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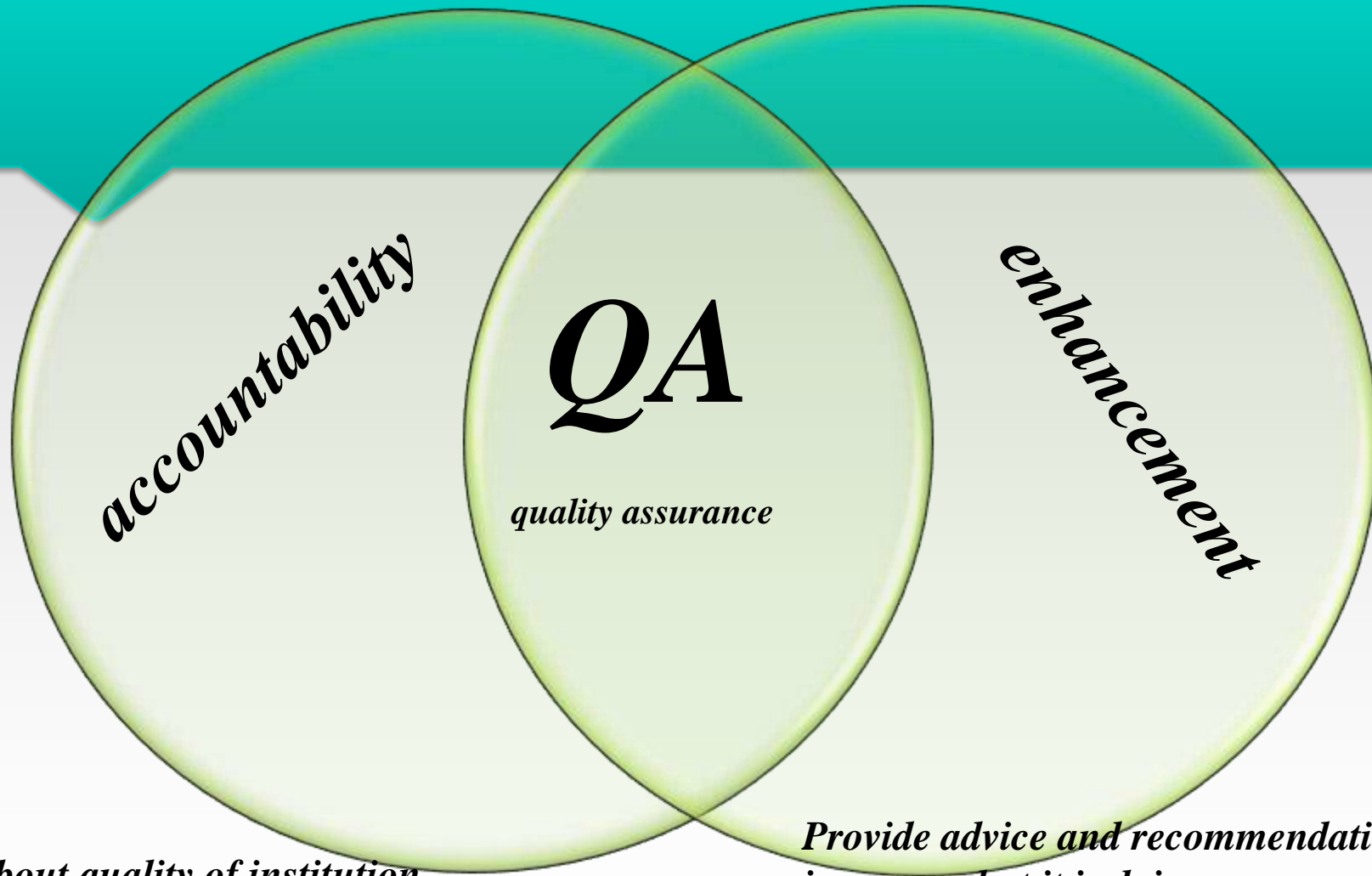
Training 10.

Code of Ethics expert in the field of education

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Quality Assurance System in the European Union





Information about quality of institution

*Provide advice and recommendations on how it might
improve what it is doing*



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.



ESG 2015



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

VALUES

Transparency

Integrity

ENQA

Independence

Collaboration

EUROPEAN STANDARDS AND GUIDELINES (ESG)

The standards set out agreed and accepted practice for quality assurance in higher education in the EHEA and should, therefore, be taken account of and adhered to by those concerned, in all types of higher education provision.

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.

ESG: purposes and principles

The ESG have the following purposes:

- ❑ They set a common framework for quality assurance systems for learning and teaching at European, national and institutional level;
- ❑ They enable the assurance and improvement of quality of higher education in the European higher education area;
- ❑ They support mutual trust, thus facilitating recognition and mobility within and across national borders;
- ❑ They provide information on quality assurance in the EHEA.

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Part 1: Standards and guidelines for internal quality assurance

- 1.1 Policy for quality assurance
 - 1.2 Design and approval of programmes
 - 1.3 Student-centred learning, teaching and assessment
 - 1.4 Student admission, progression, recognition and certification
 - 1.5 Teaching staff
 - 1.6 Learning resources and student support
 - 1.7 Information management
 - 1.8 Public information
 - 1.9 On-going monitoring and periodic review of programmes
 - 1.10 Cyclical external quality assurance
-

1.3 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

STANDARD:

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 assessment of students reflects this approach.

GUIDELINES:

Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.

1.5 TEACHING STAFF

STANDARD:

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

GUIDELINES:

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).



Part 2: Standards and guidelines for external quality assurance

- 2.1 Consideration of internal quality assurance
 - 2.2 Designing methodologies fit for purpose
 - 2.3 Implementing processes
 - 2.4 Peer-review experts
 - 2.5 Criteria for outcomes
 - 2.6 Reporting
 - 2.7 Complaints and appeals
-



2.2 DESIGNING METHODOLOGIES FIT FOR PURPOSE

STANDARD:

External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

GUIDELINES:

In order to ensure effectiveness and objectivity it is vital for external quality assurance to have clear aims agreed by stakeholders.

2.7 COMPLAINTS AND APPEALS

STANDARD:

Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the institutions.

GUIDELINES:

In order to safeguard the rights of the institutions and ensure fair decision-making, external quality assurance is operated in an open and accountable way. Nevertheless, there may be misapprehensions or instances of dissatisfaction about the process or formal outcomes.



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THANK YOU
FOR ATTENTION!

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