

Handbook of Research on

Quality Assurance and Value Management in Higher Education



Walter Nuninger and Jean-Marie Châtelet



Handbook of Research on Quality Assurance and Value Management in Higher Education

The management of quality and sustainability in higher education institutions ensures that proper standards are maintained. Such enforced standardization allows for the highest caliber of training opportunities for various fields and disciplines.

The **Handbook of Research on Quality Assurance and Value Management in Higher Education** is an authoritative reference source for the latest scholarly research on quality management and assurance programs and standards in college-level environments. Highlighting global perspectives on academic and professional learning, this book is ideally designed for researchers, policy makers, practitioners, and professionals actively involved in the field of higher education.

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- Reflective Learning
- Student Satisfaction
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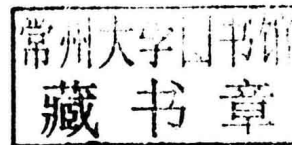
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& Châtelet

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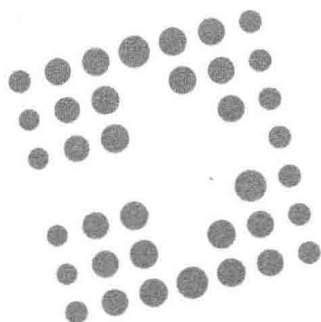
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Foreword

The motivation for this handbook on Quality Assurance and Value Management in Higher Education is based on the following main expectations: the needs of the parties involved in complex evolving systems that build society based on people talent, and the HE providers in charge of training as the key leaders striving for excellence in design, organization and pedagogical means.

Exemplary Higher Education for Excellence and Culture Ownership (Edgar Baixo)

When the time comes to hire someone for your company you have the choice to find either a very experienced and skilled one (let's call him a Senior) or a young person just graduated from college or a school that provides higher education (we will call him Junior). These two people could have one common point, they do not know anything about your industry and it will take time for them to be really efficient, even for the Senior.

This is why some companies gathered together have worked with some school or Higher Education establishment to set up a training program that integrates your needs and gives the trainees the opportunity to have an education with global knowledge in several topics they need to have, but not only; the trainees will/could have a very strong and specific training in one item or subject that will respond efficiently to your needs. In fact, is this not the purpose of any education? Using the right tools, knowledge and behavior to manage any professional situation!

I had the chance to be trained this way, going back to school to learn the skill I was supposed to know for my next position in the company but not only this; also being able to ask for changes in the organization and drive them for a better flow of all our processes. That was the choice of my company, setting up with other companies coming from automotive, space, chemicals, electricity activities; such different areas, but all together they have agreed on a common academic progress. Trainees will become engineers able to work in any companies with the efficiency of a very skilled and experienced Senior!

Even with my short experience in the company, this way to learn gave me not only the Technical and Scientific skills like any other Engineer, but also the Human Resources (HR) basics allowing me to understand the complexity of any relationship at work. Sharing my experience and knowledge, and learning from students like me coming from other companies and activities was one of the best choices I have done and an unforgettable life experience. Everything is about timing, so why should we be stuck in just 'one model' of education? We need agility, we need responsiveness and we need customization. If you think of living your professional career without going back and forth to "learning" whatever the way of getting it, you could become obsolete for your industry.

Also, what a big step done by Universities or all Higher Education institutions, if you look back in the 80's and 90's! They have now to be close to what is happening in the industry. They have to be “on time”, giving the right skills, the right education at the right time to match the real needs of the companies they deal with, and offer the best pay back of their investments. But to achieve this kind of perfect timing we need to have 2 main actors sitting and sharing together what one wants and what the other can do for him. What a good idea to have both the same customer and supplier relationship between institutions and industry as we have in all kinds of Business model. Not only looking at what is needed today but also preparing the future, because it takes time to train, both of them will have to project themselves and innovate about things that do not exist today. With this kind of close relationship, it is not only Higher Education institutions that will learn, just answering the requests, but they anticipate needs and give the industry the opportunity to go further and not any more alone. And if you agree with this, you may also agree with the vision of not any more a part of your life studying and another one working, but always learning according to what the work is or will be. Is this not a kind of continuous improvement of the human being?

Learning Through and For Work (Juan Martínez Sánchez)

Universities are moving towards a new paradigm characterized by vanishing borders and global competition for students, talented staff, knowledge and funds, all of which means working for excellence and cooperation in a framework that emphasizes an economist's vision of Higher Education (HE).

HE has undergone a process of democratization. In developed countries access to university has increased from around 10% to over 50% of the population over the last few decades, lessening the value of a university title as a social positioning instrument. Meanwhile university fees have tended to increase. At the same time, the number of universities competing, including many new private institutions, has increased. All this is driving students to demand higher quality education for greater future employability.

From a business perspective, companies demand HE supply knowledge and immediately productive skilled professionals as well as collaboration in life-long learning, which is continuously needed to update changing professional skills. In addition to providing education, universities are central players of the knowledge economy, and have become an important industry in themselves, contributing more than the automotive or financial services industries in the UK for instance.

From an economic viewpoint, HE institutions, companies and the public administration are the key agents of a regional innovation system in which the competitiveness of each player, individually, and that of the region itself, depends on its collaborative networks as much as on each agent's internal factors. The benefits raised from university-company collaboration for both parties are many, but in this section of the handbook we can highlight some of them: Universities have opportunities to research and test real applications, access to real data, obtaining new equipment or finance in exchange for advice or consultancy. Companies can count on universities' research capacity, new technical solutions to improve the business performance and access to skilled students and graduates. When this collaboration transcends the research arena and extends to education, for instance, by introducing projects co-guided by both university and company staff, students are able to develop a higher level in professional competences, access job opportunities faster and more smoothly and to present a much more appealing curricula. For HE executives, managing this collaboration is more complex than focusing in a traditional inwards oriented management, but it is the way to make an HE institution more competitive and more attractive to new students.

Work Integrated Learning (WIL), has proved to be one of the best synergic instruments to cope with most of the challenges described above. WIL is an umbrella term that covers different approaches to a social, cooperative manner of learning by ‘doing’. The learner takes on the responsibility to do a task or project in a real work context with the supervision from both a company and a university. WIL provides well-documented benefits to the three parties involved. Furthermore, the use of WIL is likely to be a contributing factor to the progress of more developed countries as well as successful businesses and universities.

Today, the management of HE institutions cannot rely simply on the good intuition or intelligence of managers, but requires professional tools and models that allow competition and satisfy the different stakeholders and customers. Regarding WIL, and besides the complexity of managing an HE center, it is necessary to incorporate new procedures, organizational structures, pedagogy, learning and evaluative techniques, approaches to deal efficiently with expectations, experience, motivation, agendas and the real situation of the three parties involved: the learner, the company and the academic team.

This section of the Handbook of Research on Quality Assurance and Value Management in Higher Education provides excellent guidance to understanding this complex framework, as well as models to efficiently manage HE in general and WIL in particular. The authors contributing to this section of the Handbook, and in particular the editors, are great experts in quality management in HE. They share here their profound knowledge and decades of experience, making the expression “walking on the shoulders of giants” completely true. Leaning on their work can save a lot of time, effort and error for those responsible for managing quality in institutions of higher education or for those who wish to increase their knowledge in this area.

Higher Education, To Guide All Life Long For Ramp-Up Skills (Martine Carette)

Vocational Training has changed tremendously since the French law n° 71-575 in 1971 on the organization of Continuous Vocational Training (CVT) as part of Lifelong Learning (LLL). Higher Education (HE) gradually moved from a logic of social promotion to a logic of employability. Legal agreements on CVT are now part of a global perspective of support and safeguard of career path by training. The “employee” is put at the center of the measures taken. In June 2010, “Europe 2020” (EU, 2010), defined the member countries’ growth strategy for the next 10 years. It is seen in the context of the new situation resulting from the recent financial crisis and its impact on European economies, taking into account disappointing results obtained by the Lisbon strategy. Three priorities are claimed: smart growth to develop an economy based on knowledge and innovation, sustainable growth to promote a more resource-efficient, greener and more competitive economy, and inclusive growth to foster a high-employment economy delivering social and territorial cohesion. The aim is to achieve five EU headline targets including the following impacting HE: 75% of the population aged 20-64 should be employed, 3% of the EU’s GDP should be invested in R&D and the proportion of early school leavers should be under 10%, and at least 40% of the younger generation should have a tertiary degree with a 50% target for France. In this context, training throughout life is no longer an option for HE but a necessity. The global competitiveness for LLL (Davies, 2007) calls for:

- Broadening the base of the population educated at the highest level, not only through initial training.

- The actual availability of permanent training processes that will deal with requirements for acquiring skills alone and ensure both employability and competitiveness of our economies.
- The renewal of the current economic model of our HE providers with all our resources in mind (initial and continuing education) in the framework of a move towards training throughout life.

Then, it is necessary to build a comprehensive system, offering anyone, young or old, access to university at any time in his personal and career path, by guaranteeing the validation of what he has learned and acquired outside university in other training systems in France and abroad, in initial and continuing training and by his professional experience in voluntary activities. The university should be changed as an institution of learning throughout life through the implementation of devices to facilitate the ownership of new personal behavior with respect to training. The citizen must be a fully-fledged actor in his personal and professional journey in a logic of permanent back and forth movement between work and training. For this purpose, he/she must possess the key skills required for learning throughout life, adaptability and ongoing employability.

To embrace this model that favors the notion of a journey implies a mobilization and evolution of the entire HE Institutions: skilled workforce for research and teaching, administrative staff and an appropriate organization; with recognition that people from different institutions may be working together. This learner-centered offer must be available in a flexible manner and in different modalities (face-to-face training, distance learning and hybrid solutions). It must meet the expectations of the public and thus promote the success of the greatest number. The goal is ambitious, but it is a challenge and an opportunity for the University to meet the issues both societal and socio-economic.

Agile Implementation of Pedagogy: Learner Focus (Kathryn Westerveld)

Gone are the days when learners were considered to have been trained if they had sat through a long series of PowerPoint slides in a one-way lecture. With little opportunity to interact or to play an active role in the learning process, this is unlikely to have had a significant impact in terms of developing their skills or improving their performance at work.

The need to maximise the use of training time and resources, coupled with the desire to be able to measure the impact of training, has resulted in positive developments in training methodology. Principles of adult learning are applied, with extensive use of case studies and role plays, tailored to the needs of each group of learners. These facilitate “learning by doing” and active skills practice, with the opportunity to receive constructive feedback and to learn from mistakes in the “safe but not comfortable” training environment. This gives learners the confidence to put their newly acquired skills and knowledge into practice immediately after the training. The motivation and engagement of learners is key to the success of any training programme. The design and development phase is therefore critical, including the choice of learning methodologies. Hybrid learning solutions combine classroom training and online learning to create an integrated learning experience that is time- and cost-efficient, using the contact time with trainers for skills practice and feedback. Knowledge-transfer can take place using self-paced e-learning as a pre-requisite for participation in instructor-led training. Active application of knowledge during classroom training will help learners to assimilate the new information, putting it into a practical context. Interaction with other participants and feedback from the trainer ensure a dynamic learning experience and help to build confidence.

Foreword

Carefully structured learning objectives provide the foundation for a sound and effective training programme, focusing on what the learner will be able to do after the training. Each component of the training programme should relate back to the learning objectives, ensuring its relevance and practical use for the learners. This also enables training organisations and training managers to measure the effectiveness of the training, by ascertaining the extent to which the learning objectives have been met. This may also be taken a stage further at a later stage, to assess the return on the investment in training by calculating the impact of the training on the business.

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Edgar BAIXO (*Supply Chain Director*) started to work in 1989 after a bachelor degree in method engineering in a famous French aircraft engine maker. He switched in 1992 to a Human Resources position to learn how to manage and lead a team. In 1995, he applied and was accepted for a 3-year training program to get an engineering master degree with an academic progress set up between the University of Lille (France) and a consortium of several French group industries. He managed different production lines from 1998 to 2004 in several organizations for the same company such as engineering methods, production, quality, master planning, purchasing... In 2004, he went to USA (Cincinnati, Ohio) and led a sourcing and quality team; a 3 year position where he had to drive all North and Central American suppliers and start a supply chain for his company. He went back to France in 2007 to lead a Forge Business unit production of 450 people. In 2010, to complete his HR experience, he became director of a site of 2500 people south of Paris, dealing with unions. In 2012, he moved back to production as General Manager in assembly and test organization, and since summer 2015 he is leading the global supply chain for the company. In all positions, he was internally trained within executive programs or had to go back to Higher Education Institutions for specific topics such as CNAM, Polytech'Lille, HEC, Centrale Paris, INSA, Xavier University.

Juan Martínez Sánchez is an industrial engineer (ETSEIAT – UPC) and holds a PhD in Business Administration (ETSEIB –UPC). He has worked in the industry sector in production, quality and customer attention areas, in SMEs and MNCs. He was Deputy Director, head of university-Industry relations at EUTB UPC for 7 years and Coordinator of Masters' Theses of the UPC's MBA programme for 8 years. He is the coordinator and an author of the White Book of Industrial Engineering Curriculum in Spain, used to adapt HE programmes to the framework of HE European Area. Currently, he is coordinating the courses of Business and Innovation Management at the EUETIB – UPC (Universitat Politècnica de Catalunya) Spain.

Martine Carette is Vice-Présidente for Continuing Education of the University of Lille1. From 2006 to 2014, she was Director of the Continuing Education Center of the University Lille 1. She was responsible for the definition of the University Continuing Education policy and its implementation: for all activities, and internal and external relationships; for guidance and counseling in implementing validation of non-formal and informal learning processes in companies linked to human resources management. She participates in numerous European projects (Erasmus, Grundtvig, Socrates, Tempus,...). During this period she was Vice-Présidente, then Présidente of the National Conference of Directors of University Continuing Education Centers. In this capacity, she participates in discussions with national authorities, professional organizations and social partners. She was the leader of the national network of advisors in charge of validation in French universities. She contributes to the elaboration and provision of the training plan for advisors in charge of validation, at the conception of a national resources centre for validation in universities, and at the organization of several study visits on validation for delegations coming from different European countries.

Kathryn Westerveld (Director of Westerveld & Westerveld Ltd., United-Kingdom) has over 20 years' experience in international training development and management, specialising in tailored, interactive learning solutions and measuring the effectiveness of these. At Management Centre Europe in Brussels, from 1991 to 1998, she was responsible for the development and organisation of courses and international conferences on Corporate Law and Finance topics. As a Training Manager in the global Transaction Banking division of ABN AMRO Bank, Amsterdam, from 1998 to 2008, Kathryn developed training curricula and managed a range of training programmes for employees. The focus was on interactive, results-oriented training, with measurement of its effectiveness and a link to sales results. Kathryn currently works as an independent training consultant and translator.

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Preface

Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world.
 – Albert Einstein (1879-1955), German-born theoretical physicist

INTRODUCTION

The European Standards and Guidelines (ESG) by the European Network of Quality Assurance (ENQA, 2009) embody the first step for incentive actions by stakeholders for self-assessment and internal Quality Assurance (QA) in Higher Education Institutions (HEIs). In spite of local specificities, the context is a worldwide competition with huge global challenges for societies (Nuninger & Châtelet, 2016) facing quick and uncertain changes and increasing complexity (Morin, 2006). In any country, HE providers and their partners such as companies share additional State intervention at different levels in order to develop stronger, increasingly dynamic collaborations (Etzkowitz, 2008), aiming at conformity of training offers with effectiveness of training processes and efficiency of the organizations of educational and professional training: a triangle of performance including outcomes, results in terms of knowledge ownership and skills, and available resources. The motivation relies on the assumption that HEIs are key actors for the future of the societies facing the future for sustainable development based on employability, innovation and social cohesion (EU, 2010).

As a consequence, HE providers should first focus on the needs of citizens and second, move towards excellence (EFQM, 2013) for mutually beneficial relationships between parties, including the public, the partners, the staff and pedagogical teams with different expectations. EFQM Excellence model will guide HEIs' organizations to achieve and sustain outstanding levels of performance that meet or exceed dialogic outcomes. Their recognition will rely on the fact that they operate in different environments, sharing a common mindset based on a number of attributes and ways of working to shift the boundaries. Even though the expectations of parties differ, a common goal is to be achieved, sharing quality criteria, expenses and benefit and better knowledge of each other's context. The factual approach of Excellence is a key to identify new opportunities in the training market, both for the business of the HEIs and that of the companies; increasing the worthwhile potential effect for society and citizens throughout their lives (Yang et al., 2015).

The strategy complies with the accepted definition of University Lifelong Learning (ULLL) by Davies (2007) from the EUCEN BeFlex+ project: "ULLL is the provision by HE institutions of learning opportunities, services and research for the personal and professional development of a wide range of individuals lifelong and life wide; and the social, cultural and economic development of communities

and the region. It is at university level and research-based; it focuses primarily on the needs of the learners; and it is often developed and/or provided in collaboration with stakeholders and external actors”.

The HE Training offer is therefore a mix, including Continuing Education, Adult education, Post-graduate studies and professional training and non-variable parts can be brought out and shared, including a repository of skills with collective and social intelligence, and appropriate organization and processes. The challenge is for learners, staff and structures to be able to change: perceive, anticipate and adapt with an area of autonomy and self decision-making. In complex environments, internal and external, with increasing public diversity (number, prior experience and cultural backgrounds), by obligation or voluntary initiative, it is an opportunity to develop innovative trainings relying on the collective and intercultural skilled workforce. This relies on values and a spirit of excellence to manage the present and prepare the future, based on upstream knowledge and operational skills for transfer. Work Integrated Learning (WIL) is a way to unify cultures (education and professional training) and enhance efficiency, being closer to society's needs, i.e. giving people the opportunity to learn and to develop their skills to face workplace evolution all through their life.

OBJECTIVES

Based on the international diversity of the Community of Practice (Wenger, 2000) of Higher Education and of their experiments, the aim of this handbook is to bring out the common key factors, levers and processes that can be identified to guarantee quality and sustainability of training offers giving meaning to Guidance to Excellence; a global vision not depending on local constraints but helping to manage specificity and singularity of WIL models in HE. Usually WIL is developed at local level with motivated small teams and an area of autonomy. What about bigger structures or merging when changes in the market and career advancement modify the situation? Such a demanding approach of the training offer in close relationship with the actors will face difficulties; they can be explained by the broader field of skills required for teachers, the readability of the complexity-benefic ratio of WIL in addition to the understanding of the goal by managers or the strategic committee, the joint design of formative work-situations to achieve training outcomes and the relationship between actors to incent and develop a common understanding. The innovative issue for this handbook is to make clear the main aspects and guide to good practices for HEIs, taking into account their local environment. Indeed, the spirit of standards is only useful when specific constraints in the context are taken into account.

TARGET AUDIENCE

The handbook is an opportunity to mix research fields with respect to the topic of WIL in HE as a solution for efficiency, unifying actors' expectations, local and global step-back, long- and short-term policies. In this way, keys are given at all levels of the multi-level hierarchical structure of HE organizations to manage specificities with compliance with high-level standards. This is a well-thought out way to design Work Integrated Learning in HE. Indeed, in general, the collections of publications are mainly limited to one field of research, putting the focus on one single part of the complex challenge of Higher Education; however, the parts are the whole and vice-versa: behaviors of learners and teachers in the dual act of training and learning; the aim, requirement and outcomes of specific pedagogies; local vision

of trainings with qualitative and quantitative indicators with a focus on only one specific aspect; global vision of Quality Assurance and evolution of the society issues independently of local specificities...

The target audience of this book will be composed of professionals, policy makers, managers and researchers working in the field of Higher Education, especially with a close relationship with the industry. Among them we quote:

- The pedagogical teams and teachers that design the training curriculum and syllabus, decide the pedagogy and carry out the training in synchronous and asynchronous time;
- The academic tutors and industrial mentors who guide and support the path of trainees;
- The researchers working in various disciplines, e.g.: Social Education, Quality and Management, adult education, sociology, computer science, and information technology... that help the development of new training strategy and digital devices and tools adapted to the evolution of the new public and the increasing development of technology;
- The workforce in the position of deciding, controlling, supporting and developing the training offer with respect to society's needs and worldwide framework will find solutions to perform a high quality educational system to face sustainable issues of Higher Education as they are important to allow innovation.

The handbook provides insights and supports executives concerned with management of expertise and talent, knowledge, information and organizational development in different types of complex work communities and environments, taking all factors into account.

ORGANIZATION OF THE BOOK

Through four sections, the focus will be put on the main aspects of the challenge for HE to build on an efficient training offer in the scope of society sustainable development, considering the citizen in the center of the issue:

1. **Exemplary Higher Education for Excellence and Culture Ownership:** The target is to progressively optimize the training offer putting, when necessary, the just necessary stress on the critical points in order to satisfy the society's needs. In this way, sustainable and recognized training offer will be developed with mutually beneficial relationships and awareness of context. Quality prices and guidance are opportunities for motivation and recognition, considering the training business and the level in the organization.
2. **Learning Through and For Work: A Key Quality Criterion for HEIs Shared by the Parties:** The commitment of parties will question their common goals and the selected criteria of efficiency with respect to the standpoint of actors, and therefore the organization and its supports. Training will require the understanding of different cultures, an active behavior of learners and transversal skills of trainers. Efficiency relies on a repository of skills and the assessment situations, and of course, winning-trio and Ethics.
3. **HE is a Learning System with Quality Spirit to Enhance Long Life Learning:** As a learning organization, HE will permit to all and at any age a strong knowledge ownership and know-how in a new professional context; taking advantage of prior experience, the challenge is to improve the