

Extending Role of QA Agencies in Response to Pandemic Challenges



Nataliia Stukalo

DSc, Professor, Vice-Head

The National Agency for Higher Education Quality Assurance, Ukraine (NAQA)



2020 Challenges for Universities

Worldwide covid-19 quarantine: everlasting 'new reality'?

Quick shift from F2F to Remote and Hybrid Teaching

Non-perfect technologies

2020-21 uncertainty and lack of experience in:

University E-management

Remote/Hybrid Internal QA

Methodology of Remote Teaching

Changes in the external QA: QA of the Emergency Remote Higher Education

Increasing demand for the consultancy services, the methodical support, the best practices

Conceptual Background

- ESG-2015: “The role of QA is crucial in supporting HE systems and institutions in responding to these changes [*the modern changes in HE such as a more ‘student-centred approach to learning and teaching, embracing flexible learning paths and recognizing competences gained outside formal curricula’*] while ensuring the qualifications achieved by students and their experience of HE remain at the forefront of institutional missions.” (ENQA, 2015).
- The E4 Group’s statement: “*the ESG remain valid and relevant in the current HE landscape*” and suggested QA agencies to demonstrate flexibility and apply guidelines and standards depending on the situation, stakeholders needs and in each particular context (The E4 Group, 2020)

This study aims to investigate:

- How has the role of QA Agencies changed?
- What are key QA Agencies functions and tools to help their key stakeholders in emergency times?
- What is the Universities' experience in working with QA Agencies?
- How do these changes impact the quality of HE quality?

The qualitative study based on case study and phenomenology method

- Interviews with 34 respondents - Rectors and Vice-rectors of the state and private different-size and diverse-specialization Universities located in various regions of Ukraine
- Review of the QA Agencies and Networks practices

Finding 1

- The consultancy and supportive functions of the QA Agencies are of the great importance for the stakeholders in emergency times

Key points

- need of additional support and recommendations to address the current challenges
- Social media tools (webinars, trainings, Q&A sessions)
- consultative support for policy-development and decision-making

Examples from practice

- Projects “NAQA_comments”, “NAQA_advices”, NAQA’s Q&A sessions
- Series of ENQA webinars
- INQAAHE, CEENQA CHEA thematic webinars

Finding 2

- QA agencies demonstrate flexibility and adoptability in the emergency situation

Key points

- Development of new procedures
- Adoption of QA process to remote teaching conditions
- Making legislative initiatives to legitimize the new procedures

Examples from practice

- NAQA has completed 500 remote accreditations
- AIC/AIKA, SKVC and the others
- The E4 statement, august 2020

Finding 3

- The Universities highly appreciate the QA Agencies leadership during emergency situation and are open to such initiatives

Key points

- External QA innovations such as remote site visits stimulate development of the Universities' internal QA systems and new technologies implementation
- Multiplication effect is evident

Examples from practice

- Cases of Ukrainian Universities: e-system and app of National University of Water Management (Rivne), hybrid e-management of DniproPolitech, online open lecturing by Ternopil National Pedagogical University

Finding 4

- QA Agencies become platforms for collecting the best practices

Key points

- The University management good practices
- Quality of study programme in teaching and learning

Examples from practice

- NAQA School of Quality
- NAQA collection of best practices
- ENQA collection of case studies

Role of QA Agencies at different levels

Institutional	<ul style="list-style-type: none">• Internal QA through External QA: accreditation, evaluation, audit ...• Recommendations and Guidelines
National	<ul style="list-style-type: none">• Developing Quality Framework• Societal role
International	<ul style="list-style-type: none">• Cross-border QA• Internationalization of higher education
Meta-level	<ul style="list-style-type: none">• Consulting and platforms for best practices• Enhancing culture of quality



NAQA-PKA cooperation Memorandum of Understanding



Emergency Remote Higher Education Quality Assurance: Case of Ukraine in covid-19 times

Nataliia
DSc, Professor, NAQA

leadership

Необхідно докладати максимум зусиль для розширення кола наукових контактів

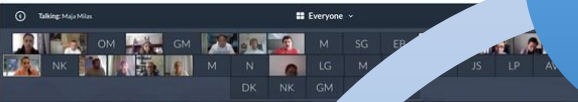


Освітня програма точно не зможе існувати без якісного кадрового забезпечення.

Олена Єременко

Дипломна робота – втілення мрій чи забезпечення радянських стандартів?

Лідія Фесенко



consulting

QA Agency

flexibility

Сподіваємося на те, що в умовах пандемії і майже глобальної ізоляції лише академічне середовище.

Концепція незалежності у вищій освіті та науці тісно пов'язана із такими принципами як університетська автономія, академічна свобода та відповідальність

Наталія Стукало

Традиції, місія навчального закладу – це те, без чого загальне функціонування втрачає мету

Володимир Медведєв



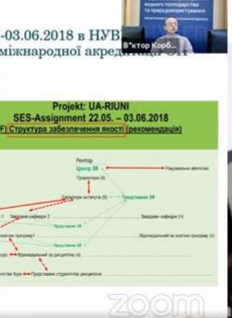
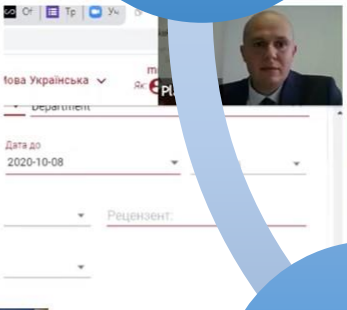
Дотримання академічної доброчесності не зводиться лише до наявності певних процедур та інших інституційних механізмів

Артем Артюхов



supportiveness

adaptability





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АГЕНТСТВО
ІЗ ЗАБЕЗПЕЧЕННЯ
ЯКОСТІ ВИЩОЇ ОСВІТИ

Thank you for your attention!



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info@naqa.gov.ua



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