

# KONFERENCJA BOLOŃSKA

## „KRAJOWE RAMY KWALIFIKACJI, A WEWNĘTRZNE SYSTEMY ZAPEWNIANIA JAKOŚCI KSZTAŁCENIA”

*National Qualification Framework and  
internal quality assurances systems*

***Quality Assurance and Good Teaching***  
—  
***what lessons can be learnt by Polish  
HEIs from British experience***

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## ***Why go to 'Outcomes .. ?***

**look at just some of the topics covered !!**

there is, of course:

- **The framework for higher education qualifications**

also of interest to **academics** perhaps

- **the adoption and use of learning outcomes**
- **assessment of students**
- **Learning support resources (including virtual learning environments)**
- **Arrangements for combined, joint and multidisciplinary degree programmes**

perhaps more for **HE administrators (but also academics)**

- **Institutions' frameworks for managing quality and academic standards**
- **Specialist institutions**
- **Programme monitoring arrangements**
- **Arrangements for international students**
- **Student representation and feedback**
- **Institutions' support for widening participation and access to HE**

***AND MANY MORE !!!!***

## what I am going to summarise :

- UK HE .. the national context and its quality assurance framework
- UK HE .. the institutional level – academics and managers
- links to Bologna
- what can Polish HEIs learn from UK ?
  - what has gone OK – even .. quite well !? .. .. and
  - what has NOT ! (please learn from *OUR* mistakes!)
- some time for questions
- and, if there is still some time ..
  - quality assurance and quality enhancement

but *FIRST*

- a few words about the HE ‘context’ ..
  - it is ‘different’ *in* – and *across* - the UK !

**UK HE .. the national context  
and its quality assurance framework**

please remember ..

the **UK perspective on HE is .. 'different'**

**IN THE UK**

NO national degrees ..

HEIs award THEIR own degrees  
and are responsible for them

*a longstanding  
external examiner system*

FORMAL external QA .. since 1960s  
a QA FRAMEWORK since 2000

TODAY –

external institutional evaluation;  
probably changing back to  
more programme evaluation

**IN POLAND**

national / state degrees  
(*programmes regulated  
at national level*)

a general requirement for  
external programme evaluation

introduced more recently

**SAC / PKA + PACs**

programme + HEI evaluation;  
hoping to move to more  
institutional evaluation

## **in UK .. Higher Education is now 'devolved'**

**variations between England, Northern Ireland, Scotland and Wales**

**programmes ... most 3 year in E/WNI (but many 4 years)  
most 4 year in Scotland (a few 3 years)**

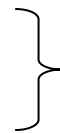
**student fees ... VERY different national arrangements !!**

<b>SIZE</b>	<b>...</b>	<b>England</b>	<b>91 univs</b>	<b>132 HEIs</b>	<b>c1.92million students</b>
		<b>Scotland</b>	<b>15 univs</b>	<b>19 HEIs</b>	<b>c .21million students</b>
		<b>Wales</b>	<b>8 univs</b>	<b>11 HEIs</b>	<b>c .13million students</b>
		<b>N Ireland</b>	<b>2 univs</b>	<b>4 HEIs</b>	<b>c .05million students</b>

**[ the 'private' HE sector in the UK is VERY small ]**

**BUT for**

**Study programme design  
Degree titles**



**ALL universities determine their own  
and responsible for their own**

**HE and its QA are in constant change !  
*EVERYWHERE !!***

*Does anyone ask what 'the silent society' expects of its higher education?*



# the constant state of change !

Emerging general (European) 'pattern' of change ..

1. professional trust
2. calls for greater accountability / 'transparency'
3. universal programme/department level evaluation
4. HUGE increase in 'bureaucracy'  
**but some academics use to real advantage !!**
5. but all gets 'too much' ..  
including reduced benefit to cost ratio
6. institutional level evaluation
7. loss of detailed information on programmes
8. call for re-introduction of programme evaluation
9. back to step 3 !!



# the UK today - quality assurance framework(s)

The QA framework(s) all include ..

- the Academic Infrastructure
- ongoing (structured) internal QA within HEIs
- period evaluation of all HE institutions (audit/review) ... by QAA  
– and of HE delivered in non (UK) HEIs *ditto*
- National Student Survey (NSS)
- HE Statistics + other Teaching Quality Information (TQI)
- programme accreditation when necessary by Professional Bodies

## **the 'Academic Infrastructure'**

shared 'tools' for internal (institutional) and external

**Quality Assurance - UK wide**

**qualifications frameworks** + credit arrangements (ECTS compatible)

generic qualification descriptors (and credit ranges)

agreed with key stakeholders / published by QAA

subject detail .. **Subject Benchmark Statements** ( 70 + )

written by discipline communities / published by QAA

details of individual programmes .. **Programme Specifications**

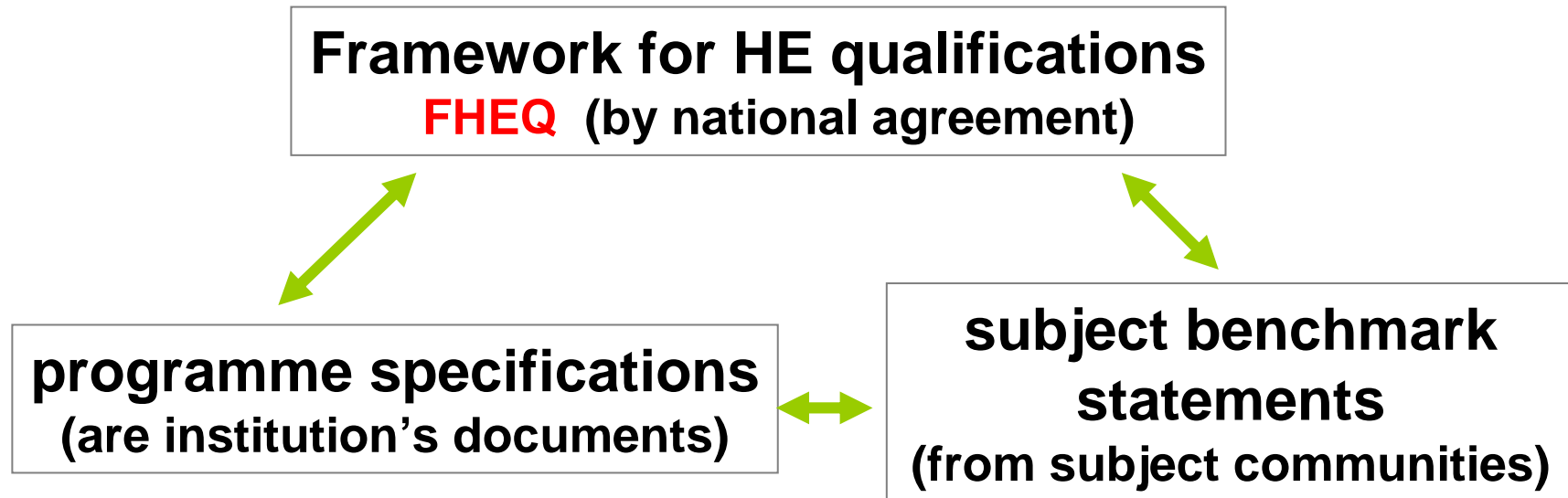
written by academic programme teams / published by HEIs

for HEI's internal quality management .. **A Code of Practice** ..

agreed by HE sector / published by QAA

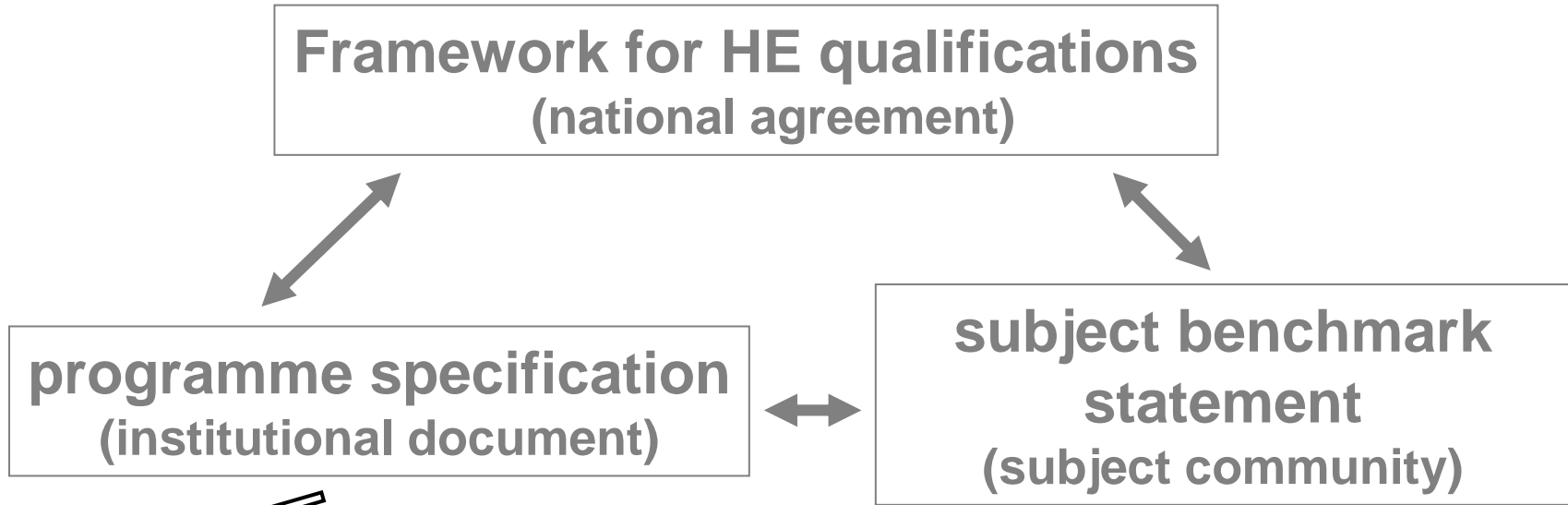
# the Academic Infrastructure: a (shared) quality framework

**'triangulating' academic standards ..**



# the Academic Infrastructure: a (shared) quality framework

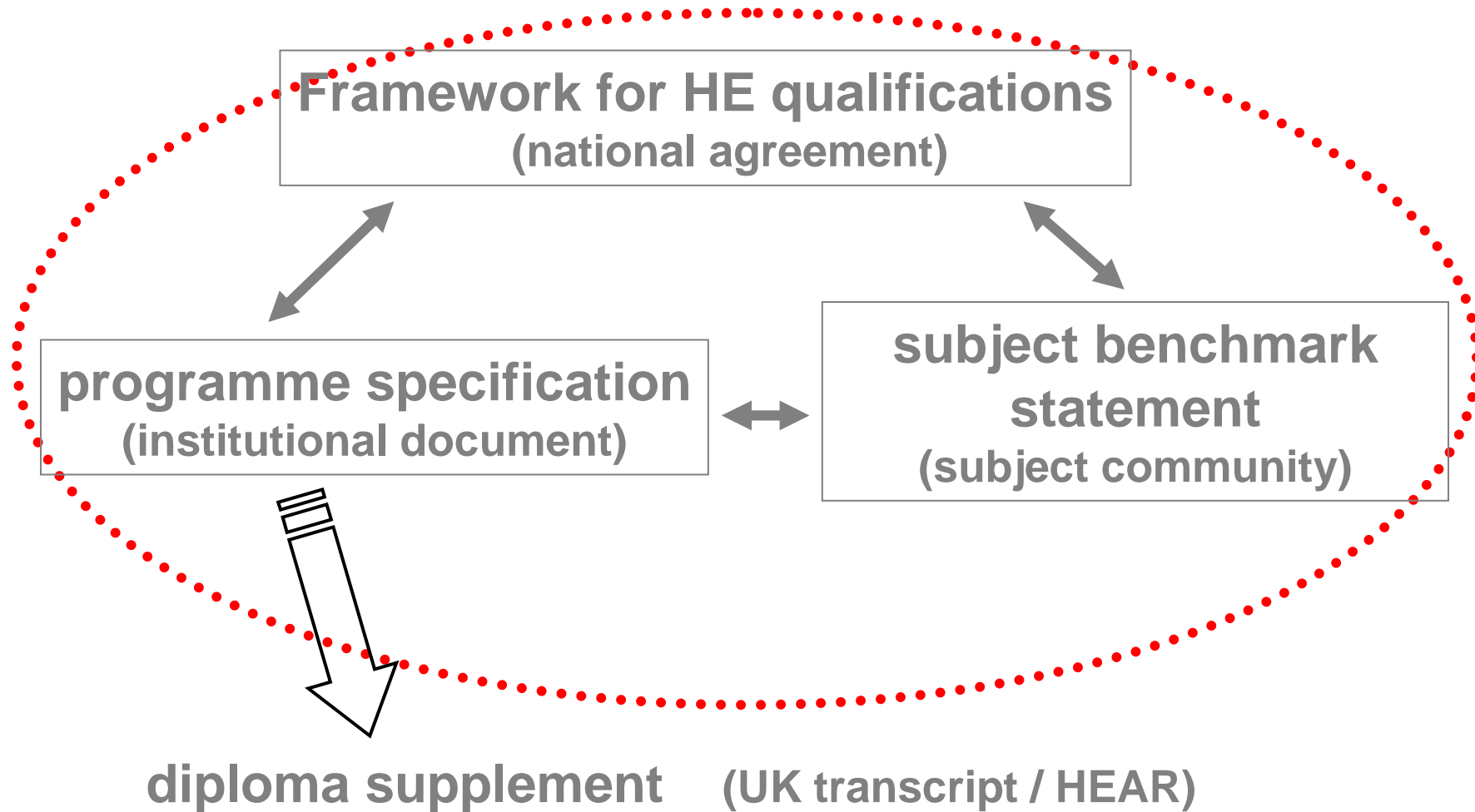
'triangulating' academic standards ..



**and recording each student's achievements**

**diploma supplement (UK transcript / HEAR)**  
**(individual student record)**

**the Academic Infrastructure: a (shared) quality framework**  
**a Code of Practice for HEI's management of programme quality**



# the Code of Practice

[a handbook for internal quality management - in sections

covers key 'steps' in programme/student life) :

- ( 7\*) **Programme design, approval, monitoring and review**
- (10) **Admissions to higher education**
- ( 3) **Students with disabilities**
- ( 2) **Collaborative provision and flexible and distributed learning  
(including e-learning)**
- ( 9) **Placement learning .. including work based learning**
- ( 6) **Assessment of students**
- ( 5) **Academic appeals and student complaints on academic  
matters**
- ( 4) **External examining**
- ( 1) **Postgraduate research programmes**
- ( 8) **Career education, information and guidance**

**Plus ... Accreditation of Prior / Work-based Learning (guidelines)**

(eg 7\* .. section numbers)

## **Quality Assurance for higher education: principles and methodology are the same across the UK**

**Audit / review are primarily interested in making decisions about**

- **the standards of awards (degrees)**
- **the quality of the learning opportunities**

**The methodology involves**

- **use of agreed reference ‘criteria’ (the Academic Infrastructure)**
- **a Self Evaluation Report prepared by the HEI**
- **a site visit by a panel of expert peers (over several days)**
- **a published report**

**but the national *contexts* for QA are different in**

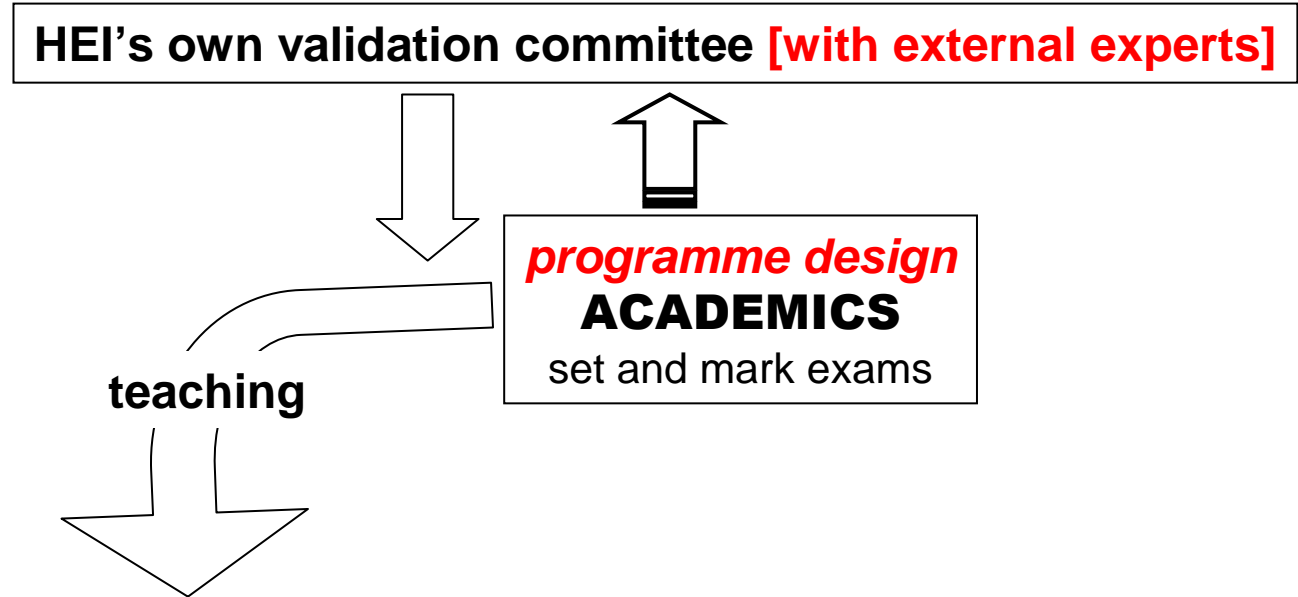
- ***‘balance’ of accountability/assurance and enhancement***  
***“ QA before QE .. except in Scotland ”***



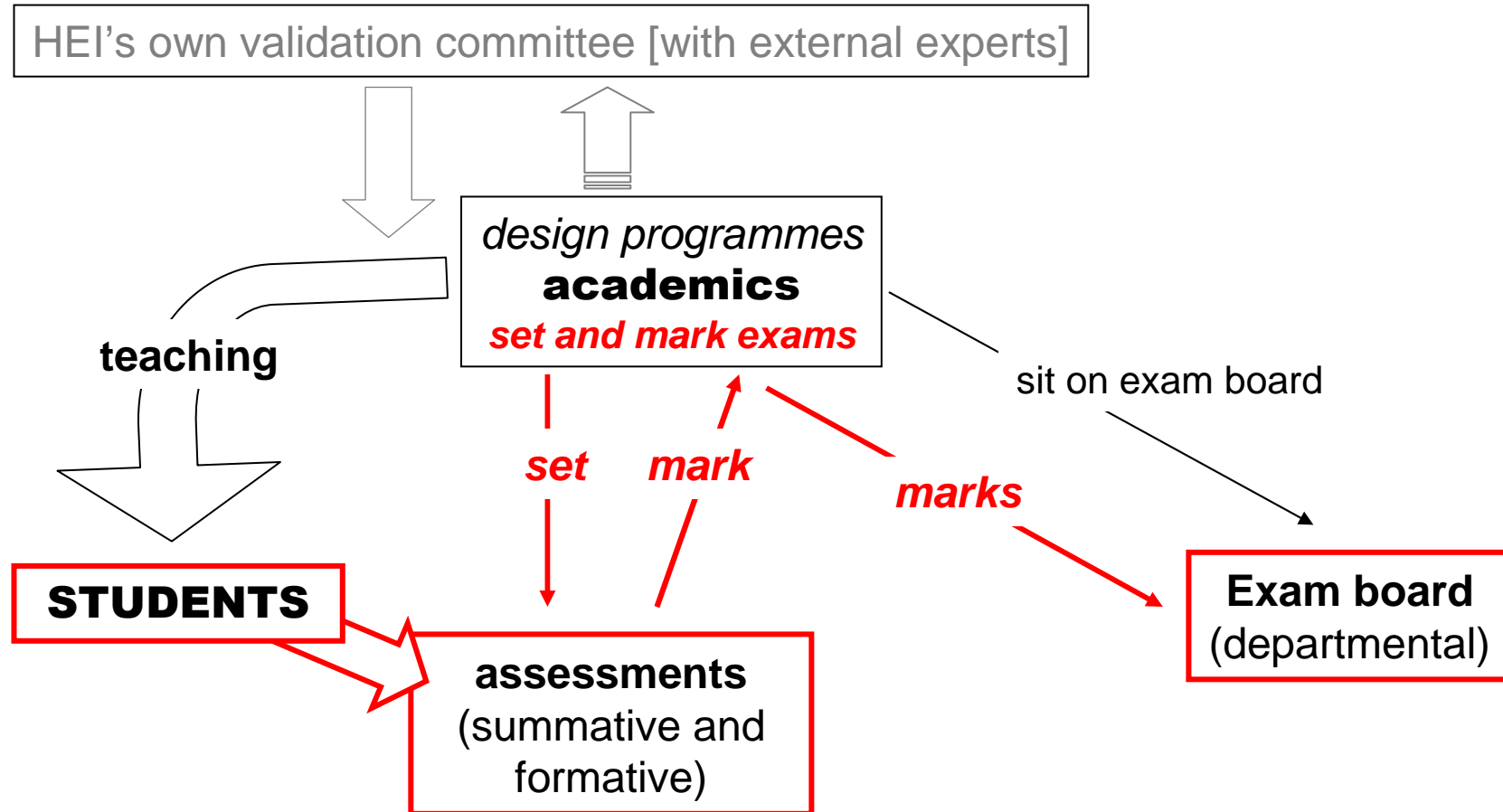
**UK HE .. the institutional level –**

**the roles and relationships between  
academics and students and ‘managers’  
and internal QA systems**

# Programme design and 'internal' validation in UK HEIs



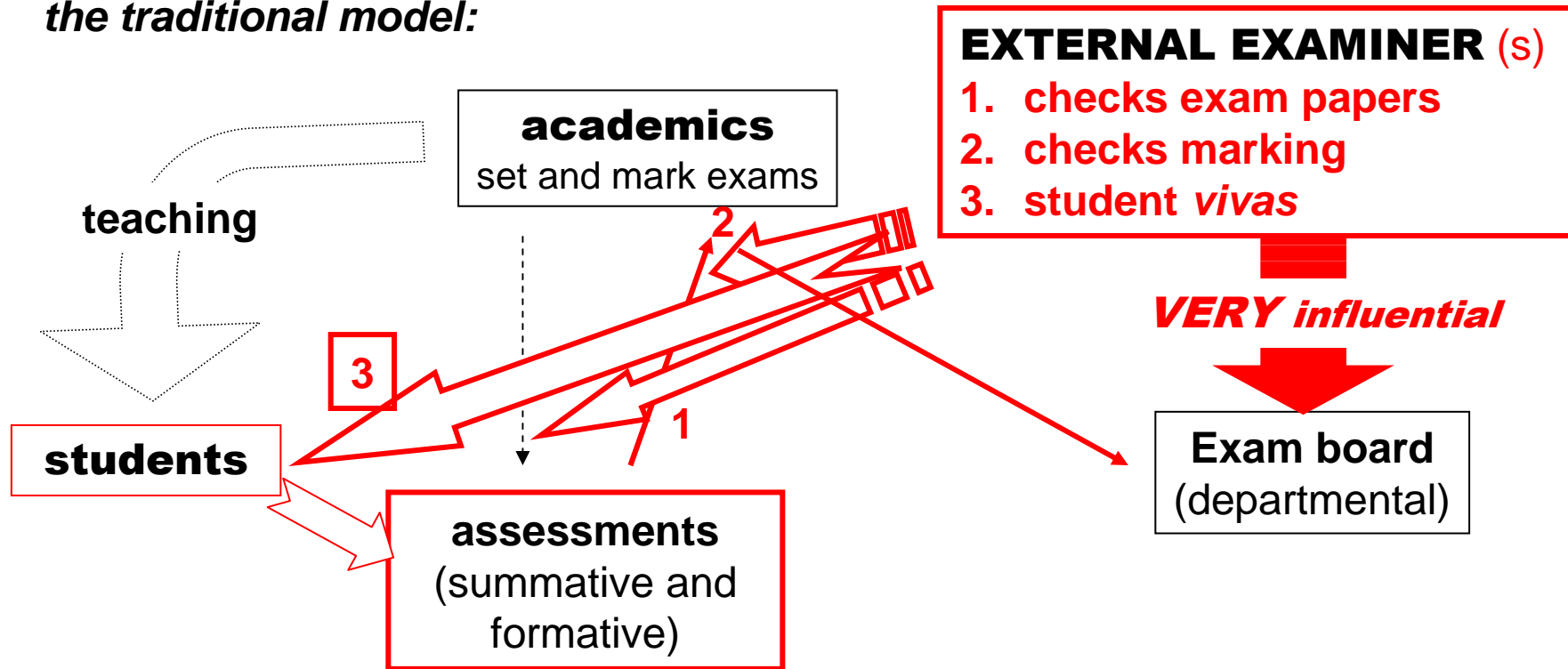
# Programme delivery and student assessment in UK HEIs



# 'externality' in student assessment in UK HEIs

## .. the external examiner system .. 'traditional model'

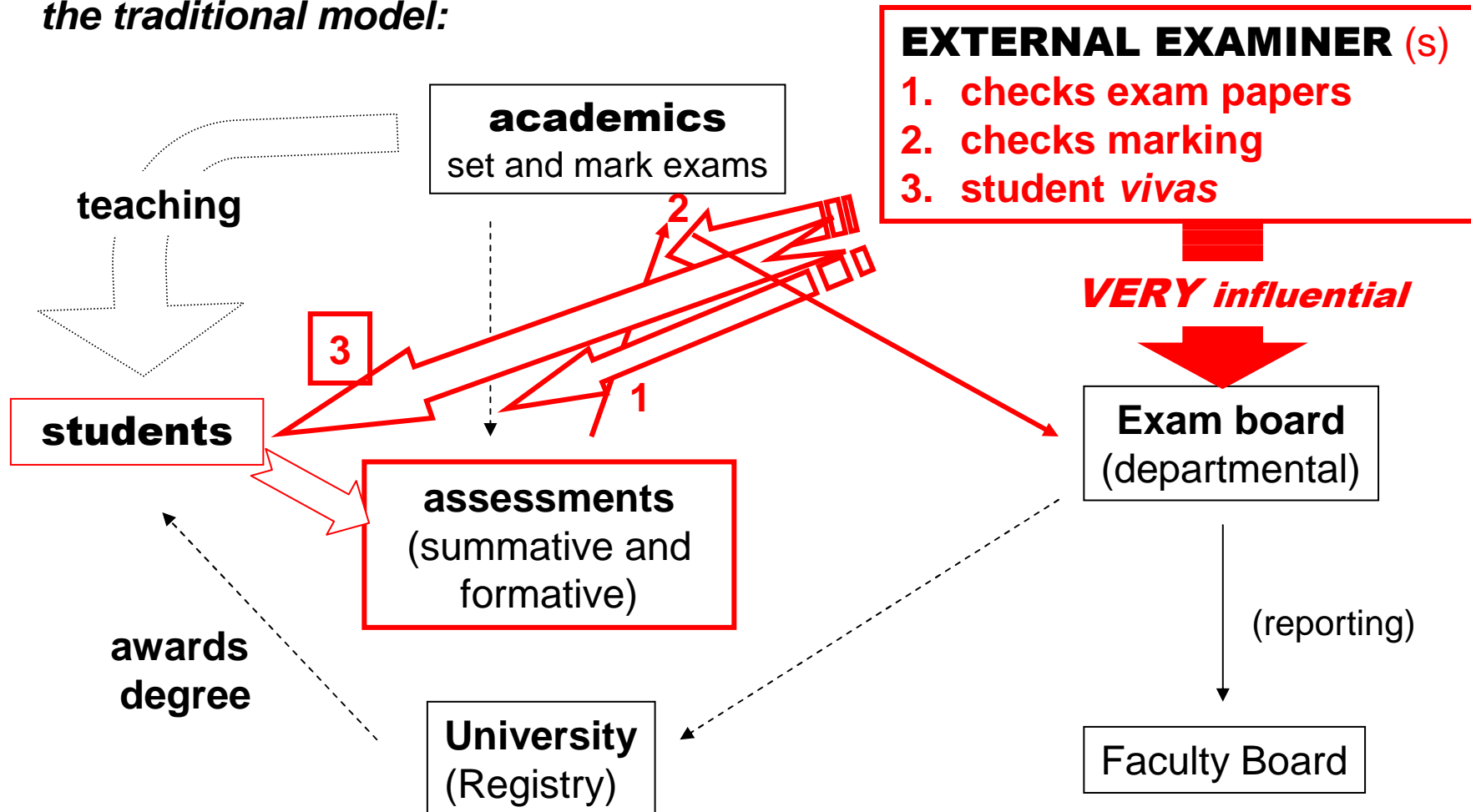
*the traditional model:*



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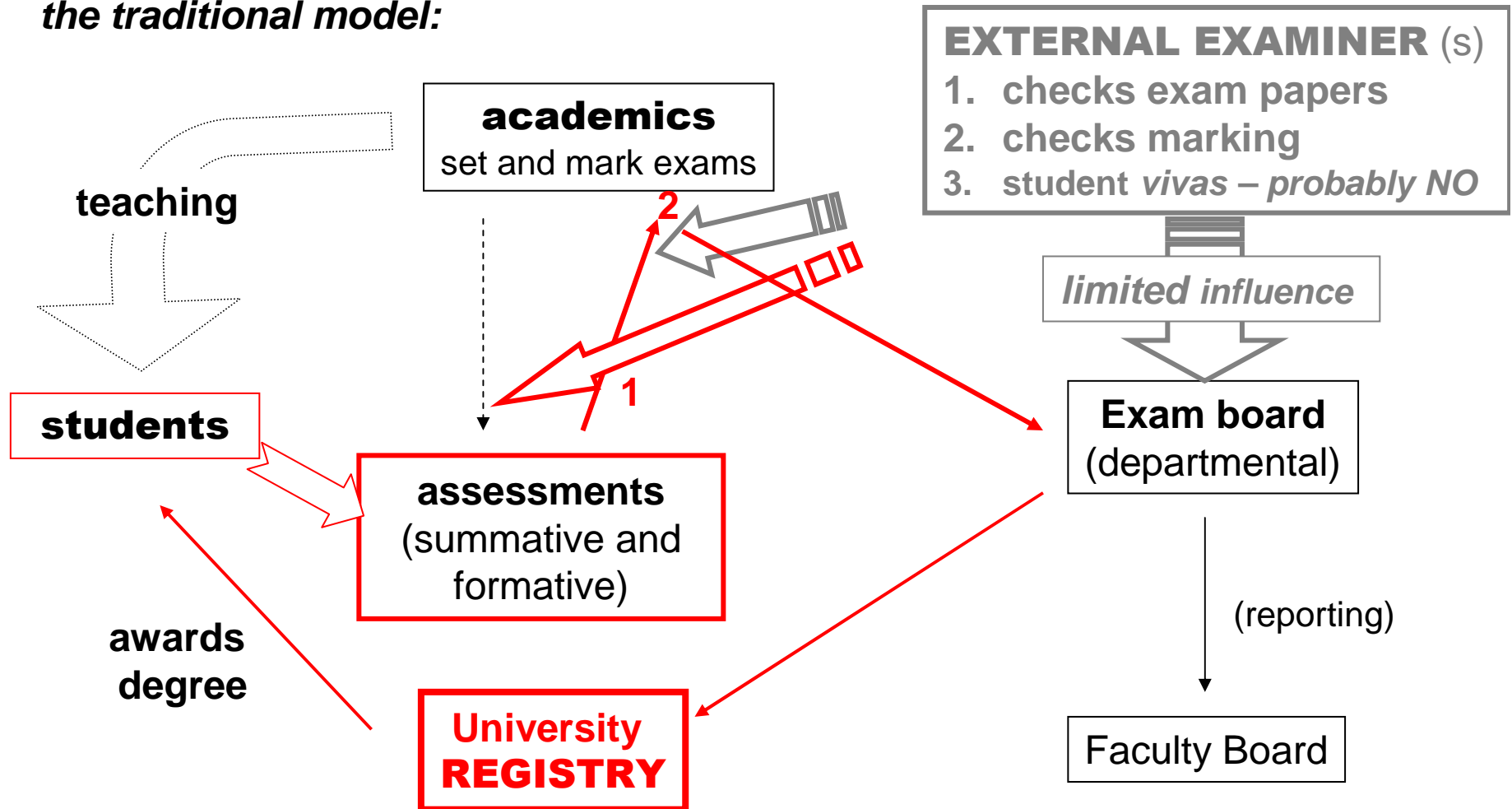
## .. the external examiner system .. 'traditional model'

*the traditional model:*



# 'externality' in student assessment in UK HEIs .. the external examiner system .. 'NEW MANAGERIAL MODEL'

*the traditional model:*



## General trends

increasing external **and internal** 'bureaucratisation'  
has brought tendency to 'manage/control' internal QA ...  
'from the [HEI's] centre'

but different HEIs 'manage/control' in different ways ..  
[ some retain 'collegiality' .. many more go to 'top down control' ]

the principle is .. *'equity for all' (students and staff) ..*

**NOT** the same as *'all must do things in the same way'!!*

# **UK links to Bologna**



**what can Polish HEIs learn from UK ?**

**what has gone OK – even .. quite well !? ..**

**and**

**what has NOT ! (please learn from *OUR* mistakes!)**

# What has gone OK ..

- **the National Qualifications Framework (for HE)**
  - a different ‘subsidiary role’ in UK .. but
  - a **HUGE** impact .. greater ‘clarity’ + ‘innovation’
- **the Subject Benchmark Statements**
  - academic involved in setting (their) standards
    - and the learning outcomes ‘debate’
- Programme specifications
- **The Code of Practice**
  - **HUGE IMPACT** on internal and external QA ‘culture’
- **Bologna**
  - varies ..

# What has not gone so well in the UK

- the National Qualifications Framework **S** (for HE and VET)
  - developed differently and not properly aligned
  - a HUGE waste of opportunity
- the Subject Benchmark Statements
  - even after 10 years some still ‘fear’ a national curriculum ..
- Programme specifications
  - a ‘mixed bag’ .. Lack of clarity about PURPOSE !
- The Code of Practice
  - too much duplication
- Internal and External QA
  - NO AGREED / CONSISTENT CLARITY OF PURPOSE  
!!!!!!!!!!

# ***Quality Assurance and Good Teaching – what lessons can be learnt by Polish HEIs from British experience***

**for academics and for HE administrators ..**

**go to : *'Outcomes from .. institutional audit ..***

**<http://www.qaa.ac.uk/reviews/institutionalAudit/outcomes/default.asp>**

## ***Why go to 'Outcomes from .. ?***

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there is, of course:

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also of interest to academics perhaps

- **the adoption and use of learning outcomes**
- **assessment of students**
- Learning support resources (including virtual learning environments)
- Arrangements for combined, joint and multidisciplinary degree programmes

For administrators

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## issues and questions that won't go away

- who really *needs* (or wants?) what (in terms of QA)?
- comparability & consistency whilst retaining diversity
- balancing costs and benefits
- adding value as well ?
- avoiding complacency but without constant  
(disruptive) change.....
- **QA / QE .. a balance or a conflict ?**
  - and what are we actually looking to ‘enhance’ ?  
(the product? (which is?); the process (which one?))?
  - ‘*horses for courses*’ or ‘*one for all & all for one*’?  
(different bodies doing different jobs, or one doing several?)

## some other useful websites :

### Quality Assurance ..

.. and the Academic Infrastructure  
and audit and review methods

<http://www.qaa.ac.uk>

the National Student Survey

<http://www.thestudentsurvey.com>

<http://www.hefce.ac.uk/Learning/nss/data/2009/>

HE Statistical data and Teaching Quality Information

<http://www.hefce.ac.uk/learning/datacoll>

### QE

UK wide .. Higher Education Academy

<http://hea.ac.uk>

England .. Centres for Excellence in Teaching and Learning

Teaching Fellowships <http://www.hefce.ac.uk/learning/enhance/>

Scotland .. Enhancement Themes

<http://www.enhancementthemes.ac.uk/>

### Student involvement in QA/QE

National Union of Students

<http://www.nus.org.uk/>

Student Participation in Quality Scotland

<http://www.sparqs.ac.uk/>

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# **Quality assurance and quality enhancement**