



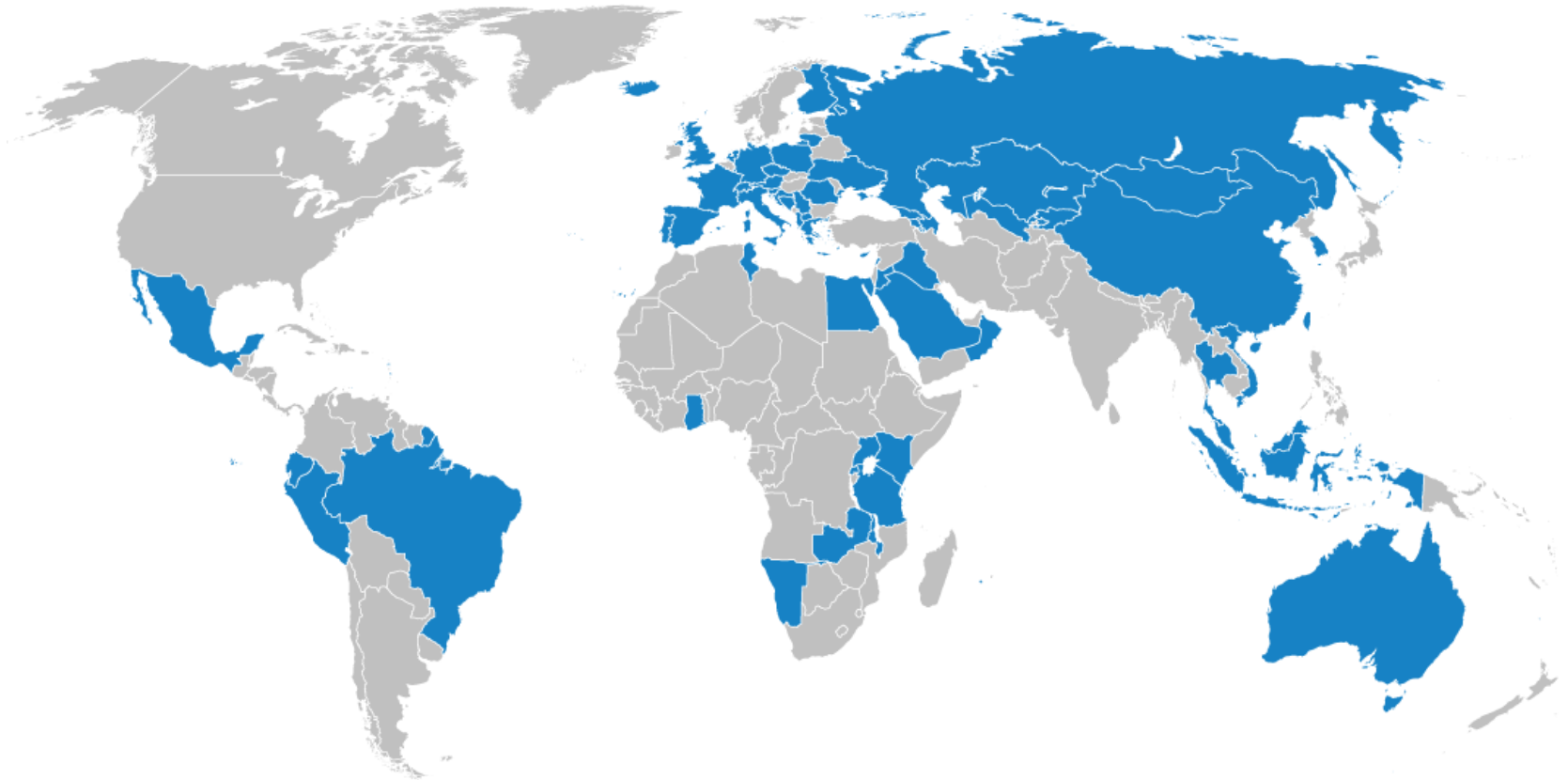
QA beyond borders and the need for a unified global system

University of Pristina
27-28 September 2023

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ASIIN - Global Actor in Quality Assurance



6204

Study programmes

341

Institutions

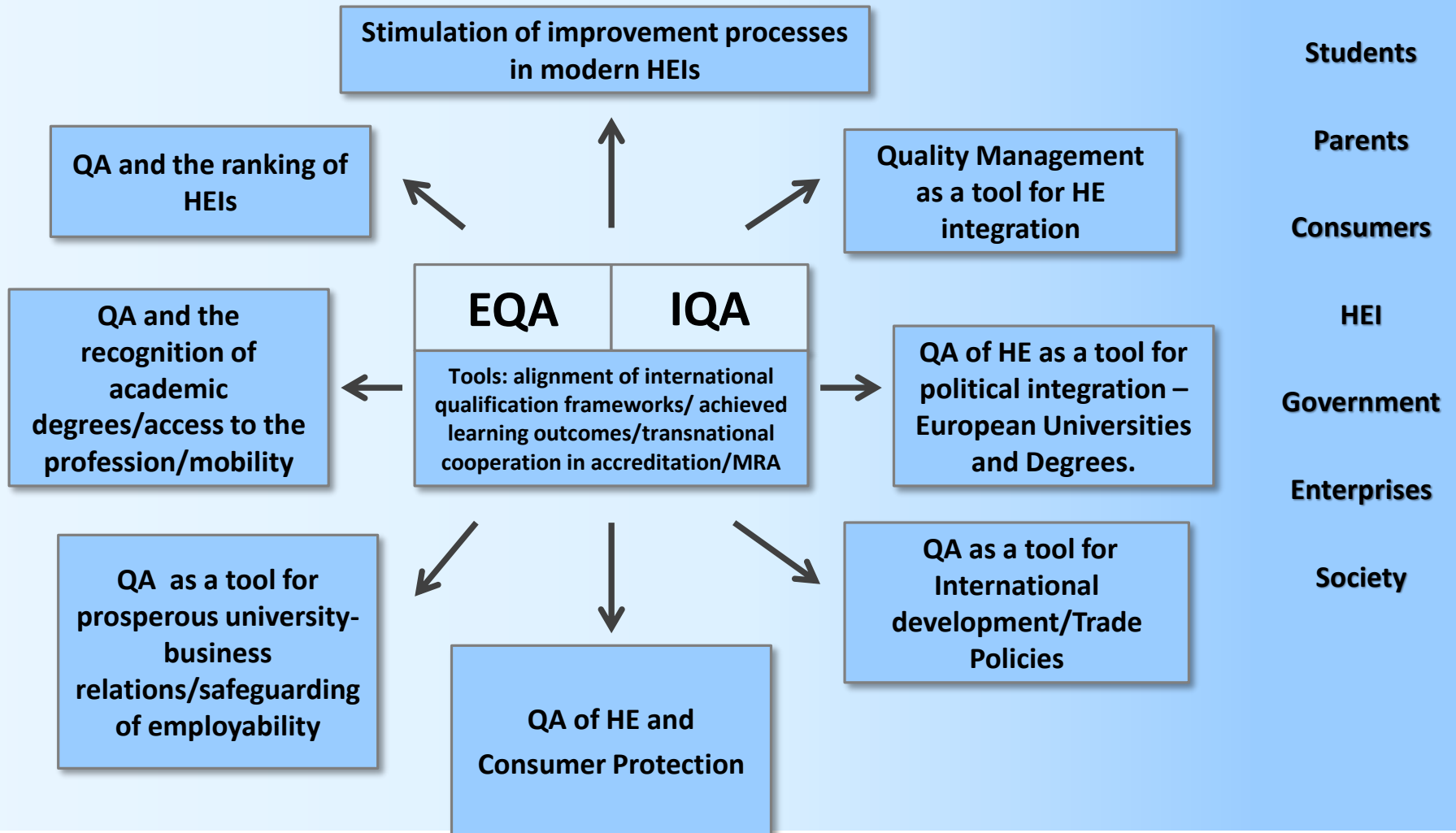
62

Countries

25 Cooperation Agreements with foreign agencies/higher education networks

Organisation	Country	Date
National Accreditation Agency for Higher Education (BAN-PT)	Indonesia	February 2021
Quality Alliance Accreditation Services (QAAS)	Tunesia	04.11.2020
Shanghai ZHILIANG Educational Assessment Center (private Universities in the Municipality of Shanghai)	China	26.09.2020
Malaysia Board of Technologists (MBOT)	Malaysia	18.11.2019
FIGURE - Training in Engineering in Research Oriented Universities	France	25.10.2019
Catalan University Quality Assurance Agency (AQU Catalunya)	Spain	14.10.2019
Certification Association Russian Register	Russia	11.12.2018
Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU)	Philippines	21.09.2016
National Accreditation Agency (NAA)	Russia	22.06.2016
Mongolian National Council for Education Accreditation (MNCEA)	Mongolei	15.12.2015
University of Shanghai for Science and Technology (USST)	China	17.06.2015
National Board of Accreditation (NBA)	Indien	January 2015
St. Petersburg State University of Economics	Russland	24.06.2014
Office of National Education Standards and Quality Assessment (ONESQA)	Thailand	26.05.2014

Organisation	Country	Date
Independent Agency for Accreditation and Rating (IAAR)	Kazakhstan	20.12.2013
Independent Kazakh Agency for Quality Assurance in Education (IQAA)	Kazakhstan	20.12.2013
Bologna-Club - Association of Russian Universities	Russia	29.11.2013
National Center for Professional Education Quality Assurance (ANQA)	Armenia	21.08.2009
Agencia Centroamericana de Acreditación de Postgrado (ACAP)	Central America	15.04.2008
Ordre des Ingénieurs Tunisiens (OIT)	Tunesia	08.01.2008
National Authority for Quality Assurance and Accreditation in Education (NAQAEE)	Egypt	26.11.2008
Comisión Nacional de Evaluación y Acreditación Universitaria (CONEAU)	Argentina	28.11.2007
Agencia Centroamericana de Acreditación de Programas de Arquitectura y de Ingeniería (ACAAI)	Central America	11.09.2007
Deutscher Akademischer Austauschdienst (DAAD)	Germany	20.04.2007
Commission des Titres d'Ingénieur (CTI)	France	04.02.2005



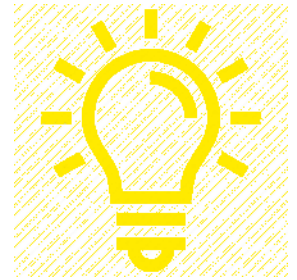
Why Quality Assurance of Higher Education Matters – Current Framework conditions

1. **Massification, diversification and globalization** of both Higher Education – exploding number of HE providers and degrees (**danger of degree mills**)
 2. Existence of an ever **expanding private HE sector and growth of transnational education with a lack of regulatory codes**
 3. **Academic Titles** no longer provide unequivocal orientation
 - regarding **admission** to the job market
 - with respect to additional prerequisites to acquire **professional status**
 4. **Multiple Quality Assurance providers (danger of accreditation mills)**
- **Internal and External Quality Assurance/Accreditation of HE accreditation provides transparency and orientation in a heterogeneous education market**

Why professional accreditation? (Unmanagable) Diversification of types of institutions, profiles, modes of delivery and programs

Diversity of types of HEIs	Diversity of profiles and modes of delivery	Diversity of programs within a discipline (e.g. informatics)
<ul style="list-style-type: none"> • University • University of Applied Sciences • University of Technology • Institute of Technology • Polytechnic/Politecnico • University of Cooperative Sciences • University College • Grand école • Community College • Open University 	<ul style="list-style-type: none"> • Undergraduate programs • Postgraduate programs • Consecutive programs • Continuous education programs • Certification programs • Short Cycle Programs/Moduls • Dual education programs • Application orientation • Research orientation • Regional/International orientation • Conversion programs • Classical teaching • Distance Learning • Blended Learning • ... 	<ul style="list-style-type: none"> • Computer Science • Computer Engineering • Software Engineering • Communication Systems • Information Systems • Computational Media • Embedded Systems/Big Data • Computational Neuroscience • Bio-Informatics • Geo-Informatics • Computer Visualistics • Scientific Computing • Information Engineering • Media Informatics • IT Security ICT Innovation • Web Science • Information Management • Business Informatics

International /European Instruments for QA in HE as point of orientation - what is currently in place? (1)



- ✓ **European Credit Transfer System as Academic Currency, Diploma Supplement as uniform exit qualification tool**
- ✓ **Lissabon Convention/UNESCO Global Recognition Convention – Recognition of Academic Qualifications**
- ✓ **Directives on the Recognition of Professional Qualifications**

- ✓ **European Standards and Guidelines**
- ✓ **Uniform procedural components of QA** (Self-Assessment Report, Peer review, on-site (in person or virtual) visit)
- ✓ **Database of External Quality Assurance Results (DEQAR)** - European White List of EQA results

European Standards and Guidelines – The Bible of QA in Europe

History: Adopted first by the Ministers of Education in 2005; revised version passed in Erivan in 2015

Authors: E4 Group (European Association for QA in Higher Education, European Student Union, European University Association, European Association of Institutions in Higher Education) (in cooperation with Business Europe, EQAR, Education International)

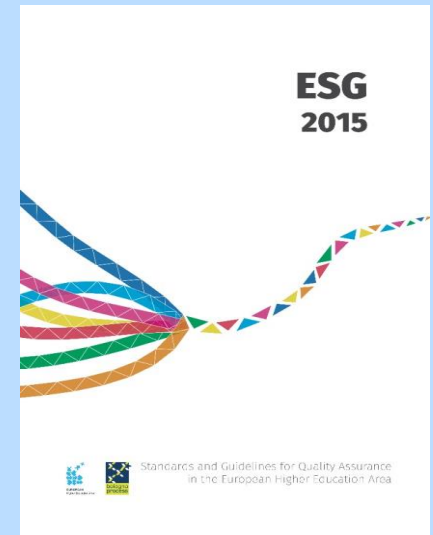
Structure: Composed of three interconnected parts

- Part 1 - Internal QA within HEIs
- Part 2 - External QA by QAAs
- Part 3 - Internal QA and operation of QAAs

Raison d'etre:

Set a common framework for QA in Europe, enable improvement of quality, support mutual trust, Provide information on QA in the EHEA

Based on 4 principles of QA: HEI have primary responsibility of their QA provisions, allows for diversity, supports the development of a QA culture, takes into account the needs of all stakeholders/society.





Standards and Guidelines for Quality Assurance in the European Higher Education Area - ESG 2015

Part 1: Standards and guidelines for internal quality assurance

- 1.1 Policy for quality assurance
- 1.2 Design and approval of programmes
- 1.3 Student-centred learning, teaching and assessment
- 1.4 Student admission, progression, recognition and certification
- 1.5 Teaching staff
- 1.6 Learning resources and student support
- 1.7 Information management
- 1.8 Public information
- 1.9 On-going monitoring and periodic review of programmes
- 1.10 Cyclical external quality assurance

Part 2: Standards and guidelines for external quality assurance

- 2.1 Consideration of internal quality assurance
- 2.2 Designing methodologies fit for purpose
- 2.3 Implementing processes
- 2.4 Peer-review experts
- 2.5 Criteria for outcomes
- 2.6 Reporting
- 2.7 Complaints and appeals

Part 3: Standards and guidelines for quality assurance agencies

- 3.1 Activities, policy and processes for quality assurance
- 3.2 Official status
- 3.3 Independence
- 3.4 Thematic analysis
- 3.5 Resources
- 3.6 Internal quality assurance and professional conduct
- 3.7 Cyclical external review of agencies

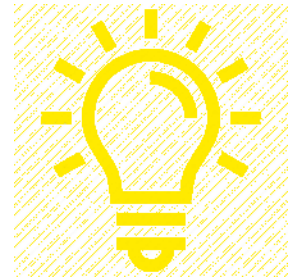
“Database of External Quality Assurance Results” (DEQAR) developed as part of an Erasmus+ EU project; important **tool for multiple purposes** (e.g. recognition of degrees, European Digital Credentials, the mobility of students and the portability of grants/loans of HEIs). Today there are 55 agencies listed on the DEQAR, EQA reports regarding around 80000 study programs and 3525 HEIs are part of the register.

Central information tool:

- Recognition information centers (ENIC-NARICs)
- Recognition and admission officers in higher education institutions
- Students and student organizations
- Quality assurance agencies
- Ministries and other national authorities

ASIIN: Registration of its more than 10000 accreditation foreign accreditations under the following link: <https://www.deqar.eu/>

International/European Instruments for QA in HE as point of orientation - what is currently in place? (2)



- ✓ **International (European) Qualification Frameworks** (Bologna and Copenhagen, Dublin Descriptors for **Bachelor/Master**;
- ✓ **Quality Assurance of doctoral schools and programs** (2005 + 2010 the EUA „Salzburg criteria“)
- ✓ **Tuning Educational Structures** – Definition of Intended and Achieved Learning Outcomes on the Disciplinary Level
- ✓ **European (Sub-)Disciplinary Qualification Frameworks** (definition of field-specific cross-national **Learning Outcomes**
- ✓ **Corresponding Mutual Recognition Agreements**

European Instruments for QA in HE as point of orientation - what is on the agenda/what is missing?



- ✓ **5th European Framework for Quality Assurance of Microcredentials**
- ✓ **QA criteria/procedures for the new type of European Universities/degrees**
- ✓ **Further Expansion of the DEQAR database as the central point of recognition - closer connection to the ERIC/NARICs as well as to other international databases of recognized EQA results**
- ✓ **Comprehensive Existence and Consistent Application of cross-national Learning Outcomes and Competence Frameworks as a central prerequisite for academic and professional mobility**
- ✓ **Professional Cards on the Individual level**

(European)/
Continental
Qualification
Framework



National
Qualification
Frameworks



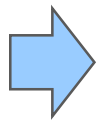
European
Subject
Specific/
Disciplinary
Qualification
Frameworks
for BA and
MA



Multilevel
European
QF on the
sub-
disciplinary
level
QA of LLL -
European
Skills
Councils
QA of
European
Universities
/European
Degrees



Personal
Certification
Schemes
Progress
Knowledge
Tests of
Achieved LO
Admission
Decision



Description and Measurement of cross-national Learning Outcomes/Competence processes are at the core of manifold international alignment projects and a core ASIIN/EASPA competence



The European Alliance of Professional and Subject Specific Accreditation (EASPA)



EASPA is uniting European/International bodies which are engaged in professional quality assurance based on agreed cross-national Learning Outcomes/disciplinary Competence Profiles

EASPA: Joint Statement (“Düsseldorf Declaration”) of the field-specific accreditation European networks to the Ministers of Education in London

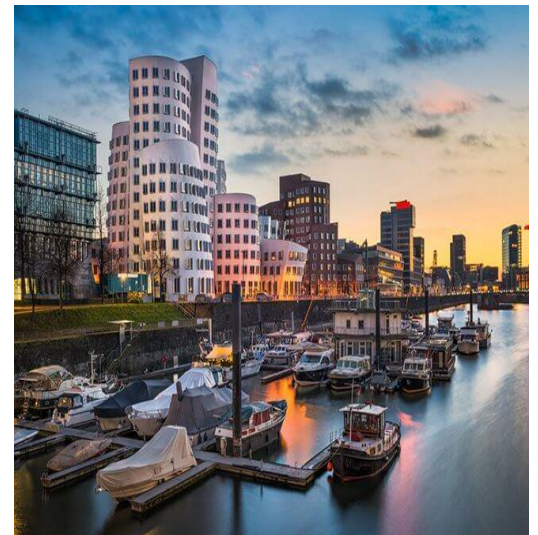
The European Label Associations undersigning this statement represent accreditation bodies, higher education institutions, professional and scientific associations and other relevant stakeholders in higher education in the respective discipline.

Aiming at:

- Securing and improving the quality of higher education;
- Facilitating trans-national recognition of academic qualifications through a recognized label;
- Facilitating recognition of academic qualifications by the competent authorities;
- Protecting consumers against false information and low-quality university degrees and other qualifications;

Considering the “European Quality Assurance Standards” and the “Framework of Qualifications for the European Higher Education Area” adopted by the European Ministers Responsible for Higher Education,

the members represented by the European QA Associations **have undertaken the development of disciplinary criteria and procedural guidelines based on which the European Quality Label in the respective discipline may be awarded.**





EASPA - Milestones

2011

Creation of EASPA in the ASIIN Headoffice in Düsseldorf, Germany and signing of the “Düsseldorf Declaration” on the Importance of Professional Accreditation

2015

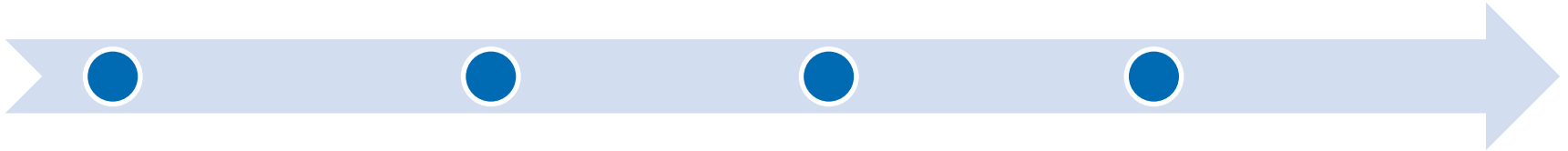
Memorandum of Understanding with the Tuning Academy

2013

Cooperation Agreement with the American Alliance of subject specific professional accreditation (ASPA)

2016

Negotiations with the Asian Pacific Quality Assurance Network on the Creation of an Asian ASPA



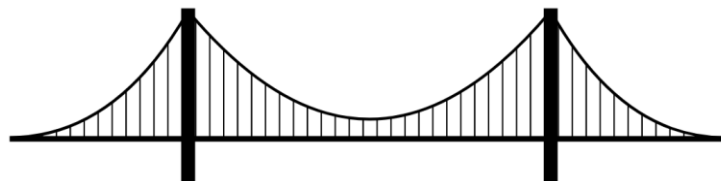
2022
Integration of remaining European Field Specific Quality Assurance Networks

Future Partners:

- Accreditation Council for Business Schools and Programs (ACBSP)
- European Foundation for Management Development (EFMD)
- European Council for Business Education (ECBE),
- Association of Dental Education in Europe (ADEE)
- European Council on Chiropractic Education (ECCE)
- European Association of Establishments for Veterinary Education (EAEVE)
- European Council of Civil Engineers (ECCE)
- European Federation of Chemical Engineering (EFCE)
- European Federation of Geologists (EFG)
- International Federation of Landscape Architects (IFLA Europe)
- European Council for Theological Education (ECTE)
- Iuventum – Global Education
- The ICE – International Center of Excellence in Tourism and Hospitality Education)



2022
Building a bridge to the general accreditation system



Invitation for Quality Assurance Agencies to Join EASPA's activities

- Checking achieved student learning outcomes as a regular part of External Quality Assurance Exercises by experts in the field
- Checking achieved learning outcomes in European Excellence Procedures for accredited study programs listed in the EQAR
- **Progress Tests** of Achieved learning outcomes developed by disciplinary communities/Tests for Admission to HE study programs
- Cross-national comparison of LO – completion of the **AHELO (Assessment of Higher Education Learning Outcomes)** and the **CALOHEE (Measuring and Comparing Achievements of Learning Outcomes in European HE)** projects

Do students enrolled in higher education around Europe develop the competences they need? Are study programmes delivering on their promises? Can we learn to compare students' achievements in different countries in a meaningful way?

What is needed to apply for and to implement an integrated excellence procedure for disciplinary, LO oriented program accreditation?

The applicant HEI has to submit a

- Valid accreditation report in line with ESG
- Course handbook
- Self-Alignment of program and module LO with EASPA's disciplinary standards
- Samples of achieved LO e.g. BA/MA theses, final project work



- Defined Deadlines for Application (e.g. 4x per year)
- Compilation of a group of field specific experts (language clusters, if applicable)
- Desktop review of a cluster of applications in one discipline



Introduction of a homogeneous European-wide report structure for disciplinary European Excellence Seals demonstrating the compliance level with European LO



Simultaneous publication of EQA decisions in the DEQAR and professional databases –

unique chance to bridge the gap between state accreditation and professional accreditation

1,500 -2000 € per program
Duration of the procedure: 3-6 month



International/European Grid of Accreditation Reports (Structure)

A Requested labels

B Characteristics of the degree programs

C Assessment of the expert panel

D Summary: Recommendations of the expert panel

E Decision of the Accreditation Commission

(F Appeal (xx.xx.200x), G Fulfilment of Requirements (xx.xx.200x))

Appendix

I Excerpt of EQAS-Food Award Criteria and Standards for Food Studies Programmes

II Elaboration: decision made in addition to a prior accreditation in accordance with the European Standards and Guidelines



European Grid for homogeneous Accreditation Reports (Learning Outcomes)

IFA	Reflected in the programme?	Contained in which courses?	Fulfilled
<p>Food Safety and Microbiology</p> <ul style="list-style-type: none"> Recognize and describe the principles and limitations of food preservation. Exercise appropriate judgement on the suitability of different preservation methods to particular foods: <p>...</p>	<input type="checkbox"/> yes <input type="checkbox"/> no <i>If not, short elaboration</i>	<i>List relevant courses</i>	<input type="checkbox"/>
<p>Food Chemistry and Analysis</p> <ul style="list-style-type: none"> Demonstrate practical understanding of health and safety in the laboratory. Carry out an analysis of the proximate composition of foods and of basic sensory properties. <p>...</p>	<input type="checkbox"/> yes <input type="checkbox"/> no <i>If not, short elaboration</i>	<i>List relevant courses</i>	<input type="checkbox"/>
<p>Food Processing and Engineering</p> <ul style="list-style-type: none"> Explain the principles and current practices of major food processing operations, and understand the effect of processing parameters on product quality. Explain characteristics and properties of packaging materials for food products and identify appropriate packaging systems. <p>...</p>	<input type="checkbox"/> yes <input type="checkbox"/> no <i>If not, short elaboration</i>	<i>List relevant courses</i>	<input type="checkbox"/>



EASPA: The development of International Quality Labels/Seals within European QA-networks as a means for facilitating academic and professional mobility

IFA

International Food Association

ISEKI-FOOD ASSOCIATION
EQAS-FOOD AWARD

EQANIE

European Quality Assurance Network for Informatics Education



ECTNA

European Chemistry Thematic Network Association



ENAAE

European Accreditation Network Engineering Education



AMSE

Association of Medical Schools in Europe



The future setup of EASPA member networks services for European Higher Education

Development of comprehensive databases of existing study programs in a field

Construction of Europeanwide disciplinary pools of experts

Development, Compilation and Modernization of disciplinary cross national LO for level 5-8 of the EQF

Implementation of International Quality Seals

Certification of Continuous Education/Participation of EASPA Members in European Skills Councils

Progress Tests/ Admission Test on the basis of ALO

Integration of EQA results in DEQAR

Close connection to Professional Recognition Authorities

Close connection to ERIC/NARICs



Creation of the Eurolecturer Academy

- Dissemination of modern student centered and research based Teaching (in Chemistry)
- Conduct of Summer Schools for Ph.D students and junior lecturers
- Building of a Network of Ambassadors for Good Teaching
- Certification of these offers

**Powerhouse for the Dissemination of Good Teaching
Methodology**



Integration of internationally agreed Learning Outcomes in National Accreditation Procedures

Technical Committee 01 Mechanical Engineering/ Process Engineering	Technical Committee 02 Electrical Engineering/ Information Technology	Technical Committee 03 Civil Engineering, Geodesy and Architecture	Technical Committee 04 Informatics/ Computer Science	Technical Committee 05 Materials Science, Physical Technologies
Technical Committee 06 Engineering and Management, Economics	Technical Committee 07 Business Informatics/ Information Systems	Technical Committee 08 Agriculture, Forestry, Food Sciences, and Landscape Architecture	Technical Committee 09 Chemistry, Pharmacy	Technical Committee 10 Life Sciences
Technical Committee 11 Geosciences	Technical Committee 12 Mathematics	Technical Committee 13 Physics	Technical Committee 14 Medicine	

Why Learning Outcomes?

- They constitute an agreement of what a graduate of an educational programme is supposed to know, to be able to do
- They constitute a benchmark for designing and modernizing curricula

→ **ASIIN is the only disciplinary agency globally offering programme accreditation in all STEM disciplines based on internationally agreed Learning Outcomes**

ASIIN/ENAAE/EASPA and the introduction of professional cards for fostering individual mobility

- 1 Given Name
- 2 Surname
- 3 Date and Place of Birth
- 4a Date of Issue
- 4b Date of Expiry
- 5 Member of Association/
Organisation
- 6 ID Number
- 7 Signature
- 8 Key for qualifications



01. Name/Titel Surname/Title	08.		
02. Vorname Given Name		Studium Academic studies	Datum Date
03. Geburtsdatum und -ort Date and Place of Birth	A1	Bachelor/Diplom [FH]	30.07.2003
04a. Ausstellungsdatum Date of Issue	A2	Master/Diplom [TU/TH]	27.11.2005
04b. Gültig bis Date of expiry	A3	Dr.-Ing.	
05. Verbandszugehörigkeit Member of Association/Organisation		Berufserfahrung Professional Experience	
06. Ausweisnummer ID Number	B1	Unternehmen Free Economy	X
07. Unterschrift Signature	B2	öffentl. Dienst Civil Service	
08. Schlüssel für Qualifikationen Key for Qualifications	B3	selbstständig Self-employed	
007		Weiterbildung Further Education	Anzahl Number
	C1	Seminar mit Teilnahmebescheinigung Tutorial with Certificate of Attendance	1
	C2	Seminar mit Abschlussprüfung Tutorial with Final Exam	
	C3	Fortbildung mit Zeugnis Advanced Education with Certificate	

Academic Studies

Professional Experience

Continuing Education

Legend of classification of the front of the card

Two international ASIIN conferences coming up this year

ASIIN Global Conference 2023

Artificial Intelligence in Higher Education –
a world of opportunity or serious risk?

***30.11. – 01.12.2023, German University Of Digital Science
Potsdam, Germany***



European Informatics Conference 2023

The future of European Informatics Education –
How to counter the skills shortage without
compromising on quality?

14/15 December 2023, Valencia





Contact

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