**ENQA GENERAL ASSEMBLY**
Gloucester, 20-21 October 2016

Poster Session

The poster session provides an opportunity for agencies to present a specific, unresolved challenge (and thereby seek advice and constructive feedback from those engaged in the discussion) or to advise on the successful implementation or use of a specific quality assurance tool while encouraging discussion with participants and enhancing peer learning.

The poster presentations will occur in parallel; participants will move throughout the venue, engaging with a new poster presentation three times in an hour. Presenters, meanwhile, will share their poster three times in an hour, doing so with extreme brevity – succinctly summarising their case each time in just 2 or 3 minutes, thus allowing the remaining 15 minutes of each presentation for questions, comments, and discussion.

The following abstracts have been prepared to help participants choose which poster presentations to attend. A map of the venue is provided below.
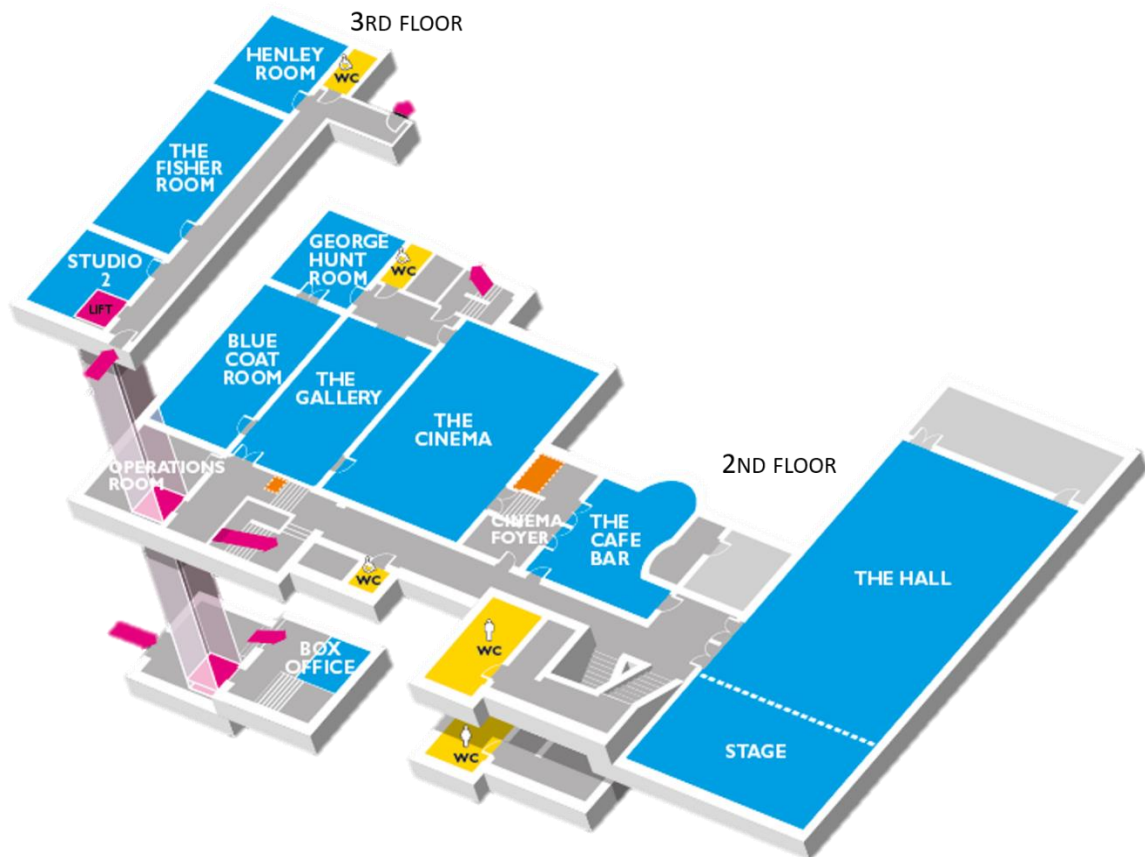
The Hall:

1. Title **ESG and WFME standards in accreditation of medical higher education institutions**
   Presenter **Timur Kanapyanov, Independent Agency for Accreditation and Rating (IAAR, Kazakhstan))**
   Abstract IAAR Standards for the accreditation of higher education institutions were developed based on the ESG, whereas IAAR Standards for the accreditation of medical higher education institutions were elaborated based on the WFME standards, which bear high importance in the medical education system in Kazakhstan. Both international standards (ESG and WFME) are very important for IAAR and the QA system of the country in general. However, there might be some issues, since all higher education institutions should correspond to the ESG. For the agencies assessing both medical and non-medical higher education institutions and programmes it might cause some difficulties to harmonise their national standards with both the ESG and WFME standards.

2. Title **Will subject-specific international agencies help to bridge the gap between quality assurance, teachers and students?**
   Presenter **Martin Prchal, Music Quality Enhancement, the Foundation for Quality Enhancement and Accreditation in Higher Music Education (MusiQuE, Belgium)**
   Abstract This poster presentation will address a much debated issue in the world of quality assurance: how to make quality assurance activities more meaningful to students and teachers. Based on the experiences and views of the European-level subject-specific agency MusiQuE, the participants will be encouraged to discuss the following challenges:
   - How can generic and subject-specific agencies work together to create a common understanding of quality assurance, bringing back together content and process, and to create a common language understandable for students and teachers?
   - How can agencies develop innovative methods of review that go beyond the 'classic' review model in order to increase interaction with students and teachers, decrease the workload of institutions for quality assurance activities, and enable the development of more meaningful recommendations for improvement?

   The poster will highlight the benefits of international subject-specific approaches to quality assurance with regards to the above-mentioned challenges and will present MusiQuE's answers to these challenges as input for discussion.

3. Title **The road to joint (public-private) accreditation processes**
   Presenter **Anne Martens, Accreditation Organisation of the Netherlands and Flanders (NVAO, Netherlands)**
   Abstract In several disciplines, programmes are not only accredited by public QA agencies, but also by private (professional) organisations. International discipline-specific quality marks stimulate further internationalisation of HE and QA, and enable programmes to distinguish themselves from competitors. However, an additional mark means an increase in workload for programmes.

   Since the procedures employed by QA agencies are often similar, NVAO strives for efficiency by exploring collaboration with private agencies and setting up joint processes. Recently, agreements were signed with several QA agencies (AACSB, EFMD, EAPAA, EADI) and NVAO is in close contact with other agencies (e.g. THE-ICE) to extend collaboration to other disciplines. The first experiences of a joint NVAO-AACSB procedure have been very positive, leading to a significant decrease in the administrative burden for the institution, while the QA agencies still obtained sufficient information to make their own accreditation decisions.

   The poster is based on the experiences NVAO has had with joint accreditation so far, and demonstrates how procedures can be tailored to specific contexts. It addresses the steps that were taken in the set-up of joint processes, taking into account the interests of all stakeholders involved, thus inspiring other QA practitioners with similar ambitions.

The Cinema:

1. Title   **Supporting internationalisation of quality assurance in Georgia**
   Presenter   **Tamar Sanikidze, National Center for Educational Quality Enhancement (NCEQE, Georgia)**
   Abstract   NCEQE has launched internationalisation of its quality assurance in 2014. The key objectives of the project is to:

   1. Achieve greater transparency and objectivity in external review process by engaging international peers;
   2. Develop institutional capacity and management systems;
   3. Support integration of an international dimension into the teaching, research and service functions at HEIs.

   With this purpose, NCEQE developed (a) its strategic plan; (b) new authorisation standards and criteria in line with the ESG; (c) established a pool of international experts; (d) adopted the revised rule on selection of peers and Code of Ethics; (e) employed EFQM model; (f) ensured membership to international networks.

   In 2017, NCEQE will launch international peer reviews to accredit educational programmes posing a completely new challenge to Georgian HEIs. To ensure transparency and clarity of QA procedures it is planned to develop a guideline, provide informational meetings to international peers and trainings to HEIs, local peers, and QA agency staff. But, the key question remains: how to best prepare HEIs and panel members for international reviews?

2. Title   **Hate or love: From control to enhancement – a shift in culture for UKÄ and HEIs**
   Presenter   **Karin Järplid Linde, Swedish Higher Education Authority (UKÄ, Sweden)**
   Abstract   In 2014, UKÄ completed the mission to evaluate all programmes leading to the award of first- or second-cycle qualifications during a four-year cycle. Its focus, assessing goal attainment through systematic appraisal of independent projects, made it unique in its approach and design and also controversial. This rather explicit output focus entailed placing greater emphasis on control rather than enhancement, an approach disharmonising with the ESG.

   UKÄ has been given the mandate to develop and implement a new system. The guiding principles include: a coherent system in line with the ESG 2015, a focus on both control and enhancement, an enhanced role of students and labour market representatives, and a focus on both output and internal processes. It has been developed in close dialogue with HEIs and other stakeholder groups and comprises four components: institutional audits, programme evaluations, programme accreditations, and thematic evaluations.

   While there are great expectations from all stakeholders on the new system, e.g. to stimulate internal quality work, it entails a big culture change where HEIs are expected to take responsibility for initiating programme reviews and remedy shortcomings. Other challenges include how to use resources wisely given the complexity of the system to avoid evaluation fatigue.

The Blue Coat Room:

1. Title   **A major challenge: Student engagement**
   Presenter   **Irene Melchor, Aragon Agency for QA and Strategic Foresight in Higher Education (ACPUA, Spain)**
   Abstract   After undergoing a deep enhancement process towards complying with the ESG 2015, ACPUA has fully involved students in its daily work. Actually, ENQA's international panel commended ACPUA in June 2016 for "the involvement of students as partners in the agency's work in committees and on review panels."

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The engagement plan "ACPUA + Students" implemented by this agency included in first place an important legal reform to the regional Higher Education Act. Thus, ACPUA implemented a set of crucial changes leading to the integration of students in its Board, technical commission, review panels and committees: inclusion of international students, seminars at higher education institutions, cooperation with other agencies for joint training workshops, or the development of an internet-based communication strategy to reach this population.

The case of ACPUA showcased in this poster presents a small agency's extensive efforts to fully involve students in its activities with the help of the regional higher education institutions, regarding this as an opportunity to establish a real dialogue and facilitate its mission towards the whole higher education system.

2. Title **Year Two of the Teaching Excellence Framework (TEF) and how it will support student choice, inform institutional practice and recognise the high standards of teaching excellence within the UK higher education sector.**

Presenter **Mahfia Watkinson, Quality Assurance Agency for Higher Education (QAA, United Kingdom)**

Abstract The TEF was first introduced through the government's higher education white paper 'Success as a knowledge economy: teaching excellence, social mobility and student choice' in May 2016. Now in its second year, it is an English policy with UK-wide implications and interest from governments and institutions in the devolved nations.

UK quality assessment and the TEF form a coherent system but play distinctive roles. Quality assessment provides a foundation that ensures providers offer a high-quality student academic experience, deliver good student outcomes, and protect the interests of their students. It also delivers assurances about the integrity of degree standards to ensure that the value and reputation of UK degrees is safeguarded. The TEF will sit above this system to recognise excellence.

The TEF will provide useful information for students and raise the status of teaching in UK higher education. The framework is undertaken by peers comprised of experts in teaching and learning as well as student representatives, employer representatives, and widening participation experts. Those providers that apply for the TEF in Year Two, will have the opportunity to be assessed and attain one of three possible levels of excellence: Bronze, Silver or Gold.

The poster will describe diagrammatically the relationship between the TEF in Year Two, quality assessment, and the process of assessment.

The George Hunt Room:

1. Title **Institutional Annual Reporting on Quality Assurance**

Presenter **Orla Lynch, Quality and Qualifications Ireland (QQI, Ireland)**

Abstract ESG 2.2 states "The system for external quality assurance might operate in a more flexible way if institutions are able to demonstrate the effectiveness of their own internal quality assurance". QQI has introduced an online system for annual reporting, called the Annual Institutional Quality Report (AIQR). This report provides a contemporary account of QA within the institution and allows the agency and institutions to engage on an annual as well as cyclical basis, lessening the burden on the cyclical. The report consists of two elements: Part 1 details the governance, procedures, and agreements that underpin the quality assurance system of the institution and does not significantly change each year; Part 2 details the quality assurance activities in the institution for the annual reporting period. Information is provided online and is published. Collated annual reports will be provided to review teams.

The AIQR system is presenting challenges such as: balancing the need for publication with the facility to record and collate changing information; the call from institutions to compare and moderate information prior to publication; the relationship between AIQR and self-evaluation prior to review; the role of the agency in utilising the large amount of data provided in these reports.

The Fisher Room:

1. Title **Labour Market Insertion in the Galician University System: Undergraduate and Master's Degree Graduates**

   Presenter **Carmen Fernández Montes, Agency for Quality Assurance in the Galician University System (ACSUG, Spain)**

   Abstract Since its establishment in 2001, one activity ACSUG has periodically carried out is the production of labour market insertion studies on graduates from the Galician University System (SUG). ACSUG has been a pioneer in this area, establishing a project to monitor and analyse the employment situation of graduates.

   The current structure of university studies, organised as undergraduate, master's, and doctoral degrees following adaptation to the EHEA, requires better understanding of the academic and employment situations faced by graduates with official university master's degrees, and these studies also complement existing information on undergraduates.

   The purpose is to periodically compile information about these graduates and their current situations. These reports also provide useful data for other universities working to improve planning and fine-tuning of their academic programmes. Finally, a more student-centred method of teaching and learning is promoted, as established in the ESG.

2. Title **Quality areas for study programmes**

   Presenter **Andreas Snildal, Norwegian Agency for Quality Assurance in Education (NOKUT, Norway)**

   Abstract The poster presents an approach to how agencies can work more directly with quality assurance in study programmes without interfering in programme content and institutional autonomy. Through a model centred on students' learning trajectories, NOKUT wants to highlight some issues that are crucial for creating study programmes where students play an active role in their own learning. Based on this student-focused approach, NOKUT applies a broad understanding of the process leading up to the achieved learning outcomes and focuses on the following quality areas: knowledge base, learning trajectory, entrance competence, learning outcomes, educational competence, interaction with society and labour market, learning environment and program design. The model is not only intended as a common framework for NOKUT regulations, evaluation criteria, quality indicators etc., but also used as a means to increase stakeholders' attention to the quintessential "ground-level" in higher education and to encourage institutions to focus their quality work on students' learning processes. The flexibility and the ambiguity of the model is deliberately chosen in order not to define quality in education once and for all. Rather, the model identifies processes and problem fields that in NOKUT's opinion are decisive for the quality of study programmes.