Global Trends in Quality Assurance: quality and qualifications

Learning objectives and future preparedness – towards 2030

IPOE Forum 2018: Creating Advanced Learning Experiences
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Bangkok

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The International Network of Quality Assurance Agencies in Higher Education

INQAAHE as the oldest global network established in 1991

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A world-wide association of about 300 organisations active in the theory and practice of quality assurance in higher education. The great majority of its members are quality assurance agencies that operate in many different ways, although the Network also welcomes (as associate members) other organisations that have an interest in QA in HE.

The central purpose and role of INQAAHE is to promote and advance excellence in higher education through the support of an active international community of quality assurance agencies. In order to achieve this goal, the network focuses on the development of the theory and practice of quality assurance, the exchange and understanding of the policies and actions of its members, and the promotion of quality assurance for the benefit of higher education, institutions, students and society at large.

First ever QA Network established in 1991 as an inclusive, umbrella organization for educational organizations dealing with quality assurance of tertiary education.

A Global Enhancement Platform for HE Providers

www.inqaahe.org
The annual events are moving around the globe: no INQAAHE event is held in the same place in two consecutive years.
We are driven by internationalization principle: the set up

International Board of Directors

Over 300 members from all over the world

The organization is registered in New Zealand

The Secretariat is moving around the globe once per 2-4 years. Currently hosted by AQU Catalunya, Spain

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A glimpse of major activities

Internationally peer-reviewed journal

Quarterly bulletin and communiques

INQAAHE Funding Scheme – annual allocation of grants for capacity building and research

INQAAHE Quality Assurance Program at the University of Melbourne and Open University of Catalunya

Recognition of quality assurance agencies against GGPs

R&D: A Global Study on EQAAs and IQAAs

Training and certification of external reviewers

Biennial forums and conferences: INQAAHE Conference 2019 is to take place in Sri Lanka, 25-28th of March, hosted by QAAC
Outline

Global trends in higher education: disruptions, diversity of provisions, challenges to quality
Major Technological Revolutions in Education: diversification and relevance

- Intro of phonetic alphabet in 1050 BC
- Intro of mass-produced books (16th century)
- Intro of e-learning/distance education and mobile devices (21st century)

A fundamentally altered, unpredictable, rapidly diversifying and changing landscape

Are we still relevant?

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Impossible to predict and rapidly changing...

As per Monster.com, these are 7 work skills most marketable to employers in 2018

- Problem solving - troubleshoot and solve problems independently
- Data analytics - experience with data analytics and computational thinking, whether it’s programming, coding, or machine learning
  - Social media literacy
- Creativity - fresh ways to approach jobs
- Resiliency – ability to take a hit as well as a win
  - Good business sense
  - Willingness and ability to learn

Can a system built on conventional approaches and implementing traditional methodologies be expected to assure the quality of increasingly diversifying demands, provisions and offers?

**Imitation vs. creativity**
**Isomorphism vs. diversity**
INQAAHE Global Study on QA (2017-2018):
in cooperation with regional networks and university associations

- External Quality Assurance Agencies
- Internal Quality Assurance Agencies

- 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

- The Arab Region
- Africa
- Latin America and the Caribbean
- Western Europe
- Eastern Europe
- Northern America
- Asia-Pacific
Functions of national quality assurance framework: theory/global practice vs. trends

UNITS OF ASSESSMENT

- **Higher education institution**
  - Licensure/authorization
  - Government authority/ministry
  - Intermediate audits/monitoring
  - Buffer body,
    - An independent agency,
    - Professional organizations
  - N/A
  - MoE and/or agency
  - HEIs

- **Program**
  - Licensure/authorization
  - Government authority/ministry
  - HEI
  - Buffer body,
    - An independent agency,
    - Professional organizations
  - Professional associations
  - Government supported entities
  - MoE and/or agency
  - HEIs

- **Student**
  - Admission tests
  - HEI
  - Assessment of learning outcomes
  - Professional associations
  - Government entities
  - MoE and/or agency
  - HEIs
  - N/A

- **External quality assurance agency**
  - Government decree or authorization
  - Private provider/NGO
  - Audits/inspections
  - National and international auditing
  - QA networks - overarching QA standards/good practices
  - N/A
  - National governments
  - International QA networks

FUNCTIONS

- **Entry point/initial assessment**
- **Monitoring/enhancement**
- **Accountability/credibility**
- **Professional Certification**
- **Public information**

Proxies

The core

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Quality and Recognition: what are we missing?

**Missing elements**

**Recognition of Qualifications**
- Operationalize Regional Conventions on the Recognition of Studies, Diplomas and Degrees in Higher Education;
- Map implementation of the UNESCO Global Recognition Convention to be adopted in 2019. QA is one of its major components
- Ensure measurement of learning outcomes/learning gain
- Establish and strengthen the links with the labor market and measurement of employability
- Ensure coverage of diversity of higher education providers, profiles, performance
- Ensure relevance of qualifications
- Provide for inclusive education, LLL, RPL

**Recognition of R&D Outputs and Outcomes**
- R&D
  - Doctoral programmes
  - Research outputs
  - Knowledge development and transfer (links with the labor market)

**Recognition of Quality Assurance Outcomes**
- Revamp the QA frameworks (IQA and EQA) to promote relevance, while taking into consideration the international trends and local needs;
- Operationalize international, regional and national recognition of the external quality assurance provisions for enhanced recognition of the HE outputs and outcomes
- Increase stakeholder engagement
- Enhance transparency and accountability

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Major trends in Higher Education and Quality Assurance: alternative approaches

Attempt to:
- Address diversification
- Outcome driven
- Capitalize on the importance of the stakeholder engagement
- Increased transparency and accountability
- Address conflict of interests
- Competency-based
- Aim at ensuring recognition of awarded qualifications
Recognition mechanisms

- Regional and Global Conventions
- Qualifications frameworks (e.g. national, sectorial, transnational)
- Regional recognition and equalization bodies (e.g. ENIC-NARIC in Europe)
- National legal and regulatory frameworks
- National recognition and equalization bodies
- Quality assurance
- HEI arrangements
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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