

Putting panel recommendations into action - agency's response in light of addressing tomorrow's challenges

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- II. Outcomes of the third ENQA review**
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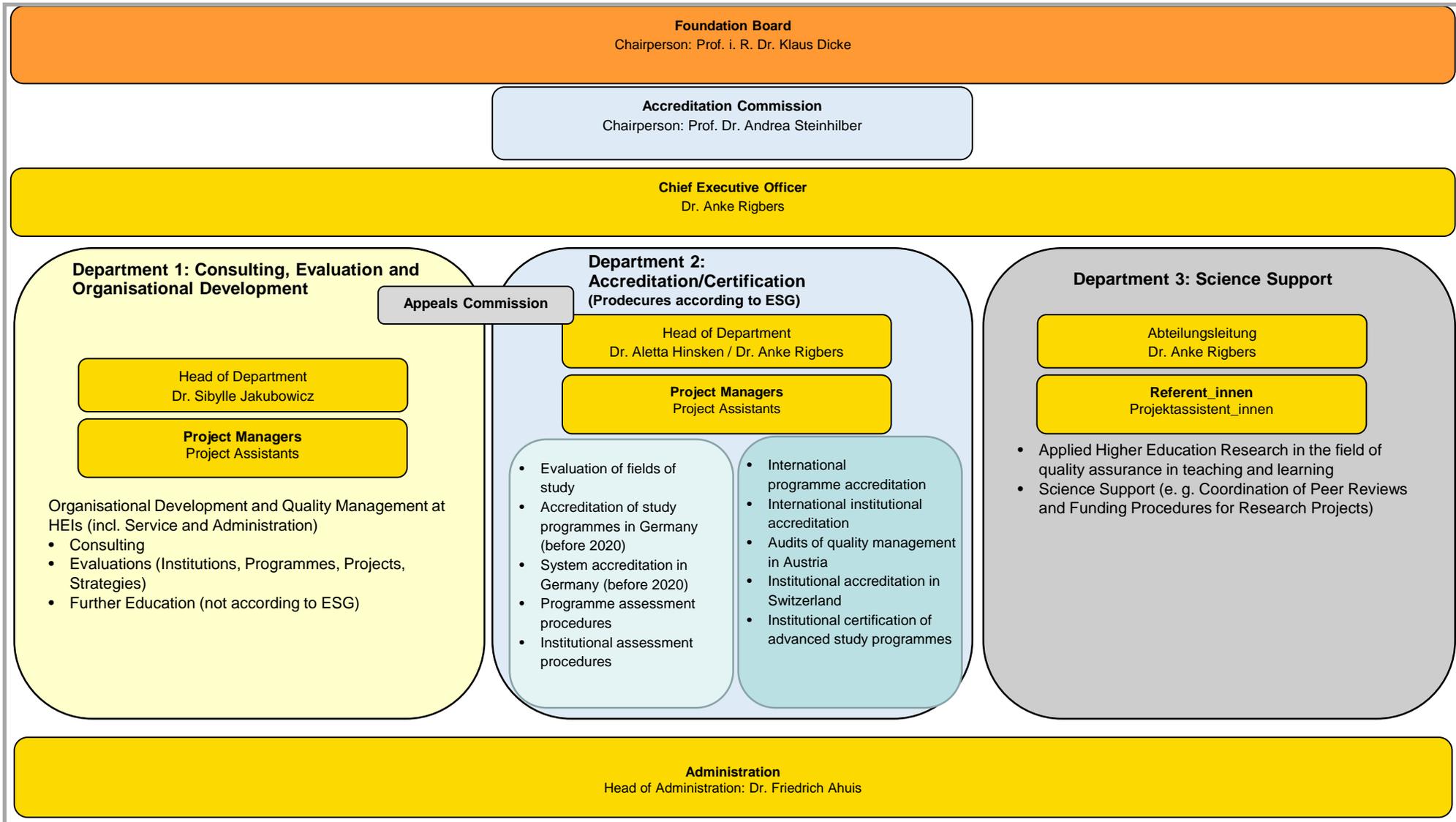


evalag – Centre of Excellence for Quality Development in Higher Education and Science

- Established in 2000 as foundation under public law by the Land Baden-Wuerttemberg (Germany)
- 2007: Realignment of the foundation
- Development of the fields of activity:
2001: evaluation; 2007: science support; 2008: quality management (and organizational development); 2009: accreditation (study programmes, institutions); 2014: certification (advanced studies, institutions); 2018: higher education research
- Staff: 23 persons



Organisational chart



evalag – our mission

- ... **partner of HEIs and scientific institutions** ... offer expertise to support higher education and scientific institutions in their commitment to high quality in research, teaching and study and the entire organisation.
- ... **work dialogue- and development-oriented** and contribute with customised instruments and procedures to the organisational development and to the promotion of the quality culture of higher education and scientific institutions. ... also addresses these instruments and procedures as topics of research.
- **continuously monitor and analyse developments in the higher education sector**, integrate these into ... portfolio and make them practically and scientifically-theoretically accessible for both higher education institutions and higher education policy.
- ... **expects respectful and correct behaviour** from all persons in its own field of work and rejects all forms of intolerance or discrimination.

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Outcomes of the third ENQA review

- the context

- Federal system: responsibility for higher education entirely with the individual federal states
- 2016: Federal Constitutional Court demanded a legal revision of the accreditation system
 - Goal: ensure the equal conditions of study and to guarantee mobility within Germany
- 2018: Interstate Treaty on the organisation of a joint accreditation system
 - Specimen decree as a consistent basis
 - Accreditation decisions by the German Accreditation Council (GAC)
 - Quality Assurance Agencies responsible for assessment procedures and are “companions” of HEIs

Overall recommendations of the ENQA panel

... offering food for thought in terms of future development ...

- ... the commitment, professionalism and capability of the agency's staff ... place the agency in a good position to evaluate the opportunities that the new context may bring
 - **Enhancement/strengthening of the HEI-competencies of internal quality assurance**
- ... develop and implement a strategic plan, strategy, budget forecasting and assessment of risk ... over the medium term
 - **Making implicit issues explicit ... the question is, to what extent can one shape the world or take advantage of opportunities?**
- ... publicise more and consolidate the position internationally ...
 - **A challenge we will take off**

Commendations of the ENQA panel (I)

- **ESG 2.4**
... impressed by the general acclaim from institutions about the professionalism of the review panel members. ... **experts were felt to be well qualified for the role and performed their role well.** ... efforts put into the selection process of the panel members. ... **convinced that this positive feedback results especially from the thorough panel member selection process and the briefing carried out by the agency before the site visit.**
- ... decision to continue to **involve the Accreditation Commission in the selection process of experts** in the future as a thorough assessment of possible future experts and their skills and background in the Accreditation Commission where different stakeholder perspectives are represented appears inevitable.

Commendations of the ENQA panel (II)

- ESG 2.5
... guiding the expert panels as well as the higher education institutions efficiently and effectively through the evaluation processes. **evalag and its staff are knowledgeable and professional and support panels and institutions during the entire review procedure.** Transparency and awareness regarding the assessment criteria as well as their strict and consistent application guarantee that procedures live up to their purpose.
- ESG 3.1
... evalag's work in preparing all quality assurance activities of the agency. **The work the agency undertakes is thorough and widely appreciated by all stakeholders.**
-

Recommendations of the ENQA panel (I)

- ESG 2.2 substantially compliant

... **broaden the active involvement of stakeholders** (including the representatives of higher education institutions, employers, and students) in the design and development of the review methodologies. This includes the **representation of all relevant stakeholders, including students, on the Foundation board**, but should also go beyond just the representation that is provided through the Foundation Board, the Accreditation Commission and the Appeals Commission and include **active and regular discussions on procedures and methodology in the agency's bodies**.

Recommendations of the ENQA panel (II)

- ESG 2.4 substantially compliant
... further strengthen the experts' skills by providing training seminars for each type of the review. The agency should seriously consider **making such training compulsory for every expert panel member** involved in evalag activities.
- ESG 2.7 substantially compliant
... reconsider the **complaints and appeals policy** with a view to **making the document shorter and clearer**. The document should clarify what is meant by the terms 'complaints' and 'appeals.' The panel also recommends evalag to ensure that the policy is clearly accessible on the website in German and English.
- ESG 3.1 substantially compliant
... **appoint a student to the Foundation Board**.

evalag's consequences

- Revision of the statutes for including a student member in the Foundation Board
- Revision of the document for the Complaints and Appeals Procedure
- Offer more trainings for experts with different technologies (video, training seminars, guidelines)

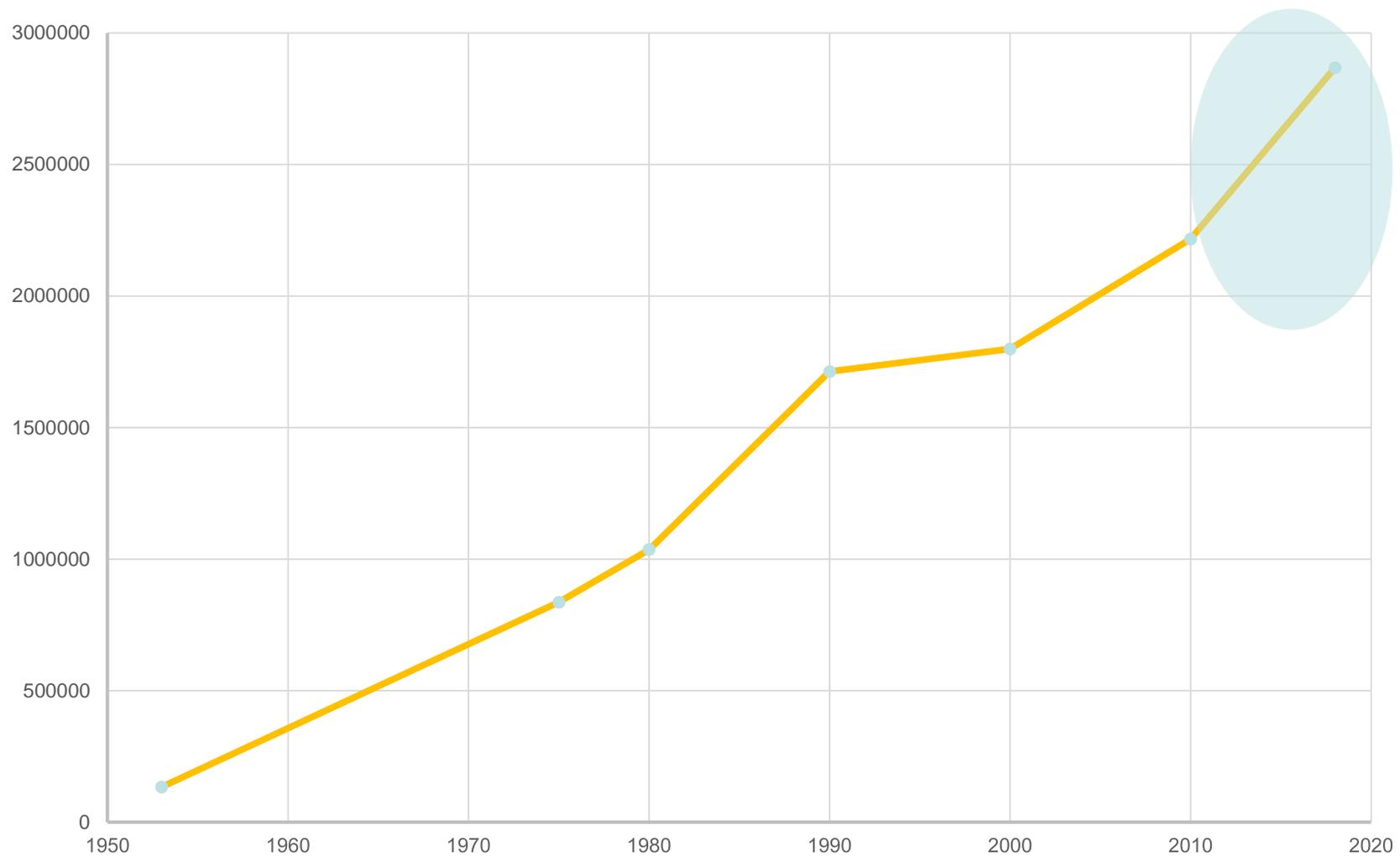
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Developments in the Higher Education Area

- Growth of the Higher Education System
 - Increase of students (1950 – 2000 – 2019)
 - Number of HEI: about 400 HEIs
 - Growth in 1960s/1970s and 1990s
 - Number of staff:
 - Since 2007 24 % more, but often temporary employment
 - Ratio of professor-students has worsened
 - Number of study programmes (2019): 19.839
 - Bachelor: 8.896
 - Master: 9.330
 - Other: 1.513

Number of students 1950-2018



Challenges of Quality Assurance in the (European) Higher Education Areas – with special attention to Germany

- Organisational development of higher education institutions (since the 1990s)
- Internationalisation (since the 1980s)
- Flexibilisation of learning paths (since the 1990s)
- Relationship of HEI and society (third mission, since the 1990s)
- Digitalisation (since the 1990s)
- Sustainability (since ???)

Organisational development of higher education institutions

- New public management – reshaping scientific communities into (functional) organisations
 - Higher education management: multiple objectives - dealing with contradictions
 - Scientists: different requirements of the scientific community and the university organization
 - Competition - when incentives become a curse (budgeting, staff issues, development of student numbers)
- **Quality assurance is foremost an organizational issue**

Internationalisation (since the 1980s)

- ERASMUS Programme
 - Incomings and Outgoings
 - Students
 - Scientists/lecturers
 - International cooperation of scientists
 - Internationalisation at home
 - Enforcing mobility
 - Transnational education
- **Quality assurance: structuring programmes, recognising academic standards**

Flexibilisation of learning paths (since the 1990s)

- Growth and increasing heterogeneity of students
 - Social background
 - Professional background
 - Broadening the access to higher education
 - Challenges for adequate
 - modes of teaching/learning arrangements
 - Sites and opportunities of learning
 - Life long learning/advanced training
- **Quality assurance: adequate standards for study programmes or opportunities**

Relationship of HEI and society (third mission, since the 1990s)

- Relationship changed continuously with the growth - from the ivory tower to the knowledge/academic society
 - Regional/local interaction of HEIs with enterprises, association etc.
 - big scale cooperation for the big challenges ((transdisciplinary) research – what does this mean for study and teaching?)
- **Quality assurance: employability and personal development are standards, but what about interdisciplinary and transdisciplinary programmes?**

Digitalisation (since the 1990s)

- A phenomenon that is difficult to "grasp" (Wikipedia: conversion of analogue values into digital formats): origins dating back a long time, but increasing use of digital elements by teachers and students since the 1990s.
- Coordination of study contents, technology and didactics
- So far hardly coherent digitalization strategies at HEIs
- Bottlenecks: resources, technology, qualifications of teachers and learners in the plural system
Higher education
- **Quality assurance concerns the interaction of technology, contents and methods/didactics**



Sustainability (since ???)

- Sustainability as ecological, economic and social norm versus freedom of teaching and research?
- Consideration of fundamental rights:
 - Art. 2, para. 2 GG: "Everyone has the right to life and physical integrity. ..."
 - Art. 5, para. 3, sent.1 GG: "Art and science, research and teaching are free."
- What is the responsibility of quality assurance?



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Perspectives of evalag

- Continuous dialogue with stakeholders
- Continuously adapting procedures where necessary and possible (international programme and institutional accreditation, (german) certification)
- Intervening the political dialogue
- Provision of advanced study courses
- Sustainability

Thank you very much for your attention!