

**ENQA GENERAL ASSEMBLY**  
**Yerevan, 17–18 October 2019**

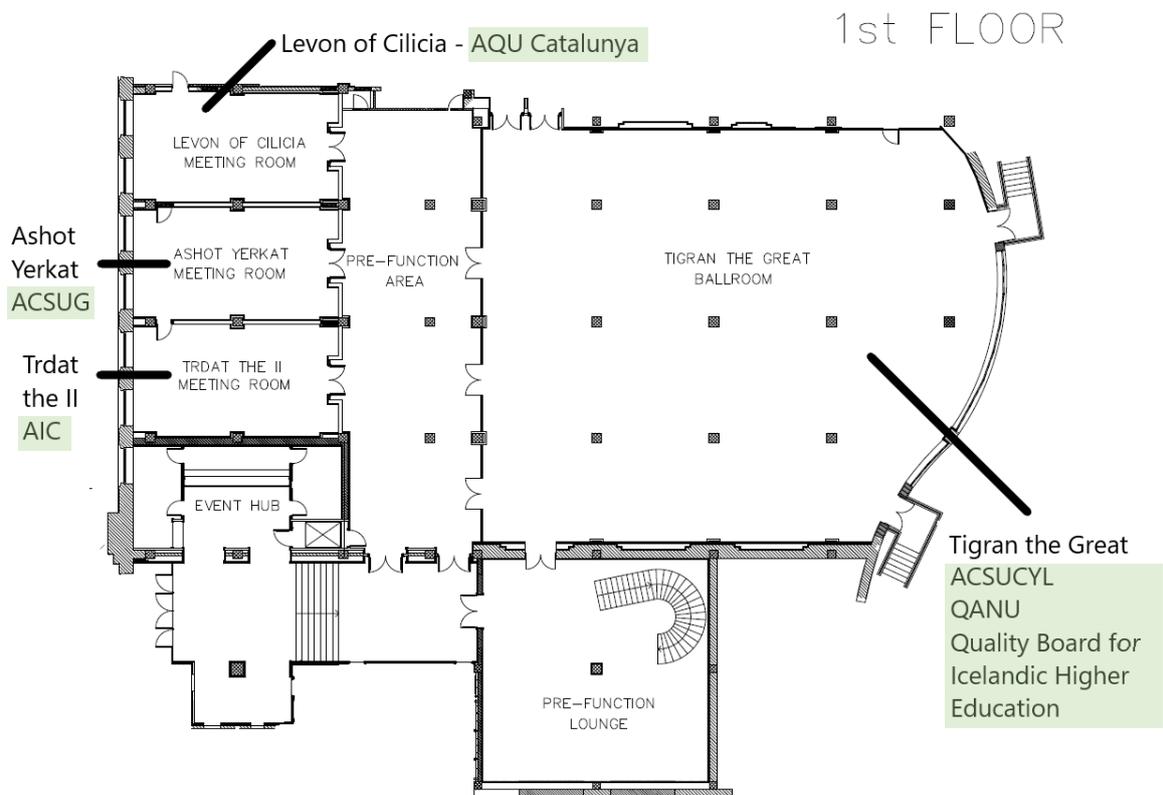
**Poster Sessions**

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.

There will be two poster sessions. The first session includes six different posters and the second includes five different posters. The poster presentations will occur in parallel; participants will move throughout the venue, engaging with a new poster presentation four times in an hour and 15 minutes. One poster session lasts for 15 minutes. Presenters, meanwhile, will share their poster four times, doing so with extreme brevity – succinctly summarising their case each time in just 2 or 3 minutes, thus allowing the remaining 12 minutes of each presentation for questions, comments, and discussion.

The following abstracts have been prepared to help participants choose which poster presentations to attend. Maps of the venue are provided for both sessions.

**First poster session, 17 October, 11.15-12.30:**



### **Tigran the Great (plenary room):**

1. Title **Main challenges in the evaluation of e-learning programmes – seeking a common understanding with stakeholders**

Presenter **Sandra Marcos, Quality Assurance Agency for the University System in Castilla y León (ACSUCYL, Spain)**

Abstract After the publication of the ENQA occasional paper “Considerations for QA of e-learning provision”, the Spanish agencies developed a guide based on said document. After that, the Spanish government established a working group in order to deepen the guidelines. In said working group, there are two online universities, the national Ministry of Education, one student, and two quality assurance agencies.

After several meeting, all stakeholders involved in the writing of the document reached the conclusion that the main challenges in both the evaluation and provision of e-learning programmes are the following elements:

  - The classification of the study programmes.
  - Teaching staff adequacy
  - Online evaluation systems

In the document produced by the WG, special attention was paid to these items in order to facilitate the work of the universities and the agencies. It is worth noting that the involvement of all stakeholders has given the possibility of drafting a document taking into account the problems they had already faced.
  
2. Title **Full partners - A methodology for student involvement in the visitation process**

Presenter **Anke van Wier, Quality Assurance Netherlands Universities (QANU, The Netherlands) and Kees Gillesse, Intercity Student Council (ISO, The Netherlands)**

Abstract Students are the most important stakeholders in higher education. Since, if it were not for the student’s sake, why offer education at all? Both the ESG and the Dutch quality assurance framework stipulate a central role for students in the assessment of higher education programmes, but in practice, due to the often technical and complex nature of QA procedures, it is often difficult to give students the central position they deserve in this process. In Europe, students have been recognized as partners in some cases, but the work towards being full and equal partners still needs to be further developed. In cooperation with the two leading Dutch student organisations ISO and LSVB and the QA agency NQA, and based on the input of experienced students, QANU is working to develop a methodology through which students are enabled and empowered to live up to their full potential as the central stakeholders in external quality assessment.

The central parts of the methodology that we will discuss in this presentation are the buddy-system within which experienced student panel members are linked to new student panel members and the annual meetings of the student advisory board, composed of the aforementioned experienced student buddies.
  
3. Title **A thematic analysis of institutional review reports through the lens of ESG - Section 1**

Presenter **Sigurdur Oli Sigurdsson, Quality Board for Icelandic Higher Education (Iceland)**

Abstract The first cycle of the Icelandic Quality Enhancement Framework for Higher Education (QEF1) involved institutional reviews of the seven Icelandic universities in years 2012-2015. In addition to judgments on quality of the student learning experience and standards of degrees and awards, review reports concluded with a list of commendations and recommendations, with each list containing 10-15 items. In the present analysis, all items (commendations and recommendations) were coded according to ESG Section 1. The analysis revealed that the highest number of commendations related to ESG 1.3 on Student-Centred Learning, Teaching and Assessment, but recommendations related to a wider range of standards. The content analysis also revealed some limitations of the ESG. That is, the ESG do not address leadership, governance and management issues. The ESG are also silent on the need for universities to respond to society and manage their research activities. All of these are aspects of university quality management that are of considerable interest to society. This analysis represents a methodology for QA agencies to measure their operations



against the ESG. This analysis may also contribute to an evidence base to inform future revisions of the ESG.

### **Meeting room Levon of Cilicia:**

- Title** **EUC Dades: a portal of quality assurance indicators**

**Presenter** **Anna Prades, Catalan University Quality Assurance Agency (AQU Catalunya, Spain)**

**Abstract** Imagine your QA agency could have key indicators for all program degrees about its inputs, processes and results. Should your agency provide benchmarks to ease the assessment process? Should you provide future students with indicators such as, for example, employment rates along with the assessment results? What would be the key indicators for each stakeholder? How would you show the information?

AQU Catalunya already has a website oriented to students (EUC studies: <http://estudis.aqu.cat>) that, besides offering a visual summary of the assessment processes, shows key data for each program. However, a similar tool to help both internal and external assessors to identify weaknesses and strengths of program degrees to reach an evaluation decision does not exist.

Consequently, a new project has been launched in order to offer a website useful not only to future students but to internal and external assessors as well. The guidelines of this new website are quite straightforward: unify and simplify the information of degree programs, and make information more attractive. Achieving it, though, is anything but simple. The poster shows a bunch of challenges and a few proposals of how to do so.

### **Meeting room Ashot Yerkat:**

- Title** **Labour market insertion studies: a relevant source of information for improving higher education quality**

**Presenter** **Luis Velón, Agency for Quality Assurance in the Galician University System (ACSUG, Spain)**

**Abstract** The ESG state that “Higher education aims to fulfil multiple purposes; including the preparation of students for active citizenship, for their future careers (e.g. contributing to their employability)...”. This frame of reference highlights the importance of knowing the employment situation of university graduates so that university institutions can design strategies aligned with the demands existing in the labour market. Therefore, with the main objective of gathering and providing information about the graduate population, ACSUG has been carrying out labour market insertion studies periodically since the creation of the agency in 2001.

During all this time, the compiled data have been carefully analysed to identify trends with impact in the planning and fine-tuning of the Galician academic programmes. In addition, a more student-centred learning and teaching approach has been promoted, as established in the ESG. Finally, by analysing key factors related to integration of the graduates into the labour market, the studies also provide universities and governments with detailed information they can consider when designing strategies for increasing the employability of the graduates, or when adjusting the range and type of degree programs that are going to be offered.

### **Meeting room Trdat the II:**

- Title** **Quality of assessment experts’ reports – a challenge for the internal quality assurance system?**

**Presenter** **Jolanta Silka and Ilva Grigorjeva, Academic Information Centre (AIC)**

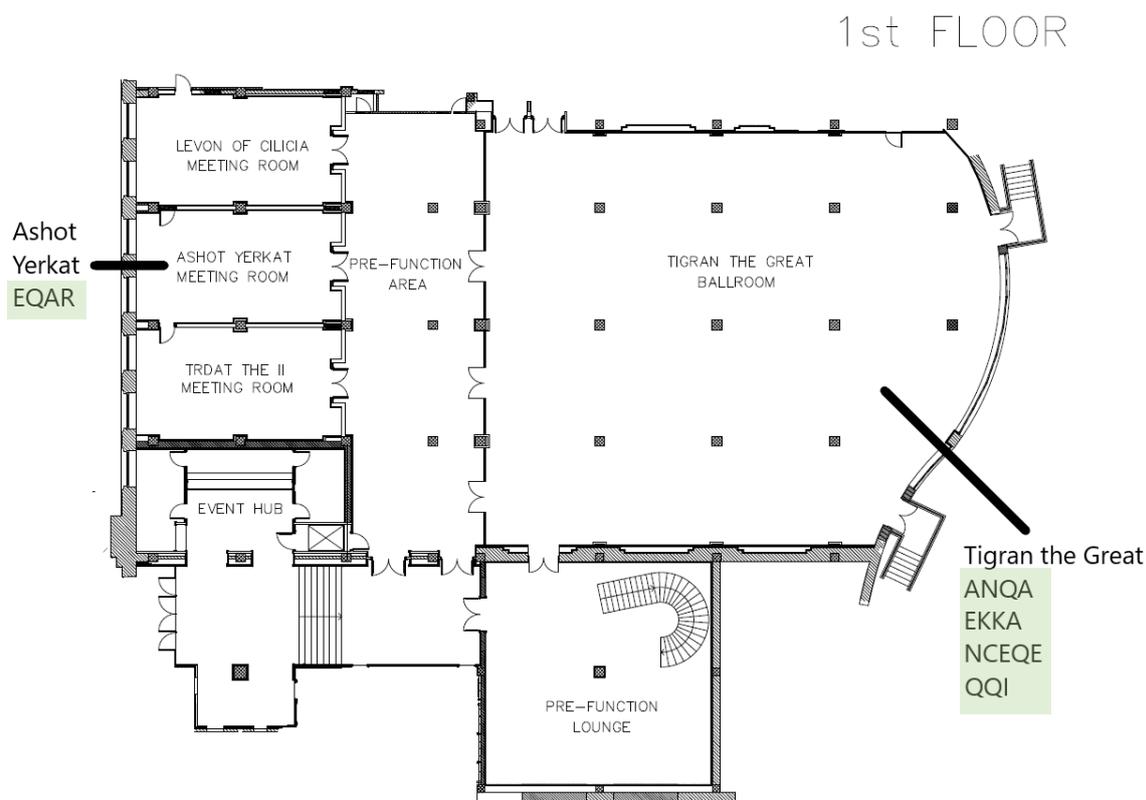
**Abstract** One of the most important and time-consuming tasks for an agency is to ensure that all assessment experts’ reports are of the same high quality and provide meaningful analyses and justification for the assessment and recommendations for future enhancements. This process is made much harder because of different personality traits, time management and writing skills possessed by assessment experts, coordinators and other factors.

However, it is possible to overcome weaknesses mentioned before by creating internal tools used by both the assessment experts and coordinators. The internal quality assurance system of the AIC includes several steps in order to ensure that all assessment experts' reports are of good quality. The internal system is aimed to help both assessment experts and coordinators to cooperate and ensure the quality of reports that is used by the Study Quality Committee during the decision-making process etc.

The main objective of the poster presentation is to inform about good practices used to increase the quality of expert reports. As a result, the audience will learn how to improve experts' reports and how to make assessment procedures more transparent.



**Second poster session, 18 October, 9.45-11.00:**



**Tigran the Great (plenary room):**

- Title** Framework for students' engagement in EQA activities

**Presenter** Gayane Ananyan, the National Centre for Professional Education Quality Assurance Agency (ANQA, Armenia)

**Abstract** To enhance student involvement in QA activities, ANQA launched the "Students' Voice" (SV) project in 2011. The Project creates and inter-university platform that motivates students to research the current challenges of the higher education institutions and participate in external and internal quality assurance activities. Here the students communicate with diverse stakeholders (experts, management of the university, EQA representatives etc.) in a real working environment where the discussions around education quality topics take place. These events are workshops, training of experts, accreditation processes, role-plays where students get up-to-date knowledge and receive immediate feedback on the raised issues. They perceive different opinions as well as find solutions together with different stakeholders. The students also participate in the accreditation processes as silent observers supporting the process. These activities motivate students to make teams at their universities and conduct research on quality assurance issues.

This process is implemented continuously by the SV project and is beneficial for ANQA to involve motivated students in accreditation processes and to have a permanent group of students to discuss the current challenges. As for the higher education institutions, this is valuable to involve such students in the internal quality assurance activities.
- Title** Thematic evaluation – raising the impact of EQA

**Presenter** Heli Mattisen, Estonian Quality Agency for Higher and Vocational Education (EKKA, Estonia)

**Abstract** Thematic evaluation constitutes an element of the new higher education QA system in Estonia starting in autumn 2019. The purpose of the thematic evaluation is to support the

changes in the improvement areas that have been identified in external assessments of study programme groups. These evaluations allow EKKA to have a thematic overview of the situation, share best practices and receive feedback and recommendations from experts. Thematic evaluations predominantly use a research-based assessment method.

The pilot evaluation entitled “Learning and Teaching of International Students in Estonian HEIs” was conducted by EKKA in late 2018. The evaluation included the mapping of the situation based on five topics, e.g. paying for studies or support systems for students. There were multiple outcomes, including best practices and recommendations for each HEI participating in the evaluation as well as for other institutions, e.g. ministries, Estonian Police and Border Guard Board and Estonian Employers' Confederation. The involvement of all stakeholders into all stages of the evaluation was used to ensure the wider impact of the evaluation.

The objective of the poster presentation is to discuss the impact of EQA in the light of the experiences learnt from the piloting of thematic evaluations.

3. Title **Automatization of institutional evaluation and program accreditation**  
Presenter **Lasha Margishvili, National Center for Educational Quality Enhancement (NCEQE, Georgia)**  
Abstract NCEQE has introduced an online platform (the electronic system for institutional evaluations and program accreditations – QMS) to automatize institutional evaluations and program accreditations in Georgian higher education institutions. The major aims of the system are to:
- Integrate procedures within one platform involving each involved party of evaluation;
  - Ensure protection of sensitive data;
  - Monitor workloads of experts to ensure equal involvement;
  - To collect and analyze data from evaluations.
  - Move to a more eco-friendly policy and minimize the usage of paper.
- NCEQE has already finalized technical works and plans to pilot the system within three institutional evaluations in October.
- The objective of presenting the poster is to share NCEQE's experience on the modernizing online platform for external QA activities and to identify possible ways of its further enhancement, through the discussion with the participants of the forum. The poster will allow the participants of the forum to reflect on their own online solutions for managing external QA activities and to possibly shape new ideas for their development. The NCEQE will also consider the feedback received through the exchange of ideas for enhancing the QMS platform, including its synchronization with DEQAR.
4. Title **Stakeholder engagement and collaboration as a strategic priority for agencies**  
Presenter **Padraig Walsh, Quality and Qualifications Ireland (QQI, Ireland)**  
Abstract Quality and Qualifications Ireland (QQI) has a significant remit across the quality assurance and qualifications landscape in Ireland. Since our establishment in 2012, the agency has sought to take advantage of our unique position among and connections with a comprehensive set of stakeholders working across the quality assurance and qualifications system. QQI has sought to enhance the impact of our own work and to reaffirm the position of the agency as an authoritative voice through more strategic and collaborative engagement with key stakeholders such as government departments, public funders, agencies, social partners and professional recognition bodies.
- One of the four priorities in our Statement of Strategy 2019-21 is ‘to support a high-quality education and training system through mutually beneficial strategic partnerships’. This poster will provide an understanding of how planning for focused and mutually beneficial collaboration with priority stakeholders can make a difference to how the work of an agency is perceived and the impact of that work; it will outline some of the steps (from strategy to operational projects) and the critical success factors involved in planning and executing this

approach; it will also consider the broader benefits of planned collaborations to the positioning and standing of the agency.

**Meeting room Ashot Yerkat:**

1. Title **Can DEQAR expose your agency's reports to a broader, international readership?**  
Presenter **Colin Tück, the European Quality Assurance Register for Higher Education (EQAR)**  
Abstract Since 2018, EQAR has produced the Europe-wide Database of External Quality Assurance Results (DEQAR) with the aim to provide easy, one-stop-shop access to ESG-based external quality assurance reports and decisions. DEQAR currently features over 35 000 reports on over 2 000 higher education institutions in the EHEA. The Database targets a range of different users, first and foremost those in charge of recognition and international partnerships in higher education institutions as well as national information centres (ENIC-NARICs).  
The poster presentation will allow participants to learn where DEQAR stands in terms of coverage and reports, how it is used, and how agencies can participate. The following discussion might evolve around the use cases and limitations of DEQAR, whether DEQAR maps the European external quality assurance landscape well, and what could be improved, as well as the opportunities and challenges that quality assurance agencies see in participating.