



Revizija Europskih standarda i smjernica za osiguravanje kvalitete u visokom obrazovanju (ESG)

Završna konferencija projekta hrvatske stručne skupine za Bolonjski proces

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*Part 1: Standards and
guidelines for internal
quality assurance within
higher education
institutions*



Current ESG – Part 1		Draft initial proposal – Part 1
1.1 Policy and procedures for quality assurance		1.1 Policy and processes for quality assurance
1.2 Approval, monitoring and periodic review of programmes and awards		1.2 Design and approval of programmes
1.3 Assessment of students		1.3 Student-centred learning
1.4 Quality assurance of teaching staff		1.4 Student admission, progression and completion
1.5 Learning resources and student support		1.5 Development of teaching staff
1.6 Information systems		1.6 Learning resources and student support
1.7 Public information		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 and processes for quality assurance

- the relationship between teaching and research in the institution;
 - the institution's strategy for quality and standards;
 - the organisation of the quality assurance system;
 - the responsibilities of departments, schools, faculties and other organisational units and individuals for the assurance of quality;
 - the **involvement of students** in quality assurance;
 - the ways in which the policy is implemented, monitored and revised.
- The institution's strategy for assuring and enhancing its quality;
 - The organisation of the quality assurance system;
 - Departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;
 - **Processes that ensure academic integrity and freedom;**
 - Processes to guard against intolerance of any kind or discrimination against the students or staff;
 - The **involvement of external stakeholders** in quality assurance;
 - The ways, in which the policy is implemented, monitored and revised.



1.2 Design and approval of programmes

(1.2 Approval, monitoring and periodic review of programmes)

- development and publication of explicit intended learning outcomes;
 - careful attention to curriculum and programme design and content;
 - specific needs of different modes of delivery (e.g. full time, part-time, distance learning, e-learning) and types of higher education (e.g. academic, vocational, professional);
 - availability of appropriate learning resources;
 - formal programme approval procedures by a body other than that teaching the programme;
 - monitoring of the progress and achievements of students;
 - regular periodic reviews of programmes (including external panel members);
 - regular feedback from employers, labour market representatives and other relevant organisations;
 - participation of students in quality assurance activities.
- Programmes are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes.
 - **Students are involved in the design of the programme.**
 - **External expertise and reference points are taken into consideration.**
 - Programmes are designed so that they lead to a coherent programme of study which enables smooth student progression.
 - The use of different modes of delivery is carefully planned and the expected student workload is defined (e.g. in ECTS).
 - The formal approval of the programme is independent of the designing or teaching entity.



1.3 Student-centered learning

- Respecting and attending to the diversity of students and their needs, enabling flexible learning paths;
- The flexible use of a variety of pedagogical methods to support the learning needs of students;
- Regular feedback on the methods used to evaluate and adjust the pedagogical methods;
- Encouraging a sense of autonomy in the learner, while assuring adequate guidance and support from the teacher;
- Promoting mutual respect within the learner-teacher relationship.



1.4 Student admission, progression and completion (1.3 Assessment of students)

Student assessment procedures are expected to:

- be designed to measure the achievement of the intended learning outcomes and other programme objectives;
- be appropriate for their purpose, whether diagnostic, formative or summative;
- have clear and published criteria for marking;
- be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification;
- where possible, not rely on the judgments of single examiners;
- take account of all the possible consequences of examination regulations;
- have clear regulations covering student absence, illness and other mitigating circumstances;
- ensure that assessments are conducted securely in accordance with the institution's stated procedures;
- be subject to administrative verification checks to ensure the accuracy of the procedures.

Institutions will want to ensure that:

- Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
- The criteria for and method of assessment as well as criteria for marking are published in advance;
- **The achieved learning outcomes are compared to the intended learning outcomes.**
Students are given feedback, which, if necessary, is linked to advice on the learning process;
- **Where possible, assessment is carried out by more than one examiner;**
- The regulations for assessment take into account mitigating circumstances, e.g. illness;
- Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures, documented and subject to checks within the quality assurance processes;



1.4 Student admission, progression and completion (1.3 Assessment of students)

Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components

ensuring the students' progress in their studies, while promoting mobility. In order to ensure appropriate recognition procedures, institutions will want to:

- Ensure that institutional practice for recognition is in line with the principles of the

Lisbon Recognition Convention;

- Cooperate with other institutions and the national **ENIC/NARIC centre** with a view to

ensuring coherent recognition across the country.

Graduation represents the culmination of the students' period of study. Institutions will

want to provide the students with documentation explaining the qualification gained,

including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.



1.5 Development of teaching staff

(1.4 Quality assurance of teaching staff)

- Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence. Teaching staff should be given opportunities to develop and extend their teaching capacity and should be encouraged to value their skills. **Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level** and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.
- Therefore institutions will want to ensure that they:
 - Set up and follow clear, transparent and fair processes for staff recruitment, appointment, promotion and dismissal that recognise the importance of teaching;
 - Offer opportunities for and promote the professional development of teaching staff, which takes into account the outcomes of staff evaluation exercises, including peer review and student feedback;
 - Encourage scholarly activity to strengthen the link between education and research;
 - Encourage innovation in teaching methods and the use of new technologies;
 - **Recognise excellence in teaching** through academic promotion criteria and public awards.



1.6 Learning resources and student support

In addition to their teachers, students rely on a range of resources to assist their learning. These vary from physical resources such as libraries or computing facilities to human support in the form of tutors, counsellors, and other advisers. Learning resources and other support mechanisms should be readily accessible to students, designed with their needs in mind and responsive to feedback from those who use the services provided. Institutions should routinely monitor, review and improve the effectiveness of the support services available to their students.

Students rely on a range of resources to assist their learning, that vary from physical resources such as libraries and IT facilities to human support in the form of tutors, counsellors and other advisers. These support services will want to take into account the needs of a diverse student population (such as mature, part-time, employed, international students as well as students with disabilities), methods, taking into account shift towards student centred learning (see standard 1.3). Institutions will want to organise their support activities and facilities in a variety of ways depending on the institutional context. However, they will want their internal quality assurance processes to ensure that all resources are fit for purpose, accessible, and that students are informed about the services available to them. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.



1.7 Information management (1.6 Information systems)

- employability of graduates;
 - students' satisfaction with their programmes;
 - **effectiveness of teachers**;
 - profile of the student population;
 - learning resources available and their costs;
 - the institution's own 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;
 - Employability of graduates;
 - The institutions' own key performance indicators or equivalent.



1.8 Public information

In fulfilment of their public role, higher education institutions have a responsibility to provide information about the programmes they are offering, the intended learning outcomes of these, the qualifications they award, the teaching, learning and assessment procedures used, and the learning opportunities available to their students. Published information might also include the views and employment destinations of past students and the profile of the current student population. This information should be accurate, impartial, objective and readily accessible and should not be used simply as a marketing opportunity. The institution should verify that it meets its own expectations in respect of impartiality and objectivity.

Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public.

Therefore, institutions will want to provide information about their activities, including the programmes they offer, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students.



1.9 On-going monitoring and periodic review of programmes

This includes evaluating:

- The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date;
- The use and effectiveness of different modes of delivery;
- The students' workload, progression and completion;
- The student expectations, needs and satisfaction in relation to the programme;
- The learning environment and support services and their fitness for purpose for the programme.



1.10 Cyclical external quality assurance

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



*Part 2: Standards
and guidelines for
external quality
assurance of
higher education*



Current ESG – Part 2		Draft initial proposal - Part 2
2.1 Use of internal quality assurance procedures		2.1 Consideration of internal quality assurance
2.2 Development of external quality assurance processes		2.2 Designing processes fit for purpose
2.3 Criteria for decisions		2.3 Processes
2.4 Processes fit for purpose		2.4 Criteria for formal outcomes
2.5 Reporting		2.5 Reporting
2.6 Follow-up procedures		2.6 Complaints and appeals
2.7 Periodic reviews		
2.8 System-wide analyses		



2.1 Consideration of internal quality assurance (2.1 Use of internal quality assurance procedures)

External quality assurance procedures should take into account the effectiveness of the internal quality assurance processes described in Part 1 of the European Standards and Guidelines.

External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.



2.2 Designing processes fit for purpose

(2.2 Development of external quality assurance processes)

The aims and objectives of quality assurance processes should be determined before the processes themselves are developed, by all those responsible (including higher education institutions) and should be published with a description of the procedures to be used.

All external quality assurance processes should be defined and designed specifically to ensure their fitness to achieve the aims and objectives set for them, while taking into account relevant regulations. **Stakeholders should be involved in the design and continuous improvement of processes.**



2.3 Processes

(2.4 Processes fit for purpose)

Amongst these elements the following are particularly noteworthy:

- insistence that the experts undertaking the external quality assurance activity

have appropriate skills and are competent to perform their task;

- the exercise of care in the selection of experts;
- the provision of appropriate briefing or training for experts;

• the use of international experts;

• participation of students;

• ensuring that the review procedures used are sufficient to provide adequate evidence to support the findings and conclusions reached;

• the use of the self-evaluation/site visit/draft report/published report/follow-up model of review;

• recognition of the importance of institutional improvement and enhancement

policies as a fundamental element in the assurance of quality.

At the core of external quality assurance is the wide range of expertise provided by peer experts, who contribute to the work of the agency through input from various perspectives, including those of institutions, academics, students and professional practitioners. In order to ensure the value and consistency of their work, they

- Are carefully selected;

- Have appropriate skills and are competent to perform their task;

- Are supported by appropriate training and/or briefing;

- And their independence is ensured by implementing a mechanism of no-conflict-of-interest.



2.4 Criteria for formal outcomes (2.3 Criteria for decisions)

Any formal decisions made as a result of an external quality assurance activity should be based on explicit published criteria that are applied consistently.

Formal outcomes, such as decisions, commendations and recommendations, have a significant impact on institutions and programmes that are evaluated and judged. In the interests of equity and reliability, quality assurance agencies will want to ensure that:

- Outcomes are based on published criteria which are interpreted consistently;
- **The outcomes of external quality assurance processes request and rely on sufficient evidence.**



2.5 Reporting

Reports should be published and should be written in a style which is clear and readily accessible to its intended readership. Any decisions, commendations or recommendations contained in reports should be easy for a reader to find.

So, for action to be taken on account of the report, it needs to be clear and concise in its structure and language and to cover:

- Context description (to help locate the higher education institution in its specific context);
- Description of the procedure, including experts involved;
- Evidence, analysis and findings;
- Conclusions;
- Features of good practice, demonstrated by the institution;
- Recommendations for follow-up action.



2.6 Complaints and appeals

Agencies will want to handle such issues in a professional way by means of a

clearly defined process that is consistently applied.

A complaints procedure allows an institution to state its dissatisfaction about the conduct of the process or those carrying it out.

In an appeals procedure, the institution questions the formal outcomes of the process, where it can demonstrate that the outcome is not based on sound evidence, that criteria have not been correctly applied or that the processes have not been consistently implemented.



*Part 3: Standards
and guidelines for
quality assurance
agencies*



Current ESG – Part 3		Draft initial proposal – Part 3
3.1 Use of external quality assurance procedures for higher education		3.1 Activities, policy and processes for quality assurance
3.2 Official status		3.2 Official status
3.3 Activities		3.3 Independence
3.4 Resources		3.4 Internal quality assurance and professional conduct of the agencies
3.5 Mission statement		3.5 Thematic reflection and analysis
3.6 Independence		3.6 Resources
3.7 External quality assurance criteria and processes used by the agencies		
3.8 Accountability procedures		



3.1 Activities, policy and processes for quality assurance (3.1., 3.3., 3.5.)

The external quality assurance of agencies should take into account the presence and effectiveness of the external quality assurance processes described in Part 2 of the European Standards and Guidelines.

Agencies should undertake external quality assurance activities (at institutional or programme level) on a regular basis.

Agencies should undertake external quality assurance activities as defined in Part 2 of the ESG on a regular basis. They should have clear and explicit goals and objectives that are part of their publicly available mission statement. These should translate into the daily work of the agency. Agencies should ensure the involvement of stakeholders in their work.



3.2 Official status

Agencies should be formally recognised by competent public authorities in the **European Higher Education Area** as agencies with responsibilities for external quality

assurance and should have an established legal basis.

They should comply with any

requirements of the legislative jurisdictions within which they operate.

Agencies should have an established legal basis and should be formally recognised as quality assurance agencies by competent public authorities.

3.3 Independence

its operational independence from higher education institutions and governments is guaranteed in official documentation (e.g. instruments of governance or legislative acts);

- the definition and operation of its procedures and methods, the nomination and appointment of external experts and the determination of the outcomes of its quality assurance processes are undertaken autonomously and independently from governments, higher education institutions, and organs of political influence;
- while relevant stakeholders in higher education, particularly students/learners, are consulted in the course of quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency.

- Organisational independence: official documentation (e.g. instruments of government or legislative acts) guarantees the agency's independence from higher education institutions, governments and other stakeholders;
- Operational independence: the definition and operation of the agency's procedures and methods as well as the nomination and appointment of external experts are undertaken autonomously and independently from third parties such as higher education institutions, governments and other stakeholders;
- Independence of formal outcomes: while experts from relevant stakeholder backgrounds, particularly students, take part in quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency.

Agencies will want to make clear that anyone contributing to their work (e.g. as expert) knows that while they may be nominated by a third party, they are acting in a personal capacity and not representing their constituent

3.4 Internal quality assurance and professional conduct

(3.8 Accountability procedures)

These procedures are expected to include the following:

1. A published policy for the assurance of the quality of the agency itself, made available on its website;
2. Documentation which demonstrates that:
 - the agency's processes and results reflect its mission and goals of quality assurance;
 - the agency has in place, and enforces, a no-conflict-of-interest mechanism in the work of its external experts;
 - the agency has reliable mechanisms that ensure the quality of any activities and material produced by subcontractors, if some or all of the elements in its quality assurance procedure are subcontracted to other parties;
 - the agency has in place internal quality assurance procedures which include an internal feedback mechanism (i.e. means to collect feedback from its own staff and council/board); an internal reflection mechanism (i.e. means to react to internal and external recommendations for improvement); and an external feedback mechanism (i.e. means to collect feedback from experts and reviewed institutions for future development) in order to inform and underpin its own development and improvement.
3. A mandatory cyclical external review of the agency's activities at least once every five years.

Therefore the agency will want to ensure that

- It has a policy for the assurance of the quality of the agency, made available on its website;
- Its policy, mission and goals are reflected in its processes;
- It has processes to establish the status and recognition of the institutions with which it conducts external quality assurance;
- All persons involved in their activities are competent and act professionally and ethically;
- It increases its expertise by including international members in agency committees;
- It has in place internal and external feedback mechanisms that lead to a continuous improvement within the agency;
- It has reliable processes to ensure the quality of any activities and material produced by subcontractors, if some or all of the elements in its quality assurance procedure are subcontracted to other parties.



3.5 Thematic reflection and analysis (2.8 System-wide analysis)

All external quality assurance agencies collect a wealth of information about individual programmes and/or institutions and this provides material for structured analyses across whole higher education systems. Such analyses can provide very useful information about developments, trends, emerging good practice and areas of persistent difficulty or weakness and can become useful tools for policy development and quality enhancement. Agencies should consider including a research and development function within their activities, to help them extract maximum benefit from their work.

In the course of their work, agencies gain information on programmes and/or institutions that can be useful beyond the scope of a single process, providing material for structured analyses across the higher education system. **These findings can contribute to the reflection on and the improvement of quality assurance policies and processes in institutional, national and international contexts.** The agencies will want to consider including a research and development function within their activities, so that a thorough and careful analysis of this information will show developments, trends, areas of good practice and of persistent difficulty.



3.6 Resources

Agencies should have adequate and proportional resources, both human and financial, to enable them to organize and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.

Agencies should have adequate and appropriate resources, both human and financial, to carry out their work.



MZOS komentari

- Znanost ?
- novi oblici poučavanja (e-learning...)
- Dostatni resursi VU ?
- Postignuti ishodi učenja vs predviđeni ishodi učenja
- Formalne odluke – negativne – žalba, pozitivne - ?



- Korišteni materijali:
- Prezentacija ESG Revision Steering Group, Achim Hopbach
- Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2005.
- Draft initial proposal for BFUG meeting in November 2013