

**QA agencies' providing services to the
higher education system: a focus on
system-wide analyses,
AEQES experience.**

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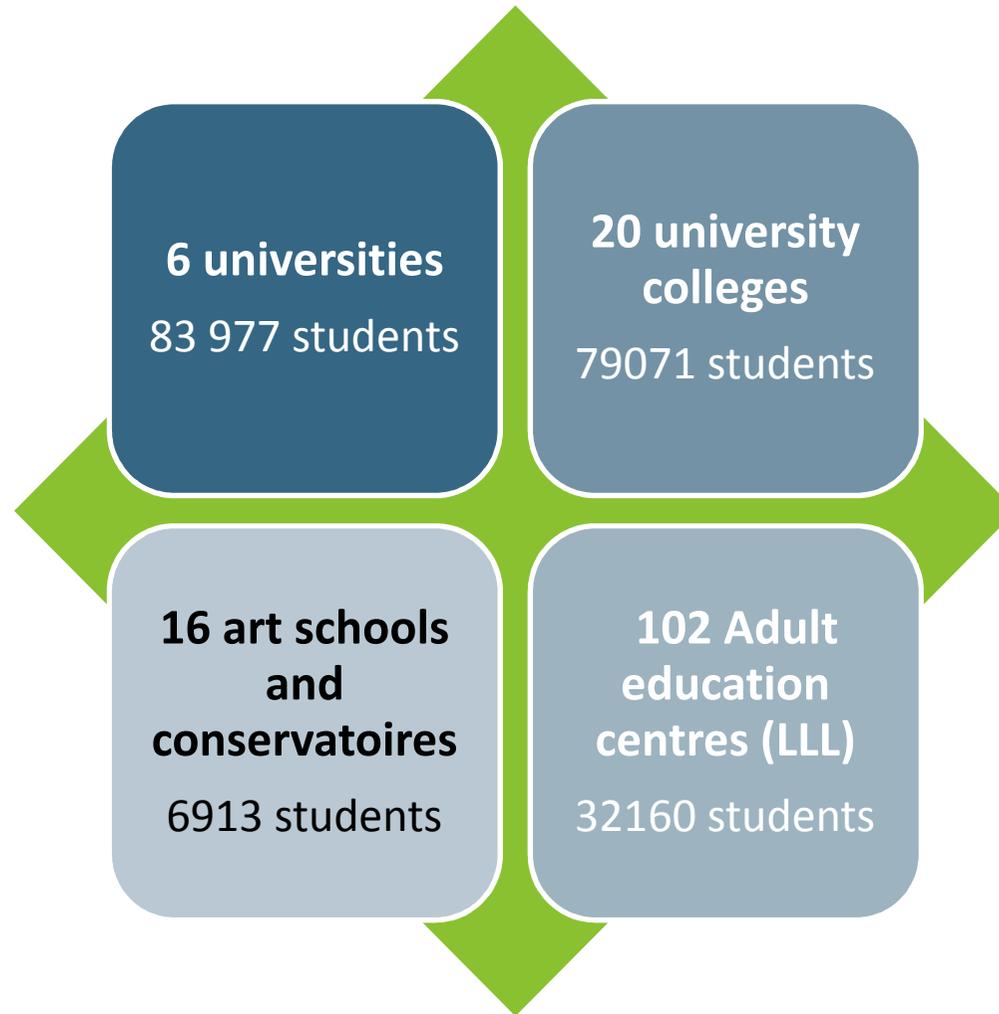
Outline

1. Introduction : background data
2. What is a system-wide analysis?
3. How does AEQES deal with the concept?
4. Conclusion



HE sector in FWB

figures 2010/11



AEQES key features

- 1 Independent public sector agency
- 2 programme-based quality assurance (AEQES standards)
scope : 1st and 2nd cycle degrees (bachelor and master)
all similar programmes are evaluated simultaneously
→ **system-wide analysis**
- 3 no ranking, no scores
- 4 formative QA evaluation process (fitness for purpose approach); hence no formal effects in terms of institution funding or authorisation
- 5 60 % of the experts are « international »



What is a system-wide analysis?

2.8 System-wide analyses

STANDARD

Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments etc.

GUIDELINES

All external quality assurance agencies collect a wealth of information about individual programmes and/or institutions and this provides material for structured analyses across whole higher education systems. Such analyses can provide very useful information about developments, trends, emerging good practice and areas of persistent difficulty or weakness and can become useful tools for policy development and quality enhancement. Agencies should consider including a research and development function within their activities, to help them extract maximum benefit from their work.

ESG Yerevan 2015

3.4 Thematic analysis

STANDARD

Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities.

GUIDELINES

In the course of their work, agencies gain information on programmes and institutions that can be useful beyond the scope of a single process, providing material for structured analyses across the higher education system. These findings can contribute to the reflection on and the improvement of quality assurance policies and processes in institutional, national and international contexts. A thorough and careful analysis of this information will show developments, trends and areas of good practice or persistent difficulty.

How does AEQES deal with the concept?

TYOLOGY OF REPORTS/ANALYSES

- **System-wide analyses**

written by the experts (cluster of programmes) +/- 20 up to now

- **Analyses/studies**

written by AEQES: TRENDS (2011), FOCUS (2014), AEQES/CTI collaboration (EQAForum 2013), ...

- **Thesis & studies**

written by Ma students (AEQES internship), researchers



System-wide analyses, type I/II

| When? | PROGRAMMES | HEIs | Experts | Type II |
|-----------|--|------|---------|-----------------------------|
| 2009/2010 | Instituteur préscolaire | 16 | 9 | TRENDS Dec 2011 |
| | Sociologie | 5 | 5 | |
| | Sciences politiques | 6 | 6 | |
| | Infocom | 6 | 6 | |
| 2010/2011 | Marketing & Commerce extérieur | 13 | 8 | FOCUS Autumn 2014 |
| | Soins infirmiers & Sage femme | 19 | 12 | |
| 2011/2012 | STIC | 2 | 5 | |
| | Informatique | 46 | 39 | |
| 2012/2013 | Bioingénieurs & Ingénieurs civils | 4 | 32 | <i>EQAF paper</i> |
| | Histoire & Histoire de l'art | 5 | 8 | .../... |
| | Arts plastiques, visuels et de l'espace | 10 | 16 | |



System-wide analyses, type I/II

| When? | PROGRAMMES | HEIs | EXPERTS | Type I/II |
|-----------|---------------------------------------|------|---------|-----------|
| 2012/2013 | Diététique | 4 | 4 | .../... |
| | Ergothérapie | 5 | 5 | |
| | Techniques graphiques | 9 | 10 | |
| | Construction | 10 | 11 | |
| 2013/2014 | Langues & Lettres | 5 | 22 | |
| | Instituteur primaire | 16 | 18 | |
| | Sciences économiques et de gestion | 7 | 18 | |
| | Audiologie-optique- optométrie | 3 | 8 | |
| | Relations publiques | 10 | 11 | |
| | Arts appliqués & textile | 6 | 11 | |
| 2014/2015 | .../... | | | |



why? for who?

OBJECTIVES

to inform, to analyse, to support enhancement
(recommendations to various stakeholders)

READERSHIP

- well-informed public (HEIs, HE sector, actual students, QAAs, experts, ...)
- policy-makers
- would-be students, labour market, ... society at large



how?

METHODOLOGY

- collective approach (to reach legitimacy, objectivity, subtle views) : survey, full-day meeting, negotiate a swot analysis, writing and reading responsibilities
- evidence-based approach
- format and scope: context data, findings in perspective, best practices, recommendations, annexes and figures
- presentation and distribution



further analyses & studies

- TRENDS (2012), FOCUS (2014), ...
- AEQES/CTI collaboration (evaluation/accreditation) – see EQAForum 2013; ALFA report (2010)
- MA students thesis or researchers reports
 - *Influence of AEQES processes on HEIs IQA (Dec 2012)*
 - *AEQES organisation within its HE sector (2014)*
 - *Quality culture: obstacles and motivations (MAG method 2014)*
 - *Impact of the AEQES follow-up procedure (2015)*
 - *Role of students in EQA and IQA (2015)*



in conclusion

System-wide analyses or thematic analyses are there to:

- *provide very useful information about developments, trends, emerging good practice and areas of persistent difficulty or weakness and can become useful tools for policy development and quality enhancement (ESG 2.8)*
- *contribute to the reflection on and the improvement of quality assurance policies and processes in institutional, national and international contexts (next ESG 3.4.)*
- nourish the ongoing self reflexion process of AEQES on its activities and their possible impacts on the HE sector.

