

Dahl Jørgensen, Malene; Sparre Kristensen, Regitze; Wipf, Alexandre; Delplace, Stefan; PHExcel Consortium

## **Quality Tools for Professional Higher Education Review and Improvement**

*EURASHE 2014, 87 S.*



Quellenangabe/ Reference:

Dahl Jørgensen, Malene; Sparre Kristensen, Regitze; Wipf, Alexandre; Delplace, Stefan; PHExcel Consortium: Quality Tools for Professional Higher Education Review and Improvement. EURASHE 2014, 87 S. - URN: urn:nbn:de:0111-pedocs-100667 - DOI: 10.25656/01:10066

<https://nbn-resolving.org/urn:nbn:de:0111-pedocs-100667>

<https://doi.org/10.25656/01:10066>

### **Nutzungsbedingungen**

Dieses Dokument steht unter folgender Creative Commons-Lizenz: <http://creativecommons.org/licenses/by-nc-sa/4.0/deed.de> - Sie dürfen das Werk bzw. den Inhalt unter folgenden Bedingungen vervielfältigen, verbreiten und öffentlich zugänglich machen sowie Abwandlungen und Bearbeitungen des Werkes bzw. Inhaltes anfertigen: Sie müssen den Namen des Autors/Rechteinhabers in der von ihm festgelegten Weise nennen. Dieses Werk bzw. der Inhalt darf nicht für kommerzielle Zwecke verwendet werden. Die neu entstandenen Werke bzw. Inhalte dürfen nur unter Verwendung von Lizenzbedingungen weitergegeben werden, die mit denen dieses Lizenzvertrages identisch oder vergleichbar sind. Mit der Verwendung dieses Dokuments erkennen Sie die Nutzungsbedingungen an.

### **Terms of use**

This document is published under following Creative Commons-License:

<http://creativecommons.org/licenses/by-nc-sa/4.0/deed.en> - You may copy, distribute and transmit, adapt or exhibit the work in the public and alter, transform or change this work as long as you attribute the work in the manner specified by the author or licensor. You are not allowed to make commercial use of the work. If you alter, transform, or change this work in any way, you may distribute the resulting work only under this or a comparable license.

By using this particular document, you accept the above-stated conditions of use.



### **Kontakt / Contact:**

**peDOCS**  
DIPF | Leibniz-Institut für Bildungsforschung und Bildungsinformation  
Informationszentrum (IZ) Bildung  
E-Mail: [pedocs@dipf.de](mailto:pedocs@dipf.de)  
Internet: [www.pedocs.de](http://www.pedocs.de)

Mitglied der

  
Leibniz-Gemeinschaft



***Quality Tools for  
Professional Higher  
Education Review and  
Improvement***





---

PHExcel Report

---

QUALITY TOOLS FOR PROFESSIONAL HIGHER  
EDUCATION REVIEW AND IMPROVEMENT

---

## Authors

Malene Dahl Jørgensen, Regitze Sparre Kristensen, Alexandre Wipf, Stefan Delplace

## Contributors

Jeremy Cox, Linda Messas, Lars Ebert, Anthony F. Camilleri, Marek Frankowicz, Johan Cloet, Carol Hall

## Editors

Alexandre Wipf

## Layout

Alexandre Wipf

<b>Document Title</b>	Quality Tools for Professional Higher Education Review and Improvement
<b>Project Title</b>	PHExcel
<b>Grant Agreement No</b>	2013-3243 / 001-001
<b>Part of Deliverable</b>	D1.1 – Quality Tools for PHE Review and Improvement
<b>Work Package</b>	WP1 – Mapping Quality Aspects of PHE in Europe
<b>Confidentiality Status:</b>	Public

Revision	Date	Author	Comments
1.0	September 2014	PHExcel consortium	First edition

## ISBN

978-99957-843-0-0

## Copyright

© 2014, PHExcel Consortium

## The PHExcel Consortium

European Association of Institutions in Higher Education

Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen

The European League of Institutes of the Arts

European Federation of Nurse Educators

SPACE Network for Business Studies and Languages

Knowledge Innovation Centre

Jagiellonian University

University of Nottingham

EURASHE

AEC

ELIA

FINE

SPACE

KIC

UJ

UNOTT

BE

BE

NL

FR

BE

MT

PL

UK



This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This work is licensed under the Creative Commons Attribution-Noncommercial-Share Alike 2.0

Belgium License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/2.0/be/>

# Contents

<i>Contents</i> .....	3
<i>Matrices</i> .....	5
I. Introduction.....	7
I.1 Recognising Excellence in Professional Higher Education .....	7
I.2 Need for Defining PHE and Mapping Quality Tools .....	7
I.3 Objective of the Report and Main Sources .....	8
I.3.a Structure of the Report.....	8
I.3.b Access to Data.....	9
I.4 The Preliminary HAPHE Definition of PHE.....	9
I.5 The Preliminary HAPHE Key Characteristics of PHE .....	9
II. Desk Research .....	13
II.1 Early Opinions and New Views on Quality Assurance.....	13
II.2 Introduction and Structure of Desk Research .....	13
II.3 Methodology of Identification and Selection of Models and Labels .....	13
III. Typology Creation .....	17
III.1 Typology of Models and their Basic Information.....	17
III.2 Typology of Sector-specific Labels and their Basic Information .....	20
III.3 Common Features and Dissimilarities of the Typology .....	26
III.3.a The Four Steps within Methods of Administration .....	26
III.3.a.1 First and Second Step: the Self-Assessment and Examination of the Self-Assessment .....	26
III.3.a.2 Third Step: the Site Visit .....	26
III.3.a.3 Fourth Step: the Decision on Awards .....	27
III.4 Criteria and Underlying Values and Principles as Narratives.....	27
III.4.a Importance of Research, Development and Innovation (RDI) .....	28
III.4.b Elements of the ESG in Models and Labels.....	28
III.4.c Labels with Specific Features.....	29
IV. ESG Gap Analysis .....	31
IV.1 Summary of the ESG Gap Analysis .....	34
V. PHE Gap Analysis.....	37
V.1 Coverage within the Domain of Teaching and Learning .....	38
V.2 Coverage within the Domain of Research, Development and Innovation (RDI).....	44
V.3 Coverage within the Domain of Policy and Strategy.....	45
VI. Concluding Remarks .....	49
VI.1 The Way Forward in Developing the Quality Framework for PHE Excellence.....	50

<i>List of Abbreviations</i> .....	53
<i>Bibliography &amp; References</i> .....	54
<i>Appendices</i> .....	56
<i>Appendix 1: PHExcel Desk Research – Model and Label Overview</i> .....	57
<i>Appendix 2: Short Description of Models and Labels Selected for Investigation</i> .....	67
<i>Models Selected for Investigation</i> .....	67
<i>Baldrige National Quality Program – #3</i> .....	67
<i>Common Assessment Framework (CAF) Education – CAF Education – #4</i> .....	67
<i>Enhancement-led Institutional Review (ELIR) – ELIR – #5</i> .....	68
<i>European Foundation for Quality Management (EFQM) Excellence – EFQM Excellence – #6</i> .....	69
<i>International Organization for Standardization (ISO) 9004 – ISO 9004 – #7</i> .....	70
<i>UK Quality Code for Higher Education – Quality Code – #10</i> .....	71
<i>Labels Selected for Investigation</i> .....	72
<i>Association Européenne des Conservatoires, Académies de Music et Musikhochschulen (AEC) Quality Enhancement Process for Institutions and Programmes – AEC Quality Enhancement Process – #11</i> .....	72
<i>Auditing Instrument for Sustainability in Higher Education (AISHE) – AISHE – #12</i> .....	73
<i>ECB (European Community Building) Check E-Quality Label (ECBCheck) – ECBCheck – #16</i> .....	73
<i>EFMD Programme Accreditation System (EPAS) – EPAS – #17</i> .....	74
<i>EFMD Quality Improvement System (EQUIS) – EQUIS – #18</i> .....	74
<i>Enhancing Quality in the Arts (EQ-arts) – EQ-arts – #19</i> .....	75
<i>European Accreditation Agency for the Life Sciences (EAALS) Label – EAALS Label – #22</i> .....	76
<i>European Accreditation of Informatics Programmes (Euro-Inf) Quality Label – Euro-Inf Quality Label – #24</i> .....	76
<i>European Accredited Geological Study Programmes (Euro-Ages) – Euro-Ages – #25</i> .....	77
<i>European Association for Public Administration Accreditation (EAPAA) – EAPAA – #26</i> .....	78
<i>E-xcellence Associates Label – E-xcellence – #33</i> .....	79
<i>International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) – THE-ICE – #37</i> .....	79
<i>Appendix 3: The Stairway Model to Strategic Partnership, Baaken, Thomas &amp; Schröder, Carsten (2008)</i> .....	81
<i>Appendix 4: Quality Culture Assessment Model, Sattler, Christine (2013) (heiQUALITY Cultures Project)</i> .....	82
<i>Notes</i> .....	83

## Matrices

<i>Matrix A: PHE Domain of Teaching and Learning .....</i>	<i>10</i>
<i>Matrix B: PHE Domain of Research, Development and Innovation.....</i>	<i>10</i>
<i>Matrix C: PHE Domain of Policy and Strategy.....</i>	<i>11</i>
<i>Matrix D: Typology of Models (purpose, target group, assessment and administration) .....</i>	<i>17</i>
<i>Matrix E: Typology of Models (criteria and underlying values and principles) .....</i>	<i>18</i>
<i>Matrix F: Typology of Sector-specific Labels qualifying Institutions (purpose, target group, assessment and administration).....</i>	<i>20</i>
<i>Matrix G: Typology of Sector-specific Labels qualifying Institutions (criteria and underlying values and principles) .....</i>	<i>21</i>
<i>Matrix H: Typology of Sector-specific Labels qualifying Programme(s) (purpose, target group, assessment and administration).....</i>	<i>22</i>
<i>Matrix I: Typology of Sector-specific Labels qualifying Programme(s) (criteria and underlying values and principles) .....</i>	<i>23</i>
<i>Matrix J: Comparison of the Models to the ESG.....</i>	<i>32</i>
<i>Matrix K: Comparison of the Models to the ESG (continued).....</i>	<i>32</i>
<i>Matrix L: Comparison of the Labels to the ESG .....</i>	<i>33</i>
<i>Matrix M: Comparison of the Labels to the ESG (continued) .....</i>	<i>33</i>
<i>Matrix N: Comparison of the Labels to the ESG (continued).....</i>	<i>34</i>
<i>Matrix O: Total Overview of Tools and their Coverage/Gaps compared to the Key Characteristics of PHE .....</i>	<i>37</i>
<i>Matrix P: Specific Overview of Tools and their Coverage/Gaps compared to the Key Characteristics of PHE within the Domain of Teaching and Learning .....</i>	<i>38</i>
<i>Matrix Q: Specific Overview of Tools and their Coverage/Gaps compared to the Key Characteristics of PHE within the Domain of Research, Development and Innovation (RDI) .....</i>	<i>44</i>
<i>Matrix R: Specific Overview of Tools and their Coverage/Gaps compared to the Key Characteristics of PHE within the Domain of Policy and Strategy.....</i>	<i>45</i>





# I. Introduction

## I.1 Recognising Excellence in Professional Higher Education

At present, institutions offering higher education across Europe are facing the challenge of implementing a process of continuous enhancement across their programmes and organisational structures. This new rationale is a result of the Bologna Process; a European reform designed for higher education, with the aim to generate a coherent 'space' for European higher education – the European Higher Education Area (EHEA). Focus is on the improvement of mobility and reciprocal recognition between the European institutions of higher education and on the development of lifelong learning (LLL) (Bollaert 2014:p.4)<sup>1</sup>.

This challenge takes on a particular set of characteristics in relation to professional higher education (PHE). Improved performance within PHE is increasingly linked to the same quality assurance measures that apply to higher education as a whole, and this has had the effect of putting a crucial emphasis upon academic aspects. However, PHE is equally answerable to the 'professional' perspective, and thus finds itself in a state of tension between these two priorities, which, while they can be complementary, are also capable of conflict. As a result, a blurred boundary exists between what constitutes excellence in purely academic terms and what represents this attribute from a professional perspective. The search for some common and unifying principles for clarifying and reconciling this boundary is now firmly on the agenda in the world of PHE.

Naturally, certain characteristics of a general nature – e.g. the professionally orientated content of programmes – unify the institutions. It is however a fact that the whole area of PHE varies in many respects – e.g. programmes, disciplines, missions, settings and quality – which complicates the process of providing a consensus about specific characteristics common throughout PHE. As a result of this diversity, the need for a quality framework that defines best practice within PHE, and which offers a common set of tools for assessing PHE, has become evident (Ibid.).

Based on their specific involvement in the developments of the EHEA, representatives of various aspects and sectors of PHE have joined together to find a way forward; studying the concept and development of quality labels, recognising excellence in PHE, and at the same time re-asserting their common belief in a unified basis for quality assurance in European higher education through the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

The partners of this initiative, the PHExcel project – Testing the Feasibility of a Quality Label for Professional Higher Education Excellence, are the European Association of Institutions in Higher Education (EURASHE), the Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC), the European League of Institutes of the Arts (ELIA), the SPACE Network for Business Studies and Languages (SPACE), the Knowledge Innovation Centre (KIC) Malta, Jagiellonian University (UJ), and the University of Nottingham (UNOTT) with the support of the European Federation of Nurse Educators (FINE).

This gathering of *Quality Tools for Professional Higher Education Review and Improvement* contains the first step of the work conducted by the PHExcel partnership, namely the outcomes of our efforts aiming at mapping quality tools, models and labels, currently in use in (professional) higher education in Europe.

## I.2 Need for Defining PHE and Mapping Quality Tools

Led by this motive to enhance quality and recognise excellence in PHE, EURASHE first launched the HAPHE initiative<sup>2</sup> to strengthen and enhance transparency within PHE in Europe and to contribute to the harmonisation of approaches, when dealing with European PHE. In this way, HAPHE aims to reduce the complexity within PHE with a clear definition and key characteristics of PHE in Europe. A shared and valued definition of PHE among institutions offering PHE and an insight into the current use of quality tools within the educational institutions shall enable the process of increased mobility across Europe and with it enhance employability prospects as regards graduates from PHE.

<sup>1</sup> Lucien Bollaert is a member of EURASHE's working group on quality of higher education (dealing with the topics of quality assurance, accreditation, recognition and transparency tools among others) and has developed a *Manual for Internal Quality Assurance* providing a useful insight into definitions, background and perspectives on quality assurance. It is to be published in the autumn 2014.

<sup>2</sup> HAPHE is the acronym for Harmonising Approaches to Professional Higher Education in Europe. See also <http://haphe.eurashe.eu>

### 1.3 Objective of the Report and Main Sources

The present report will offer a systematic insight into various quality models and labels and their relevance to PHE in Europe. It is the first outcome of the project and as such has been developed in the first phase of work carried out by the partnership aiming at mapping quality tools currently in use in European (professional) higher education. The objectives of this report are organised in three tasks, which all aim to contribute to a clearer picture of the coverage of each quality tool, when related to the definition of PHE:

- Map quality tools with relevance/coverage of PHE in Europe;
- Create a typology of quality models and labels with relevance to PHE;
- Perform a gap analysis on quality tools.

The mapping of quality tools was conducted by desk research. Both generic models and sector-specific labels directed at higher education institutions are included to procure a comprehensive research. All models and labels are presented to demonstrate the characteristics of each tool, such as the developer and issuer of the tool, the target group, the intended purpose, the methods of administration, the criteria of self-assessment and the underlying values and principles.

Subsequently, the identification of models and labels as well as a selection of those relevant to PHE, led to the creation of a typology. The typology consists of different matrices displaying the characteristics more prominently.

The last task was to conduct a gap analysis with the intention of addressing coverage and/or gaps referring to the definition of PHE. By comparing the selected tools with a clear preliminary definition of PHE, the objective was to identify to what extent the characteristics of PHE were covered in the selected models and labels. In that way, it is possible to highlight which specific criterion from each tool links to PHE. A comparison of the models and labels also seeks to establish interesting patterns, and to reveal whether anything of a surprising nature stands out (Hammersley & Atkinson 1995:p.210). The gap analysis serves as an analytical framework, where the applicability of the different quality tools is clarified by using the ESG as an overall reference framework (ENQA 2014).

Recently published research on PHE in Europe constitutes the main source. On behalf of EURASHE, the HAPHE initiative has conducted a thorough process of qualitative stakeholder interviews with the aim of approaching a definition of PHE. More information on the HAPHE initiative is elaborated in section 1.4. Additionally, AVM<sup>3</sup> contributed to this report with research concerning analysis and comparison of two models, EFQM Excellence and ISO 9004, and two labels, EPAS and EQUIS (AVM 2013).

#### 1.3.a Structure of the Report

The report is structured as follows:

- Chapter I presents the background of the PHExcel initiative and introduces the preliminary HAPHE definition of PHE and the preliminary HAPHE key characteristics. These characteristics of PHE are illustrated in different matrices.
- Chapter II provides the desk research on models and labels and displays in greater detail the models and labels selected for further investigation.
- Chapter III continues the desk research by offering a typology with a more distinct outline. The aim is to highlight common features and dissimilarities of the quality tools, and thus identify that which unites and separates the tools.
- Chapter IV puts focus on the gap analysis against the ESG. As the overall reference framework, models and labels are compared to the ESG with the aim of identifying coverage and gaps within each model and label.
- Chapter V moves further on with an additional gap analysis concerning selected models and labels, and the fundamental basis for this comparison is the preliminary HAPHE key characteristics. Here, the intention is to display which elements of PHE characteristics are present within each tool. Just as in the ESG gap analysis, an important issue is to address both the extent of coverage and the gaps which might occur in the comparison with the domains of *Teaching and Learning*; *Research, Development and Innovation*; and *Policy and Strategy*. Separate sections on each of the three domains are presented.

---

<sup>3</sup> AVM (V.A. Graičiūnas School of Management), a Lithuanian higher education institution offering PHE in the areas of business and management, has already produced an overview and a comparison of EFQM, ISO, EPAS and EQUIS.

- Chapter VI outlines the concluding remarks of the PHExcel initiative's first step. Further, it lays out the work to be conducted in the remainder of the project, including the way forward to developing a quality framework for PHE excellence.

### 1.3.b Access to Data

As part of our commitment to open data, the partnership is making its entire database progressively available through its web site at <http://phexcel.eurashe.eu>.

This includes specifically an interactive comparison tool for browsing and comparing data between all or selected quality tools: as to their own characteristics (e.g. target group, method of self-assessment); in relation to the overall reference framework provided by the ESG; but also in their coverage and/or gap as regards the key characteristics of PHE in Europe.

All this data is made freely available to researchers, under a Creative Commons Attribution-Noncommercial-Share Alike 2.0 Belgium License, whom we invite to test our conclusions, and to study our methods, so as to reach deeper understanding from the datasets provided.

## 1.4 The Preliminary HAPHE Definition of PHE

By conducting extensive stakeholder interviews within a qualitative frame of reference, a group of experts from the HAPHE initiative has identified the essential features of PHE in Europe (HAPHE EU Validation Seminar PHE Definition and Characteristics Framework February 2014:p.1-5). It is of importance to emphasise that these preliminary outcomes are currently undergoing a validation process through several stakeholders' seminars in Europe. Thus, the profile and features of PHE as described underneath are a preliminary basis; though they reflect a preliminary consensus among the partners of the HAPHE initiative. The final definition and characteristics of European PHE will be presented in the autumn 2014.

The following definition is formulated to strengthen the understanding of PHE, and will be used in this report:

*Professional Higher Education is a form of Higher Education that offers a particularly intense integration with the world of work in all its aspects, including teaching, learning, research and governance and at all levels of the overarching Qualifications Framework of the European Higher Education Area.*

*Its function is to diversify learning opportunities, enhance the employability of graduates, offer qualifications and stimulate innovation, for the benefit of learners and society.*

*The world of work includes all enterprises, civil society organisations, and the public sector. The intensity of integration with the world of work is manifested by a strong focus on the application of learning achievements. This approach involves combining phases of work and study, a concern for employability, cooperation with employers, the use of practice-relevant knowledge and use-inspired research (HAPHE Report Definition and Characteristics of PHE, final version, September 2014:p.3).*

With these features, HAPHE emphasises the link between education and the world of work as a distinct characteristic of PHE. An explicit focus is placed on strong applicable practical competences and thereby either on alternating phases of attending both education and periods of internships and/or work experiences or on ensuring that the educational environment closely replicates the world of work in its physical and organisational characteristics and in the people working and teaching there.

## 1.5 The Preliminary HAPHE Key Characteristics of PHE

HAPHE further continued the clarification of PHE by providing a core reference framework with key characteristics. *Teaching and Learning* represents the first domain, *Research, Development and Innovation* the second and *Policy and Strategy* the third. Additionally, a description and the core criteria support each characteristic. All three domains are illustrated in Matrix A, B and C (HAPHE Report Definition and Characteristics of PHE, final version, September 2014:p.4-6) and form the basis for comparison within the gap analysis later in this report.

Matrix A: PHE Domain of Teaching and Learning

Characteristics	Description	Core criteria
<b>Teaching and Learning</b>		
<i>How is teaching and learning influenced through the specific characteristics of PHE?</i>		
Methods of Curriculum Development	The process of design and development of: - learning outcomes - curricula - methods of learning and assessment	Curricula are developed by academia in collaboration with stakeholders, in particular from the world of work, taking into account the future needs of the practice and context of employment.
Content for Teaching and Learning	The content comprises: - syllabus and other materials - practice examples - working methods	The learning content is productively integrating theory and practice as the basis for complex problem-solving in real work situations. The content is informed by the latest research, trends and references from both the world of work and academia.
Learning Methodology	The learning methodology comprises: - the learning design - the assessments needed to achieve the learning outcomes	The learning methodology comprises methods of active, collaborative and self-organised learning and while focusing on experience based learning methods including but not limited to simulation based learning (SBL), scenario based learning (SceBL), problem based learning (PBL), or any other authentic learning situations. Both formative and summative assessments should reflect the nature and methodology of the specific PHE learning environment.
Learning Environment	The surroundings and conditions in which learning takes place	The learning environment includes experience within institutions as well as outside, in the world of work. Significant practice phases and/or job experiences serve to reflect theory in a practical context.
Programme Team	All persons involved in the design, delivery and assessment of learning, including visiting lecturers, professionals and support staff	At the programme level, the team shows a combination of academic background and relevant experience from the world of work.

Matrix B: PHE Domain of Research, Development and Innovation

Characteristics	Description	Core criteria
<b>Research, Development and Innovation (RDI)</b>		
<i>How are RDI integrated as part of a sustainable PHE, recognising that they might differ from level to level?</i>		
RDI Agenda	The scope of the RDI activity.	The RDI agenda is informed by the world of work in order to meet the needs of society and of the world of work.
RDI Process	The way RDI meets the needs of society and the world of work	Researchers seek and provide input from and to the world of work and value stakeholders' requests and contributions. The RDI process respects the nature of the inputs and can include various types of research activities and scholarship.
RDI Outputs and Outcomes	The expected result of RDI	RDI outcomes aim to be relevant to the world of work, and society. In addition to traditional outputs, such as licenses, patents and publications, RDI outcomes are solution-oriented with tangible benefits for the world of work and society.

Matrix C: PHE Domain of Policy and Strategy

Characteristics	Description	Core criteria
<b>Policy and Strategy</b> <i>How is PHE embedded and represented in the overall policies and strategic framework of higher education institutions?</i>		
<b>Policy and Strategy Integration</b>	Integration of the world of work into policies and strategic framework	Institutional policies and strategies are defined in collaboration with the world of work.
<b>Objectives and Outcomes</b>	Main objectives in relation to the outcome of PHE	PHE specifically focuses on enhancing job related skills and competencies with a view to raising the employability of students. The emphasis is on learning outcomes and use-inspired research.
<b>Regional Integration</b>	Engagement with its regions and contribution to their development	PHE is strongly embedded in regional partnerships with the world of work.



## II. Desk Research

### II.1 Early Opinions and New Views on Quality Assurance

As the term ‘quality assurance’ is a recurring expression in the report, a brief introduction as to the context in which it is used will help make it clear what is meant. First of all, quality assurance is not to be regarded as a “(...) *checklist-like instrument, but needs to be carefully prepared and managed by making fundamental choices first*” (Bollaert, 2014:p.6). Bollaert emphasises the various actors and facts involved, which always must be taken into consideration when starting a quality assurance process. Thereby, quality assurance is viewed as a cultural phenomenon placed in specific contexts, and thus quality assurance can never be reduced to an instrumental process only (Ibid.). This contextual perspective is the result of a general paradigm shift within the view on quality assurance. Bollaert exemplifies the paradigm shift in quality assurance in the table below (Ibid.p.33), which can be useful in the context of mapping quality tools.

Early opinions on quality assurance	New views on quality assurance
Quality is absolute and fixed	Quality is relative and multi-layered
One standard is dominant	Quality assessment has many aspects
And determined by the producer	Starting point is the customers’ needs
The final product is central	Service is vital
And should be respected	Quality is the result of processes
Quality requirements are fixed	Quality requirements change and raise
Quality control by quality unit	Quality is everybody’s business

The table indeed indicates the contextual aspect, as conducting a quality assurance process nowadays is a matter of involving the customers, together with their demands and wishes, rather than having a single starting point established by the provider. It is also significant that quality control is no longer performed by only one unit, but is handled by the institution itself through internal quality assurance processes such as self-assessment. The participation of many different stakeholders and relevant partners has become a basic premise when speaking of quality assurance in the 21<sup>st</sup> century and, with it, also an increasing complexity (Ibid.).

### II.2 Introduction and Structure of Desk Research

The present desk research provides an identification of various quality tools, divided into models and labels, respectively. The following information is highlighted for each tool:

- Developer and issuer of the model/label;
- Target group (e.g. geographic, sectorial, other scope);
- Purpose (e.g. quality control, self-improvement, excellence);
- Methods of administration (e.g. self-assessment, peer review, inspection);
- Criteria of self-assessment;
- Underlying values (e.g. positive and committing attitude, value of diversity);
- Underlying principles (e.g. customer-focus, total employee involvement).

The first part of the identification presents the models and labels that have been identified and their relevance to PHE seen from the HAPHE key characteristics, and then selects the most relevant ones for further analysis. The second part of the identification moves further on by displaying the selected models and labels, thereby forming both typology and gap analysis.

### II.3 Methodology of Identification and Selection of Models and Labels

In order to make clear the process of identification and selection of models and labels, an introductory methodology follows.



The starting point of the desk research was the research carried out by AVM on a limited number of quality tools. Indeed, this earlier exercise included only two models, viz. EFQM Excellence and ISO 9004, and two labels, viz. EPAS and EQUIS. Inspired by this research and comparison work, and based on the scope of the PHExcel initiative with a much wider perspective on quality tools in use, the desk research was extended and additional models and labels were selected.

Through consensus meetings, the PHExcel partners agreed that the process of identifying and selecting the models and labels should not be exhaustive, but nor should it be limited from the beginning. As the number of quality tools used is large and their character wide-ranging, partners had to accept that not all of the tools would be included in the present research document, and that a quality tool that some might understand as relevant to higher education might also not be included. Furthermore, some quality tools might neither fall under what was understood as a model nor as a label by the partners.

On a general level, the *definition of a model*, for the purpose of this report, was the generic aspect allowing the tool to be applied to almost any organisation regardless of sector, size or scope. Similarly, the *definition of a label* concentrated on the sector-specific aspect of a tool, its applicability within a certain education or area of education, and/or also the (somewhat) trivial view of publicised labels and logos for institutions and/or programmes.

An important element to stress upon was that the identification and selection process was not, in any way, a matter of passing judgements on the quality of the tools from the partners' point of view. Instead, a broad understanding of quality tools was accommodated, taking accreditation as a feature within the tools into account. Accordingly, identifying a gap, or several gaps, within a model or a label is not to be interpreted as a symbol of a tool not being 'good enough' or 'not qualified'. Instead, the identification of coverage and gaps should lead to the provision of an appropriate framework of quality assessment in the matter of European PHE.

At the consensus meetings the partners proposed a wide range of quality tools. These proposals were based on the above-mentioned agreement on the identification and selection, this process being neither complete nor limited. As a result, 46 models and labels in total were identified for further inspection and handed out to the partners. Each partner then had the responsibility to conduct desk research with the overall aim of deciding whether a model or a label had a full coverage or not of the preliminary HAPHE definition and key characteristics of PHE. The coverage of models and labels was clarified by evaluating each model or label based on the preliminary PHE characteristics framework adapted from the HAPHE initiative (for a full view of the applicability of the HAPHE key characteristics against each quality tool, see appendix 1).

It is our belief that, even though the tools presented in this report do not form an exhaustive listing of quality tools currently in use in European (professional) higher education, the models and labels identified and included in this research offer a comprehensive view of the 'label context'. Indeed, specific attention has been given to including tools that cover a large spectrum of educational programmes (from life sciences to the arts) but also sector-specific tools linked to national frameworks developed by quality assurance agencies – as well as internationally developed quality tools; finally, the report also includes tools that have a varying level of use in the education community – some are widely used (e.g. in engineering programmes), others are still being developed and will be presented in their final form the coming months (e.g. in the area of MOOCs).

The evaluation was conducted on the 46 models and labels listed below. They are presented underneath, grouped by model then label, in alphabetical manner, giving their official full name, accompanied by the abbreviation further used in this report, as well as an attributed reference number used throughout this report:

The 10 proposed models are:

Full name	Abbreviation	Reference #
Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	ESG	#1
Balanced Scorecard (BSC)	BSC	#2
Baldrige National Quality Program	-	#3
Common Assessment Framework (CAF) Education	CAF Education	#4
Enhancement-led Institutional Review (ELIR)	ELIR	#5
European Foundation for Quality Management (EFQM) Excellence	EFQM Excellence	#6
International Organization for Standardization (ISO) 9004	ISO 9004	#7
Kano Model	-	#8
Nederlands-Vlaamse Accreditatieorganisatie (NVAO) Assessment Frameworks for the Higher Education Accreditation System	NVAO Assessment Frameworks	#9
UK Quality Code for Higher Education	Quality Code	#10

The 36 proposed labels are:

Full name	Abbreviation	Reference #
Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC) Quality Enhancement Process for Institutions and Programmes	AEC Quality Enhancement Process	#11
Auditing Instrument for Sustainability in Higher Education (AISHE)	AISHE	#12
Certificate for Quality of Internationalisation (CeQuInt)	CeQuInt	#13
Diploma Supplement (DS) Label	DS Label	#14
Distinctive (Quality) Feature Internationalisation (DQF)	DQF	#15
ECB (European Community Building) Check E-Quality Label (ECBCheck)	ECBCheck	#16
EFMD Programme Accreditation System (EPAS)	EPAS	#17
EFMD Quality Improvement System (EQUIS)	EQUIS	#18
Enhancing Quality in the Arts (EQ-arts)	EQ-arts	#19
Eurobachelor®	-	#20
Euromaster®	-	#21
European Accreditation Agency for the Life Sciences (EAALS) Label	EAALS Label	#22
European Accreditation of Engineering Programmes (EUR-ACE®)	EUR-ACE® Label	#23
European Accreditation of Informatics Programmes (Euro-Inf) Quality Label	Euro-Inf Quality Label	#24
European Accredited Geological Study Programmes (Euro-Ages)	Euro-Ages	#25
European Association for Public Administration Accreditation (EAPAA)	EAPAA	#26
European Credit Transfer and Accumulation System (ECTS) Label	ECTS Label	#27
European Master's in Translation (EMT) Quality Label	EMT Quality Label	#28
European Quality Assurance Scheme (EQAS) Food Quality Label	EQAS Food Quality Label	#29
European Quality Charter for Mobility	-	#30
European Social Fund (ESF) Quality Label	ESF Quality Label	#31
e-Skills Quality Labels for ICT Industry-Based Training and Certifications (IBTC)	e-Skills Quality Labels	#32
E-xcellence Associates Label	E-xcellence	#33
Finnish Higher Education Evaluation Council (FINHEEC) Quality Label	FINHEEC Quality Label	#34
French as a Foreign Language Quality Label (Label Qualité français langue étrangère (FLE))	Quality FLE Label	#35
Higher Education Performance (HEdPERF)	HEdPERF	#36
International Centre of Excellence in Tourism and Hospitality Education (THE-ICE)	THE-ICE	#37
International Medical School (IMS) Quality Label	IMS Quality Label	#38
Investors in People (IIP)	IIP	#39
Opening up Education (OpenupEd) Label	OpenupEd Label	#40
Quality Label (Mención de Calidad)	Mención de Calidad	#41
Service Performance (SERVPERF)	SERVPERF	#42
Service Quality Scale (SERVQUAL)	SERVQUAL	#43
Swiss Quality Certificate for Further Education Institutions (eduQua)	eduQua	#44
Technological Universities Quality Framework (TUQF)	TUQF	#45
UNIQUE E-Quality Label	-	#46

After the evaluation process, the partners agreed on 7 models and 12 labels for further analysis, with the ESG serving as an overarching basis.

The models and labels not selected for further investigation had no or little coverage of the preliminary HAPHE definition and key characteristics of PHE. Some other tools were only attached to a society or association and were not a model or label in (wide-spread) use, and other are currently being developed. Others were supplementary tools of other models or labels, and on account of that, were sifted out.

By contrast, the models and labels selected, demonstrated a ‘rather high’ or ‘high’ coverage of the preliminary HAPHE definition and key characteristics of PHE (see appendix 1).

The 7 models selected for investigation are:

Full name	Abbreviation	Reference #
Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	ESG	#1
Baldrige National Quality Program	-	#3
Common Assessment Framework (CAF) Education	CAF Education	#4
Enhancement-led Institutional Review (ELIR)	ELIR	#5
European Foundation for Quality Management (EFQM) Excellence	EFQM Excellence	#6
International Organization for Standardization (ISO) 9004	ISO 9004	#7
UK Quality Code for Higher Education	Quality Code	#10

The 12 labels selected for investigation are:

Full name	Abbreviation	Reference #
Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC) Quality Enhancement Process for Institutions and Programmes	AEC Quality Enhancement Process	#11
Auditing Instrument for Sustainability in Higher Education (AISHE)	AISHE	#12
ECB (European Community Building) Check E-Quality Label (ECBCheck)	ECBCheck	#16
EFMD Programme Accreditation System (EPAS)	EPAS	#17
EFMD Quality Improvement System (EQUIS)	EQUIS	#18
Enhancing Quality in the Arts (EQ-arts)	EQ-arts	#19
European Accreditation Agency for the Life Sciences (EAALS) Label	EAALS Label	#22
European Accreditation of Informatics Programmes (Euro-Inf) Quality Label	Euro-Inf Quality Label	#24
European Accredited Geological Study Programmes (Euro-Ages)	Euro-Ages	#25
European Association for Public Administration Accreditation (EAPAA)	EAPAA	#26
E-xcellence Associates Label	E-xcellence	#33
International Centre of Excellence in Tourism and Hospitality Education (THE-ICE)	THE-ICE	#37

For further information on each of the selected models and labels, including, among other things, information on the methods of administration and the self-assessment criteria, see appendix 2.

### III. Typology Creation

In continuation of the desk research made by all partners, a typology creation followed. The aim was to provide an overview of basic information needed for each model and label, and to clarify common features and dissimilarities of the tools. At first, a presentation of the models follows, secondly a presentation of the labels. All the tools are briefly described under the following headlines:

- Purpose;
- Target group;
- Institution assessment or single/several programme(s) assessment;
- Methods of administration;
- Criteria of self-assessment;
- Underlying values;
- Underlying principles.

#### III.1 Typology of Models and their Basic Information

The following Matrix D presents the models according to their intended purpose, their target group, whether they deal with assessment of an institution or a programme, and which methods of administration each model uses.

*Matrix D: Typology of Models (purpose, target group, assessment and administration)*

	Intended purpose	Target group	Assessment of institution/programme(s)	Methods of administration
Baldrige National Quality Program #3	Performance excellence.	Public and private sector.	Institution.	Self-assessment; Independent and consensus review by examiners; Site visit review; Judges' review – decision on the award.
CAF Education #4	Sustainable excellence.	Education and training sector.	Institution.	Self-assessment; Peer to peer assessment Site visit; Peer review report; Decision on the award of recognition (operates with different levels of recognition).
ELIR #5	Consider an institution's strategic approach to enhancement with particular emphasis on improvement of the learning experience; Safeguarding of the academic standards and quality.	Higher education sector.	Institution.	Self-assessment; Peer review; Site visits; Peer review reports; Monitoring and evaluation.
EFQM Excellence #6	Sustainable excellence.	Generic and applicable to any organisation.	Institution.	Self-assessment; Peer to peer assessment;

	Intended purpose	Target group	Assessment of institution/programme(s)	Methods of administration
				Site visit; Peer review report; Decision on the award of recognition (operates with different levels of recognition).
ISO 9004 #7	Performance improvements.	Public and private sector organisations and businesses.	Institution.	Self-assessment; Site visit of external body; Certification by external and independent body (not a requirement).
Quality Code #10	Describing and assuring the academic standards to design their respective policies for maintaining academic standards and quality.	Higher education sector.	Institution and programmes.	Self-assessment; Peer review; Site visit; Peer review report; Decision.

The next matrix continues with the models, but this time the criteria of the self-assessment manual and the underlying values and principles of each model are illustrated.

*Matrix E: Typology of Models (criteria and underlying values and principles)*

	Self-assessment criteria	Underlying values	Underlying principles
Baldrige National Quality Program #3	Leadership; Strategic planning; Customer focus; Measurement, analysis and knowledge management; Workforce focus; Process management; Results.	Visionary leadership; Learning-centred education; Organisational and personal learning; Valuing workforce members and partners; Agility; Focus on the future; Managing for innovation; Management by fact; Societal responsibility; Focus on results and creating value.	Attention on performance excellence; Customer-focused and market-oriented; Maintenance of motivation; Continual improvement; Total employee involvement; Adaption of future complexity and needs; Integration of innovation; Responsibility of public health, safety and environment.
CAF Education #4	Leadership; Strategy and planning; People; Partnerships and resources; Processes; Learner-oriented and other key stakeholder-oriented results; People results; Social responsibility results; Key performance results.	Adding value for customers; Responsibility of a sustainable future; Developing organisational capability; Harnessing creativity and innovation; Leading with vision, inspiration and integrity; Managing with agility; Culture of empowerment and democracy; Sustaining outstanding results.	Customer-focused; Partnerships; Total employee involvement; Process-centred; Integrated system; Breakdown of barriers between management; Trust in continual improvement and transparency; Fact-based decision-making; Two-way communications with stakeholders; Self-improvement; Culture of excellence in public

	Self-assessment criteria	Underlying values	Underlying principles
			organisations; Guidance via PDCA-cycle; Facilitation of self-assessment.
ELIR #5	In addition to the criteria of Quality Code, ELIR is based on: Annual discussions between QAA Scotland and the institution; Reflective analysis; Case studies; Advance information set.	General treatment of students; Student's opportunity to contribute to the shaping of their learning experience; Student information on study and programmes; Transparency of policies and processes relating to study and programmes; Strategic oversight of academic standards - and quality; Monitoring, reviews and improvements of policies and processes; External involvement to secure academic standards and the quality of learning opportunities; Staff support to support students' learning experiences.	Safeguard the academic standards of Scottish higher education; Assure the academic quality of learning opportunities in Scottish higher education; Promote continuous and systematic improvement in Scottish higher education; Ensure that information about Scottish higher education is fit for purpose, accessible and trustworthy; Open, transparent, forward-looking and conducted in a collaborative spirit; Student engagement; International dimension regarding student recruitment, student experience and curriculum.
EFQM Excellence #6	Leadership; Policy and strategy; People management; Resources; Management of processes; Customer results; People satisfaction; Impact on society.	Adding value for customers; Responsibility of a sustainable future; Developing organisational capability; Harnessing creativity and innovation; Leading with vision, inspiration and integrity; Managing with agility; Culture of empowerment and democracy; Sustaining outstanding results.	Customer-focused; Partnerships; Total employee involvement; Process-centred; Integrated system; Breakdown of barriers between management; Trust in continual improvement and transparency; Fact-based decision-making; Two-way communications with stakeholders; Self-improvement.
ISO 9004 #7	Introduction; Scope; Terms and definitions; Quality management system; Management responsibility; Resource management; Product realisation; Measurement, analysis and Improvement.	Reliability and confidence; Increasing performance; Access to new markets; Facilitation of free and global trade; Focus on developing countries; Understanding and anticipation of customers; Responsibility of the environment; Motivation of staff; Visionary management.	Increased market share; Cost savings by optimizing operations; Opening the global market; Enhanced customer satisfaction; Environmental care and benefits; Continual improvement of management; Continual improvement of staff.
Quality Code #10	Ensure that the requirements of the framework for higher education qualifications in England, Wales and Northern Ireland are met; Transparency and comprehensive academic frameworks and regulations; Degree-awarding bodies	General treatment of students; Student's opportunity to contribute to the shaping of their learning experience; Student information on study and programmes; Transparency of policies and processes relating to study and programmes;	Safeguard the academic standards of UK higher education; Assure the academic quality of learning opportunities that UK higher education offers; Promote continuous and systematic improvement in UK higher education;

	Self-assessment criteria	Underlying values	Underlying principles
	maintain a definitive record of each programme and qualification that they approve; Degree-awarding bodies establish and implement processes for the approval of taught programmes and research degrees; Demonstration of the achievement of relevant learning outcomes) through assessment; Monitoring and review of programmes; Transparent and publicly accountable, degree-awarding bodies use external and independent expertise of setting and maintaining academic standards.	Strategic oversight of academic standards - and quality; Monitoring, reviews and improvements of policies and processes; External involvement to secure academic standards and the quality of learning opportunities; Staff support to support students' learning experiences.	Ensure that information about UK higher education is fit for purpose, accessible and trustworthy.

### III.2 Typology of Sector-specific Labels and their Basic Information

The typology now addresses the sector-specific labels according to their intended purpose, the target group, whether they deal with assessment of an institution or programme and which method of administration is applied in the assessment process. The labels are denominated 'sector-specific labels', as they address particular disciplinary areas, or sectors, of higher education.

A key factor that differentiates these labels is the aim of the assessment; some labels qualify institutions as a whole, others only refer to a single programme or various programmes in the assessment process. A label can also be awarded both to institutions and to programmes.

As a result of these differences, the following matrices are divided into labels qualifying institutions and labels qualifying programmes. Two labels present the specific case of qualifying both institutions and programmes, they are grouped in the former category. The presentation follows exactly the same structure as for the models.

*Matrix F: Typology of Sector-specific Labels qualifying Institutions (purpose, target group, assessment and administration)*

	Intended purpose	Target group	Assessment of institution/programme(s)	Methods of administration
AEC Quality Enhancement Process #11	Quality enhancement; Self-improvement; Accreditation.	Institutions and programmes in the field of higher music education.	Institution and programmes.	Self-assessment; Peer review; Site visit; Peer review report.
EQUIS #18	Excellence; Accreditation.	International business schools.	Institution.	Self-assessment; Peer review visit; Peer-review report; Accreditation decision.
EQ-arts #19	Quality enhancement.	Higher arts education (creative and performing disciplines).	Institution and programmes.	Self-assessment; Peer review; Site visit; Peer review-report.

Matrix G: Typology of Sector-specific Labels qualifying Institutions (criteria and underlying values and principles)

	Self-assessment criteria	Underlying values	Underlying principles
AEC Quality Enhancement Process #11	Mission and vision or (in the context of programme reviews, programme goals and context); Educational processes; Student profiles (admission to, progress through and completion of the programme); Teaching staff; Facilities, resources and support; Organisation and decision-making processes and internal quality assurance systems; Public interaction.	Assisting autonomous higher education institutions in the enhancement of their quality (i.e. positive and sincere attitude); Focus on learning and experience sharing; Respecting the special characteristics of higher music education and the contexts and traditions in which music is created; Respecting the institutional diversity; Striving towards a higher level of objectivity.	Voluntary process; Striving for the improvement of higher music education as a whole; Bringing a European / international dimension to the process; Improvement of the recognition of qualifications in Europe (the system integrates the European Sectorial Qualifications Framework developed for the music higher education sector); Knowledge of and adaptable to diverse national requirements; Based on a pool of subject-specific experts.
EQUIS #18	Context, governance and strategy; Programmes; Students; Faculty; Research and development; Executive education; Resources and administration; Internationalisation; Ethics, responsibility and sustainability; Corporate connections.	Context-based; Excellence and continuous improvement; Customer-focused and market-oriented; Link between education and practice; Qualify students to international contexts and tasks; Internationalisation in all aspects; Understanding of different cultures and practices; Academic rigour and research profile; Innovation; Business schools as 'good citizens'.	Respect for diversity; Catalyst of excellence; Strong interface with the practice; Development of students' managerial and entrepreneurial skills; Global responsibility; Academic self-awareness; Contribution to society by knowledge and innovation; Strong ethical foundation.
EQ-arts #19	Governance; Quality assurance of teaching, learning and assessment (includes programme review); Research; Student support and guidance; Staff support and development; Accommodation and resources; Equal opportunities/diversity management.	Based on peer review; Involve strong student participation; Involve participation of professional bodies and/or employers; Use of transparent explicit criteria and processes; Process open to external scrutiny; Inclusion of a range of external and international reference points; Need for 'comparability' – (European Framework); Formal status and public available outcomes; Emphasis on enhancement.	Support arts institutions in gaining expertise in self-evaluation; Consolidation and developing of a shared body of knowledge on quality that could lead to an independent European quality assurance network; Establishing European reference points for the first, second and third cycles; Linking higher arts education institutes with local/ regional communities and businesses and cultural and professional organisations; Value and preserve cultural, artistic and pedagogical diversity; Bottom-up approach to all implications of the Bologna Process.



Matrix H: Typology of Sector-specific Labels qualifying Programme(s) (purpose, target group, assessment and administration)

	Intended purpose	Target group	Assessment of institution/programme(s)	Methods of administration
AISHE #12	Instrument of measuring level of integrated sustainable development (based on a model for quality enhancement in commercial companies).	Higher education.	Programmes.	Self-assessment; Peer benchmarking; Consensus meetings (Site visit); Report on scoring; Policy plan (optional); Certificate (optional); Integration in internal quality management (optional); Visitation / Accreditation (optional).
ECBCheck #16	Certification; Quality improvement.	All training courses that are supported by e-learning or technology enhanced learning for at least 20 % (e.g. research centres and universities).	Programmes.	Self-assessment; Peer review; Peer review report; Award.
EPAS #17	Excellence; Accreditation of programme/programmes.	International degree programmes in business and management.	Programme/programmes.	Self-assessment; Peer review visit; Peer review report; Accreditation decision.
EAALS Label #22	Accreditation; Support of enhancement.	International master degree programmes in life sciences (for forestry, agriculture, food, natural resources, rural development and the environment) delivered by one or two institutions.	Programmes	Self-assessment; Peer review (through site visit); Peer review report Decision.
Euro-Inf Quality Label #24	Enhancement of quality and transparency; Provide information on study programmes across Europe through an appropriate label for accredited educational programmes in informatics; Accreditation of a single programme or set of programmes.	Bachelor's and Master's degrees programmes in the informatics area that comply with the Euro-Inf Framework Standards and Accreditation Criteria.	Programme/programmes.	Self-assessment; Peer review; Audit visit; Individual procedure (one programme) or cluster procedure (several programmes in one subject); Report; Accreditation – direct or through external agency.
Euro-Ages #25	Accreditation.	Higher education of geology programmes.	Programmes.	Application/Internal self-assessment; External assessment; Auditing visit; Accreditation

	Intended purpose	Target group	Assessment of institution/programme(s)	Methods of administration
EAPAA #26	Maintenance and improvement of quality of programmes and professional education.	Public administration: Public policy, public management and public sector specialisation programmes; Bachelor or Master; Four categories of cycles.	Programmes.	decision; Appeals mechanism. Self-evaluation report; Site visit; Site visit report; Decision.
E-xcellence #33	Benchmarking; Programme improvement and performance.	Universities in a continuous process of improving their e-learning performance.	Programmes.	Self-assessment (stand-alone exercise or can be extended with a review from a distance or on-site from e-learning experts); Peer review; Peer review report.
THE-ICE #37	Accreditation; Excellence in education; Enhancement and improvement in education offerings.	ICE members; Offshore partners of Foundation or Accreditation PLUS members; Member or associated members: Universities, private hotel schools or vocational training colleges.	Programmes.	Pre-accreditation and Accreditation; Self-review; Evaluation; Site visit; Peer review; Site audit report; On-going benchmarking.

Matrix I: Typology of Sector-specific Labels qualifying Programme(s) (criteria and underlying values and principles)

	Self-assessment criteria	Underlying values	Underlying principles
AISHE #12	Vision and policy; Expertise; Educational goals and methodology; Education contents; Result assessment.	Achieving sustainability of study programmes; Business values.	Achieving sustainability of study programmes; Business values.
ECBCheck #16	Information about and organisation of the programme; Target audience orientation; Quality of contents; Programme/course design; Media design; Technology; Evaluation & review.	Community-based exchange of experiences in quality assurance.	Label for member organisations only; Members must show interest and self-commitment in the area of quality in e-Learning and professionalisation of own quality practices; Sharing of experiences and best practices and aggregating these

	Self-assessment criteria	Underlying values	Underlying principles
			experiences into benchmarking and benchmarking processes.
EPAS #17	The institution in its national and international context; Programme design; Programme delivery and operations; Programme outcomes; Quality assurance processes.	Context-based; Excellence and continuous improvement; Customer-focused and market-oriented; Link between the education and practice; Qualify students to international contexts and tasks; Internationalisation in all aspects; Academic rigour.	Contextual and diversity-oriented; Catalyst of excellence; Fusion of academic perspective and practical relevance; Link between knowledge creation and the educational needs of employers; Appropriate international performance; Academic self-awareness.
EAALS Label #22	Needs, aims and learning outcomes; Educational process (teaching, learning, assessment, guidance); Educational resources and partnership; Student selection and progression; Student support (non-educational); Quality management and enhancement.	Involvement of staff in providing student support in international context.	Support enhancement of Master degree programmes; Allows direct comparison with similar degree programmes internationally, and worldwide promotion; Demonstrates that the degree programme is relevant to the needs and expectations of international students; Ensures the overall coherence and effectiveness of degree programmes delivered by two or more universities; Indicates that there is evidence for added value provided by Internationalisation in the delivery of degree programmes expressed by student mobility between cooperating universities; Is more efficient in the time spent in accreditation compared with submission to national agencies.
Euro-Inf Quality Label #24	Needs, objectives and outcomes; Educational process; Resources and partnerships; Assessment of educational process; Management system.	Context-based; Quality and improvement; Cooperation with stakeholders; Link between intellectual learning and practice-oriented learning.	To develop quality standards for higher education programmes; To create and disseminate mechanisms to encourage improvement of quality of education.
Euro-Ages #25	Needs, objectives and outcomes; Educational process; Resources and partnerships; Assessment of educational process; Management system.	Relevant for academic geology study programmes to first or second cycle degree; Handle the diversity of content of geology degree programmes; Support improvement of the quality of higher education in geology in general; Facilitate mutual recognition by programme validation and certification; Facilitate recognition of	Revision of the programme is important; Information from stakeholders is taken into account.

	Self-assessment criteria	Underlying values	Underlying principles
		<p>accredited degrees in geology higher education;</p> <p>Support mobility of geology graduates;</p> <p>Facilitate in particular accreditation of trans-national joint- and double degree programmes;</p> <p>Emphasis on support to creating a positive learning environment.</p>	
EAPAA #26	<p>Domain of public administration;</p> <p>Mission-based accreditation;</p> <p>Level, relation to practice and internships;</p> <p>Curriculum;</p> <p>Quality improvement and innovation;</p> <p>Student assessment;</p> <p>Programme jurisdiction;</p> <p>Faculty;</p> <p>Admission of students;</p> <p>Supportive services and facilities;</p> <p>Student services;</p> <p>Public relations.</p>	<p>Promote the quality of European academic level public administration programmes by developing appropriate accreditation standards for such programmes through its accreditation committee;</p> <p>Encourage curriculum development and innovation;</p> <p>Provide a forum for discussion on quality and accreditation;</p> <p>Assure the quality of European public administration programmes;</p> <p>Develop quality standards in European public administration, fostering a greater potential for mutual comparison and learning among European study programmes.</p>	<p>Recognition of a specific study culture and of subject-specific contents, teaching traditions and institutional patterns of the discipline;</p> <p>Based on generally accepted subject-specific criteria of the discipline;</p> <p>This approach also allows to establish a platform for exchanging good teaching practices and relevant quality standards among the members of the disciplinary network.</p>
E-xcellence #33	<p>Strategic management;</p> <p>Curriculum design;</p> <p>Course design;</p> <p>Course delivery;</p> <p>Staff support;</p> <p>Student support;</p> <p>A technical help desk service is provided.</p>	<p>Programme improvement in four areas:</p> <p>Accessibility;</p> <p>Flexibility, interactiveness and personalisation;</p> <p>Networking;</p> <p>Improving performance.</p>	Student centred learning.
THE-ICE #37	<p>Status of the institution;</p> <p>Governance and administration;</p> <p>Vision, mission, objectives;</p> <p>Courses/programmes, curriculum and graduate outcomes;</p> <p>Approach to teaching and learning;</p> <p>Planning, programme review and quality assurance mechanism;</p> <p>Level of internationalisation;</p> <p>Physical resources and facilities;</p> <p>Student support services;</p> <p>Industry advisory board;</p> <p>Staffing resources;</p> <p>Financial resources;</p> <p>Memberships, partnerships, community engagement and social responsibility;</p> <p>Areas of excellence.</p>	<p>On-going benchmarking</p> <p>Peer review.</p>	THE-ICE Standards of Excellence (self-assessment criteria).

### III.3 Common Features and Dissimilarities of the Typology

If we take a closer look at the typology of the quality tools, certain common features as well as dissimilarities become visible. This section focuses on the methods of administration, the criteria and the underlying values and principles of the models and labels, as these ‘headlines’ indeed express certain patterns and differences.

#### III.3.a The Four Steps within Methods of Administration

Roughly indicated by a set of common features, the models and labels follow a certain structure in their administration process. As displayed below, the methods of administration link the tools with nearly the same overall procedure:



##### III.3.a.1 First and Second Step: the Self-Assessment and Examination of the Self-Assessment

The first step is the *self-assessment*. All models and labels presented in the typology include self-assessment as a core feature, and the institution itself has a significant role in the whole process by virtue of conducting this internal review. As mentioned earlier, quality assurance is no longer performed by one single external unit, but to a great extent also conducted by the organisation that is the object of the quality process (Bollaert 2014:p.33).

Self-assessment entails a number of criteria relating to a general or specific context with the intention of documenting e.g. different strategies, services, visions and missions. Common to all models and labels, however, is the thorough task of assessing respective areas of the organisation as a fundamental requirement of quality assurance.

Subsequently, we enter the next phase of quality assurance, *examination of the self-assessment*. In general this is conducted either by peers or by an external body with the responsibility of checking whether the self-assessment has been satisfactorily completed or not.

##### III.3.a.2 Third Step: the Site Visit

The third step is the *site visit*. Here we see that all models and labels include a visit in continuance of the self-assessment. ECBCheck (#16) is the only tool that does not include a site visit in their process of administration “[...] as such a visit would likely be too time and resource consuming for most” (Ehlers 2010:p.50). As for the majority of models and labels, these visits are led by peers or bodies of experts with the intention of providing an external perspective on the work of the institution, as regards the safeguarding of the quality.

Some of the tools such as the Euro-Inf Quality Label (#24), term the visit an ‘audit’, which could be construed as making it a visit of control. On the other hand, it is rather difficult to distinguish whether we are dealing with the control or development of an organisation when using the term ‘audit’. A quality assurance process is essentially concerned with checking the product, service or system, where professional and systematic assessment and discussion are taking place<sup>4</sup>, and as a result, the award will usually be the main goal of any organisation. Achieving this goal requires some degree of control of the organisation and of the way it manages and works on improving various aspects of quality. This kind of control requires a greater or lesser degree of (visions of) development and self-knowledge. Thus, it is not easy to make a rigid distinction between control and development, as these two terms are, in many ways, intertwined in matters of quality assurance.

<sup>4</sup> Reference from the web site of ISO.

### III.3.a.3 Fourth Step: the Decision on Awards

As the fourth and last step of methods of administration, the *decision on awards* takes place. Most of the models and labels presented in the typology give the possibility of obtaining a label, an accreditation or recognition if the internal and external reviews are approved.

The decision on the award very much relates to the purpose of a model or label. If the purpose of a tool is accreditation, the goal for the institution is naturally achieving accreditation at the end. Even though the models and labels in this report express their purpose differently, they all agree on a fundamental dimension, namely quality enhancement, whether it regards a programme, the educational profile or a specific performance.

Furthermore, another factor especially intertwines the labels. As they are all sector-specific labels and thereby apply to specific types of, or areas within, higher education institutions (e.g. geography, e-learning, business, informatics etc.), an educational approach is strongly evident in the self-assessment criteria. An educational approach could be manifested in an emphasis on curriculum, student support or teaching and learning aspects. This approach is discussed further later in this report, with a display of certain criteria which form a common thread in almost all labels.

## III.4 Criteria and Underlying Values and Principles as Narratives

As a supplement to the comments on the methods of administration, the criteria and the underlying values and principles will be given attention. The self-assessment criteria are at the core of the first process concerning quality assurance, as they determine certain directions and perspectives that the process will adopt. In other words, the criteria state vital features and act as a narrative by providing information on a quality tool. At the same time, underlying values and principles are deeply interrelated with the criteria. Values serve as a 'layer' behind the criteria, and principles as a 'layer' behind the values (Bollaert 2014:p.36-41). Criteria and underlying values and principles should therefore be seen as three parts making a collective whole.

Common features are discovered when delving into the criteria on a more general level. Starting with an overall view of models and labels irrespective of their aim, a number of characteristics are present in nearly all tools. These characteristics are listed as headlines below, along with underlying values and principles. Even though underlying values and principles have been distinguished as two different parts, they merge in the display because of the correlations between these two, and for the sake of clarity.

Criteria forming a common thread in almost all models and labels	Underlying values/principles related to each criteria
Leadership/Management	Visionary leadership facilitating a quality culture
Customer	Customer-focus and customer-satisfaction
People	Improvement, involvement, motivation and resources at a personal level
Partnerships	Strategic collaborations
Results/Outcomes	Compliance with organisational, personal, customer-oriented and societal goals
Monitoring and Review	Follow-up procedures to secure continuous efficiency and maintenance of a quality culture

When, reviewing only the labels, a number of characteristics are to be found in here as well. As the labels address specific educational areas or modes of delivery, a more distinct approach to education is therefore natural. The core features of education: e.g. curriculum, attention to students and their educational and personal learning process; and teaching and learning aspects are therefore an expected and essential substance in the criteria of these labels. The arrangement of the table below is exactly the same as previously.

Criteria forming a common thread in all sectorial specific labels	Underlying values/principles related to each criterion
Institution	Context-oriented and general improvement on education quality
Curriculum	Strategy on high quality outcome and cooperation with stakeholders/world of work
Programmes	Transparency for customers and cooperation with stakeholders/world of work
Students	Learning-centred training and development of students' intellectual and practical skills
Staff	Dedicated staff with methodological, didactical and professional competences, knowledge and experience

Criteria forming a common thread in all sectorial specific labels	Underlying values/principles related to each criterion
Link between educational context and the world of work and/or stakeholders	Interface with the practice and other interested stakeholders

A brief comment should also be given on the separation of labels qualifying institutions and programmes, respectively. From the labels selected in the typology, AEC Quality Enhancement Process (#11), EQUIS (#18) and EQ-arts (#19) are the only ones with an institutional qualification – taking into account that, of these three, only EQUIS uniquely qualifies institutions, and not both institutions and programmes, as is the case with the other two. In this case, a difference on that account could be the extensive section of internationalisation in aspects of programmes, students and staff. Qualifying an institution rather than a single programme calls for comprehensive attention to several issues referring to an educational context. Viewed from an educational perspective, internationalisation encompasses a number of activities combining theory and practice inside and outside the institution, as e.g. exchange students abroad, joint programmes, faculty mobility, internships abroad and research collaborations (EFMD Quality Improvement System 2013:p.62). As EQUIS has a general international profile, this subject appears to a greater extent, when compared to the rest of the labels qualifying programmes.

EPAS (#17), which qualifies a single programme or various programmes, has an international aspect as well, but does not present a detailed section only based thereon (EFMD Programme Accreditation System 2013:p.3-19).

### III.4.a Importance of Research, Development and Innovation (RDI)

But what about RDI, which is to be regarded as one of the paramount features within the preliminary HAPHE key characteristics of PHE? Focusing on the sector-specific labels, not all have coverage of research aspects in general, when going through the self-assessment manuals. Moreover, some labels, which actually provide a main-criterion or some sub-criteria with research as a topic, do not automatically focus on the link to the world of work and, with it, one of the cores of the preliminary key characteristics of PHE.

EQUIS (#18) stands out as a label with a high integration of research elements in the self-assessment manual. As a result, a specific section, *Research and Development* is dedicated to this topic. With detailed descriptions and questions adjusted to the research area of the educational context, EQUIS offers a rounded and thorough review as regards the applicability of a quality tool (EFMD Quality Improvement System 2013:p.7-68).

The specific case of EQ-arts (#19), which also offers an extensive coverage of research aspects is further elaborated on in the PHE gap analysis in chapter V, next to other selected models and labels in their coverage of the RDI elements.

### III.4.b Elements of the ESG in Models and Labels

A crucial element regarding only some of the models and labels should also be mentioned, as it marks a fundamental approach to quality assurance in the round. Some tools, e.g. ELIR (#5), Quality Code (#10), EPAS (#17), EQUIS (#18) and Euro-Inf Quality Label (#24) share the same mind-set based on *generic standards* rather than on specific requirements. Having a generic perspective means that a strong emphasis is placed on the *contextual aspects* of an organisation, thus allowing for a broad diversity. This point of view foregrounds the autonomy of the institution (EFMD Quality Improvement System 2013:p.5, ENQA 2014:p.8). All tools stress autonomy, in the sense that each organisation develops a quality assurance system according to its own needs and objects and, by that, defines what should be the focus area (Ibid.). EQUIS underlines the complexity within the title of being an international accreditation system, instead of being directed to any particular national system: “As a consequence, it must take into account the great diversity of national cultures and educational systems around the world. With its base in Europe, EQUIS is confronted with astonishing diversity within its own geographical region. It is, therefore, essential to begin any assessment with an understanding of the particularities of the local context” (EFMD Quality Improvement System, 2013:p.5).

The emphasis on context, diversity and institutional autonomy derives from the ESG, the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (EHEA), which serve as a framework for quality assurance processes.

The ESG are not a label, but a tool for steering an organisation in the right direction and with the purpose of safeguarding quality within the EHEA. In other words, the ESG, as a whole, are not to be regarded as standards for quality *per se*, but instead considered as a provider of guidance within areas essential for effective and positive quality conditions in the context of the EHEA (ENQA 2014:p.6). Generally, many sector-specific labels are based on the framework of the ESG, even though these standards and guidelines are not explicitly intended to cover areas such as general institution management and research (ENQA 2014:p.3-4).

The ESG gap analysis of models and labels elaborates further on the ESG as an overall reference framework by comparing all tools to the ESG.

### III.4.c Labels with Specific Features

Although interrelated values and common features of the self-assessment criteria have been presented, correspondingly, attention should be given to labels which, in different respects, differ from the rest. Indeed, some labels offer a distinct perspective on quality processes in the area of higher education and, as such, require a brief description. To keep it short, three labels have been selected for this.

The first quality tool to be highlighted is AISHE (#12); a label with particular emphasis on sustainability and with the aim of measuring 'sustainable education'. To clarify the term 'sustainable education', the self-assessment manual provides a chapter on the concept and 'correctness' of AISHE (Roorda 2001:p.56). The conceptual definition is constituted in the following educational results that must be attained in order to 'do' and 'be' sustainable education. From this, students are offered an educational context, in which they:

- Acquire knowledge and insight into sustainable development, in general and in their own field of profession;
- Are trained in skills, methods and techniques supporting their work as a (future) professional;
- Develop an attitude in which sustainable development is seen as important (Roorda 2001:p.56).

The knowledge, insight and skills are relevant to e.g. environmental problems, limited resources, social-cultural opportunities, limits and procedures, which lead to sustainable development. Clearly, AISHE is engaged in creating a strong link between the educational context and society and, thereby, in generating various contributions relevant to society. Terms such as 'professional field', 'all of society' and 'companies, where graduates will find their future jobs', continuously appear in the self-assessment manual to accentuate exactly the cooperation with the outside world that it promotes (Ibid.).

The EAALS Label (#22) is selected as the second label with a very specific focus on student support in a non-educational form. More than other tools, it refers to the involvement of staff providing support, and an entire section in the self-assessment manual is dedicated to this purpose. Criteria from e.g. pre-induction arrangements through cultural and social needs to financial information and support demonstrate the effort of procuring the most appropriate support to students (Cobb, Heath and Steen 2012:p.29-32).

As with EQUIS, the EAALS Label has an international approach, this being highly visible in the framework of self-assessment. Instead of a section concerning internationalisation, as offered by EQUIS, the framework in the EAALS Label is organised with *Specific Indicators for the International Orientation of the Degree Programme* covering each category (main-criterion) that must be reviewed (Cobb, Heath and Steen 2012:p.19-38). Internationalisation is seen as a vital part of all aspects of the institution from e.g. *Needs, Aims and Learning Outcomes* through *Educational Resources and Partnership* to *Quality Management and Enhancement* (Ibid.).

The final label to be highlighted is E-xcellence (#33). The objective of the E-xcellence project has been to cover the gap in parameters of quality assurance regarding e-learning. It has not been its intention to offer a comprehensive guide to a quality assurance process, but instead to provide a supplementary tool stressing aspects of e-learning development as a unique feature in an educational context. Concentrating on features of e-learning within course design and delivery, strategic management, curriculum design and staff- and student support, E-xcellence has developed a thorough approach to the implementation and awareness of e-learning (EADTU 2012:p.1-130).





## IV. ESG Gap Analysis

With the desk research and the typology of models and labels provided, the report enters the next stage of comparison and analysis. As the ESG serve as an overall reference framework, all models and labels are compared with the standards and guidelines that they contain. The extent of coverage and the gaps in each model and label are identified with reference to the ESG.

Next, an additional gap analysis, based on selected models and labels, is presented. The aim here is to illustrate the extent of coverage and gaps, when compared to the preliminary HAPHE key characteristics of PHE.

The current ESG were developed by the 'E4-Group' (ENQA<sup>5</sup>, in cooperation with ESU<sup>6</sup>, EUA<sup>7</sup>, and EURASHE), and were endorsed at the Ministerial Conference of the Bologna countries in Bergen (Norway) in 2005. A new mandate was given to the E4-Group, Education International (EI), BUSINESSEUROPE and the European Quality Assurance Register for Higher Education (EQAR) at the Ministerial Conference in Bucharest (Romania) in 2012 to *"revise the ESG to improve their clarity, applicability and usefulness including their scope"*. This has resulted in an 'initial proposal of the revised ESG', which was presented and discussed twice with the Bologna Follow-Up Group (BFUG) members in their meetings in Vilnius (November 2013) and Athens (April 2014). After substantial feedback has been taken into account from the above discussions, this proposal will be presented again at the BFUG meeting in Rome (September 2014). If endorsed, this will be the final document to be presented for adoption at the Ministerial Conference in Yerevan (Armenia) in 2015. The aforementioned stakeholders have held a thorough revision of the ESG, based on an analysis of the application and implementation of the ESG on national level, in higher education institutions and in quality assurance agencies of the EHEA countries.

The ESG address all European higher education institutions, irrespective of structure, functions, size and national systems, alongside the quality assurance agencies working in the EHEA (ENQA 2014:p.6-8). The purpose of the ESG was, and remains, *"to set a common framework for quality assurance systems for learning and teaching at European, national and institutional level"* (ENQA 2014:p.7). As the EHEA is characterised by great diversity, the ESG take the generic level applicable to all practices of provision into consideration. As mentioned earlier, this particular attention to diversity enables both institutional and agency autonomy, a feature which distinctly stands out in the principles of the ESG. In this way, the ESG ensure a broad methodology within all kinds of European higher education contexts, although subjects such as research and general management are not encompassed within the standards and guidelines (Ibid.:p.8).

The following matrices will display the extent of representation of the ESG, first in models and then in labels. As the ESG are organised into a section dealing with internal quality assurance within higher education institutions (Part 1) and a section dealing with external quality assurance of higher education (Part 2), the matrices present the first and the second part of the ESG successively. A green coloration indicates that the standards and guidelines for quality assurance are noticeable in a model or label. Where the standards and guidelines for quality assurance are not represented, the area of the matrix is marked with a red coloration. A brief comment is added as an explanatory footnote with some models or labels. The standards and guidelines for quality assurance refer to the newest proposal for revised ESG, with further clarification of the specific standards and guidelines (ENQA 2014).<sup>8</sup>

Whereas the original structure of the ESG has been retained in the proposal for revision, the new version represents a substantial improvement in terms of clarity and homogeneity. Inconsistencies have been removed, and the distinction between standards and guidelines has become clearer. Standards describe generally agreed good practice; guidelines further elaborate the standards, while accepting the fact that the examples presented are not the only possible way of addressing the standards. As for the purpose of the ESG, the generic principle ensures the continuing relevance of the ESG to all stakeholders in the EHEA, establishes it as the common reference point for quality assurance in the EHEA, and makes it a reference for quality assurance in higher education and quality assurance agencies. The current scope was deemed sufficient, but it has been made more explicit that the ESG cover all higher education provision, irrespective of its mode or form of delivery. The inclusion of a new standard on student-centred learning emphasises the paradigm shift in European higher education. The issues that may need further clarification and agreement among all actors are about the relation to, and involvement of, the 'external' stakeholders (the world of work), the position in relation to other 'Bologna tools' that also support transparency in higher education, and the focus on learning outcomes.

<sup>5</sup> European Association for Quality Assurance in Higher Education, see also [www.engaq.eu](http://www.engaq.eu)

<sup>6</sup> European Students' Union, see also [www.esu-online.org](http://www.esu-online.org)

<sup>7</sup> European University Association, see also [www.eua.be](http://www.eua.be)

<sup>8</sup> Due notice has to be given to the fact that the 'revised ESG' in their present form are still a 'proposal', which can be further amended, and will only receive official status after being discussed and approved by ministers at the 2015 Ministerial Conference in Yerevan (Armenia).

Matrix J: Comparison of the Models to the ESG

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	Baldrige National Quality Program #3	CAF Education #4	ELIR #5
<b>Part 1 – Internal Quality Assurance</b>			
1. Policy for quality assurance			
2. Design and approval of programmes			
3. Student-centred learning, teaching and assessment			
4. Student admission, progression, recognition and certification		9	
5. Teaching staff			
6. Learning resources and student support			
7. Information management			
8. Public information			
9. On-going monitoring and periodic review of programmes			
10. Cyclical external quality assurance			
<b>Part 2 – External Quality Assurance</b>			
1. Consideration of internal quality assurance			
2. Designing methodologies fit for purpose			
3. Implementing processes			
4. Peer-review experts	10		
5. Criteria for formal outcomes			
6. Reporting			
7. Complaints and appeals			

Matrix K: Comparison of the Models to the ESG (continued)

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	EFQM Excellence #6	ISO 9004 #7	Quality Code #10
<b>Part 1 – Internal Quality Assurance</b>			
1. Policy for quality assurance	11		
2. Design and approval of programmes			
3. Student-centred learning, teaching and assessment			
4. Student admission, progression, recognition and certification			
5. Teaching staff			
6. Learning resources and student support			
7. Information management			
8. Public information			
9. On-going monitoring and periodic review of programmes			
10. Cyclical external quality assurance			
<b>Part 2 – External Quality Assurance</b>			
1. Consideration of internal quality assurance			
2. Designing methodologies fit for purpose			
3. Implementing processes		12	
4. Peer-review experts		13	
5. Criteria for formal outcomes			
6. Reporting			
7. Complaints and appeals			

<sup>9</sup> Student admission, progression, recognition and certification are not explicitly mentioned (CAF Education 2013).

<sup>10</sup> The term 'Board of Examiners' is used in Baldrige National Quality Program (Baldrige National Quality Program 2009-2010).

<sup>11</sup> Only visions on quality are mentioned and not anything specific about quality assurance (AVM 2013).

<sup>12</sup> Certification by external and independent body is not a requirement (ISO 9004 2000).

<sup>13</sup> The term 'peer-review' is not used; instead ISO 9004 operates with the term 'external body' (ISO 9004 2000).

Matrix L: Comparison of the Labels to the ESG

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	AEC Quality Enhancement Process #11	AISHE #12	ECBCheck #16	EPAS #17
<b>Part 1 – Internal Quality Assurance</b>				
1. Policy for quality assurance				
2. Design and approval of programmes				
3. Student-centred learning, teaching and assessment				
4. Student admission, progression, recognition and certification				
5. Teaching staff				
6. Learning resources and student support				
7. Information management				
8. Public information				
9. On-going monitoring and periodic review of programmes				
10. Cyclical external quality assurance				
<b>Part 2 – External Quality Assurance</b>				
1. Consideration of internal quality assurance				
2. Designing methodologies fit for purpose				
3. Implementing processes				
4. Peer-review experts				
5. Criteria for formal outcomes				
6. Reporting				
7. Complaints and appeals				

Matrix M: Comparison of the Labels to the ESG (continued)

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	EQUIS #18	EQ-arts #19	EAALS Label #22	Euro-Inf Quality Label #24
<b>Part 1 – Internal Quality Assurance</b>				
1. Policy for quality assurance		14		
2. Design and approval of programmes				
3. Student-centred learning, teaching and assessment				
4. Student admission, progression, recognition and certification				
5. Teaching staff				
6. Learning resources and student support				
7. Information management				
8. Public information				
9. On-going monitoring and periodic review of programmes				
10. Cyclical external quality assurance				
<b>Part 2 – External Quality Assurance</b>				
1. Consideration of internal quality assurance				
2. Designing methodologies fit for purpose				
3. Implementing processes				
4. Peer-review experts				
5. Criteria for formal outcomes				
6. Reporting				
7. Complaints and appeals				

<sup>14</sup> Quality assurance of teaching, learning and assessment is a specific criterion in EQ-arts (EQ-arts 2013).

Matrix N: Comparison of the Labels to the ESG (continued)

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	Euro-Ages #25	EAPAA #26	E-xcellence #33	THE-ICE #37
<b>Part 1 – Internal Quality Assurance</b>				
1. Policy for quality assurance				
2. Design and approval of programmes				
3. Student-centred learning, teaching and assessment				
4. Student admission, progression, recognition and certification				
5. Teaching staff				
6. Learning resources and student support				
7. Information management				
8. Public information				
9. On-going monitoring and periodic review of programmes				
10. Cyclical external quality assurance				
<b>Part 2 – External Quality Assurance</b>				
1. Consideration of internal quality assurance				
2. Designing methodologies fit for purpose				
3. Implementing processes				
4. Peer-review experts				
5. Criteria for formal outcomes				
6. Reporting				
7. Complaints and appeals				

#### IV.1 Summary of the ESG Gap Analysis

The summative outline of the comparison of the ESG to models and labels will concentrate on:

- The models and labels with *full coverage of the ESG* (both internal and external quality assurance);
- The models and labels with *most gaps as to the ESG* (both internal and external quality assurance);
- The standards and guidelines for quality assurance that are most weighted in lack of coverage (both internal and external quality assurance).

Directing attention to the full coverage of the ESG, we see that within the models, none provide a full coverage of the standards and guidelines for quality assurance, whether in the internal quality assurance part or in the external quality assurance part.

Contrary to the models, the labels provide full coverage within six tools, viz. EPAS (#17), EQUIS (#18), EQ-arts (#19), EAALS Label (#22), Euro-Inf Quality Label (#24) and Euro-Ages (#25) once again regardless of internal or external quality assurance. AEC Quality Enhancement Process (#11) covers almost all standards and guidelines, except for *Complaints and appeals* within the external part of quality assurance.

The most visible gaps among the models are to be found in CAF Education (#4), EFQM Excellence (#6) and ISO 9004 (#7), where five areas of each model lack coverage compared to the ESG taking into account both internal and external quality assurance. Quality Code (#10) follows with a lack within four areas, and Baldrige National Quality Program (#3) and ELIR (#5) with three gaps.

The labels likewise reveal certain gaps. THE-ICE (#37) is the most significant with six areas, in total, where the ESG are not noticeable. Thereafter, AISHE (#12), ECBCheck (#16), EAPAA (#26) and E-xcellence (#33) each have four areas with no coverage.

Regarding the part of internal quality assurance, it is clear that some of the ESG are less covered than others in nine of the models and labels under examination. Thus, nine models and labels are marked within the area of *Policy for quality assurance* for not having this part included in their self-assessment criteria.

Looking at the external quality assurance of the ESG, there is a link to the area of *Policy for quality assurance*. The first 'area' in the external quality assurance is *Consideration of internal quality assurance*, which is not covered in ten of the models and

labels examined. Obviously, quite a lot of the models and labels are not concerned with the issue of including an explicit part of quality assurance within the self-assessment manual. Of course, there is the argument that a self-assessment manual *in itself* is a stage of a general quality assurance process. However, the ESG imply a specific principle exactly on how to deal with quality assurance in the context of higher education, and this subject is indeed missing in several models and labels.

Likewise the second area in external quality assurance, *Designing methodologies fit for purpose*, is generally not covered in ten of the models and labels studied. This principle deals with the 'fit for purpose' approach of quality assurance, as described in the statement that "*External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it [...] (ENQA 2014:p.4)*". As a result of the close link, the same models and labels show gaps in the *Consideration of internal quality assurance* and in *Designing methodologies fit for purpose*.

Finally, the area of *Complaints and appeals* should be mentioned, as nine models and labels offer no explicit reference to this theme, either in the self-assessment manual or on their web site. The ESG argue for clearly defined complaints and appeals procedures as a component of the design of an external assurance process in order to enhance transparency for the institutions involved (Ibid.:p:5). Still, some models and labels show efforts to clarify this matter, so it is not entirely absent.



## V.PHE Gap Analysis

As an additional gap analysis, selected models and labels are now further studied in the context of European PHE. The aim is to have a closer look at the extent of coverage or gaps of each tool, when compared with the preliminary HAPHE key characteristics of PHE (HAPHE EU Validation Seminar PHE Definition and Characteristics Framework February 2014:p.1-5). To clarify coverage and gaps, the three domains, *Teaching and Learning*, *RDI* and *Policy and Strategy* will be examined in relation to the tools selected (all the models, plus the two tools that qualify both institutions and programmes: AEC Quality Enhancement Process (#11) and EQ-arts (#19)). Initially, a number of matrices will follow, to illustrate the selected main- and sub-criteria from each tool that can be interpreted into the key characteristics. The first matrix (Matrix O: Total Overview of Tools and their Coverage/Gaps compared to the Key Characteristics of PHE) is, as indicated, a total overview, where only the main-criteria from the tools are displayed. It allows a quick insight of the chosen main-criteria relating to *Teaching and Learning*, *RDI* and *Policy and Strategy*, considering these as a whole.

The next matrix (Matrix P: Specific Overview of Tools and their Coverage/Gaps compared to the Key Characteristics of PHE within the Domain of Teaching and Learning) explores *Teaching and Learning* in depth, as it demonstrates the key characteristics and the coverage of this domain. For instance, *Teaching and Learning* holds five items (*Methods of Curriculum Development*, *Content for Teaching and Learning*, *Learning Methodology*, *Learning Environment* and *Programme Team*), which can be expressed in different levels of coverage in each tool. Referring to e.g. Baldrige National Quality Program (#3), we see that *Methods of Curriculum Development* is covered to a certain extent, with the main-criteria *Strategic planning* and *Customer focus* and the sub-criteria *Strategy development*, *Strategy deployment*, *Customer engagement*, *Voice of the Customer*.

Areas marked with a red coloration indicate a gap. The same structure follows in the sections on *RDI* and *Policy and Strategy*, featured in Matrices Q and R.

*Matrix O: Total Overview of Tools and their Coverage/Gaps compared to the Key Characteristics of PHE*

Key characteristic	Tool	Selected main-criteria from tool
<b>1. Teaching and Learning</b>		
Methods of Curriculum Development	Baldrige National Quality Program #3	Strategic planning; Customer focus; Measurement, analysis and knowledge management.
Content for Teaching and Learning	CAF Education #4	Processes; Partnerships and resources.
Learning Methodology	ELIR #5	Purpose and nature of programme design, development and approval; Processes for programme design, development and approval; Involvement in programme design, development and approval;
Learning Environment		Basis for effective learning and teaching; Student engagement in learning; Learning environment; Strategic approaches; Facilitating development and achievement; Training and on-going support.
Programme Team	EFQM Excellence #6	Management of processes; Resources.
	ISO 9004 #7	Management responsibility; Product realization; Resource management.
	Quality Code #10	Purpose and nature of programme design, development and approval; Processes for programme design, development and approval; Involvement in programme design, development and approval; Basis for effective learning and teaching; Student engagement in learning;



		Learning environment; Strategic approaches; Facilitating development and achievement; Training and on-going support.
	<b>AEC Quality Enhancement Process<sup>15</sup> #11</b>	Public interaction; Educational processes; Teaching staff; Facilities, resources and support.
	<b>EQ-arts #19</b>	Quality assurance of teaching, learning and assessment (includes programme review); Student support and guidance; Accommodation and resources.
Key characteristic		
2. Research, Development and Innovation	Tool	Selected main-criteria from tool
RDI Agenda	<b>Baldrige National Quality Program #3</b>	
RDI Process	<b>CAF Education #4</b>	
	<b>ELIR #5</b>	
RDI Outputs and Outcomes	<b>EFQM Excellence #6</b>	
	<b>ISO 9004 #7</b>	
	<b>Quality Code #10</b>	
	<b>AEC Quality Enhancement Process #11</b>	
	<b>EQ-arts #19</b>	Research.
Key characteristic		
3. Policy and Strategy	Tool	Selected main-criteria from tool
Policy and Strategy Integration	<b>Baldrige National Quality Program #3</b>	Strategic planning.
	<b>CAF Education #4</b>	Leadership; Strategy and planning.
Objectives and Outcomes	<b>ELIR #5</b>	
Regional Integration	<b>EFQM Excellence #6</b>	Policy and strategy.
	<b>ISO 9004 #7</b>	Management responsibility; Product realization.
	<b>Quality Code #10</b>	
	<b>AEC Quality Enhancement Process #11</b>	Public interaction; Educational processes; Student profiles.
	<b>EQ-arts #19</b>	Governance.

### V.1 Coverage within the Domain of Teaching and Learning

Matrix P: Specific Overview of Tools and their Coverage/Gaps compared to the Key Characteristics of PHE within the Domain of Teaching and Learning

Key characteristic	Selected main-criteria from tool	Selected sub-criteria from tool
<b>1. Teaching and Learning</b>		
<b>Methods of Curriculum Development</b>	<b>Baldrige National Quality Program #3</b>	Strategy development: How do you develop your strategy; Strategy deployment: How do you deploy your strategy;
<u>Definition:</u> Curricula are developed by	Strategic planning; Customer focus	Customer engagement: How do you engage students and stakeholders to serve their needs and build relationships;

<sup>15</sup> AEC reviews both programmes and institutions, and thus the self-assessment manual comprises both criteria for programme review and criteria from institutional review. As a result, the inserted main-criteria and sub-criteria are from both review sections.

Key characteristic	Selected main-criteria from tool	Selected sub-criteria from tool
<b>1. Teaching and Learning</b>		
academia in collaboration with stakeholders, in particular from the world of work, taking into account the future needs of the practice and context of employment.		Voice of the customer: How do you obtain and use information from your students and stakeholders.
	<b>CAF Education #4</b> Processes; Partnerships and resources	Identify, design, manage and innovate processes on an on-going basis; Develop and deliver learner/stakeholder-oriented services and products; Coordinate processes across the education and training institution and with other institutions; Develop and manage partnerships with other organisations; Develop and implement partnerships with learners.
	<b>ELIR #5</b> Purpose and nature of programme design, development and approval; Processes for programme design, development and approval; Involvement in programme design, development and approval; Basis for effective learning and teaching	Higher education providers maintain strategic oversight of the processes for, and outcomes of, programme design, development and approval, to ensure processes are applied systematically and operated consistently; Higher education providers make clear the criteria against which programme proposals are assessed in the programme approval process; Higher education providers define processes, roles and responsibilities for programme design, development and approval and communicate them to those involved; Higher education providers make use of reference points and expertise from outside the programme in programme design and in their processes for programme development and approval; Higher education providers collect and analyse appropriate information to ensure the continued effectiveness on their strategic approach to, and the enhancement of, learning opportunities and teaching practices.
	<b>EFQM Excellence #6</b> Management of processes	Curriculum; Study components; Design of assessment; Steering and control (exercising level).
	<b>ISO 9004 #7</b> Management responsibility; Product realisation	Needs and expectations of interested parties; Management review in the education sector; Planning of product in the educational organisation; Processes related to interested parties; Design and development.
	<b>Quality Code #10</b> Purpose and nature of programme design, development and approval; Processes for programme design, development and approval; Involvement in programme design, development and approval; Basis for effective learning and teaching	Higher education providers maintain strategic oversight of the processes for, and outcomes of, programme design, development and approval, to ensure processes are applied systematically and operated consistently; Higher education providers make clear the criteria against which programme proposals are assessed in the programme approval process; Higher education providers define processes, roles and responsibilities for programme design, development and approval and communicate them to those involved; Higher education providers make use of reference points and expertise from outside the programme in programme design and in their processes for programme development and approval; Higher education providers collect and analyse appropriate information to ensure the continued effectiveness on their strategic approach to, and the enhancement of, learning opportunities and teaching practices.
	<b>AEC Quality Enhancement Process #11</b>	Interaction with the profession.

Key characteristic	Selected main-criteria from tool	Selected sub-criteria from tool
<b>1. Teaching and Learning</b>	Public interaction	
	<b>EQ-arts #19</b> Quality assurance of teaching, learning and assessment (includes programme review)	Programmes and award standards; Recruitment, progression, achievement, employability; Curriculum development.
<b>Content for Teaching and Learning</b> <u>Definition:</u> The learning content is productively integrating theory and practice as the basis for complex problem-solving in real work situations. The content is informed by the latest research, trends and references from both the world of work and academia.	<b>Baldrige National Quality Program #3</b> Customer focus	Voice of the customer: How do you obtain and use information from your students and stakeholders.
	<b>CAF Education #4</b> Processes	Develop and deliver learner/stakeholder-oriented services and products; Coordinate processes across the education and training institution and with other institutions.
	<b>ELIR #5</b> Involvement in programme design, development and approval; Basis for effective learning and teaching	Higher education providers make use of reference points and expertise from outside the programme in programme design and in their processes for programme development and approval; Higher education providers articulate and implement a strategic approach to learning and teaching and promote a shared understanding of this approach among their staff, students and other stakeholders; Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes; Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship; Higher education providers collect and analyse appropriate information to ensure the continued effectiveness on their strategic approach to, and the enhancement of, learning opportunities and teaching practices.
	<b>EFQM Excellence #6</b> Management of processes	Study components; Design of assessment; Steering and control (exercising level).
	<b>ISO 9004 #7</b> Product realization; Management responsibility	Processes related to interested parties; Design and development; Needs and expectations of interested parties.
	<b>Quality Code #10</b> Involvement in programme design, development and approval; Basis for effective learning and teaching	Higher education providers make use of reference points and expertise from outside the programme in programme design and in their processes for programme development and approval; Higher education providers articulate and implement a strategic approach to learning and teaching and promote a shared understanding of this approach among their staff, students and other stakeholders; Learning and teaching activities and associated resources provide every student with an equal and effective opportunity to achieve the intended learning outcomes; Learning and teaching practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship; Higher education providers collect and analyse appropriate information to ensure the continued effectiveness on their strategic approach to, and the enhancement of, learning opportunities and teaching practices.
	<b>AEC Quality Enhancement Process #11</b>	Interaction with the profession; Delivery;

Key characteristic	Selected main-criteria from tool	Selected sub-criteria from tool
<b>1. Teaching and Learning</b>	Public interaction; Educational processes; Facilities, resources and support	Facilities.
	<b>EQ-arts #19</b> Quality assurance of teaching, learning and assessment (includes programme review)	Teaching, learning, assessment.
<b>Learning Methodology</b> <u>Definition:</u> The learning methodology comprises methods of active, collaborative and self-organised learning and while focusing on experience based learning methods including but not limited to simulation based learning (SBL), scenario based learning (SceBL), problem based learning (PBL), or any other authentic learning situations. Both formative and summative assessments should reflect the nature and methodology of the specific PHE learning environment.	<b>Baldrige National Quality Program #3</b> Customer focus	Voice of the customer: How do you obtain and use information from your students and stakeholders.
	<b>CAF Education #4</b> Processes	Develop and deliver learner/stakeholder-oriented services and products; Coordinate processes across the education and training institution and with other institutions.
	<b>ELIR #5</b> Student engagement in learning; Strategic approaches; Facilitating development and achievement	Higher education providers take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and to shape their learning experience; Every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff; Higher education providers define, coordinate, monitor and evaluate roles and responsibilities for enabling student development and achievement both internally and in cooperation with other organisations; Higher education providers make available appropriate learning resources and enable students to develop the skills to use them.
	<b>EFQM Excellence #6</b> Management of processes	Designing the learning environment (supporting services); Student activities; Teachers activities.
	<b>ISO 9004 #7</b> Product realization	Processes related to interested parties.
	<b>Quality Code #10</b> Student engagement in learning; Strategic approaches; Facilitating development and achievement	Higher education providers take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and to shape their learning experience; Every student is enabled to monitor their progress and further their academic development through the provision of regular opportunities to reflect on feedback and engage in dialogue with staff; Higher education providers define, coordinate, monitor and evaluate roles and responsibilities for enabling student development and achievement both internally and in cooperation with other organisations; Higher education providers make available appropriate learning resources and enable students to develop the skills to use them.
	<b>AEC Quality Enhancement Process #11</b> Educational processes; Public interaction; Facilities, resources and support	Delivery; Learning assessment; Interaction with the profession; Facilities.

Key characteristic	Selected main-criteria from tool	Selected sub-criteria from tool
<b>1. Teaching and Learning</b>	<b>EQ-arts #19</b> Quality assurance of teaching, learning and assessment (includes programme review)	Teaching, learning, assessment.
<b>Learning Environment</b> <u>Definition:</u> The learning environment includes experience within institution as well as outside, in the world of work. Significant practice phases and/or job experiences serve to reflect theory in a practical context.	<b>Baldrige National Quality Program #3</b> Measurement, analysis and knowledge management	Management of information, knowledge and information technology: How do you manage your information, organisational knowledge and information technology.
	<b>CAF Education #4</b> Partnerships and resources; Processes	Manage information and knowledge; Manage technology; Manage facilities; Coordinate processes across the education and training institution and with other institutions.
	<b>ELIR #5</b> Learning environment, student engagement in learning; Strategic approaches; Facilitating development and achievement	Higher education providers maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use; Higher education providers take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and to shape their learning experience; Higher education providers define, coordinate, monitor and evaluate roles and responsibilities for enabling student development and achievement both internally and in cooperation with other organisations; Higher education providers make available appropriate learning resources and enable students to develop the skills to use them.
	<b>EFQM Excellence #6</b> Resources; Management of processes	Technology; Study components; Designing the learning environment (supporting services); Student activities; Teachers activities.
	<b>ISO 9004 #7</b> Resource management	Infrastructure in the educational organisation.
	<b>Quality Code #10</b> Learning environment, student engagement in learning; Strategic approaches; Facilitating development and achievement	Higher education providers maintain physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use; Higher education providers take deliberate steps to assist every student to understand their responsibility to engage with the learning opportunities provided and to shape their learning experience; Higher education providers define, coordinate, monitor and evaluate roles and responsibilities for enabling student development and achievement both internally and in cooperation with other organisations; Higher education providers make available appropriate learning resources and enable students to develop the skills to use them.
	<b>AEC Quality Enhancement Process #11</b> Educational processes	Delivery; International perspectives.
	<b>EQ-arts #19</b> Student support and guidance;	Main features of institutional approach to engage and support students; Availability and ability to support the learning and teaching

Key characteristic 1. Teaching and Learning	Selected main-criteria from tool	Selected sub-criteria from tool
	Accommodation and resources	goals.
<b>Programme Team Definition:</b> At the programme level, the team shows a combination of academic background and relevant experience from the world of work.	<b>Baldrige National Quality Program #3</b>	
	<b>CAF Education #4</b>	
	<b>ELIR #5</b> Facilitating development and achievement; Training and on-going support	Higher education providers ensure staff who enable student to develop and achieve and who are appropriately qualified, competent, up to date and supported; Higher education providers ensure that student representatives and staff have access to training and on-going support to equip them to fulfil their roles in educational enhancement and quality assurance effectively.
	<b>EFQM Excellence #6</b>	
	<b>ISO 9004 #7</b>	
	<b>Quality Code #10</b> Facilitating development and achievement; Training and on-going support	Higher education providers ensure staff who enable student to develop and achieve and who are appropriately qualified, competent, up to date and supported; Higher education providers ensure that student representatives and staff have access to training and on-going support to equip them to fulfil their roles in educational enhancement and quality assurance effectively.
	<b>AEC Quality Enhancement Process #11</b> Teaching staff	Artistic and scholarly activity and qualifications; Qualifications as educators; Size and composition of the teaching staff body.
	<b>EQ-arts #19</b>	

### Summary of the Context of Teaching and Learning

The essential core in the definition of *Teaching and Learning* is the balance between theory and practice; an aspect in all five areas of *Methods of Curriculum Development*, *Content for Teaching and Learning*, *Learning Methodology*, *Learning Environment* and *Programme Team*. Consequently, the emphasis on the interaction with the world of work is visible in e.g. constructing the curriculum, the learning methodology and the requirements concerning the teaching staff (HAPHE EU Validation Seminar PHE Definition and Characteristics Framework February 2014:p.4).

In the context of *Teaching and Learning*, a pattern occurs. This means that certain shared main-criteria form a common thread in the gap analysis of the models.

Matrix P reveals that all selected tools share the following reduced headlines:

- Programme and curriculum design, development and assessment in collaboration with stakeholders and other interested parties;
- Resources concerning people (students and staff), equipment and facilities in order to make the sufficient development, knowledge and experience available;
- Strategic partnerships to secure alignment of future needs of the world of work and society in general, and to strengthen the balance between theory and practice in all aspects within the educational context.

Consequently, aspects of *Teaching and Learning* are to be found in all tools on a general level, regardless that some models or labels offer several main-criteria and sub-criteria related to the definition of PHE. *Teaching and Learning* is thus to be considered fully covered, apart from the last key characteristic, *Programme Team*, where a gap is identified. Baldrige National Quality Program (#3), CAF Education (#4), EFQM Excellence (#6), ISO 9004 (#7) and EQ-arts (#19) indeed have main-criteria in relation to resources and staff issues, but no explicit mentioning of the appropriate balance of academia and practice background.

The responses of the HAPHE stakeholder interviews confirm the variations, when it comes to the general integration of the world of work in institutions offering PHE. The interviews express the extent to which theory and practice intertwine as an integrated part of *Teaching and Learning* within PHE. For instance, stakeholders find themselves at different stages: from those still in the early stages, with very little cooperation with stakeholders and other interested parties, towards those achieving a

full integration, based on equal participation between academia and the world of work, in curriculum development (Ibid.). Even though the gap is confined to *Programme Team*, the interviews state how variegated the picture of PHE can be and, with it, the quality tools at disposal.

## V.2 Coverage within the Domain of Research, Development and Innovation (RDI)

*Matrix Q: Specific Overview of Tools and their Coverage/Gaps compared to the Key Characteristics of PHE within the Domain of Research, Development and Innovation (RDI)*

Key characteristic	Selected main-criteria from tool	Selected sub-criteria from tool
<b>2. RDI</b>		
<b>RDI Agenda</b> <u>Definition:</u> The RDI agenda is informed by the world of work in order to meet the needs of society and of the world of work.	Baldrige National Quality Program #3	
	CAF Education #4	
	ELIR #5	
	EFQM Excellence #6	
	ISO 9004 #7	
	Quality Code #10	
	AEC Quality Enhancement Process #11	
	EQ-arts #19 Research	Main objective of the institutions research activities; Alignment with strategic and academic goals; How is the research embedded in the institutional and academic structure; Is the rationale for theoretical and practice based research well underpinned and how does this relate to national and international developments, reference points and frameworks.
<b>RDI Process</b> <u>Definition:</u> Researchers seek and provide input from and to the world of work and value stakeholders' requests and contributions. The RDI process respects the nature of the inputs and can include various types of research activities and scholarship.	Baldrige National Quality Program #3	
	CAF Education #4	
	ELIR #5	
	EFQM Excellence #6	
	ISO 9004 #7	
	Quality Code #10	
	AEC Quality Enhancement Process #11	
	EQ-arts #19 Research	Main objective of the institutions research activities; Alignment with strategic and academic goals; How is the research embedded in the institutional and academic structure; Is the rationale for theoretical and practice based research well underpinned and how does this relate to national and international developments, reference points and frameworks.
<b>RDI Outputs and Outcomes</b> <u>Definition:</u> RDI outcomes aim to be relevant to the world of work, and society. In addition to traditional outputs, such as licenses, patents and publications, RDI outcomes are solution-oriented with tangible benefits for the world of work and society.	Baldrige National Quality Program #3	
	CAF Education #4	
	ELIR #5	
	EFQM Excellence #6	
	ISO 9004 #7	
	Quality Code #10	
	AEC Quality Enhancement Process #11	
	EQ-arts #19 Research	Main objective of the institutions research activities; Alignment with strategic and academic goals;



Key characteristic 2. RDI	Selected main-criteria from tool	Selected sub-criteria from tool
		How is the research embedded in the institutional and academic structure; Is the rationale for theoretical and practice based research well underpinned and how does this relate to national and international developments, reference points and frameworks.

### Summary of the Context of Research, Development and Innovation (RDI)

The second domain in the gap analysis is *RDI*. From the view of PHE, RDI is about contributing to knowledge with a direct applicability to the world of work and, through that, providing an innovative product. In this sense, research is often referred to as applied research.

The stakeholder interview guideline of HAPHE underlines a dilemma regarding the topic of research. Research, and in this case applied research, should be fully incorporated in PHE, but the implementation thereof is far from integrated in all institutions. In addition, possible differences may occur concerning the level of the institutions (HAPHE Stakeholder Interviews Guideline and Report November 2013:p.5-6).

Research addresses itself to both the students and teaching staff of an institution. Research can be a way of learning from student perspectives; alternatively, teaching staff can be involved in research activities with the purpose of attaining new knowledge and, with it, realising personal and organisational goals.

Significant to Matrix Q are the gaps identified within each of the three key characteristics, *RDI Agenda*, *RDI Process* and *RDI Outputs and Outcomes*. EQ-arts (#19) is the only tool to cover the research aspect. The remaining models and labels provide no elements of full coverage. Quality Code (#10) has a wide and detailed chapter on research in the self-assessment manual, but it is not possible to find explicit descriptions of a research agenda, research processes and research outputs and outcomes based on information on and with relevance to the world of work.

However, it should be said that research, on a general level, is more visible in the sector-specific labels than in the models. As stated earlier, the sector-specific labels are developed with the purpose of addressing specific educational areas, where research – and preferably applied research – is, or at least ought to be, a fundamental activity. As a result, research is to be found as a natural element expressed in the framework of the labels, though the core of PHE is not always represented within these research aspects.

On the other hand, some of the selected models, e.g. CAF Education (#4), EFQM Excellence (#6) and ISO 9004 (#7) have a generic and much broader applicable framework. Addressing other target groups than solely the education area, a natural perspective on research is not necessarily an essential feature.

### V.3 Coverage within the Domain of Policy and Strategy

*Matrix R: Specific Overview of Tools and their Coverage/Gaps compared to the Key Characteristics of PHE within the Domain of Policy and Strategy*

Key characteristic 3. Policy and Strategy	Selected main-criteria from model	Selected sub-criteria from model
<b>Policy and Strategy Integration</b> <u>Definition:</u> Institutional policies and strategies are defined in collaboration with the world of work.	<b>Baldrige National Quality Program #3</b> Strategic planning	Strategy development: How do you develop your strategy; Customer engagement: How do you engage students and stakeholders to serve their needs and build relationships.
	<b>CAF Education #4</b> Leadership; Strategy and planning	Provide direction for the institution by developing its mission, vision and values; Manage effective relations with political authorities and other stakeholders; Gather information on the present and future needs of stakeholders as well as relevant management information;



Key characteristic	Selected main-criteria from model	Selected sub-criteria from model
<b>3. Policy and Strategy</b>		Develop strategy and planning, taking into account the information gathered.
	<b>ELIR #5</b>	
	<b>EFQM Excellence #6</b> Policy and strategy	Policy plans and documents; Policy development.
	<b>ISO 9004 #7</b> Management responsibility; Product realization	Needs and expectations of interested parties; Management review in the education sector; Design and development.
	<b>Quality Code #10</b>	
	<b>AEC Quality Enhancement Process #11</b> Public interaction	Interaction with the profession.
	<b>EQ-arts #19</b> Governance	Strategic management; Academic management.
<b>Objectives and Outcomes</b> <u>Definition:</u> PHE specifically focuses on enhancing job related skills and competencies with a view to raising employability of students. The emphasis is on learning outcomes and use-inspired research.	<b>Baldrige National Quality Program #3</b>	
	<b>CAF Education #4</b> Leadership; Strategy and planning	Provide direction for the institution by developing its mission, vision and values; Manage effective relations with political authorities and other stakeholders; Gather information on the present and future needs of stakeholders as well as relevant management information; Develop strategy and planning, taking into account the information gathered.
	<b>ELIR #5</b>	
	<b>EFQM Excellence #6</b>	
	<b>ISO 9004 #7</b> Management responsibility; Product realization	Needs and expectations of interested parties; Design and development.
	<b>Quality Code #10</b>	
	<b>AEC Quality Enhancement Process #11</b> Educational processes; Student profiles	Delivery; Curriculum; Employability.
	<b>EQ-arts #19</b> Governance	Strategic management; Academic management.
	<b>Baldrige National Quality Program #3</b> Strategic planning	Strategy Development: How do you develop your strategy; Customer engagement: How do you engage students and stakeholders to serve their needs and build relationships.
	<b>CAF Education #4</b> Leadership; Strategy and planning	Provide direction for the institution by developing its mission, vision and values; Manage effective relations with political authorities and other stakeholders; Gather information on the present and future needs of stakeholders as well as relevant management information; Develop strategy and planning, taking into account the information gathered.
<b>Regional Integration</b> <u>Definition:</u> PHE is strongly embedded in regional partnerships with the world of work	<b>ELIR #5</b>	
	<b>EFQM Excellence #6</b> Policy and strategy	Policy plans and documents; Policy development; External activities.
	<b>ISO 9004 #7</b> Management responsibility; Product realization	Needs and expectations of interested parties; Management review in the education sector; Design and development.
	<b>Quality Code #10</b>	
	<b>AEC Quality Enhancement</b>	Interaction with the profession.

Key characteristic 3. Policy and Strategy	Selected main-criteria from model	Selected sub-criteria from model
	Process #11 Public interaction	
	EQ-arts #19 Governance	Strategic management; Academic management.

### Summary of the Context of Policy and Strategy

The central characteristic within the third domain, *Policy and Strategy*, is once again the link between PHE and the world of work. Integration with the world of work is vital to the way institutions offering PHE define themselves, and on that basis the different policies, documents and prospectus must reflect the collaboration with stakeholders and other interested parties. Having representatives from the practice participating in the general management process in designing and renewing policies is a self-evident indicator of such collaboration (HAPHE Stakeholder Interviews Guideline and Report 2013:p.6).

However, there is a broad variation in the extent of participation of the world of work in matters of *Policy and Strategy*. The HAPHE stakeholder interviews clearly demonstrate the different levels of integration. On the basis of the responses from stakeholders, the distinctions range from only little and sporadic representation of stakeholders from the world of work in governance to fully integration of stakeholders through advisory boards and top management (Ibid.). Consequently, the need for a shared definition of PHE and an adequate quality tool to assure a consistent level of quality still remains.

Another way of displaying the importance of partnerships is *The Stairway Model to Strategic Partnership* (Baaken & Schröder 2008:p.100)<sup>16</sup> presented in a report from Science-to-Business Marketing Research Centre in Germany. The model has a clear principle of management in developing the so-called strategic partnership with the world of work. Using the model as an essential strategy, the level of cooperation with stakeholders becomes visible to the organisation. Each of the four stages has a corresponding set of strategic ways of thinking and actions in order to support and navigate the organisation in the right direction (Ibid.). Regardless of the stage of cooperation with the world of work, the model indicates a movement towards further development in each stage. An organisation in the first stage of *Formation*, with a single person involved on an individual level, initial contact and with short-term activities, is able to make a strategic movement to the next stage and so on. The last stage, *Strategic Partnership*, is characterised by involvement on a management level with multiple people and regular long-term collaborations with one or several joint activities (Ibid.).

The generation of this model derives from the fact that there has been a general movement from short-term to long-term collaborations. However, research upon this topic recognises that the partnerships were often originally founded on the basis of a single person, interested in a specific subject, making a one-to-one contact. As a result, if involvement from the top management is the ultimate goal, a tool to make the correct strategic moves towards these partnerships is a necessity to every organisation, including institutions within PHE (Ibid.).

However, taking the matters of coverage or gaps into account, the picture in Matrix R is quite clear. All tools, apart from ELIR (#5) and Quality Code (#10), agree on having the following common aspects, where *Policy and Strategy* related to PHE are embedded:

- Policies and documentation of visions, missions and core values, in which the strategic partnerships with the world of work is integrated in top management by participating boards etc.;
- Programme and curriculum renewal, in which the world of work is integrated in top management by participating in boards etc.;
- Corporate connections and the activities embedded in there as an independent management tool towards strategic partnerships.

In the second characteristic, *Objectives and Outcomes*, more gaps are visible, as Baldrige National Quality Program (#3), ELIR (#5), EFQM Excellence (#6) and Quality Code (#10), do not provide any coverage. Furthermore, ELIR and Quality Code have no coverage within the last characteristic, *Regional Integration*. These gaps definitely confirm the tendency towards different levels of integration with the world of work from the HAPHE stakeholder interviews (Ibid.).

<sup>16</sup> See appendix 3 'The Stairway Model to Strategic Partnership'.

Additionally, a reference to *Assessment of Quality Cultures in Higher Education Institutions – First Results from the heiQUALITY Cultures Project* would be appropriate (Sattler 2013). In a paper presented at the 8<sup>th</sup> European Quality Assurance Forum (EQAF), Christine Sattler, Katja Götzen and Karlheinz Sonntag summarise the first results of the heiQUALITY Cultures Project aiming at the development of an empirical *Quality Culture Inventory*. What is of interest in this matter is the very ‘construction’ of a quality culture. Sattler, Götzen and Sonntag underline the paramount aspect of establishing an effective quality management system, namely a shared and recognised quality culture as the foundation. Consequently, a quality culture is a prerequisite, when carrying out quality processes (Sattler 2013:3). But what is actually meant with the term ‘quality culture’? Sattler, Götzen and Sonntag state that: “*The concept of quality cultures goes far beyond traditional approaches of quality assurance and development as it emphasises the importance of an organisational-psychological perspective in addition to the application of structural-formal quality assurance tools*” (Sattler 2013:p.3). Thus, quality culture consists of two distinct elements; the former is the execution and implementation of the quality assurance managerial process, which is defined as formal, structural and prescribed, and the latter, a cultural and psychological component of informalities such as shared values and commitment to quality.

The challenge seems to be the cultural and psychological parts of quality culture, as these aspects are of a deeply personal and individual nature to each staff member. It can be very difficult to reach an agreement of shared values, and to prescribe the exact way to quality commitment, in a large crowd of staff members representing several attitudes.

The heiQUALITY Cultures Project has conducted qualitative 41 expert interviews in order, *inter alia*, to identify constituents of quality culture from the view of international experts from different occupational backgrounds within the context of higher education. 58,5 % of the experts consulted agreed on *communication* as the most important constituent of quality culture higher education institutions, followed by *leadership* with 46,3 % and *trust* with 29,3 %. In addition, the importance of *information*, *commitment*, *responsibility* and finally *participation*, were stressed by at least 10 of the experts (Sattler 2013:p.8-11).

Based on both literature review and expert interviews, an empirically based assessment model of quality culture was developed. The model embraces the two dimensions of quality culture, namely the *structural-formal* level and the *organisational-psychological* level. The structural-formal level includes various levels described as *normative* (e.g. goals referring to quality), *strategic* (structures referring to management) and *operative* (e.g. evaluation tools), whereas the organisational-psychological level take account of both *collective* and *individual* criteria. The accentuated constituents of quality culture are applied in these criteria acting as dynamic catalytic agents towards the development of a quality culture. *Commitment* and *responsibility* refer to the individual criteria, while *communication* and *leadership* are encompassed in the collective criteria (Ibid.:p.12-13). See appendix 4 for further information on the quality assessment model.

Thus, the heiQUALITY Cultures Project offers new perspectives on this subject by integrating the psychological and individual dimension in the definition of quality culture and by the development of an assessment model. These perspectives might be of inspiration and value in the design and development of a quality framework for PHE excellence.

## VI. Concluding Remarks

The first step of the PHExcel initiative was to conduct desk research on various quality tools, identifying models and labels with a full, or rather high, coverage of the preliminary HAPHE definition and of the preliminary HAPHE key characteristics of PHE. These models and labels were then reduced to seven models and twelve labels to be studied further. The ESG served as overarching framework for this analysis.

This reduction led to the second step, offering a typology, which displays the basic information on each model and label and thereby provides a quick overview. Common features and dissimilarities were presented, in order to pinpoint significant features or other important data of a model or a label. Methods of administration were highlighted, as four steps became clear, roughly indicating the same overall procedure in all models and labels.

With regard to all tools, certain criteria and underlying values and principles were furthermore emphasised.

The last step of this task was to conduct two gap analyses with the aim of identifying coverage and gaps within the models and labels, respectively. The first analysis was based on the ESG as the overall reference framework, taking both parts, on internal and external quality assurance, into account. The most significant gaps within the area of quality assurance as a specific topic were:

- Policy for quality assurance;
- Consideration of internal quality assurance;
- Designing methodologies fit for purpose.

Another gap, represented in half of the models and labels, was *Complaints and appeals*. This area is not apparent either in the frameworks of the models and labels concerned or on their web site.

The second gap analysis was additional, and therefore included a refined selection of quality tools. The three preliminary domains in which HAPHE identified key characteristics, viz. *Teaching and Learning*; *Research, Development and Innovation*; and *Policy and Strategy* were compared to each tool in order to demonstrate patterns of coverage and gaps.

The domain, *Teaching and Learning*, generates a picture of full coverage, except from one sub-characteristic, *Programme Team*, where a gap is identified.

Moving on to *RDI*, a very interesting pattern of gaps emerges. All three sub-characteristics, *RDI Agenda*, *RDI Process* and *RDI Outputs and Outcomes*, lack coverage, which indeed indicates the point made in the stakeholder interviews conducted by HAPHE, that there are various levels of research integration within the institutions offering PHE (HAPHE Stakeholder Interviews Guideline and Report November 2013:p.5-6). Similarly, (applied) research is not yet a fully implemented part of the framework of most tools presented in this report.

Finally, gaps are identified within the last area, *Policy and Strategy*. Here again, all three sub-characteristics, *Policy and Strategy Integration*, *Objectives and Outcomes* and *Regional Integration*, represent gaps in the models and labels. Stakeholders and other interested parties are quite often mentioned regarding their contribution to the design and renewal of policies and strategies, but the specific term characterising PHE, namely *the world of work*, is not always explicitly stated in the self-assessment manuals.

The new paradigm of enhancing educational performance and thereby increasing the quality aspects within PHE in Europe, is indeed in an on-going process with many tasks still to be considered. This report shows a variegated picture of a selection of quality tools, all of which have important merits to offer; it simply depends on the context in which a model or label is applied. Thus, the identification of coverage and gaps within different tools is conducted with the intention that it should lead to further discussion on how to provide the best and most appropriate framework of quality assessment in European PHE.

## VI.1 The Way Forward in Developing the Quality Framework for PHE Excellence

There is no doubt that the next challenge is to create a quality assessment framework with more than one dimension. A quality framework for PHE excellence should comprise a set of standards some of which are generic, in order to embrace the great diversity and autonomy of European PHE institutions, and some specific, in order to encapsulate the exact constituents of PHE. With the preliminary HAPHE definition and key characteristics of PHE in Europe and their upcoming validation, a crucial step has been taken. The development of a framework applicable to PHE institutions all over Europe is the next phase towards a shared quality culture (Sattler 2013: p.3) and an agreement on what quality assurance, particularly where it concerns PHE, should involve.

The draft quality framework itself will be developed through three meetings of experts in quality matters on the European level. The PHExcel expert group will successively discuss and develop briefing papers on the *Description of PHE Excellence*, on the *Definition of Indicators for PHE Excellence*, and finally on the *Selection of a Methodology for PHE Excellence Quality Reviews*. The composition of the expert group reflects the various national settings and experiences as regards quality assurance, but also the diverse experiences of institutions in dealing with quality tools. Finally, all stakeholders are represented - from the business sector to national authorities and quality assurance agencies, but also including student representatives.

The PHExcel partners will conduct an extensive testing and validation process following the drafting of the quality framework. It will include an EU-level validation seminar, as well as a public consultation on the framework. In parallel, pilot reviews will take place in selected institutions to test the framework practically as well as theoretically. Following this phase of testing and validation, the quality framework will be refined and finally presented to the wider (professional) higher education community in autumn 2015.





## List of Abbreviations

AEC	Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen
AVM	V. A. Graičiūnas School of Management
BFUG	Bologna Follow-Up Group
EHEA	European Higher Education Area
ELIA	The European League of Institutes of the Arts
ENQA	European Association for Quality Assurance in Higher Education
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
ESU	European Students' Union
EUA	European University Association
EURASHE	European Association of Institutions in Higher Education
FINE	European Federation of Nurse Educators
HAPHE	Harmonising Approaches to Professional Higher Education in Europe
KIC	Knowledge Innovation Centre-Malta
LLL	Lifelong Learning
MOOC	Massive Open Online Course
PHE	Professional Higher Education
PHExcel	Testing the Feasibility of a Quality Label for Professional Higher Education Excellence
RDI	Research, Development and Innovation
SPACE	SPACE Network for Business Studies and Languages
UJ	Jagiellonian University
UK	United Kingdom
UNOTT	University of Nottingham



## Bibliography & References

AEC (2010). Handbook. How to Prepare for an Institutional or Programme Review in Higher Music Education: Guidance for Participating in an AEC Quality Enhancement Process. Amsterdam: AEC. Identified 08-05-2014 on World Wide Web: <<http://www.aec-music.eu/userfiles/File/aec-handbook-how-to-prepare-for-an-institutional-or-programme-review-in-higher-music-educationen.pdf>>

AEC (2010). Framework Document. Quality Assurance and Accreditation in Higher Music Education. Identified 08-05-2014 on World Wide Web: <<http://www.aec-music.eu/userfiles/File/en4b-aec-framework-document-quality-assurance-and-accreditation-in-higher-music-education.pdf>>

AVM (2013). *PHExcel Quality Areas* (working paper).

Baaken, Thomas & Schröder, Carsten (2008). *The Stairway Model to Strategic Partnership* in: Science-to-Business Marketing Research Centre. Münster University of Applied Sciences, Germany (2011): *The State of European University-Business Cooperation. Final Report - Study on the cooperation between Higher Education Institutions and Public and private organisations in Europe.*

Baldrige National Quality Program (2009-2010). *Education Criteria for Performance Excellence.*

Bollaert, Lucien (2014, to be published). *Manual for Internal Quality Assurance in (Profession-oriented) Higher Education.* 13<sup>th</sup> draft.

CAF Education (2013). Improving Public Organisations through Self-Assessment. Identified 16-01-2014 on World Wide Web: <[http://www.eipa.eu/files/File/CAF/CAF\\_Education\\_web.pdf](http://www.eipa.eu/files/File/CAF/CAF_Education_web.pdf)>

Cobb, Andrew; Heath, Simon and Steen, Jan (2012). EAALS Handbook for the Quality Assurance and Accreditation of International Master Degree Programmes in the Life Sciences. Identified 11-04-2014 on World Wide Web: <[http://www.eaals.eu/images/stories/EAALS/EAALS-documents/EAALS\\_Hanbook\\_for\\_Quality\\_Assurance\\_and\\_Accreditation\\_2012\\_12-02-08.pdf](http://www.eaals.eu/images/stories/EAALS/EAALS-documents/EAALS_Hanbook_for_Quality_Assurance_and_Accreditation_2012_12-02-08.pdf)>

EAPAA (2013). Accreditation Criteria. Identified 11-04-2014 on World Wide Web: <<http://www.eapaa.org/index.php/component/joomdoc/Accreditation%20Documents/EAPAAAccreditationCriteriaVersion9Jan2013.pdf/detail>>

EFMD Programme Accreditation System (2013). The EFMD Accreditation for International Degree Programmes in Business and Management. EPAS Standards & Criteria. Document Version January 2013. Identified 25-11-2013 on World Wide Web: <<http://www.efmd.org>>

EFMD Quality Improvement System (2013). The EFMD Accreditation for International Business Schools. EQUIS Standards & Criteria. Document Version January 2013. Identified 25-11-2013 on World Wide Web: <<http://www.efmd.org>>

EFQM (2012). Identified 24-11-2013 on World Wide Web: <<http://www.efqm.org>>

Ehlers, Ulf (2010). Open ECBCheck. Low cost, community based certification for E-learning in capacity Building. Bonn: InWEnt (Internationale Weiterbildung und Entwicklung GmbH). Identified 07-05-2014 on World Wide Web: <[http://cdn.efquel.org/wp-content/blogs.dir/4/files/2013/01/Open-ECBCheck\\_handbook.pdf](http://cdn.efquel.org/wp-content/blogs.dir/4/files/2013/01/Open-ECBCheck_handbook.pdf)>

ENQA (2014). *Standards and Guidelines for Quality Assurance in the European Higher Education Area.* Proposal for the Revised Version February 2014.

EQUANIE (2011). Euro-Inf Frameworks Standards and Accreditation Criteria for Informatics Degree Programmes Version June 2011. Identified 07-05-2014 on World Wide Web <<http://www.eqanie.eu/media/Quality%20Label/EuroInf%20Framework%20Standards%20and%20Accreditation%20Criteria%20V2011-06-29.pdf>>

EQ-arts (2013). *Principles and Guidelines.* Birmingham: EQ-arts Steering Group.

Euro-Ages (2011). Euro-Ages Qualification Framework and Accreditation Criteria for Geology Study-Programmes in Europe. Identified 11-04-2014 on World Wide Web: <[http://www.euro-ages.eu/media/final\\_conference/presentations/EuroAges\\_-\\_Presentation\\_of\\_the\\_Framework\\_Standards.pdf](http://www.euro-ages.eu/media/final_conference/presentations/EuroAges_-_Presentation_of_the_Framework_Standards.pdf)>

E-xcellence Associates Label (2012). Quality Assessment for E-learning: A Benchmarking Process. Second Edition. Identified 13-04-2014 on World Wide Web: <<http://e-xcellencelabel.eadtu.eu>>

Hammersley, Martin & Atkinson, Paul (1995). *Ethnography. Principles in Practice*. London and New York: Routledge.

HAPHE (2014). *HAPHE EU Validation Seminar PHE Definition and Characteristics Framework February 2014*.

HAPHE (2014). *HAPHE: Definition and Characteristics of PHE*, Final Version September 2014

ISO (year unknown). About ISO. Identified 24-11-2013 on World Wide Web: <<http://www.iso.org>>

ISO 9004 (2000). International Standard ISO 9004. Quality management systems – Guidelines for Performance Improvements. Identified 07-11-2013 on World Wide Web: <[http://www.iso.org/iso/catalogue\\_detail?csnumber=28692](http://www.iso.org/iso/catalogue_detail?csnumber=28692)>

QAA (2014). QAA – Safeguarding Standards and Improving the Quality of UK Higher Education. Identified 11-04-2014 on World Wide Web: <<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/Quality-Code-Part-B.aspx>>

QAA Scotland (2012). Enhancement-led Institutional Review Handbook. May 2012. Third Edition. Identified 07-05-2014 on World Wide Web: <[http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ELIR\\_Handbook\\_3.pdf](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/ELIR_Handbook_3.pdf)>

Roorda, Niko (2001). AISHE. Auditing Instrument for Sustainability in Higher Education. Dutch Committee on Sustainable Higher Education. Identified 06-02-2014 on World Wide Web: <[http://www.eauc.org.uk/file\\_uploads/aishe-book1\\_5.pdf](http://www.eauc.org.uk/file_uploads/aishe-book1_5.pdf)>

Sattler, Christine (2013). *Assessment of Quality Cultures in Higher Education Institutions – First Results from the heiQUALITY Cultures Project*. Paper from the 8<sup>th</sup> European Quality Assurance Forum 21 – 23 November 2013, University of Gothenburg, Sweden – Working together to take quality forward.

THE-ICE International Centre of Excellence in Tourism and Hospitality Education (year unknown). Identified 13-04-2014 on World Wide Web: <<http://www.the-ice.org/accreditation/about-accreditation>>

## Appendices

Appendix 1: PHExcel Desk Research – Model and Label Overview

Appendix 2: Short Description of Models and Labels Selected for Investigation

Appendix 3: The Stairway Model to Strategic Partnership, Baaken, Thomas & Schröder, Carsten (2008)

Appendix 4: Quality Culture Assessment Model, Sattler, Christine (2013) (heiQUALITY Cultures Project)

### *Appendix 1: PHExcel Desk Research – Model and Label Overview*

A brief comment should be said regarding the desk research. The models and labels are inserted in the order established at the beginning of this report (model vs. label, alphabetical order, ESG as an overarching framework), and in order to provide clarity, a colour code of green, red, and blue is used. Green indicates 'yes', red indicated 'no' and blue indicates 'yes/no'. Yet more comments could easily be included. The last-mentioned colour code/term, blue/'yes/no', indicates that the self-assessment manual of a model or label has coverage of some of the specific characteristics, but not all. The specific characteristics (single lines) have been adapted by the partnership from the description of the HAPHE preliminary key characteristics.

PHE Characteristics Framework	BSC #2	Baldrige National Quality Program #3	CAF Education #4	ELIR #5	EFQM Excellence #6
<b>Teaching and Learning</b>					
<i>Methods of curriculum development</i>					
Curricula are developed in cooperation with internal and external stakeholders integrating evidence research outcome with focus on future needs, practice and employment					
<i>Content for teaching and learning</i>					
Learning elements are integrating theory and practice					
Learning element are renewed based on research outcome with focus on future needs, practice and employment					
<i>Learning methodology</i>					
The world of work is strongly represented in the learning design					
Formative and summative assessment					
Virtual and blended learning an option					
<i>Learning environment</i>					
Learning takes place in the HEI and in practice (e.g. internships, final thesis in cooperation with world of work)					
<i>Programme team</i>					
The lecturer team shows an appropriate balance of academia and practice background					
<b>Research, Development and Innovation</b>					
<i>RDI Agenda</i>					
Informed by the world of work to meet the needs of society and enterprise					
<i>RDI Process</i>					
Based on input from the world of work with a special focus on innovation/entrepreneurship					
Apply theory to practice					
<i>RDI Output and outcome</i>					
Aims to be relevant to the world of work					
<b>Policy and Strategy</b>					
<i>Policy and strategy integration</i>					
Integration of the world of work into policy and strategic frameworks					
Institutional policies and strategies are defined in collaboration with the world of work					
Staff and staff development strategy and policy focuses on competencies needed to train for future needs, practice and graduates further study and employment possibilities					
<i>Objectives and outcomes</i>					
Main objectives in relation to the outcome of PHE					
Especially focuses on enhancing job related skills and competencies to raise employability					
Emphasis on learning outcomes and profession oriented research					
<i>Regional integration</i>					
Engagement with its regions					
Strongly embedded in regional partnerships with world of work					
Programmes developed and renewed based on research in cooperation with the regional partnerships					

PHE Characteristics Framework	ISO 9004 #7	Kano Model #8	NVAO Assessment Frameworks #9	Quality Code #10	AEC Quality Enhancement Process #11
<b>Teaching and Learning</b>					
<i>Methods of curriculum development</i>					
Curricula are developed in cooperation with internal and external stakeholders integrating evidence research outcome with focus on future needs, practice and employment					
<i>Content for teaching and learning</i>					
Learning elements are integrating theory and practice					
Learning element are renewed based on research outcome with focus on future needs, practice and employment					
<i>Learning methodology</i>					
The world of work is strongly represented in the learning design					
Formative and summative assessment					
Virtual and blended learning an option					
<i>Learning environment</i>					
Learning takes place in the HEI and in practice (e.g. internships, final thesis in cooperation with world of work)					
<i>Programme team</i>					
The lecturer team shows an appropriate balance of academia and practice background					
<b>Research, Development and Innovation</b>					
<i>RDI Agenda</i>					
Informed by the world of work to meet the needs of society and enterprise					
<i>RDI Process</i>					
Based on input from the world of work with a special focus on innovation/entrepreneurship					
Apply theory to practice					
<i>RDI Output and outcome</i>					
Aims to be relevant to the world of work					
<b>Policy and Strategy</b>					
<i>Policy and strategy integration</i>					
Integration of the world of work into policy and strategic frameworks					
Institutional policies and strategies are defined in collaboration with the world of work					
Staff and staff development strategy and policy focuses on competencies needed to train for future needs, practice and graduates further study and employment possibilities					
<i>Objectives and outcomes</i>					
Main objectives in relation to the outcome of PHE					
Especially focuses on enhancing job related skills and competencies to raise employability					
Emphasis on learning outcomes and profession oriented research					
<i>Regional integration</i>					
Engagement with its regions					
Strongly embedded in regional partnerships with world of work					
Programmes developed and renewed based on research in cooperation with the regional partnerships					

PHE Characteristics Framework					
	AISHE #12	CeQuInt #13	DS Label #14	DQF #15	ECBCheck #16
<b>Teaching and Learning</b>					
<i>Methods of curriculum development</i>					
Curricula are developed in cooperation with internal and external stakeholders integrating evidence research outcome with focus on future needs, practice and employment					
<i>Content for teaching and learning</i>					
Learning elements are integrating theory and practice					
Learning element are renewed based on research outcome with focus on future needs, practice and employment					
<i>Learning methodology</i>					
The world of work is strongly represented in the learning design					
Formative and summative assessment					
Virtual and blended learning an option					
<i>Learning environment</i>					
Learning takes place in the HEI and in practice (e.g. internships, final thesis in cooperation with world of work)					
<i>Programme team</i>					
The lecturer team shows an appropriate balance of academia and practice background					
<b>Research, Development and Innovation</b>					
<i>RDI Agenda</i>					
Informed by the world of work to meet the needs of society and enterprise					
<i>RDI Process</i>					
Based on input from the world of work with a special focus on innovation/entrepreneurship					
Apply theory to practice					
<i>RDI Output and outcome</i>					
Aims to be relevant to the world of work					
<b>Policy and Strategy</b>					
<i>Policy and strategy integration</i>					
Integration of the world of work into policy and strategic frameworks					
Institutional policies and strategies are defined in collaboration with the world of work					
Staff and staff development strategy and policy focuses on competencies needed to train for future needs, practice and graduates further study and employment possibilities					
<i>Objectives and outcomes</i>					
Main objectives in relation to the outcome of PHE					
Especially focuses on enhancing job related skills and competencies to raise employability					
Emphasis on learning outcomes and profession oriented research					
<i>Regional integration</i>					
Engagement with its regions					
Strongly embedded in regional partnerships with world of work					
Programmes developed and renewed based on research in cooperation with the regional partnerships					

PHE Characteristics Framework	EPAS #17	EQUIS #18	EQ-arts #19	Eurobachelor® #20	Euromaster® #21
<b>Teaching and Learning</b>					
<i>Methods of curriculum development</i>					
Curricula are developed in cooperation with internal and external stakeholders integrating evidence research outcome with focus on future needs, practice and employment					
<i>Content for teaching and learning</i>					
Learning elements are integrating theory and practice					
Learning element are renewed based on research outcome with focus on future needs, practice and employment					
<i>Learning methodology</i>					
The world of work is strongly represented in the learning design					
Formative and summative assessment					
Virtual and blended learning an option					
<i>Learning environment</i>					
Learning takes place in the HEI and in practice (e.g. internships, final thesis in cooperation with world of work)					
<i>Programme team</i>					
The lecturer team shows an appropriate balance of academia and practice background					
<b>Research, Development and Innovation</b>					
<i>RDI Agenda</i>					
Informed by the world of work to meet the needs of society and enterprise					
<i>RDI Process</i>					
Based on input from the world of work with a special focus on innovation/entrepreneurship					
Apply theory to practice					
<i>RDI Output and outcome</i>					
Aims to be relevant to the world of work					
<b>Policy and Strategy</b>					
<i>Policy and strategy integration</i>					
Integration of the world of work into policy and strategic frameworks					
Institutional policies and strategies are defined in collaboration with the world of work					
Staff and staff development strategy and policy focuses on competencies needed to train for future needs, practice and graduates further study and employment possibilities					
<i>Objectives and outcomes</i>					
Main objectives in relation to the outcome of PHE					
Especially focuses on enhancing job related skills and competencies to raise employability					
Emphasis on learning outcomes and profession oriented research					
<i>Regional integration</i>					
Engagement with its regions					
Strongly embedded in regional partnerships with world of work					
Programmes developed and renewed based on research in cooperation with the regional partnerships					



PHE Characteristics Framework	EAALS Label #22	EUR-ACE® Label #23	Euro-Inf Quality Label #24	Euro-Ages #25	EAPAA #26
<b>Teaching and Learning</b>					
<i>Methods of curriculum development</i>					
Curricula are developed in cooperation with internal and external stakeholders integrating evidence research outcome with focus on future needs, practice and employment					
<i>Content for teaching and learning</i>					
Learning elements are integrating theory and practice					
Learning element are renewed based on research outcome with focus on future needs, practice and employment					
<i>Learning methodology</i>					
The world of work is strongly represented in the learning design					
Formative and summative assessment					
Virtual and blended learning an option					
<i>Learning environment</i>					
Learning takes place in the HEI and in practice (e.g. internships, final thesis in cooperation with world of work)					
<i>Programme team</i>					
The lecturer team shows an appropriate balance of academia and practice background					
<b>Research, Development and Innovation</b>					
<i>RDI Agenda</i>					
Informed by the world of work to meet the needs of society and enterprise					
<i>RDI Process</i>					
Based on input from the world of work with a special focus on innovation/entrepreneurship					
Apply theory to practice					
<i>RDI Output and outcome</i>					
Aims to be relevant to the world of work					
<b>Policy and Strategy</b>					
<i>Policy and strategy integration</i>					
Integration of the world of work into policy and strategic frameworks					
Institutional policies and strategies are defined in collaboration with the world of work					
Staff and staff development strategy and policy focuses on competencies needed to train for future needs, practice and graduates further study and employment possibilities					
<i>Objectives and outcomes</i>					
Main objectives in relation to the outcome of PHE					
Especially focuses on enhancing job related skills and competencies to raise employability					
Emphasis on learning outcomes and profession oriented research					
<i>Regional integration</i>					
Engagement with its regions					
Strongly embedded in regional partnerships with world of work					
Programmes developed and renewed based on research in cooperation with the regional partnerships					

PHE Characteristics Framework	ECTS Label #27	EMT Quality Label #28	EQAS Food Quality Label #29	European Quality Charter for Mobility #30	ESF Quality Label #31
<b>Teaching and Learning</b>					
<i>Methods of curriculum development</i>					
Curricula are developed in cooperation with internal and external stakeholders integrating evidence research outcome with focus on future needs, practice and employment					
<i>Content for teaching and learning</i>					
Learning elements are integrating theory and practice					
Learning element are renewed based on research outcome with focus on future needs, practice and employment					
<i>Learning methodology</i>					
The world of work is strongly represented in the learning design					
Formative and summative assessment					
Virtual and blended learning an option					
<i>Learning environment</i>					
Learning takes place in the HEI and in practice (e.g. internships, final thesis in cooperation with world of work)					
<i>Programme team</i>					
The lecturer team shows an appropriate balance of academia and practice background					
<b>Research, Development and Innovation</b>					
<i>RDI Agenda</i>					
Informed by the world of work to meet the needs of society and enterprise					
<i>RDI Process</i>					
Based on input from the world of work with a special focus on innovation/entrepreneurship					
Apply theory to practice					
<i>RDI Output and outcome</i>					
Aims to be relevant to the world of work					
<b>Policy and Strategy</b>					
<i>Policy and strategy integration</i>					
Integration of the world of work into policy and strategic frameworks					
Institutional policies and strategies are defined in collaboration with the world of work					
Staff and staff development strategy and policy focuses on competencies needed to train for future needs, practice and graduates further study and employment possibilities					
<i>Objectives and outcomes</i>					
Main objectives in relation to the outcome of PHE					
Especially focuses on enhancing job related skills and competencies to raise employability					
Emphasis on learning outcomes and profession oriented research					
<i>Regional integration</i>					
Engagement with its regions					
Strongly embedded in regional partnerships with world of work					
Programmes developed and renewed based on research in cooperation with the regional partnerships					

PHE Characteristics Framework	e-Skills Quality Labels #32	E-xcellence #33	FINHEEC Quality Label #34	Quality FLE Label #35	HedPERF #36
<b>Teaching and Learning</b>					
<i>Methods of curriculum development</i>					
Curricula are developed in cooperation with internal and external stakeholders integrating evidence research outcome with focus on future needs, practice and employment					
<i>Content for teaching and learning</i>					
Learning elements are integrating theory and practice					
Learning element are renewed based on research outcome with focus on future needs, practice and employment					
<i>Learning methodology</i>					
The world of work is strongly represented in the learning design					
Formative and summative assessment					
Virtual and blended learning an option					
<i>Learning environment</i>					
Learning takes place in the HEI and in practice (e.g. internships, final thesis in cooperation with world of work)					
<i>Programme team</i>					
The lecturer team shows an appropriate balance of academia and practice background					
<b>Research, Development and Innovation</b>					
<i>RDI Agenda</i>					
Informed by the world of work to meet the needs of society and enterprise					
<i>RDI Process</i>					
Based on input from the world of work with a special focus on innovation/entrepreneurship					
Apply theory to practice					
<i>RDI Output and outcome</i>					
Aims to be relevant to the world of work					
<b>Policy and Strategy</b>					
<i>Policy and strategy integration</i>					
Integration of the world of work into policy and strategic frameworks					
Institutional policies and strategies are defined in collaboration with the world of work					
Staff and staff development strategy and policy focuses on competencies needed to train for future needs, practice and graduates further study and employment possibilities					
<i>Objectives and outcomes</i>					
Main objectives in relation to the outcome of PHE					
Especially focuses on enhancing job related skills and competencies to raise employability					
Emphasis on learning outcomes and profession oriented research					
<i>Regional integration</i>					
Engagement with its regions					
Strongly embedded in regional partnerships with world of work					
Programmes developed and renewed based on research in cooperation with the regional partnerships					

PHE Characteristics Framework	THE-ICE #37	IMS Quality Label #38	IIP #39	OpenupEd Label #40	Mención de Calidad #41
<b>Teaching and Learning</b>					
<i>Methods of curriculum development</i>					
Curricula are developed in cooperation with internal and external stakeholders integrating evidence research outcome with focus on future needs, practice and employment					
<i>Content for teaching and learning</i>					
Learning elements are integrating theory and practice					
Learning element are renewed based on research outcome with focus on future needs, practice and employment					
<i>Learning methodology</i>					
The world of work is strongly represented in the learning design					
Formative and summative assessment					
Virtual and blended learning an option					
<i>Learning environment</i>					
Learning takes place in the HEI and in practice (e.g. internships, final thesis in cooperation with world of work)					
<i>Programme team</i>					
The lecturer team shows an appropriate balance of academia and practice background					
<b>Research, Development and Innovation</b>					
<i>RDI Agenda</i>					
Informed by the world of work to meet the needs of society and enterprise					
<i>RDI Process</i>					
Based on input from the world of work with a special focus on innovation/entrepreneurship					
Apply theory to practice					
<i>RDI Output and outcome</i>					
Aims to be relevant to the world of work					
<b>Policy and Strategy</b>					
<i>Policy and strategy integration</i>					
Integration of the world of work into policy and strategic frameworks					
Institutional policies and strategies are defined in collaboration with the world of work					
Staff and staff development strategy and policy focuses on competencies needed to train for future needs, practice and graduates further study and employment possibilities					
<i>Objectives and outcomes</i>					
Main objectives in relation to the outcome of PHE					
Especially focuses on enhancing job related skills and competencies to raise employability					
Emphasis on learning outcomes and profession oriented research					
<i>Regional integration</i>					
Engagement with its regions					
Strongly embedded in regional partnerships with world of work					
Programmes developed and renewed based on research in cooperation with the regional partnerships					

PHE Characteristics Framework	SERVPERF #42	SERVQUAL #43	eduQua #44	TUQF #45	UNIQUE E-Quality Label #46
<b>Teaching and Learning</b>					
<i>Methods of curriculum development</i>					
Curricula are developed in cooperation with internal and external stakeholders integrating evidence research outcome with focus on future needs, practice and employment					
<i>Content for teaching and learning</i>					
Learning elements are integrating theory and practice					
Learning element are renewed based on research outcome with focus on future needs, practice and employment					
<i>Learning methodology</i>					
The world of work is strongly represented in the learning design					
Formative and summative assessment					
Virtual and blended learning an option					
<i>Learning environment</i>					
Learning takes place in the HEI and in practice (e.g. internships, final thesis in cooperation with world of work)					
<i>Programme team</i>					
The lecturer team shows an appropriate balance of academia and practice background					
<b>Research, Development and Innovation</b>					
<i>RDI Agenda</i>					
Informed by the world of work to meet the needs of society and enterprise					
<i>RDI Process</i>					
Based on input from the world of work with a special focus on innovation/entrepreneurship					
Apply theory to practice					
<i>RDI Output and outcome</i>					
Aims to be relevant to the world of work					
<b>Policy and Strategy</b>					
<i>Policy and strategy integration</i>					
Integration of the world of work into policy and strategic frameworks					
Institutional policies and strategies are defined in collaboration with the world of work					
Staff and staff development strategy and policy focuses on competencies needed to train for future needs, practice and graduates further study and employment possibilities					
<i>Objectives and outcomes</i>					
Main objectives in relation to the outcome of PHE					
Especially focuses on enhancing job related skills and competencies to raise employability					
Emphasis on learning outcomes and profession oriented research					
<i>Regional integration</i>					
Engagement with its regions					
Strongly embedded in regional partnerships with world of work					
Programmes developed and renewed based on research in cooperation with the regional partnerships					

## Appendix 2: Short Description of Models and Labels Selected for Investigation

### Models Selected for Investigation

#### Baldrige National Quality Program – #3

**Reference:** Baldrige National Quality Program 2009-2010. Education Criteria for Performance Excellence

**Developed and issued by:** The Baldrige National Quality Program is a US model and applied all over the US. Developer and issuer is NIST (National Institute of Standards and Technology).

**Target group:** Public and private sector, i.a. the higher education area

**Purpose:** Performance excellence

**Method of administration:** Self-assessment, independent and consensus review by examiners, site visit review and judges' review – decision on the award.

**Criteria of self-assessment:**

1. Leadership
2. Strategic Planning
3. Customer Focus
4. Measurement, Analysis and Knowledge Management
5. Workforce Focus
6. Process Management
7. Results

**Underlying values:**

Visionary leadership  
 Learning-centred education  
 Organisational and personal learning  
 Valuing workforce members and partners  
 Agility  
 Focus on the future  
 Managing for innovation  
 Management by fact  
 Societal responsibility  
 Focus on results and creating value

**Underlying principles:**

Leadership with attention on performance excellence in all aspects of e.g. learning, strategies, systems, methods, strategies, knowledge, organisational sustainability and changes  
 Customer-focused and market-oriented approach  
 Maintenance of motivation by personal development  
 Continual improvement as regards both management, employees, education standards and student assessments  
 Total employee involvement  
 Strong adaption to and anticipation of future complexity and needs  
 Integration of innovation in the entire organisation  
 Responsibility of public health, safety and the environment by ethical behaviour

#### Common Assessment Framework (CAF) Education – CAF Education – #4

**Reference:** CAF Education (2013). Improving Public Organisations through Self-Assessment

<[http://www.eipa.eu/files/File/CAF/CAF\\_Education\\_web.pdf](http://www.eipa.eu/files/File/CAF/CAF_Education_web.pdf)>

**Developed and issued by:** Collaboration between EU Ministers responsible for Public Administration has resulted in CAF. A pilot version was presented in May 2000 and revised versions were launched in 2002, 2006 and 2013. A CAF Resource Centre (CAF RC) was created at EIPA - European Institute of Public Administration. CAF resembles from the EFQM Excellence model. The need for an overall European model concerning the education and training sector gave life to the CAF Education model. Accordingly, the model is based on the same criteria domains and two categories of enablers and results as EFQM Excellence. Some of the content is however especially adapted to the public sector and less fixed than the EFQM Excellence. As a result, the underlying values and principles of the CAF Education are the same as the ones of EFQM Excellence, apart from underlying principles/purposes specifically related to CAF (inserted at the end of the section). CAF External Feedback Procedure (PEF) is the issuer.

**Target group:** Education and training sector in Europe.

**Purpose:** Achievement of sustainable excellence in the public sector.

**Method of administration:** Self-assessment, peer-to-peer assessment, site visit with interview of staff, report feedback,

**Common Assessment Framework (CAF) Education – CAF Education – #4**

decision on the award of recognition (CAF in general operates with different levels of recognition).

**Criteria of self-assessment:**

Enablers:

1. Leadership
2. Strategy and Planning
3. People
4. Partnerships and Resources
5. Processes

Results:

6. Learner-oriented and other key stakeholder-oriented results
7. People Results
8. Social Responsibility Results
9. Key Performance Results

**Underlying values:**

Adding value for customers by understanding and anticipating their needs and expectations with innovation as an important catalyst

Responsibility of creating a sustainable future by taking into account both the economic, environmental and social conditions within the ethical mind-set

Developing organisational capability by managing change within and beyond organisational boundaries

Harnessing creativity and innovation within the organisation by generating the creativity of stakeholders and building up and maintaining fruitful relationships

Leading with vision, inspiration and integrity by leaders acting as an overall role model for the ethics and values of the organisation

Managing with agility in order to identify and respond efficiently to potentials/threats

Succeeding by people who feel valued and find themselves in a culture of empowerment and democracy for achieving both personal and organisational goals

Sustaining outstanding results by planning and achieving balanced results which meet both short and long termed requirements from stakeholders and which reflect the vision and mission of the organisation

**Underlying principles:**

Customer-focused – the customer determines the level of quality

Total employee involvement – all employees collaborate to achieve common goals

Process-centred – the process of turning inputs into outputs are constantly monitored

Integrated system

Breakdown of barriers between management – leaders who know their responsibilities, leadership and departments

Trust in continual improvement – analytical and creative optics in order to enhance the effort of the organisation

Fact-based decision-making – collecting and analysing data defined as Key Performance Indicators (KPI) to advance and facilitate pro-activeness

To-way communications with stakeholders – maintaining morale and motivation off employees by an ethical and effective culture of communication

Self-improvement – employees are introduced to effective programmes of education

Introduce public organisations to excellence culture and the principles of TQM

Guidance of the public organisations into a full-fledged PDCA-cycle

Facilitate self-assessment of a public organisation with the aim of providing both diagnosis and improvement actions

**Enhancement-led Institutional Review (ELIR) – ELIR – #5**

**Reference:** QAA Scotland (2012). Enhancement-led Institutional Review Handbook may 2012 3rd edition

<<http://www.qaa.ac.uk/InstitutionReports/types-of-review/Pages/ELIR.aspx>>

**Developed and issued by:** ELIR is a supplementary model of the UK's Quality Code. QAA has a separate Scottish department, QAA Scotland, with the aim to develop and operate quality assurance – and enhancement within higher education in Scotland. The QAA Scotland Committee is responsible for the work of quality assurance – and enhancement. The Quality Code is the core reference point within ELIR, for which reason the text in this description in many ways refers to UK QAA Quality Code.

**Target group:** Universities and higher education institutions in Scotland.

**Purpose:** Consider an institution's strategic approach to enhancement with particular emphasis on activities made for improving the student learning experience. ELIR also examines the ability of the institution to safeguard the academic standards of its awards.

**Method of administration:** Self-evaluation document consisting of Reflective Analysis (RA), Case Studies and Advance Information Set (as stressed, the Quality Code is the core reference framework), review (one student reviewer, one

**Enhancement-led Institutional Review (ELIR) – ELIR – #5**

international reviewer, three senior UK-based academic reviewers and one coordinating reviewer), site visits, full report and summary report, monitoring and evaluation.

**Criteria of self-assessment:**

See expectations of the Quality Code in the description of the Quality Code. Furthermore, ELIR is based on the following interrelated elements:

Annual discussions between QAA Scotland and the institution

Reflective Analysis

Case Studies

Advance Information Set

**Underlying values:**

Every student is treated fairly and with dignity, courtesy and respect

Every student has the opportunity to contribute to the shaping of their learning experience

Every student is properly and actively informed at appropriate times of matters relevant to their programmes of study

All policies and processes relating to study and programmes are clearly explained and transparent

Strategic oversight of academic standards and academic quality is at the highest level of academic governance of the provider

All policies and processes are regularly and effectively monitored, reviewed and improved

Sufficient and appropriate external involvement exists for the maintenance of academic standards and the quality of learning opportunities

Support of staff, enabling them in turn to support students' learning experiences.

**Underlying principles:**

Safeguard the academic standards of Scottish higher education institutions

Assure the academic quality of learning opportunities in Scottish higher education institutions

Promote continuous and systematic improvement in Scottish higher education institutions

Ensure that information about Scottish higher education is fit for purpose, accessible and trustworthy

Be open and transparent, forward-looking and conducted in a collaborative spirit

Student engagement

Strong international dimension regarding to topics such as student recruitment, student experience and curriculum

**European Foundation for Quality Management (EFQM) Excellence – EFQM Excellence – #6**

**Reference:** <<http://www.efqm.org>>; AVM (2013). PHExcel Quality Areas (working paper).

**Developed and issued by:** European Foundation for Quality Management (EFQM)

**Target group:** The EFQM Excellence model is generic and thereby applicable to any European organisation regardless of sector, size or maturity.

**Purpose:** Sustainable excellence.

**Method of administration:** Self-assessment, peer-to-peer assessment, site visit with interview of staff, report feedback, decision on the award of recognition (EFQM Excellence operates with different recognition levels depending on how high performance the organisation demonstrates).

**Criteria of self-assessment:**

Enablers:

1. Leadership

2. Policy and Strategy

3. People Management

4. Resources

5. Management of Processes

Results

6. Customer Satisfaction

7. People Satisfaction

8. Impact on Society

9. Business Results

**Underlying values:**

Adding value for customers by understanding and anticipating their needs and expectations with innovation as an important catalyst

Responsibility of creating a sustainable future by taking into account both the economic, environmental and social conditions within an ethical mind-set

Developing organisational capability by managing change within and beyond organisational boundaries

Harnessing creativity and innovation within the organisation by generating the creativity of stakeholders and building up and maintaining fruitful relationships with these stakeholders



**European Foundation for Quality Management (EFQM) Excellence – EFQM Excellence – #6**

Leading with vision, inspiration and integrity by leaders acting as an overall role model for the ethics and values of the organisation

Managing with agility in order to identify and respond efficiently to potentials and threats

Succeeding by people who feel valued and find themselves in a culture of empowerment and democracy for achieving both personal and organisational goals

Sustaining outstanding results by planning and achieving balanced results which meet both short and long termed requirements from stakeholders and which reflect the vision and mission of the organisation

**Underlying principles:**

Customer-focused – the customer determines the level of quality

Partnerships – mutual benefits

Total employee involvement – all employees collaborate to achieve common goals

Process-centred – the process of turning inputs into outputs are constantly monitored

Integrated system

Breakdown of barriers between management – leaders who know their responsibilities, leadership and departments

Trust in continual improvement and transparency – analytical and creative optics in order to enhance the effort of the organisation

Fact-based decision-making – collecting and analysing data defined as Key Performance Indicators (KPI) to advance and facilitate pro-activeness

To-way communications with stakeholders – maintaining morale and motivation off employees by an ethical and effective culture of communication

Self-improvement – all employees are introduced to an effective programme of education

**International Organization for Standardization (ISO) 9004 – ISO 9004 – #7**

**Reference:** ISO 9004 (2000). International Standard ISO 9004. Quality Management Systems – Guidelines for Performance Improvements <<http://www.iso.org>>; <[http://www.iso.org/iso/catalogue\\_detail?csnumber=28692](http://www.iso.org/iso/catalogue_detail?csnumber=28692)>

**Developed and issued by:** ISO has developed and is the provider of a range of standards in the ISO 9000 family, and the selected 9004 standard puts its focus on the efficiency and effectiveness of a quality management system. ISO does not conduct certification of its standards, but leave this performance up to external certification bodies.

**Target group:** ISO is generic and address to any private and public sector organisations and businesses. ISO is used worldwide.

**Purpose:** Performance excellence

**Method of administration:** Self-assessment, external site visit by external certification bodies, certification by external and independent body (however not a requirement).

**Criteria of self-assessment:**

1. Introduction
2. Scope
3. Terms and Definitions
4. Quality Management System
5. Management Responsibility
6. Resource Management
7. Product Realisation
8. Measurement, Analysis and Improvement

**Underlying values:**

Reliability and confidence in services and products

Increasing productivity, sales and competitive advantage

Access to new markets

Facilitation of free and global trade

Level the playing field for developing countries

Understanding and anticipation of the needs and expectations of customers

Responsibility of the environment by minimizing waste and errors

Motivation of staff by defining clear goals in the management process

Visionary management based on continual improvement

**Underlying principles:**

Increased market share by improved productivity and quality

Cost savings by optimizing operations to improve the bottom line

Opening the global market and prevention of trade barriers in an ethical perspective

Enhanced customer satisfaction

Environmental care and benefits to reduce negative impact

**International Organization for Standardization (ISO) 9004 – ISO 9004 – #7**

Continual improvement of management

Continual improvement of staff by motivation and transparency in goals

**UK Quality Code for Higher Education – Quality Code – #10**

**Reference:** QAA (2014). QAA-Safeguarding Standards and Improving the Quality of UK Higher Education  
<<http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/Quality-Code-Part-B.aspx>>

**Developed and issued by:** Quality Assurance Agency (QAA).

**Target group:** All providers of UK Higher Education.

**Purpose:** The Quality Code gives all higher education providers a shared starting point for setting, describing and assuring the academic standards of their higher education awards and programmes and the quality of the learning opportunities they provide. Providers use it to design their respective policies for maintaining academic standards and quality.

**Method of administration:** Higher education providers use the Quality Code to help them maintain the academic standards of programmes and awards, assure and enhance the quality of learning opportunities, and to provide information about their higher education provision.

Student representatives and students' unions can use the Quality Code in their discussions with their higher education provider, as it sets out the minimum Expectations for the quality of the learning opportunities the provider makes available to its students.

QAA reviewers use the Quality Code as a benchmark for judging whether a higher education provider meets UK expectations for academic standards, the quality of learning opportunities, enhancement and information. Reviews also take account of students' views on the performance of their higher education provider.

Self-assessment, peer review, site visit, peer review report, judgement.

**Criteria of self-assessment:**

Quality Code sets out the following Expectations about setting and maintaining academic standards which higher education providers are required to meet.

Expectation A1: In order to secure threshold academic standards, degree-awarding bodies:

a) Ensure that the requirements of the framework for higher education qualifications in England, Wales and Northern Ireland/The framework for qualifications of higher education institutions in Scotland are met by:

Positioning their qualifications at the appropriate level of the relevant framework for higher education qualifications.

Ensuring that programme-learning outcomes align with the relevant qualification descriptor in the relevant framework for higher education qualifications.

Naming qualifications in accordance with the titling conventions specified in the frameworks for higher education qualifications.

Awarding qualifications to mark the achievement of positively defined programme learning outcomes.

b) Consider and take account of QAA's guidance on qualification characteristics c) where they award UK credit, assign credit values and design programmes that align with the specifications of the relevant national credit framework

d) Consider and take account of relevant subject benchmark statements.

Expectation A2.1: In order to secure their academic standards, degree-awarding bodies establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications.

Expectation A2.2: Degree-awarding bodies maintain a definitive record of each programme and qualification that they approve (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.

Expectation A3.1: Degree-awarding bodies establish and consistently implement processes for the approval of taught programmes and research degrees that ensure that academic standards are set at a level which meets the UK threshold standard for the qualification and are in accordance with their own academic frameworks and regulations.

Expectation A3.2: Degree-awarding bodies ensure that credit and qualifications are awarded only where: the achievement of relevant learning outcomes (module learning outcomes in the case of credit and programme outcomes in the case of qualifications) has been demonstrated through assessment both UK threshold standards and their own academic standards have been satisfied.

Expectation A3.3: Degree-awarding bodies ensure that processes for the monitoring and review of programmes are implemented which explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by the individual degree-awarding body are being maintained.

Expectation A3.4: In order to be transparent and publicly accountable, degree-awarding bodies use external and independent expertise at key stages of setting and maintaining academic standards to advise on whether: UK threshold academic standards are set, delivered and achieved the academic standards of the degree-awarding body are appropriately set and maintained.

**Underlying values:**

The Quality Code is based on a number of key values:

Every student is treated fairly and with dignity, courtesy and respect

**UK Quality Code for Higher Education – Quality Code – #10**

Every student has the opportunity to contribute to the shaping of their learning experience  
 Every student is properly and actively informed at appropriate times of matters relevant to their programmes of study  
 All policies and processes relating to study and programmes are clearly explained and transparent  
 Strategic oversight of academic standards and academic quality is at the highest level of academic governance of the provider  
 All policies and processes are regularly and effectively monitored, reviewed and improved  
 Sufficient and appropriate external involvement exists for the maintenance of academic standards and the quality of learning opportunities  
 Support of staff, enabling them in turn to support students' learning experiences.

**Underlying principles:**

Safeguard the academic standards of UK higher education  
 Assure the academic quality of learning opportunities that UK higher education offers  
 Promote continuous and systematic improvement in UK higher education  
 Ensure that information about UK higher education is fit for purpose, accessible and trustworthy

**Labels Selected for Investigation****Association Européenne des Conservatoires, Académies de Music et Musikhochschulen (AEC) Quality Enhancement Process for Institutions and Programmes – AEC Quality Enhancement Process – #11**

**Reference:** AEC (2010). Handbook. How to Prepare for an Institutional or Programme Review in Higher Music Education: Guidance for Participating in an AEC Quality Enhancement Process. Amsterdam: AEC. <<http://www.aec-music.eu/userfiles/File/aec-handbook-how-to-prepare-for-an-institutional-or-programme-review-in-higher-music-educationen.pdf>>

AEC (2010). Framework Document. Quality Assurance and Accreditation in Higher Music Education. <<http://www.aec-music.eu/userfiles/File/en4b-aec-framework-document-quality-assurance-and-accreditation-in-higher-music-education.pdf>>

**Developed and issued by:** Association Européenne des Conservatoires, Académies de Music et Musikhochschulen (AEC).

**Target group:** Institutions and Programmes in the field of Higher Music Education worldwide (mostly Europe, but has been used in Australia and Singapore too).

**Purpose:** Quality Enhancement and self-improvement (voluntary process), Programme and Institutional Accreditation, when system is used in cooperation with national accreditation agencies.

**Method of administration:** Self-assessment, peer-review, site visit, peer review report

**Criteria of self-assessment:**

Mission and vision or (in the context of programme reviews, programme goals and context)  
 Educational processes  
 Student profiles (admission to, progress through and completion of the programme)  
 Teaching staff  
 Facilities, resources and support  
 Organisation and decision-making processes and internal quality assurance systems  
 Public interaction

**Underlying values:**

Assisting autonomous higher education institutions in the enhancement of their quality (i.e. positive and sincere attitude)  
 Focus on learning and experience sharing  
 Respecting the special characteristics of higher music education and the contexts and traditions in which music is created  
 Respecting the institutional diversity  
 Striving towards a higher level of objectivity

**Underlying principles:**

Voluntary process  
 Striving for the improvement of higher music education as a whole  
 Bringing a European/international dimension to the process  
 Improvement of the recognition of qualifications in Europe (the system integrates the European Sectorial Qualifications Framework developed for the music higher education sector)  
 Knowledge of and adaptable to diverse national requirements  
 Based on a pool of subject-specific experts

**Auditing Instrument for Sustainability in Higher Education (AISHE) – AISHE – #12**

**Reference:** Roorda, Niko (2001). AISHE. Auditing Instrument for Sustainability in Higher Education. Dutch Committee on Sustainable Higher Education. <[http://www.eauc.org.uk/file\\_uploads/aishe-book1\\_5.pdf](http://www.eauc.org.uk/file_uploads/aishe-book1_5.pdf)>

**Developed and issued by:** The AISHE-method is based on a model for quality management, developed by the European Foundation for Quality Management, and enhanced by the Institute for Dutch Quality Management (INK). The label is used in Belgium, Netherlands, Romania and the UK. The original EFQM-INK model has been developed to be used in commercial companies, for instance in industry. An adaptation has been designed, suitable for Higher Education. Instead of themes concerning production processes, in the educational version themes are described concerning educational processes. It is this model, which may be called “EFQM-HE”, which has been chosen as a basis for AISHE.

**Target group:** Higher Education

**Purpose:** An instrument to measure in which way a study programme has integrated sustainable development.

**Method of administration:** Self-assessment, Peer benchmarking, Consensus meetings (Site visit), Report on scoring, Policy plan (optional), Certificate (optional), Integration in internal quality management (optional), Visitation / Accreditation (optional).

**Criteria of self-assessment:**

Vision and policy

Expertise

Educational goals and methodology

Education contents

Result assessment

**Underlying values:**

Achieving sustainability of study programmes

Business values

**Underlying principles:**

Organisations can be in one of several development stages with respect to a number of criteria

The model defines five of these stages.

**ECB (European Community Building) Check E-Quality Label (ECBCheck) – ECBCheck – #16**

**Reference:** Ehlers, Ulf (2010). Open ECBCheck. Low cost, community based certification for E-learning in capacity Building. Bonn: InWEnt (Internationale Weiterbildung und Entwicklung GmbH). <[http://cdn.efquel.org/wp-content/blogs.dir/4/files/2013/01/Open-ECBCheck\\_handbook.pdf](http://cdn.efquel.org/wp-content/blogs.dir/4/files/2013/01/Open-ECBCheck_handbook.pdf)>

**Developed and issued by:** EFQUEL (European Foundation for Quality in e-Learning). The steering group, led by GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit), consists of a number of organisations that are either committed organisations from the field of Capacity Building or expert organisations in the fields of e-Learning and Quality (e.g. research centres, universities).

**Target group:** All training courses that are supported by e-learning or technology enhanced learning for at least 20%.

**Purpose:** Certification, quality improvement

**Method of administration:** Application, self-assessment, review, award. General facts: For obtaining the Open ECBCheck E-Quality Label, the ECBCheck community organises two review rounds per year. Two reviewers from the ECBCheck reviewer's pool review each course and an independent awarding body takes a decision. The certification scheme exists since 2010 and is carried by an international community of partners.

**Criteria of self-assessment:**

Information about and organisation of the programme

Target audience orientation

Quality of contents

Programme/course design

Media design

Technology

Evaluation & review

**Underlying values:**

Community based exchange of experiences in quality assurance

**Underlying principles:**

Label for member organisations only

Members must show interest and self-commitment in the area of quality in e-Learning and professionalization of own quality practices

Sharing of experiences and best practices and aggregating these experiences into benchmarking and bench learning processes.

**EFMD Programme Accreditation System (EPAS) – EPAS – #17**

**Reference:** EFMD Programme Accreditation System (2013). The EFMD Accreditation for International Degree Programmes in Business and Management. EPAS Standards & Criteria. Document Version January 2013. <<http://www.efmd.org>>

**Developed and issued by:** European Foundation for Management Development (EFMD)

**Target group:** Any business and/or management programme that has an international perspective and, where of an appropriately high quality, to accredit it.

**Purpose:** Excellence, accreditation of a single programme or set of programmes

**Method of administration:** Self-assessment, peer review visit, accreditation decision

**Criteria of self-assessment:**

1. The Institution in its National and International Context
2. Programme Design
3. Programme Delivery and Operations
4. Programme Outcomes
5. Quality Assurance Processes

**Underlying values:**

Respect for diversity  
Catalyst of excellence  
Strong interface with the practice  
Development of students' managerial and entrepreneurial skills  
Global responsibility  
Academic self-awareness  
Contribution to society by knowledge and innovation  
Strong ethical foundation  
Underlying principles

**Underlying principles:**

Context-based  
Excellence and continuous improvement  
Customer-focused and market-oriented  
Link between education and practice  
Qualify students to international contexts and tasks  
Internationalisation in all aspects  
Understanding of different cultures and practices  
Academic rigour and research profile  
Innovation  
Business schools as 'good citizens'

**EFMD Quality Improvement System (EQUIS) – EQUIS – #18**

**Reference:** EFMD Quality Improvement System (2013). The EFMD Accreditation for International Business Schools. EQUIS Standards & Criteria. Document Version January 2013. <<http://www.efmd.org>>

**Developed and issued by:** European Foundation for Management Development (EFMD)

**Target group:** EQUIS assesses institutions as a whole and is addressing international business schools worldwide. Its scope covers all programmes offered by an institution from the first degree up to the Ph.D.

**Purpose:** Excellence, accreditation.

**Method of administration:** Self-assessment, peer review, peer review visit, accreditation decision.

**Criteria of self-assessment:**

Context, Governance and Strategy  
Programmes  
Students  
Faculty  
Research and Development  
Executive Education  
Resources and Administration  
Internationalisation  
Ethics, Responsibility and Sustainability  
Corporate Connections

**Underlying values:**

Respect for diversity  
Catalyst of excellence

**EFMD Quality Improvement System (EQUIS) – EQUIS – #18**

Strong interface with the practice  
 Development of students' managerial and entrepreneurial skills  
 Global responsibility  
 Academic self-awareness  
 Contribution to society by knowledge and innovation  
 Strong ethical foundation

**Underlying principles:**

Context-based  
 Excellence and continuous improvement  
 Customer-focused and market-oriented  
 Link between education and practice  
 Qualify students to international contexts and tasks  
 Internationalisation in all aspects  
 Understanding of different cultures and practices  
 Academic rigour and research profile  
 Innovation  
 Business schools as 'good citizens'

**Enhancing Quality in the Arts (EQ-arts) – EQ-arts – #19**

**Reference:** EQ-arts (2013). Principles and Guidelines. Birmingham: EQ- Arts Steering Group.

**Developed and issued by:** EQ-arts is an initiative developed by ELIA (The European League of Institutes of the Arts). EQ-arts issue the label.

**Target group:** Higher Arts education in all EU-countries (creative and performing disciplines).

**Purpose:** Quality enhancement, EQ-arts results in an improved confidence and understanding of:

A quality educational environment  
 The quality of the students learning experience  
 Embedded quality assurance and enhancement to meet European measures  
 Embedded critical self-evaluation methodology

**Method of administration:** Self-assessment, peer-review on both institutional and subject specific level, site visit.

**Criteria of self-assessment:**

Management and Leadership  
 QA&E developments and methodologies  
 Staff recruitment and development  
 Programme curriculum and development  
 Programme organisation  
 Learning, teaching and assessment  
 Student support  
 Learning resources

**Underlying values:**

In carrying out reviews the Evaluation Team (ET) will follow the following principles for Quality Assurance and Enhancement, which EQ-Arts has developed:

Based on peer review  
 Involve strong student participation at all levels of the exercise  
 Involve participation of professional bodies and/or employers  
 Use of transparent explicit criteria and processes  
 Is a process open to external scrutiny  
 Inclusion of a range of external and international reference points  
 Need for 'comparability' – (European Framework)  
 Has formal status and outcomes are publicly available  
 Major emphasis on enhancement

**Underlying principles:**

Support arts institutions in Europe (including students, teachers, managers and administrators) in gaining expertise in self-evaluation as an institutional responsibility, linking internal quality issues with external requirements with a special focus on institutions in the new member states and candidate countries  
 Consolidate and further develop a shared body of knowledge within the European higher arts education community on quality issues, that could lead to an independent European quality assurance network as a voluntary partnership for higher arts education

**Enhancing Quality in the Arts (EQ-arts) – EQ-arts – #19**

To contribute to the on-going process of convergence and transparency in higher arts education by establishing European reference points for the first, second and third cycles, for recruitment, learning, teaching and assessment  
 Capitalise on, and transfer good professional practice by linking higher arts education institutes with local and regional communities and businesses and cultural and professional organisations  
 Value and preserve cultural, artistic, and pedagogical diversity;  
 Ensure a coordinated, bottom-up approach to all implications of the Bologna process for the arts

**European Accreditation Agency for the Life Sciences (EAALS) Label – EAALS Label – #22**

**Reference:** Cobb, Andrew; Heath, Simon and Steen, Jan (2012). EAALS Handbook for the Quality Assurance and Accreditation of International Master Degree Programmes in the Life Sciences. <[http://www.eaals.eu/images/stories/EAALS/EAALS-documents/EAALS\\_Hanbook\\_for\\_Quality\\_Assurance\\_and\\_Accreditation\\_2012\\_12-02-08.pdf](http://www.eaals.eu/images/stories/EAALS/EAALS-documents/EAALS_Hanbook_for_Quality_Assurance_and_Accreditation_2012_12-02-08.pdf)>

**Developed and issued by:** Developed by the Association for European Life Science Universities (ICA) and issued by European Accreditation Agency for the Life Sciences. Outcome of a project (QUALITY project [Socrates programme]) with several universities, a priori members of ICA.

**Target group:** Sectorial: International master degree programmes in Life sciences for agriculture, forestry, food, natural resources, rural development and the environment. Delivered by one or two institutions.

**Purpose:** Accreditation, support the enhancement of Master degree programmes

**Method of administration:** Accreditation Process: Self-assessment, Peer review (through site visit)  
 Refined process: Preliminary visit by EAALS to university, Application, After initial discussion, the EAALS Board will agree a contract with the contracting university, Appointment peer review panel, Report to the board, Decision

**Criteria of self-assessment:**

EAALS Handbook for the QA and Accreditation of International Master Degree Programmes: Part 1 for 'two or more universities' and Part 2 for 'single university'. Similar frameworks between two parts.

1. Needs, aims, and learning outcomes
2. Educational process (teaching, learning, assessment, guidance)
3. Educational resources and partnership
4. Student selection and progression
5. Student support (non-educational)
6. Quality management and enhancement

**Underlying values:**

Involvement of staff in providing student support in international context.  
 Directly geared to international programme  
 Stronger focus on student support in international context (raising easiness of mobility, and also support when abroad, in teaching and assessment methods for example)

**Underlying principles:**

Support the enhancement of Master degree programmes  
 Allows direct comparison with similar degree programmes internationally  
 Demonstrates that the degree programme is relevant to the needs and expectations of international students  
 Can be used to promote the degree programme world wide  
 Ensures the overall coherence and effectiveness of degree programmes delivered by two or more universities  
 Indicates that there is evidence for added value provided by internationalisation in the delivery of the degree programme which is expressed by mobility of students between the cooperating universities  
 Is more efficient in the time spent in accreditation compared with submission to two or more national agencies

**European Accreditation of Informatics Programmes (Euro-Inf) Quality Label – Euro-Inf Quality Label – #24**

**Reference:** EQUANIE (2011). Euro-Inf Frameworks Standards and Accreditation Criteria for Informatics Degree Programmes Version June 2011.  
 <<http://www.eqanie.eu/media/Quality%20Label/EuroInf%20Framework%20Standards%20and%20Accreditation%20Criteria%20V2011-06-29.pdf>>

**Developed and issued by:** European Quality Assurance Network for Informatics Education '.

**Target group:** Degree programmes at Bachelor and Master level in informatics. The label is used in Australia, Croatia, Finland, Germany, Italy, Kazakhstan, Latvia, North Cyprus and Spain.

**Purpose:** Accreditation, but also to:

To enhance quality and transparency of educational programmes in informatics  
 To provide information on study programmes across Europe through an appropriate label for accredited educational programmes in informatics



**European Accreditation of Informatics Programmes (Euro-Inf) Quality Label – Euro-Inf Quality Label – #24**

To facilitate mutual transnational recognition of qualifications

To increase mobility of students

**Method of administration:** Self-assessment, site visit, decision.

**Criteria of self-assessment:**

1. Needs, Objectives and Outcomes
2. Educational Process
3. Resources and Partnerships
4. Assessment of Educational Process
5. Management System

**Underlying values:**

Transparency

Mobility

According to the Lisbon strategy to create a “knowledge-based society”, and thus to enhance competitiveness and employability and the Bologna Process aiming at establishing a European Higher Education Area by 2010.

**Underlying principles:**

To develop quality standards for Higher Education programmes and

To create and disseminate mechanisms to encourage improvement of quality of education

**European Accredited Geological Study Programmes (Euro-Ages) – Euro-Ages – #25**

**Reference:** EURO-Ages (2011). Euro-Ages Qualification Framework and Accreditation Criteria for Geology Study-Programmes in Europe. <[http://www.euro-ages.eu/media/final\\_conference/presentations/EuroAges\\_-\\_Presentation\\_of\\_the\\_Framework\\_Standards.pdf](http://www.euro-ages.eu/media/final_conference/presentations/EuroAges_-_Presentation_of_the_Framework_Standards.pdf)>

**Developed and issued by:** Euro-Ages project (ASIIN Consult GmbH, European Federation of Geologists (EFG), Official Spanish Association of Professional Geologists (ICOG), Hungarian Geological Society (MFT), Swedish Natural Scientists Association (SN) Geological Section). The framework has been developed, but from label is still to be issued (“provide the basis for a quality label for accredited geology programmes” Oct. 2010).

**Target group:** Higher education of geology programmes (first or second cycle (BA/MA)

“The Euro-Ages Standards shall not explicitly refer to, but on the other hand shall not exclude, programmes delivered by e-learning (distance learning), lifelong learning or any other type of learning delivery”.

**Purpose:** Accreditation

**Method of administration:** An automatic awarding of the label based on the accreditation decision. The process is as follows:

Application/internal assessment (preparation of self-assessment and documentation).

External assessment [composition of team, structure and visit].

Accreditation decision (report, verification and decision, publication).

Appeals mechanism.

**Criteria of self-assessment:**

Chapter 1: Learning Outcomes (first and second cycle)

Chapter 2 and 3: Assessment and Accreditation

1. Needs, objectives and outcomes
2. Educational process
3. Resources and partnerships
4. Assessment of educational process
5. Management system

**Underlying values:**

Be relevant for academic geology study programmes leading to a First or to a Second Cycle Degree

Handle the diversity of content of geology degree programmes

Support improvement of the quality of higher education in geology in general

Facilitate mutual recognition by programme validation and certification

Facilitate recognition of accredited degrees in geology higher education

Support the mobility of geology graduates

Facilitate in particular accreditation of trans-national joint- and double degree programmes

Emphasis on support to creating a positive learning environment

**Underlying principles:**

Revision of the programme is important;

Information from stakeholders is taken into account



**European Association for Public Administration Accreditation (EAPAA) – EAPAA – #26**

**Reference:** EAPAA (2013). Accreditation Criteria.

<<http://www.eapaa.org/index.php/component/joomdoc/Accreditation%20Documents/EAPAAAccreditationCriteriaVersion9Jan2013.pdf/detail>>

**Developed and issued by:** Developed by institutions and proposed to the European Group for Public Administration (EGPA). EGPA is now a regional group of IIAS (International Institute of Administrative Sciences/*Institut International des Sciences Administratives*). The label is issued by EAPAA (European Association for Public Administration Accreditation). No reference to a 'label' as a word, but there is the logo 'accredited by'. There are 'affiliated institutions without accredited programmes' and 'affiliated institutions with accredited programmes' and 'participants'. The label is used in Belgium, Czech Republic, Estonia, Germany, Hungary, Italy, Kazakhstan, Netherlands, Poland, Romania, Slovakia, Slovenia, Sweden, Switzerland, Turkey and Ukraine. Eligible: Council of Europe countries (plus AZ, BY, KZ, KG, TJ, TM and UZ).

**Target group:** Four categories:

First cycle bachelor level public administration programmes (3 or 4 years)

Second cycle graduate/master level public administration programmes (1 or 2 years)

Combined/comprehensive public administration programmes (4 or 5 years, combining bachelor and master programme)

Executive/mid-career public administration master programmes (1 or 2 years)

**Purpose:** The accreditation standards outlined are standards that are intended to maintain and improve the quality of public administration programmes. Also: 'the primary concern of these standards is to achieve high quality professional education for persons entering public service.'

Make a contribution to the quality improvement and assurance of academic level Public Administration programmes in Europe

**Method of administration:** It is possible to integrate EAPAA accreditation into a national accreditation process. Accreditation process involves: Application, self-evaluation report, site visit, site visit report, and EAPAA decision.

**Criteria of self-assessment:**

General national requirements

'Mission-based': This implies that the programme content, didactics, performance and quality system are judged against the mission, the programme says it has.

1. Domain of public administration
2. Mission-based accreditation
3. Level
4. Relation to practice and internships
5. Curriculum
6. Quality improvement and innovation
7. Student assessment
8. Programme jurisdiction
9. Faculty
10. Admission of students
11. Supportive services and facilities
12. Student services
13. Public relations

**Underlying values:**

Promote the quality of European academic level public administration programmes by developing appropriate accreditation standards for such programmes through its Accreditation Committee,

Encourage curriculum development and innovation,

Provide a forum for discussion on quality and accreditation,

Assure the quality of European Public Administration programmes,

Develop quality standards in European public administration, fostering a greater potential for mutual comparison and learning among European study programmes

**Underlying principles:**

Recognition of a specific study culture and of subject-specific contents, teaching traditions and institutional patterns of the discipline,

Based on generally accepted subject-specific criteria of the discipline,

This approach also allows to establish a platform for exchanging good teaching practices and relevant quality standards among the members of the disciplinary network,

The programme strives for a balance percentage of men and women among their (professional) staff, which is in accordance with the principles of gender equality as specified by the higher education institution hosting the programme. When this is an issue in the wider society or when the institution or programme wishes so, the programme strives for a percentage of persons among their staff, which is in accordance with the societal targets (specific groups like minorities, disabled persons and the like).

**E-xcellence Associates Label – E-xcellence – #33**

**Reference:** E-xcellence Associates Label (2012). Quality Assessment for E-learning: A Benchmarking Process. Second Edition. <<http://e-xcellencelabel.eadtu.eu/>>

**Developed and issued by:** EADTU (European Association of Distance Teaching Universities). This label was established to reward the efforts of universities in a continuous process of improving their e-learning performance and offer them the platform and networking opportunities to meet virtually with peers and experts in the field. On their part, universities can present their fields of expertise as well to this community.

**Target group:** Higher Education; Universities in a continuous process of improving their e-learning performance.

**Purpose:** Building of an e-learning benchmarking community of Associates in Quality, programme improvement and performance.

**Method of administration:** Universities are stimulated to improve their e-learning performance by a guided self-assessment. This assessment can be a stand-alone exercise for the higher education institution, leading to a first insight in fields of improvement. The approach can be extended with a review at a distance or on-site from e-learning experts. This extension is formalised in an E-xcellence Associates label.

The E-xcellence Associates label is not a label for proven excellence but rather a label for institutions/faculties using the E-xcellence instrument for self-assessment and take measures of improvement accordingly.

**Criteria of self-assessment:**

Strategic management  
Curriculum design  
Course design  
Course delivery  
Staff support  
Student support  
A technical help desk service is provided.

**Underlying values:**

Programme improvement in four priority areas:  
Accessibility  
Flexibility  
Interactiveness  
Personalization  
Networking  
Improving performance

**Underlying principles:**

Student centred learning

**International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) – THE-ICE – #37**

**Reference:** THE-ICE International Centre of Excellence in Tourism and Hospitality Education (year unknown). <<http://www.the-ice.org/accreditation/about-accreditation>>

**Developed and issued by:** International Centre of Excellence in Tourism and Hospitality education (THE-ICE). Initially developed under the guidance of Emeritus Professor Andrew Lister in 2004, used to assess comprehensive requirements that contribute to programmes excellence specifically in THE education. At the end of the Australian Government start-up phase in 2008, THE-ICE was able to respond to the considerable international interest in its activities and the Standards of Excellence. The Board of THE-ICE agreed that THE-ICE should focus on becoming a specialised accreditation body that could also service the international education community.

**Target group:** Accredited member institutions of THE-ICE include vocational colleges, private hotel schools, higher education institutions and research universities.

**Purpose:** Recognition of institutions regarded by their peers as espousing excellence in education and to enhance and improve their education offerings.

**Method of administration:** The process involves two stages: a) Pre-accreditation and b) Accreditation

Institution seeking accreditation and membership of their tourism, hospitality, events and culinary arts education programmes (TH&E) by THE-ICE must meet THE-ICE Standard of Excellence. The process involves the completion of an application Pro-forma and a site audit to be evaluated and conducted by registered auditor (or auditors) from THE-ICE Assessment Panel and a peer review by THE-ICE Board of Directors.

Upon approval, the institution will be invited to join the network as an Associate of THE-ICE (for Pre-accreditation) or a Full Member (for Accreditation). The validity of its membership status is for a period of 3 or 5 years respectively. In brief, the accreditation process steps include: Self-review, Evaluation, Site visit, Peer review, On-going benchmarking Full Members (Accredited) offering THE-ICE accredited programmes in partnership with other institutions are entitled to nominate their partners to be accredited as subsets of their institutions through the membership category of 'Affiliates of THE-

### International Centre of Excellence in Tourism and Hospitality Education (THE-ICE) – THE-ICE – #37

ICE', subject to their partners meeting the applicable THE-ICE Standards of Excellence.

**Criteria of self-assessment:** THE-ICE Standards of Excellence:

1. Status of the institution
2. Governance and administration
3. Vision, mission, objectives
4. Courses/programmes, curriculum and graduate outcomes
5. Approach to teaching and learning
6. Planning, programme review and quality assurance mechanism
7. Level of internationalisation
8. Physical resources and facilities
9. Student support services
10. Industry advisory board
11. Staffing resources
12. Financial resources
13. Memberships, partnerships, community engagement and social responsibility
14. Areas of Excellence

#### **Underlying values:**

THE-ICE is an international accreditation organisation dedicated to the recognition, benchmarking, development and promotion of quality programmes in tourism, hospitality, events and culinary arts (TH&E) education, training and research.

Platform for knowledge-sharing and networking

The Standards of Excellence and Accreditation system offer a rigorous and independent review of an institution's education programmes

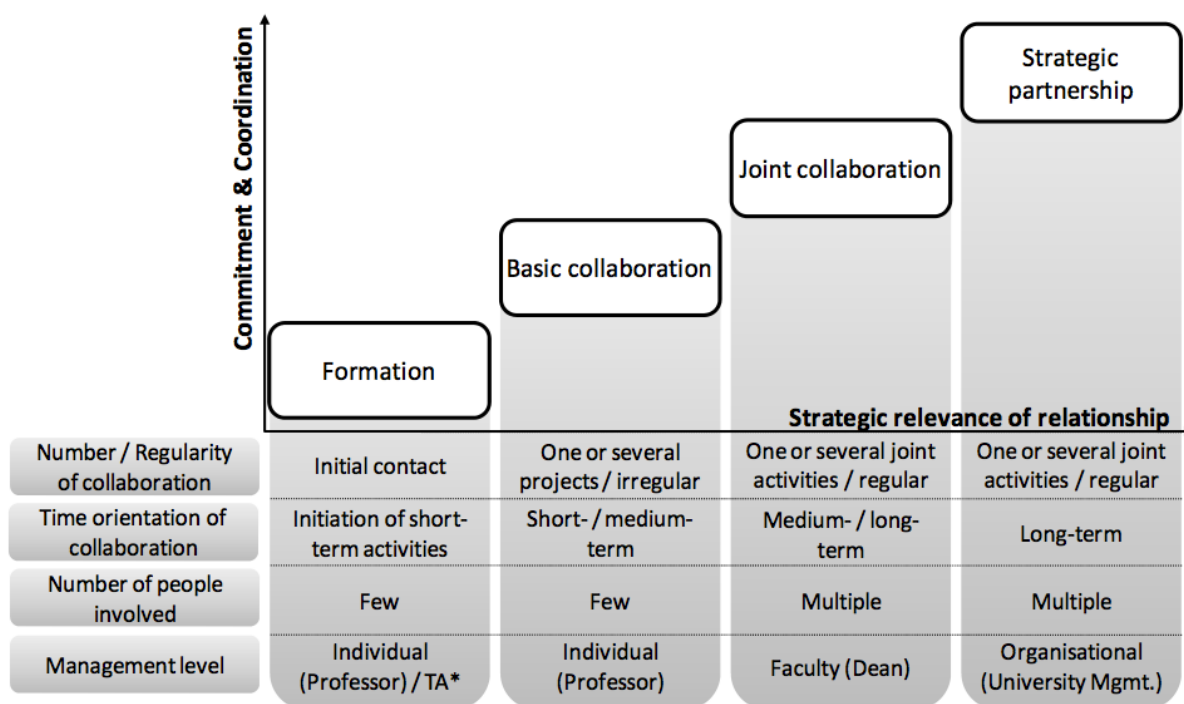
Customer-focused

#### **Underlying principles:**

See the self-assessment criteria, as the underlying principles are based on the THE-ICE Standards of Excellence

### Appendix 3: The Stairway Model to Strategic Partnership, Baaken, Thomas & Schröder, Carsten (2008)

Baaken, Thomas & Schröder, Carsten (2008). The Stairway Model to Strategic Partnership in: Science-to-Business Marketing Research Centre. Münster University of Applied Sciences, Germany (2011): The State of European University-Business Cooperation. Final Report – Study on the cooperation between Higher Education Institutions and Public and private organisations in Europe.



© Science-to-Business Marketing Research Centre

\*Transfer agency

*Appendix 4: Quality Culture Assessment Model, Sattler, Christine (2013) (heiQUALITY Cultures Project)*



## Notes

[illegible]

Blank lined area for writing.

This image shows a full page of a document template designed for writing. It features a series of evenly spaced, light gray horizontal lines that run across the width of the page. The lines are thin and consistent in color and thickness throughout. There are no margins, headers, footers, or other markings present on the page, providing a clean and unobstructed area for text entry.



Blank lined area for writing.

[illegible]





*PHExcel aims to support institutions offering professional higher education across Europe to improve their PHE performance. It plans to achieve this by providing them with a Quality Framework that defines best practice in the professional elements of their processes.*

*The present report is the first step on this journey and provides an overview of quality tools currently in use in (professional) higher education in Europe.*