ENQA GENERAL ASSEMBLY 2018
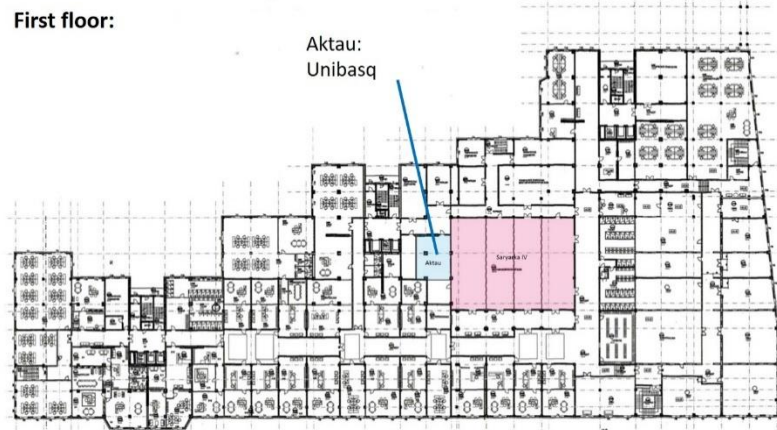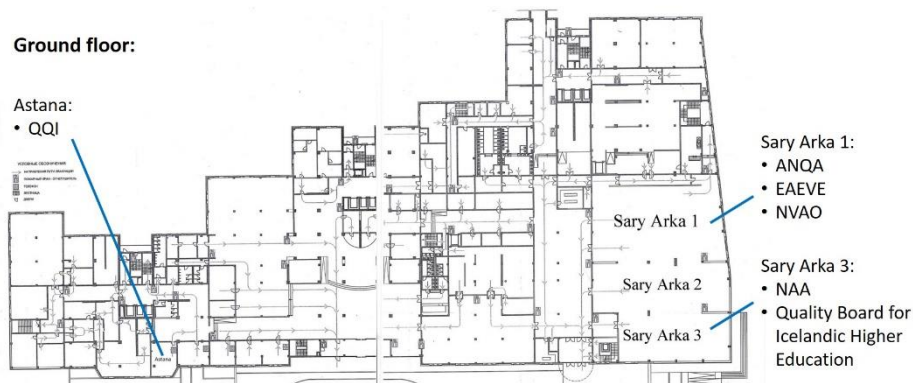**Astana, 18–19 October 2018**

Poster Sessions

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.

There will be two poster sessions. The first session includes seven different posters and the second includes six different posters. The poster presentations will occur in parallel; participants will move throughout the venue, engaging with a new poster presentation <u>four times in an hour and 15 minutes</u>. One poster session lasts for 15 minutes. Presenters, meanwhile, will share their poster four 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. Maps of the venue are provided for both sessions.

First poster session at 11.00-12.15:

Ground floor:

Astana:
• QQI

Sary Arka 1:
• ANQA
• EAEVE
• NVAO

Sary Arka 3:
• NAA
• Quality Board for Icelandic Higher Education

Sary Arka 1
Sary Arka 2
Sary Arka 3

First floor:

Aktau:
Unibasq

Sary Arka 1, ground floor:

1. Title   **Quality assurance of doctoral programmes in Armenia**

   Presenter   **Lilit Pipoyan, Armenian National Centre for Professional Education Quality Assurance Foundation (ANQA, Armenia)**

   Abstract   The Armenian higher education institutions (HEIs) have conducted postgraduate programmes since the Soviet times. After joining the Bologna process in 2005, a series of reforms have been launched in the field of higher education, including doctoral education. Currently the Armenian HEIs have adopted a 3-tiered system. However, QA activities have not yet been applied to the 3rd cycle education. ANQA has developed QA criteria and standards for doctoral education within the frames of EU TEMPUS "VERITAS" grant project. The logic behind the development of quality assessment criteria and standards for doctoral education is the adaptation of Salzburg principles leading to the transformation of the system. QA criteria and standards have been tested in a pilot during external visits at the 11 biggest HEIs in Armenia. In general, local and international stakeholders have assessed the criteria and standards as enhancement-led, applicable and relevant to stakeholders' needs. Quality assessment criteria and standards for doctoral education are a combination of institutional and programme QA approaches. Having elements of both institutional and programme QA, criteria and standards provide an opportunity to look at the doctoral education of a HEI in a systemised and holistic way.

2. Title   **The search for quality in veterinary higher education**

   Presenter   **Philip Duffus, European Association of Establishments for Veterinary Education (EAEVE)**

   Abstract   As a health-based profession, veterinary graduates benefit from an automatic recognition of their qualifications, based on harmonised minimum training requirements within the EU Professional Qualifications Directive. This directive assumes an equivalent level of training throughout the EU. However, EAEVE evaluations show that this assumption is not congruent with reality and several veterinary schools within the EU deliver substandard training programmes that are incompatible with the EU Directive.

   In addition to national governments requiring highly trained veterinarians and the public seeking skilled veterinary help, vital stakeholders in the demand for high quality veterinary education are the students. Where do students fit in?
   - With accreditation visitations, the ten standards reflect ESG policy on student centred learning
   - Within the visited establishments, philosophy and actions concerning QA must demonstrate the involvement of students
   - Students form an integral albeit ephemeral part of accreditation teams
   - Students views/concerns are central in the data gathered during visitations
   - Training of students to take part in accreditation teams can be problematic

   EAEVE is an accreditation provider for veterinary schools in the EU and it functions as a supra national but subject focused agency with aspirations for strong internal QA and accountability towards stakeholders.

3. Title   **NVAO's Appreciative Approach: a new mindset for quality assurance**

   Presenter   **Pieter Caris, Accreditation Organisation of the Netherlands and Flanders (NVAO, The Netherlands)**

   Abstract   The Flemish QA System 2019-2025 is based on trust and has been developed through intensive cooperation between NVAO, the government, HEIs and students. All partners constitute the Sounding Board that discusses all substantive and formal aspects of the new system. In 2016-2017, a pilot of institutional reviews was conducted. For these institutional reviews, NVAO developed its Appreciative Approach.

   This approach is a philosophy or mindset for QA procedures and it communicates the way NVAO cultivates quality cultures and institutional autonomy. The profile, context and choices of the institution or programme form the starting point, and are never assessed or

questioned as such. Panels engage in dialogue with the institution or programme and share their findings in order to gain a common understanding of the level of the quality.

During the presentation, it will be explained how NVAO's Appreciative Approach is used successfully, both with regard to the critical investigation of the quality carried out by the panel, and the practical implementation of the steps in the assessment procedure. The presentation will focus on the role of the process coordinator of NVAO and the flexibility in the procedure. This flexibility reduces administrative burden and maximises attunement to the individuality and context of the institution or programme.

Sary Arka 3, ground floor:

1. Title **Expert support in state accreditation procedure**
   Presenter **Lemka Izmailova, National Accreditation Agency of Russian Federation (NAA, Russia)**
   Abstract In the recruitment of experts, based on the request of NAA, HEIs nominate their candidates and the collegial body (Accreditation Commission) conducts the screening of the candidates' supporting documents and qualifications. Meanwhile, the candidates are supposed to do study the provision of all didactic and legal material available on the agency's website. The agency organises a face-to-face examination comprising of a two-stage computer testing and interview. Based on the outcomes of the tests, the Accreditation Commission either 'empowers' or refuses candidates (individuals or entities). Certified experts or organisations are admitted to the register. Regarding training, NAA conducts weekly Skype conferences for experts taking part in external review of educational programs, monthly practical in-house or on-site seminars and round tables on enhancement of accreditation procedure and evaluation of quality. Periodically, accredited experts (including international experts) are trained to master the assessment methodology to comply with the Federal State Educational Standards (FSES). The experts for the external review are appointed through a computerised random selection procedure. NAA is working on a transition from paper to digital means of recruitment through an introduction of a digital application process.

2. Title **Developing a Quality Enhancement Framework for Research in Iceland**
   Presenter **Sigurdur Oli Sigurdsson, Quality Board for Icelandic Higher Education (Iceland)**
   Abstract The Icelandic Quality Enhancement Framework for Higher Education began its second cycle (QEF2) in 2017. This second cycle retains the focus on the quality of the student learning experience and standards of degrees and awards from the first cycle. However, a notable addition in QEF2 is the management of research, which is a review component that the higher education institutions have in fact requested. The task of the universities in relation to the management of research in this new cycle is to demonstrate continuous and systematic enhancement of their research activities on five dimensions: 1) research strategy; 2) management of research outputs; 3) external support; 4) impact of research; and, 5) exceptional blue skies research (an optional review target). This presentation will provide an overview of the five dimensions of research management, the rationale for the choice of these five dimensions and elucidate how these dimensions are separate from, and yet interact with, evaluations of teaching and learning in QEF2.
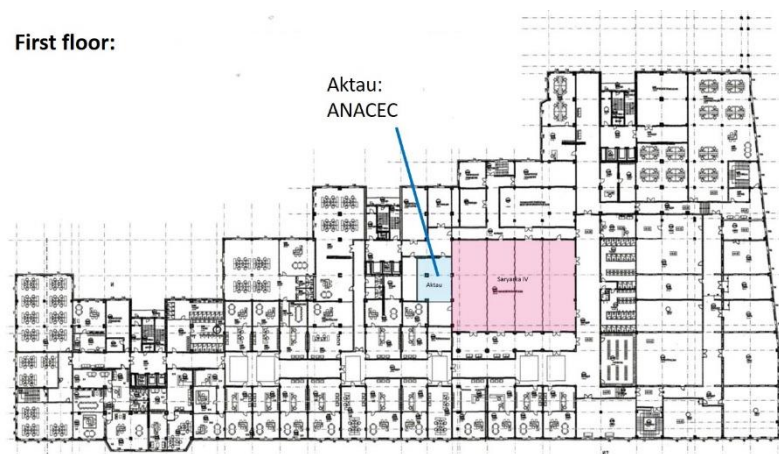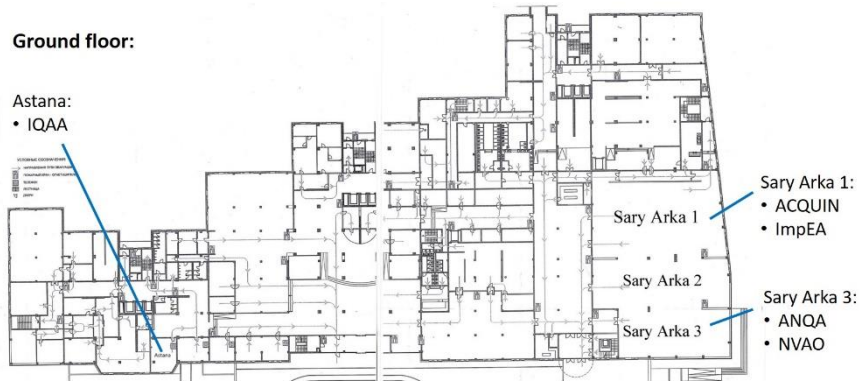
Astana, ground floor:

1. Title **A collaborative and holistic system of Quality Assurance for Research Provision in Ireland**
   Presenter **Karena Maguire, Quality and Qualifications Ireland (QQI, Ireland)**
   Abstract QQI was required to establish the first national quality assurance system for research degree provision in Irish higher education. This involved the following steps:
   - The establishment of the National Doctoral Framework (NDF) (2015) as a set of high-level principles developed in partnership with the Funding Authority (HEA), all HEIs and with the endorsement of students, government, agencies and funders. A core principle was the establishment of quality assurance guidelines – a key statutory function of QQI.

- A comprehensive review of the existing QA research landscape as preparation for the development of National QA Guidelines and to support and advance the goals of the NDF. QQI convened an international panel to undertake a thorough review and to produce a report (2016) on the research degree landscape in Ireland, highlighting gaps and recommending enhancements.
- The establishment of QQI Statutory Quality Assurance Guidelines for Research Degree Programmes (2017).
- The development of a Code of practice for Research Providers (September 2018) by the higher education sector, facilitated and supported by QQI.
- The development of the National Advisory Forum (2018) – a collaborative stakeholder forum to take collective ownership of the NDF and the standard and quality of doctoral education in Ireland.

Aktau, first floor:

1. Title **Assessment of dual learning in the Basque University System – lessons learnt from the first review**

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

   Abstract In the dual learning system (learning system that combines learning at a HEI and at a working environment), the distance between classical education and reality disappears and, as a result, highly qualified graduates are trained for the professional world. In the framework of the Basque University-Business Strategy, developed by the Basque Government in collaboration with different stakeholders – HEIs, companies and the Basque Business Confederation – Unibasq was specifically appointed to:
   - Draft a map of the relationships among study programmes and businesses in the Basque University System;
   - Define labels regarding University-Business links for Bachelor, Master and Doctorate programmes.

   During 2017, Unibasq reviewed the university-business links in all bachelor degrees – from dual learning approaches to internships with diverse intensities and then developed a methodology to award a specific label on dual learning. Eventually, in November 2017 Unibasq opened a call to the Basque universities to award a specific label. The target was to evaluate the Bachelor´s and Master's Degree study programmes´ proposals to obtain recognition of "Dual Learning". The previously mentioned recognition may extend throughout the whole study programme, or part of it (a path or itinerary). In this call, 22 study programmes have achieved the label.

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Second poster session at 13.30-14.45:

Ground floor:

Astana:
• IQAA

Sary Arka 1:
• ACQUIN
• ImpEA

Sary Arka 1

Sary Arka 2

Sary Arka 3

Sary Arka 3:
• ANQA
• NVAO

First floor:

Aktau:
ANACEC

Aktau

Saryarka IV

Sary Arka 1, ground floor:

1. Title **High quality education as a public good: recruitment problems of student experts in QA procedures due to free riding?**

   Presenter **Stefan Handke, Accreditation, Certification and Quality Assurance Institute (ACQUIN, Germany)**

   Abstract Quality assurance in higher education is important in order to provide high educational quality as a key factor in the global knowledge society. While the society profits in a quite abstract manner, students are the main beneficiaries of well-structured, approved study programmes since they are stakeholders that are the most directly affected by higher education. Against this background, students are expected to have rational incentives to participate in accreditation procedures. However, the example of the German "Studentischer Akkreditierungspool" – a kind of self-governing body of students – reveals shortcomings with students' participation in procedures, which contribute to the provision of high quality education as a public good. Reasons for low self-recruitment rates are not only specific participation requirements, but it also reflects the general phenomenon of low motivation to contribute to any public goods, as explained in the rational choice theory. Thus, the decreasing student participation in peer review procedures could be interpreted as a typical free rider problem.

2. Title **Implementation of the European Approach to Quality Assurance of Joint Programmes – what do we know now and where do we go from here?**

   Presenter **Eva Fernandez de Labastida (Unibasq) representing the ImpEA project**

   Abstract Despite its adoption in 2015, the full implementation of the European Approach (EA) to Quality Assurance of Joint Programmes is still a future aim. The ImpEA project, coordinated by the Polish Accreditation Committee, aims to identify the key obstacles and provide

necessary support for the higher education institutions and quality assurance agencies in overcoming them.

The poster will provide an overview of the recently published EA implementation background report. It was developed based on multiple sources, including previous EA-oriented projects and initiatives, ImpEA project survey and seminar discussions. Based on those, the poster will highlight the current challenges and obstacles. Finally, the poster presentation will encourage participants to engage in the design of the future EA implementation online toolkit. The presentation will introduce the general ideas for the toolkit developed so far, and the participants will be asked to share their ideas and expectations, which would support the quality assurance agencies in more efficient implementation of the European Approach.

Sary Arka 3, ground floor:

1. Title **A framework for the effective communication with employers**
   Presenter **Varduhi Gyulazyan, Armenian National Centre for Professional Education Quality Assurance Agency (ANQA, Armenia)**
   Abstract Continuous and effective communication with employers is significant for the strategic development of Higher Education Institutions (HEIs). The cooperation with employers should take place not only on the level of executives but also on the level of teachers and students and it should become a significant part of internal quality assurance systems. The proposed model suggests a mediated communication framework understandable for all parties (employers and university staff) focusing specifically on the improvement of students' assessment activities. Precisely, the framework consists of several rubrics including the product offered by the employers, product life cycle and professional thinking. Based on the framework, continuous communication between employers and academics takes place when academic programme responsible has regular meetings with different employers interviewing them and making the findings accessible to teachers for the improvement of assessment activities. The model was successfully piloted in the IT, Law and Pedagogy sectors, after which it was elaborated in the field of translation.

2. Title **Evaluation of academic research in the Netherlands**
   Presenter **Lineke van Bruggen, Accreditation Organisation of the Netherlands and Flanders (NVAO, The Netherlands)**
   Abstract In the Netherlands, research units are reviewed every six years according to the Standard Evaluation Protocol (SEP) 2015–2021. This protocol was created by the Association of Universities in the Netherlands (VSNU), the Netherlands Organization for Scientific Research (NWO) and the Royal Netherlands Academy of Arts and Sciences (KNAW). The assessment is carried out by external international assessment committees (peer review). The presentation will discuss the history and evolution of the SEP, the criteria that are used, the process and the use of the outcomes. It will also discuss the ownership of the system and the pros and cons of peer evaluation.

Astana, ground floor:

1. Title **Kazakhstani experience in quality assurance of doctoral programmes in the light of expanding academic autonomy of higher education institutions**
   Presenter **Sholpan Kalanova and Aliya Assylbekova, Independent Agency for Quality Assurance in Education (IQAA, Kazakhstan)**
   Abstract Despite the fact that doctoral programmes are quite new for Kazakhstan, a significant progress has been made in harmonizing these programmes with the principles of the Bologna Process and international practice in general. Annually, public funding is allocated for training at the level of PhD. However, the system of PhD training still has a number of problems including low publication rates of the teaching staff and doctoral students in peer-review journals, insufficient level of equipping with modern laboratory equipment, limited online access to research publications and delays in the completion of PhD degrees. The

poster will present the experience of IQAA in assessing the quality of doctoral programmes with the accent on internal quality assurance system. In addition, it will share the results of the analysis of the lessons learned from the accreditation of doctoral programs and the findings of doctoral students and universities survey on challenges in doctoral programs delivery. They were used in the development of new doctoral programmes accreditation standards drafted in the light of recent amendments to Education Law and Erasmus+ project "Promoting internationalization of research through establishment and operationalization of cycle 3 quality assurance system in line with the European integration".

Aktau, first floor:

1.	Title	**From ANACIP to ANACEC: selecting and training the experts**
	Presenter	**Felicia Banu, National Agency for Quality Assurance in Education and Research (ANACEC, Moldova)**
	Abstract	After the proclamation of independence, the Republic of Moldova has made efforts to reorganise the educational system from a post-Soviet system to a system linked with the requirements of the European Education Area. In this respect, several structures responsible for quality assurance in education were created and put in operation. The National Agency for Quality Assurance in Education and Research (ANACEC) is an independent entity that has the mission to implement state policies and to contribute to the development-oriented practices towards the best international standards. One of the main tasks is to ensure an integrated, objective and transparent system of external evaluation and accreditation of institutions and study programs in general, vocational, higher and continuing education.

In order to ensure the objective evaluation of study programs and institutions providing educational services, the agency pays special attention to the panels of experts. The external committees are composed of several categories of experts: teaching staff from vocational education, higher and continuing education, with scientific-didactic degree/title, managerial or didactic degree with experience in quality assurance in education, employers/business representatives, student representatives and experts from abroad.

Even if the agency aims to compose the panels of the external evaluation committees carefully, identifying the most appropriate experts that would contribute to the improvement of the quality of study programs and their recognition abroad remains a challenge.