Creating Synergies for Enhanced & Meaningful Performance: INQAAHE II Global Study

10th of June 2024
- BUCHAREST-

Regional Networks Meeting

INQAAHE
II Global Trends in Tertiary
Education Quality Assurance

Chair:

Dr. Susanna Karakhanyan, INQAAHE
7th (Immediate Past) President

The Stakeholder Panel:

Sylvia Demas, Southern African Quality Assurance
Network (SAQAN)

Horia Onita, European Students' Union (ESU) President

Kevin Kinser, Pennsylvania State University,
Expert - INQAAHE Global Study on Trends in QA

Daniela-Cristina Ghitulica, ENQA Vice-President,
ARACIS General Director

![INQAAHE Since 1991]

Photo & Video Disclaimer

Please note that this workshop will be recorded, and photographs will be taken.

These may be used in future materials related to INQAAHE, including but not limited to brochures, websites, and social media. By participating in this workshop, you consent to the use of your image in these contexts.

In case of any objection, please inform a member of our team. Thank you for your understanding and cooperation.

Agenda

Welcome & Introductions
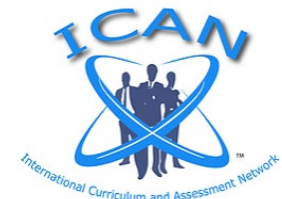
The INQAAHE Regional Networks Meeting: purpose and scope

The INQAAHE Flagship project: the Global Study

II Global Study: the methodology, timelines & initial findings

Panel Discussion:
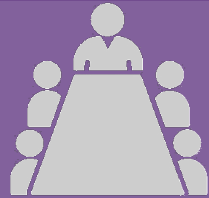stakeholders' reflections on key challenges

Questions & Answers

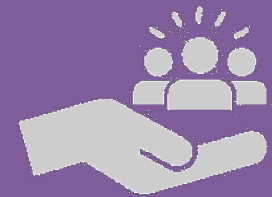# How to create synergies to benefit TE community efficiency, relevance and transformative power?

Global Study

Global Recognition Council

Joint Reviews

Capacity Building

The Global Study on QA: emergence & evolution

INQAAHE

INQAAHE & UNESCO

UNESCO & INQAAHE

UNESCO

UNESCO

2003 — Arab Region

2008 — Arab States, Latin America & Caribbean, Africa

2014 — Arab States, Latin America & Caribbean, Africa, Eastern Europe

2020 — Arab States, Latin America & Caribbean, Africa, Eastern Europe, Western Europe, Asia-Pacific, Northern America

2025 — Arab States, Latin America & Caribbean, Africa, Eastern Europe, Western Europe, Asia-Pacific, Northern America

2nd Global Study — External & Internal QA

1st Global Study Mixed-method approach

Scoping Studies: Survey based — External QA

- Regional and international developments affecting the EQA and IQA of tertiary education in each of the regions;
- Global trends in external and internal quality assurance in terms of **legitimacy/trust, efficiency** and **relevance** by
  - endeavoring to link with the UN Sustainable Development Goals, especially goal 4 on Education and the extent to which QA is supporting promotion of the Goal;
  - exploring the extent to which the qualifications frameworks are supported by quality assurance and promote recognition of qualifications;
  - examining the extent to which quality assurance (internal and external) supports measurement of teaching and learning and achievement of the intended learning outcomes across the diversity of delivery modes (e.g. face-to-face; distant education), research and knowledge development.
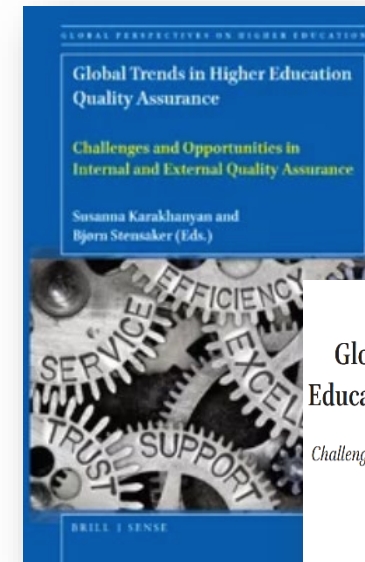
Invited author on internal quality assurance:
Prof. Bjørn Stensaker, University of Oslo, Norway

II Global Study: the purpose and scope

Overall Objective

To explore, observe and interpret global trends in internal and external quality assurance of tertiary education in terms of *efficiency, relevance and transformative power* of QA provisions globally and regionally.

Specific Objectives

To conduct an in-depth study on the TE landscape and state of the art in internal and external QA

To better understand the trends and challenges of higher learning and needs peculiar to each region

To explore the current trends in and effectiveness of the three helices: *quality assurance – qualifications frameworks – recognition of qualifications*

To identify new opportunities for QA to contribute to recognition of learning (formal and non-formal) and qualifications regionally and globally

To produce a synthesis report on each of the identified regions

To produce recommendations on future enhancements.

Key Concepts

Definition of Quality	Efficiency	Relevance of QA	Transformative Power

Establish the core & regional teams

Policy & literature review

Administer surveys

Focus groups regionally

Focus groups globally

Regional studies

The Global Study

Nov 22-2023

2024-2025
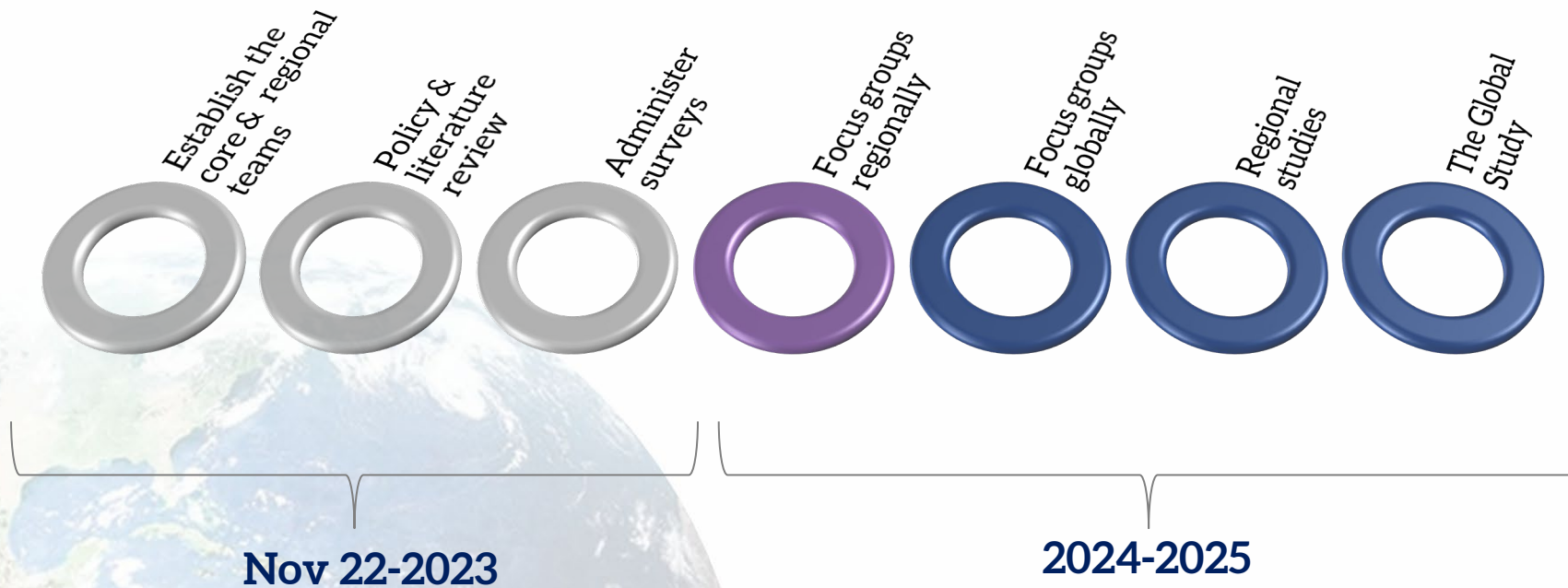
- Literature and policy review
- Survey among EQAPs and TEIs per region
- Focus groups regionally: around 25 planned
- Focus groups globally

The II Global Trends will be composed of two major parts:
- Part I: An overall study on trends in global tertiary education & QA
- Part II. Studies on internal and external quality assurance for each region with a specific concentration on the peculiarities of each region

~ 80 QA experts globally engaged in the study, on voluntary basis, with a noble mission to contribute to the regional and global TE and QA community

INQAAHE
Since 1991

Western Europe
ENQA
EUA
ECA
ENAEE, EASPA
EQANIE
INQAAHE
Member EQAPs

North America
CHEA
ASPA
CONAHEC
FIMPES
INQAAHE member
EQAPs

Eastern Europe
CEENQA
EUA
INQAAHE Member
EQAPs

INQAAHE
II Global Trends in Tertiary
Education Quality Assurance

Asia-Pacific
APQN
AUN
PNQAHE
INQAAHE
member EQAPs

Arab States
ANQAHE
AUA
AQAAIW
INQAAHE
member EQAPs

Latin America & Caribbean
RIACES
CANQATE
REALCUP
CONAHEC
SIACES
INQAAHE
member EQAPs

Africa
AfriQAN
EAQAN
RAFANAQ
AUA
CAMES
SAQAN
INQAAHE Member
EQAPs

The QA Landscape Globally: some facts

Map annotations:
- Decentralized
- Financial triggers
- Active professional associations (~90%)
- 2000 ENOA
- 2001 CEENOA
- 1960s
- 1996 USA
- 19th Century
- 2007 ANQAHE
- 1930s
- 2004 CANQATE
- 2009 AfriQAN
- 2003 JAPON
- 2003 RIACES
- 2015 SAQAN
- 2019 SIACEES
- National regulation-driven
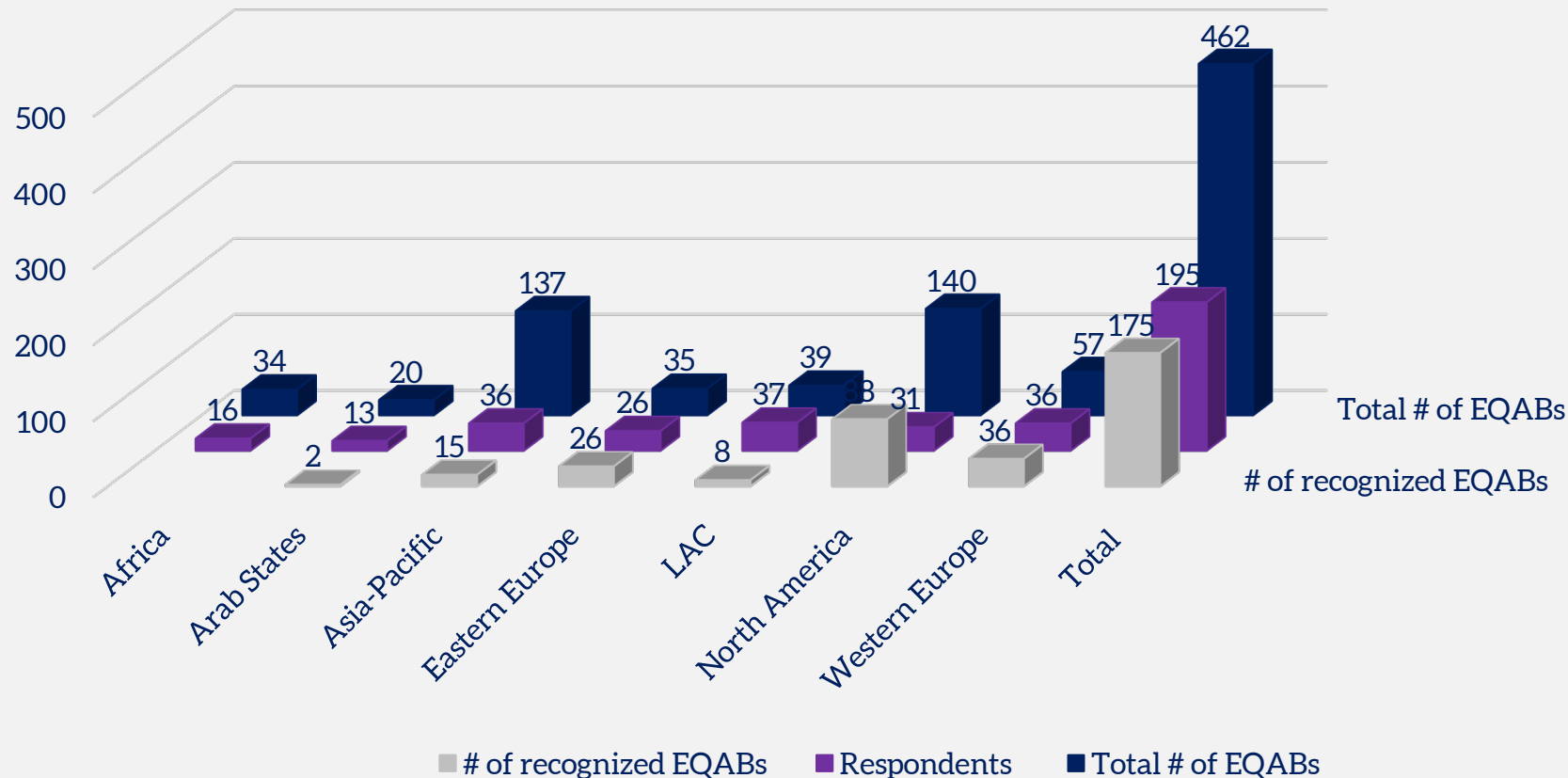- Poor participation from professional associations
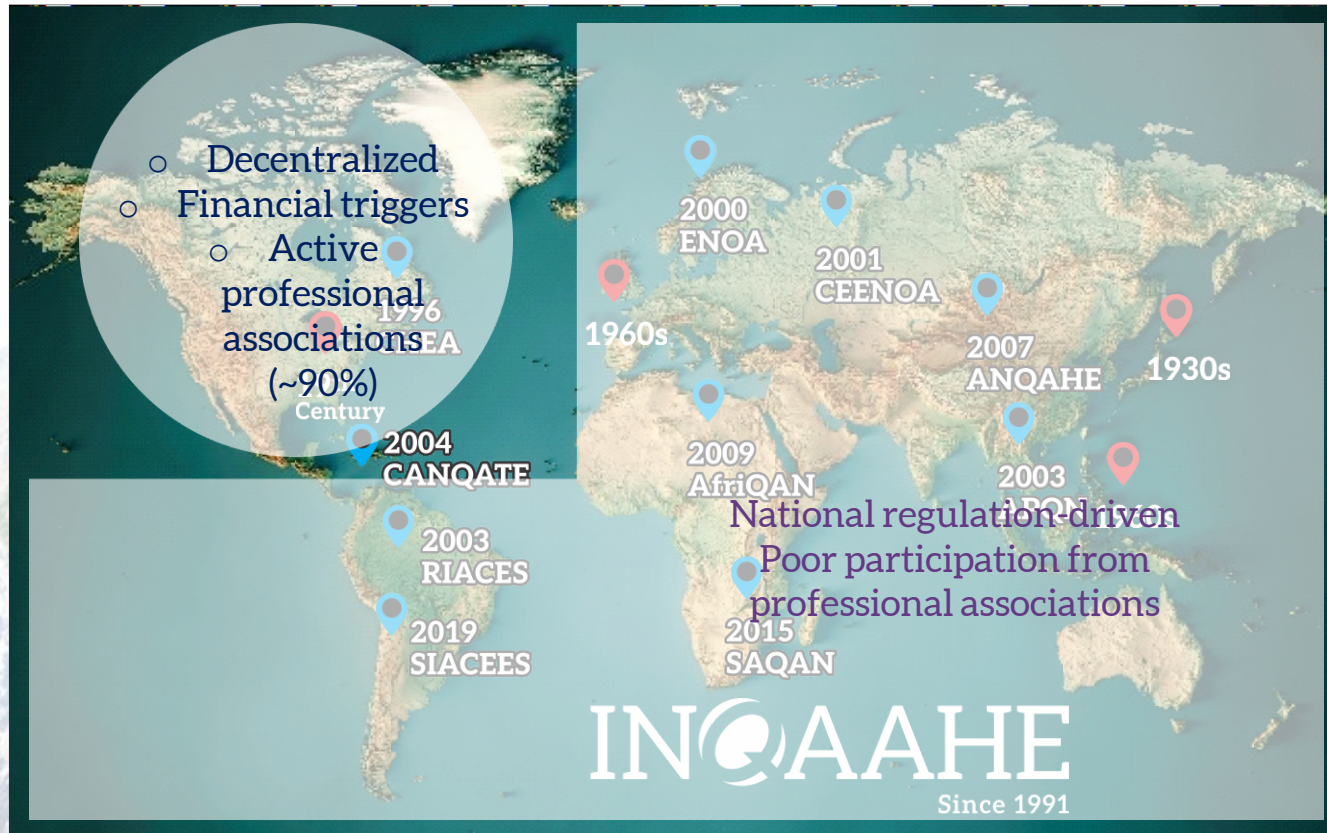
HISTORICALLY:

- The first experience with accreditations started end of the 19th century in the USA.
- In the 1930s it started in Japan, hence expanding to the Philippines and the UK in the 1960s and beyond, with 1980s marking massification of QA.
- First evaluation of evaluators was launched in the USA in 1965.
- First network established was the INQAAHE in 1991, followed by regional and other special interest networks.

Currently, there are ~ 462 QA providers and ~17 QA regional and special interest networks globally:

- The highest number of EQABs per region falls in North America (~140) followed by Asia Pacific (137), and Europe (Eastern & Western) to 92.
- Evaluation of evaluators is rapidly expanding with Europe and the USA being leaders in the practice and other regions increasing the pace.
- Diversification in definitions, expectations, provisions, measurement methodologies and QA solutions is a growing trend.
- Cross-boarder accreditation/quality assurance has become a norm.
- The role of QA and accreditation has been expanding and QA is increasingly impacted by political and other factors.

INQAAHE
Since 1991

The Global Landscape

Chart legend: ■ # of recognized EQABs ■ Respondents ■ Total # of EQABs

Categories (x-axis): Africa, Arab States, Asia-Pacific, Eastern Europe, LAC, North America, Western Europe, Total

Data labels:
- Africa: 16, 34
- Arab States: 2, 13, 20
- Asia-Pacific: 15, 36, 137
- Eastern Europe: 26, 26, 35
- LAC: 8, 37, 39
- North America: 8, 31, 140
- Western Europe: 36, 36, 57
- Total: 175, 195, 462

Total # of EQABs
# of recognized EQABs

~ 462 EQABs operate globally which is an increase in ~39% (332) as compared to the data in I Global Study (2017-2020)

Accreditors with Professional Association background are predominantly based in North America (~90%), to some extent in Europe and less so in Asia-Pacific.

Only 37% of overall EQABs have been externally evaluated (recognized), with Europe (Eastern & Western) and North America leading in the number of externally evaluated (recognized) EQABs
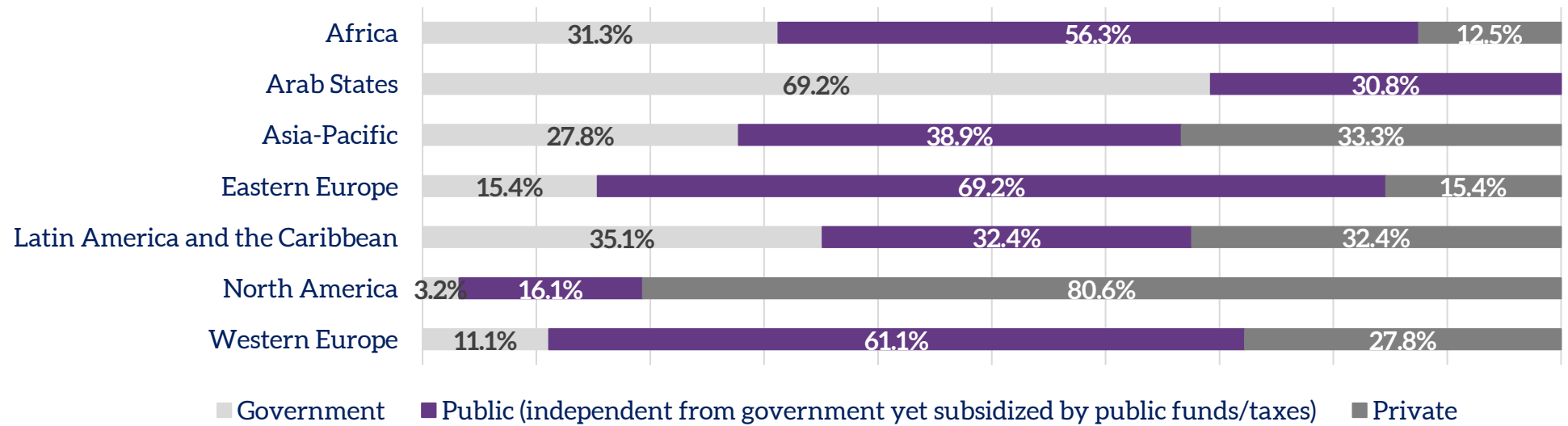
~ 15% (30) of countries globally are yet to establish EQA practices at national level with majority of them in Africa

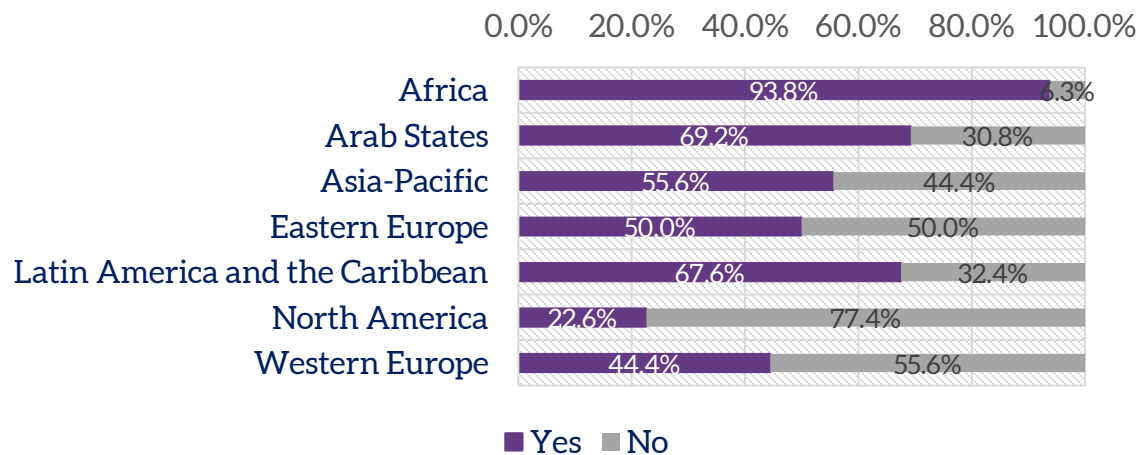195 (42%) of EQABs participated in the II Global Study as compared to 106 (32%) in I Global Study (2020)

Disclaimer: *the data presented is still in the process of verification, cleaning and validation*

II Global Study: Initial Findings 2
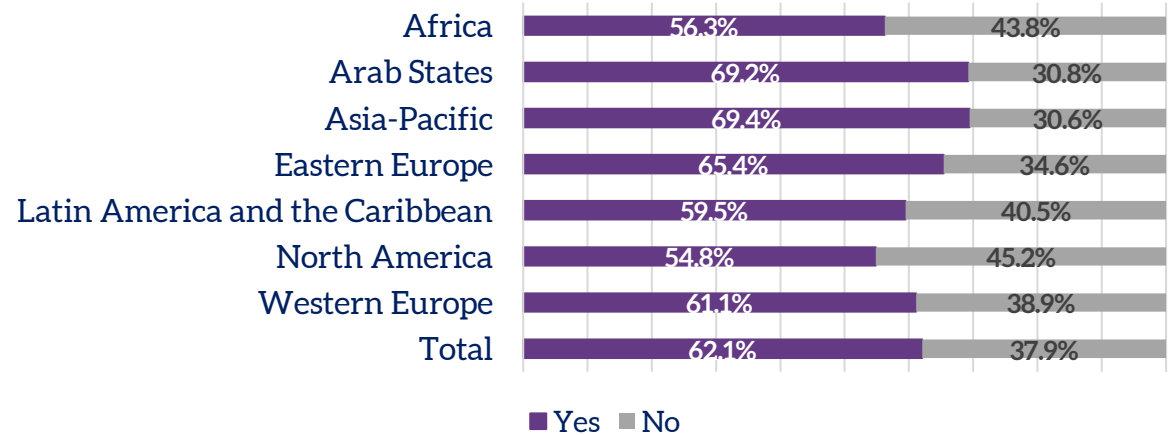
Legal status

North America, unlike other regions, is characterized by private provisions predominantly, whereas in Arab States only government and public EQABs operate

Region	Government	Public	Private
Africa	31.3%	56.3%	12.5%
Arab States	69.2%	30.8%	
Asia-Pacific	27.8%	38.9%	33.3%
Eastern Europe	15.4%	69.2%	15.4%
Latin America and the Caribbean	35.1%	32.4%	32.4%
North America	3.2%	16.1%	80.6%
Western Europe	11.1%	61.1%	27.8%

■ Government ■ Public (independent from government yet subsidized by public funds/taxes) ■ Private

Regulatory function

Region	Yes	No
Africa	93.8%	6.3%
Arab States	69.2%	30.8%
Asia-Pacific	55.6%	44.4%
Eastern Europe	50.0%	50.0%
Latin America and the Caribbean	67.6%	32.4%
North America	22.6%	77.4%
Western Europe	44.4%	55.6%

■ Yes ■ No

External EQAP recognized by National Regulator

Region	Yes	No
Africa	56.3%	43.8%
Arab States	69.2%	30.8%
Asia-Pacific	69.4%	30.6%
Eastern Europe	65.4%	34.6%
Latin America and the Caribbean	59.5%	40.5%
North America	54.8%	45.2%
Western Europe	61.1%	38.9%
Total	62.1%	37.9%

■ Yes ■ No

INQAAHE
Since 1991

Jurisdiction (%)

Region	National	Regional	Cross-border
Africa	69%	13%	6%
Arab States	23%	8%	8%
Asia-Pacific	33%	11%	14%
Eastern Europe	58%		15%
Latin America and the Caribbean	43%	8%	22%
North America	29%	16%	13%
Western Europe	44%	22%	31%
Total	42%	12%	17%

■ National ■ Regional ■ Cross-border

Based on the number of responses to this particular question
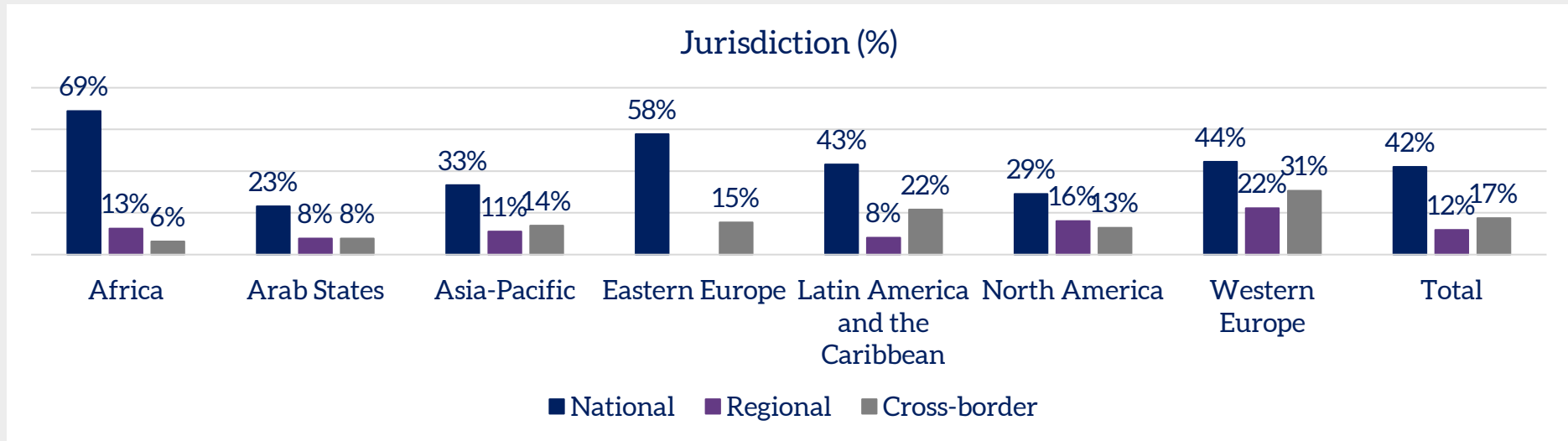
Overall expansion in all types of EQA provisions is observed throughout all the regions

Still….
o Majority of QA bodies (42%) operate at national level
o 17 % of the respondents operate across the borders, which is a significant decrease from 28% in 2020 study
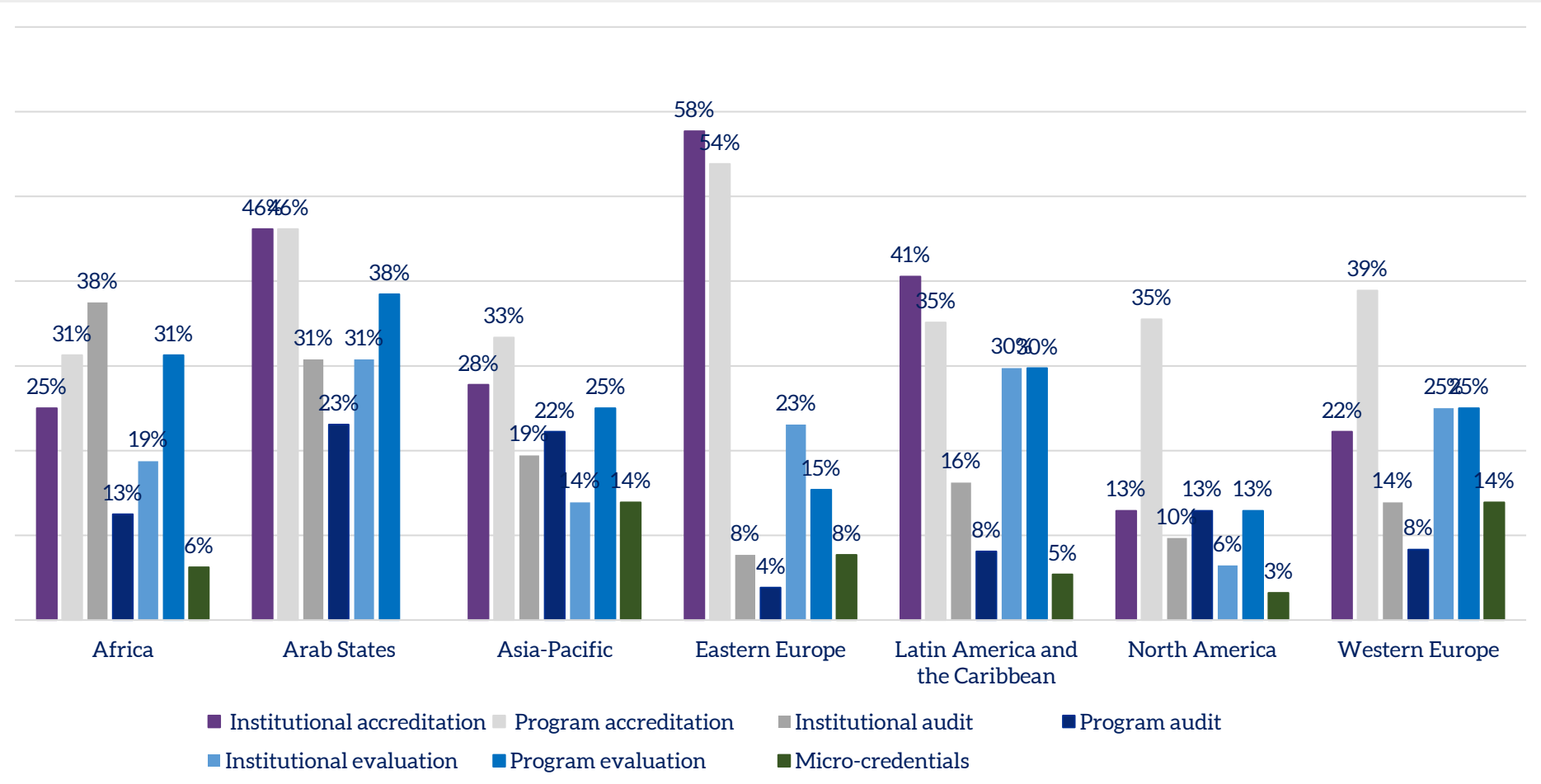o 12% conduct reviews at regional level

Predominant nature of external reviews at national level demonstrates the key role EQA plays in education policymaking.
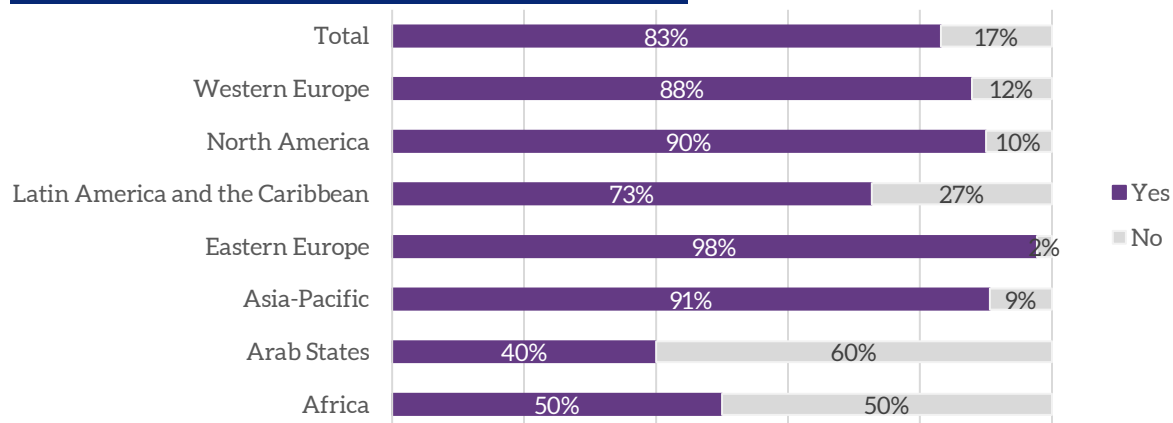
Politicizing trend is also growing.

II Global Study: Initial Findings 4
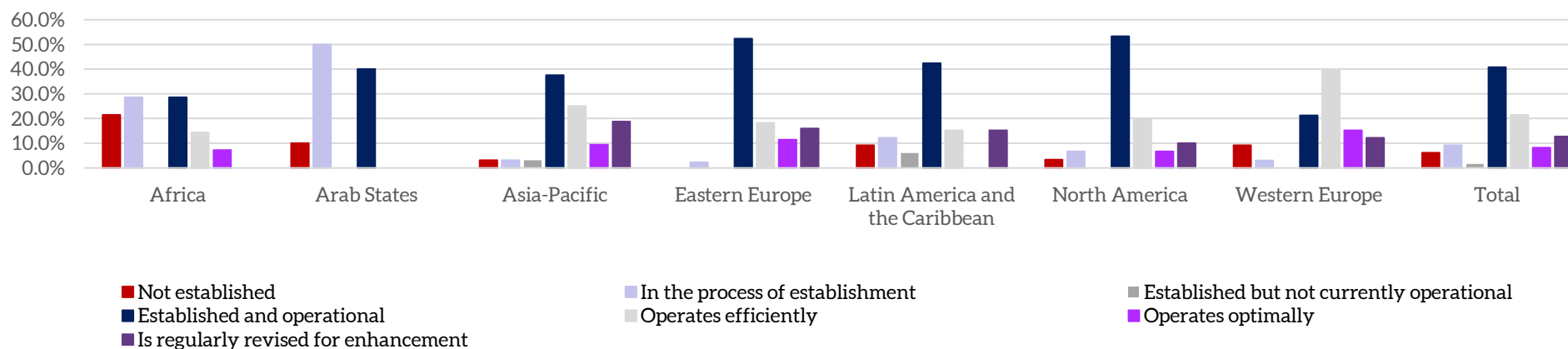
Types of external review

Type	Value
Program accreditation	75
Institutional accreditation	62
Program evaluation	47
Institutional evaluation	40
Institutional audit	33
Program audit	24
Progam authorisation	22
Micro-credentials	16
Institutional authorisation	15
Program licensure	15
Institutional licensure	14
Risk-based reviews	8

Types of external review per region (%)

Legend: Institutional accreditation, Program accreditation, Institutional audit, Program audit, Institutional evaluation, Program evaluation, Micro-credentials

IQA Policy in place

Region	Yes	No
Total	83%	17%
Western Europe	88%	12%
North America	90%	10%
Latin America and the Caribbean	73%	27%
Eastern Europe	98%	2%
Asia-Pacific	91%	9%
Arab States	40%	60%
Africa	50%	50%

To what extent is the IQA policy in place?

Legend:
- Not established
- In the process of establishment
- Established but not currently operational
- Established and operational
- Operates efficiently
- Operates optimally
- Is regularly revised for enhancement

IQA system for EQA in place

Region	Yes	No
Africa	47%	53%
Arab States	40%	60%
Asia-Pacific	91%	9%
Eastern Europe	86%	14%
Latin America and the Caribbean	53%	47%
North America	97%	3%
Western Europe	88%	12%
Total	78%	22%
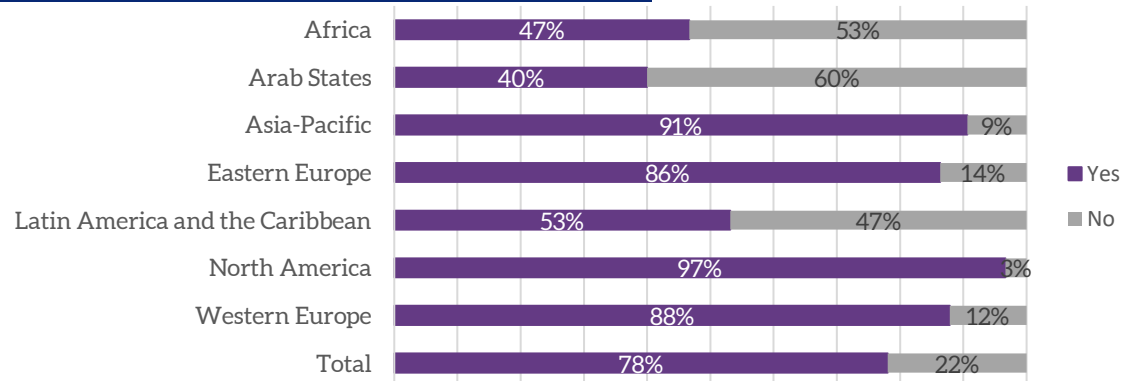
To what extent is the IQA system for EQAP in place?

Legend:
- Not established
- In the process of establishment
- Established but not currently operational
- Established and operational
- Operates efficiently
- Operates optimally
- Is regularly revised for enhancement
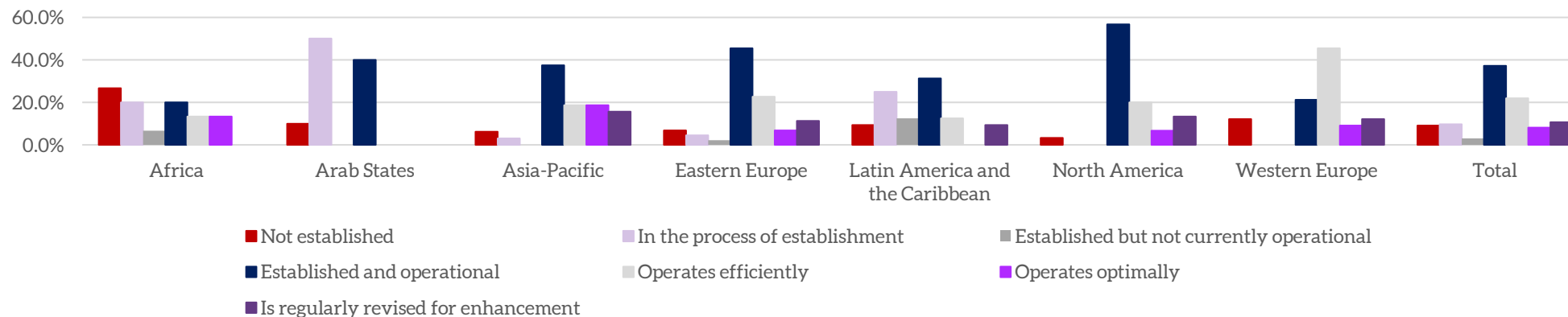
IQA challenges: initial findings from II Global Study

Lack of Quality culture in TEIs: Reluctance of faculty members and leadership to meaningfully engage in IQA. Need for capacity building to interpret standards. TEIs need to overtake the responsibility for QA.

"Internal mechanisms at some HEI's are not functional the whole time and sometimes they are more like ad hoc mechanisms which only becomes functional when we go for evaluation purpose".

Expert training\clarity of standards: ensuring consistent interpretation by expert panels.

Financial resources: constraints due to the rising inflation, deployment of expert to remote areas; constraints faced by HEIs.

Legal framework as a barrier: constant changes, multiple demands from regulators, etc.

Challenged EFFICIENCY

Stakeholder Engagement: Involving various stakeholders, including faculty, students, parents, and administrators.

Diversity & Flexibility to context and communities. Need for flexible standards, adaptable to changes in curriculum, technology. Balancing the need for standardized assessment with the recognition of diverse learning environments and student populations.

Relevance of programs to labor market needs, to the rapidly evolving educational practices and technologies, to the diversity of systems.

Lack of resources: time and human resources for dissemination and communication on quality issues in general.

Challenged RELEVANCE

Relevance to new realities such as digital learning, SDGs.

New areas of evaluation: third mission, research.

New needs: student centered learning/competence-based learning, cross-border quality assurance.

New objectives (DEI) assuring equal and fair treatment of students and graduates.

Assessment of intangible outcomes: LOs, community engagement, innovation…

Does QA actually have TRANSFORMATIVE POWER?

Thank You

s.karakhanyan@inqaahe.org

secretariat@inqaahe.org