Working Group on Social Dimension meeting



Quality Assurance Fit for the Future



24 April 2023

QA-FIT project (2022-2024)

Partners

- ENQA-European Association for Quality Assurance in Higher Education, Belgium
- **ESU**–European Students' Union, Belgium
- **EUA**–European University Association, Belgium
- EURASHE–European Association of Institutions in Higher Education, Belgium
- EQAR–European Quality Assurance Register for Higher Education, Belgium
- ANOSR–National Alliance of Student Organisations in Romania, Romania
- FINEEC—Finnish Education Evaluation Centre, Finland
- **IUA**–Irish Universities Association, Ireland
- MOESGE (associate partner) –Ministry of Education and Science of Georgia, Georgia

Aim

- Gather comprehensive evidence and reflect if and how the current EHEA framework of the ESG is implemented and needs to adapt
 - conduct a comprehensive mapping exercise of the state of play of internal and external quality assurance in the EHEA;
 - take a critical look at the ESG and see how they have been adapted to different contexts;
 - explore how quality assurance activities are addressing recent and emerging developments in higher education including activities that go beyond the focus of the ESG and that use innovative approaches, and
 - gather perspectives on the future of quality assurance in the EHEA.

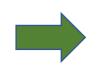


QA-FIT project (2022-2024)

Main activities

Surveys to

- Quality assurance agencies
- Ministries
- Higher education institutions
- National student unions &
- Student QA Pool members



will feed in a series of 6 papers and webinars

- **Five focus groups** to discuss in detail some of the matters arising from the surveys
- A final publication and policy recommendations
- **A final conference** organised in Brussels
- At EHEA level, the project findings will feed directly into the discussions leading up to the next Bologna Process Ministerial Conference in 2024 and, if appropriate, into the drafting of the 2024 Tirana Communiqué.

https://www.enqa.eu/projects/quality-assurance-fit-for-the-future-qa-fit/





- 45 EHEA countries from 46 systems
- 76 QA agencies
- 59 QA agencies (78%) activate only in the EHEA
- Generational Action and Action
- Besides being QA agencies, they also have various other roles
- ■Most of them cover HE sector (75 →99%); usually they cover 2 or more sectors

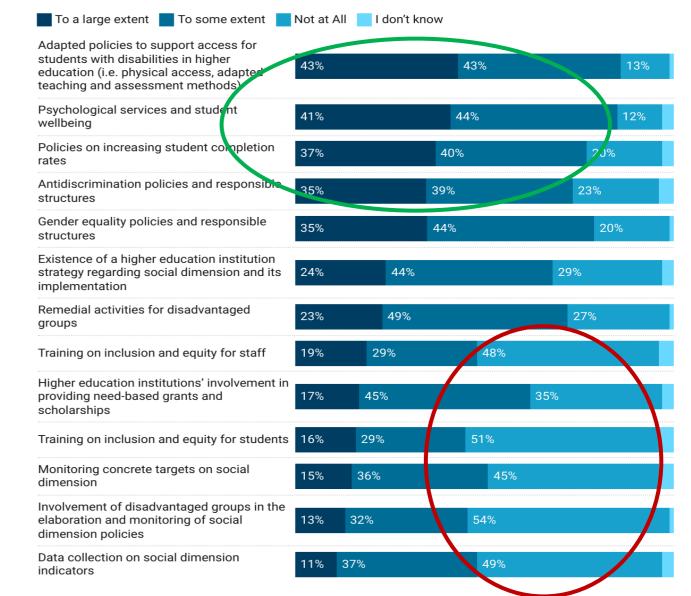


QA-FIT survey Social dimension – state of play

- Social dimension is an area covered by 85% of the agencies to a large or some extent when evaluating the internal quality assurance system
- 15% agencies do not cover this area
- Most covered:
 - Adapted policies to support access for students with disabilities
 - Psychological services and student wellbeing
 - Policies on increasing student completion rates

Least covered

- Training on inclusion and equity for students and staff
- Monitoring concrete targets on SD
- Involvement of disadvantaged groups in the elaboration and monitoring of SD policies
- Data collection on social dimension indicators



To what extent are the following aspects of social dimension covered by the external quality assurance procedures of your agency?

Chart: ENQA • Source: QA-FIT • Created with Datawrapper

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QA-FIT survey Social dimension – other bodies that evaluate the social dimension

- Ministry or other government body
- Higher education institutions themselves
- No other body is doing it
- Not applicable for a number of agencies as they are not tied to any specific national system



QA-FIT survey Social dimension – ESG

If the scope of the ESG Part 1 were to be expanded, what should it cover in more detail?

To a large extent To some extent	Not at all	l don't know	
Research	39%	33%	21%
Academic freedom and integrity	38%	41%	17%
Service to society/Third mission	33%	39%	21%
Cooperation with labour market and its relevance for higher education	33%	37%	24%
Lifelong learning	33%	43%	18%
Digitalisation of learning and teaching	30%	43%	24%
Social dimension of higher education	29%	41%	25%



Higher Education Institutions and Social Dimension

Data from the QA-FIT survey to HEIs







Data received:

260 valid responses;

- respondents are universities (71%), universities of applied sciences (19%), and other higher education institutions;
- 150 responding institutions are members of a university alliance (almost 58%);
- responses received from almost all countries of the EHEA (41) but coverage is uneven;
- examples: 24 valid responses from Lithuania, 22 from Georgia, 21 from Finland, 14 from Spain, 11 from Germany, no responses from France, Albania, Hungary, Malta, etc.



To what extent are the following indicators on social dimension covered by the internal quality assurance procedures of your institution?

To a large extent 🗧 To some extent 📃 Not at all 📒 I don't know

Existence of an institutional strategy regarding the social dimension and its implementation

Involvement of disadvantaged groups in the elaboration and monitoring of social dimension policies

Monitoring concrete targets on social dimension

Data collection on social dimension indicators

Training on inclusion and equity for staff

Training on inclusion and equity for students 33%

Policies on increasing student completion rates

HEI's involvement in providing grants and scholarships

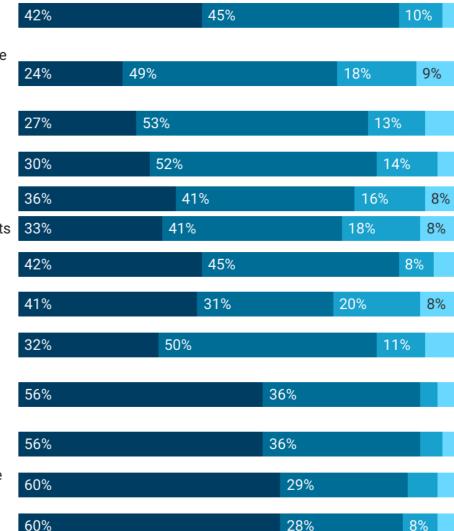
Remedial activities for disadvantaged groups

Adapted policies to support access for students with disabilities in higher education

Psychological services and student wellbeing

Antidiscrimination policies and responsible structures

Gender equality policies and responsible structures





According to survey respondents:

Internal quality assurance procedures cover all indicators on social dimension to a large or to some extent;

In comparison with fundamental values, internal QA is less involved in the evaluation of social dimension;

71% of respondents indicated that external quality assurance in the respective education system evaluates the social dimension.



National Unions of Students and Social Dimension

Data from the QA-FIT survey to NUSes







To what extent are the following aspects of social dimension covered by the internal quality assurance procedures in your country?

17%

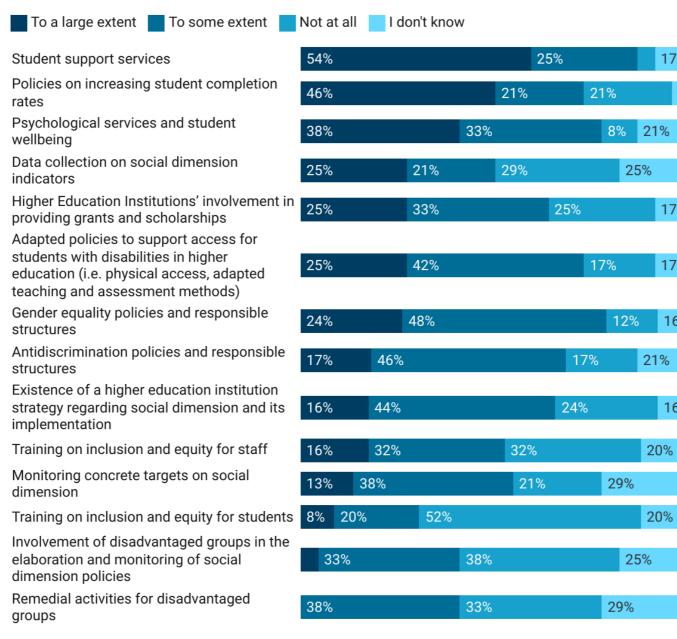
17%

17%

16%

16%

13%





To what extent are the following aspects of social dimension covered by the external quality assurance procedures in your country?

To a large extent To some extent	Not at a	all 📃 I don't know			
Student support services	46%		31%	19	%
Adapted policies to support access for students with disabilities in higher education (i.e. physical access, adapted teaching and assessment methods)	36%	32	2%	32%	
Psychological services and student wellbeing	28%	44%		20%	8%
Policies on increasing student completion rates	25%	42%		29%	
Higher Education Institutions' involvement in providing grants and scholarships	25%	29%	38%		8%
Existence of a higher education institution strategy regarding social dimension and its implementation	24%	36%	3	36%	
Antidiscrimination policies and responsible structures	24%	48%		24%	
Monitoring concrete targets on social dimension	21%	25%	42%		13%
Data collection on social dimension indicators	21%	33%	29%		17%
Training on inclusion and equity for students	20%	68%			8%
Training on inclusion and equity for staff	19%	23%	46%		12%
Remedial activities for disadvantaged groups	17%	33%	38%		13%
Gender equality policies and responsible structures	16%	44%	3	32%	8%
Involvement of disadvantaged groups in the elaboration and monitoring of social dimension policies	12%	36%	48%		

8%

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How important is it that the following aspects on social dimension are used for External QA?

Not important 🔄 Slightly important 🔄 Somewhat important 🔄 Fairly important 🚺 Very important

Adapted policies to support access for students with disabilities in higher education (i.e. physical access, adapted teaching and assessment methods

Psychological services and student wellbeing

Student support services

Antidiscrimination policies and responsible structures

Gender equality policies and responsible structures

Existence of a higher education institution strategy regarding social dimension and its implementation

Training on inclusion and equity for staff

Involvement of disadvantaged groups in the elaboration and monitoring of social dimension policies

Monitoring concrete targets on social dimension

Higher education institutions' involvement in providing need-based grants and scholarships

Data collection on social dimension indicators

Policies on increasing student completion rates

Training on inclusion and equity for students

Remedial activities for disadvantaged groups

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8% 17% 71% 21% 8% 67% 13% 29% 58% ible 8% 33% 50%	
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If the scope of the ESG Part 1 were to be expanded, what should it cover in more detail?

To a large extent To some extent Not at all I don't know

Participation of students and staff in higher education governance
Social dimension of higher education
Digitalisation of learning and teaching
Micro-credentials
Academic freedom and integrity
Recognition of prior learning
Lifelong learning
Research
Service to society/Third mission
Mobility of students and staff
Environmental sustainability
Institutional autonomy
Cooperation with labour market and its relevance for higher education
Institutional management

er	71%									21	%			8%
	50%						33%						17%	
	42%					37%							17%	
	42%					29%				17	7%		12	2%
	42%					33%					8%	, D	17%	
	42%					33%					8%	, D	17%	
	33%				29%				21%				17%	
	29%			29	9%			12	2%	29)%			
	29%			29	9%			17	7%		25	%		
	29%			54	4%								17%	
	29%			46	5%						8%	þ	17%	
	21%		38%					21	%			21	%	
	21%		25%			3	8%						17%	
	13%	46%						21	8			21	%	



Ministries

and Social Dimension

Data from the QA-FIT survey to Ministries



- > 33 out of 36 respondents were EQAR members (at the time of the survey)
- Representing 78% of the HE systems in EHEA
- most of the respondents have between 4 and 20 years of experience (85% of respondents)
- almost half of them have between 10 to 20 years of experience (47% of respondents)

How familiar are you with the ESG

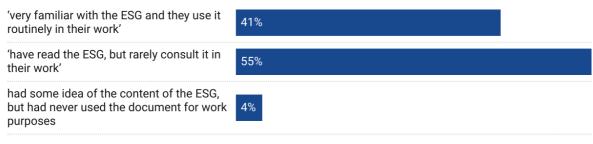
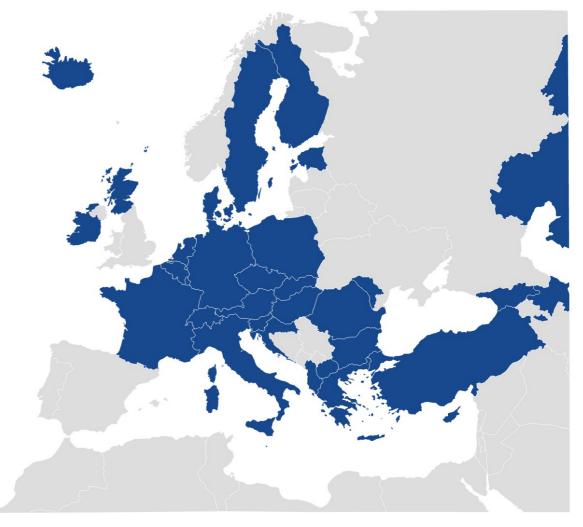


Chart: EQAR • Source: QA-FIT • Created with Datawrapper

QA FIT Survey - Ministry

Respondents



Created with Datawrapper

If the scope of the ESG Part 1 were to be expanded, what should it cover in more detail?

To a large extent To some extent Not at all I do not know 17% 33% 39% 11% Digitalisation of learning and teaching Cooperation with labour market and its relevance for 31% 39% 22% 8% higher education 28% 44% 17% Lifelong learning 11% 19% 22% 25% 33% Research 25% 47% **6%** 22% Micro-credentials Service to society/Third mission 22% 50% 19% 8% 22% 28% 17% Environmental sustainability 33% 14% 19% Social dimension of higher education 47% 19% 19% 25% Mobility of students and staff 19% 36% 22% 17% Institutional management 17% 44% Academic freedom and integrity 17% 56% 19% 8% Participation of students and staff in higher education 14% 50% 19% 17% governance 58% 22% Institutional autonomy 8% 11%

 66% positively answered whether
Part 1 of the ESG should cover more
in detail SD



Chart: EQAR • Source: QA FIT Survey • Created with Datawrapper

Are the following indicators concerning the social dimension of higher education addressed as part of the quality assurance of higher education institutions in your system?

36.1%

36.1%

25.0%

30.6%

🗧 Fully addressed 🔛 Partially addressed 🔛 Not at all 📃 I do not know

Existence of a higher education institution strategy regarding social dimension and its implementation

Involvement of disadvantaged groups in the elaboration and monitoring of social dimension policies

Monitoring concrete targets on social dimension

Data collection on social dimension indicators

Training on inclusion and equity for staff

Policies on increasing student completion rates

HEI's involvement in providing need-based grants and scholarships

Remedial activities for disadvantaged groups

Adapted policies to support access for students with disabilities in higher education (i.e. physical access, adapted teaching and assessment methods)

Psychological services and student wellbeing

Antidiscrimination policies and responsible structures

Gender equality policies and responsible structures

Chart: EQAR • Source: QA FIT Survey • Created with Datawrapper

11.1% 33.3% 44.4% 11.1% 16.7% 36.1% 36.1% 11.1% 47.2% 13.9% 30.6% 8.3% 30.6% 19.4% 36.1% 13.9% 22.2% 44.4% 27.8% 33.3% 47.2% 16.7% 19.4% 36.1% 22.2% 22.2% 36.1% 41.7% 16.7% 33.3% 36.1% 19.4% 11.1% 22.2% 25.0% 38.9% 13.9%

33.3%

22.2%

11.1%

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Are the following indicators concerning the social dimension of higher education addressed as part of the quality assurance of higher education institutions in your system?

Fully addressed Partially addressed Not at all I do not know

Existence of a higher education institution strategy regarding social dimension and its implementation

Involvement of disadvantaged groups in the elaboration and monitoring of social dimension policies

Monitoring concrete targets on social dimension

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Gender equality policies and responsible structures

Chart: EQAR • Source: QA FIT Survey • Created with Datawrapper

25.0%	36	5.1%				33.3%		
11.1%	33.3%			44.4%				11.1%
16.7%	36.1%			3	6.1%			11.1%
13.9%	30.6%			47.2%				8.3%
19.4%	36.1%				30.6%)		13.9%
44.4%				27.8%		2	22.2%	
33.3%		16.	7%	47.2	2%			
19.4%	36.1%				22.2%)	22.2%	
36.1%		L	1.7%				16.7%	
33.3%		36.	1%			<mark>- 19.</mark>	4%	11.1%
25.0%	38	3.9%				22.2%		13.9%
30.6%		36.1%				22.2%		11.1%





Thank you!







