

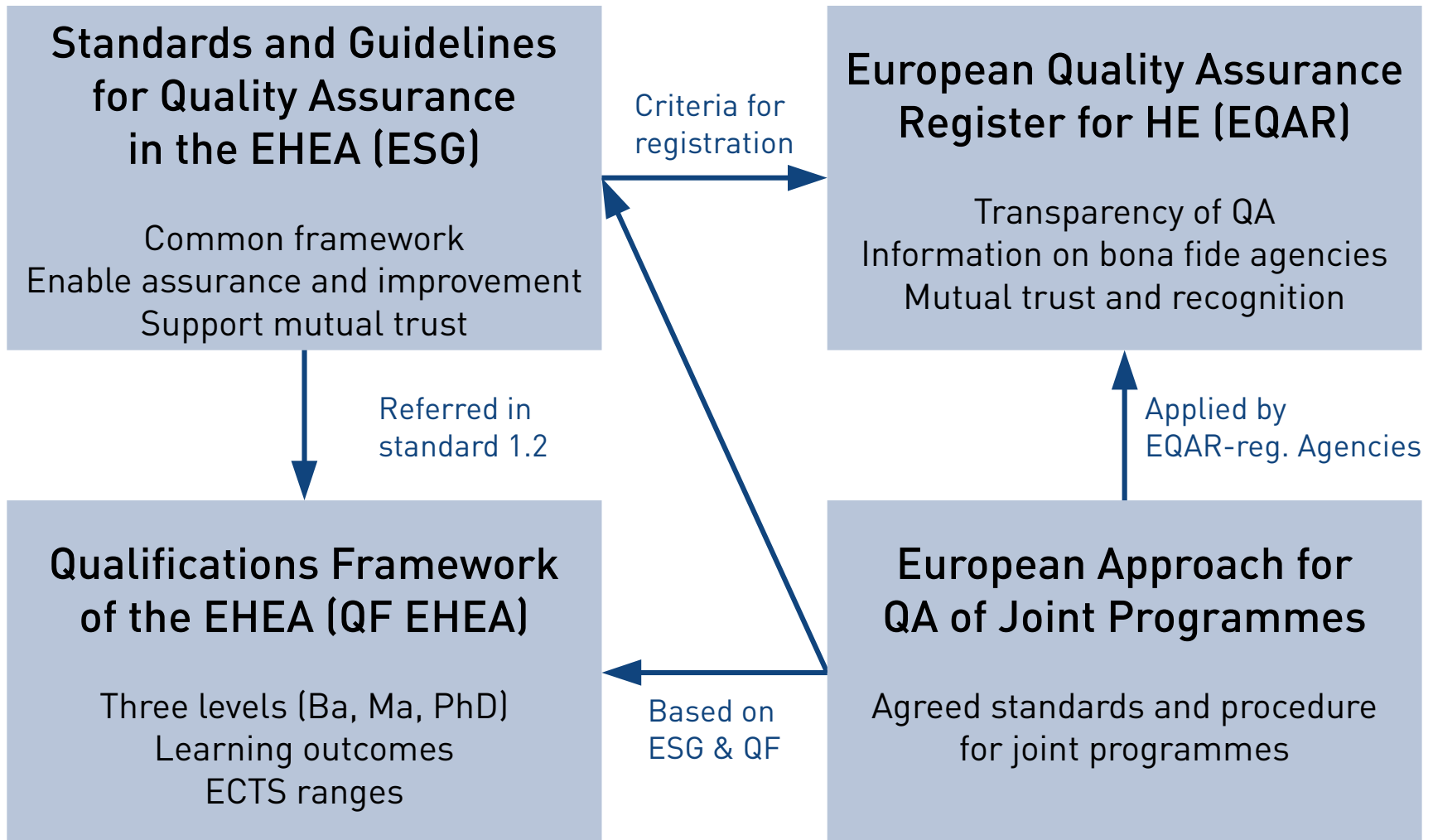
# Learning outcomes, qualifications framework, external quality assurance – the approach of the ESG 2015

ASEM PLA on Qualifications Frameworks in relation to Quality  
Assurance and Recognition / Expert Group on Credit Transfer

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# European Framework for Quality Assurance in HE



# EHEA Key Commitments



- 1) **Three-Cycle System** compatible with the Qualifications Framework of the European Higher Education Area (QF-EHEA) and scaled by ECTS: qualifications defined in a National Qualification Framework (NQF) which is compatible with the QF-EHEA
- 2) Compliance with the **Lisbon Recognition Convention (LRC)**: recognition practices in compliance with the LRC, incl. use of the Diploma Supplement
- 3) **Quality Assurance** in conformity with European Standards and Guidelines (ESG): institutions assure quality of their programmes following the ESG, external QA (at programme or institutional level) by ESG-compliant agencies

# Standards and Guidelines for QA in the EHEA (ESG)



- Common framework for quality assurance systems at European, national and institutional level
- Standards and Guidelines for:
  - 1) Internal quality assurance
  - 2) External quality assurance
  - 3) Quality assurance agencies
- Developed jointly by the main stakeholders
  - Higher education institutions (EUA, EURASHE), students (ESU), quality assurance agencies (ENQA), staff (Education International) & employers (BusinessEurope)
- Adopted by ministers of higher education (2005, revised 2015)
- Underline primary responsibility of higher education institutions for quality of their provision

- External quality assurance at different levels:
  - Evaluation or accreditation of study programmes
  - Evaluation, accreditation or audit of HE institutions
- ESG: quality assurance vs. quality?
  - Quality is in the eye of the beholder (= stakeholder)
  - Four common purposes of higher education
  - Reference to qualifications frameworks (ESG 1.2)
  - Several dimensions of quality addressed in ESG Part 1
  - ➔ Embedded in a broader EHEA framework

# Qualifications Framework (QF - EHEA)

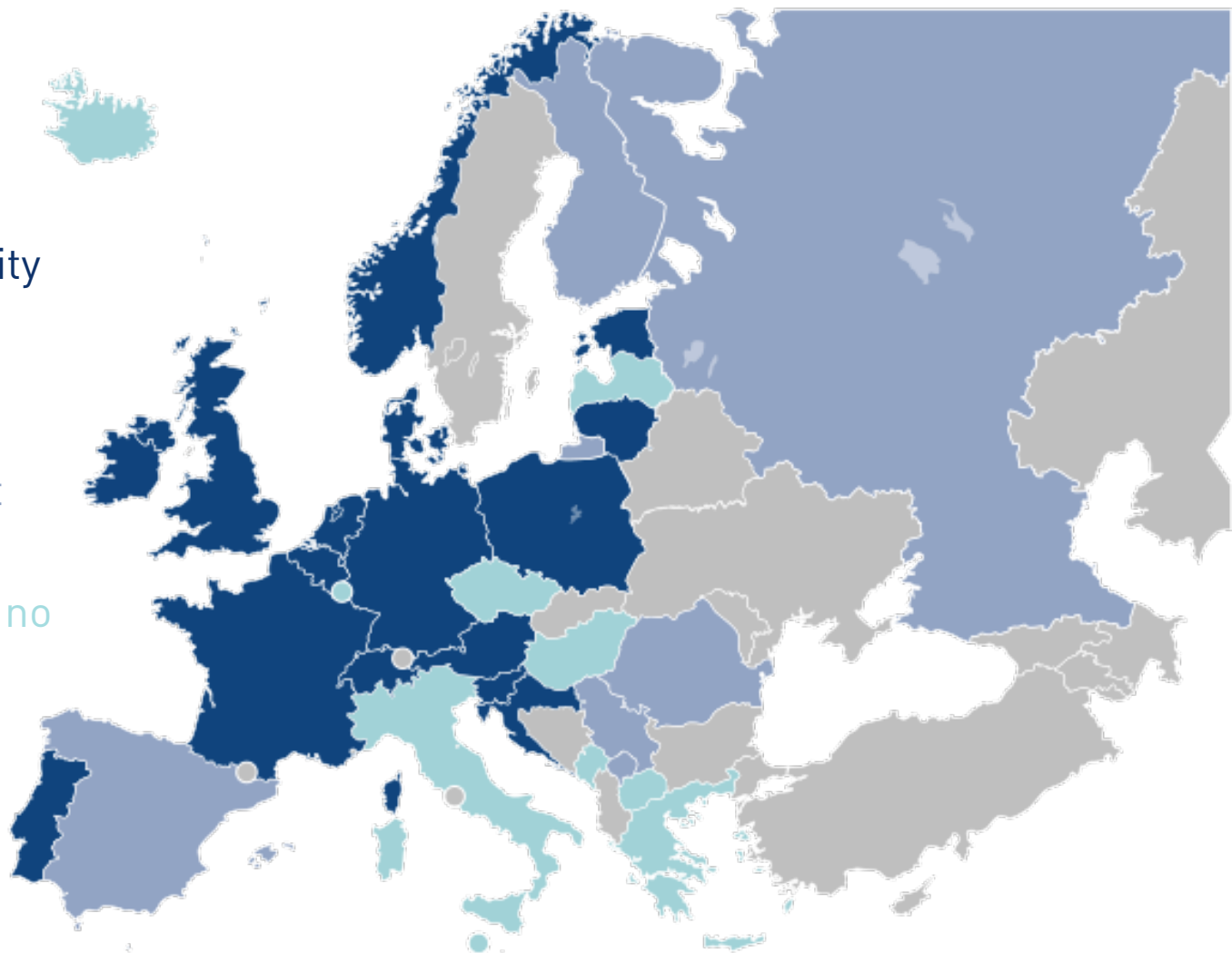


- Adopted by ministers in 2005
- Three cycles + (optional) short cycle
  - Generic descriptors for each cycle, based on learning outcomes and competences
  - Credit ranges (ECTS) for first and second cycle
- Compatible with European Qualifications Framework for Lifelong Learning (EQF-LLL)
  - Bologna (Short cycle), Ba, Ma, PhD  $\Leftrightarrow$  EQF levels (5,) 6, 7, 8
- National Qualifications Frameworks (NQF) self-certified against QF-EHEA

# Implementation

eqar

- EQAR-registered quality assurance agency & NQF self-certified to QF-EHE or EQF-LLL
- Registered agency but NQF not self-certified
- NQF self-certified but no registered agency
- Neither



# QF and QA – ESG



- ESG 1.2: design and approval of programmes  
[...] designed so that they **meet the objectives** set for them, including the **intended learning outcomes**. The qualification [...] refer to the correct level of the **national qualifications framework** for higher education and, consequently, to the **Framework for Qualifications of the European Higher Education Area**.
- Objectives and outcomes referred throughout Part 1, e.g.
  - Student-centred learning, teaching and assessment (1.3)
  - Student admission, progression, recognition, certification (1.4)
- ESG 1.9: on-going monitoring  
[...] monitor and periodically **review their programmes** to ensure that they **achieve the objectives** set for them and respond to the needs of students and society.



# QF and QA – QF-EHEA



- “Where the delivery of programmes is formally regulated, either by a ministry or other organisation external to the delivering institutions, the framework and its components **may be used to establish** and/or identify whether specified **minimum standards** have been met. [...] where the academic institutions have autonomous powers to design their own programmes and set academic standards themselves, qualification frameworks are used as a ‘**point of reference**’ [...]”
- “[...] the application of national frameworks within quality assurance will vary with regard to emphasis and detail of process. [...] essentially concerned with “**trust building**” and establishing **mutual confidence** [...] **greater clarity about qualifications** and their quality assurance, and progression between them.”

# Examples



	Programme-level EQA	Institutional EQA
I n t e n d e d	The educational goals of the study programme are clearly laid out and published. [...] formulated goals [...] in line with the corresponding level in the Framework of Qualifications for the European Higher Education Area and comply with the general standards of the discipline and/or the professional field.	The institution has a practice which ensures that programmes have an appropriate level, an academic content and an educational quality that supports students' learning and the achievement of programme objectives. [...] that programmes continually maintain a level that corresponds to the relevant type descriptions in the [Country's] qualifications framework for higher education programmes
A c h i e v e d	The concept of the study programme and its curriculum ensure that: [...] the intended learning outcomes are achieved and that it is possible to achieve them within the time frame allocated to them, [...] forms of student assessment are apt to monitor the achievement of intended learning outcomes,	[...] that programme content reflects programme objectives and that the organisation of teaching and educational quality supports students' learning and the achievement of these objectives, [...] regular evaluations of programmes [...] and [...] the results of this are included in the further development of programme objectives, contents and organisation

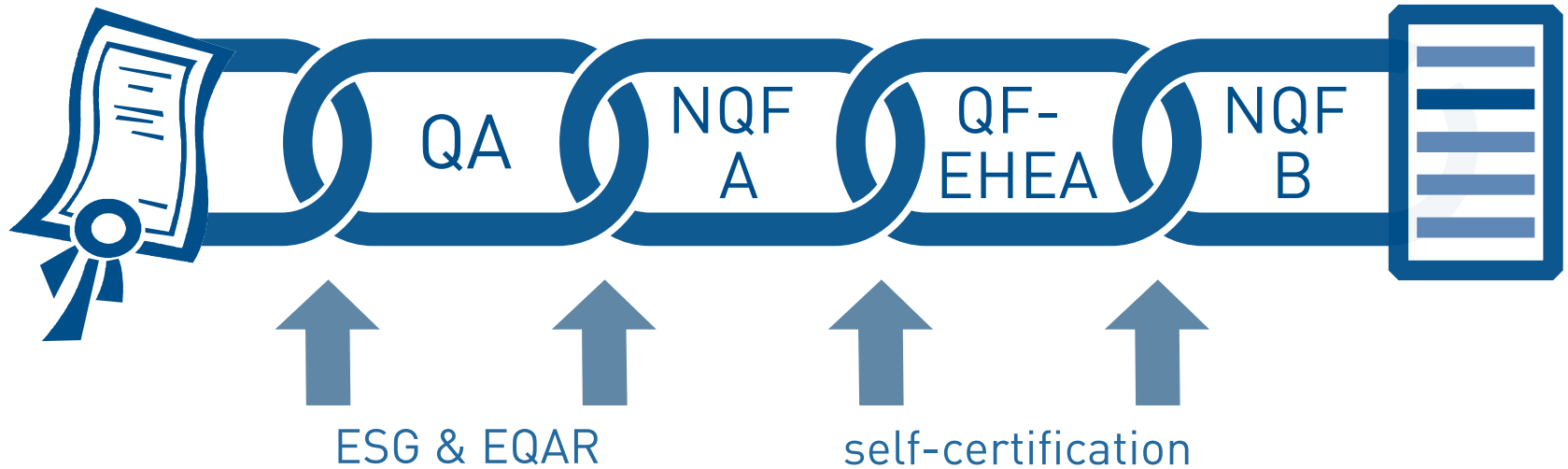
Vision



Qualification  
in country A



Level in  
country B





Thank you for your attention!

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