

Quality Assurance and the Bologna Process- European and German Perspectives

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Structure

1. What is Quality?
2. Historical Developments
3. The European Standards and Guidelines
4. Framework for Quality Assurance in Germany
5. Established Procedures and Shared Standards
6. Some examples for internal QA/QM structures
7. Future Challenges

1. What is Quality?

1. What is Quality?

Quality is a disputed term in Higher education

- It is a multifaceted concept
- It involves different demands from different stakeholders
- Quality assurance is done externally and internally in HEIs
- There are different criteria and indicators to measure quality (both quantitative and qualitative data)

1. What is Quality (cont'd)

No defined concept or unbiased criterion of „Quality“ or „Quality Assurance“ - idea of „Quality“ in HE depends on different interests, ideas, objectives, reference points:

- university heads: adequate position in rankings and ratings
- university teachers and researchers: participation in scientific progress
- students: appropriate preparation for the labour market
- state: effective use of finances

2. Quality Assurance in Europe - a historical perspective

2. Quality Assurance in Europe - a historical perspective

- Systematic Quality Assurance outside the US system started in the 1980ies
- It has been introduced in many countries to ensure the accountability of the public HEIs and to ensure that the standards in private HE are equivalent
- In most cases QA started with internal programme assessment and evaluation
- In later stages external QA was introduced, which tackles both programme and institutional levels
- Recently, overarching internal QA systems emerge in many countries

2. Quality Assurance in Europe - a historical perspective

- In UK, Ireland (university sector): enhancement directed audit model, long tradition
- Similar in Netherlands and some Scandinavian countries
- In Central and Eastern Europe: mainly accreditation systems, mainly programme accreditation
- In Southern Europe: systems slowly developing, many change processes
- Germany: from evaluation to programme accreditation to system accreditation

3. The European Standards and Guidelines

3. The European Standards and Guidelines - background

Berlin Communiqué 19 September 2003: Realising the European Higher Education Area

- „Quality of higher education has proven to be the heart of the setting up of a European Higher Education Area“
- „...consistent with the principle of institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution itself and this provides the basis for real accountability of the academic system within the national quality framework.“

3. The European Standards and Guidelines

First Phase: 2003 - 2005

- Berlin Communiqué of the Bologna Process signatory states
(19 Sept 2003): “an agreed set of standards, procedures and guidelines on quality assurance” to be developed by the “E 4”:

ENQA European Association for Quality Assurance
in Higher Education

EUA European Universities Association

EURASHE European Association of Institutions in Higher
Education

ESIB (ESU) European Students' Union

3. The ESG: Adoption 2005

Bologna Follow-up Conference in Bergen 2005:

“Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)” are adopted by the ministers for higher education

Part 1: ESG for internal QA within higher education Institutions

Part 2: ESG for external QA of higher education

Part 3: ESG for external QA agencies

3. The ESG: Part 1: ESG for internal QA within higher education institutions

1. Policy and procedures for QA of programmes and awards
2. Approval, monitoring and periodic review of programmes and awards
3. Assessment of students
4. QA of teaching staff
5. Learning resources and student support
6. Information systems
7. Public information

3. The ESG: Part 2: ESG for the external QA of higher education

1. Use of internal QA procedures – effectiveness of internal QA processes (Part 1)
2. Development of external QA procedures
3. Criteria for decisions
4. Processes fit for purpose
5. Reporting
6. Follow-up procedures
7. Periodic review
8. System-wide analyses

3. The ESG Part 3: ESG for external QA agencies

1. Use of external QA procedures for higher education
- presence and effectiveness of external QA (Part 2)
2. Official status
3. Activities on a regular basis
4. Resources
5. Mission Statement
6. Independence
7. External QA criteria and processes used by the agencies
8. Accountability procedures

3. The ESG: consequences

Agreement on QA in the Bologna signatory states

- More autonomy for HEIs
- More transparency, identification with common goals and common reference points
- Simplification of recognition of awards and studies
- Standards for HEIs and agencies
- Exchange of viewpoints amongst stakeholders
- Change of national legal regulations of QA in higher education

4. Framework for QA in Germany

4. Framework of Quality Assurance in Germany

Political framework

- 16 states (Länder) coordinated by the Standing Conference of Ministers of Education (KMK)
- German Rectors' Conference (HRK): 260 member institutions
- Federal government: only research and international cooperation

4. Framework of Quality Assurance in Germany

Change in state – university relations

- decrease of detailed regulations
- increase of authority on the universities' side

QA as a means of university control:
shift from quality **assurance** to quality
development

5. Established procedures and shared standards

5. Established procedures: Evaluation

Objectives

- to create transparency in order to have an important basis for internal planning and decision
- to improve the quality of teaching and to set standards for the development of internal quality assurance
- to check standards and to assure quality. This objective refers to accountability about performances and the allocation of funds. Evaluation can lay the basis for a performance oriented allocation of funds by the ministries or the university heads
- Evaluation permits the comparison of performances between universities and between different

5. Established procedures: Evaluation

Procedure

- internal evaluation (about every 5-8 years): critical self-assessment report based upon the description of data collected in the teaching report, interviews with staff and students
- external evaluation, including a two-day site visit of the peer group and the peers' assessment report (draft report, comment of the faculty under review, final report)
- follow up, including a contract between the faculty and the head of the university about measures to be taken

5. Established procedures: Accreditation

- **Accreditation Council**
- *HEI (4), state (4), students (2), professional practise (5), intern.experts (2)*
- **Defining procedure requirements (ECTS, Modularisation, DS etc.)**

accreditation, monitoring, regulating fair competition

Accreditation Agencies

independent, with or without subject specification

Conducting accreditation procedures

5. Established procedures: Accreditation

Objectives

- securing quality by setting standards and to provide students, employers as well as higher education institutions with a reliable orientation and improved transparency
- to check structural standards given by law (ECTS, duration, degrees etc.) to ensure structural comparability of degree programmes
- to check standards given by the scientific community, the employability of students, staff:student ratio and equipment

5. Established procedures: Accreditation

Procedure

1. Internal self report: Presentation of the application documents by the department
2. Peer review: hearing, interview of the applicants by the peer group, evaluation report including the vote of the peers concerning formal requirements, infrastructure and support, concept of the degree programme
3. Accreditation decision by the accreditation agency
 - The programme is accredited
 - The programme is conditionally accredited
 - The accreditation is rejected

5. Established procedures: Shared standards

- Two stage procedure (internal – external)
- Participation of students and other stakeholders
- Independence of peers
- Participation of international peers
- A of results
- “Standards and Guidelines for Quality Assurance in the European Higher Education Area”:
 - Standards for internal and external QA in HE
 - Standards for QA agencies
 - European register of agencies

5. Established procedures: QA Management

no homogeneity at all, neither in the areas included...

- QAM for the university as a whole
- QAM for some departments
- QAM for the administration only
- QAM in research
- QAM in student services
- ...

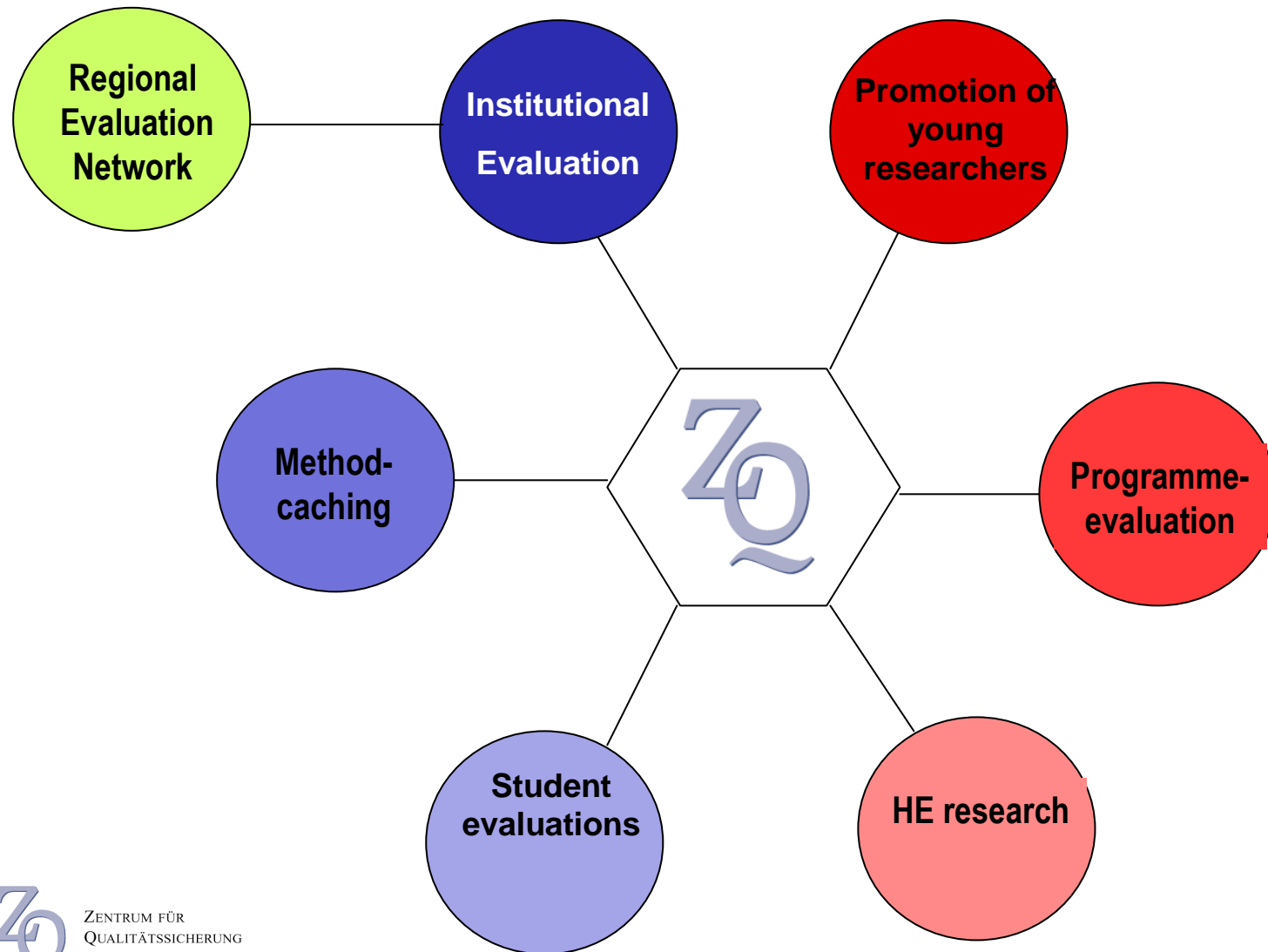
5. Established procedures: QA Management

...nor in the methods adopted:

- DIN EN ISO 9000 ff.
- Total Quality Management (TQM)
- EFQM (European Foundation for Quality Management)
- Balanced Scorecards
- Benchmarking
- Rating

6. Some examples of internal QA/QM structures in Germany

Structure and Functions of the Center for Quality Assurance of the University of Mainz



Layers of Analysis in QA – Departments and Study programmes

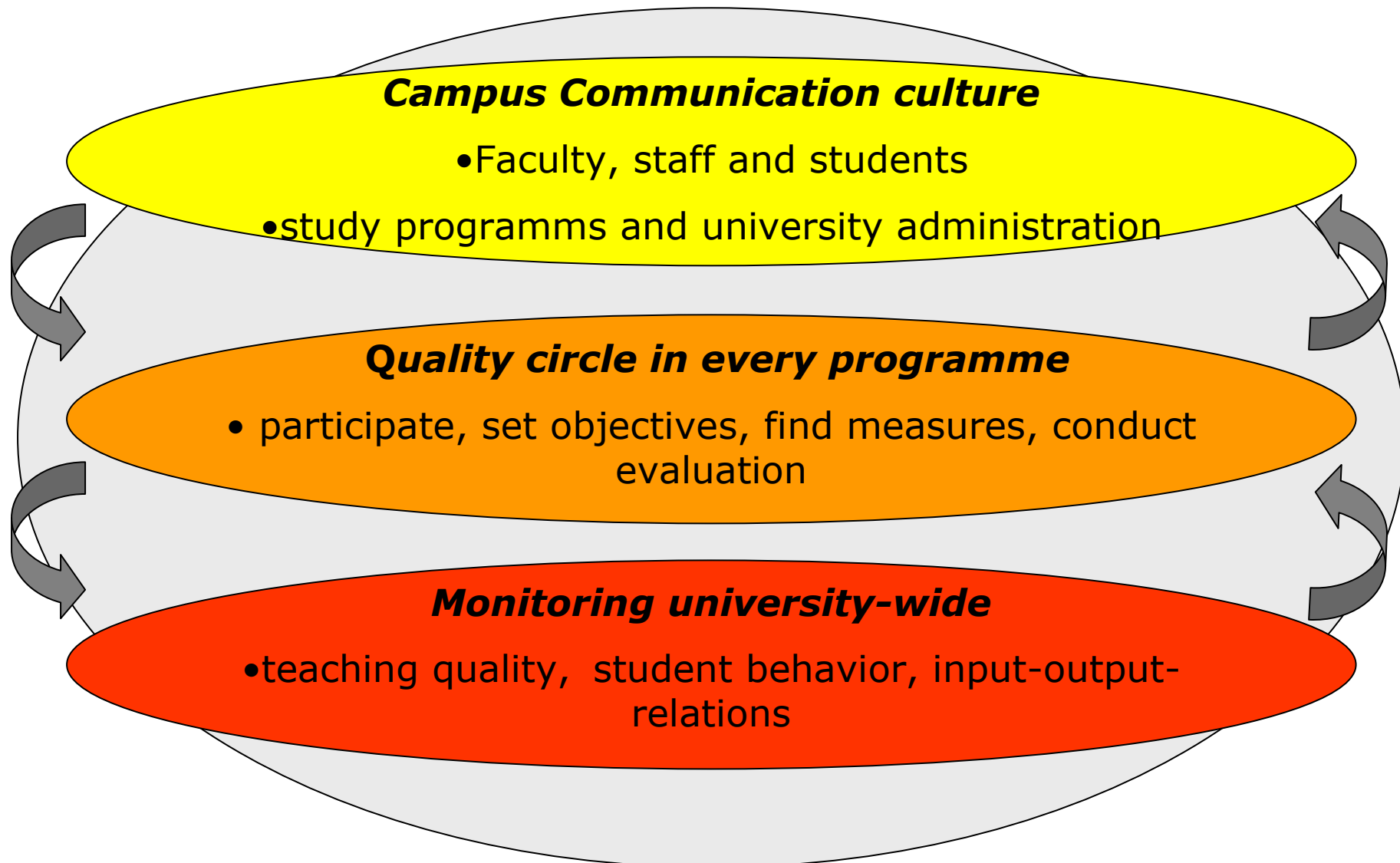
Self concept	<ul style="list-style-type: none"> • Vision • Programme, Profile • Self description • Scientific Standards • Ethics • University Identification 	<ul style="list-style-type: none"> • Organisation of research • Organisation of teaching • Collegial exchange • Counseling and tutoring • Administration • External Cooperations 	Academicc ommunity
Goals			Proces- ses
Struc- tures	<ul style="list-style-type: none"> • Personnel • Studebts, young reserachers • equipment • knowledge, patents etc. 	<ul style="list-style-type: none"> • Research Results • knoweldge transfer • educational programmes 	Results
Ressources			Knowledge and Education

Layers of Analysis in QA- Study programmes or study courses

Goals	<ul style="list-style-type: none">• Goals of the study unit• Relation to goals of study programme	<ul style="list-style-type: none">• teacher student ratio• Quality of teaching process• Forms of Assessment	Processes
Structures	<ul style="list-style-type: none">• Rooms• Number of participants• Media equipment• prior knowledge	<ul style="list-style-type: none">• Results of knowledge transfer (student results and grades)• Results of transfer of additional competences („soft skills“ etc.)	Results

University of Bremen – A third way ...

Living institutional culture



Quality Circle in Bremen University

Study programme



Actions:

- Changes in Curriculum
- Adjustment in Study concept/Programme articulation
- Changes in recruitment and admission
- Changes in didactics etc

union

Documentation: Academic Report

Service



Assessment of Criteria:

- student evaluations
- Controlling data / Statistics
- Feedback Exam Office
- Feedback Praxis Office
- Report Study Commission/ student

- Feedback Alumni
- Feedback Student



Discussion of the results in the study commission/ subject commission

Background: Goals of the study programme and external framework conditions (development plan/ goal contract with department/ situation in terms of personnel etc.)



Documentation: Academic Report

Responsibility: Department spokesperson

Münster University of Applied Sciences- QM in Academic

Affairs: Quality Goals



Process oriented Quality goals along the „value chain“ to operationalise the quality policy

7. Future challenges



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Some of the major objectives for the future are

- **the connection of the range of measures**

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- **the connection with new QA tools like performance based parameters contract management/target agreements**

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- **the connection of the range of measures**
- **the connection with new QA tools like performance based parameters contract management**
- **international cooperation**

**Thank you very much for your
attention**