



CEENQA

CENTRAL AND EASTERN EUROPEAN NETWORK
OF QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION

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Newsletter

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Happy Holidays!



Message from the President

**Dear CEENQA members,
Dear Colleagues,**

The year is coming to an end and we are already looking forward to the winter holidays, recapping briefly the milestones and results of the last year.

Since October 2018, the **three CEENQA agencies represented in the ENQA board** are the Hungarian Accreditation Committee (HAC), the Accreditation, Certification and Quality Assurance Institute (ACQUIN) and the Romanian Agency for Quality Assurance in Higher Education (ARACIS). We will use this opportunity for CEENQA to gain more visibility, and for member agencies to contribute to a fruitful policy dialogue and to share expertise in the quality assurance area at a European level.



I am kindly welcoming Miss **Raphaella Forst** on your behalf, who took over the responsibility of **Secretary General** for the network, until our General Assembly next year, and express gratitude for the constant efforts towards supporting the current CEENQA activities. Unfortunately, **Jessica Sabban** has left her position within the German accreditation agency ASIIN, for personal reasons.

Speaking about current activities, we are still improving the new website, <https://www.ceenga.org>, so please support the news section by submitting relevant information about your agency's activities. The description of the members is also to be revised. An email request will be soon sent to all members to up-date this information.

As announced, a **leaflet with general information, membership conditions and an overview of CEENQA activities** has been developed and already distributed during the European Quality Assurance Forum in Vienna and the ASIIN 5th Global Conference in Berlin. The leaflet is available on our website, and can be used to promote CEENQA during different events, so please feel free to download it!

As the project **QUAERE** has been finalized, we should focus our attention to the new partnership opportunities to be explored in the European funds projects context, as a valuable source for exchanging ideas and experience. We are looking forward to proposals from the members that might include CEENQA in such projects.

The **staff exchange program** has proven to be very useful in the past, so I do hope that we will continue it in 2019!

Finally, I am inviting you to read the **news from our members**:

- The Accreditation, Certification and Quality Assurance Institute (ACQUIN), sharing their experience within an Erasmus+ funded project;
- The Agency for Science and Higher Education Croatia ASHE, debating the quality assurance topic as triggering change within an international conference that they organized in Prague;
- The Romanian Agency for Quality Assurance in Higher Education ARACIS, briefly presenting doctoral studies external evaluation and students survey in the context of classification of higher education institutions;
- The Estonian Quality Agency for Higher and Vocational Education in strategic partnership with the Ministry for Education and Research of Tajikistan, developing the national QA system from this country;
- The Hungarian Accreditation Committee, informing on Advances in Higher Education Quality Assurance at national level;
- The Higher Education Accreditation Agency of Republika Srpska (HEAARS) presenting the efforts towards developing quality culture at Higher Education Institutions level;
- The National Accreditation Bureau for Higher Education Czech Republic (NAB) reporting about hosting the annual autumn seminar of the European Consortium for Accreditation (ECA) in 2018.
- A brief presentation of AIC's international training for students experts on quality assurance in higher education



- Lastly, a review of the “The dawning of a new era of Higher Education quality assurance – what can we expect from the future?” conference, held in Berlin, 10-11 December 2018, was prepared by ASIIN.

I am grateful to you all for such a rich newsletter!

Looking into perspective, the **next yearly meeting** will be generously **hosted by North Cyprus Higher Education Planning, Evaluation, Accreditation and Coordination Council YÖDAK**, in the beautiful seaside resort **Kyrenia**, on **May 17-18, 2019**. Please mark the date, as you would not like to miss that!

The Board’s proposed topic is “Involvement of Stakeholders in Internal and External Quality Assurance”, a key requirement for the ESG’s alignment, and a theme of interest for the quality assurance peer support group established within the Bologna Follow-up Group. We plan to run a brief survey on this subject and we are counting on you for support and rich feedback, as well as for proposing presentations of best practice examples and challenges to be shared.

I would like to warmly thank all member agencies for the collaboration and the contributions to CEENQA activities in 2018, and I am wishing you all joyful winter holidays and a Happy New Year!

Cristina Ghițulică

President of CEENQA

CEENQA News

Call for staff exchange 2019

CEENQA is launching a new **call to member agencies** to participate in the **staff exchange scheme in 2019**. In recent years, a number of agencies have already sent their staff members on a study visit to another CEENQA member agency or received colleagues from abroad in their agency. This is an excellent opportunity to share experiences, learn from best practices and discuss various topics of quality assurance with peers across the CEENQA platform. This call is open to agencies new to the scheme that wish to benefit from the network and knowledge represented in CEENQA, as well as to agencies that have found this mechanism useful in the past and seek to expand their previous experience.

After collecting the responses from interested agencies, CEENQA will match mutually suitable agencies and put them in touch with each other to



organize the details of the study visits. Please include the following information in your response:

- Willingness to host and/or to send staff members on a visit in 2019,
- Languages the agency is able to use as a host and/or as visiting staff, along with
- Possible details about the agency's needs and interests (i.e. proposed time period, particular requirements for partner agencies)

The responses to this call and any requests for more information are to be sent to **Martina Vidlakova**, Board Member (vidlakovam@msmt.cz) by **31 January 2019**.

Call for agency news 2019

CEENQA is launching a **call to member agencies** to send in agency news related to **upcoming dates, conferences and events or to any relevant activities**. These updates will be collected and published on the CEENQA website monthly. This will help reaching a wider audience for each conference, event or activity, as well as generate interest in CEENQA members and CEENQA itself.

Please send your updates (key points or short text) to **Raphaela Forst** (secretariat@ceenqa.org) by the **15th of each month**.

Call for proposals – upcoming Erasmus+ tender

The European Union calls for proposals in three distinct so-called „Key Actions“- learning mobility of individuals, cooperation for innovation and the exchange of good practices and support for policy reform. The deadline for the submission of an application lies- depending on the key action - between February and March 2019. AS CEENQA is able to partner in projects developed by the member agencies, please contact **Raphaela Forst** (secretariat@ceenqa.org) for any project ideas in the field of quality assurance.

More information can be found [here](#).

News on CEENQA Projects

The project **QUAERE (Quality Assurance System in Ukraine: Development on the base of ENQA standards and guidelines)** has been completed. CEENQA would like to thank all CEENQA members from ACQUIN (Germany), AIKA (Latvia), ANQA (Armenia) and ASIIN (Germany), who conducted **the piloting visits to the Ukrainian Universities in May and June of 2018** for not only their exemplary work, but also their patience and assistance during the final stages of project management and internal reporting.



Upcoming Events

- 14-15 February 2019:** **European Learning & Teaching Forum 2019** (organised by the European University Association (EUA) and hosted by the University of **Warsaw, Poland**)
- 19-20 February 2019:** **European Consortium for Accreditation (ECA) meeting** (Cologne, Germany)
- 25-26 April 2019:** **9th ENQA Members' Forum** (hosted by the Estonian Quality Agency for Higher and Vocational Education (EKKA), **Tallinn, Estonia**)
- 17-18 May 2019:** **CEENQA General Assembly** (Kyrenia, North Cyprus)

News from Members and Partners



YöDAK News

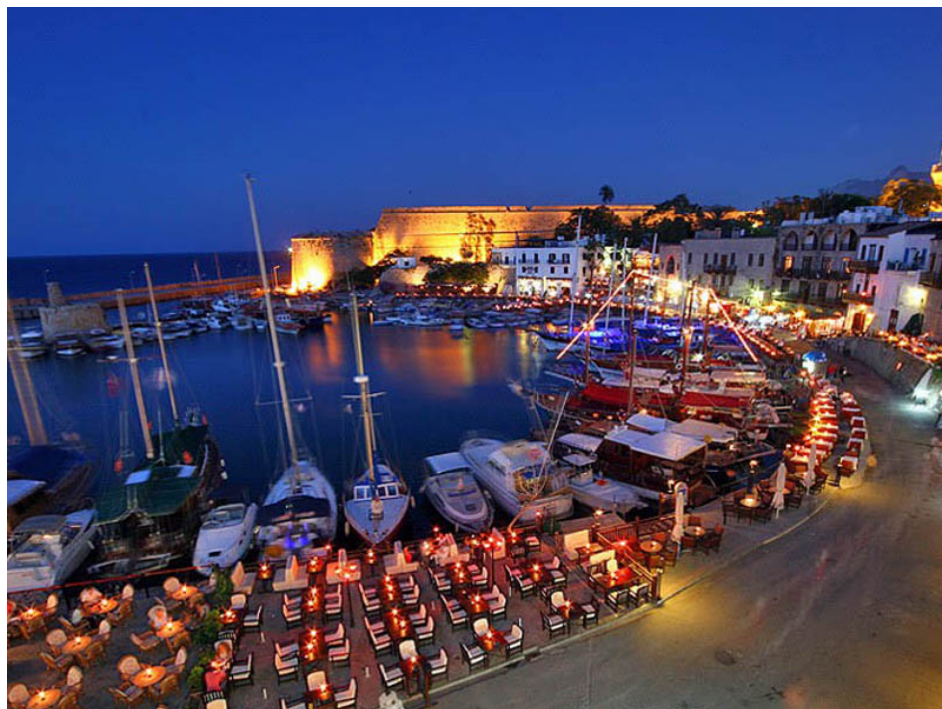
The Annual General Assembly Meeting 2019

As the Higher Education, Planning, Evaluation, Accreditation and Coordination Council (YÖDAK), we warmly welcome all of you to the **Annual General Assembly Meeting 2019** of the members of the Central and Eastern Network of Quality Assurance Agencies in Higher Education (CEENQA), **May 17-18, 2019 in Kyrenia, North Cyprus**. The details of the program will be announced later.

Kyrenia is located 40 km away from Ercan International Airport on the northern coast of North Cyprus. Taxi service is available at the Ercan International Airport throughout the entire day. The venue of the meeting will be a place, which enjoys a fantastic location on the seafront. Discounted hotel rates for meeting attendees will be available soon. The organization committee is working hard on making your participation in the annual general assembly meeting and your visit to Kyrenia an unforgettable and uniquely pleasant experience. We would like to take this opportunity to extend a warm invitation to you to join us in the beautiful city of Kyrenia and to allow us to show our hospitality to all of you.



A few impressions of Kyrenia:





ACQUIN News

ACQUIN participates in DataPRO Kick-off Meeting

The Accreditation, Certification and Quality Assurance Institute (ACQUIN) participated in the Kick-off Meeting of DataPRO Project: “Upgrading the EU Data Protection Sector with new Skills” during 26th- 27th September 2018 in Athens.

ACQUIN participated in the Kick-off Meeting of the **Erasmus+ DataPRO Project** that was successfully held in Athens during 26th-27th of September 2018. Under the coordination of **Union of Hellenic Chambers of Commerce (UHCC)** (<https://www.uhc.gr/>), the DataPRO Project was hosted in UHCC premises in 26th September, as well as in **Metropolitan College (AMC)** campus (<https://mitropolitiko.edu.gr/en/>) in 27th September.

DataPRO Project was successfully granted by **EACEA's KA3 “Joint Qualifications in Vocational Education and Training”** and its aim is to **incorporate the new digital mentality** that is being shaped under GDPR 2016/679 to companies, employees and young learners, while **responding to the fragmented certification system** in the field.

DataPRO's objective is to enhance transparency and harmonization of skills and qualifications in EU data protection sector through:

- The setting-up of two new Joint VET Curricula (with strong Work-based Learning);
- The creation of a standardized VET Certification for Data Protection Officers (DPOs) that will foster cross-border, transnational and interregional mobility;
- The development of an online web platform for “Data Protection Employees”.

DataPRO is led by the Union of Hellenic Chambers of Commerce of Greece (UHCC), and is implemented by a Consortium of **10 partners from 4 European countries** (Greece, Belgium, Cyprus and Germany) that include chambers from all countries, representing the whole spectrum of business activity, accreditation bodies from Greece and Germany, VET providers, research institutes and communication organisations with an EU impact.



Kick-off Meeting of the Erasmus+ DataPRO Project



ASHE News

Conference „The future of higher education: Quality assurance as a promoter of change“ held in Zagreb

Addressing the changes in the global environment, specifically the challenges through which the higher education institutions face and respond to them, was the goal of the conference “The future of higher education: quality assurance as a promoter of change. Global, European and Croatian perspectives”. The conference was held on October 30, 2018 in Zagreb, organized by the Agency for Science and Higher Education.

Eminent global and European educational policy experts **Dr. Francisco Marmolejo, Dr. Judith S. Eaton, Dr. Karl Dittrich** and **Ms. Tove Blytt Holmen** presented new insights on the role and position of independent quality assurance agencies in higher education that, through external evaluation processes, support higher education institutions in their continuous transformation into innovative institutions that successfully deal with contemporary challenges.

The quality of higher education is the only logical answer to the challenges that higher education institutions face around the world, as well as here in our country, emphasized the **Director of ASHE, Professor Jasmina Havranek, PhD**. She also added that the Croatian Agency for Science and Higher Education has made tremendous efforts over the past ten years in order for higher education institutions themselves to recognize the importance of quality and assume the responsibility for its improvement.

More information can be found [here](#).



ARACIS News

The Romanian agency for quality assurance in higher education -ARACIS is starting to implement new regulations for evaluating third Bologna cycle – doctoral studies

In Romania, the procedure for external evaluation of doctoral studies has been recently modified and completed by Government Ordinance no.9/2018 and Ministerial Orders. The evaluation process is organized as follows:

- Evaluation of the organizational structure of the institution, where doctoral studies are offered (Institutie Organizatoare de Studii Universitare de Doctorat – „IOSUD”)– Higher education institution (HEI) or Research Institute (RI) of the Romanian Academy, which is called „doctoral school”;
- Evaluation of „doctoral study domains”, which include subject-specific „doctoral programs”. Whether one doctoral study domain is organized in several doctoral schools, as it is sometimes the case of large, multi-subject („comprehensive”) HEIs, the evaluation is performed at one time at the level of the institution (IOSUD).

The evaluation should be performed according to the new **Methodology for evaluation of doctoral university studies and systems of criteria, standards**



and performance indicators defined by the Order of the Minister of National Education no. 5403/01.11.2018. The criteria, as defined by the Law, are:

- A. Institutional capacity;
- B. Educational efficiency;
- C. Quality management.

The Standards and performance indicators are correlated with the ESG 2015.

The evaluation process is performed by ARACIS or by another foreign quality assurance agency registered in EQAR. The agency should include students and foreign experts in the evaluation of doctoral schools and students in the evaluation doctoral studies domains. Each doctoral school should be externally evaluated every five years for maintaining its accreditation. Doctoral study programs are externally evaluated every five years as part of the evaluation of the evaluation of doctoral study domains.

Each institution organizing doctoral studies („IOSUD”) should draft and forward a self-evaluation report requiring the external evaluation of the doctoral study domains.

The **Methodology** includes detailed references on the procedures related to the different outcomes of the evaluation, as follows:

- Evaluation for including in the offer of an institution organizing doctoral studies („IOSUD”) of a new doctoral study domain, already included or not yet included in the approved national register („nomenclator”) of specializations/study programs of university studies;
- Evaluation of a doctoral study domain aiming to recognition of the status of the institution as institution organizing doctoral studies („IOSUD”);
- Evaluation aiming to accreditation of doctoral schools provisionally authorized to function.

The results of evaluations are expected in the next academic year.

Student satisfaction survey in Romania – questionnaire proposed within a project aiming at improving public policies and the quality assurance system (QAFIN)

As mentioned in our previous newsletter article, The Romanian Agency for Quality Assurance in Higher Education (ARACIS) is implementing, as partner, the project “Improving public policies in higher education and enhancing the quality of regulations by updating quality standards (QAFIN)”, coordinated by the Ministry of National Education – The Unit for the Management of Externally Financed Projects and co-financed by the European Social Fund (ESF) through the EU Operational Programme “Administrative Capacity” 2014-2020.

The activities of the project are implemented with technical assistance from the World Bank. One of the project results is the revised Methodology for the classification of the universities and the ranking of study programs.

In that regard, in the **draft methodology** prepared with World Bank support, ARACIS proposes **a twelve-indicators system** to underpin the field-of-study-level ranking including students satisfaction. The survey gauges students’ perceptions of education quality in their respective study programs. In the



last two decades, universities in their internal quality assurance process and quality assurance agencies in their external QA have started using complex indicator systems to harnessing data on student satisfaction, or experience, as a foundational pillar of a demand driven approach. The student satisfaction can measure often a diversity of dimensions but the most important are: academic life, teaching, infrastructure, communication, skills acquiring and labor market relevance. Probably the most known use of that kind of poll are The Annual National Poll in Great Britain and The Poll regarding the Teaching Times Higher Education, which is applied in the whole Europe.

The Questionnaire is developed as part of the project, in order to help in the ranking of study programs, and has of two main sections.

The First Section explores **student satisfaction of services delivered by the university**, clustered in three groups, as follows:

- Higher education institution choice: prestige, proximity, living costs, schedule flexibility;
- The academic atmosphere: sense of personal security, belonging, the balance between academic activities and leisure, students organisations;
- The academic facilities and infrastructure: campus attractiveness, campus accessibility, sports and leisure facilities, endowment of the classrooms, laboratories, library services, IT&C services, quality of the Wi-Fi connection, e-learning platforms quality.

The second section takes a deeper view into the **student satisfaction on the study program quality**. In this section, students are invited to score seven dimensions:

- Teaching activity (presentation and content of the discipline, the knowledge transfer, the attractiveness of the discipline, innovation, interaction and student-centred of the teaching activity, tutoring activity etc.);
- Assessment and communication (transparency of the discipline's evaluation criteria, the quality of the feedback received for essays or projects, correlation between the evaluation system and the knowledge acquired, student-teacher interaction etc.);
- Teaching learning resources (availability, relevance, quality, online accessibility);
- Organisation (availability of information about the study program, administrative organisation of the study program – timetable, study plans, share between teaching/laboratory/practice activities, correlation and integration of the disciplines in the study program etc.);
- Endowment (classrooms, seminars, laboratories, library etc.);
- Labour market relevance (satisfaction degree regarding counselling and career orientation activity, opportunities for professional development during the progress of the study program, cooperation with employers etc.).



At the very end of the questionnaire, students are invited to answer with Yes or No:

- “The education received in the study program helped me to improve”
 - ✓ my theoretical knowledge
 - ✓ my practical skills
 - ✓ my scientific research activities
 - ✓ my oral and written skills
 - ✓ specific program study skills
 - ✓ my critical thinking
 - ✓ my analytical and problem solving skills
 - ✓ my interpersonal skills etc.

The questionnaire design is the first methodological step that will be followed up soon by a pilot and an implementation step. The Methodology for classification of the university and ranking study programs is in process of piloting and public consultation before being approved.



EKKA News

Estonian Quality Agency for Higher and Vocational Education in strategic partnership with Tajikistan in developing their higher education quality assurance system

The Ministry for Education and Research of Tajikistan has chosen the Estonian QA agency EKKA as their strategic partner in developing the national QA system in Tajikistan as well as aligning it with the ESG. The project, co-financed by the World Bank envisages EKKA as supporting the development of standards and guidelines for quality assurance in the area of higher education in Tajikistan based on ESG and national requirements. Ekka will pilot institutional accreditations in three higher education institutions in the country as well as help to lay down the terms of reference for developing an IT system for administrating data on the quality of higher education.

Tajikistan has not yet signed the Bologna declaration, but the structure of the curricula in the country is by and large in line with the Bologna principles and a credit point system is used. Furthermore, adoption of the European Quality Framework and quality assurance principles by 2020 have been spelled out in the country's National Education Strategy. EKKA will be offering advice and support to Tajiki colleagues in moving towards these objectives.

Having gained experience from similar projects in Moldova and Azerbaijan, this kind of cooperation is nothing new for EKKA. The partners expect to make good progress during the two-year project despite a number of potential challenges.



HAC News

Advances in Higher Education Quality Assurance in Hungary

The Hungarian Accreditation Committee has **instituted a new approach in higher education quality assurance** when starting its fourth cycle of institutional accreditation in 2017. While institutions are still able to initiate programme accreditation, the focus has shifted to the institutional level and in particular the internal quality assurance systems. The new criteria develop the ESG 2015 standards in greater detail, but the process as a whole is slimmer than the earlier one. The challenge has been to recondition visiting panels to switch their focus from evaluating quality features to concentrating on quality assurance measures.

A continuing weakness at HAC is its still insubstantial **employment of foreign experts**, something the recently completed ENQA review and the HAC International Advisory Board have remarked upon. Although strict conflict-of-interest measures are in place, the expert pool is limited within an isolated language community, and most have either worked for HAC or have undergone evaluation by HAC or, in most cases, both. With recent budget increases, opening selected HAC procedures to international experts is becoming possible.

A **new HAC Board** has taken office in this spring, with only five of twenty members remaining. Five members are women, including the HAC President. The new composition of the Board has made introducing changes in the internal operations easier. Expert committees, headed by Board members, have upgraded their working methods – and workloads – scrutinising scientific field-related evaluations and motioning them to the Board for decision-making. Assignments of the Quality Assurance and Enhancement Committee include improving the internal quality assurance scheme – another ENQA recommendation – and fine-tuning the institutional accreditation guidelines based on feedback from the past year. A Strategy Committee is currently elaborating the Strategy 2019-2024, which will take the HAC to the end of the current Board term.

The HAC has **applied to EQAR** for the first time. The Registry Committee will hear the application at its 5-6 December meeting.



HEAARS News

Support in Developing Quality Culture at Higher Education Institutions in Republic of Srpska

Since the essential and the most demanding responsibility within a quality assurance system is establishing and developing the internal quality assurance system at HEIs in accordance with ESG, our Agency continues **consulting HEIs and their organisational units on the self-evaluation processes** with the special emphasis on self-evaluation of study programs for the accreditation purposes.

This segment encompasses requirements of numerous regulations, national and international, whether directly implemented or incorporated in the HEIs' quality assurance procedures. At the very start of the process, HEIs have adopted the self-evaluation methodology incorporating the changes of the ESG at a later stage. Since study programmes haven't been subject to self-evaluation in any other form but as a part on HEI's self-evaluation report, immediately after the adoption of ESG, our Agency conducted numerous trainings and workshops thus providing consultations on self-evaluation of



individual study programmes. This round of consultations produced self-evaluation reports of study programmes that are currently under review by independent reviewers, but the self-evaluations of study programmes continued as a part of the HEIs' regular internal quality assurance activities.

Having noticed HEIs' determination and devotion to the development of quality culture but also some issues that all HEIs have been struggling with, HEARS proposed using some internal quality assurance instruments such as benchmarking as well as using results of external evaluations (study programs review reports) as tools for defining the actions for improvements. These were also topics of consultations and trainings held with HEIs and their response is far more than satisfactory.

HEARS is also in the process of **introducing new instrument of external quality assurance** such as external audit on demand. This possibility will be presented to HEIs on the next Accreditation forum that shall be held at the beginning of 2019.



Národní akreditační úřad
pro vysoké školství

NAB and ECA News

Annual Autumn Seminar of the European Consortium for Accreditation (ECA)

The National Accreditation Bureau for Higher Education Czech Republic (NAB) hosted the **annual autumn seminar of the European Consortium for Accreditation (ECA)**. The seminar took place on **29 – 30 November 2018 in Prague**. Having the opportunity to host this international meeting of a European-level association of accreditation agencies was an important step towards greater internationalization of the Czech young accreditation agency. As an external partner to the ECA without member status, this collaboration enabled the NAB to foster closer links with the association and to become more acquainted with the current discussions and developments in the quality assurance activities of its members.

The ECA working groups on joint programmes and mutual recognition (WG 1), innovation in QA and accreditation (WG 2), information strategies (WG 3) and the group in charge of the Certificate for Quality in Internationalisation all met in Prague. In addition, there were a Board and a General meeting of the members. WG 1 will work on expanding the methodology for mutual recognition of joint programmes (MULTRA) to other regions and align it to the European Approach for QA of Joint Programmes. WG 2 is preparing a new project on employability and has delivered a draft position paper on the European Universities initiative and the challenges and opportunities it poses for quality and QA. WG 3 discussed the phasing out of Crossroads and a draft for a communication plan which will be taken up by a new Communications Committee that replaces WG 3. Another outcome was the kick-off of a new ECA Barometer which aims to analyse the major trends in the higher education landscape and foresee their impact on the future of quality assurance.

More results on these matters are expected at the **next ECA meeting**, which will take place on **19-20 February 2019 in Cologne**.



Results of the Berlin 5th Global Conference on Quality Assurance in Higher Education, 10-11 December 2018

The world of Higher Education is rapidly changing and so are the challenges the community is facing. In the framework of the 5th Global Meeting of Quality Assurance in HE, organized by ASIIN in cooperation with the European Alliance of Professional Accreditation and with the support of INQAAHE on December 10-11, 2018, a global audience, coming from 40 countries as well as 20 prominent speakers were in attendance:



Participants of the ASIIN 5th Global Conference on Quality Assurance in HE

The conference revolved around the latest developments in the following topics:

- How can universities make best use of institutional and program accreditation models?
- Mutual recognition of Higher Education – what new instruments are currently developed and implemented?
- How to measure the impact of internal and external accreditation?
- Accreditation and Student Achievement – how to deal best with the issue of measuring achieved learning outcomes in HE?
- What promising alternative models of QA in Higher Education are currently operating?
- Learning from the world – what is new in Higher Education in Asia, Africa, and the Arab World?

The first day featured an opening speech by the Managing Director of ASIIN, **Iring Wasser**, giving an overview of the manifold functions and untapped synergies of Quality Assurance in Higher Education as well as an introduction to the logical traits of the conference program. This was followed by a presentation of the President of the EQAR, **Karl Ditttrich**, who talked about the status of the DEQAR project and the perspectives of introducing a European database of accredited programs and institutions, operational as of the 1st



of January 2019. **Andreas Snidal** then gave an overview of the **UNESCO** global convention on the recognition of higher education qualifications, which is scheduled to be passed by the General Assembly in spring of 2019. There was consensus in the audience that the existence of instruments such as a white list of accredited programs and institutions as well as the recognition convention holds the potential to better facilitate academic and global mobility in the future and to overcome the current divide between the field of accreditation and recognition.

The President of ENQA, **Christoph Grolimund**, then proceeded in displaying a meta-analysis of over 30 impact studies, which ENQA members had effectuated in response to fulfilling criterion 3.4 of the European Standards and Guidelines. It was widely recognized that this criterion is posing a challenge to all members and that the results are as of now still unassertive and in need of further elaboration. In the same session, the vice rector of the TU Berlin, **Hans Ulrich Heiss**, presented an impressive case study, how data emanating from its comprehensive integrated IQA system are used in multiple ways to govern the development of his Alma Mater. **Oliver Vettori**, Dean of Accreditation and Quality Management and Director of Program Management and Teaching and Learning Support at **Vienna University** of Economics and Business, provided an overview of current international trends in internal quality assurance and how these trends might affect the relationship between IQA and EQA. Examining how different approaches to IQA are strongly connected to differing underlying assumptions and logics, the contribution engaged the audience in a debate on the challenges that may lie ahead of the entire profession.

Gloria Rogers, Senior Scholar Emerita, Higher Learning Commission of the North Central Association, USA, spoke on how quality and continuous improvement are at the heart of the accreditation process and that academic processes, procedures, facilities, and technology are jointly providing the infrastructure related to student learning and intended as well as achieved learning outcomes.

During the first day, in the world café session, **Mark Wilde** from the German Academic Exchange Council, **Orkhon Gantogtokh**, executive director of the Mongolian Academy for HE Development, and **Zahra Baalawi**, division director for Quality Assurance in Higher Education at the Abu Dhabi Department of Education, presented new developments within different world regions. They respectively displayed the outcomes of the EU-Asia SHARE project, the modernization of the Mongolian HE QA sector and current trends and developments in the Arab region.

On the second day of the event, the focus shifted to new developments of QA in various HE disciplines. **William Pinsky**, the President of the ECFMG®, the Educational Commission for Foreign Medical Graduates, highlighted the fact that the conditions of practicing as a medical doctor in the United States are toughened against the background of a more heterogeneous medical education in the international realm. Effective in 2023, physicians applying for ECFMG Certification will thus be required to graduate from a medical school that has been appropriately accredited by a recognized accrediting agency. **Peter Dieter**, President of the Association of Medical Schools in Europe, then presented AMSE's approach to safeguard the quality of medical education in Europe based on WFME standards in the future.

In the field of informatics, **Liz Bacon**, President of the European Quality Assurance Network in Informatics Education, and **Gregor Engels**, Vice-President of Informatics Europe, were leading the discussion about new developments and upcoming challenges in informatics education and



quality assurance in Europe and on a global level. In engineering, the new initiative of "Engineers Europe" was presented by **Dirk Bochar**, Secretary General of FEANI. He highlighted the fact that in the past year almost 20 European engineering associations and stakeholders have joined the initiative to jointly promote engineering topics of interest in the European and international arena. **Dirk Dreher**, Professor Professorship for Vocational Didactics at the University of Siegen and Founder of the Institute for Technical Vocational Didactics presented his ideas related to the so-called "Leonardic Oath". This concept has been developed as a benchmark for engineering curricula with the understanding, that engineering work is more than a process to transfer technology into products and solutions and that engineering design must balance economic, ecological and social responsibility. **Ralph Salzer** from TU Dresden, representing the European Chemistry Thematic Network Association, spoke on the advanced project to develop global standards in chemistry in close cooperation between European and American Stakeholder.

The conference was concluded by an in-depth international information session organized by ASIIN for its international clients.



International training for students experts on quality assurance in higher education

The **Quality Agency for Higher Education (AIKA)/ Academic Information Centre (AIC) (Latvia)** in collaboration with the **European Students' Union (ESU)**, the **Student's Council of the University of Latvia (LU SP)** and **Student Union of Latvia (LSA)** organized international training for student experts from 4th to 6th of October, 2018 in Riga, Latvia. There were around 50 participants from over 20 countries from ESU and LSA student expert pools.

The standard 1.3. of the Standards and guidelines for quality assurance in the European Higher Education Area (ESG) highlights the importance of student participation in creating the learning process and this training provided a platform for enhancing meaningful student participation in both internal and external quality assurance. The training included activities about the European Higher Education Area and Bologna process, the ESG, quality assurance systems of different countries and student participation in quality assurance processes. Student experts also took part in simulation of accreditation of HEI, which included analysis of self-assessment report of HEI, formulation of preliminary findings and questions to be asked during the site visit. Overall, participants were given the opportunity to learn from international practice and improve their own skills so they would be able to take their first steps in quality assurance procedures.

This training was the first international training for student experts from Latvia and other countries, which was organized jointly by student organizations and the quality assurance agency. The different perspectives of the organizers and the diversity of participants contributed to the success of the training and allowed the participants to gain maximum value from the training.

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