

2025 European Quality Assurance Forum

PARALLEL SESSION I: PERSPECTIVES ON QA

Promoting academic excellence through quality assurance



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Corvinus University of Budapest, Hungary



ESU EUROPEAN
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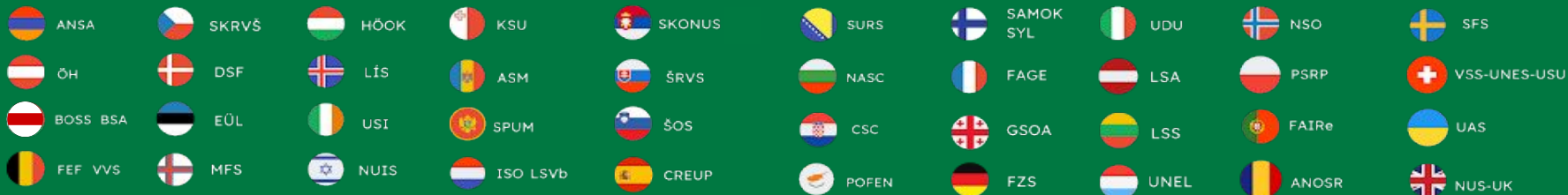
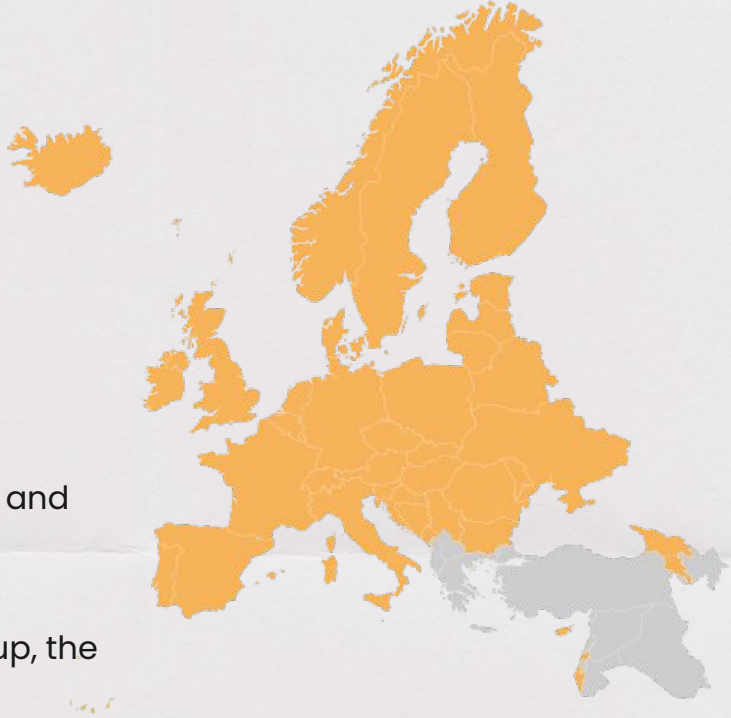


Promoting Academic Excellence through Quality Assurance – A Student Perspective

Nora Angelova
Executive Committee Member,
European Students' Union



- 44 National Unions of Students (NUS) from 40 countries
- 20 million students across Europe
- Representing & promoting educational, social, economic and cultural interests
- Towards the European Union, the Bologna Follow-Up Group, the Council of Europe and UNESCO



Quality assurance - is it bureaucracy, or is it trust?

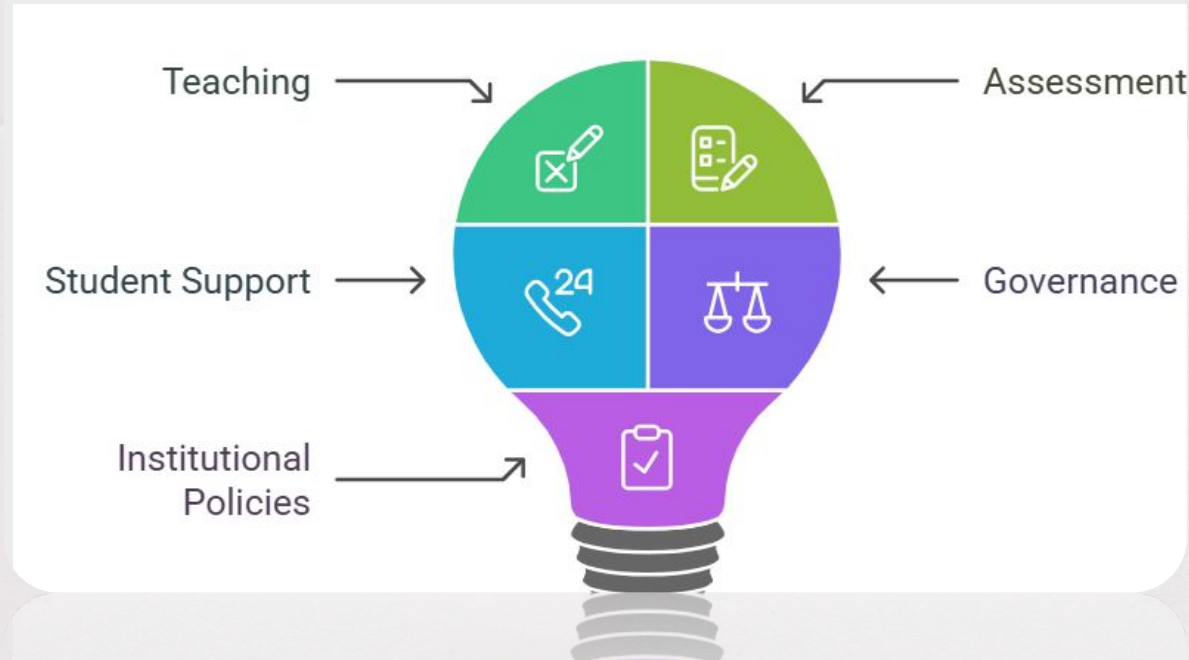
How many of you have ever been involved in a quality assurance process?

How many of you felt that your input actually **changed something**? That your feedback led to improvement, or that the institution took it seriously?

What is Quality Assurance (QA)?

= an ongoing, continuous process of **monitoring, evaluating, maintaining and enhancing** the quality of an education system, institution or programme

It covers:





QA in Practice – how does it work?

Quality Assurance (QA) operates at **multiple levels** to ensure that **education remains fair, transparent, and effective**. It involves both **internal and external processes**, with **students playing a crucial role** in shaping and improving education.

♦ Internal QA – How Institutions Ensure Quality

Institutions have their own QA mechanisms to monitor and improve educational standards. These include:



Course evaluations & student feedback



Institutional policies & self-assessments



Support for teaching staff



QA in Practice – how does it work?

Quality Assurance (QA) operates at **multiple levels** to ensure that **education remains fair, transparent, and effective**. It involves both **internal and external processes**, with **students playing a crucial role** in shaping and improving education.

◆ External QA – Independent oversight & accreditation

Beyond internal processes, external QA mechanisms exist to ensure **institutions meet recognized standards**. These include:



National accreditation bodies



European & International QA frameworks



Employer and labour market recognition

**Quality assurance should never be a top-down,
bureaucratic exercise.**

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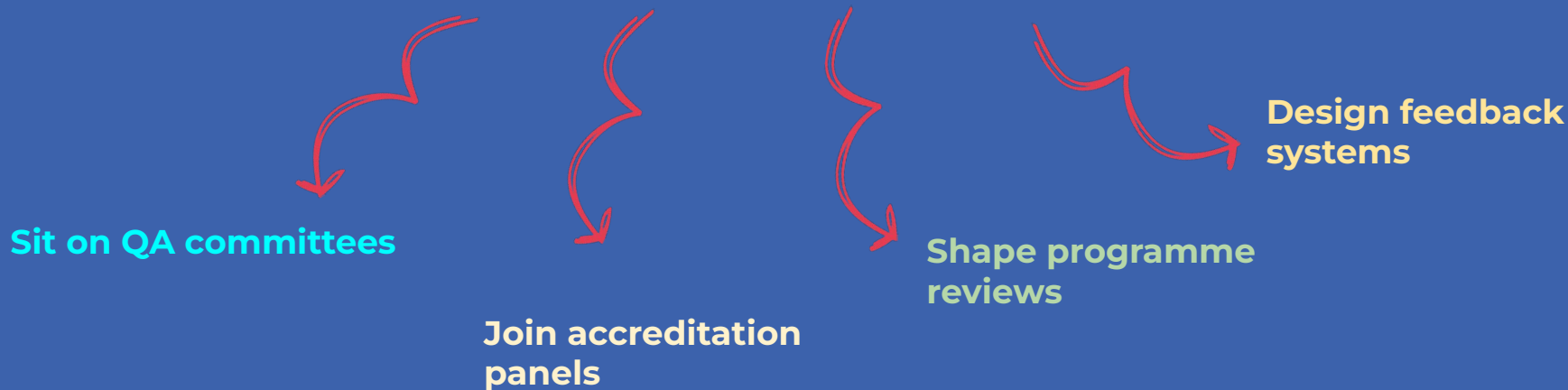
It should be a *living culture* - a culture of reflection,
improvement, and shared responsibility.

And students are absolutely **central** to that culture.

A decorative orange wavy line with three peaks, positioned below the text.

Students as Partners in Quality

Students are not the objects of quality assurance – they are its co-authors.



In your institution, do students have a say in quality processes? And if they do - are they being heard, or just listened to?



Meaningful student engagement =

Transparency



Capacity building



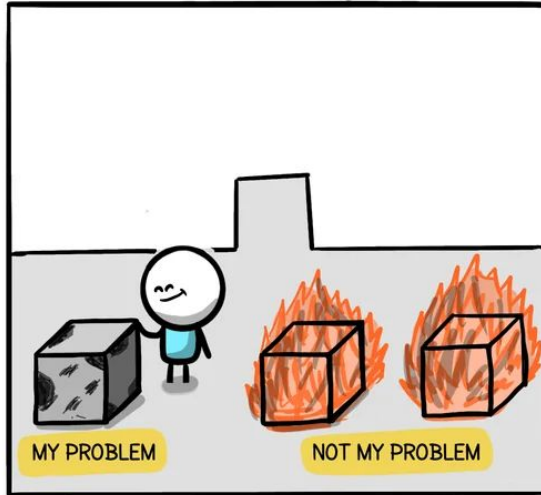
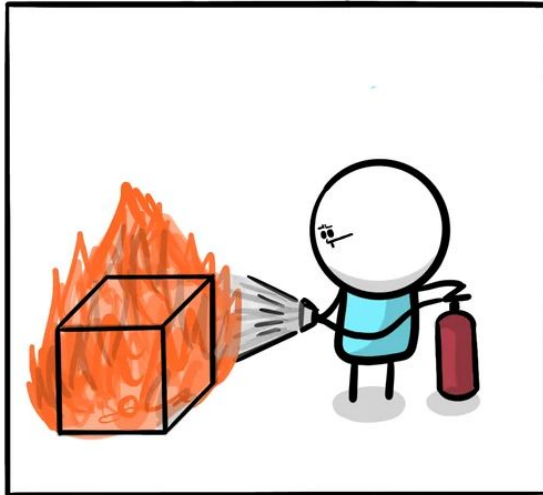
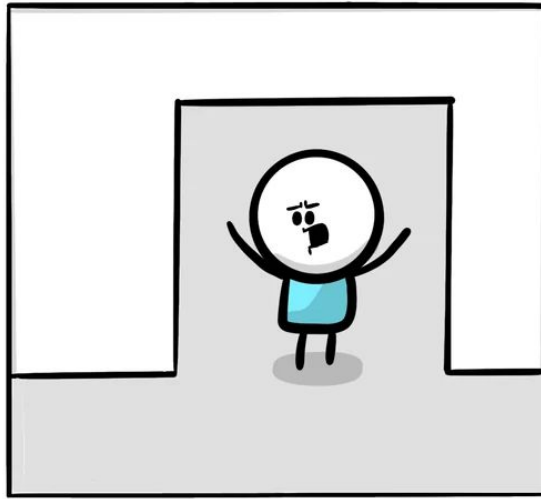
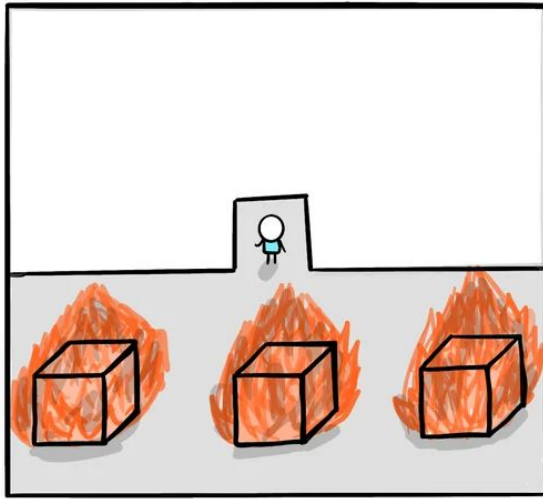
Feedback loops



Why this matters..

Legitimacy:

QA decisions gain credibility when we are **full** partners.



Relevance:

We highlight gaps in learning environments, employability skills and equity.

Why this matters..

Capacity-building:

Participation equips students with leadership, evaluation and dialogue skills - creating a generation of quality-aware graduates.

Transparency & accountability:

Students ask the tough questions institutions sometimes overlook.

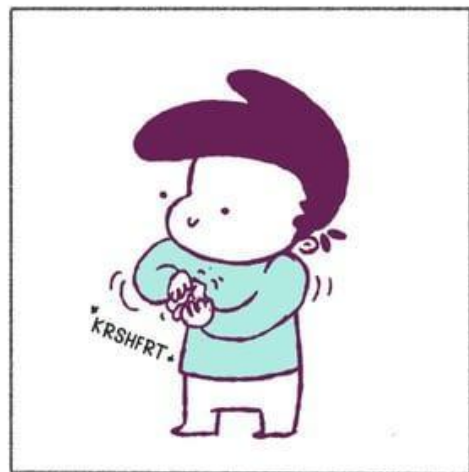
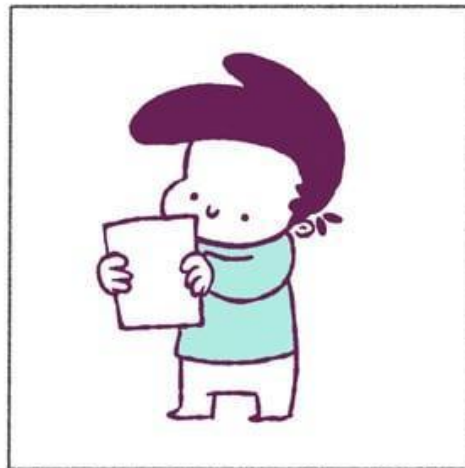
ACCOUNTABILITY 101



☒ I MEANT WELL.

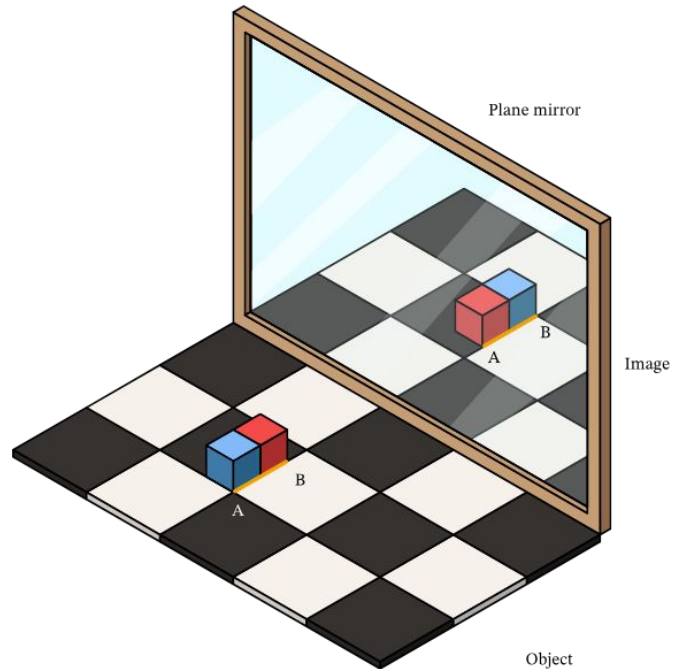
☒ THAT WAS NOT MY INTENT.

☒ I BROKE THE EGG.





How QA Drives Academic Excellence?





How QA Drives Academic Excellence?



Elevates teaching quality



Insures relevance



Promotes inclusion and equity



Fosters innovation and a culture of reflection

Quality Assurance in Times of Crisis

- ❖ QA as a *lifeline* during COVID-19
- ❖ Communication & feedback = resilience

Quality assurance is not a process - it's a relationship.

During the pandemic, QA wasn't just procedural — it became a relationship. Institutions with responsive feedback systems adapted better.”

Lessons from the Pandemic

- ✓ Transparent communication
- ✓ Flexibility in QA frameworks
- ✓ Trust through student participation



What's one thing your institution learned about quality during the pandemic?

From Policy to Practice: Building a Culture of Excellence



From Policy to Practice: Building a Culture of Excellence

A culture where students and staff share **ownership of quality**.

Where **feedback is valued as a gift**, not a **threat**.

Where improvement is **continuous**, not episodic.

The Role of Students & Institutions

Students

- ❑ Advocate for transparency
- ❑ Contribute constructively
- ❑ Share responsibility for improvement

Institutions

- ❑ Treat students as partners
- ❑ Keep QA flexible and inclusive
- ❑ Value feedback as growth

Excellence grows where dialogue thrives.

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