Euroscience

A European Association for the Promotion of Science and Technology

"L'Università che vogliamo"

Tavola Rotonda

Napoli, 7 aprile 2009

Università e valutazione della qualità: un approccio Europeo

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Consiglio Direttivo di EuroScience

Responsabile WG «Education»

Cosa si intende per qualità?

«*The concept of quality is not new: it has always been part of the academic tradition. It is the outside world that now emphasises the need for attention to quality... It is the relationship between higher education and society which has changed*»

(Vroeijenstijn 1995)

La qualità è – ovviamente – un concetto costitutivo dell'Università («*la qualità siamo noi*», pensano gli accademici). E però essere attori di primo piano del palcoscenico accademico non ne fa *ipso facto* degli esperti

Cosa si intende per qualità?

→ Significa:

1. parlare di organizzazione, conduzione delle attività istituzionali, senso e obiettivi dell'Università *tout court,* in modo "olistico"

2. concentrarsi su specifici strumenti di acquisizione di informazioni, di governo dei processi, di promozione di comportamenti e atteggiamenti nuovi e diversi

Complessità culturale, sociale, organizzativa

→ Passaggio da una situazione in cui gli affari accademici erano o apparivano semplici, comprensibili, controllabili, ad uno in cui nuove e diverse sono le sfide:

✓ della complessità dei saperi

✓ della esplosione della domanda e dell'offerta di istruzione

✓ della globalizzazione dei mercati

✓ della mobilità internazionale delle persone e delle relative professionalità

Qualità e valutazione

Coppia di termini/concetti centrali, che chiamano in causa tutta la filosofia:

✓ **Qualità** → grado di perfezione → finalità intrinseche o estrinseche...

✓ **Valutazione** → valori → assiologia (etica...) → soggetto della conoscenza e del giudizio → definizione e uso di criteri

Numerosi concetti e metodi importati dall'economia, dalla sociologia (e poi ovviamente: politica dell'istruzione e della ricerca) → **inter- /trans- disciplinarità**

Valori e valutazione

✓ Fatto assodato: i valori affondano la propria definizione e giustificazione nei diversi interessi e nelle diverse visioni del mondo di un individuo, una istituzione, una comunità

→ Classici interrogativi della valutazione:

✓ cosa valutare

✓ per quale scopo

✓ con quali metodi e procedure

✓ in quale momento

✓ quali gli attori implicati

Valutazione e organizzazione

✓ Valutazione significa determinazione del valore ("intrinseco", o per una istituzione, o per un individuo, ...) di qualcosa

→ Nel contesto delle organizzazioni, si considerano la valutazione dell'efficacia (capacità di raggiungere gli obiettivi attesi, o di soddisfare bisogni), dell'efficienza (rapporto tra mezzi impiegati e risultati raggiunti), dell'economicità, della rilevanza...
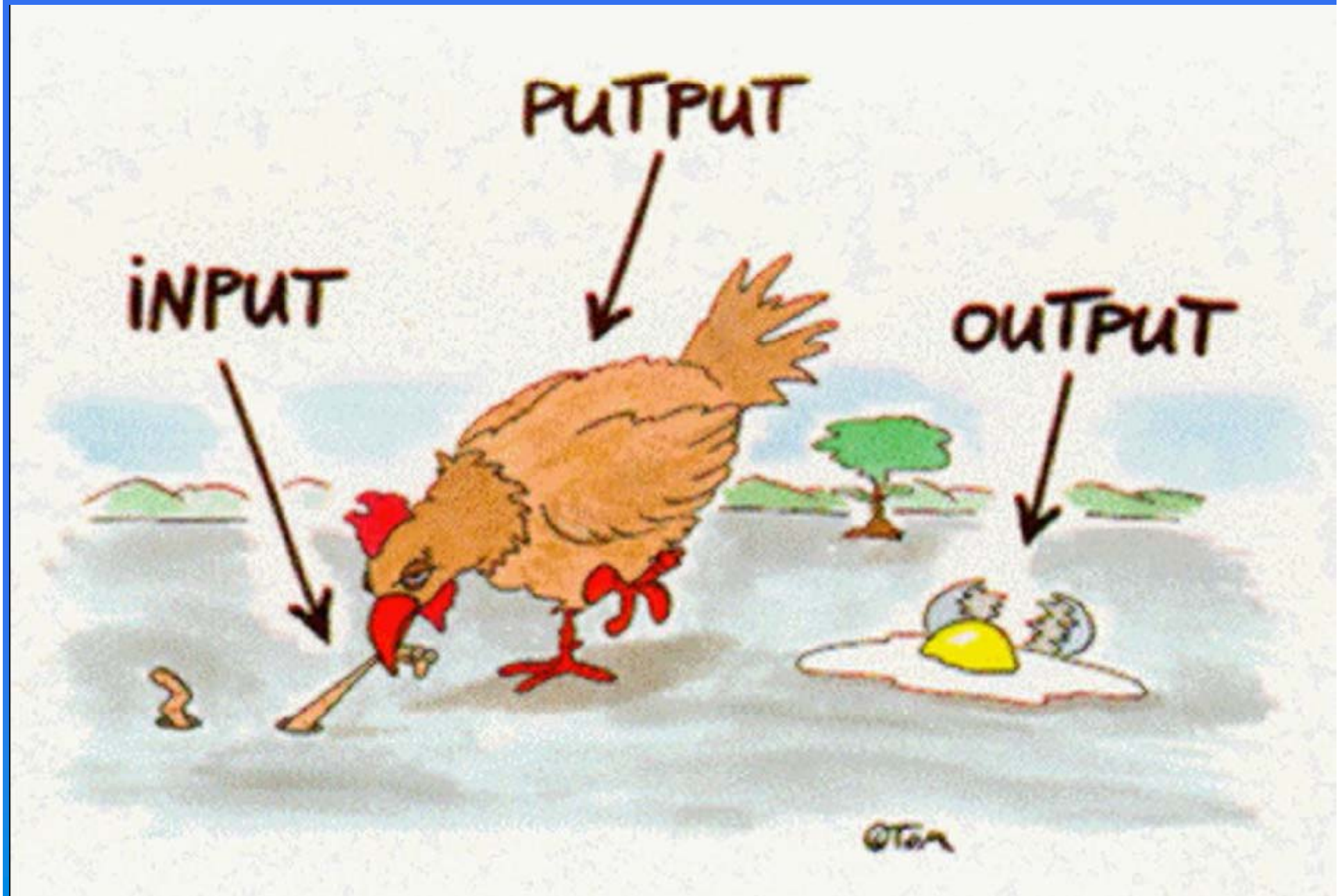
→ In questo contesto, qualità sta per "idoneità allo scopo" (degli elementi organizzativi, delle attività, dei prodotti...)

Efficacia, efficienza, etc. (da: Palumbo 2001 e Bezzi 2003)
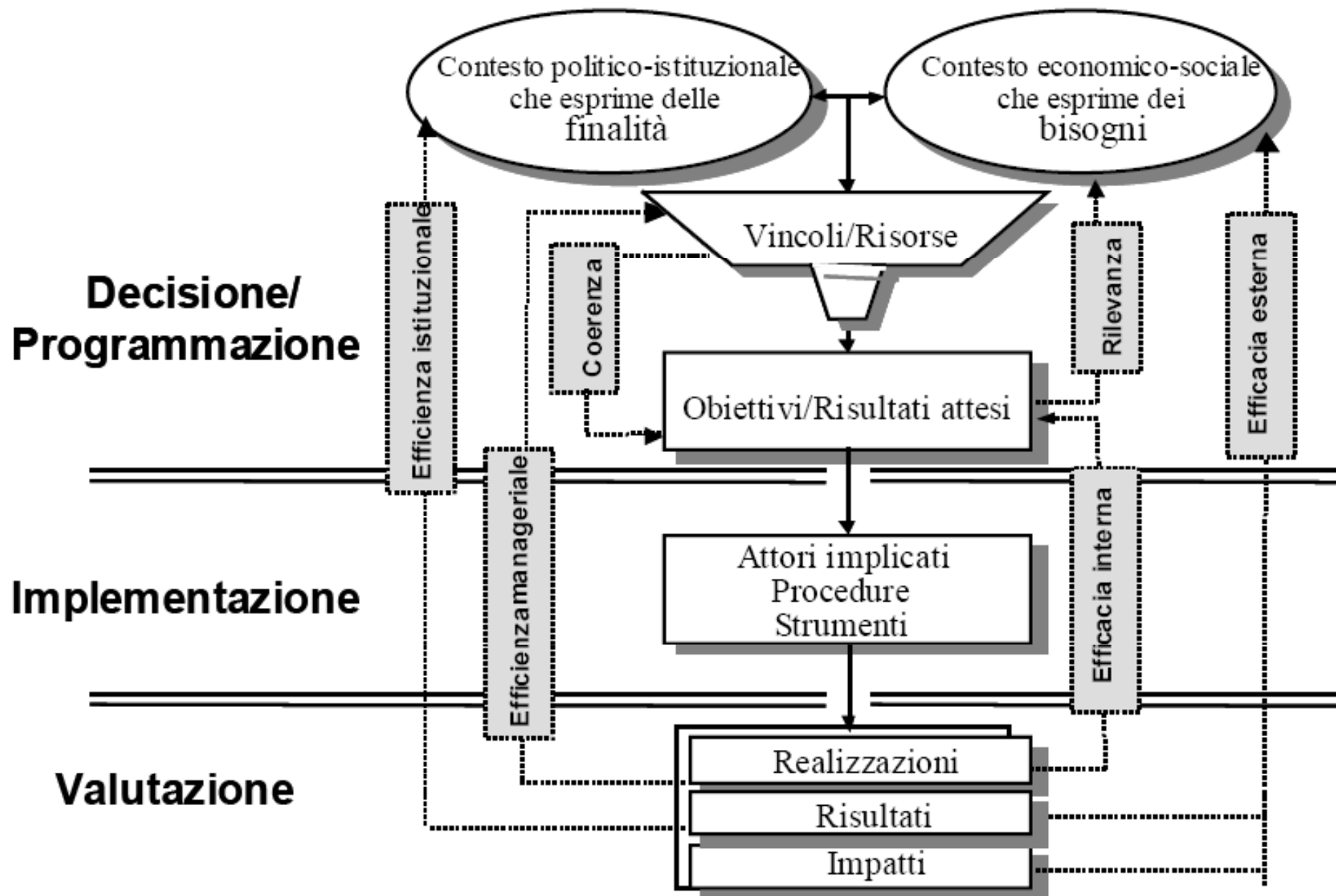
I processi (e gli agenti)

Come descriviamo i processi formativi/educativi?

✓ L'istruzione è l'archètipo del servizio (immateriale, intangibile,...)

→ Dubbio l'uso spregiudicato del termine *servizio* e del relativo apparato concettuale: lo studente non si limita a "comprare", ma deve lavorare...

→ Processi formativi/educativi come azione combinata di **insegnamento** e **apprendimento**

→ **L'apprendimento non è uno sport da spettatori !!**

Corso di studi: elementi generali

- Programma del Corso (profilo dell'offerta formativa, contenuti previsti, obiettivi)

- Risorse (umane, materiali, finanziarie)

- Erogazione del Corso (attività concretamente svolte, es. lezioni, esercitazioni, esami)

- Esiti formativi (i risultati dell'apprendimento nello studente, nel laureato)

- Conseguenze dell'istruzione (impatto a medio-lungo termine, anche, più in generale, nella società)

Difficoltà della descrizione teorica

✓ I servizi sfuggono, ad una costrizione entro schemi troppo precisi (rispetto ai beni materiali)

✓ Dubbia categorizzazione di attività e di risultati (e di indicatori rilevanti)

✓ *Status* del docente universitario e ruolo dello studente

✓ Interessi e i punti di vista divergenti su quali caratteristiche vadano a costituire astrattamente una istruzione di (buona) qualità (fine dell'istruzione...)

Modelli industriali...

→ Idea: applico (interpreto) i modelli industriali – del tipo *Total Quality Management* – ISO e simili...
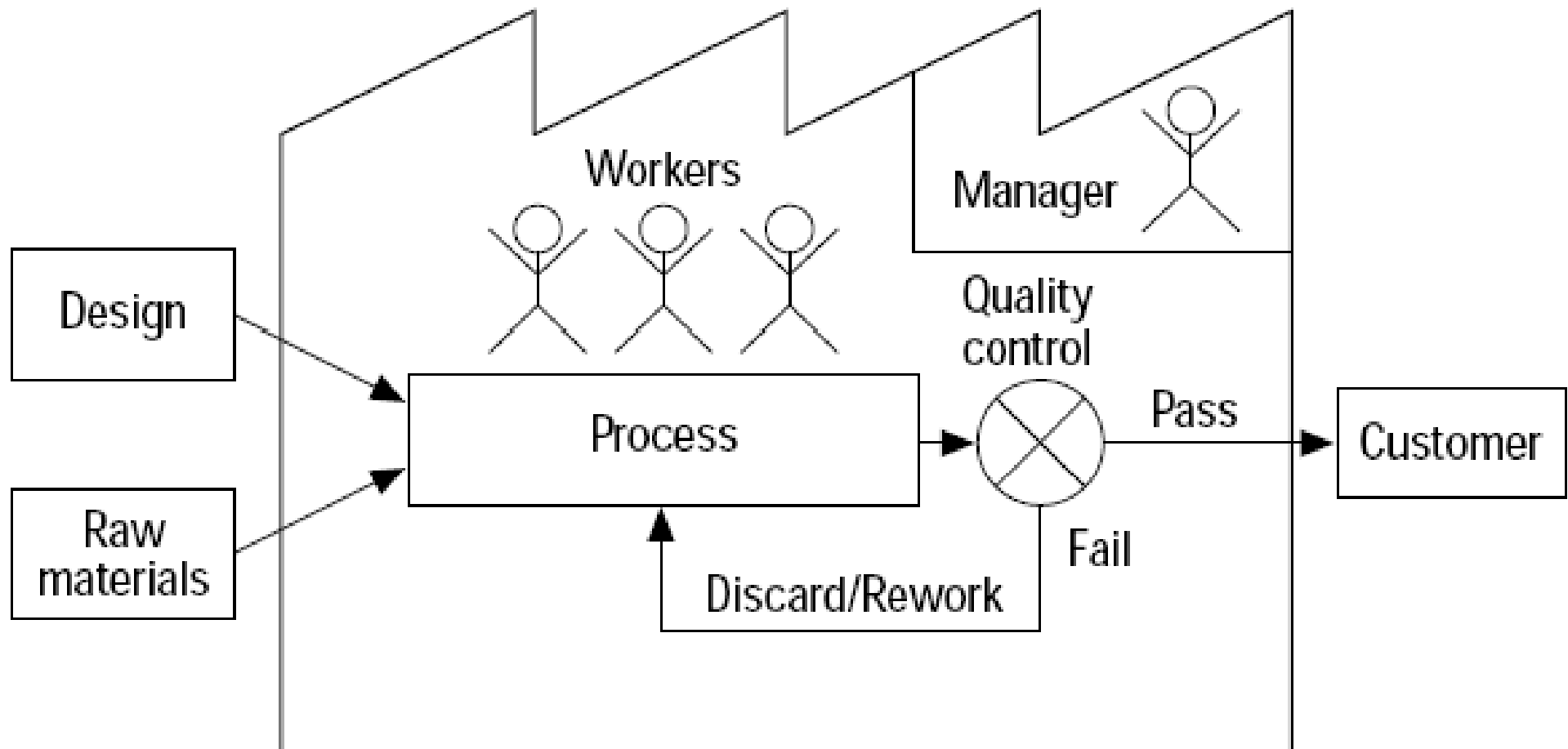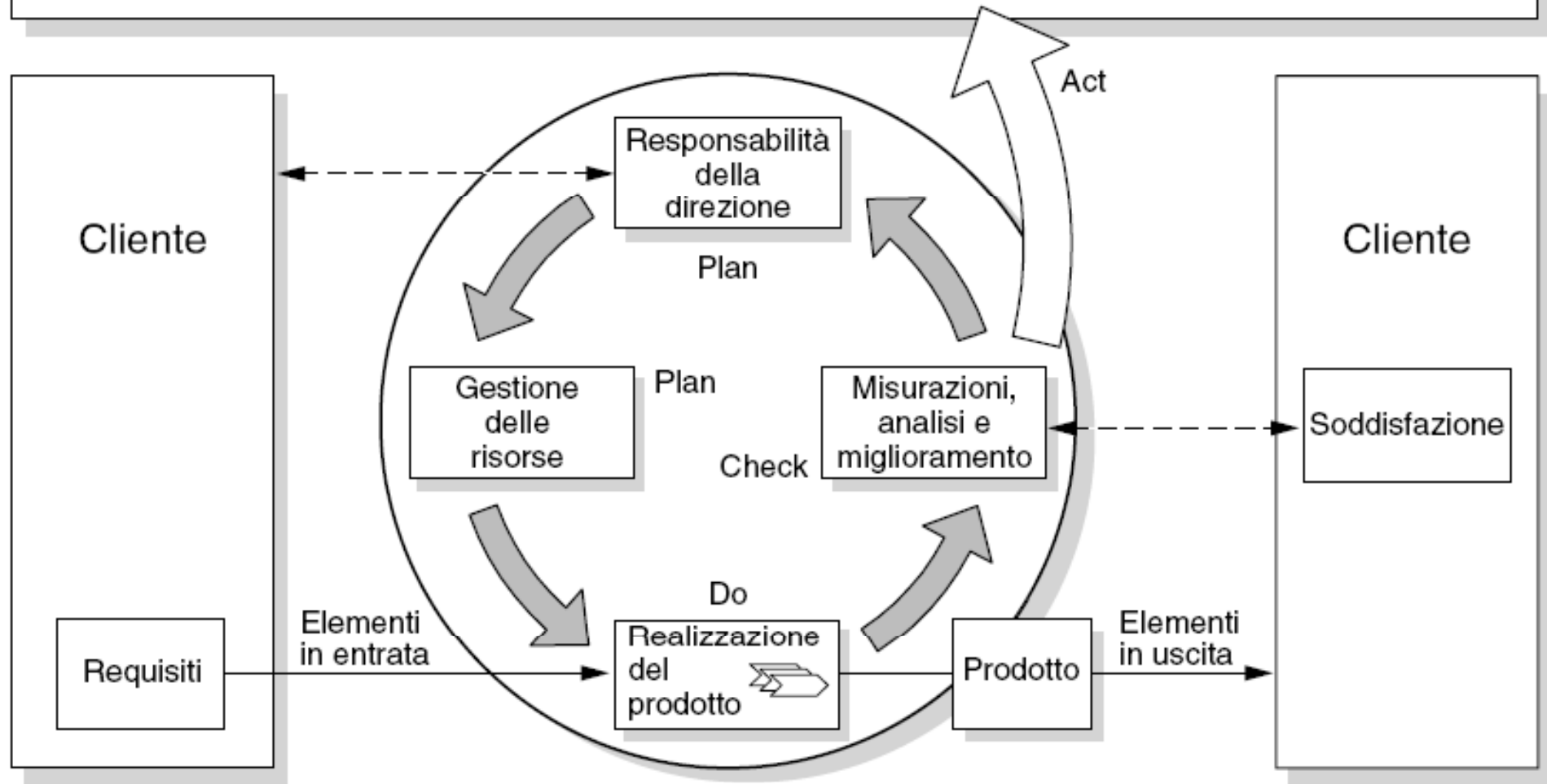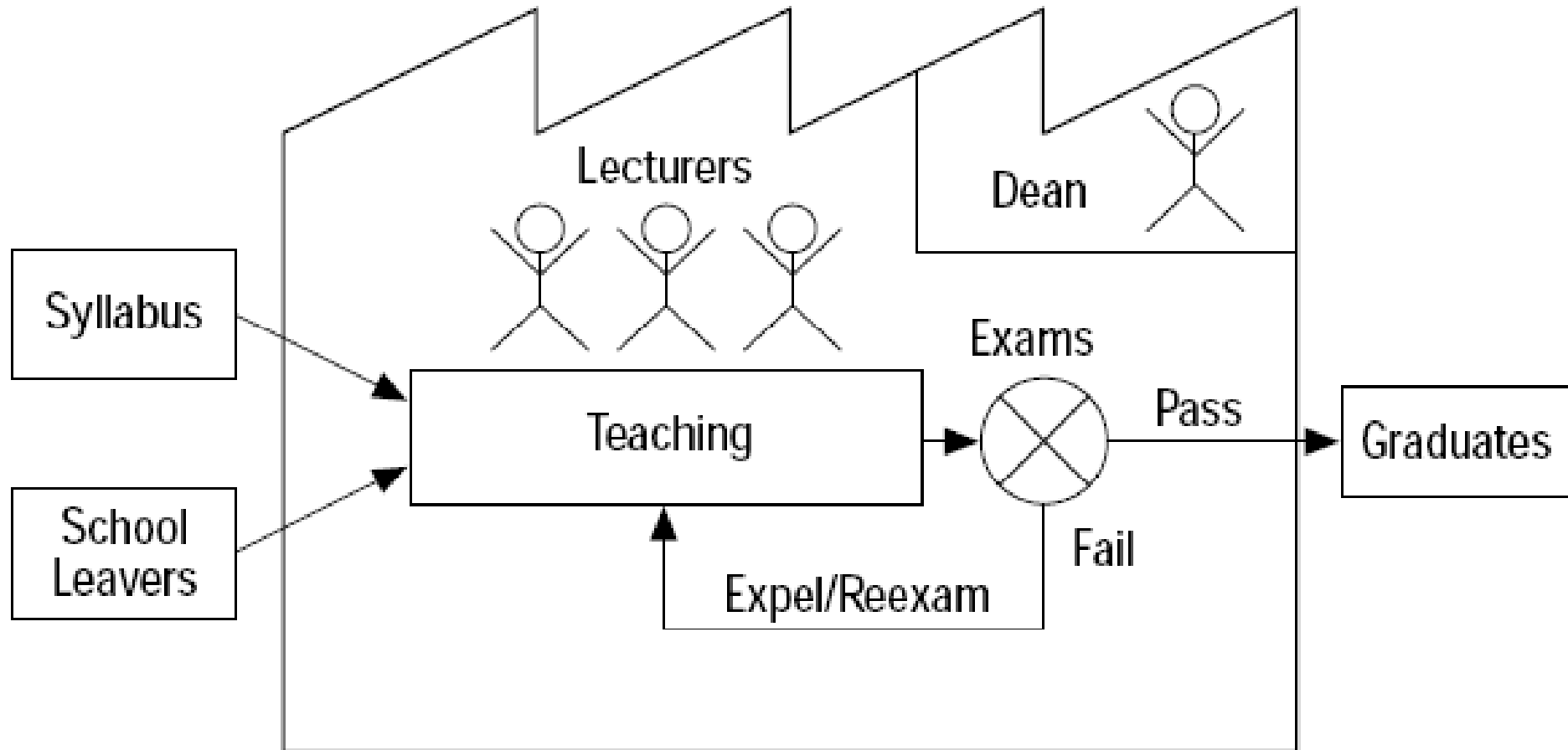
Schema generale del funzionamento di un Sistema di Gestione per la Qualità

Et voilà...

→ Ovvero: alcuni (primi) tentativi di prendere a prestito schemi, ruoli e relazioni già studiati - e pronti

Problema del "prodotto"...

→ come interpretare "prodotto" in questi modelli?

«within education and training the "product" may be variously described. This document assumes a definition of the "product" or output of an education or training institution as the enhancement of competence, knowledge, understanding or personal development of the student resulting from the learning experience.»

"Guidance Note on the application of ISO 9001 for quality management systems in Education and Training"

(British Standards Institute, 1995)

...il problema del "prodotto"...

✓ ma invece...

«based on comparison with other service sectors, the real difficulty of controlling the learning process, and the choices made by many certified education and training organisations across Europe, the author has opted for 'product' as being "the education and training services adopted by the organisation, including associated products, tools and services"», [...] «course, education or training programme, education or training material»

"Application of ISO 9000 Standards to Education and Training. Interpretation and Guidelines in an European perspective" (CEDEFOP, 1997)

...il problema del "prodotto"

**Applicare la norma
UNI EN ISO 9001:2000
all'attività formativa universitaria**

Gruppo di Lavoro UNI, 2006

«Il servizio formativo, che rappresenta il prodotto del Sistema di gestione per la Qualità (SGQ), comprende, oltre al processo formativo vero e proprio, anche i cosiddetti servizi di contesto, o di supporto, ovvero servizi quali l'orientamento in ingresso, il tutorato, il job placement , ecc.), che a essa vanno associati per garantire l'efficacia del servizio formativo.»

Riepilogo

❑ Problema del "prodotto", del fine, della diversità istituzionale, della (scarsa) influenza all'*interfaccia* docente-studente...

❑ Problema dell'*autonomia* istituzionale, del punto di vista interno rispetto a imposizioni esterne...

❑ Problema dell'*accountability*: come rispondere alle richieste esterne...

→ La ricerca di criteri di valutazione per l'organizzazione e i risultati dell'impresa formativa non è mai un problema risolvibile univocamente (e facilmente)

(Ri-)elaborazione di modelli specifici per l'istruzione [superiore]
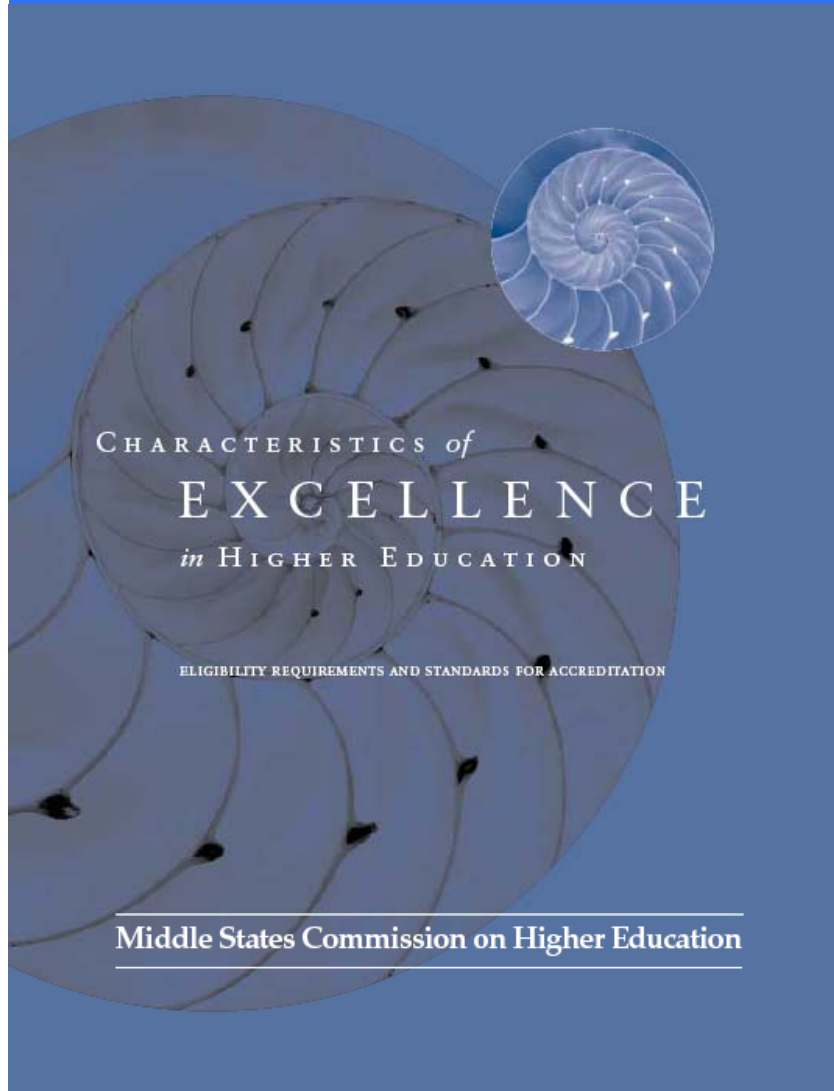
✓ Storia più che secolare negli Stati Uniti

✓ Sistema fondato sull'autorizzazione degli Stati e sull'accreditamento di istituzioni e corsi da parte di organizzazioni no-profit, ma riconosciute da autorità pubbliche

✓ sistema di *standard* che valgono alla stregua di requisiti minimi

Accreditamento

[da: Vlăsceanu, Grünberg, Pârlea, 2004]

«processo in base al quale un ente (non-)governativo o privato valuta la qualità di un istituto di formazione superiore nella sua interezza o la qualità di uno specifico corso di studi con il fine di riconoscerlo formalmente come soddisfacente certi determinati criteri o standard minimali. Il risultato di questo processo è di solito la concessione di uno status (decisione sì/no), di un riconoscimento, e talvolta della autorizzazione ad operare, con una validità temporalmente limitata. Il processo può implicare un'auto-analisi iniziale e periodica ed una valutazione da parte di revisori ["pari"] esterni. Il processo di accreditamento si dispiega tipicamente in tre fasi, con specifiche attività:

→

Accreditamento (cont.)

(i) un processo di auto-valutazione condotto dalla Facoltà, dagli organi di amministrazione, e dal personale dell'istituzione o del corso di studi, risultante in una relazione che prende a riferimento l'insieme degli standard e dei criteri dell'ente di accreditamento; (ii) una visita di studio, condotta da un gruppo di revisori, individuati dall'organizzazione accreditante, che esamina le evidenze, visita le sedi, e intervista il personale docente e ricercatore e quello tecnicoamministrativo, risultante in un rapporto di valutazione, comprensivo di una raccomandazione al competente organo collegiale dell'ente di accreditamento; (iii) l'esame da parte del competente organo collegiale delle evidenze e della raccomandazione sulla base del preordinato insieme di criteri in materia di qualità e risultante in un giudizio finale, e la comunicazione della decisione all'istituzione e ad altre parti interessate, ove appropriato.»

Standards at a Glance

Institutional Context

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources

The human, financial, technical, physical facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Standard 4: Leadership and Governance

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Educational Effectiveness

Standard 8: Student Admissions and Retention

The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Standard 11: Educational Offerings

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

The Quality Assurance Agency for Higher Education (QAA)

QAA checks how universities maintain their own academic standards and quality. We review and report on how they meet their responsibilities, identify good practice and make recommendation for improvement. We publish guidelines to help institutions develop effective systems to ensure students have the best learning experience.

QAA

Cymraeg

Search... [Go]

Navigation
- About us
- News and events
- Publications
- Types of review
- Standards and quality
- Supporting developments in HE
- Working in partnership
- Degree awarding powers and university title
- Complaints in HE
- Vacancies
- FAQs
- Contact us

Access
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News | Events | Consultations | Recent publications

QAA publishes information bulletin on pilot study appraising the HE strategies of FE colleges

QAA has published an information bulletin analysing the findings of a pilot study into the higher education strategies of Further Education Colleges and partnerships. The analysis looked at 29 HE strategies, and found that most address strategic themes such as local, regional and national priorities; the enhancement of student progression; the HE student experience and the strategic management of academic standards and quality. Read more >>

QAA publishes Institutional audit consultation Proposed changes to the Institutional audit process

Consultation on draft revised *Code of practice, Section 3: Disabled students* and *Section 8: Career education, information, advice and guidance*

QAA publishes Outcomes from institutional audit, series 2: Institutions' support for students with disabilities 2002-06

QAA publishes Learning from ELIR 2003-07: Emerging approaches to employability and personal development planning

Thematic enquiries into concerns about academic quality and standards in higher education in England

higher quality 29 now available

Chief executive gives evidence to parliamentary inquiry

More news

Looking for a review report on a university or college?

Find out what our reports have said about your institution.

Use our A to Z index

England

Learn about our extensive work with English institutions and our close working relationships with higher education organisations in England.

Read more

- Wales/Cymru
- Northern Ireland
- Scotland
- International

Academic standards and quality

QAA has worked with the sector to develop a set of reference points, known as the Academic Infrastructure. Institutions use this, and other reference points, to guide their policies for maintaining academic standards and quality.

About the Academic Infrastructure

The Academic Infrastructure is a set of nationally agreed reference points which give all institutions a shared starting point for setting, describing and assuring the quality and standards of their higher education courses. We work closely with the UK higher education sector to develop these reference points.

The Academic Infrastructure has four elements and all are inter-related. The Code of practice is concerned with the management of quality and the other three give advice to institutions about setting standards.
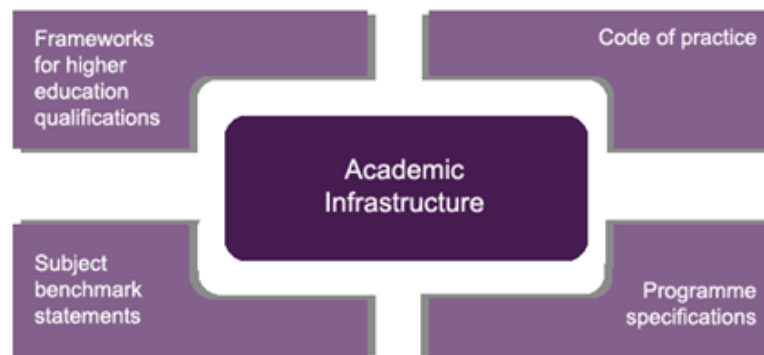
### Other QAA reference points

Some other areas of our work also relate to all or parts of the Academic Infrastructure:

- Personal development planning: guidance for institutional policy and practice in higher education
- QAA carried out a consultation relating to a discussion paper on doctoral programmes in May to July 2007.
  Academic credit in higher education

Ciclo dinamico *Tuning* per la Qualità
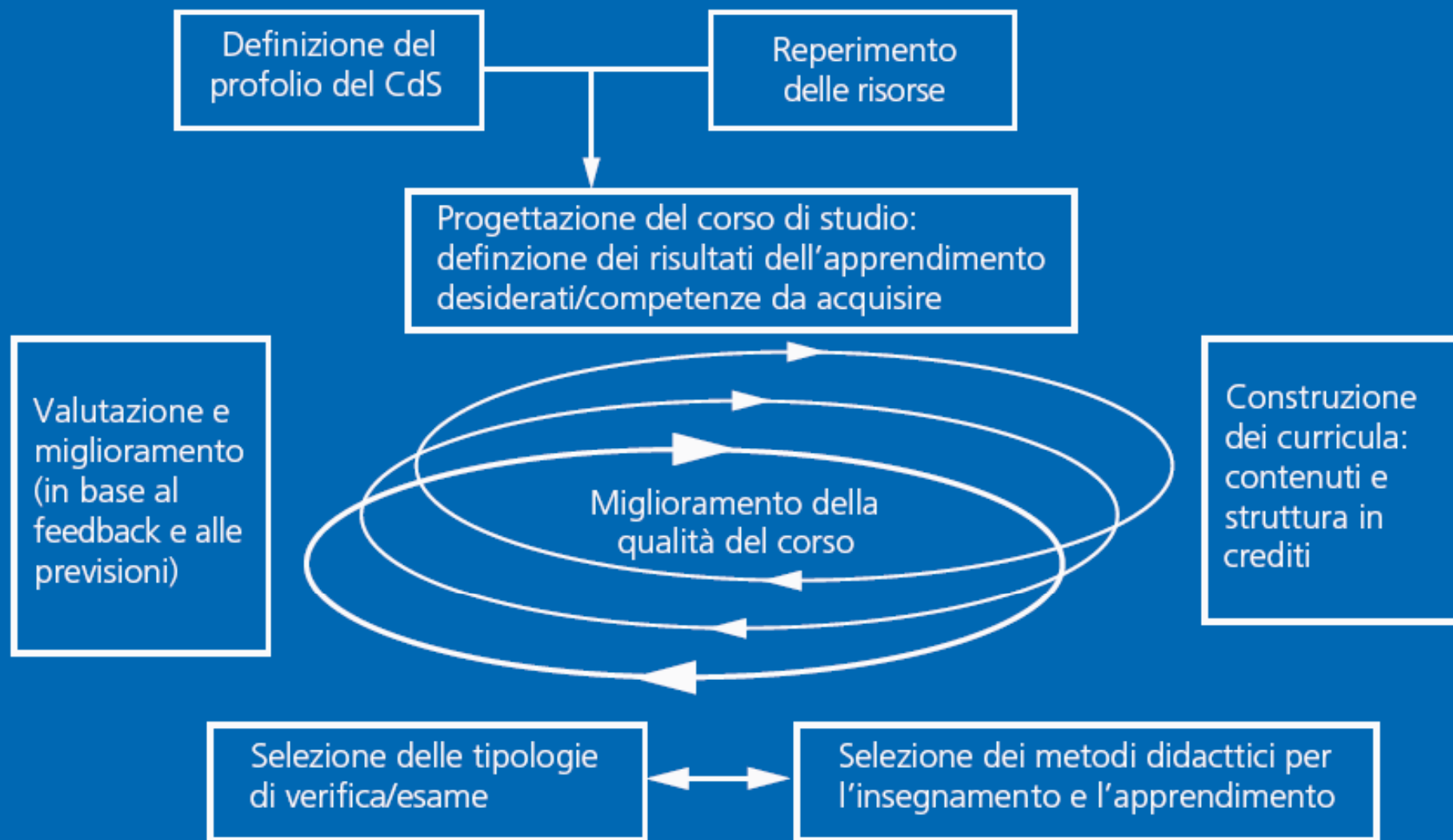
Processo di Bologna

1999 – Dichiarazione di Bologna
Linea di azione sulla valutazione della qualità

2001 – Praga, rafforzamento

2003 – Berlino, decisione di procedere all'elaborazione di «un insieme concordato di standard, procedure e linee guida per l'assicurazione della qualità» e di «esaminare le modalità per garantire un sistema adeguato di peer-review per le agenzie o altri organismi incaricati dell'assicurazione della qualità e/o accreditamento».

bologna process

EUA
European University Association

Strong
universities for Europe

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Navigation
- About EUA
- EUA Membership
- Members Directory
- EUA Political Declarations & Policy Positions
- Bologna & Universities Reform
- Trends in European Higher Education
- Research
- EUA Council for Doctoral Education
- Institutional Evaluation Programme
- Quality Assurance
- International Relations
- EUA Events
- Publications
- Press Corner
- Job Opportunities at EUA

▶ EUA elects new Board

During EUA's Prague Convention (19-21 March) members of the association elected the following eight university leaders to serve on the next EUA Board:

▶ Moving towards the EUA Prague Declaration: Leaders underline key role of universities during economic downturn

The 500 university leaders who gathered at Charles University in Prague last week had a clear message for European governments. They called on them to invest in higher education during the economic and financial crisis and...

▶ Current political and economic climate will create challenges but also opportunities for universities post Bologna

In his presentation to the EUA Convention, general rapporteur, Sir Peter Scott (Vice Chancellor of Kingston University) said it was a decisive moment not only for Europe's universities but also for Europe as a whole.

▶ EUA welcomes new members

On the occasion of the EUA Council meeting at the Prague Convention, 12 institutions were welcomed as full individual members:

▶ See all

NEWS from our MEMBERS and PARTNERS

▶ **Call for Applications for the position of Rector at Universidade Nova de Lisboa (Lisbon, Portugal)**

▶ **'Quality and development in Nordic Higher Education', Reykjavik, Iceland (16-17 April 2009)**

▶ **EURASHE Annual Conference,**

▶ **Gresham College Events: 'The Teaching of Commerce', 'Diversity and Danger', 'What Makes a Successful Global Financial Centre?'**

▶ **Call for Proposals: Euroscience Open Forum (ESOF) 2010 biennial meeting in Turin, Italy (2-7 July 2010)**

EVENTS

▶2nd Annual Meeting of the EUA Council for Doctoral Education (EUA-CDE) University of Lausanne, Switzerland (4-5 June 2009)

All events

PUBLICATIONS

▶Trends V: universities shaping the European Higher Education Area

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▶European Universities' Charter on Lifelong learning

▶Financially Sustainable Universities: Towards Full Costing In European Universities

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▶Trends in Quality Assurance: a selection of papers from the 3rd European Quality Assurance Forum

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EURASHE

EURASHE | **Activities** | **Documents** | **Members** | **News**

EURASHE Annual Conference Prague (CZ) 21-22 May 2009

The Theme: "Higher education, Enterprises and Regions: Partnerships for Innovation and Development throughout Europe"

New date and confirmation of venue
We are pleased to announce that the 2009 Annual Conference of EURASHE is jointly hosted by CASPHE and College of Polytechnics Jihlava. This event will take place at the premises of the University of Economics in Prague, Czech Republic and will be listed as an Accompanying Event under the Czech Presidency of the European Union.

The conference is now open for registration
Go to the conference page to register and to download relevant documents regardig the conference.
When you register you will be able to choose which workshops you want to attend.
The Prague conference page

Should you have any question, please do not hesitate to contact the Secretariat by e-mail at the following address: anja.matthys@eurashe.eu

EURASHE (European Association of Institutions in Higher Education) is the (international) association of European Higher Education Institutions – Polytechnics, Colleges, University Colleges, etc. – devoted to Professional Higher Education and related research within the Bachelor-Masters structure.
Read more about EURASHE

EURASHE's working agenda in the Bologna Process 2007-2009

EURASHE is fully assuming its ...
Read more

New EURASHE publication on Lifelong Learning

Read more

apr ▼ 2009 ▼ Show

april 2009						
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29	30	31	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23 »	24 »	25
26	27 »	28	29	30	1	2

E-mail: eurashe@eurashe.eu - Phone: +32 2 211 41 97 - Webmaster

Take Action Now

Sign up here to help make mobility a reality for all!

▶▶▶▶ Sign the Petition

Welcome to the homepage of the European Students' Union (ESU)

ESU - The European Students' Union - is the umbrella organisation of 49 national unions of students from 38 countries, and through these members represent over 11 million students. The aim of ESU is to represent and promote the educational, social, economic and cultural interests of students at a European level towards all relevant bodies and in particular the European Union, Bologna Follow-Up Group, Council of Europe and UNESCO.

This month, it's all about Bologna...

bologna
process

benelux
2009

The crucial month for higher education policy is here. For anyone interested in Europe's educational future, this is the time to get involved.

Read on below to find out all the exciting and (hopefully!) positive things that are taking place this month, and how YOU can play a part in the action:

The Ministers are coming : Official Ministerial Conference of the Bologna Process 28/29th April, Belgium

Ten years after it began, the time has come to evaluate the latest progress in delivering the vision of a European Higher Education Area (EHEA) for 46 countries across the continent.

Ministers from all 46 signatory countries will gather for a 2 day conference (28-29th April)

Welcome to the website of ENQA

ENQA (the **European Association for Quality Assurance in Higher Education**) disseminates information, experiences and good practices in the field of quality assurance (QA) in higher education to European QA agencies, public authorities and higher education institutions.

Latest news

News from the Board, 23 January 2009 *(31 March 2009)***More news**

Upcoming events

Conference: Quality and development in Nordic Higher Education, 16-17 April 2009, University of Iceland**More events**

Latest publications

External review report of AGAE - January 2009**More publications**

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ESG
European Standards and Guidelines
for Quality Assurance

"Architrave" della dimensione europea della valutazione di qualità

2005 – Bergen, adozione del documento ENQA con *standard* e *linee guida*

Part 1: European standards and guidelines for internal quality assurance within higher education institutions

1.1 Policy and procedures for quality assurance:

Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

Part 1 ESG cont.

1.2 Approval, monitoring and periodic review of programmes and awards: Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

1.3 Assessment of students: Students should be assessed using published criteria, regulations and procedures which are applied consistently.

1.4 Quality assurance of teaching staff: Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.

Part 1 ESG cont.

1.5 Learning resources and student support: Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

1.6 Information systems: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.

1.7 Public information: Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

Part 2: European standards for the external quality assurance of higher education

2.1 Use of internal quality assurance procedures: External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.

2.2 Development of external quality assurance processes: The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.

Part 2 ESG cont.

2.3 Criteria for decisions: Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.

2.4 Processes fit for purpose: All external quality assurance processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.

2.5 Reporting: Reports should be published and should be written in a style, which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.

Part 2 ESG cont.

2.6 Follow-up procedures: Quality assurance processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow-up procedure which is implemented consistently.

2.7 Periodic reviews: External quality assurance of institutions and/or programmes should be undertaken on a cyclical basis. The length of the cycle and the review procedures to be used should be clearly defined and published in advance.

2.8 System-wide analyses: Quality assurance agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments etc.

Part 3: European standards for external quality assurance agencies

3.1 Use of external quality assurance procedures for higher education: The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.

3.2 Official status: Agencies should be formally recognised by competent public authorities in the European Higher Education Area as agencies with responsibilities for external quality assurance and should have an established legal basis. They should comply with any requirements of the legislative jurisdictions within which they operate.

Part 3 ESG cont.

3.3 Activities: Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.

3.4 Resources: Agencies should have adequate and proportional resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.
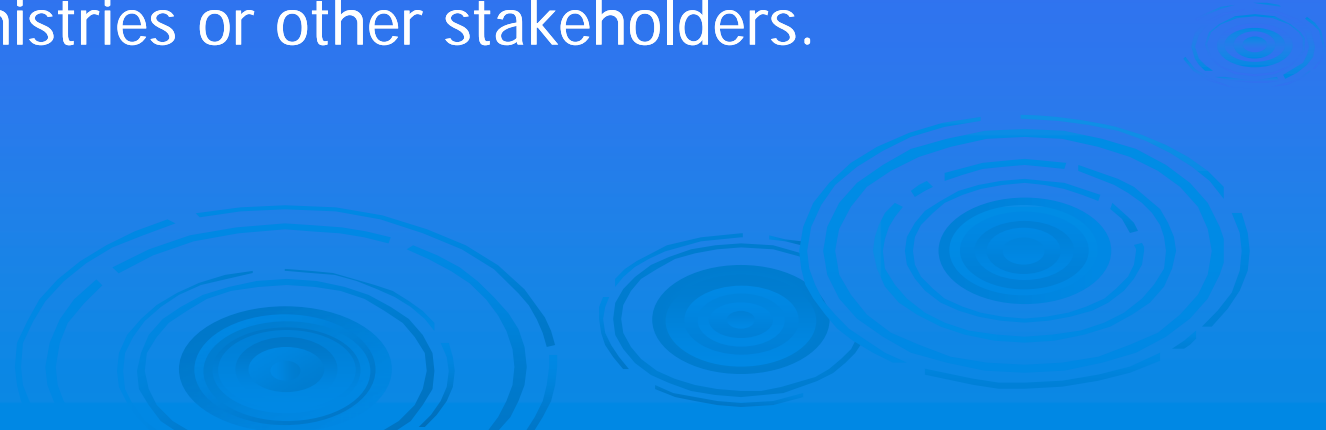
Part 3 ESG cont.

3.5 Mission statement: Agencies should have clear and explicit goals and objectives for their work, contained in a publicly available statement.

3.6 Independence: Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries or other stakeholders.

Part 3 ESG cont.

3.7 External quality assurance criteria and processes used by the agencies: The processes, criteria and procedures used by agencies should be pre-defined and publicly available. These processes will normally be expected to include:

• a self-assessment or equivalent procedure by the subject of the quality assurance process;

• an external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency;

• publication of a report, including any decisions, recommendations or other formal outcomes;

• a follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.

Part 3 ESG cont.

3.8 Accountability procedures: Agencies should have in place procedures for their own accountability.

eqar ////

European Quality Assurance Register for Higher Education

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A A A

The European Quality Assurance Register for Higher Education (EQAR) aims at increasing transparency of quality assurance, and thus enhancing trust and confidence in European higher education. EQAR will list quality assurance agencies that operate in Europe and have proven their credibility and reliability in a review against the European Standards and Guidelines for Quality Assurance (ESG). ⌐ more...

//// News

### EQAR General Assembly held on 25 March 2009 in Praha

EQAR's members convened for their 2nd General Assembly on 25 March 2009 in Praha. EQAR's first Annual Report, covering activities in 2008, was presented to members in Praha and will be published in late April 2009.

As the new representative of ESU, Bruno Carapinha was by-elected to the Executive Board. He will take over as President of the Executive Board from 1 April 2009.

Information for:
- Institutions
- QA agencies
- Students
- Employers
- Governments
- Press and media
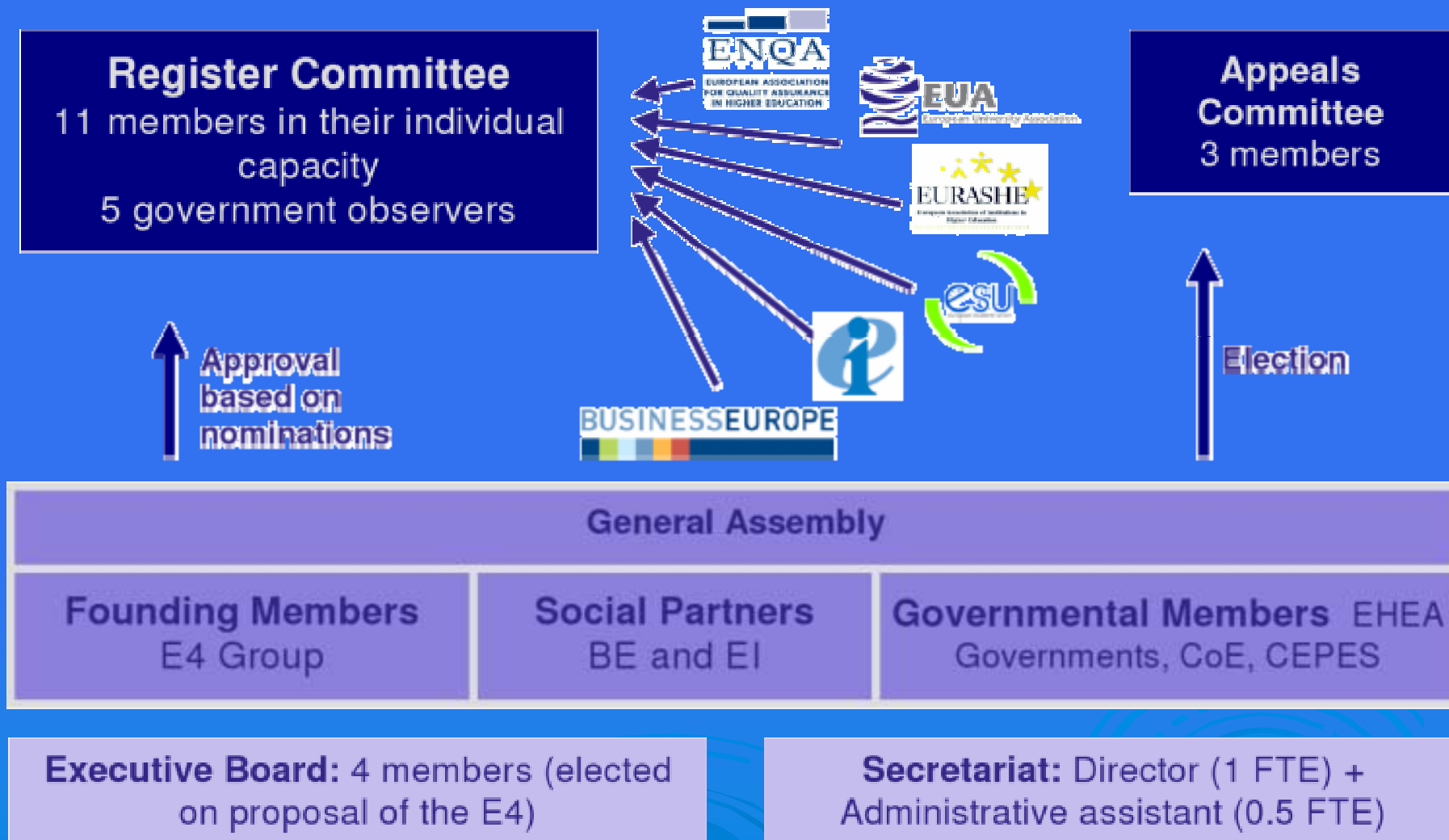
Diversità nell'istruzione superiore

→ Problema della **diversità** = **varietà di entità in un sistema**

✓ diversità fra sistemi, strutturale o istituzionale
✓ diversità programmatica (di corsi di studio)
✓ diversità di reputazione

→ La diversità è tipicamente vista in modo **positivo**, nelle politiche europee e internazionali:

✓ per incontrare diversi bisogni di un multiforme corpo studentesco
✓ per incontrare la molteplicità di esigenze del mercato del lavoro
✓ per combinare istruzione di élite e di massa

Classificazioni e *ranking*

→ Per **classificazione** si intende l'operazione di raggruppare entità "simili" fra loro

✓ Serve per riconoscere, mappare, rendere trasparente la diversità istituzionale (es.: *Carnegie classification* in USA)

✓ Non implica un ordinamento o un giudizio di qualità sulle diverse classi

✓ E' necessario sviluppare adeguati criteri di raggruppamento, cioè le "dimensioni"

✓ Di per sé non conduce ai *ranking*, sebbene possa (o anche debba) essere usato per costruirli

→ Il *ranking* costruisce una (o più) graduatorie ordinali delle istituzioni

La valutazione della ricerca

✓ La ricerca si svolge nelle Università, in altre istituzioni pubbliche e private, nelle imprese, ma anche in forme meno strutturate, in conseguenza della sua natura, e in base alla disciplina

✓ Una politica pubblica responsabile dovrà affrontare il tema della organizzazione e della valutazione della ricerca in base a scelte ed opzioni di fondo.

✓ Notiamo, a questo riguardo, parecchia incertezza nel dibattito politico italiano (e.g.: sovraesposizione dell'esercizio di valutazione CIVR), con la confusione di ruoli, entità e funzioni diverse.

Strutture della ricerca

- Istituzioni per il finanziamento di progetti di ricerca (nonchè programmi per lo sviluppo della carriera dei ricercatori)

- Istituzioni e infrastrutture per l'esecuzione di attività di ricerca (incluso laboratori, relativa strumentazione, biblioteche)

- Programmi di ricerca (organizzati attorno ad aree di ricerca od obiettivi scientifici di medio-lungo termine)

- Progetti di ricerca (attività programmate per conseguire uno specifico risultato, in approfondimento di determinate idee)

- Prodotti della ricerca (pubblicazioni, brevetti, ecc.)

Diverse modalità di valutazione

✓ Valutazione non comparativa di istituzioni e/o programmi (aree) di ricerca

✓ Valutazione comparativa di progetti di ricerca ai fini della selezione per il finanziamento (tradizionale modalità in tutti i Paesi, ma attuata diversamente)

✓ Valutazione ex-post di istituzioni o programmi di ricerca per il finanziamento "strutturale" (attraverso i prodotti)

Brevi conclusioni

➢ La valutazione è una attività interdisciplinare, con lo statuto sempre più professionalizzato

➢ Ci devono essere "condizioni al contorno" politiche, organizzative, etiche

➢ L'Italia è arretrata, manca una sufficiente "cultura della valutazione e della qualità"