The ESG 2015 is out, now what?

- Adopted in May 2015
- Already known among the QA professionals at the time
- Expected impact (according to Crozier, Loukkola & Michalk)
  - Different uses and interpretations
  - Increased emphasis on internal QA
  - Qualification frameworks
  - Student-centred learning
  - Revision of external QA
  - European Approach to QA of joint programmes

EQUIP project

- The **ESG 2015** published and disseminated
- An **analytical report** highlighting the innovative aspects of the ESG 2015
- Five training **events** including webinars
- **Surveys** to participants and QA agencies

- A **study** on implementation challenges, solutions and policy impact
- European-level **policy recommendations** to stakeholders

Survey to QA agencies (1)

Standard	Yes changed		Not changed, but plan to		Not changed, no plans to	
	Count	%	Count	%	Count	%
1.2	9	39%	6	26%	8	35%
1.3	12	52%	6	26%	5	22%
1.5	7	30%	5	22%	11	48%
1.9	8	35%	5	22%	10	43%
2.6	8	35%	4	17%	9	39%
2.7	9	39%	5	22%	9	39%
3.3	1	4%	3	13%	16	70%
3.6	1	4%	9	39%	13	57%

Survey to QA agencies (2)

- The ESG rarely copied to the agency criteria word-to-word

- Changes implemented or planned not solely linked to the ESG

- Usually no major changes, rather shift in focus or emphasis

Surveys to QA stakeholders (1)

171 survey respondents
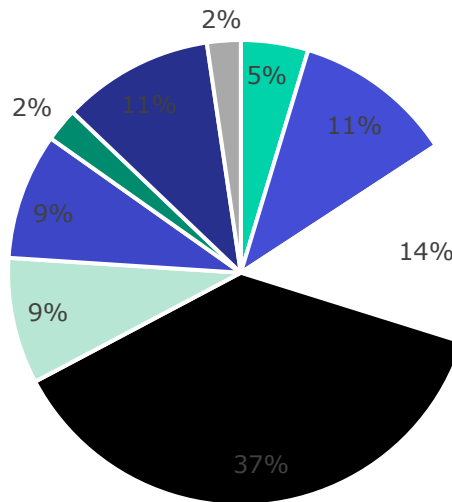
Legend:
- Staff at national authority/ministry
- Staff at quality assurance agency
- HEI leadership
- Quality assurance officer/manager at HEI
- Member of the academic staff at HEI
- Student
- Employer
- Other
- Did not answer

Surveys to QA stakeholders (2)

- Top challenges
  - Ensuring the link between quality assurance and the academic quality of learning and teaching (design and approval of programmes, and student-centred learning)
  - Assessing and measuring the extent to which a programme/an institution has adopted a student-centred approach to teaching and learning
  - The need to link quality assurance to institutional strategic management
  - Developing a stronger link between research and teaching, and support research-led teaching

Surveys to QA stakeholders (3)

- Benefits of the ESG 2015
  - Increased focus on teaching and learning processes
  - More transparent QA systems with better information to stakeholders
  - Better quality of teaching and learning
- Risks
  - Risk of too much standardisation/lack of flexibility
  - Risk of QA being a bureaucratic paper exercise rather than implementing real changes
  - Delays in implementation due to restrictions in the legal framework
  - Different interpretations leading to varying or diverse implementation

3 types of follow-up

- Communication and training
- Reviewing and adapting practices at organisational level
- System level/legal changes

Conclusions

- Mainstreaming QA
- National implementation and interpretation: impact of the context to the use and implementation
- Aim for improved quality levels in higher education, not mere compliance with the ESG