



“Alignment” of academic study programs in Russia, the Ukraine and Armenia and its role for promoting academic and professional mobility within the European Higher Education Area.

**International TEMPUS Conference
Moscow, 13-14. November 2015**



CEENQA

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

The Central and Eastern European Quality Assurance Network (CEENQA) – who we are

- CEEN founded in October of 2001 in Krakow (oldest QA-agencies network in Europe)
- registered as CEENQA e.V. in Düsseldorf, Germany since 2011
- non-governmental and non-profit organization
- **Main goal:** “the cooperation between the member organizations in the field of quality assurance in higher education and contributing towards the development of the European Higher Education Area”
- **Membership to CEENQA:** open to organizations recognized by the educational authorities of their countries as national or regional QAAs in higher education



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CEENQA-Member Organizations

27 members organizations in 19 countries

- Albania (APAAL)
 - Austria (AQ)
 - Bosnia and Herzegovina (HEA, HEAA)
 - Bulgaria (NEAA)
 - Croatia (ASHE)
 - Czech Republic (ACCR)
 - Estonia (EKKA)
 - Germany (ACQUIN, ASIIN, FIBAA, AHPGS, **EVALAG**)
 - Hungary (HAC)
 - Kosovo (KAA)
 - **Kazakhstan (IQAA)**
 - Lithuania (SKVC)
 - North Cyprus (YÖDAK)
 - Poland (UKA, PKA)
 - Romania (ARACIS)
 - Russia (NAA, NCPA, AKKORK)
 - Slovakia (AC)
 - Slovenia (SQAA)
 - Turkey (TEPDAD)
- Invitation open to the Armenian and Ukrainian national agencies to join, inclusion of further Russian Agencies of QA



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BIHTEK

Benchmarking as a Tool for Improving HE Performance

ALIGN

Achieving and Checking the Alignment Between Academic Programs and Qualifications Frameworks (Armenia, Russia, Ukraine)

BHQFHE

Bosnia and Herzegovina Qualification Framework for Higher Education

UNESCO Study

A consulting request from INQAAHE – Follow-up of QA results in Eastern Europe after the political transformation processes

QUALITAS

Institutional accreditation of Romanian Universities



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Political context of QA in Europe I

Completion of the European Higher Education Area until 2020, in which citizens can choose from a wide and transparent order of high quality courses and benefit from smooth recognition procedures

Goals: European knowledge society characterized by high mobility and permeability, lifelong learning

Promotion of comparability and compatibility of degrees:

Two/Three cycle study system, ECTS, adoption of a system of easily readable and comparable degrees, Diploma Supplement, permeability of study structures

Promotion of the European Dimension in Higher Education

Academic Mobility

Common European Market

Goals: freedom of movement of workers, right of establishment, freedom of services.

Declaration of Lisbon, Barcelona: „to make Europe the most competitive and dynamic knowledge-based economy in the world.“

The European Directive on the recognition of professional qualifications:

Goal: „A clear, secure and quick system for the recognition of qualifications in the field of the regulated professions is required to ensure free movement.“

The EC institutions and member states should facilitate employment and the provision of services through wholesale consolidation of the existing regimes of professional recognition in the regulated professions.

Professional Mobility



Political context in Europe 2

The **Bologna-Process** since 1999 can be characterized by two phases:

In the **first decade between 1999-2010** the Bologna process is characterized by structural elements such as the introduction of a three-cycle study system, the European Credit Transfer Systems, the Diploma Supplements etc.. On the level of European QA-instruments the development of the European Standards and Guidelines as well as the introduction of the EQAR continue to be of prime importance. The generic Dublin Descriptors are the underlying foundation of the “Higher Education Part” in the European Qualification Framework.

Until 2020 the European Higher Education Area relies increasingly on content related elements such as the development of European LO, (cross-)national qualification frameworks (integration of the Bologna with the Copenhagen framework). building on the tuning activities subject specific European QA networks are contributing to academic and professional mobility in the EHEA, **MRA on the basis of aligned learning outcomes are becoming key**



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**European
Qualification
Framework**



**National
Qualification
Framework**



**Subject Specific/
Disciplinary
Qualification
Framework**



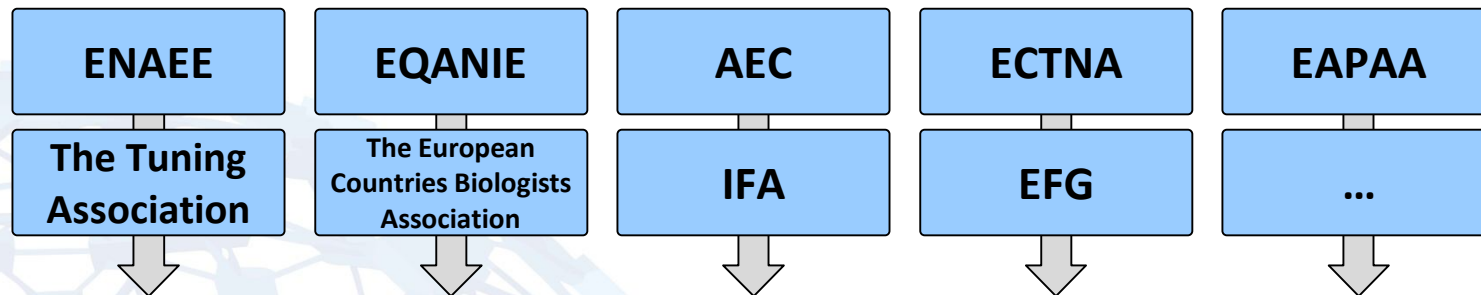
**National
Academic Study
Programs**



Description and Measurement of Alignment processes are at the core of the ongoing ERASMUS PLUS ALIGN project with the involvement of Armenian, Russian and Ukrainian HEIS + ministry



New European/global developments in subject specific QA



EASPA / European Alliance of Subject Specific Professional Accreditation and Quality Assurance

Founded 29. November 2011 in Düsseldorf ; Cooperation Agreement with American ASPA in 2013.

Europe

IUSA/ASIA
Africa

Third Global Meeting of Subject Specific QA networks in Berlin on the 2nd of May in Berlin

MRAs on the basis of intended and achieved learning outcomes



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An ASIIN-procedure on the programme / course / module level (not individual level) may lead to different seals

Engineering, Natural Sciences, Informatics (Economics)

National German (public, generic)

Stiftung zur Akkreditierung von Studiengängen in Deutschland

Akkreditierungsrat



Informatics



Chemistry



Engineering





ENGINEERING



European Accreditation of Engineering Programmes

EUR-ACE® Bachelor

This is to certify that the engineering degree programme

Transport Technologies

provided by

O.M. Beketov National University of Urban Economy

accredited by

ASIIN e.V.

on June 27th, 2014

until July 24th, 2015

satisfies the criteria for Bachelor degree programmes specified in the EUR-ACE® Framework Standards for the Accreditation of Engineering Programmes, and therefore for the above period of accreditation is designated as a

EUROPEAN-ACCREDITED ENGINEERING BACHELOR DEGREE PROGRAMME.

c e r t i f i c a t e



For the European Network for Accreditation of Engineering Education (ENAE)



For ASIIN

The President
Prof. Dr. Bernard Remaud

Brussels, July 21st, 2014

The Chairman of the Accreditation Commission
Dr.-Ing. Martin Molzahn

Düsseldorf, July 21st, 2014

A graduate of this programme may define him/herself "EUR-ACE® Bachelor/Master" as appropriate.



Current QA situation: Ukraine

- NQF is developed and approved (9 levels), aligned to EQF
- In some areas modern LO-oriented subject-specific benchmarks are currently being developed but overall thus far no clear skill and competence oriented criteria/LO for EQA/IQA are currently available/made public
- National Accreditation Commission has not started its work, MESU conducts licensing, old accreditation commission in transitional phase
- Alignment guidelines at three universities currently developed, hope to develop them into a master document for all IQA and EQA activities in the Ukraine



Current QA situation: Russia

- NQf is not approved yet – action plan until 2016
- Some Subject-specific benchmarks (generic LO and field relevant LO) in place, State Standards still apply and are under revision
- Several QA agencies: General Agencies NCPA, AKKORK, Subject-specific EQAA AEER, the Centre for Public Accreditation of Law Education; institutional accreditation by ministry, no program accreditation on national scale
- ASIIN engaged with partners (Russian Bologna Club and others to build an Independent Quality Assurance System in Russia
- Attempts to build a register of EQAA
- Question whether the Alignment Methods will be a general model for IQA/EQA in Russia



Current QA situation: Armenia

- NQF approved (8 levels), currently being revised
- Subject benchmarks have been set & controlled by MoES in 2001; workshops with regard to this topic in ASIIN headquarters last month
- Universities and ANQA are currently jointly working together to introduce the Align guidelines in IQA as well as EQA procedures



Conclusions: Challenges for the IQA/ EQA methodology

Guidelines: should be acting at the interface of...

**European
Qualifications
Framework**

**National
Qualifications
Framework**



**Instruments
for Programme
Design**

**European
Subject
Benchmarks**

**National
Subject
Benchmarks**



**Instruments
for EQA**



Conclusions:

ALIGN: risk assessment from the EQA perspective

- The factual level of Master & PhD programmes is often too low
- Rather structural/quantitative than content-oriented/qualitative assessment approaches
- The teaching process is not enough connected to the research practice
- Lacking of a systematic critical impact analysis



Conclusions

ALIGN: potential helpful instruments and policies

- Analysis of the labour market need – employer's surveying, special tools etc.
- Impact analysis based on accreditation reports
- Benchmarking among the participating HEIs: special focus on problem solving mechanisms and self-assessment
- Best practices analysis



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- ASIIN International Conference as well as Third Global Conference on field specific accreditation on May 2-4 2016 in Berlin
- Invitation to Ukraine for the next CEENQA General Assembly Meeting in Krakau on May 13-14th 2016.



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