ENQA MEMBERS' FORUM
Cardiff, UK
22-24 June 2022

Host: Quality Assurance Agency (QAA), UK
Venue: University of South Wales Atrium, Cardiff

PROGRAMME

Wednesday, 22 June 2022
MEMBERS' FORUM SOCIAL PROGRAMME

11.45	Participants pick-up – travel by coach to the Senedd
12.30 – 13.15	Welcome to the Senedd Presentation on higher education system in Wales
13.15 – 14.00	Lunch in the Senedd
14.00	Depart from the Senedd
14.45 – 16.00	Visit of Cardiff Museum or Walking Tour of Cardiff
18.15 – 19.00	Guided Tour of Cardiff Castle
19.00	Reception at Cardiff Castle

Thursday, 23 June 2022
MEMBERS' FORUM

8.15 – 9.30   Registrations

8.30 – 9.30
CEO Breakfast
Session reserved for CEOs of member agencies only

📍 **Room CAD306**

9.35 – 10.00
Welcome addresses

Huw Morris, Director for Skills, Higher Education and Lifelong Learning, Welsh Government
Vicki Stott, Chief Executive of QAA
Douglas Blackstock, President of ENQA
Chair: Anna Gover, Director of ENQA

📍 **Theatre room**

10.00 – 11.00
The Fundamental values of the European Higher Education Area and their impact on the quality of education
This session will discuss about the fundamental values of the EHEA and the role of QA in promoting and safeguarding them. It will especially reflect about the importance of academic freedom, institutional autonomy and academic integrity. In addition, in this session the preliminary findings of ENQA's Working Group on Academic Integrity will be presented.

Sjur Bergan, former Head of the Council of Europe's Education Department
Respondent: Karena Maguire Board member of ENQA
Chair: Øystein Lund, Vice-President of ENQA

📍 **Theatre room**

11.00 –11.30   Coffee break

11.30– 12.30
Transnational cooperation and Quality Assurance
This session will reflect on the European Union policy context. It will present the European Strategy for Universities and specifically the initiative of joint European Degree label. The session will also explore what are the synergies between the Strategy and the existing EHEA policies, the perspective of higher education institutions and the role of QA and how the exiting challenges can be overcome.

Julie Andersson, Policy Officer, Directorate-General for Education, Youth, Sport and Culture, European Commission
Respondents: Michael Gaebel, Director of the Higher Education Policy, the European University
            Association Ronny Heintze, Senior Consultant at AQAS, Germany
Chair: Douglas Blackstock, President of ENQA

📍 **Theatre room**

12.30 – 12.40
Next GA in Stockholm

📍 **Theatre room**

12.40 – 13.40   Lunch

13.40 – 14.25
Breakout session 1- Hot topics of today
Participants are invited to pick one of the sessions

Quality Assurance of Micro-credentials
This session will present the project MicroCreds "Towards a Multi-Campus Micro-Credentials System" which aims to develop a National Framework for micro-credentials. The presentation will reflect on the role of the QA agency in shaping national policies related to micro-credentials. In addition, this session will discuss the preliminary findings of ENQA's Working Group on Quality assurance of micro-credentials.

Lynn Ramsey, Programme Lead for MicroCreds project
Anca Greere, Professor, Senior Advisor (External), BAC
Chair: Patrick Van den Bosch, Board member of ENQA

📍 **Theatre room**

European University Alliances and Quality Assurance
In this session the European Framework for the Comprehensive Quality Assurance of European Universities and its implementation Roadmap developed as part of EuniQ project will be presented. In

addition, a couple of examples of European Universities and their experiences with QA will be showcased. The session will discuss about European Universities' successes and challenges regarding external QA.

Mark Frederiks, Coordinator International Policy at NVAO
Chair: Daniela Cristina Ghițulică, Vice-President of ENQA

📍 **Room CAD 306**

Digitalisation of QA processes: data management and data sharing
Quality assurance processes become more and more digitalised. Data collection, storing, management and sharing is one of them. This session will explore what are the advantages of digital data management and how data can be shared to generate more comprehensive information.

Ulf Hedbjörk, Project manager at UKÄ
Chair: Antonio Serrano Gonzalez, Board member of ENQA

📍 **Room CAD 305**

5 min   To switch session
14.30 – 15.15
Breakout session 2 - Hot topics of today
Participants are invited to pick one of the sessions

Quality Assurance of Micro-credentials:
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Lynn Ramsey, Programme Lead for MicroCreds project
Anca Greere, Professor, Senior Advisor (External), BAC
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Chair: Antonio Serrano Gonzalez, Board member of ENQA

📍 **Room CAD 305**

15.15 – 15.45 Coffee break

15.45 – 17.00
Thematic poster session
Posters presented by members and affiliates

Poster 1 – AHERS, Bosnia and Herzegovina
Ranking for Quality
Duska Radmanovic and Tatjana Radakovic

📍 **Theatre room**

Poster 2 – SAAHE, Slovakia
From the "Governmental" Program Accreditation to the Accreditation of Institutional QA Systems in Slovakia
Robert Redhammer

📍 **Theatre room**

Poster 3 – NAQA, Ukraine
Sustainability of higher education quality assurance in wartime
Nataliia Stukalo

📍 **CAD 301**

Poster 4 – ANECA, Spain
Fostering Quality Assurance on global sustainability. The interplay between ESG and sustainability
Alfonso Vallés Sales

📍 **CAD 305**

Poster 5 – NOKUT, Norway
Knowledge based quality assurance and enhancement
Hege Brodahl and Kathrine Løvberg

📍 **CAD 306**

Poster 6 – THEQC, Turkey

From Institutional External Evaluation to Institutional Accreditation, a Holistic Approach to ality Assurance: THEQC's Institutional Accreditation Program

Meryem Ayşegül Kozak

📍 **ZEN room**

19.30   Dinner

Friday, 24 June 2022
MEMBERS' FORUM

9.00 – 9.15

ENQA' current and upcoming work

Anna Gover, Director of ENQA

📍 **Theatre room**

9.15 – 10.30

Thematic poster sessions

Posters presented by members

Poster 1 – EKKA, Estonia

QA of micro-credentials – the Estonian touch

Heli Mattisen

📍 **CAD 301**

Poster 2 – FIBAA, Germany

How to assure quality of digital learning?

Diane Freiberger

📍 **Theatre room**

Poster 3 – MAB, Hungary

The Hungarian Accreditation Committee's (MAB) WFME 2020-based accreditation standards with a focus on quality assurance and assessment

Lakatos Péter Levente

📍 **Theatre room**

Poster 4 – QQI, Ireland

Introducing the International Education Mark - a new quality assurance tool to protect the interests of international learners

Padraig Walsh

📍 **CAD 305**

Poster 5 – RCVS, United Kingdom

Time for change – How RCVS is changing the landscape of veterinary degree programme accreditation

Kirsty Williams

📍 **CAD 306**

Poster 6 – SQAA, Slovenia

Guidelines for Distance Evaluations: Time to Rethink How We Conduct Site Visits?

Maja Milas and Gregor Rebernik

📍 **CAD 308**

10.30 – 11.00   Coffee break

11.00 – 11.45

Breakout session 3 – Exchange of experiences
Participants are invited to pick one of the sessions

Staff development: what can we learn from each other?

All quality assurance agencies depend on skilled and competent employees to be professional and ensure high quality services. It is therefore important that the agencies invest systematically time and effort in staff development.

Staff development refers to all the policies, practices, and procedures used to develop the knowledge and skills of staff to improve the effectiveness and efficiency of both the individual and the agency. In this session, examples of staff development activities will be presented. There will be also opportunities to share experiences, lessons learnt and find solutions to common challenges.

Kristin Vinje, Chief Executive, NOKUT
Øystein Lund, Vice-President of ENQA

📍 **Theatre room**

Evaluation of research in the framework of the ESG. The case of doctoral studies

Participants in this session will discuss about their experience with evaluating research activities with a focus on doctoral studies. The session will reflect on how the ESG are enabling such evaluations, on the challenges met when developing relevant quality assurance processes and the lessons learnt.

Mădălin Bunoiu, President of ARACIS

📍 **CAD 305**

Quality Assurance Fit for the Future

The project Quality Assurance Fit for the Future (QA-FIT) coordinated by ENQA has just been launched to gather evidence on the current status of quality assurance in the EHEA and how the framework may need to change to remain relevant in the changing higher education environment.

In this session the EHEA policy context and the aims and activities of this project will be presented..

Participants will also have the opportunity to discuss their 'wish list' of changes to the European quality assurance framework.

Anna Gover and Elena Cirlan

📍 CAD 306

11.50 – 12.45

Innovative approaches in education: is Quality Assurance ready?

Higher education provision has been changing rapidly with Covid-19 accelerating strategic change in approaches to learning and teaching. There has been rapid development of digital approaches to pedagogy and assessment and increasing opportunities for students to direct their own learning. This session will reflect on what are the innovative approaches in education that respond to the nowadays dynamic educational environment. It will also reflect on the challenges the changes in learning and teaching bring for quality assurance and whether the quality assurance processes are fit for purpose.

Ailsa Crum, Director of membership, quality enhancement and standards at QAA
Clare Elizabeth Cannon, Researcher at University Rey Juan Carlos, Spain
Jakub Grodecki, Vice President of ESU
Chair: Anna Gover

📍 Theatre room

12.45 – 12.55

Closing words by the President of ENQA

13.00 Lunch

POSTER ABSTRACTS

Thursday, 23 June 2022

Poster 1 – AHERS, Bosnia and Herzegovina

Ranking for Quality

The Agency for Higher Education of Republic of Srpska set principles for ranking with the aim to insure quality of HEIs through multidimensionality covering different areas of activity of institutions. Set of criteria for each component and weight factors for each criterion are developed. The indicative ranking criteria are based on the Berlin principles of ranking with a special focus on the evaluation of the three missions of the university: teaching, scientific research and cooperation with the economy and community. With the aim to collect and process relevant and exact information regarding HEIs the Agency obtained the data related to scientific research productivity in cooperation with Center for Evaluation in Education and Science. Indicators of scientific performance refer to productivity expressed by the number of published papers, fractions of papers, impact of papers expressed through realized citations and citation fractions. Citation information on international performance were taken from citation databases in which data on authors are given in a complete and reliable form, with addition of performance achieved in regional and national journals not represented in global citation indices. Data related to the infrastructure and resources of the HEIs were collected through on-site visits conducted by the International Expert Team.

Poster 2 – SAAHE, Slovakia

From the "Governmental" Program Accreditation to the Accreditation of Institutional QA Systems in Slovakia

In 2018 a new law on Quality Assurance (QA) in Higher Education (HE) was adopted in Slovakia. This has paved the way for the implementation of quality assurance systems in HE in line with the European standards and guidelines (ESG). The Slovak Accreditation Agency for Higher Education (SAAHE) was established as a public body and a legal entity. The Agency has elaborated and published national standards. Higher education institutions (HEIs) have had two years to implement their internal QA systems and declare full compliance with the national standards (by 1st September 2022). HEIs should apply for external reviews at SAAHE by the end of this year. In the meantime, 177 study programmes have been reviewed and 160 approved. As a result, universities have gained their first experience with review processes. The Agency has got its first experience with pool of experts, a review panel composition, consultations, and decision-making processes. The SAAHE is undergoing an internal evaluation of its policies, structures, and processes as a preparation for expecting the ENQA Agency Review procedure.

Poster 3 – NAQA, Ukraine

Sustainability of higher education quality assurance in wartime

The poster describes the role of NAQA as a single quality assurance agency in Ukraine after February 24, 2022 when russia started a full-scale war. Higher education quality assurance is a consistent longterm

Ukrainian universities, professors and students during the most difficult times for all Ukrainians. The advisory and supportive role of NAQA has raised during the emergency times. NAQA activities are aimed at ensuring compliance with ESG-2015, even in wartime.

Lots of Ukrainian educators and young students were forced to leave their classes, homes and cities, to take up arms and to defend our homeland from occupiers. The others are volunteering 24/7 to provide all the needed support for our defenders, refugees and vulnerable population. Besides, there are still those who continue fighting on the educational front teaching and studying in war conditions. Dialogue with stakeholders is the basis for determining the scope of the agency`s activities in emergency situations. It`s important for QA agency to demonstrate adoptability quickly reacting on the reality and amending the procedures and activities. Supportive communication and consultative role of the QA agency increase in emergency time.

Poster 4 – ANECA, Spain

Fostering Quality Assurance on global sustainability. The interplay between ESG and sustainability

Quality Assurance agencies fit for future initiative recognizes the responsibility of agencies as active agents of Higher Education Transformation for global sustainability. It is considered essential for QA systems, programs, and criteria to address the interplay between ESG and the sustainable development from a comprehensive perspective, including social, governance and climate change. Therefore, an evolution from current ESG towards a new generation of quality assurance framework and procedure is considered paramount.

Sustainability resilience audit and evaluation should be a consistent part of HE & Research European strategies new focused areas as: inter and trans disciplinary education and research, diversity, equity and inclusion, democratizing scientific knowledge, potent partnership and universities alliances, joint degrees, lifelong learning, open science, citizenship science, green and digital twin transition, etc.

To this end, innovative concepts and methodologies should be firmly embraced by QA agencies as active engagement on sustainability through the entire knowledge chain of value (teaching, research, outreach); data analytics; institutions diversity, open dialogue and criteria pluralism; cognitive versus prescriptive expectations; set up of bold indicators and public transparency to measure QA impact on resilience (governance, social and climate change); and nature recognition as new university stakeholder.

In essence a call for QA-driven action on Higher Education Transformation for global sustainability.

Poster 5 – NOKUT, Norway

Knowledge based quality assurance and enhancement

NOKUT has launched a system for a stronger focus on knowledge-based quality assurance and quality enhancement.

This initiative collects information from databases (public), student surveys, deviation messages, extracts from NOKUTs procedures and results from mapping activities. Based on this information, NOKUT conducts a review of selected indicators and thereby identifies both quality challenges and areas suitable

for quality enhancement. The method combines a risk-based approach and an approach that identify good practices.

The Poster will show how this process is designed, and how this method produces results that enables NOKUT perform QA and QE fit for purpose, and that minimizes the administrative burden.

The Norwegian system for external quality assurance consists of a (mandatory) element - periodical external quality assurance every sixth year to ensure that the Universities perform their internal quality assurance and enhancement in accordance to high international standards.

In addition, NOKUT manages initiatives that is designed to either secure high quality or to stimulate quality enhancement. In these initiatives. These quality initiatives include evaluation activities in line with a national framework for evaluations of education and research (aiming at improving academic quality), supervisory activities (reaccreditation processes), and activities related to guidance and sharing of good practices.

Poster 6 – THEQC, Turkey

From Institutional External Evaluation to Institutional Accreditation, A Holistic Approach to Quality Assurance: THEQC's Institutional Accreditation Program

Five years after its foundation in 2015, the Turkish Higher Education Quality Council, THEQC, started carrying out the Institutional Accreditation Program (IAP) to assist in realizing the missions and goals of higher education institutions and support their internal quality assurance systems. With the IAP, THEQC approaches accreditation from a holistic perspective by incorporating the 4th generation of university vision into its rubric. Initially intended to follow international best practices in higher education, Turkish university accreditation practices have gone beyond imitation. Indeed, not only incorporating aspects of the Bologna process from Europe and the American perspectives but also considering institutional and cultural realities of the Turkish Higher education, Turkish university accreditation practices aim to offer a holistic look in demonstrating continuous and systematic enhancement based on four dimensions/headings: Leadership, Governance and Quality, Learning and Teaching, Research and Development, and Service to Society.

The poster will present information regarding the IAP, its evolution, and its initial integration into the Turkish Higher Education Quality Council's digital Quality Assurance Management Information System, QAMIS. As THEQC regards quality not as a state but as a mechanism that supports qualitative change and continuous improvement, the main objective of this presentation is to share our story with the audience, get their feedback, and benefit from their own experiences.

Friday, 24 June 2022

Poster 1 – EKKA, Estonia

QA of micro-credentials – the Estonian touch

Vast changes in the society have created the need for more flexible learning pathways and led to the rapid increase of offering micro-credentials. Micro-credentials are certified small volumes of learning that provide a flexible, targeted way to develop one's knowledge, skills and competencies for personal and professional purposes. This has lead countries and stakeholders to think about how to certify - assure and recognise formal and non-formal learning at different levels of higher education.

In Estonia a quality assurance system for micro-credential is under development. Since micro-credentials can be offered by the formal and non-formal education institutions a flexible, fair, and comparable approach is sought. Currently, formal education institutions undergo regular quality assessment whereas no system for non-formal education institutions is in place.

1st step

Formal education institutions: The studies at the level of higher education and VET may only be conducted if the institution has gained the right to conduct studies (including micro-credentials) in this study programme group. The quality is safeguarded via regular EQA of institutions (higher education) or study programme groups (VET).

Non-formal education institutions (private providers, public organizations): to get the right to issue micro-credentials, the institutions must undergo quality assessment in the study program group that follow the requirements of ESG principles.

2nd step

Institutions offering micro-credentials must register the micro-credential curriculum in Estonian Education System, the formal compliance with respective requirements will be checked in advance.

Poster 2 – FIBAA, Germany

How to assure quality of digital learning?

Digital learning formats in Higher Education have been significantly further developed in recent years and are faced with major challenges. The question of quality assurance is essential thus in answer to this question, FIBAA has developed the new certification "Excellence in Digital Education", an innovative instrument to evaluate and assure quality of digital learning. The poster will illustrate the five standards of the certification – Digitalisation Strategy, Staff, Technology, Didactic Design and Quality Assurance – in the form of a ferris wheel, arguing that all standards belong together in order to round off the experience as a whole. In a digitised world that is constantly moving faster and faster, the ferris wheel symbolises the necessary balance of things. During the presentation, Managing Director Mag.ª Diane Freiberger will explain the rationale behind the standards in detail, stating how FIBAA seals ensure the quality development of digital teaching, create comparable standards for digital teaching and learning formats and make the quality of online teaching visible.

Poster 3 – MAB, Hungary

The Hungarian Accreditation Committee's (MAB) WFME 2020-based accreditation standards with a focus on quality assurance and assessment

In early 2021, the Hungarian Accreditation Committee (MAB) applied for recognition to the World Federation for Medical Education, and in March 2022, MAB was awarded recognized status by WFME. This globally recognised accreditation allows MAB to conduct its WFME standard-based accreditation process for medical schools and enables Hungarian medical schools to demonstrate their competence in medical education at an international level. Following the completion of the WFME accreditation process, MAB has been invited by quality assurance agencies from several countries to share its experiences about the application and the accreditation procedure.

At the 2022 ENQA Members' Forum, after a brief demonstration of the preparation and the accreditation process, MAB will present its accreditation standards prepared for the WFME accreditation process and the evaluation table developed for the assessment of medical schools, focusing on the quality

assurance aspects of the evaluation procedure, in accordance with the WFME standard-based accreditation standards. The quality assurance aspects will also be approached by a comparative analysis of the ESG 2015 and WFME 2020 standards.

Poster 4 – QQI, Ireland

Introducing the International Education Mark – a new quality assurance tool to protect the interests of international learners

QQI is currently implementing a new statutory tool to protect the interests of international learners engaged with the Irish education and training system. An International Education Mark will be issued by QQI to higher education providers (and providers of English language education), who demonstrate their compliance with statutory codes of practice for provision of their programmes to international learners.

For higher education, the code of practice will build upon the existing quality assurance infrastructure, and focus on learner protection, including areas such as:

- the pastoral support providers have in place to protect the well-being and integration of international students on campus.
- the ethical marketing of programmes by providers
- providers' use of transparent and equitable qualifications' recognition procedures, and

Overall, the aim is that the IEM will become a brand to confirm the quality of the providers and their programmes, and the quality and consistency of the learner experience. It is anticipated that the IEM will be a regulatory requirement for all higher education providers recruiting visa-required international students. Ultimately, it will assist Ireland and its higher education providers in the marketing and promotion of Irish higher education globally.

Poster 5 – RCVS, United Kingdom

Time for change – How RCVS is changing the landscape of veterinary degree programme accreditation

Current methodologies for accrediting veterinary degrees worldwide are "input" heavy which can create a tick box mentality when assessing standards and doesn't allow for the demonstration of programme quality. The RCVS has developed a new methodology taking a more risk-based approach with an increased focus on "outcomes" evidence.

A comprehensive review of RCVS accreditation standards and methodology for veterinary programmes was carried out involving a literature review, semi-structured interviews with vet schools and professional regulators. The new standards and methodology were developed through a working group and reviewed by RCVS governing committees, followed by a widespread consultation with members of the veterinary profession, both in the UK and overseas.

The new methodology utilises a risk-based approach with an increased focus on outcomes evidence to provide quality assurance, improve flexibility across different programme delivery models, improve transparency of decision-making and recognition of educational good practice and innovation.

By allowing schools to submit evidence at any point throughout the year through a secure data repository, the intense period of preparation by the school is removed and the accreditation visit has a

risk-based approach. The focus on outcomes-based evidence provides a more meaningful and flexible measure of quality.

Poster 6 – SQAA, Slovenia

Guidelines for Distance Evaluations: Time to Rethink How We Conduct Site Visits?

The COVID-19 pandemic has caused an enormous wave of change in the higher education area worldwide. Quality assurance agencies were faced with the critical challenge of adapting QA procedures, especially in regard to the implementation of site visits. The aim of the paper is to present guidelines for distance evaluation, which were prepared in the collaboration of the *Slovenian Quality Assurance Agency (SQAA)* and the ***Central and Eastern European Network of Quality Assurance Agencies** in Higher Education (CEENQA)* and outline the operative manner of work of the agencies and its experts in such circumstances.

Following the transition to digital education ecosystems, we want to illustrate some of the good practices and challenges of online evaluations. The paper seeks to underpin the quality preparation of the online visit, effective technical implementation and appropriate division of tasks among stakeholders to successfully implement online site visits. In the first part of the presentation, we will focus on guidelines to be adhered to before and during a site visit, followed by the presentation of some of the challenges, which were collected from a survey conducted among CEENQA agencies and Slovenian HEIs. Last but not least, the paper aims to identify some of the advantages concerning the flexibility, accessibility, cost reduction and sustainability of such visits, which are well connected with the common efforts in the EHEA to contribute to greener and digitally fit societies.

Despite the fact that some of the COVID-19 restrictions and health risks have since then been alleviated, the guidelines still remain a valuable tool for conducting site visits and will remain so in the future, when the good practices of face-to-face and virtual site visits adopt a new form of a hybrid approach to evaluations.

SPEAKER BIOGRAPHIES

Thursday, 23 June 2022

The Fundamental values of the European Higher Education Area and their impact on the quality of education

Sjur Bergan is the former Head of the Council of Europe's Education Department until February 1, 2022. He represented the Council of Europe in the Bologna Follow Up Group and Board between 2000 and April 2022. He remains a member of EHEA working group on the fundamental values of higher education and the group overseeing the Roadmap accompanying San Marino's accession to the EHEA. Sjur was a member of the editorial group for the Council's White Paper on Intercultural Dialogue and a main author of the Lisbon Recognition Convention as well as of recommendations on the public responsibility for higher education; academic freedom and institutional autonomy; and ensuring quality education. He is the recipient of the 2019 European Association for International Education Award for Vision and Leadership.

Sjur Bergan

Karena Maguire is the head of Partnerships Division at QQI. She has over 25 years of experience in agency quality assurance initiatives in evaluation (national, thematic and institutional), in review (agency, institutional, programme and research) in both regulatory and quality enhancement contexts, and in national policy development (including the QQI suite of Core statutory QA Guidelines for all providers, and aligned to the ESG). Karena works with large public HE providers, independent private HE providers and further (vocational) education providers. She established the National Professional Accreditation Body Network hosted by QQI and the National Academic Integrity Network (NAIN).

Karena Maguire

Transnational cooperation and Quality Assurance

Julie Anderson is a policy officer in the European Commission's higher education policy team in the Directorate General for Education, Youth, Sport and Culture. Prior to this role, Anderson worked for the Irish Department of Education and Skills, most recently as the Education and Skills Attaché in the Permanent Representation of Ireland to the EU, in which role she was Chair of the EU's Education Committee during the Irish EU Presidency and led the negotiations with the European Parliament and the Commission on Erasmus+. She is also a former Vice-Chair of the OECD's Education Policy Committee.

Julie Andersson

In previous roles, Anderson was Private Secretary to Ireland's first Minister for Integration and Deputy Head of Mission in the Irish Embassy in Switzerland. She also previously taught English in Germany, Dubai and Ireland, including teaching English to asylum seekers in Ireland.

Michael Gaebel

Michael Gaebel joined the EUA (Europena University Association) in 2006, where he was first in charge of Global Dialogue and internationalisation, to become in 2009 Head and then later on the Director of the Higher Education Policy Unit. This unit focuses on issues related to higher education learning and teaching, including the Bologna Process, lifelong learning, e-learning and MOOCs, internationalisation and global dialogue. He worked for more than a decade in higher education cooperation and development in the Middle East, the former Soviet Union and Asia. From 2002 to 2006, he was the European Co-Director of the ASEAN-EU University Network Programme (AUNP) in Bangkok.

Ronny Heintze

Ronny Heintze is the Deputy Director for International Development of AQAS, the largest German accreditation agency. In the past ten years he coordinated more than 150 accreditation procedures, including numerous procedures based on the European Approach for Quality Assurance of Joint programmes. His international experiences cover projects across Europe, the Arab world, Asia, and South America. He served as an expert in various projects of the European Union with assignments in Egypt, the Republic of Moldova, or Laos. He serves as an agency reviewer for ENQA and INQAAHE and is also a member of the agency review committee of ENQA. Ronny held teaching assignments at the University of Bonn and Erfurt and currently teaches about the United Nations at the University of Trier. Before joining the quality assurance community, he held executive positions at NMUN in New York, organizing the world's largest Model UN conference hosted by the United Nations.

Breakout session 1&2 - Hot topics of today

Quality Assurance of Micro-credentials

Lynn Ramsey

Dr Lynn Ramsey is Programme Lead for the MicroCreds Project, based at the Irish Universities Association. This project will facilitate the development of a programme of micro-credentials across the Irish university sector, each flexibly delivered and accredited and included within the National Framework of Qualifications (NFQ). Lynn Ramsey is Chair of the National Forum for the Enhancement of Teaching and Learning, Director of the Higher Education Authority and Co-Chairs the Bologna Follow-Up Group WG on Learning and Teaching. She holds a PhD in EU law from the University of Glasgow, a Masters of Education in Leadership and Management from Trinity College Dublin and has held academic and leadership positions in universities in Scotland and Northern Ireland. She was Director of Equality, Diversity and

Inclusion at Atlantic Technological University and Programme Manager for the West/North West Higher Education Cluster.

Professor Anca Greere is a Senior Advisor (External) for the British Accreditation Council (BAC) in the UK. On behalf of the BAC, Professor Greere chairs the ENQA Working Group on Quality Assurance of Micro credentials. As quality assurance expert, Professor Greere has taken on chairing roles for international (institutional and programme) review panels and she has worked on developing and upgrading quality assurance standards and guidelines in support of the transition to enhancement-led approaches, the review of incoming transnational education and the decision to maintain online delivery post pandemic. Previously, Professor Greere was Assistant Director and Quality Assurance Manager for the QAA in the UK and represented the UK in WG2 of the Bologna Follow-Up Group. Professor Greere led on the design and implementation of multiple review methods by the QAA and was engaged with developing the Teaching Excellence Framework for the Department of Business, Innovation and Skills.

Anca Greere

European University Alliances and Quality Assurance

Dr Mark Frederiks is coordinator international policy (Flanders) at NVAO (Accreditation Organisation of the Netherlands and Flanders). He has managed the EUniQ project on quality assurance of European Universities. Previously he coordinated four EU co-funded projects on QA and recognition of joint programmes, mutual recognition of accreditation decisions, and trainings of experts and staff. Mark is co-author of the European Approach for QA of Joint Programmes. From 2004 to 2019 he was the Coordinator of the European Consortium for Accreditation in higher education (ECA) and in 2008-2013 Administrator of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Mark has experience as a QA expert or review coordinator in 15 countries. Before joining NVAO he worked as QA policy adviser for the Netherlands Association of Universities of Applied Sciences, was a researcher with CHEPS/University of Twente and Open University UK and a management consultant at PricewaterhouseCoopers.

Mark Frederiks

European Association for
Quality Assurance in Higher Education

Digitalisation of QA processes: data management and data sharing

Ulf Hedbjörk

Ulf Hedbjörk is a senior analyst at the Department of Quality Assurance of The Swedish Higher Education Authority (UKÄ). He has twenty years of experience in international and European cooperation in higher education, both in his role as an expert in the development of UKÄ's international relations in the European quality assurance area, and through his earlier positions at The Swedish Council for Higher Education (National Agency for Erasmus+ and ENIC-NARIC Office). He has also acted as Head of Unit for Eurydice Sweden. Ulf is currently a member of the ENQA Working Group on quality assurance of micro-credentials, the BFUG Thematic Peer Group on quality assurance, and the EQAF Programme Committee. He is also included in the ENQA Pool of Review Experts. He holds a teaching degree in English and French from Linköping University, and has conducted doctoral studies in French linguistics at Uppsala University and the University of Lausanne.

Thematic poster session

Poster 1 – AHERS

Duska Radmanovic

Duska Radmanovic (born 1981) has been employed in Agency for Higher Education of Republic of Srpska since its establishment in 2011 on the position of Head of Quality Assurance and International Cooperation Department (2011-2021) followed by Assistant Director for Accreditation and International Cooperation (from 2021). She was employed in Ministry of Education and Culture of Republic of Srpska (2003-2011) on the position of Head of the Pre-primary and Primary Education. Duska holds a master's degree in sociology (Master thesis Quality of Education and Open Society) and is enrolled in doctoral studies in the same field. Author of several scientific papers in quality assurance in the higher education field. She was a member of the Executive Board of Central and Eastern European Network of Quality Assurance Agencies in Higher Education – CEENQA (2017-2021). She is actively involved in devoloping education policies, strategies, laws, standards for accreditation and other important documents in the field of higher education.

Tatjana Radakovic has been employed in Agency for Higher Education of Republic of Srpska since its establishment in 2011. Positions held since 2011 are firstly the position of Associate for ICT and Analyses within the Department for Accreditation, then Senior Associate for Accreditation, whereas for 3 years back she has been employed at the position of Associate Advisor for Accreditation in the Department for Accreditation and International Cooperation.
Prior to this job, (2007-2009) Tatjana has been employed by the Regional Environmental Centre, Field office Banja Luka as a project assistant/manager. In the period between 1996 and 2007 Tatjana has worked as a language assistant

and public procurement officer for the Commercial Branch of British Ministry of Defense.

Tatjana Radakovic

Poster 2 – SAAHE

Robert Redhammer has been the chair of the Executive Board of the Slovak Accreditation Agency for Higher Education since March 2019.
Before the post of the chair prof. Redhammer was for eight years a rector of the Slovak University of Technology in Bratislava (STU), the second largest research-oriented university in Slovakia. The University invested in the infrastructure of the University Science Park over €250 mil. Prior to this he was a vice-rector for science and technology. In 2003-2011 he was the CEO of the STU Scientific, Ltd. Bratislava, a research valorization company fully owned by the university, and a founder of the University technology business incubator. Robert Redhammer was born in 1963 in Bratislava, Slovakia. He graduated from STU in electronics (MSc. 1988, PhD. 1993), and he stayed at the Electronics Department, University of York, United Kingdom in 1991/92.

Robert Redhammer

Poster 3 – NAQA

Nataliia Stukalo is the Vice-Head of the National Agency for Higher Education Quality Assurance (NAQA), INQAAHE Board member. She has completed her PhD and DSc in International Economics at Kyiv National Economic University and has taken internships and trainings at Harvard University, University of Amsterdam, Catholic University of Leuven, University of Liverpool, and the others. Nataliia is ENQA Leadership Development Program Alumni. She is well-known Ukrainian educator, quality assurance expert and researcher. Nataliia has 10-years' experience in online education working at Laureate Online Education UK-based Universities and at Global University System InteractivePro. Before being elected as a member of NAQA, she spent 20 years teaching and managing at Ukrainian, British and German Universities. Professor Stukalo is the author of more than 100 academic papers on International Economics, Global Finance and Higher Education issues. You can reach her at nstukalo@naqa.gov.ua.

Nataliia Stukalo

Poster 4 – ANECA

Alfonso Vallés Sales is a member of Internationalization Commission of ANECA and a coordinator of the evaluation team for Institutions and Programmes. He has been entirely devoted to public service. Among different positions, he held the position of Deputy General for Teaching in the Ministry of Defence, where he was responsible for the design of academic degrees and Ph D programmes, the quality assurance system and research and innovation programmes. Prior to that he was the Director of Spanish Naval Postgraduate School and general coordinator for European Life projects in the maritime domain. In addition, he has served in the Ministry of Foreign Affairs as counselor at the Spanish Permanent Representation in the North Atlantic Council in Brussels and representative in the National Digital Skills Hub led by the Ministry of Economic Affairs and Digital Transformation.

Alfonso Vallés Sales

**European Association for
Quality Assurance in Higher Education**

Poster 5 – NOKUT

Hege Brodahl is educated within Music Performance, Music Education and Educational leadership. Since 2015 she has been Head of Quality Assurance of Institutions in the Department for Quality Assurance and Legal Affairs in NOKUT (the Norwegian Agency for Quality Assurance in Education). Her background is from higher education, where she worked with Quality assurance and development for several years. She has eight years of experience as a board member from the Norwegian Academy of Music and experience from international projects within higher music education, disciplinary strategic units and National strategic units in Universities Norway (UHR).

Hege Brodahl

Kathrine Løvberg has a master's degree in political science, specialised in public policy. She is currently a senior adviser in section for quality assurance for study programmes in the Department for Quality Assurance and Legal Affairs in NOKUT (the Norwegian Agency for Quality Assurance in Education). She has worked administratively in Norwegian higher education for ten years, lastly with implementing a master's programme in primary and secondary teacher education. She has also worked with programmes within medicine, sociology, and with international students.

Kathrine Løberg

Poster 6 – THEQC

Dr M. Ayşegül Kozak Çakır has been working as an academic expert for Turkish Higher Education Quality Agency (THEQC) since September 2021. Her enthusiasm for teaching and quest for quality education for all brought her to work with the THEQC.

Her interests lie in social movements, democratization, postcolonial theory, and comparative and historical education. Dr Kozak Çakır studied in Turkey, Holland, and the USA during her education and lectured at the University of Minnesota, University of Illinois Urbana Champaign, and Bursa Uludağ University, where she is an assistant professor in the School of Business. She also served as the head director of R&D in the Directorate General for Women's Status and as an advisor to the minister at the Turkish Ministry of Family and Social Politics.

**Meryem Ayşegül
Kozak**

Friday, 24 June 2022

Thematic poster sessions

Poster 1 – EKKA

Heli Mattisen

Heli Mattisen has been the Director of the Estonian Higher and Vocational Education Quality Agency (EKKA) since its establishment in 2009. Prior to that, Heli worked in Tallinn University for 20 years in various roles, being an associate professor, Dean of the Faculty of Philology and Vice-Rector for Academic Affairs. Heli has participated in the planning of several educational reforms in Estonia and in the development and implementation of educational strategies. At her initiative, enhancement led changes have been launched in the quality assessment system of higher and vocational education in Estonia. From 2019, EKKA started to develop the QA system for continuing education provided by non-formal education institutions, and from 2022 a systematic approach to promoting the quality of general education will be developed. Due to the expansion of its activities, in June 2022 the agency was renamed Estonian Quality Agency for Education (HAKA).

Poster 2 – FIBAA

Diane Freiberger

Diane Freiberger is very familiar with the Higher Education landscape, both nationally and internationally through her previous activities from different perspectives. In particular, her former position as Vice Rector and Head of the Business School at the University of Applied Sciences Kufstein in Austria, contributed to her advanced knowledge in the Higher Education landscape. The ongoing and perpetual development of quality in studies and teaching as well as continuing education formats have always been and still are a major focus of her daily work. In the last two years she has been able to make a further and lasting contribution to quality in study and teaching at FIBAA through the development of an innovative Quality Seal "Excellence in Digital Education".

Poster 3 – MAB

Dr. Péter Levente Lakatos is a lawyer and an economist in the field of quality assurance of higher education and higher education policies. He is the deputy director of the Hungarian Accreditation Committee's Secretariat (MAB Secretariat), program officer of the Board of Appeals and Complaints, Secretary of the Legal Committee, and member of the international working group. Higher education expert in quality assurance related projects both at the national and the European level. Former and current member of several site visit teams for institutional accreditation and accreditation of doctoral schools in Hungary. He is currently conducting PhD research in higher education quality and digitalization of higher education. Member of the Hungarian Education Research Association and the Association of Hungarian PhD and DLA students.

Poster 4 – QQI

Padraig Walsh

Dr Padraig Walsh has been the Chief Executive of Quality and Qualifications Ireland (QQI) since its establishment in 2012. QQI is responsible for quality assurance in Irish Higher Education and Further Education and Training and has responsibility for maintaining the Irish National Framework of Qualifications. Padraig studied Chemical Engineering at University College Dublin (Ireland) and the University of Missouri (USA) and subsequently lectured in Bioprocess Engineering at Dublin City University (DCU) from 1984 until he was appointed the first Director of Quality in the university in 2001. In 2005, he left DCU to become Chief Executive of the Irish Universities Quality Board (IUQB) which was later amalgamated along with three other quality assurance and qualifications agencies to become QQI. Padraig was the elected President of ENQA from 2013-17. He has also served on governance committees of quality assurance bodies in Portugal, Scotland, Switzerland and the United States.

Poster 5 – RCVS

Kirsty Williams

Kirsty Williams has been the Education Quality Improvement Manager at the Royal College of Veterinary surgeons (RCVS) since April 2020. She has responsibility for the development of the RCVS Education Quality Assurance strategy ensuring a robust and comprehensive approach across the processes and outcomes, feeding into a cycle of continuous quality improvement. This role works with both the veterinary and the veterinary nurse degree programmes. She has worked with the Education team to develop the new standards and methodology for the accreditation of veterinary degree programmes, producing a unique approach to accreditation with the veterinary profession. Kirsty has keenly engaged with ENQA activities, including participating in the Leadership Development Programme in 2021/2022 and joining the working group on Academic Integrity. With over 20 years' experience in the education sector, her professional evolution has seen Kirsty progress from operational to strategic management positions, with a keen focus on quality and peer review.

Poster 6 – SQAA

Maja is employed as the deputy head of the Department of Analytics and Information Technology at SQAA. She gained a Law Degree at the University of Ljubljana, but soon after graduation, she oriented herself towards the area of quality of higher education, in particular international cooperation and project management.
Maja is a PhD student. She is actively engaged in the analytical work of the agency, focusing on the area of independence and autonomy in higher education, internationalisation and higher vocational education. She is also involved in conducting evaluation and accreditation procedures, preparing thematic analyses, self-evaluation procedures, and cooperating with different stakeholders at home and abroad.

Maja Milas

Gregor Rebernik

Gregor is employed as the deputy head of the Department for Quality Assurance and International Cooperation at SQAA. Although his primary passion, education and professional experience come from journalism and political science, he is able to successfully combine those underlying skills and knowledge with his interest in quality and higher education at SQAA, where he has been working for the last 9 years.

At SQAA, Gregor is involved in conducting various evaluation and accreditation procedures, evaluation visits, preparation of SQAA documents and legislation, self-evaluation procedures, training of QA experts, cooperation with different higher education institutions home and abroad, participation in European and domestic projects and preparation of guidelines and legal drafts for development of the quality assurance system in the Slovenian higher education area. He is also the SQAA PR representative, responsible for internal and external communication of the agency.

Breakout session 3 – Exchange of experiences

Staff development: what can we learn from each other?

Kristin Vinje

Kristin Vinje is Chief Executive Officer at NOKUT (the Norwegian Agency for Quality Assurance in Education), which is an independent expert body under the Ministry of Education and Research. She has broad experience in leadership and management through previous positions in both public and private sector, including academia. She has a PhD in chemistry from University of Oslo. She holds several board positions, and is, among other things, chair of the board for The Norwegian Meteorological Institute. She has for 8 years served as a Norwegian politician, both as Vice Mayor for Finance in The City Government of Oslo and as Member of Parliament (MP), serving as Head of Faction in The Standing Committee on Education, Research and Church Affairs.

Øystein Lund

Øystein Lund is Deputy Director General at NOKUT (the Norwegian Agency for Quality Assurance in Education) and has up to recently been Head of Department for Quality Assurance and Legal Affairs. He has broad experience in leadership and management through several positions in the academia. He is Vice President of ENQA, and has been on the Board since 2018. Lund is also member of the Accreditation Council in Switzerland and member of UKÄ's International Advisory Committee (Sweden). Before entering NOKUT Øystein Lund spent 20 years in Academia as Researcher and Associate Professor (Theology). Lund will in august 2022 take up a temporary assignment as Norway's Special Envoy to the United Kingdom for Research and Education and has been appointed Embassy Councellor.

Evaluation of research in the framework of the ESG. The case of doctoral studies

Mădălin Bunoiu

Madalin Bunoiu is vice-rector responsible for the academic strategy to the West University of Timișoara, Romania, being directly involved in all the aspects related to the quality assurance of the university. He is Associate Professor at the Faculty of Physics being specialized in materials science, crystal growth and characterization and educational physics. Since 2014 he is member of the Council of the Romanian Agency for Quality Assurance in Higher Education (ARACIS) and since January 2022 he is the president of ARACIS.

Madalin Bunoiu has been member of the Romanian Consultative College for Research, Development and Innovation since June 2, 2014 and the president of this board since July 2014.

Madalin Bunoiu has an important experience in academic management gathered as vice-dean of the Faculty of Physics, West University of Timisoara for 7 years, vice-rector of the West University of Timisoara for 6 years.

Innovative approaches in education: is Quality Assurance ready?

Ailsa Crum

Dr Ailsa Crum is Director of Membership, Quality Enhancement & Standards at QAA. Her team is responsible for developing and managing key sector reference points such as the UK Quality Code, qualifications frameworks and subject benchmark statements. Her team leads QAA's quality enhancement offer on topics including future approaches to learning and teaching, assessment, micro-credentials, academic integrity and education for sustainable development. She previously worked in the Scottish sector, designing and implementing the Quality Enhancement Framework. A long-time champion of student partnership, Ailsa is a non-executive director with Edinburgh Napier Students' Association. She is a member of an international reference group for the Norwegian agency, NOKUT, and has close links with the Academic Quality Agency for New Zealand Universities and the University of Limerick, Ireland, where she acts as a review panel chair. Outside work, she has a research interest in literary memoir and all forms of storytelling.

Clare Elizabeth Cannon

Clare Elizabeth Cannon is a researcher in Cross-Cultural Communication and Digital Identity at Universidad Rey Juan Carlos in Madrid. Her work focuses on how encounters with diversity – whether in real life, or as represented in the arts and media – can become occasions for inclusion, transformation and creativity. Her favourite place to research is in the university classroom, where she engages students in innovative, peak-learning "flow" activities designed to build connection and foster creativity among diverse students. She has been awarded for Teaching Excellence in the classroom, online and in a hybrid setting. In addition to her work at the university, Clare has coached executives around the world in communication for leadership and transformation, and has been privileged to witness how deep dialogue and collaboration can lead to extraordinary creativity and innovation.

Jakub Grodecki

Jakub Grodecki, currently serving as a Vice President of the European Students' Union. His primary focus within the organization are higher education policy of the European Union, Quality of Higher Education, implementation of Bologna Process commitments and digitalization in Higher Education. He is also a member of the Advisory Council on Youth in the Council of Europe and the EQAR Executive Board. Previously, he worked as a Quality Assurance expert of the Polish Accreditation Committee (PKA) and ESU Quality Assurance Pool of Experts. He has an academic background in Mechanical Engineering (B.Eng) and Management and Production Engineering (MSc) acquired at the University of Science and Technology (AGH) in Kraków.