



The future of EHEA – New challenges for quality assurance in higher education

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“The beautiful thing about learning is that no one can take it away from you”

– B. B. KING

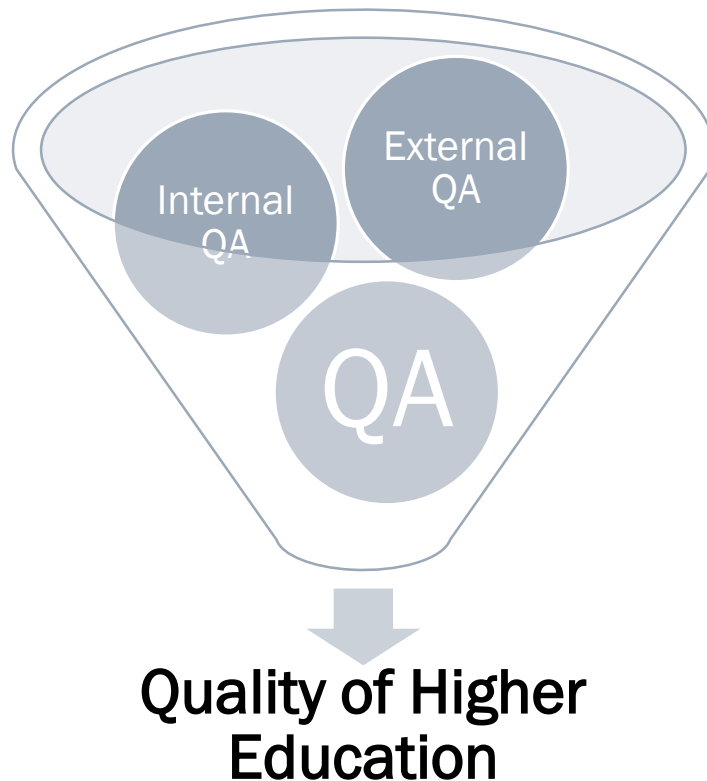
The future of EHEA – New challenges for quality assurance in higher education

1. Why do WE need QA in HE?
2. Who are “WE” and what are “OUR” expectations?
3. Study case – QA in Romania – Challenges
4. Conclusions



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Why do WE need QA in HE?



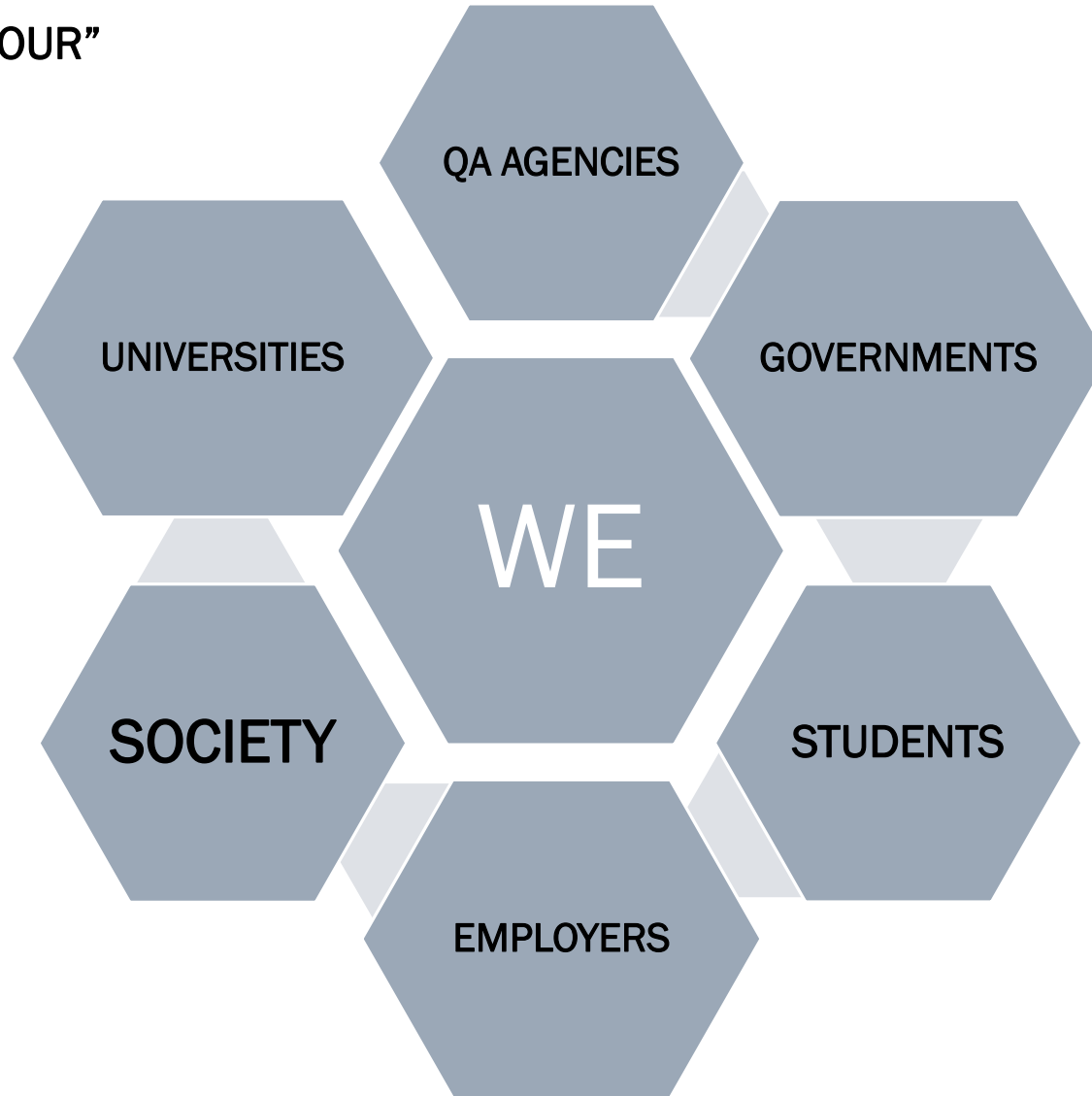
Quality of HE:

- PURPOSEFUL
- EXCEPTIONAL
- TRANSFORMATIVE
- ACCOUNTABLE
- VALUE FOR MONEY

Different “WE” – Different understanding for Quality

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Who are “WE” and what are “OUR” expectations?



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External Quality Assurance processes

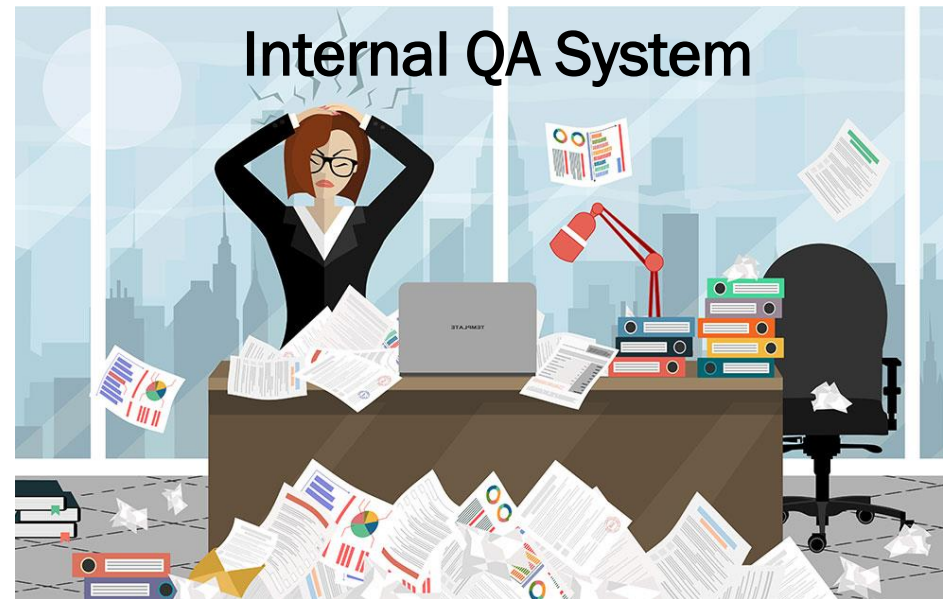
Rankings

Students' needs

Employers' needs

Internal Quality Assurance processes

Mission and values of the University



New challenges in HE: SDG, European Universities etc.

Financial restrictions

SUSTENABILITY

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Bologna Process and QA:

- Bologna Declaration of European education ministers (1999)
 - The Prague Communiqué of European education ministers (2001) regards quality as a major factor in determining the competitiveness and attractiveness of European higher education
 - Berlin (2003)
 - Bergen (2005) - the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) were adopted
 - London (2007) - it was decided the creation of the European Quality Assurance Register (EQAR)
 - Leuven/Louvain-la-Neuve (2009)
 - Bucharest (2012)
 - Yerevan (2015)
 - the revised European Standards and Guidelines were adopted
 - the European Approach for Quality Assurance of Joint Programmes was adopted as a policy measure
 - Paris (2018) - QA - key in developing mutual trust as well as increasing mobility and fair recognition
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- ENQA - the European Association for Quality Assurance in Higher Education was set up in 2000
 - EQAR - the European Quality Assurance Register was operational in 2008

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QA Assurance in Romania

- 1993 - the National Council for Academic Evaluation and Accreditation (CNEAA) - accreditation of bachelor programmes and universities
- 2005 - the Romanian Agency for Quality Assurance in Higher Education (ARACIS)
 - *following quality standards, test the abilities of the education providers to meet the expectations of the beneficiaries;*
 - *contribute to the development of an institutional culture of the quality of higher education;*
 - *ensure the protection of the direct beneficiaries of higher education study programmes by producing and disseminating systematic, coherent and credible, publicly accessible information about the quality of education;*
 - *propose to the Ministry of National Education strategies and policies for permanent improvement of the quality of higher education, in close correlation with the pre-university education*
- 2005 - the principle of internal quality assurance - setting up internal commissions

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LEGISLATIVE FRAMEWORK:

Law of National Education no. 1/2011 with subsequent amendments

Emergency Ordinance no. 75 of July 12, 2005 on the education quality assurance with subsequent amendments

The External evaluation methodology, standards, reference standards and the list of performance indicators of the Romanian Agency for Quality Assurance in Higher Education – October 2006, December 2017

ARACIS Guidelines for different types of external evaluations

Specific standards for each field of study

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EXTERNAL EVALUATIONS PROVIDED BY ROMANIAN HIGHER EDUCATION SYSTEM:

- Institutional evaluation and accreditation;
- Evaluation and accreditation of bachelor's degree programmes;
- Evaluation and accreditation of master's degree fields of study;
- Evaluation of doctoral schools (ambiguous legislation);
- Evaluation of post-university programmes (ambiguous legislation);
- Evaluation of psycho-pedagogical training programmes for the teaching profession (DPPD);
- Evaluation of preparatory programmes for foreign students;
- Institutional classification;
- Ranking of programmes;
- Evaluation of research;
- Audit of different managerial practices: such as ethics, financing, promotion in the teaching career etc.

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ON PAPER

External QA



Internal QA

REALITY

External QA



Internal QA

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The history of external evaluation of the doctoral schools:

2011 - Law of National Education 1/2011

2011 - By Government Decision, it is established the general framework regarding the organization of the doctoral university studies and criteria, while defining the terms in which they are considered accredited for 5 years after adopting this normative act

2016 - media reacts: a big problem at the level of the higher education system that will be unable to organize doctoral studies

2018 - Order No. 5403/2018 regarding the *Methodology for the evaluation of the doctoral university studies and of the systems of criteria, standards and performance indicators* - before February 15th 2019, the universities must request ARACIS the external evaluation of institutional capacity to organize doctoral studies and of all doctoral schools in the structure

2019 - Order No. 3200/2019 regarding the *Methodology for the evaluation of the doctoral university studies and of the systems of criteria, standards and performance indicators* changes the evaluation methodology and standards; under these new circumstances, the universities have to elaborate new reports by April 5th 2019.

2019 - in March 2019, ARACIS published a Statement: it does not accept the standards proposed by the new Order and, consequently, would not conduct the evaluation process.

2019 – in December 2019 a new extension of the accreditation

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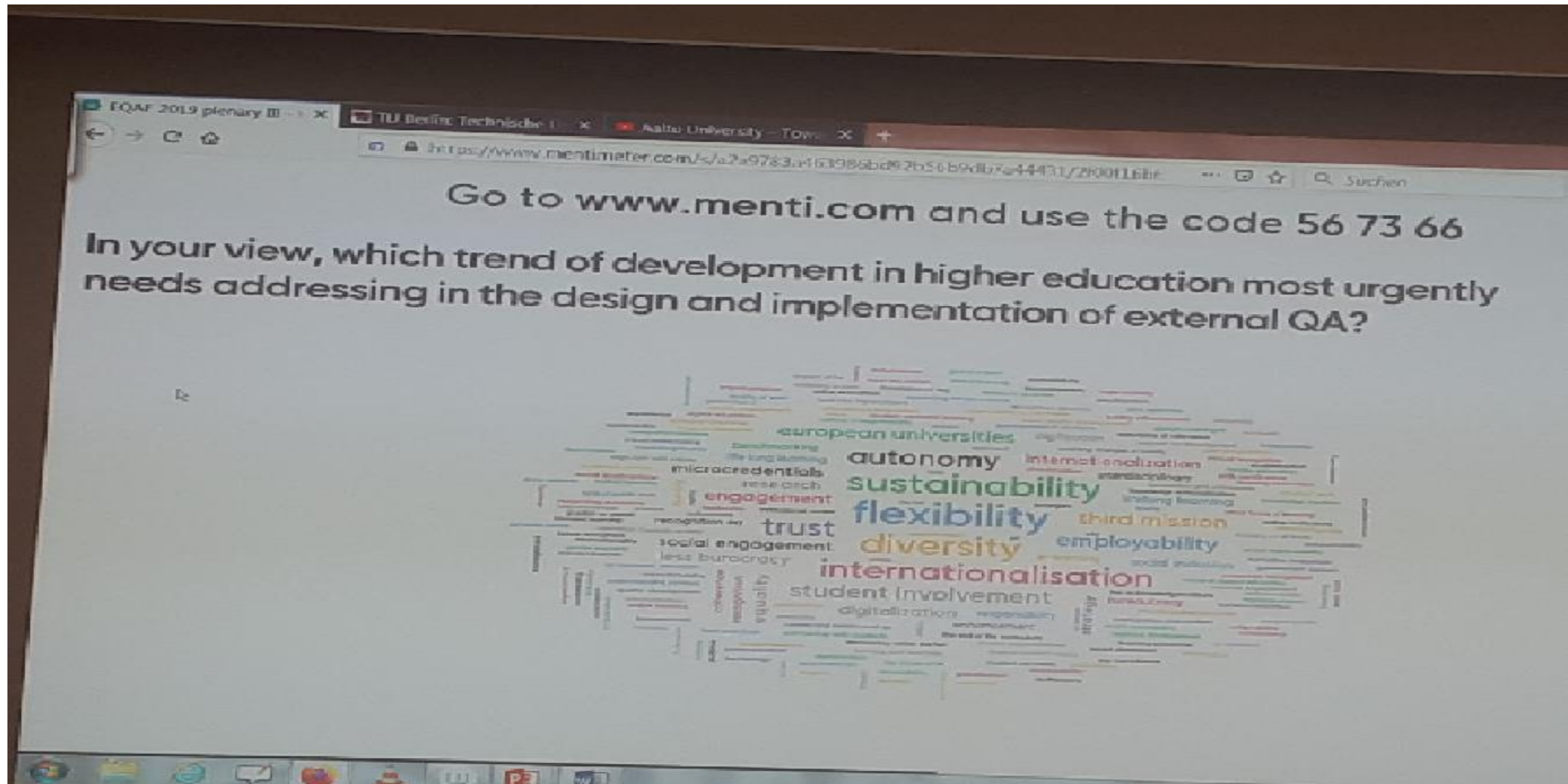
What do the universities percept?

- FRUSTRATION
- BUROCRACY
- IMPREDICTIBILITY
- CONTROL
- NOT SUPPORT FOR IMPROVING

Accreditation, in the sense of evaluating acceptable minimum conditions, not necessarily anchored to NEW CHALLENGES IN HE, remains the main responsibility of the external evaluation.

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What do universities need?



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CONCLUSIONS:

The Romanian external quality assurance system in HE should step out of the routine of recent years, change the paradigm and propose a quality assessment system that will encourage real institutional development according to the mission assumed by each higher education institution.



**THANK YOU
FOR YOUR
ATTENTION**



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