



Workshop 2 - The external view: connecting accreditation, certification, evaluation – system-, programme- and course level

ASIIN's answer to diverse quality needs: connecting accreditation, certification, evaluation – system-, programme- and course level

Stuttgart, 13. December 2013

Dr. Iring Wasser

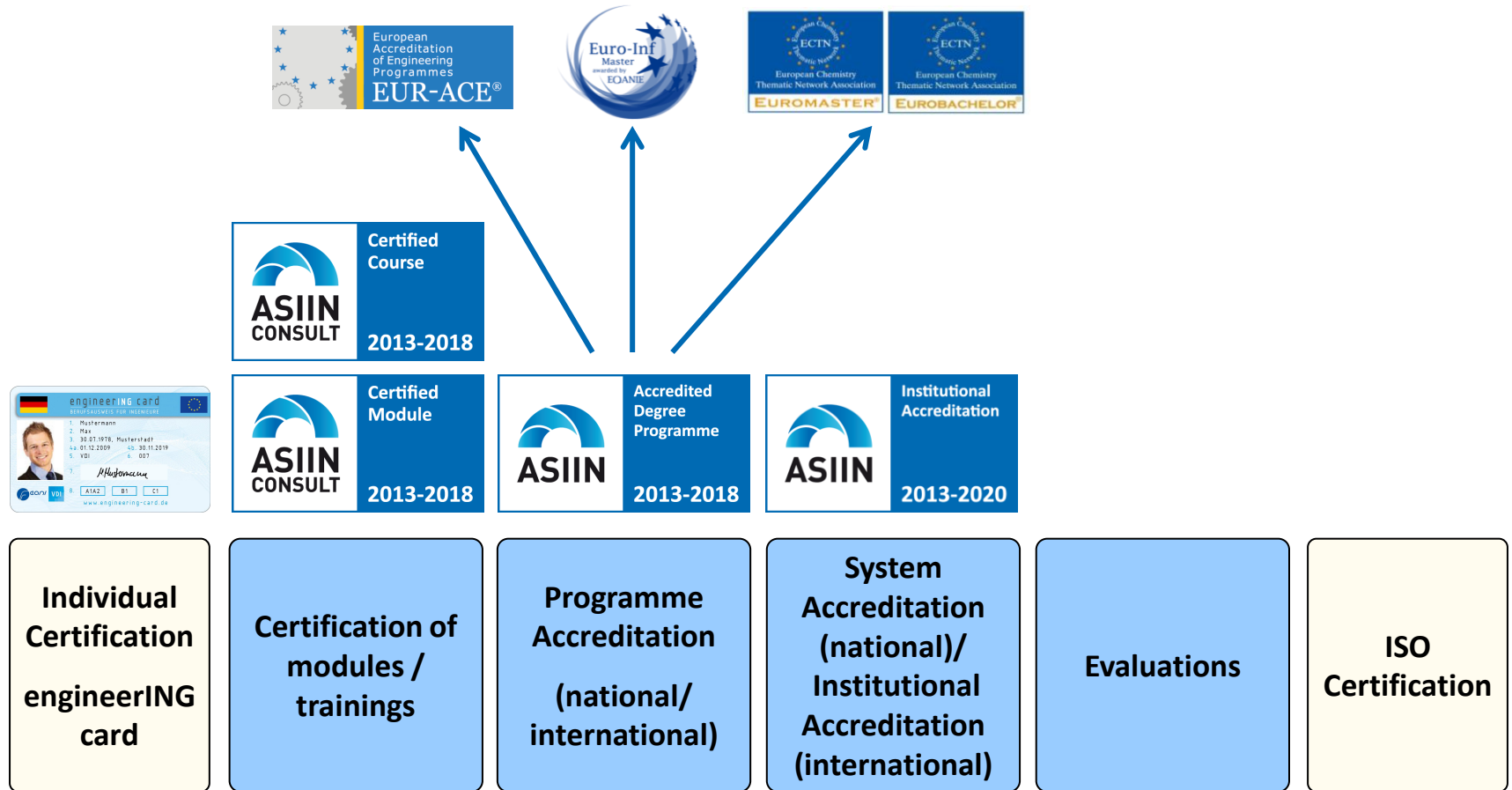
Content of the presentation

- The portfolio of ASIIN as an answer to diverse quality needs: connecting accreditation, certification, evaluation at system, program and course level
- The impact of the Bologna and Copenhagen process on ASIIN's portfolio
- The importance of Learning Outcomes as a mobility tool
- Combining ASIIN programme accreditation with European quality labels (EUR-ACE[®], Euro-Inf[®], Eurobachelor[®] /Euromaster[®] Chemie).
- Combining programme and systems/institutional accreditation
- How to fit evaluations in

Overview over the ASIIN portfolio

| | Certification | Academy | Quality development |
|--------------------|--|-----------------------|--|
| ASIIN e. V. | Accreditation / Certification Degree Programmes | ASIIN Dialogue | International and European projects |
| | Accreditation / Certification QM-Systems | | |
| ASIIN Consult GmbH | Certification of Modules and Trainings | Workshops & Trainings | Evaluations |
| | Implementation of certification procedures in cooperation with third parties | ASIIN-Dialogue | |
| | Administration professional cards | | Consulting QM and development of organizations |
| | | | |

The range of ASIIN quality seals



The national and international context of an ASIIN certification

→ The ASIIN Portfolio with its diverse quality labels at the module/course/program/system/institutional level is an expression of diverse quality needs of our HEI partners and at the same time reflects recent trends of the

1. Bologna process
2. Copenhagen process
3. Common European Market policies
4. HE policy decisions in Germany (decisions of the Standing Conference of Ministers of Education, Decisions of the German Accreditation Council) and abroad

Political Context of QA in Europe

Completion of the European Higher Education Area until 2020, in which citizens can choose from a wide and transparent order of high quality courses and benefit from smooth recognition procedures

Goals: European character permeable

Promotion of comparability and compatibility of degrees:

Instruments: Two/Three cycle study system, ECTS, adoption of a system of easily readable and comparable degrees, Diploma Supplement, structures

Accreditation

Recognition of degrees/cross-national LO/qualification Frameworks

Accreditation/Transnational cooperation in QA

Copenhagen 2020 to improve to encourage wider use of VET

Goals: Improvement of transparency and recognition of competences and qualifications to facilitate mobility in the European education and labor market

Instruments: single Community framework for the transparency of qualifications and competences (EUROPASS), ECVET, strengthen the European dimension of VET, principles for the identification and validation of non-formal and informal learning

Certification

Academic Mobility

The **Bologna-Process** since 1999 can be characterized by two phases:

In the **first decade between 1999-2010** the Bologna process is characterized by structural elements such as the introduction of a three-cycle study system, the European Credit Transfer Systems, the Diploma Supplements etc.. On the level of European QA-instruments the development of the European Standards and Guidelines as well as the introduction of the EQAR are and continue to be of prime importance. The generic Dublin Descriptors are the underlying foundation of the European Qualification Framework.

Until 2020 the European Higher Education Area relies more and more on content related elements such as the development of European learning outcomes, competence profiles and (cross-)national qualification frameworks (including an integration of the Bologna with the Copenhagen framework). Building on the tuning activities subject specific European QA networks **are contributing to academic and professional mobility in the EHEA**

The growing importance of the Learning Outcome Concept

Neither in the Bologna Declaration (1999) nor in the Prague Communiqué (2001) was there a reference of LO at all. They have however figured prominently in their discourse ever since, e.g. in the London Communiqué 2007:

“We underline the importance of curricula reform leading to qualifications better suited both to the needs of the labor market and to further study. Efforts should concentrate in future on removing barriers to access and progression between cycles and on proper implementation of ECTS, based on learning outcomes and student workload.”

“QF are important instruments in achieving comparability and transparency within the EHEA and facilitating the movement of learners within, as well as between higher education systems. They should also help HEIs to develop modules and study programs based on learning outcomes and credits and improve the recognition of qualifications as well as all forms of prior learning.”

Accreditation requirements and procedural principles

For evaluating a study program, ASIIN applies documented criteria and standards that have to be taken into account when a study program is designed.

Sources:

- National Qualification frameworks as well as National laws and acts
- Educational standards for altogether 13 disciplines developed jointly by HEI, deans conferences, practitioners and employers in Germany
- Expectancies and standards for the university education agreed upon in international networks and aligned with International Qualification Frameworks

General Requirements and Procedural Principles

...committing all fields of engineering,
informatics and natural sciences



Subject Specific Supplementary Notes

...framework of references that allows
reasonable divergences

The growing importance of the Learning Outcome Concept

The Leuven Communiqué in 2009:

“We reassert the importance of the teaching mission of higher education institutions and the necessity for ongoing curricular reform geared toward the development of learning outcomes... Academics in close cooperation with student and employer representatives, will continue **to develop learning outcomes and international reference points for a growing number of subject areas...**”

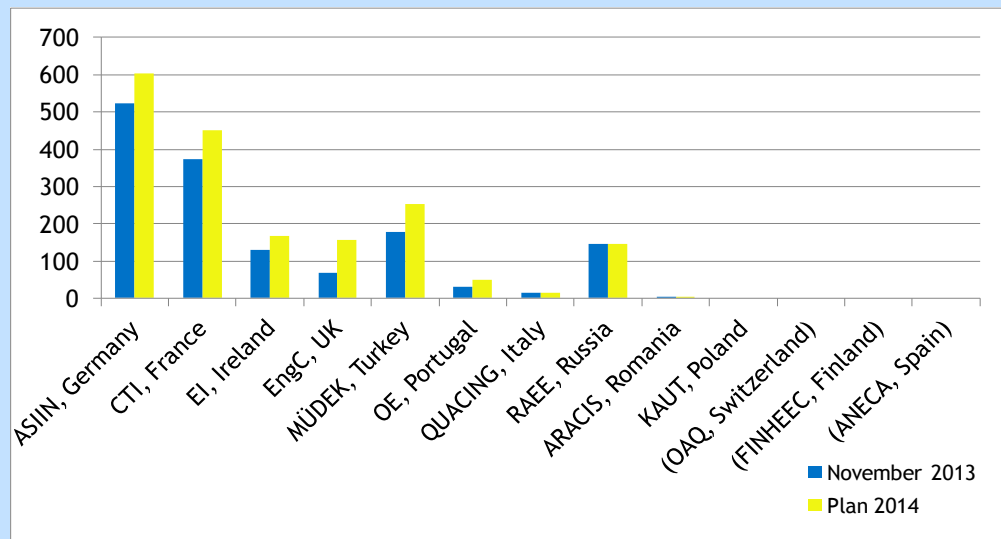
“It is arguably that the main end product of the Bologna reforms is better qualifications based on learning outcomes and certainly not just new educational structures. For this sort of bottom-up reform it is recognised that there is a need for fundamental changes at the institutional level where academics are responsible for creating and maintaining qualifications”. (Stephan Adam, UK Bologna Promoter)

ASIIN takes a lead in developing pan-European LO schemes (I)

ASIIN recognized this as a specialized agency in a early stage:

With the replacement of the framework regulations, it develops together with its stakeholders our so-called TCs.

- TC 01 (Mechanical Engineering/Process Engineering)
- TC 02 (Electrical Engineering/Information Technology)
- TC 03 (Civil Engineering, Surveying and Architecture)
- TC 05 (Physical Technologies, Materials and Processes)
- TC 06 (Industrial Engineering)



More than 1600 programs are accredited with a EUR-ACE label.

The connection between ASIIN Programme Accreditation and European quality seals




Accreditation Certificate

The Accreditation Agency for Degree Programmes in Engineering, Informatics, Natural Sciences and Mathematics e. V. (ASIIN) has accredited the

**Master's Degree Programme
"Master of Engineering (Mechanical)"**
at the request of
**University of Melbourne
School of Engineering**
with the seal of ASIIN e.V.

Accreditation was issued on on 28 June 2011 by decision of the ASIIN Accreditation Commission for Degree Programmes and is valid until 30 September 2016.

Upon successful completion of the programme, University of Melbourne awards the degree of "Master of Engineering".

25 July 2011



Dr.-Ing. Martin Molzahn
Chairman of the Accreditation Commission for Degree Programmes



Dr. Iring Wasser
Managing Director



Prof. Dr. Jürgen Grotemeyer
Chairman of the Accreditation Commission for Degree Programmes

ASIIN was admitted into the European Quality Assurance Register for Higher Education (EQAR) on 10 April 2009. EQAR lists agencies which substantially comply with the European Standards and Guidelines (ESG). The admittance confirms the implementation of the ESG by ASIIN.



**European Accreditation of Engineering Programmes
EUR-ACE® Master**

This is to certify that the engineering degree programme
**Master of Engineering
(Mechanical)**
provided by
**University of Melbourne
School of Engineering**
accredited by
ASIIN e.V.
on 28 June 2011 until 30 September 2016
satisfies the criteria for Master degree programmes specified in the
EUR-ACE® Framework Standards for the Accreditation of Engineering
Programmes, and therefore for the above period of accreditation is
designated as a

**EUROPEAN-ACCREDITED ENGINEERING
MASTER DEGREE PROGRAMME.**

c e r t i f i c a t e



For the European
Network for Accreditation
of Engineering Education
(ENAE)

The President
Dr. Iring Wasser



Brussels, 25 July 2011



For ASIIN

The Chairman of the
Accreditation Commission
Dr.-Ing. Martin Molzahn

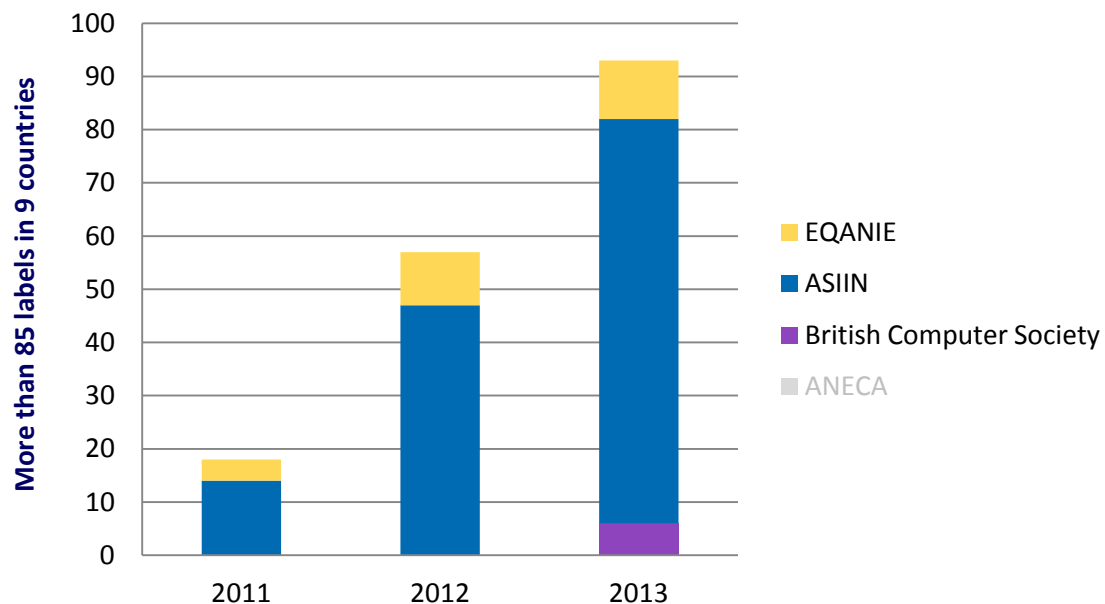
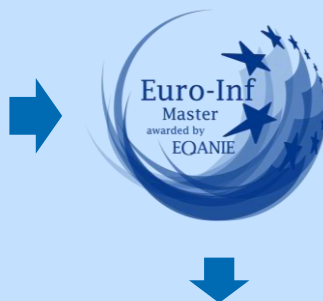


Düsseldorf, 25 July 2011

A graduate of this programme may define him/herself "EUR-ACE® Bachelor/Master" as appropriate.

ASIIN takes a lead in developing pan-European LO schemes (II)

- TC 04 (Informatics/Computer Science)
- TC 07 (Business Informatics/Information Systems)





Accreditation Certificate

The Accreditation Agency for Degree Programmes in Engineering, Informatics, Natural Sciences and Mathematics e. V. (ASIIN) has accredited the

**Master's Degree Programme
"Master of Science (Computer Science)"**

at the request of
**University of Melbourne
School of Engineering**
with the seal of ASIIN e.V.

Accreditation was issued on on 28 June 2011 by decision of the ASIIN Accreditation Commission for Degree Programmes and is valid until 30 September 2016.

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EQANIE ACCREDITATION CERTIFICATE

ASIIN - Accreditation Agency for Degree Programmes
in Engineering, Informatics,
the Natural Sciences and Mathematics e.V.

has accredited the

Master of Science (Computer Science)

provided by

University of Melbourne, School of Engineering

on June 28th, 2011 until September 30th, 2016

The program satisfies the outcomes of Second Cycle Programmes specified by the
Euro-Inf Framework Standards and Accreditation Criteria for Informatics Degree Programmes.

Therefore for the above period of accreditation is awarded the
Euro-Inf Master Quality Label.



For the European Quality Assurance Network for Informatics Education e.V. (EQANIE)
The President
Prof. Hans-Ulrich Heiss


Berlin, 25 July 2011



For ASIIN
The Managing Director
Dr. Iring Wasser

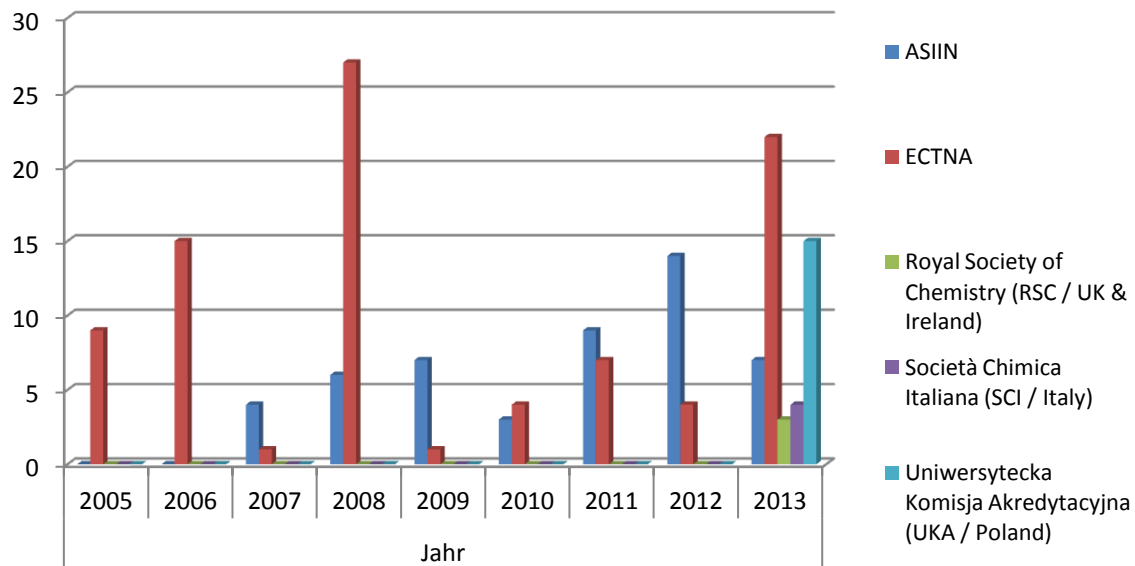

Düsseldorf, 25 July 2011

ASIIN takes a lead in developing pan-European LO schemes (III)

- TC 09 (Chemistry)
- TC 10 (Life Sciences)
- TC 11 (Geosciences)
- TC 12 (Mathematics)
- TC 13 (Physics)



ASIIN is the only field specific agency which is offering the entire range of accreditation of all MINT-areas.



The organisational background of QA in Europe I

Globale Level

INQAAHE

GGP

European Continental Level

CEENQA

ENQA

NOQA

EQAR

ESG
Dublin
Deskriptoren

European Subject Specific level

ENAE

EQANIE

ECTNA

EFG

IFA

+
Field-specific
LO

Tuning

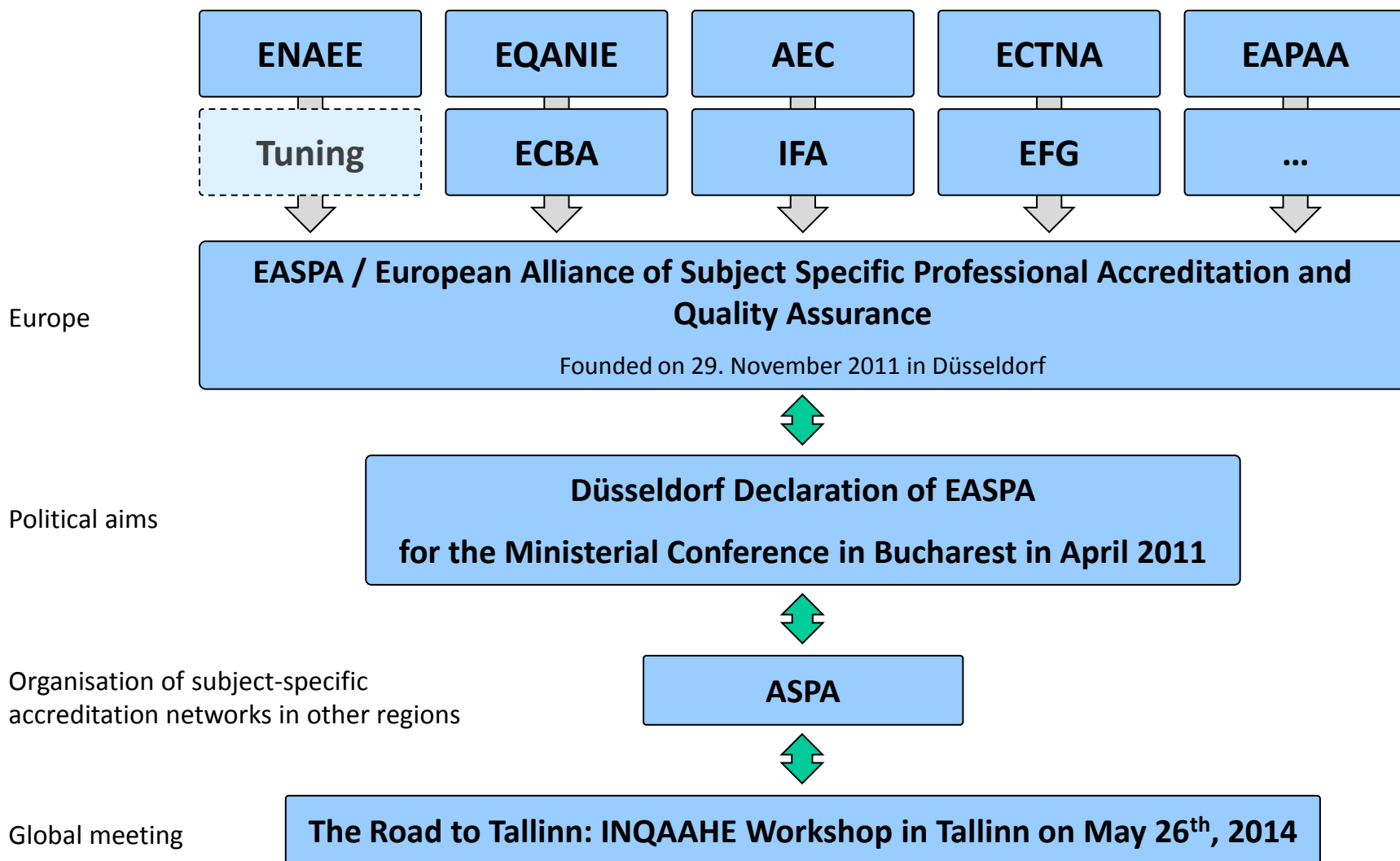
ECBA

EAPAA

AEC

EPS

New European developments in subject specific QA



Common European Market

Goals: freedom of movement of workers, right of establishment, freedom of services.

Declaration of Lisbon, Barcelona: „to make Europe the most competitive and dynamic knowledge-based economy in the world.“

Instruments: The European Directive on the recognition of professional qualifications:

„A clear, secure and quick system for the recognition of qualifications in the field of the regulated professions is required to ensure free movement.“

The EC institutions and member states should facilitate employment and the provision of services through wholesale consolidation of the existing regimes of professional recognition in the regulated professions.

EUR-ACE and the engineerING card as an answer to impediments to professional mobility?

➤ **Lacking transparency on the job market**

Different degrees and complicated acceptance procedures have hampered the change of employment in European Countries and between European Countries.

➤ **EU Mobility Regulations of 2013**

The EU therefore demands the mutual acceptance of the competencies required to carry out a profession in order to eliminate impediment at the change of employment between individual member states in the long-term – a new element in the EU Directive in the introduction of a professional card

engineerING card: Individual Certification as a mobility tool

- 1 Given Name
- 2 Surname
- 3 Date and Place of Birth
- 4a Date of Issue
- 4b Date of Expiry
- 5 Member of Association/
Organisation
- 6 ID Number
- 7 Signature
- 8 Key for qualifications



| | | | |
|---|-----|---|------------------------|
| 01. Name/Titel Surname/Title | 08. | | |
| 02. Vorname Given Name | | Studium Academic studies | Datum Date |
| 03. Geburtsdatum und -ort Date and Place of Birth | A1 | Bachelor/Diplom [FH] | 30.07.2003 |
| 04a. Ausstellungsdatum Date of Issue | A2 | Master/Diplom [TU/TH] | 27.11.2005 |
| 04b. Gültig bis Date of expiry | A3 | Dr.-Ing. | |
| 05. Verbandszugehörigkeit Member of Association/ Organisation | | Berufserfahrung Professional Experience | |
| 06. Ausweisnummer ID Number | B1 | Unternehmen Free Economy | X |
| 07. Unterschrift Signature | B2 | öffentl. Dienst Civil Service | |
| 08. Schlüssel für Qualifikationen Key for Qualifications | B3 | selbstständig Self-employed | |
| | | Weiterbildung Further Education | Anzahl Number |
| | C1 | Seminar mit Teilnahmebescheinigung Tutorial with Certificate of Attendance | 1 |
| | C2 | Seminar mit Abschlussprüfung Tutorial with Final Exam | |
| | C3 | Fortbildung mit Zeugnis Advanced Education with Certificate | |

Academic Studies
(“ASIIN/ EUR-ACE”-accreditation)

Professional Experience

Continuing Education
(ASIIN-Certification)

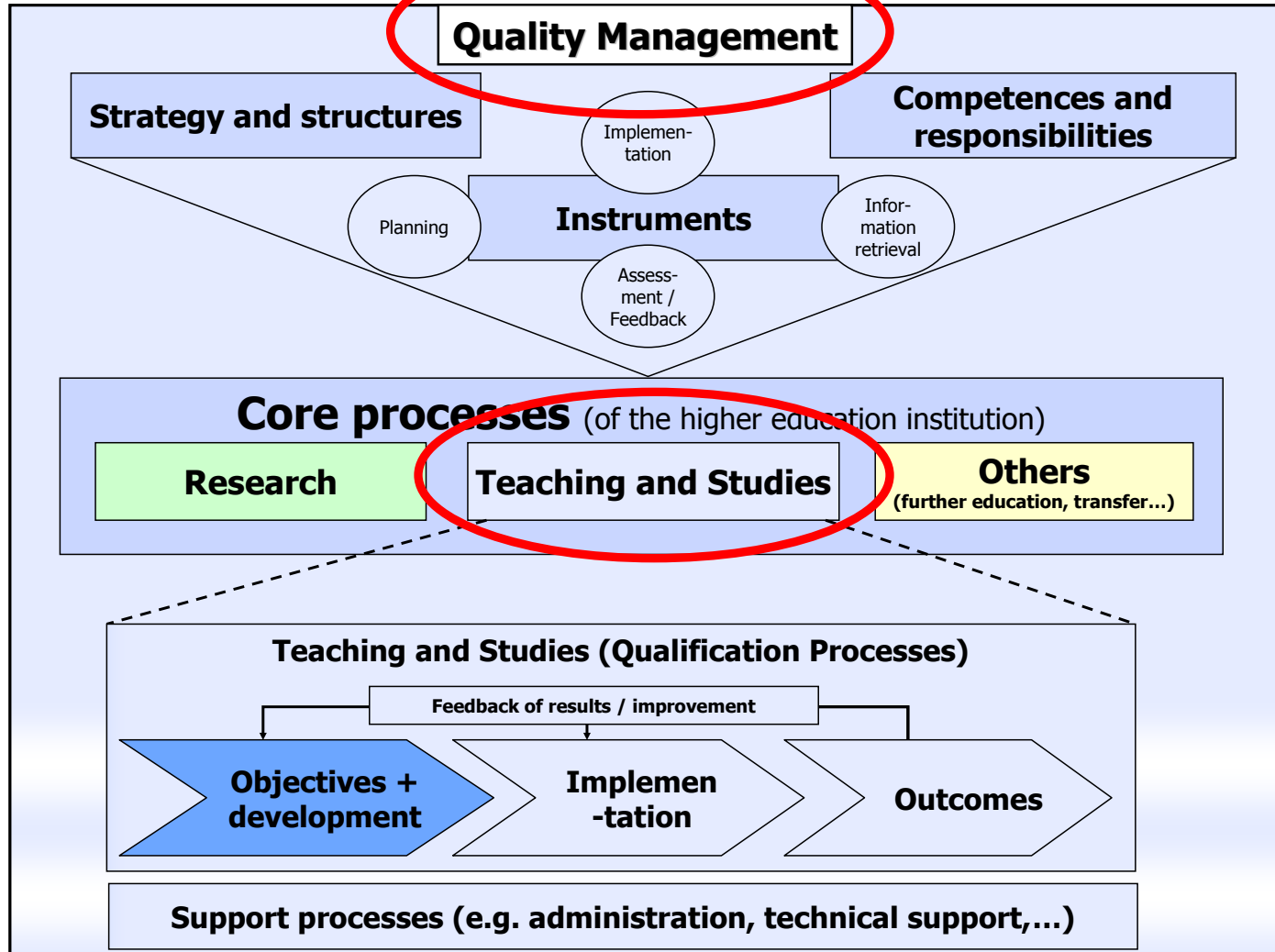
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Legend of classification
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The Connection between Programme and Institutional Accreditation



System Accreditation: Focus on QM System for Education

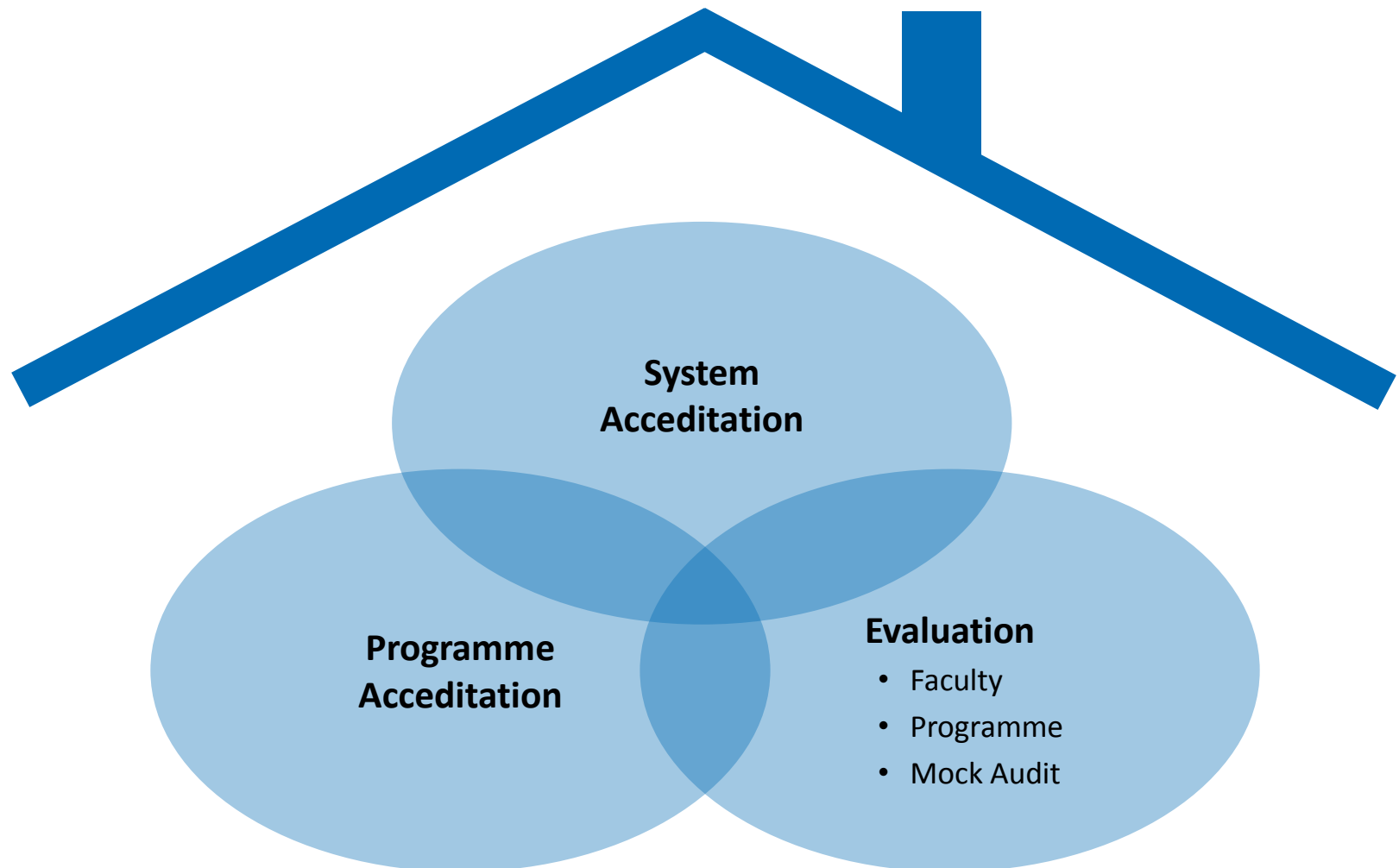


Comparison: programme and system accreditation

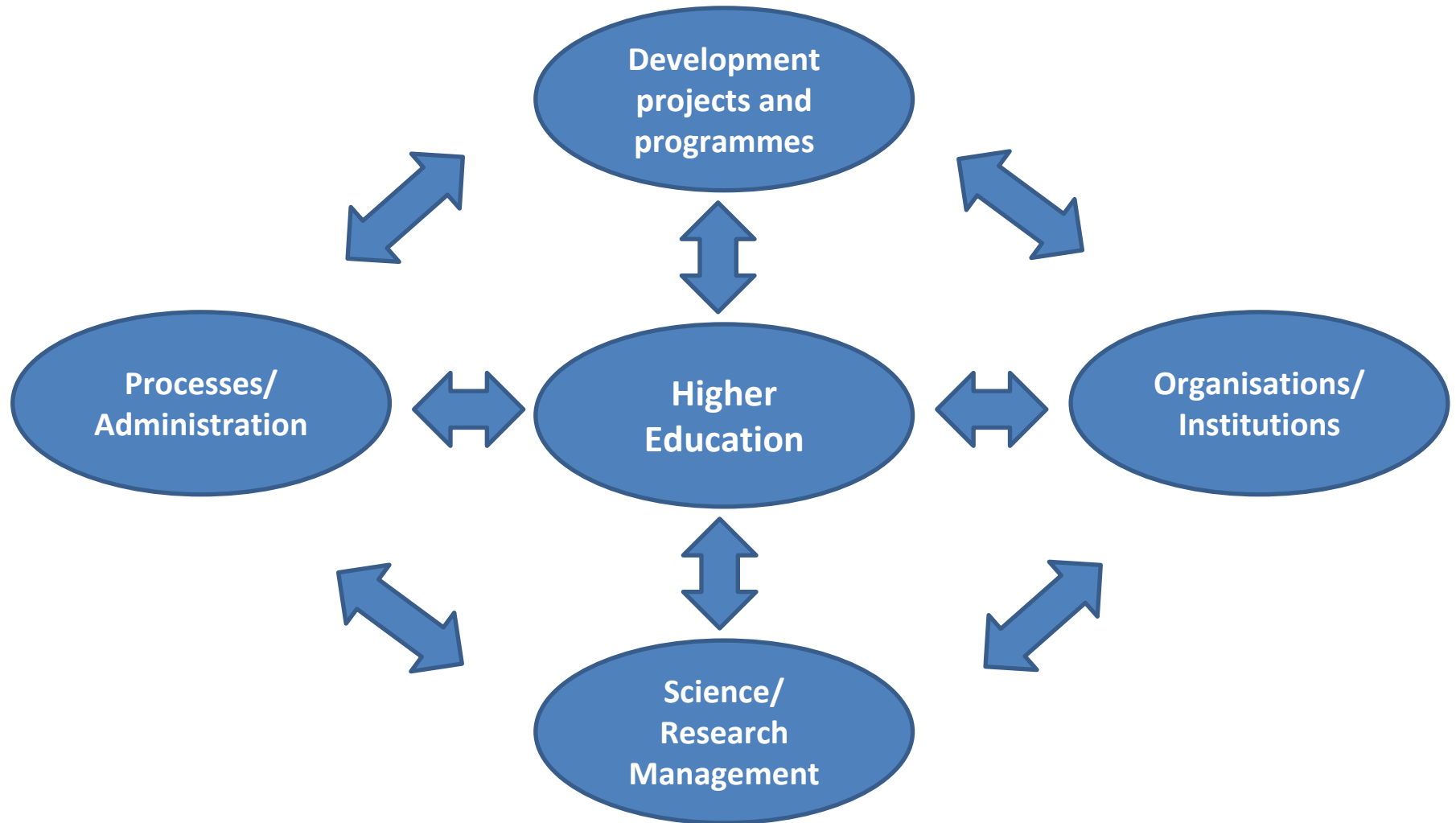
| | Programme accreditation | System accreditation |
|--------------------|--|--|
| Subject | Individual study programmes | Institutional entities (HEIs, or individual institutional divisions) |
| Approach | Assessment of the individual study programme with regard to <ul style="list-style-type: none"> ➤ the achievement of the intended learning outcomes ➤ the overall concept (aims – „input“ – „outcome“) of the study programme | Assessment of the steering system for teaching and studying, thereby random assessment of study programmes is possible |
| Certificate | For the individual study programme | For the system |

Programme accreditation and system accreditation fulfill different functions and are not fully equivalent

- For the needs of public authorities, a system accreditation is as well applicable as programme accreditation. The study programmes are in both cases accredited according to the definition in the German system.
- The programme accreditation gives an external confirmation about the realisation of educational objectives and the competence profiles of the graduates of a study programme.
- The system accreditation gives an external confirmation that a functional and effective QM-system for teaching and studying is in place.
- For the information needs of companies, chambers, prospective students and partner organisations at home and abroad, the external assessment of an individual study programme will be more instructive.



Range of Evaluations



Comparison of external QA approaches – part 1

| | Evaluation („Audit“, „Evaluation“) | Certification („accreditation“) |
|--------------------|---|--|
| Object | Degree programmes, institutions, management systems, processes, individually defined | Degree programmes, institutions, management systems, processes |
| Instruments | Self-assessment+ external audit + poss. Peer Review | Self-assessment+ external audit + poss. Peer Review |
| Scale | poss. based on criteria / individually tailored | ALWAYS based on criteria |
| Result | Strengths-weaknesses-analysis on agreed questions, recommendations for change/improvement, consulting | Yes/No decision on certificate award, Strengths-weaknesses-analysis on criteria , conditions or recommendations against criteria |

Comparison of external QA approaches – part 2

| | Evaluation („Audit“, „Evaluation“) | Accreditation |
|---------------------|---|---|
| Consequences | <ul style="list-style-type: none"> - Internal conclusions - External conclusions, e.g. by regulatory authorities about financing, authorization to award degrees, open programmes etc.. - Source of information for the public | <ul style="list-style-type: none"> - Same as left, plus - Award of seal, right to publish seal, given by owner of seal (public or private) - Assurance to interested parties, that specific, non-negotiable criteria are met - Reference to seal for profession-based admission |