

What's new in Europe?

13 November 2014

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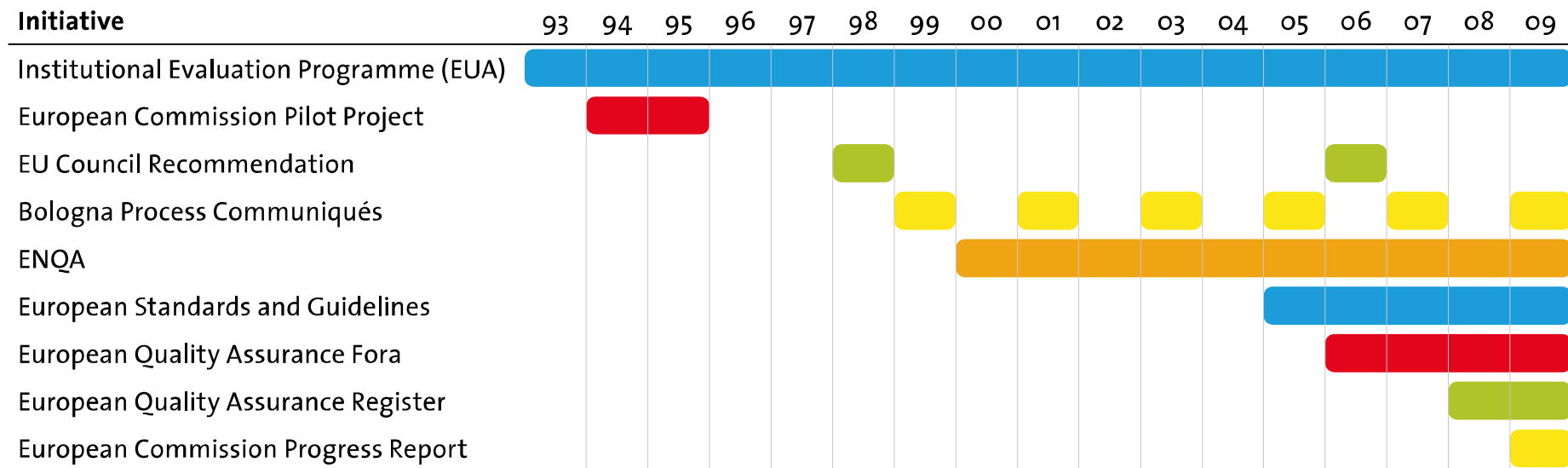
Focus of the session

1. QA in the Bologna context
2. Revision of the ESG
3. European Approach to quality assurance of joint programmes



Bologna Process promoting QA

- European QA framework
 - ESG in 2005
 - EQAR in 2008



Invitation to revise the ESG

Bucharest Communiqué (2012)

“We acknowledge the ENQA, ESU, EUA and EURASHE (the E4 group) **report on the implementation and application** of the ‘European Standards and Guidelines for Quality Assurance’ (ESG). We will revise the ESG to improve their clarity, applicability and usefulness including their scope. The revision will be based upon an initial proposal to be prepared by the E4, in cooperation with Education International, BUSINESSEUROPE and the European Quality Assurance Register for Higher Education (EQAR), which will be submitted to the Bologna Follow-Up Group.”



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Revision process: actors

Steering Group



Drafting Group



ENQA

EUROPEAN ASSOCIATION
FOR QUALITY ASSURANCE
IN HIGHER EDUCATION



EUA

European University Association



EURASHE

European Association of Institutions in Higher Education





HOW STANDARDS PROLIFERATE:
(SEE: A/C CHARGERS, CHARACTER ENCODINGS, INSTANT MESSAGING, ETC)

SITUATION:
THERE ARE
14 COMPETING
STANDARDS.

14?! RIDICULOUS!
WE NEED TO DEVELOP
ONE UNIVERSAL STANDARD
THAT COVERS EVERYONE'S
USE CASES.



SOON:

SITUATION:
THERE ARE
15 COMPETING
STANDARDS.

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YEAH!



SOON:

~~SITUATION:
THERE ARE
15 COMPETING
STANDARDS.~~

SOON:

SITUATION:
one really
thick
standard
with 14
independent
chapters.

Uhhhhhhh

EASYō

Isn't it?

Revision process: status

- Close co-operation with the Bologna Follow-up Group (BFUG) -> large consensus
- Endorsed by the BFUG in 19 Sept 2014
- Available online **revisionesg.wordpress.com**
- To be adopted by the Ministers in May 2015



ESG: purposes

- They set a **common framework** for quality assurance systems for learning and teaching at European, national and institutional level;
- They **enable the assurance and improvement** of quality of higher education in the European higher education area;
- They **support mutual trust**, thus facilitating recognition and mobility within and across national borders;
- They **provide information** on quality assurance in the EHEA.



ESG: principles for QA

- HEIs have primary responsibility for the quality of their provision and its assurance
- QA responds to the diversity of higher education systems, institutions, programmes and students
- QA supports the development of a quality culture
- QA takes into account the needs and expectations of students, all other stakeholders and society



ESG: Scope

“The focus of the ESG is on quality assurance processes related to teaching and learning in higher education, including the learning environment and relevant links to research.

The ESG apply to all higher education offered in the EHEA regardless of the mode of study or place of delivery. While some of the standards refer to programmes of study that lead to a formal qualification, the ESG are also applicable to higher education provision in its broadest sense and to transnational, cross-border provision.”



ESG: structure

The overall structure of the ESG with three parts remains. No additional chapters for specific types of HEIs or programmes, or for specific modes of provision

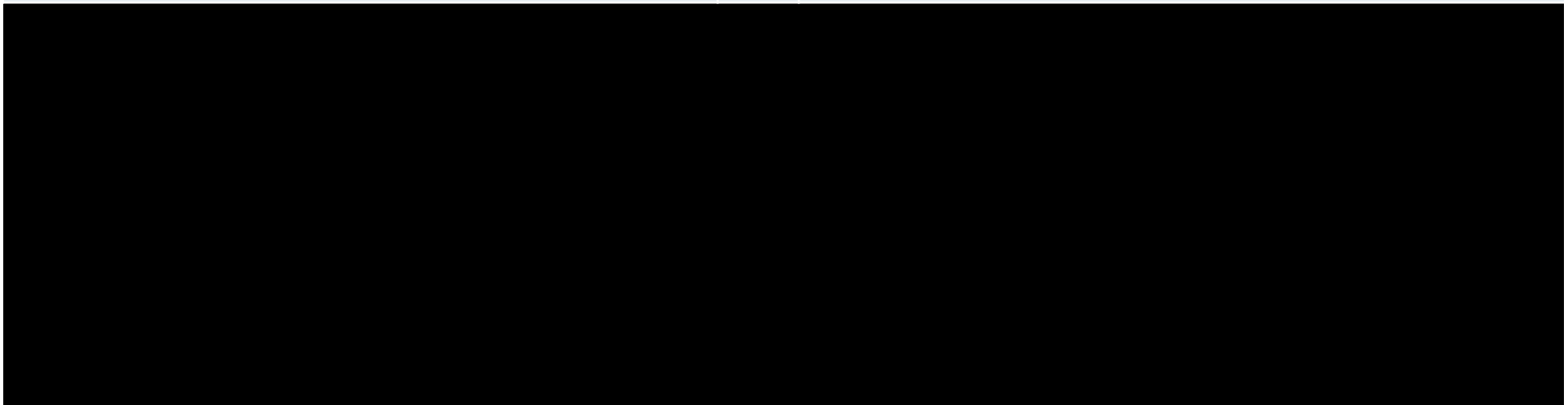
- **The *standards*** set out agreed and accepted practice for QA in HE in the EHEA and should, therefore, be taken account of and adhered to by those concerned, in all types of HE provision.
- **The *guidelines*** explain why the standard is important and describe how standards might be implemented. They set out good practice in the relevant area for consideration by the actors involved in quality assurance. Implementation will vary depending on different contexts.



Current ESG – Part 1		ESG proposal – Part 1
1.1 Policy and procedures for quality assurance		1.1 Policy for quality assurance
1.2 Approval, monitoring and periodic review of programmes and awards		1.2 Design and approval of programmes
1.3 Assessment of students		1.3 Student-centred learning, teaching and assessment
1.4 Quality assurance of teaching staff		1.4 Student admission, progression, recognition and certification
1.5 Learning resources and student support		1.5 Teaching staff
1.6 Information systems		1.6 Learning resources and student support
1.7 Public information		1.7 Information management
		1.8 Public information
		1.9 On-going monitoring and periodic review of programmes
		1.10 Cyclical external quality assurance

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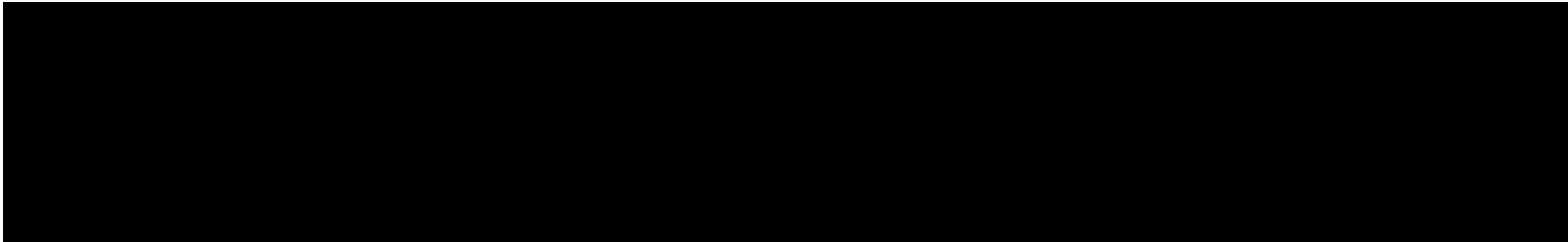
Current ESG – Part 2		ESG proposal – Part 2
2.1 Use of internal quality assurance procedures		2.1 Consideration of internal quality assurance
2.2 Development of external quality assurance processes		2.2 Designing methodologies fit for purpose
2.3 Criteria for decisions		2.3 Implementing processes
2.4 Processes fit for purpose		2.4 Peer-review experts
2.5 Reporting		2.5 Criteria for outcomes
2.6 Follow-up procedures		2.6 Reporting
2.7 Periodic reviews		2.7 Complaints and appeals
2.8 System-wide analyses		



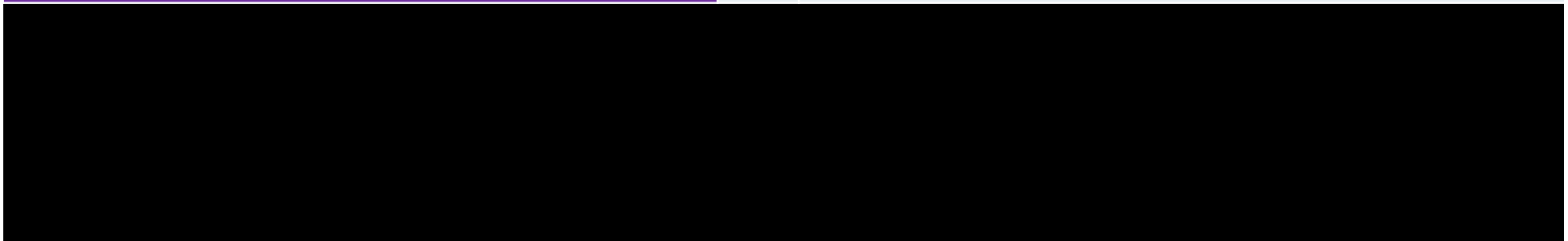
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2.7 Periodic reviews		2.7 Complaints and appeals
2.8 System-wide analyses		



Current ESG – Part 3		ESG proposal – Part 3
3.1 Use of external quality assurance procedures for higher education		3.1 Activities, policy and processes for quality assurance
3.2 Official status		3.2 Official status
3.3 Activities		3.3 Independence
3.4 Resources		3.4 Thematic analysis
3.5 Mission statement		3.5 Resources
3.6 Independence		3.6 Internal quality assurance and professional conduct
3.7 External quality assurance criteria and processes used by the agencies		3.7 Cyclical external review of agencies
3.8 Accountability procedures		



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ESG: conclusion

- presents joint views of all stakeholder organisations involved
- reflects the recent changes in the EHEA and shows a way forward
- Is applicable to all types of provision, to all HEIs, to all QA agencies
- will allow to further develop QA to support quality learning and teaching



QA of joint programmes

- Political will to promote joint programmes
- External QA requirements posing challenges
- BFUG set up an ad-hoc group to prepare a proposal
- Several consultation rounds
- Endorsed by the BFUG on 19 Sept 2014
- To be adopted by the Ministers in May 2015



New approach: principles

- Only one external QA process per joint programme with one set of criteria
- Criteria based on the ESG
- Applies to programme level external QA
- No additional requirements to systems where external QA at institutional level



New approach: criteria

1. Eligibility
2. Learning Outcomes
3. Study Programme [ESG 1.2]
4. Admission and Recognition [ESG 1.4]
5. Learning, Teaching and Assessment [ESG 1.3]
6. Student Support [ESG 1.6]
7. Resources [ESG 1.5 & 1.6]
8. Transparency and Documentation [ESG 1.8]
9. Quality Assurance [ESG 1.1 & part 1]



New approach: process

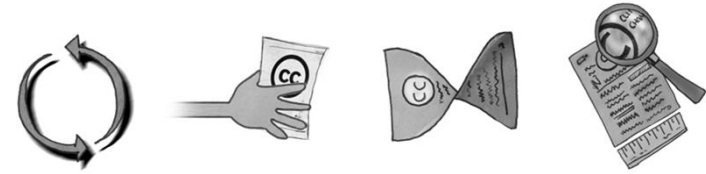
1. Self-Evaluation Report [ESG 2.3]
2. Review Panel [ESG 2.3 & 2.4]
3. Site Visit [ESG 2.3]
4. Review Report [ESG 2.3 & 2.6]
5. Formal Outcomes and Decision [ESG 2.5]
6. Appeals [ESG 2.7]
7. Reporting [ESG 2.6]
8. Follow-up [ESG 2.3]
9. Periodicity [ESG 1.10]



Conclusion

- Past two years have involved intensive debate on the role of QA in developing higher education
- Adoption of these two documents will take the debate to the system and institutional level
- EQAR has already published a “Policy on Transition to the revised ESG”
- The work continues...





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Thank you!

Time for questions...



#EQAF

