

2024 European Quality Assurance Forum

Enhancing education, research and societal engagement through quality assurance

Hosted by University of Twente, Netherlands
15-16 November 2024

Overview of contributions sessions

Friday 15 November Session I				
Time slot	Number	Title	Presenters	Room
Workshop				
11.00 – 12.45	1	Data-driven policymaking: How can AI support student progression?	Ana Tecilazić, Silvija Grgić and Ivana Verveger, Algebra University	Collegezaal 2K (C2183) 2 nd floor
	2	Enabling QA at universities to address new topics: The example of societal engagement	Susanne Lippold, Ruhr Universität Bochum Andreas Fritsch, University of Greifswald	Collegezaal 2M (C2182) 2 nd floor
	3	Alternative career assessment - What can you learn from others?	Andreas Raggautz, University of Graz	Collegezaal 2N (C2186) 2 nd floor

Paper				
11.00 – 11.45	1	The PMO – A hub for quality evaluation and strategic interconnectedness	Ann Murphy, Quality and Qualifications Ireland (QQI)	Collegezaal WA1 (vd Kroonenburgzaal) 2 nd floor
	2	The role of quality assurance agencies in regulating the use of generative artificial intelligence in the higher education system	Gvantsa Dzidziguri, National Center for Educational Quality Enhancement	Collegezaal WA2 (Breedveldzaal) 2 nd floor
	3	Internal Quality Assurance as a catalyst for sustainable, transnational collaboration: The case of the EUTOPIA Alliance	Jo Angouri, University of Warwick Rosette S'Llegers, Vrije Universiteit Brussel Melinda Szabo, EUTOPIA	Collegezaal WA3 (van Hasseltzaal) Ground floor
12.00 – 12.45	4	Are they worth it? An analysis of Chilean Accreditation Quality reports	Valeria Rebolledo, University of Bath and University of Cambridge	Collegezaal WA1 (vd Kroonenburgzaal) 2 nd floor
	5	Fostering cooperation through enhancement-oriented national evaluations	Ingebjørg Flaata Bjaaland and Inger-Lise Kalviknes Bore, Norwegian Agency for Quality Assurance (NOKUT)	Collegezaal WA2 (Breedveldzaal) 2 nd floor
	6	What are the prospects of joint evaluation procedures for joint universities? A case study of the evaluation of the French University in Armenia by two national quality assurance agencies.	Sophie Guillet, Hcéres Zaruhi Soghomonja and Aida Ter-Ghazaryan, French University in Armenia (UFAR)	Collegezaal WA3 (van Hasseltzaal) Ground floor

Practice Presentation				
11.00 – 11.45	1	Enhancing sustainability through quality assurance: Collaborative approaches at Swiss universities	Lali Giorgidze, University of Neuchâtel	Collegezaal 2H (C2175) 2 nd floor
	2	16 Years of an interdisciplinary master's programme: challenges and successes in fostering international cooperations and enhancing quality assurance	Luz Elisabeth Pacas Castro, University of Siegen	Collegezaal 2H (C2175) 2 nd floor
12.00 – 12.45	3	Digital Education Quality Label provides framework to enhance lecturers' competence in digital education	Liia Lauri, Estonian Quality Agency for Education	Collegezaal 2H (C2175) 2 nd floor
	4	Practical experience in fostering international cooperation through quality assurance and vice versa	Berit Stoppa, German Academic Exchange Service (DAAD)	Collegezaal 2H (C2175) 2 nd floor

Friday 15 November Session II				
Time slot	Number	Title	Presenters	Room
Paper				
14.15 – 15.00	7	More than words: An integrative approach to cooperation and quality assurance in service-learning	Berta Paz Lourido, European Association of Service-Learning in Higher Education	Collegezaal WA1 (vd Kroonenburgzaal) 2 nd floor

8	Impact of institutional accreditation on Armenians HEIs: an AI-assisted analysis from 2011 to 2023	Ruben Topchyan and Varduhi Gyulazyan, National Center for Professional Education Quality Assurance Foundation (ANQA)	Collegezaal WA2 (Breedveldzaal) 2 nd floor
9	Quality assurance, a tool for cooperation in HE and fulfilment of the threefold mission of the HEIs: A case study of the Romanian approach. Reflections on the past and prospects for the future	Oana Sarbu, University of Bucharest	Collegezaal WA3 (van Hasseltzaal) Ground floor
10	Research: a necessity priced as a luxury	Artina Kamberi, University of Tetova	Collegezaal 2K (C2183) 2 nd floor
11	Enhancing well-being, learning, societal engagement, and research skills through student-led interventions at a major public university in Kosovo	Zamira Hyseni Duraku, University of Prishtina	Collegezaal 2M (C2182) 2 nd floor
12	Policy – a case study of a particular policy approach, taking into account the implications for practice or transferability to other contexts	Natascha van Hattum-Janssen, Saxion University of Applied Sciences	Collegezaal 2N (C2186) 2 nd floor
13	Using surveys to foster cooperation in the development of the master's thesis in initial teacher education	Erlend Langørgen, Norwegian Agency for Quality Assurance (NOKUT)	Collegezaal 2H (C2175) 2 nd floor
14	Discourse on the EUA report Challenges and enablers in designing transnational joint education provision: Additions and extensions on the given recommendations	Anja Gleissner, Hochschule Bremen – City University of Applied Sciences	Collegezaal 3H (C3194) 3rd floor
15	Co-operation at the cusp of academic and corporate governance: establishing and embedding a Joint Quality Committee in a university	Chris O'Riordan, South East Technological University (SETU)	Collegezaal 3G (C3190) 3rd floor

Practice Presentation				
14.15 – 15.00	5	Accreditation of postgraduate medical education in Switzerland – between education and healthcare policies	Stephanie Hering, Swiss Agency of Accreditation and Quality Assurance (AAQ)	Collegezaal 2L (C2178) 2 nd floor
	6	Educational policy plan in line with transversal policy themes: Challenges	Sofie Swinnen and Anthe Snellinx, Hasselt University	Collegezaal 2L (C2178) 2 nd floor

Saturday 16 November Session III				
Time slot	Number	Title	Presenters	Room
Workshop				
09.30 – 11.15	4	Practical explorations of adapting higher education policy to face the age of generative AI	Emilia Todorova, University of Gibraltar	Collegezaal 2K (C2183) 2 nd floor
	5	AI tools for efficient and effective accreditation processes in fourth-generation universities	Thorsten Kliewe, Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU)	Collegezaal 2M (C2182) 2 nd floor
	6	Engaging student experts in enhancing education, research and public engagement -- good practice during QA reviews	Natalia Wiktorja Greniewska, Ana Gvritshvili, Gaga Gvenetadze and Mick Scholtka, The European Students' Union (ESU)	Collegezaal 2N (C2186) 2 nd floor

Paper				
09.30 – 10.15	16	Improving language education through quality assurance -- project management and language evaluation	Katarzyna Gajda, University of Warsaw	Collegezaal WA1 (vd Kroonenburgzaal) 2 nd floor
	17	Building cooperation culture with industry in institutional reviews: Case of Georgia	Lasha Macharashvili, Alte University	Collegezaal WA2 (Breedveldzaal) 2 nd floor
	18	Introducing a postgraduate phase of qualification at universities of applied sciences: Collaboration and quality in doctoral education	Michael Gille, UAS Hamburg Johanna Krappe, UAS Turku	Collegezaal WA3 (van Hasseltzaal) Ground floor
10.30 – 11.15	19	Generative AI and writing assignments: Long live the master's thesis. Let's bury it.	Bertel De Groote, Ghent University	Collegezaal WA1 (vd Kroonenburgzaal) 2 nd floor
	20	Enhancing impact through collaborative partnerships in UK Higher Education	Kerr Castle, Quality Assurance Agency for Higher Education (QAA) Tony Wall, Liverpool John Moores University	Collegezaal WA2 (Breedveldzaal) 2 nd floor
	21	Valuation of graduates by the labour market as a measure of quality	Marek Rocki, SGH Warsaw School of Economics (Szkoła Główna Handlowa)	Collegezaal WA3 (van Hasseltzaal) Ground floor
	22	Enhancing Quality Assurance through Interdisciplinary Cooperation and Community Engagement: A Longitudinal Study of Turkish Universities' Service to Society	Meryem Ayşegül Kozak Çakır, Turkish Higher Education Quality Council (THEQC)	Collegezaal 2L (C2178) 2 nd floor

Practice Presentation				
09.30 – 10.15	7	Enhancing quality outcomes: RCVS pre-accreditation support package	Shirley Gibbins, Royal College of Veterinary Surgeons	Collegezaal 2H (C2175) 2 nd floor
	8	The Teaching Excellence Framework as a case study of a national scheme to promote quality enhancement across a diverse higher education sector	Graeme Rosenberg, Office for Students	Collegezaal 2H (C2175) 2 nd floor
	9	An instrument for measuring quality culture and the use of results	Eltjo Bazen, HU University of Applied Sciences Utrecht	Collegezaal 2H (C2175) 2 nd floor
10.30 – 11.15	10	Thematic analysis of the third cycle of academic school quality review reports at University College Dublin (UCD), 2016-22	Bronwyn Molony, University College Dublin	Collegezaal 2H (C2175) 2 nd floor
	11	Together we educate: The success of learning communities for quality assurance	Stefan Kooij, University of Twente	Collegezaal 2H (C2175) 2 nd floor

Description of sessions

WORKSHOP 1: Data-driven policymaking: How can AI support student progression?

Time: Friday 15 November, 11.00-12.45

Room: Collegezaal 2K (C2183), Second floor

Facilitators: Ana Tecilazić, Silvija Grgić and Ivana Verveger, Algebra University

Abstract:

Quality assurance (QA) in higher education (HE) is tightly connected to the topics of progression and completion, as higher education institutions (HEIs) normally strive to prevent students from dropping out by supporting their academic and psychosocial development. Artificial intelligence (AI) can aid HEIs in this regard by identifying students who, based on certain indicators, are at the risk of achieving poorer academic results and repeating study years and/or dropping out, and by suggesting support measures. Such data-driven institutional policymaking focused on student progression and early student support is being developed at Algebra University, Croatia, using data on students to identify those at risk. The workshop will aim to discuss AI-generated support measures to enhance student progression and completion, potential drawbacks of data-driven policymaking as well as the human element in data-driven policymaking.

WORKSHOP 2: Enabling QA at universities to address new topics: The example of societal engagement

Time: Friday 15 November, 11.00-12.45

Room: Collegezaal 2M (C2182), Second floor

Facilitators: Susanne Lippold, Ruhr Universität Bochum
Andreas Fritsch, University of Greifswald

Abstract:

A rising number of demands are being made on quality assurance (QA) in higher education institutions (HEI). This raises the question of the extent to which existing QA instruments can be redesigned, expanded or even changed without compromising their usefulness, feasibility, accuracy and fairness. What changes can the QA system tolerate, how agile and resilient is it? What new methods and tools as well as forms of cooperation with other stakeholders inside and outside the university are necessary in order to meet the growing and diverging demands on QA? And -- somewhat provocatively -- is QA actually the decisive factor for change at universities or does it simply document the quality standard achieved, interpret the data and make suggestions to stakeholders for improvement measures to be taken?

WORKSHOP 3: Alternative career assessment - What can you learn from others?**Time:** Friday 15 November, 11.00-12.45**Room:** Collegezaal 2N (C2186), Second floor**Facilitators:** Andreas Raggautz, University of Graz**Abstract:**

The discussion around reforming academic assessment has gained momentum, especially in light of debates on reshaping research evaluation practices. Career assessment systems should adequately reflect the multifaceted contributions of academics in the course of their career, including teaching and learning, innovation, management/leadership and service to society. The Coalition for Advancing Research Assessment (CoARA) working group on “Reforming Academic Career Assessment” (ACA) conducted a comprehensive analysis, including case studies and a dedicated survey, to assess the current practices and ongoing developments in career assessment. We aim to present the main lessons learned and recommendations, facilitating an interactive discussion on the pros and cons of these reforms. The main foci include the feasibility and usefulness of these developments at institutional and national levels, as well as how quality assurance (QA) agencies could adopt these reforms and broaden their criteria. Our approach integrates these elements and aims to ensure a holistic assessment reflecting all universities’ missions.

WORKSHOP 4: Practical explorations of adapting higher education policy to face the age of generative AI**Time:** Saturday 16 November, 09.30-11.15**Room:** Collegezaal 2K (C2183), Second floor**Facilitator:** Emilia Todorova, University of Gibraltar**Abstract:**

The age of generative AI presents both opportunities and challenges for higher education. This workshop aims to equip participants with practical tools to explore and adapt existing policies to this evolving landscape. Through interactive exercises attendees will explore the potential impacts of generative AI on higher education policy, with a specific focus on the impact on teaching, assessment and the student experience. During the workshop, participants will have a chance to familiarise themselves with generative AI tools and how they are currently being used by students and educators. The workshop will challenge participants to consider how generative AI may affect various stages of the student journey and how, through its use, they can improve the student learning experience. Furthermore, participants will have a chance to consider various elements of key institutional policies through the perspectives of key stakeholders. The session will also discuss the impact of generative AI on safeguarding academic standards.

WORKSHOP 5: AI tools for efficient and effective accreditation processes in fourth-generation universities

Time: Saturday 16 November, 09.30-11.15

Room: Collegezaal 2M (C2182), Second floor

Facilitators: Thorsten Kliewe, Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU)

Abstract:

In an era of rapid digital transformation, integrating artificial intelligence (AI) in higher education quality assurance (QA) and accreditation processes is not just a possibility but a necessity. Participants will engage in an immersive workshop experience to enhance their understanding of the possible application of AI tools within the accreditation process. The primary objectives are to share existing AI tools, map these tools to various stages of the accreditation process, and reflect on the (future) usage of AI in the context of evolving higher education missions. A focus will be placed on the increasing internal and external cooperation in higher education and the ambition to foster innovation and socio-economic development in line with the concept of fourth-generation universities. The workshop will equip attendees with practical resources and strategies to enhance QA and accreditation workflows through AI, promoting efficiency and effectiveness in higher education.

WORKSHOP 6: Engaging student experts in enhancing education, research and public engagement -- good practice during QA reviews

Time: Saturday 16 November, 09.30-11.15

Room: Collegezaal 2N (C2186), Second floor

Facilitator: Natalia Wiktorja Greniewska, Ana Gvritishvili, Gaga Gvenetadze and Mick Scholtka, The European Students' Union (ESU)

Abstract:

The workshop focuses on showcasing best practices for engaging student experts in enhancing education, research and public engagement through quality assurance (QA) reviews. The primary objectives are to highlight effective methods for involving students in QA processes and to demonstrate how their participation can enhance institutional cooperation. The intended learning outcomes include: understanding the value of student experts' participation in improving interdisciplinary and inter-institutional collaboration, fostering flexible learning pathways, sharing research projects, carrying out community engagement initiatives, and recognising the importance of hybrid mobility and micro-credentials. During the workshop, after a short thematic introduction, participants will work in groups on practical tasks, the results of which will be presented to the other groups, and the best solutions will be discussed at the end. The workshop will also

address how QA agencies and other panel members can engage with student experts in review panels. The session will showcase how QA can support innovative collaborations and continuous improvement in educational quality, emphasising the vital role of student experts.

PAPER 1: The PMO – A hub for quality evaluation and strategic interconnectedness

Time: Friday 15 November, 11.00-11.45

Room: Collegezaal WA1 (vd Kroonenburgzaal); entrance on Second floor

Presenter: Ann Murphy, Quality and Qualifications Ireland (QQI)

Chair: NN

Abstract:

Quality and qualifications Ireland (QQI), as a comparatively large agency with a diverse and expanding range of functions, uses the Programme Management Office (PMO) as a tool for change management, evaluation and quality assurance to implement change and improvement in a consistent, timely, considered and efficient manner. In recent years, QQI has reimagined its PMO to become a key cross-organisational driver of quality assurance, knowledge management and connectedness. A new central resource repository for all staff called The Projects Hub was launched in 2022, and includes the project management toolkit, a projects register, a repository of open projects, an archive of closed projects and a lessons learned database. It is also the central organisational repository for annual strategic corporate plans and reports. There has been a marked increase in the number of activities that are formally structured as projects before the Projects Steering Group, with more grouping of projects into coherently connected programmes.

PAPER 2: The role of quality assurance agencies in regulating the use of generative artificial intelligence in the higher education system

Time: Friday 15 November, 11.00-11.45

Room: Collegezaal WA2 (Breedveldzaal); entrance on Second floor

Presenter: Gvantsa Dzidziguri, National Center for Educational Quality Enhancement

Chair: NN

Abstract:

Quality assurance agencies play a crucial role in regulating the use of artificial intelligence (AI) in the higher education system. Their responsibilities include establishing standards, ensuring ethical practices, evaluating the effectiveness of AI applications and promoting continuous improvement.

In Georgia, there is no normative definition of artificial intelligence and special legislation related to it, which also makes it problematic to regulate the use of generative artificial intelligence in the higher education system.

Although the use of generative artificial intelligence has the potential to enhance the teaching-learning experience, its unregulated use raises ethical and other risks. Regulation of the use of generative artificial intelligence should focus on promoting fairness, protecting student privacy, ensuring transparency and promoting responsible use of artificial intelligence.

The quality agencies and international organisations of a number of countries regulate the issue of using generative artificial intelligence in the higher education system with specific standards and recommendations, analysis of which is the best opportunity to put it into practice at the national level.

PAPER 3: Internal Quality Assurance as a catalyst for sustainable, transnational collaboration: The case of the EUTOPIA Alliance

Time: Friday 15 November, 11.00-11.45

Room: Collegezaal WA3 (van Hasseltzaal); entrance on Ground floor

Presenter: Jo Angouri, University of Warwick
Rosette S'Llegers, Vrije Universiteit Brussel
Melinda Szabo, EUTOPIA

Chair: NN

Abstract:

This paper explores the pivotal role of existing Quality Assurance (QA) systems and processes in enhancing cooperation within European University Alliances, specifically drawing on the case of the EUTOPIA alliance and its Connected Communities model. The study examines how QA processes underpin the alliance's commitment to interdisciplinarity and transnational collaboration. Central to this analysis is the EUTOPIA model's bottom-up approach to identifying and scaling good practices in learning, teaching and research, which is instrumental in fostering a culture of knowledge exchange among staff and students across campuses. The paper focuses on the implementation of two tools for recognising staff/student effort: the EUTOPIA labels and micro-credentials, both designed to acknowledge the efforts of staff and students participating in EUTOPIA's Connected Communities. These tools preserve the innovative space of the EUTOPIA communities, allowing for adaptable bottom-up approaches that cater to diverse learner needs and interests. The proposed process takes the recognition of internal QA processes as its bedrock and intends to significantly reduce the administrative support needed for recognising effort, integrating results into the regular curriculum of the home universities. This paper discusses the possible implications of our model for transferability of microcredits earned in one EUTOPIA institution to learning pathways in partner universities, providing students with more flexibility to tailor their education to their needs and interests. The role of QA in this process is crucial, ensuring that the offerings meet the intended

learning outcomes. We close the paper with implications for QA systems and the role of alliances for sharing good practice through micro-programming.

PAPER 4: Are they worth it? An analysis of Chilean Accreditation Quality reports

Time: Friday 15 November, 12.00-12.45

Room: Collegezaal WA1 (vd Kroonenburgzaal); entrance on Second floor

Presenters: Valeria Rebolledo, University of Bath and University of Cambridge

Chair: NN

Abstract:

External quality assurance (EQA) of higher education has grown during the last decades. Nevertheless, there is little evidence on the impacts of the outputs produced by EQA. This study seeks to analyse the Chilean accreditation system, specifically institutional accreditation reports (ARs) issued by the Chilean National Commission of Accreditation (CNA) between 2013 and 2018.

The purpose of this study is to explore and describe the suitability of ARs as a source of valuable information for higher education institutions (HEIs) and students. The rationale behind this study was the need to evaluate the work produced by the CNA. There is a lack of research regarding the EQA output and increasing questions about the outcome and impact of EQA. As noted in the literature review carried out in this research, ARs provide relevant sets of data.

The paper uses a mixed method of study, involving statistical and content analysis of the CNA ARs. From the 17 university ARs scrutinised, 1104 CNA statements were identified and categorised into strengths, weaknesses, mixed judgments and descriptive affirmations. The findings show that the analysed ARs provide analytic rather than descriptive information. Overall, 70% of the judgments were recognised either as strengths or weaknesses. Furthermore, it is shown that there is a high statistical correlation between the contents of the analysed ARs and the final accreditation score given by the CNA.

The content analysis indicated that the teaching-learning process and operational results criteria had more identified weaknesses. The main problem for Chilean HEIs is low student performance, for which graduation rate was the most problematic indicator. Other issues, such as an inadequate self-evaluation process, or the different quality of the provision, were also identified in the ARs. The study also highlighted that the treatment of the judgments varies between ARs, which could affect the remedial measures developed by HEIs. ARs evaluated in this research did provide valuable information for HEIs; however, there is a high level of variability between judgments that deal with the same topic. Although students and families could benefit from the information in ARs, it seems that the prime target audience of the ARs are HEIs.

This study suggests several implications for practices and policies. For instance, agencies could benefit from the systematic application of this type of research, as it constitutes a meta-evaluation of performance by the agency. This type of analysis identifies the most

critical areas faced by HEIs. For example, in the case of inadequate self-evaluation processes, agencies could develop training programs for HEIs. The information provided by this report could also be used by policymakers in the generation of public policies related to HE, as is the case for performance indicators.

PAPER 5: Fostering cooperation through enhancement-oriented national evaluations

Time: Friday 15 November, 12.00-12.45

Room: Collegezaal WA2 (Breedveldzaal); entrance on Second floor

Presenter: Ingebjørg Flaata Bjaaland and Inger-Lise Kalviknes Bore, Norwegian Agency for Quality Assurance (NOKUT)

Chair: NN

Abstract:

This paper presents a case study on the enhancement-oriented approach adopted by the Norwegian Agency for Quality Assurance in Education (NOKUT) for national evaluations of educational quality in study programmes. These evaluations complement NOKUT's periodic reviews of quality work at higher education institutions (HEIs) by examining specific aspects of educational quality in study programmes. The case study is based on three evaluations: one completed evaluation (2020-2022) and two that are ongoing (since 2022 and 2023, respectively). Each evaluation runs over a two-year period.

Each evaluation addresses key challenges shared by the selected study programmes, while promoting dialogue and knowledge exchange across participating HEIs and between HEIs and external partners.

Prior to each evaluation, NOKUT conducts a stakeholder analysis, followed by a series of input meetings to ensure broad representation in the evaluation design process. By engaging stakeholders in the selection of key challenges, promoting an inclusive, dialogue-based approach to self-assessment, sharing interim findings, and including a peer observer in each site visit, NOKUT's method facilitates critical reflection, mutual learning and continuous quality enhancement. The resulting evaluation reports give recommendations to each participating study programme, but also discuss their wider social and economic context, shared challenges, labour market relevance and examples of good practice.

The paper demonstrates how a more collaborative approach to QA can foster cooperation across institutions, academic fields and professional roles, seen within the context of the three missions of higher education. Elements of this approach could be adapted by other QA agencies for use in review or accreditation activities.

PAPER 6: What are the prospects of joint evaluation procedures for joint universities? A case study of the evaluation of the French University in Armenia by two national quality assurance agencies.

Time: Friday 15 November, 12.00-12.45

Room: Collegezaal WA3 (van Hasseltzaal); entrance on Ground floor

Presenter: Sophie Guillet, Hcéres
Zaruhi Soghomonya and Aida Ter-Ghazaryan, French University in Armenia (UFAR)

Chair: NN

Abstract:

Quality assurance of transnational education is a topic that has recently gained prominence and has been placed on the agenda of the 2024 ministerial communiqué of the Bologna follow-up group. The quality of transnational education raises the question of how to strike the right balance between adapting external quality assurance to the local context, and ensuring that it is based on the same requirements as national procedures.

Joint universities are a particular form of transnational education resulting from cooperation between higher education institutions and a collaborative form of quality assurance provision. The French University in Armenia (UFAR), as an intergovernmental university offering dual degrees recognised in both France and Armenia, requested a joint external evaluation in 2023 by the High Council for Evaluation of Research and Higher Education (Hcéres, France) and the National Center for Professional Education Quality Assurance Foundation, Armenia (ANQA). This paper discusses the main implications for the external quality assurance of bi-national universities through the example of the ad hoc procedure carried out at UFAR in a fit-for-purpose approach which tailored the evaluation to both French and Armenian accreditation requirements. These include the multidisciplinary fostered by strong cooperation agreements between higher education institutions, and the adaptation of the French study programmes to the Armenian context. The paper also provides space for dialogue between external and internal quality assurance provisions, in order to provide key insights into how inter-agency cooperation can support quality assurance of joint universities.

PAPER 7: More than words: An integrative approach to cooperation and quality assurance in service-learning

Time: Friday 15 November, 14.15-15.00

Room: Collegezaal WA1 (vd Kroonenburgzaal); entrance on Second floor

Presenters: Berta Paz Lourido, European Association of Service-Learning in Higher Education

Chair: NN

Abstract:

Cooperation and quality assurance are integrated with and integral to service –learning (SL). This experiential and critical pedagogy allows the development of transversal skills such as critical thinking, entrepreneurship, creativity and civic engagement: key skills for the next generations of students, researchers and innovators to build a resilient society. Today we know the steps and requirements to implement SL in higher education. We also know criteria to define high-quality SL: co-participatory projects, student empowerment, high-impact student learning & reflection or impact on community needs and the university. However, much of this research has been developed outside the European context. So, to what extent can the results of those studies be transferred to a different context with diverse considerations of quality, management and institutional accreditation? We also have data from projects and guidelines regarding the institutionalisation of SL at European level. How can this knowledge inspire us about the challenges posed for quality assurance? Quality assurance addresses problems such as overburdened stakeholders, the lack of institutional support, and the necessity to further engage students and faculty members in community project. Required is a framework for quality assurance that supports mutual trust as well as recognition and mobility within and across national borders. Including SL in the accreditation processes of academic staff and higher education institutions serves as an impetus for its development. This paper will explore: the principles of SL, quality requirements of SL, institutionalisation of SL, cooperation and quality assurance based on data from the European context and research worldwide, and results from policy-making projects developed by the European Association on SL.

PAPER 8: Impact of institutional accreditation on Armenians HEIs: an AI-assisted analysis from 2011 to 2023

Time: Friday 15 November, 14.15-15.00

Room: Collegezaal WA2 (Breedveldzaal); entrance on Second floor

Presenters: Ruben Topchyan and Varduhi Gyulazyan, National Center for Professional Education Quality Assurance Foundation (ANQA)

Chair: NN

Abstract:

Since the establishment of the external quality assurance system in Armenia in 2011, institutional accreditation has played a pivotal role in driving reforms across higher education institutions (HEIs). As HEIs in Armenia enter the third cycle of institutional accreditation, it becomes crucial to assess the tangible effects of these accreditation initiatives and plan future reform steps. This study focuses on institutional accreditation based on the peer review principle. Historically, universities in Armenia have adhered to state standards without quantitative characteristics, and there have been no specific guidelines published for self-evaluation or peer review reports. To evaluate the impact of accreditation impartially and comprehensively, we employed advanced text analysis techniques using artificial intelligence (AI). This AI-assisted methodology enabled the

analysis of diverse data sources, including expert reports and self-evaluations from institutions. By analysing the evolution of wording in these reports over time, we assessed changes and tendencies in the accreditation process. Preliminary findings suggest that accreditation has significantly influenced various dimensions of Armenian HEIs, including autonomy, governance structures, resource distribution, academic programmes and internal quality assurance. Additionally, it has contributed to shaping the discourse on quality assurance in higher education.

PAPER 9: Quality assurance, a tool for cooperation in HE and fulfilment of the threefold mission of the HEIs: A case study of the Romanian approach. Reflections on the past and prospects for the future

Time: Friday 15 November, 14.15-15.00

Room: Collegezaal WA3 (van Hasseltzaal); entrance on Ground floor

Presenter: Oana Sarbu, University of Bucharest

Chair: NN

Abstract:

This paper examines the evolution of regulations for Quality Assurance (QA) in the Romanian higher education system, to see whether they foster a conducive environment for Higher Education Institutions (HEIs) to cooperate at all levels and fulfil their threefold mission: providing qualitative education, conducting impactful research and engaging with the community.

-The Romanian educational system was marked, in the post-COVID period, by significant legislative updates and policy initiatives which included, among other things: extending the dual educational system to the tertiary level; providing a full-length learning pathway for students in vocational education; and adopting the European Approach for Joint programmes. This opened new opportunities for HEIs to address their missions. The expectation was that the QA system--policies and practices--would follow the lead and adapt to these changes, resulting in quality improvement and accountability. The expectation was also that QA policies and practices would act as information tools, compliance tools, or a supranational quality tool. Therefore, the core of this paper is a comparative analysis of the new versus the old QA framework and tools. The paper highlights and reflects on framework changes, their compliance with the ESGs and the extent to which the new policies address the involvement of HEIs in tertiary dual learning, European alliances, European programmes, joint programmes, flexible learning pathways, hybrid mobility, micro-credentials, cooperative research projects, joint doctoral schools, etc. The analysis demonstrates that the number, variety and comprehensiveness of the indicators assessed by external quality assurance processes in Romanian universities have become increasingly flexible. This trend suggests a greater level of trust in HEIs and the efficacy of their internal quality assurance systems.

The conclusions of this paper are intended to stimulate discussions on how national policies

and QA tools can ensure a comprehensive approach to quality and quality assurance, thus contributing to the discourse on the importance of the threefold mission of HEIs.

PAPER 10: Research: a necessity priced as a luxury

Time: Friday 15 November, 14.15-15.00

Room: Collegezaal 2K (C2183), Second floor

Presenter: Artina Kamberi, University of Tetova

Chair: NN

Abstract:

Research is a cornerstone of innovation, knowledge advancement and societal progress. However, the high costs associated with conducting research often make it an exclusive endeavour, accessible to only a few. This paper examines the economic barriers that render research prohibitively expensive, particularly for educational and scientific institutions, and the implications for quality assurance. We propose a collaborative digital platform to reduce these financial barriers. Currently in its demo version, the platform offers a suite of tools for resource sharing, cost-effective data acquisition, and virtual collaboration, leveraging cloud technology and open-source software. By enabling access to high-quality research tools and data repositories at a fraction of the traditional costs, it promotes cross-institutional collaboration, resource pooling and shared expertise, significantly reducing individual research expenditures. The paper will outline the platform's functionality, present case studies and invite feedback for further development. Our goal is to foster a more inclusive research environment, ensuring that innovation thrives without financial constraints. We encourage the academic community to engage with this initiative and help shape a more accessible and equitable future for research.

PAPER 11: Enhancing well-being, learning, societal engagement, and research skills through student-led interventions at a major public university in Kosovo

Time: Friday 15 November, 14.15-15.00

Room: Collegezaal 2M (C2182), Second floor

Presenter: Zamira Hyseni Duraku, University of Prishtina

Chair: NN

Abstract:

This paper summarises the outcomes of several student-led intervention studies, co-authored by psychology students. These interventions, developed and conducted as part of the Department of Psychology's internship and student support programmes, were designed to

enhance well-being, learning outcomes, attitudes, and career confidence among students, while also contributing to the community and their peers. A mixed-methods design study evaluated service-learning (SL), where psychology interns provided individualised academic and socio-emotional support for children with disabilities. The programme, involving 107 interns, led to increased self-efficacy, positive attitudes toward disability and greater willingness for community engagement. A related study, using semi-structured interviews with 20 parents, explored the outcomes of SL on children, revealing improvements in academic performance and emotional well-being. The outcomes of mutual support groups were explored through two approaches. The first, based on focus group discussions, highlighted improvements in well-being and coping skills among 30 university students who led and participated in the groups. The second, a retrospective pre-post design, assessed 20 higher education students, showing enhanced well-being, study skills, career confidence, and positive attitudes toward mental health support. A pre-test post-test control group design study evaluated a brief Cognitive Behavioural Therapy (CBT)-based "Anxiety Toolbox" workshop led by psychology interns for 100 high school students, showing improvements in emotional regulation, time management and reduced test anxiety. Lastly, a one-group pre-post-test design assessed mindfulness training on 197 lower secondary school students, showing reduced test anxiety and increased self-esteem. These findings underline the benefits of student-led interventions in enhancing well-being, research skills and professional development, while impacting the community.

PAPER 12: Policy – a case study of a particular policy approach, taking into account the implications for practice or transferability to other contexts

Time: Friday 15 November, 14.15-15.00

Room: Collegezaal 2N (C2186), Second floor

Presenter: Natascha van Hattum-Janssen, Saxion University of Applied Sciences

Chair: NN

Abstract:

Quality assurance (QA) for practice-based research at Dutch Universities of Applied Sciences (UAS) differs from QA practices at traditional research universities in several aspects. The national UAS sector protocol for practice-based research, the Brancheprotocol Kwaliteitszorg Onderzoek (BKO), emphasises that practice-based research creates concrete impact on the professional practice, the institution's study programmes and knowledge creation in general. The BKO outlines four standards for assessment, including, inter alia, one focused on the development of professional practice. However, apart from specific indicators on funding and human resources, it does not prescribe in detail which indicators need to be used to measure impact.

Saxion UAS has recently developed a new set of performance indicators based on the four BKO standards and its own institutional strategic priorities. At the same time, it implemented new QA policies to foster an institution-wide quality culture that enhances the impact and organisation of its research. Changes include emphasising the alignment of internal QA

practices with institutional strategic goals, organising QA around research unit clusters, clearly defining roles and responsibilities for QA staff, and incorporating user feedback more systematically. This approach is expected to deepen the understanding of how Saxion's missions of research, education and societal impact are connected, ensuring that this link, which is imperative for building a strong, institution-wide quality culture, is effectively put into practice.

This paper discusses the theoretical framework used in developing Saxion's quality culture approach, encompassing both formal structures and human dynamics (Verschuere et al., 2023). It examines how this framework underpins QA policies through a UAS prism, the implications for the formal and dynamic processes in the research groups, and the central role indicators – including qualitative indicators for measuring regional impact – play in QA. The paper contends that Saxion's renewed QA approach encourages interdisciplinary collaboration. It also supports the alignment of research with professional practice and societal needs, realising Saxion's overarching mission of creating impact through applied research.

PAPER 13: Using surveys to foster cooperation in the development of the master's thesis in initial teacher education

Time: Friday 15 November, 14.15-15.00

Room: Collegezaal 2H (C2175), Second floor

Presenter: Erlend Langørgen, Norwegian Agency for Quality Assurance (NOKUT)

Chair: NN

Abstract:

Norwegian initial teacher education was reformed in 2017 to a master's education. The central motivation for adding a master's thesis was the perceived disconnect between the practices of initial school teachers on the one hand and research literature on initial school teaching on the other. The reform attempted to use the master's thesis as a vehicle to strengthen cooperation between researchers, school teachers and students, leading to improvements in research, education and third mission activities. The Norwegian Agency for Quality Assurance in Education is conducting an enhancement-oriented, Environmental, Social and Governance (ESG)-compliant evaluation of initial teacher education. One objective of the evaluation is to help higher education institutions (HEIs) with the master's thesis in order to improve and secure the competencies of newly educated school teachers, preparing them to utilise and conduct research. The evaluation uses data from several sources, including surveys directed at students, newly educated teachers, campus-based teacher educators and school-based teacher educators. We discuss and analyse the different stakeholders' views on, and experiences from, the work with the master's thesis. We focus on the integration of the research field and the master's thesis and on the integration between the "initial school field" and the master's thesis. Reflecting on our experiences from the evaluation, we argue that multiple surveys can foster cooperation among stakeholders, most importantly through

representative information about stakeholder perceptions of quality and suggestions for improvement, thus adding value to the evaluation method.

PAPER 14: Discourse on the EUA report Challenges and enablers in designing transnational joint education provision: Additions and extensions on the given recommendations

Time: Friday 15 November, 14.15-15.00

Room: Collegezaal 3H (C3194), Third floor

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

Chair: NN

Abstract:

This paper adds to the recommendations offered by the European University Association (EUA) Learning and Teaching Paper #22, Challenges and enablers in designing transnational joint education provision. The thematic peer group report from March 2024 defines Transnational Joint Education Provision (TJEP) as education jointly developed and delivered by two or more institutions in different countries. The authors of this paper have extensive experience in the management as well as quality assurance of an international MBA programme. The international MBA programme is a dual-degree programme with elements of a joint degree, currently carried out by four universities from four countries, which together form the International Business School Alliance (IBSA). Established in 2003, the alliance enables students to study at two universities in two different countries, thus receiving two MBA/master's degrees. After completing the core modules which are identical at all locations with the first IBSA-partner, students move to a second IBSA-partner to continue with one of the offered specialisations. The authors' goal is to complement and expand upon the recommendations already in place in the peer group report by EUA. To complement the recommendation category Quality Assurance of Joint Programmes, the authors suggest adding communication structures and additional tests and quizzes. They also suggest further refinements to some of the existing recommendations in the categories Organizational-Level Recommendations and Staff Collaboration and Expertise. The authors seek to portray good practices in regards to the design of transnational joint education that can be transferred to other higher education institutions (HEIs).

PAPER 15: Co-operation at the cusp of academic and corporate governance: establishing and embedding a Joint Quality Committee in a university

Time: Friday 15 November, 14.15-15.00

Room: Collegezaal 3G (C3190), Third floor

Presenter: Chris O'Riordan, South East Technological University (SETU)

Chair: NN

Abstract:

Cooperation is crucial to anchor and enhance quality within any university. South East Technological University was founded in 2022; two years into its existence, considerable work has been undertaken to develop a supportive quality assurance framework and solid governance

structures and processes. This paper will explore a key focus for the architects of the new infrastructure: clearly delineating the remits of the organs of academic and corporate governance whilst ensuring effective collaboration and exchange between those bodies, especially on matters located on the cusp of both. This focus led to the establishment of a new Joint Quality Committee (JQC). Unlike quality committees in the antecedent institutions, JQC reports to both Academic Council and to Governing Body – though reports on the same matters may be through different lenses. JQC’s remit encompasses the establishment and implementation of schedules of quality reviews for all areas (academic and service), as well as the scheduling and management of cross-cutting thematic reviews, which have the ancillary benefit of promoting increased engagement and cooperation between stakeholders across the institution. JQC considers aggregated university data and stimulates action by relevant entities, ensuring that linkages and synergies are identified and exploited in doing so. The paper will reflect upon the committee’s activity, and on how it is supporting clarity of purpose and greater cohesion in the university’s governance. It will set out key themes arising, future plans, and advice for other HEIs.

PAPER 16: Improving language education through quality assurance -- project management and language evaluation

Time: Saturday 16 November, 09.30-10.15

Room: Collegezaal WA1 (vd Kroonenburgzaal); entrance on Second floor

Presenters: Katarzyna Gajda, University of Warsaw

Chair: NN

Abstract:

The assurance of quality in language education is a pivotal concern that resonates with the broader challenges inherent in higher education. This article examines the evolution and current state of quality assurance in language education at the University of Warsaw, with reference to comparisons with other members of the 4EU+ Alliance. In addition to the aforementioned institutions, the following universities were also considered: Charles University, Heidelberg University, Sorbonne University, University of Copenhagen, and University of Milan.

The analysis is centred on pivotal areas, including: accreditation standards; pedagogical approaches; resources available to educators and learners alike; qualifications and

professional development of the teaching staff; student engagement levels and outcomes achieved. This article examines the language programmes offered by the University of Warsaw, the languages available, and the qualifications and development opportunities for language instructors.

The importance of coordinating a unified language policy across disparate departments is underscored, as it is a crucial aspect in the effective implementation and evaluation of quality assurance measures. The article elucidates the advantages of a robust quality assurance system, including greater transparency, uniformity in educational standards, and more student mobility.

Additionally, the article delves into the challenges associated with aligning diverse language proficiency levels with academic programmes. The objective is to stimulate discourse on optimal practices in ensuring language proficiency across a spectrum of languages.

PAPER 17: Building cooperation culture with industry in institutional reviews: Case of Georgia

Time: Saturday 16 November, 09.30-10.15

Room: Collegezaal WA2 (Breedveldzaal); entrance on Second floor

Presenters: Lasha Macharashvili, Alte University

Chair: NN

Abstract:

The representatives of the industry (employers) have been involved in the institutional reviews (authorisation) of the higher education institutions (HEIs) in Georgia in the role of evaluators since 2017. This was initiated amidst the reform of the external quality assurance system, aiming for compliance with ESG 2015. The first six-year cycle of institutional evaluations with the renewed authorization standards was finalised in 2023. During these years, much experience was gained in terms of recruitment, training and developing the long-standing cooperation with industry representatives, who became integral to the evaluation process. Yet many challenges remain. This paper explores the adopted practices and ongoing challenges of industry representatives' involvement in authorisation processes in Georgia. Focusing mainly on the experience of industry representatives in external quality assurance activities, the paper also examines the impact of employer experts' involvement in the authorisation processes as perceived by HEIs. This is especially important due to the university-industry cooperation being generally weak in Georgia (European Commission 2018; Tabatadze 2023). The research data is based on the key policy documents as well as the interviews with diverse sets of stakeholders, including QA agency representatives, industry representative evaluators and HEI representatives. The paper will be structured as follows: 1. Introduction 2. Overview of EQA of higher education in Georgia 3. The institutional evaluation cycle 2018-2023 (including key statistics) 4. Methodology and research questions 5. Results 6. Conclusion.

PAPER 18: Introducing a postgraduate phase of qualification at universities of applied sciences: Collaboration and quality in doctoral education**Time:** Saturday 16 November, 09.30-10.15**Room:** Collegezaal WA3 (van Hasseltzaal); entrance on Ground floor**Presenters:** Michael Gille, UAS Hamburg and Johanna Krappe, UAS Turku**Chair:** NN**Abstract:**

Several EU member states are implementing policies to develop the role of universities of applied sciences (UAS) in the training of early-stage researchers. The application-oriented research at UAS frequently draws on collaboration, not only between researchers with different disciplinary backgrounds but also with a wide range of regional, national, and international partners. Doctoral education takes place in this practice-oriented environment and often extends into multiple third mission areas. Doctoral education at UAS can be broadly divided into two policy approaches: First, UAS have a formal role in early-stage researchers' development including co-supervision with a degree-awarding university. Second, UAS become entitled to award doctorates autonomously. We aim to obtain a European perspective on the quality assurance discussion associated with this newfound role of UAS.

To examine how the policies in the four selected member states are put into practice, we address the following questions: What role is ascribed to UAS by the policymakers and what conceptualisations of the UAS' `applied' doctorate emerge? How do the requirements of collaboration fit into this? What is the role of universities in establishing the new role and responsibilities of the UAS? A thematically focused case analysis of four member states' models (Austria, Finland, Portugal, Germany) aims to elucidate the underlying notions of the policymakers. The foundational conceptualisations derived through the case analysis enable the comparison of the different approaches.

PAPER 19: Generative AI and writing assignments: Long live the master's thesis. Let's bury it.**Time:** Saturday 16 November, 10.30-11.15**Room:** Collegezaal WA1 (vd Kroonenburgzaal); entrance on Second floor**Presenters:** Bertel De Groote, Ghent University**Chair:** NN**Abstract:**

Dealing with the question whether generative AI should be banned or embraced so as not to impact the quality of study programmes, the paper (against the background of Ghent University's policy shift regarding the uses of generative AI) highlights solutions and ways of

meaningfully integrating generative AI in writing assignments. Advantages, contextual requirements and possible drawbacks are pointed out.

Special attention is given to the question whether the master's thesis can and will remain the cornerstone for the integrated acquisition and testing of academic skills at the master's level.

PAPER 20: Enhancing impact through collaborative partnerships in UK Higher Education

Time: Saturday 16 November, 10.30-11.15

Room: Collegezaal WA2 (Breedveldzaal); entrance on Second floor

Presenters: Kerr Castle, Quality Assurance Agency for Higher Education (QAA)
Tony Wall, Liverpool John Moores University

Chair: NN

Abstract:

Since 2020/21, the UK Quality Assurance Agency for Higher Education (QAA) has offered funding for small groups of institutions to work together on projects to enhance the quality of their students' learning experiences and develop outputs that benefit the sector. Advancing knowledge and practice around priority topics – including generative AI, assessment and flexible delivery, education for sustainable development, innovative quality processes, student engagement, and enterprise and employability – the Collaborative Enhancement Project (CEP) programme has funded over 60 distinctive projects to date involving over 125 UK and international partners. Creating valuable opportunities for topic experts from different disciplines and institutions to collaborate and develop new tools and communities of practice, the programme has been a welcome catalyst for change and emboldened a spirit of community and cooperation in the English sector.

PAPER 21: Valuation of graduates by the labour market as a measure of quality

Time: Saturday 16 November, 10.30-11.15

Room: Collegezaal WA3 (van Hasseltzaal); entrance on Ground floor

Presenter: Marek Rocki, SGH Warsaw School of Economics (Szkoła Główna Handlowa)

Chair: NN

Abstract:

The measure of quality related not to the teaching processes themselves but to their effects is the employability of graduates. Data on the job search time and salaries of all university graduates have been made available in Poland since 2017 by the system for monitoring the economic fate of graduates, run on behalf of the Minister of Higher Education. The data comes from the state social security system. The time spent looking for a job and the salary

obtained after graduation can be a synthetic measure of the quality of education. This makes it possible to compare the quality of the same field of study at different universities, and to look for reasons for differences in quality. The paper uses data on the situation for second-cycle graduates of the 2014 and 2018 cohorts five years after graduation, and presents the results of analyses for selected fields of study.

PAPER 22: Enhancing Quality Assurance through Interdisciplinary Cooperation and Community Engagement: A Longitudinal Study of Turkish Universities' Service to Society

Time: Saturday 16 November, 10.30-11.15

Room: Collegezaal 2L (C2178), 2nd floor

Presenter: Meryem Ayşegül Kozak Çakır, Turkish Higher Education Quality Council (THEQC)

Chair: NN

Abstract:

Universities have always interacted with their surrounding communities and responded to societal change, a role often referred to as the "third mission of the university." Today, HEIs are increasingly expected to play an active role in addressing a range of social needs and problems, from the climate crisis to geopolitical tensions. These complex challenges make cooperation between disciplines, between institutions, and between institutions and enterprises or local communities even more urgent and relevant.

This longitudinal study explores how accredited HEIs in Turkey conceptualize and articulate their perspectives on "service to society" within the context of the THEQC accreditation framework. The study aims to understand how these perspectives have evolved over the years, specifically examining changes in randomly selected 20 THEQC-accredited HEI's yearly institutional self-assessment reports (ISERs) to see if and how cooperation and coordination efforts have enhanced their realization of this specific THEQC criterion.

By examining ISERs, the study investigates how HEI's understanding and implementation of community engagement have changed and whether these changes reflect improved interdisciplinary cooperation and integration with local communities and enterprises. By doing so, the paper aims to answer the question of what role quality assurance plays in fostering these different types of cooperation, including interdisciplinarity, combining the different university missions for quality education and research, and innovative initiatives such as service learning.

PRACTICE PRESENTATION 1: Enhancing sustainability through quality assurance: Collaborative approaches at Swiss universities

Time: Friday 15 November, 11.00-11.45

Room: Collegezaal 2H (C2175), Second floor

Presenter: Lali Giorgidze, University of Neuchâtel

Chair: NN

Abstract:

In Switzerland, the external quality assurance system, particularly institutional accreditation, mandates that universities integrate sustainable development into their missions, addressing the economic, social, and environmental dimensions of sustainability. Standard 2.4 of the accreditation framework requires higher education institutions (HEIs) to establish and implement objectives related to these areas within their internal quality assurance systems. This presentation, based on an initial review of the Swiss Agency of Accreditation and Quality Assurance (AAQ) institutional accreditation reports for my PhD research, explores how quality assurance can facilitate interdisciplinary and institutional collaboration for sustainability. Aimed at institutions that are just beginning to integrate sustainability into their practices, it will highlight specific initiatives and strategic frameworks from Swiss universities that exemplify best practices in fostering sustainability across education, research and societal engagement. By analysing the success factors, challenges and potential transferability of these collaborative practices, the presentation offers insights for quality assurance professionals and institutional leaders willing to initiate efforts in sustainability integration.

PRACTICE PRESENTATION 2: 16 Years of an interdisciplinary master's programme: challenges and successes in fostering international cooperations and enhancing quality assurance

Time: Friday 15 November, 11.00-11.45

Room: Collegezaal 2H (C2175), Second floor

Presenter: Luz Elisabeth Pacas Castro, University of Siegen

Chair: NN

Abstract:

Interdisciplinary international programmes often require additional measures of quality assurance and strategies for fostering long-term international cooperations. Our programme has faced challenges, e.g., evolving developments at partner institutions, or the digitalisation of recognition procedures. In response, we employed strategies to enhance international cooperations and special measures of quality assurance of interdisciplinary aspects (e.g., interdisciplinary examination boards, lectures, advisors, and modules abroad). These are also transferable to other interdisciplinary contexts. The history of a long-term programme and the challenges and solutions for fostering international cooperations at the institutional level will be presented. The presentation reflects on the lessons learned and shows the potential of interdisciplinarity to promote student mobility.

PRACTICE PRESENTATION 3: Digital Education Quality Label provides framework to enhance

lecturers` competence in digital education

Time: Friday 15 November, 12.00-12.45

Room: Collegezaal 2H (C2175), Second floor

Presenter: Liia Lauri, Estonian Quality Agency for Education

Chair: NN

Abstract:

The world of technology and requirements for digital competence are developing fast and therefore the quality criteria for digitally enhanced teaching and learning need to be constantly updated. In Estonia, the excellence in digital education has been recognised by awarding the Digital Education Quality Label for over a decade. The quality framework of digital education provides tools for self-assessment, facilitates training and cooperation of lecturers, and offers a platform for sharing best practices. The presentation will share the practices of developing and implementing quality criteria for digitally enhanced teaching and learning.

PRACTICE PRESENTATION 4: Practical experience in fostering international cooperation through quality assurance and vice versa

Time: Friday 15 November, 12.00-12.45

Room: Collegezaal 2H (C2175), Second floor

Presenter: Berit Stoppa, German Academic Exchange Service (DAAD)

Chair: NN

Abstract:

This presentation provides insights from the Dialogue on Innovative Higher Education Strategies (DIES) programme of the German Academic Exchange Service (DAAD) on its practical experience in implementing quality assurance (QA) measures within international partnerships. It highlights examples of how international cooperation and networking is enhanced by QA measures. It also shows how QA can underpin diverse forms of cooperation.

PRACTICE PRESENTATION 5: Accreditation of postgraduate medical education in Switzerland – between education and healthcare policies

Time: Friday 15 November, 14.15-15.00

Room: Collegezaal 2L (C2178), Second floor

Presenter: Stephanie Hering, Swiss Agency of Accreditation and Quality Assurance (AAQ)

Chair: NN

Abstract:

Postgraduate medical education is a very special "educational product": medical graduates are trained, mostly in practice, for clearly defined medical specialities. The interest of society at large in (postgraduate) medical education is enormous (and therefore regulated worldwide), because ultimately it targets one of our greatest private and common goods: health(care).

This results in specific frameworks and challenges for accreditation.

The underlying ideas and innovative features of the concept and design of the current accreditation cycle for postgraduate medical education in Switzerland will be shared, highlighting the interdisciplinary cooperation with various stakeholders involved.

The practice presentation is the starting point for a broader discussion and exchange regarding legal, political and societal claims on (medical) education and accreditation.

PRACTICE PRESENTATION 6: Educational policy plan in line with transversal policy themes: Challenges

Time: Friday 15 November, 14.15-15.00

Room: Collegezaal 2L (C2178), Second floor

Presenter: Sofie Swinnen and Anthe Snellinx, Hasselt University

Chair: NN

Abstract:

UHasselt (Hasselt University, Belgium) prioritises sustainability and inclusion through cross-cutting policy themes overseen by diverse steering committees. Education policy plans, developed bottom-up, align with these themes and are integrated into a quality framework monitored annually. UHasselt focuses on collaboration, innovation and continuous improvement, seeking to optimise processes and contribute to a sustainable and inclusive society by learning from other institutions.

PRACTICE PRESENTATION 7: Enhancing quality outcomes: RCVS pre-accreditation support package

Time: Saturday 16 November, 09.30-10.15

Room: Collegezaal 2H (C2175), Second floor

Presenter: Shirley Gibbins, Royal College of Veterinary Surgeons

Chair: NN

Abstract:

This presentation will discuss the conception, execution, and outcomes of the support package devised by the Royal College of Veterinary Surgeons (RCVS) for higher education institutions (HEIs). Using an outcomes-based approach, this presentation offers scrutiny of the project's successes and challenges, with a critical analysis of its impact on accreditation standards compliance. Furthermore, it considers the feasibility of replicating and adapting the approach to diverse settings, using the transferability of project insights. By adopting a project development lens, it provides nuanced perspectives to the broader conversation on quality assurance practices in higher education, whilst also considering the supportive and developmental role that agencies can offer.

PRACTICE PRESENTATION 8: The Teaching Excellence Framework as a case study of a national scheme to promote quality enhancement across a diverse higher

education sector

Time: Saturday 16 November, 09.30-10.15

Room: Collegezaal 2H (C2175), Second floor

Presenter: Graeme Rosenberg, Office for Students

Chair: NN

Abstract:

The Teaching Excellence Framework (TEF) completed its second iteration in 2023. The session will reflect on how the TEF was designed to be an efficient way to incentivise and encourage quality enhancement across a diverse sector in England, by using desk-based information, outcomes focused criteria, and a credible panel of experts to make judgements about the student experience and student outcome at the level of the whole institution. The session will reflect on the challenges and successes in developing and implementing this scheme. It aims to stimulate discussion about similar challenges in the design or evolution of other national quality systems, and how these have been addressed.

PRACTICE PRESENTATION 9: An instrument for measuring quality culture and the use of results

Time: Saturday 16 November, 09.30-10.15

Room: Collegezaal 2H (C2175), Second floor

Presenter: Eltjo Bazen, HU University of Applied Sciences Utrecht

Chair: NN

Abstract:

Hogeschool Utrecht University of Applied Sciences (HU UAS Utrecht) decided to carry out a base line measurement before starting to work on quality culture. Requirements for the

instrument were that it would measure quality culture, be relevant for all university activities and identify specific issues for follow-up interventions. Together with researchers a new instrument was developed. This instrument and the corresponding interventions lead to a more common language around quality and quality culture. This makes it easier for educational and research teams to cooperate. This presentation will show the instrument, the usefulness of the results and the way in which follow-up is organised.

PRACTICE PRESENTATION 10: Thematic analysis of the third cycle of academic school quality review reports at University College Dublin (UCD), 2016-22

Time: Saturday 16 November, 09.30-10.15

Room: Collegezaal 2H (C2175), Second floor

Presenter: Bronwyn Molony, University College Dublin

Chair: NN

Abstract:

University College Dublin (UCD) conducts internal quality reviews consistent with the legislative requirements of the Irish Qualifications and Quality Assurance (Education and Training) Act 2012, as amended, and its role as a designated awarding body. This presentation presents an analysis conducted by the UCD Quality Office and UCD Institutional Research of the third cycle of academic school reviews during the period 2016-22. It provides a shared understanding of the areas of significant challenge for academic schools through identifying common trends and concerns, opportunities for enhancement through shared learning, and models/areas of good practice beyond the school review model to the level of the university and college.

PRACTICE PRESENTATION 11: Together we educate: The success of learning communities for quality assurance

Time: Saturday 16 November, 10.30-11.15

Room: Collegezaal 2H (C2175), Second floor

Presenter: Stefan Kooij, University of Twente

Chair: NN

Abstract:

We will present how staff and students jointly take responsibility in safeguarding the quality of our education. Assessment of the quality of our degree programmes in the science and technology domain relies heavily on student engagement. Our programmes comprise learning communities with a strong sense of belonging among teachers, students and support staff. Our approach to quality assurance has proven to be successful. Sometimes a concern is voiced that this strong sense of community suppresses a critical attitude. We look

forward to sharing our success and will gladly engage in discussion with the audience.
