European Quality Assurance
Register for Higher Education

eqar ////

Interoperability of European databases and use of DEQAR for recognition purposes

Aleksandra Zhivkovikj, Policy and Project officer, EQAR

OCTRA Project 2 – Final conference: "Evolving landscape of qualifications: Information provision for transparency and transferability"

17 October 2024, Riga, Latvia
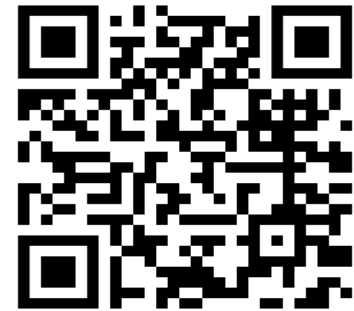
EQAR's Mission and Role

- EHEA's **official register of quality assurance agencies** that comply with the **Standards and Guidelines for Quality Assurance in the EHEA (ESG)**: currently 56 agencies

- Non-profit and independent organisation

- Acting in the public interest

Governance of the organisation

Observers

Governments

Stakeholder organisations

ENQA

EUA

EURASHE

BUSINESSEUROPE

eSU

Register Committee
Independent QA experts, nominated by stakeholders

Decisions on registration of agencies

DEQAR:
"quality at your fingertips"

https://www.deqar.eu/

➢ Created in 2018

➢ Enhance trust and transparency in the EHEA and responds to needs of different stakeholders

➢ Easy access to external quality assurance (QA) reports (i.e. **accreditations and evaluations**) and decisions by EQAR-registered agencies (**ONLY higher education**)

➢ Accreditations and evaluations uploaded by EQAR registered QA agencies – both on institutional and programme level

DEQAR Key Figures

eqar ////

	October 2024
Reports	**108 189**
HE Institutions (at least 1 report)	**4153**
Higher Education Systems (≥ 50% of HEIs)	**32**
Agencies	**56**
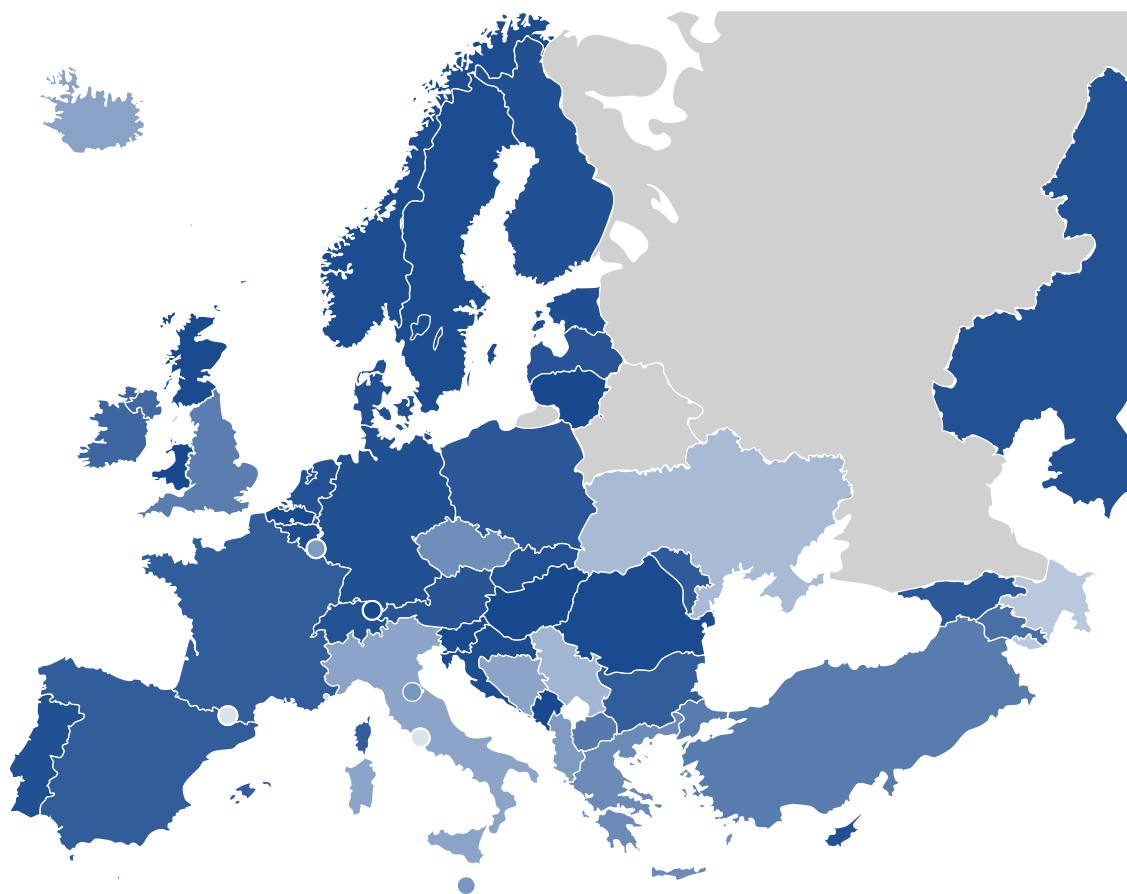
| No reports | **10%** | of HEIs in ETER/national list | **100%** |

Latvia in (D)EQAR

EQAR

- Latvia has been a Governmental Member of EQAR since **May 2011**
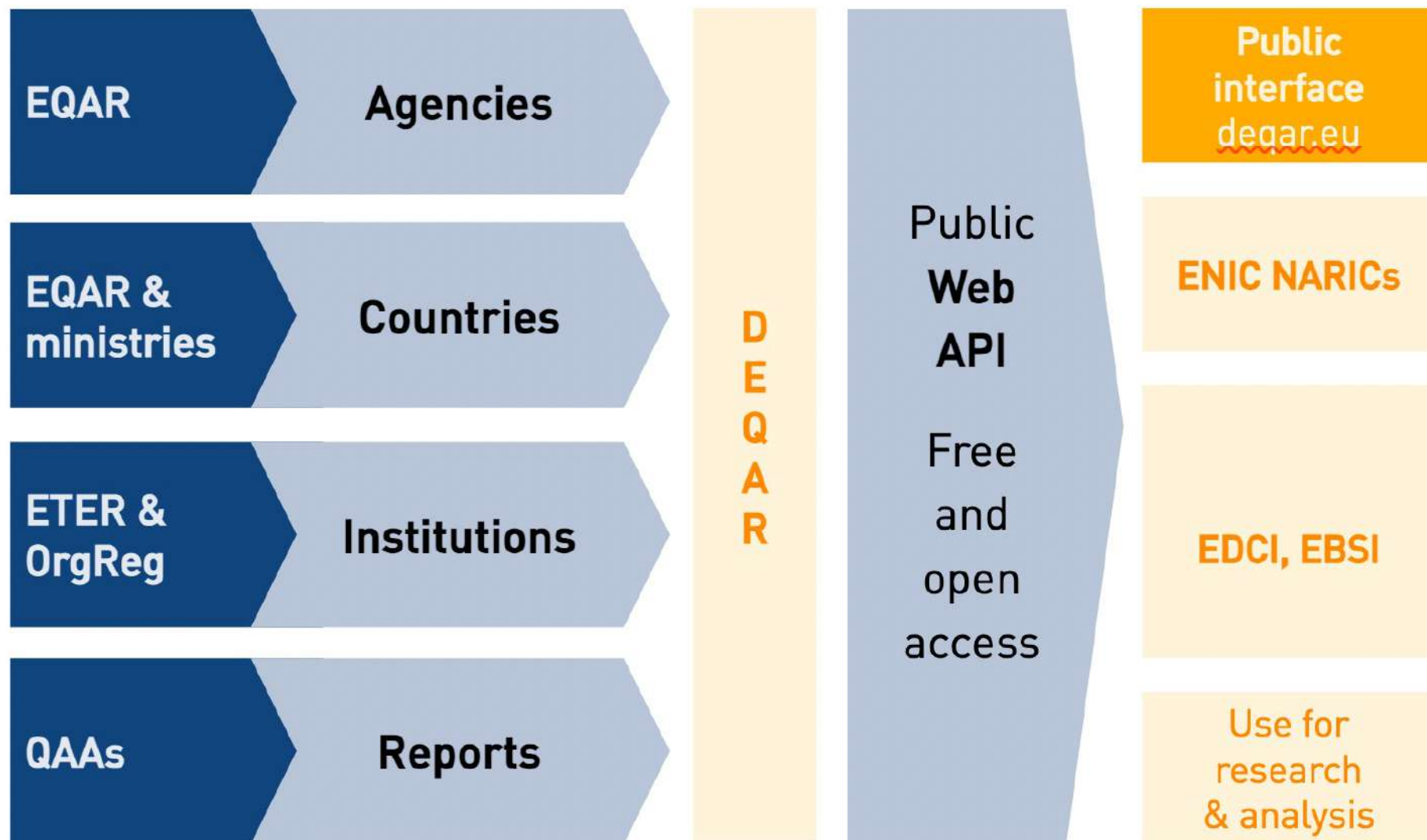- EQAR registration is sufficient for foreign agencies to perform CBQA

DEQAR

- **38 providers** covered
- **All** but one report are by **AIC**
- Mostly **programme accreditations**

DEQAR Architecture

eqar ////

		DEQAR	Public Web API	
EQAR	Agencies			**Public interface** degar.eu
EQAR & ministries	Countries		Free and open access	**ENIC NARICs**
ETER & OrgReg	Institutions			**EDCI, EBSI**
QAAs	Reports			Use for research & analysis
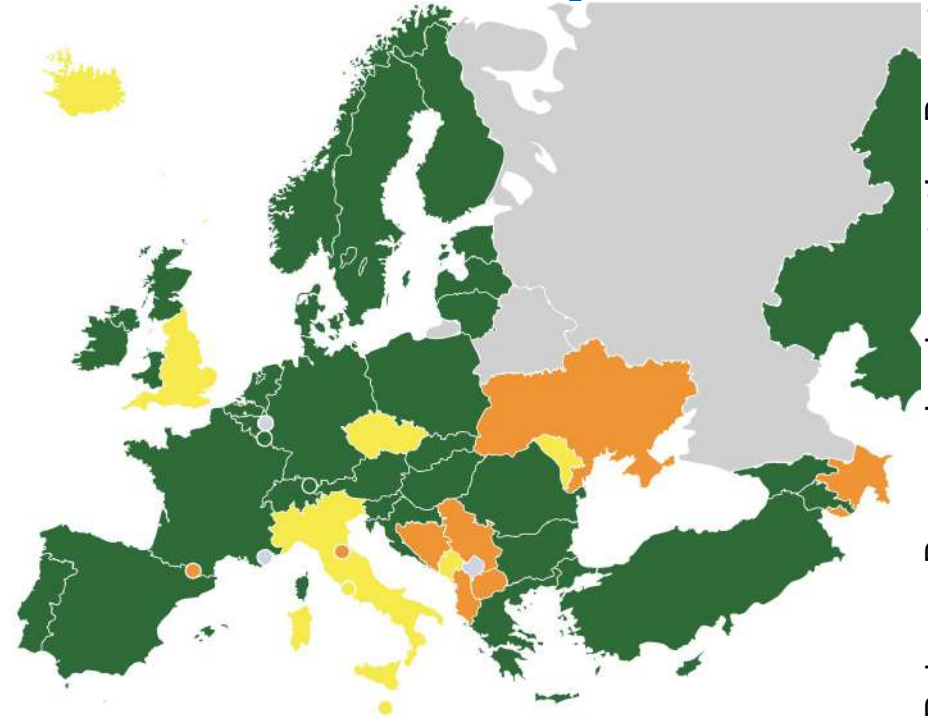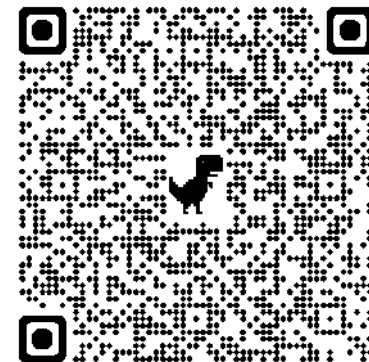
Concept of interoperability

- **Definition**: The **ability of computer systems** or software to **exchange and make use** of information.

Different levels of connectivity

	Level 6 Conceptual Interoperability
Modeling / Abstraction	Level 5 Dynamic Interoperability
	Level 4 Pragmatic Interoperability
	Level 3 Semantic Interoperability
Simulation / Implementation	Level 2 Syntactic Interoperability
	Level 1 Technical Interoperability
Network / Connectivity	Level 0 No Interoperability

Composability / *Interoperability* / *Integratability*

Increasing Capability for Interoperation →

- EU Higher Education Interoperability framework initiative (aimed at EU – As)
Link to the Manifesto for EHEI Framework

Interoperability of DEQAR

Data intake – European Tertiary Education Register (ETER/OrgReg)

eqar////

- Main list of institutions comes from ETER
- Extract of particular set of information
- Automatically updated every 24h

Interoperability of DEQAR

Data intake – EC's European skills, competences and occupations (ESCO) framework API

eqar////

Learning outcomes

drawing

tend drawing kiln - http://data.europa.eu/esco/sl

cold drawing processes - http://data.europa.eu/e

technical drawings - http://data.europa.eu/esco/

tend bar drawing machine - http://data.europa.e

create AutoCAD drawings - http://data.europa.eu

metal drawing processes - http://data.europa.eu

use artistic materials for drawing - http://data.eu

drawing kiln operator - http://data.europa.eu/esc

Field of study (ISCED-F)

accounting and taxation - http://data.europa.eu/esco

agriculture - http://data.europa.eu/esco/isced-f/081

agriculture not elsewhere classified - http://data.euro

agriculture not further defined - http://data.europa.eu

agriculture, forestry, fisheries and veterinary - http://c

agriculture, forestry, fisheries and veterinary not else

agriculture, forestry, fisheries and veterinary not else

agriculture, forestry, fisheries and veterinary not furth

Certificate of a micro-credential

3D modeling software - CAD 1

Educational Centre "Zerde" Limited Liability Partnership

A3ES: Programme accreditation

Programme	3D modeling software - CAD 1
Qualification	
Level ❓	first cycle
Programme type	Micro-credential
Workload (in ECTS credits)	15
Assessment and certification	Assessment based certificate
Learning outcomes	use CAD software
Field of study	engineering, manufacturing and construction

Interoperability of DEQAR

Data export – ENIC NARICs workflows

CIMEA DiploMe

- Extraction of data on accredited HEIs
- Include logo on statements of comparability if the HEI is in DEQAR

NAWA SYRENA system

Use of data on accreditations of HEIs

Export of DEQAR data - European Digital Credentials for Learning

Aimed at providers having a valid mandatory report (i.e. accreditation) on programme and institutional level in DEQAR

Export of DEQAR data (as TAO) – European Blockchain Infrastructure

Aimed at providers having a valid mandatory report (i.e. accreditation) in DEQAR

DEQAR Report ID	76104
Agency	Catalan University Quality Assurance Agency (AQU)
Type	Ex-post IQAs certification
Status	part of obligatory EQA system
Formal decision	positive
Date	25/03/2020
Valid until	not applicable
Report and decision	📄 Transversal URV 19v3.pdf (Spanish/Castilian)
Permalink	https://data.deqar.eu/report/76104
Institution page	Rovira i Virgili University
Agency's identifier	36540
External link	View record on agency's website
Verifiable Credential ❓	🔖 DEQAR format, for Rovira i Virgili University (DEQARINST0792)
	🔖 EBSI Verifiable Accreditation, for Rovira i Virgili University (did:ebsi:ziBBPgHRMxmPaKmW1TCm9Cj)

Key takeaways

1. Think of the full workflow – plan all the steps and points of data intake (i.e. where it makes the most sense)

2. Think numbers (identifiers, codes etc.)

3. Think API

4. Do not duplicate data that is already there – try to connect to other initiatives

5. Be open to different data standards/ approaches and be creative in finding links to (the other) data models

Thank you

Contact:
Aleksandra.zhivkovikj@eqar.eu

Visual distinction

Symbols

Higher education institution

Aachen University

RWTH Aachen

Aachen (Germany)

Alternative provider

Almaty Bible College

Almaty (Kazakhstan)

Information on other providers

eqar////

Database

Search

— **By provider**

— By report

Get data

Terms and Conditions

Frequent questions

Cornerstone Centre for Intercultural Studies

Basic information

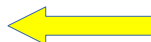|	
Identifiers	DEQARINST8154 NL-KVK: 56495439 ? ⬅
Provider type	other provider
Type of organisation	non governmental organisation ⬅
Legal seat(s)	Beugen, Netherlands ⬅
Website	https://www.cornerstonecollege.eu/
Founding year	1947 ⬅
QF-EHEA levels	short cycle ⬅
Data source	⬅ (Name of agency to be presented)
Permalink	https://www.testzone.eqar.eu/qa-results/search/by-institution/institution/?id=8154

Certification of other providers

Search

— By organisation/provider

— **By report**

Get data

Terms and Conditions

Frequent questions

Limited Liability Partnership "Training and Clinical Center "Dentistry"

IAAR: Institutional Accreditation of the Organisation of Continuing Education

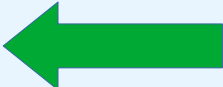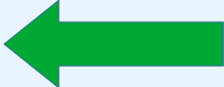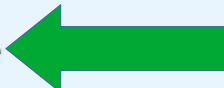|	
DEQAR Report ID	93960
Agency	Independent Agency for Accreditation and Rating (IAAR)
Type	Institutional Accreditation of the Organisation of Continuing Education
Status	voluntary
Formal decision	positive
Date	30/06/2023
Valid until	29/06/2028
Report and decision	Decision (Russian)
	Review Report (Russian)
Permalink	https://www.testzone.eqar.eu/qa-results/search/by-report/report/?id=93960
Institution page	Limited Liability Partnership "Training and Clinical Center "Dentistry"
External link	View record on agency's website

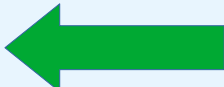# Certification of a micro credential

eqar////

3D modeling software - CAD 1

Educational Centre "Zerde" Limited Liability Partnership

A3ES: Programme accreditation

Programme	3D modeling software - CAD 1
Qualification	
Level ❓	first cycle
Programme type	Micro-credential
Workload (in ECTS credits)	15
Assessment and certification	Assessment based certificate
Learning outcomes	use CAD software
Field of study	engineering, manufacturing and construction

Main observations process

1. The micro credentials usually bore up to **30 ECTS.**

But there are other various combinations between the

no. of ECTS – Full degree – Recognised degree

2. Most of the **other providers** were established as **non governmental organisations,** some as private companies. Rarely public organisations or public-private partnerships

3. **Micro credentials** can be **tied to a QF level** (reference – entry qualification)

4. The **use of terminology** "diploma", "bachelor", "master" **is not always protected via national legislation** (hence providers can utilise it for own purposes)