

GIVING AND TAKING FROM ENQA

PRESENT AND FUTURE

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UNIBASQ: Basque University System Quality Assurance Agency

SPAIN is divided in 17 autonomous regions. One is the Basque Autonomous Community, a small region next to the northwest border with France. Languages: Basque and Spanish

Bilbao and Tbilisi "sister cities"

EZER / EDER CITIES



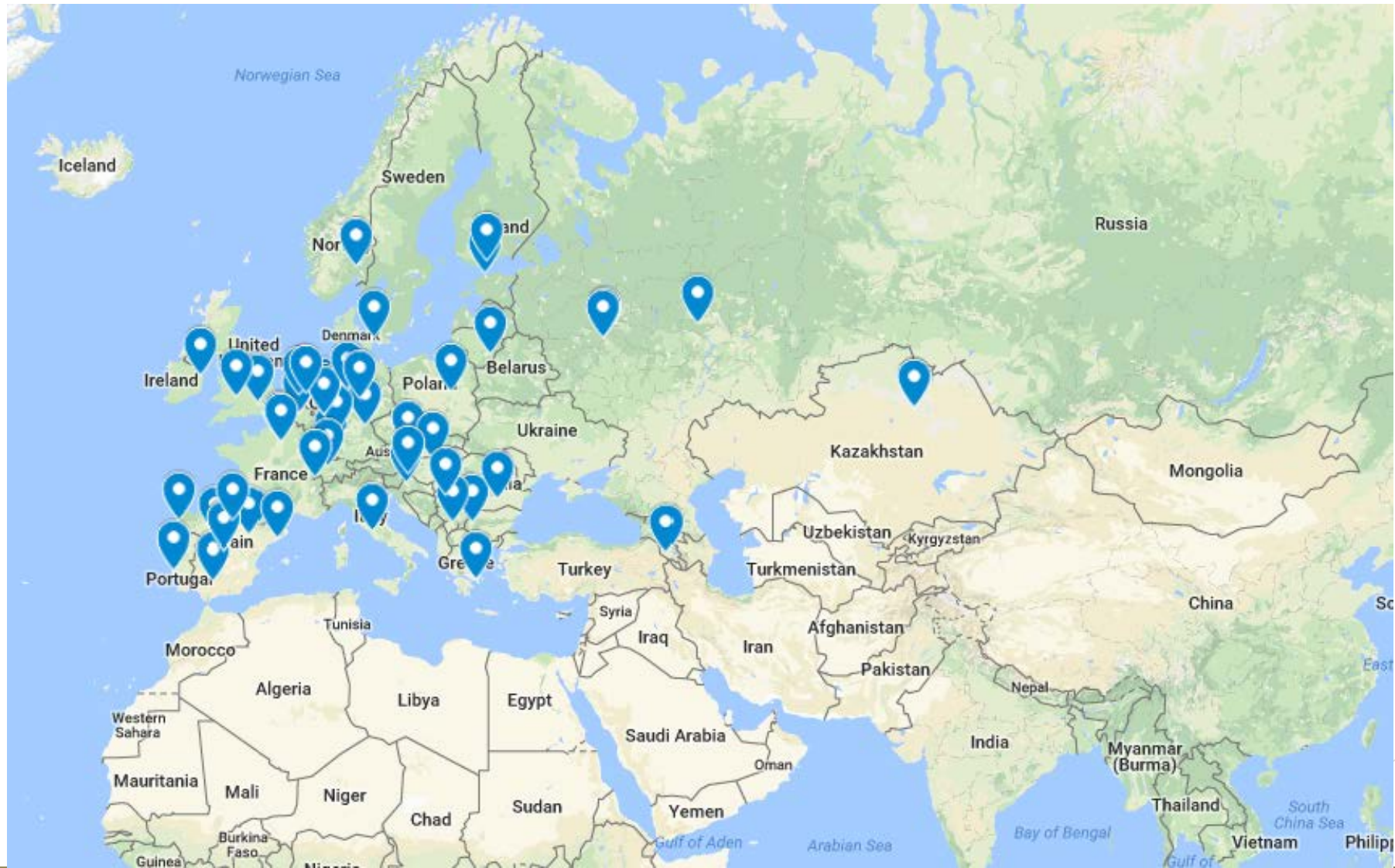
WHY EUROPEAN QUALITY ASSURANCE?

- Bologna Declaration (1999) was to encourage European cooperation in quality assurance of higher education with a view to developing comparable criteria and methodologies.
- In the Berlin communiqué of 19 September 2003 the Ministers of the Bologna Process signatory states invited the European Network for Quality Assurance in Higher Education (ENQA) '*through its members, in cooperation with the EUA, EURASHE, and ESIB*', to develop '*an agreed set of standards, procedures and guidelines on quality assurance*' and to '*explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Bologna Follow-Up Group to Ministers in 2005*'.

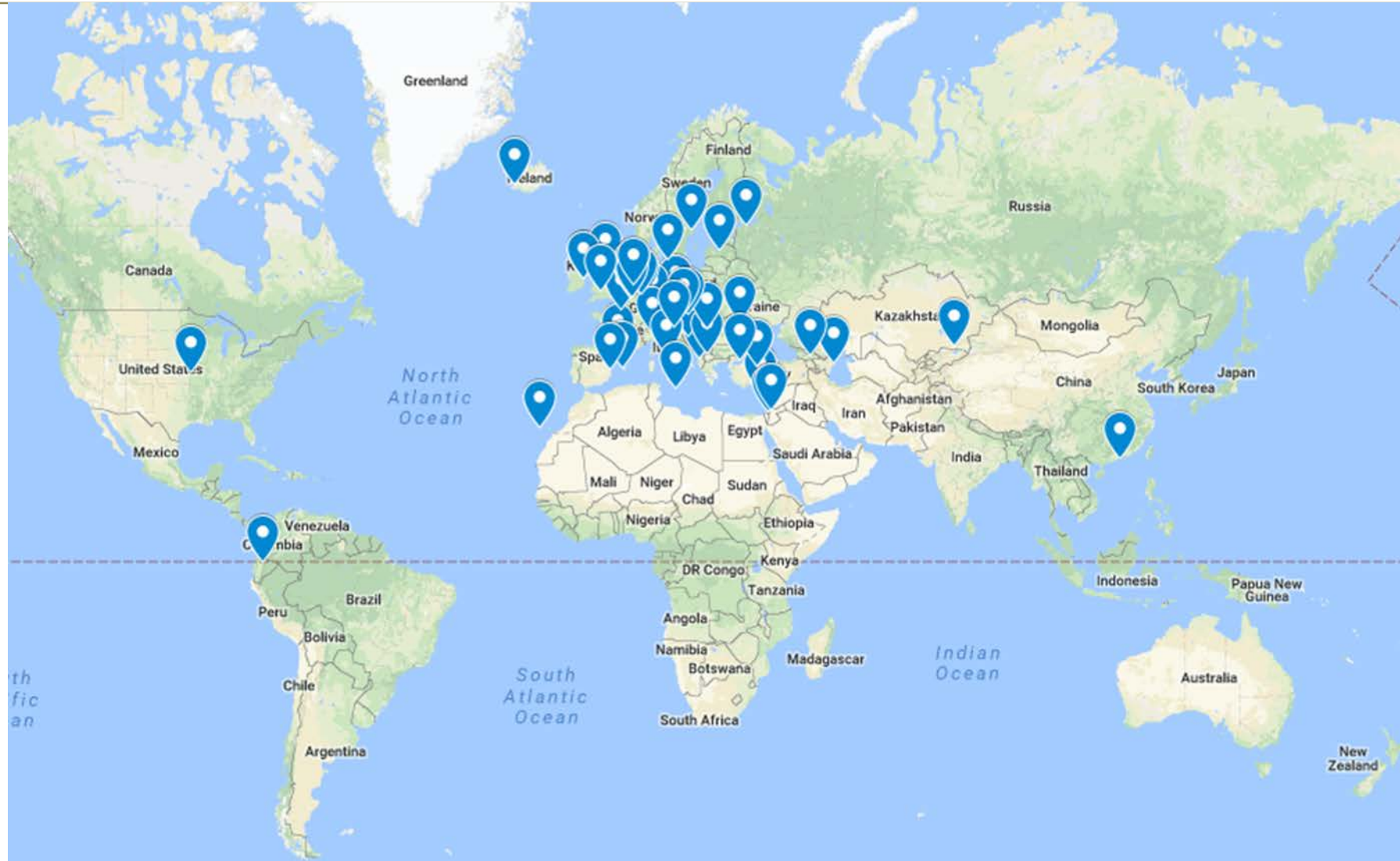
ENQA: European Association for Quality Assurance in Higher Education

- European Association for Quality Assurance in Higher Education (ENQA)
- Umbrella NGO for European QA agencies
- Network in 2000; association in 2004
- Move from Finland to Belgium 2011
- Structure: Board, General Assembly, Secretariat
- Celebration of 15 years of QA in 2015

ENQA: member agencies



ENQA: affiliates



ENQA: Strategic plan 2016-2020

VISION

A European Higher Education Area where students have access to **high quality education and can achieve qualifications that are respected world-wide.**

MISSION

As the largest association of quality assurance agencies committed to agreed European standards, ENQA drives the development of quality assurance by representing agencies internationally, supporting them nationally and providing them with comprehensive services and networking opportunities. **ENQA promotes the enhancement of quality and the development of a quality culture in higher education.**

UNIBASQ: Basque University System Quality Assurance Agency

By law, in Spain all official programs (bachelor, master, and PHD) must be accredited by an agency registered in EQAR, which means to comply the European Standards guidelines (ESG).

Basque Country, and some other regions (Catalonia, Galicia among others) have their own agencies in EQAR and ENQA. The rest is covered by ANECA.

Unibasq is founded in 2005...



UNIBASQ: FROM 2005 TO 2018

2010: Decision of becoming a member of ENQA and EQAR

2011: Change of law to clarify the independence and the resources of the agency and the role of students

2014: registration in EQAR and member of ENQA

ENQA report made under the 2005 ESG

RECOMMENDATIONS RELATED WITH 2005 ESG

ESG 2005: Part 2: external quality assurance

2.1 Use of internal quality assurance procedures

2.2 Development of external quality assurance processes

2.3 Criteria for decisions

2.4 Processes fit for purpose (students role)

2.5 Reporting

2.6 Follow-up procedures

2.7 Periodic reviews

2.8 System-wide analyse

ESG 2005: Part 3. external quality assurance agencies

3.1 Use of external quality assurance procedures for higher education

3.2 Official status

3.3 Activities (increase of International role)

3.4 Resources (stability and diversification)

3.5 Mission statement

3.6 Independence (advisory board vs government council)

3.7 External quality assurance criteria and processes used by the agencies

3.8 Accountability procedures

Main recommendations related with:

- ▶ Procedures: integrate the key findings leading to conclusions more explicitly in the reports. Simplification.
- ▶ Broaden the intended readership of reports. Stakeholders involvement. Students role.
- ▶ Internal monitoring, analyse strengths and weaknesses in the presented self-evaluation reports.
- ▶ Internationalization: committees and active role

DURING 2015, UNIBASQ MADE A SWOT (strengths, weaknesses, opportunities, and threats), USING ENQA'S REPORT, INTERNAL AND STAKEHOLDERS' POINTS OF VIEW

ESG 2015 were already there

Policy for quality assurance	Standards for external quality assurance	Standards and guidelines for quality assurance agencies
1.1 Policy for quality assurance	2.1 Consideration of internal quality assurance	3.1 Activities, policy and processes for quality assurance
1.2 Design and approval of programmes	2.2 Designing methodologies fit for purpose	3.2 Official status
1.3 Student-centred learning, teaching and assessment	2.3 Implementing processes	3.3 Independence
1.4 Student admission, progression, recognition and certification	2.4 Peer-review experts	3.4 Thematic analysis
1.5 Teaching staff	2.5 Criteria for outcomes	3.5 Resources
1.6 Learning resources and student support	2.6 Reporting	3.6 Internal quality assurance and professional conduct
1.7 Information management	2.7 Complaints and appeals	3.7 Cyclical external review of agencies
1.8 Public information		
1.9 On-going monitoring and periodic review of programmes		
1.10 Cyclical external quality		

UNIBASQ: New Strategic Plan 2016-2019

VISION

Helpful agent for the **improvement of the Basque University System quality**, its internationalization and social projection.

An **interlocutor** between Basque universities, stakeholders or system users, the university policy makers and external agents that are fed on university results.


Recognized up to international level as an advisory and assurance agency of the university quality.

MISSION

Promote the **innovation and improvement in the Basque University System (BUS), satisfying ESG 2015**, member of ENQA and EQAR.

Advices, evaluates and guarantees the institutions of the system, their study-programmes and the teaching staff, independently and objectively.

Develops the activity in any other university system that might be interested.

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- ▶ Axe 1: Services: Consultancy and Assessment
 - ▶ Axe 2: Social Influence: Communication, Collaboration with Institutions, Quality Agencies and Social Agents
 - ▶ Axe 3: Agency's Internationalization Backing the Basque University System
 - ▶ Axe 4: Internal Organization, Management, Planning and Human Resources

UNIBASQ CONSEQUENCES

INSTITUTIONAL ACCREDITATION (2.1 STANDARD)

AUDIT- INSTITUTIONAL ACCREDITATION	E.S.G. 2005	E.S.G. 2015
Dimension 1.0. How the Faculty/Institution defines its quality politics and aims	1.1 Policy and procedures for quality assurance	1.1 Policy for quality assurance
Dimension 1.1. How the Faculty/Institution guarantees the quality of teaching programs.	1.2. Approval, monitoring and periodic review of programmes and awards	1.2. Design and approval of programmes 1.9. On-going monitoring and periodic review of programmes 1.10. Cyclical external quality assurance
Dimension 1.2. How the Faculty/Institution orientates teaching to students.	1.3. Assessment of students	1.3 Student-centred learning, teaching and assessment 1.4 Student admission, progression, recognition and certification
Dimension 1.3. How the Faculty/Institution guarantees and improves quality of academic staff.	1.4. Quality assurance of teaching staff	1.5. Teaching staff
Dimension 1.4. How the Faculty/Institution manages and improves services and material resources.	1.5. Learning resources and student support	1.6. Learning resources and student support
Dimension 1.5. How the Faculty/Institution analyzes and take into account results.	1.6. Information systems	1.7. Information management
Dimension 1.6. How the Faculty/Institution publishes academic programs information.	1.7. Public information	1.8. Public information

Results in Unibasq

- ▶ Internationalization of committees
- ▶ Role of students and stakeholders
- ▶ Thematic analysis (employability, social impact measures, institutional ac.)
- ▶ Transparency of reports, Appeals and complaints committee

BUT ALSO, IMPORTANT TO TAKE

- ▶ Part of working European groups to reflect about QA

Internationalization

- ▶ Listed in the European Quality Assurance Register for Higher Education (EQAR) since November 2014; Full member of the European Association for Quality Assurance in Higher Education (ENQA) since September 2014.
- ▶ Member of the European Consortium for Accreditation in higher education (ECA) since December 2015;
- ▶ Full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) since 2013.
- ▶ October 2016 Unibasq's Director is part of ENQA's Board; vicepresident since october 2018



International collaboration

- ▶ [Database of External Quality Assurance Results \(DEQAR\)](#). This project was selected for EU co-funding under Erasmus+ Key Action 3 - European Forward-Looking Cooperation Projects.
- ▶ [Facilitating implementation of the European Approach for Quality Assurance of Joint Programmes \(ImpEA\)](#).
- ▶ At the end of 2016, Unibasq joined [ENQA's Working group VII on Quality Assurance and Recognition](#), which is currently finished and has its continuation in the [Linking Academic Recognition and Quality Assurance - LIREQA project](#) where Unibasq collaborates. LIREQA aims at contributing to fair recognition of qualifications by developing recommendations to relate academic recognition to both internal and external quality assurance.



International agreements



- ▶ Agreements with other European QAAs to train and exchange foreign academic members of committees.

AQAS, Germany; HCERES and CET in France, NVAO in Netherlands.

International services



- ▶ Unibasq has established relationships and agreements to accredit programs and universities in Latin-America. Mainly with those having close relation with the Basque University System. In Republica Dominicana (UASD), Guatemala (U. Rafael Landivar) and Chile (U. of Aconcagua) mainly.
- ▶ Evaluation in Universidad de Aconcagua (2018)
- ▶ The procedure is mostly the same used for our regular expost accreditation procedure and the evaluation criteria which are in line with the ESG are an adaptation to the national law.



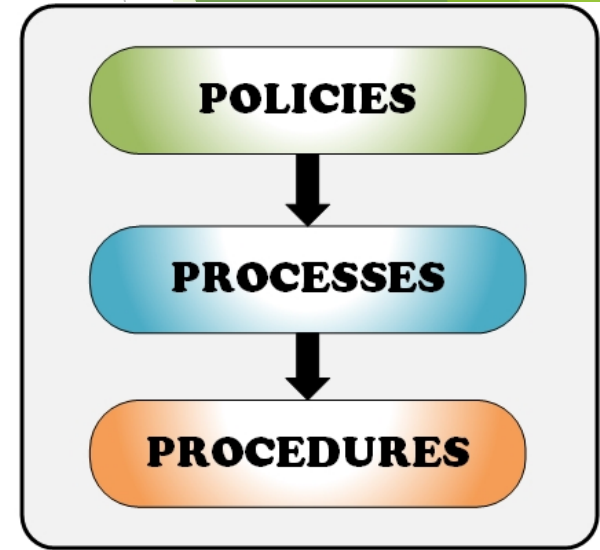
Quality assessment in Europe. Present



- B. Stensaker (2003) Trance, Transparency and Transformation: The impact of external quality monitoring on higher education, Quality in Higher Education.

Effects of external quality monitoring (EQM)

- Increase of institutional transparency
- Increase of attention towards the quality of teaching
- more autonomous role for the institutional management
- Role of stakeholders, students



BUT!



Higher education institutions have become more 'bureaucratic'

Academics often reported that they felt like being 'inspected'

Are we evaluating quality of results? Or mainly procedures?

Some questions

- ▶ ESG 1.3 Student centered learning, why?

To facilitate that students have their own skills to become citizens with abilities related with

CRITICAL VISION,
EMPATHY,

CREATIVITY

LEADERSHIP,

ENTREPRENEURSHIP,

MOBILITY,

FREEDOM,

Student centered learning?



"I think it's an exaggeration, but that there's a lot of truth in saying that when you go to school, the trauma is that you must stop learning and you must now accept being taught."

— Seymour Papert

What else?

- ▶ EUROPEAN UNIVERSITIES INITIATIVE: The aim behind this initiative is to bring together a new generation of creative Europeans, who are able to cooperate across languages, borders and disciplines **to address the big societal challenges and skills shortages that Europe faces.**

Social responsibility

What are the challenges we need to face?



What are the challenges we need to face? Values appear

European common values are

- ▶ human dignity;
- ▶ freedom;
- ▶ democracy;
- ▶ equality;
- ▶ the rule of law; and
- ▶ respect for human rights, including the rights of persons belonging to minorities.
- ▶ These are values our Member States have in common. They form the fabric of our Union that binds countries, communities and people together (Article 2 of the [Treaty on European Union](#)).

EUROPEAN OBJECTIVES

1999

Bologna

Recognition,

Who?

Common
measures

2010

ESG: Quality
assurance

How?

Fit for purpose

2020-

Beyond ESG:

Social challenges

What?

Fit of purpose

Future

- ▶ The world face new challenges, global goals are related and need all fields of knowledge (economy, biology, sociology, philosophy, medicine, law, etc.)
- ▶ The Higher Education Institutions, as centers for research and education, should aware of these challenges.
- ▶ Calls for research projects begin to reflect and ask for the added value for social challenges
- ▶ So, shouldn't be QAAs aware as well of this matter? How?

To be continued.....

ESKERRIK ASKO!

¡GRACIAS!

დიდი მადლობა
didi madloba

THANK YOU!

JNI BASQ