



EUROPEAN UNIVERSITY ASSOCIATION
STRONG UNIVERSITIES FOR EUROPE



Revised ESG: what's new?

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Presentation overview

- Background: European QA framework
- Revised ESG: why and what is it?
- Internal QA in the light of the revised ESG

European QA framework: milestones

- QA: one action line in the Bologna Process
- 2005 Standards and Guidelines for Quality Assurance in the EHEA (ESG)
 - Proposed by the E4 Group (ENQA, ESU, EUA, EURASHE)
- 2006 the first European Quality Assurance Forum (EQAF)
- 2008 European Quality Assurance Register for Higher Education (EQAR)
- 2015 Revised ESG
 - Proposed by the E4 Group, EQAR, EI and BUSINESSEUROPE

Why revised ESG?

- Bucharest Communiqué in 2012
- “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.”
- Strengthen the links between other Bologna action lines such as QFs and recognition

Underpinning principles for QA

- HEIs have primary responsibility for the quality of their provision and its assurance
- QA responds to the diversity of HE systems, institutions and programmes
- QA supports the development of a quality culture
- QA involves stakeholders and takes into account the expectations of all stakeholders and society

Purposes of the ESG

- 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

Scope of ESG

- Standards and guidelines for quality assurance not quality as such
- Quality assurance can serve a variety of purposes: enhancement – accountability
- Apply to all higher education offered in the EHEA regardless of the mode of study or place of delivery

Revised ESG

- Clearer, less ambiguous, more user-friendly
- Focus on learning and teaching
 - Including learning environment and links to research and innovation
- Focus on student-centred learning
- Relates to other Bologna concepts and tools
 - Qualifications frameworks
 - ECTS
 - Recognition
 - Use of learning outcomes

ESG overview

- Three parts
- *The standards*: agreed and accepted practice – should be taken account of and adhered to
- *The guidelines* explain why the standard is important and describe how standards might be implemented. Implementation will vary depending on different contexts.

Part 1: Internal QA

- 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

Part 2: External QA

2.1 Consideration of internal quality assurance

2.2 Designing methodologies fit for purpose

2.3 Implementing processes

2.4 Peer-review experts

2.5 Criteria for formal outcomes

2.6 Reporting

2.7 Complaints and appeals

Part 3: QA of QA agencies

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

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.

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.

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.

Challenges for institutions

- A new focus on institutional capacity to take charge of quality
 - Are all HEIs and systems ready to respond to the challenge?
- A new focus on student involvement
 - How to make it meaningful?
- HE informed by research
 - How to integrate research into teaching and demonstrate the link?
- HE promoting employability
 - How to demonstrate the value added of HE?

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