

Peer-Learning group C on Quality Assurance

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Outline of project submitted to EACEA/35/2018

**“Support to the implementation of EHEA reforms
– 2018-2020”**

Presentation

Prof. dr. eng. Radu-Mircea Damian



STRAND 1: Support to the activities related to the Bologna Peer Groups

The Peer-Learning group C (PLC) on Quality Assurance (QA) identified the theme *Role and engagement of stakeholders in internal and external quality assurance* as one in which work is further needed.

Objective: the project aims to support the activity of Peer-Learning group C



The consortium led by the Romanian Ministry of National Education as national authority, includes 3 European organizations representing QAA (ENQA), universities (EURASHE) and students (ESU) and 5 quality assurance agencies from Romania, France, Bulgaria, Denmark and R. of Moldova.



Activities (1):

- **Discussions with various categories of stakeholders** on their involvement in QA and on stakeholders' expectations, mainly towards EQA work
- **Sharing best practices** among QAAs', in regards to including stakeholders in EQA activities and ongoing development of practices.



Activities (2):

- A study at EHEA member countries level will be elaborated, mapping the involvement of stakeholders in EQA activities and identifying examples of good practice
- As part of the **diagnose activities**, the QA agencies in the consortium will participate to peer review activities, to identify the strong and weak areas of the involvement of stakeholders



Activities (3):

- The peer-review activities will include **workshops**, with participation of different categories of stakeholders from the respective country, as well as the national authority for HE. One peer-review activity will be organised in Denmark and another one in Romania.



Activities (4):

Based on the results of the study, including inputs from the agencies' level peer review activities, a **peer-learning activity** will be organised,
as part of one of the meetings of Group C



Activities (5):

Development of a Guideline on *involvement of stakeholders*, to define:

- the profile and role of different stakeholders and procedures for their recruitment
- effective ways for their involvement in EQA activities
- approaches for increased communication
- specific training outlines, in accordance with the profile and role of different categories of stakeholders.

Activities (6):

- An online peer-learning activity will be organized, based on the *Guideline*, with the participation of Group C members, as well as of other countries, if interested.
- In order to *move to a more implementation-oriented phase*, each partner agency will analyse how the provisions of the Guideline on *involvement of stakeholders* can be applied in its own activities



Activities (7):

The Guideline will be available on-line, being thus accessible to all EHEA member countries, and will provide recommendations to the national authorities and quality assurance agencies.



Added value (1)

- The partnership in the project is constituted both from Erasmus+ Programme and Partner countries: diversity and different perspectives increase the effectiveness of the peer-learning activities
- Enhancement of practices in the field of quality assurance can be achieved only with the involvement of QA agencies, as change-drivers



Added value (2)

The government perspective is brought into the consortium by the Romanian Ministry of National Education, as the body responsible for assuring quality education for all at national level.



Added value (3)

Consultative members of the Bologna process are enriching the consortium with their expertise in quality assurance, and especially in what concerns involvement of stakeholders, as they contribute to this project with knowledge on the state of the art on stakeholder involvement in EQA



Added value (4)

- ENQA has a multiannual experience in involving stakeholders in its own QA processes and is in a privileged position to speak for and on behalf of its members, and disseminate information to the all agencies across Europe
- ESU has built an extensive expertise about meaningful student participation in QA. ESU has supports and facilitates cooperation between national student unions' and other relevant stakeholders



Added value (5)

The experience of EURASHE in quality and stakeholders' engagement shall be valued, as professional higher education strongly emphasises a close interaction with the world of work at various stages of the learning cycle



Target Groups (1 - Consortium)

- The Romanian MoNE will benefit from the improvement of QA practices at national level, but will also apply the concepts related to stakeholders' engagement in other areas.
- Each country is gaining expertise and the opportunity to implement the project outcomes
- The QAAs members shall participate to peer-review and peer-learning activities, assisted by ENQA, EURASHE and ENQA to improve stakeholders' involvement in their own specific QA activities

Target Groups (2 – PL Group C)

- The quality assurance agencies members in Group C will participate in 2 peer – learning activities. Consequently, as engaged actors, the quality level of the EQA activities is expected to increase.
- Using the *Guidelines* as a practical tool, the quality assurance agencies will have an instrument to produce change in their approaches, procedures and practices



Target Groups (3 – National authorities)

- The National Authorities for Higher Education will benefit from project's activities, since quality assurance in HE falls in their responsibility



Target Groups (4 – Stakeholders' organizations)

- The stakeholders' organizations will be empowered to participate in QA activities, gaining the required tools to make their participation meaningful. The peer-review activity is expected to stimulate the interest of external stakeholders in becoming actively involved in QA activity in HE.



Expected impact (1)

- Promoting the diversification of stakeholders' involvement in QA activities across EHEA,
- Providing the means for making the involvement of stakeholders effective
- The project is expected to bring important changes in the practices of QA agencies related to stakeholders' involvement



Expected impact (2)

- Stakeholders' involvement on long term will result in increased relevance and impact of QA activities in higher education.
- The three European organizations members in the partnership will reflect upon the outcomes of the project using their own tools and instruments focused on stakeholders' engagement and communication.



Expected impact (3)

ENQA is continuing previous activity on mapping the involvement of stakeholders in QA activities, and moving this process to the development of a practical Guideline.



Expected impact (4)

EURASHE will use the conclusions of the project in own tools and instruments, to contribute to the development, at institutional level and national representation, focused on stakeholders' engagement and communication in professional higher education, in a wider European landscape.



Expected impact (5)

ESU, with its' broad membership, uses the outcomes of this project to empower stakeholder engagement through student unions in countries where student participation is lower



On long term we expect that the
outcomes of the project,
**AIMING AT INCREASED PARTICIPATION OF
STAKEHOLDERS,**
will enhance the relevance and impact of
QA activities in higher education.
THANK YOU!

