



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

How to certify academic further education efficiently?

Stuttgart, 13. December 2013
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Copenhagen Process (1)

Education Ministers from 31 European countries and the European Commission signed a **declaration** in Copenhagen in 2002:

- parallel to the Bologna Process,
- Enhancement of European Cooperation in Vocational Education and Training (I-VET and C-VET)
- (1) Improvement of transparency and
(2) recognition of competences and qualifications to facilitate mobility in the European labor market
(3) Improvement of and cooperation in the field of quality assurance

(1) Improvement of transparency, information and increase of counseling

(2) Recognition and validation of competences and qualifications, including non-formal and informal learning

- a single Community Framework for the transparency of qualifications and competences (EUROPASS: a European curriculum vitae)
- a European credit point system for vocational education and training (ECVET); creation of a technical framework (Assessment, transfer, accumulation and recognition procedures) to describe qualifications in terms of units of LO (60 per year)
- common European principles for the identification and validation of non-formal and informal learning

(3) Improvement of and cooperation in the field of quality assurance is guided by

- a common **European Qualifications Framework (EQF)** with links between the Copenhagen Process and the Bologna Process
- a **European Reference Framework for Quality Assurance in VET (EQARF)** by the European Network on Quality Assurance in Vocational Education and Training (EQA-VET)

European Qualifications Framework for Lifelong Learning (1)

- 8 levels
- 3 dimensions: knowledge – skills – competence

Level 5

- Short Cycle
- (linked to or within First Cycle)

Level 6

- First Cycle degrees
- (Bachelor)

Level 7

- Second Cycle degrees
- (Master)

Level 8

- Third Cycle degrees
- (PhD)

- applies to all types of education, training and qualifications, from school education to academic, professional and vocational at each of its levels

→ **Link between Bologna Process and Copenhagen Process**

National Referencing to the EQF

- By the end of 2013, 22 out of 36 countries have formally referenced their national qualification levels to the EQF

Austria, Belgium (FL, W), Bulgaria, Croatia, Czech Republic, Denmark, Estonia, France, Germany, Iceland, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovenia, UK

- Remainder expected by 2015
- National certificates, diplomas and Europass documents will eventually include the relevant EQF level.
This is already the case in Denmark, Estonia, Ireland, France, Lithuania and Portugal

The **European Quality Assurance Reference Framework** (European Quality Assurance in Vocational Education and Training - **EQAVET**) was adopted by the EU Member States in 2009. It is a reference tool for policy-makers based on a four-stage quality cycle.

Elements are:

- Quality Criteria and Indicative descriptors for VET **systems** and **providers** (in analogy to the European Standards and Guidelines ESG)
- Proposes Cycle: Planning - Implementation - Evaluation – Review (PDCA-Cycle)
- Set of selected quality indicators
- Establishment of National Reference Points.

→ But no certificate or label for compliance with Framework.

At the end of 2015 participating countries should have established at national level a common QA framework for VET providers , which also applies to associated workplace learning and is compatible with the EQAVET framework

- Legal opening for HE to persons without traditional HE access qualification but with vocational qualification (e.g. “Meister zum Master”)
- Transition of HEI dropouts to alternative educational and vocational programmes
- Requirement to recognize externally achieved competences within HE degree programmes (“up to 50% according to the Standing Conference of the Ministers of Education, KMK)
- Increasing awareness of industry of need for further qualification (demographic change)
- Increasing interest in further education training



„Vom Meister zum Master“ (From master technician to Master of Engineering)

- Decision of KMK in 2009
- Option for general access to HE for qualified VET graduates, incl. option for professionals to acquire an academic postgraduate degree, in most cases an MBA
- Bachelor degree as regular admission requirement; in Germany, federal law allows exceptions that are made use of in some of the Länder
- Demand particularly for distance learning or extra-occupational programmes that take into consideration the needs and competences of professionals
- Admission is competence oriented, fees are usually applied



„Vom Meister zum Master“ (From master technician to Master of Engineering)

Allowed

- Rheinland-Pfalz
- Hessen
- Schleswig-Holstein
- Hamburg
- Berlin

- Other models, e.g. Baden-Württemberg: Berufsakademie (dual programmes)

Not allowed

- Bayern
- Baden-Württemberg
- Niedersachsen

Accreditation, evaluation, certification as a tool to ensure appropriate qualification levels of such offers

- Numerous providers of vocational education and training (VET) and lifelong learning (LLL)
 - wide and unlimited, uncontrolled
- Several providers of quality assessments
 - confusing market
 - focus of processes of the provider, not content and quality of the offer itself
- Situation with HEIs
 - Small number of students with externally achieved qualifications
 - Limited trust in quality of non-HEI training
- **Recognition and validation**
 - Which level is training on offer?
 - What can learner do after successful completion of training?

Experience from (subject-specific) EQA

Peers from the professional community

Fitness for purpose

Learning outcome approach

Stakeholder involvement

→ relevance for the professional community

What can be certified?

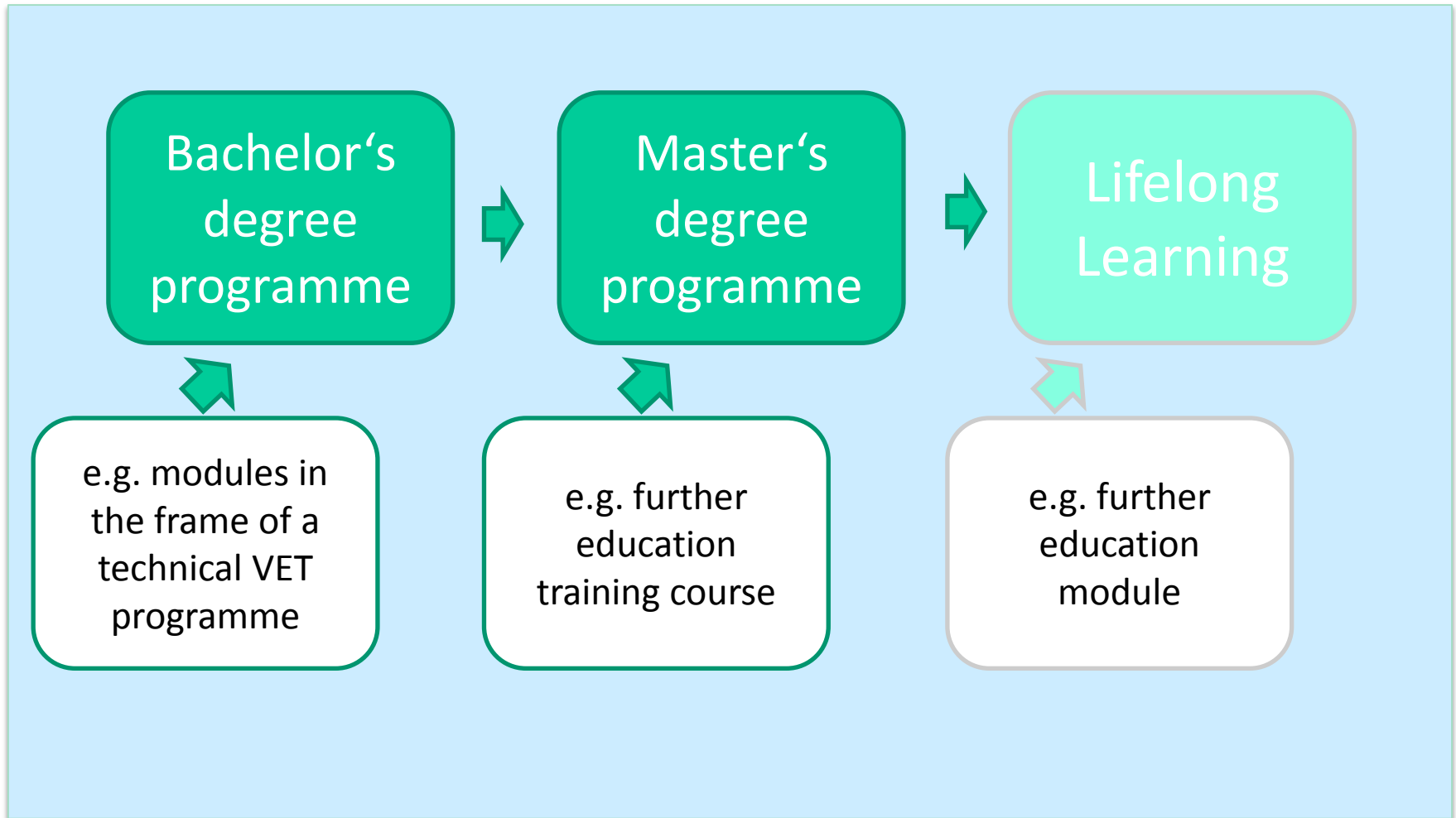
Educational offers which do not lead to a higher education academic degree

Single (further) education modules

Sequences of modules

Seminars

Further education offers



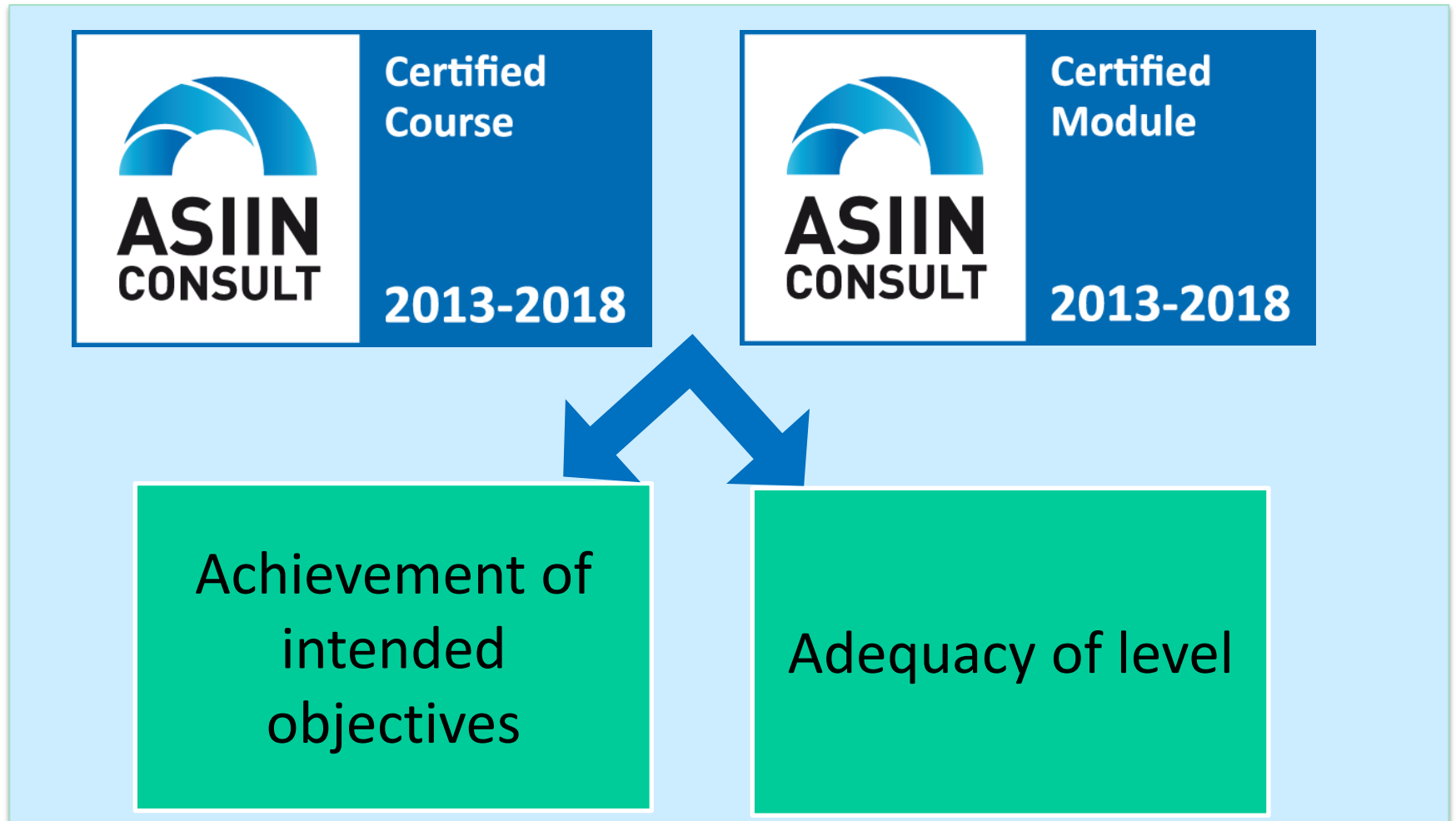
Some examples

- **Several modules** from CTA (chemical-technical assistant) training, e.g.
 - organic chemistry (theory and practical)
 - analytical chemistry (theory and practical)→ offered by **vocational schools**

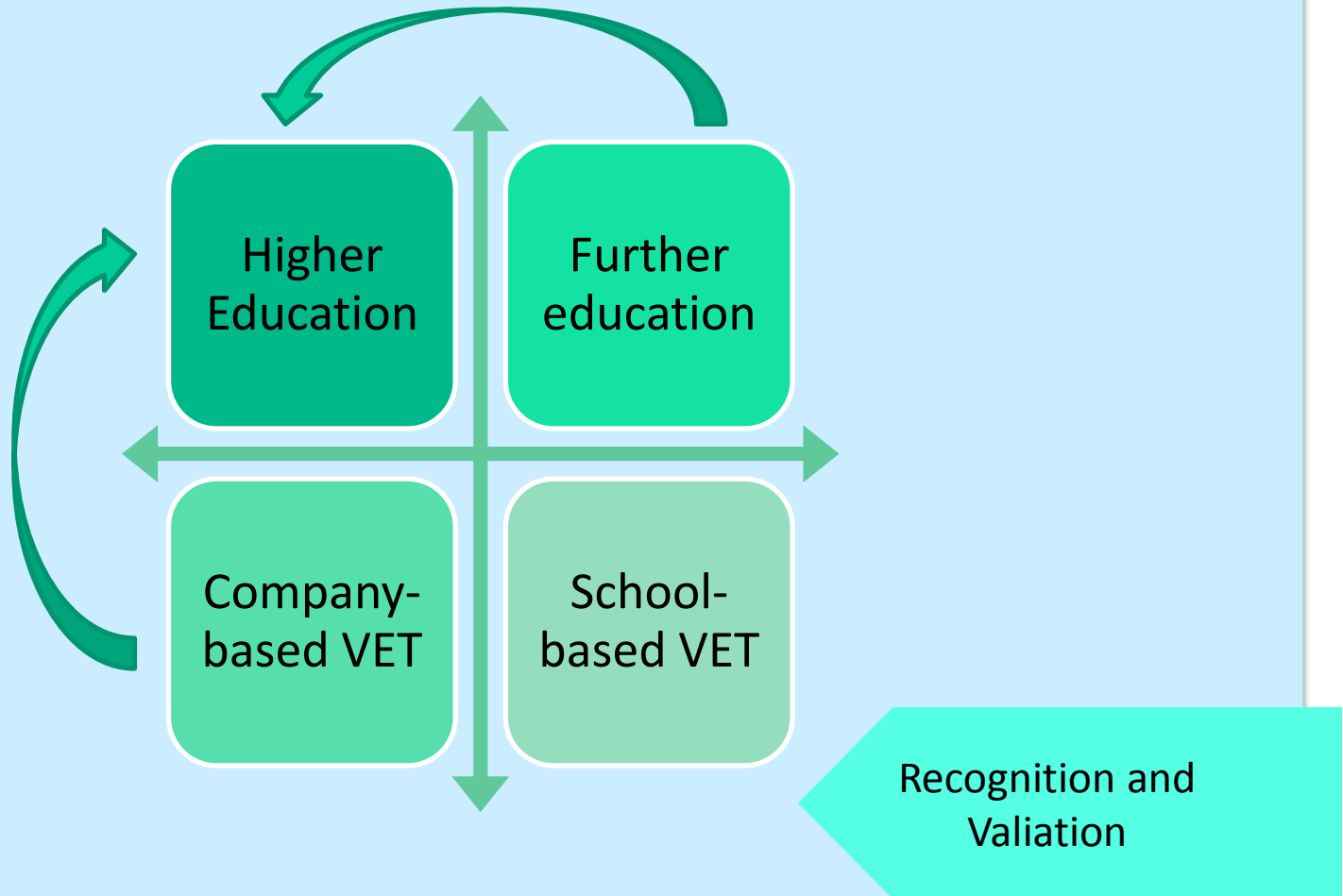
- **Further education programme and its modules**, e.g.
 - Factory Planning course and modules such as
 - business planning and financing
 - integrated factory planning→ offered by a **HEI**

- **Cloud based courses, and course groups** (possibly leading to degrees)
 - offered by **company-related CVET providers**

What does the ASIIN Certificate stand for?



Transparency and Permeability

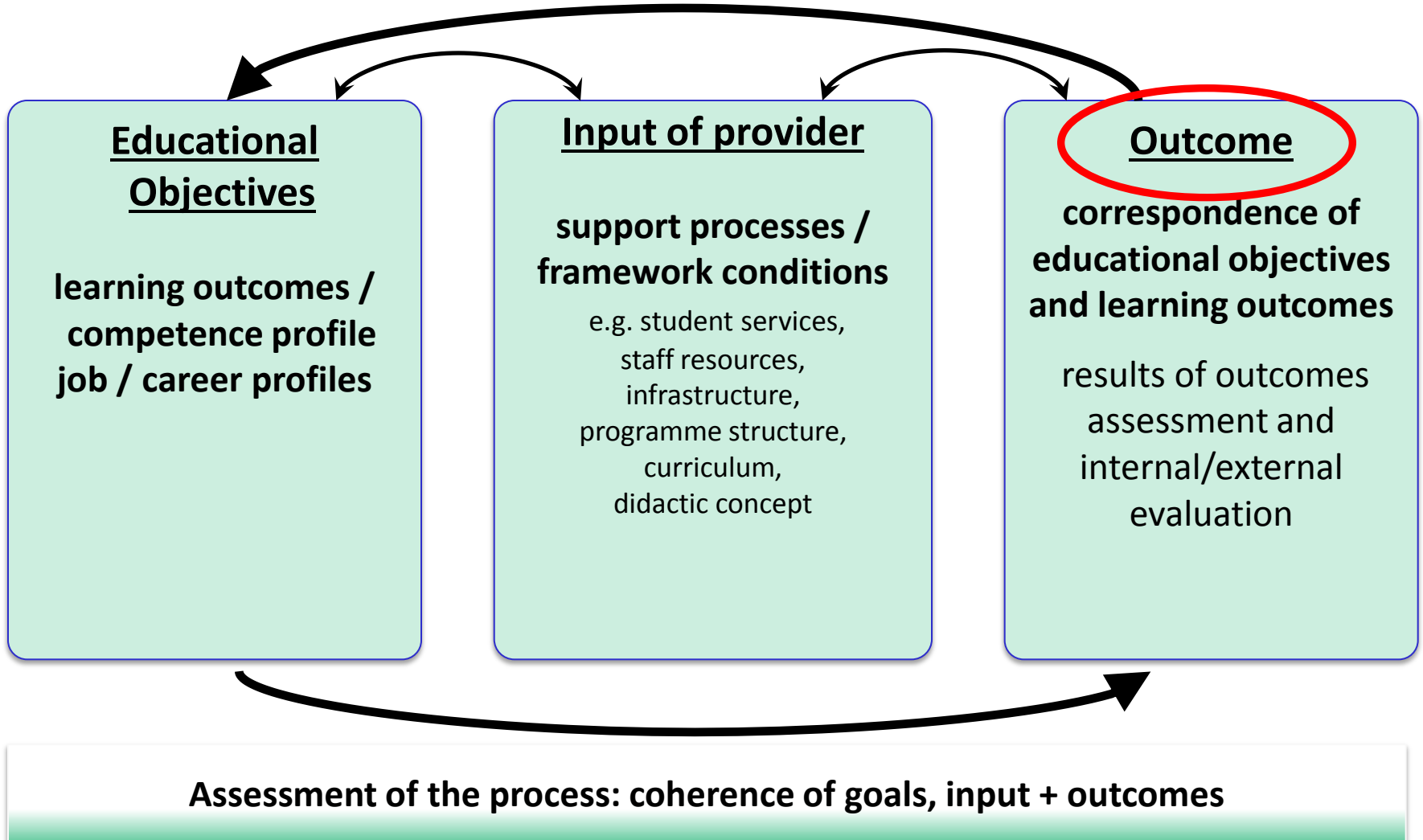


Autonomy of the Provider as Underlying Principle

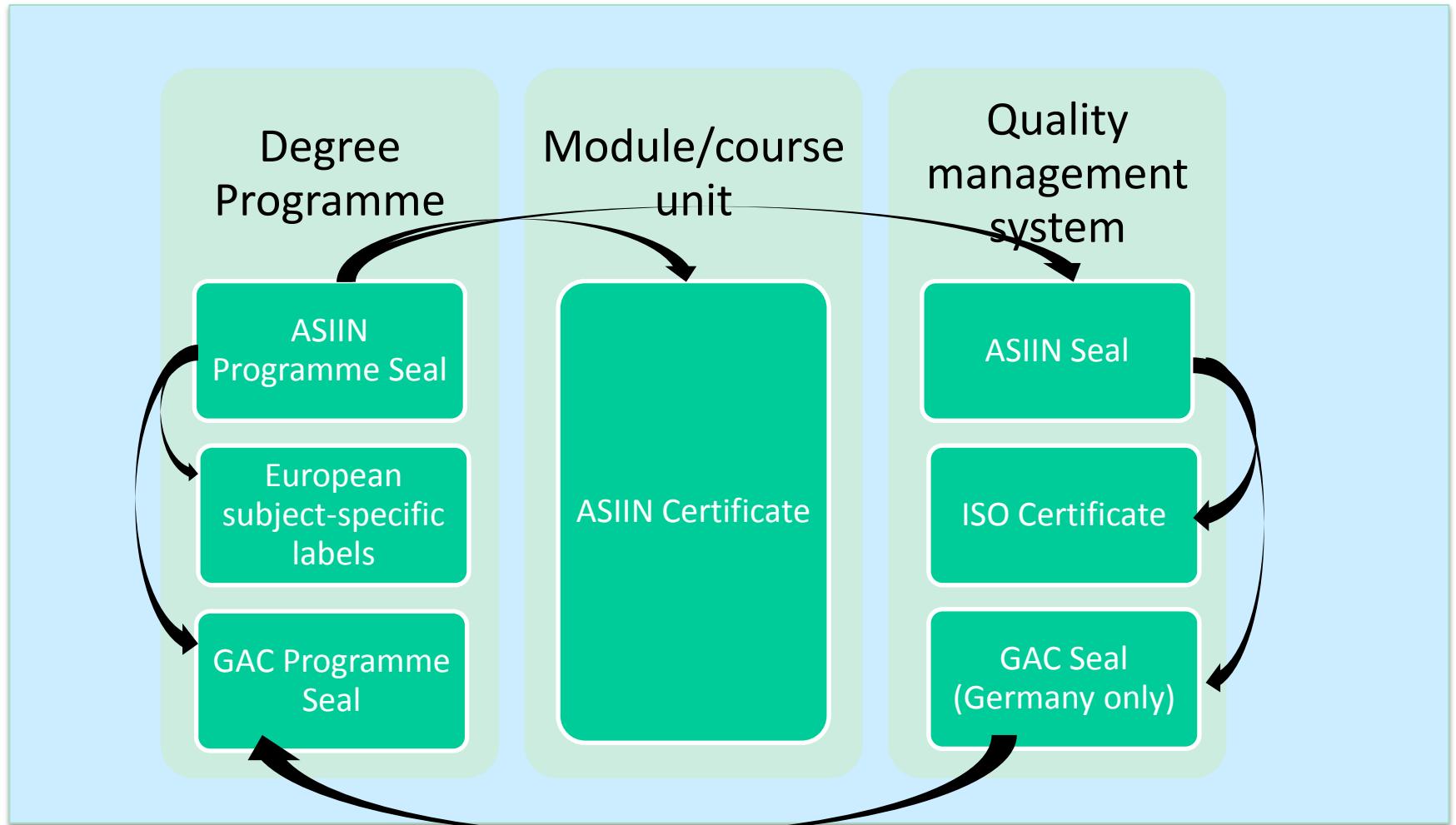
The ASIIN approach to external quality assurance is based on the principle of the **autonomy** of institutions of higher education:

- Universities are in principle **free to** and **responsible for setting their own quality standards** for teaching and learning, research and development, and for other core processes.
- Responsibility implies **stakeholder involvement**, both from **within the university** and **outside**, and considering the effects of the institution's actions on the social, political, economic, natural environment.

ASIIN-Philosophy: learner centered and process approach



Overview of available seals



5 Areas of Possible Combination

Self-Assessment Report

e.g. for programme accreditation seals + labels

Additional information for e.g. module certification

Expert Panel (Peer Group)

Joint responsibilities

Additional expertise, e.g. institutional management

On-site visit

Joint meetings

Additional sessions, e.g. with employers

Expert Report

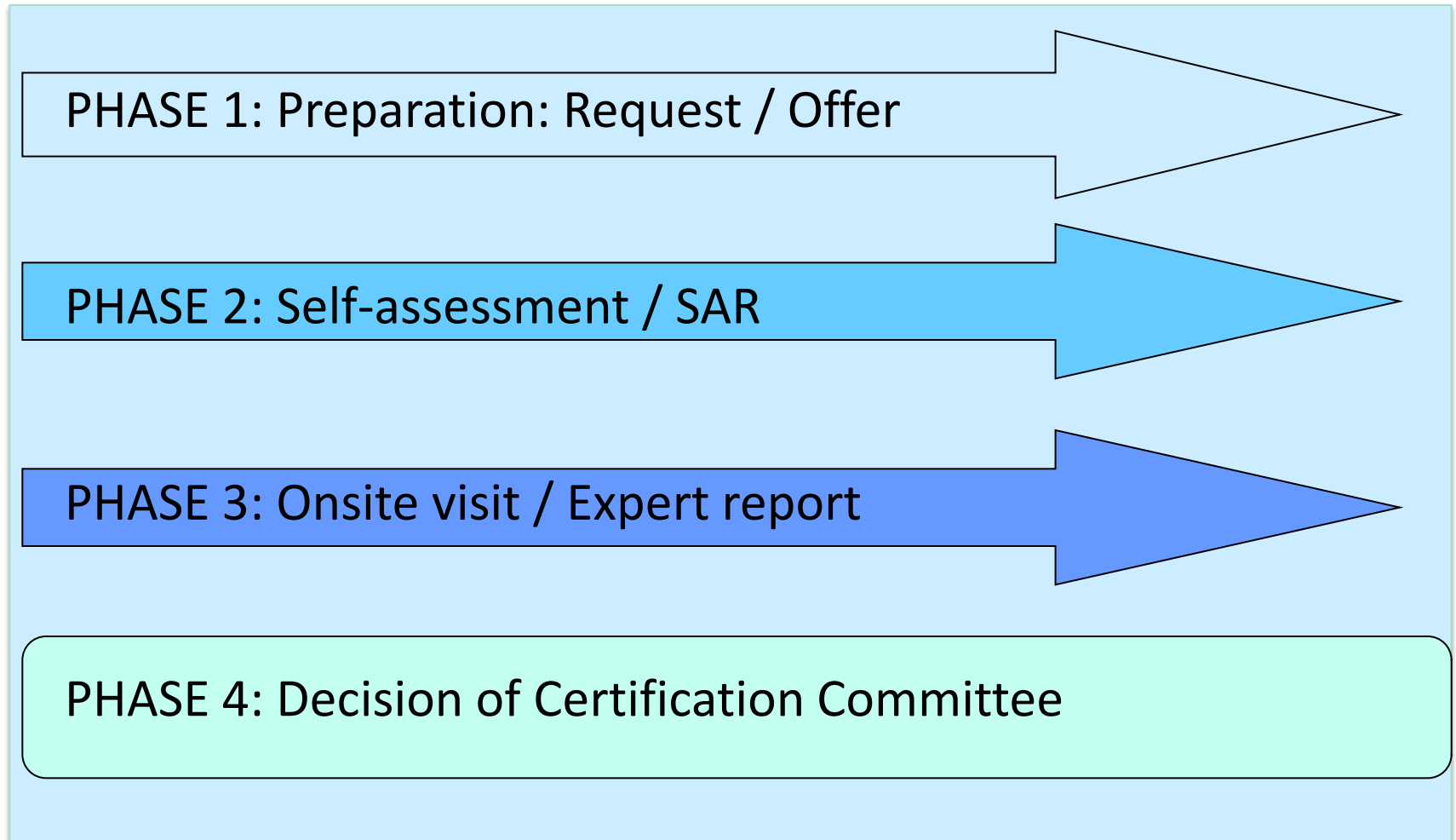
Common evidence

Separate analysis and assessment per criteria

Decision

Always separate decisions per seal/label

The phases of the process



Formal data

Concept and implementation

- Intended learning outcomes
- Practical relevance and market relevance
- Entry requirements
- Content

Structures, methods and implementation

- Structures
- Workload
- Teaching methods
- Learners support

Examination: system, concept and implementation

Resources

- Teaching staff
- Institutional, financial and physical resources

Quality management and further development

- Quality management system
- Instruments, methods, data

Documentation and Transparency

- Relevant documents, contracts
- Certificates

Application

Self-assessment report

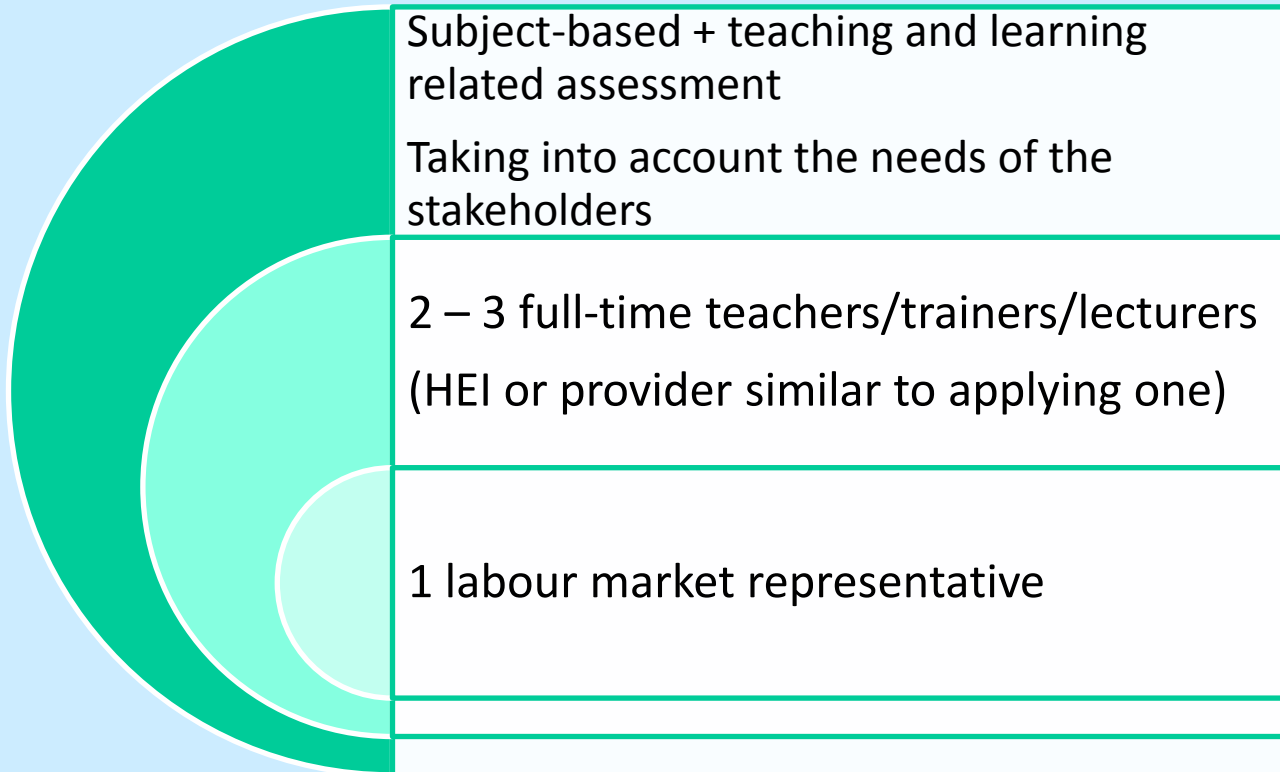
How and to what extent the
requirements are met

Evidence

e.g. course descriptions,
staff CVs, regulations

Documents which already exist and are
used for internal purposes!

Expert group



1

- certification without any conditions for five years

2

- certification with reservations, i.e. with conditions and for a shorter time (one year)

3

- procedure is suspended (“procedure loop”)

4

- rejection of the certification, if essential quality requirements have not been met.

Refers to

- education programmes of HEIs and other providers leading to a degree
- individual, separate or a series of modules

Confirms that

- the objectives and learning outcomes defined by the provider can be attained with the help of the content, resources and structural framework conditions
- the intended level of the EQF (level 6 or 7) is achieved (upon request)

Valid for

- 5 years

Your contact persons in the office



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Thank you for your attention!

For VET/LLL providers

- Point of view of professional community
- Differentiation from other providers
- Link to HE
- Marketing tool

For HEIs

- Easier recognition of external achievements and validation of prior learning
- Confirmation of EQF-level
- Subject-related peers

For learners

- Quality assured
- Easier to proceed with further LLL
- Facilitates mobility

Transition to a flexible HE system

- Competence orientation
- Autonomy of the HEI via programme/system accreditation
- More extra-occupational (berufsbegleitend) and non-consecutive education
- Construction of a quality culture
- Transition of HEI dropouts to alternative educational and vocational programmes

Employability

- Bachelor's grade as a first professional qualification
- Bachelor's grade as a first scientific qualification
- Regard to job market needs

International competitiveness of the HE system

- Degree designation
- Student mobility
- Recognition of activities completed externally



KMK Requirements

Recognition of activities completed externally

- Admission to Higher Education
 - Admission to postgraduate and PhD programmes at HEI
 - Recognition of activities completed externally
 - Necessary requirement: HEI and/or study programme has to be accredited
 - Documentation of achievements
- HEIs are responsible for the recognition

Accreditation, evaluation, certification as a tool to ensure appropriate qualification levels of such offers



„Vom Meister zum Master“ (From master technician to Master of Engineering)

Example 1: Public HEI

Hochschule Koblenz (Rheinland-Pfalz)

MBA

Admission requirements:

- Higher education entrance qualification
- Vocational training with a grade of at least 2,5 and consecutive professional practice of at least 5 years
- Meisterprüfung (Technician) and consecutive professional practice of at least 3 years



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Example 2: Private HEI

Europäische Fernhochschule Hamburg

MBA

Admission requirements:

- Vocational training and consecutive professional practice of at least 10 years
- Completion of the Master entrance programme which contains 3 modules with a duration of 6 months