

European Standards  
and Guidelines - Giving  
Meaning to the  
European Standards  
and Guidelines

# Part Two

# Introduction to this session

- Give some background to ESG
- Highlight the ten standards in ESG part One
- Give examples of how the standards may be understood
- Give examples of the actions and evidence in relation to standards
- Provide an opportunity to discuss the standards
- Draw conclusions

# Purposes of the European Standards and Guidelines

- Create a common framework for quality assurance systems for learning and teaching at European, national and institutional level
- Enable the assurance and improvement of quality of higher education in the European higher education area (and beyond)
- Support mutual trust, thereby facilitating recognition and mobility within and across national borders;
- Provide information on quality assurance

# Main principles and values

- Twin-purpose of QA: Accountability and enhancement
- HEIs have primary responsibility for quality and QA
- Transparency and external expertise in QA processes
- Encourage culture of quality within HEIs  
Processes to demonstrate accountability
- Efficient & effective organisational structures for provision and support of programmes
- Diversity and innovation Interests of society safeguarded

# Linked to other HE Reforms and trends

- reflects the focus on institutional responsibility for quality
- link quality assurance to institutional strategic management
- frequent reference to LLL, RPL, different delivery modes, diverse student body etc
- Learning Outcomes and Student Centred Learning are mentioned in 5 out of the 10 standards
- focus on student centred learning, teaching and assessment requires a shift in thinking about “what is quality” in teaching and learning
- Reference to National QFs and QF-EHEA
- Stronger focus on student admission and progression and refer throughout to LOs based approach

## EQA and IQA linked

- ESG has three parts
- Agencies need to be able show in their external review how they address all standards of Part 1 in their own procedures and through their own 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

## Part 1: Standards and guidelines for internal quality assurance

## 1.1 Policy for quality assurance

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

.....but what  
does it mean?

- No definitive meaning.....check out the scope and purpose
- Need to look at the guidelines
- Consideration of what the standard means for your institution
- Examples of the what an institution may say about this standard
- And what a review panel may ask

# Guidelines, Institution and Panel Questions

- **Guideline** Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available
- **Self Evaluation** Xxx institution has a policy for quality assurance which is supported by xxx processes. The aim of the policy is to improve quality and institutional accountability. The policy was developed after extensive consultation which involved all staff, students and stakeholders of the university. The policy was developed by the Rectors group and approved in senate after consultation with all staff. The policy is available on the university intranet. All members of staff are taught/trained briefed on QA policies relevant to their role on an annual basis. New staff are introduced to the policy during an induction period. All staff are aware of their role in promoting able to contribute to the improvement of quality by doing xyz.  
.....
- **The Panel** Consultation with all staff? All stakeholders? How do you know the policy meets your stated aim? Can we see records of how many people attended these trainings? What do you mean by quality culture? Only on the intranet?

## Standard 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

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# Standard 1.2 Design and approval of programmes - Guidelines

Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers. Programmes - are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes; - are designed by involving students and other stakeholders in the work; - benefit from external expertise and reference points; - reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts); - are designed so that they enable smooth student progression; - define the expected student workload, e.g. in ECTS; - include well-structured placement opportunities where appropriate; - are subject to a formal institutional approval process.

# Standard 1.2 Design and approval of programmes - Evidence

Processes for the design and approval of programmes (examples of use)

Mapping to show they meet the objectives set for them

Intended learning outcomes

Clearly specified qualification

How it is communicated

Referenced to the correct level of the national qualifications framework

Links to good practice, industry and professional standards

Preparation for the labor market

Preparation for life as active citizens in democratic societies

Personal development

Development and maintenance of a broad, advanced knowledge base.

Smooth student progression

Defined student workload

Well-structured placement opportunities

# Group work

- I will divide you into groups
- I will allocate a standard to you
- Discuss in your group
- Feedback – meaning - actions - evidence

Standard 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.

## Standard 1.5

### Teaching staff

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.

# Standard 1.6

## Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided..  
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## 1.7 Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities

## 1.8 Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible

# Standard 1.9

## On-going monitoring and periodic review of programmes

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

## 1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

To finish....

- IQA gives the opportunity to link with strategy
- IQA gives the opportunity to think holistically about the institution
- Every member of the institution can contribute to IQA
- IQA is a process not an end in itself
- ESG provides common reference points
- Change is constant

Thank You