

BREAKOUT SESSIONS – SATURDAY 23 NOVEMBER

PAPERS AND WORKSHOPS – SESSION II

During this session, there will be two types of contributions - participants can attend either:

- **One workshop session** of 90 minutes
or
- **Two consecutive paper sessions** of 45 minutes each, with a 15-minute break in between to allow the participants to move between sessions

Participants are free to choose any session based on their own interests. Workshops are interactive practical sessions, whereas paper sessions involve a presentation of the paper followed by the opportunity for questions and discussion. Please read the abstracts on pages 18-22 for further details about the topics covered and the presenters. Please note that not all authors listed may be present at the session.

Due to limited room capacities, we recommended participants, especially those interested in joining a workshop session, to head towards the designated room without delay.

WORKSHOPS 09.30-11.00 3 in parallel

Workshop 5	Faculty advisory board or peer evaluation? How to get substantial stakeholder input for programme development	Room H 3002, level 3
Workshop 6	Increasing societal engagement in Higher Education Institutions	Room H 3004, level 3
Workshop 7	Inspiring a dialogue for change	Room H 3007, level 3

PAPERS 09.30-10.15 4 in parallel

Paper 9	The assessment of the social dimension of higher education. A global or a local process?	Lecture Hall H 1028, level 1
Paper 10	Filling the Gap: Defining a robust quality assurance model for work-based learning in higher education	Room H 3005, level 3
Paper 11	Competences and qualities for student experts: a view from quality assurance agencies	Room H 3006, level 3
Paper 12	Engendering quality assurance processes: A matter of (e)quality	Room H 2036, level 2

PAPERS 10.30-11.15 5 in parallel

Paper 13	Development of a new student-centred quality enhancement framework for Ireland's first technological university	Lecture Hall H 1028, level 1
Paper 14	A first exploration of the European Approach for Quality Assurance of Joint Programmes	Room H 3005, level 3
Paper 15	Quality assurance within student representation in Croatia: breaking the barriers between academia and community	Room H 3006, level 3
Paper 16	An analysis of topics addressed by recommendations in the reports of the Institutional Evaluation Programme	Room H 2036, level 2
Paper 17	Beyond Medical Degrees: What employers view as indicators of quality in medical graduates in Saudi Arabia	Room H 2035, level 2

Workshop 5 – Faculty advisory board or peer evaluation? How to get substantial stakeholder input for programme development

Room H 3002, level 3 – Saturday 23 November, 09.30-11.00

Facilitators:

Annika Boentert, Vanessa Müller (FH Münster (University of Applied Sciences Münster))

Abstract:

The ESG demand that all study programmes are developed “by involving students and other stakeholders” and that they should “benefit from external expertise” (ESG standard 1.2). Moreover, the monitoring activities should include an evaluation of “the changing needs of society” (ESG standard 1.9). At our university, FH Münster, faculties have to choose one of two options in order to meet these requirements: a peer evaluation of all study programmes every five years or annual feedback from a faculty advisory board. Both procedures have demonstrated good effects as well as challenges. For example, external experts in an evaluation procedure should usually be independent of the faculty. This requirement is much harder to meet with an advisory board than with a regular peer evaluation. On the other hand, an advisory board may continuously enrich a faculty’s discussions through external impulses. In the workshop, the two alternatives will be introduced briefly, and the audience will be invited to develop suggestions for improvement.

Workshop 6 – Increasing societal engagement in Higher Education Institutions

Room H 3004, level 3 – Saturday 23 November, 09.30-11.00

Facilitator:

Magdalena Iordache-Platis (University of Bucharest)

Abstract:

One principle of the EHEA states that quality assurance should take into account the needs and expectations of students, all other stakeholders and society. How societal engaged are our higher education institutions? How can quality assurance mechanisms contribute to enhancing this? Are we capable of creating a clear, short key message to communicate quality assurance drivers for increasing societal engagement? Absolutely, yes! Institutions follow quality assurance standards and guidelines, create procedures and develop processes, report data for internal and external use and gain visibility, but the concrete implementation of these is different. The vision of a societally engaged institution will be the starting point for reflections on institutional characteristics; then, the role of quality assurance in supporting institutional societal engagement will be explored. Finally, short key messages will be developed to highlight the quality assurance solutions to enhancing institutional societal engagement. Let’s share ideas!

Workshop 7 – Inspiring a dialogue for change

Room H 3007, level 3 – Saturday 23 November, 09.30-11.00

Facilitator:

Bernhard Kernegger (University of Applied Arts Vienna)

Abstract:

Extending the field of quality enhancement towards the interaction of higher education institutions with societal stakeholders further intensifies some well-known challenges. While internal stakeholders are obliged to deal with quality matters as part of their professional duties, interaction with external stakeholders can only build on previously built trust, mutual benefits and learning possibilities, or neatly elaborated invitations.

This workshop invites practitioners and managers from higher education institutions, following a twofold mission:

- to interactively exchange approaches and ideas, not only focusing on specific good practice, but also carving out factors for success,
- to provide an example for inspiring group exchange, thus enabling the participants to tap the potential and assess possibilities for their own application.

This workshop introduces methods successfully applied within the context of a multi-university transdisciplinary project dedicated to consulting the Austrian government and to encouraging a science-policy-society dialogue on the future of society (cf. UN Vision 2030, Sustainable Development Goals).

Paper 9 - The assessment of the social dimension of higher education. A global or a local process?

Lecture Hall H 1028, level 1 – Saturday 23 November, 09.30-10.15

Presenter:

Anna Prades (AQU Catalunya)

Chair:

Caty Duykaerts (AEQES)

Abstract:

The social dimension of higher education has never before been so much emphasised. This is because it is expected that universities will lead the resolution of the challenges that face our societies. Quality assurance agencies can help universities to tackle this and other challenges through the establishment of assessment procedures. In this paper we will briefly present several assessment frameworks, and then proceed to present the findings of a student survey that identifies barriers to equity in access and in progress in Spain. The survey also offers information regarding teaching practices and student participation. The contrast within the theoretical framework and the empirical results about local barriers or challenges regarding some dimensions of the social relevance of higher education will help to pinpoint what should be local and what should be global in this hypothetical assessment process.

Paper 10 - Filling the Gap: Defining a robust quality assurance model for work-based learning in higher education

Room H 3005, level 3 – Saturday 23 November, 09.30-10.15

Presenters:

Anaïs Gourdin, Milja Homan (ENQA), Robert Wagenaar (University of Groningen)

Chair:

Marija Vasilevska (EQAF Programme Committee)

Abstract:

Work-based learning is gradually becoming an integrated key component in many higher education programmes covering a significant number of ECTS credits. It is therefore remarkable that until now not much time and effort has been dedicated to developing instruments to guarantee its quality. An inventory made by ENQA shows that only a few quality assurance organisations have taken initial initiatives, but that a comprehensive model for quality assurance of this type of learning is absent. In the context of the Erasmus+ Knowledge Alliance Project 'Integrating Entrepreneurship and Work Experience in Higher Education' (WEXHE) a consortium of universities, employers' organisations and EURASHE and ENQA has developed detailed replicable models for high quality internships, traineeships and entrepreneurships. An important component is to assure the standards of these modes of learning. The suggested approach has been outlined in a paper – to be presented and discussed in the session – which analyses the applicability of the ESG for work-based learning.

Paper 11 - Competences and qualities for student experts: a view from quality assurance agencies

Room H 3006, level 3 – Saturday 23 November, 09.30-10.15

Presenters:

Dāvis Freidenfelds, Inga Lapiņa (Riga Technical University (RTU))

Chair:

Aleksandar Šušnjar (EQAF Programme Committee)

Abstract:

Presumably we want each expert in external quality assurance procedure to be a great one. And here the hard part arises – what is a great expert? It is important that students in these quality procedures are perceived as equal experts therefore they also need to have certain competences and qualities. This paper researches the question: according to quality assurance agencies, which competences and qualities are important for student experts to have and to what level. To conduct this research, the Kano model is used.

Paper 12 - Engendering quality assurance processes: A matter of (e)quality

Room H 2036, level 2 – Saturday 23 November, 09.30-10.15

Presenters:

Eva Benito (AQU Catalunya), Tània Verge (Universitat Pompeu Fabra)

Chair:

Marieke Janssen (EQAF Programme Committee)

Abstract:

Engendering quality assurance (QA) processes is as much a matter of equality as it is a matter of quality. Both aspects are inextricably linked. How can policies, programmes and services effectively incorporate a gender equality perspective, as international institutions and national legislation call for, if higher education continues to provide gender-blind knowledge, skills and competencies to students? This paper focuses on the policy innovation recently introduced in Catalonia whereby gender mainstreaming has been integrated into the QA processes run by the Catalan University Quality Assurance Agency (AQU Catalunya). We discuss the relevance of such a gender-sensitive evaluation of university degrees and pinpoint how this increases quality assurance's value to society. The gender indicators that have been used throughout the whole evaluation cycle are also presented. The paper concludes by reflecting on both the implications of this new practice and its transferability to other contexts.

Paper 13 - Development of a new student-centred quality enhancement framework for Ireland's first technological university

Lecture Hall H 1028, level 1 – Saturday 23 November, 10.30-11.15

Presenters:

Nicole O'Neill, Jan Cairns, Sinead O'Neill, Philip Owende, Brian Bowe (TU Dublin)

Chair:

Martin Prchal (Royal Conservatoire, The Hague/MusiQuE-Music Quality Enhancement)

Abstract:

On 1 January 2019, Ireland's first technological university (TU Dublin) was established when Dublin Institute of Technology (DIT), Institute of Technology Blanchardstown (ITB) and Institute of Technology Tallaght (ITT) merged. Three independent quality assurance frameworks continue to be implemented across the three constituencies of the former independent institutes. However, to meet its statutory obligations and to further enhance excellence in the education provision and experience, TU Dublin is developing a new quality framework that builds upon the existing robust quality structures of the former individual institutes. An Academic Quality Project Team was established to develop the new quality framework and started by defining the principles and philosophical perspectives that will underpin the new quality framework. The quality system will support academic innovation and incorporate best practices to ensure programmes and practices align to the objectives of an engaged societal technological university and the vision and mission of TU Dublin.

Paper 14 - A first exploration of the European Approach for Quality Assurance of Joint Programmes

Room H 3005, level 3 – Saturday 23 November, 10.30-11.15

Presenters:

Patrick Van den Bosch (VLUHR QA), Roel Vande Winkel (KU Leuven; LUCA School of Arts)

Chair:

Colin Tück (EQAR)

Abstract:

The 'European Approach for Quality Assurance of Joint Programmes' is a framework to evaluate joint programmes uniformly. It has been in existence since May 2015. Recently, the 'European Approach' is anchored in the Flemish legislation. Together with its stakeholders, VLUHR QA developed a manual for its programme evaluations according to the 'European Approach'. During the drafting process of this manual a lot of strategic choices had to be made in terms of content and form. Subsequently, a pilot evaluation of the DocNomads joint programme took place. We will discuss the choices made by VLUHR QA in drawing up the manual as well as the strengths and weaknesses experienced by the DocNomads joint programme in their evaluation according to the 'European Approach'. We also want to share the lessons we have already learned.

Paper 15 - Quality assurance within student representation in Croatia: breaking the barriers between academia and community

Room H 3006, level 3 – Saturday 23 November, 10.30-11.15

Presenter:

Pegi Pavletić (ESU)

Chair:

Eve Lewis (sparqs)

Abstract:

In an everchanging world of student representation, Croatian students have noticed a need for change in the development, organisation and evaluation of the quality of their students' representatives and their work to assure its sustainability. Students are aware of universities' growth and there is an intrinsic motion to follow. It is evident that academia and society act exclusively sometimes, whereas barriers and resistance from the society to the scientific community may follow as a lack of understanding of complicated topics. Students in Croatia feel that they have the role of mediating knowledge from academia to the community. Quality assurance within student representation can contribute greatly in creating community-oriented programmes to benefit both universities and local communities, by supporting students' projects within the focus area, ensuring recognition of their obtained competences and promoting changes within the curricula.

Paper 16 - An analysis of topics addressed by recommendations in the reports of the Institutional Evaluation Programme

Room H 2036, level 2 – Saturday 23 November, 10.30-11.15

Presenters:

Elena Cirlan, Anna Gover (EUA)

Chair:

Padraig Walsh (Quality and Qualifications Ireland (QQI))

Abstract:

This paper explores the topics most frequently covered by recommendations in the reports produced by the Institutional Evaluation Programme (IEP), the quality assurance agency of the European University Association. It reveals that IEP recommendations most frequently address the topics related to governance and decision-making, followed by teaching and learning, and research. The findings also suggest some convergence in the areas in which the evaluated institutions face challenges or are advised to make changes. The most prominent of these are strategy development, supporting teaching and learning in line with policies of the Bologna Process, and stakeholder collaboration. The session will explore these findings in more detail, discussing the lessons that can be drawn for

institutional development, as well as the impact that a quality assurance agency's methodology has on the type of findings and recommendations made in its reports.

Paper 17 - Beyond Medical Degrees: What employers view as indicators of quality in medical graduates in Saudi Arabia

Room H 2035, level 2 – Saturday 23 November, 10.30-11.15

Presenters:

Danah AlThukair, Julie Rattray (Durham University)

Chair:

Juan Carlos Hernandez Buades (EQAF Programme Committee)

Abstract:

There has been a shift towards employability as a key purpose of higher education. However, there is concern that graduates are not well-prepared for the labour market. To bridge this gap, we need to involve employers in considerations of frameworks or sets of graduate attributes. The aim of this study is to identify how employers of medical graduates in Saudi Arabia conceptualise quality in higher education. The objective is to develop a model of quality in higher education that incorporates employers' perceptions about the quality of medical education and its graduates. The study adopts an exploratory two-stage design; interviews and survey. This paper discusses the interviews findings. 14 employers were interviewed. The results show that employers favour soft skills over basic medical knowledge. Additionally, the practical skills of graduates were cited as being of particular importance. This study could play a role in the enhancements in medical education in Saudi Arabia.