

Report on the educational programme
Standards in higher education institutions – the
European context

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Training: Standards for the Higher Education. Quality assurance policies. Design, modification and approval of study programmes. Internal Quality Assurance System. Standards for Study Programmes.

Target group: university management, faculty management, staff responsible for accreditation at Tajik National University

Higher education regulations in the European Union

- Higher education in the European Higher Education Area (EHEA) is subject to regular external review by a quality assurance agency (QAA).
- The agreed common framework for quality assurance systems is the Standards and Guidelines for Quality Assurance in the EHEA (ESG).
- The European Quality Assurance Register for Higher Education (EQAR) is the EHEA's official register of QAAs, listing those that substantially comply with the ESG.

ENQA - The European Association for Quality Assurance in Higher Education

- ENQA was first established in 2000 as the European Network for Quality Assurance in Higher Education to promote European cooperation in the field of quality assurance in higher education. In 2004, it became the European Association for Quality Assurance

in Higher Education with the aim to contribute to the maintenance and enhancement of the quality of European higher education, and to act as a major driving force for the development of quality assurance across all the Bologna Process signatory countries.

- ENQA is a membership association that serves and represents its members at the European level and internationally. ENQA members are quality assurance organisations from the European Higher Education Area that operate in the field of higher education.
- As the designated stakeholder organisation of quality assurance agencies in the EHEA, ENQA represents their interests internationally, supports them nationally and provides them with comprehensive services and networking opportunities.
- Under ENQA's umbrella, the community of agencies drive innovation in quality assurance and refines quality assurance processes.

ENQA has three main goals:

- Representing interests of quality assurance agencies

- Providing services to members and other stakeholders
- Driving the development of external quality assurance

Standards and Guidelines for Quality Assurance in the European Higher Education Area

The ESG are a set of standards and guidelines for internal and external quality assurance in higher education. The ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas, which are vital for successful quality provision, and learning environments in higher education.

The ESG should be considered in a broader context that also includes qualifications frameworks, ECTS and diploma supplement that contribute to promoting the transparency and mutual trust in higher education in the EHEA.

The earlier and first version of the ESG was adopted in 2005. In 2012 ministers agreed that the ESG should be revised in order “to improve their clarity, applicability and usefulness, including their scope.

The standards for quality assurance have been divided into three parts:

- Internal quality assurance
- External quality assurance
- Quality assurance agencies

It should be kept in mind, however, that the three parts are intrinsically interlinked and together form the basis for a European quality assurance framework. External quality assurance in Part 2 recognises the standards for internal quality assurance in Part 1 thus ensuring that the internal work undertaken by institutions is directly relevant to any external quality assurance that they undergo. In the same way Part 3 refers to Part 2. Thus, these three parts work on a complementary basis in higher education institutions as well as in agencies and also work on the understanding that other stakeholders contribute to the framework. As a consequence, the three parts should be read as a whole.

The standards set out agreed and accepted practice for quality assurance in higher education in the EHEA and should, therefore, be taken account of and adhered to by those concerned, in all types of higher education provision.

Part 1: Standards and guidelines for internal quality assurance

1.1 Policy for quality assurance

Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.2 Design and approval of programmes

Standard: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

1.3 Student-centred learning, teaching and assessment

Standard: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

1.4 Student admission, progression, recognition and certification

Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

1.5 Teaching staff

Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

1.6 Learning resources and student support

Standard: Institutions should have appropriate funding for learning and teaching activities and

ensure that adequate and readily accessible learning resources and student support are provided.

1.7 Information management

Standard: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

1.8 Public information

Standard: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

1.9 On-going monitoring and periodic review of programmes

Standard: Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Part 2: Standards and guidelines for external quality assurance

2.1 Consideration of internal quality assurance

Standard: External quality assurance should address the effectiveness of the internal quality assurance processes described in Part 1 of the ESG.

2.2 Designing methodologies fit for purpose

Standard: External quality assurance should be defined and designed specifically to ensure its fitness to achieve the aims and objectives set for it, while taking into account relevant regulations. Stakeholders should be involved in its design and continuous improvement.

2.3 Implementing processes

Standard: External quality assurance processes should be reliable, useful, pre-defined, implemented consistently and published. They include

- a self-assessment or equivalent;
- an external assessment normally including a site visit;

- a report resulting from the external assessment;
- a consistent follow-up.

2.4 Peer-review experts

Standard: External quality assurance should be carried out by groups of external experts that include (a) student member(s).

2.5 Criteria for outcomes

Standard: Any outcomes or judgements made as the result of external quality assurance should be based on explicit and published criteria that are applied consistently, irrespective of whether the process leads to a formal decision.

2.6 Reporting

Standard: Full reports by the experts should be published, clear and accessible to the academic community, external partners and other interested individuals. If the agency takes any formal decision based on the reports, the decision should be published together with the report.

2.7 Complaints and appeals

Standard: Complaints and appeals processes should be clearly defined as part of the design of external quality assurance processes and communicated to the

institutions.

Note!

Part 3: Standards and guidelines for quality assurance agencies is not a part of our training.

Key features of the Slovak Republic's higher education system

Slovak higher education has witnessed significant changes during the last three decades of independent statehood, after being a part of the Czechoslovak education system from 1918 until 1993 (except for a short period of Slovak independent statehood during the Second World War). Since 1993, the Slovak Republic has been building its higher education system in the face of challenges similar to those met by other post-communist Central and Eastern European (CEE) countries. Among other issues, the Slovak higher education system underwent a transformation of the governance and management structures of its higher education institutions (HEIs), curricula changes, and the

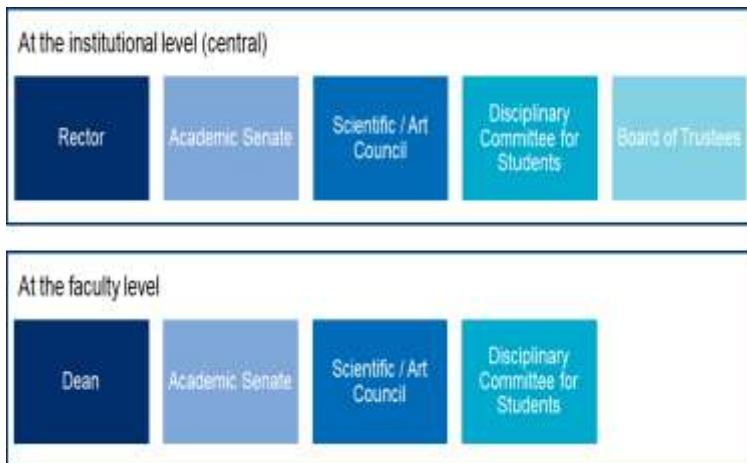
incorporation of research into the mission of mainly teaching-oriented institutions (Westerheijden and Sorensen, 1999[8]). Most importantly, CEE post-communist countries had to deal with the massification of higher education, which took place in Western European countries decades earlier (Trow, 1972[9]; Neave, 1986[10]; OECD, 2006[11]). Furthermore, Slovak higher education, its structure and regional distribution played an important role in the nation building of the newly established state.

The Slovak higher education sector has since grown in size and changed in structure. In 1991, the Slovak higher education system (still a part of then Czechoslovak Republic) consisted of 13 HEIs and 52 faculties¹ accommodating approximately 62 000 students (CVTI, 2021[12]). Following a period of rapid massification, the number of students in Slovak HEIs peaked in 2008, then decreased steadily. In 2020, there were 33 HEIs and 128 faculties, with a total student enrolment of around 137 000 (CVTI, 2021[13]). This downward trend is a key feature of contemporary Slovak higher education, resulting from a

combination of demographic factors and issues specific to the higher education system, including a decline in the share of young Slovaks applying to Slovak HEIs and a high share preferring to study abroad

The types of HEIs in the Slovak Republic have also changed over the past decades, with the introduction of state and private HEIs alongside public HEIs. State HEIs provide professional education in key areas of public service (e.g. health, defence, police).

Governing bodies in Slovak higher education institutions



Accreditations in Slovakia

The Slovak Accreditation Agency for Higher Education (SAAHE) is responsible for the quality of Slovak universities.

The Slovak Accreditation Agency for Higher Education is a newly established public institution whose task is to perform external quality assurance activities in higher education in the Slovak Republic. It was established by Act no. 269/2018 Coll. (the Quality Act) as a legal entity based in Bratislava.

The mission of the Agency is to contribute to improving the quality of higher education through modern tools following the European Standards for Quality Assurance in Higher Education (ESG 2015). The Agency is intended to provide a mirror of quality to higher education institutions and to decide on the granting of appropriate accreditations following the law. The Agency replaces the activities of the previous Accreditation Commission, an advisory body of the Government of the Slovak Republic in assessing applications of higher education institutions, and also takes over the decision-making authority of the Minister of Education, Science, Research and Sports of the Slovak Republic.

SAAHE's mission is to contribute to the improvement of the quality of higher education through modern tools following the ESG. At the same time, the Agency's objective is to provide professional and independent perspectives on the quality of higher education in the Slovak Republic, and thereby to strengthen the quality culture in higher education institutions. The Agency is intended to reflect the quality of HEIs and to decide on granting appropriate accreditations following the law.

According to law, SAAHE adopts the following accreditation standards:

- Standards for the Higher Education Internal Quality Assurance System
- Standards for Study Programmes
- Standards for Habilitation Proceedings and Inauguration Proceedings (NOTE! not the content of our training).

The Agency started receiving the first accreditation applications in the second quarter of 2021. SAAHE is the successor to the former Accreditation Commission, which was an advisory body to the Government of the Slovak Republic that functioned until December 2019 and did not have a separate

legal entity. Based on the Act, the decision-making authority of the Minister of Education, Science, Research and Sports of the Slovak Republic in the area of quality assurance of higher education was transferred to SAAHE as of 1 January 2020.

Past process of accreditation:

- The department of the university developed draft study program
- The scientific council of the faculty approved the study program
- The Rector "moved" the application for accreditation (right to implement) study program for the accreditation commission
- The Accreditation Commission, an advisory body to the government, has assessed
- The Minister, a member of the Government of the Slovak Republic, decided on the right to implement a study program.

New process of accreditation:

- The department of the university (faculty) will prepare a draft study program
- The university will apply for accreditation (right to implement) study program for an accreditation agency
- Accreditation Agency, an independent body, assesses and decides (i.e. not a minister or other state body)
- The school acquires the right to implement, or to implement and modify the study program, or if the university has confirmed compliance of the internal quality assurance system with the standards, then:
- The department of the university (faculty) will prepare a draft study program
- The relevant authority, the "structure" of the university will assess and decide (approves or disapproves) the study program
- Acquires the right to create, implement and modify study programs in the relevant field of study.

Accreditation of the study programme procedure in Slovakia

A higher education institution may apply for accreditation of a study program in a field of study and a degree at which it does not yet have the right to carry out study programs. The applicant for state approval submits an application for the accreditation of a study program in the fields of study and degrees at which he / she wants to start providing higher education.

The application for accreditation of the study program contains

- a) the name of the party to the proceedings, its registered office and the identification number of the organization; if the study program which is the subject of the application is to be carried out by the faculty, also the designation of this faculty,
- b) the name of the study program, the form of study and the language or languages in which it is to be conducted,
- c) the name of the field of study from the system of fields of study,
- d) university degree,
- e) the level of education level and the code of the field of education according to the

- international standard classification of education,
- f) the level of the national qualifications framework,
 - g) awarded academic degree,
 - h) documentation for the study program which is the subject of the application concerning
 - a. spatial, material, technical, information and personnel provision of higher education,
 - b. requirements for applicants for study, the method of their selection and recommended personal prerequisites,
 - c. study requirements,
 - d. the creative activity of the university staff who are to take part in the implementation of the study program,
 - i) the consent of the legal entity listed in the description of the field of study, if required by the description of the field of study)
 - j) the assent of the relevant ministry on the implementation of the proposed study program, if it is a state university,
 - k) additional documentation needed to evaluate the fulfilment of individual standards for the study program,
 - l) internal evaluation report.

The university shall submit the documents to the Agency electronically.

In the case of a teaching combined study program or a translation combined study program, for the purposes of applying for accreditation of a study program, the university shall state in the application at least two approvals together with requirements for subjects of pedagogical-psychological basis, social-scientific basis, subject didactics or translation basis. An application submitted in this way is considered an application for accreditation of the study program.

The Agency shall by decision reject the application for accreditation of the study program if

- a) the party to the proceedings already has the right to create, implement and modify the study program in the relevant field of study and degree,
- b) the Agency has validly decided on another application for accreditation of the study program of the relevant higher education institution in the same field of study and degree during the two years preceding the submission of the relevant application, or

- c) the party to the proceedings has applied for the accreditation of a study program for a joint study program, a study program carried out as interdisciplinary studies or for a study program carried out in a combination of two study fields.

The Agency shall by decision reject the application for accreditation of the study program in the relevant field of study if it is submitted by the university five years after the date of entry into force of the Agency's decision ordering the cancellation of the study program in the same field of study.

The Agency shall reject the application if, in assessing the application, it finds that:

- a) the party does not meet the standards for the study program or
- b) there is no presumption that a private university will meet the standards for the study program and the applicant for state consent is a party to the proceedings.

The Agency shall decide to grant accreditation to the study program if, when assessing the application, it finds that:

- a) the party meets the standards for the study program or

- b) it is assumed that the private university will meet the standards for the study program and the party to the proceedings is the applicant for state consent.

The higher education institution is not entitled to modify the relevant study program without the prior consent of the Agency and is not entitled to create new study programs in the relevant field of study and degree; this fact shall be indicated by the Agency in the register of fields of study and in the register of study programs.

The Agency continuously monitors the compliance of the implementation of the relevant study program with the submitted application for accreditation of the study program and the standards for the study program.

The Agency shall assess the compliance of the implementation of the relevant study program with the standards for the study program after two years from the date of the regular completion of the first student of the relevant study program, but not before the standard duration of this study has expired.

In the assessment under paragraph 11, the Agency shall focus on the consistency of the higher education

outcomes of graduates of the relevant study program with the outcomes.

Standards for the Higher Education Internal Quality Assurance System

- The structure and content are based on European ESG standards.

Quality assurance policies

In its strategic management, the higher education institution shall consistently apply the quality assurance policies. Their basic principle is to accept the primary responsibility of the institution for the quality of education provided at all parts, all levels and in all aspects of the higher education institution.

In its strategic documents, especially in the long-term plan, the institution has a clearly defined mission, which is consistently fulfilled.

In its strategic documents, especially in the long-term plan, the institution has clearly defined strategic objectives in terms of its educational activities, research, artistic and other activities and

other related activities in accordance with its mission.

The institution has quality assurance policies that are implemented and formalized and it strictly follows them. For this purpose, it has established appropriate structures and processes that are linked to a coherent higher education internal quality assurance system ("the internal system") which applies to the entire institution. The internal system defines the competence and responsibilities of individual structures, institution management, other institution staff and relevant stakeholders to ensure the quality of higher education and related activities.

The institution has sufficient personal staff, financial and material resources commensurate with its size and the extent of its educational, research, artistic and other activities and other related activities.

The policies, structures and processes of the institution's internal system shall ensure:

- a) student and external stakeholder involvement in quality assurance;
- b) the interrelationship between educational and research, artistic and other activities and that the level and focus of research, artistic and

- other activities correspond to the level of higher education and the learning outcomes;
- c) support for the internationalization of educational, research, artistic and other activities and other related activities to ensure that its level is commensurate with the mission and strategic objectives of the higher education institution, the learning objectives and outcomes and the needs of stakeholders;
 - d) protection against all forms of intolerance and discrimination against students, staff and applicants, based on gender, race, colour, language, age, sexual orientation, belief or religion, disability, political or other opinions, national or social origin, nationality or ethnic group, property and origin;
 - e) the maintenance of academic integrity, adherence to academic ethics, vigilance against plagiarism and other types of academic fraud, and that appropriate action is taken in response to them;
 - f) effective mechanisms for examining claims through which students seek the protection of their rights and legally protected interests that they believe have been violated or through which students point out specific deficiencies in the actions or inactions of the institution. The examination of claims is transparent and

is also carried out by student representatives. The complainants are provided with feedback on the results of the examination and the adopted measures;

- g) compliance with and adherence to generally binding regulations and the internal regulations of the higher education institution;
- h) the continuous improvement of the quality of the activities carried out by the higher education institution and the development of a quality culture at all parts and levels of the higher education institution;
- i) the interrelationship between the internal system and the long-term plan of the institution;
- j) effective administration related to quality assurance and not overloading teachers, students and other staff involved in research, artistic and other activities with unnecessary bureaucratic obligations.

Quality assurance policies shall be binding on all contractors of the higher education institution and other third parties that participate in or have an impact on the quality of education, research, artistic and other activities and other related activities.

Quality assurance policies and processes shall include the regular monitoring, evaluation, and revision of the internal system involving all stakeholders. These processes shall take into account whether the internal system leads to the achievement of strategic objectives in the field of quality assurance set in strategic documents, especially in the long-term plan.

The institution shall allow easy public access to formalized policies and processes and to the further documentation of the internal system, while the type of access shall respect the specific needs of persons with disabilities. The internal system documentation relevant to students is published in all the languages of the delivered study programmes.

Design, modification and approval of study programmes in Slovakia

The institution has formalized structures and processes for the design, modification and approval of study programmes. The competence, extent and responsibilities of the individual structures, staff and other stakeholders for ensuring the quality of the study programme are defined.

2. The structures and processes for the design, modification and approval of study programmes shall ensure:

- a) the involvement of students, employers and other relevant stakeholders;
- b) a transparent, fair, professional, objective and independent evaluation of the study programme that avoids conflicts of interest and possible bias;
- c) that study programmes meet the Standards for Study Programmes;
- d) that study programmes have a specified and communicated qualification acquired through their successful completion corresponding to the requirements of the relevant level of the qualifications framework;
- e) that the content and level of qualification meet the sector-specific expectations of employers and other external stakeholders;
- f) that study programmes have a specified graduate profile with clearly defined and communicated learning objectives and learning outcomes that are verifiable and appropriate to the institution's mission, level of qualification and field knowledge according to the relevant field of study or

- combination of fields of study in which graduates obtain their degree;
- g) that the interrelationship between educational and research, artistic and other activities and the level and focus of research, artistic and other activities corresponds to the level of higher education and learning outcomes;
 - h) that study programmes provide students with transferable skills that contribute to their personal development and can be used in their future careers and life as active citizens in democratic societies.

The structures and processes for the design, modification and approval of joint study programmes with universities abroad shall ensure the application of the principles of the European Approach to Quality Assurance in Joint Study Programmes.

The granting of a higher education institution's entitlement to the design, implementation and modification of study programmes in the relevant field of study and at the relevant level is conditioned on the compliance with the internal system and its implementation of these standards and on the delivery of the study programme or study

programmes in the relevant field of study and at the relevant level in compliance with the Standards for Study Programmes (next training).

This condition shall be met by all study programmes assigned to the relevant field(s) of study and to the relevant levels that are delivered at the institution and its parts.

Standards for Study Programmes in Slovakia

- The structure and content are based on European ESG standards.

Proposals and modifications

The proposal of a new study programme or the modification of a study programme is elaborated and submitted in accordance with the formalized processes of the higher education internal quality assurance system (“the internal system”). If the institution does not have an approved internal system, the quality assurance rules are stated directly in the proposal of the programmes.

A study programme is elaborated in compliance with the institution’s mission and strategic goals,

which are determined in the institution's long-term plan.

Designated persons are responsible for the delivery, development and quality assurance of the study programme.

Students, employers and other stakeholders are involved in the preparation of the study programme.

A study programme is assigned to a field of study and the extent of consistency of its content with the given field of study is justified. In the case of study programmes combining two fields of study or interdisciplinary studies, each study programme is assigned to the relevant field of study and the degree of consistency of its content with the relevant fields of study is justified.

The study programme clearly defines and communicates the level of qualification that students will acquire upon their successful completion of the programme. The qualification corresponds to the appropriate level of education under the qualifications framework.

The study programme clearly defines a graduate's profile. Within its framework, the

descriptors define learning outcomes that are verifiable and appropriate to the institution's mission, the given level of the qualifications framework and the subject field according to the relevant field of study or a combination of fields of study in which graduates obtain their higher education degree.

The learning outcomes and qualifications obtained by completing the study programme meet the sector-specific professional expectations for the pursuit of the profession. The study programme indicates the professions for which the acquired qualification is necessary. This is confirmed by the statements of relevant external stakeholders or by the agreement of the legal entity indicated in the description of the relevant field of study, if required by the description, or by a favourable opinion of the relevant ministry for the delivery of the study programme, in the case of a state higher education institution or in the case of a qualification for the performance of regulated professions.

The professional content, structure and sequence of the profile courses and other educational activities of the study programme and the conditions for successful completion of study enable the learning

outcomes specified in the graduate profile to be achieved and guarantee access to the latest knowledge, skills and competencies, including transferable skills that affect their personal development and that can be used in their future careers and the lives of active citizens in democratic societies. In the case of professionally oriented bachelor's degree programmes, the content of the study programme is designed to enable the achievement of employers' expected learning outcomes with an emphasis on the development of practical professional skills in the relevant sector of the economy.

A study programme must include a standard length of study, a specified workload for each course expressed in ECTS credits and the number of face-to-face teaching hours, except where the nature of the educational activity does not require it. The standard length of study, workload and number of face-to-face teaching hours allow learning outcomes to be achieved while corresponding to the form of the study programme.

In the case of professionally oriented bachelor's degree programmes, their content includes compulsory professional practice in a contracted

organization for at least one term. The practice is designed to develop practical professional skills and enables students to undertake activities through which they acquire work procedures typical for the relevant level of qualification and field of study. It allows students to participate in professional processes and projects, and by engaging in specific tasks, they acquire relevant knowledge, skills and competencies. The professional practice may be carried out in one longer period or divided into several shorter periods, depending on the needs of the study programme and the conditions of the cooperating organization in which the professional practice takes place.

The study programme has a clearly defined level and nature of research, artistic and other activities required for successful completion, especially concerning the final thesis.

Good practise
from our
university: A
joint study
programme



- European Joint Master in Social Work with Children and Youth ESWOCHY
- With the support of the Erasmus+ Programme of the European Union, the Consortium of Mykolas Romeris University (Lithuania) (coordinator), Riga Stradins University (Latvia), the Catholic University in Ruzomberok (Slovakia) and the ISCTE University Institute of Lisbon (Portugal) presents European Joint Master in Social Work with Children and Youth.
- The aim of ESWOCHY is to prepare highly skilled professionals to be leaders in the field of international, intercultural and comparative social work with children and youth.
- The students will possess an educational and experiential foundation that combines theories of social work, social sciences, humanities and indigenous knowledge,

comparative international research, policy development and the newest knowledge of using ICT in social work practice with children and youth.

- Students will study in different Consortium Universities each semester.

Situation in Tajikistan and at Tajik National University

- Agency For Supervision In The Field Of Education And Science Under The President Of The Republic Of Tajikistan
- The main goal of the Agency is to determine the directions for the implementation of a unified policy of state supervision in the field of education and science, as well as control over the implementation of statutory and regulatory enactments and state educational standards in educational institutions of the Republic of Tajikistan, regardless of the legal corporate form and departmental affiliation, recognizes and establishes the equivalence of academic certificates, received in foreign countries, and evaluates the process of education and upbringing, the level of knowledge quality of schoolchildren, listeners and students, masters, doctoral candidates,

training of specialists and new professional avenues of educational institutions.

- **The Tajik National University (TNU)** was established in 1947; it acquired its current status in 1997 and its current name in 2008. It has 117 departments organised into 19 faculties; in addition, there are a number of institutes and centres such as the Confucius Institute, the Russian Centre, the Pakistan Centre and the Centre for the Study of India. The University is based on three campuses in Dushanbe.
- TNU has committed itself to aligning with the national strategy, with Tajikistan deciding to sign the Bologna Declaration and join the European Higher Education Area (EHEA). To meet the principles of the Bologna declaration and the expectations of the EHEA, TNU has had to change and develop significantly in recent years, including adopting the ECTS credit system and introducing the educational philosophy of student-centred learning.
- Institutional Accreditation of Tajik National University by EKKA - Estonian Quality Agency For Higher And Vocational Education
- Institutional accreditation' is the process of external evaluation which assesses the

conformity of a University or higher education institution's management, work procedures, study and research activities and environment to both legislation and the goals and development plan of the higher education institution itself.

Important documents and links

ENQA's Non-European and International members

<https://www.enqa.eu/membership-database/areas/non-european-and-international/>

Interesting video: The European context for quality assurance in higher education - Achim Hopbach

<https://www.youtube.com/watch?v=KH8aSGrGbjA>

Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.

Standards for study programmes

<https://saavs.sk/wp-content/uploads/2020/12/Standards-for-Study-Programmes.pdf>

Standards for the Higher Education Internal Quality Assurance System <https://saavs.sk/wp->

[content/uploads/2020/12/Standards for the Internal System.pdf](#)