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# The Quality Assurance System for Higher Education at European and national level Workshop 1

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## Basic principles for QA

- Providers of HE have the primary responsibility for the quality of their provision and its assurance
- The interest of society in the quality and standards of HE need to be safeguarded
- QA for accountability purposes is fully compatible with QA for enhancement purposes



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# QA at institutional level

- **Internal QA (ESG Part 1)**
- External QA (ESG Part 2)



## 1.1 Policy and procedure for QA

- Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work.



## 1.1 Policy and procedure for QA

- To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality
- The strategy, policy and procedures should have a formal status and be publicly available.
- They should also include a role for students and other stakeholders.



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## 1.2 Approval , monitoring and periodic review of programmes and awards

- Institutions should have formal mechanisms for the approval, periodical review and monitoring of their programmes and awards



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## 1.3 Assessment of student

- Students should be assessed using published criteria, regulations and procedures which are applied consistently



## 1.4 QA of teaching staff

- Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so.
- They should be available to those undertaking external reviews, and commented upon in reports.



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## 1.5 Learning resources and student support

- Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.



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## 1.6 Information systems

- Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.



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## 1.7 Public information

- Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.



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# QA at institutional level

- Internal QA (ESG Part 1)
- **External QA (ESG Part 2)**



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## 2.1 Use of internal QA procedures

- External QA procedures should take into account the effectiveness of the internal QA processes described in Part 1 of ESG.



## 2.2 Development of external QA procedures

- The aims and objectives of QA processes should be determined before the processes themselves are developed, by all those responsible (incl. HEIs)
- and should be published with a description of the procedures to be used.



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## 2.3 Criteria for decision

- Any formal decision made as a result of an external QA activity should be based on explicit published criteria that are applied consistently.



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## 2.4 Processes fit for purpose

- All external QA processes should be designed specifically to ensure their fitness to achieve the aims and objectives set for them.



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## 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 decision, commendation or recommendation contained in reports should be easy for the reader to find.



## 2.6 Follow up procedures

- QA processes which contain recommendations for action or which require a subsequent action plan, should have a predetermined follow up procedure which is implemented consistently.



## 2.7 Periodic review

- External QA of institutions and/or programmes should be undertaken on a cyclical basis.
- The length of the cycle and the review procedures to be used should be clearly defined and published in advance.



## 2.8 System-wide analysis

- QA agencies should produce from time to time summary reports describing and analysing the general findings of their reviews, evaluations, assessments etc.