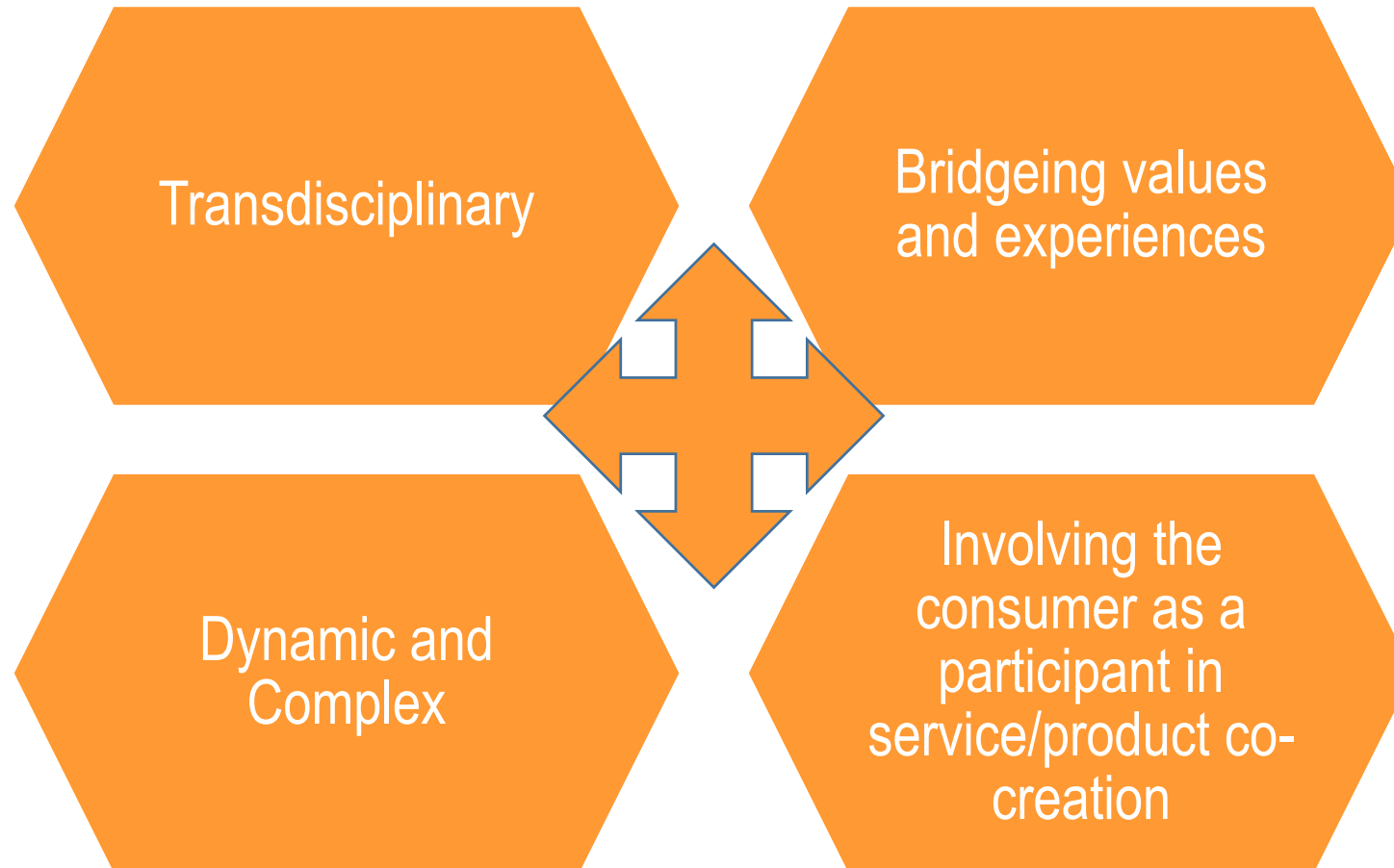


Quality Assurance in Higher Education

Today and Tomorrow

Dr. Liliya Terzieva, BUas



EACEA Erasmus+, Knowledge Alliances

«SMARTUP: Startup Master and Advanced Reflective Tools by University & Partner” (January 2017 - March 2019).

SMARTUP is the result of a smart cooperation effort **between higher education institutes, companies, the EU Crowdfunding Network and business foundations** from 9 EU countries and **Stanford University**.

4 European University involved in the Master Programme



ITALY



GREECE



FINLAND



AUSTRIA

What is Quality?



- ❖ “notoriously elusive” (Gibson, 1986; Neave, 1986; Scott, 1994)
- ❖ “slippery” (Pfeffer and Coot, 1991)
- ❖ “relative” (Baird, 1998; Harvey and Green, 1993; Middlehurst, 1992; Vroeijenstijn, 1992; Westerheijden, 1990)
- ❖ “dynamic” (Boyle and Bowden, 1997)
- ❖ “multidimensional” (Campbell and Rozsnyai, 2002)
- ❖ “a philosophical concept that lacks a general theory in the literature” (Green, 1994; Westerheijden, 1999).



- ❖ Performance
- ❖ Reliability
- ❖ Durability
- ❖ Serviceability
- ❖ Aesthetics
- ❖ Features
- ❖ Perceived quality
- ❖ Conformance to standards



Why Quality in Education?



To enhance

- Full personal development
- Active citizenship



To enhance

- Employability
- Sustainable economic development



To enhance

- Well-fare
- Well-being



The 3 Main pillars



Procedures and
Standards



Relevance for the
industry/working field



People



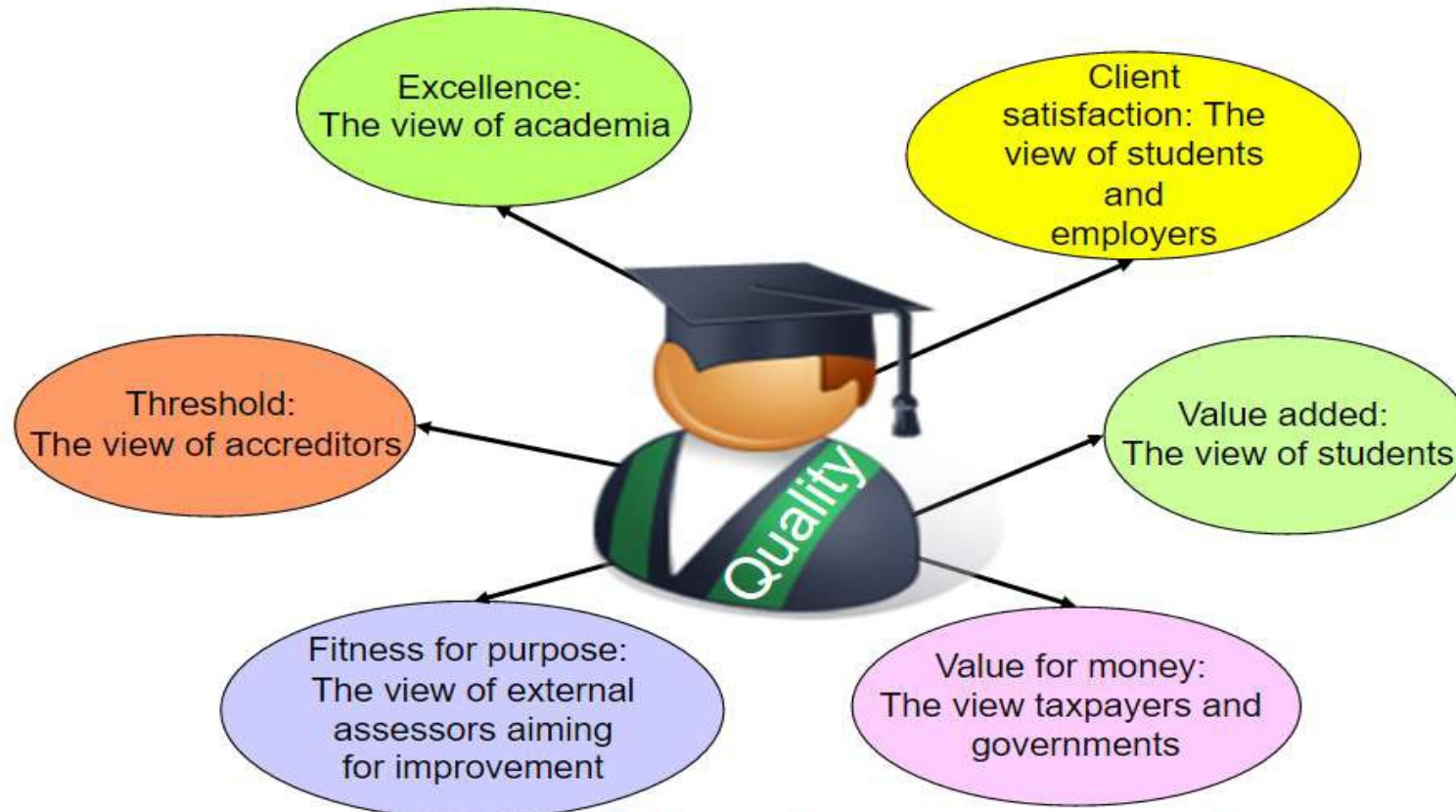
Five ways to think about Quality



Source: The Chartered Institute of Internal Auditors



Adding stakeholders' view



Source: Green, D. What is Quality in Higher Education? Concepts, Policy and Practice 1994



❖ Complex concept

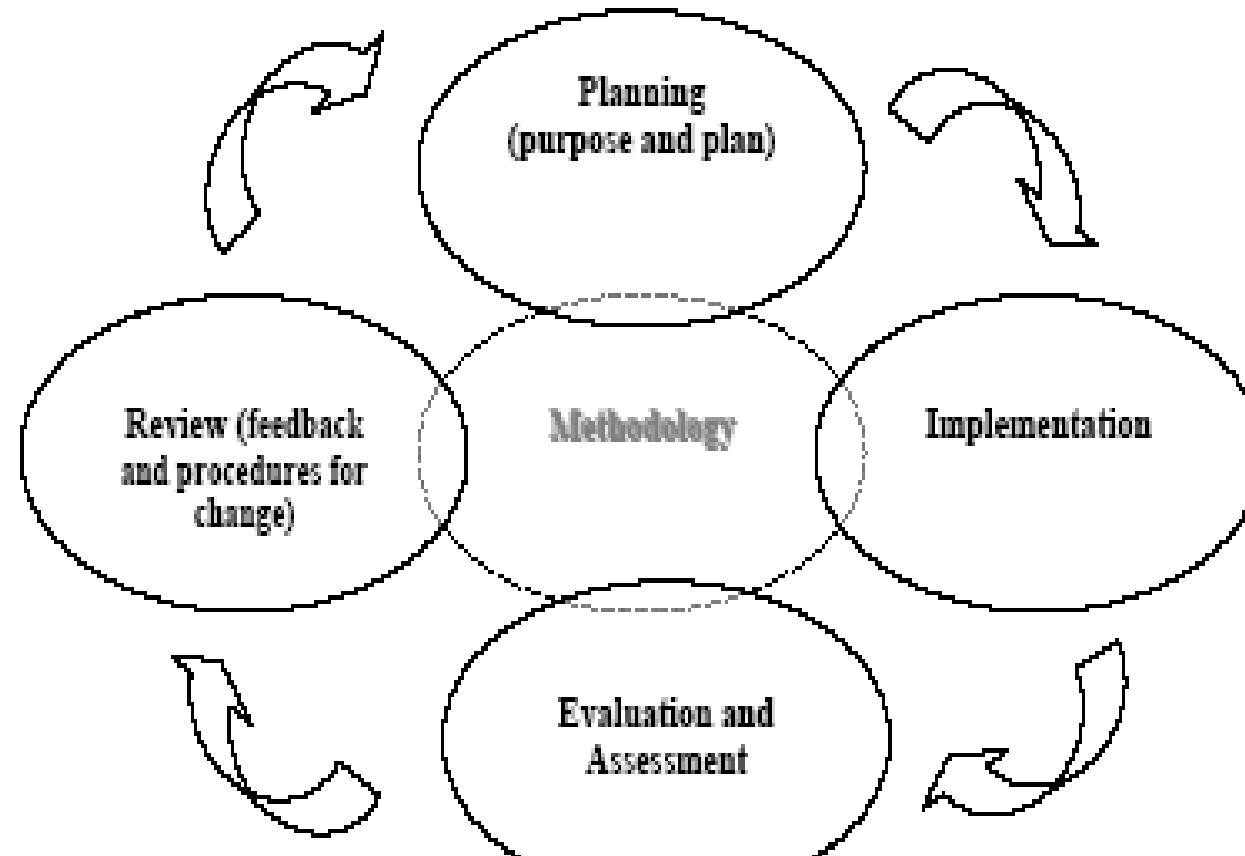
- ❖ an important characteristic of the outputs of higher education, reflected in characteristics of the university graduates, such as their skills and professional capacity to act in the real world
- ❖ reflected in the attributes (level, relevance) of the knowledge produced by universities through research, disseminated and put at the disposal of the society for use.



Quality Assurance – the meta model



DIAGRAM QUALITY ASSURANCE MODEL



- ❖ **Quality**, whilst not easy to define, is mainly a result of the interaction between teachers, students and the institutional learning environment.
- ❖ **Quality assurance** should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose.

❖ “The quality of higher education has proven to be at the heart of the setting up of a European Higher Education Area. Ministers commit themselves to supporting further development of quality assurance at institutional, national and European level. They stress the need to develop mutually shared criteria and methodologies on quality assurance. They also stress that consistent with the principle of institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution itself and this provides the basis for real accountability of the academic system within the national quality framework.” (2003 Berlin Communiqué)



SMARTUP
cultivating entrepreneurial minds

Distinctive objective of QA



Co-funded by the
Erasmus+ Programme
of the European Union

❖ Quality Control

❖ Accountability

❖ Improvement

Levels of Quality Assurance



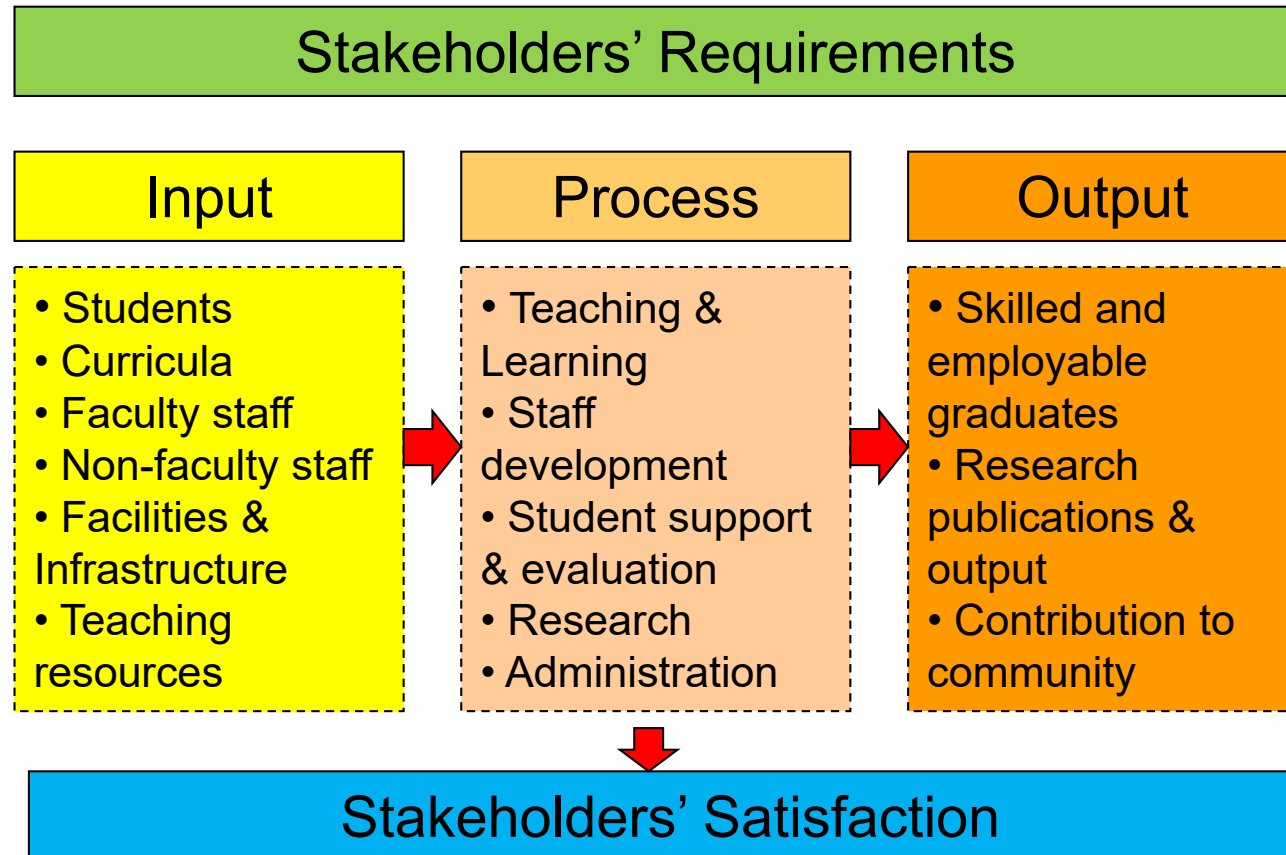
- ❖ External quality assurance (at the system level)
- ❖ Internal quality assurance (level of teaching and learning within the HEI)
- ❖ In Europe – a third level - European Association of Quality Assurance Agencies (ENQA)

Drivers of Internal Quality Assurance



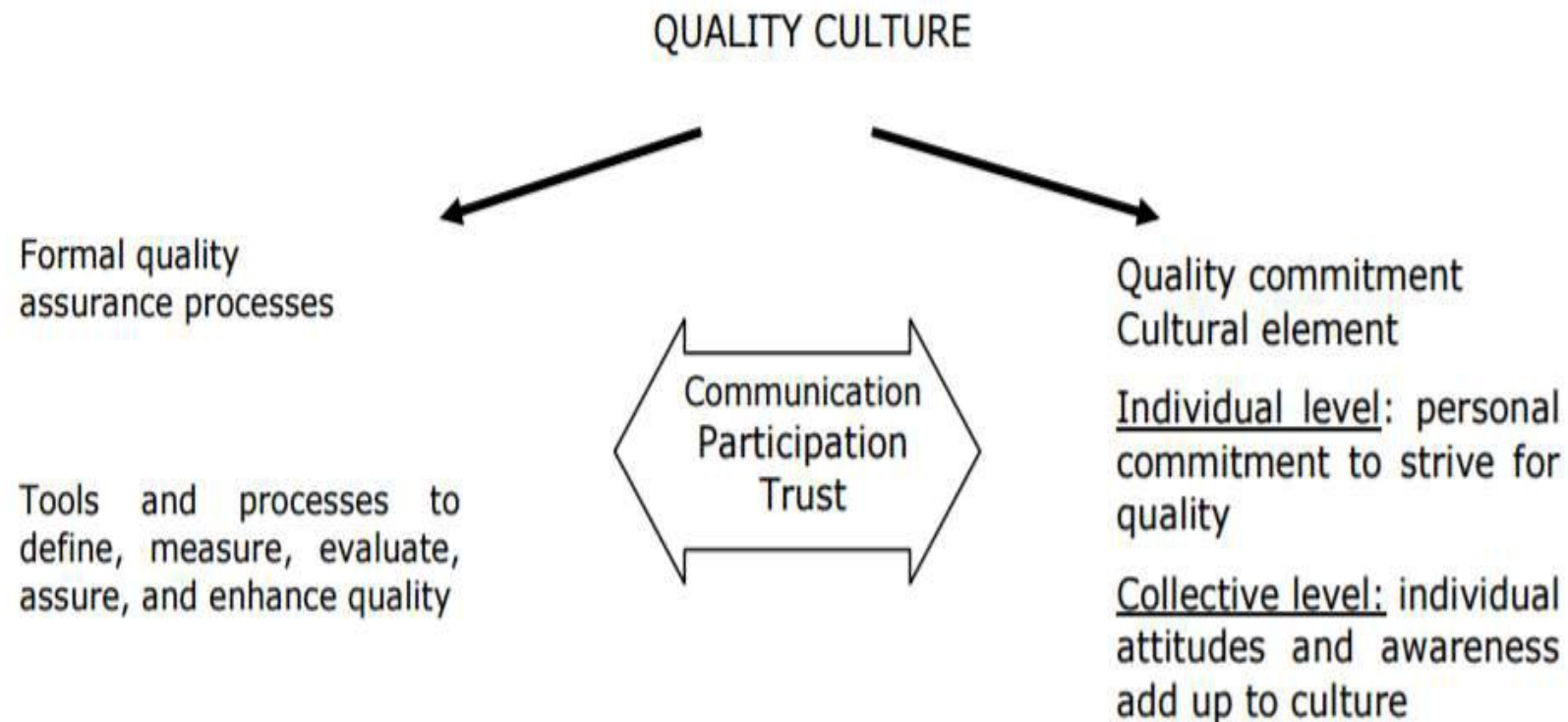


Internal Quality Assurance in general





❖ “organizational culture that intends to enhance quality permanently and is characterized by two distinct elements: a cultural/psychological element of shared values, beliefs, expectations and commitment towards quality and a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts.” (Kottman et al., 2016, p. 7 after EUA, 2006)



Source: Adopted from a presentation by A. Gover and T. Loukkola, “A crash course in promoting quality culture”, EQAF 2015

Why is all this relevant for SMARTUP?



- ❖ Involving Higher education institutions and companies in a dialogue that will allow the realization of an integrated entrepreneurship-oriented learning pathway, with a specific focus on startups.
- ❖ Improving the presence of talented youth as principal actors in the EU entrepreneurial scenario
- ❖ Helping students and other potential start-uppers to take off
- ❖ Creating an open, virtual and green incubator where useful information and practical support
- ❖ Offering education and training tools (on both soft and hard skills) through innovative Master programmes.



- ❖ **quality assurance**: sum of regulations, structures, processes and outcomes for improving quality
- ❖ **evaluation**: (of subject, programme or institution) a well defined process carried out internal (self-evaluation) or external (by QA agencies)
- ❖ **accreditation**: (independent) professional evaluation with yes/no judgement – for a fixed period
- ❖ **licensing**: giving permission of ... by a state authority
- ❖ **audit**: evaluation of strengths and weaknesses quality label (of excellence) in different fields and activity (Euro-Inf, Euro-Ingeneur, Euro-Chem, etc.)

<http://www.qualityresearchinternational.com/glossary/>

