Quality Assurance:
balance between expectations, reality and approaches to quality

The Current Interaction of Politics, Social Justice and Quality:
The Role of Multilateralism

CHEA International Quality Group (CIQG)
2018 Annual Meeting, 1st of February, 2018
Washington D.C.

Susanna Karakhanyan, PhD
INQAAHE President

Quality Assurance:
expectations, reality and approaches to quality
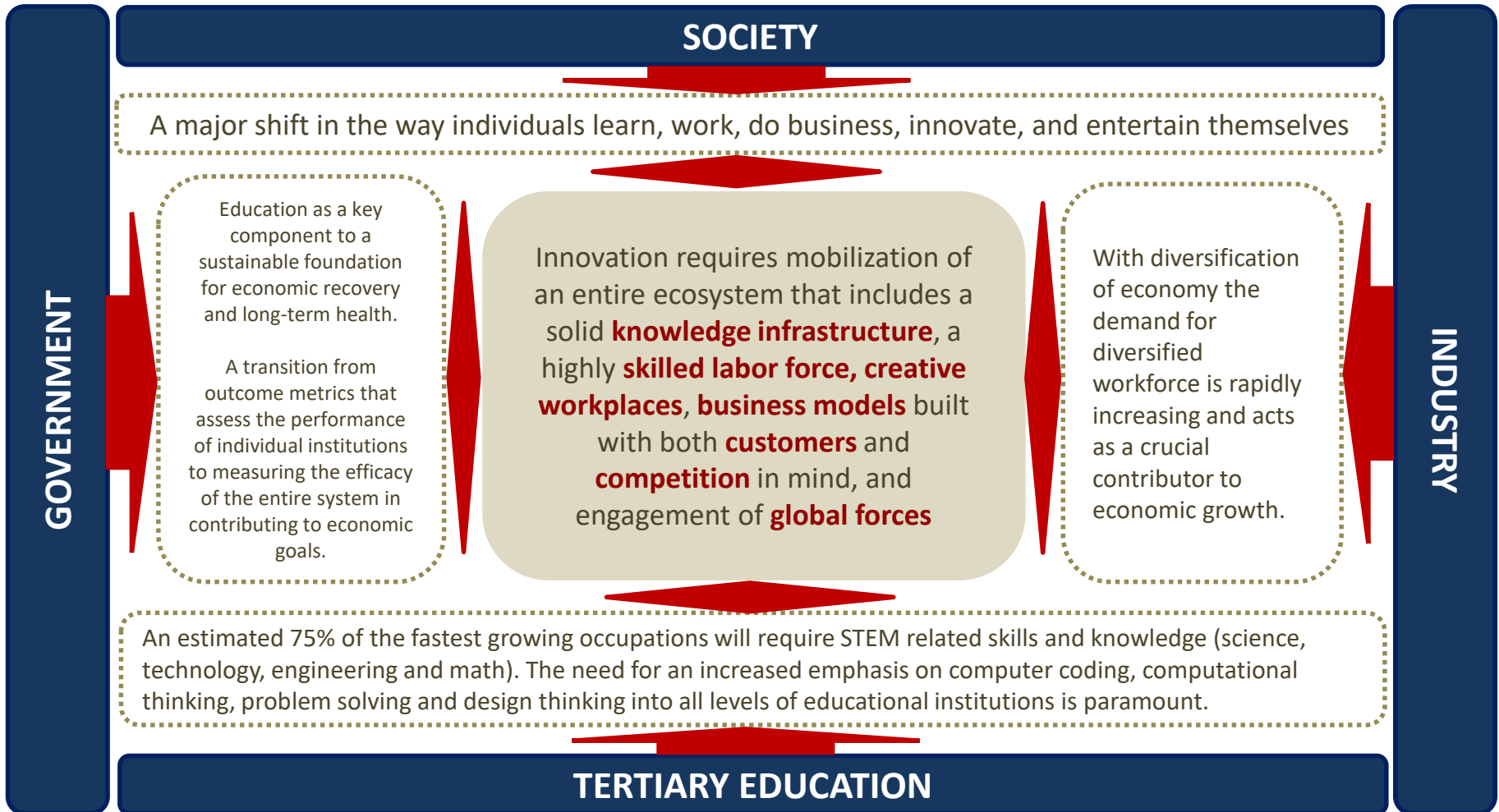
OUTLINE

Stakeholder expectations

Reality

Approaches of Quality

Stakeholder expectations

Global trends and challenges: diversity of expectations

SOCIETY

A major shift in the way individuals learn, work, do business, innovate, and entertain themselves

GOVERNMENT

Education as a key component to a sustainable foundation for economic recovery and long-term health.

A transition from outcome metrics that assess the performance of individual institutions to measuring the efficacy of the entire system in contributing to economic goals.

Innovation requires mobilization of an entire ecosystem that includes a solid **knowledge infrastructure**, a highly **skilled labor force, creative workplaces**, **business models** built with both **customers** and **competition** in mind, and engagement of **global forces**

With diversification of economy the demand for diversified workforce is rapidly increasing and acts as a crucial contributor to economic growth.

INDUSTRY

An estimated 75% of the fastest growing occupations will require STEM related skills and knowledge (science, technology, engineering and math). The need for an increased emphasis on computer coding, computational thinking, problem solving and design thinking into all levels of educational institutions is paramount.

TERTIARY EDUCATION

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Global trends and challenges: diversity of expectations (students)

> **What do the direct consumers of TE want?**

- to study and find internships or work placements side by side
- to build relationships with future employers

The top three!
Where city and university cooperation wins high marks!
1st Paris
2nd Melbourne
3rd Tokyo

QS Best Student Cities 2016
As per "Employer activity" index

All three centers have an excellent concentration of national and international companies with strong ties to the university community.

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UN Sustainable Development Goals: 2030

> "By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university."

Higher education also forms an important part of other goals related to:

- poverty (SDG1);
- health and well-being (SDG3);
- gender equality (SDG5) governance;
- decent work and economic growth (SDG8);
- responsible consumption and production (SDG12);
- climate change (SDG13);
- and peace, justice and strong institutions (SDG16).

Inclusion **Quality** **Access** **Life Long Learning**

Global recognition: challenges and opportunities

The world is moving toward establishing global recognition of higher education qualifications

UNESCO Global Convention on the Recognition of Higher Education Qualifications, 2019
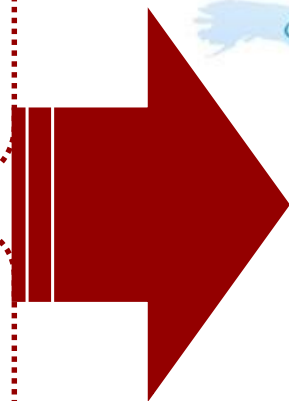
Where do we stand in terms of operationalization of the UNESCO Regional Recognition Conventions?
How can EQAAs be better prepared to face the challenges related to global recognition?

Global recognition: challenges and opportunities

UNESCO Global Recognition Convention to be adopted in 2019

- Open and fair recognition of qualifications as a universal right
- International coherence in recognition processes
- Recognition across regions
- **Recognition as an enabler for quality enhancement of HE**
- Raising the profile and importance of recognition

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Quality Assurance: Reality

Reality

INQAAHE Global Study on QA (2017-2018):

in cooperation with regional networks and university associations

- The Arab Region
- Africa
- Latin America and the Caribbean
- Western Europe
- Eastern Europe
- Northern America
- Asia-Pacific

- External Quality Assurance Agencies
- Internal Quality Assurance Agencies
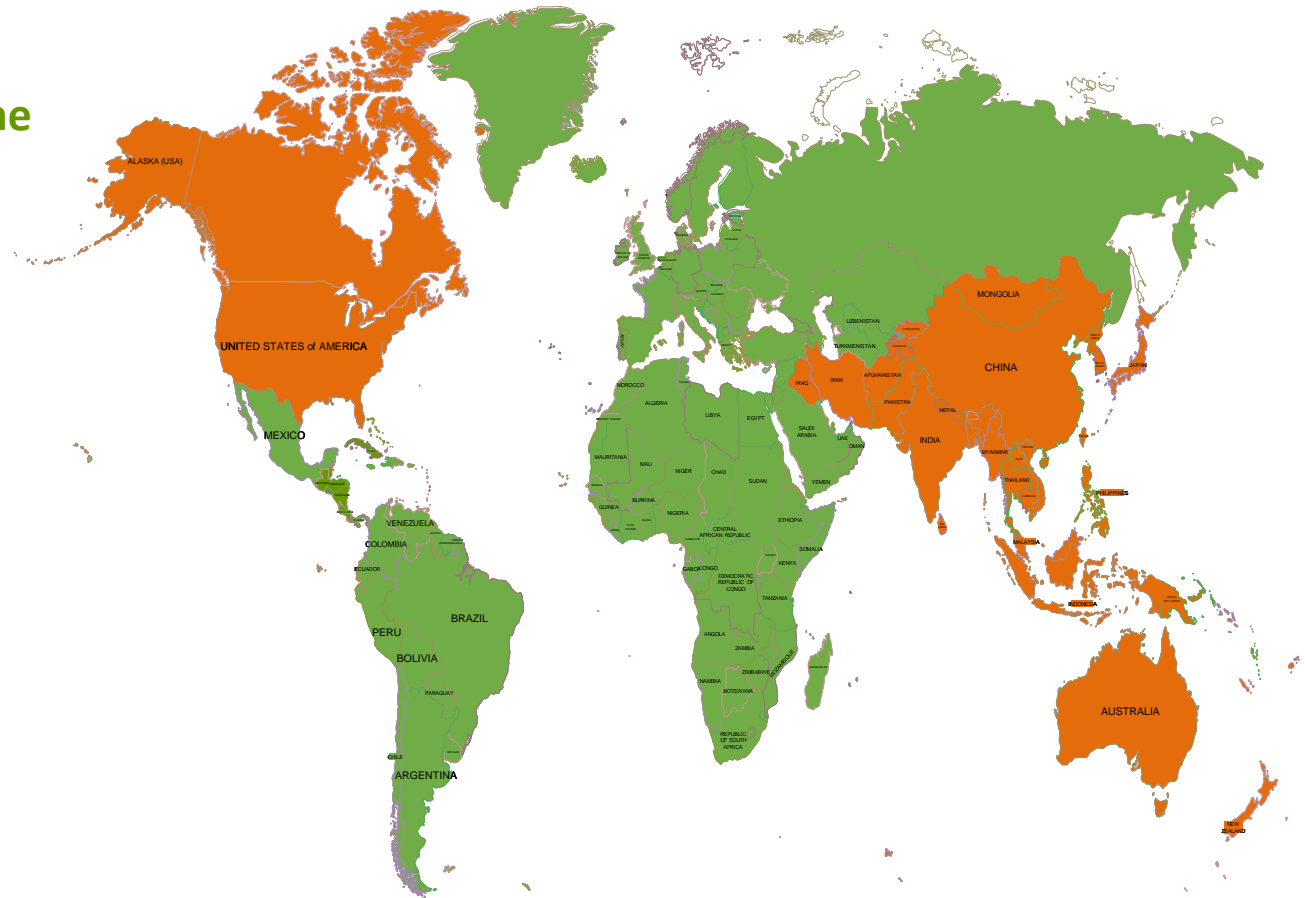
Susanna Karakhanyan, 2018

Objectives and methodology

- **To understand the trends in external and internal quality assurance globally: all levels and modes**
- **To identify the major challenges**
- **To provide recommendations for future investments**
- **To promote relevance of QA to benefit our members and HE community at large**

- **To produce a synthesis report to feed into the overall report for the UNESCO/INQAAHE/ICDE/CoL/WB/CIQG/ENQA International Conference in November, 2018. Reflections on the state of affairs in terms of the SDGs**

- **Literature review**
- **Review of policy documents**
- **Surveys of EQAAs and IQAs**
- **Case studies**

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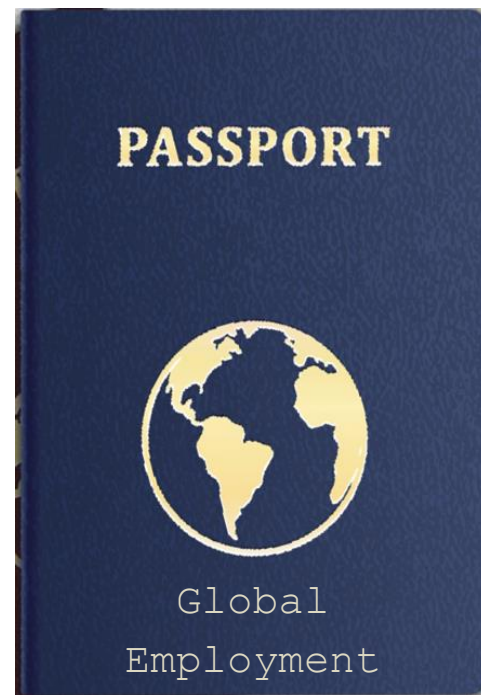
NQF as one of the tools promoting recognition

One of the expressions of globalization is in the ever-growing number of international migrants: 150 million in 2000; 214 million in 2010; there could be 405 million in 2050 (IOC of UNESCO).

To facilitate the ever-growing migration, qualifications are still the main currency that are in use and signal both national and international value

As of now, readability and recognition of qualifications across the border is still a challenge – absence of a global system of qualifications recognition allowing a learner or worker to take his/her qualifications to other countries and have them recognized.

PASSPORT

Global Employment

Quality assurance seen as the main driver for operationalization of the NQFs

But...
We should be cautious not to exaggerate its potentials
(e.g. the QF does not address recognition in the legal meaning of the word)

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Some Data on Qualifications Frameworks

73%

Over 143 countries all over the world are involved in regional, transnational and national qualifications frameworks

69%

35 countries in Europe out of 51 are working towards comprehensive NQFs covering all types and levels of qualification;

68%

32 countries in Europe have formally adopted the frameworks;

55%

28 countries in Europe have already undertaken self-certification and/or referencing on their NQFs with the EQF/QF-EHEA

Context for referencing
- Need to resolve specific recognition problems
- Stipulated in free trade agreements
- Intergovernmental commitments
- May be part of a broader commercial arrangement
- Interagency (QA) commitments
- Multilateral commitments with international or regional agency funding

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Reactive vs. proactive approach to HE planning

WORLD ECONOMIC FORUM
COMMITTED TO IMPROVING THE STATE OF THE WORLD

Top 10 skills

in 2020
1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015
1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity
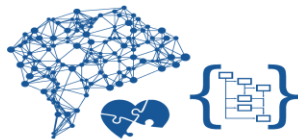
Source: Future of Jobs Report, World Economic Forum

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Reactive vs. proactive approach to HE planning

Half of today's jobs will not exist by 2025

65% of enrollees in primary schools will have jobs that do not currently exist

75% of professions will be STEM related

10 key skills when recruiting new employees

Sense-making

Social intelligence

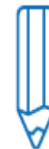Novel & adaptive thinking

Cross-cultural competency

Computational thinking

New media literacy

Transdisciplinarity

Design mindset

Cognitive load management

Virtual collaboration

Source: The Institute for the Future (IFTF)

* British Council, 2017

QA is no longer owned by HEIs themselves

Where do we stand in terms of relevance and recognition?

Current approaches to HE quality assurance no longer serve the diversity of needs and are subject to diversification and alignment with the needs to ensure

Recognition of qualifications

Coverage of diversity of higher education providers, profiles, performance

Measurement of learning outcomes/learning gain

Links with the labor market and measurement of employability

Relevance of qualifications

Knowledge development and transfer

Societal needs at large

Susanna Karakhanyan, 2018

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Quality as Recognition: where do we stand?

Does the current QA framework allow the evaluation of

?

Recognition of Qualifications

- Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education.
- UNESCO Global Recognition Convention to be adopted in 2019. QA is one of its major components
- Learning outcome assessment

Recognition of R&D Outputs and Outcomes

- Need to emphasize R&D in the QA frameworks
  - Doctoral programmes
  - Research outputs
  - Knowledge transfer (links with the labor market)

Recognition of Quality Assurance Outcomes

- Importance to revamp the QA frameworks (IQA and EQA) to promote relevance of the provisions, while taking consideration the international trends and linking the policies to the local needs
- Importance of international and national recognition of the external quality assurance provisions in the region for enhanced recognition of the HE outputs and outcomes

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Quality Assurance: approaches to quality

Approaches of Quality

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Defining quality: fluid vs. concrete

All are self-oriented towards HEIs

vs

High time to come up and we must come up with a concrete definition to ensure its relevance

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Quality Assurance:
definitions, expectations and reality

Stakeholder expectations
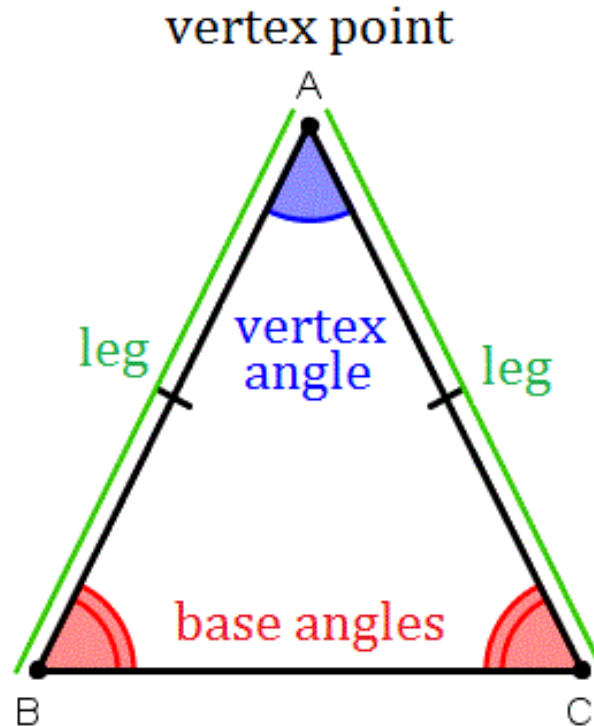
Reality

Definitions of and approaches to Quality

Quality as Recognition

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Thank you and Questions

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