



INTERNATIONAL QUALITY ASSURANCE FRAMEWORK IN HIGHER EDUCATION

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The Elephant's Child (1900)
Just so Stories
by Rudyard KIPLING

I KEEP six honest serving-men;
(They taught me all I knew)
Their names are **What** and **Where** and **When**
And **How** and **Where** and **Who**.
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.

I let them rest from nine till five,
For I am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men:
But different folk have different views:
I know a person small—
She keeps ten million serving-men,
Who get no rest at all!
She sends 'em abroad on her own affairs,
From the second she opens her eyes—
One million Hows, two million Wheres,
And seven million Whys!



Questions about Quality Assurance in Higher Education

- ✓ Why is it important?
- ✓ What is it?
- ✓ Where it is practiced?
- ✓ Who are the protagonist of it?
- ✓ How does it apply?





Why is it important?

Quality assurance in Higher Education is an answer to changes



Which are the main drivers of context change's in Higher Education?

✓ Economic changes

- **Globalization**: one world market. Productivity and competitiveness.
- **Mobility** of goods and professionals services.
- Information and Communication Technologies (ICT).
- Development of knowledge-based economy: transition to **digital economy**.

✓ Demographic changes

- Reduction of young people in developed countries.
- Longer life expectancy. Life long learning.



✓ Government changes

- International agreements. Common policies.
- Financial restrictions. Budgetary constraints. Push for efficiency.
- **Deregulation.** Decentralisation. Higher academic autonomy. Transparency and accountability.

✓ Higher Education changes

- Higher Education as a key political agenda issue. Economic development depends of a educated an skilled workforce.
- **Massive expansion** of Higher Education sector: From elite to mass participation. Broader access, greater diversity.
- New types of provision. Distant learning. Cross-borders.
- Higher Education as a **business**. Marketisation. Competitiveness for talent attraction.



Some Solutions to changes in Higher Education

✓ Structural changes

- Three cycles: Bachelor-Master-Doctorate **structure**
- **Internationalisation** and Mobility

✓ **Transparency and recognition**

- International Agreements
- The ENIC-NARIC Network
- The European Credit Transfer and Accumulation System (ECT System)
- Diploma Supplement
- The European (National) Qualification Frameworks





✓ **Quality monitoring**

- External Quality Assurance
- Internal Quality Assurance

✓ **Relationship of accountability and trust between Higher Education and the society**





What is it?

Driver of confidence between Higher Education and Society



Concept of Quality

- ✓ Quality is a highly contested concept and has multiple meanings
- ✓ Quality as a multi-faceted phenomenon
 - Exceptional (notion of **excellence**): means a level of excellence that cannot be attained by most.
 - **Transformative** (stakeholder satisfaction): empowering and enhancing student ability to control their learning process.
 - Value for money: efficiency and **effectiveness** of the educative process achieved at the lowest possible cost.
 - **Fitness for purpose**: describes the extend to which the institution is able to fulfil its mission.
 - Perfection: process and aiming at zero-defect

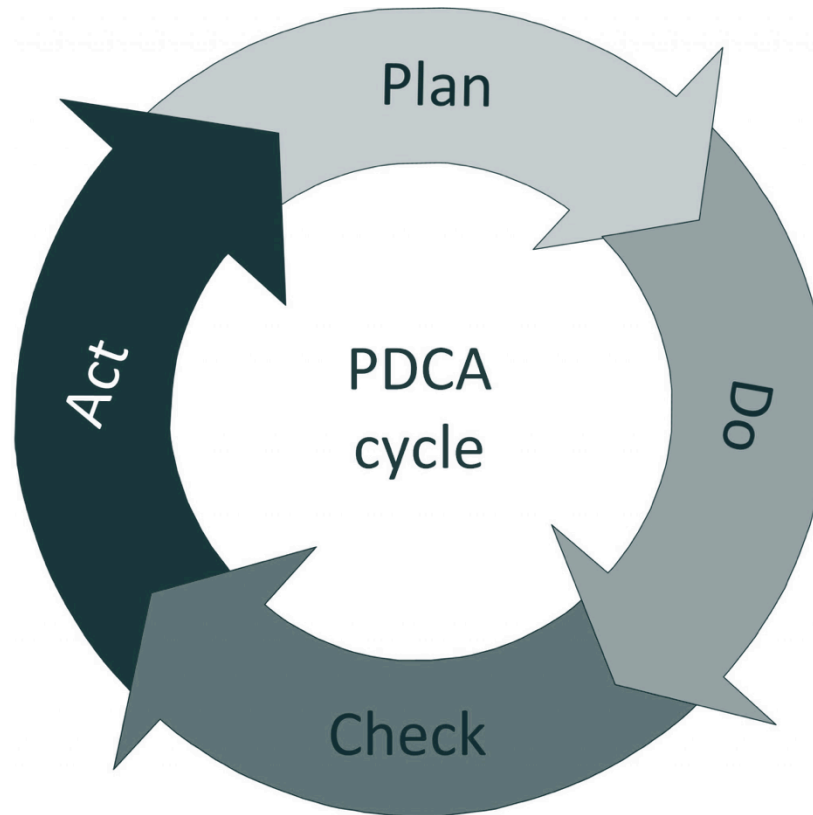




- ✓ Quality has moved away from a mechanistic to a holistic and cultural view
 - Development of an organisational culture based on a shared values, necessary competencies and new professionalism.
 - Focus is increasingly on mastering change rather than on mastering instruments of quality assurance.
 - Whereas quality assurance processes are something tangible and manageable by institutional decisions, the cultural aspect of **quality culture** -shared values, beliefs, expectations and commitment- is far more difficult to change.
- ✓ Quality is a result of the interaction between teachers, students and the institutional learning environment.



Concept of Quality



Concept of Quality Assurance

✓ Definition

- All policies, processes and actions through which the quality of Higher Education is maintained and developed.
- Process of **establishing stakeholder confidence** that provision fulfils expectations or measures up to the minimum requirements.
- All activities within the **continuous improvement** cycle that ensure a learning environment in which the content of programmes, learning opportunities and facilities are **fit for purpose**.
- A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution's activities (**accountability**) as well as provide advice and recommendations on how it might improve what it is doing (**enhancement**). They can support the development of a quality culture.





✓ Purposes of Quality Assurance

- **Accountability:** “Rendering account” about what one is doing in relation to a set goals or legitimate **expectations** that other’s may have of one’s products, services or processes. From system efficiency, to educational quality, to organisational productivity and to external responsiveness to public priorities or market demands.
- **Improvement/Enhancement:** Improve the effectiveness of tertiary education delivery by allowing academic staff to revisit their approaches, methods and attitudes to teaching through an analysis of strengths and weaknesses and **recommendations from peers.**
- **Transparency:** Provide Higher Education Institutions and different **stakeholders** with information on an **institution’s performance** and scores in different indicators so that it may compare itself with other similar national or international institutions and thus become transparent in terms of its activities.





✓ Approaches to Quality Assurance

- **Accreditation:** Evaluate if an institution **qualifies** for a certain status which may have implications for the institution itself or its students or both.
 - Institutional accreditation: Evaluates if the institution meets specified minimum standards, such as staff qualifications, research activities, student intake and learning resources. It might also be based on an estimation of the potential for the institution to produce graduates that meet explicit or implicit academic standards or professional competence.
 - Programmes accreditation: Based on their academic standing or on their capacity to produce graduates with professional competence to a specific profession, usually known as professional accreditation.
- **Assessment/Evaluation:** Process that **results in a grade**, whether numeric, literal or descriptive. Usually assessments focus on the quality of outputs.
- **Audit:** Inspects the existence and the **proper work** of the relevant systems and structures within an institution.





✓ Levels of Quality Assurance

- **System level:** Usually carried out at the national level by national governments and with the participation of other national authorities. However, in some countries respective competencies and powers may be vested in regional governments (depending on the jurisdiction).
- **Institutional level:** This refers to HEIs and approaches that are usually internal, institution-wide and carried out by the respective bodies of HEIs.
- **Programme level:** This approach refers to a study programme or a group of study programmes.

✓ Area

- **Teaching and learning:** Programme management, Teaching staff, learning outcomes.
- **Research and development:** Research, Innovation.
- **Social responsibility:** Social Impact (governance, educational, regional, etc).





✓ Phase

- **Design:** Plannification
- **Process:** Implementation
- **Product:** Results, outputs, outcomes.

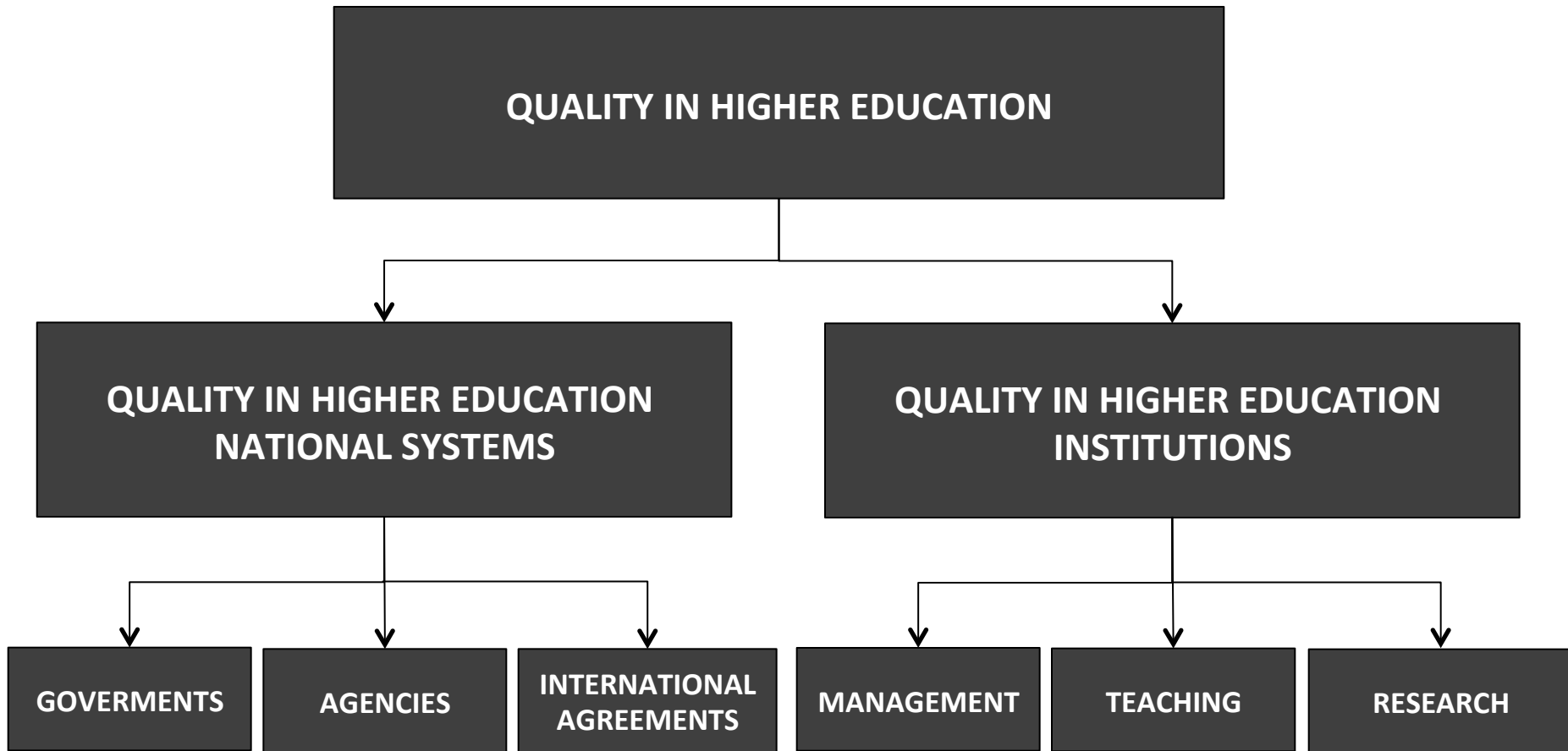


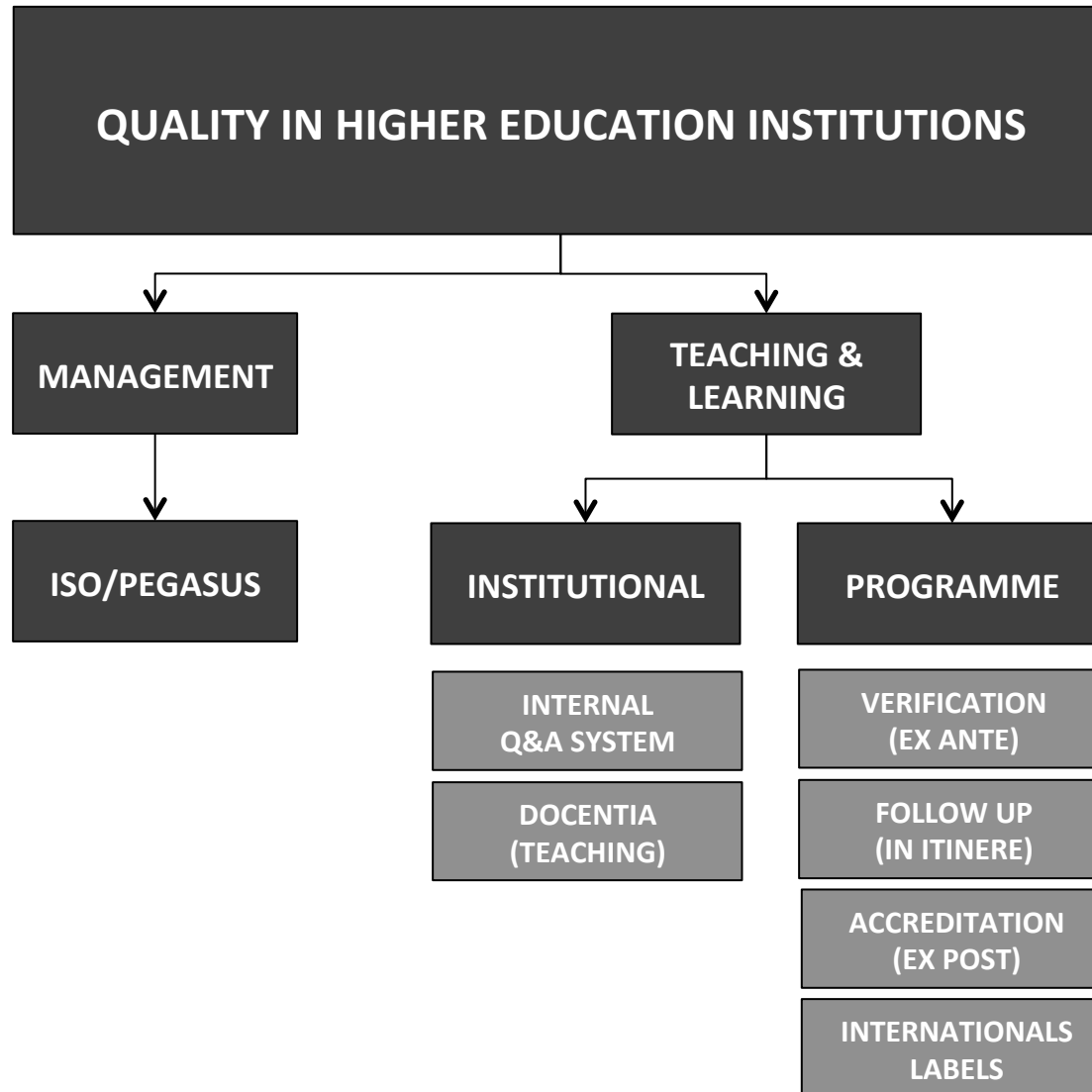


✓ Instruments/tools of Quality Assurance

- Qualification frameworks
- Governance arrangements and guidelines
- Quality monitoring
 - **Internal** Quality Monitoring
 - **External** Quality Monitoring
- **Student and graduate surveys**
- Instruments related to **labour market**
- Instruments for internal quality assurance
- Instruments for evaluating quality in teaching









Internal Quality monitoring

✓ Items of internal quality agenda

- Vision, mission, educational goals
- Leadership, governance and administration
- Curriculum design and delivery
- Assessment of students
- Student selection and support
- Academic staff
- Educational resources
- Program monitoring and assessment
- Self- enhancement mechanism





External Quality monitoring

✓ Items of external quality agenda

- Sets of regulations and guidelines produced by the agency: Criteria.
- A **self-evaluation** prepared by the institution.
- The appointment of a peer group whose review of the institution or programme would start with a review of the self-evaluation.
- **Site visits** by the **peer group**.
- The publication of a report or, in some cases, only the decision.





Quality Assurance Trends

- ✓ From inputs to outputs via process
 - **Learning outcomes**
 - **Performance indicators:** graduation and **employment rates**
- ✓ Quality culture vs. Quality Assurance
- ✓ From programme to institutional accreditation
- ✓ International quality labels
- ✓ Cross-border quality agencies





Where it is practiced?

All around the world



International Network for Quality Assurance Agencies in Higher Education

- ✓ **INQAAHE:** World-wide association of organisations that are active in the theory and practice of quality assurance (QA) in higher education (HE).
- ✓ **Mission:** **Promote and advance excellence** in higher education through the support of an active international community of quality assurance agencies. In order to achieve this goal, the network focuses on the development of the theory and practice of quality assurance, the exchange and understanding of the policies and actions of its members, and the promotion of quality assurance for the benefit of higher education, institutions, students and society at large.
- ✓ **Values:** Fundamental to the work of the Network are the key values that support the policy and practice of quality assurance:
 - **Recognition** of the value of the collective wisdom gathered from the practices of a diverse set of members, and their ability to address the challenges of the educational and social structures in which they operate. INQAAHE celebrates this diversity, which has also made it possible to identify and highlight commonalities and fundamental principles that underpin good practice and guide the operation of Quality Assurance (QA) agencies.



- Belief in the primacy of **academic freedom** and **institutional integrity**, and a commitment to the idea that quality and quality assurance are primarily the responsibility of higher education institutions themselves.
 - A fundamental understanding of the importance of working in partnership – among members, with higher education institutions, regional, international government and nongovernment organizations as well as the business sector – in order to provide member support, guidance, information and advocacy for quality assurance
- ✓ **Members:** The greater majority of its members are **quality assurance agencies** (as Full members) that operate in many different ways. However, the Network also welcomes (as Associate member) other organisations that have an interest in QA in HE, and individuals with major interest in HE (as Affiliates).
- 181 full members.
 - 26 associate members.



✓ Countries: 91

- Albania, Andorra, Argentina (3), **Armenia**, Australia (3), Austria, Azerbaijan, Bahrain, Barbados, Belgium (2), Bhutan, Bosnia and Herzegovina (2), Cameroon, Canada (8), Chile (8), China (11), Colombia, Costa Rica (2), Croatia, Cyprus, Denmark, Egypt, Estonia, Fiji (2), Finland, France (3), Germany (9), Ghana, **Greece**, Guyana, Hungary, Iceland, India, Indonesia, Ireland, Israel, **Italy**, Jamaica (2), Japan (4), Jordan, Kazakhstan (5), Kenya, Korea (3), Kosovo, Kuwait, Kyrgyzstan, Lesotho, Lithuania, Malaysia (2), Maldives (2), Mauritius (2), Mexico (4), Mongolia, Morocco, Namibia (2), Nepal, Netherlands (6), New Zealand (3), Norway, Oman, Pakistan (5), Panama, Papua New Guinea, Paraguay, Peru, Philippines (3), Poland, Romania, Russian Federation (5), Samoa, Saudi Arabia, Seychelles, Slovakia, Slovenia (2), South Africa, **Spain** (5), Sri Lanka, **Sweden**, Switzerland (2), Thailand, Bahamas, Timor-Leste, Tonga, Trinidad and Tobago (3), Turkey, Uganda, United Arab Emirates (4), United Kingdom (3), United States (24), Vietnam (4) and Yemen.





✓ **Armenia**

- National Center for Professional Education Quality Assurance <http://www.anqa.am/en/>

✓ **Greece**

- Hellenic Quality Assurance and Accreditation Agency <http://www.adip.gr>

✓ **Italy**

- European Evangelical Accrediting Association <http://eeaa.eu/>

✓ **Spain**

- Agencia Nacional para la Evaluación de la Calidad y Acreditación
- Agency for Quality Assurance in the Catalan University System <http://www.aqu.cat>
- Andalusian Agency for Knowledge (DEVA-AAC) <http://deva.aac.es/>
- Aragon Agency for Quality Assurance and Strategic Foresight acpua.aragon.es
- The Agency for the Quality of the Basque University System <http://www.unibasq.org>

✓ **Sweden**

- Swedish Higher Education Authority <http://english.uka.se/>





QA Networks

QA networks are associations of organisations, either professional or regional, of quality assurance practitioners in higher education like organisations responsible for assuring the academic quality of post-secondary institutions or education programs.

- CAMES: African and Malagasy Council for Higher Education.
- ANQAHE: Arab Network for Quality Assurance in Higher Education.
- AQAN: ASEAN Quality Assurance Network.
- APQN: Asia-Pacific Quality Network.
- IQA/AQAIIW: Association of QA Agencies of the Islamic World.
- CANQATE: Caribbean Area Network for QA in Tertiary Education.
- CEENQA: Central and Eastern European Network of Quality Assurance in Higher Education.
- EAQAN: East African Higher Education Quality Assurance Network.
- EASPA: European Alliance for Subject-Specific and Professional Accreditation & Quality Assurance.
- ENQA: European Association for Quality Assurance in Higher Education.
- ECA: European Consortium for Accreditation in Higher Education.
- ENAEE: European Network for Accreditation of Engineering Education.
- EQANIE: European Quality Assurance Network for Informatics Education.
- AfriQAN: Quality Assurance Network for African Higher Education.
- ASPA: The Association for Specialised and Professional Accreditors.





International Quality Labels



International Quality labels

1. ABET: Engineering (Programme)
 2. WFME: Health (Institutional)
 3. EUR-ACE: Engineering (Programme)
 4. Erasmus Mundus: Generic (Programme)
 5. IACBE: Business (Programme)
 6. FEANI: Engineering (Institutional)
 7. AACSB: Business (Institutional)
 8. Euro-Inf: Informatic (Programme)
 9. AMBA: Business (Institutional)
 10. UNWTO TedQual: Tourism (Programme)
 11. EFMD EQUIS: Business (Institutional)
 12. EFMD EPAS: Business (Programme)
 13. NAAB: Architecture (Institutional)
 14. GAC: Project Management (Programme)
 15. Eurobachelor: Chemistry (Programme)
 16. EAEVE: Veterinary (Institutional)
 17. IChemE: Chemistry (Institutional)
 18. cABE: Architecture (Institutional)
 19. PEGASUS: Aeronautical (Institutional)
- 10 Institutional vs. 9 Programme**



International Quality labels ranking

Position	Continent	Weight
1	Europe	41,03
2	America	38,75
3	Asia	17,06
4	Africa	2,05
5	Oceania	1,12



International Quality labels ranking

Position	Country	Weight
1	United States	32,62
2	Germany	7,90
3	France	6,12
4	UK	5,02
5	Spain	3,38
6	India	3,21
7	Russia	2,89
8	Turkey	2,57
9	China	2,34
10	Italy	1,95

Position	Country	Weight
11	Belgium	1,67
12	Brazil	1,53
13	Netherlands	1,49
14	Portugal	1,46
15	Ireland	1,26
...
23	Sweden	0,80
48	Greece	0,24
77	Georgia	0,09
106	Armenia	0,04



International Quality labels ranking

Position	Label	Number
1	ABET	3874
2	WFME	2836
3	EUR-ACE	2747
4	Erasmus Mundus	2309
5	IACBE	1582
6	FEANI	991
7	AACSB	793
8	Euro-Inf	287
9	AMBA	246
10	UNWTO TedQual	209

Position	Label	Number
11	EFMD EQUIS	170
12	EFMD EPAS	149
13	NAAB	147
14	GAC	110
15	Eurobachelor	90
16	EAEVE	71
17	IChemE	58
18	cABE	43
19	PEGASUS	25
	All	16737





US Accreditation



Accreditation in the United States

- ✓ **What is accreditation?:** Accreditation is a process of **external quality review** used by higher education to scrutinize colleges, universities, and educational programs for **quality assurance** and **quality improvement**.
- ✓ **Values and beliefs:**
 - Higher education institutions have primary responsibility for academic quality; colleges and universities are the leaders and the key sources of authority in academic matters.
 - **Institutional mission** is central to judgments of academic quality.
 - **Institutional autonomy** is essential to sustaining and enhancing academic quality.
 - **Academic freedom** flourishes in an environment of academic leadership of institutions.
 - The **higher education enterprise** and our society thrive on decentralization and diversity of institutional purpose and mission.



- ✓ **How does the accreditation process work?:** Accreditation review is ongoing. The initial earning of accreditation is not entry to indefinite accredited status.
- **Self study**: Institutions and programs prepare a written summary of performance based on accrediting organization's standards.
 - **Peer review**: Accreditation review is conducted primarily by faculty, administrators, and members of the public.
 - **Site visit**: Accrediting organization normally sends a visiting team to review an institution or program. Team members are volunteers.
 - **Action (judgment) of accrediting organization**: Accrediting organization has commission that makes decisions about the accredited status of institutions and programs.
 - **Monitoring and oversight**: Institutions and programs are reviewed over time in cycles from every few years to ten years. Normally, these reviews include a site visit.



✓ **How many different types of accrediting organizations are?:**

- Regional accrediting organizations operate in six different regions of the country and review entire institutions, 98 percent or more of which are both degree-granting and nonprofit. Regional organizations may also accredit non-degree, for-profit institutions, but this is a rare occurrence.
- National accrediting organizations operate throughout the country and review entire institutions. Of the nationally accredited institutions, 34.8 percent are degree-granting and 65.1 percent are non-degree-granting. 20.4 percent are nonprofit and 79.5 percent are for-profit. Many are single purpose institutions focused on a specific mission such as education in information technology or business. Some are faith based.
- Specialized accrediting organizations also operate throughout the country and review programs and some single-purpose institutions. There are more than 17,600 of these accredited programs and single-purpose operations.





	Public	Private Nonprofit	Private For-Profit	Institutional Control Not Indicated	Total Institutions
<i>Degree</i>	9,587	5,904	4,522	18,715	38,728
<i>Non-Degree</i>	1,190	532	445	1,791	3,958
Total	10,777	6,436	4,967	20,506	42,686

Programmatic Accreditation
40,000

		Public	Private Nonprofit	Private For-Profit	Institutional Control Not Indicated	Total Institutions
Regional	<i>Degree</i>	1,558	1,379	112	0	3,049
	<i>Non-Degree</i>	0	0	0	0	0
	<i>Regional Total</i>	1,558	1,379	112	0	3,049
National Faith-Related	<i>Degree</i>	0	500	2	0	502
	<i>Non-Degree</i>	0	1	0	0	1
	<i>National Faith-Related Total</i>	0	501	2	0	503
National Career-Related	<i>Degree</i>	66	127	1,230	15	1,438
	<i>Non-Degree</i>	183	89	2,378	256	2,906
	<i>National Career-Related Total</i>	249	216	3,608	271	4,344
Total Institutions	<i>Degree</i>	1,624	2,006	1,344	15	4,989
	<i>Non-Degree</i>	183	90	2,378	256	2,907
Grand Totals		1,807	2,096	3,722	271	7,896

Institutional Accreditation
9,000





European Quality Assurance



European Higher Education Area

✓ Objectives :

- Facilitate **mobility** of students, **graduates** and higher education staff.
- Prepare students for their future careers and for life as active citizens in democratic societies, and support their personal development.
- Offer broad access to **high-quality** higher education, based on democratic principles and academic freedom.



Bologna Process

✓ Objectives:

- The introduction of the three cycle system (bachelor/master/doctorate).
- **Strengthened quality assurance.**
- Easier recognition of qualifications and periods of study.



✓ Activities:

- Degrees and qualifications
- Quality Assurance
- Social Dimension
- Lifelong learning
- **Effective outcomes and employability**
- **Internationalisation and mobility**



✓ Timetable of Quality Assurance policies in Europe

	European cooperation in quality assurance	Cooperation between quality assurance and recognition professionals	Quality assurance at institutional, national and European level	European Standards and Guidelines for quality assurance adopted	Creation of the European Quality Assurance Register (EQAR)	Quality as an overarching focus for EHEA	Allow EQAR registered agencies to perform their activities across the EHEA
1998	1999	2001	2003	2005	2007	2009	2012
Sorbonne Declaration	Bologna Declaration	Prague Communiqué	Berlin Communiqué	Bergen Communiqué	London Communiqué	Leuven/ Louvain-la-Neuve Communiqué	Bucharest Communiqué

- 2012: Decision to revise the ESG by 2015
- 2015: adoption of ESG 2015 by the Yerevan Ministerial Conference



✓ Results

- Quality Assurance continues to be an area of dynamic evolution through the Bologna process.
- Higher education institutions develop their own strategies for quality enhancement.
- Public **accountability** and **transparency** requirements in **quality assurance** systems are evolving
- The main issue is no longer whether or not a quality assurance system has been established, but rather whether the system is producing effective results and working in compliance with the ESG.
- There is still progress to be made, particularly regarding student participation in quality assurance.
- Open up the possibility for higher education institutions to be evaluated by foreign agencies.

*The European Higher
Education Area* in 2015:
Bologna Process
Implementation Report



Figure 3.1: Publication of institutional strategies for continuous quality enhancement in the past 5 years, 2013/14

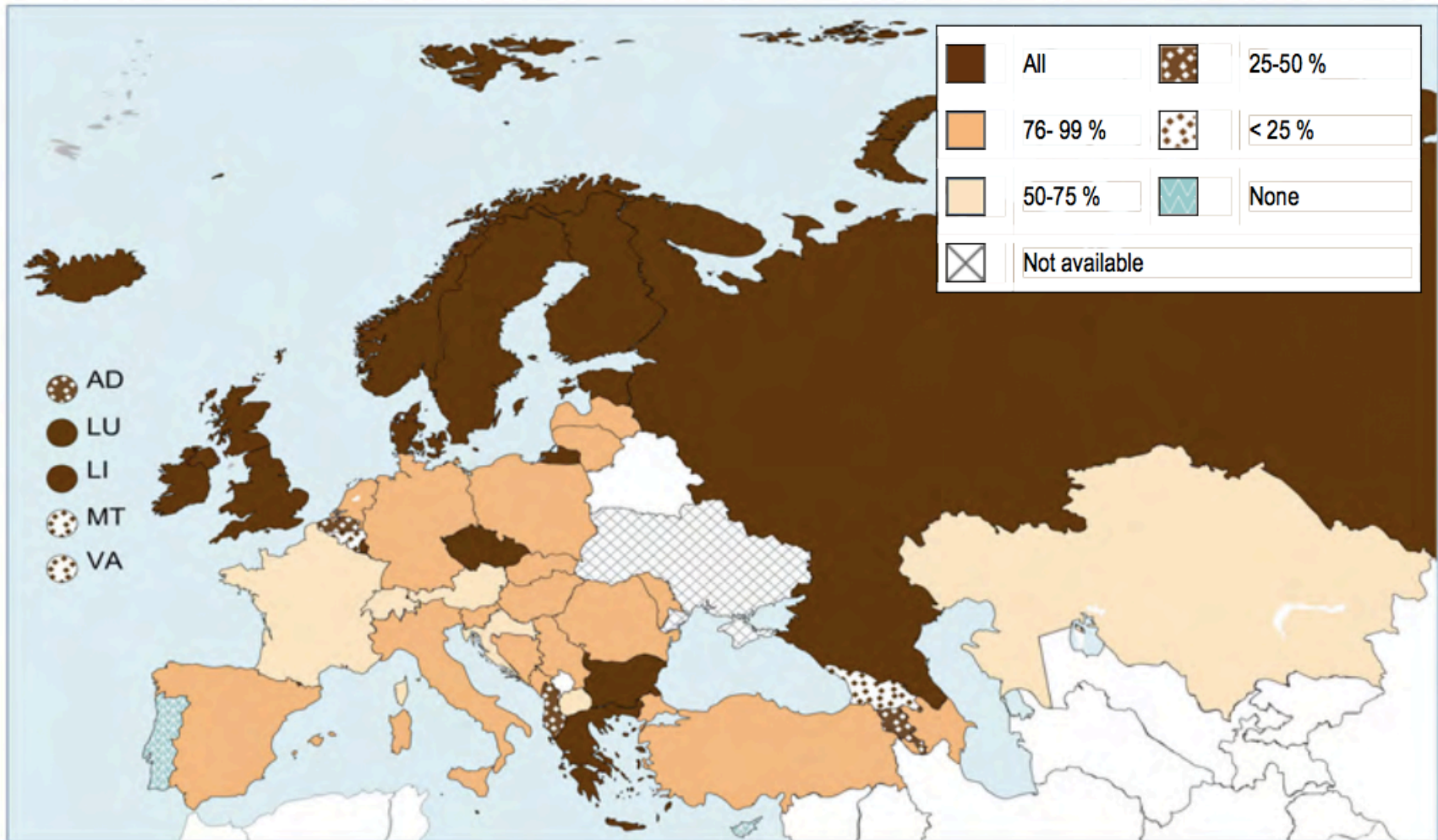


Figure 3.2: Responsibility for external quality assurance, 2013/14

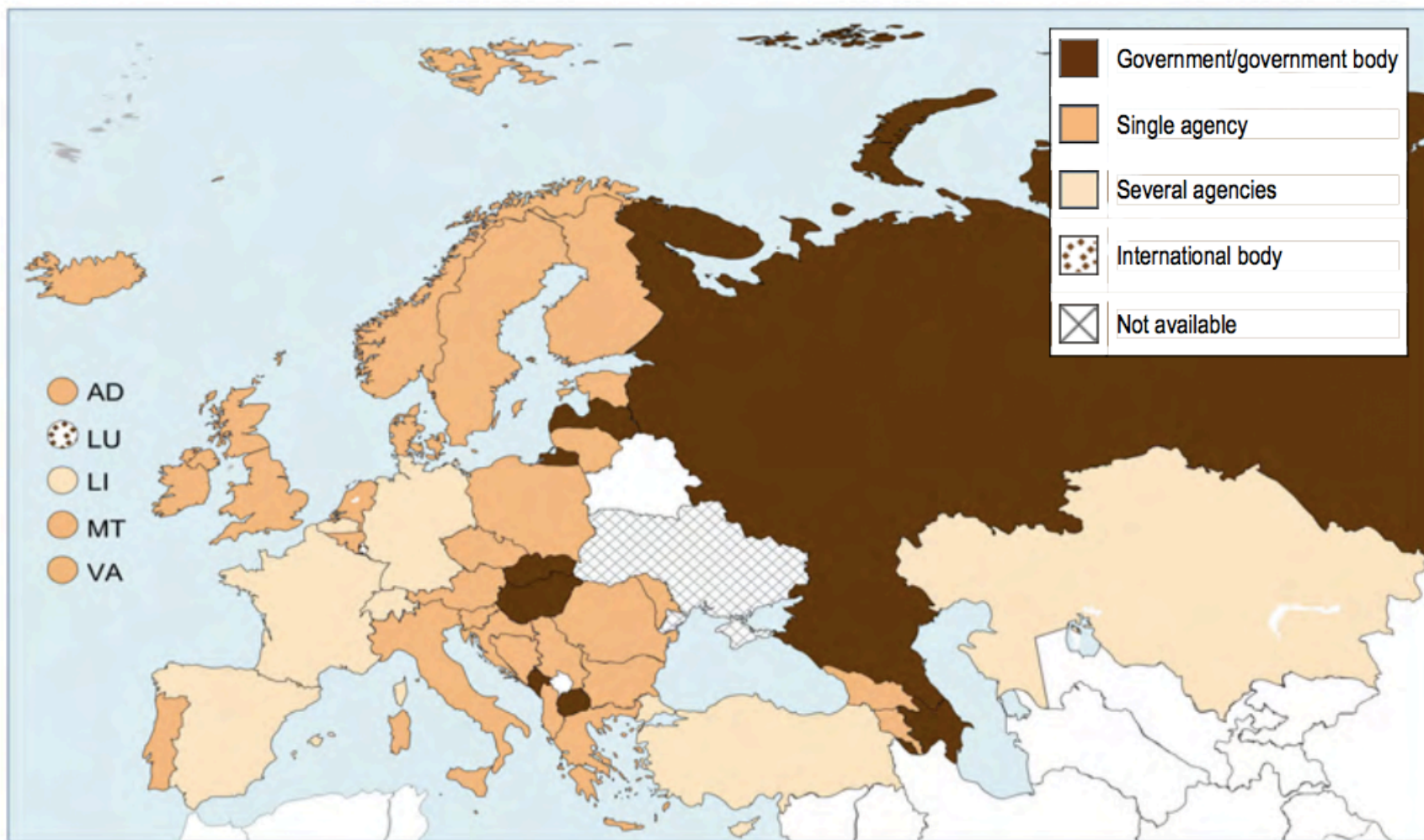


Figure 3.3: Main outcome of external evaluation by QA agency, 2013/14

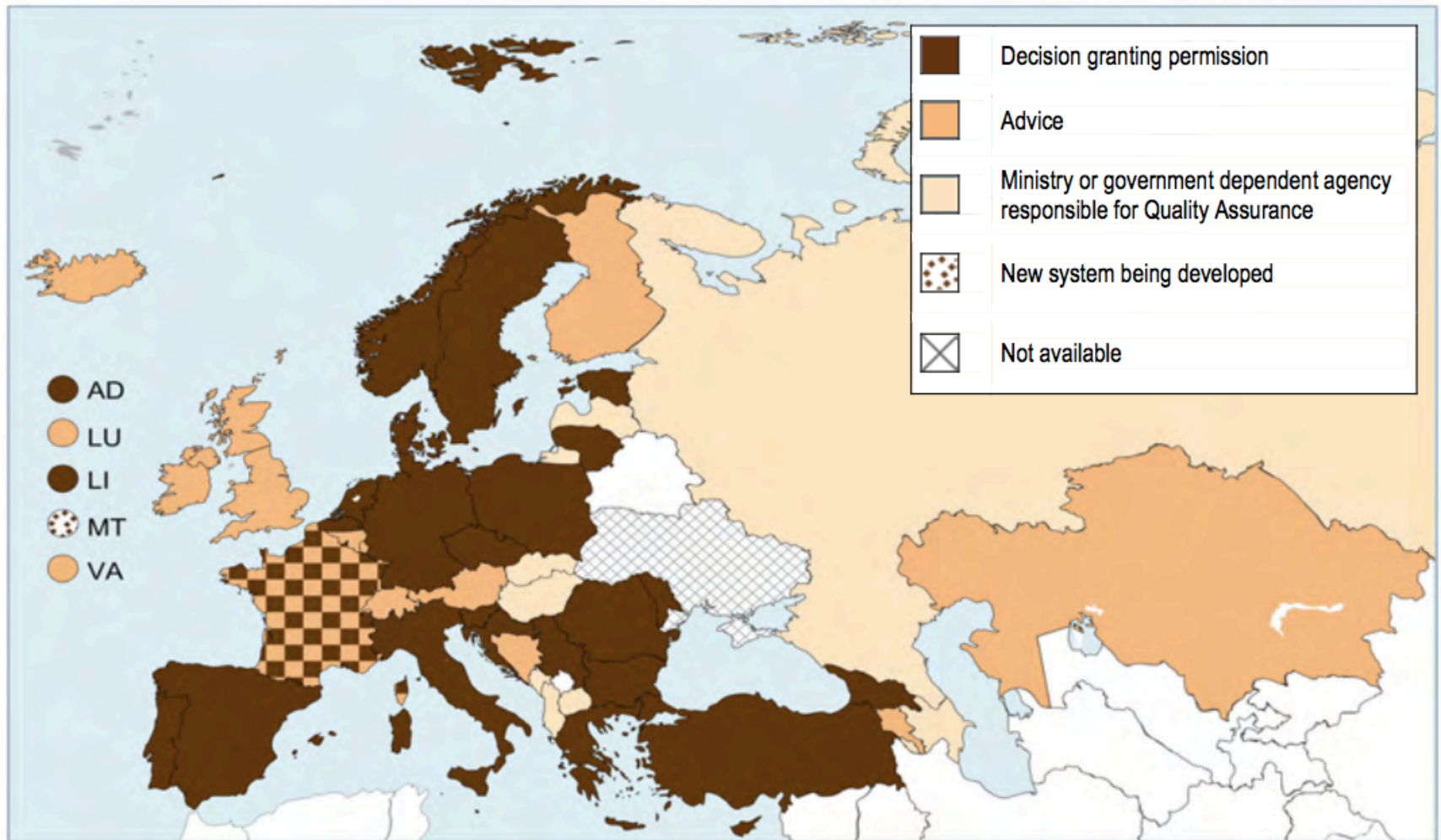
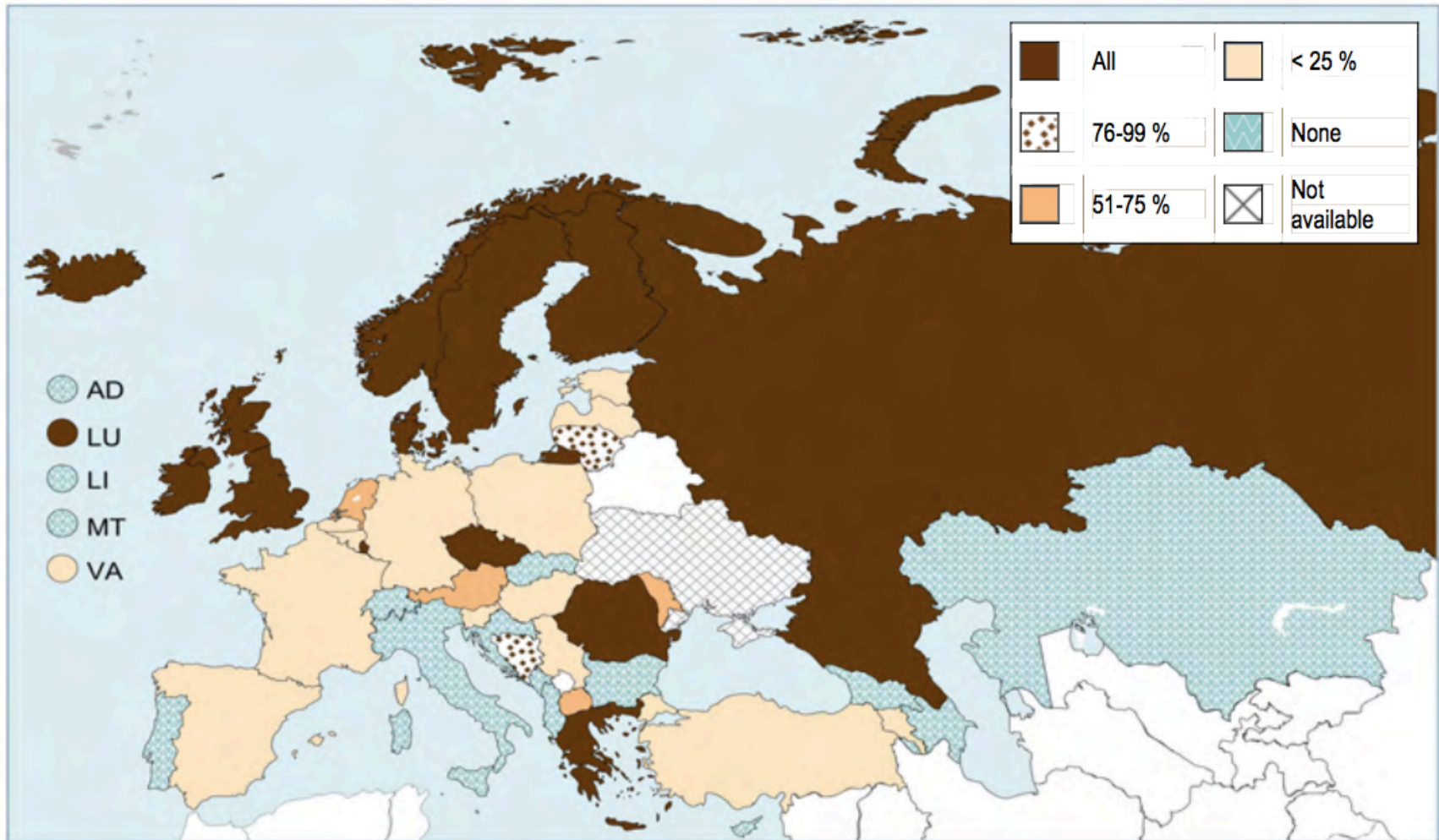


Figure 3.4: Publication of critical and negative outcomes by higher education institutions, 2013/14





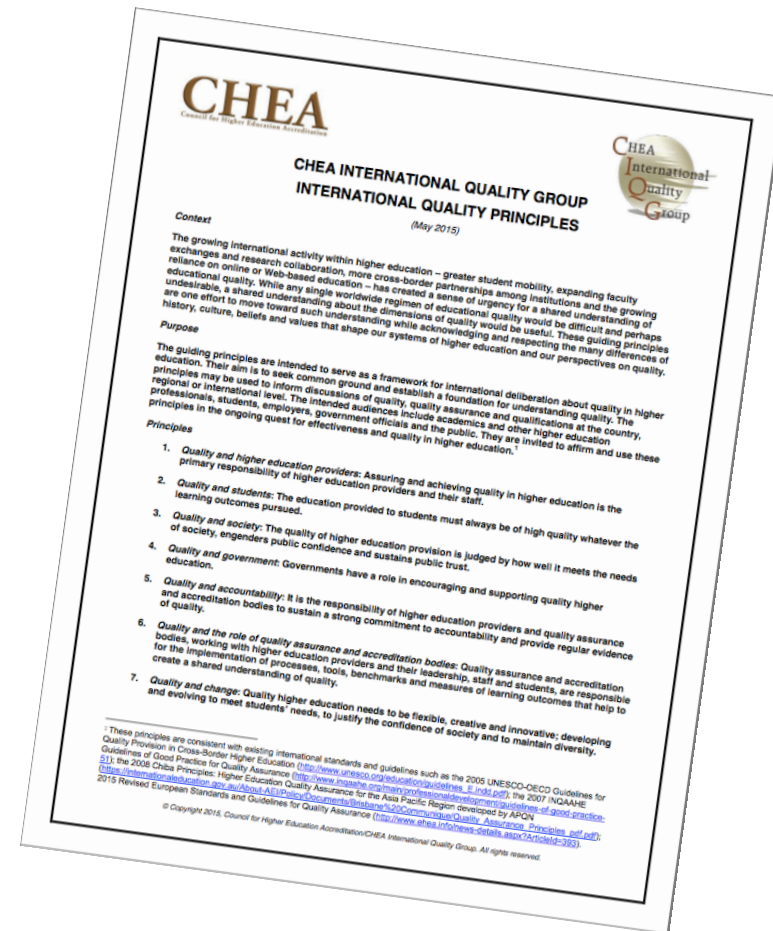
International Quality Principles



CHEA International Quality Principles

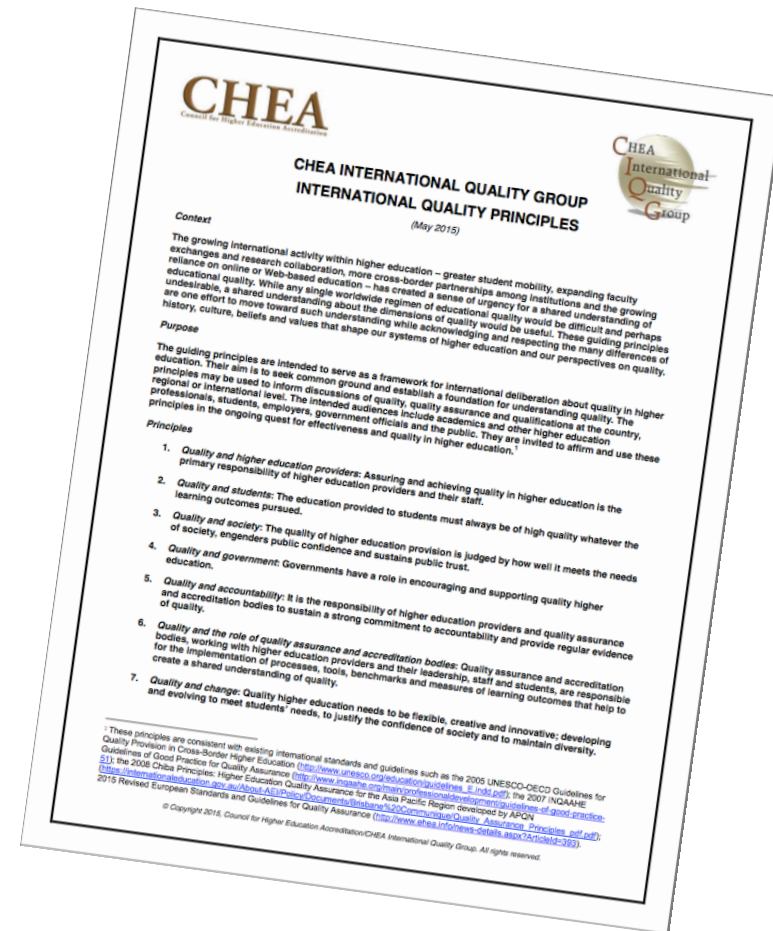
The principles are consistent with existing international standards and guidelines such as:

- The 2005 UNESCO-OECD Guidelines for Quality Provision in Cross-Border Higher Education (http://www.unesco.org/education/guidelines_E.indd.pdf);
- The 2007 INQA/AHE Guidelines of Good Practice for Quality Assurance (<http://www.inqaahe.org/main/professionaldevelopment/guidelines-of-good-practice-51>);
- The 2008 Chiba Principles: Higher Education Quality Assurance for the Asia Pacific Region developed by APQN (https://internationaleducation.gov.au/About-AEI/Policy/Documents/Brisbane%20Communique/Quality_Assurance_Principles_pdf.pdf);
- The 2015 Revised European Standards and Guidelines for Quality Assurance (<http://www.enqa.eu/index.php/home/esg/>).

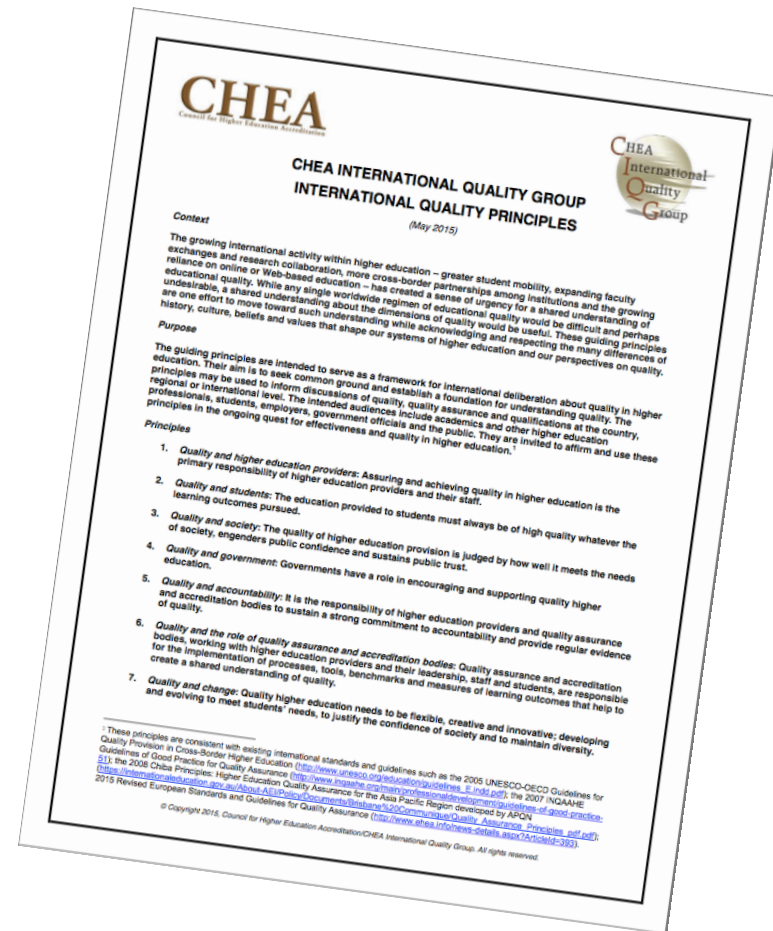


CHEA International Quality Principles

1. **Quality and higher education providers:** Assuring and achieving quality in higher education is the **primary responsibility of higher education providers** and their staff.
2. **Quality and students:** The education provided to students **must always be of high quality** whatever the learning outcomes pursued.
3. **Quality and society:** The quality of higher education provision is **judged by how well it meets the needs of society, engenders public confidence and sustains public trust.**
4. **Quality and government:** Governments have a role in encouraging and **supporting quality** higher education.

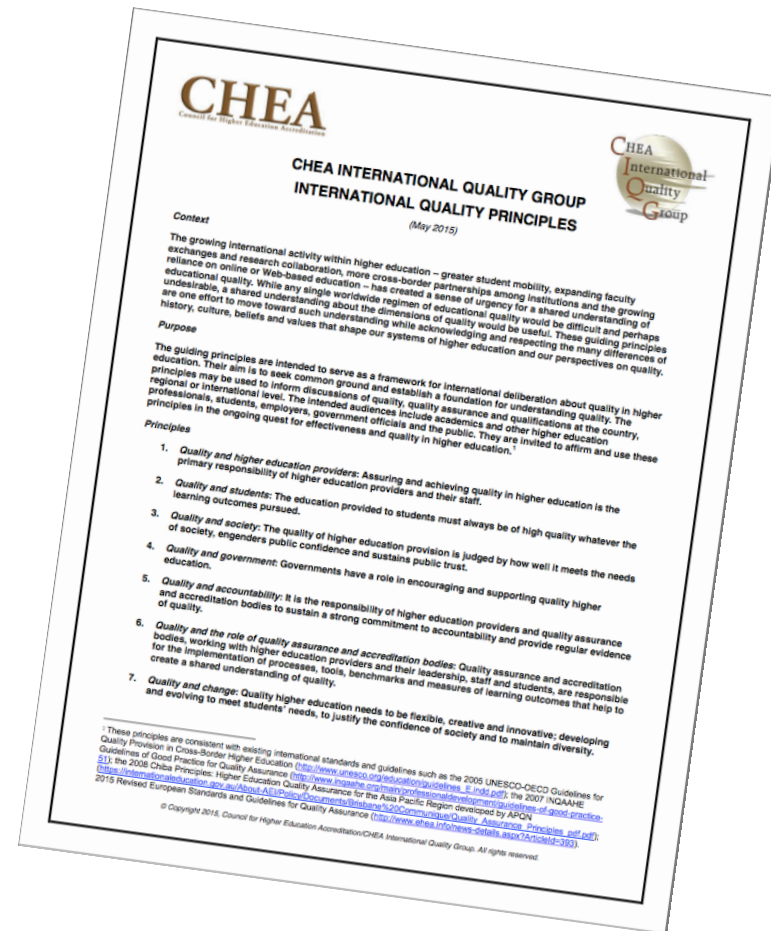


5. **Quality and accountability:** It is the responsibility of higher education providers and quality assurance and accreditation bodies to sustain a **strong commitment to accountability and provide regular evidence of quality.**
6. **Quality and the role of quality assurance and accreditation bodies:** Quality assurance and accreditation bodies, working with higher education providers and their leadership, staff and students, are responsible for the implementation of processes, tools, benchmarks and measures of learning outcomes that **help to create a shared understanding of quality.**
7. **Quality and change:** Quality higher education needs to be **flexible, creative and innovative**; developing and evolving to **meet students' needs**, to justify the confidence of society and to maintain diversity.



Keys

- Higher Education Institutions responsibility versus Governments responsibility.
- Meet the student's and society needs versus management or academic needs.
- Quality must be flexible, creative and innovative versus bureaucratic process.
- Quality is a strong commitment with accountability that create public confidence and sustains public trust versus a mandatory regulation to operate.





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