



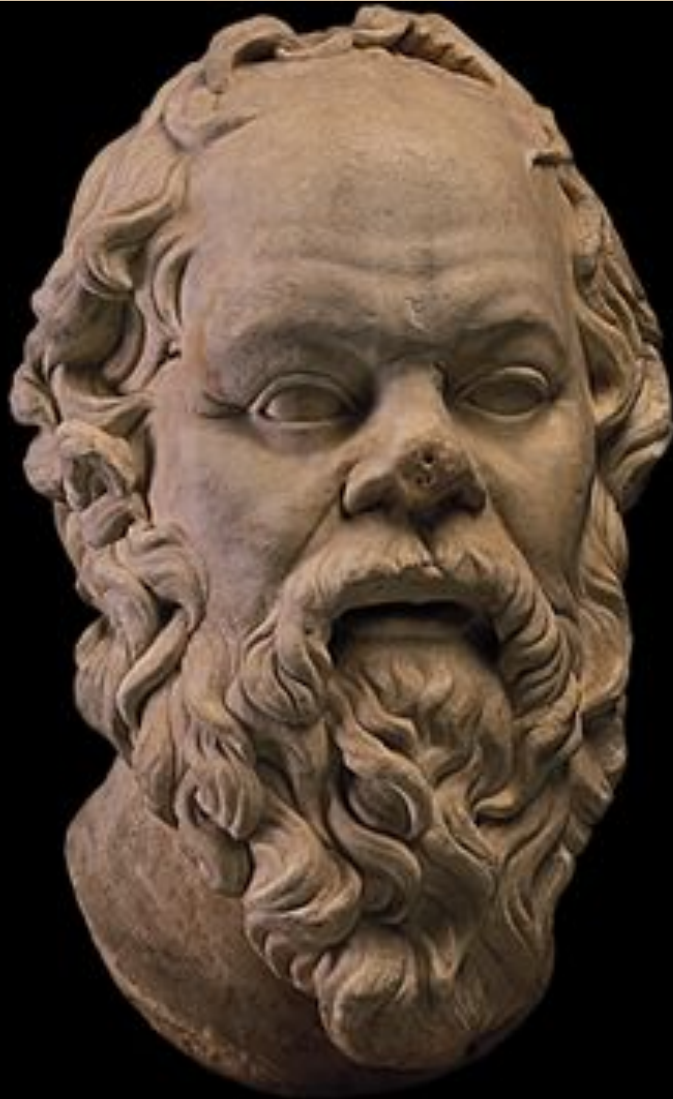
Quality trends in European HE the role of Leadership

Unil

UNIL | Université de Lausanne

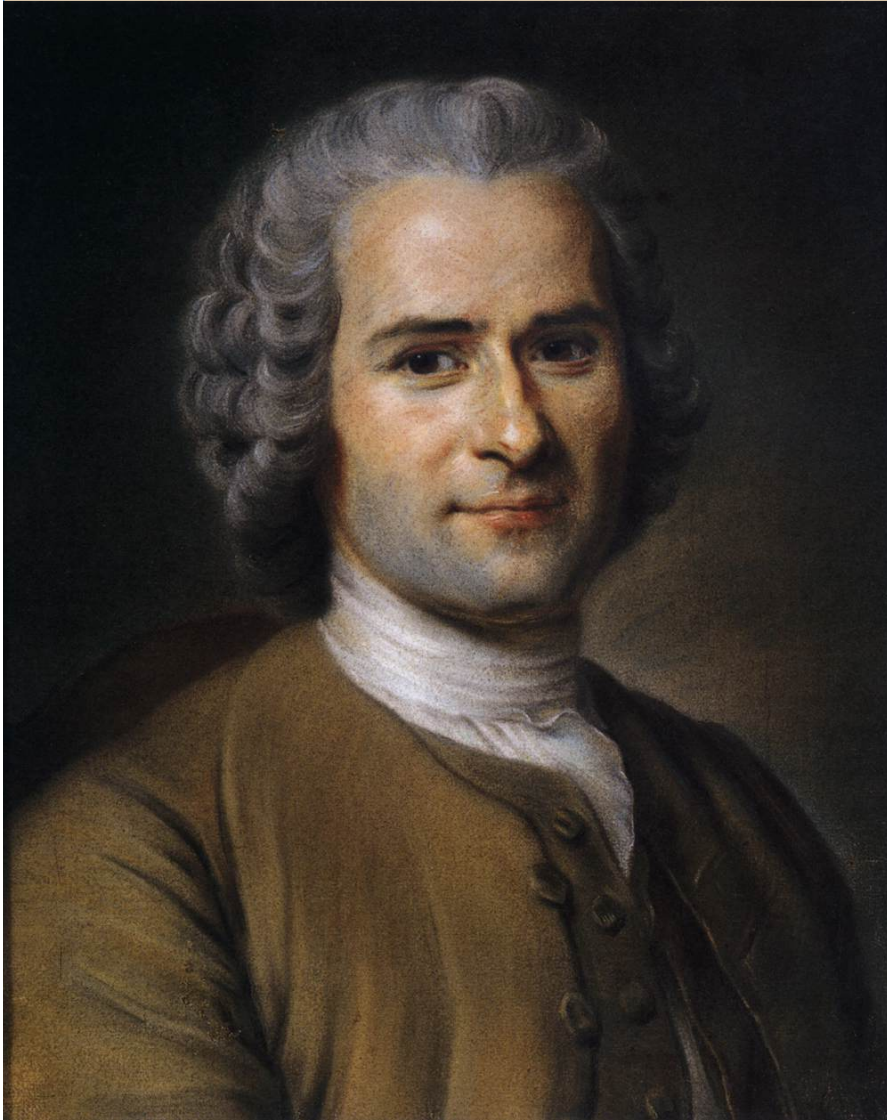
Jacques LANARES





Mais ceux qui s'attachent à moi, bien que certains d'entre eux paraissent au début complètement ignorants, font tous, au cours de leur commerce avec moi, ..., des progrès merveilleux non seulement à leur jugement, mais à celui des autres

Socrate



En sortant de mes mains, il ne sera, j'en conviens, ni magistrat, ni soldat, ni prêtre ; il sera premièrement homme : tout ce qu'un homme doit être, il saura l'être

J.J. Rousseau

Context of Quality in Higher Education

- Political
- Economical
- Educational

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Political

- New Public Management
- Governance of institutions:
more autonomy => more accountability
- Bologna process



**“A European dimension in Quality Assurance,
with comparable criteria and methods”**

Bologna Declaration 1999

« The **intrinsic quality** of an institution of higher education is **not enough**: it **must be proven and guaranteed** in order to be able to be visible and credible with the eyes of the students, the institutional partners and the Society in general »

(Salamanca's Declaration « To build the European Higher Education Area », march 2001)

Berlin 2003 : The turning point





➤ berlin
2003

The quality of higher education has proven to be at the heart of the setting up of a EHEA. They also stress that consistent with the principle of institutional autonomy, **the primary responsibility for quality assurance in higher education lies with each institution itself** and this provides the basis for real accountability of the academic system within the national quality framework



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we urge higher education institutions to continue their efforts to enhance the quality of their activities through the systematic introduction of internal mechanisms and their direct correlation to external quality assurance.



Since the main responsibility for quality lies with HEIs, they should continue to develop their systems of quality assurance.

London
2007



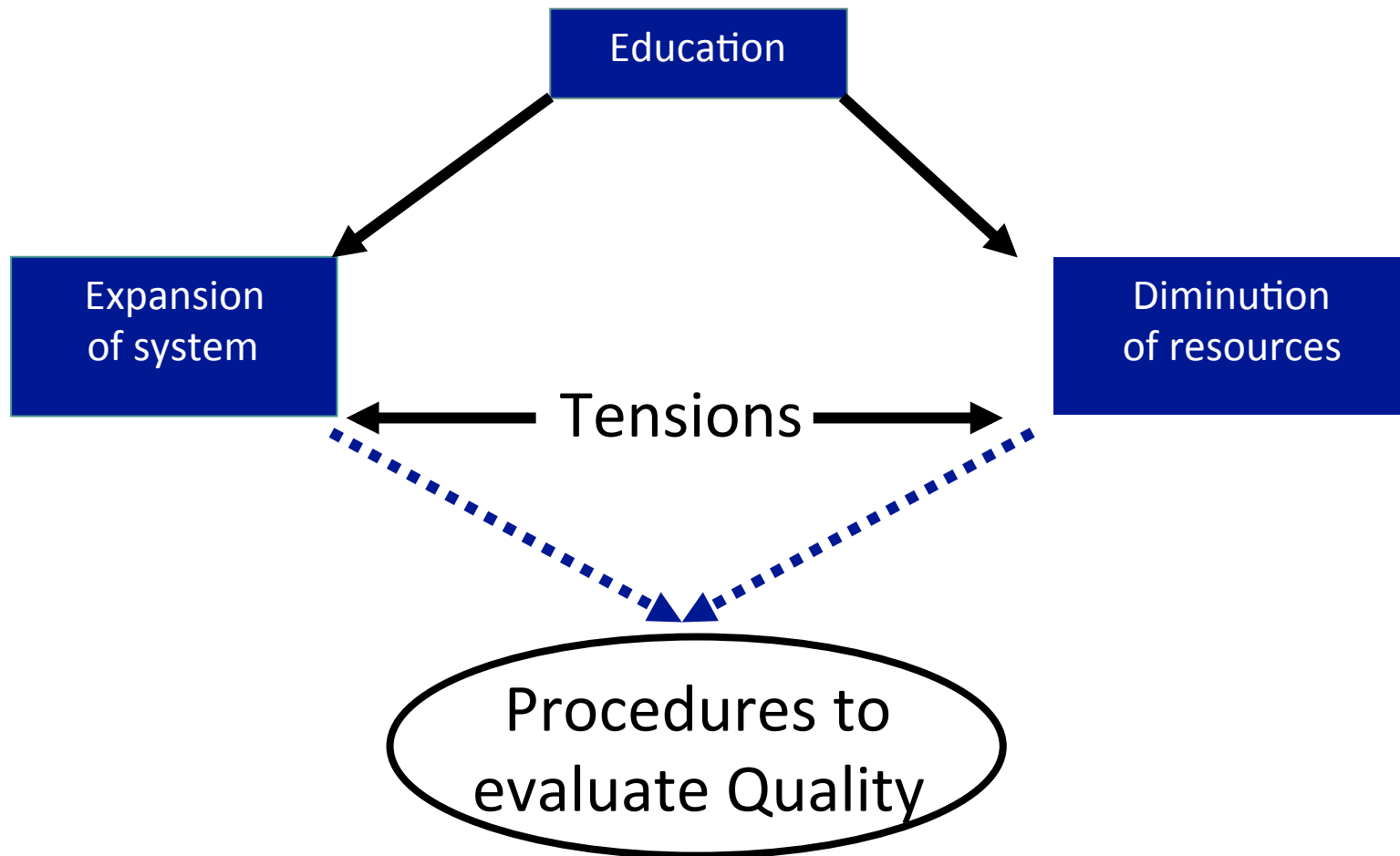
Recommendations CE (2006/143/CE)

« Stimulate all HEI's of
the country to develop
rigourous Internal
Quality »

Evolution of context of Higher Education

- Political
- Economical
- Educational

Quality to reduce « Tensions »

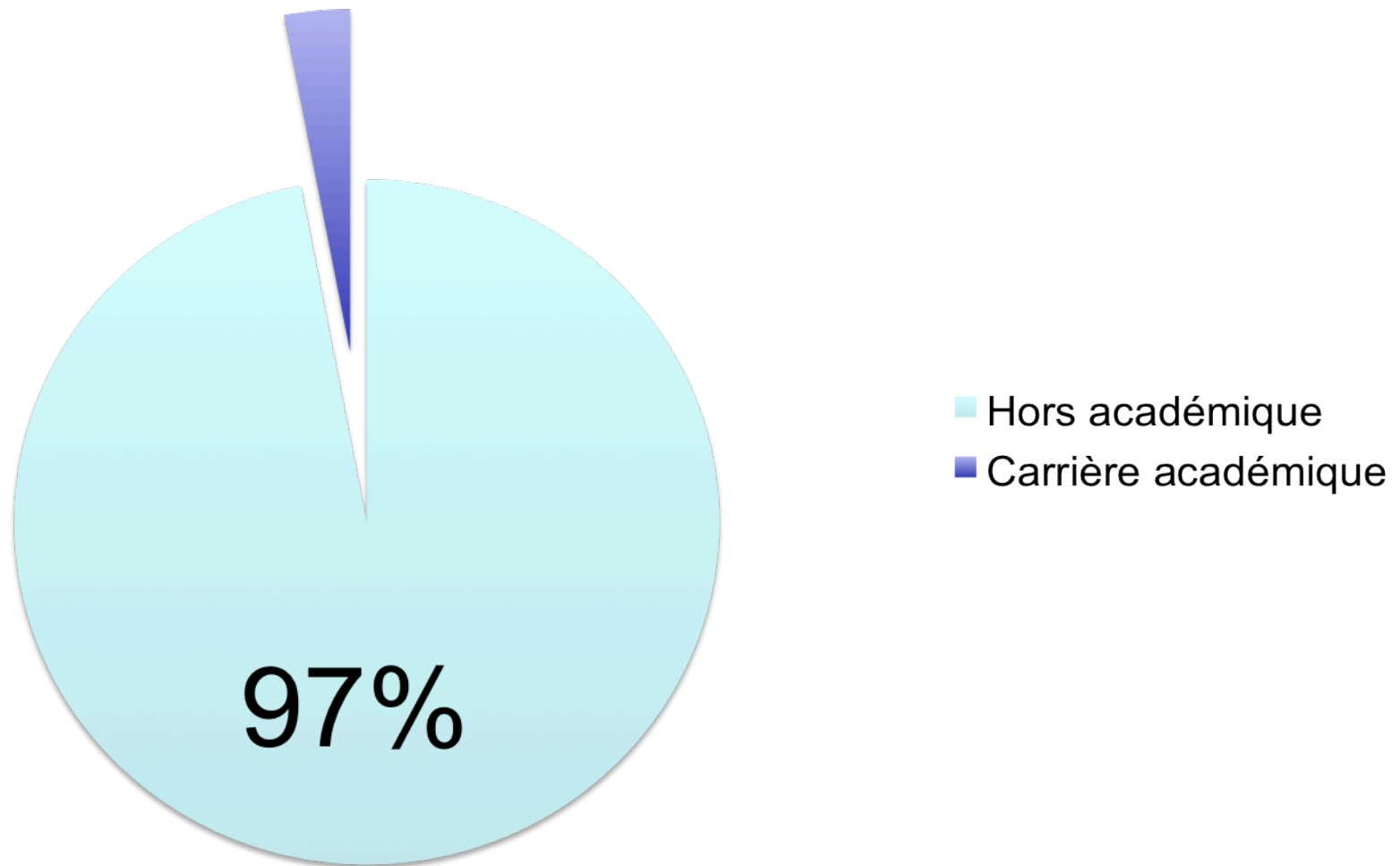


Economical

- Relation with funding
- Competition between institutions
- Mass higher education
 - Success rate
 - Employability

< 3 % of students will go
on an academic career

Répartition



Evolution of context of Higher Education

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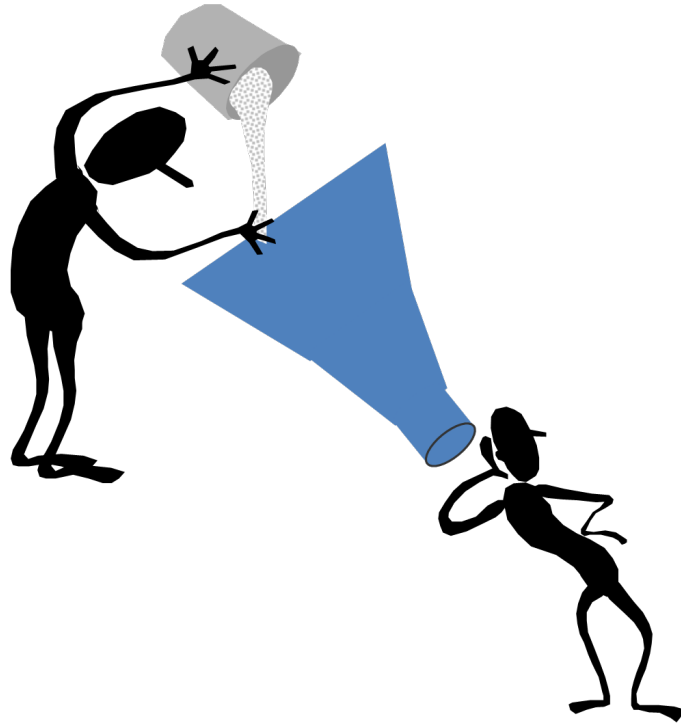


Mobility

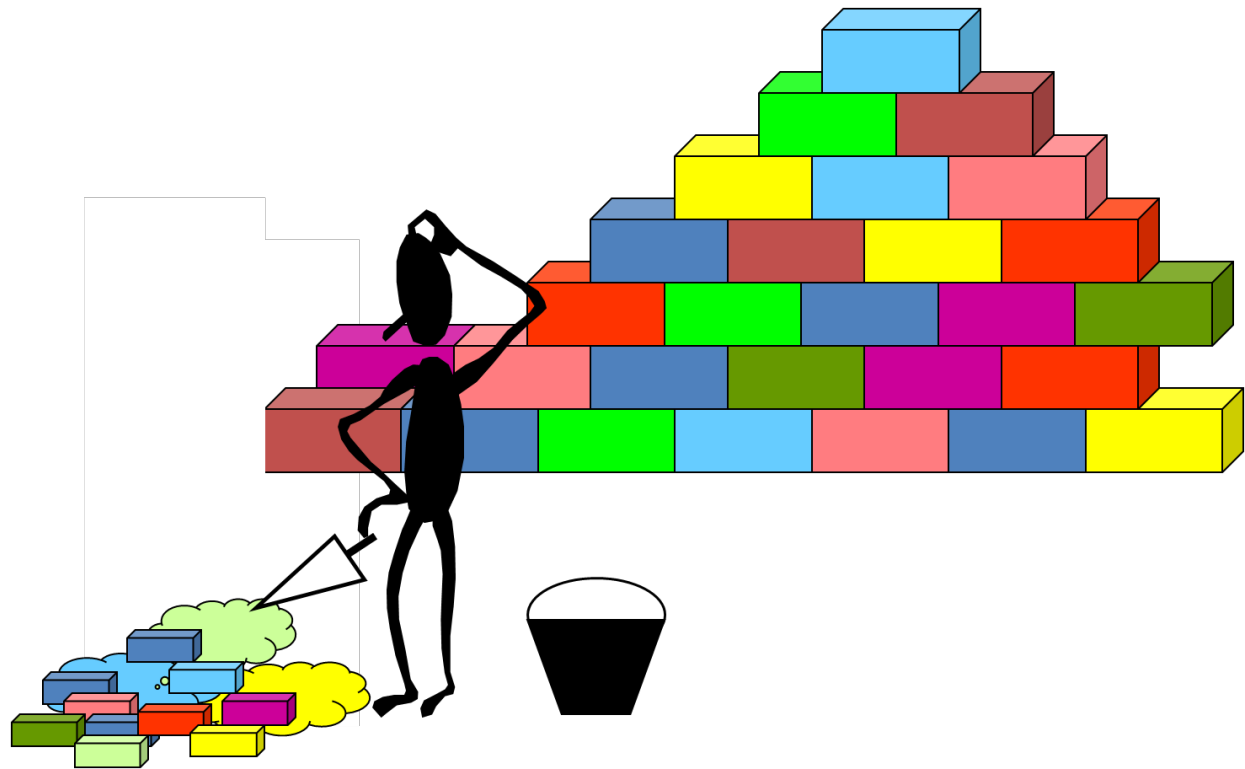


University of Evora,
Past & present...

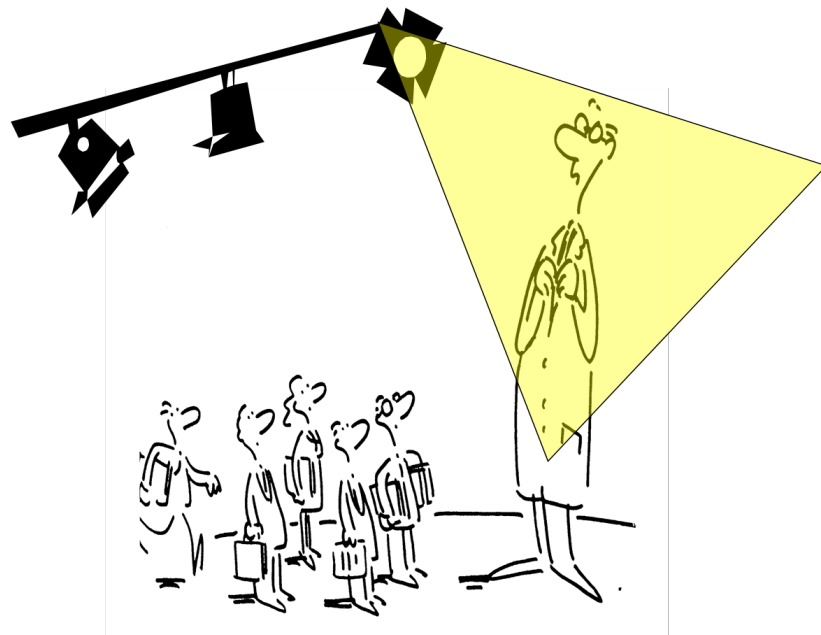
From transmission...



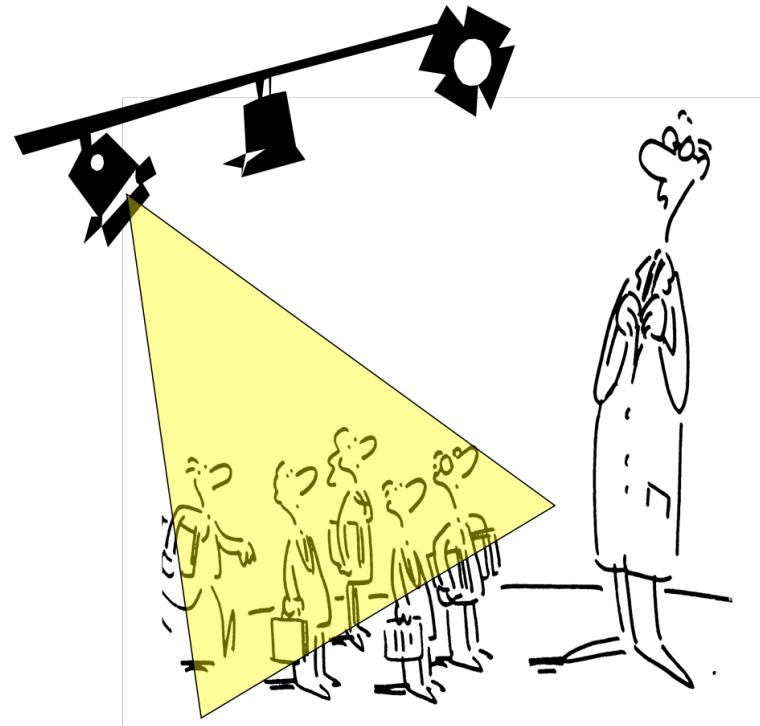
... to construction



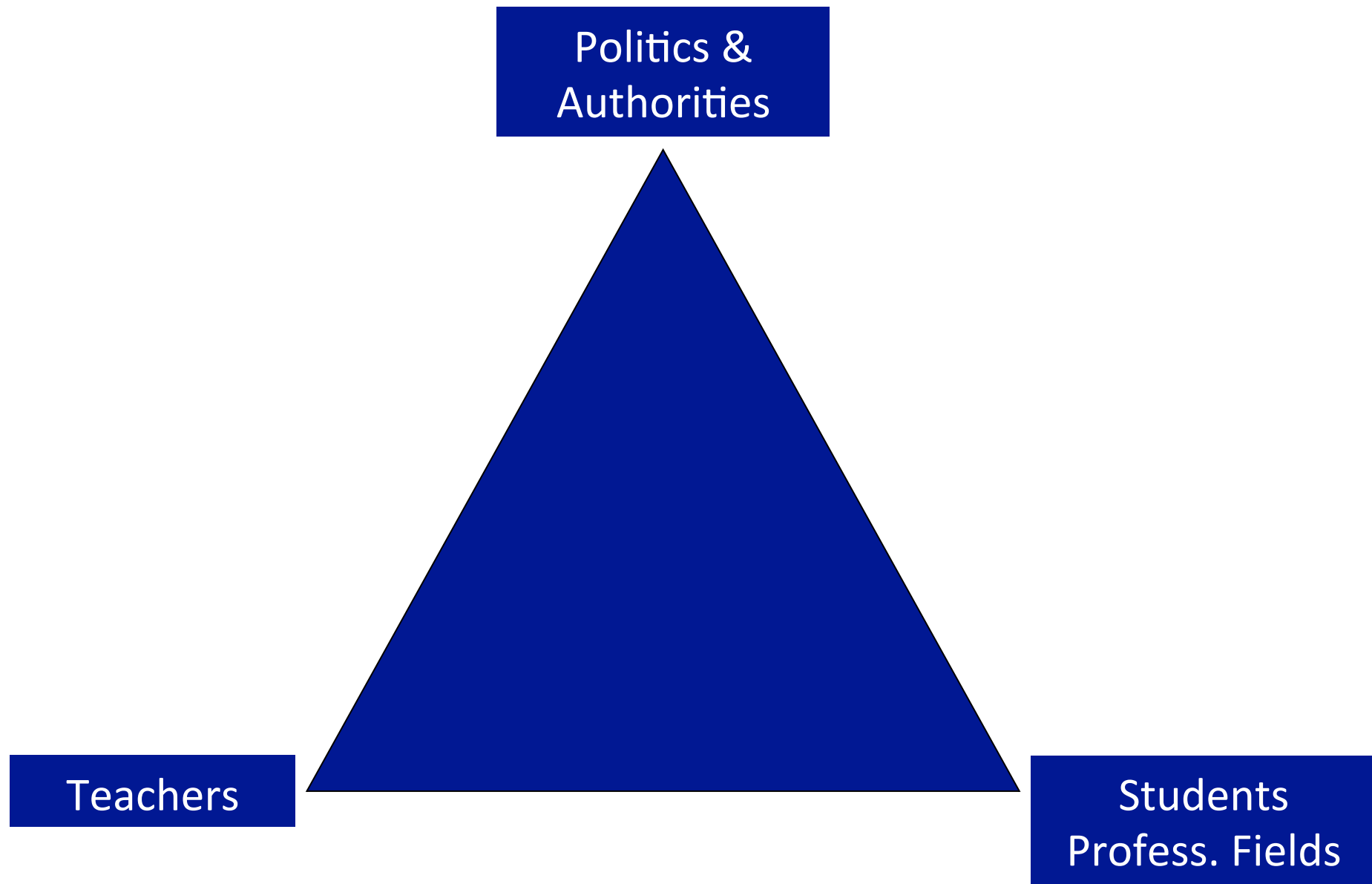
From Focus on teacher and content...



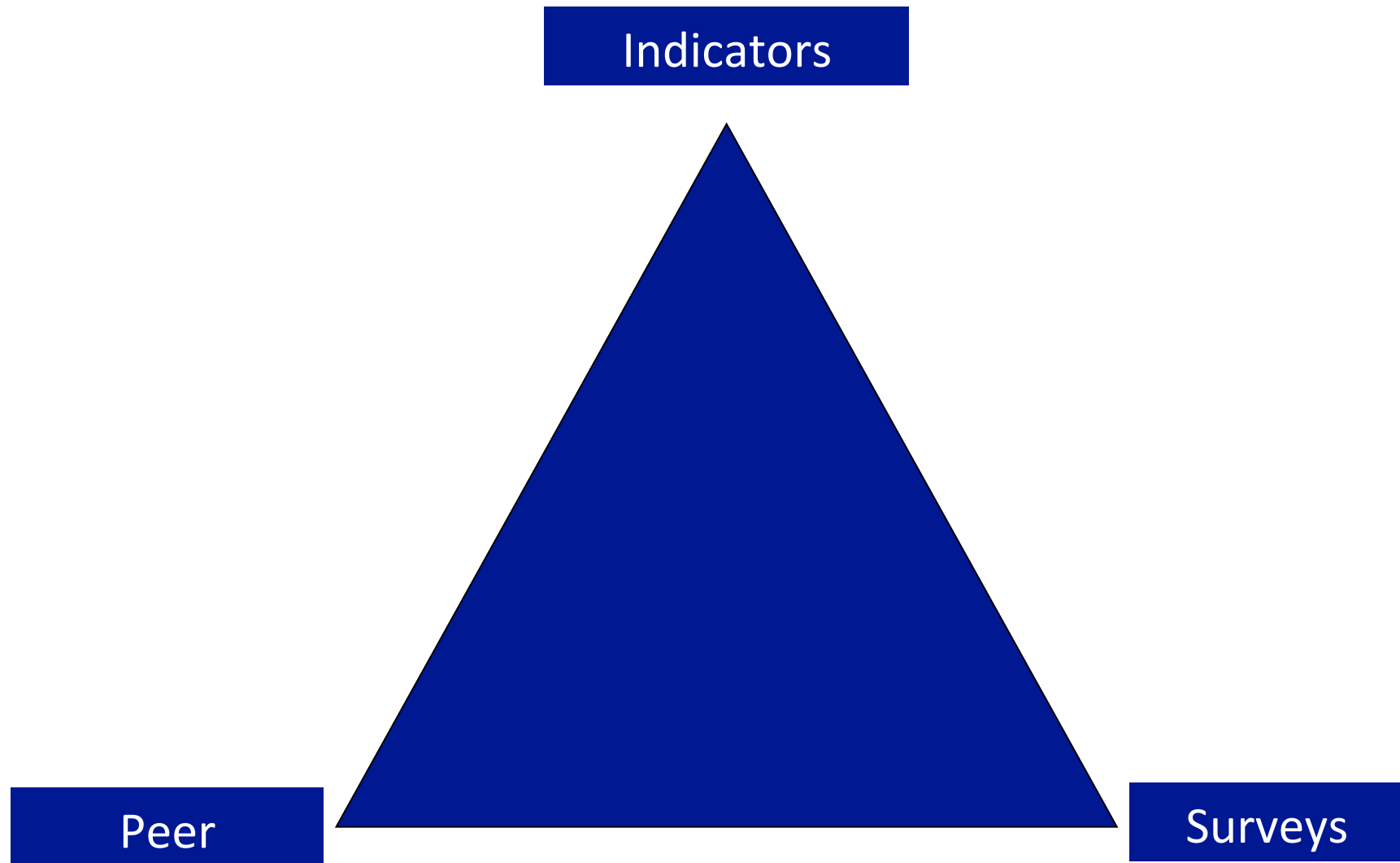
... to Focus on students and learning



Different « forces » with different needs and expectations



Internal Quality systems are always in « tensions »



Paradox of Quality

Supposed to be looked for
but not really desired

Why these reactions ?

- ➔ Different expectations
- ➔ Different approaches
- ➔ Small effect

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Quality a Famous Unknown

- ➡ A word known by everyone
- ➡ Though quite different understandings
 - Exceptional
 - Fitness for purpose
 - Client satisfaction
 - Value for money
- ➡ No universal definition of quality

Why these reactions ?

- Different expectations
- Different approaches
- Small effect