

QA & STRATEGY

Lucien Bollaert

**independent international QA expert
visiting professor & board member QAAs**

EQAF

**Parallel plenary I
16 November 2018
Vienna**

- Intro: standard I.I and the multiple links between strategy and QA
- Constructing strategy with the help of QA: vision & mission
- Translating strategy into policies: 4 dimensions: stakeholders, LO, LLL & engagement with/impact on society
- Deconstructing strategy for QA: KPIs and indicators
- Pitfalls of QA on strategy
- Some conclusions

QA & STRATEGY

Intro: ESG standard 1.1 & the multiple links between strategy and QA

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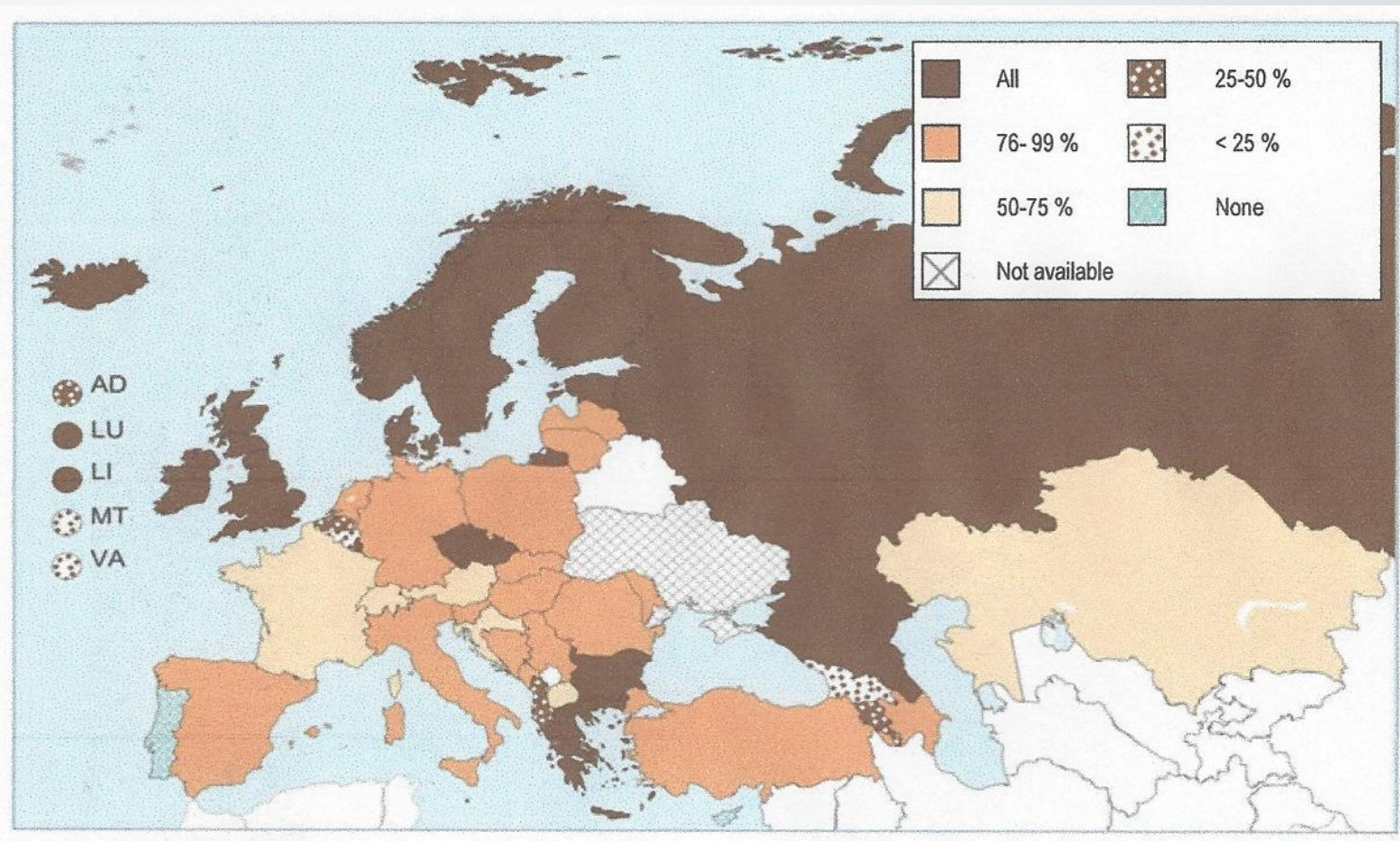
vs reactive mechanism copying EQA standards or ranking indicators

- Standard 1.1:

“Institutions should have a **policy for QA** 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.”

implementation
report fig 4,1

Published institutional strategies for continuous enhancement in the past 5 years 2013/14



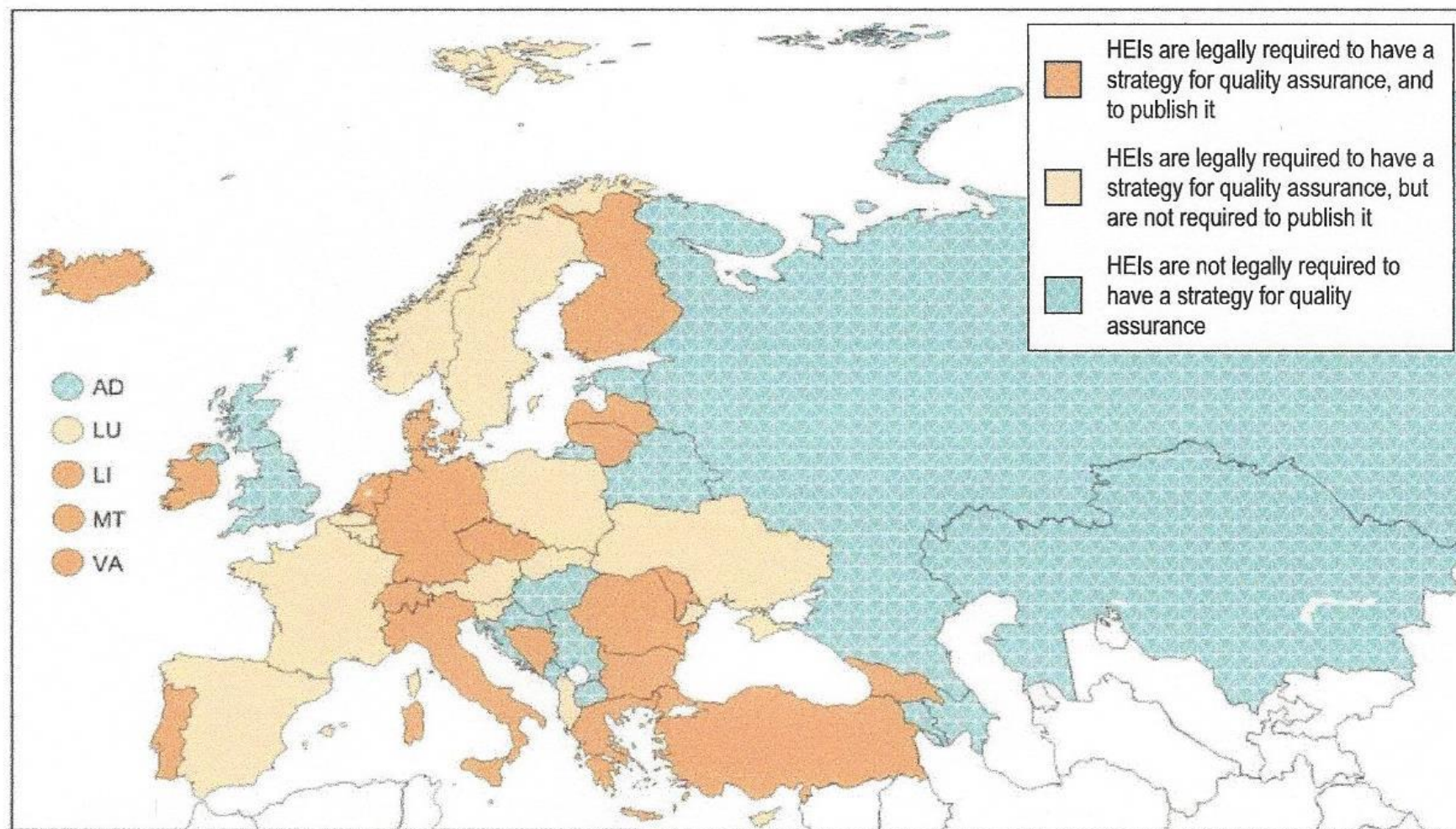
Implementation report 2015, fig. 3.1, p. 89

Source BFUG questionnaire





Figure 4.1: Requirements for higher education institutions to develop and publish quality assurance strategies, 2016/17



Source: BFUG data collection.



vs reactive mechanism copying EQA standards or ranking indicators

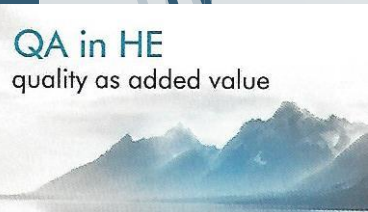
■ Standard 1.1:

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QA input into strategy

What about QA of strategy (process & outcomes)?

implementation report fig 4,1



Combination, link or opposites?

Definition including QA and only internal stakeholders

TQM?

Strategy as input into QA policy & system

- Standard 1.1: policy for quality assurance Guideline:
- Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for **continuous improvement** and contributes to the **accountability** of the institution. It supports the development of **quality culture** in which **all internal stakeholders** assume **responsibility for quality** and **engage in quality assurance** at **all levels of the institution**. (...)
- Quality assurance policies are most effective when they reflect the **relationship between research and learning & teaching** and take account of both the **national context** in which the institution operates, the **institutional context** and its **strategic approach**. (...)
- How the policy is **implemented, monitored and revised** is the **institution's decision**.

Quality & QA are contextual

Is it taking into account (inter)national contexts (funding, ranking, etc.) & EQA?



QA & STRATEGY

constructing strategy with the help of QA: vision & mission

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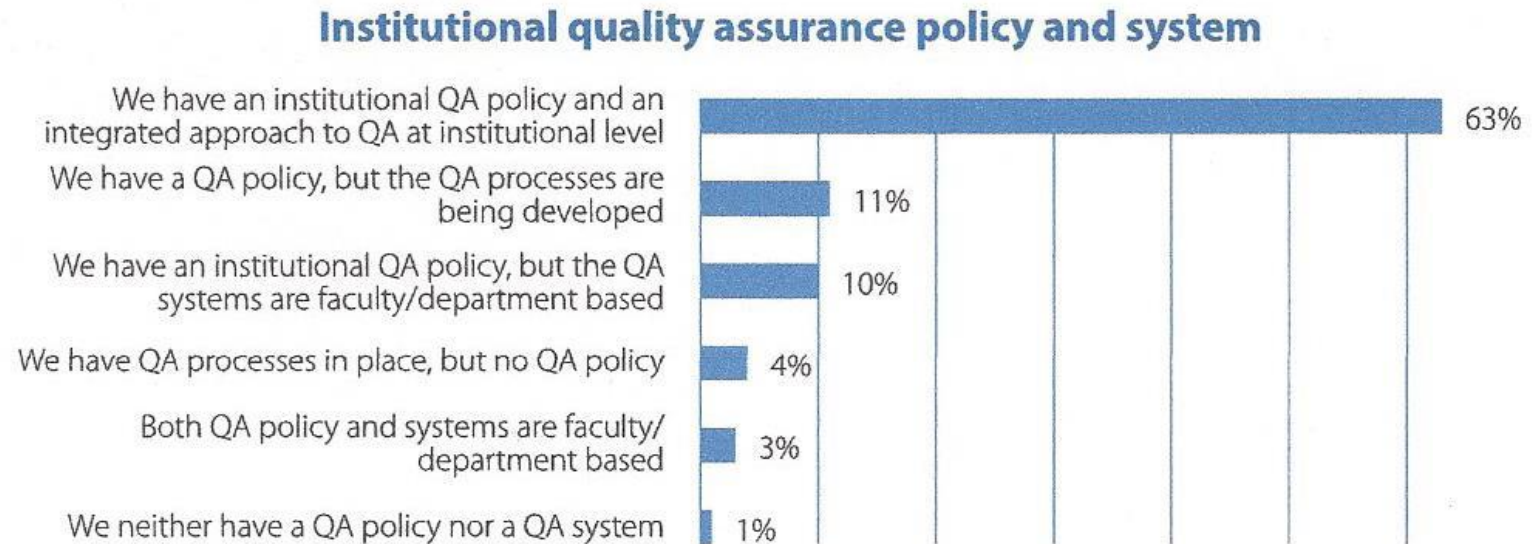
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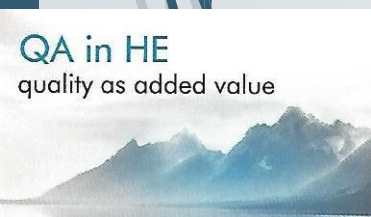
- Although we have quantitative data on national regulations and institutional QA policies, there are almost no qualitative data on its contents.

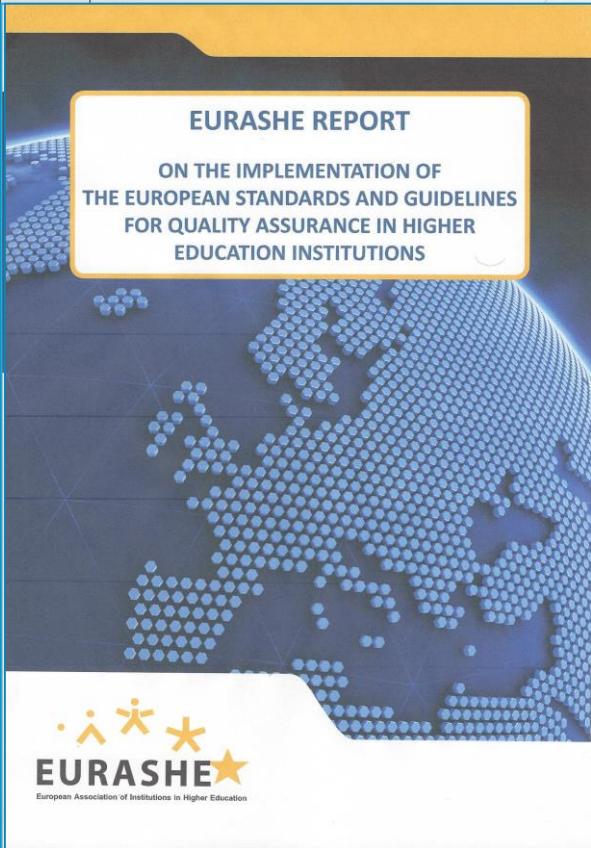


Figure 9: Does your institution have an institutional quality assurance policy and system? (Q51)



Sursock, A. (2015), *Trends 2015*, EUA: Brussels, p. 40

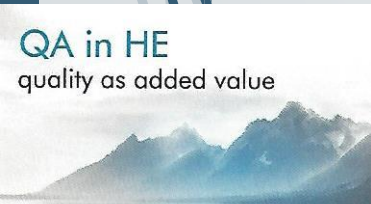




9. Are the following elements part of the Internal QA of the institution you are connected to?

(Each respondent could choose only **ONE** response per sub-question.)

Sub-questions	Resp.	% of responses	
Policy for QA	230	88	12
Procedures for QA	230	88	12
Periodic review of programme	230	88	12
Assesment of students	230	87	13
QA of teaching staff	230	81	19
Learning resources	230	80	20
Student support	230	78	22
(A) system(s) to gather information for the management of the study programmes	230	75	25
Information about programmes and awards available to the Public	230	74	26
Average: 1,18 — Median: 1			
<div> <div></div> 1. YES </div> <div> <div></div> 2. NO </div>			



- We can have some indication of qualitative input when looking at who and how the (QA) policy was made up or inspired

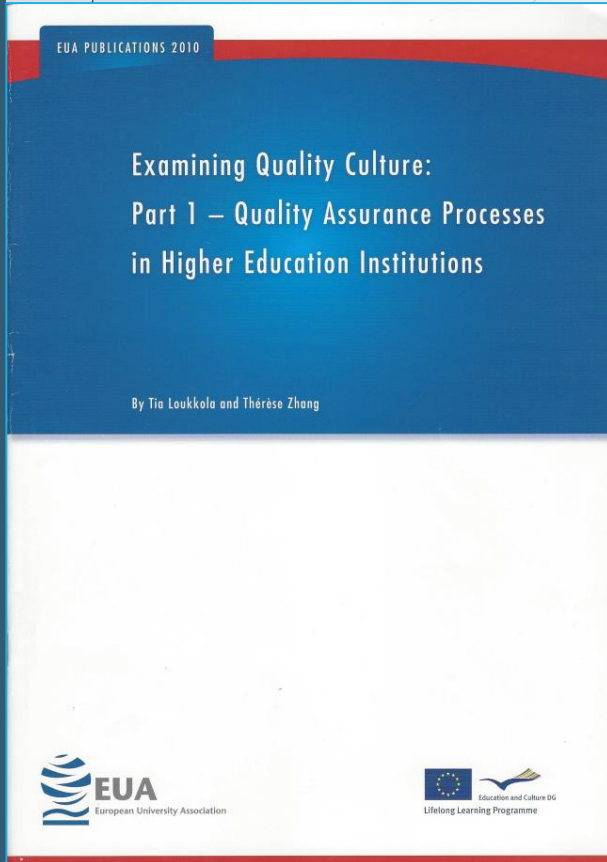
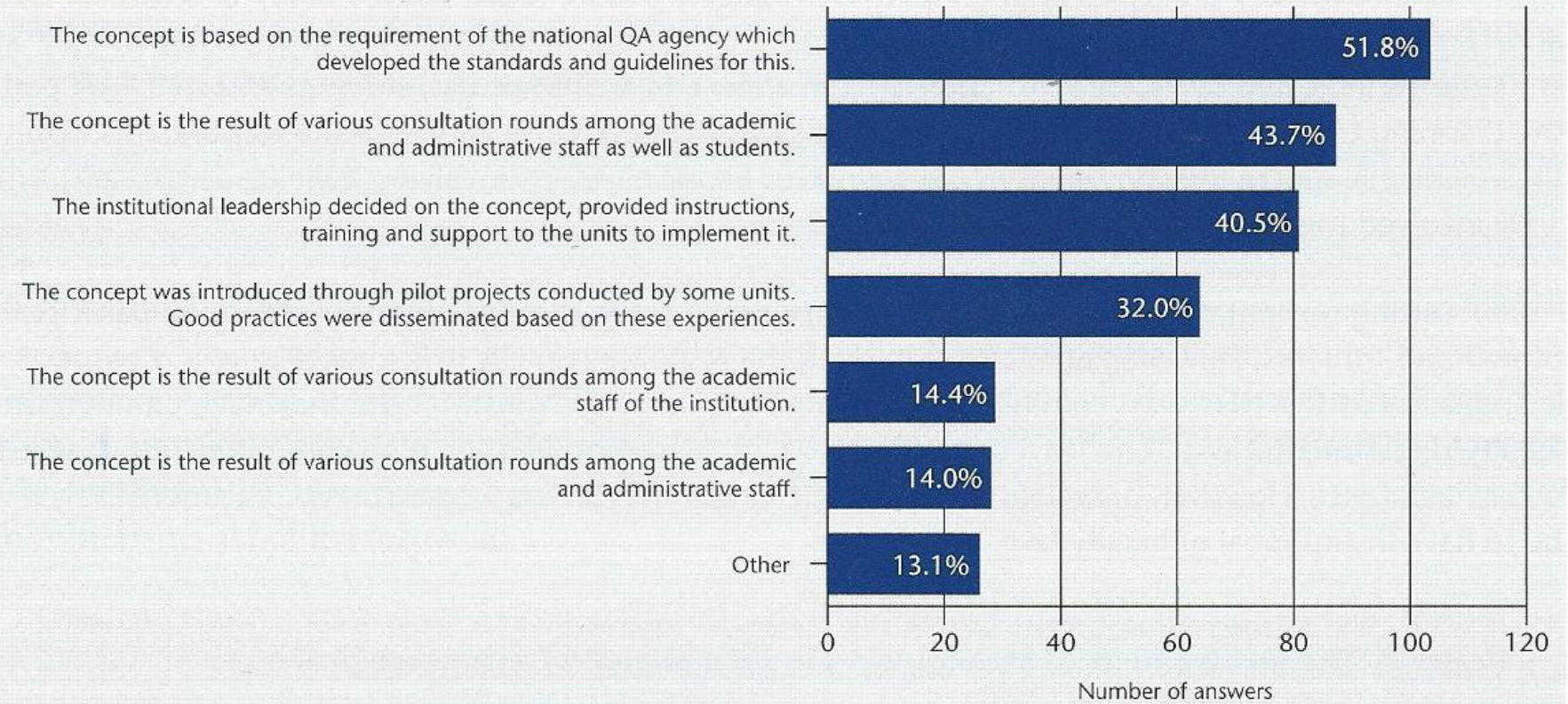


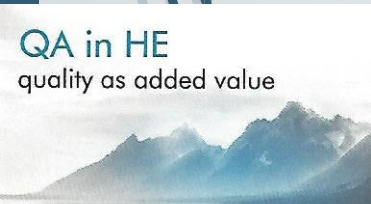
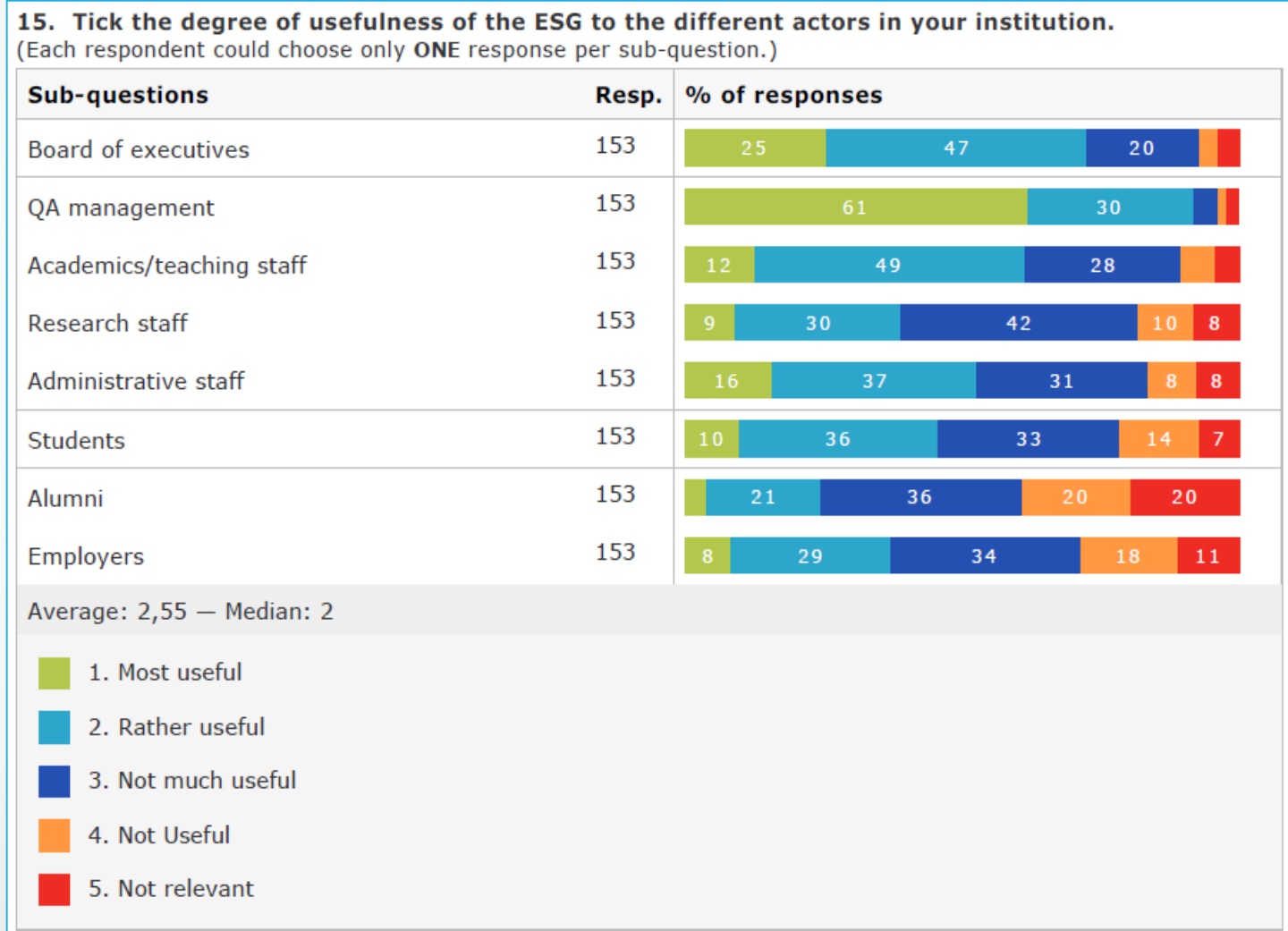
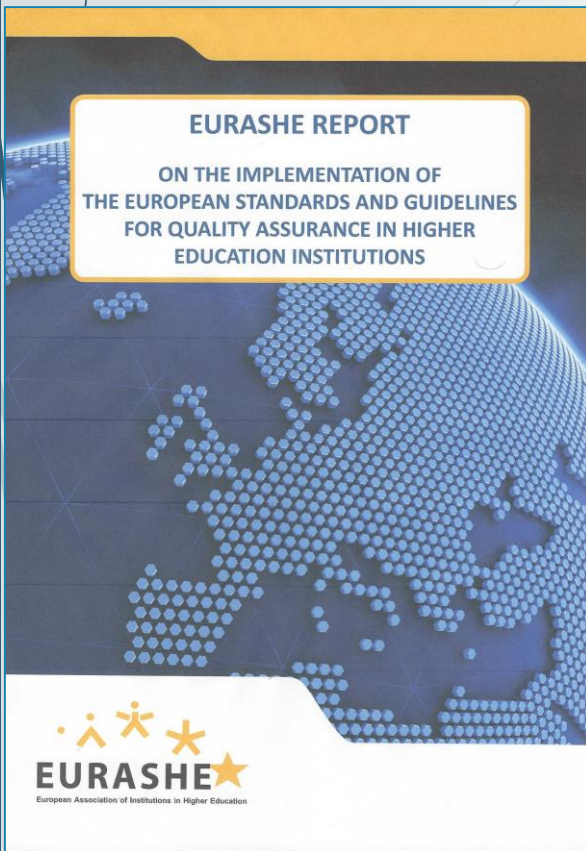
Figure 7: How the internal quality assurance system (or equivalent) was introduced within the institution



Loukkola, T. & Zhang, T. (2010), *Examining Quality Culture Part 1*, EUA: Brussels, p. 23



- We can have some indication of qualitative input when looking at who and how the (QA) policy was made up or inspired



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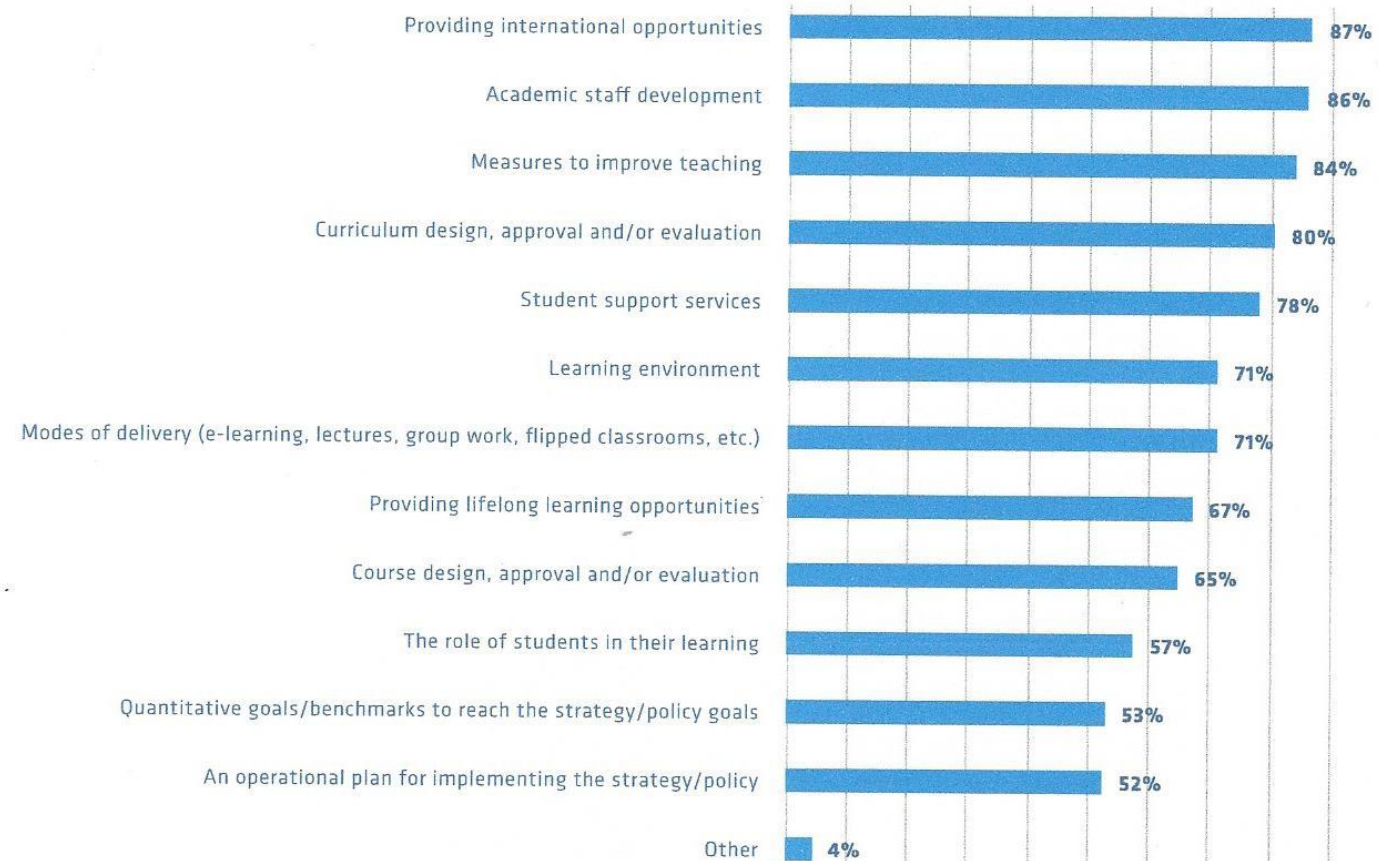
Learning and teaching
in the European Higher
Education Area

By Michael Gaebel & Thérèse Zhang

Co-authors:
Luisa Bunesco
Henriette Stoeber

Fig. 3 Elements included in the institutional learning and teaching strategy or policy

What elements does your institutional learning and teaching strategy/policy address or include? (Q. 9.1; N = 260)



- The fact that the IQA policies and processes are quite often based on national EQA and mostly useful for HEI executives and technical QA managers is not very promising on the QA input into strategy.
- Little is known about which qualitative elements of QA policies have given input into the institutional vision, mission and strategy or the other way around
- HEIs are normally not very good at developing an inspirational vision on the future, a profiling mission on middle-term and a transforming strategy (Gallup, 2015)

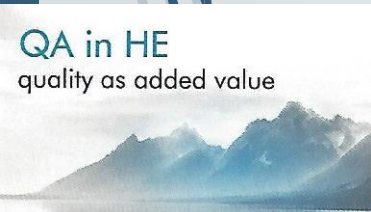
- ▶ *“We prepare the leaders of tomorrow.”*
- ▶ *“We nurture lifelong learners.”*
- ▶ *“We aim to have a global impact, while serving our local community.”*
- ▶ Gallup (2015) found that more than 50% of vision or mission statements of HEI share striking similarities, regardless of size, public or private, 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 :

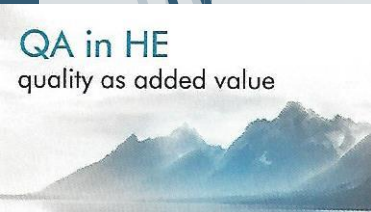
- Establish a clear and differentiated purpose by answering the questions: “*Why do we exist?*” and “*What value do we provide to the world?*”.
- Align the brand by telling the outside world what the institution is and what it will deliver. (see mission)
- Support identity with engaged culture primarily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

Gallup (2015)

www.gallup.com/businessjournal/184538/hard-differentiate-one-higher-brand.aspx



- The fact that the IQA policies and processes are quite often based on national EQA and mostly useful for HEI executives and technical QA managers is not very promising on the QA input into strategy.
- Little is known about which conceptional and qualitative elements of QA policies have given input into the institutional vision, mission and strategy or the other way around
- HEIs are normally not very good at developing an inspirational vision on the future, a profiling mission on middle-term and a transforming strategy (Gallup, 2015)
- Yet, a look at the underlying inspirations to formulate visions and mission at 50 American and European HEIs came to interesting observations...





We Make Things Happen

“**Innovation**. Challenging the status quo.

Creativity. Making waves. All words that define the **culture** of San Francisco State University.”

Firmly connected with its innovation **home city**.

Strongly committed to creating opportunities for **each student to discover his or her unique path in life**.

Deeply engaged with the **world's economies, cultures and politics**.

Uniquely focused on **excellence in teaching and research** that can be actively applied toward **improving the world we live in**.

Attending SF State is **more than an education** – it's an **experience**, and true **preparation for living a life of principle and value**.

Our **alumni** are known as **agents of change, creative artists, inventors and company founders**. Once a student at SF State, always a **leader** who is engaged and **innovative**.

At SF State, students **learn how to make things happen**.



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With the opportunity to govern much of life on Grounds – from responsibility for Residence halls to serving on the Honor Committee to reporting to our Board of Visitors – students are encouraged to **take on responsibilities** and experiences that **prepare them for lives as citizen leaders**

A **WAY OF LIFE**

UVA is a residential community based on student self-governance, an experience that builds knowledge, character and independence.

A **GENUINE IMPACT**

The decisions made by students have a significant influence on life at the University.

A **COMMUNITY OF TRUST**

Since 1842, UVA's student-run Honor System has helped create and strengthen a school-wide community of trust.



BE A PART OF OUR SUCCESS

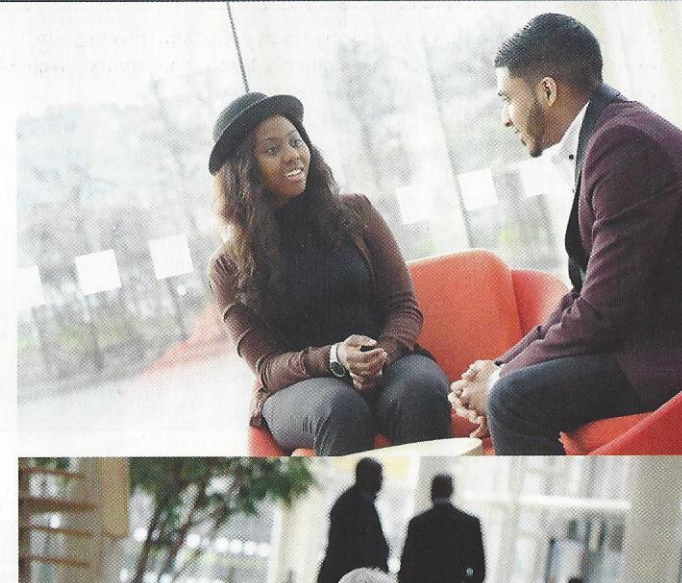
De Montfort University (DMU) is an ambitious, truly **globally-minded** institution with a relentless focus on delivering **quality across all aspects of its provision**. Our business school is the **top-ranked** school in the Midlands region for overall satisfaction in the **NSS**. We are in the **top three** modern universities nationally in the **REF** for Business and Management research ahead of many long-established universities.



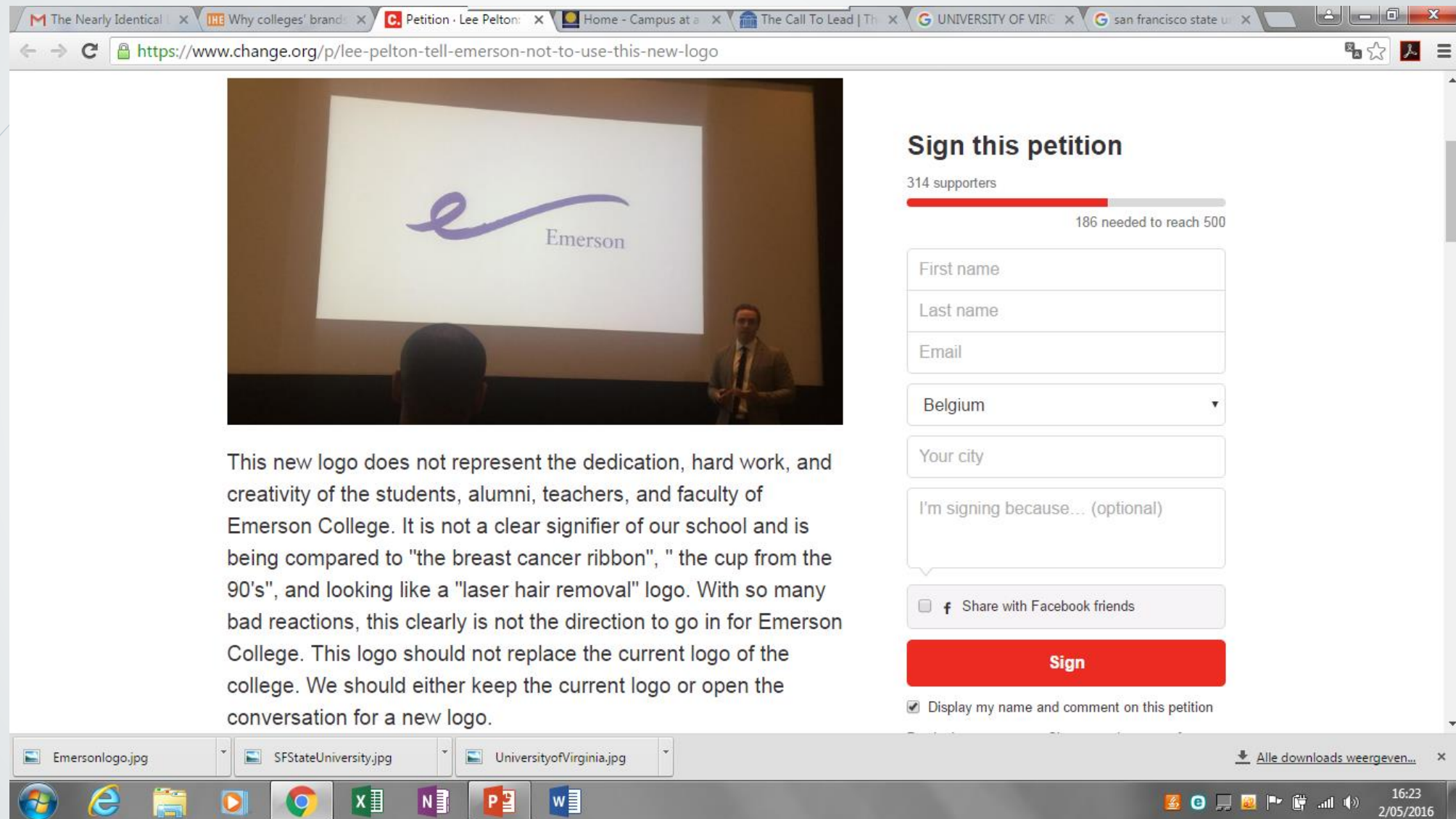
gsm Distinctive
higher
education
LONDON

"GSM London provides higher education for students of all ages and backgrounds. Our aim is to make education as accessible as possible and to support students in their career ambitions. We are truly multicultural with students from very different areas of London, as well as the Gulf States, Nigeria, the Far East and Europe."


This is an exciting time for GSM London. Founded in 1973 and formerly known as the Greenwich School of Management, we are one of the UK's largest independent for-profit HE providers and one of the few private providers to have passed QAA Institutional Review. We have two campuses and a study centre in London and over 6,000 students. We are committed to widening access to enable social mobility through our focus on strengths-based learning and our student outcomes, including their employability. We are building organisational capability to take us forward as we seek to attain degree awarding powers and university status. In this we are working closely with our validating partner, Plymouth University, who are supportive of our ambitious growth plans.



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<https://www.change.org/p/lee-pelton-tell-emerson-not-to-use-this-new-logo>



This new logo does not represent the dedication, hard work, and creativity of the students, alumni, teachers, and faculty of Emerson College. It is not a clear signifier of our school and is being compared to "the breast cancer ribbon", "the cup from the 90's", and looking like a "laser hair removal" logo. With so many bad reactions, this clearly is not the direction to go in for Emerson College. This logo should not replace the current logo of the college. We should either keep the current logo or open the conversation for a new logo.

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314 supporters
186 needed to reach 500

First name
Last name
Email
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I'm signing because... (optional)
☐ Share with Facebook friends
Sign
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Emersonlogo.jpg SFStateUniversity.jpg UniversityofVirginia.jpg

Alle downloads weergeven...

UNIVERSITY OF STRATHCLYDE STRATEGIC PLAN 2015–2020



Our Vision	A leading international technological university, inspired by its founding mission, that makes a positive difference to the lives of its students, to society and to the world				
Our Mission	From our foundation as ‘the place of useful learning’, we take it as our responsibility to research, teach and be of benefit to society – to reach outside the University to make the world better educated, prosperous, healthy, fair and secure				
Strategic Themes	Outstanding student experience	Internationally-leading research	World-leading innovation and impact		
Cross-cutting Themes	Global engagement		Operational excellence		
Our Values	People-oriented	Bold	Innovative	Collaborative	Ambitious

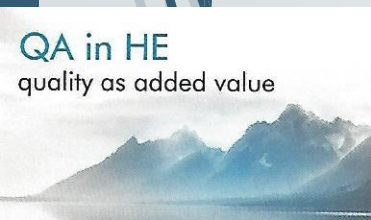


Table 2. Binary logistic regressions occurrence of the 20 most frequent claims.

Number of cases: 123	p	Intercept				n Claims				Factor: research quality-student selectivity				Discipline profile: factor 1			
		Est.	Std. err.	p	Sign	Est.	Std. err.	p	Sign	Est.	Std. err.	p	Sign	Est.	Std. err.	p	Sign
Students graduates served	0.49	-1.80	0.44	0.000	***	0.16	0.04	0.000	***	0.02	0.24	0.930	-	0.14	0.24	0.562	-
Quality attribute	0.48	-1.46	0.41	0.000	***	0.12	0.03	0.000	***	-0.42	0.24	0.081	.	-0.06	0.24	0.788	-
Research mean	0.45	-1.14	0.39	0.003	**	0.08	0.03	0.007	**	-0.35	0.23	0.123	-	0.45	0.24	0.057	.
Education and teaching mean	0.41	-1.11	0.39	0.004	**	0.06	0.03	0.024	*	-0.48	0.23	0.042	*	0.48	0.24	0.044	*
Quality competitive attribute	0.38	-2.00	0.47	0.000	***	0.12	0.03	0.000	***	0.99	0.28	0.000	***	0.08	0.28	0.769	-
Economy served	0.34	-2.71	0.52	0.000	***	0.16	0.04	0.000	***	-0.12	0.25	0.635	-	0.82	0.31	0.008	**
Community served	0.33	-2.21	0.47	0.000	***	0.11	0.03	0.000	***	-0.87	0.28	0.002	**	0.34	0.26	0.182	-
Society served	0.33	-1.51	0.41	0.000	***	0.06	0.03	0.032	*	0.48	0.24	0.047	*	0.08	0.26	0.755	-
Social justice attribute	0.31	-2.42	0.51	0.000	***	0.12	0.03	0.001	***	-0.99	0.31	0.001	**	-0.09	0.25	0.736	-
World Served	0.30	-3.33	0.58	0.000	***	0.20	0.04	0.000	***	0.12	0.28	0.656	-	0.18	0.29	0.537	-
Region local Served	0.30	-3.19	0.55	0.000	***	0.18	0.04	0.000	***	-0.26	0.28	0.368	-	-0.14	0.27	0.608	-
Education and teaching goal	0.27	-2.43	0.48	0.000	***	0.11	0.03	0.000	***	0.50	0.28	0.071	.	-0.56	0.27	0.040	*
Knowledge mean	0.24	-2.06	0.46	0.000	***	0.07	0.03	0.033	*	0.11	0.26	0.675	-	0.51	0.31	0.095	.
Individuals served	0.20	-1.78	0.45	0.000	***	0.03	0.03	0.265	-	0.00	0.27	0.996	-	-0.04	0.27	0.867	-
Research goal	0.20	-4.06	0.71	0.000	***	0.18	0.04	0.000	***	0.85	0.34	0.012	*	0.02	0.38	0.956	-
International attribute	0.17	-3.02	0.57	0.000	***	0.10	0.03	0.003	**	0.67	0.31	0.031	*	-0.11	0.34	0.733	-
Nation served	0.16	-3.55	0.63	0.000	***	0.14	0.04	0.000	***	-0.24	0.33	0.481	-	-0.09	0.31	0.763	-
Knowledge goal	0.15	-2.47	0.57	0.000	***	0.03	0.04	0.494	-	1.15	0.35	0.001	**	-0.08	0.38	0.824	-
Innovative attribute	0.12	-3.61	0.69	0.000	***	0.11	0.04	0.004	**	-0.57	0.38	0.135	-	0.69	0.40	0.088	.
Staff served	0.11	-3.15	0.62	0.000	***	0.08	0.04	0.027	*	0.07	0.36	0.852	-	-0.24	0.34	0.488	-

Notes: '.' denotes significance at $p < .1$; '-' denotes significance at $p < 1$.* $p < .05$.** $p < .01$.*** $p < .001$.

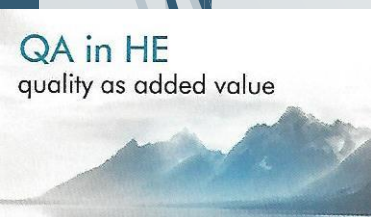
Seeber, M., Barberio V., Huisman, J. & Mampaey, J. (2017), Factors affecting the content of universities' mission statements: an analysis of the United Kingdom higher education system, *Studies in Higher Education*, DOI: 10.1080/03075079.2017.1349743

Mission statements as identity narratives, a type of symbolic representation of an organization

Studies
in Higher
Education

List of 21 categories that universities could use to differentiate themselves relating to the missions (comparison 2005-2015)

- Research activity: 1. basic; 2. applied, practice-oriented;
- Education: 1. teaching; 2. learning; 3. programmes, curriculum;
- 3rd mission: 1. economy, region; 2. society (at large);
- Staff: 1. academics; 2. support staff; 3. management;
- Students: 1. current and future; 2. graduates (incl. employment); 3. alumni;
- Organisation: 1. fees, costs; 2. quality; 3. atmosphere, culture; 4. mission, vision, future prospects, and plans; 5. (infra)structure; 6. age, history; 8. size



Huisman, J. & Mampaey, J. (2018), Use your imagination: what UK universities want you to think of them, *Oxford Review of Education*, DOI: 10.1080/03054985.2017.1421154

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 - Organisation: 1. fees, costs; 2. **quality**; 3. atmosphere, culture; 4. **mission, vision**, future prospects, and plans; 5. (infra)structure; 6. age, history; 8. size
- “In 191 of the 255 instances in 2005 (75%), the universities used **very similar claims**; in 2015 this percentage increased, slightly, to 79%. These elements were rather **vague and common**, if not bland, without further specifying what they understood by **excellence, top quality, a strong community, and a stimulating atmosphere**.” (p. 422)



Findings of qualitative content analysis

- “In 2005, ‘organization-**quality**’ was the most dominant dimension, (...). Most notably, 19 of these institutions refer to quality in **very generic terms**, for instance by referring to meanings such as ‘excellence in teaching and research’, ‘leading institution’, ‘world class’, ‘committed to quality’, (...). What is striking in these references to quality is that most of these institutions do **not define quality** or do not explicate the organisational practices that sustain quality.” (p. 436)
- “Strikingly, the institutions tend to construct quality in very competitive terms, emphasising that they are the best at everything they do.” (p. 436)
- “In 2015, **quality is still the most dominant dimension** and even more institutions (27) mention it in their welcome address. (...) Similar to 2005, most of these institutions do **not define quality** or do not explicate the organisational practices that sustain quality, although it should also be noted that the specific vocabulary to refer to quality was **more diverse** in 2015.” (p. 436)



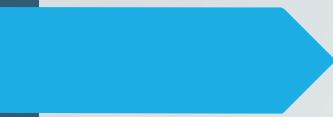

Huisman, J. & Mampaey, J. (2018), Use your imagination: what UK universities want you to think of them, *Oxford Review of Education*, DOI: 10.1080/03054985.2017.1421154



Discussion and conclusion

- “We conclude that, despite increased competition, there is *limited appetite* among the British universities *to display an image that deviates significantly from the pack.*” (p. 437)
- Older institutions show less frequently distinctive elements than younger institutions
- Prestigious universities show less frequently distinctive elements than less prestigious
- Over time, university images become more similar for older and prestigious universities than for younger and less prestigious universities
- “Others have argued that the contents of university messages are reflecting market ideologies (Sauntson & Morrish, 2010), but our research shows that statements on, e.g. students as *consumers, value-for-money, and proper preparations for the labour market* are as frequent as statements on *citizenship, education, research for a better world and research as an objective in itself.* (...) Overall, however, it is clear from the analysis that *students and student engagement* have recently become a more dominant concern in a context of demographic downturns and *scepticism about value for money.*” (p. 437)



- 
- 
- Yet, a look at the underlying inspirations to formulate visions and mission at 50 American and European HEIs came to interesting observations...
 1. A lot of marketing, like below
 - Most branding experts say that a degree is an emotional purchase, next to the 2nd most expensive in people's lifetime. *"Does it feel like this place really fits?"* 160over90 (2014)
 - *"In buying a product like higher education, you have to establish trust in the consumer of that product."* Micheal Stoner, president of marketing agency mStone
 2. Clear references to rankings;
 3. The best are inspired by: excellence, effect or impact, quality culture, new concepts of quality and QA...

Q as	concept of Q	QA(M) concept
"Exceptional" "excellent"	externally recognised as high class	Q control with high standards & benchmarking
"perfect" or "consistent"	focus on process with everybody involved	TQM: process control & assessment training & culture
"fit for purpose"	Q is functional customer requirements provider's needs(mission)	service satisfaction frameworks & PDCA strategic TQM
"value for money"	accountability & effectiveness against cost = efficiency	change & Q competition performance indicators audits
"transforming"	qualitative change	enhancement by empowered participants quality culture
Harvey & Green (1993), Harvey (1999), Newton (2007)		

Paradigm shift in concept of Q & QA(M)

early opinions	new views
Quality is absolute and fixed	Q is relative, multi-layered & contextual
One standard is dominant... & determined by the producer	Q has many aspects Starting point = stakeholders' needs
The final product is central... & should be inspected	Service is vital Q = result of processes
Quality requirements are fixed	Q requirements change & raise
Quality control by quality unit	Q = everybody's



New definition of quality:

- Lots of definitions, but...
- Quality, as defined by its stakeholders (= international minima or higher standards), is the **added value (chain) between input and output**.



On programme or course/module level:

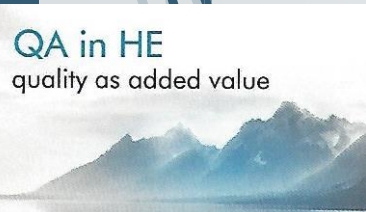
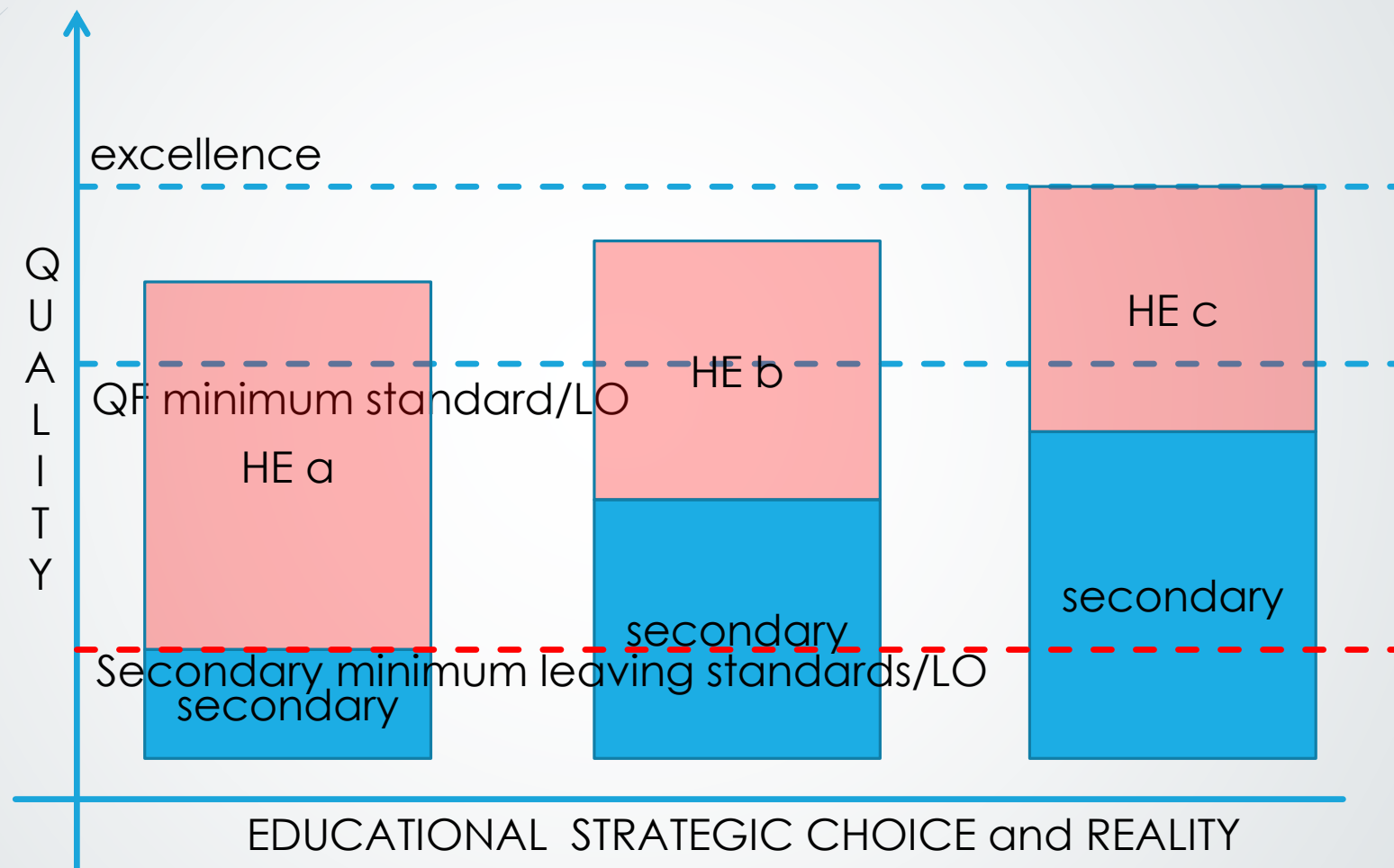
- Quality is the **added value** between the **LOs** of the incoming **student** and those achieved by the outgoing student in relation to what all stakeholders want and need.



On institutional level:

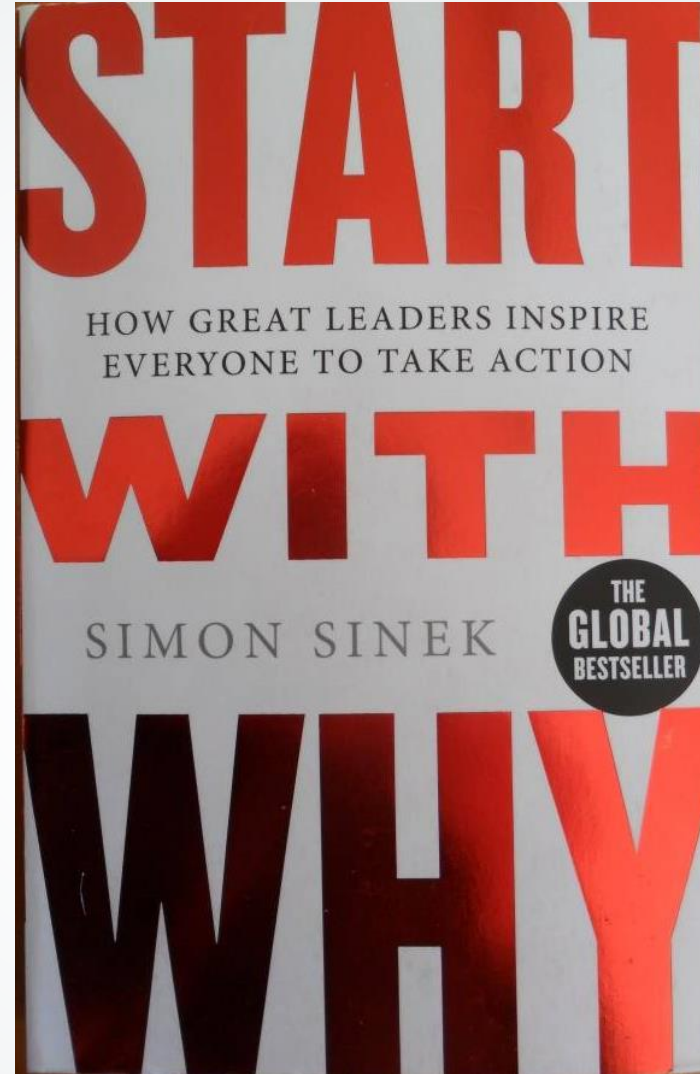
- Quality is the added value measured in the realisation of the mission through strategy policy



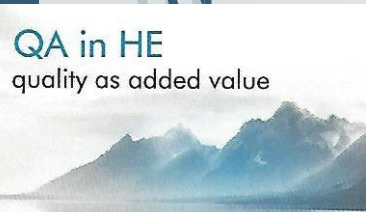


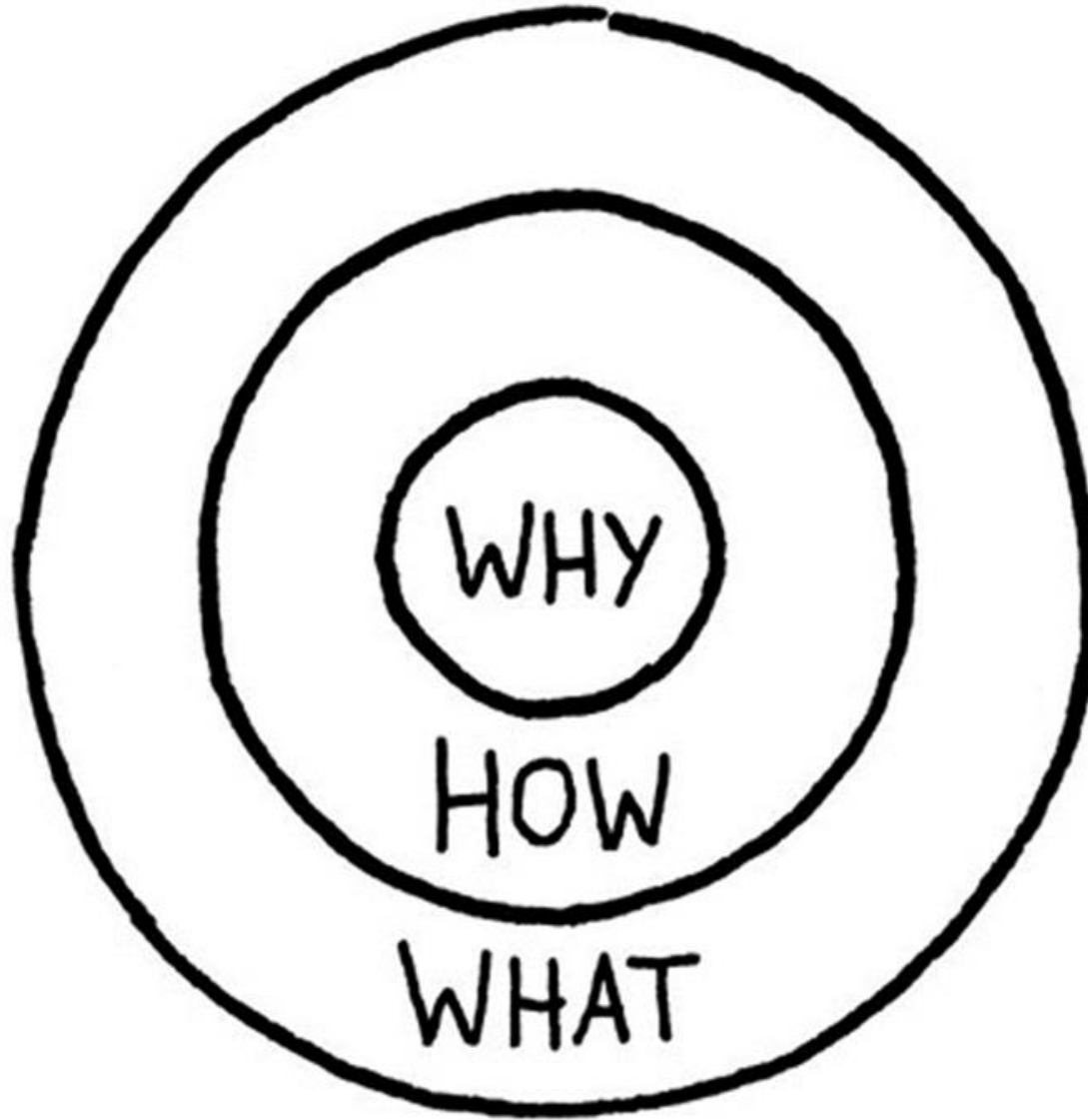
New vision, mission & (strategic) policy of HE(I)

- 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**



Simon Sinek (2009)





Why = The Purpose

What is your cause? What do you believe?

Apple: We believe in challenging the status quo and doing this differently

How = The Process

Specific actions taken to realize the Why.

Apple: Our products are beautifully designed and easy to use

What = The Result

What do you do? The result of Why. Proof.


Apple: We make computers

Simon Sinek (2009)

“You have to earn trust by communicating and demonstrating that you share the same values and beliefs.

You have to talk about your WHY and prove it with WHAT you do.

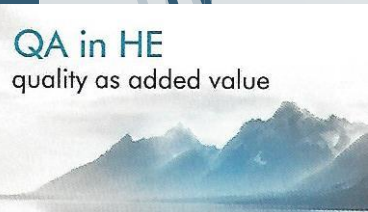
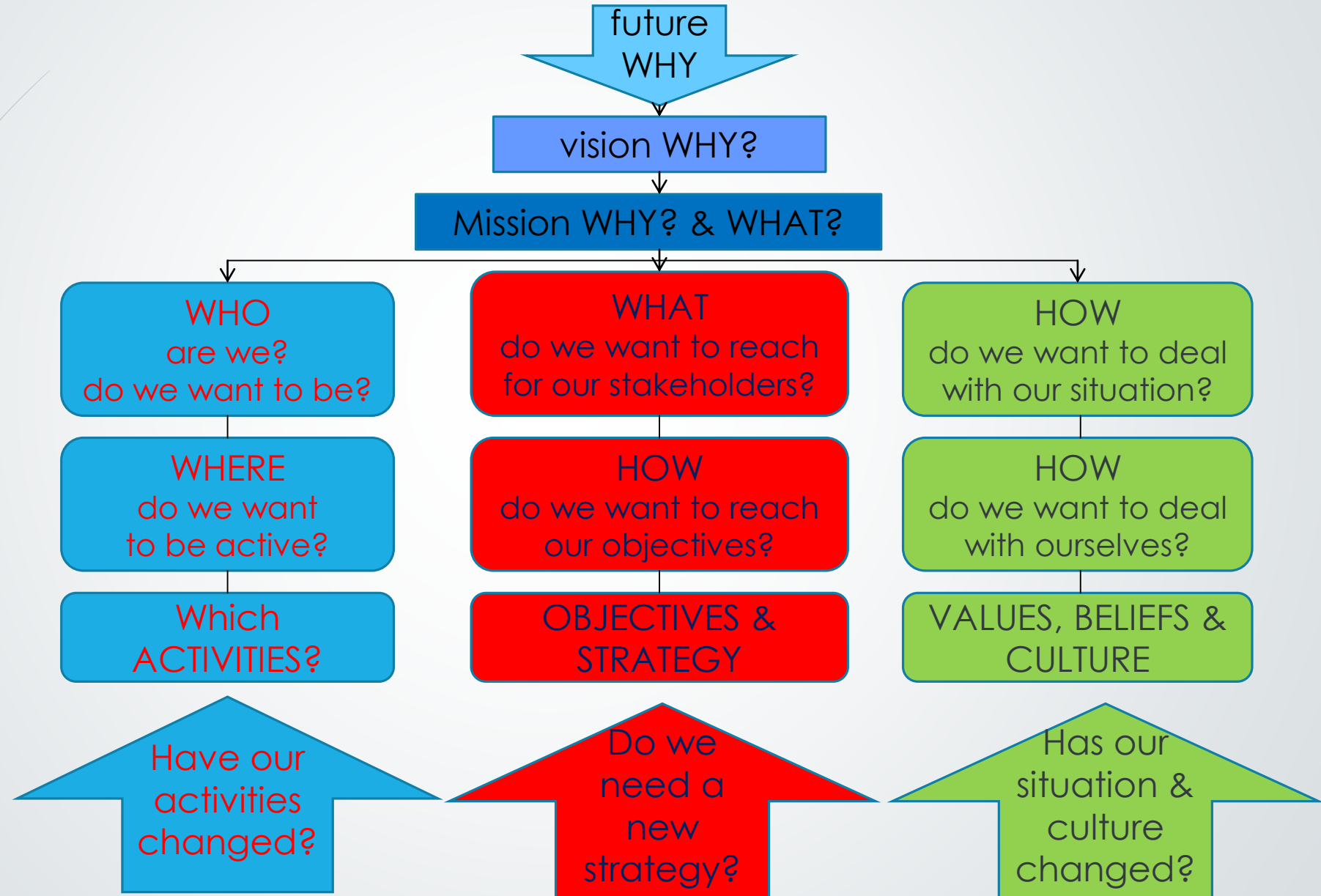
Again, a WHY is just a belief. HOWs are the actions we take to realize that belief, and WHATs are the results of those actions. When all three are in balance, trust is built and value is perceived.”

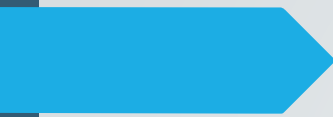
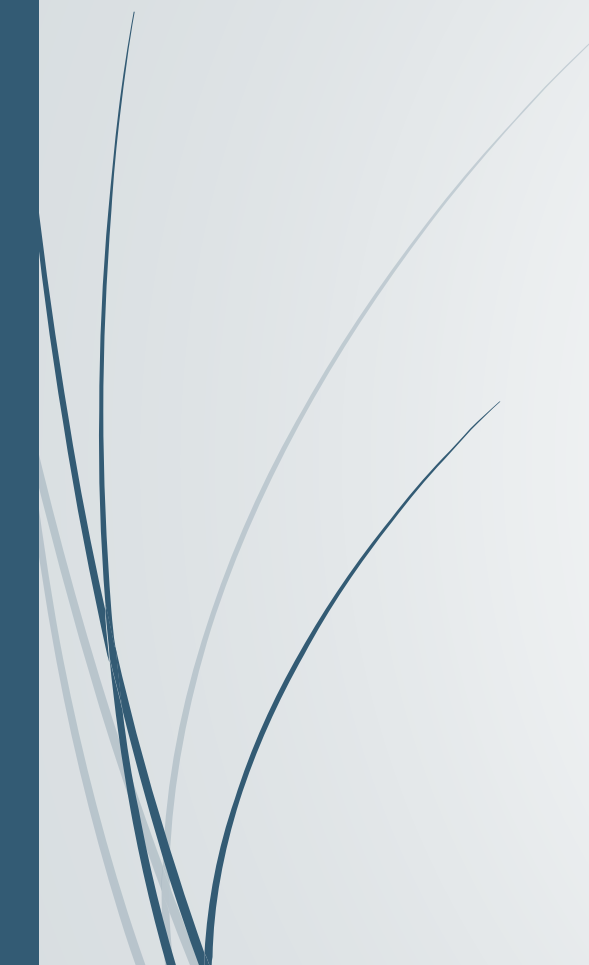


“A company is a culture. A group of people brought together around a common set of values and beliefs. It’s not products or services that bind a company together. It’s not size and might that make a company strong, it’s the culture – the strong sense of beliefs and values that everyone, from the CEO to the receptionist, all share.

So the logic follows, the goal is not to hire people who simply have a skill set you need, the goal is to hire people who believe what you believe.”

from vision & mission to strategy



- 
- 
- The fact that the IQA policies and processes are quite often based on national EQA and mostly useful for HEI executives and technical QA managers is not very promising on the QA input into strategy.
 - Little is known about which conceptional and qualitative elements of QA policies have given input into the institutional vision, mission and strategy or the other way around
 - HEIs are normally not very good at developing an inspirational vision on the future, a profiling mission on middle-term and a transforming strategy (Gallup, 2015)
 - Yet, a look at the underlying inspirations to formulate visions and mission at 50 American and European HEIs came to interesting observations...
 - Standard 1,1 and the shift from EQA on programme level to institutional level has pushed HEIs towards institutional QA policies and systems.

QA & STRATEGY

translating strategy into policies: 4 dimensions: stakeholders, LO, LLL & societal impact

Lucien Bollaert

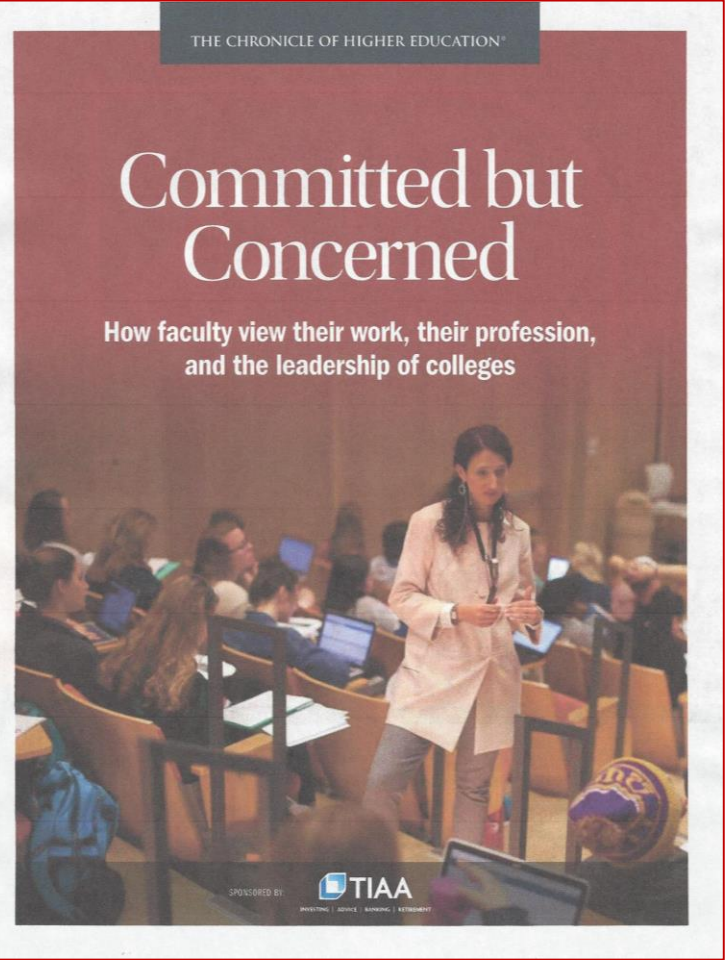
**independent international QA expert
visiting professor & board member QAAs**

EQAF

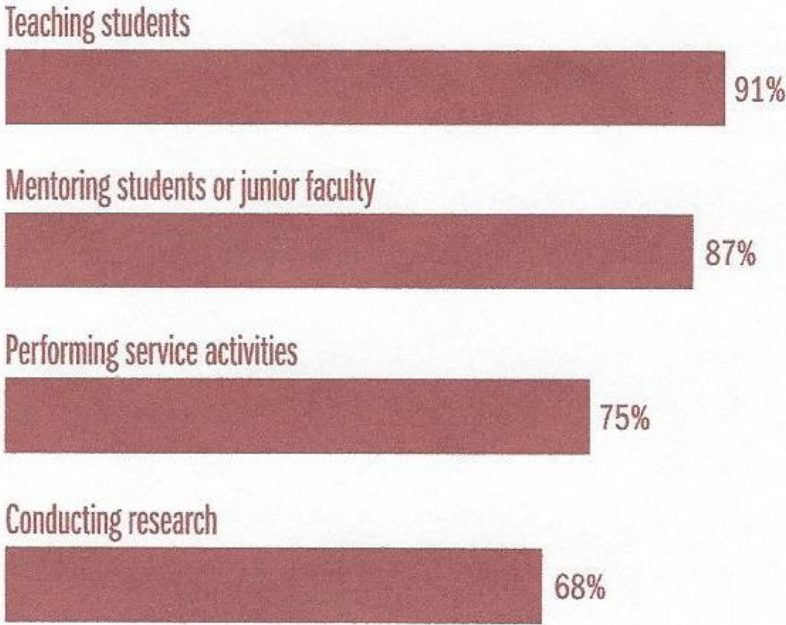
**Parallel plenary I
16 November 2018
Vienna**

- Standard I.1:
“Institutions should have a policy for QA 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.”

✓ Faculty enjoy most teaching & n



HOW SATISFIED ARE YOU WITH EACH OF THESE ASPECTS OF YOUR JOB?



Portion answering "somewhat" or "very" satisfied

TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THESE STATEMENTS?

"My teaching benefits students and their lives"

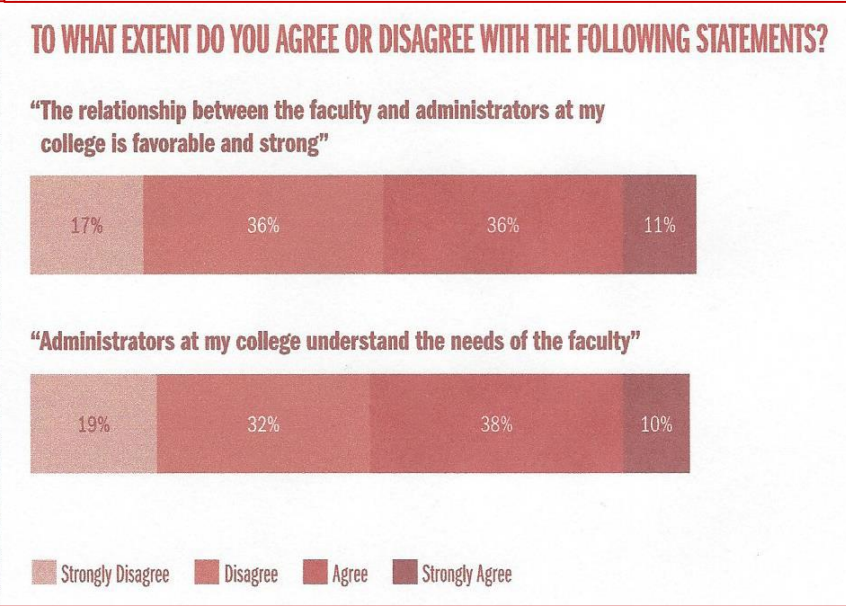
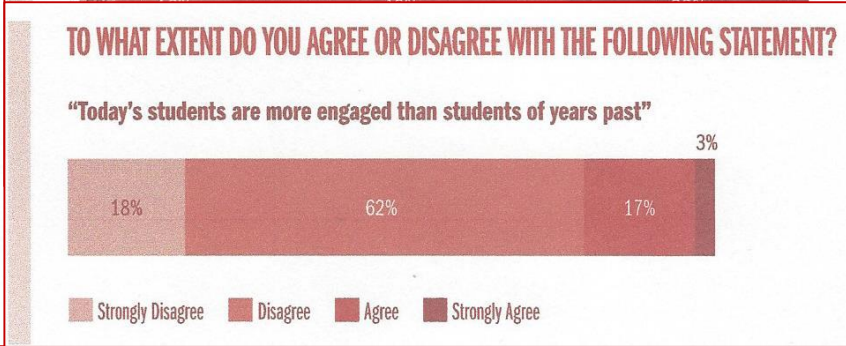
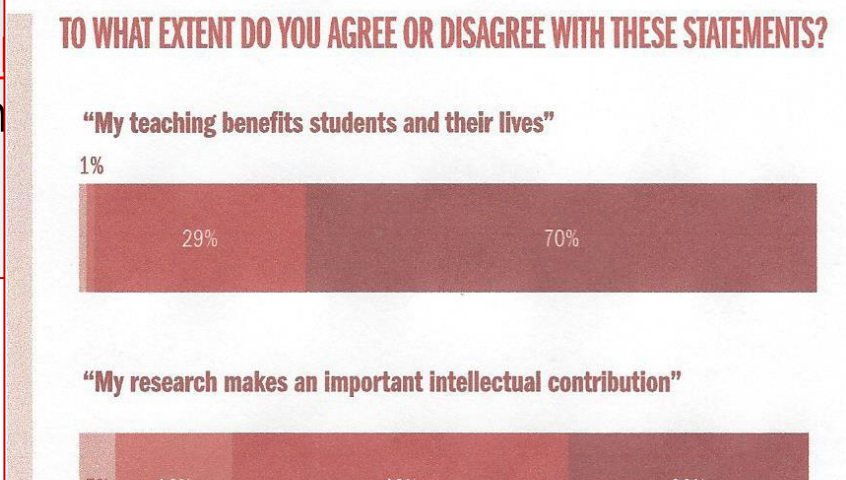
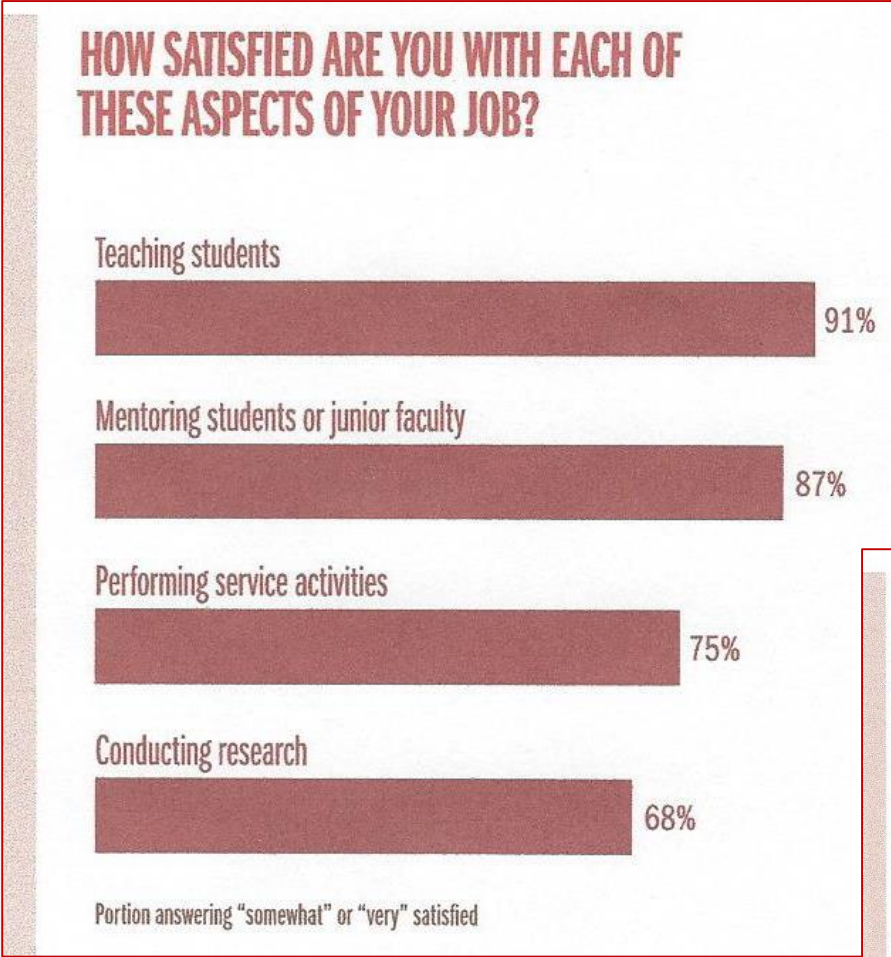
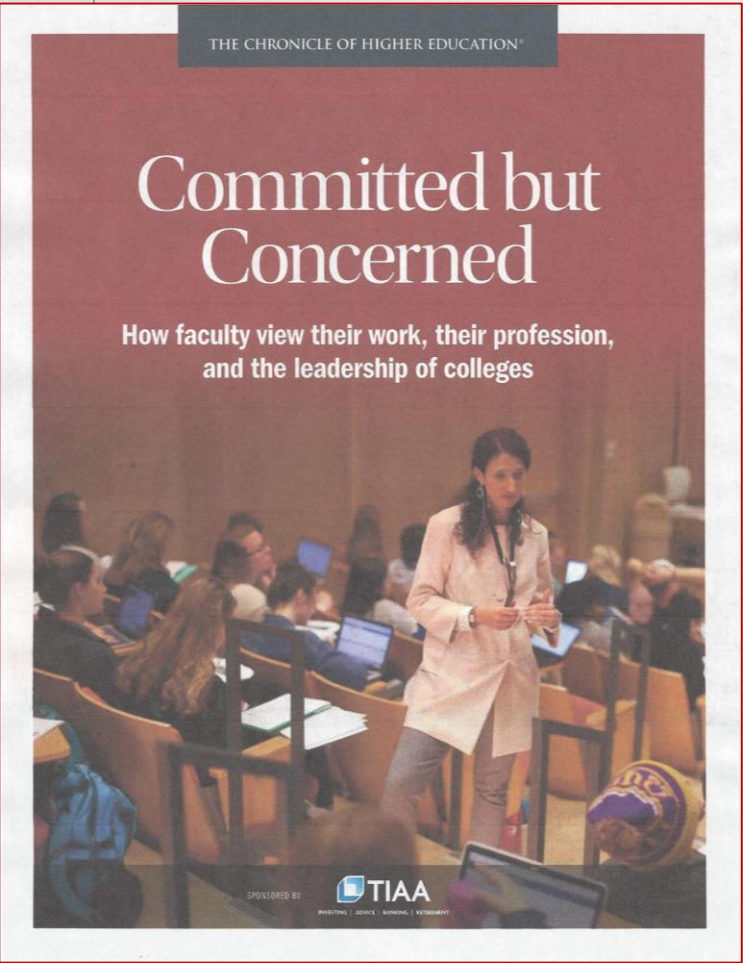


"My research makes an important intellectual contribution"



Strongly Disagree Disagree Agree Strongly Agree

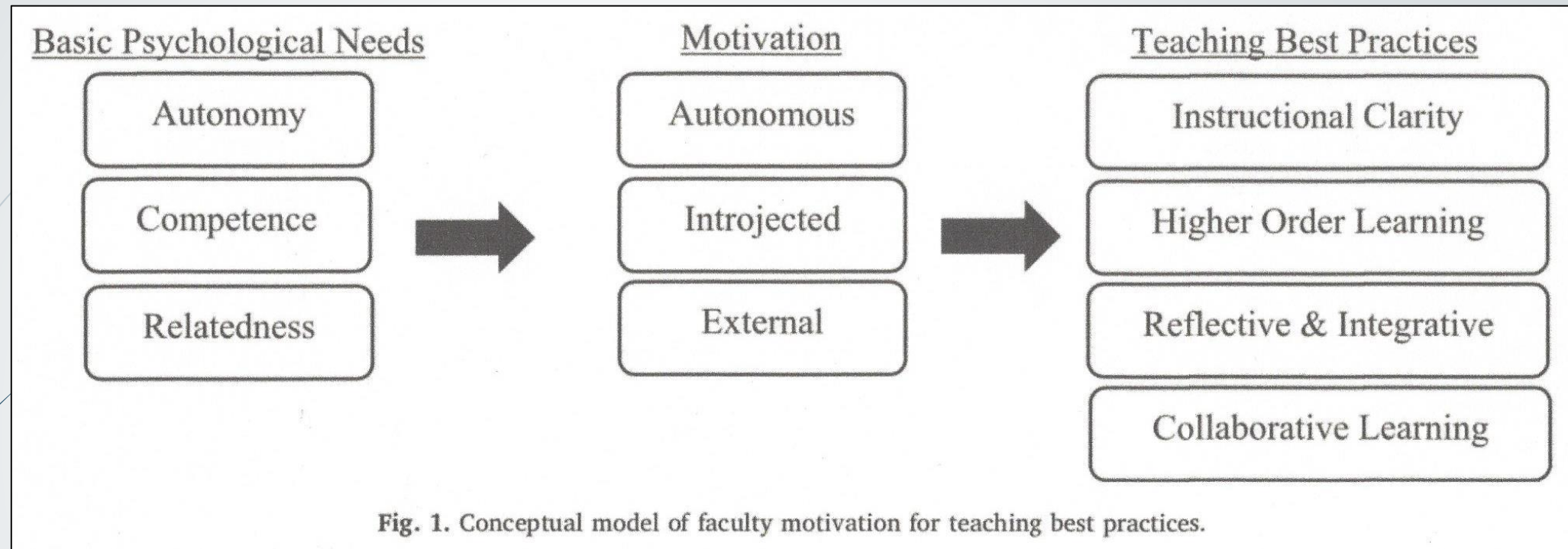
- ✓ Faculty enjoy most teaching & n
- ✓ While the relationship between



Chronicle of HE (2018, pp 6, 10, 16, 14)

faculty & administrator is not optimal





Autonomous motivation has significant positive predictive effects on all 4 learning outcomes while other external types of motivation, such as rewards, blame or punishment have little to no relationship with good teaching.

Based on Stupnisky's self-determination theory: people can function optimally in a given setting when their basic psychological needs are met.

Stupnisky, R.H. & BrckaLorenz, A. & Yuhas, B. & Guay, F. (2018), Faculty members' motivation for teaching and best practices, in *Contemporary Education Psychology*, vol. 53, April 2018, pp. 15-26

- ✓ Although IQA and EQA are often linked with LO...

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UNIVERSITY
ASSOCIATION

TRENDS 2018

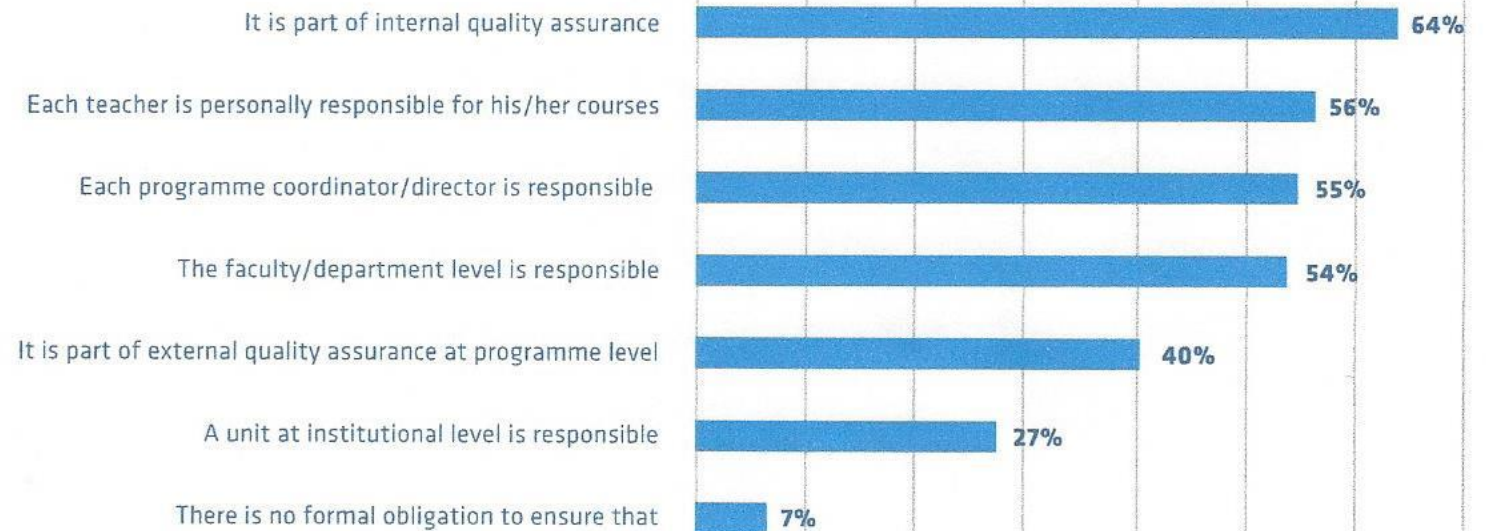
Learning and teaching in the European Higher Education Area

By Michael Gaebel & Thérèse Zhang

Co-authors:
Luisa Bunescu
Henriette Stoeber

Fig. 12 Ensuring that course provision is in line with the foreseen learning outcomes

How is it ensured that the actual provision of a course (i.e. content, methods, and examinations) is in line with the foreseen learning outcomes? (Q. 22.2; N = 222)



- ✓ Although IQA and EQA are often linked with LO...
- ✓ there still seem to be quite some problems...

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UNIVERSITY
ASSOCIATION

TRENDS 2018

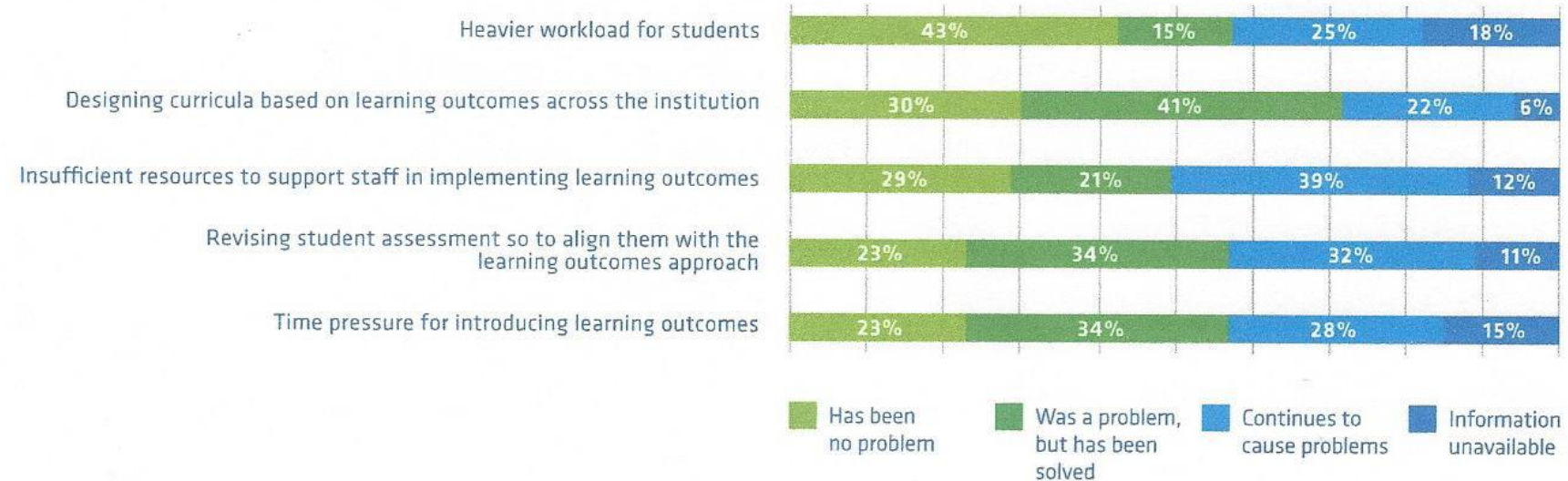
Learning and teaching
in the European Higher
Education Area

By Michael Gaebel & Thérèse Zhang

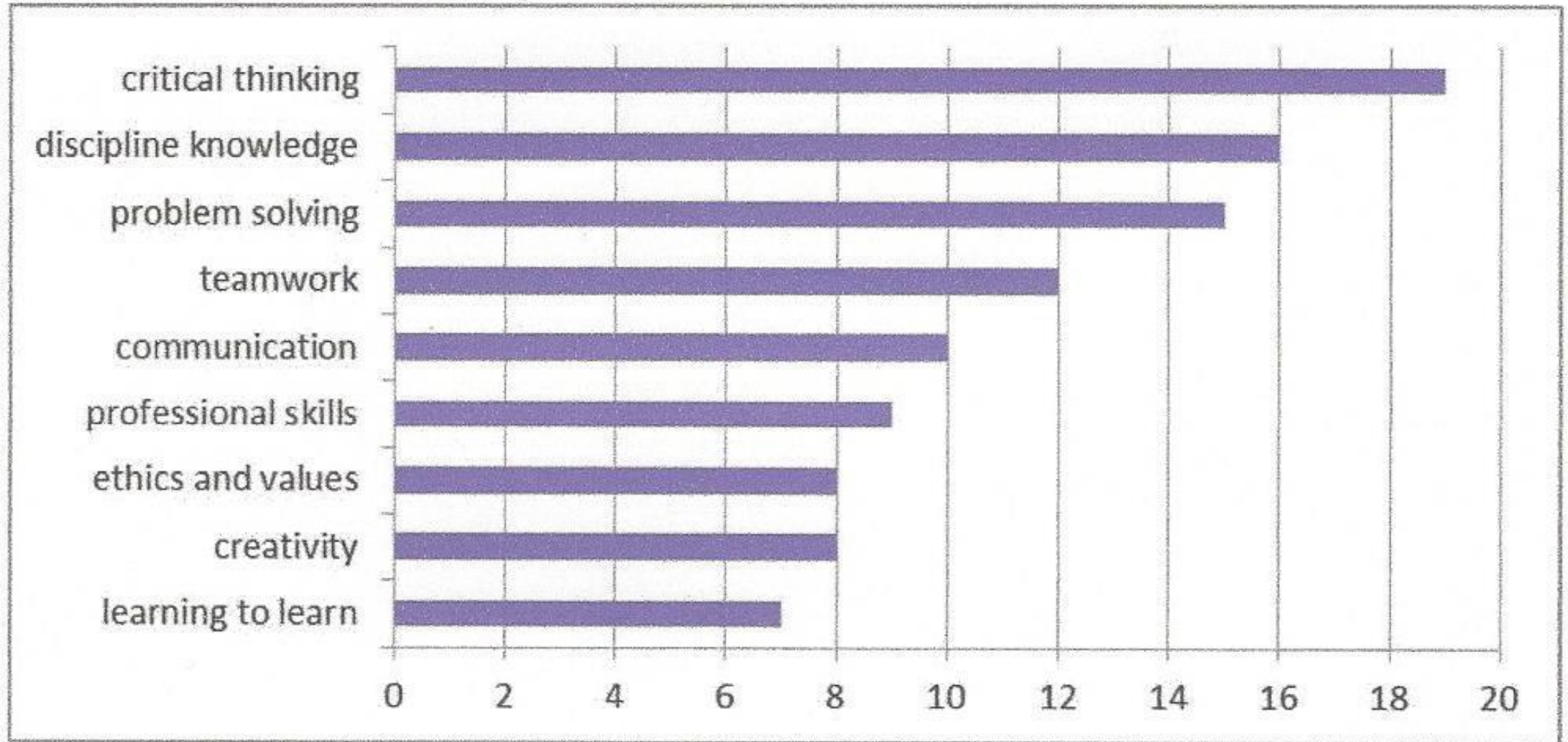
Co-authors:
Luisa Bunescu
Henriette Stoeber

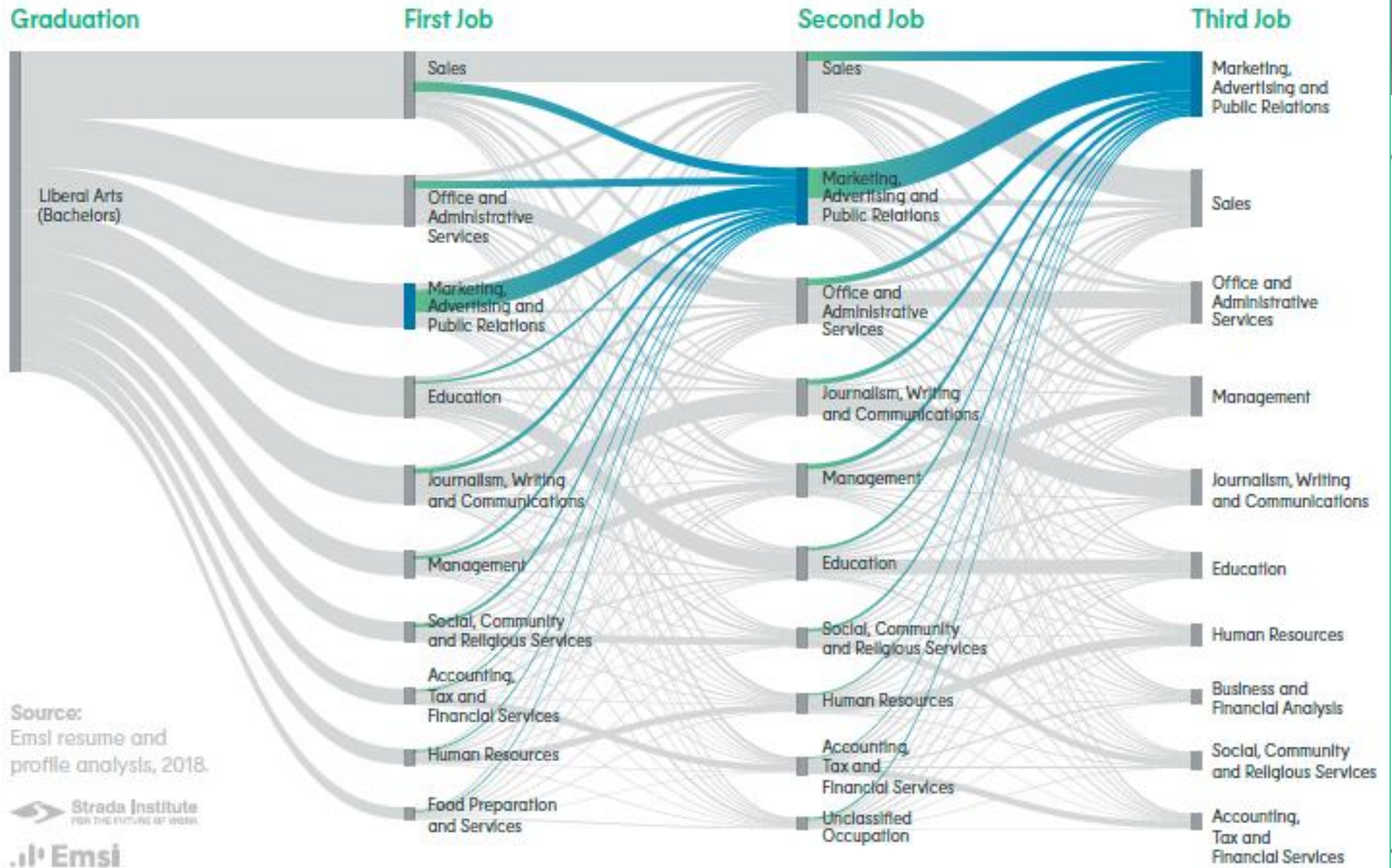
Fig. 13 Issues encountered when implementing learning outcomes

How would you describe issues encountered when implementing learning outcomes? (Q. 22.3; N =222)

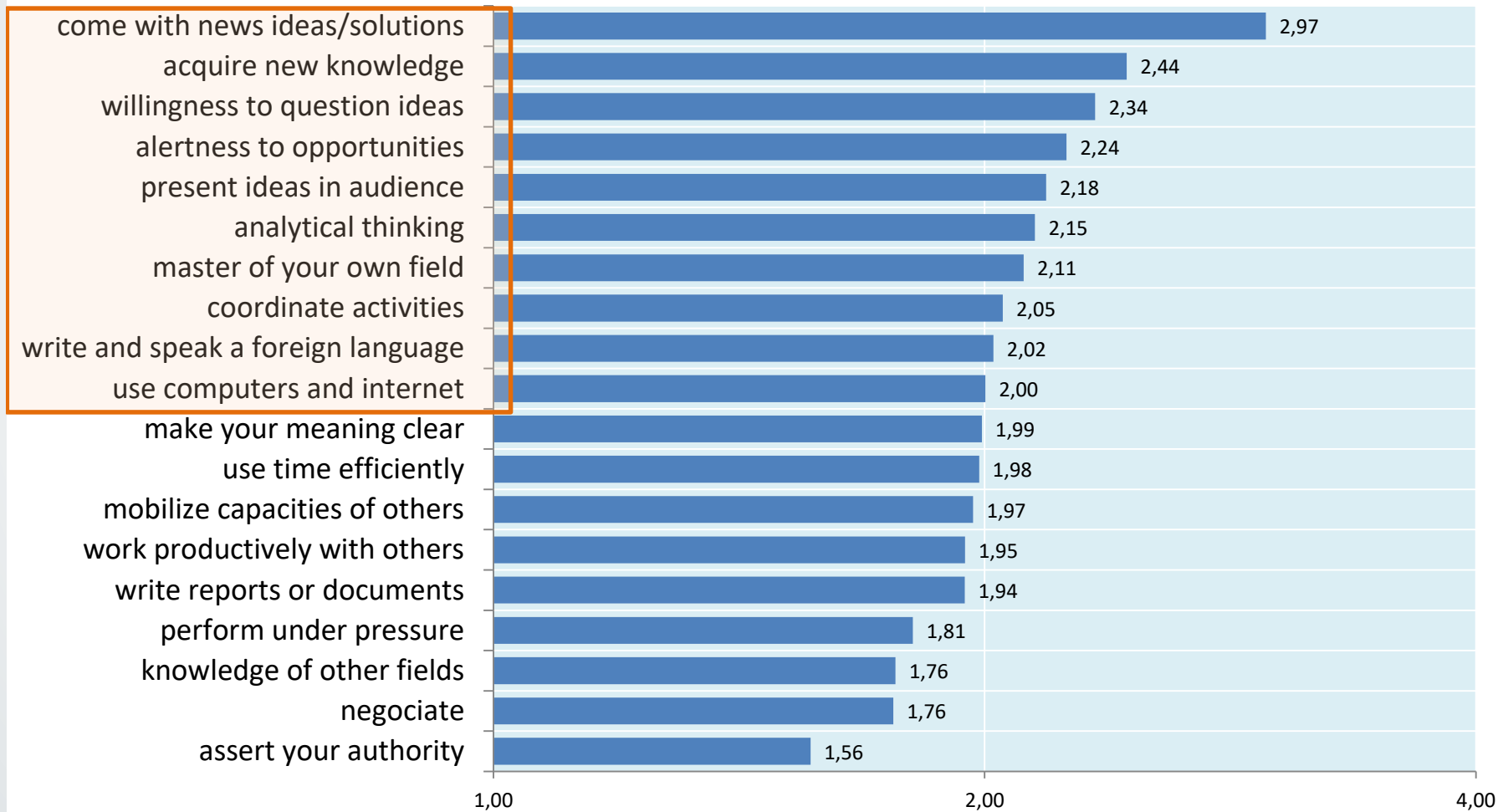


Types of learning outcomes – Top 10 answers:





Competences that make the difference between innovative professionals & others



- ✓ Although IQA and EQA are often linked with LO...
- ✓ there still seem to be quite some problems...

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Learning and teaching in the European Higher Education Area

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Henriette Stoeber

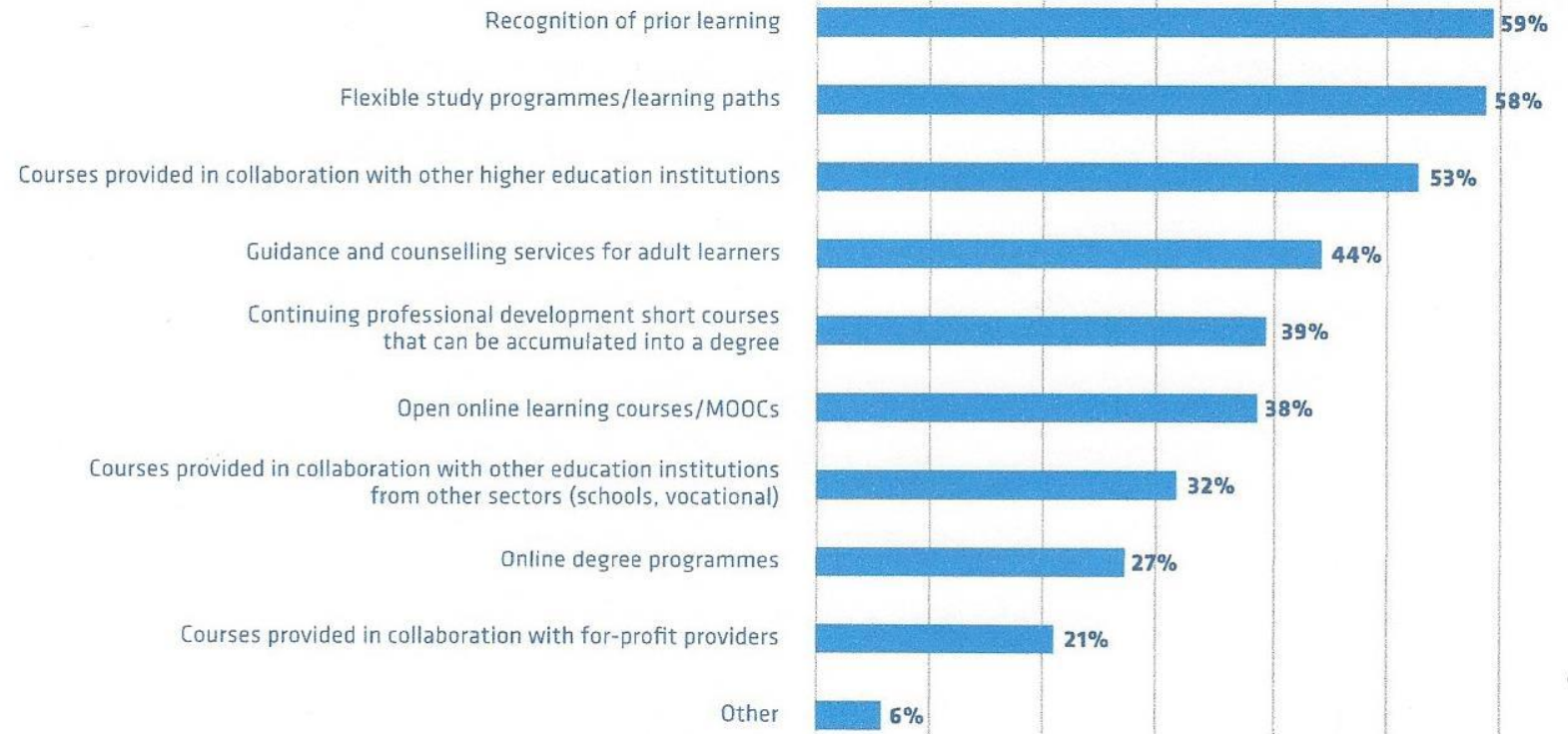
Fig. 23 Measures offered for lifelong learners

Which of the following measures does your institution offer for lifelong learners? (Q. 30; N = 288)

Fig. 1

How

Ins

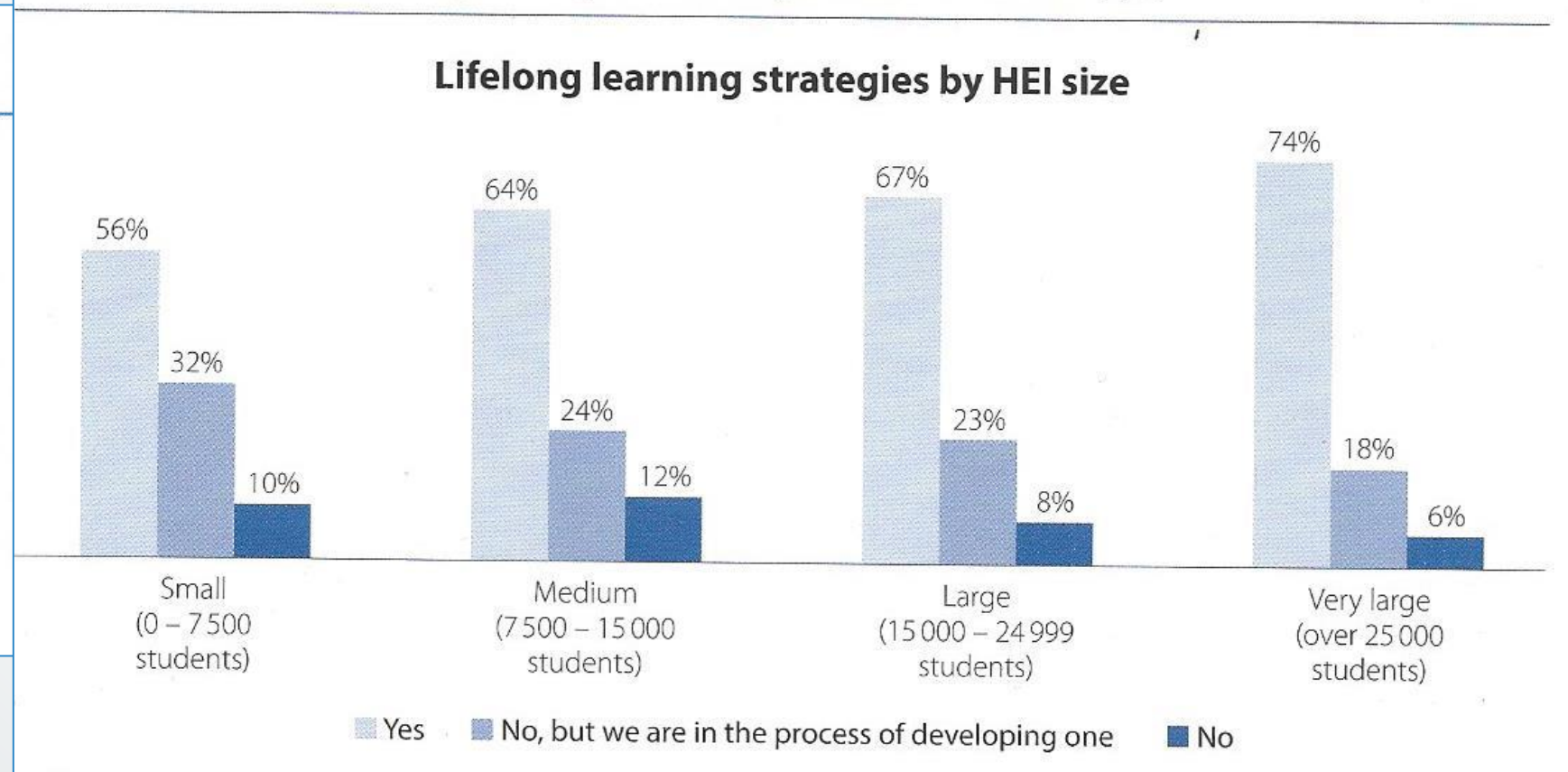


- ✓ and appropriate LLL measures are still not standard.



- ✓ Although IQA and EQA are often linked with LO...
- ✓ there still seem to be quite some problems...

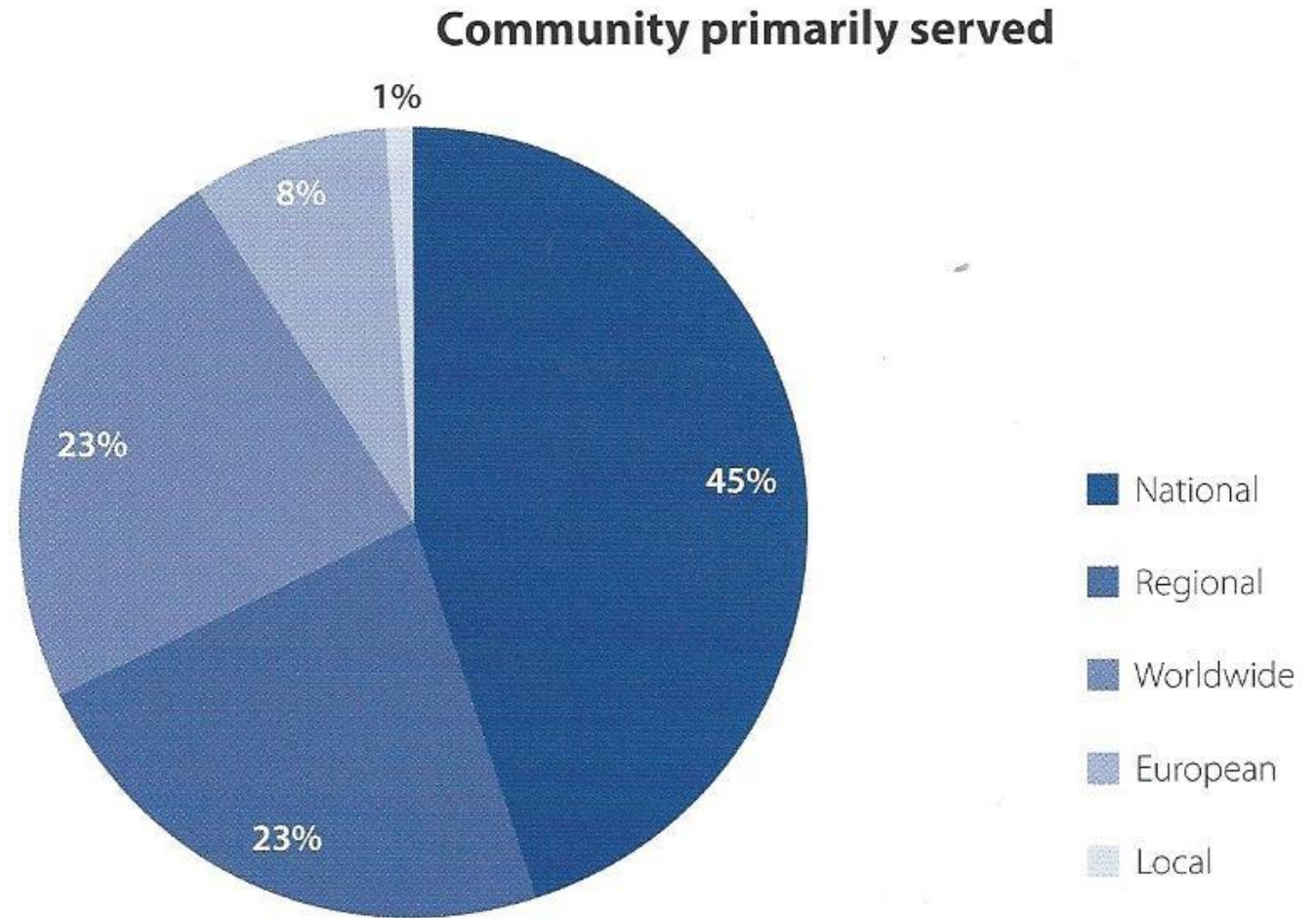
Figure 16: Lifelong learning strategies (Q23) by institutional size (Q6)



- ✓ and appropriate LLL measures are still not standard.



Figure 2: Which community do you see your institution primarily as serving? (Q4)



Regional integration

engagement

LOs & employability



EUA (2015, p 29)

TRENDS 2018

Learning and teaching in the European Higher Education Area

By Michael Daebel & Thérèse Zhang

Co-authors:
Luisa Bunesco
Henriette Stoeber

Figure 2: Which community do you see your institution primarily as serving? (Q4)

Community primarily served

Fig. 22 Impact of inclusiveness and social engagement on learning and teaching

At your institution, does inclusiveness and social engagement have any impact on learning and teaching? (Q. 28; N = 288)

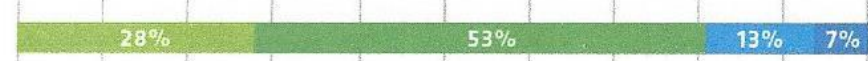
The institution encourages student initiatives on civic/social engagement



Social inclusion is key priority of our institutional strategy



Social inclusion is considered in the learning and teaching practice (diverse classroom)



Social engagement is integrated into the study programmes (internships with NGOs, community engagement, etc.)



Students can earn credits through participation in civic/social engagement initiatives



There are special courses in social engagement



Yes To some extent / in parts of the institution No No information / not applicable

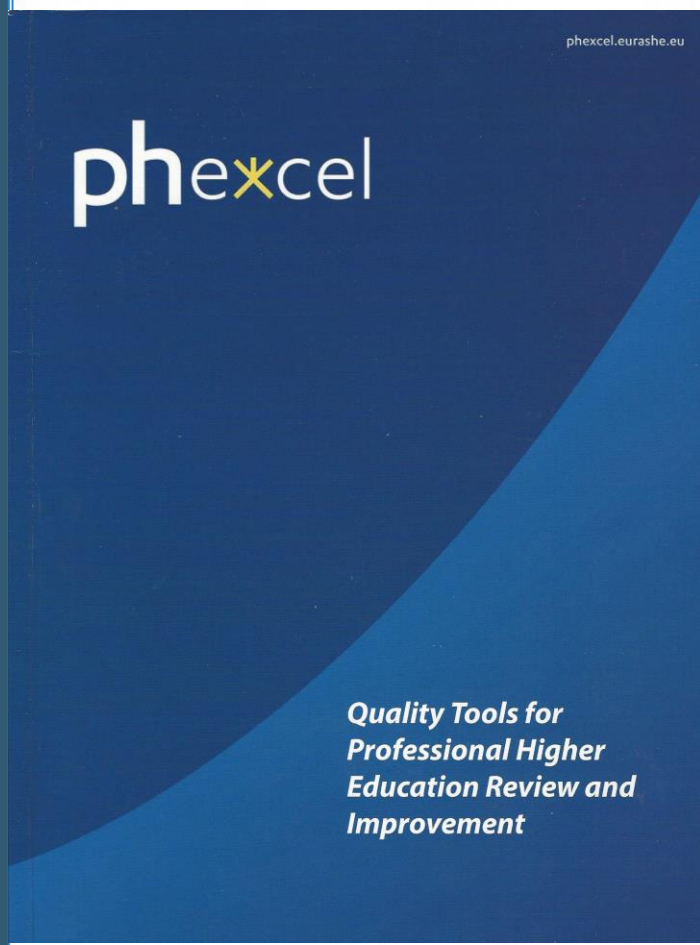
Regional integration

engagement

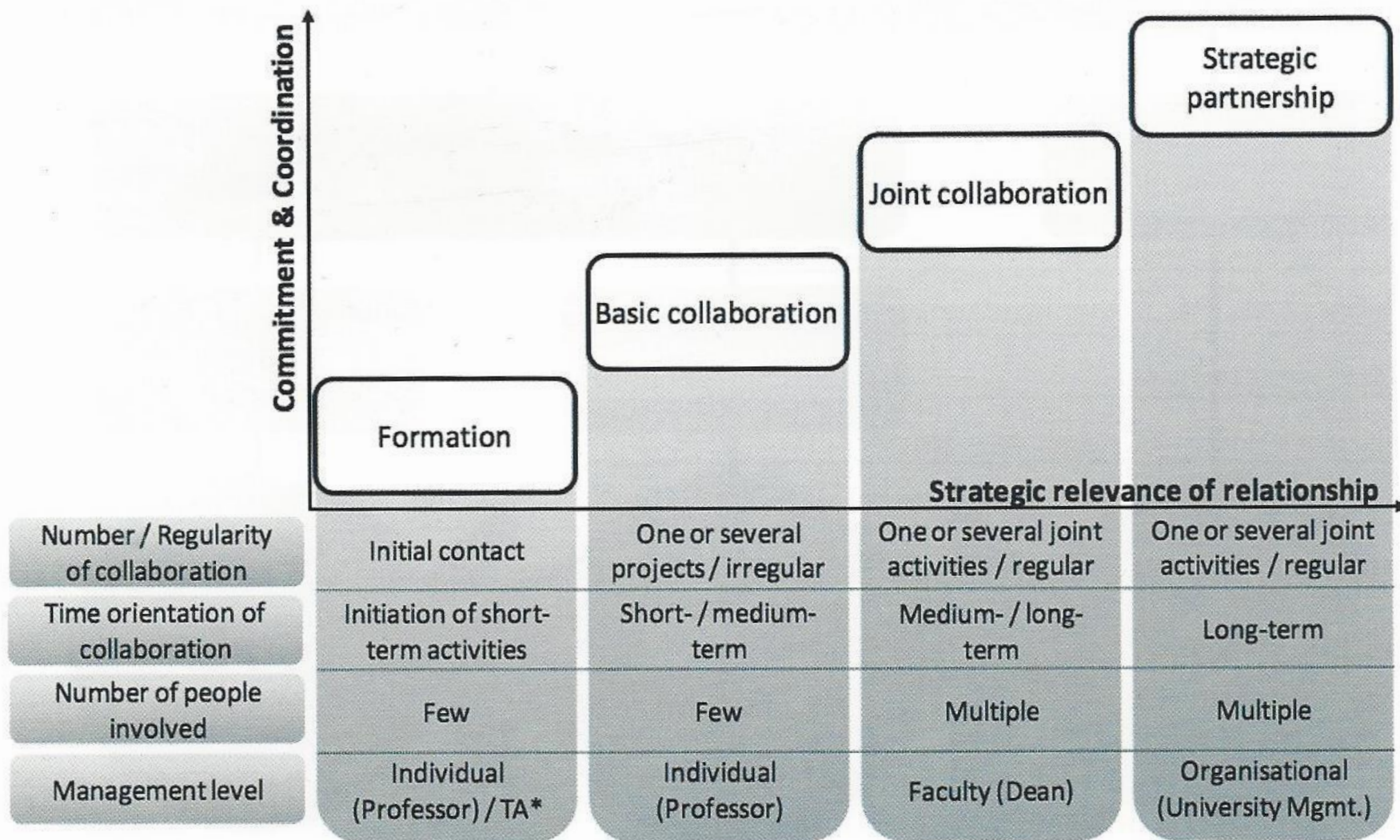
LOs & employability

EUA (2018, p 49)

QA in HE
quality as added value



phexcel.eurashe.eu



© Science-to-Business Marketing Research Centre

*Transfer agency

EURASHE (2014)

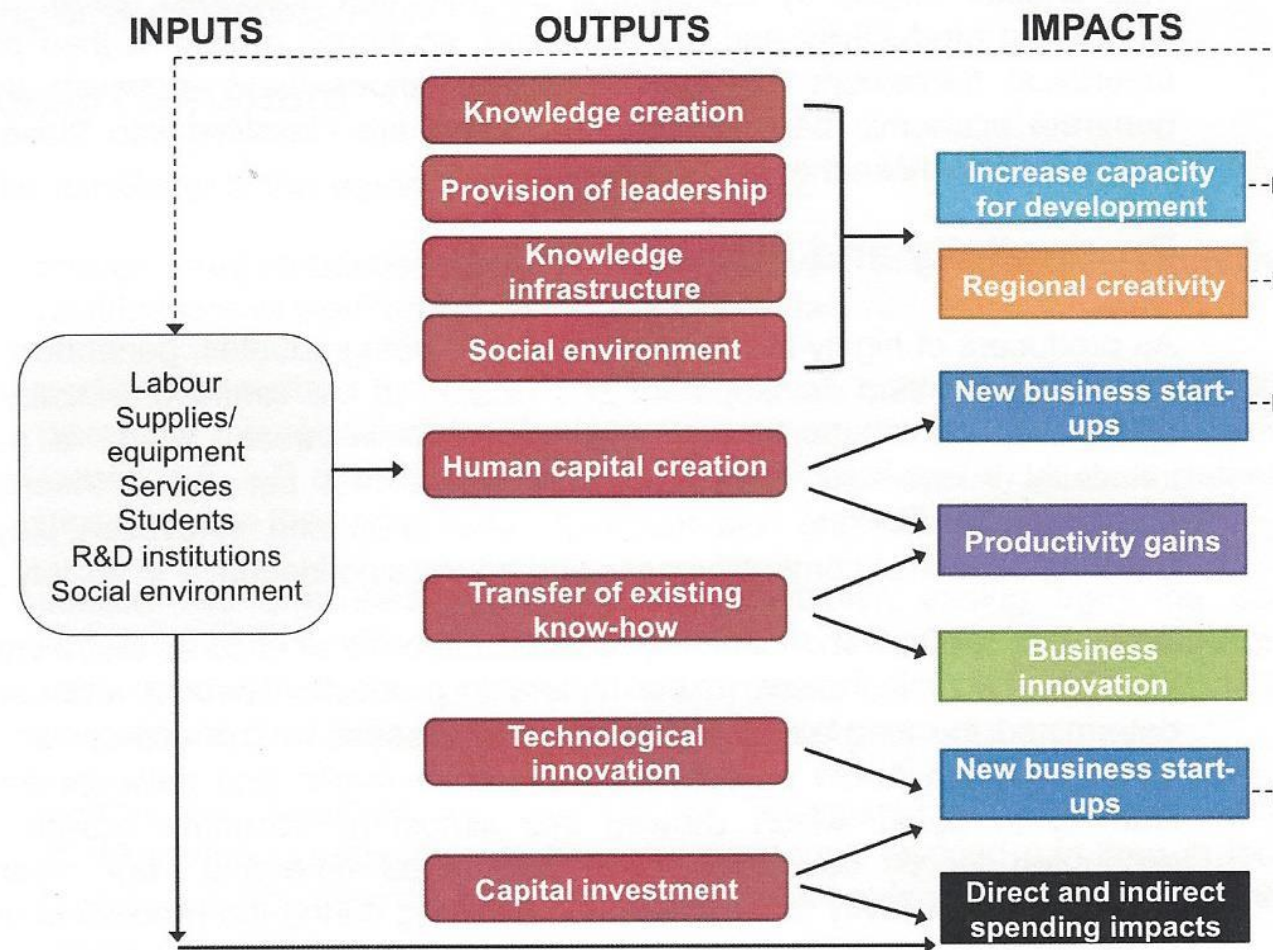
Regional integration

engagement

LOs & employability



Figure 3.1 University Outputs and Expected Economic Impacts

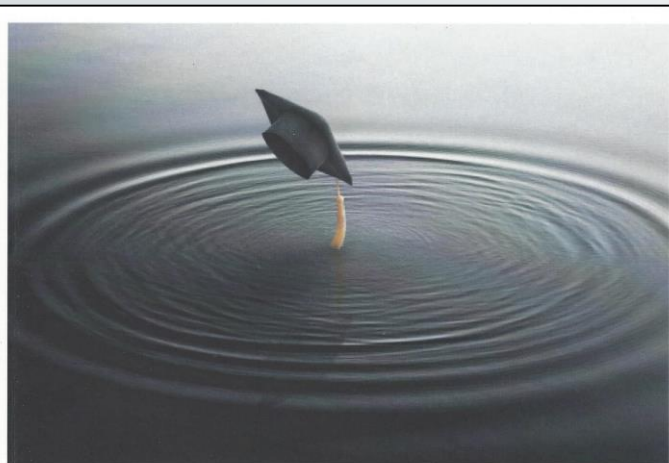


Source: Goldstein and Renault (2004), *Contribution of Universities to Regional Economic Development: A Quasi-Experimental Approach*.

Regional integration

engagement

LOs & employability



The Economic Contribution
of the Flemish Universities

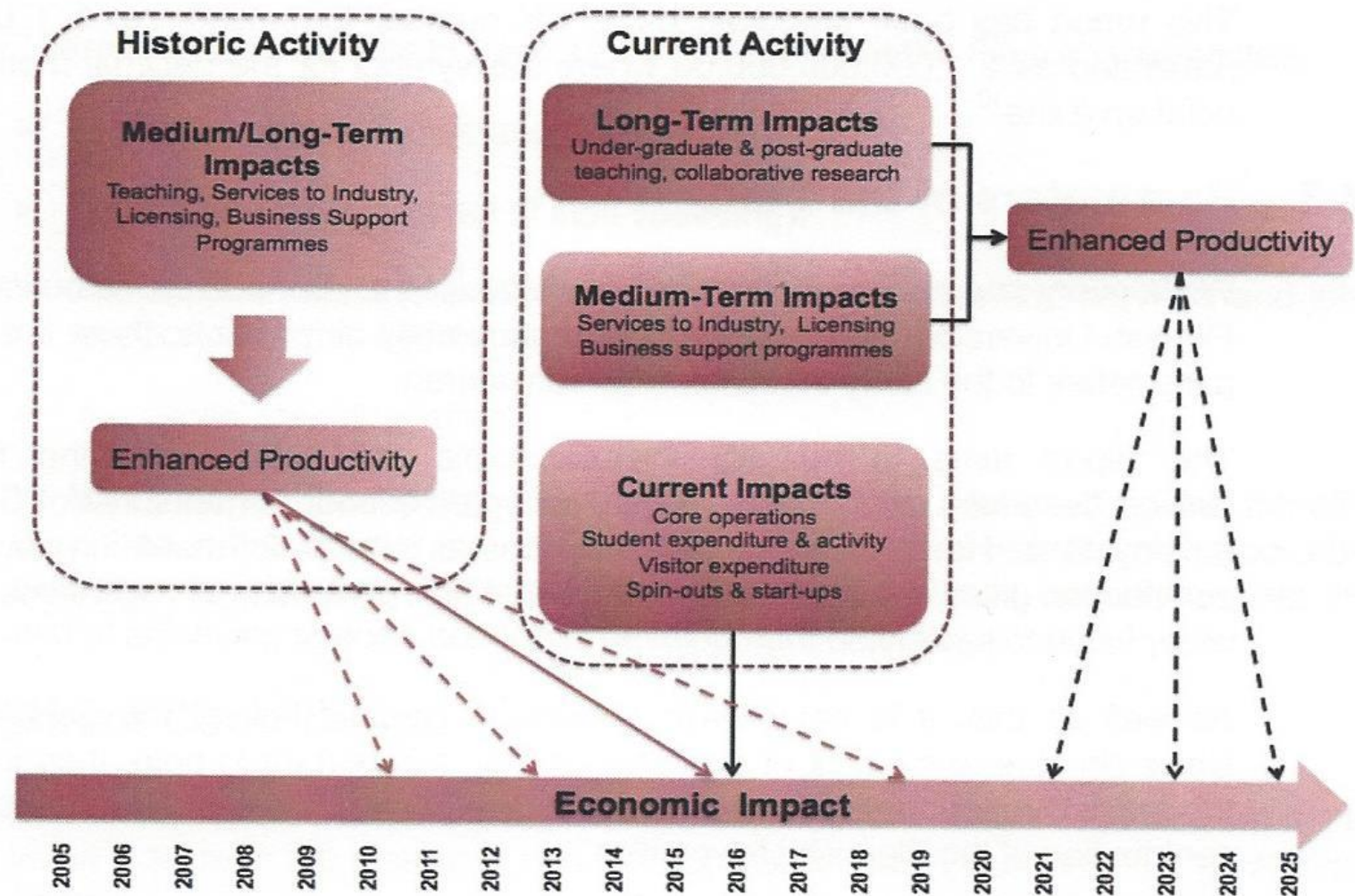
VLIR Vlaamse
Interuniversitaire Raad

A report prepared by

BiGGAR Economics

December 2017

Figure 4.2 VLIR: Impact Timeframe



Source: BiGGAR Economics

Regional integration

engagement

LOs & employability

QA in HE
quality as added value

QA & STRATEGY

deconstructing strategy for QA: KPIs & indicators

Lucien Bollaert

**independent international QA expert
visiting professor & board member QAAs**

EQAF

Parallel plenary I

16 November 2018

Vienna

UNIVERSITY OF STRATHCLYDE STRATEGIC PLAN 2015–2020



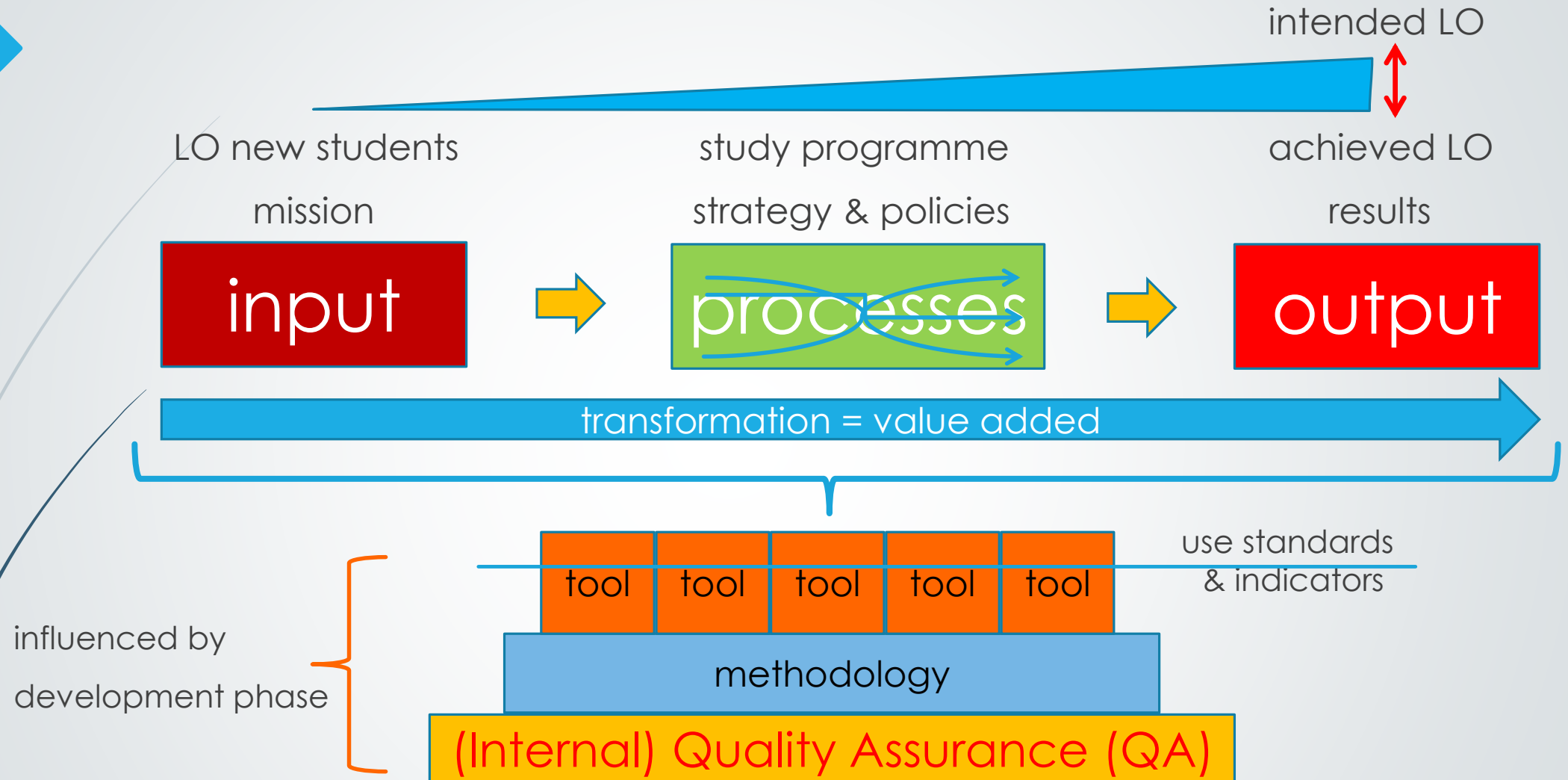
Our Vision	Leading international technical university by its founding mission, that
Our Mission	From our responsibility to
Strategic Themes	Leading impact
Cross-cutting Themes	Global Excellence
Our Values	People-oriented Bold Innovative Collaborative Ambitious

Nine out of 10
organizations fail
to execute
strategy !

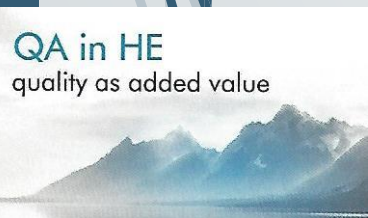
Table 4: Internal evaluation processes providing feedback to the strategic planning

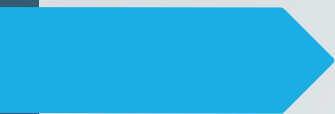
Do you have an internal evaluation process that provides feedback to the strategic planning in place? Please choose all applicable options.

The institutional leadership evaluates annually the progress made in terms of achieving the goals set by the institution.	65.3%
The faculties (and/or relevant units) conduct regular self-evaluations to analyse their contribution to the achievement of institutional strategic goals.	55.9%
The institution conducts regular surveys among the members of the institutional community (staff and students) to analyse their perception of the institutional strategy and its implementation at grass-roots level.	27.9%
The institution has defined a set of key performance indicators and follows its progress based on them.	55.0%
The institutional strategy and the achievement of the goals set in it are revisited when the document is revised (every 3, 5 or N years).	52.7%
Other	11.3%



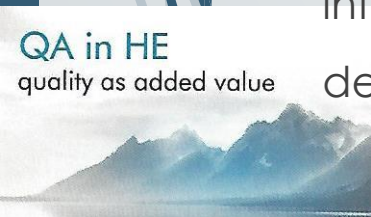
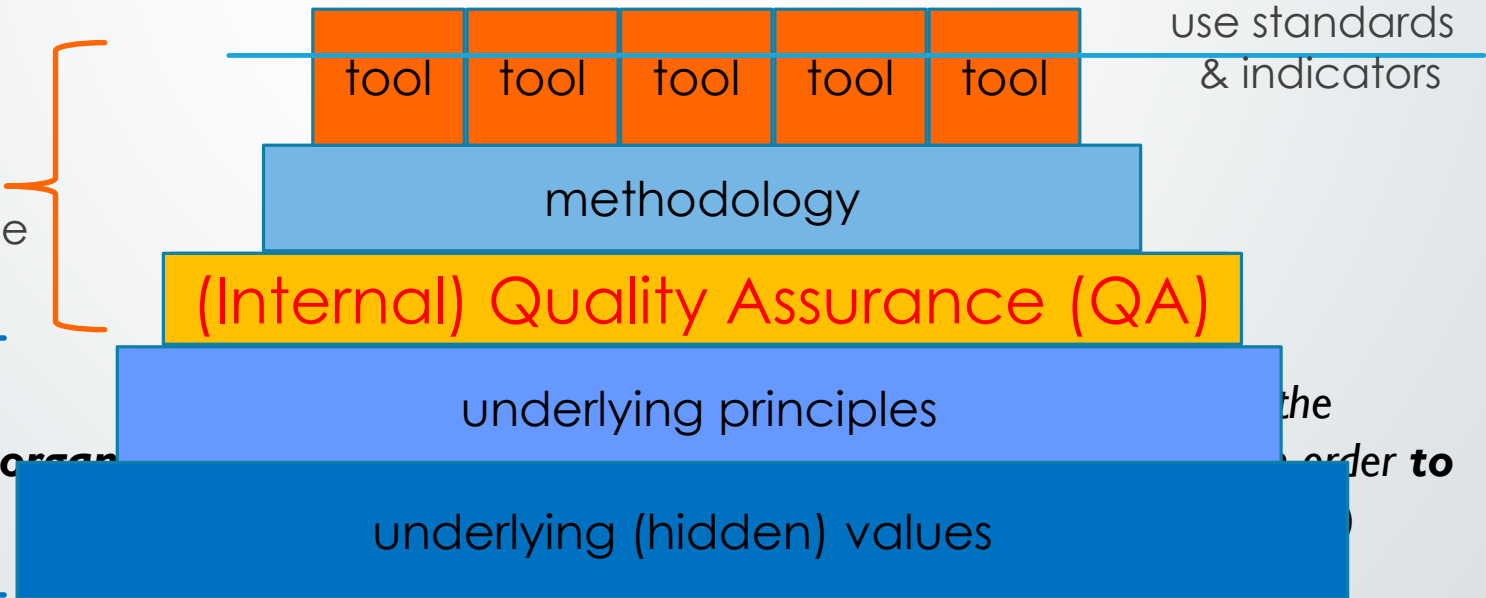
“QA is a **management approach** to focus on the **quality** of the **organisation** and is based on **participation of all stakeholders** in order to **satisfy their expectations and aims as long as possible**” (ISO)



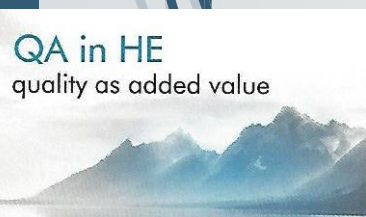
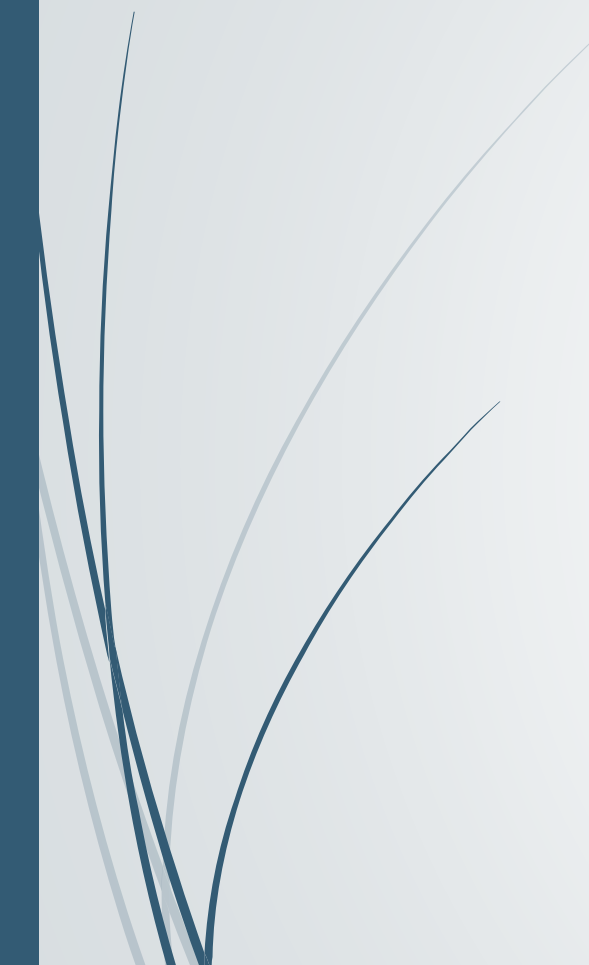
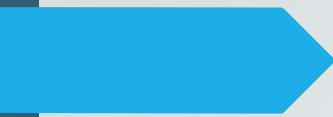


influenced by
development phase

influence on
development
phase



the
order to



HBR.ORG

Harvard Business Review

APRIL 2016

44 Entrepreneurship
Blitzscaling
An interview with Reid Hoffman

54 Digital Transformation
How Platforms
Change Strategy
Marshall W. Van Alstyne et al.

108 Managing Yourself
Dealing with a
Rude Colleague
Christine Porath

PAGE 96

YOU CAN'T FIX CULTURE

JUST FOCUS ON YOUR BUSINESS
AND THE REST WILL FOLLOW



- Standard 1.7: information management
- Institutions should ensure that they **collect, analyse and use relevant** information for the **effective** management of **their programmes** and **other activities**
- Guideline
- (...) The information gathered **depends, to some extent, on the type and mission of the institution.** The following are of interest:
 - **Key performance indicators;**
 - Profile of the student population;
 - Student progression, success and drop-out rates;
 - Students' **satisfaction** with their programmes;
 - Learning resources and student support available;
 - Career paths of graduates.
- (...) It is important that **students and staff** are **involved in providing and analysing information** and **planning follow-up activities.**

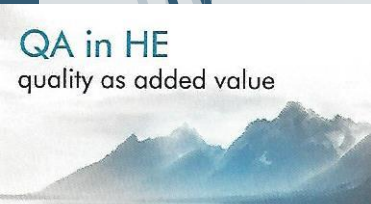
- **Indicator** : breaks up standards into measurable and appropriate units in order to measure how much the organisation has achieved or is compliant with the standards
- Indicators should give information on the organisation's performance as far as quality of its requirements are concerned and help the organisation to improve its performance
- 3 functions of indicators : measure, signal & communicate (internal & external)

(sub-)categories of indicators

- **Quantitative indicators** *with a number*
- **Qualitative indicators** *can't be presented as a number*
- **Input indicators** *measure the situation at the start of a process or the amount of resources consumed during the generation of the outcome*
- **Process indicators** *represent the efficiency or productivity of the added value during the process*
- **Output indicators** *reflect the outcome of results of the process activities*
- **Directional indicators** *indicate whether the organization is getting better*
- **Actionable indicators** *measure the organization's control to effect change*
- **(non-)Financial indicators** *(don't) measure the finances of operations*
- **Strategic indicators** *measure the realisation of strategic goals*

Areas Measured

- | | |
|---|-----------------------|
| ✓ Admission | ✓ Financial Aid |
| ✓ Advancement | ✓ Graduation Measures |
| ✓ Alumni | ✓ Grants & Research |
| ✓ Athletics | ✓ Library |
| ✓ Business connections | ✓ Other |
| ✓ Community connections | ✓ Peer comparisons |
| ✓ Course measures | ✓ Retention |
| ✓ Connections with other educational institutions | ✓ Satisfaction |
| ✓ Employee & HR | ✓ Strategic planning |
| ✓ Enrollment | ✓ Student engagement |
| ✓ Facilities | ✓ Student success |
| | ✓ Technology |



Ballard, J. Paul (2013), Measuring Performance Excellence:
Key Performance Indicators for Institutions Accepted into the Academic Quality Improvement
Program (AQIP), Western Michigan University dissertation

Building KPI Tree

1st level

Total score of HEI

2nd level


The criteria (e.g.
teaching & learning
research)

3rd level

The rating scale contains KPIs related to each criteria, and its rating scale

Suryadi, Kadarsah (2007), "Key Performance Indicators Measurement Model Based on Analytic Hierarchy Process and Trend-Comparative Dimension in Higher Education Institution", Bandung Institute of Technology, Chile

Building KPI Tree



KPIs are performance indicators to measure the realisation of an organization's particular activity or strategic goal.

Is the objective precise and well-defined? Is it clear? Can everybody understand it?	Specific	S
How will the individual know when the task has been completed? How will that be judged? What evidence is needed to confirm it?	Measurable	M
Is the objective achievable? Is it within their capabilities? Are there sufficient resources?	Action-related	A
Is it possible for the individual(s) to perform? How sensible is the objective in the current culture? Realistic Does it fit?		R
Is there a deadline? Is it feasible to meet? Are there review dates? Is it appropriate to undertake the work now?	Time-related	T

From strategy goals to KPIs: an example



priorities

Enhance
quality
academic
provision

Improve
student
satisfaction

Grow
income
across all
areas

Improve
productivity

objectives

Develop teaching portfolio with stronger emphasis on science & technology

Enhance learning & working environment

Build productive partnerships

Improve marketing effectiveness

Implement research, enterprise & endowment strategies

KPIs

QA Audits

Student surveys

RAE outcomes

Overheads

Proportion of 1st & 200

Market share

% staff cost

Retention

Student
employment

Research
income

Property cost
per student
FTE

Business
income



Our Vision

Our Mission

Strategic Themes

Cross-cutting Themes

Our Values

Objectives	Strategies
What do we want to achieve?	How will we do it?
<ul style="list-style-type: none"> A diverse and vibrant student population An outstanding and distinctive student experience with high-quality student support throughout the learner journey High-quality learning and teaching Engaged and internationally-aware students Knowledgeable, skilled and successful graduates 	<ul style="list-style-type: none"> Improve our widening participation profile, while maintaining entry standards Enhance our postgraduate/CPD offering and increase uptake Tailor student support to individual transitions Develop our learning and teaching infrastructure, technology systems and processes Maintain or improve current levels of student retention, progression and satisfaction Enable greater student participation in internships, placements and employment opportunities with industry, public and third sector partners, including international experiences Develop graduates who are engaged, enterprising, enquiring and ethically, globally and culturally aware, with the skills, knowledge and entrepreneurial spirit to progress their careers and engage with societal challenges

Key Performance Indicators	Current Performance	Targets
How will we measure progress?	What is our baseline?	What are our ambitions?
1. Total Scottish-domiciled undergraduate entrants from SIMD 0-40 areas	875	Achieve annual intake of 1,000 undergraduates by 2020
2. Undergraduate retention from Year 1 to Year 2	93%	Maintain current range of 92 - 95% annually
3. Student satisfaction (overall) as measured by the National Student Survey	89%	Achieve 90% or higher annually
4. Proportion of graduates in work or further study relative to our benchmark	93.8% (HESA benchmark 94%)	Meet or exceed HESA benchmark annually
5. Total postgraduate taught (PGT) population	2,340 FTE	Increase to 3,100 FTE by 2020





Objectives

What do we want to achieve?

- High quality research
- Increased research intensity
- A critical mass of well-trained researchers

Strategies

How will we do it?

- Focus on agreed major research themes
- Maximise the impact and value of our research across all areas
- Grow our population of high-quality postgraduate researchers (PGRs)
- Enhance researcher development training provision for research staff and students
- Build our research collaborations with leading academic partners, business, government and the third sector

Key Performance Indicators

How will we measure progress?

6. Total competitively won research income (spend)

7. Field-weighted citation impact: the number of citations our publications receive compared to the world average for comparable publications

8. Total PGR population

Current Performance

What is our baseline?

£52 million

39% greater than the world average

1,135 FTE

Targets

What are our ambitions?

Increase to £70 million by 2020

Achieve an overall citation rate 50% greater than the world average by 2020

Increase to 1,750 FTE by 2020



Objective

What do we

- High qual

- Increased

- A critical research

Student Indicators**Resource indicators**

Percentage of graduate students

Total amount of institutional income

Percentage of international students

Institutional income per student

Percentage of international undergraduate students

Institutional income from public sectors

Percentage of international Master's students

Institutional income from student tuition fees

Percentage of international doctoral students

Institutional income from tuition fees (per student)

Number of doctorates awarded

Institutional income from donations and gifts

Employment rate of Bachelor degree recipients
(0-3 months after graduation)

Income of institution from its investment

Employment rate of Master's degree recipients
(0-3 months after graduation)

Research income: total amount

Employment rate of doctoral degree recipients
(0-3 months after graduation)

Research income per academic staff member

Research income from public sector

Research income from industry

Academic Staff Indicators**ARWU World Ranking Indicators**

Key Perfo

Total number of academic staff

Number of alumni who are Nobel laureates and Fields medallists

How will we

Number of academic staff with teaching responsibilities

Number of staff who are Nobel laureates and Fields medallists

6. Total co
incomeNumber of academic staff engaged in research only
Percentage of academic staff with doctorates who
have teaching responsibilities

Number of frequently quoted researchers

7. Field-we
the num
publicat
the worl
publicatPercentage of academic staff with doctorates who
are engaged in research onlyNumber of papers published in *Nature* and *Science*
Number of articles in SCl and SSCIPercentage of international academic staff engaged
in research onlyRatio of academic staff with teaching responsibilities
to students

8. Total PG

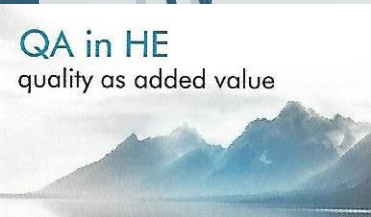
Ratio of all academic staff to students

EQAF 2018: QA & Str




& indicators

Objective	Category weight 2010	Category weight 2011 and 2012	Broad categories/ Indicators	Indicators	Indicator weight 2010	Indicator weight 2011 and 2012
What do we want to achieve?						
• High quality research	2.5%	2.5%	Economic activity/Innovation (2010)			
• Increased research income			Industry income: innovation (2011 and 2012)			
• A critical mass of research	5%	7.5%	Research income from industry (per academic staff member)		2.5%	2.5%
			International outlook			
			Ratio of international to domestic staff	Change of weight	3%	2.5%
			Ratio of international to domestic students	Change of weight	2%	2.5%
			Proportion of published papers with international co-authors, normalised* to account for a university's subject mix	New indicator introduced	–	2.5%
	30%	30%	Teaching: the learning environment			
			Reputation survey: teaching		15%	15%
			Ratio of doctorates awarded to number of academic staff, normalised* since 2011	Changes in calculation method due to normalisation	6%	6%
Key Performance Indicators			2010: ratio of new (first-year) undergraduates to academic staff members 2011 and 2012: overall student/academic staff ratio ¹⁷	Change of indicator definition involving different calculation method	4.5%	4.5%
How will we measure it?			Ratio of doctorates to Bachelor degree awards		2.25%	2.25%
			Income per academic staff member		2.25%	2.25%
6. Total core income	30%	30%	Research: volume, income and reputation			
			Reputation survey: research	Change of weight	19.5%	18%
			Research income (scaled)/normalised* since 2011	Change of calculation method, Change of weight	5.25%	6%
7. Field-weighted the number of publications in the world			Published papers per academic staff member/ normalised* by subject since 2011	Change of calculation method, Change of weight	4.5%	6%
			Ratio of public research income to total research income	No indicator	0.75%	–
	32.5%	30%	Citations: research influence			
8. Total PG			Impact – average citations per published paper, normalised* since 2010	Change of weight	32.5%	30%



- ✓ The university must have a strategy
- ✓ The strategy must be translated into policy
- ✓ The policy should be translated into goals or purpose statements
- ✓ The realisation of the goals should be measured by KPIs
- ✓ KPIs should be crucial to achieving your goal = KEY
- ✓ KPIs should be well-defined and quantifiable
- ✓ KPIs should tell the (degree of) achieving your goal
- ✓ KPIs should reveal our strenghts & weaknesses
- ✓ KPIs should help us to decide what needs to be changed
- ✓ KPIs should be communicated internally & externally

- ✓ The univers
- ✓ The strateg
- ✓ The policy
- stateme
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- KPIs
- ✓ KPIs sho
- ✓ KPIs sho
- ✓ KPIs sho
- ✓ KPIs sho
- ✓ KPIs should
- changed
- ✓ KPIs should



measure what you
value instead of
valuing only what you
can measure.

Andy Hargreaves



or purpose

d by

KEY

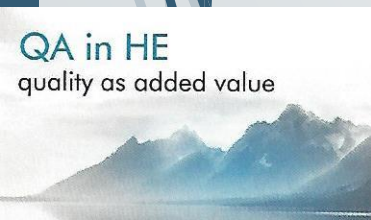
goal

o be

externally

Why do we measure ?

- ✓ To understand
- ✓ To monitor
- ✓ To manage
- ✓ To improve



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-

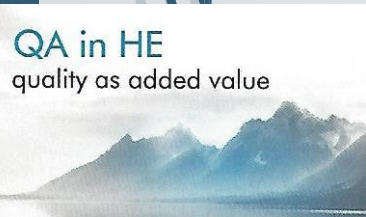
WHICH?
People (leaders & staff)?
Governance QA structure?

its governance & structures
tating QA units

"DO" of

HOW TO DO?
REAL PRACTICE

PDCA



QA & STRATEGY

Pitfalls of QA on strategy

Lucien Bollaert

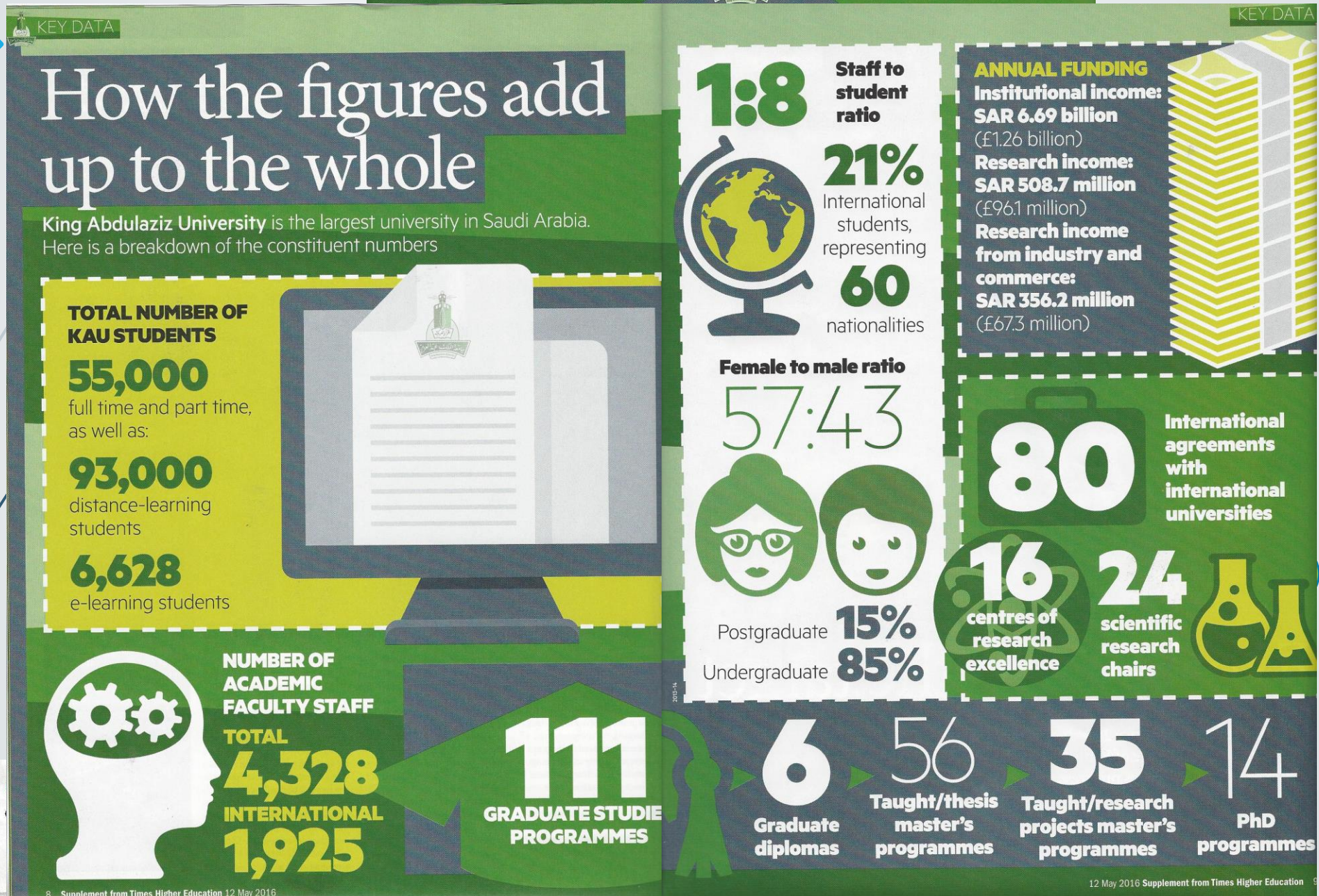
**independent international QA expert
visiting professor & board member QAAs**

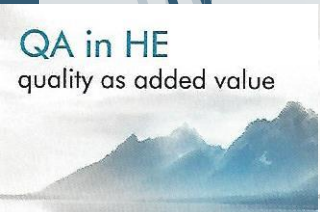
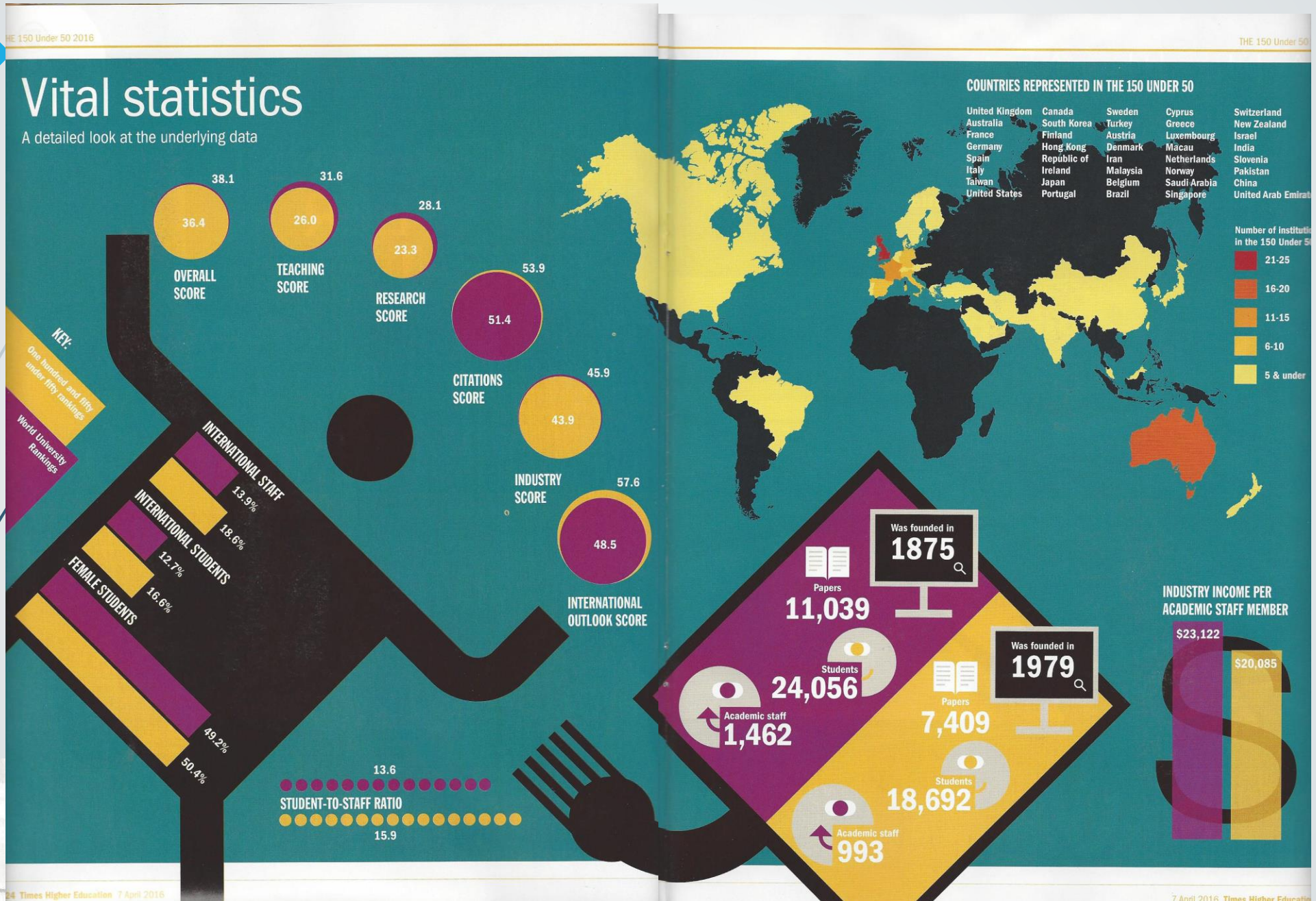
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Parallel plenary I

16 November 2018

Vienna







World University Rankings

2019 Rank: 201-250

[View full ranking table \(/world-university-rankings/2019/world-ranking\)](/world-university-rankings/2019/world-ranking)

Overall	—
Teaching	29.5
Research	30.6
Citations	87.7
Industry Income	42.8
International Outlook	99.7

category "Citations"

University of Luxembourg ranked 77 worldwide. This indicator measures the number of publications that are quoted by scholars globally, using data from peer-reviewed academic journals. "We are very pleased with the results," Prof. Dr. Jean-Marc Lévesque, Rector of the University of Luxembourg, said. "Our repeatedly outstanding performance in Citations is a reflection of the excellence in research that we have achieved." Earlier this year, the University of Luxembourg was ranked 77th for universities younger than 50 years, where the University of Luxembourg ranked 13th.

World University Rankings evaluate the strengths of a university in the areas of International Outlook, Industry Income and Citations based on 13 indicators.

Home // University // News // Latest News // THE Rankings 2017-2018: Most international university worldwide

THE Rankings 2017-2018: Most international university worldwide



Vital s



UNIVERSITÉ DU LUXEMBOURG



QA in HE
quality as added value

About the University

Official Documents

Data Protection

Library

Language Centre

Science & public

Culture & Sports

Sustainability

High Performance Computing

Moving to Belval

Support the University

News

Slideshow

Latest News

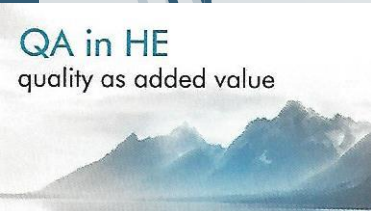
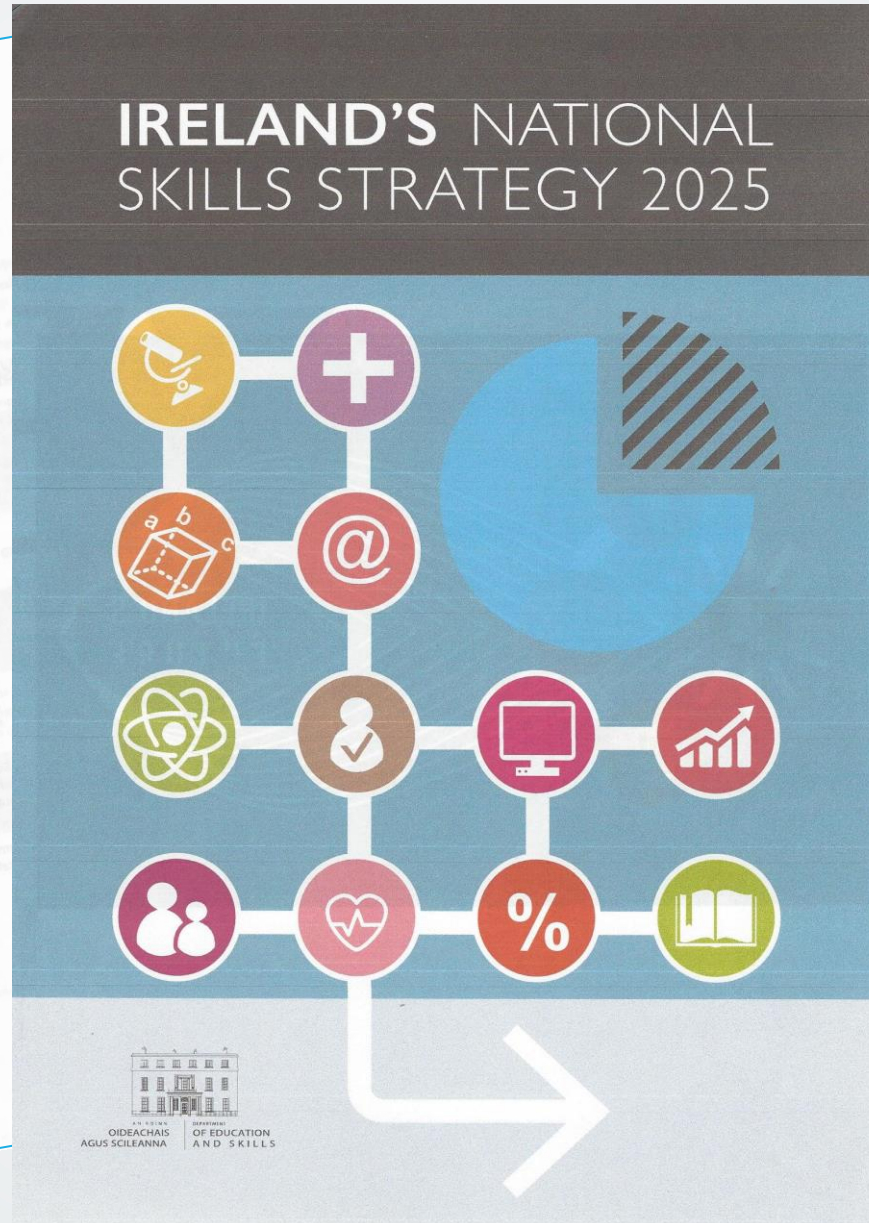
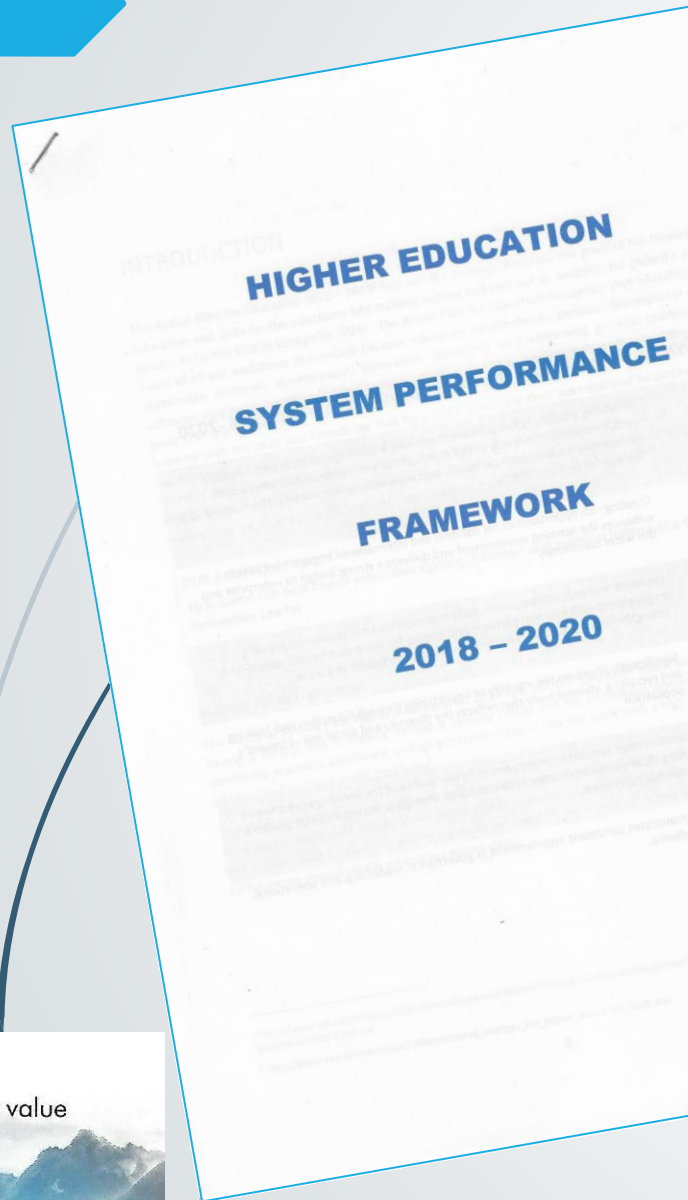
Events

Welcome to Luxembourg



KPIs & rankings

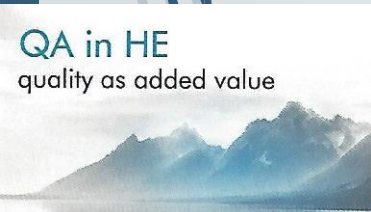
- ✓ Most rankings are more driven by research indicators and reputation
- ✓ They mostly do not take into account the vision and mission of the HEI
- ✓ They do not indicate the real quality in terms of added value, but mostly only of outcome
- ✓ Their indicators can be inspiring for setting up KPIs on specific goals or activities, e.g. research or international population
- ✓ Though critical of rankings HEIs still use them for information, benchmarking, institutional decision-making and last but not least marketing



The Metric Tide

Report of the Independent Review
of the Role of Metrics in Research
Assessment and Management

July 2015



7 deadly sins of measuring and how to avoid them

Michael Hammer (2007)

1. Vanity: only measure to look good.
2. Provincialism: organizational boundaries and concerns dictate the metrics.
3. Narcissism: measure from one's own point of view rather than from the customer.
4. Laziness: assuming one knows what is important to measure without giving it adequate thought or effort.
5. Pettiness: measure only a small component of what matters.
6. Inanity: not thinking about the consequences on human behaviour & performance.
7. Frivolity: not being serious about measurement in the first place.



The Metric Tide

“Don’t track traditional metrics. Instead of worrying about typical customer satisfaction measures (...), organizations should look at the number of value-adding service ideas put into practice. It’s not that conventional metrics are unimportant, the researchers say, but because they are “lagging indicators”, they can bog down efforts to achieve rapid, dramatic change.”

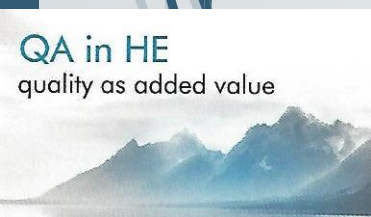
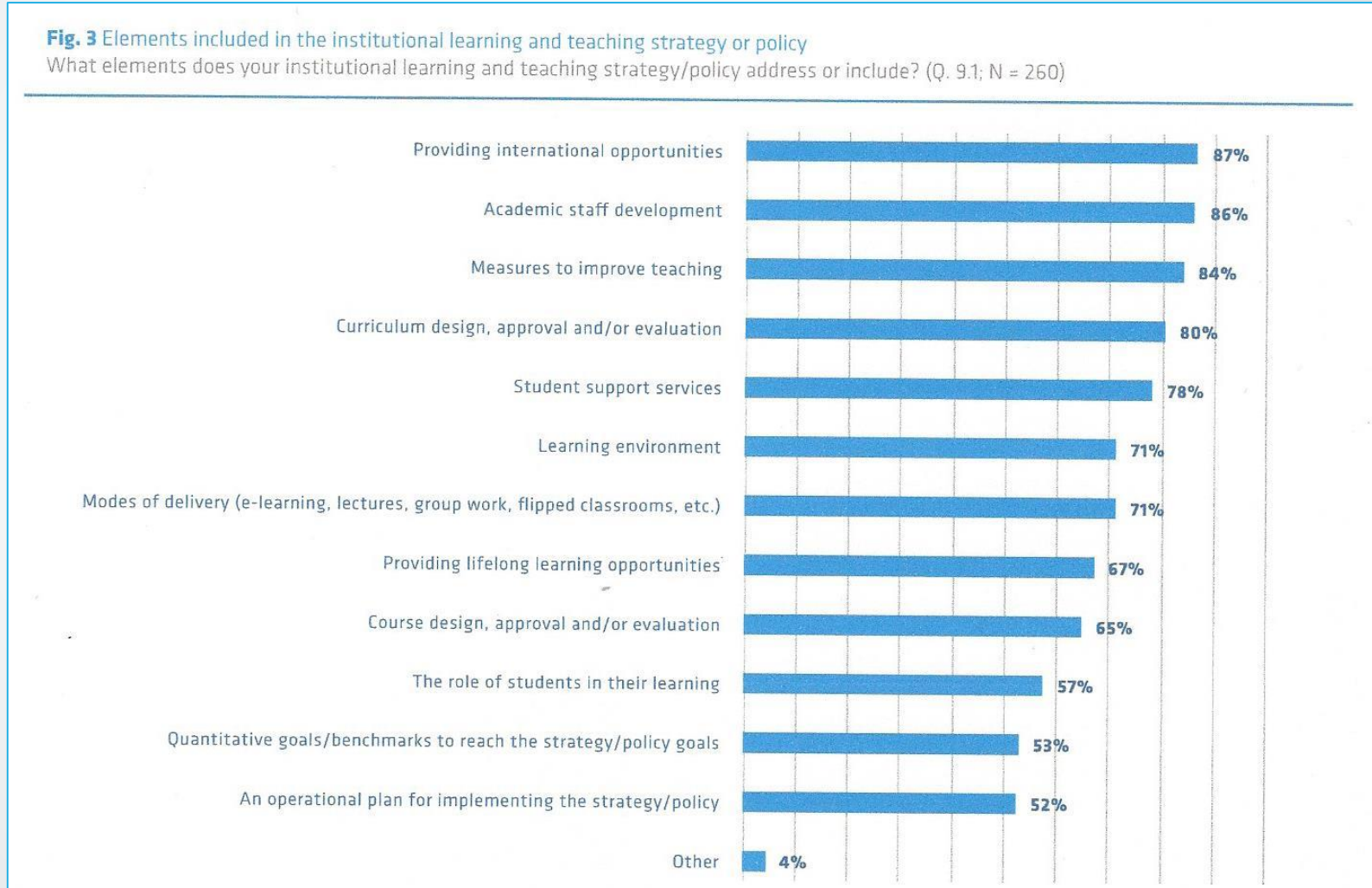
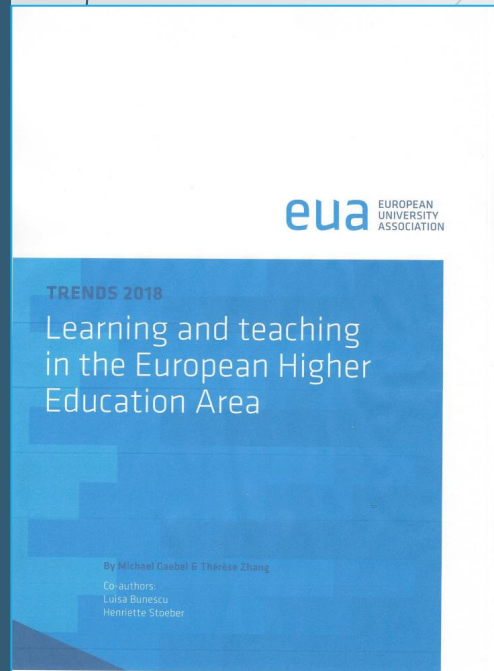
Mark Pernice, “Revolutionizing Customer Service”, HBR April 2016, p.27



KPIs and metrics

- Metrics are nationally imposed quantitative indicators that are supposed to indicate the degree of quality or of performance of a HEI
- They are mostly linked to policies on subsidy from the state/government
- Sometimes linked with risk-based approach in national EQA
- Do not take into account the differences in mission, strategy, resources, locations, etc of HEI

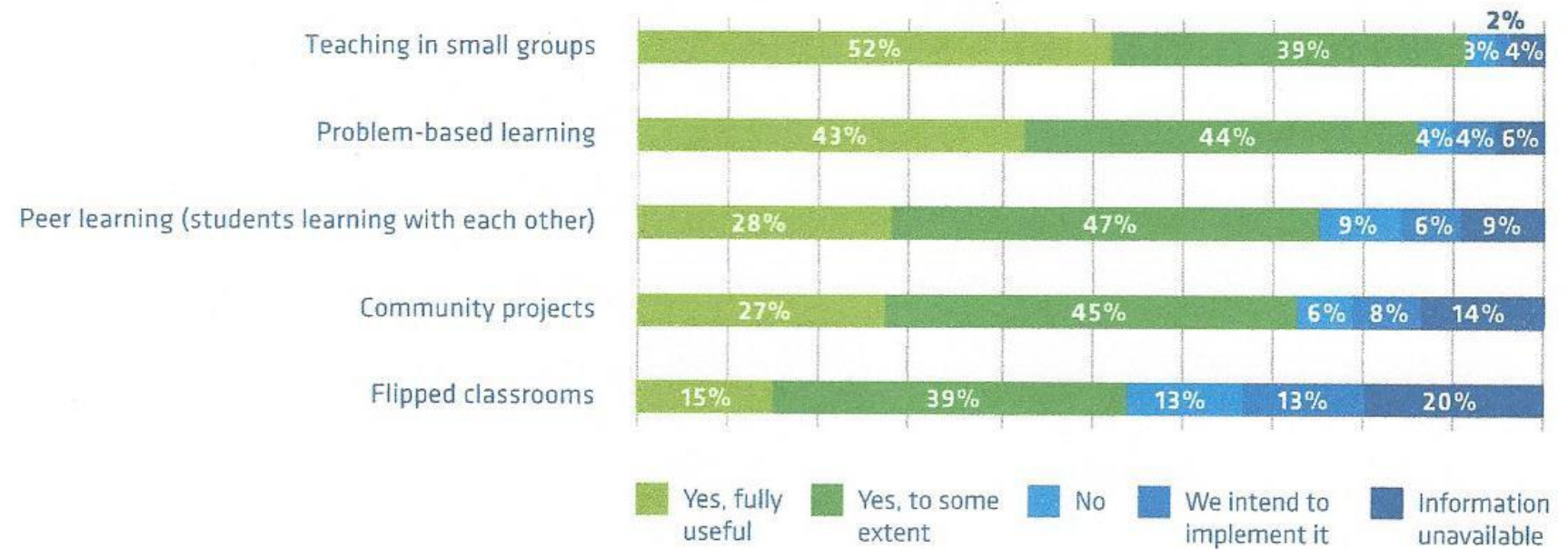
- Only 53% of institutional learning and teaching strategies or policies use quantitative goals/benchmarks to reach strategy/policy goals



- QA is not mentioned as a useful approach for enhancing student learning

Fig. 24 Useful approaches for enhancing student learning

Which of the following approaches has your institution found useful for enhancing student learning? (Q. 24; N =290)



eua
EUROPEAN
UNIVERSITY
ASSOCIATION

TRENDS 2018

Learning and teaching
in the European Higher
Education Area

By Michael Gaebel & Theresa Zhang

Co-authors:
Luca Bimercio
Henriette Stoerber

QA in HE
quality as added value

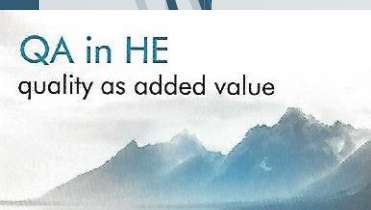
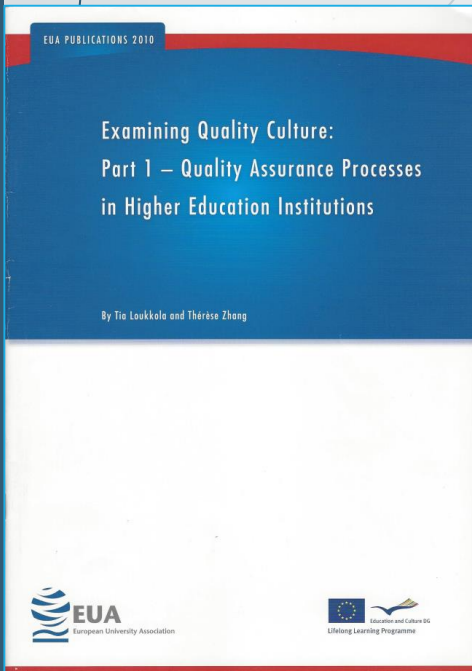
Gaebel, M. & Zhang, T. (2018), *Trends 2018: Learning and teaching in the EHEA*, EUA: Brussels, p. 55

- Although the (QA) information systems regarding study programmes include much more valuable information and data already since 2010

Table 2: Information included in the information system(s) regarding study programmes

**Which of the following does the information system or systems include?
Please choose all applicable options.**

Student progression and success rates	87.7%
Teacher-student ratio per faculty/department/institute or in the respective faculty/department/institute	65.5%
Tracking graduates' employment	40.5%
Students' satisfaction with their programmes	53.6%
Profile of the student population (e.g., age, gender, education background, socio-cultural background...)	83.2%
Available learning resources and, when applicable, their costs	44.1%
None of the above	0.9%
Other (such as the institution's own performance indicators)	10.0%



- Although the (QA) information systems regarding study programmes include much more valuable information and data already since 2010

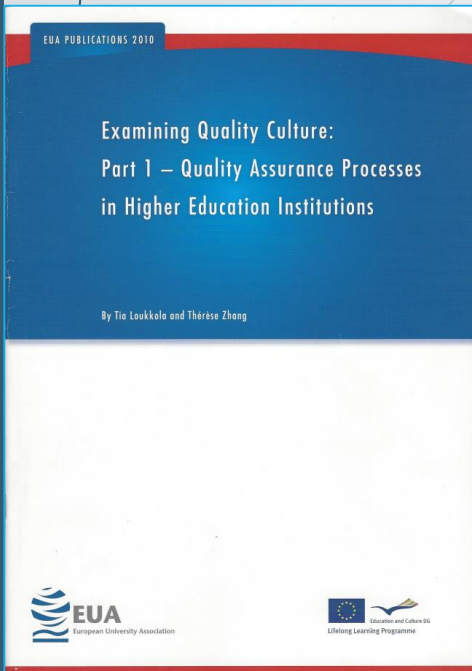


Table 2:

Which
Please

Student

Teacher
depart

Tracking

Student

Profile
cultural

Available

None

Other

Table 3: Information provided by the institution on its study programmes

**The information on your institution's study programmes include:
Please choose all applicable options.**

Number of students currently involved in the programme	76.1%
Number of academic staff involved in the programme	70.3%
Teacher-student ratio in the respective faculty/department/institute	44.6%
Information on the intended learning outcomes of the programme	81.5%
Information on qualifications granted by the programme	86.9%
Information on the teaching, learning and assessment procedures used within the programme	82.0%
Information on the learning opportunities (e.g., traineeships, exchange programmes, mobility possibilities, scholarships...) available to the students of the programme	78.8%
Information on alumni employment	45.5%
Profile of the current student population	43.2%
Specific information targeting international students	64.0%
Accessibility and/or possibilities offered to disabled students	49.5%
Other	5.0%



Pitfalls of QA on strategy

- ✓ Only self-fulfilling numbers for marketing
- ✓ Numbers externally inspired by rankings, national (funding) indicators or (inter)national strategic
- ✓ No link with own vision, mission or culture
- ✓ Only quantitative data
- ✓ Only controlled by management alienating all other stakeholders (and processes)
- ✓ Not integrated in the other QA activities on learning and teaching or even research and engagement
- ✓ QA only using metrics
- ✓ QA only focussed on strategy and not on the quality as added value of learning, teaching & research

QA & STRATEGY

Some conclusions

Lucien Bollaert

independent international QA expert

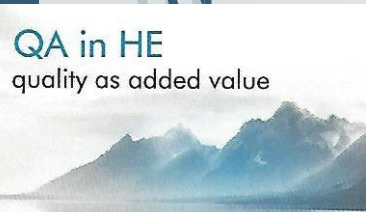
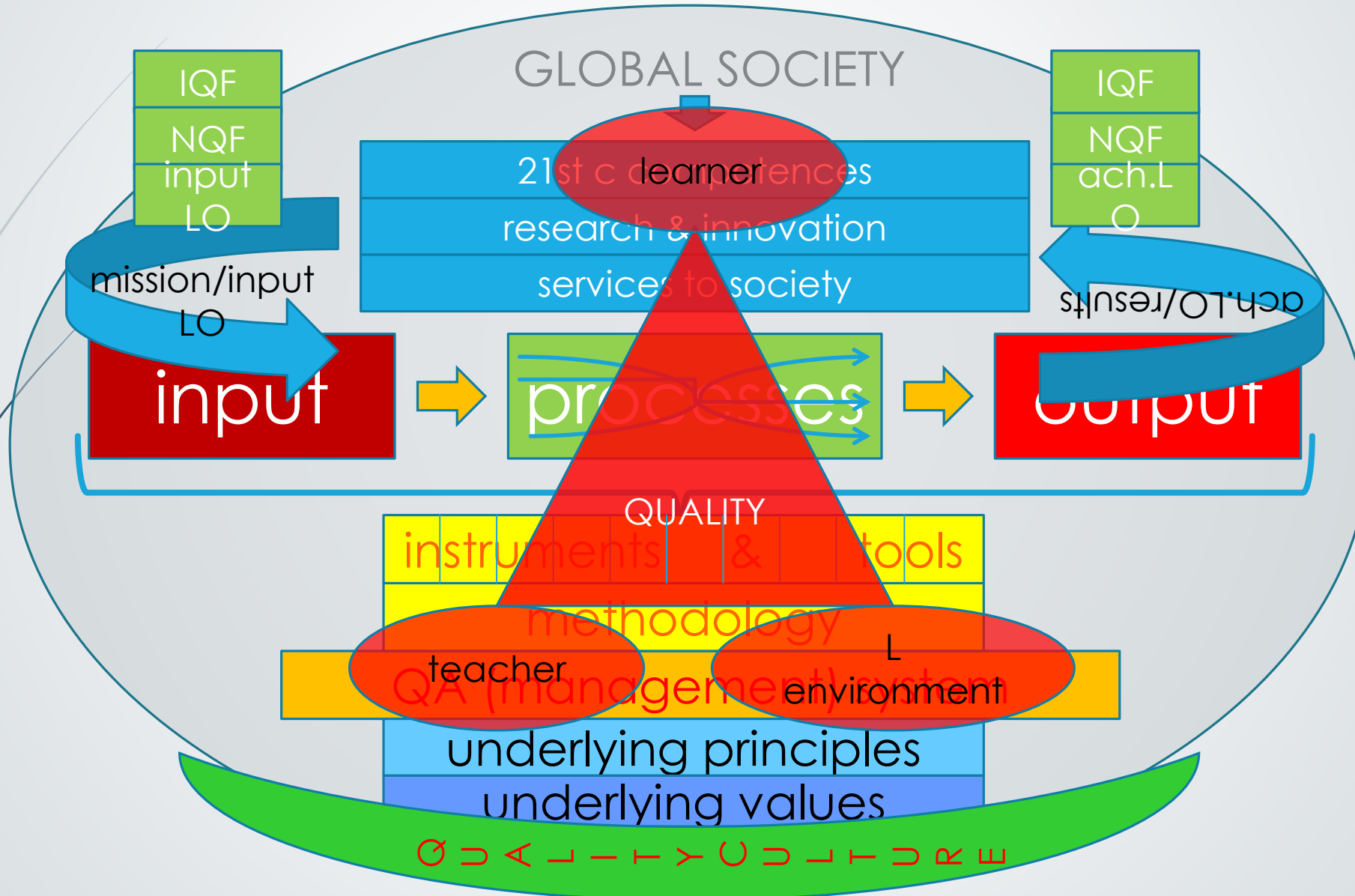
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Parallel plenary I

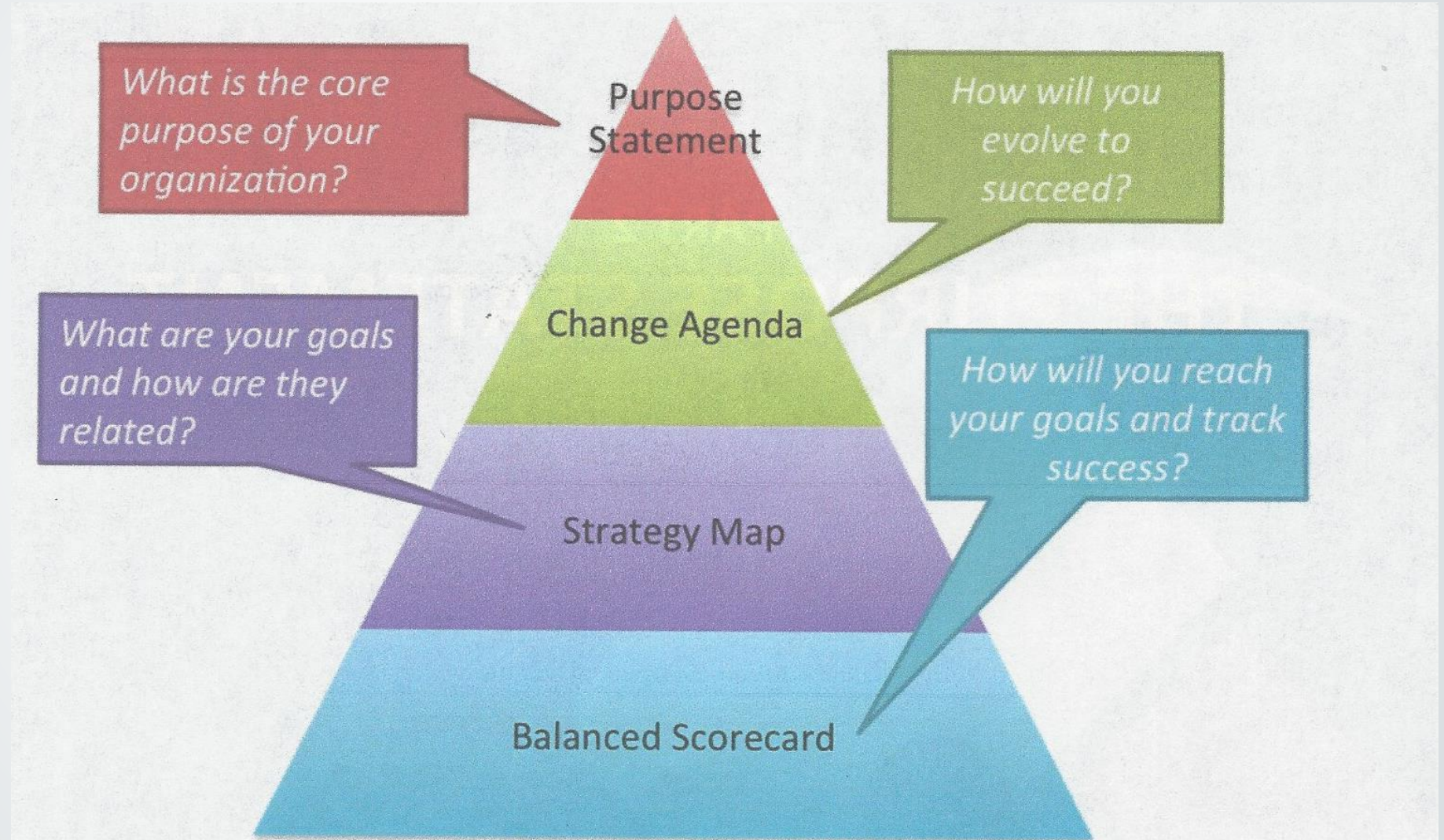
16 November 2018

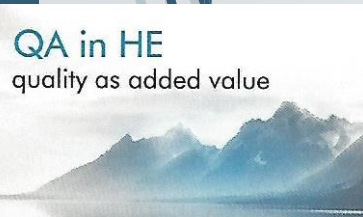
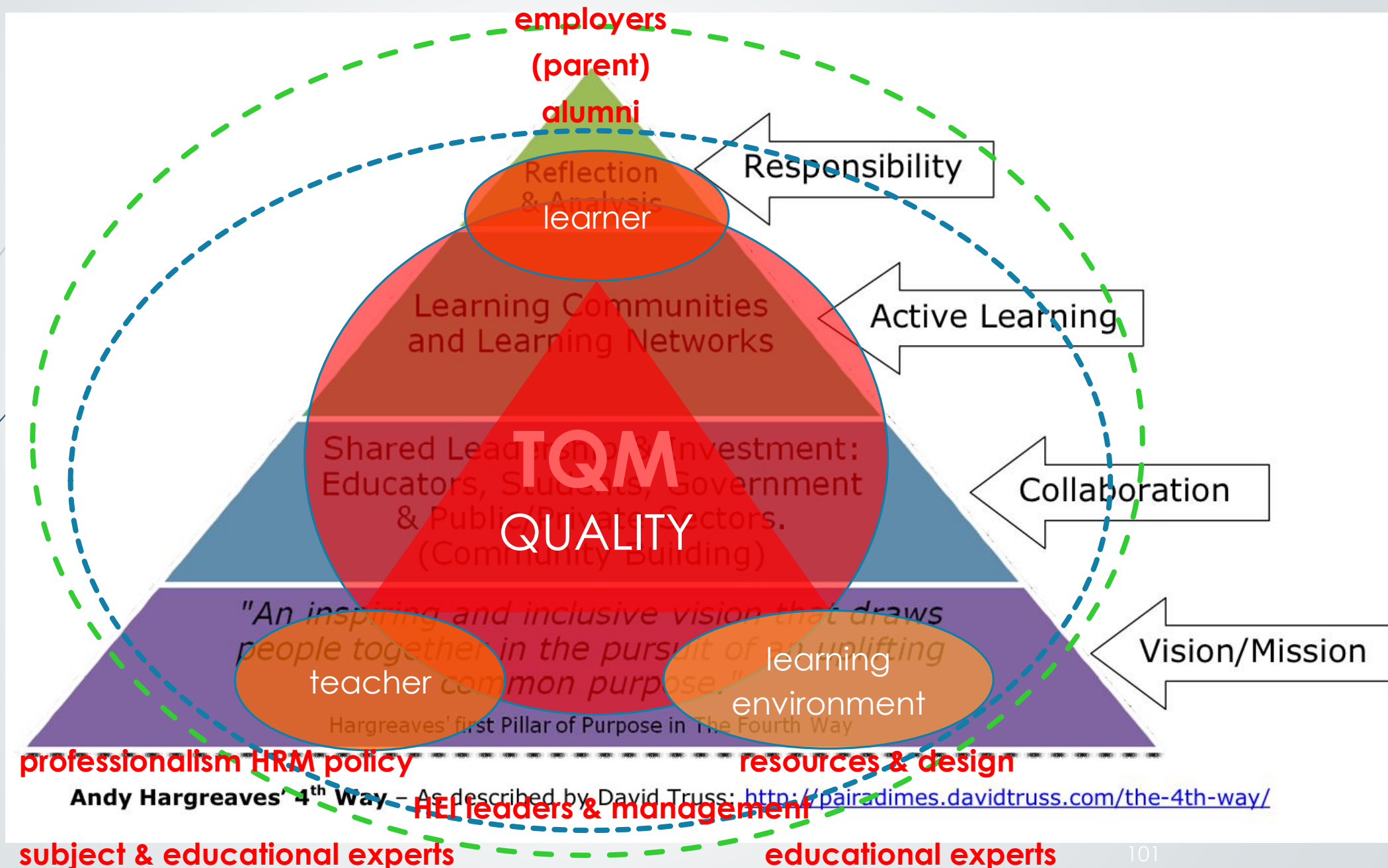
Vienna

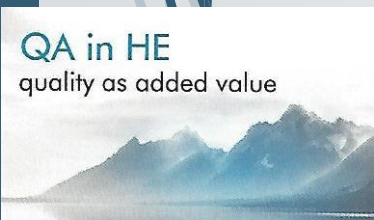
dimensions of quality & QA



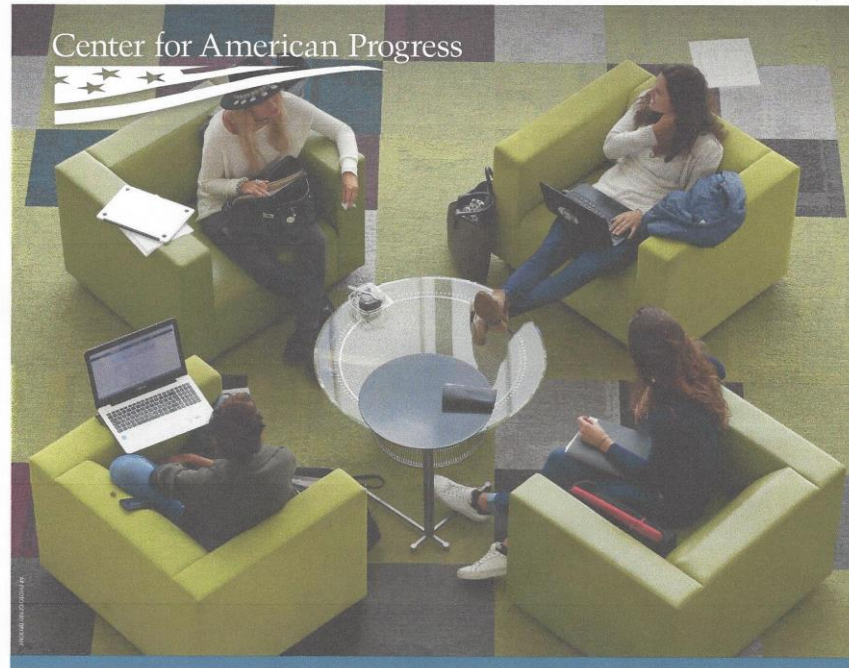
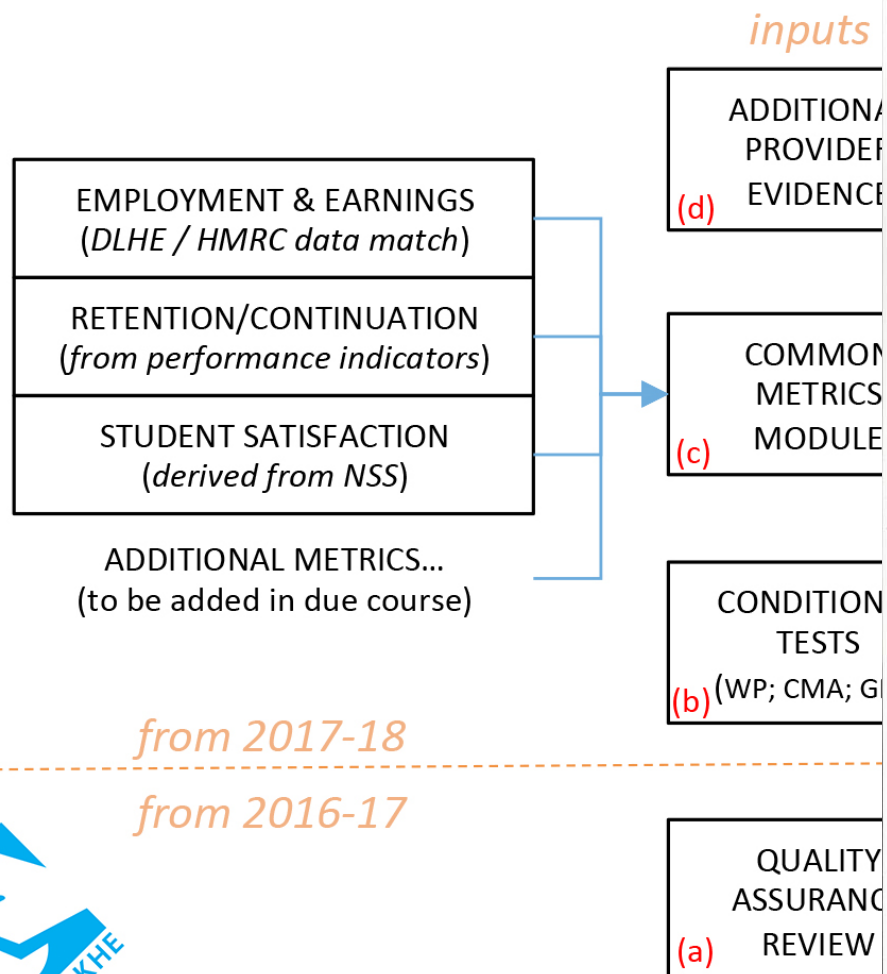
The Balanced Scorecard Tree







in need of a new generation of QA?

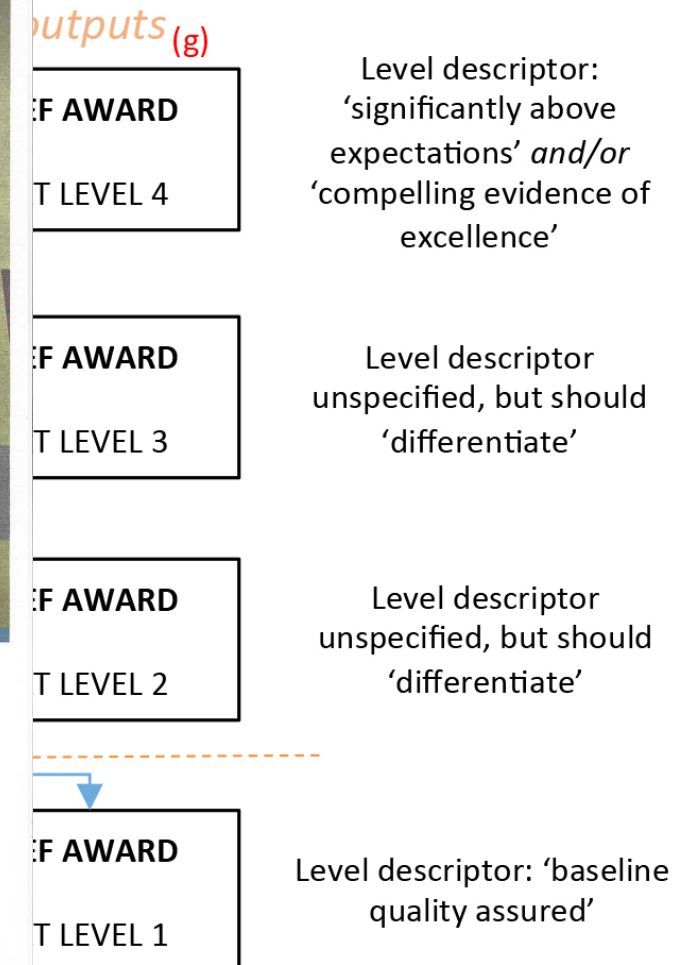


A Quality Alternative

A New Vision for Higher Education Accreditation

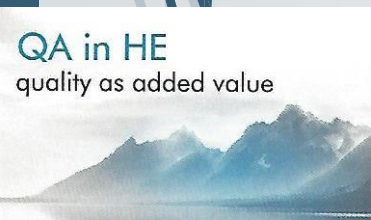
By Ben Miller, David Bergeron, and Carmel Martin October 2016

WWW.AMERICANPROGRESS.ORG



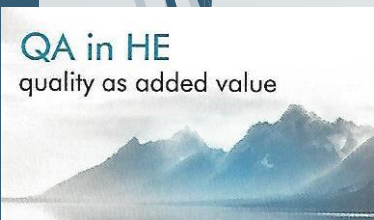
the need of a new generation of QA!

- taking into account new contexts, new challenges, concepts of contextual quality, the dimension of quality culture, and stakeholders' involvement and commitment
- doing away with bureaucratic window-dressing
- replacing it with innovative means of ownership of quality, quality policy and QA by those who create quality and all stakeholders concerned
- related to the vision, mission, (strategic) policy of a HEI/study programme and its students' life-times and employability
- linked with research and social responsibility/relevance
- breaking QA open internationally regulated by ESG & EQAR



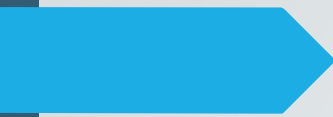

Quality Assurance of the near future: ARE WE READY?

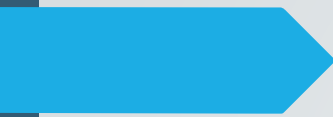
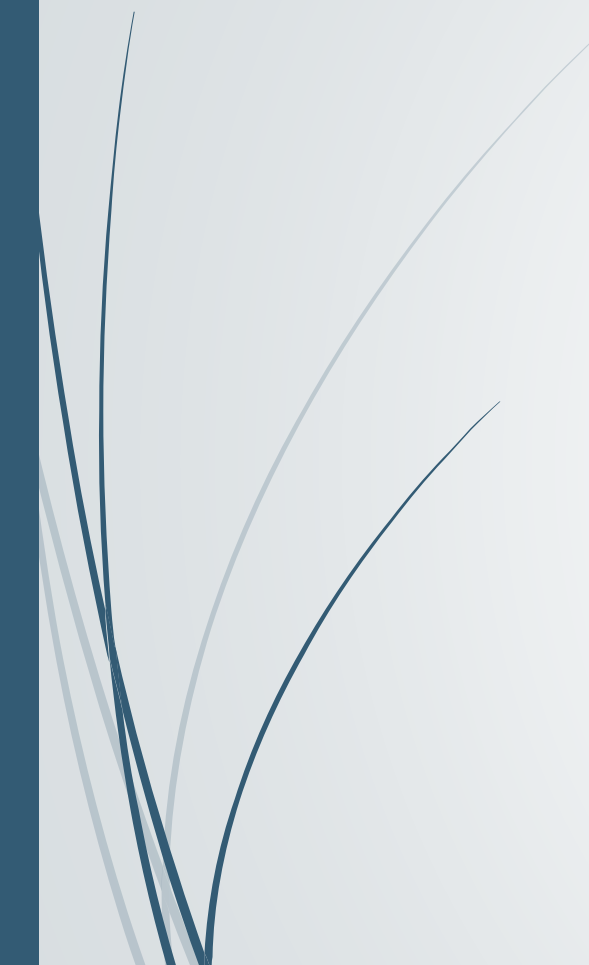
- from study programme to institutional level ?
- global mission & (strategic) policy vs budget cuts!
- vision of co-creative community with all stakeholders: education – (applied) research – impact to society (from local to global)
- student-centred learning = co-creation of learning (revised ESG)
- learning outcomes : 21st century competences really achieved | LLL | Social relevance - employability
- more generic & less standards – essential indicators : risk-based approach (metrics) vs own (strategic) indicators
- increase of professional control & labels vs subject-specific peers
- internationalisation of QA : joint programmes, QAAs, international recognition through single audit
- quality culture : acknowledge existing & wanted, shared values

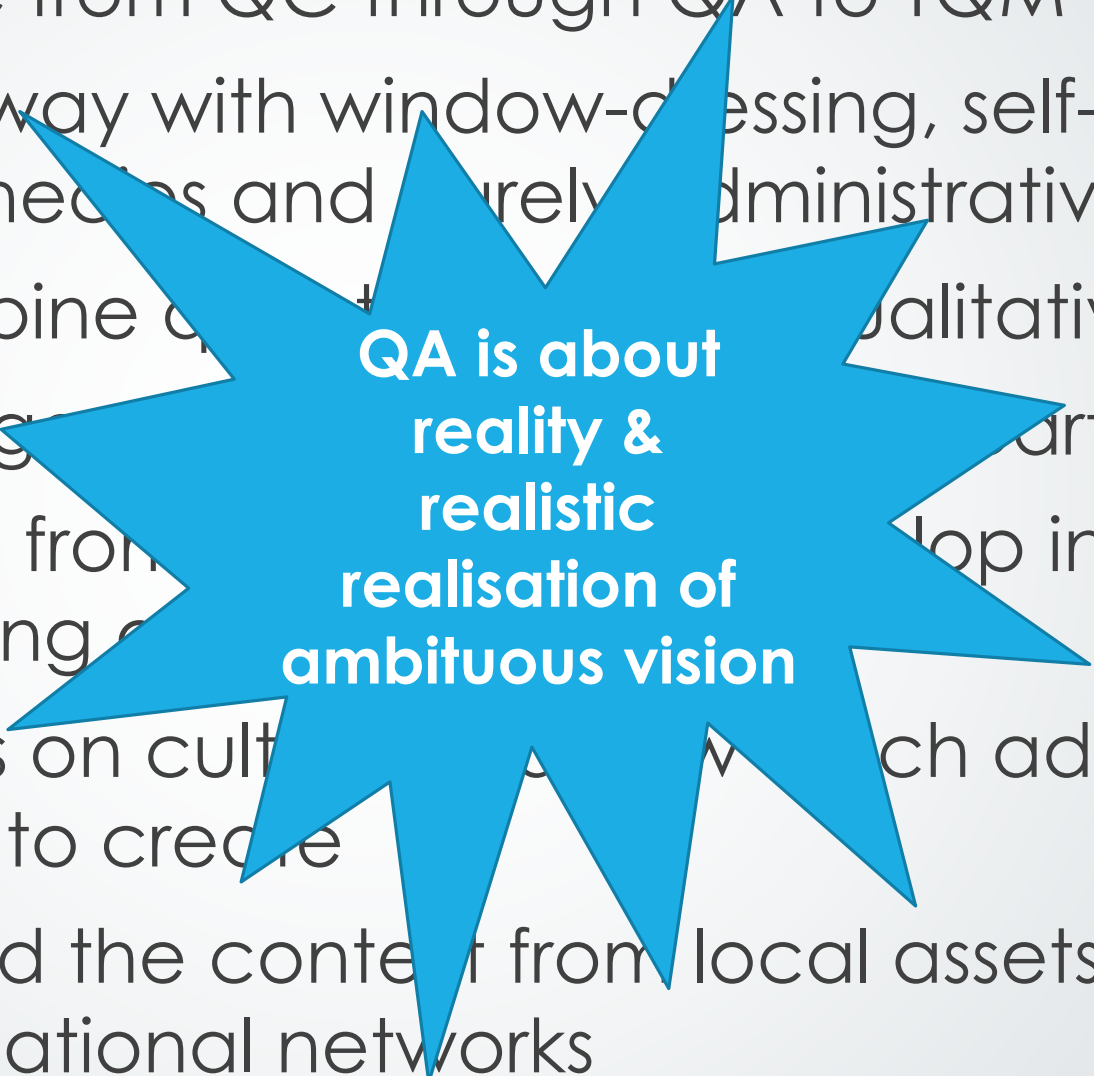


Quality Assurance of the near future: ARE WE READY?



- 
- 
- ✓ Be inspired in your vision and leadership by answering the question WHY
 - ✓ Be realistic in your strategy (cf SWOT)
 - ✓ Involve committed internal stakeholders & engaged external ones
 - ✓ Strive constantly to do better/excellence starting from where you are
 - ✓ Document yourself with data starting from your own reality, mission & strategy, and culture
 - ✓ Only use external indicators if you value them
 - ✓ About the real experiences from input through processes to output, outcome and impact
 - ✓ Link your strategy with the central processes...
 - ✓ But do not limit them to one

- 
- 
- ✓ Move from QC through QA to TQM
 - ✓ Do away with window-dressing, self-fulfilling prophecies and purely administrative control
 - ✓ Combine quantitative with qualitative data
 - ✓ Engage all stakeholders to the heart of the matter
 - ✓ Learn from your failures = develop into a truly learning organization
 - ✓ Focus on culture and how much added value you want to create
 - ✓ Extend the context from local assets to international networks

- 
- ✓ Move from QC through QA to TQM
 - ✓ Do away with window-dressing, self-fulfilling prophecies and purely administrative control
 - ✓ Combine quantitative and qualitative data
 - ✓ Engage all stakeholders from the start of the matter
 - ✓ Learn from experience and develop into a truly learning organisation
 - ✓ Focus on culture and how much added value you want to create
 - ✓ Extend the context from local assets to international networks

- ✓ Move from QC through Q to TQM
- ✓ Do away with windmills and self-fulfilling prophecies and take control
- ✓ Combine data and qualitative data
- ✓ Engage people in the matter
- ✓ Learn from experience into a truly learning organisation
- ✓ Focus on the added value you want to create
- ✓ Extend the circle from local assets to international networks

**There are
no
automatic
formula-like
certainties
in QA**

Harvard Business Review

HBR.ORG



APRIL 2016

44 Entrepreneurship
Blitzscaling
An interview with Reid Hoffman

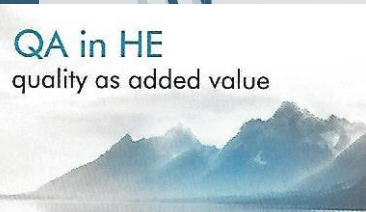
54 Digital Transformation
How Platforms
Change Strategy
Marshall W. Van Alstyne et al.

108 Managing Yourself
Dealing with a
Rude Colleague
Christine Porath

PAGE 96

YOU CAN'T FIX CULTURE

JUST FOCUS ON YOUR BUSINESS
AND THE REST WILL FOLLOW



Harvard Business Review

HBR.ORG

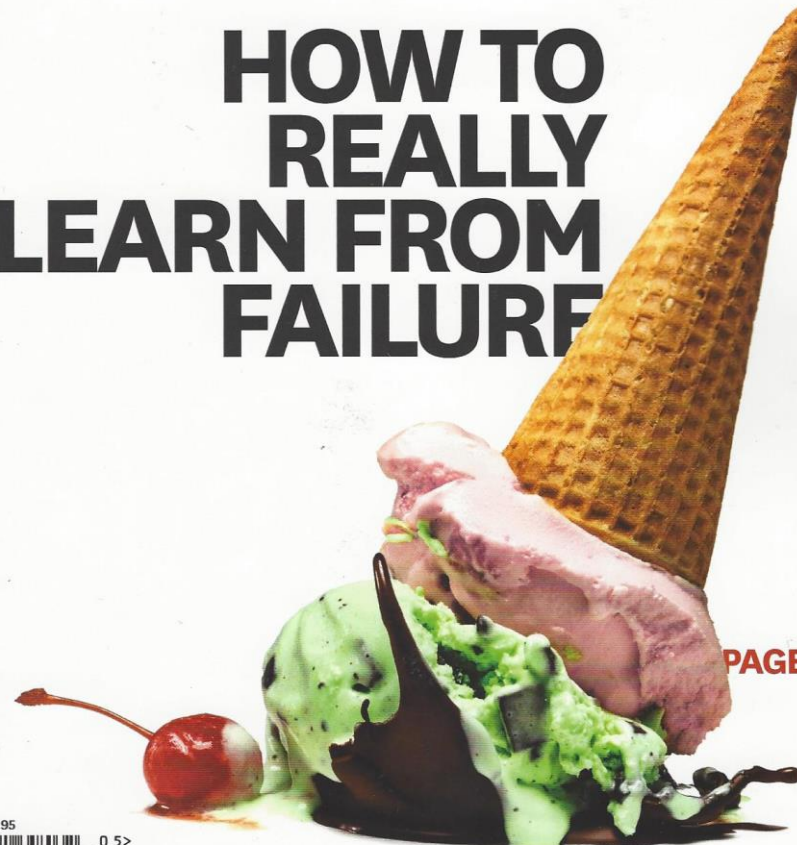
MAY 2016

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

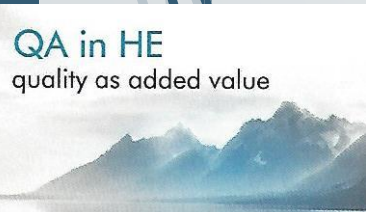
40 The Big Idea
Embracing Agile
Darrell K. Rigby, Jeff Sutherland,
and Hirotaka Takeuchi

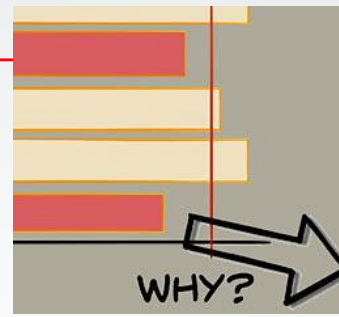
80 Spotlight
Hedge Your
Strategic Bets
George Stalk Jr. and Ashish Iyer

HOW TO REALLY LEARN FROM FAILURE



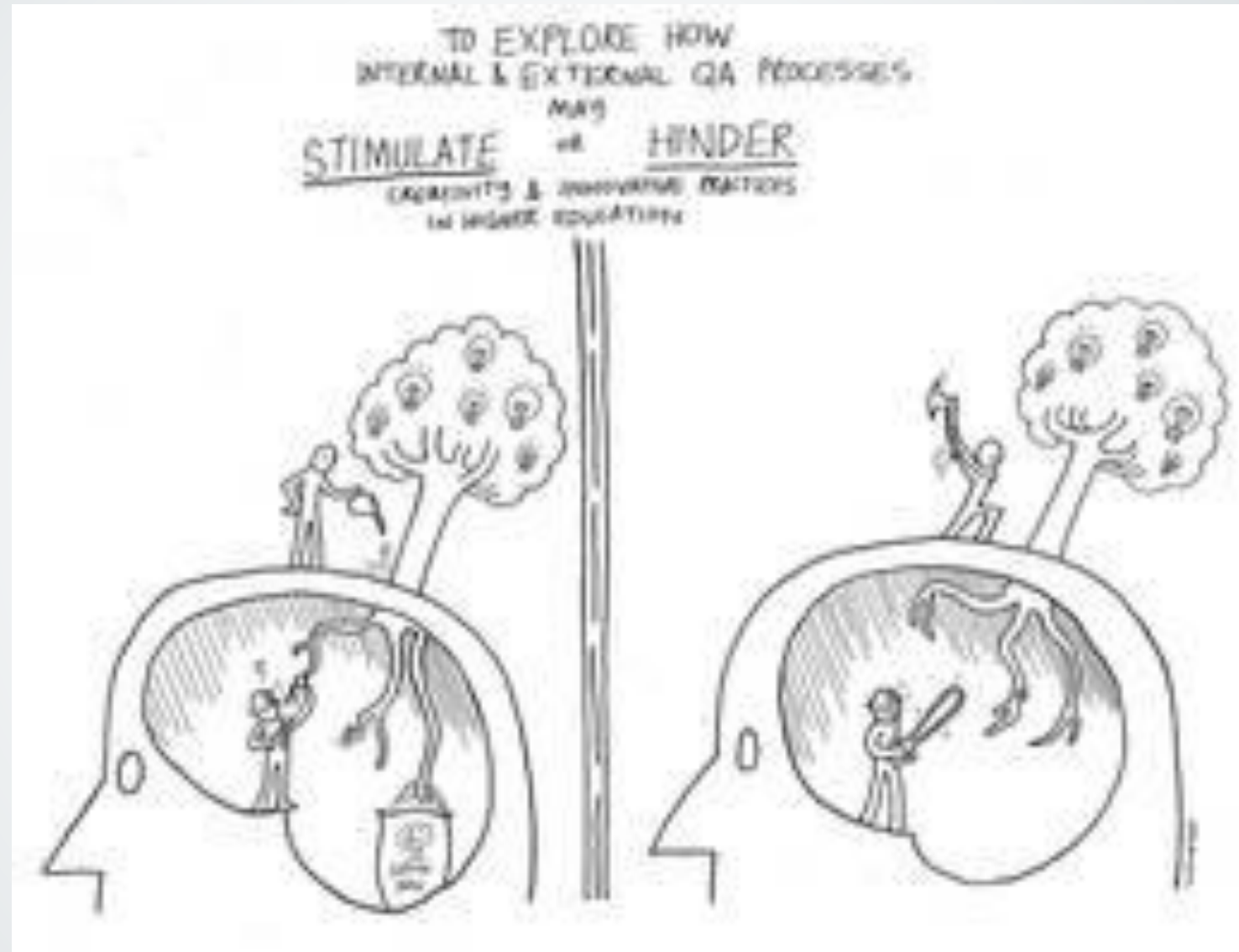
PAGE 88





- ➡ Why are we in (higher) education?
- ➡ Why do we want a qualitative education?
- ➡ Why do 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?

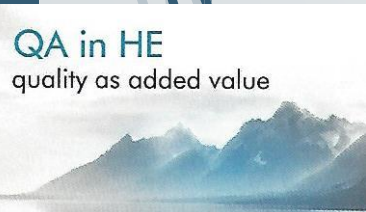




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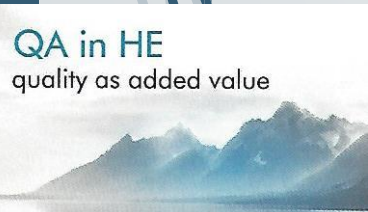
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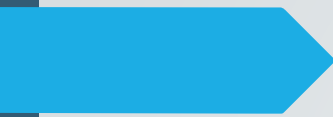



Thanks



Starting questions



- 
- 
- What is your experience with developing a vision, mission & strategy? (as leader, as QA person, as academic, as stakeholder, ...)
 - Do you use (T)QA on your strategy and how?
 - Which (KP) indicators do you use? (quantitative, qualitative, external, ...)
 - Do you feel a need for a new HE mission and a new QA?
 - What do you think about quality as an added value (chain) and the move towards impact?
 - Why do we exist? What is the added value we provide to life on the world?

