



Quality in Higher Education

Presentation at "Uddannelsesmødet" in Kolding, April 28, 2016

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University Chancellor, Sweden

Higher Education at a crossroad



Reports from Denmark...

- Cuts in funding of education and research
- High amount of drop outs
- Grade inflation - too low demands on students?
- Decreasing pre-knowledge among students?
- Need for better matching

The debate in Sweden is similar...

*"You don't become wiser from studying at the university"
(Alvesson)*



"Higher education is collapsing" (Harrison)

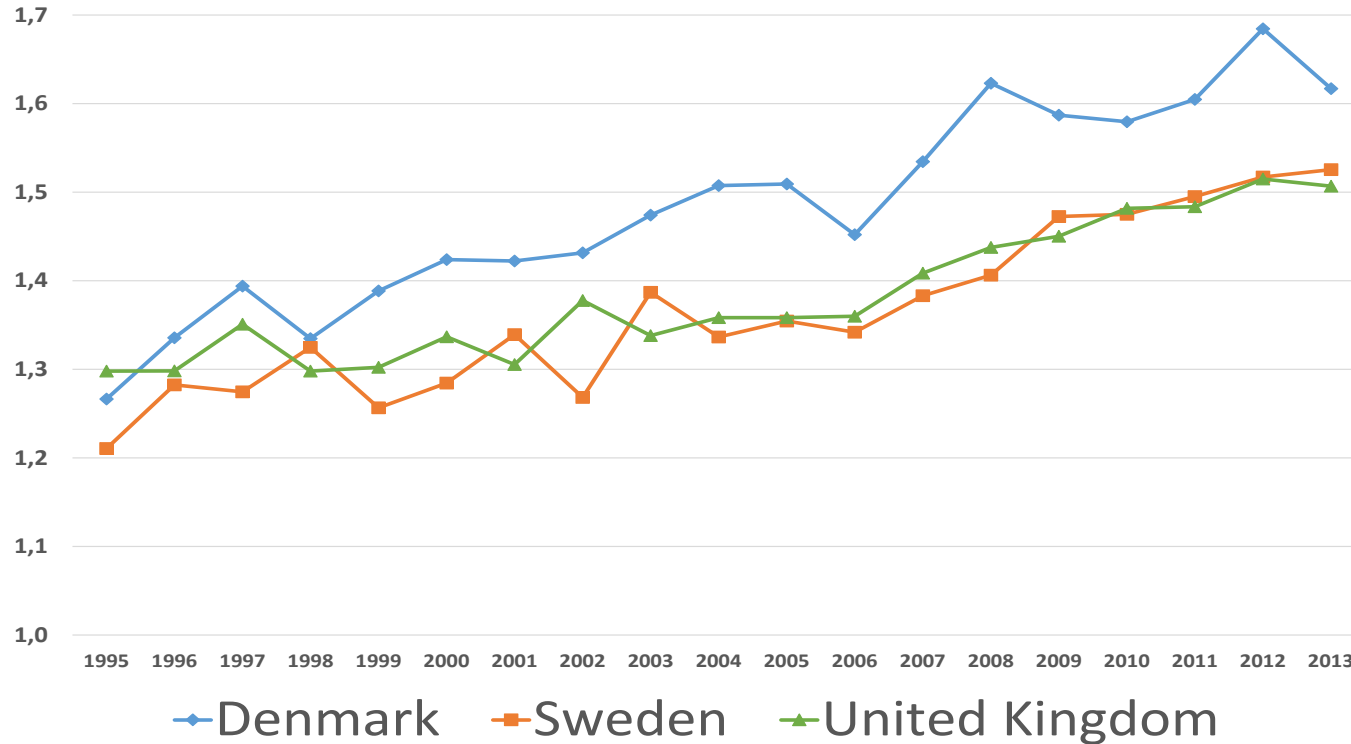
*University reform necessary in order to increase the level of knowledge"
(Björnsson et. Al.)*

"Universities might become the next Swedish PISA break-down" (Alvesson & Rothstein)

How is Denmark doing?



Field normalized citation, Cf



Best Countries for Business

– ranking by Forbes 2015



- The U.S. falls in our rankings for a sixth straight year with low scores on monetary freedom and bureaucracy.
- Denmark leads a strong showing by Europe at the head of the class.

<http://www.forbes.com/best-countries-for-business/>

Best Countries for Business

– ranking by Forbes 2015



1. Denmark
2. New Zealand
3. Norway
4. Ireland
5. Sweden
6. Finland

22. USA

<http://www.forbes.com/best-countries-for-business/>

Quality in Higher Education



- New Reality
- Quality Assurance Systems
- Higher Education in the Future
- Reflections – to watch out for

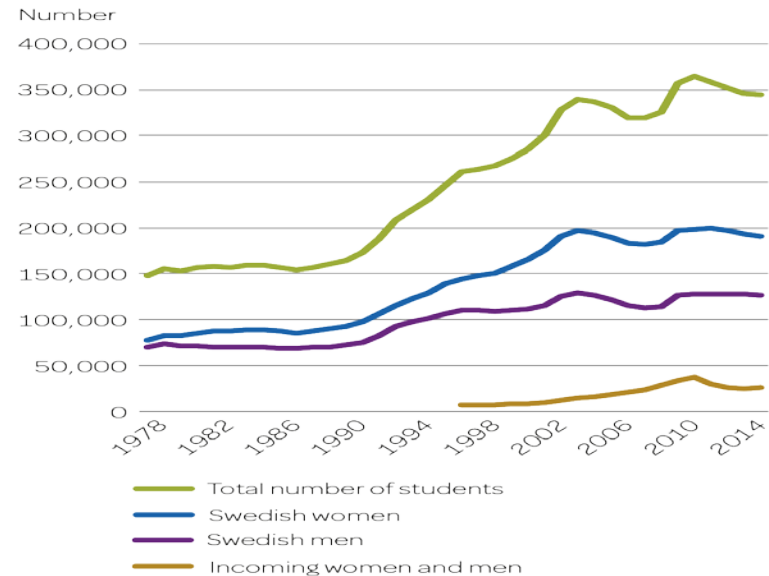
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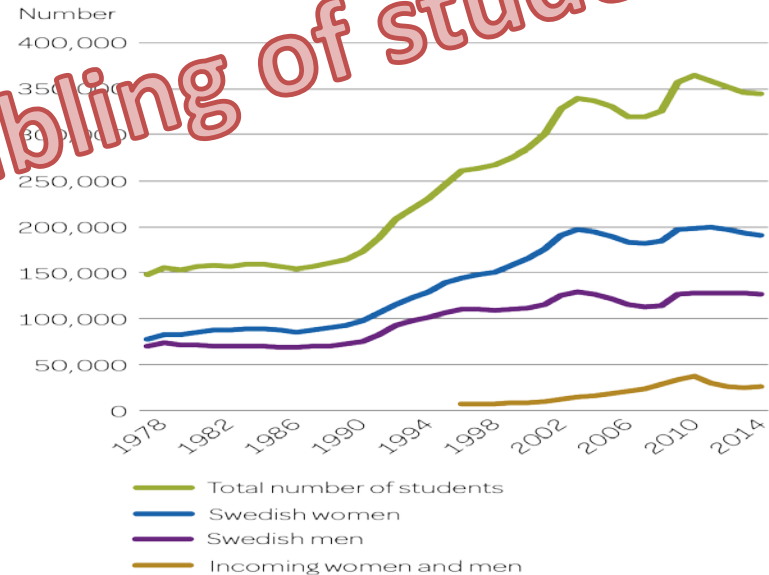
Increased number of students

- 1950's: less than 50.000
- 1960's: over 100.000
- Beginning 1980's: 160.000
- 1990: 173.000
- 2003: 340.000
- Today: approx. 350.000
- 60 % women, 40 % men



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New reality

- A much more heterogenous student population
- Change of what is considered to be "high status" educations and professions
- Internationalization and mobility



The overall question

- Given that we want to keep higher education free of charge, how can we create a HE of better quality?



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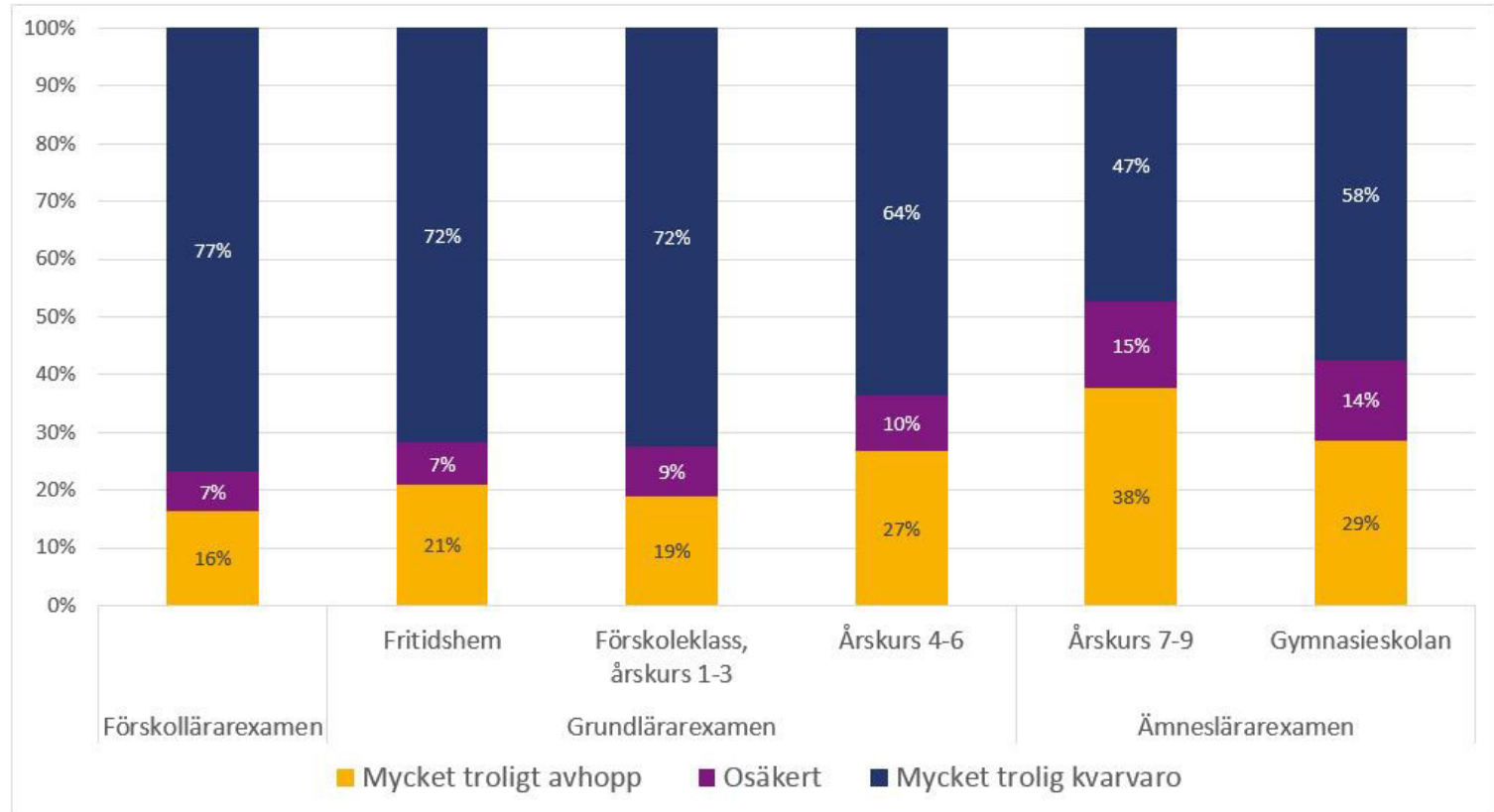
Quality Challenges

- Knowledge level of new students
- Research-based education
- Drop-out rates
- Finance
- Global competition
- Technological development
- Unpredictable labour market

Drop outs and matching

- Matching is not regarded a major problem in Sweden, but...
- High level of drop outs on teachers programmes
- Large differences between women and men; men drop out in a much higher degree

Drop outs from teachers education in Sweden

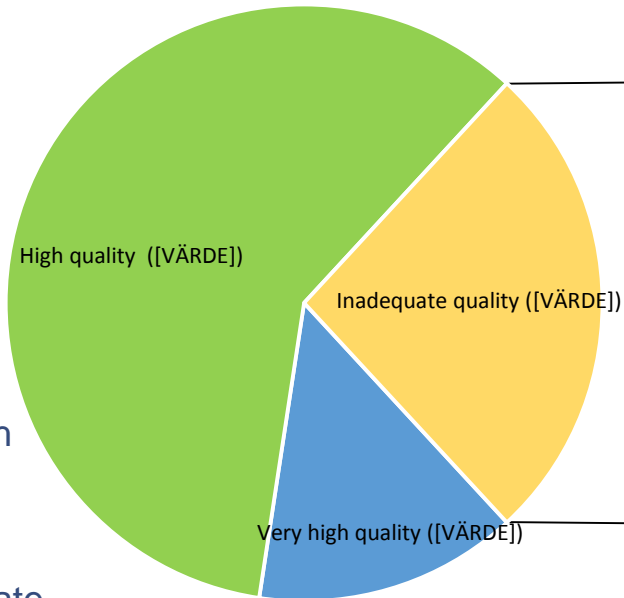


The impact of the quality assurance system 2011-2014 in Sweden

- Evaluation of most programmes and courses
- Increased focus on quality assurance activities at the universities
- Increased awareness among university staff about the national qualifications framework and the Bologna process focus on learning outcomes
- Stronger focus on the bachelor/master thesis due to the emphasis on students result

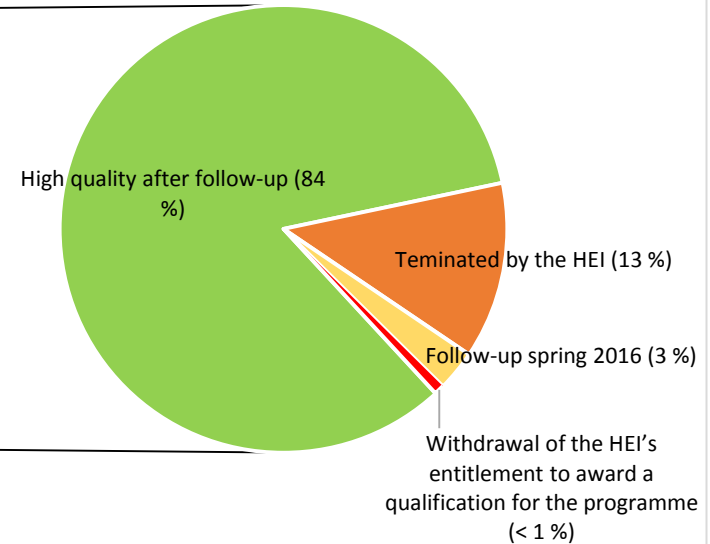
Outcome of UKÄ evaluations 2011-2014

Outcome (2088 programmes)



- 14 % Very high
- 60 % High
- 26 % Inadequate

Follow-up (548 programmes)



The new system of QA in Sweden

to be implemented in 2016

Four parts:

- Appraisal of applications for entitlement to award qualifications
- Institutional audits – 6 year cycle
- Evaluation of programmes – a selection
- Thematic evaluations

National quality assurance system for higher education

Higher education act and higher education ordinance

**Organisation, policies
and strategies**

ESG 1.1, 1.4

**Learning
environment and
resources**

ESG 1.5, 1.6

**Design,
implementation and
goal achievement**

ESG 1.2, 1.3

Monitoring, review and actions

ESG 1.7, 1.8, 1.9

Student perspective

Labour market perspective

Gender equality

Control and enhancement

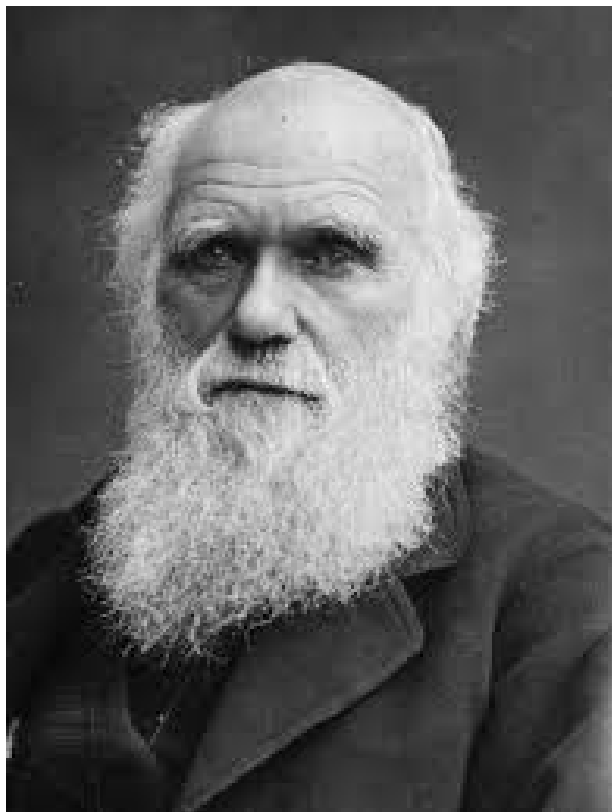
Intentions with the new system

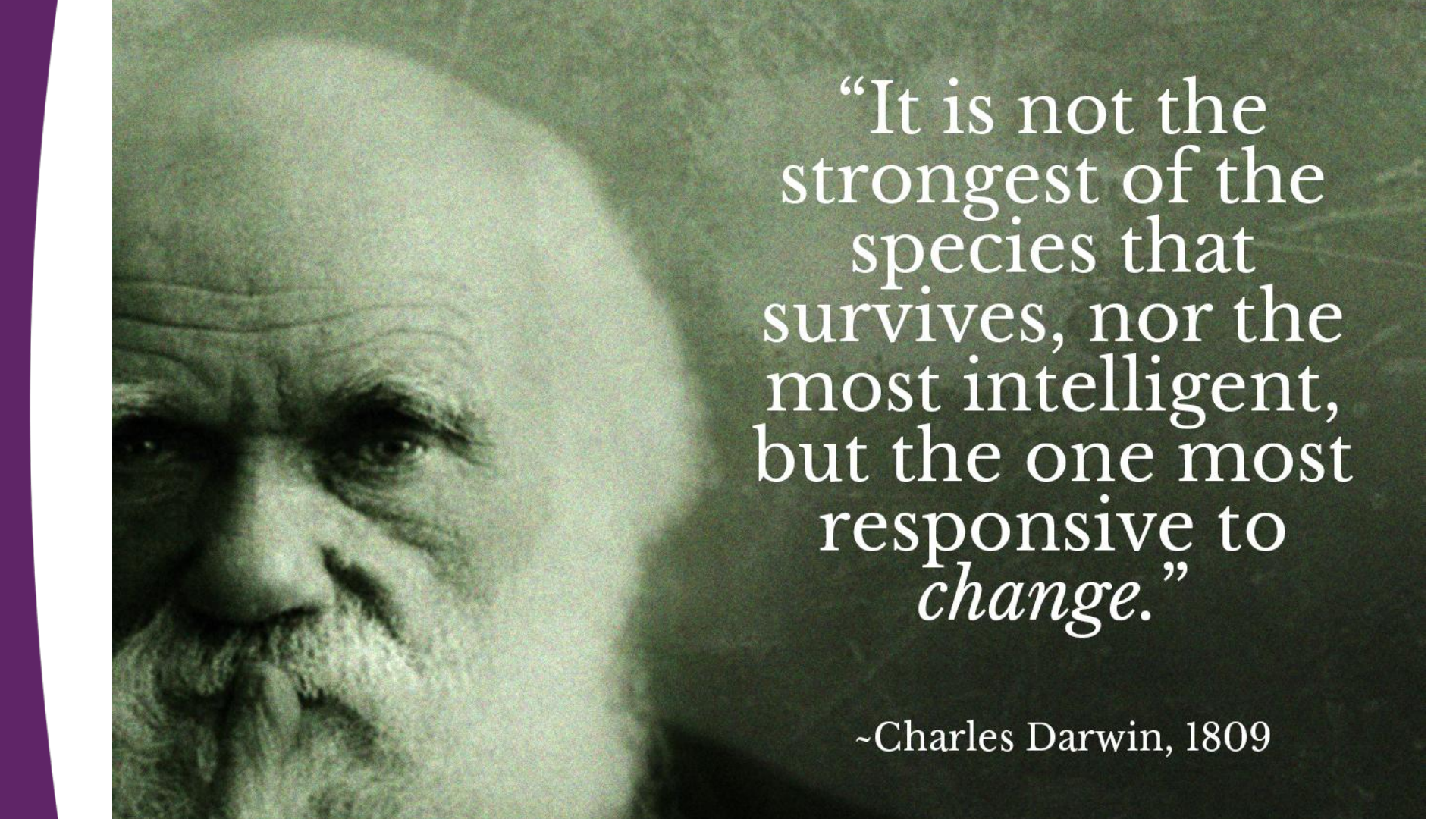
- Explicitly aiming at driving quality in HE, i.e. development
- HE institutions responsible for quality assurance themselves
- More flexible - takes into account different profiles of HE institutions
- More dialogue between UKÄ and stakeholders in order to promote development
- In accordance with the European Standards and Guidelines (ESG) for quality assurance

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“It is not the
strongest of the
species that
survives, nor the
most intelligent,
but the one most
responsive to
change.”

~Charles Darwin, 1809

Quality commission calls for changes



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(formand)

Forskerleder, SFI – Det nationale forskningscenter for velfærd



BIRGITTE NAUNTOFTE

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Professor, Københavns Universitet



METTE VESTERGAARD

Administrerende direktør, Mannaz A/S



NIKOLAJ LUBANSKI

Talentedirektør, Copenhagen Capacity



NINA SMITH

Professor, Aarhus Universitet

ANBEFALINGERNE:

- 1: En ny struktur i de videregående uddannelser
- 2: Dimensionering og udbudskonsolidering
- 3: Et nyt optagelsessystem
- 4: Klart ledelsesansvar for uddannelsernes kvalitet og relevans
- 5: Ansvar for høj studieaktivitet
- 6: Gode og alsidige undervisningskompetencer
- 7: Deregulering af uddannelsernes indhold og tilrettelæggelse
- 8: Bevillingsmæssig tilskyndelse
- 9: Sammenlignelige data på tværs af uddannelser
- 10: Ny censorordning

The commission's 10 proposals

- a new structure in higher education
- fewer student places in fields with high unemployment
- a new admission system
- stronger leadership
- students should study full-time
- good teaching should have a more prominent place
- less bureaucracy in education planning
- new financing system
- systematic data collection
- a new census system

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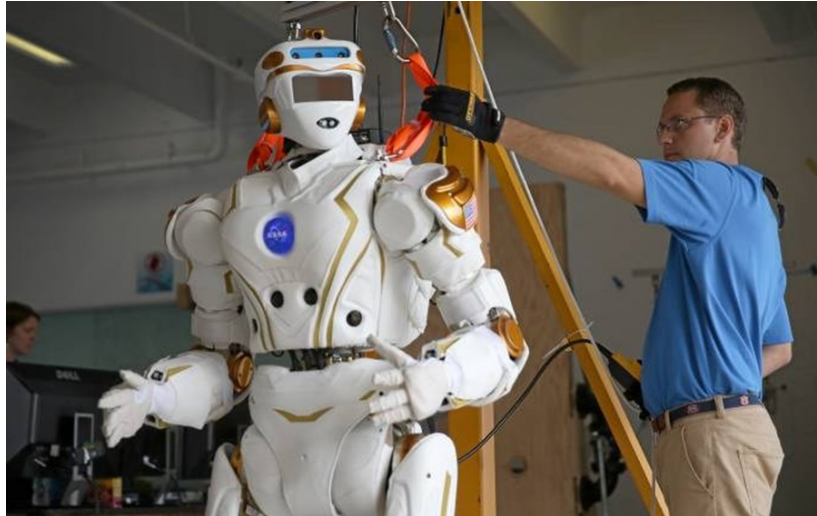
Red text: on going in Sweden

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Challenge:
Predict the future

Dagens Nyheter. "Every second person, has a profession that is not needed in twenty years"

DN Debate by Stefan Fölster and Lars Hultman 2014



Quality Education for the future

- Educate students to be adaptable and being able to aquire new skills and knowledge
- Life long learning
- Interdisciplinary educational programmes
- Internationalization
- Mobility
- Digital education
- MOOCs

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Higher Education is at a crossroad -

new demands from society requires

well functioning quality assurance

Reflections – to watch out for

1. Too much focus on the status of the labour market? – prepare students for a changing labour market
2. Reduction in humanities can lead to unpredictable consequences – for research, innovation and the technological development
3. Importance of research based education – science will contribute to development in society

Reflections – to watch out for

1. Too much focus on the status of the labour market? – prepare students for a changing labour market
2. Reduction in humanities can lead to unpredictable consequences – for research, innovation and the technological development
3. Importance of research based education – science will contribute to development in society
4. Interdisciplinary education – as important as interdisciplinary research
5. Pave the way for international exchange and mobility
6. Utilize digital education

Higher Education at a crossroad

