

# ANALYSIS OF THE EUROPEAN STANDARDS AND GUIDELINES (ESG) IN EXTERNAL REVIEW REPORTS: SYSTEM-WIDE ANALYSIS, RESOURCES, AND INDEPENDENCE

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# WHAT IS THE KP3 STANDING COMMITTEE?

The Knowledge on Part III of the European Standards and Guidelines standing committee (KP3) was established by ENQA in 2013 as an advisory committee to the ENQA Board on matters of quality assurance (QA) and QA processes in higher education. The committee was mandated to perform analysis on Part III of the *European Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) in order to map how QA agencies align with Part III of the ESG. The committee is composed of experienced ENQA-member QA agencies' technical staff.

The task of the KP3 committee is to develop insight on and understanding of QA agencies' ways of working and of their internal quality assurance processes. The committee advises the ENQA Board on issues and themes that are identified as being of interest to ENQA's membership as well as on matters that result from the continuous evolution in the area of quality assurance in European higher education.

The KP3 committee's general approach is to perform studies and analyses of relevance to QA agencies that could spark discussions and debates. In addition, the findings and suggestions arising from these discussions are expected to be used to develop training materials for ENQA's training of experts. Within this perspective, the KP3 committee will contribute to the shaping of the future of quality assurance in the EHEA in general, as well as the internal quality assurance of the ENQA review process.

As initially mandated, the KP3 committee's work currently focuses on understanding the standards stated in Part III of the ESG. To this end, it analyses data and reports (amongst others, self-evaluation reports, ENQA review reports, policy documents, etc.) related to the functioning and evaluation of QA agencies throughout the EHEA.

During the analysis phase, the KP3 committee was composed of Els Van Zele (Flemish Council of Universities and University Colleges - Quality Assurance Unit - VLUHR-QAU, Belgium), Maiki Udam (Estonian Higher Education Quality Agency - EKKA, Estonia), Ole Espen Rakkestad (Norwegian Agency for Quality Assurance in Education - NOKUT, Norway), Sandra Marcos Ortega (Quality Assurance Agency for the University System in Castilla y Leon - ACSUCYL, Spain), and Núria Comet (Catalan University Quality Assurance Agency - AQU Catalunya, Spain).

# INTRODUCTION BY THE KP3 COMMITTEE

This workshop report outlines the analysis conducted by the KP3 standing committee on Part III of the ESG and the outcomes of the discussions from the KP3 seminar, held in Brussels on 2 - 3 June 2014, entitled "European QA agencies' ways to comply with the ESG in an international perspective, adhering to the European dimension: Shaping the future together".

During its first year of work, the KP3 committee focused on three specific standards of Part III of the ESG in order to map QA agencies' ways of complying with it. The following three ESG standards were analysed in detail:

- ESG 2.8: System-wide analysis
- ESG 3.4: Resources
- ESG 3.6: Independence

The analysis of these three standards is based on 23 self-evaluation and external review reports of QA agencies subject to an external review between 2010 and 2013. Among the 23 QA agencies considered, 18 agencies had undergone their first ENQA-coordinated review, while five agencies had undergone an external review for the reconfirmation of their ENQA membership.

As stated above, the KP3 committee based its analysis on QA agencies' self-evaluation reports as well as review reports that were produced by the review panels, thereby setting the context for the first KP3 seminar which took place in Brussels in June 2014. The seminar provided the opportunity to present the findings of the committee's work but also enabled QA agencies' management and quality assurance officers to share ideas and best practices in complying with the three standards.

The KP3 committee would like to underline that the ESG referred to within the analyses and the self-evaluation and review reports is the third edition published in 2009. Despite the ongoing ESG revision process, the findings and recommendations outlined in this report still stand.

# CHAPTER 1: SYSTEM-WIDE ANALYSIS

## 1.1. ESG 2.8: SYSTEM-WIDE ANALYSIS

### STANDARD

Quality assurance agencies should occasionally produce summary reports describing and analysing the general findings of their reviews, evaluations, assessments, etc.

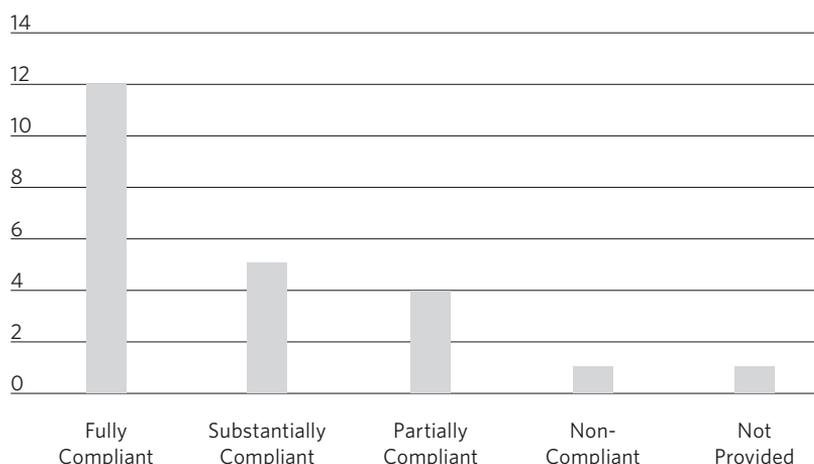
### GUIDELINES

All external QA agencies collect a wealth of information about individual programmes and/or institutions, and this provides material for structured analyses across whole higher education systems. Such analyses can provide useful information about developments, trends, emerging good practices, and areas of persistent difficulty or weakness and can become useful tools for policy development and quality enhancement. Agencies should consider including a research and development function within their activities to help them extract maximum benefit from their work.

## 1.2. INTRODUCTION

The KP3 committee analysed the standard on system-wide analysis (ESG 2.8) based on the respective self-evaluation reports and review reports of 23 QA agencies and 23 expert review panels. Among the 23 evaluated QA agencies, 12 fully complied with the standard, five complied substantially, four complied partially, and one did not comply with the standard.<sup>1)</sup> This information is represented in the graph below:

**Number of agencies: system-wide analysis**



1) In this non-compliance case, the review panel did not score this standard.

### **1.3. ANALYSIS OF THE STANDARD AND THE MAIN FINDINGS OF THE REVIEW PANELS**

The analysis of the QA agencies' self-evaluation reports indicates that some of the QA agencies interpret this standard as 'the need to analyse the internal quality of the agency and how this could be improved', while other QA agencies consider it as 'the way in which information could be given concerning how the agency facilitates information about the system in which it operates or how the agency contributes to improving the system'. It thus seems that there is no single common understanding as to how to interpret this standard, even for review panel members.

The analysis indicates that, in general, QA agencies have justified their fulfilment with this standard using mainly two indicators: producing reports and organising conferences and/or events.

#### **PRODUCING REPORTS**

Among QA agencies that produce reports to describe and analyse the general findings of their evaluations, four different types of reports were identified based on their aims:

1. **Reports aiming at improving the internal quality assurance process of the agency.** In these cases, the objective of the agency in producing such reports may differ depending on how it operates and what major problems/challenges it faces. Such reports mainly pursue the following aims:
  - analysis of the as-is processes carried out in order to introduce changes for improvement
  - analysis of issues dealt with by the panels of experts conducting the evaluations of the agency.
2. **Reports aiming at providing information about the system in which the QA agency and the institutions operate.** The information provided in these reports is mainly generated from the evaluation reports produced by the agency. In general, the KP3 committee encountered the following types of reports:
  - reports with data on the national higher education system in which the agency operates and the analysis of the current state of play
  - reports showing a summary of the key findings of the evaluations.
3. **Reports analysing the impact of the QA agency's activities on the system.** The analysis shows that only a few QA agencies tend to produce reports with this aim, likely due to the high costs they entail, both in terms of human as well as financial resources. This kind of report involves an analysis of the audit outcomes over the past years, good practices, and the impact that the QA agency activities have on the system.

4. **Reports making recommendations to improve the functioning of higher education institutions.** Although not many QA agencies identify this issue as the ultimate goal of their analyses, it could be considered one of the main aims of the reports. In order to produce such reports, the QA agencies based their analyses on the review findings with regard to both recommendations and good practices.

As regards the human resources QA agencies employ for the purpose of producing reports, the analysis indicates that, generally, QA agency staff are responsible, although in some cases, QA agencies do not have specific rules on this matter. In some of the analysed cases, QA agencies appoint specific committees to carry out this task or involve external stakeholders, including students, which is considered good practice by the review panels.

It should be noted that when describing how QA agencies carry out system-wide analysis, the majority of them do not explain the mechanisms used, how they disseminate the information once obtained, nor do they comment on the benefits of such analysis for the QA agency.

## ORGANISING CONFERENCES AND/OR EVENTS

In the analysed self-evaluation reports, a few QA agencies justified their compliance with the standard through organisation of and/or participation in events. These events are either organised by the QA agency or attended by them. Three different cases were observed during the analysis:

- Some QA agencies organise specific conferences or other events aimed at improving the internal quality assurance system within higher education institutions.
- A number of QA agencies take part in international events, e.g. internal quality assurance networks, to discuss activities with other stakeholders.
- Some QA agencies justify the increasing use of social media, publications in quality journals, public relations officers, or international links and information in public presentations as a way of contributing to the performance of system-wide analysis.

The review reports' analysis indicates that focusing the system-wide analysis of QA agencies on the above-mentioned activities is not well-appreciated by the review panels.

Finally, some good practices were identified in the analysed review reports, such as:

- developing a procedure to evaluate the implementation of the structural reform of higher education in the framework of the Bologna process,
- preparing and publishing a dossier presenting the general vision on higher education and quality assurance processes,
- setting up a committee responsible for analysing and disseminating the general findings that emerge from evaluations, and
- setting up an analysis and development unit/department to provide sector-based information through specific research topics. This unit/department provides information on strategic planning and identification of priorities for the upcoming period, supports policy development, and contributes to promoting quality and excellence across the higher education sector.

The analysis of the review reports showed the presence of only a few recommendations and comments made by the review panels involved in the evaluation processes. The comments and recommendations made were of a quite similar nature:

- Information should be widely known (i.e. published) and should be published in English.
- The findings of the QA agency need to be analysed and presented to the higher education institutions.
- System-wide analysis reports should be used to analyse the effectiveness of the evaluations.
- SWOT analyses by themselves do not constitute a strategy, although they do prove a useful starting point. In addition, annual reports as such do not cover strategic issues either.
- System-wide analysis should be performed periodically.
- Outcomes of the QA agency's assessment activities should be considered and used more systematically.
- The system-wide analysis reports may provide information related to the findings of the QA agency and the impact of its work.
- Preparing and publishing more analytical reports would provide useful information about cross-sector developments and areas of difficulty, which can prove extremely useful for enhancing both the internal quality assurance procedures of the agency and the higher education institutions.

#### **1.4. KP3 FINDINGS**

Depending on the review panel evaluating a QA agency, the judgements made may vary substantially. This prompts the idea that further training could be provided for review experts in order to ensure greater consistency when interpreting the standards.

Based on the analysis carried out by the KP3 committee, certain conclusions may be drawn concerning both the work performed by the review panels involved in the evaluation processes and on how QA agencies interpret the standards when preparing their self-evaluation reports.

As regards the work performed by the review panels, a few recommendations on how to improve can be found in the reports. An important point to underline concerns the fact that sometimes the judgements made by the review panels are not supported by evidence.

Regarding the QA agencies' work, the following was observed:

- QA agencies have the tendency to focus more on the mechanisms rather than on the results or on what is expected from the analysis itself.
- Few explanations are offered about how the information gathered is disseminated.
- A substantial and systematic, system-wide analysis requires additional resources, both financial and human.
- Most QA agencies focus their analysis on the evaluations conducted and their main findings.
- Only a few QA agencies focus on analysing the impact of their own activities.

# CHAPTER 2: RESOURCES

## 2.1. ESG 3.4: RESOURCES

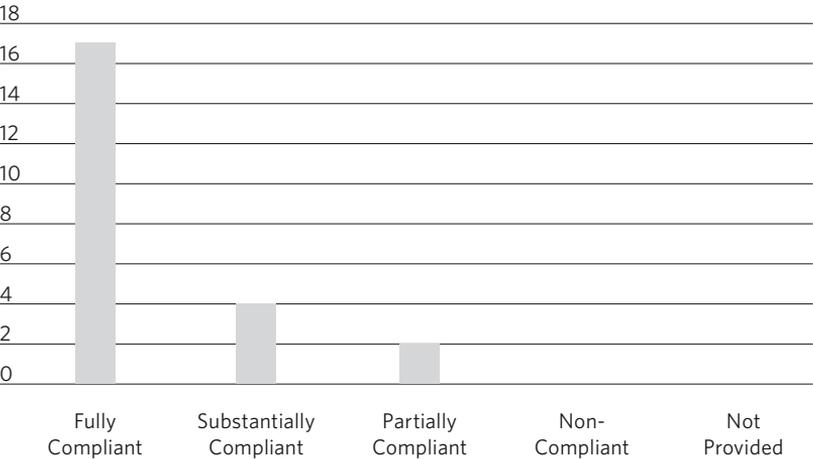
### STANDARD

Agencies should have adequate and proportionate resources, both human and financial, to enable them to organise and run their external quality assurance process(es) in an effective and efficient manner, with appropriate provision for the development of their processes and procedures.

### 2.2. INTRODUCTION

The KP3 committee analysed the standard on resources (ESG 3.4) based on the respective self-evaluation reports and review reports of 23 QA agencies and 23 expert review panels. Among the 23 evaluated QA agencies, 17 complied fully and four complied substantially with the standard. Two QA agencies complied partially with the standard. This information is represented in the graph below:

**Number of agencies: resources**



### 2.3. ANALYSIS OF THE STANDARD AND THE MAIN FINDINGS OF THE REVIEW PANELS

The analysis of the review reports indicates that both the financial and human aspects of resources are taken into account by the review panels, as established in the standard. In addition, some expert review panels also considered the facilities of the QA agency as well as external services, such as information technology (IT), when judging against this standard.

#### FINANCIAL RESOURCES

Concerning the financial resources, the reports show that the majority of QA agencies are entirely or almost entirely funded by their national governments. Only two QA agencies out of 23 do not receive structural funding from their governments, and in one case, the QA agency functions like an association, collecting fees from annual memberships. Some QA

agencies claim to receive additional funds from European projects or from fees or taxes from their evaluation activities or the accreditation services they provide.

The following are the most relevant recommendations made by the review panels to QA agencies concerning the financial resources:

- Continue to seek external sources of funding to support the QA agency's research and development activities.
- Try to increase funding to such a level so as to allow for adequate resources to cover all administrative and technical work needed to be completed by the QA agency.
- Diversify funding in order to develop quality assurance strategies and to have the capacity for continuous improvement, when the QA agency does not have a budget which supports activities besides evaluations.
- Take on a more proactive role in the continuous development of quality assurance and in its promotion at the European and international level. This implies that the budget must be enough not only to cover current activities, but also to take a prominent role in the European quality assurance landscape.

## HUMAN RESOURCES

From the human resources perspective, it can be easily said that the sizes of the evaluated QA agencies vary greatly, ranging from ten to 170 employees. In general, the composition of QA agencies is mainly technical staff, while the number of administrative staff remains low in all the QA agencies. Some of the QA agencies have subcontracted external staff for certain services such as IT. When comparing the review reports of QA agencies of different sizes, it is safe to say that the number of employees does not affect the evaluation of the QA agency against this standard.

The following main recommendations on human resources were outlined in the analysed panel review reports:

- Provide further training for the QA staff, for example offering special support in writing accreditation reports.
- Develop a human resources strategy.
- Increase the capacity of the QA agency (increasing the administrative staff or technical staff) in order to intensify the evaluation activities or the development activities.

Furthermore, the committee observed some positive remarks from the review panels regarding human resources in situations where the evaluated QA agency demonstrates a strong commitment to the ongoing personal and professional development of its staff and reviewers - which must be considered as key resources - or when the staff shows a constructive attitude.

## 2.4. KP3 FINDINGS

The analysis indicates that, overall, the review panels have assessed the QA agencies in a similar manner regarding the standard on resources. Generally, the comments made focused more on increasing human resources rather than financial resources. Based on the group's analysis of this standard, it is safe to state that the review panels think positively of QA agencies seeking external funding.

In general, the committee observed that there are very few comments in the review reports about the structures of the agencies, such as the qualification or the development of the employees, the relation between administrative, technical, or service staff, and the role of the sub-contracted staff.

# CHAPTER 3: INDEPENDENCE

## 3.1. ESG 3.6: INDEPENDENCE

### STANDARD

Agencies should be independent to the extent both that they have autonomous responsibility for their operations and that the conclusions and recommendations made in their reports cannot be influenced by third parties such as higher education institutions, ministries, or other stakeholders.

### GUIDELINES

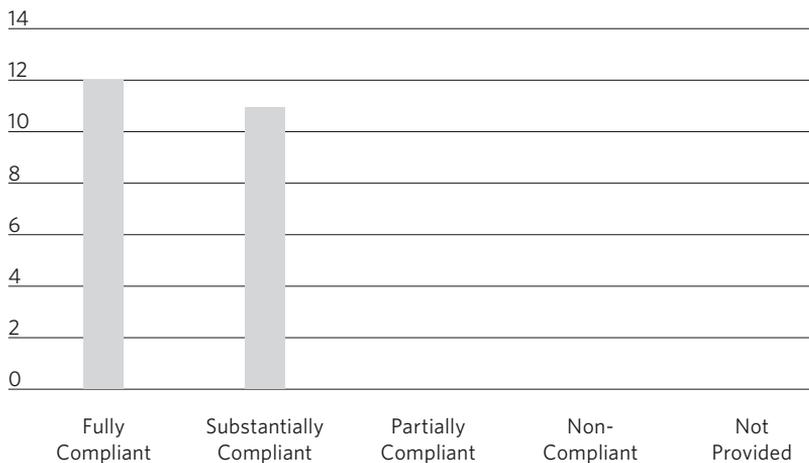
An agency will need to demonstrate its independence through measures, such as the following:

- Its operational independence from higher education institutions and governments is guaranteed in official documentation (e.g. instruments of governance or legislative acts);
- The definition and operation of its procedures and methods, the nomination and appointment of external experts, and the determination of the outcomes of its quality assurance processes are undertaken autonomously and independent of governments, higher education institutions, and organs of political influence;
- While relevant stakeholders in higher education, particularly students/learners, are consulted during the course of quality assurance processes, the final outcomes of the quality assurance processes remain the responsibility of the agency.

## 3.2. INTRODUCTION

The KP3 committee analysed the standard on independence (ESG 3.6) based on the respective self-evaluation reports and review reports of 23 QA agencies and 23 expert review panels. Among the 23 evaluated QA agencies, 12 fully complied with the standard while 11 complied substantially. This information is represented in the graph below:

**Number of agencies: independence**



### 3.3. ANALYSIS OF THE STANDARD AND THE MAIN FINDINGS OF THE PANELS

It is mentioned in the *Guidelines for External Reviews of Quality Assurance Agencies in the European Higher Education Area*<sup>2)</sup> that the expected level of conformity with ENQA membership criteria (thereby, the ESG) for a QA agency is 'substantial compliance', not rigid adherence to all criteria. Thus, even if a number of critical remarks were made in the review reports, the overall judgements of compliance on this standard were very positive.

The interpretation of this standard is typically made by taking into consideration three aspects of independence in the review reports: 1) organisational independence (legal framework, management structure, staff recruitment, and logistics), 2) operational independence (processes and procedures, decisions, appointment of experts), and 3) financial independence. This is the case, even though these three dimensions of independence do not exactly mirror the guidelines of standard 3.6 nor standard 3.3 in the revised ESG. Although "resources" is a standard of its own, in both the current and the proposed revised version of the ESG, several review reports do discuss 'financial independence' under the heading of 'independence'.

#### ORGANISATIONAL INDEPENDENCE

##### 1. Legal framework

The KP3 committee observed that under the heading of organisational independence, the legal framework of the QA agencies show some differences, stated below:

- Some QA agencies have their foundation laid down by law in an act or decree.
- Some QA agencies have a decentralised structure, independent from their governments (e.g. ASIIN and FIBAA).
- Some QA agencies act as accreditation bodies between the government and other QA agencies (e.g. ECCE).
- Some QA agencies are independent evaluation bodies (e.g. QANU).
- The majority of QA agencies are established by law, and hence, important aspects of their organisational independence result directly from the wording in these acts and decrees. Some QA agencies or evaluation bodies have to relate to other legal frameworks which may influence their independence in other ways.

##### 2. Management structure

The QA agencies typically have an executive board with some kind of stakeholder involvement, such as students and employers, but they may also have members from outside the QA agency's operational context (e.g. foreign members).

Critical remarks from review panels are commonly observed when general directors are appointed by the ministry or when ministries are involved in contracting or appointing board members. Review panels then often recommend to change the selection process of the members.

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2) *Guidelines for External Reviews of Quality Assurance Agencies in the European Higher Education Area* (<http://www.enqa.eu/wp-content/uploads/2013/06/Guidelines-for-external-reviews-of-quality-assurance-agencies-in-the-EHEA.pdf>)

The review panels make the following general remarks with respect to the composition of the boards:

- The presence of mechanisms to avoid conflict of interest is essential.
- A balance of dependencies should be observed.
- Mechanisms to avoid veto should be established.

By 'balance of dependencies' the review panels refer to a balance of stakeholder positions, but the balancing of other dependencies is also worth considering.

### 3. Logistics

The analysis indicates that QA agencies usually own their offices and infrastructure and run their premises and logistics independent of the ministry or other state authorities. Critical remarks from review panels were often observed in cases where the QA agencies were too closely related to the ministry in logistics, housing, or personnel management.

## OPERATIONAL INDEPENDENCE

### 1. Processes and procedures

With respect to operational independence, the observations show that processes and procedures for the QA agencies are normally decided by the agency's governing board.

The review panels were critical in the following cases:

- The evaluation criteria are decided by the government and the processes by the QA agency.
- The processes are designed by the QA agency and ratified by the government.
- A set of core processes are defined by the government and additional ones can be defined by the QA agency.
- No appeals procedure is in place.

Most review reports state that QA agencies should identify the evaluation criteria themselves and that an appeals procedure must be established where there is not one in place.

The need for an appeals procedure is not openly mentioned in ESG 3.6 "Independence", but it is clearly stated in ESG 3.7 "External quality assurance criteria and processes used by the agencies", that "Agencies that make formal quality assurance decisions, or conclusions which have formal consequences, should have an appeals procedure".<sup>3)</sup>

### 2. Decisions

As to decisions on accreditation or assessment, a number of different decision-making procedures were outlined in the review reports, such as:

- Decisions on accreditation or assessment are taken by the QA agency, independent of the ministry or other third parties.
- Assessment reports are sent to the ministry or the accreditation body to decide on the accreditation.

- The ministry decides on accreditations and/or assessments, but is always following the QA agency's recommendations.
- The ministry decides (about the accreditation) on the basis of the advice given by the QA agency, but a different decision cannot be taken without consulting the QA agency.

The KP3 committee's observations indicate that the review panels were most critical in cases where the accreditation or assessment decision is taken by the ministry.

### 3. Appointing experts

The analysis confirmed that most QA agencies have established their own procedures to appoint experts. Experts are normally required to sign some form of declaration of confidentiality and are expected to observe the QA agency's code of conduct or code of ethics. The experts are often proposed by the higher education institutions and then appointed by the board of the QA agency. The review panels on occasion point to the desirability of declarations of no conflict of interests.

## FINANCIAL INDEPENDENCE

The analysis shows that most QA agencies are funded directly by the government through yearly budgets based on their annual work plans. It is often the case that these QA agencies are at the same time partly funded by the higher education institutions. However, some exceptions were noted:

- Some QA agencies are solely funded by the higher education institutions.
- Some QA agencies are funded by subcontracting assignments: budget according to contract.

In the analysed review reports, the panels, on several occasions, made critical remarks in cases where the sole funding of a QA agency comes directly from the government. In such cases, the QA agencies are typically advised to look for alternative means of funding.

### 3.4. KP3 FINDINGS

Independence is a multidimensional criterion. There are a number of features of QA agencies and their modus operandi that are critical to fully or substantially comply with the ESG standard on independence. Based on the analysis of the review reports, the KP3 committee outlines the following best practices with regard to independence:

- The QA agency's board owns the reports resulting from the QA agency's evaluation/assessment activities.
- An appeals procedure exists.
- There is a declaration of independence of expert panel members.
- The compositions of expert panels are independent from the government or higher education institutions.
- The decision-making process is not hampered by stakeholder interference.

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3) *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*, ([http://www.enqa.eu/wp-content/uploads/2013/06/ESG\\_3edition-2.pdf](http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf)), p.25-26.

# CONCLUSIONS

The KP3 committee's investigation of ESG standards on system-wide analysis, resources, and independence covered a relatively small group of QA agencies in a short period of time. Some findings, nonetheless, can be considered as generic and can be useful to understand how QA agencies prepare themselves for their external review. Furthermore, these findings can contribute to the training of ENQA review experts.

The analysis of the self-evaluation and review reports indicates that a good description of the QA agencies' characteristics and processes is crucial for the review panels to have a solid understanding of how the QA agencies conduct their core business. Including this information in the review report is most helpful for the reader to understand the context in which the QA agency operates and the nature of its processes.

Furthermore, an elaborate description of the elements taken into account, and the arguments considered by the review panel to come to a certain decision with respect to the QA agency's compliance with the standards, is essential in order to fully understand the final decision and to seek opportunities to learn from the assessment.

The KP3 committee noted a positive trend, visible in the review reports from 2010 till 2013. The reports produced later better substantiated the panels' arguments and findings, compared to the 2010 evaluations. This suggests that review panels can be guided effectively through training to provide more detailed evidence and analysis under each standard in order to better understand how the panels arrive at a certain judgement.

In addition, the outlining of good practices, suggestions for further improvement, and some encouragement with respect to the most difficult challenges the QA agency has to face in the next few years are very helpful for the QA agency to further develop and to reach its full potential. From this perspective, the KP3 committee hopes that every QA agency will benefit from the review reports and achieve continuous improvement.

# ANNEX 1. PROGRAMME OF THE KP3 SEMINAR

## **EUROPEAN QA AGENCIES' WAYS TO COMPLY WITH THE ESG IN AN INTERNATIONAL PERSPECTIVE, ADHERING TO THE EUROPEAN DIMENSION:**

### **SHAPING THE FUTURE TOGETHER**

Hosted by the Quality Assurance Unit of the Flemish Higher Education Council  
(VLUHR-QAU)

**2 - 3 JUNE 2014**

**BRUSSELS, BELGIUM**

#### **VENUE**

Hogeschool-Universiteit Brussel  
Campus Brussel  
Warmoesberg 26  
1000 Brussels, Belgium

#### **FINAL PROGRAMME**

##### **DAY 1: 2 JUNE 2014**

11.30 Registration

12.00 Lunch

#### **WELCOME**

13.00 Welcome and introduction of the ENQA KP3 Working Group  
*Maria Weymans*, General Director of VLUHR-QAU, Belgium  
*Josep Grifoll*, AQU CATALUNYA, ENQA Board Member, Spain  
*Els Van Zele*, VLUHR-QAU, Belgium

#### **FIRST SESSION: COMPLIANCE WITH THE ESG**

Chair: *Els Van Zele*, VLUHR-QAU, Belgium

13.20 'The ESG: past, present...what next?'  
*Fiona Crozier*, Director of Quality Promotion Unit University College  
Cork, Ireland

14.00 ENQA peer review report: the perspective of a panel member

*Paul Mitchell*, Independent Expert, United Kingdom

14.20 Preparation of the self-evaluation report: the quality and the challenges?  
*Dietlinde Kastelliz*, AQ Austria, Austria

Questions

14.50 Parallel breakout sessions on the difficulties encountered  
by the QA agencies in complying with the ESG

15.50 Coffee Break

16.10 Feedback in plenary from the breakout sessions

## **SECOND SESSION: AGENCIES PROVIDING SERVICES TO THE EUROPEAN HIGHER EDUCATION SYSTEMS (SYSTEM-WIDE ANALYSIS)**

Chair: *Maiki Udam*, EKKA, Estonia

16.30 QA agencies providing services to the higher education system:  
a focus on system-wide analysis, AEQES experience  
*Caty Duykaerts*, AEQES, ENQA Board Member, Belgium

17.10 System-wide analysis: the findings of the KP3 group analysis  
of the review reports  
*Sandra Marcos*, ACSUCYL, Spain

Discussion

18.00 End of the day 1

20.00 Dinner (optional)

## **DAY 2: 3 JUNE 2014**

### **THIRD SESSION: THE QUALITY AND SUSTAINABILITY OF THE EUROPEAN EXTERNAL QA AGENCY SERVICES (RESOURCES AND INDEPENDENCE)**

Chair: Ole Espen Rakkestad, NOKUT, Norway

- 9.00            Addressing the criteria (and the inter-relationship) of resources and independence: the case of QAA  
*Douglas Blackstock, QAA, United Kingdom*
- 9.30            Resources and independence: the findings of the KP3 group analysis of the review reports  
*Núria Comet, AQU Catalunya, Spain*
- 9.50            Challenges experienced with complying with the ESG - the Swedish example  
*Viveka Persson and Karin Järplid Linde, UK-ambëtet, Sweden*
- Questions
- 10.20           Coffee break
- 10.40           Parallel breakout sessions on the links between resources, management models and independence
- 11.40           Feedback in plenary from the breakout sessions
- 12.00           Lunch

### **FOURTH SESSION: NATIONAL PRIORITIES VERSUS EUROPEAN DIMENSION NEEDS**

Chair: Els Van Zele, VLUHR-QAU, Belgium

- 13.00           Internationalisation of QA agencies: a new driving force?  
*Josep Grifoll, AQU CATALUNYA, ENQA Board member, Spain*
- Discussion
- 14.30 -15.00   End session and feedback from participants



**THIS REPORT** is based on the ENQA KP3 seminar held on 2 - 3 June 2014 in Brussels, Belgium, on the theme “European QA agencies’ ways to comply with the ESG in an international perspective, adhering to the European dimension: Shaping the future together”.

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