

CALOHEE-ENOTHE Quality Assurance System Guidelines (adapted from Wagenaar, 2023 and ENOTHE Tuning project, 2008).

<b>The key objectives of the ENOTHE Quality Assurance System are:</b>	
<ul style="list-style-type: none"> <li>→ Enhance the transparency of education systems and mutual understanding between higher education authorities, institutions and their staff and students.</li> <li>→ Contribute to the accountability of higher education institutions to the state and society at large for the quality of the education they provide through recommendations on how to apply the Tuning CALOHEE Qualifications Reference Frameworks for Higher Education in Europe.</li> <li>→ Facilitate the mobility of students and recognition of diplomas and degrees.</li> <li>→ Contribute toward the employability of graduates, active citizenship in democratic societies, ensuring personal development, and the development of a broad, advanced knowledge base.</li> </ul>	
<b>ESG Part 1: European Standards and Guidelines for Internal Quality Assurance (IQA)</b>	
<b>Standard 1.2</b>	Design and approval of programmes:
<p>Institutions should establish processes for programme design and approval, ensuring alignment with set objectives, clear communication of resulting qualifications, and adherence to the appropriate levels within the national qualifications framework and with the Framework for Qualifications of the European Higher Education Area.</p> <ul style="list-style-type: none"> <li>→ Use the General Qualifications Reference Frameworks as the references in the formal institutional approval and the process of programme design and/or enhancement and/or enhancement of programme learning outcomes.</li> <li>→ Use the Subject Area Specific Qualifications Reference Frameworks as meta-reference frameworks for the design of new or enhancement of existing degree programmes.</li> <li>→ Use the most relevant Subject Area Assessment / Learning Outcomes Reference Frameworks to fine-tune the programme learning outcomes and to (re)formulate module / unit learning outcomes.</li> </ul>	
<b>Standard 1.3</b>	Student-centred learning, teaching and assessment:
<p>Institutions should deliver programmes that foster active student engagement in the learning process, with assessments reflecting this participatory approach.</p>	
<b>Standard 1.4</b>	Student admission, progression, recognition and certification:
<p>Institutions should consistently apply published regulations throughout the student life cycle, covering phases such as admission, progression, recognition, and certification.</p>	
<b>Standard 1.9</b>	On-going monitoring and periodic review of programmes:
<p>Institutions should regularly review programmes to ensure they meet set objectives and respond to student and societal needs, fostering continuous improvement; any planned or implemented actions resulting from these reviews should be communicated to all relevant stakeholders.</p>	
<b>ESG Part 2: European Standards and Guidelines for External Quality Assurance</b>	
<b>Standard 2.1</b>	Consideration of EQA:
<p>EQA should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.</p>	
<b>Standard 2.4</b>	Peer-review experts:
<p>EQA should be carried out by groups of external experts that include student member(s).</p>	