(A MANUAL FOR INTERNAL) QUALITY ASSURANCE (IQA) IN HIGHER EDUCATION (HE)

with a special focus on Professional Higher Education (PHE)

9th EQAF Barcelona – Parallel Plenary Session I
Lucien Bollaert
14 November 2014
• intro
• What is Quality?
• QA management
• LO in HE
• PHE & QA
• Q culture
• conclusions
Why an IQA manual?

MAP-ESG project: IQA introduced by EQA!

Q, QA & QC are linked, but not one to one

UAS & Business Schools late with QA and special EQA treatment

Eurashe Erasmus+ funded project

Guidebook with reflections on research results & recommendations before (re)designing IQA
<table>
<thead>
<tr>
<th>Q as</th>
<th>concept of Q</th>
<th>QM concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Exceptional”</td>
<td>externally recognised as high class excellence</td>
<td>Q control with standards &amp; benchmarking</td>
</tr>
<tr>
<td>“perfect or consistent”</td>
<td>focus on process with everybody involved</td>
<td>TQM: process control &amp; assessment training &amp; culture</td>
</tr>
<tr>
<td>“fit for purpose”</td>
<td>Q is functional customer requirements provider’s needs(mission)</td>
<td>service satisfaction frameworks &amp; PDCA strategic TQM</td>
</tr>
<tr>
<td>“value for money”</td>
<td>accountability &amp; effectiveness against cost = efficiency</td>
<td>change &amp; Q competition performance indicators audits</td>
</tr>
<tr>
<td>“transforming”</td>
<td>qualitative change</td>
<td>enhancement by empowered participant culture</td>
</tr>
</tbody>
</table>

Harvey & Green (1993), Harvey (1999), Newton (2007)
Quality is the degree to which a product or service meets the expectations or aims the stakeholders require or desire, and the degree to which it gives undisturbed satisfaction during its expected life (Juran (1951, 1999))

Degree: measurable ≠ only quantitative
Product or service: see GATT & EU
Expectations or aims: customer & institution
Stakeholders: internal & external co-creators
Require or desire: practical & cultural
Satisfaction during its expected life: sustainable
• 21st century competences (relevance)

• Related to Qualification Frameworks
21st c. LO or competences

(ability to integrate knowledge, skills and attitudes to come to solutions in specific contexts)

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teamwork skills</td>
<td>67%</td>
</tr>
<tr>
<td>2. Sector-specific skills</td>
<td>62%</td>
</tr>
<tr>
<td>3. Communication skills</td>
<td>60%</td>
</tr>
<tr>
<td>4. Computer skills</td>
<td>60%</td>
</tr>
<tr>
<td>5. Ability to adapt &amp; act in new situations</td>
<td>60%</td>
</tr>
<tr>
<td>6. Good reading/writing skills</td>
<td>59%</td>
</tr>
<tr>
<td>7. Analytical &amp; problem-solving skills</td>
<td>53%</td>
</tr>
<tr>
<td>8. Decision-making skills</td>
<td>46%</td>
</tr>
<tr>
<td>9. Good with numbers</td>
<td>40%</td>
</tr>
<tr>
<td>10. Foreign language skills</td>
<td>33%</td>
</tr>
</tbody>
</table>

Gallup for DG Education & Culture (2010)
• 21st century competences (relevance)

• Related to Qualification Frameworks

• Quality, as defined by its stakeholders, is the added value between input and output

• Excellent output ≠ most added value = improvement = transformation, while still meeting the international minimum standards
IQA manual

Quality?

Dirk Van Damme (OECD)

Educational Strategic Choice or Reality

Secondary minimum leaving standards/LO

QF minimum standard/LO

HE a

HE b

Secondary

HE b

Secondary

excellence

Secondary

Secondary

Dirk Van Damme (OECD)
Q is the added value between input & output (via processes)

mission (E/R/SS)  
secondary LO  
institution’s strategy  
study programme  
results  
achieved LO

input  
processes  
output

added value = transformation

“QA is a management approach to focus on the quality of the organisation and is based on participation of all stakeholders in order to satisfy their expectations and aims as long as possible” (ISO)
mission (E/R/SS) intended LO

institution’s strategy study programme

results achieved LO

input processes output

transformation

using criteria (standards & indicators)

Quality Management (System)

underlying principles

underlying values
### Paradigm shift in concept of Q & QA(M)

<table>
<thead>
<tr>
<th>early opinions</th>
<th>new views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality is absolute and fixed</td>
<td>Q is relative &amp; multi-layered</td>
</tr>
<tr>
<td>One standard is dominant...</td>
<td>QA has many aspects</td>
</tr>
<tr>
<td>&amp; determined by the producer</td>
<td>Starting point = customers’ needs</td>
</tr>
<tr>
<td>The final product is central...</td>
<td>Service is vital</td>
</tr>
<tr>
<td>and should be inspected</td>
<td>Q = result of processes</td>
</tr>
<tr>
<td>Quality requirements are fixed</td>
<td>Q requirements change &amp; raise</td>
</tr>
<tr>
<td>Quality control by quality unit</td>
<td>Q = everybody’s</td>
</tr>
</tbody>
</table>
# Q(A) development phases

<table>
<thead>
<tr>
<th>Management &amp; processes</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Q is result of individual commitment</td>
<td>Q is variable</td>
</tr>
<tr>
<td>2. Beginning or thinking in processes</td>
<td>Q is result of start of systematic approach</td>
</tr>
<tr>
<td>3. Organisation is managed professionally</td>
<td>Q is guaranteed</td>
</tr>
<tr>
<td>4. Organisation &amp; management are systematically renewed</td>
<td>Q is continuously improved with innovation</td>
</tr>
<tr>
<td>5. Organisation is outward-oriented &amp; strives towards excellence</td>
<td>Q is recognized by externals as excellent international example</td>
</tr>
</tbody>
</table>
mission (E/R/SS) secondary LO

influence by development influence development phase

institution’s strategy study programme

using criteria (standards & indicators)

results achieved LO

input

processes

output

quality Management (System)

methodology

underlying principles

underlying values
IQA manual

QA in HE

(employers) (parent)
alumni

learner

QUALITY

teacher

professionalism HRM policy

HEI leaders & management

subject & educational experts

learning environment

resources & design

educational experts
“PHE is a form of Higher Education that offers a particularly intense integration with the world of work in all its aspects, including teaching, learning, research and governance and at all levels of the overarching Qualifications Framework of the European Higher Education Area” (HAPHE definition)

Rather a continuum in ways of teaching and learning, research and governance
• PHE teaching & learning (PHExcel)

✓ Curricula are systematically developed, reviewed and sustained in a strategic collaboration with stakeholders (the world of work, students and staff members), taking into consideration future, local and international contexts.

✓ Curricula and world of work inform and enhance each other mutually and dynamically.

✓ Curricula development is informed by research in collaboration with the professions.

✓ The world of work is structurally integrated in every aspect of the learning design and its implementation.
PHE teaching & learning (PHExcel)

- The essential LO is a professional who is able to contribute to the profession in an innovative way.

- The learning content is productively integrating theory and practice through examples, cases, problem- & project-based learning, latest research or trends and references from both perspectives, the world of work and academia.

- Learning outcomes and assessment methodology are in line with the various professional and personal needs of different profiles of learners, including lifelong learners.
• **PHE teaching & learning (PHExcel)**

✓ The learning environment inspires, supports and practises learning in the world of work.

✓ The learning environment enables both learners and staff to move in and out of the professional environment.

✓ The team engages with and is informed by the latest international research, trends and references from both perspectives, the world of work and academia.

• **Research**

• **Social impact**

• **Policy and Strategy**
IQA in HE

GLOBAL SOCIETY

Innovation through valorisation of research services to society

21st century

competences

Innovation through valorisation of research services to society

quality

tools

methodology

QA (management)

environment

teacher

underlying principles

underlying values

input

processes

output

mission/SE LO

ach.LO/results

EQF

BQF

NQF

EQF

BQF

NQF
Q culture is part of an organisation’s culture focusing on continuous enhancement of quality and thus living in deeper attitudes and values that are directing towards a continuing improvement. There are both structural-formal and organisational-psychological elements shaping it. Essential elements are leadership, communication, participation and commitment. Essential attitudes are openness, constructive criticism, objectiveness, systematics, problem-solving, innovativeness and collectiveness.
Quality Culture

Structural-formal elements

Organisational-psychological elements

Collective

Individual

Trust

Leadership
Communication
Participation
Collaboration

Shared values

Normative
Strategic
Operative

Commitment
Responsibility
Engagement

Sattler, Götzen & Sonntag (EQAF 2013), University of Heidelberg
## Quality outcome/result

The relationship between QA, QC & Q is dialectic.

<table>
<thead>
<tr>
<th>QC</th>
<th>+</th>
<th>QA</th>
<th>=</th>
<th>possible quality outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>O +</td>
<td></td>
<td>M +</td>
<td>++</td>
<td></td>
</tr>
<tr>
<td>M +</td>
<td>O +</td>
<td></td>
<td>++</td>
<td></td>
</tr>
<tr>
<td>O +</td>
<td>M -</td>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>M +</td>
<td>O -</td>
<td></td>
<td>presumably +</td>
<td></td>
</tr>
<tr>
<td>O -</td>
<td>M +</td>
<td></td>
<td>presumably -</td>
<td></td>
</tr>
<tr>
<td>M -</td>
<td>O +</td>
<td></td>
<td>presumably -</td>
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<tr>
<td>O -</td>
<td>M -</td>
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<tr>
<td>M -</td>
<td>O -</td>
<td></td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>
Characteristics of good IQA(s) (1)

- It’s all about quality, stupid!
- Quality is the essence & goal
- QA systems & management are only tools with underlying principles & values
- Qculture is the ultimate guarantee of Q
- QA systems are no tricks & not easy
- QA systems should be congruent with the Q culture & vision on quality
- Characteristics of good IQA(s) (2)
- QA systems are needed internally (IQA) & externally (EQA) (to meet)
- TQM : from vision, mission & strategy through processes towards results
- TQM : all activities (education, research & social impact) with appropriate commitment of all internal & external stakeholders…
- but prioritize to start implementation
• Characteristics of good IQA(s) (3)

• **BUT** should not only be a tool for the lead to measure the realisation or to adopt the strategic plan!
After the meeting they realized the new manager suffered from severe adaptive difficulty
• Characteristics of good IQA(S) (3)

• **BUT** should not only be a tool for the lead to measure the realisation or to adopt the strategic plan!

• Focus on the quality & continuous improvement

• of education, research & social impact themselves
• Characteristics of good IQA(s) (4)
• QA systems need commitment from everybody & systematic methodology starting from vision, mission & strategy into SMART objectives & plans shared by all stakeholders & monitored (PDCA) towards the best realisation
• QA should be transparent, inspiring, objective, collective, and critical, making choices in everyday processes & focussed on enhancement
• Characteristics of good IQA(s) (4)
• QA systems need commitment from everybody & systematic methodology starting from vision, mission & strategy into SMART objectives & plans shared by all stakeholders & monitored (PDCA) towards the best realisation
• QA should be transparent, inspiring, objective, collective, and critical, making choices in everyday processes & focussed on enhancement
• Characteristics of good IQA(s) (5)

• Use the appropriate standards & indicators telling something informative

• Mix quantitative & qualitative data

• Focus on learning & assessment activities by using a mixture of attractive learning formats mutually congruent with assessment formats
• Characteristics of good IQA(s) (6)

• Formulate intended LOs taking into consideration input LOs

• Formulate LO linked with QF EHEA, EQF, NQF, HEI LO (mission), discipline LO, LO of study programme & course units (MOOCs)

• Achieve intended LOs via appropriate learning processes & assessment

• Not in a mechanistic way, but make them living in the learning & assessment activities & community
• Good IQA(s) (specifically PHE) (6bis)
• Bring in the world of work in strategy & policy, governance, education, research and social impact as deep as possible
• Engage representatives of the world of work with a long term vision
• Focus on the (inter)national future of professions
• Combine generic competencies with LLL
• Characteristics of good IQA(s) (7)

• LEARN COLLECTIVELY FROM MISTAKES & FAILURES

• BELIEVE IN THE DEMOCRATIC (EM)POWER(MENT) OF PEOPLE

• QA IS A LONG AND WINDING, BOTH STRUCTURAL & CULTURAL ROAD
TO EXPLORE HOW
INTERNAL & EXTERNAL QA PROCESSES
MAY
STIMULATE
CREATIVITY & INNOVATIVE PRACTICES
IN HIGHER EDUCATION

or
HINDER

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Eurashe Bucharest seminar on IQA & EQA

conclusions
thanks

Q & A

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