

# Quality Assurance

## and what students expect from it

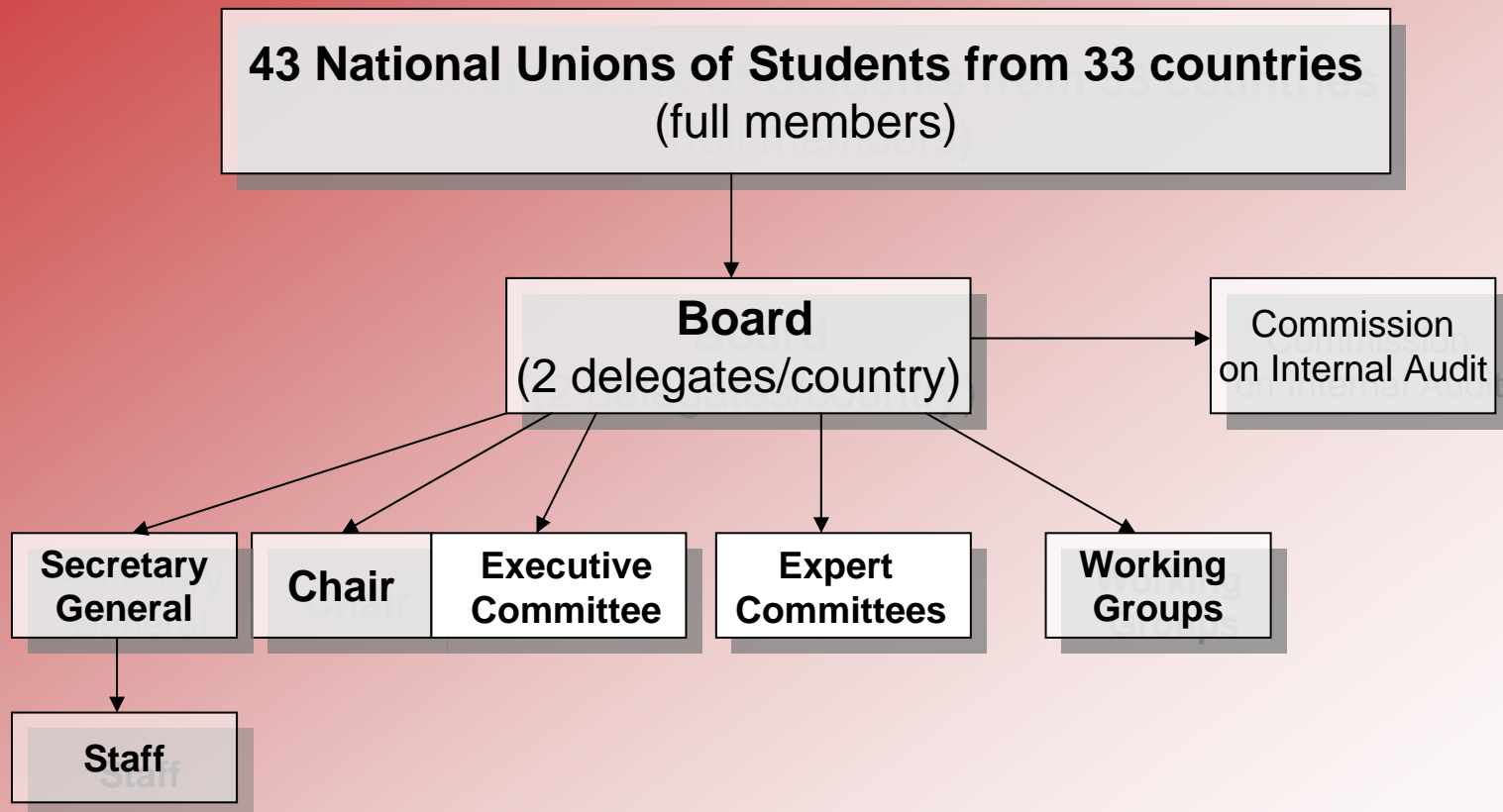
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# ESIB Structures



# ESIB policy development

- Policy paper on Quality Assurance in 2000
- Updated in autumn 2003 in reaction to the Berlin mandate
- Specified at European level in spring 2004 in reaction to E4 discussions
- Prepared by small working group
- Adopted by BM (highest decision-making body)

# Importance social dimension

***“Accessible higher education that is not of high quality is worthless and high quality education that is not widely accessible is meaningless.”***

# Expectations of Quality Assurance

- Information and guarantee about the quality of education
- No ranking
- Information about all aspects of programme and HEI related to learning
- Enhancing mobility
- Improving the quality of education

# Inside the institution

- Ultimate goal of institutional quality assurance: to develop an internal quality culture
- Ensures that quality is a focus of the institution at all levels
- Incorporated in the everyday work of the institutional management, academic and support staff as well as students and their representatives.

# Back to Berlin

- Evaluation of programmes or institutions
- Internal assessment + external review
- Accreditation or certification
- Participation of students
- Publication of results
- International participation & co-operation

# Steps within the process of QA

- Step 1: development of quality standards based on external experts and academic community.
- Step 2: internal self-evaluation resulting in self-evaluation report
- Step 3: external accreditation/certification based on self-evaluation, resulting in accreditation report



# Priorities

- Involvement of students in all aspects of QA & Accreditation, recognition of their expertise.
- The assurance of quality at programme level is of the greatest importance to students and cannot be substituted by a purely institutional level approach.

# Standards

- **Generic standards:** general competences students should gain. Descriptive, not prescriptive
- **Specific standards:** content specific reference points. Developed by experts from scientific field

# Guidelines for QA

- Governance
- Use of funds
- Internal QA
- Participation of students in decision making and evaluations
  
- Mission and goals of programmes and institutions
- Quality of content of education
- Quality of the education process
- Results for graduates (employability, satisfaction)
- Relation between education & research
  
- Educational facilities
- Quality of the learning process (achievability)
- Access to education
- Guidance (academic and welfare)
- Equality



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