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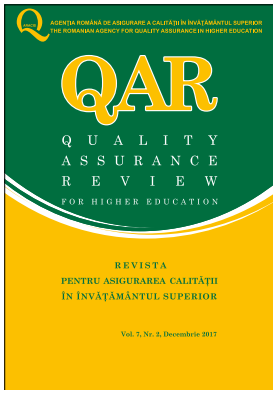

Quality Assurance Review for Higher Education

Approaches for Internal Evaluation of Universities in a New Public Responsibility Framework of ESG 2015

Gyöngyvér Hervainé Szabó

Quality Assurance Review for Higher Education, Vol. 7, No. 2, 2017, pp. 33 – 51

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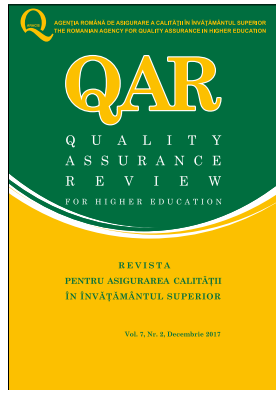

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Approaches for Internal Evaluation of Universities in a New Public Responsibility Framework of ESG 2015

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Abstract: *The paper is about the internal evaluation, as a public responsibility for the universities concerning EHEA governance framework. The method is an interdisciplinary comparative political approach, sectoral trend and improvement science analysis. The comparative analysis of different actors in HE quality reflects diverse roles. The public responsibility is interpreted nowadays as a "quality impact" at institution level. By the impact of public responsibility, the universities can reach balance in quality planning, implementation and impact approach and well-designed institutional quality policies.*

The case study on the KJU experience , which is a systemic pro-active approach, underlines the importance of annual or bi-annual internal evaluations and of the match between the academic specificity, global business and cultural environment.

Keywords: *internal evaluation, EHEA, PIQ &Lead™*

Introduction, Research Background

The research of implementation of the European Standards and Guidelines for Quality Assurance (ESG) in the European Higher Education Area (EHEA), and its 2015 version can focus on three disciplinary research fields. One of them is the political science, international governance research (macro-regional politics): Bologna processes as focus on the resolution of conflict and the development of consent, resulting in decision-making processes (the procedural dimensions); the policy: national management of the Higher Education (HE) quality system to obtain order in sectoral HE policies, policies concerning regulations to obtain improvement and changes at institution level.

The other aspect is the sectoral education research: perspectives and practicalities, the nature and the change in academic work and life, social justice and access, perspectives on transition to HE, andother related aspects. The sectoral research trend lays emphasis on new public management in HE, and recently is looking beyond the new public management: the risk of normativity due to the position of

higher education in society, higher education policy research in social, political, economic and cultural context, developmental perspectives on organizing for social responsibility, curriculum theories and knowledge management.

An important aspect is "quality science" or "improvement science" (implementation, translational research, measures for improvement, quality improvement methods, evidence-based practice and research utilization). The research about HE improvement science covers the concepts, methodology, cultural norms and values, the role of researchers in quality improvement, capacity and supportive infrastructures, expectation for change and sustaining new behaviours. Research approaches to improvement science can be observational studies, in depth analysis as qualitative studies on critical success factors and barriers, systematic reviews, cluster analyses, developing indicators, meta-analyses, methods for change program analysing, sampling and interpretation of change, and so on. The design-based implementation research is an improvement –based approach for school development.

Methodology/Methods

The current paper is focusing at first on HE Quality and ESG 2015 as a comparative politics analyses: macro-regional politics research framework, the impact of ESG 2015 on national levels and polity changes, and at ESG 2015 as a transnational normative policy regulation for institutional level. The methods are governance analysis, impact analysis and regulation analysis. The second part of the research is a translational research, a model development for institutional evaluation as a cyclic process by ESG 2015, while the third part explains a design based on change and implementation research by an improvement-based approach. (Bateman A., 2013)

Purpose of the Article

The ESG 2005 and ESG 2015 seem very similar at a first glance. The purpose of the article is to explore the changes and their impact for the higher education sectoral policy for institution and for the supranational landscape. The article uses the transdisciplinary approach for exploring societal, international regulatory environment. The main hypothesis is that the ESG 2015 is the central element of the EHEA governance, and similar to other regional governance systems. An additional element is that the increased evaluative demands connected with renationalization processes induces more complex quality regulations and processes at national level. The institutions are interested in trans-nationalization as well as in renationalization of HEI systems. The revised ESG Criteria has placed responsibility from the agency level to the institution level and to the transnational governance level. The case study about the KJU quality-innovation model concerning institutional responsibility shift is a sample of how a private university meets new challenges concerning public responsibility. This part of the article is about the design-based changes, but the final part is offering an improvement science approach for design-based internal institutional evaluations.

Internal Institutional Conceptions Review – a Comparative Outlook

Internal institutional reviews and self-evaluation is part of higher education quality processes, based on ENQA standards[1]. Functions of internal institutional reviews: give information on quality enhancement mechanisms in institution; inform about the learning outcomes (ex-ante, ex-post) at institutional level; collect and publishes information on HEI activities. Evaluation may extend to a degree or a distance from the excellence, quality assurance and employability, problems of EQFS, and internationalisation of education, LLL in higher education and online forms of education. The central question of the new ESG is how the institutions are ready for student-centred learning, to deal with flexible learning paths, spread of digital learning and new forms of learning[2].

As the ESG 2015 did not focus on excellence, this concept doesn't have a broadly accepted definition in European accreditation. However, the definition of excellence can include a firm commitment and capacity for strategic governance and management striving for high standards in student academic performance, strict and exact information services concerning students' career pathways. During the academic years the quality of teaching and learning is more important, the interaction among students and teachers is more determinant than so-called academic indicators of teachers. Excellent universities are measuring the satisfaction of graduates, the richness of academic life concerning research, and outcomes of the research. There are new aspects of measuring the impact of the university for community development, the value of civil society in academic and student community, performance in internationalisation, and ethical behaviour of the university community[3].

The ESG 2015/2005 comparison text underlines that the ESG remain "generic principle" and do not prescribe what the quality is, and how the quality processes should be implemented. The most important change in case of external review is that the responsibility for ensuring periodic reviews lies with the institution "rather than the agency", and the institution can choose freely an agency from EQAR registered agencies. The EQAR self-evaluation report gives a good map of which countries of EHEA accept the EQAR registered agency evaluation. There are agencies of accreditation which are not members of EQAR.

In the new higher education environment the role of internal evaluation changed, the responsibility system concerning higher education public responsibility has shifted from the government to the European area. The ESG must be considered in a broader context: that includes European Qualification Framework (EQF),

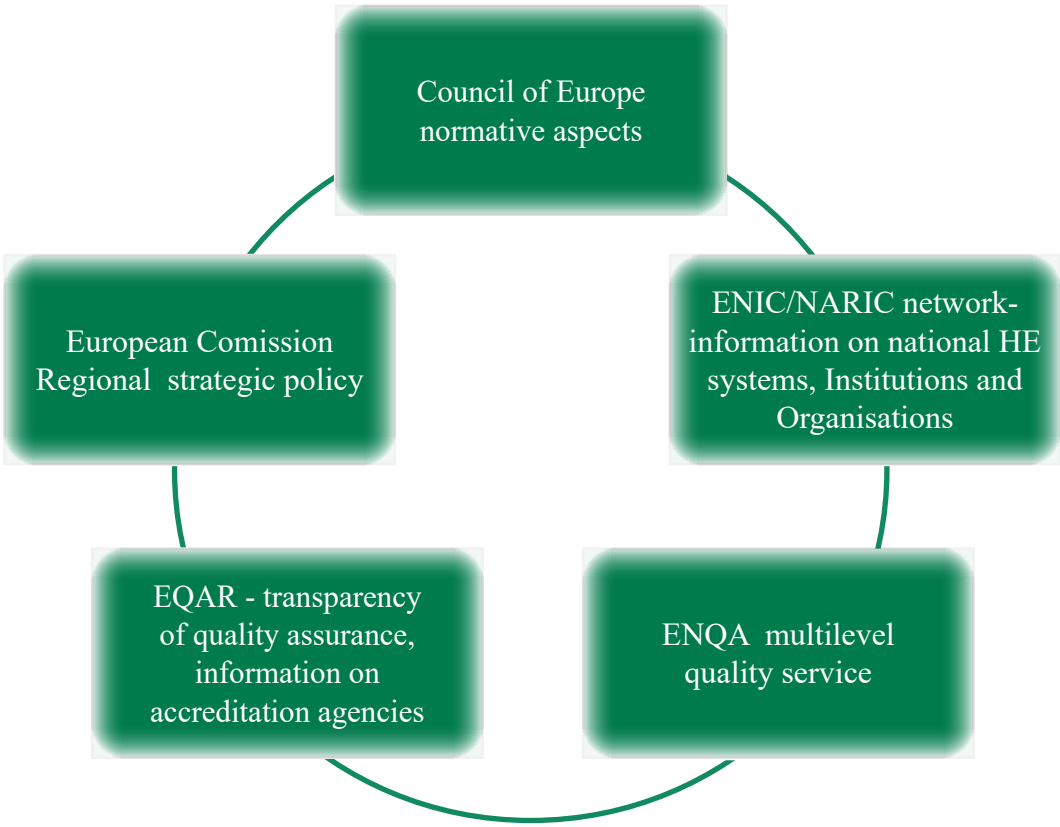
1 ENQA ESG 2015 http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf
2 ENQA: Comparative Analyses of the ESG 2015 and ESG 2005
3 Concept of Excellence in Higher Education. ENQA Report. 2014

ECTS and Diploma Supplement, new elements of the ESG connect to purposes of accountability and enhancement for creating trust in the HEI performance. The internal evaluation has a common framework: the ESG 2015.

Changes in Ecology of European Higher Education Accreditation

Changes in European Governance Model

International element: The EHEA environment put the accreditation process with the ESG into a new context. The Council of Europe determines fundamental principles and values for HEIs. In 2007, the Recommendation CM/Rec(2007)6 of the Committee of Ministers to member states on the public responsibility for higher education and research defines the missions of the HEIs: preparation for sustainable employment, for life as active citizens in democratic societies, personal development of students, for development and maintaining a broad and advanced knowledge base. "The importance of quality assurance, which is a joint responsibility of public authorities and higher education institutions, grows with increasing degrees of institutional autonomy. Public authorities should establish, as an essential regulatory mechanism in diversified higher education systems, cost-effective quality assessment mechanisms that are built on trust, with due regard to internal quality development processes, allow for independent decision making,



and abide to agreed-upon principles"[4]. The European Commission challenged HEIs with introduction of a new skills agenda for Europe placing accent on renewed EQF, digital skills, sectoral cooperation skills, improving quality of skills formation, skills intelligence, making them more visible, and building resilience, matching international professional qualifications with EQF system, and profiling migrant's skills[5].

The European governance model of higher education has changed during the last decade. The national system has remained the exclusive responsibility of the nation states: it has the right to establish a national higher education system with different program and profession spectrum, deciding which programmes are submitted to three level structure by Dublin descriptors, which can belong to the so-called former "university degree level". The quality assurance framework became not only similar in the EHEA area, but with new ESG 2015 it became truly transnational. The HEIs are different in different countries – from on-line adult education institutions to specialised research universities, they can have access right to award diplomas . The former national models missed the right for accreditation of foreign branches. The EQAR based system can help the governments filter fake universities. With new learning resources and providers, MOOC courses, the corporate academies, the modules of bachelor programmes became available without attending an organised higher education institution. The accreditation of these new delivery contents in validating system in the ESG 2015 has increased the responsibility of the university with outcome-based standards.

Patterns of Participation in the ESG 2015

In the past, students were awarded a diploma after they attended one institution; recently they can earn the degree by attending two or more universities. The situation became more complex with MOOCs, and outsourcing some credit-bearing courses on workplaces as in case of work-based education (cooperative WBL or so-called dual-industrial programmes).

Demographic Changes in Student Stock

In European countries, the student attendance in HEIs aimed to reach 40 % of age cohort, which led to attendance of students with critical ability and outcome results of former level of education. The composition of student body is reflecting with growing rate the minority population rate (ethnicity, disability, people of mixed racial descend), and the number of students from different religious civilization background has increased due to immigration and transnational education. The

[4] Committee of Ministers of the Council of Europe adopts a Recommendation on the public responsibility for higher education and research
https://www.coe.int/t/dg4/highereducation/PublicResponsibility/CM_EN.asp

[5] European Commission, 2016. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions A new Skills Agenda for Europe. http://ec.europa.eu/social/main.jsp?catId=1223

accreditation aspects, concerning self-evaluation must pay particular attention to student success, different delivery methods and student groups.

New Paradigm of Teaching and Learning

The growing rate of students in HEIs led to a chronicle shortage in jobs in different industries, the fulltime students employment rate grew in student-jobs or work-based learning programs, that changed the rhythm of the academic calendar, based on semesters and face-to-face lessons and examination periods. The examination, performances, demonstrations, portfolio implementations have an asynchronous character. The students have the same curriculum, are expected to meet the same outcomes, but have different individual learning experiences. The learning experience based on a less face-to-face time with the students demands new type of professionalization from teachers. The accreditation and self-evaluation have to meet the risks of a changed classroom learning.

Faculty Members as Guarantee for Quality Accreditation

The higher education accreditation needed full-time faculties, which were expected to serve the education by developing new courses and curricula, setting academic standards and policies, engaging in research and creativity, developing proficiency in collaborative pedagogy, and developing assessment for student learning outcomes. The new outcome-based education needs professionalization of learning technology, technology in teaching and measuring the outcomes. The introductory and practice courses with high student demand are in a growing rate implemented by teachers without PhD qualifications. In case of work-based learning, the hired staff contingent are also important for professionalization in teaching, mentoring, coaching.

New Technology in Higher Education

The infrastructure and education techniques have changed with new ICT technologies and mobile devices, with cloud technologies and convergence of workplace and campus-based education. In the past, the universities were very impressive palaces of knowledge, but recently the quickly changing student number, and the changed professor/tutoring system, the "home office" possibility for professors and students has changed the environment. The accreditation and self-evaluation partly were extended for new workplace environment, and the outsourced activities too. The ESG 2015's introduction lays emphasis on the development of spaces for student-centred learning,

The Burden of Accreditation

The accreditation cycles led to development of professional quality experts in universities. The lack of service-specific expert knowledge led the institutions to focusing on the minimal task: remain accredited. The European countries are too small for developing accreditation services without clashing of interests, and resources are missing for hiring independent foreign experts. So, the source of corruption and

the bargaining power of university clusters, placing accent on research are matching program outcomes to the resources of universities in hegemonic position. The real risk of accreditation with conflict of interest is to cause significant losses, because the ex-ante accreditation needs resources of one-two year expenses on programs without income. The ESG 2015 can provide real weight to accreditation, to national governments freeing them from accreditation services for all, making accreditation accessible at national prices, and giving responsibility to universities by deciding on what is more relevant for them: taking the burden of international accreditation or not.

Information for the Public Concerning Accreditation of Institutions and Programs

The accreditation data on institutions, in the case of national agencies, are accessible only in national languages, under different titles. It is problematic for the individual to get precise information about an institution. The ERIC/NARIC network system developed by UNESCO in EHEA gives good possibilities for universities. The well-working and regularly updated homepage is a good reference point for universities about how to develop their policies in such a manner that they can give relevant information without extensive services for individuals. The ESG 2015 reflect these indicators, and an important part is developing responsive public information about the universities and programs. If the countries have some officially translated variants of their programs outcome framework statements it can help universities to give the correct information.

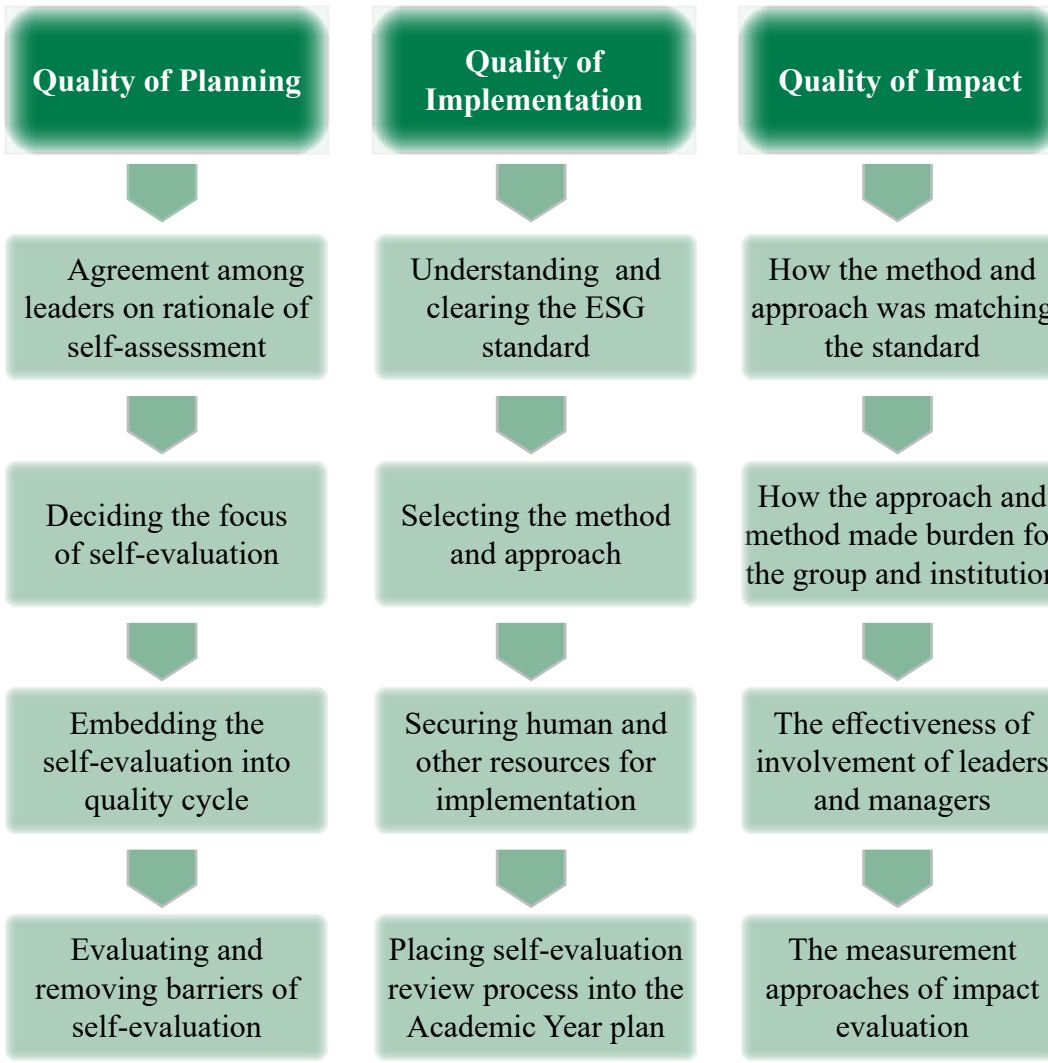
Information on accredited institutions and programs mostly focused on decisions, and the published report and short information are rarely available for public. The new ESG 2015 gives the possibility of different outcomes, and the emphasis may lay on the report and not only on the decision, or it can skip the decision. The internal evaluation in this approach is especially important, because it has to be placed on quality assurance with emphasis on quality enhancement and performance. They have to point out that they genuinely improved their activity. The external evaluation of the university can serve as recognition for state registration.

Balanced and Well-designed Internal Evaluation or Self-evaluation

The institution has to decide on the purpose of internal evaluation, on providing a balance in the topics addressed by the accreditation process. The HEI has to decide on how their governance will be, on accreditation, who oversees and manages it. They are responsible for understanding the review criteria describing review processes and communicating the results of the review. They decide on what are the next steps, applying for new accreditation or if they need some improvement. The HEIs have developed information services concerning their activities in every country. They have to publish standard dashboard measures concerning quantitative indicators based on national HE Act, or expectations of agency by whom they planned the accreditation.

Designing Internal Institutional Evaluation as a Cyclic Process Using the ESG 2015 Model

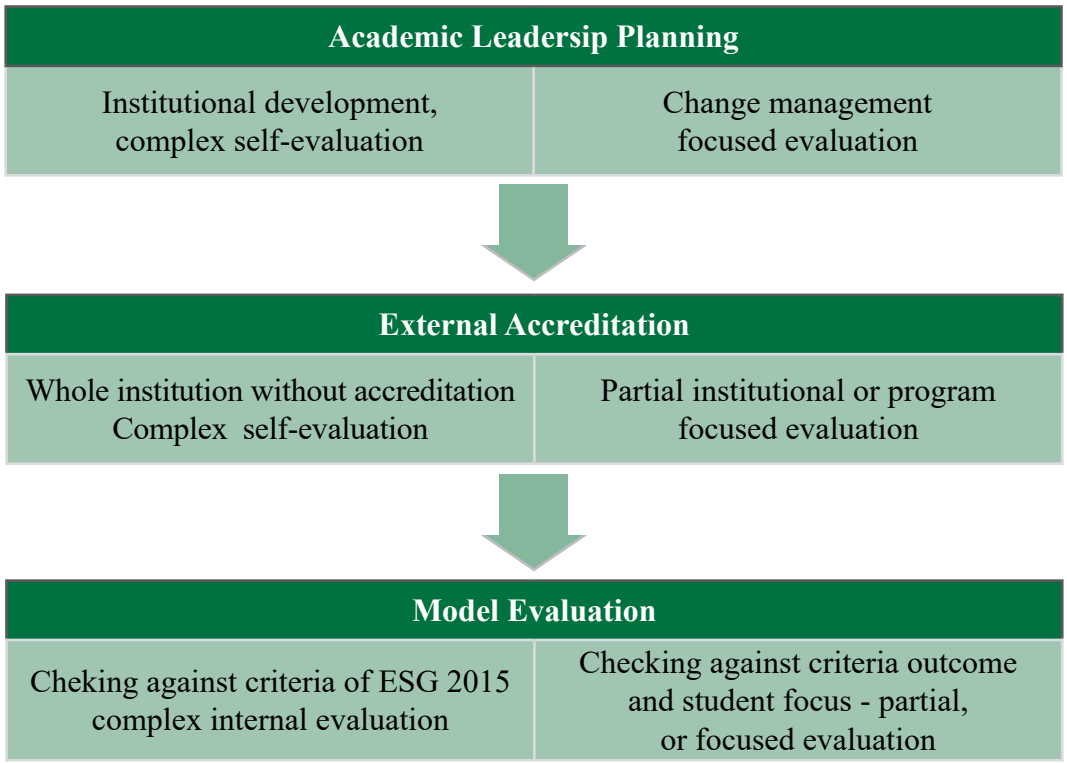
The ESG 2015 is a renewed instrument for quality evaluation; it makes more possible the use of accreditation for institutional development aims (Hervainé, 2016). The quality of internal self-evaluation is a key to strategic use of quality information on moving towards embedded, well-managed, and accountable to stakeholders' institutions (Kemenade, Pupius, and Hardjono, 2008). The 1.10. Standard of ESG underlines that quality assurance is a continuous process that does not end with the external accreditation feedback. Self-evaluation in higher education needs a professional approach, and a leadership involvement for the whole process. The most important, generic question is planning of internal assessment in a higher education institution: the internal review system is a structured process, part of the HEI planning and quality cycle:



Quality of Planning for Internal Institutional Evaluation

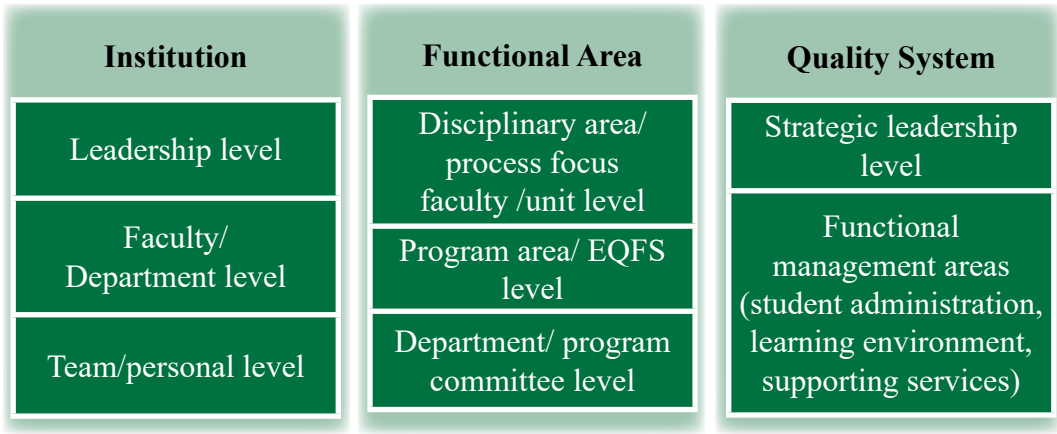
The most important task for quality leaders is to reach agreement among them about what kind of internal review is the best and what is the rationale for making a self-assessment. The universities use internal evaluation for different purposes:

- There is a new leader (leadership group) appointed, and needs evidences for deciding on leadership directions;
- There is a new institution development cycle providing data for decision making;
- Checking against criteria of ESG 2015;
- Starting a new accreditation cycle, forming new policy model, evaluation model, and checking the improvement by suggestions, making an improvement for accreditation cycle;
- Checking against criteria of outcome based on a student-centred program.



The agreement should aim to the desired outcome of the process, to a plan for using the results of the assessment process. Deciding the focus of evaluation is very important for maintaining the cost and energy under control: in case of first or failed former accreditation, the focus of evaluation is the whole institution, this depends on national regulations, and if there are any needs for disciplinary area (faculty) evaluation or not. In case of accreditation with conditions, the self-evaluation needs

to focus on failed standard and sub-criteria, or for normal next reviews, it is enough to state the matches in standards and decide on strengths and improvement areas. In case of program accreditation, it is necessary to decide the selection of programs. In case of quality-system evaluation, it is necessary to decide on monitoring aims and objectives.



Embedding internal assessment as part of cyclic processes of quality management (PDCA cycle) helps the planning and avoiding evaluation burden. Higher education institutions work on "long durée" cycles (taking a step from one level to another often needs two or more decades): it is important positioning the institution on the way to quality (beginner, experienced, excellent level), and matching quality policy to the strategic level of development. It is important to check the data policy, match data system with standard and criteria data. Higher education cycles of accreditation cover 5-8 year long quality cycles. Experts suggest starting with checking how the institution meets the latest ESG, and make a quick checking. After forming quality improvement actions, make a full assessment, checking the implementation of criteria, list of deficits, and decide on a correction program.

It is important to evaluate and remove barriers of self-evaluation for successful implementation. Quality leaders agree at senior management level, allocate human and other resources, and plan the communication with staff and explore the expectations concerning it. It is useful to start with those functional areas, where the results can bring common interest. First step is to arrange a "flashlight" introduction to the ESG 2015 model, for understanding the model, and using everyday language avoiding quality jargon. Staffing the self-assessment with people of appropriate skills can be successful, if the monitored group is well trained, too.

Quality of Internal Institutional Evaluation Implementation

First, the most important task is to review the ESG standard from the point of view of indicators, and planning the reporting document. This fact decides the needs of the quality evaluation group decisions and how to select the method for self-evaluation. The most common methods are as follows: questionnaire method,

workshop method, matrix method, and pro forma methods. The questionnaire method is the least labour intensive, quick and easy to apply, and can give good possibility for visualization. The matrix chart method gives possibility for evaluation of the progress in excellence pathway.

Standard (nr.1.) with value points	Mismanagement 1 point	Regularly engaged, role model leaders (2-4)	Management team is proactive in valuing, recognizing and rewarding teachers and staff with continuous improvement (5-7)	Management is active in promoting new ideas, innovation, foster the culture of student as costumer focus (8-10)
Criterion 1				
Criterion 2				
Criterion 3				

The workshop method helps the development of understanding and evaluation criteria, helps gathering information, evaluating improvement actions. The pro-forma method is focused on easy understanding.

ESG Standard 1.	
Criterion 1. 1.	
Areas to address	Strengths
	Areas for improvement
Evidence	

The award/ranking simulation method is good for the institution for checking criteria in global, European multi-ranking system, or national ranking systems. It is good for applying for research grants, and other external awards. It is an excellent communication tool, a good way of benchmarking, but it gives only a snapshot of the organization at that time of applying.

The key question for implementation is deciding on, and selecting the evaluation team. The managerial team for the action plan consist of 7-15 people; they need a prioritization of task, and planning the task by timetable. Is useful to engage people who attended plans of improvement and participated to their implementation; to develop assessment skills of the engaged persons, and check the abilities for advanced integrative evaluation and visualization competencies. We need to incorporate self-assessment activities into the academic year activities, to plan in such manner that it will help the equated task allocation.

Quality of Internal Institutional Evaluation Impact

The institution can do effective evaluation using developed higher education information systems and solutions. The efficiency of evaluation can be better, quicker and cheaper if we decide well on the needed data, and expected report results. The success and impact of self-evaluation can cause errors due to weak management culture, aiming the process, passing through quickly, negative communication, bureaucratic exercise model, the too long time-frame (maximum 2 month) made by an incompetent expert, or, if it is outsourced, could be performed by experts without adequate experience in higher education. The volume of output is normal (maximum 30 pages), in other cases it gives a large amount of description from more than 30 pages to 1000 pages in case of multi-faculty institutions without any interest and impact. The positive impact of self-assessment can be manifold: it can increase understanding of the new ESG 2015 model, it can provide a good base for institution planning processes, it can improve cooperation between different units and departments. If it is as flexible and as rigorous as possible, it can serve as a strategic driving force for university quality improvements.

Designing, Making Work and Provide Function of Quality Assurance Services

- Quality concepts (business, academic, national & cosmopolitan monitoring)
- ESG as a functional model of quality concept

Designing	**Operating**	**Evaluating**
ESG 2015 in an institutional context	Deciding on process owner, evaluation team	Balance of management processes for quality services
Deciding on framework: • minimal ESG • Excellence framework • Other functional standard and frameworks	Deciding on indicator factors	Evaluating by pro forma or checklist with value

Designing governance model	Deciding on term, timetable activities	Evaluating the role of leaders and managers
Designing internal-evaluation model for leadership, education (programming, teaching and learning, research, third function), and supportive services	Deciding on quality data collecting and inquiry approaches	Designing report form, visualization, designing report for performance presentation designing for performance improvement demonstration
Designing evaluation model for supporting services	Deciding on measurement and indicators	Designing report for management and costumer orientation

Streamlining Quality Education: Auditing Programmes for Internal Evaluation

Auditing programs Planning and Improvement	**Auditing Delivery**	**Evaluation Design**
Evaluation skeleton: planned, systematic data collection, analysis	Engaging stakeholders Describing, communicating the program	Collection data: before, during, several times, after or both
Choosing evaluation approaches: systemic, behavioural, decision making, professional, quasi legal, case study	Focusing on evaluating design	Evaluating against different approaches
Management oriented	Gathering credible evidence	Evaluating for decision making
Consumer oriented	Justifying conclusion	Evaluating for improvement
Participatory/ conventional	Delivering inquiry	Evaluating from stakeholders
Choosing methods	Comparison program	Benchmarking added value

The next step is to choose an approach in how to utilize results: positivist, interpretative, critical emancipatory, empowerment, transformative for the lenses for evaluation criteria. The systematic analysis should focus on context, input process product, outputs and outcome values.

Practicing for New Public Responsibility – a Case Study of a Private University: Kodolanyi Janos University of Applied Sciences – a Quality, Improvement Science Approach Analysis

KJU is a private university founded as a civic one in 1992 in Székesfehérvár. After the quick collapse of Ikarus Bus, Videoton TV and defence technology, and light metal factories, the foreign investment possibilities raised problems concerning the skills of human capital. During the first decade, the KJU fulfilled the role of a community college. From 1998, the Hungarian government adapted a higher education strategy directed by the World Bank for modernisation the higher education (developing large universities for minimum 10.000 students, introducing the credit system, and so on). For a private university it was important to meet international standards, so the introduction of the credit system gave competitive advantages. The institution was from the very beginning an innovative one, and quick responses for local and national needs - needs that turned the university similar to local environment – export oriented on industrial and knowledge parks, with high-level quality culture – internationally and quality focused. The management culture of the university from 1998 pursued the excellence model: the promotion of EFQM business-centred model[6] added to the local responsibility new demands connected with the needs of a highly globalised environment. The first strategy followed in 2000 focused on Europeanisation in content and education culture. KJU matched its programmes with the Dublin HE criteria on outcome-based and student learning approach. The new challenge was answering service quality approaches and standardisation, with student co-creation approach, so in 2008 the university leadership decided on introduction of a new program model focusing on professionalization on different EQF levels.

In 2010, the new FIDESZ-KDNP government HE administration with new HE Act raised the question of public responsibility of HEI. The preamble of the act declared that "higher education is a public service" and the act regulated the admission criteria (instead of outcome approach), and restricted the state subsidies only for state maintained universities. During the debates of the act, KJU explored a vision for public responsibility from institutional level, and the need for profiling universities. Therefore, KJU developed a concept of modern civic university with local-global functions. Recent task of responsibility is to meet the Council of Europe's four basic functions: employability with work-based learning and entrepreneurship

[6] EFQM Excellence model: http://www.efqm.org/

experiences for students and firms by quality innovation approach; educating for European civilizational values, student development for well-being, and developing a knowledge base with research and knowledge transfer.

Dilemmas Concerning Quality System Concept in Case of KJU

The quality system concepts in European and global HE were underdeveloped, the universities could choose from different industrial or business type models. The ISO system accepted as an elementary model for organising student administration and services, the CAF model as elementary model of public services and universities[7] are bringing some elements of strategic planning. The ISO-system is rarely developed into a holistic system, as standards concerning management practices are different from academic management culture or other elements as sustainability, or workplace standards (EUA sustainability documents and initiatives)[8]. The slogan that HE is a public responsibility was rarely accompanied by a CAF Education model 2013 version introduction, and we can state that the knowledge base for HEI Quality remained a voluntary action of quality units and didn't work with professional quality experts. The EFQM model missed the adaptation on HEIs, and the Bologna process of regionalisation of EHEA, connecting the whole system of quality with accreditation question with a new governance model. The massive presence of global HEIs, the establishment of different branches in non-European Area, the regional HE quality systems have taken in many cases the European ENQA system as a model. But it has led to the development of different macro-regional standards – see Kuala Lumpur Criteria in Asia[9], Arabic Quality models (Kayode, Hashiim, 2014). The quality models in latest development trends reflect on civilizational quality concepts as The Asian way of Quality or Islamic conception of HE quality. The recent trends of HE quality reflect the impact of the H 2020 research model with high accent on impact development[10].

KJU, as a private higher education institution, introduced in 1998-2010 the EFQM as a strategic management quality model. The EFQM model was very useful for strategic thinking; it was less good for harmonisation strategic and operative levels (in case of faculties and in case of research). The KJU mixed it with the Baldrige

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7 EIPA CAF Education: http://www.eipa.eu/files/File/CAF/CAF_Education_web.pdf

8 ISO 9001 IWA (2013)
https://www.researchgate.net/publication/318755182_ISO_9001_and_the_Field_of_Higher_Education_Proposal_for_an_Update_of_the_IWA_2_Guidelines

9 Asian Network for Quality http://www.anforq.org/
ASEAN – Development of regional qualifications and quality assurance framework Asian Quality Assurance Framework AQAF 2014: http://www.enqa.eu/wp-content/uploads/2016/10/ASEAN-%E2%80%93-Development-of-regional-qualifications-and-quality-assurance-framework_Zita-Mohd-Fahmi.pdf

10 EQAF 2017 Riga. Responsible QA: committing to impact. 12th European Quality Assurance Forum.
http://www.eua.be/activities-services/events/event/2017/11/23/default-calendar/12th-european-qualityassurance-forum

Award model[11] with introduction of criteria "profiling university", which was in the very centre of higher education European and national policies in 2011-2012 turning the impact of Bologna process back (all institutions decided to develop the full range of programmes, the differences between research universities and applied universities became marginal). The Baldrige model has a good criteria system for measurement, analyses and knowledge management, on operation management and workforce development. KJU presented it at a meeting of European Higher Education Directors during the Hungarian presidency in 2011 as a best practice for universities. Finally, in case of Kodolányi University of Applied Sciences, the leadership introduced the so-called "Integral for Excellence model" (partly similar to the one developed by Mike Pupius (Pupius, 2000), a Sheffield University expert, as a combination of EFQM, Baldrige, CAF and Canadian Excellence model – the latter is enriched with well-being criteria[12], EIT Quality label[13].

The KJU during 2000-2014 won 10-12 quality national and international awards based on yearly/biannual internal evaluation/self-evaluations, which was excellent in keeping the management culture fit. Therefore, with the continuous self-reflection, KJU could avoid problems of unexperienced leadership: the poor analytical competencies, poor visualisation and reporting culture, the weaknesses of a system working with voluntary experts in case of the Visiting Group. KJU leaders are experienced in using different methods and techniques; it is common the use of the Business Score Card analytics, the ESG criteria system for quality actions, and service quality gap analyses as marketing tools. However, they need an elegant and trustful system for measurement of teacher's performance, student performance and unit performances. The most impressive results were the high completion of degree criteria during minimal semester time frame, high capability of students for life course professionalization, rich contents and dynamic experiences.

PIQ & Lead™ as a Quality Tool Behind Integral for Excellence Model

In 2013, the KJU' student-centred learning instructional experts (Gyöngyvér Hervainé Szabó, Péter Szabó, László Kovács, Theodora Mócz) developed a new standard model for integrating education, research and advice services for bachelor and master programmes. The elements of standard family: PIQ & Lead™ Higher Education Standard model[14], PIQ & Lead Personal™ for mentoring, advising and coaching students, RIQ& LEAD for applied and interdisciplinary research

[11] Baldrige Excellence Framework Education 2013
https://www.nist.gov/baldrige/about-baldrige-excellenceframework-education

[12] Canada Awards for Excellence: Excellence, Innovation and Wellness; Healthy Workplace® Standard, Mental Health at Work® Framework, http://excellence.ca/awards/about-the-canada-awards-forexcellence/Award%20Categories-en#HW

[13] EIT Quality Label: https://eit.europa.eu/activities/education/eit-label

[14] https://www.youtube.com/watch?v=D-Ni59ASfC0, KJU quality documents from 2000. PIQ & Lead Model: https://www.youtube.com/watch?v=D-Ni59ASfC0

programmes. The results were breakthrough type, so it was interpreted as an international innovation in HEI as social innovation. The standard focused on professionalization for workplaces, innovation and quality approach in student learning and internship, leadership competencies, evaluation culture development and student personality development.

The main steps were as follows: PIQ & Lead™ Standard development - the student-centred learning process description for every programme, faculty and department leaders. It is about the basic values for curriculum planning, a breakthrough in change management – curriculum development rights: transferring competency from department level to institutional level, in case of generic competencies; to faculty/institute level in case of basic and introductory discipline subjects; and at department level, of profession content and skills; PIQ & Lead™ professional life-course pedagogy, subject instruction and socialisation, teacher-training system; PIQ & Lead™ field practice pedagogy, new partnership programmes, professional socialisation roles. Student administration and guidance services matched the model. Institutional organisation structure reconstruction required new allocation and reporting system, new service innovation and quality units.

The Hungarian State's President awarded KJU in 2014 with a Hungarian Quality Product Award Brand[15] and a certification mark, together with intellectual property registration for the PIQ & Lead™ results. Also, in 2014 the model won an International Quality Innovation Award of the Year, founded by the Finnish President (joined by 13 countries) in service category[16]. In 2016, the Echo Survey Institute, as a cooperative partner for work-based education practices with KJU, had won the Hungarian Quality Innovation of the Year award[17]. The standard based education and service science (Parasuraman, Zeithaml, Berry, 1988) came to a very new approach, with dynamic quality and innovation philosophy, conjuring up students, professors, service staff, partner firms and with international public policy culture of quality (Prasad, Jha, 2013). The KJU model is highly evaluated at the 2015 programme accreditation by the Hungarian Accreditation Committee.

The Functional Changes of Quality Unit Tasks in KJU Concerning Public Responsibility

1. **QU as a business support unit**: The KJU introduced Quality Unit (QU) in 1998, as a business quality unit responsible for studying quality movement in HEIs developing quality concept for Europeanisation and globalisation in

[15] Hungarian Quality Product Catalogue 2015
http://www.termeknagydij.hu/katalogus2015/02_english/mtn_2015_catalogue.pdf
Magyar Termék Nagydíj 2014 díjazottak: Kodolányi
http://www.boon.hu/atadtak-a-magyar-termek-nagydijelismereseket-dijazottak/2630369

[16] https://www.qualityinnovation.org/our-story/

[17] The results of the quality innovation of the year competition 2014: http://www.laatukeskus.fi/palvelutquality-innovation-year-competition/results-quality-innovation-year-competition-2014 (Hungary)

HEI, developing services for the University Academic and non-academic units concerning action research on quality performance, and benchmarking for evaluation of academic and organizational performance.

2. **QU as standard development unit for understanding competencies for European Qualification levels**. From 2008, the KJU QU laid emphasis on service quality in HE, introducing new concepts of co-creation, co-production with students and stakeholders, and connecting service science with higher education creative pedagogies, professionalization of teaching and learning. The QU became the centre of transformative learning, adapting the IBM service science management and engineering an approach to content development of higher education programmes.
3. **KJU QU as an innovation unit among university offices**. KJU QU was highly engaged in understanding HE innovations. The QU started to function as a social innovation office, whose task was to introduce innovation in HEIs. The social work profession was a good example for researching the changes in global educations: there is a global standard of SW (Social Work) education, there are very good national standards in Anglo-Saxon and German speaking countries (USA, Canada, UK, Australia, Germany, Switzerland and Austria). There are good explanations concerning standards for different level of registered professions, for specialisations, for education capabilities and so on. The implicit curricula consist of programme descriptions and contents, competency levels, the explicit curricula consist of research programmes of the departments, faculties, the socialisation into high academic and professional business life, organisation culture of internship services, and collaboration with different networks. These above-mentioned innovations (instruction models, SSME approach, professionalization of professions, innovations in HE programmes) needed a comprehensive approach, redesigning the whole education practice. KJU QU became a project management unit of strategic quality innovation actions, the office became the centre of quality programme development in education, research and regional-function. The quality innovation services of the QU were measured by benefits, and the contribution reached 1/8 income of the university, and focused on intellectual property development.

Conclusion

The higher education internal evaluation quality culture needs a balanced approach between old type academic, and neoliberal business cultures, as well as between cosmopolitan governance and national government political cultures and university leaderships. If the balance pushes into the traditional academic ethos, the institution cannot give real assessment and information for stakeholders. If it mainly reflects the business and industry oriented models, and auditing processes, it cannot give real information about quality and professionalism of leadership in

higher education functional focus areas. If self-evaluation model and experience highlight a cosmopolitan transnational governance approach, it can be pervasive and if all elements monitored, it kills the real innovative dynamics of quality perception. Finally, if it is mainly based on special national criteria and autocratic regulations, it can be exclusive and can fail to meet the European Higher Education Area's quality aims.

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