

Approaches to quality in professional higher education

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Contributions :

phexcel – Testing the Feasibility of a Quality Label for Professional Higher Education Excellence – Stefan Delplace

A Manual for IQA in Higher Education

Lucien Bollaert

HAPHE project: “Harmonising Approaches to Professional HE”

- 11 partners from 10 countries representing a cross-section of European PHE
- Survey of 700 European stakeholders, interviews, definitions & characteristics of what makes professional higher education (www.eurashe.eu/haphe)
- Deliverables:
 - PHE Country Profiles *Web Tool and Report*
 - Stakeholder Views towards PHE *Working Paper*
 - Defining Characteristics and Quality Criteria for PHE
 - Implementation Report for PHEIs *Handbook*
 - Implementation Report for Policy-makers *Handbook*

Professional higher education (PHE):

- “Professional Higher Education 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”. (definition agreed and validated by partners and stakeholders in the **HAPHE project**).
- Development of a framework for PHE in the identified areas of ‘policy and strategy; teaching and learning; research, development and innovation’

Professional Higher Education

Functionality of PHE:

- to diversify learning opportunities, enhance the employability of graduates, offer qualifications and stimulate innovation

Impact and effects of strong link ('integration') with world of work:

- a broad interpretation of 'world of work'
- a strong focus on the application of learning achievements
- this approach involves combining phases of work and study, a focus on employability, cooperation with employers, the use of practice-relevant knowledge and user-inspired research
- the way quality and excellence are understood by stakeholders

phexcel – Testing the Feasibility of a Quality Label for Professional Higher Education Excellence



- **Rationale:** support, develop, improve and enhance excellence in professional higher education in Europe.
- we aim to achieve this by designing and testing a ***Quality Framework for Professional Higher Education Excellence***
- accompanied by a **methodology** to assess excellence in professional higher education.
- Together they will form an **enhancement tool** for excellence, featuring characteristics of PHE as identified in the HAPHE project (<http://haphe.eurashe.eu>)

phexcel project objectives

- - identify, through a gaps analysis, to which extent European Q tools match identified features of PHE
- - define a concept of PHE excellence, with descriptors and indicators of excellence
- - provide HEIs with a methodology for Q reviews
- - validate the Q framework by conducting pilot tests
- - support PHE by implementing processes through measurable performance benchmarks

Partnership for phexcel project

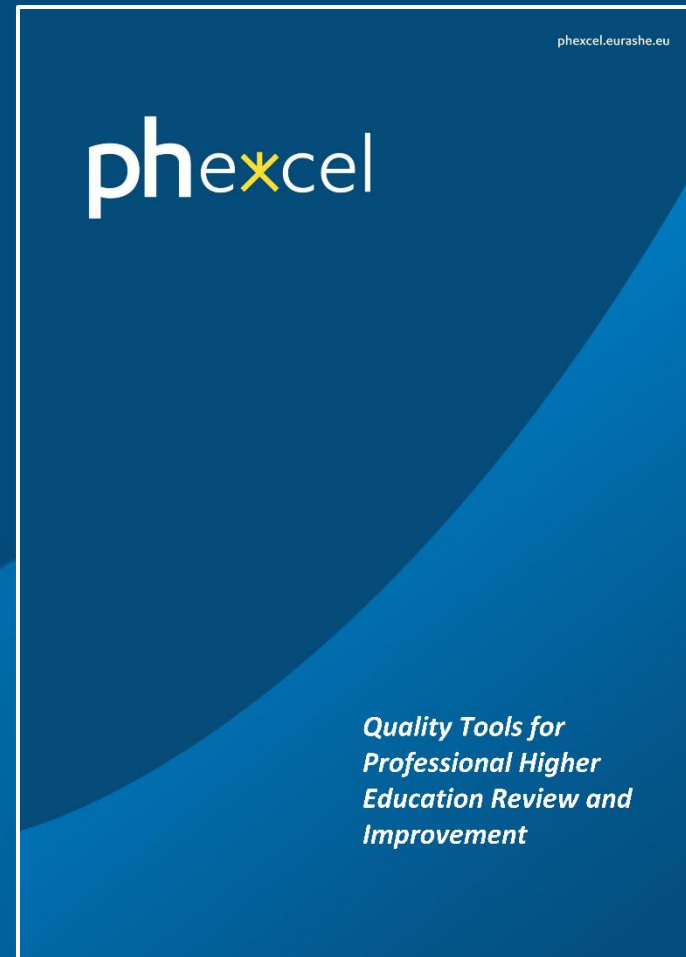
EURASHE	European Association of Institutions in Higher Education	www.eurashe.eu
AEC	Association Européenne des Conservatoires	www.aec-music.eu
ELIA	European League of Institutes of the Arts	www.elia-artschools.org
SPACE	SPACE Network For Business Studies and Languages	www.space-eu.info
KICMT	Knowledge Innovation Centre Malta	www.kic-malta.com
JG	Jagiellonian University	www.uj.edu.pl
UNOTT	University of Nottingham	www.nottingham.ac.uk
FINE	European Federation of Nurse Educators	www.fine-europe.eu

Outcomes (1)

Quality Tools for Professional Higher Education Review and Improvement

- Current landscape of quality tools used in PHE in Europe
- 19 selected tools out of the 46 analysed labels and models
- Typology of a generic PHE label
- ESG & PHE gap analysis

<http://bit.ly/PHExcel-tools>



Quality models and labels

- 19 selected quality tools for further study

1. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
2. Baldrige National Quality Program
3. Common Assessment Framework (CAF) Education
4. Enhancement-led Institutional Review (ELIR)
5. European Foundation for Quality Management (EFQM) Excellence
6. International Organization for Standardization (ISO) 9004
7. UK Quality Code for Higher Education
8. AEC Quality Enhancement Process
9. Auditing Instrument for Sustainability in Higher Education (AISHE)
10. ECB (European Community Building) Check E-Quality Label (ECBCheck)
11. EFMD Programme Accreditation System (EPAS)
12. EFMD Quality Improvement System (EQUIS)
13. Enhancing Quality in the Arts (EQ-arts)
14. European Accreditation Agency for the Life Sciences (EAALS) Label
15. Euro-Inf Quality Label
16. European Accredited Geological Study Programmes (Euro-Ages)
17. European Association for Public Administration Accreditation (EAPAA)
18. E-xcellence Associates Label
19. International Centre of Excellence in Tourism and Hospitality Education (THE-ICE)

Criteria forming a common thread **ph**excel

in most models and labels:

- Underlying values/principles related to a set of criteria
- Leadership/Management: *Visionary leadership facilitating a quality culture*
- Customer: *Customer-focus and customer-satisfaction*
- People: *Improvement, involvement, motivation and resources at a personal level*
- Partnerships: *Strategic collaborations*
- Results/Outcomes: *Compliance with organisational, personal, customer-oriented and societal goals*
- Monitoring and Review: *Follow-up procedures to secure continuous efficiency and maintenance of a quality culture.*

Criteria forming a common thread **ph**excel in all sector-specific labels

- Underlying values/principles related to a set of criteria:
- Institution : *Context-oriented and improvement on education*
- Curriculum: *Strategy on high quality outcome and cooperation with stakeholders/world of work*
- Programmes: *Transparency for customers and cooperation with stakeholders/world of work*
- Students: *Learning-centred training and development of students' intellectual and practical skills*
- Staff: *Dedicated staff with methodological, didactical and professional competences, knowledge and experience.*
- Link between educational context and the world of work
Interface with the practice and other interested stakeholders

Gap analysis of the quality tools

- **Quality tools coverage and gap analysis of PHE features**
- **ESG extent of coverage and gap analysis :**
 - some labels show the same mind-set based on generic standards, with a stress on the autonomy of the HEI
 - great diversity ranging from ‘full coverage’ (mostly labels) to ‘apparent gaps as to the ESG’ (e.g. ISO 9004)
 - Among missing Standards: ‘methodologies fit for purpose’, ‘consideration for IQA in EQA’, ‘complaints and appeals procedures’, etc.

Outcomes (2)

- a Quality Framework for excellence in professional higher education, developed together with stakeholders (a series of expert consultations)
 - which aims at addressing and at filling the gap left by the examined quality tools
 - the cornerstone of the excellence criteria is the ‘close integration with the world of work’.
 - the purpose of this QF is the enhancement of quality through the promotion of the concept of excellence in professional higher education.

Key characteristics of professional higher education	Descriptors of excellence (Standards)	Indicators of excellence (examples/ guidelines)
<p>Policy and strategy.</p> <p>Teaching and learning.</p> <p>Research, development and Innovation</p>		

Policy and Strategy : (Descriptors of excellence)

Integration	<p>Institutional policies and strategies are defined in collaboration with all stakeholders and through <u>engagement with relevant professional regulatory bodies</u> and public authorities. The policy and strategy drives <u>structural involvement with the world of work and wider society</u>.</p> <p>The policy and strategy drives an <u>active and long-term engagement</u> with the community. The <u>work environment is fully supportive of research and innovation</u> and rewards these wherever they emerge in the institution.</p>
Objectives and outcomes	<p>The objectives and outcomes of the policies on teaching and learning, and research and innovation have a clear focus upon the <u>needs and future developments of the world of work and wider society</u>.</p> <p>Institutional objectives and outcomes focus on the development of <u>skills and competencies that enhance employability</u>, the societal contribution and personal development of graduates.</p> <p>The <u>structural and systematic synergy with the world of work</u> is realised in the outcomes impacting on teaching and research staff as well as in the staff and organisational development. Institutions develop and maintain structural community partnerships.</p>

Research Development and Innovation: (Descriptors of excellence)

RDI agenda	Research and innovation agendas and those of the world of work <u>inform and enhance each other mutually and dynamically</u> to meet their strategic needs and those of wider society.
RDI process	Researchers and innovators work creatively at the interface between theory and practice and <u>collaboratively with all stakeholders</u> . The process of research and innovation incorporates knowledge creation and transfer in a sustainable manner, which is recognised as exemplary by all stakeholders.
RDI outputs and outcomes	Research and innovation outcomes have a strong and sustained <u>track record of regional, national and/or international impact</u> . Outputs and outcomes <u>influence practice</u> for both internal and external stakeholders.

HAPHE core criteria of professional higher **ph**excel education: threshold quality criteria

(1) HAPHE key characteristics	(2) HAPHE characteristics	(3) HAPHE description	(4) HAPHE core criteria	(5) PHEExcel characteristics
Research	Research agenda	.. Is the scope of the research activity.	... is informed by the world of work in order to meet the needs of society and of enterprise.	<i>Informed by the world of work to meet the needs of society and enterprise.</i>
Research	Process	Academic and practical or applied research	Researchers seek input from the world of work and value stakeholders' demands and input.	<i>Based on input from the world of work with a special focus on Innovation /entrepreneurship.</i>

Draft Quality Framework for Professional **ph**excel Higher Education Excellence

(1) CATEG ORY	(2) SUB- CATEGORY	(3) DESCRIPTOR	(4) INDICATOR (example)
Research	Agenda	focused on professional practice - whether individual, within the sector or where the sector meets society as a whole	<i>Co-operation agreements with representatives of the world of work. Real life cases. Teaching methodology.</i>
	Process	Working at the interface between theory and practice (practice-oriented or practice-based research); Working creatively to stimulate innovation and, often, to encourage an entrepreneurial approach within the professional sector.	<i>Desk research (description of research projects) Interviews with researchers; Reports of IQA and EQA.</i>

- PHEXcel – www.eurashe.eu/phexcel & <http://phexcel.eurashe.eu>
- *Quality Tools for Professional Higher Education Review and Improvement* – <http://bit.ly/PHEXcel-tools>

- HAPHE – www.eurashe.eu/haphe & <http://haphe.eurashe.eu>
- *Profile of Professional Higher Education in Europe* – <http://bit.ly/HAPHE-profile>

- EURASHE – www.eurashe.eu

<http://phexcel.eurashe.eu>