Wednesday, November 22
Medium
14:00 – 14:40

Educational Challenges in European University Alliances

Ladislav Janíček, Brno University of Technology

a common ground issues of the university alliances cooperation in the field of education

based on a story of the EULIST alliance

Educational Challenges in European University Alliances

Ladislav Janíček
Brno University of Technology
November 22nd, 2023 Brno

trends in european higher education

competitiveness – quality – excellency

- global vs. national, regional and local focus of HE: balancing proportions
- internationalization of HE: EHEA, its competitiveness and attractiveness
- building international collaborative university alliances in Europe
- sustainability and reflection needs of the society – driving forces of HE
- discussions on optimisation of structuring of higher education studies and qualifications (Bologna, Lisbon agreements)
- transferability of achieved learning – ECTS vs. „joint" studies, microcredentials, qualification recognition, creditting
- study profile: profile flexibility, interdisciplinarity, vocational focus…
- new approaches and effects on teaching (blended learning, AI, etc.)
- research, its quality and its link to teaching as a competitive factor
- gender and equal opportunities
- need to deal with growing administration and bureaucracy
- proportion of higher educated population, state and private higher education

global topics, local priorities, needs and approaches to solutions

key issues of alliance cooperation in education

- relevancy of graduate profile and educational needs in the alliance countries
- (in)comparability and recognition of qualifications and qualification transfer
- creditting and credit transferability (ECTS compatibility)
- approving prior learning (APL)
- quality assurance mechanisms and their compatibility:

    structures - standards - procedures - processes

- recognising quality of institutions & programmes:

    evaluation - assessment - validation - certification - accreditation - ranking

- cooperation modes: joint degrees vs. microcredentials – a promising challenge

    distributed delivery - joint accreditation - licencing - franchising

- tuition fees and financial conditions

key issues of alliance cooperation in education

- relevancy of graduate profile and educational needs in the alliance countries
- (in)comparability and recognition of qualifications and qualification transfer
- creditting and credit transferability (ECTS compatibility)
- approving prior learning (APL)
- quality assurance mechanisms and their compatibility:

  structures - standards - procedures - processes
- recognising quality of institutions & programmes:

  evaluation - assessment - validation - certification - accreditation - ranking
- cooperation modes: joint degrees vs. microcredentials – a promising challenge

  distributed delivery - joint accreditation - licencing - franchising
- tuition fees and financial conditions

relevancy of graduate profile and educational needs in the alliance countries

- **relevancy of education and training needs** to the countries' labour market and legislative set-up (e.g. in regulated qualifications)
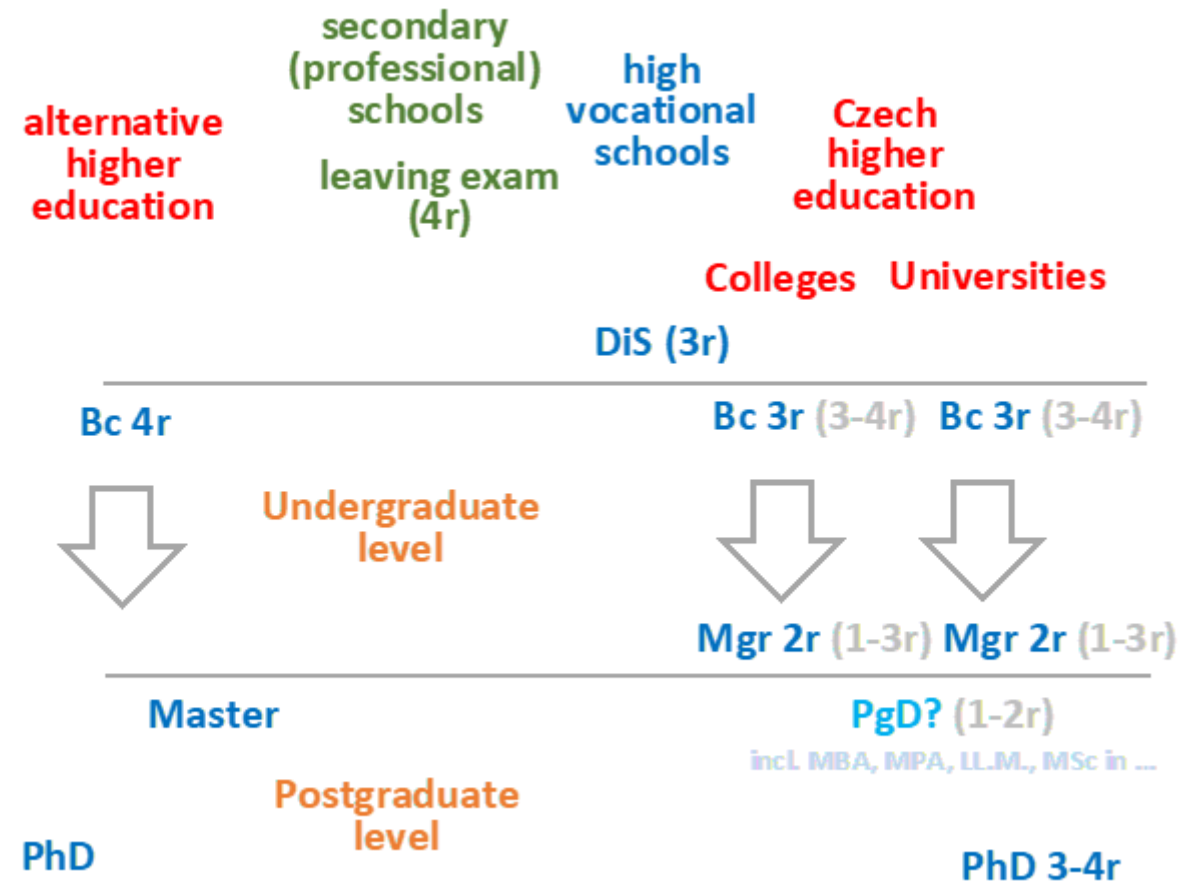- **graduate profile**, in particular on bachelor and master

  undergraduate vs. postgraduate studies: different set-up

    e.g. UK Bc as UG vs. M,
    PhD as PG| CZ Bc,
    Mgr vs. PhD

  academic vs. vocational studies (professional)

    e.g. German universities of applied
    studies, former fachhochschulen

  generalist vs. specialist | knowledge vs. skills

key issues of alliance cooperation in education

- relevancy of graduate profile and educational needs in the alliance countries
- (in)comparability and recognition of qualifications and qualification transfer
- creditting and credit transferability (ECTS compatibility)
- approving prior learning (APL)
- quality assurance mechanisms and their compatibility:

  structures - standards - procedures - processes

- recognising quality of institutions & programmes:

  evaluation - assessment - validation - certification - accreditation - ranking

- cooperation modes: joint degrees vs. microcredentials – a promising challenge

  distributed delivery - joint accreditation - licencing - franchising

- tuition fees and financial conditions

recognition of qualifications and their transfer

- qualification standards and their legislative set up

    e.g. Master vs. Magistr

- educational products and their recognition

    - accredited study programmes

    - continuing profesional development studies

    - joint degrees|double diploma

- foreign qualification standards

    - diplomas & certificates vs. qualifications

    - recognition – nostrification

    defined by an internal regulation

- M.Sc. vs. Mgr. or Ing. (science or engineering)
- MBA vs. Mgr. or Ing. (management)
- LL.M. vs. Mgr. (law)

both MASTERS, but

- achieved in different academic standards for 120 credits for 2 years of study each concluded by the defended final work – e.g. diploma theses
- different eligibility to perform professions in the legislative context
- different recognition and accessibility to continue in the follow-up studies

key issues of alliance cooperation in education

- relevancy of graduate profile and educational needs in the alliance countries
- (in)comparability and recognition of qualifications and qualification transfer
- creditting and credit transferability (ECTS compatibility)
- approving prior learning (APL)
- quality assurance mechanisms and their compatibility:

  structures - standards - procedures - processes
- recognising quality of institutions & programmes:

  evaluation - assessment - validation - certification - accreditation - ranking
- cooperation modes: joint degrees vs. microcredentials – a promising challenge

  distributed delivery - joint accreditation - licencing - franchising
- tuition fees and financial conditions

creditting and credit transfer

- comparability of creditting
  - credit as a student learning workload standard
  - ECTS compatibility
  - recalculation mechanism
- learning outcomes and competence achieved standards
  - per module | subjects
  - per programme
- method of teaching
  - face-to-face – distance - blended
- assessment scales compatibility

defined by an internal regulation

$C = xT + yS + zA$

$x,y,z \in (0 ; 1)$ learning complexity and demand coefficient

T   face-to-face teaching and mentoring hours

S   a self-study learning workload

A   an assessment method learning demand
  - a credit
  - a colloquium
  - a classified credit
  - an examination
  - an assignment or project and its defence

1 ECTS = 28 hours of teaching & learning workload

Creditting and credtit transfer

assesment scale

Mark	%Range	Czech equivalent mark	General Comments
A+	>78%	1+	Outstanding piece of work. Excellent answer. Creative, demonstrating thorough understanding, analysis and judgement. Use of literature to identify appropriate conceptual framework, which are rigorously applied to the task. Detailed conclusions and recommendations support analysis.
A	72-77%	1	
A-	70-71%	1-	
B+	68-69%	2+	Good answer. In depth understanding of salient issues. Free of major omissions which critical review of relevant points. Relevant conceptual frameworks identified and their application is explained and developed into detailed conclusions and recommendations
B	62-67%	2	
B-	60-61%	2-	
C+	58-59%	3+	Satisfactorily answer showing evidence of critical analysis of salient issues and key concepts, with sound conclusions and recommendations
C	52-57%	3	
C-	50-51%	3-	
D+	48-49%	4	Marginal fail. There is no evidence of appropriate and critical analysis of key issues because they are not complete enough to develop full understanding of situation, or develop detailed conclusions and recommendations
D	42-47%		
D-	40-41%		
E	<39%		Fail: work contains errors, omissions or insufficiently expressed ideas and lacks an adequate theoretical and conceptual base.

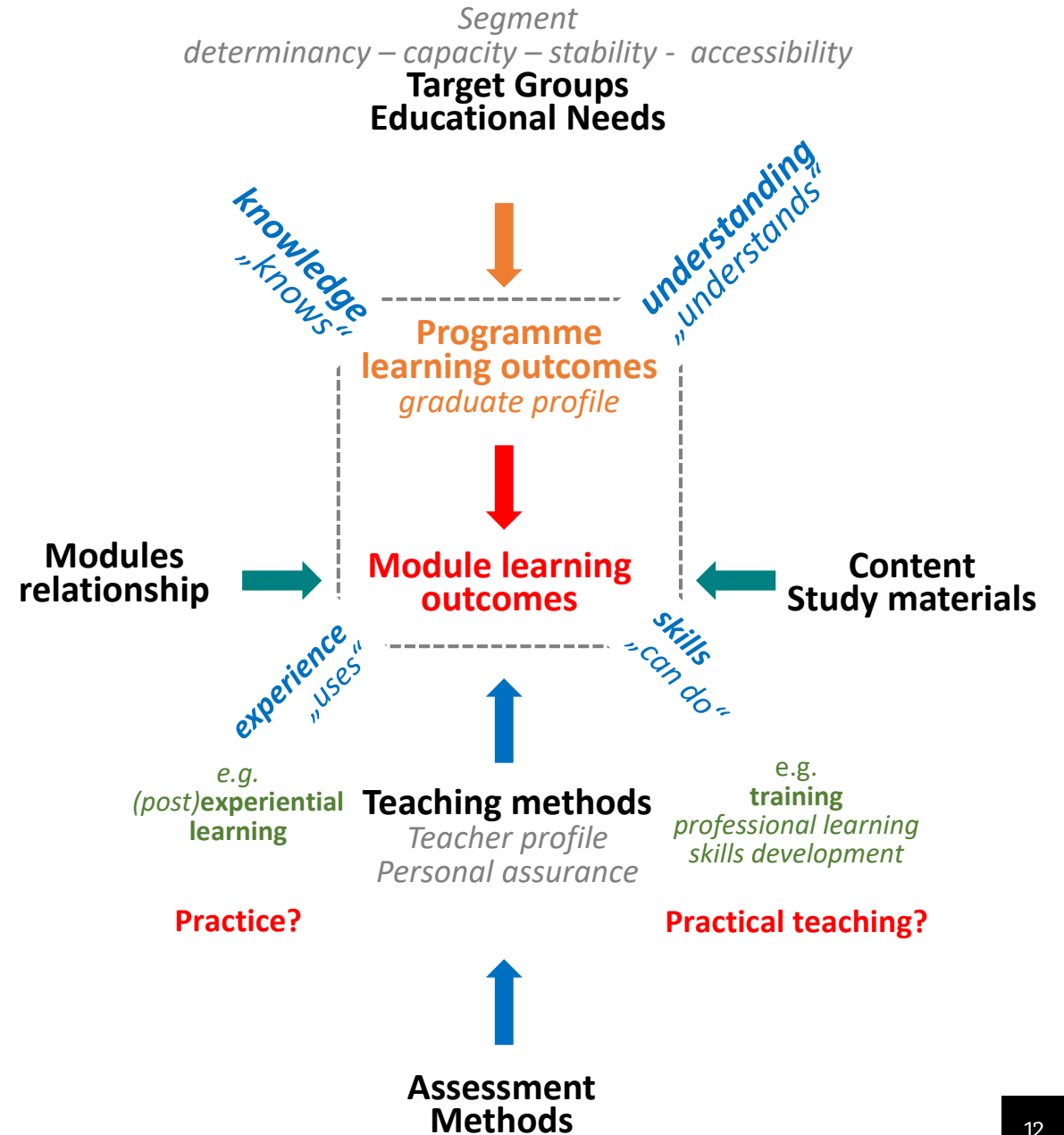# key issues of alliance cooperation in education

- relevancy of graduate profile and educational needs in the alliance countries
- (in)comparability and recognition of qualifications and qualification transfer
- creditting and credit transferability (ECTS compatibility)
- approving prior learning (APL)
- quality assurance mechanisms and their compatibility:

    structures - standards - procedures - processes

- recognising quality of institutions & programmes:

    evaluation - assessment - validation - certification - accreditation - ranking

- cooperation modes: joint degrees vs. microcredentials – a promising challenge

    distributed delivery - joint accreditation - licencing - franchising

- tuition fees and financial conditions

approving prior learning

- APL procedure
- Recognition of prior learning

    - formal

    - non-formal & informal

    i.e. non-formal,

    i.e. learning through programmes

    (challenge-based learning like student

    creative activities) & informal,

    i.e. learning by living in communities)

defined by a specific regulation

key issues of alliance cooperation in education

- relevancy of graduate profile and educational needs in the alliance countries
- (in)comparability and recognition of qualifications and qualification transfer
- creditting and credit transferability (ECTS compatibility)
- approving prior learning (APL)
- quality assurance mechanisms and their compatibility:

  structures - standards - procedures - processes
- recognising quality of institutions & programmes:

  evaluation - assessment - validation - certification - accreditation - ranking
- cooperation modes: joint degrees vs. microcredentials – a promising challenge

  distributed delivery - joint accreditation - licencing - franchising
- tuition fees and financial conditions

quality assurance system

- **quality assurance system** – a critical success factor for mutual understanding
  - credibility
  - transparency
  - comparability
  - competetiveness (positioning)
  - recognition
- **quality assurance and assessment**
  - structures
  - standards
  - procedures
  - processes
- **evaluation process: internal & external**
  - defined by a set of internal regulations
  - = quality handbook

Quality Handbook
17 chpts.
108 reg.

partner-ship requirmnts 10a 5 reg.
9
student engage-ments 8 3 reg.
collabo-rative provisions requirmnts 10b 11 reg.
enabling students dvlp.&achiev 2 2 reg.
academic quality governance 1 4 reg.
guidelns for panel members 7c
validation service requirmnts 10c 12 reg.
under-graduate awards& requirmnts 3 3 reg.
periodic school review 7 5 reg.
placement work-based learning 10d 1 reg.
4
course monit., review.& reporting 6 7 reg.
research degrees 11 2 reg.
course dvlp.& apprvl requirmnts. 5 13 reg.
guidance for DAG – dvlp.&apprvl group 5d
course design 12 2 reg.
irregula-rities & appeals 7 8 reg.
admissions 13 3 reg.
learning & teaching 14 1 reg.
assessment 15 7 reg.
approving prior learning 15c
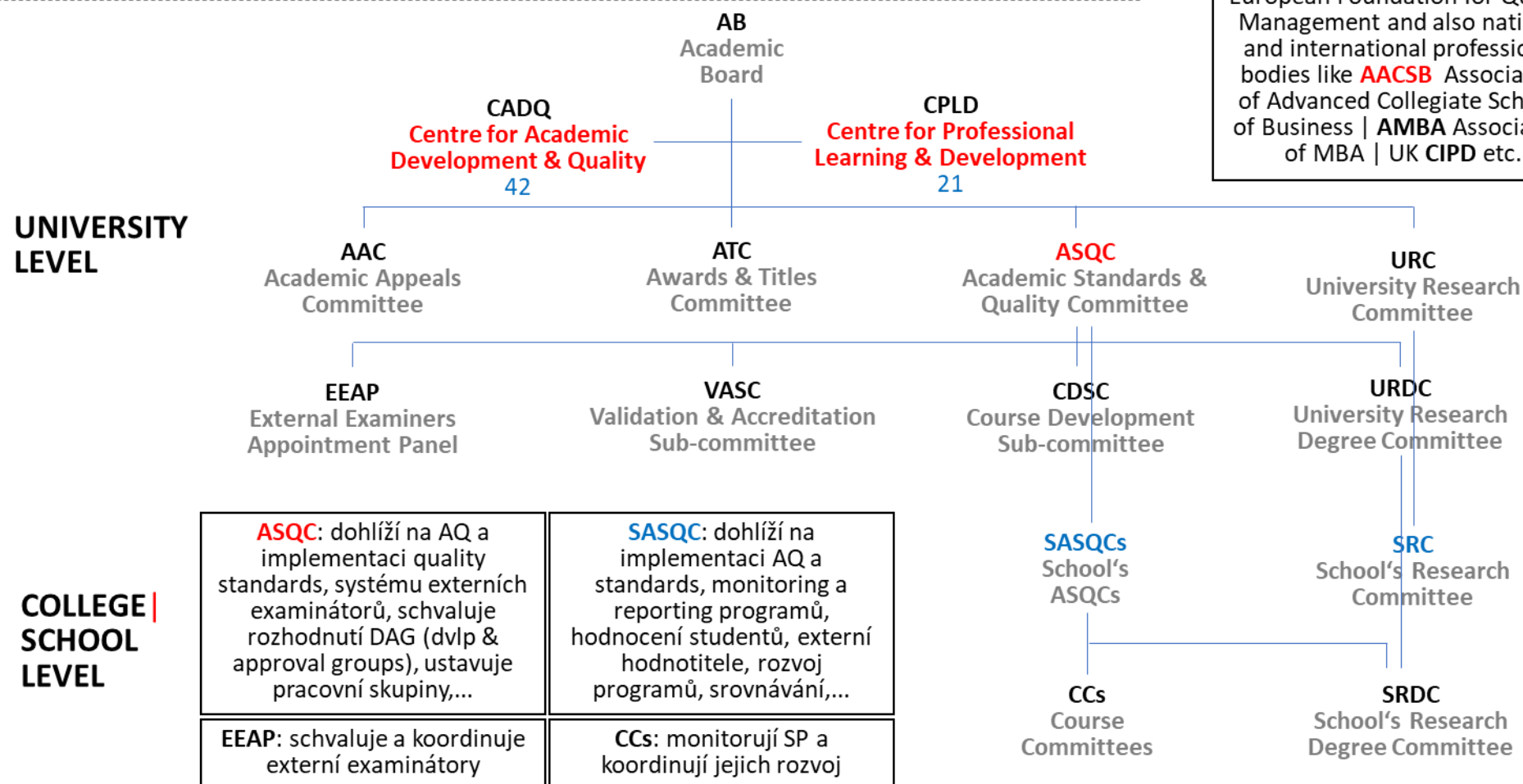board of examiners 15e
common assessment regulations 16 8 reg.

14

quality assurance system

example: qa system in UK

NATIONAL| INTERNATIONAL| PROFESSIONAL LEVEL

QAA| HEFCE | TEF | PSRBs | EU AC | EFQM etc.
plus professional bodies like AACSB | AMBA | CIPD etc.

UK national: QAA Quality Assurance Agency | HEFCE Higher Education Funding Council for England | TEF Teaching Excelence Framework (připojilo se na 130 UK univerzit) plus international: PSRBs Professional Statutory & Regulatory Bodies | EU AC EU Acquis Communautaire, Sec. 18 Eucation & Training | EFQM European Foundation for Quality Management and also national and international professional bodies like AACSB Association of Advanced Collegiate Schools of Business | AMBA Association of MBA | UK CIPD etc.

AB Academic Board

CADQ Centre for Academic Development & Quality 42

CPLD Centre for Professional Learning & Development 21

UNIVERSITY LEVEL

AAC Academic Appeals Committee

ATC Awards & Titles Committee

ASQC Academic Standards & Quality Committee

URC University Research Committee

EEAP External Examiners Appointment Panel

VASC Validation & Accreditation Sub-committee

CDSC Course Development Sub-committee

URDC University Research Degree Committee

COLLEGE| SCHOOL LEVEL

ASQC: dohlíží na AQ a implementaci quality standards, systému externích examinátorů, schvaluje rozhodnutí DAG (dvlp & approval groups), ustavuje pracovní skupiny,...

SASQC: dohlíží na implementaci AQ a standards, monitoring a reporting programů, hodnocení studentů, externí hodnotitele, rozvoj programů, srovnávání,...

SASQCs School's ASQCs

SRC School's Research Committee

EEAP: schvaluje a koordinuje externí examinátory

CCs: monitorují SP a koordinují jejich rozvoj

CCs Course Committees

SRDC School's Research Degree Committee

15

key issues of alliance cooperation in education

- relevancy of graduate profile and educational needs in the alliance countries
- (in)comparability and recognition of qualifications and qualification transfer
- creditting and credit transferability (ECTS compatibility)
- approving prior learning (APL)
- quality assurance mechanisms and their compatibility:

    structures - standards - procedures - processes

- recognising quality of institutions & programmes:

    evaluation - assessment - validation - certification - accreditation - ranking

- cooperation modes: joint degrees vs. microcredentials – a promising challenge

    distributed delivery - joint accreditation - licencing - franchising

- tuition fees and financial conditions

recognising quality of institutions & programmes

- recognising quality for mutual understanding and approving processes

    - evaluation

    - assessment

    - validation

    - certification

    - accreditation

    - ranking

- evaluation methods

    - internal & external incl. peer review

- synchronisation of programmes approving under different QA set up

    - institutional accreditation vs. external accreditation (autonomy vs. dependance)

- question: „European universities" is there a need for standardisation of QA processes on European level (e.g. EUA) or just on the level of a university alliance?
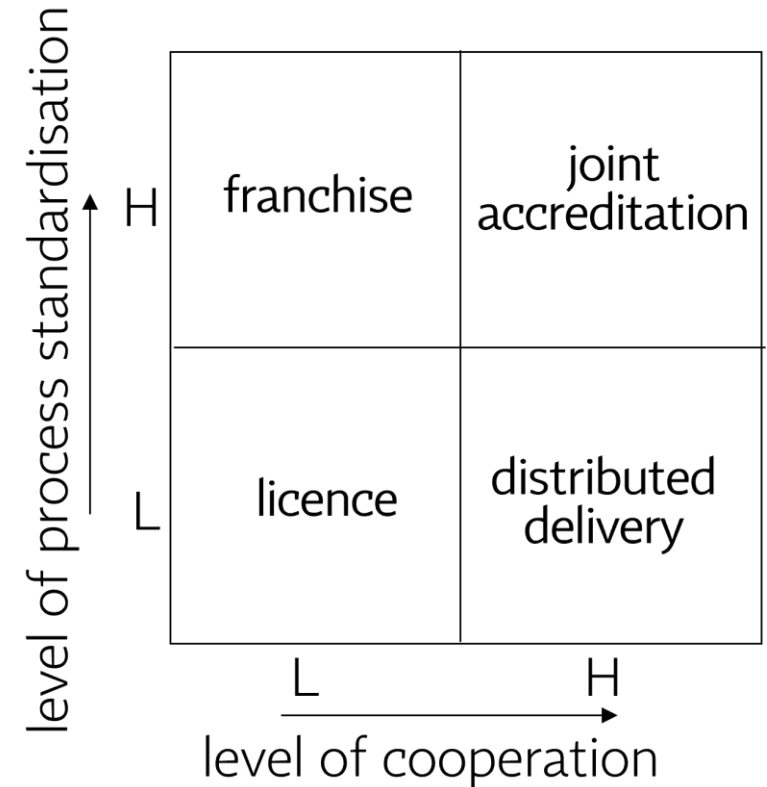
    - standardisation as a coordinating mechanism?

key issues of alliance cooperation in education

- relevancy of graduate profile and educational needs in the alliance countries
- (in)comparability and recognition of qualifications and qualification transfer
- creditting and credit transferability (ECTS compatibility)
- approving prior learning (APL)
- quality assurance mechanisms and their compatibility:

  structures - standards - procedures - processes

- recognising quality of institutions & programmes:

  evaluation - assessment - validation - certification - accreditation - ranking

- cooperation modes: joint degrees vs. microcredentials – a promising challenge

  distributed delivery - joint accreditation - licencing - franchising

- tuition fees and financial conditions

cooperation modes

- level of standardisation processes vs. level of cooperation
  - joint accreditation
  - distributed accreditation
  - licensing
  - franchising
- joint | multiple degrees vs. microcredentials – a promising challenge
  - modular studies
  - flexible qualification profiling and professional development
  - recognition microcredentials in regular studies
- programmes approving processes
  - standardisation of QA processes
  - synchronisation of programme approving (institutional vs. external accreditation)

Is there a need for standardisation of QA processes of European universities as university alliances on a European level? (e.g. EUA)

key issues of alliance cooperation in education

- relevancy of graduate profile and educational needs in the alliance countries
- (in)comparability and recognition of qualifications and qualification transfer
- creditting and credit transferability (ECTS compatibility)
- approving prior learning (APL)
- quality assurance mechanisms and their compatibility:

    structures - standards - procedures - processes

- recognising quality of institutions & programmes:

    evaluation - assessment - validation - certification - accreditation - ranking

- cooperation modes: joint degrees vs. microcredentials – a promising challenge

    distributed delivery - joint accreditation - licencing - franchising

- tuition fees and financial conditions

tuition fees and financial conditions

- different financial conditions for studies
  - tuition fees vs. free studies
  - ERASMUS and other EU programmes to balance cost of studies
- sustainable funding of the management and organisation of the joint educational system
- funding educational programme development life cycle
- funding educational programmes logistics and organisation
  - standardisation of QA processes
  - synchronisation of programme approving (institutional vs. external accreditation)