QA PROFESSIONAL COMPETENCES FRAMEWORK

- ENQA working group 2013-2015 → framework published in 2016, still relevant and up-to-date – BUT what has COVID-19 meant for us? → discuss in groups

- Contains **an analysis of key competences for QA professionals** in agencies for two levels: entry level and experienced/senior level

- Covers expected **day 1 competency level** (basis of selection/promotion); how the skills can be **demonstrated and assessed**; and what **development activities** may support staff development

- Added value: specific to agencies, covering international dimension, widely applicable (in different national contexts)

- **Useful particularly for agencies without HR expertise in-house**

KEY COMPETENCES

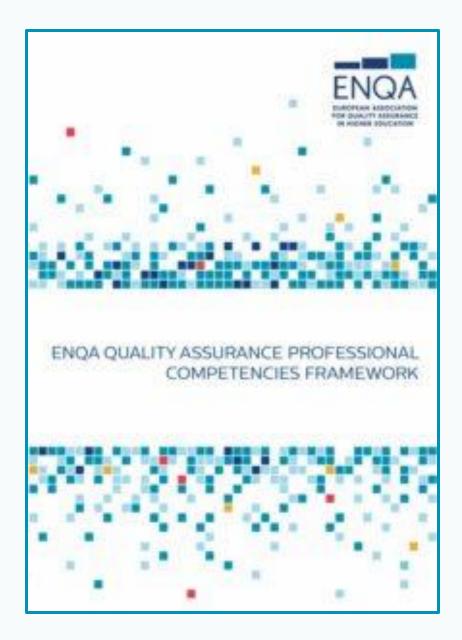| Knowledge competences	Systemic/technical competences	Interpersonal competences
• Higher education sector knowledge • National quality assurance • International dimension of quality assurance	• Project management (organisation and planning) • IT and data skills • Problem solving, analytical and continous learning skills	• Diplomacy and political sensitivity • Communication • Professional attitude • Teamwork and flexibility • Personal resilience • Autonomy and proactivity

https://www.enqa.eu/wp-content/uploads/ENQA-Competencies-Framework.pdf

INTERNATIONAL DIMENSION OF QUALITY ASSURANCE AND QUALITY ENHANCEMENT

	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	• Familiarity with the concept of the European Higher Education Area • Understanding of the existence and role of the European Standards and Guidelines in quality assurance	*Application form, interview, presentation* **Evidence of** • Work experience within the higher education sector • Knowledge of the European Standards and Guidelines, and the role of ENQA in European quality assurance • Willingness and ability to develop knowledge and understanding and to gradually take responsibility for more complex assignments	• Desk-based research – reading relevant documentation • Peer coaching • Work shadowing • Involvement in preparation for the agency's ENQA review • Gradual delegation of assignments involving international perspective by line manager • Networking
EXPERIENCED/SENIOR STAFF	• Comprehensive knowledge of how national quality assurance fits within the context of the European Standards and Guidelines • Understanding of national quality assurance in a wider, international context • Ability to operate confidently in the international quality assurance arena	*Application form, interview, presentations, references* **Evidence of** • Development of evaluation and assessment procedures in line with the European Standards and Guidelines • Dissemination of information regarding changes and developments in the international context, including development of the European Standards and Guidelines • Contribution to activities from an international perspective, either as project leader or team member • Coordination of the agency's ENQA review	• Independent monitoring of and research into developments in the international higher education area • Attendance at international and national seminars and workshops • Attendance at training events for ENQA experts • Participation as an expert in an ENQA review • Participation in national or international ESG-related projects

SYSTEMIC/TECHNICAL COMPETENCIES

PROJECT MANAGEMENT (ORGANISATIONAL AND PLANNING SKILLS)		
Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF • Basic organisational and planning skills • Ability to manage own workload and to work effectively with other teams/ colleagues, meeting deadlines • Ability to plan ahead and to anticipate challenges	*Interview, presentations, written test, references* **Evidence of** • Previous project experience • Quality and throughput of work	• Supervised practice • Work shadowing • Peer coaching • Constructive feedback through progress meetings with line manager • Contribution to project work • Training on project management training
EXPERIENCED/SENIOR STAFF • Experience in project management, including the development of a project scope, time management, budgetary responsibility, quality assurance, communications, risk assessment, procurement and human resource considerations	*Application form, interview, presentations, references* **Evidence of** • Ability to define the scope of and launch a new accreditation/evaluation cycle • Ability to achieve time efficient realisation of project outcomes • Ability to achieve cost efficient realisation of project outcomes • Production or supervision of production of high-quality material for publication • Ability to effectively engage others in project work to achieve results	• Participation in international projects • Knowledge exchange visits to other ENQA member agencies to gather insight into areas of good practice for implementation in the national agency • Formal training (internal or external)

INTERPERSONAL COMPETENCIES

	DIPLOMACY AND POLITICAL SENSITIVITY		
	Competency level	Demonstrated by/ assessed through	Development activities
ENTRY LEVEL STAFF	• Ability to communicate tactfully, using appropriate behaviour and reasoning patterns in the event of conflict • Awareness of the political sensitivity of review and audit outcomes • Demonstration of respect and professionalism when expressing and accepting criticism	*Application form, interview, presentations, references, psychometric testing* **Evidence of** • Working with sensitive information	• Peer coaching • Specific training • Shadowing of an audit/ review and/or participation as an audit secretary
EXPERIENCED/SENIOR STAFF	• Ability to communicate tactfully, using appropriate behaviour and reasoning patterns in the event of conflict • Awareness of the political sensitivity of review and audit outcomes • Well-developed interpersonal skills which ensure high-quality outcomes	*Application form, interview, presentations, references, group discussion* **Evidence of** • Stakeholder and partner satisfaction survey • Informal feedback from colleagues and board members • Demonstration of proactivity further to feedback • Ability to encourage and engender a respectful and professional working environment	• Formal training • Contribution to working groups and meetings

WORKING SESSION I

1. Which competencies have become more important as a result of COVID 19?

2. Coming out of COVID 19 what will be the key skills and competencies that agencies will need?

3. How can those skills be further developed, supported and rewarded?

4. What kind of staff development activities are best suited to your own context?

ENQA LEADERSHIP DEVELOPMENT PROGRAMME 2018-2021

enqa.

WORLD IS FULL OF LEADERSHIP COURSES, BUT....

- Specifically **designed by expert trainers for the context of quality assurance agencies** (based on previous earlier programmes for HEI leaders)

- **A service to members**: many small agencies cannot create something for themselves

- Promotes the **international dimension** and creates connections to similar professionals across Europe (LDP alumni; introduction into the "ENQA family")

And to make it less lonely at the top

WHO?

- Trainers:
  - ENQA organises and coordinates
  - **higher education research center (CHEPS)**, specialised on training programmes for HE professionals → pedagogical approach, main activities, key trainers
  - host agency leaders and local stakeholders
  - external experts
- Participants:
  - first round «deputies», then **mid-managers → more interest and bigger added value**
  - from accross Europe, maximum 20 people/programme, ideally 2/agency

WHAT?

- Interactive, creative sessions
- Getting to know the host agencies → undestanding different systems and contexts (often for the first time!)
- Leadership interviews of the agency CEOs (open and honest exchanges on priorities, challenges, and solutions in leading and agency)
- Sessions on leadership skills in our specific context (management of staff; project teams; review panels; engagement with stakeholders…)
- Knowledge sessions on trends in European and global higher education and quality assurance
- **Small group projects**

HOW? – THE PROGRAMME

- Three seminars of 2.5 days (3 days online), spread across 6-8 months

- Small groups, changing of «tables» regularly

- Chatham house rules: everyone can share openly, nobody or their agency is being judged or quoted based on conversations in the programme!

- Interactive and participatory throughout the programme

- Creating a community – mutual support, new initiatives, sharing and caring

Day & time	Seminar 1 May 16-18 2018 AEQES, Brussels Trends and developments in (European) Higher Education	Seminar 2 September 10-12 2018 AAQ, Bern, Switzerland Leadership and Higher Education	Seminar 3 5-7 November 2018 AQU, Barcelona, Spain Formal and informal leadership in Quality Assurance agencies
Day 1			
16h00 – 19h00	• Introductions • **Building a higher education system for Imaginalia** (a simulation exercise)	• **A new educational model for Central Valley University** (an Imaginalian simulation)	• **Central Valley University's site visit from the IMGQAA** (an Imaginalian simulation)
19h00	• Dinner	• Dinner	• Drinks (followed by a free evening)

Day 2	1st seminar	2nd seminar	3rd seminar
09h00 – 12h30	A brief **introduction to the host agency** **Global trends in Higher Education** that have particular challenges for quality **Developments in the European Higher Education Area** that have particular challenges for quality **Lunch with programme alumni**	A brief **introduction to the host agency** **Leadership development** in quality assurance agencies An introduction to the competing values framework (CVF) on **leadership and organisational culture**	A brief **introduction to the host agency** Working in and "leading" **quality assurance teams** (within the agency, and in external reviews) Quality assurance and quality enhancement: **stakeholder views** *University QA expert; an employer and a student who have participated in external QA reviews*

SMALL GROUP PROJECTS

- **Coached** by an experienced agency leaders/ENQA Board member, with expertise on the topic

- **Work autonomously** between 1st and 3rd seminar (**and at 2nd and 3rd**)

- **Output: presentation at the 3rd seminar**, inviting host agency staff to join, possibility to **publish an article**

- **Pre-selected topics**, but specific questions and approach selected by each small group

- **Addressing a topical issue** with connection to/impact on leadership/strategic decision-making at an agency

GROUP PROJECTS TOPICS 2021

- ## Project 1 – Building trust

We consider European QA system as being "trust based" and many agencies have included trust as a key element of their mission statement or strategic plan. But what does it mean for an agency to "build trust" in their system?

- ## Project 2 – Role of agencies in promoting and protecting academic values

What is the role of QA agencies in supporting academic integrity e.g. through combatting degree mills? How do different ways of quality assurance agencies affect academic freedom and/or institutional autonomy?

- ## Project 3 – Sustainability of external quality assurance

What sustainable policies are in place in QA agencies across Europe? What practical changes have they meant for the work of the agencies and the conduct of external quality assurance? What have we learned from the past 18 months?

- ## Project 4 – Managing external review panels

How to facilitate consensus building, and make sure the peer reviewers follow the agency's guidelines, express balanced judgements and are indeed independent? What good practice in management of review teams can be identified?

REAL LIFE CASE

LESSONS LEARNT

- **Mid-management the right target group** (larger added value, more interest and engagement)

- Unexpected added benefits for **future networking** (projects, study visits, exchange of information and practice, speaking opportunities…)

- **Engaging a host agency is very important**: learn from a real agency, meet leaders (other than own boss!) can combine theory and practice

- **Learning by play** is effective – and fun!

- Small group projects' success depends on the individuals; coaching as well. Low impact beyond the course

- **Cost** is not an issue (?)