



ASIIN ESG-Training: How to interpret and use the ESG 2015

4 October 2023

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Countries



ASIIN: Who we are and what we do –quality assurance activities on a global scale

ASIIN e.V.

- **International Program Accreditation:** more than 6200 (inter)national accreditations at 340 HEI
- Delivery of the **ASIIN quality assurance seal** as well as **5 international disciplinary seals** (engineering, informatics, natural sciences, medicine, food science, business)
- **Institutional accreditation:** ASIIN's unique "institutional maturity model", suited for international benchmarking exercises

ASIIN Consult

- **Certification of Continuous Academic Education / LLL**
- **Evaluation Procedures for Study Programs** with subsequent accreditation procedures
- **Evaluation of Accreditation Agencies as Coordinating Institution for the purpose of EQAR listing**
- **Consulting, Trainings & workshops** for organisation development
- **Professional cards**

- **International / European projects:** Capacity building for ministries, HEIs and agencies, development qualification frameworks, learning outcomes / competence profiles

Certification

Academy

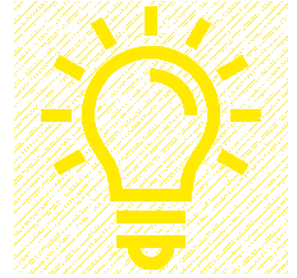
Quality Development

The European Alliance of Professional and Subject Specific Accreditation (EASPA)



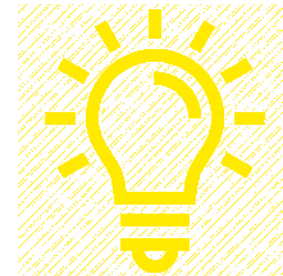
ASIIN/EASPA are uniting European/International bodies which are engaged in professional quality assurance based on agreed cross-national Learning Outcomes/disciplinary Competence Profiles

International /European Instruments for QA in HE as point of orientation - what is currently in place? (1)



- ✓ **European Credit Transfer System as Academic Currency, Diploma Supplement as uniform exit qualification tool**
- ✓ **Lissabon Convention/UNESCO Global Recognition Convention – Recognition of Academic Qualifications**
- ✓ **Directives on the Recognition of Professional Qualifications**
- ✓ **Uniform procedural components of QA** (Self-Assessment Report, Peer review, on-site (in person or virtual) visit)
- ✓ **Database of External Quality Assurance Results (DEQAR)** - European White List of EQA results

International/European Instruments for QA in HE as point of orientation - what is currently in place? (2)



- ✓ **International (European) Qualification Frameworks** (Bologna and Copenhagen, Dublin Descriptors for **Bachelor/Master**;
- ✓ **Quality Assurance of doctoral schools and programs** (2005 + 2010 the EUA „Salzburg criteria“)
- ✓ **Tuning Educational Structures** – Definition of Intended and Achieved Learning Outcomes on the Disciplinary Level
- ✓ **European (Sub-)Disciplinary Qualification Frameworks** (definition of field-specific cross-national **Learning Outcomes**



- ✓ 5th European Framework for Quality Assurance of Microcredentials
- ✓ QA criteria/procedures for the new type of European Universities/degrees
- ✓ Further Expansion of the DEQAR database as the central point of recognition - closer connection to the ERIC/NARICs as well as to other international databases of recognized EQA results
- ✓ Comprehensive Existence and Consistent Application of cross-national Learning Outcomes and Competence Frameworks as a central prerequisite for academic and professional mobility
- ✓ Professional Cards on the Individual level
- ✓ **Revision of the European Standards and Guidelines**

History: Adopted first by the Ministers of Education in 2005; revised version passed in Erivan in 2015

Authors: E4 Group (European Association for QA in Higher Education, European Student Union, European University Association, European Association of Institutions in Higher Education) (in cooperation with Business Europe, EQAR, Education International)

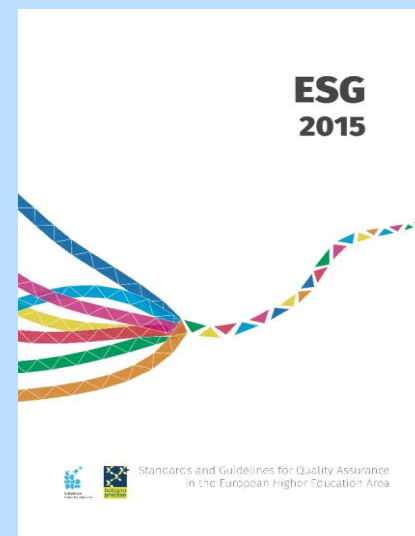
Structure: Composed of three interconnected parts

- Part 1 - Internal QA within HEIs
- Part 2 - External QA by QAAs
- Part 3 - Internal QA and operation of QAAs

Raison d'être:

Set a common framework for QA in Europe, enable improvement of quality, support mutual trust, provide information on QA in the EHEA

Based on 4 principles of QA: HEI have primary responsibility of their QA provisions, allows for diversity, supports the development of a QA culture, takes into account the needs of all stakeholders/society.



Standards and Guidelines for Quality Assurance in the European Higher Education Area - ESG 2015

Part 1: Standards and guidelines for internal quality assurance

- 1.1 Policy for quality assurance
- 1.2 Design and approval of programs
- 1.3 Student-centered 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 programs
- 1.10 Cyclical external quality assurance

Part 2: Standards and guidelines for external quality assurance

- 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

Part 3: Standards and guidelines for quality assurance 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

Part 2: Standards and guidelines for external quality assurance

2.1 Consideration of internal quality assurance

Standard:

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

Guidelines:

- Assessing the **success of HEI in achieving the pre-defined quality objectives**
- Recognition and support of **HEI's responsibility for the quality of their programmes** as well as the internal quality assurance of them

2.2 Designing methodologies fit for purpose

Standard:

External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

Guidelines:

→ Clear aims agreed by stakeholders to ensure **effectiveness and objectivity of EQA**

Considerations

- _ level of **workload and cost of HEIs pursuing EQA**;
- _ **supporting HEIs to improve quality**;
- _ allow institutions to demonstrate this improvement;
- _ acceptance of **autonomy of the HEIs** in pursuing its quality aims;
- _ clear **information on the outcomes** and the follow-up of EQA.

2.3 Implementing processes

Standard:

External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include

- a self-assessment or equivalent;
- an external assessment normally including a site visit;
- a report resulting from the external assessment;
- a consistent follow-up.

Guidelines:

→ **Professional, consistent and transparent EQA procedures** to ensure its acceptance and impact

Procedural steps

- _ Self-assessment-report
- _ onsite discussions with stakeholders by external peer group
- _ audit report
- _ follow-up processes for HEI actions

2.4 Peer-review experts

Standard:

External quality assurance should be carried out by groups of external experts that include student members.

Guidelines:

- Role of **expertise provided by peer experts** with various perspectives, including those of institutions, academics, **students** and employers/professional practitioners
- **Validity and consistency of expert work** in EQA through selection criteria, qualifications, adequate expert training
- **Independency of experts** by implementing a mechanism of no-conflict-of-interest
- **Inclusion of international experts** as members of the peer panel / optional

2.5 Criteria for outcomes

Standard:

Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

Guidelines:

- Significant **impact of EQA and its outcomes on HEIs** and evaluated programmes
- **Outcomes based on pre-defined and published criteria**
- **Reliability** and **consistency** of results
- **Different forms of results**, e.g. recommendations, judgments, formal decisions.

2.6 Reporting

Standard:

Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

Guidelines:

- **Expert Report as information basis** regarding the activities of an institution
- **Expert Report as basis for follow-up action** of the HEI
- **Statement of the HEI** to the expert report as mechanism for correcting factual errors.

Requirements for the expert report

- _ **context description** (to help locate the higher education institution in its specific context);
- _ description of the individual procedure, including experts involved;
- _ evidence, analysis, findings and conclusions;
- _ **features of good practice**, demonstrated by the institution;
- _ recommendations for follow-up action.

2.7 Complaints and appeals

Standard:

Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

Guidelines:

- Clearly defined **complaints and appeals procedures**
- appeals directed towards insufficient **evidence of outcomes**, improper **handling of criteria** or inconsistent **implementation of processes**



Contact

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