



Co-funded by the
Erasmus+ Programme
of the European Union



European Standards & Guidelines (2015)



Universitat d'Alacant
Universidad de Alicante



European Standards and Guidelines for Internal Quality Assurance within higher education institutions available at https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

European Standards & Guidelines for HE

Motivation
behind

- **rapid growth** of higher education
- its **cost** to public and private providers
- Transparency and accountability
- Interest of employers in quality of graduates
- Institutional responsibility
- Need for assurance purposes and appropriate burden of proof
- Applicable education quality assurance in Europe
- focus more on **what** **be done** than **how** **be achieved**
- **Primacy of high education**
- Importance of **institutional agency** within the national system
- Internal QA
- External QA
- Common reference



- University autonomy
- Non prescriptive
 - **How they should be achieved is up to each university**

- 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

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***

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

GUIDELINE

- Study programmes
 - at the **core** of the HEIS' teaching mission
 - provide students with both **academic** knowledge and **skills**
 - including **transferable** (transversal) skills for personal, profesional and societal development

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 curriculum development
 - benefit from **external expertise**
 - so that they enable **smooth student progression**
 - define the **expected student workload** (ECTS – Bologna Process)
 - 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*

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** (teachers become facilitators)
 - promotes **mutual respect** within the learner-teacher relationship
 - appropriate procedures for dealing with **students' complaints**

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

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**

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*

GUIDELINE

- The teacher's role: **essential** in creating a **high quality student experience** and enabling the **acquisition of knowledge, lifelong learning 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

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*

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*

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**

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

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

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