Participació dels estudiants tant en fòrums de representació del seu centre com en fòrums nacionals i internacionals.

The European Students’ Union

Karl Agius
Social Affairs Committee

Universitat Politècnica de Catalunya (UPC)

9th September 2011
About me

• Member of ESU- SAC (since January 2011)
• Member of ESU QA experts pool (since July 2010)
• EUA IEP experts’ pool (2011)
• Student Representative on Senate (University of Malta)
• M.Sc. Biology Student
• Former Education Commissioner and Secretary General at KSU (Students’ Council at the University of Malta)
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A. Theory
- What is ESU?
- E4 and their commitment to quality
- ESU QA policy
- ESU’s involvement in QA
- QUEST & MAP-ESG
- QA Experts pool
- Good practices of student participation in QA

B. Practice
- What is student engagement?
- Evaluating the University of Scilly
Board Meeting 59, Tel Aviv, Israel (November 2010)
European Students Convention 21, Budapest, Hungary (February 2011)
West European Student Information Bureau

Minutes of the Board Meeting held in Stockholm, 18th October, 1982

Present:       Members   

SFS         -       (Sweden) 
NJS UK      -       (United Kingdom) 
NSU         -       (Norway) 
UNEF ID     -       (France) 
SHI         -       (Iceland) 

Observers:  

VYS/UNES    -       (Switzerland) 
SYL         -       (Finland) 
OH          -       (Austria)
A long story short

- 1982: WESIB was founded by seven unions
- 1989: The Wall fell and WESIB changed to ESIB
- 1999: The Bologna Process starts and ESIB creates content committees
- ESIB turns into ESIB – The National Unions of Students in Europe
- 2007: ESIB is renamed into ESU
- 2009: The Bologna Process celebrates its 10th anniversary
- 2011: ESU updating itself...
- 2012: WESIB/ESIB/ESU turns 30 years old!
Over 11 million of students in Europe!

- 45 members = National Unions of Students from 38 countries.
CREUP - Spain

- CREUP is an umbrella organisation of 22 top student representative bodies -MOREs- (as Local Students’ Unions) from Spanish public universities. Through its members, CREUP represents over 730,000 students in Spain.
ESU is recognised by

- European Commission
- Council of Europe
- UNESCO
- OECD

ESU is a Member of the European Youth Forum (YFJ)

Partners:
- European University Association
- Education International
- European Association for Quality Assurance in HE
- European Quality Assurance Register
- Magna Charta Observatory etc.
Main areas of work

- The Bologna Process
- EU2020 Strategy
- Equal opportunities
- Student & HE financing
- Students’ mobility
- Development of the student movement
- Students’ rights
- Values and social outcomes of education
- Higher education in a globalized world
- Quality Assurance
E4 Group

1. European Students’ Union (ESU)
2. European University Association (EUA)
3. European Association of Institutions in Higher Education (EURASHE)
4. European Association for Quality Assurance in Higher Education (ENQA)
EUA - European University Association

- Represents and supports higher education institutions in 47 countries.

- Runs the Institutional Evaluation Programme (IEP) through a steering committee.

- IEP is designed for universities interested in increasing their capacity for setting and implementing strategic goals, as well as in developing an internal quality culture.

- Carried out by a team which includes 1 student.
IEP - Student Participation

• In the last years ESU has been striving for student participation in the programme.
• Since 4 years ago students could participate in the programme.
• June 2009: emorandum signed between ESU and EUA → ESU now nominates students to be part of the teams evaluating Universities.
• In the last years over 20 students were included into the evaluation teams.
IEP: Steering committee

- 2009: student (Rossella Iraci Cappucinello) elected on the IEP Steering Committee of the IEP.

- 2011: Fernando Miguel Galán Palomares (Spanish Student) replaced Rosella on the steering committee.
EURASHE

European Association of Institutions in Higher Education

- Association of European Higher Education Institutions – Polytechnics, Colleges, University Colleges, etc. – devoted to Professional Higher Education and related research within the Bachelor-Masters structure.

- Main **objective** is to defend the interests of the professionally oriented HEIs, and to continuously enhance the importance and the **quality** of professional higher education in Europe.
ENQA

European Association for Quality Assurance in Higher Education

- Disseminates information, experiences and good practices in the field of quality assurance (QA) in higher education to European QA agencies, public authorities and higher education institutions.
In several countries agencies are responsible to **review** institutions/programmes. Agencies that substantially **comply** with a common set of principles for quality assurance in Europe are listed in the **register**. The **set of principles** are laid down in the European Standards and Guidelines for Quality Assurance (ESG).
ESU has been one of the 4 founders of the European Quality Assurance Register for Higher Education (EQAR) http://www.eqar.eu/
Part 1: European standards and guidelines for internal quality within higher education institutions

- 1.1 Policy and procedures for quality assurance
- 1.2 Approval, monitoring and periodic review of programmes and awards
- 1.3 Assessment of students
- 1.4 Quality assurance of teaching staff
- 1.5 Learning resources and student support
- 1.6 Information systems
- 1.7 Public information

Part 2: European standards for external quality assurance of higher education

- QA procedures, processes fit for purpose, follow-up

Part 3: European standards for external quality assurance agencies

- Activities, resources, mission statement
QA policy/research and students

- ESU statement on institutional Quality Assurance
- 2003 Policy Paper "Quality Assurance and Accreditation"
- Statement - Quality Assurance needs to take account of the social dimension of Higher Education
ESU’s policy on - Quality Assurance

• Quality Assurance is an ongoing process that ensures the delivery of agreed standards.

• The goal of Quality Assurance is to improve education and therefore it should be a continuous process taking place on all levels:
  ▫ Course
  ▫ Programme
  ▫ institution and its sub-divisions
ESU’s policy on - Quality Assurance

• External and internal reviews should be seen as complementary
  ▫ Same principle applies at institutional and program level evaluations

• full involvement of students as equal partners in all levels of QA

• Same basic principles, stated in the ESG:
  ▫ stakeholder involvement, fitness for purpose, public availability and accessibility of the quality assurance results and generating trust
ESU’s involvement in QA

• In designing and promoting the European Standards and Guidelines for Quality Assurance (ESG).
• Has performed in 2008 the first QA agency audit (ARACIS) entirely carried out by a student review panel.
• Has been involved in the revision of UNESCO/OECD guidelines for quality provision in cross-border higher education (2005).
• Overview of QA implementation in the BP → BWSE and BAFL.
BOLOGNA AT THE FINISH LINE
An account of ten years of European higher education reform

BOLOGNA WITH STUDENT EYES 2009

NO STUDENT LEFT OUT
The do's & don'ts of student participation in higher education decision-making
ESU’s involvement in QA

- EUA’s Institutional Evaluation Programme (IEP)
- ENQA quality assurance agencies’ evaluations
- Institutional evaluations organized by national quality assurance agencies
- LLP funded project 2009-2012 Quest for Quality for Students Pan-European survey, student quality concept, site visit, workshops, student quality kit, student expert pool database, final conference
- LLP funded common project of E4 (MAP- ESG)
Quest for Student Quality

- **Identify what information students want from HEIs**
- Consult with regards to QA processes to assess the usage of European Standards & Guidelines on QA (input into MAP-ESG project for revision of ESGs)
- **Method:** desk research, one survey directly to students, site visits (Spain)!
ESU on a QUEST

- Looking into modes of engagement, researching into expectations of students and their information needs, asking what is important to them
- Proposing a quality concept based on student learning experience that can be put to use in quality enhancement, setting of standards of quality
- Promoting ownership of student unions over quality processes
- Building expertise among students active in external quality assurance on the European level
- Developing practical guidance and a handbook
MAP ESG:

• “Mapping the implementation and application of the Standards and Guidelines for the Quality Assurance in the European Higher Education Area”

• MAP ESG Project run by E4 Group

• (ESG adopted in 2005)

• It now thus an appropriate time to look into how the ESG have impacted on QA processes all over Europe.
EQAF


- Students are involved in writing papers, presenting workshops etc..

- 2005-2010; 5 years of student participation in Quality Assurance in Spain.
- Focus groups – proposing a new tool for empowering students in quality assurance.
- Partners or Counterparts? - Student Involvement in Management and Quality Assurance at Lund University
European cooperation in QA

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ESU QA Experts Pool

- Have a significant role in further development of the organization as an important partner in ensuring quality assurance of higher education institutions and quality assurance agencies in Europe.

- Started in 2009.

- So far 3 training sessions
Training sessions so far

1. 7-18 July 2009: “Improving Higher Education through the engagement of student experts”

2. 4-10 July 2010: “Enhancing student participation in the process of quality assurance”

3. 13-16 July 2011: “Student Representatives Empowerment on QA in HE”
Strasbourg – 1st QA study session (2009)
Strasbourg – 2nd QA study session (2010)
Edinburgh – 3rd QA study session (2011)
Other experts pool

• Examples of countries where student experts’ pool for external evaluations exist and are coordinated by student organisations:
  - Belgium (VVS),
  - Germany (FZS),
  - Romania (ANOSR),
  - Scotland (NUS-UK, Sparqs)
  - Switzerland (VSS-UNES- USU)
  - Slovenia (SSU)
Some good practices
Romania

- Students are **legally recognised** as partners with full rights in quality assurance.
- National Union of Students ANOSR also formed an **Expert pools** to train students who would like to get engaged in quality assurance.
- Students are also engaged in **writing of papers** which are presented at conferences at national level.
- **Online fora** also exist and here students can share their experiences and good practice.
Spain

- 2007: students **observer members** of the external evaluation committee of the institutional assessment programme.
- 2008: students **full members** in another programme (VERIFICA) whose task is to analyse and verify the new proposed degrees that Spanish universities want to introduce.
- Since 2009 the chairperson of CREUP was appointed as a **full member** of the Advisory Council within ANCEA.
Sweden

• Legislation depicts students as **full partners** in HE.

• QA internal guidelines of Lund university state that students should not be viewed as counterparts, but rather as partners in the University's activities

• Student representatives are included in the process of **creating the QA policy**.
Switzerland

- 2001: QA unit responsible for QA and Accreditation of Swiss universities formed.

- 2006: VSS-UNES-USU (NUS in Switzerland) signs a **bilateral agreement** with the Swiss QA unit and an experts pool was set up.

- VSS-UNES-USU and the QA unit prepared a concept for the **training** of student experts.
Norway

- 2008: University of Bergen revised its QA system with **full participation** of students.

- **Working group** pointed out that the use of questionnaires was unsuccessful and did not play a constructive part of the QA system.

- Students **propose** to review study-units and programmes of study through **focus groups** composed of students.
Malta

• 2007: internal QA unit (APQRU) formed at the University.
• 2009: students carry out campaigns to encourage students to participate in student feedback exercises.
• 2010: student representative full member of PVC, subunit of APQRU
• 2010: study on the current situation of QA carried out by the students’ council.
• 2010: University senate confirms that the outcomes of this study are in line with results obtained by the QA unit and recommends actions.
Student involvement in QA

• European Ministers of Education stated, “students are full partners in higher education governance” in the Berlin Communiqué (2003).

• Student participation exists at three levels: local, national and European, all of which are important and interdependent. Regardless of the level, student representation should uphold the principles of openness, representativeness, democracy, independence, accountability and accessibility to all students, as described in the ESU Ljubljana Declaration (2008).
Students’ participation in the QA processes (BWSE 09)

<table>
<thead>
<tr>
<th>Process</th>
<th>No Participation</th>
<th>Very Little Participation</th>
<th>Some Participation</th>
<th>High Participation</th>
<th>No Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal QA</td>
<td>18%</td>
<td>15%</td>
<td>24%</td>
<td>11%</td>
<td>3%</td>
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<tr>
<td>External evaluations</td>
<td>15%</td>
<td>21%</td>
<td>24%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>Accreditation/audit procedures</td>
<td>12%</td>
<td>18%</td>
<td>14%</td>
<td>30%</td>
<td>20%</td>
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<tr>
<td>Agency governance</td>
<td>3%</td>
<td>18%</td>
<td>41%</td>
<td>20%</td>
<td>12%</td>
</tr>
</tbody>
</table>
STUDENT PARTICIPATION

- ESU Bologna With Student Eyes 2009 confirmed that there has been progress in participation of students in quality assurance since 2005 and 2007.

- But that involvement in governance of HEI is not correlated and there are serious problems there with trusting students. In many countries, reluctance in including students to external review panels also persists.
Student participation in internal quality assurance – BWSE 2009

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Fig. 13—Student participation in internal quality assurance

- equal partners
- participation high but still lacking in some places
- some participation but far from being enough
- very little participation
- no participation
Student participation in external quality assurance processes – BWSE 2009

fig. 14—Student participation in external evaluation, audit/accreditation processes, agency governance

- High participation or equal partners in external evaluations, audit/accreditation and quality assurance governance
- High participation or equal partners in agency governance and particular cases for the rest of the processes
- High participation or equal partners in external evaluations and audit/accreditation processes
- High participation or equal partners in external evaluation
- Insatisfactory level of participation in all
Quality assurance systems’ compliance with the European Standards and Guidelines

fig. 1—Quality assurance systems’ compliance with the ESG

- Internal QA, External QA, QA agency at least significantly compliant
- External QA and QA agency significantly compliant
- IQA significantly and either external QA or QA agency significantly compliant
- Either internal QA, external QA or QA agency significantly compliant
- Neither internal QA, external QA, nor QA agency significantly compliant
Overall student participation in QA

QUEST Work Shop – July 2011

- Poor participation is the most common response, with around five students.
- Normal participation is slightly less common, with around three students.
- Good participation is more common than normal, with around four students.
- Excellent participation is the least common, with around one student.
- Very poor participation is also uncommon, with around two students.
In case of more questions, please, contact:

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Thanks for your attention!

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