

# The assessment of the social dimension of HE.

## A global or a local process?

Berlin, 23th Novembre 2019

Anna Prades



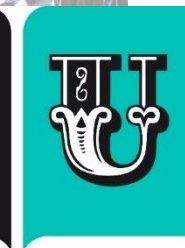
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**The social  
perspective of HE  
and its  
assessment**

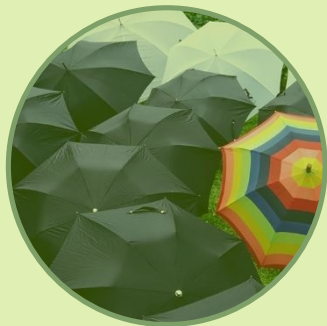


**Main results  
from a student  
survey: Via  
Universitària**



**Conclusions**





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perspective of HE  
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**Main results  
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EMPOWERING  
EHEA Paris 2018  
EUROPE'S YOUTH

Conférence ministérielle européenne  
pour l'enseignement supérieur

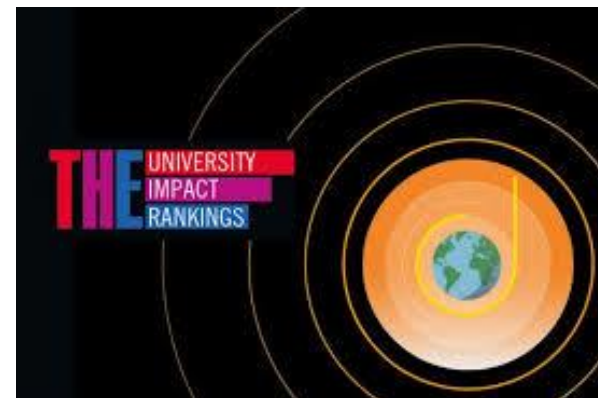
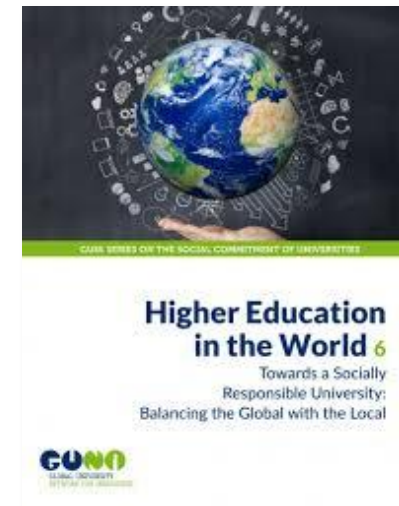
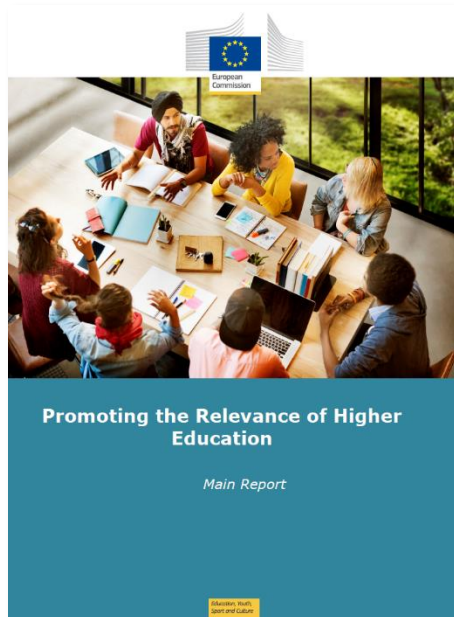


## PARIS COMMUNIQUÉ

Paris, May 25<sup>th</sup> 2018

At a moment when Europe is facing important societal challenges –ranging from unemployment and social inequality to migration-related issues and a rise in political polarisation, radicalisation and violent extremism – **higher education can and must** play a decisive role in providing solutions to these issues.

# Four approaches to the assessment of the Social dimension of Higher Education





## What do we want to achieve?

Our ambition is that future generations should have equal opportunities to access and succeed in higher education, and to achieve successful and rewarding careers.

### ACCESS AND PARTICIPATION DATASET

Title Page | Key measures | Access | Continuation | Attainment | Progression

#### Access and participation Key Performance Measures

Access for under  
represented groups

Continuation of under  
represented groups

Degree outcomes of white  
and black students

Degree outcomes of  
disabled students

#### Participation of most and least represented groups (relevant to KPM 1 and KPM 2)

Note: KPMs 1 and 2 compare the gap in participation for 18-30 year olds in the population who are most and least likely to take up higher education, whereas these figures show the proportions of 18-20 year olds in these groups at the provider.

Select a provider:

\* All English higher education providers

Explore the data:

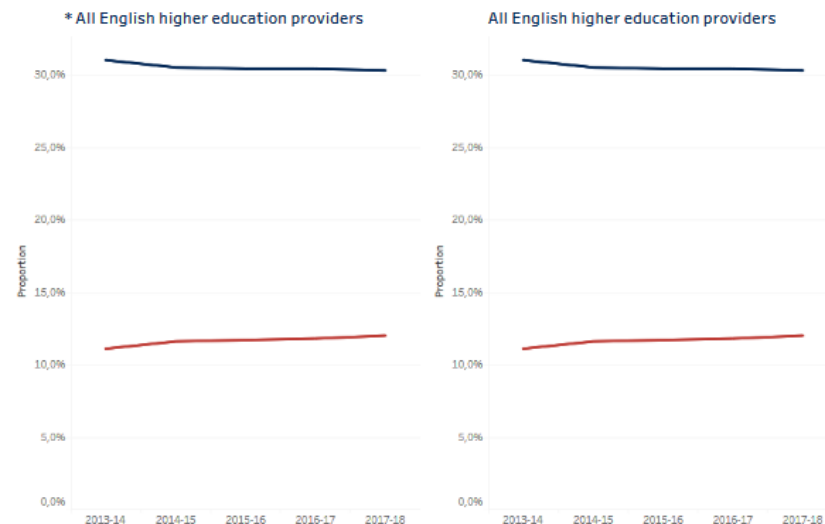
Select a mode of study:

Full-time or apprenticeship

Select a level of study:

All undergraduates

■ Quintile 1  
■ Quintile 5



### PROVIDERS' ACCESS & PARTICIPATION PLANS

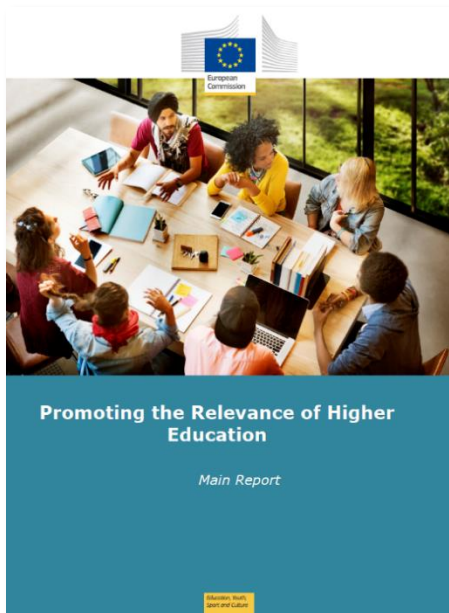
They include:

- the provider's ambition for change
- what it plans to do to achieve that change
- the targets it has set
- the investment it will make to deliver the plan.



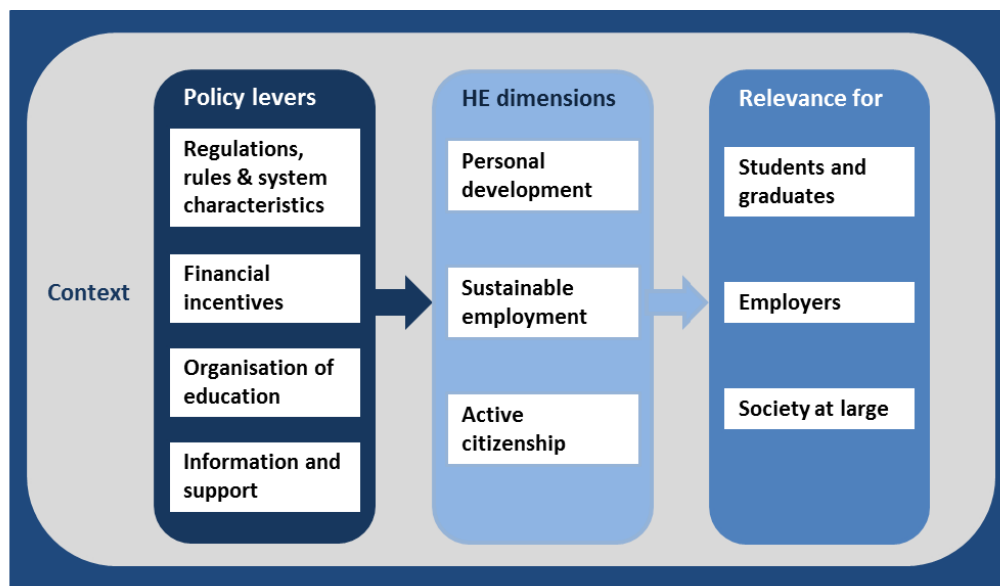
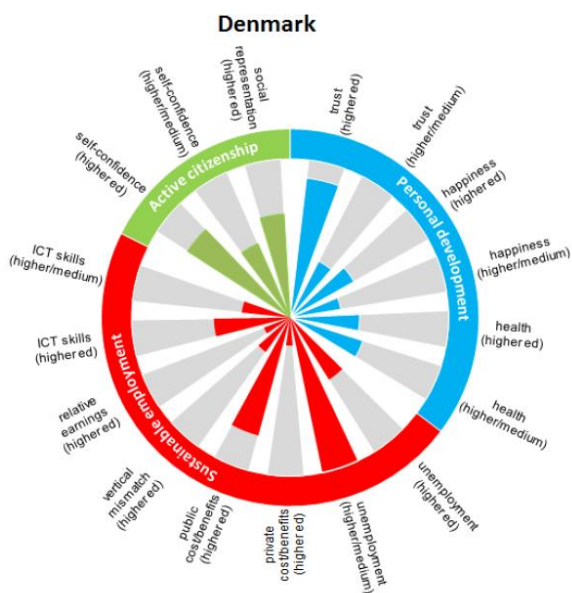
The OfS monitors access and participation plans to make sure that the providers honor the commitments they make to students in these plans, and take action if they do not.





HE is relevant if it contributes to personal development, sustainable employability and active citizenship.

- Personal development refers to cognitive, social and moral development.
- Sustainable employability means providing the skills to obtain and maintain an appropriate job.
- active citizenship refers to the development of multicultural competencies, a sense of citizenship and political literacy and participation





**Higher Education  
in the World 6**  
Towards a Socially  
Responsible University:  
Balancing the Global with the Local



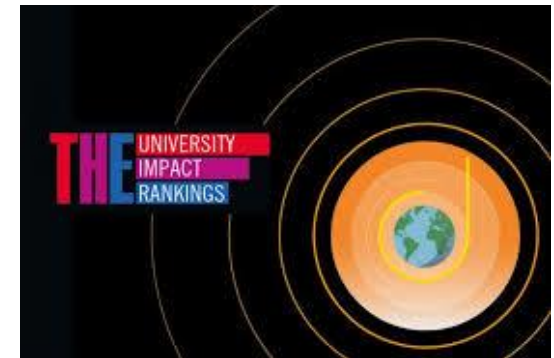
- **Governance:** aligning HEIs interests with those of society, work collaboratively with other HEIs
- **Curriculum, learning outcomes:** multidisciplinary programs, providing the necessary knowledge, skills and competencies to train new SDG leaders.
- **Widening participation:** extending access and successful participation in HE by adopting organizational structures and pedagogical approaches, including online, open and flexible learning.
- **Leading by example:** conducting transversal reviews and refinements to ensure the mainstreaming of SDG issues in curricula and internal procedures (teaching selection and promotion, employment conditions, institution's sustainability procedures, etc.).
- **Research:** social impact and relevance of research. Open dissemination of research. Community based research. New forms of academic credentialism and assessment are needed to recognize the diversity of research outputs and its impact





# THE impact rankings

SDG3	Good Health & well-being
SDG4	Quality education
SDG5	Gender equality
SDG8	Decent work and economic growth
SDG9	Industry, innovation and infrastructure
SDG10	Reduced inequalities
SDG11	Sustainable cities and communities
SDG12	Responsible consumption and production
SDG13	Climate action
SDG16	Peace, justice and strong institutions
SDG17	Partnerships for the goals



Proportion first generation students

Proportion of employees on secure contracts, non discrimination policies

**Scope:** Teaching,  
Research & Knowledge  
transfer

Research ~ research metrics  
( % papers in top 10 journals)





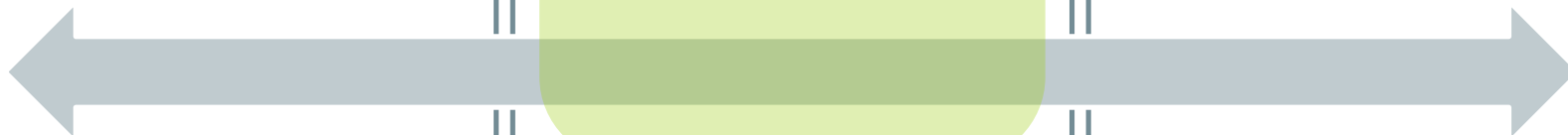
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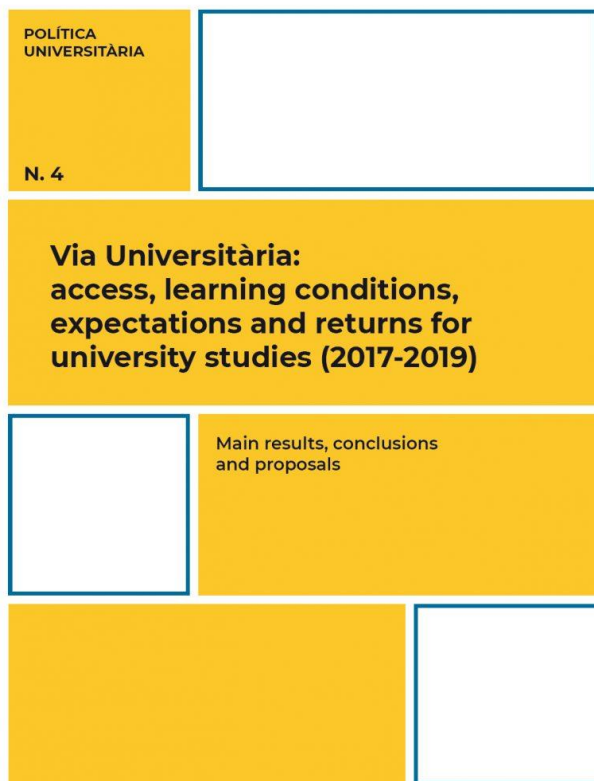


**Main results  
from a student  
survey: Via  
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**Conclusions**





## Contents

1. University access and trajectories
2. Study conditions
3. Funding studies: income and housing
4. The teaching and learning process in undergraduate degrees
5. Connection to the university
6. Via Universitària from a gender perspective
7. Master's degree students

# Technical Sheet



Bachelors	Population	Sample	% Response rate	% Sample error
Humanities	28.784	3.355	11.66 %	1.59 %
Social & legal sciences	125.184	145.21	11.60 %	0.76 %
Sciences	20.471	3.495	17.07 %	1.51 %
Health	57.533	8.050	13.99 %	1.01 %
Engineering	61.141	7.970	13.04 %	1.02 %
Mixed degree programs	1.297	240	18.50 %	5.71 %
<b>Total</b>	<b>294.410</b>	<b>37.631</b>	<b>12.78 %</b>	<b>0.47 %</b>

Dates of the survey: February-April 2018

20 universities

Fieldwork: 2018

<b>Driving group</b>	Xarxa Vives d'Universitats, AQU Catalunya, Agència de Qualitat de l'Ensenyament Superior d'Andorra i la Fundació Bancària "la Caixa"
<b>Scientific and technical directors</b>	Antonio Ariño (UV), Miquel Martínez (UB), Ramon Llopis (UV), Ernest Pons (UB), Anna Prades (direcció tècnica, AQU)
<b>Participating universities</b>	UAO, UA, UdA, UAB, UB, UCH, UdG, UIB, UIC, UJI, UdL, UMH, UOC, UPC, UPV, UPF, URL, URV, UV, UVic-UCC
<b>Population</b>	Students of Bachelor's and Master's degrees in the participating universities
<b>Sample</b>	Bachelor's Degree: 37.361, Master's Degree: 3.871
<b>Methodology</b>	Online survey. Dates of the survey: February-April 2018
<b>Results analysis</b>	Developed by six multidisciplinary research groups

# Findings (1/4): Equity in access

## Sociodemographic profile by disciplinary area

	% Women	% Parents with low education attainment	% Parents not born in Spain	% Students coming from VET education
Humanities	73.4%	25.3%	10.0%	4.9%
Social Sciences	69.2%	26.4%	9.5%	15.0%
Sciences	59.9%	18.0%	6.7%	3.6%
Health studies	75.8%	19.3%	10.2%	13.1%
Engineering & Architecture	32.0%	18.8%	10.3%	9.8%
Double degrees	44.6%	9.7%	7.1%	2.5%
<b>Total</b>	<b>62.1%</b>	<b>22.3%</b>	<b>9.6%</b>	<b>11.5%</b>

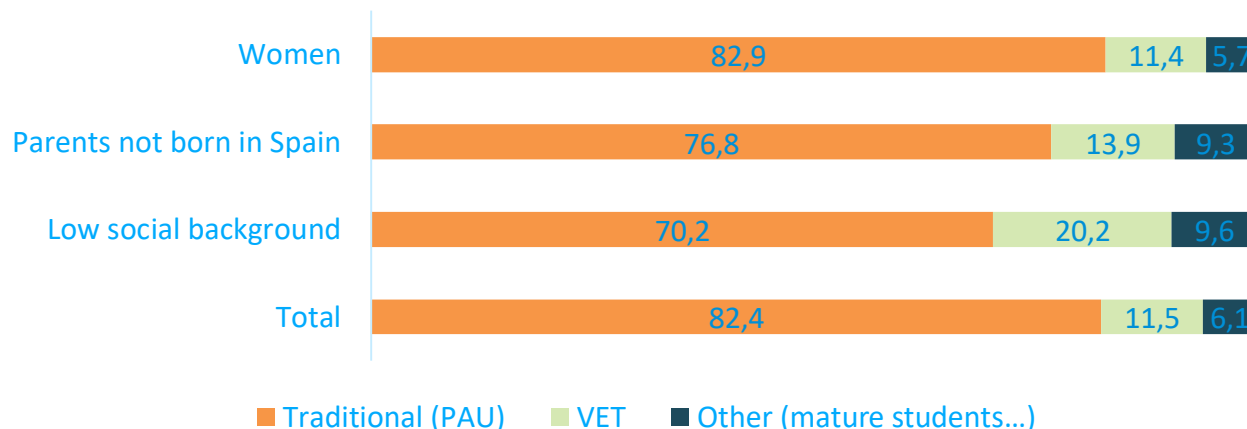
## Proposals for improvement (system level):

- Reduce horizontal segregation according to social class and gender by the introduction of compensatory or assisting policies.

## Proposals for improvement (HEI level):

- Credit recognition for students coming from high VET education. Likewise, prior learning recognition should be commonplace for mature students.

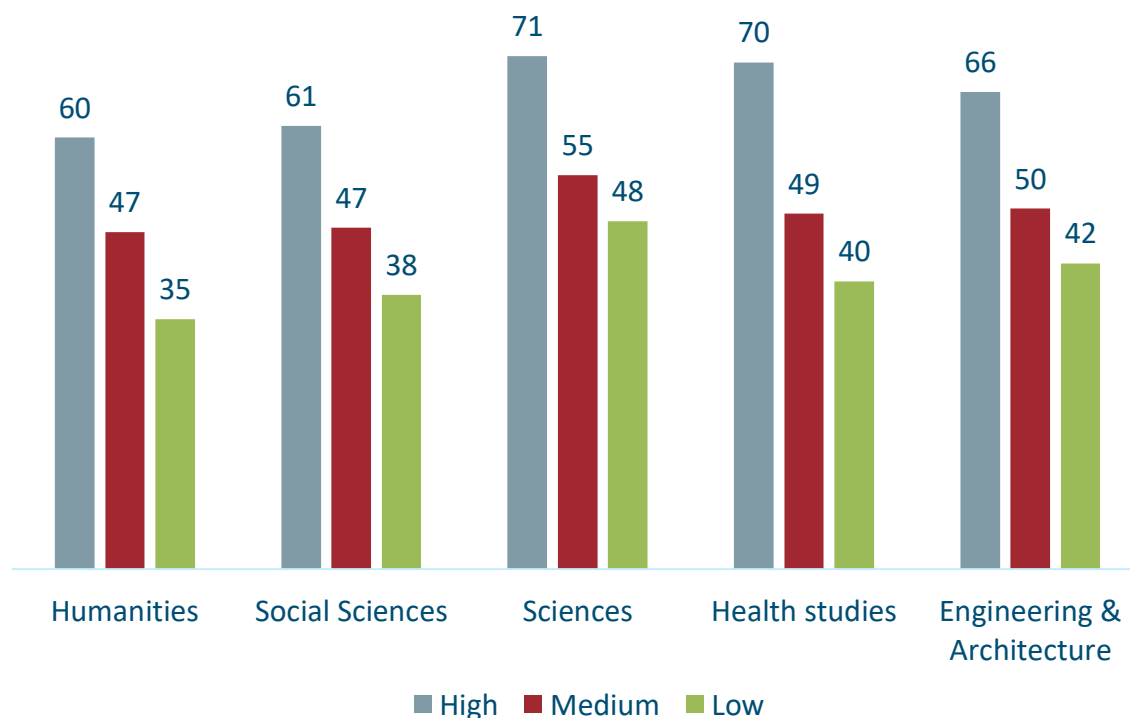
## Sociodemographic profile by ways of access



## Findings (2/4): Funding

86% of students declare family support to fund their studies.  
Almost 40% of students said they received funding from a grant.  
Only 36% declare income coming from work while studying.  
Loans: only the 2,6% of students declare a loan as a source of income.

*Average percentage of family support to fund their studies  
according to social class by disciplinary area*

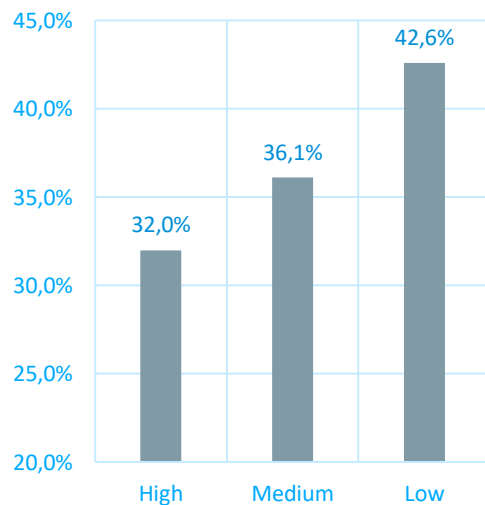


Via Universitària II participating universities fit a model of educational funding that assumes students live at their family home, a high dependence on family support to fund their studies and incomplete public support.

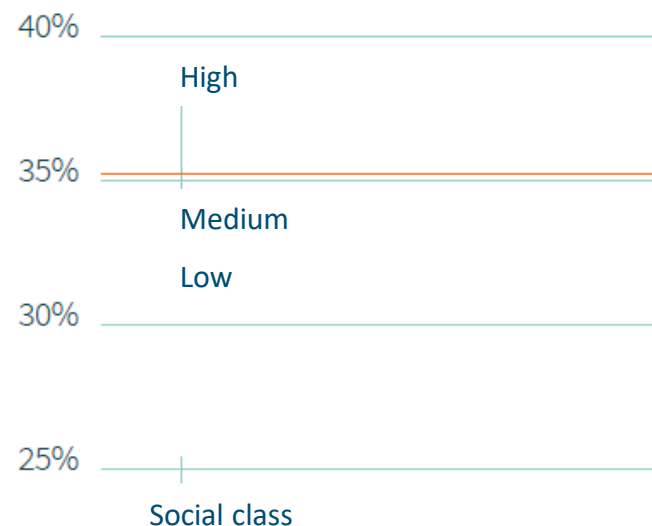


## Findings (2/4): Funding

*Average percentage of income per work during the course according to social class. Students who declare any income for work during the course*



*Average percentage of income per loan according to social class. Students who declare a loan*



### Proposals for improvement (system level):

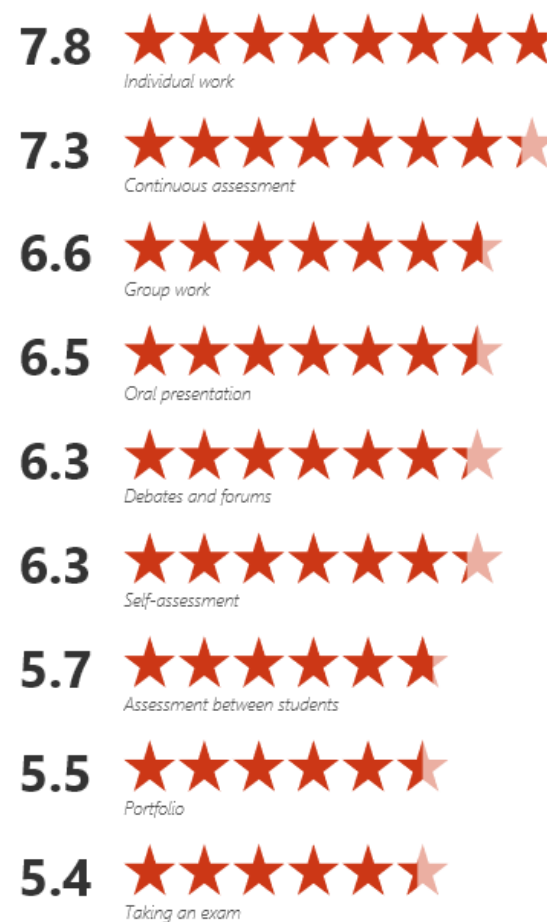
Improve access among disadvantaged groups to all sources of funding which could be alternatives to family support. Work with financial entities to offer bank loans to families who come from a more financially disadvantaged background

# Findings (3/4): Teaching methodologies

## Most highly valued teaching practices

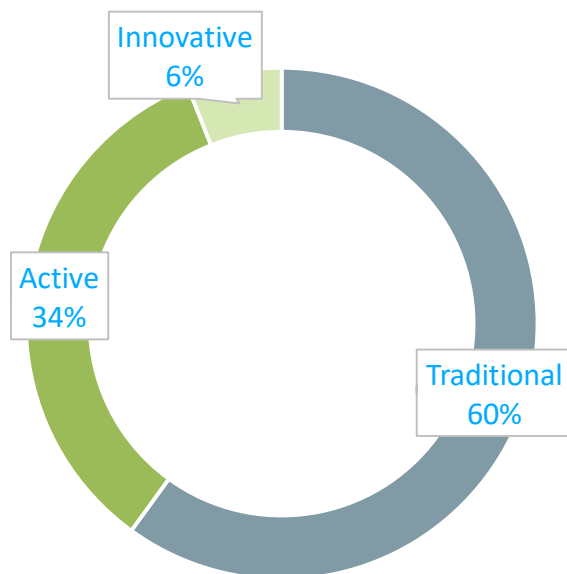


## Most highly valued assessment practices



# Findings (3/4): Teaching methodologies

*Percentage of subjects students classify as traditional, active or innovative*



	Traditional	Active	Innovative
Humanities	58.9%	36.1%	4.7%
Social Sciences	55.8%	37.2%	6.1%
Sciences	69.3%	26.9%	2.8%
Health studies	65.3%	29.0%	4.5%
Engineering & Architecture	57.8%	35.6%	5.8%



The most traditional: Philosophy and History, Medicine, Biology, Mathematics ...

The most innovative: Art and Design, Architecture, Communication, ICT, Education ...

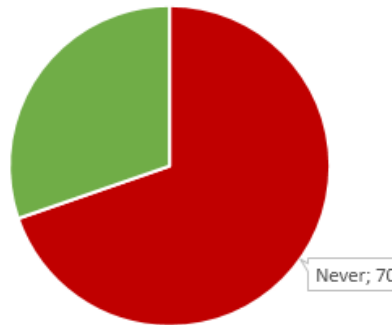
## Proposals for improvement (HEI's level):

- Reinforce pedagogical renewal and student-centred learning
- Push ICT in the delivery of education since such technologies enable flexibility and conciliation with other activities.

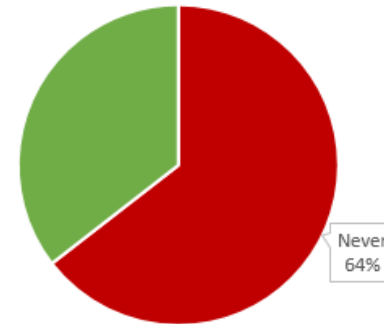
# Findings (4/4): Student participation

Participation  
in cultural  
activities:

Sports activities

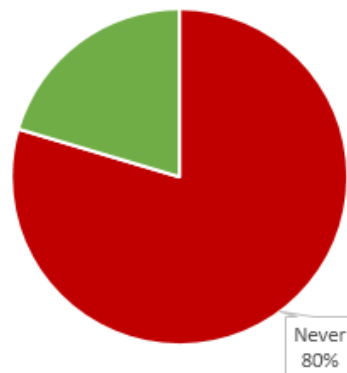


Movies, theaters, concerts

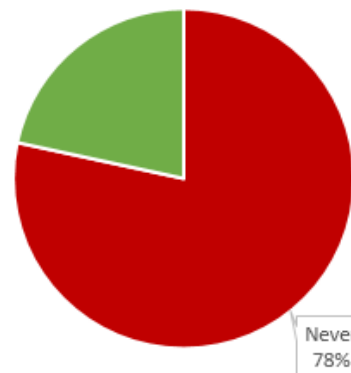


Participation  
in institutional  
activities:

Government bodies



Assemblies & clubs



Proposals for  
improvement (HE  
level):

- Cultural activities should be re-evaluated
- The causes of this low participation rate should be analysed
- Targets should be set regarding citizenship



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**Conclusions**



- External quality assurance could be a useful tool in order to help universities address the social dimension.
- Stakeholders will have to delimit what we do understand for social dimension.
- An evaluation framework must be aware of the limits of the unit evaluated to face the diagnosed problems or challenges.
- Any analysis of university reality must take into account the diversity of disciplines.
- Tackling widening participation will necessarily be a regional task since it strongly depends on the student's fees and support systems (grants).
- Via Universtària, or Eurostudent, can become a fundamental tool in universities' information systems to the extent that it provides responses to three key dimensions of the social dimension of HE: equity of access and progression, quality of the education and teaching process and social participation.



# To sum up...



a resounding **yes** to **global standards**



but **local analysis and solutions**, that  
**need to be informed by existing data  
and previous research**