

Poster Sessions' Abstracts

Members' forum 2023

Varduhi Gyulazyan and Meri Barseghyan, the National Centre for Professional Education Quality Assurance Foundation (ANQA), Armenia

Title: Further development of internal quality dialogues at HEIs for the continuous enhancement of academic programmes.

Abstract

Higher education institutions' (HEIs) staff capacity building is essential for successful academic program development. In the meantime, the proactive and wide involvement of teaching staff in internal quality assurance is significant. For the development of a quality culture, it is important to promote internal dialogues between all level stakeholders which will bring enhancement of academic programmes. Considering local context and experience with HEIs, ANQA suggests a model to increase internal dialogues and communication between all level stakeholders.

The ANQA piloting model includes:

- Workshop sessions for a selected group of stakeholders: involving programme and course managers, and teachers.
- As a starting point, use a SWOT analysis of an academic programme implemented by the trained group.
- Selection of two/three participants from the group who demonstrate a reflective approach to the internal issues during the workshops to act in the role of external reviewer.
- Workshops for experts on the formulation of questions based on the SWOT analysis.
- One-day mock visit and peer discussions with diverse stakeholders of the academic programme.
- Feedback session with the management of HEI on the institutional policy of academic programme review and monitoring.

Sophie Guillet, the High Council for the evaluation of research and higher education (Hcéres), France

Title: Embedding research integrity in agencies' activities, a way to support universities in their third mission

Abstract

Higher education institutions (HEIs) are increasingly asked to fulfil their 'third mission', so they need their activities to be reliable and trustworthy. In other words, if we want HEIs to contribute to and have a positive impact on their socio-economic environment, their education and research activities must be the results of ethical endeavours. The High Council for the Evaluation of Research and Higher Education (Hcéres) has an Office for research integrity (OFIS), which provides guidance to HEIs, shares

good practices and organises dissemination events. Its work also enriches Hcéres' programme and institutional evaluation frameworks.

The poster session will be the opportunity to learn more about Hcéres' Office for research integrity, how it supports accountability-driven and enhancement-led external quality assurance, and go beyond the ESG. This approach is rooted in the ESG: the relationship between research and teaching & learning (ESG 1.1) can only be relevant if ethical research and practices nurture teaching and learning activities. In doing so, when evaluating the competence of the staff (ESG 1.5), HEIs should ensure that they recruit professors and researchers whose practices respect research integrity principles.

These posters will be presented in Room 3, 2 floor

Georg Seppmann, the Evaluation Agency Baden-Wuerttemberg (evalag), Germany

Title: Experiences with ESG accreditation and re-accreditation in the Lebanese context

Abstract

The higher education landscape in Lebanon consists mainly of privately funded universities (40 out of 41). Apart from the approval by the Ministry of Culture and Higher Education for new universities and the formal assessment of degree equivalence (carried out by the only public university), there are no formalised procedures for regular quality assurance. Higher education institutions competing in the Lebanese higher education market are therefore increasingly undergoing assessment procedures by international providers, mostly from the US.

evalag has been active in Lebanon since 2012 and offers higher education institutions institutional as well as and programme assessments for accreditation according to the ESG. In the meantime, the first reaccreditations have also been carried out. The re-accreditation procedures in particular show what progress the individual higher education institutions make through the interaction of different assessment processes and what contribution subject-related accreditations (e.g., ABET, WFME, and others) make to the overall institution.

Ana Alvarez, MusiQuE - Music Quality Enhancement

Title: Towards continuous and content-driven quality enhancement: MusiQuE's Critical Friend Review

Abstract

MusiQuE has developed a quality assurance tool, the Critical Friend Review, with the aim of making QA processes more meaningful to teachers and students through a deeper connection to the content of the study programme and a stronger focus on quality enhancement. In this innovative approach to external quality enhancement reviews, regular visits by 'critical friends' to various departments or programmes, or with a specific focus on transversal areas (such as governance or quality assurance), are combined with a lighter version of MusiQuE's regular review procedures.

A Critical Friend Review has the following objectives, in addition to those pertaining to the regular quality enhancement review:

- To link the internal and external quality assurance cycles so that these are better integrated within the quality culture that institutions are aiming to achieve
- To bring a more content-driven focus to external quality assurance processes

- To increase the relevance of the quality enhancement processes for students and teachers, since the results of the visit and the feedback, continuously provided during the review cycle, are more specific, personal, and resonate more with the artistic and academic community

The presenter will give examples of such procedures and focus on their added-value for institutions, staff and students.

These posters will be presented in Room 4, 2 floor

Sirpa Moitus and Hanna Väättäinen, the Finnish Education Evaluation Centre (FINEEC)

Title: Benchlearning method as part of the FINEEC quality audits

What and why?

Enhancement-led evaluation is a fundamental operating principle of FINEEC, and it strongly guides all evaluations conducted by FINEEC. When designing the third-cycle audit framework for 2019-2024, FINEEC decided to introduce benchlearning method in the audits. Through benchlearning, FINEEC wishes to encourage all Finnish higher education institutions (HEIs) to use benchlearning as a method part of their quality work. The purpose of benchlearning is to receive feedback on the own organisation's activities and to learn from the good practices of another organisation.

How?

The HEI selects a topic and a partner for benchlearning. The scope of the activity may vary and is decided by the benchlearning partners; however, it needs to be connected to at least one of the evaluation areas of the audit. Benchlearning can be conducted either as an onsite or online activity.

The HEI participating in the audit submits the benchlearning report to FINEEC in connection with the self-assessment report. The HEI is requested to report on the implementation of benchlearning process and identify good practices in its own and the partner organisation. The HEI is also asked to report on how it plans to apply the new development ideas, gained during the process, in its activities (see [FINEEC audit manual](#), p. 32-33).

In the final audit report, the benchlearning project will not be assessed as such. However, each HEI will receive the audit team's feedback and proposals on how to proceed.

Lessons learned

Benchlearning has proved to be a valuable learning experience to most of the audited Finnish HEIs. Interestingly, partner choices have been evenly distributed between national and international HEIs and other organisations. The benchlearning topics have varied from wide to narrow – for instance, from strategic abilities and competence to student feedback system.

Success factors in benchlearning include good planning, scheduling, and shared interests. At best, benchlearning can bring new insight and added value to development for both organisations.

Nataliia Stukalo, the National Agency for Higher Education Quality Assurance (NAQA), Ukraine

Title: QA Sustainability and flexibility under martial law and other emergency circumstances

Abstract

For some last years the world suffers from coronavirus pandemic, natural disasters, social upheavals, economic crises, wars, which are causing lockdowns, forced emigration, infrastructure destruction. Obviously, all these influence education sphere, causes educational losses, and challenges higher education quality assurance as well. Under such circumstances it is crucial to ensure sustainability, and flexibility of QA processes and procedures. And there is a bright example - Ukrainian QA system which stays operational in war conditions.

Russian full-scale invasion to Ukraine challenged Ukrainian education dramatically. In order to be effective even during the wartime and support Ukrainian HEIs, NAQA has updated its policies, regulations, activities to address war challenges and new requests of stakeholders. Flexibility and transparency during panel visits to consider electricity outages and air alarm sirens; relevant legislative basis to carry out accreditation of study programmes in a remote mode, and to provide HEIs with technical one-year accreditation of study programmes without any or with partial accreditation procedures, as well as the other adjustments made it possible to continue external QA process and ensure its sustainability. In 2022 war year NAQA made decisions on 1485 accreditation cases including 649 full procedures and 836 one-year technical accreditations in accordance with the regulatory framework of martial law.

These posters will be presented in Room 8, 2 floor

Lali Giorgidze, the National Center for Educational Quality Enhancement (NCEQE), Georgia

Title: From Rome Ministerial Communique to real action – contribution of the NCEQE in PROFFORMNACE+ for supporting enhancement of Teaching and Learning (T&L) in higher education (HE) with the focus on sustainability

Abstract

Since 2020 the NCEQE has been contributing to enhancement of T&L in HE through the partnership in EU-funded [PROFFORMANCE](#) and [PROFFORMANCE+](#) projects, targeted on translation of Rome Ministerial Communique commitments in real actions. Unique and innovative features of these projects are that in context of Georgia (1) they are the first steps for enhancement of T&L in HE, through cross-border national collaboration and (2) offer potential of bringing sustainability in the discourse of HE for the first time in Georgia. One of the components of the ongoing PROFFORMANCE+ project is the development of toolkit for supporting teachers in improving T&L considering 4 priority fields - digitalization, internationalization, inclusion/diversity and sustainability; for this we consider related European and international documents like European skills agenda, related objectives of Digital Education Action Plan, Green Deal and SDGs 2030.

We would like to present the tool developed in PROFFORMANCE project that serves as a practical tool for reflecting on digitalization, internationalization, inclusion/diversity, and sustainability in T&L practice. We would also like to use ENQA Members Forum as an opportunity for discussing possible

trajectories of embedding sustainability in HE and hear about the views of the ENQA members on this.

Annika Pontén and Viveka Persson, the Swedish Higher Education Authority (UKÄ)

Title: Coordinated review - a new approach to conduct reviews in higher education

Abstract

UKÄ conducts reviews in quality assurance, legal supervision, and effectiveness monitoring. Until now, the agency has approached higher education institutions (HEIs) at different times and in different ways when conducting the three distinct types of review.

In order to reduce the burden on HEIs and to create benefit beyond what the separate reviews can achieve individually, UKÄ is now exploring ways to coordinate the agency's different types of review. The novelty consists of assessing a certain object simultaneously from different perspectives, taking as point of departure such areas that are of particular importance to enhancement in higher education. The specific review methodology is then determined based on how the agency's reviews could best support each other, with the aim of increasing knowledge and contributing to the development of the chosen area.

The poster session will guide the audience through the concrete example of an ongoing pilot review of contract education targeting the following areas:

- contract education as a form of education
- extent and focus of contract education
- HEIs' compliance with regulations on contract education
- HEIs' quality assurance of contract education that awards credits
- resource efficiency and fit for purpose in HEIs' management and organisation of contract education.

These posters will be presented in Room 3, 2 floor

Philipp Emanuel Friedrich, the Norwegian Agency for Quality Assurance in Education (NOKUT)

Title: Fresh start or old wine in new bottles? Designing the next cycle of external quality assurance in Norway

Abstract

NOKUT's third cycle of periodic reviews of institutional quality assurance practices is ending in 2024. For this reason, NOKUT initiated a pilot project in testing adjustments in its current review methodology to prepare for the commencement of the fourth review cycle in Norwegian higher education. The pilot project involved the cooperation with the University of Oslo, University of Bergen, the Arctic University of Norway, and the Norwegian University of Science and Technology, which were subject to the regular periodic reviews of NOKUT's third cycle in autumn 2022/spring 2023.

The guiding principle of the project stems from ESG standard 2.2. “Designing methodologies fit-for-purpose”. The project thus involved several internal and external reference groups, including the aforementioned institutions, which monitored and developed the project in a relevant and consistent way. Among the key changes were less and more tailored documentation on institutional quality assurance/quality work, stronger focus on enhancement themes during site visit, and better facilitation of lessons learned - before, during and after the reviews have been conducted.

NOKUTs is now at a stage, where some of the first experiences with the methodological adjustments are going to be evaluated. These will feed into the next cycle of EQA in Norway.

Lineke van Bruggen, Accreditation Organisation of the Netherlands and Flanders (NVAO), department of the Netherlands

Title: Tips and tricks, best practices and challenges: the European Approach for QA of Joint Programmes in practise

Abstract

The department of the Netherlands of NVAO has gained considerable experience with the European Approach for Quality Assurance of Joint Programmes since 2016. We have carried out a great deal of procedures ourselves (of new and existing programmes) and accredited procedures carried out by sister agencies. In recent years it has become more popular and we are currently negotiating the re-accreditation of the first round of European Approach evaluations (second round European Approach).

Experience shows that the European Approach is not one-size-fits-all. The at times broad consortia all have their own dynamic. Additionally, countries and institutions have their own idea of what suits them best. This leads to interesting discussions and poses several challenges for the procedure, but we have also seen best practices. The European Universities Initiatives also poses challenges, as well as opportunities.

We will present tips and tricks, challenges and best practices from our experiences and will discuss and present some cases.

These posters will be presented in Room 4, 2 floor

Marie Gould, Quality and Qualifications Ireland (QQI)

Title: Finding Common Ground – Promoting Closer Engagement between the QA Agency and Professional, Statutory and Regulatory Bodies (PSRBs)

Abstract

The professional, statutory, and regulatory bodies (PSRBs) are key actors within the Irish qualifications system and valued stakeholders for QQI. Many higher education programmes are subject to professional accreditation by PSRBs.

Two QQI reports on professional body accreditation in Irish HE institutions (HEIs) I found that:

- the scale of professional accreditation is large.
- accreditation processes can be complicated and difficult for HEIs.

QQI has established a forum to facilitate discussion and exchange of experiences between PSRBs, QQI and HEIs, called the 'Finding Common Ground' programme. This engagement has led to a set of high-level principles,³ based on a similar Australian model⁴. To date, 36 organisations have endorsed the (non-binding) principles⁵. These represent a statement of intent from PSRBs, HEIs and QQI to ensure coherence and clarity for all stakeholders in accreditation processes. The impact of engagement and the 'accreditation principles' is becoming evident.

This presentation charts the 'Finding Common Ground' programme and the outcomes of this engagement.

Patrick Van den Bosch, Flemish Higher Education Council • Quality Assurance (VLUHR QA)

Title: Defining discipline-specific learning outcomes

Abstract

Learning outcomes are the foundation of education or training. They indicate a student's insights, skills and attitudes upon completion of the learning process. In addition, learning outcomes are intended to inform society at large about the competences of the graduates.

According to the Flemish Decree (law) on the qualification structure, all Flemish Bachelor's and Master's programmes must formulate discipline-specific learning outcomes. VLUHR QA is responsible for coordinating this process, which centres around the following aspects: seeking consensus across institutions, getting input of stakeholders such as (former) students, employer representatives and international experts, and compliance of the DLO with the European Qualifications Framework. Since its introduction in 2012, DLO have become an indispensable instrument in the internal and external quality assurance of higher education institutions in Flanders.

These posters will be presented in Room 8, 2 floor
