ENQA GENERAL ASSEMBLY
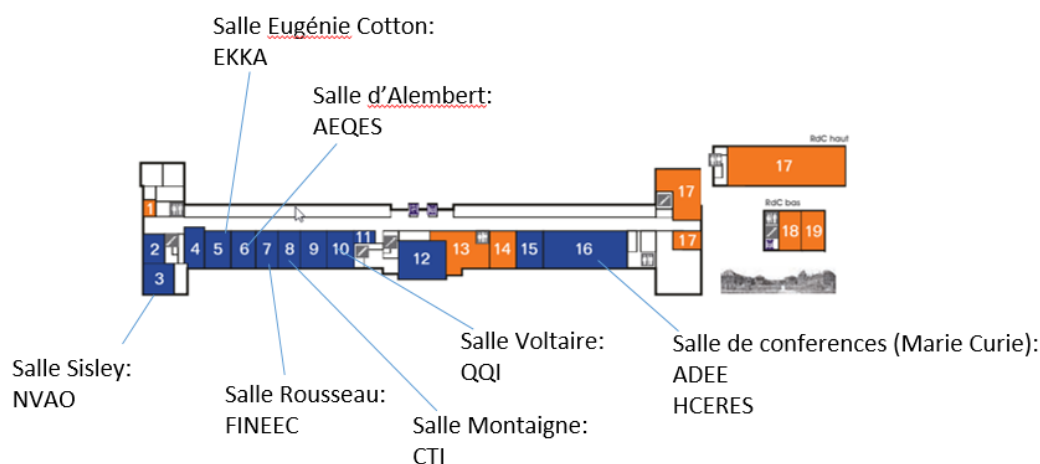**Sèvres, 26-27 October 2017**

Poster Session

The poster session provides an opportunity for agencies to present a specific, unresolved challenge (and thereby seek advice and constructive feedback from those engaged in the discussion) or to advise on the successful implementation or use of a specific quality assurance tool while encouraging discussion with participants and enhancing peer learning.
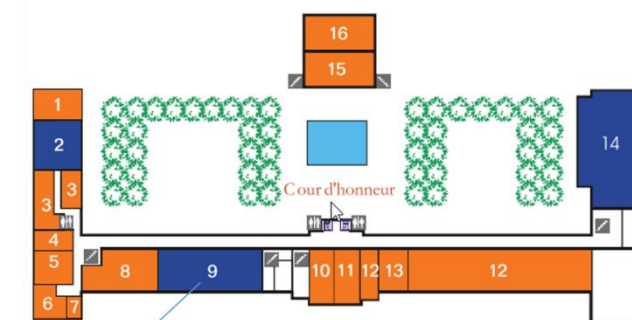
The poster presentations will occur in parallel; participants will move throughout the venue, engaging with a new poster presentation five times in an hour and a half. One poster session lasts for 15 minutes. Presenters, meanwhile, will share their poster five times, doing so with extreme brevity – succinctly summarising their case each time in just 2 or 3 minutes, thus allowing the remaining 12 minutes of each presentation for questions, comments, and discussion.

The following abstracts have been prepared to help participants choose which poster presentations to attend. A map of the venue is provided below.

Ground floor:

Salle Eugénie Cotton:
EKKA

Salle d'Alembert:
AEQES

Salle Sisley:
NVAO

Salle Rousseau:
FINEEC

Salle Montaigne:
CTI

Salle Voltaire:
QQI

Salle de conferences (Marie Curie):
ADEE
HCERES

Second floor:

Second floor, Grande Bibliothèque:
ENQA working group on e-learning,
Unibasq

Salle de conférences Marie Curie, ground floor:

1. Title   **Breaking frontiers, enhancing quality: ADEE's pan-European approach to peer review based quality assurance**

   Presenter   **Rui Amaral Mendes, Association for Dental Education in Europe (ADEE)**

   Abstract   The Association for Dental Education in Europe (ADEE) has represented dental schools throughout Europe since 1975, thus becoming a major international stakeholder in dentistry-related higher education. In 1999, the European Commission supported a project (DENTed), which established a science and consensus based set of guidelines to dental education that have undergone several revisions. The documents were revised again in 2017 and they now address the challenges brought up by the Bologna Process, in line with the goals outlined in the 2015 Yerevan's EHEA Ministerial Conference. These documents will play a pivotal role as they set guidelines that will be used by ADEE's experts as they will be involved in the peer-review-based quality assessment processes (School Visitation and the new LEADER project), or as they engage with national accreditation agencies, thus helping to strengthen policy dialogue and exchange of good practice in dental education and governance.

   This way, ADEE hopes to strengthen its experience in peer-reviewed quality assessment and enhance its potential for future consultations and provision of experts in health sciences-related higher education. This contributes to the growing awareness of the social impact and social accountability of dentistry-related higher education institutions engaged with evolving social and cultural contexts of both educational and health systems.

2. Title   **HCERES reconfirmed as ENQA member and EQAR listed agency: taking stock and looking forward**

   Presenter   **François Pernot, High Council for the Evaluation of Research and Higher Education (HCERES, France)**

   Abstract   ESG 2015 3.1 underlines that Agencies "should undertake external quality assurance activities" and after the ENQA review, Hcéres would like to emphasise some lessons learned during this exercise:
   - The self-assessment is a crucial experience.
   - The choice of experts and the site visit generate hopes but also frustrations.
   - The length of the procedure has to be taken into account.
   - The gap between (on one hand) the expectations from stakeholders and staff, and (on the other hand) the content of the external review report.

   This poster session aims at giving an overview of Hcéres' experience, sharing the experienced challenges of the external evaluation in 2016-2017, and about the improvements that could follow.

   In addition, this session will take as an example, some recommendations formulated by the expert panel (endorsed by the Board of ENQA and the EQAR Register Committee), and demonstrate how this can affect the procedures of Hcéres:
   - Involvement of student experts in the evaluation of bachelor/master degree programmes.
   - Strengthening of follow-up procedures.
   - Development of complaints procedures.

   In conclusion, the poster session will present a global assessment of this evaluation exercise for Hcéres, with both the positive and the negative effects, giving Hcéres the opportunity to have an overall reflection on external quality assurance activities of quality assurance agencies.

Salle Voltaire, ground floor:

1. Title **National expectations and local needs – how should QQI monitor Irish HE institutions' use of ESG-based quality assurance guidelines?**

   Presenter **Bryan Maguire, Quality and Qualifications Ireland (QQI, Ireland)**

   Abstract Facilitating system coherence and consistency is a key ongoing task for the Irish external QA system. The development of a suite of statutory QA guidelines for all providers of higher education (including consistency with ESG 2015), further (vocational) education and training and English language education is a national policy approach in this regard. A common set of core QA guidelines was developed in consultation with all providers, both public and private and published in April 2016. Eleven relevant areas are identified where all providers are required to have QA procedures and further elaborates on expectations in these areas.

   A significant challenge for QQI is effectively facilitating engagement with and monitoring interpretation of the core guidelines in the context of overarching policy and additional sector and topic specific QA guidelines as appropriate. Specifically, how does QQI monitor interpretation that is contextually fit for purpose and proportionate to the complexity of a particular provider? A fundamental question arises on acceptable levels of deviation in interpretation and implementation of the guidelines, given both the diversity of providers and the critical role of QQI in promoting continual QA improvement and enhancement throughout the system.

Salle Montaigne, ground floor:

1. Title **CTI's certified data, an enhancement tool for quality culture**

   Presenter **Julie Nolland, Commission des Titres d'Ingénieur (CTI, France)**

   Abstract All French higher education institutions with an accredited engineering degree programme must fill in CTI's annual indicator survey. The data the institutions provide is certified by the head of the institution – thus engaging him/her in the process - and published on CTI's website.

   The certified data cover essential aspects of a programme and this ranges from information on admission to feedback on employment. They also include information on student & staff profile and figures; data on student workload; and information on recognition, research & innovation, internationalisation, stakeholders' involvement, social openness and student life. The data may be linked to various standards of part 1 of the ESG and it is common to all institutions (public owned, private, those under the authority of the ministry in charge of HE or other ministries).

   The certified data represent a useful tool for self-evaluation by the institutions, and for the expert panel, as they contribute to gather an overview of the different aspects for each programme over several years. This data can easily highlight the progress made and/or any inconsistencies. At the same time, by analysing the data from all programmes, CTI and its stakeholders can easily identify significant trends and the evolution in the engineering education and profession.

Salle Rousseau, ground floor:

1. Title **Changes in QA procedures: Benchlearning to support self-evaluation**

   Presenter **Helka Kekäläinen, Finnish Education Evaluation Centre (FINEEC, Finland)**

   Abstract Benchlearning is compulsory component of the new FINEEC audit model. Benchlearning is a communal way of working, where learning from another community, active interaction and commitment to mutual development are essential. A central part of benchlearning is visiting the benchlearning partner. Benefits of benchlearning are receiving feedback from peers regarding the current state of the organisation, gaining new insight and building social networks.

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According to the principles of enhancement-led evaluation, the purpose of benchlearning is to learn from the good practices of another organisation. The HEI selects a target and a partner for benchlearning. The partner can be an HEI or any other type of cooperation organisation. The HEI can freely select the participants in the benchlearning process from its own organisation. The HEI is encouraged to select individuals from different levels of the organisation: students, teachers, administration.

In the assessment of benchlearning, the HEI will receive feedback from the audit team regarding the success of the planning and implementation process, and the plan for applying ideas the HEI has discovered during the benchlearning process.

Salle d'Alembert, ground floor:

1. Title   **How to cope with the challenging ESG 3.4 "Thematic analysis"?**
   Presenter   **Yoneko Nurtantio, Agency for Quality Assurance in Higher Education (AEQES, Belgium)**
   Abstract   ESG 3.4 quotes "Agencies should regularly publish reports that describe and analyse the general findings of their external quality assurance activities".

   To date, AEQES has developed three types of reports contributing to thematic analysis:
   - The first type of reports comes out of the programme-based evaluations conducted in clusters: at the end of all evaluation visits to such a cluster, experts are mandated to write a report on the situation at the scale of the territory, with a focus on education and/or quality assurance practices, inputs from the professional world, etc. These reports are commented upon by the agency.
   - The second type of thematic analyses stems from this first output. A set of system-wide analyses are examined regularly to identify trends and they are geared towards a more structured reflection.
   - Finally, there are reports written or commissioned by the Agency, or master theses written by students who interned at the agency. Examples of these will be given.

   This poster session aims at presenting how AEQES understands ESG 3.4, and at sharing with other agencies practices, tips and pitfalls on how to contribute to the reflection on quality assurance policies and processes at all levels with the help of thematic analyses.

Salle Eugénie Cotton, ground floor:

1. Title   **Integration of institutional and study programme assessment in Estonia**
   Presenter   **Heli Mattisen, Estonian Quality Agency for Higher and Vocational Education (EKKA, Estonia)**
   Abstract   Estonia is currently reviewing the legal framework of higher education (HE). Within this process the principles of the external quality assurance (EQA) in higher education have been reviewed. The working group was established in 2017, which has proposed changes in the existing system of EQA by now. According to the proposal, the main tool of EQA will be the institutional accreditation combined with assessments of samples of study programmes in the future in order to assess the effectiveness of the internal QA system. In addition, the thematic analyses will be applied either to analyse the weaknesses that have been revealed by the previous assessments or to support the development of priority areas in HE.

   The main reason for changing the system of EQA in HE was to reduce the administrative burden of higher education institutions as well as the overlapping of different types of assessments. In the process of development the requirements and criteria for institutional accreditation were reviewed. As the result, twelve renewed standards and guidelines were developed.

The focus on the quality culture and its implementation in the mid-management level, student-centred learning and internationalisation are the overarching features of the new QA system of HE in Estonia.

Salle Sisley, ground floor:

1. Title **Medical education in a global context**

   Presenter **Michèle P. Wera, Accreditation Organisation of the Netherlands and Flanders (NVAO, The Netherlands)**

   Abstract NVAO is the first EQAR registered agency that participates in the Recognition Programme of the World Federation for Medical Education (WFME). NVAO applied for recognition upon request of the medical schools in the Netherlands and Flanders.

   As of 2023, physicians applying for ECFMG certification will be required to graduate from a medical school that has been recognised as working according to the WFME standards. The WFME Recognition Programme offers accreditation agencies such as NVAO the opportunity to undergo an evaluating and recognizing process. Graduates of medical programmes accredited by NVAO will meet the ECFMG criteria once NVAO is recognised by WFME. ECFMG certification allows international medical graduates to enter US medical education. It is also a requirement to take Step 3 of the US Medical Licensing Examination (USMLE) and to obtain a license to practice medicine in the US.

   Two weeks prior to the ENQA General Assembly, a WFME recognition team will visit NVAO, and observe its proceedings. This will include the peer review of the Rotterdam medical school, and an NVAO board meeting in The Hague. In Sèvres, NVAO will focus on its experience with this pilot procedure, and share some of the challenges NVAO is certain to encounter.

Grande Bibliothèque, second floor:

1. Title **Considerations for quality assurance of e-learning provision**

   Presenter **Esther Huertas (AQU Catalunya) representing the ENQA working group on e-learning**

   Abstract ENQA has set up a working group on quality assurance and e-learning with the aim of agreeing on recommendations for quality assurance of e-learning provision. Quality assurance is complex by itself and quality in online and open education presents new challenges for higher education institutions as well as for quality assurance agencies.

   ESG is not contradictory to the generation of relevant opportunities for innovation and enhancement of the quality assurance process in higher education, and in e-learning particularly. Moreover, the ESG apply to all higher education offered in the European Higher Education Area regardless of the mode of study or place of delivery. This poster will present the main recommendations for quality assurance of e-learning provision in light of the ESG.

   Major findings of this working group after the analysis of part 1 (Internal quality assurance) and part 2 (External quality assurance) of ESG (2015) will be presented with the aim of filling the gap of knowledge in this field and the need of knowledge building and sharing among quality assurance agencies.

2. Title **Dual learning assessment: a way to improve employability**

   Presenter **Eva Fernandez de Labastida, Agency for the Quality of the Basque University System (Unibasq, Spain)**

   Abstract Dual learning (work-based learning) is a well-known tool to enhance skills for employability. In Spain, dual learning is regulated at Vocational Education and Training (VET) level but there is no regulation for dual learning activities at university level. The Basque Country (one of the Spanish autonomous regions) is known for the successful implementation of dual learning at VET level and for its close relationship with industry and businesses. In order to

be better aware of the type and intensity of the university-business cooperation in the Basque University System, Unibasq reviewed the university-business links in all bachelor degrees - from dual learning approaches to internships with a diversity of intensities. Once the analysis is done, Unibasq will open a call to the Basque universities to award a specific label on dual learning. The criteria for the assessment will take into account, among other issues, the number of ECTS credits gained at the company (related subjects, learning and evaluation methodologies), skills developed at the company, the type of collaboration between the university and the company, student support systems and the profile of the company tutors (specific training).