Higher education quality monitoring system: Latvian case

Support the newly created Analytics Department of EQAA, Azerbaidjan

Dr., prof. Tatjana Volkova 11.06.2020

Higher education quality monitoring system: Latvian case

1. Background of establishment of higher education quality monitoring system

2. HE quality monitoring methodology

3. HE quality monitoring goals and KPIs

4. Q&A

1. Establishment of the education quality monitoring system

The priority set in the **Latvian education guidelines for 2014-2020 (**approved by Parliament in 2014)

Several education quality monitoring processes have already been introduced in Latvia, e.g. *system of state examinations, compilation of educational statistical information, implementation of international and national research, etc. measures*, but there is still a lack of a systemic approach to monitoring the quality of education.
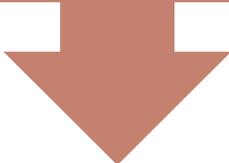
The development of Higher education quality monitoring system is under development as an important part of this system.

The system of monitoring the quality of higher education institutions: case of Latvia

- In order to strengthen **the evidence-based policy-making capacity** that helps to achieve the goals set in the *Education Development Guidelines for 2014-2020*, the **OECD report** "Education in Latvia" indicates that monitoring the quality of education should be introduced as soon as possible.

Education in Latvia. Reviews of National Policies for Education, OECD Publishing, Paris. 2016. Available: http://dx.doi.org/10.1787/9789264250628-en - p. 52

Government's of Latvia: Ministry of Education and Science Informative report on " About development of education quality monitoring system"

Latvijas Republikas Ministru kabineta tiesību aktu projekti

A A A

Tiesību aktu projekti

Q Meklēt

Informatīvais ziņojums "Par izglītības kvalitātes monitoringa sistēmas izveidi"

Iesniedzējs:	Izglītības un zinātnes ministrija	**Projekts:** VSS-204
Projekta veids:	Ziņojums zināšanai	
Jomas nosaukums:	Izglītības un zinātnes politika	

Dokumenti: Informatīvais ziņojums | Pielikums

Pieteikts VSS	**Izsludināts VSS**	**Izskatīts VSS**	**Izskatīts MKK**	**Izskatīts MK**
05.03.2020	05.03.2020 10#9			

- Ministru kabineta mājas lapa
- Ministru kabineta sēdes
- Ministru kabineta komitejas sēdes
- Valsts sekretāru sanāksmes
- Tiesību aktu projekti
  - Projektu meklēšana
  - Parakstīties uz tiesību aktu projektu jaunumu

The establishment of the education quality monitoring system in 2018-2022 is ensured by several significant European Union structural funds

Izglītības kvalitātes monitoringa sistēmas izveide
ES struktūrfondu projektu laika grafiks

08.03.2016 - 31.12.2019
SAM 8.2.4.projekts

01.04.2018 - 31.12.2022
SAM 8.3.6.2.projekts

01.05.2018 - 31.05.2021
SAM 2.1.1.1. VIIS projekts

01.08.2019 - 30.09.2021
SAM 2.2.1.1. VPIS projekts

20.07.2016 - 31.12.2023
SAM 8.3.6.1.projekts

| 01.01.2016 | 01.01.2017 | 01.01.2018 | 01.01.2019 | 01.01.2020 | 01.01.2021 | 01.01.2022 | 01.01.2023 | 31.12.2023 |
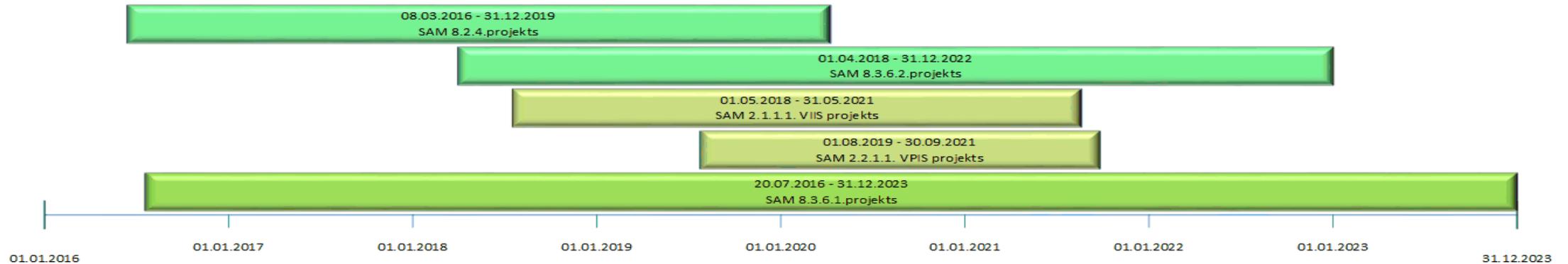
- Proposals have been developed for the improvement of the higher education quality monitoring system, which will be integrated into the common national education quality monitoring system.

The basis for the collection and storage of educational data is
the State Education Information System (SEIS)

- Its purpose is to ensure the implementation of the functions of the state, local governments and educational institutions in the field of education;

- It consists of several registers that collect and store information on learners, educational institutions and staff and exchange data with other information systems, such as:

➢ the University information systems,

➢ the Central Statistical Bureau,

➢ the Office of Citizenship and Migration Affairs,

➢the State Examination Information System;

Essential element of the education quality monitoring system - *Research in education and pedagogy*

Within the framework of the project, it is also planned to implement 8 national-scale studies characterizing the quality of education

Scientific institutions that implement educational programs in the direction of "Education, pedagogy and sports" may be involved in the implementation of research

The interconnection between basic categories of quality assurance

Context

| Good governance | → | Inclusive environment | → | Qualitative studies | → | **Purposefulness** |

Achieving individual aims

Achieving society aims
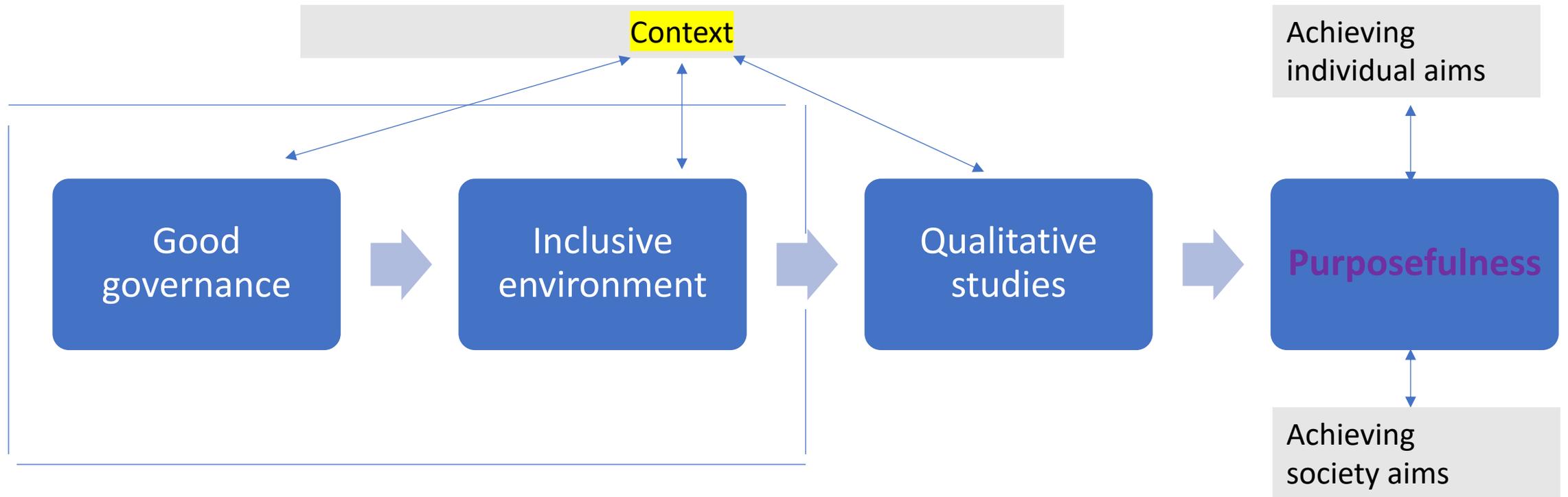
The basic categories and elements of quality of education
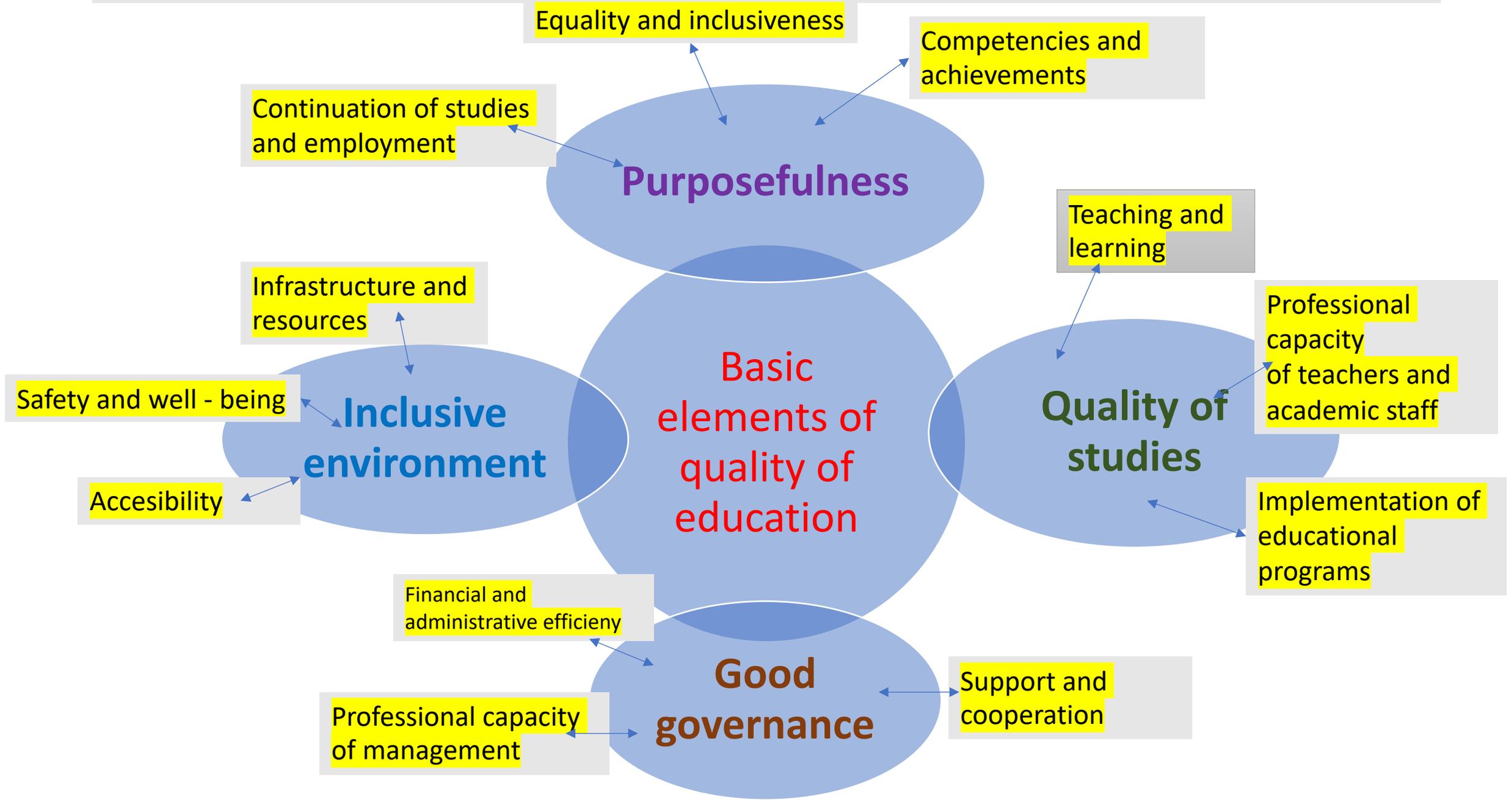
Data sources for monitoring the quality of education

SYSTEMS DATA

ANALYTICS

LOCAL RESEARCH

INTERNATIONAL RESEARCH

2. The higher education quality monitoring system methodology design

- **Tool for monitoring the implementation of a public contract (**the parties higher education system and society);

- **To support the quality improvement of the higher education sector** (compliance with objectively determined requirements and responsiveness to the needs of stakeholders).

- **To provide framework for the setting of measurable targets** and **a mechanism for monitoring the achievement of these targets**, (both in the long term and on the basis of indicators that can indicate progress towards the long-term goals of higher education in the medium and short term).
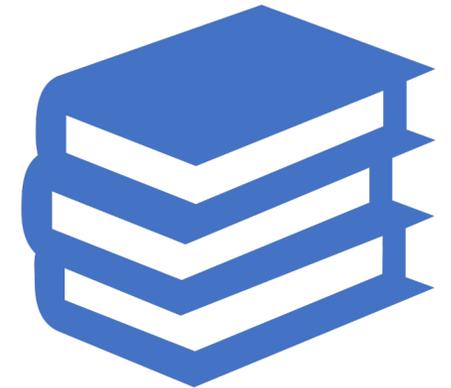
HE quality monitoring is an ongoing process based on

✓The collection of full-fledged information on the quality of HE and the dynamics of its indicators

✓The analysis of the information obtained

✓The implementation of corrective actions through the implementation of evidence-based policy instruments.

The tasks of the monitoring system

- **To assess** whether the quality objectives of higher education are and will be achieved

- **To analyse and evaluate** causal relationships between measurable results, indicators and long-term goals today

- **To make sure that the set indicators** (quantitative and qualitative) **are achieved** and to determine the necessary corrective actions to ensure the achievement of the set goals

- **To provide information for making an informed decision** on the allocation of resources between the higher education system and other needs, as well as within the higher education system itself

- **To provide information to inform the publi**c about the use of its resources in the higher education system.

In accordance with the Guidelines for the Development of Education for 2014-2020, the following objectives of education policy have been set:

To increase the quality of the educational environment by improving the content and developing the appropriate infrastructure;

To promote the development of value-based individual professional and social skills for life and a competitive work environment;

Improve the efficiency of resource management by developing the institutional excellence of educational institutions

Priorities of the Guidelines for Science, Technology Development and Innovation 2014-2020:

Modernize and integrate the research and education sectors by increasing their capacity to respond to future challenges in research, technological development and innovation and by increasing the mobility of the education sector;

Support research in higher education (HE investment).

The several groups of quality criteria to be designed been identified based on the **National planning documents**:

The long-term goals of the Latvian HE system are closely related to the goals set within the framework of the Bologna Process, the commitment of which Latvia has confirmed through its participation in the implementation of the Bologna Process:

- **To improve the quality of T&L** and compliance with real needs;
- **To promote the employment of graduates** throughout their working lives;
- **Make higher education systems more inclusive**;
- **To implement agreed structural reforms**.

The higher education quality monitoring system based on 4 main principles

1. Evidence - based policy support

2. Synergies with the activities of the external quality assurance agency

3. Development of analytical capacity

4. Providing information to the public on the use of resources in the HE sector

The logic of identifying higher education quality KPIs
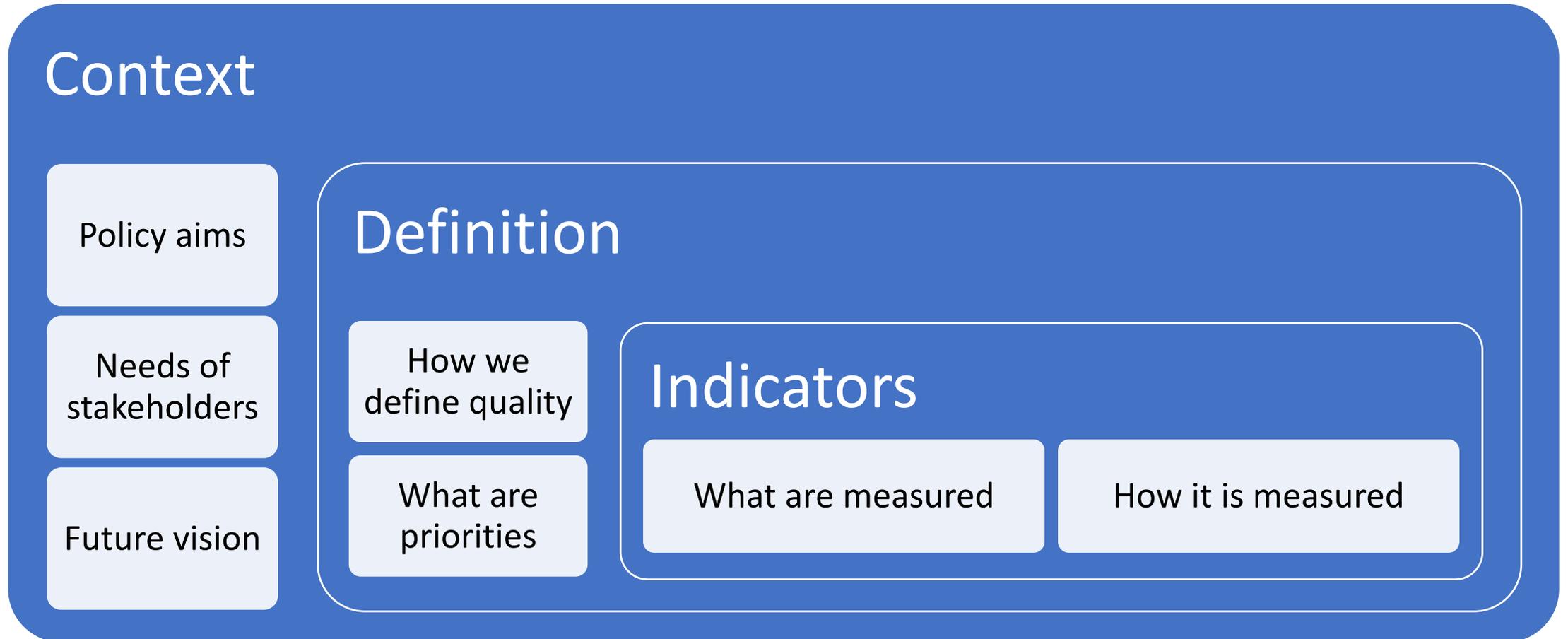
Higher education quality definition

" **Higher education quality ensures** the development of Latvia's human capital by preparing graduates whose acquired competencies and social capital maximize their potential and opportunities in the economy or labour market and allow them to fully participate in a democratic society.

The quality of higher education is determined by the academic staff involved, students, the regulatory framework regulating teaching and research processes, the resources for ensuring the processes, as well as the values against which success is measured.

Higher education quality is provided by academic staff involved in research or competent in the field corresponding to the study program. Education is acquired in a learning environment that meets the needs of the field, in which the continuous development of the knowledge base is promoted and good teaching methods are applied.

Higher education quality is based on a regulatory framework that institutionalizes (brings to life) the basic values accepted in society and is aimed at inclusive growth and sustainable development".

FIDEA SIA

AUGSTĀKĀS IZGLĪTĪBAS KVALITĀTES MONITORINGA SISTĒMAS KONCEPCIJA|

Elements determining the quality of higher education

- Infrastructure both for academic and research work

- Compliance to the needs of labour market
- Mobilty of students
- Study content relation with research

Resources

Students

Academic staff

Legislation

- Qualification
- Research outcome

- Accreditation
- Regulations
- Academic integrity
- Values
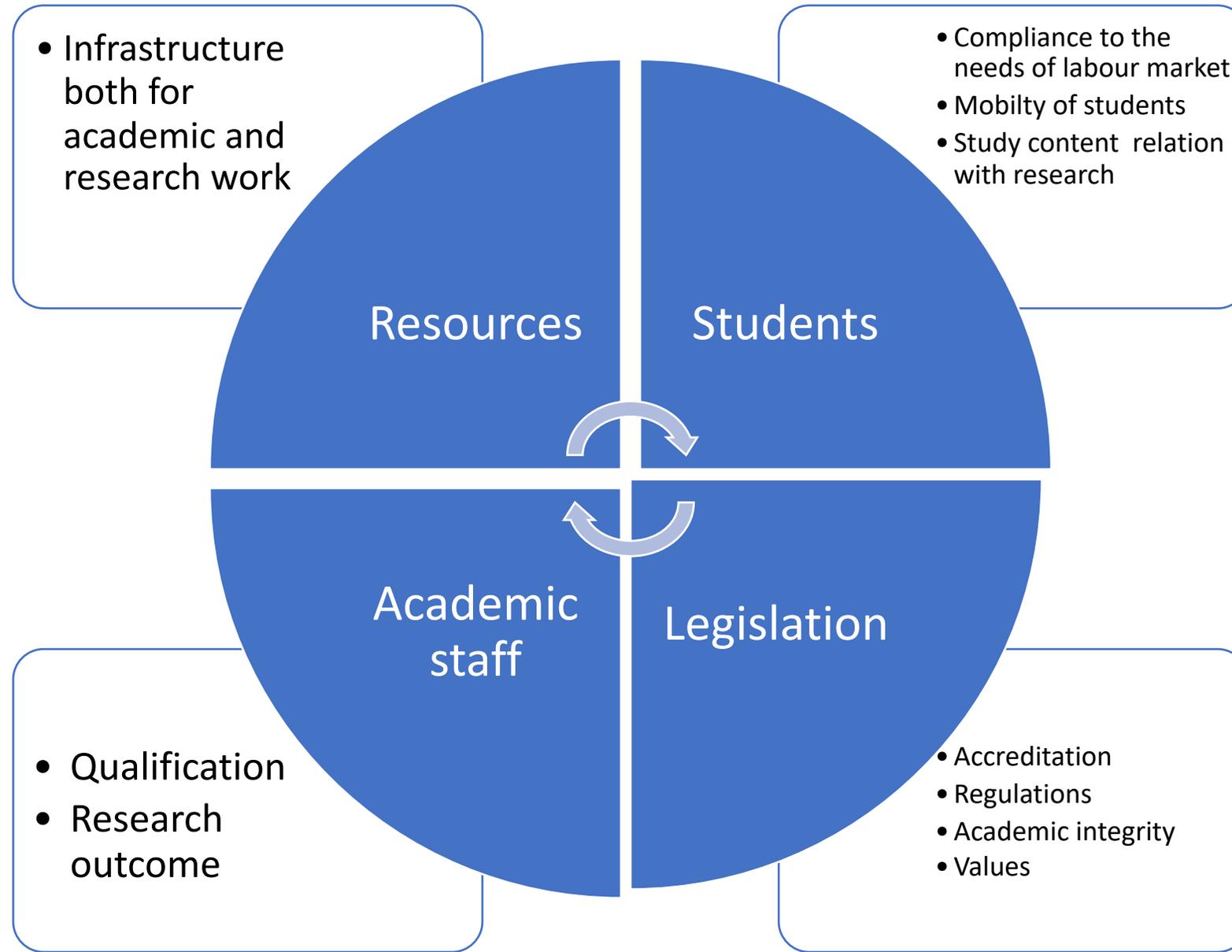
For each of these elements **functions** are defined that will be used to determine the relevant quality indicators:

Resources:

➤ Qualitative study environment provides students with the necessary resources and opportunities for full-fledged education;

➤The higher education institution has a modern infrastructure for conducting research;

Students:

➤Students are involved in research and mobility activities;

➤ Students acquire the necessary competencies to gain opportunities in the labor market, incl. - learning to learn, social and civic responsibility, initiative and entrepreneurship, cultural awareness and creativity.

Functions of academic staff

➢The work of the academic staff is related to research or gaining experience in the work environment;

➢Academic staff participates in excellence-promoting professional development and mobility activities;

➢ Research work is carried out in HEIs, which ensures continuous growth of lecturers' competence;

➢ Applied teaching methods ensure student-centered learning, teaching and assessment

Legislation framework functions

➢The accreditation process ensures the quality of study fields and programs that are in line with the needs of the national economy and employers and the strategy of the university / college;

➢ A quality study program provides students with the necessary competencies and social capital to maximize their potential and opportunities in the economy or labor market;

➢ The regulatory framework provides clear and comprehensible conditions in the higher education sector, as well as promotes equality and the involvement of traditionally under-represented groups in higher education, academic integrity and the involvement of adults in lifelong learning.

The quality monitoring system is designed to provide information on the progress of quality improvement at 5 levels:

HIGHER EDUCATION SYSTEM (LONG-TERM GOALS)

THEMATIC AREAS AND GROUPS OF HIGHER EDUCATION (ACCORDING TO THE LATVIAN EDUCATION CLASSIFICATION)

HIGHER EDUCATION INSTITUTIONS

HIGHER EDUCATION STUDY FIELDS

HIGHER EDUCATION STUDY PROGRAMS

Combining these groups of principles with the quality elements identified in the development of the definition, ==10 dimensions== are put forward, for which quality indicators will be determined within the framework of the HE QMS

The specific quality dimensions been selected taking into account that they could be impacted through regulations and financing mechanisms and where data can be collected;

Such quality elements as internal QMS, organization of processes and management been not included as it is autonomy of institutions;

For each of these dimensions the objectives and KPIs been set.

1. Students
2. Academic staff quality
3. Resources
4. Study and study work quality ;
5. Learning outcomes (impact human capital)
6. Research and artistic creation;
7. Cooperation and internationalization
8. Management structure
9. Strategy
10. Regulatory framework
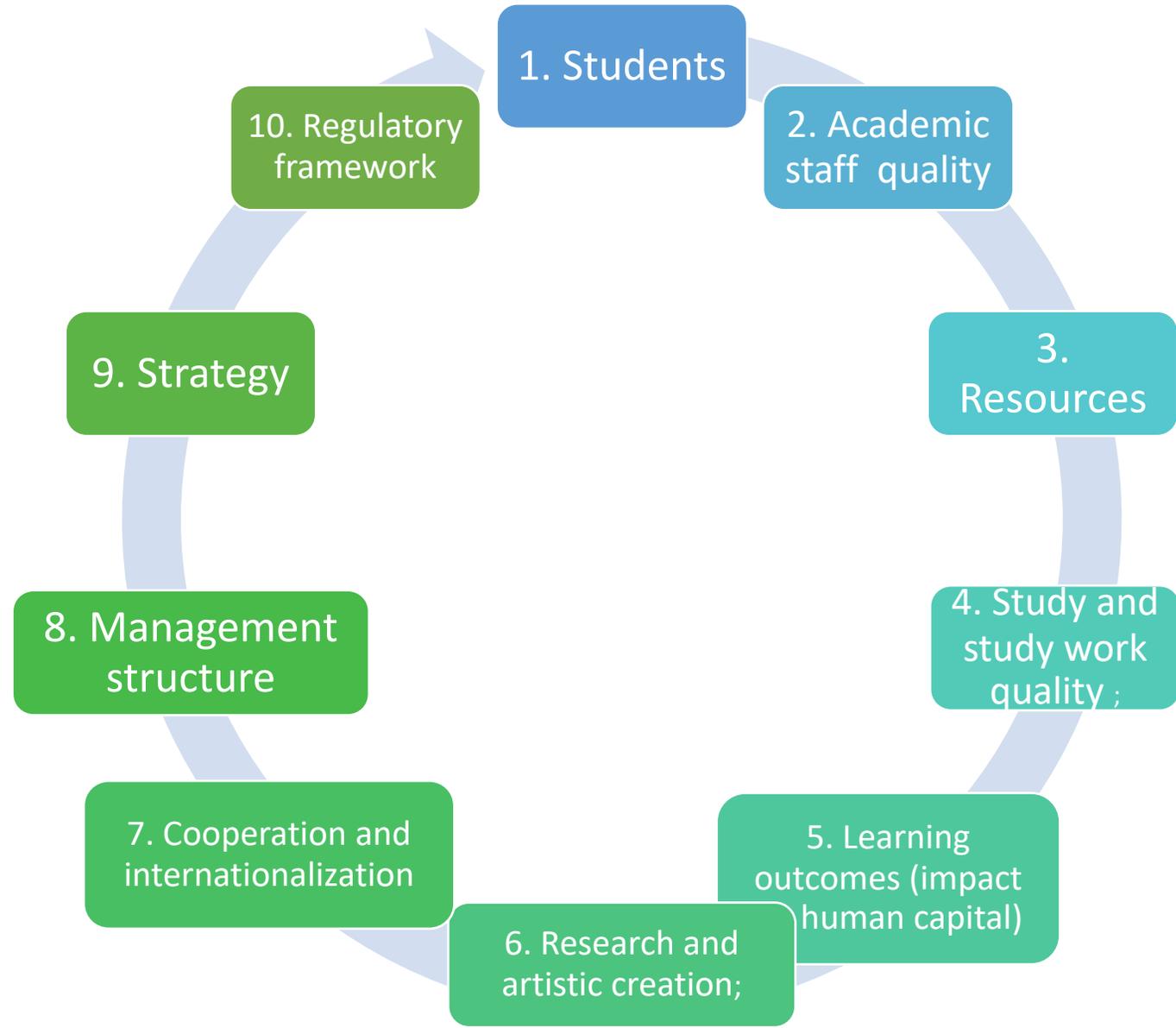
1. Students dimension objectives:

✓ Increase the integration of children / young people with special needs in the educational process;

✓ Increase proportion of persons involved in education;

✓ Increase the availability of educational services;

✓ Provide the educational process in accordance with the changing requirements of the labour market;

Students dimension KPIs:

- **Number of students:**

✓Provides information on the total number of students, as well as by academic years

✓Is listed at the level of HEIs and study fields, as well as at the level of individual study programs

✓Provides information on the size, demand and popularity of HEIs, with a special focus on the dynamics of the number of first-year students in the analysis.

Students dimension KPI

Results of students' centralized exams:

✓ Provides information on the results of centralized examinations of students admitted to HEIs

✓ Is listed at the level of HEIs and fields of study

✓ Provides information on the prestige, demand and popularity of HEIs, as well as gives an idea of the admission criteria for HEIs.

Students dimension: KPI

Demographic structure of students:

✓Provides information on the distribution of students at the level of education and in the thematic area by gender, age and citizenship

✓Proportion of students with disabilities or special needs is determined

✓Is listed at the level of HEIs and fields of study

✓Provides information on the availability of education offered by HEIs to various groups of society.

2. Academic staff dimension objectives

Increased involvement of human resources in education

The professional competence of teachers and academic staff will increase in accordance with the requirements of modern education.

Academic staff dimension KPIs

PROPORTION OF DOCTORS

RATIO OF ACADEMIC STAFF TO NUMBER OF STUDENTS

PROFESSIONAL DEVELOPMENT ACTIVITIES

AGE STRUCTURE OF THE ACADEMIC STAFF

INVOLVEMENT OF MASTER STUDENTS, DOCTORAL STUDENTS, NEW DOCTORS IN ACADEMIC WORK

2. Quality of studies and studies work dimension objectives:

Characterizes the quality of study work implemented in higher education, which has the following long-term goals:

The educational process is provided in accordance with the changing requirements of the labour market

The following KPIs under Quality of studies and studies work dimension

Number and proportion of graduates
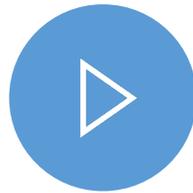
Graduates who continue their studies in the next cycle
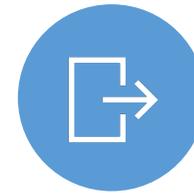
Reasons for termination of studies

Proportion of diplomas obtained on time

Students' evaluation of the quality of studies

3. Resources dimension objectives

Increased investment of financial resources in education

An internationally competitive higher education environment is ensured

# 4. Study and studies work dimension objective

- The educational process is provided in accordance with the changing requirements of the labor market

Study and studies work KPIs

NUMBER AND PROPORTION OF GRADUATES
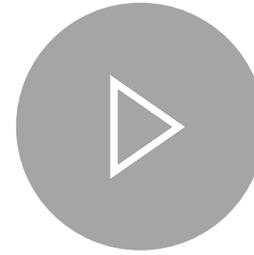
GRADUATES WHO CONTINUE THEIR STUDIES IN THE NEXT CYCLE
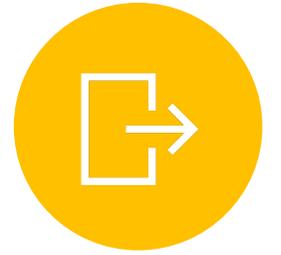
REASONS FOR TERMINATION OF STUDENT STUDIES

PROPORTION OF DIPLOMAS OBTAINED ON TIME

STUDENTS' EVALUATION OF THE QUALITY OF STUDIES (ON THE PROGRAM LEVEL)

5. Learning outcomes dimension objective

Characterizes the impact of higher education on graduates' competences and employability.

This dimension is bound by **the long-term goal**: the educational process is provided in accordance with the changing requirements of the labor market

Learning outcomes dimension KPIs

Unemployment rate of graduates

Employment in the field of studies

Employment at the level corresponding to the qualification

Average salary of graduates

Number of enterprises established by graduates

Number of *awarded* final theses

Study impact indicator

6. Research and artistic creation work dimension KPIs

NUMBER OF SCIENTIFIC PUBLICATIONS

STUDENT RESEARCH INDICATORS

INVOLVEMENT OF STUDENTS IN RESEARCH

CITATION OF PUBLICATIONS
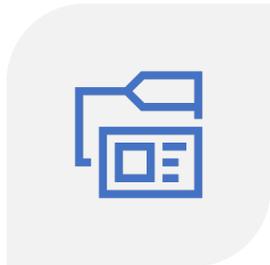
PROPORTION OF TOP 10% OF CITED PUBLICATIONS
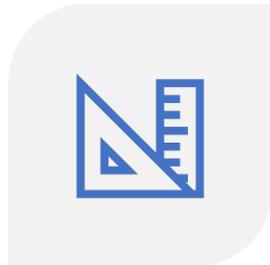
INCOME FROM SCIENTIFIC ACTIVITIES
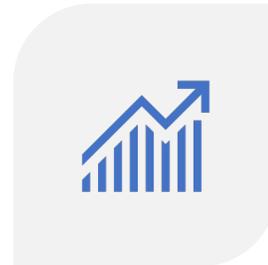
NUMBER AND FINANCING OF ARTISTIC WORKS
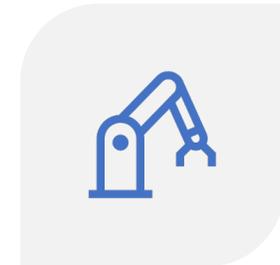
TOTAL RESEARCH PRODUCTIVITY

7.Cooperation and internationalization dimension objectives

✓Modernize and integrate the research and education sectors, increasing their capacity to respond to future challenges in research, technological development and innovation, and increasing the mobility of the education sector

✓ Support research in higher education (HEI investments)

✓ Internationally competitive higher education environment ensured

✓Increased involvement of human resources in education.

Cooperation and internationalization KPIs

- Joint publications with industry
- Patents & patents normalized
- Patents developed in collaboration with industry
- Spin-off numbers
- Revenues from the private sector
- Study programs in a foreign language

- Study programs that award joint degrees in cooperation with foreign partners
- Proportion of foreign teaching staff
- International joint publications
- Mobility of incoming students
- Outgoing student mobility
- Mobility of academic staff

8. Management structure dimension goal &KPIs

Goal:

- To improve the efficiency of resource management by developing the institutional excellence of educational institutions, which envisages the establishment of study field councils

KPIs

✓ Student's involvement on governance structures
✓ Employers involvement

9. Strategy dimension goals

- The educational process is provided in accordance with the changing requirements of the labour market

- Increased involvement of adults in educational activities.

Strategy dimension: KPIs

1. Link with the work environment. The following categories are evaluated:

✓ Does the study program provide for an internship? (0 or 1)

✓ Does the university provide internships / opportunities?

✓ Proportion of students going to practice (%);

✓ Amount of practice in credit points;

✓ Proportion of teachers who additionally work in industry (%);

✓ Volume of doctoral theses carried out in cooperation with industry representatives or employers (%)

✓ Study projects commissioned by industry (%).

2. **Income from lifelong learning activities**

10. Regulatory framework dimension

Its objectives are related to the implementation of the Bologna Process, which provides for the following settings:

KPIs

- Make education systems more inclusive

- Ensure that the quality assurance agency is registered with EQAR

- Measures to ensure equal access

- Internal operating conditions of a higher education institution

Graduates Register
What information about graduates is being compiled?

Number of employees

Number of unemployed and job seekers

Number of economically inactive persons

Number of emigrants

Average monthly income

Employment sector

Profession

Number in regions

Work in progress

The measures for the development of the Education quality monitoring system planned for 2020 will be implemented in parallel with annual policy planning documents development for 2021-2027 in the field of education

Therefore, continuing the work on the development of education quality monitoring system indicators, their impact on the achievement of education policy goals and promotion of public participation in ensuring the quality of education will also be assessed.

The design of education quality framework and monitoring system

- It is designed so that, in accordance with the goals and priorities of education policy, new indicators can be added to it at later stages or existing indicators can be replaced with others that better describe the respective educational goal.

- A description has been prepared for each basic category of quality of education and the interrelation of these basic categories has been substantiated

Summary

- The assessment of the quality of education should be based on the systematic, long-term and continuous methodological collection and analysis of information.