



LEARNING OUTCOMES and QUALITY ASSURANCE

Lucien Bollaert

Independent international QA expert

Seminar: LO: tools & approaches for improving
qualifications frameworks in (Uzbek) HE

15 November 2017

Tashkent

- Recapitulation
- New concepts of quality and QA
- Which LOs or competences?
- Conclusions: recommendations (4)



LOs & QA Recapitulation

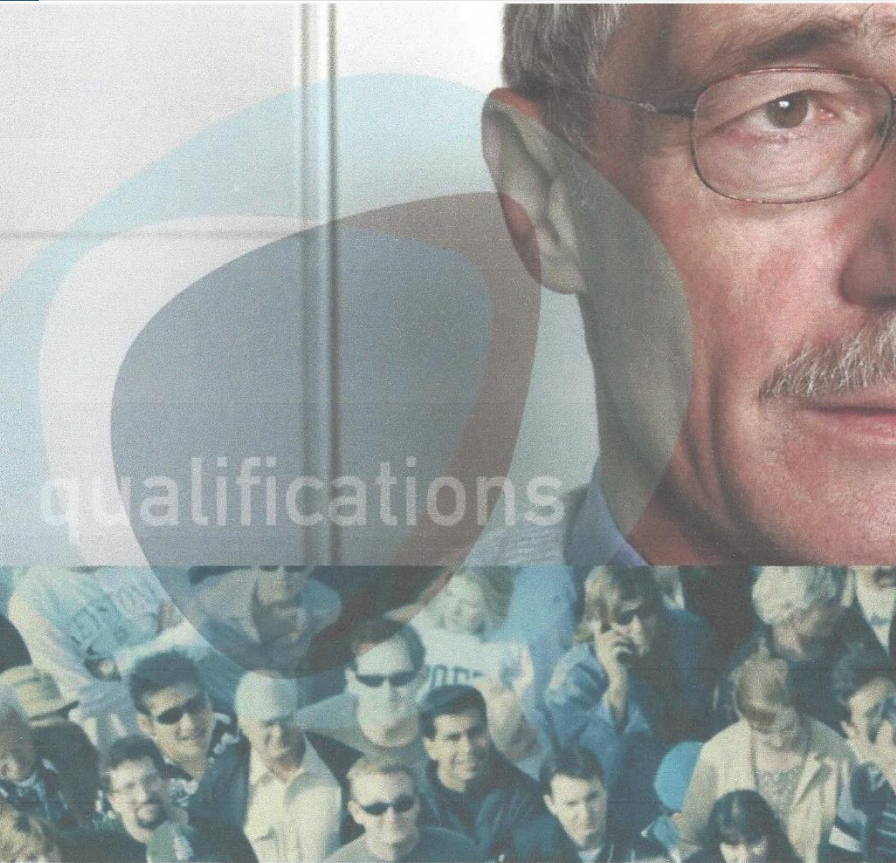
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A Framework for Qualifications of
The European Higher Education Area



Ministry of Science
Technology and Innovation



ECTS Users' Guide



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

ESG
2015



Standard I.2 : Design and Approval of Programmes

Guidelines:

“Study programmes are at the core of the higher education institutions’ teaching mission. They provide students with both **academic knowledge** and **skills** including those that are **transferable**, which may influence their **personal development** and may be applied in their **future careers**.”

Programmes

- are designed with overall programme objectives that are in line with the **institutional strategy** and have explicit **intended learning outcomes**;
- are designed by **involving students and other stakeholders** in the work;
- benefit from **external expertise and reference points**;
- reflect the four purposes of higher education of the Council of Europe;
- define the **expected student workload**, e.g. in **ECTS**; (...)”

[preparation for sustainable employment;

preparation for life as active citizens in democratic societies;

Personal development;

The development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.

https://www.coe.int/t/dg4/highereducation/PublicResponsibility/Explanatory%20Memorandum%20public%20responsibility_EN.asp]

ESG
2015

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

www.enqa.eu

QA in HE
quality as added value

Standard I.2 : Design and Approval of Programmes

“(...) The programmes should be designed so that they meet the objectives set for them, including the **intended learning outcomes**. The **qualification** resulting from a programme should be clearly specified and communicated, and **refer to the correct level of the national qualifications framework** for higher education and, consequently to the **Framework for Qualifications of the European Higher Education Area.**”

The image shows the cover of the 'ESG 2015' document. It features a colorful, abstract graphic of overlapping lines in blue, green, red, and yellow, resembling a stylized 'E' or a network. The text 'ESG 2015' is prominently displayed in the upper right corner. At the bottom left, there are logos for ENQA and the European Higher Education Area, along with the text 'Standards and Guidelines for Quality Assurance in the European Higher Education Area'. The website 'www.enqa.eu' is printed at the bottom.

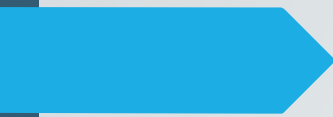
ESG
2015

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

www.enqa.eu

The logo for 'QA in HE' features a background image of a mountain range under a blue sky. The text 'QA in HE' is in a bold, sans-serif font, with 'quality as added value' in a smaller font below it.

QA in HE
quality as added value



MACRO

MESO

awards

MICRO

global dimension

EQF (LLL)

QA
QF EHEA

NQF

disc spec LO
LEARNING OUTCOMES

HELLO =
MEETING POINTS

at
HEART OF THE MATTER

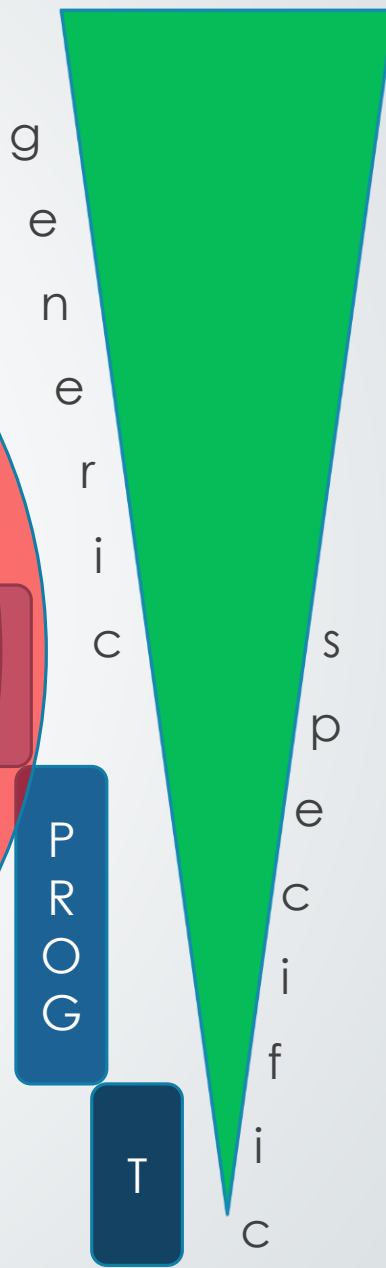
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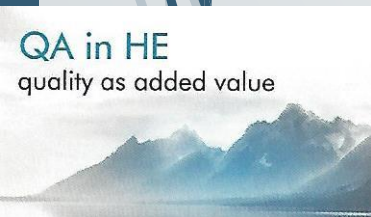
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HELLO



QA





LOs & QA

NEW CONCEPTS OF QUALITY & QA

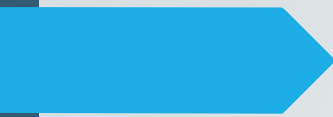
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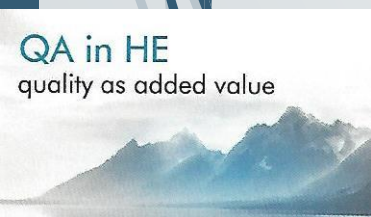
15 November 2017

Tashkent



Q as	concept of Q	QM concept
“Exceptional”	externally recognised as high class excellence	Q control with standards & benchmarking
“perfect or consistent”	focus on process with everybody involved	TQM: process control & assessment training & culture
“fit for purpose”	Q is functional customer requirements provider’s needs(mission)	service satisfaction frameworks & PDCA strategic TQM
“value for money”	accountability & effectiveness against cost = efficiency	change & Q competition performance indicators audits
“transforming”	qualitative change	enhancement by empowered participant quality culture

Harvey & Green (1993), Harvey (1999), Newton (2007)



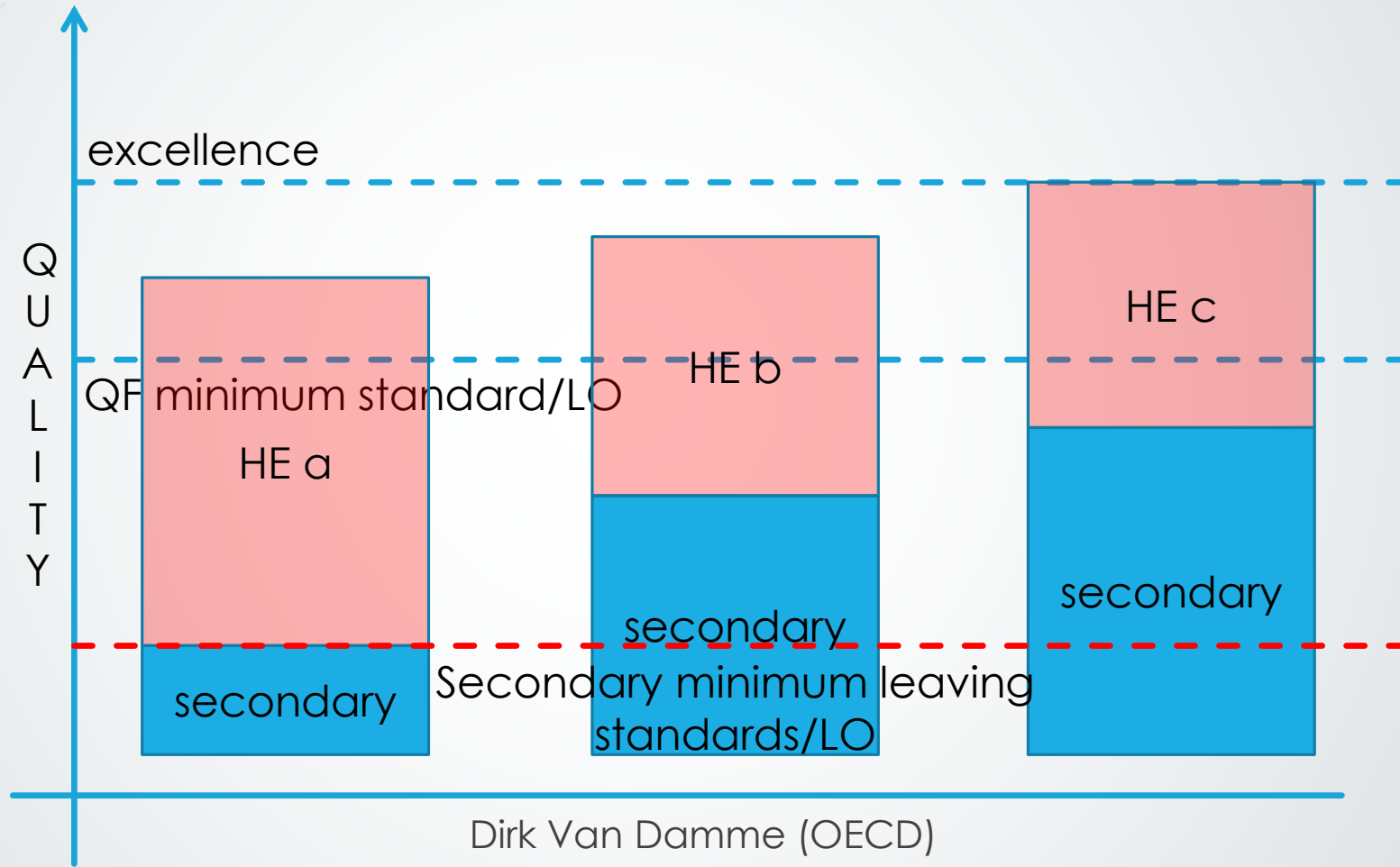
Paradigm shift in concept of Q & QA(M)

early opinions	new views
Quality is absolute and fixed	Q is relative & multi-layered
One standard is dominant... & determined by the producer	QA has many aspects Starting point = customers' needs
The final product is central... and should be inspected	Service is vital Q = result of processes
Quality requirements are fixed	Q requirements change & raise
Quality control by quality unit	Q = everybody's



New definition of quality :

- Quality, as defined by its stakeholders (= international (minima) standards and needs), is the **added value between input and output.**

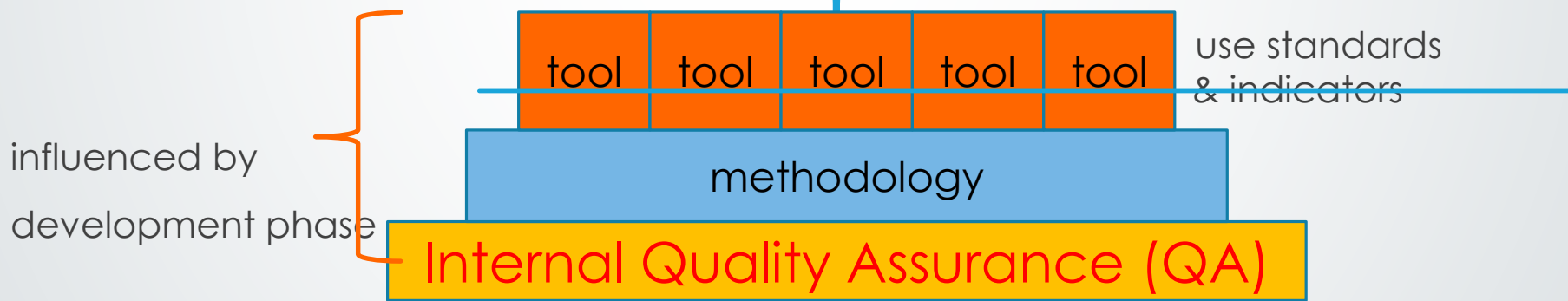
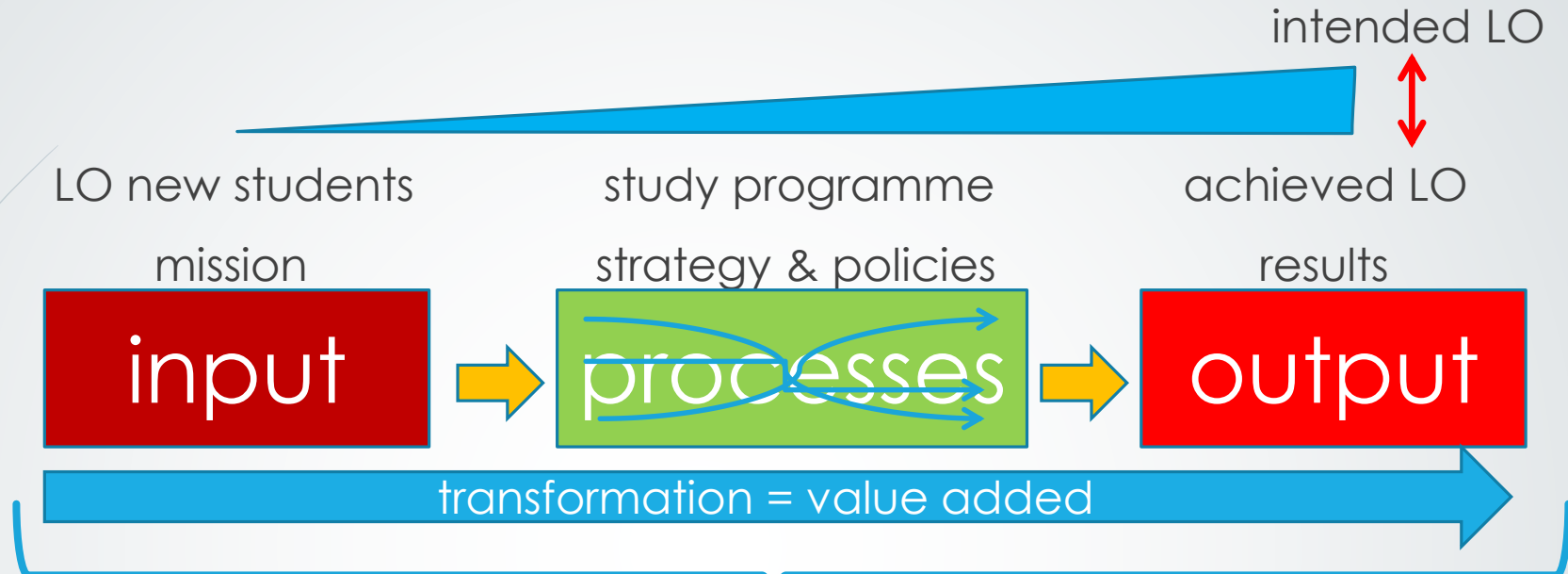


EDUCATIONAL STRATEGIC CHOICE and REALITY



New definition of quality :

- Quality, as defined by its stakeholders (= international (minima) standards and needs), is the **added value between input and output**.
- Quality is the **added value**
- On institutional level between the **mission** of the HEI and the **results**
- On programme level between the **LOs** of the incoming **student** and those achieved by the outgoing student (again in relation to what all stakeholders want and need).



“QA is a **management approach** to focus on the **quality** of the **organisation** and is based on **participation of all stakeholders** in order to **satisfy their expectations and aims as long as possible**” (ISO)

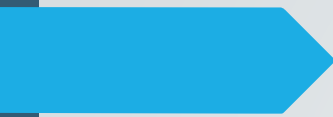
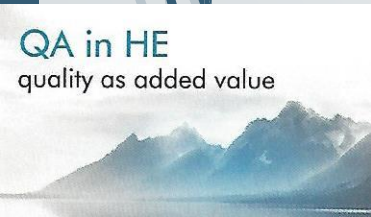
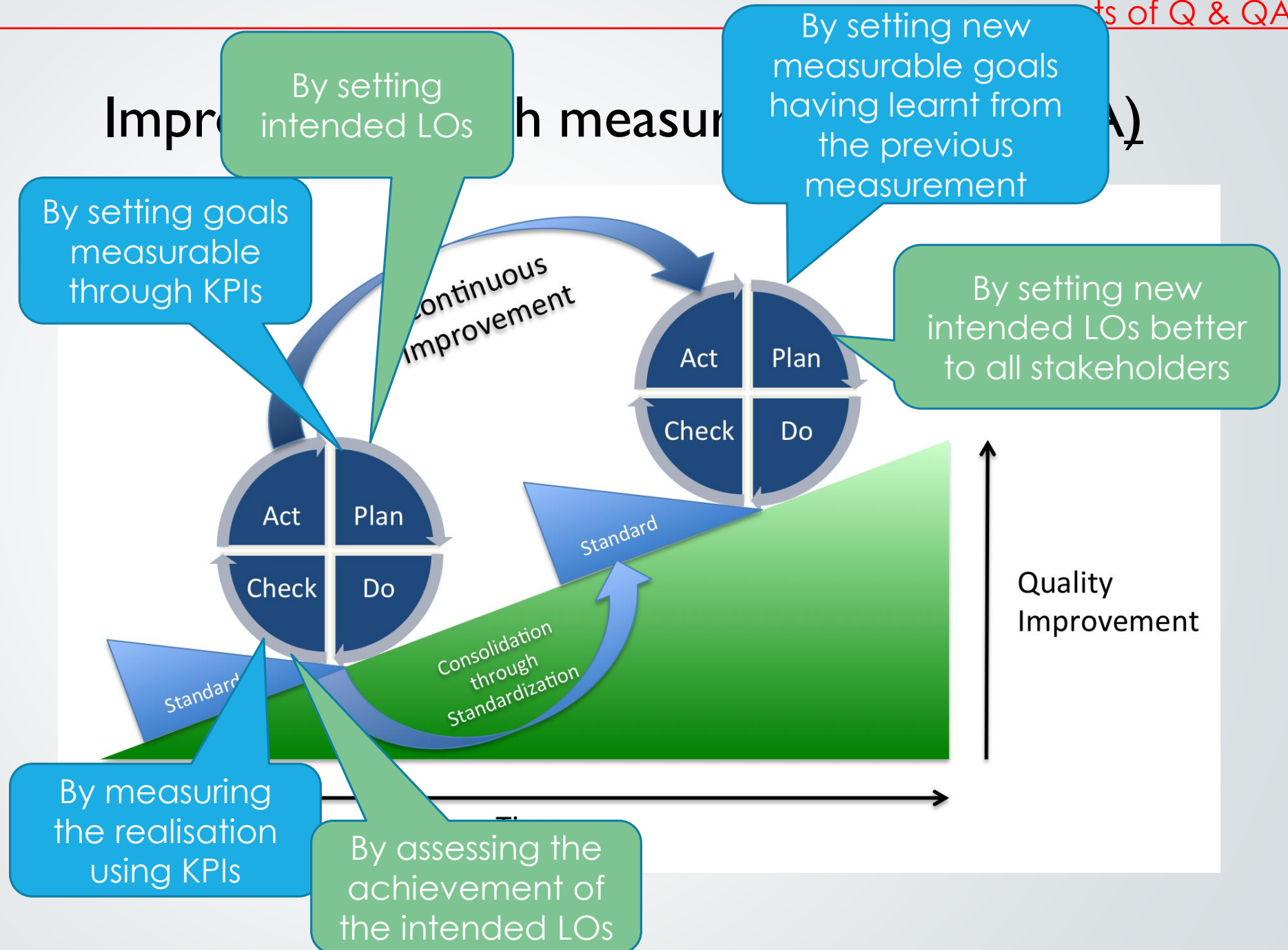


Q(A) development phases

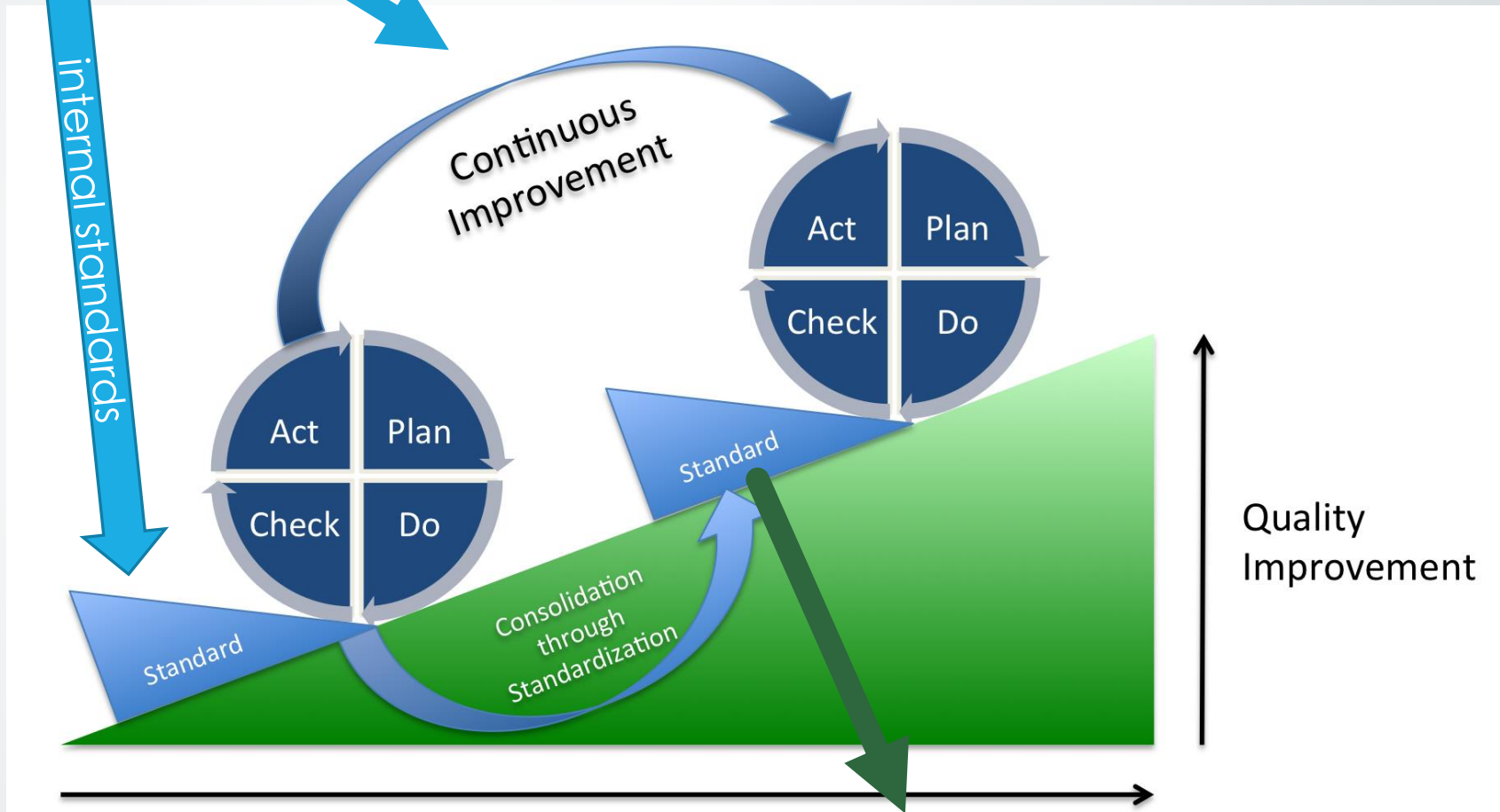
#	management & processes	results
1.	Q is result of individual commitment	Q is variable
2.	Beginning or thinking in processes systematic approach	Q is result of start of
3.	Organisation is managed professionally taking into consideration the existing and wanted quality culture	Q is guaranteed
4.	Organisation & management are systematically renewed	Q is continuously improved with innovation
5.	Organisation is outward-oriented & strives towards excellence	Q is recognized by externals as excellent international example

Bollaert, L. (2014)



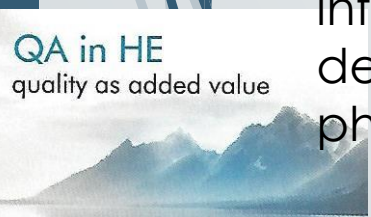
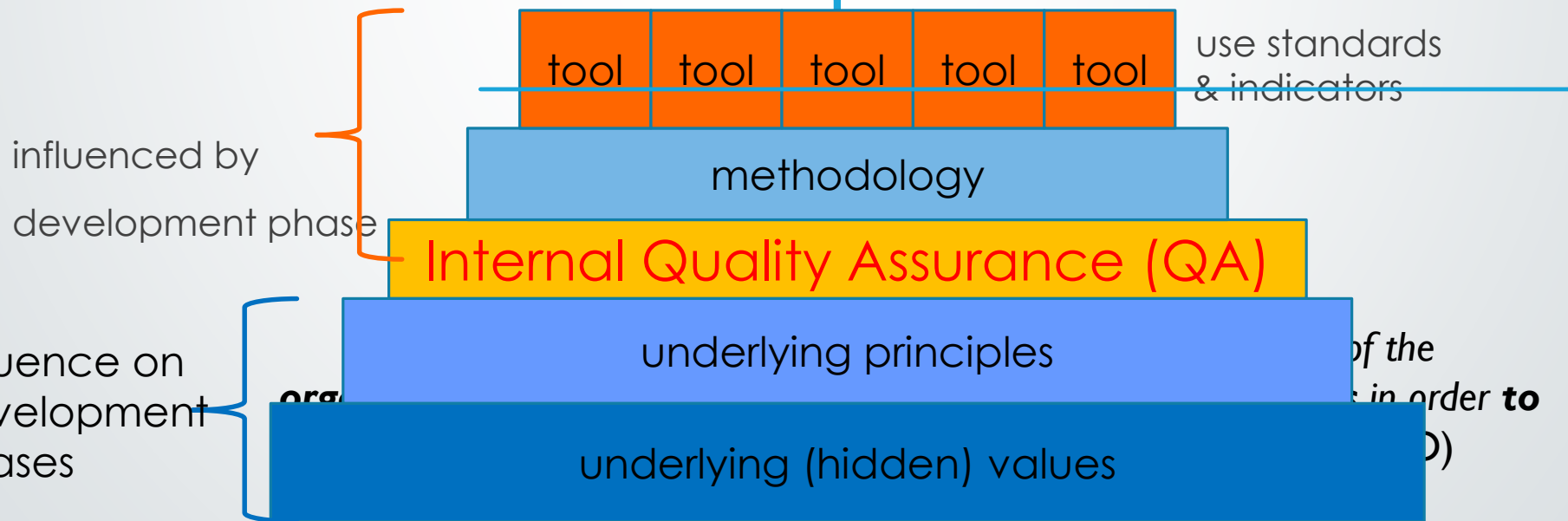
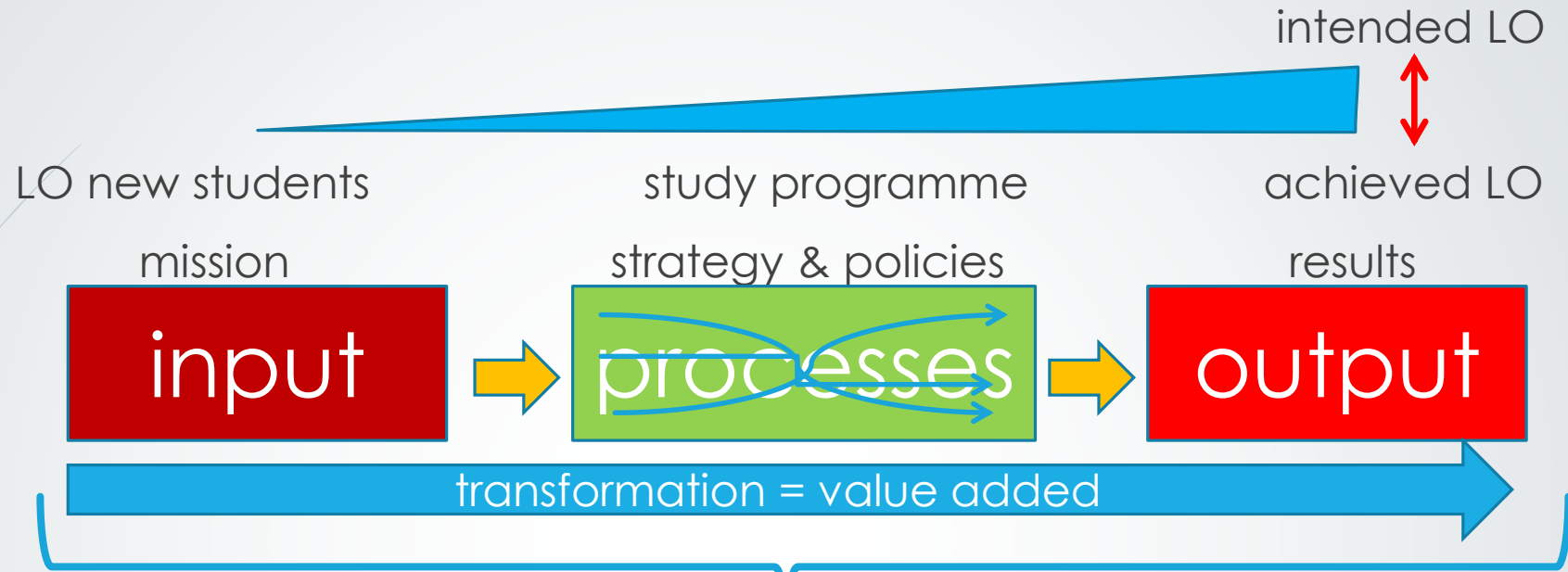


IQA: SMART goals from mission & strategy through action plans and monitoring by measuring realisation via indicators

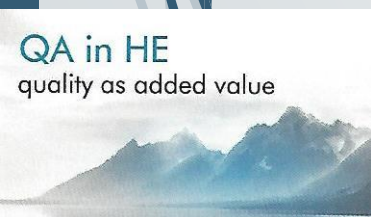
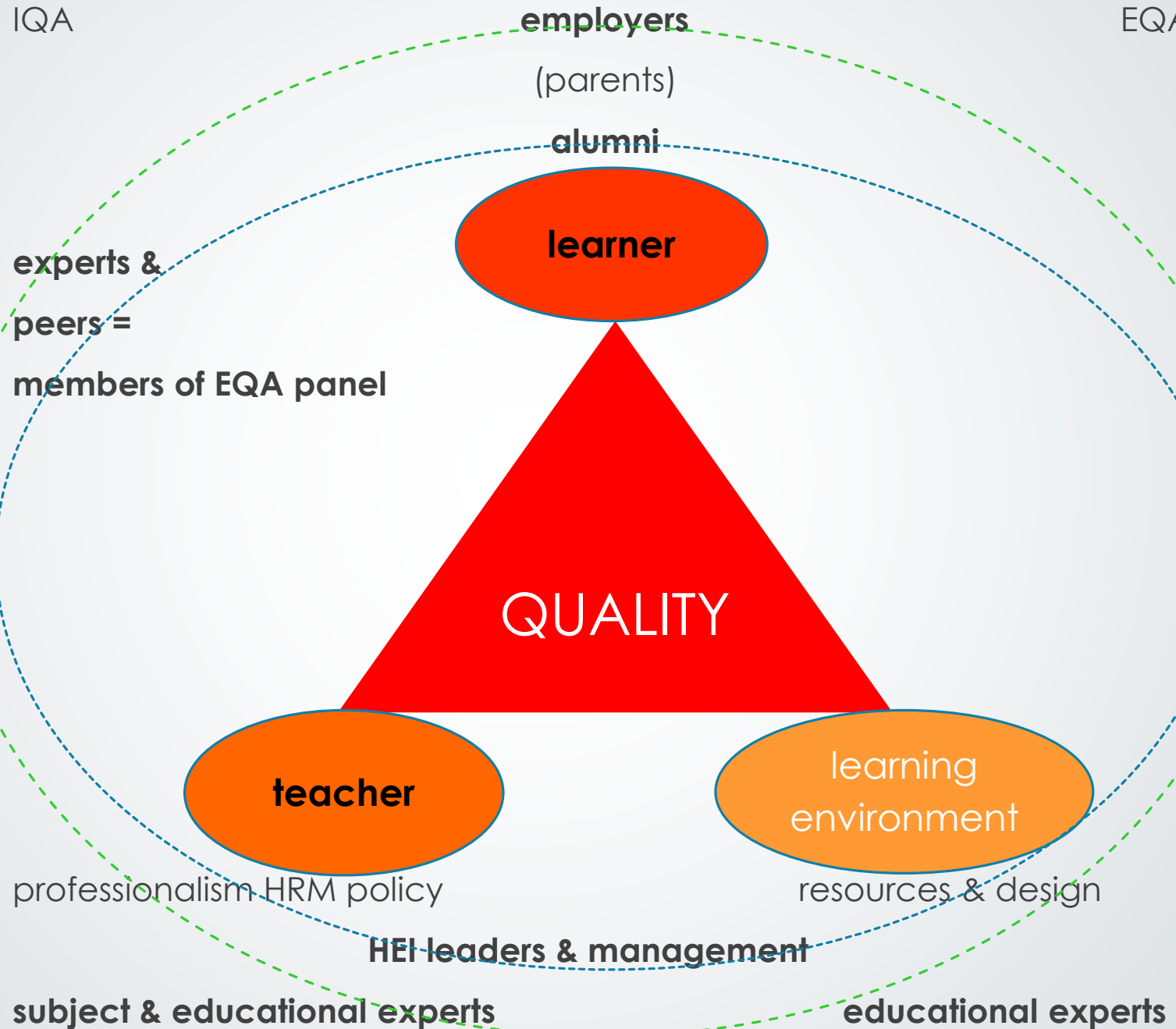
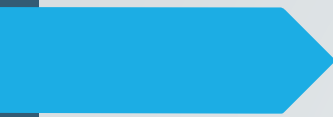


EQA: external review with recommendations on external standards up to official recognition by accreditation

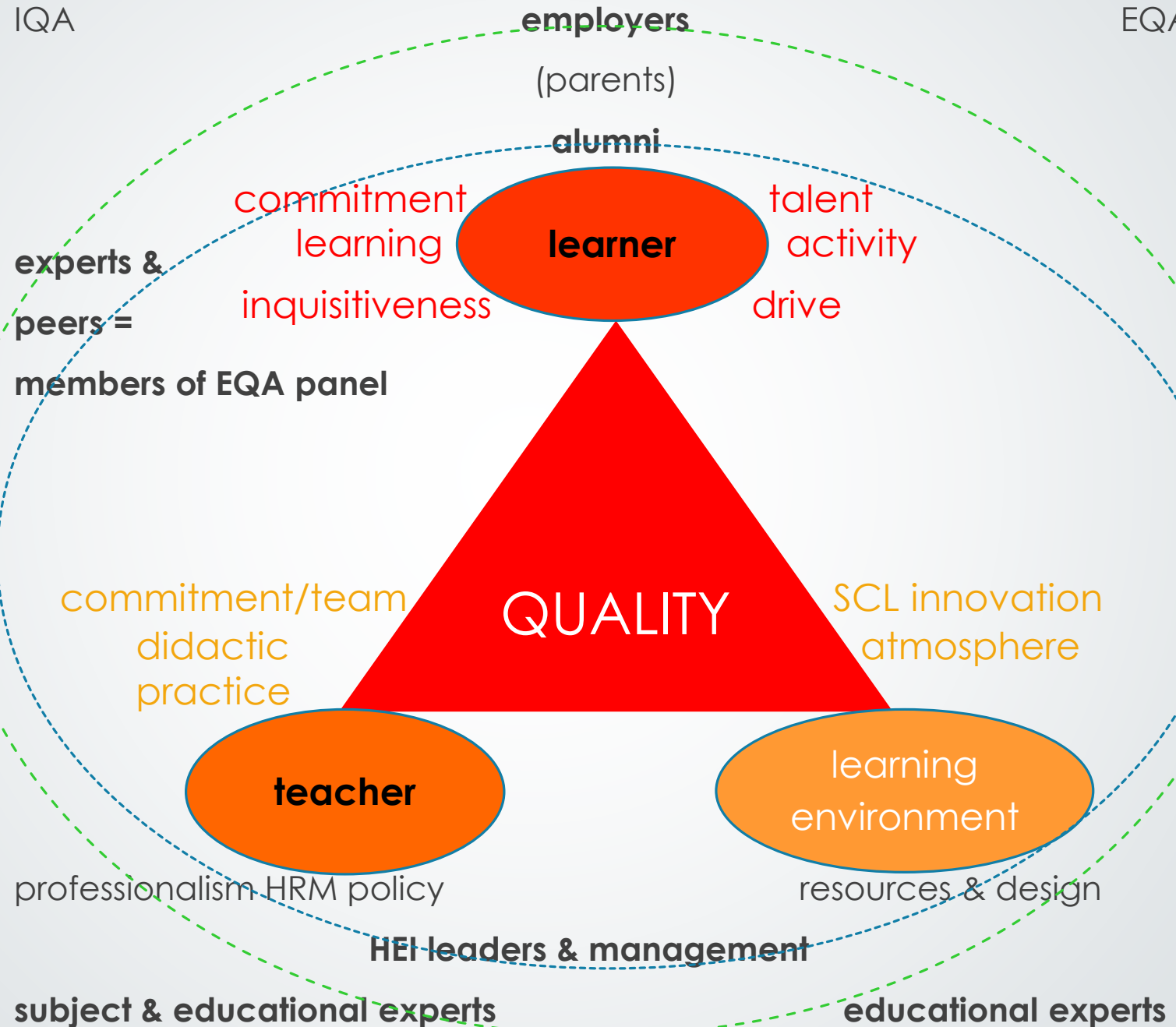




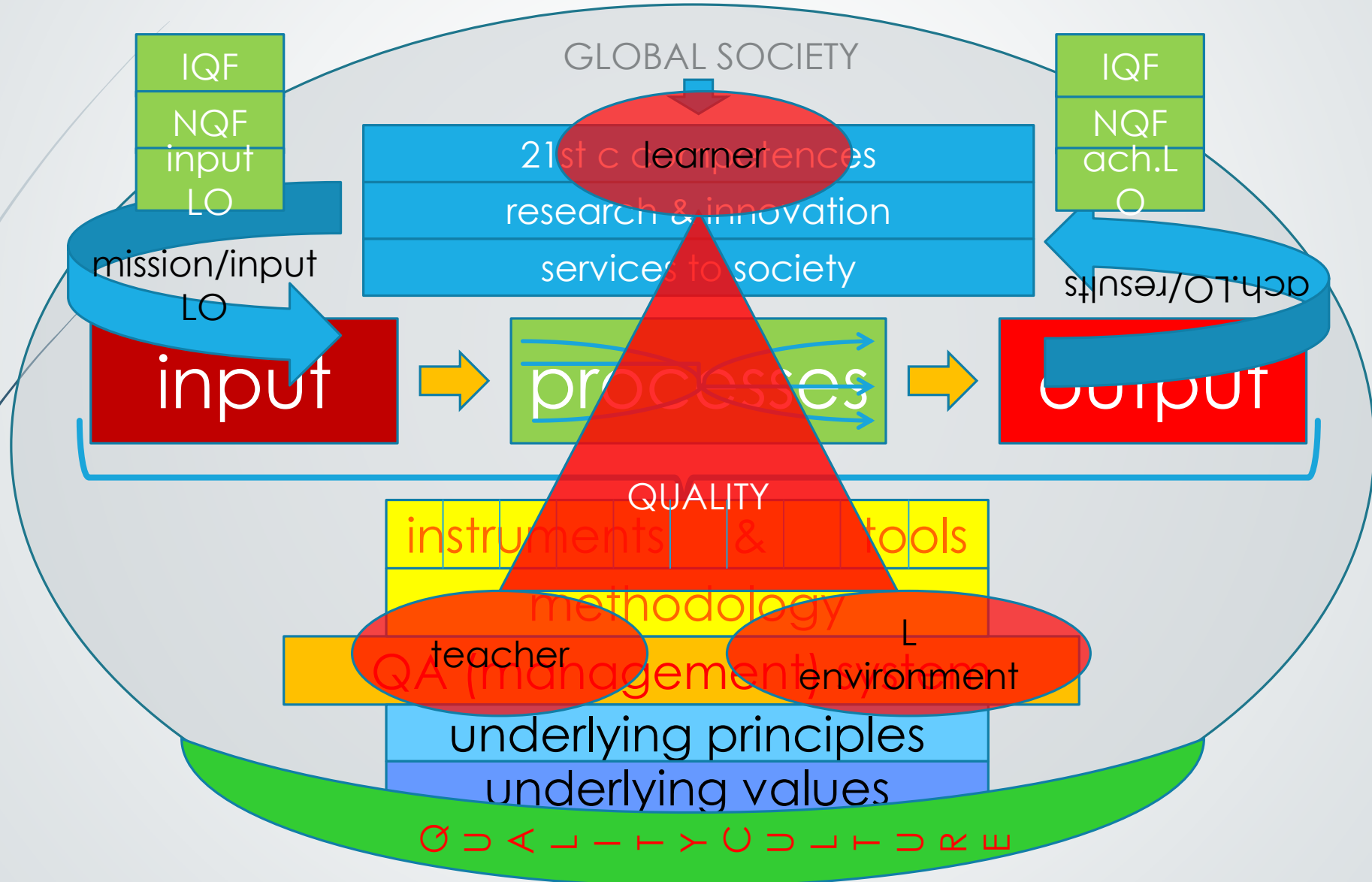
IQA ----- EQA -----



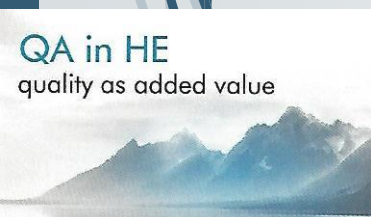
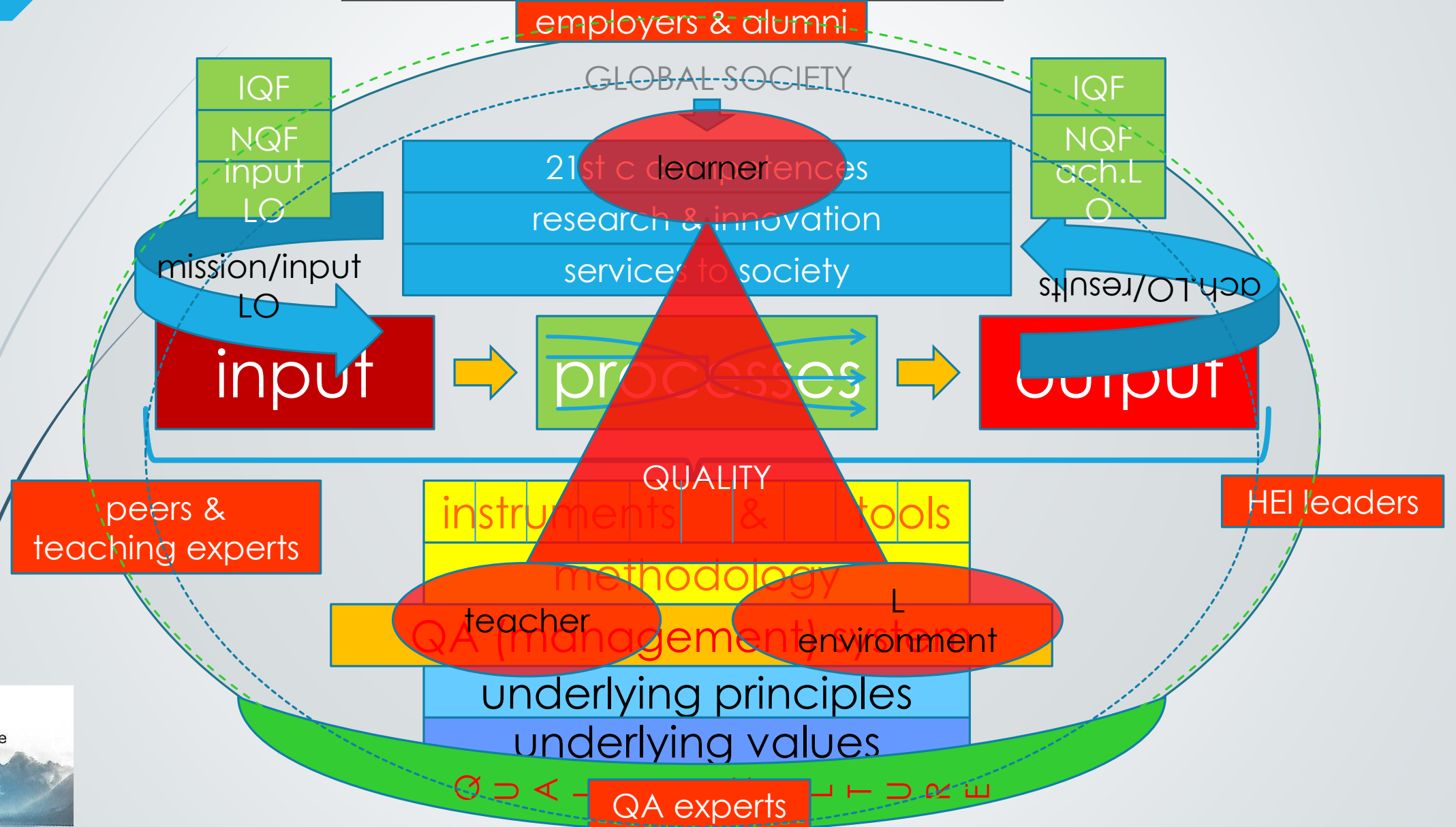
IQA ----- EQA -----



dimensions of quality & QA



dimensions of quality & QA





LOs & QA WHICH LOs or COMPETENCES?

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Learning outcomes : need of common language
on the basis of a common understanding

LO = statement of what a learner **knows**,
understands and **is able to do** on successful
completion of a learning process

competence = proven ability to **integrate**
knowledge, skills & **attitude** to be successful in
a certain **context**

STRATEGIC CHOICE!

on NATIONAL level

on INSTITUTIONAL level

on PROGRAMME level

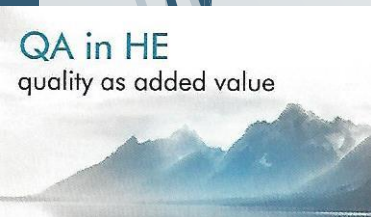
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a certain **context**

Make of the LO **LIVING** things that are formulated by the stake-
holders concerned, passionately shared by the whole team and
shaping the teaching, learning and assessment practices & formats
accordingly **LEAVING ROOM FOR EXPERIMENTAL LEARNING!**

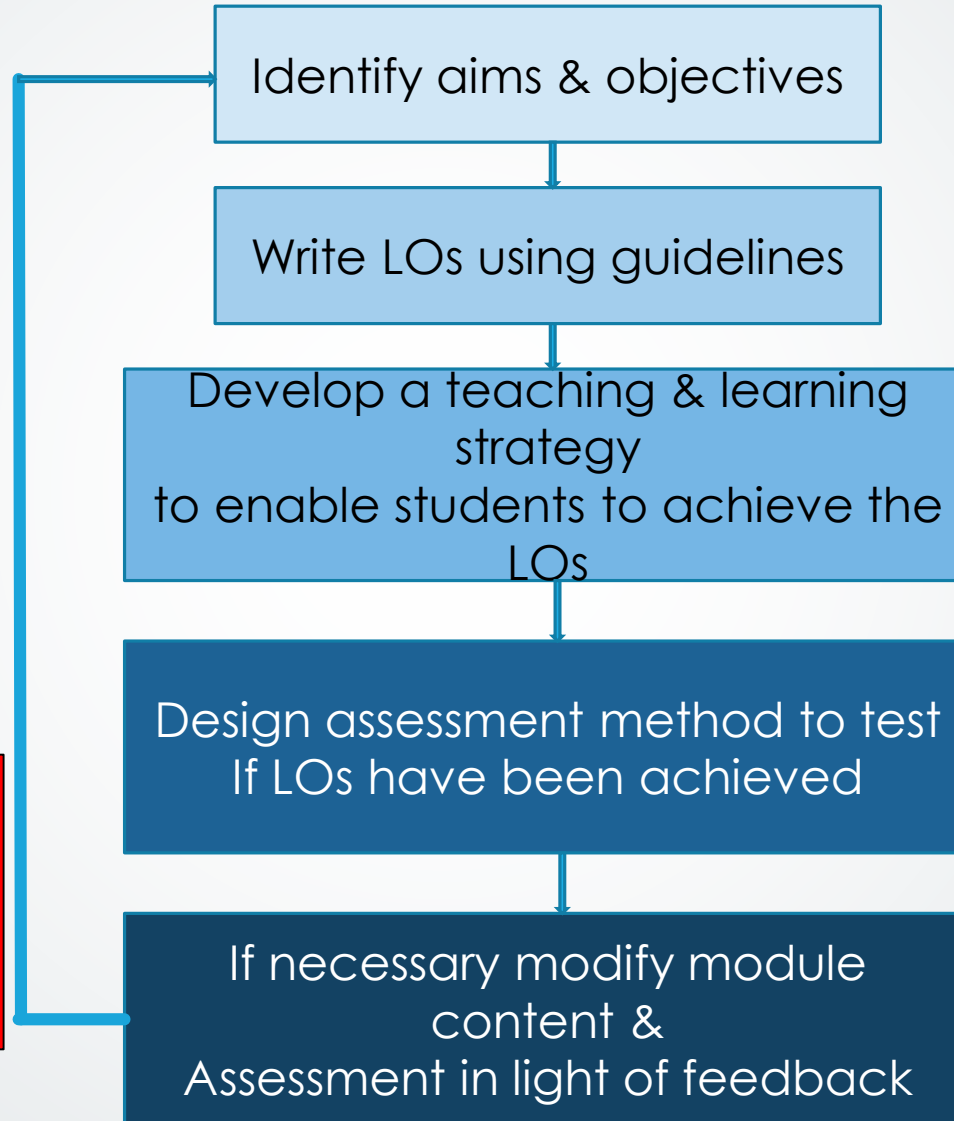
on PROGRAMME level



course design & QA

A

Make of the LO living things that are formulated by the stakeholders, shared by the whole team and shape the teaching, learning and assessment forms !



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New competences needed

- Communication, problem-solving, creativity, team-work
- Research skills, both academic as well as 'mode 2' (applied) and mixtures
- Inter-disciplinary but with skill and attitude to go deep into a particular discipline
- Meta-cognition
- Willingness to change, risk-taking, entrepreneurial
- 'Global competences' (e.g. computer skills)
- Visionary & inspirational leadership

➤ HOW YOU ENGAGE IN THE WORLD

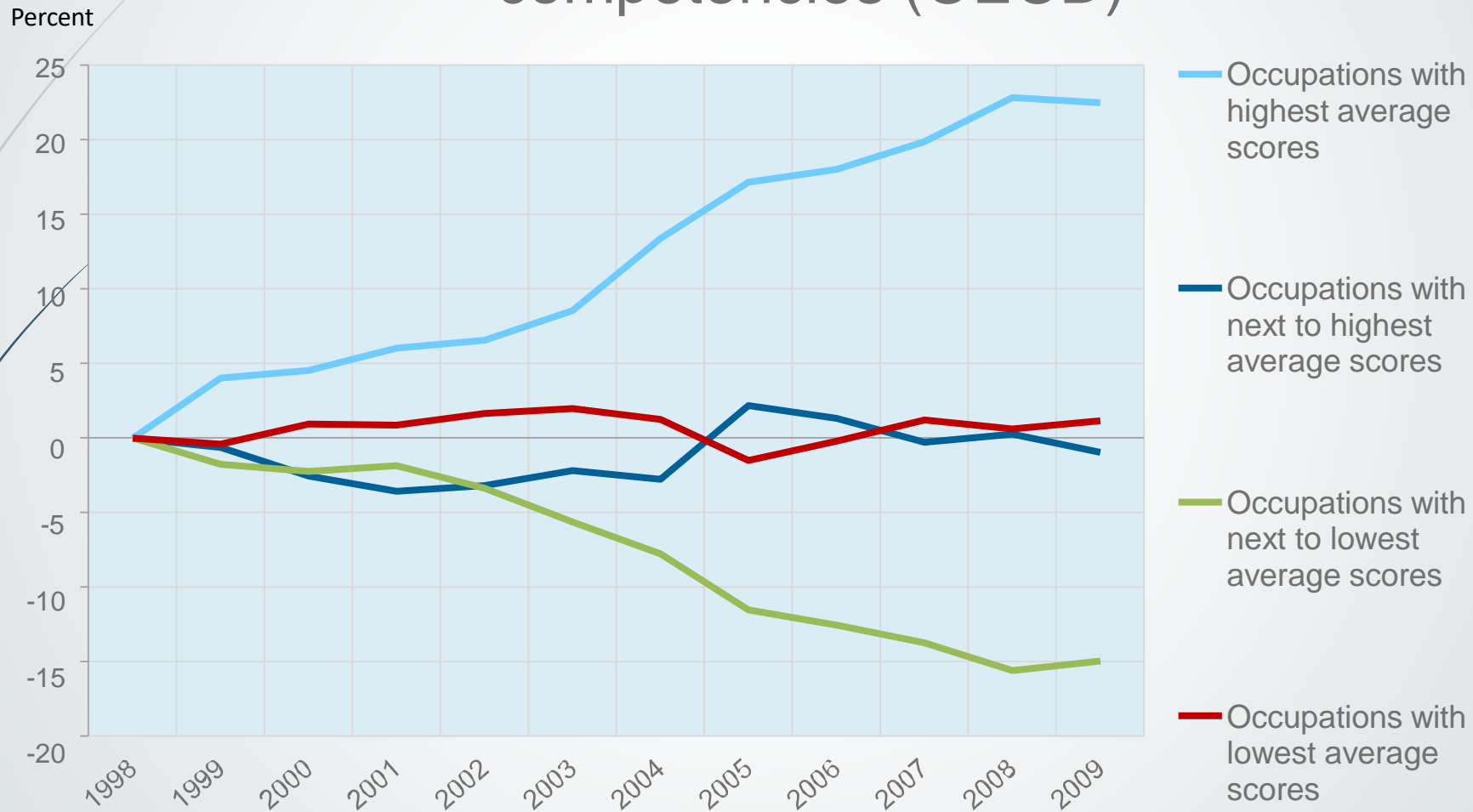
➤ = ATTITUDES! CHARACTER! PERSONALITY

(see HRM in industry and business)

CERTAINLY ON TEAM LEVEL

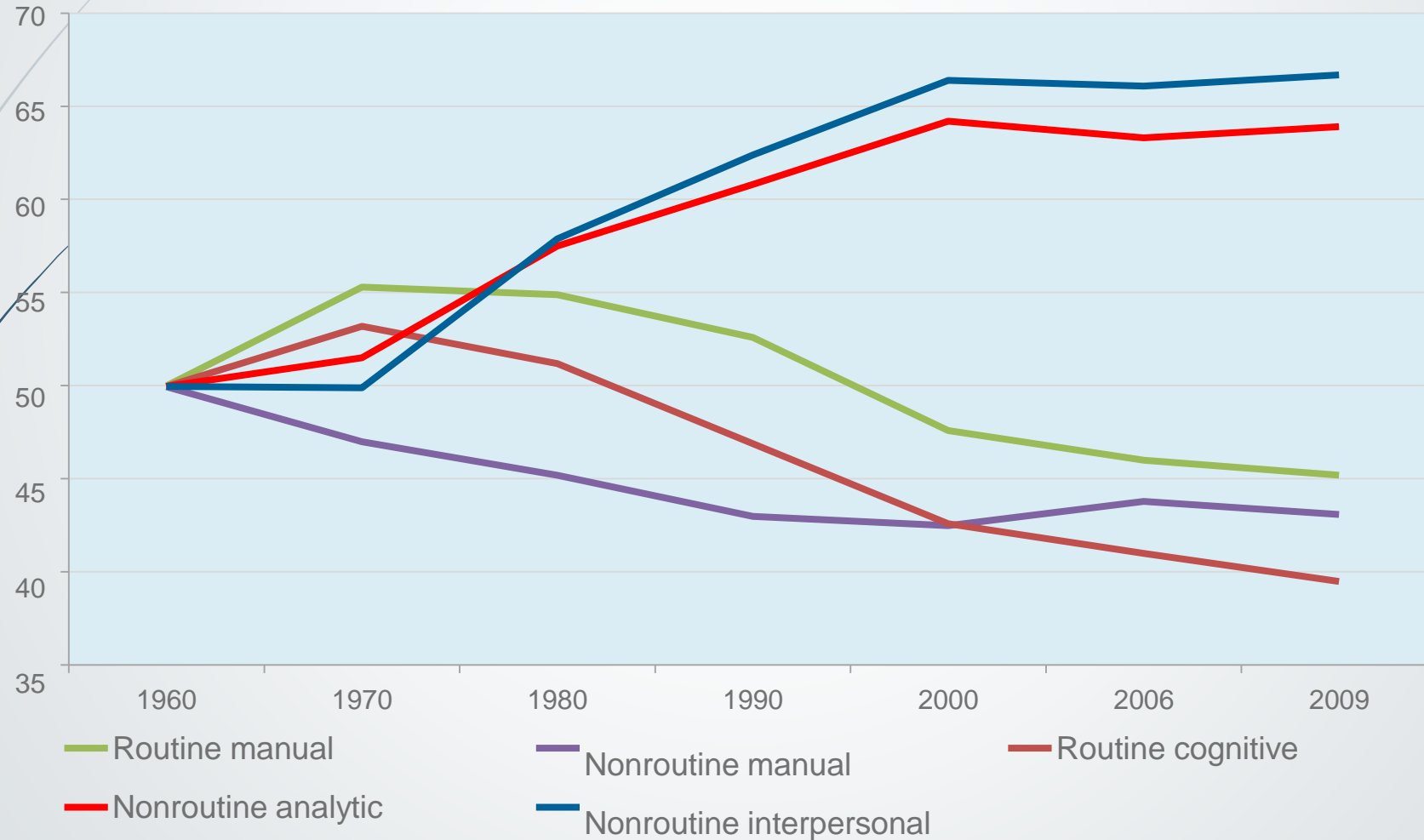


Trends of employment in relation to levels of competencies (OECD)

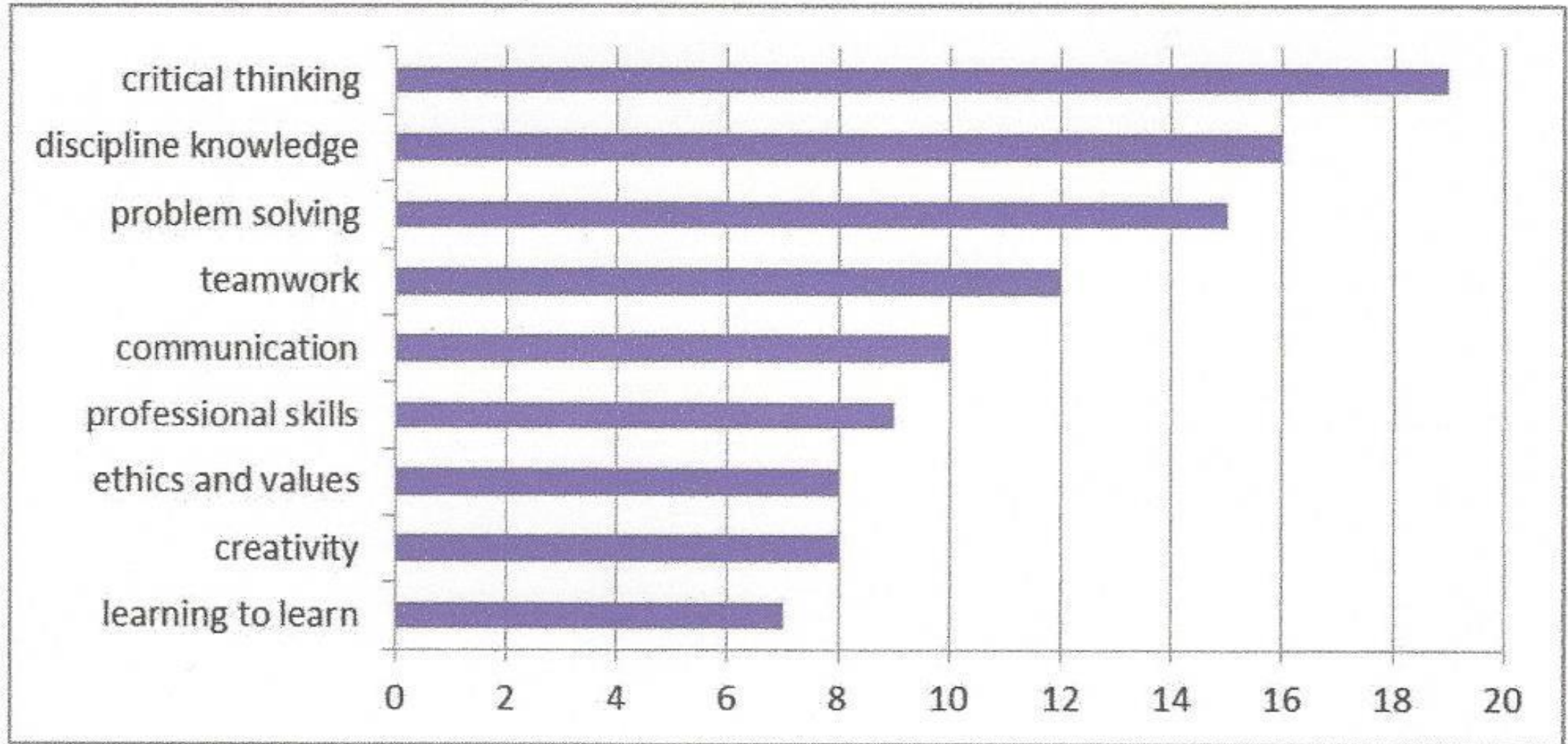


Changed needs of competences (OECD)

Mean task input in percentiles of 1960 task distribution



Types of learning outcomes – Top 10 answers:



AHE

FEASIE

VOLUM

DESIGN /

Karine

Diane L

Debor



New competences needed

- Communication, problem-solving, creativity, team-work
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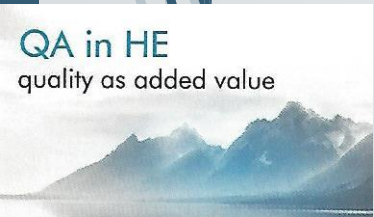
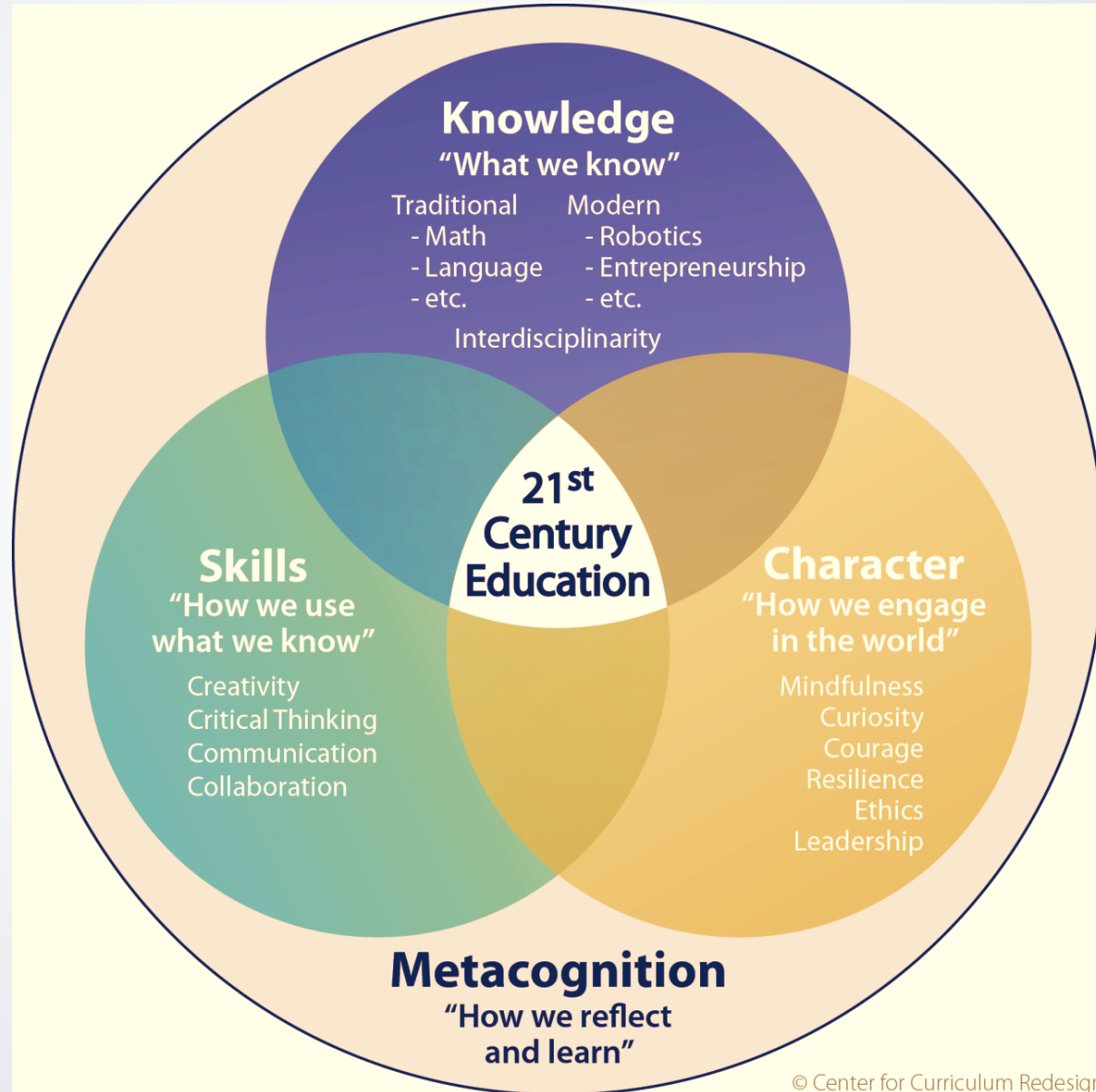
➤ = ATTITUDES! CHARACTER! PERSONALITY

(see HRM in industry and business)

CERTAINLY ON TEAM LEVEL



More or other knowledge & skills are not enough!



Technology is not the only motor of innovation

Future Work Skills 2020

While all six drivers are important in shaping the landscape in which each skill emerges, the color-coding and placement here indicate which drivers have particular relevance to the development of each of the skills.

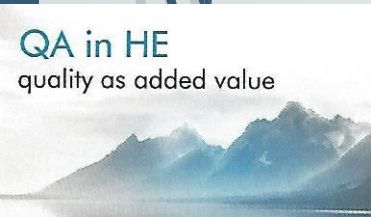
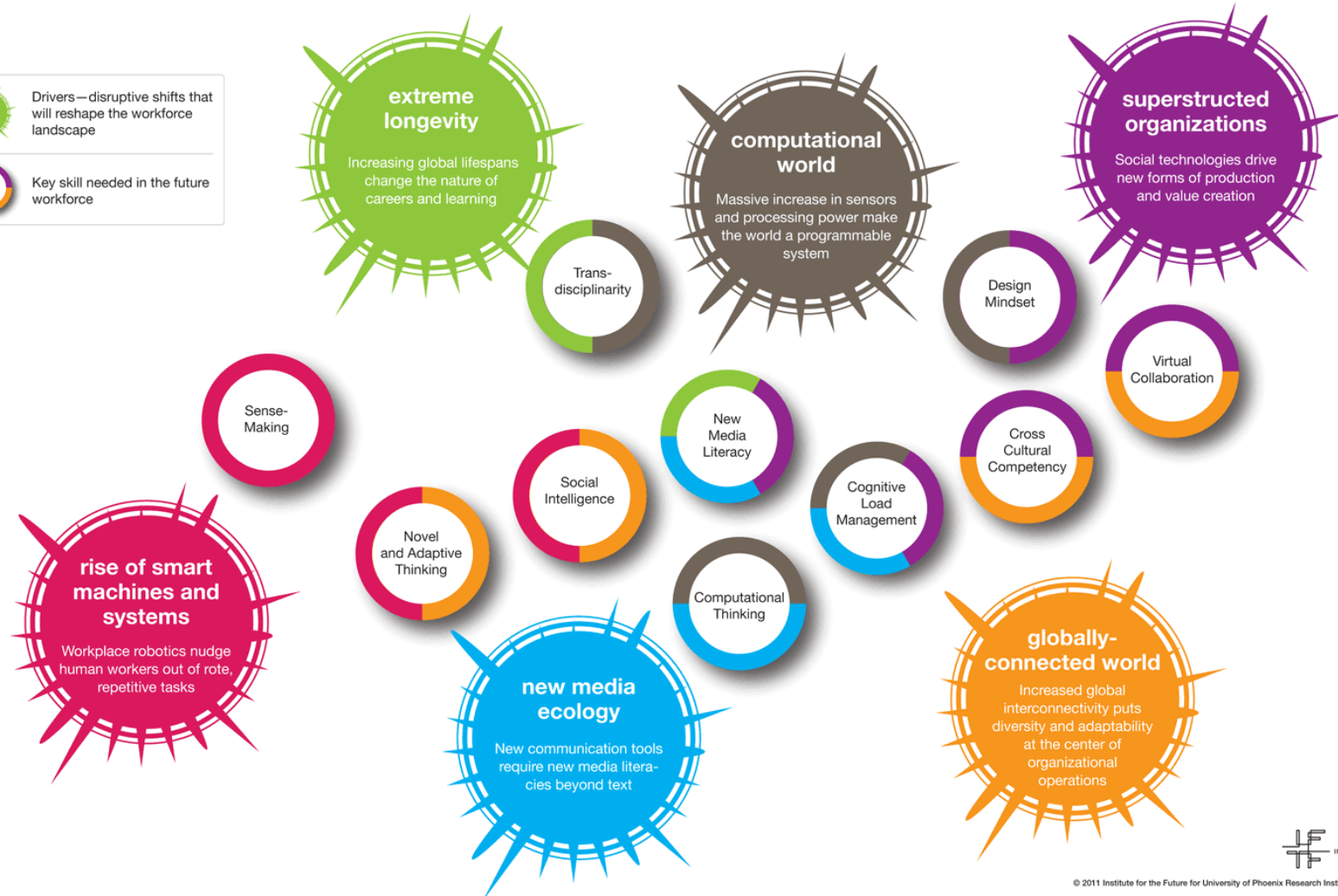
KEY



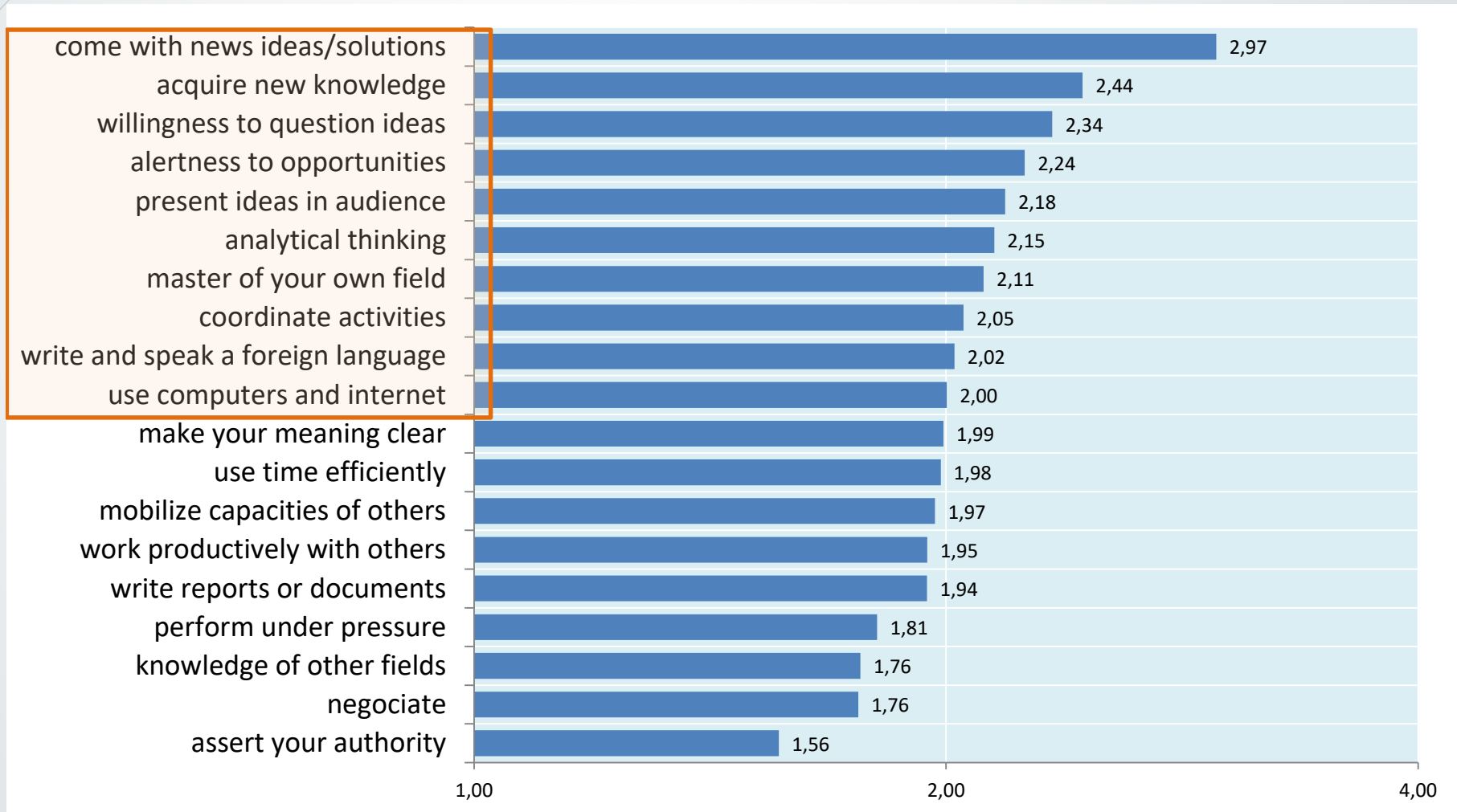
Drivers—disruptive shifts that will reshape the workforce landscape

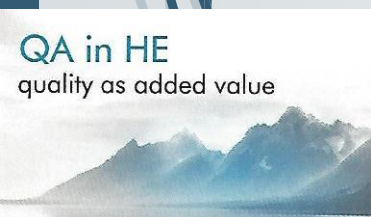
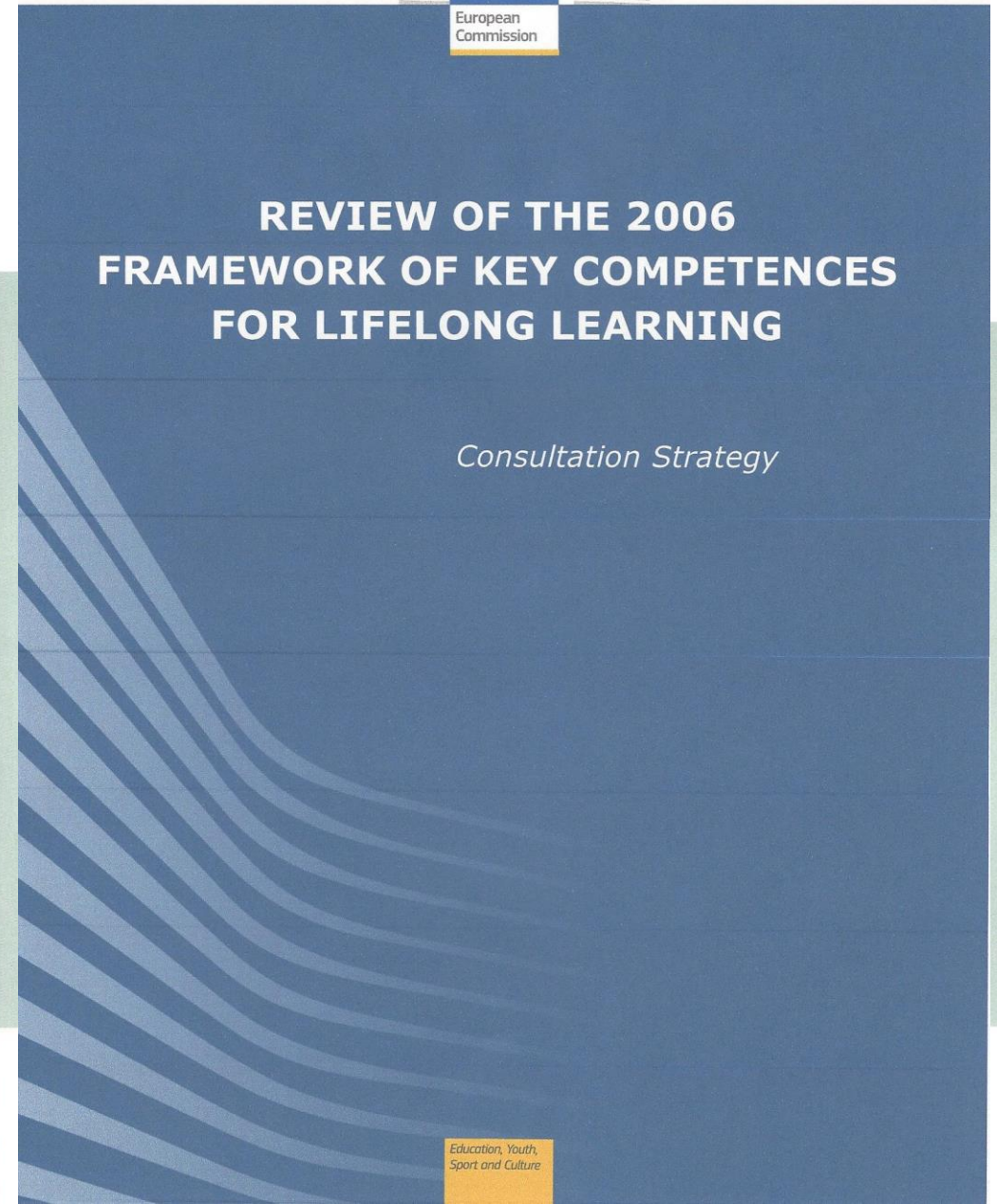


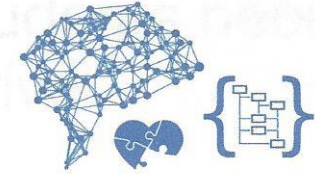
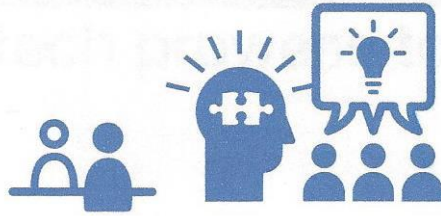
Key skill needed in the future workforce



Competences that make the difference between innovative professionals & others







Top 10 skills

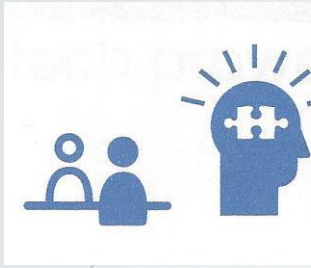
In 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment & Decision Making
9. Active Listening
10. Creativity

In 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment & Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

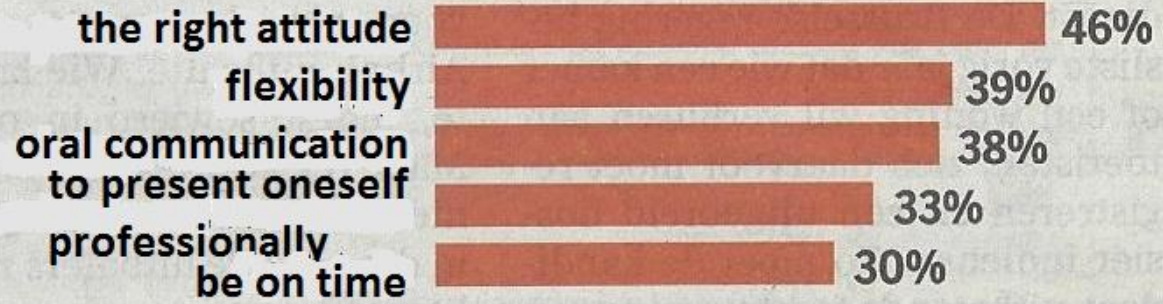
Source:
Future of
Jobs
Report
(2017)



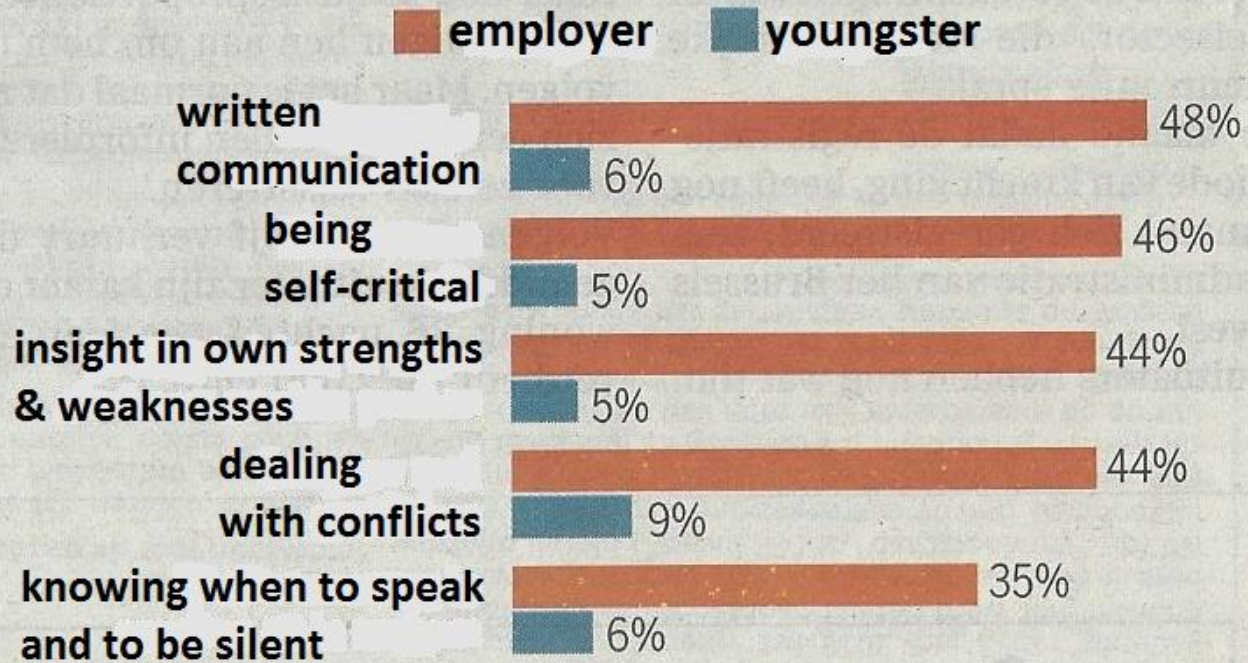
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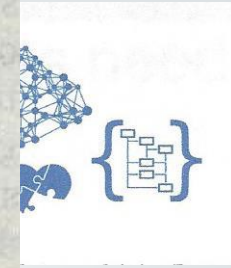
Top 5 reasons not to be selected because of soft skills



Top 5 skills on which the meanings of youngsters and employers are most divided



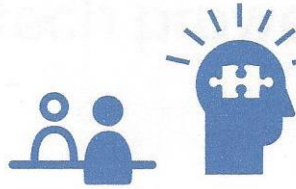
Os or competences?



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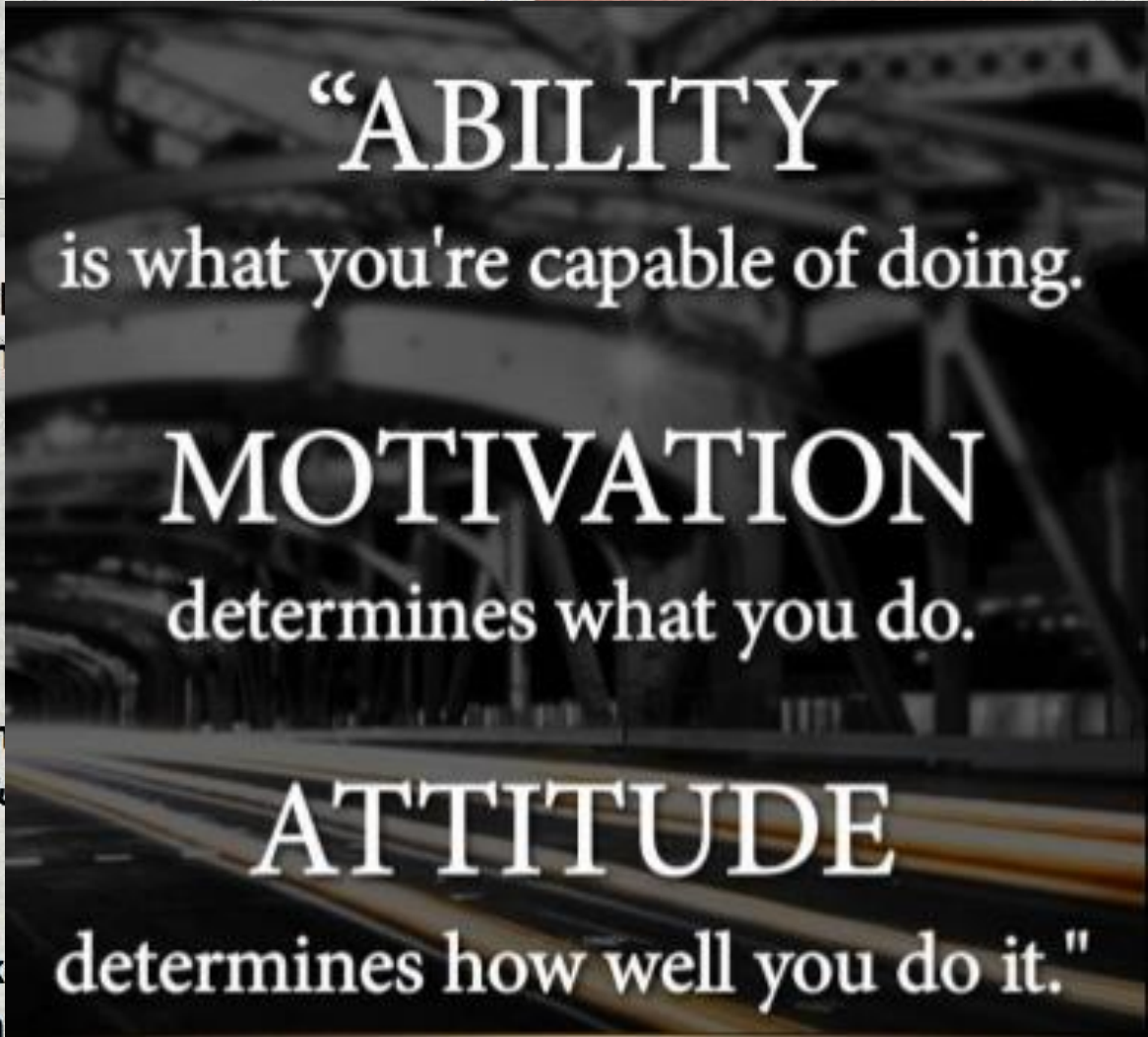




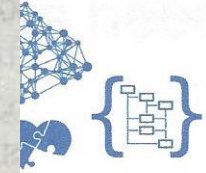
In 20

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Top 5 reasons not to be selected because of soft skills



Os or competences?



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“In a world with a surfeit of AI and machine learning, human values such as common sense and empathy will be scarce.”

Satya Nadella, CEO Microsoft, Davos 2017

“American College students showed a 48% decrease in emphatic concern and a 34% drop in their ability to see other people’s perspectives.”

Sara Konrath (2017), Michigan University

m
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Democracy and Human Rights

▶▶ START WITH US ◀◀

Council of Europe
Charter on Education
for Democratic Citizenship
and Human Rights Education

CHARTER
for **ALL**

- 7. Higher education
Member states should promote, with due respect for the principle of academic freedom, the inclusion of education for democratic citizenship and human rights education in HEIs, in particular for future education professionals.
- 12. Research

Democracy and Human Rights

▶▶ START WITH US ◀◀

Council of Europe
Charter on Education
for Democratic Citizenship
and Human Rights Education

CHARTER
for **ALL**

▶▶ Guidelines for Educators ◀◀



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'This book is like *How to Win Friends and Influence People* – only better suited for today's world' *Adam Grant, author of Give and Take and Originals*

Democr
Human



▶▶ START

Council of Europe
Charter on Education
for Democratic Citizen
and Human Rights Edu

7. Higher education
Member states should
respect for the princ
freedom, the inclusi
democratic citizen
education in HEIs, in
education professio

12. Research

the ART of PEOPLE

The 11 simple 
people skills that
will get you
everything you want 

DAVE KERPEN
THE NEW YORK TIMES BESTSELLING AUTHOR

acy and Human Rights

START WITH US <<

pe
ation
Citizenship
nts Education

CHARTER
for ALL

elines for Educators <<

- ✓ Understanding Yourself & Understanding People
- ✓ Meeting the Right People
- ✓ Reading People (by listening with your ears and eyes!)
- ✓ Connecting with People (online & off-line)
- ✓ Influencing People
- ✓ Changing People's Minds

the ART of PEOPLE

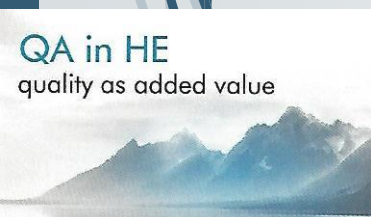
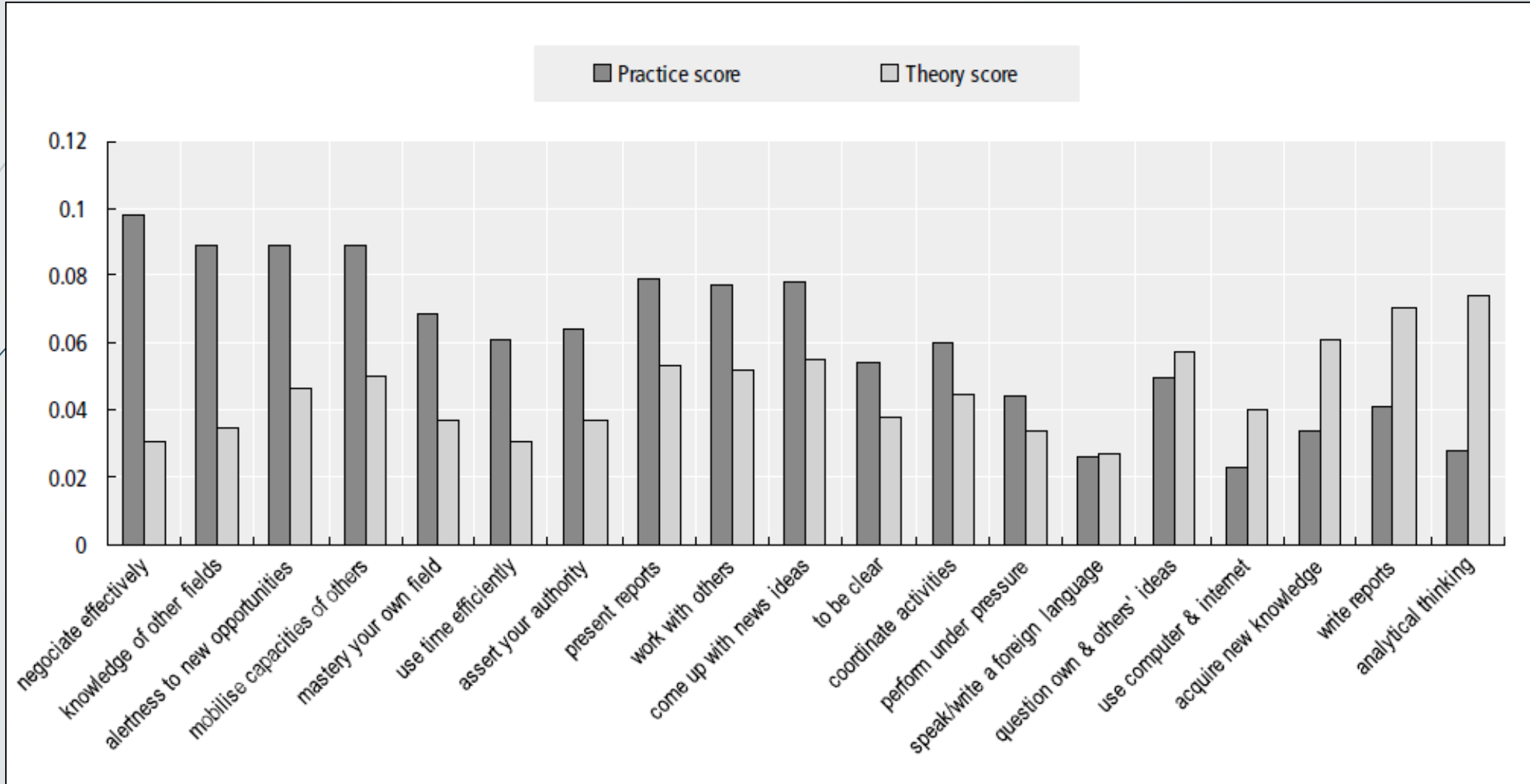
The 11 simple
people skills that
will get you
everything you want

DAVE KERPEN

THE NEW YORK TIMES BESTSELLING AUTHOR

- ✓ Teaching People (by coaching as a model and learning yourself)
- ✓ Leading People (by serving them)
- ✓ Resolving Conflict with People
- ✓ Inspiring People
- ✓ Keeping People Happy

Innovative teaching & learning processes

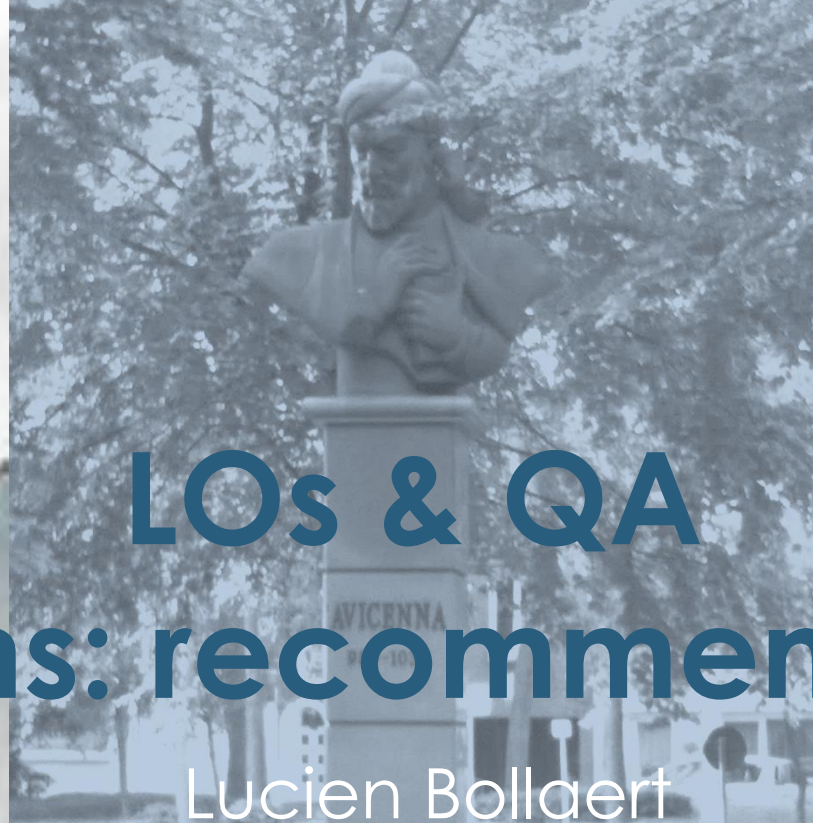


ESG Standard I.3 :

Student-centred Learning, Teaching and Assessment

agreed & proposed by
E4+ (incl. EUA, EURASHE
& EI)
+ eventually all ministers

“**Institutions** should ensure that the programmes are **delivered** in a way that **encourages students** to take an active role in creating the learning process, and that the **assessment of students** reflects this approach.”



LOs & QA

Conclusions: recommendations (4)

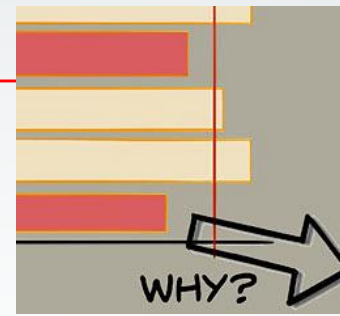
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- Why do we need quality (assurance) management?
- Why do we want quality?
- Why are we in (higher) education?
- Why do we want a better society?
- Why do we need a better world?
- Why do we want a better life?
- Why do we exist? What is the added value we provide to life on the world?

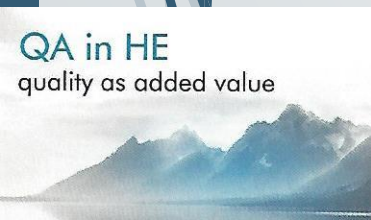
In a **changing world** characterized by ...

- Globalization of economy & society;
- Climate change;
- Informatics turning into 'internet in internet' automatization & robots ...
- ... making use of big data;
- Technological innovation;
- Demographic changes turning the population older;
- A widening gap between rich & poor;
- The need of transferable competences for future jobs we don't know yet;
- International tensions causing massive immigration;
- Changing (social) communication, values and beliefs.

How does the world look like in 2030?

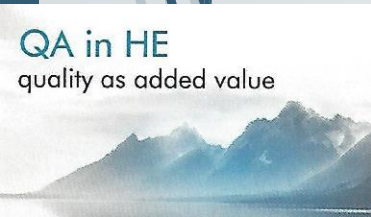
(Between 3 disasters & 2 utopia)

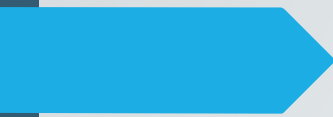
- **Automation** (computers & robots) & ageing : no new jobs
- **Climate change & hunger** : new conflicts
- **Financial (bank) crisis (bis)** : local economy vs protectionism
- **Sustainability, ecological engineering, cybersecurity** : new high-education jobs
- **Creative society** : new, local, ecological balance between (part-time) work & life



Challenges of HE in EHEA

- ✓ DIVERSITY in (historical & national) context, in vision & mission, in strategy, in teaching & research, in practice & culture **vs globalisation of knowledge society**;
- ✓ In majority PUBLIC, but with fixed 3 means of income: state/region + tuition + contracts (in competition) **vs prolonged crisis & lump sum**;
- ✓ Academic AUTONOMY **vs NATIONAL** policy;
- ✓ National external quality (EQA) system inspired by **revised** ESG and swinging to institutional level;
- ✓ STAKEHOLDER MODEL, internal (students & staff), external (society, employers, parents, ...) **vs world of work**;
- ✓ Teaching & research & social impact **vs learning & co-creation**;
- ✓ Democratically elected leadership with “blended” new public management **vs CEO directives**;
- ✓ In need of new “transversal” competences **vs immediate employment**;
- ✓ With student-centred learning strategies & processes **vs massification of HE and exponential growth of knowledge**;
- ✓ Equal opportunities based on talents **vs selection for excellence**;
- ✓ Underpinned by a culture of shared values & beliefs **vs rankings**:
 - individual development **to citizenship**,
 - key role in human, social and economic development **via innovation**;
 - knowledge **co-creation & sharing**;





WHAT IS THE PURPOSE OF THE AUDIT?

Evaluate quality work of the HEIs against European standards

Evaluate, if the continuous development of HEIs is enhanced by their own quality evaluations

Encourage internationalisation, experimenting and a creative atmosphere at HEIs

Accumulate open and transparent information on quality work at Finnish HEIs

Student-centred approach

A student-centred HEI enables flexible study paths and supports students' well-being, development of their competences and internationalisation opportunities.

Societal impact

The HEI is strongly integrated in the society from regional councils to start-up companies. The information produced in research, the arts and development work renews the society in various ways, creates well-being and supports Finland's possibilities to be successful in solving future challenges.



Benchlearning

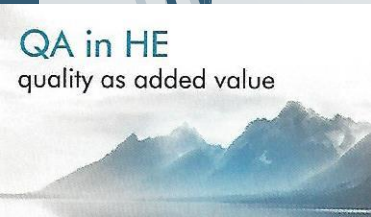
The HEI learns from the good practices of other HEIs and organisations. The HEI selects a target and a partner for benchlearning.

Open information to support the development of HEIs

The digital platform makes the audit more transparent, interactive and the results easier to use. This promotes participatory and open quality culture.

The FINEEC Quality Label is a sign of a learning HEI that creates competence, impact, renewal, development and promotes well-being.

The new Quality Label for Excellence is awarded to an HEI as a recognition of exceptionally impactful development work.



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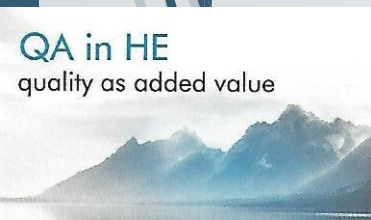
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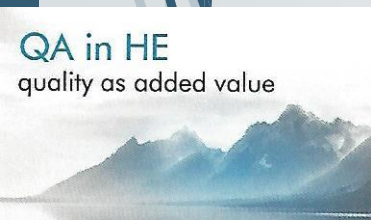
Towards a qualitative HE system: ARE WE READY?

- ➔ Become part of the European Higher Education Area (EHEA) by...
- ➔ Gathering information on HE (implementation report)
- ➔ Implementing 3-cycle structure (Ba – Ma – PhD)
- ➔ Developing a national QF linked to the international ones
- ➔ Implementing ECTS in the HEIs
- ➔ Based on challenging Learning Outcomes linked to the national QF
- ➔ Combining discipline and transversal competences of the 21st century
- ➔ And teaching, learning and assessing them in and by a co-creative community
- ➔ fit for the global dimension and international education



The future QA: ARE WE READY?

- ▶ to focus on the contextual quality of learning, teaching, and assessing, and not (only) on the QA system, which is only just a tool
- ▶ Use the difference between the LOs of the incoming students and those graduating (= achieved LOs) as qualitative indicators of quality in your QA
- ▶ from study programme to institutional level becoming owner of your own IQA & EQA on programme level
- ▶ with a vision of global co-creative community with all stakeholders: education – (applied) research – impact to society (from local to global)
- ▶ starting from a new mission translated in (strategic) policy
- ▶ student-centred learning = co-creation of learning (revised ESG)
- ▶ learning outcomes: 21st century competences really achieved | LLL | social relevance – employability
- ▶ fit for the global dimension and international education



“ If we teach today as we taught yesterday,
then we rob our children of tomorrow. ”

John Dewey / www.geckoandfly.com



**LOs & QA
THANKS
Q & A**

Lucien Bollaert

Independent international QA expert

Seminar: LO: tools & approaches for improving
qualifications frameworks in (Uzbek) HE

15 November 2017

Tashkent