

QUALITY ASSURANCE: new insights & Trends in a changing world

Lucien Bollaert

international QA expert

visiting professor | Ghent University & World Bank

board member QA Agencies

Online IV Eurasian Forum on QA in HE

28 & 29 October 2021

IQAA | Nur-Sultan | Kazakhstan

- Quality, QA & impact
- Institutional & programme review
- New leadership
- New stakeholders
- Online QA
- International QA
- Quality culture
- Conclusions





QA: new insights & trends

Quality, QA & impact

Lucien Bollaert

International QA expert

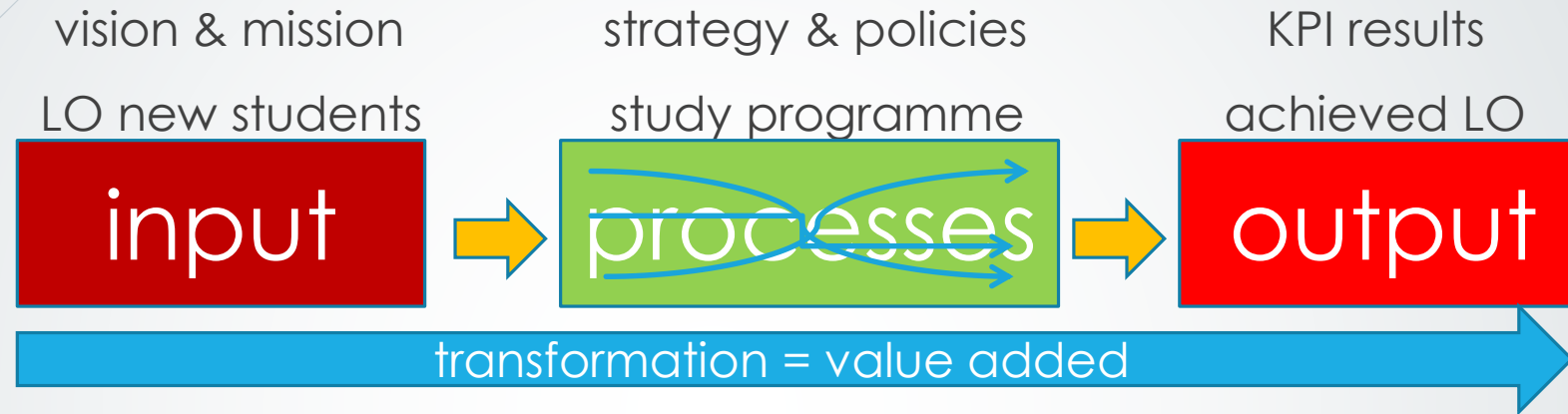
Visiting professor | Ghent University & World Bank

Board member QA agencies

online IV Eurasian Forum on QA in HE

28 & 29 October 2021

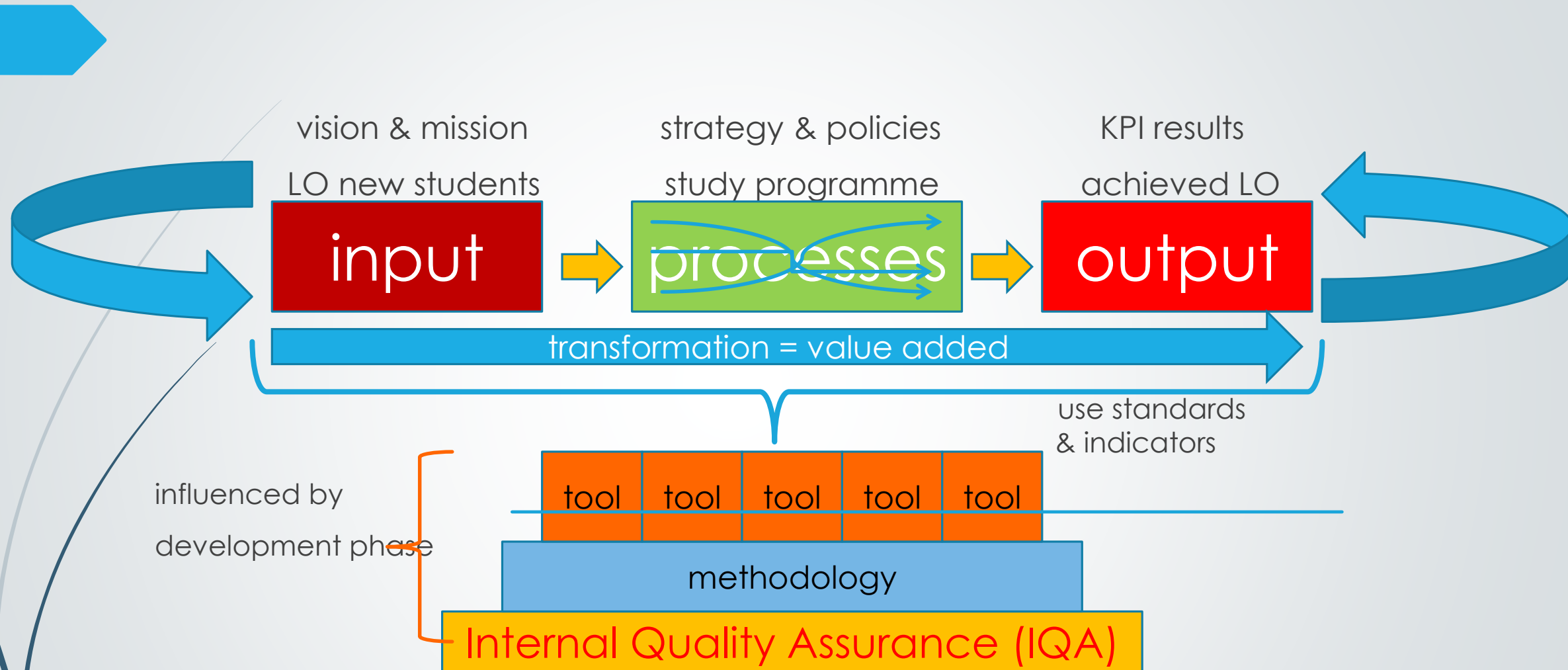
IQAA | Nur-Sultan | Kazakhstan



“Public debates over the value of an undergraduate education have been dominated by oversimplified accounts of their educational purposes. This has distorted our understanding of what a high-quality undergraduate education looks like.

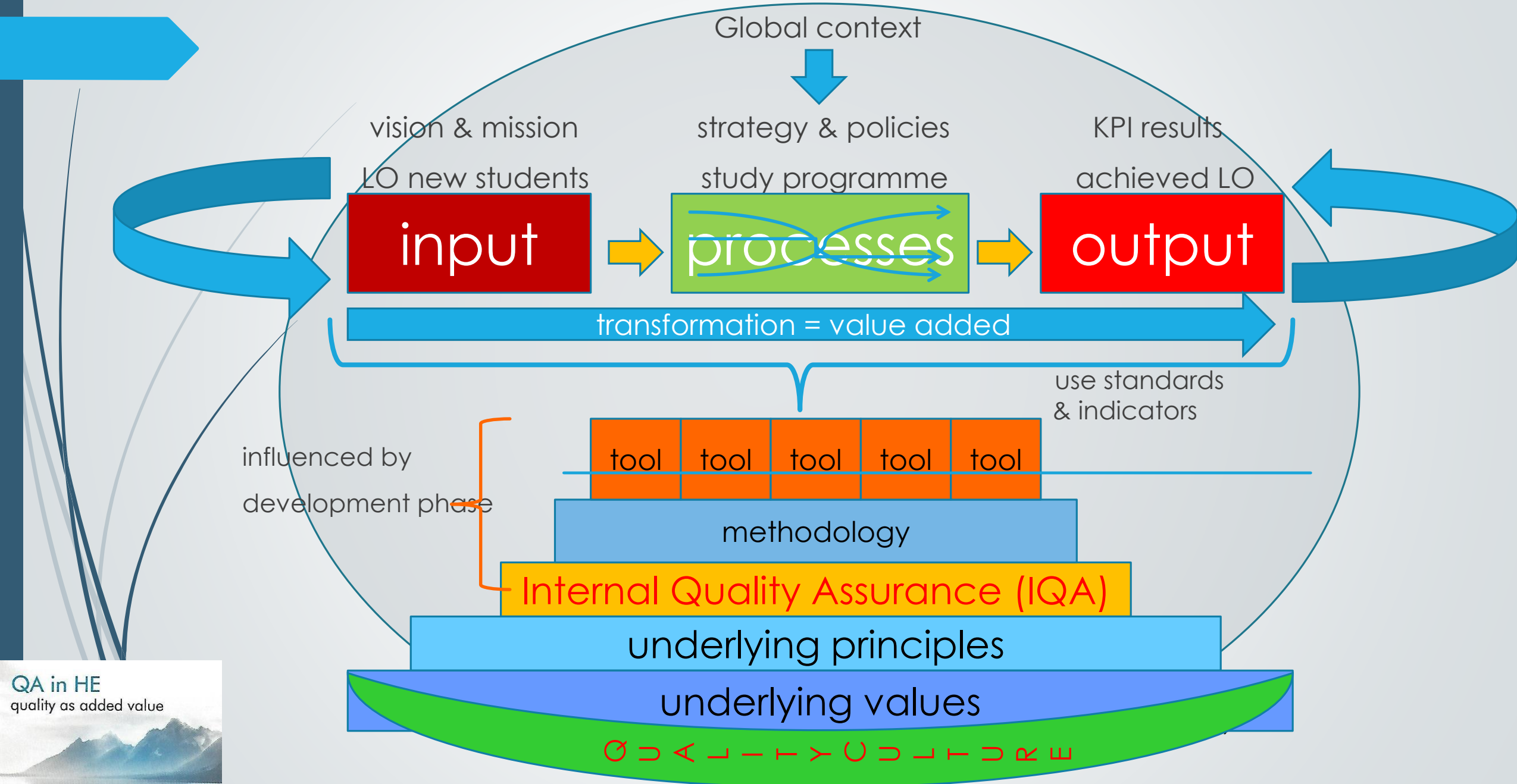
*We need to re-focus our attention on the educational purposes of undergraduate higher education. This involves developing a clearer understanding of the **transformational nature of an undergraduate education.**”*

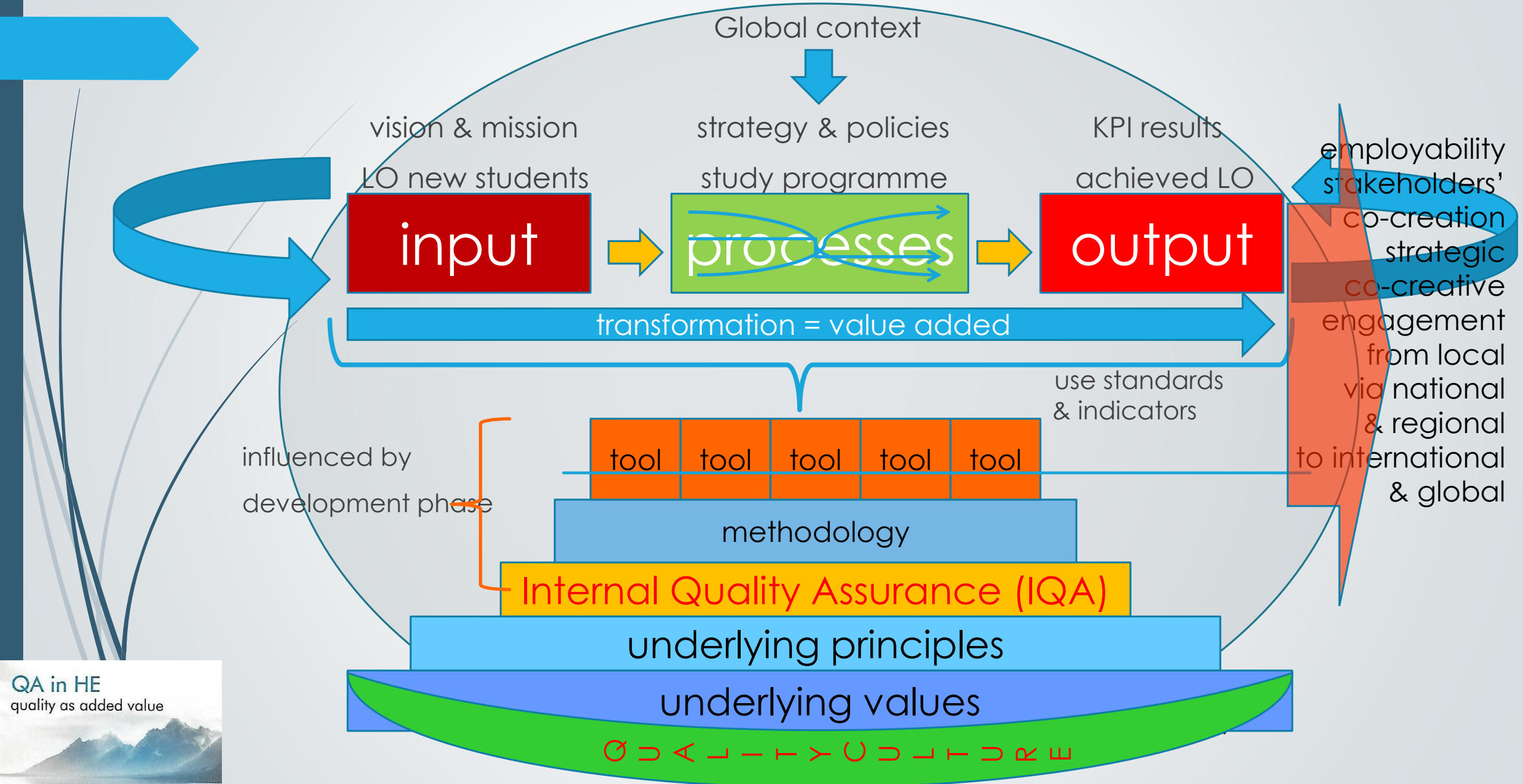
Paul Ashwin, Higher Education is about transformation, *University World News*, 8 April 2019



“QA is a **management approach** to focus on the **quality** of the **organisation** and is based on **participation of all stakeholders** in order to **satisfy their expectations and aims as long as possible**” (ISO)







OCTOBER 15 - 20
2021

More information:
www.zero.cam.ac.uk

CAMBRIDGE ZERO CLIMATE CHANGE FESTIVAL

SHARING LOCAL SOLUTIONS
INSPIRING GLOBAL ACTION
IN THE YEAR OF COP26

CAMBRIDGE
ZERO

ACADEMIA | Letters

Getting Sustainable Development through Climate Change Education

Bajarang Bhushan, Dayalbagh Educational Institute (Deemed University)

Nandita Satsangee, Dayalbagh Educational Institute (Deemed University)

Abstract

Development has been a natural innate trend of humans. The fabric of his civilization appears to be woven into the sequence of development. Although development has a very wide meaning, but by sticking to the cover of materiality, it is virtually limited to economic development. For many, the concept of economic development emerges in the mind with the word “development” even today.

For this limited range of development, man has thoughtlessly exploited all types of natural resources. Development soon became competitive for the whole world, resulting in environmental degradation. The climate began to change, and this emerged as a serious challenge – the challenge of climate change. The whole world then started looking for its solution.

In this sequence, the concept of development was first redefined with the lead taken by the Brundtland Commission. The “Millennium Development Goals” of more holistic nature then emerged. Among these, mainly eight targets were set. Since there was widespread damage to the environment in the process of development, it was targeted to achieve the goal of development while saving the environment. Thus, the theory of sustainable development came into existence.

In 2015, seventeen targets for sustainable development were fixed, of which target 13 is related to climate action. Preserving the climate has now become a goal in itself. But how to save this climate?

Academia Letters, September 2021

©2021 by the authors — Open Access — Distributed under CC BY 4.0

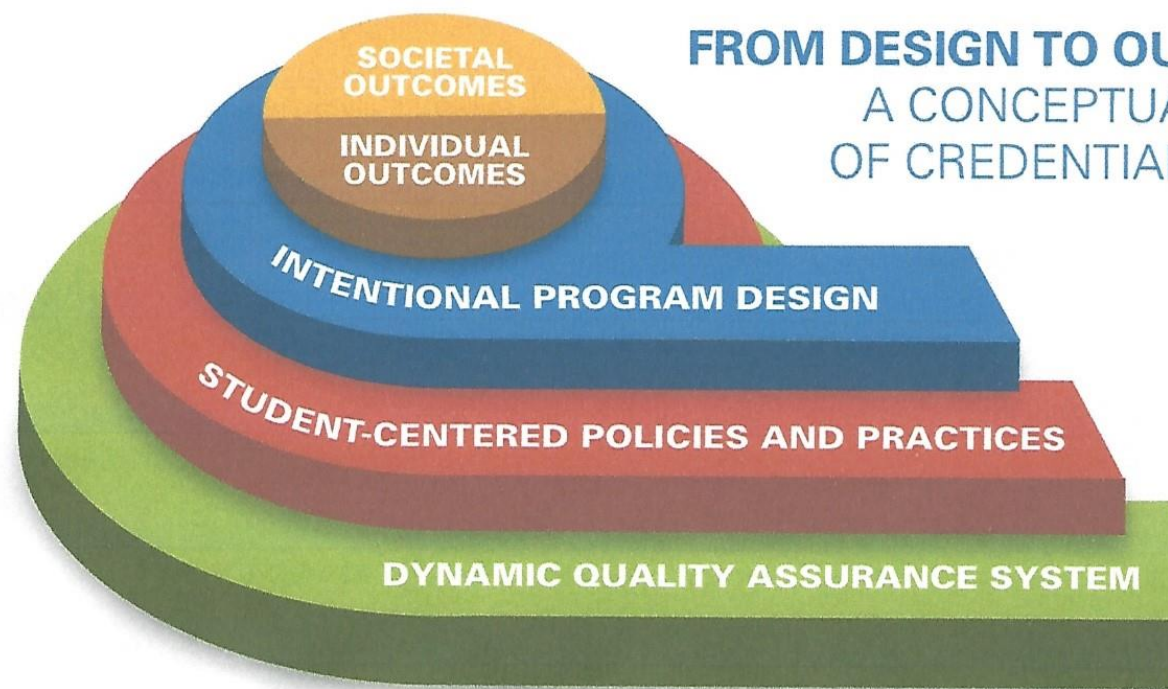
Corresponding Author: Bajarang Bhushan, bajarangbhushan@gmail.com

Citation: Bhushan, B., Satsangee, N. (2021). Getting Sustainable Development through Climate Change Education. *Academia Letters*, Article 3479. <https://doi.org/10.20935/AL3479>.



**SUST
DEVE**
17 GO

FROM DESIGN TO OUTCOMES A CONCEPTUAL OF CREDENTIAL



OUTCOMES INDICATORS

- Program-level employment outcomes
- Licensure pass rates
- Attendees' economic mobility rates
- Graduates' economic mobility rates
- Graduates' civic engagement rates
- State and regional workforce alignment/results
- Program-level debt repayment relative to average wages and/or default rates
- State or regional economic development results
- Student progression, time to degree, and graduation rates
- Learning outcome assessment results

DESIGN INDICATORS

- Clear and accessible program and institutional learning outcomes
- Third-party validation of competency achievements
- Equitable opportunities for both applied and theoretical learning
- Competency-assessment results disaggregated and used for improvement

POLICY AND PRACTICE INDICATORS

- Institutional financial health and stability
- Sound governance policies and practices
- Responsible marketing and recruitment
- Equity-minded hiring practices
- Equity-minded, evidence-based strategies for advising and student success
- Clear and effective policies for recognizing prior learning
- Educator professional development aligned with evidence-based and culturally competent teaching and learning
- Equitable participation rates in high-impact educational practices





Home > Rankings > Impact Rankings

Impact Rankings 2021

The *Times Higher Education* Impact Rankings are the only global performance tables that assess universities against the United Nations' Sustainable Development Goals (SDGs). We use carefully calibrated indicators to provide comprehensive and balanced comparison across four broad areas: research, stewardship, outreach and teaching.

The 2021 Impact Rankings is the third edition and the overall ranking includes 1,118 universities from 94 countries/regions.

[Read more...](#)

IN PARTNERSHIP WITH
ELSEVIER



2021

[How to get your uni ranked](#)

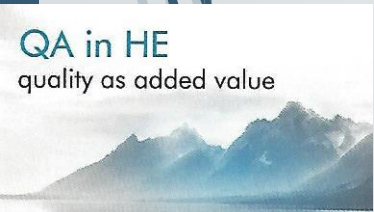
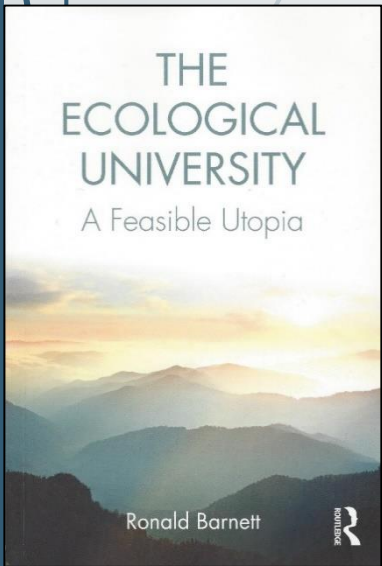
Methodology

- Metrics based on all 17 UN Sustainable Development Goals (SDG) across 4 areas: research, stewardship, outreach and teaching
- HEIs can submit data on as many of the SDGs as they are able
- Any HEI providing data on **SDG 17** (partnerships for the goals) and at least **3 others** is included
- The HEI's final score is calculated by combining its **score in SDG 17 with its top 3 scores**
- SDG 17 = 22% of overall score, other SDGs each 26%;
- The score from each SDG is scaled so that the highest score in each SDG in the overall calculation is 100
- HEI submit their own institutional data, bibliometric data come from Elsevier narrowing the scope to publications relevant to that SDG & additional publications identified by **artificial intelligence**
- **Different HEIs are scored based on a different set of SDG**





- **Increase of placements and internships**
Challenges: learning collaboration (LOs, assessment) & QA!
- **Increase of 'Service Learning'**
Service Learning is an educational approach where a student learns theories in the classroom and at the same time volunteers with a non-profit group and engages in reflection activities to deepen their understanding of what is being taught
- **Increase of student's engagement** not only in learning but also institutional and societal
- **Increase of 'contract research' (community research)** sometimes linked with Ma or PhD thesis to solve organisational, technical, innovation, etc problems



Development, allocation and recognition of micro-credentials

Increase of sustainable or eco-campus life

Increase of eco-system thinking, reflection, sustainability and climate change education, research and organisation

*Ecosystem thinking means **shifting our attention from the closed systems of organizing and delivering within individual organisations to looking outside the traditional value chain. ... The way to go is by ecosystemic co-creation and the utilization of ecosystemic value creation and shared operations.***

Pure focus on ranking indicators



QA: new insights & trends

Institutional & programme review

Lucien Bollaert

International QA expert

Visiting professor | Ghent University & World Bank

Board member QA agencies

online IV Eurasian Forum on QA in HE

28 & 29 October 2021

IQAA | Nur-Sultan | Kazakhstan

ESG 2015

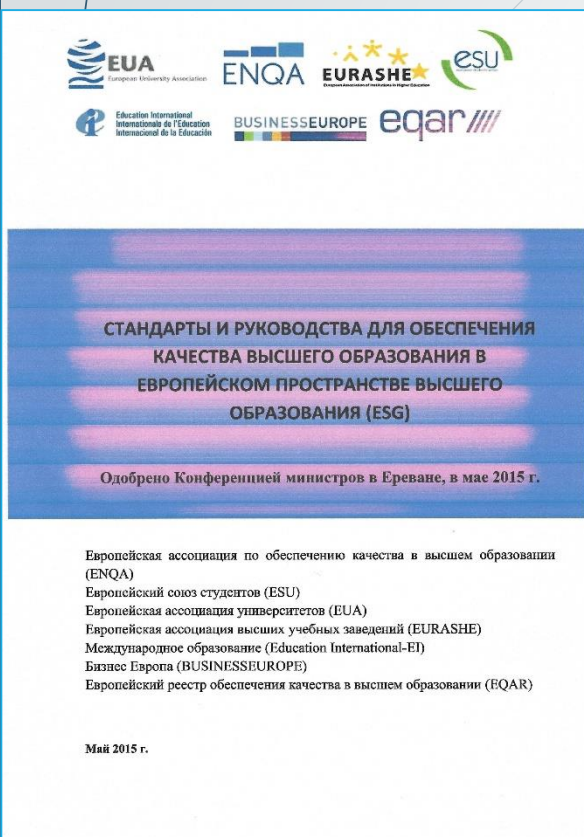
ESG Standard I.I Policy for QA



“Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.”

With the move to institutional review...

- More focus on vision, mission, strategy and policies
- The alignment (implementation) between (strategic) policies and QA has become subject of review
- The translation of strategic objectives into action plan, underpinned by (KP) indicators
- (I)QA has grown into TQM reviewing the degree of realisation of the (strategic) policies



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

- Traditionally :

- Education :

gone **global** with new stress on global **competences** fit for global **knowledge eco-society** of the 21st century with **crucial transformations**

- Research :

more **global** than ever through **rankings** new **continuum** from **fundamental** to **applied** fit for **global challenges & innovation** **addressing the historic current and future transformations**

- Social services/community impact :

from **regional** to **global community** with **transformational impact for a better life**

- New vision & mission?

- **HE(I) as an open & global eco-community of co-creation with all the stakeholders driven by a quality culture of continuous improvement of the necessary impact on the current and future transformations for a better life (= belief)**

ACADEMIA | Letters

How can we co-create a better world?

Petra Bakewell-Stone

"Hope is the thing with feathers

That perches in the soul

And sings the tunes without the words

And never stops at all"

Emily Dickinson, 1862

On April 17th 2021, biologist Colin Tudge presented ideas from his latest book *The Great Re-think* [1] to 50+ participants of a webinar series co-hosted by the Scientific and Medical Network, Pari Center and College for Real Farming and Food Culture.

The day explored the vision and actions required to co-create a grassroots renaissance. According to Tudge, it is easily within our grasp to solve the world's problems but only if we fundamentally rethink and act accordingly. Since those in power are committed to the status quo, we must take matters into our own hands, as advocated by Erik Dammann's *The Future in Our Hands*. We can do this by re-conceptualising everything we take for granted.

Since hope is at the heart of his thesis, Tudge referenced not only poet Dickinson but also St. Paul, as hope is so often nourished by faith and the virtue of patience. It is no accident that venues of the annual Oxford Real Farming Conference that Tudge founded with his wife Ruth West have included a church, townhall, conference room and pub. Their approach spans spirituality, governance, business and bonhomie.

First-off the vision: **convivial societies – with personal fulfilment! - within a flourishing biosphere**. After presenting he asked whether it is sensible. Its logic and appeal was vindicated by zero critics. Furthermore, he proposed a threefold approach to action: **appropriate technology, food culture and enlightened agriculture**. This is supported by the infrastructure of democratic government, economic democracy and laws of the land and underpinned by a mindset, encompassing metaphysics, science, the arts and morality.

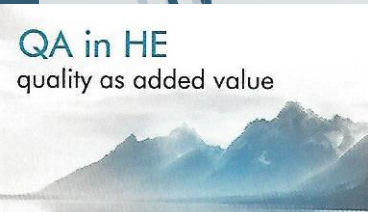
Academia Letters, August 2021

©2021 by the author — Open Access — Distributed under CC BY 4.0

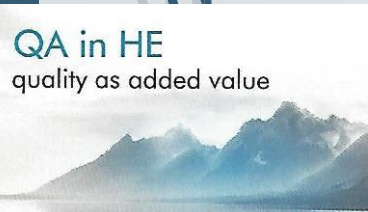
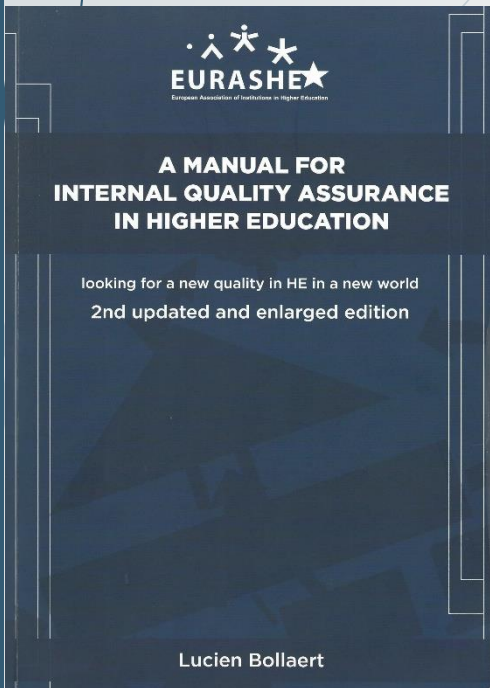
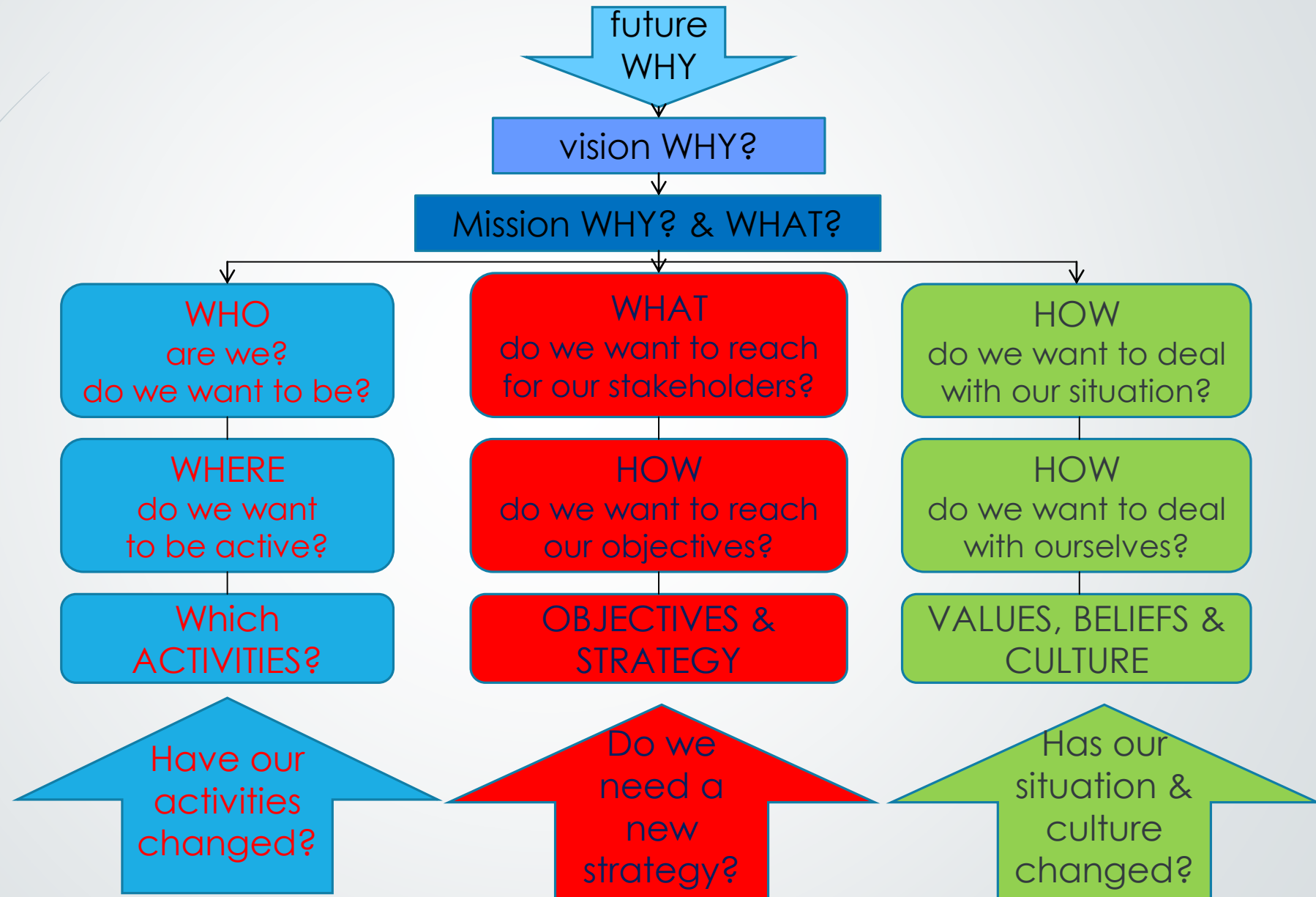
Corresponding Author: Petra Bakewell-Stone, petra@academia.org

Citation: Bakewell-Stone, P. (2021). How can we co-create a better world? *Academia Letters*, Article 2775. <https://doi.org/10.20935/AL2775>.

1



from vision & mission to strategy



Look critically to the
with your external &

WHY?
this future of HE & Q(A)?
this vision of HE & Q(A)?

global context
internal stakeholders

Renew your vision

Use a SWOT looking
Engage all your

WHAT?
do we stand for in HE & its Q?
is our mission in Q of HE?

from outside to inside
stakeholders

Renew your mission

Identify your existing
Identify your wished
Engage all your external &

HOW?
Are we going to realize our mission?
is our mission in Q of HE?

organisational (Q)C
organisational QC
internal stakeholders

Renew your (strategic) policy

Use SMART quantitative &
Communicate top-down &

HOW?
Which (new) strategic policy?
Which action plans?

qualitative KPIs & indicators
bottom-up

(Re)design your programmes & other processes

(re)design your organisation
Create independent facili-

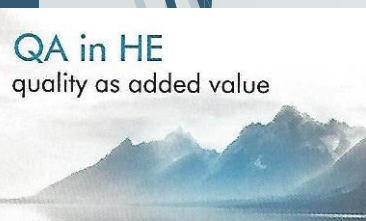
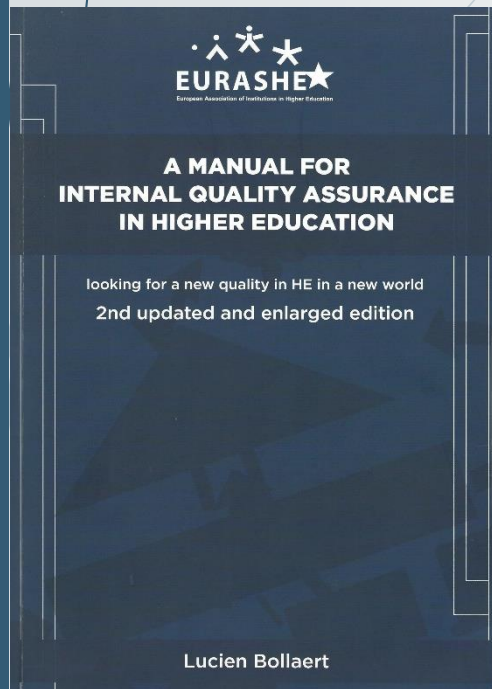
WHICH?
People (leaders & staff)?
Governance QA structure?

its governance & structures
tating QA units

"DO" of

HOW TO DO?
REAL PRACTICE

PDCA



Look critically to the
with your external &

WHY?
this future of HE & Q(A)?
this vision of HE & Q(A)?

global context
internal stakeholders

Renew your vision

Use a SWOT looking
Engage all

WHAT?
stand for
mission

from outside to inside
stakeholders

Identify your exist
Identif
Engage all y

Nine out of 10
organizations fail
to execute
strategy !

organisational (Q)C
onal QC
ernal stakeholders

Use SMART quantitat
Communicate to

ive KPIs & indicators
benefit

(re)design your organisati
Create independent facili-

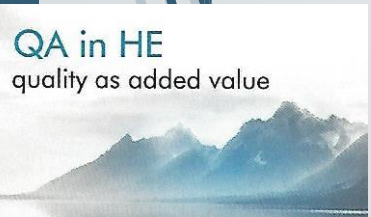
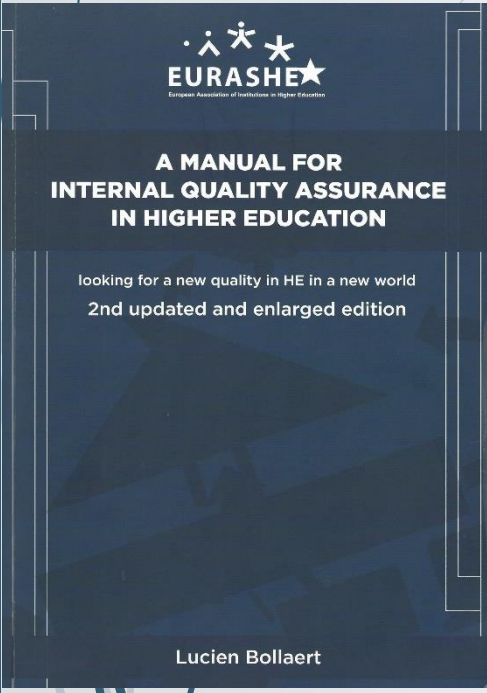
WHY?
e (leader staff)?
nance QA structure?

s governance & structures
ting QA units

"DO" of

HOW TO DO?
REAL PRACTICE

PDCA



Strategic question down to surveys

Ghent University 6 educational strategic objectives down to students and staff surveys



**GHENT
UNIVERSITY**

1. Education should focus on daring to think and promoting multiperspectivism
2. Education is based on and invariably connected with research
3. Education should contribute to the talent development of students and staff
4. Education is fostered by the participation of stakeholders
5. Internationalization is key
6. Ghent University meets internationally recognized standards for reliable quality assurance

1. The education stimulated critical insight in theories and principles
Learning through cooperation was organized in various course units
2. The education learnt you how to think scientifically
3. Your education prepared yourself well for your further career
4. Learning through cooperation was featured in several course units
5. The education stimulated an international study experience
6. In most of the course units you were stimulated to learn actively
7. The education encourages you to engage in society/sustainability/diversity
...

- **Strategic objectives down to surveys**
- **IQA meets EQA**

Challenge: find independent international peers becoming critical friends

Challenge: academics' engagement

Challenge: administrative burden

Ownership

Challenge: create stakeholders' collectives in each faculty, study programme, department

- **Addressing and building a quality culture**

Challenge: recognition and rewarding in HR tenure/career of institutional and leadership next to societal engagement

- **Place and functioning of IQA Department**

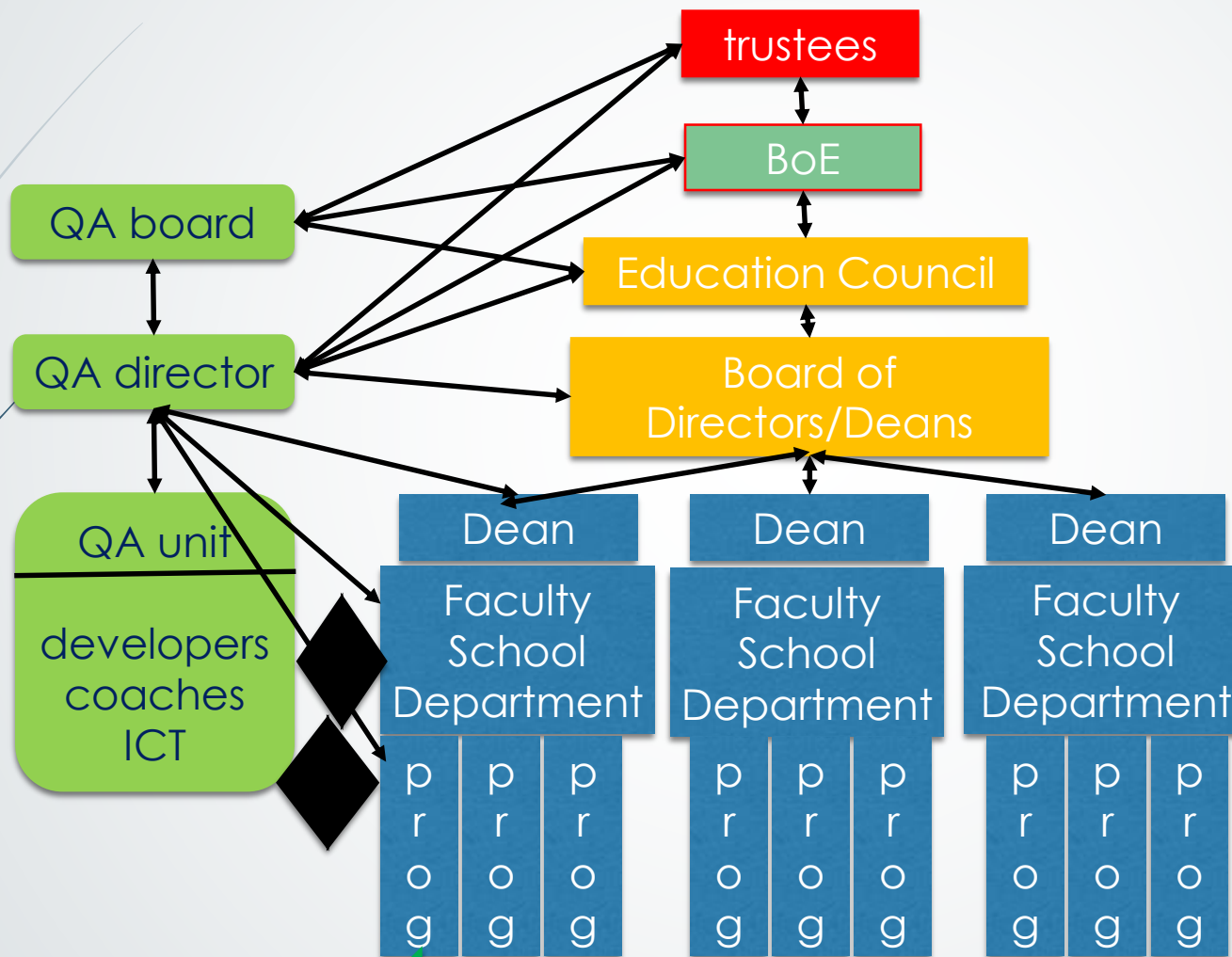
Linked with all layers and units and service-like!



independence

place of QA unit in HEI

ownership



empowerment

support

Q culture

assurance

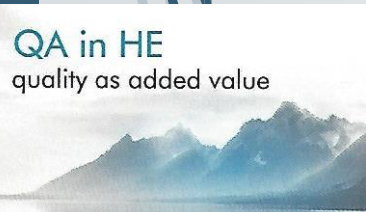
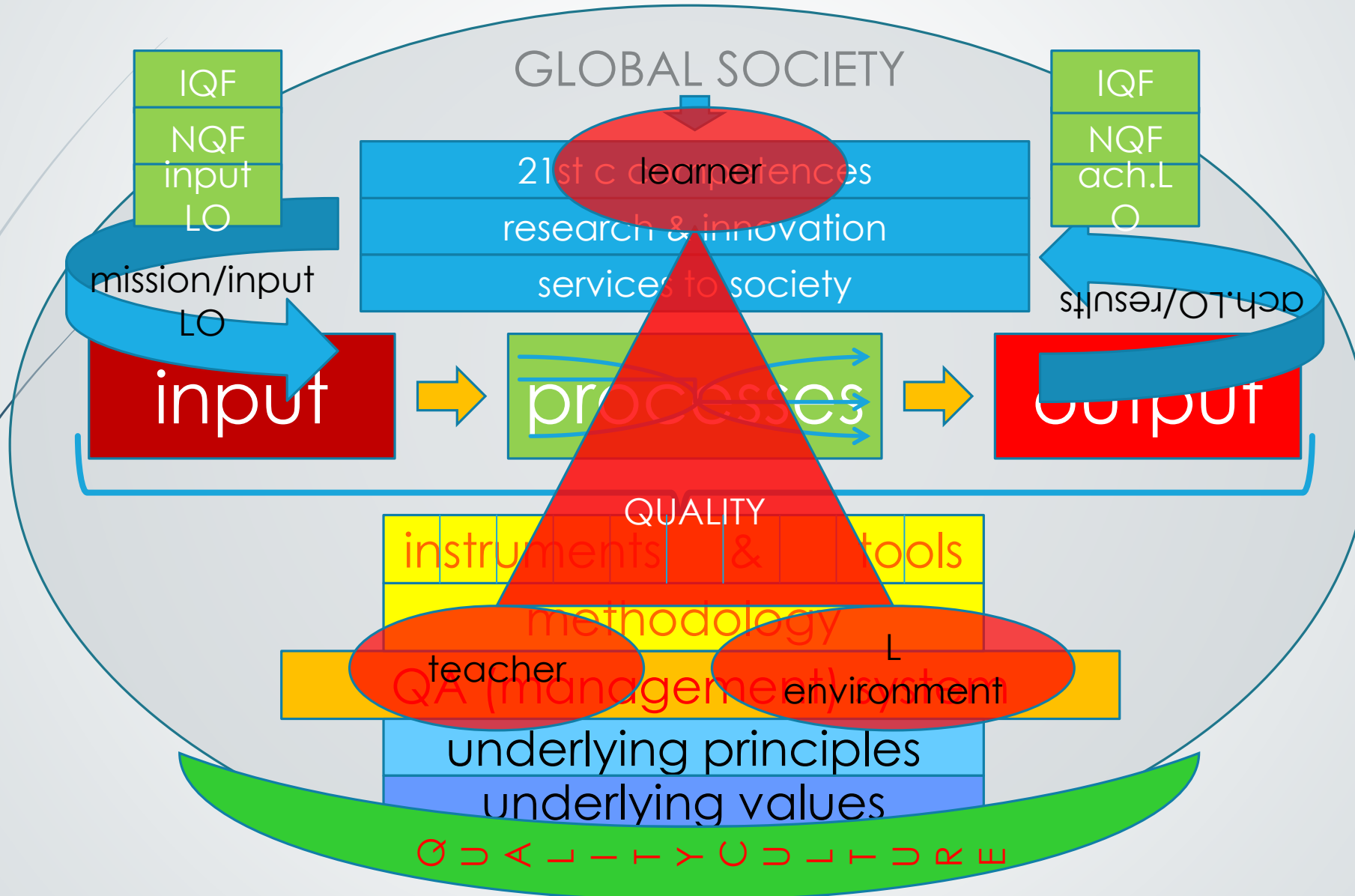
QA is just a tool

QA is a service

aim = higher quality



dimensions of quality & QA





QA: new insights & trends

New leadership

Lucien Bollaert

International QA expert


Visiting professor | Ghent University & World Bank

Board member QA agencies

online IV Eurasian Forum on QA in HE

28 & 29 October 2021

IQAA | Nur-Sultan | Kazakhstan



Leadership style: leader as...		Type of culture
mentor	stimulator	HRM model
innovator	go-between mediator	Open system model
producer	governor	Rational goals model
controller	coordinator	Internal process model

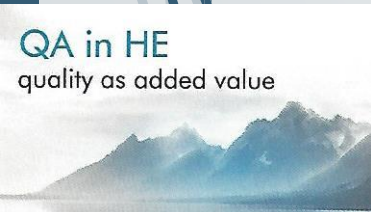
ITS (2015), *QA and Quality Culture in Higher Education vol. 1*, Radboud University: Nijmegen

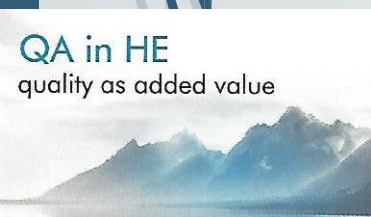
**NEW
LEADERSHIP=**

Visionary
Transformational
Service-oriented
Truly listening & caring
Authentic
Engaged
Attentive to culture
Addressing culture
Value-driven
Respected instead of authoritarian
Consistent
Quality-driven
Inspired by societal added values
Flexible
Dynamic
Transparent

**C
O
L
L
E
C
T
I
V
E**

**ON ALL
LEVELS**







QA: new insights & trends

New stakeholders

Lucien Bollaert

International QA expert

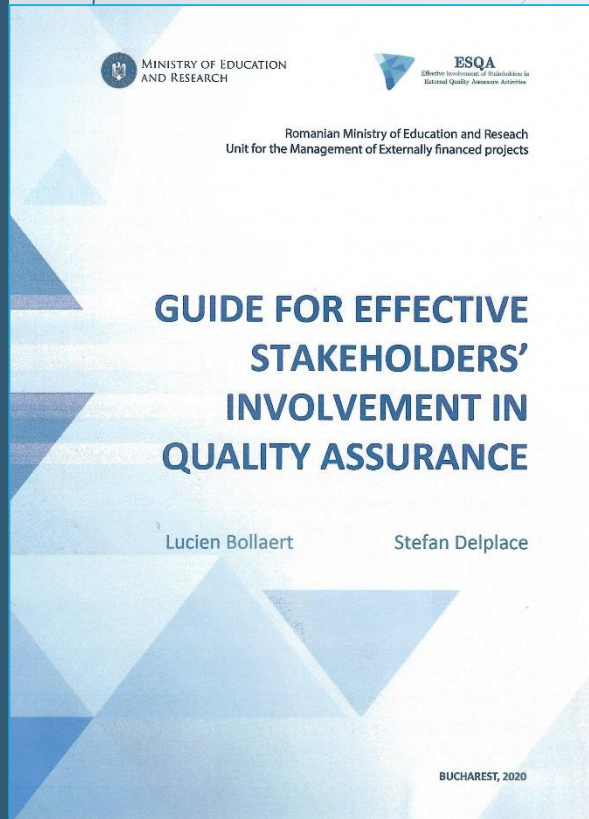
Visiting professor | Ghent University & World Bank

Board member QA agencies

online IV Eurasian Forum on QA in HE

28 & 29 October 2021

IQAA | Nur-Sultan | Kazakhstan



- **Actively engaged students**

Challenge: find students engaged not only in QA, but also in educational and strategic matters

- **Strategic leaders and/or managers**

- **Strategic educational managers**

- **Employers**

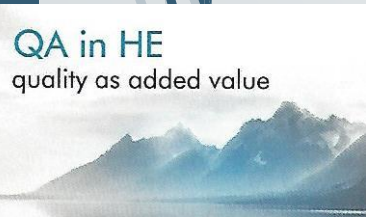
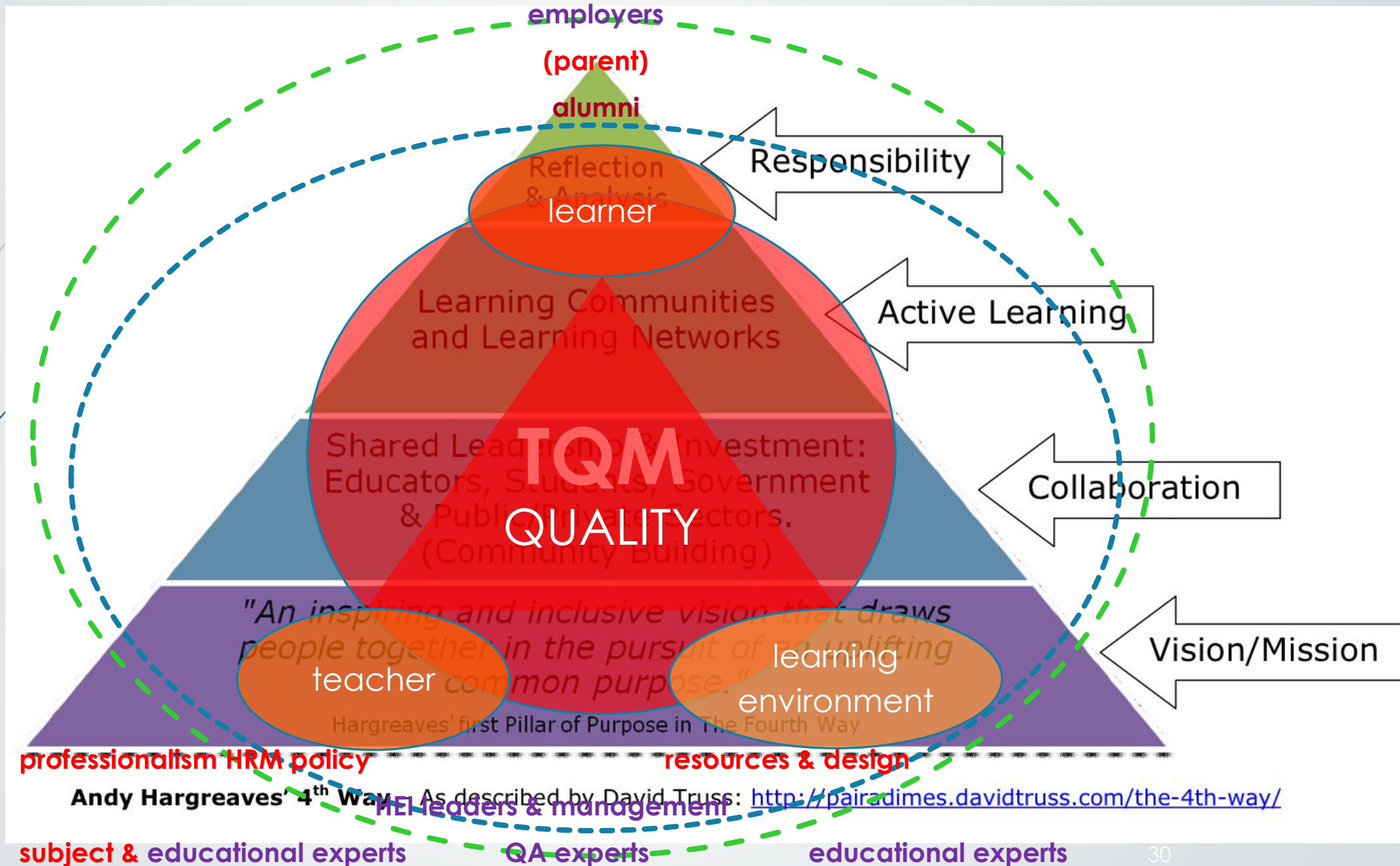
Challenge: find independent employers with a view of the sector and engaged in HE and QA

- **ALUMNI!**

Most important because of linking general appreciation of the whole study programme, employability and employership, challenge: tracking graduates & competences

- **International peers/critical friends/experts** because of internationalisation







QA: new insights & trends

Online QA

Lucien Bollaert

International QA expert

Visiting professor | Ghent University & World Bank

Board member QA agencies

online IV Eurasian Forum on QA

28 & 29 October 2021

IQAA | Nur-Sultan | Kazakhstan

CHANGES IN HE PROVISIONS DUE TO COVID-19

- **Online education**

Challenge: result of vision and strategy or emergence?

New important item: well-being of students & staff; social effects?

Micro-credentials per module, QA?

Problem of cheating

Infrastructural and organisational expenses

- **Online research**

Online conferences and meetings

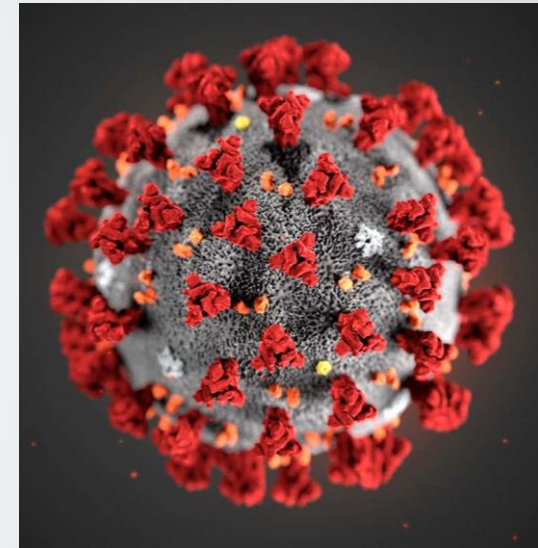
More international articles but less cooperation

Heavy funding of vaccin research to public & private research centres

- **Societal services**

Scientific medical advisors in national strategies, less from psychology and social sciences

Voluntary and organisational help in vaccination



+ Pros & cons of online QA -

IQA

- + Data collection and report better shared online
- + Meeting better prepared
- + More possibilities in the personal agendas

EQA

- + idem
- + No travel and accommodation costs
- + More preparatory meetings and documents
- + To-the-point answers

IQA

- No body language
- Less opportunity to interact
- Less opportunity to go deeper
- Harder to find a consensus
- Harder to make notes/minutes

EQA

- Idem (use professional secretary not reviewing)
- Harder team-building
- Different time-zones
- More limited to Q&A because of time slots
- Harder to visit the infrastructure
- Harder to 'feel the culture'



**GHENT
UNIVERSITY**



QA: new insights & trends

International QA

Lucien Bollaert

International QA expert

Visiting professor | Ghent University & World Bank

Board member QA agencies

online IV Eurasian Forum on QA in HE

28 & 29 October 2021

IQAA | Nur-Sultan | Kazakhstan

European Approach for QA of Joint Programmes

2015: one self-evaluation report, one review and one site-visit for one international accreditation

still many national additional requirements and blockages

- **European University Alliances**

Boost to intensively collaborate internationally departing from vision, mission and strategy including QA

Challenges: cooperation from high & strategy to work-floor (education, research and societal services)

European degree & diploma (competence?!)

find and apply common IQA principles

EQA (project?, merger?, common activities?, strategy?...)





QA: new insights & trends

Quality Culture

Lucien Bollaert

International QA expert

Visiting professor | Ghent University & World Bank

Board member QA agencies

online IV Eurasian Forum on QA in HE

28 & 29 October 2021

IQAA | Nur-Sultan | Kazakhstan

- **New definition of Quality Culture:**

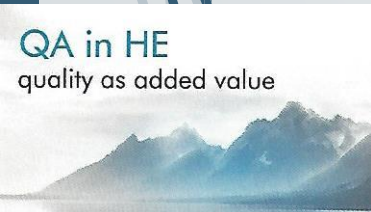
Quality Culture is that part of the organisational culture(s) in which the stakeholders are driven to the creation of something by the (un)conscious intentional attitude to continuously improve it as based on the values and beliefs that live in the organisation.

Bollaert, L. (2019), *A Manual for IQA in HE*, p. 482

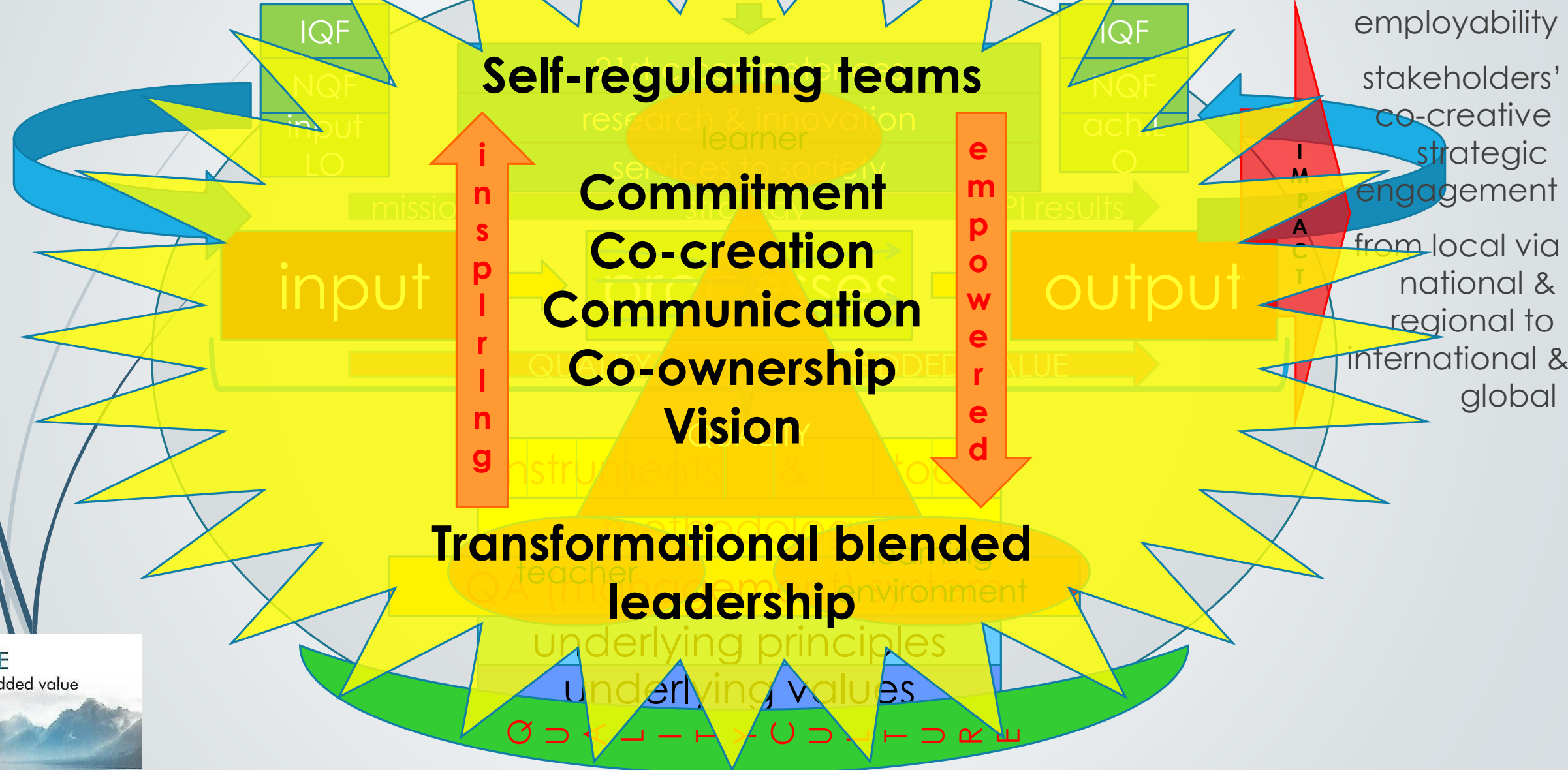
- **Quality Culture indicators:**

- The ability to critically self-reflect and self-evaluate (contents, number of and outcomes of meetings) consistent with underlying data
- The ability to work with external analysis and critical review
- The ability to improve (innovatingly) including all stakeholders
- The ability to lead oneself with a clear strategy and performant outcomes

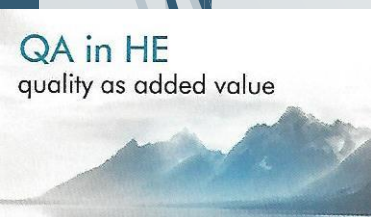
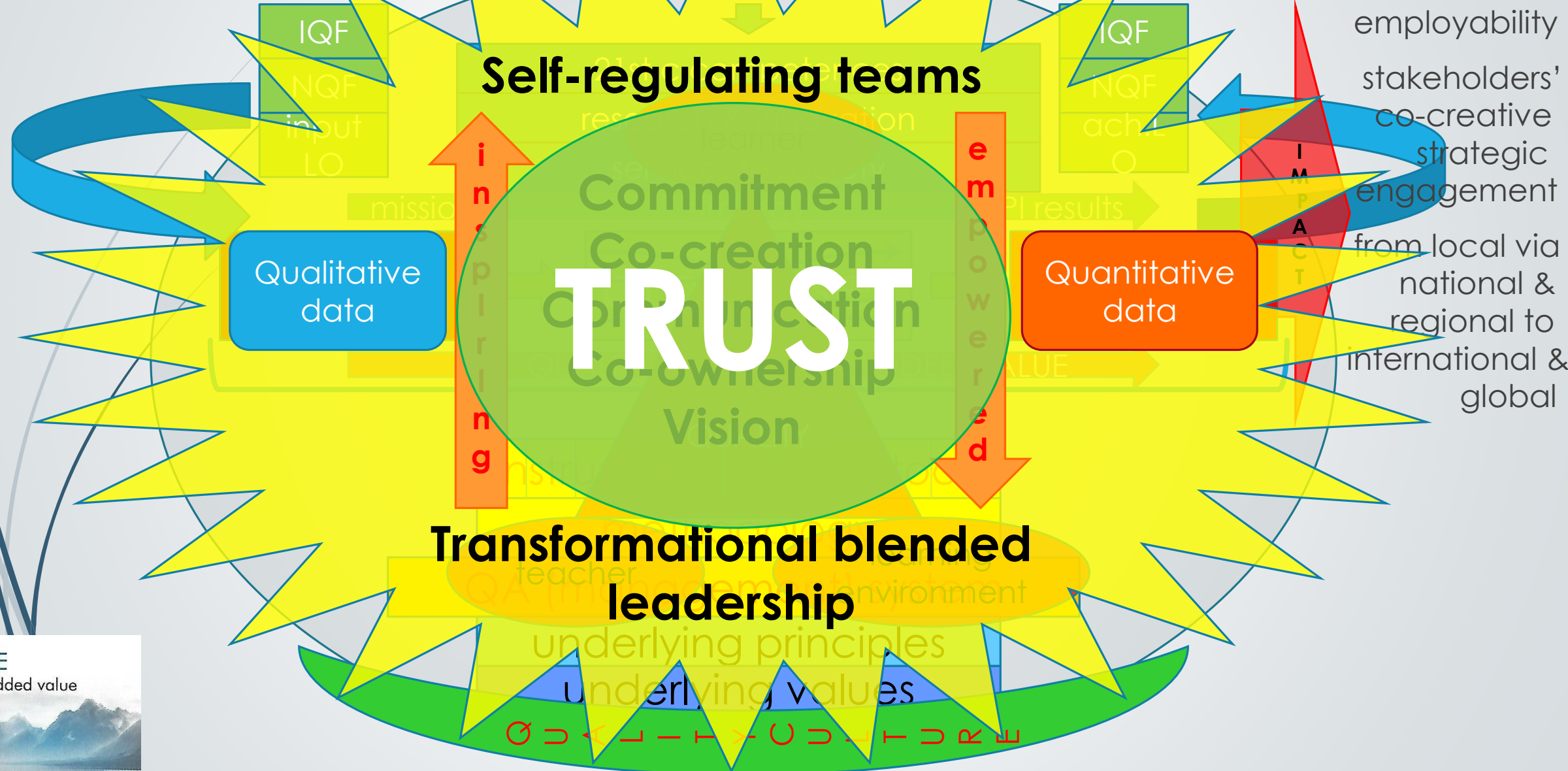
- 1. Efforts to implement quality management practices will fail in case they neglect the organisational (sub)culture(s).
- 2. To reinforce a quality culture, collaboration and concern for staff morale, involvement and ownership need to be encouraged.
- 3. The implementation of communities of practice opens a window of opportunity to promote key features of a quality culture.
- 4. Good educational leadership entails investing in the educational leaders of the future.
- 5. To catalyse improvement, we should focus more on discovering root causes of success than root causes of failure.
- 6. Students should be seen as active members of – and contributors to – the quality culture of HEI.
- 7. Bringing quality culture to the forefront of HE policy & research will stimulate organisational change and development.
- 8. A vision on educational quality as transformation is favoured by teaching staff. Students often agree in retrospect.
- 9. If you want to truly understand something, try to change it.
- 10. The happiness of your life depends on the quality of your thoughts.



dimensions of quality & QA



dimensions of quality & QA





QA: new insights & trends

Conclusions

Lucien Bollaert

International QA expert

Visiting professor | Ghent University & World Bank

Board member QA agencies

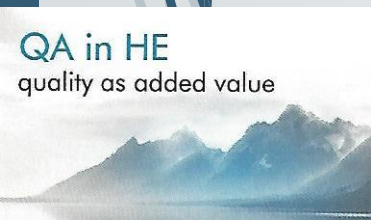
online IV Eurasian Forum on QA in HE

28 & 29 October 2021

IQAA | Nur-Sultan | Kazakhstan

ARE YOU READY TO COPE WITH THE CHALLENGES OF THE NEW INTERNATIONAL INSIGHTS AND TRENDS OF QA?

- Develop a **new vision, mission and strategy** taking into consideration the global changes and challenges
- Incorporate (the degree of realization of) your **strategy into QA**
- Incorporate transformational societal **impact in your QA**
- Develop an **international strategy** and incorporate it **in your QA**
- Involve and engage **all your stakeholders in QA as co-creators**
- Really **own and take your responsibility for IQA** both on **institutional and programme level**
- Be able to **critically self-evaluate** and **enhance/improve**
- Be able to cope with **external reviews in order to enhance**
- Identify and improve your **quality culture** with qualitative and quantitative indicators towards collective trust and enhancement



Thanks

Рақмет сізге/Raqmet sizge Спасибо



Q & A

