

# Action plan for Peer Group C on QA

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## General information

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### *Introduction and scope of the TPG*

With the Paris Communiqué, "a structured peer support approach based on solidarity, cooperation and mutual learning" was adopted. In the work programme of the European Higher Education Area (EHEA) for 2018-2020, peer support focussing on completing the implementation of three key commitments was included. TPG C activities are dedicated to the development of quality assurance systems that are in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

Towards the (online) EHEA ministerial conference in Rome in 2020 this peer support approach has been evaluated. As the work in the three TPG's was seen as very useful and successful, the ministers reconfirmed their determination to have the Key Commitments fully implemented and asked the BFUG to continue to employ the peer support method to achieve this. The ministers committed to the continued participation in and contribution to this effort.

The objective of the TPG is to provide a forum to support countries in working together to implement the Key Commitment. The peer group therefor offers a platform for policy dialogue among equal partners, mutual exchanges of ideas and practices, sharing knowledge, mutual learning and understanding with regard to the implementation process of the key commitment on quality assurance.

The TPG should create and regularly update its Action Plan to reflect countries' progress and developments. Each participating country should prepare, update and follow their own Country Work Plan, coordinated with the TPG's Action Plan and objectives.

### *Thematic orientations*

The thematic orientations resulting from the survey among the TPG members in 2021 are the following:

- Legislative framework in line with the ESG
- Internal quality assurance
- Enhancement-oriented use of the ESG
- The European Approach for Quality Assurance of Joint Programmes
- Cross-border Quality Assurance.

These thematic orientations will be addressed in the activities for all members of the peer group.

Furthermore, some specific topics were identified to be discussed by the peer group:

- Quality assurance of micro-credentials
- Quality assurance of European Universities
- Digitalisation of quality assurance processes.

## *Working methodology*

The TPG will use different working methods within the working period 2021-2024:

- A kick-off meeting is organised on 30th June 2021.
- At least 6 TPG meetings for all members of the TPG, both online and physical, will be organised.
- Three Peer Learning Activities for all members of the TPG will be organised on the following themes:
  - o Aligning the legal framework with the ESG,
  - o Cross-border QA (CBQA) & QA of Trans National Education (TNE),
  - o European Approach to the QA of Joint Programmes.
- A staff mobility programme will allow the members of the peer group to send and receive staff members with the objective of peer learning in another country.
- Three specific topics will be addressed through different working methods:
  - o QA of micro-credentials (subgroup with working meetings, both online and physical, will produce guiding documents)
  - o QA of European Universities (subgroup with working meetings, both online and physical, will develop an analysis of legal obstacles and a feasibility study, peer learning activities will be set up in 5 countries)
  - o Digitalisation of QA processes (a mapping will be produced and a thematic workshop organised).

## *Monitoring/outcomes*

The TPG has as overall goal to support the development of quality assurance systems in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

At the kick-off of the TPG all members were asked to fill out a questionnaire on the state-of-play of QA in their country, including their challenges and good practices. The TPG will monitor this state-of-play during the working period 2021-2024 through an update of the country pages in the action plan halfway and at the end of the working period.

## Timeframe

Activity	Participants	Outcomes	Key commitment	Project	Time
<b>Please list here the activities of the Peer Group (e.g. surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)</b>	<i>Please list here the invited participating countries and institutions</i>	<i>Please write down the activity outcome (e.g. survey analysis, reports, workshop conclusions, conference booklet...).</i>	<i>Please explain here shortly the contribution of the activity to the implementation of the key commitment in one or several countries, if applicable.</i>	<i>Please name here the project supporting the activity.</i>	<i>Please write down the envisaged time frame for the implementation of the activity.</i>
<b>TPG meetings</b>	All TPG C members	Reports of TPG meetings	The TPG meetings allow participants to exchange views, experiences and best practices.	IMINQA	Six meetings to take place over 3 years: May 2022 (Belgium), November 2022 (Online), May 2023 (Kazakhstan), November 2023 (online), May 2024 (Romania), November 2024 (Belgium)
<b>Staff mobilities</b>	Staff of all TPG C members	<ul style="list-style-type: none"> <li>• Outcome reports by participant</li> <li>• Final evaluation report of staff mobility scheme</li> </ul>	Through setting up a system for staff mobility of people working in the QA field, peer learning is stimulated among the EHEA countries.	IMINQA	<p>After thorough preparation and selection by the Matchmaking Committee, staff members of QA agencies, Ministries and stakeholders working on QA can participate in the staff mobility scheme between November 2022 and February 2024.</p> <p>Halfway the project and after the last mobilities have taken place, the Matchmaking Committee will evaluate the observation reports by participants.</p> <p>At the end of the mobility scheme a final report on the programme will be published.</p>
<b>Peer Learning Activities</b>	All TPG C members	<ul style="list-style-type: none"> <li>• Analytical preparatory notes for all three topics</li> <li>• PLA reports</li> <li>• Cross-cutting policy brief to inform Tirana</li> </ul>	<p>The policy priorities addressed by the PLAs are aligned with the priorities identified by the Rome Ministerial Communiqué (2020):</p> <ol style="list-style-type: none"> <li>1. Aligning the legal framework with the ESG (i.e. EHEA key commitment)</li> <li>2. Cross-border QA (CBQA) and QA of transnational education (TNE)</li> <li>3. European Approach for QA of Joint Programmes</li> </ol>	IMINQA	Three PLAs to take place: September 2022 (Belgium), March 2023 (Romania), September 2023 (Belgium).

Activity	Participants	Outcomes	Key commitment	Project	Time
		Ministerial Conference 2024			
<b>QA of micro-credentials</b>	Selection of members of the TPG-C, ENQA working group, additional experts	<ul style="list-style-type: none"> <li>• Desk research report</li> <li>• Guiding document for HEIs</li> <li>• Guiding document for QA agencies</li> <li>• Proposed QA approach for providers</li> <li>• Placing of MC providers in DEQAR</li> <li>• Feasibility assessment on quality label for MCs and use of DEQAR for trusted providers</li> <li>• Data standard on information on micro-credentials</li> <li>• Summary outcome report to the TPG C and the BFUG on MC QA</li> </ul>	This activity will take further the creation of practical tools for QA of micro-credentials, as a follow-up of the MICROBOL project (2019-2021). The task of the working group is specifically to address the recommendations of the MICROBOL project related to internal and external quality assurance and on the establishment of a register and catalogues of providers and micro-credentials. The outcomes of the working group will be shared and discussed to ensure wide consultation and applicability across the EHEA. The TPG-C will function as a sounding and advisory board for the work of the working group.	IMINQA	<p>In a first stage (mid-2022 – mid-2023), the activity will focus on the desk research, the development of guiding documents for HEIs and QA agencies, the proposed QA approach for providers and the inclusion of micro-credential providers in DEQAR.</p> <p>In a second stage (Q4 2023 – Q3 2024), the focus will be put on producing a feasibility assessment on the establishment of an ESG-based quality label, a common harmonized data standard for information on micro-credentials and the development of input to the 2024 EHEA Ministerial Conference.</p> <p>A working group will be established and meet three times: September 2022, September 2023, April 2024 (all in Belgium). Additional meetings of the sub-working group will be organised in online mode as and when needed.</p>
<b>QA of European Universities</b>	Selection of members of the TPG-C, QA agencies from across the EHEA, representatives of European Universities, additional experts	<ul style="list-style-type: none"> <li>• Analysis of legal obstacles in participating countries in the WG</li> <li>• Roadmaps of 5 EHEA countries</li> </ul>	The involvement of national authorities, QA agencies and of course European Universities themselves is necessary for a successful implementation of an external QA framework for European Universities. As the development of (QA of) European Universities has just started, it is necessary to carry out peer learning to increase mutual awareness and understanding of QA expectations between the different stakeholders. But even more important is the necessity of bringing national	IMINQA	<p>The working group will meet three times: January 2023, November 2023, April 2024 (all in Belgium). Additional meetings of the sub-working groups will be organised in online mode as and when needed.</p> <p>The PLAs will take place in March 2023 (online) and November 2023 (Belgium).</p>

Activity	Participants	Outcomes	Key commitment	Project	Time
			<p>authorities together to discuss the legal obstacles.</p> <p>This activity will carry out an analysis of legal obstacles in participating countries to apply the EUniQ framework. Based on the analysis of obstacles, 5 EHEA countries will be chosen to perform a more intense feasibility study on how to implement the EuniQ QA framework in their country. Consecutively, two peer learning activities will be organized with the 5 selected EHEA countries in order to compare systems, learn from each other and come to a similar approach for the national work, and to compare the outcomes of the national work.</p> <p>This activity will also feed into the reporting to the 2024 EHEA Ministerial Conference.</p>		
<b>Digitalisation of QA processes</b>		<ul style="list-style-type: none"> <li>• Mapping and directions for development report - The QA system in the digital age</li> <li>• Meeting report thematic workshop</li> </ul>	<p>The objective of this activity is to map the situation of QA systems in EHEA countries from the perspective of digitalisation (including changes triggered by the COVID-19 pandemic) as well as data management and sharing, as well as to reflect on a medium-term vision for enhancing QA processes and procedures based on technology.</p> <p>A thematic workshop for the TPG C on QA members will be organized. The outcomes of the study will be presented and discussed, as well as the main provisions of a policy brief.</p>	IMINQA	The thematic workshop will be organized back-to-back with the last TPG meeting: November 2024 (Belgium).

## Composition of the Peer Group

<b>Peer group</b>	Thematic Peer Group C on QA	
<b>Timeframe</b>	2021-2024	
<b>Co-chairs</b>	<i>Magalie Soenen Cristina Ghitulica Rauza Mendaliyeva</i>	<i>Belgium/Flemish Community Romania Kazakhstan</i>
<b>Participating countries and institutions</b>	<i>Albania, Armenia, Austria, Azerbaijan, Belgium/Flemish Community, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Finland, France, Georgia, Germany, Greece, Holy See, Hungary, Iceland, Ireland, Italy, Kazakhstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Montenegro, the Netherlands, North Macedonia, Norway, Poland, Romania, San Marino, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, Ukraine, UK – Scotland</i>	<i>EQAR, ESU, EUA, EURASHE, European Commission, EI/ETUCE, ENQA</i>
<b>Umbrella project(s)</b>	Implementation and innovation in Quality Assurance through peer learning (IMINQA)	Flemish Ministry of Education and Training (Belgium/Flemish Community), ENQA, EQAR, ARACIS (Romania)
<b>Other supporting project(s)</b>	Quality Assurance Fit for the Future (QA-FIT)	ENQA, EUA, EURASHE, ESU and EQAR; Finnish Education Evaluation Centre (FINEEC, Finland), Irish Universities Association (IUA, Ireland), National Alliance of Student Organisations in Romania (ANOSR, Romania), Ministry of Education and Science of Georgia
	Supporting European QA Agencies in meeting the ESG – round 2 (SEQA-ESG2)	ENQA, AHERS (Bosnia and Herzegovina), EQAA (Azerbaijan), HEA (Bosnia and Herzegovina), NAQA (Ukraine), NEAQA (Serbia)
	Bologna with Stakeholders Eyes for an Innovative, Inclusive and Interconnected EHEA by 2030 (BWSE FOR2030)	ESU, ENQA, EUA, EURASHE, Ministry of Education and Science of Croatia, the North Macedonian Ministry of Education and Science and the Ministry of Education, Culture and Science Netherlands

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## Albania

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### **Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

Albania has already achieved some of the objectives foreseen for the implementation of this key commitment during the previous period as:

- The review of the quality standards, part of the Quality Code, approved in December 2021. Revision of a functional internal system of QA on ASCAL (quality management system, including goals, processes etc.), in order to permit fully implementation of the ESG. **ESG 3.6.**
- Review of regulations and Manuals for quality assurance, which include more the interests of stakeholders. **ESG 3.1**
- Organization of the Second National Student Survey, correcting some shortcomings observed in the previous survey, drawing conclusions, publishing them and making them available to policy makers, interest groups, etc. **ESG 3.4**
- Raising awareness among students of importance to be included in internal QA procedures at HEIs but also increase interest among students to participate in external procedures. **ESG 2.4**

Some other objectives remain as priorities in the period till 2024:

- Increasing the regional cooperation with Quality Assurance Agencies in Higher Education, in terms of enriching the lists with foreign experts from the region, and Europe, especially from the Albanian Diaspora, in order to avoid/minimize the conflict of interest. **ESG 2.4**
- Restructuring the QA System in order to assure independence also from stakeholders and guarantee the ESG implementation **ESG 2.2**
- Drafting legal framework for Cross-border QA and accreditation of joint programs
- Registration of ASCAL in EQAR and in ENQA

### **Please describe here for your country the progress to be achieved by 2024**

- Increasing the regional cooperation with Quality Assurance Agencies in Higher Education, in terms of enriching the lists with foreign experts from the region, and Europe, especially from the Albanian Diaspora. An open call is scheduled with the aim of refreshing the list of the external experts and increasing the number of foreign experts in collaboration with regional Quality Assurance Agencies. A memorandum awaiting approval between the QA of Kosovo and ASCAL. **ESG 2.4**
- Restructuring the QA System in order to assure independence also from stakeholders and guarantee the ESG implementation. **ESG 2.2**
- Drafting legal framework for Cross-border QA and accreditation of joint programs 2023

- Registration of ASCAL in EQAR and applying for full membership in ENQA 2024

Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Staff mobilities</b>		<ul style="list-style-type: none"> <li>• Outcome reports by participant</li> <li>Final evaluation report of staff mobility scheme</li> </ul>	Through setting up a system for staff mobility of people working in the QA field, peer learning is stimulated among the EHEA countries.	2024	IMINQA (if selected)		Staff of all TPG C members		
<b>Peer Learning Activities</b>		<ul style="list-style-type: none"> <li>• Analytical preparatory notes for all three topics</li> <li>• PLA reports</li> <li>Cross-cutting policy brief to inform Tirana Ministerial Conference 2024</li> </ul>	<p>The policy priorities addressed by the PLAs are aligned with the priorities identified by the Rome Ministerial Communiqué (2020):</p> <ol style="list-style-type: none"> <li>4. Aligning the legal framework with the ESG (i.e. EHEA key commitment)</li> <li>5. Cross-border QA (CBQA) and QA of</li> </ol>	2024	IMINQA (if selected)		Staff of all TPG C members		

			transnational education (TNE) European Approach for QA of Joint Programmes						
<b>An open call is scheduled with the aim of refreshing the list of the external experts and increasing the number of foreign experts in collaboration with regional and European Quality Assurance Agencies. A memorandum awaiting approval between the QA of Kosovo and ASCAL.</b>	2.4	<i>Enrichment of the external evaluation experts list with experienced experts QA Agencies and exchange of the experience between QA Agencies. Avoiding/minimizing the experts conflict of interests with the institutions under evaluation</i>		2022					
<b>Full implementation of the new Code of Quality, which is in compliance with the ESG, and foresees the inclusion of stakeholders and students in the external evaluation processes.</b>	2.2	Full compliance with the ESG		2023					

<b>Drafting legal framework for Cross-border QA and accreditation of joint programs.</b>				2023					
<b>Registration of ASCAL in EQAR and applying for full membership in ENQA.</b>		ASCAL full member of ENQA and registered in EQAR		2024					

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## Armenia

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

### **Situation:**

The internal and external quality assurance system in Armenia based on European Standards and Guidelines (ESG) was developed since 2008 when the Armenian National Center for Professional Education Quality Assurance Foundation (ANQA) was established and started its functioning. ANQA became a full member of ENQA since 2017 and was registered in EQAR afterwards. ANQA introduced strong internal and external quality assurance system of TLI and the main priorities are:

- Enhancement-led strategy of external and internal quality assurance.
- Periodic improvement of legal framework of external and internal quality assurance.
- Inclusive quality assurance system with proactive involvement of students, employers, young teachers and researchers.
- Strong coordination of accreditation processes by trained staff ensuring consistency of the accreditation processes.
- Bilingual (Armenian and English) accreditation processes with involvement of international experts in all accreditation processes and strengthening institutional transparency of integration into European Higher Education Area.

### **The current challenges:**

- Integration of institutional and programme accreditation with the emphasis on the results of regular self-reviewing of all particular programmes by the HEIs.
- Strengthening of IQA and producing and managing data on all implemented academic programmes for proper decision making.
- Digitalisation of external quality assurance processes.

### **Please describe here for your country the progress to be achieved by 2024**

- Review of legal basis and development of regulatory framework for implementation:
  - institutional and programme accreditation integration
  - QA of micro credentials
  - Cross border QA
  - QA of Joint programmes
  - European framework for QA of University Alliances

- Implementation of research and desk analysis on the challenges and state of art of the above-mentioned matters.
- Peer-learning activities and conferences for sharing of experience.

Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Conducting research on integration of institutional and programme accreditation</b>	ESG 2.1 Consideration of internal quality assurance	Discussed analysis	Aligning the legal framework with the ESG	Mid 2022	N/A	QA agency, MoESCS, State and Private HEIs, Employer organisations	Netherlands Belgium		
<b>Development of the framework integrating institutional and programme accreditation to make programme review on a cyclical basis</b>	ESG 2.1 Consideration of internal quality assurance	Discussed and acceptable framework by the stakeholders	Aligning the legal framework with the ESG	End of 2022	N/A	QA agency, MoESCS, State and Private HEIs, Employer organisations	Netherlands Belgium		
<b>Piloting the framework</b>	ESG 2.1 Consideration of internal quality assurance	Published pilot reports	Aligning the legal framework with the ESG	Beginning of 2023	N/A	QA agency, State and Private HEIs	Netherlands Romania		
<b>Adoption of the framework</b>	ESG 2.1 Consideration of internal quality assurance	Acceptable framework by the stakeholders	Aligning the legal framework with the ESG	Mid 2023	N/A	QA agency, MoESCS			

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Conducting analysis of international good practice and challenges of recognition and quality assurance of micro credentials</b>	ESG 2.1 Consideration of internal quality assurance	Published analysis	QA of micro credentials	Beginning of 2023	Microbol project	QA agency, HEIs, training centres	ENQA		
<b>Promotion of research on good practice of QA of teaching, learning and assessment</b>	ESG 2.4 Experts	Published research and analysis	Ensuring effectiveness of internal quality assurance arrangements, including the use of QA results in the decision-making process and quality culture as well as links to learning and teaching,	On-going	N/A	QA agency, HEIs	Belgium Netherlands		
<b>Modularisation of accreditation criteria and standards</b>	ESG 2.5 Criteria for outcomes	Acceptable and published criteria and standards by the stakeholders	Enhancement led use of ESG	2024	N/A	QA agency, HEIs	Belgium Netherlands		
<b>Stimulation of data collection and analysis by HEIs by creating data sources /ex. NSS and student</b>	ESG 3.4 Thematic analysis	Published thematic analysis on graduates' pathways, students and teachers satisfaction	Enhancement led use of ESG	Mid 2024	N/A	QA agency, HEIs			

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>progress testing/</b>									
<b>Evaluation of practice and needs of HEIs on cross border quality assurance</b>	ESG 2.3 Implementing processes	Published and discussed analysis	Cross border quality assurance	Mid 2024		QA agency MoESCS HEIs	Belgium Netherlands France		
<b>In coopeartion with MoECS introduction of European Approach for QA of Joint Programmes.</b>	ESG 2.2 Designing methodologies fit for purpose	Set KPI for the HEIs for the internalization of academic programmes	QA of joint programmes	End of 2024		QA agency MoESCS HEIs	Belgium Netherlands France		
<b>Peer learning event for exchanging good practice on European Framework for Comprehensive QA University Networks</b>	ESG 3.4 Thematic analysis	Discussed and published results	QA of European Universities	Mid 2023	EUniQ	QA agency MoESCS HEIs	Belgium Netherlands Italy Sweden		

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## Austria

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Current QA-regulations in Austria are segmented, differentiated between Higher Ed sectors and unevenly encompassing external (and internal) QA. In some regards, external micro-management of different aspects of internal QA (staff, program profile & learning outcomes, financing et al) could need revision, other aspects more basic legal regulation. [ESG 2.1](#)
- Future revisions of legal rules & regulations for QA in Austria should take stakeholders' interests and stages of development into account in earlier stage. More strategic cooperation between AQ Austria, Ministry of Higher Education and HEIs and other higher education stakeholders is necessary. [ESG 2.2](#)
- Involvement of stakeholders could be in earlier stages of revision of standards & regulations. [ESG 3.1](#)
- Strengthening position of QA in general and AQ Austria in public higher education discourse would be eminent. [ESG 3.4](#)
- Internal QA regulations and procedural reality are not always up-to-date. [ESG 3.6](#)
- Academic integrity and supporting policies, IT-infrastructure and implementation should be consistently developed in Austria. [ESG 1.1](#)
- QA of cross-border provision of HE programs (especially foreign degrees offered in Austria) is based on trust and a common understanding of QA in the EHEA. However, a considerable part of these programs/degree lack quality and external QA lacks measures to hinder entry into the Austrian higher education market. [ESG 2.5](#)
- Understanding of quality and quality assurance of microcredentials is still basic in Austria. Chances for developing transparently quality-assured microcredentials/microdegrees are not seen. [ESG 2.2](#)

**Please describe here for your country the progress to be achieved by 2024**

Austria will tackle the current challenges in the years 2022/23 and will achieve substantive progress until 2024. Basic condition is the intra-national exchange and coordination of stakeholders, including AQ Austria, politics and the general public, but also international cooperation.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Overall, continuing development of QA system in Austria and its basic legal regulations. Reducing segmentation of QA among HE sectors.</b>	ESG. 2.1	Step-wise revision or agreed plan for future revision of overall legal regulations of QA.	Enhancing transparency of Austrian QA and trust in its results in the EHEA.	2024		Ministry of Higher Education, representatives of higher education sectors.	tbd		
<b>Revision of standards &amp; regulations: focussing especially institutional re-accreditation procedures on evaluating the degree of implementation and functionality of internal QA (i.e. more trust, less control).</b>	2.1 Consideration of internal quality assurance 2.2 Designing methodologies fit for purpose	Revised laws on Universities of Applied Studies and Private Universities/Colleges. Revised/developed decrees on accreditation for both sectors	Enabling HEIs and AQ Austria to have more effective and suitable standards for external QA /accreditation.	2024		Ministry of Higher Education, representatives of higher education sectors.	tbd		
<b>Strategic partnership with different stakeholders (higher ed sectors, legislative body/Ministry...)</b>	3.1 Activities, policy and processes for quality assurance	Structured formats for evaluation and development of legal regulations.	Better and earlier integration of stakeholder's perspectives in further development of QA regulations	2022		Ministry of Higher Education, representatives of higher education sectors.	tbd		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Strengthening position of QA in general and AQ Austria in public higher education discourse.</b>	3.4	Establishing proactive communication by AQ Austria to the higher ed public and beyond. Establishing information policy and outlets	Supporting (and also disseminating) thematic analysis and enhancing public knowledge and acceptance of QA	2023		AQ Austria	Other agencies with exemplary public relations policies. tbd		
<b>Revision of internal QA (quality management system, including goals, processes etc.)</b>	3.6 Internal quality assurance and professional conduct	Revise/establish core strategic documents (vision, mission, core values) and aligning internal QA policy with them.	Enhancing trust in operation and outcomes of AQ Austria's procedures and services	2022		AQ Austria, international partner agencies	Other agencies with exemplary internal QA policies. tbd		
<b>Academic integrity and supporting policies, IT-infrastructure and implementation</b>	1.1, 2.5	Common guidelines for academic integrity, adopted by all HE sectors and publicly accessible. Including stronger provision for academic integrity in the standards and criteria of QA procedures	Enhancing public (national & international) trust in quality of higher education and graduates.	2024		Ministry of Higher Ed., ÖAWI, Wissenschaftsrat, representatives of Higher Education sectors	Working group with different agencies.		
<b>QA of cross-border provision of HE programs</b>	2.5	Revision of (legal & procedural) provisions for QA of foreign, i.e. incoming cross-border provisions of programs/degrees.	Ensuring and improving CBQA	2023		Ministry of Higher Education,	Structured communication with a broader range of partners.		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Setting up quality assurance of microcredentials</b>	2.2	Development of shared understanding of quality and functional quality assurance policies (internal & external) across HE sectors	Expand quality assurance and transparency to microcredentials.	2024		Higher education sectors, ministry, public.	ENQA working group.		

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## Azerbaijan

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

In order to develop more robust quality assurance system for higher education system, assist the HEIs in enhancement of quality, and improve the international ranking of HEIs, the Education Quality Assurance Agency (TKTA) was established with the presidential decree signed on December 29, 2019. To that end, "Rules on Accreditation of Education Institutions" approved by the Decree of the Cabinet of Ministers on December 14, 2020, mandate the Education Quality Assurance Agency (TKTA) to implement and coordinate state policy in institutional and program accreditation of all education institutions.

At present, the TKTA develops the external quality assurance (QA) - institutional and program accreditation - criteria based on the newly adopted "Rules on Accreditation of Education Institutions" and the ESG. Following the development of Accreditation Criteria, the Agency also needs to prepare the standards for external quality assurance and the process manual.

Moreover, "Rules on Accreditation of Education Institutions" also bind the HEIs to establish the internal quality mechanism. However, less than half HEIs in Azerbaijan have functional quality assurance departments or mechanisms for internal quality assurance(22 out of 51).

**Please describe here for your country the progress to be achieved by 2024**

With the below-mentioned actions, Azerbaijan aims to enhance the quality of HEIs by 2024:

- To establish the robust external and internal QA systems in line with the ESG and state standards;
- To develop the national ranking system for HEIs and programs;
- To increase the participation of stakeholders in the decision-making process of the HEIs;
- To foster internationalization process at HEIs;
- To facilitate the shift from teacher-centred to student-centred education at the HEIs.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Connecting quality assurance of HEIs with labour market needs</b>	ESG 1.2; 1.5; 1.6; 1.9	Strengthened university-industry collaborations; HE system more responsive to labour market needs	Benefiting from the international best practices in connecting the links between the HE system and employment	2022		Ministry of Education; Ministry of the Economy; Ministry of Labour and Social Protection; Local public and private HEIs; BP Azerbaijan; Trade chambers		Yes	International conference for strengthening the connection between HE and employment
<b>Strengthening the capacity of the Education Quality Assurance Agency</b>	ESG 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7	Increased capacity of the national quality assurance and accreditation systems	Learning of best practices from the experience of the leading experts in the field of quality assurance	2022-2024		Ministry of Education;	EU Delegation	Yes	Development of the capacity of the Education Quality Assurance Agency
<b>Provide necessary training for HEIs in establishment of internal QA system</b>	ESG 1.1; 1.2; 1.3; 1.4; 1.5; 1.6; 1.7; 1.8; 1.9; 1.10	Establishment of internal QA systems in local HEIs and development of existing internal QA systems in local HEIs	Improvement of the status-quo within the internal QA systems	2022-2024		Public and private HEIs		Yes	Organization of consulting and methodological support services related to the establishment and development of internal quality assurance systems in HEIs;
<b>Provide the necessary training for independent evaluators</b>	ESG 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7	Improved competencies of independent evaluators	Much more developed and transparent approach of	2022-2024				Yes	Provision of trainings for independent evaluators participating in accreditation processes

<b>participating in institutional and program accreditation</b>		participating in accreditation processes	individual experts to the processes of institutional and program accreditation						
<b>Strengthening the cooperation with ENQA and other leading quality assurance agencies of Europe</b>	ESG 2.1; 2.2; 2.3; 2.4; 2.5; 2.6; 2.7	Development of international cooperation; membership and representation in the leading QAA of the world	Access to the international platforms and networks in Quality Assurance and benefiting from the best practices	2022-2024				Yes	Applications for receiving a member status in the leading Quality Assurance Agencies of the world.

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## Belgium Flemish Community

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

All the key commitments related to QA are fully met by the Flemish HE system.

Some international challenges do remain:

- The European Approach for QA of Joint Programmes is obligatory for international joint programmes. An ongoing challenge is the cooperation with other QA agencies and national authorities to implement the European Approach for QA of Joint Programmes.
- Many European QA agencies are developing new QA approaches. We would like to identify and share interesting, innovative (good) practices. Our staff mobility project can act as a means to bring some of these practices to light.

**Please describe here for your country the progress to be achieved by 2024**

After finishing the first round of institutional reviews, we will evaluate the procedures and would like to exchange experiences with other countries who have an institutional review in place. [ESG 2.2](#)

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
Coordinate the Bologna Thematic Peer Group on QA		Improved QA within the EHEA	All	2021-2024	IMINQA (if approved)	/	All		

<b>Coordinate and take active part in the different activities of the umbrella project for the Thematic Peer Group on QA</b>		Improved QA within the EHEA	All	2021-2024	IMINQA (if approved)	/	All		
<b>Facilitate the discussion towards a future oriented, agile, and digital higher education</b>		Shared vision paper laying out the profile for higher education and life-long learning in Flanders.		2021-2023	RRF Europe	All stakeholders, incl. HE institutions	/		
<b>System-wide analysis</b>	3.4	Analysis and good practices		2022 2023 2024	/	HE institutions	/		
<b>Staff mobility by the NVAO</b>		Insight into developments in teacher training education		2022 (-2023)	IMINQA (if approved)	/	FINEEC (Finland)		
<b>Bilateral dialogues</b>		Exchange on developments and innovation		2022, 2023, 2024	/	/	NOKUT (No) UKÄ (Se), IA (Dk), ...		
<b>ENQA Review</b>	3.7	Renewal membership ENQA & registration EQAR		2022	/	All stakeholders	/		
<b>Give peer support to other countries</b>			All	2022-2024		As requested	As requested		

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## Bosnia and Herzegovina

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Alignment of the provisions on the accreditation procedure in the current legislations with the requirements of European standards and guidelines for quality assurance in the European Higher Education Area (ESG).
- Consistent implementation of quality assurance principles and standards at all higher education institutions in BiH
- Efficient and accessible process of accreditation of study programs at all higher education institutions in BiH based on a realistic assessment of costs and benefits
- Analyses and statistical data in the field of higher education in BiH

**Please describe here for your country the progress to be achieved by 2024**

- Provisions related to accreditation procedures aligned with the requirements of European standards and guidelines for quality assurance in the European Higher Education Area (ESG).
- Improved mechanisms and consistent implementation of quality assurance principles and standards at all higher education institutions in BiH
- Preconditions have been established and an effective, transparent and accessible accreditation process for higher education study programs based on a realistic cost-benefit assessment has been implemented.
- Regular analyses in the field of higher education based on the experience gained in the accreditation process in order to set strategic approaches on relevant information.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Workshops, trainings, researches, analyses</b>	ESG 2	Reports from workshops, trainings; research results	Support for the improvement of mechanisms and consistent implementation of quality assurance principles and standards at all HEIs	Continuously		Agencies from the field of higher education, competent educational authorities, higher education institutions			
<b>Preparation of a model of accreditation procedures for study programs</b>	ESG 2.2. 2.3.	A model of accreditation procedures for study programs has been developed	Clear descriptions of the methodologies of accreditation of study programs in BiH, especially procedural aspects and time frame for implementation	End of 2022.		Agencies from the field of higher education, competent educational authorities, higher education institutions			
<b>Amendments to legal regulations regarding procedures, content and interpretation of criteria (standards)</b>	ESG 2	Amended regulations published	Consistent, clear and transparent implementation of accreditation of study programs	2023.		Agencies from the field of higher education, competent educational authorities, higher education institutions.			

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Regular analyses in the field of higher education</b>	ESG 3.4.	Recommendations for improvement published	A clear overview of the situation that contributes to the creation of a strategic approach in different segments of higher education	Annually		Agencies from the field of higher education, competent educational authorities, higher education institutions			
<b>Peer learning workshops, Staff exchange</b>	ESG 2	Workshop reports; staff exchange reports	Contribute to a clearer and more transparent process of external quality assurance and their procedures in accordance with ESG; Strengthening the level of international participation in external quality assurance	2022.-2024.	Supporting European QA Agencies in meeting the ESG – round 2” (SEQA-ESG2)	Agency for Development of Higher Education and Quality Assurance, Agency for Higher Education in Republika Srpska, competent educational authorities, higher education institutions.			

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## Bulgaria

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- NEAA initiated amendments in HE Act, including the full compliance with the ESG. At the moment we are elaborating more precise methodology, which should ensure better control on quality of education and we are preparing electronic platform for gathering regular information from HEI. Creating this platform is the ongoing challenge for the NEAA. We are working also on elaborating adequate criteria related to the evaluation of HEI digitalization.
- Still a challenge is the quality assurance of Joint Programmes as well as of cross-border Quality Assurance.
- Quality assurance of micro-credentials is a challenge, too.
- Strengthening the human and financial capacity of the Agency is also a challenge, new experts had been appointed at the NEAA and they need professional training. Financial restrictions do not allow us to work with a lot of international experts.

**Please describe here for your country the progress to be achieved by 2024**

- Creating an electronic platform gathering regular information from the HEI – 2023.
- Elaborating criteria for QA of Joint programs – end of 2022
- Strengthening the capacity of the Agency – 2024
- Developed pilot mechanisms for integration of micro-credentials in the higher education system, including catalogue and register for micro-credentials - 2024.
- A more active and inclusive academic environment, with a clear commitment to the personal and professional development of students and oriented towards regional contribution and economic growth - 2024

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>1. Development of indicators for assessment of the quality of higher education, related to the:</b> - access for students from vulnerable groups, with a focus on migrants (and students with disabilities) in the context of social inclusion; - quality of the learning process for students from vulnerable groups, with a focus on migrants (and students with disabilities), including e-learning; - microcredentials.	2.2	Developed indicators	QA	2022 – 2024	START	MoES	Romania, ARACIS	Partially	
<b>2. Analysis of the National Qualifications Framework in the part for higher education and preparation of respective recommendations.</b>	3.1	Prepared recommendations	Qualification framework	2022 – 2024	START	MoES		Partially	

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>3. Development and integration of micro-credentials in the higher education system.</b>	3.1.	Developed and tested mechanisms for validation of prior learning and integration of micro-credentials	ECTS and QF	2022 – 2024	START	MoES	Romania, ARACIS	Partially	
<b>4. Training of Quality Assurance experts and University staff.</b>	3.5	Trained experts	QF and QA	2022 – 2024	START	MoES	Romania, ARACIS	Partially	
<b>5. Development of: - Register of reliable Micro-credential providers; - Catalogue of micro-credentials (short courses).</b>	2.5	Developed: - registers catalogue of micro-credential providers	ECTS and QF	2022 – 2024	START	MoES	Romania, ARACIS	Partially	
<b>6. Preparation of Guidelines and Policy paper (recommendations) for social inclusion of all students, especially for those from vulnerable groups.</b>	2.5	Prepared Guidelines and Policy paper	ECTS, QF and QA	2022 – 2024	START	MoES, BCRM	Romania, ARACIS	Partially	
<b>7. Creating an electronic platform gathering regular information from the HEIs</b>	2.5	Electronic platform	QA	2023		MoES		Yes	

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>8. Elaborating criteria for QA of Joint programs</b>	2.5	Elaborated criteria for QA of Joint programs	Cross border QA	2022 - 2024		MoES		Yes	

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## Croatia

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Establishing functional internal system of QA on all HEIs and criteria for its external evaluation, especially related to Information management and Risk management and their role in QA. *ESG 1.7., 2.1. and 2.2.*
- Communicating with wider public the social role of HEIs and the Agency for Science and Higher Education (ASHE), with emphasis on their activities related to social dimension of higher education. *ESG 1.8., 3.1. and 3.4.*
- Implementing lessons learned in future post-covid-19 evaluations. *ESG 2.3*
- Increase interest among students to participate in internal QA procedures at HEIs and external QA procedures (on national and international level). *ESG 2.4*
- Establish better connection between findings in QA procedures and decision-making at HEIs level, as well as with policy decision making on a national level. *ESG 3.4*

**Please describe here for your country the progress to be achieved by 2024**

By 2024. Croatian Ministry of Science and Education (MSE) will organise, together with other national stakeholders in higher education (Agency for Science and Higher Education (ASHE), Higher education Institutions, National Students' Council), seminars and workshops on the topics related to key commitments. Major outcomes of conducted activities should be contribution to achieving key commitments.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
Sharing knowledge and good practice (workshops,	1.7. Information management	• Revised/ improved documents and practices	• Improved internal QA practices and	During 2022-2023		ASHE	Possible partners are all countries with		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>seminars, etc) through Croatian network of internal QA offices at HEIs (CroQANet) related to Information management and Risk management and their role in QA, especially in times of uncertainty.</b>	2.1 Consideration of internal quality assurance  2.2 Designing methodologies fit for purpose	at HEIs' level related to internal QA procedure  Revised QA criteria for external evaluation	better aligned with ESGs Improved Criteria for external evaluation				developed internal QA of their HEIs		
<b>New regulation is being prepared as a foundation for better data management on the level of HEIs and on national level.</b>	2.2 Designing methodologies fit for purpose	New legislation is in force regulating the development and interoperability of information systems that record data on higher education	Better information systems will provide better data management that can be used to improve Internal QA	During 2022					
<b>Conducting education activities on better understanding of social role and social dimension of HEIs and ASHE.</b>	1.8. Public information  3.1. Activities, policy and processes for quality assurance	Better public understanding of contribution of HEIs and ASHE to the society	Raising awareness and better understanding among HEIs and AHE about importance of communicating their social role with public	During 2023		ASHE, PLA	Any with experience in this subject		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
	3.4 Thematic analysis								
<b>A survey will be conducted to determine what higher education institutions and stakeholders find useful in conducting 2<sup>nd</sup> cycle of HEIs re-accreditation in hybrid model and what they would like to keep in future procedures.</b>	2.3 Implementing processes	External evaluation procedures are improved using best practices from hybrid evaluations conducted during covid-19 pandemic.	External evaluation procedures are improved	2023		ASHE			
<b>Peer-learning event on implementing best practices and lessons learned in future post-covid-19 evaluations.</b>	2.3 Implementing processes 2.4. Peer-review experts	Event organised for sharing experience of partner countries in conducting external evaluations during pandemic time.	External evaluation procedures have been improved	2023		ASHE	All interested countries		
<b>National seminar and at least one Peer-learning event on student</b>	2.4. Peer-review experts	Organised event where our students union and student members that participated in	Raising interest among students for participation in internal and external QA procedures	2022-2023		ASHE, National Students' Union	ESU - European Students' Union		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
engagement in QA procedures.		external QA procedures share their experience and knowledge. In PLA event members from ESU would share their experience.							
<b>Peer-learning event on topic of connecting QA to national policy-decision making in HE</b>	2.4. Peer-review experts 3.4 Thematic analysis	Event organised for sharing experience and discussing different approaches of partner countries in related topic.	Strengthening the role of ASHE and importance of external evaluations in national policy decision-making.	2023		ASHE	All interested countries		

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## Cyprus

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Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment

- Still room for improvement as far as the active, ongoing and substantial involvement of stakeholders in external quality assurance methodology design. [ESG 2.2](#)
- There is still room for improvement towards the Agency's independence and autonomy. [ESG 3.3](#)

Please describe here for your country the progress to be achieved by 2024

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Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
CYQAA's establishment and operation laws, of 2015 and 2016, is undergoing a major amendment procedure.	3.3 Independence	The amendment procedure is moving towards: (a) further implementation of the ESG's recommendations, (b) further alignment the European Approach to accreditation of joint programs, and (c) the further	The action aims to the further independency of the CYQAA so as to act autonomously without third party influence.	2022		CYQAA		Yes	

		autonomy of the Agency.							
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## Czech Republic

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- The agency is not a legal entity, cannot have its own employees and cannot be a recipient of any external funding such as EC projects. The Higher Education Act stipulates that its activities are materially, administratively, and financially secured by the ministry. Tasks related to professional, administrative and technical support of the agency's activities are carried out by its Office, which is a department of the ministry – a unit falling directly under the minister. [ESG 3.3](#)
- A significant challenge continues to be site visits that are virtually absent in accreditation processes for degree programmes mainly for practical reasons (number of procedures and capacities of the agency and evaluators). [ESG 2.3](#)
- The requirement to publish reports continues to be a challenge. Multiple reports are created during the accreditation process but they are not published. Only the brief and formal executive resolution on accreditation with a basic justification are published. [ESG 2.3](#)
- Follow-up procedures in accreditation processes are not fully consistent and systematized but rather ad hoc and case-specific, depending mostly on the discretion of Board members in the respective proceedings. [ESG 2.3](#)
- Another challenge is how to assess the actual effectiveness of the IQA processes and verify their functionality in practice. Moreover, the structure and format of the standards makes them difficult to work with. Some parts of the standards tend to be rather incomprehensible and duplicitous. [ESG 2.1](#)
- International experts have not been engaged in procedures with the exception of a small number of evaluators from Slovakia and Czech evaluators living abroad. The structural obstacle to their involvement is the requirement for all experts to undergo the nomination procedure and to be permanently enrolled in the Pool of Evaluators. Engagement of ad hoc international experts who could make a significant contribution in specific cases is not allowed by the Higher Education Act. Practical issues arise with remuneration of experts that does not reach the EHEA standard and with the language, because all procedures are carried out in the Czech language. Accreditation procedures fall under the jurisdiction of the Administrative Procedures Code that does not allow for a foreign language. [ESG 2.4](#)
- Thematic analysis has not been systematically carried out so far. As required by the Higher Education Act and the Statute of the agency, the agency releases an annual report describing its activities in the given period. These reports, though, do not contain any analysis of general findings of its external QA activities. [ESG 3.4](#)
- The European Approach for Joint Degree Programmes has not been implemented in the Czech Republic.
- Transnational education (TNE) is subject to registration/authorization process depending on the country of origin. There are no specific standards for TNE but rather the national standards are to applied proportionately to TNE.

**Please describe here for your country the progress to be achieved by 2024**

- 1) In the long term, the end goal is full organisational independence of NAB as a legal entity by acquiring legal personality. This goal is perceived as the next step in achieving full organisational independence of NAB and in maturation of the agency. Concrete steps to initiate the transformation of legal status can be expected by 2025.
- 2) The standards for accreditation as a whole need to be re-evaluated and possibly revised according to the lessons learned from their implementation to date. A proposal for revision is planned to be submitted to the government after consultation with stakeholders.
- 3) A proposal for revision of the Higher Education Act is planned to be submitted to the government regarding changes in publication of reports, involvement of peer review experts and any other issues that are necessary to achieve compliance with the ESG.
- 4) A way needs to be found to incorporate site visits into degree programme accreditation without significantly increasing the workload for evaluation committees or staff and prolonging the length of the process.
- 5) Thematic analysis will start to be carried out.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Efforts will be made to establish the agency as a legal entity.</b>	3.3 Independence	full organizational independence of QA agency	Compliance with the ESG	2025	SEQA-ESG	QA agency, ministry	will be determined during Peer group activities		
<b>A proposal for revision of the standards (issued as a government regulation) is envisioned.</b>	2.1 Consideration of internal quality assurance	more appropriate and up-to-date standards, increased ownership of the standards for QA agency	Compliance with the ESG, more efficient QA	2023	SEQA-ESG	QA agency, ministry, stakeholders	will be determined during Peer group activities		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>The agency is currently not authorized to publish more than the above-mentioned parts of accreditation decisions. A legislative change to the Higher Education Act is needed to make a provision for publication of full reports from accreditation procedures.</b>	2.3 Implementing processes	removal of legislative barrier	Compliance with the ESG	2023	SEQA-ESG	QA agency, ministry, stakeholders	will be determined during Peer group activities		
<b>A change in the Higher Education Act is envisioned to provide the option to appoint experts from outside the Pool of Evaluators to evaluation committees ad hoc in relevant cases.</b>	2.4 Peer-review experts	possibility to involve international experts where fit for purpose	Compliance with the ESG, internationalization of QA	2023	SEQA-ESG	QA agency, ministry	will be determined during Peer group activities		
<b>The aim is to remove administrative, financial and technical barriers to the involvement of international experts.</b>	3.1 Activities, policy and processes for quality assurance	creation of conditions for involvement of international experts	Compliance with the ESG	2024	SEQA-ESG	QA agency, ministry	will be determined during Peer group activities		
<b>A way needs to be found to incorporate site visits into degree programme accreditation without significantly increasing the workload for evaluation committees or agency staff and prolonging the process.</b>	2.3 Implementing processes	implementation of the four-step peer review method in line with ESG	Compliance with the ESG	2023	SEQA-ESG	QA agency, ministry	will be determined during Peer group activities		
<b>Thematic analysis will start to be carried out in the future.</b>	3.4 Thematic analysis	publication of thematic reports and	Compliance with the ESG	2024	no	QA agency	will be determined during Peer		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
		analyses of the HE sector					group activities		

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## Finland

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Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment

- Engagement of labour market is always a challenge and can be done only partially. [ESG 2.2](#)
- Consistency is always a challenge in qualitative evaluation. [ESG 2.5](#)
- How to maintain the relevance and impact of the process after the 3rd cycle? [ESG 3.1](#)

Please describe here for your country the progress to be achieved by 2024

- By 2024 Finland has decided the next approach to QA of higher education following three cycles of institutional audits.

Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
Self-assessment of the 3 <sup>rd</sup> cycle with all stakeholders	ESG 2.2	Report in table format		2022-2023					
Meta-analysis of the Outcomes of the 3 <sup>rd</sup> cycle	ESG 3.4	Several reports		2022-2024					
Design of the next approach	ESG 2.2	Next approach and model by 2025, several Workshops and Hearings with all the stakeholders		2023-2024		Representatives from HEIs, Students, working life, Ministry, Unions, all			

		of HE, Working group and international advisory group needed				stakeholders of HE			
<b>Survey on FINEEC's reputation</b>				2022		External partner to carry out the work independently			

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## France

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Cti and Hceres have both experience in national and international evaluation. They are also both in a process of introducing new frameworks and methodologies. Comparisons and exchange of best practices with other QAA in the same situation would be interesting.
- About ESGs revised 6 years ago in 2015, considering increasing changes and new trends and challenges (European Universities Initiative, Micro-Credentials, European Diploma), the issue should be raised about how to update them while supporting innovation in HE. And finally how to adapt QA to the various missions of HEIs (including research and societal aspects).
- HE and QA landscape are always ongoing. New “objects” are discussed : European alliances/ universities, Microcredentials, European Diploma, QA systems for digital credentialing etc ...There is a growing need to include in these debates the issue of “QA of this new items”.

**Please describe here for your country the progress to be achieved by 2024**

- Institutionalisation of the existing dialogue between the QAAs operating at national level in France.
- Clarify the role and mission of Hceres in QA of Transnational education.
- Define a European Approach fully compatible with French requirements on program accreditation.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
QA of European universities			France member of EUNIQ		EUNIQ	MESRI Hceres Cti		Partially	Would be great to continue the work initiated
QA of Microcredentials including for digital credentialing									

QA of Joint Diplomas									
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## Georgia

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Necessity for more consistent in-depth data analysis: Along with shifting to revised QA standards and procedures, HEIs have started collecting and analysing the data concerning educational and administrative processes and procedures. However, in spite of certain endeavours, at this stage they lack experience with consistent and coherent analysis of the obtained data so that the findings are efficiently used in the decision-making process. Besides, developing benchmarks also requires more experiences, though the HEIs have started to work in this direction as well. Accordingly, the HEIs do provide data to experts for outcome-based evaluation, however, as mentioned above, there is still some space for improvement for the HEIs to provide a consistent analysis of the obtained empiric data. [ESG 2.1](#)
- The HEIs have started implementing internal and external QA mechanisms; though it is not institutionalized at all levels at all the HEIs at this stage, however, the awareness of the necessity of QA mechanisms has been raised. The major role of implementing the QA mechanisms at institutional level is still given to the QA staff at the HEIs, but broader participation in collecting data or implementing instruments of QA is observed. Still, there is more space for improvement so that both academic and administrative personnel of the HEIs are more intensely and meaningfully engaged and develop sense of ownership over the QA processes. [ESG 2.1](#)
- The HEIs need to analyse data obtained through internal and external QA mechanisms and develop certain follow up activities with specific scopes to avoid overlap; besides, these follow up activities need to be in line with specific QA goals and objectives. [ESG 2.2](#)
- Need of strengthening student's capacities for their involvement in quality enhancement activities at their institutions and beyond. [ESG 2.3](#)
- Participation of International Experts in program accreditation need to become wider. [ESG 2.4](#)
- Challenges caused by the "small country syndrome" in relation to experts. [ESG 2.4](#)
- Though the NCEQE does provide training and professional development opportunities (workshops, seminars, conferences, etc.), there is still need for more intense and diversified training modes and opportunities for the experts' professional development. [ESG 2.4](#)
- Need of enhancement of common understanding on certain criteria between council members, institutions and experts. [ESG 2.5](#)
- Specificity of the online/blended programmes needs to be integrated into external quality assurance mechanisms of agency. Accreditation standards have been refined to reflect the specificity of cluster accreditation. Besides, the COVID-19 pandemic showed the urgency for online mode of teaching and learning; accordingly, more emphasis has been made on QA mechanisms for online teaching and learning. [ESG 3.1](#)
- Accreditation standards need to address specificity of types of HEIs in evaluating doctoral programmes. [ESG 3.1](#)
- Shift to cluster accreditation has fostered the development of sectoral benchmark statements for various fields of study. The first cluster to enter accreditation is humanities; accordingly, sectoral benchmark statements for humanities, e.g. archaeology, philology, language acquisition, etc. have been developed. Prior to that teacher education, medical education, law, etc. benchmarks were revised and/or developed. All these activities are in

line with a broader reform initiative – cluster accreditation for educational programs. Accordingly, benchmark statements for other fields of study should be developed, e.g. social sciences which is the next cluster to be addressed after humanities.

- Implementation of the system of cluster accreditation can be challenging. Though all stakeholders have been involved in the development of accreditation standards and as well procedures, and all relevant suggestions were considered, still the process of implementation of cluster accreditation can be challenging because of lack of experience. The process might show certain concerns which will be addressed with the same approach – broader participation of stakeholders – higher educational institutions, employers, professional unions, etc.

**Please describe here for your country the progress to be achieved by 2024**

- The NCEQE offers training sessions, seminars, workshops to HEI representatives which allows them to boost their knowledge and understanding of QA procedures, data collection and analysis, integration of the findings into practices; more engagement of grassroots and all the stakeholders in QA processes. The revised edition of accreditation manual provides the HEIs and experts with more detailed and in-depth insight into QA processes. Accordingly, the HEIs provide better overview of their QA processes aiming at evaluating and developing teaching and learning practices.
- The HEIs have awareness of the specificity of internal and external QA mechanisms which are implemented and used in practice. The NCEQE provides constant support through trainings, thematic group work, webinars, workshops to equip stakeholders with specific knowledge and expertise of accurate use of QA mechanisms.
- The HEIs have awareness what data should be obtained through internal and external QA mechanisms; in cooperation with the NCEQE they raise the QA administrative personnel's awareness of the necessity of the obtained data, how to analyse this information and how to use findings to improve practices. The HEIs develop follow-up activities which are in line with findings obtained through QA evaluation.
- The HEIs take efforts to engage student population more in QA processes to improve the quality of teaching and learning.
- International experts participate in all program accreditation processes planned and delivered by the NCEQE.
- 'Small country syndrome' is relevant for the Georgian context. However, the NCEQE provides accurate selection criteria for accreditation experts. Once the candidates are selected, they go through a rigorous training and testing process so that strong candidates are selected. Additional training is provided to help experts develop objective and impartial attitudes in the evaluation process.
- The NCEQE has refined a manual for accreditation experts and council members as well as the HEIs so that all the engaged parties have better understanding of QA processes and mechanisms and provide an objective, just and impartial evaluation of the programs.
- More intense and diversified mode of training sessions are to ensure experts' professional development.
- The specificity of doctoral programs has been integrated in the draft document of accreditation standards so that they better reflect peculiarities of doctoral education and research.
- The NCEQES ensures that there is shift to cluster accreditation so that by 2024 humanities and social sciences programs have undergone evaluation process; subject benchmarks statements are developed for these fields of study.
- The body of experts are selected and trained. The guidelines for cluster accreditation are specified for experts, the HEIs, council members, etc.

Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Cluster accreditation processes</b>	2.1 Consideration of internal quality assurance	Reviewed manual for accreditation reflecting the specificity of cluster accreditation.	The manual will support the HEIs to increase their awareness of internal QA mechanisms, tools, approaches so that they are better prepared for cluster accreditation – collect relevant data and use relevant tools to analyse data. The manual provides will provide pieces of advice how the findings from data analysis can be used to support QA processes and the quality of teaching, learning and research.	2022	-	-	-		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Offering trainings/workshops for different stakeholders of the academic community</b>	2.1 Consideration of internal quality assurance	Set of trainings, workshops, webinars to cover various burning issues of QA for different stakeholders in the academic community – teaching and learning methodology, assessment of learning outcomes, assessment of research, evaluation of academic performance, integrating ICT in teaching and learning, etc.	Different stakeholders of the academic community will increase their awareness of the specificity of teaching and learning in accordance with current requirements, QA mechanisms aiming at improving academic processes, specificity of teaching, learning and assessment, especially in an online mode, etc.	2022 2023 2024	-	The Ministry of Education and Science of Georgia, the NCEQE, the HEIs	-		
<b>Online Toolkit / Digitalization</b>	2.1 Consideration of internal quality assurance	Set of online training sessions, training videos to provide additional assistance to the HEI with cluster accreditation and QA issues in general.	The HEIs receive additional information on cluster accreditation and various essential issues in QA, and the HEI top and middle management, as well as academic	2022 2023 2024	-	-	-		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
			staff have a better understanding of QA processes.						
<b>Specific topic workshops for focus groups / Public workshops</b> <b>Revising criteria for evaluating research activities of HEIs and doctoral programmes</b>	2.1 Consideration of internal quality assurance	Set of workshops, seminars, thematic group meetings focusing on the specificity of doctoral education and evaluating research.	The HEI PhD programme coordinators, academic personnel and doctoral students have updated information on the revised criteria for evaluating research activities at HEIs and the specificity of teaching, learning and research in doctoral programmes.	2022	-	The Ministry of Education and Science of Georgia, the NCEQE, the HEIs	-		
<b>Analyse the effectiveness of follow-ups and their impact through thematic analysis</b>	2.2 Designing methodologies fit for purpose	Training sessions on methodologies for using data obtained through internal and external QA mechanisms in an efficient manner.	The HEIs have awareness what data should be obtained through internal and external QA mechanisms; in cooperation with the NCEQE they raise the QA	2022 2023 2024	-	-	-		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
			administrative personnel's awareness of the necessity of the obtained data, how to analyse this information and how to use findings to improve practices. The HEIs develop follow-up activities which are in line with findings obtained through QA evaluation.						
<b>Encouraging students' involvement in the development of the SER and implementing meetings/workshops for students to raise their awareness on their role in external QA processes.</b>	2.3 Implementing processes	Increased engagement of students in SER development.	The HEIs take efforts to engage student population more in QA processes to improve the quality of teaching and learning so that students' voice is represented more in evaluation and decision-making processes.	2022 2023 2024	-	The HEIs	-		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>EDU-LAB Sessions for experts that includes organization of workshops/PLAs and trainings for experts.</b>	2.4 Peer-review experts	Set of EDU-LAB sessions to provide accreditation experts with continuous development opportunities through training sessions on various issues of QA processes.	More intense and diversified mode of training sessions are to ensure experts' professional development.	2022 2023 2024	-	The Ministry of Education and Science of Georgia, the NCEQE, the HEIs			
<b>NCEQE considers widening of the International experts' participation in Cluster Accreditation procedure.</b>	2.4 Peer-review experts	International experts are selected and trained of the specificity of programme accreditation according to the Georgian accreditation standards and procedures. The expert body is enriched with experts in various fields of humanities and social sciences.	International experts have specific knowledge and expertise of the Georgian programme accreditation standards so that they can efficiently chair programme accreditation panels to ensure accurate and efficient evaluation of the programmes provided in relevant clusters.	2022 2023 2024	-	-	-		
<b>Council members self-assessment is to be implemented.</b>	2.5 Criteria for outcomes	Council members self-assessment form is developed/ revised.	Council members have a better understanding	2022 2023 2024	-	-	-		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
			of programme accreditation processes and through self-observation ensure the consistency and relevance of their decisions.						
<b>Comparative Analysis on council decisions and experts reports.</b>	2.5 Criteria for outcomes	Reports on comparative analysis of council decisions and expert reports.	The analysis will allow to identify trends and concerns in programme accreditation which is essential mechanism to ensure efficient QA, especially with cluster accreditation which is a new initiative and requires much study and observation.	2022 2023	-	-	-		
<b>Introducing amendments in regulations for shifting to cluster accreditation; providing supporting activities for institutions and experts in the process of shifting to cluster accreditation.</b>	3.1 Activities, policy and processes for quality assurance	Revised accreditation standards and procedures.	Revised accreditation standards and procedures better reflect current trends and requirements of QA in higher	2022	-	The Ministry of Education and Science of Georgia, the NCEQE, the HEIs	-		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
			education. They more efficiently address the specificity of cluster accreditation.						
<b>Working on the specifying the criteria for evaluating doctoral programmes.</b>	3.1 Activities, policy and processes for quality assurance	Doctoral education assessment criteria are integrated in the revised accreditation standards.	Revised accreditation standards and procedures better reflect current trends and requirements of QA in higher education. They more efficiently address the specificity of cluster accreditation.	2022	-	The Ministry of Education and Science of Georgia, the NCEQE, the HEIs	-		

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## Germany

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Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment

- Study programme models are very diverse (for example, dual study programmes, franchise models, international cooperations or regulated study programmes). [ESG 2.3](#)
- Maintaining consistency of accreditation decisions. [ESG 2.3 and ESG 2.5](#)
- New application submissions are filed and processed within ELIAS. Older data has to be imported into the database and has to be consolidated or newly collected in a dedicated and ongoing project. [ESG 3.4](#)

Please describe here for your country the progress to be achieved by 2024

- Enhanced overview and expertise on different models of study programmes and the regulations applicable to each of them. [ESG 2.3](#)
- Consistent accreditation decisions based on consistent procedures. [ESG 2.3 and ESG 2.5](#)
- Old data in the database is imported and consolidated or newly collected. [ESG 3.4](#)

Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
Enhanced overview and expertise on different models of study programmes (details to be decided by GAC)	2.3 (Implementing processes)	Enhanced overview and expertise on different models of study programmes and the regulations	Quality Assurance in compliance with the Standards and Guidelines for Quality Assurance in the	Timeline to be decided by GAC when determining its work programme in 2022	no	Partners to be decided by GAC when determining its work programme in 2022	none		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>when determining its work programme in 2022)</b>		applicable to each of them	European Higher Education Area (ESG)						
<b>Consistent accreditation decisions</b> (details to be decided by GAC when determining its work programme in 2022)	2.3 (Implementing processes) and 2.5 (Criteria for Outcomes)	Ensuring, as far as possible, consistency with regard to the outcome of accreditation decisions, based on the consistent implementation of procedures; consistency both within a higher education institution and across higher education institutions	Quality Assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	Timeline to be decided by GAC when determining its work programme in 2022	no	Partners to be decided by GAC when determining its work programme in 2022	none		
<b>Improvement of the data base (actions: surveys sent to HEIs)</b>	3.4 (Thematic analyses)	Older data has been imported and consolidated or newly collected.	Quality Assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)	End of 2023	no	HEIs	none		

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## Greece

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Connection of study programmes with the needs of the labour market and the economy. [ESG 1.4, 1.7](#)
- Rise in the participation of students and other external concerned stakeholders in the quality assurance procedures. [ESG 1.1](#)
- Improvement in data management for decision making at the institutional and national level. [ESG 1.7](#)
- Connection between findings in QA procedures and policy making at the institutional and national level. [ESG 3.4](#)

**Please describe here for your country the progress to be achieved by 2024**

1. In line with ESG 1.7 “Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities” and according to the law 4653/2020, the Hellenic Authority for Higher Education (HAHE) coordinates the graduate tracking system mechanism. Greece will implement a national graduate tracking scheme by 2025 to support the institutional and national level decision making.
2. Digital enhancement of data systems which offer services to students. Satisfaction surveys targeted at students are being planned – among other actions.
3. Improving **data management** for decision making and analyzing how different types of QA procedures could be correlated and simplified (assessing the **added value** of each procedure, finding the right balance between the amount of data required and the need to **reduce burden** on HEIs, suggesting tools and services to support HEIs to achieve their mission and publicizing these reports, as well as making use of reports for **decision making** at national level).
4. In line with ESG 3.4 - Thematic analysis (“Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities”) and the law 4653/2020, according to which the HAHE contributes to the national policy for the Higher Education, the National Agency takes into account reports findings and advises the government on HEIs’ funding, distribution of staff and legislative amendments.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
surveys focused at key stakeholder groups									
peer counselling visits, peer-learning workshops, staff exchanges and support									
updated digital infrastructure									
satisfaction surveys									

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## Holy See

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Create a stable linkage between the process of evaluation (internal and external) and strategic planning.
- Open Universities to "peripheral" areas of interest (e.g. networking, inter and transdisciplinarity, life long learning, support to leadership and management, peace studies..) [ESG 2.1](#)
- Necessity to reinforce follow up procedures. [ESG 2.3](#)
- Try to introduce some positive effects of the "distance" and/or hybrid modality of evaluation adopted due to the repercussions of the pandemic. [ESG 2.4](#)
- Support Universities in the implementation of the recommendations made by the external evaluation commissions. [ESG 2.5](#)
- Avoid review fatigue. Renew the relationship with academic institutions by strengthening autonomy, trust and flexibility. [ESG 3.1](#)
- The Agency aims at conducting a deeper analysis of the evaluations; understanding in more detail the specific needs of academic institutions, and proposing further tools and services that support academic institutions in their mission. The pandemic, for example, has taught us that we need to invest in issues such as risk management. [ESG 3.4](#)

**Please describe here for your country the progress to be achieved by 2024**

The Covid pandemic had exacerbated issues of **long term institutional sustainability** in terms of the capacity to adapt and be flexible. These clearly pose challenges to the question of how to amplify Quality. This is a legitimate area of concern for AVEPRO which will work collaboratively to provide guidance and support.

In the light of the above, by 2024 the Holy See's Agency for evaluation and promotion of Quality in concert with the Congregation for Catholic Education, will have intensified its relationship with universities and stakeholders by strengthening the robustness of evaluation processes, providing more comprehensive and systematic support to HEI, that AVEPRO is accompanying, with a strong focus not only on Quality assurance, but also Quality enhancement and improvement at institutional level.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Refine Guidelines for HE Institutional strategic planning</b>	2.1 Consideration of internal quality assurance	Guidelines on Strategic Planning		By 2023			Avepro's Scientific Council and Board of Directors International experts		
<b>Update of the system and guidelines</b>	2.4 Peer-review experts 3.1 Activities, policy and processes for quality assurance	Updated version of Evaluation Guidelines		By 2024			Avepro's Scientific Council  International experts		
<b>Ad hoc seminars</b>	3.1 Activities, policy and processes for quality assurance	Regional meetings		By 2024					
<b>To offer documentation (e.g. schemes, forms guidelines) to support Academic Institutions in facing new challenges also resulting from the pandemic [mentioned in the challenge regarding ESG 3.4]</b>	3.4 Thematic analysis	Engagement of the Scientific Council of the Agency aimed at delivering position statements, guidelines		By 2023					

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## Hungary

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### **Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

The recent transformation of Hungary's higher education (HE) aims at creating a supportive sectoral framework for the higher education ecosystem actors via strong support, funding and collaboration. The external quality evaluation (accreditation) of institutions, programs and doctoral schools is considered in the European High Education Area (EHEA) is one of the effective and measurable steering forces. Therefore, the higher education policy field (Ministry for Innovation and Technology (MIT)) and the Hungarian Accreditation Committee (HAC) aim at playing a more proactive and supportive role in improving the Hungarian HEIs' internal QA linked and contributing to institutional changes.

Hungarian HEIs could adapt to the current COVID 19 circumstances successfully, they have been able to conduct digital education and operation since the spring semester of 2019/2020. academic year. However, the quality of the digital higher education provided during the pandemic varied. A responding internal QA system can help higher education institutions to achieve their quality objectives such as adapting e-learning methods quickly and efficiently. MIT in collaboration with HAC wish to build upon this accomplishment -- and address these deficiencies -- thereby ensuring that Hungary has a wide offer of high quality digitally enhanced learning opportunities in its higher education system. This is a means by which to support improvements in teaching and learning, to raise the digital competencies of its citizenry, and to boost the attractiveness and competitiveness of its higher education system. The Hungarian policy field and HAC have a vital role in this process since they provide the reference framework for the quality assurance of digital higher education. Higher education institutions will be able to adapt and put into practice the quality framework of digital education in their internal quality assurance systems. HAC has to modify its procedures in order to be better aligned with the challenges of digital higher education. The higher education policy fields of MIT and HAC have to define the concept of quality in digital higher education.

The change in the training structure of higher education institutions will contribute to the greater role of higher education institutions in adult education in the future. As a result of these developments, adult participation in education and training will increase, as will the skills and competences of the adult population, which will also provide them with better opportunities in the labor market. The short training programs and micro-credentials are becoming increasingly evident and necessary, allowing for the most flexible adaptation of different training courses to the needs of the labor market, and the development of fast, accessible and personalized skills.

In this process Hungary will build on the support measures of other relevant stakeholders (students unions, Hungarian Rectors' Conference, Educational Authority, Tempus Public Foundation, Hungarian Doctoral Council etc.).

- A thematic analysis identified the need for ex-post programme evaluation. [ESG 2.2](#)

- Increasing the number of international experts in external evaluation procedures. Including students in ex-ante programme evaluations, which do not involve site visits, but are databased exercises where evaluation constitutes an expert opinion by the HAC for the Educational Authority to license a new programme. *ESG 2.4*
- The IQA procedure of HAC needs to be improved. An internal committee is working on the new comprehensive document. *ESG 3.6*
- There is a need for the assessment of teachers performance and the quality of teaching. *ESG 1.3*
- The higher education policy field (MIT) and relevant higher education stakeholders promote the concept of micro-credentials in the frame of various policy making, events, presenting good practices both national and international. *ESG 1.2*
- Renewal of higher education system to adapt to the digital expectations of the 21st century. *ESG 1.2*
- The HAC is working on the renewal of the ex-ante programme evaluation to a manageable and more pleasant procedure. *ESG 2.3*
- Increasing the number of external stakeholders and involvement in the work of the HAC at all levels. *ESG 2.4*

**Please describe here for your country the progress to be achieved by 2024**

MIT: In the field of higher education, by 2024 in the framework of the so-called Bologna revision, the output and competence requirements of the trainings determined according to the priority social and economic needs and the related regulators will be reviewed. HAC will have developed the ex-post, increased the number of international experts in external evaluation procedures, improved its IQA procedure and renewed the ex-ante programme evaluation to a manageable and more pleasant procedure. Tempus Public Foundation (TPF): MIT and TPF will have developed the comprehensive assessment tool (self-peer- student) for higher education teachers’ performance in the Erasmus + funded Proformance project. The tool supports internal QA systems as it covers a wide range of teachers’ roles and tasks.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
MIT and relevant higher education stakeholders promote the	ESG 1.2 Design and approval of programmes	38 microcredential courses will be developed	practical transformation of the higher	2024. Q4	RRF (planned)	National Research, Development and			

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
concept of micro-credentials in the frame of various policy making, events, presenting good practices both national and international.			education training system			Innovation Office, HAC, Educational Authority, Hungarian Rectors ' Conference			
Renewal of the higher education system to adapt to the digital expectations of the 21st century.	ESG 1.2 Design and approval of programmes	Technical Support Report on Options for Hungary: Quality Standards and Supports.	Options for quality assurance standards and procedures that could be adopted in law and implemented by HAC and higher education institutions to assure and improve digital education. b) Practices higher education institutions might adopt to manage effectively the quality of their digital education offerings.	2024. Q1	Technical Support Instrument (ongoing)	OECD, DG REFORM			

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>HAC : development of an ex-post programme evaluation procedure</b>	ESG 2.2 Designing methodologies fit for purpose	Development of an ex post evaluation system (guidelines, criteria, rules of procedure) based on a set of benchmarking and legislative recommendations. Carrying out ex post pilot procedures	A quality assessment system is available for higher education institutions, in which the higher education institution and the labor market can obtain clear information on the quality of institutions and training.	2023. Q2					
<b>HAC: Increasing the number of international experts in external evaluation procedures.</b>	ESG 2.4 Peer-review experts	Coordination of domestic and international development proposals, elaboration of the transformation proposal.	Quality assurance standards and procedures will directly build upon regional and international best practices.	2024. Q1					
<b>HAC: Improving the IQA procedure of HAC</b>	ESG 3.6 Internal quality assurance and professional conduct	a comprehensive document	HAC's IQA procedure is more effective and tailor made.	2024. Q1					
<b>TPF: PROFFORMANCE Final conference – launch of the HE Teacher</b>	ESG 1.3 Student-centred learning, teaching and assessment	An assessment tool available to HEIs in EHEA to monitor the T&L activities and competences of the HEIs.		2020-22	PROFFORMANCE	National Authority, E+ National Agency	AT, CZ, GE, HR, (RS)		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
	ESG 1.5 Teaching staff								
<b>TPF: PROFFORMANCE+ project</b> (submitted Oct 2021).	ESG 1.3 Student-centred learning, teaching and assessment  ESG 1.5 Teaching staff	Goal: promoting and spreading the usage of the PROFFORMANCE assessment tool in the EHEA		2022-25	PROFFORMANCE+ (if accepted)		AT, CZ, GE, HR, (RS)		

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## Iceland

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Emphasis put on QA of science and the societal impact of research in the next cycle, QE3 2023-2027 (ESG 2.5).
- Need to strengthen the Quality Board for Icelandic HE with more staff to ensure that the agency is able to improve and to run their external quality assurance activities in an effective manner. (ESG 3.5)
- Provide further guidance for HEIs that aim to seek accreditation for new fields of studies and for educational institutions seeking initial accreditations as HEIs. Also to serve as a reference guide for experts in accreditations review groups (ESG 2.5).

**Please describe here for your country the progress to be achieved by 2024**

- Publication of the cycle 3 handbook for quality framework in Icelandic Higher Education where emphasis is put on the societal impact of research within the HEIs.
- Further resources for the Quality Board for Icelandic HE will be provided, both financially and with extra staff.
- Publication of handbook that serves as a guideline for HEIs and for educational institutions seeking accreditation as HEI.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
Analysis: To conform that the QEF of HEIs in Iceland	3.7 Cyclical external review of agencies	Member of ENQA in 2024/25		2023					

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
complies with the ESG.									
Handbook 3rd cycle: Quality Enhancement Handbook for Icelandic Higher Education with emphasis on the societal impact of research within the HEIs.	2.5 Criteria for outcome 3.1 Activities, policy and processes for quality assurance.			2024					
Publication of handbook that serves as a guideline for HEIs and for educational institutions seeking	2.5 Criteria for outcomes			2022					

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
accreditation as HEI.									
Ensuring the legal basis for the agency.	3.2. Official status			2022					

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## Ireland

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Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment

- The rise of internet based cheating services undermines the internal QA efforts of HEIs. While prevention and detection are local responsibilities the scale of the threat goes well beyond the capacity of individual HEIs to defeat. [ESG 2.1](#)
- Private HEIs have not yet been reviewed. [ESG 2.2](#)
- Institutes of technology have merged to form technological universities (TU) within the same time window as the Cinnte cycle. [ESG 2.2](#)
- Terms of reference are very broad-ranging and some stakeholders find the resulting reports insufficiently detailed. [ESG 2.2](#)
- Identifying what we will retain from the virtual review experience when the public health and travel restrictions are removed. [ESG 2.3](#)
- Motivating experts (especially international) to participate in online-only site visits in the context of the pandemic. [ESG 2.4](#)
- Building the capacity for thematic analysis alongside sustaining operational continuity of regular QA work. [ESG 3.1](#)
- [Click here to add additional challenges.](#)
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Please describe here for your country the progress to be achieved by 2024

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Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
Raising awareness of the threat within the HEIs ( <a href="https://www.qqi.ie/Articles/Pages/National-Academic-Integrity-Network.aspx">https://www.qqi.ie/Articles/Pages/National-Academic-Integrity-Network.aspx</a> ).	2.1 Consideration of internal						Liaison with agencies and		

<b>Prosecuting cheating service providers and intermediaries based on new law.</b>	quality assurance						authorities in other countries to detect of frustrate cheating service businesses.		
<b>Design a new cycle of reviews of private HEIs that will build on their track record of external programme accreditation and pave the way for them to acquire self-accrediting powers ("delegation of authority to make awards" in national terminology.</b>	2.2 Designing methodologies fit for purpose								
<b>Add the newly established TUs to the Cinnte cycle 18-24 months following their establishment, with a focus on the internal QA procedures established by these new entities.</b>	2.2 Designing methodologies fit for purpose								
<b>Look towards more differentiated review models for the successor to the Cinnte cycle.</b>	2.2 Designing methodologies fit for purpose								
<b>Consultation with stakeholders on how to continue the review cycle</b>	2.3 Implementing processes								
<b>Post-pandemic in-person networking activities for experts</b>	2.4 Peer-review experts								

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## Italy

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

Since 2019 Italy has made significant progress to improve accreditation methodologies and procedures and develop specific QA standards fully compliant with the ESGs, through the revision of regulations and procedures for the accreditation of institutions and programmes.

Specifically, the following objectives were achieved:

- extend consideration of internal quality assurance processes described in Part 1 of the ESG to all external QA activities falling within the scope of the ESG (**ESG 2.1**);
- implement systematic cooperation between QA actors and stakeholders, including student organizations, in the design and continuous improvement of methodologies and procedures for the evaluation of HE institutions and programmes (**ESG 3.1** and **ESG 2.2**);
- raise students' and institutions' awareness about the importance of students' participation in the enhancement of quality; foster students' participation in internal quality assurance activities; include student evaluators in all QA activities (**ESG 2.4**);
- improve complaints and appeals procedures, through the appointment of an independent standing Committee ("Comitato di Garanzia") in charge of handling complaints (**ESG 2.7**).

A number of (internal or policy-level) challenges still remain to be addressed in the short-term:

- revise national regulations in order to reach full compliance with both national accreditation requirements and the ESG and to allow implementation of innovative approaches to QA;
- design and implement QA procedures that are at the same time more sustainable and meaningful for the institutions and the accrediting agency and robustly compliant with the ESG;
- solve issues related to the publication of full reports for all accreditation reviews (confidentiality of information, conflict between private and public interests, protection of intellectual property) (ESG 2.6).

**Please describe here for your country the progress to be achieved by 2024**

- update the QA system to deal with the new higher education perspectives and challenges (e.g., with references to European Universities and micro-credentials), by establishing a fruitful interaction with the other European QA agencies;
- implement the necessary legislative regulations to extend the quality assurance framework to all higher education institutions and programmes;
- integrate the national pool of QA Experts with European and international experts;
- further support the internal assessment of higher education institutions, in order to encourage institutional awareness and promote the culture of quality;
- contribute to the international dialogue on the definition of criteria for the assessment of research and third mission activities;
- apply for the renewal of the ANVUR membership in ENQA;
- apply for the registration of ANVUR in EQAR.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Normative updates to allow full compliance with the ESG and the innovation of the QA system</b>	ESG 3.1	Increased capacity of the national quality assurance and accreditation system to address present and future challenges		2022-2024	/	Ministry of Higher Education, representatives of higher education Institutions	Hcéres, ENQA, EQAR, ESU, other partners TBD		
<b>Provide training for experts and institutions on the meaning and implementation</b>	Part 1 of the ESG	Fostering the culture of quality	QA system in accordance with the ESG	2022-2023	/	/	Experts from European and international QA Agencies		

of the ESGs, to promote the culture of quality									
Include international experts in QA activities (including the appointment of WGs on specific topics)	ESG 2.4	Improvement of procedures through the exchange of good practices	Quality assurance standards and procedures will directly build upon international best practices	2023	/	/	TBD		
Develop reflection on the QA of research and third mission activities, in the direction of an integrated European knowledge area		Development of effective and sustainable criteria and tools for the assessment of research and third mission activities		2022-2024			TBD		
Apply for the renewal of the ANVUR membership in ENQA +  Apply for the registration of ANVUR in EQAR	All	QA system in accordance with the ESG	QA system in accordance with the ESG	2022-2023	/	/	/		

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## Kazakhstan

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- a national quality assurance system is functioning;
- the National Higher Education Qualifications Framework has been developed in accordance with the common strategies, frameworks and instruments for the development of higher education in the European system of higher education institutions;
- all HEIs are subject to regular external quality assessment, the issuance of their own diplomas by HEIs accredited by accreditation bodies recognized in Kazakhstan is legally enshrined [ESG 1.10](#);
- accreditation agencies operate on the basis of the European Quality Assurance Guidelines (ESG) and there is a national requirement for accreditation bodies to register with EQAR;
- the Register of Recognized Accreditation Bodies includes 11 agencies, of which 6 are Kazakhstani (2 are registered in EQAR: IAAR and IQAA), 5 are foreign (4 are registered in EQAR: FIBAA, ASIIN, MusiQuE, ACQUIN); agencies are members or affiliates of ENQA [ESG 3.1-3.6](#);
- a draft National Quality Assurance Guidelines has been prepared, which will regulate internal and external quality assurance systems, as well as tools to improve the quality of education and teaching in accordance with ESG, taking into account the requirements of the current legislation in the field of education of the Republic of Kazakhstan [ESG 2.2](#);
- students participate in all levels of external quality assurance, in external control groups, in the preparation of self-assessment reports, in the decision-making process for external reviews and in subsequent procedures, take part in the management structures of national quality assurance agencies [ESG 2.4](#);
- international experts in the Republic of Kazakhstan participate in external quality assessment, incl. as members / observers in evaluation groups [ESG 2.4](#);
- the Register of educational programs implemented in the HEIs of Kazakhstan is functioning [ESG 1.9](#);
- a draft of Recommendations for HEIs on the definition, development, implementation, and recognition of micro-credentials by HEIs has been prepared;
- Kazakhstani universities have completed their participation in the Erasmus+ (KUTEL) project, which promotes the reform and modernization of higher education through the introduction of a National Quality Assurance System for technology-enhanced learning (TEL), new and complex in the EU and Kazakhstan, the introduction of accreditation standards, guidelines and procedures for QA, courses and curricula for TEL at the national/international level.

**Please describe here for your country the progress to be achieved by 2024**

- adoption and implementation of National Quality Assurance guidelines, which will regulate internal and external quality assurance systems, as well as tools to improve the quality of education and teaching in accordance with ESG, taking into account the requirements of the current legislation in the field of education of the Republic of Kazakhstan [ESG 2.2](#);
- participation in the events indicated in the Timeframe;
- introduction of micro-credentials into Higher Education of the Republic of Kazakhstan;
- increasing the level of competencies and skills in HEIs through the development of new and innovative educational programs, through the introduction of a National Quality Assurance system for learning with the use of technology standards, the introduction of accreditation, guidelines and procedures for QA, courses and curricula for TEL at the national / international level.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Organization and holding of TPG C meeting in Kazakhstan</b>		Reports of TPG	The TPG meetings contribute to enhancing the implementation of the key commitment on QA within the Bologna Process and to the innovation of the QA systems within the EHEA to be able to follow-up developments in higher education, by allowing participants to exchange views,	May, 2023	IMINQA (if selected)	accreditation agencies included in the national Register 1 of Kazakhstan	All TPG members		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
			experiences and best practices.						
<b>Participation in events designated in the Timeframe</b>									
<b>Normative changes to National Quality Assurance Guidelines</b>	ESG 2.2	Adoption and implementation of National Quality Assurance Guidelines, which will regulate internal and external quality assurance systems, as well as tools to improve the quality of education and teaching in accordance with ESG, taking into account the requirements of the current legislation in the field of education of the Republic of Kazakhstan	National Quality Assurance Guidelines are focused on the structural improvement of the quality of education at the level of the system as a whole and in each educational organization. Leadership is the basis for quality assurance in line with education goals to improve the country's competitiveness	December, 2022		Accreditation agencies included in the National Register 1 of Kazakhstan			
<b>Normative changes for micro-credentials</b>		Adoption and implementation of Recommendations for HEIs on the definition,	Recommendations for HEIs on the definition, development, implementation,	March, 2023					

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
		development, implementation, recognition by HEIs of micro-credentials	and recognition by HEIs of micro-credentials will allow HEIs and students to switch to flexible learning						
<b>Self-assessment of HEIs on digitalization of quality assurance processes</b>		Modernization of teaching methods by introducing a QA system in blended learning	Improvement, development and implementation of accreditation standards, guidelines and procedures for QA study programs in accordance with EU practice in Kazakhstani HEIs.	December, 2023					

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## Latvia

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Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment

- In all HEI internal QA systems are introduced. However, the level of development and understanding differs a lot. [ESG 2.1](#)
- External legislation is quite fragmented and sometimes it is complicated to find out the real purpose and added value. [ESG 2.2](#)
- Follow up is challenging to some extent. It should be effective, beneficial and less resource-consuming. [ESG 2.3](#)
- Sometimes students or employers involvement could be more beneficial. [ESG 2.4](#)
- Formal decision is based on Administrative Procedure Law, therefore much attention is paid to formal requirements on the compliance with legislative act and less to the quality processes. [ESG 2.5](#)
- QAA acts independently and autonomously. However, the external legislation puts too much emphasis on formal requirements. State budget finances remain the same but the functions delegated to Agency are constantly increasing. [ESG 3.3](#)
- Lack of human resources. [ESG 3.4](#)
- [Click here to add additional challenges.](#)
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Please describe here for your country the progress to be achieved by 2024

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Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
Seminars/webinars, probably some	2.1 Consideration of								

<b>guidelines could be helpful.</b>	internal quality assurance								
<b>To continue close communication with involved parties</b>	2.2 Designing methodologies fit for purpose								

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## Liechtenstein

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- A Three-Cycle System compatible with the QF-EHEA and first and second cycle degrees scaled by ECTS - the commitment is largely fulfilled.
- Compliance with the Lisbon Recognition Convention (LRC) - the commitment is largely fulfilled.
- Quality Assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) - the commitment is largely fulfilled.

**Please describe here for your country the progress to be achieved by 2024**

The Higher Education Act was evaluated and as a result of this evaluation it was decided to increase the emphasis on student participation in the Decree on Higher Education in line with the ESGs.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
Increasing the emphasis on student participation in the Decree on Higher Education	1.1 Quality Assurance 1.2 Design and Approval of Programmes	Student participation is strengthened.	Compliance with the ESG is thereby strengthened.		N/A	University of Liechtenstein Private University in Liechtenstein The Office of Education The Ministry of Education	N/A		

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## Lithuania

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Current Institutional review and study field evaluation cycle is planned until Autumn 2023. However, not all evaluation procedures of HEIs and study field will be finished to that date and decision for further financing of remaining institutional and study field evaluation procedures will be needed;
- Current Institutional review and study field evaluation procedure foreseen to be finished in 2025. Until that, new external QA framework to be developed;
- Although the subject of external QA is HE institution and study field, but there are cases when HEIs have Joint Study Programme which is the only programme in the study field, therefore The European Approach for Joint Degree Programmes can be applicable. However this approach has not been implemented so far;
- The short cycle studies in national education system has been introduced recently. As it is just a beginning for this type of studies there are needs to develop further their implementation and quality assurance;
- Introduction of microcredentials in national education system and their quality assurance. Understanding of quality and quality assurance of microcredentials is still basic in Lithuania;
- One of elements in Lithuanian Higher Education that needs to be improved is research activity of HEIs and links with study programmes provided by institutions.
- Several Lithuanian HEIs are members of different Alliances of European Universities and discussions on their Quality assurance are relevant to the country.

**Please describe here for your country the progress to be achieved by 2024**

New framework for external quality assurance of higher education in Lithuania to be developed and ready for implementation since 2025. It should clearly define responsibility for and QA procedures for Joint Study Programmes, microcredentials, short cycle programmes as well as European Universities.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Discussions with Ministry of Education to assure financial resources for full cycle of institutional and study field reviews</b>	3.5	Long term planning to assure financial resources for evaluation procedures	Stable and long-term planning of finances for external QA	2023		Ministry of Education, Science and Sports			
<b>Development of new external quality assurance framework to be implemented since 2025, discussions with stakeholders, analysis of other countries experiences</b>	1.1.-3.7.	External QA framework to be implemented since 2025	Continuity of External Quality Assurance of HE, clear approach to QA of all types of studies (including microcredentials), European Universities	2024		Ministry of Education, Science and Sports, Higher Educations Institutions, Student Union(s)	ENQA member agencies		
<b>In cooperation with MoECS introduction of European Approach for QA of Joint Programmes.</b>	2.2	Legal possibility to apply European Approach for QA of Joint Programmes.	QA of joint programmes	End of 2022		QA agency MoECS HEIs			
<b>Setting up quality assurance of microcredentials</b>	1.1.-3.7.	Development of shared understanding of quality and functional quality assurance policies	Expand quality assurance and transparency to microcredentials.	2024	Microbol project	Higher education Institutions, Ministry of Education, Science and Sports	ENQA member agencies		

<b>Development of further requirements for short cycle studies and their quality assurance</b>	1.1.-3.7.	Updated Study Field Descriptors defining requirements for short cycle studies. Amendments of legislation regarding quality assurance of short cycle studies (if needed)	Full integration of short cycle studies in the system, external quality assurance	2023		Higher education Institutions, Ministry of Education, Science and Sports	ENQA member agencies		
<b>Discussions regarding necessary legal and other changes to enhance research activity of higher education institutions in Lithuania and possibility to pursue studies in field where HEI has enough capacities to</b>	2.1, 2.2, 2.5	Legal regulation regarding enhancement of research activities of HEI, piloting research evaluation, linking research level and provision of studies		2024		Ministry of Education, Science and Sports, Research Council of Lithuania			

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## Luxembourg

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Coherent QA system (public university, private higher education institutions, public secondary schools offering HE programmes)  
=> [ESG 2.1 and ESG 2.2](#)
- The self-assessment is not published in Luxembourg (for none of the accreditation procedures) => [ESG 2.3](#)
- Reports are often written in English with no translation into one of Luxembourg's administrative languages, thus hampering the access to evaluation information. => [ESG 2.6 and ESG 3.4](#)
- Absence of thematic analyses of the Luxembourg higher education external QA system => [ESG 3.4](#)

**Please describe here for your country the progress to be achieved by 2024**

We strive for a more holistic external QA system, thus also rendering it more easily readable and understandable to the wider public, reinforcing trust and promoting recognition of national diplomas in and especially outside of Luxembourg. This is to be achieved through, amongst others, the following concrete actions :

- revision of legal texts on higher education, with a special focus on QA (law and related regulations);
- set-up of a close collaboration with one foreign EQAR-registered QAA, which will also support the long-term development of national competences in the area of QA;
- elaboration of a set of new external QA procedures.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<p><b>- revision of legal framework regarding HE</b></p> <p>In parallel <b>- set-up of a closer collaboration with a foreign EQAR-registered agency to build a system according to our needs</b></p>	<p>2.1 Consideration of internal QA</p> <p>2.2 Designing methodologies fit for purpose</p> <p>2.3 Implementing processes</p> <p>2.6 Reporting</p> <p>3.4 Thematic analysis</p>	<p>- revised legal texts on higher education, with a special focus on QA (law and related regulations)</p> <p>- a close and exclusive collaboration with one foreign EQAR-registered QAA, which will also support the long-term development of national competences in the field of QA</p> <p>- a set of new external QA procedures/assessment frameworks within a more coherent and holistic system, probably also including a framework for micro-credentials</p> <p>- system development (analyses, studies, reviews)</p> <p>- improved public information provision</p>	<p>A more coherent system will render the external QA system in Luxembourg more easily readable and understandable to the wider public, thus reinforcing trust in our QA system and promoting the recognition of national diplomas in and especially outside of Luxembourg. Added to that, the planned QA system will continue to put a special focus on inclusion and equity. The development of a national framework for the quality assessment of micro-</p>	<p>Process to start in early 2022 and to be finished and ready to be used towards the end of 2023/beginning of 2024</p>	/	/	/		

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
			credentials is also planned.						

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## Malta

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- The need to update and improve the current the National Quality Assurance Framework and procedures for EQA, including distance learning, transnational education and cross-border QA. [ESG 2.2](#)
- To expand the pool of peer reviewers through training and recruitment, including student reviewers. [ESG 2.4](#)
- To continue preparations to apply to become a full ENQA member. [ESG 3.1](#)
- To develop internal procedure for the new established Advisory Committee. [ESG 3.1](#)
- To develop the procedure for thematic analysis of findings of EQA activities. [ESG 3.4](#)
- To consolidate the existing processes and procedures of the Authority into a comprehensive IQA policy. [ESG 3.6](#)
- To develop support for HEIs that lack a self-critical faculty, which affects the compilation of the SAR during the EQA audit. [ESG 2.1](#)
- To develop guidelines on good practice for awarding joint degrees [ESG 2.1](#)

**Please describe here for your country the progress to be achieved by 2024**

As a result of the revision and further development of the National Quality Assurance Framework (NQAF) and EQA Audit Provider Manual of Procedures the QA Agency will expand its approach to the Quality Assurance of HE in Malta, including transnational education and cross border QA. The preparation to become an ENQA member will help to consolidate the alignment with the ESG, as will the involvement of various stakeholders in different processes and expansion of the pool of peer reviewers. Planned seminars, workshops and guidelines will give better support and strengthen the internal quality assurance systems of HEIs.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Update the NQAF and EQA Audit Manual</b>	2.2 Designing methodologies fit for purpose	Publication and implementation		Q4 2022	ERASMUS-EDU-2021-EQAVET-IBA	Stakeholders	N/A		
<b>Expand the pool of peer reviewers through recruitment and training</b>	2.4 Peer-review experts	Qualified peer reviewers		Q4 2022-Q1 2023					
<b>Create an action plan to prepare for application to become a full ENQA member</b>	3.1 Activities, policy and processes for quality assurance	Action plan, including timeframe		Q4 2022	SEQA-ESG Project	Ministry	Albania, Czech Republic, Moldova, Slovakia		
<b>To develop the procedure for thematic analysis</b>	3.4 Thematic analysis	Publication of the analysis		Q4 2022					
<b>To develop and implement a comprehensive IQA policy for the Authority</b>	3.6 Internal quality assurance and professional conduct	Improved internal management system		Q1 2023					
<b>To support HEIs in self-evaluation exercise through seminars, webinars, workshops</b>	2.1 Consideration of internal quality assurance	Improved self-critical faculty in HEIs quality systems		Q3 2023					

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Develop guidelines on good practice for awarding joint degrees</b>	2.1 Consideration of internal quality assurance	Raised awareness of providers of joint programmes and improvement QA		Q1 2023					

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## Moldova

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Updating and improving the current procedures for EQA. [ESG 2.2](#)
- NAQAER to be registered in EQAR. [ESG 3.3](#)
- New assurance challenges regarding institutional accreditation [ESG 2.2](#).
- To consolidate the existing processes and procedures into a comprehensive IQA policy. [ESG 2.1](#)
- Small country and lack of human resources. [ESG 2.4](#)
- Digitalization and designing QA mechanisms for evaluation online environments in higher education. [ESG 3.1](#)
- Lack involvement of stakeholders c [ESG 3.1](#)

**Please describe here for your country the progress to be achieved by 2024**

- new Master's and Doctoral programs accredited based on the revised procedures
- the status of the registration of NAQAER in EQAR
- elaborated, tested of the e-form for QA self-evaluation report
- 5 universities accredited internationally
- consolidated IQA policy within HEIs

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
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<b>Updating and improving the current procedures for IQA within HEIs.</b>	ESG 2.1.	Institutional QA strategies developed		2022	QFORTE	7 universities ANACEC Ministry of education and research		yes	
<b>Revising procedures and criteria for evaluating master and doctoral programs, doctoral schools.</b>	ESG 2.2	Revising procedures and criteria			World Bank project for higher education	ANACEC Ministry of education and research			
<b>Work on a closer collaboration with an EQAR-registered agency to set up a system according to our needs</b>	ESG 3.3.	NAQAER to be registered in EQAR		2023	World Bank project for higher education	ANACEC Ministry of education and research		yes	
<b>To consolidate the existing processes and procedures in the institutional accreditation field</b>	ESG 2.2	Revised procedures on institutional accreditation		2022	QFORTE	ANACEC Ministry of education and research	France Spain Slovenia Germany	yes	
<b>Cross borders institutional accreditation</b>	ESG 2.4	International institutional accreditation		2023	QFORTE	ANACEC	France Spain Slovenia	yes	

						Ministry of education and 5 universities	Germany Romania		
<b>Digitalization and designing QA mechanisms for evaluation online environments in higher education.</b>	ESG 3.1	Elaboration, testing of the e-form for QA self-evaluation report		2023	QFORTE	ANACEC Ministry of education and research		yes	

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# Montenegro

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Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment

- Click here to add additional challenges.
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Please describe here for your country the progress to be achieved by 2024

[Click here to enter text.](#)

Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]


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## The Netherlands

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Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment

- 2.1. Development towards institutional accreditation (instead of program accreditation) based on ESG. [ESG 2.1](#)
- Pilot microcredentials
- 3.4 Thematic analysis
- EQF to NLQF

Please describe here for your country the progress to be achieved by 2024

1. Development towards institutional accreditation (instead of program accreditation) based on ESG by 2025
2. Micro-credentials: based on the ESG organise and improve the internal quality assurance and to identify and solve problems and limitations in relation to the existing legal framework and developments in Microbol, ENQA and the BFUG.
3. Thematic analysis: The Dutch ministry stimulates the national accreditation organization and the inspectorate of education, each having a distinct role in our system of higher education, to further improve their cooperation on thematic analyses.
4. EQF to NLQF: implement in regulation.

Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>institutional accreditation</b>	Compliant with ESG			Implementation in 2025		Relevant Stakeholders from the field		No	
<b>Pilot Micro-credentials</b>	Compliant with ESG			The pilot is planned to run from 1 January 2022 until 31		32 HE institutions			

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
				December 2023.					
<b>Thematic analyses</b>	Compliant with ESG, improvement of 3.4			to be determined					
<b>EQF -&gt; NLQF</b>	Compliant with ESG			to be determined					

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# North Macedonia

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Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment

- Click here to enter text.
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Please describe here for your country the progress to be achieved by 2024

[Click here to enter text.](#)

Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]


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## Norway

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- New assurance challenges with the European University Alliances and national member institutions. [ESG 2.1](#)
- Defining relevant stakeholder groups. Capacity challenges in exploring new methodologies while upholding existing procedures. [ESG 2.2](#)
- Follow-up [ESG 2.3](#)
- Striking a balance between new experts and "using" the same continuously. Including international experts outside the Scandinavian area. [ESG 2.4](#)
- Balancing "equal" treatment and consistency with room for diversity. [ESG 2.5](#)
- Politically motivated re-organization of the agency level. Challenges in (re-)defining and adjusting the organizational mandate. [ESG 3.1](#)
- Still high dependency on the principal ministry through funding mechanisms and overarching policy directives. [ESG 3.3](#)
- Ongoing challenge in defining relevant results on basis of a growing information and data base, plus comparative and methodological challenges. [SG 3.4](#)
- Ongoing challenge to establish cross-sectional collaborations. Major reorganizations of the agency-level in the Norwegian knowledge space in near future. [ESG 3.6](#)

**Please describe here for your country the progress to be achieved by 2024**

Test revised methodology for institutional reviews, absolve successfully ENQA targeted review, completing major restructurings at agency-level in Norwegian higher education

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Modifications in institutional reviews: testing changed review methodology based on input from the institutions =&gt; implementation in autumn 2022</b>	2.2 Designing methodologies fit for purpose	Stronger participation of institutions in designing their own institutional review; create added value for institutions	Involving stakeholders in continuous improvement of methodology (in line with ESG standard)	From 2022 onwards	ENQA targeted review 2022; internal NOKUT projects	Strictly speaking the institutions undergo this pilot (University of Oslo, Bergen, Trondheim and Tromsø)			
<b>Exploring possibilities for how to improve consistent follow-up.</b>	2.3 Implementing processes	ENQA targeted review 2022	Ensuring general compliance with ESG; renewal of ENQA membership	2022					
<b>Modifications in use of experts for current cycle of institutional reviews</b>	2.4 Peer-review experts	Better use experts in future institutional reviews (e.g., experts from participating institutions in current review cycle)							
<b>Continuous work.</b>	2.5 Criteria for outcomes								
<b>Reorganizing and adjusting current mandate, with some input from the institutional level.</b>	3.1 Activities, policy and processes for quality assurance	See reorganization process under 3.3							

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Clarify future organizational mandate in light of ongoing changes at the agency level.</b>	3.3 Independence	More tailored quality assurance agencies (key activities in review and analysis)	Create a modern quality assurance agency in line with ESG	2023					
<b>Ongoing ambition in summarizing and presenting relevant results in cooperation with different parts within the agency</b>	3.4 Thematic analysis	Improvements and concrete outcomes will be, amongst other things, dependent on ENQA review in 2022	Critical remarks from EQAR evaluation 2018; improve compliance with ESG	2022					
<b>Ongoing measures to overcome internal “silo”-thinking</b>	3.6 Internal quality assurance and professional conduct	See reorganization process under 3.3							

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## Poland

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- At this moment, the Polish Accreditation Committee conducts obligatory programme evaluations (ex-ante/ex-post). According to the Polish Law on HE and Science , it is expected the implementation of comprehensive (institutional) evaluation.
- The Polish Accreditation Committee provides quality assurance (accountability) and enhancement in line with ESG. The function of quality enhancement leading to support the creation of quality culture at HEIs will continue to evolve in the light of expected introduction of comprehensive evaluation. This might leave room for further discussion on strengthening the enhancement role of QA to provide inter-relations among programme and comprehensive evaluation results in future that ensure sustainability for quality and its improvement.
- More than 10 flagship Polish universities have joined European University alliances. The number of European University alliances is going to increase in the nearest future– as a new call for European Universities has been launched. There is a challenge how to design quality assurance provisions for programmes running under European Universities alliances to be coherent with national regulations.

**Please describe here for your country the progress to be achieved by 2024**

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**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Introducing the comprehensive (institutional) evaluation</b>	2.2 Designing methodologies fit for purpose	Comprehensive evaluation framework	Legislative framework in line with the ESG Part 1	end of 2023 (the date depends on the publication of implementing acts)		PL QA Agency, Ministry, Conferences of Rectors, HEIs, students representatives and external	-		

						stakeholders of HE			
<b>Continuation of discussion on the enhancement function of the (internal) quality assurance</b>	ESG Context, scope, purposes and principles 3.1. Activities, policy and processes for quality assurance	<ul style="list-style-type: none"> <li>- Conference dedicated to the enhancement function of the QA in the light of implementation of comprehensive evaluation</li> <li>- Good practices in enhancement function of the IQA (report/book)</li> </ul>	Enhancement-oriented use of the ESG	end of 2024 (the date depends on the publication of implementing acts)		PL QA Agency, Ministry, Conferences of Rectors, HEIs,	all interested partners		
<b>Continuation discussion on the quality assurance of Polish HEIs in the alliances of European Universities.</b>	2.2 Designing methodologies fit for purpose 3.1. Activities, policy and processes for quality assurance	<ul style="list-style-type: none"> <li>- Peer learning and good practices sharing activity followed by the eventual analysis presenting the quality assurance in the alliances of European University (desk research)</li> </ul>	Quality assurance of European Universities The European Approach for Quality Assurance of Joint Programmes Cross-border Quality Assurance.	end of 2024		PL QA Agency, Ministry, Conferences of Rectors, PL HEIs in the alliances of European Universities	all interested partners		

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## Romania

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Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment

### *The situation/ background:*

Ensuring the quality of higher education and university research is the obligation of the higher education institutions and a fundamental attribution of the Ministry of Education. In achieving this task, the Ministry of Education cooperates with The Romanian Agency for Quality Assurance in Higher Education (ARACIS), other agencies enlisted in EQAR, as well as with ministry consultative councils and other organisms with competences in this area, in compliance with the legislation in force. Universities' assessment is made with the purpose of authorisation and accreditation, as well as for ranking the educational programs and classifying universities. External quality evaluation for granting authorization or accreditation, respectively for periodical evaluation, can be performed by ARACIS or other EQAR registered agency.

The Romanian Agency for Quality Assurance in Higher Education (ARACIS) was founded in 2005, through *the Government Emergency Ordinance no. 75/2005 on Quality Assurance in Education*, with the scope to externally evaluate quality of higher education. ARACIS took over the attributions, personal and patrimony of the National Council of Academic Evaluation and Accreditation (CNEAA), founded in 1993. ARACIS is an autonomous public institution, established at national level, with legal person and own budget.

ARACIS is performing the periodical evaluation, provisional authorisation (ex-ante) and accreditation (ex-post) of study programs or study domains, at all cycles level, respectively of higher education institutions. The national agency also develops the national methodology, standards and performance indicators for quality evaluation, in collaboration with the stakeholders, and promotes policies and strategies of action, in order to increase education quality in Romania. The agency periodically draws up system analyses on the Romanian higher education system quality.

ARACIS is a member of ENQA and registered in EQAR since 2009, while also contributing to DEQAR. The agency is also a member of CEENQA, INQAHE and ENAEE.

### *Current challenges:*

- Supporting Higher education institutions (HEI) to develop and deliver learning outcomes based study programs. (**Learning outcomes and student-centred learning** - ESG 2.1)
- Supporting HEIs regarding the internal quality assurance processes through the development of a Guide on this theme and organizing information sessions for HEIs and training sessions for expert evaluators. (**Internal quality assurance and quality culture** - ESG 2.1 and 3.4)
- The Agency will review its External Evaluation Methodology with the scope, among others, of better supporting the Higher Education Institutions and the enhancement use of the ESGs. (**Enhancement use of the ESGs** - ESG 2.2)
- The European Approach for Quality Assurance of Joint Programs is allowed by the legislative framework, so ARACIS is developing a Guide to establish the details for the application of the European Approach. (**European Approach for Quality Assurance of Joint Programs** - ESG 2.2)
- Development of external quality evaluation tools for post-university study programs, considering the recent developments in the field of **micro-credentials**. (**Micro-credentials** - ESG 2.2)

- Revision of the Appeals and Complaints procedures, as well as of the procedure related to ethics in evaluations. (**Internal quality assurance and Complaints and appeals** - ESG 2.7 and 3.6)
- The Agency will improve its IT platforms - dedicated to evaluators management and for the external evaluation processes implementation and management of data. (**Digitalisation** of quality assurance processes - ESG 2.4 and 2.6)

**Please describe here for your country the progress to be achieved by 2024:**

Revised External Evaluation Methodology, development of specific Guides (for defining learning outcomes and quality culture oriented internal quality assurance approaches), development of specific tools for the European Approach of Joint Programs and micro-credentials, digitalisation of quality assurance processes and procedures, revision of procedures related to internal quality assurance.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Develop a national framework regarding "learning outcomes" approach implementation</b>	<b>2.1</b> Consideration of internal quality assurance	<i>Guide for defining the "learning outcomes", in correlation with the required graduates "competences"</i>  Training programs for the HEIs and ARACIS experts  Proposals for the harmonization of existing legislative acts in this field	It will contribute to improvements in the implementation of standard 1.2. by the higher education institutions.	2023	-		-		
<b>Develop an IQA Guide for HEIs</b>	<b>3.4</b> Thematic analysis	<i>Thematic analysis on Internal Quality Assurance</i>	Periodical elaboration of thematic analyses	2022	-	-	-		

		<p>Development of an IQA Guide for HEIs</p> <p>Organising information sessions for HEIs (including students)</p> <p>Organising training sessions for ARACIS evaluators regarding the evaluation of the IQA indicators and the importance of this process</p> <p>Proposal to revise the national legislation related to IQA</p>							
<b>Review of the External Evaluation Methodology</b>	2.2 Designing methodologies fit for purpose	<p><i>Revised External Evaluation Methodology and Guides</i> – embedding the principles of the enhancement use of the ESGs (the accent will be switched from the “control” to “enhancement” and support for the HEIs, as well as from inputs to outputs)</p> <p>The revised Methodology will also include quality assurance</p>	<p>The revised Methodology will focus on the internal quality assurance, improvement of the academic activities, adequate reflection of the student-centred learning and teaching and of the learning outcomes, simplifying the external evaluation procedures etc. and it will also include quality</p>	2023	START*	-	NEAA		

		<p>indicators for the social dimension of higher education</p> <p>The stakeholders (students, employers, the HEIs representatives etc.) will be actively involved in the revision process</p>	<p>assurance indicators for the social dimension of higher education.</p> <p>Thus, the methodology will better achieve the aims and objectives set for the external quality assurance processes.</p>						
<p><b>Create specific tools for the European Approach for Quality Assurance of Joint Programs implementation</b></p>	<p>2.2 Designing methodologies fit for purpose</p>	<p><i>Guide for the application of the European Approach for Quality Assurance of Joint Programs</i></p>	<p><i>In the Government Emergency Ordinance no. 75/2005 on Quality Assurance in Education it has already been included the requirement to apply the European Approach for Quality Assurance of Joint Programs in the case of such programs. The current ARACIS Guides does not respond to the specificities of the Approach, so a special one is mandatory to be developed.</i></p>	<p>2022</p>	<p>-</p>				

<b>Create tools for quality assurance of micro-credentials</b>	2.2 Designing methodologies fit for purpose	Revising the <i>legal framework</i> to extend the concept of micro-credentials  <i>Methodology for the external evaluation of quality of post-university study programs and micro-credentials</i>	Development of a quality assurance framework adapted to the specificities of flexible learning and programmes.	2023	IMINQA**	-	MINEDU-FC ENQA EQAR		
<b>Revised Complaints and Appeals Procedure</b>	2.7 Complaints and appeals And 3.6 Internal quality assurance and professional conduct	ARACIS will <i>revise its Appeals and Complaints Procedure</i> in order to increase the objectivity of the process. The <i>Procedure of the Ethics Committee</i> will also be revised. The coherence between the two procedures is considered.  <i>Information sessions for HEIs</i>	Improve the objectivity of the Appeals and Complaints procedure and process  Improve the communication process by organizing information sessions for HEIs regarding the Appeals and Complaints Procedure	2022	-	-	-		
<b>Continue to make steps for the digitalisation of quality assurance processes</b>	2.2 Designing methodologies fit for purpose, 2.3 Implementing processes, 2.4. Peer-review experts, 2.6 Reporting and 3.4	Fully functional <i>IT platforms</i> : <ul style="list-style-type: none"><li>• management of experts (which is in progress),</li><li>• and implementation of external evaluation processes and</li></ul>	The improvement of the IT platforms will contribute to the simplification and transparency of the evaluation processes. Moreover, the data collected during evaluations will be better valorised,	By the end of 2024	IMINQA	-	MINEDU-Belgium FC ENQA EQAR		

	Thematic analysis	<p>data management.</p> <p>Development of a <i>study to document and map the state of play of processes and procedures for digitalization</i> within QA agencies including proposed directions of action (IMINQA Project)</p> <p>Organising thematic workshop for TPG C on QA members to discuss the study outcomes (IMINQA Project)</p>	<p>contributing to the elaboration of different analyses. The management of reports will be also improved, including reporting to DEQAR. It will support the selection, management and training of experts.</p>						
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## San Marino

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- In the past years work has been done on ESG standards 1.2; 1.3; 1.4; 1.5; 1.6; 1.9. The present challenge is to build a comprehensive QA in line with the complete ESG. [ESG 2.1](#)
- Find a good balance between the amount of data to collect and making institution workload lighter. [ESG 2.2](#)
- Increase the participation of students in the QA procedures. [ESG 1.3](#)
- Improve data management for decision making on QA at institutional and national level. [ESG 1.7](#)
- The High Education policy field aims at playing a proactive and supportive role in improving the San Marino internal and external High Education QA.

**Please describe here for your country the progress to be achieved by 2024**

Adoption and implementation of QA Guidelines to regulate internal and external QA strategic systems. [ESG 2.2](#)

Collaboration of external QA agency according to ESG standards. [ESG 2.3](#) [ESG 2.4](#)

Promotion of microcredentials' internal and external QA within higher education programmes. [ESG 1.2](#)

Raising awareness on importance of students' meaningful involvement in internal and external QA procedures. [ESG 2.4](#)

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
Collect, analyse and use relevant information for the management of academic programmes	1.7 Information management	Database, analysis, focus groups	Improvement of status-quo within the internal QA system	By 2022		Ministry of Education, Independent Assessment Body			

<b>Increase the participation of students in the QA procedures</b>	1.3 Student-centred learning, teaching and assessment	Focus groups	Improve status-quo within the internal QA system	By 2022		Ministry of Education, Independent Assessment Body			
<b>Implement the monitoring procedures for the quality analysis of: programmes, teaching and assessment</b>	2.1 Consideration of internal quality assurance	Surveys, focus groups, student's questionnaires	Improve internal QA	By 2022		Ministry of Education, Independent Assessment Body, representatives of Higher Education			
<b>Increase support to internal quality assurance body with dedicated sources</b>	2.1 Consideration of internal quality assurance	Peer assessment, hiring personnel	Improve internal QA	By 2023		Ministry of Education, representatives of Higher Education			
<b>Adopt and implement Guidelines to regulate internal and external QA strategic systems</b>	2.2 Designing methodologies fit for purpose	Analysis, focus groups, peer sessions	Improve internal and external QA	By 2024		Ministry of Education, Independent Assessment Body, representatives of Higher Education			
<b>QA of microcredentials</b>	2.2 Designing methodologies fit for purpose	Focus group for understanding of internal and external QA policies	Expand quality assurance and transparency to all higher education programmes	By 2024		Ministry of Education, representatives of HE			
<b>Collaboration of external QA accreditation agency according to ESG standards</b>	2.3 Implementing processes 2.4 Peer-review experts	Focus group reports.	Settle external QA system	By 2024		Ministry of Education, representatives of Higher Education			

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## Slovak Republic

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- 2.1. To ensure that all HEI are able to create, further enhance and align their internal quality assurance systems with the national standards. [ESG 2.1](#)  
*The challenge is the change of thinking of HEIs and how they consider QA system – from being dependant on external QA to self-accreditation and overtaking the responsibility for the quality of programs.*
- 2.2. During the discussions with the stakeholders, we identified as one of the most challenging issues the stakeholders involvement in quality assurance system and the lack of cooperation between different stakeholders and higher education institutions. [ESG 2.2](#) *Involvement of stakeholders in all processes of the SAAHE.*
- 2.3. Understandability of the standards. Truly functional quality assurance system (not just formality without further impact on the quality). [ESG 2.3](#)  
*Including the experience from the first wave of study programs accreditation into the establishment of processes of system accreditation. More attention on better reasoning of experts in the final report.*
- 2.4. The training of the experts and the process of evaluation of the experts. [ESG 2.4](#) *Avoiding the conflicts of interest in a small country. Including foreign experts despite the language barrier and improving their little of knowledge of the Slovak HEIs environment through specialized trainings.*
- Including of the new law into the accreditation processes preparation.

**Please describe here for your country the progress to be achieved by 2024**

By 2024 the first system accreditation of all HEIs should be completed and the HEIs with approved internal system of QA will have the rights of self-accreditation. New initiatives such as European approach on QA of joint study programmes or micro-credentials will be included to the QA system.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Enhancement of the cooperation between national QA agency and HEIs</b>	2.1 Consideration of internal quality assurance	Better understanding of standards and processes of QA assurance	Better preparation of HEIS for the accreditation processes	2021-2024	SEQA-ESG				
<b>Enhancement of the cooperation between the stakeholders and HEI. The measures focus on enhancing the communication, organization of workshops and other events for stakeholders, dissemination of the information about the agency processes and QA system.</b>	2.2 Designing methodologies fit for purpose	Improvement of cooperation with different types of stakeholders and deeper involvement of stakeholders in IQA on HEIs	Better cooperation with different groups of stakeholders	2022-2023	SEQA-ESG				
<b>Enhancement of the experts training system</b>	2.4 Peer-review experts	Better prepared experts for		2022-2023					

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
		accreditation of HEIs							
<b>Feedback collecting system for the external evaluation of HEIs</b>	2.4 Peer-review experts	Database of feedbacks for following improvements of processes and following enhancement of accreditation processes based on this feedback		2022					
<b>Enhancement of selection procedures for experts</b>	2.4 Peer-review experts	Targeted addressing of experts		2022-2024					
<b>Evaluation of the experts during and after the external evaluation</b>	2.4 Peer-review experts	Enhanced selection of experts and targeted training models for experts based on their weak and strong sides and their role in the accreditation process		2022-2024					

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Preparing legislation changes and modification of QA agency processes which will lead to implementation of European approach for QA of joint study programmes</b>	1.2. Design and approval of programmes; 1.4. Student admission, progression, recognition and certification; 2.2. Designing methodologies fit for purpose	Implementation of European approach for QA of joint study programmes		2022 - 2024					
<b>Creation of environment for QA of micro-credentials within the external and internal QA</b>	2.2 Designing methodologies fit for purpose	Background for implementation of micro-credentials		2022 - 2023					
<b>Modernisation of IT systems (such as central study programme register)</b>		More effective and transparent QA processes		2022 - 2023					
<b>Membership of national QA agency in ENQA and registration in EQAR</b>		Full compliance with ESG and enhancement of QA system		2022 - 2023					

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## Slovenia

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Digitalization and designing QA mechanisms for evaluation online environments in higher education. [ESG 2.1](#)
- Quality assurance of micro-credentials and innovation in HE. [ESG 2.1](#)
- Inclusion of disadvantaged groups of students. [ESG 2.1](#)
- Active and continues involvement of different HE stakeholder in designing methodologies fit for purpose. [ESG 2.2](#)
- Consistent follow up [ESG 2.3](#)
- Supporting QA at HEI's [ESG 2.3](#)
- Online site visits [ESG 2.3](#)
- Including foreign students in evaluation procedures. [ESG 2.4](#)
- Active involvement of different HE stakeholders in policy developments. [ESG 3.1](#)
- Political and 3rd party influence in appointment of chief executive, board members and members of appeal committee. [ESG 3.3](#)
- Relevant thematic analysis for quality assurance in higher education. [ESG 3.4](#)
- Autonomy of higher education institutions in assuring and enhancing the quality culture. [ESG 3.6](#)

**Please describe here for your country the progress to be achieved by 2024**

[Click here to enter text.](#)

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Integration of identified challenges (digitalisation, distant evaluations, hybrid teaching, micro credentials, etc) in the quality standards and guidelines for the accreditation and evaluation procedures</b>	2.1 Consideration of internal quality assurance	Guidelines for conducting distant evaluations	Support to target audiences	2022		Different European countries from Central and Eastern European Area (within CEENQA)			
		Organisation of (international) conference with a main focus on hybrid teaching and learning	Thematic insights, exchanging views, experiences and best practices	2022					
		Participating in project activities and working groups, dealing with credentials (Microbol, CEENQA, ECA, INQAAHE, ENQA working groups)	Exchanging views, experiences and best practices	2022 - 2023	Microbol	Different European countries involved			
<b>Regular meetings and trainings of different stakeholders.</b>	2.2 Designing methodologies fit for purpose	Organisation of workshops, meetings and conferences with experts, support staff in QA departments at the HEIs, representatives of higher vocational colleges, representatives of other QA agencies, ...	Exchanging views, experiences and best practices	2022, 2023, 2024		Different European countries involved			

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
		Staff exchange							
<b>Involvement of foreign students, especially in big scale evaluation procedures (such as universities).</b>	2.4 Peer-review experts	Involvement of foreign students in the procedures of reaccreditation of HEIs (especially universities)	Fostering public perception of independence, fostering external QA system	2022, 2023, 2024		Different European countries involved			
<b>Regular and active involvement of stakeholders by providing appropriate information on various communication channels.</b>	3.1 Activities, policy and processes for quality assurance	Designing different communication tools (newsletter, articles, guidelines, Q&As etc) and dissemination events	Fostering external QA system	2022, 2023, 2024					
<b>Appropriate regulation, excluding possibilities of political nomination of different stakeholders in quality assurance agencies.</b>	3.3 Independence	Designing thematic analysis of independence	Fostering public perception of independence, Fostering internal QA system	2022		Different European countries from Central and Eastern European Area (within CEENQA)			

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Preparing appropriate strategy for thematic analysis, integrating relevant trends and realities.</b>	3.4 Thematic analysis	Designing thematic analysis of independence,  Designing annual publication, Organisation of thematic workshops, meeting	Fostering internal and external QA system	2022, 2023, 2024					

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## Spain

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Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment

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Please describe here for your country the progress to be achieved by 2024

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Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]


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## Sweden

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Alignment of quality assurance of European Universities, micro-credentials, and other forms of transnational quality assurance with national legislation and the ESG has been identified as a priority and a necessary area of development, while fully respecting Sweden’s national decision-powers on education.
- Efficient and fit-for-purpose digitalisation of quality assurance processes has been identified as a priority.
- Peer learning through international collaboration and exchange of experience has been identified as an important tool for the development of quality assurance methodology and processes adapted to the growing internationalisation of Swedish higher education and the needs of higher education institutions.

**Please describe here for your country the progress to be achieved by 2024**

- Quality assurance in relation to European Universities, micro-credentials, and other forms of cross-border quality assurance should be aligned with national legislation and the ESG, while fully respecting Sweden’s national decision-powers on education.
- Quality assurance methodologies and processes should make innovative and efficient use of digitalisation.
- International collaboration and exchange of experience should be an integral part of the national quality assurance framework and methodologies.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>QA of European Universities (TPG activity)</b>	ESG parts 1 and 2	<ul style="list-style-type: none"> <li>• Analysis of legal obstacles in participating countries in the WG</li> <li>• Roadmaps of 5 EHEA countries</li> </ul>	The involvement of national authorities, QA agencies and of course European Universities themselves is necessary for a	The working group will meet three times: January 2023, November 2023, April 2024 (all in Belgium). Additional meetings of the sub-working	Implementation and innovation in Quality Assurance through peer learning (IMINQA)	Swedish Higher Education Authority (UKÄ);	Sweden volunteers as one of the countries and quality assurance agencies to		

		<p>successful implementation of an external QA framework for European Universities. As the development of (QA of) European Universities has just started, it is necessary to carry out peer learning to increase mutual awareness and understanding of QA expectations between the different stakeholders. But even more important is the necessity of bringing national authorities together to discuss the legal obstacles.</p> <p>This activity will carry out an analysis of legal obstacles in participating countries to apply the EUniQ framework. Based on the analysis of obstacles, 5 EHEA countries will be chosen to perform a more intense feasibility study on how to implement the EuniQ QA framework in their country. Consecutively, two peer learning activities will be organized with the 5</p>	<p>groups will be organised in online mode as and when needed. The PLAs will take place in March 2023 (online) and November 2023 (Belgium).</p>		<p>Ministry of Education and Research, HEIs, students' union, other stakeholders</p>	<p>be selected for the activity</p>		
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			<p>selected EHEA countries in order to compare systems, learn from each other and come to a similar approach for the national work, and to compare the outcomes of the national work.</p> <p>This activity will also feed into the reporting to the 2024 EHEA Ministerial Conference.</p>						
<b>QA of European Universities (national activity)</b>	ESG parts 1 and 2	<p>Quality assurance in relation to European Universities and other forms of cross-border quality assurance should be aligned with national legislation and the ESG, while fully respecting Sweden's national decision-powers on education.</p>	<p>Legal obstacles to cross-border quality assurance include the role and regulation of the national quality assurance agency, The Swedish Higher Education Authority (UKÄ). The planned national activity will propose solutions to this situation with a view to facilitating transnational collaboration and quality assurance.</p>	2021-2024		<p>Swedish Higher Education Authority (UKÄ);</p> <p>Ministry of Education and Research, HEIs, students' union, other stakeholders</p>	<p>Quality assurance agencies from countries where EUI consortia include Swedish HEIs</p>		
<b>QA of micro-credentials (TPG activity)</b>	ESG parts 1 and 2	<ul style="list-style-type: none"> <li>• Desk research report</li> <li>• Guiding document for HEIs</li> <li>• Guiding document for QA agencies</li> </ul>	<p>This activity will take further the creation of practical tools for QA of micro-credentials, as a follow-up of the MICROBOL project (2019-2021). The task of the working</p>	<p>1. Mid-2022 – mid-2023, focus on the desk research, the development of guiding documents</p>	IMINQA	<p>Swedish Higher Education Authority (UKÄ);</p> <p>Ministry of Education</p>	<p>Selection of members of the TPG-C, ENQA working group (where UKÄ is a member),</p>		

		<ul style="list-style-type: none"> <li>Proposed QA approach for providers</li> <li>Placing of MC providers in DEQAR</li> <li>Feasibility assessment on quality label for MCs and use of DEQAR for trusted providers</li> <li>Data standard on information on micro-credentials</li> </ul> <p>Summary outcome report to the TPG C and the BFUG on MC QA</p>	<p>group is specifically to address the recommendations of the MICROBOL project related to internal and external quality assurance and on the establishment of a register and catalogues of providers and micro-credentials. The outcomes of the working group will be shared and discussed to ensure wide consultation and applicability across the EHEA. The TPG-C will function as a sounding and advisory board for the work of the working group.</p>	<p>for HEIs and QA agencies, the proposed QA approach for providers, and the inclusion of micro-credential providers in DEQAR.</p> <p>2. Q4 2023 – Q3 2024, focus on producing a feasibility assessment on the establishment of an ESG-based quality label, a common harmonized data standard for information on micro-credentials and the development of input to the 2024 EHEA Ministerial Conference.</p>		<p>and Research, HEIs, students' union, other stakeholders</p>	<p>additional experts</p>		
<p><b>QA of micro-credentials (national activity)</b></p>	<p>ESG parts 1 and 2</p>	<p>A mapping of the uses, definitions and quality assurance of micro-credentials</p>	<p>Contribute to the description and understanding of the role and quality assurance of micro-</p>	<p>2022</p>		<p>Swedish Higher Education Authority (UKÄ);</p>			

		in the national context and within EUI consortia including Swedish HEIs.	credentials in the national context and EUI consortia including Swedish HEIs.			Ministry of Education and Research, HEIs, students' union, other stakeholders			
<b>Digitalisation of QA processes (TPG activity)</b>	ESG parts 2 and 3.4-3.5	<ul style="list-style-type: none"> <li>Mapping and directions for development report - The QA system in the digital age Meeting report thematic workshop</li> </ul>	<p>The objective of this activity is to map the situation of QA systems in EHEA countries from the perspective of digitalisation (including changes triggered by the COVID-19 pandemic) as well as data management and sharing, as well as to reflect on a medium-term vision for enhancing QA processes and procedures based on technology.</p> <p>A thematic workshop for the TPG C on QA members will be organised. The outcomes of the study will be presented and discussed, as well as the main provisions of a policy brief.</p>	The thematic workshop will be organized back-to-back with the last TPG meeting: November 2024 (Belgium).	Implementation and innovation in Quality Assurance through peer learning (IMINQA)	<p>Swedish Higher Education Authority (UKÄ);</p> <p>Ministry of Education and Research, HEIs, students' union, other stakeholders</p>			
<b>Digitalisation of QA processes (national activity)</b>	ESG parts 2 and 3.4-3.5	Innovative and efficient use of digitalisation should be implemented in	The further development of the national quality assurance framework includes further	2021-2023		Swedish Higher Education Authority (UKÄ);			

		quality assurance methodologies and processes.	digitalisation of quality assurance processes. This work is supported by an ongoing initiative of the digitalisation of internal processes at the Swedish Higher Education Authority (UKÄ).			Ministry of Education and Research, HEIs, students' union, other stakeholders			
<b>Platform for internationalisation (national activity)</b>		A national platform for the internationalisation of higher education, research and innovation has been developed and implemented.	The platform for internationalisation is intended to create better conditions for Swedish higher education institutions to conduct internationalisation in higher education, research and innovation, benefitting the higher education institutions and wider society. Collaboration will be based upon the following areas: strategic internationalisation; information about Sweden as a knowledge nation and the promotion of relationship building; international external monitoring and analysis; and improving conditions for mobility. The platform's organisation will include a steering group, working	2022-		Co-responsibility: Swedish Institute, Swedish Council for Higher Education, Swedish Higher Education Authority, Swedish Research Council, and Vinnova (national innovation agency).			

			groups and a secretariat in which agencies, higher education institutions and other stakeholders can participate.						
<b>Staff mobilities (TPG activity)</b>		<ul style="list-style-type: none"> <li>• Outcome reports by participant</li> <li>• Final evaluation report of staff mobility scheme</li> </ul>	Through setting up a system for staff mobility of people working in the QA field, peer learning is stimulated among the EHEA countries.	November 2022-February 2024.	Implementation and innovation in Quality Assurance through peer learning (IMINQA)	Swedish Higher Education Authority (UKÄ);  Ministry of Education and Research, HEIs, students' union, other stakeholders	Selection by the TPG Matchmaking Committee. Sweden (UKÄ) volunteers to send and receive participants.		
<b>Peer Learning Activities (TPG activity)</b>		<ul style="list-style-type: none"> <li>• Analytical preparatory notes for all three topics</li> <li>• PLA reports</li> <li>• Cross-cutting policy brief to inform Tirana Ministerial Conference 2024</li> </ul>	<p>The policy priorities addressed by the PLAs are aligned with the priorities identified by the Rome Ministerial Communiqué (2020):</p> <ul style="list-style-type: none"> <li>• Aligning the legal framework with the ESG (i.e. EHEA key commitment)</li> <li>• Cross-border QA (CBQA) and QA of transnational education (TNE)</li> </ul>	Three PLAs to take place: September 2022 (Belgium), March 2023 (Romania), September 2023 (Belgium).	IMINQA	Swedish Higher Education Authority (UKÄ);  Ministry of Education and Research, HEIs, students' union, other stakeholders	All TPG C members		

			<ul style="list-style-type: none"> <li>European Approach for QA of Joint Programmes</li> </ul>						
<p><b>Supporting European QA Agencies in meeting the ESG – round 2 (SEQA-ESG2)</b></p>					<p>Supporting European QA Agencies in meeting the ESG – round 2 (SEQA-ESG2)</p>	<p>ENQA, AHERS (Bosnia and Herzegovina), EQAA (Azerbaijan), HEA (Bosnia and Herzegovina), NAQA (Ukraine), NEAQA (Serbia); UKÄ (Sweden) contributes as experts</p>			

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## Switzerland

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- 1) Reflect on the role of Quality Assurance within Higher Education in contributing to the achievement of the Sustainable Development Goals in 2030 and the relative Strategy and Agenda of the Swiss Confederation on this matter.

This relates to the Bologna Ministerial Communiqué 2020 and related vision: “We envision and commit to working to achieve by 2030 a connected, Inclusive and Innovative EHEA for a sustainable, cohesive and peaceful Europe. (...) An overarching commitment for the present decade is for higher education to become a key actor in meeting the United Nations’ Sustainable Development Goals. We commit to support our higher education institutions in bringing their considerable educational and research capacities to bear directly on these fundamental global objectives. The EHEA itself must continue its growth as a space for quality higher education, democracy and societal advancement based on shared fundamental values”.

It also specifically relates to the ESG 1.2 and its guideline: study programmes reflect the four purposes of higher education of the Council of Europe: “preparation for sustainable employment, personal development, preparing students for active citizenship, and creating a broad advanced knowledge base and stimulating research and innovation.”

Under the Federal Act on Funding and Coordination of the Swiss Higher Education System (HEdA), Switzerland coordinates the joint activities of the Confederation and the Cantons in the field of higher education. Higher education institutions are autonomous and enjoy full freedom in teaching and research, but they are obliged to respect the principles of sustainable development. In their operations as well as in their building projects, they strive for ecological and social responsibility. The initiatives of the various institutions are very diverse. At the request of the State Secretariat for Education, Research and Innovation (SERI), the Rectors' Conference of the Swiss Universities (“swissuniversities”) has launched a website on the subject of sustainable development with an overview of the activities of higher education institutions in this area. Under the coordination of swissuniversities, a "sustainability network" common to all types of higher education institutions was set up in March 2020. It brings together experts and representatives of the various institutions of higher education with the aim of defining a coordinated and common approach to the topic of sustainable development.

In order to obtain the institutional accreditation required by the HEdA, all types of higher education institutions must demonstrate a quality assurance system that ensures that sustainable development is taken into account in the performance of its tasks at three levels: economically, socially and ecologically. Closer synergies among all actors are encouraged by the Swiss Government, as well as assuring mutual learning within and beyond national borders, as global challenges can be better dealt with all together.

- 2) Responsibilities/coherency in the fulfilment of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG):
- a) ESG 1.2 and ESG 1.3 are not yet fully or explicitly addressed in all external QA activities undertaken by the Swiss Accreditation and Quality Assurance Agency (AAQ). Whilst the external assessment regulations might be revised involving all stakeholders, HEIs remain responsible for their internal QA according to ESG Part 1. [ESG 1.2 + 1.3 + 2.1](#)
  - b) ESG 2.2 might be contradictory with 2.4, as there can be activities where "classical students" do not fit. This is the case in the evaluation procedures for Master of Advanced Study programmes. In Switzerland these programmes by law are non-degree programmes of 60 ECTS and are open to professionals with or without a formal academic background. They are comparable to the executive programmes of business schools. While they fall within the scope of the ESG, the perspective represented by students in standalone degree programmes needs to be included here in a different way - to quote EQAR's Use and interpretation of the ESGs: *mutatis mutandis*. AAQ includes professionals from the field and graduates from similar programmes. This methodology has been designed in order to be fit for the purpose and proves adequate, as the student life of participants to these programs is too short to allow recruiting, training and assessing activities. [ESG 2.2 + 2.4](#)
  - c) Efficiency, particularly in view of the 2<sup>nd</sup> and successive cycles of institutional accreditation in Switzerland based on HEdA. [ESG 3.6](#)

**Please describe here for your country the progress to be achieved by 2024**

- 3) - Analyse the Swiss experience made so far and establish a consensual way in how the accreditation standard on sustainable development shall be evaluated-monitored internally within the QA system and externally, with particular focus on the 2nd cycle of institutional accreditation based on HedA, taking stock on practices used in other countries of the BFUG.  
- Identify, within the BFUG, how a future revision of the ESG might more directly take into account the dimension of Sustainable Development, the Swiss experience offering an example of analysed practice.
- 4) Clarify responsibilities and coherence in the application of the ESGs, throughout dialogue within the BFUG.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>Establish a dialogue/collaboration between the AAQ and the “sustainability network”</b>		<ul style="list-style-type: none"> <li>Analysis of Swiss accreditation standard 2.4 and way forward</li> </ul>	<p>Role of QA at HEI for the achievement of the SDG in 2030</p> <p>Enhancement-oriented use of the ESG</p>	2023		Mainly the “sustainability network “ (swissuniversities)			
<b>Mapping current practices in the EHEA for tackling SDGs in external QA</b>	(1.2)	Synthesis of current practices	<p>Role of QA at HEI for the achievement of the SDG in 2030</p> <p>Enhancement-oriented use of the ESG</p>	2023					
<b>Reflect on role of the ESG for greater impact</b>	ESG Part 1 and 2	<ul style="list-style-type: none"> <li>Proposal of integration of SDGs into ESGs</li> </ul>	<p>Role of QA at HEI for the achievement of the SDG in 2030</p> <p>Enhancement-oriented use of the ESG</p>	2024		Mainly the “sustainability network “ (swissuniversities)	E4		
<b>Consult BFUG members, ENQA and EQAR on the scope of application of ESG Part 1 (the formal liability being so far borne by QA Agencies)</b>	ESG Part 1	Synthesis of the consultation	Internal QA at HEIs	2023			E4, ENQA, EQAR		
<b>Inform national authorities on the need to explicitly address ESG 1.2 and ESG 1.3 in all external QA activities in the next revision of</b>	ESG 1.2 and 1.3	<ul style="list-style-type: none"> <li>Provision of Information</li> </ul>	Internal QA at HEIs	2023		Swiss Accreditation Council, Swiss Higher Education Conference (and internally within the AAQ)			

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
<b>directives and instruments</b>									
<b>AAQ reflection on better inclusion of internal and external feedback mechanisms that lead to a continuous improvement within the agency</b>	3.6	Synthesis on reflection	Enhancement-oriented use of the ESG	2024		National partners and stakeholders			
<b>Feedback to EQAR, informing that in the use and interpretation of the ESG it could be stated "students or graduates"</b>	2.4 Peer-review experts 2.2 Designing methodologies fit for purpose	Feedback provided	Legislative framework in line with the ESG	2022			EQAR		

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# Ukraine

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Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment

- Click here to enter text.
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Please describe here for your country the progress to be achieved by 2024

[Click here to enter text.](#)

Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]


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## United Kingdom/Scotland

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**Please identify here for your country the current challenges (if relevant) or describe the situation in the respective key commitment**

- Development of a new tertiary quality framework for Scotland is currently in progress, it will be important to ensure that the review work within this framework continues to be in compliance with the ESG.
- Phased approach to introducing next higher education review method for Scotland, with intention to ensure ESG compliance, recognising the developing tertiary quality framework
- While ESG compliance has been in place for many years, it has been recognised that more can be done to raise awareness of its importance, and the importance of the EHEA overall, to ensure continued engagement for the years to come.
- QAA will also have its external review from ENQA in 2023, with SAR submitted in 2022. Continuing ENQA and EQAR registration will be important for QAA to continue supporting the Scottish sector.

**Please describe here for your country the progress to be achieved by 2024**

New review method agreed with sector and compliant with ESG.

**Please list the concrete actions you want to undertake to achieve the commitments and how you want to tackle the challenge you have mentioned above (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)**

Action	Related ESG	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2024 (Yes/No/Partially) [to be filled in 2024]	Provide short explanation [to be filled in 2024]
Ensure new tertiary quality framework is compliant with ESG	All		Practice in Scotland will continue to be ESG compliant	2 years		SFC, Scottish Government			
A need to raise awareness of ESG compliance and EHEA	All		Will ensure Scotland will continue to be	2 years		Sector mission groups			

<b>commitments within the sector</b>			ESG compliant in the future						
<b>QAA retains its place in ENQA and on the EQAR register so it can continue to provide quality role in Scotland</b>	All		QAA recognized for its compliance with ESG	2023			ENQA, EQAR		

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