
Goals and Focuses of the new ESG edition

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European Association for Quality Assurance in Higher Education –ENQA

- European Association for Quality Assurance in Higher Education (ENQA)
- Umbrella NGO for European QA agencies
- Network in 2000; association in 2004
- 44 Full Members in 25 countries
- 48 Affiliates in 27 countries
- Consultative member of the Bologna Follow-up group
- Membership criteria by large “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) – adopted by the ministers in 2005
- Cyclical reviews of quality assurance agencies in the EHEA
- Revised ESG adopted by the ministers in Yerevan May 2015



ENQA at a glance - mission

Promoting **European co-operation in the field of QA in higher education** in order to develop and share good practice in QA and to foster the European dimension of QA.

Maintaining and enhancing the quality of European higher education at a high level



Acting as a major **driving force for the development of quality assurance** across all the Bologna signatory countries.

ENQA at a glance - purpose and activities

- **as a membership organisation, to represent members** at the European level in political decision making processes (BFUG, the E4, support in national contexts when needed)
 - **to function as a think tank** for developing quality assurance further in the EHEA (studies, projects, workshops)
 - **to function as a communication platform** for sharing and disseminating information and expertise in quality assurance (events, newsletter, exchanges between members)
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- **ENQA** coordinates all ENQA members' external review processes

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.”



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.



Main principles and values of the ESG

Transparency and
external expertise
in QA processes

Twin-purpose of QA:
Accountability and
enhancement

Encourage culture of
quality within HEIs

Efficient & effective
organisational
structures for
provision and support
of programmes

HEIs have primary
responsibility for
quality and QA

Processes to
demonstrate
accountability

Diversity and
innovation

Interests of society
safeguarded

Expectations for HEIs

It is up to each institution to develop its own quality culture and to put in place policies, strategies and systems adapted to its situation, mission, context and ambition.

The HEIs' quality assurance mechanisms have to satisfy their proper needs but also the expectations of their partners and stakeholders. The first set of standards clarifies the goals.

Old ESG – Part 1		New ESG – 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

ESG Standard 1.1

1.1 Policy for quality assurance

- Institutions should have a policy for quality assurance that is made public and forms part of their strategic management.
- Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

ESG Standard 1.2

Design and approval of programmes

- Institutions should have processes for the design and approval of their programmes.
- The programmes should be designed so that they meet the objectives set for them, including the intended **learning outcomes**.
- The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the **Framework for Qualifications of the European Higher Education Area**.

Language of the Qualifications frameworks: Learning outcomes – widely understood

Statements of what a learner is expected to know, understand and be able to demonstrate after completion of learning.

HE: They are expressed in curricula, modules, course descriptions, educational standards, qualifications and assessment standards. Learning outcomes specify the requirements for award of credit.

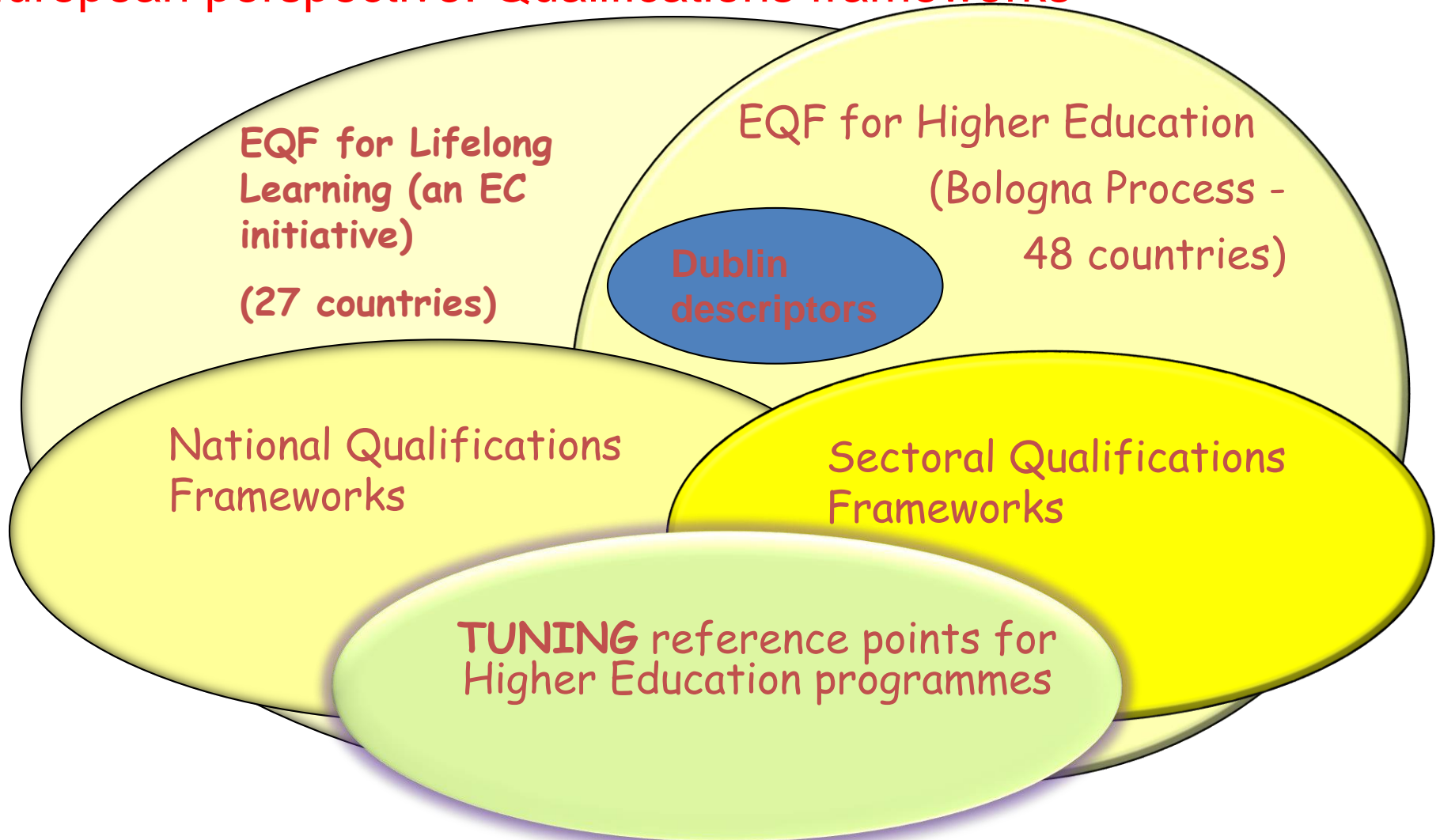
Work context: Occupational standards and profiles, job profiles, job advertisements, performance and recruiting systems

Personal context: curriculum vitae or personal competence profiles

[HE learning outcomes are formulated by academic staff]

3. Role of Qualifications Frameworks

European perspective: Qualifications frameworks





Bologna (QF-EHEA)

Adopted 2005

48 countries

Higher education only, 3 cycles

Level 6, 180-240 ECTS

Level 7, 60 – 120 ECTS

Level 8, ????

(with possibility for intermediate qualifications in national frameworks – level 5)

ECTS: 60 credits/year, 1 Credit

25-30 h of student workload

EQF Lifelong learning

Adopted 2008

27 countries

All levels of education in a lifelong learning perspective

8 levels

Without any credit ranges

Three categories:

Knowledge

Skills

Competences (social competences, abilities)

ESG Standard 1.3

Student-centred learning, teaching and assessment

- Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Learning activities: Lecture

- **Teacher activity:**

- Introduce
- Explain
- Elaborate
- Discuss application
- Give examples
- Show PPT slides
- Questions on slides
- Winding up

vs.

- **Student activity:**

- Listen
- Listen (maybe take notes)
- Understand? (correctly? deeply?)
- Listen (maybe take notes)
- Listen (maybe take notes)
- Watch (maybe note points)
- Write *answers* to questions
- Possibly ask a question



*active
teacher*

vs.

*passive
student*



Listening vs. Doing

- Learning (about):

- about application
- about cooking
- about programming
- about designing
- about analysis
- about construction
- about relating
- ...

- Learning (to do):

- to apply
- to cook
- to program
- to design
- to analyse
- to construct
- to relate
- ...



*student
listening*
(to something
about something)

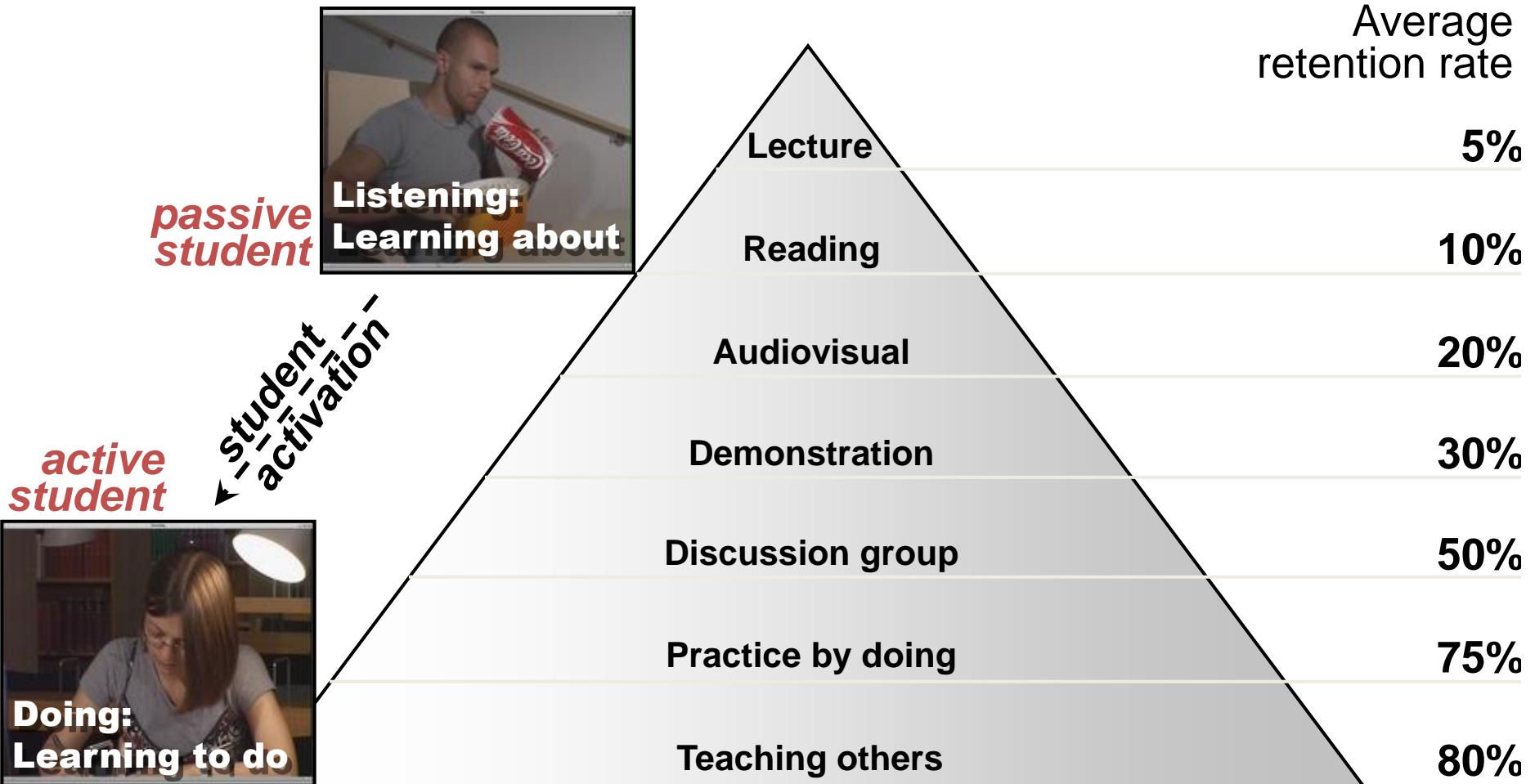
vs.

*student
doing !!*



Student Activation

"The (in-famous) Learning Pyramid":



Student-centred learning, teaching and assessment

- *How do you encourage a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher?*
- *How are you supported by your university in developing your teaching skills?*
- *Are the criteria for and method of assessment as well as criteria for marking published in advance? How?*
- *Is there a formal procedure for student appeals in place in your programme/university?*

ESG Standard 1.4

Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

ESG Standard 1.5

Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

ESG Standard 1.6

Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

ESG Standard 1.7

Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Guideline:

- Key performance indicators;
- Profile of the student population;
- Student progression, success and drop-out rates;
- Students' satisfaction with their programmes;
- Learning resources and student support available;
- Career paths of graduates.

ESG Standard 1.8

Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Guideline:

- the programmes they offer and the selection criteria for them,
- the intended learning outcomes of these programmes,
- the qualifications they award,
- the teaching, learning and assessment procedures used
- the pass rates and the learning opportunities available to their students
- graduate employment information.

ESG Standard 1.9

On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Guideline:

- The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date;
- The changing needs of society;
- The students' workload, progression and completion;
- The effectiveness of procedures for assessment of students;
- The student expectations, needs and satisfaction in relation to the programme;
- The learning environment and support services and their fitness for purpose for the programme.

On-going monitoring and periodic review of programmes

- *How are the changes in society taken into account in the development of your programme?*
- *Is your programme reviewed and revised regularly involving students and other stakeholders?*

ESG Standard 1.10

Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Old ESG – Part 2		New ESG – 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		

Old ESG – Part 3		New ESG – 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		

Expectations towards policy makers in EHEA

- Governments need to look into why (if) they do not have an ESG compliant quality assurance agency at the moment, and what would be required to establish one.
- Every country should strive towards the establishment of an independent quality assurance agency, and to make sure that each agency's operations (including those already existing) are in line with the ESG.
- The revised ESG may impose legal changes in some countries, and therefore their effective implementation depends not only on the quality assurance agencies and higher education institutions, but also on the policy makers (→ This could for example concern the publication of review reports, which is currently not possible in some countries - i.e. reports with negative review outcomes are not being published).

Expectations for agencies

- In order to be recognised as trustworthy ,need to prove that fulfil the requirements of the ESG for external quality assurance agencies ([ESG Part 3](#))
- Use procedures that comply with the ESG for the external quality assurance of higher education ([ESG Part 2](#))
- Verify the HEIs' achievements against the ESG for internal quality assurance ([ESG Part 1](#))

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



Thank *you* for *your*
attention!

