13th European Quality Assurance Forum
Broadening the scope of QA

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Workshop abstracts

Exploring the Supporting Potential of Two Reflection Instruments to Concretise a Vision and Strategy on Quality Culture Development

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

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.

QA Processes and L&T Strategies: How to Use the Ten European Principles for the Enhancement of L&T in QA Contexts

Thérèse Zhang (EUA), Martina Skulteti (University of Hamburg), Zuhal Zeykeboglu (Koç University)

This workshop aims to bridge quality assurance (QA) and European discussions on learning and teaching (L&T). Under the Erasmus+-funded EFFECT project, a broad range of higher education representatives developed 10 European Principles for the Enhancement of L&T. These Principles aim to serve higher education communities in their efforts to (re)design their institutional strategies in L&T. Under EFFECT, a group of European universities piloted the Principles. They concluded, among other things, that the connection between the Principles and QA could be further explored.

This workshop will discuss how the Principles could serve QA frameworks, and how QA contributes to enhance L&T. Participants' inputs through active group discussions will provide complementary perspectives (institutional, QA agency, student, other). The workshop will start with two case studies from institutions who piloted the Principles.

Quality Assurance of Assessments – Good Practice Exchange

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)

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.

Quality and Efficiency in Teaching and Learning: Friend or Foe?

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

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.

Bridging Organisational Gaps with Process Management – A Holistic Approach to QA

Vanessa Müller, Petra Pistor (Münster University of Applied Sciences)

Process management is a very potent tool for integral quality assurance, since it can incorporate all kinds of activities (management, core and support processes) that contribute to a high quality output in teaching and learning, research and third mission. This workshop seeks to sensitise for the fact that process management is not merely a bloodless administrative procedure. On the contrary, process management – done in a sensible way – is very effective in enhancing quality and fostering the development of a quality culture in an institution. It unfolds its potential by bringing together the experiences, ideas and wishes of different stakeholders to define a consensus and thus bridging organisational gaps.

Participants of the workshop will have the opportunity to define certain processes common for higher education institutions. They will be encouraged to reflect the assets and drawbacks of process management against their own organisational background.