

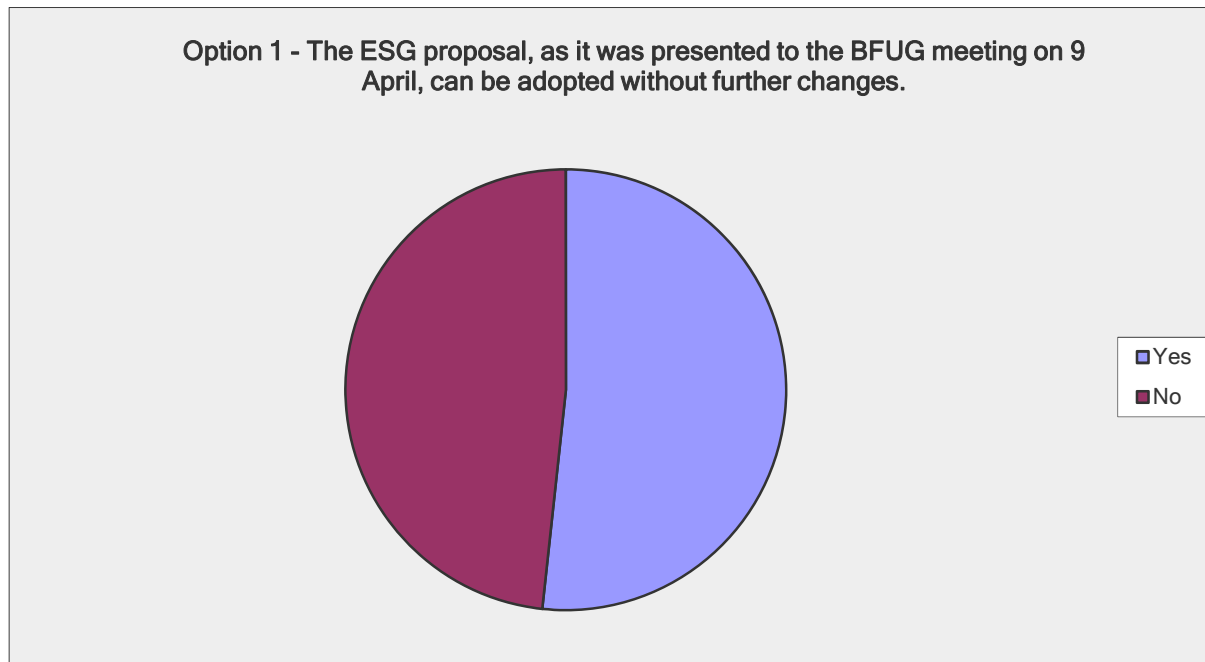
ESG revision

Your country/organisation	
Answer Options	Response Count
	37
<i>answered question</i>	37
<i>skipped question</i>	0

Number	Response Date	Response Text	Status
1	Jun 6, 2014 2:31 PM	Georgia	
2	Jun 6, 2014 2:06 PM	Ireland	
3	Jun 6, 2014 8:50 AM	Romania/ARACIS	incomplete
4	Jun 6, 2014 8:07 AM	Bosnia and Herzegovina	
5	Jun 6, 2014 8:02 AM	Norway	
6	Jun 6, 2014 6:52 AM	European Commission	
7	Jun 6, 2014 4:07 AM	romania	incomplete
8	Jun 5, 2014 5:21 PM	Lithuania	
9	Jun 5, 2014 2:28 PM	Republic of Moldova	incomplete
10	Jun 5, 2014 2:19 PM	FRANCE	
11	Jun 5, 2014 12:35 PM	Uk Scotland	
12	Jun 5, 2014 10:00 AM	The Netherlands	
13	Jun 5, 2014 8:56 AM	Sweden	
14	Jun 5, 2014 7:24 AM	Greece	incomplete
15	Jun 4, 2014 6:40 PM	Belgium - NL	
16	Jun 4, 2014 11:53 AM	Belgium - FR	
17	Jun 3, 2014 12:34 PM	Malta	
18	Jun 3, 2014 11:50 AM	Armenia	incomplete
19	Jun 2, 2014 2:33 PM	Iceland	
20	Jun 2, 2014 11:40 AM	Slovenia	
21	Jun 2, 2014 10:58 AM	Latvia	
22	Jun 2, 2014 8:48 AM	Spain	
23	Jun 2, 2014 8:40 AM	Slovakia	incomplete
24	Jun 2, 2014 8:26 AM	Eurydice	incomplete
25	Jun 2, 2014 8:03 AM	Denmark	
26	May 30, 2014 11:44 AM	Czech Republic	
27	May 27, 2014 2:07 PM	Austria	
28	May 26, 2014 7:43 AM	Slovak republic	
29	May 16, 2014 12:24 PM	Bulgaria	
30	May 16, 2014 8:59 AM	Poland	
31	May 15, 2014 1:38 PM	Republic of Macedonia	
32	May 14, 2014 12:36 PM	Liechtenstein	incomplete
33	May 14, 2014 5:44 AM	Cyprus	
34	May 13, 2014 2:26 PM	ENQA	
35	May 13, 2014 11:08 AM	BusinessEurope	
36	May 13, 2014 10:54 AM	Croatia	
37	May 13, 2014 10:07 AM	Montenegro	incomplete

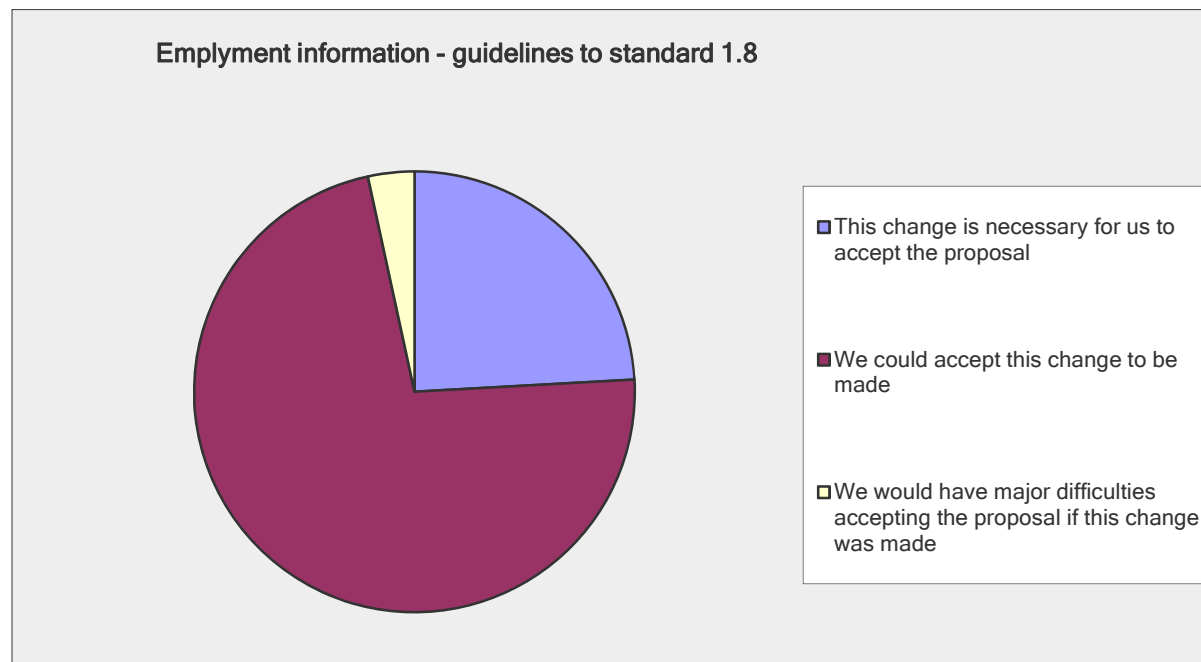
ESG revision

Option 1 - The ESG proposal, as it was presented to the BFUG meeting on 9 April, can be adopted without further changes.		
Answer Options	Response Percent	Response Count
Yes	51.7%	15
No	48.3%	14
<i>answered question</i>		29
<i>skipped question</i>		8



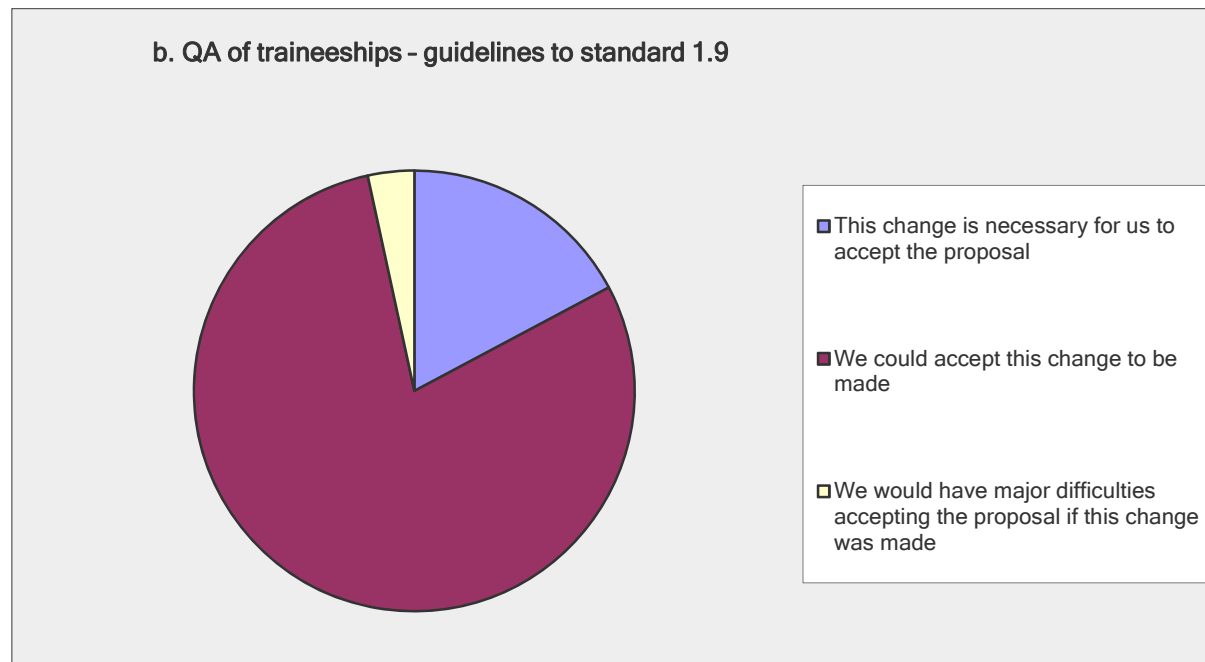
ESG revision

1. a. Employment information - guidelines to standard 1.8 - " GRADUATE EMPLOYMENT INFORMATION"		
Answer Options	Response Percent	Response Count
This change is necessary for us to accept the proposal	24.1%	7
We could accept this change to be made	72.4%	21
We would have major difficulties accepting the proposal	3.4%	1
<i>answered question</i>		29
<i>skipped question</i>		8



ESG revision

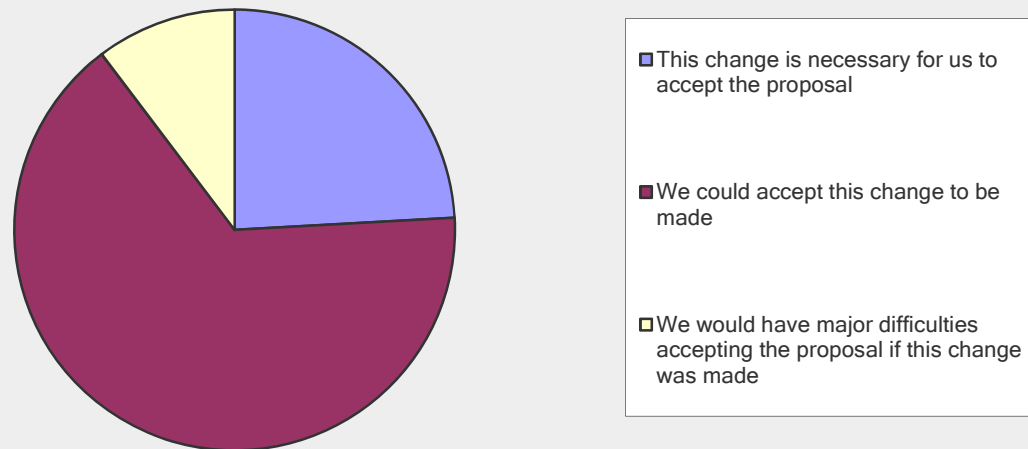
b. QA of traineeships - guidelines to standard 1.9 "THE QUALITY AND RELEVANCE OF TRAINEESHIPS INCLUDED IN THE CURRICULA."		
Answer Options	Response Percent	Response Count
This change is necessary for us to accept the proposal	17.2%	5
We could accept this change to be made	79.3%	23
We would have major difficulties accepting the proposal	3.4%	1
answered question		29
skipped question		8



ESG revision

1. c. Involvement of employers in EQA - guidelines to standard 2.4		
Answer Options	Response Percent	Response Count
This change is necessary for us to accept the proposal	24.1%	7
We could accept this change to be made	65.5%	19
We would have major difficulties accepting the proposal if this change was made	10.3%	3
<i>answered question</i>		29
<i>skipped question</i>		8

c. Involvement of employers in external QA - guidelines to standard 2.4



Option 3 - The ESG proposal requires fundamental changes before it can be accepted.		
Answer Options		Response Count
		11
<i>answered question</i>		11
<i>skipped question</i>		26
Number	Respondent	Response Text
1	European Commission	<p>1. In the recent Council conclusions on quality assurance supporting education and training (20 May 2014), EU ministers of education highlighted that EU education and training systems face significant challenges such as broadening access; reducing dropout and improving retention rates; supporting innovative learning; and ensuring that learners acquire the knowledge, skills and competences required for an inclusive society, and also highlighted the role that quality assurance can play in helping institutions and policy makers to meet those challenges, ensuring that the quality of education and training systems is fit for purpose. Ministers agreed that a genuine ingrained culture of quality enhancement in teaching and learning is the basis for raising standards. External quality assurance could contribute to these developments and reinforce them.</p> <p>The Council Conclusions supported the Commission Report on Progress in Quality Assurance in Higher Education (28 January 2014), which shows that while the vast majority of HEIs have a strategy for continuous quality enhancement, they are still grappling with how to move away from process-orientation. Evidence also shows limited impact of the ESG at institutional level - academics don't find the ESG useful and institutions consider that practical advice on how to develop a strong quality culture is lacking. Ensuring that quality assurance, through the ESG, embraces the key policy goals of higher education and leverages a quality culture will help the ESG meet these concerns of policymakers and institutions.</p> <p>Standard 2.1 should therefore have the following addition: "External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG and support institutions in raising their quality standards, ensuring feedback into their strategic decision-making".</p> <p>2. Institutions and governments increasingly seek to take into account wider policy objectives like employability, widening access, prevention of dropout when assessing the quality of institutions and programmes. This should be reinforced by the ESG. In many countries quality assurance agencies already examine these issues, as shown by the recently published Commission report "Modernisation of Higher Education in Europe - Access, Retention and Employability". They increasingly examine issues related to admissions systems (for example they check that the admissions process is coherent with programme requirements). However, their assessment of such processes should also take account of the degree to which they are fit for the purpose of widening access.</p> <p>Around half of HE systems state they use data on retention and dropout in their QA processes (as indicators of the success and viability of programmes and/or institutions). In order to maximise its usefulness, quality assurance assessment should ensure that the findings from such tracking the data is fed back into the design of programmes and of student support so as to better address the underlying causes of dropout.</p> <p>As noted by a number of countries and by the Commission at the Athens BFUG, the ESG - as a set of standards of guidelines to be adopted by ministers - do have a political character; inclusion of these points will strengthen the document and will ensure that QA is a responsive tool for ministers seeking to reach these goals.</p> <ul style="list-style-type: none"> • Including employability under standard 1.8 and employers under standard 2.4, as suggested above, is essential and has our full support. • Standard 1.4 should include the following: "Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. access policies and student admission, progression, recognition and certification and ensure their fitness for purpose". • To the guidelines under 1.4 the following should be added: "Institutions need to put in place both processes and tools to collect, monitor and manage information on student progression and follow them up by addressing the underlying causes of dropout." <p>3. Flexible learning and delivery methods are means to improve quality and relevance of higher education, as outlined in the European agenda for the modernisation of higher education. Standard 1.6 should be reinforced by mentioning flexible learning: "Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided to serve the needs of an increasingly diverse student population and the growing need for flexible learning."</p>
2	UK - Scotland	No fundamental changes required

3	Netherlands	<p>ESG are an important outcome of the Bologna Process. It seems strange not to refer explicitly to other Bologna instruments in the Standards and in the Guidelines. following instruments are extremely relevant for European quality assurance: Framework for Qualifications of the European Higher Education Area, national qualifications frameworks, ECTS and learning outcomes. The ministers explicitly refer to learning outcomes in their communiqués and both the qualifications framework and ECTS are based on learning outcomes and workload. In addition, in the Bucharest Communiqué the ministers have committed themselves to “strive for more coherence between our policies, especially in [...] the enhancement of quality assurance and the implementation of qualifications frameworks, including the definition and evaluation of learning outcomes”.</p> <p>-Achieved learning outcomes</p> <p>oThe standards never refer to the importance (for quality assurance) of achieved learning outcomes.</p> <p>oLearning outcomes are explicitly mentioned in standard 1.2 but this standard is about design and approval. The standard asks institutions to check whether a programme is fit for purpose (design) but not whether the purpose (learning outcomes) is in line with the requirements of the discipline, research, professional field, qualifications framework. It seems the ESG miss a step here.</p> <p>•Standard 1.2 could be improved: For example, Standard:</p> <p>“[...] Programmes should be designed so that they match the objectives set for them and that their learning outcomes correspond with the relevant academic and professional requirements and with the correct level descriptors in the national qualifications framework and, consequently, with the Framework for Qualifications of the European Higher Education Area.”</p> <p>oThe inclusion of learning outcomes is limited to part 1 and thus internal QA. This seems to indicate that learning outcomes are not an essential element in external QA, since they only need to be taken into account when looking at internal QA (standard 2.1).</p> <p>The ESG need to explicitly include learning outcomes and qualifications frameworks both in the standards and in Part 1 and 2. In addition, the relationship between achieved and intended learning outcomes should be better clarified than currently in the guideline of standard 1.4. The explicit inclusion of learning outcomes and qualifications frameworks will ensure more coherence in the EHEA and a consistent focus on the quality of teaching and learning in European quality assurance. This becomes increasingly relevant due to the growth of cross-border provision of higher education and the emergence of cross-border quality assurance and multi-agency quality assurance systems.</p>
4	Sweden	<p>1.Standard 1.3 should articulate that institutions should ensure that the students achieve the intended learning outcomes. This is an important result of student-centred learning, teaching and assessment. Quality assurance processes should, among other purposes, also ensure the outcomes of HE, which is an important part of the accountability and trust in HE. It should therefore be expressed in a standard and not only in the guideline to 1.3</p> <p>2.Standard 1.9 should be formulated in the same way as 1.2: “... to ensure that they achieve the objectives set for them, INCLUDING THE LEARNING OUTCOMES, ...”</p> <p>3.All the guidelines needs to be slightly revised in order not to be interpreted as rules or have to strong, undesirable, steering effects of quality assurance processes. As said in chapter II in the introductory section to the ESG “the guidelines explain why the standard is important and describe how standards might be implemented. They set out good practice in the relevant area for consideration by the actors involved in quality assurance. Implementation will vary depending on different contexts.”. Since the guidelines are so detailed it needs to be expressed explicitly that, for example, the bullet points in 1.9 are EXAMPLES of what an institution might include in a review of a program. All the guidelines needs to be revised in line with this. I you want we can come back with explicit suggestions of changes in the text.</p>
5	Greece	<p>1.The Council conclusions on QA in May should be gravely taken into account</p> <p>2.The inclusion of external stakeholders in the group of external stakeholders (employers also)</p> <p>3.The ESG should bear the characteristics of sustainability</p> <p>2.</p>
6	Belgium - NL	<p>A proposal for rephrasing standard 1.3 and 2.4:</p> <p>Standard 1.3 Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process and that the programmes have a fair and sufficient system of assessment of students in place that demonstrates that the learning outcomes have been achieved.</p> <p>Standard 2.4 External quality assurance should have a professional system of peer review at its core, carried out by groups of experts that include (a) student member(s) and where appropriate (a) member(s) from the relevant stakeholders.</p>
7	Slovenia	<p>COMMENT TO</p> <p>a. Employment information - guidelines to standard 1.8 Due to the protection of personal data, the QAA cannot demand from HEI to collect such data as obligatory. They must first obtain the consent of each individual graduate.</p> <p>4. b. QA of traineeships - guidelines to standard 1.9 We agree to this change but the implementation can be very demanding for QAA.</p> <p>5. c. Involvement of employers in external QA - guidelines to standard 2.4 Slovenia has already implemented this standard in practice.</p>
8	Latvia	<p>- Strengthening the notion of the learning outcomes in Standard and guidelines of the 1.2</p> <p>- putting back and strengthening of learning outcomes in the standard and guidelines 1.3</p>
9	Poland	It is important that reference to participation of employers or professional practitioners or external stakeholders is included to the standard 2.4 not in the guidelines only. This claim is of fundamental nature. Adding “employers” to the guidelines is not so important.
10	ENQA	ENQA believes that the proposal does not require fundamental change
11	Croatia	<p>1. Sufficient number of teaching staff - Although sufficient number of teaching staff cannot imply quality for itself, this is a minimum assumption that quality assurance system is sustainable. Therefore we suggest that the standard No. 1.5 includes statement on sufficient number of qualified teaching staff and propose the following: There is evidence that higher education institution employs sufficient number of qualified teaching staff to achieve its educational and research objectives, to establish and monitor academic policies, and to ensure the sustainability of its study programmes and research activities.</p> <p>2. Quality of alternative modes of delivery of study programmes - A particular emphasis should be given to the quality assurance of the LOs achieved through alternative modes of delivery of study programmes and an assessment should be assured of adequacy of teaching methods to respective LOs though not all the LOs could be achieved outside of formal and controlled settings.</p>

ESG revision

Other concrete comments received In addition, the Steering Group has taken note of a number of suggestions made during the BFUG meeting, which in the Steering Group's view are already included in the proposal discussed.		
Answer Options		Response Count
		12
<i>answered question</i>		12
<i>skipped question</i>		25
Number	Response Date	Response Text
1	Georgia	<p>- Need for processes to deal with academic fraud - We would support and underline the importance of this issue specifically „academic fraud“.</p> <p>As a general comment we would mention that integration of research in ESG, might be an extra mechanism to strengthen research dimension in transitional countries.</p> <p>General comment: It is very important to emphasize that the institution can choose the approach how to translate policy into processes, taking into account institutional profile. i.e. some institutions will not have international profile.</p>
2	European Commission	<p>As mentioned above, flexible learning and delivery methods are means to improve quality and relevance of higher education, as outlined in the European agenda for the modernisation of higher education.</p> <p>Standard 1.6 should be reinforced by mentioning flexible learning:</p> <p>“Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided to serve the needs of an increasingly diverse student population and the growing need for flexible learning.”</p>
3	Lithuania	<p>Contribution of higher education to students' personal development is not currently listed as a prominent goal of HE under the scope and concepts on page 7 - this remark is quite right. Personal development is more than preparing for the future career and contribution to one's employability. Personal development has an impact on other than work life of a person and other roles, e.g. in family, also engaging in voluntary not-for-profit activities, cultivating personal hobbies etc. A person is more than a citizen, employer or employee, but also a family member, member of a religious community etc. The four goals are not once endorsed by the Ministers in various communiques, so ESG also should refer to four goals, not three as currently.</p>
4	Sweden	See comments regarding standard 1.3 in the previous question
5	Belgium - NL	<p>The comments and the proposed adjustments are acceptable for us but are not fundamental.</p> <p>Adding the sentence 'to analyse the achieved learning outcomes in relation to the intended learning outcomes' is not enough for us. The method of student assessment and examination should be designed in such a way that it guarantees that the learning outcomes have been achieved at graduation.</p>
6	Malta	Agreed. No comments.
7	Iceland	The Ministry of Education, Science and Culture agrees that the comments are in line with the view of the steering group.
8	Latvia	Support articulating the difference between intended and achieved outcomes
9	Austria	we can go along with the above suggestions
10	Cyprus	Cyprus agrees with the Steering Group's view that the aforementioned suggestions are already included in the proposal discussed.
11	ENQA	ENQA believes that the suggestions received are already incorporated into the current draft as explained above.
12	Croatia	<p>Standard 1.3. does not sufficiently articulate relation between intended and achieved LOs. Importance of achievement of intended learning outcomes is insufficiently covered by a guideline within Standard 1.3 only. The emphasis should be put on quality assurance of intended LOs as a part of internal and external quality assurance system at the institutional level instead of the level of student, most preferably within the Standard 1.9. as a part of regular monitoring of study programmes: "Achievement of programme objectives" is not sufficient neither precise enough.</p>