BREAKOUT SESSIONS – FRIDAY 22 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 between sessions

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.
Due to limited room capacities, we recommended participants, especially those interested in joining a workshop session, to head towards the designated room without delay.

WORKSHOPS	11.15-12.45	4 in parallel
Workshop 1	How to work with external stakeholders	Room H 3007, level 3
Workshop 2	Creating positive pathways for societal engagement through scenarios, visualisation and storytelling	Room H 3004, level 3
Workshop 3	Linking academic recognition and quality assurance	Room H 3002, level 3
Workshop 4	Higher education institutions and sustainability: what is needed to contribute to the United Nations Sustainable Development Goals?	Room H 3012, level 3

PAPERS	11.15-12.00	4 in parallel
Paper 1	Third mission activities in quality assurance systems: do theory and practice match?	Lecture Hall H 1028, level 1
Paper 2	Could we create a European framework for community engagement in higher education?	Room H 3005, level 3
Paper 3	The impact of an online simulation platform on training of evaluation team members	Room H 3006, level 3
Paper 4	A case example of co-designing a strategy to support meaningful integration of patient and public involvement in health and social care at Dublin City University	Room H 2036, level 2

PAPERS	12.15-13.00	4 in parallel
Paper 5	A study of the relationship between societal engagement and quality assurance in Irish higher education institutions	Lecture Hall H 1028, level 1
Paper 6	A methodology for perpetually enhancing student employability through quality assurance processes and based on stakeholder engagement	Room H 3005, level 3
Paper 7	Thinking out of the box as a precondition for sustainability and innovation development	Room H 3006, level 3
Paper 8	How CTI supports societal engagement of institutions in the field of sustainable development	Room H 2036, level 2

Workshop 1 - How to work with external stakeholders

Room H 3007, level 3 – Friday 22 November, 11.15-12.45

Chair:
Jacques Lanarès, EQAF Programme Committee

Facilitators:
Lali Giogidze (National Centre for Educational Quality Enhancement, Georgia); Milja Homan (ENQA) and Solange Pisarz (HCERES); Aina Callaert (Erasmus University College Brussels)

Abstract:
This workshop will use a world café format to explore the topic of how to work with external stakeholders. At each discussion station, participants will explore a specific initiative or experience based on a brief introductory input from a facilitator. Topics to be covered include gathering input from the professional field for the development of study programmes; understanding the concept of employability and engaging employers in quality assurance processes; and exploring the expectations of different categories of stakeholders for external quality assurance and modes for cooperation. Participants will have the opportunity comment on the initiatives presented as well as bring their own experiences to the discussion.

Workshop 2 - Creating positive pathways for societal engagement through scenarios, visualisation and storytelling

Room H 3004, level 3 – Friday 22 November, 11.15-12.45

Facilitator:
Lina Landinez (Fachhochschule Münster (Münster University of Applied Sciences))

Abstract:
Have you ever wondered what the future will look like if everything develops well? And what the future will look like if things don't go that well? In this workshop participants will use scenario technique, visualisation and storytelling to explore two avenues of societal engagement of a university, namely a very positive development of engagement in the selected university, and a very negative development.
In this engaging workshop, participants will form groups and work on a real-life case: one of the group members' universities. Using a quick assessment tool, the current status will be evaluated in order to develop the two future scenarios. These scenarios will be explored through visualisation and storytelling techniques in order to derive strategies and approaches to ensure a positive development of societal engagement.

Workshop 3 - Linking academic recognition and quality assurance

Room H 3002, level 3 – Friday 22 November, 11.15-12.45

Facilitator:
Aurelija Valeikienė (Centre for Quality Assessment in Higher Education (SKVC))

Abstract:
Within the EU-funded project LIREQA, practical recommendations were produced for linking academic recognition to internal quality assurance within higher education institutions and through external quality assurance activities. These recommendations offer a concrete path to approach the expectations of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), specifically ESG 1.4, to assure fair, coherent and transparent recognition of periods of studies, full qualifications from abroad and competencies gained in informal and non-formal settings (RPL). ESG 1.4 also calls for closer cooperation between institutions, quality assurance agencies, ENIC/NARIC centres and other institutions. The LIREQA recommendations are structured having these particular distinct audiences in mind and make concrete suggestions on what each of them could do while respecting their competencies and bearing in mind their responsibilities. There are also some suggestions aimed at public authorities and networks of stakeholders. This workshop will explore the recommendations in more detail and discuss how they can be imbedded in the policies and procedures of higher education institutions, quality assurance agencies, and ENIC/NARIC centres around Europe.

Workshop 4 - Higher education institutions and sustainability: what is needed to contribute to the United Nations Sustainable Development Goals?

Room H 3012, level 3 – Friday 22 November, 11.15-12.45

Facilitators:
Geneviève Le Fort, Rémi Vuichard (HES-SO University of Applied Sciences and Arts Western Switzerland), Leo Gilliard (WWF Switzerland)

Abstract:
The EHEA Ministers committed in 2018 to developing the role of higher education in securing a sustainable future for our planet and our societies and to contribute to meeting the United Nations Sustainable Development Goals (UN SDG) at global, European and national levels. The Swiss authorities didn't wait until the Paris Communiqué to include sustainability in the 2011 Higher Education Act as one of several requirements for an institution to be accredited. As a consequence, one of the 18 quality standards for accreditation focuses on sustainability. But how should higher education institutions implement this requirement? And how should we evaluate institutions' contribution to the UN SDG? Participants of this workshop will have the opportunity to identify the basic requirements that institutions should meet in order to contribute to the UN SDG, and the main areas that should be taken into account when evaluating this contribution.

Paper 1 - Third mission activities in quality assurance systems: do theory and practice match?

Lecture Hall H 1028, level 1 – Friday 22 November, 11.15-12.00

Presenters:
Sofia Bruckmann, Maria J. Rosa, Loraine Nazaré (University of Aveiro)
Chair:
Ilse De Bourdeaudhuij (Ghent University)

Abstract:
Along with the traditional missions of a university – teaching and learning, and research – a latecomer is now well established in higher education: interaction with society, often designated as third mission, which includes a set of different activities that are now an integral part of what universities do. They are present in university strategy discourses and in the university's structure with dedicated units. Is this also true when considering quality assurance systems? Literature shows that most quality assurance systems are mainly concerned with learning and teaching and that there is a mismatch between theory and practice in with regards to the third mission. This study focuses on the case of a public Portuguese university and intends to assess how far along it is in terms of integrating performance indicators for third mission activities in its quality assurance system. Content analysis was conducted on internal and external quality assessment reports and crosschecked with national (A3ES) and international guidelines (ESG). Ultimately, the paper proposes a set of relevant performance indicators that could enhance the assessment of third mission activities at this institution.

Paper 2 - Could we create a European framework for community engagement in higher education?

Room H 3005, level 3 – Friday 22 November, 11.15-12.00

Presenters:
Ninoslav Scukanec Schmidt, Thomas Farnell (Institute for the Development of Education)
Chair:
Michal Karpisek (EURASHE)

Abstract:
The goal of this session is to examine whether there is an opportunity to develop innovative policy tools both at the university level and the European Higher Education Area (EHEA) level for assessing externally and internally the community engagement of universities. Community engagement is about mutually beneficial cooperation between universities and their wider communities. The session will include: 1. Analysis of different approaches to community engagement in higher education; 2. Mapping challenges connected with community engagement; 3. Discussion

related to new developments in relation to community engagement; 4. Discussion about possible European framework for community engagement. There have been no initiatives yet at the EHEA level that have focused exclusively on community engagement. We will explain how a European Framework for Community Engagement in Higher Education might fill this gap and support universities in institutionalising their cooperation with the wider community and to inform policy-makers on the value of such engagement.

Paper 3 - The impact of an online simulation platform on training of evaluation team members

Room H 3006, level 3 – Friday 22 November, 11.15-12.00

Presenters:

Sina Ercan, Aslihan Nasir, Abdullah Yasin Gunduz, Gonca Uludag, Sibel Aksu Yildirim, Muzaffer Elmans, Buket Akkoyunlu (THEQC (Higher Education Quality Council of Turkey))

Chair:

Maria Kelo (ENQA)

Abstract:

In recent years, the Turkish higher education system has witnessed a radical change by the establishment of the Higher Education Quality Council of Turkey (THEQC), which has both financial and administrative independence. Currently, there are 207 higher education institutions (HEIs) in Turkey; and since 2016, THEQC has completed the institutional external evaluation of 160 HEIs. It is clear that the success of these evaluations is highly dependent on experience, capabilities, and behavioural features of evaluation teams. This paper aims to explain the unique evaluator training programmes of THEQC, which were designed by the experts to prepare evaluation teams for the institutional external evaluations of HEIs. A wide spectrum of training programmes were developed including face-to-face and interactive programs, case-based trainings, and online training platforms with videos and tests.

Paper 4 - A case example of co-designing a strategy to support meaningful integration of patient and public involvement in health and social care at Dublin City University

Room H 2036, level 2 – Friday 22 November, 11.15-12.00

Presenters:

Lucy Whiston, Martha Griffin, Helen Burke, Pamela Gallagher, Liam MacGabhann, Anne Matthews, Veronica Lambert (Dublin City University), Michaela Amering (Medical University of Vienna, Department of Psychiatry and Psychotherapy and the International Organisation Toward Alternatives and Recovery (INTAR)), Sabine Dick (The International Organisation Toward Alternatives and Recovery (INTAR)), Avril Kennan (Medical Research Charities Group (MRCG)), Peter Murphy (Epilepsy Ireland), Tom Scott (Spina Bifida Hydrocephalus Ireland), Jim Walsh (Irish Advocacy Network)

Chair:

Jens Jungblut (EQAF Programme Committee)

Abstract:

Background: Public and patient involvement (PPI) is research conducted 'with' or 'by' patients or members of the public rather than 'to', 'for' or 'about' them. International support for PPI is evident with benefits recognised by key research organisations.

Methods: A plan to support PPI in health and social care research in Dublin City University was co-developed. This included thematic analysis of six dialogue groups with 60 participants including patients, members of the public, researchers, clinicians and policy leaders.

Results: A plan was co-developed, using the principles of PPI and ensuring quality outputs. Overall participants were positive about the strategy developed: for example, 'it looks fantastic' [DG03]. Key themes identified from dialogue groups were; development and feedback, mutual understanding, training and support, communication and accessibility, implementation and sustainability.

Conclusion: The co-design process presented is easily transferable to other contexts and settings, which will ensure quality improvements in embedding PPI in health and social care research.

Paper 5 - A study of the relationship between societal engagement and quality assurance in Irish higher education institutions

Lecture Hall H 1028, level 1 – Friday 22 November, 12.15-13.00

Presenters:
Marie Gould, Holly Dubbs (Quality and Qualifications Ireland (QQI))
Chair:
Ronny Heintze (EQAF Programme Committee)

Abstract:
Higher education has an impact through social engagement. This paper examines, through a mixed methods approach, the relationship between internal and external quality assurance (QA) and community engagement activities of higher education institutions (HEIs) in Ireland. It considers both the QA regulatory context and national policy context of community engagement in Irish HEIs. A review of the HEIs' community engagement strategies and activities provides an understanding of how the institutions are addressing their third mission/societal engagement objectives, and an analysis of the annual institutional quality reports and institutional review reports indicates how these activities are integrated within the institutional QA system. This relationship is further explored through the lens of a case study, and the perspectives and opinions of the HEIs and other stakeholders are sought through qualitative interviews to acquire a better understanding of how to enhance and improve practice and quality, as well as the obstacles the HEIs may encounter in doing so.

Paper 6 - A methodology for perpetually enhancing student employability through quality assurance processes and based on stakeholder engagement

Room H 3005, level 3 – Friday 22 November, 12.15-13.00

Presenters:
Melpo Iacovidou, Philippos Pouyioutas, Andri Vrioni (University of Nicosia)
Chair:
Marija Vasilevska (EQAF Programme Committee)

Abstract:
The growing importance for entrepreneurial, student-centred, engaged universities that empower graduates with knowledge, 21st century competencies and skills but also with personal attributes which will prepare them for their future career and role as active citizens has led to an increasing pressure for higher education institutions to place a greater emphasis on graduate employability. To ensure employability and drive societal change, universities need to identify and implement ways to respond to the ever-changing needs and expectations of students and the labour market and thus society in general. This paper presents a methodology for enhancing employability through engaging the internal quality assurance processes in a way that perpetual feedback and evaluation from students, the labour market and academics is used to inform the academic curriculum and learning environment. The methodology has been used by our university, and it is proposed in the context of sharing best practices.

Paper 7 - Thinking out of the box as a precondition for sustainability and innovation development

Room H 3006, level 3 – Friday 22 November, 12.15-13.00

Presenters:
Veronika Kareva, Abdylmenaf Bexheti, Gadaf Rexhepi (South East European University)
Chair:
Eltjo Bazen (UAS Utrecht)

Abstract:
Institutional quality initiatives have been the main guidelines in developing internal quality assurance processes at South East European University. The university promotes quality in order to meet the needs of its stakeholders and fulfil the societal responsibility of a modern higher education institution. The aim of this paper is to show how successful these processes are and how much they contribute towards creating new values in the society that aspires to reach European standards. Data from different instruments for measuring performance are analysed. The

findings are expected to be used as evidence for the maturity of the internal quality assurance system which indicates the institutional effectiveness, for guiding the future development of that system, and for proposing an innovative way of performance management that can be followed by other education institutions.

Paper 8 - How CTI supports societal engagement of institutions in the field of sustainable development

Room H 2036, level 2 – Friday 22 November, 12.15-13.00

Presenter:
Anne-Marie Jolly, CTI (Commission des Titres d'Ingénieurs)
Chair*:*
Juan Carlos Hernandez Buades (EQAF Programme Committee)

Abstract:
Sustainable Development is a major subject for society but also for engineering education. Many citizens think that the consequences concerning climate change or reduction of biodiversity are the results of what engineers have imagined during the previous century. It is partly true, but since the 1990s many attempts exist in research and education to fight for ecology and social responsibility. The accreditation agency in charge of engineering education, CTI, has a duty to help institutions to progress in those fields. In 2014, new criteria on sustainable development were introduced in our "Références & Orientations". They concern many aspects of accreditation but especially quality assurance and intended learning outcomes. We put in place specific "focuses" in 2016 and 2018, one of which was on sustainable development. We have just got the results of the 2018 focus and we can say that there is still work to be done but we hope to have really helped institutions to progress.