



AGENCIA NACIONAL DE EVALUACIÓN
DE LA CALIDAD Y ACREDITACIÓN

***TAM Seminar: "European Guidelines for
quality assurance in higher education: Theory
and practice"***

Tashkent, Uzbekistan, 11-12 October, 2017

***Institutional accreditation: an European
overview after the Yerevan
Communique, May 2015***

Rafael Llavori

Head of International Relations

ANECA, Spain

ENQA Board Member 2009-2015

- 1- The QA framework in the EHEA
- 2- The ESG: principles for a diverse setting
- 3- Promoting IQA of HEIs to favour a strong Quality culture

Contents



The QA framework in Europe

Quality assurance in the EHEA:

- **At the higher education institution level:**

Higher Education Institutions develop its own QA systems

- **At the national level:**

Quality Assurance agencies in most of the European countries

- **At the European level**

ENQA and the European Quality Assurance Register



ENQA



eqar
European Quality Assurance
Register for Higher Education

The QA framework in Europe



EHEA



Standards and Guidelines for Quality Assurance



Spanish legal framework



University Act, Modified in 2007

Royal Decrees: 2004, 2005, 2007, 2010, 2011



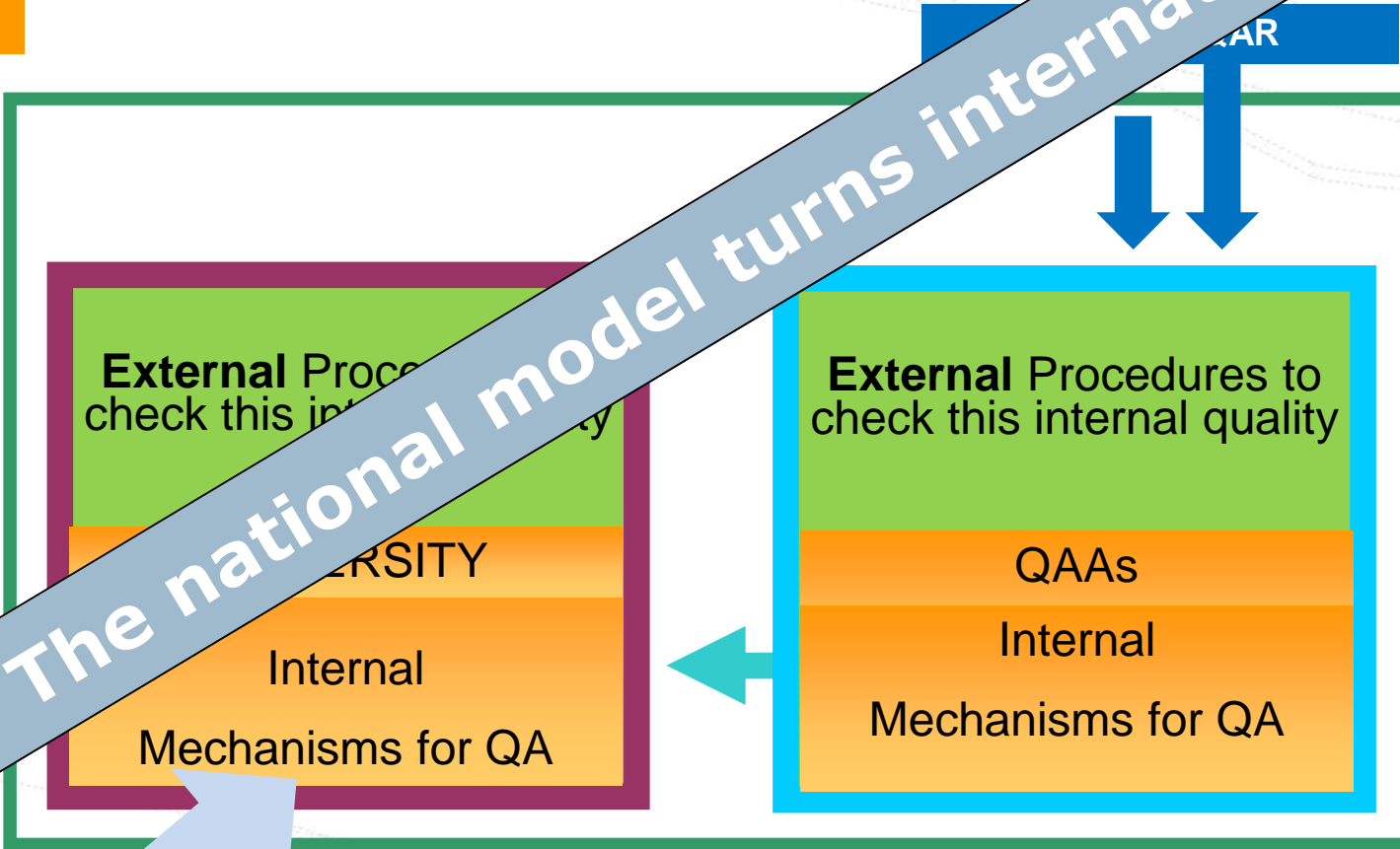
Evaluation Procedures of ANECA





ESG establishes the HE quality assurance system of any country in the EHEA

The national model turns international



AUDIT

Importance of QA at international level

Development of common standards, guidelines
and principles
(such as the

Comparability and compatibility of QA processes

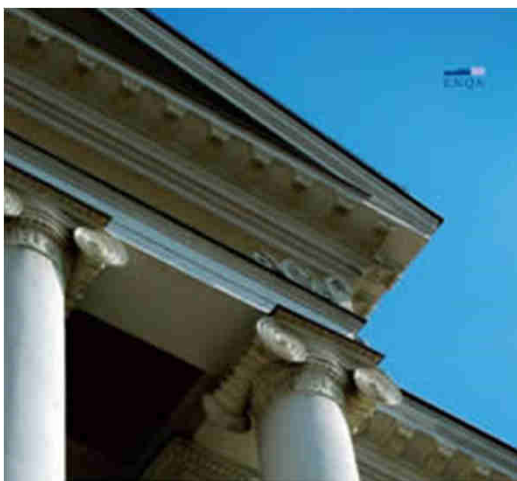
- Facilitate communication and understanding between national QA systems
- Facilitate comparison and recognition of degrees and results of external QA activities
- Promote mutual trust
- Improve mobility
- Increase transparency for students, employers and the society as a whole

In trust we trust

Principles of IQA in the EHEA

“European Standards and Guidelines for Quality Assurance on the EHEA” approved in Bergen, 2005

In 2012 in Bucharest the ministers asked **E4 (ENQA+EUA+EURASHE+ESU) + Business Europe, Education International and EQAR** a revision of the ESG, which has been approved in Yerevan in May 2014



Standards and Guidelines for Quality Assurance
in the European Higher Education Area

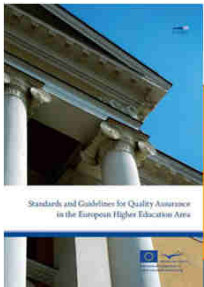


- 1- The QA framework in the EHEA
- 2- **The ESG: principles for a diverse setting**
- 3- Promoting IQA of HEIs to favour a strong Quality culture

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Principles of QA in the EHEA



Part 3

Part 2

Part 1

European standards for
external quality assurance agencies

European standards and guidelines for the
external quality assurance of
higher education

European standards and guidelines for
internal quality assurance within
higher education institutions

External quality assurance agencies

Part 3



Standards and Guidelines for Quality Assurance
in the European Higher Education Area



3.1 Activities, policy and processes for quality assurance

3.2 Official status

3.3 Independence

3.4 Thematic analysis

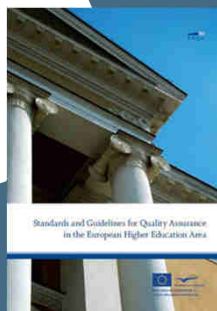
3.5 Resources

3.6 Internal quality assurance and professional conduct

3.7 Cyclical external review of agencies

European standards and guidelines for the external quality assurance of higher education

Part 2



2.1 Consideration of internal quality assurance

2.2 Designing methodologies fit for purpose

2.3 Implementing processes

2.4 Peer-review experts

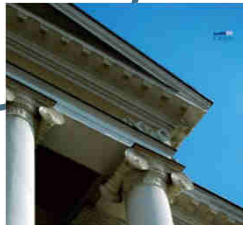
2.5 Criteria for outcomes

2.6 Reporting

2.7 Complaints and appeals

European standards and guidelines for internal quality assurance within higher education institutions

Part 1



Standards and Guidelines for Quality Assurance
in the European Higher Education Area



- 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**



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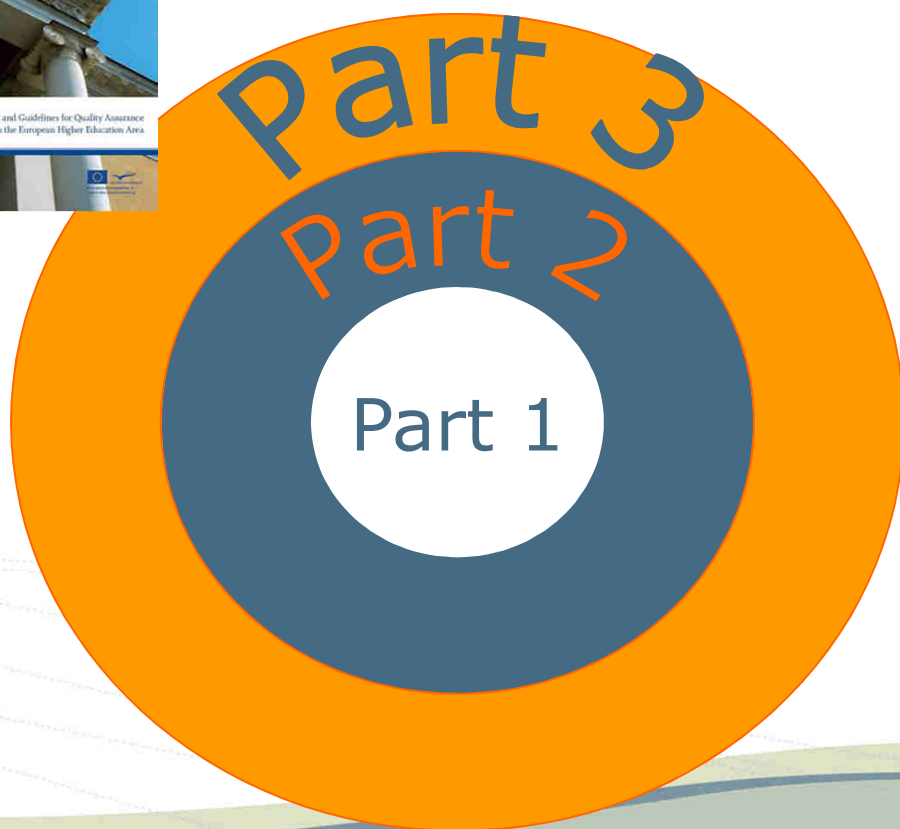
ANECA and the Revised European Standards and Guidelines



Standards and Guidelines for Quality Assurance
in the European Higher Education Area



What are the challenges of the revised ESG?



Revised ESG: Four principles

- **Higher education institutions** have primary **responsibility** for the quality of their provision and its assurance;
- Quality assurance processes respond to the **diversity** of HE systems, institutions and programmes;
- Quality assurance supports the **development of a quality culture**;
- Quality assurance processes **involve stakeholders** and take into account the expectations of all stakeholders and society.

Revised ESG: Four purposes

- **They set a common framework** for quality assurance systems at European, national and institutional level;
- **They enable the 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.

Some important changes overall

- **Underlined that apply to all programmes** whichever mode or place of delivery in the EHEA (e-learning, TNE...) →
 - programmes delivered abroad should be “as good” as at home
 - Site visits to programme abroad? Cost, practicalities etc.
 - Can e-learning be evaluated along the same criteria as traditional forms of education?
- Apply to agencies **wherever they carry out EQA** (ENQA or in EQAR), and **whether the activities are compulsory or voluntary** → CBQA needs to be ESG compliant, too
- Underlines the **importance of enhancement for all QA processes**, and the support to the **development of a quality culture**
- Strong focus on the **shift to student-centred learning**

ESG: the Agency perspective

Interpreting ESG within the national context vs "adapting" ESG to the national context

- Academic and legal traditions are important to interpret ESG but they are not an *alibi* to try "another way of telling" our own story
- **Issue:** What is driven by national specificities and what is "re-read" for the sake of contextual reasons?

Balance: *A need to maintain the (bio)diversity of HE systems assuring a common understanding of QA processes...*

from outside

Translating the ESG to the national context

- Importance of the regional approach: advantages vs disadvantages:
 - Is there a regional setting for QA in Palestine? ANQAHE?
 - HE policies are not the same as politics as such. QA policies: more room for consensus on technical issues
 - Can your national context be understood without bearing in mind the regional one?
 - But the context by itself is not self-explanatory at all

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The aim of a QA system in a HEI

to Guide the Management of .. Internal

- to enhance its effectiveness and efficiency (irrespective of 'management model' ... and change)
- so that IQA can demonstrate it meets 'external expectations'
- to support the development of a 'quality culture' .. that
- meets needs of all of those in the university
- and the expectations of their key stakeholders

[thus providing a sound basis for a progressive reduction in the extent of external evaluation]



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A small 'reminder' - general

QA differs from one another .. as do the HEIs!
in Europe .. and in Palestine .. elsewhere
but ..

in Europe – despite HUGE differences –
the shared ESG provide the basis for 'managing' QA
and conduct external processes in
a WIDE variety of different QA systems within HEIs
and used by QA agencies

We MUST remember QA and accreditation are different!

Principles behind shared expectations/ legal requirements:

*Laws change, priorities change, contexts change, but
there are shared 'principles' that do not change*

Some explicit guidelines

To think about:

- what type(s) of evidence do you (intend to) collect?
- how do you ensure the evidence is valid / true?
- how / where do you record / store the evidence?
- how / who analyses the evidence .. and what for?
- how / to whom is the outcomes of the analyses reported?
- how is the evidence used for improvement / enhancement?

(thus QA not 'accreditation')

Basic expectations of IQA and EQA in HE

- Organisations offering HE are bona fide [AQAC accred?]
- their programmes are
 - designed properly (reach an intended standard) [IQA + EQA]
 - delivered properly (the 'quality') [IQA + EQA]
 - giving students a 'fair' chance to complete their programme
 - lead to recognised degrees (achieved standard) [IQA + EQA]

BUT

Basic expectations of IQA and EQA in HE

BUT

HEIs are responsible for standards and quality [IQA]

- today 'society' expects HEIs to have 'external' evaluation [EQA]
- usually by an 'accredited' QA agency (previously a ministry)
- EQA - RIGOROUS but also PROPORTIONATE (to risk?)
- Increasingly - a 'shift' from 'total EQA' to 'EQA of IQA'

The questions posed for discussion

- i) can the ESG be applicable in widely different cultures? (historical, legal, cultural, educational, financial etc)
- ii) how to move from very compliance and input driven QA approach (accreditation) to 'something else'?
 - shift to HEIs demonstrating responsibility and their 'quality culture';
 - can shift be done in 'one system-wide, simultaneous step'?
 - or better by planned / phased / differential progression?

Some 'conclusions' ('practical')

- 1) **A shared concept of QA is essential** - to promote a clear and shared understanding of responsibilities and expectations
- 2) **Review/revise Academic Quality Assurance Criteria** - to align with international expectations and promote and prioritise achievements and outcomes
- 3) The **development of a QA Model** - that clearly identifies the necessary flows of (validated) information for effective and efficient management, and is adaptable HEI's different contexts and priorities
- 4) **Clarify roles and responsibilities of QA management** – including the identification of where authority for ensuring QA activities resides in the HEI
- 5) **Increase the engagement of all stakeholders** in higher education - concerning their expectations about quality ..

Some provocative answers (1)

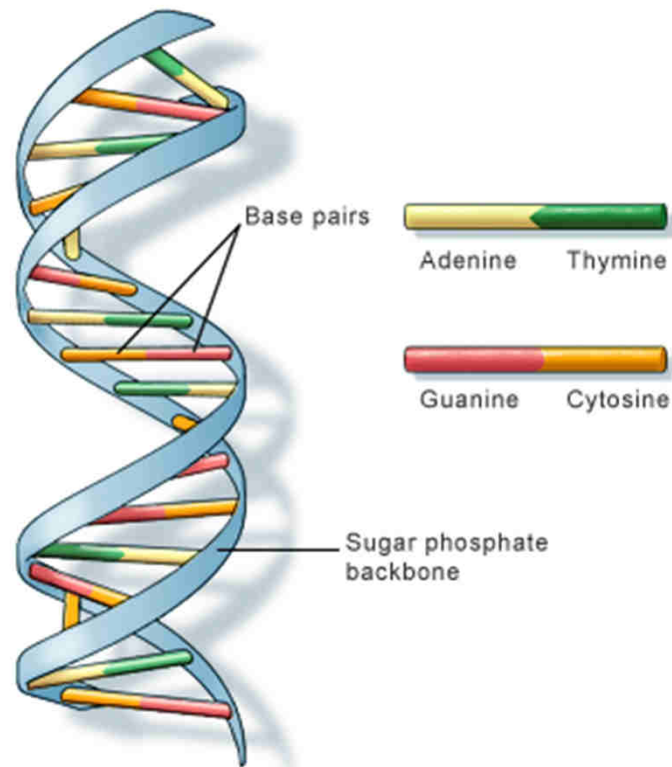
i) can the ESG be applicable in widely different cultures?

- in a strict sense ... NO!
- they don't even seem to be applied uniformly within Europe !
- BUT ... the 'principles' behind them ...
YES

ii) **learning from others` .. how to move from very compliance and input driven QA approach to `something else` ? (assuming `we` / `they` really want to!)**

- a) DO **NOT** START by comparing HOW !
- b) START by **sharing answers** on Why? Who? and Who for?
- c) be `explicit` about the **shared purposes of QA**
- d) identify the associated **responsibilities and .. Expectations**
- e) develop a QA (management) model that is `responsive`
- f) identify the MINIMUM `measures` / reporting actually needed .. (but NOT because `they do` / `easy to measure`)
- g) Identify when **external QA can** shift its main focus **remembering that not all HEIs within system are `the same`**

IQAS of HEIs: the DNA for mutual trust



U.S. National Library of Medicine

I. DISPOSICIONES GENERALES

MINISTERIO DE LA PRESIDENCIA

6708 *Real Decreto 420/2015, de 29 de mayo, de creación, reconocimiento, autorización y acreditación de universidades y centros universitarios.*

CAPÍTULO III

Acreditación institucional

Goal: INCREASE EFFICIENCY! To offer the possibility to achieve institutional accreditation at school level. When obtained, accreditation will cover all the programmes under the umbrella of that school.

Moving from...to

**Programme
Accreditation**



**Institutional
Accreditation**

Steps required to participate

1. Programme Accreditation

Focus:

Programmes

The assessment follows the path: ex ante accreditation-follow up-ex post accreditation



Compulsory

2. School Institutional Accreditation

Focus:

Schools with:

- 50% of their programmes already accredited.
- IQAS implemented already certified.

The assessment relates to all programmes implemented within that school

Voluntary

Institutional Accreditation

2. School Institutional Accreditation

Focus: Schools

- The first accreditation procedure is already defined in the RD
- The program for 2nd and further re-accreditations has to be designed:

Validity: Maximum 5 years

Milestones

1. Special focus on the Internal Quality Assurance System of the School



2. Assessment of the outcomes of a group of programmes that have not been assessed before

3. If school accreditation is not obtained, all programmes within that school will be subject to programme accreditation the year after.





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Thank you very much

www.aneca.es

rlavori@aneca.es

ANECA

Objectives of IQA

The IQAS of the HE institutions has to:

- promote quality culture within institutions
“Quality is not a label or a brand”
- be fit for purpose internally and externally: legal framework
- be mission and vision driven
- satisfy the expectations of their stakeholders
Internal and external) facilitate information and communication (internal and external/national system)

Objectives of IQA Cont'd

The IQAS of the HE institutions has to:

- promote accountability (internal/external): to inform about one's work and results to stakeholders be explicit in the law but should be stakeholder / society driven
- be oriented to student satisfaction and protection
- be subject to cyclical external reviews: EQA and IQA, complementary rather than identical
- be oriented to internal audits to strengthen on-going enhancement

Assessment of IQAS of HEIs



Goal: To provide guidance in design and certifying internal quality assurance systems integrating all the activities related to degree programmes quality assurance.

Milestones



1. To orientate in the design of the Internal Quality Assurance Systems (IQAS) of University Schools



2. Assessment of the designs of the IQAS

3. Certification of the Implemented IQAS



Framework for Internal quality assurance system

Assessment:

1.0. How the HEI defines its quality **policy and goals**

1.1. How the HEI ensures the **quality of its programmes**

1.2. How the HEI orientates its programmes towards the **students**

1.3. How the HEI assures and enhances the quality of its **academic staff**

1.4. How the HEI manages and improves its physical **resources and services**

1.5. How the HEI analyses and takes into consideration the **outcomes**

1.6. How the HEI publishes **information** on degree programmes.