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Global Perspectives on Quality Assurance: United States, Germany & Australia

2010 AIEA Conference • February 14-17, 2010 • Washington, DC



Australian Government

Australian Education International

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Deutscher Akademischer Austausch Dienst
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Global Perspectives on Quality Assurance

The Case of Europe and Germany

Dr. Sebastian Fohrbeck
Director, New York Office
German Academic Exchange Service (DAAD)
AIEA Washington, D.C., Feb. 17th, 2010



change by exchange ■ wandel durch austausch ■ cambio por intercambio.



The Lisbon Goals: Making Europe more attractive and competitive

2010

European
Research
Area

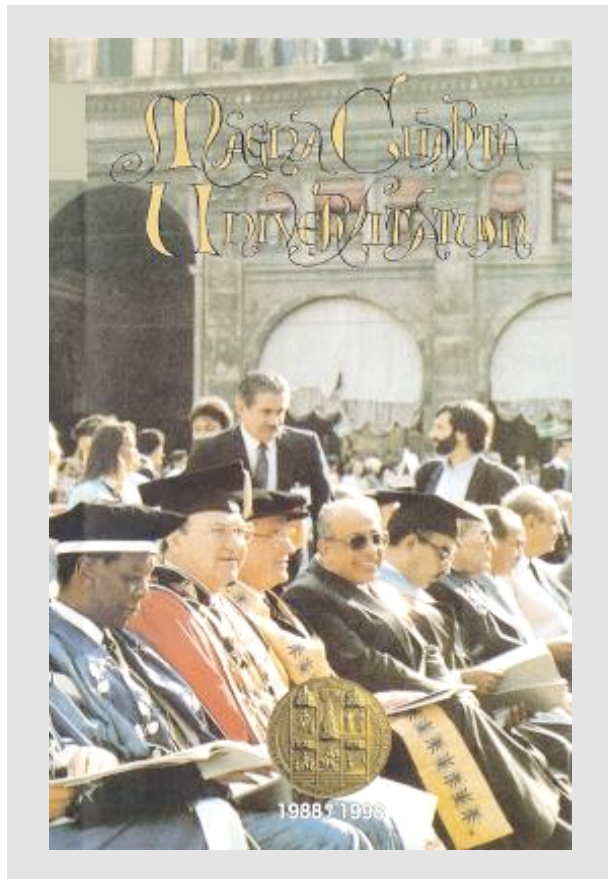
European
Higher
Education
Area

„Europe ... as the most competitive and dynamic knowledge-based economy in the world by 2010“



The Bologna Revolution

Bologna 1989



Bologna Magna Charta



Bologna Ministers' Conference

**Berlin
2003**



London 2007



European Challenges: Objectives of the Bologna Process

Mobility

- two-cycle degree system (Bachelor/Master 3+2 or 4+1 years)
- modularisation
- recognition and transparency of degrees
- ECTS and Diploma Supplement

Quality

- national and European qualification frameworks
- coordination of national systems for Quality Assurance

Attractiveness

- Scholarship programmes
- immigration policy
- promotion/marketing



EU Policy: The Bologna Process 2000 - 2010

1999 (Bologna: 30)

Austria, Belgium, Bulgaria,
Czech Republic, Denmark,
Estonia, Finland, France,
Germany, Greece, Hungary,
Iceland, Ireland, Italy,
Latvia, Liechtenstein, Lithuania,
Luxembourg, Malta,
Netherlands, Norway,
Poland, Portugal,
Romania, Slovak Republic,
Slovenia, Spain, Sweden,
Switzerland, United Kingdom

2001 (Prag: 33)

Croatia, Cyprus, Turkey

2003 (Berlin: 40)

Albania, Andorra,
Bosnia-Herzegovina, Holy See,
FYR of Macedonia, Russia,
Serbia

2005 (Bergen: 45)

Armenia, Azerbaijan, Georgia,
Moldova, Ukraine

2007 (London: 46)

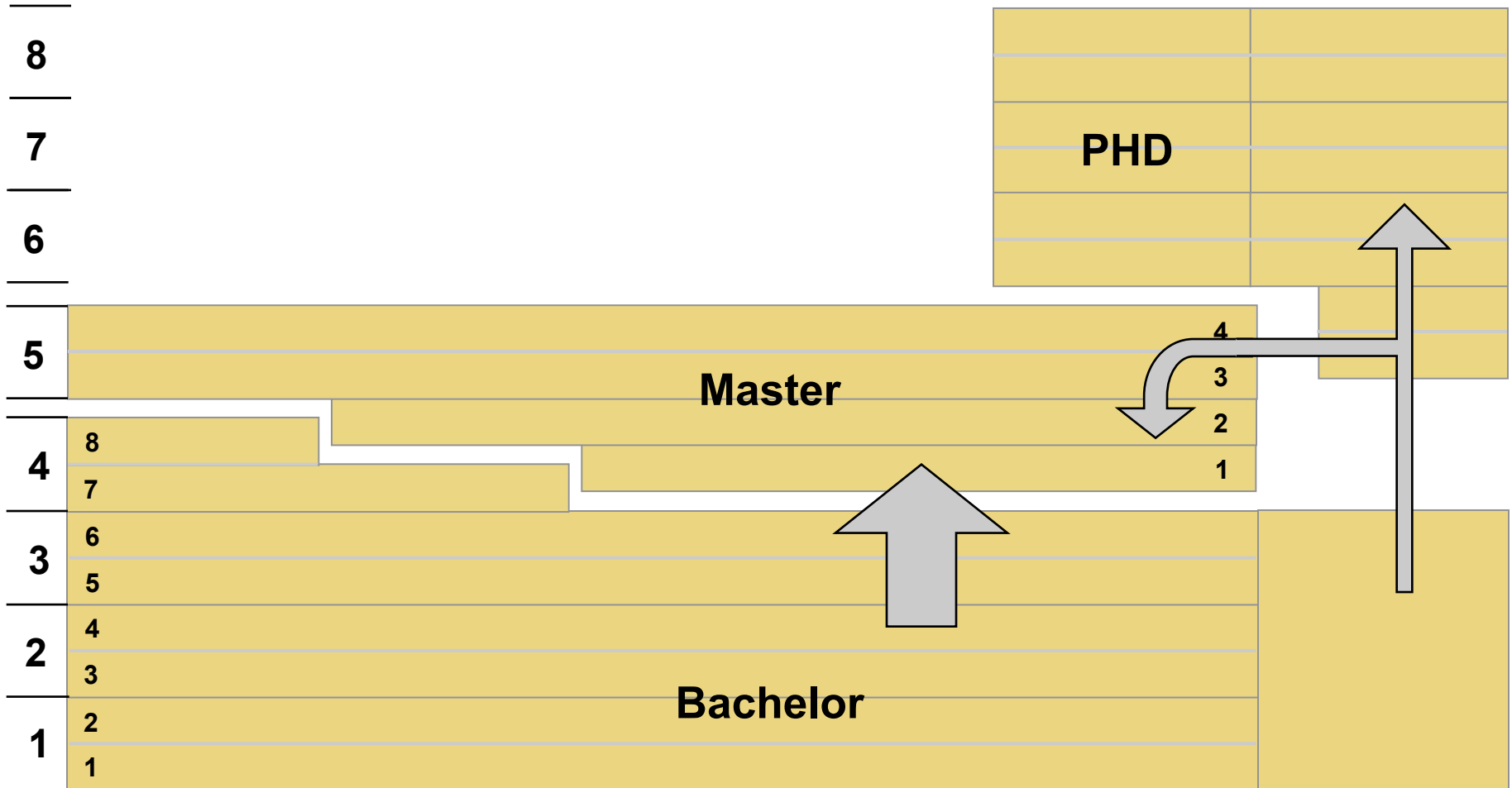
Montenegro



Bologna H.E. Area

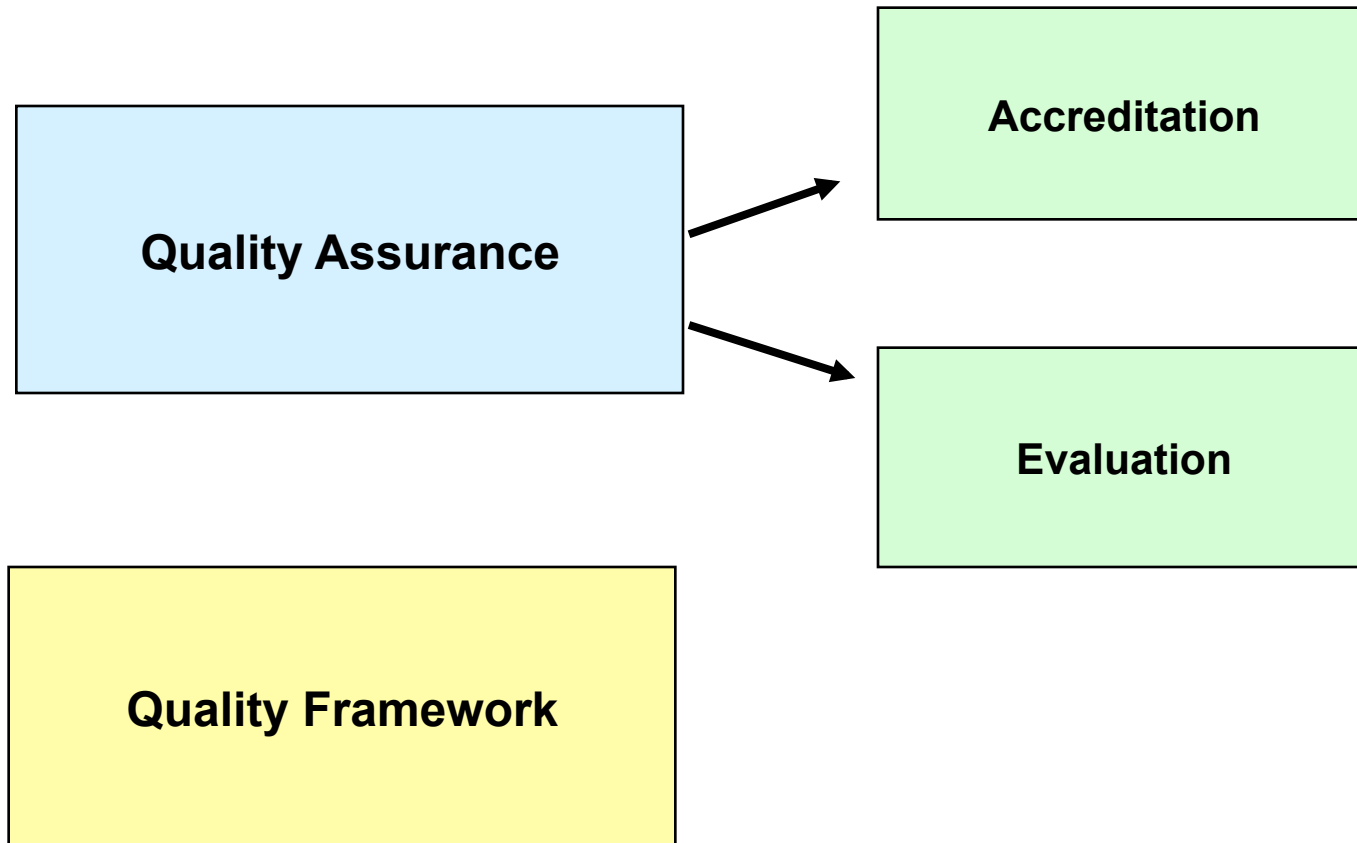


Bologna: The 2 (3) cycle degree systems





The Bologna Process - *Quality Assurance and Framework*



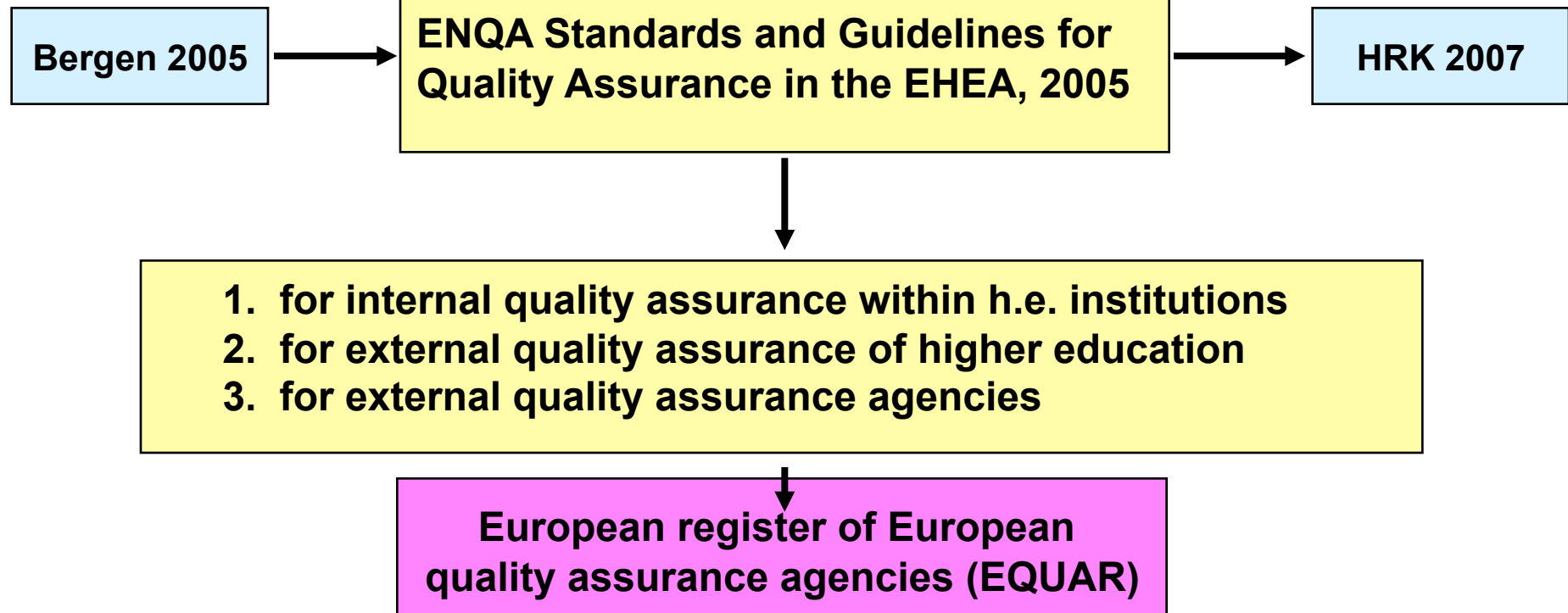


The Bologna Process: *Quality Assurance*



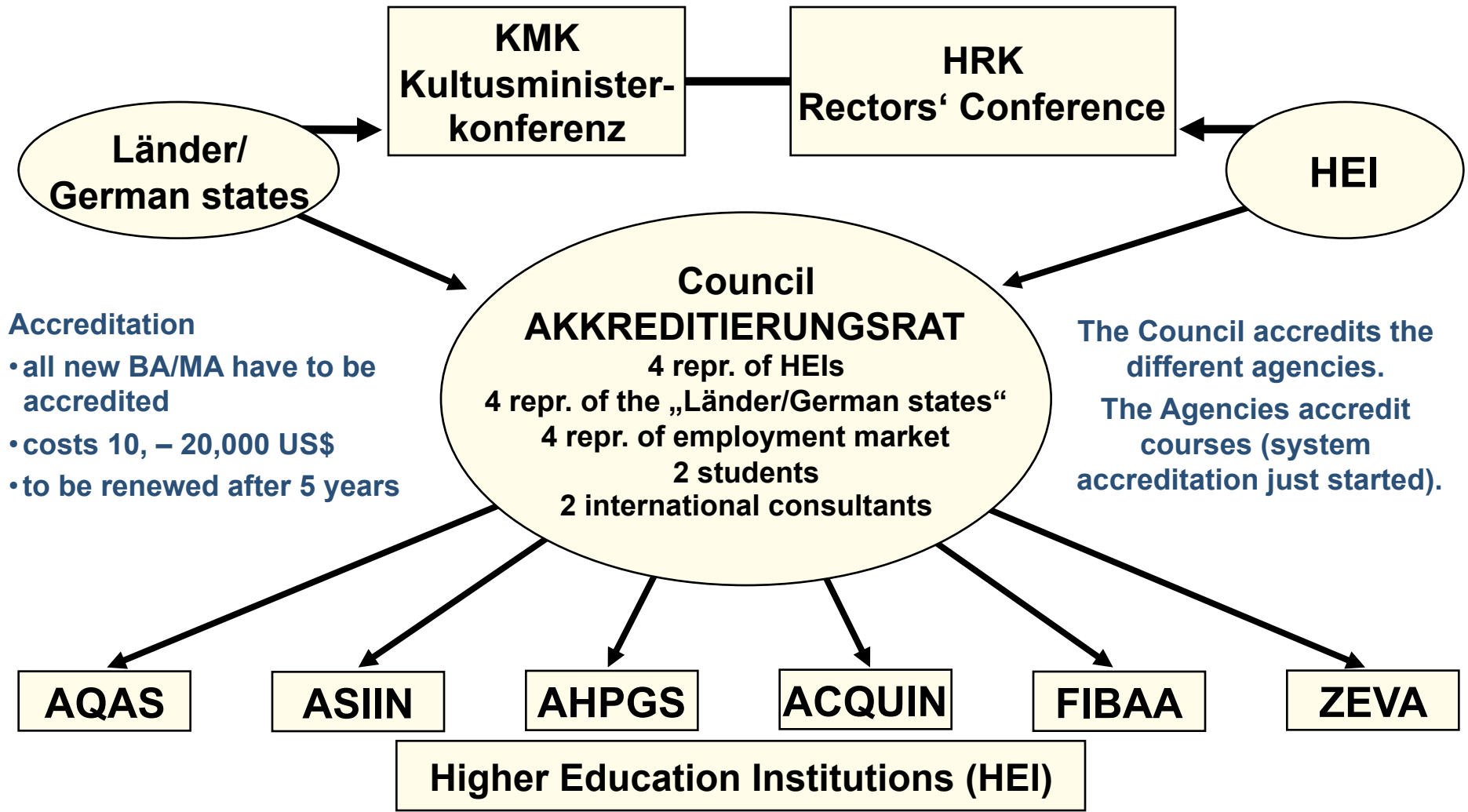
Internal Quality Assurance

External Quality Assurance



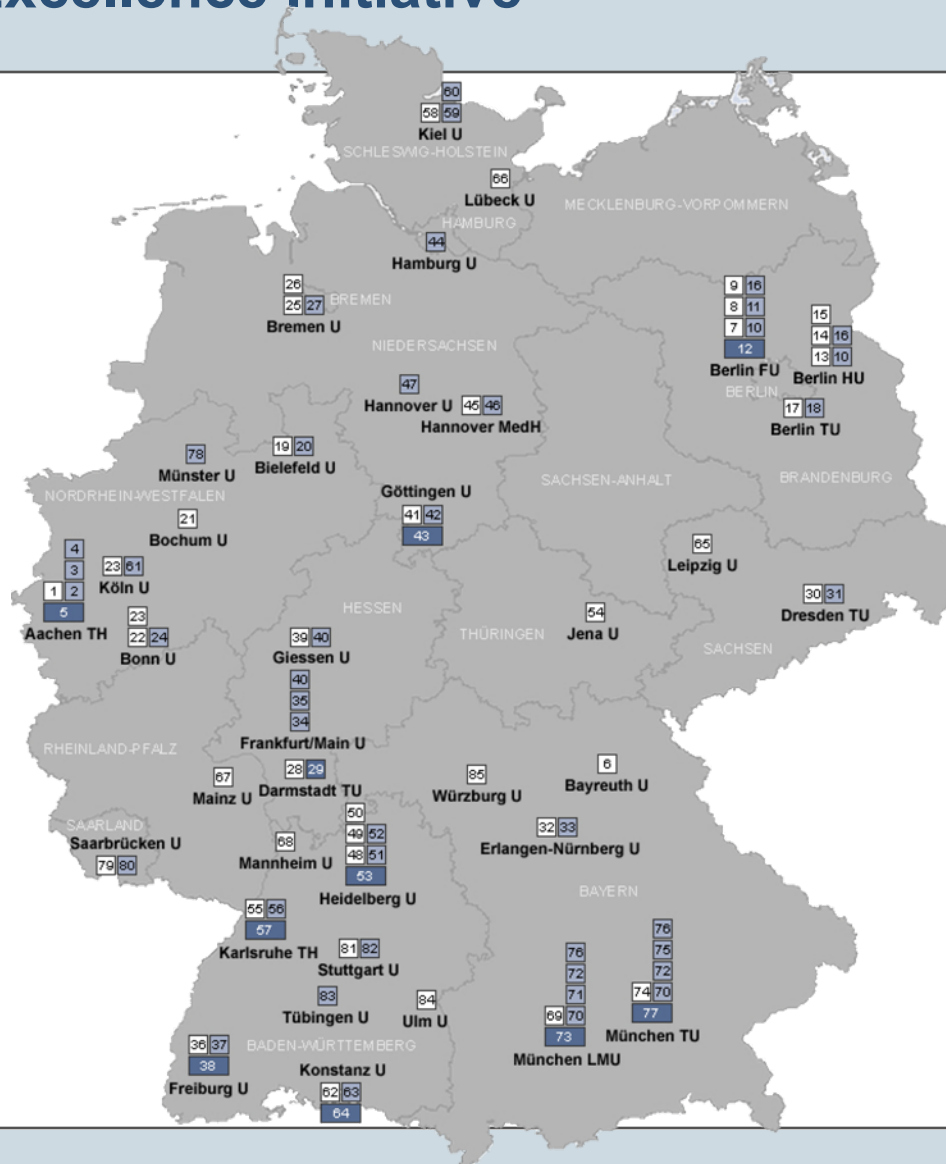


The Bologna Process in Germany – *The National System of Accreditation*





The German “Excellence Initiative”





Stocktaking Report Leuven 2009 : The results for Germany

DEGREE SYSTEM

1. Stage of implementation of the first and second cycle
2. Access to the next cycle
3. Implementation of national qualifications framework

QUALITY ASSURANCE, ESG

4. Stage of development of external quality assurance system
5. Level of student participation in quality assurance
6. Level of international participation in quality assurance

RECOGNITION

7. Stage of implementation of diploma supplement
8. National implementation of the principles of the Lisbon Recognition Convention
9. Stage of implementation of ECTS
10. Recognition of prior learning



The Leuven message: Priorities for Bologna beyond 2010

From the Leuven and Louvain-la-Neuve Communiqué:

I Mobility – In 2020, at least 20% of graduates in the European Higher Education Area should have had a study or training period Abroad; opportunities for mobility shall be created in each of the three cycles. Mobility flows across the EHEA shall be balanced.

II Social Dimension – Improving learning environment; removing all barriers to study; creating appropriate economic conditions for students at all levels.

III Lifelong Learning (LLL) – Establishing principles for LLL as recognition of prior learning on the basis of learning outcomes for formal, non-formal and informal learning paths, reflected by national qualifications frameworks till 2012.

IV International Openness – Engagement in global collaboration and highlighting the attractiveness of European higher education by joint European actions

V Quality Assurance – Transnational education governed by the European Standards and Guidelines for quality assurance in line with the UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education.

Next Ministerial Meetings

Anniversary Conference - 2010 Budapest and Vienna

Ministerial Conference - 2012 Bucharest

Following Ministerial Conferences in 2015, 2018, 2020



In future, the Bologna Process will be co-chaired by the country holding the EU presidency and a non-EU country



A Bologna priority for the future: International openness

The Bologna Policy Forum in Leuven 2009: 46 Bologna signatories and 15 countries (incl. Brazil) from across the world agreed to develop cooperation and partnership in higher education.



The next policy forum will take place in Vienna 2010.



Thank you!



“Up for Grabs”: Quality Assurance in American Higher Education



DAVID C. PARIS

**EXECUTIVE DIRECTOR, NEW LEADERSHIP
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**PROFESSOR OF GOVERNMENT, HAMILTON
COLLEGE**

OVERVIEW



- **It is unclear how quality assurance in the United States will evolve in the next few years, because...**
- **Historical and structural features of American higher education make how quality is assured fragmented and contested. These features are different in degree, and perhaps in kind, than elsewhere.**
- **Scenarios:**
 - **increased self-regulation predominates**
 - **increased state and federal regulation**
 - **A “grand bargain” or “new regime”**
 - **“Up for grabs”**

ACCREDITATION



- **Accreditation is the primary vehicle for quality assurance in the United States.**
- **A brief history: accreditation agencies—essentially private, member formed and dominated, regionally organized to certify institutions (alongside national program accreditation).**
- **The federal postwar transformation: accreditation agencies as gatekeepers for federal aid, programs. The power of the purse suggests an avenue for regulation, paralleled in state funding.**
- **Evolving dissatisfaction with accreditation and challenges in the reauthorization process:**
 - **Early 1990s, the creation of SPREs as federal-state regulatory partnership.**
 - **The Spellings Commission report: an indictment of higher education in America, proposals to modify or remove gate keeping, stronger review of agencies, mandated testing?**
- **Two narrow escapes and Lamar Alexander's warning.**

WHY IS THERE DISSATISFACTION?



Why is there such dissatisfaction with accreditation?

- **Quality and public stewardship as legitimate concerns.**
- **The dilemmas of a loosely-joined “system”:**
 - **Quality Assurance vs. Compliance**
 - **Public Transparency vs. Private Candor**
 - **Accountability vs. Assessment**
 - **Comparability vs. Difference**
- **And a basic (universal?) problem: What are the qualities/outcomes to be measured and how?**

American Exceptionalism?



- **The accreditation agencies face these dilemmas and questions in the context of historical and structural factors that work against any collective solution.**
- **Autonomy as the defining feature of American higher education:**
 - **The influential role of private institutions.**
 - **General and specific (academic freedom) ideological attitudes against regulation.**
- **Structural features of American education and politics:**
 - **Significant variation in types and features of institutions (size, mission, funding.....),**
 - **Federalism as regulatory patchwork, lack of clear responsibility.**
- **Many of these features may be found elsewhere (e.g. academic autonomy) but are in combination probably most pronounced here.**

WHAT PATH WILL QUALITY ASSURANCE TAKE?



- **Increased self-regulation:**
 - **Via accreditation, agency pressure increasing**
 - **Industry entrepreneurship**
 - ✦ **Collegiate Learning Assessment (CLA)**
 - ✦ **Bologna and tuning applied to the US (Lumina)**
 - ✦ **Voluntary System of Accountability (VSA)**
 - ✦ **Faculty-based measurement AAC&U's VALUE project**
 - **New initiatives: NILOA, New Leadership Alliance**
- **Federal and state interventions, Obama and national (quantitative) goals:**
 - **Stimulus money and “outcomes”**
 - **Supporting AHELO**
 - **State mandates**
 - **Revisiting accreditation (HLC “warning”) and direct regulation—the next reauthorization**
- Both/and: the political impulse to avoid conflict and divide labor:**
 - **Continuing independent efforts leading to a “grand bargain” or new professional regime (e.g. AAUP)**
 - **Federal/state interest in monitoring quality without defining and regulating it**

UP FOR GRABS



- **“Up for grabs,” it is not clear that a neat or effective two-track solution is likely:**
 - **Independent efforts still on the surface, an industry that is slow to change.**
 - **Federal and state temptation to exercise power without clear aims or effective tools.**
- **Though progress has and will continue to be made, the likely evolution of quality assurance will be slow, messy, and conflict-laden. In this and in many other collective action problems in the US, we tend to lack the disposition, power, and mechanisms to achieve collective results (e.g. health care).**

GLOBAL PERSPECTIVES ON QUALITY ASSURANCE: AUSTRALIA

Professor Dean Forbes
Deputy Vice-Chancellor (International)
and Vice-President
Flinders University

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Quality Assurance - Australia

AUQA - Australian Universities Quality Agency is a company established in 2000. Owned by the national, state and territory ministers responsible for higher education. The first institutional audits commenced in 2002

Audit is on fitness for purpose, with universities assessed against their own objectives. Five year cycles:

- Cycle I focused on the university as a whole
- Cycle II is focusing on two themes, one of which is internationalisation

The findings in the Cycle I audit reports (Stella and Liston 2008)

‘Internationalisation is becoming a strategic priority for Australian universities’ (p 16)

Many reports had commendations for services to international students

Areas needing improvement frequently included the management of off-campus programs (TNE)

Quality Assurance - Australia

It has been argued that AUQA is not a *de jure* regulatory authority, but it is a *de facto* regulatory authority (Blackmur 2007)

- It can recommend sanctions to government; and/or
- It can exert significant public pressure on universities

The impact on universities of Cycle I was mostly positive

Universities generally prepared for audits by putting considerable effort into QA arrangements and addressing deficiencies

Criticisms of Cycle I audits

- The fitness for purpose model
- The absence of independent standards by which to judge university performance

Quality Assurance - Australia

Following the Bradley Review of Australian Higher Education, which reported in December 2008, Australia's QA framework will be revamped

TEQSA - The Tertiary Education Quality and Standards Authority will be established in the second half of 2010, and will takeover from AUQA and be operational in 2011

The QA model

- Will start with universities and regulate vocational education institutions from 2013
- Will build upon processes of self regulation
- Proportionate and risk-based
- Have oversight of academic standards
- Responsibility for accreditation

Two states (Victoria and Western Australia) have rejected the model of regulation for vocational education

Private higher education providers are concerned that TEQSA will be tougher on them than public universities. Eg with regard to closing down an institution

Watch this space...

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