



NEW QUALITY AGENDAS FOR EXTERNAL AND INTERNAL QUALITY ASSURANCE

INQAAHE KEYNOTE

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INTRODUCTION



30 years of INQAAHE...

- Congratulations for the 30th anniversary
- INQAAHE has been a major convenor and driver of the international quality assurance community
- Both at the global and at the regional level
- Giving a voice to and meeting the needs of the professional QA community around the globe



Many more years of quality assurance in HE

- Establishing QA as an integral part of HE
- Demonstrating the sector's mission of quality to students, governments, employers and society
- Securing threshold level quality of provision as well as a drive for continuous improvement and the quest for excellence



Achievements also bring risks

- Institutionalization of QA can lead to procedural thinking, legalism and bureaucracy
- Tensions between internal and external functions
- The ‘internal turn’ in QA risks to make QA systems less responsive to external challenges
- QA systems’ potential to generate trust among students and stakeholders is limited



This keynote: 3 fundamental challenges

1. Inequality in global higher education: is it sustainable?



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2. From education to skills: what are the consequences for QA?



This keynote: 3 fundamental challenges

1. Inequality in global higher education: is it sustainable?
2. From education to skills: what are the consequences for QA?
3. HE losing the monopoly over assessment and credentialing: what does it mean for QA?

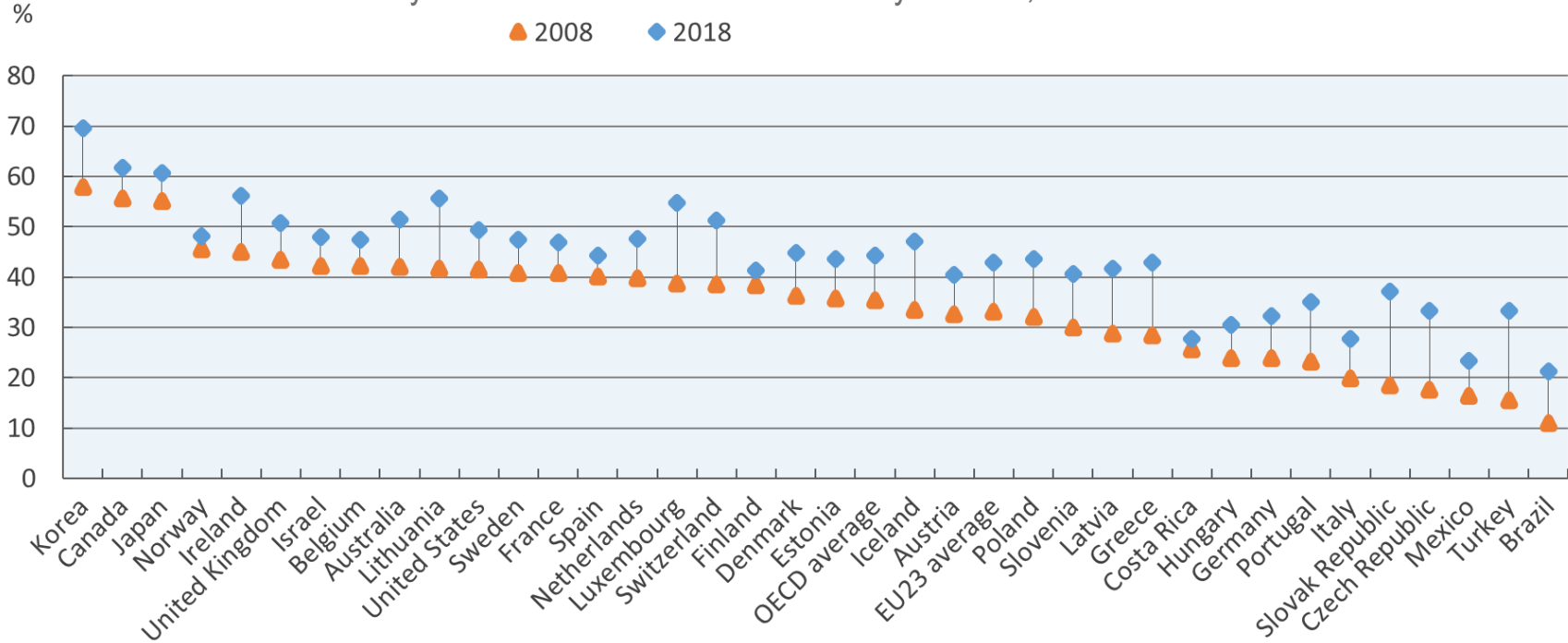


INEQUALITY IN GLOBAL HIGHER EDUCATION: IS IT SUSTAINABLE?



More nations have high-skilled populations

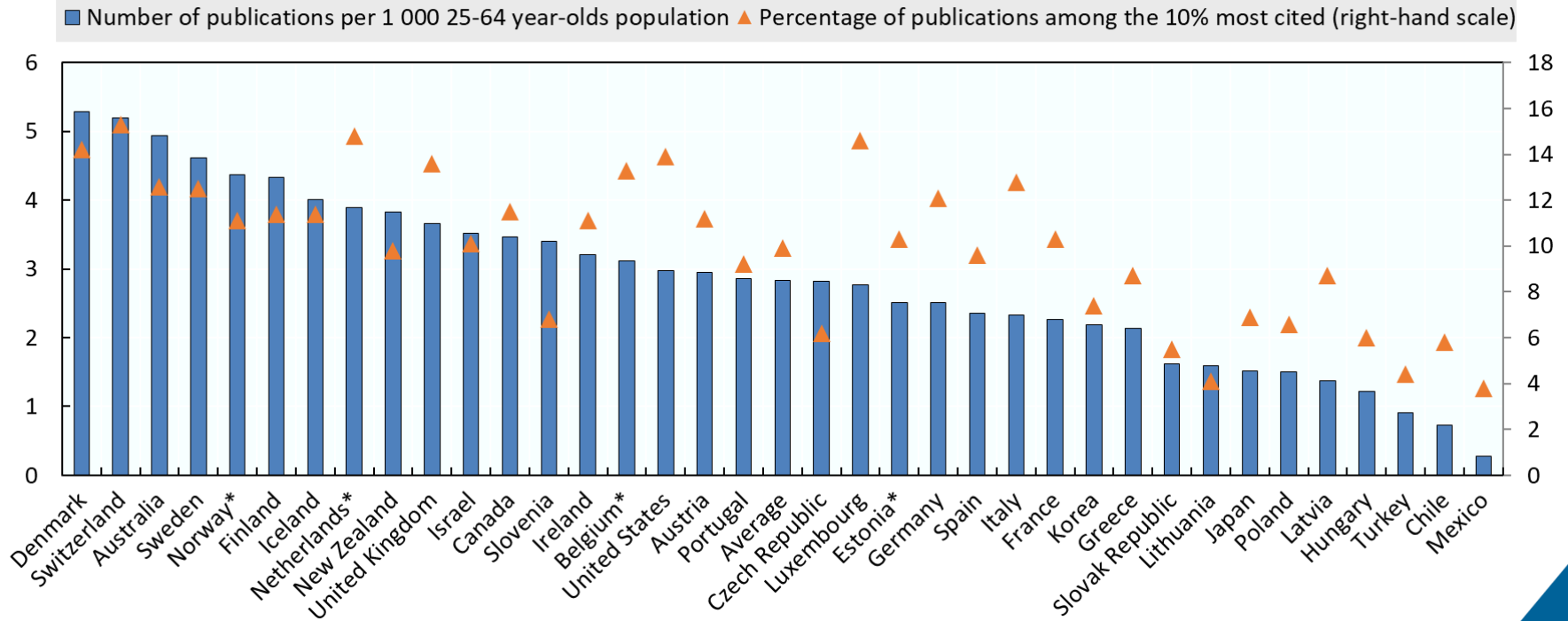
Trends in tertiary educational attainment of 25-34 year-olds, 2008 and 2018





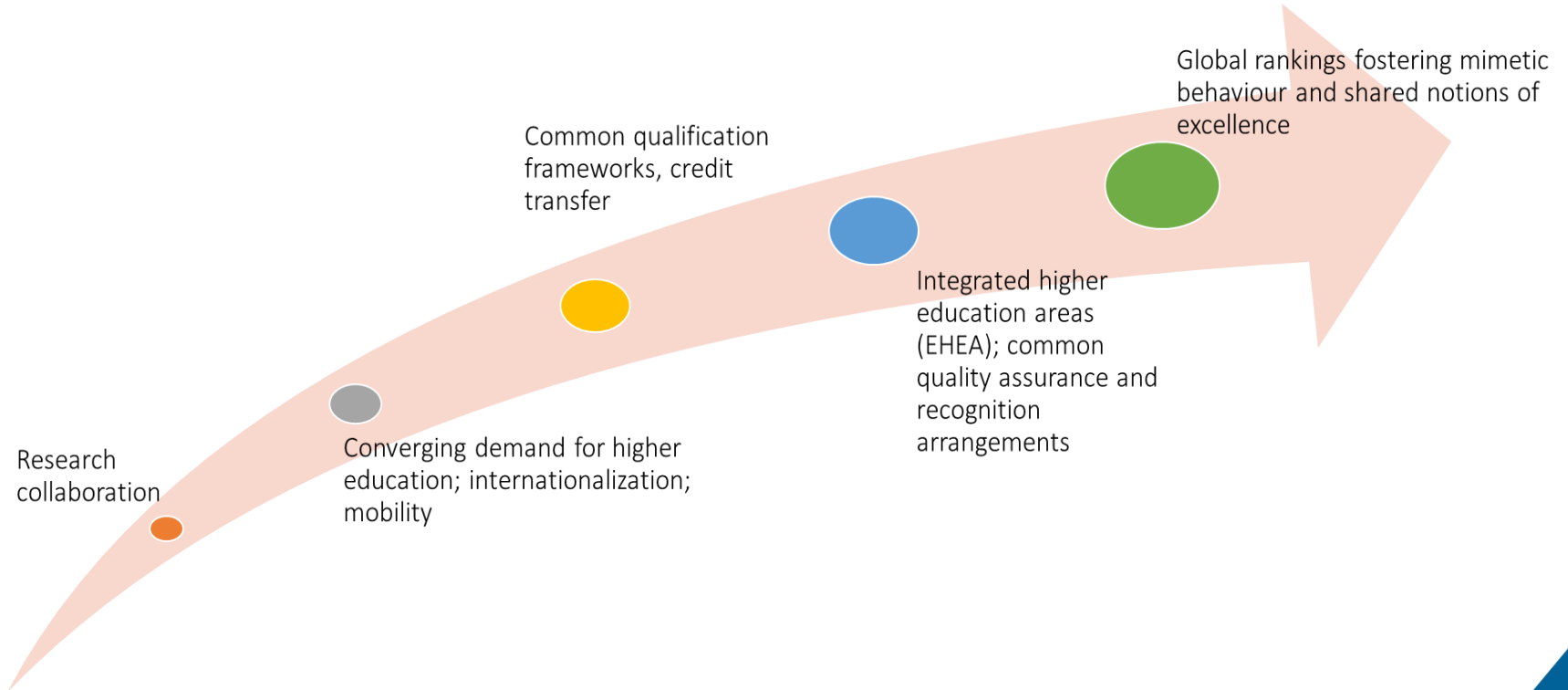
More nations become global research leaders

Number of documents and percentage among the world's 10% most cited publications, fractional counts





Global higher education has powerful drivers of convergence

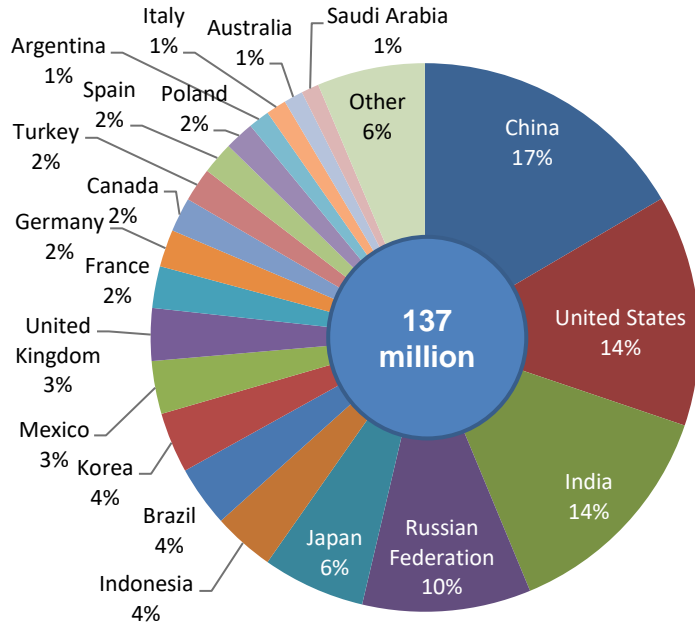




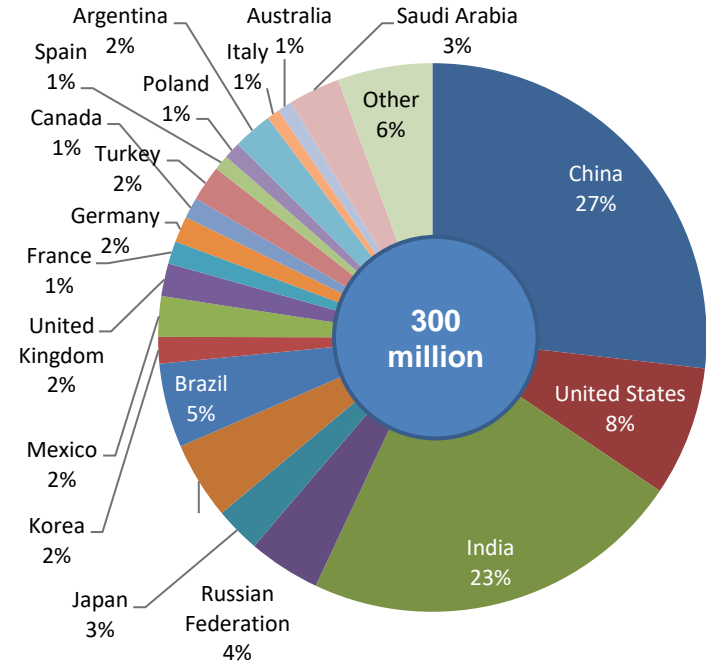
But global higher education is changing dramatically

Share of 24-34 year-olds with a tertiary degree across OECD and G20 countries (2013 and 2030)

2013

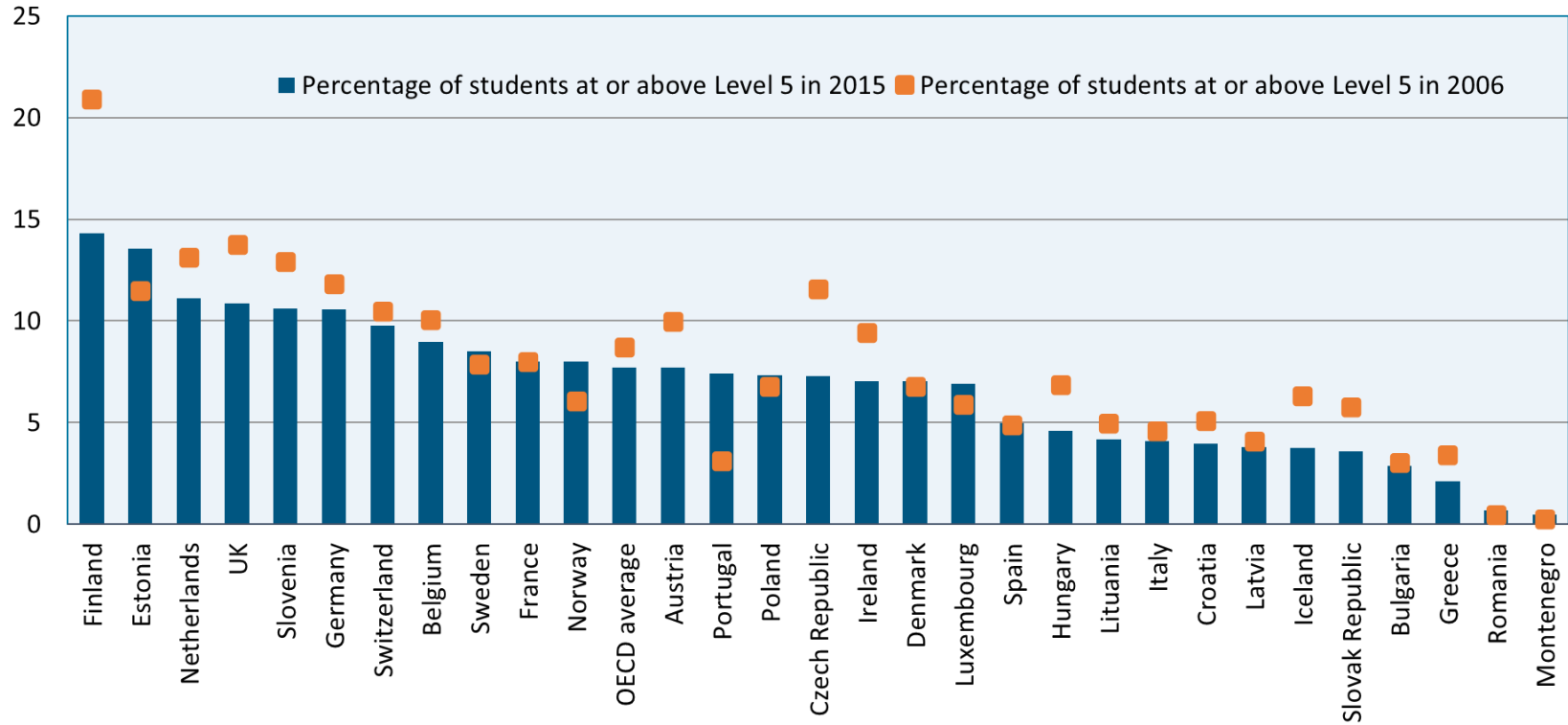


2030





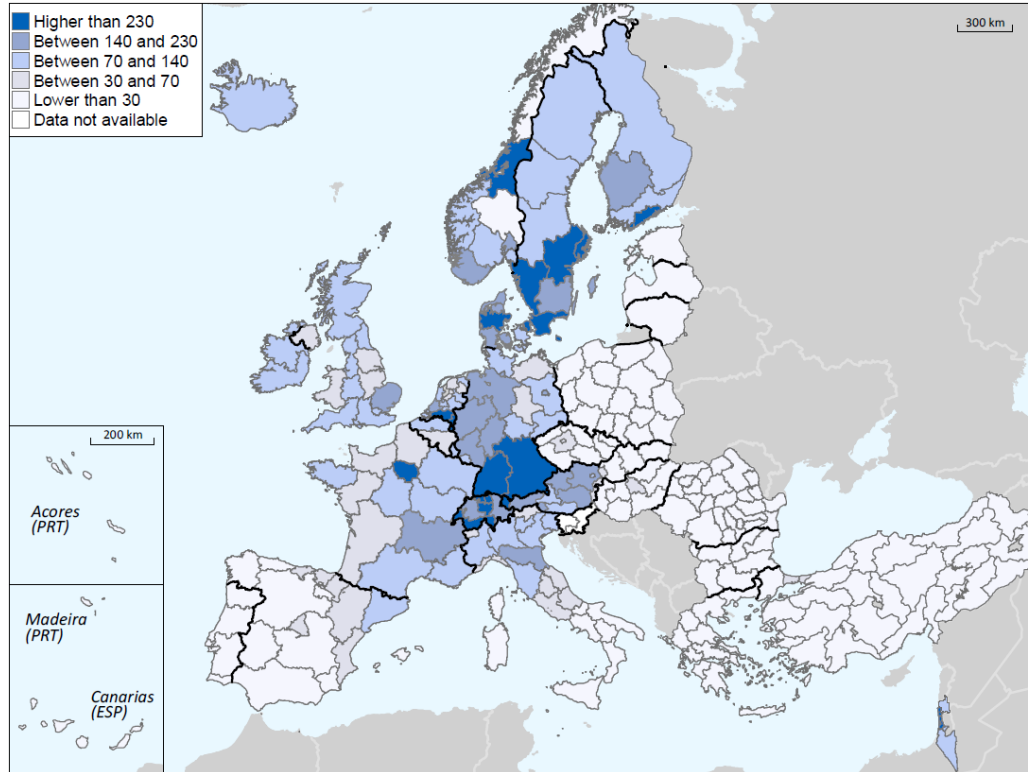
The global talent pool: several countries see their top talent potential decreasing





The world of knowledge does not evolve into a level playing field, but is geographically uneven

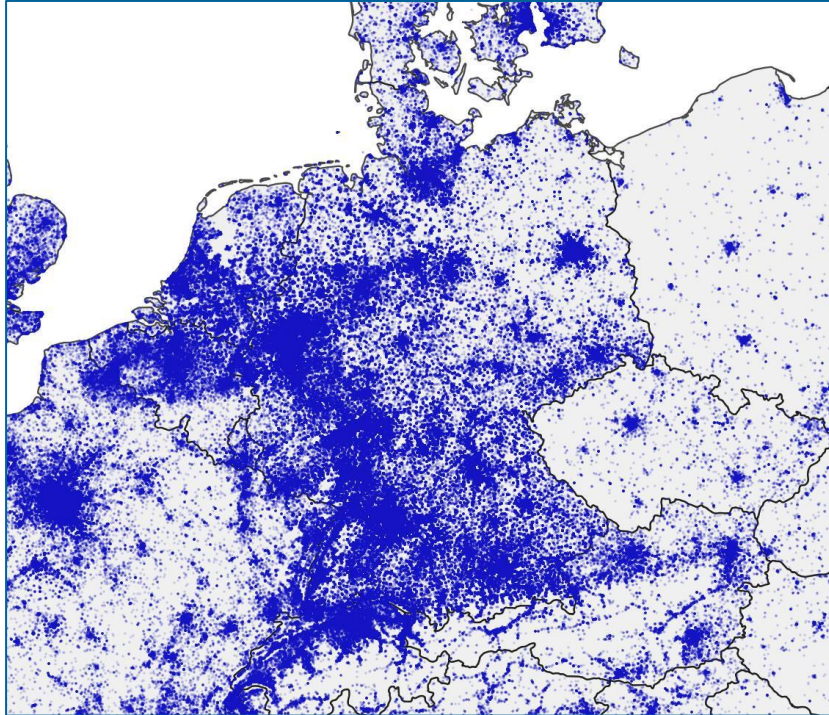
Patents per million inhabitants (Europe) (2015)



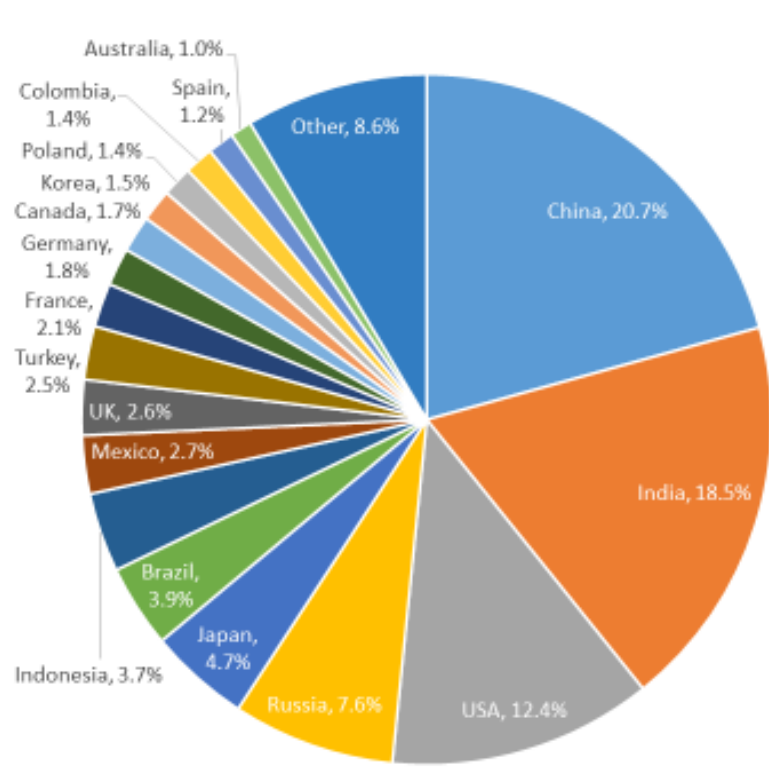


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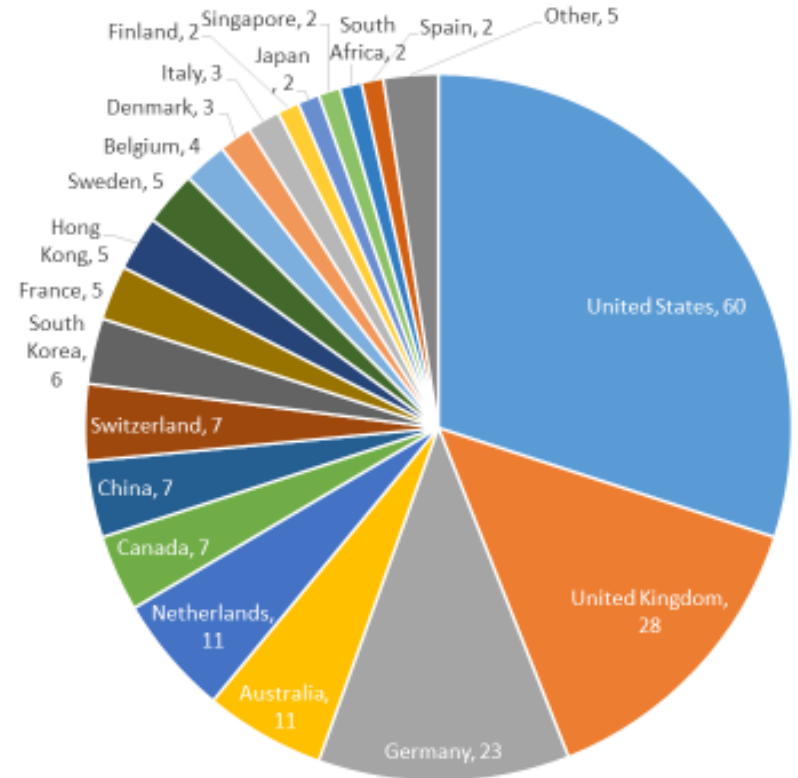
Patents in Germany (Europe) (2015)



Estimated share of global graduates 2019



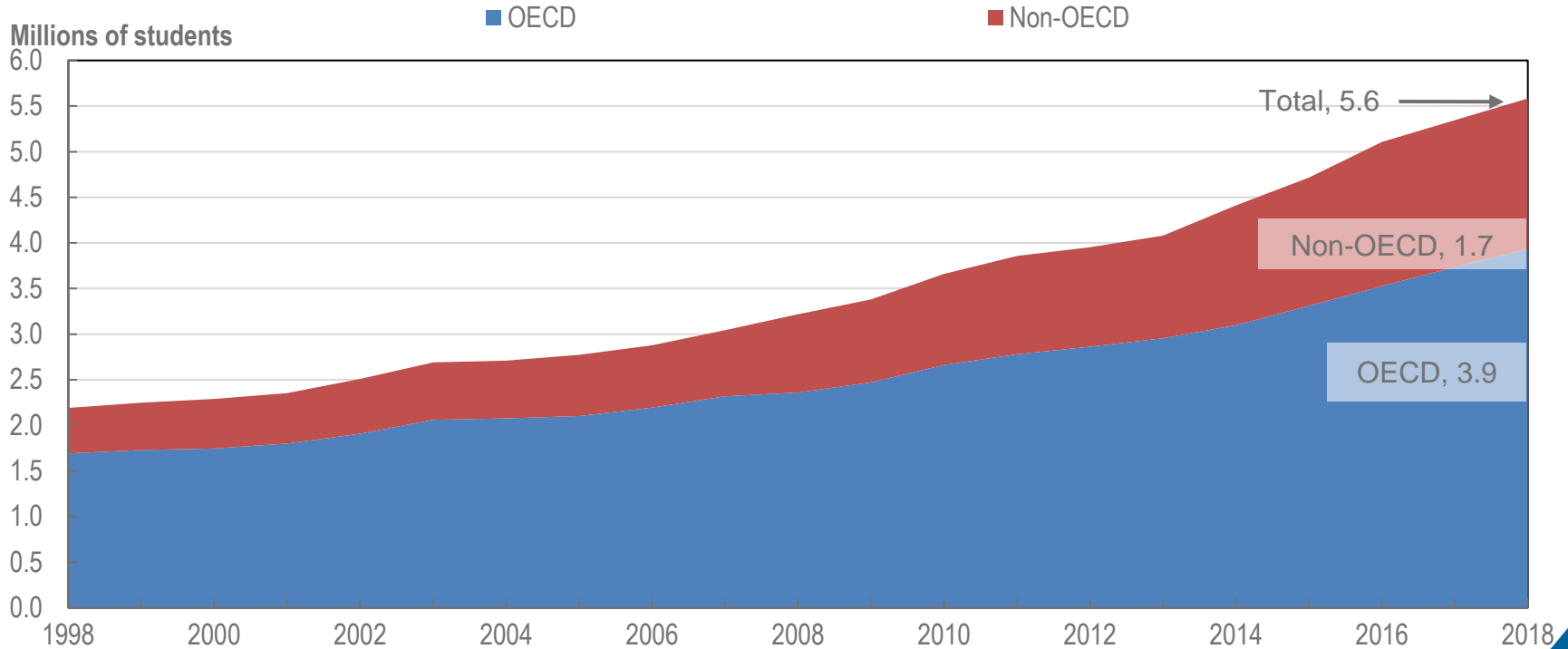
Share in academic excellence THEWUR 2019 top 200



And the perception of academic excellence still deviates from major growth areas in global HE



Global student mobility keeps growing





Questions

- Is global quality assurance to be considered as an instrument of convergence and equality, as for example intended in the Bologna Process and regional trade agreements?



Questions

- Or is global quality assurance, by adapting itself to national and regional frameworks, an instrument of maintaining a highly stratified and unequal higher education order?



Questions

- Are the global imbalances in higher education and its quality sustainable?
- or should we foster global quality standards?



FROM EDUCATION TO SKILLS: WHAT ARE THE CONSEQUENCES FOR QA?



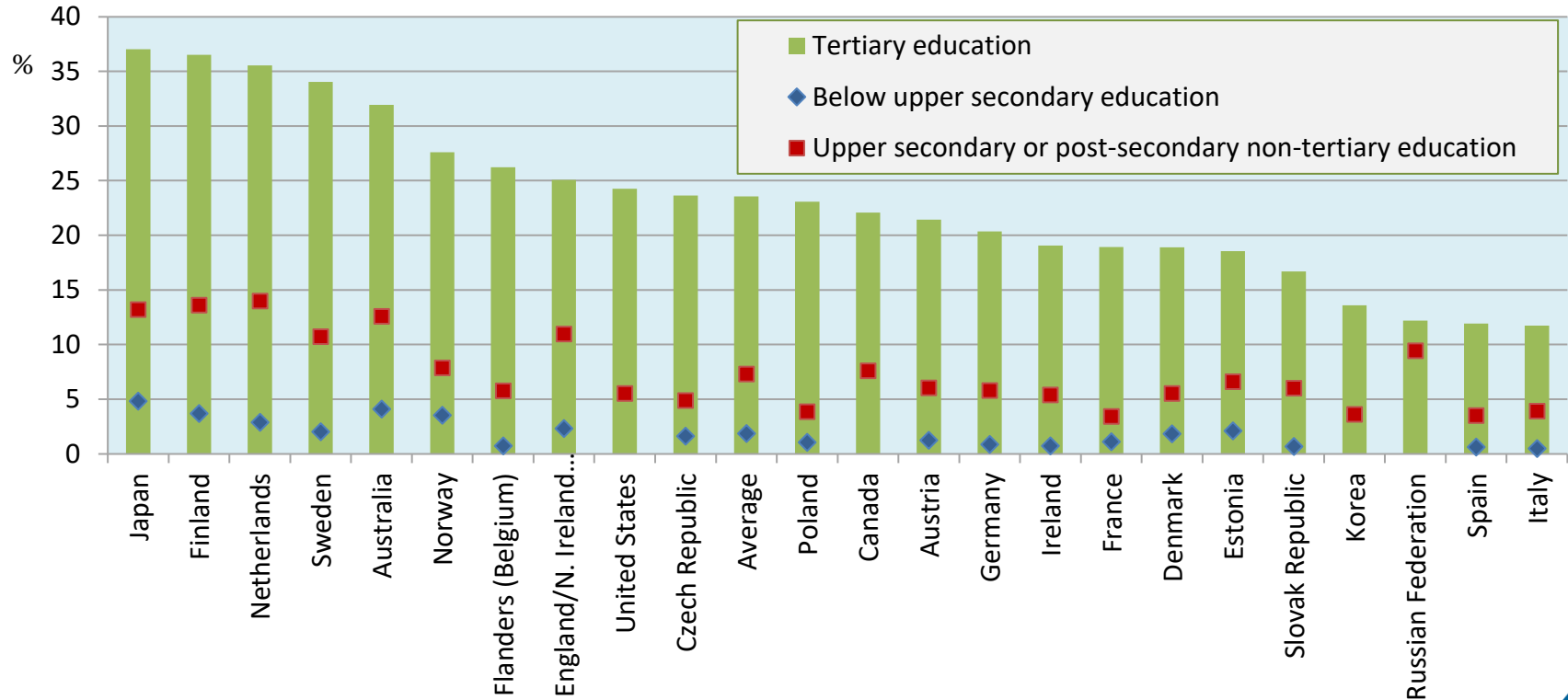
Skills

- **A fundamental shift from qualifications to skills is taking place, slowly but resolutely**
- Disconnect between qualifications and skills is fuelled by a growing mistrust of qualifications
- Many highly valued skills are not well signalled by qualifications
- Employers complain that higher education doesn't deliver the skills they need - students are looking for useful skills



Qualifications do not deliver on the skills equivalent they promise

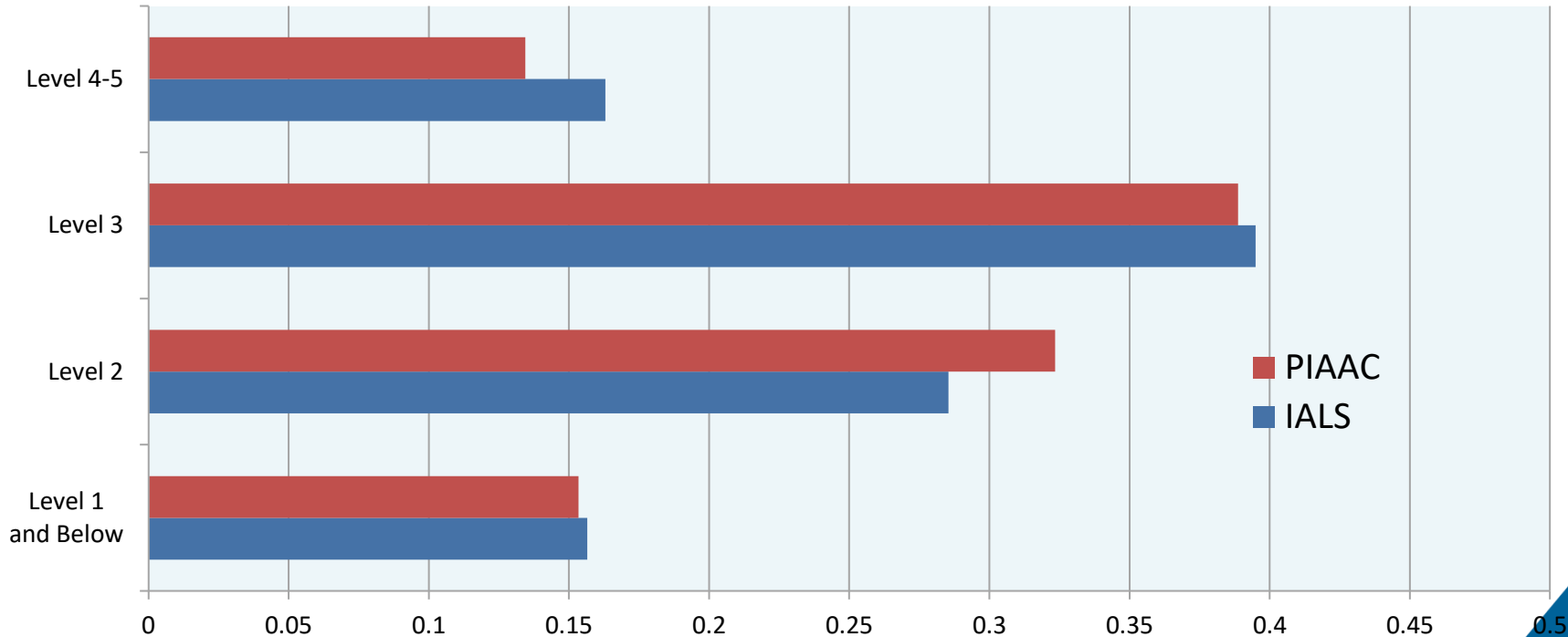
Proportion of 25-64 year-olds scoring at PIAAC numeracy level 4 and 5, by educational attainment of the population





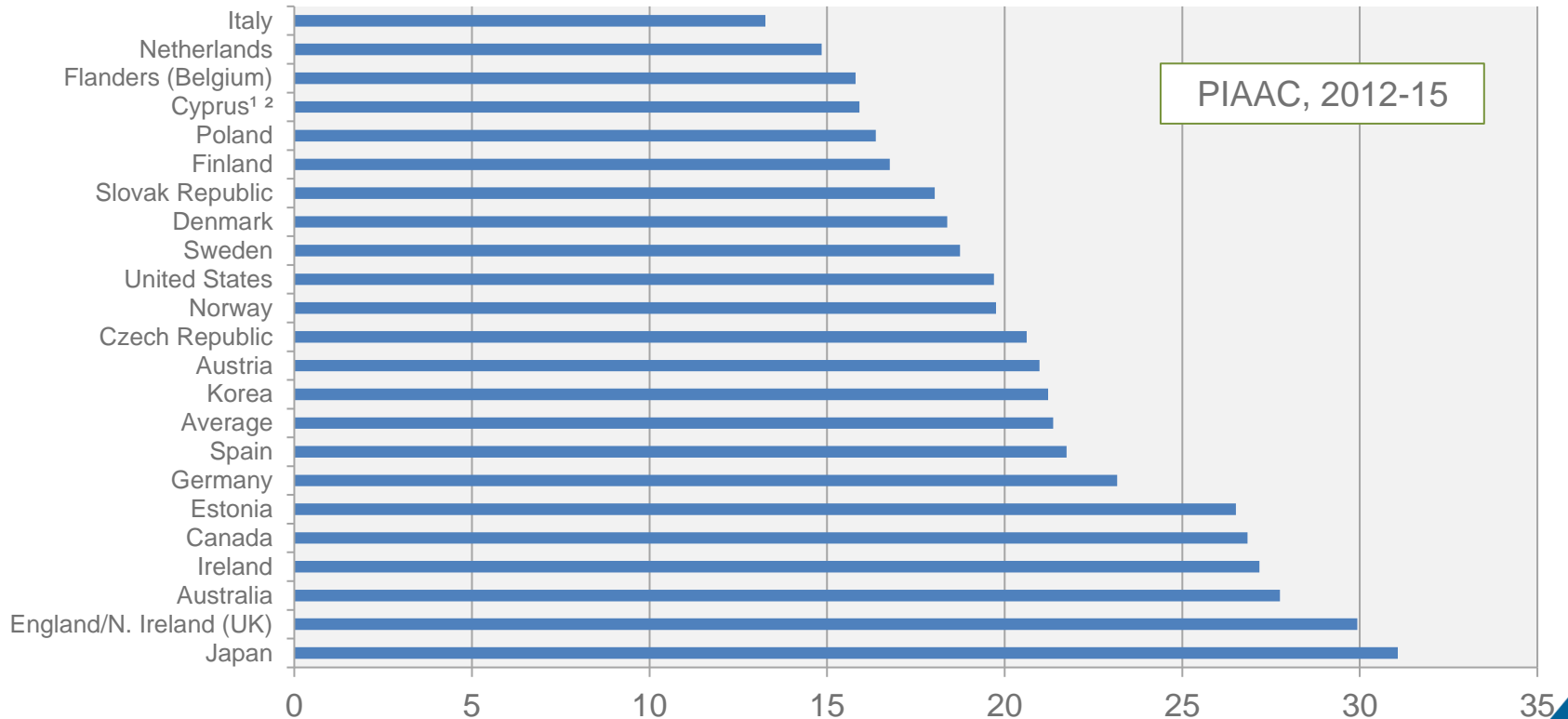
Conflicting evidence: massive increase in qualifications, but slight decrease in skills

Skills levels among 25-64 year-olds, IALS (1990s) and PIAAC (2010s)





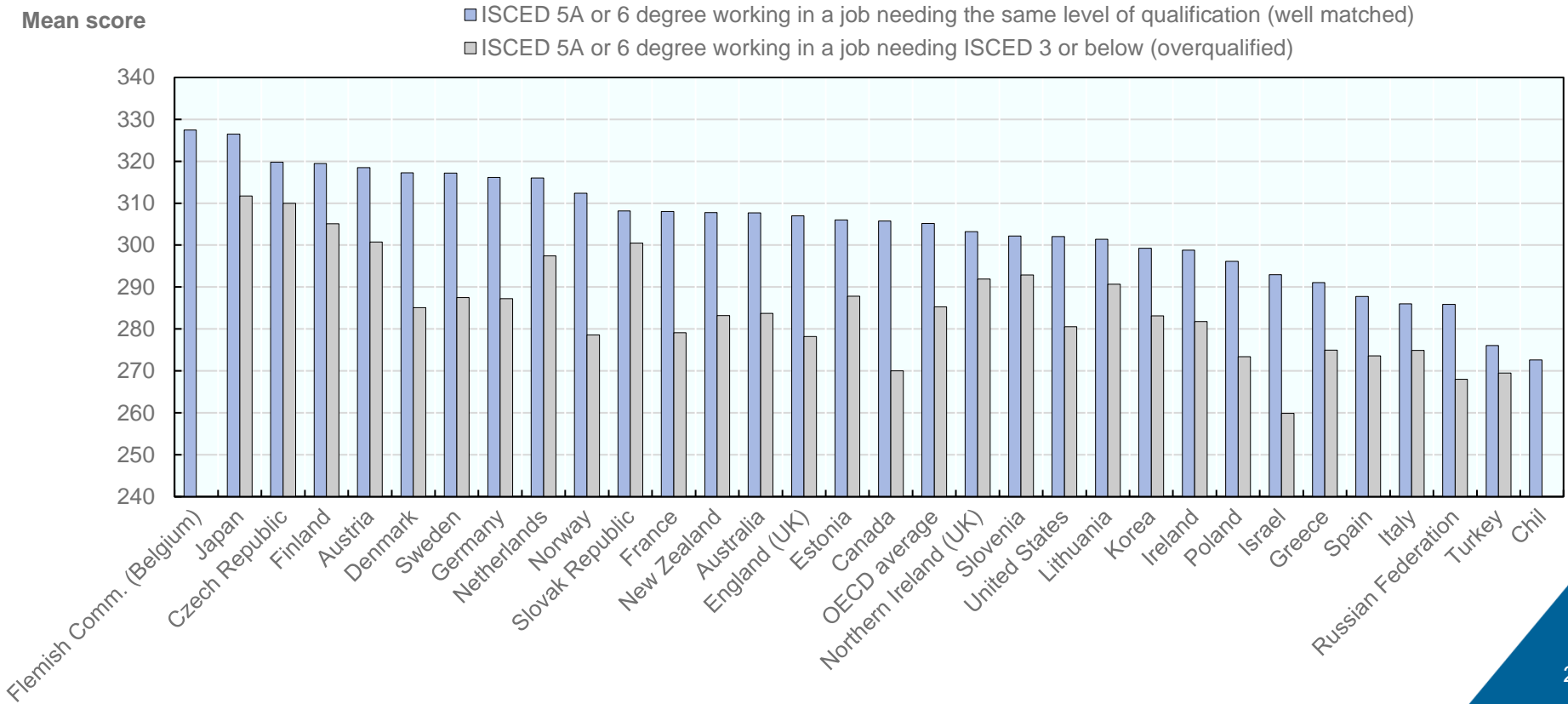
Over-qualification





The skills risk of over-qualification

Mean numeracy score among adults with ISCED 5A or 6, by selected qualification match or mismatch among workers (PIAAC, 2012 or 2015)





Qualifications becoming irrelevant?

Ernst & Young Removes Degree Classification From Entry Criteria As There's 'No Evidence' University Equals Success

The Huffington Post UK | By Lucy Sherriff

Posted: 04/08/2015 14:55 BST | Updated: 21/09/2015 09:59 BST



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Ernst & Young, one of the UK's biggest graduate recruiters, has announced it will be removing the degree classification from its entry criteria, saying there is "no evidence" success at university correlates with achievement in later life.

The accountancy firm is scrapping its policy of requiring a 2:1 and the equivalent of three B grades at A-level in order to open opportunities for talented individuals "regardless of their background".

Maggie Stilwell, EY's managing partner for talent, said the company would use online assessments to judge the potential of applicants.

"Academic qualifications will still be taken into account and indeed remain an

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Qualifications becoming irrelevant?

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CAREERS

Google, Apple and 12 other companies that no longer require employees to have a college degree

Published Mon, Oct 8 2018 · 12:51 PM EDT · Updated Mon, Oct 8 2018 · 12:51 PM EDT



Courtney Connley
@CLASSICALCOURT

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Qualifications becoming irrelevant?



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Does Higher Education Still Prepare People for Jobs?

by [Tomas Chamorro-Premuzic](#) and [Becky Frankiewicz](#)

JANUARY 07, 2019 **UPDATED** JANUARY 14, 2019

WHAT TO READ NEXT



[Rethinking Efficiency](#)



Assessing the learning outcomes that matter?

- Starting with OECD's AHELO project (2008-13), the assessment of generic academic learning outcomes has gained solid ground
- The international CLA+ instrument used in several countries to assess the academic skills that really matter (critical thinking, academic reasoning, etc.)

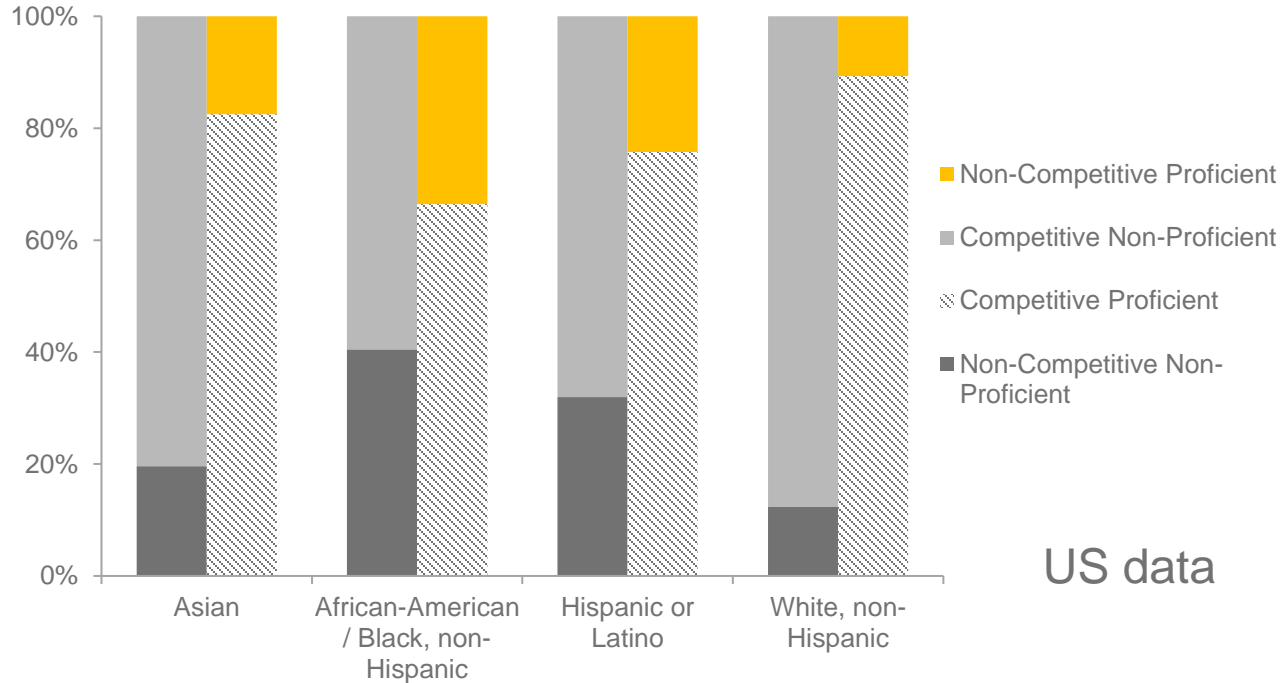


Finnish CLA+ assessment data

	Advanced	Accomplished	Proficient	Basic	Below basic
Initial-stage university students	0	17	42	33	8
Final-stage university students	1	27	35	30	7
Initial-stage UAS students	0	3	24	45	29
Final-stage UAS students	0	7	31	44	18



Focus on skills leads to a more equitable picture of talent



CLA+ shows that there high numbers of proficient students from minorities in non-competitive institutions (11% white vs 33% black and 24% Hispanic)



Questions

- Important changes are happening with regard to qualifications. Is the QA community ready?
- Is QA valuing the voices of students and employers, increasingly arguing for relevant skills?
- The assessment of generic skills is gaining momentum. Is QA missing the boat?



HE LOSING THE MONOPOLY OVER ASSESSMENT AND CREDENTIALING: WHAT DOES IT MEAN FOR QA?



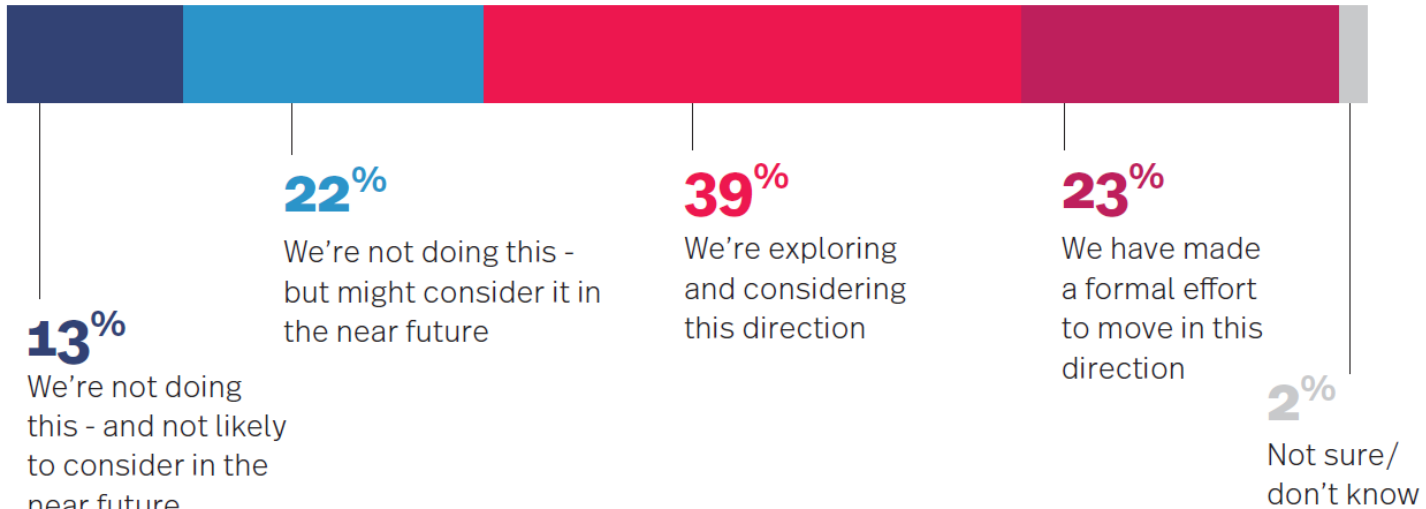
Assessment

- Higher education is gradually losing grip on the assessments that matter in life
- Instead of relying on the signalling value of qualifications, employers and recruiters gradually turn to their own assessments
- Explosion of assessment industry
- New skill-based assessments proliferate



Skill-based assessments in hiring practices

Figure 4. Extent to Which Organizations Have Formal Skills-Based Hiring Initiatives Underway or Are Considering a Strategy That De-Emphasizes Degrees and Prioritizes Skills



Source: S. Gallagher (2018), *Educational credentials come of age. A Survey on the Use and Value of Educational Credentials in Hiring*



New credentials

- To bridge the gap between learning and assessment, or to bypass qualifications, employers and students join forces in adopting new credentials:
 - Certificates
 - Digital badges
 - Micro-credentials
- **Higher education's qualifications now have to compete with a chaotic bazaar of credentials**



Professional certificates most in demand by employers (US, 2017)

Top 5 Professional Certificates	Number of Requests
Certified Public Accountant (CPA)	276 880
Project Management Certification (PMP)	202 971
Certified Information Systems Security Professional (CISSP)	91 981
Automotive Service Excellence Certificate (ASE)	67 973
Cisco Certified Network Associate (CCNA)	67 746



The quality issue is real, urgent and shared

- There are real concerns among employers, students and the wider society about unregulated educational delivery and credentials
- Thinking that regular qualifications will gain from distrust in the quality of alternative credentials is short-sighted
- The higher education and quality assurance communities have a shared interest in dealing positively with the quality issues emerging from new realities



Standards and quality frameworks are being developed to address new realities

Good evidence that the training scheme or micro-credential enables learners to achieve the intended outcomes and purpose

Good evidence that the training scheme or micro-credential is made up of components structured in a coherent way to achieve the outcomes and addresses the relevant needs of learners (if applicable)

Good evidence that the education organisation has the capability and resources to provide the training scheme or micro-credential

Good evidence that the education organisation can manage the impacts of any specific training scheme or micro-credential requirements

No significant gaps or weaknesses in the training scheme or micro-credential

No significant gaps or weaknesses in the self-assessment report, and/or the underlying capability and resources of the organisation

Demonstrable evidence that the learning outcomes and activities match the purpose of the micro-credential

Evidence the micro-credential addresses the identified unmet skill needs and is required or supported by relevant industries, employers or communities

Evidence that the micro-credential is in addition to current learning, and typically does not duplicate current quality-assured learning approved by NZQA

Source: New Zealand Qualifications Authority (2019[7]), *Guidelines for applying for approval of a training scheme or a micro-credential*, www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/micro-credentials/guidelines-training-scheme-micro-credential/



Examples of recent QA frameworks for alternative credentials

	New Zealand Qualifications Authority (2018)	Expert Panel for Review of Australian Qualifications Framework (2019)	New Paradigms in Recognition project (2018)	European MOOC Consortium (2019)	German Forum for Higher Education in Digital Age (2019)	US Council for Higher Education Accreditation (2019)	Rutgers' School of Management and Labour Relations and Lumina Foundation (2019)
Intended learning outcomes	○	○	○	○	○	○	○
Qualifications	○	○	○	○	○	○	○
Verification / assessment	○	○	○	○	○	○	○
Workload	○ (up to 40 credits)	○	○	○ (100-150 hours)	○ (100-150 hours / 3-5 ECTS)	○	
Verification of learner identity		○	○	○	○	○	
Accreditation / recognition				○	○	○	○
Employers' demand	○				○	○	○
Level			○	○ (EQF level 6-7)	○ (EQF level 6-7)	○	
Provider's capability	○		○			○	○
External or internal review	○	○			○		
Learners' demand	○				○	○	
Mission / purpose	○	○				○	
Absence of significant weaknesses	○						
Accessibility and affordability							○
Labour market outcomes							○
Non-duplication	○						
Orientation						○	
Stackability							○
Transparency							○



Fundamental challenges remain

- QA should not only look at the institutional supply side, but at the quality of the learning and learning outcomes
- Coping with the fact that learners combine various routes and practices of learning, formal as well as non-formal and informal
- Quality of assessment practices and trustworthiness of credentials is becoming a critically important area of work
- Stronger voice of employers, society at large and learners themselves in QA is to be welcomed



FEW CONCLUSIONS



Conclusions

- The coming period will not be one of ‘business as usual’ for the global QA community
- QA will have to reposition itself in a rapidly changing HE field with changing balances of power



Conclusions

- The most fundamental challenge will be
 - Whether QA will continue to sideline with institutions and national systems
 - Or whether QA will also represent the interests of students, external stakeholders, the wider society, and the global community
- In short, the ***purpose*** of QA is at stake.



Thank you!

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