



QUALITY ASSURANCE IN HIGHER EDUCATION THE EQAS FOOD AWARD



Prof. Maria Papageorgiou

Department of Food Science and
Technology

International Hellenic University

Email : mariapapage@food.teithe.gr

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(https://www.youtube.com/watch?time_continue=30&v=GgxHJNkyrko), 2min
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Universities are international

- Bologna process – standardisation of higher education
- First-Second-Third cycle:
3y/2y/3y structure
ECTS: 180-240/90-120/none
- Easier movement of students between countries – taking credits with them
- Recognition of qualifications between

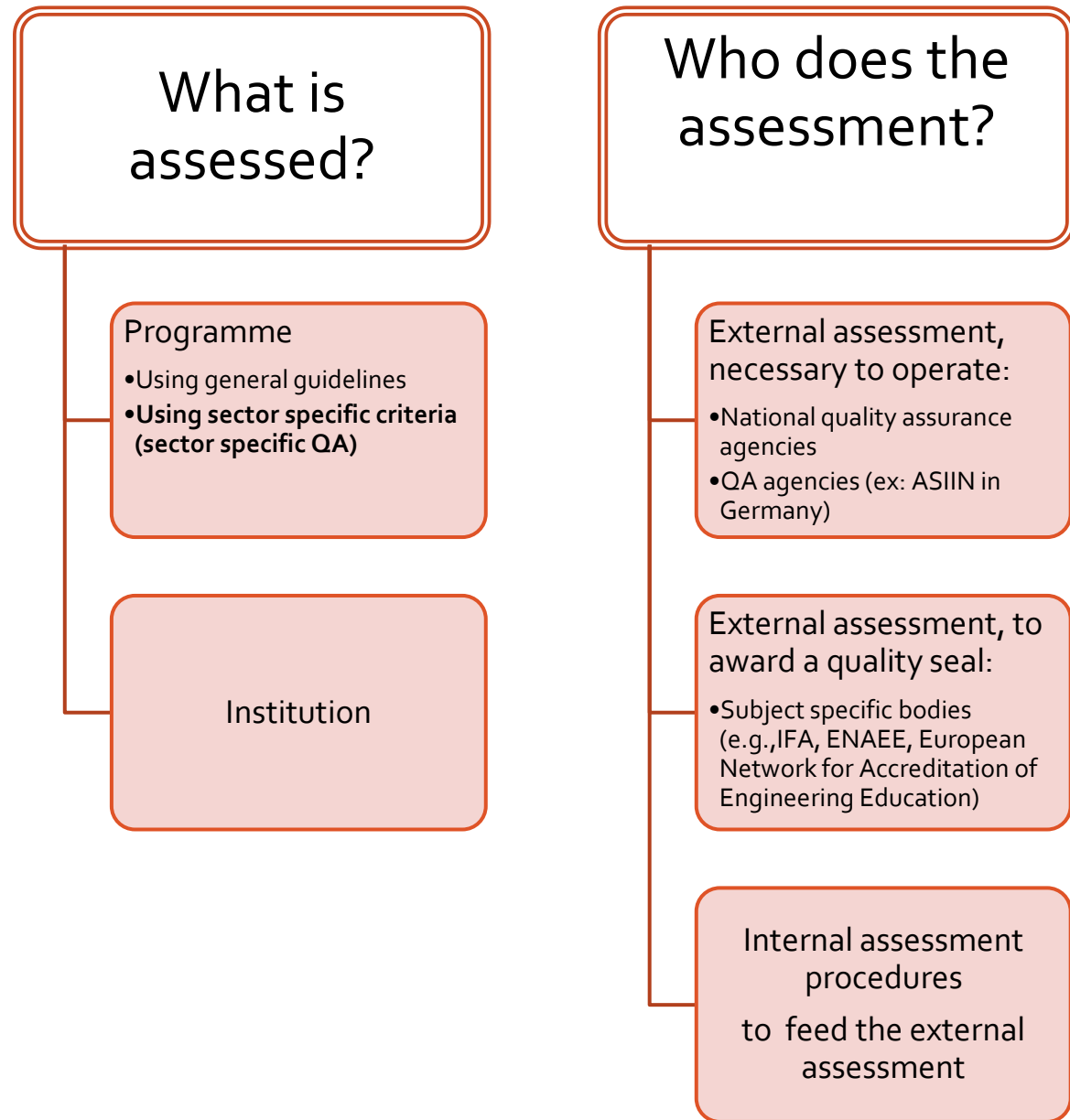


Why Accreditation?



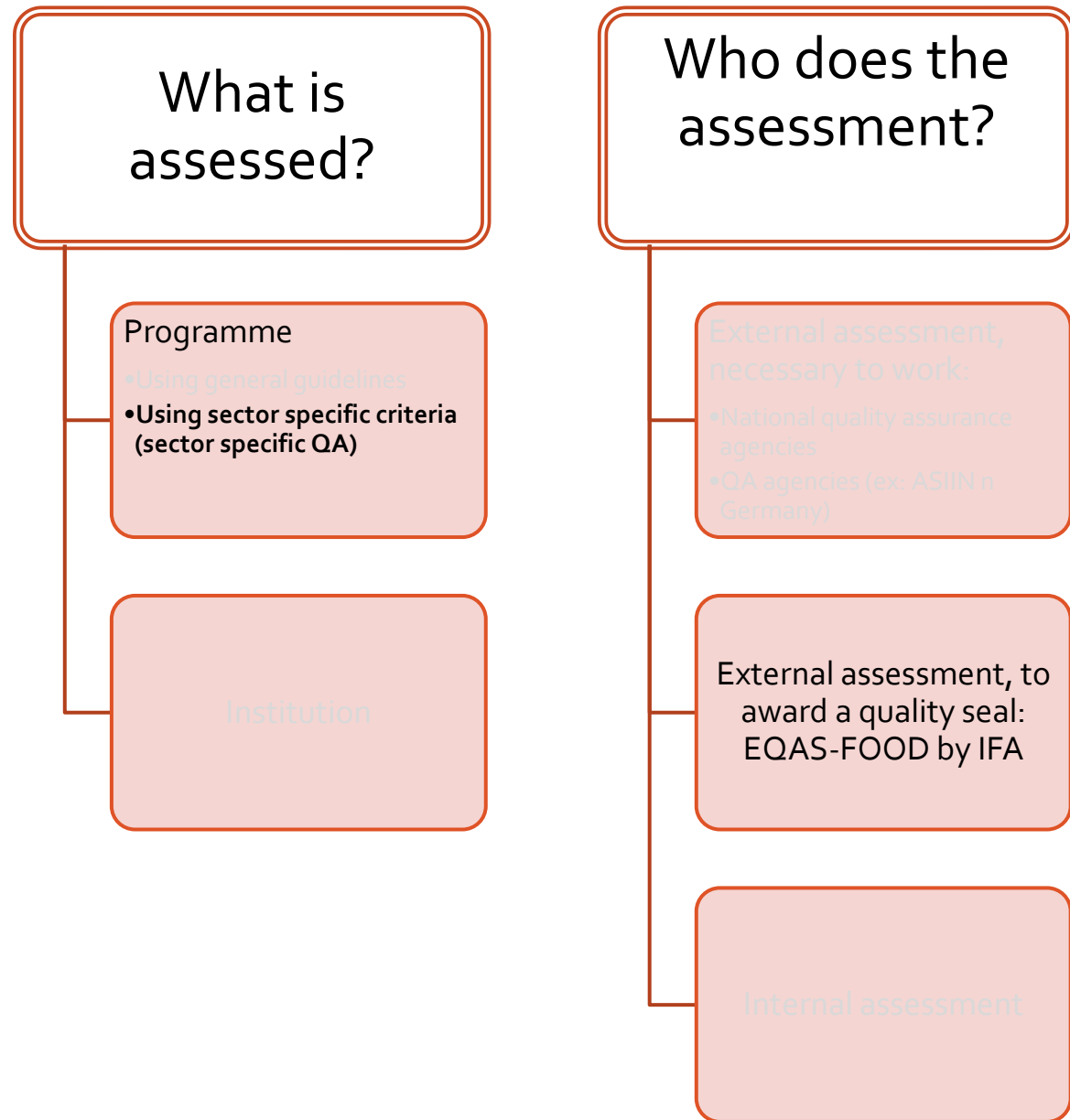
- There are international standards in food science & technology:
 - ISO, BRC and other QA standards
- Most universities subject to QA review (internal/external)
- Professional bodies such as medicine, engineering etc have standards

Quality Assurance in Higher Education



European Quality Accreditation System for Food Studies

EQAS-Food Award



Why specialized accreditation for food science and technology courses

- Recognition of the quality of the Food Science and Technology Programmes
- Ensure FS & T programmes have core quality
- Promote courses at International Level
- European Tuning of subject areas since the year 2000
- Trend to create specialized LABEL AWARDS



What is the main difference between the EQAS-Food Award and the common national accreditation?

The main difference is the subject specific benchmark that this award offers, the possibility of comparing your degree with the international offer and the compliance to subject specific international standards.

SUBJECT-SPECIFIC QUALITY LABELS

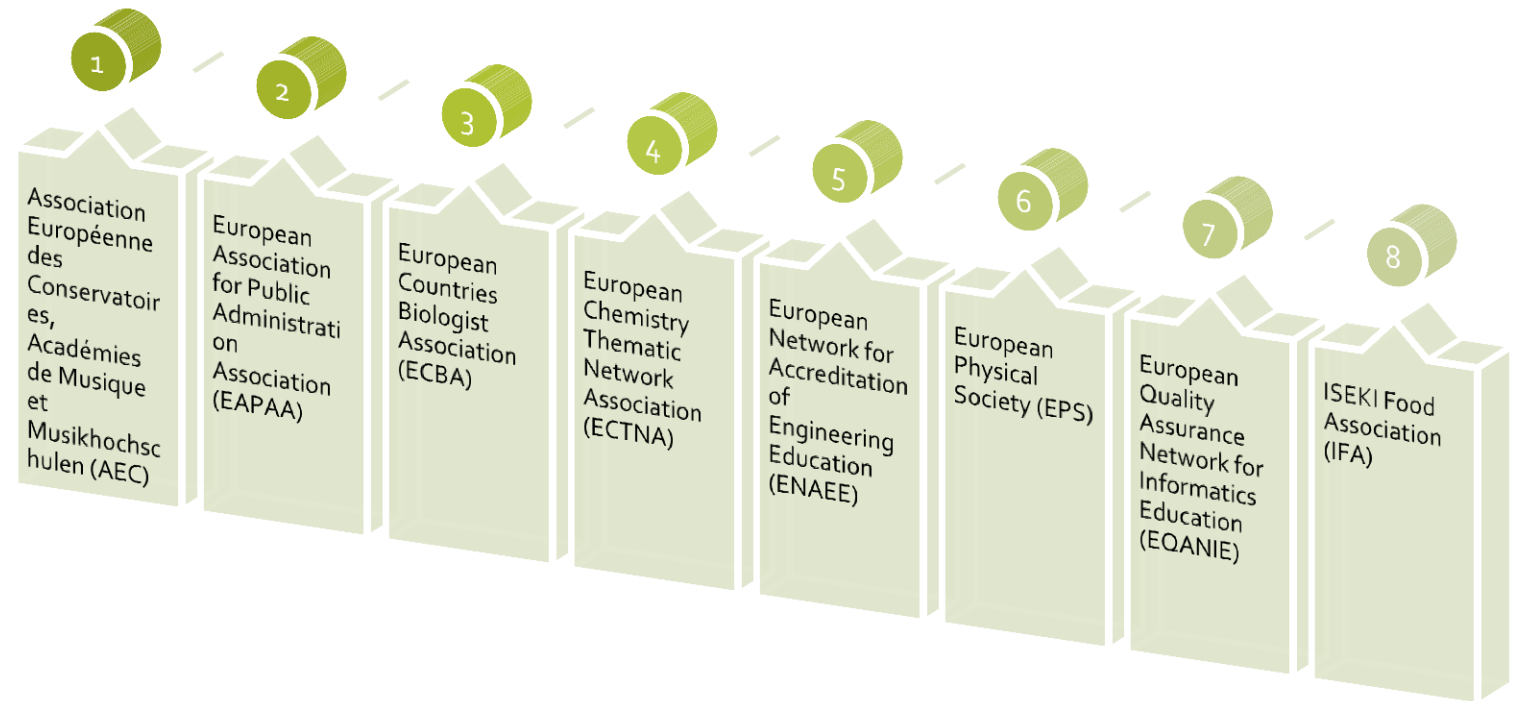
- Based on learning outcome oriented subject standards in compliance with the “European Qualifications Framework” and the “European Standards and Guidelines” they validate that a study program **fulfils the requirements of science and professional practice in a certain discipline to a high level.**
- They further confirm the provision of a secure set of basic conditions for good teaching and successful learning

EQAS-FOOD AWARD – A QUALITY LABEL

and its relatives in
other subjects...



EASPA - European Alliance for Subject Specific and Professional Accreditation and Quality Assurance



Different policies to promote the quality seals by the subject specific associations

The association does the evaluation itself

- Example: IFA

A quality assurance agency does it on behalf of the association

- Example 1: ENAEE charges ASIIN to award the EUR-ACE label in any country
- Example 2: ASIIN does it on behalf of IFA within a sandwich procedure for German Institutions



What is the difference to other labels, such as IFT?

EQAS-Food Award follows the European Standards and Guidelines for Quality Assurance in Higher Education (ESG) as adopted by the Ministers of education in 2005, following a proposal prepared by the European Association for Quality Assurance in Higher Education (ENQA) in co-operation with the European Students' Union (ESU), the European Association of Institutions in Higher Education (EURASHE) and the European University Association (EUA)

These include a number of orientations for internal quality assurance (e.g. requirements for design and approval of programmes, implementation of student-centred learning) and for external quality assurance (e.g., requirements for the selection of experts).

EQAS-FOOD AWARD VS CERTIFICATE

EQAS-Food Award

VS

EQAS-Food Certificate

Award

- for BSc and MSc related with Food Science and Technology
- Coherence of programme, adequacy of resources and quality assurance
- Defined learning outcomes
- Applicants are universities

Certificate

- For short courses
- Coherence of programme, adequacy of resources and quality assurance
- Applicants are usually training associations

Accreditation of short courses



EQAS-Food Certificate

Follows same principles as main award

- Certifies the quality & content of short courses

Simplified application procedure

Quick decision

Use of EQAS-Food logo in publicity and delegates' certificates

FEEES, DURATION, VALIDITY AND LANGUAGE

The first four questions asked by universities

How much it costs?

What are the possible decisions on the assessment?

What is the validity of the label?

What is the language of the process?

How much it costs?

- Send an email to eqas@iseki-food.net
- Contact the IFA national representative in your country

Decision on the assessment

1. EQAS awarded without any conditions or recommendations
 2. EQAS awarded with requirements to be met within 1 year
 3. EQAS award deferred until conditions defined by the panel have been met.
- An accreditation decision may be appealed
 - Awarded programmes (and respective accreditation report) are publicized in the website

https://www.iseki-food.net/accreditation/accredited_degree_programmes

Validity

Valid for 5 years

Language

All the contacts with IFA are in English.

The documentation for the accreditation prepared by the applicant can be in other language if agreed previously with IFA. In that case, IFA will select experts fluent in the required language.

The accreditation report will be prepared by the experts in English.

ROUTES FOR ACCREDITATION

Standard route

for programmes with previous accreditation (other than EQAS) less than 2 years before

Documentation from prior review	
Covers substantially contents in Section 2*. Additional information may be added.	Can include a single programme or group of programmes.
Assessor review	
Documentation shared with assessors.	Team composed of teachers and industry specialists.
Decision on the Award	
Based on information provided in the documentation.	Decision by IFA Accreditation Commission.

Standard route

for programmes with previous accreditation (other than EQAS) less than 2 years before

Docs from previous accreditation testify all the requisites except EQAS LO

EQAS reviewer focus on EQAS learning outcomes

Review team (at least 3 members: academics and industry reps) can ask questions by email or ask an online meeting (IFA secretariat will organize the meeting)

Extended route

Self-assessment report (SAR)	
Covers at least the contents in Section 2*.	Can include a single programme or group of programmes.
Assessor review	
Documentation shared with assessors. Two day audit for a single programme.	Team composed of teachers, industry specialists and senior student(s).
Decision on the Award	
Based on self-assessment and audit reports.	Decision by IFA Accreditation Commission.

Extended route

HEI provides a SAR

EQAS reviewer focus on EQAS
learning outcomes

Review team visits at the HEI

In collaboration with ASIIN

COMPLIMENTARY DOCUMENTATION

Self- assessment report (SAR)

1 Formal Data



2. The rationale of the programme

- 2.1 Needs of stakeholders (students, industry, professional associations)
- 2.2 Educational objectives (mission of educational institution, national educational policy, needs of stakeholders, relationship to food science and technology; see Annex I for the frame of reference for Food Science and Technology)
- 2.3 Programme outcomes (consistency with the objectives, consistency with general outcomes such as knowledge, competences and personal skills)



3. Educational Process

- 3.1 Overview of the curriculum
- 3.2 Delivery of the curriculum
- 3.3 Learning and assessment (methods of assessment of LO)
- 3.4 Alignment matrix for EQAS LO (see Annex V)



4. Resources and Partnerships

- 4.1 Academic and support staff (quality, number, research and professional activities)
- 4.2 Facilities (labs related to food, access to scientific literature, pilot plants)
- 4.3 Partnership (industry links, international links)



5. Management System

- Quality assurance system (re-examining needs, objectives and outcomes, educational process, resources and partnerships and quality assurance; analysis of students' results (time to complete the programme, levels achieved), analysis of graduates' results (match between work place and education, time of employment, opinion on education received, opinion of employers))



6. Supporting information about the study programme

- 6.1 Context
- 6.2 Performance
- 6.3 Quality & Standards Management
- 6.4 Employer Involvement
- 6.5 Course Design & Development

EQAS-Food Learning outcomes... the building blocks of knowledge, skills and competences

Food Safety and Microbiology -
Essential to produce safe foods; microbiology, toxicology and applied safety management belong to this group of outcomes.

Food Chemistry and Analysis -
Analysis of foods, chemical composition, physical properties and sensory characteristics of foods.

Food processing and engineering
- How to process foods with optimized product quality and hygiene, with knowledge of the food product and of the processing plant, with adequate water and waste management.

Quality management and food law

Quality management systems , principles of food legislation

Generic Competences -

Communication abilities, ethics and personal skills

Table 2. Minimum Learning Outcomes for **Food Chemistry and Analysis**

(A) First Cycle	(B) Second Cycle
<p>Demonstrate understanding of the basic concepts of organic chemistry, physical chemistry and biochemistry related to food.</p> <p>Demonstrate an understanding of the structure and function of major food components.</p> <p>Describe the physical and chemical properties of foods in production and supply chains.</p>	<p>(A) + Demonstrate a comprehensive understanding of the structure, function and interactions of major and minor food components, vitamins, flavours, taste and colour.</p>
<p>Describe the effects of at least two different food process operations on the physico-chemical properties of foods.</p>	<p>(A) + Demonstrate a critical understanding of the changes occurring during food process operations on the physico-chemical properties of foods.</p>
<p>Demonstrate a practical understanding of health and safety in the laboratory.</p>	<p>(A) + Demonstrate the application of the principles of GLP, health and safety in the context of a food laboratory.</p>
<p>Carry out an analysis of the proximate composition of foods and of basic sensory properties.</p>	<p>(A) + Undertake an extended analysis of the chemical, physical and sensory properties of foods, critically analyse and interpret the results.</p>
<p>Describe the main constituents of foods and their role in nutrition and health.</p>	<p>Demonstrate an awareness of the relationship between food, nutrition and health.</p>

Annex VI Alignment Matrix of Programme Learning Outcomes

Corresponding EQAS LO	Programme learning outcome	Module developing LO	Type of assessment (oral presentation, report, written exam etc.)	Teaching and Learning Activities (lecture, project etc.)	Extent of alignment with EQAS LO
LO1		Module A			
		Module B			
		...			
LO2		Module A			
		Module B			
		...			

EQAS report

Standard/Extended route

https://www.iseki-food.net/accreditation/Accredited_degree_programmes/kaunas_FSS_Msc

Sandwich accreditation with ASIIN in Germany

https://www.iseki-food.net/accreditation/Accredited_degree_programmes/Weihenstephan_Bachelor

EQAS resources

Leaflet

https://www.iseki-food.net/sites/iseki-food.net/files/leaflet-eqas_2016-06.pdf

Video

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

EQAS Food Award Procedures,
Criteria and Standards.

https://www.iseki-food.net/sites/iseki-food.net/files/download/g6/framework_doc_edit_rc_16.01.18.pdf

Thank you!



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