CLASS

Course 4. Quality assurance in the European Higher Education Area (ESG)

INTERDISCIPLINARY MASTER PROGRAM ON COMPUTATIONAL

LINGUISTICS

UNIVERSIDADE DA CORUÑA

Teacher: Mª Paula Ríos de Deus

03/07/2018
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QA IN THE BOLOGNA PROCESS

Bologna Declaration (1999)

"Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies."

Berlin Communiqué (2003)

Call upon ENQA through its members, **in cooperation with the EUA, EURASHE, and ESIB**, to develop **an agreed set of standards, procedures and guidelines on quality assurance** and to 'explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Bologna Follow-Up Group to Ministers in **2005**

ESG-2005

Standards and Guidelines for Quality Assurance in the European Higher Education Area

Bergen Communiqué (2005)

"**We adopt the standards and guidelines for quality assurance in the European Higher Education Area** as proposed by ENQA.

We commit ourselves to introducing the proposed model for peer review of quality assurance agencies on a national basis, while respecting the commonly accepted guidelines and criteria.

We welcome the principle of a European register of quality assurance agencies based on national review. We ask that the practicalities of implementation be further developed by ENQA in cooperation with EUA, EURASHE and ESIB with a report back to us through the Follow-up Group".

ESG-2005

The first chapter. Context, Aims and Principles

- Presents the quality assurance as a response to the worldwide concern about higher education's effectiveness. Quality assurance is seen as an integral part of the Lisbon Strategy to make Europe "the most competitive and dynamic knowledge-based economy in the world"

The second chapter. European Standards and Guidelines

- Consists of three parts:
  - European standards and guidelines for internal quality assurance within higher education institutions
  - European standards and guidelines for the external quality assurance of higher education
  - European standards and guidelines for external quality assurance agencies

The third chapter. Peer Review System for Quality Assurance Agencies

- Introduces three concrete proposals for action:
  - Cyclical review of agencies
  - Deals with the creation of a register of external quality assurance agencies operating in Europe
  - Establishment of European Consultative Forum for Quality Assurance in Higher Education

Standards and Guidelines for Quality Assurance in the European Higher Education Area

ESG PROJECT

The implementation and application of the Standards and Guidelines for Quality Assurance in the European Higher Education Area

• To gather information on how the ESG have been implemented and applied in the 47 Bologna signatory countries.

• By analysing gathered data, the project will evaluate whether the ESG are appropriate and up-to-date to fulfill their main task in contributing to the development of the EHEA.

ESG RECOMMENDATION

ENQA, ESU, EUA and EURASHE recommend that ministers of the EHEA countries mandate the E4 organisations to carry out, in consultation with all relevant stakeholders, notably Education International, Business Europe, the Bologna Follow Up Group (BFUG) and EQAR, a careful **revision of the ESG in order to improve their clarity, applicability and usefulness**. This work would be carried out in the understanding that the current principles would be maintained. The report, with the revised document, would be referred to the BFUG.

WHAT DID THE MINISTERS SAY?

Bucharest Communiqué (2005)

"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."

CONCLUSION

The institutions have the responsibility to encourage the culture of quality, to demonstrate their accountability, to take account of special needs of student, to monitor the progress and achievement of students, to have regular feedback from employers, labour market representatives and other relevant organisations, to maintain information systems of student progression and success rates, employability of graduates, students satisfaction with their programmes, effectiveness of teachers, profile of student population, learning resources available, their costs, to design student assessment procedures to measure the achievement of intended learning outcomes, to have clear and published criteria for marking, not to rely on the judgments of single examiners, etc.

The Quality Assurance has emerged as a new system of self-control in the European higher education

Keep the strengths: integrated concept and under-standing of QA, broad applicability,

broad ownership

- **Overcome the weaknesses**: vagueness, redundancies, inconsistencies

- **Update**: ESG as part of the 'Bologna-Infrastructure', taking into account recent

developments in QA and HE

- Guarantee adaptability to future developments

Changing as much as possible and as little as possible

ESG 2015
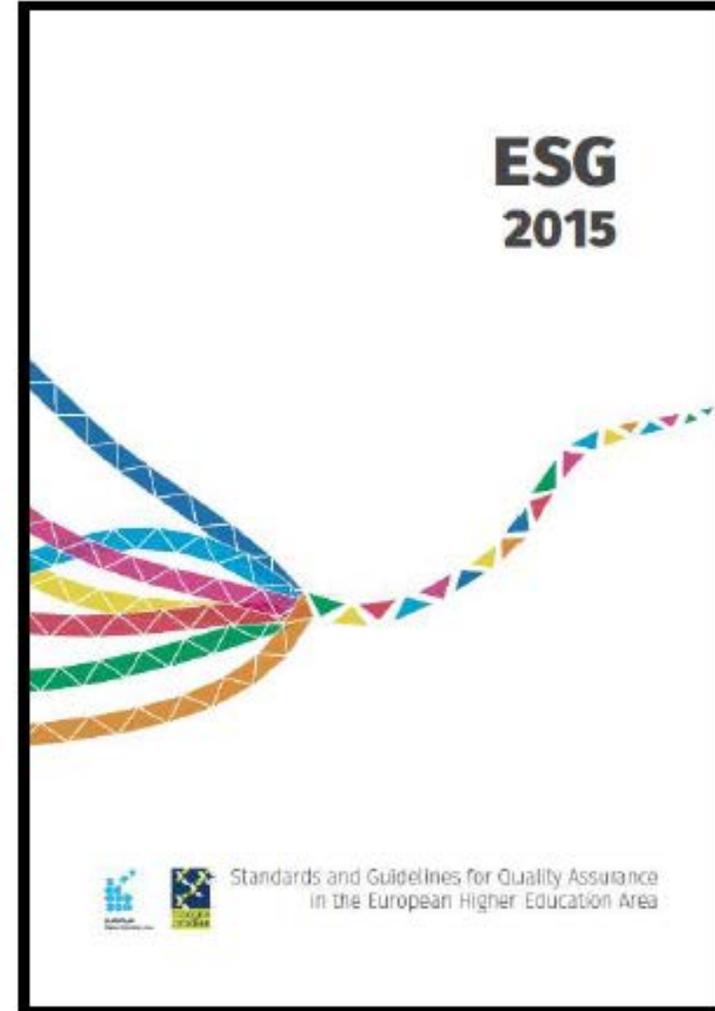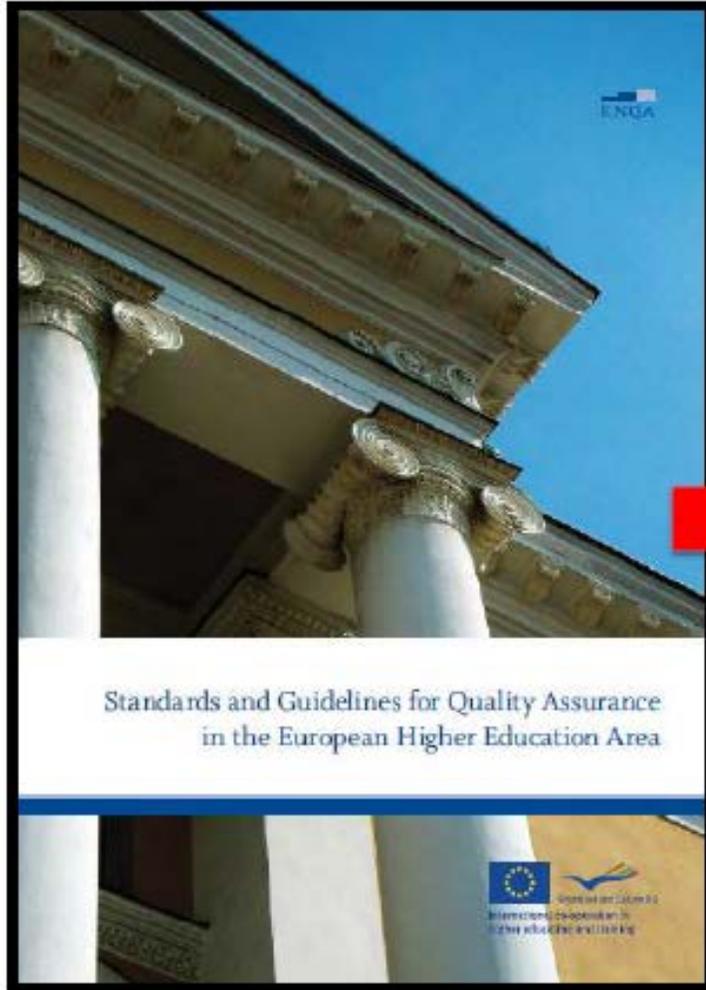
SCOPE

"The ESG are a set of standards and guidelines for internal and external quality assurance in higher education. **The ESG are not standards for quality**, nor do they prescribe how the quality assurance processes are implemented, but they **provide guidance**, covering the areas which are vital **for successful quality provision and learning environments in higher education**.

The ESG **should be considered in a broader context** that also includes qualifications frameworks, ECTS and diploma supplement that also contribute to **promoting the transparency and mutual trust in higher education in the EHEA**."

"The **focus** of the ESG is on quality assurance related to **learning and teaching in higher education**, including the **learning environment and relevant links to research and innovation**. In addition institutions have policies and processes to ensure and improve the quality of their other activities, such as research and governance.

The ESG apply to all higher education offered in the EHEA regardless of the mode of study or place of delivery. Thus, the ESG are also applicable to all higher education including transnational and cross-border provision. **In this document the term "programme" refers to higher education in its broadest sense**, including that which is not part of a programme leading to a formal degree. "

CONCEPTS

"At the heart of all quality assurance activities are the twin purposes of **accountability** and **enhancement**. Taken together, these create trust in the higher education institution's performance. A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution's activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement). Quality assurance and quality enhancement are thus inter-related. They can support the **development of a quality culture that is embraced by all**: from the students and academic staff to the institutional leadership and management."

The ESG make a different between **internal stakeholders** to cover all actors within an institution, including students and staff, and **external stakeholders** such as external partners of an institution or employers.

The word **institution** is used in the standards and guidelines to refer to higher education institutions. Depending on the institution's approach to quality assurance *it can, however, refer to the institution as whole or to any actors within the institution*.

FOUR PURPOSES

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- 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.

FOUR PRINCIPLES

- Higher education institutions **have primary responsibility for the quality of their provision** and its assurance;

- Quality assurance **responds to the diversity** of higher education systems, institutions, programmes and students;

- Quality assurance **supports the development of a quality culture**;

- Quality assurance **takes into account the needs and expectations of students, all other stakeholders and society**.

The overall structure of the ESG with three parts remains the same, to some extend:

1. Internal quality assurance
2. External quality assurance
3. Quality assurance agencies

In order to avoid existing overlaps between the parts 2 and 3 some standards were moved from the one to the other part.

The three parts are intrinsically interlinked and together form the basis for a European quality assurance framework. As a consequence, the three parts should be read as a whole.

A clearer distinction between standards and guidelines is made:

• The **standards** set out agreed and accepted practice for quality assurance in higher education in the EHEA and should, therefore, be taken account of and adhered to by those concerned, in all types of higher education provision. – **WHAT**

• **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 . - **HOW**

* The **Standards** make use of the common English usage of "should" which has the connotation of prescription and compliance.

ESG 2005-2015

| ESG 2005 – Part 1	ESG 2015 – 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 2005-2015

ESG 2005 – Part 2	ESG 2015 – 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 formal outcomes
2.6 Follow-up procedures	2.6 Reporting
2.7 Periodic reviews	2.7 Complaints and appeals
2.8 System-wide analyses	

ESG 2005-2015

ESG 2005 – Part 3	ESG 2015 – 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 of the agencies
3.7 External quality assurance criteria and processes used by the agencies	3.7 Cyclical external review of agencies
3.8 Accountability procedures	

BOLOGNA TOOLS AND INSTRUMENTS
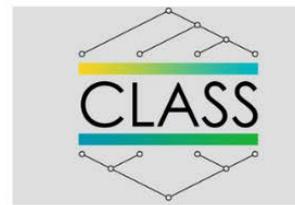
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European Credit Transfer and Accumulation System

ECTS

Diploma Supplement

Learning Outcomes

EHEA QF

Qualifications Frameworks in the European Higher Education Area

Cycle system

towards the european higher education area
bologna process

European
Higher Education Area

SCL – A NEW CONCEPT?

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Leuven Communiqué 2009

"**Student-Centred learning and the teaching mission of higher education.** We reassert the importance of the teaching mission of higher education institutions and the necessity for ongoing curricular reform geared toward the development of learning outcomes. **Student-centred learning requires empowering individual learners, new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner in all three cycles**. Curricular reform will thus be an ongoing process leading to high quality, **flexible and more individually tailored education paths**. Academics, in close cooperation with student and employer representatives, will continue to develop **learning outcomes** and **international reference points** for a growing number of subject areas. We ask the higher education institutions to pay particular attention to improving the teaching quality of their study programmes at all levels. **This should be a priority in the further implementation of the European Standards and Guidelines for quality assurance.**"

LEARNING AND TEACHING PROCESS
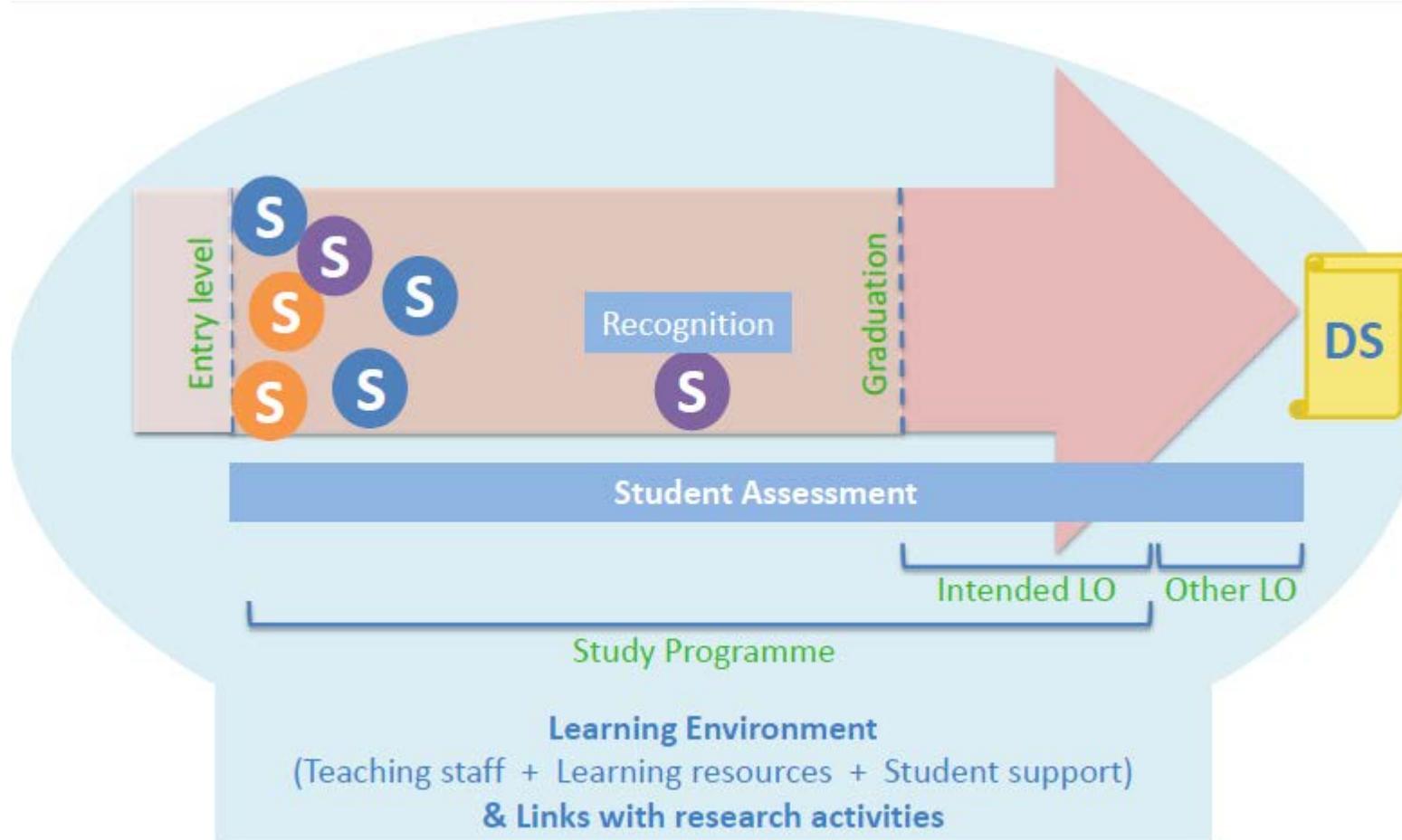
- **Study Programme**

- **Links with research**

- **Student-Centred Learning**

- **Assessment and certification**

- **Recognition**

- **Teaching staff**

- **Learning resources**

- **Student support**

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