

EQUIP study

What did we learn?

What do we suggest for
policy-makers?

Tia Loukkola, EUA

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Starting point: ESG2015

- QA in context, one tool/process among many
- Diversity of QA approaches and changing landscape
- Impact of the ESG2015? Depends...

“stakeholders, who may prioritise different purposes, can view quality in higher education differently and quality assurance needs to take into account these different perspectives. *Quality*, whilst not easy to define, is mainly a result of the interaction between teachers, students and the institutional learning environment.”

ESG2015, p. 7

Diversity of external contexts and legal frameworks



- Structure of national HE system including division of labour between different actors
- Influence of purpose of QA and chosen approach
- Tensions between (legal) authorities and QA agencies? What will external QA look like in the future?

Institutional responsibility for quality



- Increased emphasis on internal QA: ESG Part1 & shift towards institutional external QA in certain systems
- Two approaches to internal QA
 - aligned with strategic management: QA as a means to support the achievement of institutional goals
 - explicitly linked to defining and assessing the learning outcomes and ensuring these are aligned to the national qualification framework

Communication about quality assurance and quality



- Pressures to communicate better about the purpose and outcomes of internal and external QA processes
- Target group of the external QA reports and link to the purpose of QA
- Communication about internal QA when external QA focuses on institutional QA processes

Quality culture vs. bureaucracy



- How to promote quality culture through QA?
- Challenge no 1: motivating staff and students

- Communication
- Ownership
- Sense-making

Student-centred learning (SCL)



- Operational definition of SCL missing?
- The role of QA: how is it expected to address the issue?
- Link to staff competences (ESG 1.5)

The role of public authorities? 1/2

- I. Ensure legislation and conditions that provide the necessary framework for high quality education as well as room for innovation and creativity
 - adapt legal frameworks so that QA agencies and HEIs can meet the expectations of the ESG and make certain that regulations determining the basic design of the external QA system are fit for purpose
 - engage all stakeholders – QA agencies, HEIs and their staff, as well as students and employers – in the design of quality assurance systems
 - ensure appropriate levels of public funding to enable HEIs to develop and offer high-quality education



The role of public authorities? 2/2

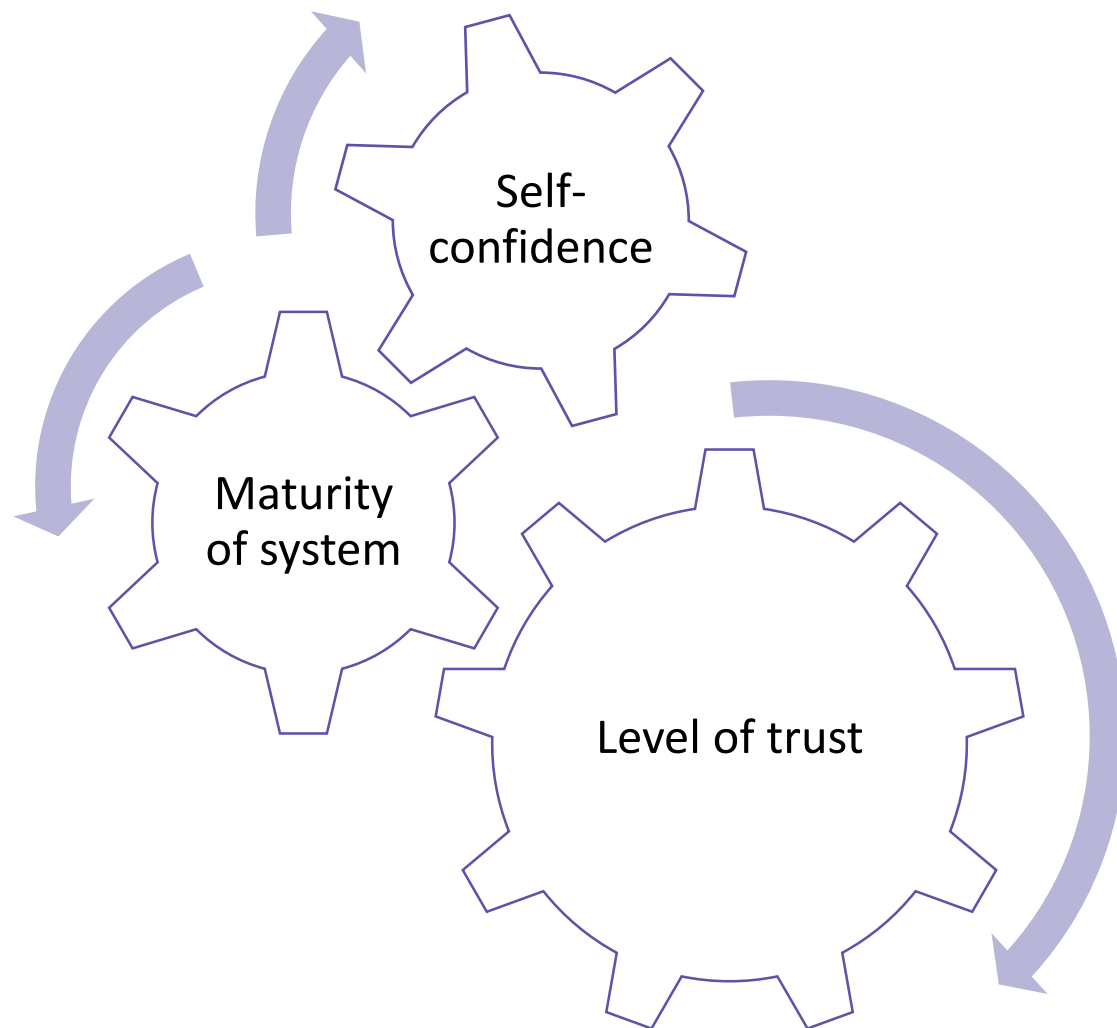
- II. Design and use each tool with specific purposes in mind
 - consider the synergies between the tools and ensure collaboration between different actors in the system
 - ensure that system-level regulation, rewards and incentives encourage and facilitate the engagement of institutions and staff alike in teaching enhancement

- III. Be clear on the purpose of quality assurance and design its processes according to the context
 - make clear to all actors its purpose and the division of responsibilities
 - design external QA in a way that allows HEIs to take into account their own specific context when developing their internal systems



In conclusion

- Theory vs. reality
- Definition of QA



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www.equip-project.eu

info@equip-project.eu

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