

Quality Assurance in the EHEA: the Outlook

CEENQA - Split

11 June 2026

Stéphane Lauwick, President of EQAR

The logo for EQAR, featuring the word "eqar" in a blue, lowercase, sans-serif font, followed by three blue diagonal slashes. Below the logo, there are four blue diagonal slashes pointing downwards and to the right.

EHEA Key Commitments



- 1) A Three-Cycle System compatible with the QF-EHEA and scaled by ECTS
- 2) Compliance with the Lisbon Recognition Convention (LRC)
- 3) Quality Assurance in conformity with European Standards and Guidelines (ESG)

EQAR: Register Facts

- Created in 2008
- Established by the E4 (ENQA, ESU, EUA, EURASHE)
- Governed by the E4
 - Ministries of higher education
 - Social partners (Education International, Business Europe)
- Administers DEQAR
- Members (49+4+2=55) ≠ Registered agencies (61)

eqar

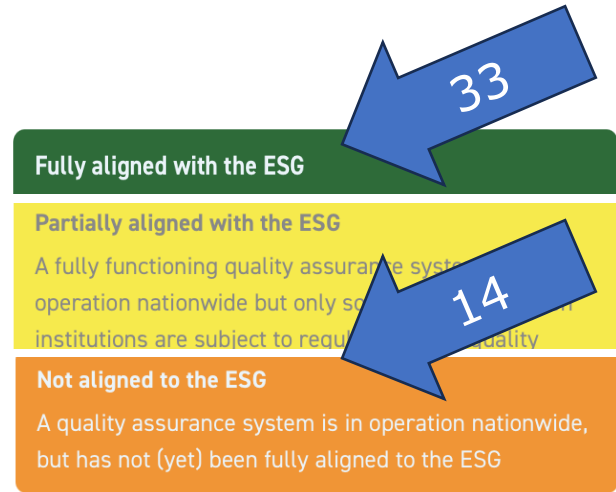
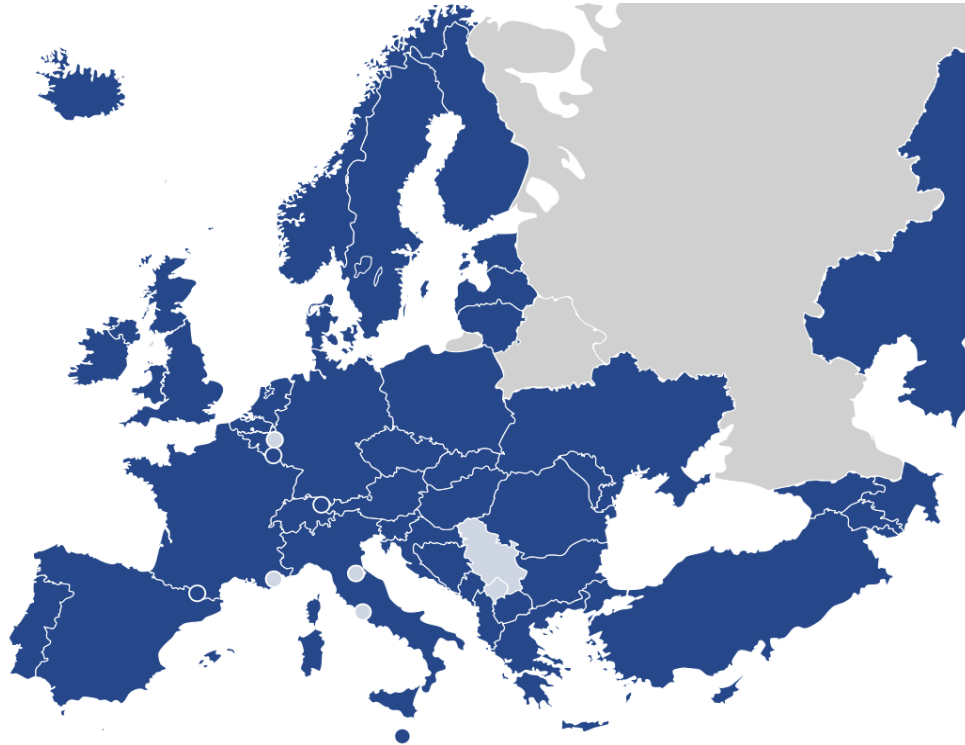


EQAR: Mission and Role



- The EHEA's register of quality assurance agencies that comply with the ESGs
- Enhance transparency and trust, promote international recognition
- Responds to the needs of many stakeholders
(ENIC-NARICs, admission offices, the general public)
- Non-profit and independent
- Acting in the public interest

EQAR on the countries in the EHEA



From DEQAR

An example

The
University
of Split

Database

Search

— By provider

— By report

Glossary

Visualise data

Download data

Connect to API

Synergies

Find out more

eqar.eu > Database > Search > By provider > University of Split

University of Split

Sveučilište u Splitu

Basic information

Identifiers

DEQARINST1268 [METER HR0005](#)

ROR: [HTTPS://ROR.ORG/00M31FT63](https://ror.org/00m31ft63)

HR-MOZVAG: 9999 [ERASMUS: HR SPLIT01](#)

SCHAC: [UNIST.HR](#)

ERASMUS-CHARTER: [E10208520](#)

EU-PIC: [999818189](#) [EU-VAT: HR29845096215](#)

WHED: [IAU-016008](#)

Provider type

higher education institution

Legal seat(s)

Split, [Croatia](#)

Website

<http://www.unist.hr>

Founding year

1974

QF-EHEA levels

third cycle, second cycle, first cycle, short cycle

Subunits


- [Arts Academy](#) (faculty)
- [Catholic Faculty of Theology](#) (faculty)
- [Faculty of Chemical Engineering and Technology](#) (faculty)
- [Faculty of Civil Engineering, Architecture and Geodesy](#) (faculty)
- [Faculty of Economics](#) (faculty)
- [Faculty of Electrical Engineering, Mechanical Engineering and Naval Arch.](#) (faculty)
- [Faculty of Humanities and Social Sciences](#) (faculty)
- [Faculty of Kinesiology](#) (faculty)
- [Faculty of Law](#) (faculty)
- [Faculty of Maritime Studies](#) (faculty)
- [Faculty of Medicine](#) (faculty)

From DEQAR

An example

The
University
of Split

Filter reports Clear all ×

Search programmes 

Agency

Status

Cross-border review

Report level

Activity

Decision

Report language

Report valid

Programme type

National External Quality Assurance Requirements

- **Accreditation of higher education institutions and programmes** in all three cycles (every five years).
- **Audit of higher education institutions.** assessment of the quality assurance system of a higher education institution or a faculty (legal changes are envisaged to make audit a voluntary activity).
- **Initial accreditation** all new higher education institutions (public and private) and all new study programmes of private universities, polytechnics and colleges. Public universities do not undergo an initial accreditation.
- **Re-accreditation of doctoral study programmes** carried out as a cluster evaluation of the third cycle.
- [Further information on external quality assurance in Croatia](#)

External Quality Assurance Reports and Decisions

Institutional level

1 - 20 of 31 reports

« < 1 > »

Results per page: 10 **20** 50 100

| | | |
|---|--|----------------------|
|    | Institutional accreditation, Faculty of Maritime Studies | <input type="text"/> |
|    | Institutional accreditation, Faculty of Economics | <input type="text"/> |
|    | Institutional accreditation, Faculty of Civil Engineering, Architecture and Geodesy | <input type="text"/> |
|    | Institutional accreditation, Faculty of Kinesiology | <input type="text"/> |
|    | Institutional accreditation, Faculty of Chemical Engineering and Technology | <input type="text"/> |
|    | Institutional accreditation, Faculty of Humanities and Social Sciences | <input type="text"/> |
|    | Institutional accreditation, Catholic Faculty of Theology | <input type="text"/> |

From DEQAR

An example

The
University
of Split

| | |
|---------------------|---|
| Agency | ▼ |
| Status | ▼ |
| Cross-border review | ▼ |
| Report level | ▼ |
| Activity | ▼ |
| Decision | ▼ |
| Report language | ▼ |
| Report valid | ▼ |
| Programme type | ▼ |
| Programme level | ▼ |

Programme level

1 - 20 of 22 programmes

Results per page

« < 1 > »

10 20 50 100

| | | |
|---|---|---|
|    | Applied Marine Sciences (third cycle degree) | ▼ |
|    | Biophysics (third cycle degree) | ▼ |
|    | Cancer Biology (third cycle degree) | ▼ |
|    | Chemical Engineering in Materials Development and Environmental Protection (third cycle degree) | ▼ |
|    | Christianity and Modern Culture (third cycle degree) | ▼ |
|    | Civil Engineering (third cycle degree) | ▼ |
|    | Economics and Business Studies (third cycle degree) | ▼ |
|    | Education Research in Natural and Technical Sciences (third cycle degree) | ▼ |
|    | Electrical Engineering and Information Technology (third cycle degree) | ▼ |
|    | Environmental Chemistry of Mediterranean (third cycle degree) | ▼ |
|    | Evidence-based Clinical Medicine (third cycle degree) | ▼ |
|    | History of Theology and Christian Institutions (third cycle degree) | ▼ |
|    | Humanities (third cycle degree) | ▼ |
|    | Joint doctoral study programme Marine and Maritime Sciences and Technologies (third cycle degree) | ▼ |



EQAR on Croatia

Registered agencies operating in Croatia

- [ASHE - Agency for Science and Higher Education](#) /// 2011 -
VIEW 136 INSTITUTIONS WITH 625 REPORTS
- [ACCUA - Agency for Scientific and University Quality of Andalusia](#) /// 2009 -
VIEW 1 INSTITUTIONS WITH 2 REPORTS
- [AQ Austria - Agency for Quality Assurance and Accreditation Austria](#) /// 2014 -
VIEW 2 INSTITUTIONS WITH 3 REPORTS
- [AQAS - Agency for Quality Assurance through Accreditation of Study Programmes](#) /// 2008 -
VIEW 1 INSTITUTIONS WITH 6 REPORTS
- [AQU - Catalan University Quality Assurance Agency](#) /// 2008 -
VIEW 1 INSTITUTIONS WITH 6 REPORTS
- [ASIIN - ASIIN e.V.](#) /// 2008 - VIEW 1 INSTITUTIONS WITH 51 REPORTS
- [EAEVE - European Association of Establishments for Veterinary Education](#) /// 2018 -
VIEW 1 INSTITUTIONS WITH 6 REPORTS
- [ECTE - European Council for Theological Education e.V.](#) /// 2022 -
VIEW 1 INSTITUTIONS WITH 1 REPORTS
- [HCERES - High Council for Evaluation of Research and Higher Education](#) /// 2010 -
VIEW 3 INSTITUTIONS WITH 6 REPORTS
- [NVAO - Accreditation Organisation of the Netherlands and Flanders](#) /// 2008 -
VIEW 1 INSTITUTIONS WITH 1 REPORTS
- [SQAA - Slovenian Quality Assurance Agency](#) /// 2013 - VIEW 1 INSTITUTIONS WITH 3 REPORTS
- [VLUHR QA - Quality Assurance Unit of the Flemish Higher Education Council](#) /// 2013 -
VIEW 1 INSTITUTIONS WITH 1 REPORTS



EQAR: Present Developments



Contributing to the advancement of QA in the EHEA: **the ESG 2027**

- See Project QAFIT
- Clarity in standards without rigid uniformity
- Allowing innovative approaches to quality assurance
- EG: digitalization, academic freedom, sustainability
- Writing adaptable guidelines that evolve but maintain consistency



Present
priorities

Long-term
relevance

Accountability

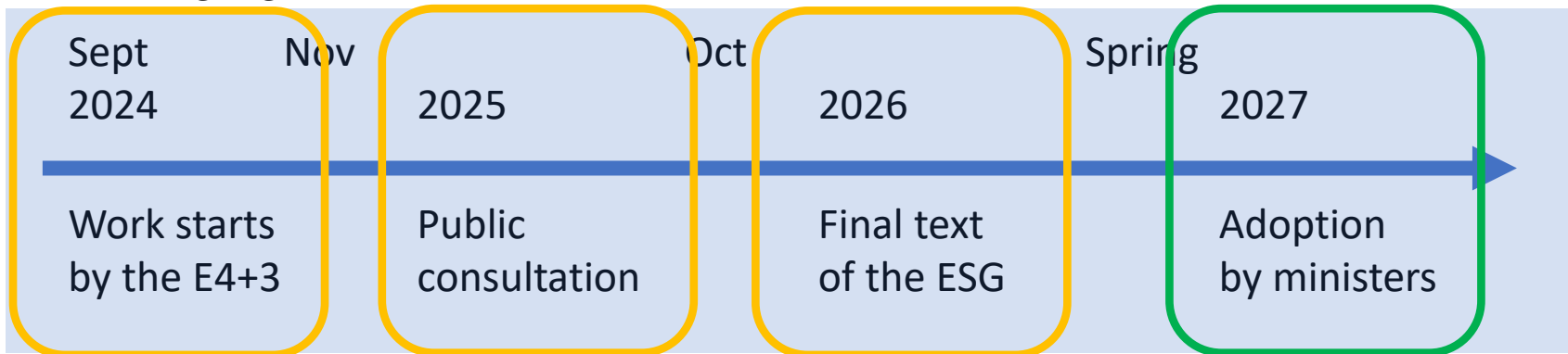
Enhancement

EQAR: Present Developments



Contributing to the advancement of QA in the EHEA: **the ESG 2027**

- Steering Committee
- Drafting Committee
- Timeline



EQAR: Present Developments

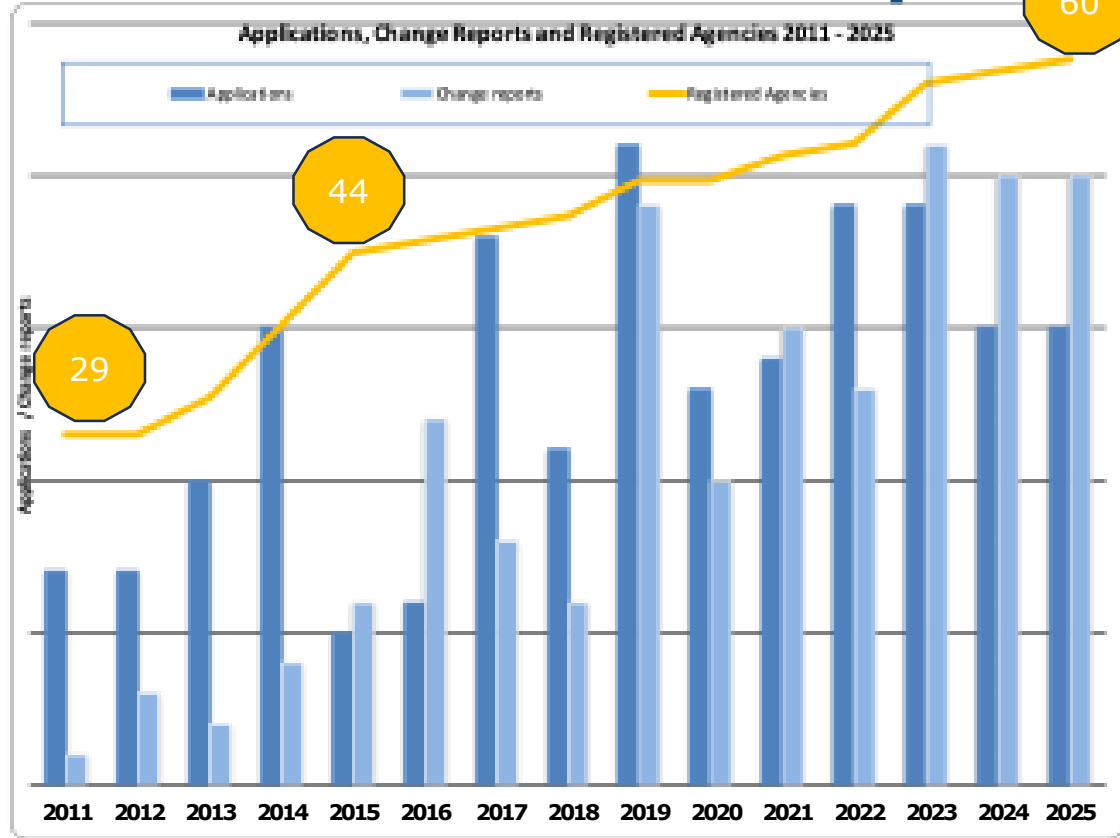
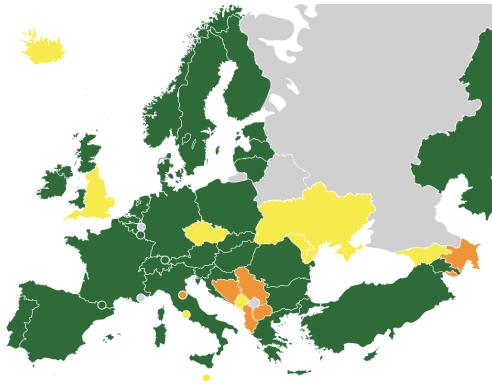


Contributing to the advancement of QA in the EHEA: **innovation in QA**

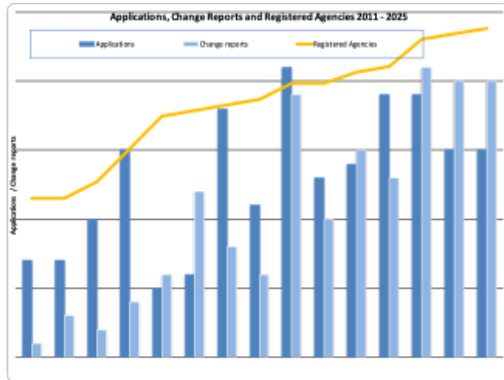
- See Project IMINQA
- QA of Micro-credentials
 - Creating workgroups to draft position docs
 - Drawing up strategic plans
 - Adapting NQF
 - Recommendation of creating national registers of MC
- EQA: support from QAAs, a label?
- IQA: ESG Part 1 is relevant, a strategic approach needed



EQAR: Present Developments



EQAR: Present Developments



Lack of compliance as seen in the analyses of the Register Committee

- Standard 3.3: independence
- Standard 2.4: stakeholder involvement, esp. students
- Standard 2.3: site visits
- Standard 3.4: thematic analyses

EQAR: Present Developments



Contributing to the advancement of QA in the EHEA: **(automatic) recognition**

- See Project TPG LRC-CORE
- How to advance Automatic Recognition?
 - A strong wish of the students, of the world of work
 - + qualifications held by refugees,
 - + potential of digital technology (incl. The Diploma Supplement)
 - DEQAR as a tool to enable automatic recognition

EQAR: Present Developments



Contributing to the advancement of QA in the EHEA: **(automatic) recognition**

- See Project TPG LRC-CORE
- The challenges
 - Position of ministries
 - Issues with the legal frameworks
 - Position of HEIs
- Council of Europe's WG on automatic recognition



EQAR: Present Developments



Contributing to the advancement of QA in the EHEA: **the Social Dimension**

- SD = equity \neq quality assurance [Martin, 2010]...
- ...but a coherent partnership
 - SD = performance indicators and supervision schemes
 - QA (documents) = complementary tool for monitoring
- At national level: Portugal is a leader [Tavares et al, 2022]
- At the level of colleges: capacity-building needed to support both QA and SD

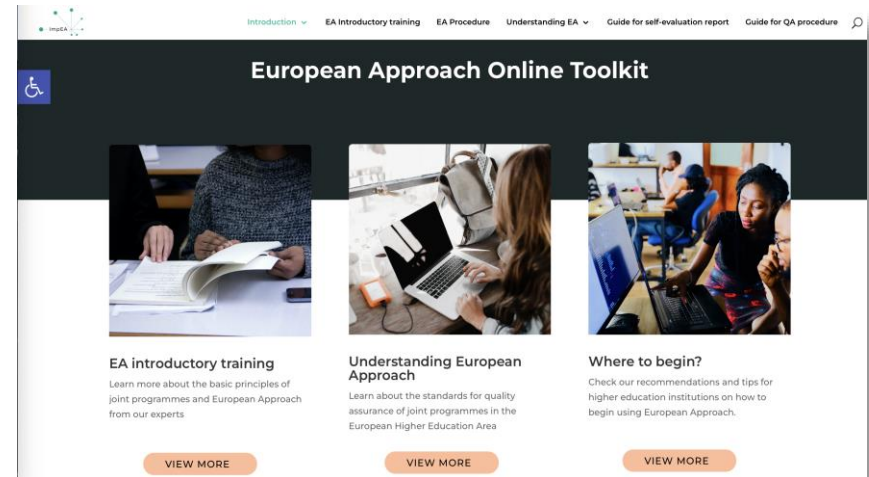


EQAR: Present Developments



Contributing to the advancement of QA in the EHEA: **joint programmes, the European diploma (label)**

- Relevant to alliances
 - Student mobility
 - International cooperation between HEIs
 - Extremely complex
- The European Approach to QA of Joint Programmes
 - The EQAR toolkit (project ImPEA)



EQAR: Present Developments



Contributing to the advancement of QA in the EHEA: **academic integrity**

- DEQAR facilitates the fight for academic integrity
- Context: increasing availability of cheating services
 - essay mills
 - fake agencies
- Train students (approach via plagiarism) and staff
- Inter-agency partnerships against academic misconduct,
 - Cf. the GAIN network



EQAR: Long-Term Trends



Contributing to the advancement of the EHEA: **policy? ethical?** Trends

or

My personal takeaways as an observer for 3 years at EQAR

- Three TRENDS
- Two CONDITIONS



EQAR: Long-Term Trends (1)



- Trend 1: **Empower the Individual**

Putting People First

- QA: the major policy undertaking by leaders in the EHEA
- More importantly: stakeholders share this view
- Especially students. The role of ESU
- The input from ETUCE
- Economic partners, the world of work, the territories

EQAR: Long-Term Trends (2)



- Trend 2: **Embrace the Territory**

Rooted in Place, Relevant to Society

- The QA paradigm is universal
- More importantly: solutions are national, regional and even local
- QA agencies (mostly) act within their territory
- Acceptance will only be granted when all actors in the territory convene together

EQAR: Long-Term Trends (3)



- Trend 3: **Build the Academic Continent**

Stronger together

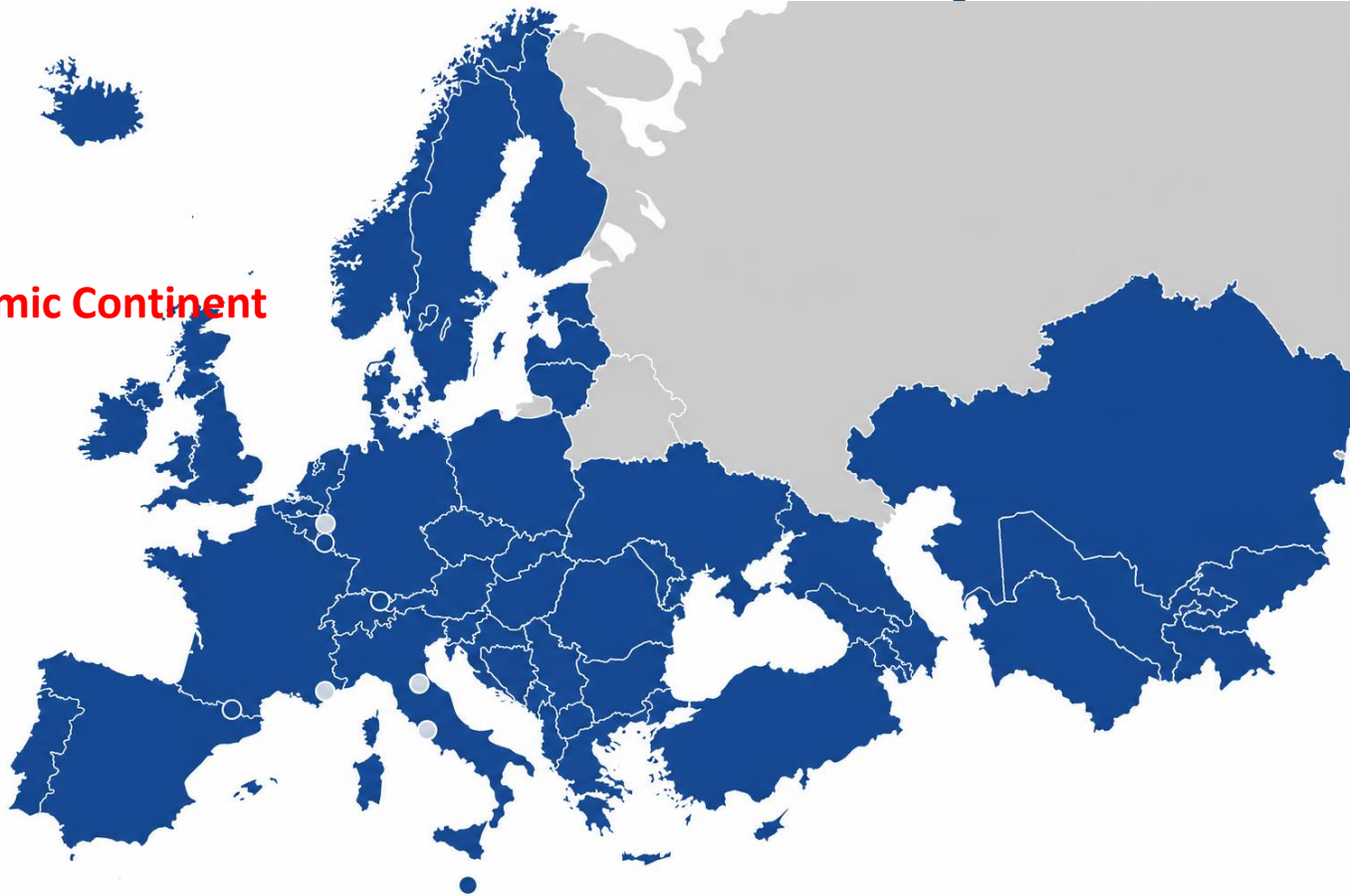
- Particularly relevant here at CEENQA



EQAR: Long-Term Trends (3)

- Trend 3:
Build the Academic Continent

Stronger together



Thank you!

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