

The role of universities in a Europe of knowledge – *Higher Education*

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A European HE system in transformation

- ✦ Internationalisation and globalisation: from cooperation to competition
- ✦ 'Borderless' higher education: new delivery modes, new providers
- ✦ Differentiation of learners, learning needs and institutions
- ✦ Lifelong learning as new paradigm
- ✦ Liberalisation with or without GATS

Knowledge society

- ✱ expansion of demand, new forms of demand
- ✱ knowledge creation & dissemination
 - ✱ new modes of knowledge production
 - ✱ new modes of knowledge distribution
 - ✱ thus, new expectations and opportunities for Us
- ✱ de-institutionalisation of learning
 - ✱ blurring boundaries between formal, non-formal and informal learning
- ✱ new qualifications and credentials, but also shift to recognition of competencies

Bologna process

- ✦ unparalleled dynamic supported by governments, institutions, students and stakeholders
- ✦ uneven national awareness & implementation
- ✦ Berlin: emphasis put on qa&a was necessary
- ✦ common objectives and benchmarking
- ✦ Bologna now part of EU *acquis communautaire*
- ✦ more steps are necessary to integrate Bologna fully in Lisbon-Barcelona agenda

Need for a European regulatory framework in HE

- ✦ subsidiarity still the guiding concept?
- ✦ Bologna: from ministerial initiative to integrated European approach
- ✦ number of issues cannot be solved at national level alone
 - ✦ licensing of providers
 - ✦ quality assurance / accreditation
 - ✦ qualifications framework
 - ✦ recognition of qualifications

Elements of an agenda

- ✦ licensing of providers
 - ✦ European-wide registration of providers
 - ✦ regulated access of new types of providers
 - ✦ transnational provision: adoption of UNESCO code of good practice
 - ✦ institutions should give full transparency to their status and the academic & professional recognition of their qualifications

Elements of an agenda

- ★ quality assurance and accreditation: the Berlin agenda:
 - ‘common standards, procedures and guidelines’
 - ‘peer-review’ system step towards certification or registration (‘meta-accreditation’) of agencies
 - is ENQA capable of realising this?
 - enormous national variety in qa&a systems but also convergence in methodologies

Elements of an agenda

- ★ different levels of qa&a

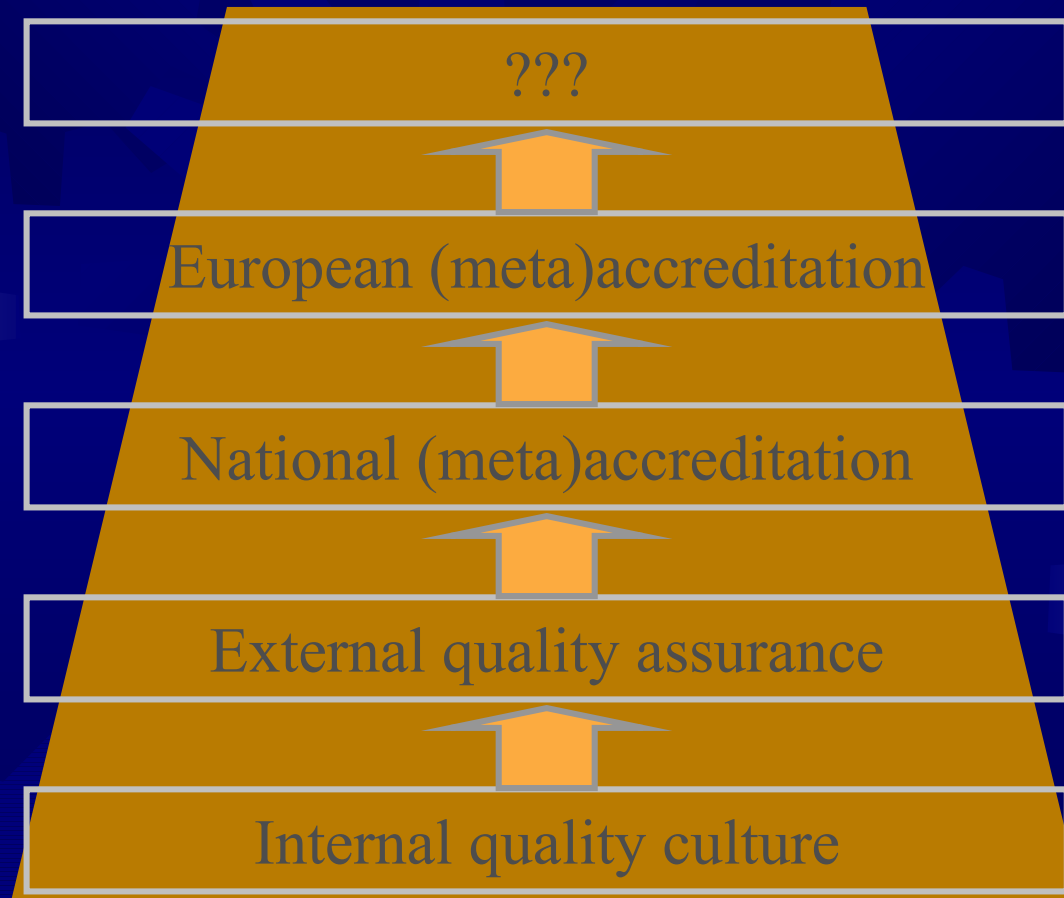
- ★ Institutional: internal QA arrangements

- ★ National: external QA agencies, variety, mixed ownership and legitimacy (state, academia, professions, ...)

- ★ European:

- ★ Trends III: nearly 50% of HEIs favour European accreditation

- ★ Global: European approach could influence global debate



Elements of an agenda

- ★ variety of strategies in qa&a
 - ★ Strengthening institutional quality culture
 - EUA QC project
 - ★ Enhancing convergence to comparable criteria and methodologies
 - ENQA, TEEP, INQAAHE, EUA Code of principles, Berlin
 - ★ Mutual recognition of agencies and outcomes
 - ★ Monitoring (meta-evaluation) of QA
 - ★ real European approach: ECA

Elements of an agenda

☀ main challenges

- ☀ multilateral approach is necessary
- ☀ more work is needed on quality concept (basic quality versus excellence), standards, etc.
- ☀ extension of qa&a to non-traditional delivery modes and providers
- ☀ radical move to outcomes-based qa&a
- ☀ issue of quality burden and cost

Elements of an agenda

- ★ qualifications framework
 - ✿ more work is needed on definition of qualification levels, outcomes, etc.
 - Dublin descriptors
 - Tuning
 - ✿ not only of Ba/Ma degrees, but also of sub-degree qualifications, credits, etc.
 - ✿ for qa&a, credit transfer, recognition of prior learning, lifelong learning, etc.

Elements of an agenda

- ✦ recognition of qualifications
 - ✦ not be very optimistic of automatic progress in recognition because of convergence in qa&a
 - ✦ more and new initiatives are needed
 - ✦ ratification of Lisbon Convention
 - ✦ bilateral mutual recognition agreements
 - ✦ important role of professions in mra's
 - ✦ e.a. Washington Accord
 - ✦ information systems

Elements of an agenda

☀ other challenges

- real integration of lifelong learning paradigm in education mission of universities
- stronger integration of ERA and EHEA