



schweizerische agentur
für akkreditierung
und qualitätssicherung

agence suisse
d'accréditation et
d'assurance qualité

agenzia svizzera di
accreditamento e
garanzia della qualità

swiss agency of
accreditation and
quality assurance

EQA IN THE LIGHT OF THE ESG 2015

- perspective of an agency

EQAF, London, 20.11.2015

REVIEW HISTORY

Year	Review	Standards	Impact
2006	National review mandated by the Swiss University Conference	ESG (2005)	<ul style="list-style-type: none"> National evaluation ENQA membership
2009	GAC review	GAC criteria	<ul style="list-style-type: none"> Recognition in Germany
2011	ENQA coordinated review	ESG (2005)	<ul style="list-style-type: none"> ENQA membership EQAR registration
2015	UFG		
2016	GAC coordinated review	ESG 2015 GAC criteria	<ul style="list-style-type: none"> Recognition in Germany ENQA membership EQAR registration

ESG 2015 – A SHORT REMINDER OF THE CHANGES

ESG 2005 – Part 3		ESG 2015 – 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 Thematic analysis
3.5 Mission statement		3.5 Resources
3.6 Independence		3.6 Internal quality assurance and professional conduct
3.7 External quality assurance criteria and processes used by the agencies		3.7 Cyclical external review of agencies
3.8 Accountability procedures		

ESG 2015 – A SHORT REMINDER OF THE CHANGES

ESG 2005 – Part 2		ESG 2015 – Part 2015
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 methodologies fit for purpose
2.3 Criteria for decisions		2.3 Implementing processes
2.4 Processes fit for purpose		2.4 Peer review experts
2.5 Reporting		2.5 Criteria for outcomes
2.6 Follow-up procedures		2.6 Reporting
2.7 Periodic reviews		2.7 Complaints and appeals
2.8 System-wide analyses		

ESG 2015 – A SHORT REMINDER OF THE CHANGES

ESG 2005 – Part 1		ESG 2015 – Part 1
1.1 Policy and procedures for quality assurance		1.1 Policy 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, teaching and assessment
1.4 Quality assurance of teaching staff		1.4 Student admission, progression and certification
1.5 Learning resources and student support		1.5 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

RESULTS OF THE 2011 REVIEW

Part 3

3.1 Use of external quality assurance procedures for higher education

3.2 Official status

3.3 Activities

3.4 Resources

3.5 Mission statement


3.6 Independence

3.7 External quality assurance criteria and processes used by the agencies

3.8 Accountability procedures 

Part 2


2.1 Use of internal quality assurance procedures

2.2 Development of external quality assurance processes 

2.3 Criteria for decisions

2.4 Processes fit for purpose 

2.5 Reporting 

2.6 Follow-up procedures 

2.7 Periodic reviews

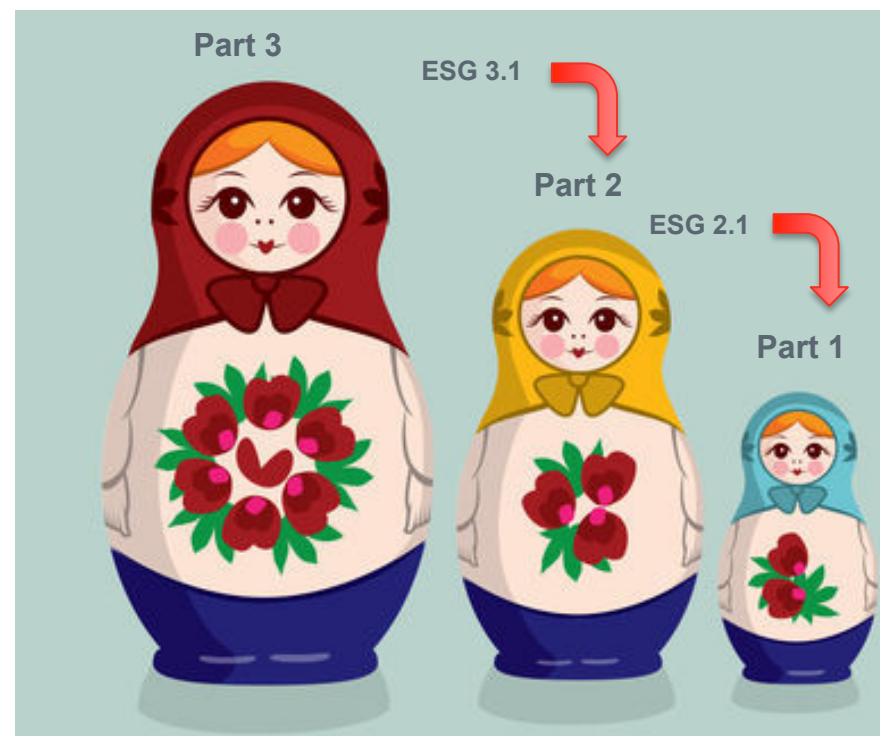
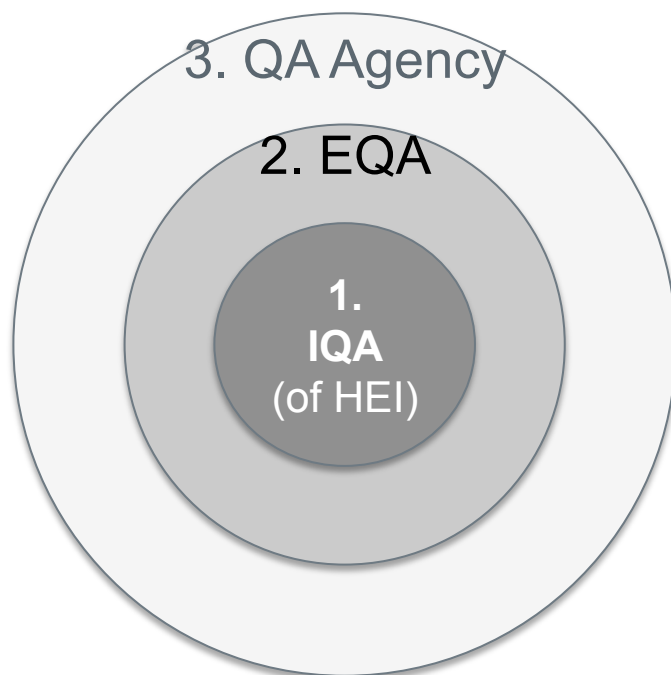
2.8 System-wide analysis 

SELF-EVALUATION REPORT FOR THE 2016 REVIEW

Part 3		Part 2	
3.1 Activities, policy and processes for quality assurance	■	2.1 Consideration of internal quality assurance	■
3.2 Official status	■	2.2 Designing methodologies fit for purpose	■
3.3 Independence	■	2.3 Implementing processes	■
3.4 Thematic analysis	■	2.4 Peer review experts	■
3.5 Resources	■	2.5 Criteria for outcomes	■
3.6 Internal quality assurance and professional conduct	■	2.6 Reporting	■
3.7 Cyclical external review of agencies	■	2.7 Complaints and appeals	■

ESG – A MATROSKA OR

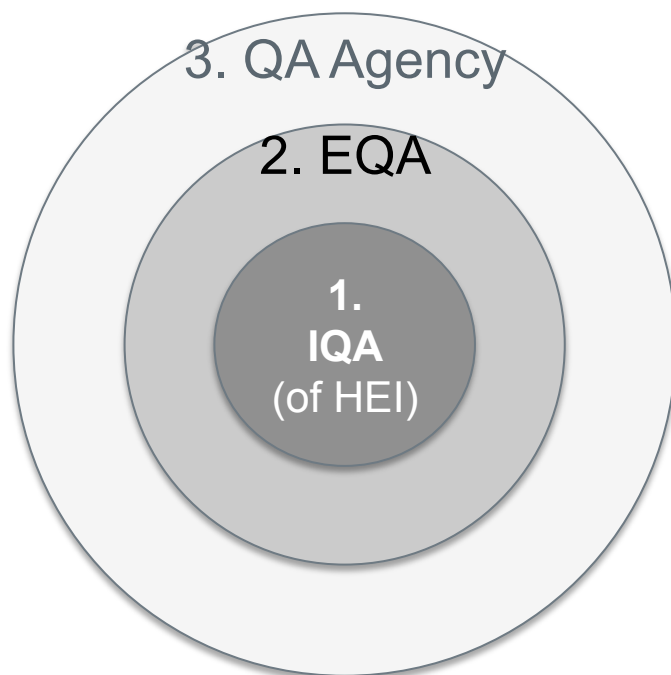
[ESG] enable the assurance and improvement of quality of higher education in the EHEA – by building on the internal QA of HEI?



Credits for the metaphor: Teresa Sanchez, CTI

ESG – ... OR A TROJAN HORSE ?

[ESG] enable the assurance and improvement of quality of higher education in the EHEA – through ESG 2.1?



Credits for the metaphor: Teresa Sanchez, CTI

USE AND INTERPRETATION OF THE ESG – WHOSE INTERPRETATION?

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.

The report by the experts is the basis for the institution's follow-up action of the external evaluation and it provides information to society regarding the activities of an institution. In order for the report to be used as the basis for action to be taken, 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 individual procedure, including experts involved;
- evidence, analysis and findings;
- conclusions;
- features of good practice, demonstrated by the institution;
- recommendations for follow-up action.

The preparation of a summary report may be useful. The factual accuracy of a report is improved if the institution is given the opportunity to point out errors of fact before the report is finalised.

All reports should be published in full, including those that resulted in a negative decision or conclusion.

The publication of summary reports (rather than full reports) does not fulfil the requirement of the standard. Reports also have to be published for voluntary or commissioned evaluations of institutions or programmes, irrespective of whether they take place in the agency's base country or elsewhere, within the EHEA or beyond. All experts should be appropriately involved in producing the report.

“Published” means that reports should be easily accessible on the agency's website, while “clear and accessible” refers to the reports' structure, content, style and language.

Reports should at least demonstrate:

- How reports are made accessible to the public for all types of reviews.
- How the agency ensures that its reports are clear and understandable in their structure, content and style.

LIGHTS AND SHADOWS

A tentative, and very personal, first impression

- **ESG 2015 work !**
 - organisation (Part 3 thru 1, no more ENQA Criteria)
 - clear language
 - helpful guidelines
- **Impact of ESG 2.1 – potential threat to autonomy of institutions?**
- **The Use and Interpretation of the ESG – or: are agencies „Servants to two Masters“ ?**



Thank you for your attention
and
Happy Birthday to Colin