A Risk-Based Approach: Accreditation & Quality

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www.che.org.il

Definition of 'Risk-Based Approach'

Methodology that allows to prioritize activities/regulation, based on a previous analysis of data*

* Source: PIPA (Pharmaceutical Information & Pharmacovigilance Association), 2016

A Risk-Based Approach Is Not New

Examples:

- Banking systems (loans, credit, etc.)
- Health systems (quality of products, shops, hospitals etc.)
- Security systems (sample checking)
- K-12 systems (sample supervision)
- **HE systems (autonomy in some areas – SA HEIs)**

Israel's HE - Tremendous developments

❖ **63 HE Institutions** (no 'for profit' HEIs):

  - 9 Universities

  - 54 Academic Colleges (public & private)

❖ **~ 320,000 students** (tho decrees in no. of student since 2014)

❖ **~50% of each cohort enter HE institutions**

❖ **HE Budget (~12 billion NIS)** - ~2.5% of SB

❖ **Good performance and breakthroughs "Start-Up Nation"** (publications, IF, Inventions, Patents, Nobelists)

❖ **Multi-Annual program** (6 years)

❖ **Council for Higher Education (CHE)** – established according to the CHE Law of 1958: buffer between Gov. and HEIs; sole state regulator, setting HE policy, dealing with Accred; QA; Budget&Planning

Accreditation Process of programs
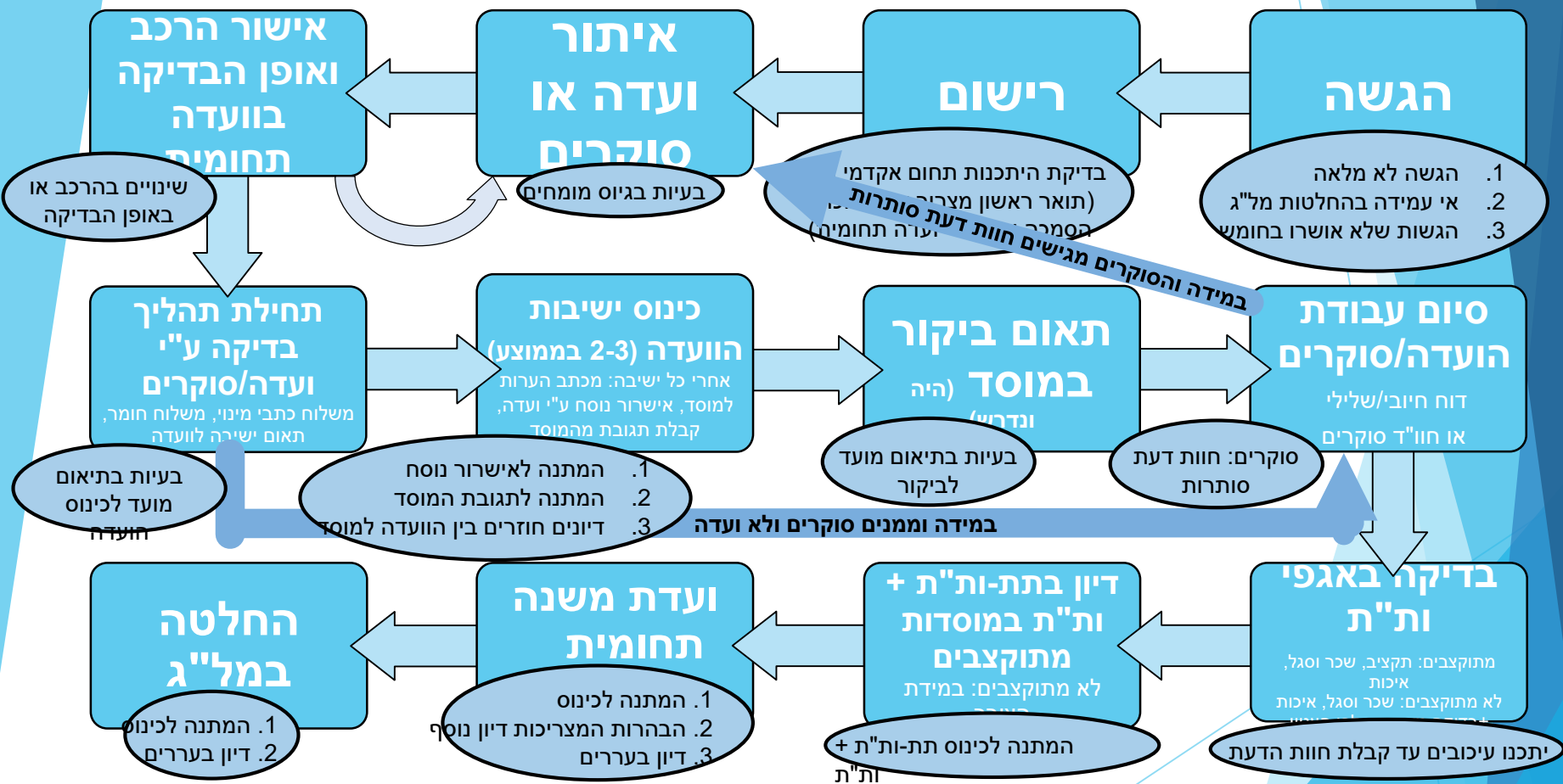
The Accreditation System

❖ **Same accreditation processes since the '60**

❖ **More than 500 programs in the process**

❖ **Lots of regulations regarding changes in existing programs (major to double major etc.)**

❖ **Average of 2 years to open a new program**

❖ **Some 'old' and irrelevant regulations**

❖ **Almost everything reviewed as 'one size fits all'**

Is it effective? Aren't we wasting our time on marginal issues, not focusing on the problematic HEIs?

Changing the Name of The Game:
'Modular Autonomy' - A 'Risk-Based Approach'

❖ **Changing set of mind:**
 from 'Gatekeeper' (entry level)
towards all HEIs to a more selective

To system focused on 'monitoring' (ending level)

❖ **This means: taking a risk**

❖ **Who might be in risk?**
 *- students and Parents?*
  - Labor market?
  - HEIs?

Some Basic Rules

❖ Learn from others
❖ Make HEIs & students full partners.
❖ Set reasonable quantitative ('go'/'no go') & Qualitative (assessed by peer-review) criteria defining academic strength
❖ simulation (avoiding 'glass ceiling'...)
❖ clear statement towards HEIs what is the 'Red Tape Zone': AND - what happens if violating rules (easy to 'release', very hard to take back...)
❖ Starting with a pilot limited in time&scope (such as: autonomy in opening Bachelor prog.)
❖ Conclusions and measurements of 'success'

THANK YOU 4 LISTENING
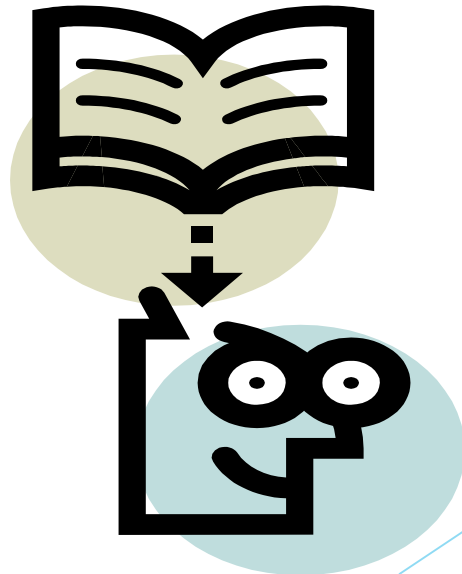
Speakers

▶ **<u>Anthony McClaran</u>**

▶ Is the Chief Executive Officer of the Tertiary Education Quality and Standards Agency (TEQSA) in Australia.

▶ Before joining TEQSA, Anthony was the Chief Executive Director of UK's QAA for six years and prior to that the Chief Executive Director of UK's national agency for higher education admissions: The Universities and Colleges Admissions Service.

▶ His career has included senior academic administration and management posts at the Universities of Warwick and Hull. He has held numerous governance positions across the school and university sectors, and was a member of the Council of the University of Gloucestershire (and its Chair from 2007-09) and a Governor of the National Star College.

▶ **Douglas Blackstock**

▶ Is UK's QAA Chief Executive Director since October 2015.

▶ His work includes leading QAA's contribution to the current changes to the policy, regulatory and quality landscape in England and across the UK, and the Agency's role in developing the Teaching Excellence Framework alongside other sector partners.

▶ He joined QAA in 2002 as Director of Administration, and has subsequently held the roles of Director of Resources and Chief Operating Officer and was QAA's Company Secretary from 2002 to 2016. He led QAA's work on student engagement for a number of years, and was a member of the NUS & UUK-led Student Charter Group and the subsequent Framework for Partnership Group. He is active in the European Association for Quality Assurance in Higher Education, and chaired the ENQA Staff Development Group.

► **Terri Taylor**

► Is a Senior Legal and Policy Advisor at Education Counsel.

► She works on a variety of projects related access and diversity in higher education on behalf of the College Board's Access & Diversity Collaborative, the Association of American Medical Colleges, and leading institutions of higher education.

► She also works on issues related to federal accountability for colleges and universities, data and privacy, state assessment transitions, and educator evaluation and effectiveness.

► Terry has also taught English to migrant students in Virginia, and served as a teacher in the Kyrgyz Republic as a Peace Corps Volunteer.