

Possibilities with the revised ESG and working with them as the ENQA membership criteria

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Possibilities with the new ESG

- A selection of challenges posed by the new version of ESG to the ENQA community .
- Sources:
 - Different presentations on “What’s new with the ESG 2015”?
 - Results of the analysis of the KP3 group (currently ENQA-IQA group)
 - Discussions in ENQA meetings/working groups
 - Seminar for experienced ENQA reviewers in Vienna hosted by AQ Austria (15-16 Octobre 2015)
 - Personal interpretation

Three “hot” issues illustrated by three images

Chapter 1- The Russian dolls (or the relative "weight" of the different parts of the ESG for ENQA membership purposes)



Part 3 ESG



Part 2 ESG



Part 1 ESG



The Russian dolls (or the relative “weight” of the different parts of the ESG for ENQA membership purposes)

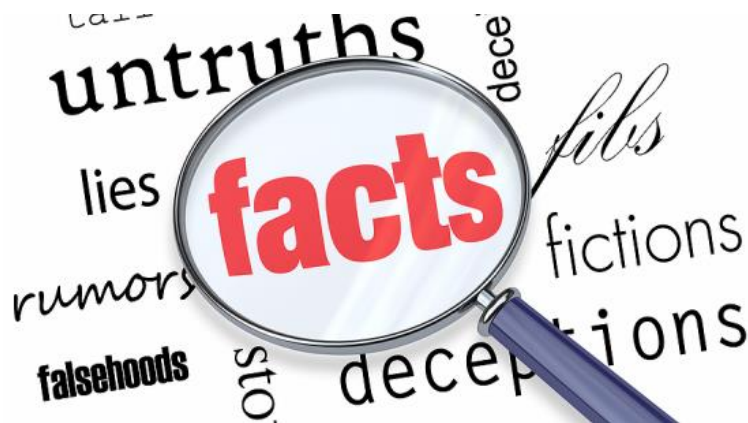
- Up to 2015, ENQA reviews have focused on **Part 3** of the ESG
- Analysis of **Part 2**, through ESG 3.1, and **Part 1**, through ESG 2.1, were also conducted **but**:
 - ✓ There was a focus on criteria related to the **quality assurance of agencies** (independence, accountability, resources, etc.)
 - ✓ Scope of the analysis of **Part 2 did not usually cover all EQA activities** of the agency (i.e. evaluations/accreditations in other jurisdictions; voluntary activities; minority activities), but what was considered the **“core” business**.
 - ✓ In general, the **analysis of Part 1 was not very thorough**. The different ESG part 1 **were not analysed separately**. Not many evidences were provided.

Critical voices?

ENQA reviews too procedure-oriented?

“The panel should not only focus on procedures and documents, but **also on the contents**”

KP3 group recommendations to the ENQA board (February 2015)



Changing the "weight" of the different parts of the ESG for ENQA membership purposes

Part 3 ESG



Part 2 ESG



Part 1 ESG



Changing the “weight” of the Russian dolls

Analysis of **Part 2** should be more thorough.

- **(Scope) All** quality assurance activities of an agency under review that fall under the scope of the ESG (EQA activities) should be included in the review:
 - ✓ Activities carried **out in the agency’s own jurisdiction or in other countries/systems,**
 - ✓ **Obligatory or voluntary nature**
- **(May be Intensity?)** We should also pay more attention to the “content” or evidence of implementation (not only to the existence of procedures). Reports, thematic reports, complaints...

Changing the “weight” of the Russian dolls

BUT really, all EQA activities? Some challenges:

- In **multitask agencies**, some activities do not comply with ESG 2: licensing, evaluation of university teachers (no visit, no student).
- Challenging ESG in **international activities** (students in panels-2.4, use of EQF and LO-1.2)
- **Realistic** in terms of time/effort for the review panels (and also for the agencies)?

Rather **all EQA activities** (which is reasonable to consider, to a reasonable extent) ?

What about **Part 1**?

Part 3 ESG



Part 2 ESG



Part 1 ESG



Chapter 2- The Trojan horse (or Part 1 as the main driver for change)



Part 1 as a driver for change

- The **most substantial changes** in the new version of ESG are in part 1
- Introduction of new contents reflecting the **European dimension**
 - ✓ **LO approach, EQF** (ESG 1.2)
 - ✓ **Student-centred learning** (ESG 1.3)
 - ✓ **Academic recognition** (ESG 1.4) and the Lisbon Recognition Convention (in guidelines)
- More “content”; less neutrality; more European

Part 1 as a driver for change

More “content”
More capacity as a driver for change
in the EHEA

Less neutrality
Less applicability to other regions
Less straightforward (difficult to
conceptualized and assess)



Interpretation of ESG 2.1 (2010-2014)

- In the first wave of ENQA reviews (2010-2014), **focus on formal consistency** (versus actual implementation)
- **Evidences** most often considered:
 - Consideration of part 1 (**mapping**) in the documents of the agency-guidelines, accreditation criteria, SERs (occasionally)
- **Special cases**
 - Introduction of an **IQA/education expert** in the panel
 - Existence of **specific IQA-centred** procedures:
 - ✓ Quality audit
 - ✓ Accreditation/evaluation of teaching staff
 - ✓ Evaluation of LO (subject-specific agencies)

Interpretation of ESG 2.1 (2010-2014)

- In some cases, some evidences of actual implementation are mentioned:

“The SER and reports analysed by the panel included consideration of the ESG part 1”
- In general, the analysis of this criteria is not very thorough. The different ESG part 1 are not analysed separately (one exception in 20 cases analysed). Not many evidences are provided.
- From 20 reports analysed, 14 fully compliant and 6 substantially compliant.

Is this enough?

Is there a need to **reconsider the “weight” of part 1** in ENQA reviews taking into account its new **“importance”** as a driver for change?

How to introduce some “Part 1” content in ENQA reviews in a cost-effective/realistic way?

What is the **role** that **ENQA** should play in the promotion of Part 1? (not only in reviews: WG, dissemination of good practice, etc.)

Chapter 3 (and final)- Doctor Jekyll and Mr Hyde (or compliance vs developmental approach)



Compliance vs developmental approach

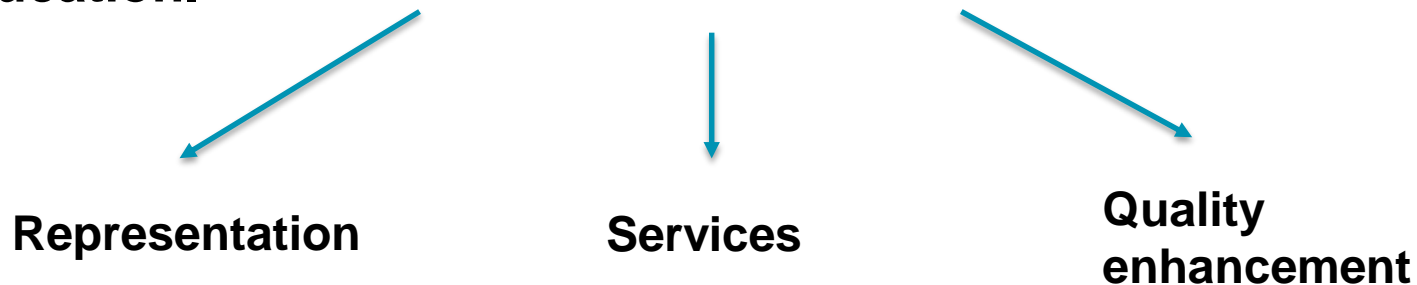
This agency **deserves to become an ENQA member**. They are doing the best they can to fulfill the ESG within the restrictions of their national context. We should accept them and help them to overcome their difficulties. Having them in the family will contribute to the enhancement of quality in the EHEA in the long term

But the **notion of compliance should be objective**. Minimum standards should be respected regardless of the context. They **shouldn't be a member of ENQA**



Compliance and developmental approach

The **mission** of the European Association for Quality Assurance in Higher Education (ENQA) is to **drive the development of quality assurance** by representing agencies internationally, supporting them nationally, and providing them with comprehensive services and networking opportunities. **ENQA promotes the enhancement of quality and the development of a quality culture in higher education.**




ENQA strategic plan combines **compliance-oriented** and **enhancement/developmental-oriented** activities

Ideally, in ENQA reviews (one of the main ENQA services) the two approaches (compliance/developmental) should be combined. But How?

Compliance vs developmental approach

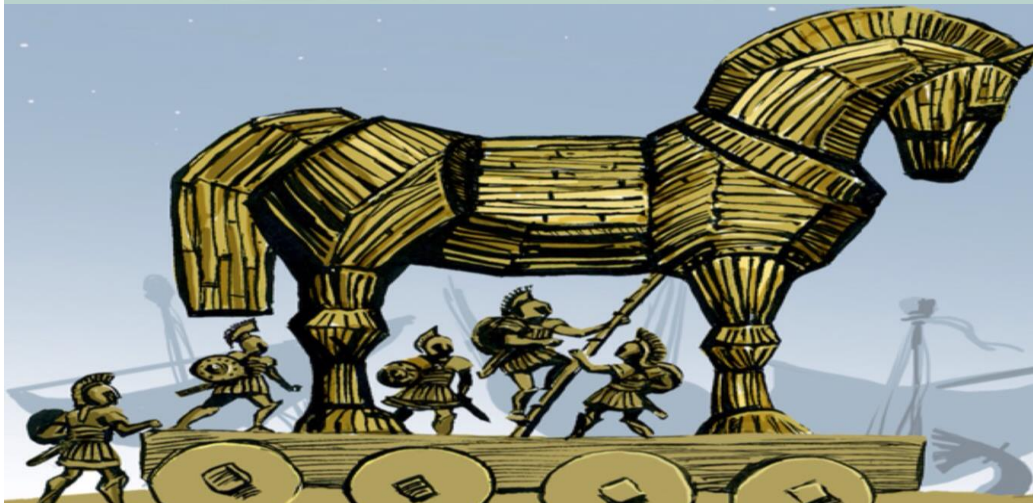
Challenges:

- **(philosophical challenge)** Consideration of diversity/national context complexifies the notion of compliance in ENQA reviews, and thus the criteria regarding **who deserves to be part of the ENQA family**.
- **(technical challenge)** Attitudes, skills, tone, scope are fundamentally different in a compliance-focused exercise (i.e. accreditation) compared to an enhancement-fit-for-purpose one.  **New follow-up**

Specific weight of the different parts of the ESG in ENQA reviews



Importance of part 1 as a driver for change



Compliance vs Enhancement



Discussion





Thank you!

