

Bologna Seminar

"Social dimension of the European area of higher education
and world-wide competition"

Working group n°2 :

"Social dimension and criteria of quality"

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Questions:

Is it a must to integrate the social dimension into quality assurance in higher education in a EHEA bound to be attractive in a context of world-wide competition ? If that is so, who's got to be concerned with it : higher education institutions, higher education systems, the EHEA as a whole ?

And how can the social dimension be integrated into the concern for quality assurance ? This working group will notably focus on the issue of methodology which could be defined for that purpose : which criteria should be set ? Which priorities should be the background of evaluations ?

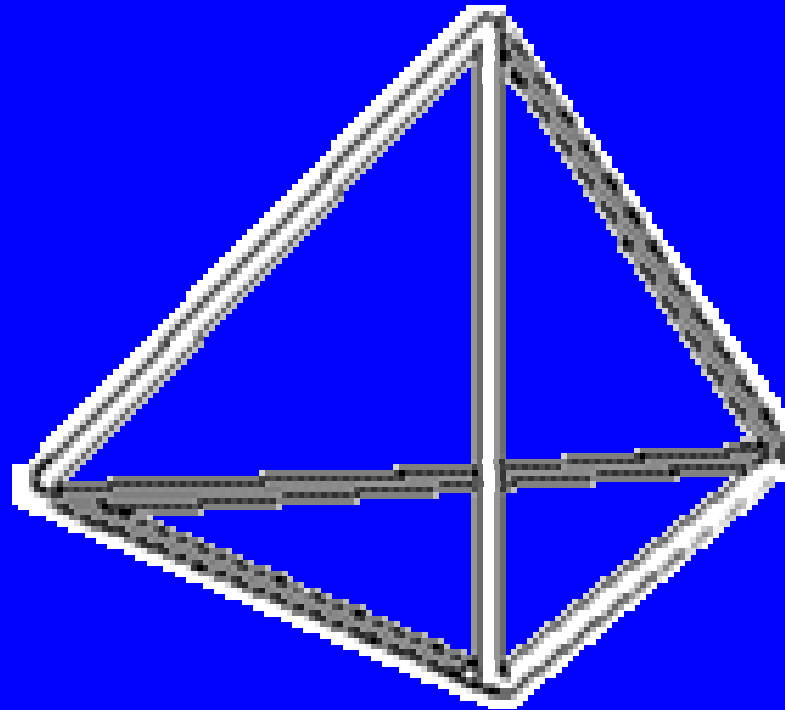
Outline of the presentation

- Bologna Tetrahedron
- HERN
 - Hidden variables of QA
- „Bologna Gradient“

Bologna Tetrahedron

S1: State

S2: Subject

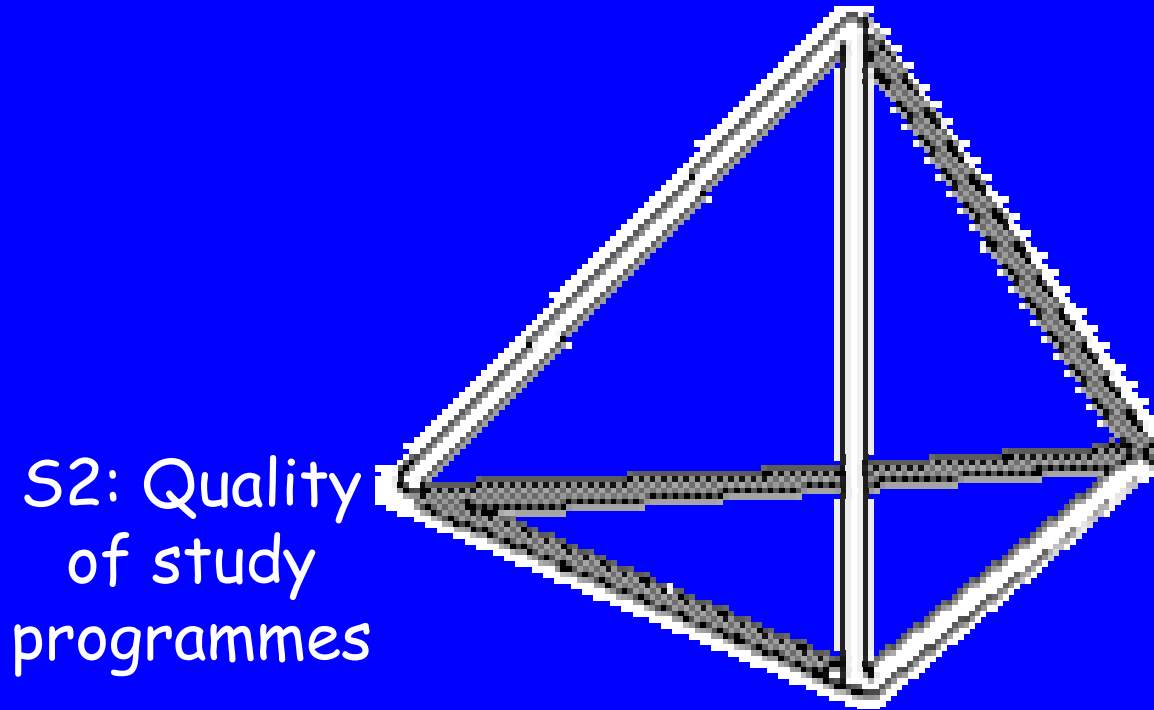


S4: Society

S3: School

Bologna Tetrahedron: Quality

S1: Quality standards
imposed by law



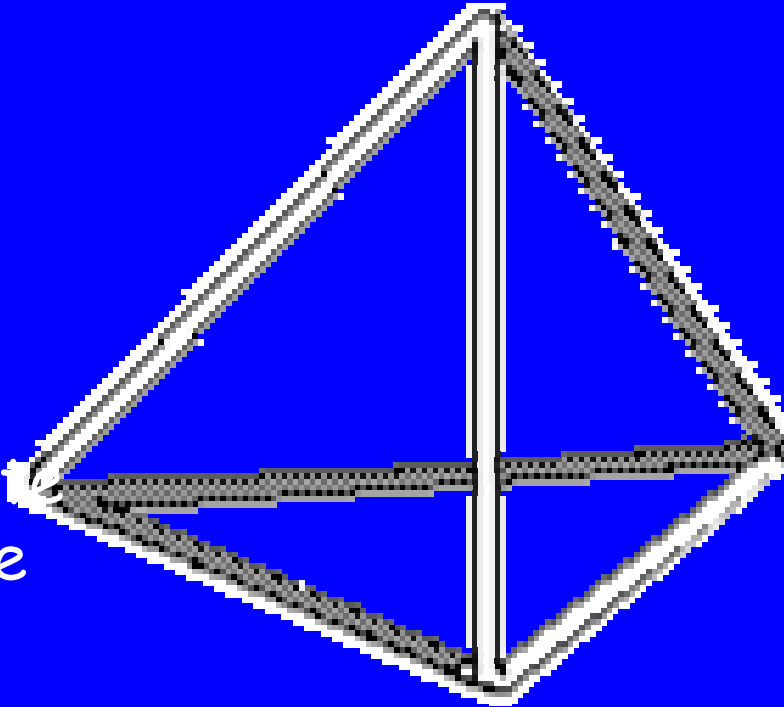
S2: Quality
of study
programmes

S4: Accountability,
fitness for purpose

S3: Quality of study
process

Bologna Tetrahedron: prerequisites for HE

S1: Equal opportunities
guaranteed by law



S4: Good 'systemic'
co-operation with
external
stakeholders

S3: Appropriate
'immersion'
mechanisms

S2: Appropriate
profile of the
graduate

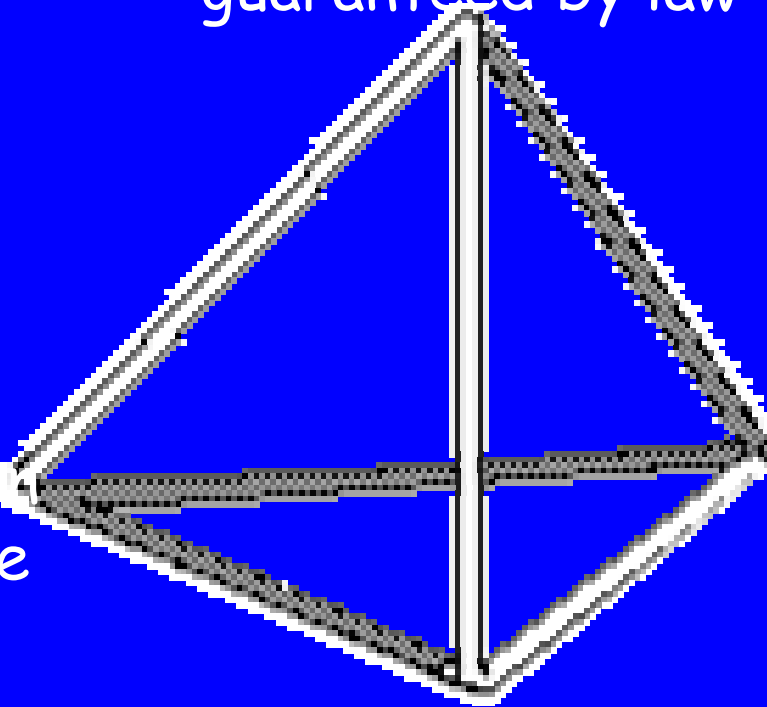
Bologna Tetrahedron: processes

S1: Social assistance
guaranteed by law

S2: Preparation
for future role
as a
professional

S3: Support for students,
inclusion of students in
decision making

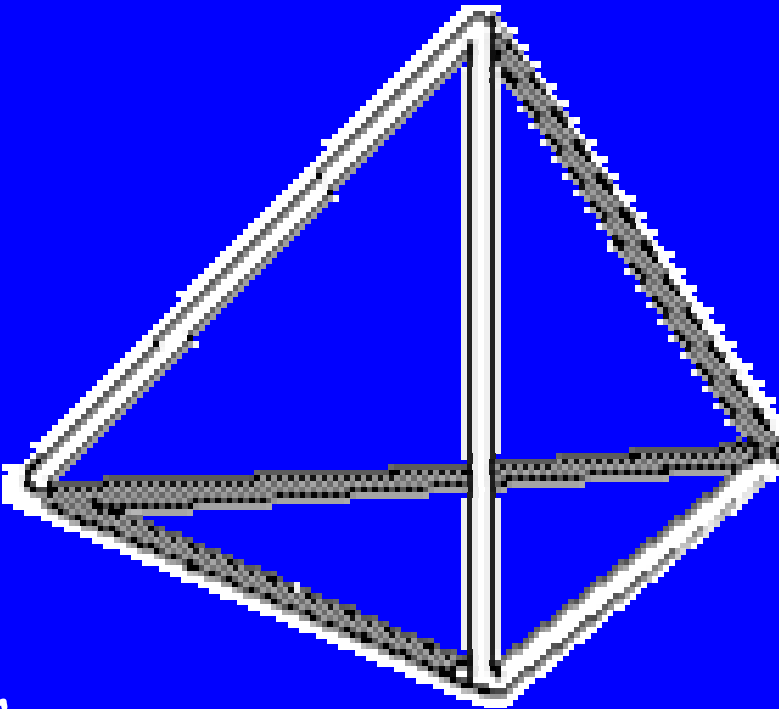
S4: Formation of
attitudes,
transferable skills
etc.



Bologna Tetrahedron: outcomes and results

S1: Recognised
qualifications

S2: Subject
knowledge,
professional
competences



S4: Employability

S3: Feedback from
alumni (how to improve
functioning of HEI)

HERN Project: Seminar „Quality and Accountability” Krakow, July 2003

Agenda:

- State accreditation: Czech case
- Academic accreditation: Polish case
- QA experience of Germany
- QA in LLL (Latvian case)
- Panel „Hidden variables” of quality (UK, SE, PL)
- Workshops „The role of State and responsibilities of Academia in QA”

HERN Seminar „Quality and Accountability“

Conclusions and recommendations (1)

Evaluation and accreditation processes should not be too "academic"; they shall involve all actors, in particular students and employers. At the national level, they shall also include international components (to ensure harmonisation at the European scale)

The QA and evaluation methodology shall move towards a more outcome-oriented approach. Study programs shall be evaluated also from the point of view of potential employers.

Accreditation and evaluation bodies shall be independent (or at least autonomous) vs. both State and Academia

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Conclusions and recommendations (2)

- Psychological aspects of evaluation and accreditation shall be taken into account.
- There are "hidden variables" of education quality, such as ensuring equal opportunities, stimulating development of positive attitudes etc. Most of the stakeholders are aware of them, but those quality aspects are very difficult to be quantified and evaluated. Future development of quality culture shall include taking into account broader spectrum of quality factors and performance indicators and thus support promotion of citizenship values and "human face" of post-industrial knowledge society.

Some remarks on the 'Bologna gradient' in CEE (in the context of social dimension)

- 'Bologna gradient':
 - 'Old' EU countries (15)
 - 'New' EU countries
 - Ascending countries (BG, RO, TR)
 - Ukraine, Russia, former Yugoslavia
 - Central Asia/Georgia/Armenia... etc.

'Bologna gradient' in CEE (2)

- Some specific problems which should be taken into account:
 - 'gradient' of living standards
 - cultural differences
 - myths and prejudices
 - ...

Answers:

Is it a must to integrate the social dimension into quality assurance in higher education in a EHEA bound to be attractive in a context of world-wide competition? **YES**

If that is so, who's got to be concerned with it: higher education institutions, higher education systems, the EHEA as a whole? **the EHEA as a whole**

And how can the social dimension be integrated into the concern for quality assurance? **Taking into account 'hidden variables' (not only teaching and research)**