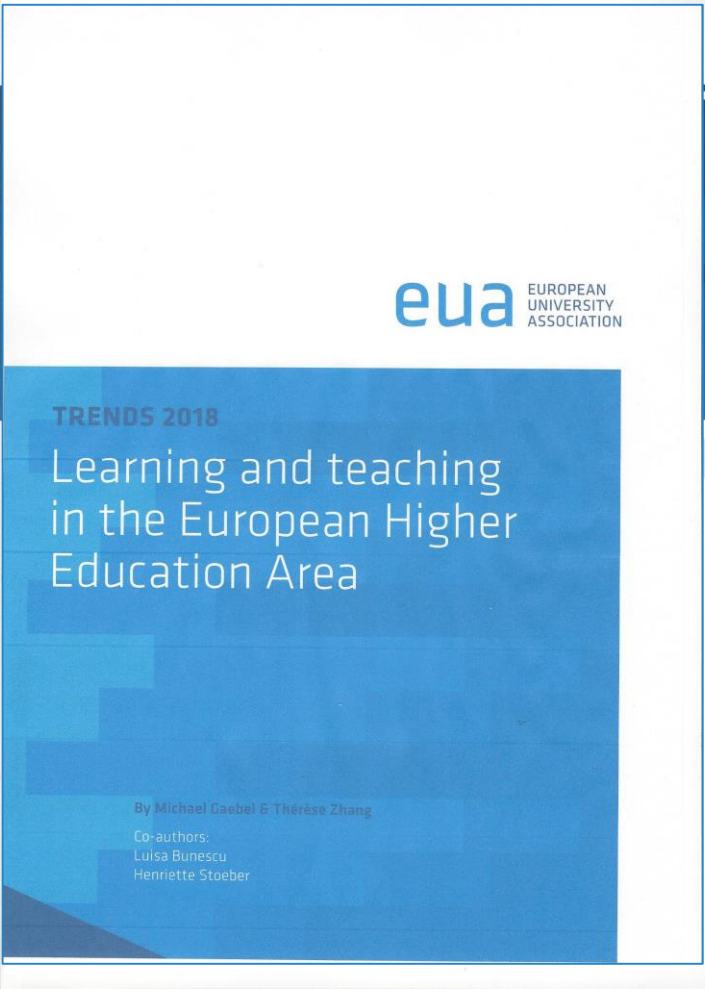
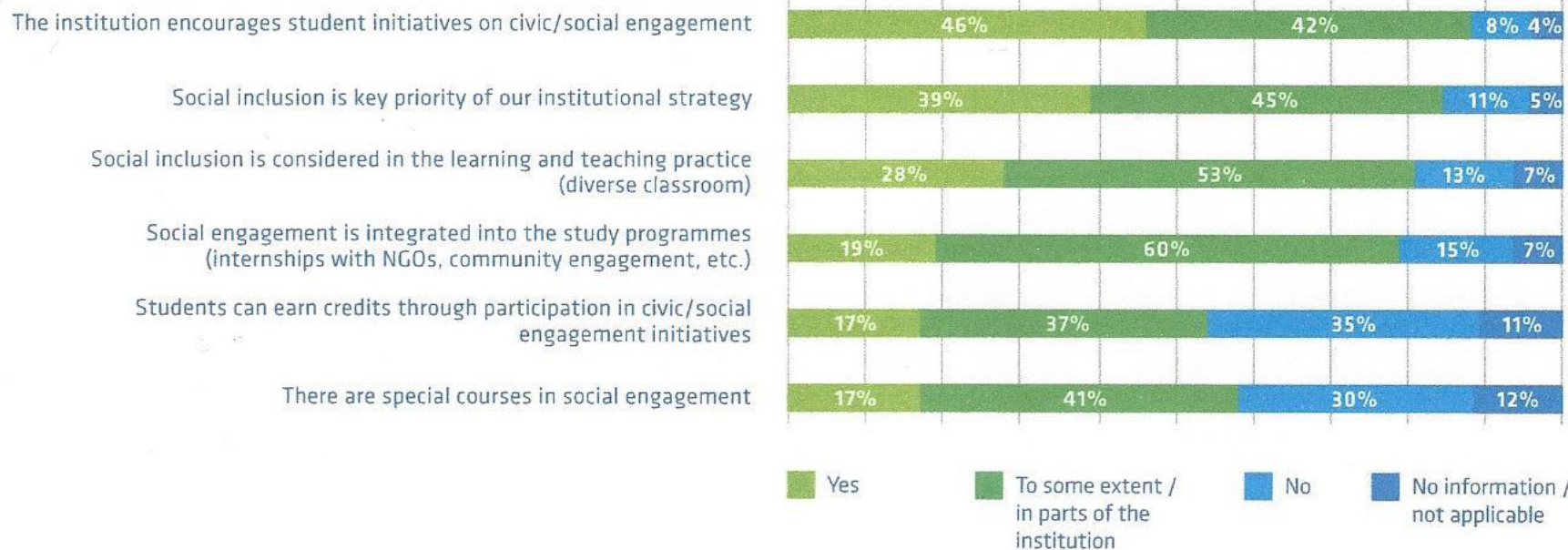


Figure 2: Which community do you see your institution primarily as serving? (Q4)

Community primarily served

Fig. 22 Impact of inclusiveness and social engagement on learning and teaching

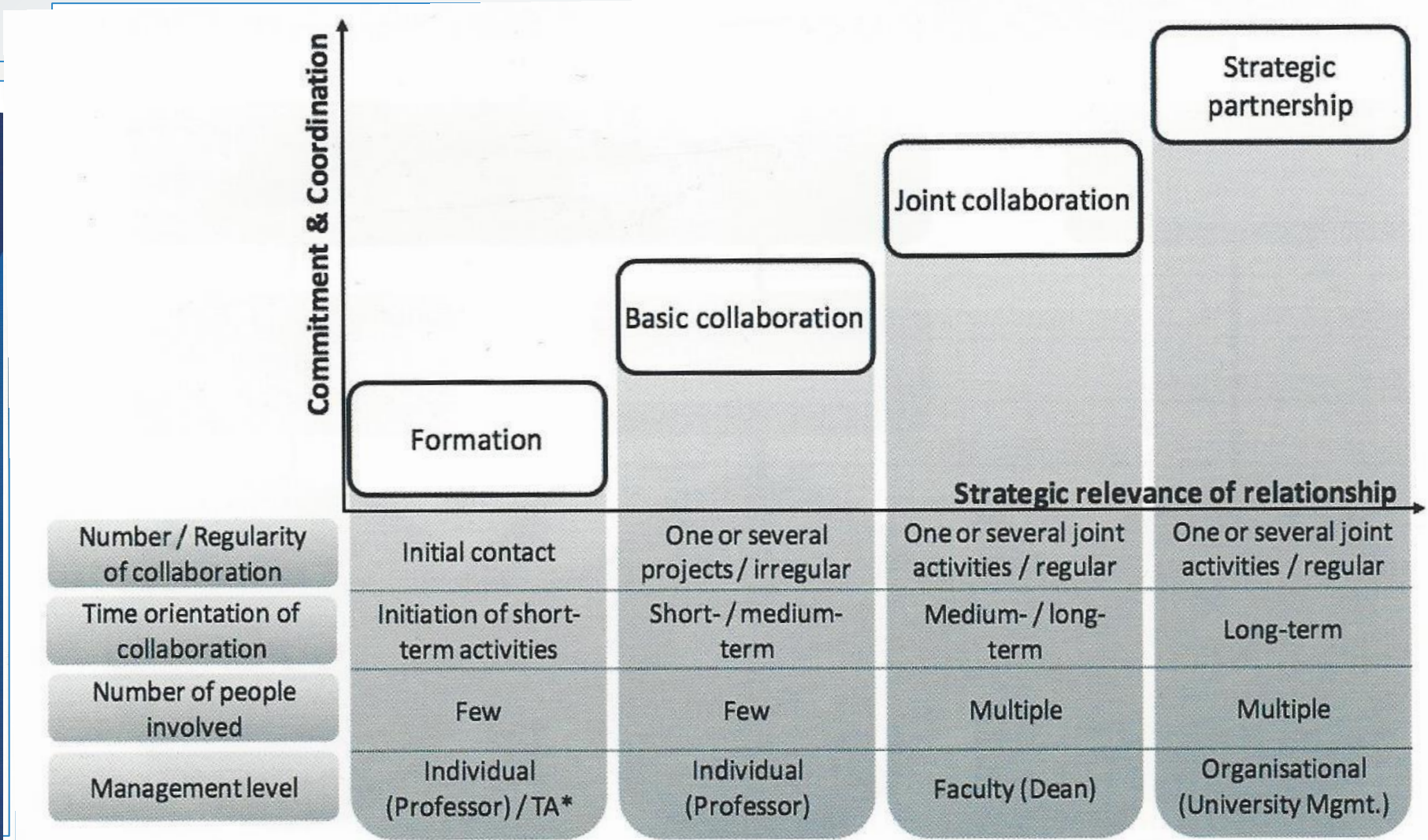
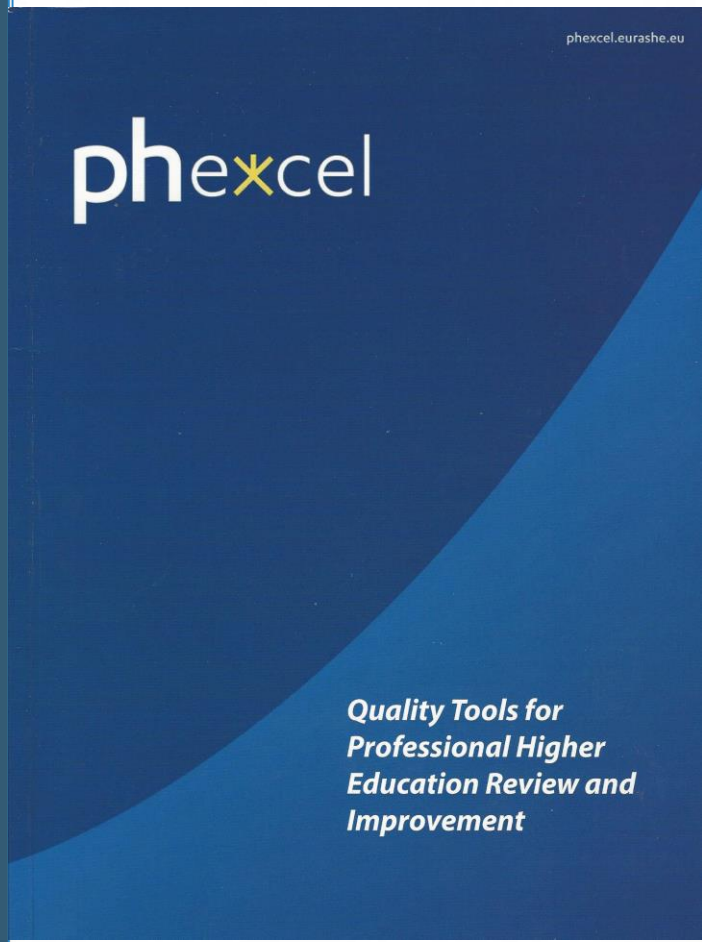
At your institution, does inclusiveness and social engagement have any impact on learning and teaching? (Q. 28; N = 288)



Regional integration

engagement

LOs & employability



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\*Transfer agency

EURASHE (2014)

Regional integration

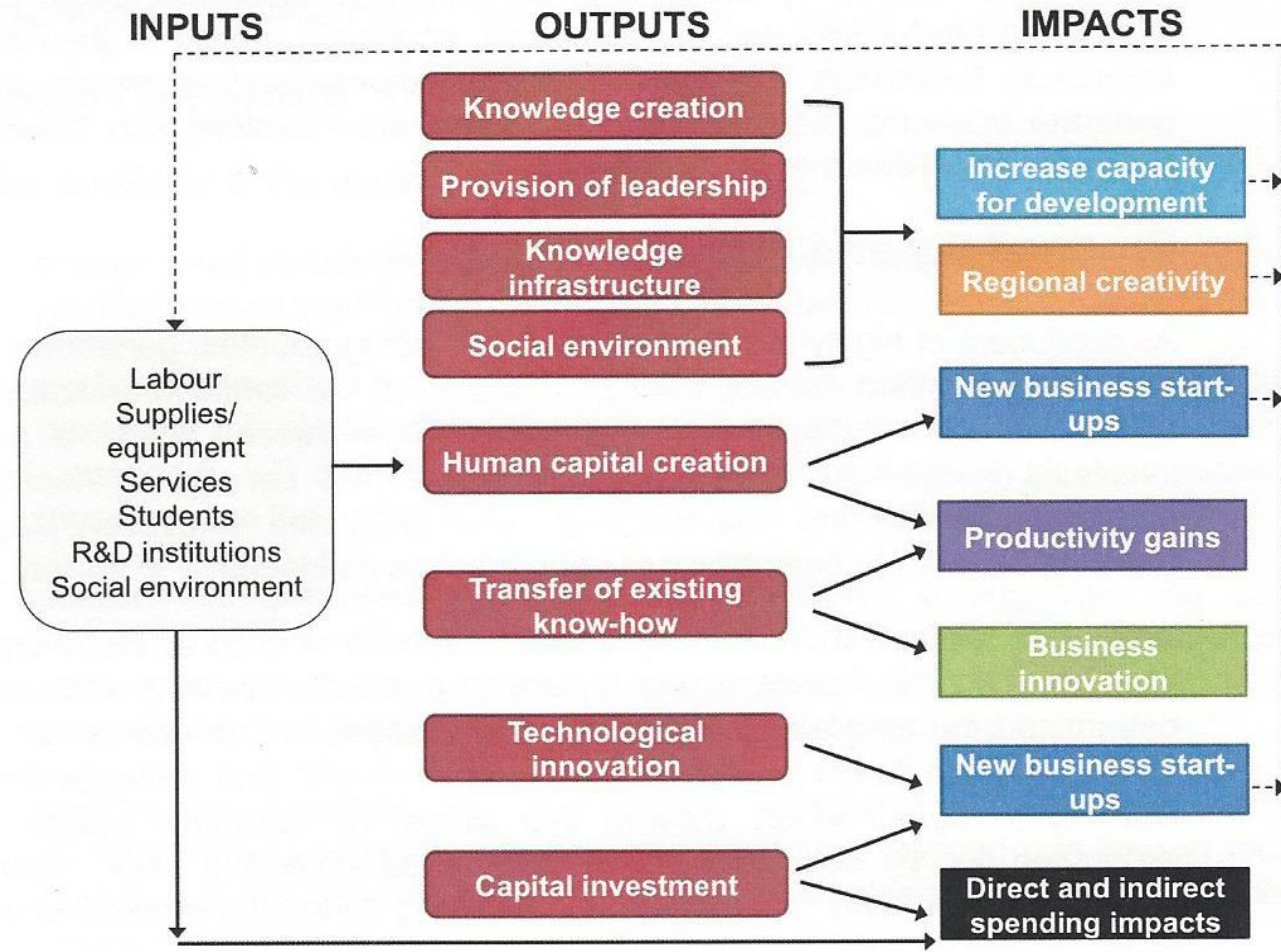
engagement

LOs & employability

QA in HE  
quality as added value



Figure 3.1 University Outputs and Expected Economic Impacts



Source: Goldstein and Renault (2004), *Contribution of Universities to Regional Economic Development: A Quasi-Experimental Approach*.

Regional integration

engagement

LOs & employability





The Economic Contribution  
of the Flemish Universities

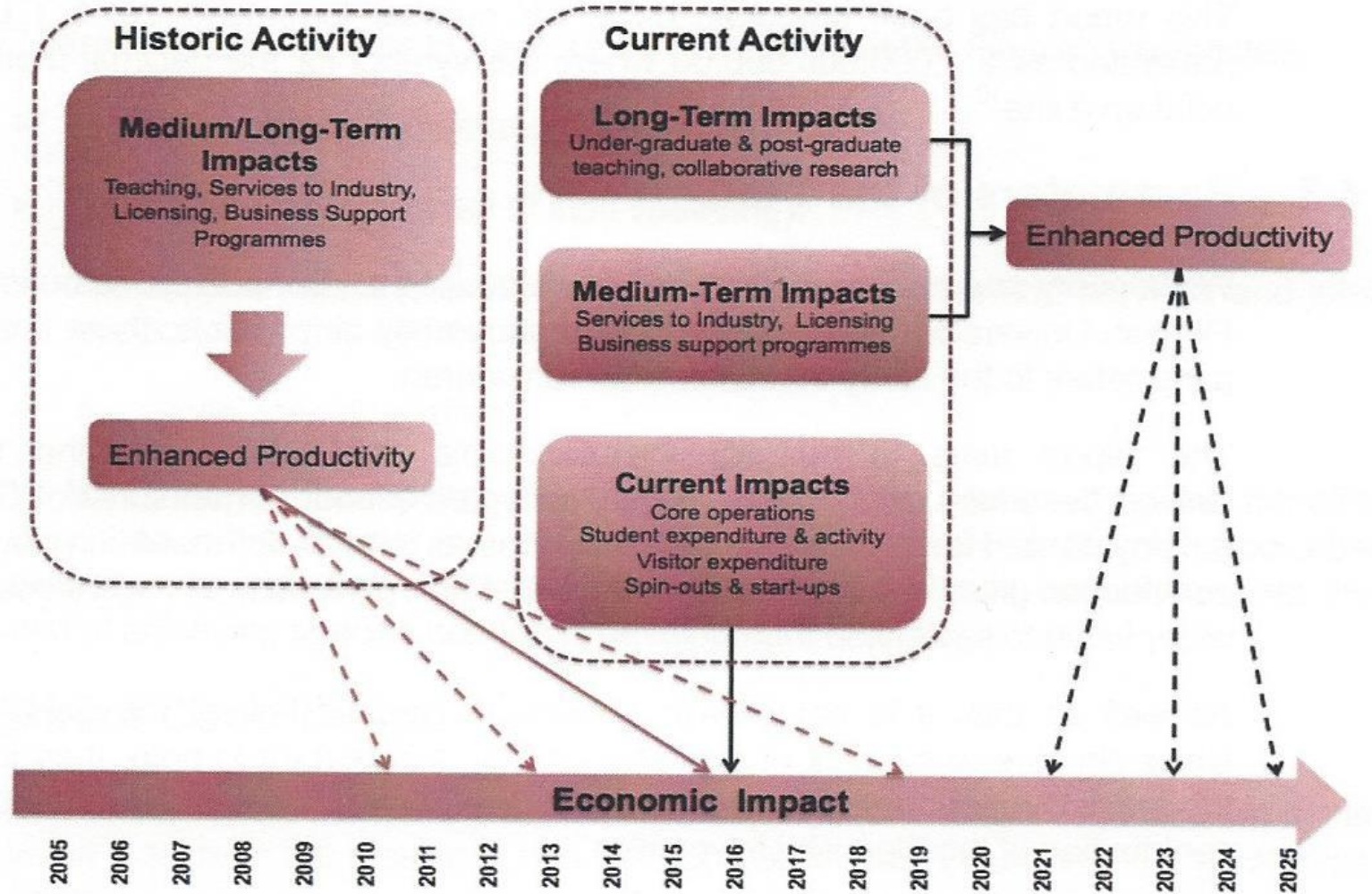


A report prepared by

**BiGGAR Economics**

December 2017

Figure 4.2 VLIR: Impact Timeframe



Source: BiGGAR Economics

Regional integration

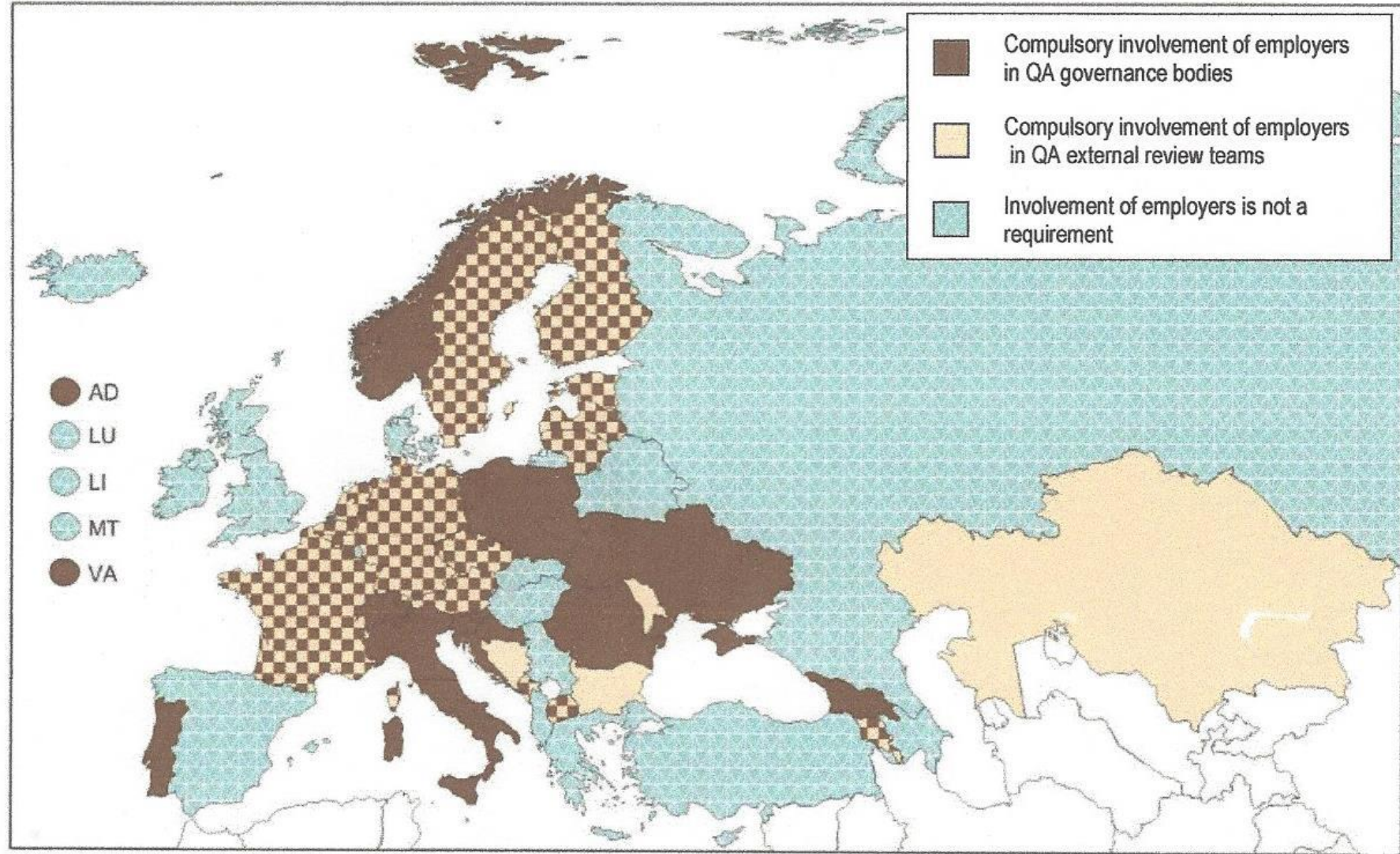
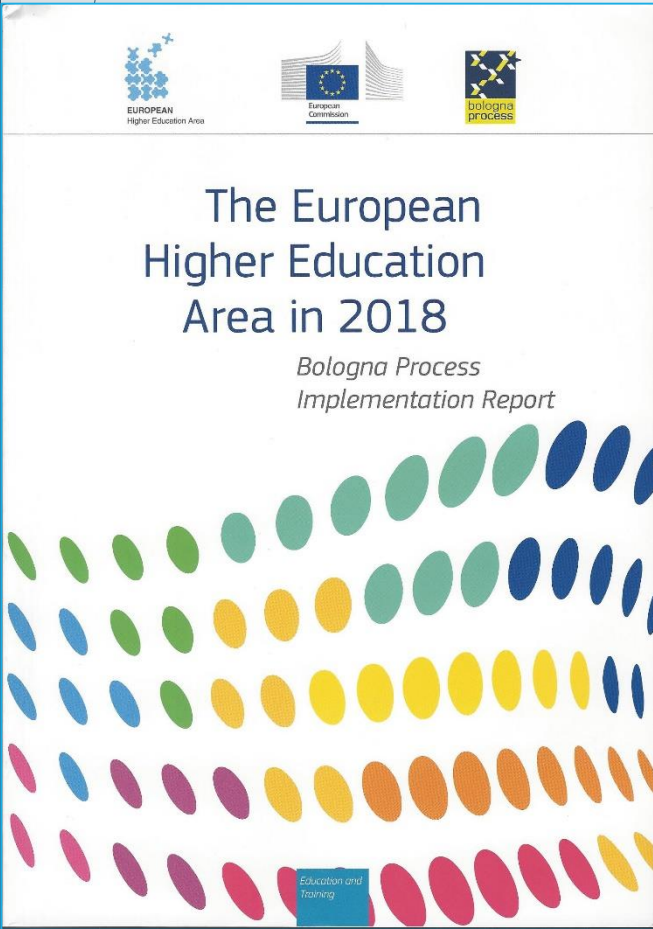
engagement

LOs & employability

QA in HE  
quality as added value



Figure 4.7: Required involvement of employers in quality assurance governance bodies and external review teams, 2016/17



Source: BFUG data collection.

Source: ESU data collection.





# The international dimensions of QA

# The 2015 ESG

**Lucien Bollaert**

**International independent QA expert**

**Visiting professor**

**Member of boards of AEQES, QQI, EQ-Arts**

**EURASHE Community of QA**

**23 January 2019**

**TAM seminar | Kosovo | Pristina**

- 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.



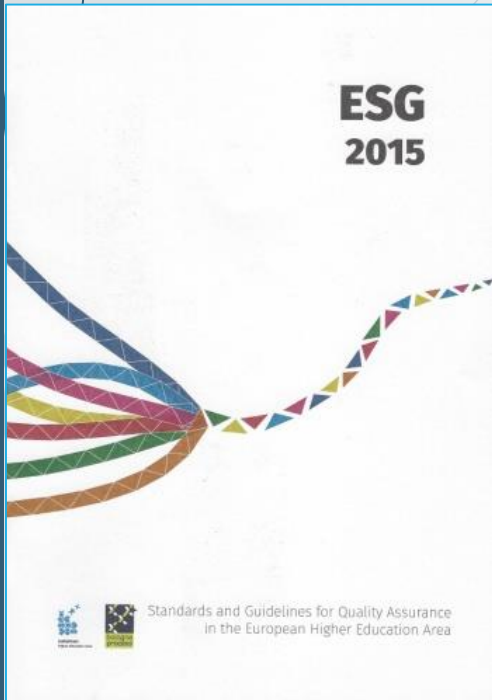
ESG  
2015

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.

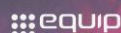


ESG 2005 part I

- 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



COMPARATIVE ANALYSIS OF THE  
ESG 2015 AND ESG 2005



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## Standard I.2 :

### Design and Approval of Programmes

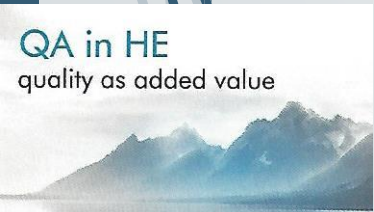
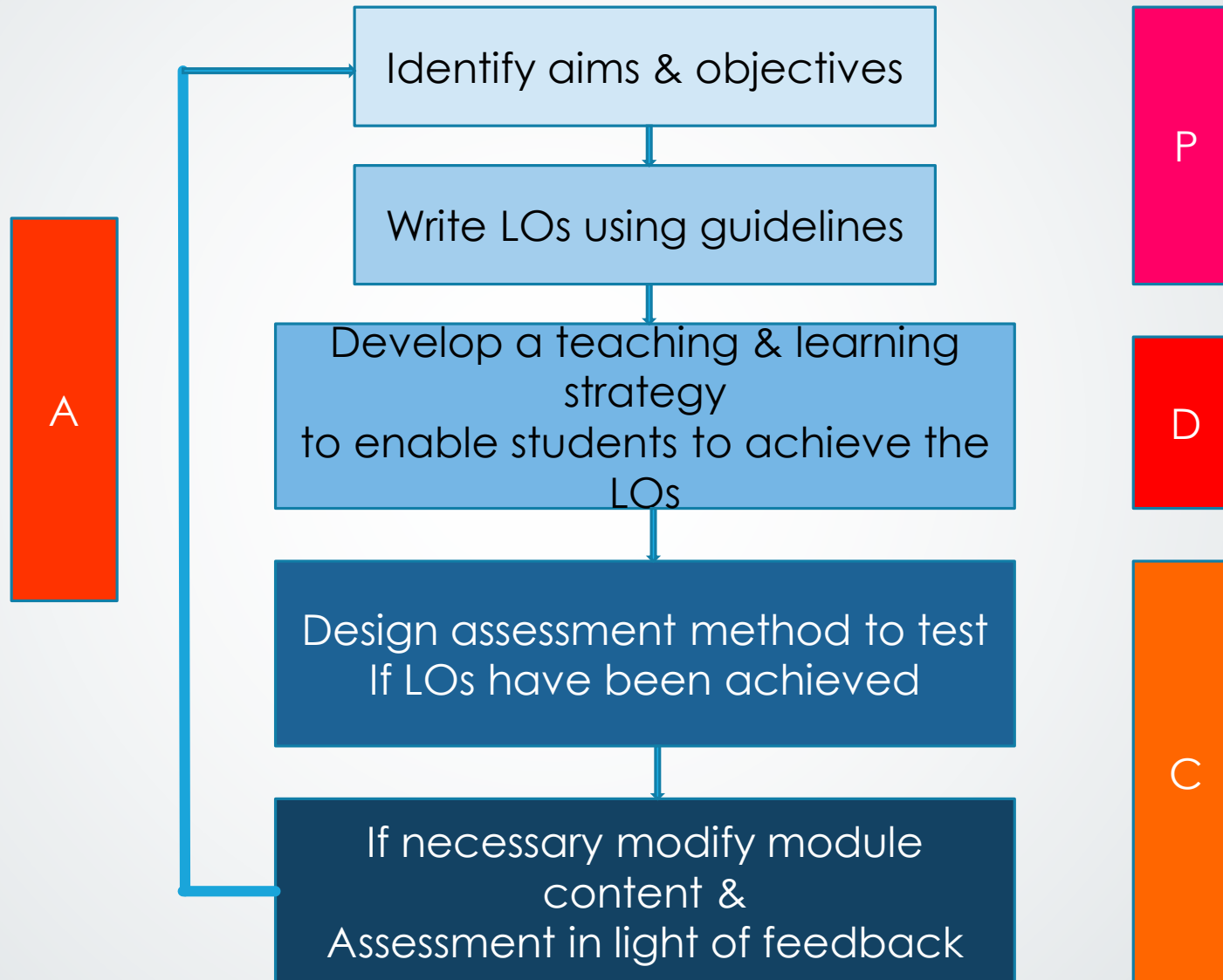
“(...) The programmes should be designed so that they meet the objectives set for them, including the **intended learning outcomes**. (...)”

## 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**. (...)”

# course design & QA



## ESG Standard I.3 :

# Student-centred Learning, Teaching and Assessment

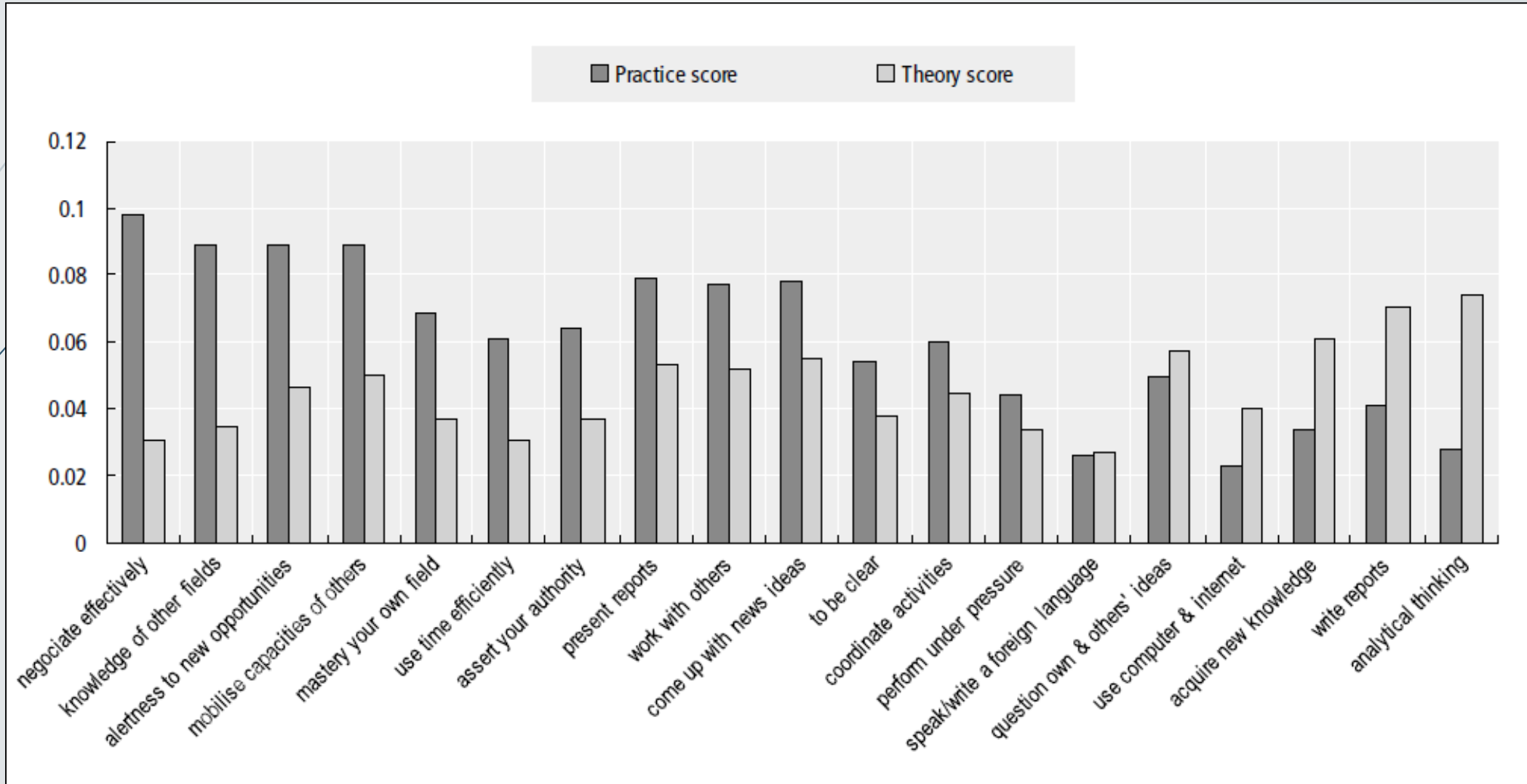
“**Institutions** should ensure that the programmes are **delivered** in a way that **encourages** students to take an active role in creating the learning process, and that the **assessment** of students reflects this approach.”

The image shows the cover of the 'ESG 2015' document. It features a white background with a colorful, abstract graphic of overlapping lines in blue, green, yellow, and red. The text 'ESG 2015' is prominently displayed in the upper right corner. At the bottom left, there are logos for the European Higher Education Area and the Standards and Guidelines for Quality Assurance. The text 'Standards and Guidelines for Quality Assurance in the European Higher Education Area' is visible at the bottom.

ESG  
2015

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

# Innovative teaching & learning processes



## ➔ 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



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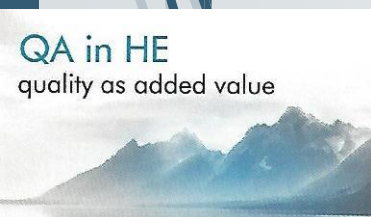
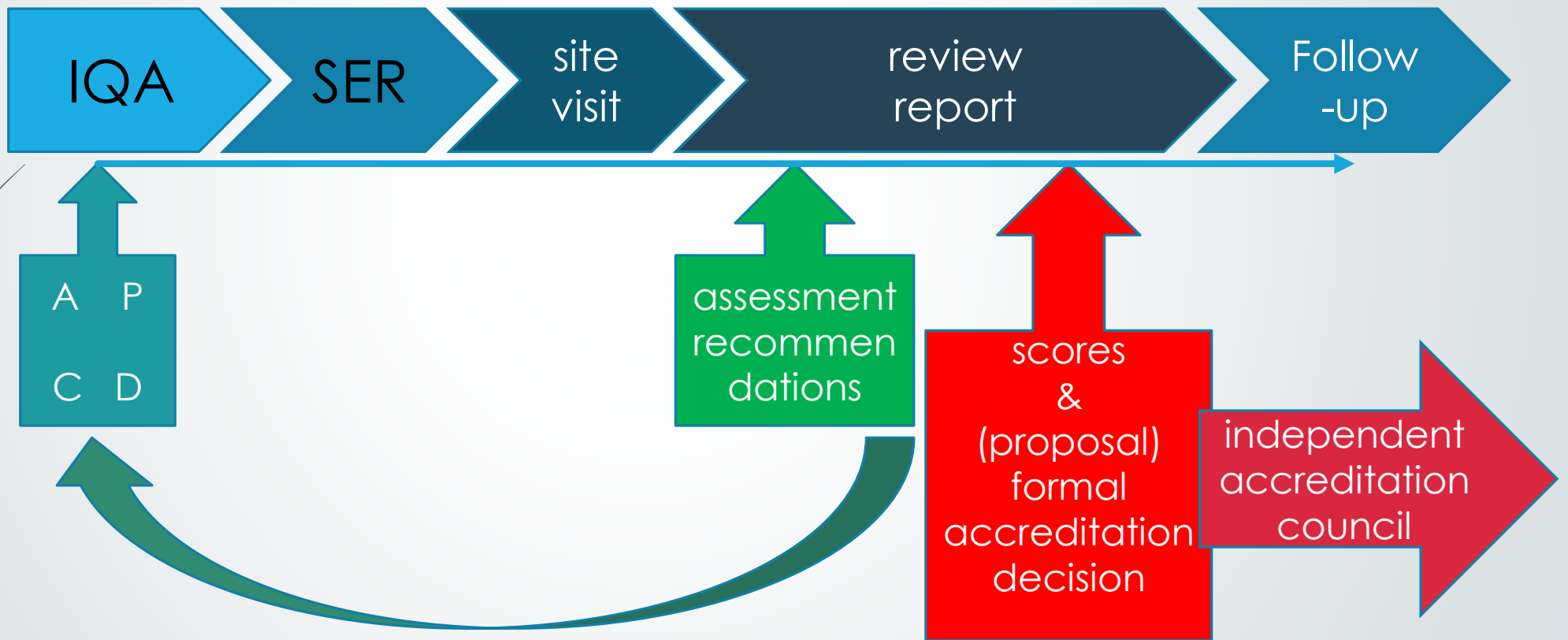
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## Part II: EQA

### 2.1: consideration of IQA

- ✓ address the effectiveness of IQA processes described in part I;





# 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 reliable, 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.



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## 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.

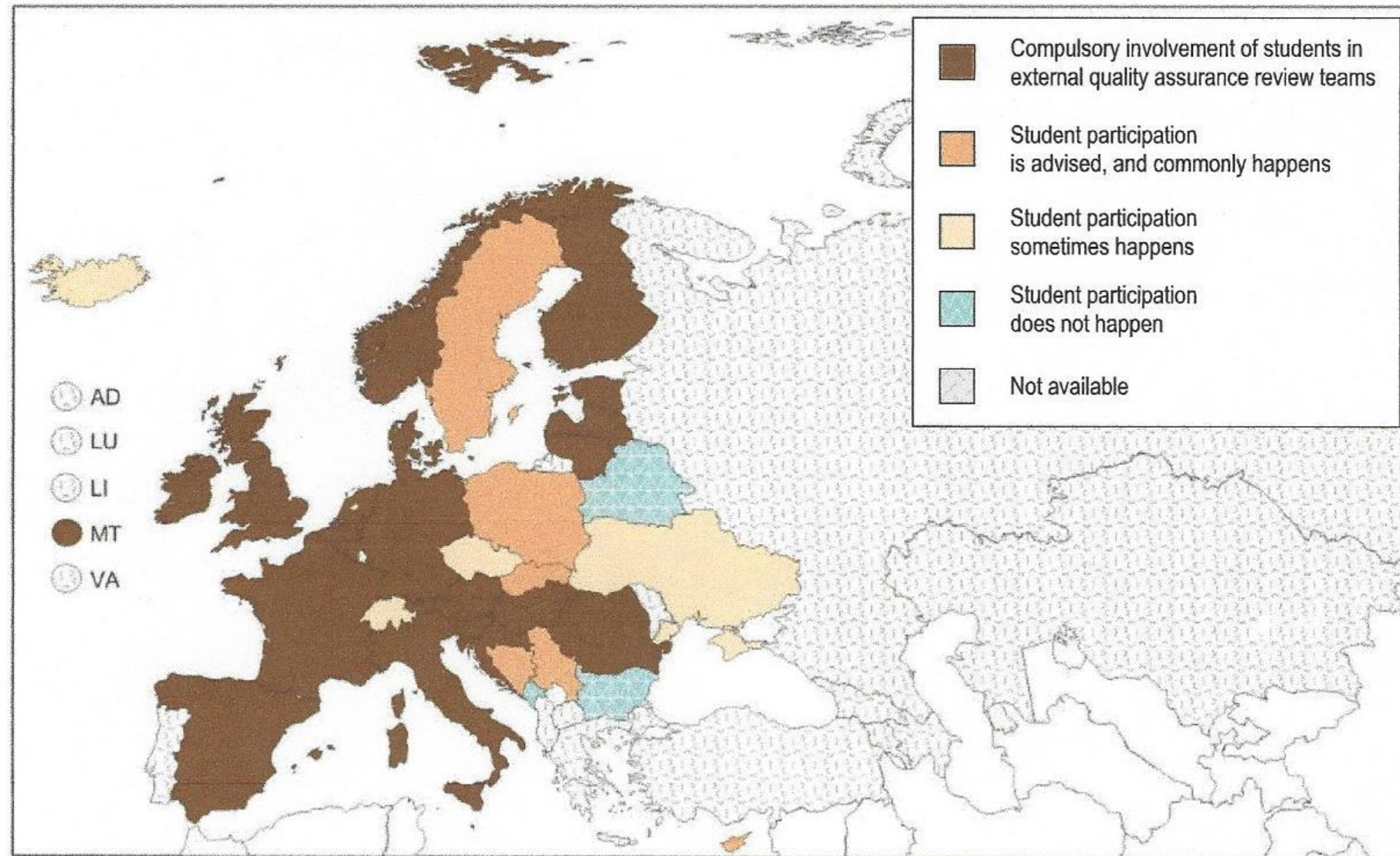


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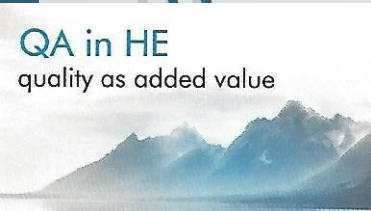
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Figure 4.5: European Student Unions perception of student participation in external quality assurance, 2016/17

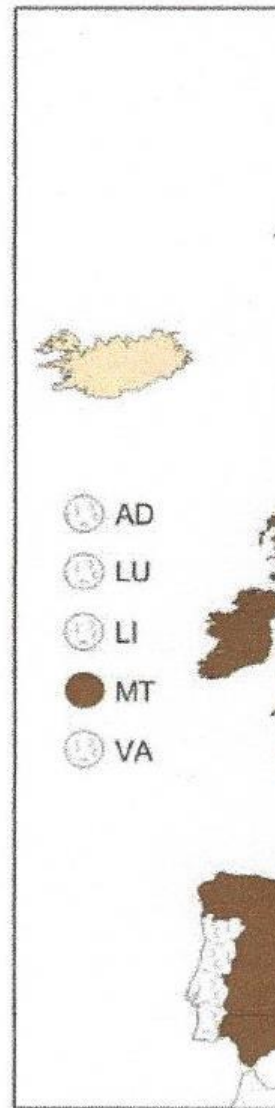


Source: ESU data collection.

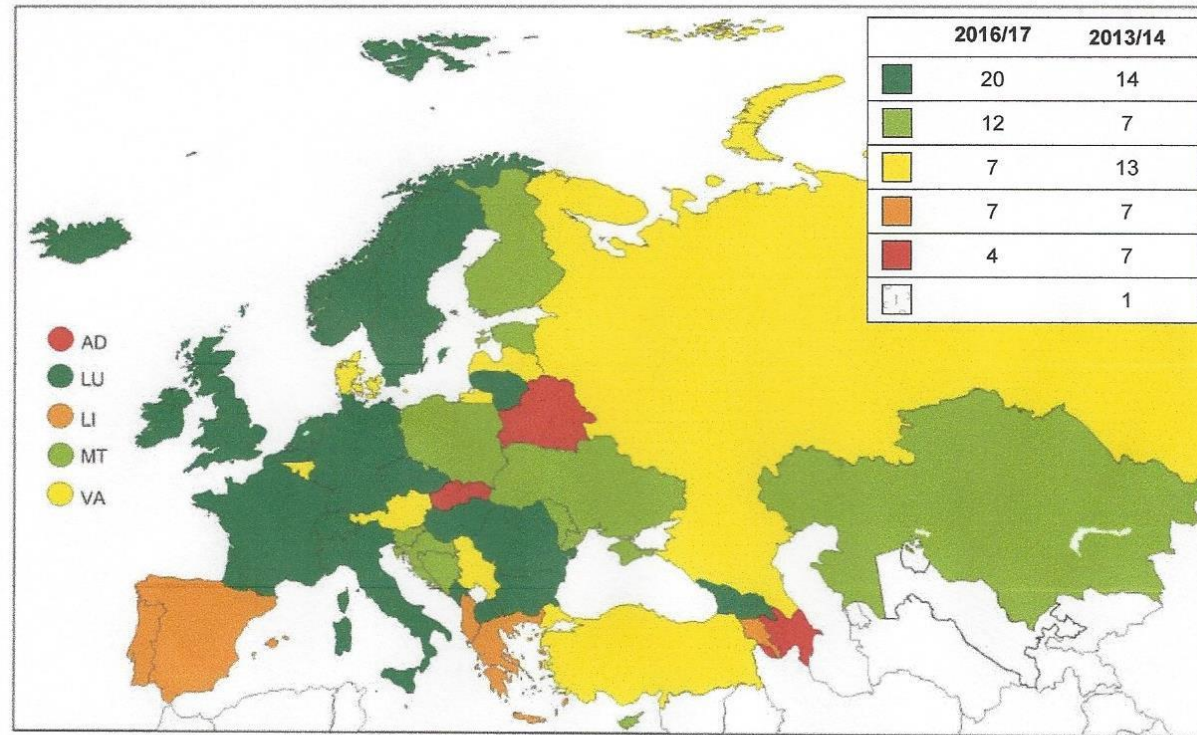


Level of student participation in external quality assurance system, 2016/17

Figure 4.5: Europe



Source: ESU data c



Source: BFUG data collection.

Scorecard categories

Dark Green	In all quality assurance reviews, students participate as full members at five levels: <ul style="list-style-type: none"> <li>in governance structures of national quality assurance agencies;</li> <li>in external review teams;</li> <li>in the preparation of self-evaluation reports;</li> <li>in the decision making process for external reviews;</li> <li>in follow-up procedures.</li> </ul>
Light Green	Students participate at four of the five levels mentioned above.
Yellow	Students participate at three of the five levels mentioned above.
Orange	Students participate at two of the five levels mentioned above.
Red	Students cannot participate or participate at only one level mentioned above.
White	Not available



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## 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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## 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;

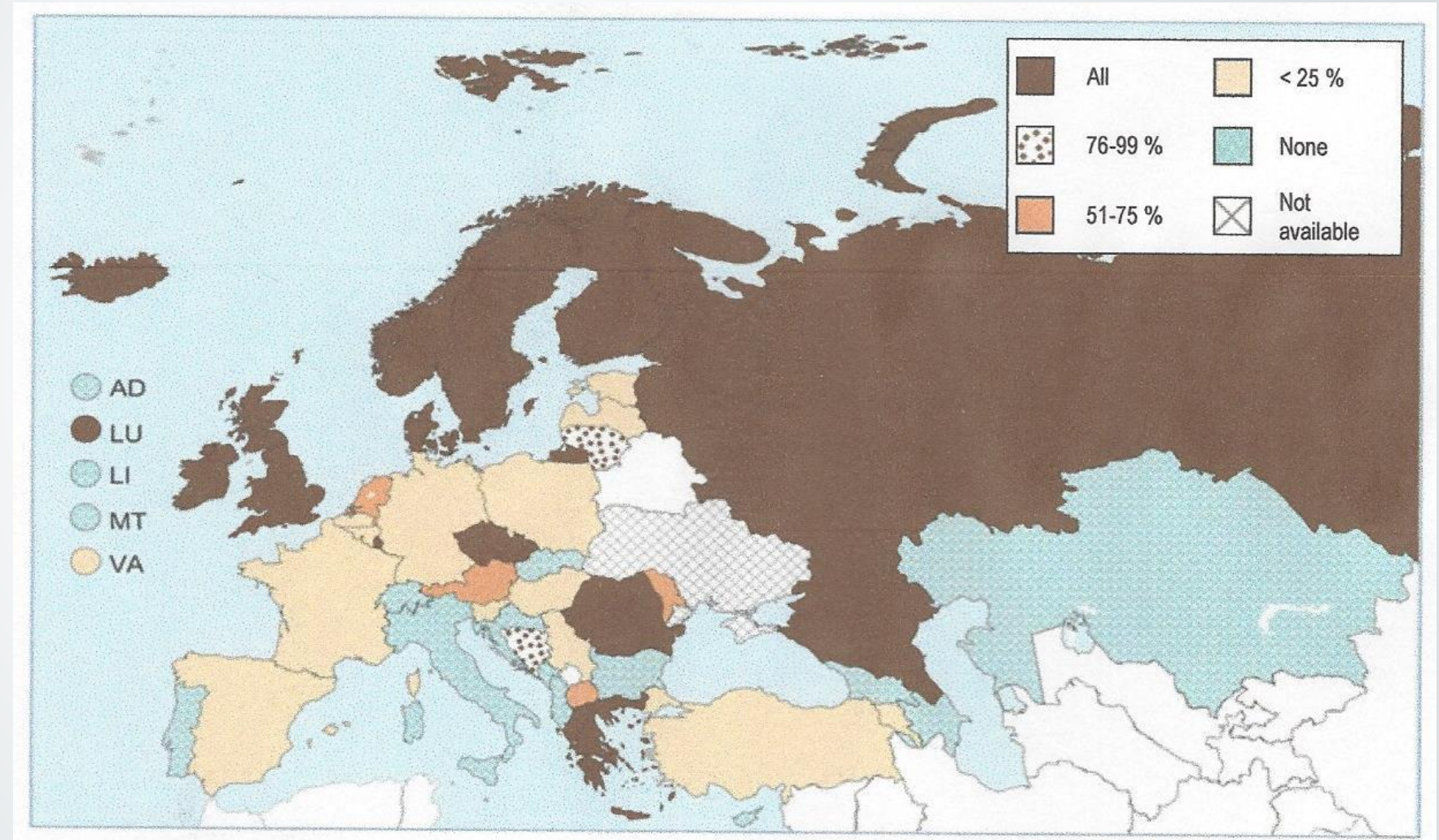
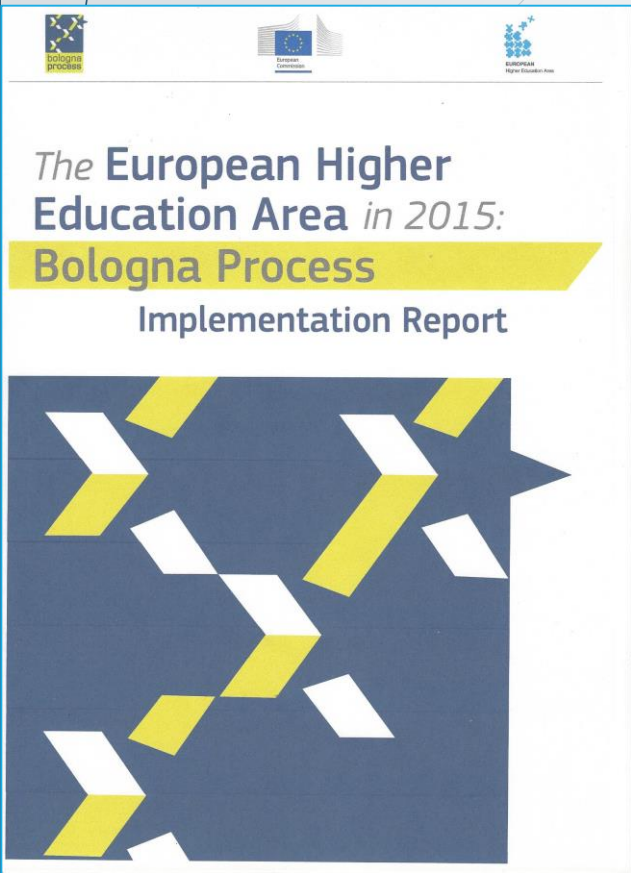


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# Publication of critical and negative outcomes by HEIs 2013/14



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



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Për miratim në Konferencën Ministrore në maj 2015

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Asociacioni Europian për Sigurimin e Cilësisë në Arsimin e Lartë  
Unioni i Studentëve Europian  
Asociacioni i Universiteteve Europiane  
Asociacioni Europian i Institucioneve të Arsimit të Lartë  
Arsim Ndërkombëtar  
BUSINESSEUROPE  
Regjistri Europian i Sigurimit të Cilësisë për Arsimin e Lartë



## Part III: QAA

### 3.1: Activities, policy and processes for QA

- ✓ public mission, goals & objectives;
- ✓ stakeholders in governance and work;

### 3.2: official status: legal basis & recognised

### 3.3: **independence**: organisational, operational, outcomes

### 3.4: thematic analysis: using general findings of its EQA

### 3.5: **resources**: adequate & appropriate, both human & financial

### 3.6: IQA & professional conduct:

- ✓ formal IQA using feedback for enhancement;
- ✓ **integrity**;

### 3.7: cyclical external ESG review of agency: each 5 years



Standardet dhe Udhëzimet për Sigurimin e Cilësisë në Hapësirën Europiane të Arsimit të Lartë (SUE)

Miratuar nga Grupi Përcjellës i Bolonjës në shtator 2014  
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**The international dimensions of QA**  
**The QA framework**  
**of the EHEA**

**Lucien Bollaert**

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**Visiting professor**

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**23 January 2019**

**TAM seminar | Kosovo | Pristina**

**The European Higher Education Area in 2018**  
Bologna Process Implementation Report 2018

Logos: European Higher Education Area, European Commission, Bologna Process



**Stakeholders participation in national QA agencies**



QA in HE  
quality as added value



## The Accreditation Process of Higher Education Institutions in Kosovo

## Higher Education in Kosovo

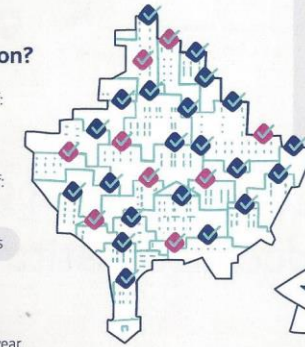
### Are HEIs contributing to the development of higher education?

In 2017, the KAA withdrew the accreditation of:  
- 3 private HEIs  
- 5 study programs

In 2018, the KAA withdrew the accreditation of:  
- 50 study programs of private HEIs

Because they were not fulfilling the requisites

In mid 2018, the KAA e-accredited:  
- 9 study programs of private HEIs  
- Extended the accreditation of all valid  
accredited HEIs and study programs for a year.



In 2018, Kosovo has:  
- 30 accredited HEIs  
- 9 public HEIs  
- 21 private HEIs

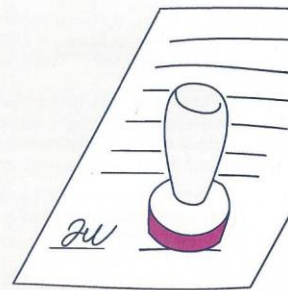
And it still has:  
- Chronic high unemployment  
- High tuition fees  
- A politicized sector in every level



## Problems

The higher education sector has become a captive market:

- The KAA has been far too expeditious in accrediting new institutions and programs instead of overseeing the quality of the already existing HEIs.
- Quality of education remains low, as shown by the structural unemployment.
- The high tuition fees that private HEIs extract have proven to be great business tools.
- Private HEIs are linked to high level state officials, which in turn have politicized the entire system.
- The composition of the KAA has proven to be a result of political interests which consequently affected its autonomy and their decision making.

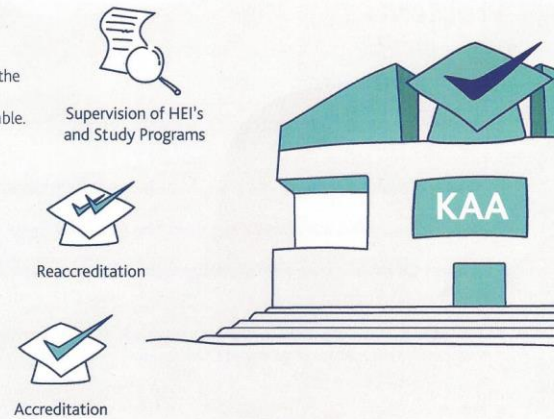


## The Accreditation Process

Accreditation in the field of higher education assures that the quality of teaching, learning and scientific researching in accredited institutions in Kosovo is internationally comparable.

The KAA is the independent authority carrying out the accreditation, reaccreditation and supervision of all Higher Education Institutions and their study programs. Accreditation may be conducted at the level of:

1. Institution: when an institution takes the statuses of the Higher Education Institution
2. Study program: the fields that the HEIs can teach



## Who can be accredited?

- All public and private HEIs in Kosovo, whose study programs lead to attainment of an academic degree.

### Initial accreditation

- Each private HEI is subject to initial accreditation before it is authorized to start its activity.

### Which are the requirements to be fulfilled by HEIs in order to get accredited?

- Amongst others, for any study program that leads to a Bachelor and Master of Sciences degree, the institution must have at least one full time staff with a PhD or an equivalent degree in the field of the study program for each student group and every 60 ECTS credits.



## Recommendations

- Kosovo's legislation must be drafted in accordance to the **The Standards and guidelines for quality assurance in the European Higher Education Area (ESG)** and should ensure the independency and autonomy of the KAA.
- The KAA should address the lack of human resources that has been causing most of the problems.
- The KAA should start the biannual monitoring procedures immediately.
- The KAA should enhance its efforts on identifying and appointing the members of the appeal commission, as required by law.
- The KAA should create an online database which would provide information for all the accredited HEIs and study programs and reflect the status changes based on every meeting of the board.



## The European Higher Education Area in 2018

Bologna Process  
Implementation



Education and  
Training

QA in HE  
quality as added value



The international dimensions of QA

# The reality and challenges of international QA: strategy

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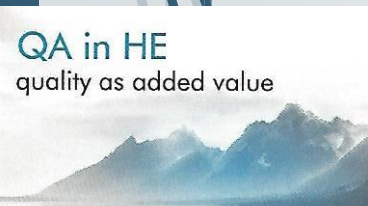
- Standard I.1:  
“Institutions should have a **policy for QA** that is made **public** and forms **part of their strategic management**. **Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.**”



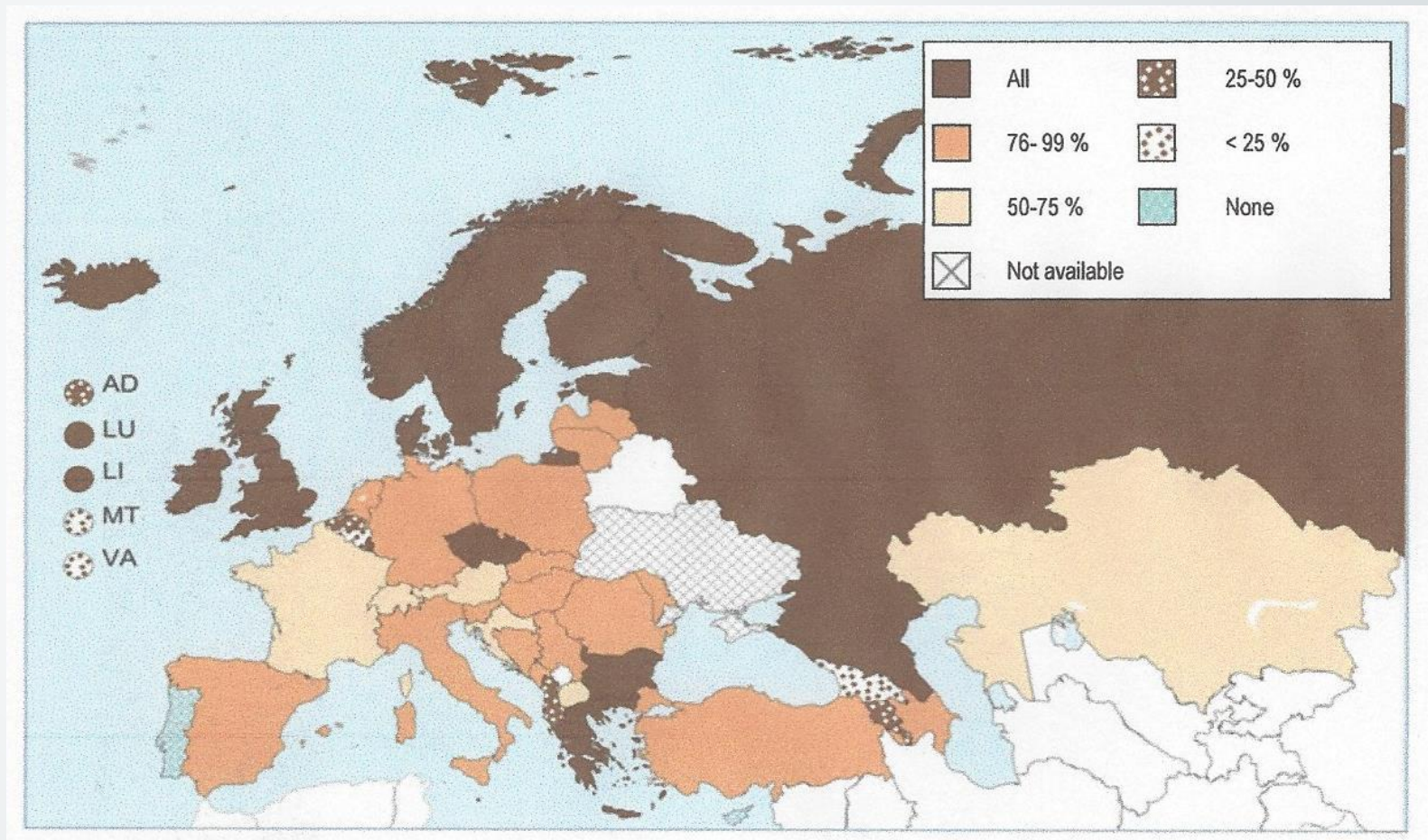
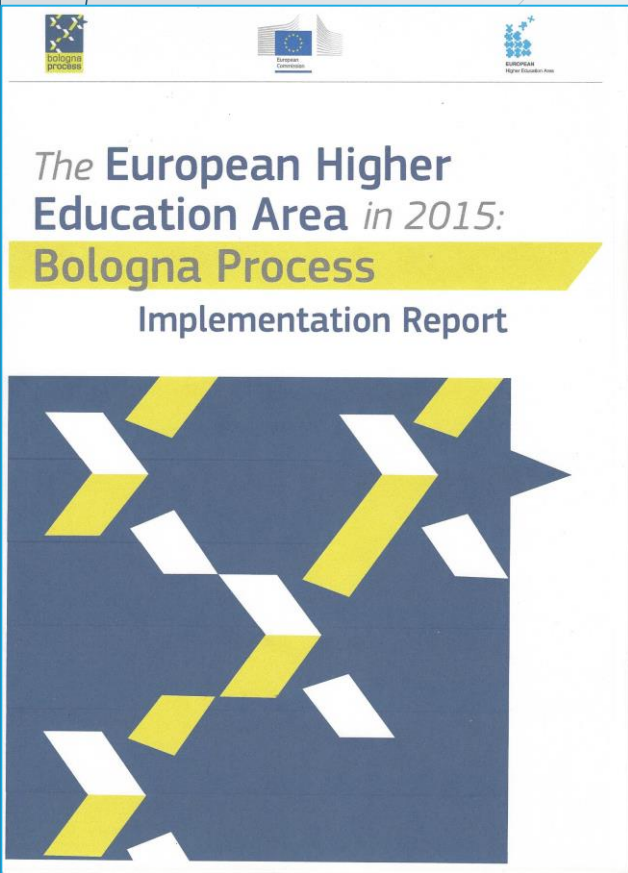
Standardet dhe Udhëzimet për Sigurimin e Cilësisë në Hapësirën Europiane të Arsimit të Lartë (SUE)

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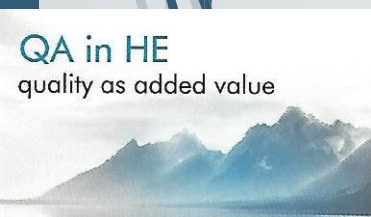


## Published institutional strategies for continuous enhancement in the past 5 years 2013/14



Implementation report 2015, fig. 3.1, p. 89

Source BFUG questionnaire



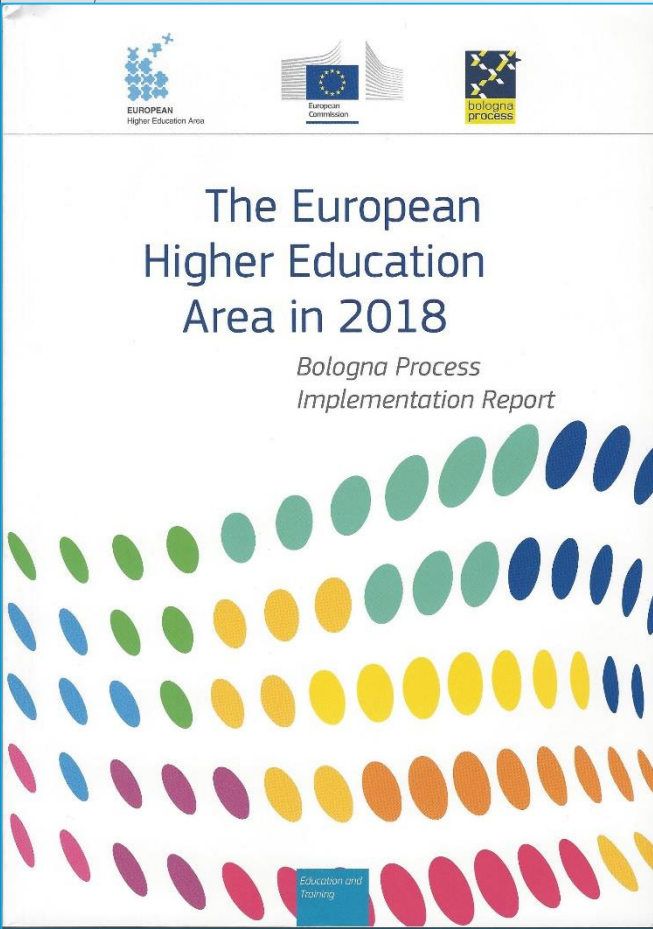
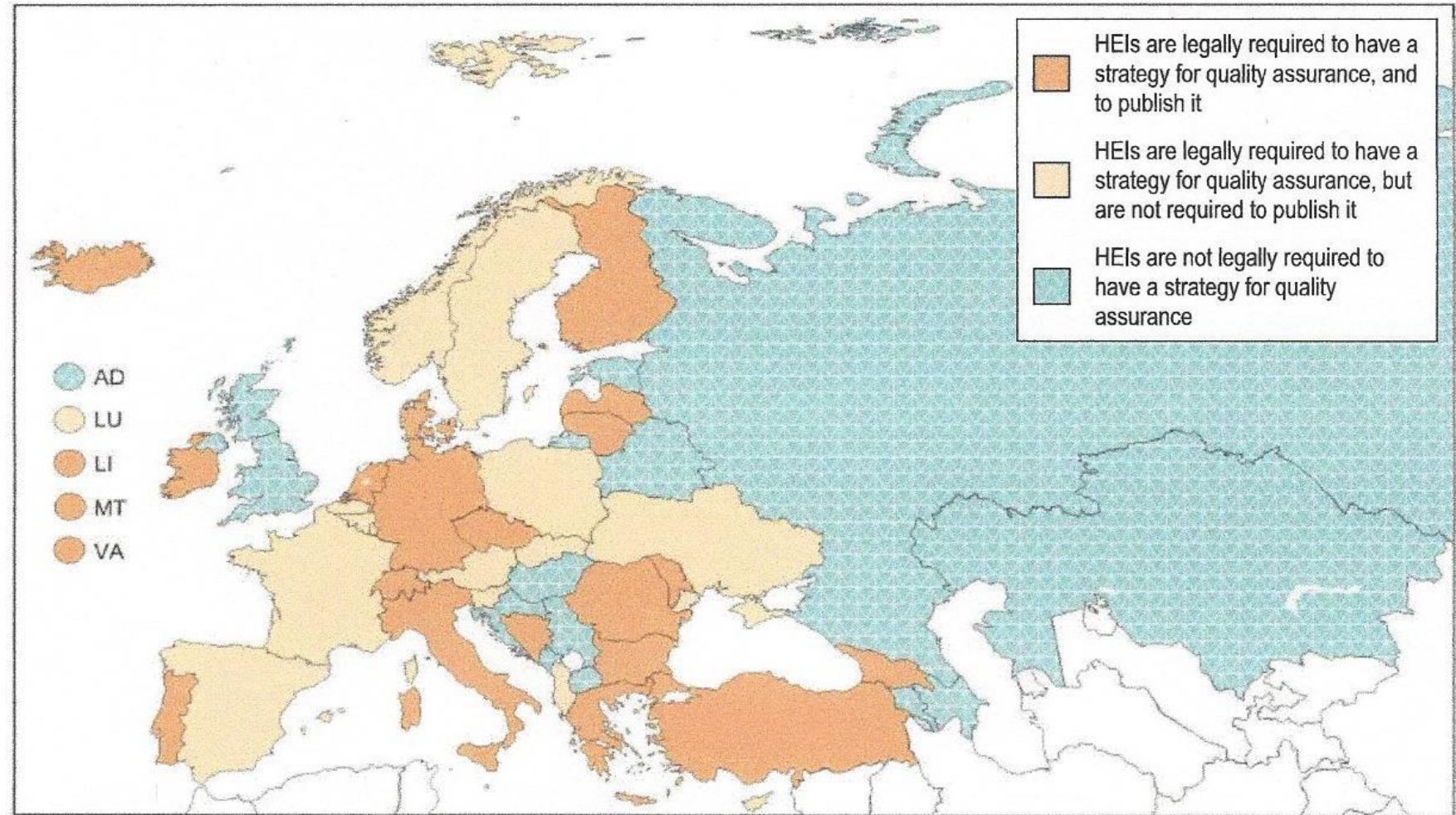
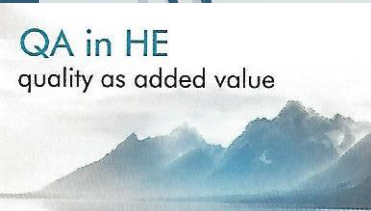


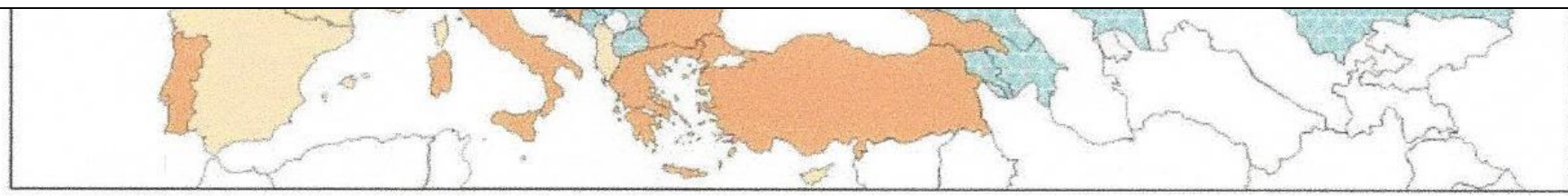
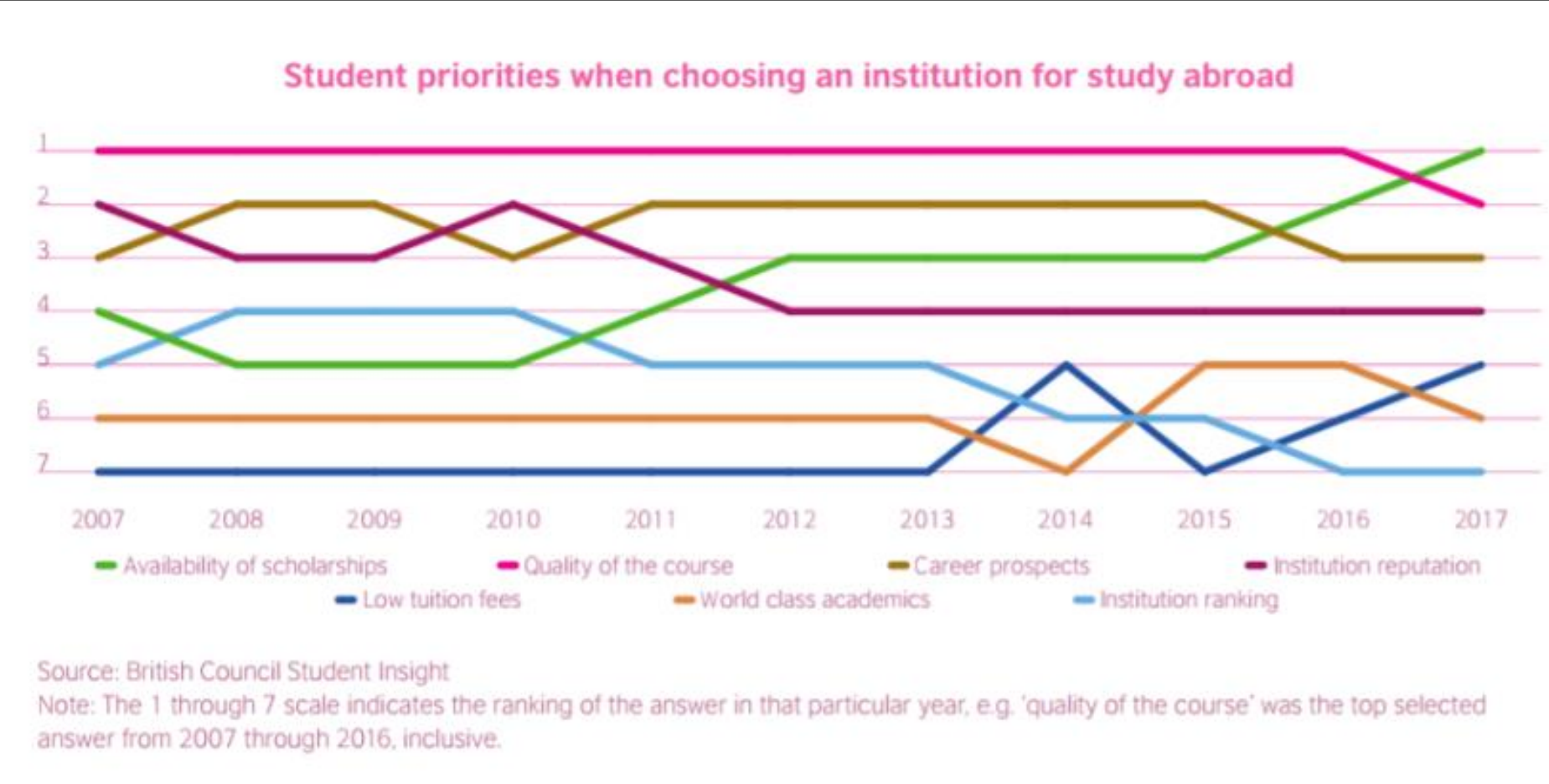
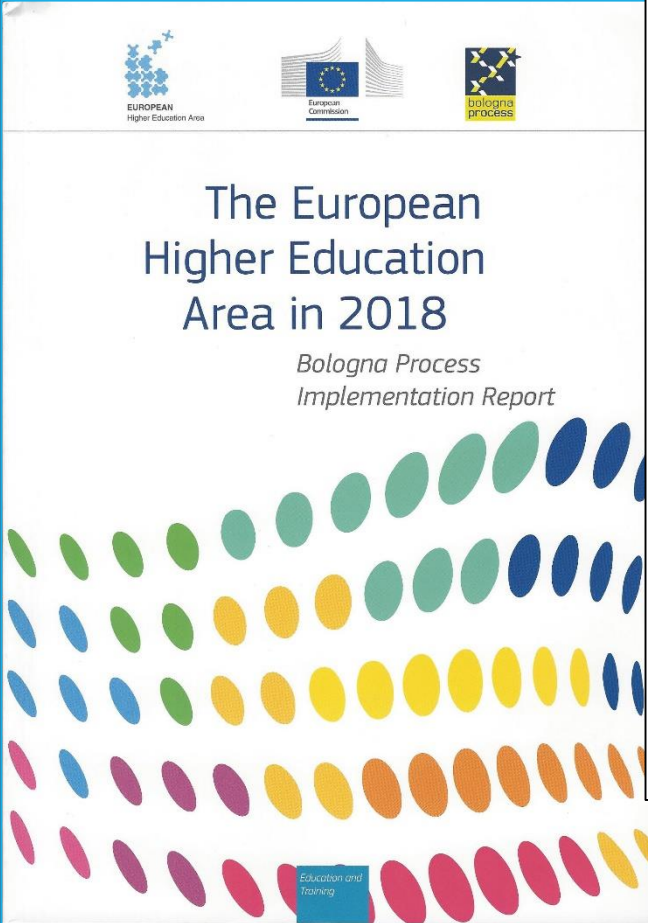
Figure 4.1: Requirements for higher education institutions to develop and publish quality assurance strategies, 2016/17



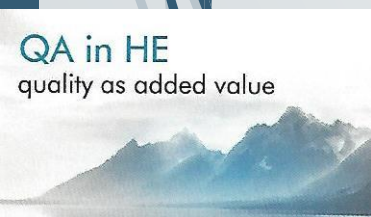
Source: BFUG data collection.

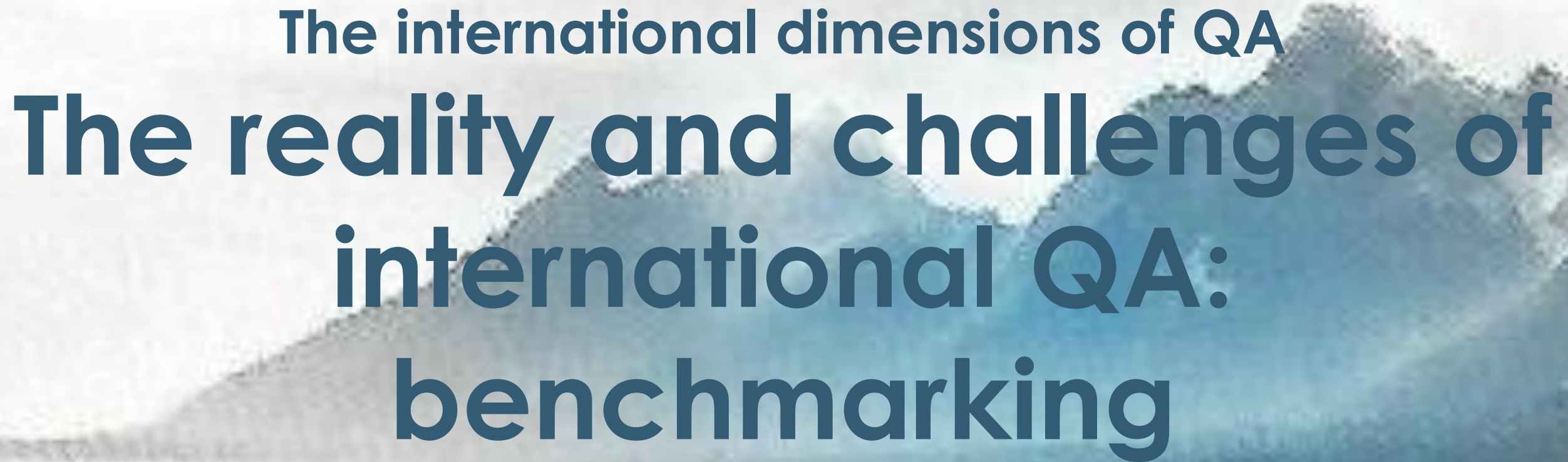






Source: BFUG data collection.





The international dimensions of QA

# The reality and challenges of international QA: benchmarking

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**Visiting professor**

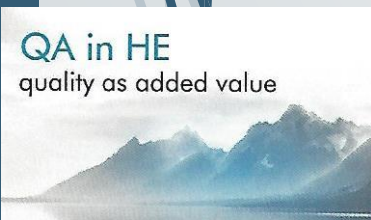
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**23 January 2019**

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- Benchmarking is a process that enables comparison of inputs, processes or outputs between institutions (or parts of institutions) or within a single institution over time.
- A benchmark statement, in higher education, provides a reference point against high outcomes can be measured and refers to a particular specification of programme characteristics and indicative standards.
  - Harvey, L (2004-2018), Analytic Quality Glossary, <http://www.qualityresearchinternational.com>
- High trust is needed, (long) collaboration to enter into inputs and processes, mutual learning, towards strategic partnership in education, research, social services on institutional or programme level





The international dimensions of QA

# The reality and challenges of international QA: competences

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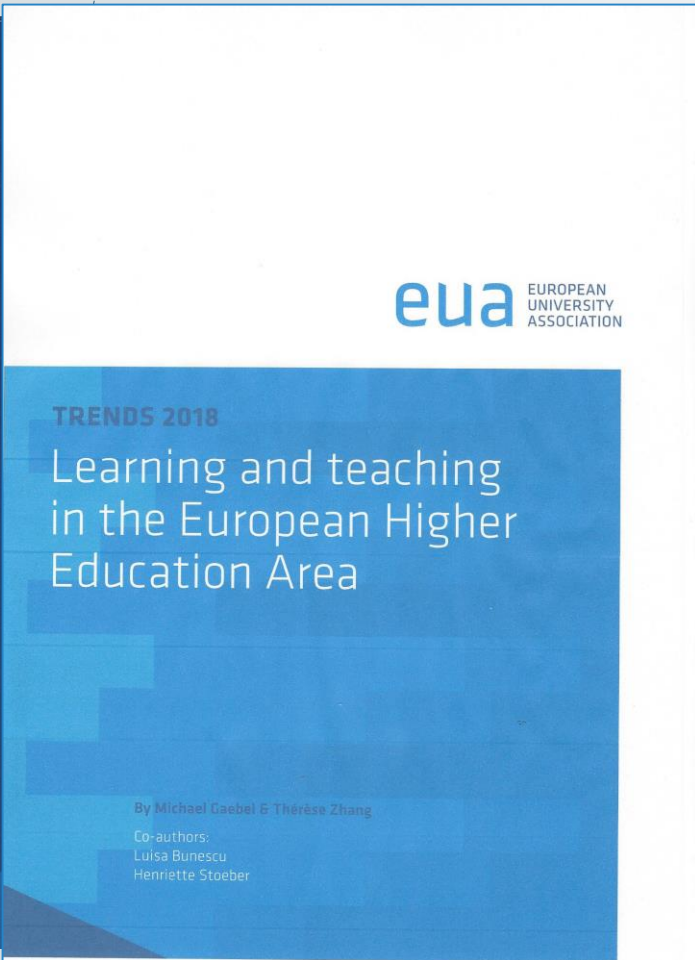
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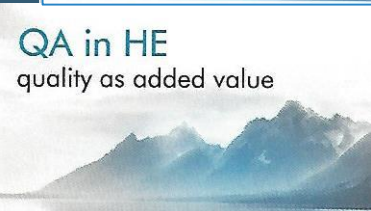
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- ✓ Although IQA and EQA are often linked with LO...



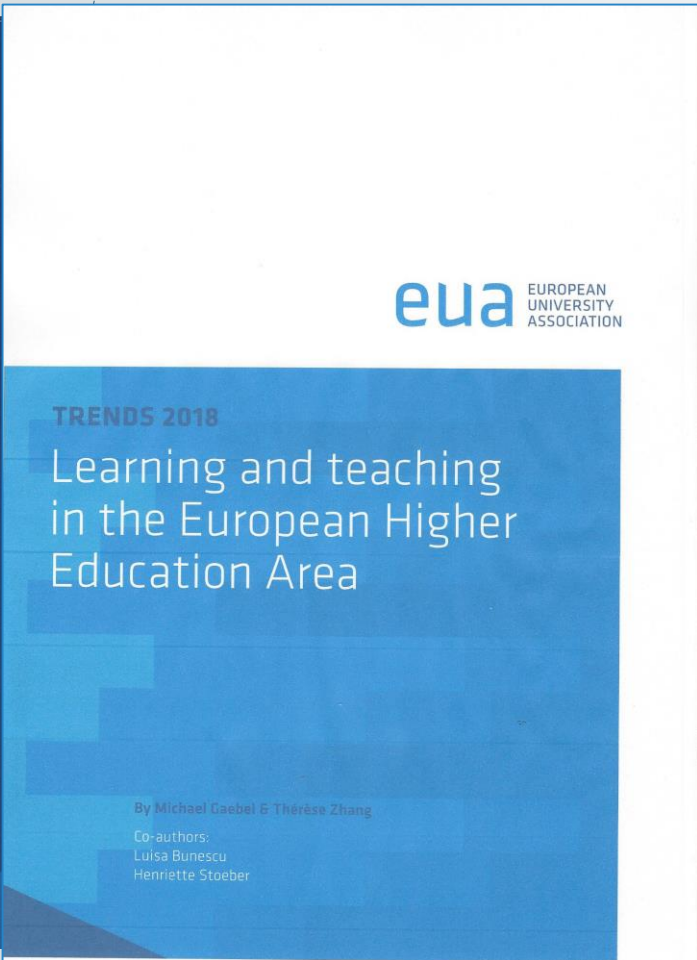
**Fig. 12** Ensuring that course provision is in line with the foreseen learning outcomes

How is it ensured that the actual provision of a course (i.e. content, methods, and examinations) is in line with the foreseen learning outcomes? (Q. 22.2; N = 222)



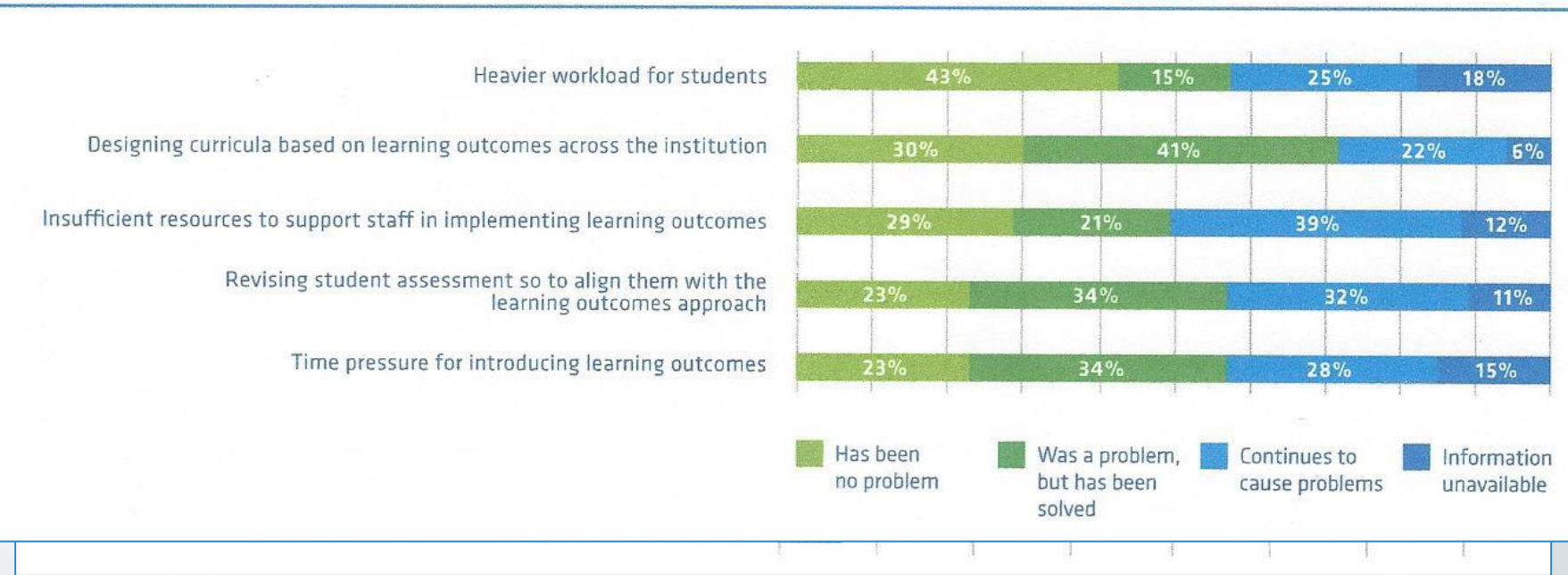
EUA (2018, p 38)

- ✓ Although IQA and EQA are often linked with LO...
- ✓ there still seem to be quite some problems...



**Fig. 13** Issues encountered when implementing learning outcomes

How would you describe issues encountered when implementing learning outcomes? (Q. 22.3; N =222)





The international dimensions of QA

# The reality and challenges of international QA: SCL

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HANDBOOK FOR  
**Internal Quality Management in  
 Competence-Based Higher Education**




feasible participation utilisation-focused

**INTERNAL QUALITY MANAGEMENT  
 TOOLKIT HIGHER EDUCATION**

evaluation student-centred learning flexible  
**COMPETENCES** learning outcomes  
 DEFINE implementation EHEA ENHANCE  
 science-based ESG empowerment  
 dialogue SCREEN

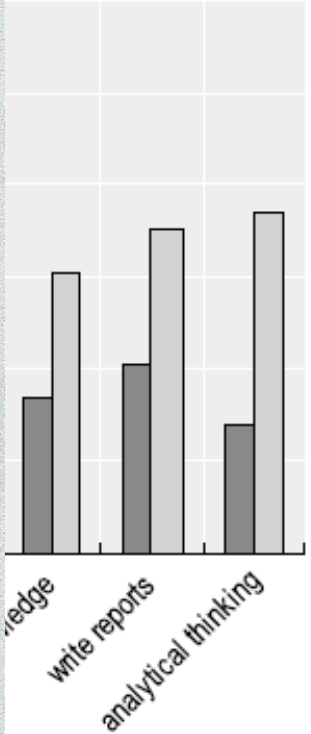
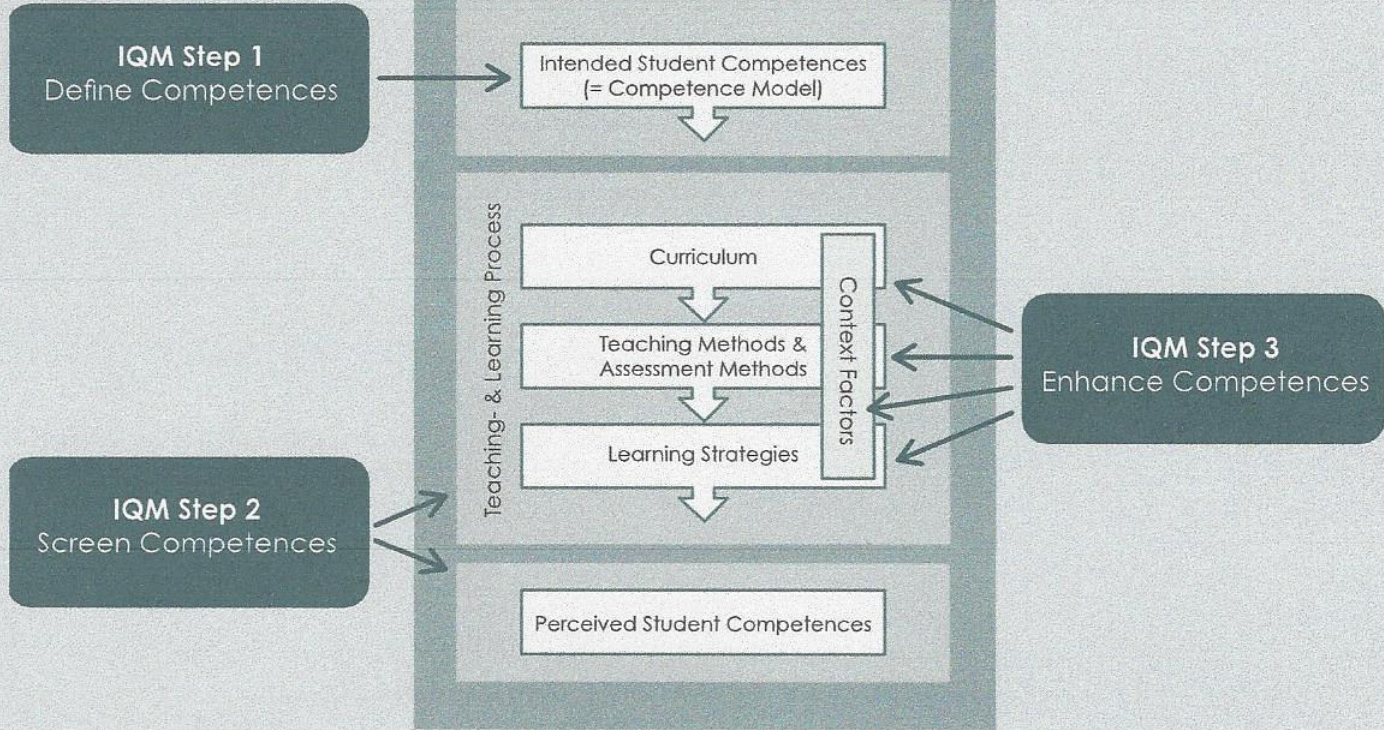
This Handbook is part of the European Toolkit for Internal Quality Management in Competence-Based Higher Education



Co-funded by the Erasmus+ Programme of the European Union

**Preparation**

Implement the Three Steps of the IQM-Procedure



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**QA in HE**  
 quality as added value



**Reflection**



The international dimensions of QA

# The reality and challenges of international QA: recognition

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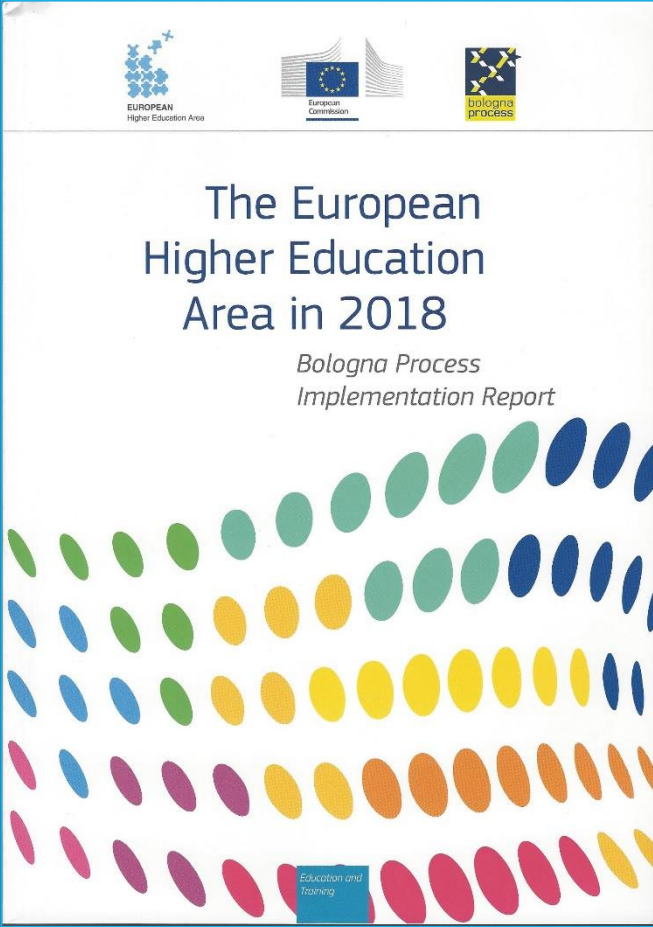
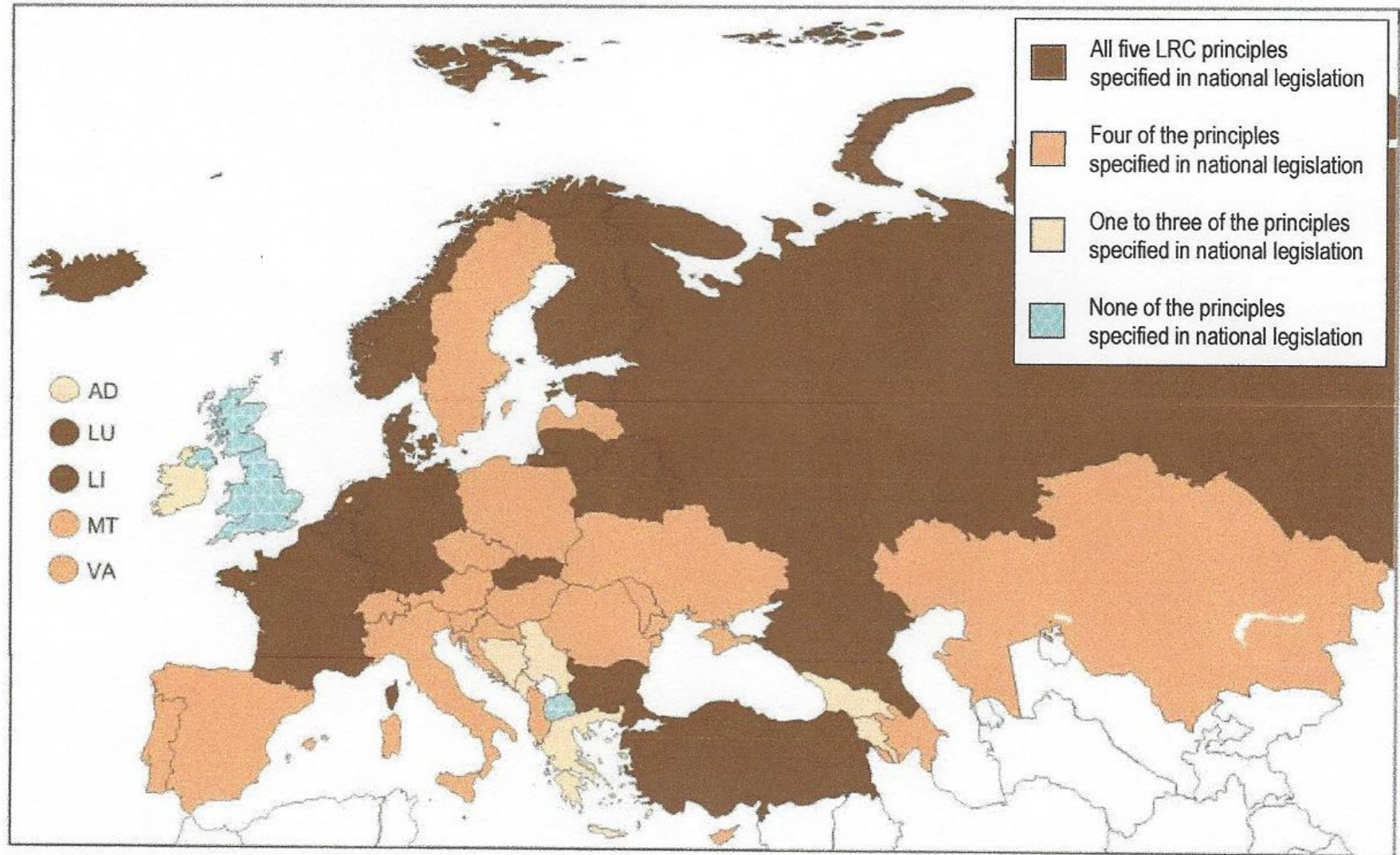


Figure 4.13: Principles of the Lisbon Recognition Convention in national legislation, 2016/17



Source: BFUG data collection.



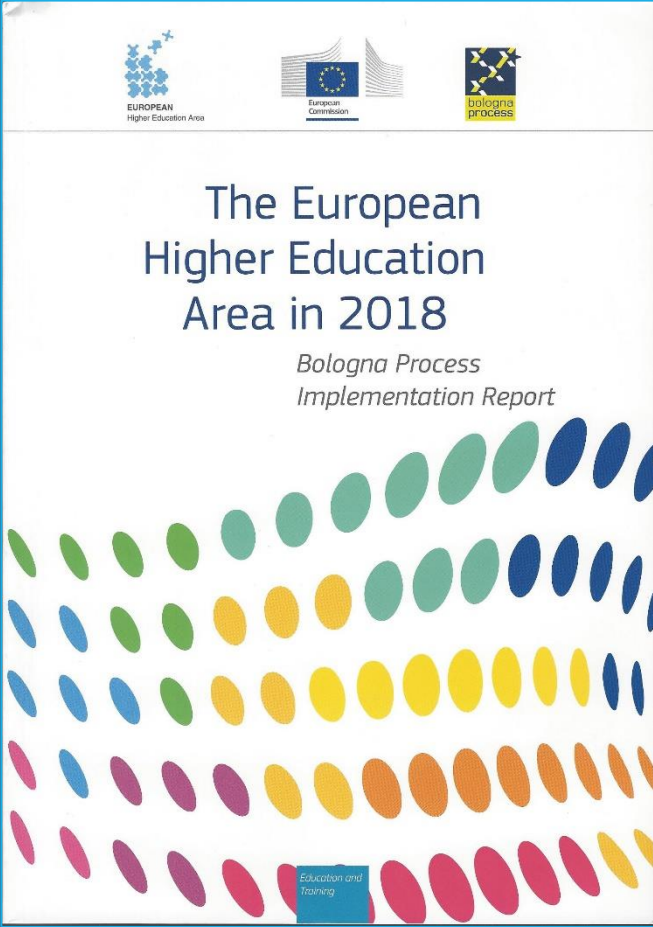
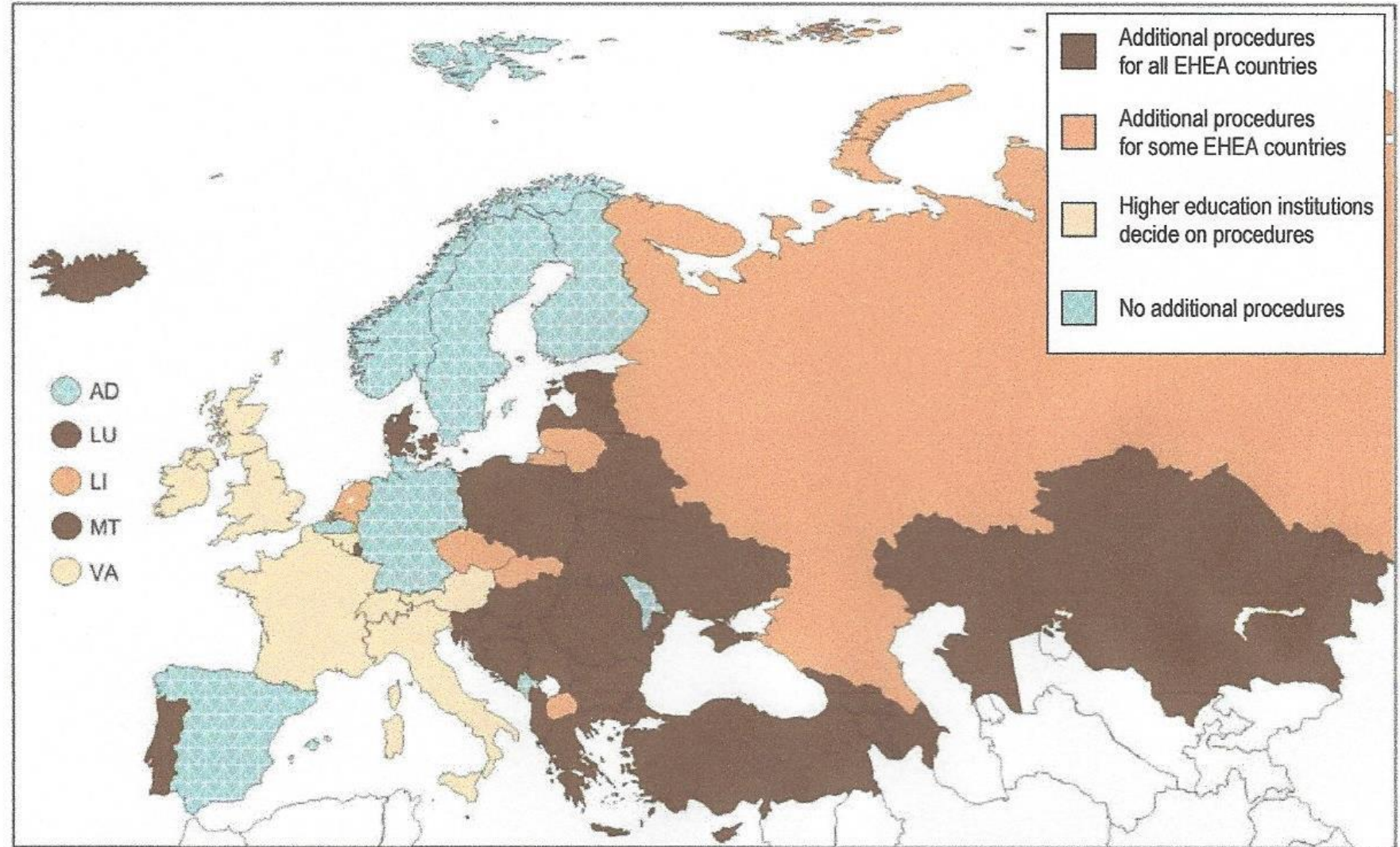


Figure 4.16: Additional recognition procedures for higher education qualifications from other EHEA countries, 2016/17



Source: BFUG data collection.



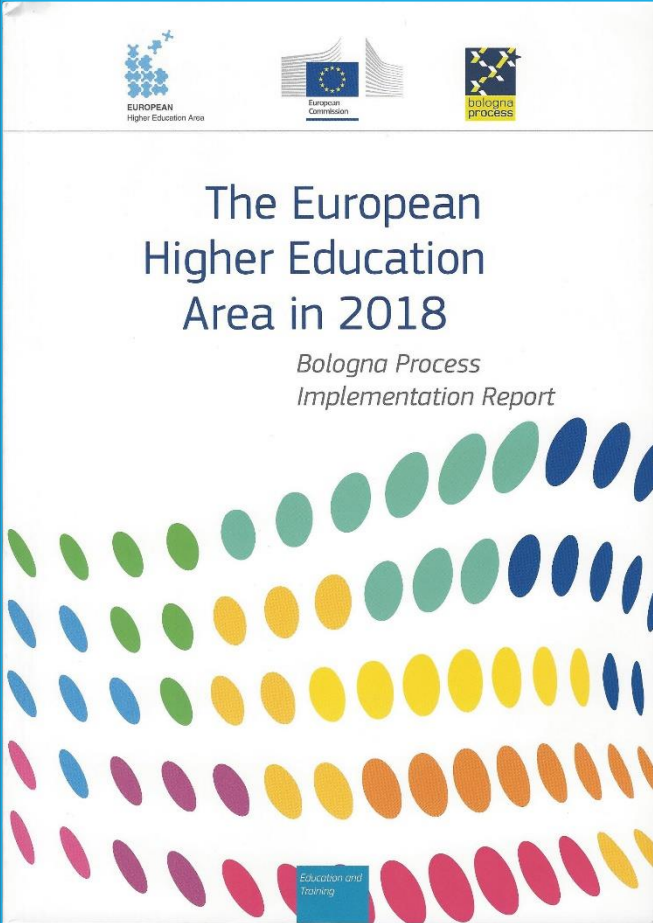
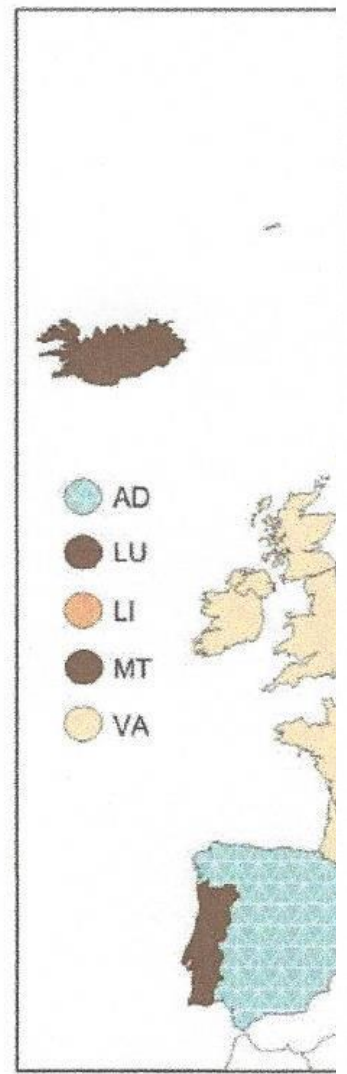
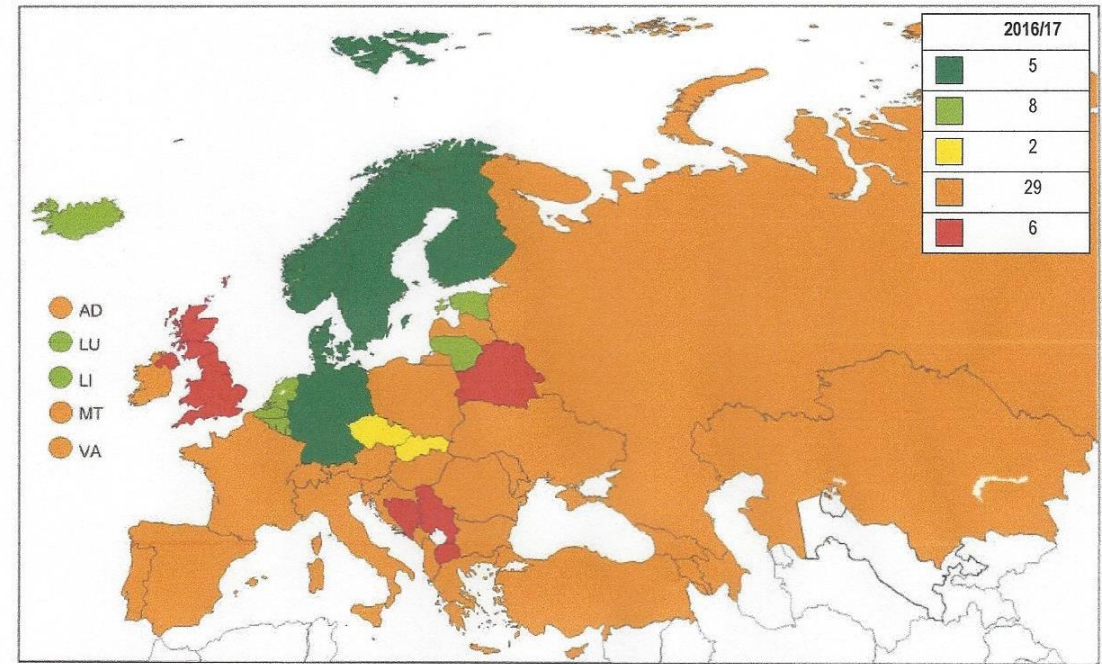


Figure 4.16: Additional information for 2016/17



Source: BFUG data collection

Figure 4.17: Scorecard indicator n°8: System level (automatic) recognition for academic purposes, 2016/17



Source: BFUG data collection.

Scorecard categories

	Automatic recognition is in place, meaning that all higher education qualifications issued in other EHEA countries are recognised at system level on an equal level with comparable (79) academic qualifications in the home country and give the right to be considered for entry to a programme of further study at the next level. The following conditions are also met: <ul style="list-style-type: none"> <li>National legislation has been reviewed and, if necessary, modified to ensure that the principles of the Lisbon Recognition Convention (LRC) are respected.</li> <li>Higher Education Institutions (HEIs) or recognition bodies receive clear guidance on properly implementing the principles of the LRC.</li> <li>Recognition decisions are taken within a four month limit.</li> <li>Appeals procedures are in place, and decided within a clear and reasonable time limit.</li> <li>Recognition practice in HEIs is monitored by external Quality Assurance (QA) in line with the ESG 2015.</li> </ul>
	Automatic recognition is in place for a subset of EHEA countries, meaning that all higher education qualifications issued in these countries are recognised at system level on an equal level with comparable academic qualifications in the home country and give the right to be considered for entry to a programme of further study at the next level. All of the conditions apply to recognition practice.
	Automatic Recognition at system level takes place with a subset of European countries. For qualifications from other countries some but not all of the conditions apply to recognition practice.
	There is no automatic recognition. At least two of the conditions apply to recognition practice.
	There is no automatic recognition. Less than two of the conditions apply to recognition practice.

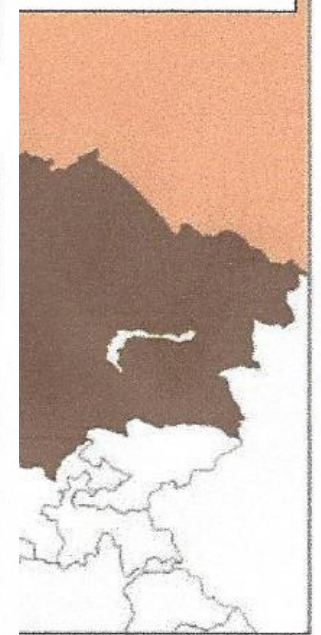
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The international dimensions of QA

# The reality and challenges of international QA: international EQA

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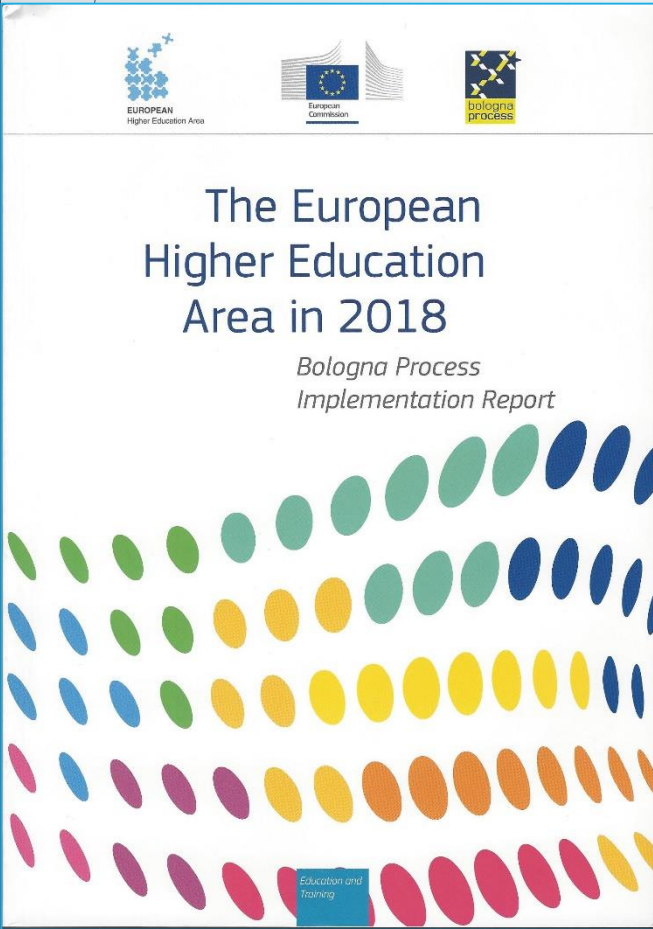
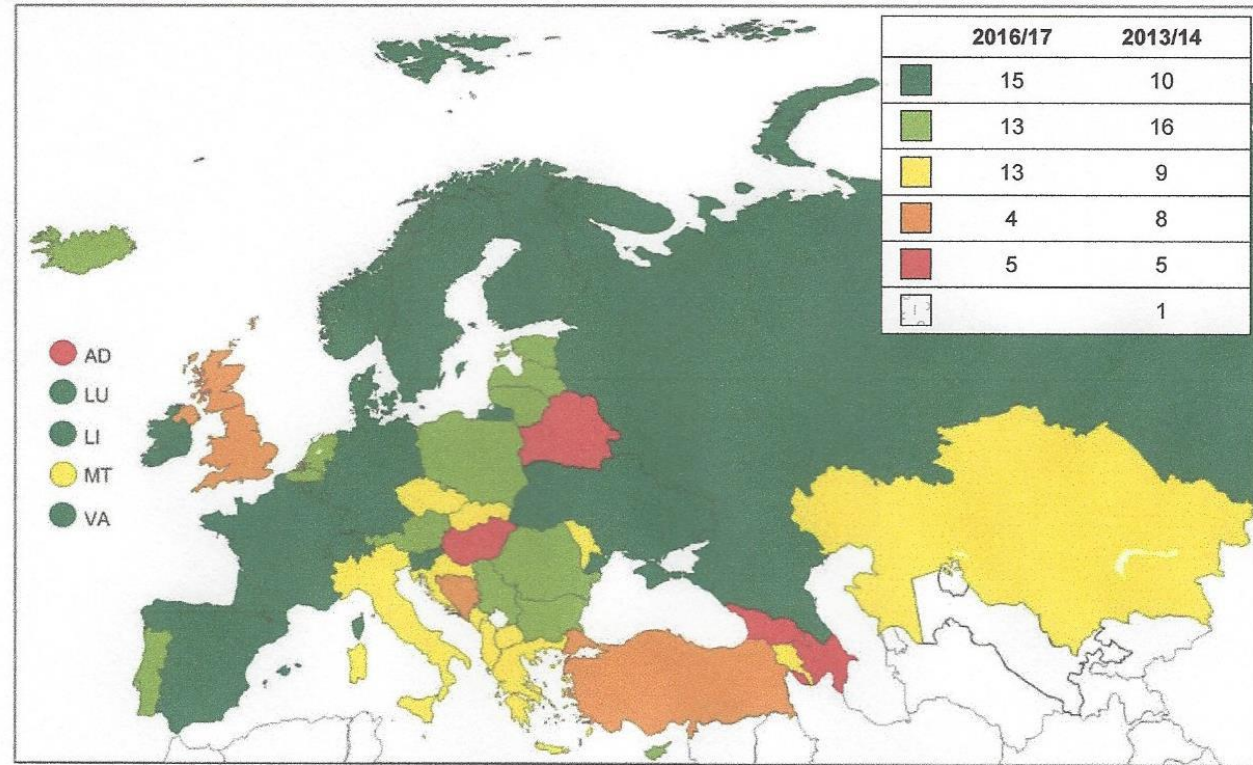


Figure 4.8: Scorecard indicator n°5:

Level of international participation in external quality assurance, 2016/17



Source: BFUG data collection.

Scorecard categories

	In all cases the following four aspects are met: <ul style="list-style-type: none"> <li>○ agencies are members or affiliates of ENQA;</li> <li>○ international peers/experts participate in governance of national QA bodies;</li> <li>○ international peers/experts participate as members/observers in evaluation teams;</li> <li>○ international peers/experts participate in follow-up procedures.</li> </ul>
	Three of the four aspects are met.
	Two of the four aspects are met.
	One of the four aspects is met.
	No international participation
	Not available

QA in HE  
quality as added value



- Yerevan 2015 communiqué, commitment: “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.*”



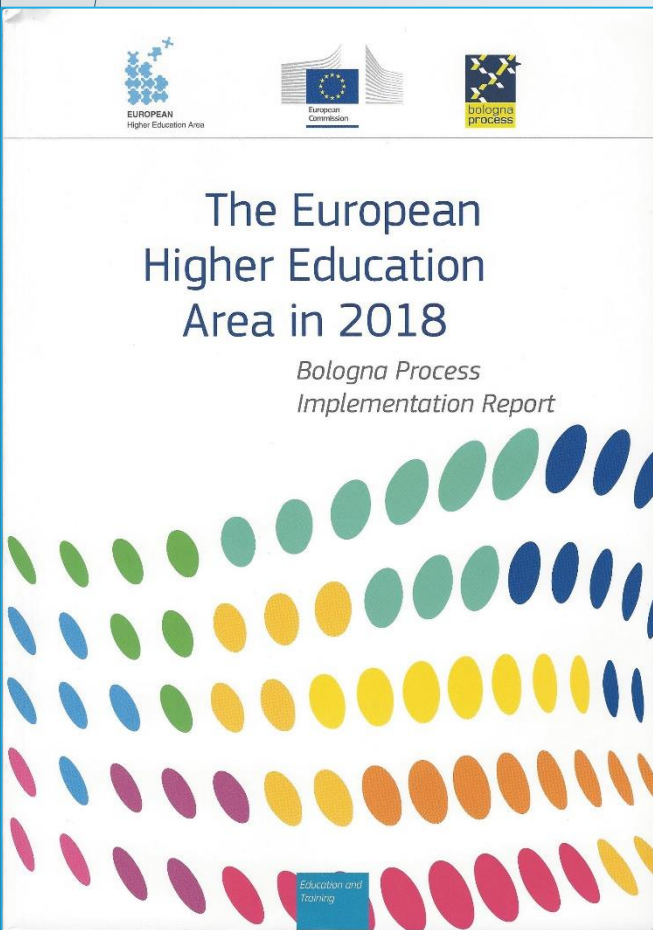
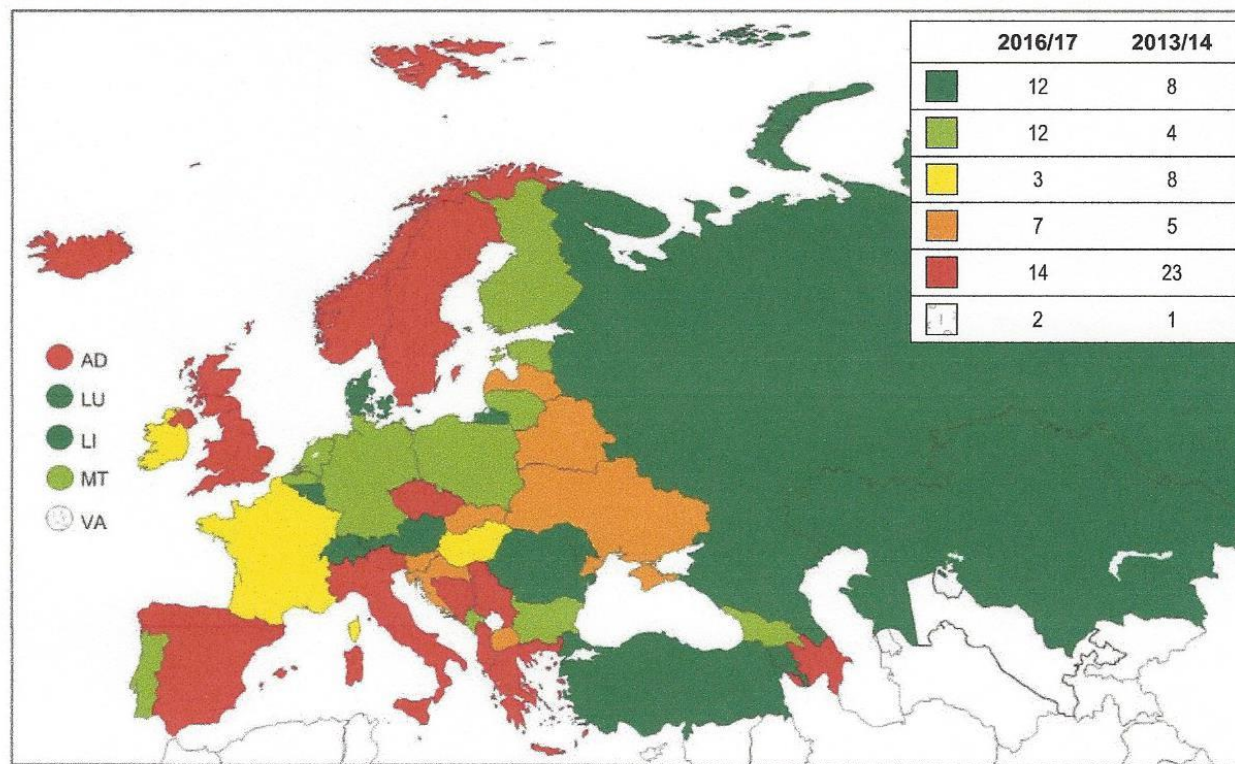


Figure 4.11: Scorecard indicator n°7:

Level of openness to cross border quality assurance of EQAR registered agencies, 2016/17



Source: BFUG/EQAR data collection.

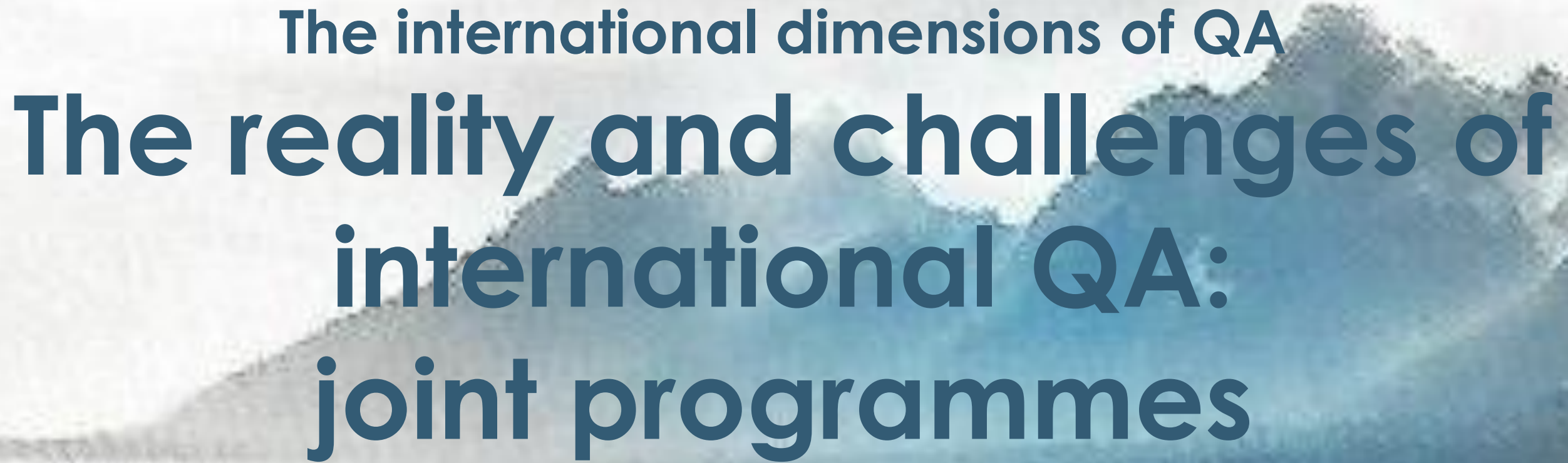
### Scorecard categories

	<b>All institutions and programmes</b> can choose to be evaluated by a suitable QA agency from outside the country to fulfil their obligations for external QA, while complying with national requirements. EQAR registration always serves as a criterion for agencies to be allowed to carry out cross-border evaluation/accreditation/audit.
	<b>All institutions and programmes</b> can choose to be evaluated by a suitable QA agency from outside the country to fulfil their obligations for external QA, while complying with national requirements. EQAR registration does not always serve as a criterion for agencies to be allowed to carry out cross-border evaluation/accreditation/audit.
	<b>In some cases, institutions and/or programmes</b> can choose to be evaluated by a QA agency from outside the country to fulfil their obligations for external QA, while complying with national requirements. EQAR registration always serves as a criterion for agencies to be allowed to carry out cross-border evaluation/accreditation/audit.
	Discussions are on-going or plans have been made to establish a legal framework allowing EQAR-registered agencies to operate in the country.
	Institutions and programmes cannot be evaluated by QA agencies from outside the country to fulfil their obligations for external QA, and no plans are being discussed.
	Not available

QA in HE  
quality as added value







The international dimensions of QA

# The reality and challenges of international QA: joint programmes

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The international dimensions of QA

# Conclusions: the need for a new international QA

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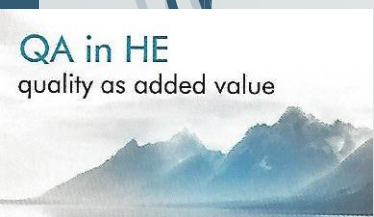
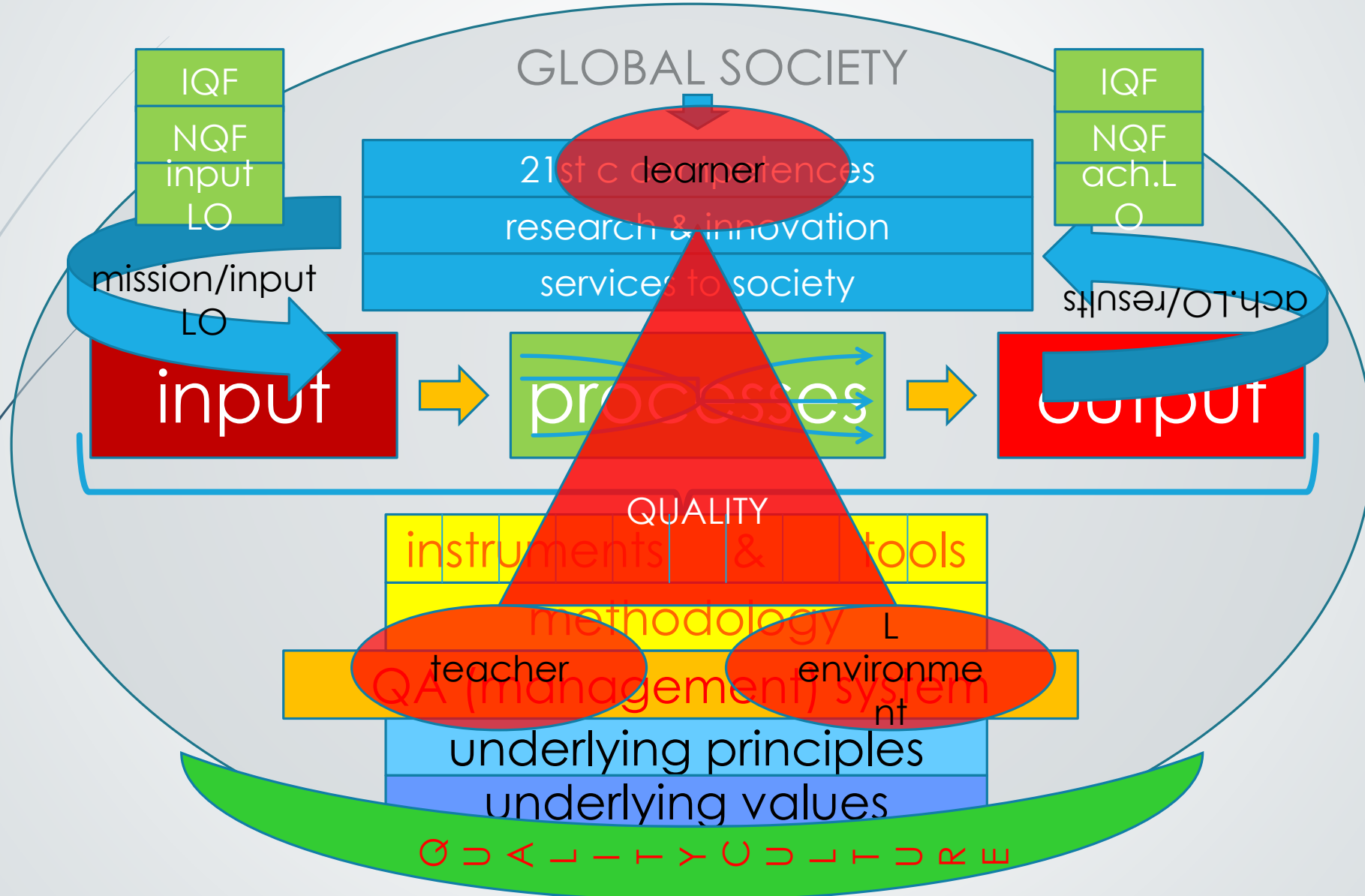
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# dimensions of quality & QA



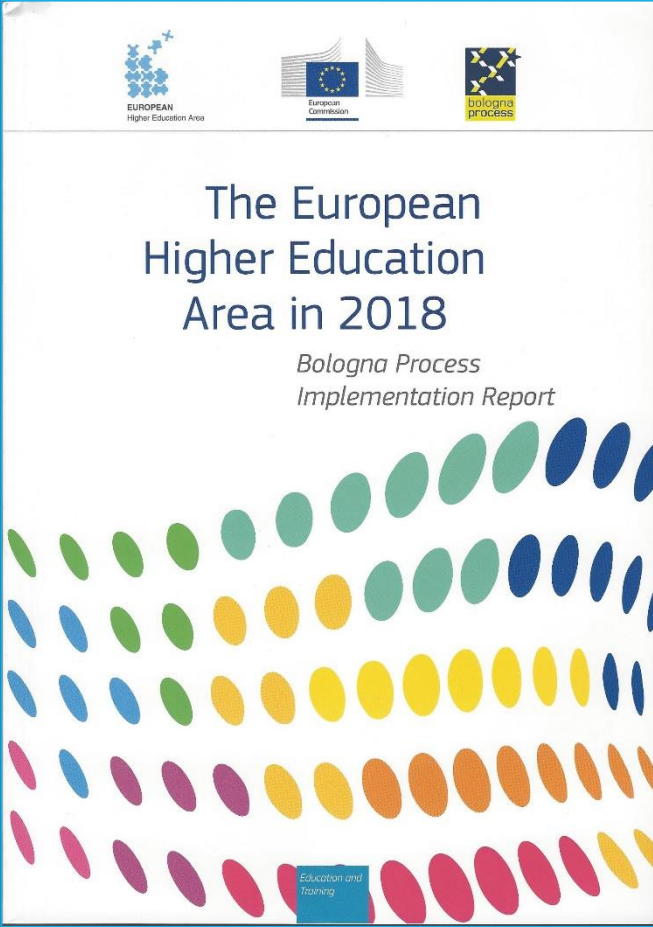
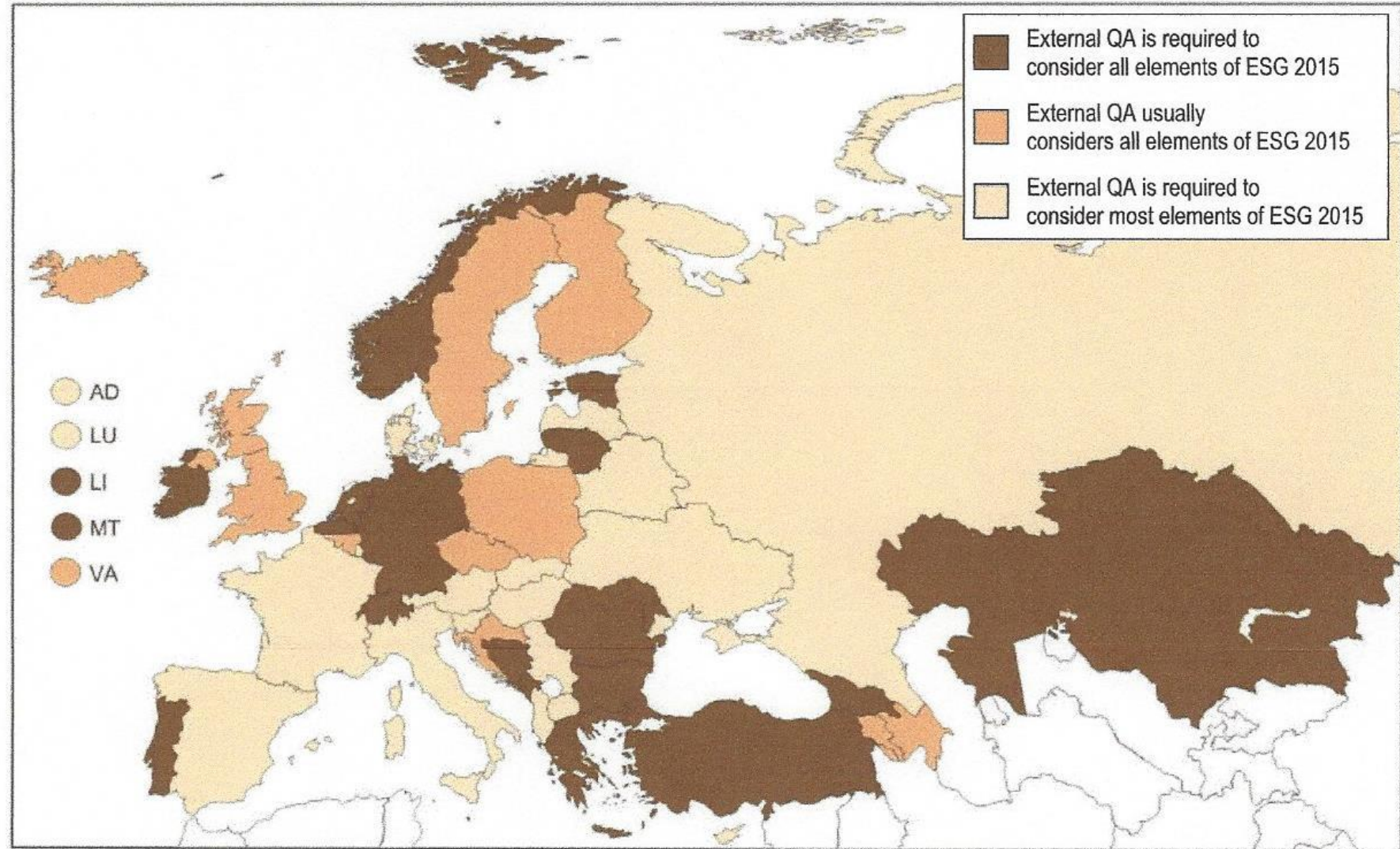


Figure 4.4: Requirements for external quality assurance to consider the elements specified in the ESG 2015, 2016/17



Source: BFUG data collection.



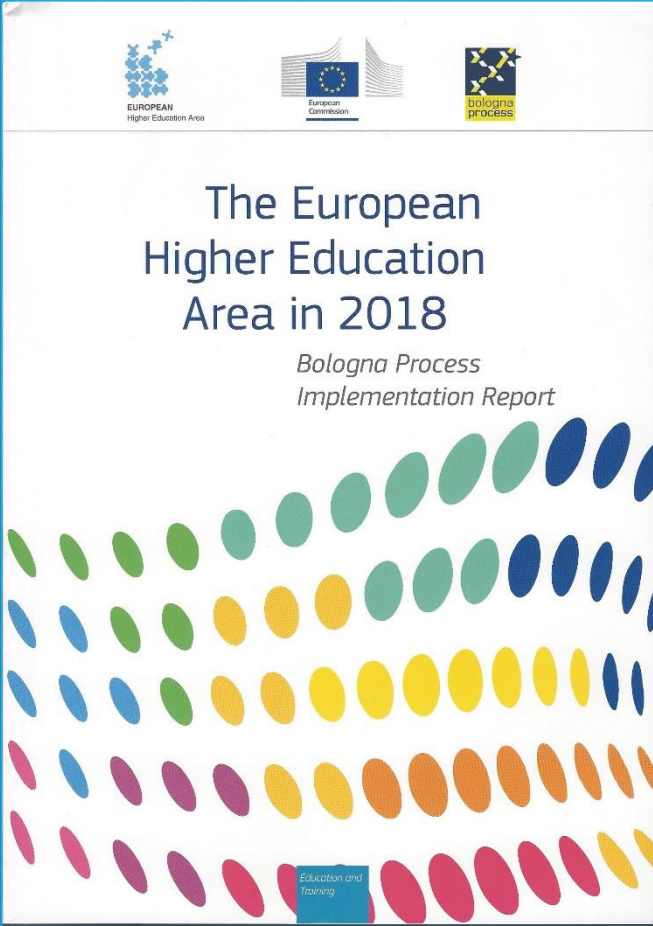
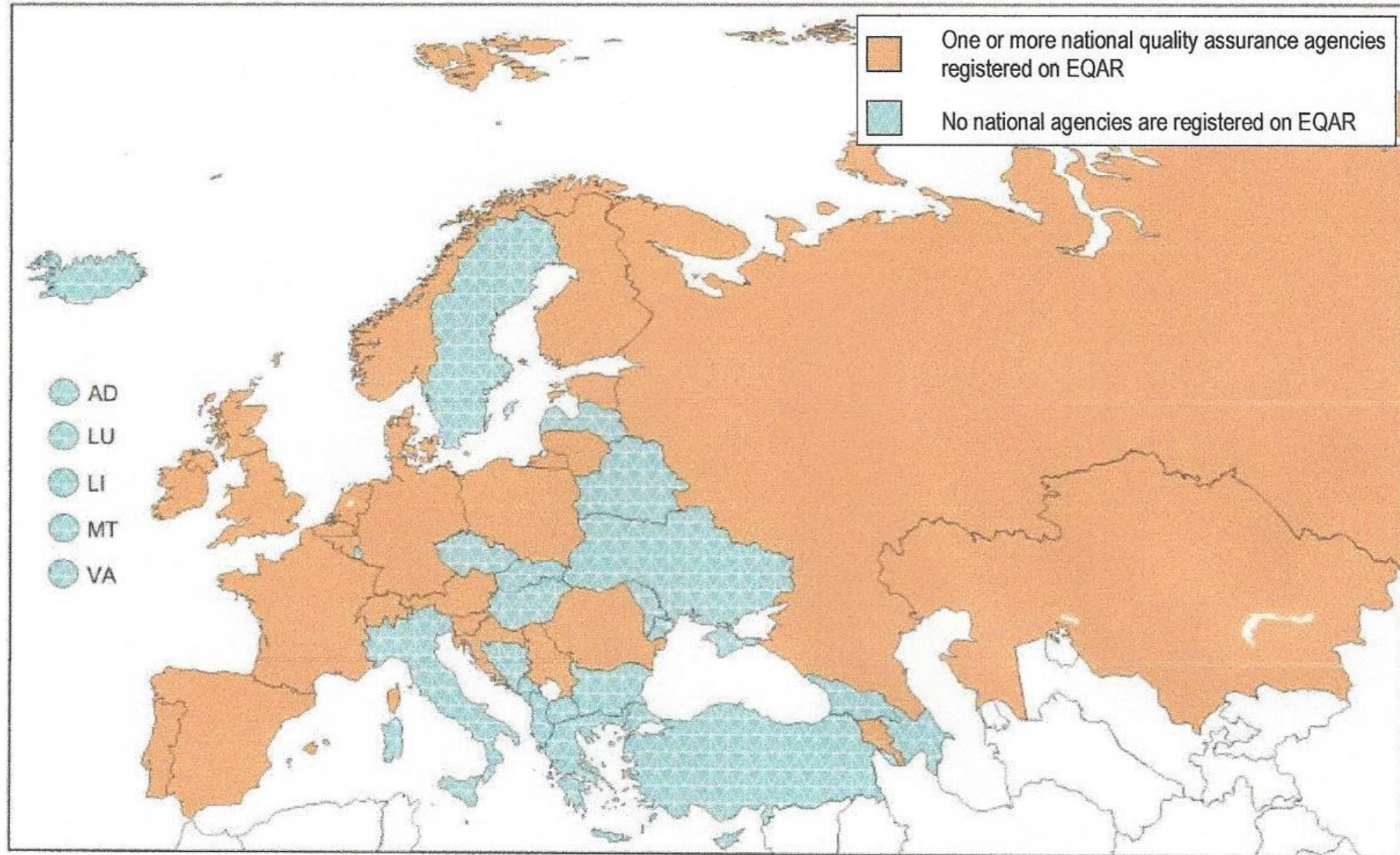


Figure 4.9: Countries with quality assurance agencies registered on EQAR, 2017



Source: EQAR.



Figure 4.10: Scorecard indicator n°6:  
Stage of development of external quality assurance system, 2016/17

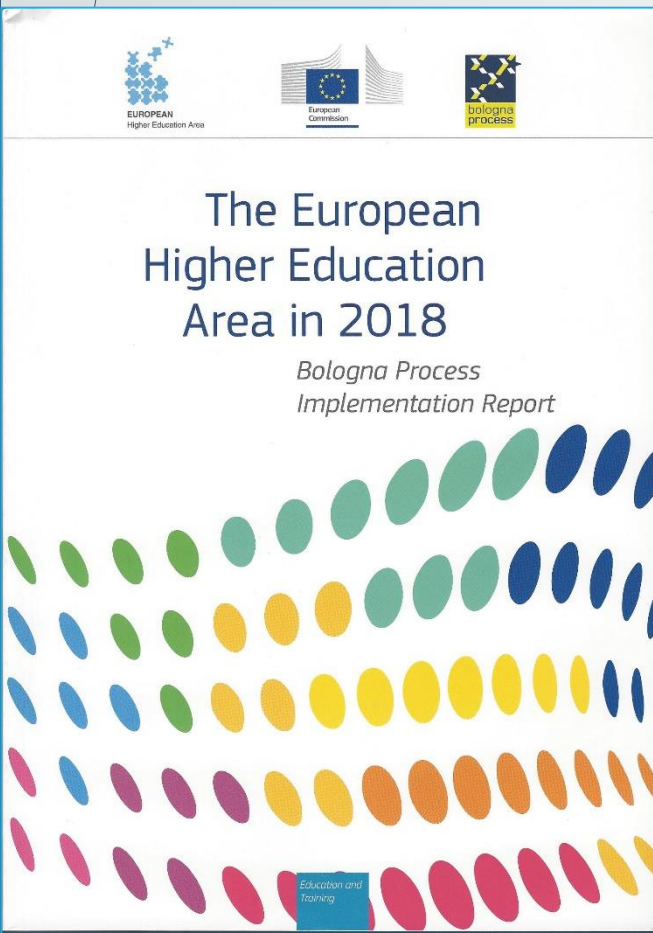
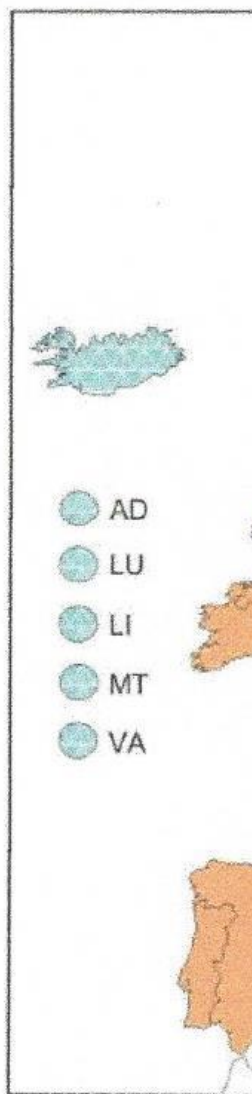
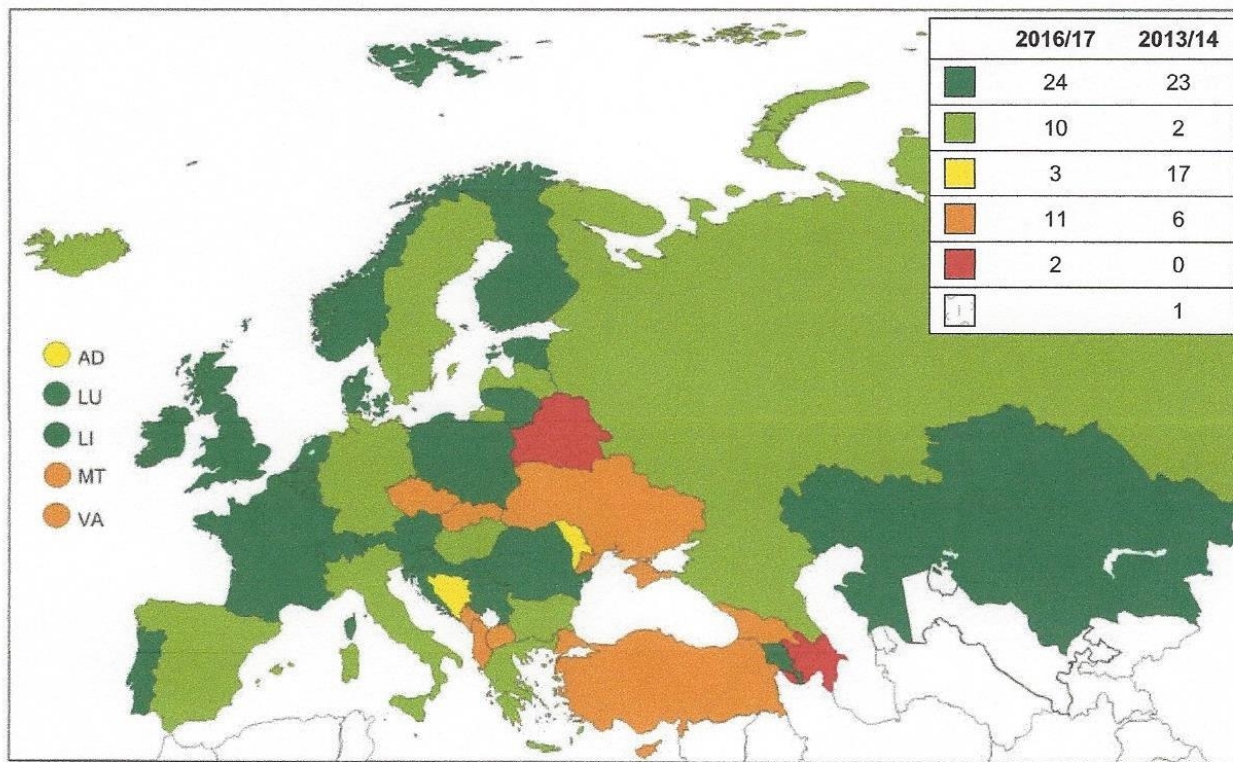


Figure 4.9: Coun



Source: EQAR.



Source: BFUG data collection.

### Scorecard categories

	A fully functioning quality assurance system is in operation nationwide, in which all higher education institutions are subject to regular external quality assurance by an agency that has successfully demonstrated compliance with the Standards and Guidelines for Quality Assurance in the EHEA (ESG) through registration on EQAR.
	A quality assurance system is in operation nationwide and is aligned to the ESG, but the agency/ies performing external quality assurance are not registered in EQAR.
	A fully functioning quality assurance system is in operation nationwide, but only some higher education institutions are subject to regular external quality assurance by an agency that has successfully demonstrated compliance with the ESG through registration on EQAR.
	A quality assurance system is in operation nationwide, but has not (yet) been fully aligned to the ESG.
	No quality assurance system is in operation.
	Not available

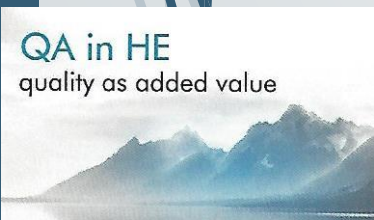
assurance agencies

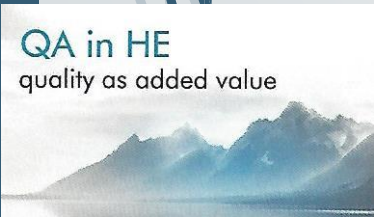
registered on EQAR

QA in HE  
quality as added value



- All elements of HE, HEIs and QA, both internal and external, can and should be inspired by the international context, from strategy to learning and research output up to impact
- taking into account new international, national and regional contexts, new challenges, concepts of contextual quality, the dimension of quality culture, and stakeholders' involvement and commitment
- doing away with bureaucratic window-dressing
- truly independent, objectively severe but fair in order to enhance
- replacing it with innovative means of ownership of quality, quality policy and QA by those who create quality and all stakeholders concerned
- related to the vision, mission, (strategic) policy of a HEI/study programme and its students' experiences and employability
- informed by Key Performance (KPIs) and underlying qualitative and quantitative indicators
- breaking QA open internationally regulated by ESG, ENQA & EQAR









# Thanks



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## Q & A

