TAM Seminar: "European Guidelines for quality assurance in higher education: Theory and practice"

Tashkent, Uzbekistan, 111-12 October, 2017

Quality Assurance in the European Higher Education Area

Rafael Llavori

Head of International Relations

National Agency for Quality Asurance and Accreditation of Spain, ANECA

ENQA Board Member 2009-2015

2.-

An overview on the state of the art of quality assurance and accreditation in Europe: models, standards and guidelines

❑ **The framework of QA policies and the role played by the HE stakeholders**

❑ Typology of HE systems

❑ Typology of QA systems

❑ Challenges in the next future

Contents

Bologna Declaration: principles

Agreement of the signing countries to be reached in 2010

1. Degrees that can be easily compared (European Diploma Supplement)

2. Three cycle structure: bachelor, master and doctorate

3. European Credit Transfer System (ECTS)

4. Promoting student mobility

5. Promoting the European dimension in HE

6. **Quality Assurance**

Landmarks in the EHEA 1999-2015

29

BOLOGNA DECLARATION (19 June1999)

PRAGUE COMMUNIQUEÉ (19 May 2001)

BERLIN COMMUNIQUEÉ (19 September2003)

BERGEN COMMUNIQUEÉ (19 May 2005)

LONDON COMMUNIQUEÉ (18 May 2007)

LEUVEN COMMUNIQUEÉ (29 April 2009)

BUDAPEST-VIENNA COMMUNIQUEÉ (12 March 2010)

BUCHAREST COMMUNIQUEÉ (27 April 2012)

YEREVAN COMMUNIQUEÉ (14 May 2015)

48

The **regional framework** provides with principles that have to get <u>adapted</u> to the natonal law: harmonisation. **It does not give laws**.

Each country decides upon its own QA approach: accreditation, quality reviews, etc.

EHEA

ENQA

Standards and Guidelines for Quality Assurance
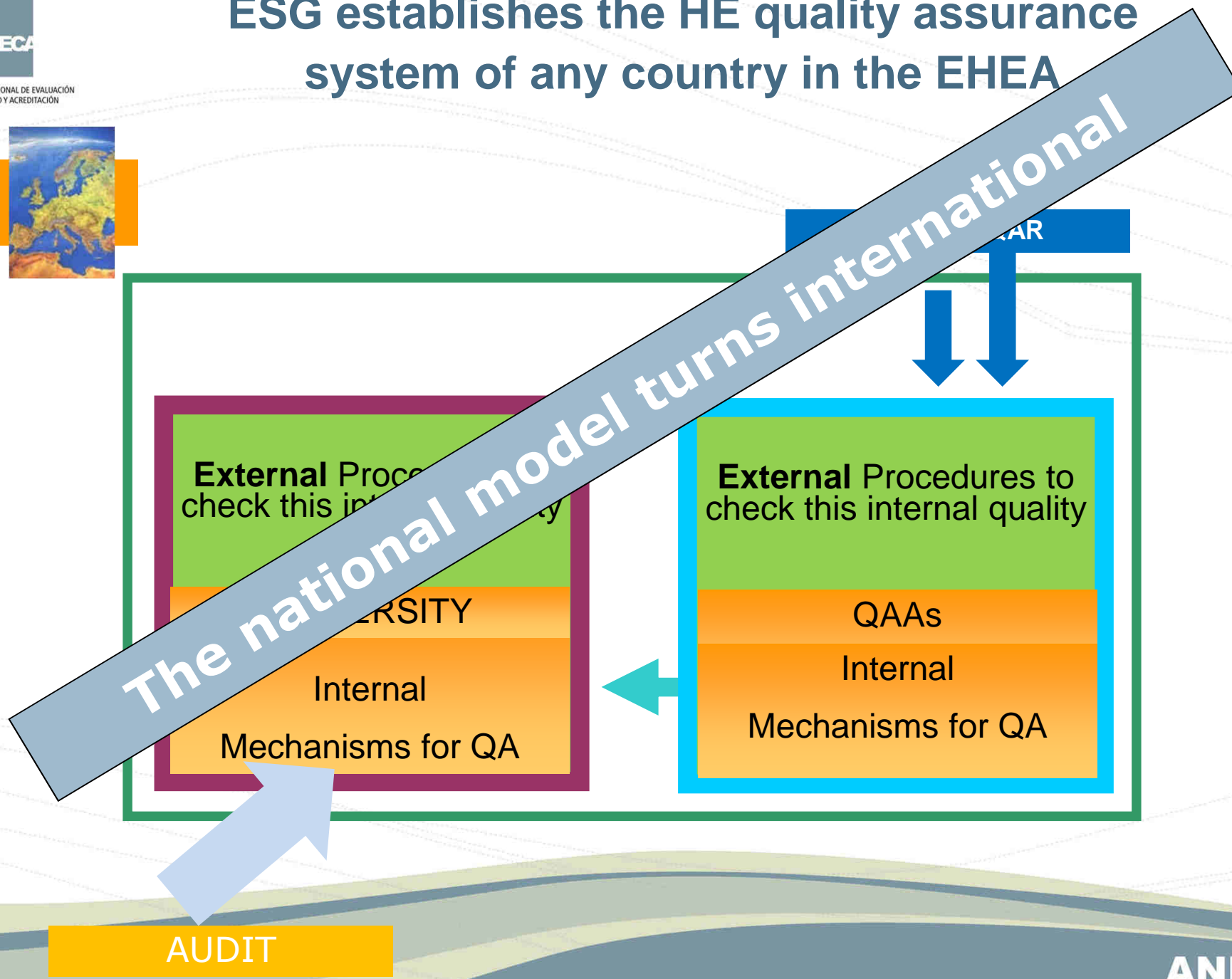
eqar////

Spanish legal framework

University Act, Modified in 2007

Royal Decrees: 2004, 2005, 2007, 2010, 2011

Evaluation Procedures of ANECA

PEP ACADEMIA AUDIT DOCENTIA MONITOR VERIFICA ACREDITA MENCIÓN

ANECA

ESG establishes the HE quality assurance system of any country in the EHEA

The national model turns international

External Procedures to check this internal quality

...ERSITY

Internal

Mechanisms for QA

External Procedures to check this internal quality

QAAs

Internal

Mechanisms for QA

AUDIT

Importance of QA at international lev...

Development of common standard... ...delines and principle... (such as the...

Comparability and c... ...bility of QA processes

- ➤ Facilitate comp... ...nd understanding between national QA... ...s
- ➤ Facilitat... ...rison and recognition of degrees and res... ...xternal QA activities
- ➤ ... nd promote mutual trust
- ➤ ... prove mobility
- ➤ Increase transparency for students, employers and the society as a whole

In trust we trust

- Stakeholder involvement in the EHEA: the actors, E4 + 2
    - Higher education Institutions: EUA and EURASHE
    - Students: ESU
    - Quality Assurance Agencies: ENQA
    - New partners "at stake": employers and academic staff
- Stakeholder involvement in the EHEA: the rationale after the Bucharest Communiqué
- The ENQA working group on stakeholders involvement
- Conclusions

Stakeholders Involvement: challenges

- *Stakeholders* are part of the HE process and have to participate in HE in a regular and regulated way

- Their role depends on the national context:
  - Legal framework,
  - Academic tradition,
  - HE dynamics (public/private balance, role played by the government, professional bodies…)

- Need to structure the relationships among all of them

- QAAs as "cataliser": roles clearly defined (respecting the division of labour)

- Concept of stakeholders <u>co-responsibility</u> in the outcome of QA of HE

Stakeholders Involvement: challenges

Stakeholders participation in QA practices in the QAAs has a big impact in the binomial:

Transparency + accountability (of the QAA)

Stakeholders participation in the QA policy results in :

Co-responsability and legitimacy of the process (and outcomes) of the QAA and the HE system

Stakeholders: E4 + 2 +1

2.-

An overview on the state of the art of quality assurance and accreditation in Europe: models, standards and guidelines

❑ The framework of QA policies and the role played by the HE stakeholders

❑ **Typology of HE systems**

❑ Typology of QA systems

❑ Challenges in the next future

Contents

ANECA

Typology of HE Institutions in Europe

- The type and number of HEIs varies a lot on each country of the European HE Area.

- Some HEIs can have a professional or academic/research approach; can be public or private; distance or on-line versus *vis à vis*.

- The line between professional and research or teaching and learning is vague in many countries

- The qualifications awarded by the those HEIs are the same in many cases (except Ph Ds)

Typology of HE Institutions in Europe (2)

- Public and private delivery and providers is becoming more and more blurred depending on the country.

- In some countries it is better to talk about public grants and funding and private donors.

- Therefore the differentiation deals only with a percentage of the funding.

- Furthermore, the concept of «for-profit private sector» is also very difficult to distinguish depending on the country

2.-

An overview on the state of the art of quality assurance and accreditation in Europe: models, standards and guidelines
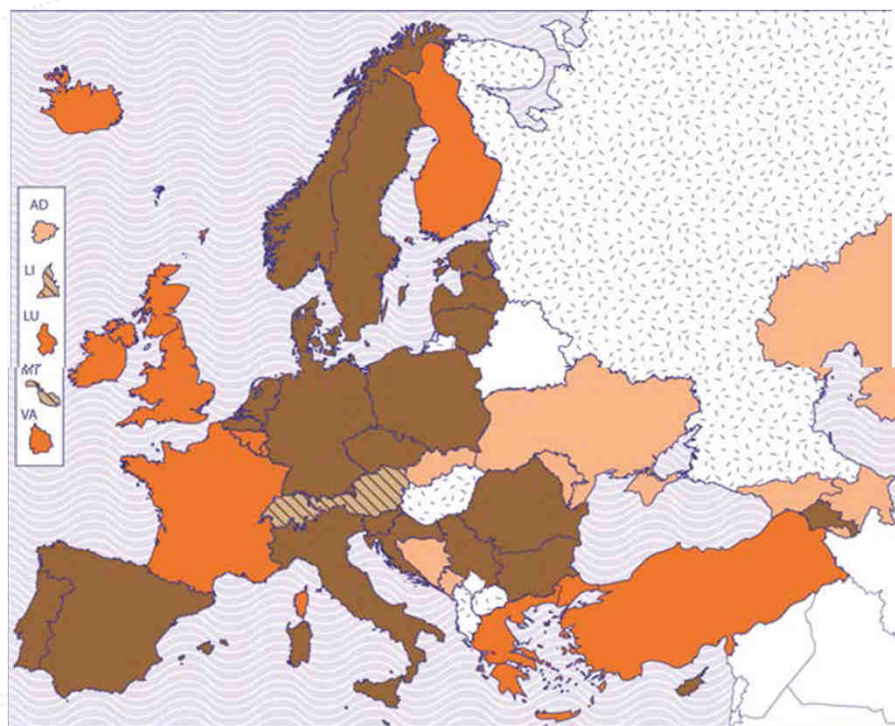
❑ The framework of QA policies and the role played by the HE stakeholders

❑ Typology of HE systems

❑ **Typology of QA systems**

❑ Challenges in the next future

Contents

Quality assurance approaches

Orange: advisory improvement oriented.
Brown: decision granting permission

In the majority of EHEA countries, quality assurance is concerned with granting permission to higher education institutions or programmes to operate on the basis of threshold quality standards. Only a minority of countries exclusively follow an improvement-oriented approach.

Source: BP implementation report 2012.

Some European examples of QA structures:

- **One QA Agency:**

- Under national competences: i.e. Italy
- Under regional (cantons) competences: i.e. Switzerland

- **Several QA agencies in one country:**

- One national and several regional QA agencies: i.e. Spain (they do not compete)
- One Accredited council which accredits second level agencies: i.e. Germany (agencies compete each other)

- **One agency for various countries:**

- One agency under the legal framework of two countries: i.e. The Netherlands and Belgium Flanders
- One agency for various countries/reionas with different procedures: UK

- **No QA agency but evaluation procedures in place:**

- Small European countries which request other national countries support: i. e. Andorra, Luxembourg

Spain:

- Programme accreditation: ex-ante y ex-post
- Academic staff evaluation
- Evaluation of IQAS of HEIs

United Kingdom:

- Institutional reviews (AUDITS)

AUSTRIA:

- Prgramme accreditation (private sector)
- Institutional accreditation (private sector)
- Institutional reviews (public sector)

France:

- Institutional evaluation
- Programme accreditation (Enginering sector)
- Evaluation of research units

Italy:

- Acdemic staff evaluation (ASN)
- Institutional evaluation (AVA)
- Research evaluation (VQR)

The most frequent procedure is programme accreditation but there is a shitf into institutional accreditation in the last few years.
90% of the agencies applymore than one single QA approach.
75% of the agencies has recently changed or are in the process of changing their procedures.

There are efforts to agreed on mutual recognition

Formal external evaluation processes of HEIs led by national QA bodies can promote a number of collateral benefits to HEIs at the national and international level:

- to strengthen institutional cooperation and networking

- to promote mobility of students: comparing contents (learning outcomes) instead subject matters

- to promote recognition from short periods of study to "vertical" levels (qualifications)

- to avoid the certain *obsession* about a "single currency" (ECTS): using heterogeneous exchange patterns (semesters, academic year…)

- to promote recognition among national HE systems: the positive role of qualifications frameworks

- At the same time, governments and QAAs should work in the agenda of strengthening HE areas to frame and legitimate these "bottom-up" initiatives of the HEIs

# Complementary model of regional integration

HEIs

- **Internal Quality Assurance System**
- **Mobility**
- **Cooperation and networking**

Association of Universities

- **International Coordination**
- **Internationalisation policies**
- **Regional agreements: AAU, ANQAHE**
- **Legal framework/recognition**

QA bodies

- **National level**
- **Regional level: networks (ANQAHE, Islamic Network of QAAs)**
- **International agreements**
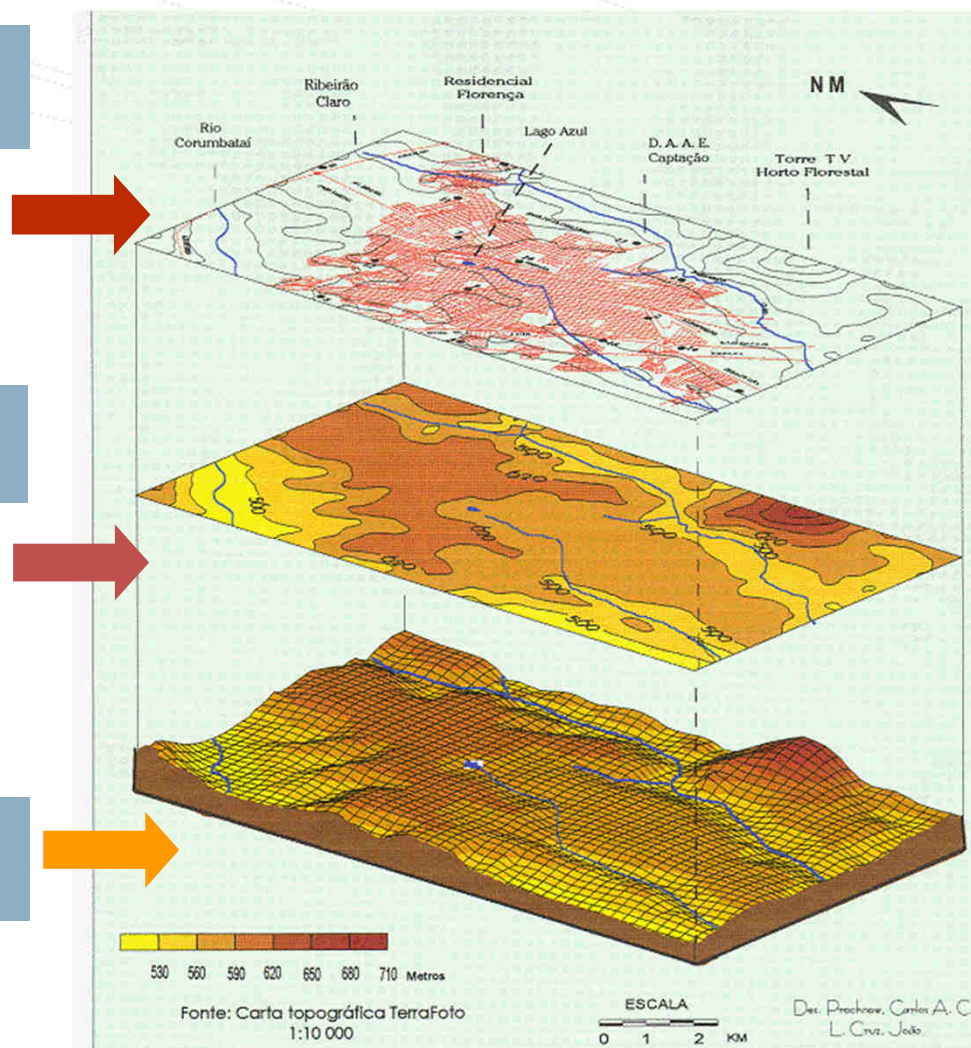
Thank you very much

www.aneca.es

rllavori@aneca.es