

International Quality Assurance Activities of evalag - scope, design and experiences

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www.evalag.de

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evalag – Centre of Competence for Quality Assurance and Quality Enhancement in Higher Education

- established in 2000 as foundation under public law by the Land Baden-Wuerttemberg (Germany)
- Fields of activity:
2001: evaluation; 2006: science support; 2008: quality management; 2009: accreditation
- Staff: 17

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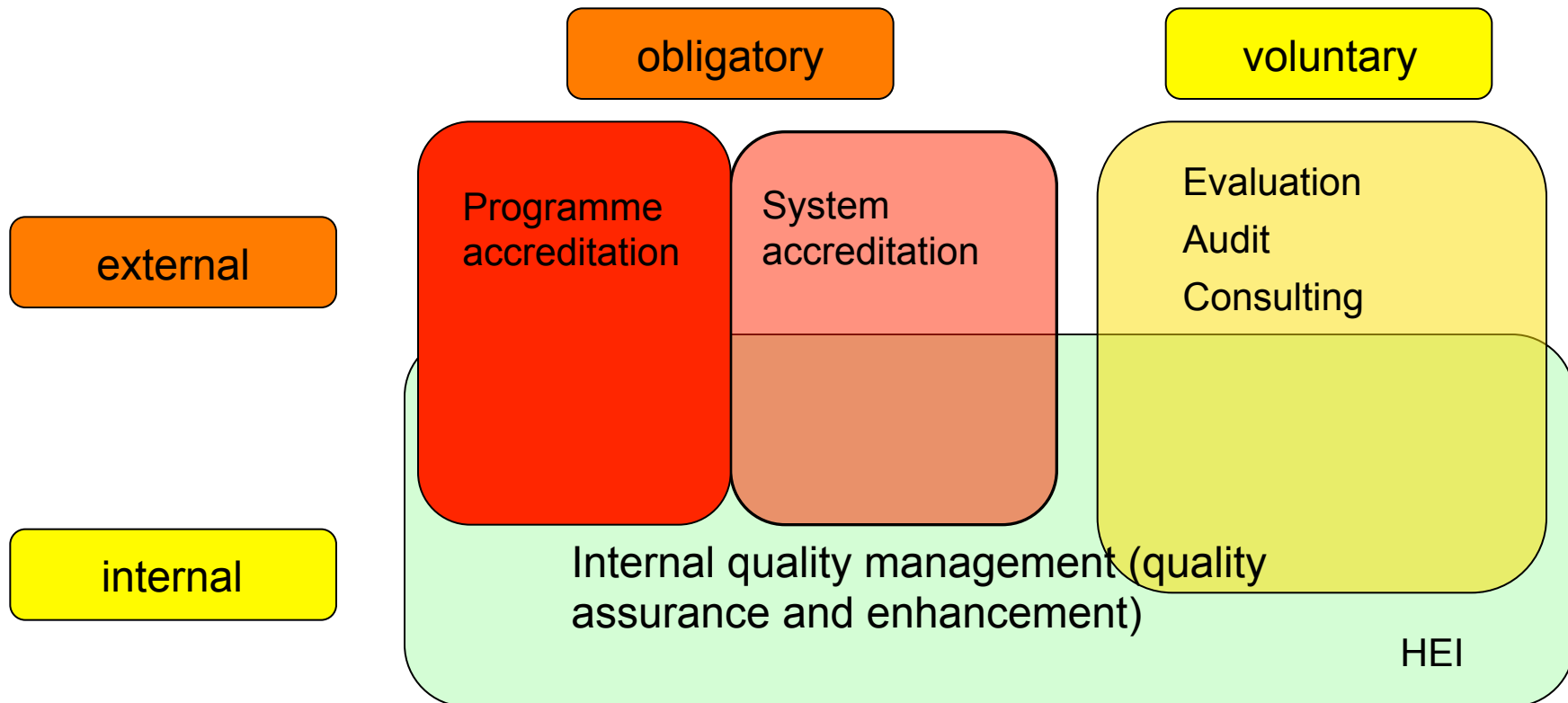
ENQA



evalag – Centre of Competence for Quality Assurance and Quality Enhancement in Higher Education

- **Evaluations**
evalag carries out evaluation procedures (institutional evaluations, subject evaluations, programme evaluations, formative evaluations, evaluations with special concern towards strategic development etc.)
- **Quality Management**
evalag carries out quality audits and institutional assessments and offers a range of support services (consulting/assistance, workshops etc.)
- **Accreditation**
evalag carries out programme and system accreditations (and institutional accreditations)
- **Science Support**
evalag coordinates peer review procedures for research proposals and accompanies the realisation of research projects

Quality Assurance (of Teaching and Learning) in Germany



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International Quality Assurance Activities (I)

	Evaluation	Assessment of Quality management system (accreditation, audit)	Institutional Accreditation	International Programme Accreditation	Consulting
national criteria	Liechtenstein	Austria (Linz, Klagenfurt) (Hungary (Budapest))		Lithuania (Vilnius)	
evalag-criteria			Lebanon Kosovo (Mitrovica)	Kyrgyzstan (Bishkek) Kosovo (Mitrovica) Mexico (Nuévo de Leon)	
	Austria (Graz)				Austria (Innsbruck) Bosnia-Herzegovina

International Quality Assurance Activities (II)

	Evaluation	Assessment of Quality management system (accreditation, audit)	Institutional Accreditation	International Programme Accreditation	Consulting
Criteria		National criteria evalag -criteria	evalag -criteria	National criteria evalag -criteria	
Procedure	Peer Review	Peer Review	Peer Review	Peer Review	Demand-oriented
Label	No	Yes	Yes	Yes	No

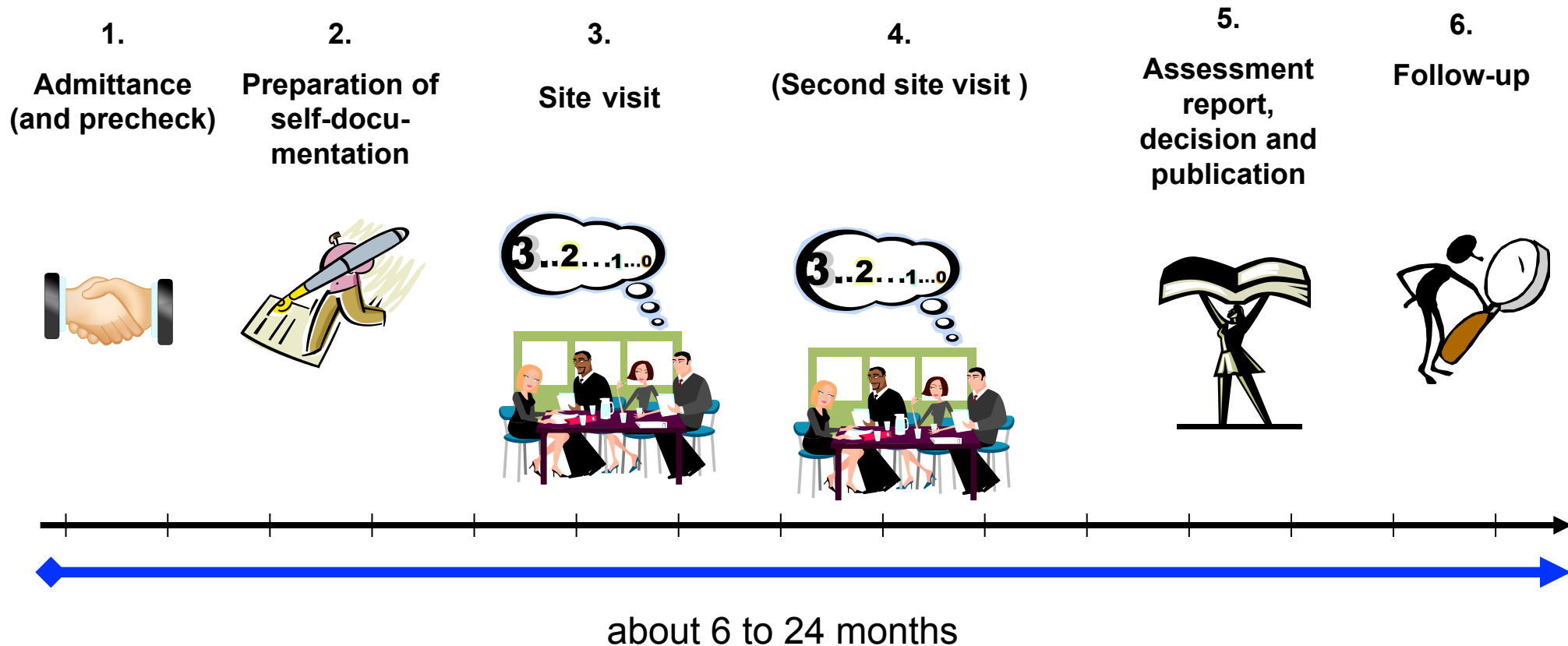
Criteria of Programme Accreditation - comparison

Programme accreditation GAC	evalag international programme accreditation
Qualification Objectives of the Study Programme Concept	Programme Profile
Conceptual Integration of the Study Programme in the System of Studies	
Study Programme Concept	Curriculum
Academic Feasibility	Organisation of the Study Programme
Examination System	Examination System
Programme-related Cooperations	
Facilities	Resources
Transparency and Documentation	
Quality Assurance and Further Development	Quality Assurance
Study Programmes with a Special Profile Demand	
Gender Justice and Equal Opportunities	

Assessment on the institutional level - comparison of criteria

evalag Keypoints of Quality Management	System Accreditation GAC	evalag Institutional Accreditation
Strategic Aims of the Higher Education Institution	Qualification Objectives	Institutional Profile and Strategy
A Concept for Quality Management	Internal Management in Teaching and Learning	Governance
Quality Feedback Loop	Internal Quality Assurance	Teaching and Learning
Use of an Information System to support Quality Management	Reporting System and Data Collection	Research
Management Bodies and Decision Processes	Responsibilities	Formation of Young Researchers
Internal and external transparency	Documentation	Institution and Society
Quality Culture	Cooperation	Quality Assurance

Assessment Procedure(s)



Procedure(s) – Similarities and Differences (with regard to german accreditation)

- Similarities
 - At least four steps of peer review procedure
 - Expert panel consists at least of two/three experts from HEIs and a student
 - Publication of full report
- Differences
 - Not always expert from professional practice
 - Language
 - Cultural background of peers and HEI members
 - „Philosophy“ of educational systems
 - YES-NO-Decision (Introduction of accreditation with conditions by **evalag**)
 - Award of the **evalag**-label

Composition and Preparation of Expert Panel

- At least one member with knowledge or experience of the national educational system
- International experience of the experts
- Stepwise preparation of the peers
 - official documents (i. e. Eurydice) concerning the educational systems, higher education law, regulations, ...
 - Relevant information of the programme/institution
- Continuous contact (personal briefing) between panel members and project officer
- Preparatory meeting before the site-visit to discuss special issues, if possible also a meeting with the rector of the HEI

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Approach

Our mission statement

- **evalag** supports HEIs in their commitment to internal quality assurance
- **evalag** services aim at strengthening the HEIs ability to achieve their own objectives

Cross-border activities support

- the realisation of the Bologna-process
- the internationalisation of higher education - abroad as well as in the HEI of the experts

National versus international procedures

National

- Peers dispose of implicit knowledge of (the national) educational system
- Peers know subject-related standards of (national) scientific community
- **Reference point are national programmes/ quality assurance systems**

International

- Peers have a general overview of other educational systems
- Peers know international subject-related standards of scientific community
- Group-dynamic of heterogeneity of expertise
- **Reference point is a more global feature of programmes / quality assurance systems**

Experiences of evalag

- Cross-border activities
 - widen the knowledge (of **evalag** and the peers) about the progress of the Bologna process,
 - support insight into other educational systems
 - support of trust between educational systems
 - support the development of the HEIs
- HEIs abroad
 - trust especially German educational system and
 - German accreditation agencies (no fear of fraud or corruption)
- Potential area of conflict
 - Latitude of the interpretation of criteria (reference points) with regard to the specifics of the HEI and the educational system

Challenges for evalag

- Is the HEI who demands an assessment really a trustworthy institution?
 - www.anabin.kmk.org
 - precheck
- Has the HEI experience with quality assurance activities?
- Language issues: translation of documents, conversation during the site-visit?
- Risks of fraud or corruption? Misuse of **evalag**-label?
- Application of the criteria: latitude of interpretation?
 - Are German standards the point of reference?
 - Acceptance of national situation?

Status of ESG and Qualification Framework

- ESG are the basis of **evalag**-criteria
- Heterogeneity of educational systems due to historical and political background (importance of higher education, resources)
- Qualification framework can enhance the comparability of study programmes (i. e. professional bachelor – bachelor)
- We need generic criteria for the assessment of study programmes and institutions

Thank you very much for your attention!