



# Quality assurance from the perspective of universities

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## EUA activities in QA (in short)

- Institutional Evaluation Programme (IEP) since 1994
- Projects e.g.:
  - Quality Culture, 2002-2006
  - Creativity project, 2006-2007
  - Quality Assurance for the Higher Education Change Agenda (QAHECA), 2008-2009
  - Examining Quality Culture in HEIs (EQC), 2009-2012
  - Promoting Quality Culture in HEIs (PQC), 2012-2013
  - Empowering Universities to fulfill their responsibility for QA (EUREQA), 2012-2015
- European Quality Assurance Forum since 2006
- Co-operation with ENQA, ESU and EURASHE (E4 Group)

# European Quality Assurance Framework

- QA: one action line in the Bologna Process
- 2003: The Berlin Communiqué
  - stated that *"consistent with the principle of institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution itself"*
  - Invited ENQA to develop – in co-operation with other stakeholders – standards and procedures for quality assurance
- 2005: European Standards and Guidelines for Quality Assurance (ESG) adopted
  - Proposed by the E4 Group (ENQA, ESU, EUA, EURASHE)
- 2007: European Quality Assurance Register for Higher Education (EQAR) endorsed (launched in 2008)

## Why internal QA?

- EUA's Trends 2010:
  - enhanced internal QA one of the most important changes in the past ten years
  - In the next 5 years the 2<sup>nd</sup> most important theme
  - Relationship between robust internal QA and internationalisation
- Development of external QA systems and demands for accountability
- Increased competition and collaboration between HEIs

## Lessons learnt from EUA's QA activities (1)

- The “exceptionalism” of higher education institutions
- The challenge then is two-fold:
  - To systematise standards and operations across an institution while taking into account the professional concentration of expertise at the grass roots.
  - To develop a set of standards in line with the institutional mission, without stifling individual initiatives and departmental diversity.

## Lessons learnt from EUA's QA activities (2)

- A single set of standards for HE is not desirable since it clashes with the need to have an innovative and diverse HE sector
- But it is important that each institution is clear about its own standards
- And that each institution is (externally) evaluated in the context of its standards
- Synergy between internal and external QA