

European Quality Assurance
Register for Higher Education



Quality Assurance in the European Higher Education Area

Bologna Cooperation Forum
Conference & Networking Meeting, DAAD
Baku, 25-26 September 2019
Melinda Szabo, Policy Analyst, EQAR



History of QA in EHEA



First intentions:
“Promotion of European
co-operation in quality
assurance”
(Bologna Communiqué)

Common principles:
Standards and
Guidelines for Quality
Assurance in the EHEA
(Bergen)

Closer integration:
“allow EQAR-registered
agencies to perform their
activities across the EHEA”
(Bucharest)

Enhance transparency:
QA as key commitment;
welcome and promote
development of DEQAR
(Paris)

Initial commitment:
Key elements of
quality assurance
systems
(Berlin)

European organisation:
European Quality
Assurance Register
(EQAR)
(London)

Further consolidation:
ESG revised,
European Approach
for QA of Joint
Programmes
(Yerevan)

1999

2003

2005

2007

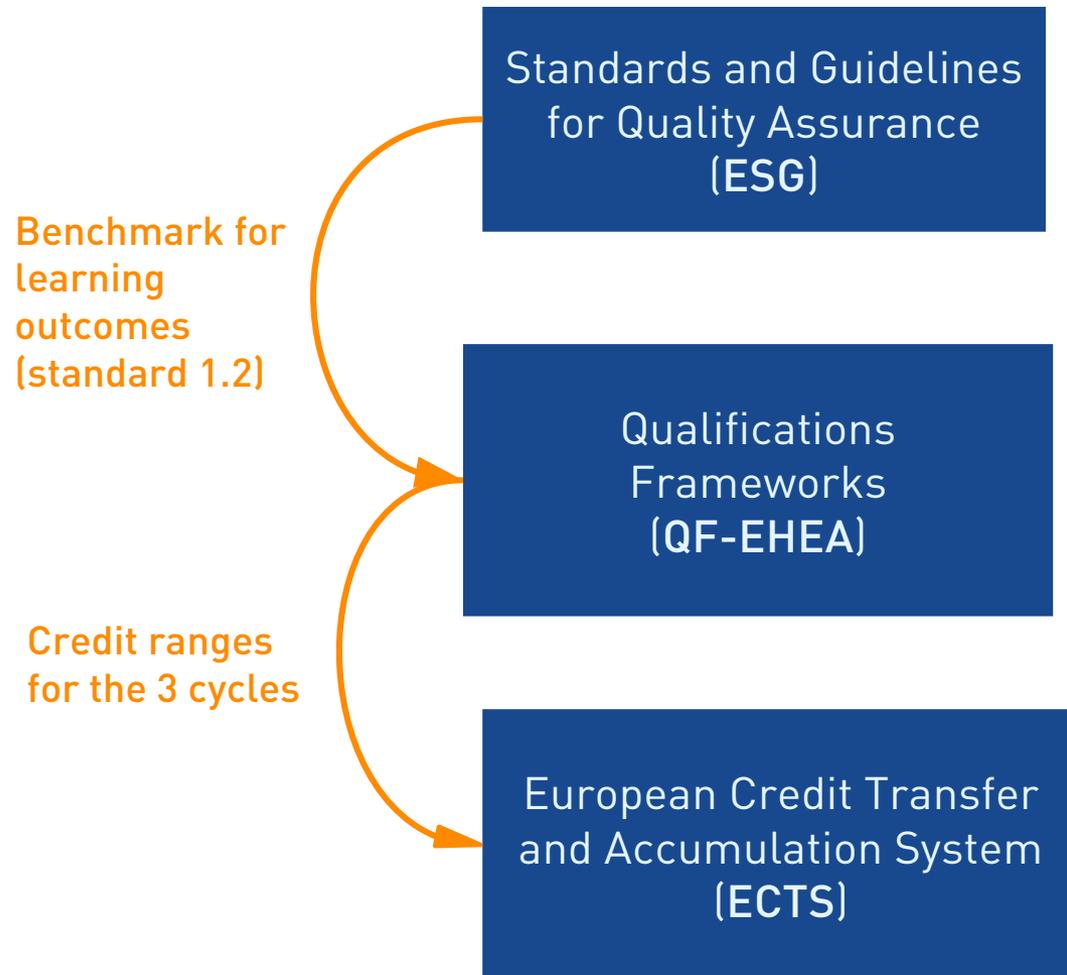
2012

2015

2018

The EHEA's Quality Framework

- A well oiled machine -



Three EHEA Key Commitments



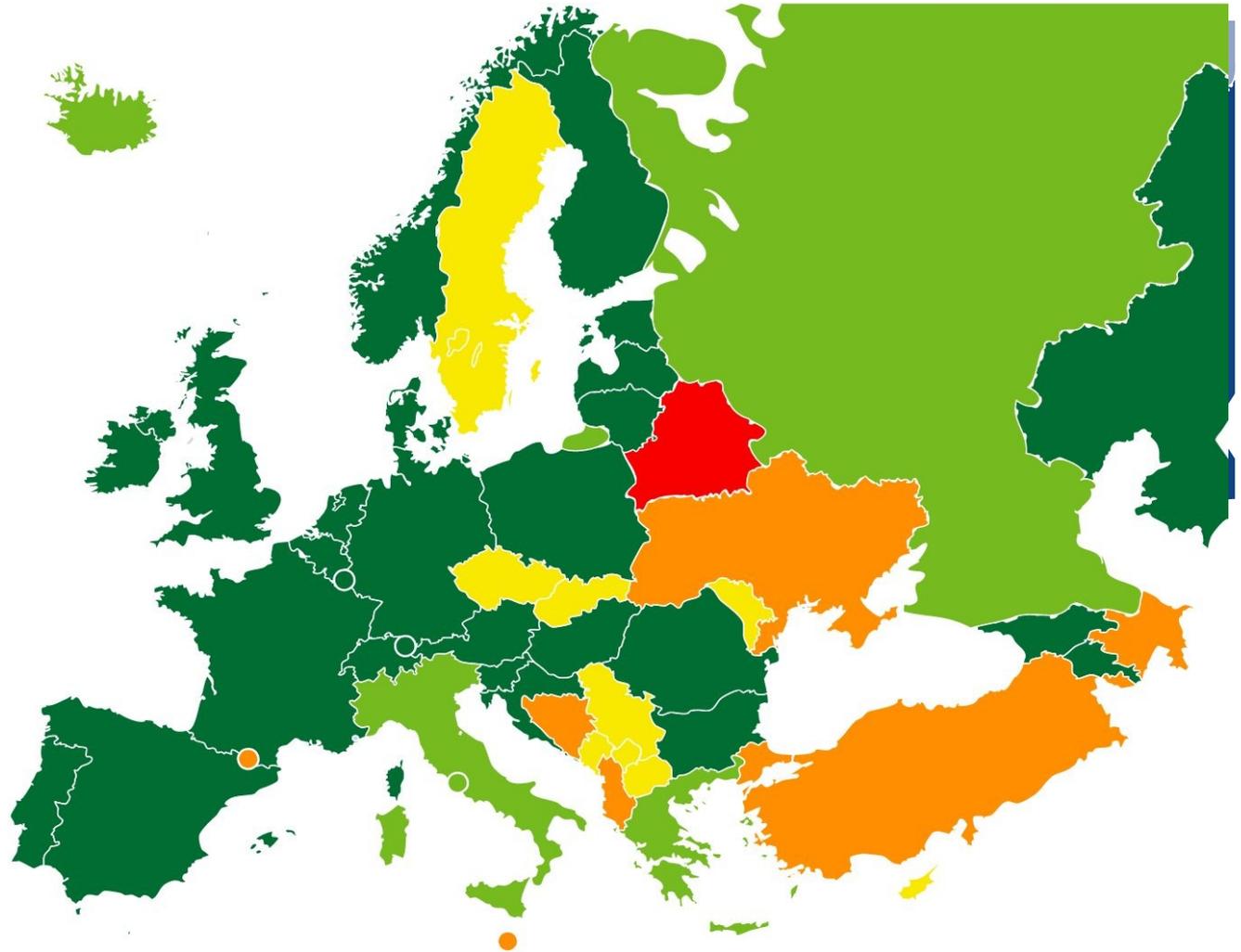
- 1) A three-cycle system in higher education, compatible with the QF-EHEA and scaled by ECTS
 - 2) Compliance with the Lisbon Recognition Convention
 - 3) Quality Assurance in conformity with European Standards and Guidelines (ESG)
- **But: three key commitments have not been implemented everywhere**
 - Thus: Bologna Peer Support Groups and peer-learning activities

Key Commitment on External Quality Assurance



Dark green:

A fully functioning quality assurance system is in operation nationwide, in which all higher education institutions are subject to regular external quality assurance by an agency that has successfully demonstrated compliance with the Standards and Guidelines for Quality Assurance in the EHEA (ESG) through registration on EQAR



European Quality Assurance Register (EQAR)



Mission: to enhance transparency and trust, to promote international recognition

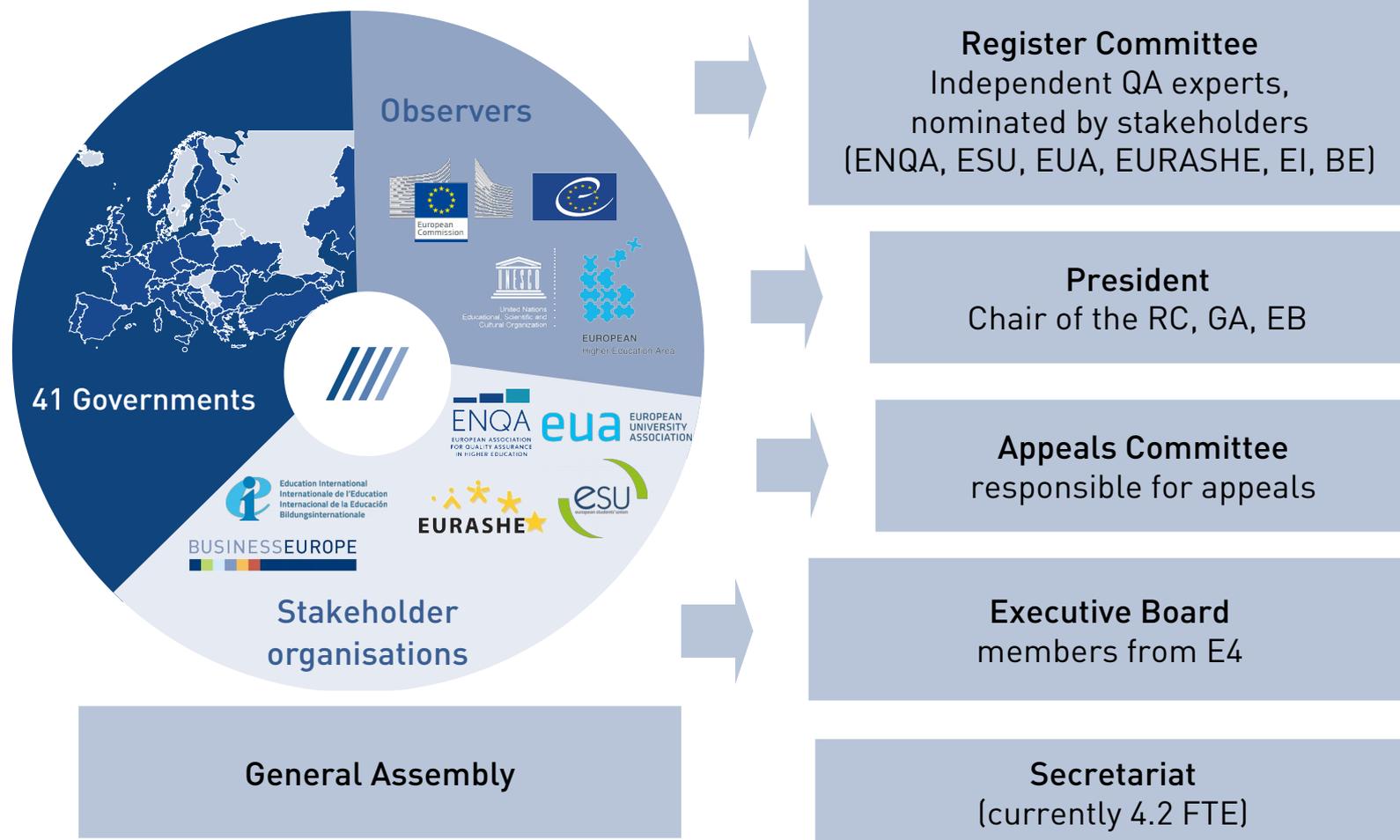
Role:

- EHEA's official register of quality assurance agencies that comply substantially with the ESG
- Established by E4 Group (ENQA, ESU, EUA, ERUASHE) at request of ministers
- Non-profit and independent
- Acting in the public interest

Objectives:

- Enhance trust in registered agencies
- Prevent „accreditation mills“ from gaining credibility
- Recognition of QA decisions and results
- Support recognition of qualifications
- Allow registered QAAs to operate across the entire EHEA (see Yerevan Communiqué 2015)
- Enable HEIs to choose suitable QAA

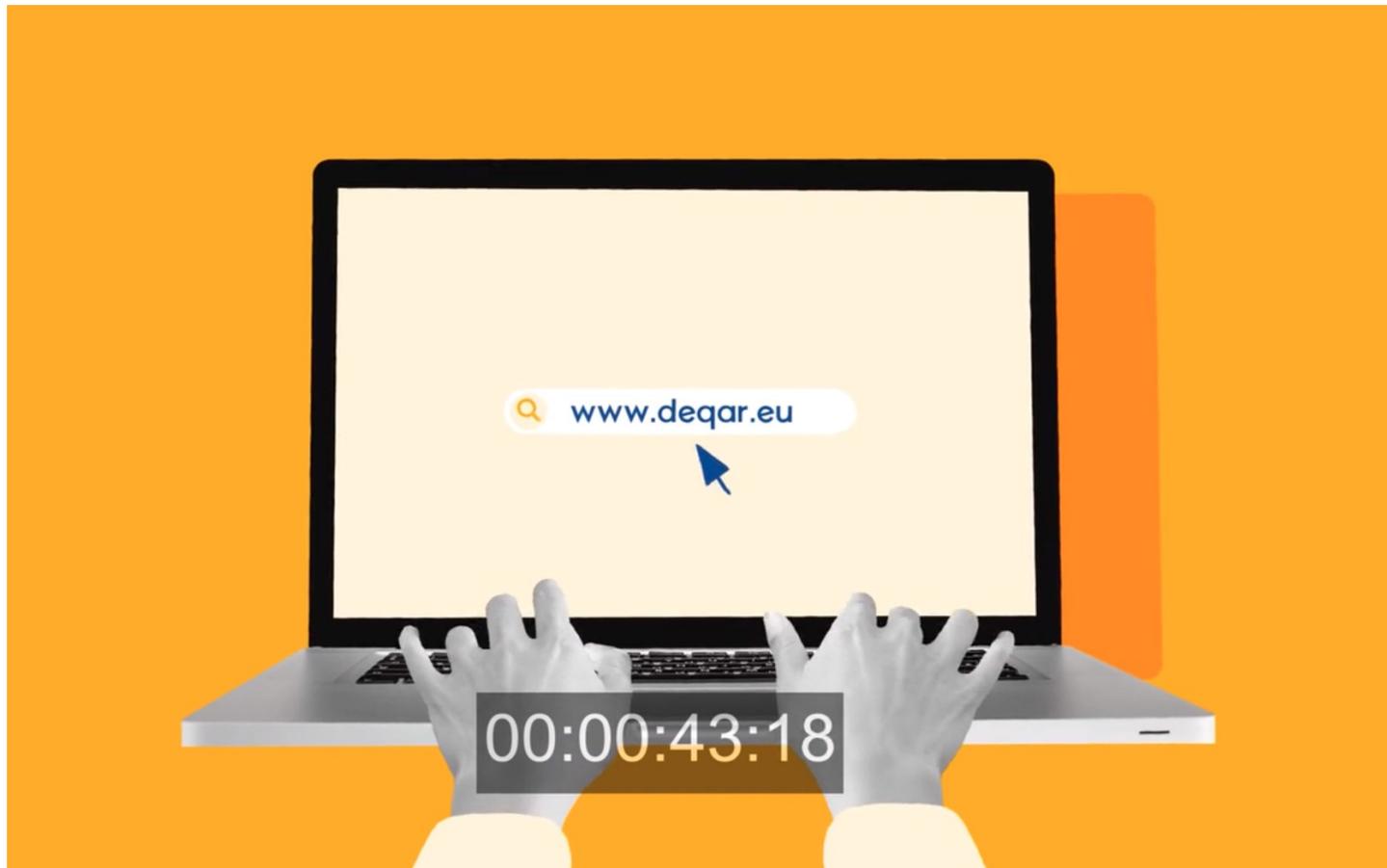
Organisational structure



DEQAR

Quality at your fingertips

eqar



<https://vimeo.com/356044423>

Database of External Quality Assurance Results (DEQAR)

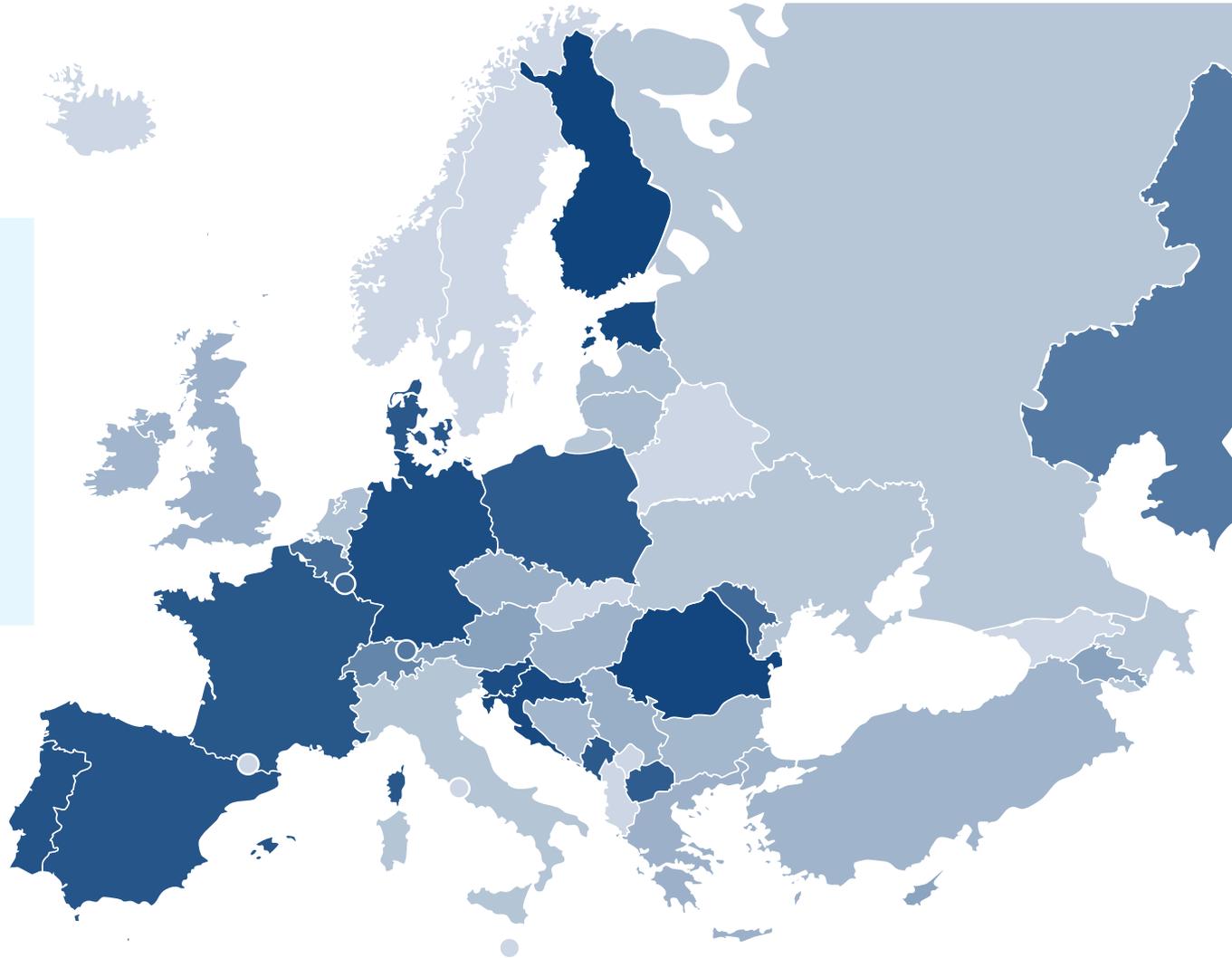
eqar

Coverage:

< 35 000 EQA results

< 2 000 HEIs

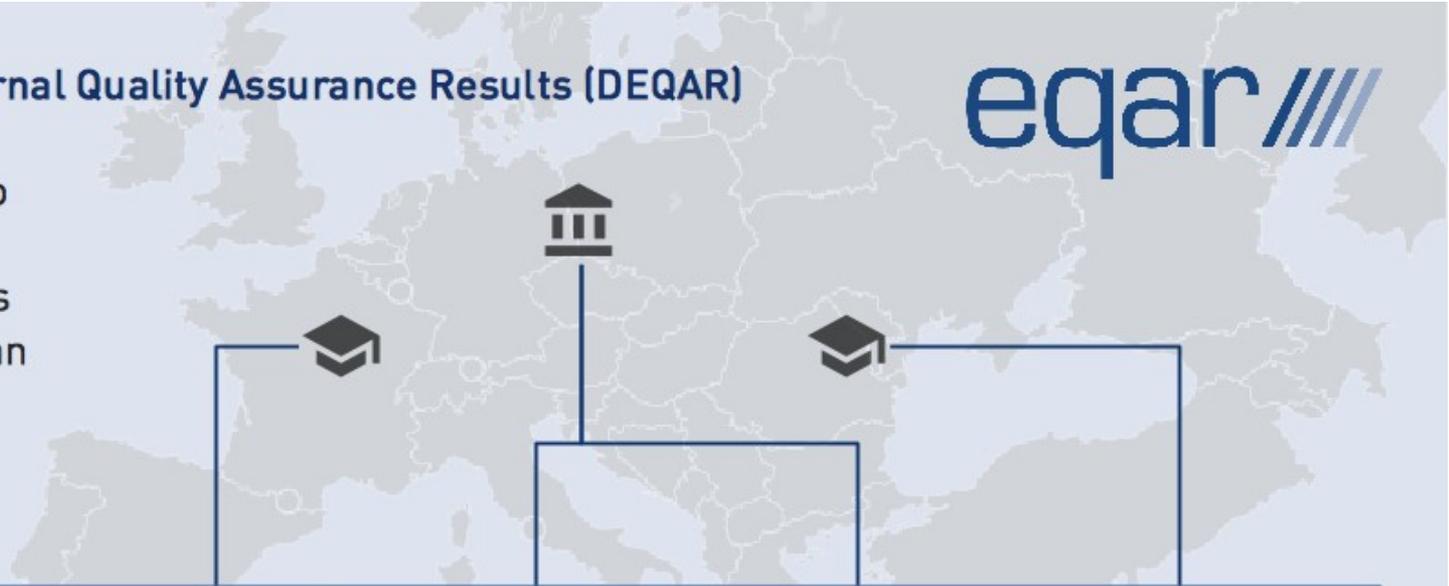
-> 39 EHEA countries



Database of External Quality Assurance Results (DEQAR)



A central portal to external quality assurance reports based on European standards (ESG)



ESG 2015 External quality assurance

by EQAR-registered quality assurance agencies

QAA 1

QAA 2

QAA 3

☰ Browse 🔍 Search ⌚ History 📄 Embed

'One Stop Shop' for External QA



Institutions /
Programmes

Identify whether a higher education institution (HEI) or its programmes were subject to external QA in line with ESG

QA Reports

Gain direct access to information and reports on external QA procedures

Countries

Find clear and reliable information on European national quality assurance systems procedures

Agencies

Access detailed information on quality assurance activities in EHEA

DEQAR – HEIs/programmes

Azerbaijan State Oil and Industry University

Azərbaycan Dövlət Neft və Sənaye Universiteti

Basic information

Location(s)	Baku, Azerbaijan
Website	http://asoiu.edu.az/
QF-EHEA levels	-

National External Quality Assurance Requirements

- **Institutional and programme accreditation**
Accreditation carried out every 5 years or every 3 years in case of transnational providers.
- [Further information on external quality assurance in Azerbaijan](#)

External Quality Assurance Reports and Decisions

Institutional level

No results found.

Programme level

  Automatisierungstechnik (BAT), first cycle	
Qualification	Bachelor of Engineering
Level	first cycle

Programme level

  Automatisierungstechnik (BAT), first cycle	
Qualification	Bachelor of Engineering
Level	first cycle
Joint programme with	Azerbaijan Technical University Sumqayıt State University

Type	Programme accreditation
Agency	Accreditation Agency for Study Programmes of Engineering, Information Science, Natural Sciences and Mathematics (ASIIN)
Status	voluntary
Formal decision	positive
Date	26/06/2015
Valid until	30/09/2020
Report and decision	 Report (German) View record on agency's website

  Automatisierungstechnik (BAT), first cycle	
---	--

  Elektrische Energietechnik (BEE), first cycle	
--	--

  Elektrische Energietechnik (BEE), first cycle	
--	--



EQAR Country Information System

Azerbaijan

EUROPEAN HIGHER EDUCATION AREA - EHEA

VIEW 3 INSTITUTIONS WITH 31 REPORTS

Membership in EQAR

Azerbaijan has been a Governmental Member of EQAR since March 2015.

Read more: [all Governmental Members of EQAR](#)

General information on higher education

The establishment and operation of both state and private educational institutions is monitored by the Ministry of Education and competent authorities. Any educational institution should receive a special permit (license) in order to provide educational activities.

National external quality assurance requirements

The status of an educational institution and its programmes is decided by Accreditation Council on the basis of a set of agreed accreditation requirements and criteria. The Council is governed by the Minister of Education and consists of the deputy directors of the Accreditation Department including senior secretaries and other experts from the field of education. If accredited the institution receives a certificate of quality (see below 'The order of accreditation of educational institutions', § 5.3).

■ Institutional and programme accreditation

Accreditation carried out every 5 years or every 3 years in case of transnational education providers.

Cross-border quality assurance

In Azerbaijan higher education institutions may not choose among EQAR-registered agencies.



- | | | |
|---------------|-------------|--------------------|
| AL Albania | GE Georgia | NL Netherlands |
| AD Andorra | DE Germany | MK North Macedonia |
| AM Armenia | GR Greece | NO Norway |
| AT Austria | VA Holy See | PL Poland |
| AZ Azerbaijan | HU Hungary | PT Portugal |

Registered agencies operating in Azerbaijan

- [ASIIN - ASIIN e.V.](#) // 2008 - VIEW 3 INSTITUTIONS WITH 28 REPORTS
- [FIBAA - Foundation for International Business Administration Accreditation](#) // 2008 -
- [AHPGS - Accreditation Agency in Health and Social Sciences](#) // 2009 - 2019
VIEW 3 INSTITUTIONS WITH 3 REPORTS

The ESG



- 1) Shared principles, common reference points rather than a checklist
- 2) HE institutions have primary responsibility for quality
- 3) Quality assurance responds to diversity
 - Flexible, fit for purpose methodology
 - Combine accountability & enhancement
- 4) Reflect the developments in the EHEA
 - embedded in the “EHEA infrastructure” providing links to QF, Lisbon Convention, ECTS, etc.
 - more common ground in QA across Europe
- 5) Take account of the needs & expectations society
 - Involve stakeholder perspectives
 - Transparency of process and results
 - Independence of quality assurance agencies

ESG – internal QA



- Institutional policy for QA [ESG 1.1]
- Managing quality of study programmes
 - Design and approval [ESG 1.2]
Objectives and learning outcomes in line with qualifications framework (NQF & QF-EHEA)
 - Student-centred teaching, learning, assessment [ESG 1.3]
 - Admission, progression, recognition [ESG 1.4]
 - Ongoing monitoring [ESG 1.9]
- Staff, resources, student support [ESG 1.5 & 1.6]
- Information management & public information [ESG 1.7 & 1.8]
- Periodic external quality assurance [ESG 1.10]

ESG – external QA



- Fitness for purpose
 - Address ESG Part 1 [ESG 2.1]
 - Methodology – e.g. institutional or programme level [ESG 2.2]
 - Criteria transparent and consistent [ESG 2.5]
- Four-stage model [ESG 2.3]
 - Self-evaluation or self-assessment
 - External assessment by groups of experts, including **student(s)** expert and site visit [ESG 2.4]
 - Guideline: international expert(s), employers/practitioners
 - Public report (**in full**) and (accreditation) decision [ESG 2.6]
 - Follow-up procedure
- Appeals and complaints [ESG 2.7]

ESG – QA agencies



- Official status, clear and explicit mission [ESG 3.1 & 3.2]
- Activities
 - External QA in line with ESG Part 2 [ESG 3.1]
 - Involve stakeholders [ESG 3.1]
 - Thematic analyses [ESG 3.4]
- Independence [ESG 3.3]
 - Organisational (laws, statutes, appointment of board, ...)
 - Operational (external QA process)
 - Outcomes (reports, decisions)
- Resources [ESG 3.5]
- Internal QA and professional conduct [ESG 3.6]

ESG – who does what?



	Higher education institutions	Quality assurance agency	Ministry/government
ESG Part 1: Internal QA	implement in their practice	reflect in criteria applied	legal framework and supporting environment
ESG Part 2: External QA	get regular external QA	implement in their reviews	
ESG Part 3: QA agencies		comply as organisation	

ESG Compliance - Where the challenges lie



	2.5	2.6	2.7	3.1	3.3	3.4
Legal framework does not allow to (fully/substantially comply)	Orange	Orange	Orange	Orange	Orange	Light Blue
Traditions or prevalent (academic) culture not supportive	Light Blue	Orange	Light Blue	Orange	Orange	Light Blue
Lack of capacity	Orange	Light Blue	Light Blue	Light Blue	Light Blue	Orange
Time to adjust to ESG 2015 or different interpretations	Light Blue	Light Blue	Orange	Light Blue	Light Blue	Orange
Lack of (institutionalised) partnerships with stakeholders	Light Blue	Light Blue	Light Blue	Orange	Light Blue	Light Blue

Some final thoughts



While EHEA has grown closer together over last 20 years, however

→ a risk of deepening the gap between those that have implemented the commitments and those who experience difficulties in doing so.

→ as consequence trust concentrates only in a few regions and countries with comparable or more compatible systems, instead of spanning the whole EHEA

A well oiled EHEA machine?

Having quality assured teaching and learning, access to all qualifications cycles and mobility and fair recognition of qualifications and study periods

→ we need to ensure that all three commitments are implemented all across the EHEA.



Thank you for your attention!

