THE FUTURE OF QA IN HE
in search of new quality
in a new world (part 1)

Lucien Bollaert

independent international QA expert

visiting professor | board member QAAs

IQAA Seminar on QA

6 April 2018

Astana | Kazakhstan

Part 1:
the techniques

- Short story of QA in the EHEA
- What is quality?
- What is QA?
- What is quality culture?
- QA and LOs
- QA and vision, mission and strategy
- How to measure quality?
- Conclusions: ready for a change?
- Q & A

Part 2:
the contents

- In what kind of world are(will) we/you (be) living?
- The future LOs & competences
- Student-centred learning (SCL)
- The need of a new research & community service
- Towards a new vision & mission of HE(Is)
- The international QA dimension
- The new QA in a new HE(I): are we ready?
- Q & A

QA in HE
quality as added value

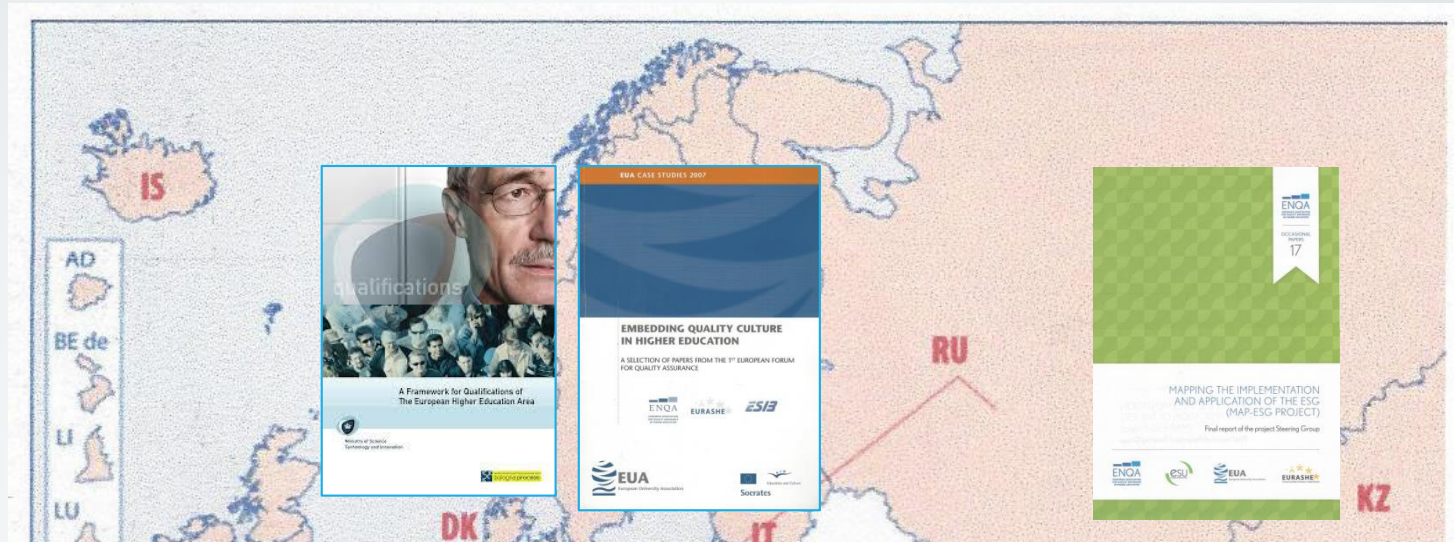**THE FUTURE OF QA**
Part 1

QA in the EHEA

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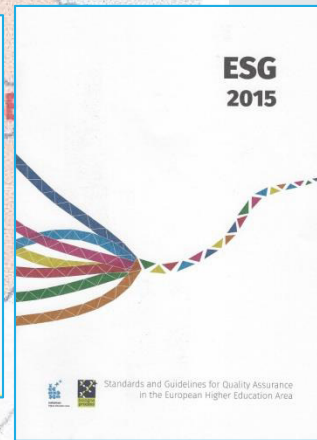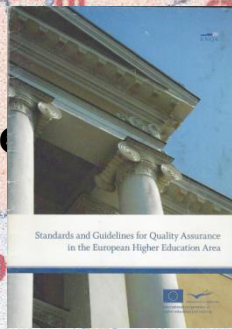IQAA Seminar on QA

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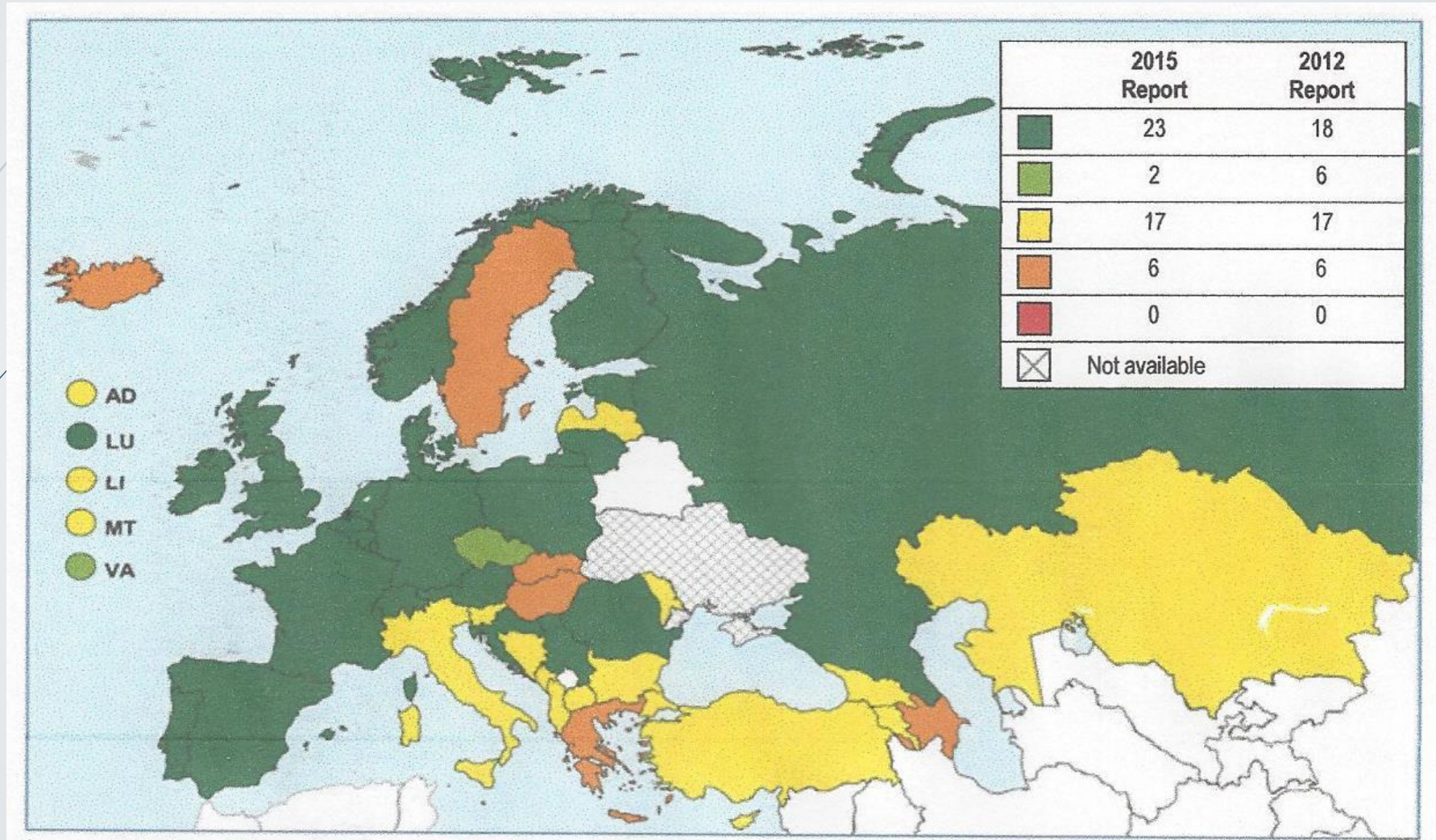
Timeline: 1999 · 2000 · 2003 · 2005 · 2006 · 2008 · 2009 · 2010 · 2015

Berlin communiqué ESG

QA in HE
quality as added value

Scorecard indicator n°7: ESG-proof EQA
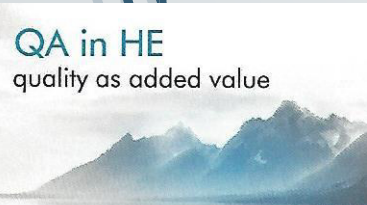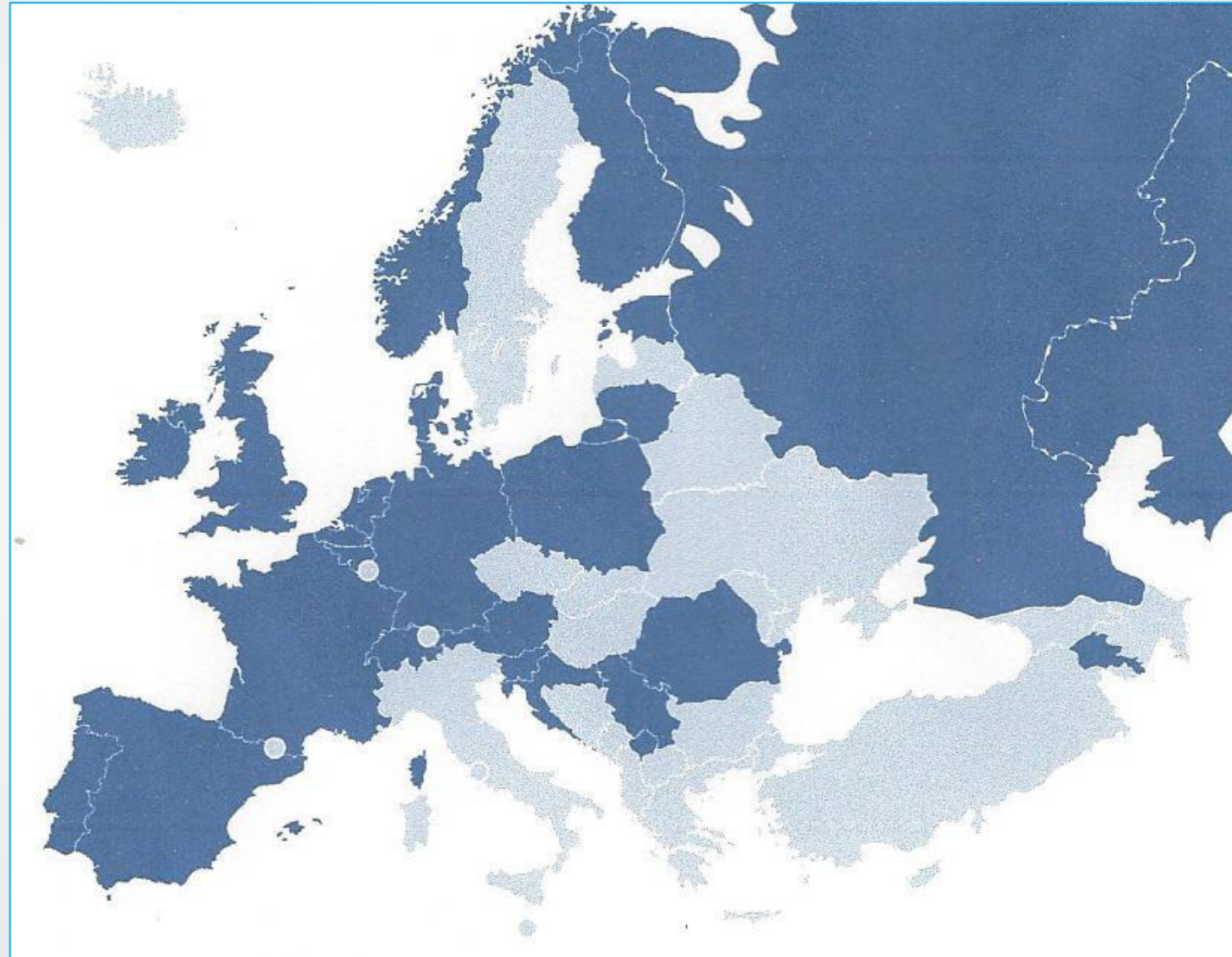

Implementation report 2015, fig. 3.8, p. 98

Source BFUG questionnaire

Map of EQAR registered QAAs (January 2018)

www.eqar.eu | 46 QAAs of 24 countries

QA in HE
quality as added value

Scorecard indicator n°8: level of student participation in EQA (2013/14)
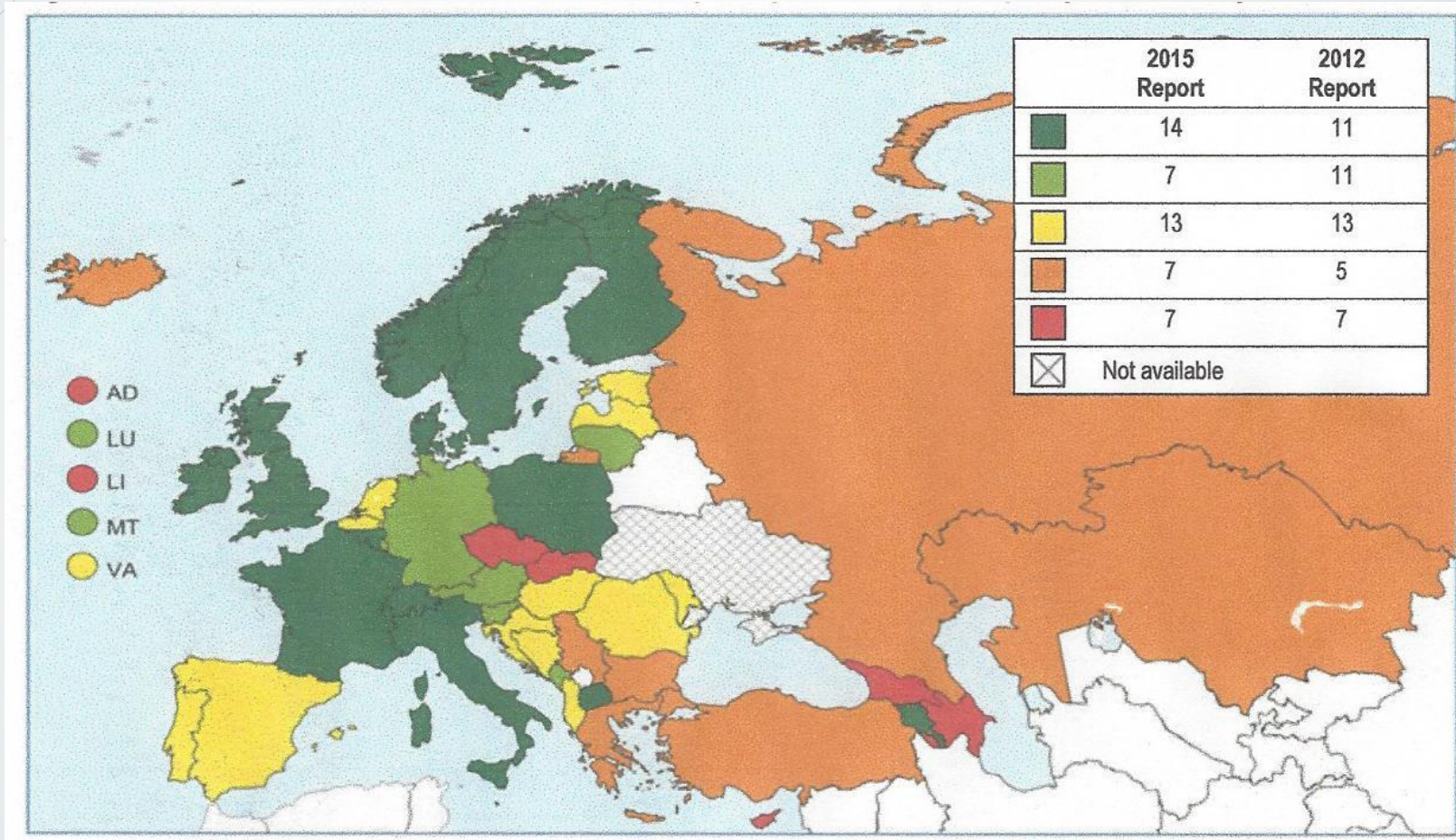
Implementation report 2015, fig. 3.12, p. 101
Source BFUG questionnaire

**THE FUTURE OF QA
Part 1**

What is 'quality'?

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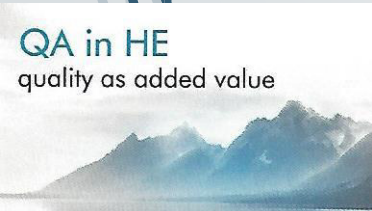| Q as	concept of Q	QM concept
"Exceptional"	externally recognised as high class excellence	Q control with standards & benchmarking
"perfect or consistent"	focus on process with everybody involved	TQM: process control & assessment training & culture
"fit for purpose"	Q is functional customer requirements provider's needs(mission)	service satisfaction frameworks & PDCA strategic TQM
"value for money"	accountability & effectiveness against cost = efficiency	change & Q competition performance indicators audits
"transforming"	qualitative change	enhancement by em- powered participant quality culture

Harvey & Green (1993), Harvey (1999), Newton (2007)

QA in HE
quality as added value

Paradigm shift in concept of Q & QA(M)

early opinions	new views
Quality is absolute and fixed	Q is relative & multi-layered
One standard is dominant…	QA has many aspects
& determined by the producer	Starting point = customers' needs
The final product is central…	Service is vital
and should be inspected	Q = result of processes
Quality requirements are fixed	Q requirements change & raise
Quality control by quality unit	Q = everybody's

QA in HE
quality as added value
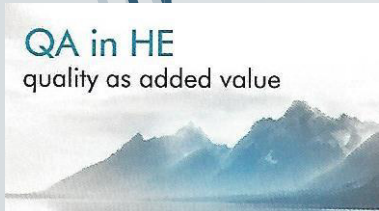
New definition of quality :

- Quality, as defined by its stakeholders (= international (minima) standards and needs), is the added value between input and output.

- Quality is the added value ...

- On institutional level between the mission of the HEI and the results

- On programme level between the LOs of the incoming student and those achieved by the outgoing student (again in relation to what all stakeholders want and need).

QA in HE
quality as added value

excellence

QUALITY

QF minimum standard/LO

HE a

HE b

HE c

secondary

secondary

secondary

Secondary minimum leaving standards/LO
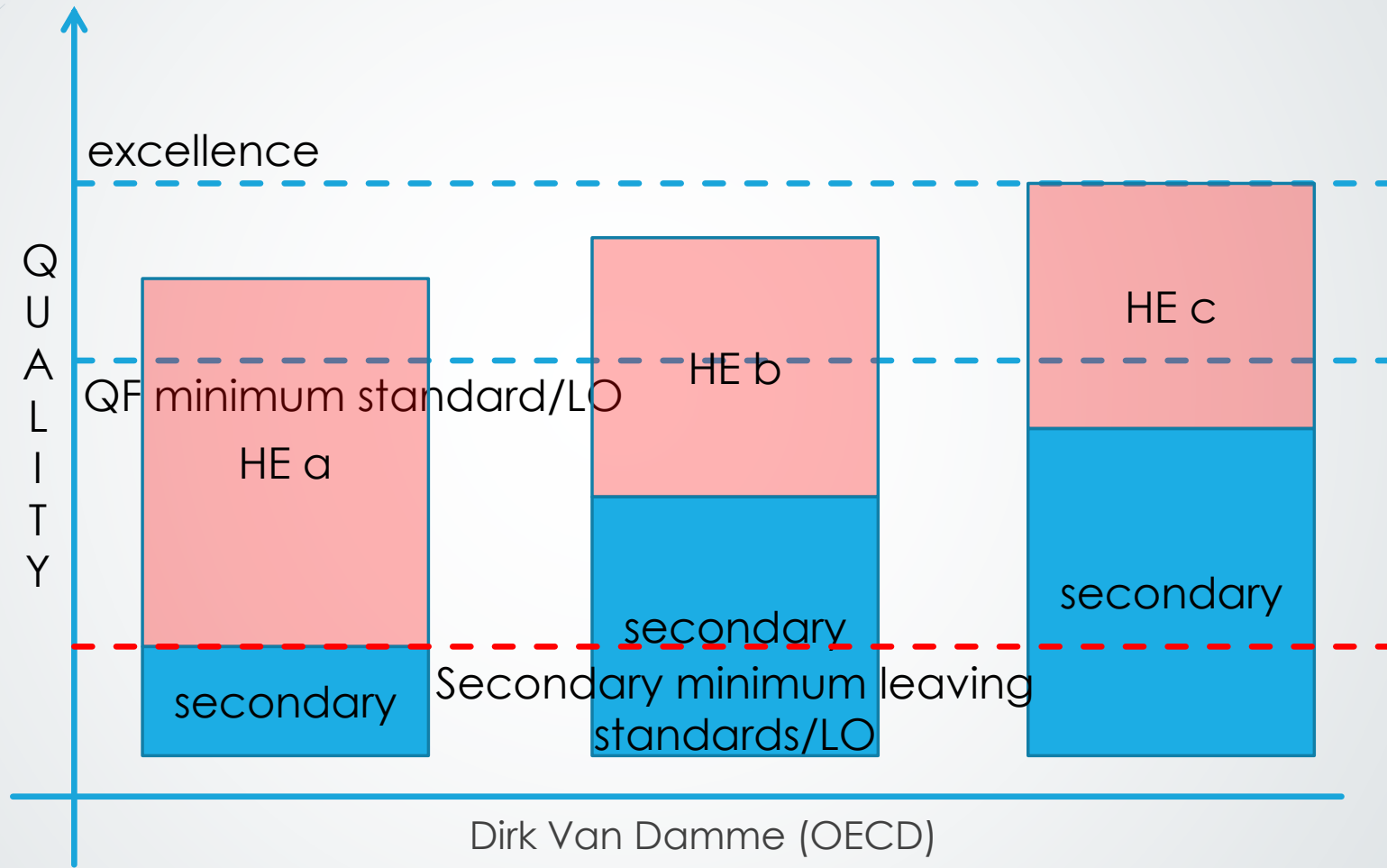
Dirk Van Damme (OECD)

EDUCATIONAL STRATEGIC CHOICE and REALITY

QA in HE
quality as added value

QA in HE
quality as added value
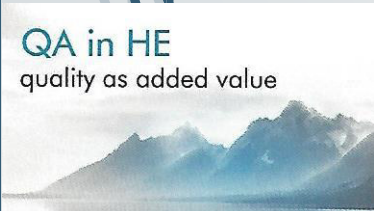
QUALITY

EDUCATIONAL STRATEGIC CHOICE and REALITY
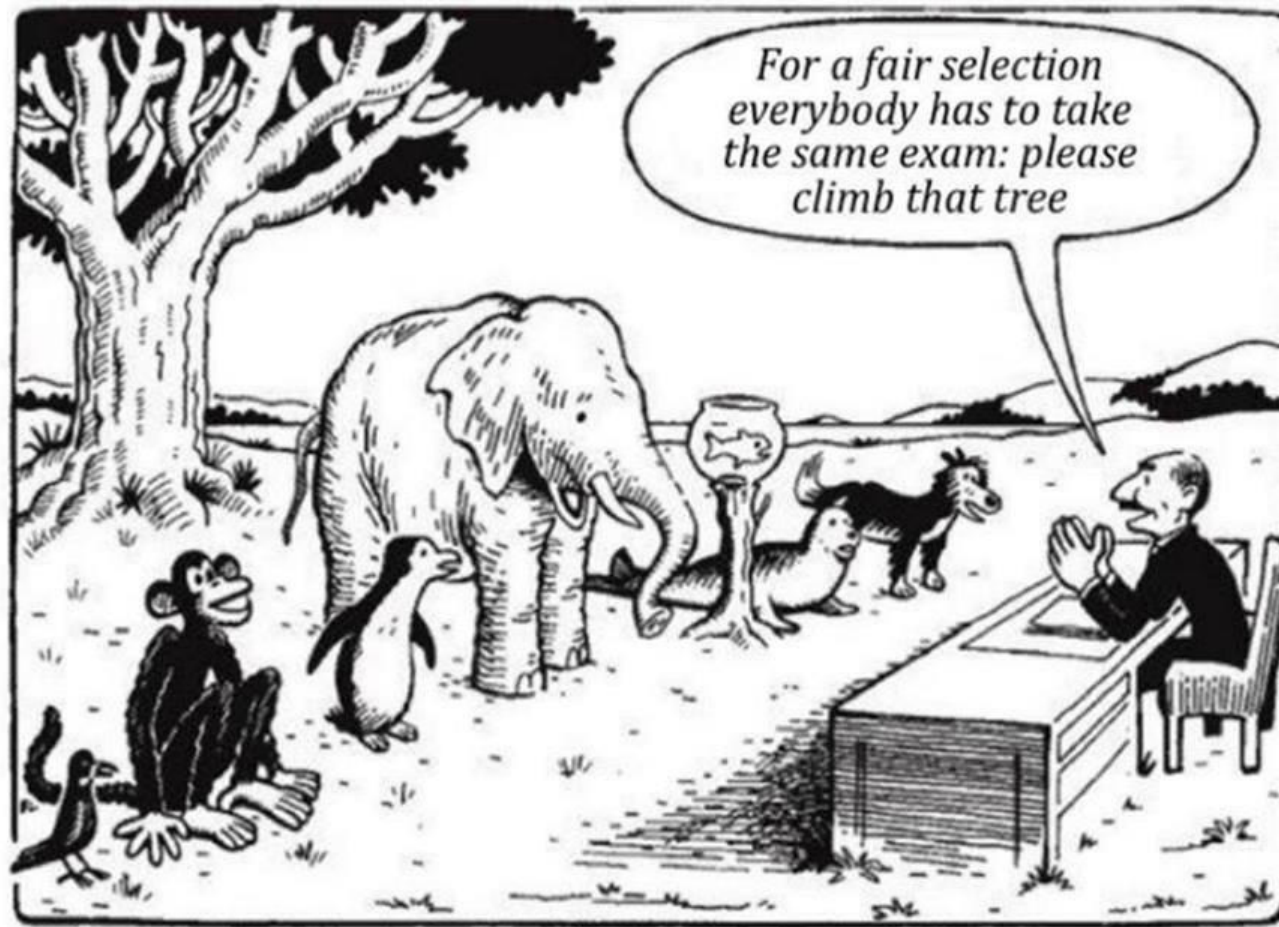
Q
U
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L
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T
Y

QA in HE
quality as added value

QUALITY

QA in HE
quality as added value

input → processes → output

transformation = value added
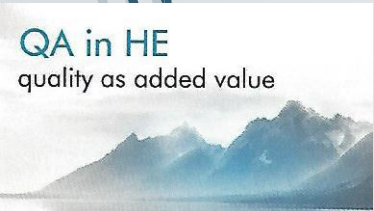
QA in HE
quality as added value
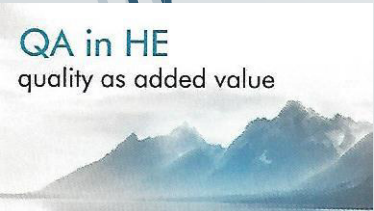
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intended LO

LO new students   study programme   achieved LO

mission   strategy & policies   results

input   **processes**   **output**
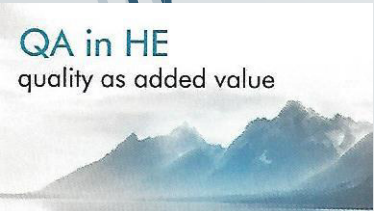
transformation = value added

| tool | tool | tool | tool | tool |

use standards & indicators

methodology

influenced by

development phase

Internal Quality Assurance (IQA)
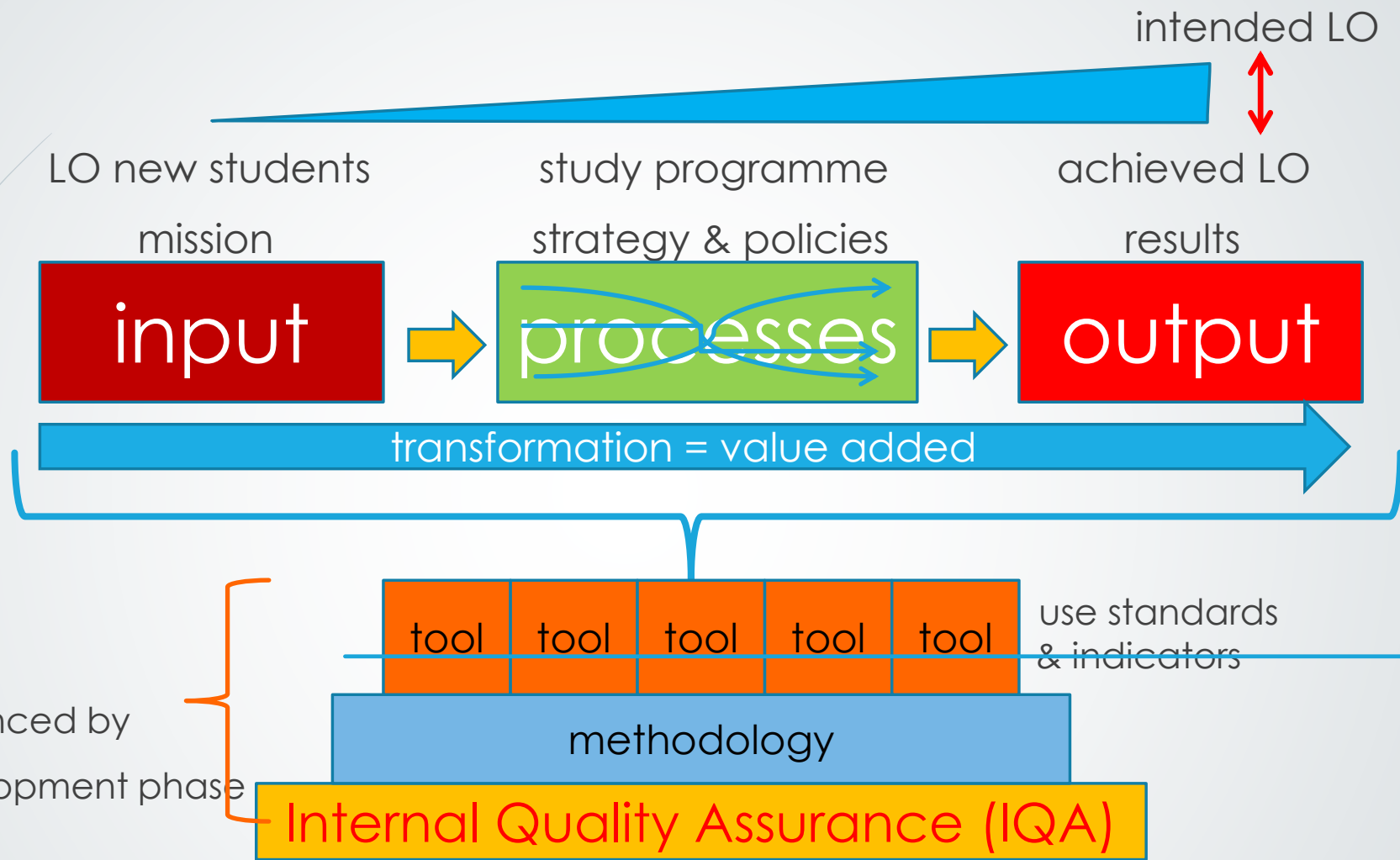
*"QA is a **management approach** to focus on the **quality** of the **organisation** and is based on **participation of all stakeholders** in order **to satisfy their expectations and aims as long as possible**"* (ISO)

QA in HE
quality as added value

QA Models

QA in HE
quality as added value

QA methology & tools

PLAN for changes to bring about improvement
Customer/supplier mapping
Flowcharting
Pareto analysis
Brainstorming
Nominal group technique
Solution/fault tree
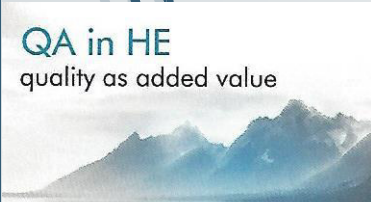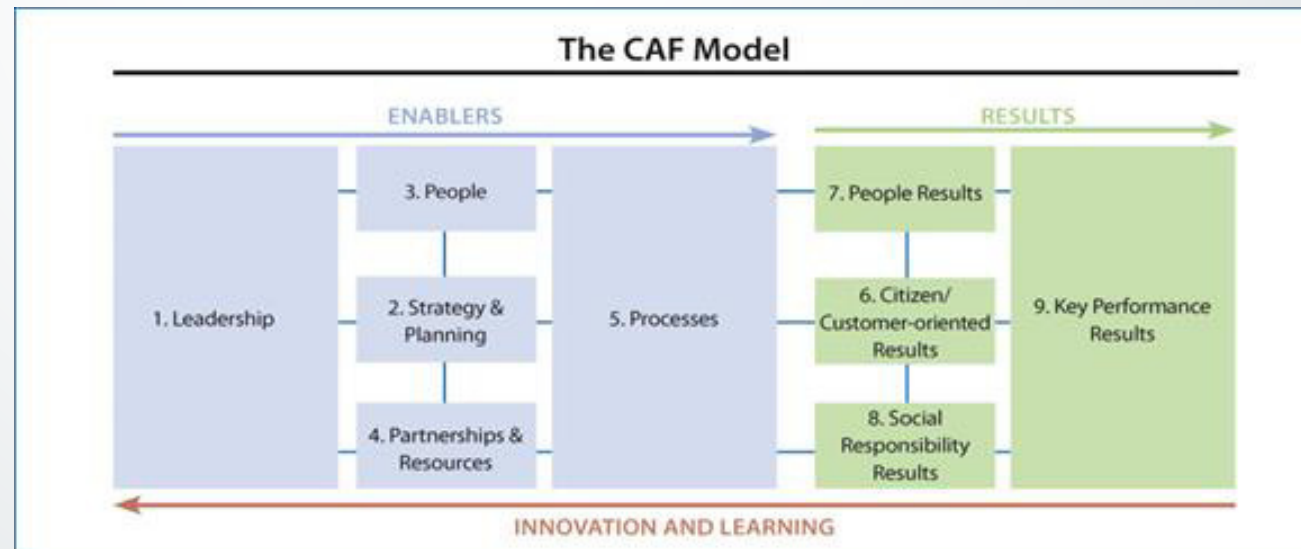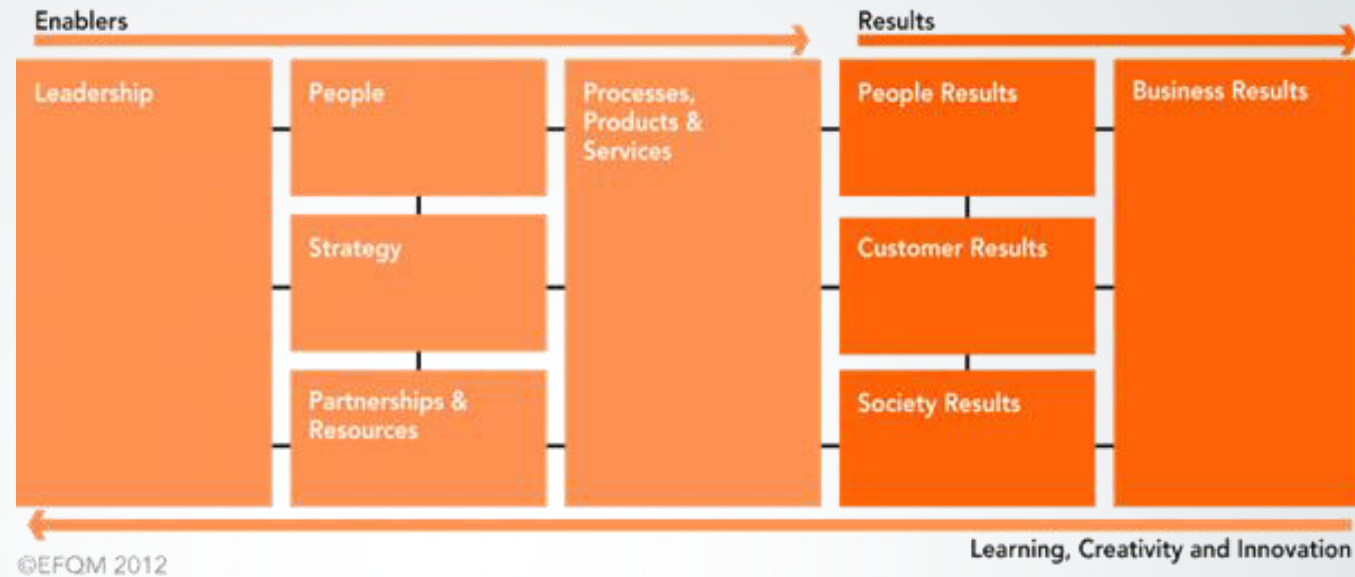Evaluation matrix
Cause & Effect diagrams

DO changes on a small scale first to trial them
Small-group leadership skills
Experiment design
Conflict resolution
On-Job training

ACT to get the greatest benefit from changes
Process mapping
Process standardisation
Controlled reference information
Formal training for standard processes

CHECK to see if changes are working and to investigate selected processes
Data checksheets
Graphical analysis
Control charts
Key performance indicators

P — Plan
D — Do
A — Act
C — Check

Deming's PDCA-cycle

QA in HE
quality as added value
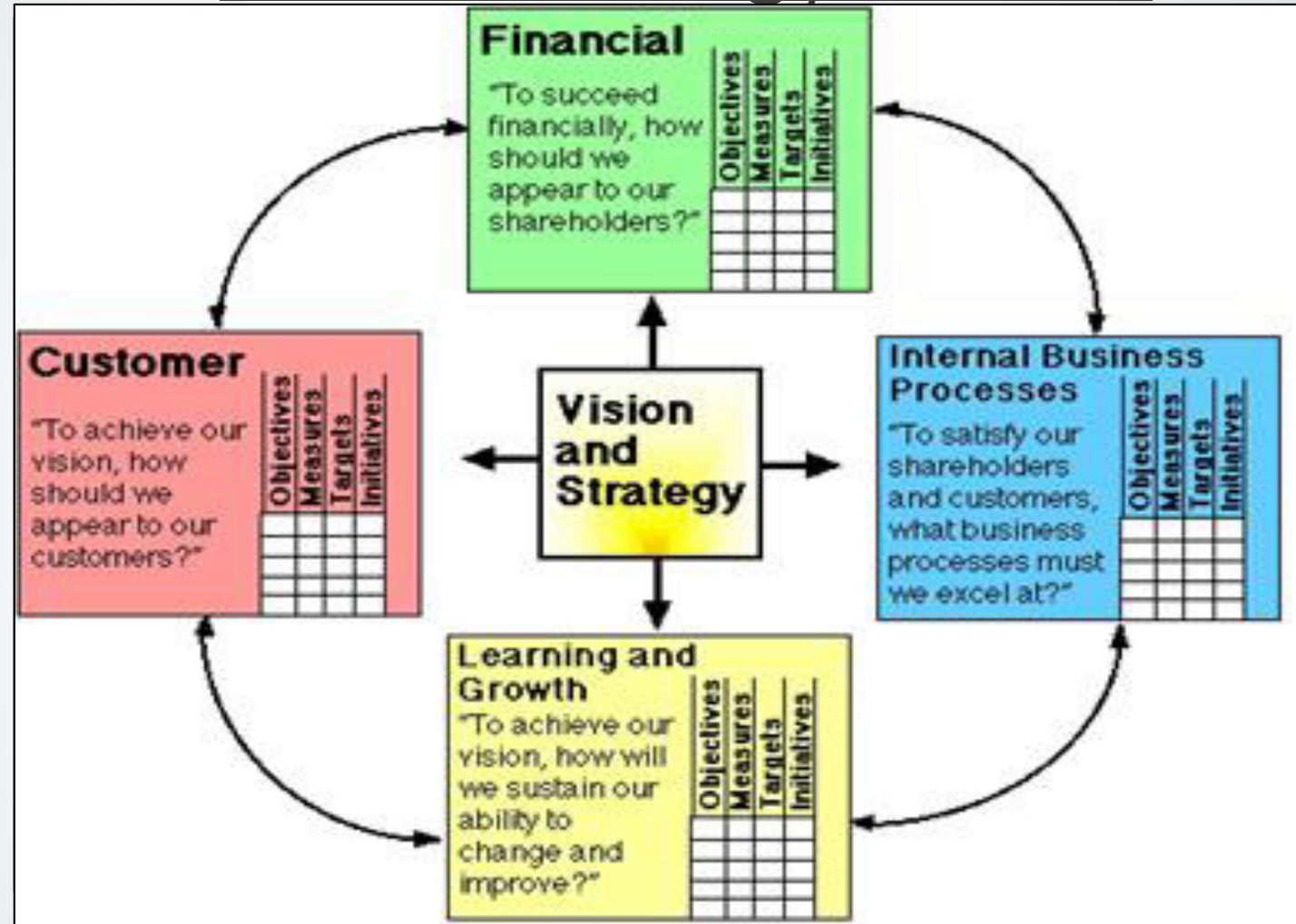
Tools to measure : quantitative & qualitative data, KPI (analysis), surveys (analysis), consensus meetings…

QA methology & tools

Deming's PDCA-cycle

QA in HE
quality as added value

Tools to measure : quantitative & qualitative data, KPI (analysis), surveys (analysis), consensus meetings…

Standards & indicators

- **Standard** : a (kind of) description that describes how the organisation and its people should develop and manage materials, products, services, processes & systems in order to satisfy the needs & expectations of its stakeholders

- **Threshold** or **excellence** standards?

- **Guideline** : helps to explain how processes & procedures should/can help in order to meet the standard (good practice)

QA in HE
quality as added value

- **Indicator** : breaks up standards into measurable and appropriate units in order to measure how much the organisation has achieved or is compliant with the standards

- Indicators should give information on the organisation's performance as far as quality of its requirements are concerned and help the organisation to improve its performance

- 3 functions of indicators : measure, signal & communicate (internal & external)

QA in HE
quality as added value

(sub-)categories of indicators

- **Quantitative indicators** *with a number*

- **Qualitative indicators** *can't be presented as a number*

- **Input indicators** *measure the situation at the start of a process or the amount of resources consumed during the generation of the outcome*

- **Process indicators** *represent the efficiency or productivity of the added value during the process*

- **Output indicators** *reflect the outcome of results of the process activities*

- **Directional indicators** *indicate whether the organization is getting better*

- **Actionable indicators** *measure the organization's control to effect change*

- **(non-)Financial indicators** *(don't) measure the finances of operations*

- **Strategic indicators** *measure the realisation of strategic goals*

QA in HE
quality as added value

(sub-)_____icators

➤ Quantitative indicato_____

➤ Qualitative indicators _____ a number

➤ Input indicators meas_____ start of a process or the
amount of resources _____ eneration of the outcome

➤ Process indicators rep_____ productivity of the added
value during the proc_____

➤ Output _____ess activities
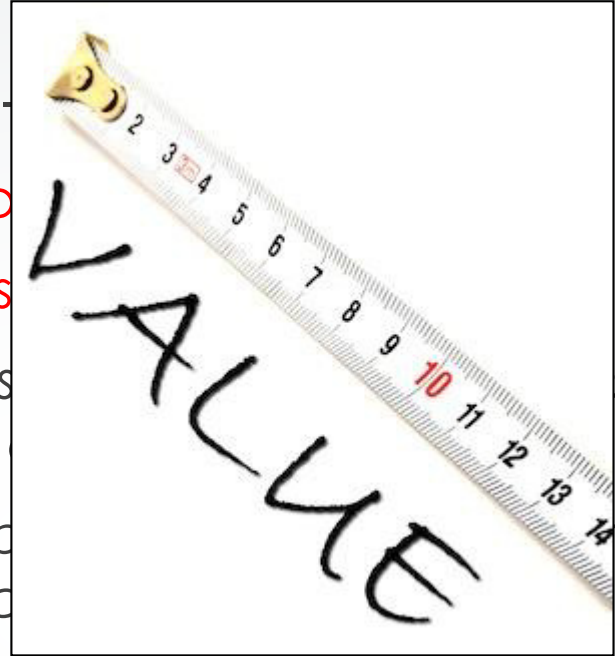
➤ Directio_____getting
better

➤ Actiona_____ effect
change

➤ (non-)Fi_____ operations

➤ Strategi_____als

measure what you
value instead of
valuing only what you
can measure.

Andy Hargreaves

Q(A) development phases

#	management & processes	results
1.	Q is result of individual commitment	Q is variable
2.	Beginning or thinking in processes systematic approach	Q is result of start of
3.	Organisation is managed professionally taking into consideration the existing and wanted quality culture	Q is guaranteed
4.	Organisation & management are systematically renewed	Q is continuously improved with innovation
5.	Organisation is outward-oriented & strives towards excellence	Q is recognized by externals as excellent international example

Bollaert, L. (2014)

QA in HE
quality as added value

IQA   **employers**   EQA

(parents)

alumni

experts &

peers =

members of EQA panel

learner

QUALITY

teacher

learning environment

professionalism HRM policy   resources & design

HEI leaders & management

subject & educational experts   **educational experts**

QA in HE
quality as added value
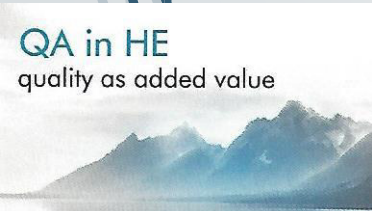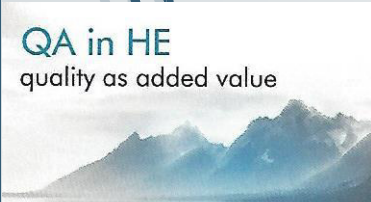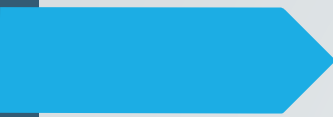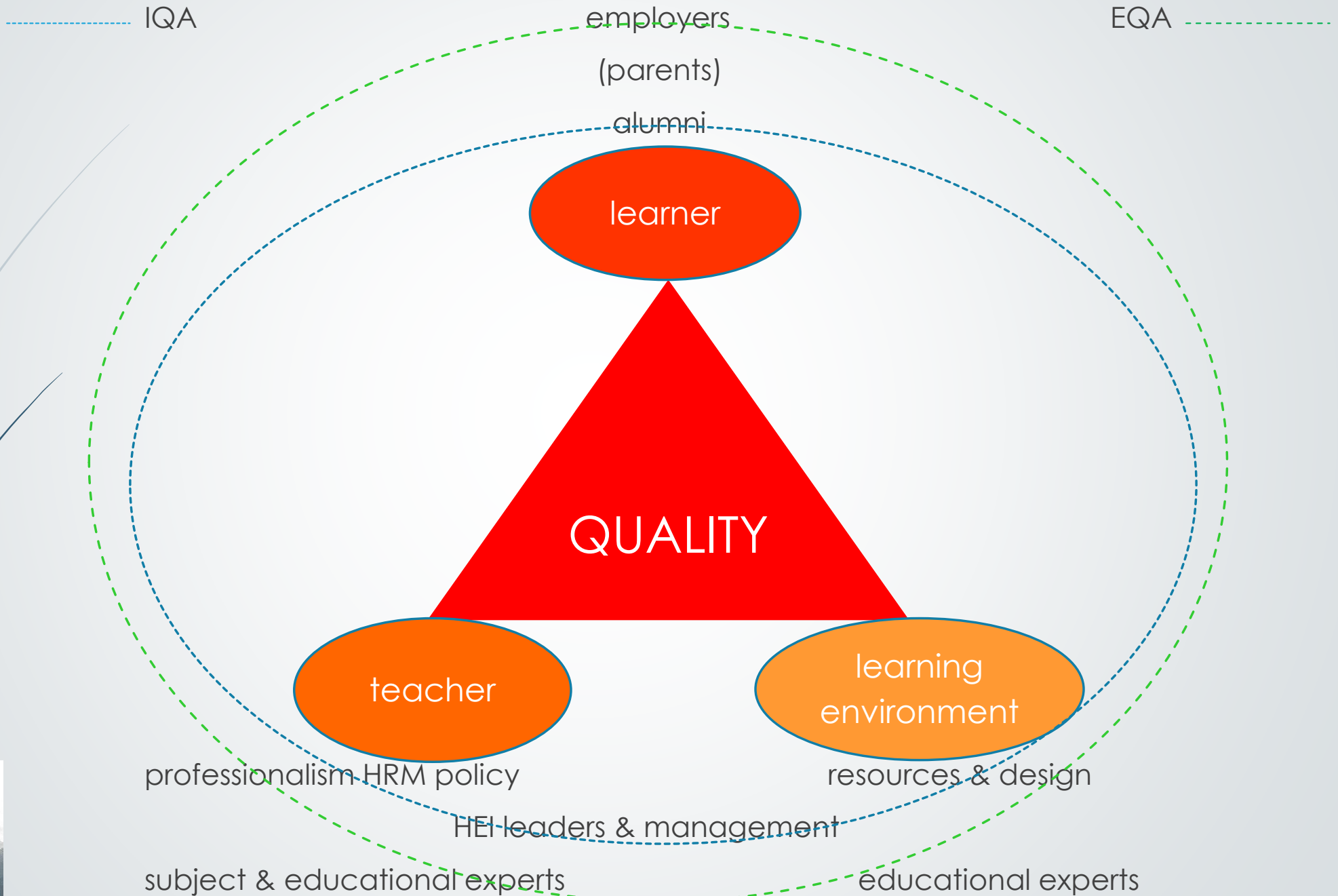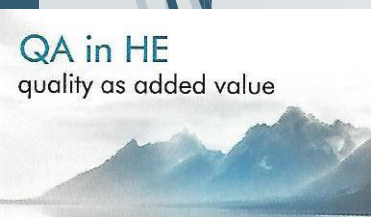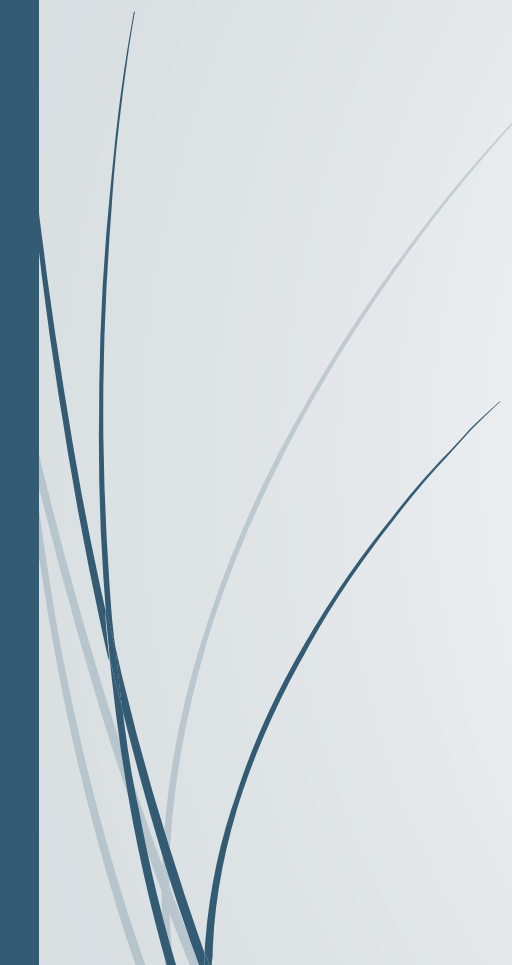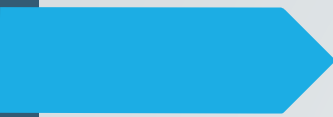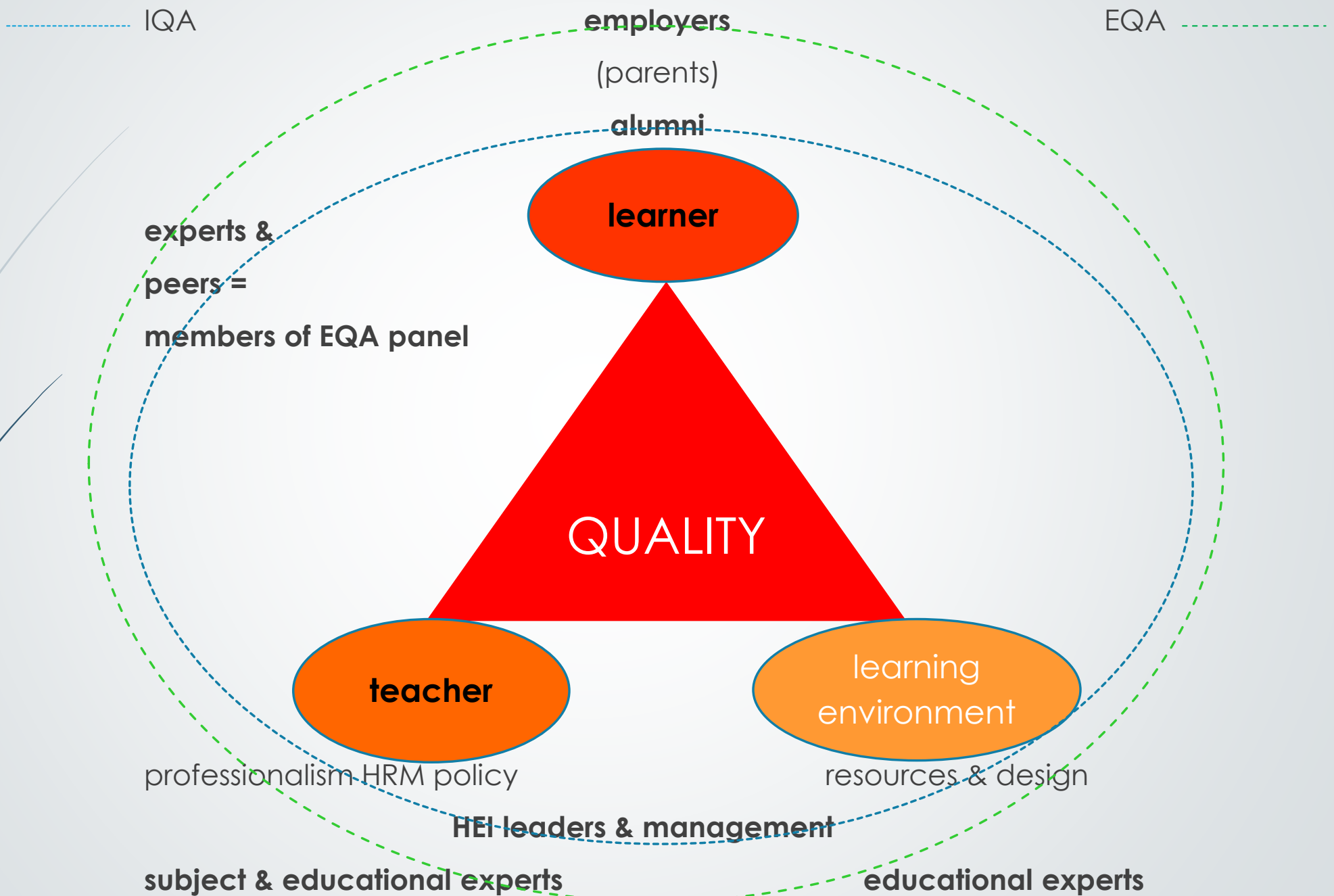
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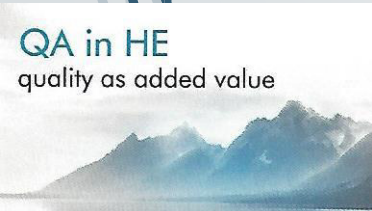
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Underlying principles & values
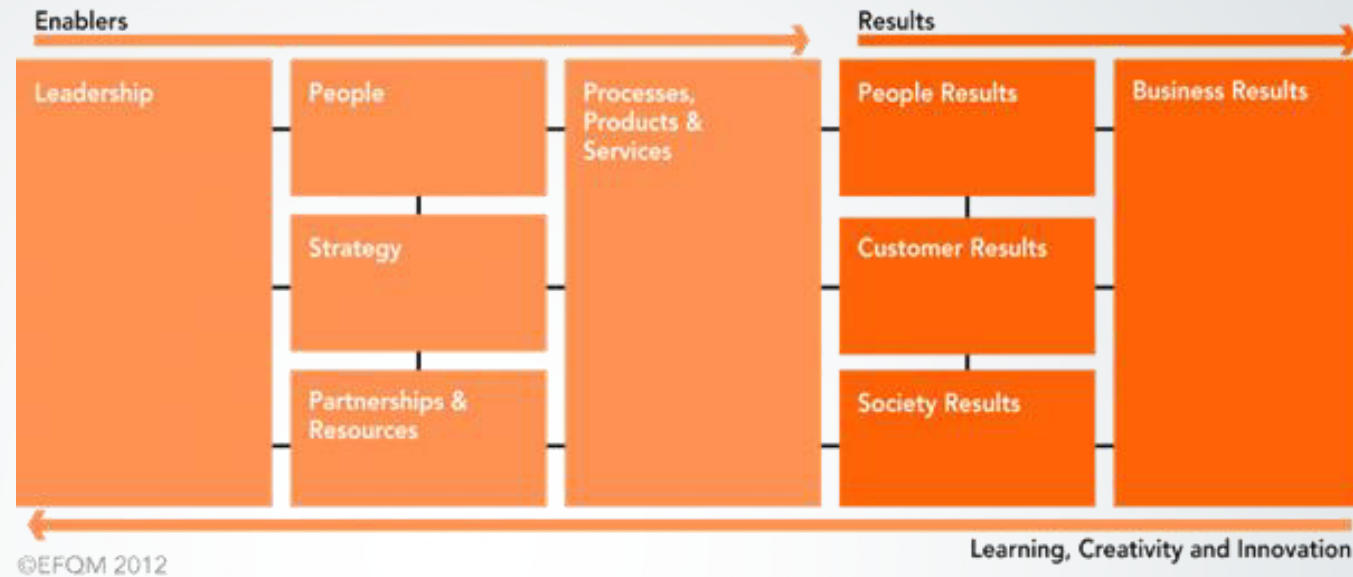
- Leading with vision, inspiration and integrity by **leaders** acting as a role model for their values and ethics (responsibility, people management…)

- **Managing** through structured and strategically aligned processes using **fact-based decision making**

- **Integrated** system interconnecting all processes and measuring their performances;

- **Trust** in continuous improvement;

- Succeeding by **people** who are valued in a **culture of empowerment** for balanced achievement of organisational and personal goals (**democracy**)

QA in HE
quality as added value

Short story of Quality Culture in Europe

EMBEDDING QUALITY CULTURE IN HIGHER EDUCATION
A SELECTION OF PAPERS FROM THE 1st EUROPEAN FORUM FOR QUALITY ASSURANCE

Examining Quality Culture Part II: Processes and Tools – Participation, Ownership and Bureaucracy

A MANUAL FOR INTERNAL QUALITY ASSURANCE IN HIGHER EDUCATION
WITH A SPECIAL FOCUS ON PROFESSIONAL HIGHER EDUCATION
LUCIEN BOLLAERT

Harvey & Stensaker *Quality Culture*

| 1970s-80s | 1980s-90s | 2002-06 | 2006 | 2008 | 2009-12 | 2013 | 2014 |
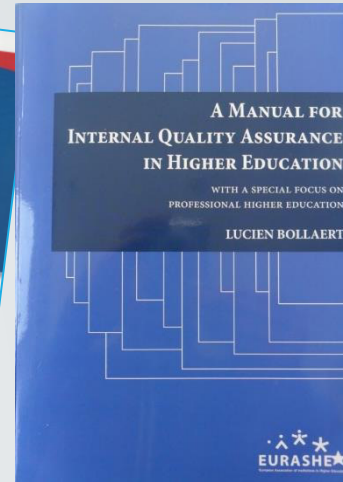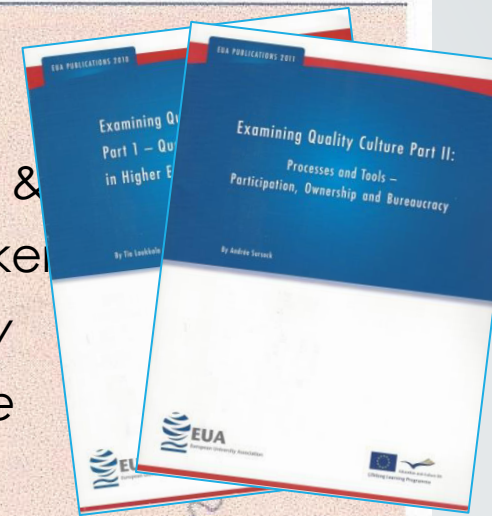
organizational culture

QA in HE
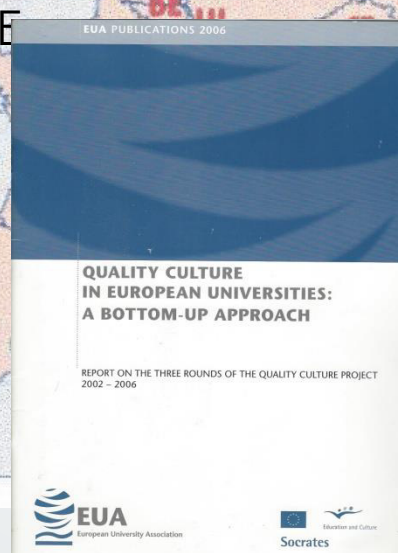
Flanders Bologna Berings project

QUALITY CULTURE IN EUROPEAN UNIVERSITIES: A BOTTOM-UP APPROACH
REPORT ON THE THREE ROUNDS OF THE QUALITY CULTURE PROJECT 2002 – 2006

EQAF EUROPEAN QUALITY ASSURANCE FORUM

Examining Quality Culture Part III: From self-reflection to enhancement
By Oliver Vettori

QA in HE
quality as added value

Quality Culture

Structural-formal elements

Organisational-psychological elements

Collective — Individual

Normative Strategic Operative — Trust, Leadership, Communication, Participation, Collaboration, Shared values — Commitment Responsibility Engagement

I. Context, scope, purposes and principles

"*The ESG are based on the following four principles:*

- *Higher education institutions have primary responsibility for the quality of their provision and its assurance;*

- *Quality assurance responds to the diversity of higher education systems, institutions, programmes and students;*

- *Quality assurance supports the development of a quality culture;*

- *Quality assurance takes into account the needs and expectations of students, all other stakeholders and society.*"

Standard 1.1: Policy for QA, guideline

"*It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.*"

www.enqa.eu

QA in HE
quality as added value

intended LO

LO new students   study programme   achieved LO

mission   strategy & policies   results

input ➡ **processes** ➡ **output**

transformation = value added

tool | tool | tool | tool | tool

use standards & indicators

influenced by

development phase

methodology

Internal Quality Assurance (QA)

influence on development phases

underlying principles

underlying (hidden) values

QA in HE
quality as added value

QA in HE
quality as added value

"A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration that has worked and, therefore, to be thought to new members as the way to perceive, think, and feel in relation to those problems."

Schein (1985, 2004 3rd ed.), *Organisational Culture and Leadership*, San Francisco, p. 90

QA in HE
quality as added value

"A company is a culture. A group of people brought together around a common set of values and beliefs. It's not products or services that bind a company together. It's not size and might that make a company strong, it's the culture – the strong sense of beliefs and values that everyone, from the CEO to the receptionist, all share."

"We do better in cultures in which we are good fits. We do better in places that reflect our own values and beliefs."

"One culture is not better or worse than the other, they are just different."

Simon Sinek (2009), *Start with Why*, p. 89-90
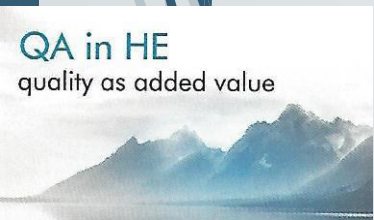
Elements of quality culture

Figure 3: Elements of quality culture (adapted from EUA 2006: 20 and EUA 2005: 18)

Quality Culture

Formal quality
assurance processes

Tools and processes to
define, measure, evaluate,
assure, and enhance quality

Communication
Participation
Trust

Quality commitment
Cultural element

Individual level: personal
commitment to strive for
quality

Collective level: individual
attitudes and awareness
add up to culture

QA in HE
quality as added value

Elements of quality culture

Figure 3: E

Formal quali
assurance pr

Tools and pr
define, meas
assure, and e

(–) Management involvement (+)

(–) Staff involvement (+)

Type B (+/–)	Type D (+/+)
Professional culture	Integrated culture

Type A (–/–)	Type C (–/+)
Fatalistic culture	Managerial culture

t

;onal
/e for

vidual
ness

QA in HE
quality as added value

INTERNAL OWNERSHIP

Reactive Quality Culture: sees quality as something that is 'imposed' from the outside environment and, thus, focuses on individual aspects of quality and avoiding external threats;

Reproductive Quality Culture: emphasisthe maintenance of the status quo, because changes lead to internal resistance;

Responsive Quality Culture: primarily evaluates its own practice in the light of external quality requirements and contributes to an improvement agenda;

Reproductive Quality Culture: typical of a 'learning organisation' in which quality consciously is embedded in daily operations;

QA in HE
quality as added value

Quality Culture (existing & desired)

dr. Berings, Dries (2011)

QA in HE
quality as added value
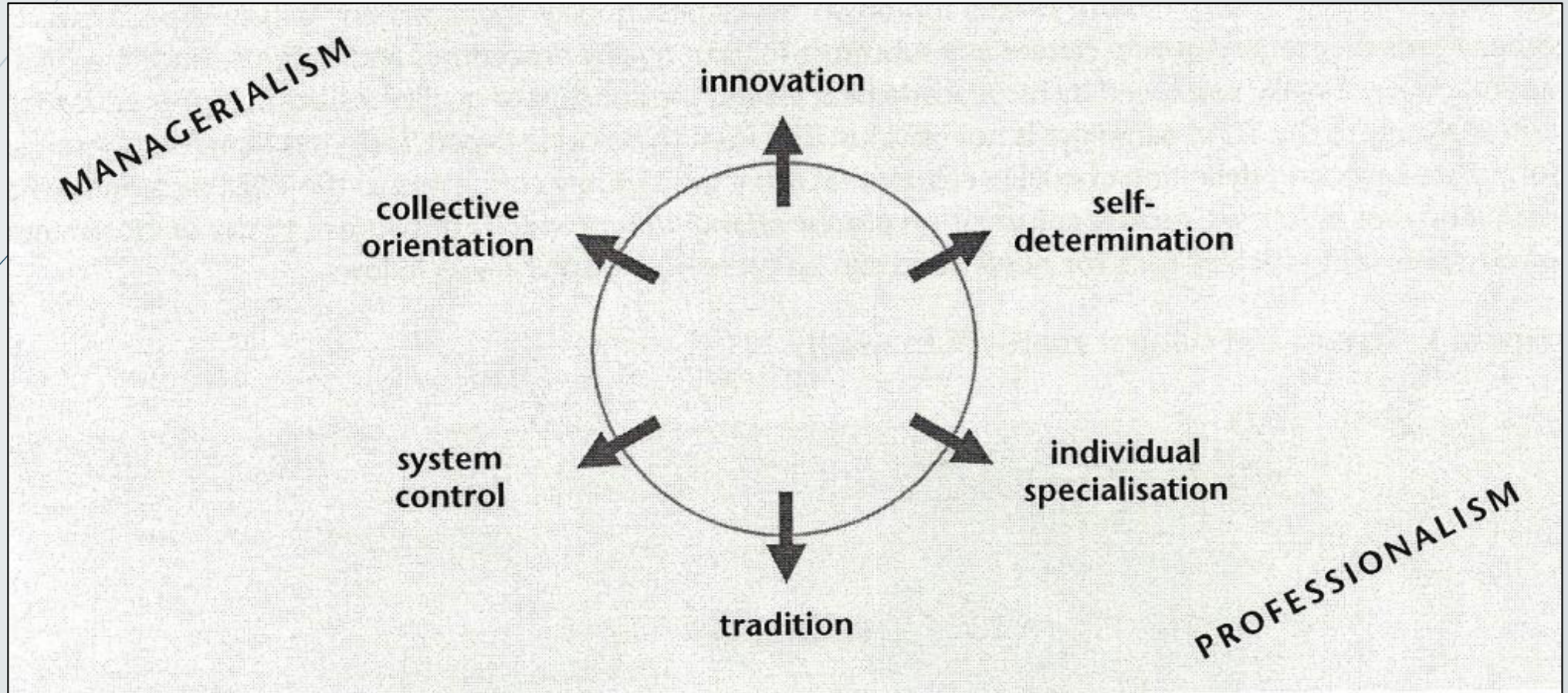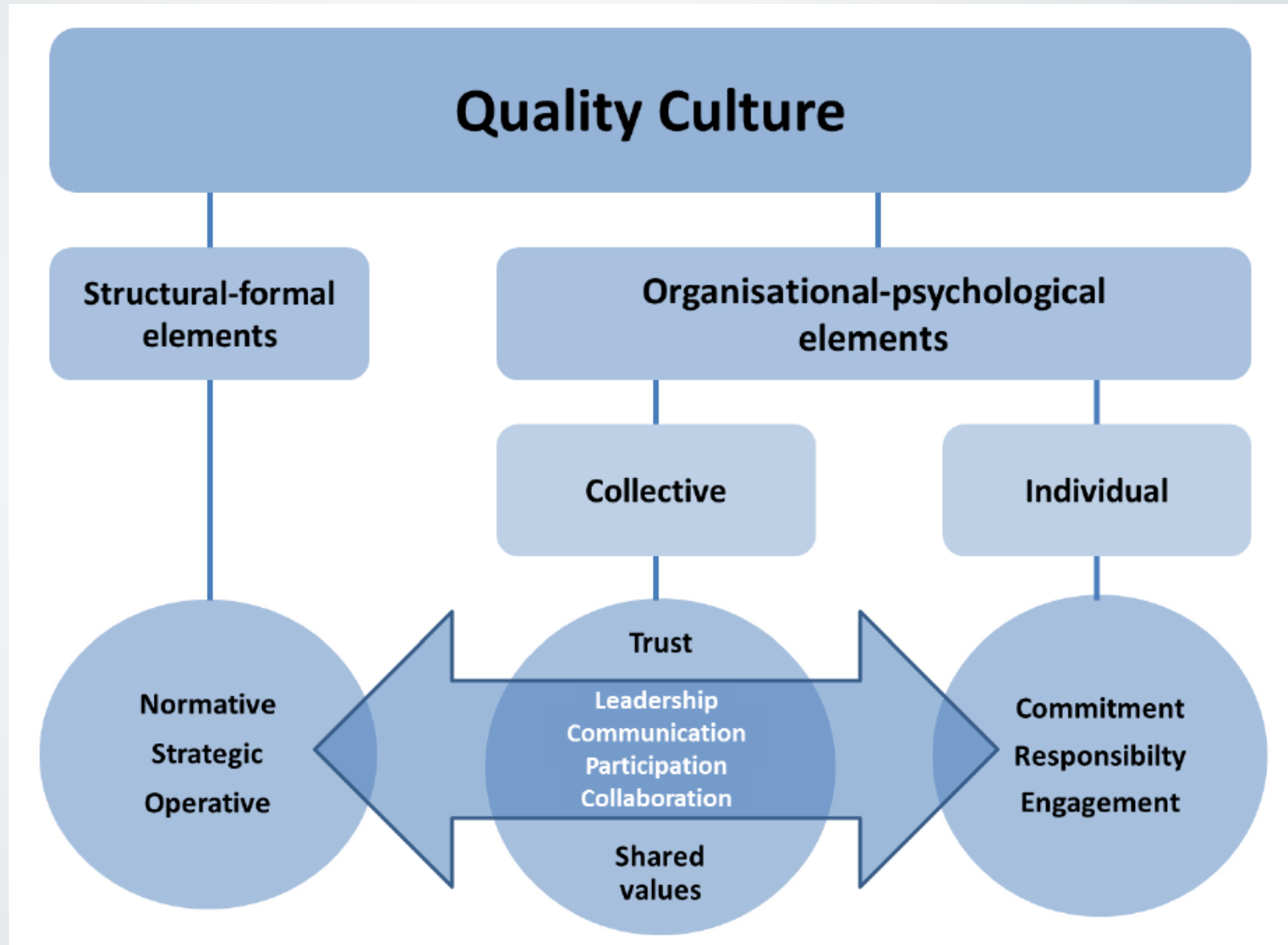
Heidelberg (2013)

quality as result

QC	+	QA	=	presumable quality result
O +		M +		++
M +		O +		++
O +		M -		+
M +		O -		presumably + (variable)
O -		M +		presumably - (variable)
M -		O +		presumably - (variable)
O -		M -		--
M -		O -		--

O = overwhelming M = minor (strength)

Bollaert, L. (2014, 2018)

➢ There always is a quality culture, just as there always is an organisational culture.

➢ There can be a positive or negative quality (sub)culture.

➢ There is no one-to-one relationship between quality culture, QA and the resulting/existing quality.

➢ The relationship between quality, quality culture and QA is dialectic.

"A (positive) Quality Culture is that part of organisational culture in which all stakeholders concerned engage for the creation of quality and the ambition of continuing enhancement through quality assurance." Lucien Bollaert (2014)

QA in HE
quality as added value
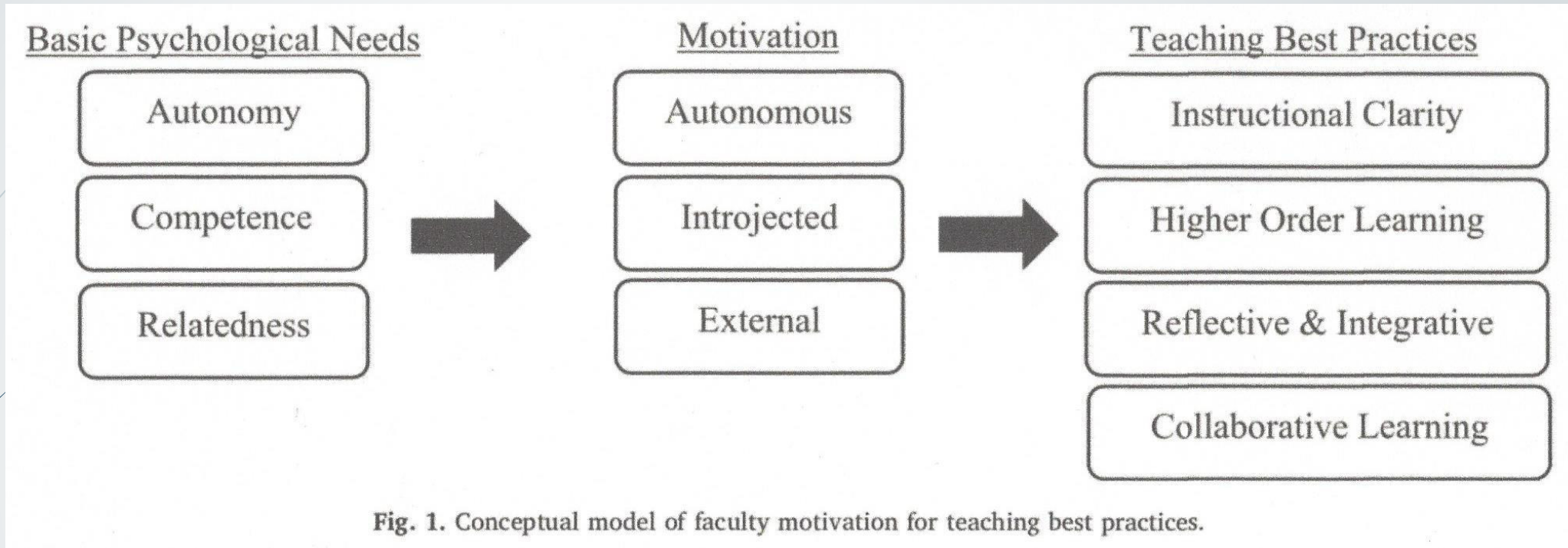
Fig. 1. Conceptual model of faculty motivation for teaching best practices.

Autonomous motivation has significant positive predictive effects on all 4 learning outcomes while other external types of motivation, such as rewards, blame or punishment have little to no relationship with good teaching.

Based on Stupnisky's self-determination theory: people can function optimally in a given setting when their basic psychological needs are met.

Stupnisky, R.H. & BrckaLorenz, A. & Yuhas, B. & Guay, F. (2018), Faculty members' motivation for teaching and best practices, in *Contemporary Education Psychology*, vol. 53, April 2018, pp. 15-26

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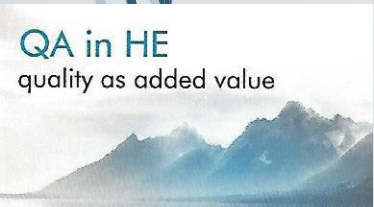
After the meeting they realized the new manager suffered from severe adaptive difficulty

structural elements	cultural elements
leadership	vision & mission
strategy	values
KPIs	learning from failure
QA system	quality culture
PDCA	coaching
results	process
threshold minimum standards	continuous striving for better
quantative indicator	qualitative indicator
procedures	engagement
stakeholders	co-creators
QA unit	service
technological tool	creative constructive thinking
efficiency	effectiveness
controllers	peers/critical friends
short-term knowledge & skills	transversal competences
finances	commitment
infrastructure	creative room
staff	team
external inspection	appraisal approach
accreditation	enhancement
EQAR	ENQA

QA in HE
quality as added value

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EQAR	ENQA

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QA in HE
quality as added value

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short-t

QA in HE
quality as added value

better

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How Can One Create a Culture for Quality Enhancement?

Final Report

October 2016

Andrea Kottmann

Jeroen Huisman

Lisa Brockerhoff

Leon Cremonini

Jelle Mampaey

|c|h|e|p|s|

Center for
Higher Education
Policy Studies

CHEGG

QA in HE
quality as added value
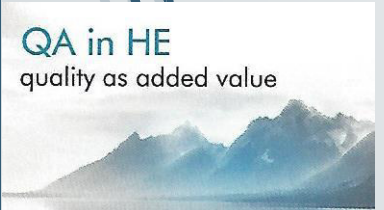
How Can One Create a Culture for Quality Enhancement?

4 generic factors playing a role for (creating a) QC & quality enhancement:

✓ **Effective** leaders with **commitment** to implementing changes and practise "**blended leadership style**" (combine managerial and academic values and address the collective "walking the talk" = combine bottom-up collegial initiatives with a managerial vision) in order to establish a **baseline of shared values that defines high quality teaching and learning**;

✓ **Resources** that create **time and space** for academics, money may not be the key, but **reducing workloads**, **avoiding goal conflicts** and **offering expertise**;

✓ **Communication** going beyond leadership that creates a shared language and a **baseline of shared values defining high quality teaching** to **talk about learning and teaching**, and to **share good practices**;

✓ **Recognition** of teaching and learning activities (vis-à-vis research) with **valuable instruments** such as teaching awards, career paths, leadership roles and career paths on teaching and learning archievements

QA in HE
quality as added value

QA in HE
quality as added value
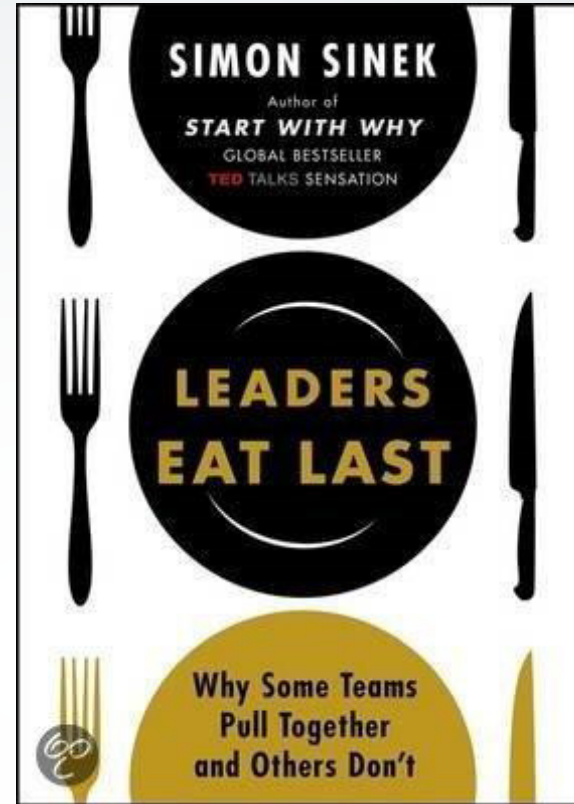
"These exceptional organizations all have cultures in which the leaders provide cover from above and the people look out for each other." (p. 8)

"Yet a good number of our educational institutions and training programs today are focused not on developing great leaders but on training effective managers." (p. xi)

Simon Sinek (2013), *Leaders Eat Last*

51

QA in HE
quality as added value

Too often we associate transformational leadership with the charismatic leader at the top of the organization who provides the vision and everyone else just follows.
However, any kind of leadership effort of this type in today's fast-paced, complex world really needs *'distributed leadership' – leadership at all levels*. That would mean input and consultation with people inside and outside of the organization who have fresh information and insights about customers, markets, new technologies, competitive challenges and future trends, *creating synergies among people* driving existing initiatives and those excited about *creating something new*, and letting others throughout the organization *drive change in their own part* of the organization with simple rules guiding alignment across initiatives. The world is too complex for a one-guidance, safety, passion, and container to enable others to lead and act, *while avoiding chaos*."

Deborah Ancona, Professor of Management, MIT Sloan School of Management

THE FUTURE OF QA
Part 1

LEARNING OUTCOMES & QA
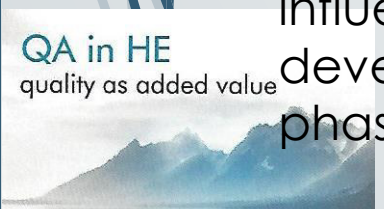
Lucien Bollaert

independent international QA expert

visiting professor | board member QAAs

IQAA Seminar on QA

6 April 2018

Astana | Kazakhstan

intended LO

LO new students   study programme   achieved LO

input ➡ processes ➡ output

transformation = value added

| tool | tool | tool | tool | tool | use standards & indicators |

methodology

Internal Quality Assurance (QA)

underlying principles

underlying (hidden) values

influenced by

development phase

influence on development phases

QA in HE
quality as added value
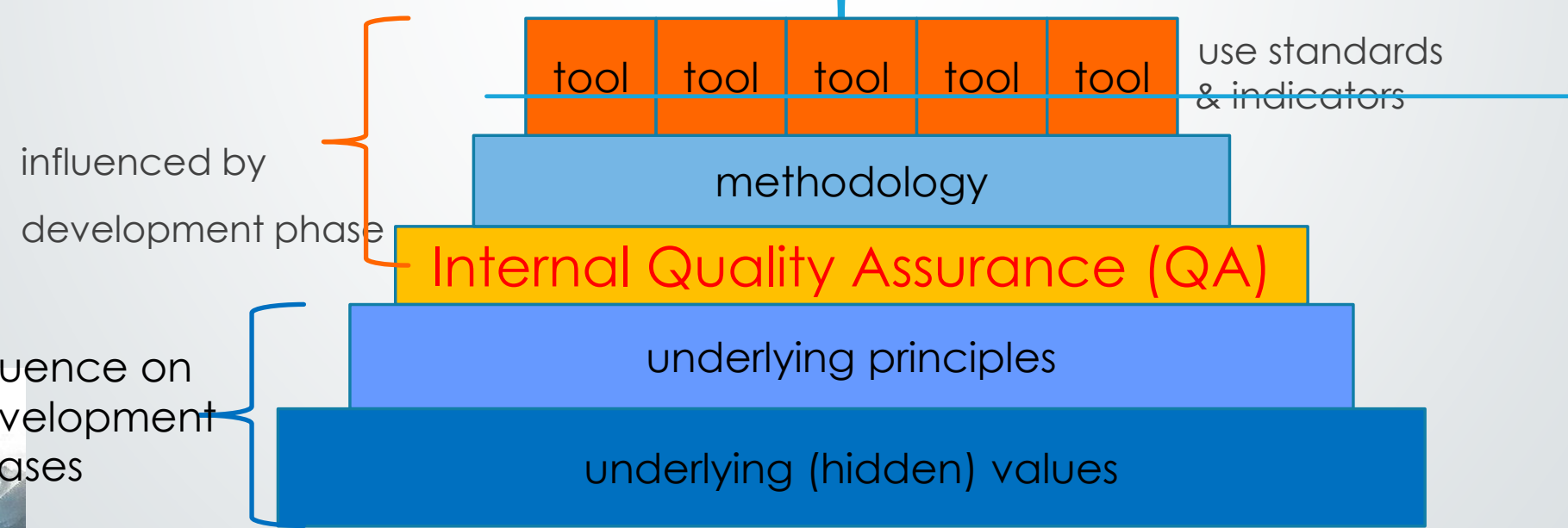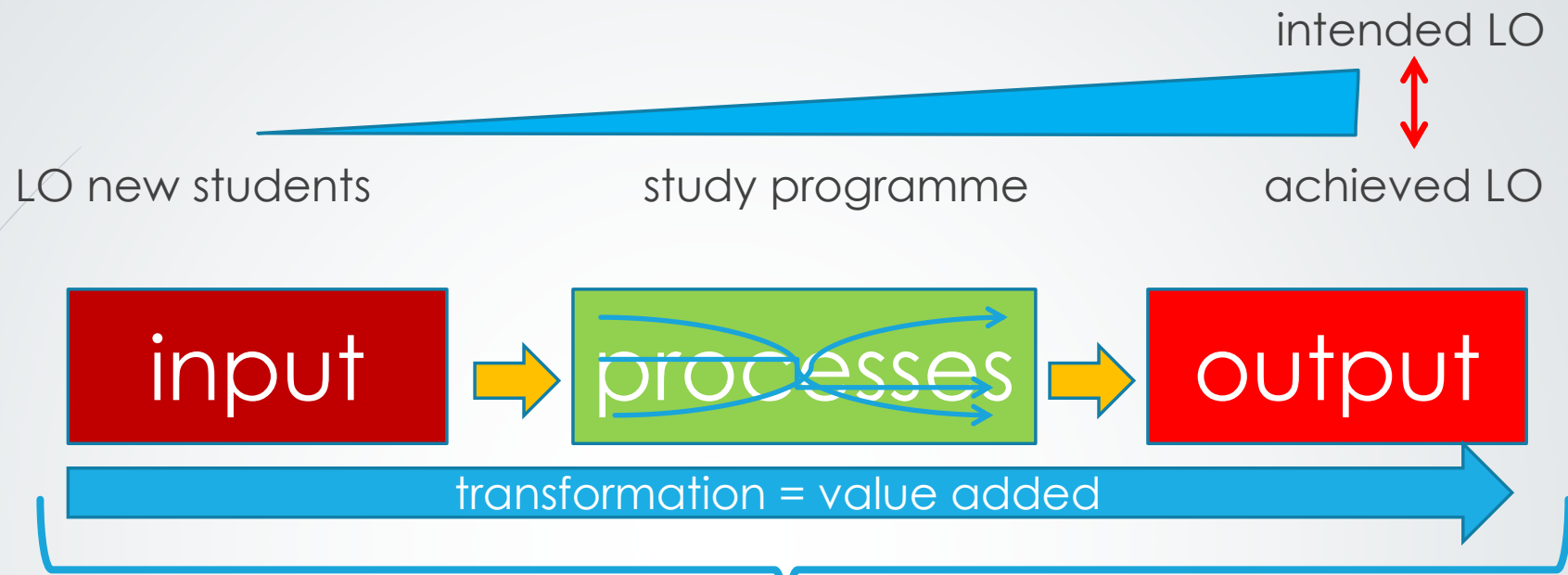
Learning outcomes : need of common language

on the basis of a common understanding

LO = statement of what a learner knows, understands and is able to do on successful completion of a learning process

competence = proven ability to integrate knowledge, skills & attitude to be successful in a certain context

Make of the LO **LIVING** things that are formulated by the stake-holders concerned, passionately shared by the whole team and shaping the teaching, learning and assessment practices & formats accordingly **LEAVING ROOM FOR EXPERIMENTAL LEARNING**!

QA in HE
quality as added value

ESG
2015

Standards and Guidelines for Quality Assurance
in the European Higher Education Area

www.enqa.eu

QA in HE
quality as added value

Standard I.2 : Design and Approval of Programmes

"(…) The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently to the Framework for Qualifications of the European Higher Education Area."

Standard I.2 : Design and Approval of Programmes

Guidelines:

''Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.

Programmes

- are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;

- are designed by involving students and other stakeholders in the work;

- benefit from external expertise and reference points;

- reflect the four purposes of higher education of the Council of Europe;

- define the expected student workload, e.g. in ECTS; (…)''

[preparation for sustainable employment;

preparation for life as active citizens in democratic societies;

Personal development;

The development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.

https://www.coe.int/t/dg4/highereducation/PublicResponsibility/Explanatory%20Memorandum%20public%20responsibility_EN.asp]

ESG 2015

Standards and Guidelines for Quality Assurance
in the European Higher Education Area

www.enqa.eu

QA in HE
quality as added value

QA in HE
quality as added value

global dimension

EQF (LLL)

QF EHEA

QA

NQF

MACRO

disc spec LO

disc spec LO

disc spec LO

disc spec LO

MESO

LEARNING OUTCOMES = MEETING POINTS at HEART OF THE MATTER

awards

HEI LO

int

(i)nt

HEI

MICRO

Prog LO

Prog LO

Prog LO

Prog LO

Prog LO

Key LO

CLO

CLO

CLO

CLO

CLO

QA

PROG

T

int

generic

specific

QA in HE
quality as added value

dimensions of quality & QA (1)

LO = a learner's knowledge, skill and competence CHANGE as a result of learning = 'LEARNING GAIN'

IQF

NQF input LO

QF

NQF ach.LO

21st c competences   learner

input LO

ach.LO

input ⇒ processes ⇒ output

QUALITY

instruments   &   tools

methodology

teacher   QA (management) system   learning environment

underlying principles

underlying values

QUALITY CULTURE

QA in HE
quality as added value

LO = a learner's knowledge, skill and competence CHANGE as a result of learning = 'LEARNING GAIN'

IQF

NQF input

QF

NQF ach.L

21st c learner

APPLICATION

WHAT ARE YOUR COMPETENCES?

I CAN FLY, THROW CARS AND LOOK THROUGH WALLS.

THOSE ARE NOT COMPETENCES, BUT SKILLS!

NEXT APPLICANT!

SHIT!

23-3/1063

underlying principles

underlying values

QUALITYCULTURE

QA in HE
quality as added value

THE FUTURE OF QA
Part 1

QA and vision, mission and strategy

Lucien Bollaert

independent international QA expert

visiting professor | board member QAAs

IQAA Seminar on QA

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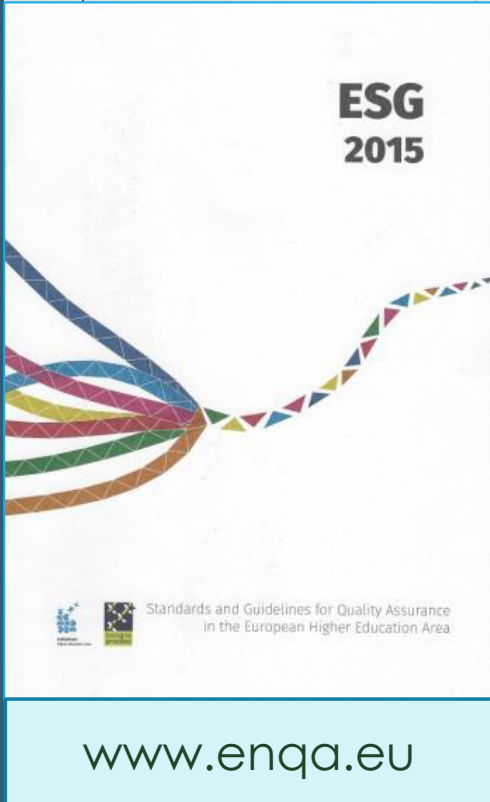
- <u>Standard I.1:</u>
"Institutions should have a policy for QA that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders."

www.enqa.eu

QA in HE
quality as added value
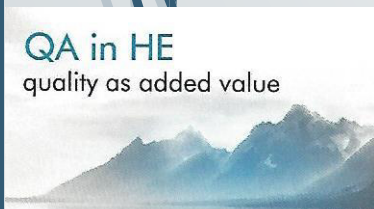
Published institutional strategies for continuous enhancement
in the past 5 years 2013/14
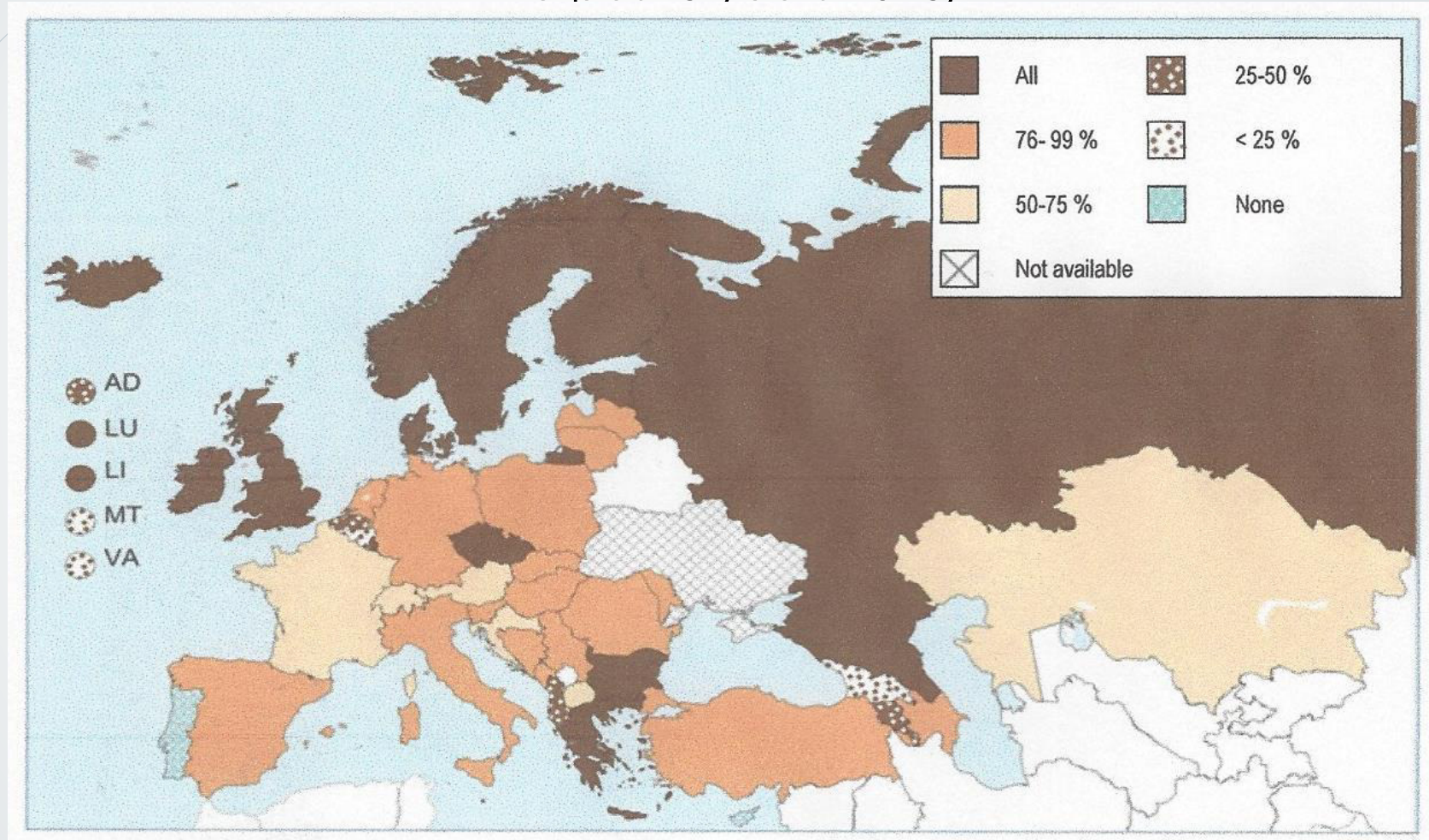
Implementation report 2015, fig. 3.1, p. 89
Source BFUG questionnaire

intended LO

LO new students   study programme   achieved LO

mission   strategy policies   results

input   output

influenced by

development phase   Internal Quality Assurance (QA)

influence on development phases   underlying principles

underlying (hidden) values

QA in HE
quality as added value

Nine out of 10 organizations fail to execute strategy !
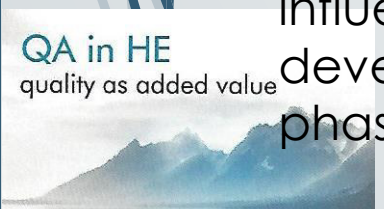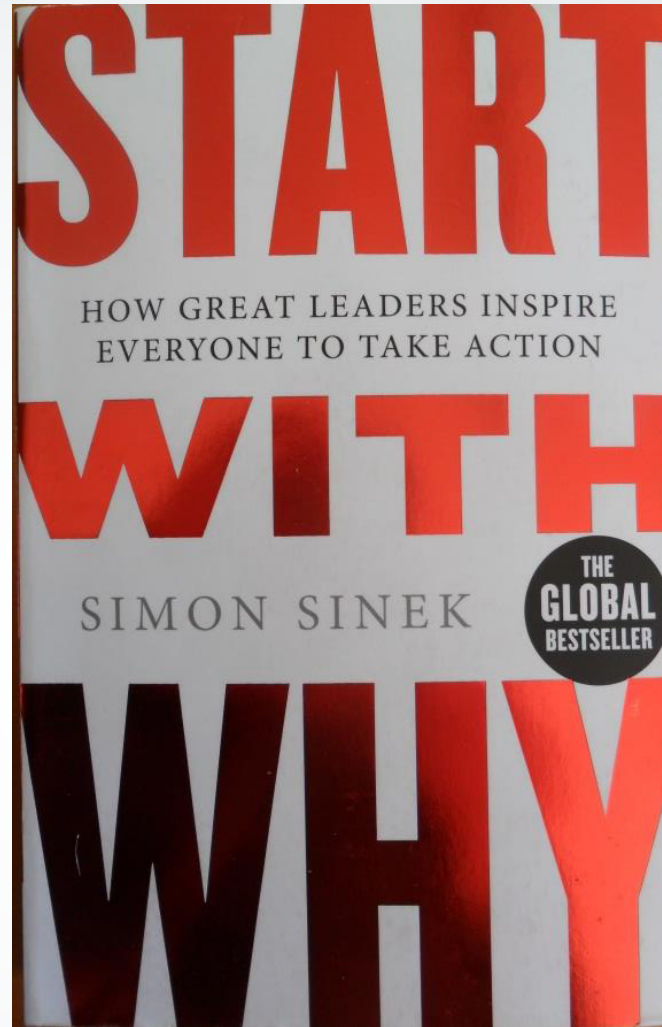
START WITH THE QUESTION "WHY ?"

THEN ASK "HOW ?"

FINALLY ASK "WHAT ?"

Simon Sinek (2009)

"You have to _earn trust_ by communicating and demonstrating that you _share the same values and beliefs_.

You have to _talk about your WHY and prove it with WHAT_ you do.

Again, a _WHY is just a belief_. _HOWs are the actions we take to realize that belief, and WHATs are the results of those actions. When all three are in balance, trust is built and value is perceived._"

Simon Sinek (2009), p. 84-85

QA in HE
quality as added value
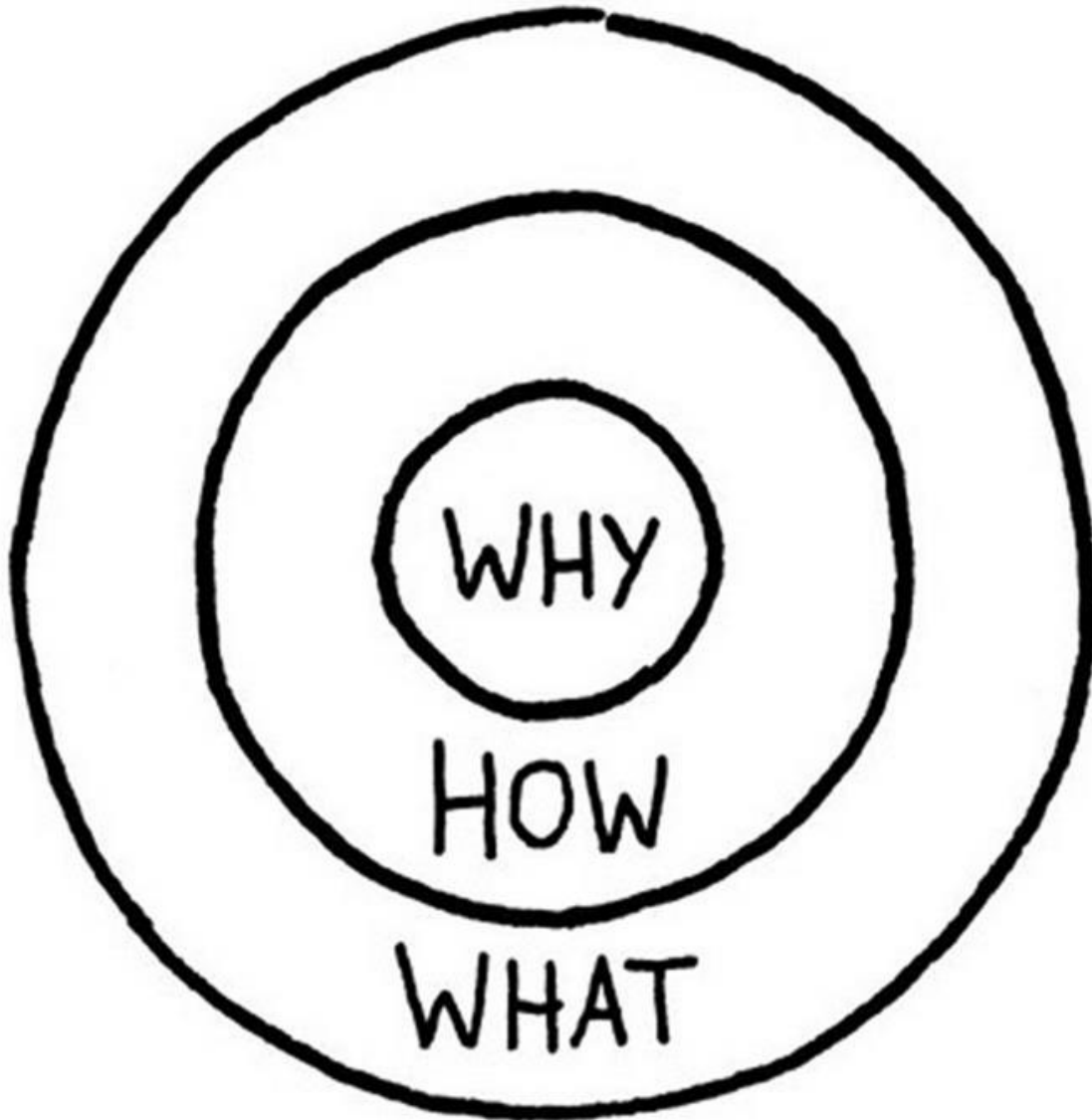
Why = The Purpose
What is your cause? What do you believe?

How = The Process
Specific actions taken to realize the Why.

What = The Result
What do you do? The result of Why. Proof.

QA in HE
quality as added value
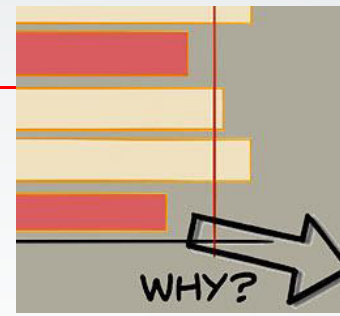
■ Why do we need quality (assurance) management?

■ Why do we want quality?

■ Why are we in (higher) education?

■ Why do we want a better society?

■ Why do we need a better world?

■ Why do we want a better life?

■ Why do we exist? What is the added value we provide to life on the world?

QA in HE
quality as added value

Look critically to the
with your external &

WHY?
this future of HE & Q(A)?
this vision of HE & Q(A)?

global context
internal stakeholders

Renew your vision

You cannot have a learning organisation without a shared vision...A shared vision provides a compass to keep learning on course when stress develops.

Peter Senge

QA in HE
quality as added value

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Renew your vision

Use a SWOT looking
Engage all your

WHAT?
do we stand for in HE & its Q?
is our mission in Q of HE?

from outside to inside
stakeholders

Renew your mission

QA in HE
quality as added value

from vision to mission

vision	mission
• WHY do we exist? WHY should we exist in the (desired) future	WHERE do we want to be? HOW you will get there?
• the FUTURE purposes & values	PRIMARY purposes & objectives related to your STAKEHOLDERS' needs & desires
• Where do we AIM to be?	What do we DO? What makes us different?

QA in HE
quality as added value

from vision to mission

vision	mission
• Answers the WHY? & WHAT?	Answers the HOW?
• Deals only with the FUTURE Answers WHEN? (10 y)	Deals with PRESENT leading to the FUTURE Answers WHEN? (5 y)
• Should be INSPIRING	Lists the broad GOALS
• For the leadership, all staff & potential clients	Prime audience is the leadership & stakeholders
• Tells what you stand for in the FUTURE (10 y)	Ties back to stakeholders' needs & desires
• WHERE do we want to go to?	WHAT do we do today?

QA in HE
quality as added value

desired future vision = answer to the question 'why?'

WHY?
this future of HE & Q(A)?
this vision of HE & Q(A)?

Look critically to the
with your external &

global context
internal stakeholders

Renew your vision

WHAT?
do we stand for in HE & its Q?
is our mission in Q of HE?

Use a SWOT looking
Engage all your

from outside to inside
stakeholders

Renew your mission

HOW?
Are we going to realize our mission?
is our mission in Q of HE?

Identify your existing
Identify your wished
Engage all your external &

organisational (Q)C
organisational QC
internal stakeholders

Renew your (strategic) policy

HOW?
Which (new) strategic policy?
Which action plans?

Use SMART quantitative&
Communicate top-down &

qualitative KPIs & indicators
bottom-up

(Re)design your programmes & other processes

WHICH?
People (leaders & staff)?
Governance QA structure?

(re)design your organisation
Create independent facili-

its governance &structures
tating QA units

QA in HE
quality as added value

SWOT analysis

from vision & mission to (strategic) policy
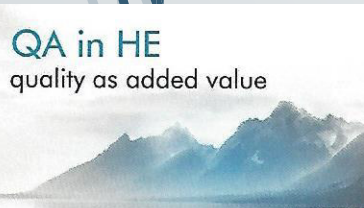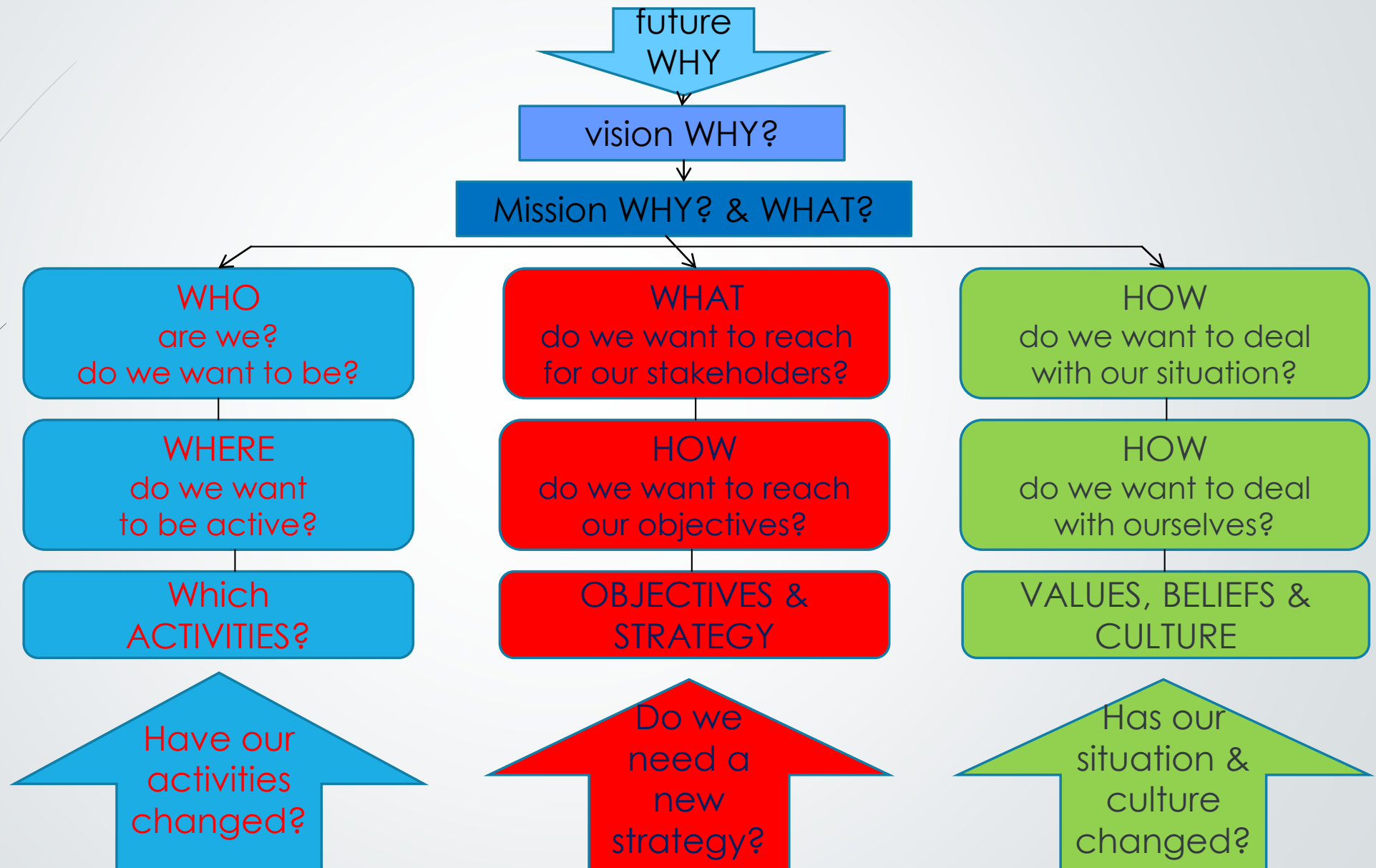
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QA in HE
quality as added value
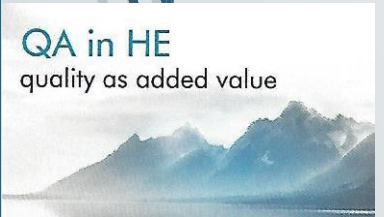
Look critically
with your exter...

Use a SWOT
Engage all y...

Identify your
Identify your w...
Engage all your ext...

Use SMART quantito...
Communicate top-...

(re)design your org...
Create independe...
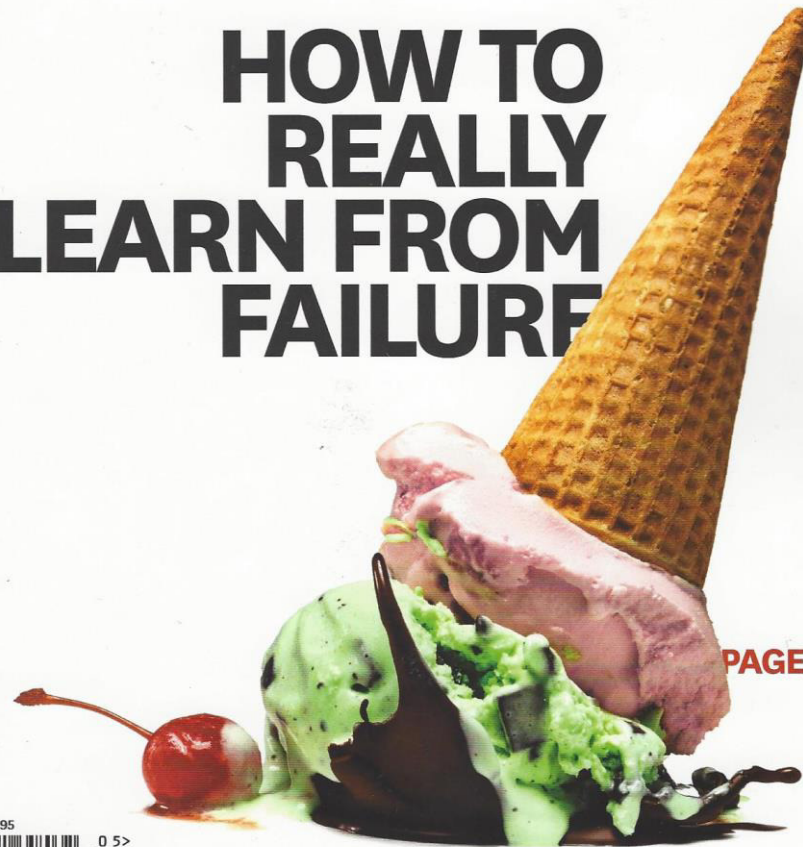
...context
...stakeholders

...utside to inside
...keholders

...ational (Q)C
...ational QC
...rnal stakeholders

...tive KPIs & indicators
...-up

...ernance &structures
...QA units

QA in HE
quality as added value

WHY?
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this vision of HE & Q(A)?

Look critically to the
with your external &

global context
internal stakeholders

Renew your vision

- -

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Engage all your

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- -

WHICH?
People (leaders & staff)?
Governance QA structure?

(re)design your organisation
Create independent facili-

its governance &structures
tating QA units

- -

HOW TO DO?
REAL PRACTICE

"DO" of

PDCA

QA in HE
quality as added value

THE FUTURE OF QA
Part 1

How to measure 'quality'?
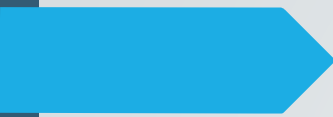
Lucien Bollaert

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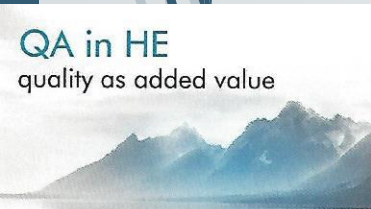
Is the objective precise and well-defined? Is it clear? Can everybody understand it?	Specific	**S**
How will the individual know when the task has been completed? How will that be judged? What evidence is needed to confirm it?	Measurable	**M**
Is the objective achievable? Is it within their capabilities? Are there sufficient resources?	Action-related	**A**
Is it possible for the individual(s) to perform? How sensible is the objective in the current Does it fit?	Realistic	**R**
Is there a deadline? Is it feasible to meet? Are there review dates? Is it appropriate to undertake the work now?	Time-related	**T**

QA in HE
quality as added value

S

Specific: state exactly what you want to accomplish (Why, Who, What, Where)

M

Measurable: how will you demonstrate and evaluate the extent to which the goal has been met?

A

Achievable: formulate challenging goals within the ability to achieve the outcome. What is the action-oriented verb?

R

Relevant: How does the goal tie into your key responsibilities? How is it aligned to objectives?

T

Time-bound: Set one or more target dates, the 'by when' to guide your goal to successful and timely completion (include deadlines, dates and frequency)

QA in HE
quality as added value

Standards & indicators

- **Standard** : a (kind of) description that describes how the organisation and its people should develop and manage materials, products, services, processes & systems in order to satisfy the needs & expectations of its stakeholders

- **Threshold** or **excellence** standards?

- **Guideline** : helps to explain how processes & procedures should/can help in order to meet the standard (good practice)

QA in HE
quality as added value

- **Indicator** : breaks up standards into measurable and appropriate units in order to measure how much the organisation has achieved or is compliant with the standards

- Indicators should give information on the organisation's performance as far as quality of its requirements are concerned and help the organisation to improve its performance

- 3 functions of indicators : measure, signal & communicate (internal & external)

QA in HE
quality as added value

✓ Admission

✓ Advancement

✓ Alumni

✓ Athletics

✓ Business connections

✓ Community connections

✓ Course measures

✓ Connections with other educational institutions

✓ Employee & HR

✓ Enrollment

✓ Facilities

✓ Financial Aid

✓ Graduation Measures

✓ Grants & Research

✓ Library

✓ Other

✓ Peer comparisons

✓ Retention

✓ Satisfaction

✓ Strategic planning

✓ Student engagement

✓ Student success

✓ Technology

QA in HE
quality as added value

Ballard, J. Paul (2013), Measuring Performance Excellence:
Key Performance Indicators for Institutions Accepted into the Academic Quality Improvement
Program (AQIP), Western Michigan University dissertation

Building KPI Tree

1st level

Total score of HEI

2nd level

The criteria (e.g. teaching   & learning |
research

3rd level

The rating scale

       contains KPIs related to each criteria, and its rating scale

Suryadi, Kadarsah (2007), "Key Performance Indicators Measurement Model Based on Analytic Hierarchy Process and Trend-Comparative Dimension in Higher Education Institution", Bandung Institute of Technology, Chile

QA in HE
quality as added value

Building KPI Tree

KPIs are performance indicators to measure the realisation of an organization's particular activity or strategic goal.

QA in HE
quality as added value

(sub-)categories of indicators

➢ **Quantitative indicators** *with a number*

➢ **Qualitative indicators** *can't be presented as a number*

➢ **Input indicators** *measure the situation at the start of a process or the amount of resources consumed during the generation of the outcome*

➢ **Process indicators** *represent the efficiency or productivity of the added value during the process*

➢ **Output indicators** *reflect the outcome of results of the process activities*

➢ **Directional indicators** *indicate whether the organization is getting better*

➢ **Actionable indicators** *measure the organization's control to effect change*

➢ **(non-)Financial indicators** *(don't) measure the finances of operations*

➢ **Strategic indicators** *measure the realisation of strategic goals*

QA in HE
quality as added value

Why do we measure ?

✓To understand

✓To monitor

✓To manage

✓To improve

QA in HE
quality as added value

(sub-)categories of indicators

- ✓ The university must have a strategy
- ✓ The strategy must be translated into policy
- ✓ The policy should be translated into goals or purpose statements
- ✓ The realisation of the goals should be measured by KPIs
- ✓ KPIs should be crucial to achieving your goal = KEY
- ✓ KPIs should be well-defined and quantifiable
- ✓ KPIs should tell the (degree of) achieving your goal
- ✓ KPIs should reveal our strenghts & weaknesses
- ✓ KPIs should help us to decide what needs to be changed
- ✓ KPIs should be communicated internally & externally

QA in HE
quality as added value

(sub-)categories of indicators

- ✓ The univers...
- ✓ The strateg...
- ✓ The policy ... ...r purpose
  statem...
- ✓ The re... ...ed by
  KPIs
- ✓ KPIs sh... ...= KEY
- ✓ KPIs sh...
- ✓ KPIs sh... ...goal
- ✓ KPIs sh...
- ✓ KPIs should ... ...o be
  changed
- ✓ KPIs should ... ...externally
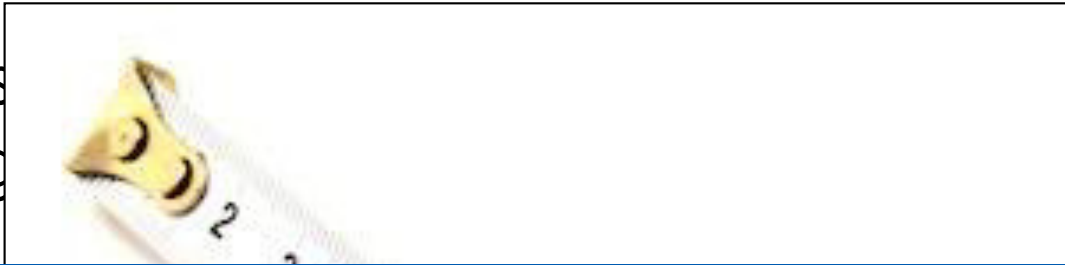
measure what you
value instead of
valuing only what you
can measure.

Andy Hargreaves

QA in HE
quality as added value
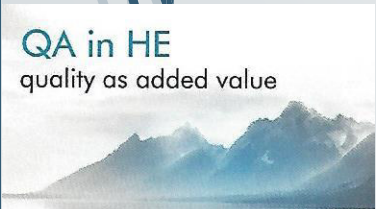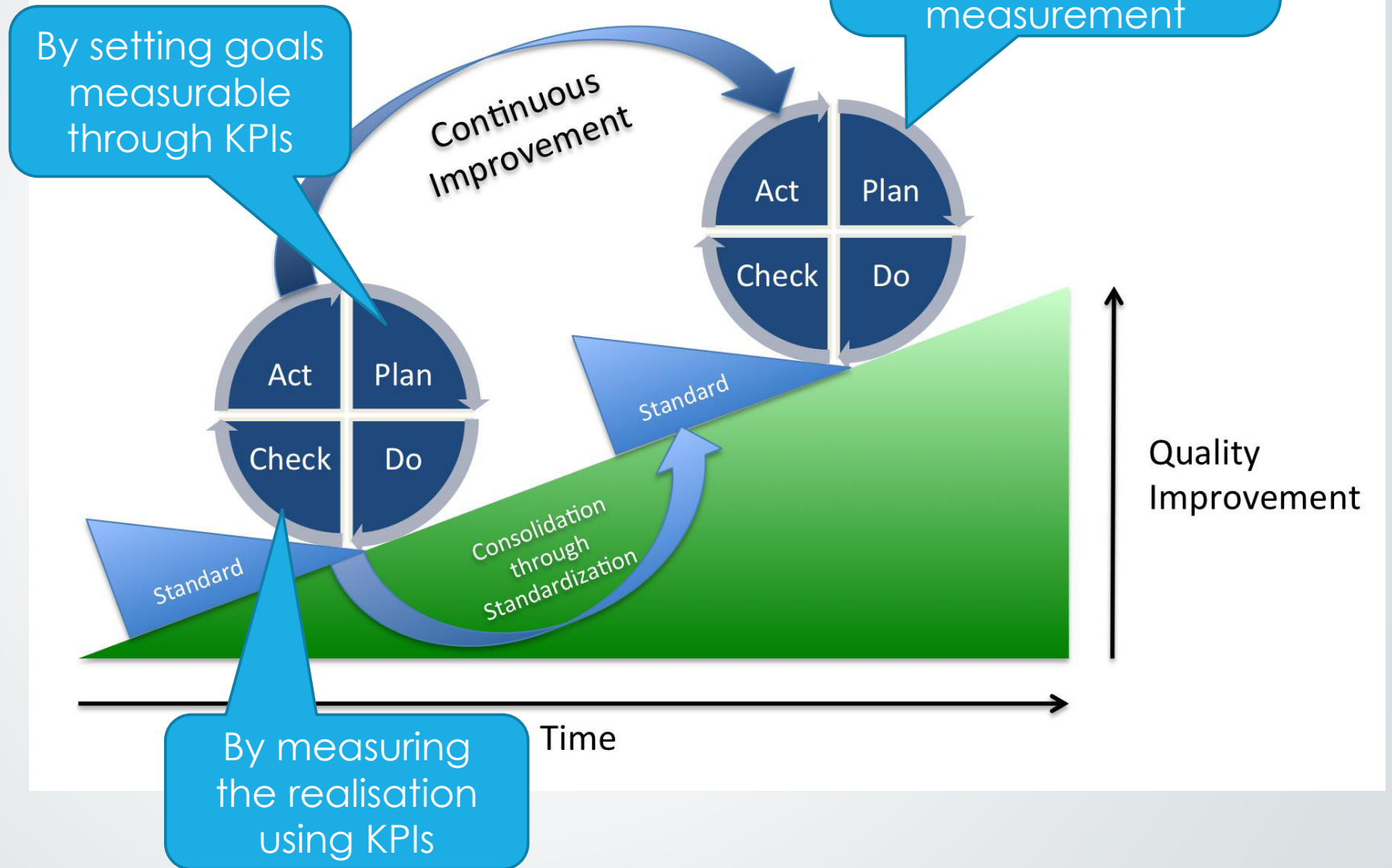
The Metric Tide

7 deadly sins of measuring and how to avoid them
Michael Hammer (2007)

1. **Vanity**: only measure to look good.
2. **Provincialism**: organizational boundaries and concerns dictate the metrics.
3. **Narcissism**: measure from one's own point of view rather than from the customer.
4. **Laziness**: assuming one knows what is important to measure without giving it adequate thought or effort.
5. **Pettiness**: measure only a small component of what matters.
6. **Inanity**: not thinking about the consequences on human behaviour & performance.
7. **Frivolity**: not being serious about measurement in the first place.

QA in HE
quality as added value
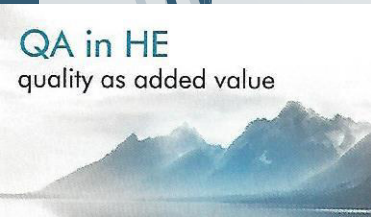
KPIs and metrics

- Metrics are nationally imposed quantitave indicators that are supposed to indicate the degree of quality or of performance of a HEI

- They are mostly linked to policies on subsidy from the state/government

- Sometimes linked with risk-based approach in national EQA

- Do not take into account the differences in mission, strategy, resources, locations, etc of HEI

"**Don't track traditional metrics.** Instead of worrying about typical customer satisfaction measures (…), organizations should look at the **number of value-adding service ideas put into practice**. It's not that conventional metrics are unimported, the researchers say, but because they are "lagging indicators", they can bog down efforts to achieve rapid, dramatic change."

Mark Pernice, "Revolutionizing Customer Service", HBR April 2016, p.27

QA in HE
quality as added value

Writing and Using Learning Outcomes
A Practical Guide

Dr Declan Kennedy

QA in HE
quality as added value

NDP
NATIONAL DEVELOPMENT PLAN

HEA
Higher Education Authority
An tÚdarás um Ard-Oideachas

UCC
Coláiste na hOllscoile Corcaigh, Éire
University College Cork, Ireland

- ✓ Begin each outcome with an active verb after a phrase like *On successful completion of this programme/module/ course… students should be able to…*

- ✓ Avoid ambiguous or unclear verbs like *to know, to understand, to learn, to be familiar with, to be exposed to, to appreciate, etc.*

- ✓ The learning outcome should be observable and measurable

- ✓ Be sure all the LOs fit within the aims and content of the programme/HEI's strategic LO/National and International Qualifications Frameworks

- ✓ Make use of the range of levels of Bloom's Taxonomy

Bloom's Taxonomy

PSYCHOMOTOR DOMAIN:
Co-ordination of brain & muscular activity

create

Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate

Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze

Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply

Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

NATIONAL DEVELOPMENT PLAN   An tÚdarás um Ard-Oideachas   University College Cork, Ireland

AFFECTIVE DO
Value issues (
5. Characteris
4. Organisatic
3. Valuing
2. Responding
1. Receiving

ECTS Users' Guide

EUROPEAN
Higher Education Area

bologna
process

European
Commission

- LO = statements of what the individual knows, understands and is able to do on completion of a learning process.
- LOs are attributed to individual educational components and to programmes at a whole.

Programme LOs
✓ should adequately reflect the context, level, scope and content of the programme
✓ have to be mutually consistent
✓ have to be succinct and not too detailed
✓ have to be linked with appropriate learning activities, assessment methods and assessment criteria
✓ have to be achievable within the specified workload
✓ The achievement of LOs has to be assessed through procedures based on clear and transparent criteria.
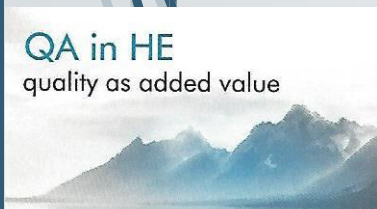
Standard I.2 :

Design and Approval of Programmes

"(…) The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. (…)"

Guideline I.3 :

Student-centred learning, teaching and assessment

"(…) The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. (…)"

ESG 2015

Standards and Guidelines for Quality Assurance
in the European Higher Education Area

www.enqa.eu

QA in HE
quality as added value
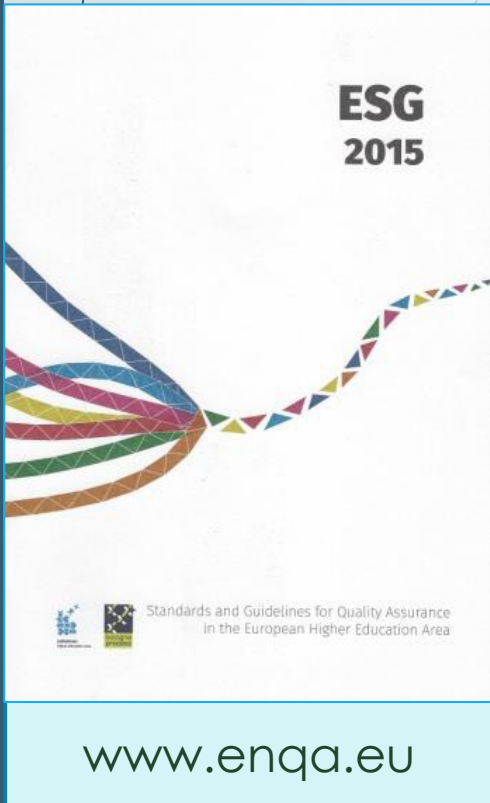
necessary congruence between LO, learning & assessment
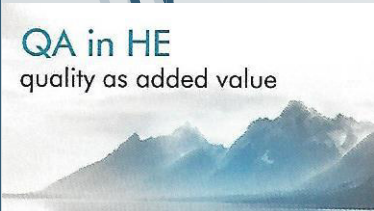
LO	T & L forms	assessment
cognitive	lecture	end of course exam
Demonstrate Knowledge Comprehension Application Analysis Synthesis Evaluation	tutorials discussions laboratory	multiple choice essays/papers practical assessment fieldwork
affective	clinical work	clinical practice
Integration of beliefs, ideas & attitudes	seminar peer group presentation	presentation project work *co- or peer- &*
psychomotor		*overall assessment*
Acquisition of physical skills		

Kennedy (2007)

QA in HE
quality as added value

Good practices LOs & assessment

Assessment and Demonstration of Achieved Learning Outcomes: Recommendations and Good Practices

Februari 2016

nvao
nederlands - vlaamse accreditatieorganisatie

https://www.nvao.net/system/files/pdf/Programme%20with%20Case%20Studies-Presenters-List%20of%20Participants.pdf
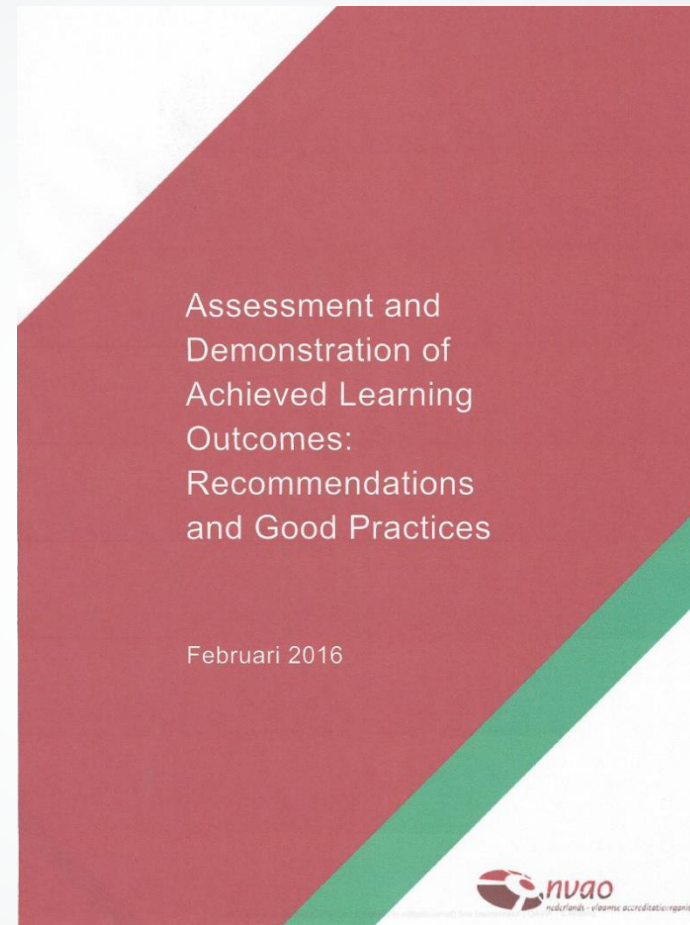
https://www.nvao.net/peer_learning_event

QA in HE
quality as added value

course design & QA

Identify aims & objectives

Write LOs using guidelines

Develop a teaching & learning strategy
to enable students to achieve the LOs

Design assessment method to test
If LOs have been achieved

If necessary modify module content &
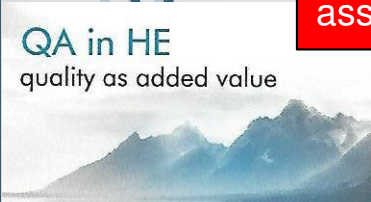Assessment in light of feedback

A

Make of the LO living things that are formulated by the stakeholders, shared by the whole team and shape the teaching, learning and assessment forms !
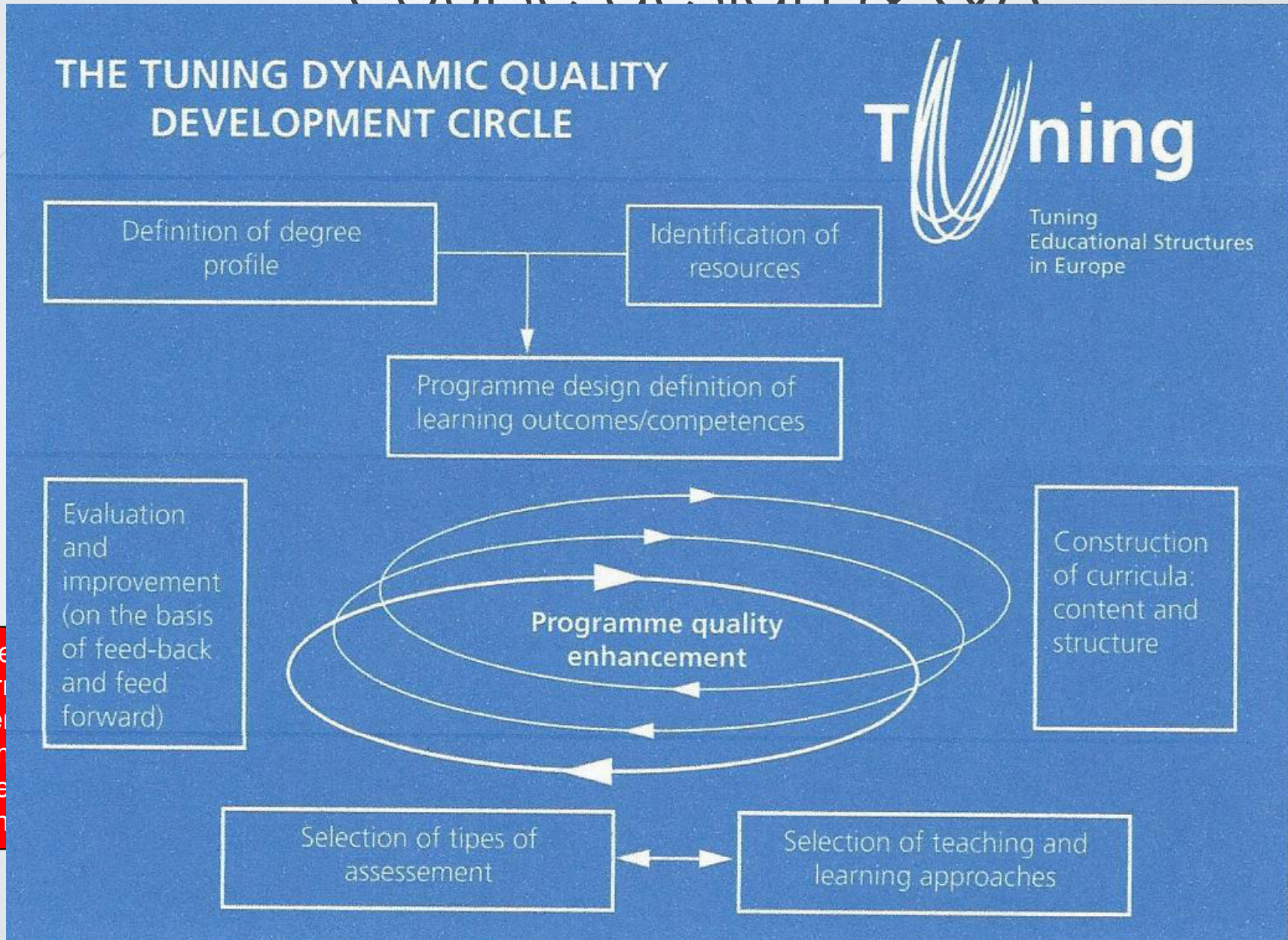
P

D

C

QA in HE
quality as added value

course design & QA

THE TUNING DYNAMIC QUALITY DEVELOPMENT CIRCLE

T∪ning

Tuning
Educational Structures
in Europe

Definition of degree profile

Identification of resources

Programme design definition of learning outcomes/competences

Evaluation and improvement (on the basis of feed-back and feed forward)
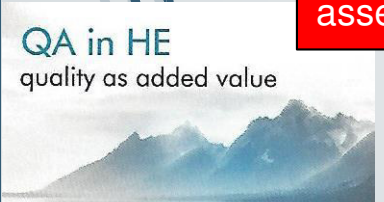
Programme quality enhancement

Construction of curricula: content and structure
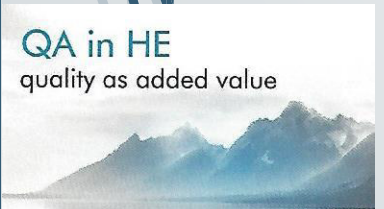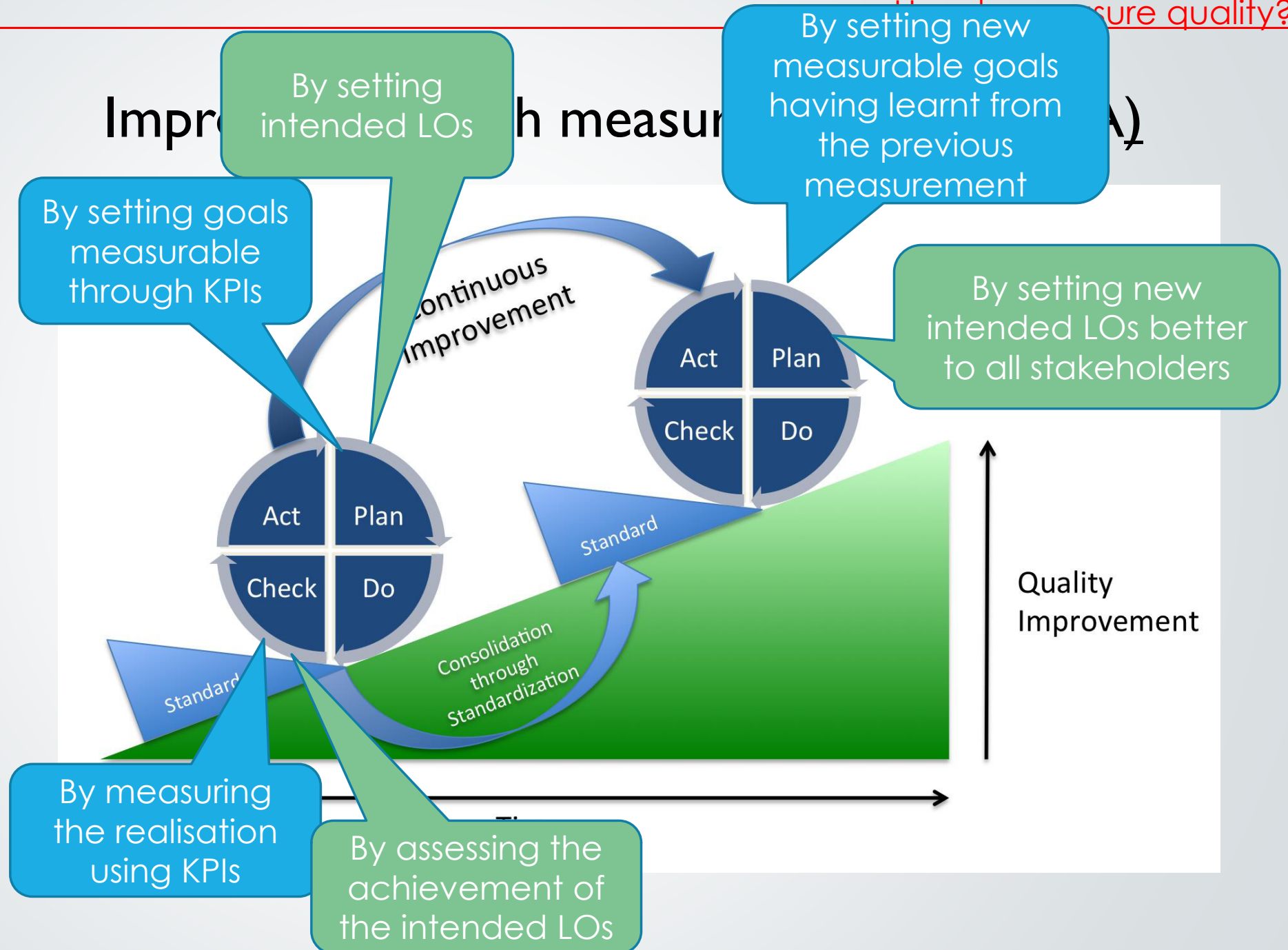
Make of the
that are for
stakeholder
whole team
teaching, le
assessmen

Selection of tipes of assessement

Selection of teaching and learning approaches

QA in HE
quality as added value

How do we measure quality?

Improving through measuring (PDCA)

By setting intended LOs

By setting new measurable goals having learnt from the previous measurement

By setting goals measurable through KPIs

By setting new intended LOs better to all stakeholders

Continuous Improvement

Standard

Consolidation through Standardization

Quality Improvement

By measuring the realisation using KPIs

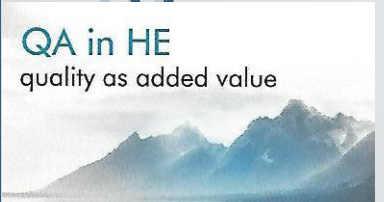By assessing the achievement of the intended LOs

QA in HE
quality as added value

IQA: SMART goals from mission & strategy through action plans and monitoring by measuring realisation via indicators

internal standards

Continuous Improvement

Act | Plan
Check | Do

Act | Plan
Check | Do

Standard

Standard

Consolidation through Standardization

Quality Improvement

QA in HE
quality as added value

EQA: external review with recommendations on external standards up to official recognition by accreditation

QA in HE
quality as added value

Reflection & Analysis ← Responsibility

Learning Communities and Learning Networks ← Active Learning

Shared Leadership & Investment: Educators, Students, Government & Public/Private Sectors. (Community Building) ← Collaboration

"An inspiring and inclusive vision that draws people together in the pursuit of an uplifting common purpose." ← Vision/Mission

Hargreaves' first Pillar of Purpose in The Fourth Way

Andy Hargreaves' 4th Way – As described by David Truss: http://pairadimes.davidtruss.com/the-4th-way/

dimensions of quality & QA

GLOBAL SOCIETY

IQF
NQF
input
LO

IQF
NQF
ach.LO

21st c competences   learner

research & innovation

services to society

mission/input LO

ach.LO/results

input

processes

output

QUALITY

instruments   &   tools

methodology

teacher

learning environment

QA (management) system

underlying principles

underlying values

QUALITY CULTURE

QA in HE
quality as added value

QA in HE
quality as added value

Reflection & Analysis ← Responsibility

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QA in HE
quality as added value

in need of a new generation of QA?

inputs — *outputs* (g)

EMPLOYMENT & EARNINGS
(*DLHE / HMRC data match*)

RETENTION/CONTINUATION
(*from performance indicators*)

STUDENT SATISFACTION
(*derived from NSS*)

ADDITIONAL METRICS…
(to be added in due course)

(d) ADDITIONAL PROVIDER EVIDENCE

(c) COMMON METRICS MODULE

(b) CONDITION TESTS (WP; CMA; G…)

(a) QUALITY ASSURANCE REVIEW

from 2017-18

from 2016-17

EF AWARD — T LEVEL 4 — Level descriptor: 'significantly above expectations' *and/or* 'compelling evidence of excellence'

EF AWARD — T LEVEL 3 — Level descriptor unspecified, but should 'differentiate'

EF AWARD — T LEVEL 2 — Level descriptor unspecified, but should 'differentiate'
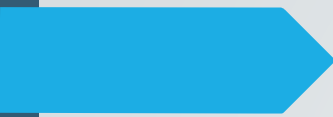
EF AWARD — T LEVEL 1 — Level descriptor: 'baseline quality assured'

Center for American Progress

A Quality Alternative
A New Vision for Higher Education Accreditation

By Ben Miller, David Bergeron, and Carmel Martin   October 2016

WWW.AMERICANPROGRESS.ORG

WONKHE

EMPLOYMENT & EAR...
(*DLHE / HMRC data* ...)

RETENTION/CONTINU...
(*from performance ind*...)

STUDENT SATISFAC...
(*derived from NS*...)

ADDITIONAL METR...
(to be added in due ...)

from 2017-1...

from 2016-1...

scriptor:
...tly above
...ns' *and/or*
...evidence of
...ence'

...scriptor
... but should
...ntiate'

...escriptor
..., but should
...entiate'

...tor: 'baseline
...assured'

WONKHE

# A new generation of qualitative HE(Is) & QA

- ✓ Develop a new vision & mission asking the questions WHY? with all your stakeholders

- ✓ Translate your mission into a strategy with annual action plans and communicative KPIs

- ✓ Use quantitative as well as qualitative KPIs and underlying indicators

- ✓ Incorporate the measure of the realisation of the strategy into TQM

- ✓ But never forget to focus on the central processes and actors as well as their quality culture(s) with all the stakeholders

- ✓ AND LEARN FROM YOUR FAILURES & ERRORS IN ORDER TO IMPROVE

QA in HE
quality as added value

A new generation of qualitative HE(Is) & QA

✓ Develop ... mission & vision ... in the meantime WHY?
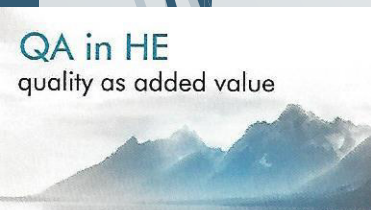
"Learn from the mistakes of others. You can never live long enough to make them all yourself."
- Groucho Marx
(US Slapstick Comedian/ Film star)

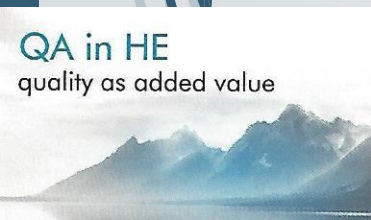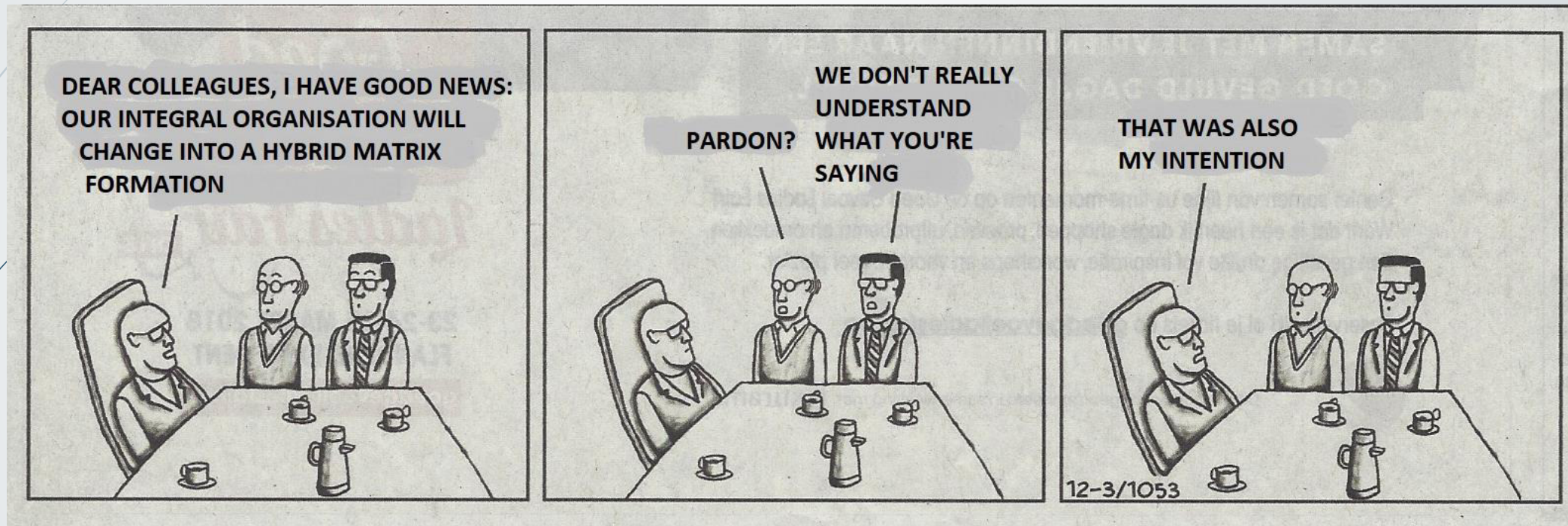© 2013   http://spiritual-artwork.org/

IMPROVE

QA in HE
quality as added value
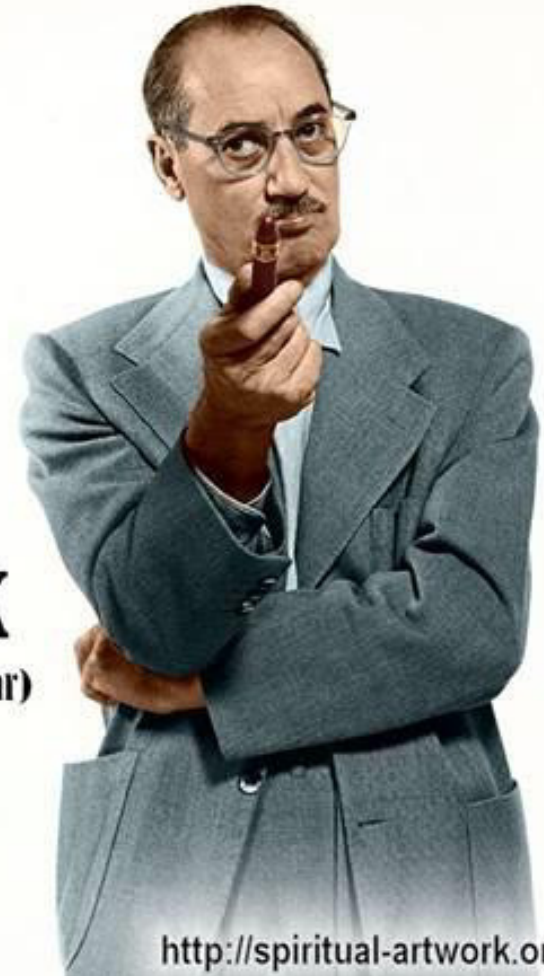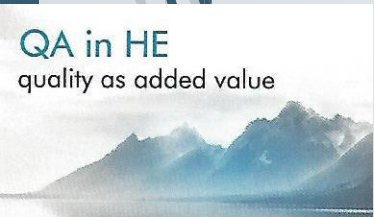
Measuring with wisdom

✓ Knowing what needs to be measured is just the first step …

✓ finding the right way to do so is the next.

✓ Deciding what needs to be measured is something of a science;

✓ deciding how to measure remains an art.

✓ Organizations often construct complex mechanisms for calculating a metric, when, in many cases, a far simpler one would suffice.
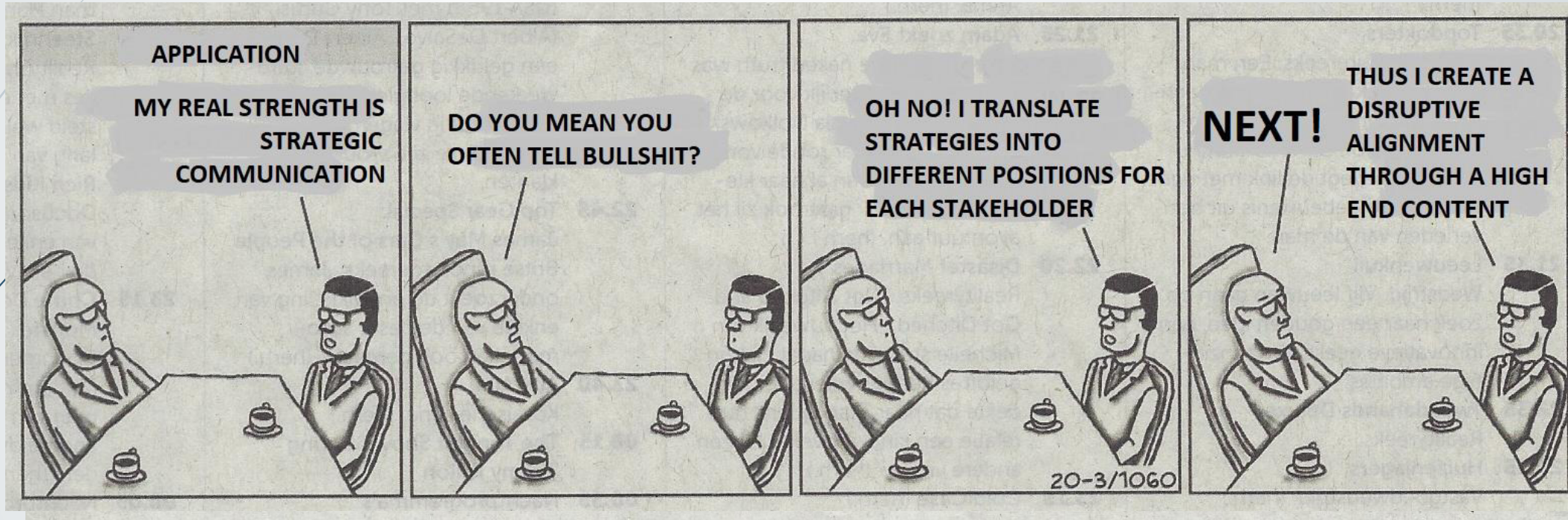
QA in HE
quality as added value

QA in HE
quality as added value

THANKS

Q & A

THANKS

Q & A