

# EQAF

European Quality Assurance Forum



# 2020 European **Quality Assurance** Forum

**10 - 13 November 2020**

Online event

**#EQAF**

# Welcome

Organised annually by the E4 Group ([ENQA](#), [EUA](#), [EURASHE](#) and [ESU](#)), the European Quality Assurance Forum (EQAF) provides a platform for discussion, professional development and exchange of experiences for the main stakeholders in quality assurance from Europe and beyond.

Despite of this year's unprecedented circumstances, EQAF continues its tradition of gathering the community and takes place in the form of online sessions. As the sessions are free and open to all, the Forum offers a unique opportunity for anyone interested in quality assurance to join.

Under the title "Flexible higher education: implications for QA", the event combines online sessions about European policies and trends, research, and practical case examples related to the Forum theme, and more generally about current developments in quality assurance. The participants will discuss what flexible higher education is, how to support flexible learning pathways and what the approaches to flexible learning are. In addition, considering the effects of the Covid-19 crisis on higher education institutions and quality assurance agencies, the event offers an opportunity to share and reflect on experiences, lessons learnt and possible outlooks for the medium and long term.

The E4 Group thanks you for your interest in this year's EQAF and we invite and encourage you to participate in the discussions and use the Forum platform for exchange of experiences and networking. Do not hesitate to post on Twitter using the hashtag #EQAF and to join the [EQAF LinkedIn group](#).



# Programme

## TUESDAY 10 NOVEMBER

*All the sessions of the Forum are free of charge and open to all interested participants upon registration.*

**14.00-15.00 CET**

**PRE-FORUM SESSION** Introduction to the European quality assurance framework

This pre-Forum session will provide an introduction to the quality assurance framework of the European Higher Education Area.

**Tia Loukkola**, Director, Institutional Development, EUA

**Maria Kelo**, Director, ENQA

## WEDNESDAY 11 NOVEMBER

**16.00-19.00 CET**

**PRE-FORUM SESSION** Meeting for student experts in quality assurance

This session is organised by ESU and separate registration information is available [here](#).

## THURSDAY 12 NOVEMBER

*During both days of the event, Tia Loukkola, the chair, and Ronny Heintze, member of the EQAF Programme Committee, will guide participants through the event.*

**10.00-11.00 CET**

**OPENING SESSION I** Flexible higher education is here

This session will host three speakers in a discussion on the state of play and future perspectives regarding flexible higher education. How do higher education systems respond to the rapid transformation? And how should higher education institutions best prepare to face and implement the changes?

**What is flexible higher education? Reflections from a national case-study on flexible learning pathways**

**Speaker:** Leasa Weimer, Researcher, Finnish Institute for Educational Research, University of Jyväskylä, Finland

### **Supporting flexible learning pathways in higher education through national qualification frameworks and QA - findings from a UNESCO international survey**

**Speaker:** Michaela Martin, Programme specialist, IIEP-UNESCO

*Author(s): Michaela Martin and Uliana Furiv (UNESCO International Institute for Educational Planning)*

With a view to strengthening equity and lifelong learning, the international "Education 2030 Agenda" puts major emphasis on flexible learning pathways, in the form of entry and re-entry points at all ages and all educational levels. In response, the UNESCO International Institute for Educational Planning launched the international research project "SDG4: Planning for Flexible Learning Pathways in Higher Education". The presentation will focus on the project's findings, which suggest that, for the most part, countries acknowledge the importance of developing flexible learning pathways in their higher education systems. At the same time, evidence suggests that opportunities offered by non-formal and informal learning, and non-traditional delivery modes could be capitalised on further, by ensuring through regulation that it is validated and recognised alongside more traditional forms of learning.

### **Purposefully different approaches to flexible learning at scale: a Dublin City University case study**

**Speaker:** Conchúr Mac Lochlainn, Research Officer/PhD candidate, Dublin City University, Ireland

*Author(s): Mark Brown, Mairéad Nic Giolla Mhichíl, Conchúr Mac Lochlainn, and Elaine Beirne (Dublin City University (DCU), Ireland)*

In this presentation, the authors will report on the strategic development and applied implementation of a series of Master-level modules from DCU, delivered through FutureLearn, a Massive Open Online Course (MOOC) provider. The presentation will highlight the core lessons and insights from this example, focusing on the need to ensure stakeholder engagement and participation when implementing a pivot-to-online provision at scale.

This case study is a rich, contextual example, highlighting how critical institutional re-assessment, encompassing iterative feedback and learning analytics, plays a central role in ensuring quality. It suggests that broader conceptualisations of strategic pivots in online learning are inherently embedded within wider social and economic considerations, for both universities, potential students and wider society. The implications of the study are linked to further contextual drivers, such as the development of micro-credentials, lifelong learning, and the need for new perspectives for shaping learning futures.

Chair: Jens Jungblut, EQAF Programme Committee

**11.00-11.30 CET**

**BREAK**

**11.30-13.00 CET**

## **SESSIONS II Internal quality assurance in emergency situations**

During this session, speakers will present examples of how the internal quality assurance community across Europe reacted during the Covid-19 crisis.

### **Adaptations to internal quality assurance in Irish higher education institutions in response to Covid-19**

**Speaker:** Mairéad Boland, Senior Quality Officer, Quality and Qualifications Ireland

*Author(s): Mairéad Boland, Laura Flynn, Roisín Morris-Drennan, Orlaith O'Loughlin (Quality and Qualifications Ireland (QQI))*

On 12 March 2020, to contain the spread of Covid-19 in Ireland, the Irish government instructed higher education institutions to close their doors and cease face-to-face provision. Within a matter of days, higher education institutions adjusted and adapted their teaching, learning and assessment systems. The operation of institutions' internal quality assurance systems was also impacted by this transition. Despite the amendments to operations, the role of internal quality assurance has remained crucial in maintaining the consistency, validity, and quality of teaching, learning and assessment.

QQI, as the sole state agency with responsibility for quality among tertiary providers of education and training in Ireland, has kept its focus on maintaining public confidence in the quality of education by means of a qualitative analysis. This presentation will discuss the findings of this analysis, which provided a unique opportunity to reflect on internal quality assurance responses to an unprecedented external crisis and to consider the implications for future practice.

Chair: Chair: Joaquim Mourato, EQAF Programme Committee

### **Exceptional times: main challenges to higher education internal quality assurance systems**

**Speaker:** Rodrigo Teixeira Lourenço, Pro-President for Quality Management and Assurance and Promotion of Academic Success, Polytechnic Institute of Setúbal, Portugal

*Author(s): Rodrigo Lourenço, Helena Gonçalves, Ângela Lemos (Polytechnic Institute of Setúbal, Portugal)*

The unexpected situation resulting from the Covid-19 crisis, experienced worldwide, meant that organisations had to adapt to a new, radically different context. This situation was also evident in higher education institutions where the need to provide an effective response to students became urgent. It required higher education institutions to mobilise, in a short period of time, a set of material, technological, and human resources that would allow for a rapid paradigm shift, in order to enable distance learning throughout the training offer. To meet the challenge, the Polytechnic Institute of Setúbal defined an action plan articulated between the main actors responsible for the processes most directly related to the pedagogical component (Learning and Teaching and Material Resources and Services). This presentation will discuss the action plan and particularly how an effective monitoring of the learning and teaching process allows for rapid action mechanisms and how the internal quality assurance system can respond more effectively, with enough flexibility, to students' needs.

Chair: Maria Kelo, Director, ENQA

### **Unintended consequences - an exploration of how conducting internal quality reviews online has actually increased student engagement**

**Speaker:** Stef Black, Senior Development Consultant, sparqs - Student Partnerships in Quality Scotland, United Kingdom

*Author(s): Stef Black (sparqs (Student Partnership in Quality Scotland))*

The transition during the Covid-19 crisis to online delivery of learning and teaching presented both challenges and opportunities for students and staff alike. Across Scotland, some institutions made the decision to halt their internal quality reviews while others moved quickly to adapt the reviews for online delivery. Institutions have employed different approaches in engaging students in their online reviews. From initial observations and feedback, moving to an online format seems to have had a positive impact on student diversity and engagement both for the student panel members, and the students who are interviewed as part of the review process. In particular, the panels have received wider and greater feedback from groups of students who had not typically engaged before. This presentation will discuss how institutions should capture, consider and nurture the lessons learnt from the practices that had had a positive impact on quality assurance for future reviews once we return to "normal".

Chair: Marieke Janssen, EQAF Programme Committee

### **Quality assessment of distance learning and teaching at the University of Geneva**

**Speaker:** Ahidoba de Franchi Mandscheff, Head of Quality, University of Geneva, Switzerland

*Author(s): Ahidoba de Franchi Mandscheff, Pierre-Yves Burgi, Mallory Schaud Geley (University of Geneva, Switzerland)*

The University of Geneva launched a project with the primary aim to contribute to the institutional accreditation process and gain a better understanding of the quality of the university's distance learning and teaching. It proceeded by mapping the practices, formalising some underlying aspects in the internal quality assurance system, and formulating recommendations for improving those practices in a report. Finalisation of the report coincided with the Covid-19 crisis. Therefore, it was timely and very useful in supporting decision-making on quality improvements.

During the crisis, several things were improved, such as stronger inter-service collaborations, centralisation of available resources, teacher training (at distance), peer learning, and off-campus assessment. The closing of the university premises, auditoriums and classrooms literally brought distance teaching and learning to the forefront, rendering many measures that were to be recommended for future developments effective within a few days. This presentation will focus on the recommendations that the institution tackled in response to the crisis and those that it continues to work on.

Chair: Gohar Hovhannisyanyan, President, ESU

### **13.00-14.00 CET**

#### **NETWORKING LUNCH BREAK**

Several breakout rooms will be available for networking during lunchtime. The attendees will be able to enable their cameras and microphones, as well as communicate via chat.

### **14.00-15.00 CET**

#### **SESSION III External quality assurance in emergency situations**

In this session, three quality assurance agencies will present their approaches to the crisis and the lessons learnt.

#### **Quality assurance in times of emergency remote teaching**

**Speaker:** Esther Huertas, Head of Quality Assurance Department, AQU Catalunya, Spain

*Author(s): Esther Huertas, Concepción Herruzo, Anna Prades (Catalan University Quality Assurance Agency (AQU Catalunya), Spain)*

During the initial period of the Covid-19 crisis (March-June 2020), AQU Catalunya revamped its external review process from face-to-face to virtual assessment. The agency has already carried out 20 virtual visits and 42 more will take place by the end of the year. Some lessons learnt from this experience are as follows: clear and concise instructions for both reviewers and higher education institutions are needed, as well as trainings for the review panels; the site visit agenda should avoid full-day working sessions; and no recording is allowed, in order to guarantee the confidentiality of the interviews. This experience has given AQU a comprehensive view of the challenges and opportunities for the purpose of enhancing quality assurance procedures, so that they are fit for purpose for this "new normal". This presentation will discuss the concept of emergency remote teaching, used to frame the reaction of universities to Covid-19, and how quality assurance agencies have to tackle its assessment.



### **Maintaining the efficacy of external QA in a virtual world**

**Speaker:** Marie Gould, Head of Tertiary Education Monitoring and Review, Quality and Qualifications Ireland

*Author(s): Marie Gould (Quality and Qualifications Ireland (QQI), Mairéad Boland (QQI), David Denieffe (Institute of Technology Carlow (IT Carlow), Ireland), Yvonne Kavanagh (IT Carlow, Ireland)*

Covid-19 had a direct impact on QQI's institutional review process with immediate postponement of planned reviews. QQI, in collaboration with the IT Carlow decided to proceed with the institutional review on a virtual basis in June 2020. This is a new and innovative approach in external quality assurance, for which there is little or no research, evaluation, or existing evidence base. This presentation will summarise the findings of a study conducted by QQI and IT Carlow to evaluate the efficacy and authenticity of the virtual institutional review process via qualitative surveys and comparative documentary analysis. Participants in the study represented various stakeholders involved. The study found overwhelming endorsement for the virtual review process, with 97% of stakeholders expressing confidence in the efficacy of the process and its outcomes. Even though the analysis focused on efficacy of the virtual external institutional review process, the findings are also applicable to institutional internal quality assurance review and evaluation processes.

### **Extending the role of QA agencies in response to pandemic**

**Speaker:** Nataliia Stukalo, Vice Head, National Agency for Higher Education Quality Assurance, Ukraine

*Author(s): Nataliia Stukalo (National Agency for Higher Education Quality Assurance, Ukraine)*

Higher education systems and institutions have faced a number of challenges due to the Covid-19 crisis, among them: a quick shift from face-to-face to online teaching, a lack of experience in e-management, a lack of a well-developed methodological approach to online teaching, and imperfect technology and internet access. This shows that higher education institutions have a rising need for consultancy services, methodological support, and opportunities to learn from the best practices. This presentation will discuss a study conducted in Ukraine that found that quality assurance agencies are flexible and adaptable in emergency situations and that their consultancy and supportive functions are of great importance for universities during times of crisis. In addition, the study results show that universities highly appreciate external quality assurance's innovative approaches, such as webinars, trainings and online site visits, which stimulate the development of the universities' internal quality assurance and implementation of new technologies.

Chair: Rikke Warming, EQAF Programme Committee

## **FRIDAY 13 NOVEMBER**

*During both days of the event, Tia Loukkola, the chair, and Ronny Heintze, member of the EQAF Programme Committee, will guide participants through the event.*

**10.00-11.00 CET**

### **SESSION IV** Micro-credentials paving the way to flexible higher education

This session will discuss micro-credentials and open education resources: What is the present status? How can higher education institutions make use of them? And how is their recognition and quality assurance organised?

#### **State of play: micro-credentials in Europe**

**Speaker:** Elena Cirlan, Policy & Project Officer, Institutional Development, EUA

### **Recognition, credentialisation and instructional design principles: How can we co-create academic QA standards in open and smart learning environments?**

**Speaker:** Florian Rampelt, Managing Director (AI Campus), Stifterverband, Germany

*Author(s): Florian Rampelt, Mike Bernd (AI Campus / Stifterverband, Germany)*

Recognition and quality assurance of formal and non-formal open education, especially of MOOCs, has been a hot topic in recent years. Although the promise of massively opening up higher education has not yet been fulfilled, open and online learning scenarios play an increasing role in higher education, ever more since the Covid-19 crisis.

The AI-Campus, a learning platform on artificial intelligence, is an R&D project funded by the German government. The platform published the first Open Educational Resource (OER) content in July 2020 and plans to develop more than 30 openly licenced courses and other OER content. For its collaboration with more than 20 higher education institutions in Germany and Luxembourg, AI Campus developed quality assurance standards, including formal aspects, pedagogy and OER licensing. This presentation will reflect on the experiences gained from this process and thus contribute to the overall discussion on the co-creation of academic quality assurance standards amongst higher education stakeholders providing OER content on digital learning platforms.

### **Internal Quality Assurance to support high quality micro-credentials. Why do we not have enough contact tracers?**

**Speaker:** Anthony F. Camilleri, Tertiary Education Policy Consultant, Slovenia

Chair: Jakub Grodecki, EQAF Programme Committee

**11.00-11.30 CET**

**BREAK**

**11.30-12.30 CET**

### **SESSION V** Student engagement contributing to the development of quality culture

This session explores the role of student engagement in developing quality culture and how to ensure that students have the appropriate competences to take part in this work.

### **Quality assurance supporting the delivery of social competences - towards a quality culture. Based on the results of the DASCHE project.**

**Speaker:** Jakub Brdulak, Rector's Proxy for Quality of Education, SGH Warsaw School of Economics, Poland

*Author(s): Jakub Brdulak (SGH Warsaw School of Economics, Poland), Jakub Grodecki (European Students' Union (ESU))*

The Bologna Process indicates that the preparation of students for life as active citizens in a democratic society is one of the main purposes of higher education. Social competencies are multidimensional and, therefore, difficult to include in curricula and learning and teaching process. Higher education institutions and national policy makers need assistance in designing, delivering and validating students' social competences. The DASCHE project aimed to answer this need and this presentation will reflect on one of the conclusions from the research completed during the project: Achievement of social competences is not well recognised or evaluated by quality assurance agencies. Based on this observation, the following recommendation directed to quality assurance agencies was formed: Engaged Quality Assurance Agencies need to promote the importance of social competences and methods of assessment. To implement this recommendation, it is necessary to focus on establishing a quality culture within higher education institutions.



## **Quality assurance and virtual programs. How to reach quality assurance without hampering student engagement?**

**Speaker:** Agnieszka Pechcińska, Vice-President of the Students' Union, SGH Warsaw School of Economics, Poland

*Author(s): Jakub Brdulak, Agnieszka Pechcińska (SGH Warsaw School of Economics, Poland)*

The pandemic interrupted all programs that have student mobility at their core. The transition to online forms of teaching generates opportunities too. Based on these two premises, SGH Warsaw School of Economics and the Athena School of Management in Mumbai have set up a project cooperation program between their students under the name "Virtual Program - Real Results". The essence of the program is to make it possible for teams from two different cultures to cooperate. As part of the implementation, it is important that students complete some projects that require research. This project puts special emphasis on students' responsibility and their personal engagement in assuring the quality of entire process. This presentation will reflect on the results of this project and how the quality assurance of virtual programmes can be reached.

## **Diversity of student reviewers: characteristics, experiences, and implications for quality assurance**

**Speaker:** Liv Teresa Muth, Student reviewer, German QA Student Experts' Pool

*Author(s): Liv Teresa Muth, Patrick Niebergall (ESU QA Student Experts' Pool; German QA Student Experts' Pool)*

The higher education landscape has undergone tremendous changes in recent years. Student populations have become more diverse in terms of their backgrounds and how and when they enter higher education. Quality assurance assesses the status quo of quality of higher education offers while it bears the potential to stimulate change and innovation. In this sense, quality assurance can positively impact the implementation of solutions for flexible learning pathways from the institutional to program level.

One stakeholder group of the external quality assurance expert teams is the student reviewers. This presentation will discuss the findings of a study that investigated the degree of diversity of student expert representatives in external quality assurance expert teams in Germany. The findings of the study can support the development of recommendations regarding the recruitment, support and training of student experts and identify structural barriers that hinder participation in external quality assurance.

Chair: Geneviève Le Fort, EQAF Programme Committee

**12.30-13.30 CET**

### **NETWORKING LUNCH BREAK**

Several breakout rooms will be available for networking during lunchtime. The attendees will be able to enable their cameras and microphones, as well as communicate via chat.

**11.30-12.30 CET**

**CLOSING SESSION VI** Quality assurance shaping change

This session will feature a discussion on the relationship quality assurance has with time: What role does time play in quality assurance? Do quality assurance practitioners ever discuss the temporal aspects of quality assurance processes?

**Anthony McClaran**, Vice-Chancellor of St Mary's University, United Kingdom

**Oliver Vettori**, Dean, Accreditations and Quality Management/Director Program Management & Teaching and Learning Affairs, WU Vienna, Austria

**Promising change while yearning for stability: quality assurance's complicated relationship with time**

*Author(s): Oliver Vettori, Vienna University of Economics and Business, Austria*

The relationship between quality assurance and time is very much underexplored. This is surprising as quality assurance organises time in higher education institutions in various ways: With regard to internal quality assurance, reporting cycles set the rhythm for many processes, including the data collection and analysis processes that feed into them. Quality assurance models derived from the plan-do-check-act cycle carry expectations as to when actions need to yield visible results. And the frequency of external quality assurance reviews and follow ups set the beat for how long improvement actions are allowed to take.

Taking a chronopolitical perspective, this presentation will examine how time and change are perceived within quality assurance frameworks and will conclude with the hypothesis that the rhythm of change that seems expected of institutions does not resonate within the operational core of quality assurance itself.

Chair: Aleksandar Šušnjar, EQAF Programme Committee

# Biographies

**TUESDAY 10 NOVEMBER**

**PRE-FORUM SESSION** Introduction to the European quality assurance framework



## **Maria Kelo**

Maria Kelo is currently serving as the Director of the ENQA Secretariat and has a wide range of experience related to higher education. Her tasks within ENQA include: to manage the work of the ENQA Secretariat, act as Secretary to the ENQA Board, support and coordinate ENQA member agencies, manage projects, and represent the association. She previously worked as Senior Officer for the Academic Cooperation Association, where she was actively involved as an expert in higher education policy developments and reforms at national and European level (Bologna, ET2010); higher education internationalisation and international cooperation; mobility; student services and attractiveness of European higher education; trans-national education.



## **Tia Loukkola**

Tia Loukkola is Director for the Institutional Development unit, which encompasses various activities with particular focus on providing services and supporting EUA's members: Institutional Evaluation Programme (IEP), EUA Solutions, EUA's Annual Conference and the most recent addition, EUA's Learning and Teaching activities. Tia and her unit also are in charge of EUA's quality assurance and rankings activities, which include organising the European Quality Assurance Forum and carrying out projects in the field of QA and representing EUA in various European level higher education and quality assurance policy discussions, including the E4 Group cooperation and Bologna Follow-up Group working groups. Before joining EUA in April 2008 she worked at the University of Turku for ten years in various capacities both in faculty and central administration. Most of her work was related to study and international affairs of the university, while she also gained experience in budgeting and human resources. Before moving to EUA, she worked as Planning Officer on strategic management and as Quality Manager of the University. Tia Loukkola holds a Master's degree in French language and culture with minors in journalism, Spanish language and culture, and comparative literature from the University of Turku.

## THURSDAY 12 NOVEMBER

### OPENING SESSION I [Flexible higher education is here](#)



#### **Leasa Weimer**

Leasa Weimer is a Research Fellow at the Finnish Institute for Educational Research, University of Jyväskylä, Finland where she is a member of the Finnish national team for the IIEP-UNESCO flexible learning pathways in higher education project. In addition, she works as the Assistant Director of Strategic Partnerships and Initiatives for the Fulbright Finland Foundation. Leasa has over 20 years of experience as a scholar/practitioner in international higher education as a Fulbright fellow, president of the Erasmus Mundus Association, and an expert in numerous European projects. Bridging research with practice, she has edited numerous volumes, authored journal articles, book chapters, and policy papers considering the intersection of the political economy, policies, and the implementation of international higher education. She holds a PhD in higher education from the University of Georgia (USA) and an Erasmus Mundus joint master's degree in European higher education from the University of Oslo (Norway); University of Tampere (Finland); and University of Aveiro (Portugal). She also has a Master's degree in Literature and has previously worked at the University of Glasgow and University of Stirling. She has presented widely in institutional, national, and international forums across Europe and America.



#### **Michaela Martin**

Michaela Martin has a record of more than 25 years in research and teaching in higher education policy, governance and planning at the international level. She holds a doctorate in Education from the University of Paris, a Post-graduate degree from the College of Europe, Bruges, Belgium, and a Master's degree in Franco-German Economic Relations from the University of Paris III (France). Since 2004, she has been in charge of an international research and training programme in the area of internal and external quality assurance in higher education. Since 2017, she is leading an international research project on flexible learning pathways in higher education. Over the years, she has published some 50 single or co-authored books, articles and several series of training modules in several languages.



#### **Conchúr Mac Lochlainn**

Conchúr Mac Lochlainn is a Research Officer at the National Institute for Digital Learning (NIDL), and current PhD candidate at Dublin City University, Ireland. His research interests include the psychology of language learning, applied linguistics, and online pedagogical approaches, with a specific focus on informal, distance, and lifelong adult language learning.

## SESSION II Internal quality assurance in emergency situations



### **Mairéad Boland**

Mairéad Boland works in Quality and Qualifications Ireland's (QQI) Tertiary Education Monitoring and Review Unit (TEMRU), where she coordinates the QQI CINTE Institutional Review process for publicly regulated higher education institutions and the validation of doctoral research degree programmes leading to QQI awards. She is the QQI contact for professional statutory and regulatory bodies (PSRBs) and coordinates QQI's programme of engagement with the PSRBs. Mairéad has worked with QQI since 2017; prior to that, she worked as a research associate at the Friedrich-Alexander Universität in Erlangen, Germany, where she also lectured in legal translation at the Institut für Fremdsprachen bei der Friedrich-Alexander Universität. Mairéad has an LL.B. (ling. Ger.) from Trinity College Dublin, and an LL.M. from the Friedrich-Alexander Universität, Erlangen.



### **Rodrigo Teixeira Lourenço**

Rodrigo Teixeira Lourenço has a PhD in Governance and Organizational Performance in Higher Education Institutions, from the University of Coimbra (Faculty of Economics). He is Pro-President for Quality Management and Assurance and Promotion of Academic Success in the Polytechnic Institute of Setúbal (IPS), Coordinator of the Degree in Technology and Industrial Management (night course in b-learning mode) and Adjunct Professor in the Superior School of Technology (IPS) since 1998. He is also a researcher of IPS Business Research Center and founding member of Quality Research Network and of Higher Education Management Forum in Portuguese-Speaking Countries and Regions.



### **Stef Black**

Stef Black is a Senior Development Consultant for sparqs, the publicly-funded agency for Scotland's university and college sectors which aims to support student engagement in the quality of the learning experience. Her main work areas include working to support student engagement with national sector agencies, and university and college quality arrangements and policy developments. She leads the training and support activities for both university and college officers, as well as sparqs' Student Mental Health and Wellbeing project, which explores student mental wellbeing from a learning and teaching perspective. She is a graduate of Bangor University, Wales, with a BA (Hons) in English Literature and Journalism, and also has a Master's degree in Literature and has previously worked at the University of Glasgow and University of Stirling. She has presented widely in institutional, national, and international forums across Europe and America.



### **Ahidoba de Franchi Mandscheff**

With a background in sociology and statistics, Ahidoba de Franchi Mandscheff has been active in university continuing education for 20 years. As head of Quality at the Centre for Continuing and Distance Education, University of Geneva, Switzerland, she participates in the development of a quality culture within the programmes and orchestrates the different certification and accreditation procedures. She also participates in the development of university continuing and distance education, with a particular emphasis on quality aspects, at institutional, Swiss and European levels, through projects and contributions to various active associations.

## SESSION III External quality assurance in emergency situations



### Esther Huertas

Esther Huertas received her qualification as Agronomist Engineer from the Polytechnic University of Catalonia and her B.S. Food Science and Technology and M.S. (Environmental Sciences) degrees from the University of Barcelona. She has also received her Ph.D. in Chemical Engineering from the University of Barcelona. In her first appointment, she served as a researcher at the University of Barcelona and followed her professional activity as an assistant professor at the same University for three years. She began to collaborate with AQU Catalunya as a student expert at TEEP II project, and in 2006 she got a position at the Agency where, among others, she has lead the work package of quality assurance in online higher education in TeSLA project – Trust-based authentication & authorship e-assessment analysis (<https://tesla-project.eu/>). Previously, she was the chair of ENQA's working group on quality assurance and e-learning (2016-2018). She is currently the Head of Quality Assurance Department at AQU Catalunya.



### Marie Gould

Marie Gould is Head of the Tertiary Education Monitoring and Review Unit (TEMRU) at Quality and Qualifications Ireland (QQI). As unit head, Marie leads a team with responsibility for the QQI CINTE Institutional Review process for publicly regulated higher education institutions, the development of a model for the monitoring and review of private HEIs, the monitoring and review of further education and training providers, and the validation of doctoral research degree programmes leading to QQI awards. Having worked with QQI since its establishment in 2012, and previously with a former national agency, Marie has extensive experience at national regulatory level in external QA across both higher and further education and training and holds a master's degree in Governance. She continues to further her learning in international contemporary trends in QA and completed the Graduate Certificate in Tertiary Education (QA) through the University of Melbourne in September 2020.



### Nataliia Stukalo

Nataliia Stukalo is the Vice-Head of the National Agency for Higher Education Quality Assurance (NAQA). She has completed her PhD and DSc in International Economics at Kyiv National Economic University and has taken internships and trainings at, among others, Harvard University, University of Amsterdam, Catholic University of Leuven and University of Liverpool. She is a well-known Ukrainian educator, quality assurance expert and researcher. Nataliia has 10 years of 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.



## FRIDAY 13 NOVEMBER

### SESSION IV Micro-credentials paving the way to flexible higher education



#### **Elena Cirlan**

Elena Cirlan is a Policy and Project officer in the Institutional Development Unit, where her work focuses mainly on quality assurance in higher education. She contributes to the management of EUA's Institutional Evaluation Programme (IEP) and to the coordination of the annual European Quality Assurance Forum (EQAF) as well as to the implementation of projects related to quality assurance. Elena holds a Bachelor's degree from the Academy of Music, Theatre and Fine Arts (Moldova) and a Master's degree from the University of Oulu (Finland). Prior to joining EUA in July 2018, Elena worked in the field of music education and she also completed an internship in the Estonian quality assurance agency (EKKA).



#### **Florian Rampelt**

Florian Rampelt is Managing Director of AI Campus and Deputy Managing Director of Hochschulforum Digitalisierung (HFD) at Stifterverband in Berlin. Together with the German Research Center for Artificial Intelligence (DFKI), NECOSMO, the mmb Institute and the Hasso-Plattner-Institute (HPI), he is developing the AI Campus as a European digital learning platform on artificial intelligence providing innovative learning opportunities on AI from a variety of research and education institutions. At HFD he is responsible, for international activities with a focus on the European Higher Education Area. Previously, he was Director of Education at the non-profit start-up Kiron Open Higher Education. Florian Rampelt studied political science and education sciences at University of Passau and worked as a research assistant in teacher education. He has dealt with a variety of topics in the field of quality assurance, including the recognition of MOOCs and the quality of credentials.



#### **Anthony F. Camilleri**

Anthony F. Camilleri is a tertiary education policy consultant and founder of the Knowledge Innovation Centre. He has nearly 15 years of experience in educational policy, with a focus on Quality Assurance and Innovation in Education. He led the creation of ISO 21001 - Educational Organisation Management Systems and is the architect of Europass Digital Credentials. His current focus is creating a European standards and technology infrastructure for recording learning digitally. This encompasses research on policy implications of micro-credentials, standardisation work for digitisation of learner data and consultancy with the Europass project and the European Blockchain Partnership on technological solutions. He has also pioneered the annual European Micro-Credentials Masterclass.

## SESSION V Student engagement contributing to the development of quality culture



### Jakub Brdulak

Jakub Brdulak is SGH Rector's Proxy for Quality of Education and Associate Professor at SGH Warsaw School of Economics – Institute of Management. He is also a Member of The Polish Accreditation Committee (Polish national Quality Assurance Agency), visiting researcher at CHEPS, expert of the Polish Ministry of Science and Higher Education in the program 'International Accreditations and Certifications' and 'Master of Didactics' and Polish delegate to the Bologna Follow-Up Group Quality Assurance in European Higher Education Area and MICROBOL. He is Fellow of the University of Denver and Erasmus. He has authored national and international publications dedicated to Knowledge Management and management of Higher Education Institutions (HEIs). He runs education programs with global companies: Deloitte and DB Schenker and he is a member of national and international research projects about HEIs.



### Agnieszka Pechcińska

Agnieszka Pechcińska is a third-year student of Quantitative Methods in Economics and Information Systems at SGH Warsaw School of Economics, Vice-President of the Students' Union, member of university Senate and head of the Committee for Teaching Quality. Agnieszka also used to be forum manager at Chinese-European Partnership for Development, external cooperation team leader at DeBBaty project and project manager of International Picnic at SGH Warsaw School of Economics.



### Liv Teresa Muth

Liv Teresa Muth studied Life Sciences in her Bachelor and Biotechnology in her Master at the University of Muenster, Germany. In June 2019, she started her PhD in Industrial Biotechnology at Ghent University, Belgium. She has extensive experience in student representation, quality assurance and development in higher education on local, national, and international level. She is a student reviewer and member of the both Steering Committees of the ESU Quality Assurance Student Experts' Pool and the German Quality Assurance Student Experts' Pool and was a member of the student representative group of the Department of Biology at the University of Muenster for the duration of her studies. Here, she represented the stakeholder group of students in the university context and fought for student rights.

## **CLOSING SESSION VI** Quality assurance shaping change



### **Anthony McClaran**

Anthony McClaran is the second Vice Chancellor of St Mary's University. He has recently returned to the UK from Australia, where he served as CEO of the Tertiary Education Quality and Standards Agency (TEQSA) from 2015 to 2020. Prior to that move, Anthony was Chief Executive of the UK's Quality Assurance Agency (QAA) from 2009-15. A graduate with a First Class Honours degree in English and American Literature from the University of Kent, Anthony began his career in higher education at the University of Warwick, where he held a number of posts including Admissions Officer. In 1992 he moved to the University of Hull to take up the post of Academic Registrar. In 1995 he was appointed Acting Registrar and Secretary. Anthony has served as a member of the boards of the European Association for Quality Assurance in Higher Education (ENQA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), and has recently begun his second term on the International Advisory Board for the US Council for Higher Education Accreditation (CHEA). During his time in Australia he was a member of the Audit and Risk Committee for the Australian Accounting Standards Board (AASB) and the Auditing and Assurance Standards Board (AUASB), and was a member of the Expert Panel for the National Review of Teacher Registration and Implementation Group for Admissions Transparency. He has held a number of governance roles at all levels of education and was Chair of Council and Pro-Chancellor of the University of Gloucestershire from 2007 to 2009.



### **Oliver Vettori**

Oliver Vettori is Dean of Accreditation and Quality Management and Director of Program Management and Teaching and Learning Affairs at WU Vienna (Vienna University of Economics and Business). He holds a doctoral degree in Sociology/Organisation Theory from the University of Vienna and is a Research Associate at the Institute for Organization Studies and the Institute for Public Management and Governance (also at WU Vienna). Oliver has been working in higher education management and research for more than fifteen years, as a reviewer, trainer, researcher and expert in about 50 different countries on four different continents including work for EUA, ENQA, UNESCO IIEP, ASEAN-QA, EU-SHARE and various agencies and higher education institutions. In his research, he focuses on quality assurance and higher education development, on teaching and learning as well as on organisational cultures and change. He serves on the international Editorial Board of Quality in Higher Education.

The 2020 EQAF online event, entitled "Flexible higher education: implications for QA", will combine online sessions about European policies and trends, research, and practical case examples related to the Forum theme and more generally about current developments in quality assurance.

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The **European Quality Assurance Forum** (EQAF) provides a platform for discussion, professional development and exchange of experiences among the main stakeholders in quality assurance. Specifically, the Forum will be of interest to rectors and vice-rectors responsible for quality assurance, quality assurance officers in higher education institutions, students, quality assurance agency staff and researchers working on higher education or the quality assurance field.

**<http://bit.ly/EQAF2020>**

## Organised by

European University Association (EUA)

European Association for Quality Assurance in Higher Education (ENQA)

European Association of Institutions in Higher Education (EURASHE)

European Students' Union (ESU)



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