

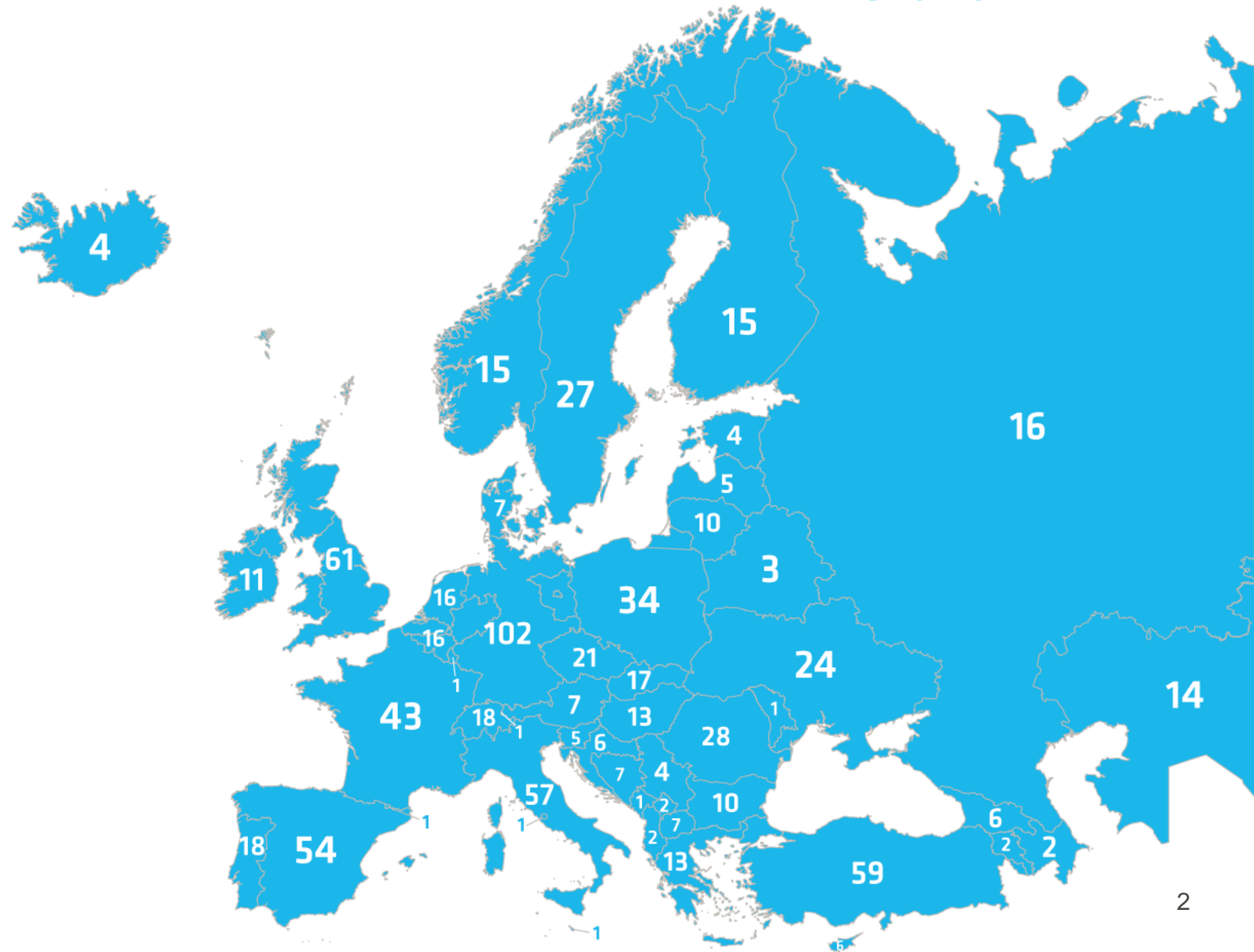
# EUROPEAN UNIVERSITY ASSOCIATION

# Quality assurance in Europe

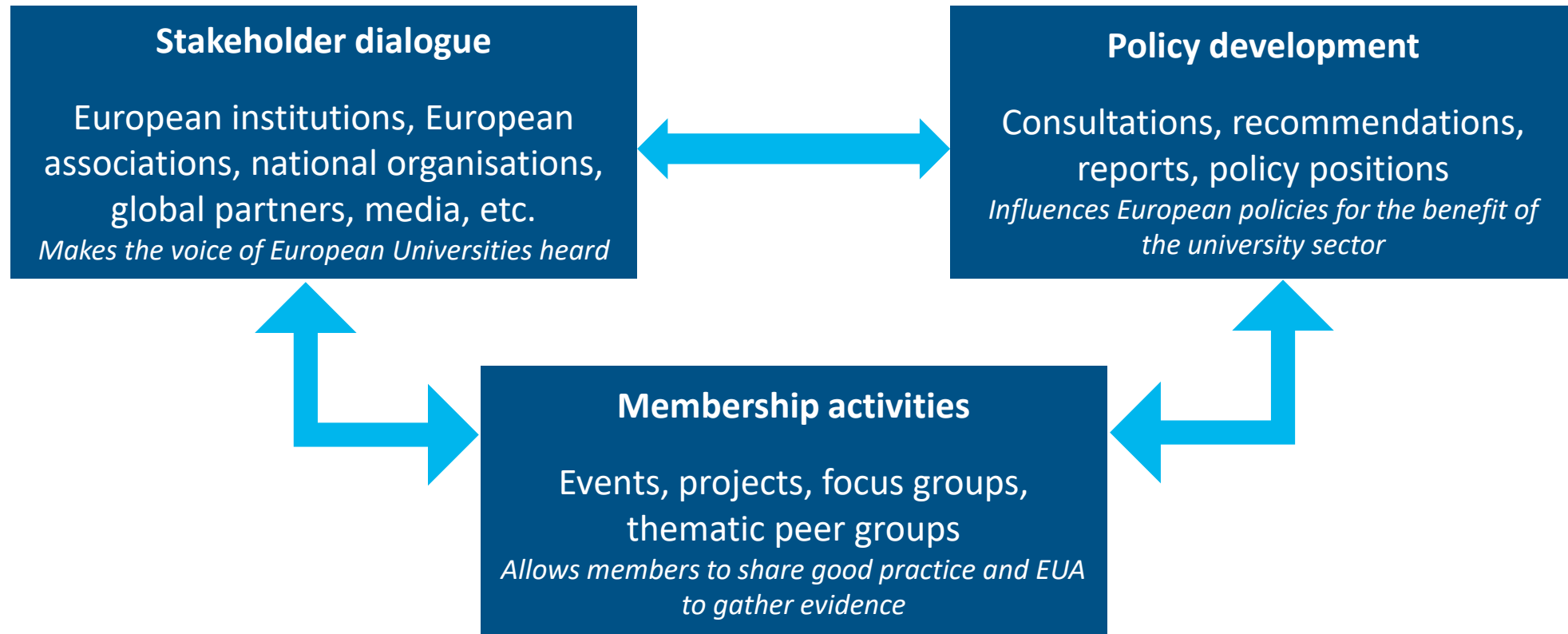
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Policy and project officer

**November 2021**

EUA is a  
membership  
association with  
about 800 members  
based in 48  
countries



# Main activities



# European Quality Assurance Framework

## There are Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG)

- Three parts covering standards for quality assurance, not quality
  - Internal QA within HEIs
  - External QA carried by QAAs
  - Internal QA within QAAs

## But then again there are also

- National legislation, policy priorities and culture

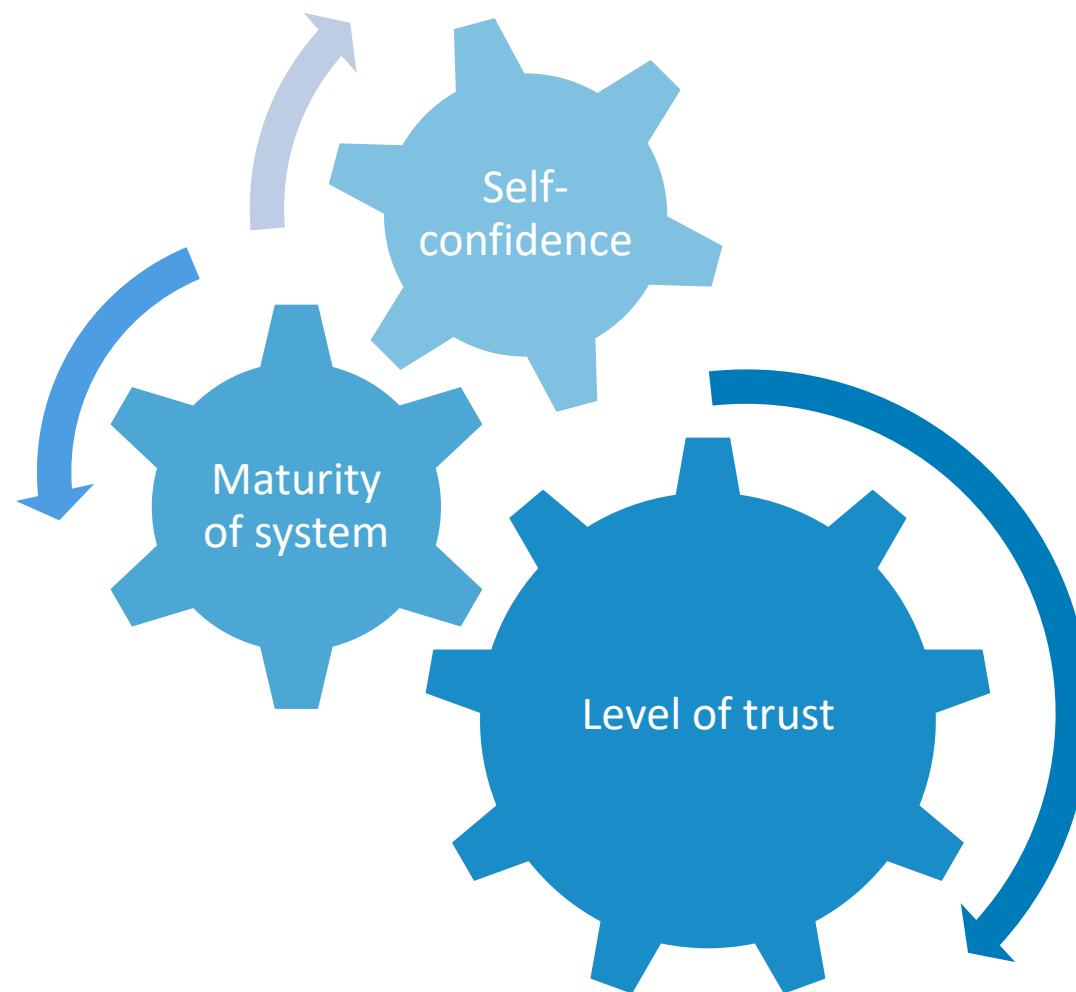
**ESG  
2015**



## Starting point

- Each institution responsible for the quality and QA of their activities
- External QA
  - Provide assurance to public
  - Support institutions
- Focus on internal QA arrangements

## Three key factors influencing design of quality assurance system



Enhancing quality: From Policy to  
Practice, 2018

## Diversity of external quality assurance approaches

- **Focus of the exercise**
  - Programme vs higher education institution
- **Purpose of the exercise**
  - Accountability vs. enhancement -> Consequences?
- **Accreditation, evaluation, review, audit...**
- **Ex-ante vs. ex-post evaluation**

# Principles for QA in the EHEA

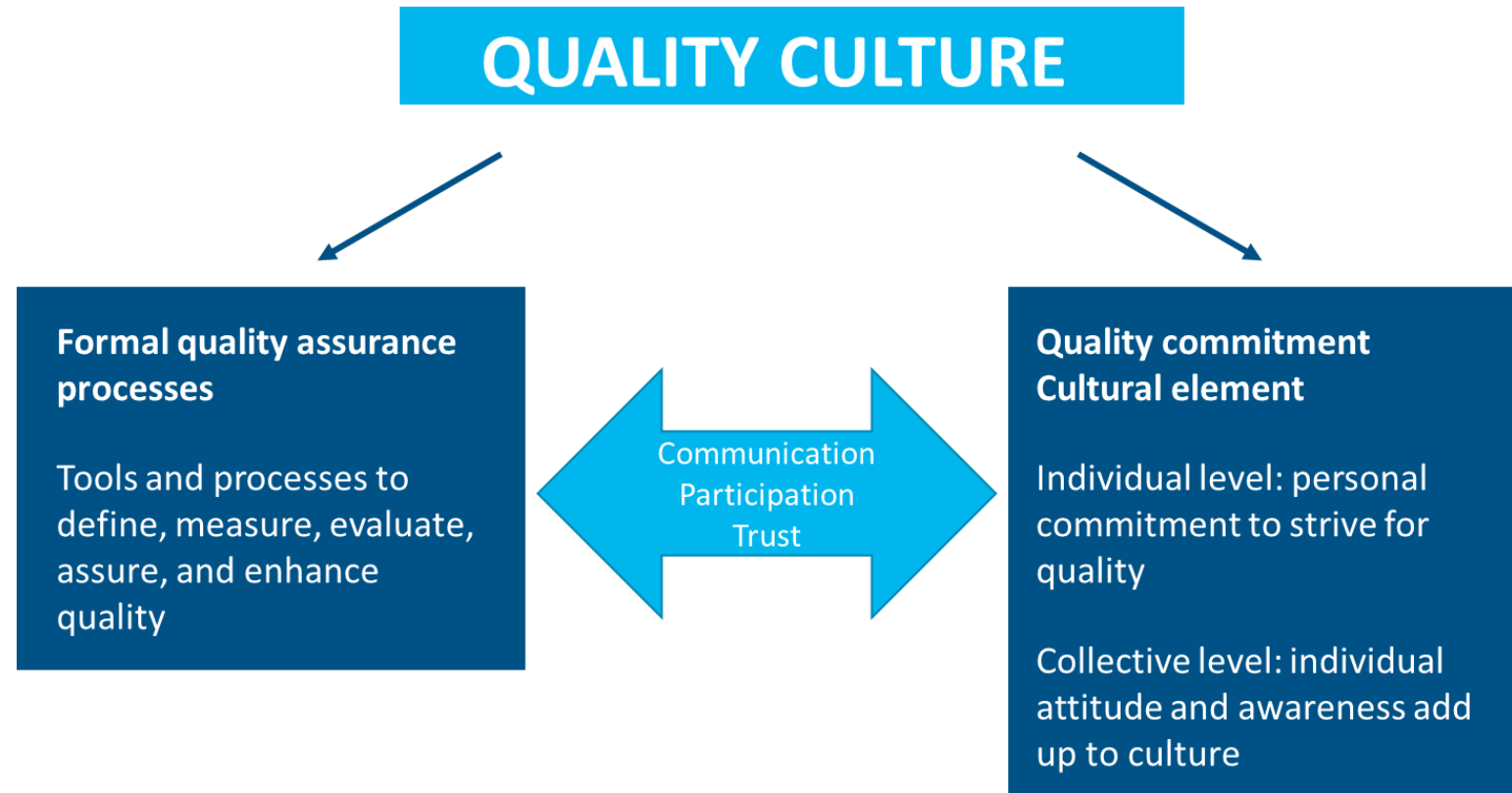
## Focus on quality assurance of higher education

- HEIs have primary responsibility for the quality of their provision and its assurance
- QA responds to the diversity of higher education systems, institutions, programmes and students
- QA supports the development of a quality culture
- QA takes into account the needs and expectations of students, all other stakeholders and society



- Supporting quality culture

One key  
challenge



## Quo vadis, quality assurance?

- **Diversity of quality assurance approaches**
  - Limited contribution to trust between systems?
- **International collaboration**
  - The future of detailed national regulations and procedures?
- **Interlinkages between different institutional missions**
  - How useful is it to examine only one mission at a time?
- **Institutional autonomy and capacity**
  - Future of programme accreditation?
- **Flexible, hybrid & blended learning, micro-credentials**
  - Redefining good quality in curriculum and in qualifications?
- **Fitness-for-purpose approach to quality**
  - Re-defining the purpose of higher education?
- **Diversity of purposes for quality assurance?**
  - Diluting its effectiveness?

Thank you!