ANQA Stakeholder Workshop

Yerevan, 22 September 2010

"The Bologna process and QA developments in Europe"
Rolf Heusser, Switzerland

ANQA - first Stakeholder Workshop, 2010

Presentation Rolf Heusser:

1. International dimension of Quality Assurance (QA)

2. Bologna process in Europe: goals and current results

3. Challenges for external QA and future perspectives

Economic and social developments

- **Globalisation**

- **Liberalisation of markets, GATS**

- **Economic shift towards US and Asia**

- **Brain drain from Europe**

- **Towards knowledge based societies**

Developments in higher education

- **Internationalisation of education and research**

- **Growing autonomy of HEI's**

- **Increasing number of providers in HE**

- **Stakeholders want proven quality**

- **Call for accountability/QA**

International dimension of quality assurance
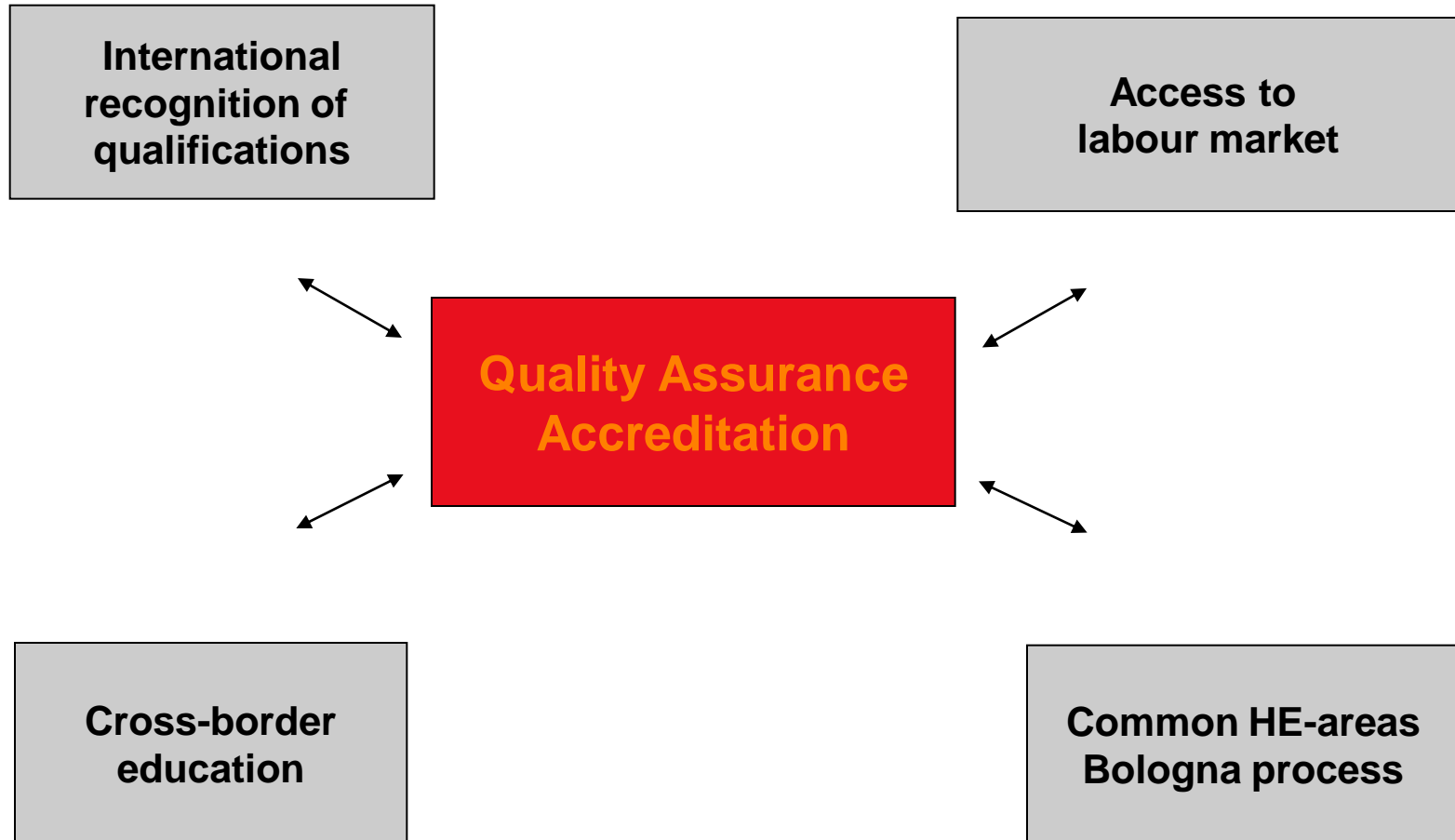
Europe's answer: Lisbon agenda 2000

- **EU most competitive and dynamic knowledge-based economy by 2010**

- **Development of a European research area**

- **Single labour market**

- **Mobility of labour force, students and teachers**

Sorbonne Declaration 1998

- **Wake of Euro(pean) optimism**

- **Joint declaration on harmonisation of European higher education system**

- **Ministers from France, Italy, UK and Germany**

Bologna Declaration 1999 (29 signatories)

- **Adoption of a system essentially based on two main cycles**

- **Adoption of a system of comparable degrees**

- **Introduction of a system of credits**

- **Promotion of European dimension in HE**

- **Promotion of mobility**

- **Promotion of European cooperation in QA**

Berlin Communiqué 2003 (40 signatories)

- **Much attention for QA**

- **All countries should have an external QA-system by 2005**

- **A system of accreditation, certification or comparable procedure**

- **Clear responsibilities for all actors**

- **Evaluations of programs or institutions**

- **International participation, cooperation and networking**

Bergen Communiqué 2005 (45 signatories)

- **Adopt European standards, procedures and guidelines for internal and external QA**

- **Establish an European register of QA-agencies**

- **Adopt European Qualifications Framework**

- **Build up National Qualification Frameworks**

- **Urge HE institutions to establish internal mechanisms of QA**

Results thus far of Bologna process

- **45 signatories adopted Bologna principles**

- **Bachelor-Master systems established**

- **ECTS generally introduced**

- **Agreement on generic indicators for levels Bachelor and Master**

- **European Register for validated QAA's established**

An enormous boost for external QA

- **Almost all countries introduced system of external QA**

- **Mix of methods for external QA, accreditations and audits most dominant methods**

- **Standard procedure:**

  - **Self evaluation by HE institutions/programs**

  - **External evaluation by peers**

  - **Decisions by independent QA-organisation**

Cooperation in QA

- **ENQA: European standards/guidelines, reviews of agencies**

- **ECA: mutual recognition of accreditation decisions**

- **CEEN: regional coordination in Eastern Europe**

- **Nordic Network: regional cooperation in Northern Europe**

- **INQAAHE: "world organisation" for QA in HE**

Consequences for internal QA at HEI's

- **Emphasis on system of internal QA**

- **Involvement of stakeholders**

- **Outcomes are getting more important**

- **Overall: "Does a HE-institution prove what it promises?"**

Challenges for QA in Europe

- **Implementation of European Standards and Guidelines for HEI's and QAA's**

- **Coherence of internal and extenal QA**

- **Shift of QA focus: from inputs to learning outcomes**

- **Market orientation vs national sovereignty in external QA**

- **Debate about institutional vs programme approach**

- **Etc.**

Program approach to external QA

Pros

- **Focus on education and learning outcomes**

- **Information useful for students and employers**

- **Involvement of staff at all levels**

- **Comparison between programs possible**

Cons

- **Very expensive**

- **Very buraucratic**

- **Needs frequent updates**

- **Easily subverted**

Institutional approach to external QA
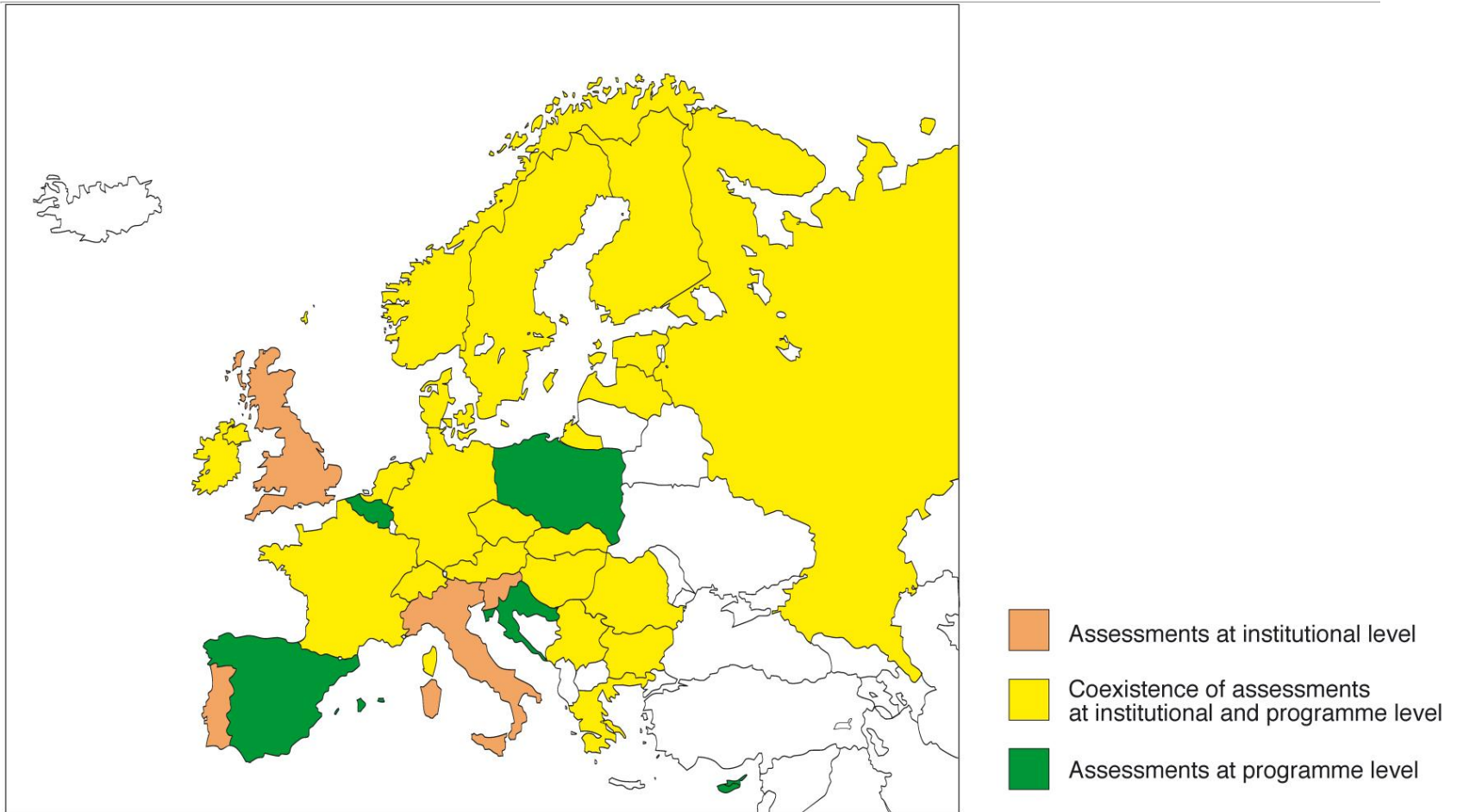
Pros

- **Focus on the management of quality => Q-culture**

- **Economical and unbureaucratic**

- **Respects institutional autonomy**

- **Effect at level of institutional management**

Cons

- **Limited information about quality of education/results**

- **Limited interest of public**

- **Use for transnational recognition purposes: only indirect use**

Programme vs institutional assessments in Europe

A Survey on current practices – 2008

Assessments at institutional level

Coexistence of assessments at institutional and programme level

Assessments at programme level

Changes in external QA-systems, 2010

- **From institutional to program approaches**

  Examples: Sweden, Danemark, UK(?)

- **From program to institutional approaches**

  Examples: Netherlands, Germany, Spain

  => Change of systems might be necessary in order to avoid automatisms and to adopt to new national HE-priorities/laws

Predicitions for Future

„Prediction is very difficult, especially about the future“

Niels Bohr

EU-Commission - Progress report 09 on QA

- **Diagnosis: still limited European dimension in QA**

- **Good practices mentioned: ECA, NVAO, ÖAR, OAQ, etc.**

- **Agenda: joint programme assessments; revision of ESG; support of rankings, QA of LLL and of prior learning, etc.**

Future scenarios for universities and HE

OECD Report 2004:

- **Internationalisation of education will continue**

- **Increasing autonomy of HEIs**

- **New providers and new emerging institutions**

- **Increased private activities/private funding of HEIs**

- **Increased activities in LLL and in use of IT**

- **Important role in transfer of knowledge and innovation to society**

Future scenarios in HE – Open questions for QAAs

- **How to assure internationalisation of agencies?**

- **Diversification of activities or staying focused?**

- **What new methodologies are needed to cope with new trends?**

- **How to increase flexibility of the external QA-system?**

- **What is the adequate balance between internal and external quality assurance?**

Requirements for future work of QAA's

QA-agencies should have the following characteristics:

- **They are living systems**

- **They need capacity for dynamic change**

- **They need to have self-regulatory power and means to maintain their organisation**

- **They have to exchange with environment**

- **They may produce some heat**

Conclusions

- **Quality assurance and accreditation are key elements in the international higher education area**

- **Some progress has been made in the implementation of the Bologna process, but important challenges for external QA-systems are still ahead**

- **Higher education is moving in Europe and QAAs have to move with it**

- **Independence, capacities for adoptation, mutual trust building with national partners and international networking are essential elements for future work of agencies**

Conclusions about the Future

„The future ain't what it used to be"

Yogi Berra