

THE FUTURE OF QA IN HE

in search of new quality in a new world (part 2)

Lucien Bollaert

independent international QA expert
visiting professor | board member QAAs

IQAA Seminar on QA

6 April 2018

Astana | Kazakhstan

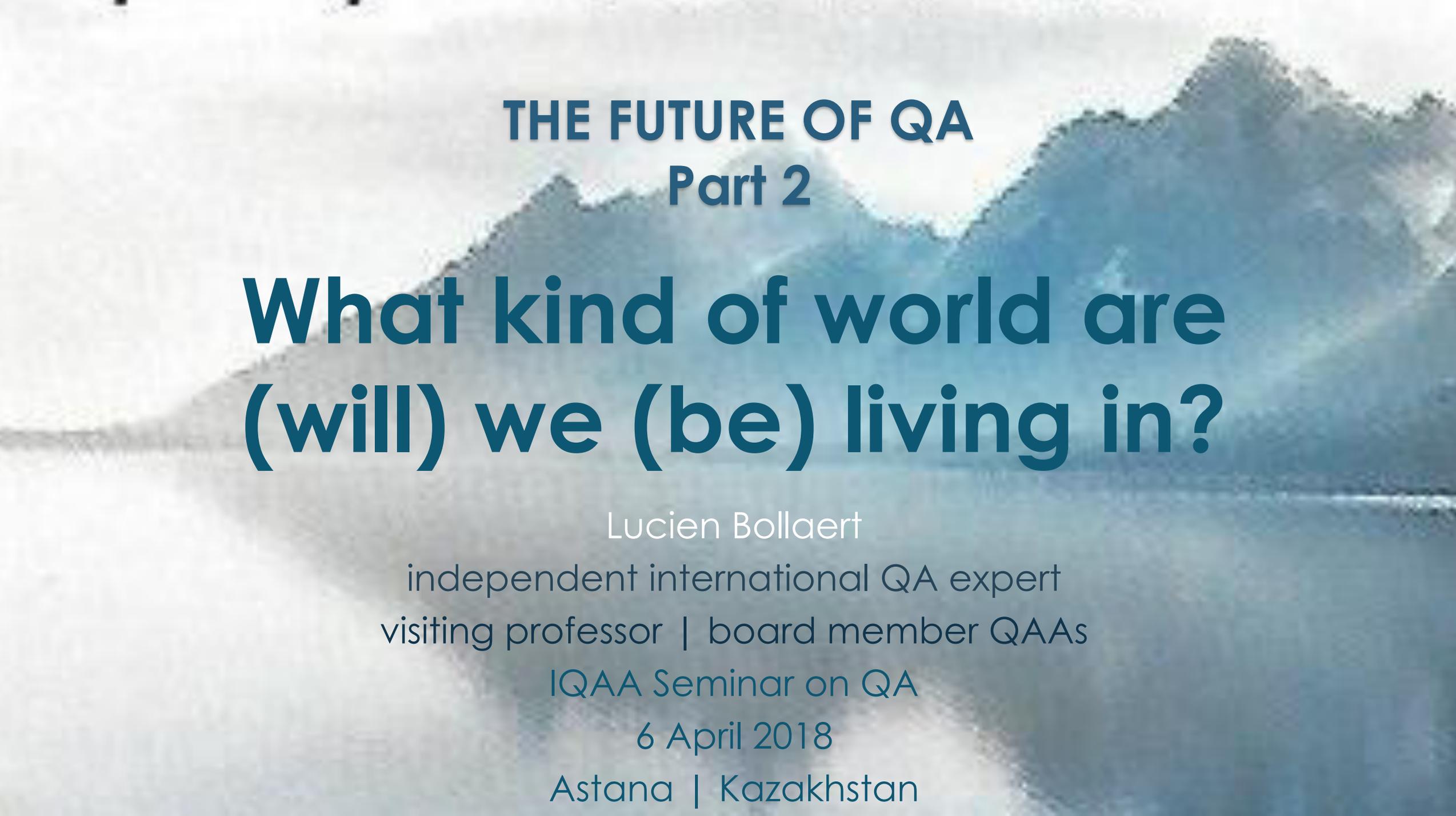


Part 1: the techniques

- Short story of QA in the EHEA
- What is quality?
- What is QA?
- What is quality culture?
- QA and LOs
- QA and vision, mission and strategy
- How to measure quality?
- Conclusions: ready for a change?
- Q & A

Part 2: the contents

- In what kind of world are(will) we/you (be) living?
- The future LOs & competences
- Student-centred learning (SCL)
- The need of a new research & community service
- Towards a new vision & mission of HE(Is)
- The international QA dimension
- The new QA in a new HE(I): are we ready?
- Q & A



THE FUTURE OF QA
Part 2

**What kind of world are
(will) we (be) living in?**

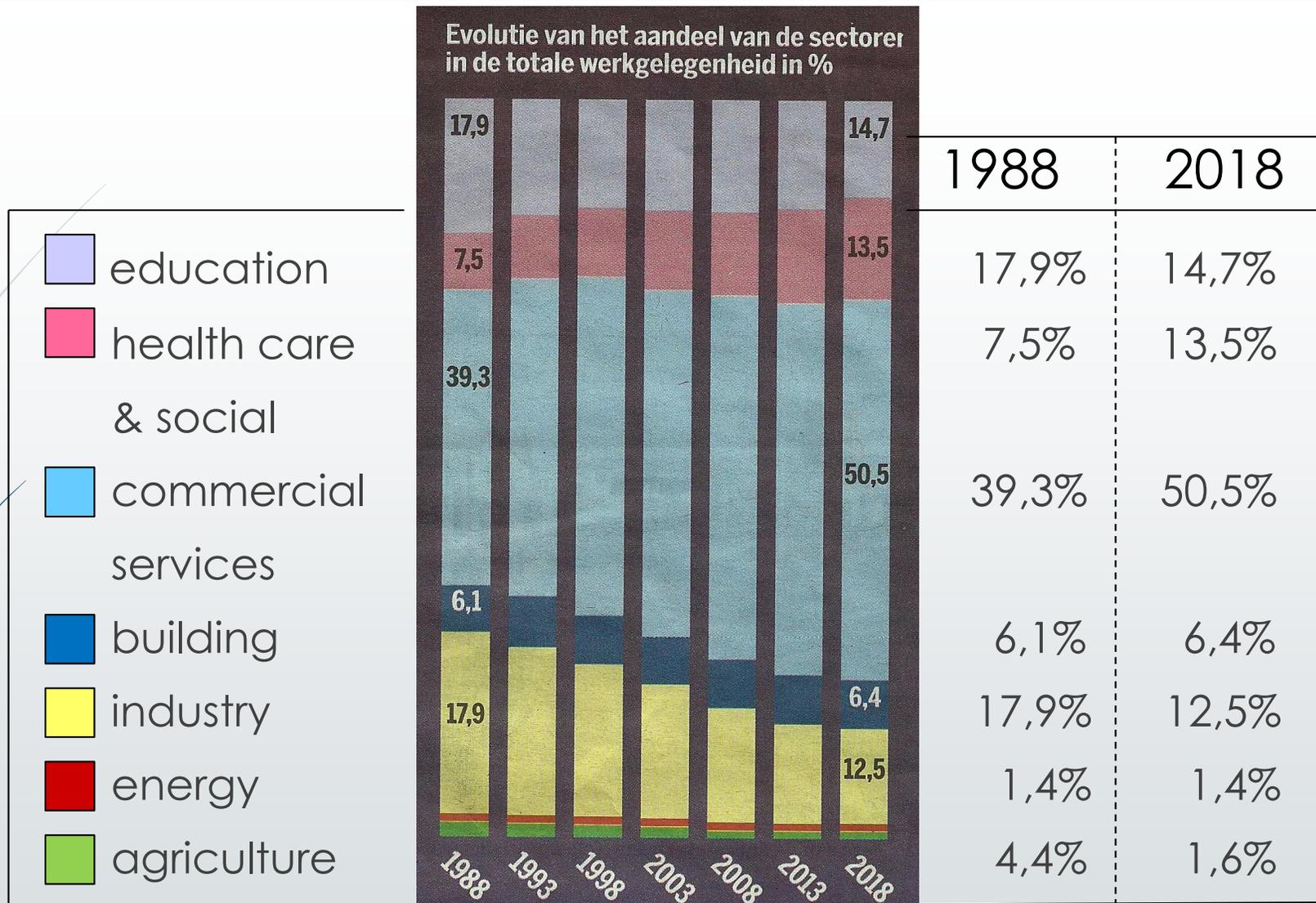
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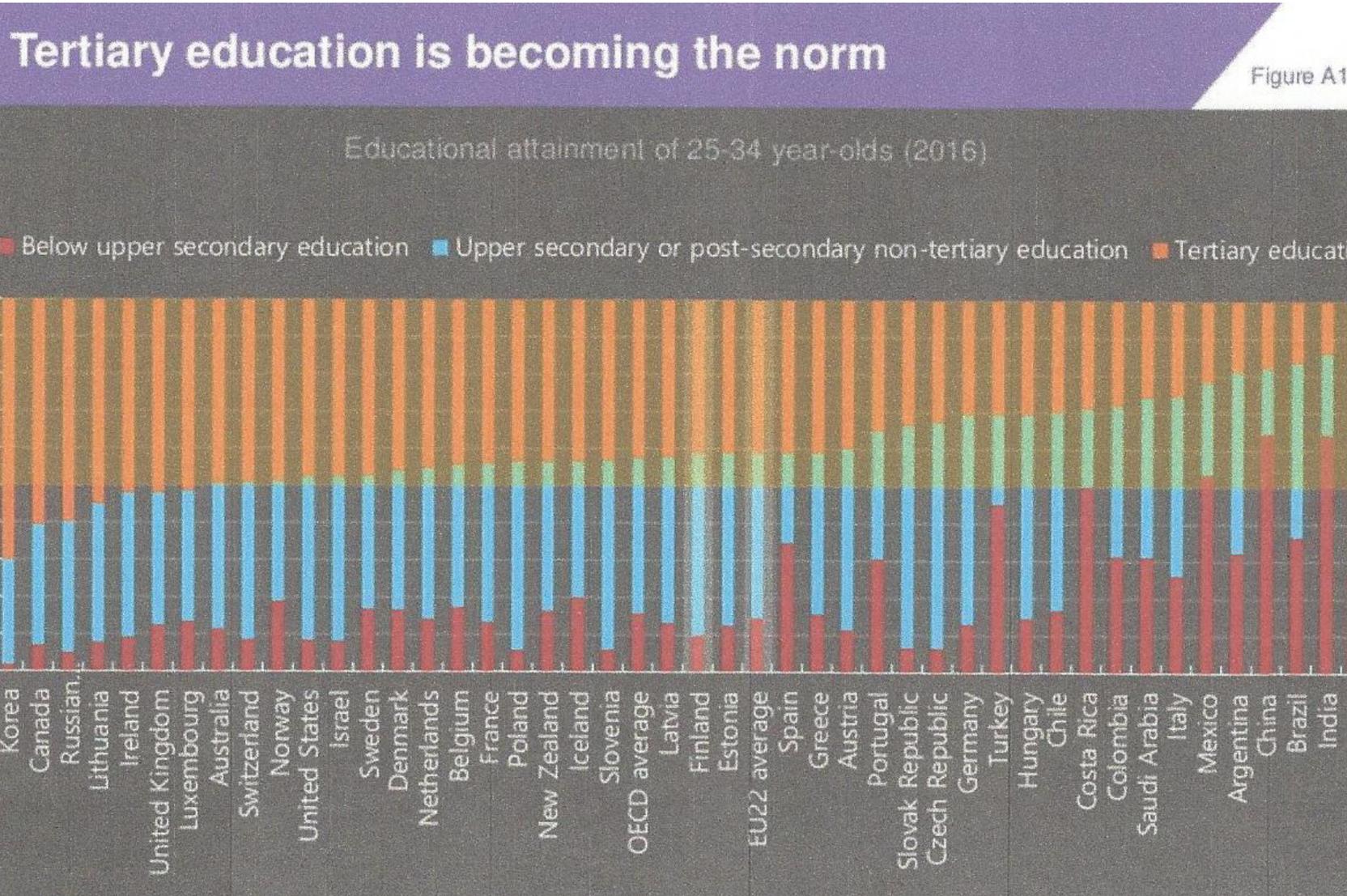
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**In the same period the job share
of low-educated raised from 8,7% to 10%
of high-educated from 35,4% to 44,1%**



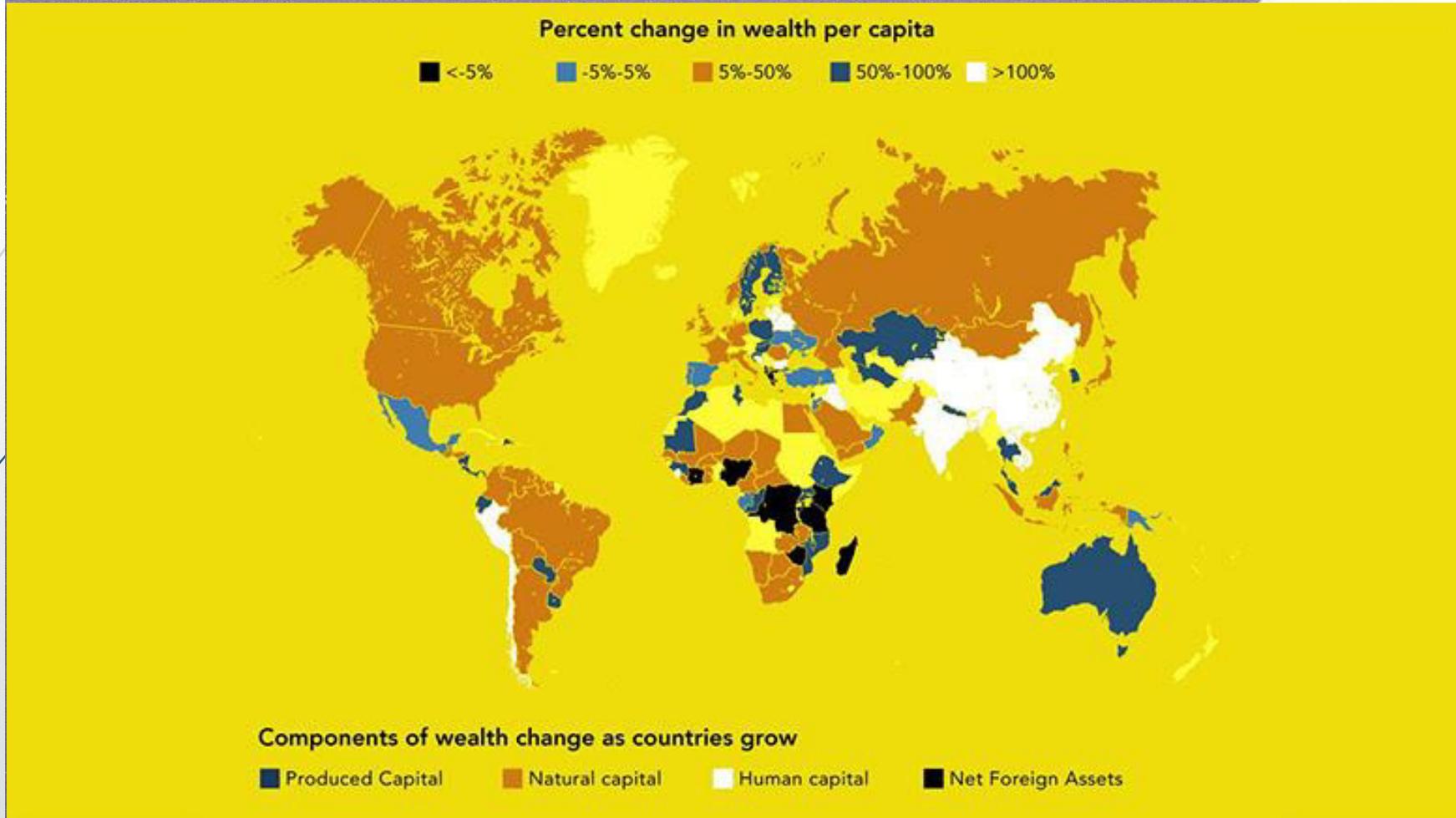


**In the same period the job share
of low-educated raised from 8,7% to 10%
of high-educated from 35,4% to 44,1%**



Tertiary education is becoming the norm

Figure A1:



**In the same period the job share
of low-educated raised from 8,7% to 10%
of high-educated from 35,4% to 44,1%**



Tertiary

Table 2: Global Human Capital Index 2017, detailed rankings

Country	OVERALL INDEX		CAPACITY SUBINDEX		DEPLOYMENT SUBINDEX		DEVELOPMENT SUBINDEX		KNOW-HOW SUBINDEX	
	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank
Norway	77.12	1	80.46	13	73.18	24	82.63	6	72.22	6
Finland	77.07	2	81.05	8	65.09	68	88.51	1	73.62	2
Switzerland	76.48	3	76.36	28	69.12	42	84.87	2	75.57	1
United States	74.84	4	78.18	22	68.72	43	83.45	4	68.99	13
Denmark	74.40	5	79.37	16	71.41	34	78.65	14	68.18	17
Germany	74.30	6	76.33	29	69.52	40	79.38	12	71.96	7
New Zealand	74.14	7	78.92	18	72.76	27	80.38	8	64.50	22
Sweden	73.95	8	76.21	31	69.60	39	77.10	16	72.89	3
Slovenia	73.33	9	81.10	7	65.90	64	79.21	13	67.10	18
Austria	73.29	10	73.71	45	68.00	44	81.53	7	69.92	11
Singapore	73.28	11	76.45	27	70.52	36	73.62	25	72.52	4
Estonia	73.13	12	80.94	10	72.70	28	76.20	18	62.68	26
Netherlands	73.07	13	74.09	43	65.37	67	83.60	3	69.22	12
Canada	73.06	14	80.38	15	71.96	32	74.06	22	65.85	20
Belgium	72.46	15	75.14	35	63.39	75	82.84	5	68.47	16
Russian Federation	72.16	16	83.19	4	74.33	18	72.97	33	58.14	42
Japan	72.05	17	80.96	9	66.32	62	73.92	23	67.00	19
Israel	71.75	18	70.70	58	70.56	35	74.69	21	71.03	8
Ireland	71.67	19	75.47	34	62.33	78	80.04	10	68.84	15
Australia	71.56	20	78.44	20	66.20	63	80.24	9	61.36	29
Iceland	71.44	21	58.39	96	75.55	14	79.50	11	72.33	5
Czech Republic	71.41	22	69.20	67	73.74	22	78.13	15	64.58	21
United Kingdom	71.31	23	71.59	54	67.40	51	76.23	17	70.02	10
Ukraine	71.27	24	81.70	5	72.65	31	71.47	38	59.26	38
Lithuania	70.81	25	80.42	14	70.28	37	73.05	31	59.50	37
France	69.94	26	74.68	39	60.90	86	75.34	20	68.86	14
Korea, Rep.	69.88	27	76.59	26	66.73	58	73.34	26	62.87	25
Latvia	69.85	28	81.57	6	67.23	52	72.07	35	58.52	41
Kazakhstan	69.78	29	83.60	2	74.66	17	68.80	45	52.08	64
Luxembourg	69.61	30	69.19	68	66.98	57	71.34	39	70.94	9



Insight Report

The Global Human Capital Report 2017

Preparing people for the future of work



QA in HE
quality as added value



Tertiary

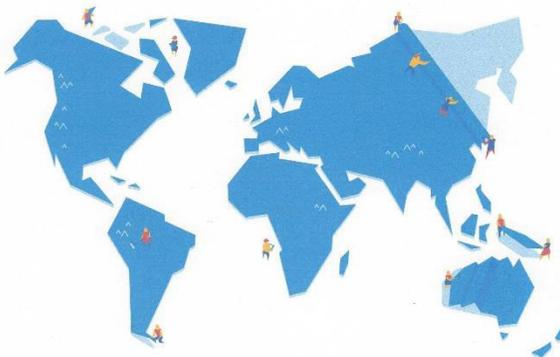


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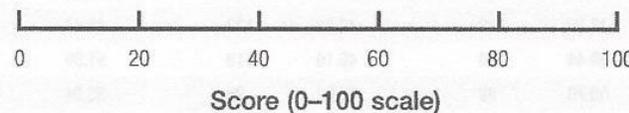
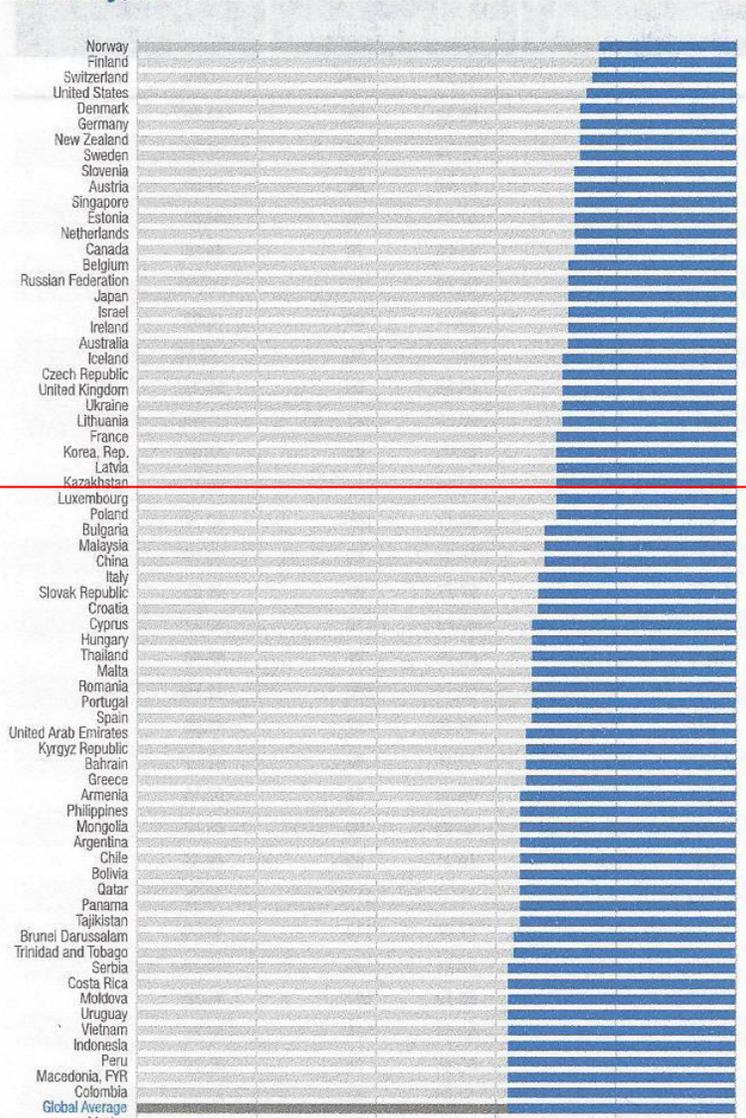
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Figure 3: Gap in human capital development, by country, 2017



Kazakhstan

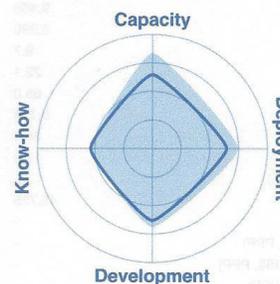
rank 29
out of 130 countries
score 69.78

world

AVG KAZ

distribution of countries by score

SCORE AT GLANCE



— Kazakhstan score
— average score

KEY INDICATORS

Total population (1,000s)	17,988
GDP per capita (US\$, PPP)	23,420
Mean years of education (years)	11.7
Median age of population (years)	29.3
Healthy life expectancy (years)	63.3
Working age population (1,000s)	11,828
Labour force participation rate (%)	70.2
Unemployment rate (%)	5.0
Youth not in employment, education or training rate (%)	9.5
Output per worker (US\$, PPP)	46,246
Mean monthly earnings (US\$, PPP)	1,354
Mean monthly earnings for high-skilled workers (US\$, PPP)	1,671
Mean monthly earnings for medium-skilled workers (US\$, PPP)	1,126
Mean monthly earnings for low-skilled workers (US\$, PPP)	588
Public spending on education (% of GDP)	2.8
Public spending on social security, working age (% of GDP)	-
Public spending on social security, retired (% of GDP)	3.2
Pension scheme coverage share (% of working age pop)	73.8

COUNTRY SCORE CARD

	0-14 age group	15-24 age group	25-54 age group	55-64 age group	65+ age group
% of population	27.4	14.0	42.6	9.2	6.8
Capacity score 63.6 rank 2					
Literacy and numeracy	99.8	99.8	99.9	99.6	99.2
Primary education attainment rate	100.0	100.0	99.7	99.4	98.1
Secondary education attainment rate	99.9	99.9	99.5	98.9	85.7
Tertiary education attainment rate			22.7	20.6	15.9
Deployment score 74.7 rank 17					
Labour force participation rate	42.4	93.8	62.1	69	4.3
Employment gender gap	0.88	87.7	67.2	68	0.53
Unemployment rate	5.0	61.1	64.3	72	0.2
Underemployment rate	3.0	79.9	73.6	26	82.8
Development score 68.8 rank 45					
Primary education enrolment rate	99.7	99.7	99.7	99.7	99.7
Quality of primary schools ¹	4.1	51.1	64		
Secondary education enrolment rate	98.3	98.3	98.3	98.3	98.3
Secondary enrolment gender gap	1.0	100.0	1		
Vocational education enrolment rate		40.1	40.1	38	
Tertiary education enrolment rate		46.3	46.3	57	
Skill diversity of graduates ²		0.18	90.4	55	
Quality of education system ¹		3.7	44.7	67	
Extent of staff training ¹			3.9	43.6	67
Know-how score 52.1 rank 64					
High-skilled employment share		33.6	33.6	38	
Medium-skilled employment share		80.8	80.8	103	
Economic complexity ³		-0.61	39.8	73	
Availability of skilled employees ¹		4.2	54.1	61	

Tertiary

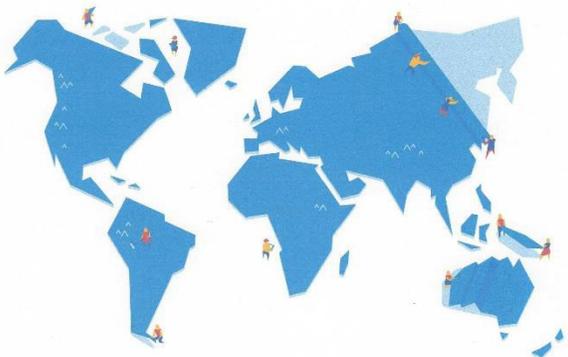
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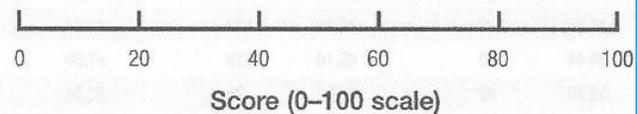
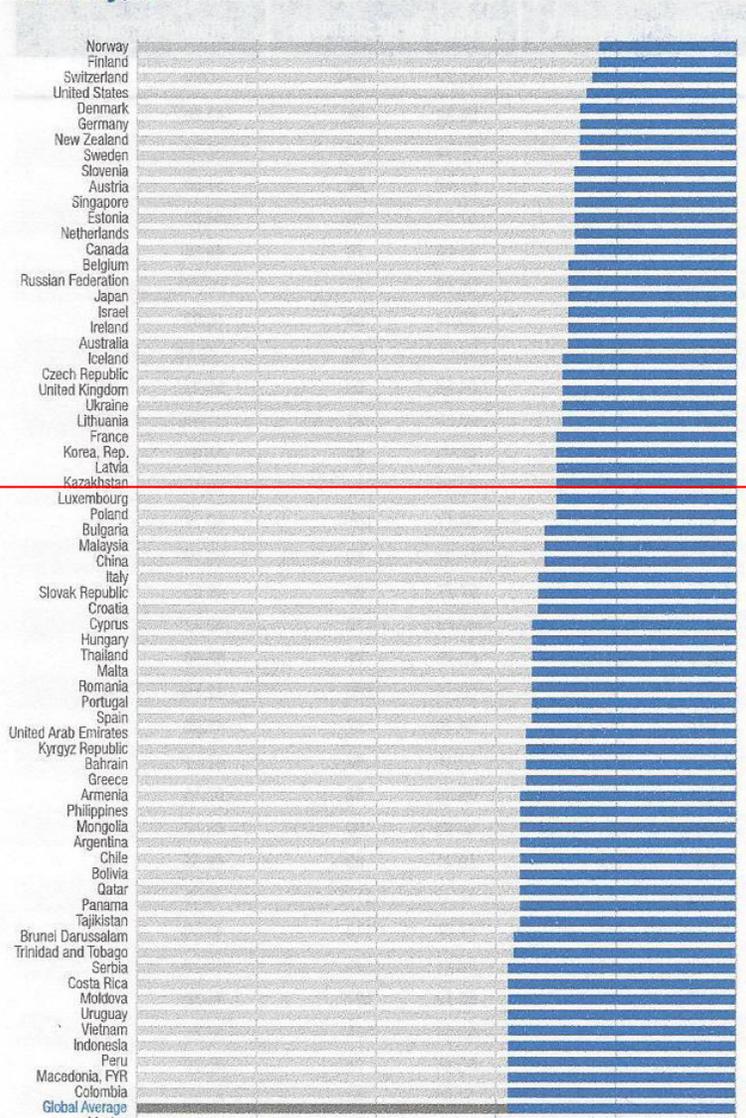
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Preparing people for the future of work



QA in HE
quality as added value

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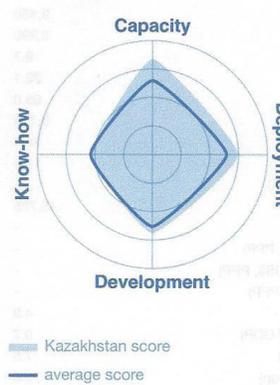
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Primary education attainment rate	100.0	100.0	99.7	99.4	98.1
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Development score 68.8 rank 45	99.7	99.7	6	4.1	51.1
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Vocational education enrolment rate	80.8	80.8	103	-0.61	39.8
Tertiary education enrolment rate	4.2	54.1	61	33.6	33.6
Skill diversity of graduates ²	33.6	33.6	38	80.8	80.8
Quality of education system ¹	4.2	54.1	61	33.6	33.6
Extent of staff training ¹	33.6	33.6	38	80.8	80.8
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The future of QA in HE II

Tertiary

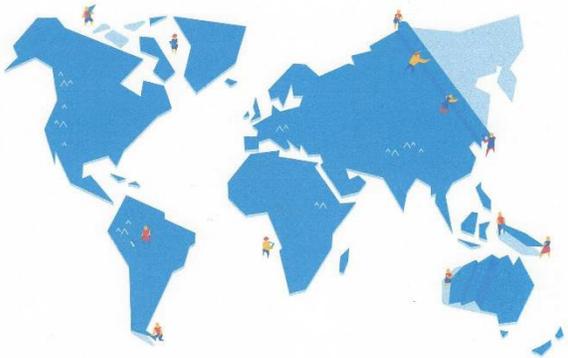
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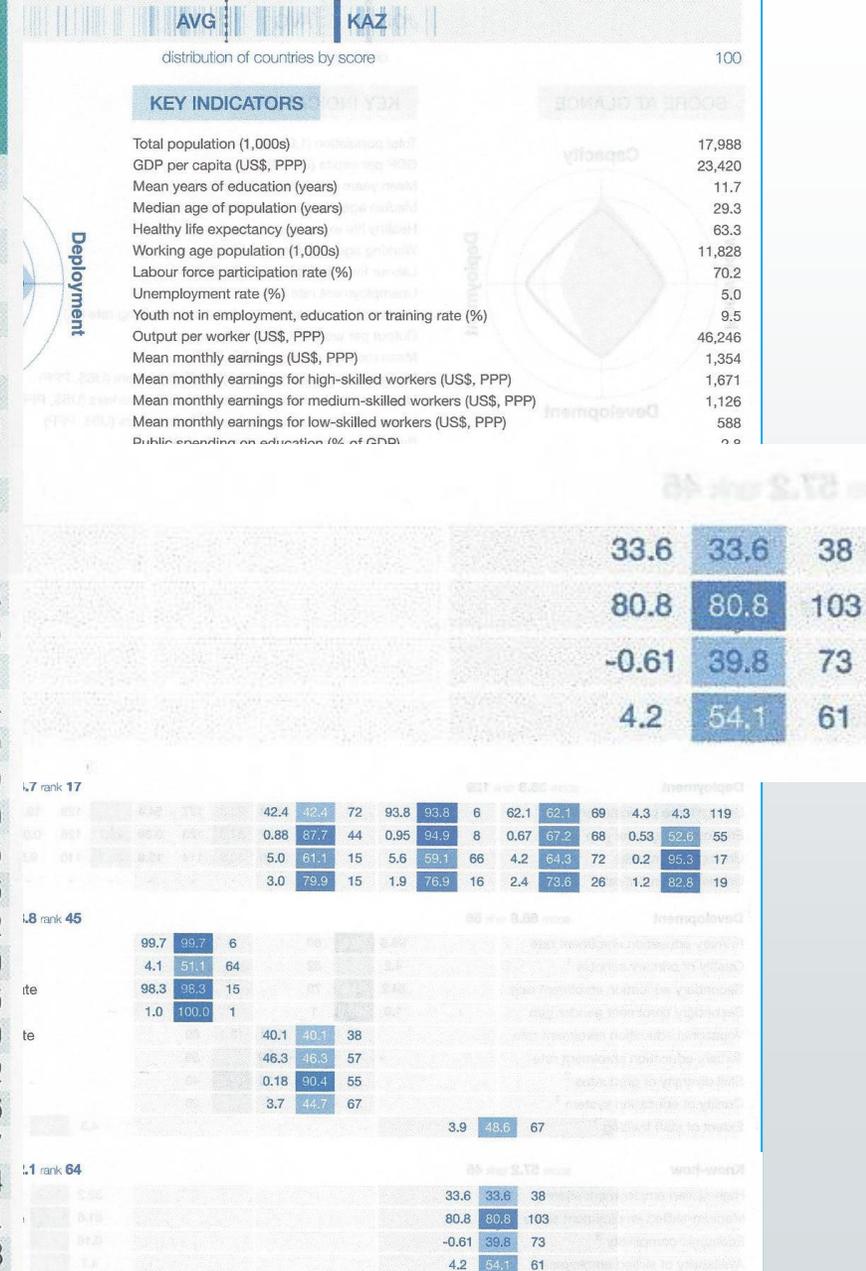
COUNTRIES/REGIONS REPRESENTED IN THE TOP 200

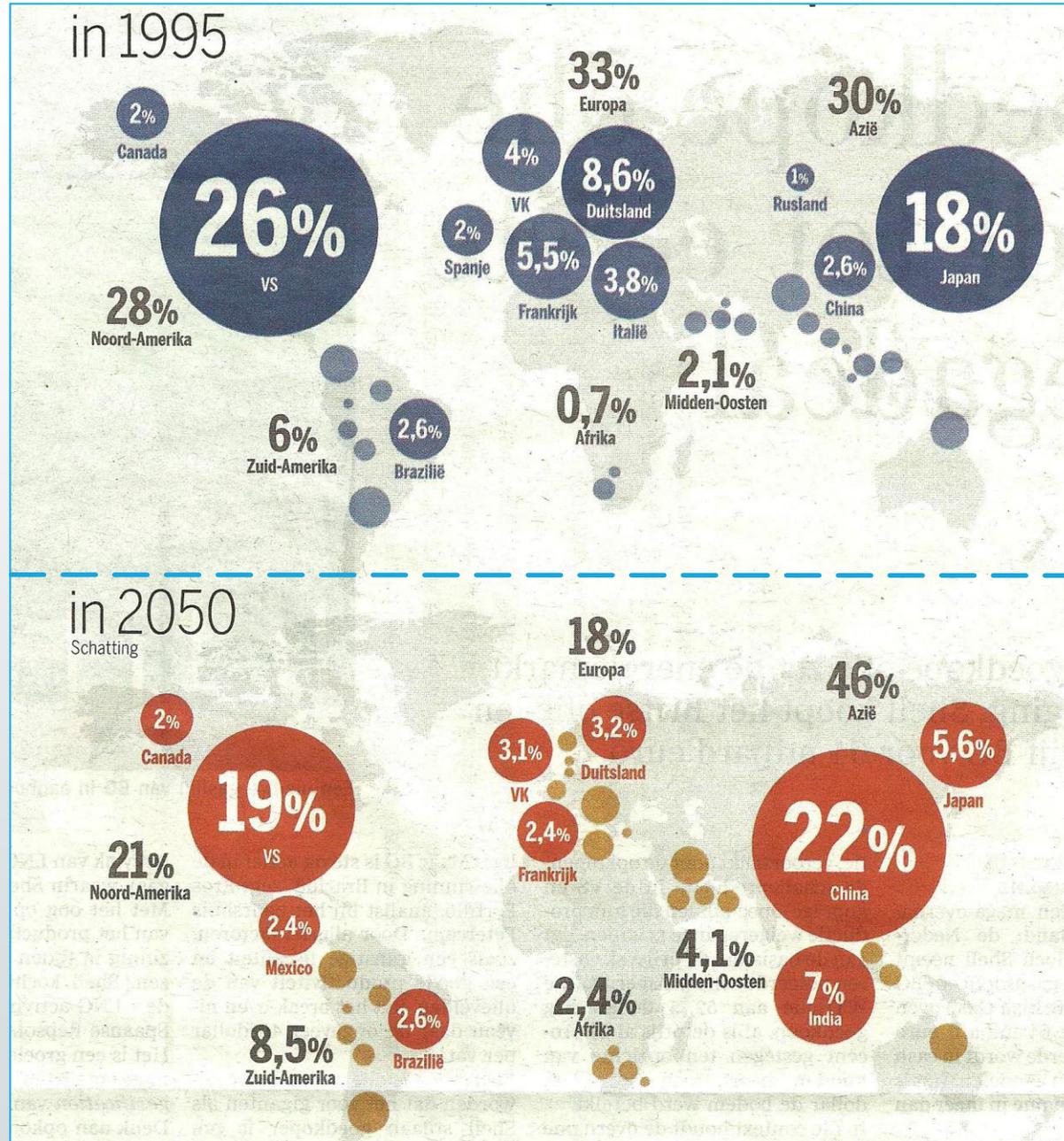
Country/region	Number of institutions in top 200	Top institution	Rank
United States	62	California Institute of Technology Stanford University	=3 =3
United Kingdom	31	University of Oxford	1
Germany	20	LMU Munich	=34
Netherlands	13	University of Amsterdam	59
Australia	8	University of Melbourne	32
China	7	Peking University	=27
Switzerland	7	ETH Zurich - Swiss Federal Institute of Technology Zurich	=10
Canada	6	University of Toronto	=22
France	6	Paris Sciences et Lettres - PSL Research University Paris	=72
Sweden	6	Karolinska Institute	=38
Hong Kong	5	University of Hong Kong	40
Belgium	4	KU Leuven	47
South Korea	4	Seoul National University	=74
Denmark	3	Aarhus University University of Copenhagen	=109 =109
Finland	2	University of Helsinki	90
Italy	2	Scuola Superiore Sant'Anna	=155
Japan	2	University of Tokyo	46
Singapore	2	National University of Singapore	=22
Spain	2	Pompeu Fabra University	140
Austria	1	University of Vienna	=165
Luxembourg	1	University of Luxembourg	=179
New Zealand	1	University of Auckland	192
Norway	1	University of Oslo	146
Republic of Ireland	1	Trinity College Dublin	=117
Russian Federation	1	Lomonosov Moscow State University	194
South Africa	1	University of Cape Town	171
Taiwan	1	National Taiwan University	=198

khstan

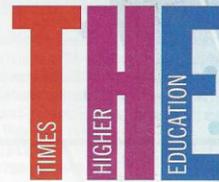
rank 29
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world





QA in HE
quality as added value



THE Data Symposium – the global higher education race

Staying ahead of the chasing pack

Thursday 23 June 2016, 12.30 – 4.00pm
Grosvenor House Hotel, Park Lane, London

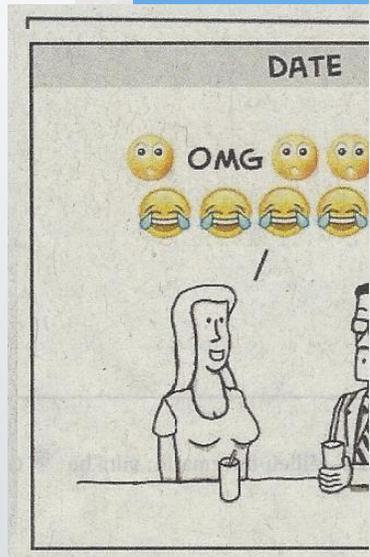
This symposium will assess UK institutions' comparative position in a rapidly changing higher education landscape. The programme includes:

- analysis of the data behind the *THE* World University Rankings
- a presentation of data showing how UK universities compare with their global counterparts
- an exclusive preview of a new dataset combining benchmarked teaching metrics to assess how universities may fare in the forthcoming teaching excellence framework
- a panel Q&A with *THE* editors, members of our data team and former universities and science minister Lord Willetts, including a consultation on what a future teaching ranking may look like.

This is a FREE event, but places are limited.

Reserve your place here:

www.timeshighereducation.com/globalherace



QA in HE
quality as added value

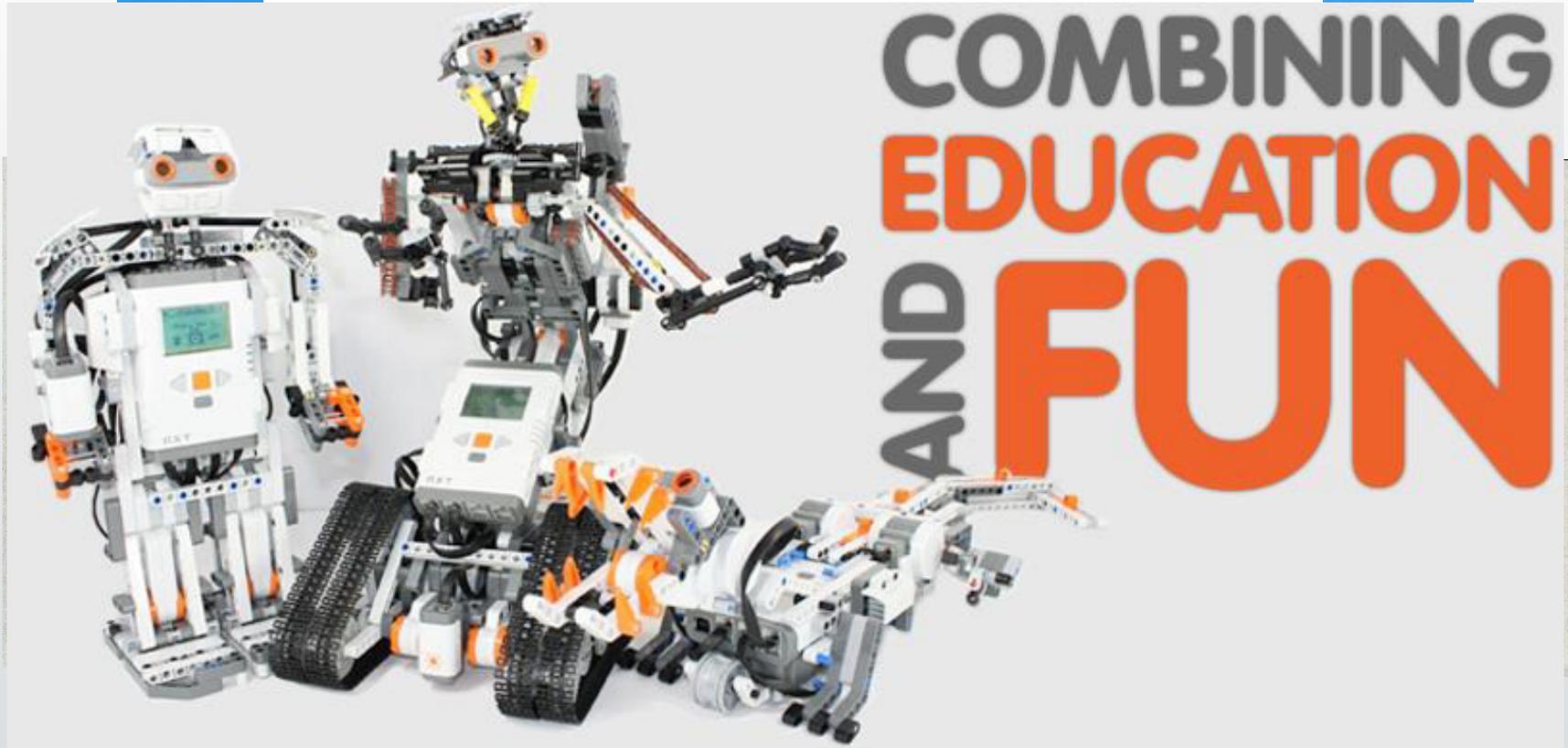




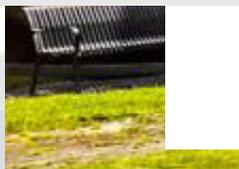
THE CIRCLE

'UNPITDOWNABLE'

'MARVELLOUS'



QA in HE
quality as added value

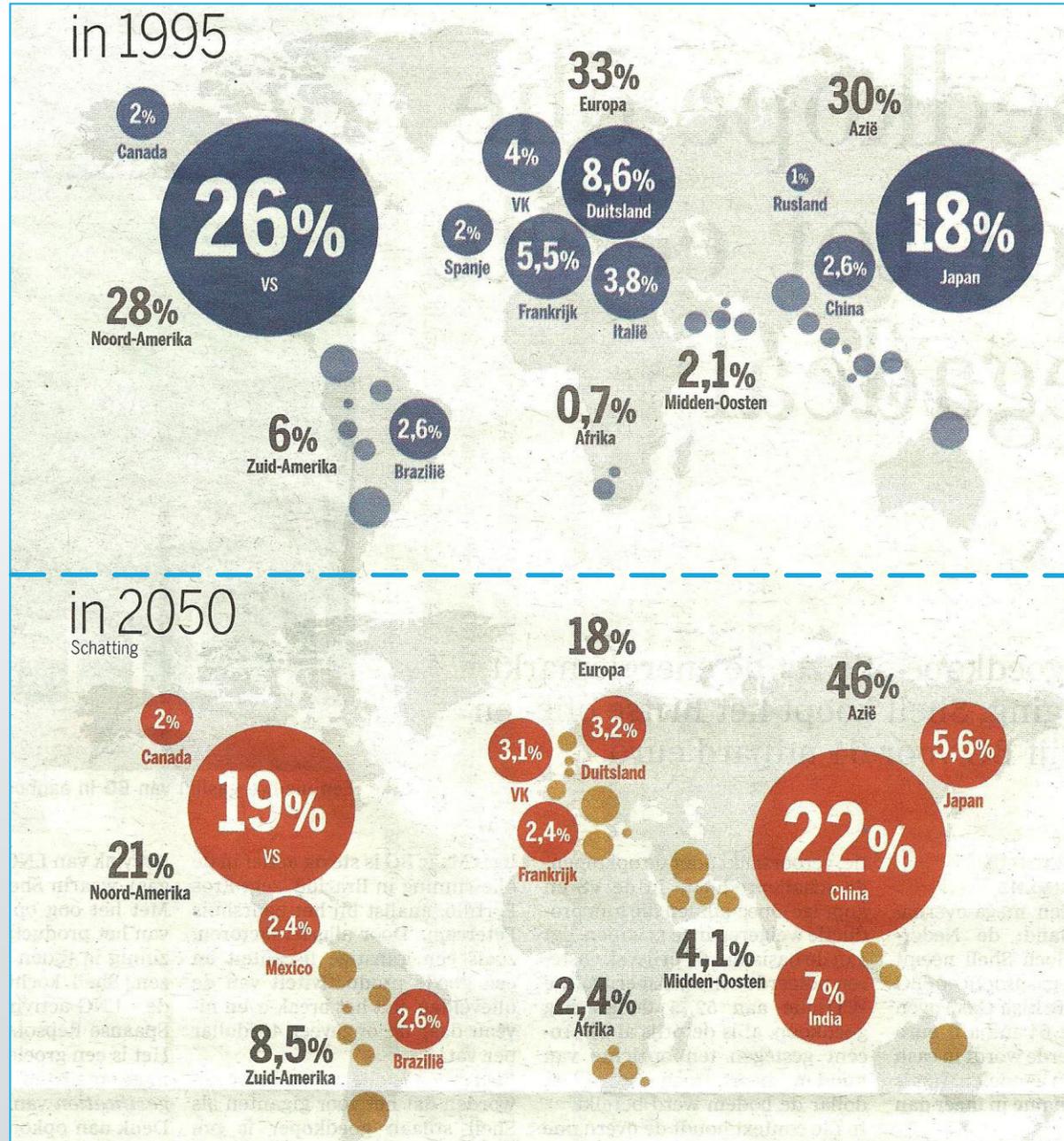




THE CIRCLE



QA in HE
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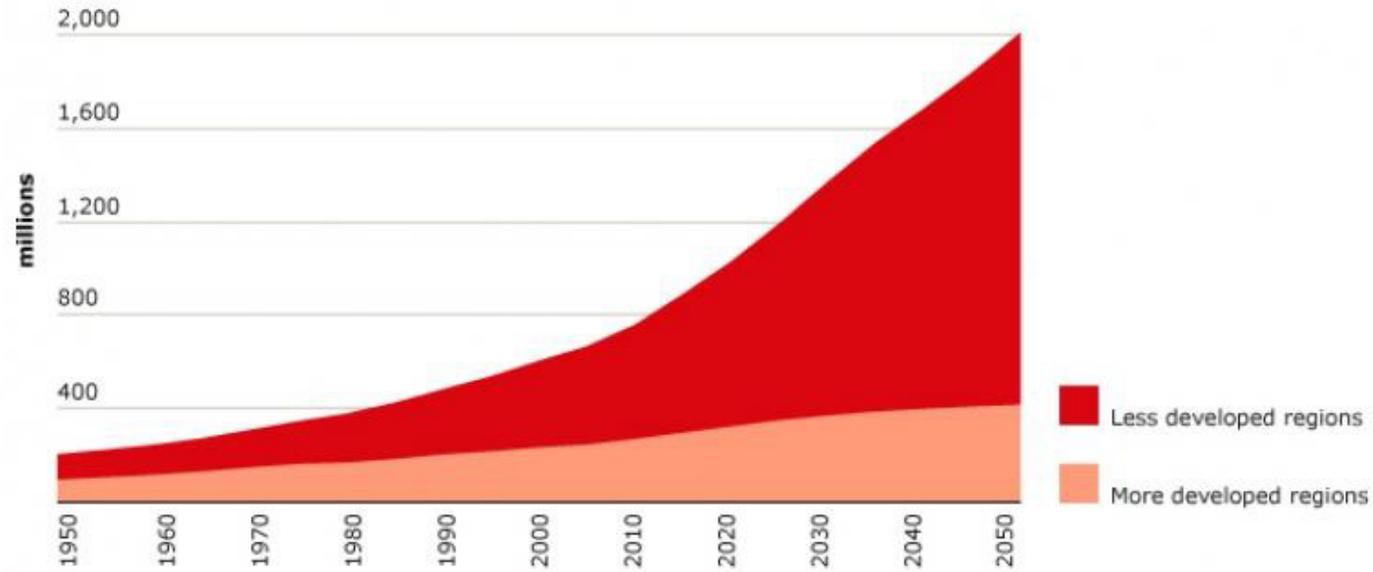


QA in HE
quality as added value

in 1995

33%

1. Population over 60 by region

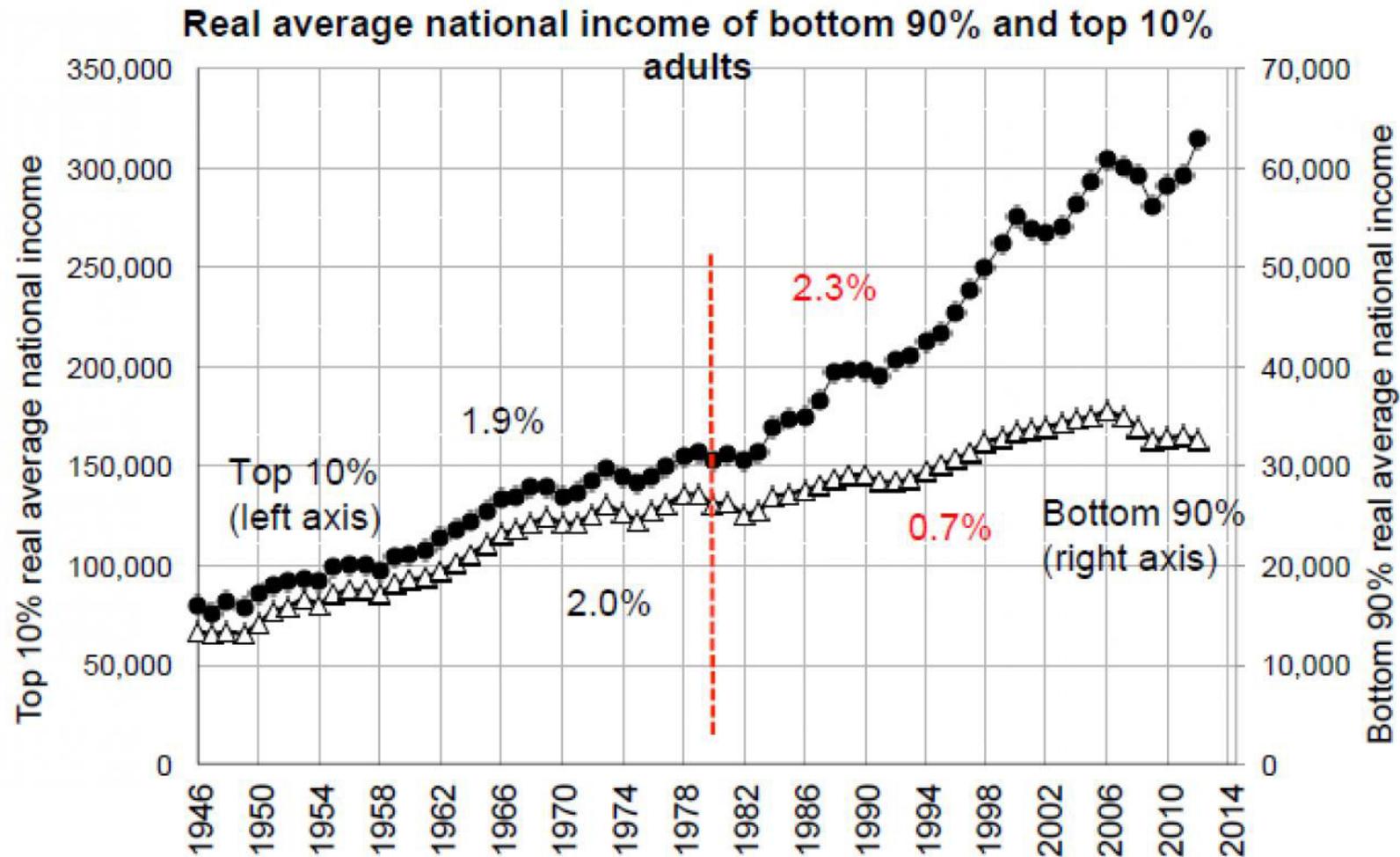


Source: Population Division of the Department of Economic and Social Affairs of the United Nations Secretariat, *World Population Prospects: The 2008 Revision*; <http://esa.un.org/unpp>, accessed 13 May 2010

QA in HE
quality as added value



The top 10% has grown three times faster than the bottom 90% since 1980



Real values are obtained by using the national income deflator and expressed in 2012 dollars. Source: Appendix Tables





QA in HE
quality as added value

national
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How does the world look like now?

- Globalisation vs national protectionism
- Digitalisation & Automation (computers & robots)
- Ageing
- Climate change & hunger
- Financial (bank) crisis (bis) vs protectionism
- Global economic & political competition & (war) tensions
- Migration
- Individualisation & one-parent families
- Knowledge society: new high-education jobs
- Creative sharing economy & small societies

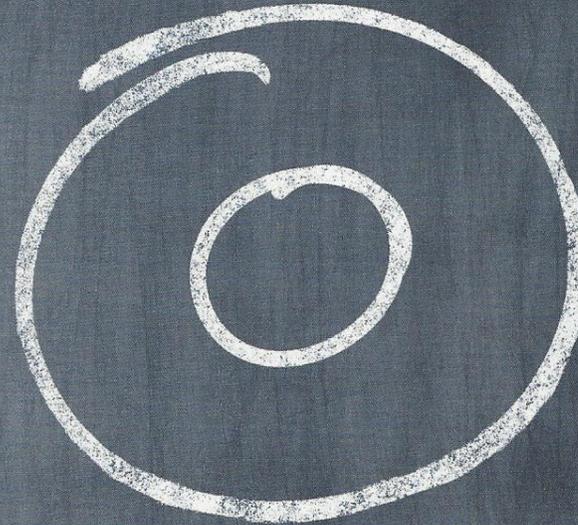




- Globalisation
- Digitalisation
- Ageing
- Climate change
- Financialisation
- Global economic tensions
- Migration
- Individualism
- Knowledge
- Creativity

DOUGHNUT ECONOMICS

Seven Ways to Think Like a 21st-Century Economist



KATE RAWORTH

'The John Maynard Keynes of the 21st century'
George Monbiot, *Guardian*

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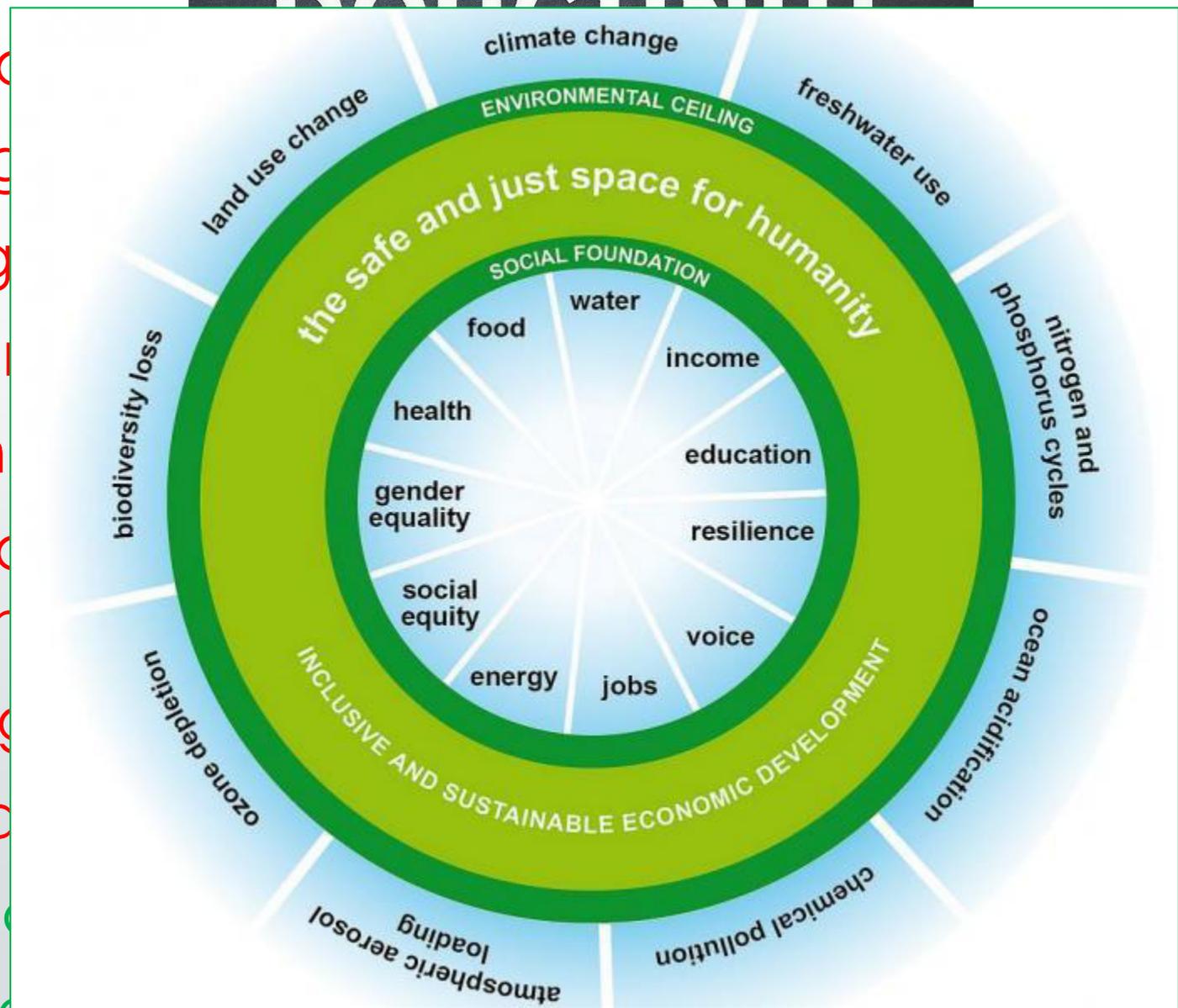
...societies

QA in HE
quality as added value



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George Monbiot, *Guardian*





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How will the world look like in 2030?

(Between 3 disasters & 2 utopia)

- **Automation** (computers & robots) & ageing : no new jobs
- **Climate change & hunger** : new conflicts
- **Financial (bank) crisis (bis)** : local economy vs protectionism
- **Sustainability, ecological engineering, cybersecurity** : new high-education jobs
- **Creative society** : new, local, ecological balance between (part-time) work & life

OECD (2015), *Securing livelihoods for all*



The future of QA in HE II

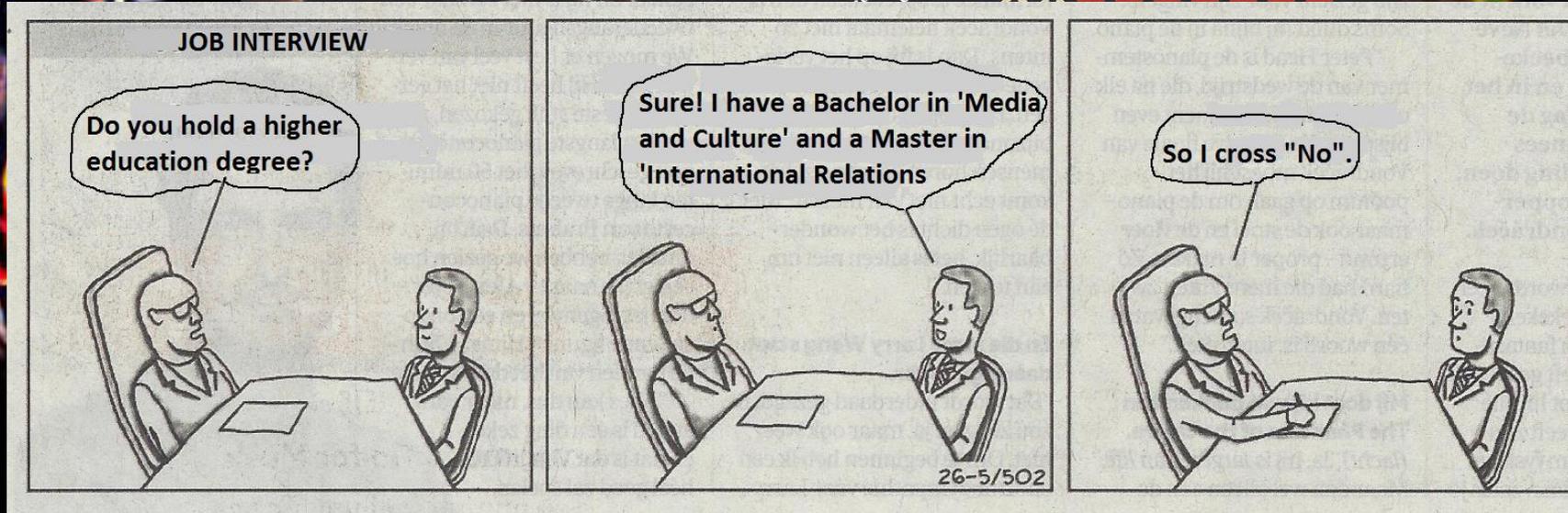
RISE OF THE MACHINES: WHICH GRADUATE JOBS ARE MOST AUTOMATABLE?

the new world



QA in HE
quality as added value





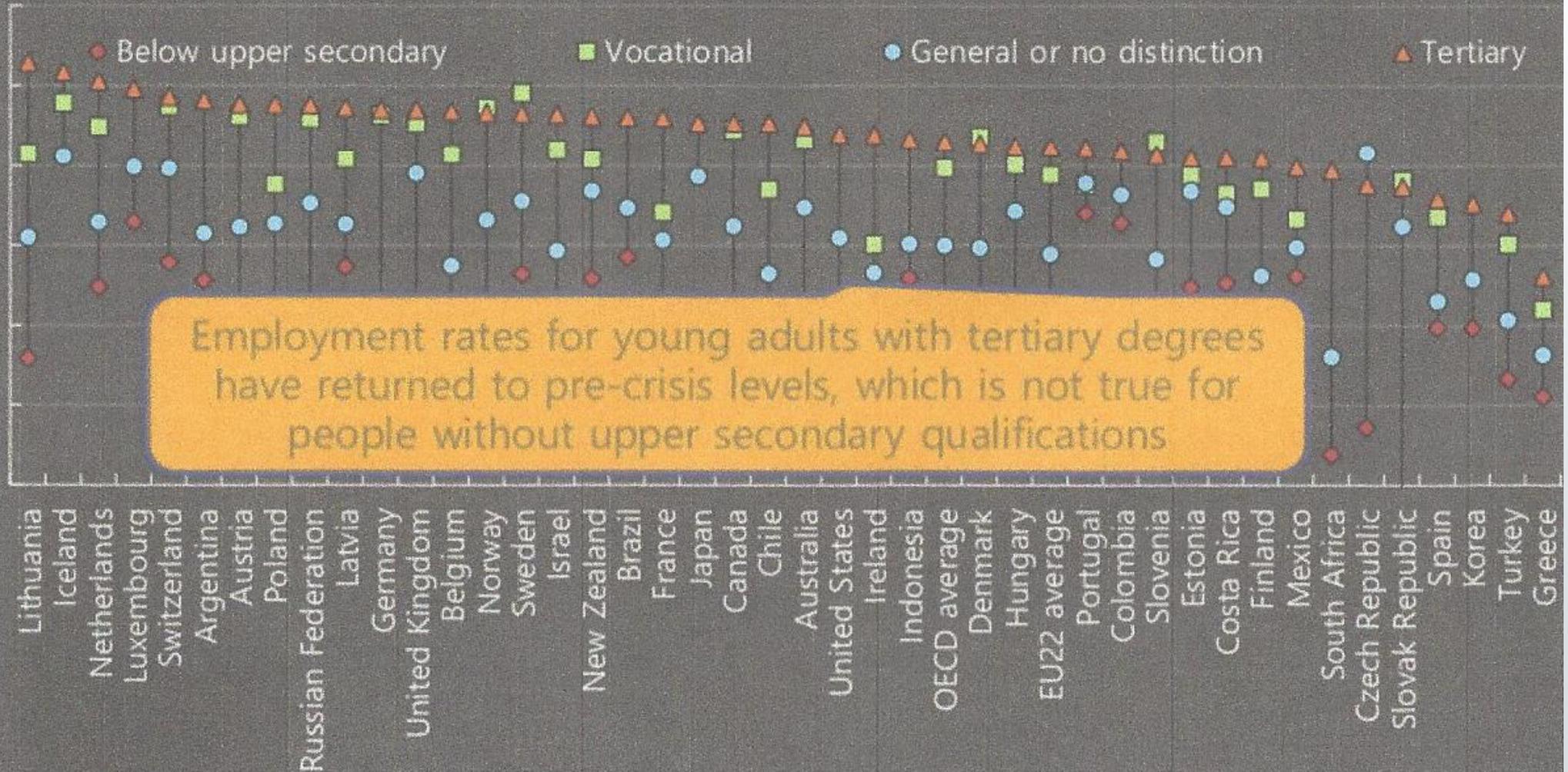
QA in HE
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Tertiary graduates are more likely to be employed...

Figure A5.

Employment rates of 25-34 year-olds, by educational attainment and programme orientation (2016)



QA in HE
quality as added value





THE FUTURE OF QA
Part 2

**The future LOs and
competences**

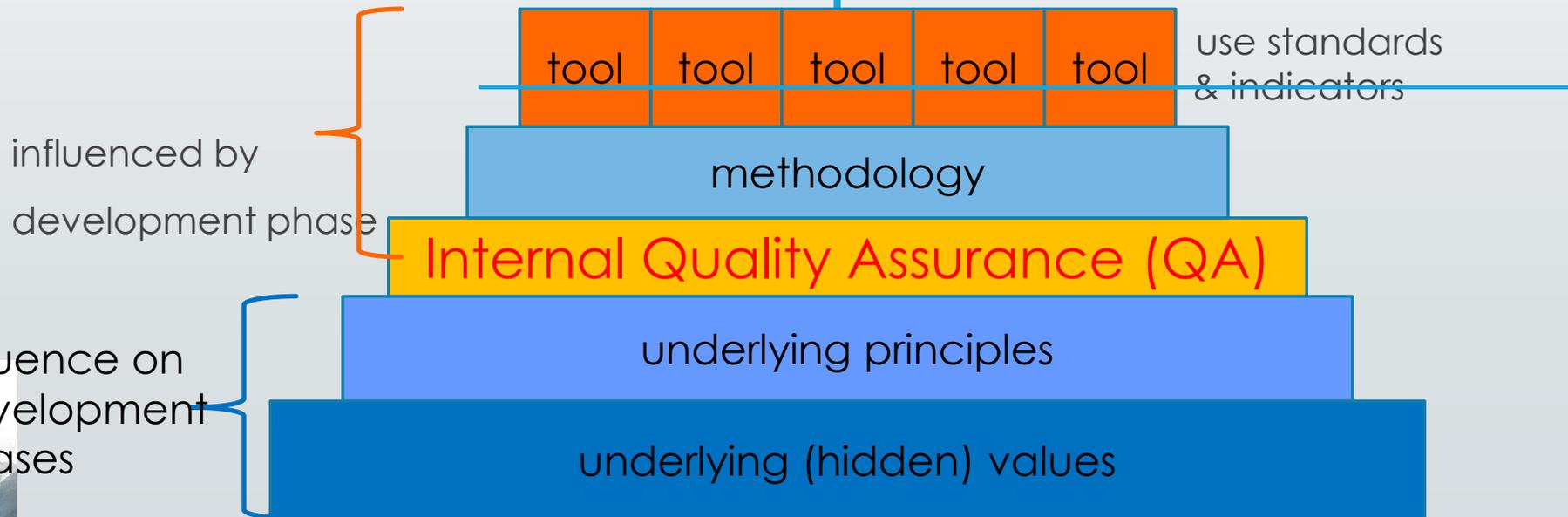
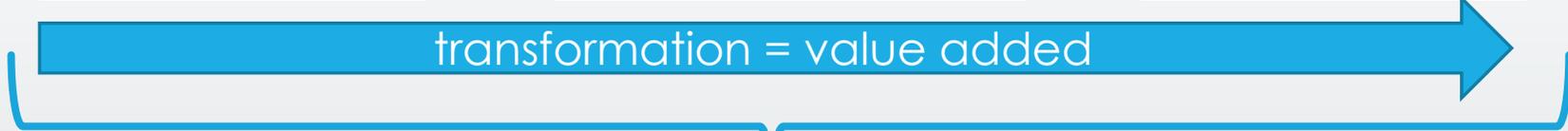
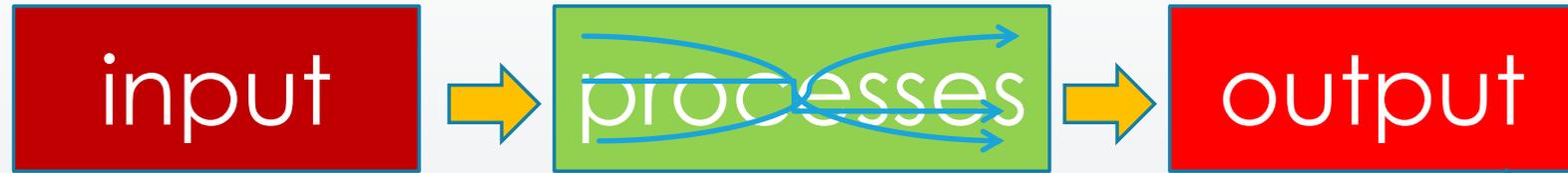
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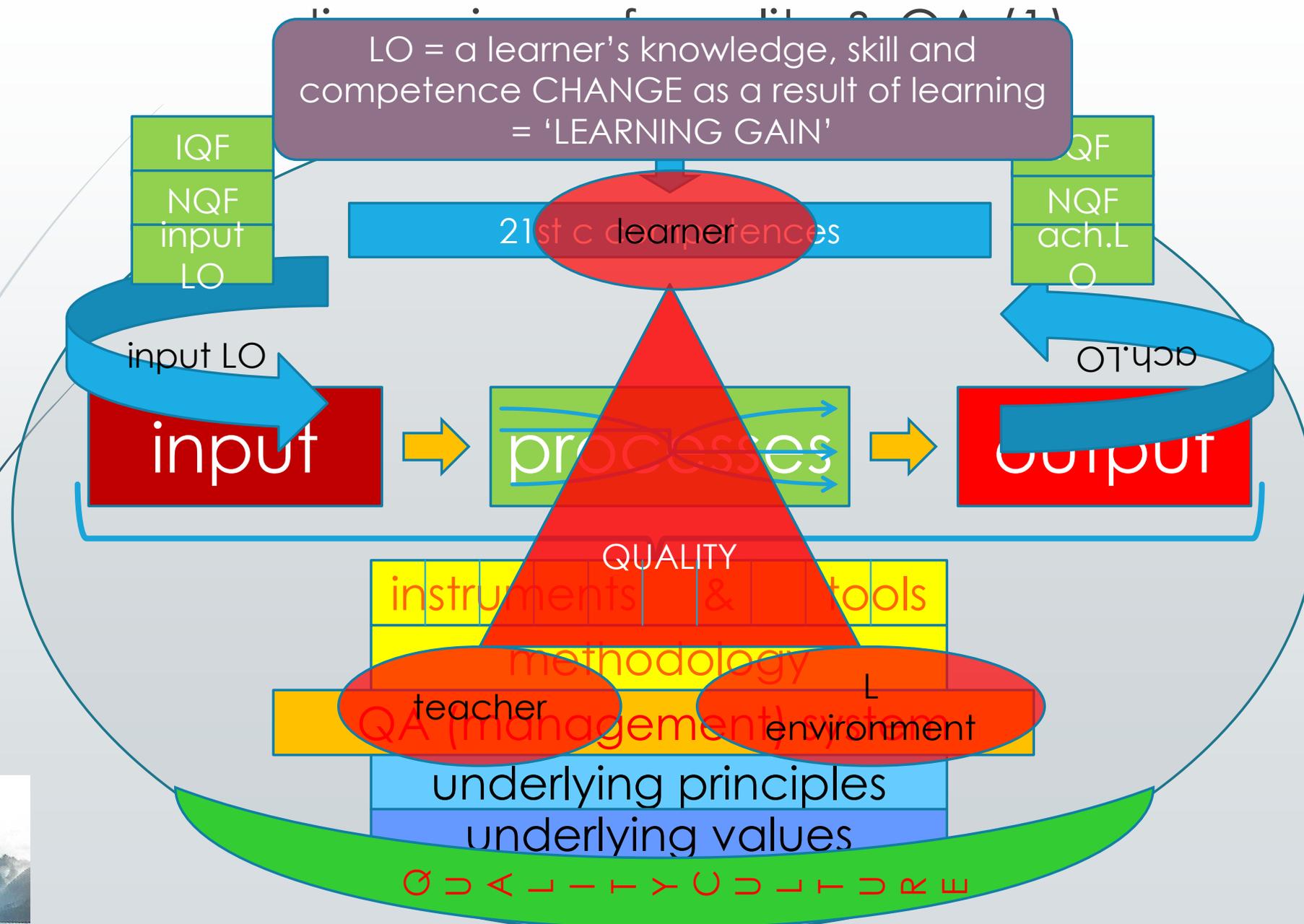
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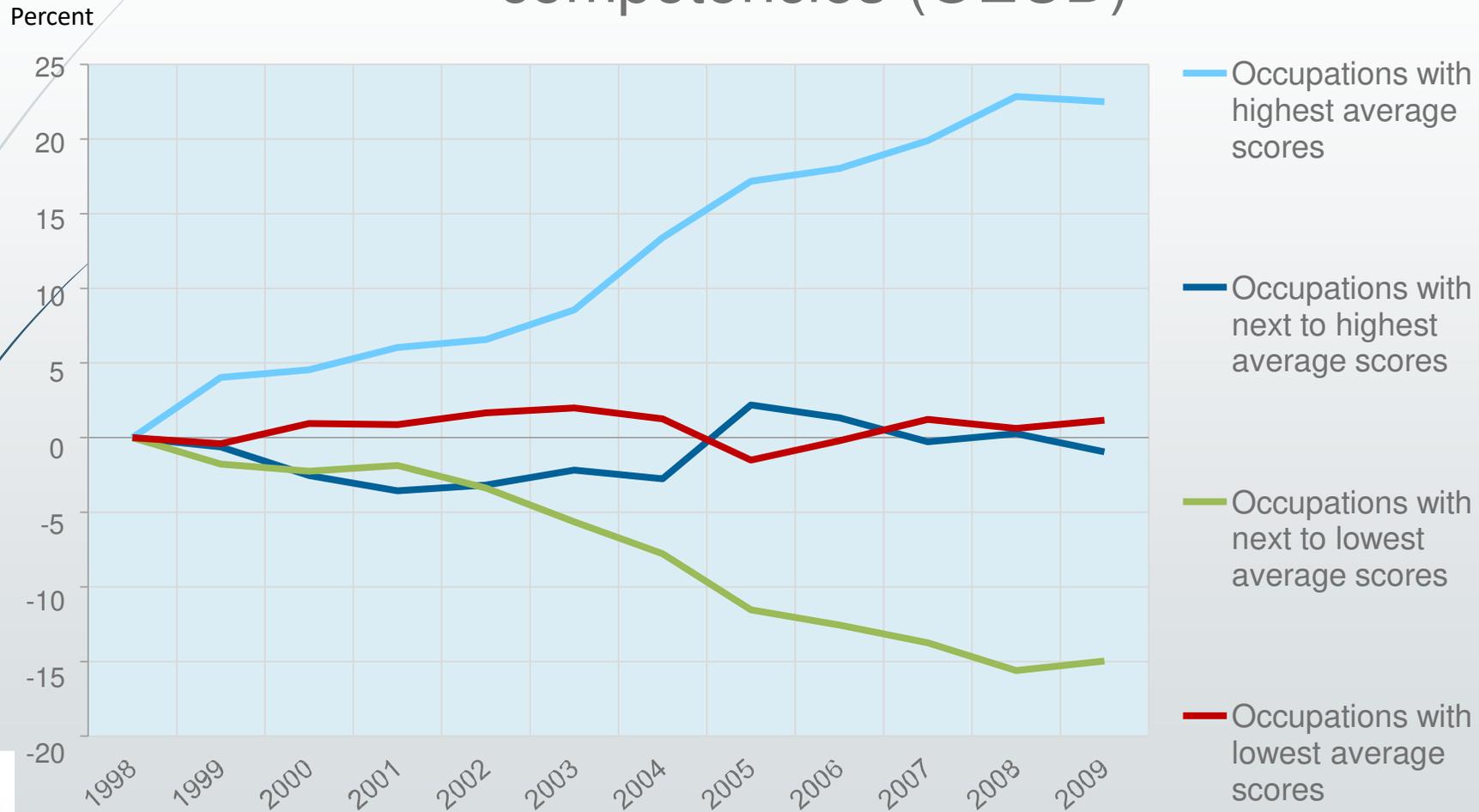
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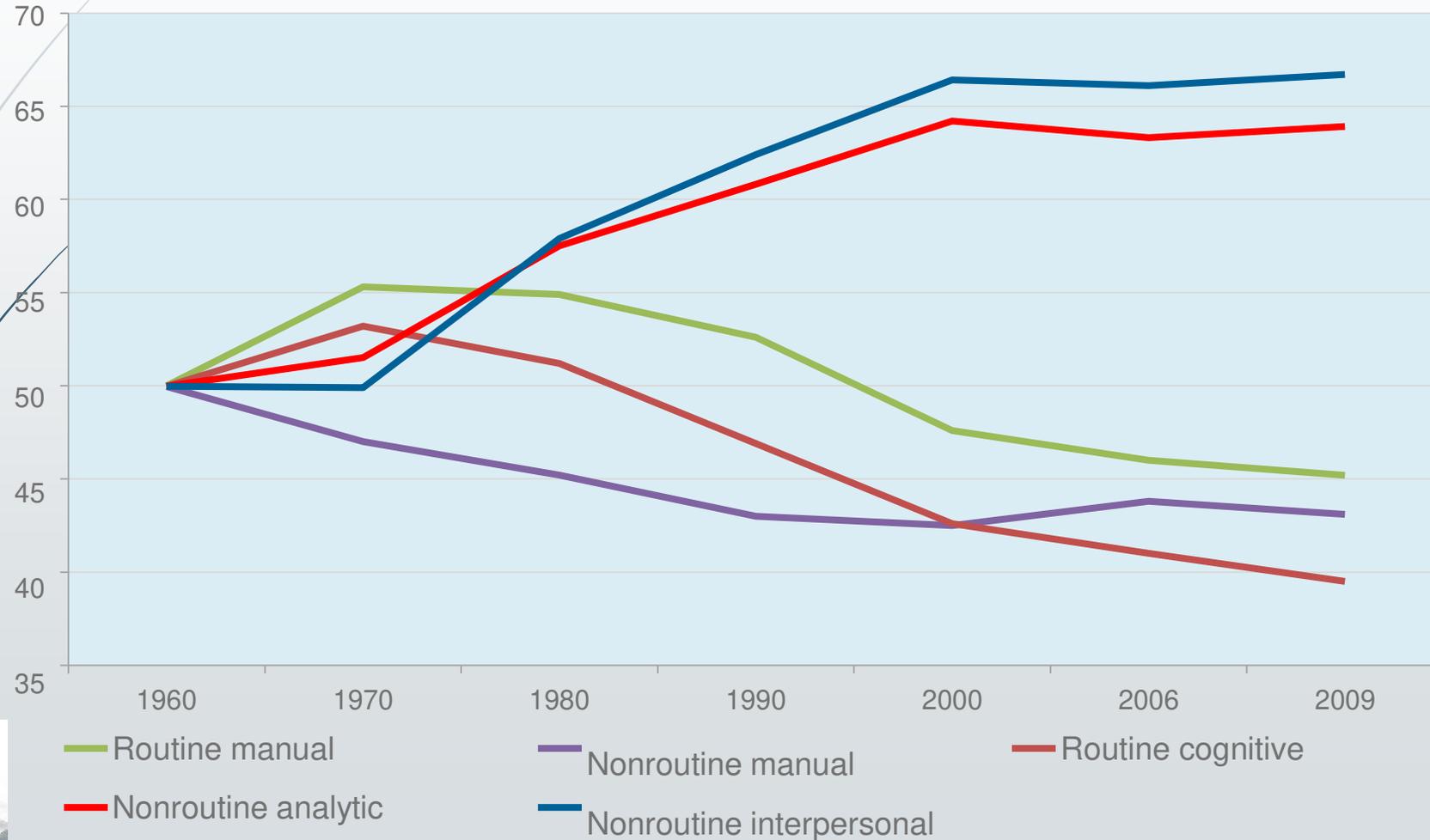


Trends of employment in relation to levels of competencies (OECD)

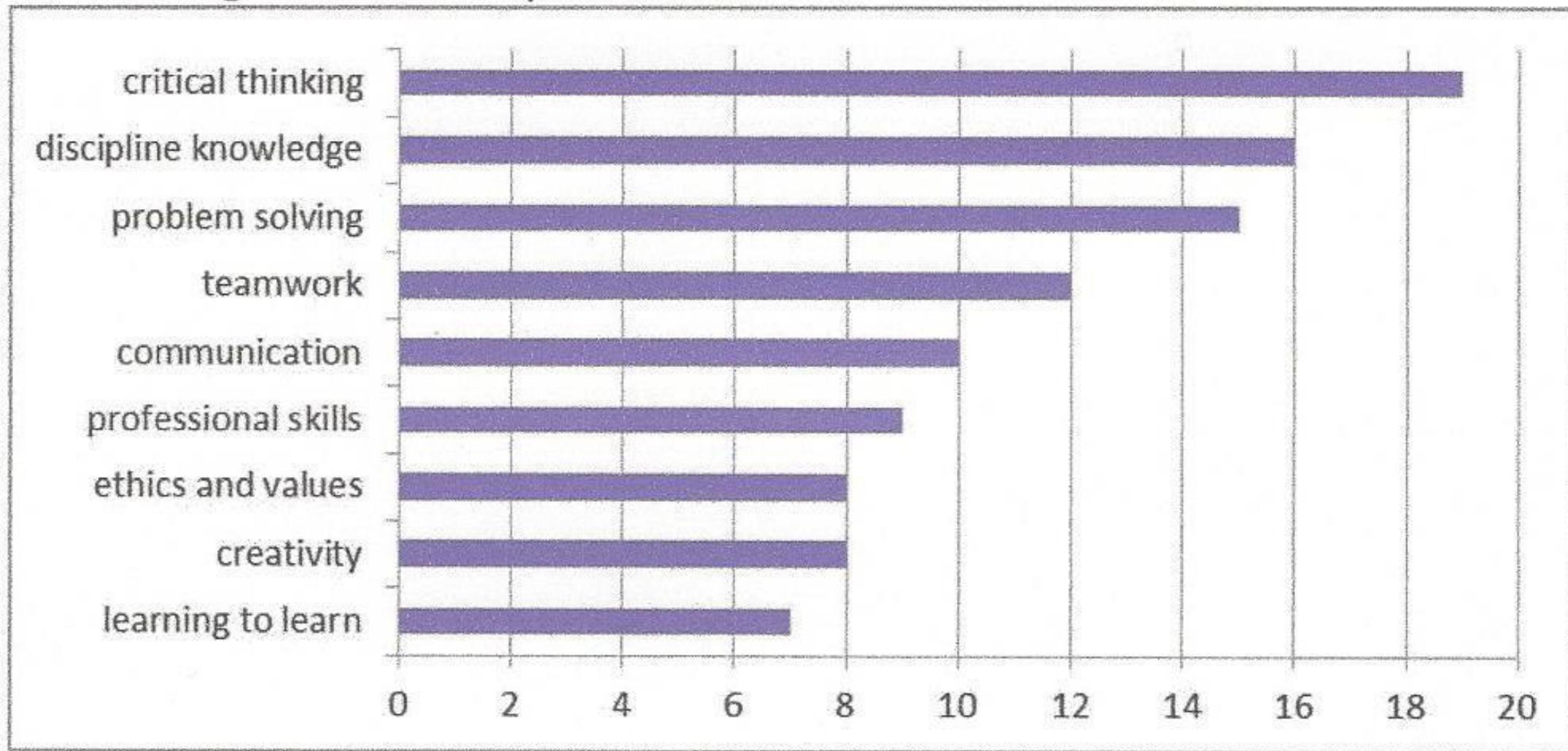


Changed needs of competences (OECD)

Mean task input in percentiles of 1960 task distribution



Types of learning outcomes – Top 10 answers:



AHE

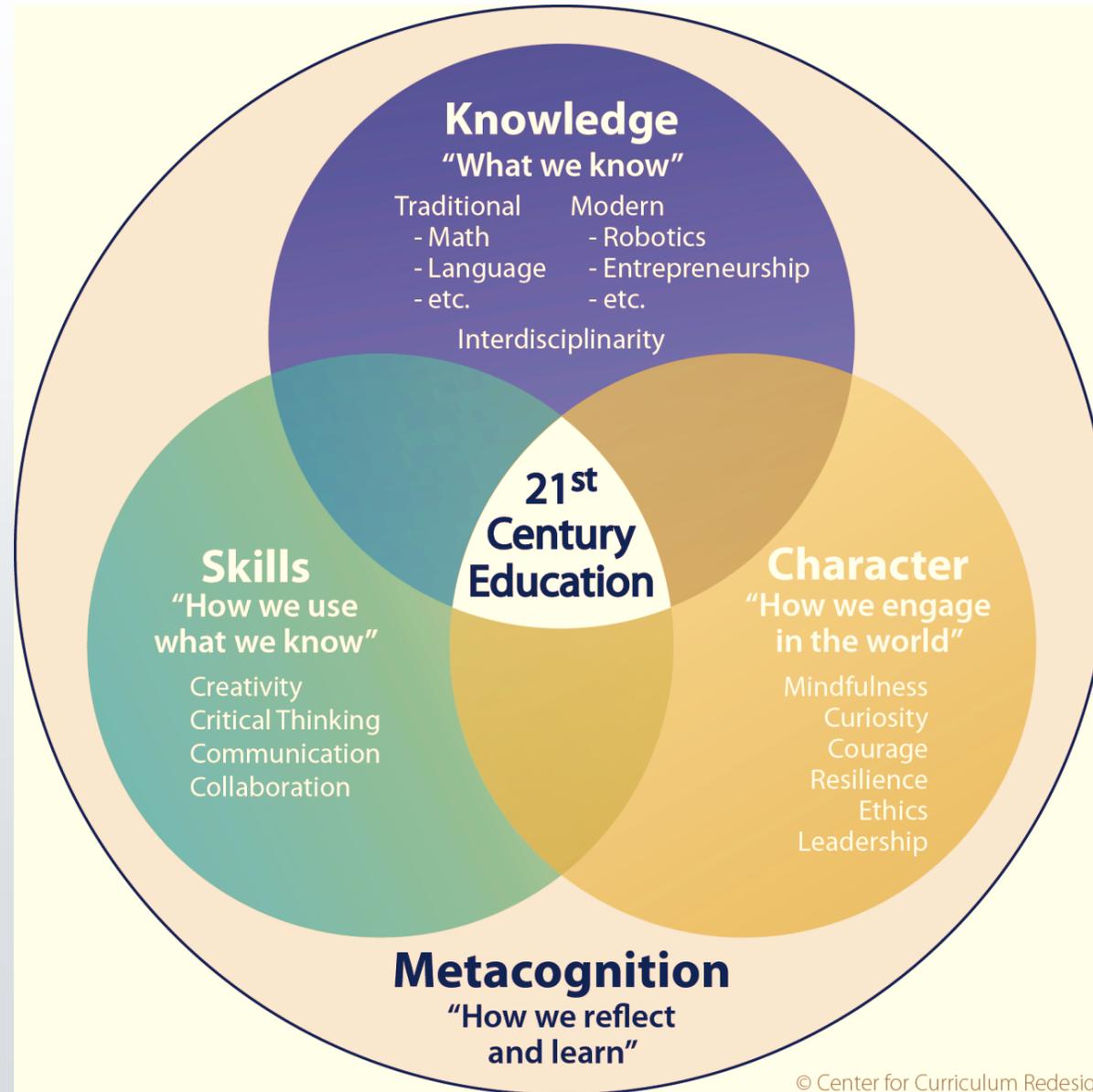
FEASIE

VOLUM

DESIGN A

Karine
Diane L
Debor

More or other knowledge & skills are not enough!



Technology is not the only motor of innovation

Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.

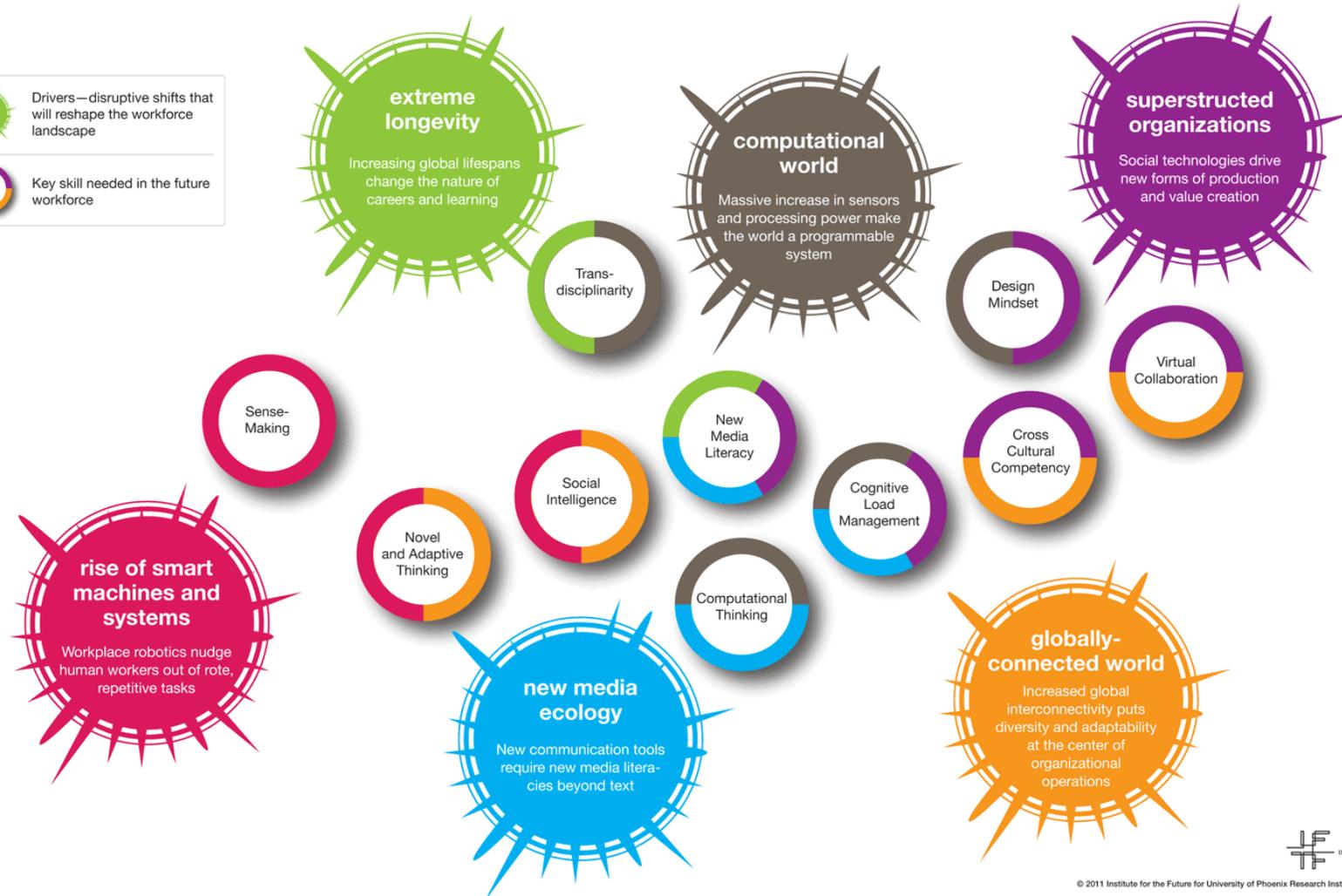
KEY



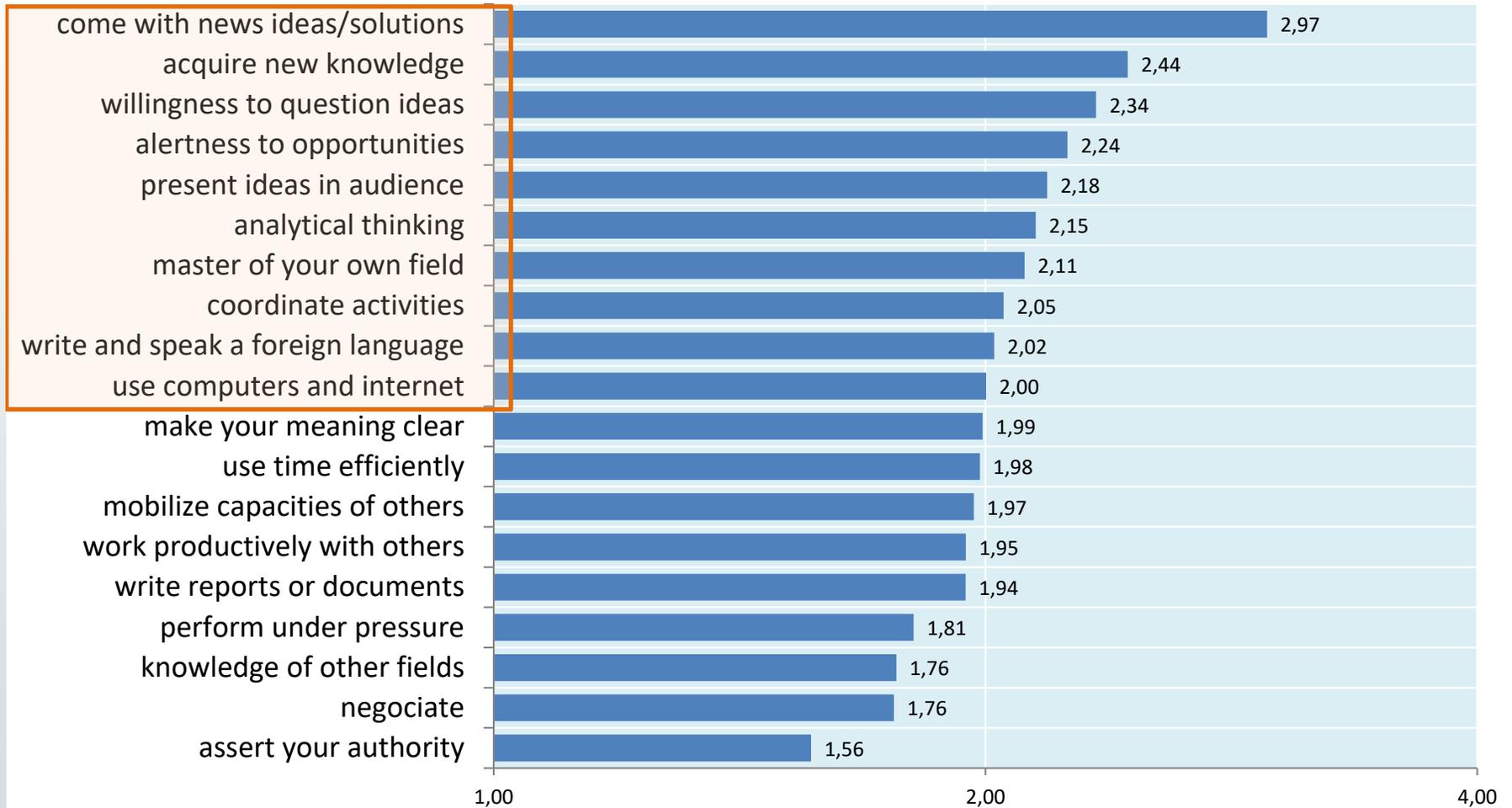
Drivers—disruptive shifts that will reshape the workforce landscape



Key skill needed in the future workforce



Competences that make the difference between innovative professionals & others



New competences needed

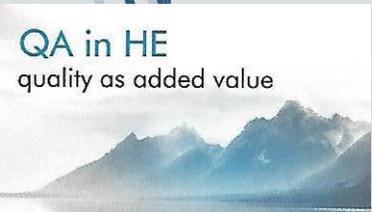
- Communication, problem-solving, creativity, team-work
- Research skills, both academic as well as 'mode 2' (applied) and mixtures
- Inter-disciplinary but with skill and attitude to go deep into a particular discipline
- Meta-cognition
- Willingness to change, risk-taking, entrepreneurial
- 'Global competences' (e.g. computer skills)
- Visionary & inspirational leadership

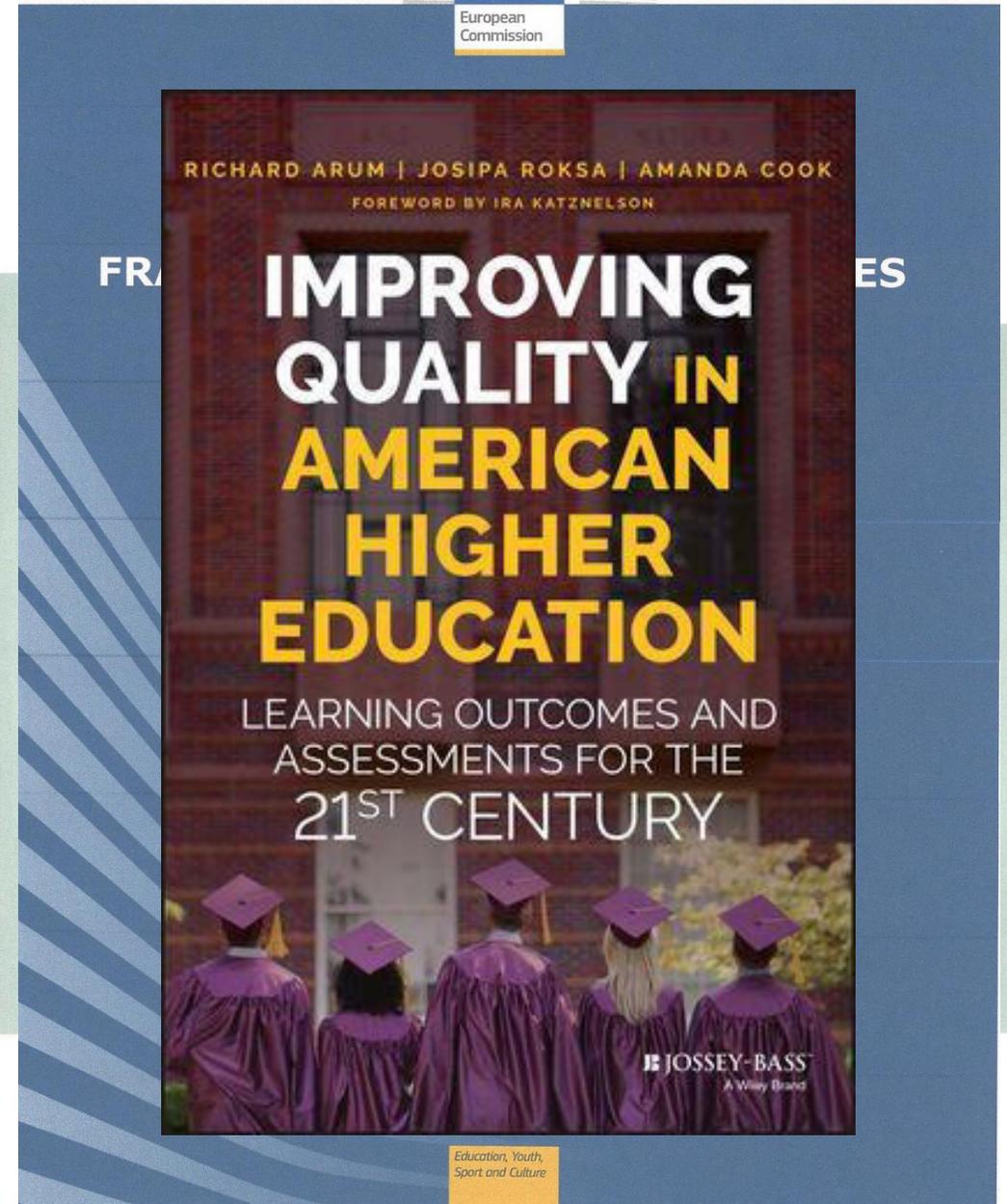
➤ HOW YOU ENGAGE IN THE WORLD

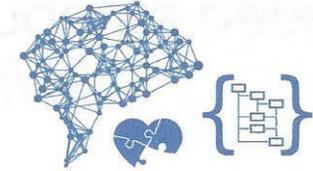
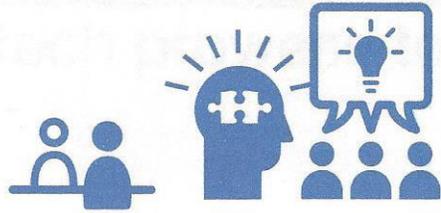
➤ = ATTITUDES! CHARACTER! PERSONALITY

(see HRM in industry and business)

CERTAINLY ON TEAM LEVEL







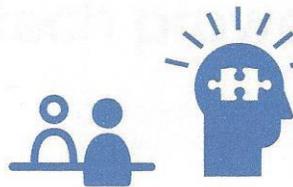
Top 10 skills

In 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment & Decision Making
9. Active Listening
10. Creativity

In 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment & Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

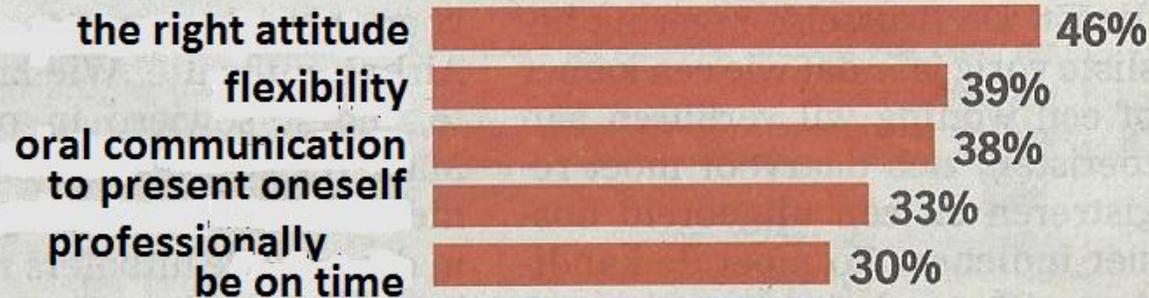


In 20...

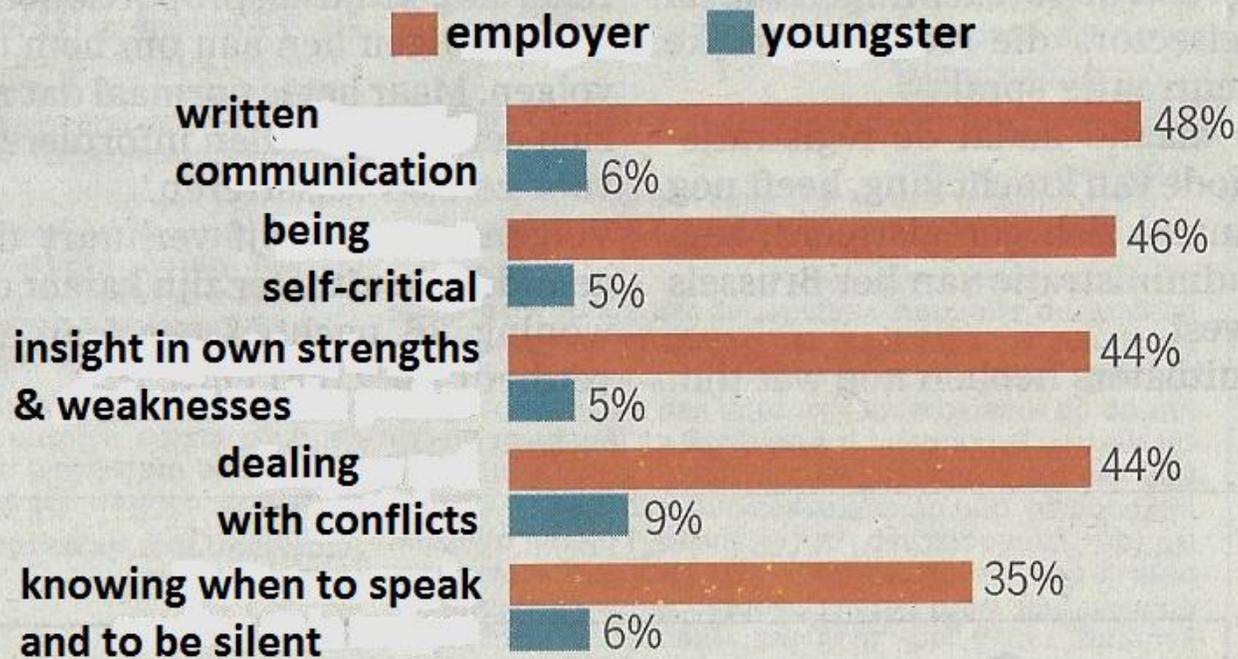
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10. Cre

QA in HE
quality as added value

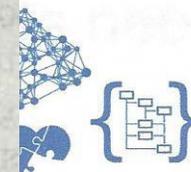
Top 5 reasons not to be selected because of soft skills



Top 5 skills on which the meanings of youngsters and employers are most divided



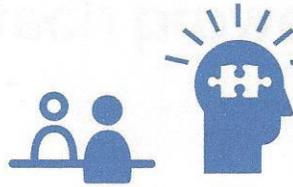
DS-Infografiek | Bron: KU Leuven



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Source:
Future of
Jobs
Report
(2017)

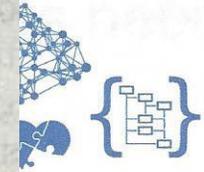
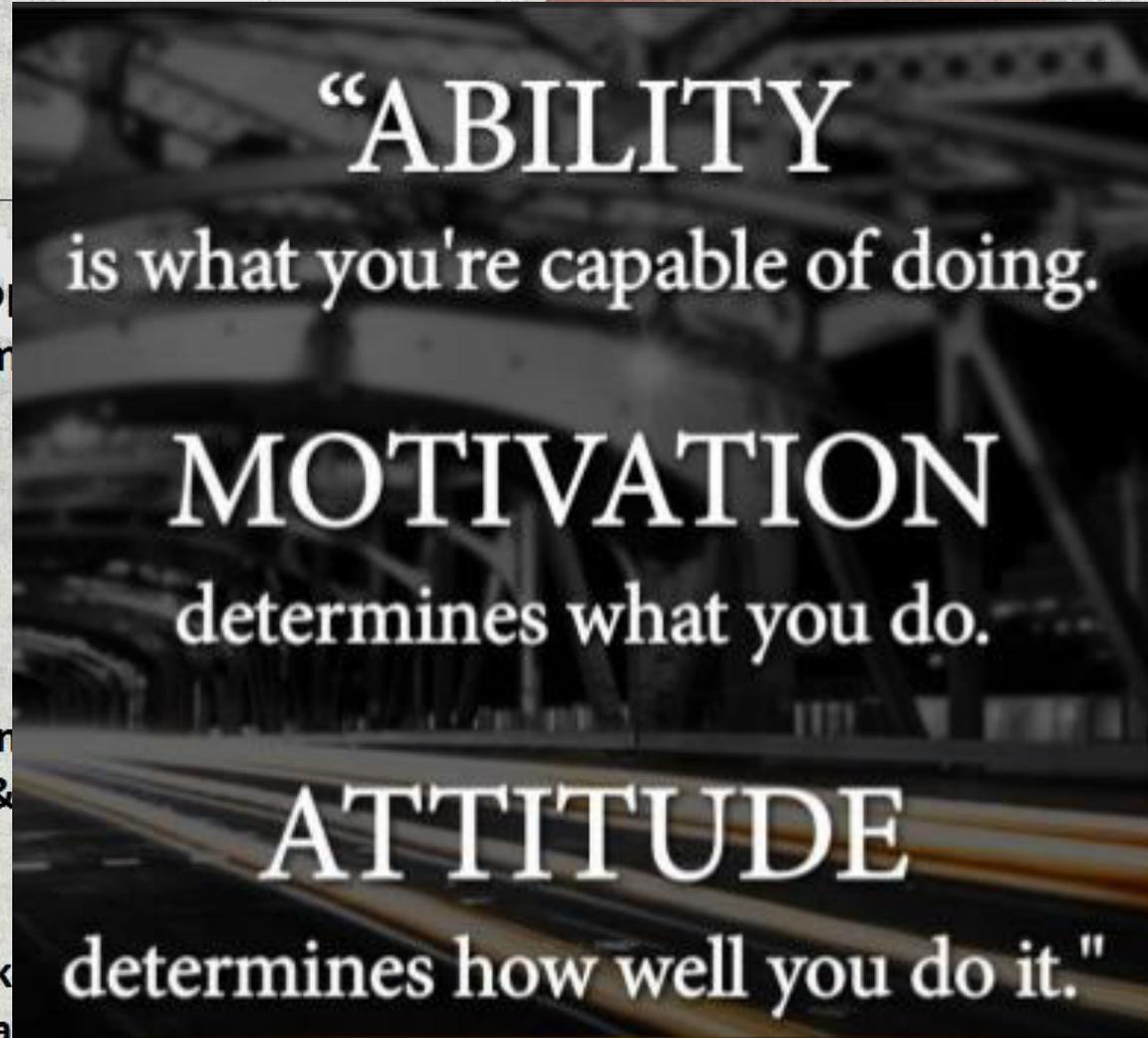


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QA in HE
quality as added value

Top 5 reasons not to be selected because of soft skills



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Others

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on

Source:
Future of
Jobs
Report
(2017)

“In a world with a surfeit of AI and machine learning, human values such as common sense and empathy will be scarce.”

Satya Nadella, CEO Microsoft, Davos 2017

“American College students showed a 48% decrease in emphatic concern and a 34% drop in their ability to see other people’s perspectives.”

Sara Konrath (2017), Michigan University



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Democracy and Human Rights

▶▶ START WITH US ◀◀

Council of Europe
Charter on Education
for Democratic Citizenship
and Human Rights Education

CHARTER
for **ALL**

7. Higher education
Member states should promote, with due respect for the principle of academic freedom, the inclusion of education for democratic citizenship and human rights education in HEIs, in particular for future education professionals.

12. Research

Democracy and Human Rights

▶▶ START WITH US ◀◀

Council of Europe
Charter on Education
for Democratic Citizenship
and Human Rights Education

CHARTER
for **ALL**

▶▶ Guidelines for Educators ◀◀

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Charter on Education
for Democratic Citizen
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7. Higher education
Member states shou
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education in HEIs, in
education professio

12. Research

'This book is like *How to Win Friends and Influence People* – only better suited for today's world' **Adam Grant**, author of *Give and Take* and *Originals*

the ART of PEOPLE

The 11 simple 
people skills that
will get you
everything you want 

DAVE KERPEN
THE NEW YORK TIMES BESTSELLING AUTHOR

acy and Human Rights

START WITH US <<

pe
ation
Citizenship
nts Education

CHARTER
for ALL

elines for Educators <<

- ✓ Understanding Yourself & Understanding People
- ✓ Meeting the Right People
- ✓ Reading People (by listening with your ears and eyes!)
- ✓ Connecting with People (online & off-line)
- ✓ Influencing People
- ✓ Changing People's Minds

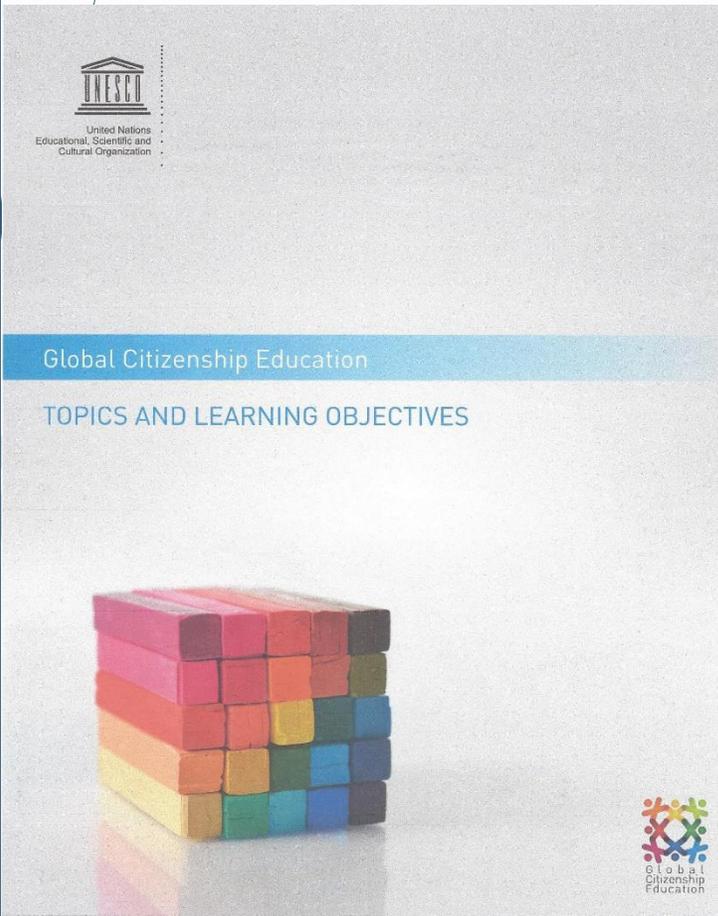
the ART of PEOPLE

The 11 simple
people skills that
will get you
everything you want

DAVE KERPEN

THE NEW YORK TIMES BESTSELLING AUTHOR

- ✓ Teaching People (by coaching as a model and learning yourself)
- ✓ Leading People (by serving them)
- ✓ Resolving Conflict with People
- ✓ Inspiring People
- ✓ Keeping People Happy



Cognitive

- Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations
- Learners develop skills for critical thinking and analysis

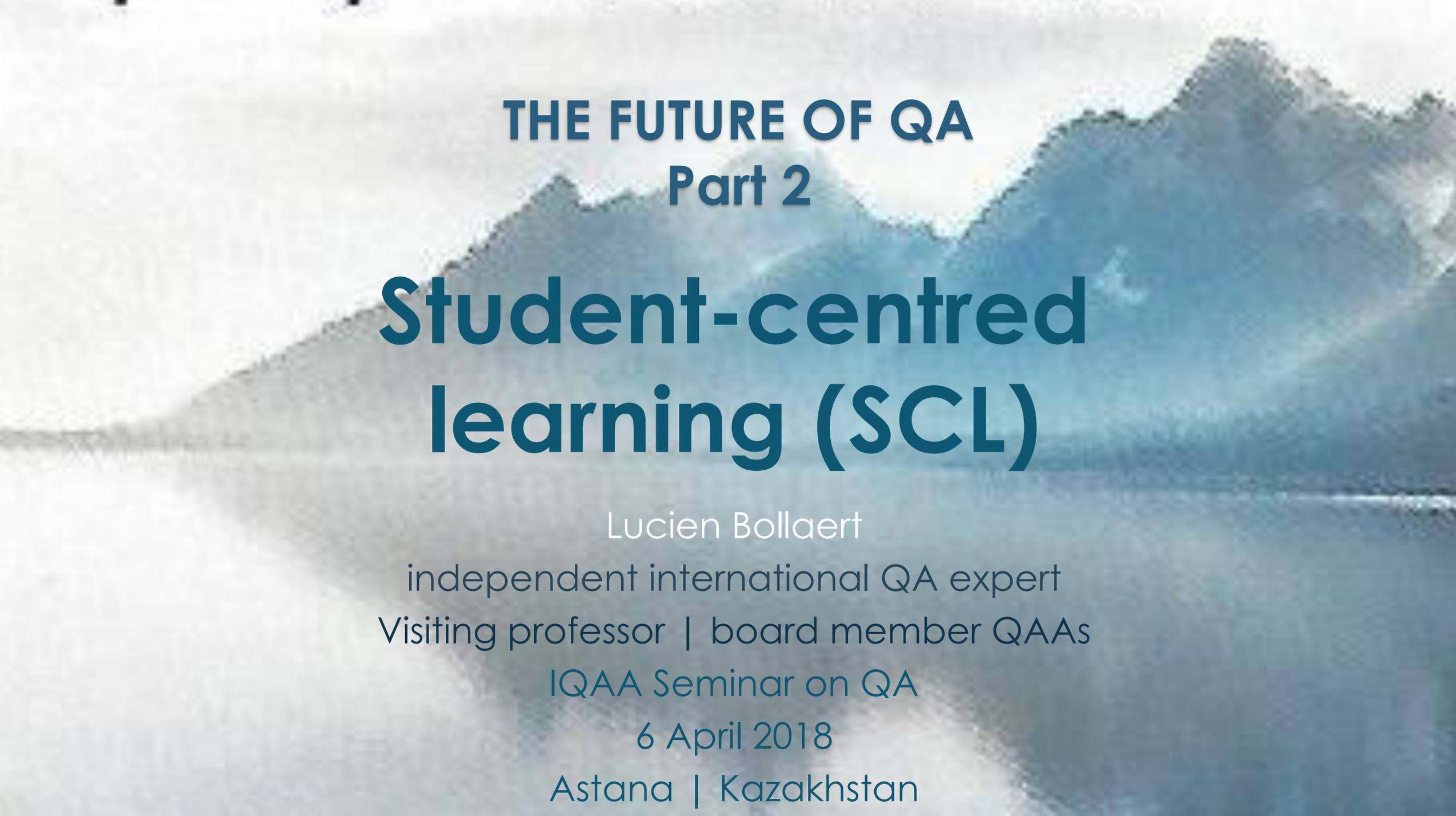
Socio-Emotional

- Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights
- Learners develop attitudes of empathy, solidarity and respect for differences and diversity

Behavioural

- Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world
- Learners develop motivation and willingness to take necessary actions





THE FUTURE OF QA
Part 2

**Student-centred
learning (SCL)**

Lucien Bollaert

independent international QA expert

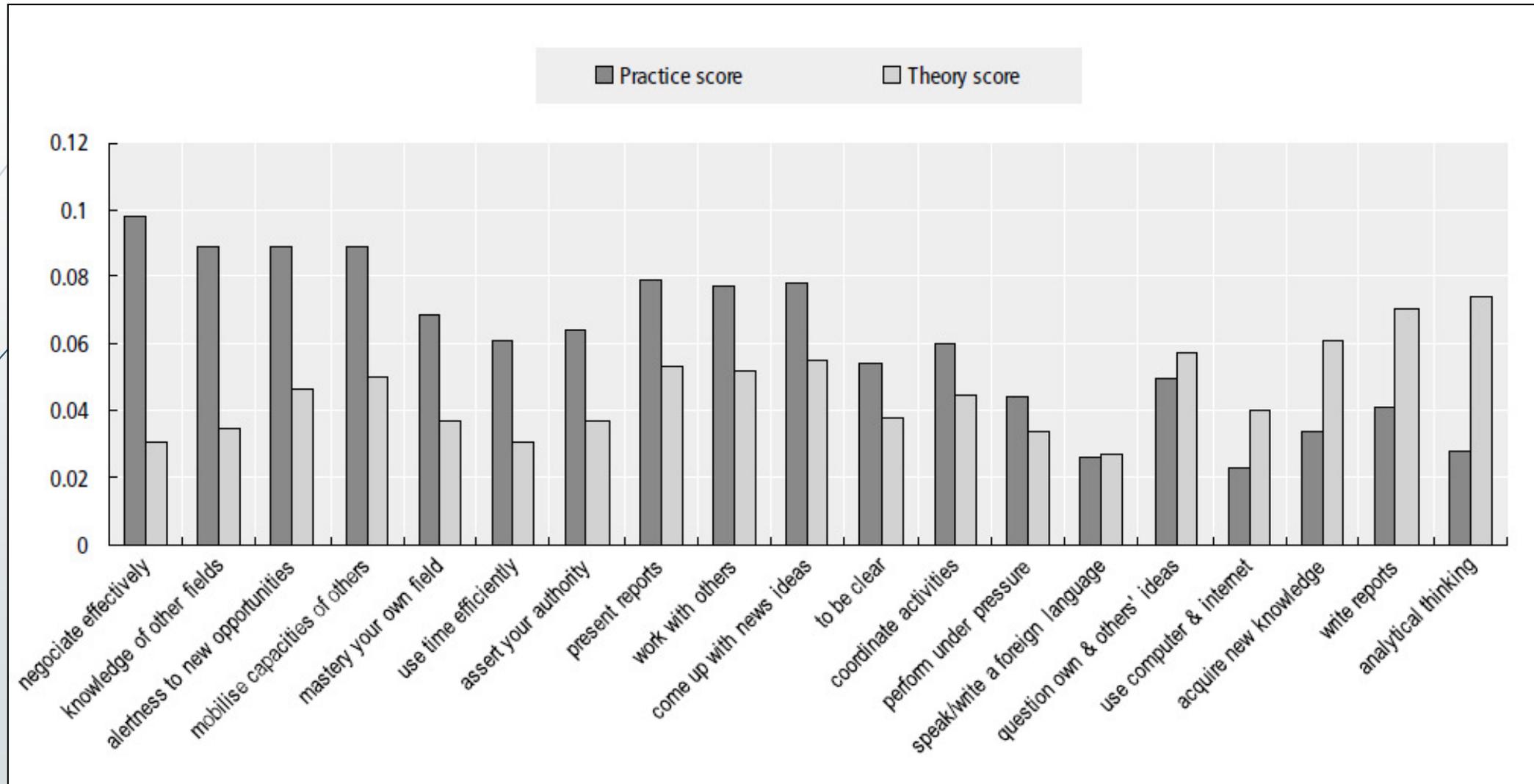
Visiting professor | board member QAAs

IQAA Seminar on QA

6 April 2018

Astana | Kazakhstan

Innovative teaching & learning processes



ESG Standard I.3 :

Student-centred Learning, Teaching and Assessment

agreed & proposed by
E4+ (incl. EUA, EURASHE
& EI)
+ eventually all ministers

“**Institutions** should ensure that the programmes are **delivered** in a way that **encourages students** to take an active role in creating the learning process, and that the **assessment of students** reflects this approach.”

Guidelines 1.3 :

“Student-centred learning and teaching plays an important role in *stimulating students’ motivation, self-reflection and engagement in the learning process.* (...)

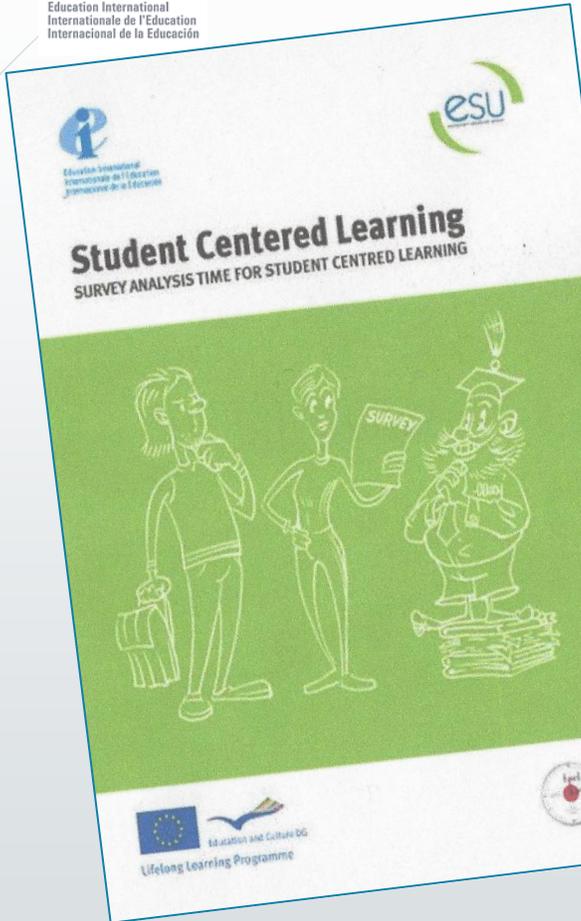
The implementation of student-centred learning and teaching

- respects and attends to the *diversity of students* and their needs, *enabling flexible learning paths;*
- considers and uses *different modes of delivery,* where appropriate;
- flexibly uses a *variety of pedagogical methods;*
- encourages a *sense of autonomy* in the learning, while ensuring *adequate guidance and support* from the teacher; (...)

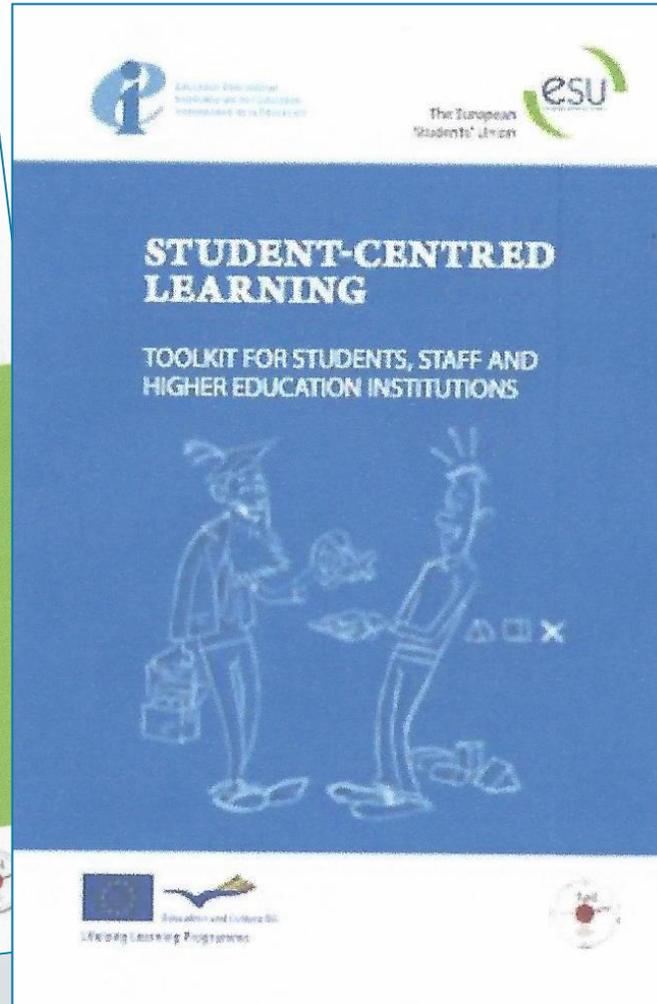




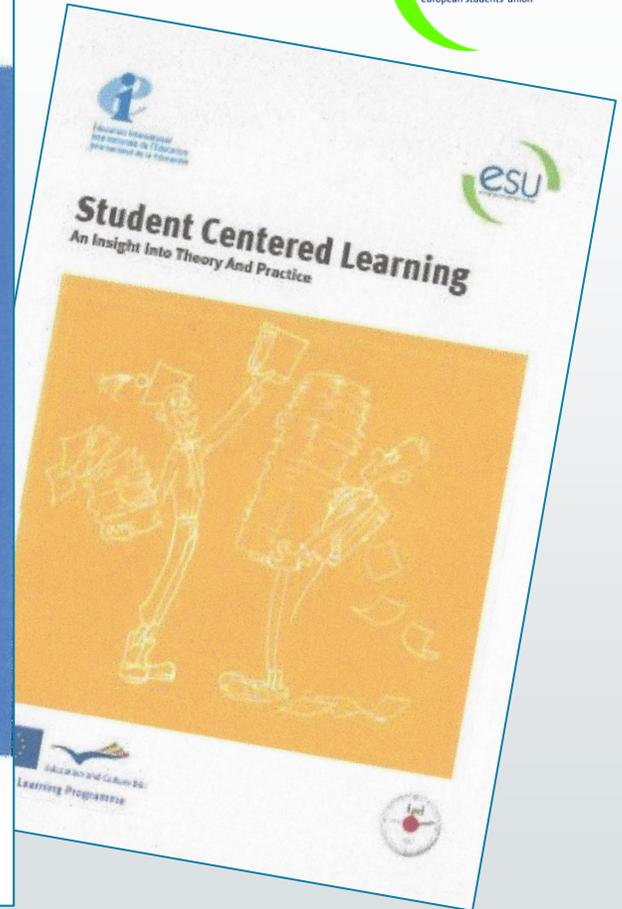
Education International
Internationale de l'Éducation
Internacional de la Educación



SCL Survey Analysis 2011



SCL Toolkit 2014



SCL Theory & Practice 2011

QA in HE
quality as added value



QUALITY CULTURE

“Student-Centred Learning represents both a *mindset* and a *culture* within a given higher education institution and is a learning approach (...) characterised by innovative methods of teaching which aim to promote *learning in communication with teachers and other learners* and which take students seriously as *active participants in their own learning*, forstering *transferable skills* such as problem-solving, *critical thinking and reflective thinking*.”

Time for Student-Centred Learning (T4SCL) Toolkit, 2011



“Student-centered instruction (SCI) is an instructional approach in which students influence the content, activities, materials, and pace of learning. (...)

The instructor provides students with opportunities to *learn independently* and from one another and *coaches* them in skills they need to do so effectively. (...)

Properly implemented SCI can lead to *increased motivation* to learn, *greater retention of knowledge, deeper understanding*, and more *positive attitudes* towards the subject being taught.”

Collins & O'Brien(2003),*Greenwood Dictionary of Education*,Westport



5 Characteristics of Learner-centered teaching

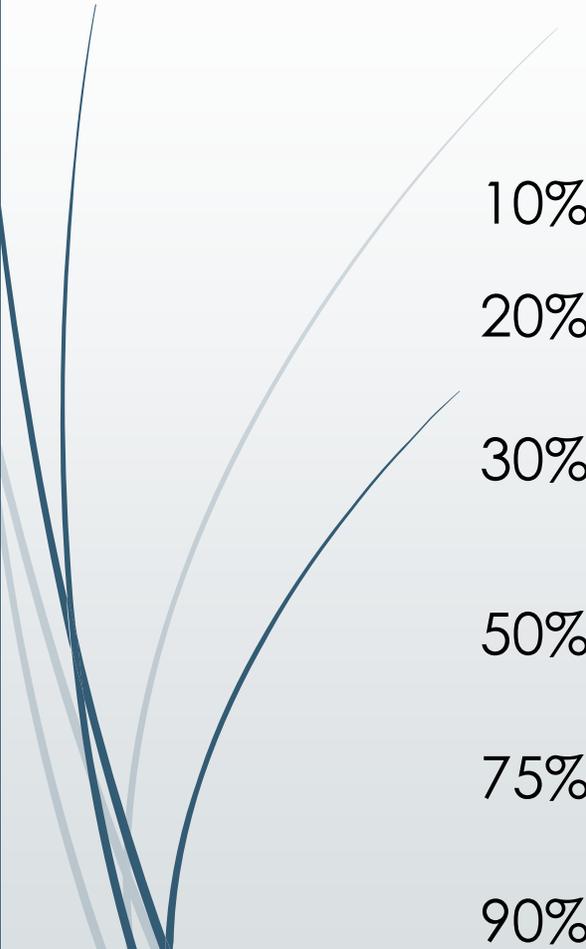
1. SCL engages students in the hard, messy work of learning.
2. SCL includes explicit skill instructions.
3. SCL encourages students to reflect on what they are learning and how they are learning it.
4. SCL motivates students by giving them some control over learning processes.
5. SCL encourages collaboration.

SCL integral components

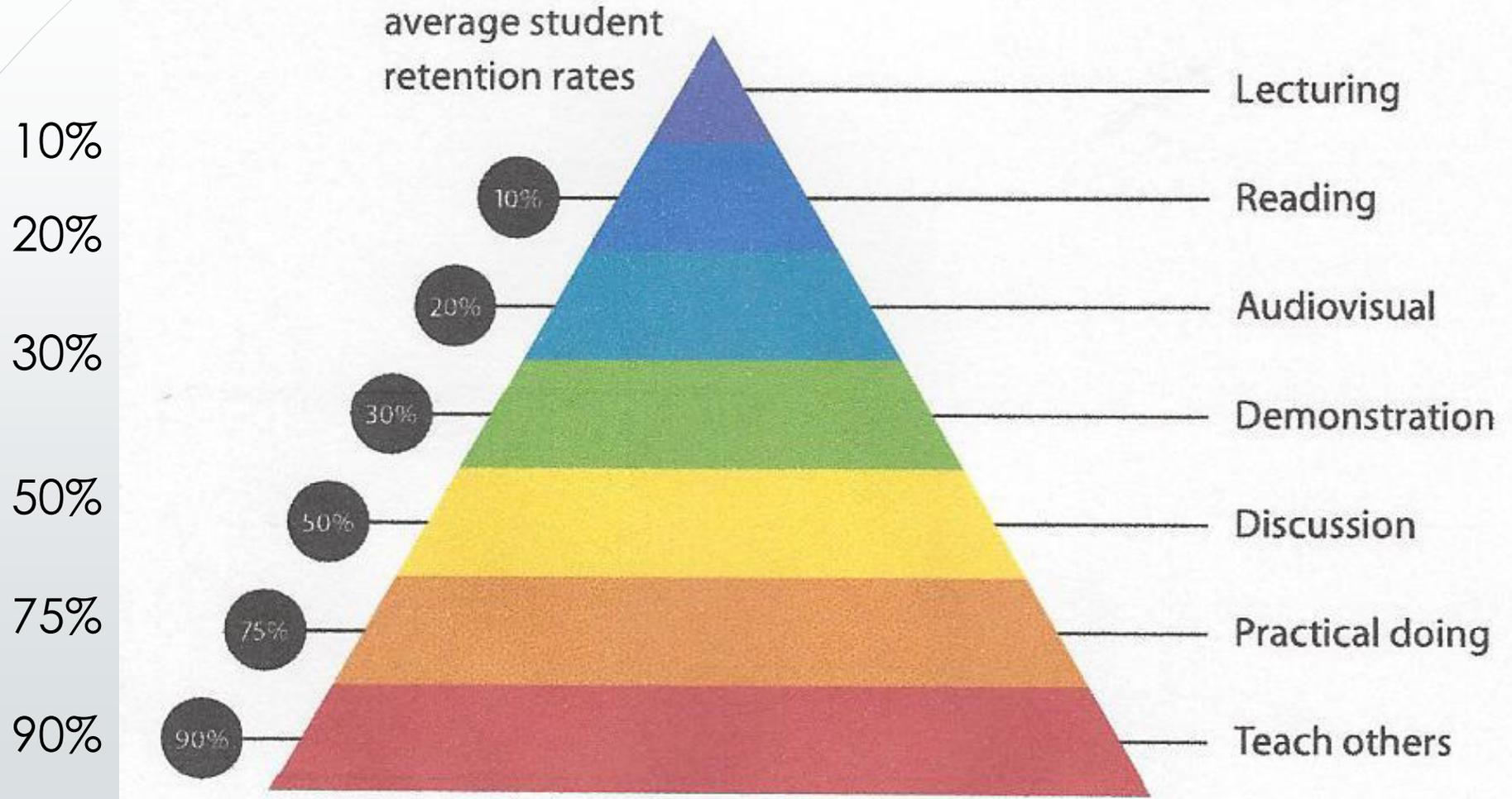
- ✓ FLEXIBILITY and freedom in terms of time & structure of learning;
- ✓ More and better QUALITY TEACHERS who strive to SHARE their knowledge;
- ✓ A clear UNDERSTANDING of students by teachers;
- ✓ A FLAT HIERARCHY within HEIs;
- ✓ Teacher RESPONSIBILITY for student EMPOWERMENT;
- ✓ A continuous ongoing IMPROVEMENT process;
- ✓ A POSITIVE ATTITUDE by teachers & students with the aim of improving the LEARNING EXPERIENCE;
- ✓ A relationship of MUTUAL ASSERTIVENESS between students & teachers;
- ✓ A focus on LEARNING OUTCOMES which enable GENUINE LEARNING & DEEP UNDERSTANDING;

Student-Centred Learning (T4SCL) Toolkit, 2011, 2014





The Learning Pyramid



TEACHING STRATEGIES

classical teaching

Learning is viewed as the **transmission of information** from the **teacher to the student**.

The **instructor** is the **primary source of knowledge**, and **lecture** is the primary form of transferring knowledge.

active learning

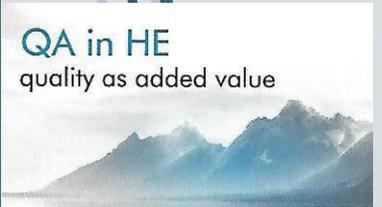
Active learning strategies make students to be engaged and to be active in the learning process.

The instructor serves as coach or facilitator, guiding students through activities, but letting students take control of the learning event itself.





Old School VS. New School	
20 th Century	21 st Century
Time-Based	Outcome-Based
Textbook-Driven	Research-Driven
Passive Learning	Active Learning
Teacher-Centered	Student-Centered
Fragmented Curriculum	Integrated Curriculum
Printed Assessments	Multiple Forms of Assess
Print	Multimedia
Isolation	Collaboration
Facts & Memorization	Higher-Order Thinking



Old School VS. New School

20th Century

21st Century

Time-Based

Outcome-Based

“ If we teach today as we taught yesterday, then we rob our children of tomorrow. ”

John Dewey / www.geckoandfly.com

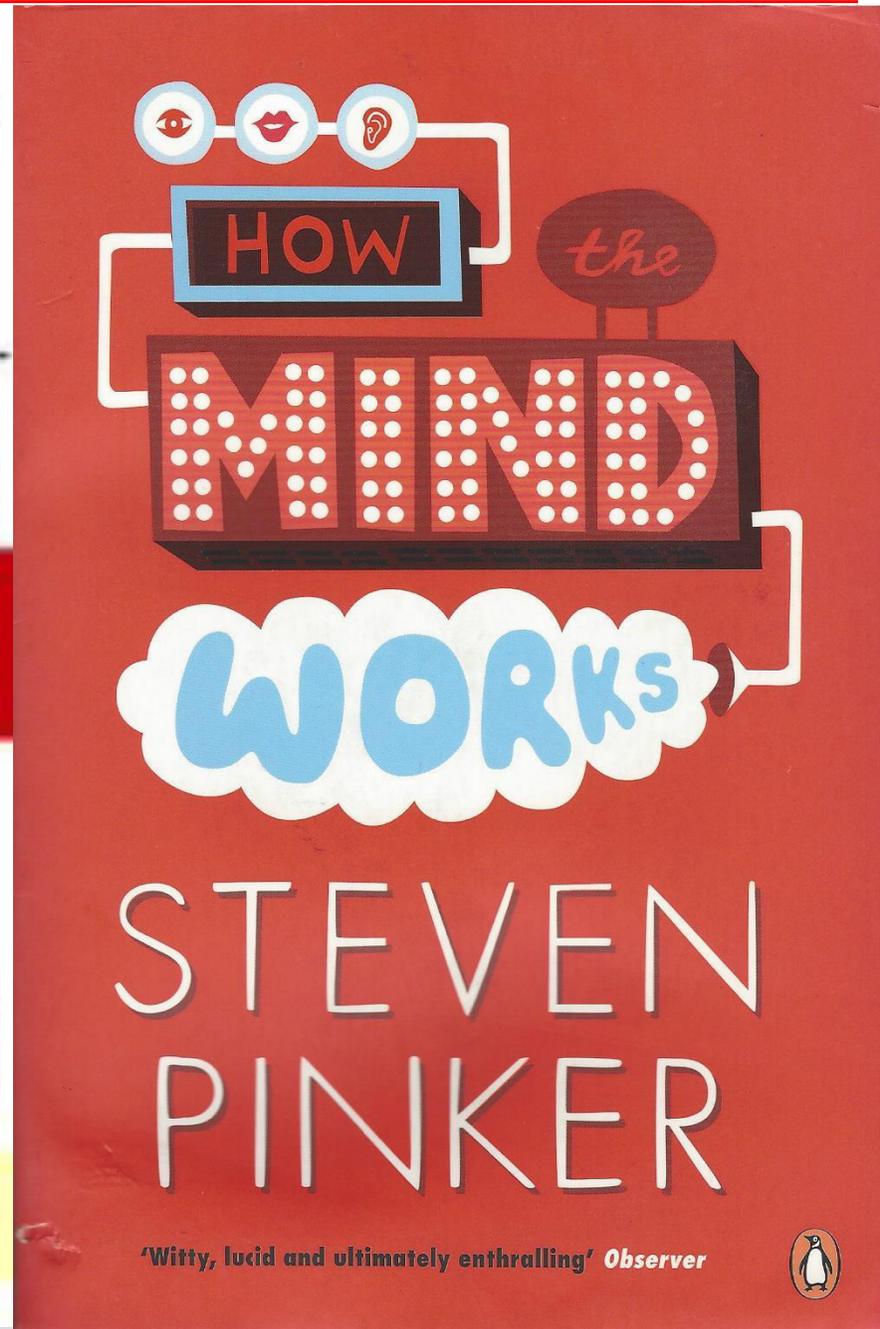
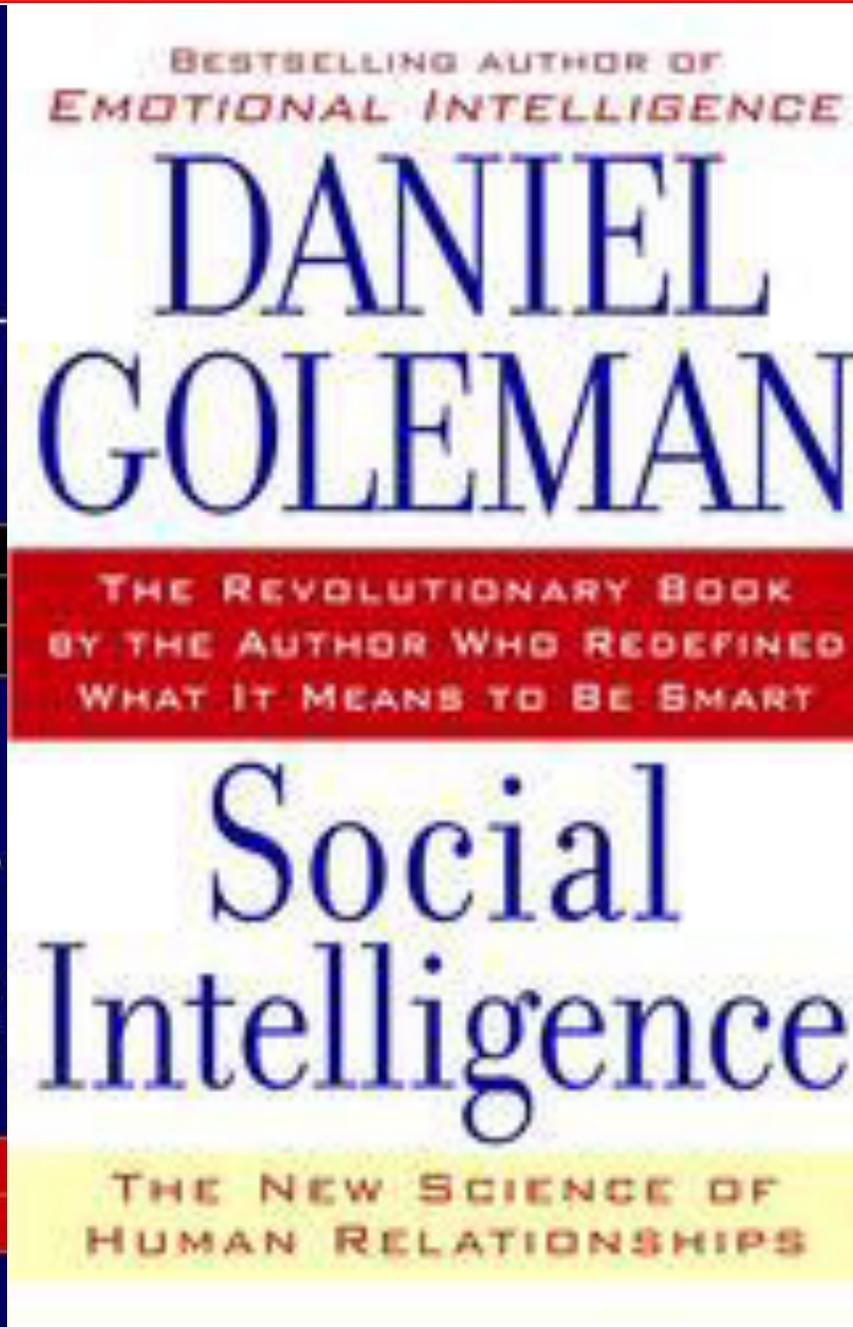
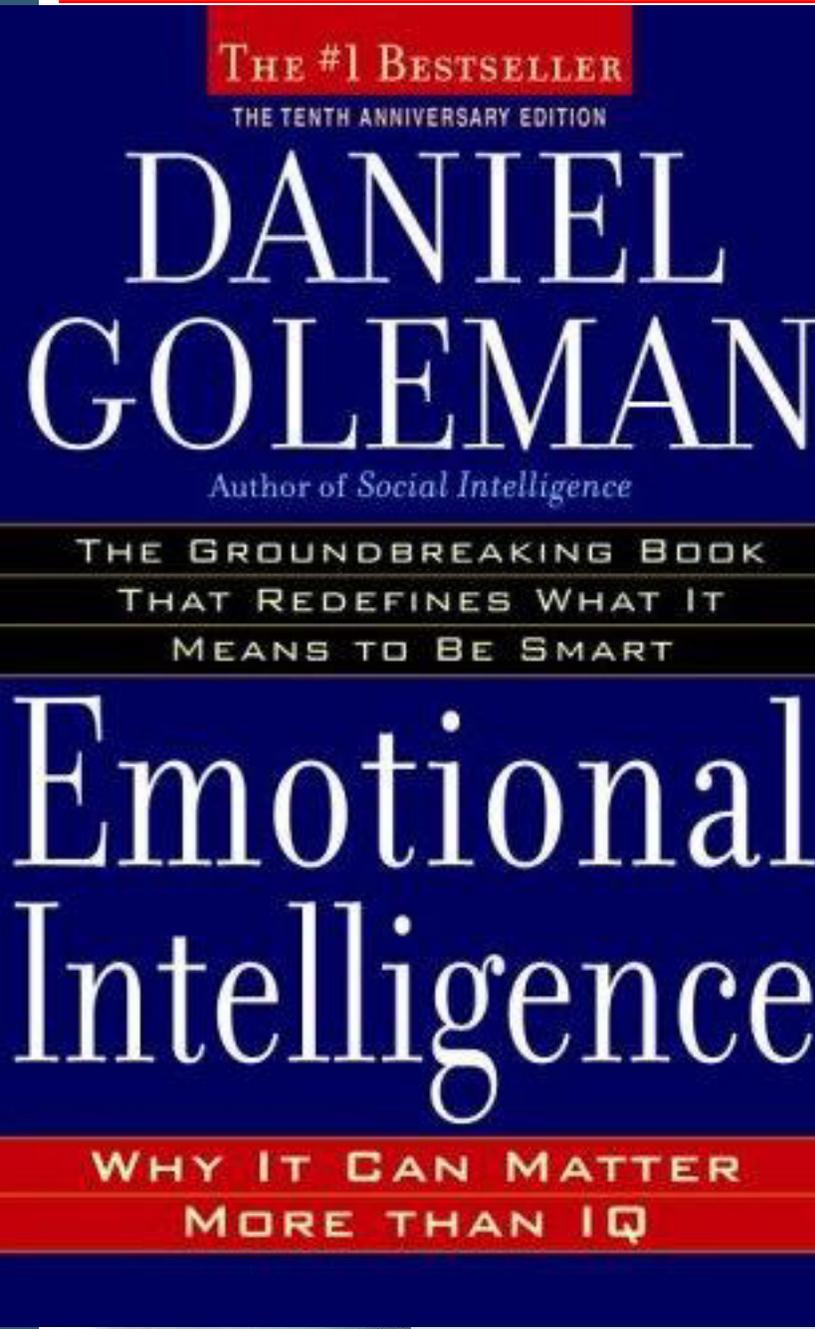
Isolation

Collaboration

Facts & Memorization

Higher-Order Thinking





'A lifetime's worth of wisdom'
Steven D. Levitt, co-author of *Freakonomics*

**The International
Bestseller**

**Thinking,
Fast and Slow**



Daniel Kahneman
Winner of the Nobel Prize

Benedict Carey

How

We

Learn

Throw out the rule book and
unlock your brain's potential

THE CAMBRIDGE HANDBOOK OF
**THE LEARNING
SCIENCES**

SECOND EDITION

Edited by R. Keith Sawyer



'A lifetime's worth of wisdom'
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Daniel Kahneman
Winner of the Nobel Prize



The Nature of Learning

**USING RESEARCH TO INSPIRE
PRACTICE**

Edited by **Hanna Dumont, David Istance
and Francisco Benavides**



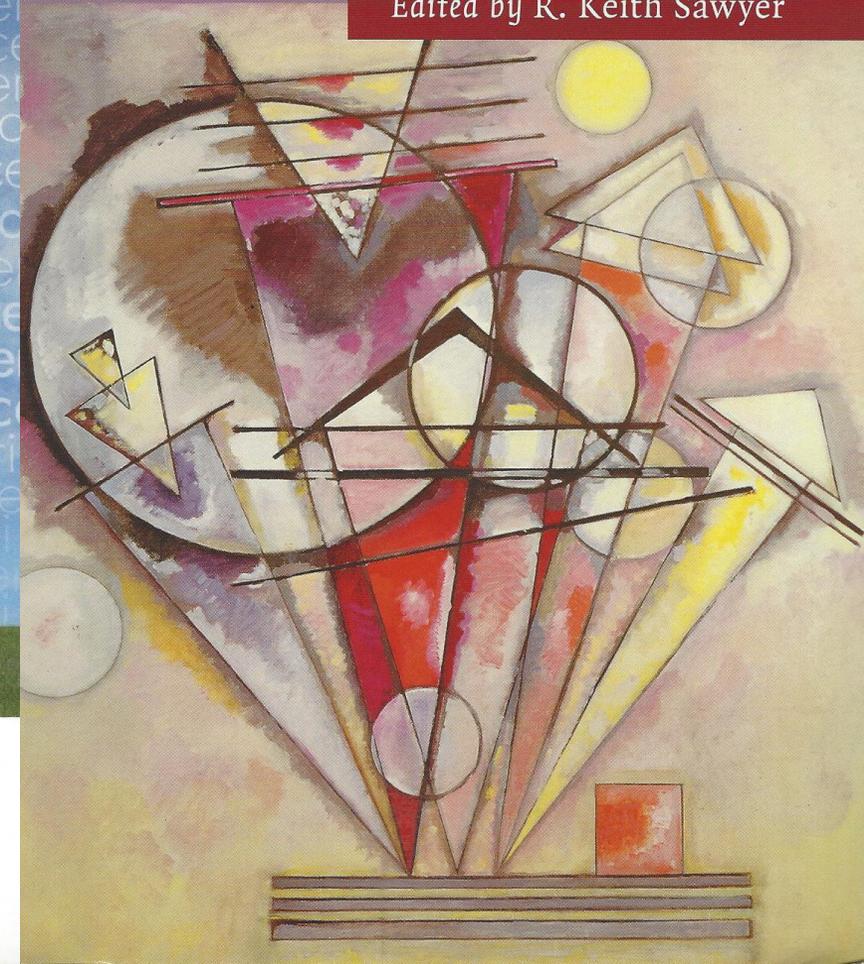
Centre for Educational Research and Innovation



THE CAMBRIDGE HANDBOOK OF THE LEARNING SCIENCES

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THE CAMBRIDGE HANDBOOK OF

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The Internat
Bestseller

Thinking
Fast and

Daniel Kahn
Winner of the Nobel Pri

THE ACTIVE LEARNING HANDBOOK

Think-pair-share: students pair up, discuss the material and prepare questions
Minute papers: students alone or in pair are asked to answer a question in writing
Quick quizzes: at the start or during a pause to assess comprehension
Muddiest point: students are asked to write down which part is least understood
Debates: students defend different viewpoints
Case studies & problem solving: students work in groups applying knowledge
Peer instruction: students prepare and present course material to the class
Flipped classrooms: students watch pre-recorded material/lecture at home beforehand

THE HANDBOOK OF
TRAINING
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Sawyer

'A lifetime's worth of wisdom'
Steven D. Levitt, co-author of *Freakonomics*

The Internat
Bestseller

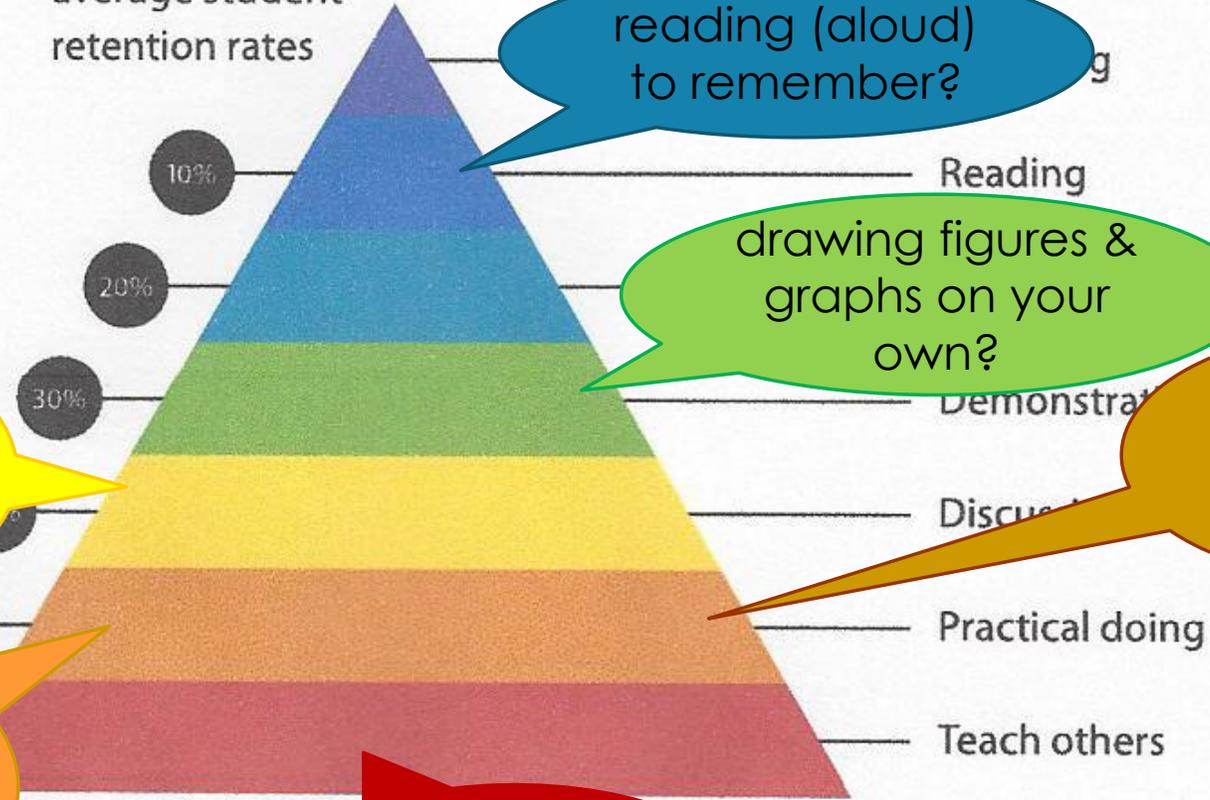
Thinking
Fast and

Daniel Kahn
Winner of the Nobel Pri

THE HANDBOOK OF
TRAINING
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Sawyer

Do you learn best by...

average student
retention rates



reading (aloud)
to remember?

drawing figures &
graphs on your
own?

discussing in
group
prepared
topics?

making new
exercises on
your own?

doing new
assignments
in group?

explaining it
to others?

Flipped classrooms: students watch material/lecture at home beforehand



THE FUTURE OF QA
Part 2

**The need of a new kind
of research**

Lucien Bollaert

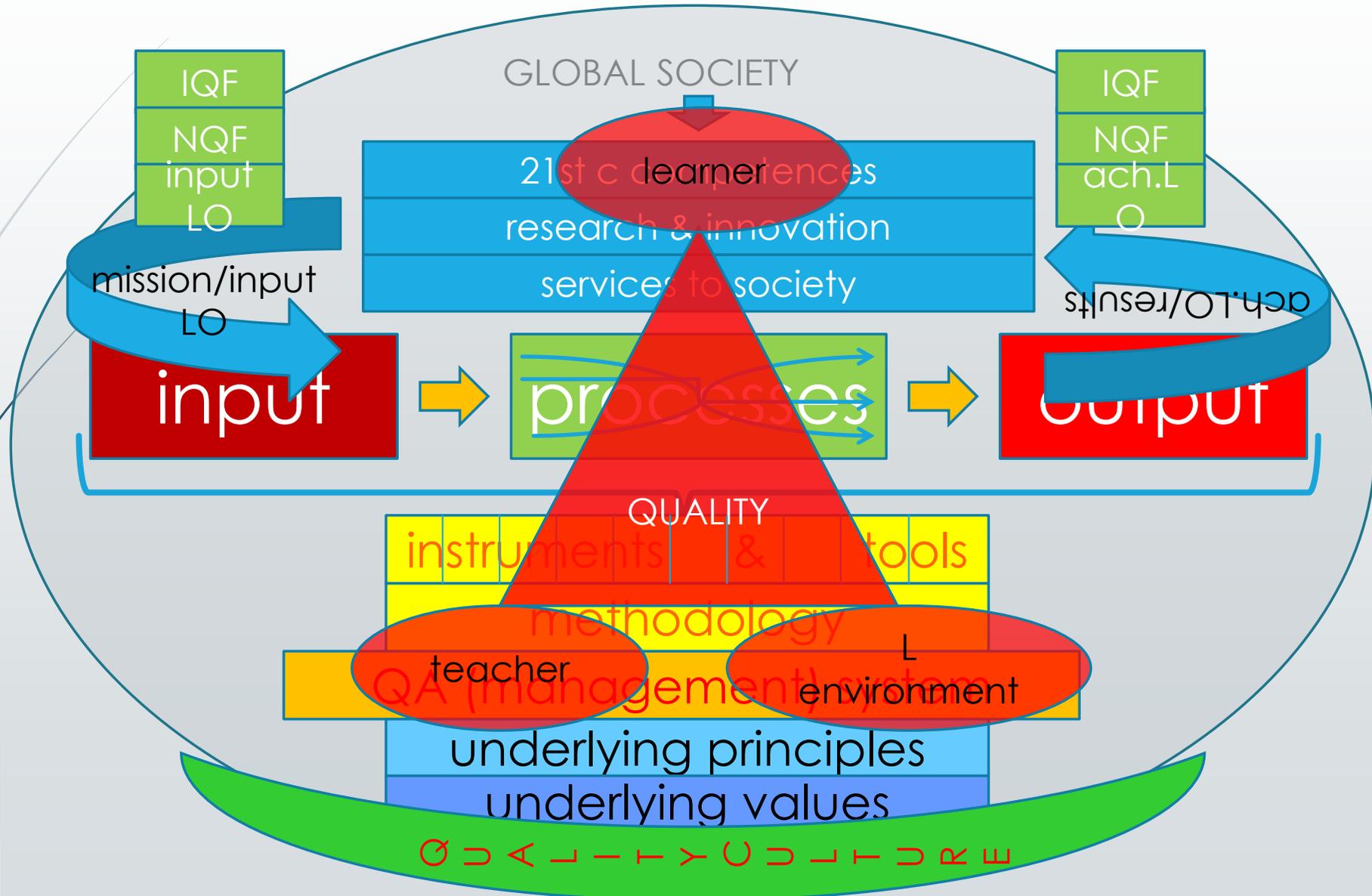
independent international QA expert
visiting professor | board member QAAs

IQAA Seminar on QA

6 April 2018

Astana | Kazakhstan

dimensions of quality & QA





- What is research (and development) (R&D)?
(OECD Frascati Manual 2015)

“Research and experimental development (R&D) comprise creative and systematic work undertaken in order to increase the stock of knowledge – including knowledge of humankind, culture and society – and to devise new applications of available knowledge.”

p. 44 & 378



Definitions:

- “**Basic research** is **experimental or theoretical** work undertaken primarily to **acquire new knowledge** of the **underlying foundations** of phenomena and observable facts, **without any particular application or use in view.**”
- “**Applied research** is **original investigation** undertaken in order to **acquire new knowledge**. It is, however, **directed primarily towards a specific, practical aim or objective.**”
- “**Experimental development** is **systematic work**, drawing on knowledge gained from research and **practical experience** and **producing additional knowledge**, **which is directed to producing new products or processes or to improving existing products or processes.**”





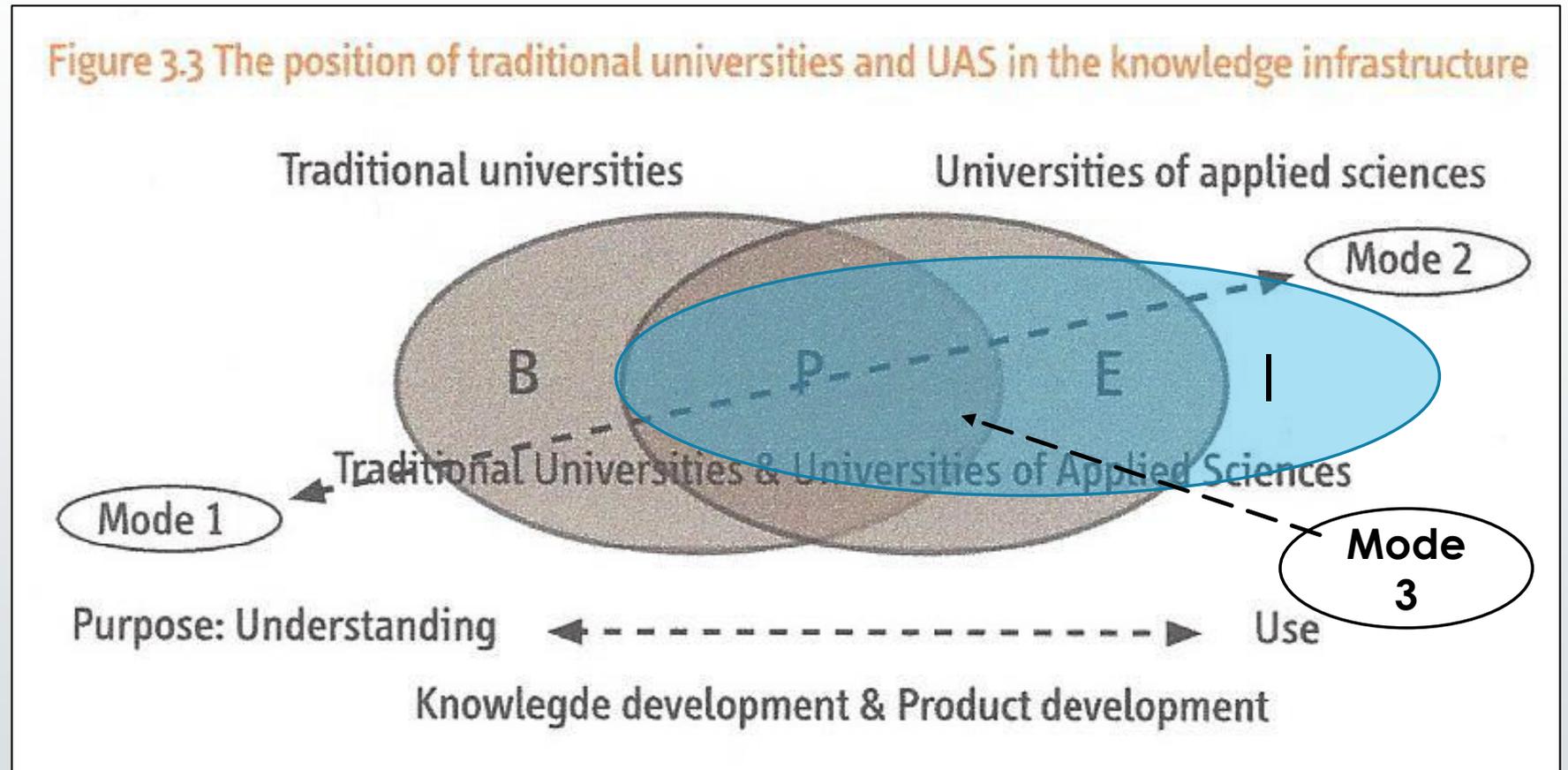
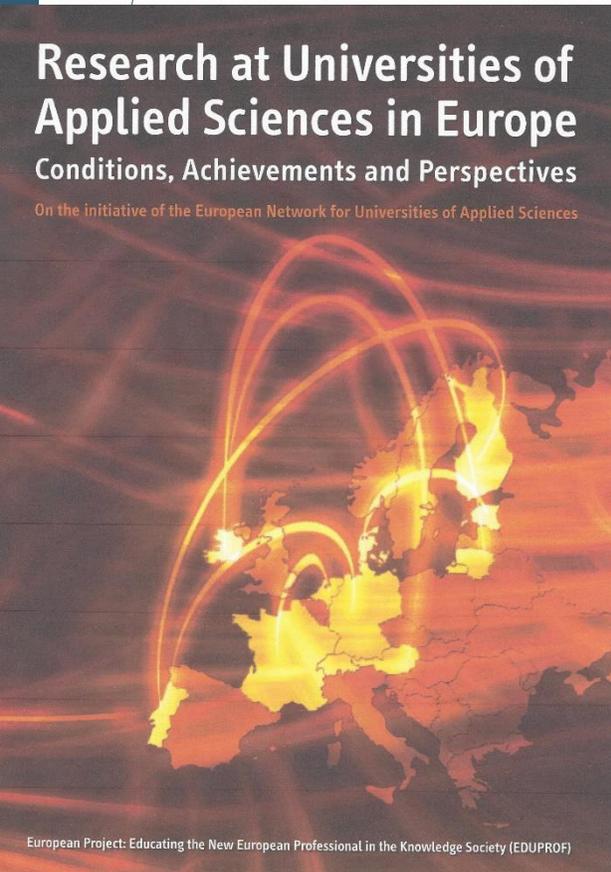
- What is the difference between basic research and applied research? (OECD Frascati Manual 2015)

- “2.38 The **relationship** between basic research, applied research and experimental development has to be seen within a **dynamic perspective**. (...) This **dynamic interaction between knowledge generation and the solution of problems links basic and applied research and experimental development.**”

p. 53

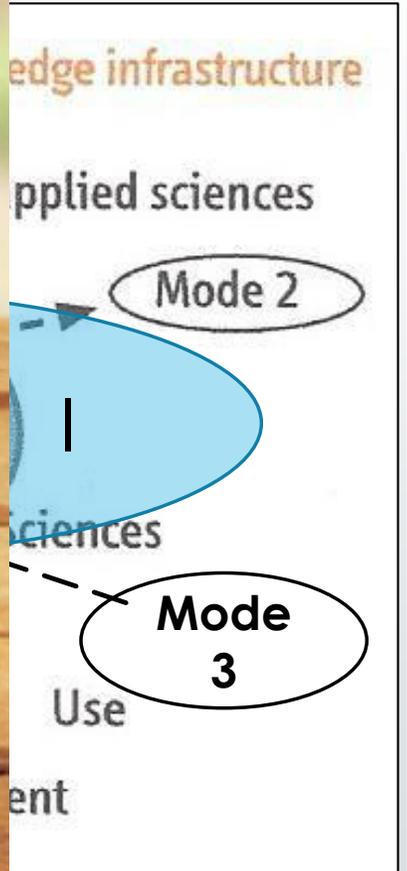
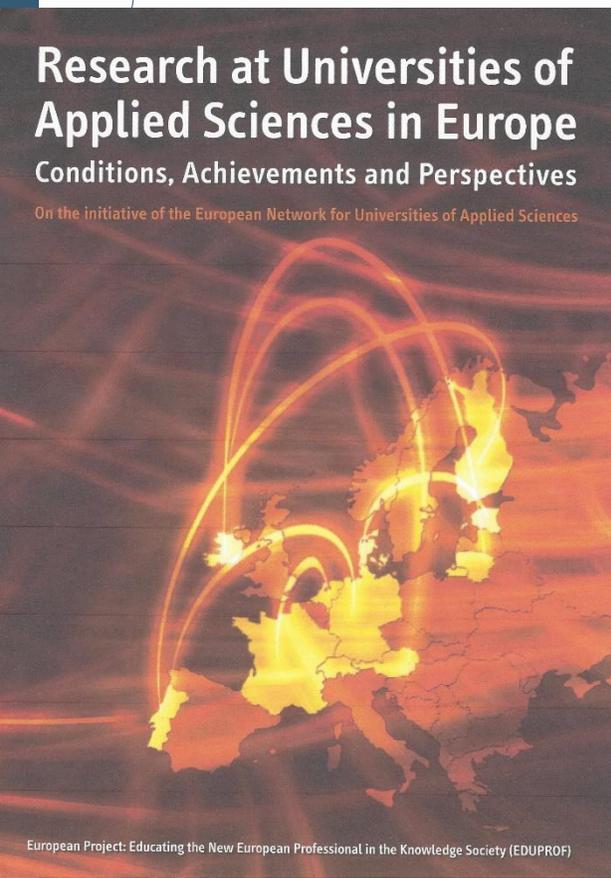


Research is a continuum



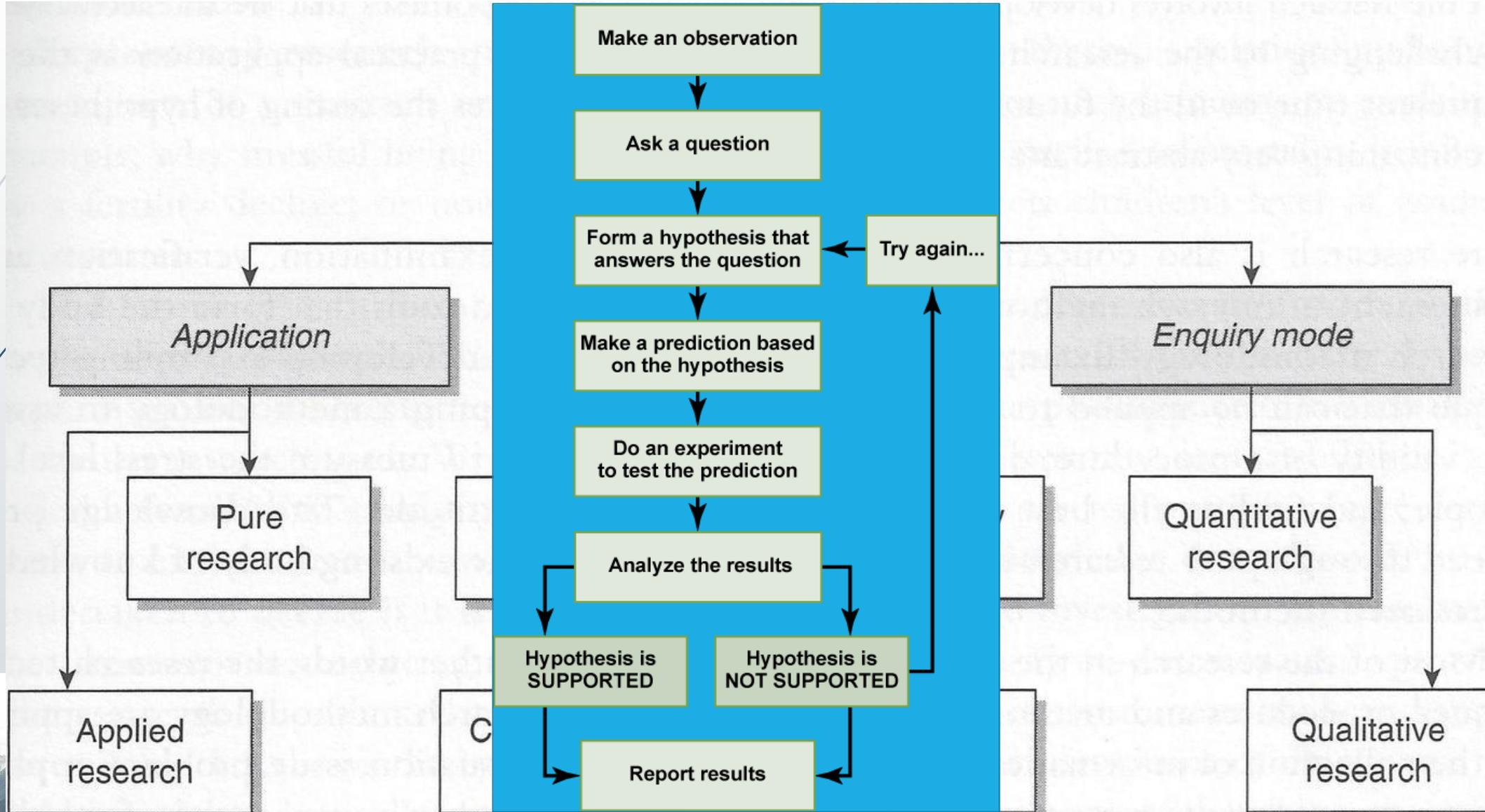
(CHEPS) de Weert, E. & Soo, M. (2009), *Research at Universities of Applied Sciences in Europe: Conditions, Achievements and Perspectives*, Twente, p. 19



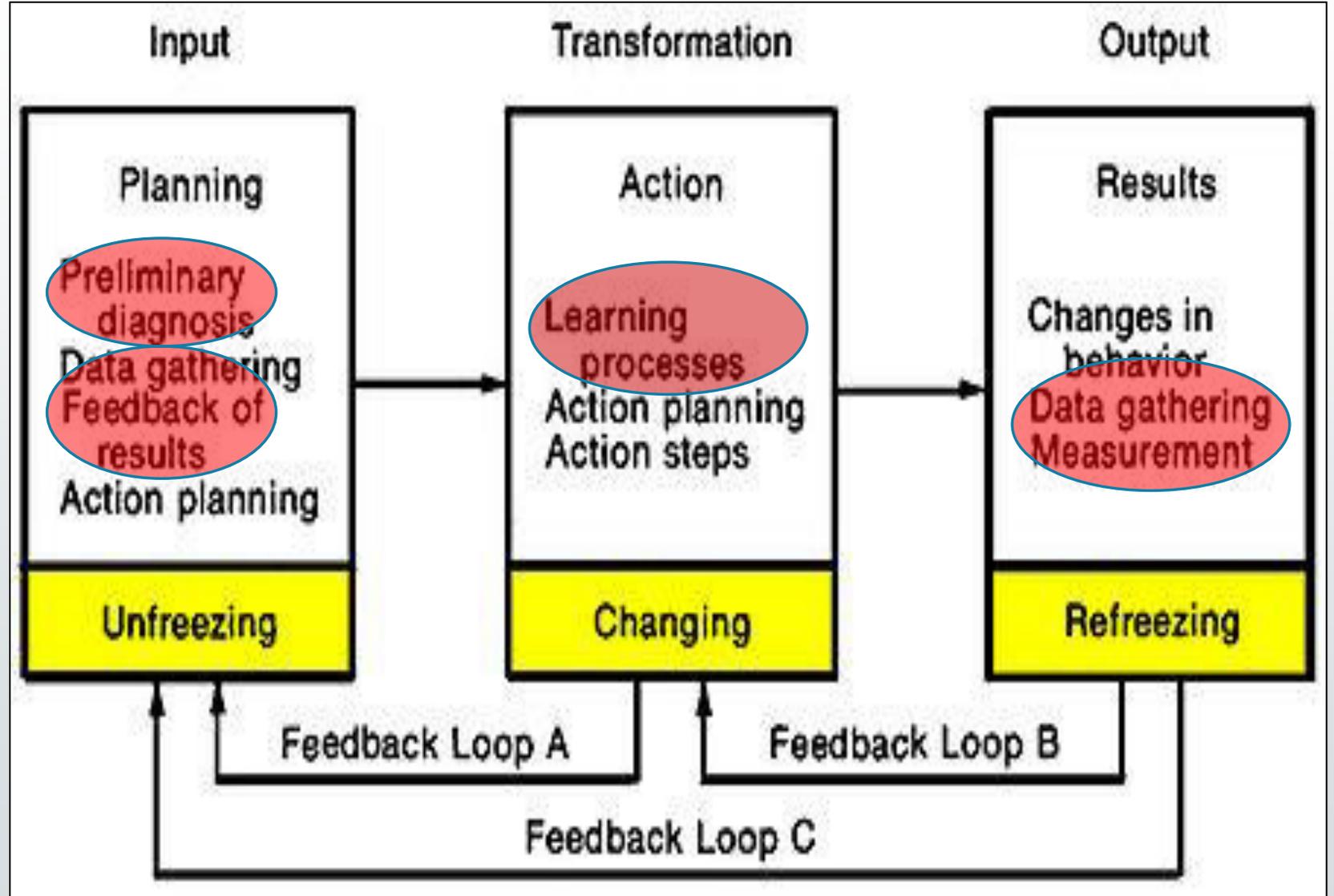


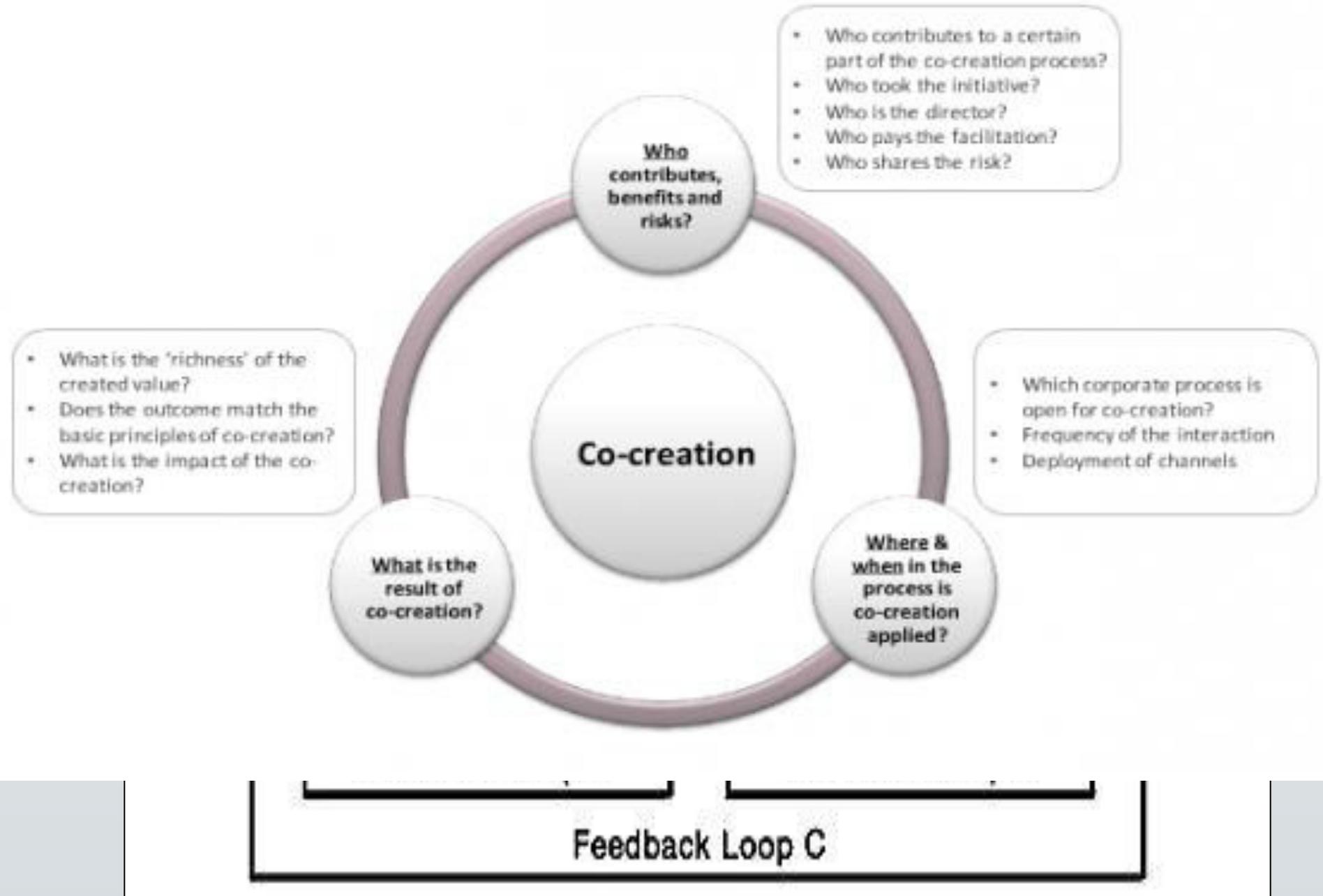
	Traditional science = mode 1 (before WWII)	"Big science" = mode 2 (1940s – 1980s)	Innovative science = mode 3 (since 1990s)
Modes			
Types of knowledge	Disciplinary	Multidisciplinary	Transdisciplinary with (digital) technology & informatics
Organisational form	Individuals & research groups	R&D departments & institutes	Ad hoc international projects & networks
Location	Universities and research institutes	R&D industry & Research institutes	Profit & social profit organisations with centres of excellence
Values	Academic values	Bureaucratic	Entrepreneurial
Research & application	Separation knowledge production & application	Integration knowledge production & application	Focused on external problem-solving through innovation
QA	Internal quality control	External quality control	Social relevance = Impact

there are many types of research, but...

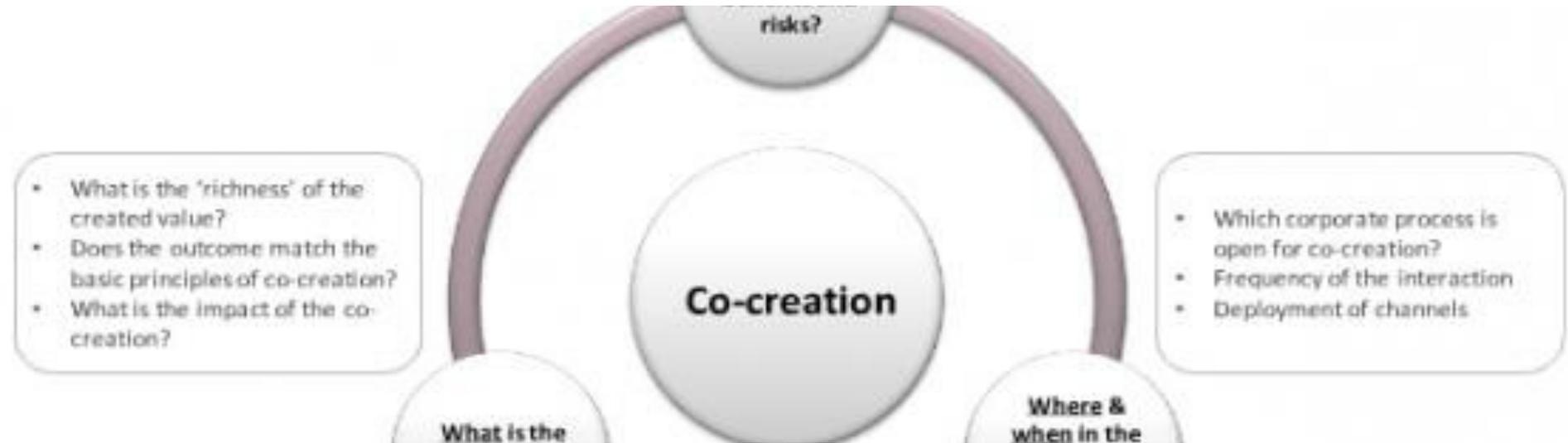


action research





The future “Knowledge co-creation is a kind of **knowledge development** whereby researchers of **different scientific disciplines** work together with **social stakeholders**. Knowledge co-creation is oriented towards the development **concrete action options** within **social or communal problems**.”



“The 3 corresponding questions linked to those kinds of knowledge are: *Where are we going to? (aim), How are we going? (system), and Where to next? (transformation)*. The knowledge though remains to be evidence-based. **Action or co-research thus connects and intertwines evidence-based research with evidence-based action.**”

Bollaert, L. (2014, 2018 2nd edition, *A Manual for Internal Quality Assurance in Higher Education*, EURASHE/Brussels, p. 43

UNESCO's "KNOWLEDGE FOR CHANGE" (K4C)

international project launched at Dehli, November 2017

Training the Next Generation of
Community Based Researchers

A Guide for Trainers

Rajesh Tandon, Budd Hall, Walter Lepore and Wafa Singh

2016

- ✓ The critical missing step in the implementation plans for **UN Sustainable Development Goals (SDGs)** is a process whereby **academics and community-based knowledge workers can co-create knowledge that is locally contextualised and globally significant.**
- ✓ **Participatory research** is described by the project as an approach to **knowledge creation, learning and action that generates knowledge** in response to the **issues and challenges articulated by the community itself.**
- ✓ **Community-based participatory research** recognises that HEIs do not hold a monopoly on knowledge creation and that, in and of themselves, traditional approaches to research will prove insufficient to the challenges of the UN SDGs.

QA in HE
quality as added value



“2.75 Educational and training **institutions below the tertiary level** focus their resources on teaching and, as a result, have a very low likelihood of being involved in R&D projects. On the other hand, **in higher education institutions research and teaching are always very closely linked**, as most academic staff undertake both, and many buildings, as well as much equipment, serve both purposes. 2.76 Because **the results of research feed into teaching, and because the information and experience gained in teaching can often result in an input to research**, it is difficult to define where the education and training activities of higher education staff and their students end and R&D activities begin, and vice versa.”

Frascati Manual 2015, p. 67





THE FUTURE OF QA
Part 2

**Towards a new vision
and mission of HE(Is)**

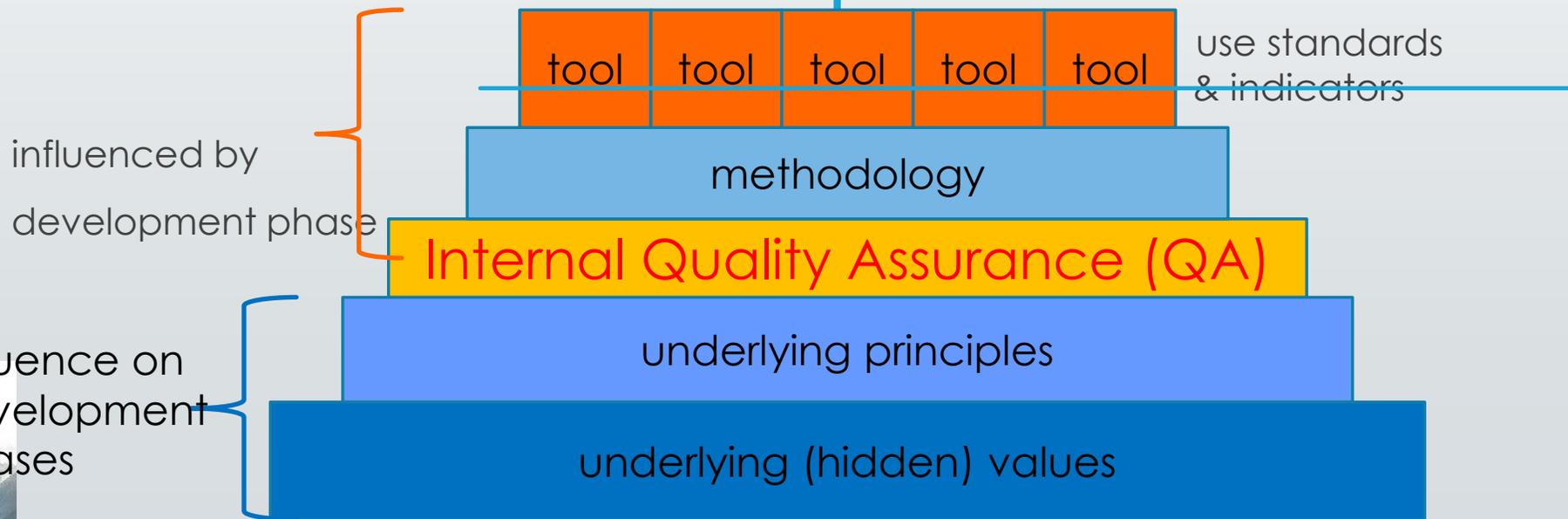
Lucien Bollaert

independent international QA expert
visiting professor | board member QAAs

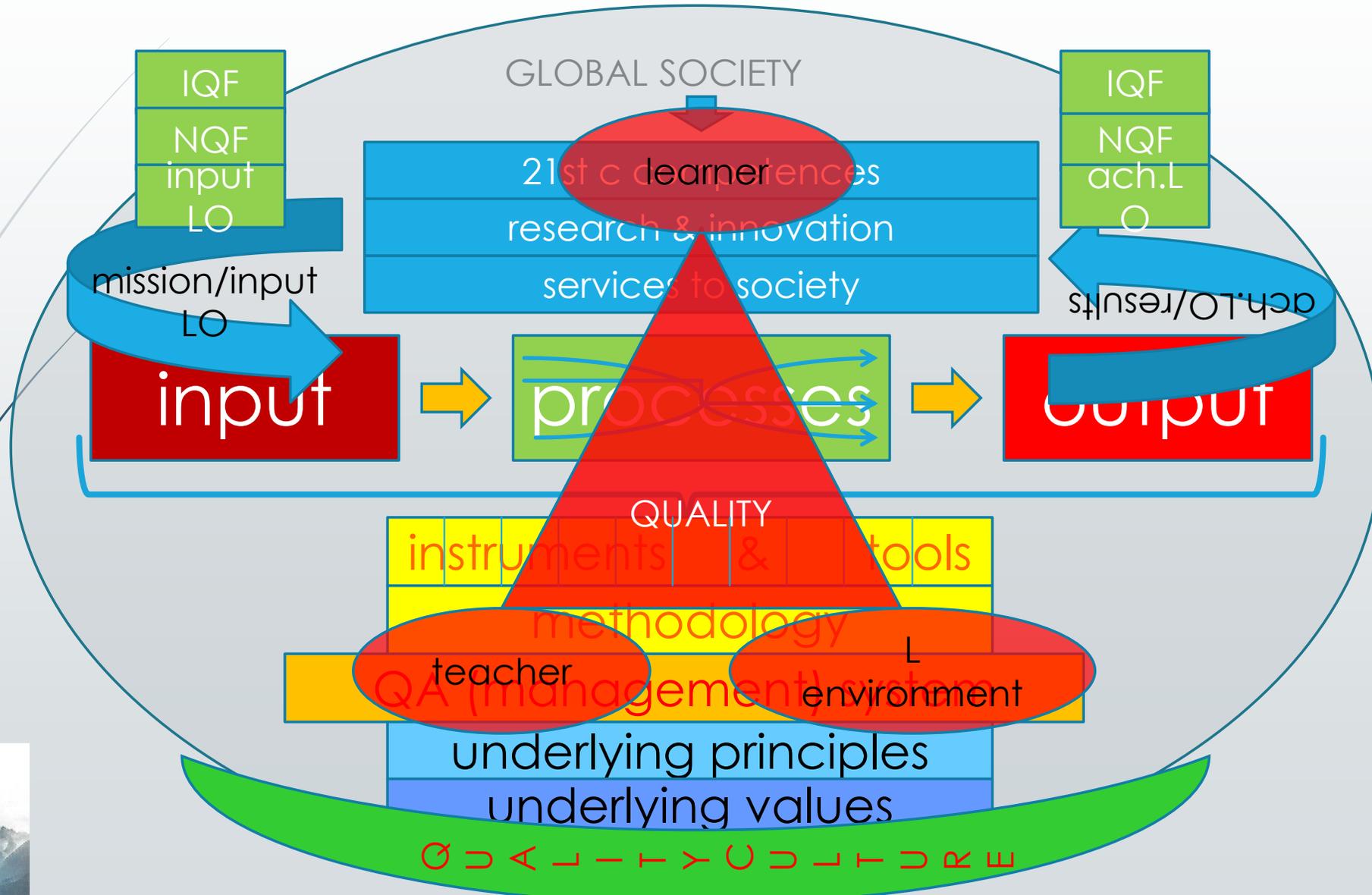
IQAA Seminar on QA

6 April 2018

Astana | Kazakhstan



dimensions of quality & QA



Characteristics of HE in EHEA

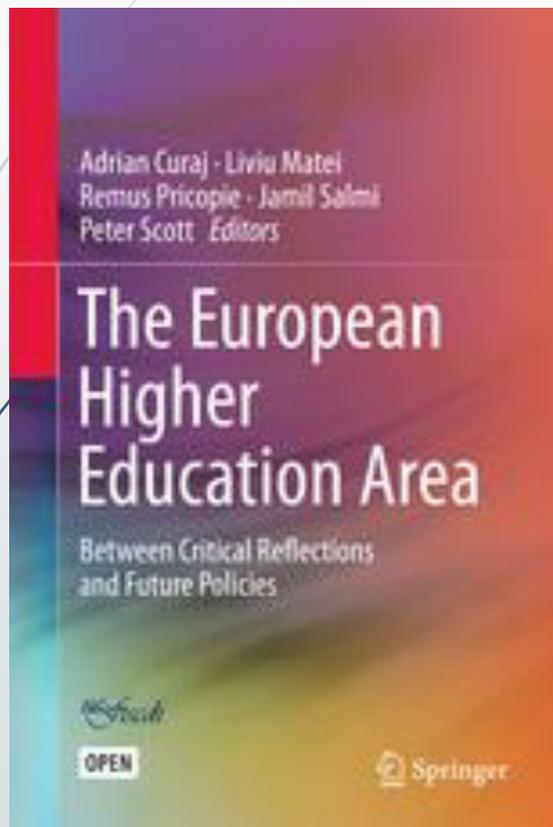
- ✓ **DIVERSITY** in (historical & national) context, in vision & mission, in strategy, in teaching & research, in practice & culture;
- ✓ In majority **PUBLIC**, but with fixed 3 means of income: state/region + tuition + contracts (in competition);
- ✓ Academic **AUTONOMY** within **NATIONAL** policy;
- ✓ National external quality (**EQA**) system inspired by ESG;
- ✓ **STAKEHOLDER MODEL**, internal (students & staff), external (society, employers, parents, ...);
- ✓ **Teaching & research & social impact;**
- ✓ **Democratic leadership;**
- ✓ **Equal opportunities** based on talents;
- ✓ Underpinned by **shared values & beliefs** :
 - individual development;
 - key role in human, social and economic development;
 - knowledge creation & sharing.

Characteristics of HE in EHEA

- ✓ **DIVERSITY** in (historical & national) context, in vision & mission, in strategy, in teaching & research, in practice & culture **vs globalisation of knowledge society**;;
- ✓ In majority **PUBLIC**, but with fixed 3 means of income: state/region + tuition + contracts (in competition) **vs prolonged crisis & lump sum**;
- ✓ Academic **AUTONOMY vs NATIONAL** policy;
- ✓ National external quality (**EQA**) system inspired by **revised ESG & international QA**;
- ✓ **STAKEHOLDER MODEL**, internal (students & staff), external (society, employers, parents, ...) **vs world of work**;
- ✓ **Teaching & research & social impact vs learning & co-creation & community impact**;
- ✓ **Democratic leadership vs new public management with CEO**;
- ✓ **Equal opportunities** based on talents **vs selection for excellence**;
- ✓ Underpinned by **shared values & beliefs vs rankings & immigrants**:
 - individual development **vs employable citizen**;
 - key role in human, social and economic development **via innovation**;
 - knowledge creation & sharing **vs new research modes & open access**.

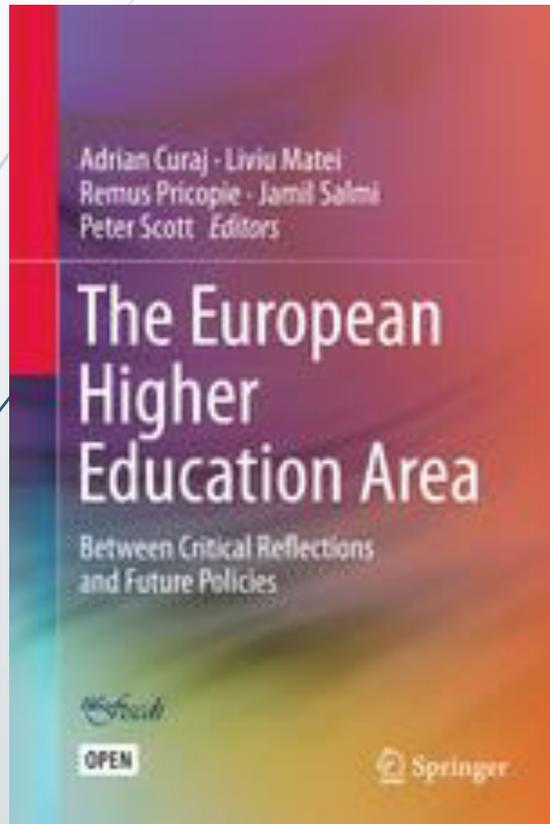
The Future of HE in Europe :

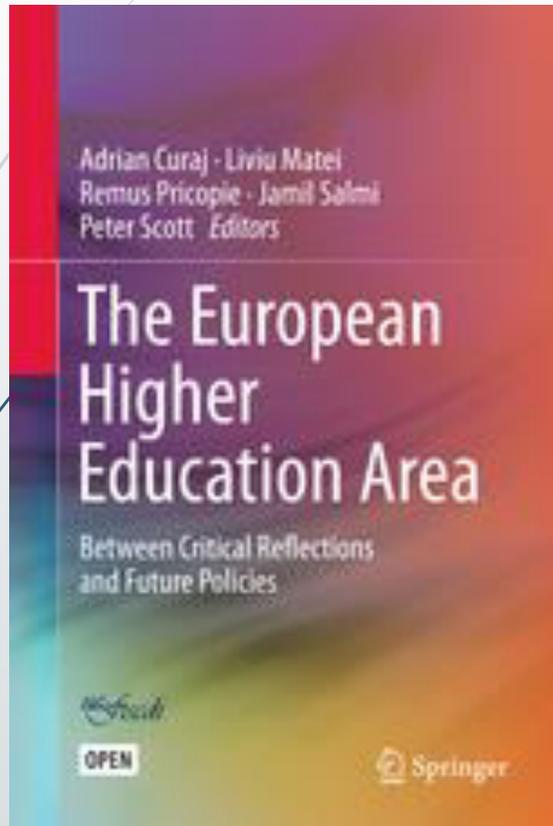
- “Currently, these policies and tools might not represent the best answer to the question “are we ready for the future?” This situation makes a **fundamental re-thinking of how a European common space for higher education could continue** necessary. For this, we could build on the positive experiences and achievements to date.”
- “For that, however, a **new vision is needed**, not just technical adjustments.”
- “(...) inform decision-making and practical action, coordinated or individually, in order to address new and emerging national challenges, first, and then also European challenges.”
- “It is important to acknowledge that a European common space for higher education can continue to exist and play a positive role in



Most challenging recommendations :

- Study more thoroughly the impact of various funding policies and tools on a more structured approach in gathering data and involving the HE sector and considering regional inequalities.
- **Promote and reward good teaching**, including through appropriate funding policies & incentives.
- Further research identification & needs of underrepresented groups in HE to provide better support measures.
- Countries & HEIs should have internationalization strategies based on more evidence-based research.
- **All EHEA students should benefit from the same conditions as the EU students to internationalise.**



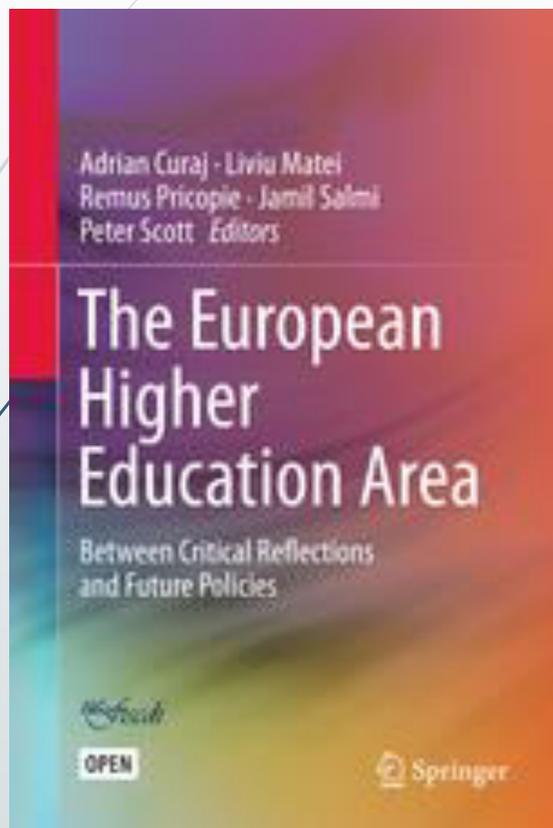


Most challenging recommendations :

- Develop national and international comparative data systems.
- Create efficient mechanisms to study and assess the impact of internal activities and work in relation to external factors, to support **the achievement of the institutional mission**.
- Explore further the links between research and policy making at institutional, national and European level.
- Explore the feasibility of a **Global Recognition Convention** (see Lisbon Convention and UNESCO).



Most challenging recommendations :



- Redefine the core objectives of the Bologna Process
- More cross-country projects in (excellence in) teaching and learning, and translating scholarship into policy and practice.
- Develop indicators to demonstrate the 3rd mission and sustainability.
- Develop strategies and data to improve the social dimension and LLL.



EHEA

- ✓ As a public service
- ✓ Inclusive collectivism
- ✓ Teacher-centred
- ✓ Knowledge & skills
- ✓ Democracy

- ✓ Stakeholders' model
- ✓ Academic freedom
- ✓ National within Bologna
- ✓ Critical citizenship
- ✓ Sustainability
- ✓ Focus on process
- ✓ Qualitative



USA

- ✓ As a private product
 - ✓ Individualism
- ✓ Student-centred
- ✓ Competences
- Law of the jungle... with financial help
- ✓ Management model
 - ✓ Contract-driven
- ✓ State within federalism
 - ✓ Entrepreneurial leadership
 - ✓ Alumni
- ✓ Focus on results
 - ✓ Quantitative





- “We prepare the leaders of tomorrow.”
- “We nurture lifelong learners.”
- “We aim to have a global impact, while serving our local community.”



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our university stakeholders and key publics” 92

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- 
- Gallup (2015) found that more than 50% of vision or mission statements of HEI share striking similarities, regardless of size, public or private, land-grant status or religious affiliation, or for-profit or not-for-profit.
 - They may accurately represent the broad views and aspirations of education leaders and their institutions, and they probably differentiate the institutions from financial services and retail companies...
 - BUT THEY OFFER LITTLE GUIDANCE TO CURRENT AND FUTURE STUDENTS (and staff).

GALLUP'S RECOMMENDATIONS :

- Establish a clear and differentiated purpose by answering the questions: “*Why do we exist?*” and “*What value do we provide to the world?*”.
- Align the brand by telling the outside world what the institution is and what it will deliver. (see mission)
- Support identity with engaged culture primarily including the student experiences that should support the HEI's purpose and brand.

New vision, mission & (strategic) policy of HE(I)

- Traditionally :
 - Education :
 - Research :
 - Social services/community impact :



Our kind of world:

- internationally, universally, globally interconnected
- non-controllable increase of knowledge
- digital and informatical
- multi-centred
- wider gap between rich and poor
- spread economic tension causing (im)migration and risk of war
- climate changing
- demographically changing
- multi-(culturally & religiously) diverse
- multi-(philosophically) belief and values

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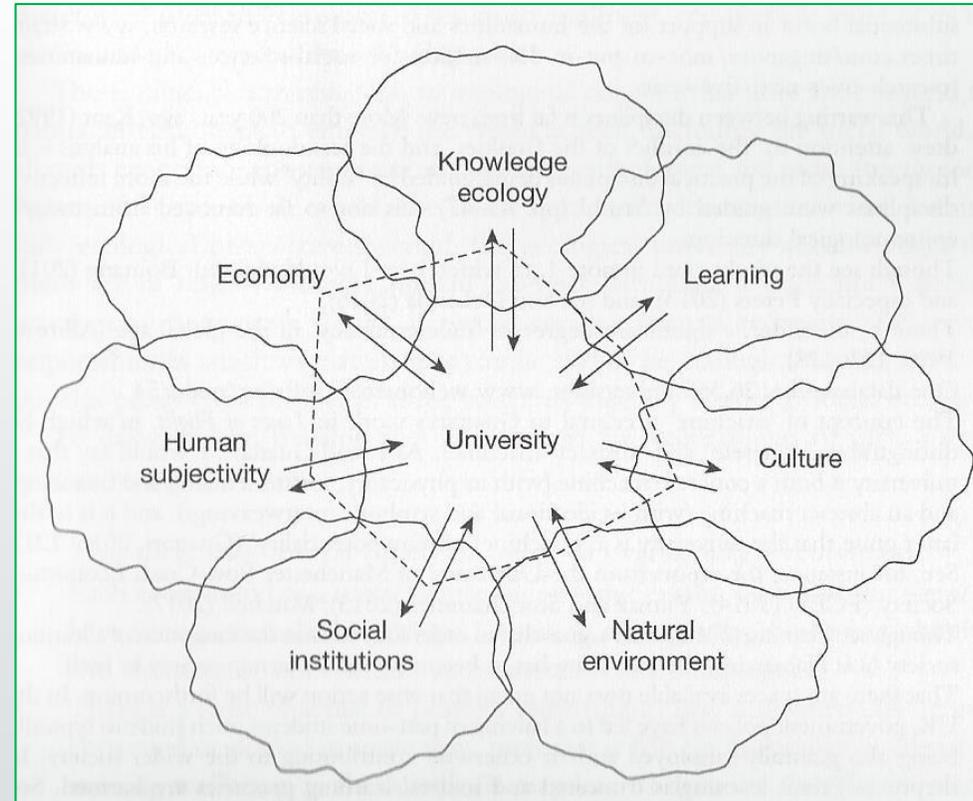
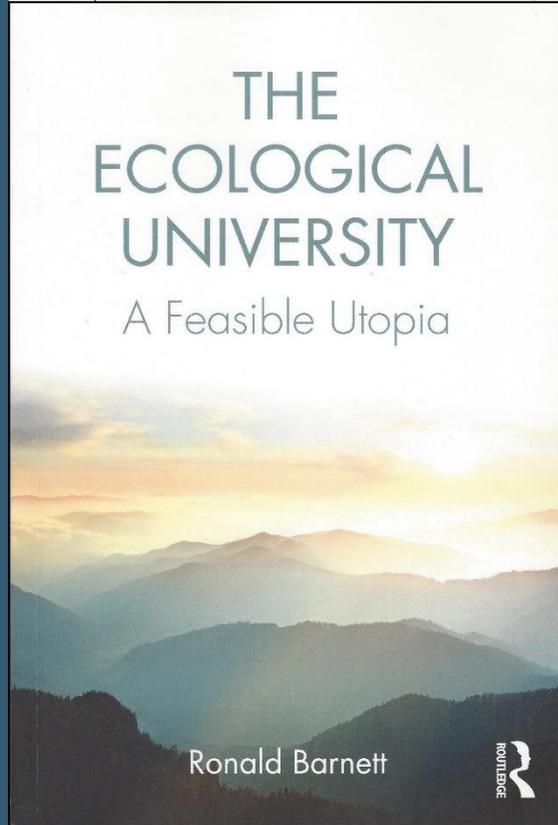


New vision, mission & (strategic) policy of HE(I)

- Traditionally :
 - Education :
gone **global** with new stress on global **competences** fit for global **knowledge society** of the 21st century
 - Research :
more **global** than ever through **rankings** new **continuum from fundamental to applied** fit for global challenges & **innovation**
 - Social services/community impact :
from **regional to global community**
- New vision & mission?
 - HE(I) as a open & global eco-community of co-creation with all the stakeholders underpinned by a quality culture

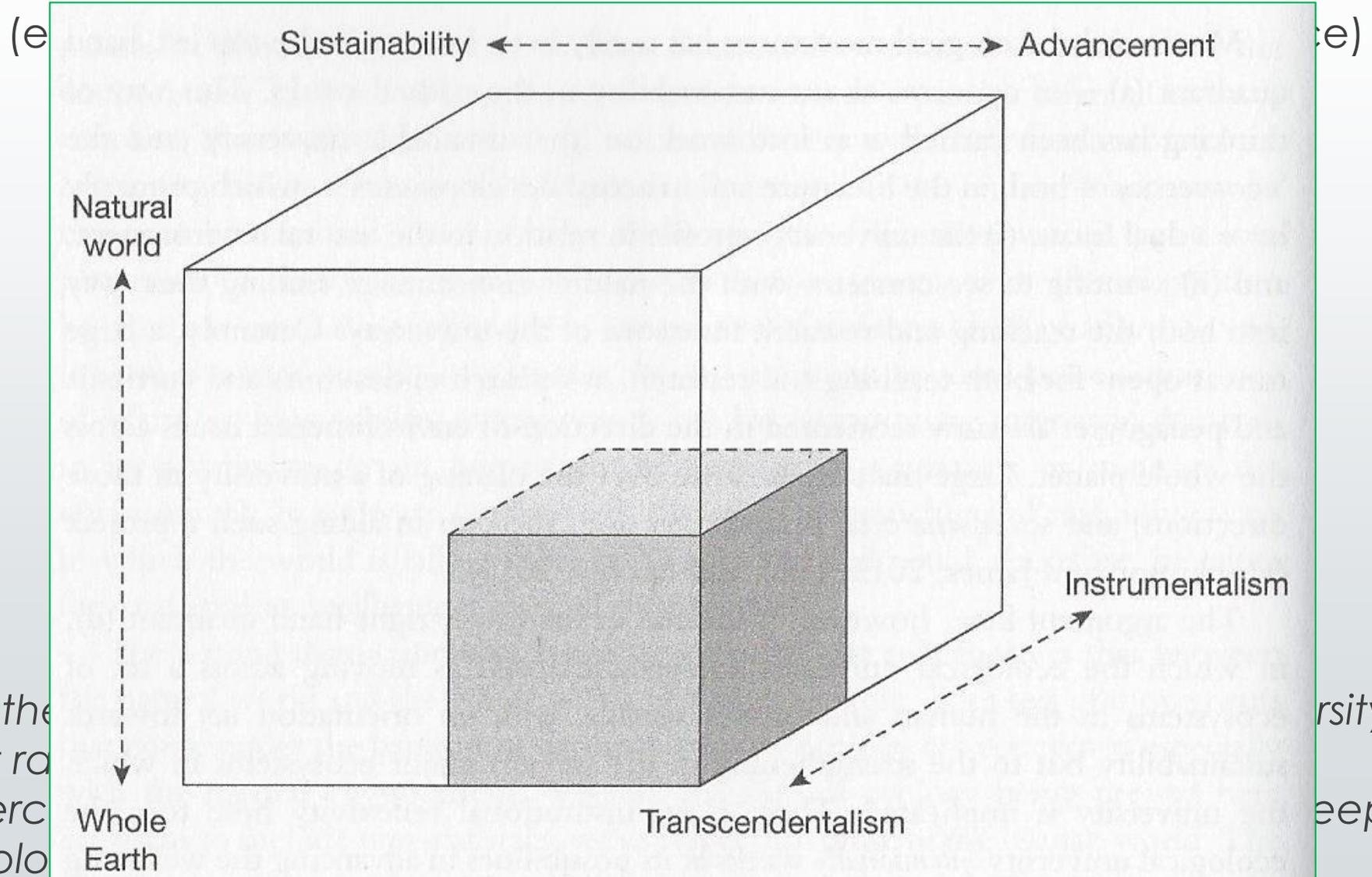
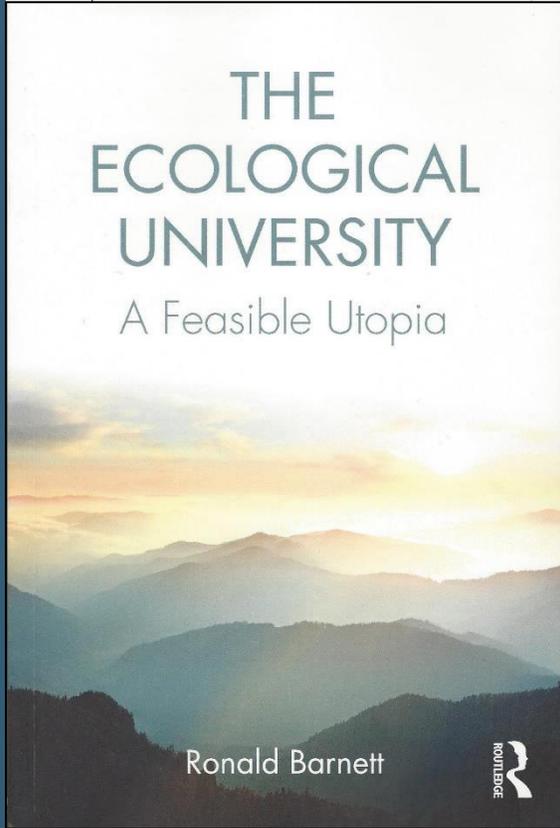


The ecological university as feasible utopia (R. Barnett):
 (eco-system = aspects of the world that possess a loose coherence)



"In the 21st century, these ecosystems do not stand outside the university, but rather, they and the university flow into each other. Through this interconnectedness, these ecosystems have come to constitute a 'deep ecology' of the university." (p. 9)

The ecological university as feasible utopia (R. Barnett):



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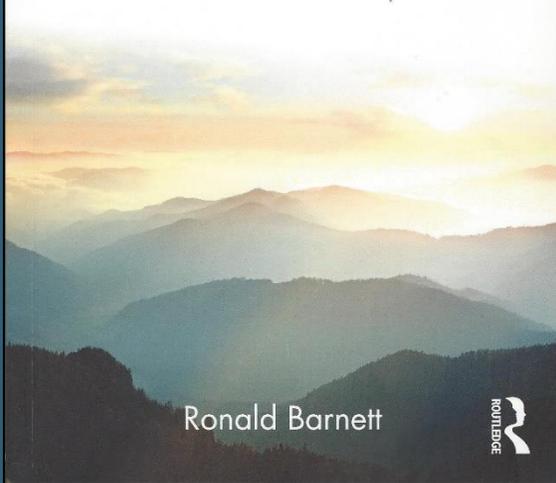


The ecological university as feasible utopia (R. Barnett):

(e Sustainability ←-----→ Advancement e)

THE ECOLOGICAL UNIVERSITY

A Feasible Utopia



Ronald Barnett



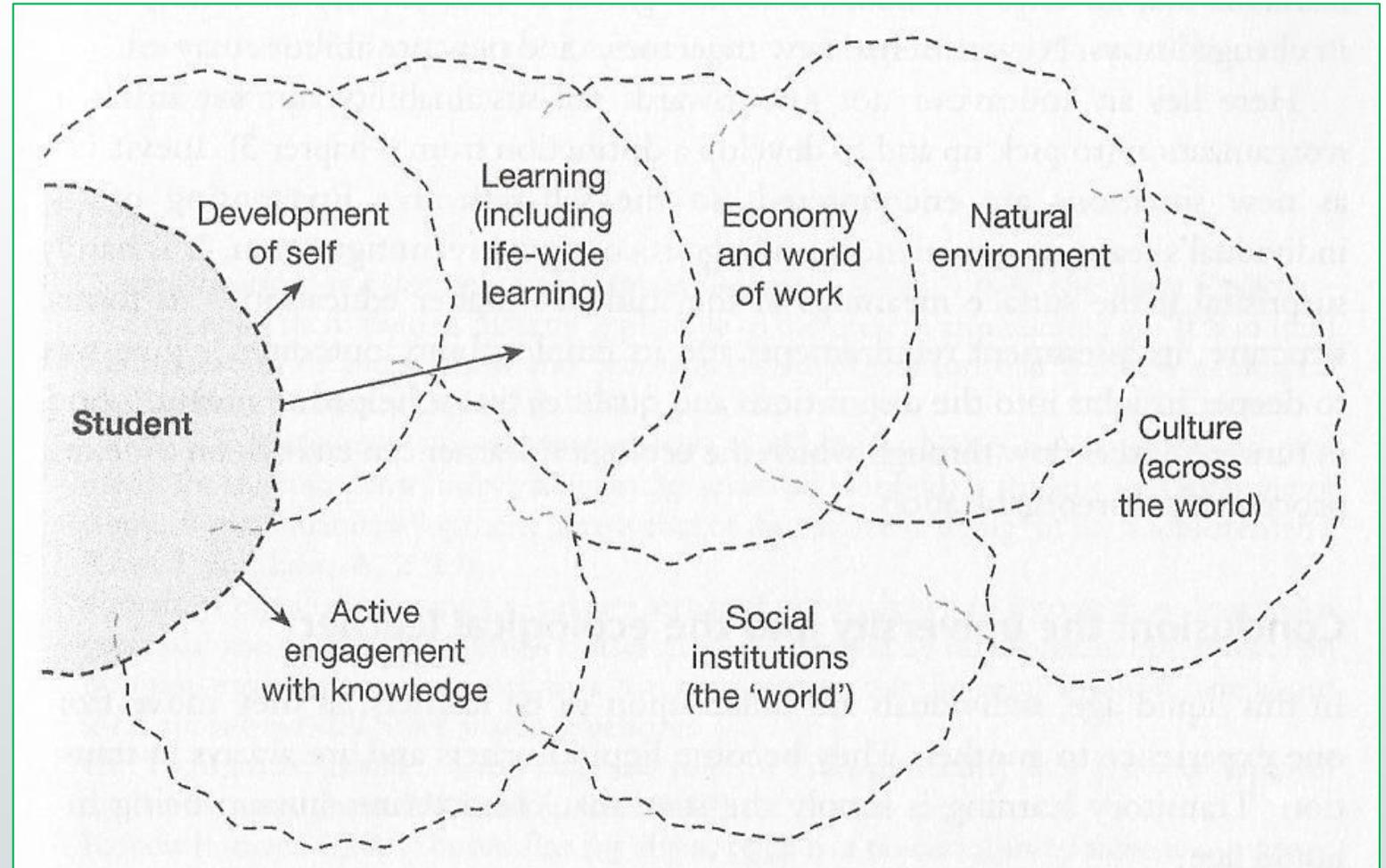
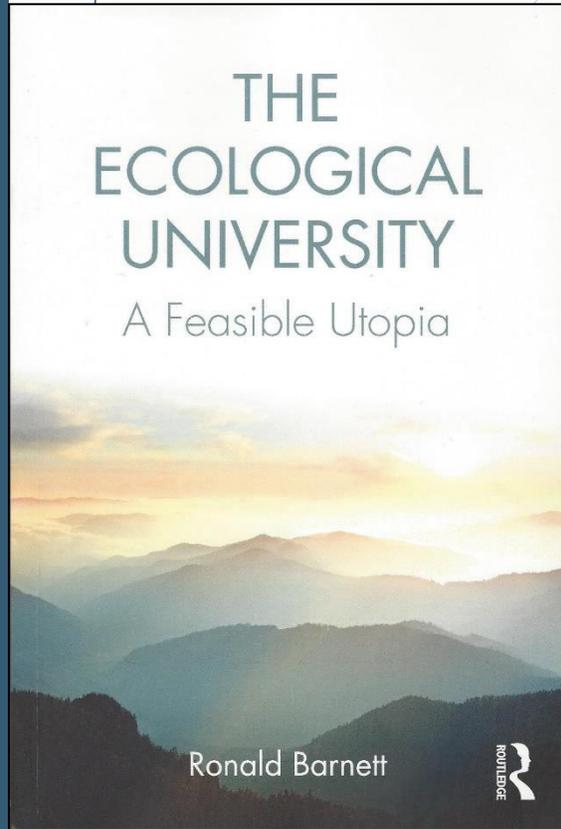
QA in HE
quality as added value



The ecological university is...

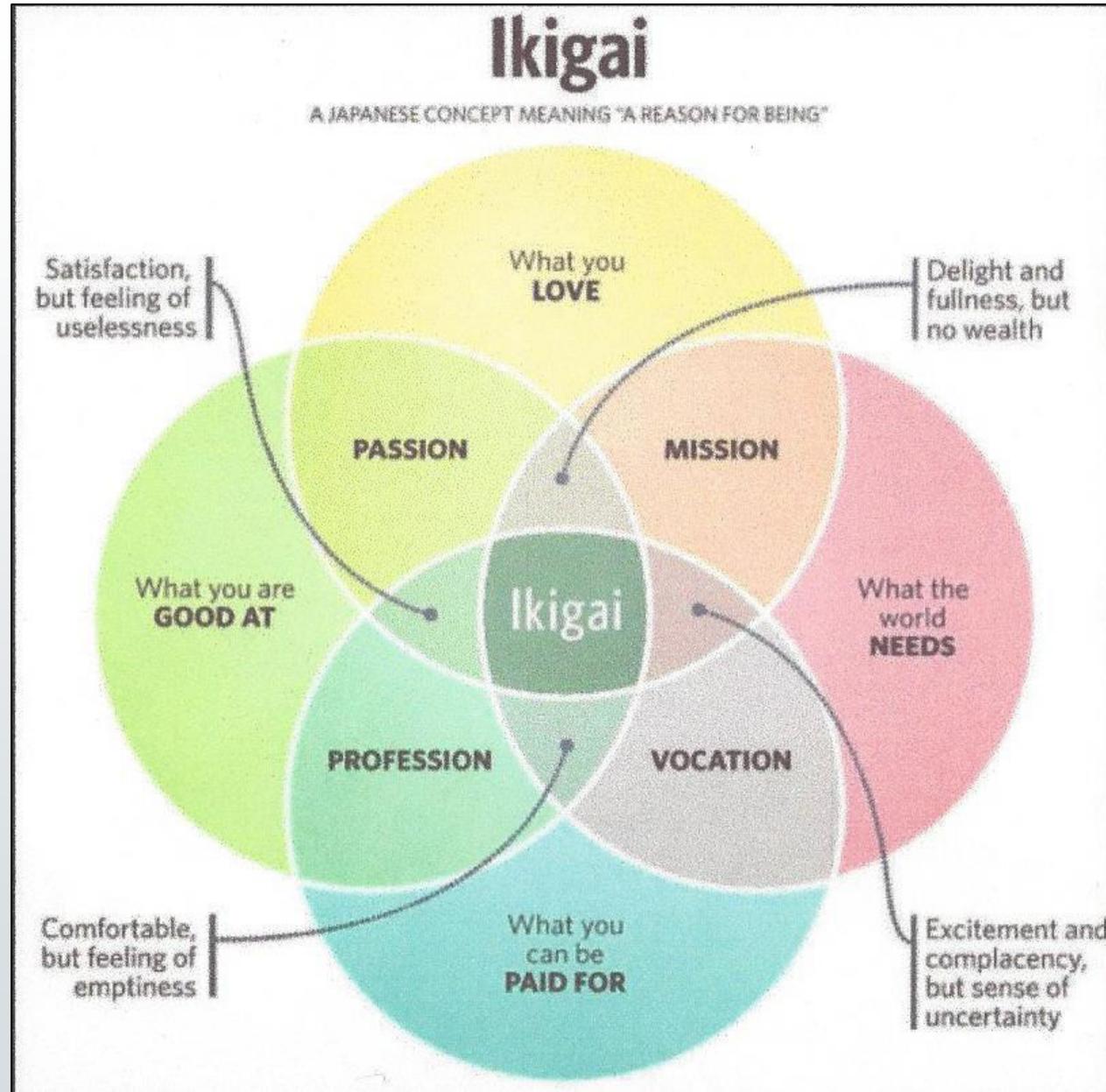
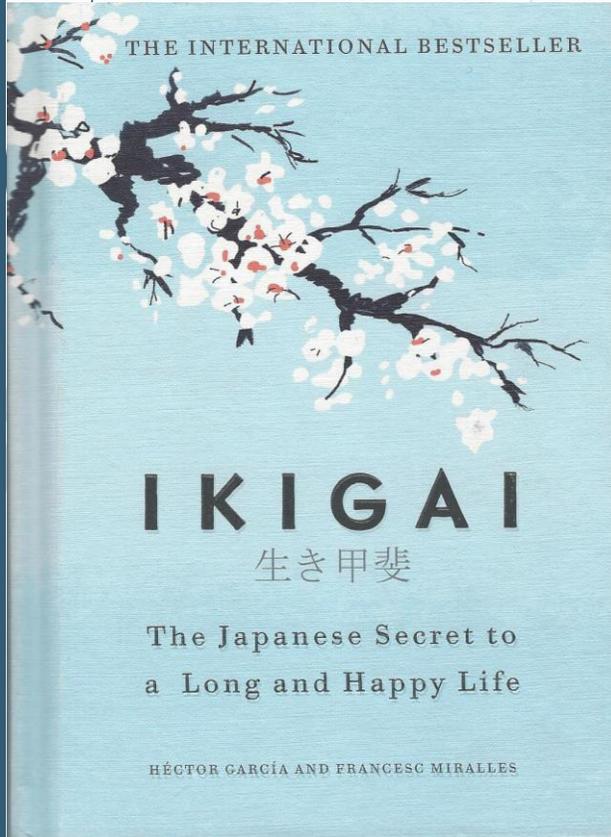
- ✓ **Actively concerned:** “Strive to live out your concerns for the world.”
- ✓ **Exploring:** “Always continue to explore possibilities for realizing the potential of the university in the world.”
- ✓ **Wellbeing:** “Aim continually to increase wellbeing in the world.”
- ✓ **Epistemological open:** “Go on opening yourself to new insights, new ways of conceiving the world and countervailing frameworks.”
- ✓ **Engaged:** “Engage with all that or whom you encounter.”
- ✓ **Imaginative:** “Develop and put to use imaginative capacities, at all levels of the university.”
- ✓ **Fearless:** “Hold fast to the university as a space of critical

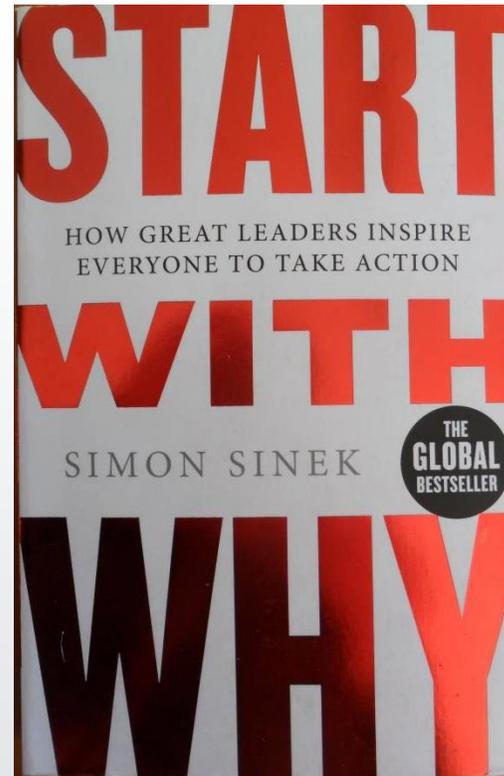
The ecological university as feasible utopia (R. Barnett):



Development of student as a global citizen
(going well beyond the world of work and entrepreneurialism) p. 109





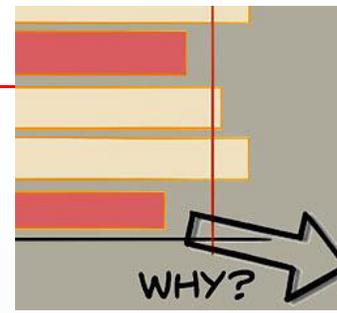


START WITH THE QUESTION “WHY ?”

THEN ASK “HOW ?”

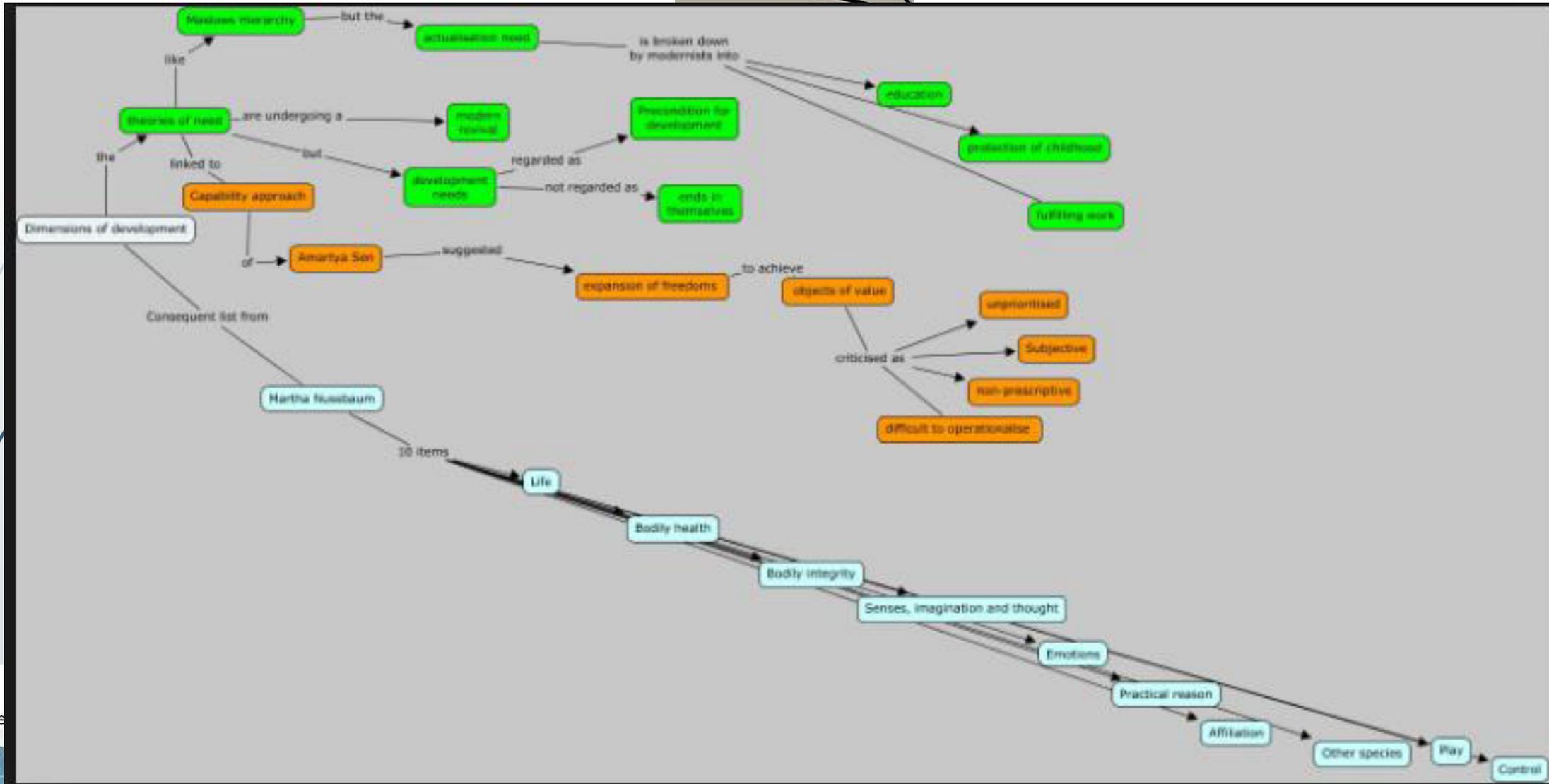
FINALLY ASK “WHAT ?”

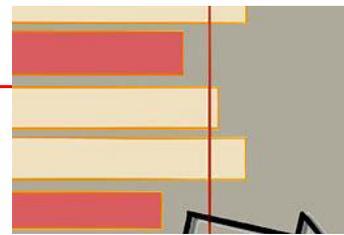
Simon Sinek (2009)



- ➔ Why are we in (higher) education?
- ➔ Why do we want a qualitative education?
- ➔ Why do we want a better life?
- ➔ Why do we want a better society?
- ➔ Why do we need a better world?
- ➔ Why do we exist? What is the added value we provide to life on the world?







Overall Rank [9][10]	Country	Housing	Income	Jobs	Community	Education	Environment	Civic engagement	Health	Life Satisfaction	Safety	Work-Life Balance
1	Norway											
2	Australia											
3	Denmark											
4	Switzerland											
5	Canada											
6	Sweden											
7	New Zealand											
8	Finland											
9	United States											
10	Iceland											
11	Netherlands											
12	Germany											
13	Luxembourg											
14	Belgium											
15	Austria											

QA in HE
quality as added v

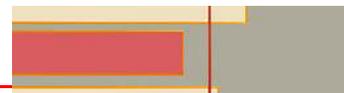
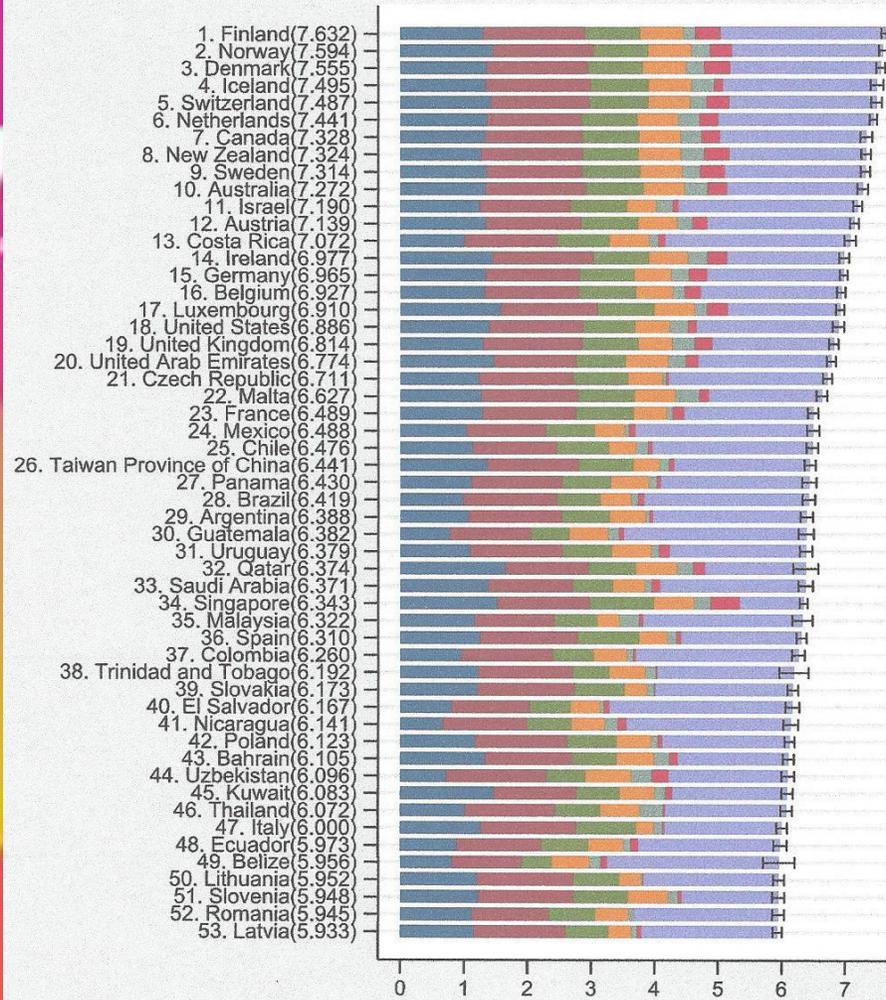


Figure 10: Ranking of Happiness: 2015-17 (Part 1)

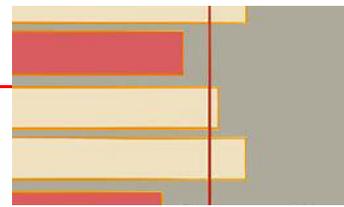


Explained by: GDP per capita
 Explained by: healthy life expectancy
 Explained by: generosity
 Dystopia (1.92) + residual
 Explained by: social support
 Explained by: freedom to make life choices
 Explained by: perceptions of corruption
 95% confidence interval

Figure 11: Ranking of Happiness: 2015-17 (Part 2)



Explained by: GDP per capita
 Explained by: healthy life expectancy
 Explained by: generosity
 Dystopia (1.92) + residual
 Explained by: social support
 Explained by: freedom to make life choices
 Explained by: perceptions of corruption
 95% confidence interval



The screenshot shows a web browser window with two tabs: 'Inbox (2) - lucien.bollaert' and 'edX Existential Well-being Co...'. The address bar displays the URL: <https://www.edx.org/course/existential-well-being-counseling-person-kuleuvenx-ewbcx#!>. The page content includes a 'Register' button, a green profile picture, and text mentioning 'KU Leuven offerings' and 'Counseling: A approach'. A central image features wooden blocks spelling out 'HAPPINESS' on a wooden surface, surrounded by other scattered letter blocks.

Overall Rank [9][10]

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15

QA in HE quality as added v





THE FUTURE OF QA
Part 2

**The international QA
dimension**

Lucien Bollaert

independent international QA expert
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IQAA Seminar on QA

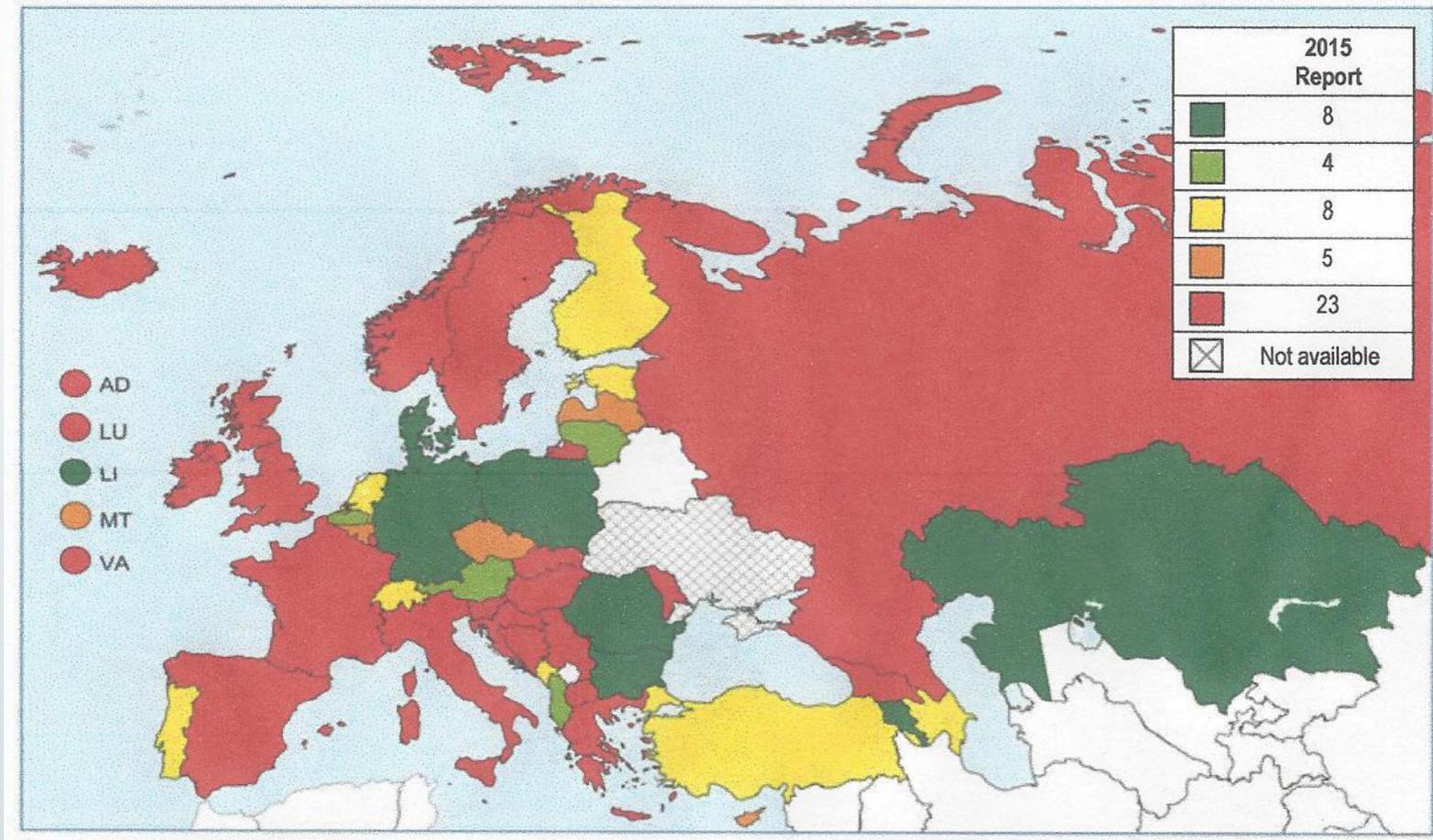
6 April 2018

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- Yerevan 2015 communiqué :
II. Commitments (the last...)
- *“to enable our higher education institutions to use a suitable EQAR registered agency for their external quality assurance process, respecting the national arrangements for the decision making on QA outcomes.”*



Scorecard indicator n°6: level of openness to cross border QA by EQAR registered QAAs

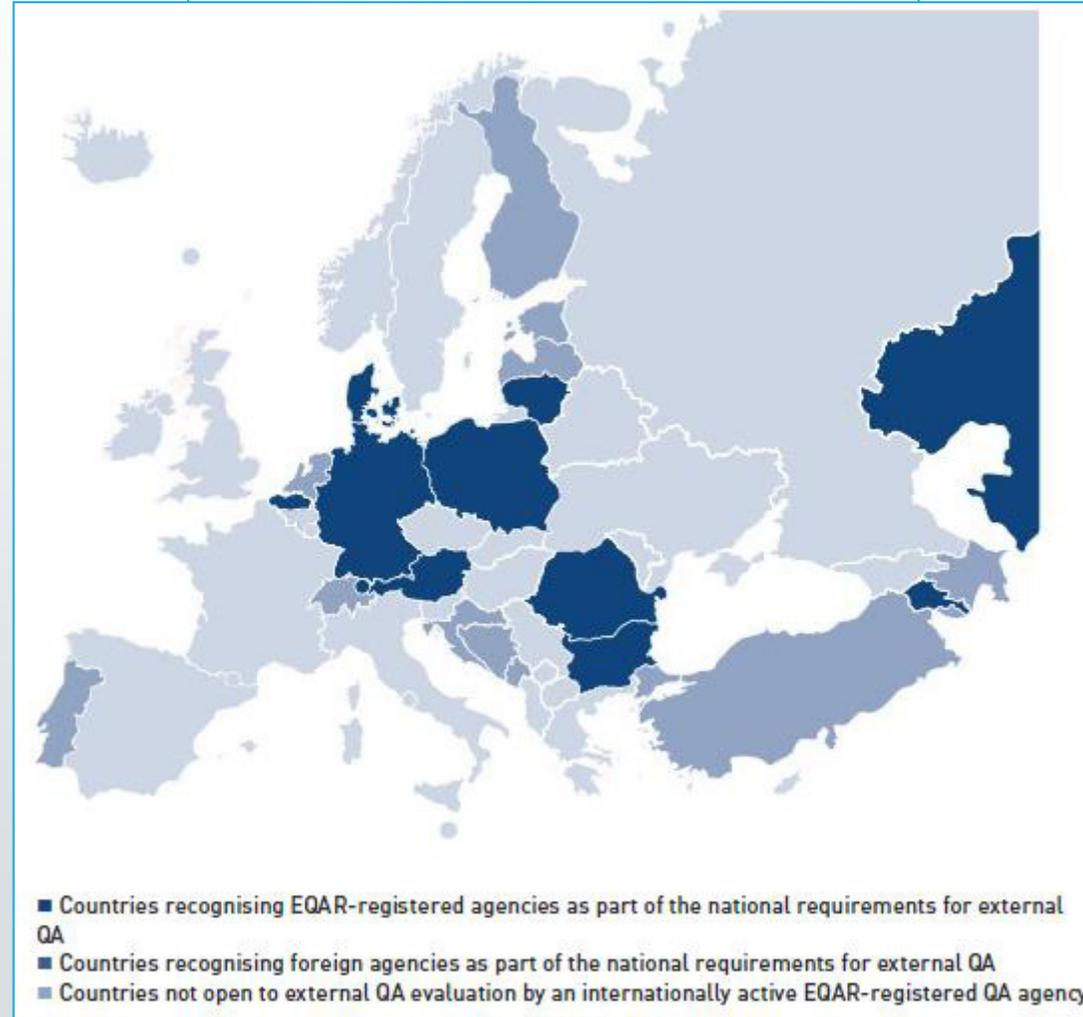


Implementation report 2015, fig. 3.7, p. 96

Source BFUG questionnaire



RIQAA project (2014)



Final report p. 9

Key Considerations for Cross-Border Quality Assurance in the European Higher Education Area



QA in HE
quality as added value



A. Engaging in cross-border QA

What is the rationale for engaging in cross-border QA?

Which QA agency is fit for purpose for this specific case?

What is the legal framework prescribing?

What other aspects need to be considered beforehand?

Has the institution communicated its decision to undergo cross-border QA to relevant stakeholders?

B. Carrying out cross-border QA

Will the QAA need to modify its procedures because of the cross-border setting?

What sort of preparations support successful cross-border QA?

How are the peer-reviews experts selected and trained?

Are the practical specificities of carrying out cross-border QA clear for both parties?

C. Addressing the results of cross-border QA

If applicable, what is the formal recognition process of a cross-border QA decision?

What are the complaints, appeals and follow-up processes?

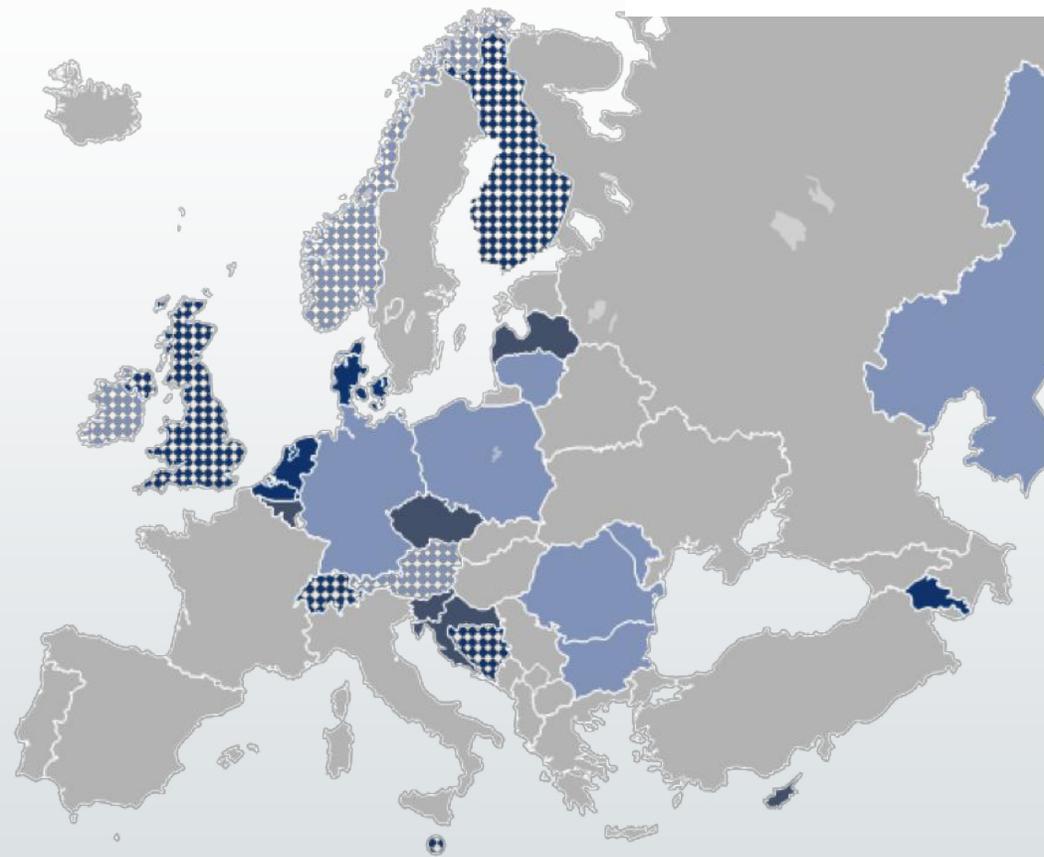


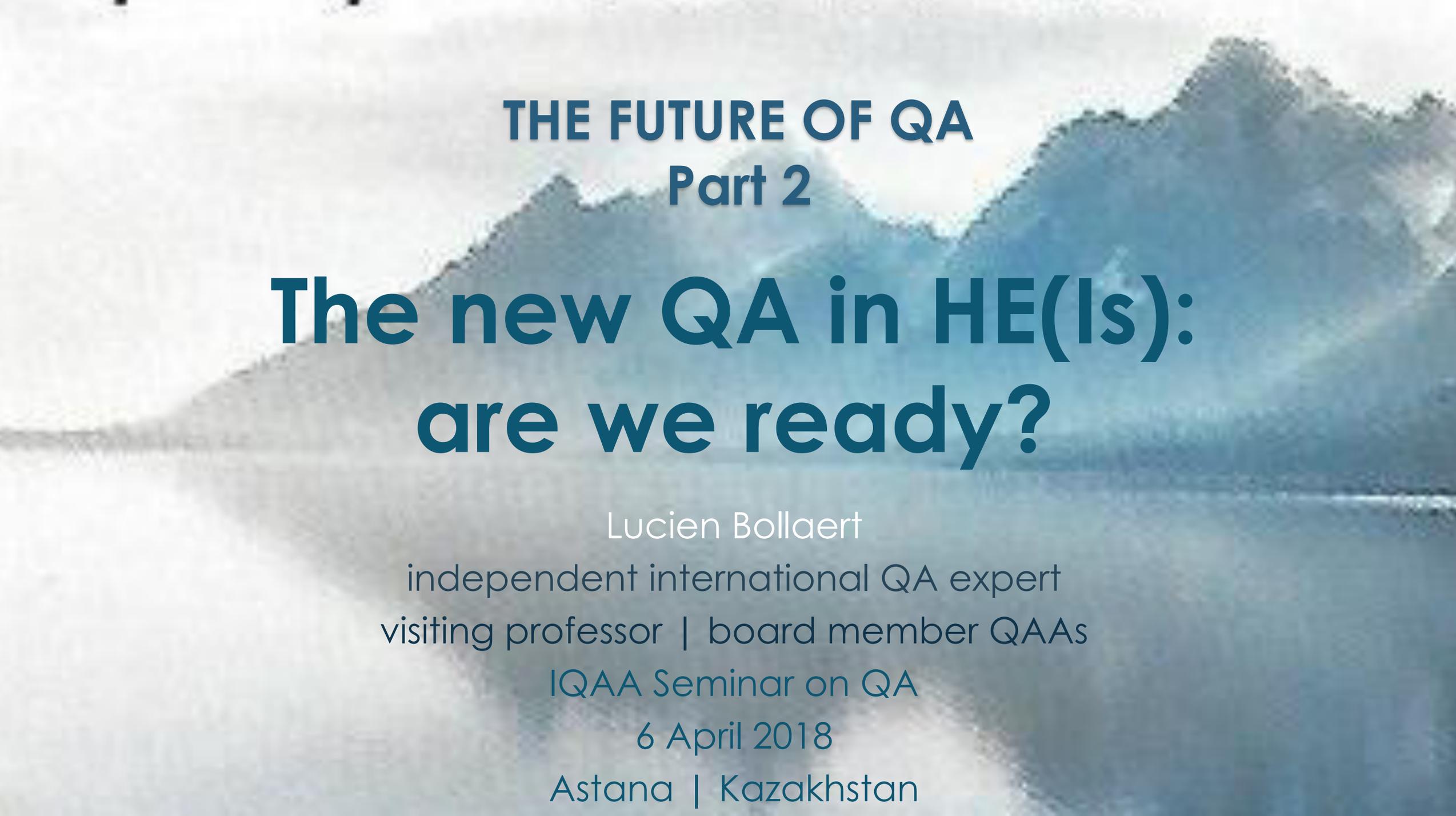
- Yerevan 2015 : approval of the “*European approach of QA of Joint Programmes*” :
 - Use & interpretation of ESG in order to audit a joint programme through through a single audit ...
 - by a(n) (international) panel ...
 - coordinated by an EQAR-registered QAA.
- But a lot still needs to be done :
 - National frameworks, legislation & competence;
 - Promotion & information : EQAR PLA
 - Good practices

Use of the European Approach for QA of JP



- All higher education institutions are able to use the European Approach to satisfy national QA requirements:
 - Recognition of single external QA procedure for programmes
 - HEIs being self-accrediting
- Some higher education institutions or only under specific conditions
- Discussions ongoing
- Cannot be used to satisfy national QA requirements





THE FUTURE OF QA
Part 2

**The new QA in HE(Is):
are we ready?**

Lucien Bollaert

independent international QA expert
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A new HE & QA are needed

- ▶ Vision, mission & strategy are essential in the quality (of the performance)
- ▶ Vision & mission should answer the whys of the organisation's existence = the added value to the world & the future
- ▶ Vision & mission should be developed in a systematic way looking at the organisation's contextual existence, culture & future
- ▶ Vision & mission should give direction & goals, and thus be inspiring & motivating
- ▶ Vision & mission should be developed with future-oriented stakeholders, both internal & external
- ▶ A SWOT analysis is very helpful to develop a vision/mission & strategy
- ▶ QA should not be limited to a tool to control the realisation of the strategy
- ▶ Monitoring this realisation is just one aspect of TQM
- ▶ Focus on the quality & continuous improvement
- ▶ of education, research & community impact themselves
- ▶ to be created in co-creative synergy
- ▶ to add value to the student/staff/HE(I)/local region/nation with a global perspective.



New circumstances of QA

- HE(Is) with new vision(s) and mission(s) in a globalized society
- More (earned) trust needed among and with all co-creative stakeholders and starting from it and its policies and choices in both IQA and EQA
- With more generic & less standards – essential indicators : risk-based approach (metrics) vs own (strategic) indicators against bureaucratic window-dressing
- With an increase of professional participation/control & labels and subject-specific peers vs QA experts
- With an growing internationalisation (of QA) : HEI's choice, single assessment of joint programmes, international QAAs, international recognition through single audit
- Acknowledging quality culture : existing & wanted, shared values



The new QA in a new HE(Is): are we ready?

- To be ESG (2015)-proof? To be student-centred?
- To have its students achieve the transferable competences of the 21st century?
- To move from programme to institutional level?
- To use the revised ESG for creating a quality culture with all stakeholders within a co-creating culture and practice?
- Define critical points in students' experience and put in place more innovative support structures to equip students with threshold capital?
- Improve communication and information internally & externally?
- Improve data qualitative and quantitative collections?
- To address the international dimension of education and QA?
- To choose an international QAA to review them in best accordance with their missions and strategies?



The new QA in a new HE(I): are we ready?

- To create national QA forums for dialogue and communication?
- To find solutions for opening HE systems to cross-border QA?
- To reduce bureaucratic QA reporting requirements?
- To align both internal and external QA with the new vision and mission of HE(I) in the globalized society?
- To consider for the purpose of QA broader contexts and factors, such as: demography, globalisation, technology, HEI's social responsibility, poverty, climate, sustainable development?
- To consider that quality is a multidimensional concept determined by other processes outside QA as well?
- To create avenues for a better dialogue between research, policy- and decision-making (using the new ESG)?
- TO LEARN FROM OUR FAILURES IN ORDER TO CONSTANTLY IMPROVE





QA in HE
quality as added value



HBR.ORG
**Harvard
Business
Review**

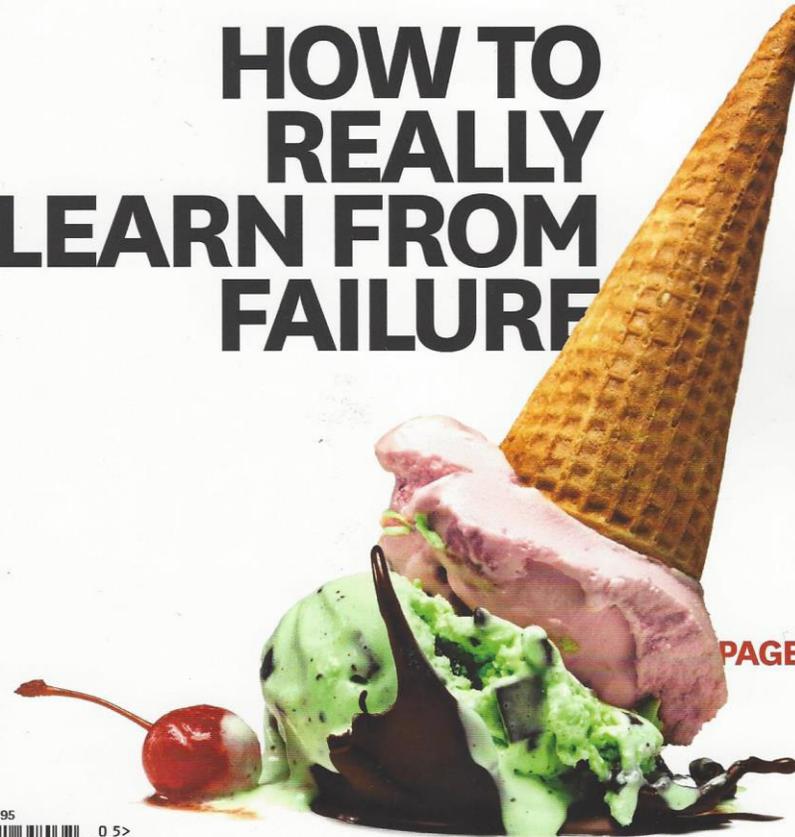
 MAY 2016

94 The HBR Interview
HP's Meg Whitman
on Creating a
Sense of Urgency

40 The Big Idea
Embracing Agile
Darrell K. Rigby, Jeff Sutherland,
and Hirotaka Takeuchi

80 Spotlight
Hedge Your
Strategic Bets
George Stalk Jr. and Ashish Iyer

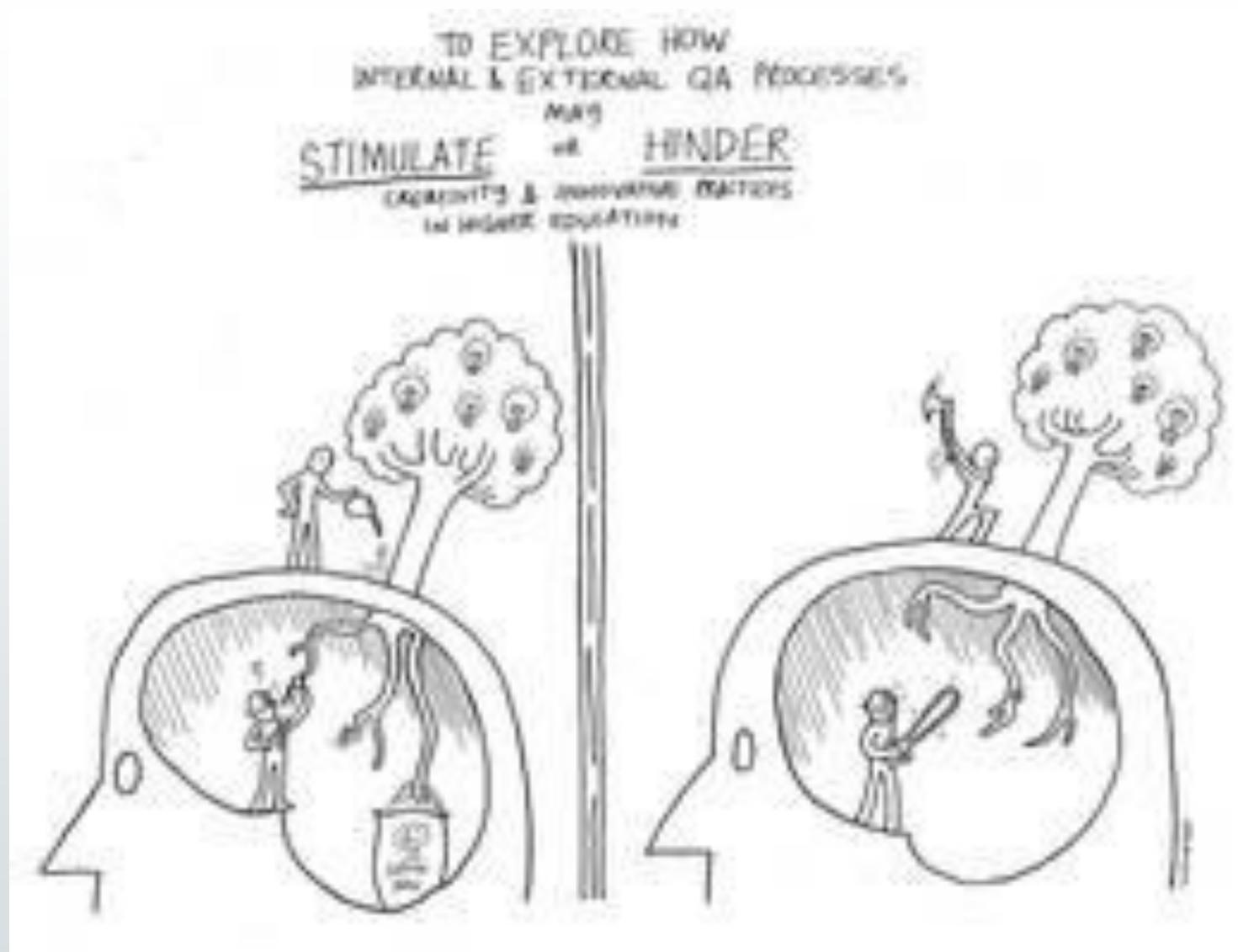
**HOW TO
REALLY
LEARN FROM
FAILURE**



PAGE 88

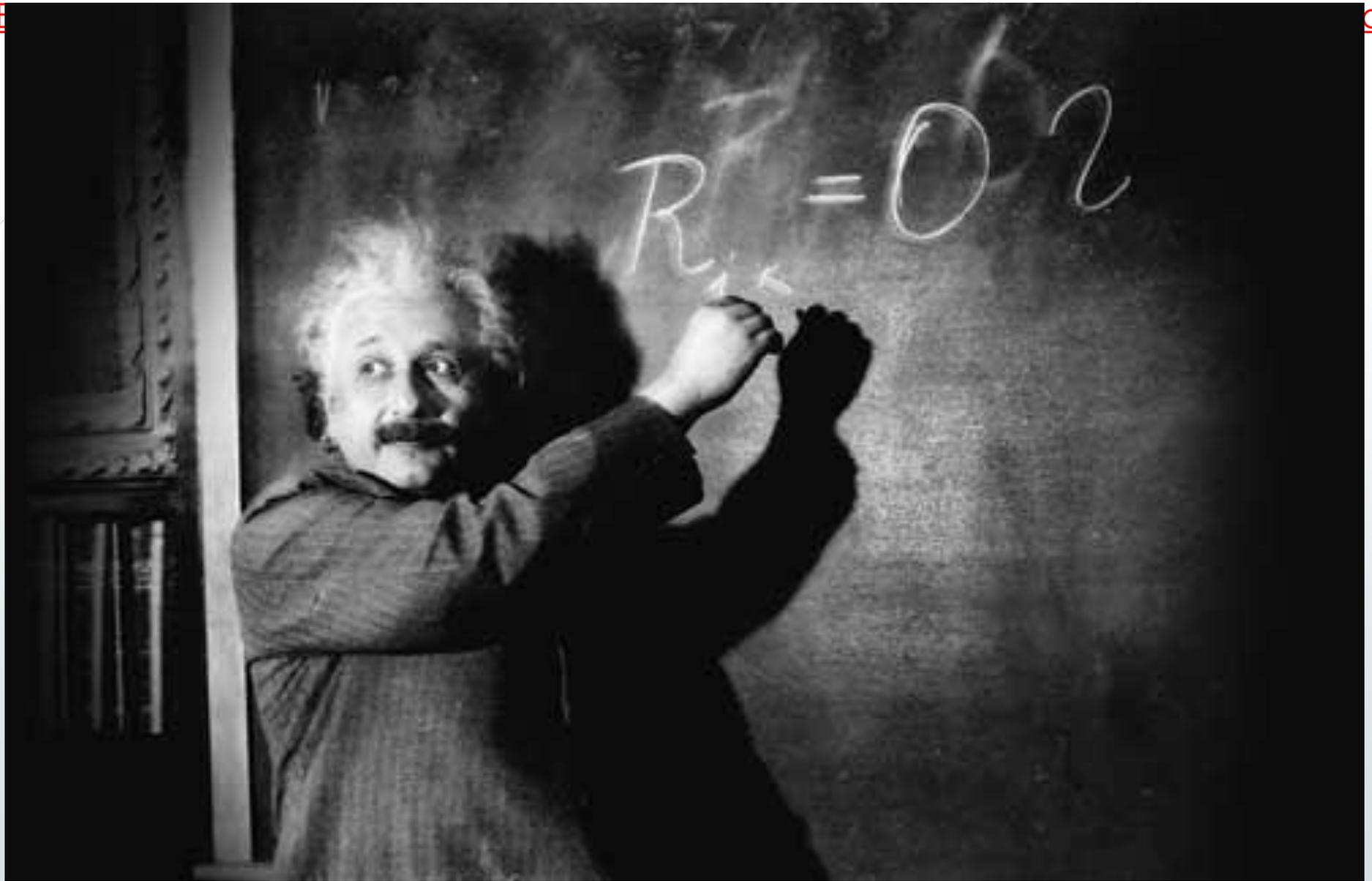
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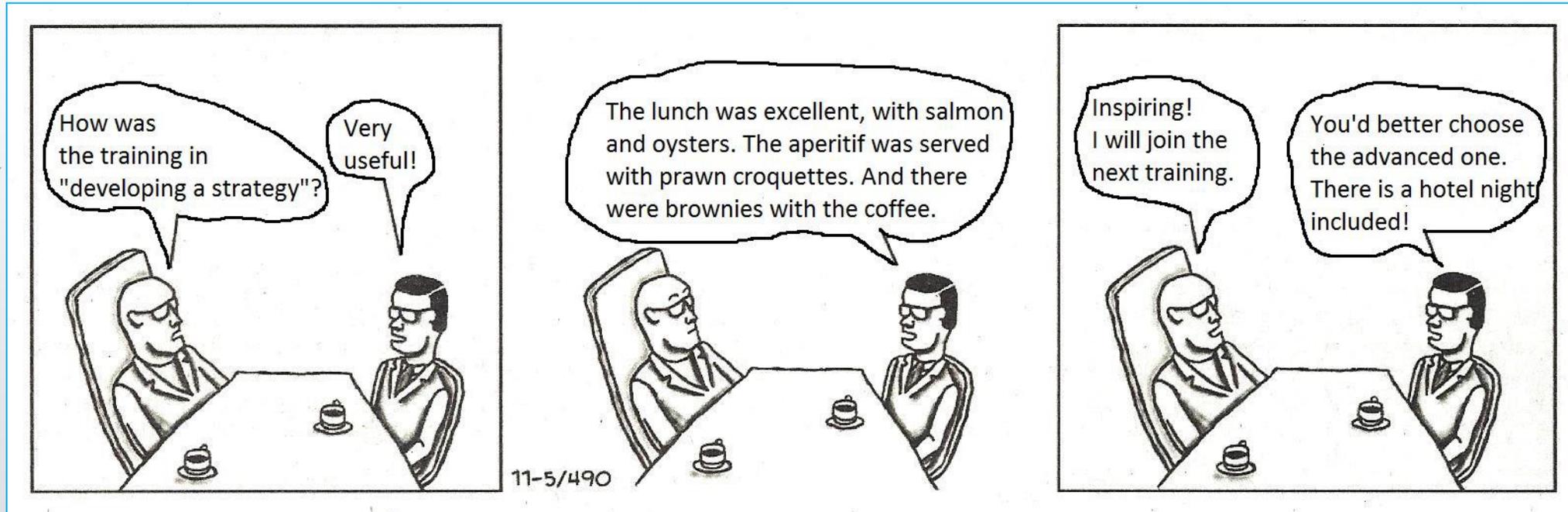
© Patrick Sanders op EQAF 2013 Göteborg



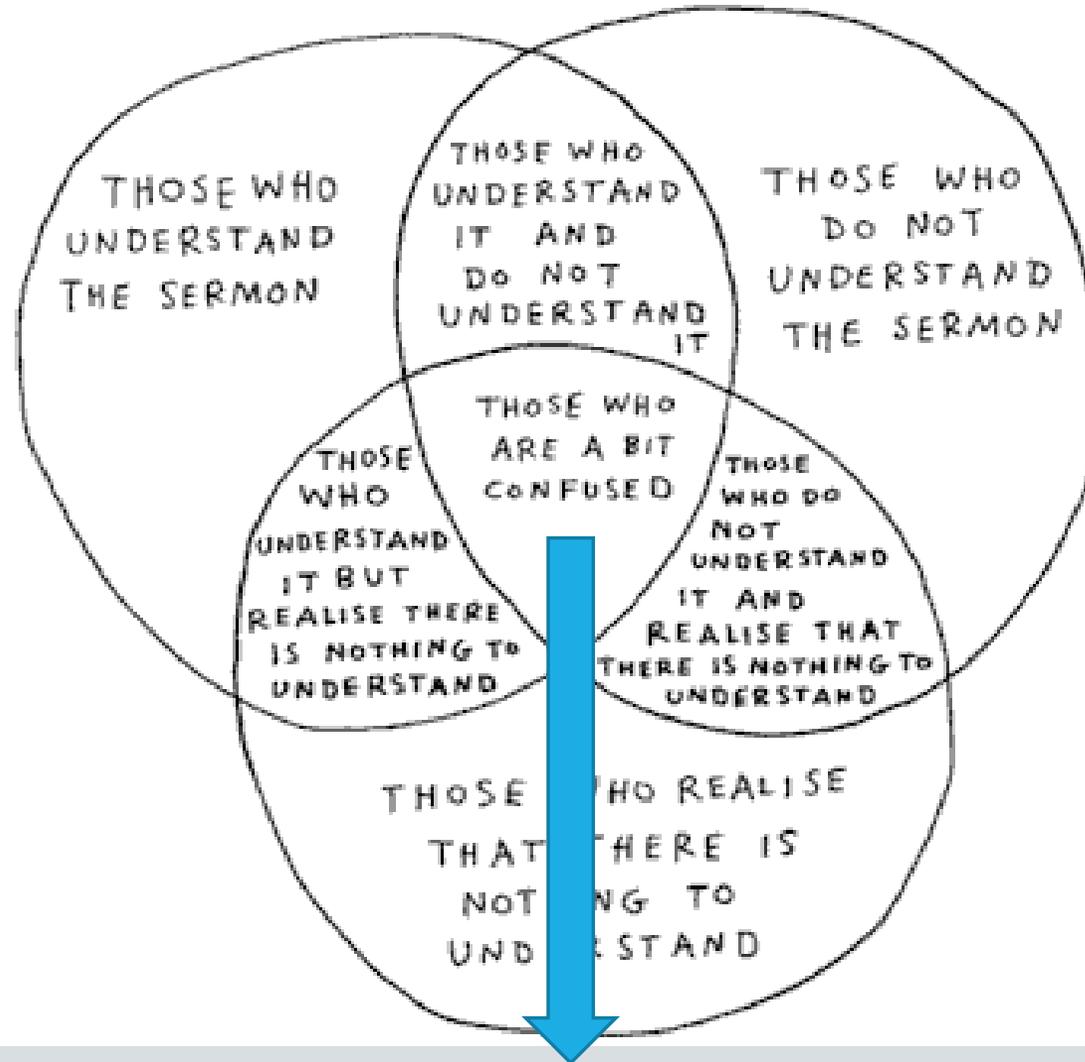


“We cannot solve our problems with the same thinking that we used to create them.” Albert Einstein





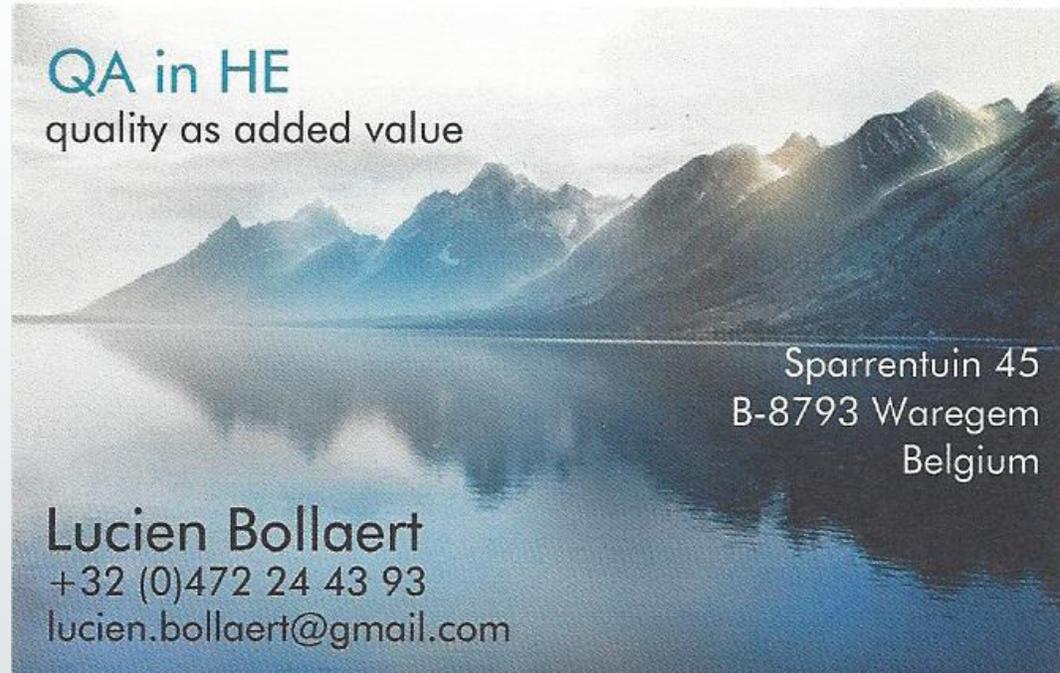
To which segment do you belong after this lecture?



Q & A



THANKS



All the best!

Q & A