

## WORKSHOP ASSESSMENT (+ possible answer points):

### Assessment 1 (Wednesday 0900-1000):

#### Short answer questions on Qualification Standards (QS), Occupational Standards (OS) and the QF BiH and European reform context

#### INSTRUCTIONS:

- Answer *all* questions
- Write on the paper provided and print your name on it
- You have 60 minutes to complete the assessment
- Please do not confer
- Spend approximately 5 minutes on each question - just make a list of points for each answer
- All questions carry equal weighting
- Please write your answers answer in English

#### QUESTIONS:

1. What role should QS play in future BiH Higher Education?
  - Create excellent study programmes – enhance standards
  - Aids different stakeholders in different ways
  - Key role associated with quality assurance/common standards
  - Crucial for curriculum development/design/validation
  - Important for recognition
  - Improve quality and relevance of studies
  - Produce more uniform standards across BiH
  - Supports BiH Baseline QF – essential to it?
  - Important for university qualifications
2. List five future ways that BiH HEIs need to adapt to EHEA/EQF reforms.
  - Institutional reform – more autonomy, transparency + democracy?
  - University policies, structures, organisation, priorities, etc.
  - Develop new qualifications, flexible pathways, LLL, access,
  - Modernisation agenda + internationalisation
  - Introduce robust quality assurance - agency + institutional
  - Implement recognition, mobility reforms
  - Welcome/Implement Action plan
  - Fulfil self-certification/referencing criteria – successfully complete process
  - Use trained trainers + promote/recognise them
  - See Action Plan 2014-2020
  - Improve stakeholder involvement with universities
3. Distinguish between QS and OS.
  - Different functions

- QS-establishes standards/guidelines for qualifications + employs ECTS + more direct link to BiH Baseline QF
  - OS-statements of performance associated with jobs/workplace functions
4. List the main advantages of QS - what are they for?
    - Establish common standards
    - See advantages in terms of different stakeholders
    - List all significant information thus aids transparency
    - Grounds for recognition (institutional, regional, national, international)
    - Support curriculum development
    - Facilitates student centred learning + active role for students
    - Aide quality enhancement
    - Reflects (grows from) BiH Baseline QF
    - Improve the employability of graduates
    - Promote university-business links + cooperation
  5. What are the main difficulties you foresee in introducing QS in BiH?
    - Multi level challenges to institutions, government agencies, individuals etc.
    - Failure to fully adopt/implement ESG – difficult implications
    - Resource issues – trainers need recognition + support
    - Political realities – fragmentation (legal issues?)
    - Getting stakeholder involvement
    - Staff reluctance/animosity/inertia/attacks traditional thinking
    - Insufficient support (institutional/senior management, etc.)
    - Top down-bottom-up tensions?
    - Project fatigue?
    - Corruption??
  6. What role do Learning Outcomes play in QS?
    - Central function providing clarity, transparency to them
    - Provides precision in terms of knowledge, skills, competences
    - Establish common standards
    - Impact on programmes and units/modules
    - Aid/basis for curriculum development
    - Supports education paradigm change
    - Basis for qualification measurement/evaluation and recognition
    - Facilitate longer term benefits for students via improved qualifications
  7. How does the autonomy of universities relate to the role of QS and quality assurance?
    - Strengthen autonomy
    - Provides freedom to interpret QS + flexibility in non-specified areas
    - Supports quality systems within universities
    - Only establish minimum standards – much room for manoeuvre
  8. How does the 'employability agenda' relate to QS and OS?
    - Links to both
    - Perhaps more significant for QS
    - Emphasis on transferable skills
    - Promotes more practical education inc. placements, work based learning ,etc.
    - Both about economic improvement, jobs, increased employment, etc

9. List the main advantages of OS - what are they for?
- Multi functional
  - Advantages for different stakeholders
  - Describe work/job knowledge, skills and competences
  - Establish and raise skills standards
  - Identify key roles and responsibilities and tasks
  - Can identify safety standards + ethical/moral standards
  - Can define occupational characteristics – describe the occupation
  - Directly relate/supports QS
10. How should OS be created and validated? Describe the process.
- Major role for employers, skills councils, professional bodies + HEI
  - Full stakeholder involvement and agreement (consensus?)
  - Practical research and testing phases – see BiH VET studies (multiple steps)
  - Based on good learning outcomes
  - Create a logical sequence of activities
11. What are the main difficulties in introducing OS?
- Poor employer representation and structures
  - Employer ignorance + stakeholder reluctance
  - Lack of skills councils, sector councils, professional bodies
  - Requirement to train people for active involvement in processes, etc.
  - Undeveloped university-business relationships
  - See also question 5 answers

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