



## 2019 European Quality Assurance Forum

### Supporting societal engagement of higher education

Hosted by TU Berlin  
21-23 November 2019

*Final programme (updated 13 November 2019)*

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

Through a mix of plenary and parallel sessions, the 2019 EQAF, entitled '**Supporting societal engagement of higher education**', will combine practice-oriented or research-based discussions that will take place in the paper sessions and workshops with presentations of current developments in quality assurance. The Forum provides an opportunity for participants to update their knowledge and extend their professional development.

#### Forum objectives

Societal demands on higher education are changing and becoming more complex. Higher education institutions need to foster academic excellence in research, drive innovation and ensure through high-quality teaching that graduates have the knowledge and skills that prepare them for their future careers and role as active citizens. To do this successfully, institutions are expected to engage internal and external stakeholders, and entertain partnerships with industry actors, their local and regional environment, and often in collaboration with other higher education institutions. This year's EQAF will explore how external and internal QA processes can support engaged higher education institutions in developing activities that meet the expectations and needs of all stakeholders and demonstrate their value to society.

#### Thursday 21 November

##### Special session

12.00-14.30 Meeting for student experts in quality assurance

*This is a stand-alone session organised by ESU. There is a separate registration process. Further details are available [here](#).*

##### Pre-forum meetings

15.30-16.30 Introduction to the European quality assurance framework

*A pre-forum session providing an introduction to the quality assurance framework of the European Higher Education Area. Attendance is free for EQAF participants, however advance registration is required.*

- Tia Loukkola, EUA
- Maria Kelo, ENQA



16.00-16.30

Meeting for key players

*A pre-forum briefing for keynote speakers, parallel plenary speakers, paper and workshop presenters and chairs.*

#### Forum

15.00-17.00

Registration

**17.00-17.15**

#### **Official Opening**

- Introduction to the Forum
  - Ronny Heintze, Chair, EQAF Programme Committee
- Welcome from the host
  - Patrick Thurian, Head of Quality Management, TU Berlin

**17.15-18.30**

#### **Plenary Session I: Strengthening universities' position in society**

This session will feature a keynote presentation on the societal dimension of higher education: How do and can higher education institutions define their role in society? And what kind of strategies and activities can universities implement that demonstrate their contribution to society? A responding comment will bring in the QA perspective on these matters.

- Peter Maassen, University of Oslo, Norway
- Fiona Crozier, Independent Quality Assurance Consultant, United Kingdom
- Discussion with the chair and the audience
- Chaired by Barbara Michalk, German Rectors' Conference (HRK)

18.30

Networking Reception

#### **Friday 22 November**

09.00-17.30

Registration

**09.30-10.45**

#### **Plenary Session II: The value of stakeholder input**

A panel of diverse stakeholders will explore what it means to be a stakeholder in higher education and how different stakeholder groups can contribute to development of higher education. Questions explored will include whether all stakeholder groups should be considered as equally relevant and central for universities to achieve their objectives and ensure the quality of their activities.

- Karin Åmossa, European Trade Union Committee for Education
- Blaženka Divjak, Croatian Ministry of Science and Education
- Gohar Hovhannisyan, ESU
- Discussion with the chair and the audience
- Practical information on breakout sessions
- Chaired by Jens Jungblut, EQAF Programme Committee



10.45-11.15

Coffee Break

**11.15-13.00**

### **Papers and Workshops – Session I**

Participants will have a choice of attending a workshop lasting 90 minutes or two paper sessions lasting 45 minutes each, with a 15-minute break in between to allow the participants to move between sessions.

13.00-14.30

Lunch

**14.30-15.45**

### **Parallel Plenary Session I: Perspectives on QA**

Participants will have a choice of attending one of three parallel sessions covering various topics in QA.

- Trends in internal and external quality assurance: a global study
  - Susanna Karakhanyan, International Network for Quality Assurance Agencies in Higher Education (INQAAHE)
  - Chaired by Ronny Heintze, EQAF Programme Committee
  
- Translating the ESG into practice: evidence from external quality assurance reports
  - Maria Manatos, University of Aveiro, Portugal
  - Rainer Arnold, ASIIN, Germany
  - Chaired by Karl Dittrich, EQAR
  
- The role of QA in fostering inclusiveness
  - Nina de Winter, ESU
  - Vera Jost, Frankfurt University of Applied Sciences, Germany
  - Klara Engels-Perenyi, European Commission
  - Chaired by Øystein Lund, NOKUT

15.45-16.15

Coffee Break

**16.15-17.30**

### **Parallel Plenary Session II: Perspectives on QA**

Participants will have a choice of attending one of three parallel sessions covering various topics in QA.

- Student-centred learning: approaches to quality-assurance
  - Anna Gover, EUA
  - Helene Peterbauer, EUA
  - Chaired by Aleksandar Šušnjar, EQAF Programme Committee



- An independence index of quality assurance agencies: European and Latin American countries compared
  - Jacint Jordana, Universitat Pompeu Fabra, Spain
  - Chaired by Christoph Grolimund, ENQA
- Implementing sustainable development in higher education
  - Marta Fonolleda, Quality Assurance Agency for Higher Education of Andorra
  - Maria Kirrane, University College Cork, Ireland
  - Monika Skadborg, ESU
  - Chaired by Marieke Janssen, EQAF Programme Committee

19.30 Optional Forum Dinner (separate fee)

### **Saturday 23 November**

09.00-13.00 Registration

#### **09.30-11.15 Papers and Workshops – Session II**

Participants will have a choice of attending a workshop lasting 90 minutes or two paper sessions lasting 45 minutes each, with a 15-minute break in between to allow the participants to move around.

11.15-11.45 Coffee Break

#### **11.45-13.00 Plenary Session III: Future-proofing external QA**

This session asks what kind of external QA we need for the future and whether existing practices need to change in order to keep pace with changes in higher education.

- Sokratis Katsikas, Open University of Cyprus
- Anne Flierman, NVAO, the Netherlands
- Discussion with the chair and the audience
- Chaired by Tia Loukkola, EQAF Programme Committee

#### Forum closing

- Invitation to EQAF 2020
- Wrap-up and thanks by Ronny Heintze, Chair, EQAF Programme Committee

13.00-14.30 Lunch and departure of participants



## Paper abstracts

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### **How CTI supports societal engagement of institutions in the field of sustainable development**

*Anne-Marie JOLLY, CTI (Commission des Titres d'Ingénieurs)*

Sustainable Development is a major subject for society but also for engineering education. Many citizens think that the consequences concerning climate change or reduction of biodiversity are the results of what engineers have imagined during the previous century. It is partly true, but since the 1990s many attempts exist in research and education to fight for ecology and social responsibility.

The accreditation agency in charge of engineering education, CTI, has a duty to help institutions to progress in those fields. In 2014, new criteria on sustainable development were introduced in our "Références & Orientations". They concern many aspects of accreditation but especially quality assurance and intended learning outcomes.

We put in place specific "focuses" in 2016 and 2018, one of which was on sustainable development. We have just got the results of the 2018 focus and we can say that there is still work to be done but we hope to have really helped institutions to progress.

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### **Engendering quality assurance processes: A matter of (e)quality**

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

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

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### **Could we create a European framework for community engagement in higher education?**

*Ninoslav Scukanec Schmidt, Thomas Farnell, (Institute for the Development of Education)*

The goal of this session is to examine whether there is an opportunity to develop innovative policy tools both at the university level and the European Higher Education Area (EHEA) level for assessing externally and internally the community engagement of universities. Community engagement is about mutually beneficial cooperation between universities and their wider communities. The session will include: 1. Analysis of different approaches to community engagement in higher education; 2. Mapping challenges connected with community engagement; 3. Discussion related to new developments in relation to community engagement; 4. Discussion about possible European framework for community engagement. There have been no initiatives yet at the EHEA level that have focused exclusively on community engagement. We will explain how a European Framework for Community Engagement in Higher Education might fill this gap and support universities in institutionalising their cooperation with the wider community and to inform policy-makers on the value of such engagement.

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### **Competences and qualities for student experts: a view from quality assurance agencies**

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

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

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### **Thinking out of the box as a precondition for sustainability and innovation development**

*Veronika Kareva, Abdylmenaf Bexheti, Gadaf Rexhepi (South East European University)*

Institutional quality initiatives have been the main guidelines in developing internal quality assurance processes at South East European University. The university promotes quality in order to meet the needs of its stakeholders and fulfil the societal responsibility of a modern higher education institution. The aim of this paper is to show how successful these processes are and how much they contribute towards creating new values in the society that aspires to reach European standards. Data from different instruments for measuring performance are analysed. The findings are expected to be used as evidence for the maturity of the internal quality assurance system which indicates the institutional effectiveness, for guiding the future development of that system, and for proposing an innovative way of performance management that can be followed by other education institutions.

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### **A methodology for perpetually enhancing student employability through quality assurance processes and based on stakeholder engagement**

*Melpo Iacovidou, Philippos Pouyioutas, Andri Vrioni (University of Nicosia)*

The growing importance for entrepreneurial, student-centred, engaged universities that empower graduates with knowledge, 21<sup>st</sup> century competencies and skills but also with personal attributes which will prepare them for their future career and role as active citizens has led to an increasing pressure for higher education institutions to place a greater emphasis on graduate employability. Universities need to identify and implement ways to respond to the ever-changing needs and expectations of students and the labour market, to ensure their employability. This paper presents a methodology for enhancing employability through engaging the internal quality assurance processes in a way that perpetual feedback and evaluation from students, the labour market and academics is used to inform the academic curriculum and learning environment. The methodology has been used by our university, and it is proposed in the context of sharing best practices.

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### **Quality assurance within student representation in Croatia: breaking the barriers between academia and community**

*Pegi Pavletić (European students` Union (ESU))*

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

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### **The impact of an online simulation platform on training of evaluation team members**

*Sina Ercan, Aslihan Nasir, Abdullah Yasin Gunduz, Gonca Uludag, Sibel Aksu Yildirim, Muzaffer Elmans, Buket Akkoyunlu (THEQC (Higher Education Quality Council of Turkey))*

In recent years, the Turkish higher education system has witnessed a radical change by the establishment of the Higher Education Quality Council of Turkey (THEQC), which has both financial and administrative independence. Currently, there are 207 higher education institutions (HEIs) in Turkey; and since 2016, THEQC has completed the institutional external evaluation of 160 HEIs. It is clear that the success of these evaluations is highly dependent on experience, capabilities, and behavioural features of evaluation teams. This paper aims to explain the unique evaluator training programmes of THEQC, which were designed by the experts to prepare evaluation teams for the institutional external evaluations of HEIs. THEQC regularly collected feedbacks from the participants at the end of each evaluator training programme. Consequently, a wide spectrum of training programmes were developed including face-to-face and interactive programs, case-based trainings, and online training platforms with videos and tests.

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### **The assessment of the social dimension of higher education. A global or a local process?**

*Anna Prades (AQU Catalunya)*

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

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

*Anaïs Gourdin, Milja Homan ENQA (European Association for Quality Assurance in Higher Education), Robert Wagenaar (University of Groningen)*

Work-based learning is gradually becoming an integrated key component in many higher education programmes covering a significant number of ECTS credits. It is therefore remarkable that until now not much time and effort has been dedicated to developing instruments to guarantee its quality. An inventory made by ENQA shows that only a few quality assurance organisations have taken initial initiatives, but that a comprehensive model for quality assurance of this type of learning is absent.

In the context of the Erasmus+ Knowledge Alliance Project 'Integrating Entrepreneurship and Work Experience in Higher Education' (WEXHE) a consortium of universities, employers organisations and EURASHE and ENQA has developed detailed replicable models for high quality internships, traineeships and entrepreneurship. An important component is to assure the standards of these modes of learning. The suggested approach has been outlined in a paper – to be presented and discussed in the session – which analyses the applicability of the ESG for work-based learning.

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## **Beyond Medical Degrees: What employers view as indicators of quality in medical graduates in Saudi Arabia**

*Danah AlThukair, Julie Rattray (Durham University)*

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

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## **An analysis of topics addressed by recommendations in the reports of the Institutional Evaluation Programme**

*Elena Cirlan, Anna Gover (European University Association)*

This paper aims to identify and explore the topics most frequently covered by recommendations in the reports produced by the Institutional Evaluation Programme (IEP) of the European University Association. The analysis is based on recommendations from a sample of 25 recent IEP reports. The study reveals that IEP recommendations most frequently address the topics under the areas of governance and decision-making, followed by teaching and learning, and research. The findings suggest some convergence in the areas in which the evaluated institutions face challenges or are advised to make changes. The most prominent of these are strategy development, supporting teaching and learning in line with policies of the Bologna Process, and stakeholder collaboration.

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## **A first exploration of the European Approach for Quality Assurance of Joint Programmes**

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

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

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## **A study of the relationship between societal engagement and quality assurance in Irish higher education institutions**

*Marie Gould, Holly Dubbs (Quality and Qualifications Ireland (QQI))*

Higher education has an impact through social engagement. This paper examines, through a mixed methods approach, the relationship between internal and external quality assurance (QA) and community engagement activities of higher education institutions (HEIs) in Ireland. It considers both the QA regulatory context and national policy context of community engagement in Irish HEIs. A review of the HEIs' community engagement strategies and activities provides an understanding of how the institutions are addressing their third mission/societal engagement objectives, and an analysis of the annual institutional quality reports and institutional review reports indicates how these activities are integrated within the institutional QA system. This relationship is further explored through the lens of a case study, and the perspectives and opinions of the HEIs and other stakeholders are sought through





qualitative interviews to acquire a better understanding of how to enhance and improve practice and quality, as well as the obstacles the HEIs may encounter in doing so.

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### **A case example of co-designing a strategy to support meaningful integration of patient and public involvement in health and social care at Dublin City University**

*Lucy Whiston, Martha Griffin, Helen Burke, Pamela Gallagher, Liam MacGabhann, Anne Matthews, Veronica Lambert (Dublin City University), Michaela Amering (Medical University of Vienna, Department of Psychiatry and Psychotherapy and the International Organisation Toward Alternatives and Recovery (INTAR)), Sabine Dick (The International Organisation Toward Alternatives and Recovery (INTAR)), Avril Kennan (Medical Research Charities Group (MRCG)), Peter Murphy (Epilepsy Ireland), Tom Scott (Spina Bifida Hydrocephalus Ireland), Jim Walsh (Irish Advocacy Network)*

**Background:** Public and patient involvement (PPI) is research conducted 'with' or 'by' patients or members of the public rather than 'to', 'for' or 'about' them. International support for PPI is evident with benefits recognised by key research organisations.

**Methods:** A strategy to support PPI in health and social care research in Dublin City University was co-developed. This included thematic analysis of six dialogue groups with 60 participants including patients, members of the public, researchers, clinicians and policy leaders.

**Results:** A strong strategy was co-developed, using the principles of PPI and ensuring quality outputs. Overall participants were positive about the strategy developed '*it looks fantastic*' [DG03]. Key concerns included mutual understanding, training and support communication and accessibility and implementation and sustainability.

**Conclusion:** The co-design process presented is easily transferable to other contexts and settings, which will ensure quality improvements in the selected areas.

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### **Third mission activities in quality assurance systems: do theory and practice match?**

*Sofia Bruckmann, Maria J. Rosa, Loraine Nazaré (University of Aveiro)*

Along with the traditional missions of a university – teaching and learning, and research – a latecomer is now well established in higher education: interaction with society, often designated as third mission, which includes a set of different activities that are now an integral part of what universities do. They are present in university strategy discourses and in the university's structure with dedicated units. Is this also true when considering quality assurance systems? Literature shows that most quality assurance systems are mainly concerned with learning and teaching and that there is a mismatch between theory and practice in with regards to the third mission. This study focuses on the case of a public Portuguese university and intends to assess how far along it is in terms of integrating performance indicators for third mission activities in its quality assurance system. Content analysis was conducted on internal and external quality assessment reports and crosschecked with national (A3ES) and international guidelines (ESG). Ultimately, the paper proposes a set of relevant performance indicators that could enhance the assessment of third mission activities at this institution.

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

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

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



incorporate best practices to ensure programmes and practices align to the objectives of an engaged societal technological university and the vision and mission of TU Dublin.

## Workshop abstracts

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### **Higher education institutions and sustainability: what is needed to contribute to the United Nations Sustainable Development Goals?**

*Geneviève Le Fort, Rémi Vuichard (HES-SO University of Applied Sciences and Arts Western Switzerland), Leo Gilliard (WWF Switzerland)*

The EHEA Ministers committed in 2018 to developing the role of higher education in securing a sustainable future for our planet and our societies and to contribute to meeting the United Nations Sustainable Development Goals (UN SDG) at global, European and national levels. The Swiss authorities didn't wait until the Paris Communiqué to include sustainability in the 2011 Higher Education Act as one of several requirements for an institution to be accredited. As a consequence, one of the 18 quality standards for accreditation focuses on sustainability. But how should higher education institutions implement this requirement? And how should we evaluate institutions' contribution to the UN SDG? Participants of this workshop will have the opportunity to identify the basic requirements that institutions should meet in order to contribute to the UN SDG, and the main areas that should be taken into account when evaluating this contribution.

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### **Faculty advisory board or peer evaluation? How to get substantial stakeholder input for programme development.**

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

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

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### **Increasing Societal Engagement in Higher Education Institutions**

*Magdalena Iordache-Platis (University of Bucharest)*

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

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## Inspiring a Dialogue for Change

*Bernhard Kernegger (University of Applied Arts Vienna)*

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

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

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

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

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## Linking academic recognition and quality assurance

*Aurelija Valeikienė (Centre for Quality Assessment in Higher Education (SKVC))*

Within the EU-funded project LIREQA, [practical recommendations](#) were produced for linking academic recognition to internal quality assurance within higher education institutions and through external quality assurance activities. These recommendations offer a concrete path to approach the expectations of the Standards and Guidelines for Quality Assurance within the European Higher Education Area (ESG), specifically ESG 1.4, to assure fair, coherent and transparent recognition of periods of studies, full qualifications from abroad and competencies gained in informal and non-formal settings (RPL). ESG 1.4 also calls for closer cooperation between institutions, quality assurance agencies, ENIC/NARIC centres and other institutions. The LIREQA recommendations are structured having these particular distinct audiences in mind and make concrete suggestions on what each of them could do while respecting their competencies and bearing in mind their responsibilities. There are also some suggestions aimed at public authorities and networks of stakeholders. This workshop will explore the recommendations in more detail and discuss how they can be imbedded in the policies and procedures of higher education institutions, quality assurance agencies, and ENIC/NARIC centres around Europe.

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## Creating positive pathways for societal engagement through scenarios, visualisation and storytelling

*Lina Landinez (Fachhochschule Münster (Münster University of Applied Sciences))*

Have you ever wondered what the future will look like if everything develops well? And what the future will look like if things don't go that well? In this workshop participants will use scenario technique, visualisation and storytelling to explore two avenues of societal engagement of a university, namely a very positive development of engagement in the selected university, and a very negative development.

In this engaging workshop, participants will form groups and work on a real-life case: one of the group members' universities. Using a quick assessment tool, the current status will be evaluated in order to develop the two future scenarios. These scenarios will be explored through visualisation and storytelling techniques in order to derive strategies and approaches to ensure a positive development of societal engagement.