EQANIE

European Quality Assurance Network for Informatics Education

10 years of EQANIE (past, present, future)

Professor Liz Bacon
EQANIE President

Background

- Founded on January 9th, 2009 in Düsseldorf, Germany.
- Institutional membership from across Europe.
- Each institution nominates a representative to the General Assembly, the governing body of EQANIE.
- The General Assembly appoints members of an Executive Board, responsible for the management of EQANIE activities.
- The Executive Board appoints a Secretary General who supports these activities.
- Accreditation Committee reviews requests of HEI for accreditation of degree programmes and decides on the composition of the audit teams. It takes the final decision about the award of the Euro-Inf Quality Label

GENERAL ASSEMBLY

EQANIE Introduction

EQANIE
European Quality Assurance Network for Informatics Education

- Develops criteria and procedures for the evaluation and quality assurance in informatics study programmes and education
- Partnering with HEIs, professional and academic associations in assessing quality for informatics degrees.
- Institutions can be accredited directly or through their national accreditation body if one exists
- Not just for universities in Europe, growing interest worldwide
- Standards are available in German, Italian, Spanish and Russian

Objectives

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- The main objectives of EQANIE in the area of accreditation and quality assessment are:
  - Improving the quality of educational programmes in informatics
  - Providing an appropriate "European label" for accredited educational programmes in informatics
  - Facilitating mutual transnational recognition of programmes by validation and certification
  - Facilitating recognition by the competent authorities, in accord with the EU directives and other agreements
  - Increasing mobility of graduates as recommended by the Lisbon Strategy in 2000, initiated by the EU

Why is this needed?

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- Most countries have defined accreditation procedures through quality assurance agencies
- These procedures could vary depending on degree's type or academic/professional context
- Not every country has clearly defined standards/regulations for every degree
- Informatics comes with many different names and definitions
- Applicants to a job position with different academic profiles, coming from all over the world, how to ensure that they meet professional qualifications?
- Applicants to a master's or PhD programme holding different degrees, coming from all over the world, how to ensure that they meet entrance requirements.
- Start joint degrees based on standards
- More research needed on impact of the Euro-Inf label for graduates, universities, industry and Government

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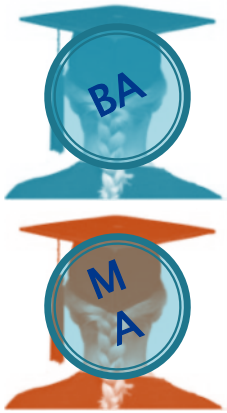
Euro-Inf Quality Label: Framework Standards

Field-specific

Outcome statements

allow for:
- specific profile
- individual approach
- new ideas



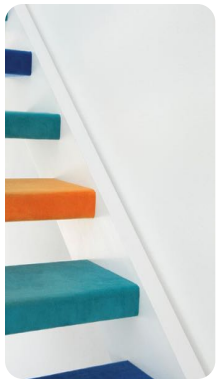
For informatics programmes

NEW: For business informatics programmes

Generic

5 areas of assessment

- Programme Design and Development
- Management and Implementation
- Resources
- Information and Transparency
- Quality Management



Business Informatics standards for accreditation

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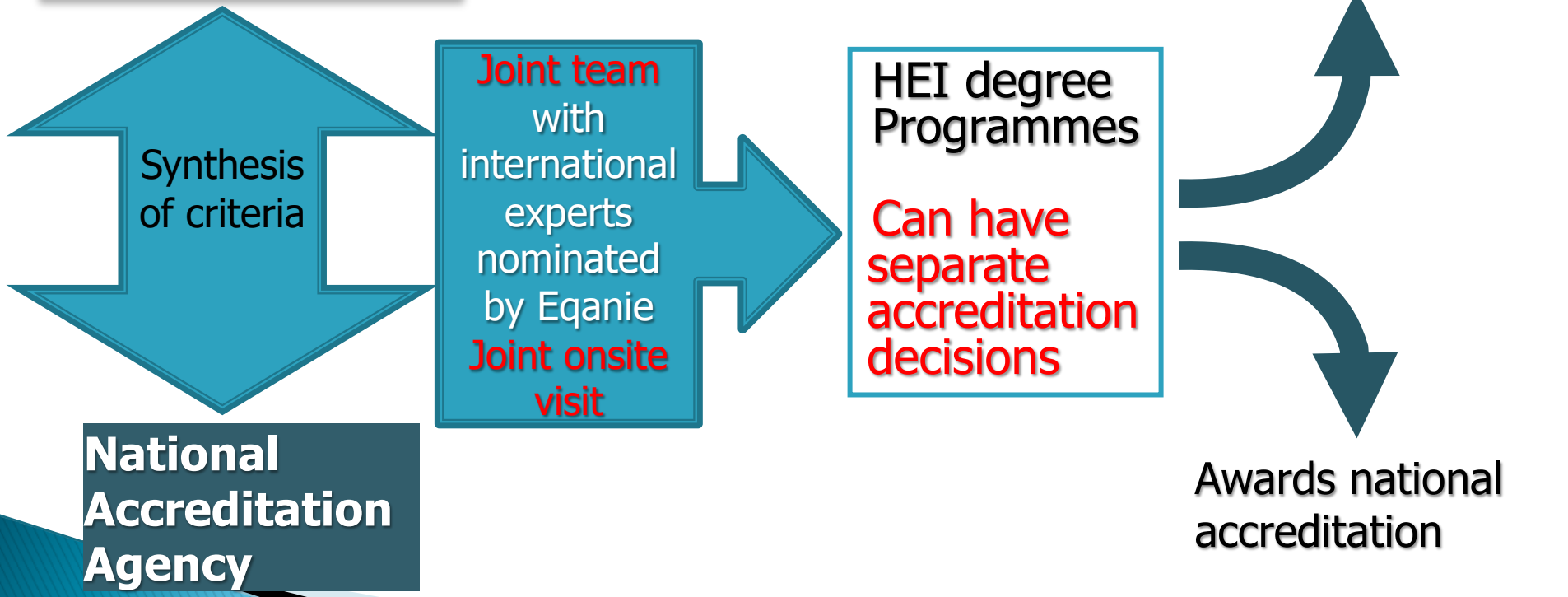
- Published in October 2017
- Developed by international working group
- Compatible with Euro-Inf Framework Standards and Learning Outcomes for informatics programmes
- Applicable for programmes using different names (business informatics, information systems, management information systems, business information systems, etc.)
- Aligned with ACM/AIS curriculum guidelines

acm Association for Computing Machinery

Collaboration with National Agencies

- Joint Accreditation possible
- Streamline procedures and minimise effort
- Synthesis of national accreditation standards and Euro-Inf Framework Standards



Categories of the Euro-Inf Framework

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- FIELD SPECIFIC (INFORMATICS)
- OUTCOMES APPROACH
- FIRST CYCLE, SECOND CYCLE

- Underlying Conceptual Basis for Informatics
- Analysis
- Design and Implementation
- Economic, Legal, Social, Ethical and Environmental context
- Informatics Practice
- Other Professional Competencies

- Same logic used for informatics and business informatics learning outcomes
- Do not require a specific curriculum
- Do not prescibe a list of modules/courses
- Learning outcome statements

Cybersecurity

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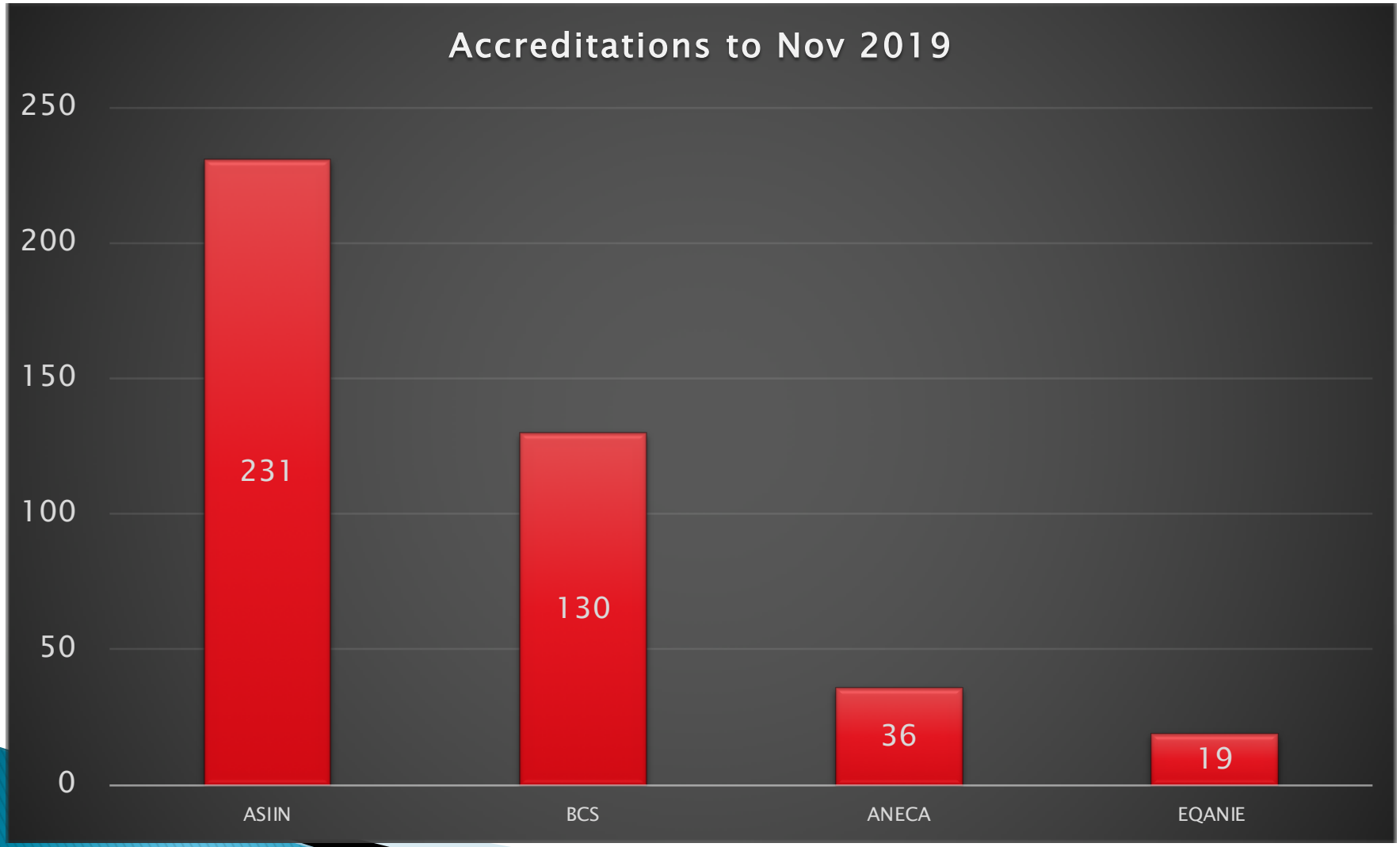
- **Considered vital in informatics degrees**
- A resource for course designers and accreditors (2015) "CYBERSECURITY PRINCIPLES AND LEARNING OUTCOMES FOR COMPUTER SCIENCE AND IT-RELATED DEGREES" – link from EQANIE website
- **Authored by:**
  - (ISC)2 - the largest not-for-profit membership body of certified information and software security professionals worldwide, with over 100,000 members and;
  - The Council of Professors and Heads of Computing (CPHC)
  - With a "wide-ranging group of industry and academic experts to identify the key concepts related to cybersecurity that can be embedded across undergraduate computing science and IT-related (e.g. business information systems and IT management for business) degree courses."
- **Strong recommendation, not a requirement.**

Accreditations to-date: 416 labels in 18 countries



Accreditations so far

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- EQANIE direct accreditations in Iceland, Italy, Latvia, Lithuania, Spain.
- EQANIE indirect accreditations (by ASIIN) in Germany, Australia, North Cyprus, Spain, Slovenia, Kazakhstan, Finland, Croatia, Armenia, Russia, Peru, Tunisia, Saudi Arabia
- EQANIE indirect accreditations (by BCS) in the United Kingdom
- EQANIE indirect accreditations (by ANECA) in Spain

416 Euro-Inf Labels (as of November 2019)

ANECA: 36 ASIIN: 231

BCS: 130 EQANIE: 19

Discussion

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- Current membership costs 1500 Euros and includes voting rights at the General Assembly
- Should there be a cheaper associate membership? If so who is the audience? what would the benefits be?
  - Quality Assurance news and updates
  - Invitations to relevant events
  - Invitations to comment on updates to the Euro-Inf standards
- Should EQANIE consider individual professional registration?

Roundtable

- Are companies and professional associations aware of the Euro-Inf quality label?
- **How do you consider the Euro-Inf competences framework?**
- Is the Euro-Inf framework aligned with professional needs?
- **Do you consider that this quality framework would help when hiring IT professionals from other countries?**
- What's your priority decision when hiring IT graduates (university prestige, academic grades, other personal/transversal competences…)? Are those priorities included somehow in the Euro-Inf framework?
- **What would do you change/add in the Euro-Inf framework?**

Questions?

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PRESIDENT
PROFESSOR LIZ BACON
LIZ.BACON@BCS.ORG

SECRETARY GENERAL
MARTIN FOERSTER
foerster@asiin.de