

BREAKOUT SESSIONS – FRIDAY 16 NOVEMBER

PAPERS AND WORKSHOPS – SESSION I

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

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

Participants are free to choose any session based on their own interests. Workshops are interactive practical sessions, whereas paper sessions involve a presentation of the paper followed by the opportunity for questions and discussion. Please read the abstracts on pages 9-13 for further details about the topics covered and the presenters. Please note that not all authors listed may be present at the session.

WORKSHOPS		11.15-12.45	3 in parallel
Workshop 1	Exploring the supporting potential of two reflection instruments to concretise a vision and strategy on quality culture development		Seminar room TC.4.02, level 4
Workshop 2	Quality assurance of assessments – good practice exchange		Seminar room TC.4.04, level 4
Workshop 3	Quality and efficiency in teaching and learning: friend or foe?		Seminar room TC.5.04, level 5

PAPERS		11.15-12.00	6 in parallel
Paper 1	Internal QA policies across the full spectrum of institutional activities		Audimax, level 0
Paper 2	Bologna's Trojan Horse? Language usage in the Netherlands as a quality issue		Siemens TC.2.01, level 2
Paper 3	Broadening the scope of quality assurance systems to doctoral education. The case of the University of Aveiro		Ernst & Young, TC.2.02, level 2
Paper 4	The ARCU-SUR System: an accreditation system for South America?		Lecture room TC.3.01, level 3
Paper 5	Making the move from quality assurance to quality culture concrete: an example from the field of music		Lecture room TC.3.05, level 3
Paper 6	Academic integrity		Lecture room TC.4.01, level 4

PAPERS		12.15-13.00	6 in parallel
Paper 7	Broadening the scope of QA through partnership with students		Audimax, level 0
Paper 8	Changes in the German accreditation system: a new equilibrium between universities, agencies and the German Accreditation Council		Siemens TC.2.01, level 2
Paper 9	Designing a framework for internal quality assurance of research in a Flemish University of Applied Sciences		Ernst & Young, TC.2.02, level 2
Paper 10	Building QA systems: the Engaged and Responsible Label (ERL)		Lecture room TC.3.01, level 3
Paper 11	Case study of coordinated students' representation in quality assurance at Vilnius University		Lecture room TC.3.05, level 3
Paper 12	Use of sectoral qualifications frameworks in a development of study programmes		Lecture room TC.4.01, level 4

Workshop 1 - Exploring the supporting potential of two reflection instruments to concretise a vision and strategy on quality culture development

Seminar room TC.4.02, level 4 – Friday 16 November, 11.15-12.45

Facilitators:

Dries Berings (KU Leuven), Guy Bendermacher (Maastricht University), Gea van Zutven (Fontys University of Applied Sciences)

Abstract:

Whereas the value of nurturing a quality culture is supported by a growing body of theoretical and empirical studies, the facilitation of reflexive, institutional-level approaches to quality culture remains a considerable challenge. In this interactive workshop, we will explore the convergence between principles of an 'ideal type' quality culture, as defined by the Dutch Education Council, and two reflection instruments. Participants will be asked to allocate items of the 'Organisational Culture Assessment Index' and 'Cultural Mirrors' instrument to these principles. By doing this, participants learn how categorising and discussing statements helps to concretise a vision on quality culture development. In the subsequent plenary part, based on an example from practice, ways to formulate a change strategy are discussed. To wrap up the session, a 'birds eye view' will be provided on research in which the instruments were applied to investigate the relationship between value orientations and (antecedents of) educational improvement.

Workshop 2 - Quality assurance of assessments – good practice exchange

Seminar room TC.4.04, level 4 – Friday 16 November, 11.15-12.45

Facilitators:

Michael Hofer, Lukas Mitterauer (University of Vienna), Christine Fahringer (University of Innsbruck), Christoph Grolimund (AAQ), Gerhard Mühlbacher (Johannes Kepler University Linz), Marion Gottinger (University of Music and Performing Arts Graz), Gabriele Scherer (Montanuniversität Leoben), Beate Treml (Independent consultant), Anna Klampfer (Austrian Students' Union)

Abstract:

Assessments are important for students and their study progress. Thus, quality assurance (QA) of assessment is essential for the QA system. This importance is given credit in standard 1.3 of the ESG. Consequently, the Swiss agency AAQ developed a quality standard that solely focuses on QA of assessment. From 2014 to 2018 AAQ audited the QA systems of six Austrian universities. Thereby, five certificates were granted on the condition that the QA of assessments must be improved. AAQ formulated this condition in a broad and open manner and thus allowed each university to come up with a solution respecting the diversity of their assessment cultures. In this workshop, the perspectives of universities, teachers, students and agencies are brought together with the goal to learn from each other's experiences and to establish a common knowledge base on how to improve QA of assessment.

Workshop 3 - Quality and efficiency in teaching and learning: friend or foe?

Seminar room TC.5.04, level 5 – Friday 16 November, 11.15-12.45

Facilitators:

Thomas Estermann (EUA), Lewis Purser (Irish Universities Association), Andreas Raggautz (University of Graz)

Abstract:

In a context of enhanced competition for public resources, changing funding modalities and increasing societal demands, pressure on universities is rising to work more efficiently in terms of both management and academic practice. The USTREAM project shows that many universities in Europe have made significant progress in terms of efficiency in the operational context. At the same time, even though many higher education stakeholders associate further opportunities for enhanced efficiency with collaborative initiatives in the learning and teaching setting, it has not yet been possible to fully unlock this potential due to the sector's major concerns about quality. Inspired by examples of good practice from Austrian and Irish universities and informed by the latest Europe-wide findings of the USTREAM project, this workshop will try to reconcile the concepts of efficiency and quality and explore new routes leading to the provision of high-quality teaching and learning with sustainable efficiency gains.

Paper 1 - Internal QA policies across the full spectrum of institutional activities

Audimax, level 0 – Friday 16 November, 11.15-12.00

Presenters:

David O’Sullivan (National University of Ireland Galway), Orla Lynch (Quality and Qualifications Ireland (QQI))

Chair:

Jacques Lanarès (EQAF Programme Committee)

Abstract:

Quality and quality assurance (QA) is everyone’s responsibility. In a higher education institution (HEI) this includes all teaching, research and support staff. Students also play a key role mainly through feedback but increasingly as active participants in governance and quality review. QA in Europe is defined by the Standards and guidelines for quality assurance in the EHEA (ESG) that provide guidance to HEIs when developing their own internal policies and procedures. The scope includes mainly teaching, services and quality monitoring but in many HEIs this scope is now increasing to include activities such as research, gender and equality, collaborative partnerships and other processes. This paper studies the broadening scope of QA in HEIs from two perspectives - a national QA agency and a large HEI – both based in Ireland. Early findings suggest that broadening the scope of QA to new processes that staff and students value, enhances quality culture.

Paper 2 - Bologna’s Trojan Horse? Language usage in the Netherlands as a quality issue

Siemens TC.2.01, level 2 – Friday 16 November, 11.15-12.00

Presenter:

Michèle P. Wera (Accreditation Organisation of the Netherlands and Flanders (NVAO))

Chair:

Marija Vasilevska (EQAF Programme Committee)

Abstract:

In this paper, the author gives a personal and somewhat critical view on language usage in Dutch higher education. In recent months, the increasing number of English-taught programmes in the Netherlands has become a topic of hot debate. Are universities in the Netherlands trendsetters or simply out of control? The author finds that concerns about English usage in higher education should be addressed from the perspective of quality assurance. And NVAO as the quality assurance agency in the Netherlands should be able to safeguard the quality of programmes within this increasingly internationally oriented setting.

Paper 3 - Broadening the scope of quality assurance systems to doctoral education. The case of the University of Aveiro

Ernst & Young, TC.2.02, level 2 – Friday 16 November, 11.15-12.00

Presenters:

António Teixeira, Maria J. Rosa, Sofia Bruckmann (University of Aveiro)

Chair:

Mieczyslaw Socha (Polish Accreditation Committee (PKA))

Abstract:

Doctoral education is becoming part of quality assurance (QA) systems of European universities. The Bologna Process and the Salzburg Principles have provided the driver for reforms of doctoral education and from there of QA systems, which came to include doctoral education. This paper is a case study about extending the QA system of the University of Aveiro (UA) to doctoral education (SubGQ_PD). Considering doctoral programmes comprise both research work and doctoral courses, the SubGQ_PD focus on the strengths and weaknesses of these two components to answer the question: How to assure and improve doctoral education quality? The subsystem’s design started in 2016, with a pilot test. Thereafter it was put in place, firstly only regarding the research work (2016/17) and then all of it (2017/18). Considering the results obtained so far, it is believed that such a subsystem may contribute to the quality of UA’s doctoral education and its future sustainability.

Paper 4 - The ARCU-SUR System: an accreditation system for South America?

Lecture room TC.3.01, level 3 – Friday 16 November, 11.15-12.00

Presenter:

Gabriella de Camargo Hizume (University of São Paulo/Western Paraná State University)

Chair:

Marieke Janssen (EQAF Programme Committee)

Abstract:

This work aims to discuss the expansion of the University Degree Accreditation System for the Regional Recognition of the Academic Quality of University Degrees in the MERCOSUR and Associate States (the ARCU-SUR System) throughout South America. The ARCU-SUR System was designed to foster the circulation of academic personnel, and to improve quality assurance of higher education, especially in the MERCOSUR. However, this System has spread and currently covers almost all countries of South America. In addition, the actions predicted for the ARCU-SUR System within 2016 and 2020 have been connected to another regional organisation that involves all the South American States, the Union of South America Nations (UNASUR). This study included interviews with regional actors from Argentina, Brazil, and Paraguay as well as the analysis the ARCU-SUR System and the UNASUR documents. The study pointed out that the ARCU-SUR System development may result in a South American accreditation system.

Paper 5 - Making the move from quality assurance to quality culture concrete: an example from the field of music

Lecture room TC.3.05, level 3 – Friday 16 November, 11.15-12.00

Presenters:

Janneke Ravenhorst, Martin Prchal (Royal Conservatoire, University of the Arts The Hague)

Chair:

Geneviève Le Fort (University of Applied Sciences and Arts Western Switzerland)

Abstract:

The Royal Conservatoire has been testing and implementing a new quality culture with the aim of linking internal and external quality assurance cycles, as well as connecting educational quality and artistic standards. Experiences show that these concepts can reinforce each other instead of existing side by side. This point of departure forms the basis for a new view on quality and standards at the Conservatoire. As a result, the essence of the study programmes (artistic standards) is more explicitly tied to educational quality and its monitoring. This process is further reinforced by connecting the information gathered in both internal and external quality assurance processes, bringing both cycles into balance. The approach provides both the programmes and the Conservatoire as a whole with a tool for a future-proof and permanent form of quality enhancement. This way the Conservatoire moves from working with quality assurance to establishing its own shared quality culture.

Paper 6 - Academic integrity

Lecture room TC.4.01, level 4 – Friday 16 November, 11.15-12.00

Presenter:

Ian Kimber (The Quality Assurance Agency for Higher Education (QAA))

Chair:

Caty Duykaerts (EQAF Programme Committee)

Abstract:

Academic integrity as a concept is not new in higher education, but the manifestation of academic misconduct is increasingly complex, posing a challenge to the maintenance of quality and standards, and to the way in which agencies assure these. This paper looks at various forms of 'cheating' as academic misconduct, and identifies that a holistic approach, involving a range of stakeholders, is needed to tackle it. Quality assurance agencies can take the lead in working with the higher education sector to address academic misconduct, and the paper outlines some strategies QAA is employing to do this in the UK.

Paper 7 - Broadening the scope of QA through partnership with students

Audimax, level 0 – Friday 16 November, 12.15-13.00

Presenter:

Tina Harrison (University of Edinburgh)

Chair:

Juan Carlos Hernandez Buades (EQUAF Programme Committee)

Abstract:

The importance of student involvement, student engagement and the student voice to quality assurance and the enhancement of learning and teaching is widely recognised. However, whilst students are now included in mainstream quality assurance and enhancement processes, critics argue that their involvement is still predominantly driven by a student-as-consumer view, rather than treating students as equal partners. This paper discusses the notion of student partnerships, characterised by collaboration, joint decision-making, and joint ownership of the process and outcome. The paper outlines the University of Edinburgh's development of a Student Partnership Agreement, the basis of the partnership working with students and the ways in which partnering with students achieves a broadening of the scope of quality assurance.

Paper 8 - Changes in the German accreditation system: a new equilibrium between universities, agencies and the German Accreditation Council

Siemens TC.2.01, level 2 – Friday 16 November, 12.15-13.00

Presenters:

Barbara Michalk (German Rector's Conference (HRK)), Doris Herrmann (AQAS)

Chair:

Padraig Walsh (Quality and Qualifications Ireland (QQI))

Abstract:

Caused by a ruling of the Federal Constitutional Court, the German accreditation system underwent considerable changes in 2018, which assigned new roles to the German Accreditation Council (GAC), agencies and universities along with new tasks, duties and responsibilities. The GAC is now the accrediting body while agencies carry out the procedures, requiring universities to deal with the GAC directly, without the agencies as arbitrators. These now have to be listed in EQAR, integrating the German QA system closer into the EHEA. In addition to changes in the legal basis, the role of academics in accreditation procedures and decisions has been strengthened. Expectations have thus been raised, which will eventually lead to new ways of cooperation and communication. The developing relationship between the GAC, universities and agencies, as well as viewpoints on how a new equilibrium between them may be found will be discussed in this paper.

Paper 9 - Designing a framework for internal quality assurance of research in a Flemish University of Applied Sciences

Ernst & Young, TC.2.02, level 2 – Friday 16 November, 12.15-13.00

Presenters:

Els Palmans, Koen Rymenants (University College Ghent)

Chair:

Martin Erikson (University of Borås)

Abstract:

Quality assurance in Flemish professional higher education has traditionally focused mainly on teaching and learning processes. Given the threefold mission of universities of applied sciences, however, their internal QA system should cover research and services to society as well as education. Up to now, QA for applied research has largely been a question of peer review of individual projects. In order to stimulate quality culture on the more encompassing level of research units, HOGENT (University College Ghent) is designing a new QA framework to be used by its departments. The framework is not an instrument for rating or ranking research activities, but seeks to stimulate reflection on research by adopting an appreciative approach. In this paper, we discuss the main features of the framework, the co-creation process leading up to it, and the preliminary findings of a pilot project.

Paper 10 - Building QA systems: the Engaged and Responsible Label (ERL)

Lecture room TC.3.01, level 3 – Friday 16 November, 12.15-13.00

Presenters:

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

Chair:

Oliver Vettori (EQAF Programme Committee)

Abstract:

The growing importance of university engagement in the context of 21st century challenges in higher education has led to an increasing demand for university engagement, which calls for evaluation and validation. However, the development of effective assessment and validation tools is still at a formative stage. This paper presents a tool that can measure and evaluate a higher education institution for its engagement and social responsibility. The tool utilises 10 Thematic Areas with 10 Quality Indicators in each area for awarding a quality label (Pass, Merit, Distinction). Drawing on a review of the literature and analysis of published engagement frameworks, the challenges of measuring and validating university engagement are discussed, the need for a new tool is justified, and the tool is presented. The authors are building a prototype tool in Excel to automate the evaluation of the process and results that will lead to a fully-fledged web-based tool.

Paper 11 - Case study of coordinated students' representation in quality assurance at Vilnius University

Lecture room TC.3.05, level 3 – Friday 16 November, 12.15-13.00

Presenter:

Ignas Gaižiūnas (Vilnius University Students' Representation)

Chair:

Vanja Perovsek (University of Ljubljana)

Abstract:

The paper describes and analyses a coordinated approach of students' representation at Study Programme Committees (SPC) of Vilnius University (VU). This approach was developed by Vilnius University Students' Representation (VU SA) with the aim to foster further discussion about empowerment of student representatives. After introducing the specific context of VU, the paper focuses on the activities which were developed for all student representatives at SPC. Also, the structure of student representatives at SPC coordination is briefly introduced by indicating key actors and their duties. These activities were developed in order to tackle problems related to inactive student representatives and performance of their duties. It can also be seen how these activities resulted in the cycle of representation at VU. Moreover, the paper explores challenges which VU SA is now facing in regard to students' representation in order to improve meaningfulness and effectiveness of student representatives in their work with SPC.

Paper 12 - Use of sectoral qualifications frameworks in a development of study programmes

Lecture room TC.4.01, level 4 – Friday 16 November, 12.15-13.00

Presenters:

Andrzej Żurawski, Katarzyna Trawińska-Konador (Warsaw School of Economics)

Chair:

Michal Karpíšek (EURASHE)

Abstract:

The paper discusses the opportunities to use sectoral qualifications frameworks in the development of study programmes in higher education. Sectoral qualifications frameworks are extensions of National Qualifications Frameworks, that are prepared in a cooperation with sectoral stakeholders in order to make them more suitable to the needs of a given sector. Such tool has several potential advantages from a point of view of quality assurance policies at the universities: use of language that will be understandable by a huge variety of stakeholders, in particular employers, a better match with labour market needs, better comparability between universities and departments and better permeability between study programmes or institutions. Examples of use from four Polish universities and various sectors are to be presented in this paper.