

20 years after Bologna

Quality challenges

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UNIBASQ: Basque University System Quality Assurance Agency

Basque country

SPAIN is divided in 17 autonomous regions. One is the Basque Autonomous Community, a small region next to the northwest border with France.

Languages: Basque and Spanish



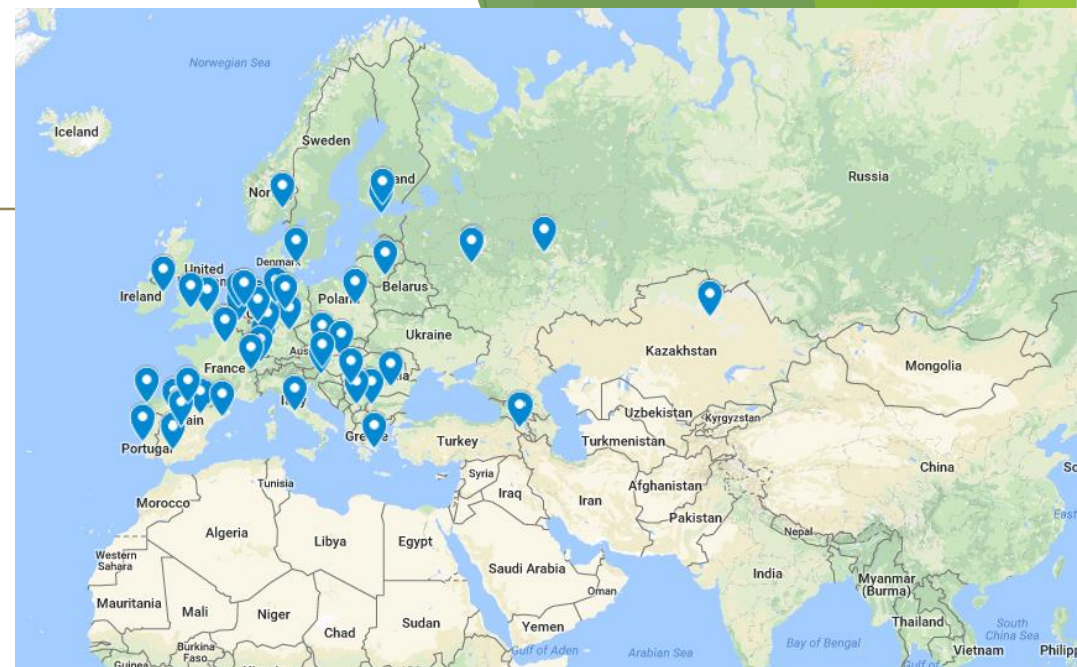
SPANISH QUALITY AGENCIES

- ▶ Agencia Andaluza del Conocimiento ([AAC](#))
- ▶ Agencia Canaria de Calidad Universitaria y Evaluación Educativa ([ACCUUEE](#))
- ▶ Agencia de Calidad y Prospectiva Universitaria de Aragón ([ACPUA](#))
- ▶ Agencia de Calidad, Acreditación y Prospectiva de las Universidades de Madrid ([ACAP](#))
- ▶ Agència de Qualitat Universitària de les Illes Balears ([AQUIB](#))
- ▶ Agència per a la Qualitat del Sistema Universitari de Catalunya ([AQU](#))
- ▶ Axencia para a Calidade do Sistema Universitario de Galicia ([ACSUG](#))
- ▶ Agencia Valenciana d'Avaluació i Prospectiva ([AVAP](#))
- ▶ Agencia Nacional de Evaluación de la Calidad y Acreditación ([ANECA](#))
- ▶ Euskal Unibertsitate Sistemaren Kalitatea Ebaluatu eta Egiaztatzeko Agentzia ([UNIBASQ](#))



ENQA: European Association for Quality Assurance in Higher Education

- Umbrella NGO for European QA agencies
 - Network in 2000; association in 2004
 - Move from Finland to Belgium 2011
 - Structure: Board, General Assembly, Secretariat
-
- NAB - National Accreditation Bureau for Higher Education, Prague (affiliate)



WHY EUROPEAN QUALITY ASSURANCE? FROM BOLONIA TO PARIS

Bologna Declaration (1999) 29 countries

- It was to encourage European cooperation in quality assurance of higher education with a view **to developing comparable criteria and methodologies.**
- Establishment of a **system of credits** - such as in the ECTS system - as a proper means of promoting the most widespread student mobility.
- **Promotion of mobility** by overcoming obstacles to the effective exercise of free movement

EUROPE very young in 1999

- ▶ The single European act 1986 allows the free circulation of goods
- ▶ The fall of Berlin Wall in 1989, reunification in 1990.
- ▶ Maastrich treaty in 1992 recognizes for the first time higher education as a competence in the European Union
- ▶ Euro in 2002
- ▶ Schengen agreements were effective only for 7 countries in 1995.
In 1999 is integrated in the European Union



WHY EUROPEAN QUALITY ASSURANCE? FROM BOLONIA TO PARIS

Berlin 2003 (33 countries)

- The Ministers of the Bologna Process signatory states invited the European Network for Quality Assurance in Higher Education (ENQA) *‘through its members, in cooperation with the EUA, EURASHE, and ESIB’*, to develop **‘an agreed set of standards, procedures and guidelines on quality assurance’** and to *‘explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Bologna Follow-Up Group to Ministers in 2005’*.
- Also, Ministers reaffirm the importance of the **social dimension of the Bologna Process.**



1998 → 2003

European Standards and Guidelines ESG 2005



WHY EUROPEAN QUALITY ASSURANCE? FROM BOLONIA TO PARIS

Bergen 2005 strengthen the **social dimension of HEIs**

London 2007 specifically refers to the need of moving towards **student-centred higher education (40 countries)**

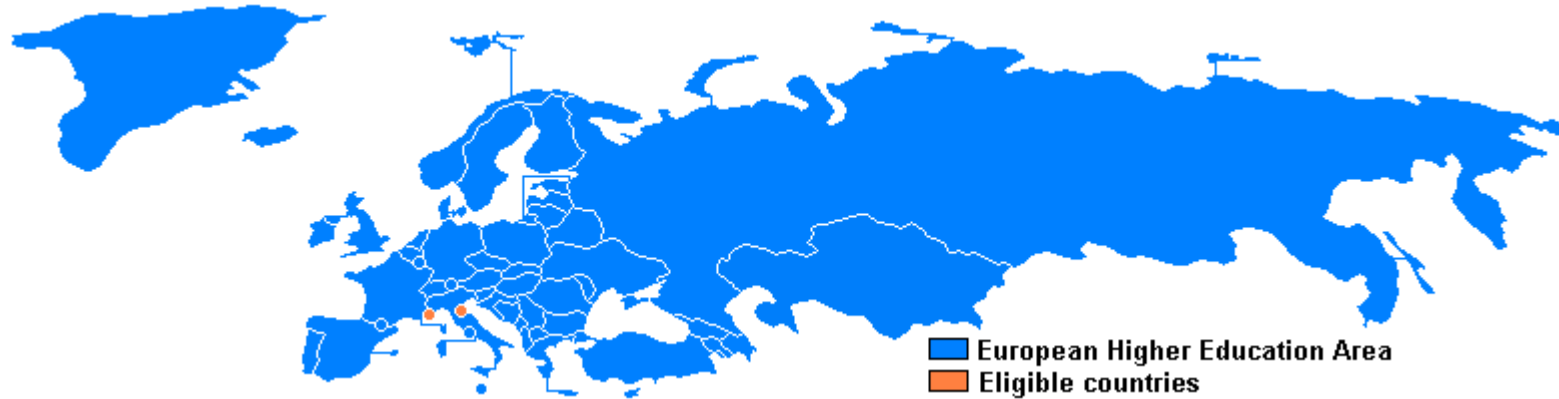
- There is an increasing awareness that a significant outcome of the process will be a move towards **student-centred higher education** and away from teacher driven provision. We will continue to support this important development.
- Higher education should play a strong role in fostering **social cohesion, reducing inequalities** and raising the level of knowledge, skills and competences in society. Policy should therefore aim to maximise the potential of individuals in terms of their personal development and their contribution to a **sustainable and democratic knowledge-based society**. We share the societal aspiration that the student body entering, participating in and completing higher education at all levels should **reflect the diversity of our populations**. We reaffirm the importance of students being able to complete their studies without obstacles related to their social and economic background.

WHY EUROPEAN QUALITY ASSURANCE? FROM BOLONIA TO PARIS

Yerevan 2015 (47 countries)

- Today, the **EHEA faces serious challenges**. It is confronted with a continuing **economic and social crisis**, dramatic levels of **unemployment**, increasing **marginalization** of young people, demographic changes, new migration patterns, and conflicts within and between countries, as well as **extremism and radicalization**.
- We will encourage and support higher education institutions and staff in promoting pedagogical innovation in **student-centred learning** environments and in fully exploiting the potential benefits of digital technologies for learning and teaching.

WHY EUROPEAN QUALITY ASSURANCE? FROM BOLONIA TO PARIS



- [Albania](#)
- [Andorra](#)
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- [Belarus](#)
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WHY EUROPEAN QUALITY ASSURANCE? FROM BOLONIA TO PARIS

Paris 2018 (48 countries)

- ...further development and full implementation of **student-centred learning and open education in the context of lifelong learning**. Study programmes that provide diverse learning methods and flexible learning can foster social **mobility and continuous professional development** whilst enabling learners to access and complete higher education at any stage of their lives.
- to provide **inter-disciplinary programmes** as well as to combine **academic and work-based learning**. Students should encounter research or activities linked to research and innovation at all levels of higher education **to develop the critical and creative mind-sets** which will enable them to find novel solutions to emerging challenges. In this regard, we commit to improving **synergies between education, research and innovation**.

WHY EUROPEAN QUALITY ASSURANCE? FROM BOLONIA TO PARIS

Paris 2018 (48 countries) **Beyond 2020: a more ambitious EHEA**

- We commit to developing the role of higher education in securing a **sustainable future for our planet and our societies** and to finding ways in which we, as EHEA Ministers, can contribute to meeting the **United Nations Sustainable Development Goals at global, European and national levels.**
- .. **further effort is required to strengthen the social dimension of higher education.** In order to meet our commitment that the student body entering and graduating from European higher education institutions should reflect the diversity of Europe's populations, we will improve access and completion by under-represented and vulnerable groups. Therefore, we mandate the BFUG to take this issue forward by the next EHEA Ministerial conference.

WHY EUROPEAN QUALITY ASSURANCE? FROM BOLONIA TO PARIS

- Bolonia (29 countries) to Paris (48)
- **In 1999 main goals mobility and recognition**
- **In 2018 mobility, recognition, SCL, involvement in the HEIs with the United Nations Sustainable Development Goals at global, European and national levels (European cohesion, inclusiveness, etc)**

QUALITY ASSURANCE RESULTS

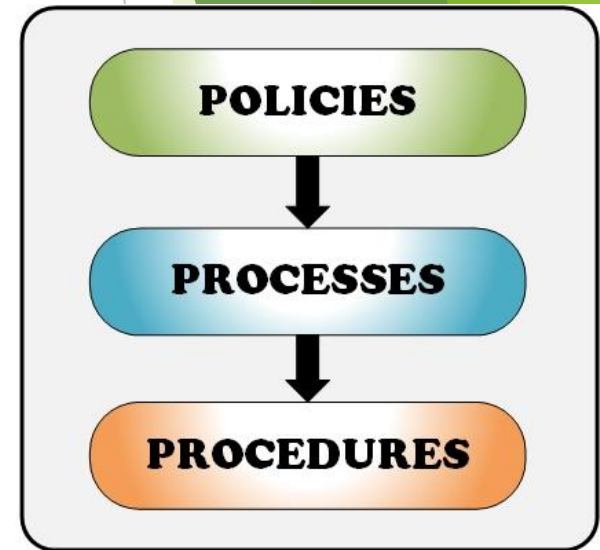
- European standards, ESG are the framework for QA
- Enhancement of quality and the development of a quality culture in higher education, mainly related with
 - Transparency, * Teaching methodologies
 - Public information
 - Mobility * Internationalization
 - Flexibility,
- Internal quality systems * Role of students

QUALITY ASSURANCE RESULTS

- B. Stensaker (2003) Trance, Transparency and Transformation: The impact of external quality monitoring on higher education, Quality in Higher Education.

Effects of external quality monitoring (EQM)

- Increase of institutional transparency
- Increase of attention towards the quality of teaching
- More autonomous role for the institutional management
- Role of stakeholders, students



Policy for quality assurance	Standards for external quality assurance	Standards and guidelines for quality assurance agencies
1.1 Policy for quality assurance	2.1 Consideration of internal quality assurance	3.1 Activities, policy and processes for quality assurance (international experts)
1.2 Design and approval of programmes	2.2 Designing methodologies fit for purpose	3.2 Official status
1.3 Student-centred learning, teaching and assessment	2.3 Implementing processes	3.3 Independence
1.4 Student admission, progression, recognition and certification (mobility)	2.4 Peer-review experts	3.4 Thematic analysis (international reflection)
1.5 Teaching staff (SCL)	2.5 Criteria for outcomes	3.5 Resources
1.6 Learning resources and student support (mobility and internationalization, SCL)	2.6 Reporting	3.6 Internal quality assurance and professional conduct
1.7 Information management	2.7 Complaints and appeals	3.7 Cyclical external review of agencies
1.8 Public information		
1.9 On-going monitoring and periodic review of programmes (society)		
1.10 Cyclical external quality assurance		

QUALITY ASSURANCE RESULTS

► ESG 1.3 Student centered learning

To facilitate that students have their own skills to become citizens with abilities related with

CRITICAL VISION,

EMPATHY,

LEADERSHIP,

ENTREPRENEURSHIP,

FREEDOM,

CREATIVITY

MOBILITY,



QUALITY ASSURANCE RESULTS



Higher education institutions have become more **‘bureaucratic’**

Academics often reported that they felt like being **‘inspected’**

Are we evaluating **quality of results?** Or mainly **procedures?**

Main points for discussion for QA

- ▶ Different levels of maturity → different procedures for quality assurance
- ▶ Different stages for universities and QAAs. Periodical reviews do not need to be the same. This will drastically reduce the bureaucracy.
- ▶ Second and following reviews more academic, focused in the main objectives and the procedures to improve them.
- ▶ Need of strategic plan, assurance of “fit for purpose”, and “fit of purpose”.

Social purpose of HEIs? 2020 ...



- ▶ **SCL** and how this improves results related with the main goals of HE, such as employability, skills as creativity, leadership, empathy, group working,.
- ▶ **Should QA contribute to strengthen the social dimension of higher education? Is the European HE system more cohesive now than in 1999? Are we planning to deal with the SDG 2015?**

The case of Unibasq

- ▶ Programs, we do three special recognitions: Work based learning, Internationalization, innovative methodologies for SCL.
- ▶ Program accreditation → Institutional accreditation.
- ▶ **Should QA contribute to strengthen the social dimension of higher education? YES:** We are incorporating how the institution works transversal skills and the SDG.

EUROPEAN OBJECTIVES

1999

Bolonia

Recognition,

Who?

Common
measures

2010

ESG: Quality
assurance

How?

Fit for purpose

2020-

Beyond ESG:

Social challenges

What?

Fit of purpose

ESKERRIK ASKO!

¡GRACIAS!

Děkuji moc

THANK YOU!

JNI BASQ