

NEWSLETTER ISSUE 1

Dear Members and Affiliates,

I am pleased to present you the inaugural edition of the Newsletter of the European Association for Quality Assurance in Higher Education (ENQA) and wish to thank everyone who has supported this issue by providing useful information.

Besides providing an additional platform for ENQA Members and Affiliates to share their news and projects, the ENQA Newsletter aims at giving an overview of the latest developments within ENQA (events, publications, etc.) and its partners, and policy developments at European and national levels.

Looking forward to continuing this new channel of information on a quarterly basis, I kindly invite you to submit articles related to the latest developments at national or agency level to the ENQA Secretariat to ensure the future success of the Newsletter.

I hope that you will find this Newsletter both useful and informative.

Wishing you all a restful and happy summer.

Maria Kelo
Director of ENQA

News from ENQA Secretariat

The ENQA Secretariat is hosting a trainee for 4 months

Anaïs Gourdin is a Master's student at the University of Provence Aix-Marseille in France. A work placement is a necessary part of her studies in International Affairs and Strategic Information with a specialisation in Project Management for Humanitarian Affairs and Cultural Development. Anaïs joined the ENQA secretariat as a trainee for a period of four months, starting from 1 June. She will assist the Secretariat mainly in the final reporting of two projects, ProENQA and MAP-ESG, in the preparation of the training kit for experts, in the coordination of external reviews and the revision of the website.

News from ENQA Members & Affiliates

New Hungarian Accreditation Committee (HAC) is launched

With the higher education act CCIV/2011 a new HAC with 18 members was inaugurated on 1 March, 2012. The tasks of the HAC specified in a government decree on quality evaluation and development will come to effect on 1 September 2012. The Committee is to provide its opinion on the request of the Education Authority on applications for establishing and launching new programmes, doctoral schools, and on applications for university professor positions. The currently running institutional accreditation procedures and evaluations for the accreditation of teacher training programmes continue according to plan.

As an additional task, the HAC will phase in the accreditation of two-year vocational training programmes offered at higher education institutions, whose credits are transferable into higher education programmes.

For further information:

<http://www.mab.hu/joomla/index.php?lang=en>

Collaboration between AEQES and CTI for the joint evaluation and accreditation of civil engineering programmes in the French community of Belgium in 2012-2013

AEQES (Agence pour l'évaluation de la Qualité de l'Enseignement Supérieur) and CTI (Commission des Titres d'Ingénieur) will conduct a joint evaluation and accreditation mission in the French community of Belgium in 2012-2013.

This mission concerns five engineering programmes in the field of agronomic sciences and biological engineering and fifteen in the field of engineering sciences. These programmes are delivered by the following institutions:

- Catholic University of Louvain (UCL)
- Free University of Brussels (ULB)
- University of Liège (ULg) (including Faculty of Agricultural Sciences of Gembloux - FUSAGx)
- University of Mons (UMons)

CTI and AEQES started their collaboration in 2009, after an official demand coming from these four universities. The objective of this mission is twofold: the evaluation of engineering programmes by AEQES according to the legal requirements and the accreditation of these programmes according to CTI's reference framework.

The two agencies have worked together to develop a joint reference framework and an *ad-hoc* procedure. Special care has been devoted to the composition of a diverse and highly qualified expert panel which respects the criteria in place in the two agencies. The panel is composed of disciplinary and professional experts, quality assurance experts, experts in educational science and students. The expert panel will be led by two coordinators: a president in charge of coordinating the evaluation process and a CTI member who will ensure the link with the accreditation phase.

The on-site visits, which will be organised according to institutional clusters, will go on from September 2012 to February 2013.

For further information:

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Open International Internet-Olympiads for Higher Education Students -2012 (OIIO Project)

In March, April and May 2012 the National Centre of Public Accreditation (NCPA,) in cooperation with its Russian and international partner institutions, carried out the first (institutional), second (regional/national) and third (international) rounds of the Open International Internet-Olympiads for Higher Education Students (OIIO Project), an international multidisciplinary academic contest aimed at the development of virtual student mobility, learning outcomes assessment and identification of excellence in higher education.

Launched in 2008, the OIIO Project has involved over 80,000 students from 737 higher education institutions from all over the globe. More than 21,000 undergraduate students from nineteen countries, mainly from Eastern Europe and Central Asia, participated in the OIIO-2012 in eight subject fields: Physics, Chemistry, Informatics, Economics, Ecology, Theoretical Mechanics, and Strength of Materials.

The winners of the final round held in 31 institutions in Russia and beyond were awarded diploma and prizes, including special scholarship awards from Quacquarelli Symonds (QS) and the Microsoft Corporation.

For further information:

www.i-olymp.com.

The Third Stage of the NCPA coordinated Project 'The Best Study Programmes of Innovative Russia'

NCPA has started the implementation of the third stage of its large-scale project "The Best Educational Programmes of Innovative Russia" which aims at suggesting a new approach to quality assessment in Russian higher education. The key goals of the initiative include making study programmes distinguished by the exemplary level of quality more visible to public, especially to prospective students and employers, and to identify, examine and disseminate best practices through accompanying research and establishing an appropriate GP database.

The project implementation includes a broad Internet-survey of different stakeholders (academic, research, professional, student communities) with the use of an agreed set of assessment criteria. Programmes are selected by respondents either from all the programmes of a particular profile offered in Russian HEIs, or on the regional basis.

In 2011 around 2.000 study programmes were recognized as 'the best' and led to the production of a reference book "The Best Study Programmes of Innovative Russia". For the moment, nearly 3.000 respondents have participated in the 2012 survey, including rectors, student leaders, members of the Regional Rectors' Councils, external reviewers; representatives of academics and heads of regional enterprises and organisations.

One of the major outcomes of the NCPA project is the creation of a new platform for discussion of new developments, trends and future prospects of Russian higher education and quality assurance in the European setting, including a strong focus on excellence.

For further information:

<http://www.best-edu.ru>.

A new Quality Code for the UK

The Quality Assurance Agency for Higher Education (QAA) is almost half-way through new development as new Chapters of the UK Quality Code for Higher Education (the Quality Code) become operational. The Quality Code brings together, in one definitive reference point, both updated versions of established guidelines underpinning UK higher education and new guidelines about fresh, contemporary topics.

QAA, in consultation with the higher education sector, is developing specific Expectations for each chapter, which all UK higher education providers are required to meet. The Quality Code is already helping providers set and maintain academic standards, assure academic quality and promote enhancement. It will be used in QAA's evaluation and review methodologies to ensure students have the high quality educational opportunities they are entitled to expect.

Importantly the values that underpin the Quality Code accord with the principles of the European Standards and Guidelines. The alignment of specific aspects of the Quality Code with European reference points is clearly signposted in the Quality Code and demonstrated through QAA's associated publications.

An example of QAA's associated publication:

www.qaa.ac.uk/AssuringStandardsAndQuality/Qualifications/Pages/theFHEQ-within-Europe.aspx

Chapters of the Quality Code:

www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

FIBAA certifies Corporate Learning Units

In addition to its programme and institutional accreditation and its certification of continuing education courses, FIBAA has developed a new product in quality assurance: Certification of Corporate Learning Units.

Supporting the continuing education of employees then now is an important factor in order to remain competitive in an economical environment that is constantly subject to changes. To achieve this, many companies have established in-house educational programmes, institutionalised in what is often referred to as "Corporate Universities", "Corporate Academies" or, more generic, "Corporate Learning Units".

With the new product of certifying Corporate Learning Units, FIBAA gives special regard to the possible transfer and recognition of continuing corporate education in the academic world, thus assisting the further development of corporate learning units and with the aim of making them "fit" for future qualification requirements.

For further information:

<http://www.fibaa.org/en/certification-of-coporate-learning-units.html>

New Chairman in AKKORK Accreditation Council and launch of the new workshop initiative

Agency for Higher Education Quality Assurance and Career Development (AKKORK) is announcing the change in its Accreditation council membership structure. Professor Yury Rubin was succeeded by Sergey Korshunov, Professor of Moscow State Technical University named after N.E. Bauman, vice chairman of the board of Academic Methodic Council in polytechnic education.

For further information:

http://www.akkork.ru/e/news/index.php?id_8=333

Amalgamation of the Austrian Agencies

Through the new Act on Quality Assurance in Higher Education, enforced on 1 March 2012, the Agency for Quality Assurance and Accreditation Austria (AQ Austria) has been established as the single body for external quality assurance.

This new agency includes the competences and activities of the three predecessor organisations, namely the Österreichischer Akkreditierungsrat (Austrian Accreditation Council – ÖAR) the Fachhochschulrat (FH Council - FHR) and the Austrian Agency for Quality Assurance (AQA). According to the law, AQ Austria is the legal successor of ÖAR and FHR. AQA will gradually transfer its activities until mid 2013 and therefore keep its functions until this date.

For further information:

<http://www.aqa.ac.at/>

News from ENQA partners

ESU elects new chairperson

The European Students Union ESU elected Karina Ufert from Lithuania as its new chairperson on 22 April 2012 at the ESU Board meeting. Karina Ufert and her new team will take office on 1 July.

In addition to a new Chairperson, ESU elected two Vice-Chairpersons: Rok Primozic (Slovenia) and Taina Moisander (Finland) and a new Executive Committee with Elizabeth Gehrke (Sweden), Liliya Ivanova (Bulgaria), Nevena Vuksanovic (Serbia), Tinja Zerzer (Austria), Blazhe Todorovski (Macedonia), Fernando M. Galan Palomares (Spain) and Florian Kaiser (Germany).

During the Board Meeting on 22 April, also two new full members were accepted by the Board as full members of ESU: SKONUS from Serbia and ASYOU from Azerbaijan. With these two additions, ESU is now the umbrella organisation of 47 national unions of students from 38 European countries.

More information:

<http://www.esu-online.org/news/article/6001/European-Students-Union-elects-new-Chairperson/>

EQAR's new Executive Board

The European Quality Assurance Register General Assembly elected a new Executive Board in March 2012. The Executive Board is in charge of the daily operation of EQAR, with the support of the Secretariat. It takes care of all administrative affairs and has the power to legally represent the EQAR Association. The Executive Board consists of four people: a President, two Vice-presidents and a Treasurer. Each of the four Founding Members of EQAR proposes one member of the Executive Board for a two-year mandate.

The new Executive Board members are: Lesley Wilson (EUA, President), Maria Kelo (ENQA, Vice-President), Allan Päll (ESU, Vice-President) and Stefan Delplace (EURASHE, Treasurer). The mandate of the current Executive Board will finish after the General Assembly in 2014.

More information:

<http://www.eqar.eu/association/executive-board.html>

Policy Developments and Projects

New EU Programmes: Erasmus for All & Horizon 2020

The European Commission proposed the new EU programme (2014-2020) for education, training, youth and sport, "Erasmus for All", and the new EU Framework Programme for Research and Innovation "Horizon 2020" in November 2011. The new "Erasmus for All" programme is supposed to significantly increase the funds allocated for the development of knowledge and skills.

Changes proposed by Erasmus for All

A new structure has been proposed for the Erasmus for All programme to reflect a need for greater simplification and streamlining. By bringing together a range of different programmes and initiatives the Commission hopes to make their funding programme more efficient and more accessible. Erasmus for All will be an *integrated* programme which means that all target groups can apply under each action. There will not be separate programmes for different sectors of lifelong learning e.g. adult education, schools etc. The new programme will thus bring together the entire current EU and EU funded international schemes for education, training, youth and sport, replacing seven existing programmes with one. The final decision on the new programmes will be taken jointly by the Council and the European Parliament once the ongoing debates on the Multiannual Financial Framework 2014-2020.

The European Commission is proposing a budget that is nearly double the current budget with a similar rise in the number of projects to be funded. More flat-rate grants will be used as part of a drive to increase efficiency and management of the programme. Some activities funded under the Lifelong Learning Programme will disappear (Comenius, Erasmus, Grundtvig, Leonardo and Transversal programmes) while others will be translated into the new Erasmus for All structure.

Erasmus for All will fund three Key Actions:

1. **Learning mobility** of individuals
2. **Co-operation** for Innovation and good practices
3. Support for **policy reform**

The new Horizon 2020 programme

Horizon 2020 is the financial instrument implementing the Innovation Union, a Europe 2020 flagship initiative aimed at securing Europe's global competitiveness. Running from 2014 to 2020 with an €80 billion budget, the EU's new programme for research and innovation is part of the drive to create new growth and jobs in Europe.

Horizon 2020 provides major simplification through a single set of rules. It will combine all research and innovation funding currently provided through the Framework Programmes for Research and Technical Development, the innovation related activities of the Competitiveness and Innovation Framework Programme (CIP) and the European Institute of Innovation and Technology (EIT).

The overall budget is divided with strengthening the EU's position in science with a dedicated budget of € 25 000 million. This is expected to provide a boost to top-level research in Europe, including an increase in funding of 77% for the European Research Council (ERC). It will also strengthen industrial leadership in innovation by providing a funding of € 18 000 million. This includes major investment in key technologies, greater access to capital and support for SMEs. Last but not least, it will provide € 32 000 million to help address major concerns shared by all Europeans such as climate change, developing sustainable transport and mobility, making renewable energy more affordable, ensuring food safety and security, or coping with the challenge of an ageing population.

More information:

http://ec.europa.eu/education/news/20120515_en.htm

http://ec.europa.eu/research/horizon2020/index_en.cfm?pg=h2020

The Bucharest Ministerial Conference and the Bologna Policy Forum

On 26-27 April the 8th Bologna Ministerial Conference and 3rd Bologna Policy Forum were held in Bucharest, Romania. The Ministerial Conference took stock of progress of the Bologna Process, discussed the future of the European Higher Education Area, and set concrete policy priorities for the next three years. On this occasion, the ministers of education of the 47 countries signed the ***Bucharest Communiqué***, and adopted the ***EHEA Mobility Strategy – Mobility for better learning***.

Quality assurance was seen as essential for building trust and to reinforce the attractiveness of the EHEA's offerings, including in the provision of cross-border education. The ministers committed to both maintaining the public responsibility for quality assurance and to actively involve a wide range of stakeholders in this development. The ministers acknowledged the work of the E4 Group on mapping the implementation and application of the ESG (the "MAP-ESG – project") and agreed that the **ESG will be revised** to improve their clarity, applicability and usefulness, including their scope. The revision will be based upon an initial proposal to be prepared by the E4 in cooperation with Education International, BUSINESSEUROPE and EQAR, which will be submitted to the Bologna Follow-Up Group. **ENQA highlighted the main principles of European QA**, such as independence of agencies and the enhancement function of QA in its Statement to the ministerial conference. The Statement sets also some priority areas for future work, including QA of joint programmes and the transparency function of QA.

The third edition of the **Bologna Policy Forum** reaffirmed the aims of increased cooperation and policy dialogue between the countries represented and different higher education areas. It focused

on creating and connecting national, regional and global higher education spaces, while deepening the discussions on public responsibility for and of HE, global academic mobility, global and regional approaches to quality enhancement of HE, and enhancement of graduate employability.

The next EHEA Ministerial Conference will take place in Yerevan, Armenia in 2015, where the progress on the priorities set above will be reviewed. The following ministerial meetings will be held in 2018 and 2020.

More on the Ministerial conference:

<http://www.ehea.info/news-details.aspx?ArticleId=266>

The ENQA statement:

http://www.enqa.eu/bologna_engastatements.lasso

Key Data on Education in Europe

Eurydice, the EU's education information network, and Eurostat, the Union's statistical agency, published in April their annual *Key data on education in Europe* report. The report, organised in thematic chapters, **presents quantitative and qualitative data on all levels of education in the EU member states** and, in some cases, other European countries. By including data for a ten-year period (2000 – 2009), it reveals also interesting trends over time.

Some key data for higher education show that:

- In the ten-year period covered, **the student population in the EU grew by 22%**, reaching a total of 19.5 million. In only two countries, Portugal and Spain, have student numbers gone down.
- On an EU-average, about **one third of the 30-34 year olds hold a tertiary qualification**. Far above the average rank Ireland (50%), Denmark (47%) and Luxembourg (46%).
- The **number of female students exceeds that of males**. On average, for 100 male students, there are 124 females. In Estonia, Latvia, Slovakia, Sweden, Iceland and Norway more than 150 women are enrolled for every 100 men. Only some subject areas, such as engineering and natural sciences, are male-dominated.
- **Tuition fees are now a system feature in a clear majority of European countries** but all countries provide some sort of financial support to their students, usually in the form of loans and grants.

Insofar as quality assurance is concerned, the report shows that **QA systems are in place or under development in all EU countries**. The report underlines that in particular school and teacher evaluations have become more important over recent years, and in the vast majority of countries schools are now evaluated both externally (by an inspectorate) and internally (by school staff or other members of the school community). More than half of European countries administer national tests to pupils that aim primarily to monitor the school and education system performance.

Publication series on Key Data on Education in Europe:

http://eacea.ec.europa.eu/education/eurydice/key_data_en.php

New publication on multidimensional ranking in HE

During the last decades ranking has become one of the most controversial issues in higher education and research. It is widely recognised now that, although some of the current rankings can be severely criticised, they seem to be here to stay. In addition, rankings appear to have a significant impact on decision-makers at all levels of higher education and research systems worldwide, including in universities. Rankings reflect a growing international competition among universities for talent and resources; whilst reinforcing competition by their very results at the same time. Yet major concerns remain as to the rankings' methodological underpinnings and to their various impacts.

The new book – the first international book on multidimensional ranking in higher education - presents a comprehensive overview of the current 'state of the art' of ranking in higher education and research, and introduces a completely new approach called 'multidimensional ranking'. In part 1 **rankings are discussed in the broader context of quality assurance and transparency in higher education and research**. In addition the many current ranking methodologies are analysed and criticised, and their impacts are explored. In part 2 a new approach to ranking is introduced, based on the basic idea that higher education and research institutions have different profiles and missions and that the performances of these institutions should reflect these differences. This multidimensional approach is operationalised in a new multidimensional and user-driven ranking tool, called U-Multirank. U-Multirank is the outcome of a pilot project, sponsored by the European Commission, in which the new ranking instrument was designed and tested at a global scale.

The book is available from the publisher's website both as a hardcover print and as an e-book.

Publisher's website:

<http://www.springer.com/education+%26+language/higher+education/book/978-94-007-3004-5?changeHeader>

The EU and South Africa intensify cooperation in education and training

South Africa and the European Union (EU) signed a Joint Declaration on Cooperation in Education and Training on 17th of May, the formal endorsement of years of intensifying collaboration between the two partners. The declaration opens the way for cooperation across the entire education system, but in the years ahead there will probably continue to be a bias towards higher education and vocational education and training.

Among the first focal areas for intensified collaboration will be mobility and postgraduate education and research, equity and quality in education, quality assurance mechanisms and stakeholder involvement.

Other fields that are explicitly mentioned in the agreement are recognition, credit transfer and accumulation, qualifications frameworks and the transparency and transferability of qualifications, teacher education, benchmarks, lifelong learning policies and strategies and vocational education and training.

While cooperation between South Africa and the EU takes place in the framework of agreements that are quite different from those governing cooperation with most other African countries, the education policy dialogue will continue to be firmly based in continental initiatives developed under the Africa-EU Strategy which also involves the African Union Commission, the African regional associations and, in higher education, the Association of African Universities.

More information:

http://ec.europa.eu/education/news/20120523_en.htm

EU and China set to boost co-operation on education, culture, youth and research

In February 2012, China and the European Union launched the High level People-to-people Dialogue (HPPD) and held the first round of talks in Brussels in April 2012 and as a consequence Commissioner Vassiliou and State Councillor Liu Yandong signed an HPPD Joint Declaration and endorsed a document with follow-up actions.

The EU-China High-Level People-to-People Dialogue represents a 'third pillar' in relations between the two partners, building on two previous cooperation agreements - the High-Level Economic and Trade Dialogue ('first pillar') and the High-Level Strategic Dialogue ('second pillar'). The People-to-People dialogue enjoys the same status as the other agreements and will have flexible structure with very low financial implications.

A number of follow-up actions have already been identified. China and the EU will expand the opportunities for mobility in education, and increase the number of exchanges between students and scholars, particularly in higher education. The two sides will work together to improve the mutual recognition of academic qualifications. To promote language-learning, China and the EU will jointly organise a major conference on multilingualism at the end of the year.

Concrete 'deliverables' already planned include the establishment of an EU-China Higher Education Council and joint scholarship schemes aimed at encouraging opportunities for EU and Chinese students and teachers to study in each other's territories. The two partners will also develop a joint strategy and programme for the 2012 EU-China Year of Intercultural Dialogue, which also aims to contribute to better understanding and dialogue.

For further information:

http://ec.europa.eu/education/news/20120523_en.htm

Outcomes of the FLLLEX project

Background information on the FLLLEX project

The FLLLEX project (The impact of Lifelong Learning Strategies on Professional Higher Education) addresses challenges and implications of incorporating Lifelong Learning into European higher education institutions. ENQA is represented in the project by ENQA Board member Josep Grifoll (AQU Catalunya, Spain).

The FLLLEX project is an EU funded project in the framework of the Transversal Programme, Key Activity 1. It started in January 2010 and will run until August 2012. The consortium includes 24 partners from 10 European countries.

The project aims to identify challenges and implications of incorporating Lifelong Learning (LLL) into European higher education institutions, with special attention given to the recognition of prior learning and to different aspects of management and services in higher education institutions.

For governing bodies, HEIs remain a preferential partner in most countries in implementing national goals of LLL into education. Therefore, HEIs have a particular role to fulfill in the landscape of lifelong learners, businesses and business training providers. The project assesses this role within a wider landscape of LLL, as determined by national policies and as perceived by the institutions themselves.

The approach focuses on a system analysis of professional higher education habits within different European countries. The focus is on an institutional level and attention is given to the comparison among practices in LLL education across the European Union. The project takes into account challenges in implementing a LLL strategy (mainly for HEIs) and examples of good practice.

Development of a self-assessment tool and final conference of the FLLLEX project

In the framework of the project, ENQA prepared a tool, called FLLLEX Radar, to be applied by higher education institutions to assess the implementation of lifelong learning strategies within their own institutions. The FLLLEX-Radar is a self-assessment instrument that will help higher education institutions to assess and reflect on the situation of Lifelong Learning (LLL) within their institutions. The FLLLEX-Radar is designed to address the challenges and implications stemming from the incorporation of Lifelong Learning into European higher education institutions (HEIs).

The experimental version of this tool was finished at the beginning of 2011 and was tested at seven partner institutions throughout Europe. After having performed a self-assessment, the institutions wrote a self-assessment report and were visited by a review panel.

The purpose of such a self-evaluation is to strengthen the position of institutions within their national and international contexts and to promote the discussion among the institutional members and with relevant stakeholders through analysis of different strategic areas linked to the development of Lifelong Learning in the coming years. The focus is on enhancement rather than accountability.

More information:

<http://d2cp9q7n99ezjd.cloudfront.net/wp-content/uploads/2012/05/FLLLEX-RADAR.pdf?918048>
www.flllex.eu

Latest ENQA Publications

IQA 2011 Seminar Report on Benchmarking

ENQA has recently published the 2011 Internal Quality Assurance (IQA) seminar report on the theme Learning from each other – using benchmarking to develop IQA. The report gives an overview of the practice of benchmarking by the agencies and focuses on three different areas of benchmarking: performance indicators, follow-up of feedback and staff competence/development. The report also puts forward the benchmarking partners' views on strengths, weaknesses and recommendations for development of each other's activities, as well as the good practice they have identified on the selected theme.

Please visit the ENQA website to download the report:

http://www.enqa.eu/pubs_workshop.lasso

Upcoming ENQA Events

7th training of experts for agency reviews, Germany

The 7th ENQA training of review experts will be co-hosted by the Stiftung Evaluationsagentur Baden-Wuerttemberg (evalag) and take place in Mannheim, Germany from the 20 – 21 of September 2012. More information and details will be communicated soon on the ENQA website.

EQAF and the call for contributions

The 7th European Quality Assurance Forum (EQAF) will take place at Tallinn University, Estonia, from 22-24 November 2012.

Through a mix of plenary and parallel sessions, the 2012 EQAF, entitled “How does Quality Assurance Make a Difference?”, will combine practice-oriented or research-based discussions that will take place in the paper sessions and workshops with presentations of current developments in quality assurance (QA). This year, the event will specifically explore the impact of external and internal QA on higher education policies and institutional realities.

Within the framework of this year’s EQAF theme, the organisers would like to encourage paper and workshop proposals that will address issues such as external evaluation and institutional follow-up; relationship between QA, pedagogical approaches and student learning; QA supporting institutional aims and goals; QA supporting informed decision-making and the role of QA in globalised higher education. The deadline to submit contributions is 31 July 2012.

For more information, please consult the ENQA webpage on the EQAF event:

<http://www.enqa.eu/eventitem.lasso?id=426&cont=eventDetail>

All documents can also be downloaded on the ENQA website:

<http://www.enqa.eu/events.lasso>

Other Events

E-TRAIN Conference on the Training of Quality Assurance Panel Members, Madrid, Spain (14-15 June 2012)

The project European Training of QA Experts (E-TRAIN) is a project of ECA. The overall aim of E-TRAIN is to facilitate the sharing of trained, knowledgeable, and internationally experienced experts who will be better equipped to participate in QA procedures, to the benefit of higher education institutions under review. The number of experts participating in QA procedures in other countries than their own is increasing. ECA contributes to this development by organising trainings for these experts and setting up a pool of European experts. In addition to this, a “train the trainers” workshop for agencies and a knowledge base for experts and QA staff have been developed. It is now time to disseminate these results to a wider audience.

Whether you are an expert or want to become an expert in QA procedures in other countries, or from an agency interested in good practices in trainings or in training and sharing European experts, or a QA policy maker from an institution, association or government organization - in all these cases, this conference will probably be useful for you and you are cordially invited to participate.

For further information please visit the ECA website:

<http://www.eacaconsortium.net/main/events/detail/conference-on-the-training-of-qa-panel-members-madrid-14-15-june-2012/19>

The Seventh Annual Conference of Experts in Higher Education, Moscow, Russia (9-10 November 2011)

The 2012 Conference of Experts in Higher Education, an annual event co-organized by the National Centre of Public Accreditation (NCPA) and the Russian National Guild of Experts in Higher Education will be held in Moscow, Russia, on 9-10 November 2012.

The conference is open to representatives of quality assurance agencies, researchers, academics, policy makers, administrators and educators who are invited to take part in the event by submitting their proposals for a presentation or a poster (in Russian or in English) during the Conference, as well as by participating in the discussions of most urgent quality assurance issues.

For further information and to register please visit NCPA website:

<http://www.ncpa.ru/index.php?lang=en>