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WUS AUSTRIA

WORLD UNIVERSITY SERVICE
(WUS) AUSTRIA

Schmiedgasse 40/3
8010 Graz
Austria
office@wus-austria.org
ww.wus-austria.org

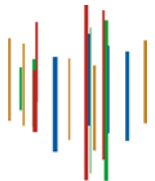


photo: Inaqua University

Workshop:
**EUROPEAN DIMENSION OF
QUALITY ASSURANCE**

**EUROPEAN STANDARDS AND GUIDELINES
(ESG)**

Yerevan, May 2015
Louise Sperl



Workshop: EUROPEAN STANDARDS AND GUIDELINES (ESG)

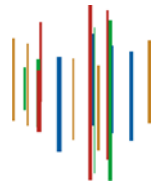
Methodology: Presentation (introduction to the topic) followed by small group work

Expected results:

- ✓ To understand the concept of Quality Assurance at the European level and main areas addressed in the Standards and Guidelines for QA in the EHEA (ESG)

Content:

- ✓ Providing the context: Quality Assurance & Quality Culture
- ✓ Development of a European dimension of QA in HE
- ✓ Introduction to European Standards and Guidelines on Quality Assurance (ESG) in its revised version (draft 2014)
- ✓ Implementation of ESG: Main challenges and opportunities

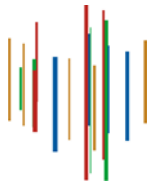


Workshop: EUROPEAN STANDARDS AND GUIDELINES (ESG)

Learning Outcomes of this Session

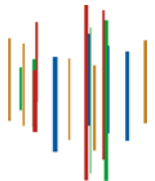
After this session participants will be able to:

- Understand the concept of Quality Assurance at the European level
- List the main issues addressed in the Standards and Guidelines for QA in the EHEA (ESG) in its revised version
- Reflect on challenges related to the implementation of the ESG



Why Worry About Quality?

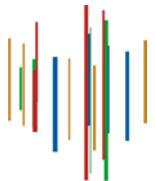
- Competition
- Customer Satisfaction
- Maintaining Standards
- Accountability
- Improve employee morale and motivations
- Credibility, prestige and status
- Image and visibility



Why Quality Assurance?

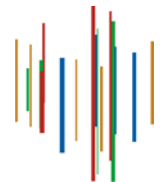
QA – can serve different purposes depending on context

- Main purposes:
 - ✓ Enhancement – to improve quality of HE
 - ✓ Accountability – of HEIs to the stakeholders
- Ultimate goal:
 - ✓ To enhance quality thus promoting trust among stakeholders (EUA, European University Association)

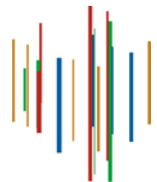
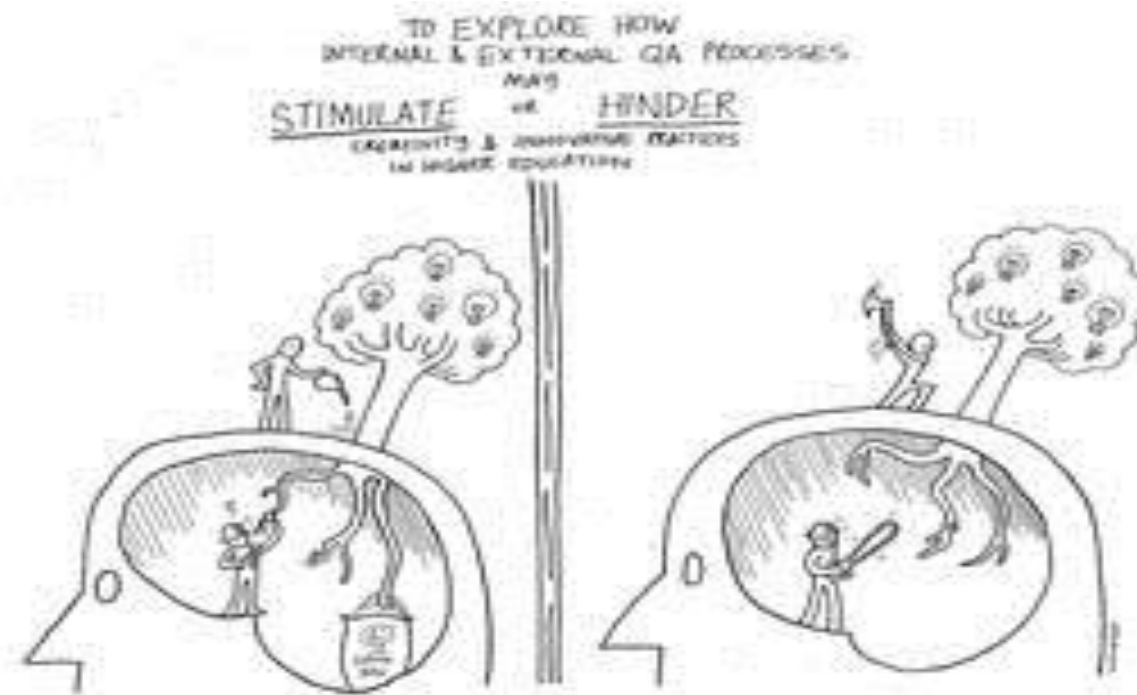


→ Quality assurance ...

- is an **ongoing process** that ensures the delivery of agreed standards.
- ... should **make sure** every **educational institution**, of which the quality is assured, has the potential ability to achieve a **high quality of content**.
- ... **must not to be confused with accreditation**.



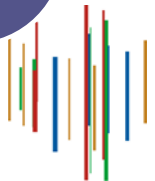
QUALITY ASSURANCE – STIMULATION OR HINDRANCE?



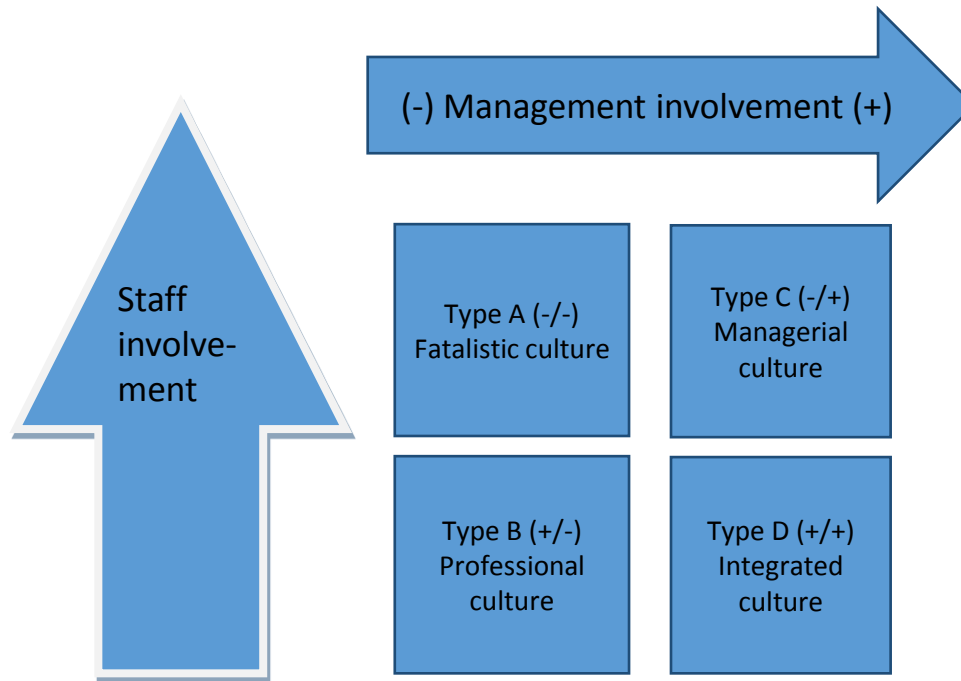
QUALITY CULTURE

EUA defines quality culture as:

*“an organisational culture that intends to **enhance quality permanently** and is characterised by two distinct elements: on the one hand, a **cultural/psychological element of shared values, beliefs, expectations and commitment towards quality** and, on the other hand, a **structural/managerial element with defined processes** that enhance quality and aim at coordinating individual efforts.”*

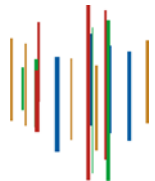


QUALITY CULTURE



Source: *Facteurs humains et organisationnels de la sécurité industrielle: un état de l'art. Les Cahiers de la sécurité industrielle 2009. In: ARDE report (2013);*

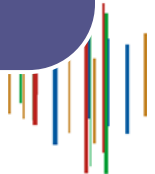
http://www.eua.be/Libraries/Publications_homepage_list/EUA_ARDE_Publication.sflb.aspx



QUALITY CULTURE

Introduction of formal QA processes in European HE:

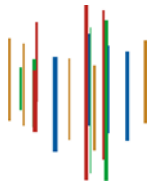
→ Shift from “fatalistic” or “professional” culture towards either “integrated” or “managerial” culture.



Development of a European Dimension of QA in HE (I)

2003: Ministerial meeting in Berlin:

- Main responsibility for QA lies within each institution;
- Definition of main characteristics for national QA systems;
- ENQA invited to develop standards & procedures for QA.



Development of a European Dimension of QA in HE (II)

2005: Bergen meeting:

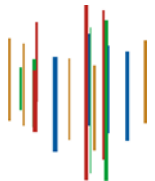
- Standards and Guidelines for QA in the EHEA (ESG) adopted by Ministers

2006:

- First European Quality Assurance Forum (EQAF)

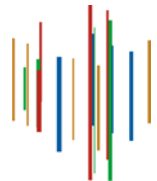
2007:

- Creation of European Quality Assurance Register for Higher Education (EQAR)



The European Association for Quality Assurance in Higher Education (ENQA)

- asserts that the fundamental principles of QA development within Europe are:
 - the **interests of students as well as employers** and the society more generally in good quality higher education;
 - the central importance of **institutional autonomy**, tempered by a recognition that this brings with it heavy responsibilities;
 - the **need for external quality assurance to be fit for its purpose** and to place only an appropriate and necessary burden on institutions for the achievement of its objectives.

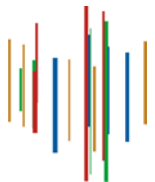


Development of a European Dimension of QA in HE (III)

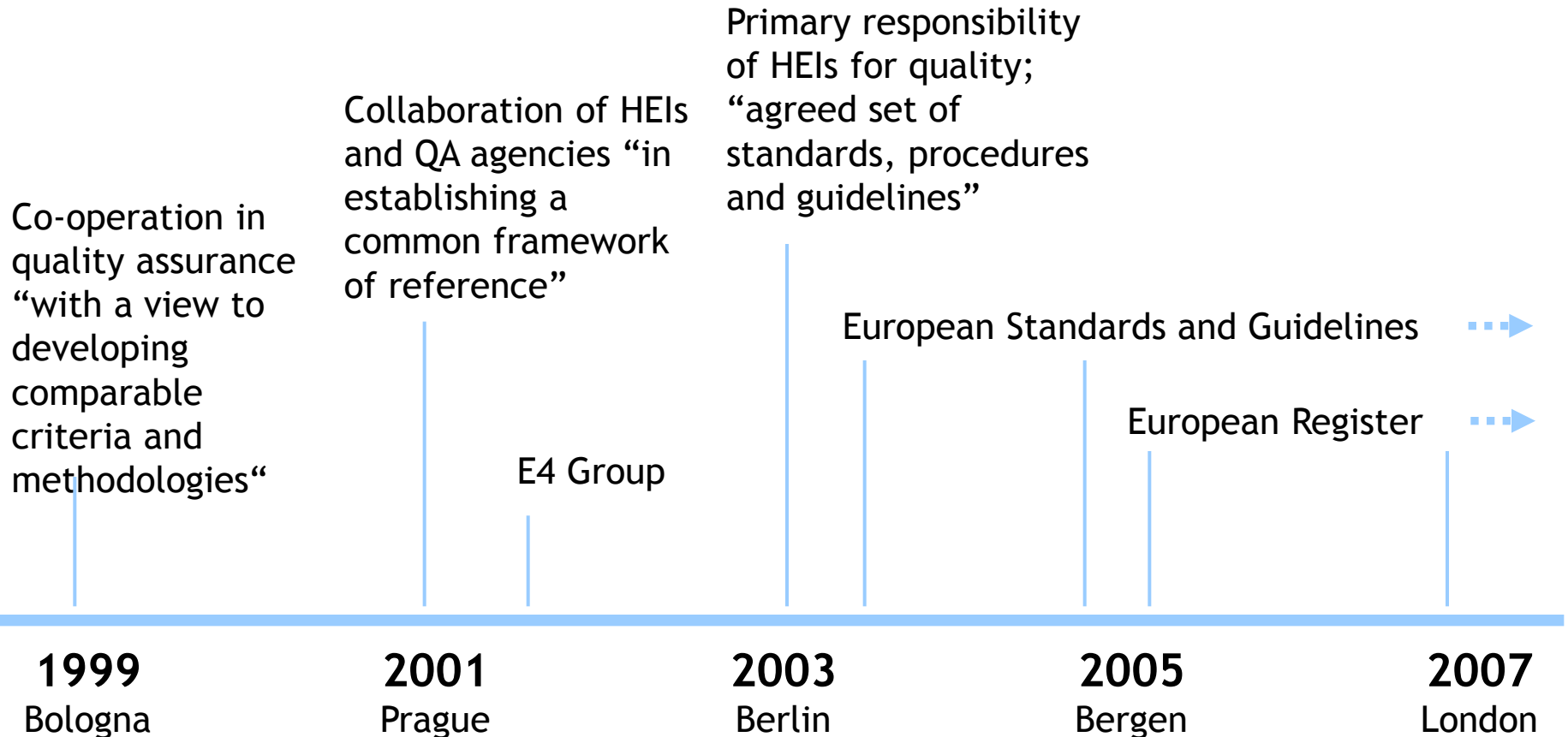
Revised version of ESG (2014):

Builds on progress made on QA and contextual changes since 2005:

- Paradigm shift towards student-centered learning and teaching
- More diverse HEIs

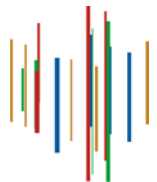


Quality assurance in the Bologna Process



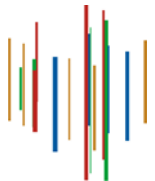
Source: Colin Tück, QA in the EHEA (2008)

www.coe.int/t/dg4/highereducation/.../Baku08_QualityAssurance.ppt



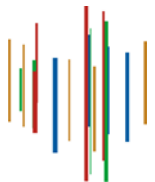
Four Principles of Quality assurance in the EHEA

- **HEIs have primary responsibility** for the quality of their provision and its assurance;
- QA responds to the **diversity of HE** 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**.



Quality assurance within the EHEA

- **Internal quality assurance**
 - Taking place within the HEI
 - Different extents of formality
 - Different driving forces
 - quality improvement
 - proving accountability
 - external forces
 - ...
- Different stages of development



Quality assurance within the EHEA

External Quality Assurance

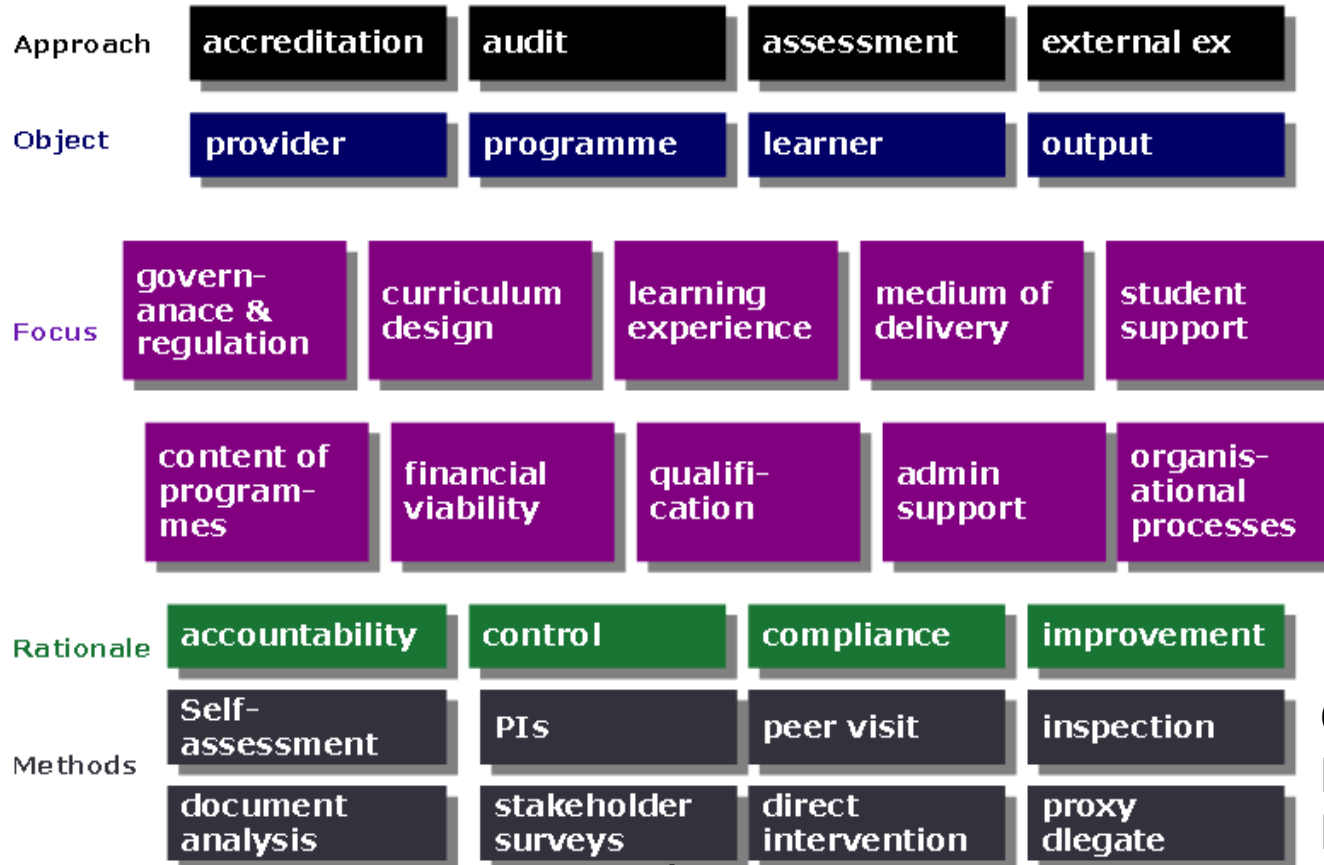
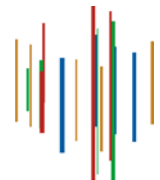
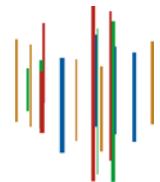


Chart by
 Lee
 Harvey ¹⁹



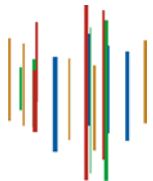
The ESG (I)

- Have become embodiment of European QA, providing **QA agencies and HEIs with guidance for their own QA activities**;
- Present **generic principles for QA processes** (internal/external) rather than rules on how to be carried out: recognize value of **diversity** and importance of **context-specific QA processes**;
- Do not define quality in HE: **only implicitly describe some characteristics of good quality study programmes** by highlighting some procedural aspects (eg transparency in terms of study curriculum & students' assessment, need to offer adequate student support services etc.
- Understanding of **quality as fit for purpose**, leaving definition of purpose up to country/study programme/institution.



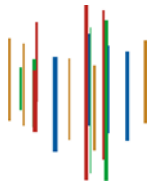
Impact on European Processes for QA

- ESG have proven significant impact on national and institutional quality assurance systems:
- New QA agencies established in many countries
- External QA processes revised
- Development of internal QA processes at universities in response to requirements set by agencies.
- Focus on HEIs' teaching and learning mission



ESG - Notion of “Standards” and “Guidelines”

- “Standards” - not meant to imply “standardisation” or “requirements”
- “Standards” as statements of basic good practice; they are short and general
- “Guidelines” - meant as illustrations of standards in action; provide additional information



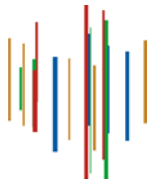
European Standards and Guidelines (ESG) Revised Version 2014

3 parts:

- ✓ Standards for internal quality assurance
- ✓ Standards for external quality assurance
- ✓ Standards for quality assurance agencies

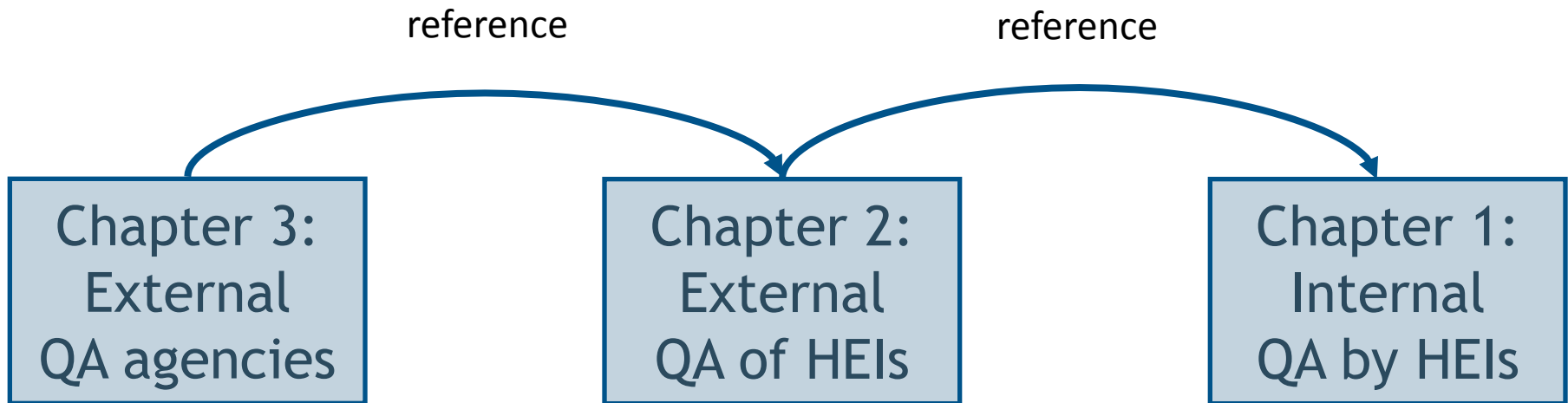
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<http://www.enqa.eu/files/ENQA%20Bergen%20Report.pdf> (first version (2005))



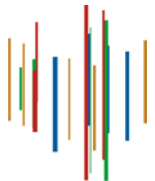
European Standards and Guidelines (ESG)

Three sections that are linked:

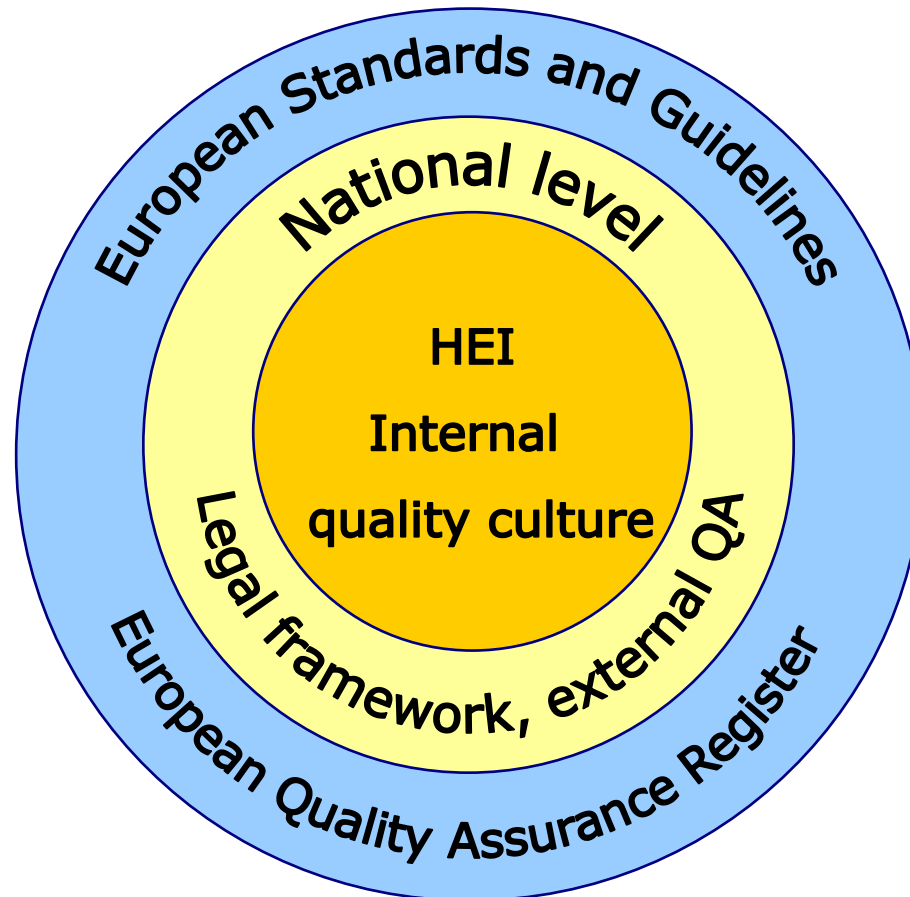


Source: Colin Tück, QA in the EHEA (2008)

www.coe.int/t/dg4/highereducation/.../Baku08_QualityAssurance.ppt



Layers of Quality Assurance in the EHEA

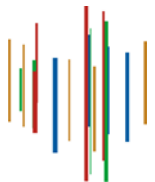


Source: Colin Tück, QA in the EHEA (2008)

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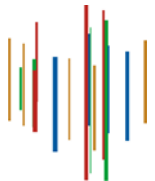
Objectives of ESG

- encourage development of **HEIs** which **foster vibrant intellectual and educational achievement**;
- provide a source of **assistance and guidance to HEIs and other relevant agencies** in developing their own culture of quality assurance;
- **inform and raise the expectations** of HEIs, students, employers and other stakeholders **about the processes and outcomes of higher education**;
- contribute to **common frame of reference** for the provision of higher education and the assurance of quality within the EHEA.



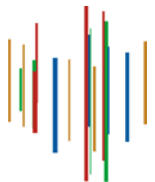
ESG are...

- Generic, not specific, standards and guidelines
- a view of what should be done, not how it should be done
- a source of assistance and guidance



ESG are NOT...

- prescriptive
- a checklist
- a compendium of detailed procedures
- a European quality assurance system



Small Working Groups

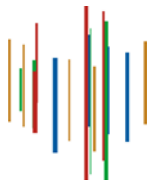
Participants will be divided in three groups. Each group will be tasked

a.) to **present to the plenary one of the thematic parts of the ESG and its core elements:**

- ✓ Group 1+2: Standards for internal quality assurance
- ✓ Group 3: Standards for external quality assurance
- ✓ Group 4: Standards for quality assurance agencies

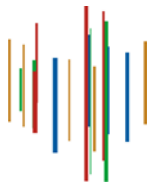
b.) reflect on **how these standards are being implemented in Armenia**, pointing to achievements/gaps and opportunities.

c.) **prioritize** those areas which you consider of **particular relevance in the Armenian context.**



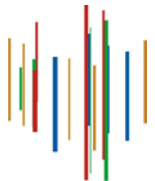
ESG Part 1: Internal QA

- 1.1 Policy for QA
- 1.2 Design and approval of programmes
- 1.3 Student-centered learning, teaching and assessment
- 1.4 Student admission, progression, recognition and certification
- 1.5 Teaching staff
- 1.6 Learning resources and student support
- 1.7 Information management
- 1.8 Public information
- 1.9 On-going monitoring and periodic review of programmes
- 1.10 Cyclical external QA



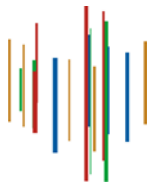
ESG Part 2: External QA

- 2.1 Consideration of internal quality assurance
- 2.2 Designing methods fit for purpose
- 2.3 Implementing processes
- 2.4 Peer review experts
- 2.5 Criteria for outcomes
- 2.6 Reporting
- 2.7 Complaints and appeals

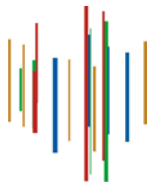


ESG Part 3: External QA Agencies

- 3.1 Activities, policy and processes for QA
- 3.2 Official status
- 3.3 Independence
- 3.4 Thematic analysis
- 3.5 Resources
- 3.6 Internal QA and professional conduct
- 3.7 Cyclical external review of agencies

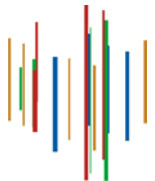


Wrap up from Group Discussions



Conclusion:

ESG provide general guidance but do not offer one-fit-all solutions!



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Thank you for your attention!

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louise.sperl@wus-austria.org

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