

Internal QA – challenges and successes

ENQA seminar

15 June 2018

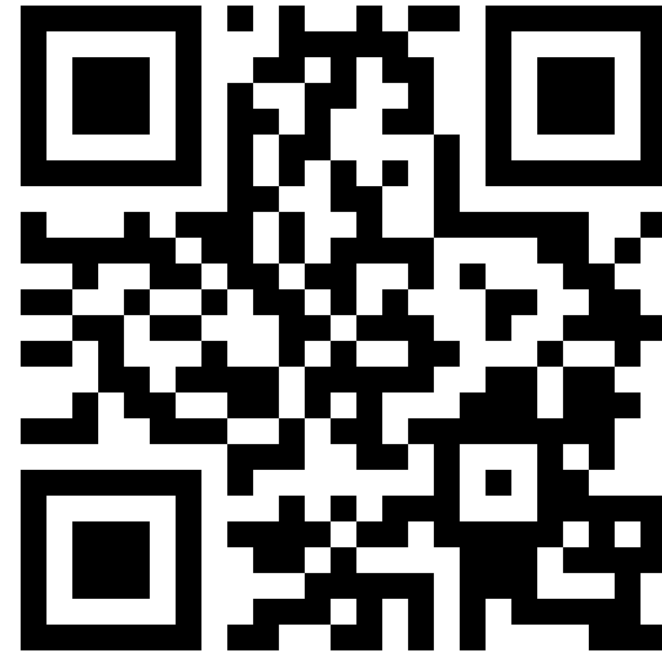
Drivers for internal QA developments

- Among the most important changes
- Very strong correlation between internationalisation and QA
- Change drivers:
 - Increased competition and collaboration between HEIs
 - Increased cooperation with external (public and private) partners
 - Development of external QA systems and demands for accountability
- The Berlin Communiqué in 2003 stated that:
“consistent with the principle of institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution itself”
- The Standards and Guidelines for QA in the EHEA (ESG) adopted in 2005 took that principle on board
- The ESG 2015 put even more emphasis on Part 1 on internal QA
- Increasing number of systems have moved to institutional level external QA

Part 1: Internal QA

Which standard of Part 1 is the most challenging for HEIs you work with?

<http://etc.ch/o34q>



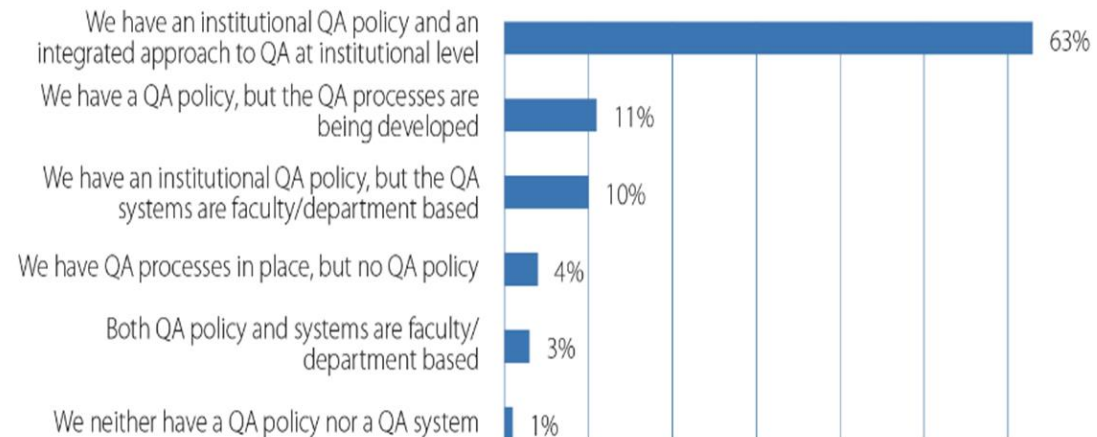
Status of internal QA?

- Internal QA systems in place
- The ESG not usually direct reference framework for HEIs
- National implementation and interpretation
- Impact of national and institutional contexts

<http://etc.ch/o34q>



Institutional quality assurance policy and system



Part 1: Internal QA

1.1 Policy for quality assurance

1.2 Design and approval of programmes

1.3 Student-centred learning, teaching and assessment

1.4 Student admission, progression, recognition and certification

1.5 Teaching staff

1.6 Learning resources and student support

1.7 Information management

1.8 Public information

1.9 On-going monitoring and periodic review of programmes

1.10 Cyclical external quality assurance

Two
(complementary)
approaches to
internal QA and
linked challenges

Aligned with strategic management: QA as a means to support the achievement of institutional goals

- QA system generating information that is valuable for both internal decision-making and external stakeholders
- Linking QA to institutional strategic management

Explicitly linked to defining and assessing the learning outcomes and ensuring these are aligned to the national qualification framework

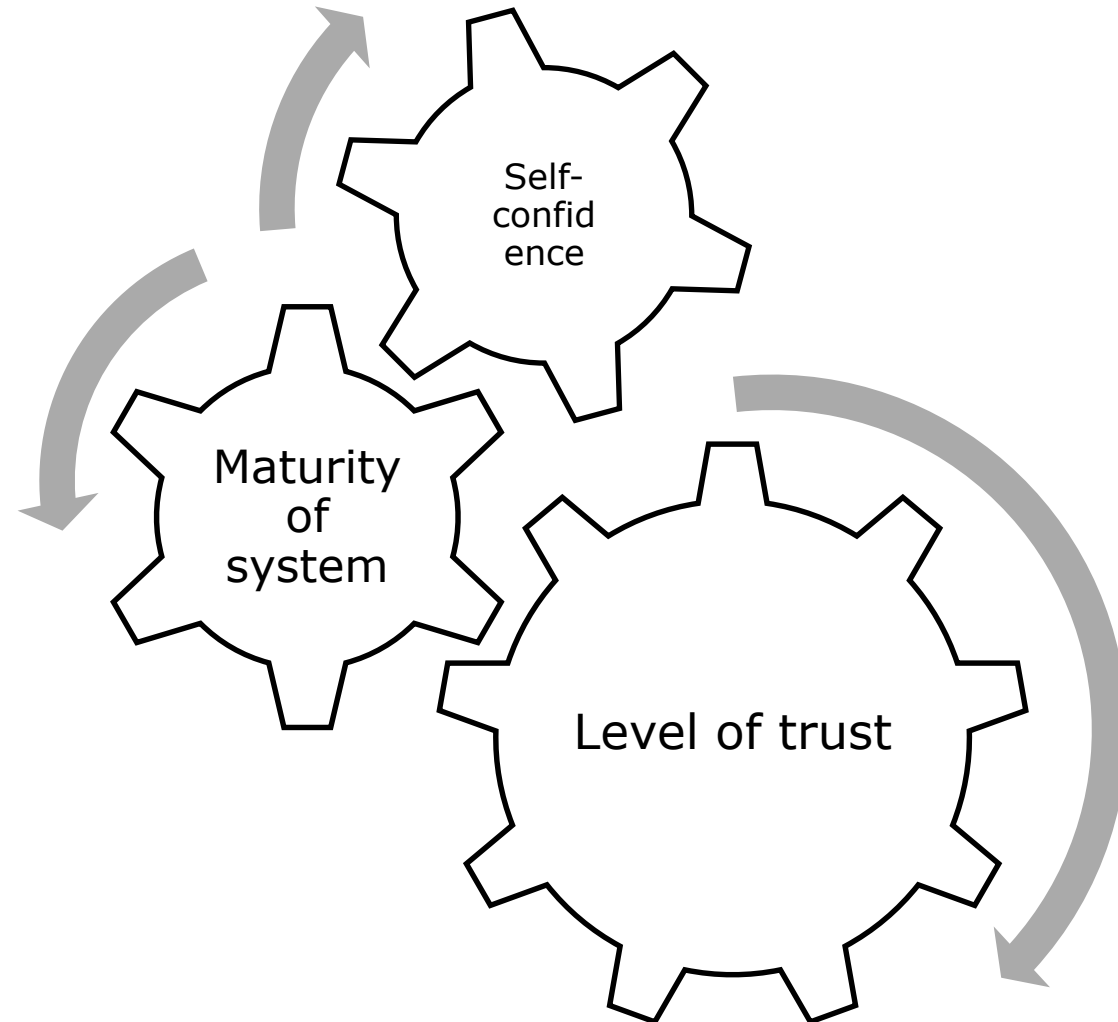
- Linking QA and the academic quality of learning and teaching
- Ensuring the quality of student experience and success
- Demonstrating robust measures in place to review programmes

Beyond the standards:

Quality culture

- QA expected to support quality culture
- Reality vs. aspiration?
- Ownership
 - Engagement from early on until the follow-up actions
- Sense-making
 - What does it mean for me? What is in it for me?
 - The role of new standard on student-centred learning
- Communication
 - Filtering and translating

Conclusion: three key factors impacting the design of a quality assurance system



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