

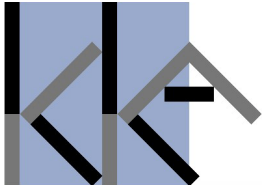
**eLearning and Virtual University Initiatives in the
EHEA - future perspectives and quality
management
University of Helsinki 20 June 2005**

**Towards a coherent national quality assurance
in higher education**

Ossi Tuomi

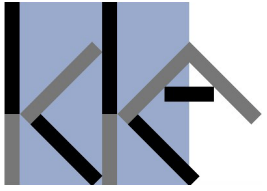
Secretary General

FINHEEC (www.kka.fi)



Types of FINHEEC evaluations

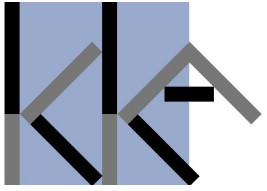
Type of evaluation	Evaluations conducted in 1996-2003	Forthcoming evaluations in 2004-2007
Institutional evaluations	<ul style="list-style-type: none"> - 20 evaluations of universities - 4 evaluations of polytechnics - 16 quality audits of polytechnics - follow-up evaluations 	<ul style="list-style-type: none"> - evaluation of quality assurance systems
Accreditation-like evaluations	<ul style="list-style-type: none"> - 66 initial evaluations of polytechnics - 77 accreditations of professional courses 	<ul style="list-style-type: none"> - accreditation of professional courses
Subject evaluations	<ul style="list-style-type: none"> - 11 evaluations 	<ul style="list-style-type: none"> - in selected subjects - more responsibility on institutions themselves
Policy or other thematic evaluations	<ul style="list-style-type: none"> - 5 evaluations 	<ul style="list-style-type: none"> - in selected themes
Selection of centres of excellence	<ul style="list-style-type: none"> - 10 evaluations 	<ul style="list-style-type: none"> - selection of centres of excellence



Berlin Communiqué

The Ministers agree that by 2005 national quality assurance systems should include:

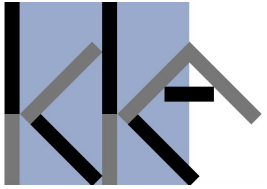
- A definition of the responsibilities of the bodies and institutions involved.
- Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results.
- A system of accreditation, certification or comparable procedures.
- International participation, co-operation and networking.



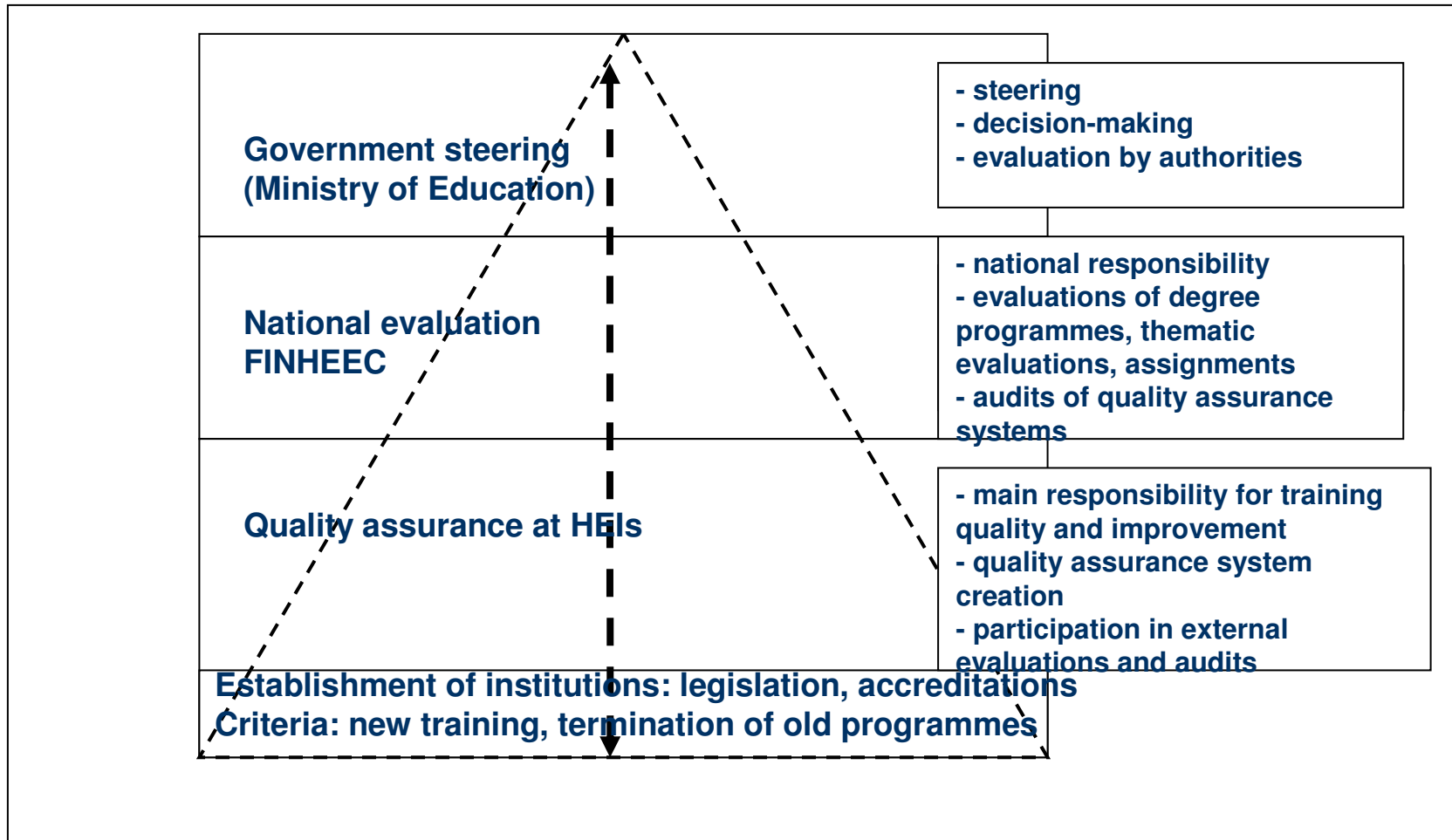
Bergen Communiqué

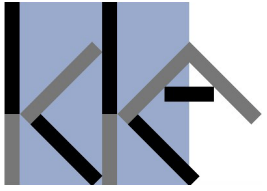
- European Standards and Guidelines for QA in the EHEA
- Register of external QA agencies operating in Europe

<http://www.enqa.net/files/ENQA%20Bergen%20Report.pdf>



Responsibilities of the bodies and institutions

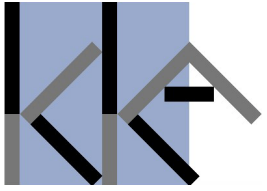




European Standards and Guidelines for QA in the EHEA

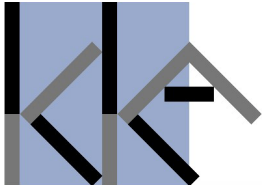
- Internal QA within HEIs
- External QA in HE
- External QA Agencies

<http://www.enqa.net/files/ENQA%20Bergen%20Report.pdf>



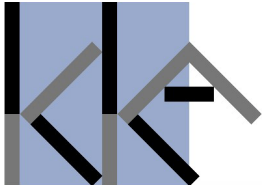
Internal QA within HEIs

- Policy and procedures for QA
- Approval, monitoring and periodic review of programmes and awards
- Assessment of students
- QA of teaching staff
- Learning resources and student support
- Information systems
- Public information



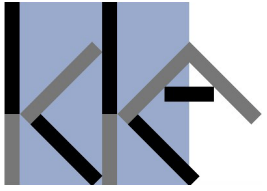
External QA in HE

- Use of internal QA procedures
- Development of external QA processes
- Criteria for decisions
- Processes fit for purpose
- Reporting
- Follow-up procedures
- Periodic reviews
- System-wide analysis



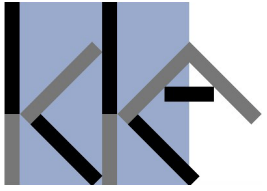
External QA Agencies

- Use of external QA procedures for HE
- Official status
- Activities on a regular basis
- Resources
- Mission statement
- Independence
- External QA criteria and processes used by QAAs
- Accountability procedures



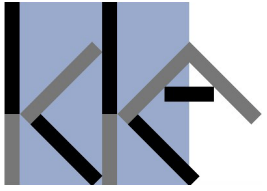
Coherent national QA in HE

- = Berlin Communiqué + European Standards implemented
- => Quality Audits



Planning process of audits

- 2003-04 Working group on quality assurance (MinEdu)
members representing MinEdu, FINHEEC, HEIs and students
- spring 2004 Comments from the HEIs and stakeholders
the general attitude towards proposals was very positive
- autumn 2004 FINHEEC set up an expert group to plan the
audit procedure
- spring 2005 Piloting the audit model with two polytechnics
Methodological development of audits
Seminars for HEI and student representatives
- autumn 2005 Expanding the audit procedure

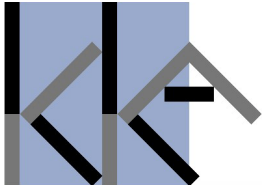


Auditing targets

Auditing is targeted at the HEI's quality assurance system, which the HEI has drawn up in accordance with its own premises and goals.

The levels of evaluation are:

- Quality assurance system as a whole
 - Integrating the quality assurance system into the main tasks, strategic planning, resourcing and management.
- Quality assurance for the main processes of the HEI
 - The primary target of the auditing is quality assurance for degree-oriented education. Quality assurance for research and development work, social interaction and regional development work will be emphasised according to the goals and needs of the HEI.



Auditing targets and criteria

Quality assurance system as a whole

Comprehensiveness

Effectiveness

Openness and
communicability
(transparency)

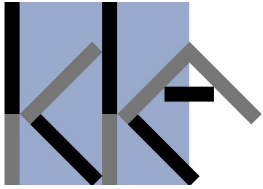


Quality assurance for the main processes

Comprehensiveness

Effectiveness

Openness and
communicability
(transparency)



Auditing targets and criteria: The quality assurance system as a whole

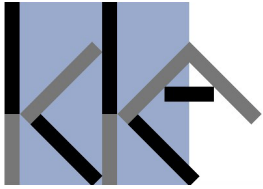
Comprehensiveness

1. Links between the total quality assurance structure and its parts

- What kind of elements does the quality assurance system include? Does the system cover all key functions?
- How are the parts connected? Do the links between quality assurance for degree education and for other activities benefit the development of education quality?
- Has a standard system description been created based on documentation relating to quality assurance?

2. The integration of the system into HEI's operations, objectives, strategic planning, results monitoring, resourcing and management

- How is the quality assurance system integrated into HEI's operations?
- How are HEI's objectives recognised in the construction of the quality assurance system?
- What kind of link exists between quality assurance activities and strategic planning?
- How is results monitoring linked to the activity of the total quality assurance system?
- What kind of link exists between the quality assurance system and decisions concerning resourcing?
- How is the quality assurance system used as a management tool?



Auditing targets and criteria: The quality assurance system as a whole

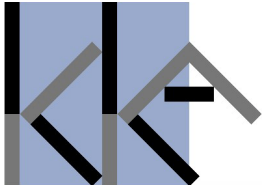
Effectiveness

3. Monitoring, evaluation and continuing development of quality assurance system activity

- What is the overall impression of the HEI's management personnel, staff and students regarding the operation and effect of the system?
- How is the system activity monitored and developed?

4. The use of information produced by the system as a tool for management, results monitoring and operational development

- How is the information produced by the system used in management, results monitoring and development? What evidence exists concerning the use of this information?



Targets and criteria of auditing: The quality assurance system as a whole Openness and communicability (transparency)

5. The level of activity of the HEI in transmitting information on quality assurance in the university and to national and international partners and interest groups

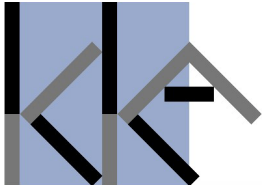
- How is information on quality assurance transmitted to members of the HEI community and external partners and interest groups?
- How active and purposeful is the communication?

6. The relevance and availability of the information produced by the system from the viewpoint of the HEI departments and partners and interest groups

- How is the relevance of the information produced by the system considered in the planning of quality assurance system activity from the viewpoint of those within the HEI?
- How is the relevance of the information produced by the system considered in the planning of quality assurance system activity from the viewpoint of partners and external interest groups?

7. Demonstrating to partners the quality and continuing development of HEI activity

- How can the HEI demonstrate to partners the quality of its activity through the quality assurance system?



Auditing Targets and criteria: Quality assurance for the main processes

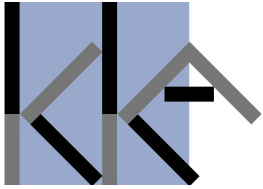
Comprehensiveness

8. Defining and documenting the functions, participants and responsibilities of the quality assurance system, and organisation at different levels of the HEI.

- How is quality assurance activity organised at different levels of the HEI?
- How are functions, participants and responsibilities defined and documented?

9. The participation of members of the HEI community and external interest groups in quality assurance.

- How do the different members of the HEI community participate in quality assurance? How is their participation supported?
- What kind of role do external interest groups have in quality assurance system activity?



Auditing targets and criteria: Quality assurance for the main processes Effectiveness

10. The achievement of targets set by the quality assurance system (target-orientated activity)

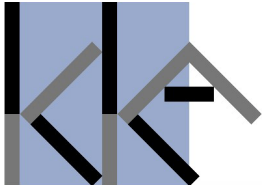
- Does the quality assurance system function in accordance with these set targets?

11. Efficiency of the quality assurance system's operating methods and structures enabling the monitoring of quality and development and change.

- How can sub-standard quality be identified through the quality assurance system?
- How does the quality assurance system support operational development?
- What kind of operating methods and structures enabling change are contained in the quality assurance system?

12. The use of information produced by the system as a tool in the quality control and development of basic tasks.

- How is information produced by the quality assurance system used as a tool in the quality control and development of basic tasks? What evidence of this exists?

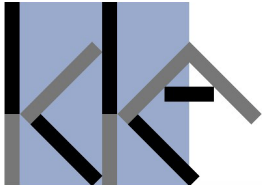


Auditing targets and criteria: Quality assurance for the main processes

Openness and communicability (transparency)

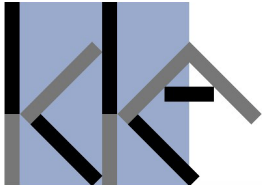
13. Openness and availability of information relating to the quality assurance of the basic tasks of the HEI.

- How and to whom is information relating to the quality assurance of basic tasks transmitted?



Audit schedule

spring-summer 2005	two pilot audits with two polytechnics
autumn 2005	4 audits
2006	4-8 audits
2007	to be decided later



Virtual universities and polytechnics

- FINNHEEC Plan for Action 2004-2007:

"The work to develop virtual universities and polytechnics should be supported through an evaluation implemented towards the end of the planning period (2006)."

