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

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Newsletter

MERRY
Christmas
&
HAPPY NEW YEAR

Contents

Message from the President

Dear CEENQA members, colleagues and friends,

Another year has gone by and despite the ongoing pandemic, we have managed to keep in close contact and even to further intensify cooperation between CEENQA members.

We have firmly established our bi-monthly meetings as a tool to get to know each other better, to discuss about common issues and to exchange good practices. We have had a successful virtual General Assembly in October. Last but not least, we have created Guidelines for distance evaluation as the first in a planned series of supporting documents for all members. In the beginning of 2022, the board will discuss about the plans for the coming year and on how to further strengthen our network. So if you have any ideas or suggestions, we kindly invite you to share them with us.

Let me use this opportunity to warmly welcome our two new members: TKTA (Azerbaijan, full member) and DEPAD (Turkey, observer), who expand our network to 43 members from 28 countries. The board also thanks Martina Vidláková and Duška Radmanović, whose terms ended in 2021 for their years of engagement and for their important contributions to the network. At the same time, we welcome Simona Lache and Benjamin Muhamedbegović as new board members.

All of our activities in 2021 had to be online, but I dearly hope that next year we will be able to meet everyone in person at the General Assembly that will take place in the second half of the year in Istanbul, cordially hosted by EPDAD.

I am expressing my gratitude to all of you for the collaboration and for your contributions to CEENQA activities in 2021, and I wish you all joyful holidays and a Happy New Year!

With best regards,

Dr. Franci Demšar

President of CEENQA

Upcoming Events

19 January 2022	Ninth bi-monthly CEENQA meeting
16 March 2022	Tenth bi-monthly CEENQA meeting
18 May 2022	Eleventh bi-monthly CEENQA meeting
20 July 2022	Twelfth bi-monthly CEENQA meeting

News from Members and Partners

AHERS, Bosnia and Herzegovina, Republika Srpska

New standards for better quality

The Agency for Higher Education of the Republic of Srpska has been working on the development of new standards for the accreditation of higher education institutions and study programs in Republic of Srpska. The draft that has been prepared will soon be sent for public discussion within the academic and wider social community. The new standards, which aim to improve quality in higher education in Republic of Srpska, are harmonized with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), as well as with the Criteria for accreditation of higher education institutions and study programs in Bosnia and Herzegovina. In order to achieve a significant step towards the development of higher education in Republic of Srpska through quality assurance, the new standards define a much larger number of measurable quality indicators and take into account the specifics of different scientific fields.

ARACIS, Romania

ARACIS presents main novelties in the results of the project *Improving public policies in higher education and enhancing the quality of regulations by updating quality standards* (QAFIN)

The Romanian Agency for Quality Assurance in Higher Education (ARACIS) implemented, as partner, the project "Improving public policies in higher education and enhancing the quality of regulations by updating quality standards (QAFIN)", coordinated by the Ministry of Education – The Unit for the Management of Externally Financed Projects and co-financed by the European Social Fund (ESF) through the EU Operational Programme "Administrative Capacity" 2014-2020. The project activities were implemented with technical assistance from the World Bank experts.

The project ran between May 2017 and October 2021 aiming at achieving and implement evidence-based public policies in the field of financing of higher education institutions, through the enhancement of regulations regarding external quality assurance and classification and ranking in higher education.

The main results of the project, among others, were the development of:

- a new *Methodology and Guidelines for external evaluation of quality in higher education institutions;* this activity also implied the development and improvement of IT tools to support the implementation of the

developed methodologies and procedures;

- the new *Methodology for the evaluation of universities with the purpose of institutional classification and ranking of study programmes* and of the IT module for introduction of data by universities, in agreement with the provisions of the Methodology. A classification and ranking exercise was performed, after consultations with all higher education institutions, which pointed out the robustness of algorithms and the necessity to have access to accurate and consistent primary data with those reported to the financing systems;

- a *Study on data and good practices at European level regarding quality assurance and classification in higher education, as well as on the impact of current practices, at national level.*

In the process of the development of the above-mentioned Methodologies a series of public consultations were conducted, with the view to ensure transparency and receive feedback from relevant stakeholders of the higher education system, such as academics, students, the National Council of Rectors as well as representatives of employers and trade unions.

Also, in the project, there were organised five training sessions and one information session for the staff of the Ministry of Education and of its subordinated councils, ARACIS and the higher education institutions regarding the implementation of the developed methodologies, including for ensuring an adequate sustainability.

More details about the QAFIN project are available here: **https://www.aracis.ro/rezultatele-proiectului-qafin/**

ARQA, Kazakhstan

Experience and prospects of cooperation

The problem of improving the quality of education is always the goal of its modernization. Until 2010, in the education system of Kazakhstan, the problem was solved through control. Due to the gradual withdrawal from state control, only one type of external quality assurance has remained, namely public and professional accreditation. The function of accreditation is to disseminate objective information about the quality of educational services and to confirm the existence of effective mechanisms to improve it. This is clearly stated in the Law of the Republic of Kazakhstan on Education. For that reason, the Agency for Recognition and Quality Assurance "ARQA" was created to carry out institutional and programme accreditation procedures, produce ratings of educational organizations and conduct independent assessment of the level of specialists' qualification, as well as other functions, the ultimate goal of which is the creation of an effective system for assessing the quality of all levels of education.

To fulfill its functions, the Agency has developed Standards and procedures for accreditation of educational organizations that comply with the basic principles of the Bologna and Turin processes and the current legislation in the field of education of the Republic of Kazakhstan. The need for the latter is due to the fact that the state, represented by the Ministry of Education and Science, includes accreditation bodies in the register of recognized bodies, accepts their reports, confirms their accreditation powers every 5 years, etc.

The methodology for designing external quality assurance of the Agency is based on methodological approaches to quality assurance systems in the EHEA, in particular, the methodology of the qualitative culture, the methodology of the four-stage model, the methodology of good practice and continuous improvement. In this regard, the Agency carries out internal and external evaluation with the involvement of experts, publishes reports, distributes best practices, etc. However, the formation of a quality culture is currently being carried out only among the Agency's staff, in connection with which the Agency plans to make changes to the mission and focus on the dissemination of a culture of quality in the entire field of its activities.

The analysis shows that reliance on methodological approaches has made it possible to scientifically substantiate the goals, forms, content and results of designing a system of methodological support for the Agency's activities. The basis of this system is the Agency's Standards. When developing them, the Agency relied on the following methodological approaches:
1) Dynamic, in which the object of control is considered in dialectical development, in causal relationships and subordination, retrospective analysis and prospective analysis (forecast) are carried out;
2) Normative, i.e. the establishment of management standards for all subsystems of the system;
3) Systemic, i.e. taking into account the totality of a multitude of interrelated elements that form a certain integrity and imply the interaction of elements;
4) Comparative, derives from the definition that comparative studies is a comparative field of knowledge that forms contextual interdisciplinary thinking and a multidimensional vision of the subject, interdisciplinarity, etc.;
5) Objectivist, which involves quality analysis related to the characteristics of the "entrance" and "exit" of the educational system.

We can note with satisfaction that the Agency's Strategic Plan is being successfully implemented, since ARQA is a full member of INQAAHE, CEENQA, IREG and is an affiliated member of ENQA. At the same time, we do not want to stop there and strive for further development of cooperation with recognized international networks. One of the areas of such cooperation is the improvement of external quality assurance procedures in the context of the pandemic. In this regard, the experience of the CEENQA member associations,

which was studied and discussed at the annual meeting in November 2021, is extremely important.

ASIIN, Germany

ASIIN-FIGURE Global Conference 2021 in Paris

On 4 and 5 November 2021, ASIIN organised its 7th International Annual Conference, entitled "Digitalisation - Innovation - Competitiveness in the Post-Covid Era: European and Global Higher (STEM) Education reinventing itself". The conference was co-organised together with the French university network Réseau Figure as well as with EASPA and took place in the Amphitheatre of the Sorbonne University in Paris. The 50 participants of the face-to-face event came from 16 countries worldwide, mostly from Europe. A large number of speakers and key experts in the field of higher education and quality assurance provided keynotes or gave short inputs and impulses, followed by vivid discussions with the audience. Based on 17 presentations, the conference discussed the current challenges and requirements for quality assurance in the field of STEM higher education in Europe. Social highlights were a joint lunch on the 24th floor of the Zamansky Tower, with a breathtaking view over Paris, as well as a joint dinner at the French brasserie La Coupole in Quartier de Montparnasse. The conference programme as well as visual impressions of the event can be found on ASIIN's website at **https://www.asiin.de/en/asiin-figure-global-conference-2021.html.**

European Software Skills Alliance Project (ESSA)

The European Software Skills Alliance (ESSA in short) is an Erasmus+ Sector Skills Alliance project (2020-2024) that focuses on boosting growth and human capacity in the software services industry. ESSA's goal is to empower people to gain new skills, upskill further, and reskill themselves into high-demand professional software roles.

In the first year (12.2020-11.2021) of the four-year EU project, the partners conducted national studies and developed a joint European Software Skills Strategy in order to be able to better meet the demands for software experts in Europe in the upcoming years. As a next step, based on the joint strategy, the partners will develop innovative (higher) vocational training programmes to be piloted in seven participating countries. ASIIN will be involved in the peer-based certification of these programmes and will co-lead the corresponding work package together with DIGITALEUROPE in Belgium. ASIIN will also bring in its experience and expertise when it comes to determining learning outcomes and developing the curriculum, for which there will be weekly meetings among the partners.

ASHE, Croatia

ASHE organized training on internal quality assurance

The Agency for Science and Higher Education (ASHE) organized a seminar "Internal quality assurance of higher education institutions: from observer to instigator of change" in November 2021. The aim of the seminar was to exchange experiences and examples of good practice, encourage networking of HEI employees engaged in quality assurance and strengthening their competencies as encouragement to further development of the quality of the higher education and building of quality culture.

The seminar brought together around a hundred of representatives of higher education institutions from Croatia who are responsible for carrying out activities and procedures of internal quality assurance systems at their higher education institutions.

During the three-day event the participants discussed quality assurance from the national and European perspective, the ESG, the role of qualification frameworks in internal quality assurance, the role of students, quality assurance of the teaching process, examples of good practice and other topics.

EKKA, Estonia

Thematic analysis conducted by EKKA: Research and Development in the Professional Higher Education Institutions

Liia Lauri, Assessment Director, Estonian Quality Agency for Higher and Vocational Education (EKKA)

Although Research and Development (R&D hereinafter) is not usually evaluated in the framework of external quality assurance procedures in higher education in Europe, in the Estonian higher education system the assessment of quality assurance of research have been in place already over a decade.

By the law, professional higher education institutions (HEIs hereinafter) are expected to conduct applied research and contribute to the innovation in their fields. Often, they also provide Master-level studies. As R&D is one of the core processes also in the professional HEIs, this has been covered by the institutional accreditation standards aiming at evaluating and supporting research in the professional HEIs.

Figure: Standards of Institutional accreditation in Estonia (see more: **https://ekka.edu.ee/en/universities/institutional-accreditation/**

During the second cycle of institutional accreditation (2019 - …) it was perceived that many of the problems concerning R&D in the professional HEIs seemed to remain the same as indicated by the results of the previous cycle of accreditation (2011-2018). Based on the institutional accreditation results of the new cycle, R&D was clearly an area of concern in the professional HEIs: four institutions out of six were assessed partly conforming to the R&D accreditation standard. To get deeper understanding on the essence of the problem, EKKA conducted a small-scale thematic analysis on the institutional accreditation results in 2021.

Based on the analysis of the institutional accreditation reports, the main problems were revealed as follows:
- Problems concerning strategic management of R&D: setting the focus, goals, targets and finances for R&D activities is often not clear. What is more, the evaluation of the achieved results and the impact can be relatively vague.
- Qualifications and research activity of academic staff is too often not sufficient. More attention should be paid on the development of research competencies of the academic staff as well as on facilitation of doctoral studies of the academic staff.
- Opportunities for international R&D projects have not been sufficiently exploited, mainly because of the lack of R&D support structure.
- Research grants are very competitive and often out of the reach for the professional HEIs.

There were also good practices that were brought out:
- There is usually very close connection between professional HEIs and the employers of the respective field. Members of the academic staff are active in the professional networks. This advantage is very well exploited in the study programme development and in developing and providing continuing education courses, much less though in developments of R&D.
- In some institutions, the goals and focus for R&D are developed together with external stakeholders of the HEI. This has provided new insights and perspective for the R&D in the HEI.

- There is a commendable practice where the component of R&D is very clearly defined in the qualification requirements of the academic staff.

The results of the thematic analysis were discussed with the Rectors` Conference of the Professional HEIs and Ministry of Education and Research in the virtual roundtable meeting. The analysis provides also input for planning and designing new measures for financing the R&D at the state level. For example, there is a planned increase of financial possibilities for the academic staff of professional HEIs to conduct doctoral studies in the universities and for the application of the knowledge transfer grants. Also, financing of access to research databases for professional HEIs has been under discussion.

Lessons learnt by the Quality Agency:
- Quality Agency can provide a platform for discussions on the quality matters of higher education between various stakeholders: HEIs, Ministry of Education and Research, and others.
- The thematic analysis at best can be an input for these discussions and development processes that can cause changes in the planning of finances at the state level, setting the development goals at HEIs level etc. However, this requires proactive approach and good planning of resources (human resources, in particular) from the Agency`s side.

evalag, Germany

Principles of Design and Implementation of Learning and Teaching Spaces.
Insights from an Erasmus+ project about German and Portuguese higher education

Theodor Leiber, Vânia Carlos, Sofia Bruckmann, Maria J. Rosa

Evaluation Agency Baden-Wuerttemberg together with the University of Aveiro compared how higher education (HE) in Portugal and Germany deal with the design and implementation of quality learning and teaching (L&T) spaces. The study was carried out within the ongoing Erasmus+ Strategic Partnership "Learning and Teaching Spaces in Higher Education" (LTSHE; **https://www.evalag.de/ltshe/**).

It is shown that HE politics by the Portuguese state and the 16 German Länder, and the policies of the higher education institutions (HEIs) in these two EHEA countries prescribe very few and scarce legal requirements, administrative regulations or strategic objectives concerning L&T spaces. Rather, activities in this field usually are temporally limited projects that are specific to individual HEIs or their sub-units. This implies limited options for interinstitutional and system-wide comparison and benchlearning.

Against this backdrop, the LTSHE project so far infers the following tentative principles of design and implementation of HE L&T spaces:

- The design and implementation of L&T spaces being a "third pedagogue" should be seen as a strategic core area of HEI policy.
- To meet pedagogical requirements
- L&T space design must be informed by contemporary understanding of pedagogical requirements, i.e., the variety of learning processes and teaching procedures (e.g., individual and collaborative work; networked learning; work with technology; different ways of informal learning). For example, future-oriented Learning Worlds must be conceived according to "User Centred Design": it must be possible for users to intuitively understand the L&T spaces, use them, and experience them in multi-sensory ways; students should act as co-creators of knowledge and skills instead of passive receivers; teachers should be initiators of individual learning processes instead of being pure instructors.
- To guarantee the necessary flexibility and modularity of physical, hybrid and virtual uses, innovative L&T spaces must be equipped with adequate digital infrastructures.
- Enduring support on organisational levels, financing, and continuous quality enhancement are central for quality innovative L&T spaces.

HEPDAK, Turkey

Online symposium on "Future of nursing education 3: Improvement approaches in nursing education during the pandemic" (27-29 September 2021)

"Future of Nursing Education 3: Improvement Approaches In Nursing Education During The Pandemic," an online Symposium was held on 27-29 September 2021 in cooperation with HEPDAK (Association for Evaluation and Accreditation of Nursing Education Programs) and HEMED (Association of Nursing Education) in order to discuss the difficulties experienced during the pandemic and share approaches to improve educational perspective.

The symposium started with five courses focused on faculty members' training and support in preparation for the accreditation process for the nursing programs. The courses identified for educational institutions' needs in developing a training program are *trainer development*, *blended learning*, *program evaluation*, *program development*, *test development*, and *methods for continuous improvement* and *performance measures*.

In the symposium's first session, four topics were reviewed; 1) quality studies in higher education and nursing education, 2) challenges and improvement in nursing programs, 3) quality assurance in higher education in nursing, 4) qualitative and quantitative evaluation of nurse workforce.

In the second session, distance education in nursing education, being a graduate during the pandemic: Are we competent enough?, the distance education process from the faculty member's perspective, the trainers in the distance education process, and the students' motivation were discussed.

In the third session, two speakers from AUS talked about the contributions of accreditation to the quality of nursing education in Australia (Amanda Johson-AUS) and the standards required for an accredited nursing education program (Rhonda Wilson-AUS).

In the fourth session, good practice examples were reviewed. Online theoretical and practical training during the pandemic, nursing education experience during the Covid-19 pandemic period, the planning and implementation of clinical practices, the laboratory practice of fundamentals of nursing course: an interactive sample course design with Web 2.0 tools were presented.

In the fifth and last session, Kelly Gray-UK talked about "The future of nursing education" and discussed pre-pandemic and post-pandemic clinical practice plans. Also, in that session, Mary Ann- Hogan-USA talked about planning and orientations in nursing curricula.

Consequently, the symposium was appreciated as a valuable and productive event for improving the quality of nursing education and planning the future of nursing in Turkey.

IAAR, Kazakhstan

IAAR celebrates its 10th anniversary

On October 1-2, 2021, IAAR held V CENTRAL ASIAN INTERNATIONAL FORUM "Higher Education Quality Assurance: Global Trends and Regional Aspects" dedicated to the Agency's 10th Anniversary.

IAAR celebrated this important date by gathering guests and representatives of the Ministries of Education and Science of different countries, heads of international European networks for higher education quality assurance, foreign accreditation bodies, and international organisations in the field of education, university rectors, students and employers.

The forum provided a valuable platform for the exchange of ideas and discussion of important issues in education quality assurance. During the forum, IAAR demonstrated its professional accomplishments and awarded its experts for their outstanding work.

Continuous activities and achievements

IAAR is an international accreditation agency for the quality assurance of higher, technical and vocational and additional education founded in 2011.

The main goal of the Agency is to provide high quality educational services on the basis of international institutional and specialised (programme) accreditation of educational organisations and conduct rating studies.

The Agency is included in the European Quality Assurance Register for Higher Education (EQAR) and is a member of the European Association for Quality Assurance in Higher Education (ENQA). IAAR is the first and only organisation from the Commonwealth of Independent States (CIS) to be recognised by the World Federation for Medical Education (WFME). This gives IAAR the right to conduct international accreditation of medical organisations and educational programmes abroad.

Obtaining the status of a recognised agency confirms the compliance of IAAR's activities with high international standards. IAAR conducts international accreditation based on Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG-2015) and the International Standards of the World Federation for Medical Education (WFME).

IAAR is a full member of European, Asian and American networks and agencies for education quality assurance and accreditation: International Network for Quality Assurance Agencies in Higher Education (INQAAHE), International Quality Group of the Council for Higher Education Accreditation USA (CIQG, CHEA); Observatory on Academic Ranking and Excellence (IREG); Association of Quality Assurance Agencies of the Islamic World (IQA); Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA); Asia-Pacific Quality Network (APQN); Asia-Pacific Quality Register (APQR).

To date, IAAR conducts institutional and specialised (programme) accreditation of higher education institutions in 11 countries of Europe and Central Asia: Kazakhstan, Russia, Kyrgyzstan, Tajikistan, Belarus, Uzbekistan, Azerbaijan, Armenia, Ukraine, Moldova and Romania.

On top of that, the Agency has an expanded base of over 3500 highly qualified experts, including foreign specialists from 35 countries of the world. IAAR annually conducts training seminars to improve the qualifications of experts.

Another research branch of the Agency is the International Ranking - "IAAR Eurasian University Ranking (IAAR EUR)". Universities of Kazakhstan, Russia, Kyrgyzstan, Belarus, Ukraine, Azerbaijan and Moldova took an active part in the International Ranking "IAAR Eurasian University Ranking (IAAR-EUR)". The number of countries participating in the rating is expanding on a yearly basis, which testifies to the authority and popularity of the "IAAR –EUR" in the academic community.

During 10 years of professional activity, IAAR has gained particular recognition in the global educational community and has become the leading accreditation agency of international scope. Given that, IAAR continuously widens its horizons and develops its cooperation with networks for higher

education quality assurance, accreditation bodies as well as local and international educational organisations.

KAA, Kosovo

The feasibility study for the digitalization and automation of processes in the KAA has been finalized

With the support of the Embassy of the United States of America in Prishtina – Fulbright Project, in the Kosovo Accreditation Agency (KAA), on Thursday, 25 November 2021, the implementation project of the feasibility study for the general digitalization of processes was finalized and published at the Kosovo Accreditation Agency.

Through an online meeting, the final document was presented led by the American Expert Dr. Trenia Walker, member of the State Council of Quality (SCQ), Professor Krenare Pireva Nuçi and KAA official, Mr. Flamur Abazaj.

This project will contribute to the digitalization and automation of all processes in the KAA and will enable increased transparency to the public. KAA now has the implementation project for the digitalization and automation, which next year will be operationalized and put into function for all actors of higher education in the Republic of Kosovo.

The implementation of this project will be done with the funds of KAA and international donors, to increase the satisfaction of all stakeholders, including students, the academic community, civil society organizations and the wider public.

The KAA thanks the Embassy of the United States of America in Pristina, for the ongoing technical, financial, and institutional support, to strengthen our internal capacities and transfer knowledge to local staff, and to increase transparency and accountability.

Digitalization is the process of using technology to improve how work gets done. The importance of digital technologies became even more obvious during the global pandemic related to the Coronavirus disease (COVID-19). The Kosovo Accreditation Agency (KAA) began the digitalization of services in 2018 with the launch of the e-Akreditimi V.1 database platform and a website. The website was recently upgraded by KAA staff. The accreditation database system has been maintained to a degree by the KAA staff; however, since it was never fully implemented it has never been fully functional. This project sought to evaluate stakeholders' opinions on KAA's digital tools, specifically the e-Akreditimi database and the website. Stakeholders included students, Academic Staff, and Administrative Staff and Management. We conducted a survey as well as interviews and focus groups. We found that there was very

widespread support for digitalization among all stakeholders, who cited an increased transparency in the processes. The ability to upload their own documents was a main reason for this. Many stakeholders expressed concerns about the e-Akreditimi system, including the inability of the Academic Staff to reset passwords, query information and seamlessly upload new and/or updated documents. Also a request to have the declaration period extended year-round. Some of the Administrative Staff members were troubled by the manual processes of saving and sending materials on CDs. A fully functioning accreditation database system will be able to address all of these stakeholders' concerns. There is clear stakeholder support for the KAA; however, the availability and improved functionality of the digital tools must be addressed.

NAQA, Ukraine

Enhancement of academic integrity culture in Ukrainian higher education is one of the main targets of the National Agency for Higher Education Quality Assurance (NAQA). Among other initiatives NAQA has contributed to the development of a draft Law "On Academic Integrity". In addition, since January 2021 NAQA has been a partner of the Erasmus+ OPTIMA project ("Open Practices, Transparency and Integrity for Modern Academia"). OPTIMA project team has developed a Complex Academic Integrity and OS Survey for Ukrainian students and academia to study the attitude of Ukrainian students and academia to the academic integrity values and open-science practices. The survey will help to identify the typical examples of academic misconduct in Ukrainian higher education institutions and to get a broader vision of how academic integrity issues can be improved through higher education QA.
The results of the OPTIMA project will be available at NAQA page and will be disseminated to raise the academic integrity awareness and spread open-science principles.

SKVC, Lithuania

International conference "Development of Quality Assurance to Remain Fit for Purpose"

On 14th December 2021 SKVC held an international conference entitled "Development of Quality Assurance to Remain Fit for Purpose". Every year SKVC organizes an international conference, on a chosen topic, dedicated to the country's academic community. This year, we have looked at global and regional trends in external quality assurance in higher education; what are approaches to quality assurance and why they are used; how they change and respond to societal and labour market expectations; what is quality and what determines it; finally, what to expect in the future. Invited speakers include Mr. Gintautas Jakštas, Vice-Minister of Education, Science and Sport responsible for higher education and research; Dr. Susanna Karakhanyan, 7th

President of INQAAHE (2016-2021) (Armenia – United Arab Emirates); Mr. Jakub Grodecki, Vice-President of European Student Union (Poland); Dr. Daniela Cristina Ghiţulică, Vice-President of ENQA, Vice-President of ARACIS (Romania); Dr. Don F. Westerheijden, former senior research associate at the Center for Higher Education Policy Studies (CHEPS) of the University of Twente (The Netherlands); Dr. Eugenijus Stumbrys, Head of Research Policy and Analysis Unit at the Research Council of Lithuania; Mr. Vytautas Kučinskas, President of Lithuanian Student Union (Lithuania).

In a group of the main stakeholders, representing higher education institutions, students, employers, the Ministry, SKVC and its advisory institutions, during the afternoon session have discussed the current model of study quality assurance in Lithuania and how it could evolve in the coming years. Conference participants come from different backgrounds, they are higher education leaders, students, administrators, lecturers, representatives of public administration institutions and other educational organizations.

For more information please see here:
https://www.skvc.lt/default/en/news/skvc-holds-an-international-conference-entitleddevelopment-of-quality-assurance-to-remain-fit-for-purpose