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# Implementation of the European Standards and Guidelines for Quality Assurance in the Polish HE system

Seminars for HEI's Rectors of Ukraine  
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  - Controversy: harmonization, recognition, mobility  
*versus* diversity of HE institutions and programs
  - building mutual trust and/or enhancing/controlling quality?
    - By quality assurance tools – European Standards & Guidelines
    - By qualification frameworks
  - Quality Assurance system in Poland
    - The Polish Accreditation Agency
    - The academic agencies
    - Changes provided by the Qualification Framework
  - Expected changes in the ES&G
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# The Bologna Declaration: Aims and Rationales

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## Main aim:

- ❑ to establish the European Higher Education Area (EHEA) by 2010: building mutual trust but not unified

## European rationales:

- ❑ to increase an international competitiveness of the European system of higher education
  - ❑ to upgrade relationship between higher education and labour market
  - ❑ to support creation of the new European civic society
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# Bologna Process: main tasks of higher education

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1. Preparation for labour market
  2. The development and maintenance of a broad advanced knowledge base [for the society of knowledge]
  3. Preparation for life as active citizens in a democratic society
  4. Personal development of learners
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# EHEA 2009: strategic goals of Bologna achieved?

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- HE system in Europe: united or new divisions?
- Diversification or unification of HEIs?
- Cooperation or competition? [internal]
- Mobility or brain drain?

## Questions:

- Do we improve quality of HE?
  - Do we build mutual trust?
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# Bologna Process: tools

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## Building the EHEA by:

- ❑ Easy readable and comparable degrees
    - B, M, D: 3 main cycles of higher education
  - ❑ ECTS nad ECVET
  - ❑ Quality Assurance Standards & Guidelines (ES&G)
  - ❑ Diploma supplement
  - ❑ Learning Outcomes orientation and
  - ❑ European and National Qualification Frameworks
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# ES&G in QA for EHEA

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- ❑ Internal QA system – what should be done on the institutional level - by the HEI?
  - ❑ External QA system – what should be done on the national level
  - ❑ Quality assurance agencies – how they should be organised?
  - ❑ ENQA and European Register for QA Agencies – what is done on international level
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# ES&G 1: for internal quality assurance within higher education institutions

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- 1.1 Policy and procedures for quality assurance
  - 1.2 Approval, monitoring and periodic review of programmes and awards
  - 1.3 Assessment of students
  - 1.4 Quality assurance of teaching staff
  - 1.5 Learning resources and student support
  - 1.6 Information systems
  - 1.7 Public information
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# ES&G 2: for the external quality assurance of higher education

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- 2.1 Use of internal quality assurance procedures
  - 2.2 Development of external quality assurance processes
  - 2.3 Criteria for decisions
  - 2.4 Processes fit for purpose
  - 2.5 Reporting
  - 2.6 Follow-up procedures
  - 2.7 Periodic reviews
  - 2.8 System-wide analyses
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# ES&G 3: for external quality assurance agencies

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- 3.1 Use of external quality assurance procedures for higher education
  - 3.2 Official status
  - 3.3 Activities
  - 3.4 Resources
  - 3.5 Mission statement
  - 3.6 Independence
  - 3.7 External quality assurance criteria and processes used by the agencies
  - 3.8 Accountability procedures
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# ES&G general and basic aim

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- To create „quality culture“ at all levels:
    - institutional
    - national
    - in EHEA
  - Questions:
    - QA and quality control
    - QA and quality enhancement
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# ES&G Implementation – monitoring programmes

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- PB Stocktaking
  - Trends – EUA
  - IBAR
  - Other programmes monitoring ES&G implementation on national and international levels
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# QA in Poland: 1990 – 2013

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## Context: massification of higher education

- Number of HEIs increased from 110 to about 400
  - Number of students increased x 5
    - (52% of age cohort 19-24 at HEIs)
  - Number of teaching staff increased about 50%
  - Quality of education jeopardized – reaction:
    - Systems of QA – internal and external
    - Binary model of accreditation
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# PL - academic QA activities

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## Academic accreditation agencies: from 1993

- Created by universities of different types: UKA, KAUM, KAUT, FPAKE ...
  - Role of the PL rectors' conferences
  - Type of accreditation delivered:
    - full accordance to the ES&G (from 2005)
    - Based on evaluation of internal qa system
    - enhancement and quality brand oriented
    - Standards of evaluation elaborated by academics themselves
    - Voluntary
    - No administrative consequences
    - Charged with fee
  - Diminished after the state accreditation implemented
  - Revival by consolidation for qualifications framework problems under the rectors conference umbrella?
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# PL – the state QA activities

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## The State (Polish) Accreditation Agency: from 2002

- Established by state legislation
  - For all types of HEI
  - Member of EQAR – full accordance to the ES&G
    - Problem of independence
  - Type of accreditation delivered
    - Based on evaluation of internal qa system
    - Control oriented
    - Compulsory
    - Strong administrative consequences
    - Free of charge
    - Program and institutional evaluation
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# PL – „quality culture“?

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Do we create „quality culture“ in the Polish HEIs?

- ES&G implemented formally
  - Compulsory accreditation control oriented, formal, operating with minimal standards, aiming to eliminate fakes
  - necessary conditions for quality culture:
    - Engagement of the academic community
    - Enhancement of quality of education
  - Do we support mutual trust for the PL HE in the EHEA?
    - see results of the projects: IBAR, Polifonia, ...
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# National Qualifications Framework and QA

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- Developed QA system is a necessary condition for NQF implementation and its reference to EQF
- PL NQF for HE implemented in 2011 by legislation:
  - Increased autonomy of HEIs (no national curricula any longer)
  - Diversification of HEIs, programs and expected learning outcomes
  - Necessary changes in the QA systems – immediate
- Consequences for QA:
  - Learning outcomes evaluation:
    - Program design according to the NQF/LO – generic descriptors of expected learning outcomes
    - Validation of learning outcomes
  - Stronger focus on internal QA systems assuring proper composition of learning outcomes; Institutional accreditation more important than program one
- Are we ready for recognition of foreign qualifications proposed by DG Education and Culture ?

# Expected changes in the ES&G

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- In 2015?
  - Not very radical:
    - see results of BFUG and IBAR surveys
    - See conclusions of the Quality Forum, Tallin 2012
  - Focused (presumably) on:
    - Adaptation of LO and QF approach
    - Better link between secondary and tertiary education
    - access to higher education
    - ??
    - ??
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Thank you for your attention !

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