A Quality Platform for Post-Traditional Higher Education

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&
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Outline

• The context: challenges facing higher education

• Post-traditional higher education, a global trend

• What about quality?
Higher Education in Turbulent Times
High and unmet demand for Higher Education
Diversification of providers

‘World-class’ universities
Competency-based
Private
Online
Cross-border
Generation jobless

The global rise of youth unemployment
The jobless crisis in figures

**Idle hands**
Youth unemployment and inactivity*
By region†, 2012 or latest, m

<table>
<thead>
<tr>
<th>Region</th>
<th>Unemployed</th>
<th>Inactive</th>
<th>% of total youth population</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Asia</td>
<td></td>
<td>31.1</td>
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<td>East Asia &amp; Pacific</td>
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<td>18.4</td>
<td></td>
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<tr>
<td>Sub-Saharan Africa</td>
<td></td>
<td>21.6</td>
<td></td>
</tr>
<tr>
<td>Middle East &amp; north Africa</td>
<td></td>
<td>40.6</td>
<td></td>
</tr>
<tr>
<td>OECD‡</td>
<td></td>
<td>15.2</td>
<td></td>
</tr>
<tr>
<td>Latin America</td>
<td></td>
<td></td>
<td>23.2</td>
</tr>
<tr>
<td>Europe &amp; Central Asia</td>
<td></td>
<td></td>
<td>24.4</td>
</tr>
</tbody>
</table>

*15-24 year olds not in education
†Regions exclude OECD countries
‡Not in education or training

Sources: OECD; World Bank; The Economist
Policymakers know what to do to diminish the problem – ignite growth, break down cartels and build bridges between education and work. New technology gives them powerful tools too.

The Economist, April 2013
Policymakers know what to do to diminish the problem – ignite growth, break down cartels and build bridges between education and work. New technology gives them powerful tools too.

The Economist, April 2013
POST-TRADITIONAL HIGHER EDUCATION
Post-traditional HE

Overall theme: greater openness
Post-traditional HE

Trends:

- Online learning
- Shorter courses
- New awards
- Partnerships
Post-traditional HE Trends:

- Online learning
What is a MOOC?

Massive Open Online Course
If Harvard is going online it must be OK!
MOOCs ventures outside North America
• French Minister announces F.U.N.

• French universities embrace online learning to offer MOOCs

• Cooperation with Agence universitaire de la Francophonie to offer courses in French speaking Africa

Genevieve Fiorasco, Minister of Higher Education and Research of France
What is higher education?
MOOCS
A shake-out in 2014?
Post-traditional HE Trends:

- Shorter courses
Shorter courses

Europe 2020 Strategy - **Erasmus for All**

“competencies and skills for the labour market”
The Death of the Degree

Allan Pall, ESU

Higher Learning to be more focused on validating the learning process and its outcomes

What we really need is liberation from the degree

Employers need the right mix of skills and competences matched with job requirements
Post-traditional HE Trends:

• New Awards
what are OPEN BADGES?

Learning today happens everywhere. But it's often difficult to get recognition for skills and achievements that happen online or out of school. Mozilla Open Badges helps solve that problem, making it easy for any organization to issue, manage and display digital badges across the web.
Post-traditional HE Trends:

• Partnerships with the private sector
Academic Partnerships
We assist leading universities around the world in the development and marketing of their online degree programs

Transforming Higher Education for the 21st Century
Academic Partnerships: New Online Global Specializations Credential
Towards a Global Convention on Degree Recognition?

- Diversity of HE systems
- Diversity of Providers
- Diversity of Qualifications
UNESCO General Conference 2013
Benefits of Global Convention

• Improving academic and professional mobility

• Assistance to Member States to improve quality of their HE systems in the context of contemporary transformations

• UNESCO Director-General to initiate the process, carry further consultations and report back to GC in 2015
The unbundling of higher education
New trends in higher education

What about quality?
Judith Eaton
A QUALITY PLATFORM:

EXTERNAL QUALITY REVIEW ON NON-INSTITUTIONAL PROVIDERS
NON-INSTITUTIONAL PROVIDERS

OFFER BADGES

MOOCs

ASSESS PRIOR LEARNING

OFFER COMPETENCY-BASED EDUCATION

OFFER COURSEWORK
PURPOSE

EVALUATE PERFORMANCE OF NON-INSTITUTIONAL PROVIDERS FOR STUDENTS AND SOCIETY

AUDIENCES

STUDENTS, COLLEGES AND UNIVERSITIES, ACCREDITING AND QA BODIES, EMPLOYERS, POLICYMAKERS, THE PUBLIC
PROCESS

ORGANIZATION PROVIDES APPLICATION

TEAM OF EXPERTS REVIEWS BASED ON STANDARDS: ELECTRONIC, FACE-TO-FACE

TEAM OFFERS RECOMMENDATION

ORGANIZATION, IF SUCCESSFUL, IS “QUALITY PLATFORM PROVIDER”
STANDARDS

EXPECTED AND ACTUAL LEARNING OUTCOMES DRIVE THE WORK OF THE PROVIDERS

OFFERINGS ARE COLLEGIATE LEVEL

IF INTENDED FOR CREDIT, OFFERINGS PROVIDE FOR STUDENT PROGRESSION AND CURRICULAR COHERENCE

TRANSPARENCY AND COMPARABILITY
OTHER PROVISIONS

ADDITIONAL INFORMATION TO BE SUPPLIED:
DOCUMENTATION OF LEGAL STATUS, FINANCIALS,
ORGANIZATIONAL PURPOSE AND CREDENTIALS
OFFERED, ENROLLMENT, ASSISTANCE AND SUPPORT
FOR STUDENTS

THREE-YEAR REVIEW CYCLE

TEAM OF EXPERTS COMPOSED OF ACADEMICS AND
THE PUBLIC

DATABASE OF PROVIDER PERFORMANCE
DEVELOPED
THANK YOU

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