

Synergy between National Qualifications Framework and Quality Assurance in Higher Education

Current state and Plans for Development

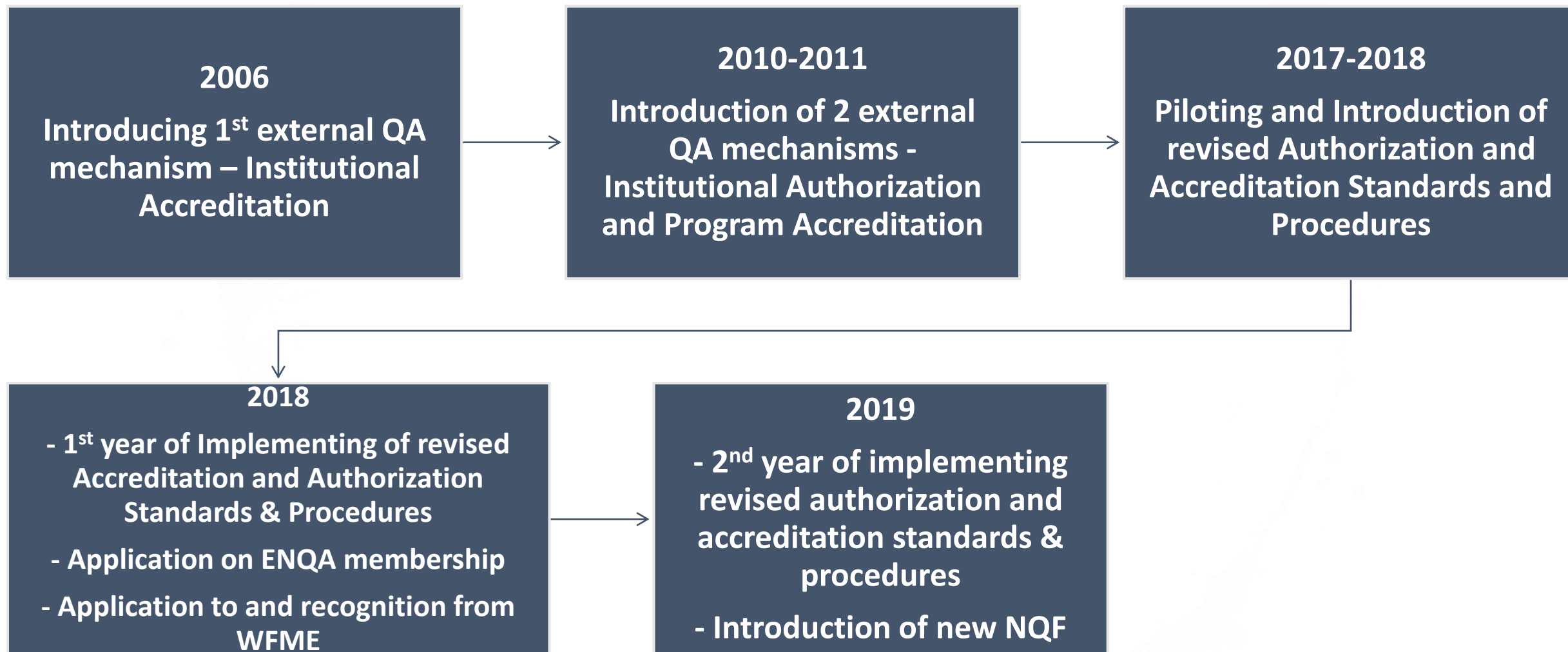
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NQF workshop, Tbilisi - 29 March 2019

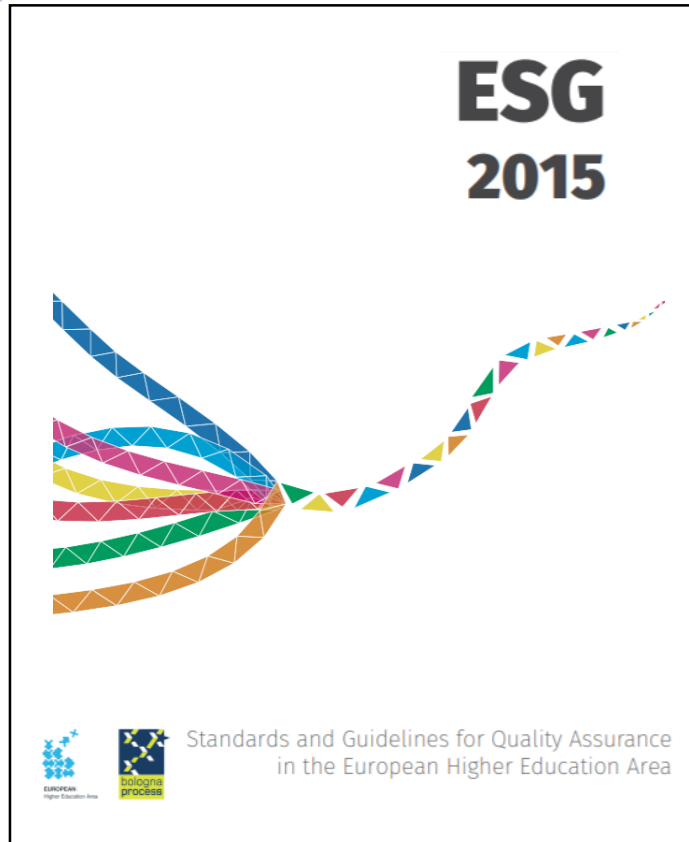
Points to be discussed...

1. Overview of current developments and experience in HE Quality assurance in Georgia
2. Challenges and opportunities in joint implementation of NQF and QA mechanisms in higher education
3. Measuring achievement of learning outcomes in QA

HE Quality Assurance in Georgia: Experience and Recent Developments



Developments in HE QA in Georgia: Revision of external QA mechanisms



- Introduction of ESG-2015
- Initiation reform of the QA standards and procedures (analysis of the implementation of QA mechanisms, feedback from HEIs, experts and other stakeholders, considering ESG-2015)
 - New Standards & Revised Procedures
 - Evaluation principles & flexibility in decision
 - Experts pool (international experts, students, employers' representatives)
 - Appeal procedures
- Aims of the developments
 - strengthening the development-oriented and outcome-based function of QA
 - Ensuring compliance with the requirements of Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).

QA and NQF: How they complement each other, challenges and opportunities

Quality Assurance in Higher Education

- Evaluate learning outcomes from institutional perspective – Authorization (stakeholders' involvement)
- Evaluate learning outcomes in a programme – Accreditation (stakeholders' involvement)
 - *overall trend on shifting from input-based to output-based evaluation approach in QA*
- Harmonization with and recognition of Georgian HE in the EHEA

National Qualifications Framework

- Focus on learning outcomes (on national level)
 - *In recognition focus more not only at the input factors (e.g. time and number of credits), but also on the learning outcomes*
- Facilitate recognition of foreign qualifications

- QA and NQF – both are tools resulting from the Bologna Process reforms (ESG – 2015 and QF-EHEA)
- QA experts - stakeholders in the design and implementation of the NQF
- QA and NQF both serve to improve the quality of teaching and learning

Joint Implementation of QA and NQF: challenges and opportunities

Challenges

- Enhancing stakeholders' awareness about the purpose of the NQF & and ensuring their commitment in Implementation
- Achievement of acceptance and trust towards European and National Qualifications frameworks by end users
- Ensuring consistency in implementation by considering jointly connections between qualifications, learning outcomes, qualifications frameworks and quality assurance
- Achieving balance between evaluating programmers' content and students' outcomes
- Involvement of employers in the evaluation of achieving learning outcomes by students
- Consistency in evaluating actual achievement outcomes in accreditation and authorization procedures

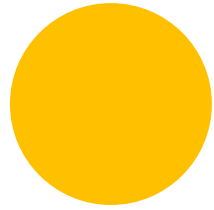
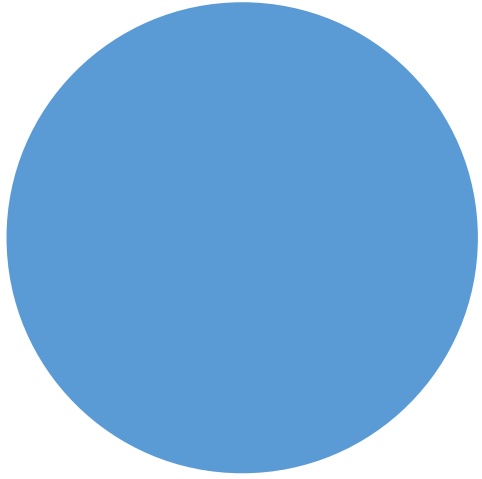
Opportunities

- enhancement of access and lifelong learning
- promoting learning outcomes
- Using NQF as a tool for facilitating recognition of non-formal learning in HE
- Developing further ways for applying NQF and QA as tools for support and complementing each other

How achievement of learning outcomes can be measured through QA mechanisms

- HEI's self-evaluation reports
 - If analyzed offer a broad and comprehensive presentation of outcomes. This is because the institutions present, analyze, and assess the outcomes attained in relation to all the outcomes to be taken into account in accreditation and authorization procedure
 - Demonstrate how HEIs guarantee students' attainment of learning outcomes
 - Authorization and accreditation procedures allow to study circumstances that may be guaranteeing attainment of the results of a programme (e.g. the qualifications of teachers and their availability, admission preconditions, material resources, content and structure of programmes considering the NQF etc)
- Students' experiences - collected through interviews with students. The aim is to find additional evidence regarding the extent to which the programme contributes to their attainment of intended learning outcomes as indicated in the NQF.
- Alumni questionnaires, Career track studies – provide information about whether a programme attains the outcome of usefulness in the labour market.





Thank You

