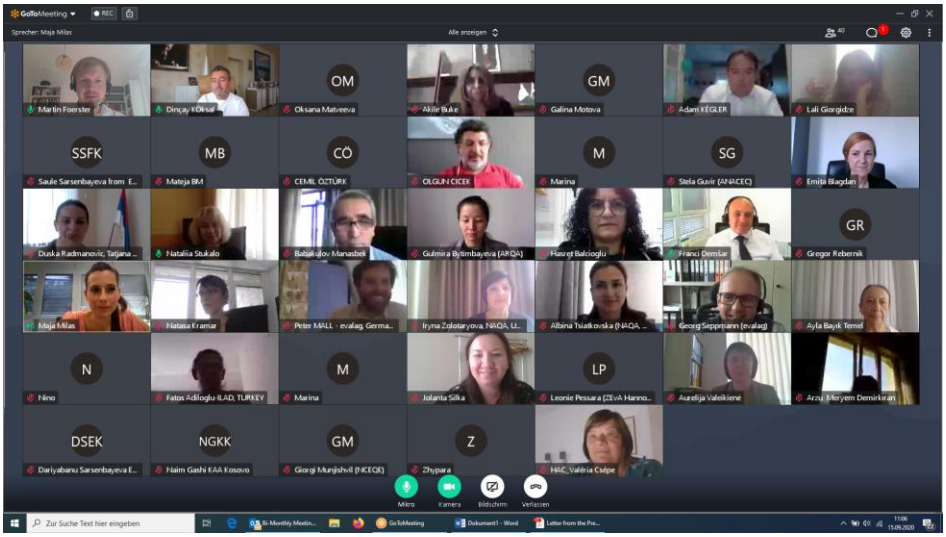
CEENQA | CENTRAL AND EASTERN EUROPEAN NETWORK OF QUALITY ASSURANCE AGENCIES IN HIGHER EDUCATION

July 2021
Volume 11 No. 1

Newsletter

Contents

- Message from the President p. 1
- Upcoming Events p. 3
- News from Members and Partners:
  - AIKA/HEPDAK p. 4
  - KAA p. 5
  - NAQA p. 7
  - HEAARS p. 8
  - NCEQE p. 10
  - YÖDAK p. 14



Despite the ongoing pandemic, CEENQA members continue to connect to each other, to offer mutual support and to exchange ideas and good practices.

Message from the President

Dear CEENQA members, colleagues and friends,

In my last letter, I have written that I hope the upcoming General Assembly will be a possibility to meet everyone in person, but unfortunately, the circumstances do not allow us to have such an event yet. Therefore, we will meet online again. All members are invited to participate at our General Assembly and yearly workshop on October 13th:

General Assembly 2021 and Workshop 2021 (Wednesday, October 13th)

09.00 – 11.00: Workshop: Online evaluations
11.00 – 12.00: Lunch break
12.00 – 15.15: General Assembly

The board has agreed on the following program of the workshop:

09.00– 9.10 Opening Speech
Dr. Franci Demsar, President of CEENQA

09:10– 9:15 Introduction to the Workshop Presenters and Topics
Moderator: Dr. Olgun Cicek, Board Member of CEENQA

09:15– 9:30 "Online Evaluation Guidelines; Purpose, challenges, reflections for the future"
Klemen Subic, NAKVIS Head of Department of International Cooperation, Slovenia

09:30– 9:45 "QA in Pandemic Times: lessons learnt by NAQA"
Nataliia Stukalo, NAQA Vice-Head, Ukraine

09:45–10:00 "The importance of communication and feedback on the online evaluations"
Jolanta Silka, AIKA Director, Latvia

10:00–10:15 "Adapting external quality assurance processes to an online format"
Dr. Anca Prisacariu, Senior Quality Assurance Expert

10:15 -10:45 Discussions and Q & A session

During the workshop, the first joint CEENQA document will be presented: Online Evaluation Guidelines. You have just received a draft of the document, which is of common interest for all our members. Several members of CEENQA have contributed to the document. I would like to invite you to read the draft and write directly to the board member Dr. Olgun Cicek (olguncicek@yahoo.com), if you have suggestions to modify the document. I am sure this document will be the first in a series of future CEENQA documents.

Bi-monthly meetings

All events were really well attended and proved to be an opportunity for the member agencies to present their activities, good practices, thematic analyses, common projects and other interesting topics.

We have met in September and November 2020, in January, March, and May 2021 and we will continue next week and then in fall. Members that have not presented their institution and their projects of common interest yet, are kindly invited to do so. We strongly believe that such events contribute to better understanding of the Higher Education Area in Europe and beyond, which we are all part of. At the same time agencies can seek opportunities for future collaborations between each other on topics of shared interest.

Progress Report on EU Projects

In QFORTE, the questionnaire to evaluate the current internal QA system at Moldovan HEIs, which has been developed by CEENQA and authorised by the board, has now been agreed upon by the Moldovan partners and finalised. Based on the responses that are supposed to come in until September, a report will be drafted in autumn to summarise the findings. In June, CEENQA has successfully conducted an online study visit over the course of three afternoons. It contained presentations by international experts from both HEIs and QA agencies on various aspects of the improvement of internal and external QA policies and processes in accordance with the European Standards and Guidelines. It also featured discussions among the Moldovan partners and with these international experts on how to further develop quality assurance both with regard to national policies and standards and to internal procedures at HEIs.

In KazDual, CEENQA has participated in one of several workshops aiming to prepare the introduction of pilot dual education programmes in Kazakhstan. Based on interviews with several CEENQA members, typical issues of practically oriented degree programmes and their quality assurance were identified and presented.

Staff exchange

Despite the pandemic, the demand has been markedly higher than in the last years with 12 agencies participating in the exchange programme. The pairs have been matched, now time frames and details about the exchange have to be settled by the individual agencies. Some meetings between agencies to arrange the individual staff exchanges have already taken place.

As always, the president and the Board welcome new suggestions, improvements and feedback on our work.

With best regards,

Dr. Franci Demšar

President of CEENQA

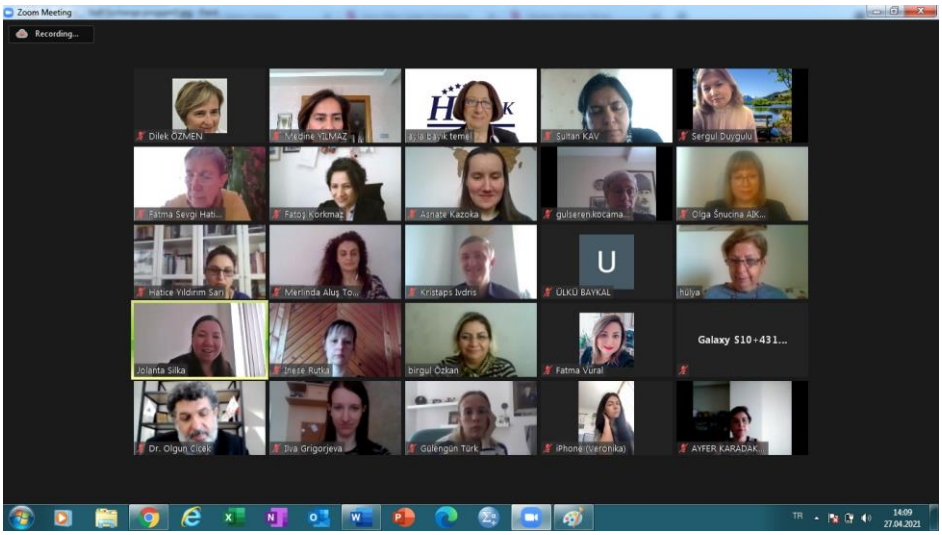
Upcoming Events

21 July 2021	Sixth bi-monthly CEENQA meeting
15 Sep 2021	Seventh bi-monthly CEENQA meeting
13 Oct 2021	CEENQA General Assembly and Workshop
17 Nov 2021	Eighth bi-monthly CEENQA meeting

News from Members and Partners

News from AIKA and HEPDAK

AIKA (Latvia) and HEPDAK (Turkey) participate in the CEENQA staff exchange programme



The exchange visit took place on April 27th-28th, 2021 in an on-line mode, within the framework of the CEENQA staff exchange programme.

During the last year Covid-19 pandemics have changed daily routines, and set limitations on activities of many fields all over the world, however role of the education has not decreased, nor has the need for quality assurance of education – Gulseren Kocaman, Head of Turkish HEPDAK agency *(Association for Evaluation and Accreditation of Nursing Education Programs)* said at the opening of the quality assurance agency staff exchange program.

Jolanta Silka, Head of the AIKA (*Quality Agency for Higher Education*), pointed out that this is the first acquaintance with the Turkish higher education quality assurance system for the representatives of the Latvian agency, as well as first CEENQA staff exchange experience for both agencies. It is seen as valuable opportunity for all participants to share experiences, and gain new ideas and inspiration for further improvement of quality assurance.

Olgun Cicek, Board Member of CEENQA and coordinator of the Staff Exchange Program, announced that such exchange program has been launched to offer CEENQA members the opportunity to share examples of good practice. The program coordinator regretted that this exchange could not take place face to face in Izmir or Riga, meanwhile also highlighting the positive side of online meetings, as it is easier to ensure

participation of more employees remotely (more than 35 participants from Latvia and Turkey participated in the exchange).

During the 2 days of experience exchange the representatives of both agencies introduced the higher education system in their country, informed about the quality assurance processes and stakeholders involved, as well as explained their role in the quality assurance processes. Representatives of the agencies participated in discussions on quality assurance procedures, their experience, challenges and solutions.

Despite the differences in the work of both agencies, participants of the exchange also saw a number of similar features, experiences and challenges they have to face. Second part of the exchange meeting focused on the challenge that currently is topical all over the world, by sharing experiences on how do agencies operate in conditions of the Covid-19 pandemic. Representatives of the agencies from both countries agreed that one of the biggest challenges is the uncertainty caused by the pandemic, the inability to predict what restrictions will be set for the next day, next week, or month, and how to ensure a continuous accreditation process in these circumstances.

It should also be noted that this type of experience exchange is a great opportunity not only to learn from the experience of others, but also a possibility to look at the development and achievements of your own organization, and it is nice to hear a praise and appreciation for the quality assessment system developed and work done in your country from colleagues in other countries.

Agjencia e Kosovës për Akreditim
Kosovo Accreditation Agency
Agencija za Akreditovanje Kosova

KAA News

KAA has successfully completed the evaluation processes for 239 programmes

The Kosovo Accreditation Agency (KAA), during this year has managed to successfully complete the administrative processes for 239 programme evaluations and 10 institutional evaluations. Despite many of the difficulties the COVID-19 pandemic has presented, the KAA team managed to complete all of the foreseen visits within the legal deadline, so that all programmes can plan their academic endeavors for the upcoming academic years.

During 2021, many positive developments have taken place in KAA

Drafting the Law on KAA

By decision of the Minister of Education and Science, is drafting the Law on KAA. The law provides to guarantee institutional independence and the establishment of mechanisms for evaluation, accreditation, monitoring and quality assurance in higher education.

Dynamic plan for return in ENQA

KAA has compiled dynamic Plan to meet the criteria for returning membership in ENQA and EQAR. All the criteria for the return of KAA to ENQA that are the competence of the Agency are being met, most of them with the support of European and American donors.

Strategic Plan

Kosovo Accreditation Agency has drafted the first draft of the Strategic Plan of KAA 2021-2024. Four local experts were then selected to contribute to this draft. KAA planning to put the draft Strategic Plan up for public discussion. Then the US Embassy and the ADA Agency of Austria will engage two international experts to analyze whether the KAA Strategic Plan is in line with the ENQA criteria.

Monitoring and following up procedures

KAA have a legal obligation to establish these procedures for monitoring higher education institutions, to guarantee quality in higher education. With the implementation of this project, all HEIs will be monitored for the implementation of the recommendations of international experts during the accreditation process and at the same time will be monitored to ensure that there are no violations of procedures and standards.
KAA plan to have the monitoring approved no later than the fall of this year.

Review of policies and standards

KAA has signed a memorandum with the Heras Plus project, to review the standards applied by the agency and international experts have been engaged. Last year KAA approved the new standards at the PhD level, while this year the work for the revision of the standards at the bachelor and master level has started.
The idea is for some standards to be mandatory, e.g. academic staff. KAA planning to adopt special standards for the field of medicine and applied sciences, as these are a priority of the Ministry of Education, but also the Kosovo Government.

Full digitalization of the KAA administration

The agency has won a project from USA Embassy in Pristina, for an American Fulbright specialist, who will come to Kosovo to design a comprehensive process digitization project at KAA.

Transparency and accountability

In the last report of the European Commission, in February of this year, the Kosovo Accreditation Agency is evaluated with extremely good performance for the management of pandemic processes. When talking about the management of the Agency in pandemic times, the report uses the word "well done" which is a superlative terminology in EU reports.

Continuation of cooperation with international donors

The US Embassy is currently supporting the KAA in establishing the thematic analysis methodology and developing internal quality assurance procedures.

The US Embassy has funded the agency's new website, enabled the issuance of online accreditation certificates, and established a platform for reporting violations by HEIs.
The Austrian ADA agency is assisting KAA with three projects: QAINT, Heras Plus and Alled 2.
The European Commission has also announced support for the KAA.

Twinning of KAA with the Austrian Accreditation Agency

KAA has won a project of 40 thousand euros from the Austrian ADA, for twinning with the Austrian Accreditation Agency. Part of this agreement will be the exchange of experiences between the boards of the two agencies and the administrations.

NATIONAL AGENCY for HIGHER EDUCATION QUALITY ASSURANCE (UKRAINE)

NAQA News

Cross-Border Quality Assurance in Ukraine

The Ukrainian system of external quality assurance in higher education was launched in 2019, and is therefore currently still in the process of development and improvement. This system was designed to be liberal, transparent and open to cross-border cooperation with European quality assurance agencies.

Study programme accreditation is mandatory in Ukraine. Ukrainian higher educational institutions (HEIs) can issue diplomas only if the relevant study programme is accredited by an authorised body – specifically, by the National Agency for Higher Education Quality Assurance (NAQA) or by a foreign QA agency included in the list of agencies recognized in Ukraine by Order of the Cabinet of Ministers of Ukraine.

NAQA conducts external quality assurance in accordance with the Regulation on accreditation of study programmes developed by NAQA and adopted by the Ministry of Education and Science of Ukraine in August 2019.

From NAQA experience approximately 25% of all study programmes are granted just one-year conditional accreditation and about 2% got denials. All study programme accreditations completed by NAQA are publicly available (by this moment it is available in Ukrainian only).

Institutional accreditation is not conducted by NAQA yet. A regulation on institutional accreditation is being developed.

According to the Law of Ukraine on Higher Education, Ukrainian higher educational institutions (HEIs) may choose an EQAR-registered agency listed in the Order of the Cabinet of Ministers of Ukraine No. 554-p dated July 10, 2019 (to conduct programme accreditation at their institution. The decisions (accreditation certificates) of these foreign

agencies are recognised as equivalent to accreditation by the National Agency for Higher Education Quality Assurance (NAQA).

By law Ukrainian HEIs must include acknowledgment of the accreditation agency on the relevant study programme diploma.

NAQA's strategic goals include internationalization of the Ukrainian higher education system and meeting European quality assurance standards. Therefore, NAQA encourages Ukrainian HEIs to seek foreign accreditation and considers EQAR-registered agencies as representing best practices. Several foreign agency accreditations have already been recognized by NAQA and the relevant information published on the NAQA website.

Having said this, we should also note that cross-border quality assurance is not easy and several issues require close attention. These issues are outlined on NAQA website.

RS HEAA
ЈУ Агенција за акредитацију ВШУ РС
Higher Education Accreditation Agency of Republika Srpska

HEAARS News

Ranking of higher education institutions in the Republic of Srpska

Ranking of higher education institutions has become very popular in recent decades. Ranking is done by various ranking systems of which the most famous are ARWU-Jiao Tong or Shanghai List (China), CWTS Leiden (Netherlands), THES Times (UK), Webometrics (Spain) and others, which mainly use bibliometric systems through open databases data, such as ISI (Information Science Institute), WoS (Web of Science), Scopus, or Google Scholar.

Ranking serves a variety of purposes: responds to user requests for information regarding the position/reputation of higher education institutions, stimulates competition between higher education institutions, provides specific annotations that can be used for funding, and helps differentiate between different types of institutions and programs and disciplines. Rankings are very popular with students and their parents when choosing a higher education institution, they are important to the management of institutions from the aspect of the position of the institution as well as the amount of tuition fees, and provide a wide range of stakeholders with their explicit (measurable) indicators. They also contribute to the definition of "quality" of higher education institutions within the higher education system, complementing quality assessments conducted in external evaluation procedures.

Based on these references the Agency for Higher Education of Republic of Srpska started with the project of ranking higher education institutions in Republic of Srpska.

The UNESCO European Center for Higher Education (UNESCO-CEPES) in Bucharest and the Institute for Higher Education Policy in Washington DC established the International Expert Group on Ranking (IREG) in 2004.

Based on this initiative, at IREG's second meeting held in Berlin in May 2006, a set of principles on quality and good practice in the ranking of higher education institutions, the so-called Berlin principles on the ranking of higher education institutions, was discussed. Berlin principles set the framework for the detailed design and dissemination of rankings, whether covering the national, regional or global level, leading to a system of continuous improvement and refinement of the methodologies used to conduct these rankings. The Berlin ranking principles contain 16 principles divided into four basic groups: the purposes and objectives of the ranking, the design and weight of the indicators, the collection and processing of data and the presentation of the ranking results.

Given the heterogeneity of ranking methodologies, these principles for good ranking practice will be the basis for ranking in the Republic of Srpska as well. The Agency for Higher Education of Republic of Srpska and an Expert team consisting of experts in the field of ranking from the region and institutions for evaluation in science (CEON) are the project holder for the ranking project in Republic of Srpska.

Purpose of ranking in Republika Srpska is seen through better information on the higher education system of all stakeholders, from students and researchers to decision makers at the institutional level, through comparable information, facilitating the choice of higher education institution for students and researchers, better information for the development of future strategies in the field of higher education, encouraging higher education institutions for continuous development and improvement of the quality system for better positioning on the lists and increasing scientific productivity in the context of international visibility and recognition.

With that aim, the Agency for Higher Education of Republic of Srpska set principles for ranking in Republic of Srpska with the aim to insure quality of higher education institutions through multidimensionality (will cover different areas of activity of institutions: education, research, innovation, internationalization and community relations), independence (to be carried out by experts in the field of quality system and ranking outside the higher education system of the Republic of Srpska), transparency (should offer users a clear insight into all factors used to measure results) and globality (should be comparable to existing recognized ranking methodologies).

The ranking indicative ranking criteria are based on the Berlin principles of ranking with a special focus on the evaluation of the three missions of the university: teaching, scientific research and cooperation with the economy and the community. It is planned to determine a set of criteria for each component and weight factors for each criterion.

With the aim to collect and process relevant exact and up to date information regarding higher education institutions the Agency obtained part of the data related to scientific research productivity in cooperation with a respectable organization dealing with evaluation in science

(Center for Evaluation in Education and Science – CEON). Dimensions/indicators of scientific performance refer to productivity expressed by the number of published papers, the number of published fractions of papers, the impact of papers expressed through realized citations and the impact of papers expressed through realized citation fractions. In doing so, one should especially keep in mind the specifics of the Republic of Srpska in terms of a rather modest scientific performance and the impossibility of its adequate differentiation by the methodologies used at the global level. Therefore, citation information on international performance are taken from citation databases in which data on authors are given in a more complete and reliable form, with the addition of performance achieved in regional and national journals not represented in global citation indices.

For the part of the data related to the infrastructure and resources of the higher education institution, an on-site inspection is planned, by a visit of an Expert team to the higher education institution. Stakeholder involvement is planned through 4 seminars with higher education institutions, from which three are already held, and a presentation of the adopted ranking criteria. Project duration is planned in the period between March and October 2021.

NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT

NCEQE News

Piloting of Cluster Evaluation of Higher Educational Programmes in Georgia

By Lasha Macharashvili, Coordinator at NCEQE Higher Education Quality Assurance Department

During the last two years, National Center for Educational Quality Enhancement has been involved in an EU funded Twinning project "Strengthening capacities for quality assurance and governance of qualifications". One of the main achievements of the collaboration was the introduction of novel Cluster Accreditation procedure and its piloting. The procedure was developed in close collaboration of German Quality Assurance Agency (AQAS) and Estonian Quality Agency for Higher and Vocational Education (EKKA) colleagues.

Background and Rationale

Nowadays NCEQE facilitates higher education programme accreditation procedures, in the frame of which about 250-300 programmes of various fields and levels of study are evaluated each year. This abundance as well as diversity of the programs that need to be evaluated, significantly complicates the processes for the NCEQE as it requires continuous recruitment as well as training of new experts in different spheres. The novel approach should will give the agency far higher level of flexibility to better allocate the resources for the experts' training as well as prepare sector benchmarks for different fields. The current approach obviously has the implications for the HEIs side as well,

since the preparation of the programmes in different spheres requires a lot of time and energy (for large multi-profile universities the yearly number may exceed 50) and multiple stakeholders have outlined the traces of evaluation fatigue in many institutions.

Overall the NCEQE sees numbers of benefits that have triggered shifting from individual programme accreditation to cluster accreditation. Firstly, in cluster accreditation there is potential to recognize commitment to educational quality and continuous improvement of the institution within cluster of programmes and/or at faculty level (rather than having fragmented picture that was the case in individual programme accreditation procedure). Secondly, shifting to cluster accreditation enables the NCEQE and the institutions to improve cost and time efficiency for programme accreditation, while enabling opportunity of reflection at programmes' cluster/faculty level. Thirdly, shifting to cluster accreditation will allow the NCEQE to make oversight and comparison between similar programmes offered by different higher education institutions and facilitate minimum standard benchmarking and stimulating development of programmes, at the national level. According to the novel approach, the entire years are going to be dedicated to the evaluation of programmes in pre-determined fields. The selection of the programmes will be based on *Classification of Fields of Study,* a national document based on ISCED-F 2013.

When deciding what fields are going to be evaluated in which year, the duration of accreditation in case of the currently accredited programmes will also be considered in order to minimize the number of the programmes whose accreditation terms are going to be shortened. Based on the field characteristics, the programmes will be grouped into clusters either based on their narrow or detailed fields. The accreditation procedures for the programmes in regulated fields e.g. Medicine, Law, Marine Sciences etc. will have different specificity. The PhD programmes will be grouped either vertically (with the other programmes in the same field) or horizontally (with the other PhD programmes of neighboring fields). NCEQE's vision is that the cluster evaluation approach will empower the Universities to allocate resources for the specific spheres yearly and thus boost the spheres' development. Subsequently it will allow the different stakeholders to perform an analysis concerning the development of a particular area or field of HE in the State. Finally, previously multiple stakeholders have indicated to the levels of perceived inconsistency among the various reports on the programmes functioning in the same schools written by different expert panels. Cluster evaluation was seen as a possible treatment to this challenge.

The Piloting

Taking into consideration the upper-mentioned approach, NCEQE has piloted the cluster evaluation in three Public Universities in Georgia. In each case, three programmes of the same field were grouped in cluster. As the first wave of Cluster Evaluation will cover the Field of Humanities, the piloting was done on the programmes in Humanities, namely:

Philosophy , Languages and History in the state universities which operate in the regions.

Multiple changes occurred in the normative documentation prior to the piloting. The NCEQE made changes in the charter of accreditation which is the main normative document describing the evaluation procedure. Several changes were done in the accreditation standards as well, with the main goal of increasing consistency between the standards and components. Finally, renewed template for the programme evaluation were adapted to the cluster accreditation, including the self-evaluation template and experts' panel report template. All of these developments were shared to all of the HEIs in Georgia and some editing was done according to their feedback. The aforementioned changes were not formally approved, the intent was to test them in the process of piloting and to finalize the changes based on the results of the pilot.

Due to the pandemic related restrictions, the piloting was done in fully online format. The expert panels included both the local-Georgian and International experts from Germany, Estonia and UK. Each panel included two international experts. All of the panels included the student members and employer experts were also involved where it was possible. The evaluation was done entirely in English and the subsequent reports too were written in English.

The Results of the Piloting

The novel cluster evaluation was the most successful in the accreditation standards covering the topics, connected to the faculty and sometimes even university level developments (Student Services, Teaching Resources and Quality Assurance mechanisms). With the Student Services standard, the cluster evaluation enabled the experts to see a broader school/university-level picture, via taking into notice the experiences of the students on multiple levels of study. With the programmes at all three levels in focus and an ability to interview the students/graduates of different levels, as well as to review their theses, cluster evaluation also proved effective in the assessment of research related matters, as the school's overall supervisory power and its' admission policy regarding the Master and Doctoral level students. The evaluation of teaching resources, both the human and material/financial, was also a major success point for the piloting. It enabled the experts to see the school's resources in a holistic way and to understand the school's overall policy regarding its' staff, rather than to contemplate the issues on just a single programme. The same should be said about the quality assurance mechanisms. Many stakeholders have previously expressed their opinions concerning the difficulty to assess the QA mechanisms with just a single programme in the scope as it was inevitable that the judgements would concern the overall QA policy of the faculty/university as well. With the cluster evaluation the assessment of procedures have become broader, thus enabling the experts to see the entire context and QA policy, that in its own regard entitled them to give more sophisticated and development oriented recommendations and suggestions for the further development of the programmes. Additionally, in regards to the level of consistency of the

evaluations of the programmes functioning at the same school has been underlined by the multiple stakeholders, involved in the piloting process.

Despite the great many strong points, multiple areas for the development were identified. Firstly, the evaluation of teaching/learning oriented programmes together with the research-oriented programmes complicated the evaluation process. This problem though was not a novelty for the agency, as the NCEQE is planning to modify the standards and better adapt it to the specificity of Doctoral Education. In case of the standards that cover the programme content, integrating the programme specific topics in the cluster report was yet another challenge. This encompasses the components about programme goals, structure and content, courses and learning outcomes. It seems necessary to create the detailed guidelines for experts in the future when the cluster evaluation is institutionalized on the normative level. Finally, it became also evident, that the agenda of the site-visits and the sequence of the interview sessions should be further revised and adapted to the cluster evaluation, as on multiple occasions the reviewers had difficulty to process the amount of data they received during the interviews. This challenge was partially exacerbated by the usage of translation during the interviews as the working language was English.

Summary and Further Plans

The results of the piloting has shown that the approach developed by NCEQE was generally effective for the cluster evaluation yet multiple topics need further enhancement. The results of the piloting were disseminated with the stakeholders in multiple activities. The normative and legislative institutionalization of the cluster accreditation is scheduled throughout the rest of the year. The NCEQE has already set an action plan to draft the relevant normative as well as methodological changes to the evaluation approach. The novel arrangements will be shared with the stakeholders on each step of the reform. In mid-term period the NCEQE also plans to have thematic analysis after the novel approach is implemented and some experience is gained to get better notion of its efficiency and impact. Through thematic analysis the NCEQE envisages to reflect on methodologies and procedures for maximizing effects of cluster accreditation for enhancing students' experiences, while searching for ways for fully exploiting the potential of enhanced digitalization of the cluster accreditation process. The NCEQE also plans to constantly reflect on the process to ensure that bureaucracy and administrative burden do not put at risk the purpose of cluster accreditation. In long-term period the NCEQE is considering open data initiative on cluster accreditation that will make these data accessible and re-usable by interested parties and create opportunities for cross-sectoral collaboration and bring added value to society at large.

YÖDAK News

YÖDAK declared 2021 as the "Year of Internationalisation and Quality Enhancement in Higher Education"

As a full member of CEENQA since 2011, YÖDAK is committed for creating a quality culture among the Higher Education ecosystem and expand its boundries for internationalisation. As of June 2021, YÖDAK has seven international membership with prestigous QA associations worldwide.

In addition to being a full member of INQAAHE since 2007, affiliate member of ENQA since 2007, member of UK NARIK since 2007, full member of IQA/AQAIW since 2011, full member of INQAAHE since 2007, YÖDAK added two more memberships during 2021.

YÖDAK has been a member of the CIQG (CHEA International Quality Group) in the USA as of 2021. Also, YÖDAK has been accepted as an observer member for the ECA (European Consortium for Accreditation) as of 2021. YÖDAK has also initiated the process of ENQA review during April 2021.

Prof.Dr.Olgun Cicek
Executive Board Member of YÖDAK
Coordinator for International Relations

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