ENI Webinar
Session 1

Summary
1. The beginning: late '80s and '90s in Europe
2. Founding events: 1998-2002
3. Building the EHEA and ENQA
4 . Present and future challenges

1. The beginning: late 80's and 90's in Europe

The problem: can European citizens study and work freely in other countries of the then European Community?

Answer: No

What can be done? No EU powers over education

No power…but a great idea.
Fund student mobility to test and pressure the systems.
"Erasmus" =
EuRopean Community Action Scheme for the Mobility of University Students

Erasmus starts in 1987.

But…very difficult.
Very few students in the first years.
Since there are no common structures, something is needed to 'translate' studies from one country to another.

Another great idea: ECTS

European Credit Transfer System
Pilot Project

Starts in 1989.
Five subject areas, five networks of universities to experiment and create the necessary tools (the transparency tools we use today for student mobility).

What we found out:
European higher education systems were very different, neither compatible nor comparable.

Different for
- degree structure
- subject matter (content and approach)
- calendar
- teaching modes

2. Founding events

The concrete realization of the extent of difference led to:

- Sorbonne Declaration 1998: cycles, credits, creating of a 'European Area of HE (Agreement between Ministers of Education of Italy, UK, France and Germany…)

- Bologna Declaration 1999: cycles, credits…towards the EHEA (29 Ministers of HE) and the begining of the «Bologna Process»

In the same years:
- EUA (European University Association: previously two rectors' organizations)
- ESU (European Students Union: previously WESIB, 7 countries; now 40 countries)
- Tuning Educational Structures in Europe ...
- ENQA (European Network of Quality Assurance Agencies

ENQA (European Network of Quality Assurance Agencies)

in the beginning:

Pilot Project TEEP 2002 (Transnational European Evaluation Project) to see whether existing quality agencies could become transnational and what the issues were.

Three pilot subject areas: History, Physics, Agriculture

The results:
ENQA: Teep and follow-up

Transnational
European Evaluation Project

Methodological Reflections

ENQA Occasional Papers 6

EUROPEAN
Higher Education Area

bologna
process

Education and Culture

ENQA:
ESG first edition
2005

Standards and Guidelines for Quality Assurance
in the European Higher Education Area

ESG
2015
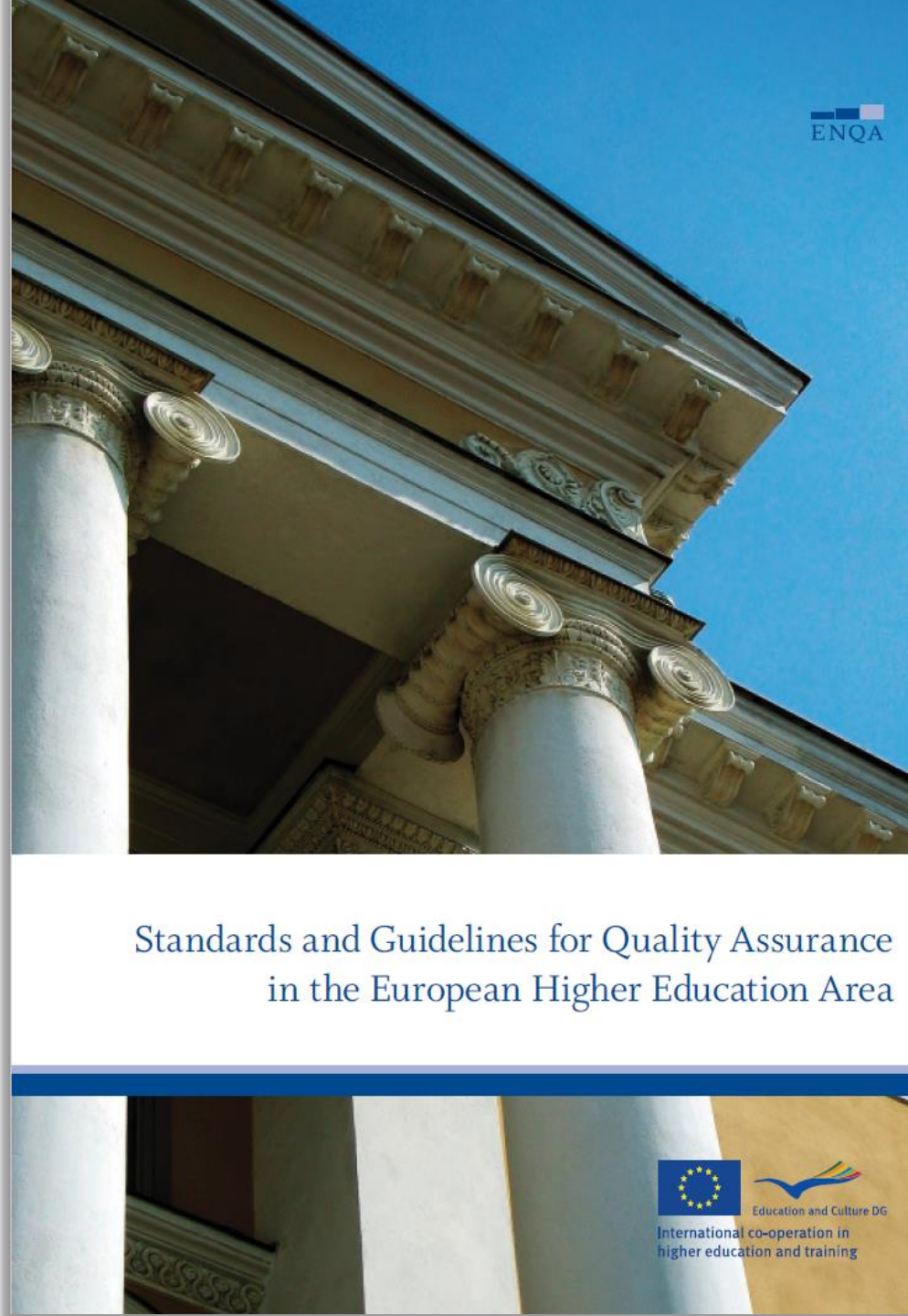
Revised edition
authored by:
European Association for Quality Assurance
 in Higher Education (ENQA)
European Students' Union (ESU)
European University Association (EUA)
European Association of Institutions in Higher Education
        (EURASHE)

In cooperation with:
Education International (EI)
BUSINESSEUROPE
European Quality Assurance Register for Higher Education
        (EQAR)

Standards and Guidelines for Quality Assurance
in the European Higher Education Area

EUROPEAN
Higher Education Area

bologna
process

ITALIAN **BFUG** SECRETARIAT
2018-2020

TWINNING

In the new «Standards and Guidelines for Quality Assurance in the European Higher Education Area», in general: less prescriptive guidelines, more emphasis on **internal quality** procedures, requiring a shift in mentality and practices of academics and higher education institutions.

3. Building the EHEA and ENQA

- EHEA: now 48 countries and 8 consultative members
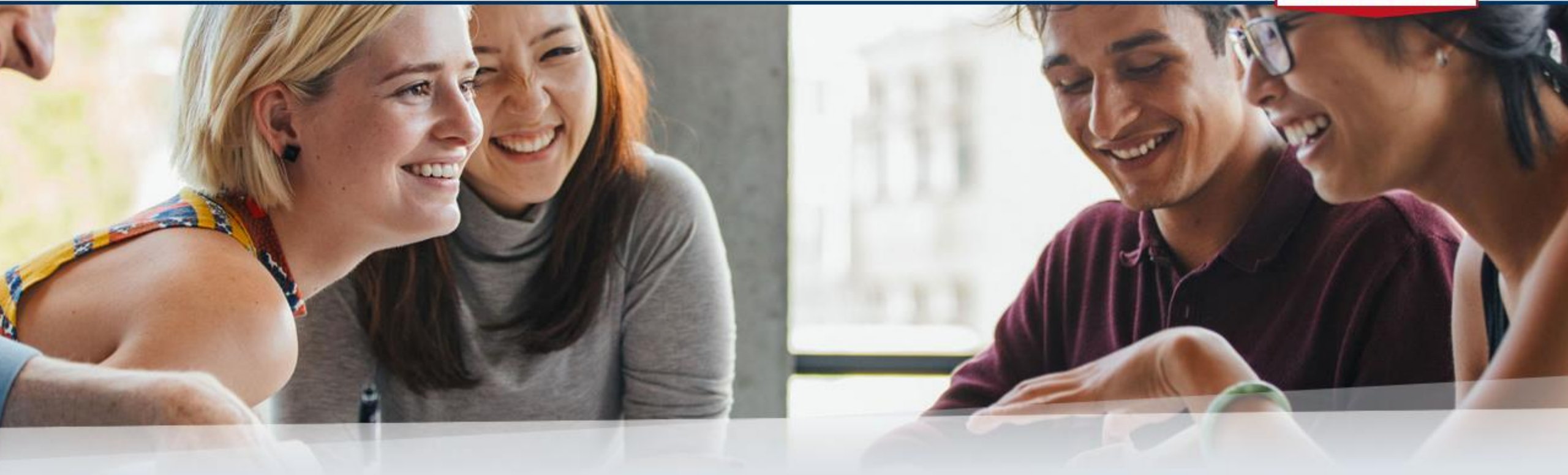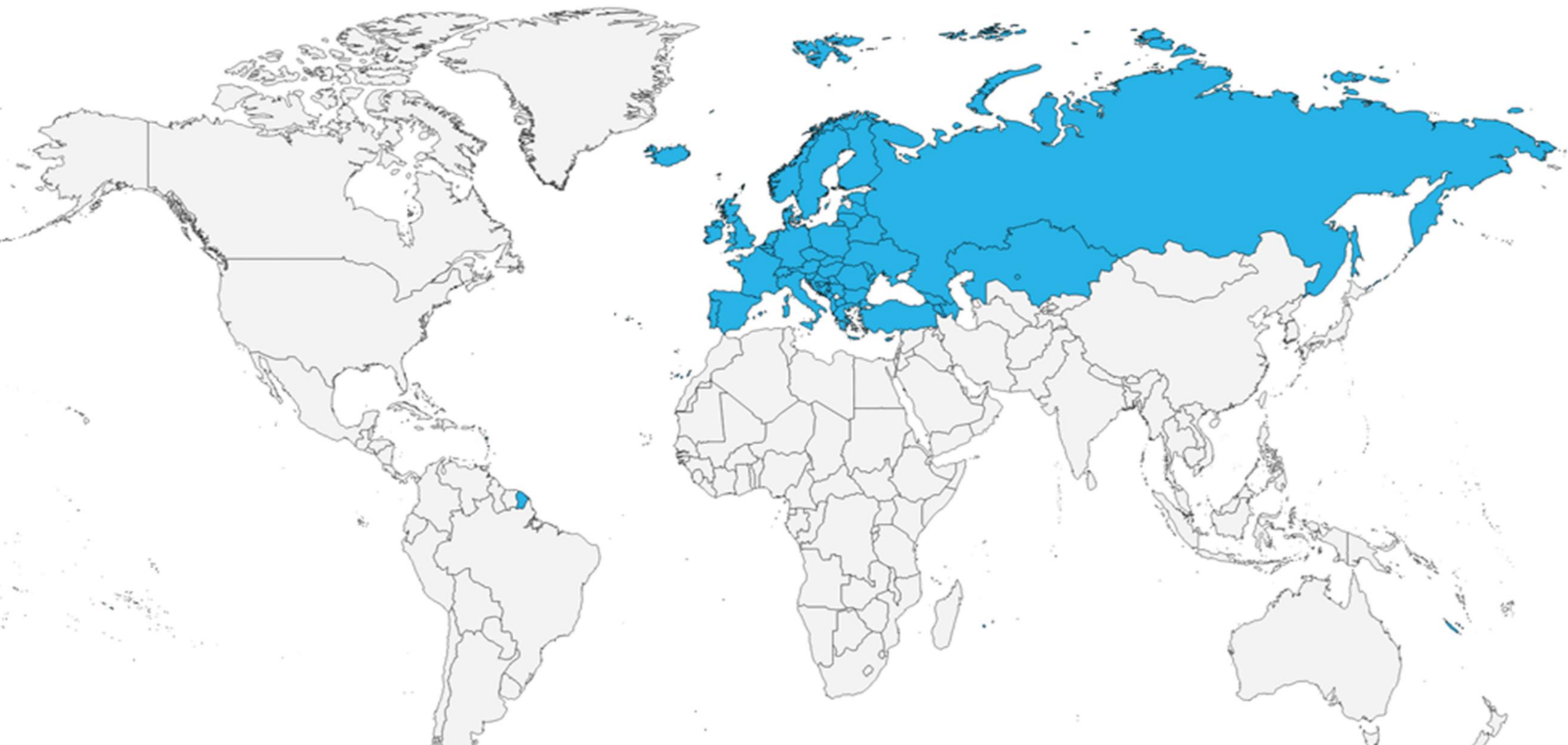- ENQA: now a major organization with
    - EQAR
    - DEQAR

European Higher Education Area and Bologna Process

The European Higher Education Area (EHEA) is a unique international collaboration on higher education and the result of the **political will of 48 countries** with different political, cultural and academic traditions, which, step by step during the last twenty years, built an area implementing a common set of commitments: **structural reforms and shared tools**. These 48 countries agree to and adopt reforms on higher education on the basis of common key values– such as freedom of expression, autonomy for institutions, independent student unions, academic freedom, free movement of students and staff. Through this process, countries, institutions and stakeholders of the European area continuously adapt their higher education systems making them more compatible and strengthening their quality assurance mechanisms. For all these countries, the main goal is to increase **staff and students' mobility and to facilitate employability**. This official website of EHEA provides both general information on this

EHEA / BFUG members are **48** countries and the **European Commission**.

ENQA

20 years enqa.

ABOUT ENQA   ENQA AGENCIES   MEMBERS' AREA   REVIEWS   CONTACT   COVID-19

EUROPEAN STANDARDS & GUIDELINES

25 EVENTS

PUBLICATIONS

PROJECTS

WORK & POLICY AREAS

NEWSLETTER

ENQA IN A NUTSHELL

ENQA was first established as the European Network for Quality Assurance in Higher Education in 2000 to promote European cooperation in the field of quality assurance (QA) in higher education. In 2004 it became the **European Association for Quality Assurance in Higher Education**. Since then, the mission of ENQA has been to contribute significantly to the maintenance and enhancement of the quality of European higher education, and to act as a major driving force for the development of quality assurance across all the Bologna Process signatory countries.

What is ENQA

ENQA is a **membership association** which represents its members at the European level and internationally. ENQA members are quality assurance organisations from the European Higher Education Area (EHEA) that operate in the field of higher education. The membership criteria of ENQA encompass Parts II and III of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Bodies that do not wish to, or for whatever reason are unable to, apply to become members of ENQA may request affiliate status within ENQA. **Affiliates** are bona fide organisations or agencies with a demonstrable interest in the quality assurance of higher education.

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EUROPEA
Higher Edu

- EQAR

Register

- Registered agencies
- Apply for registration
- Database of QA results

Knowledge base

- Country information
- External QA activities
- DEQAR CONNECT project

Organisation

- Join EQAR
- Structure
- Contact us

Reliable information on quality of European higher education and its assurance

The current COVID-19 pandemic impacts the work and daily life of everyone in European higher education. We are ready to support our members, registered quality assurance agencies and partners in the challenges they are currently facing where we can. We will gather all related information on a dedicated page, including answers to frequent questions by registered agencies. EQAR staff are working from home until further notice, and we are reachable by email and phone as usual.

About us

- Higher education in the European Higher Education Area (EHEA) is subject to regular external review by a quality assurance agency (QAA).

- The agreed common framework for quality assurance systems is the Standards and Guidelines for Quality Assurance in the EHEA (ESG).

- The European Quality Assurance Register for Higher Education (EQAR) is the EHEA's official register of QAAs, listing those that substantially comply with the ESG.

What to find

- The **Register** of trustworthy quality assurance agencies in the European Higher Education Area.

- The **Database** of higher education institutions and programmes that have been subject to external quality assurance as well as easy access to the corresponding reports (DEQAR).

- Our **Knowledge base** with information and data on external quality assurance systems and activities in Europe, presentations, project outlines.

EUROPEAN
Higher Education Area

- DEQAR

Projects

DEQAR CONNECT

DEQAR

— About

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— DEQAR exposed

— News

— Communication

— Events

— DEQAR conference

ImpEA

EQUIP

RIQAA

About

DEQAR: Quality at your fingertips!

The Database of External Quality Assurance Reports (DEQAR) project was selected for EU co-funding under Erasmus+ Key Action 3 – European Forward-Looking Cooperation Projects. The main aim of the DEQAR project was the development of a database that would enhance access to reports and decisions on higher education institutions/programmes externally reviewed against the ESG, by an EQAR-registered agency.

The database is expected to enable a broad range of users to satisfy their information needs and support different types of decisions (e.g. recognition of degrees, mobility of students, portability of grants/loans). These users include but are not limited to:

- Recognition information centres (ENIC-NARICs)

- Recognition and admission officers in higher education institutions

- Students and student organisation representatives

- Quality assurance agencies

- Ministry representatives and other national authorities

DEQAR builds on several Commission funded projects:

- DEQAR was conceived in the context of the EHEA goal of automatic recognition. Amongst others, it was inspired by Qrossroads, a frontrunner in publishing quality assurance reports developed by the European Consortium for Accreditation (ECA).

- An important contributor to the database is ETER (the European Tertiary Education Register) and the related OrgReg (a Register of Public-Sector Organizations). DEQAR harvests records from ETER/OrgReg on an annual basis. These records serve as base set of records on European higher education institutions in DEQAR. The following ETER data on institutions are stored in the database: ETER ID, official name, English name, acronym, country, city (when available), latitude/longitude (when available), QF-EHEA levels and institution website.

Through this database EQAR will contribute to the transparency of external quality assurance in

EUROPEAN
Higher Education Area

4. Present and future challenges

Implementation of the ideal of a connected EHEA where all members have independent QA agencies, full members of ENQA, able to act in any EHEA country, is not complete.

From 2018 to present, the EHEA has tested a new approach.

The **Bologna Implementation Coordination Group** (the "BICG") has been tasked with organizing **three "Thematic Peer Groups"** where countries assist each other in implementing three basic commitments currently considered "Key" .

QA and the correct implementation of the ESG is one of these.
The Thematic Peer Group C has obtained important results and should continue its work in the coming 4 year work period (2020 to 2024).

Thematic Peer Group C

In September 2018, the BFUG formally established this **Thematic Peer Group C on Quality Assurance (TPG C on QA)** – more specifically on Key Commitment 3 (Quality Assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area) – based on the interests and needs indicated by the BFUG members and Consultative members in a survey conducted during the summer of 2018.

Specific thematic indications include topics such as:

- legislative framework in line with the ESG (introducing changes),
- ensuring effectiveness of internal quality assurance arrangements, including the use of QA results in the decision-making process and quality culture as well as links to learning and teaching,
- the role and engagement of stakeholders in internal and external QA (students, teachers, employers),
- Cross-border QA,
- European Approach to the QA of joint programmes.

Action plan of the Thematic Peer Group C on Quality Assurance *(last update 03.07.2020)*

First Call for applications (CLOSED) - Peer Support on Quality Assurance in Higher Education: Mobility *(deadline 31 August 2019)*

The Thematic Peer Group C on Quality Assurance was established with the aim of fostering peer support among countries. Therefore, a European project has been created to facilitate and finance a system of staff mobility across Europe.

Second Call for applications - Peer Support on Quality Assurance in Higher Education: Staff

COMPOSITION

Co-chairs

- Belgium Flemish Community
- Cyprus
- Georgia

Members

Albania, Armenia, Austria, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, EI-IE, ENQA, EQAR, EURASHE, ESU, EUA, European Commission, France, Germany, Greece, Hungary, Iceland, Italy, Kazakhstan, Latvia, Liechtenstein, Lithuania, Malta, Moldova, Montenegro, The Netherlands, North Macedonia, Poland, Portugal, Romania, Serbia, Slovak Republic, Spain, Sweden, Switzerland, Turkey, Ukraine, UNESCO, United Kingdom (Scotland).

Quality Assurance

READ MORE

Future challenges

Our "vision" of future higher education:
more flexible learning paths
many 'smaller units of learning' (e.g. "microcredentials")

Can present QA and ESG approaches be adapted to the new reality?

Is there a potential contradiction between

Flexibility
and
«clear and transparent rules and procedures»?

Present text in the draft 2020 ministerial communiqué:

... We encourage **an enhancement-oriented use of the ESG in order to support innovation in higher education** *and its quality assurance in view of increased flexibility and openness of learning paths, smaller units of learning and enhanced synergisms among higher education institutions....*

There are several working groups and projects to develop the EHEA approach to 'microcredentials' and the quality assurance questions they pose. All EHEA countries, for example, have been invited to participate in MICROBOL....

Conclusion….
The scenario today is vastly different from that in 1989.
The prospects seem to be continuing rapid change.
There are also robust experiences of cooperation and mechanisms for shared elaboration of ways to address the challenges.

Thank you
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