

EUROPEAN STANDARDS AND GUIDELINES

BAKU, APRIL, 2016

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**PART 1: EUROPEAN STANDARDS AND GUIDELINES FOR INTERNAL
QUALITY ASSURANCE WITHIN HIGHER EDUCATION INSTITUTIONS**

PART 2: EUROPEAN STANDARDS AND GUIDELINES FOR THE EXTERNAL
QUALITY ASSURANCE OF HIGHER EDUCATION

PART 3: EUROPEAN STANDARDS AND GUIDELINES FOR EXTERNAL QUALITY
ASSURANCE AGENCIES

PART 1: EUROPEAN STANDARDS AND GUIDELINES FOR INTERNAL QUALITY ASSURANCE WITHIN HIGHER EDUCATION INSTITUTIONS

DO YOU REMEMBER THE STANDARDS?

- 1.1 POLICY FOR QUALITY ASSURANCE
- 1.2 DESIGN AND APPROVAL OF PROGRAMMES
- 1.3 STUDENT-CENTRED 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 QUALITY ASSURANCE

LET'S HAVE A QUICK LOOK AT THE STANDARDS

- UNIVERSITY AUTHONOMY
- NON PRESCRIPTIVE
- HOW THEY SHOULD BE ACHIEVED IS UP TO EACH UNIVERSITY

1.1 POLICY FOR QUALITY ASSURANCE STANDARD

*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***

1.1 POLICY FOR QUALITY ASSURANCE GUIDELINE

- **MAIN PILLARS FOR QA**
- **RELATIONSHIP BETWEEN RESEARCH - LEARNING - TEACHING**
- **NATIONAL CONTEXT & THE INSTITUTIONAL CONTEXT & STRATEGIC APPROACH**
 - **QUALITY ASSURANCE SYSTEM**
 - **DEPARTMENTS, SCHOOLS, FACULTIES, UNITS, LEADERSHIP, STAFF MEMBERS AND STUDENTS HAVE THEIR RESPONSIBILITIES IN QUALITY ASSURANCE**
 - **ACADEMIC INTEGRITY AND FREEDOM**
 - **AGAINST INTOLERANCE OF ANY KIND OR DISCRIMINATION**

1.2 DESIGN AND APPROVAL OF PROGRAMMES STANDARD

*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*

1.2 DESIGN AND APPROVAL OF PROGRAMMES GUIDELINE

- **STUDY PROGRAMMES**
 - **AT THE CORE OF THE HEIS' TEACHING MISSION**
 - **PROVIDE STUDENTS WITH BOTH ACADEMIC KNOWLEDGE AND SKILLS**
 - **INCLUDING THE TRANSFERABLE (PERSONAL DEVELOPMENT & CAREERS)**

1.2 DESIGN AND APPROVAL OF PROGRAMMES

GUIDELINE

- PROGRAMMES ARE DESIGNED:
 - OVERALL **PROGRAMME OBJECTIVES** IN LINE WITH THE **INSTITUTIONAL STRATEGY** AND EXPLICIT INTENDED **LEARNING OUTCOMES**
 - BY **INVOLVING STUDENTS** AND **OTHER STAKEHOLDERS** IN THE WORK
 - BENEFIT FROM **EXTERNAL EXPERTISE**
 - SO THAT THEY ENABLE **SMOOTH STUDENT PROGRESSION**
 - DEFINE THE **EXPECTED STUDENT WORKLOAD** (ECTS)
 - INCLUDE WELL-STRUCTURED **PLACEMENT OPPORTUNITIES**
- ARE SUBJECT TO A **FORMAL INSTITUTIONAL APPROVAL PROCESS**

1.3 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT STANDARD

*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*

1.3 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT GUIDELINE

- **STIMULATE MOTIVATION, SELF-REFLECTION AND ENGAGEMENT**
 - **DIVERSITY OF STUDENTS AND THEIR NEEDS, ENABLING FLEXIBLE LEARNING PATHS**
 - **DIFFERENT MODES OF DELIVERY**
 - **VARIETY OF PEDAGOGICAL METHODS**
 - **REGULARLY EVALUATES AND ADJUSTS THE MODES OF DELIVERY AND PEDAGOGICAL METHODS**
 - **FOSTERS A SENSE OF AUTONOMY IN THE LEARNER (WITH ADEQUATE GUIDANCE)**
 - **PROMOTES MUTUAL RESPECT WITHIN THE LEARNER-TEACHER RELATIONSHIP**
 - **APPROPRIATE PROCEDURES FOR DEALING WITH STUDENTS' COMPLAINTS**

1.3 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT GUIDELINE

- **CRITERIA AND METHOD OF ASSESSMENT PUBLISHED IN ADVANCE**
- THE ASSESSMENT ALLOWS STUDENTS TO **DEMONSTRATE** THE EXTENT TO WHICH THE **INTENDED LEARNING OUTCOMES HAVE BEEN ACHIEVED**
- STUDENTS ARE GIVEN **FEEDBACK** (LINKED TO **ADVICE** ON THE LEARNING PROCESS)
- ASSESSMENT IS CARRIED OUT **BY MORE THAN ONE EXAMINER**
- THE REGULATIONS FOR ASSESSMENT TAKE INTO ACCOUNT **MITIGATING CIRCUMSTANCES**
- ASSESSMENT IS **CONSISTENT, FAIRLY APPLIED** TO ALL STUDENTS AND CARRIED OUT IN ACCORDANCE WITH THE STATED PROCEDURES
- A FORMAL PROCEDURE FOR **STUDENT APPEALS**

1.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION STANDARD

*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.*

1.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION GUIDELINE

- **FIT-FOR-PURPOSE ADMISSION, RECOGNITION AND COMPLETION PROCEDURES**
 - INTERNATIONAL STUDENTS
- INSTITUTIONS NEED TO PUT IN PLACE BOTH **PROCESSES** AND **TOOLS** TO COLLECT, MONITOR AND ACT ON **INFORMATION ON STUDENT PROGRESSION**
- **FAIR RECOGNITION** OF HIGHER EDUCATION QUALIFICATIONS, PERIODS OF STUDY AND PRIOR LEARNING, INCLUDING THE RECOGNITION OF **NON-FORMAL** AND **INFORMAL LEARNING**
- PROMOTING **MOBILITY**

1.4 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION GUIDELINE

- **GRADUATION IS THE CULMINATION OF THE STUDENTS' PERIOD OF STUDY**
 - STUDENTS NEED TO RECEIVE **DOCUMENTATION EXPLAINING THE QUALIFICATION GAINED**
 - **ACHIEVED LEARNING OUTCOMES AND THE CONTEXT, LEVEL, CONTENT AND STATUS OF THE STUDIES THAT WERE PURSUED AND SUCCESSFULLY COMPLETED**

1.5 TEACHING STAFF STANDARD

*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*

1.5 TEACHING STAFF GUIDELINE

- THE TEACHER'S ROLE: **ESSENTIAL** IN CREATING A **HIGH QUALITY STUDENT EXPERIENCE** AND ENABLING THE **ACQUISITION OF KNOWLEDGE, COMPETENCES AND SKILLS**
- THE **DIVERSIFYING STUDENT POPULATION** AND STRONGER FOCUS ON **LEARNING OUTCOMES** REQUIRE **STUDENT-CENTRED LEARNING AND TEACHING**
- HIGHER EDUCATION INSTITUTIONS HAVE PRIMARY RESPONSIBILITY FOR THE **QUALITY OF THEIR STAFF** AND FOR PROVIDING THEM WITH A **SUPPORTIVE ENVIRONMENT** THAT ALLOWS THEM TO CARRY OUT THEIR WORK EFFECTIVELY

1.5 TEACHING STAFF GUIDELINE

- **CLEAR, TRANSPARENT AND FAIR PROCESSES** FOR **STAFF RECRUITMENT** AND **CONDITIONS** OF EMPLOYMENT THAT RECOGNISE THE IMPORTANCE OF TEACHING
- OFFERS **OPPORTUNITIES** FOR AND PROMOTES THE **PROFESSIONAL DEVELOPMENT** OF TEACHING STAFF
- ENCOURAGES STRENGTHEN THE LINK **BETWEEN EDUCATION AND RESEARCH**
- ENCOURAGES **INNOVATION IN TEACHING METHODS** AND THE USE OF **NEW TECHNOLOGIES**

1.6 LEARNING RESOURCES AND STUDENT SUPPORT STANDARD

*INSTITUTIONS SHOULD HAVE **APPROPRIATE FUNDING** FOR LEARNING
AND TEACHING ACTIVITIES AND ENSURE THAT **ADEQUATE AND
READILY ACCESSIBLE LEARNING RESOURCES AND STUDENT
SUPPORT** ARE PROVIDED*

1.6 LEARNING RESOURCES AND STUDENT SUPPORT GUIDELINE

- STUDENTS RELY ON A RANGE OF RESOURCES TO ASSIST THEIR LEARNING
 - **PHYSICAL** RESOURCES SUCH AS LIBRARIES OR COMPUTING FACILITIES
 - **HUMAN SUPPORT** IN THE FORM OF TUTORS, COUNSELLORS, AND OTHER ADVISERS
- **ACCESSIBLE** TO STUDENTS
- **DESIGNED** WITH THEIR **NEEDS** IN MIND AND **RESPONSIVE TO FEEDBACK** FROM THOSE WHO USE THE SERVICES PROVIDED
- HEIS SHOULD **MONITOR, REVIEW** AND **IMPROVE** THE EFFECTIVENESS OF THE SUPPORT SERVICES AVAILABLE TO THEIR STUDENTS

1.7 INFORMATION MANAGEMENT STANDARD

*INSTITUTIONS SHOULD ENSURE THAT THEY **COLLECT, ANALYSE** AND
USE RELEVANT INFORMATION FOR THE EFFECTIVE MANAGEMENT OF
THEIR PROGRAMMES AND OTHER ACTIVITIES*

1.7 INFORMATION MANAGEMENT GUIDELINES

- **RELIABLE DATA CRUCIAL FOR INFORMED DECISION-MAKING AND SELF-
KNOWLEDGE**
- **EFFECTIVE PROCESSES TO COLLECT AND ANALYSE INFORMATION
ABOUT STUDY PROGRAMMES AND OTHER ACTIVITIES FEED INTO THE
INTERNAL QUALITY ASSURANCE SYSTEM**
 - **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**

1.8 PUBLIC INFORMATION STANDARD

*INSTITUTIONS SHOULD **PUBLISH INFORMATION** ABOUT THEIR ACTIVITIES, INCLUDING PROGRAMMES, WHICH IS **CLEAR, ACCURATE, OBJECTIVE, UP-TO DATE AND READILY ACCESSIBLE***

1.8 PUBLIC INFORMATION GUIDELINE

- HEIS SHOULD REGULARLY **PUBLISH:**
 - **UP TO DATE**
 - **IMPARTIAL**
 - **OBJECTIVE** INFORMATION (QUANTITATIVE AND QUALITATIVE)

ABOUT THE PROGRAMMES THEY OFFER

1.9 ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES STANDARD

*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*

1.9 ON-GOING MONITORING AND PERIODIC REVIEW OF PROGRAMMES GUIDELINE

- ❑ THE **CONTENT OF THE PROGRAMME** ENSURING THAT THE PROGRAMME IS UP TO DATE
- ❑ THE **STUDENTS' WORKLOAD, PROGRESSION AND COMPLETION**
- ❑ THE **EFFECTIVENESS** OF PROCEDURES FOR **ASSESSMENT** OF STUDENTS
- ❑ THE STUDENT **EXPECTATIONS, NEEDS AND SATISFACTION**
- ❑ THE **LEARNING ENVIRONMENT AND SUPPORT SERVICES**
- **REGULAR REVIEW** AND REVISION INVOLVING STUDENTS AND OTHER STAKEHOLDERS
- THE INFORMATION COLLECTED IS **ANALYSED** AND THE PROGRAMME IS ADAPTED TO ENSURE THAT IT IS UP-TO-DATE
- **REVISED PROGRAMME SPECIFICATIONS ARE PUBLISHED**

1.10 CYCLICAL EXTERNAL QUALITY ASSURANCE STANDARD

*INSTITUTIONS SHOULD **UNDERGO EXTERNAL QUALITY ASSURANCE** IN
LINE WITH THE ESG ON A **CYCLICAL** BASIS*

1.10 CYCLICAL EXTERNAL QUALITY ASSURANCE GUIDELINE

- TO **VERIFY THE EFFECTIVENESS** OF INSTITUTIONS' INTERNAL QUALITY ASSURANCE
- **CATALYST FOR IMPROVEMENT**
- IT PROVIDES INFORMATION TO **ASSURE THE INSTITUTION AND THE PUBLIC** OF THE QUALITY OF THE INSTITUTION'S ACTIVITIES
- DEPENDING ON THE FRAMEWORK, THIS EXTERNAL QUALITY ASSURANCE MAY TAKE DIFFERENT FORMS AND FOCUS AT DIFFERENT ORGANISATIONAL LEVELS
 - PROGRAMME, FACULTY OR INSTITUTION
- **CONTINUOUS PROCESS**
 - INSTITUTIONS ENSURE THAT THE **PROGRESS** MADE SINCE THE LAST EXTERNAL QUALITY ASSURANCE ACTIVITY IS TAKEN INTO CONSIDERATION WHEN PREPARING FOR THE NEXT ONE

THANK YOU!