

# Update on EQAR Activities

## for the 24-25 February 2025 BFUG meeting

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### 1. Register

Since the last report, the **EQAR Register Committee** held two meetings: on 9 and 11 October 2024 and on 26-27 November 2024.

**At the October 2024 meeting**, the EQAR Register Committee concluded that the following agencies demonstrated their substantial compliance with the Standards and Guidelines for Quality Assurance in the EHEA (ESG).

Approved applications:

- [ECAQA](#) – The Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care (Kazakhstan)

**At the November 2024 meeting**, the EQAR Register Committee concluded that the following agencies demonstrated their substantial compliance with the ESG.

Approved applications:

- [AQUIB](#) – Balearic Agency for Quality Assurance in Higher Education
- [ACCUA](#) – Agency for Scientific and University Quality of Andalusia
- [ACSUG](#) – Agency for Quality Assurance in the Galician University System
- [VLUHR QA](#) – Quality Assurance Unit of the Flemish Higher Education Council

See also:

- Full list of the [Register Committee decisions](#)
- [Database of precedents](#), featuring various search/filter options and including relevant excerpts of RC decisions.
- [Key statistics](#) on the application process and ESG compliance (make sure to scroll down to view all the different charts).

## 2. EQAR Members Dialogue (28-29 October, online)

The 14th EQAR Members' Dialogue "Shaping the future in an evolving HE landscape" was organised online in October 2024.

This edition of the Members' Dialogue was centred around current policy discussions and relevant practices presented by practitioners. The contributions covered the following topics:

- European Degree package and what it entails for EQAR. Attention was also paid to EQAR's contribution to the European Degree package in relation to DEQAR and the European Approach for Quality Assurance of Joint Programmes (EA).
- EQAR's contribution to the new working cycle of the BFUG
- ESG revision process and interlinks between the ESG and national-level regulation
- DEQAR updates and examples of DEQAR integration, as well as the European Commission input on the link between European Digital Credentials for Learning (EDCL) and DEQAR.
- Using DEQAR reports for thematic analyses ("Quality of recognition – Insights from the analysis of reports by EQAR registered agencies")
- External QA of micro-credentials and alternative providers

## 3. Database of External Quality Assurance Results (DEQAR)

DEQAR is the Database of External Quality Assurance Results on activities performed by EQAR-registered quality assurance agencies. DEQAR collects their reports and decisions (i.e. accreditations and evaluations) on higher education institutions mainly based in the EHEA, but also beyond.

### Key Statistics (January 2025)

The DEQAR Website continues to attract ca. 3000 page views monthly, making up over a third of the total traffic to EQAR's website.

	March 2024	January 2025
Reports	97 197	109 929
Institutions	3740	4 243
Agencies*	55	57
Coverage **	31	33

\*Number of agencies that have at some point uploaded reports in DEQAR

\*\* EHEA systems where DEQAR includes reports on at least 50% of the institutions listed in the European Tertiary Education Register (ETER), except where this does not represent a substantial part of the HE system:

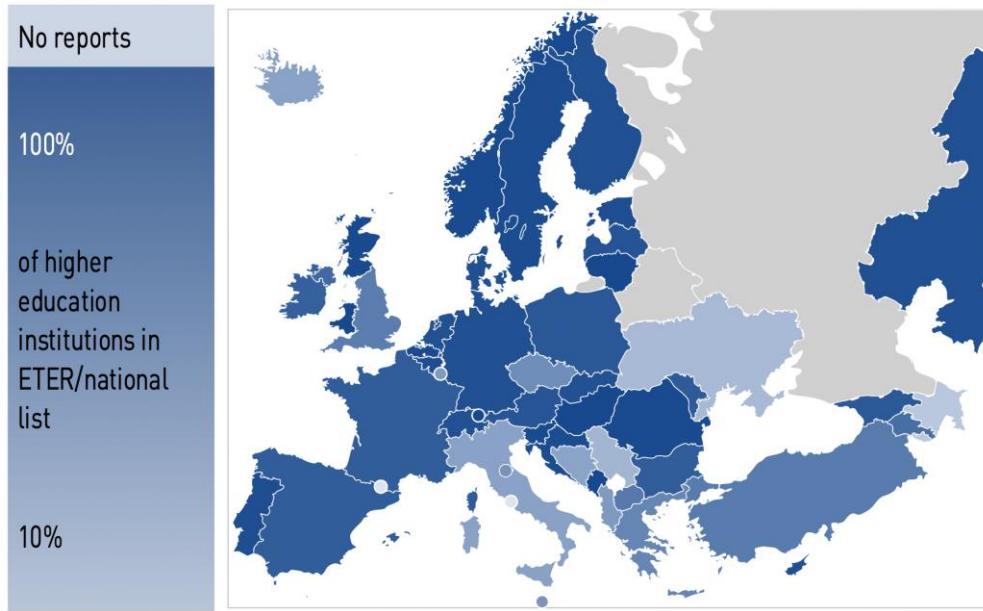


Figure 1: DEQAR coverage (percentage of HEIs with QA reports)

#### Updates from DEQAR:

- The number of higher education systems covered extensively as a result of EQAR agencies upload of external QA reports in March is thirty three: Austria, Belgium (Flemish Community), Belgium (French Community), Bulgaria, Croatia, Cyprus, Denmark, Estonia, Finland, France, Georgia, Germany, Hungary, Kazakhstan, Latvia, Liechtenstein, Lithuania, Luxembourg, Moldova, Montenegro, the Netherlands, Norway, Poland, Portugal, Romania, Spain, Slovenia, Slovakia, Sweden, Switzerland, United Kingdom (Scotland, Northern Ireland and Wales).
- Some ENIC-NARIC centres are integrating information on accredited higher education institutions from DEQAR into their workflows, with a view to speeding up the recognition process for qualifications issued by HEIs present in DEQAR.
- Since March 2024, QA agencies can store accreditations and evaluations on other (alternative) providers (i.e. providers not having degree awarding powers but offer programmes at QF level 5-8) and micro credentials (i.e. programmes of small volume not leading to full recognised degree). First uploads took place throughout the summer of 2024 – the results can be [accessed here](#).
- All DEQAR data, including the programme accreditations, is now uploaded to the European Digital Credentials for Learning (EDC) by default. As a result, all providers covered in DEQAR are able to issue accredited digital credentials in EDC.
- EQAR introduced **Glossary of terms** on its website, aimed to help end users understand the **terminology used in DEQAR**, including keywords

such as “micro-credentials”, “other providers” and “higher education institutions”. The glossary can be [found here](#).

Further general information on DEQAR can be found at: <https://www.eqar.eu/qa-results/infographics/>

Information on how to connect to the DEQAR’s API and extract the data can be found here: <https://www.eqar.eu/qa-results/connect-to-api/>

## 4. Projects where EQAR is involved

### 4.1. IMINQA

**The Implementation and Innovation in QA through Peer Learning (IMINQA)** project is a three-year ERASMUS+ co-funded project (May 2022 – April 2023) led by the Flemish Ministry of Education and Training in partnership with ENQA, ARACIS (on behalf of Romania) and EQAR.

EQAR participated in three IMINQA events: Focus Groups on European University Alliances (8 November 2024, Brussels), TPG C meeting (28 November, Ghent), IMINQA thematic workshop (29 November, Ghent). EQAR also concluded work on two project deliverables: **feasibility study on quality label** for all providers working in alignment with the European Approach to micro-credentials for lifelong learning and employability, and a **cross-cutting analysis** of three peer-learning activities conducted within the IMINQA project.

### 4.2. QA FIT

The **QA FIT project** was led by ENQA having as partners EUA, EURASHE, ESU, EQAR, FINEEC, Irish University Association, ANOSR (NUS from Romania) and the Ministry of Education and Science of Georgia (associate partner). The projects activities included a desk research, four surveys on the ESG implementation, four reports and four focus groups including one with national ministries (led by EQAR), a final report, a final webinar and a final policy event in Brussels (November 2024).

EQAR organised the final event of the project on 7 November 2024 in Brussels, and with that the project was completed in November 2024.

### 4.3. TPG LRC CORE

The project is led by the Information Centre on Academic Mobility and Equivalence (CIMEA) and aims to **support the work of the TPG B**. Other project partners include: HARNO, FEI, Nuffic, UHR, EUA, ESU and the Prime Minister Office – Albania. Main activities involve panel discussions and peer learning activities on common challenges (i.e. recognition of knowledge gained through alternative pathways, micro credentials, digitalisation of recognition workflows, European Degree etc.) and research that will further enable the peer learning.

In January 2025, EQAR produced a pre-final version of a project publication (deliverable) on digitalisation of recognition processes.