

2023 European Quality Assurance Forum

Internationalisation in a changing world. New trends and challenges for QA

Hosted by University of Aveiro, Portugal
23-25 November 2023

Overview of contributions sessions

SESSION I, Friday 24 November

Workshops (11.00-12.45)

| Workshop Number | Title | Presenters | Room |
|-----------------|--|---|---|
| 1 | Designing Micro-credentials to respond to European quality assurance expectations – What might be successful parameters? | Prof. Anca Greere, Babes-Bolyai University, Lucy Fox, British Accreditation Council | Room 23.3.4 Third floor Pedagogical Complex Building |
| 2 | Putting the academic integrity puzzle together: Does everyone have their pieces to hand? | Mairead Boland, Sue Hackett, Quality & Qualifications Ireland (QQI) | Room 23.3.5 Third floor Pedagogical Complex Building |
| 3 | Europe united for the future of the quality of education: innovation, digitalisation, sharing knowledge and practices | Pegi Pavletić, Ana Gvritishvili, Adrian Korzeniowski, Matej Drobníč, European Students' Union (ESU) | Room 23.3.15 Third floor Pedagogical Complex Building |
| 4 | Towards a State-of-the-Art Overarching Qualifications Reference Framework for the European Higher Education Area | Prof. Robert Wagenaar, University of Groningen | Room 23.3.10 Third floor Pedagogical Complex Building |
| 5 | Harmonisation and mutual recognition: adventures in pan-European Quality Assurance | Susanne Lippold, Ruhr University Bochum, Dr. Maria Hallinan, University College Cork | Room 23.3.14 Third floor Pedagogical Complex Building |
| 6 | Tips and tricks, best practices and challenges: the European Approach | Lineke van Bruggen, Tinka Thede, NVAO (the | Room 23.3.9 Third floor |

| | | | |
|--|--|---|------------------------------|
| | for Quality Assurance of Joint Programmes in practise. | Accreditation Organisation of the Netherlands and Flanders) | Pedagogical Complex Building |
|--|--|---|------------------------------|

Paper presentations (11.00-11.45)

| Paper number | Title | Presenters | Room | Chair |
|--------------|---|--|---|-----------------------|
| 1 | Strengthening cooperation in higher education quality assurance in Europe and beyond by 2030: a potentially novel role for Eurydice | Cecilia Bibbò, University at Albany, State University of New York (SUNY) | Auditorium 23.1.5 Ground Floor Pedagogical Complex Building | Sylvie Navarre |
| 2 | Cross-Border External Quality Assurance in the European Higher Education Area | Nathan Carvalho, CIPES (Centre for Research in Higher Education Policies) & University of Aveiro | Auditorium 23.1.6 Ground Floor Pedagogical Complex Building | Patrick Van den Bosch |

Practice presentations (11.00-11.45)

| PP number | Title | Presenters | Room | Chair |
|-----------|---|---|---|-------------|
| 1 | What is the added value of the CeQuInt Certificate for Quality in Internationalisation? Reflections from the University of Twente | Lisanne Verheij, University of Twente | Auditorium 23.1.7 Ground Floor Pedagogical Complex Building | Marta Žuvić |
| 2 | Together we stand: fostering innovation through quality accreditation | Beatriz Jiménez Luengo, Universidad CEU San Pablo | Auditorium 23.1.7 Ground Floor Pedagogical Complex Building | Marta Žuvić |

Paper presentations (12.00-12.45)

| Paper number | Title | Presenters | Room | Chair |
|--------------|---|--|---|---------------|
| 3 | Developing a sustainable model for quality in internationalisation in the context of rapid change | Dr Myfanwy Davies, Bangor University, Dr Jasur Salikhov, Tashkent State University of Economics | Auditorium 23.1.5 Ground Floor Pedagogical Complex Building | Eltjo Bazen |
| 4 | Quality Assurance of Doctoral Education: A Case Study of the Polish Approach. | Natalia Wiktoria Greniewska, University of Warsaw and Polish Association of Doctoral Candidates, Michał Goszczyński, University of Warsaw | Auditorium 23.1.6 Ground Floor Pedagogical Complex Building | Ronny Heintze |

Practice presentations (12.00-12.45)

| PP number | Title | Presenters | Room | Chair |
|-----------|---|---|---|-----------------|
| 3 | Internationalisation and quality assurance from the viewpoint of strategic international networks at the University of Lapland | Mari-Anna Suurmunne, Hanna Marttiini, University of Lapland | Auditorium 23.1.7 Ground Floor Pedagogical Complex Building | Daniela Craciun |
| 4 | Quality in internationalisation at home: incentivising excellence in teaching innovation through COIL, a study case of benchmarking in CEU Universities | Ainhoa Uribe, CEU San Pablo University | Auditorium 23.1.7 Ground Floor Pedagogical Complex Building | Daniela Craciun |

SESSION II, Friday 24 November (14.15-15.00)

Paper presentations

| Paper number | Title | Presenters | Room | Chair |
|--------------|--|---|---|------------------------|
| 5 | Collaborating in a “meta-organisation”: IQA on the level of a European university alliance | Oliver Vettori, Vienna University of Economics and Business | Room 10.1.6 Ground Floor Department of Economics, Management, IE & Tourism | Daniela Craciun |
| 6 | Collaboration & partnership to quality assure international awarding bodies in Ireland | Órla Barry, Quality and Qualifications Ireland (QQI) | Room 10.1.7 Ground Floor Department of Economics, Management, IE & Tourism | Rose Anne Cuschieri |
| 7 | What do audits tell us about international student study experience and engagement in Finnish higher education institutions? | Mirella Nordblad, Mira Huusko, Finnish Education Evaluation Centre | Room 10.1.8 Ground Floor Department of Economics, Management, IE & Tourism | Jakub Grodecki |
| 8 | Building a sustainable quality assurance system for university alliances: the yufe approach | Liesbeth Opdenacker, University of Antwerp, YUFE Alliance, Prof. Aleksandra Deluka Tibljaš, University of Rijeka, YUFE Alliance, Prof. Duško Pavletić, University of Rijeka, YUFE Alliance, | Room 10.1.3 Ground Floor Department of Economics, Management, IE & Tourism | Magalie Soenen |

| | | | | |
|----|--|--|--|------------------|
| 9 | Impact of international accreditation on the internationalisation strategy of Indonesian higher education institutions | Viktoria Dermanowski, Foundation for International Business Administration Accreditation (FIBAA) | Renato Araújo Auditorium Ground Floor Floor, Main Rectorate Building | Marie Gould |
| 10 | Capacity building in quality assurance through international cooperation: key takeaways for European agencies from the HAQAA2 initiative | Sophie Guillet, Hcéres, – High Council for the Evaluation of Research and Higher Education, Marie-Jo Goedert - CTI | Auditorium 11.1.3 Ground Floor, Department of Mathematics | Anna Gover |
| 11 | Internationalisation and Ireland's International Education Mark: Reflections from Trinity College Dublin | Declan Coogan, Louise Staunton, Trinity College Dublin | Auditorium 11.1.10 Ground Floor, Department of Mathematics | Ana Gvritishvili |

Practice presentations

| PP number | Title | Presenters | Room | Chair |
|-----------|---|--|--|--------------------|
| 5 | Multiplied quality management processes in international joint programmes | Päivi Aronen, University of Helsinki | Auditorium 11.1.12 Ground Floor, Department of Mathematics | Cristina Ghitulica |
| 6 | Joining forces to reduce QA fatigue | Marine Condette, Association to advance collegiate schools of business (AACSB) | Auditorium 11.1.12 Ground Floor, Department of Mathematics | Cristina Ghitulica |

SESSION III, Saturday 25 November (9.30-11.15)

Workshops (9.30-11.15)

| Workshop number | Title | Presenters | Room |
|-----------------|--|---|---|
| 7 | International Institutional Accreditations based on the ESG – Europeanization of QA or culture-sensitive contextualisation of European quality standards? | Dr. Sonja Mikeska, Wandelwerk, Centre for Quality Enhancement at FH Münster University of Applied Sciences | Room 23.3.5 Third floor Pedagogical Complex Building |
| 8 | Using PROFFORMANCE+ tool to enhance internationalisation quality in learning and teaching in higher education | Bárbara Gabriel, University of Aveiro | Room 23.3.14 Third floor Pedagogical Complex Building |
| 9 | The great debate: internationalisation vs. brain drain | Pegi Pavletić, European Students' Union (ESU), Jorge António Ribeiro Pereira, European Network of Ombuds in Higher Education (ENOHE) | Room 23.3.10 Third floor Pedagogical Complex Building |
| 10 | European Degree Label main challenges and opportunities | Laura Howard, University of Cadiz; Lotte Laenen, Ghent University; Samira Bonucci, University of Padua; Isabel Nunes, Universidade NOVA de Lisboa | Room 23.3.9 Third floor Pedagogical Complex Building |
| 11 | Enabling and enhancing academic integrity globally: towards a set of commonly agreed quality assurance standards | Drs. Yvonne Overdeest, NVAO (the Accreditation Organisation of the Netherlands and Flanders) Sue Hackett, Quality & Qualifications Ireland (QQI) | Room 23.3.15 Third floor Pedagogical Complex Building |
| 12 | Data-driven BI solutions as a potential approach for providing tailor-made educational support to increasingly diverse student populations: possibilities & pitfalls | Dr. Arjen Schippers, Lieze Steensels, Charlotte Beckers Vrije Universiteit Brussel | Room 23.3.4 Third floor Pedagogical Complex Building |

Paper presentations (9.30-10.15)

| Paper number | Title | Presenters | Room | Chair |
|--------------|---|--|---|----------------------------|
| 13 | Quality Assurance of European Universities alliances: Aligning Internal/ External QA and Student Involvement | Mark Frederiks, NVAO, Accreditation Organisation of the Netherlands and Flanders | Auditorium 23.1.5 Ground Floor Pedagogical Complex Building | Ulf Hedbjörk |
| 15 | Protecting the interests of students on transnational education programmes: the role of transparent quality assurance | Douglas Blackstock, Anna Gover, ENQA | Auditorium 23.1.7 Ground Floor Pedagogical Complex Building | Eva Fernandez de Labastida |

Practice presentations (9.30-10.15)

| PP number | Title | Presenters | Room | Chair |
|-----------|--|---|--|-------------------|
| 8 | Sustainability and responsibility in European universities' quality assurance: Systematisation of sustainability and responsibility work at the University of Helsinki | Anne Lepistö, University of Helsinki | Renato Araújo Auditorium Ground Floor, Main Rectorate Building | Geneviève Le Fort |
| 9 | Synergizing Horizons – Innovating Quality Assurance for Sustainable Internationalisation in Higher Education | Lali Giorgidze, National Center for Educational Quality Enhancement | Renato Araújo Auditorium Ground Floor, Main Rectorate Building | Geneviève Le Fort |

Paper presentations (10.30-11.15)

| Paper number | Title | Presenters | Room | Chair |
|--------------|---------------------------------------|--------------------------|-------------------|----------------|
| 16 | The International Education Mark – an | Dr Jim Murray, Quality & | Auditorium 23.1.5 | Cecilia Biaggi |

| | | | | |
|--|---|------------------------------|--|--|
| | innovative approach to the quality assurance of the international learner experience in Ireland | Qualifications Ireland (QQI) | Ground Floor Pedagogical Complex Building | |
|--|---|------------------------------|--|--|

Practice presentations (10.30-11.15)

| PP number | Title | Presenters | Room | Chair |
|-----------|---|--|---|----------------|
| 10 | Quality management within an international double degree programme alliance | Anja Gleissner, International Graduate Center, Hochschule Bremen – City University of Applied Sciences | Auditorium 23.1.7 Ground Floor Pedagogical Complex Building | Gea van Zutven |
| 11 | Does having a Dual Degree Enhance the Value of Programmes with Embedded Student Mobility? | Nicole O’Neill, Technological University Dublin | Auditorium 23.1.7 Ground Floor Pedagogical Complex Building | Gea van Zutven |

Paper and practice presentations (10.30-11.15)

| Number | Title | Presenters | Room | Chair |
|----------|--|---|---|------------|
| Paper 17 | Case Study Examples of Undertaking Higher Education Quality Reviews in West Africa | Christopher Bland, Quality Assurance Agency (QAA) | Auditorium 23.1.6 Ground Floor Pedagogical Complex Building | Maria Kelo |
| PP 7 | Making Bologna Fit for Purpose in the Kurdistan Region of Iraq | Michèle P. Wera, Drs. Yvonne Overdeest, NVAO (the Accreditation Organisation of the Netherlands and Flanders) | Auditorium 23.1.6 Ground Floor Pedagogical Complex Building | Maria Kelo |

Description of sessions:

WORKSHOP 1: Designing Micro-credentials to respond to European quality assurance expectations – What might be successful parameters?

Time: Friday 24 November, 11.00-12.45

Room: 23.3.4, Third floor Pedagogical Complex Building

Facilitators: Prof. Anca Greere, Babes-Bolyai University, Lucy Fox, British Accreditation Council

Abstract:

Micro-credentials are advocated as a tool which can further modularise education and flexibilise recognition, as well as facilitate internationalisation under specific policy frameworks. The workshop intends to discuss the outcomes of the ENQA Working Group on the Quality Assurance of Micro-credentials and their potential application for different types of stakeholders, i.e. governments, agencies, higher education institutions and alternative providers, with a view to establishing how micro-credentials may support cross-border global education ambitions. We shall be looking in detail at the parameters recommended and experiment with how they may be translated into various contexts, also by consideration of national requirements. We draw on application examples to be analysed from the institutional/provider perspective and that of the quality assurance agency, as we establish what are must-haves and nice-to-haves in the design of quality arrangements for micro-credentials. The development of the Micro-credential Accreditation Scheme by the British Accreditation Council shall be retraced as we highlight essential criteria for debate and demonstrate how micro-credential providers engage with such criteria to guarantee micro-credentials of high quality and support stackability, portability and permeability aims.

WORKSHOP 2: Putting the academic integrity puzzle together: Does everyone have their pieces to hand?

Time: Friday 24 November, 11.00-12.45

Room: 23.3.5, Third floor Pedagogical Complex Building

Facilitators: Mairead Boland, Sue Hackett, Quality & Qualifications Ireland (QQI)

Abstract:

How can we ensure that all stakeholders understand and play their part in maintaining and upholding academic integrity?

This workshop will investigate the global academic integrity landscape, and the mutually reinforcing role of each actor within this context. This will include networks at the mega level, such as the Global Academic Integrity Network (GAIN), ENQA, including their Academic Integrity Working Group and others, INQAAHE; quality assurance agencies, qualifications authorities, and regulators at the macro level, e.g. TEQSA (Australia), QAA

(UK), PEQAB (Canada), where there have been significant developments on the academic integrity front; institutions/providers at the meso level from across the international landscape; and disciplines, support services, students and staff at the micro level. Examples of each, highlighting good practice, will be provided. Beyond actors across the education system, we will also consider other stakeholders at national and global levels (such as social media and advertising platforms) that can support the maintenance and enhancement of academic integrity.

The second part of the workshop will encourage reflection upon the key roles of each group and explore how the inter-connectedness of actors at each level supports optimal sustainability of academic integrity.

The third section of the workshop will encourage the participants to interact with each other and with the facilitators to explore the transferability of this model to their own contexts.

The workshop will culminate with a proposed model which emerges from the participants' group work.

WORKSHOP 3: Europe united for the future of the quality of education: innovation, digitalisation, sharing knowledge and practices

Time: Friday 24 November, 11.00-12.45

Room: 23.3.15, Third floor Pedagogical Complex Building

Facilitators: Pegi Pavletić, Ana Gvritshvili, Adrian Korzeniowski, Matej Drobnič, European Students' Union (ESU)

Abstract:

Through this workshop, the students plan on presenting their vision for the future of European quality of education, based on quality support and enhancement, beyond quality assurance itself. We will be presenting three separate ideas on how to achieve it, based on the current QA practices and the goals of internationalisation. These ideas are:

- I) Further development of the EQAR database and making the data more accessible to the public;
- II) Implementation of new digitalisation practices to foster sustainable external QA;
- III) Quality assurance as an area of active research and development of higher education.

We plan on building a model of the future of QA, to serve as a guide for current practitioners for further development of their practices, while broadening them and making them more accessible. All stakeholders are invited to participate, to obtain a wider perspective and to critically look at the current developments in quality assurance.

WORKSHOP 4: Towards a State-of-the-Art Overarching Qualifications Reference Framework for the European Higher Education Area

Time: Friday 24 November, 11.00-12.45

Room: 23.3.10, Third floor Pedagogical Complex Building

Facilitator: Prof. Robert Wagenaar, University of Groningen

Abstract:

Qualifications Frameworks are the backbone of Quality Assurance. The two overarching European ones are now 15-20 years of age and as a result of societal developments obsolete. In the context of the Erasmus+ Forward-Looking CALOHEE-projects a state-of-the-art framework has been developed which is based on a combination of the two existing ones. Without challenging these, it offers a highly sophisticated model by covering not only current societal topics but also allowing for intermediate levels of mastery within each of the Bologna cycles / EQF-levels 5-8. This is relevant for both progression routing, but also for positioning micro-credentials. The really international model is the outcome of the reflection of more than 100 renown academics representing EU+ countries and all academic sectors. It is supported by a Guideline for applying it in QA external and internal QA policies and procedures according to the ESG and meant for both QA organisations and HE institutions.

WORKSHOP 5: Harmonisation and mutual recognition: adventures in pan-European Quality Assurance

Time: Friday 24 November, 11.00-12.45

Room: 23.3.14, Third floor Pedagogical Complex Building

Facilitators: Susanne Lippold, Ruhr University Bochum, Dr. Maria Hallinan, University College Cork

Abstract: The development of joint degree programmes or micro-credentials across national borders in Europe, since 2019 also advanced through the Erasmus+ European University Initiative and subsequent calls for a joint European Degree Label, requires participating countries and institutions to agree on a joint approach to quality assurance (QA). The ESG and the European Approach for Quality Assurance of Joint Programmes, provide powerful instruments for ensuring quality and sustainability.

The workshop is based on the experience of the development of two joint degree programmes with 8 partners as degree awarding in UNIC, the European University of Post-Industrial Cities. Its main aim is to give the participants the opportunity to simulate a negotiation process to agree on a joint approach to QA and to raise the awareness of the influence of differences in culture and the legal framework of universities and the importance for adapted solutions.

WORKSHOP 6: Tips and tricks, best practices and challenges: the European Approach for Quality Assurance of Joint Programmes in practise

Time: Friday 24 November, 11.00-12.45

Room: 23.3.9, Third floor Pedagogical Complex Building

Facilitator: Lineke van Bruggen, Tinka Thede, NVAO (the Accreditation Organisation of the Netherlands and Flanders)

Abstract:

Experience shows that the European Approach for Quality Assurance of Joint Programmes 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 there are also best practices. The European Universities Initiative also poses challenges, as well as opportunities.

Jointly we will work on tips and tricks, best practices and challenges of the European Approach. Based on statements and question we will work in smaller groups using various brainstorm techniques such as Brainwriting (brain drain), Superhero and Customer desire map. The aim of the workshop is to take us all one step further in the discussion on the implementation of the European Approach (for joint programmes and more?).

WORKSHOP 7: International Institutional Accreditations based on the ESG – Europeanization of QA or culture-sensitive contextualisation of European quality standards?

Time: Saturday 25 November, 9.30-11.15

Room: 23.3.5, Third floor Pedagogical Complex Building

Facilitator: Dr. Sonja Mikeska, Wandelwerk, Centre for Quality Enhancement at FH Münster University of Applied Sciences

Abstract:

The core principles of the ESG have to be implemented by any institution that aims for an ESG based accreditation seal, no matter in which country it is located. However, interpretations whether processes are “appropriate” or “transparent” may vary across different cultures. So when applying the ESG on a more global scale, should it be with a typical “European lens” or are the ESG flexible enough to be contextualized depending on the respective cultural settings? This workshop aims at opening up a space for the various experiences of reviewers, agencies and reviewed institutions. After identifying the most common intercultural challenges, good practices will be outlined that help figure out the limits as well the opportunities that lie in the international and therefore intercultural application of the ESG. Thus, the workshop would first like to raise awareness of intercultural challenges and second help develop concrete guidance (Do’s & Don’ts) for

future international reviewing activities.

WORKSHOP 8: Using PROFFORMANCE+ tool to enhance internationalisation quality in learning and teaching in higher education

Time: Saturday 25 November, 9.30-11.15

Room: 23.3.14, Third floor Pedagogical Complex Building

Facilitator: Bárbara Gabriel, University of Aveiro

Abstract:

PROFFORMANCE is an online assessment tool to support higher education institutions in enhancing the quality of Learning & Teaching across different thematic areas of the organisation and EHEA horizontal priorities as digitalisation, internationalisation, inclusion and sustainability through self, peer and student assessment. The workshop will focus on Internationalisation and its relation to the thematic areas of the tool, i.e., student-centred course design, teacher performance and students' learning assessment and support, Impact with and for the society, professional development and organisational and administrative related to teaching. The PROFFORMANCE tool offers a set of statements, being linked to each statement a hint to provide information and examples in order to support teachers in embedding and considering the topic in their practices of Learning & Teaching. Participants in the framework of a short exercise may test the tool focusing on those statements which measure their competences in internationalisation related to Learning & Teaching.

WORKSHOP 9: The great debate: internationalisation vs. brain drain

Time: Saturday 25 November, 9.30-11.15

Room: 23.3.10, Third floor Pedagogical Complex Building

Facilitators: Pegi Pavletić, European Students' Union (ESU), Jorge António Ribeiro Pereira, European Network of Ombuds in Higher Education (ENOHE)

Abstract:

This workshop will be organized as a constructive debate between the participants, to foster discussions on the influence of internationalisation policies on brain drain in higher education globally. Last year, we have debated whether internationalisation and brain drain can be linked through QA. This year, we aim to attract all QA stakeholders to debate about the development of internationalisation practices and the disbalance in student numbers globally, as well as present their opinions and views on how these practices could be utilised to support global brain circulation in research and academic community, regardless of the movers being HE workers, teaching staff or students. Participants will also try to evaluate, from their own perspectives, what determines the quality of education from a public

perspective, and what are some of the pull and push factors of brain drain, as well as the challenges of brain gain.

WORKSHOP 10: European Degree Label main challenges and opportunities

Time: Saturday 25 November, 9.30-11.15

Room: 23.3.9, Third floor Pedagogical Complex Building

Facilitators: Laura Howard, University of Cadiz, Lotte Laenen, Ghent University, Samira Bonucci, University of Padua, Isabel Nunes, Universidade NOVA de Lisboa

Abstract:

One of the aims of the European university alliances is to facilitate mobility across EU leading to the award of single European degrees, a longstanding ambition of the European Commission. In 2022, a call addressing alliances for piloting the European Degree Label (EDL) was launched. The aim is to examine, test and facilitate the delivery of a joint EDL based on a set of common criteria, a step towards joint European degree.

Which are the main obstacles in terms of QA for existing programmes to fulfill the EDL criteria? How can HEIs contribute to enhancing the EDL and the issuing process? How EDL and more generally joint European degrees enhance the global attractiveness of the EHEA? This workshop will aim at responding to the above questions by presenting and discussing the results of an Erasmus+ European policy experimentation in HE project, namely EDLab: European Degree Label Institutional Laboratory.

WORKSHOP 11: Enabling and enhancing academic integrity globally: towards a set of commonly agreed quality assurance standards

Time: Saturday 25 November, 9.30-11.15

Room: 23.3.15, Third floor Pedagogical Complex Building

Facilitators: Drs. Yvonne Overdeest, NVAO (the Accreditation Organisation of the Netherlands and Flanders), Sue Hackett, Quality & Qualifications Ireland (QQI)

Abstract:

Tackling the challenges to academic integrity in today's increasingly complex and digitalised era can only succeed if HE stakeholders work together with a common understanding of the key issues.

Data obtained in 2022-23 through the ENQA Working Group reflects awareness of and practices of ENQA members regarding Academic Integrity. However, awareness-raising and discussion must necessarily involve *all* stakeholders, especially student organisations and HE institutions. Workshop participants will discuss the emergent themes from the survey, and work on practical enhancement activities for European QA from their different perspectives. Groups of 3-4 participants will be invited to work on a selected theme with some guidelines, to exchange ideas and capture key points which could be used to further develop common

standards or principles. This could be the first step to peer networking with the prospect of further (cross-border) collaboration to enable and enhance academic integrity.

WORKSHOP 12: Data-driven BI solutions as a potential approach for providing tailor-made educational support to increasingly diverse student populations: possibilities & pitfalls

Time: Saturday 25 November, 9.30-11.15

Room: 23.3.4, Third floor Pedagogical Complex Building

Facilitators: Dr. Arjen Schippers, Lieze Steensels, Charlotte Beckers Vrije Universiteit Brussel

Abstract:

Student diversity is both a key opportunity and challenge for higher education institutions. One of the many dimensions of diversity is the international background of students, which brings together students with different educational backgrounds and needs. We are currently exploring how modern Business Intelligence tools can support these diverse student populations. We aim to identify and understand the challenges faced by different student clusters, in order to be able to provide them tailored and proactive support.

In this workshop, we will demonstrate our tentatively explored approach, discuss its ethical, conceptual and technical implications, and consider how it can be applied to different institutional contexts. We welcome educators and practitioners who want to use Business Intelligence tools to enhance student diversity and inclusion to join us in this interactive session. This workshop will provide an opportunity to share experiences and best practices on using data-driven methods to support diverse student populations.

PAPER 1: Strengthening cooperation in higher education quality assurance in Europe and beyond by 2030: a potentially novel role for Eurydice

Time: Friday 24 November, 11.00-11.45

Room: Auditorium 23.1.5, Ground Floor Pedagogical Complex Building

Presenter: Cecilia Bibbò, University at Albany, State University of New York (SUNY), Giuseppe Carci, Guglielmo Marconi University of Rome

Chair: Sylvie Navarre

Abstract:

Eurydice is a network of information about education in Europe. It was launched by the European Commission and member states in 1980. It has promoted global cooperation over four decades by providing policymakers and practitioners with descriptions and analyses of educational systems and their components, including quality assurance (QA) in higher

education (HE). The information about QA includes national reforms and legislation, types and characteristics of QA mechanisms, and nature and function of accrediting agencies. Over the years, the information published has expanded due to the rapid evolution of QA systems in Europe and across the world.

With the Rome Communiqué of 2020, Ministers of HE agreed to strengthen shared frameworks and tools to facilitate global reform, cooperation, knowledge sharing, and staff and student mobility. This study aims to explore the potential role of Eurydice in reaching the goals of the Rome Communiqué. A survey was conducted to understand how various actors in HE perceive Eurydice's information on QA, how they utilize this information and analysis, and which developments can further enhance collaboration on QA policy in Europe and beyond. The collected responses are presented, and suggestions have been made regarding how Eurydice could assist with the Rome Communiqué's goals and forthcoming challenges related to international cooperation in QA. A description of how an extended role of the network would add qualitatively to existing information and analysis is also provided.

PAPER 2: Cross-Border External Quality Assurance in the European Higher Education Area

Time: Friday 24 November, 11.00-11.45

Room: Auditorium 23.1.6, Ground Floor, Pedagogical Complex Building

Presenter: Nathan Carvalho, CIPES (Centre for Research in Higher Education Policies) & University of Aveiro

Chair: Patrick Van den Bosch

Abstract:

Quality Assurance (QA) of Higher Education (HE) was usually produced in alignment with national standards. However, with the rise of internationalisation this relationship has changed. At European level, several developments such as the Bologna Process, the creation of ENQA and EQAR and the promotion of the ESG has impacted QA and contributed to the rise of new international opportunities for QA agencies (Hopbach, 2014; Amaral, 2014; Rosa & Cardoso, 2018). Cross-Border External Quality Assurance (CBEQA) can be understood as an external QA activity carried out in a country other than the one in which the QA agency is based (ENQA et al, 2017). This paper aims to provide an overview of CBEQA activities in the European Higher Education Area based on a descriptive statistical analysis of the data existent in the DEQAR database. This analysis is complemented with the views of international organisations (ENQA, EQAR, INQAAHE, EUA, EURASHE, ESU, ECA) and ten QA agencies, collected through a set of interviews with their presidents, or designated staff. Results show that CBEQA have increased since 2009 (7 to 297 activities per year), with 29 out of the 45 European QA agencies being involved in them. Regarding the views of international organisations and QA agencies, CBEQA can be seen as a process used by HEI to become more international or as a factor for market differentiation. The results seem to demonstrate that even if CBEQA has both advantages and disadvantages for HEI and

systems, the phenomenon now constitutes a market opportunity for many agencies at European level.

PAPER 3: Developing a sustainable model for quality in internationalisation in the context of rapid change

Time: Friday 24 November, 12.00-12.45

Room: Auditorium 23.1.5, Ground Floor Pedagogical Complex Building

Presenters: Myfanwy Davies, Bangor University, Dr Jasur Salikhov, Tashkent State University of Economics

Chair: Eltjo Bazen

Abstract:

Internationalisation has enormous potential to enrich learning and to create vibrant and productive academic communities. However, across the EU, but in the UK in particular, the discourse has emphasised the economic benefits of internationalisation to the detriment of realising its potential as a driver for quality, innovation and collaboration.

This presentation will share best practice in terms of building robust and scalable quality assurance processes that drive enhancement. Using the Uzbek context as an example of policy-driven expansion in HE and the changing role of international partners, it will also consider how well-designed Quality Assurance processes can create opportunities for enhancement for both partner institutions.

Using a range of real-life examples, research and best practice, we will demonstrate how:

- Quality Assurance scrutiny can be decentralised so that partners have an equal voice to the home institution;
- Quality Assurance processes can promote staff engagement and development;
- Global classrooms can be established through Collaborative Online International Learning (COIL) initiatives;
- Activities such as student conferences can be used to foster a sense of belonging and promote global citizenship;
- Developing research-based learning through collaboration.

We will close by reflecting on developing a new model for quality in internationalisation that continues to deliver value in the new context of the emergence of transnational learning hubs outside the EU and through government-driven growth in former host countries.

PAPER 4: Quality Assurance of Doctoral Education: A Case Study of the Polish Approach.

Time: Friday 24 November, 12.00-12.45

Room: Auditorium 23.1.6, Ground Floor
Pedagogical Complex Building

Presenters: Natalia Wiktoria Greniewska, University of Warsaw and Polish Association of Doctoral Candidates, Michał Goszczyński, University of Warsaw

Chair: Ronny Heintze

Abstract:

The quality assurance of doctoral education could be considered a hot potato of the Polish higher education system. Following the last reform in 2005, external quality assurance for doctoral studies was practically non-existent for several years. It was not until 2012 that elements of quality assurance were introduced through a new type of evaluation conducted by the Polish QA agency, known as institutional evaluation. However, this evaluation was eradicated just four years later, only to reemerge in 2018 with the implementation of a new set of higher education reforms.

In 2018, a new system of doctoral education was introduced in the form of doctoral schools. External quality assurance was assigned to the Science Evaluation Committee as part of this new framework. Presently, Poland is on the cusp of initiating this new procedure. This paper aims to compare the two systems, particularly highlighting the advantages that external quality assurance can bring to the overall quality and effectiveness of doctoral education.

The new procedure must take place entirely in English, which will finally enable foreign experts to participate in accreditations. It must also take into account the needs of foreign doctoral candidates, mobility and innovation in international cooperation and how current approaches affect quality assurance. The paper will also consider which practices universities can use to integrate migrant doctoral candidates and how it can be incorporated into educational quality assurance procedures. Furthermore, it will address the question of whether it is possible to compare quality assurance procedures at the doctoral level given the significant differences in doctoral education across the European Higher Education Area (EHEA), and how this quality can be accounted for in joint doctoral programs. Finally, this paper suggests some recommendations for the areas and variables concerning doctoral education assessment, emphasising the necessity of accurate evaluation despite pronounced national disparities in doctoral studies, with a special emphasis on joint doctoral programmes.

PAPER 5: Collaborating in a “meta-organisation”: IQA on the level of a European university alliance

Time: Friday 24 November, 14.15-15.00

Room: Room 10.1.6 Ground Floor Department of Economics, Management, IE & Tourism

Presenter: Oliver Vettori, WU Vienna (Vienna University of Economics and Business)

Chair: Daniela Craciun

Abstract:

The international dimension of quality assurance in Europe has been a key element of the European Higher Education Area for more than two decades now. In the outline for an “European Approach for Quality Assurance of Joint Programmes”, which the Ministers of the EHEA adopted in 2015, the international dimension was further promoted, encouraging and requiring higher education institutions and agencies to collaborate across national systems and legislature.

However, the focus so far has been largely on external assessments. With the European Universities Initiative, this started to shift, as alliances began exploring options for aligned and/or alliance level internal quality assurance (IQA) systems.

This paper will delve deeper into the issue of challenges for collaborative internal quality assurance, which go far beyond the legal and technical difficulties of sharing data, and include important differences in culture, organization design and methodological emphasis. Drawing on the authors’ own experience as delegates to the Quality Board of the ENGAGE.EU European university alliance, the paper presents some carefully selected “lessons learned” on how an internal quality assurance system for a multi-institutional environment can be developed and taken to the next level, while paying heed to the different national legal systems and cultures and the European level discourse.

PAPER 6: Collaboration & partnership to quality assure international awarding bodies in Ireland

Time: Friday 24 November, 14.15-15.00

Room: Room 10.1.7 Ground Floor Department of Economics, Management, IE & Tourism

Presenter: Órla Barry, Quality and Qualifications Ireland (QQI)

Chair: Rose Anne Cuschieri

Abstract:

QQI is establishing a new statutory scheme to provide voluntary, regulated access to the National Framework of Qualifications (NFQ) to a new type of awarding body, named Listed Awarding Bodies (LABs). This new scheme allows professional, sectoral, and international awarding bodies to include their awards in the Irish NFQ, for the first time. Establishment as a LAB will require the body to develop and implement quality assurance procedures that are ESG compliant. This has the effect of extending the ESG to new types of awarding bodies across a wider range of higher education awards in Ireland. The scheme will significantly benefit learners by ensuring they have trust and confidence in these awarding bodies, the quality of their education provision and the reputation of their qualifications.

In the case of international awarding bodies already subject to a similar type of quality assurance oversight in another jurisdiction, QQI will work collaboratively with that quality assurance body in the approval, monitoring, and review of the awarding body. The policy approach to enable international cooperation and collaboration will be outlined and two specific examples of proposed working relationships with ENQA members will be outlined. This approach has the potential to reduce regulatory burden, avoid duplication of effort and encourages deeper relationships with peer agencies.

PAPER 7: What do audits tell us about international student study experience and engagement in Finnish higher education institutions?

Time: Friday 24 November, 14.15-15.00

Room: Room 10.1.8 Ground Floor Department of Economics, Management, IE & Tourism

Presenters: Mirella Nordblad, Mira Huusko, Finnish Education Evaluation Centre

Chair: Jakub Grodecki

Abstract:

Although internationalisation has been on the agenda in the Finnish higher education sector for years, there are a number of recent national efforts in the form of policies, initiatives and funding to boost the internationalisation of Finnish higher education institutions. The ambition of the past two governments has been to increasingly attract international talent to Finland and support their integration into the Finnish labour market and society (see Finnish Government 2021a, MEAE 2023, MEC 2023.) A national target has been set to triple the number of international degree students by 2030 (Finnish Government 2021b, MEC 2021).

Finnish higher education institutions have also been steadily increasing their education provision in English. The goal is to further increase the provision of international programmes in internationally attractive fields and expand the provision in fields in which experts are in high demand in the Finnish labour market. (MEC 2021.)

In the context of rising numbers of international students and degree programmes, it is essential to look into the current issues in quality assurance and enhancement of international student study experiences in Finland. Based on a mid-term analysis of the third audit cycle (2018-2024), integration of international students in the higher education community and international students' opportunities to participate in the quality enhancement activities were identified as improvement areas in several Finnish HEIs. (Huusko & al. 2022.)

In this paper, we focus our analysis in the Finnish HEI context on two main questions:

1) What are the key strengths and improvement areas of international programmes from the international student perspective?

2) What opportunities are there for international students to participate in quality assurance and enhancement activities?

PAPER 8: Building a sustainable quality assurance system for university alliances: the yufe approach

Time: Friday 24 November, 14.15-15.00

Room: Room 10.1.3 Ground Floor Department of Economics, Management, IE & Tourism

Presenters: Liesbeth Opdenacker, University of Antwerp & YUFE Alliance, Prof. Aleksandra Deluka Tibljaš, University of Rijeka & YUFE Alliance, Prof. Duško Pavletić, University of Rijeka & YUFE Alliance

Chair: Magalie Soenen

Abstract:

The YUFE Alliance, formed in 2019, unites universities from ten European countries with diverse academic traditions and practices. These institutions share common values aligned with the European Higher Education Area (EHEA) and adhere to quality assurance (QA) systems based on the European Standards and Guidelines (ESG). At its core, the YUFE QA system is guided by a set of principles that foster a culture of quality, trust, subsidiarity, shared ownership, and continuous improvement. Transparency, sharing best practices and stakeholder involvement are emphasized, ensuring a sustainable, lean, and efficient QA system.

Within the YUFE network, three primary dimensions of QA are recognized: QA of YUFE partners, QA of the open YUFE programmes, and QA of other activities and outcomes. A dedicated QA team, active since the project's inception, oversees the development, coordination, and implementation of necessary activities. Representatives from all partner universities, including students, actively engage in QA activities and the QA team maintains close contact with colleagues responsible for other domains to provide support. The three main YUFE quality indicators relate to the accessibility of information, stakeholder participation, and stakeholder satisfaction, and they are consistently used for monitoring and improving all YUFE activities.

This paper aims to present the scheme of the YUFE QA system, including the challenges encountered in establishing a QA system for joint activities that harmonizes shared QA procedures while respecting the individual institutional QA approaches. The system will be presented through the development of QA procedures for joint YUFE minors.

PAPER 9: Impact of international accreditation on the internationalisation strategy of Indonesian higher education institutions.

Time: Friday 24 November, 14.15-15.00

Room: Renato Araújo Auditorium Ground Floor, Main Rectorate Building

Presenter: Viktoria Dermanowski, Foundation for International Business Administration Accreditation (FIBAA)

Chair: Marie Gould

Abstract:

A literature review shows that Indonesia is focusing on the internationalisation of higher education with a concentration on academic aspects such as curricula, teaching methods and academic exchange. At the same time, there are still inhibiting factors that Indonesian HEIs face. In the accreditation procedures according to the ESG, the international orientation of the programme/institution is addressed. Based on the FIBAA accreditation results in Indonesia and a recent FIBAA workshop with 300 participants from 77 Indonesian HEIs, the role of accreditation in the HEI's internationalisation process and its relevance and impact has become a topical issue.

The contributions during the workshop revealed that on the one hand, successful accreditation can be one of the goals of the HEI's internationalisation strategy. On the other hand, the impression emerged during the workshop that the HEIs anticipate that international accreditation can also contribute to or promote the achievement of its other internationalisation goals.

In relation to the internationalisation elements and inhibiting factors in Indonesian higher education presented in the literature review and the HEI's anticipations revealed in the workshop, the author will conduct a survey to investigate the question of what impact international accreditation can have or has had on the internationalisation strategy of Indonesian HEIs. As a target group, the author defined 100 Indonesian HEIs that have already received FIBAA accreditation or are interested in doing so.

PAPER 10: [Capacity building in quality assurance through international cooperation: key takeaways for European agencies from the HAQAA2 initiative](#)

Time: Friday 24 November, 14.15-15.00

Room: Auditorium 11.1.3 Ground Floor, Department of Mathematics

Presenter: Sophie Guillet, Hcéres – High Council for the Evaluation of Research and Higher Education, Marie-Jo Goedert - CTI

Chair: Anna Gover

Abstract:

"There is no doubt that education plays a fundamental role in the development of nations". (ASG-QA, p.9). With these introductory words, the African standards and guidelines for quality

assurance in higher education (ASG-QA) begin, thus recalling the importance of higher education and making QA a tool to support the development of countries. Cooperation in QA in higher education is an important part of the joint strategy of the African and the European Unions. The HAQAA2 initiative (Harmonisation of African Higher Education, Quality Assurance Accreditation) was launched within this framework. In this context, the four European francophone agencies (AAQ, AEQES, CTI, and Hcéres) have participated in consultancy visits and agency reviews of four francophone African counterpart agencies.

Although QA is an international language, that facilitates dialogue between countries, each higher education system is unique, which explains the diversity of practices among agencies worldwide. The four European agencies involved were able to learn from this diversity and to bring to the forefront current debates on the continental QA tools, the diversification of agencies' missions, and the way cultural and contextual differences shape QA in a "fitness for purpose" approach. When engaging in such international projects, agencies continue to learn about QA - as if it were a dedicated lifelong learning tool - and are encouraged to take a reflexive approach to their own practices. This paper thus aims to present the results of a capacity-building experience in QA through international cooperation and its takeaways for European agencies.

PAPER 11: Internationalisation and Ireland's International Education Mark: Reflections from Trinity College Dublin

Time: Friday 24 November, 14.15-15.00

Room: Auditorium 11.1.10 Ground Floor, Department of Mathematics

Presenters: Declan Coogan, Louise Staunton,
Trinity College Dublin

Chair: Ana Gvritishvili

Abstract:

This paper will reflect on internationalisation in the context of Ireland's International Education Mark from the perspective of Trinity College Dublin. Ireland's Quality and Qualifications Authority (QQI) is introducing the International Education Mark (IEM), a new quality mark and part of a set of legislative measures to protect international learners. The IEM will be awarded to higher education and English language education providers who demonstrate that they meet national standards to ensure a quality experience for international learners from enrolment through to the completion of their education programme.

It is in this context that this paper will examine recent developments at Trinity College Dublin. Over the course of the last three years, Trinity introduced several new impactful measures as part of its own commitment to quality assurance for international students, and also in anticipation of the introduction of the IEM. These developments also emerged in the context of the impact of the COVID-19 pandemic on its policies and procedures. Measures included:

- Admissions and Student Enrolment:
 - One of the first universities in Ireland to develop an English Language Policy – triggered by the IEM
 - Development of an Admissions Matrix which allowed Trinity to put a framework for benchmarking on diverse international qualifications and expand opportunities for access globally
 - Education Recruitment Agents policy to ensure quality assurance and prospective student experience
 - Student Experience:
 - Sustaining International Students during Covid-19 and meeting government health and safety compliance requirements
 - Expanding opportunities for Peer-to-Peer student contact through and pre-arrival engagement as part of expanded pre and post arrival opportunities
 - Role of technology in supporting the student journey
 - Partnerships:
 - Partnership Toolkit for Higher education institutional partners globally
-

PAPER 13: Quality Assurance of European Universities alliances: Aligning Internal/ External QA and Student Involvement

Time: Saturday 25 November, 9.30-10.15

Room: Auditorium 23.1.5, Ground Floor Pedagogical Complex Building

Presenter: Mark Frederiks, NVAO, Accreditation Organisation of the Netherlands and Flanders

Chair: Ulf Hedbjörk

Abstract:

There are currently 44 European Universities alliances, which are all setting up their internal QA systems. In the EUniQ project a European QA Framework for European Universities was developed which included in its principles the alignment between internal and external QA and an active involvement of students. Four alliances (EUTOPIA, Una Europa, UNITE!, YUFE) participated as pilot projects in EUniQ to test the European QA Framework. The panels that evaluated these alliances included student members and interviewed student representatives. As these pilot evaluations were carried out at the start of the alliances the student involvement in QA was still limited and the internal QA processes were in the early stages. During the evaluation of the pilots several alliances and panel members posited that it would be beneficial to examine the progress made in the QA developments in a few years after the pilots. Therefore, the authors will conduct interviews with the main responsible actors for QA in the four alliances as well as with student representatives. To complement these perspectives from the pilots four other alliances will be interviewed as well, including at least two alliances from the second selection round. The following core questions will guide these interviews: what is the vision/strategy for developing and aligning the internal and external QA of the alliance; how has the QA system developed since the start of the

alliance and which future steps are envisaged; how are students involved in the QA processes and how are students' views taken into account?

PAPER 15: Protecting the interests of students on transnational education programmes: the role of transparent quality assurance

Time: Saturday 25 November, 9.30-10.15

Room: Auditorium 23.1.7, Ground Floor Pedagogical Complex Building

Presenters: Douglas Blackstock, Anna Gover, ENQA

Chair: Eva Fernandez de Labastida

Abstract:

Transnational education (TNE, also cross-border higher education) is huge business globally, and is growing. The popularity of TNE has many dimensions: 'receiving' countries benefit from bringing established foreign institutions into their sector; students can study at prestigious institutions without the cost of travelling abroad; and 'providing' universities can extend their global reach and reputation, and yes, generate revenue.

But who guarantees the quality of the experience of students? Who checks that the education in the 'receiving' country is delivered to the same standard as that at the 'home' campus?

At the 2022 UNESCO World Higher Education Conference, calls were made for tougher regulation and standards. But the sector already has tools: the OECD-UNESCO guidelines on cross-border higher education were adopted in 2005; the ESG (2015) apply to TNE; the European approach to quality assurance of joint programmes was adopted in 2015; and the QACHE toolkit was developed in 2016 through a European, Gulf and Asia-Pacific partnership. The challenge appears to be not a lack of tools but a lack of transparent implementation by most 'sending' countries.

The paper will explore issues around barriers to the implementation of current tools, whether new tools or regulation will tackle these issues, and make suggestions regarding the role of quality assurance agencies in protecting the interests of students and the role of inter-agency cooperation in building trust in TNE. The paper will also discuss whether strengthened references to TNE (including that delivered outside the EHEA) could be considered in the revision of the ESG.

PAPER 16: The International Education Mark – an innovative approach to the quality assurance of the international learner experience in Ireland

Time: Saturday 25 November, 10.30-11.15

Room: Auditorium 23.1.5, Ground Floor Pedagogical Complex Building

Presenter: Dr Jim Murray, Quality & Qualifications Ireland (QQI)

Chair: Cecilia Biaggi

Abstract:

Arising from a recently expanded legislative remit, QQI is currently developing a new quality mark that will be awarded to higher education providers (both public and independent/private), and providers of English language education, who demonstrate their compliance with statutory codes of practice for the provision of their programmes to international learners. In the case of higher education, the code of practice will build upon the existing, statutory quality assurance infrastructure, and will focus on principles and criteria relating to the ethical recruitment of international students by providers; their use of fair and transparent admission processes and equitable qualifications' recognition procedures; the transparency and propriety of their financial dealings with international students; the supports and services they offer international students to protect their well-being and integration on campus, including English language supports for non-native speakers; and the appropriate application of these principles and criteria in the contexts of transnational education and fully online provision. The IEM, when fully implemented, will make an impact at a variety of levels in the Irish education and training system.

This paper will consider the potential uses and benefits of the IEM for key stakeholders including prospective international learners; education providers; the national qualifications and quality assurance systems; and state bodies involved in the promotion of Ireland's international education offering. The aim is that the International Education Mark (IEM) brand – TrustEd Ireland – will attest to the quality of the programmes and awards of the providers authorised to use it, and to the quality and consistency of the 'student experience' of their international learners.

PAPER 17: Case Study Examples of Undertaking Higher Education Quality Reviews in West Africa

Time: Saturday 25 November, 10.30-11.15

Room: Auditorium 23.1.6, Ground Floor Pedagogical Complex Building

Presenter: Christopher Bland, Quality Assurance Agency (QAA)

Chair: Maria Kelo

Abstract:

The paper describes the work of the Quality Assurance Agency's (QAA) International Quality Reviews (IQR) in universities within West Africa. This work was carried out in support of the World Bank's capacity building project 'Africa Higher Education Centres of Excellence (ACE)'. Part of the ACE project supplies funding to institutions to support and encourage them to seek external international accreditation.

Under ACE the QAA has conducted accreditation work, based on the European Standards and Guidelines (ESG), in Nigeria, Lagos, Ghana, Benin and Cote d'Ivoire. Our IQR process has several stages where the institution is encouraged to undertake a gap analysis on their processes against the ESG standards. After successful completion, the institution progresses

to a full review of its quality assurance processes and documentation along with meetings with staff, students and stakeholders before being considered for accreditation.

The paper will also explore how ESG review can contribute to the achievement of the ACE project objectives of addressing specific regional development challenges and strengthening the capacities of universities to deliver high quality training and applied research. The paper's structure will describe:

- QAA's IQR accreditation process and its contribution to the ACE project.
- How this has assisted universities to create and develop policies and supply evidence of their implementation.
- Its contribution to providing institutions with a greater knowledge of international quality assurance systems.
- The added benefits of undergoing an external accreditation process
 - Supporting staff development
 - Intercultural interaction
 - Positive spinoff effects: talent retention and community development

PRACTICE PRESENTATION 1: What is the added value of the CeQuInt Certificate for Quality in Internationalisation? Reflections from the University of Twente

Time: Friday 24 November, 11.00-11.45

Room: Auditorium 23.1.7, Ground Floor Pedagogical Complex Building

Presenter: Lisanne Verheij, University of Twente

Chair: Marta Žuvić

Abstract:

Considering the University of Twente's ambition to contribute to the global need for (technical) skills and competences, the university strives to further strengthen international cooperation. To strengthen internationalisation goals, we (among others) add distinctive features to our quality assurance, specifically the internationalisation feature: the Certificate for Quality in Internationalisation (CeQuInt).

This practice presentation will include a reflection on UT's experiences with and the perceived added value of this feature, considering the investment, the outcome, and the usability of this distinctiveness. All and all, leading to the main question of how this feature can contribute to further strengthening innovation in internationalisation.

PRACTICE PRESENTATION 2: Together we stand: fostering innovation through quality accreditation

Time: Friday 24 November, 11.00-11.45

Room: Auditorium 23.1.7, Ground Floor Pedagogical Complex Building

Presenter: Beatriz Jiménez Luengo, Universidad CEU San Pablo

Chair: Marta Žuvić

Abstract

This practice presentation aims to share a case of good practice at Universidad CEU San Pablo, during the accreditation process of the Certificate of Quality in Internationalisation (CeQuInt), awarded by the European Consortium for Accreditation in higher education (ECA) last April 2023. Its main purpose is to share how the preparation phase set the ground to find synergies between several units within the university, thus leading to innovation and a higher efficiency in its processes, as well as to improve the internal visibility of internationalisation strategies for all university stakeholders.

PRACTICE PRESENTATION 3: Internationalisation and quality assurance from the viewpoint of strategic international networks at the University of Lapland

Time: Friday 24 November, 12.00-12.45

Room: Auditorium 23.1.7, Ground Floor Pedagogical Complex Building

Presenters: Mari-Anna Suurmunne, Hanna Marttiini, University of Lapland

Chair: Daniela Craciun

Abstract:

University of Lapland (UoL) is the northernmost university of the European Union. In the efforts to become more international and diverse, UoL utilizes the so-called Global+ Development Program. In this presentation, we focus on the third pillar of Global+, titled “Strong Partnerships” and particularly the strategically most important international networks. While we already apply a number of quantitative indicators when we evaluate our strategic network activities, we need to identify more information relevant to the assessment. UoL’s Quality System is based on the PDCA-model (Plan-Do-Check-Act), a tool for strategic and operational management to ensure that quality and impact of all university activities are aligned.

PRACTICE PRESENTATION 4: Quality in internationalisation at home: incentivising excellence in teaching innovation through COIL, a study case of benchmarking in CEU Universities.

Time: Friday 24 November, 12.00-12.45

Room: Auditorium 23.1.7, Ground Floor Pedagogical Complex Building

Presenter: Ainhoa Uribe, CEU San Pablo University

Chair: Daniela Craciun

Abstract:

The presentation will delve into how quality certificates can boost your internationalisation and how it may be done from very different perspectives, contexts and policies. It will analyse a case of benchmarking in Spain through the experience of CEU Educational Group, CEU San Pablo University (Madrid) and CEU Cardenal Herrera University (Valencia), having developed an internal strategy to boost internationalisation at home, including the recognition of faculty COILers as excellent professors for internal mobility.

PRACTICE PRESENTATION 5: Multiplied quality management processes in international joint programmes

Time: Friday 24 November, 14.15-15.00

Room: Auditorium 11.1.12 Ground Floor, Department of Mathematics

Presenter: Päivi Aronen, University of Helsinki

Chair: Cristina Ghitulica

Abstract:

The focus of this session is the quality management of international multi-university joint programmes. Experience has shown that the more partner universities there are in a joint programme, the more quality management practices will be applied in the programme's activities. First, a short overview of the quality management practices of degree programmes at the University of Helsinki will be provided. Then, there will be a discussion on how to combine the university's own quality management processes with those on the partner institutions. Is it possible to avoid overlapping surveys, accreditations and evaluations in international joint programmes?

PRACTICE PRESENTATION 6: Joining forces to reduce QA fatigue

Time: Friday 24 November, 14.15-15.00

Room: Auditorium 11.1.12 Ground Floor, Department of Mathematics

Presenter: Marine Condette, Association to advance collegiate schools of business (AACSB)

Chair: Cristina Ghitulica

Abstract:

Have you heard about 'QA fatigue'? Institutions are subject to multiple QA processes which may be repetitive and even counterproductive. Faced with this, AACSB, a premier

accreditation agency for business schools, collaborates with QA bodies to reduce QA redundancies where possible through e.g. joint visits, reporting releases, and mutual recognition. This session will first give an overview of current collaborations, presenting what worked well and less well so far. It will then lead to a discussion with the audience to see what can be replicated in their own context, and what the main opportunities and challenges may be moving forward.

PRACTICE PRESENTATION 7: Making Bologna Fit for Purpose in the Kurdistan Region of Iraq

Time: Friday 24 November, 11.00-11.45

Room: Auditorium 23.1.6, Ground Floor Pedagogical Complex Building

Presenter: Michèle P. Wera, Drs. Yvonne Overdeest, NVAO, Accreditation Organisation of the Netherlands and Flanders

Chair: Maria Kelo

Abstract:

At the request of the Kurdistan Regional Government, the Accreditation Agency for the Netherlands and Flanders (NVAO) offers a QA training programme in Iraq, titled *Making Bologna Fit for Purpose in the Kurdistan Region of Iraq*.

NVAO shares knowledge on good practices with university staff and students, as well as with QA staff at the Kurdistan Ministry of Education. This knowledge transfer will assist them in aligning their QA system with the European Standards and Guidelines (ESG).

The international QA development project is particularly significant for higher education in a post-conflict region, even within Europe.

PRACTICE PRESENTATION 8: Sustainability and responsibility in European universities' quality assurance: Systematisation of sustainability and responsibility work at the University of Helsinki

Time: Saturday 25 November, 9.30-10.15

Room: Renato Araújo Auditorium Ground Floor, Main Rectorate Building

Presenter: Anne Lepistö, University of Helsinki

Chair: Geneviève Le Fort

Abstract:

Sustainability and responsibility concern universities around the world. This also applies to

the quality management of these issues. The goal of this presentation is to stimulate discussion on how sustainability and responsibility work can be systematized and its quality management developed. The presentation is based on the sustainability and responsibility work carried out at the University of Helsinki (UH). Sustainability and responsibility issues have been integrated into the UH's governance and management system and covers all the core duties and daily operations. The presentation gives examples of operations in the UH Sustainability and Responsibility Plan for 2022-2024 concerning internationalisation.

PRACTICE PRESENTATION 9: Synergizing Horizons – Innovating Quality Assurance for Sustainable Internationalisation in Higher Education

Time: Saturday 25 November, 9.30-10.15

Room: Renato Araújo Auditorium Ground Floor, Main Rectorate Building

Presenter: Lali Giorgidze, National Center for Educational Quality Enhancement

Chair: Geneviève Le Fort

Abstract:

This practice presentation explores the intersection of internationalisation and sustainability in QA, for future interconnected world and global higher education landscape. Recognizing the critical role of QA in upholding the integrity and relevance of HE, the practice presentation will bring forth innovative approach of harmonising sustainability and internationalisation in QA, and will demonstrate how it addresses the need for more responsible HE in interconnected world. The questions for the audience will allow us to delve into and reimagine the possibilities for future QA promoting more inclusive and environmentally conscious international HE, while equipping students to be conscientious global citizens.

PRACTICE PRESENTATION 10: Quality management within an international double degree programme alliance

Time: Saturday 25 November, 10.30-11.15

Room: Auditorium 23.1.7, Ground Floor Pedagogical Complex Building

Presenter: Anja Gleissner, International Graduate Center, Hochschule Bremen – City University of Applied Sciences

Chair: Gea van Zutven

Abstract:

This practice presentation addresses the challenges faced of establishing an advanced

quality management system for a business school alliance awarding their students with two master's degrees from two institutions. Although the International Business School Alliance (IBSA) programme is designed as a dual degree programme – and not as a joint degree programme – a common structure of competence-oriented objectives is needed. As the IBSA partner universities are from different countries, a major challenge is the alignment of the programme objectives, because all members follow their university and national regulations. Examples are given of how the insights gained could apply to other programmes.

PRACTICE PRESENTATION 11: Does having a Dual Degree Enhance the Value of Programmes with Embedded Student Mobility?

Time: Saturday 25 November, 10.30-11.15

Room: Auditorium 23.1.7, Ground Floor Pedagogical Complex Building

Presenters: Nicole O'Neill, Technological University Dublin

Chair: Gea van Zutven

Abstract:

Technological University Dublin has developed, in partnership with prominent universities, an innovative range of Dual Degree programmes in Computer Science. These Dual Degrees prepare students for multiple career paths by facilitating exposure to global perspectives, intercultural experiences and enhanced networking opportunities, resulting in the attainment of multifaceted skill sets that will greatly increase their marketability to future employers. This case study will outline the benefits to both the students and the universities participating in these programmes, the difficulties encountered and the rigorous quality assurance and enhancement processes underpinning the student experience. It will also explore how this model may be utilised to develop more European-wide degree programmes.