"Quality in European Higher Education"

Nuri Mohamed M. Otman

Abstract

The quality is a critical element in private enterprises, as well as for a large part of the sectors of society, as it assesses the administrations, flexibly and work conditions, and the relationship with the climate where they build up their exercises.

Hence, the organizations of advanced education can't be absolved from the significance of quality, which has been considered by the European institutions to promote the Quality Assurance Agencies in each country, and that much of them are evaluated on an ongoing basis by the European Association for Quality Assurance in Higher Education (ENQA).

Against this background, this article has as main objective the analysis of key parts of value affirmation in advanced education, playing out a concise outline of the key terms and highlighting the key aspects of the reports made by the ENQA.

1. Introduction

The present advanced education frameworks and organizations are presented to consistent and quick change and change. During the most recent years, the enlistment of understudies in advanced education has increased substantially due to the new requirements of the markets and the profiles that increasingly competitive companies demand (Rengifo-Millán, 2015). This advancement has been driven by quickened privatization and commercialization of advanced education, including public establishments. The tension on advanced education frameworks to give access can be required to increment greatly in the coming a long time because of the recuperation of agricultural nations, especially in Africa and Asia (Glewwe, Maiga and Zheng, 2014). While the nature of colleges was undeniable when they served a little first class, establishments in the present considerable advanced education frameworks are feeling the squeeze to change and adjust. In this specific situation, questions with respect to graduate quality and employability are at the center of advanced education strategy in numerous nations (Martínez Iñiguez, Tobón and Romero Sandoval, 2017).

Although concerns On the quality and significance of advanced education organizations isn't new, in the previous a quarter century, more far reaching and precise methodologies have been acquainted with control and improve them in numerous nations (González and Espinoza, 2008). Outer quality confirmation bodies that routinely survey the nature of colleges and/or their projects through accreditation, quality review or assessment, have become a typical element of the advanced education scene. Some were guided by cycles of incorporation between social orders, for example, the Bologna Process in Europe, with a solid accentuation on quality confirmation strategy, others were roused by public changes, and others were introduced as a component of participation for the development (from Vergara, Suárez and Miranda, 2014).

Based on the general assumption that Universities are primarily responsible for the nature of their administrations, interior quality confirmation systems have been set up in numerous colleges around the globe. These components are regularly made to meet the prerequisites of global offices or public administrative organizations, yet in addition to generate information that responds to the requirements of the institutions themselves for monitoring and internal quality management (Guzmán, 2011).

Thus, in many nations and in universities, assortments of value confirmation have been around for quite a while, some of them in a formal way, but often quite informal. Which has led to their determination At various degrees of power, however regularly at the degree of explicit people and the essential scholarly units where they are found. Nonetheless, in the changing and testing seasons of development and separation in advanced education, notwithstanding its social and financial significance, huge numbers of the customs of value settled in colleges are not, at this point thought about adequate to address issues. What's more, current and future necessities (Quiroz, 2007).

Considering this context, this article makes a concise hypothetical survey of the primary ideas identified with quality in advanced education and its assurance within the European context, determining the main policies in this regard and the practices related to the subject.

2. Background of quality in higher education

In recent many years, Quality has developed from a negligible situation to being a significant worry in advanced education close by subsidizing issues. This advancement started during the 1980s and picked up conspicuousness during the 1990s, as outside quality affirmation has become a "worldwide marvel". While the 1990s have been known as the "time of value", the main decade of the twenty-first century has been known as the "time of global quality." The speed with which states and advanced education establishments around the globe have made and received proper quality components has driven a few creators to allude to the improvement of value the executives measures the world over as the "quality revolution " (Schindler, Puls-Elvidge, Welzant, and Crawford, 2015).

However, unlike in industry where concerns about quality By and large originates from the inside (for instance, the organization's longing to improve its exhibition on the lookout), and the necessities of advanced education

foundations to report and demonstrate quality principally originate from outside elements, for example, accreditation councils and government-supported quality offices (Wong, 2012)

Another area of agreement among experts On scholastic quality is that the worry for quality in advanced education was principally determined by the need to show duty. While organizations of greater schooling have consistently been viewed as significant, historically this situation was taken for granted. Thus, many of The current necessities of advanced education organizations to report the nature of their projects rose during the 1980s and 1990s, as the show of duty turned into a significant concern around the world (Cardoso, Rosa, and Videira , 2018). Most of Outer quality organizations identified with advanced education developed as a reaction to government weight or enactment for advanced education foundations to demonstrate that they accomplish what the legislature and/or society expects of them. Most institutions of higher education receive a percentage of public funds and social orders anticipate that these assets should be utilized carefully for the greatest advantage of those intrigued by advanced education. There is likewise considerable arrangement that the quality basic in advanced education was based on market and government compression to adapt to external political agendas (Cardoso et al., 2018).

In a similar vein, some studies suggest There are numerous variables basic the expanded investigation in advanced education and the accentuation on responsibility. One of the most oftentimes refered to drivers of worry about quality in advanced education is packing, a term used to mirror the move from an advanced education framework that has generally served few tip top understudies to a lot bigger framework. great in charge of serving students from all sectors of society. The aforementioned overcrowding has prompted the making of numerous new establishments of advanced education, just as the development of existing organizations to oblige them a growing number of students (Alzafari and Ursin, 2019).

Another factor frequently mentioned along with massification is diversification. As the advanced education area has developed, the variety of the framework has expanded drastically as far as the sorts of organizations and projects accessible. The present advanced education understudies are more assorted as far as qualities, for example, race, identity, family foundation, age, and measure of pre-scholastic planning. This has prompted an expanding number of inquiries concerning whether an elevated level of value can be kept up in such assorted foundations, giving material to global discussion on quality (Giannakis and Bullivant, 2016).

The writing on quality in advanced education likewise refers to some extra factors that add to the more noteworthy accentuation on responsibility of agencies to governments and society. Maybe the most huge of these components is globalization. As advanced education understudies become more portable, establishments must have the option to contend in the worldwide commercial center. Thus, higher education institutions face increased competition not only from establishments in different nations, but also from national for-profit foundations.

Finally, in order to university tuition costs are higher, more demands similar to those of clients of other companies are being imposed on universities, further increasing the emphasis on quality responsibility requirements (Alzafari and Ursin, 2019).

Whereas, in recent Many years, the world has become a more mind boggling place. In numerous nations, advanced education is accused of serving more individuals and getting less subsidizing from students, directly involving governments. The outcome was a more significant level of investigation and an accentuation on responsibility. Nonetheless, it is imperative to manage at the top of the priority list that the more noteworthy public investigation in advanced education today isn't because of the way that advanced education institutions are less valued, but rather that their importance and notoriety within the markets prevail (Harvey, 2007).

Current ideas of responsibility have been extended past the 1980s point of view of representing the utilization of public assets and showing effectiveness in distributing money related assets, as they depend on responsibility to understudies for quality. Instructing and responsibility to the business for the information and aptitudes base of ongoing alumni (Blanco-Ramírez & Berger, 2014).

Therefore, even the idea of obligation has changed during the quality transformation in advanced education.

3. Quality in higher education

It is of limited value to discuss the quality of the service without defining what it is and how the customer perceives it. Therefore, when trying to define service quality, it is similarly significant to clarify the constructs of "service" and "quality".

The definition of services by Voss, Gruber and Szmigin (2007) It comprises of two segments: what administration is given and how it is finished. Advanced education administration comprises of these two parts. At the same time, characteristics are important elements in understanding services. Quinn, Lemay, Larsen, and Johnson (2009) Rundown three all around reported attributes of administrations that must be perceived all together for administration quality to be completely perceived:

- Intangibility
- Heterogeneity
- Inseparability.

This implies that a help has no actual structure, since it is an action carried out, it is extraordinary according to the different encounters with clients and it is delivered and devoured simultaneously (Voss et al., 2007). Advanced education has every one of these attributes of the administration where the understudy additionally partakes all the while of providing the service. However, higher education has a unique feature as an administration, which is focused on its main center to give quality learning encounters to understudies as their customers through compelling learning measures (Voss et al., 2007).

In light of the inquiry "what is quality in advanced education?" Hill, Lomas and MacGregor (2003) affirm There is no basic response to this inquiry, since "quality", like "beauty" is an abstract issue, and it involves individual judgment. Notwithstanding, there is practically general agreement that quality in advanced education isn't all around characterized. While a few creators have recommended that trying to define quality is a waste of time (Hodgkinson and Brown, 2003), other scholarly quality specialists contend that it is essential to get more data about how various partners see quality (Srikanthan and Dalrymple , 2007). Hill et al. (2003) argue Tried and true way of thinking and good judgment require some conversation about what is implied by quality prior to thinking about quality frameworks.

One of the most usually spread meanings of value is that of Pirsig (1974), who states that quality we all comprehend what it is. In any case, that is opposing. Since certain things are superior to other people, that is, they have greater quality. In any case, when we attempt to state what the quality is, notwithstanding the things that have it, everything becomes more complicated. So, for all practical purposes, quality exists at all, since we can consider that some things are better than others, but we can determine what the aforementioned "improvement" is.

Pirsig's (1974) origination of value is by all accounts comparative to the quality approach used in many elements when we mention that "we recognize quality when I see it", otherwise called the apodictic methodology, or the conviction that individuals instinctually see quality (Srikanthan and Dalrymple, 2003). In spite of the fact that Pirsig (1974) didn't expound straightforwardly on quality in advanced education, his work is referenced in various examinations on quality in organizations of advanced education.

4. Quality assurance in higher education

Quality affirmation has been embedded in multiple organizations since the early 21st century. This mirrors the steady understanding that enduring improvement couldn't be accomplished without giving close consideration to the nature of the board rehearses that are utilized consistently (that will be, that "nature of the executives" is as significant as "the executives of value ") (Blanco-Ramírez and Berger, 2014).

Despite the fact that it might be troublesome, or even outlandish, to locate a solitary and unambiguous meaning of Quality Assurance, it is commonly acknowledged to speak to a way of thinking or the executives approach 'contained a' set of commonly strengthening standards, every one of which it is upheld by a bunch of practices and procedures (Dean and Bowen, 1994, p. 92).

Moreover, these standards are essential for a much discussed coordinated administration worldview: Total Quality Management (TQM), which characterizes some broad core values and center ideas of value (de Vergara et al., 2014). However, there is nobody model that can give an ideal and one-size-fits-all answer for all association necessities.

Concern for quality in higher education, which encompasses educating, exploration, administrations and approaches at the institutional level (Alzafari and Ursin, 2019), offered ascend to the discussion on the materialness of value

the board apparatuses to advanced education, where the main test constantly is the 'basic reevaluating' of value and improvement, just as the plan of value models in a language that is natural to the way of life of colleges and that can be adjusted to their central goal.

Hypothetically, the administration writing shows that a more integrative perspective on quality affirmation rehearses is proposed and actualized, as a component of a more extensive arrangement of the executives rehearses. Indeed, the writing is by all accounts changing its spotlight from a methodology dependent on quality estimation models in associations, to an aggregate and all encompassing administration approach that advances quality inside associations (González and Espinoza, 2008).

Specifically, understanding the instance of the coordination of value affirmation in advanced education foundations can be viewed as more fascinating than most different enterprises, since colleges feature the issue of incorporation in generally divided and approximately connected associations . This is against revenue driven associations, which have a special system and solid authority .

Indeed, as Schindler et al. (2015) accentuate, colleges have a divided inner and outside climate, persuaded by the presence of "scattered boosts or contrary desires" and, thus, they are approximately coupled frameworks and can be viewed as " sorted out disorders ."

Nonetheless, there are signs that colleges are progressively keen on coordinating their center exercises and, thusly, their administration rehearses. A genuine model is the advancement of instruments to group and characterize colleges and furthermore to embrace a wide scope of measurements and execution markers (Blanco-Ramírez and Berger, 2014).

Furthermore, the administration setting of the colleges is by all accounts progressively incorporated, prompting the centralization of intensity in few dynamic and government bodies (Blanco-Ramírez and Berger, 2014).

Consequently, it could be argued that colleges are, in viable terms, during the time spent after the pattern found in the quality affirmation writing and in the day by day life of associations in different areas, looking for a more noteworthy coordination of different acts of the executives inside a worldwide administration and administration framework.

According to the writing on higher education studies (Alzafari and Ursin, 2019), there are four fundamental measurements at the cycle level:

- Teaching and learning
- Research and scholarships
- Other projects developed by the University
- Support processes.

Thusly, the writing on quality in advanced education (Billing, 2004) alludes to three hierarchical levels: program level, unit level and institutional level. At last, the writing on quality confirmation (Ewell, 2010) consensually presents eight standards of it:

- Customer focus

- Leadership
- Participation of people
- Process approach
- System approach
- Continuous improvement
- Focus of facts for decision making
- Mutually beneficial supplier relationships

5. Quality Assurance Processes in European Higher Education

5.1. Participants and expected benefits of Quality Assurance

For this part of the article, the documents of the European Association for Quality Assurance in Higher Education (EUA, 2013; ENQA, 2014; ENQA, 2015, QACHE, 2016) have been consulted. Which present the results of various surveys carried out by the agency in different countries to quality assurance agencies in higher education. In which it can be seen that many quality agencies highlight three quality control processes that are currently implemented in the centers and that are related to the priorities of the ENQA (2014; 2015) and USA (2013), among the which include the following:

- Procedure actualized in participation with another organization: In many cases, offices execute the technique themselves, without helping out another quality control office.
- Participation of outer partners in the usage of the methodology: in all the cycles dissected, understudies are the most included partners, trailed by bosses and public specialists. Unions are the worst represented stakeholders according to the studies carried out.
- Expected benefits for partners: In accordance with the discoveries in the past section, the normal advantages for partners vary essentially. All in all terms, the improvement of public data on advanced education is viewed as the main advantage for every invested individual, the most benefiting being students, employers and finally public authorities. While the lowest registered benefit is that considered for the unions for the reasons mentioned above.

At the same time, the second significant advantage at a huge good ways from the first is "Improved instructing and learning measures." As expected, this thing positions most noteworthy among students. While the least important benefit is the best connection between social interests and the results of higher education. Although this is regarded as the second significant advantage for bosses and public specialists, the issue positions low compared to other stakeholder groups.

Therefore, it is possible to affirm that according to the results presented above, it isn't astounding that public data on advanced education is viewed as the main advantage for the two most significant recipients, that is, understudies and managers. However, the study showed that the benefit of developing new indicators on the nature of advanced education; Improvement of advanced education associations and structures is viewed as a significant advantage just for public experts for the third referenced method.

Regarding the benefits expected in the future for Universities, the results of the study expose responses consistent with the previous ones, since it is considered

that HEIs benefit more regarding Development of the fundamental obligation of HEIs through quality control . Once more, this obviously shows that, in the field of value confirmation, organizations see themselves as a main supporter of universities. In a similar vein, the improvement of public information about universities is more important for higher education organizations in relation to benefits (ENQA, 2015).

5.2. Evaluation policies

Regarding mobility and access, despite the fact that the issues of understudy portability and admittance to advanced education are at the highest point of the political plans, there is no reasonable sign that services will go to organizations to survey accomplishment in these fields or explicitly center around these issues in the methods (QACHE, 2016 .(

The observation with respect to the guidelines of the services is very clear, since a few organizations consider the issues identified with the portability of understudies, (for example, acknowledgment of modules, and so on) and admittance to advanced education, however the Ministries don't specify explicit or even extra quality models. for these fields. Much of the time, governments execute techniques or system conditions to improve scholarly versatility and evenhanded admittance to advanced education, and offices just follow those strategies (QACHE, 2016).

Within the study, two-thirds of the offices express that there are no immediate directions to create strategies to advance scholastic portability. By and large, impartial admittance to advanced education is the privilege of the administration, which assumes a significant part in giving an authoritative structure in such manner. Accordingly, evenhanded access is frequently not part of the function of value affirmation offices (ENQA, 2015).

5.3. Internships of quality assurance agencies in European Higher Education

Within this section, three priority aspects for higher education organizations are analyzed, which focus on external assurance agencies. Therefore, the elements that have a higher priority are (ENQA, 2014):

-        Quality assurance and improvement mechanisms
-        Quality assurance and public information on higher education organizations.
-        Excellence in higher education organizations.

Simultaneously and in accordance with the discoveries with respect to the regions secured by the organizations, it isn't amazing that "quality control and improvement instruments" rank most noteworthy .

Albeit practically all organizations likewise spread quality confirmation and public data on higher education organizations within their procedures, this aspect is significantly lower in terms of priorities, and is only important for some of the agencies that participated in the study. Therefore, this can be understood as an absence of mindfulness about the part of value confirmation with regards to straightforwardness (USA, 2013).

In a similar vein, it is possible to consider that the highest response rate corresponded to the item excellence in higher education organizations, in any

case, there is a huge contrast as for the part of progress, and shockingly the thing of value confirmation public data on Higher education organizations rank even higher than the thought of greatness (USA, 2013).

Then again, those things that are firmly identified with instructing and learning and even to regions that are still new marvels for a portion of the organizations, for example, Quality confirmation in transnational projects and Quality affirmation in online schooling , involve an extremely low spot in the offices' needs (ENQA, 2015).

However, in the following sections a detailed analysis will be carried out in this regard, in order to determine the progress in each of the areas.

5.3.1. First area

a) Quality assurance and improvement mechanisms

This is plainly the fundamental European outer quality control region regarding need, exercises completed and impression of adequacy by quality control offices. By far most of organizations cover "quality assurance and improvement mechanisms." Considering the development of quality control in Europe since the 1990s, it is not surprising that institutionally oriented quality control procedures have a developmental focus (EAU, 2012; ENQA, 2014).

When taking a gander at the significant practices on Quality Assurance and improvement components, it is fascinating to see that Quality Assurance measures are intended for various purposes; as such, there are not many quality control measures intended to explicitly address improvement instruments in advanced education. This multipurpose direction of value control measures along with the elements of the EHEA and outer quality control methodologies, in consistent advancement, makes it hard to gauge the effect that agency quality control processes have on the improvement institutional (ENQA, 2014).

On the other hand, the accreditation of adequacy and/or the decrease of the weight on outside quality control, especially in the cycles of accreditation of projects, can be considered as an impetus for advanced education foundations. This methodology supports the self-rule of advanced education establishments and presents another dispersion and equilibrium of value control undertakings between the organization and the foundation (USA, 2012).

b) Quality assurance and learning outcomes

The importance of the item "Learning outcomes" serves to indicate the effect of the Bologna Plan in guaranteeing institutional quality. While it would be normal for this thing to rank profoundly in program-situated methodologies, it is essential that likewise in institutional and improvement draws near, this quality of the Bologna cycle assumes a significant job. This shows how significant this theme has become. Nonetheless, aspects related to qualification frameworks and quality assurance come last (along with assurance of long-term learning programs), in spite of the fact that they are firmly connected. The explanation could be the beginning phase of advancement and execution of these programs in the universities in question (ENQA, 2015).

At the same time, considering the descriptions of relevant and innovative practices identified in the studies carried out, it is possible to appreciate different approaches.

First, expanding significance is given to learning results in approach. There are instances of evaluation devices in which the definition and approval of the normal learning results are a focal core interest. Truth be told, the approval cycle is connected to additional elaboration and/or perpetual refreshing of the National Qualifications Framework (ENQA, 2015).

It is fascinating to specify the depiction of the reference purposes of the subjects as a reasonable direction to be utilized by advanced education associations in the plan of new investigation programs, yet additionally as basic data to enhance the National Qualifications Framework (EUA, 2013).

Another intriguing proposition, maybe not adequately investigated, alludes to the function of global specialists during the time spent approving learning results .

Taking everything into account, crafted by quality control offices appears to zero in on the approval of learning results. While the new lines of examination should zero in on the most proficient method to quantify their accomplishments by a gathering of graduates from a similar report program or by understudies independently (ENQA, 2014).

c) Quality assurance and public data on higher education organizations

It is important to mention that quality assurance and public data on advanced education associations likewise positions in the primary gathering of needs for quality affirmation offices. Albeit the majority of the particular systems are fairly advancement arranged assessment or evaluating measures, they serve this responsibility driven quality control reason. This is a first sign of the straightforwardness capacity of value control that has picked up significance as of late and furthermore a sign of the blend of various purposes that a single quality control procedure must fulfill (QACHE, 2016).

Regarding the territory of learning results, this third need shows another hole between the quantity of organizations that spread this field (over 70%) and the quantity of offices that vibe they have viable and effective components (over 40%). It is intriguing to specify that, now and again, this hole may have started from lawful structures that confine the distribution of assessment reports. Truth be told, a few nations are adjusting their lawful systems, as an outcome of the survey cycle of the quality confirmation organizations following the ESG rules, to encourage the distribution of the aftereffects of the outer quality affirmation action did by the offices themselves (QACHE, 2016).

At the same time, it is possible to identify future lines of research. Since, the collection of audit reports makes it important to reexamine admittance to the outcomes. Quality control offices are creating audit information bases or lists and make them accessible on their sites. This adds to the objective of expanding straightforwardness and unveiling data effectively open (ENQA, 2015).

A subsequent system concerns the substance of the reports. A few offices actualize an open rundown of the reports or the acquaintance of scales with characterize the aftereffects of the surveys.

The initiation of distinctive quality characteristics in external quality control methods is utilized to give invested individuals extra open data about advanced

education bodies. For instance, the presentation of value internationalization for study programs is finished with the point of encouraging a simpler exchange of data among offices and partners, at the public or global level (ENQA, 2014).

A corresponding technique alludes to the distribution of subsequent reports whose goal is to affirm the activities taken because of the audit .

Notwithstanding framework wide examination, a few offices give data on the public advanced education framework; specifically, they interface the assessment results to the National Qualifications Framework. Since more prominent straightforwardness of the idea of the evaluations gave permits understudies to settle on better and more educated choices (QACHE, 2016).

At long last, it is imperative to specify the developing triangle comprising of outer quality control methods of the organizations, the utilization of quantitative pointers and simpler free to this data. An expanding utilization of quantitative and mechanized data frameworks prompts the situation where various partners approach the crude information and make their own characterizations. What's more, simpler admittance to information is producing new occasions to address the nature of advanced education not just for quality control offices or positioning makers, yet additionally for other common society organizations (QACHE, 2016).

5.3.2. Second area

a) Excellence in higher education

Excellence in advanced education is seen as the overall target of all outer quality control components. All exercises are outfitted towards greatness in advanced education. Greatness gives off an impression of being an overall idea as opposed to a particular element of the action. Some of the time "greatness" isn't utilized, however the organization's work to improve and disperse the qualities of good practice from the survey cycles can be connected to the exertion towards greatness. In the wake of arriving at the base guidelines, the possibility of greatness is an approach to persuade HEIs for individual improvement and resulting advancement (USA, 2013).

The antithesis to this perspective on (seeing greatness as an overall target of outside quality control) is the possibility that outer quality control is a methods for guaranteeing that a quality limit is reached.

In a similar vein, agencies can define greatness as the ownership of good quality to an uncommon degree. Greatness in advanced education is a degree of value that surpasses limit guidelines (ENQA, 2015).

Notwithstanding recognizing greatness, offices can direct colleges toward greatness by setting up guidelines, definitions, or structures for greatness. Thus, offices can assume a focal function in the meaning of public models of greatness through the creation of a progression of good practice rules and furthermore the improvement of a public system for inner and outer quality cycles (ENQA, 2015).

b) Quality assurance and employability

The external quality assurance system has begun to include nearby employability desires as a model to consider for assessments through subsequent methods. In this sense, the Agency for the Quality of the University System of Catalonia (AQU) completed a study for graduates as an apparatus to produce information on the employability of study programs and the ampleness of learning results in the work market (ENQA , 2014).

At last, a few offices report that delegates of bosses and associations are spoken to on their Board or are engaged with controlling the nature of preparing (ENQA, 2015).

c) Qualification structures and quality assurance

This need is identified with the territory of value control and learning results. Taking into account that endorsement of rating systems isn't typically an assignment for quality control organizations, the function of offices here has all the earmarks of being the advancement of the utilization of the public and European appraisals structure as devices for quality confirmation outside quality control techniques. This is the situation of value control offices that approve new projects, specifically for proficient arranged examination programs (ENQA, 2015).

5.3.3. Third area

a) Quality control of international programs

Pertinent practices here are an impression of a specific hole at the degree of individual quality control organizations. Truth be told, the field is at present investigated by organizations of value control offices, (for example, the European Accreditation Consortium) or different bodies. Be that as it may, just a few offices report important practices corresponding to the approval or assessment of communitarian and/or transnational projects (QACHE, 2016).

In a comparable vein, and featuring its function as a decent practice, it might be intriguing to feature the instance of offices that create public approaches and measures for accreditation/approval, designation of power, and award grants with regards to cooperation programs, transnational projects. what's more, joint honor programs (ENQA, 2015).

At the European level, public viewpoints on the fare and import of advanced education and quality confirmation methodology have not yet been completely evolved. Thusly, it isn't carefully connected to this territory of global projects, yet in the field of improvement of the internationalization of advanced education, we can discover progressed practice in which quality affirmation systems are routed to distinguish internationalization of study programs (ENQA, 2015).

b) Lifelong learning and quality assurance

The advancement of explicit quality confirmation systems and techniques doesn't appear to harmonize with the developing significance of the execution of long lasting learning plans in our social orders (ENQA, 2014).

While there is a hole among approaches and the usage of value affirmation for long lasting learning, it is essential to take a gander at the definitions and

translations of what offices mean by deep rooted learning in their unique situation. This gives planned subjects in long lasting learning and new fields of work for quality affirmation offices (QACHE, 2016).

There are two fundamental regions of possible advancement in long lasting learning quality confirmation: how do outer quality affirmation methods address the ID of deep rooted student profiles and desires? Furthermore, in what manner can outside quality control be in accordance with advanced education frameworks that consider new instructive projects that react to new deep rooted learning plans ?

For quality affirmation organizations, deep rooted learning goes past conventional learning. Long lasting learning identifies with variety and incorporation plans and can incorporate work-based learning, formal admittance to advanced education, and proceeding with proficient turn of events (QACHE, 2016).

Concerning second inquiry, outer quality control systems ought to be created related to the capability structures for long lasting learning. This is a significant issue that should be explained if organizations are to create methodology in this field. Actually, the systems must consider the presence of a bunch of projects without a degree, non-formal or casual learning or the consolidated instructive projects in which work-based learning is important (ENQA, 2015).

6. Conclusions

Considering the documents and publications analyzed, within this article we have been able to verify the importance of Quality Assurance for Higher Education associations in Europe, determining the most important aspects in this regard, such as quality and improvement mechanisms, public information on higher education organizations and the excellence of the organizations, these being the transcendental aspects for the participants of the surveys carried out by the ENQA. In which students, teachers and government agencies stand out, but they do not assume the same importance for unions, due to their low participation in quality assurance processes.

On the other hand, the aspects that are least valued by the agencies and universities that have participated in the various studies are quality assurance on international programs and lifelong learning in quality management in higher education organizations. Simultaneously, the inclusion of quality procedures is needed to develop them together with the qualification frameworks to guarantee permanent education. The need to determine whether the agencies should carry out the processes in this regard is also mentioned in this context.

Therefore, this research opens new lines of research based on the evaluation of these criteria, working on an empirical investigation that allows determining the reality of a large part of the universities within the Spanish context, as well as the aspects that have been mentioned in this article in order to determine the similarities and differences with the analyzed results.

7.   Bibliography

Alzafari, K., & Ursin, J. (2019). Implementation of quality assurance standards in European higher education: does context matter?. Quality in Higher Education, 25(1), 58-75.

Billing, D. (2004). International comparisons and trends in external quality assurance of higher education: Commonality or diversity?. Higher education, 47(1), 113-137.

Blanco-Ramírez, G., & B. Berger, J. (2014). Rankings, accreditation, and the international quest for quality: Organizing an approach to value in higher education. Quality Assurance in Education, 22(1), 88-104.

Cardoso, S., Rosa, M. J., & Videira, P. (2018). Academics' participation in quality assurance: does it reflect ownership?. Quality in HigHer education, 24(1), 66-81.

de Vergara, D. L., Suárez, A. A. G., & Miranda, A. J. M. (2014). Calidad de la educación superior: Un análisis de sus principales determinantes. Saber, ciencia y libertad, 9(1), 157-170.

ENQA. (2014). Transparency of European Higher Education through public quality assurance reports (EQArep). Final report of the project. Bruselas, Bélgica. Acceso el 10 de julio de 2019. Recuperado de: https://enqa.eu/indirme/papers-and-reports/occasional-papers/Transparency%20of%20European%20higher%20education%20through%20public%20quality%20assurance%20reports%20(EQArep).pdf

ENQA. (2015). Quality Procedures in the European higher education area and beyond – Internationalisation of quality assurance agencies. 4th ENQA Survey. Bruselas, Bélgica. Acceso el 10 de julio de 2019. Recuperado de: https://enqa.eu/indirme/papers-and-reports/occasional-papers/enqa_oc_22.pdf

EUA. (2013). Working together to take quality forward. A selection of papers from the 8th European Quality Assurance Forum. Suecia, 21-23 de noviembre de 2013. Acceso el 10 de julio de 2019. Recuperado de: https://enqa.eu/indirme/papers-and-reports/occasional-papers/EUA_EQAF_Publication_web-1.pdf

Ewell, P. (2010). Twenty years of quality assurance in higher education: what's happened and what's different?. Quality in higher education, 16(2), 173-175.

Giannakis, M., & Bullivant, N. (2016). The massification of higher education in the UK: Aspects of service quality. Journal of Further and Higher Education, 40(5), 630-648.

Glewwe, P., Maiga, E., & Zheng, H. (2014). The contribution of education to economic growth: A review of the evidence, with special attention and an application to Sub-Saharan Africa. World Development, 59, 379-393.

González, L. E., & Espinoza, Ó. (2008). Calidad en la educación superior: concepto y modelos. Calidad en la Educación, (28), 248-276.

Guzmán, J. C. (2011). La calidad de la enseñanza en educación superior¿ Qué es una buena enseñanza en este nivel educativo?. Perfiles educativos, 33(SPE), 129-141.

Harvey, L. (2007). Quality culture, quality assurance and impact. Overview of discussions. Embedding Quality Culture in Higher Education, EUA case Studies, 81-84.

Hill, Y., Lomas, L., & MacGregor, J. (2003). Students' perceptions of quality in higher education. Quality assurance in education, 11(1), 15-20.

Hodgkinson, M., & Brown, G. (2003). Enhancing the quality of education: A case study and some emerging principles. Higher Education, 45(3), 337-352.

Martínez Iñiguez, J. E., Tobón, S., & Romero Sandoval, A. (2017). Problemáticas relacionadas con la acreditación de la calidad de la educación superior en América Latina. Innovación educativa (México, DF), 17(73), 79-96.

Pirsig, R. M. (1974). Zen and the art of motorcycle maintenance. New York: William Morrow and Company. Pirsig's 'Zen and the Art of Motorcycle Maintenance': Quality, reason and binary opposites. Futures, 40(3), 287-292.

QACHE. (2016). Quality Assurance of Cross-border Higher Education. Final report of the QACHE Project. Bruselas, Bélgica. Acceso el 10 julio de 2019. Recuperado de: https://enqa.eu/indirme/papers-and-reports/occasional-papers/QACHE%20final%20report.pdf

Quinn, A., Lemay, G., Larsen, P., & Johnson, D. M. (2009). Service quality in higher education. Total Quality Management, 20(2), 139-152.

Quiroz, E. (2007). Competencias profesionales y calidad en la educación superior. REencuentro. Análisis de Problemas Universitarios, (50), 93-99.

Rengifo-Millán, M. (2015). La globalización de la sociedad del conocimiento y la transformación universitaria. Revista Latinoamericana de Ciencias Sociales, Niñez y Juventud, 13(2), 809-822.

Schindler, L., Puls-Elvidge, S., Welzant, H., & Crawford, L. (2015). Definitions of Quality in Higher Education: A Synthesis of the Literature. Higher Learning Research Communications, 5(3), 3-13.

Srikanthan, G., & Dalrymple, J. (2003). Developing alternative perspectives for quality in higher education. International Journal of Educational Management, 17(3), 126-136.

Srikanthan, G., & Dalrymple, J. F. (2007). A conceptual overview of a holistic model for quality in higher education. International Journal of Educational Management, 21(3), 173-193.

Voss, R., Gruber, T., & Szmigin, I. (2007). Service quality in higher education: The role of student expectations. Journal of Business Research, 60(9), 949-959.

Wong, V. Y. Y. (2012). An alternative view of quality assurance and enhancement. Management in Education, 26(1), 38-42.