

Global trends and challenges in HE internal and external quality assurance

Supporting Societal Engagement of Higher Education
European Quality Assurance Forum
22nd of November, 2019
hosted by TU Berlin

Susanna Karakhanyan, PhD
INQAAHE President
Abu Dhabi Department of Education and Knowledge, the UAE
ANQA Accreditation Commission, Armenia

The International Network of Quality Assurance Agencies in Higher Education



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

INQAAHE: a brief overview

The Role

Serves as an umbrella association for global quality assurance (QA) organisations (currently 300+) active in the theory and practice of quality assurance in higher education. The great majority of INQAAHE members are QA agencies operate in many different ways. INQAAHE also welcomes other organisations that have an interest in QA in HE as associate members.

The Mission

- To promote and advance excellence in higher education through the support of an active international community of quality assurance agencies
- To focus 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.

A Global Enhancement Platform for HE Providers

www.inqaahe.org

The oldest global QA network established since 1991



We are driven by internationalization principle: the set up

International Board of Directors



President
Susanna Karakhanyan
Armenia



CEO
Crystal Calaruse



Vice President
Leah K. Matthews
the USA



Treasurer
Vinik Ramnarain,
Mauritius



Secretary
Marti'la Casademus
Spain



Angela Yung Chi
Hsu, Taiwan



Salim Ahmed
Khan, Pakistan



Karen Treloar,
Australia



Erika Soboleva,
Russia



Orla Lynch
Ireland



Michael Bradshaw
Trinidad & Tobago



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

Over 300 members from all over the world

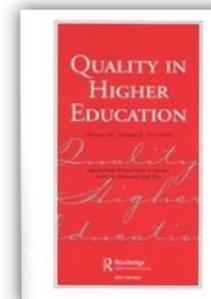


A glimpse of major activities

Internationally peer-reviewed journal

Quarterly bulletin and communiques

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



INQA AHE Guidelines of Good Practice
2016 revised edition

INQA AHE 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: INQA AHE Forum 2020 to be held in Moscow, 23rd-25th of March

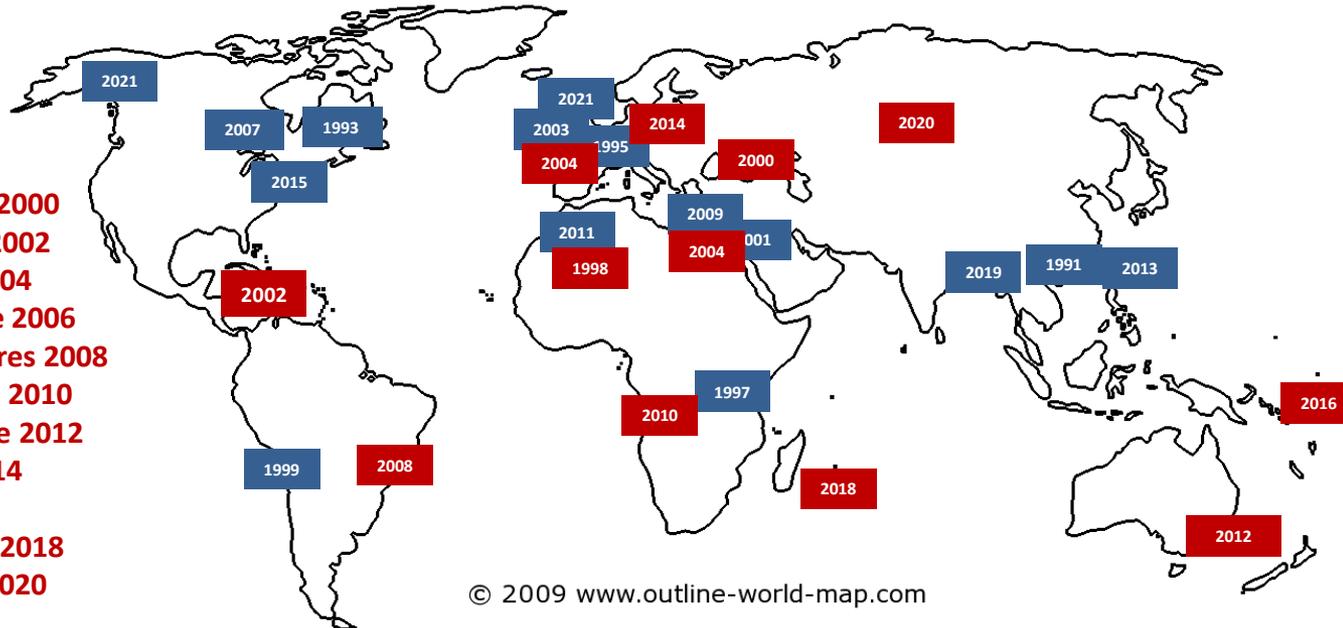


INQAAHE annual events: global coverage

The annual events are moving around the globe: no INQAAHE event is held in the same place in two consecutive years

FORUM

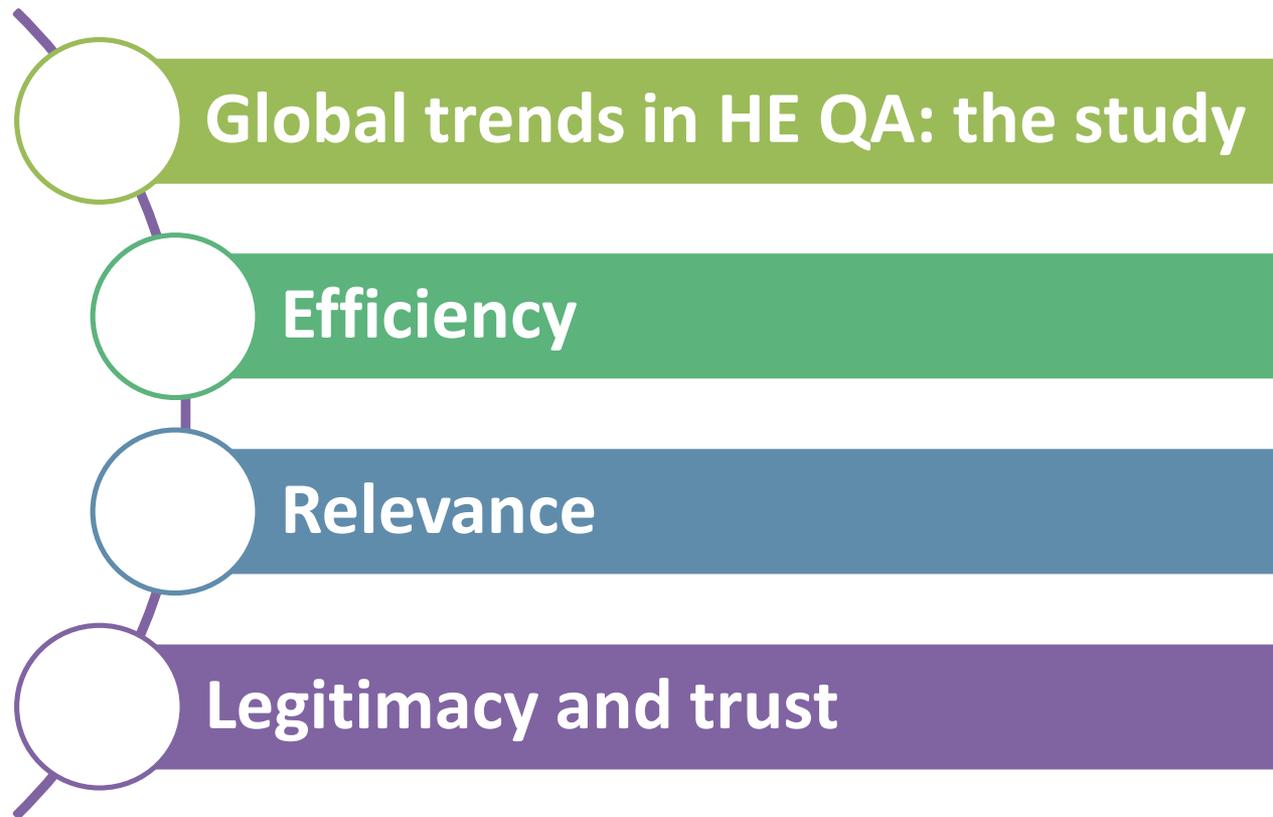
Paris 1998
Budapest 2000
Kingston 2002
Muscat 2004
The Hague 2006
Buenos Aires 2008
Windhoek 2010
Melbourne 2012
Tallinn 2014
Nadi 2016
Mauritius 2018
Moscow 2020



CONFERENCE

Hong Kong 1991
Montreal 1993
Utrecht 1995
Kruger Park 1997
Santiago 1999
Bangalore 2001
Dublin 2003
Wellington 2005
Toronto 2007
Abu Dhabi 2009
Madrid 2011
Taipei 2013
Chicago 2015
Bahrain 2017
Sri Lanka, 2019
Glasgow, 2021

Outline



INQAAHE Global Study on QA (2017-2018):

in cooperation with regional networks and university associations

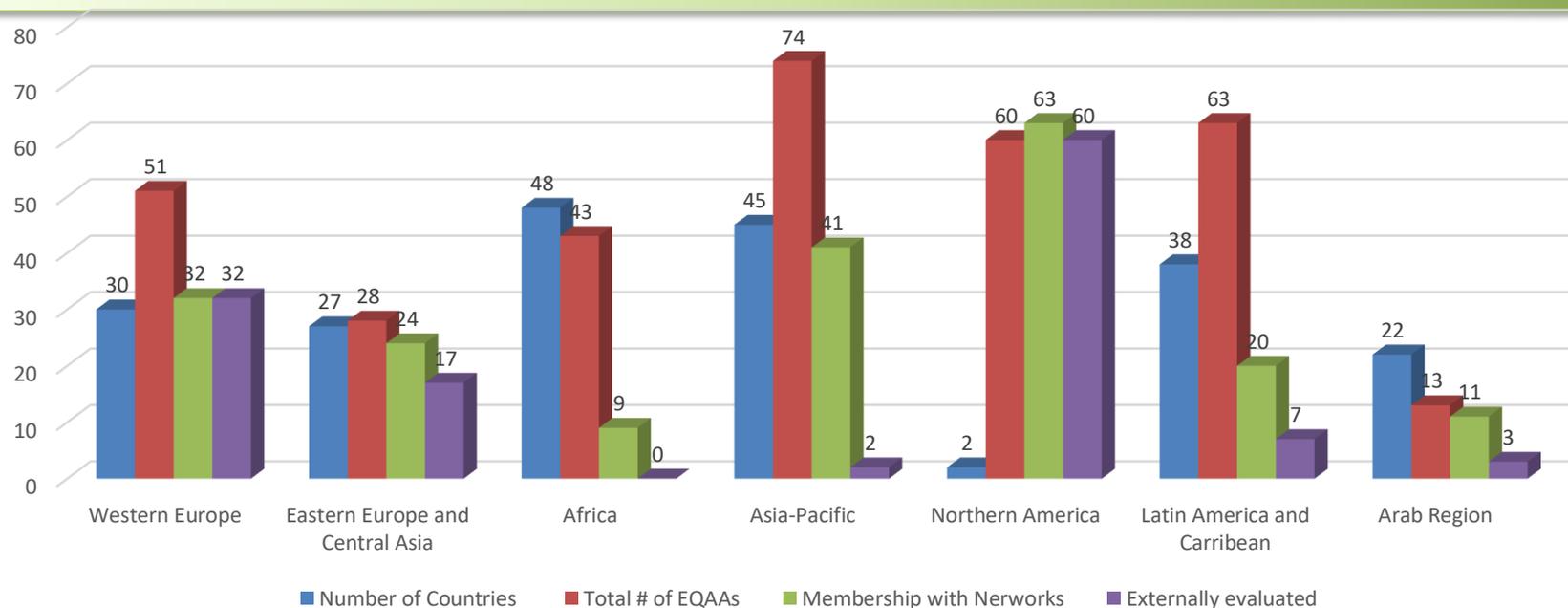
More specifically...

- 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.

Authors and co-authors

Part I	The Global Study	Susanna Karakhanyan & Bjørn Stensaker
Part II		
Regional Studies	Africa	Philip Ayoo, Wondwosen Tamrat, Mike Kuria
	Arab States	Susanna Karakhanyan, Badr Aboul-Ela, Tariq Alsindi, Bassam Alhamad, Nadia Badrawi
	Western Europe	Orla Lynch, Maria Kelo
	Eastern Europe	Susanna Karakhanyan, Erika Soboleva, Lemka Ismailova
	Asia-Pacific	Angela Yung Chi Hou, Jianxin Zhang, Dewin Justiniano, Grace Lu, Guo Jun
	Latin America and Caribbean	Christian Blanco, Judith Scharager, Milena Prado, Anely Ramírez, Ronald Brunton, Michael Bradshaw
	Northern America	Leah Matthews, Mary Catharine Lennon, Linda L. Baer

QA: the landscape and response rate



EQA

Total number of EQAAs in the world: ~332
Total number of EQAAs that are members to a Network: 200
EQAAs in target for the survey: 200
Total number of respondents to the survey: 106 (53%) out of which 28% are engaged in transnational QA.

IQA

A total of HEIs: ~ 40000
A total number of responses: 367
 While the number of responses is relatively high, the response rate is inadequate for generalizations, thus triangulation with other studies was made to identify the trends

A Glance at the Global Trends:

over the last 3 decades

1

Massification and an impressive diffusion of QA to all corners of the Globe

2

Diversification of EQA systems (profiles and nature)

3

A growing `meta-organization` of EQA at regional, international, special interest levels

4

Emergence of transnational QA

5

Major changes in the expectations of QA

6

Evaluation of evaluators and meta-evaluators

7

Growing concerns for credibility and trust (e.g. combatting corruption)

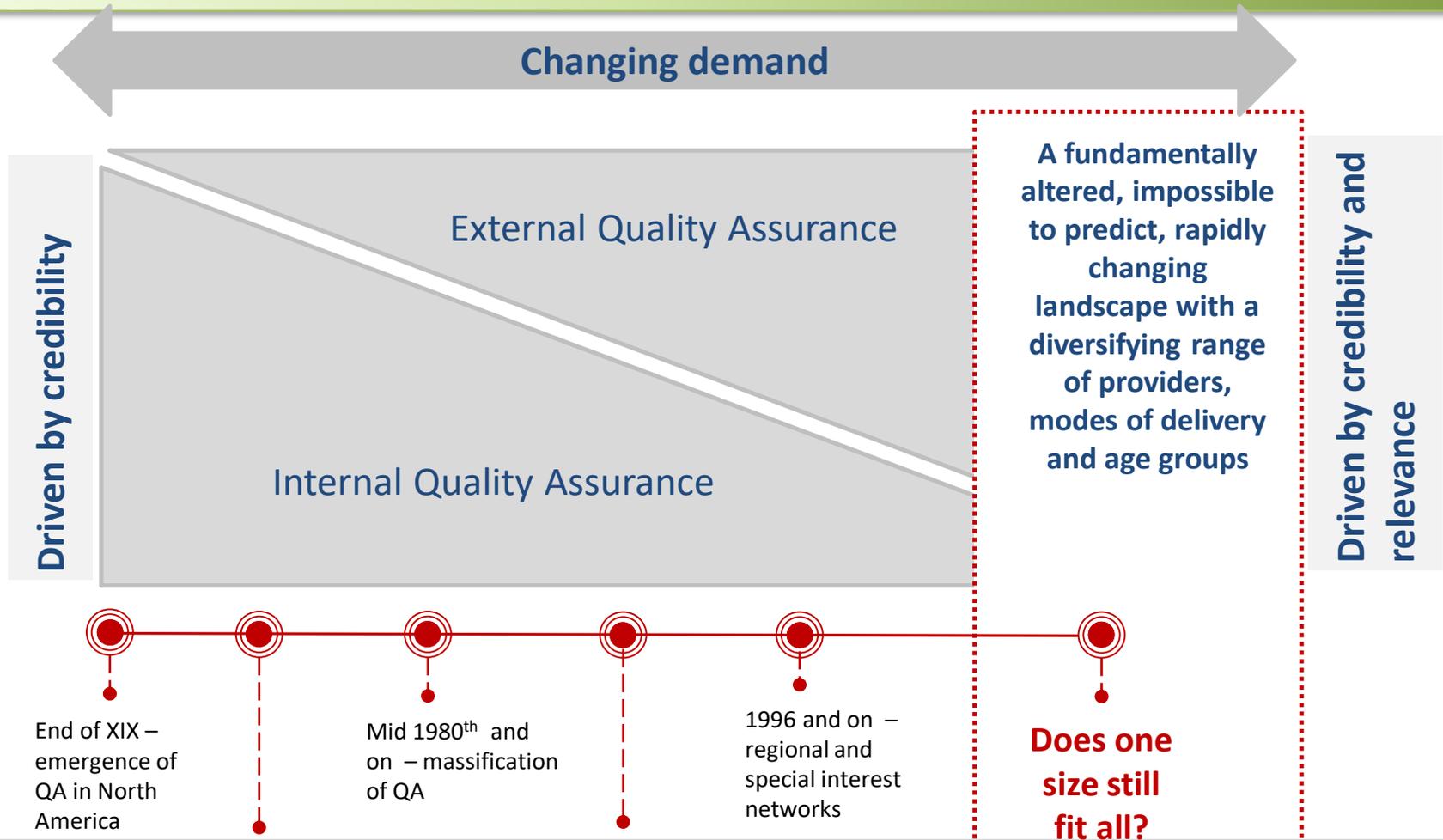
8

A wide use of QA by the governments, politicians and other stakeholders

9

Emerging tensions as national agendas of using EQA for specific strategic purposes sometimes collide with more international and globally emerging standards for what EQA should do, and be about.

Higher Education Quality Assurance: the evolution



10

As the system evolved, external quality assurance gradually and firmly strengthened and expanded, thus taking dominance over internal QA and leveraging compliance over enhancement

Efficiency

Definition:

efficiency is the extent to which an activity achieves its goal whilst minimizing resource usage (Harvey, 2004-19)

Efficiency



Functional

- Multiple bodies with overlapping functions, causing overregulation and external evaluation/inspection/accreditation fatigue
- Apart from several national tools, the governments also stipulate international accreditations creating a EQA 'overload'
- Struggle with putting in place a EQA system that fit the specific needs in the country, leading to EQA procedures that are seen as irrelevant for key stakeholders

Financial

- Shift in the EQA method (e.g. program vs. inst, clusters, introducing revising risk-based reviews; granting well-established HEIs power to self-accredit their own programs; or rely solely on national peer reviewers
- Heavy reliance on international peer-reviewers only
- Underfunding and failure to achieve the set goals with the funding available

Operational

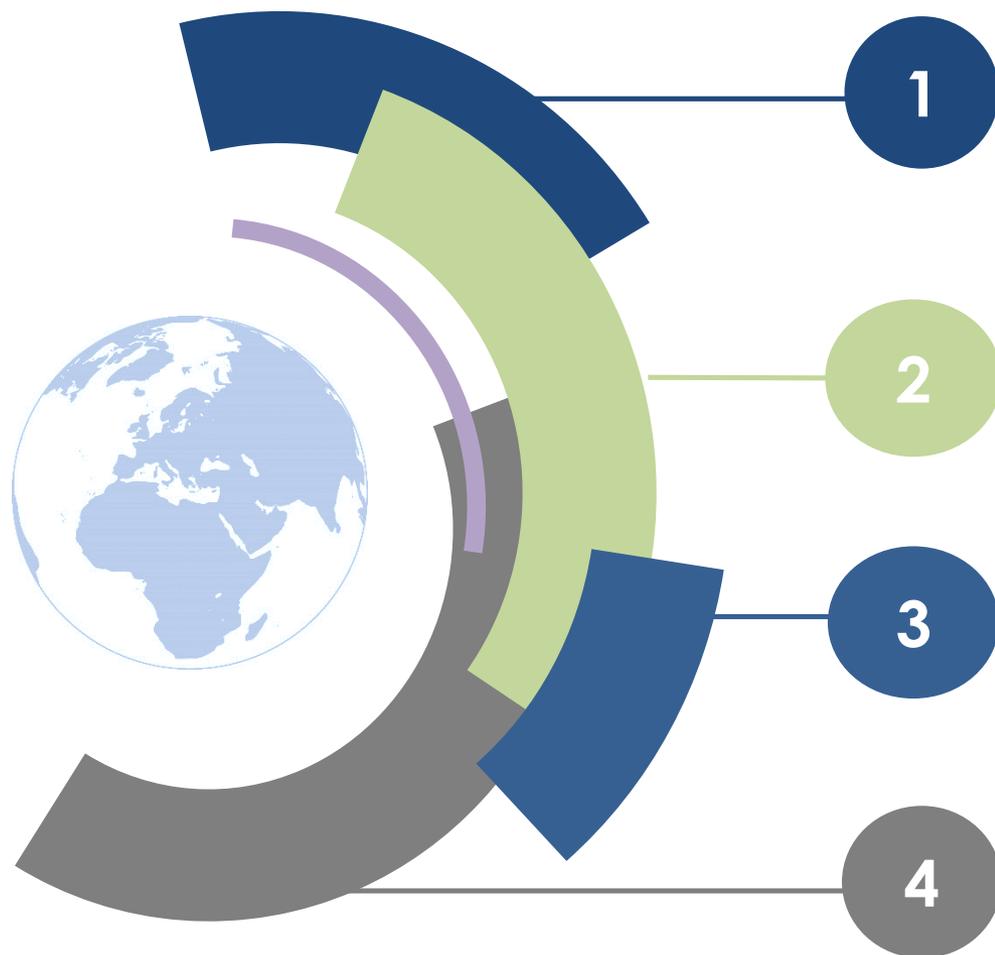
- Need to strengthen internal organizational capacity and procedures. A number of EQABs are not fully operational to be able to promote the purposes they were established for
- Multiple mandates, even sometimes contradictory purposes, creating challenges as to utilize their organizational capacity
- Need for building professional capacity in their own staff and, therefore, secure the professionalization of the system in terms of QA

Relevance

Definition:

The extent to which the aid activity is suited to the priorities and policies of the target group, recipient and donor (OECD, 2008)

Relevance



1 The systems are not well equipped to handle access to quality education, inclusion and promotion of life-long learning (e.g. SDGs, government agenda)

2 Measurement of actual student success - intended learning outcome achievement and links with the labor market is still a challenge

3 Recognition of qualifications and promotion of student, faculty and overall talent mobility is still a grey area in many systems

4 QA mechanisms are not developed to stimulate the development of a knowledge economy (predominantly found in government agendas)

Trust

Definition:

Acceptance of the truth of a statement without evidence or investigation (Oxford Dictionaries)

In QA, as per the generally adopted international guidelines the following seem to be crucial:

- ***Independence:*** reliable QA mechanisms that are developed around the concepts of independence and practiced accordingly;
- ***Consistency in evaluations:*** measurement methods which respond to the needs and are applied consistently;
- ***Expertise:*** expertise involved in the evaluations that have professional competence and skills (including expertise of a diversity of stakeholders)
- ***Accountability and Integrity:*** the existence of transparency and fairness

Trust



Independence is still debatable:

While many systems do enjoy considerable formal independence, they are still forced into reactive rather than pro-active modes due to the politics, accountability expectations and legitimacy issues.

Consistency in evaluations:

Despite the diversity of measures taken to ensure consistency of evaluations across a system and cases, majority of the systems still find it challenging due to the need in expertise.

Trust



3

Expertise:

Despite the existing policies to ensure the professionalism of the reviewers and prevent conflict of interests, majority of systems are still struggling with setting up panels with relevant expertise.

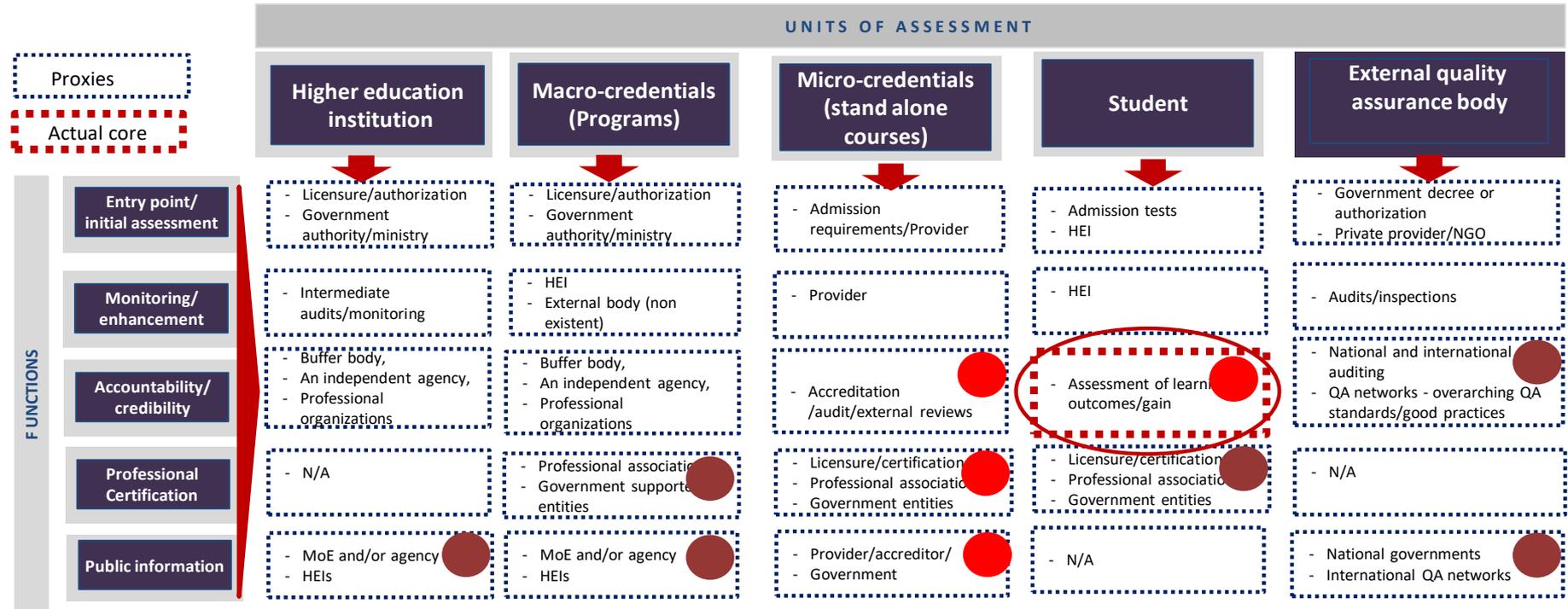
4

Accountability and integrity:

Not all the EQABs practice what they preach: majority of the EQABs do not have their own IQAs and have not undergone external reviews.

Key takeaways...

The Global Quality Assurance Framework: an overview and analysis



- Not in place
- Exists to some extent

Key takeaways...

Is *fitness for purpose* still a relevant definition for quality?



For more information

president@inqaahe.org

OR

INQAAHE Secretariat

C. dels Vergós 36-42, 08017 Barcelona, Spain

secretariat@inqaahe.org

www.inqaahe.org