



THE CHANGING HIGHER EDUCATION LANDSCAPE AND THE ROLE FOR QUALITY ASSURANCE

Dirk Van Damme

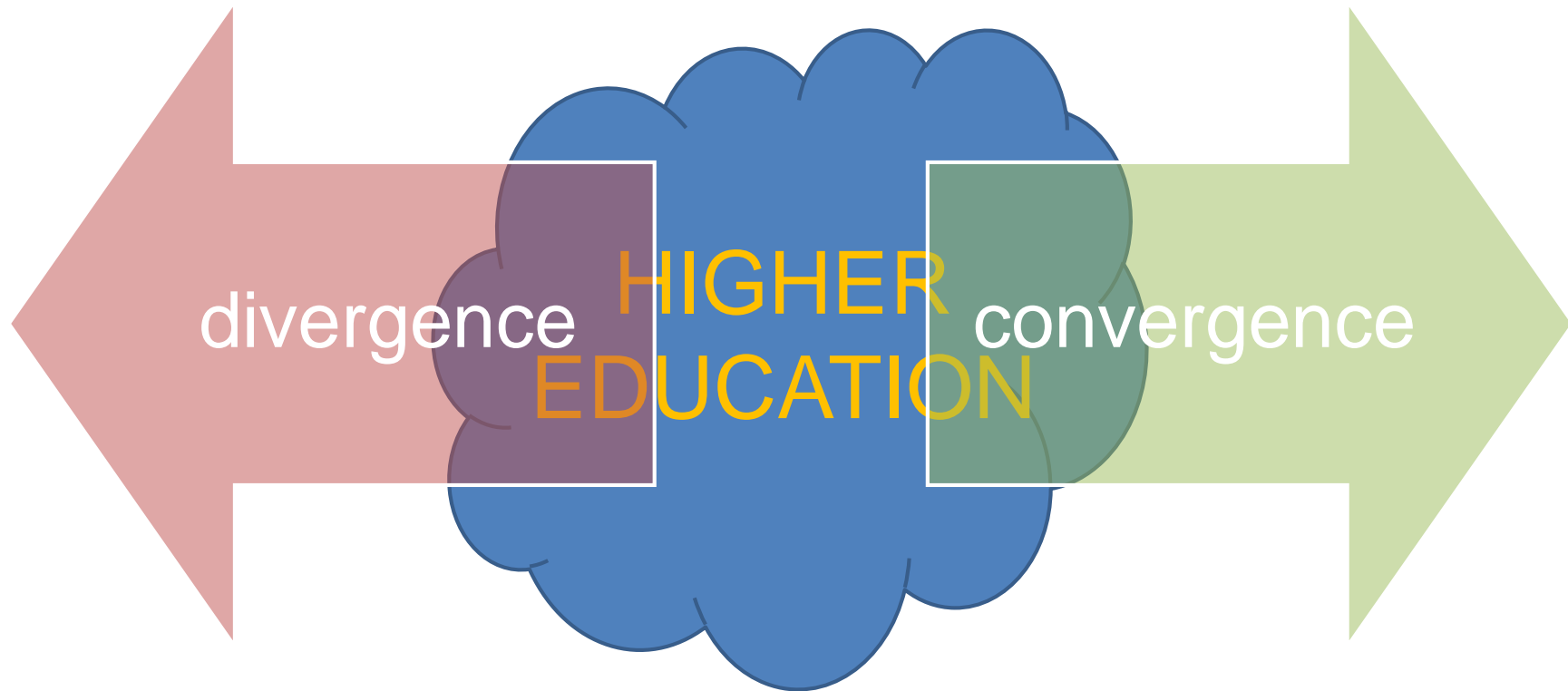
OECD/EDU

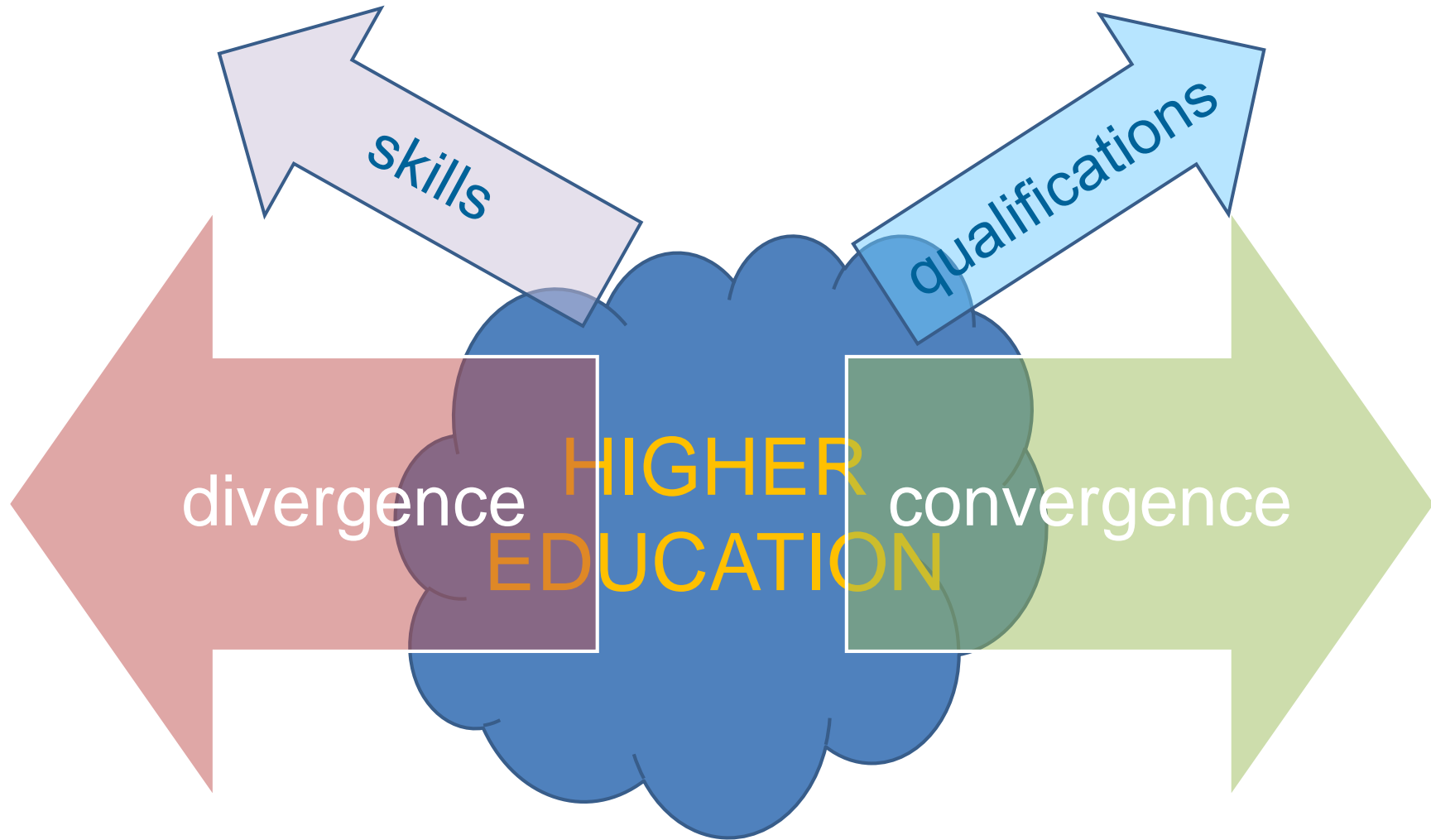


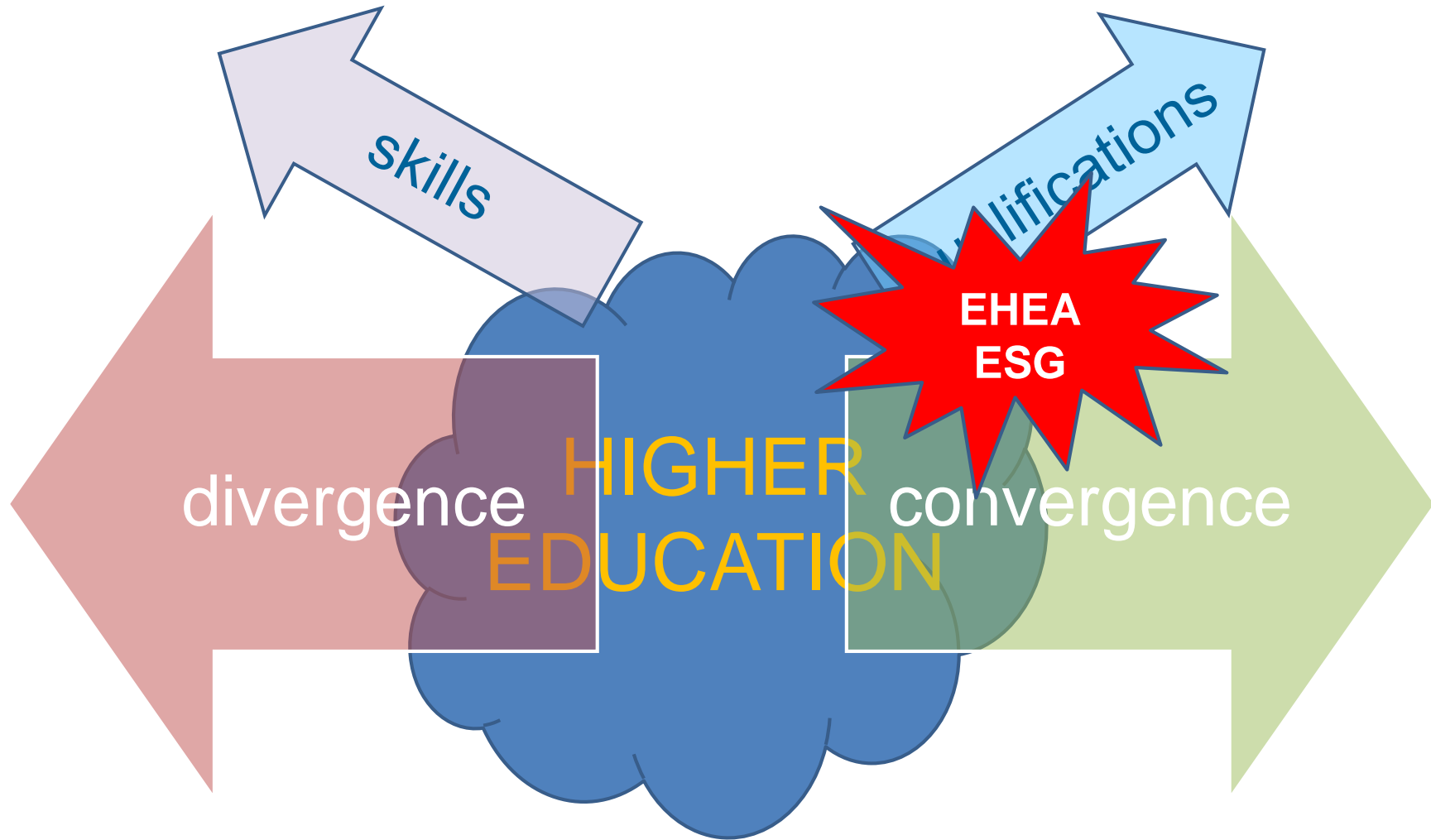
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HIGHER
EDUCATION





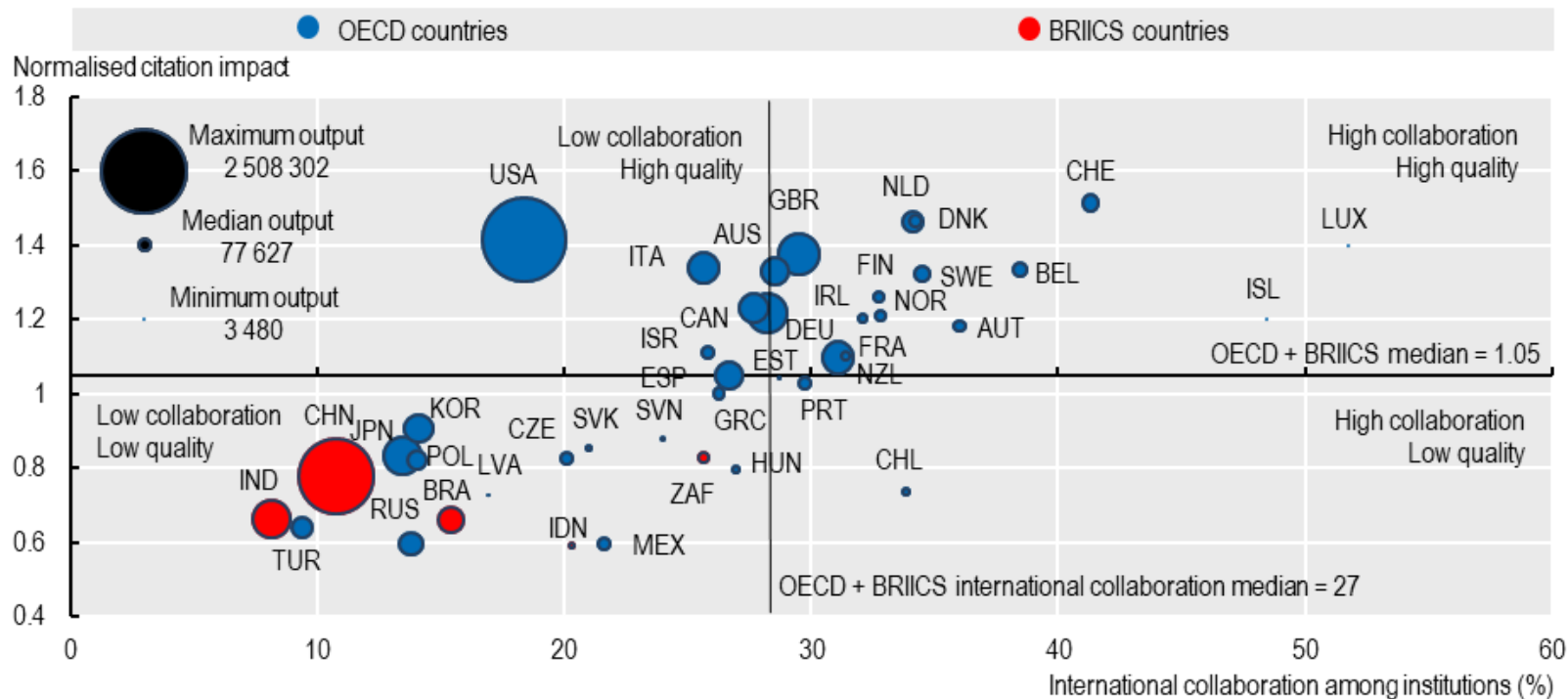




GLOBAL CONVERGENCE

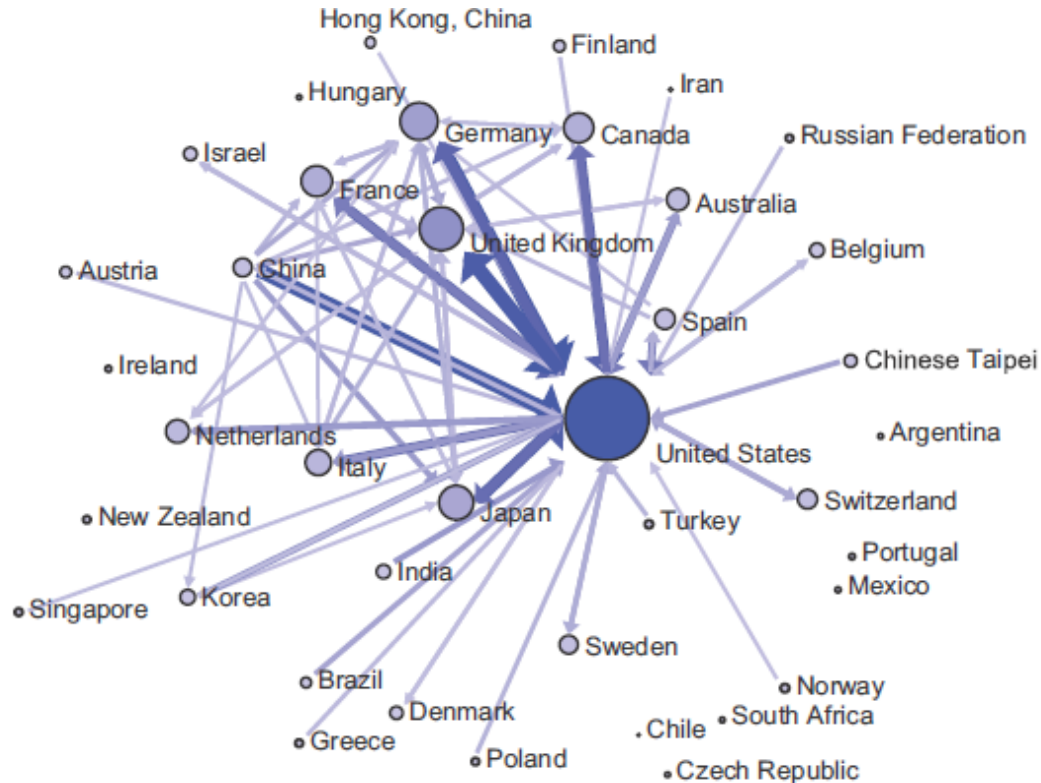


International research collaboration



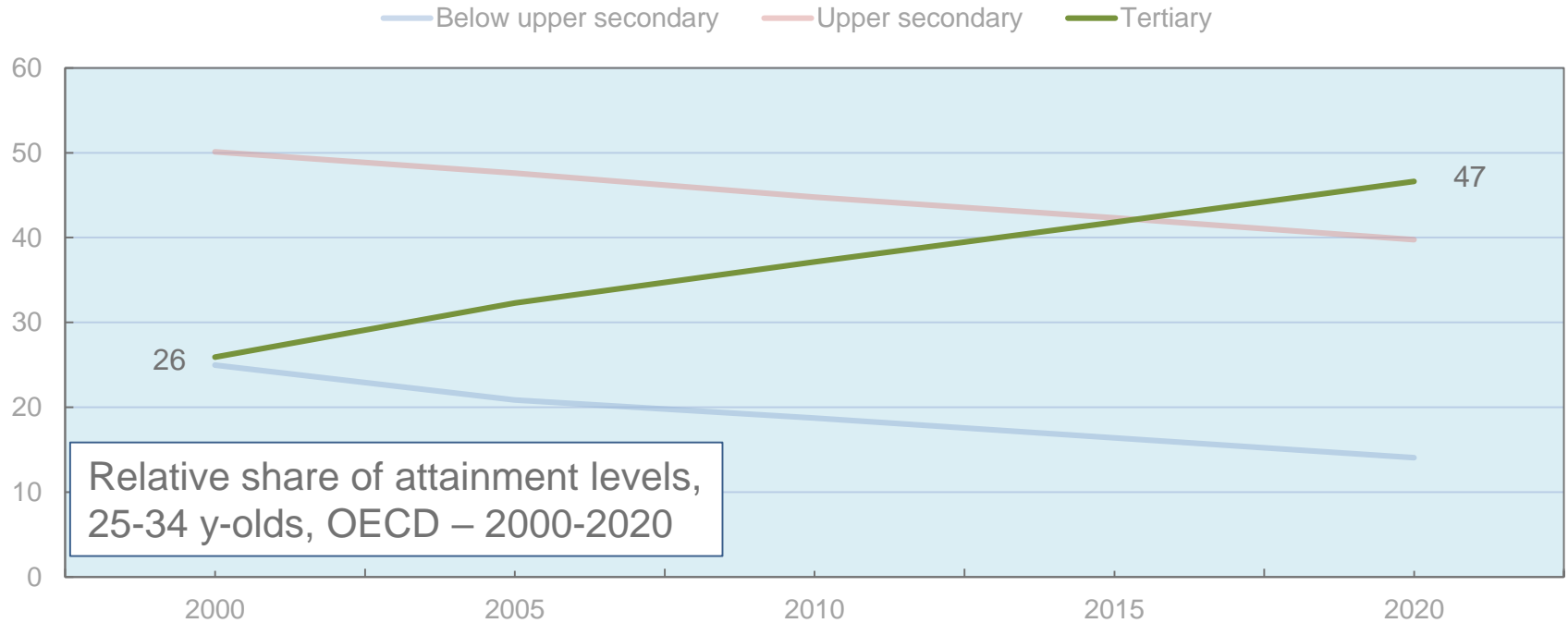


Globally connected networks in research



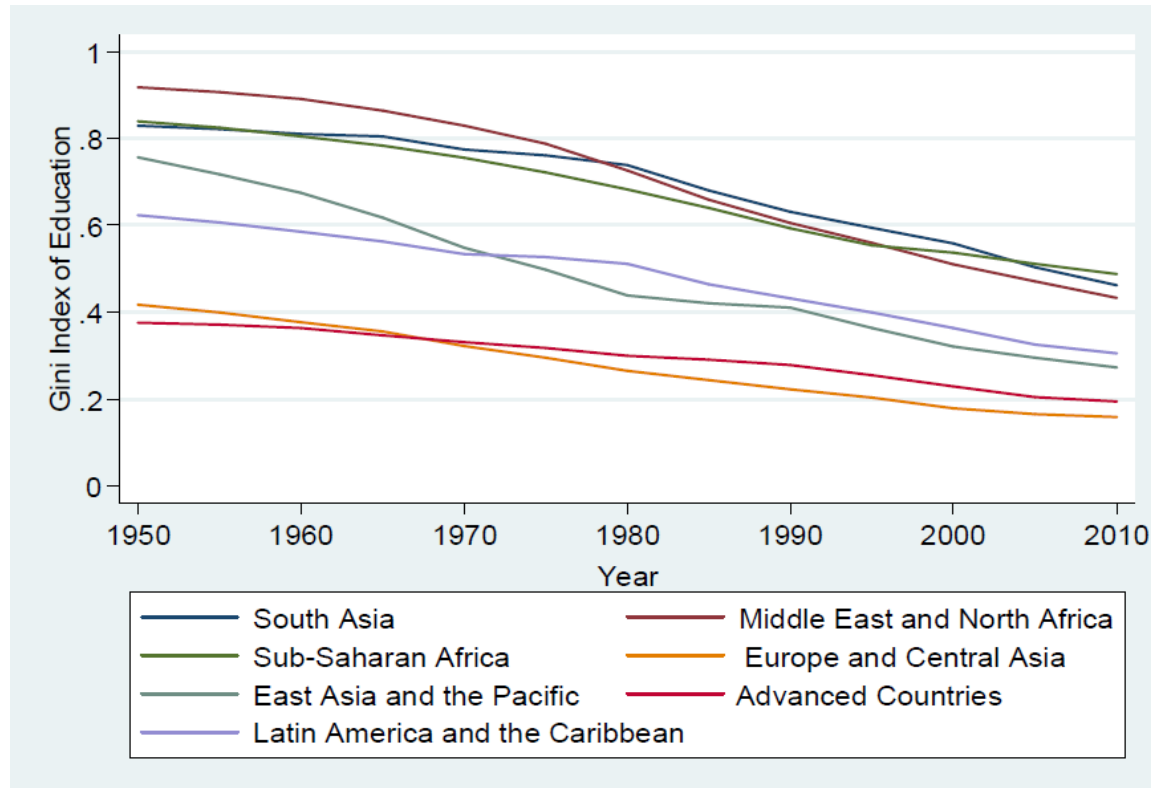


Higher demand, more qualifications





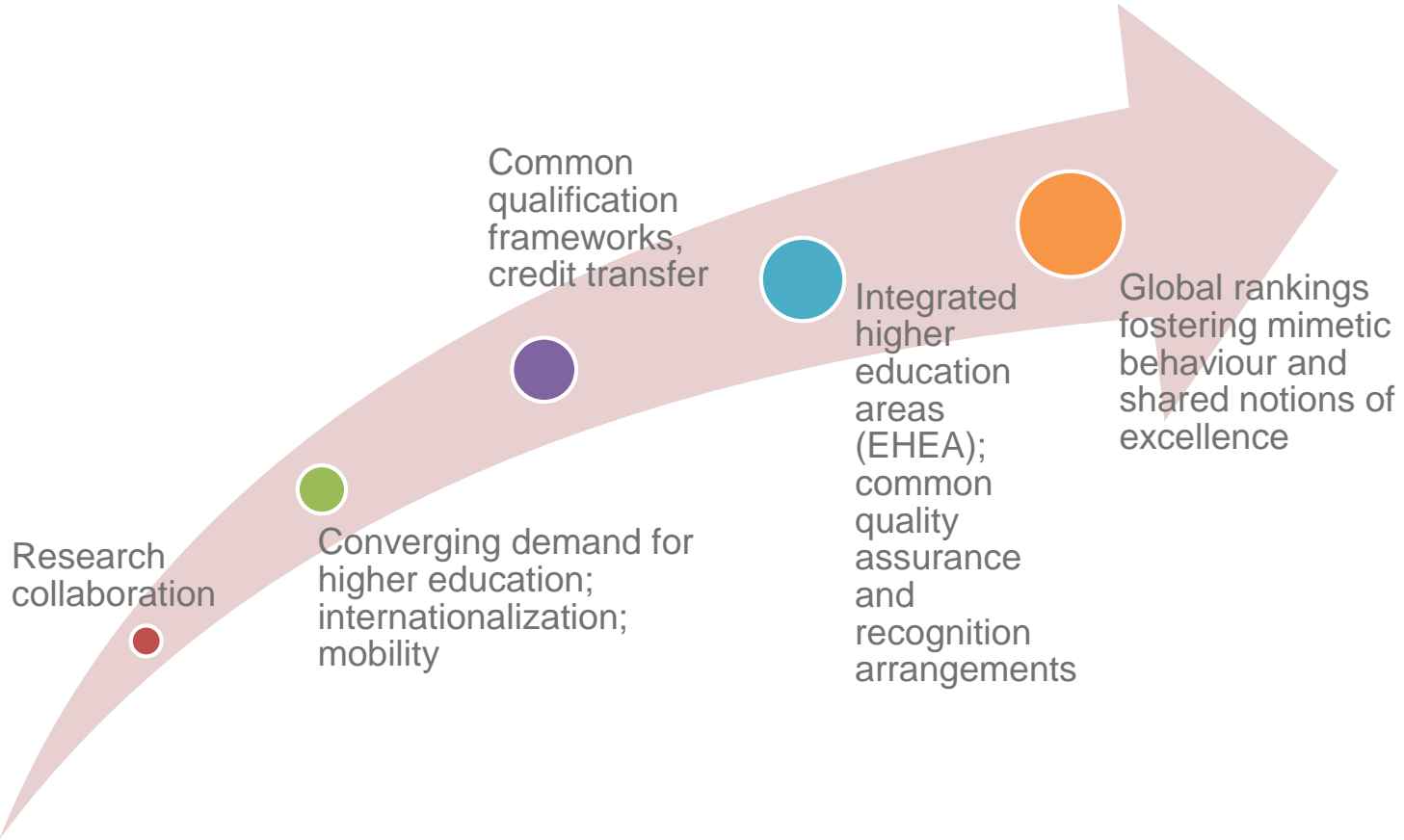
Education Attainment Gini by region



Source: (Wail, Said & Abdelhak, 2011)



Engines of convergence





Qualifications embody the power of convergence

- Qualifications have a common language to enable their readability across systems, especially within the EHEA
- Quality assurance (should) guarantee their more or less similar quality
- Qualifications also hold the promise of more or less the same skills equivalent

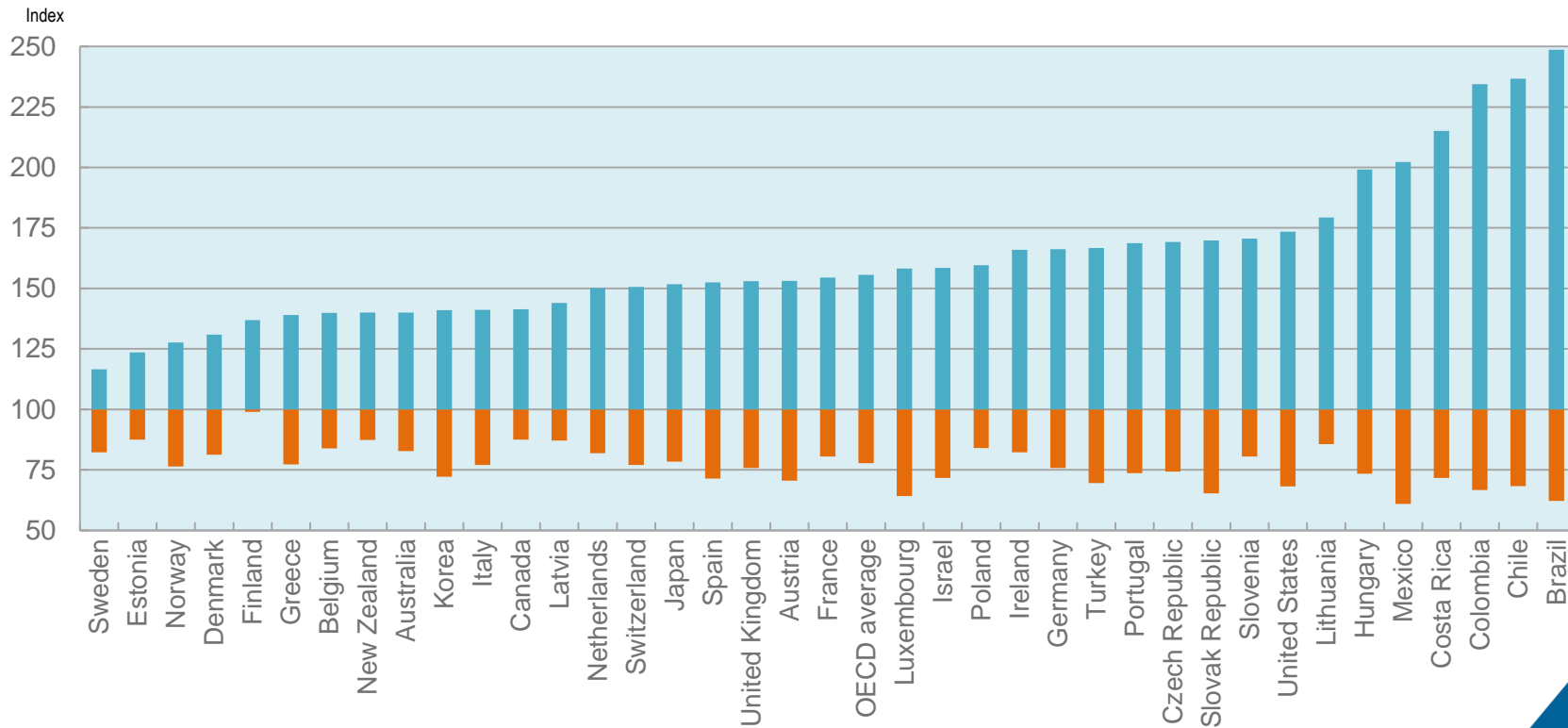


BUT IS MORE OF THE SAME
THE ANSWER?



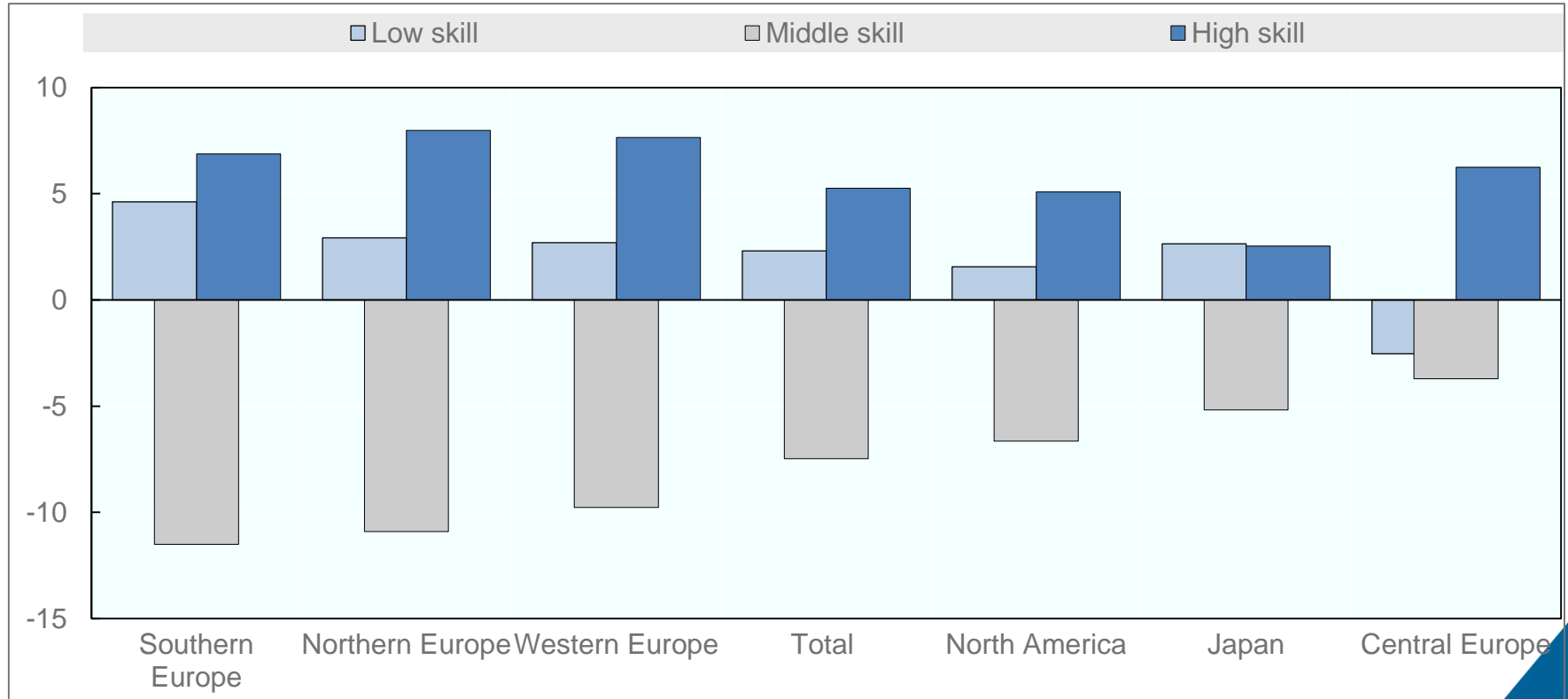
The monetary value of tertiary qualifications are still high to a varying degree among countries...

■ Earning disadvantage of adults with below upper secondary education ■ Earning advantage of adults with tertiary education





...but might be inflated by crowding out the mid-skilled on the labour market (polarization)

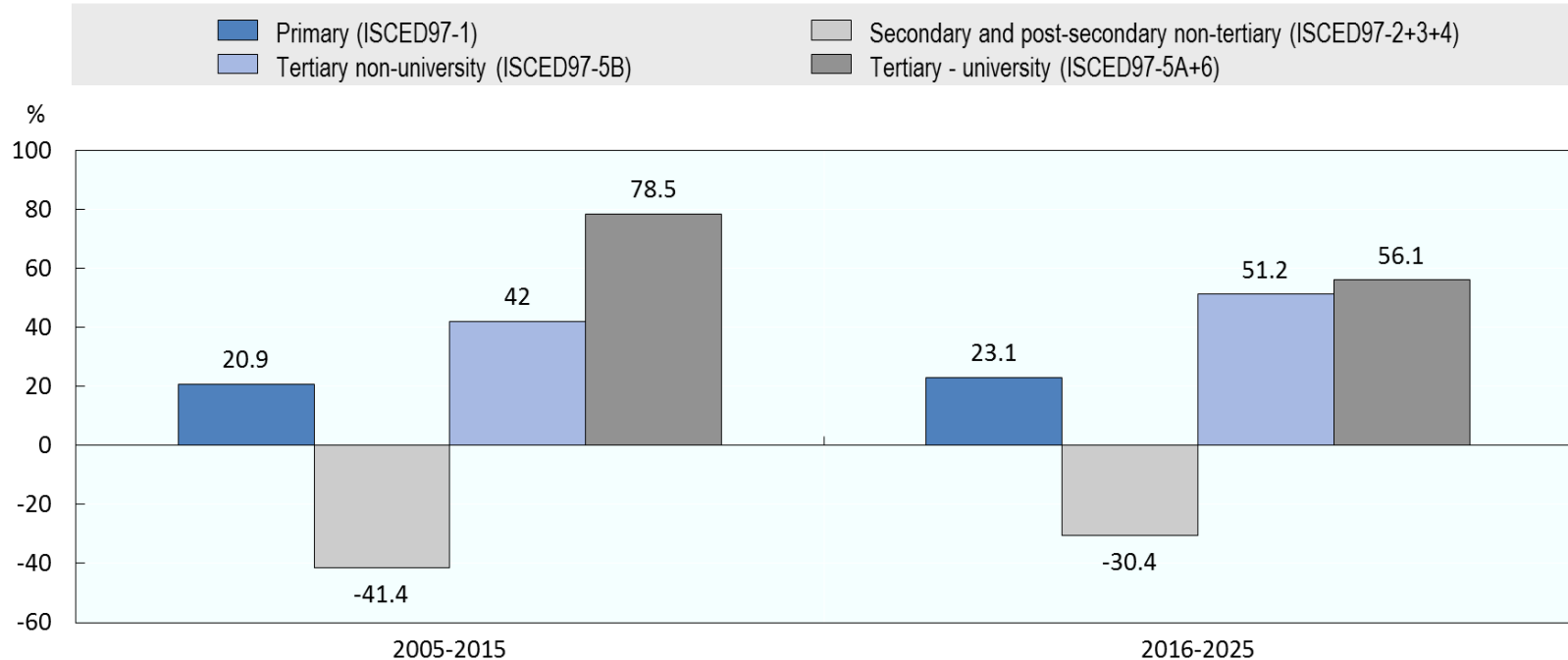




Employability patterns change

Employment opportunities by typical education requirements of occupations, historical and projected, in OECD-EU countries

Shares of employment growth



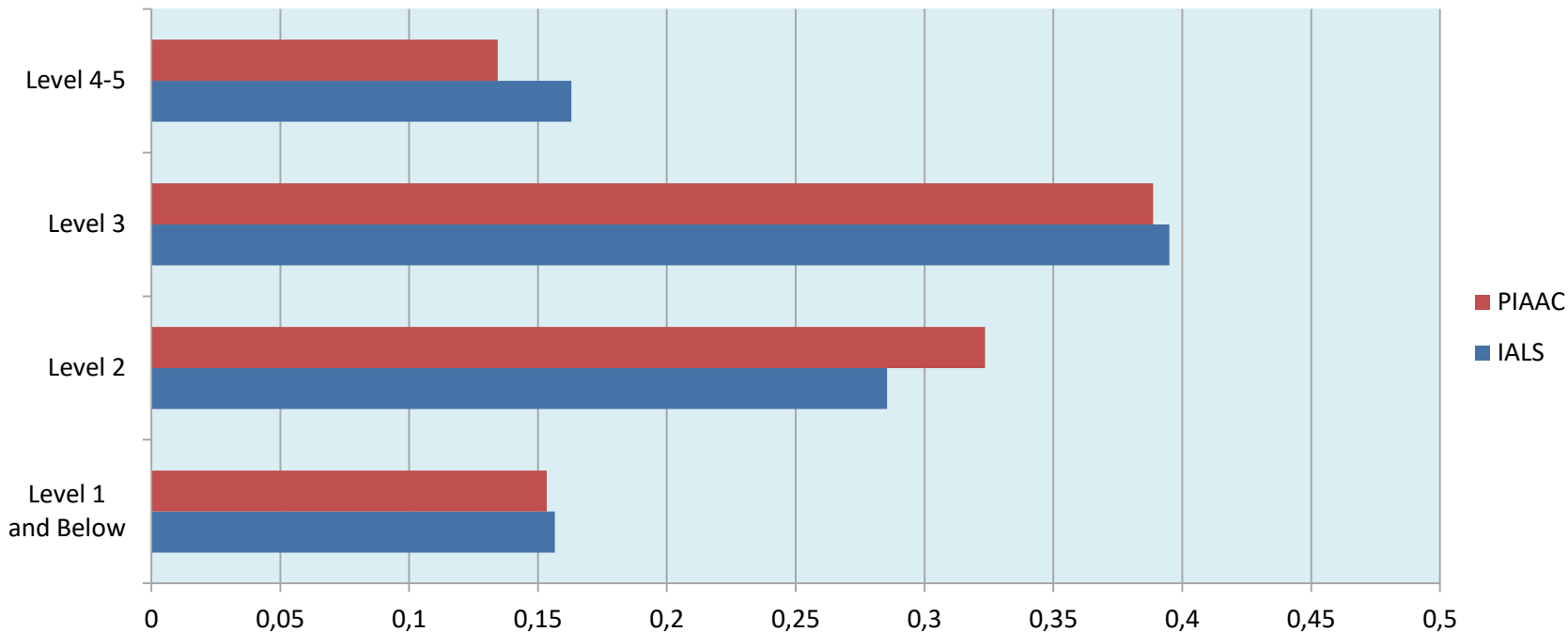
Source: OECD calculations based on CEDEFOP (2017), EU-CEDEFOP database: Employment trends



WE ARE QUALIFYING MORE
PEOPLE, BUT THERE ARE ALSO
MORE DOUBTS ABOUT QUALITY
AND RELEVANCE OF THE
SKILLS WE DELIVER



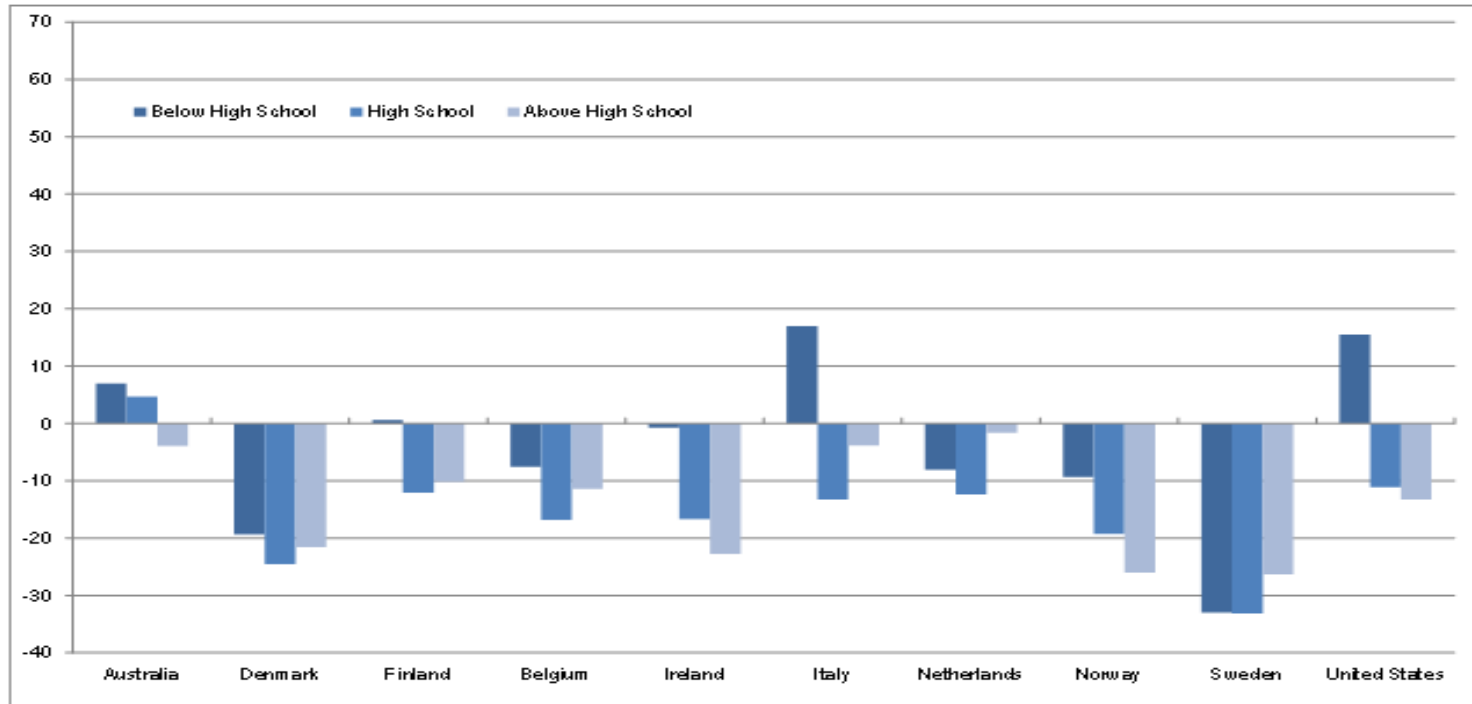
Despite massification, between '90s and 2010s levels of foundation skills have slightly decreased...





...also very clearly among higher educated

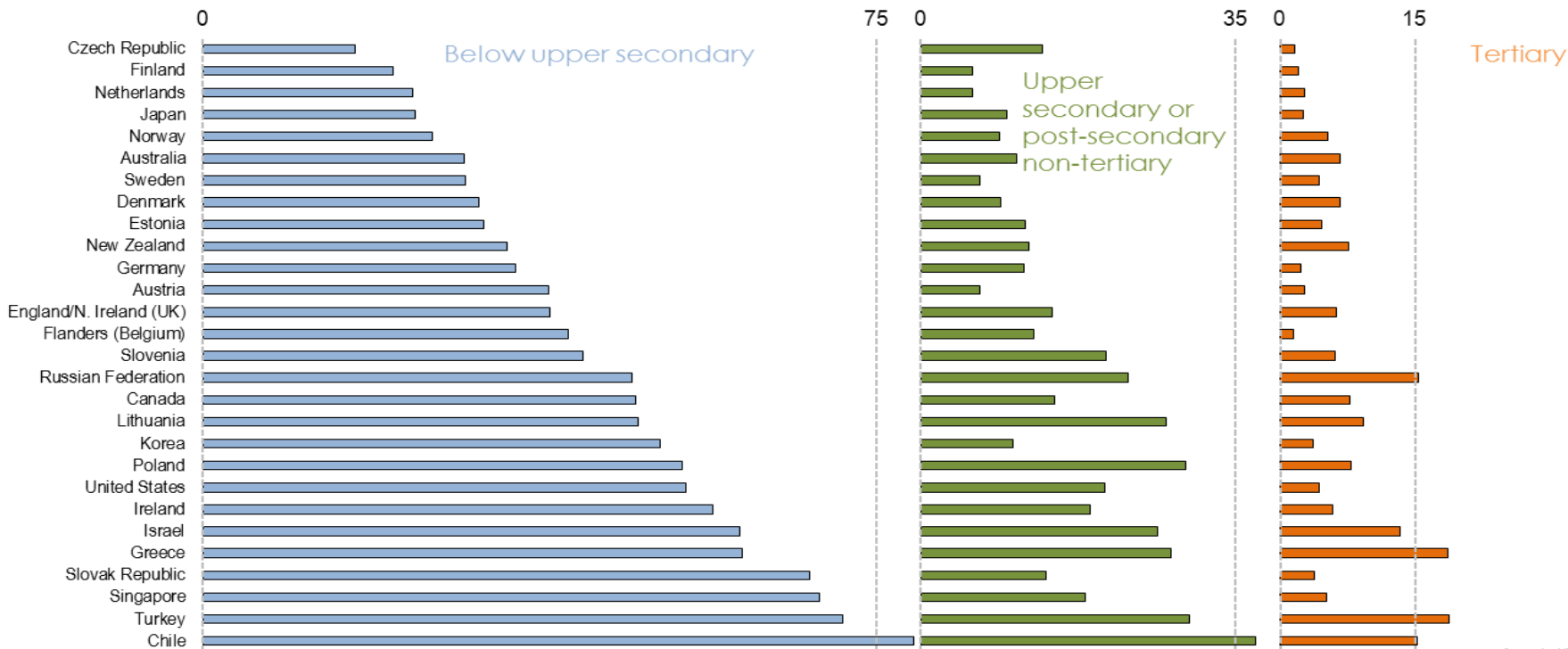
Figure 7. Changes in literacy proficiency from IALS to PIAAC, by educational attainment



Source: International Adult Literacy Survey (IALS) (1994-1998), and Survey of Adult Skills (PIAAC) (2012).



In several countries tertiary education does not protect against low foundation skills



Source: Survey of Adult Skills (2012)

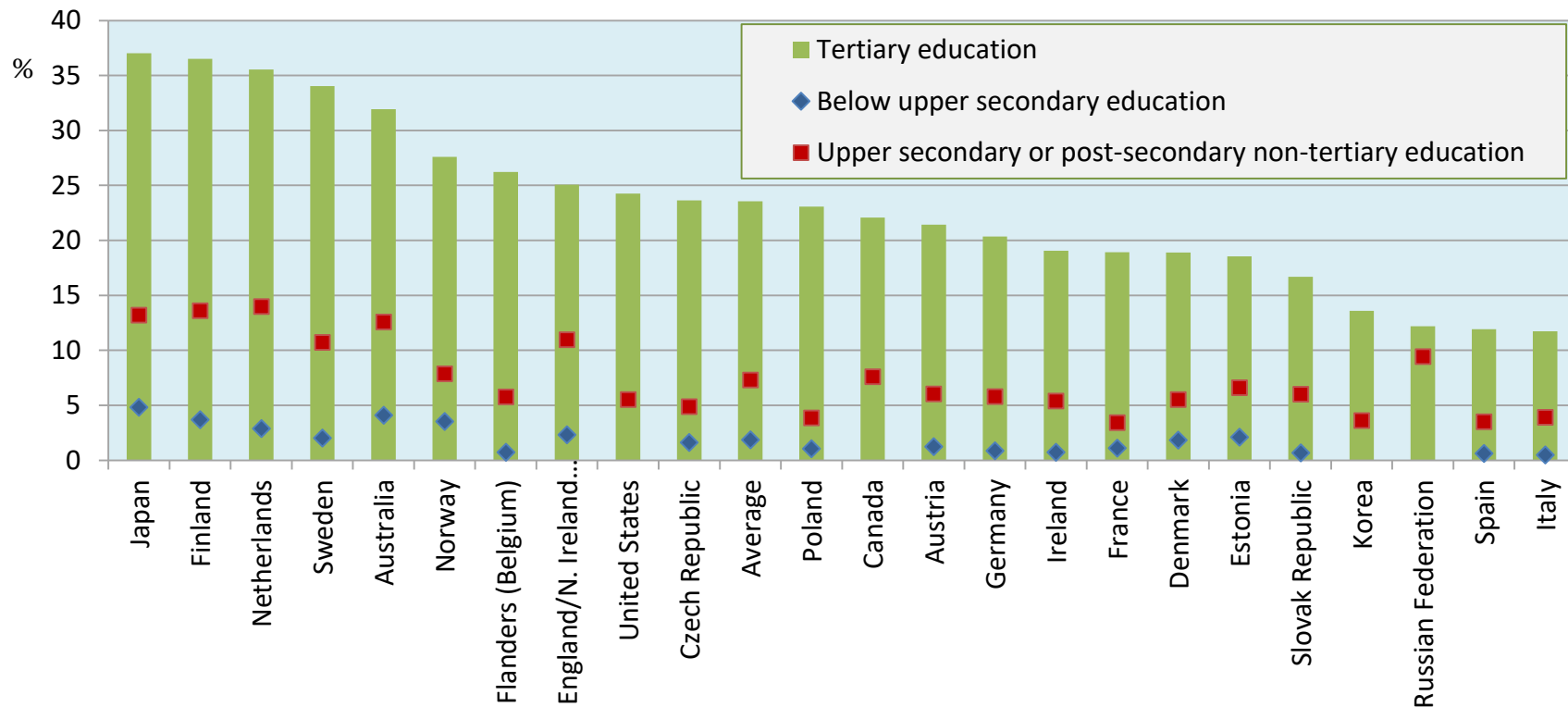


ARE WE SEEING A MISMATCH
BETWEEN WHAT EDUCATION
PROVIDES AND THE SKILLS
THAT SOCIETIES NEED?



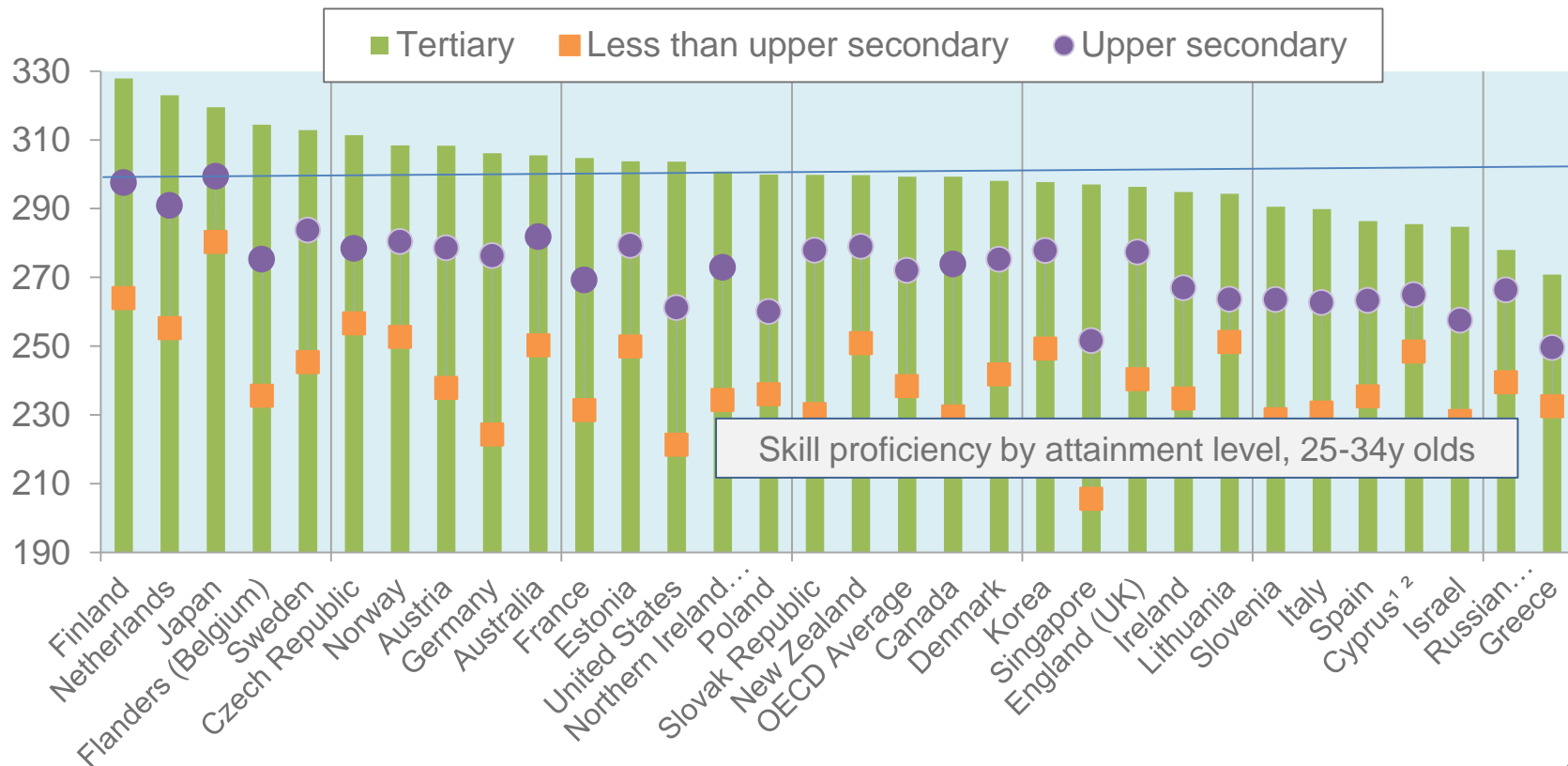
Qualifications do not deliver on the skills equivalent they promise

Proportion of 25-64 year-olds scoring at PIAAC numeracy level 4 and 5, by educational attainment of the population



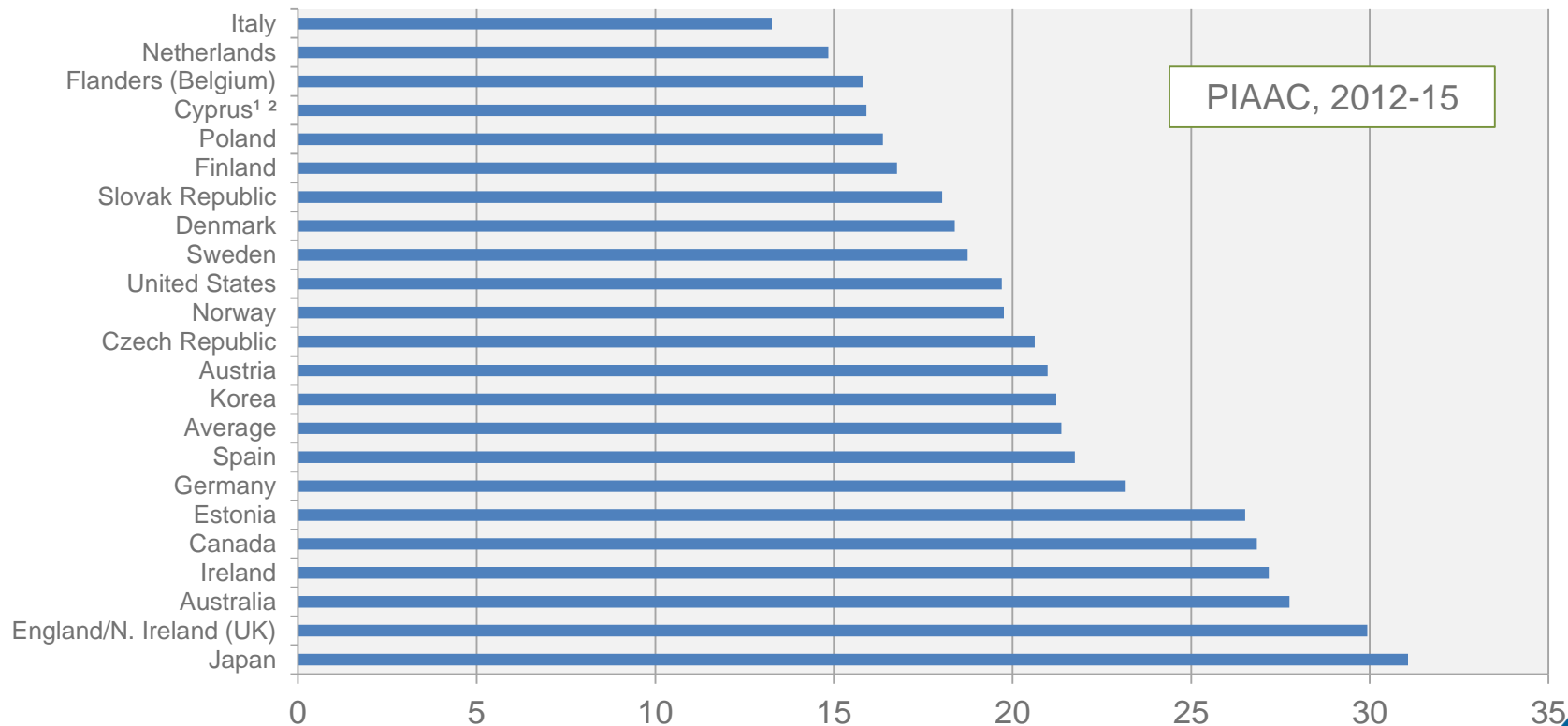


Qualifications do not deliver on the skills equivalent they promise





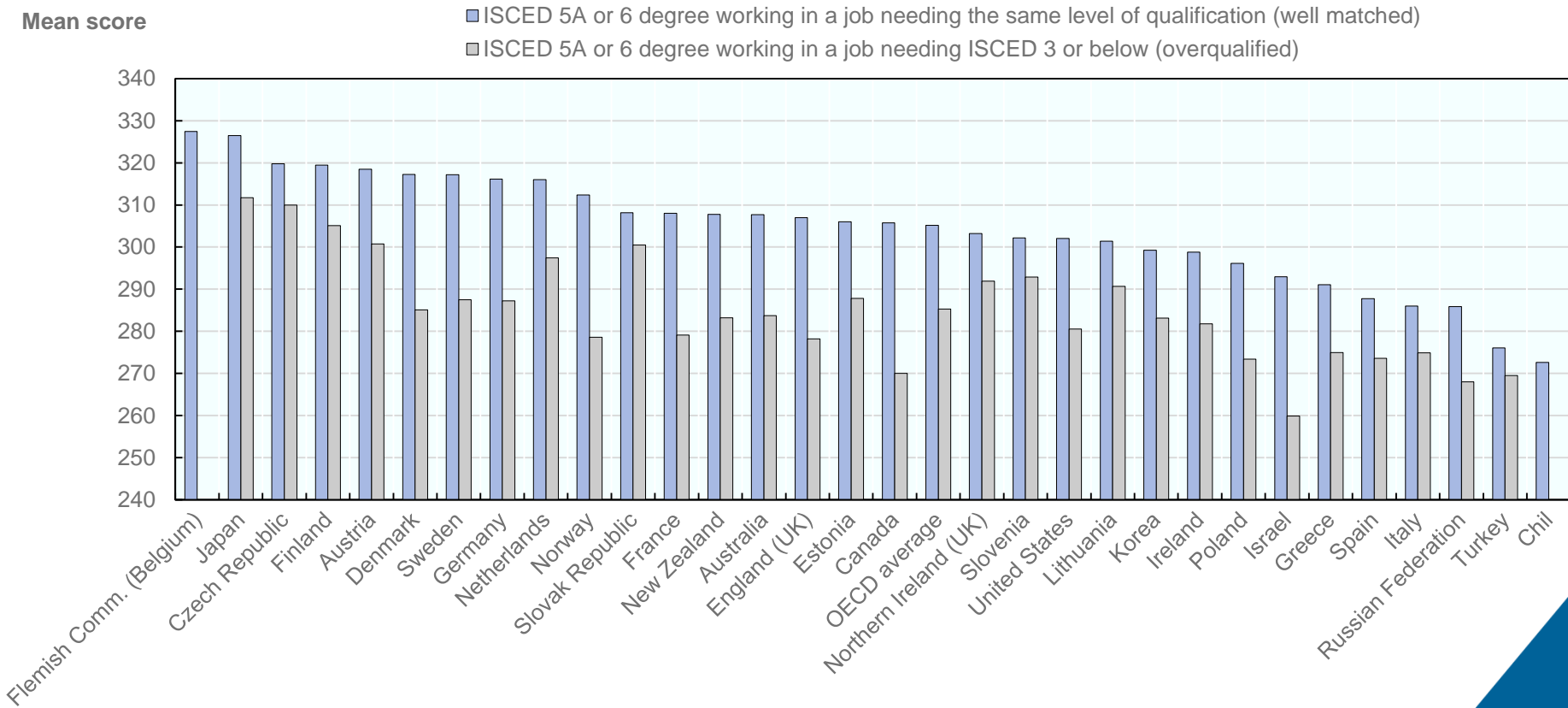
Risks of over-qualification





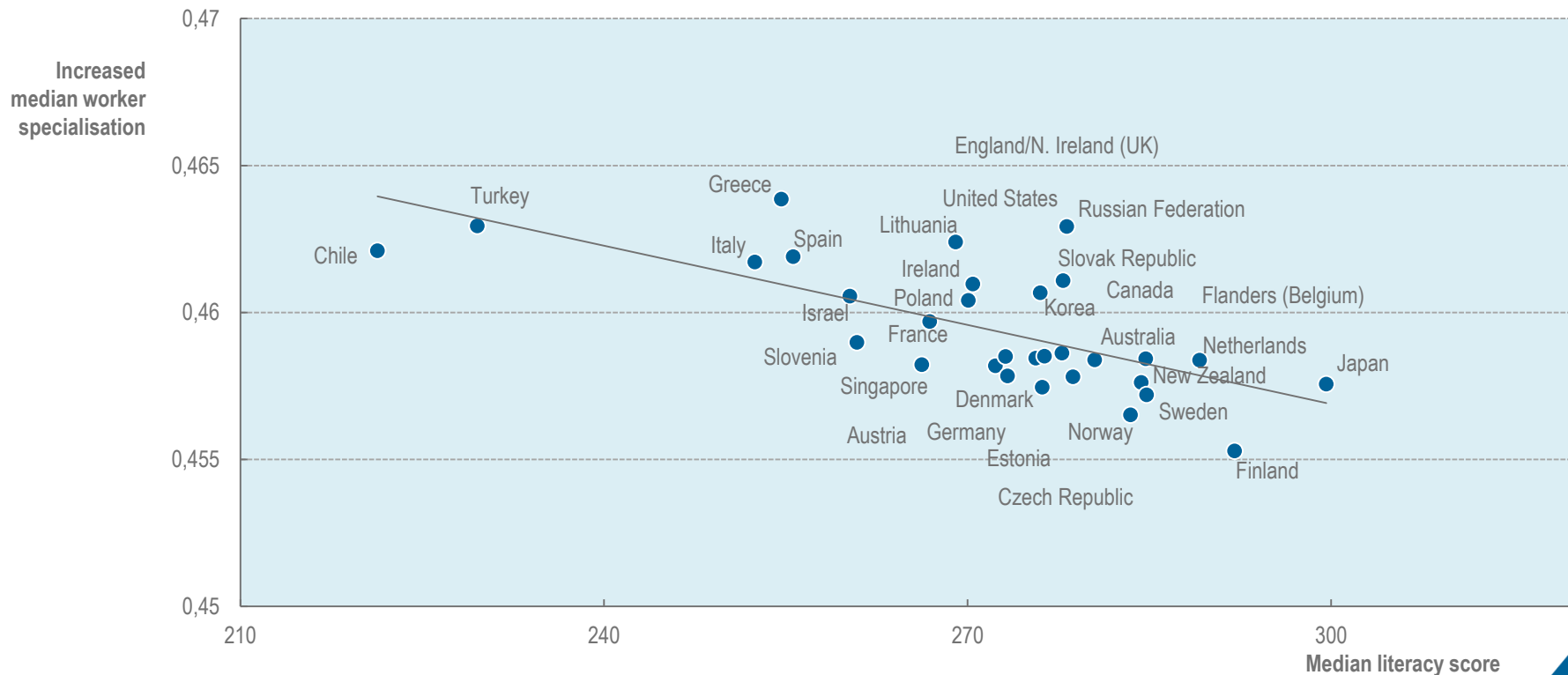
Discrepancies between qualifications and skills

Mean numeracy score among adults with ISCED 5A or 6, by selected qualification match or mismatch among workers (PIAAC, 2012 or 2015)



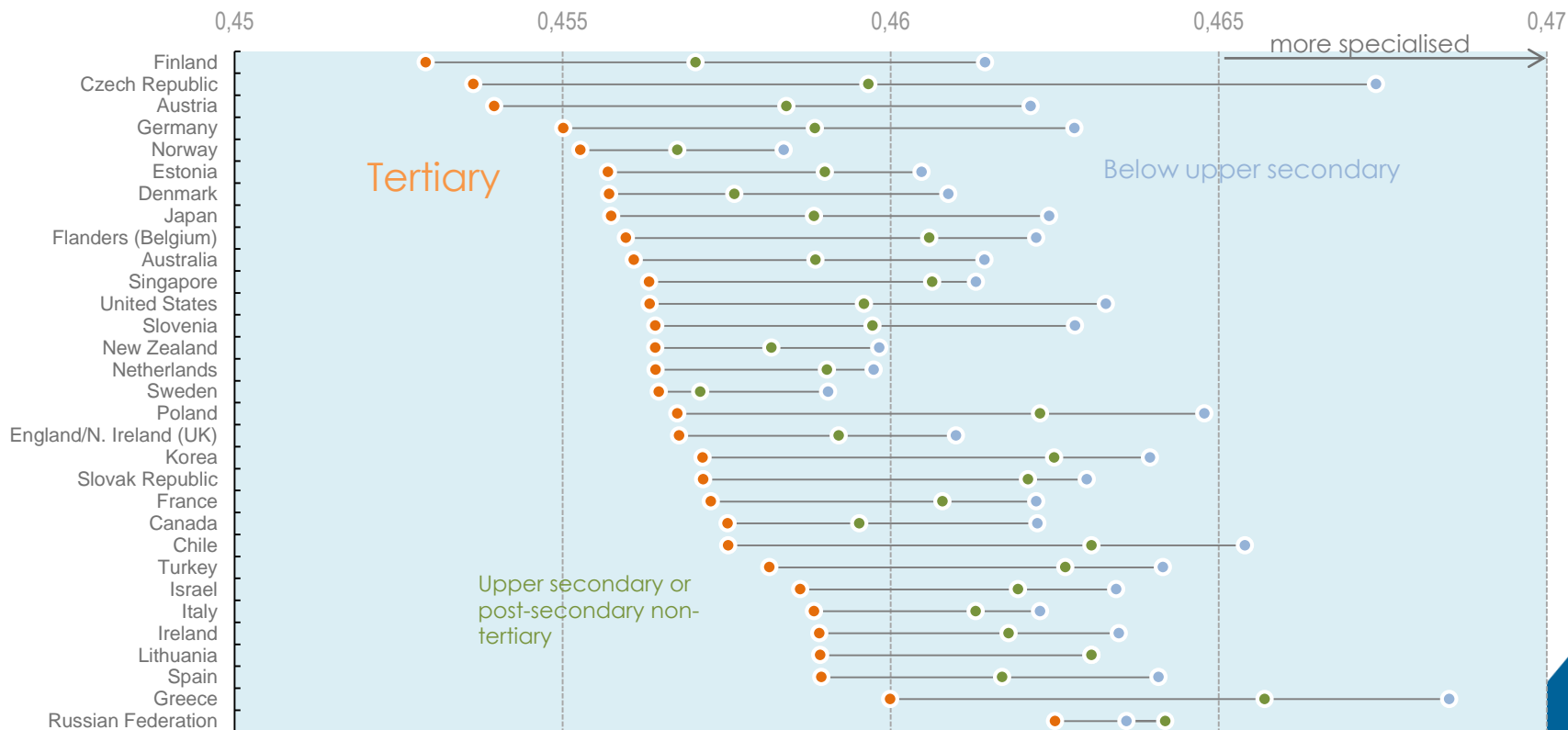


Variations in the degree of specialisation of jobs relate to differences in foundation skills





Variations in the degree of specialisation of jobs tertiary graduates are employed in





The broken promise

Ernst & Young Removes Degree Classification From Entry Criteria As There's 'No Evidence' University Equals Success

The Huffington Post UK | By Lucy Sherriff

Posted: 04/08/2015 14:55 BST | Updated: 21/09/2015 09:59 BST



Ernst & Young, one of the UK's biggest graduate recruiters, has announced it will be removing the degree classification from its entry criteria, saying there is "no evidence" success at university correlates with achievement in later life.

The accountancy firm is scrapping its policy of requiring a 2:1 and the equivalent of three B grades at A-level in order to open opportunities for talented individuals "regardless of their background".

Maggie Stilwell, EY's managing partner for talent, said the company would use online assessments to judge the potential of applicants.

"Academic qualifications will still be taken into account and indeed remain an

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CONVERGENCE QUALIFICATIONS



DIVERGENCE SKILLS

Globalization also generates inequalities and exclusion.

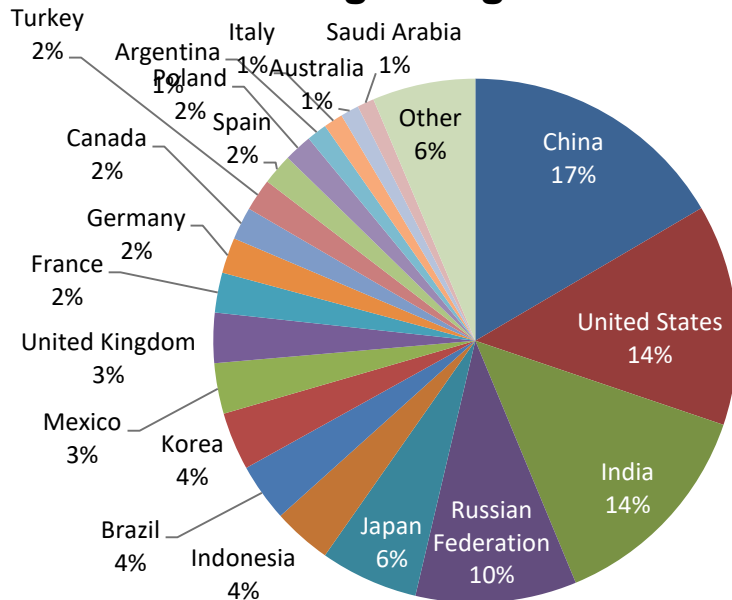
*Is a global higher education system sustainable with important forms of **inequality**?
How strong is the backlash against globalization among the excluded?*



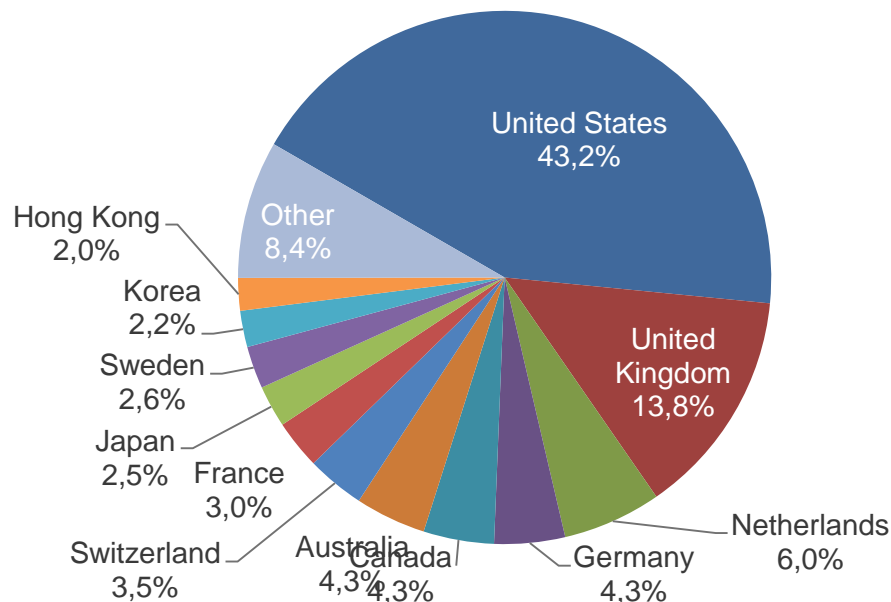


The global higher education system is one the most unequal systems

Share of global graduates 2013

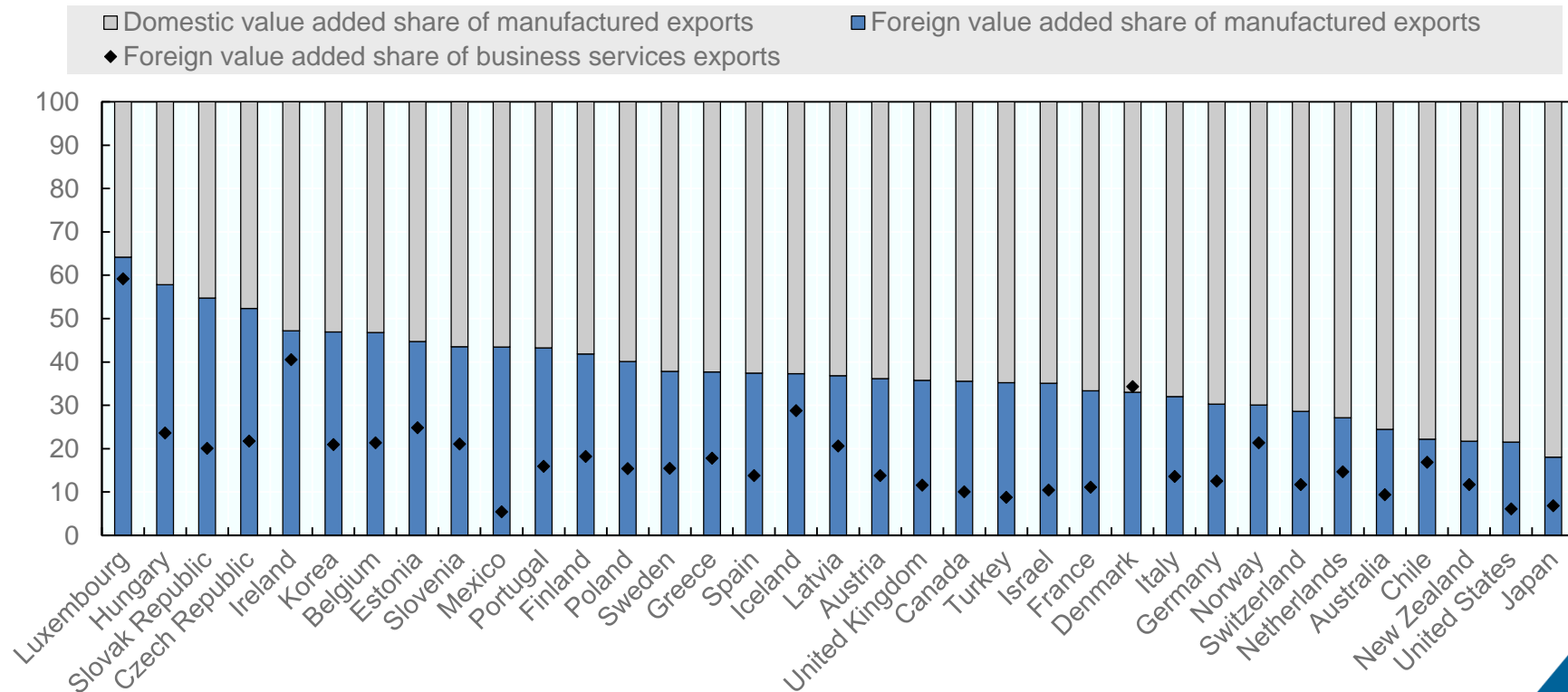


Share in perceived academic excellence THEWUR 2012



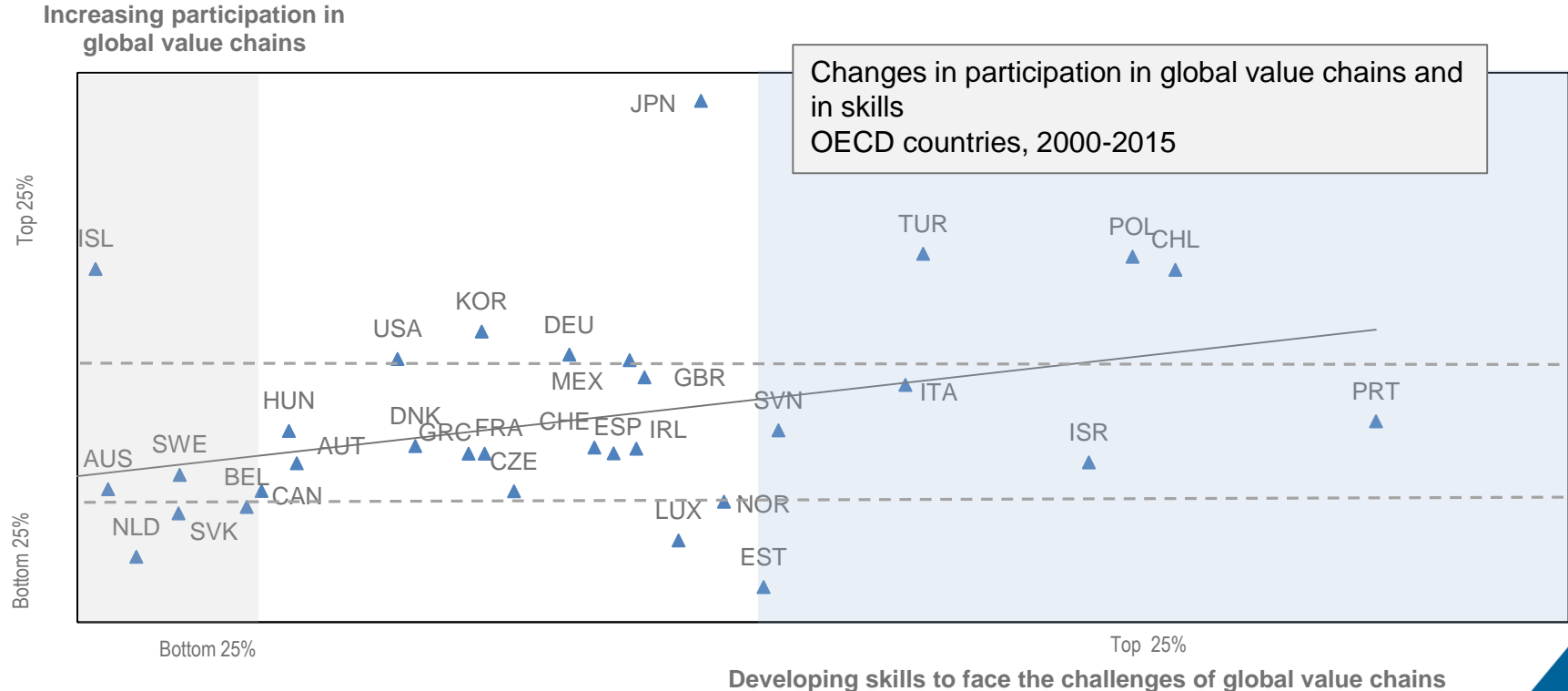


The balance between global and domestic economic value differs among countries



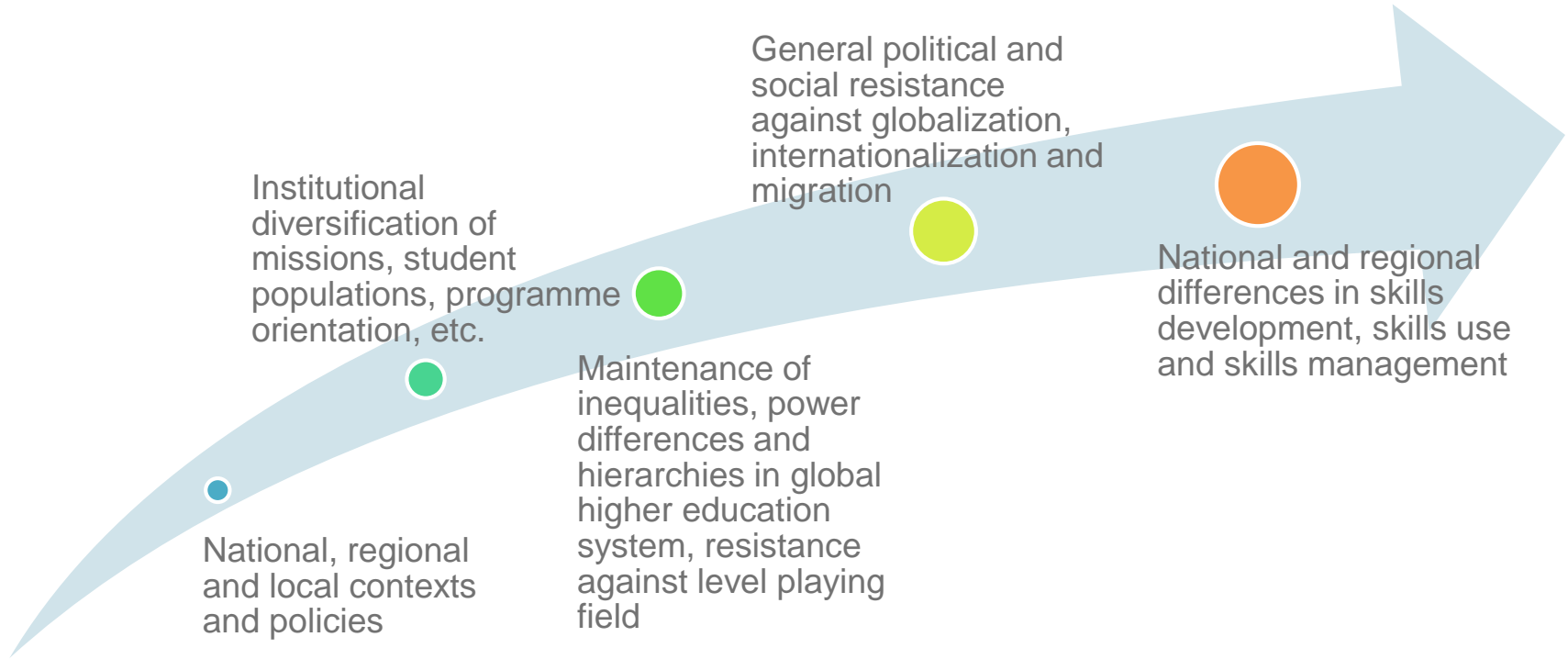


Changes in skills development of countries are related to changes in participation in global value chains





Engines of divergence





Divergence in skills...

- ... is related to choices and policies of countries participating unevenly in global value chains, impacting on skills development and skills use
 - Aligning skills output to what countries really need (in the future) is an important task of higher education
 - Mismatches are an important issue, as well as de-skilling as a consequence of low skills use

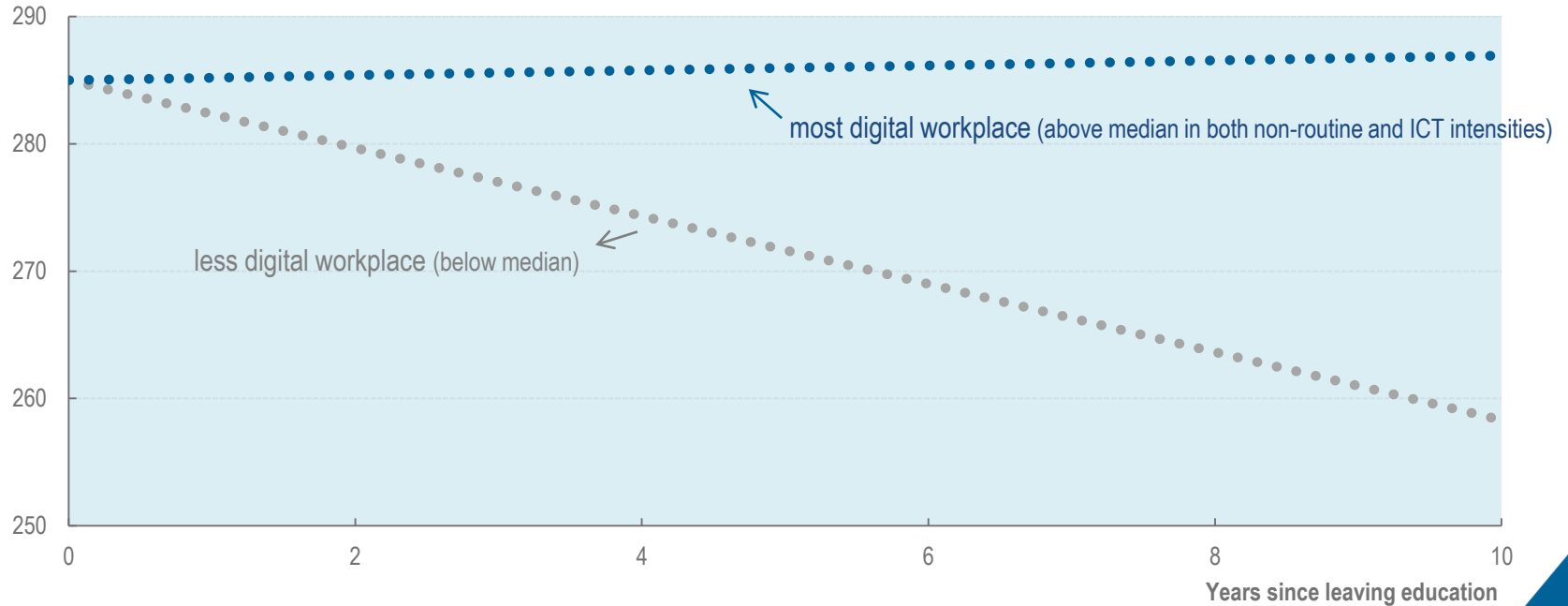


DIGITALIZATION WILL AFFECT
BOTH THE DEMAND OF SKILLS
AND THE SUPPLY OF
QUALIFICATIONS



Less digital workplaces lead to skills obsolescence – more digitalization fosters skills

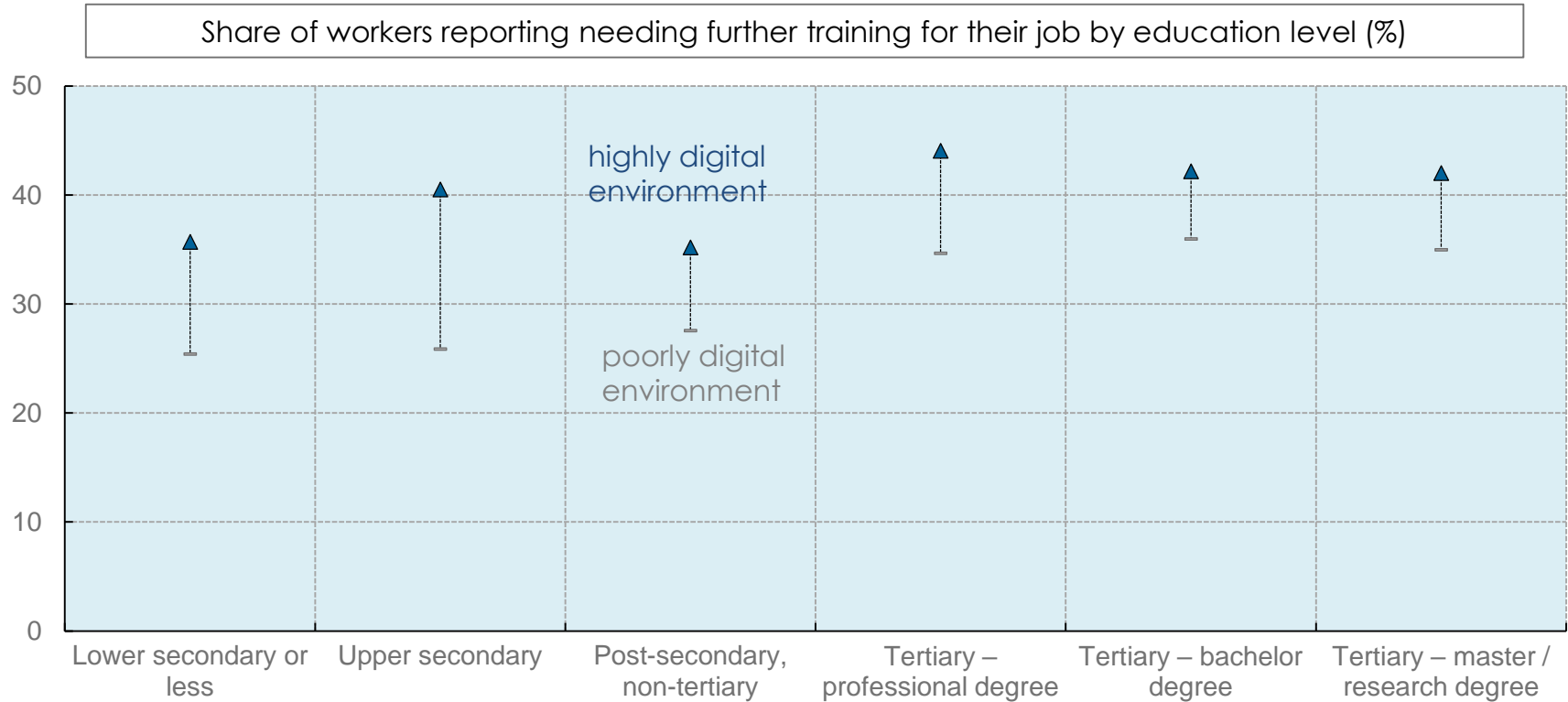
Expected problem
solving skills



Source: Survey of Adult Skills (2012, 2015)



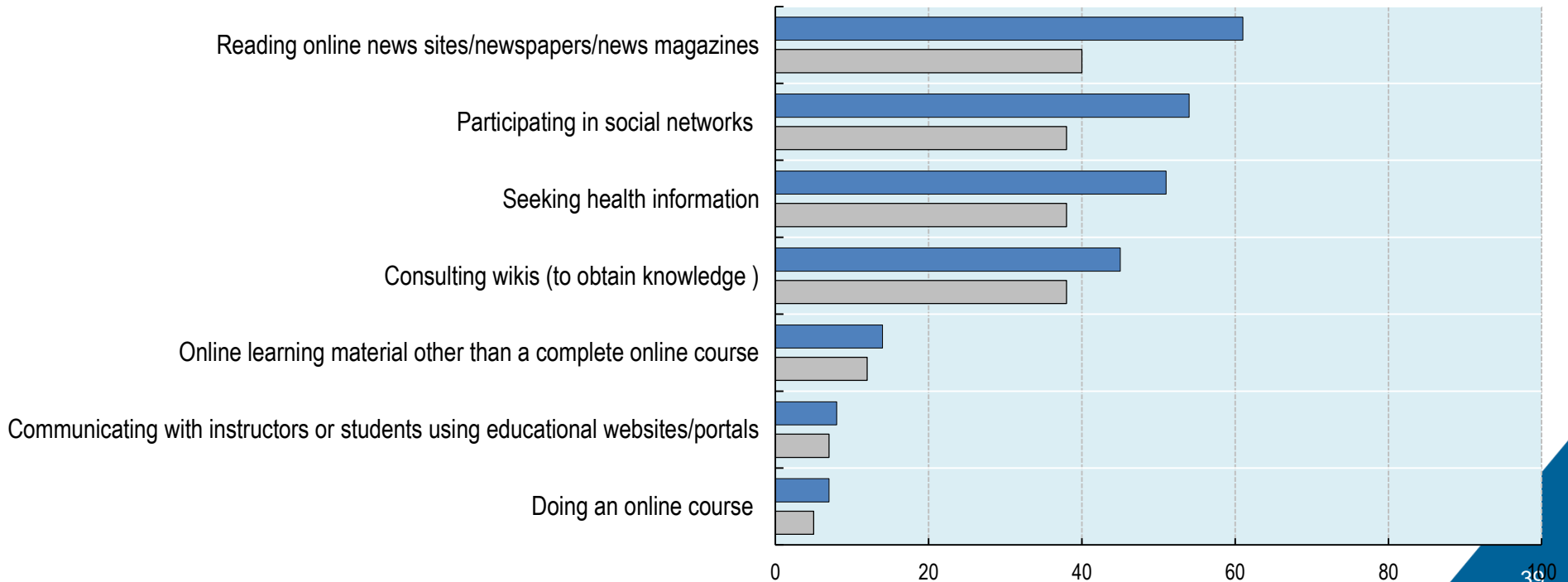
Digitalisation drives the need for further learning





Alternative ways and channels of learning

SHARE OF INDIVIDUALS IN EUROPEAN UNION (28 COUNTRIES)





New credentials: open badges, nano-degrees, micro-credentials, etc.



Example Open Badges





Some important effects of digitalization and AI

- Digitalization will gradually undermine the value and life-span of qualifications
- But it will drive learning and skills development
- Across the life-cycle of people – ‘lifelong learning’
- It will generate new forms of recognition of learning
- It will require universities to adapt, much beyond integrating ICT in the delivery process



SOME QUESTIONS AND CONCLUSIONS



Some questions about the future of HEd

- Will assessment of students/graduates move away from institutions to 'the other side'?
- Will digital badges and portfolios gradually become as or more important than qualifications?
- Will qualifications lose the battle with skills?
- Will qualifications remain a kind of insurance mechanism for those who lose out on skills?
- Will alternative modes of learning and skills development become dominant?



Some challenges

- Higher education is affected by convergence as well as divergence and the power struggle between both forces
 - Global inequalities, power and reputation differences and a uneven playing field will remain
- The conflict between qualifications and skills is a systemic risk for the sector and might lead to loss of social trust in qualifications and the end of credentialism



What does this mean for QA?

- The skills demand in the environment is as relevant for quality than the global standards associated with qualifications
- Finding the middle between
 - Absolutism: universal quality standards valid for all qualifications across the globe/region/area
 - Relativism: quality standards with sole reference to narrow skills demands



What does this mean for QA?

- To keep qualifications relevant and trustworthy the external world need to have trust in the mechanisms that guarantee their quality and relevance
- The recent ‘institutional turn’ in QA might be useful for institutional purposes, but risks to devalue its external functions of transparency, accountability and trust-building in the public domain



Thank you!

dirk.vandamme@oecd.org

www.oecd.org/edu

twitter @VanDammeEDU