



Building Internal and External Systems of QA for the Ukrainian Higher Education System – why QUAERE matters

**QUAERE Final Conference, Kiev
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Features of the Ukrainian Education System

	Germany	Ukraine
Population/ Size/ Density of population	81.197.537 357.340,08 227 per km ²	42.854.106 603.700 km ² 71 per km ²
No. of students in HE	2.800.000	1.700.000
QA Agency	- German Accreditation Council - 10 Accreditation Agencies	National Agency for Quality Assurance in HE (established 2016)
No. of HEIs	Public 278 Private 108 Overall 400	Private 144 Public 520 Overall 646
School education	12 or 13 years)	11 (before 10 years)
	Bachelor (180-210 ECTS) Master (90-120 ECTS) Together no more than 300 ECTS	Bachelor (240 ECTS) Master (90-120 ECTS)

Ukraine within the European Higher Education Area



48 Member Countries (*since 2005)

Albania, Andorra, **Armenia***, Austria, **Azerbaijan***, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, **Georgia***, Greece, Hungary, Holy See, Iceland, Ireland, Italy, Kazakhstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, **Moldova***, Montenegro, Netherlands, Norway, Portugal, Poland, Russian Federation, Slovak Republic, Romania, Slovenia, Sweden, Spain, Switzerland, The former Yugoslav Republic of Macedonia, Serbia, Turkey, **Ukraine***, United Kingdom

- Bologna**
1999
- Prague**
2001
- Berlin**
2003
- Bergen**
2005
- London**
2007
- Leuven**
2009
- Budapest - Vienna**
2010
- Bukarest**
2012
- Yerevan**
2015
- Paris**
2018

Current Political Context of QA/Accreditation in Europe

Completion of the European Higher Education Area until 2010, in which citizens can choose from a wide and transparent order of high quality courses and benefit from smooth

Promotion of comparability and compatibility of degrees:

Two cycle study system, ECTS, adoption of a system

State of the art: Qualification Frameworks, Compliance with ESG, Aligned Learning Outcome Systems

Accreditation/Transnational Cooperation in Quality Assurance, EQAR-Register

Goals

Of establishment, freedom of services.

Declaration of Lisbon, Barcelona: „to make Europe the most competitive and dynamic knowledge-based economy in the world.“

movement.“

The EC institutions and member states should facilitate employment and the provision of services through wholesale consolidation of the existing regimes of professional recognition in the regulated professions.

Academic Mobility

Professional Mobility

European Instruments for QA in HE - what is currently in place in Ukraine since passing the New Educational Law in 2014

- ✓ National **Qualification Frameworks** (in line the European Qualification Frameworks (Bologna and Copenhagen, Dublin Descriptors) on 10 levels)
- ✓ Structural elements: European Credit Transfer System, Diploma Supplement
- ✓ Lissabon Convention – Recognition of Academic Qualifications
- ✓ Accreditation **Standards and Guidelines** (European Standards and Guidelines - QUAERE)
- ✓ **Alignment and Transnational Agreements on European Disciplinary Standards/Diciplinary Learning Outcomes and Competence Profiles (ALIGN)**

International Register of EQA Agencies/**Development of a European White List of Accredited Courses/Institutions under Way**

Recent important EU Projects related to the development of the HE Quality Assurance System in Ukraine

ALIGN	Achieving and Checking the Alignment Between Academic Programs and Qualifications Frameworks (Ukraine, Armenia, Russia)
QUAERE	Quality Assurance System in Ukraine: Development on the Base of ESG (Work package 5) Establishing HEI board and national QA body expert panel to pilot developed tools; Conduct Pilot Accreditation visits at Sumy State University, Khmelnytsky National University, National Mining University, Ivan Franko National University of Lviv, Berdiansk State Pedagogical University, Taras Shevchenko National University of Kiev, Yuriy Fedkovych Chernivtsi National University, <u>Odessa I.I.Mechnikov National University</u> ; Educational and methodical centre on questions of quality assurance; Ukrainian Association of Students' Self-government; <u>Ministry of Education and Science</u> Reviewing the newly developed tools and mechanisms

Standards and Guidelines for Quality Assurance in the European Higher Education Area - ESG 2015

Part 1: Standards and guidelines for internal quality assurance

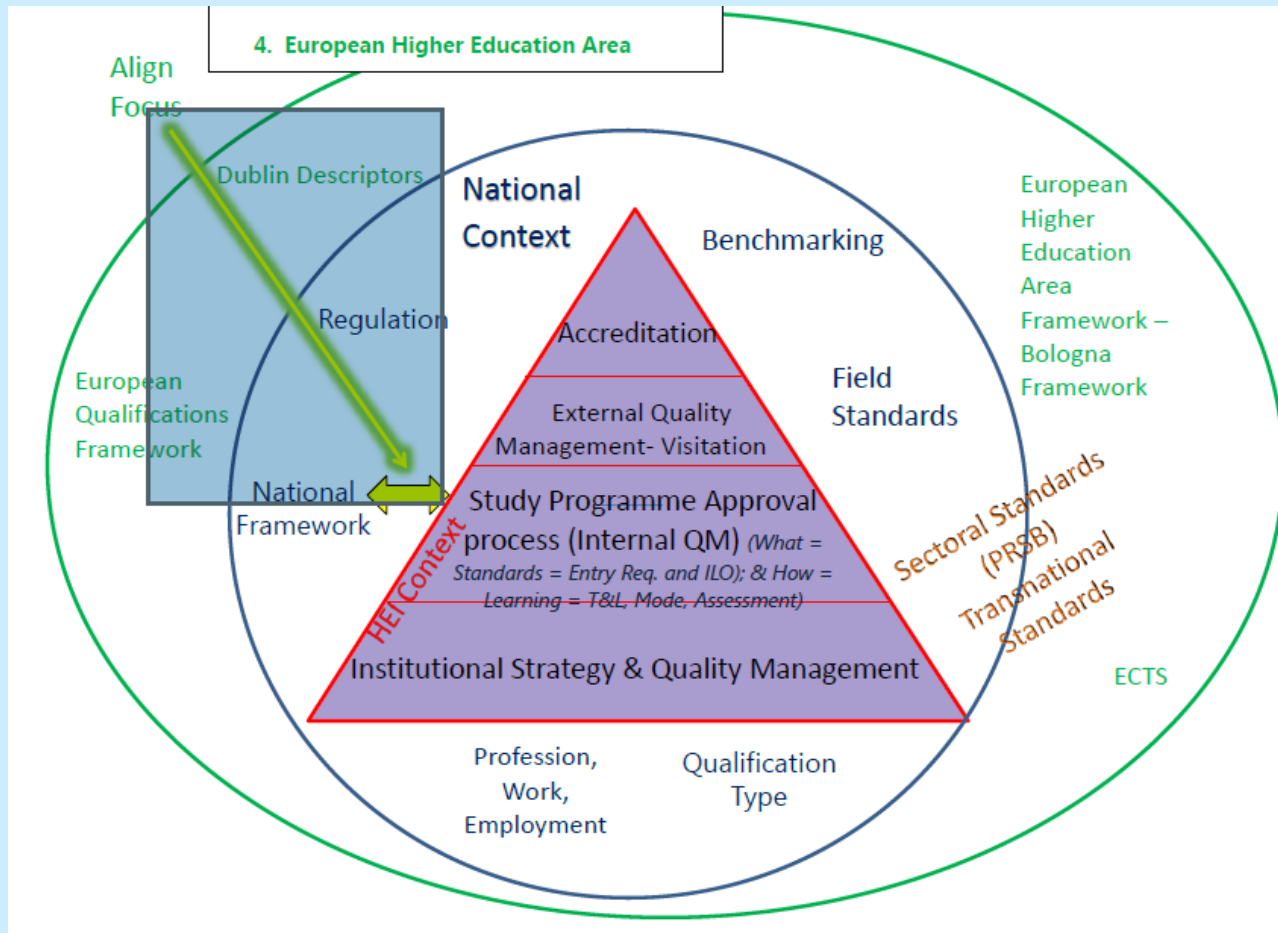
- 1.1 Policy for quality assurance
- 1.2 Design and approval of programmes
- 1.3 Student-centred learning, teaching and assessment
- 1.4 Student admission, progression, recognition and certification
- 1.5 Teaching staff
- 1.6 Learning resources and student support
- 1.7 Information management
- 1.8 Public information
- 1.9 On-going monitoring and periodic review of programmes
- 1.10 Cyclical external quality assurance

Part 2: Standards and guidelines for external quality assurance

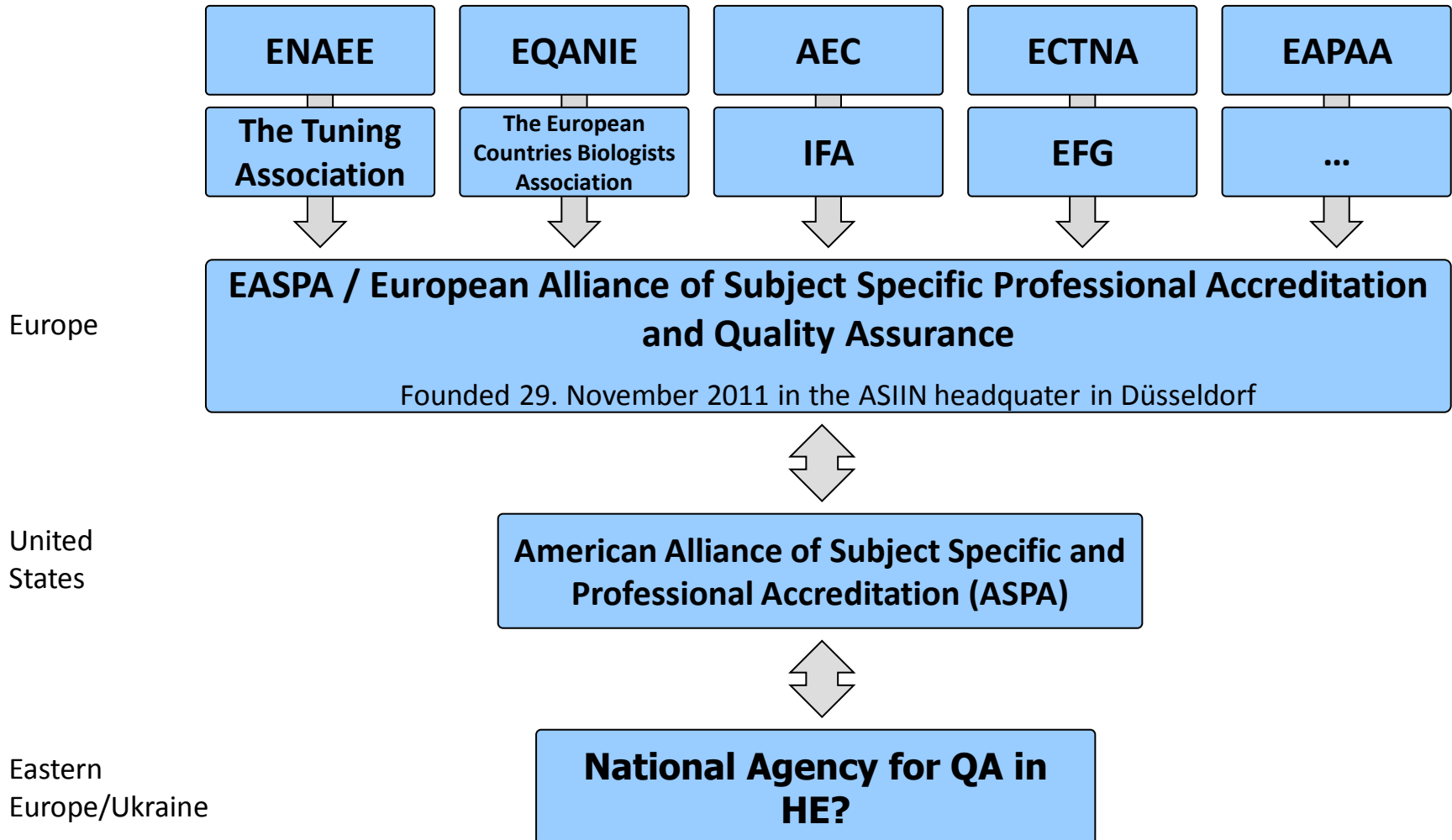
- 2.1 Consideration of internal quality assurance
- 2.2 Designing methodologies fit for purpose
- 2.3 Implementing processes
- 2.4 Peer-review experts
- 2.5 Criteria for outcomes
- 2.6 Reporting
- 2.7 Complaints and appeals

Part 3: Standards and guidelines for quality assurance agencies

- ✓ 3.1 Activities, policy and processes for quality assurance
- ✓ 3.2 Official status
- 3.3 Independence
- 3.4 Thematic analysis
- ✓ 3.5 Resources
- 3.6 Internal quality assurance and professional conduct
- 3.7 Cyclical external review of agencies



Pan-European and global developments in disciplinary, subject specific program accreditation



Remaining Challenges for the Ukrainian HE system on its way to implementing the Bologna reforms

- Further development of the national QA agency in compliance with ESG with aim of ENQA membership and inclusion into the EQAR;
- Aligning university programs with Bologna structure; curriculum reform with a view to the needs of employers;
- Creating mechanisms for recognition of prior learning; implementation of the Lisbon Convention; Full implementation of the Diploma Supplement in the EU/UNESCO format;
- Internationalization Increasing outward and inward mobility; joint degrees
- Promotion of cultural values and democratic ideals.

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- Accreditation has the potential to deliver information to the employment sector
- The topic is multidimensional
 - IQA: Participation in university curricula development
 - EQA: Participation in peer reviews
 - Access to the profession is more and more connected to accreditation decisions
 - Remuneration decisions (e.g. for the civil servants) are connected to successful accreditations.



The potential of professional accreditation for the recognition of academic degrees/for organizing academic and professional mobility

- Accreditation will play an increasingly important role for the recognition of academic degrees and for promoting academic and professional mobility (see e.g. the U.S. decision to allow as of 2023 only graduates of professionally accredited programs to engage professionally in the US, UA architecture etc).
- Synergies between accreditation and recognition authorities will have to be promoted, accreditation agencies and ERIC-NARIC network will need to synergize.
- The European Register will be extended, the “White list” of accredited European Institutions and Programs will come; when will Ukraine join?
- Mutual Recognition Agreements between (professional) accreditation bodies will pave the way

The potential of QA as a tool for consumer protection

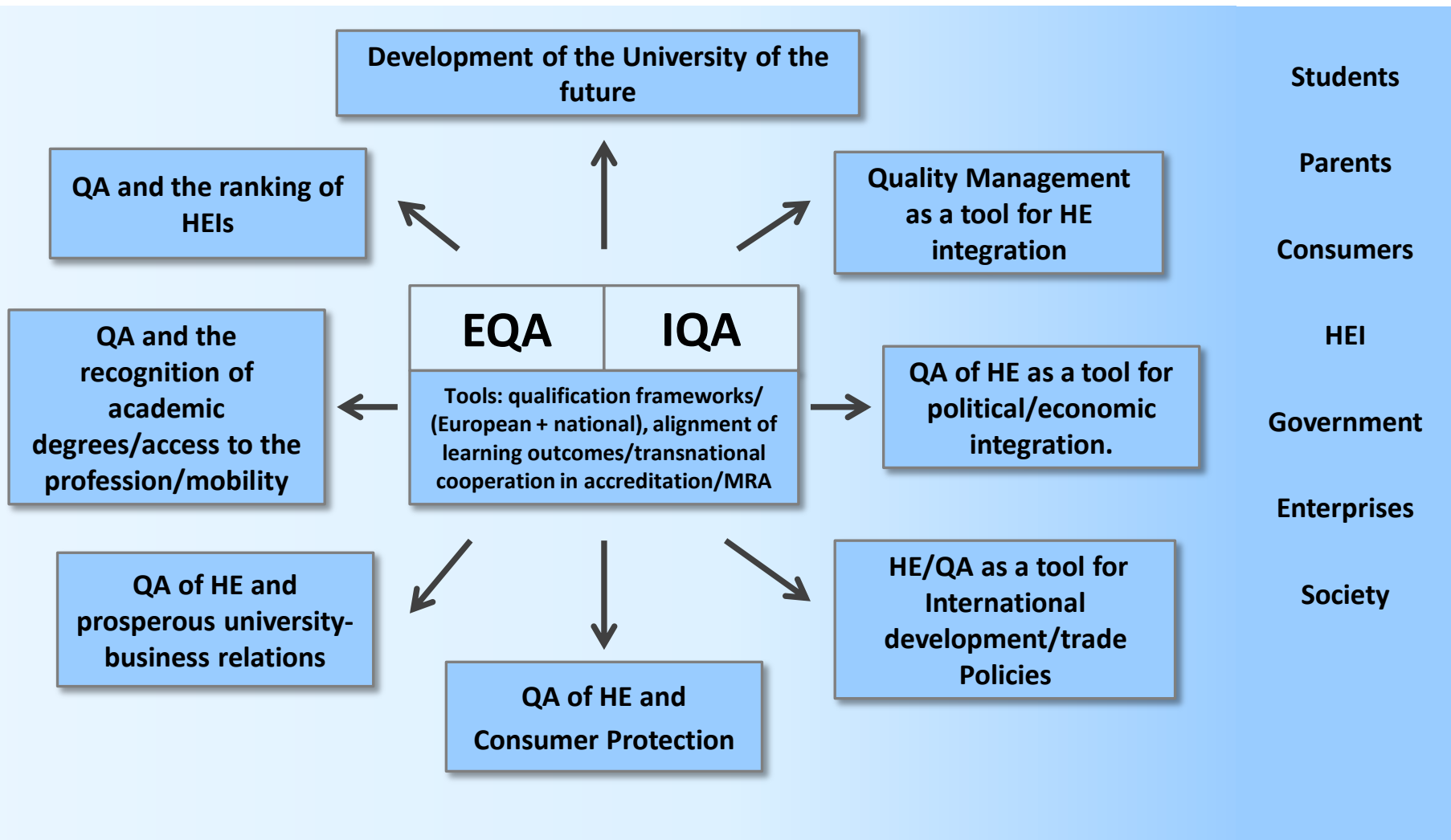
- Professional accreditation will deliver better information to important stakeholders such as students, parents, employers and prevent corruption
- Publication of reports, also negative decisions. Reports must be written in a way that stakeholders are making use of the information provided (not many persons know that there is database of accredited courses including extensive reports about the performance of individual study programs)
- Indirect consumer protection: In some countries (US) there is a link between the financing of program/stipends and the accreditation of programs and institutions; this is now spreading and getting new dimensions.
- White list of accreditation agencies as a fight against accreditation and degree mills.
- Elements of Consumer Protection: Recognition of individual qualifications according to the Lisbon convention , equal access, QA feedback, transparency and documentation

The potential of professional accreditation as new magic wand for political and economic integration

- Professional accreditation assumes more and more the role one of the primary tools used to promote political and economic integration processes
- PA is a tool for democratization processes and enlightenment of citizens
- PA is an emerging new tool in International Development Policies

- Join Us for the 5th ASIIN-EASPA Global Conference on
“The dawning of a new age in Quality Assurance”
on the 10/11. December 2018 in Berlin

Potential functions of QA/Professional Accreditation in Higher Education





Thank you

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