

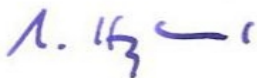
ENQA NEWSLETTER – ISSUE 5 / October 2013

Dear colleagues,

The mandate of 'improving the ESG regarding their clarity, applicability and usefulness' was given by the Ministers of the European Higher Education Area (EHEA) countries at the Ministerial Conference in Bucharest 2012. Since then, ENQA, along with the other E4-partners (EUA, EURASHE and ESU) and also together with colleagues from BUSINESS EUROPE, Educational International and EQAR have been working on a revised version of the European Standards and Guidelines (ESG). The point that we have arrived today is a remarkable example of the close collaboration of stakeholders as a distinctive feature of quality assurance in the EHEA. The revision process is now reaching its final phase. At the ENQA General Assembly that will be held on 29-30 October in Vilnius, we will have the opportunity to discuss the draft of the revised ESG that will be presented for discussion to the Bologna Follow-Up Group the week after the General Assembly. Various discussions will follow until the Ministers will finally be asked to adopt the revised ESG at the Bologna Ministerial conference in Yerevan in 2015.

I invite all members and affiliates to engage actively in the discussion on the revision process. The ESG forms the basis for quality assurance activities of more than 800 universities and 3 000 other types of higher education institutions within the EHEA but also for ENQA members and affiliates. Hence, it is important to make sure that the revised ESG are fit for the purposes to set a common framework for quality assurance systems at European, national and institutional level; to enable the improvement of quality of higher education in the European higher education area; and to support mutual trust, thus facilitating recognition within and across national borders.

I hope to see you all at the ENQA General Assembly in Vilnius.



Achim Hopbach
President of ENQA

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News from ENQA

ENQA granted Affiliate status to four organisations and reconfirmed three Full members

At its last meeting on 19 September 2013, the ENQA Board has granted the Affiliate status to four organisations. ENQA is pleased to welcome the National Agency for the Evaluation of Universities and Research Institutes (ANVUR), the Accreditation Commission of the Slovak Republic (ACSR), the Agencia de Calidad y Prospectiva Universitaria de Aragón (ACPUA) and the Ecuador's Board of Evaluation, Accreditation and Quality Assurance in Higher Education (CEAACES).

ENQA is also glad to reconfirm the full membership of the German Accreditation Council (GAC), the Quality Assurance Agency in Higher Education (QAA) and the Norwegian Agency for Quality Assurance in Education (NOKUT) following a positive ENQA coordinated review that showed the compliance of the agencies with the ESG.

4th ENQA General Assembly in Vilnius to discuss cross border activities and the revised ESG

This year, the ENQA General Assembly (GA) is organised in cooperation with the Centre for Quality Assessment in Higher Education (SKVC), and will be held on **29-30 October, 2013 in Vilnius, Lithuania**.

The GA Forum will give an opportunity to the members and affiliates to comment and provide **feedback on the current revised version of the ESG** prior to it being discussed by the BFUG at their meeting on 7-8 November 2013. The GA Forum will also explore cross border activities of quality assurance agencies and, more particularly, the use of **quality assurance agencies in crossing border activities**. As an example of activity that goes beyond borders, the Massive Open Online Courses (MOOCs) and the challenges they pose for the agencies' standard QA model will be discussed.

The heads of ENQA members and affiliates are invited to a CEO breakfast session to address the political and methodological impact of cross border activities on agencies operating in other countries and on agencies observing cross border activities by other agencies in their own national setting.

We are looking forward to welcoming you in Vilnius!

8th European Quality Assurance Forum – meet you there!

The E4 organisations – ENQA, EUA, EURASHE and ESU – organise this year the **8th edition of the European Quality Assurance Forum (EQAF)**, which will take place at the University of Gothenburg, Sweden, from **21 to 23 November 2013**. This year, the event is entitled “**Working together to take quality forward**”, and it will explore – in plenaries, paper sessions and workshops - how both individuals and organisations can better understand the role that quality assurance can play in their daily lives, get engaged and work together. The **keynote speakers** will include Mats Alvesson, a leading European researcher in the field of organisational culture, and Sijbolt Noorda, President of the Academic Cooperation Association. More details on the preliminary programme, as well as **abstracts of papers and workshops** to be presented at the Forum, are now available on the EQAF website.

ENQA and several of its member QA agencies contribute to the event through papers, workshops, and in plenary sessions. ENQA is very pleased that the **quality assurance agencies and their work has high visibility in the event**, and equally so that the Forum provides an excellent opportunity for exchanges between QA agencies, HEIs, students and others involved in QA in Europe. Please register for the event as soon as possible. The deadline for the early-bird registration fee is **18 October 2013**. After this date, late registration fees will apply.

We hope to see many of you in Gothenburg!

For further information and to register:

http://www.eua.be/events/upcoming/EQAF_2013/Registration-information.aspx

ENQA Erasmus Mundus QACHE project will kick off soon!

ENQA has been recently granted funding for a European project on “**Quality Assurance of Cross-border Higher Education (QACHE)**” in the framework of the Erasmus Mundus programme. The project will be implemented between the 1 October 2013 and 31 December 2015. The project will look at the different ways in which European QA agencies and HEIs address the accreditation and quality assurance of programmes delivered outside of their countries. The specific activities will include an analysis of **current practice in this area, the extent to which the international guidelines (OECD-UNESCO guidelines and the ESG) are implemented at different levels, challenges encountered, and models of cooperation** between European and host country quality assurance or accreditation authorities to facilitate the processes and to ensure recognition on both sides.

The project consortium includes ENQA (coordinator), the Quality Assurance Agency (QAA), the Evaluation Agency for Research and Higher education (AERES), the National Agency for Quality Assessment and Accreditation of Spain (ANECA), the German Accreditation Council (GAC), the Tertiary Education Quality and Standards Agency (TEQSA), Arab Network for Quality Assurance in Higher Education (ANQAHE), and the Asia-Pacific Quality Network (APQN).

The project will result in the development of a **toolkit** intended to support quality assurance agencies and higher education institutions in quality assurance of cross-border higher education and the elaboration of **common quality assurance criteria** at the European level. The information gathered throughout the project will be integrated into a **comprehensive final report** which will be made available to a larger audience.

More information will be available soon on the ENQA website.

ENQA partner in projects looking at impact of QA and the QA in e-learning

Two Lifelong Learning Erasmus project proposals that ENQA had agreed to be partners in have been accepted for funding. ENQA is now a partner in the **“Impact Analysis of External Quality Assurance Processes in Higher Education Institutions (IMPALA)”** and the **“Supporting Quality in e-learning European NeTworks (SEQUENT)”** projects.

Within the IMPALA project, ENQA will play a role in the development of the methodology for investigating the effects of external quality assurance, data analysis, interpretation of findings, and the dissemination activities. IMPALA is led by ENQA full member evalag and the partnership is composed of several ENQA member agencies as well as HEIs.

ENQA will contribute to the SEQUENT project by attending the project events, providing input for the preparation of a training seminar and contributing in promotion and dissemination activities. The project is carried out by EADTU and EFQUEL.

More information on the projects will be available soon on the ENQA website.

News from ENQA Members & Affiliates

evalag led project will examine the impact of external QA on HEIs

The Evaluation Agency Baden-Wuerttemberg, Germany (evalag) has been granted an Erasmus Project within the Lifelong Learning Programme of the European Commission.

While external quality assurance (EQA) procedures are carried out in higher education institutions (HEIs) with increasing intensity and extensiveness, stakeholders and quality assurance agencies are asking for the efficiency and effectiveness of QA for various reasons. At the same time, our knowledge about the impact of EQA on HEIs is still rudimentary. The project aims at closing this gap by **developing and applying a flexible methodology to assess the impact of different EQA procedures**. Centrepiece of the methodology will be the causal connection of EQA procedures and changes in quality management and organisational structures in HEIs. To apply the methodology, each IMPALA partner agency will carry out an EQA procedure with an HEI partner. In parallel, the agencies will implement simultaneous impact analyses (based on before-after comparison).

The project will run from 2013 until 2016 and the consortia will be composed of 11 partners: evalag; the Catalan University Quality Assurance Agency; the Finnish Higher Education Evaluation Council; the Romanian Agency for Quality Assurance in Higher Education; University of Stuttgart; Universitat Autònoma de Barcelona; Jyväskylä University of Applied Sciences; Technical University of Civil Engineering Bucharest; University of Oslo; Education and the European Students Union, and ENQA.

For further information:

<http://www.evalag.de/dedievl/projekt01/index.php?idcat=254>

ECA's “artistic” JOQAR Dissemination Conference

The **“Joint programmes: Quality Assurance and Recognition of degrees awarded (JOQAR)”** project's Final Dissemination Conference on **“Quality Assurance and Recognition of Joint Programmes: The Art and the Passion”** took place on 20-21 June in Madrid, Spain. The conference

provided higher education institutions, recognition authorities, quality assurance and accreditation agencies, and policy makers with the latest update on the solutions developed by the European Consortium for Accreditation (ECA) in the framework of the JOQAR project.

The participants held discussions on the **QA of joint programmes, single accreditation procedures and MULTRA**. In addition, the participants got a thorough introduction to the role and the benefits of the Coordination point, which will be established to assist higher education institutions and agencies regarding external quality assurance procedures of joint programmes.

Overall, the conference underlined the necessity of more flexibility and determination from national governments to make the cross-border recognition and QA of joint programmes a reality and to replace multiple national accreditations by a single accreditation of which the results are accepted in all countries where joint programmes are provided.

For further information:

<http://www.eaconsortium.net/main/news/detail/joqar-dissemination-conference-/76>

QQI Review of Reviews

Quality and Qualifications Ireland (QQI), established in November 2012, was created by an amalgamation of four bodies that have both awarding and quality assurance responsibilities. QQI has assumed all the functions of the four legacy bodies while also having responsibility for new or newly-statutory responsibilities in particular areas.

QQI has commenced a **system-level review of models for the review of higher education institutions** developed by the pre-amalgamation organisations. There are two meta-objectives for the review: **to evaluate the effectiveness of each institutional review model** and **to identify the combined impact of institutional review in the higher education sector in Ireland**.

Following consultation on and publication of the Terms of Reference, a review team of three international experts was appointed in August 2013. The review criteria and procedures are informed by Part 2 and some elements of Part 3 of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) along with the distinctive components and the associated inputs and outputs for each model. Consideration of evidence, consultation with institutions and other stakeholders, together with the experience of the review team will lead to the determination of the overall effectiveness of the review models and system-level findings. **These findings will contribute to the development of a new QQI model for the review of higher education institutions**. The findings of the team in relation to the objectives will be published in report format.

For further information:

<http://www.qqi.ie/Quality/Pages/Reviews.aspx>

Enhancing QA of higher education in Bosnia and Herzegovina through the development of institutional capacity

The Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina (HEA) and the Agency for Quality Assurance and Accreditation Austria (AQ Austria) have recently started a project entitled "Strengthening Institutional Capacity for Quality Assurance in Higher Education". This project is funded by the EU *Instrument for Pre-Accession Assistance (IPA 2011)* as a Twinning Partnership between Bosnia and Herzegovina (BH) and Austria. The project's main aim is to improve and develop human resources and institutional capacities for quality assurance in higher

education in Bosnia and Herzegovina and to contribute to increase mobility and employability of labour force through the quality improvement of higher education institutions.

The two year project's methodology will be based on four components: (1) **an analysis of the legal provisions in BH** to understand the potentials and the barriers for the implementation of an overall system of quality assurance in the country; (2) **an analysis of HEI's capacities** with respect to the implementation of an effective system of external quality assurance; (3) **encouragement of higher education institutions in BH to further develop their strategies and actions of internal quality management**; and (4) **performance of accreditation procedures in the BH higher education institutions** with support of international experts and in cooperation with educational authorities.

CTI sets up a Strategic Advisory Board

The Commission des Titres d'Ingénieur (CTI) has recently created a consultative Strategic Advisory Board, the Conseil d'Orientation Stratégique (COS). The purpose of this Strategic Advisory Board is to **provide mid and long term orientations on the evolution of CTI's mission and strategy**.

The COS, which includes 25 members, is composed of representatives of various national and international CTI stakeholders (ministries, quality agencies, trade unions, professional organisations), as well as qualified individuals recognised for their expertise in the educational, scientific, technological, economic or industrial fields. The members of the COS are appointed for a term of four years, renewable once. CTI will host the first COS meeting on 28 October.

For further information:

<http://www.cti-commission.fr/>

Different public stakeholders view quality of HEIs differently in Estonia

In September 2013, Maiki Udam, development manager of the Estonian Higher Education Quality Agency (EKKA), defended her PhD thesis entitled "**Meeting State, Market and Academic Concerns: Challenge for External Quality Assurance of Higher Education Institutions: Estonian Case**" at Tallinn University, Estonia. The thesis demonstrates different interpretations of the quality of higher education institutions by main public stakeholders – the state (representatives of ministries), the market (employers, future and current students) and academia (leaderships and teachers at universities).

The main research objective was to find answers to questions such as what are the expectations for the quality of a higher education institution and for the aims of external quality assurance by important stakeholder groups in the Estonian higher education; and where do their expectations overlap and where do they differ. Udam also investigated on how the existing external quality assurance models used in higher education meet the expectations of relevant stakeholders in Estonia.

The findings show that stakeholders interpret the quality of a university differently, even within a same stakeholder group. The differences between stakeholder expectations also became apparent when defining the aims of external quality assurance of higher education institutions: **the state expects reliable information regarding the practical usage of allocated funds, the market wants information about the credibility of a university, and universities want support for their internal development**. All stakeholders (except students) expect external quality assurance to facilitate optimisation of resources and higher education landscape.

The findings of this thesis allowed the author to make **specific recommendations to developers of the Estonian model for institutional accreditation**, regarding both its objectives and content.

For further information and to download the thesis:

<http://e-ait.tlulib.ee/334/>

First comprehensive evaluation of PhD programmes of Czech Higher Education Institutions

In the past three years, the Accreditation Commission Czech Republic (ACCR) carried out **the first overall and systematic evaluation of the quality of PhD study programmes in the Czech higher education institutions (HEIs)**. The evaluation regarded in total 493 study programmes, in 44 HEIs.

The main criteria for evaluation were the quality of outputs and the quality of related research activity. Besides these two main criteria, ACCR followed other aspects of PhD study programmes' realisation, such as the requirements for applicants; the international student mobility; the evaluation of students; and the extent of workload of the teachers. The overall evaluation principle was a dynamic one – not only assessing the current situation but also covering the trends which imply improvement, stagnation, or deterioration of the quality.

The evaluation undertaken by the Accreditation Commission wishes to contribute to the development of the PhD studies by mapping the challenges and difficulties, and by providing input for quality improvement.

For further information:

<http://www.akreditacnikomise.cz/en.html>

ASIIN introduces new concepts for peer training

The Accreditation Agency Specialised in Accrediting Degree Programmes in Engineering, Informatics, the Natural Sciences and Mathematics (ASIIN) has supported the Armenian and Georgian accreditation agencies (the National Center for Professional Education Quality Assurance Foundation, ANQA, and the National Center for Educational Quality Enhancement, NCEQE) in developing new training concepts for peers. During the two-day workshop, the new training concept has **allowed the agencies to define a modular training based on the needs of and expectations towards peers**. The modular concept takes into account the need for training at different levels as well as different tasks to be implemented by peers, but also the specific setting of accreditation in post-Soviet countries.

Training modules can be combined to achieve a more thorough training or can be used individually in order to deepen peers' competences in selected areas. The ASIIN workshops were developed and implemented in the framework of the Tempus project "**Promotion of Internationalisation and Comparability of Quality Assurance in Higher Education (PICQA)**" as part of the capacity building for the national agencies in Armenia and Georgia. The project is managed by ASIIN and runs since October 2010.

For further information:

www.asiin.de; www.picqa.org

ACBSP celebrates its 25th anniversary around the theme of Digital Learning

An **Inaugural International Conference** will be organised on **27 November – 1 December 2013** in Brussels to celebrate the 25th anniversary of the Accreditation Council for Business Schools and Programs (ACBSP). The Inaugural Conference will be organised in conjunction to the ACBSP Annual

Conference with presentations of academic papers on the theme of *Engaged Learning in the Digital Age*.

The keynote speaker during the opening session on November 28 will be **Jonathan Hill, Deputy Head of Cabinet of Commissioner Vassiliou**, European Commissioner for Education, Culture, Multilingualism & Youth. He will focus on the “**Opening Up Education**” initiative and will also provide the **political context of the European Union's role in education**, which has undergone significant changes over the last two years.

ENQA members are invited to register and can benefit from the ACBSP member rate.

For further information:

http://www.acbsp.org/?page=conf_2013_postconf

All-Russian Quality Assurance Agencies Register -project

In the framework of the Federal State Programme for Education Development, the **Agency for Higher Education Quality Assurance and Career Development (AKKORK)** has developed a project entitled “**All – Russian Quality Assurance Agencies Register**”.

While developing the project, AKKORK took into consideration international practice on “accreditation of accreditors”: evaluation of quality assurance agencies, and in particular, the European experience on periodic evaluation and accreditation of QA agencies and the development of the European Quality Assurance Register.

The model of the All – Russian Register should include three parts: (1) a model for monitoring the work of QA agencies, (2) a model for QA agencies work assessment and (3) a procedure for decision making on inclusion of QA agency into the Register or prolongation of the QA agency membership in the Register. The latter would be formed like a state body, but would not carry out the assessment of QA agencies itself. The decision on inclusion of the agency to the Register will be taken on the basis of QA agency accreditation. The latter is made by the collegial body of the Register which consists of all stakeholders’ representatives.

The project will be submitted at the end of the year to the RF Ministry of Education which has to make the decision on the implementation of the Register.

For further information please contact Erika Soboleva: esoboleva@akkork.ru

News from ENQA partners

EUA - ARDE project publication on quality assurance in third cycle education

In February 2013, the European University Association (EUA) launched a publication entitled “**Quality Assurance in Doctoral Education – results of the ARDE project**”. The publication is the outcome of the two and a half year “**Accountable Research Environments for Doctoral Education**” (ARDE) project which was conducted by EUA and its partners University College Cork (UCC), Universities Austria (UNIKO) and the Conference of Rectors of Academic Schools in Poland (CRASP).

The ARDE project sought to **take stock of the major reforms carried out by European universities in doctoral education in recent years and to analyse the quality assurance processes in place and those being developed**. It achieved these objectives through a combination of quantitative and qualitative measures.

The project found that due to the more widespread establishment of doctoral schools, the management of doctoral education has become increasingly well-organised. Internal quality processes at doctoral level such as mechanisms for monitoring time-to-degree and completion rates and producing guidelines for various issues have become entrenched in Europe's universities. With regard to external quality assurance, the ARDE publication points to the fact that several external stakeholders often monitor doctoral education in parallel and that the coordination of different evaluations would establish a greater degree of coherence among them.

For further information:

<http://www.eua.be/eua-projects/accountable-research-environments-for-doctoral-edu.aspx>

EURASHE Seminar on the implementation of internal and external quality assurance

The European Association of Institutions in Higher Education (EURASHE) will organise on **24-25 October 2013 in Bucharest, Romania**, a seminar on the "**Implementation of Internal and External Quality Assurance**", under the auspices of the Ministry of National Education of Romania, hosted by the National School of Political and Administrative Studies (SNSPA).

EURASHE has committed itself to provide hands-on support to higher education institutions and other interested parties in the implementation of the priority areas of the Bologna reform process. Quality assurance has always been a major focus and also one of the domains with most visible success, on system and institutional level.

The ultimate objective with this hands-on seminar is **to support individuals who are responsible for the management and coordination of internal quality assurance within institutions.**

For further information and to register:

<http://eurashe.eu/events/seminars/qa-bucharest-2013/>

Policy Developments & Projects

What is new with Horizon 2020 and Erasmus+?

Following the political **agreement reached on the new Horizon 2020 and Erasmus+ programmes under the Irish presidency in June 2013**, the legislations are now underway for the formal adoption by the European Council and Parliament in the upcoming weeks. The European Parliament is expected to give its consent to the multiannual financial framework regulation before the adoption. Once the European Parliament and Commission will approve the inter-institutional agreement and the statements; the Council will formally adopt the regulation and approve the agreement and the statements.

The research programme **Horizon 2020 will cover all research and innovation funding** and will be composed of three sections: (1) **Excellent Science** aiming to boost top research in Europe, (2) **Industrial Leadership** and (3) **Societal Challenges** to do research in areas of societal issues. The overall budget (2014 – 2020) allocated to this programme is approximately €70 billion.

Erasmus+ will bring together the EU Lifelong Learning Programme, Youth in Action and five other international programmes including Erasmus Mundus and Tempus into one programme. It will focus on formal and informal learning across EU borders to improve the skills and employability of students, educators, and workers. Erasmus+ will have three main pillars: (1) **learning mobility for**

individuals by supporting international study, training, teaching and volunteering, (2) **cooperation for innovation and the exchange of good practices** through cross-institutional and cross-sectoral exchange and partnerships between the world of education and work and (3) **support for policy reform** by promoting the implementation of transparency and recognition tools. The overall budget (2014 – 2020) allocated to this programme is approximately €14.5 billion.

For further information:

<http://www.neurope.eu/article/erasmus-agreement-reached>

http://www.eua.be/news/13-09-05/Update_on_the_next_long-term_EU_funding_programmes_for_research_and_innovation_Horizon_2020_and_education_Erasmus_2014-2020.aspx

EU high level group report makes proposals for improvements

The EU high-level group on modernisation of higher education published its first report in June 2013 on improving the quality of teaching and learning in universities. The group, chaired by former President of Ireland Mary McAleese, makes **16 recommendations** to governments, higher education institutions and the European Commission, which include a call for mandatory certified training for professors and other higher education teaching staff, the implementation of institutional strategies for the support and on-going improvement of the quality of teaching and learning, and emphasising the need to give equal importance to the quality of research and teaching. **One of the recommendations is dedicated to student feedback**, underlining its importance in detecting problems in the teaching and learning environment early on and leading thus to faster and more effective improvements.

The high level group, which was set up by the European Commission in September 2012, has consulted widely with stakeholders as part of its work. The President of ENQA Achim Hopbach was invited to support the groups work in the area of quality assurance. In terms of quality assurance, the report underlines the importance of **a good interplay between internal and external QA**. It also stresses that the more focus will be given to learning and teaching processes (in addition to research), “the greater the **stimulus to internal quality assurance and internal systems which are dedicated to achieving quality teaching**”. The report acknowledges also the challenges posed by alternative delivery methods, such as e-learning, to quality assurance and higher education governance.

The high level group continues its work and will now focus on **how to maximise the impact of new methods of delivering quality higher education**, such as massive open online courses ('MOOCs'). The high-level group's next report is due to be published in June 2014.

To download the report:

http://ec.europa.eu/education/higher-education/doc/modernisation_en.pdf

Proliferation of university agents: another reason to put more effort on transparency of higher education

It is no breaking news that, for various reasons, student mobility is increasing worldwide. Recent studies show that international students constitute the majority of students in some science, technology, engineering and mathematics fields in a number of key developed countries, including the United States.

Together with the rise of mobile, diversified students, private professional admissions consultants emerged in many big cities. Such consultants develop a broad knowledge of overseas higher education institutions and admission practices and seek to match the student's needs, academic abilities and objectives to an appropriate overseas destination in return of a fee.

Another recent development, more worrying and controversial, has been the emergence and proliferation of agents who work for specific universities and recruit students to their institutional clients. **While the admission consultants have no contractual relationship with universities, the agents and recruiters are hired by a limited number of higher education institutions and receive a commission for each successful placement.** They have become big business throughout the developing world, especially in China and India. The impartiality and quality of the service and information provided by such agents is naturally doubtful and raises a question of ethics.

Just as rankings are an appealing source of information, such agents are appealing shortcuts for students, as well as for universities that wish to enrol international students. Here as well, the issue of transparency is at stake. This growing business is one more reason for the universities, academic associations and education information centers to put even more effort in providing clear information through informative, honest, user-friendly websites and efficient guidance. **And that is one more reason for quality assurance to contribute to transparency of higher education at the European level through the production of reports that are as informative and approachable as possible;** an objective to which the ENQA led EQArep project is contributing.

For further information:

<http://www.universityworldnews.com/article.php?story=20130911143830201>

U-Map goes public

Over the past years, U-Map has been implemented in a number of national higher education systems and the database currently comprises more than 300 university profiles worldwide. This year, the project entered its sixth phase, where the U-Map profiling tool will be implemented across Europe and beyond. With the development of a new website and a business model, U-Map is now ready to go public. All the institutions in the database were invited to be a part of this redesigned and open U-Map, which was publicly launched in August 2013.

U-Map is the creation of a series of processes, which were led by the Center for Higher Education Policy Studies (CHEPS) over the past 10 years and involved various higher education stakeholders. As its name indicates, **U-Map does not rank, but maps higher education institutions** according to 29 indicators, which together cover six dimensions of higher education activities. In other words, **U-Map is not concerned with how higher education institutions perform, but provides information on what they actually do in terms of serving different student populations, the educational programmes they offer, their involvement in research, knowledge transfer, regional engagement and internationalisation.**

The activity profiles generated by the tool indicate the strengths of the higher education institutions for each of the 29 indicators and thereby facilitate comparison between them. The online tool is thus expected to contribute to an increased transparency of the higher education sector by making the activity profile of individual higher education institutions publicly available.

For further information:

www.u-map.org

A new subsidiary text to the Lisbon recognition convention

During its last meeting in Split, Croatia, on 19 June 2013, the Lisbon Recognition Convention Committee adopted a fifth subsidiary text to the Lisbon Recognition Convention, the joint convention developed by the Council of Europe and UNESCO for the recognition of qualifications in Europe.

The subsidiary text entitled “**Recommendation on the use of Qualifications Framework in the recognition of foreign qualifications**”, takes notes of the development of national qualifications frameworks, which provide a new tool for transparency and comparability for the recognition of qualifications, and indicates general guidelines for their use.

To assure the effective use of qualifications frameworks in recognition practice, the governments of States party to the Convention are recommended to take into account, in the establishment of their recognition policies, principles regarding the level of qualifications, learning outcomes, the quality of qualifications and learners’ workload.

For further information:

<http://www.coe.int/t/dg4/highereducation/Recognition/DGIIEUHE%282012%2914%20Rev09%20FINAL%20-%20LRC%20Supplementary%20Text%20on%20the%20Use%20of%20QFs%20ENGLISH.asp>

Conclusion on the International Conference on “European Higher Education in the World”

The international conference on “European Higher Education in the World” was held in Vilnius, Lithuania on 5-6 September and gathered over 150 higher education stakeholders within Europe and outside Europe. **The conference focused mainly on the theme of internationalisation**, addressed in the Communication of the European Commission, and how it can be achieved by individual countries and higher education institutions through cooperation with non-EU countries. The Communication underlines the idea of “**comprehensive internationalisation**” and invites the Member states and the higher education institutions (HEIs) **to not only focus on mobility but also to emphasize international strategic partnerships and cooperation in other areas** (i.e. joint degrees).

During the conference, the Member States’ role in supporting the HEIs in implementing the internationalisation strategies was underlined. The discussions showed that many governments and universities had strategies in place or were planning to implement one.

The participants pointed out **the importance of the coherence of goals of different policy makers** in order to have an effective internationalisation as well as **the importance of including various stakeholders and tools (i.e. mobility) in this process**. It was also underlined that **the traditional internationalisation tools should be complemented with a focus on quality and new opportunities** such as the use of online resources, use of common European diploma.

Furthermore, the need to focus on students’ needs, the social dimension, accessibility to international mobility, balance between digital and physical mobility instruments, inward and outward mobility were underlined mainly by the students’ representatives.

For further information:

<http://www.eu2013.lt/en/news/pressreleases/official-conclusions-of-lithuanian-presidency-of-the-eu-council-conference-european-higher-education-in-the-world>

http://ec.europa.eu/education/news/30082013-european-higher-education-conference_en.htm

Upcoming ENQA Events

ENQA - EQArep Workshop on “Publication of QA results: purpose, structure and content”

In order to discuss and analyse the findings of the EQArep project survey on the **“Publication of QA results: purpose, structure and content”**, ENQA will co-organise with the Swiss Center of Accreditation and Quality Assurance in Higher Education (OAQ), a two half-day workshop in **Zurich, Switzerland on 16-17 January 2014**.

The event will gather participants from QA agencies and will be based on a first come first served basis.

More information and the registrations will be soon available on ENQA website.