

**Evaluation in
Higher Education**

ENQA in 2010 and beyond

an introduction to the discussion about an implementation plan of priorities

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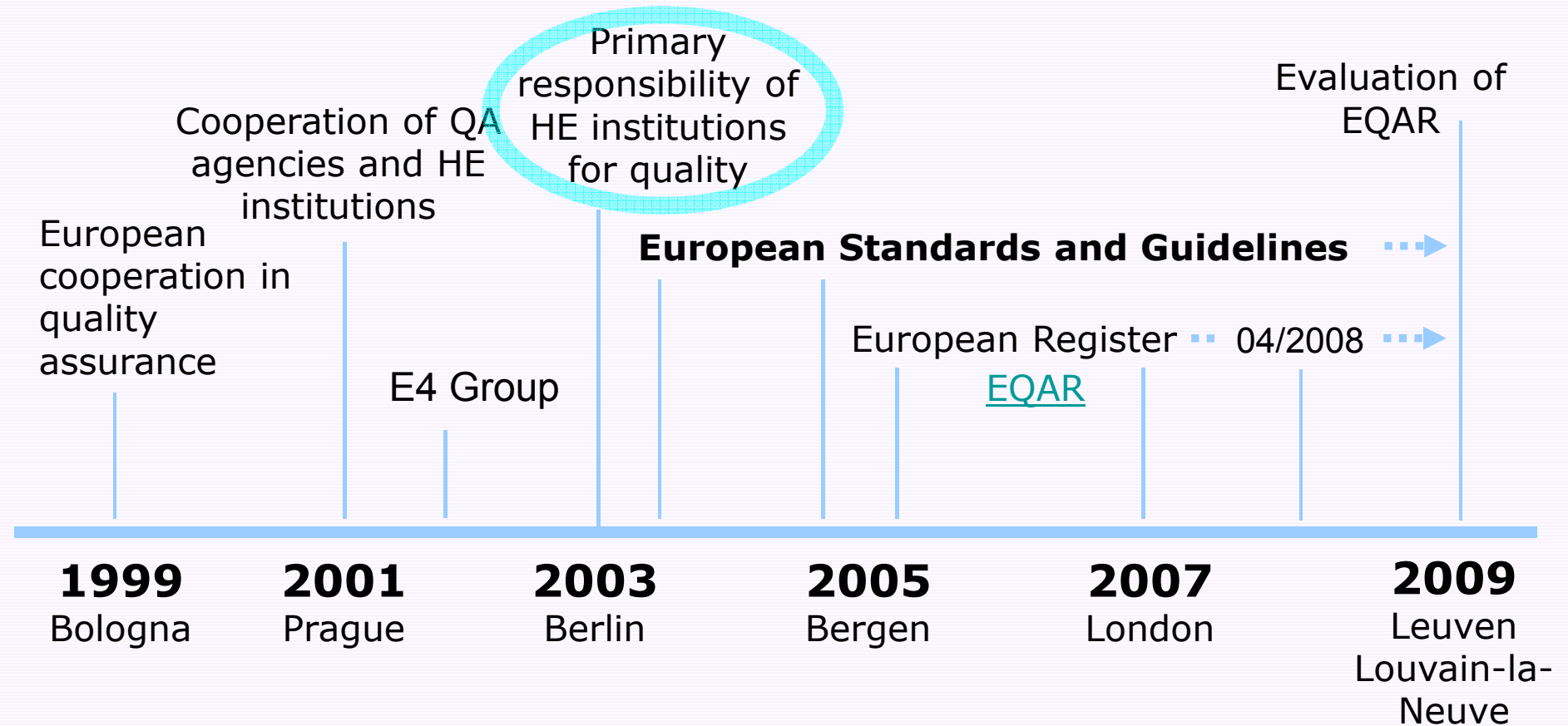
Barcelona, the 28th of September

Outline of the presentation

- Purpose of the presentation
- History/Elements of context
- ENQA as a political organisation

Barcelona, the 28th of September

Bologna process and quality assurance developments



1998 Recon. 98-561-CE

2006 Reco. 2006-143-CE

Barcelona, the 28th of September Source : Colin Tuck, E4, B. Curvale

Elements of context

The weaknesses of the Bologna process stocktaking exercise

The diversity of types and roles of the QA agencies

The diversity of the [national quality assurance systems](#)

ENQA

It has been necessary to insure the recognition of ENQA as a serious player (negotiation about the ESG)

It has been necessary to demonstrate that ENQA is a trustworthy organisation devoted to the improvement of higher education (negotiation about EQAR)

We have had to explain the value of an association

Today ENQA is a consultative member in the BFUG

It develops steps by step its political capacity:

Leuven Louvain-la-neuve ENQA position paper

Expectations towards ENQA

They are a lot of expectations

Quality assurance and recognition

QA and higher education system steering

Quality assurance and Higher Education development

...

The Leuven Louvain-la-Neuve [communiqué](#)

The EU report “*on progress in quality assurance in higher education*”

“CONCLUSIONS AND SUGGESTIONS FOR THE FURTHER DEVELOPMENT OF QUALITY ASSURANCE IN EUROPE”

The point is how to meet the expectations or in some occasions how to help develop the questions

The answer lies largely in the further development of ENQA’s political capacity

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ENQA political capacity 1/4

A quote about the “limited QA European dimension” from the EU report

”Agencies need to be able, allowed and willing to operate beyond their national borders”

This is linked to a point ENQA brought forward for the Leuven Louvain-la-Neuve ministerial meeting

*13. The enhancement of quality in higher education results largely from the interactions and relationship of various actors and stakeholders. With regard to external quality assurance, the relationship in any national arrangements of higher education institutions, quality assurance agencies, and governments should be based on a **clear distribution of roles and responsibilities**, respecting institutional **autonomy** and the **independence** of quality assurance agencies.*

ENQA position paper

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ENQA political capacity 2/4

What is the capacity of the association to give for itself operational objectives?

What is the room for manoeuvre for the agencies when it comes to negotiate and implement possible decisions?

ENQA political capacity 3/4

Agencies have several allegiances

Protection of the national higher education system and commitment to the European dimension are not necessarily easy to combine

What does it mean to go further than convergence in the methodologies?

To enter the discussion about criteria and interpretation of the criteria (thresholds, levels of achievements, values of the goals, ...)

ENQA political capacity 4/4

What does it mean to be a political organisation?

A capacity to innovate

A capacity to decide

A capacity to implement

How to empower the board?

How to define political mandates?

How to go further...

“À chaque jour suffit sa peine”

“Sufficient unto the day is the evil thereof”

Today, the point is to revisit the ENQA priorities and to go further in the definition of the next steps (to prioritise the priorities) while detecting the pitfalls (of all types) ENQA may run into in terms of implementation.

The [8 ENQA priorities](#)

Thank you for your attention

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The Ministers of the Bologna process countries...

they [the Ministers] agree that by 2005 national quality assurance systems should include:

- A definition of the responsibilities of the bodies and institutions involved.
- Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results.
- A system of accreditation, certification or comparable procedures.
- International participation, co-operation and networking.

Extract of the Berlin Communiqué 19th of September 2003

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The European parliament and the council of the European Union...

Hereby recommend that member States:

...

4. Enable higher education institutions active within their territory to choose among quality assurance or accreditation agencies in the European register an agency which meets their needs and profile, provided that this is compatible with their national legislation or permitted by their national authorities

5. Allow higher education institutions to work towards a complementary assessment by another agency in the European Register, for example to enhance their international reputation.

...

Extract of the Recommendation of 15 February 2006 on further cooperation in QA in HE

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The register (EQAR): the rationale

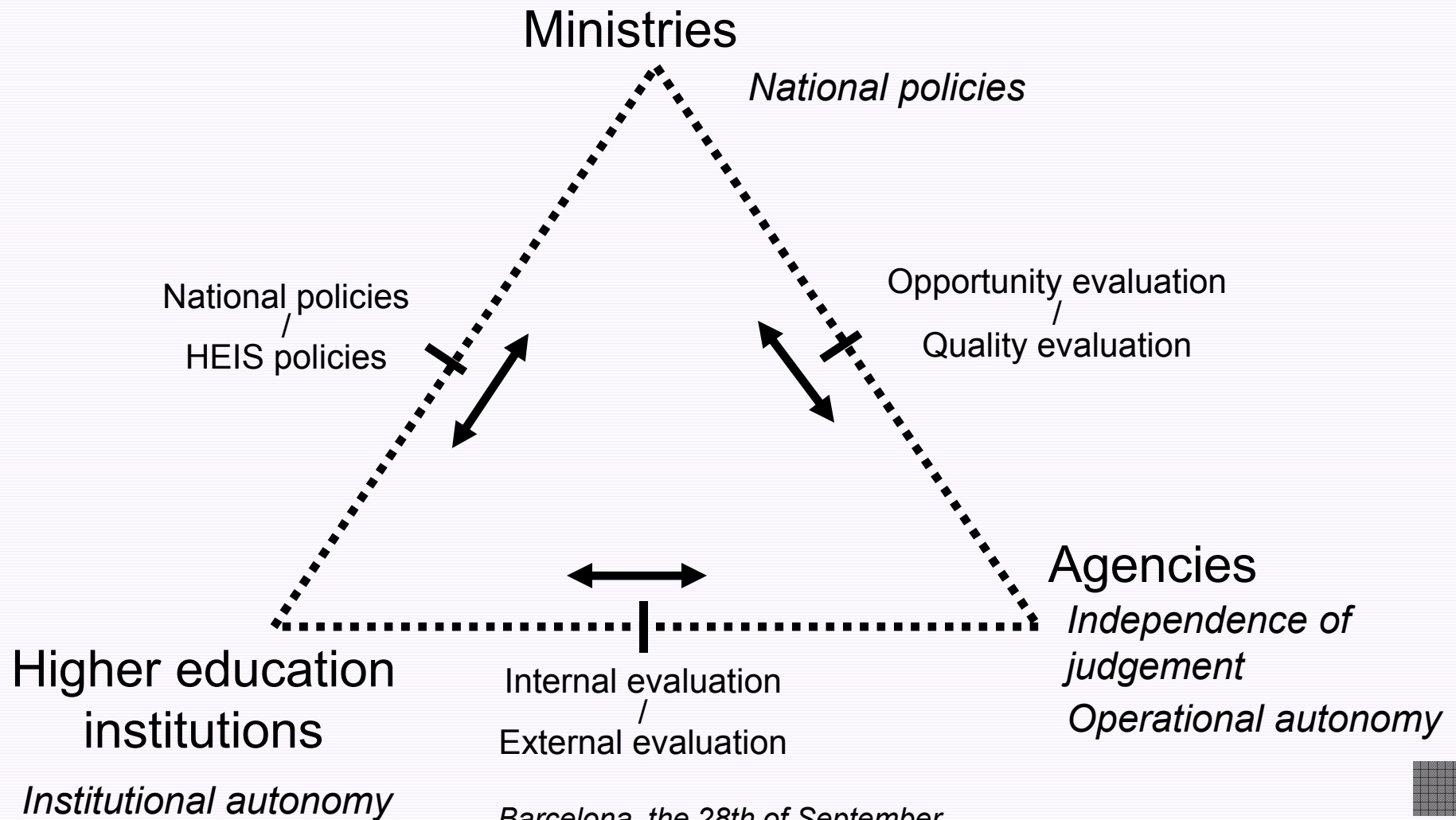
An idea that emerged in 2003, took shape in 2005, was approved in 2007 and implemented in 2008.

The Register should help to:

- promote student mobility by providing a basis for the increase of trust among the higher education institutions;
- reduce opportunities for “accreditation mills” to gain credibility;
- provide a basis for governments to authorise higher education institutions to choose any agency from the Register, if that is compatible with national arrangements;
- provide a means for the higher education institutions to choose between different agencies, if that is compatible with national arrangements;
- serve as an instrument to improve the quality of the quality assurance agencies and to promote mutual trust between them.



Higher education governance and national QA systems



Barcelona, the 28th of September



Extract from the Leuven Louvain-la-Neuve Communiqué

6. The Bologna Process is leading to greater compatibility and comparability of the systems of higher education and is making it easier for learners to be mobile and for institutions to attract students and scholars from other continents. Higher education is being modernized with the adoption of a three-cycle structure including, within national contexts, the possibility of intermediate qualifications linked to the first cycle and with the adoption of the European Standards and Guidelines for quality assurance. We have also seen the creation of a European register for quality assurance agencies and the establishment of national qualifications frameworks linked to the overarching European Higher Education Area framework, based on learning outcomes and workload. Moreover, the Bologna Process has promoted the Diploma Supplement and the European Credit Transfer and Accumulation System to further increase transparency and recognition.



Extract from the Leuven Louvain-la-Neuve Communiqué

14. We [the ministers] reassert the importance of the teaching mission of higher education institutions and the necessity for ongoing curricular reform geared toward the development of learning outcomes. Student-centred learning requires empowering individual learners, new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner in all three cycles. Curricular reform will thus be an ongoing process leading to high quality, flexible and more individually tailored education paths. Academics, in close cooperation with student and employer representatives, will continue to develop learning outcomes and international reference points for a growing number of subject areas. We ask the higher education institutions to pay particular attention to improving the teaching quality of their study programmes at all levels. This should be a priority in the further implementation of the European Standards and Guidelines for quality assurance.

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Extract from the Leuven Louvain-la-Neuve Communiqué

17. Transnational education should be governed by the European Standards and Guidelines for quality assurance as applicable within the European Higher Education Area and be in line with the UNESCO/OECD Guidelines for Quality Provision in Cross- Border Higher Education.

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Extract from the Leuven Louvain-la-Neuve Communiqué

22. We note that there are several current initiatives designed to develop mechanisms for providing more detailed information about higher education institutions across the EHEA to make their diversity more transparent. We believe that any such mechanisms, including those helping higher education systems and institutions to identify and compare their respective strengths, should be developed in close consultation with the key stakeholders. **These transparency tools need to relate closely to the principles of the Bologna Process, in particular quality assurance and recognition, which will remain our priority, and should be based on comparable data and adequate indicators to describe the diverse profiles of higher education institutions and their programmes.**



Extract from the Leuven Louvain-la-Neuve Communiqué

28. We ask the E4 group (ENQA-EUA-EURASHE-ESU) to continue its cooperation in further developing the European dimension of quality assurance and in particular to ensure that the European Quality Assurance Register is evaluated externally, taking into account the views of the stakeholders.

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The ENQA priorities 1/4

1. **The implementation of ESG**, with particular regard to **clarification and interpretation** of terms and individual standards and guidelines. The first cycle of independent **external reviews** of ENQA member agencies in accordance with the ESG's recommendations should be complete by the end of 2010.

2. **Maintaining and intensifying the co-operation between quality assurance agencies** in the EHEA, and, more widely, **continuing the dialogue within the E4 group** on quality and excellence which is of utmost importance for ENQA and for the common good of all stakeholders as well as of the general public.



The ENQA priorities 2/4

3. External quality assurance processes should pay more attention to **qualifications frameworks** in general, and to intended **learning outcomes** in particular, and to the assessment of their actual attainment. Similarly, in the changing context of higher education, those processes should address the **recognition of prior learning**. ENQA will organise workshops/seminars to discuss these issues and to help members in finding the most appropriate ways and methods to fully incorporate qualifications frameworks and prior learning into their external quality assurance scrutiny schemes.

4. ENQA is willing to support EHEA's goals for **internationalisation and mobility** by exploring how they could be taken into account in the external quality assurance processes of its member agencies. ENQA will devote special effort to address more thoroughly the issue and specificities of **transnational education** (TNE) with particular regard to the external quality assurance of joint international study programmes.



The ENQA priorities 3/4

5. ENQA welcomes the Charter on Lifelong Learning of EUA and wishes to express a strong interest in participating in its development and implementation. ENQA will explore possible ways of assuring **the quality of lifelong learning** through common projects with stakeholders.

6. ENQA realises that there is a steadily growing interest amongst students and all stakeholders of HE and the public at large in accessing **detailed and reliable information on the quality of individual study programmes, faculties and higher education institutions.** ENQA will address the information issue and try to work out appropriate ways to help its member agencies to meet the information demand in general.



The ENQA priorities 4/4

7. ENQA, as it has done in the past, will continue to work towards the **continuous development of the staff** of its member agencies and quality assurance professionals in general. Organising workshops and seminars, promoting best practices, and serving as a think tank and information platform will remain high on the agenda of ENQA.

8. ENQA realises that in a growing number of cases the results of external quality assurance procedures are used by third parties for purposes that were not originally intended. This mismatch of design between the procedure and the usage of its results potentially compromises the value of the results of external quality assurance. To address this issue, **ENQA will develop actions devoted to helping improve awareness of all partners and stakeholders about what can be expected of sound quality assurance mechanisms and the extent to which their outcomes are valid.**

