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IN HIGHER EDUCATION



FIBAA

Follow-up Report

on the Recommendations
of the ENQA Board

dated May 27, 2019

Agenda

| | |
|-----------------------------------------------------------------------------------------------------------------------|-----|
| Introduction..... | i |
| Follow-up Report on the Recommendations in the ENQA Panel Report (dated May 27, 2019)..... | 4 |
| Area for development: ESG 3.1 | 4 |
| Area for development: ESG 3.3 | 7 |
| Area for development: ESG 3.4 | 8 |
| Area for development: ESG 3.6 | 11 |
| Area for development: ESG 2.5 | 12 |
| Area for development: ESG 2.6 | 13 |
| Area for development: ESG 2.7 | 14 |
| Annexes | ii |
| Annex 1: New Process Flow in the German Accreditation System..... | iii |
| Annex 2: Information about FIBAA Consult Workshop on the New Legal Situation in the German Accreditation System | iv |
| Annex 3: FIBAA Annual Report 2018 | v |
| Annex 4: Decision of the German Accreditation Council: Re-accreditation of FIBAA 2017 | vi |
| Annex 5: The German Accreditation Council about fulfilling the conditions | vii |

Introduction

Dear Mr. President, Dr. Grolimund,

with reference to your letter of 9 June 2017 and your friendly reminder by e-mail of 31 January 2019 we hereby send you the Follow-up Report on the recommendations mentioned in the ENQA panel report.

As evidenced by a decision of the German Accreditation Council (GAC), which we include in the annex, FIBAA has complied with recommendations of the GAC, which are partly congruent with those of ENQA. This decision resulted in the re-accreditation of FIBAA in 2017 by the GAC. We hope that the description of our further areas of development meets your approval.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Kerstin Fink', is positioned above the printed name.

Professor Dr. Kerstin Fink
Managing Director FIBAA

Follow-up Report on the Recommendations in the ENQA Panel Report (dated May 27, 2019)

Area for development: ESG 3.1

The agency should intensify its internal strategy debates as the comparatively new areas of activity of certification, institutional procedures including system accreditation and evaluation procedures have, up until now, experienced relatively low demand.

FIBAA has integrated two activities into its process flow to intensify its internal strategy debates:

1.) Working group for internal strategy debates

In order to incorporate the recommendation of the expert group promptly and in consensus, FIBAA has been setting up a working group for internal strategy debates. With the intention to reflect the latest developments in the accreditation system and to adequately align the FIBAA, the working group meets every 14 days in the FIBAA Head Office in Bonn. The Chief Executive Officer and the heads of departments (from fields of programme accreditation, institutional accreditation, expert management and FIBAA Consult) attend the meeting, to debate the strategic development of FIBAA. In terms of content, the meetings deal with information on employability, digitalisation and entrepreneurship. The working group understands its task as a continuous process, for which, of course, the changes in the German accreditation system are important (see Annex 1 for the new process flow).

2.) FIBAA Strategy Circle

The working group is supported by the FIBAA Strategy Circle, which consists of current and former commissioners of FIBAA Committees (such as FIBAA Accreditation Committee for Programmes and FIBAA Accreditation Committee for Institutional Procedures) and

meets about two times a year. The FIBAA Strategy Circle, which can assess the customers in the accreditation market, receives minutes of the working group meetings and gives a feedback to the internal strategy debates, so that the working group can prepare a concept or give an advice for the strategic development of FIBAA. It is not only involved in the process by providing feedback regularly, but also supports the working group in product development with own suggestions. Topics that the FIBAA Strategy Circle deals with include the advancement of the criteria for awarding an extended seal taking new developments in the Higher Education Instructions (HEI) into account.

FIBAA has therefore defined two activities to initiate internal strategy debates. Through the exchange between working group and FIBAA Strategy Circle new areas of activity of certification, institutional procedures including system accreditation and evaluation methods can be explored. The working group and the FIBAA Strategy Circle also discuss the changes in the new German accreditation system that are relevant for the strategic development. Concepts developed by the working group and the Strategy Group must be approved by the Executive Committee of FIBAA Foundation Council and implemented by the FIBAA Head Office.

The agency should try to make a clearer difference between consultancy and accreditation in its processes. Activities should be regulated in a transparent manner that an application for a quality assurance procedure to be conducted cannot be made at the same time as or shortly after consultancy services.

FIBAA takes the separation between consultancy and accreditation according to ESG very seriously. To ensure a clearer difference between consultancy and accreditation the Executive Committee of FIBAA Foundation Council has taken an appropriate resolution and published it immediately online:

Decision of "Separation between consultancy services and assessment" of the Executive Committee of FIBAA Foundation Council

on February 15th, 2016, with 2nd amended decision on January 17th, 2017, available only in German language.¹

According to this resolution, the activities of FIBAA in a procedure of accreditation at programme or institutional level are incompatible with a previous or current activity that provides advice or otherwise support for the establishment or further development of this programme or of this internal quality assurance system at the same HEI. This incompatibility includes organisations that are legally, institutionally, organisationally, financially or personally related to FIBAA.

Furthermore, the activity of FIBAA experts in a procedure of accreditation at programme or institutional level are incompatible with a previous or current activity that provides advice or otherwise support for the establishment or further development of this programme or of this internal quality assurance system at the same HEI. The independence of the experts is in any case questioned by a declaration of impartiality, which all experts must complete and sign.²

The strict separation between consultancy and accreditation is absolutely guaranteed as you can also read on the FIBAA website:

“In order to ensure impartiality and objectiveness in assessment procedures, FIBAA Consult does not combine consulting services with accreditation or certification procedures”³.

FIBAA Consult offers Evaluation Procedures According to Individual Objectives.⁴ This evaluation procedure gives an overview of the quality of an institution or of one of its units or of a certain attribute (e.g. internationality). FIBAA takes the goals and needs of an institution as a guideline and makes, according to international benchmarks, a detailed analysis of its strengths and weaknesses. The evaluation procedure is helpful for strategic planning and further development of an institution. In its evaluation procedures, FIBAA takes into account the ESG.

¹ URL: https://www.fibaa.org/fileadmin/user_upload/Anlage_1_Beschluss_Stiftungsrat_Trennung_Beratung_Pr%C3%BCfung_signed.pdf.

² URL: https://www.fibaa.org/fileadmin/user_upload/Declaration_of_Impartiality_20180412.pdf.

³ URL: <https://www.fibaa.org/en/fibaa-consult>.

⁴ URL: <https://www.fibaa.org/en/fibaa-consult/evaluation>.

Further, FIBAA Consult offers workshops for the new legal situation in the German accreditation system, which has come into force since January 2018 (see Annex 1 for the new process flow). FIBAA workshops on this topic do not focus on individual accreditation procedures, but explain the legal framework in Germany to a broad audience (for further information about such a FIBAA workshop see Annex 2, only in German language). The descriptions of FIBAA's workshops are transparent and the evaluation results of the workshops are always published on the FIBAA website.⁵ Through FIBAA's policy the separation of consultancy and accreditation ensures compliance with ESG 3.1.

Area for development: ESG 3.3

The Agency should adopt the rules of procedures currently available in draft form for the F-AC INST and the Appeals Committee.

On 16 November 2016, FIBAA has adopted the rules of procedure of the Appeals Committee, which were available in draft form before. Now, the legally document is available on the FIBAA website.⁶ F-AC INST has legally binding rules of procedure, which were last amended on 16 July 2018. This document is also available on the FIBAA website.⁷ Both documents contain all the changes that were previously proposed in the draft form of our documents. The GAC has confirmed compliance with ESG (see Annex 5 for the decision of the German Accreditation Council, p. 3; only in German language).

⁵ URL: <https://www.fibaa.org/en/fibaa-consult/workshops-and-seminars/bisherige-workshops-seminare-und-tagungen>.

⁶ URL: https://www.fibaa.org/fileadmin/user_upload/GO_Beschwerdeausschuss_2016_11_16_Signed.pdf.

⁷ URL: https://www.fibaa.org/fileadmin/files/folder/Gesch%c3%a4ftsordnungen-Kommissionen/2018_07_16_FAK_INST_GO.PDF.

Area for development: ESG 3.4

The agency should continue to increase the number of analytical publications in the future and should also cover fields of activity beyond programme and system accreditation.

FIBAA has held detailed discussions regarding further publications in its working group for internal strategy debates (for the task of the working group see above: **ESG 3.1**). One result of the discussions is the publication of new and profound thematic analyses as parts of the new FIBAA Annual Report (Annex 3). The thematic analyses go far beyond programme and system accreditations because they deal with the following topics:

(1.) “Gender Equality among the Peer Review Experts: A reflection of the German Higher Education Landscape?”

and

(2.) “Conditions for the Accreditation of selected Study Programmes in Kazakhstan and Germany” (find both analyses in the FIBAA Annual Report, p. 11-31).

As already clear from the titles, the empirical studies analyse the German higher education landscape and the close ties to universities in Central Asia. The structured analyses across the higher education system (not only of Germany but also of Kazakhstan) are based on information gained by FIBAA on programmes and institutions. The studies contribute to the reflection on and the improvement of quality assurance policies and processes in institutional, national and international contexts. To demonstrate the scientific nature of the thematic analyses, we send you a copy of the FIBAA Annual Report, which is published periodically and includes also the most important news and events of FIBAA (Annex 3).⁸

Further, FIBAA has developed the innovative concept “House of Employability”, which deals with an essential aspect of the European accreditation system. This analysis has

⁸ The FIBAA Annual Report is also accessible online, URL:
https://www.fibaa.org/fileadmin/user_upload/Annual_Report_2018.pdf.

already been presented at numerous national and international conferences and workshops to a broad audience:

- „Accreditation and Employability: Potential, Outlook, Positioning” (held by Professor Dr. Kerstin Fink; in cooperation with the Confederation of German Employers' Associations and Association of German Chambers of Commerce and Industry in Berlin, Germany, 2 July 2018)
- “The Impact of Employability on International Accreditation of Study Programmes” (held by Professor Dr. Kerstin Fink; II Central Asian International Forum on Quality Assurance in Education in, Astana, Kazakhstan, 16 October 2018)
- “The Impact of Employability on Accreditation Stakeholders” (held by Professor Dr. Kerstin Fink; Quality Assurance Professionals Workshop in cooperation with AACSB in Paris, France, 28 October 2018)
- „Potentials of accreditation to promote employability at HEI“ (held by Professor Dr. Kerstin Fink; Association of German Chambers of Commerce and Industry working committee "Economy and School/Higher Education Institutions", 11 March 2019)
- “The Impact of Employability on Accreditation Stakeholders” (held by Dr. Tino Shahin; Quality Assurance Professionals Workshop in cooperation with AACSB in Edinburgh, Scotland United Kingdom, 13 April 2019)

The most important results of these analytical presentations are summarised in the FIBAA Newsletter,⁹ which is published regularly. Another study based on the “House of Employability” concept is in preparation. In addition, FIBAA has offered the following analytical presentations:

- “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)” (5. NAQAAE-Conference in Cairo, Egypt, 24 April 2018)

⁹ Newsletter Archive URL: <https://www.fibaa.org/nc/en/news/newsletter-archive>.

- “The Quality of Study Programmes: FIBAA Assessment Guide for Accreditation of Programmes in Management Studies, Economics, Law and Social Sciences” (workshop at KIMEP University in Almaty, Kazakhstan, 18 October 2018)
- “Perspectives of Accreditation in Germany and Europe: Current status of the accreditation procedures” (Workshop by the German Federal Deans Conference and FIBAA in Niederrhein, Germany, 7 November 2018)
- “Perspectives of Accreditation in Germany and Europe: Current status of the accreditation procedures” (Workshop by the German Federal Deans Conference and FIBAA in Bochum, Germany, 3 April 2019)

Furthermore, FIBAA is the project partner of the National Accreditation Agency of the Russian Federation in the Erasmus+ – Jean Monnet-Project: “European Quality Assurance for Students (EQAS)“. The aim of this project is gathering, analysing and disseminating European good practice in involving students in external and internal higher education quality assurance. Within the framework of this cooperation, the following analytical presentations were held:

Erasmus+ – Jean Monnet-Project: “European Quality Assurance for Students (EQAS)“: Workshop in cooperation with the National Accreditation Agency of the Russian Federation, NAA, and the Mari State University in Yoshkar-Ola, Russian Federation

- held in Bonn, 21-22 January 2019
- and in Moscow, 28-29 March 2019.

FIBAA presented its expertise in systematically involving students at all levels of the accreditation process in the form of a two-day workshop. It was shown that – beginning with the experts system via on-site visits up to the decision committee – the students are represented at all essential steps of the accreditation process. Furthermore, Professor Dr. Kerstin Fink presented from the point of view of FIBAA and the European perspective what added value this creates for quality assurance and quality enhancement in the Higher Education sector.

Further workshops within the “EQAS” project are already planned and will take place in Yoshkar-Ola (May 2019), in Irkutsk (July 2019) and in Moscow (November 2019). Moreover, FIBAA is currently preparing analytical publications that deal with the topics

“Students involvement in accreditation procedures in Russia and Germany”, “Institutional accreditation in Kazakhstan” and “Chances and perspectives of the Asia Pacific Accreditation Cooperation” for the FIBAA Annual Report 2019.

All these updates regarding the analytical publications of FIBAA should be understood as an addition to the already presented publications in the FIBAA Application 2017 like the FIBAA Newsletter, Newsletter for experts “FIBAA Expert” and FIBAA Consult workshop articles (“factory”).

Area for development: ESG 3.6

The agency should guarantee for all fields of business that conclusions are regularly drawn from other internal and external feedback (alongside evaluations) mechanisms. The QM concept should also be adopted by the relevant agency committees.

The Executive Committee of FIBAA Foundation Council adopts the QM Concept and the QM Report. The working group for internal debates (see above: [ESG 3.1](#)) institutionalises an interface for the internal feedback, as was made clear with regard to internal debates on the process flow between working group, FIBAA Strategy Circle and FIBAA Head Office. The FIBAA Strategy Circle also provides external feedback, as the committee consists of active and former commission members. The FIBAA evaluations mentioned in the ENQA panel report are continuously being improved. All important decisions and publications are subject to feedback loops, such as the FIBAA Annual Report (Annex 3), which was discussed in the working group.

The different codes of conduct for committee members and expert groups should be adjusted if necessary.

The FIBAA Codex, which applies to all employees, is as follows:

“All persons linked to FIBAA (committee members, experts, employers etc.) are committed to equal opportunities and do not

discriminate against anyone, neither explicitly nor implicitly, and in particular not on the basis of ethnicity, religion, conviction, disability, age, sexual identity or sex.”

For Review experts there is a Code of Conduct, a Confidentiality and Data Protection Declaration and a Declaration of Impartiality. These documents are based on guidelines of the *German Rectors' Conference* and *Deutsche Forschungsgemeinschaft (DFG)*.¹⁰ It is not necessary to adjust the codes of conduct because there are different status groups with different tasks, duties and rules of conduct. The GAC has confirmed compliance with ESG (see Annex 5 for the decision of the German Accreditation Council, p. 3; only in German language).

Area for development: ESG 2.5

FIBAA should adopt the rules of appointment. The agency should publish the weighting of criteria for awarding the premium seal.

FIBAA has published the rules of appointment in 2017. The “Principles for the Award of the FIBAA Premium Seal for Programme Accreditation” are published online on the FIBAA website.¹¹ The “Principles for the Award of the FIBAA Premium Seal for Certification” have already been published online.¹² The same applies to the “Principles for the Award of the FIBAA Premium Seal for Institutional Accreditation”¹³ and the “Principles for the Award of the FIBAA Premium Seal for Institutional Accreditation: Strategic Management”¹⁴. All this documents include information about the procedure for awarding the premium seal and the weighting of the criteria. The procedure and the awarding criteria are now even more transparent. The GAC has confirmed compliance with ESG (see Annex 5 for the decision of the German Accreditation Council, p. 3; only in German language).

¹⁰ URL: https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-01-Beschluesse/HRK_MV_Entschliessung_Benennung_Gutachter_Akkreditierungsverfahren_2017_2018.pdf.

¹¹ URL: https://www.fibaa.org/fileadmin/files/folder/PROG/2017_Premium_PROG_en.pdf.

¹² URL: https://www.fibaa.org/fileadmin/user_upload/2017_Premium_ZERT_en.pdf.

¹³ URL: https://www.fibaa.org/fileadmin/user_upload/2017_Premium_INST_InstAccr_en.pdf.

¹⁴ URL: https://www.fibaa.org/fileadmin/user_upload/2017_Premium_INST_Strategic_en.pdf.

Area for development: ESG 2.6

The agency should review the process for database entries in such a way that all decisions made in programme and system accreditation procedures, including the publication of the review reports, are entered immediately and completely in the database of accredited study programmes.

FIBAA publishes all decisions made in programme and system accreditation procedures, including the review reports, online on the FIBAA website. As evidenced by a decision of the German Accreditation Council (GAC), FIBAA had provided for correct and comprehensible procedures for the entries of study programmes of HEI's. With its decision, the GAC has confirmed the review of the Database Entry Process (see Annex 4 for the decision of the GAC, only in German language).

In the course of the new legal situation in the German accreditation system (since January 1st 2018) the process for Database entries changed (see Annex 1 for the new process flow). The Database of the "Hochschulkompass" is not accessible for accreditation agencies anymore. Instead, the Database and Content Management System "ELIAS" owned by the GAC was introduced.¹⁵ There all accreditation procedures will be added. To ensure transparency, FIBAA continues its policy and publishes all results also on its own website. FIBAA also contributes to the project "Database of External Quality Assurance Results – DEQAR" coordinated by the European Quality Assurance Register for Higher Education (EQAR).

¹⁵ URL: <https://antrag.akkreditierungsrat.de/login>. Further information about "ELIAS" is available online on the website of the German Accreditation Council, URL: http://www.akkreditierungsrat.de/fileadmin/Seiteninhalte/AR/Veroeffentlichungen/Mitteilungen/Einfuehrung_in_das_Elektronische_Informations-_und_AntragsSystem_ELIAS.pdf.

Area for development: ESG 2.7

The agency should make explicit reference on its homepage to the option of issuing complaints about the course of the procedure.

The complaint procedure has been revised. Information on procedural steps can be found on the FIBAA website.¹⁶ There is also a separate section on appeal procedure that states:

“Higher Education Institutions, which have complaints, against the procedure, please write an email to info@fibaa.org. Higher Education Institutions, which are not in agreement with a decision by the F-AC PROG, can appeal against the latter.”¹⁷

The GAC has assessed the revised complaint procedure and confirmed compliance with ESG without conditions (see Annex 5 for the decision of the German Accreditation Council, p. 3; only in German language).

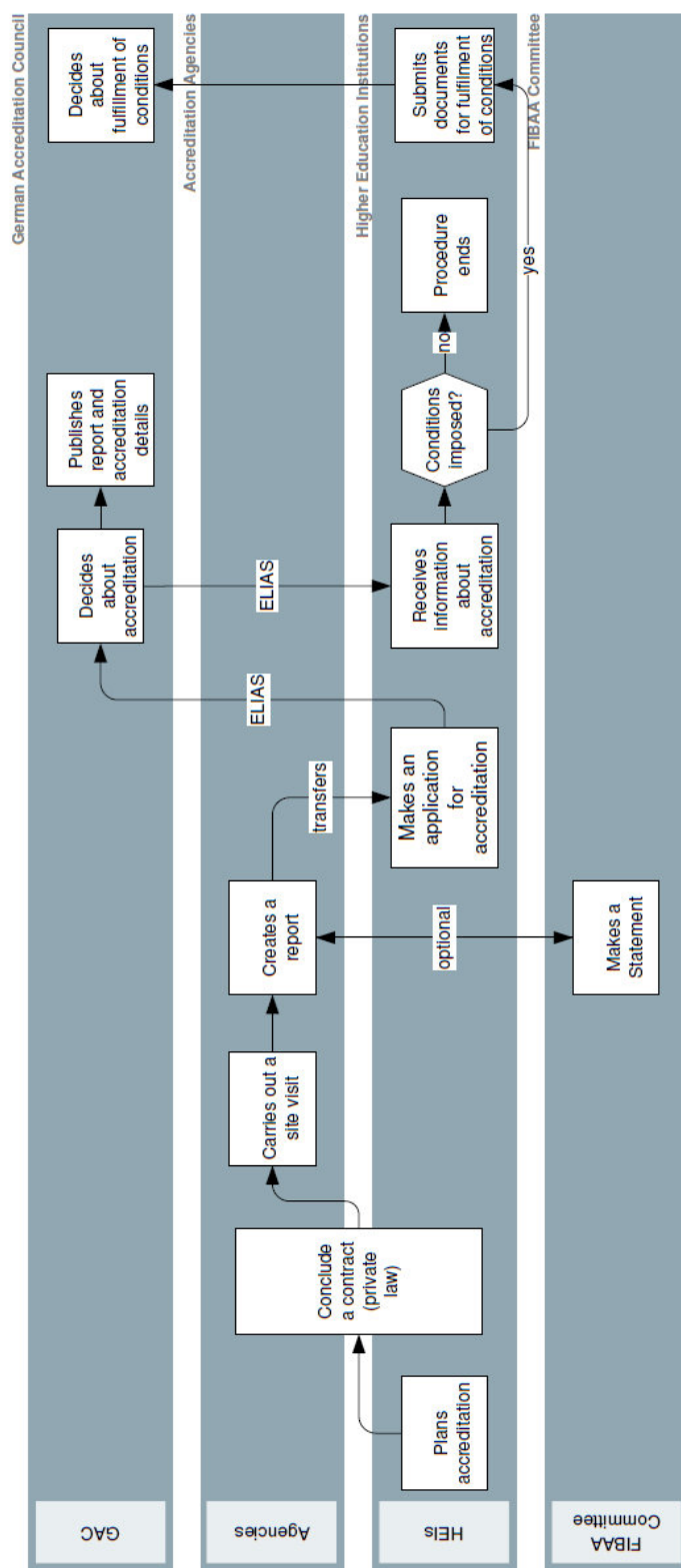
¹⁶ URL: <https://www.fibaa.org/en/procedures-at-programme-level/prog-according-to-fibaa-quality-standards/procedural-steps>.

¹⁷ For more detailed information on the appeal procedure visit the URL: https://www.fibaa.org/fileadmin/user_upload/Beschwerdeverfahren_EN.pdf.



Annexes

Annex 1: New Process Flow in the German Accreditation System



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Annex 2: Information about FIBAA Consult Workshop on the New Legal Situation in the German Accreditation System

Workshop: Das deutsche Akkreditierungswesen und seine neue Rechtsgrundlage

Zielgruppe: Private Hochschulen

Mit Beschluss des Bundesverfassungsgerichts zum deutschen Akkreditierungswesen vom 17. Februar 2016 war eine umfassende Neuordnung des Akkreditierungswesens für Studiengänge an deutschen Hochschulen notwendig geworden. Der Studienakkreditierungsstaatsvertrag, der am 1.1.2018 in Kraft getreten ist, und die Musterrechtsverordnung (MRVO), auf die sich die KMK geeinigt hat, sowie die länderspezifischen Verordnungen bilden heute die rechtlichen Rahmenbedingungen für das deutsche Akkreditierungswesen. Im Workshop sollen die Veränderungen gegenüber der früheren Rechtslage aufgezeigt und die Aufteilung der Verantwortlichkeiten der unterschiedlichen Stakeholder Hochschule – Agentur(en) – Akkreditierungsrat veranschaulicht werden.

Datum: Dienstag, 26. März 2019; 10:00 Uhr bis ca. 16:15 Uhr

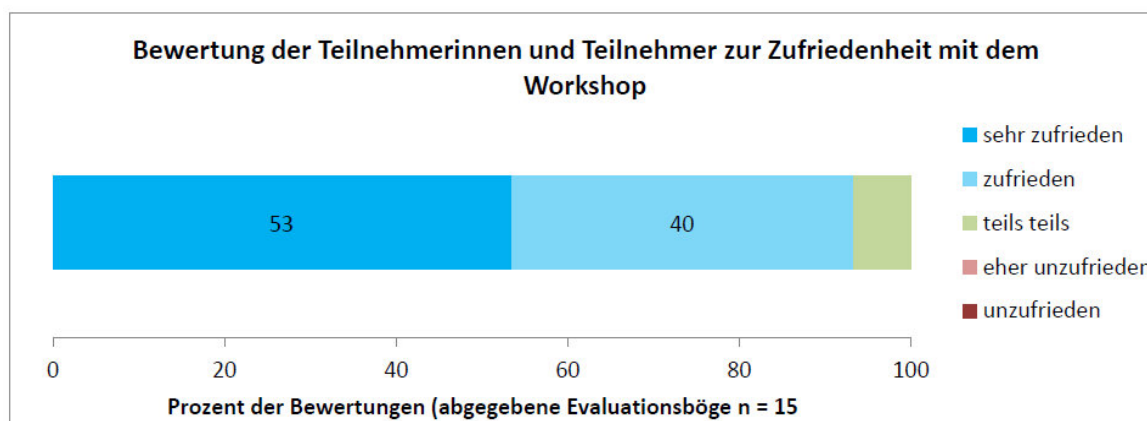
Ort: FIBAA-Geschäftsstelle (3. OG), Berliner Freiheit 20 – 24, 53111 Bonn

Referenten:

| | |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Begrüßung: | Prof. Dr. Kerstin Fink, Geschäftsführerin der FIBAA Prof. Dr. Marcelo da Veiga, VPH-Vorstandsmitglied, Gastsitz im Akkreditierungsrat |
| Thematische Einführung: | Dr. Olaf Bartz, Geschäftsführer der Stiftung Akkreditierungsrat, |
| Referent: | Dr. Tino Shahin, Referent FIBAA Consult/Bereichsleiter Gutachterwesen |

Anmeldeschluss: 15. März 2019

Evaluation of the workshop:





[Annex 3: FIBAA Annual Report 2018](#)

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FIBAA

FIBAA Annual Report 2018



Agenda

| | |
|----------------------------------------------------------------------------------------------------------------------------------------|----|
| Editorial..... | 3 |
| Quality Report: Evaluation of procedures (PROG)..... | 5 |
| Thematic Analysis 1: Gender Equality among the Peer Review Experts: A Reflection of the German Higher Education Landscape? | 11 |
| Thematic Analysis 2: Conditions for the Accreditation of Selected Study Programmes in Kazakhstan and Germany | 21 |
| Bibliography | 29 |
| New Project Managers | 31 |
| Summary | 33 |
| List of Figures and Tables | 35 |
| Imprint..... | 36 |

Editorial



Dear friends and partners,

FIBAA looks back on a successful business year 2018, and to my great pleasure, I hereby present to you the first Annual Report, which will inform you about the most important news and events of FIBAA over the last year. With this report, FIBAA institutionalises a further medium of publication, which will familiarise you with its activities and developments.

The core brand values of FIBAA include international orientation and employability. To strengthen the bond with the international readership the FIBAA Annual Report will be published in the first quarter of each year, including reports and thematic analyses. These short papers describe and analyse the findings of FIBAA's external quality assurance activities based on our experience on accreditation and international research literature on the higher education landscape. In order to review the last year in a few words, I would like to reflect with you on the fields of activity of FIBAA in the (1) national and (2) international area.

First, as of January 1, 2018, the new German accreditation rules for quality assurance in teaching and learning at German higher education institutions have been implemented. FIBAA has finished its first procedures in accordance to the changed German law, and gained experiences by following the modified procedures. The accreditation agency also offered workshops under the new law, organised by FIBAA Consult. The planning of various workshops has been completed. Meanwhile, dear friends and partners, FIBAA reached the year 2019 with strength. Its pool of experts has grown to almost 800 people, and its Quality Management is developing successfully. In this annual report you will get a glimpse of the Quality Report 2017, which provides information on evaluation of procedures at programme level (PROG).

Editorial

Secondly, in 2018, FIBAA was not only able to reinforce its international network but to expand it. FIBAA conducted a workshop at KIMEP University in Almaty, Kazakhstan, and provided an overview of FIBAA's accreditation methods with a special focus on employability and international outlook. As a result of the workshop FIBAA was able to conclude many new collaborations with Kazakh universities. FIBAA also joined the *Asia-Pacific Quality Network (APQN)* and closed a Memorandum of Understanding with the *Taiwan Assessment and Evaluation Association (TWAEA)*. Numerous international delegations that have been welcomed in our head office in Bonn, highlight FIBAA's active involvement in international quality assurance and quality enhancement. Regarding the matter of employability there has been an intensive exchange in 2018. During a joint workshop with AACSB in Paris, which was attended by representatives of leading international business schools, the impact of employability on accreditation stakeholders was interactively discussed from the practical point of view.

Finally, we want to highlight our activities, national and international, through the thematic analyses in this annual report. FIBAA offers you two essays: One deals with the topic "Gender Equality among the Peer Review Experts", focusing on the German higher education landscape. The other topic is "Conditions for the Accreditation of selected Study Programmes in Kazakhstan and Germany" and reflects our close ties to the universities in Central Asia. Furthermore, our regular newsletter will keep you up to date on current developments at FIBAA. Here, I take the opportunity to wish you all the best for the upcoming year and hope you have a pleasant reading of our first FIBAA Annual Report!

With kind regards,



Professor Dr. Kerstin Fink
Chief Executive Officer FIBAA

Quality Report

As an accreditation agency, we see the promotion of quality, transparency and comparability in higher education and science as our mission. Therefore, we develop methods and instruments, define guidelines and use them in all our procedures. We are geared to the principles of value orientation, target orientation and conformity with norms and standards. We see the general requirements of the *European Association for Quality Assurance in Higher Education (ENQA)* and of the *European Quality Assurance Register for Higher Education (EQAR)* as a mean to work after highest European accreditation standards. We also take account of the national standards defined by the *German Accreditation Council*. By anchoring our internal quality management in our daily activities, every member of staff is truly familiar with our concept of quality and brings it into action.¹

FIBAA's concept of quality assurance is based on the *Standards and guidelines for quality assurance in the European Higher Education Area (ESG)* and was lastly revised in 2016 as part of the last re-accreditation of FIBAA and adopted by the FIBAA Board of Trustees.²

The quality assurance of FIBAA (*QSF*) covers all of our work processes. We have developed an internal quality culture for implementation, to which all employees contribute steadily, and we constantly strive to improve the quality of their work in all areas. Every year, FIBAA compiles a quality management report which is published on our homepage and takes into account the evaluations of a calendar year. An integral part of this quality management report is an evaluation of all procedures: All FIBAA procedures are evaluated by all contributing persons, e. g. experts and project manager.

Table 1 gives you an overview with more details about the evaluation procedures:

¹ For further information about our Quality Management visit <http://www.fibaa.org/en/fibaa/fibaa30/>.

² For the Quality Assurance Concept of FIBAA visit http://www.fibaa.org/fileadmin/user_upload/QS-Konzept.pdf.

Quality Report

Table 1: Evaluation of FIBAA procedures

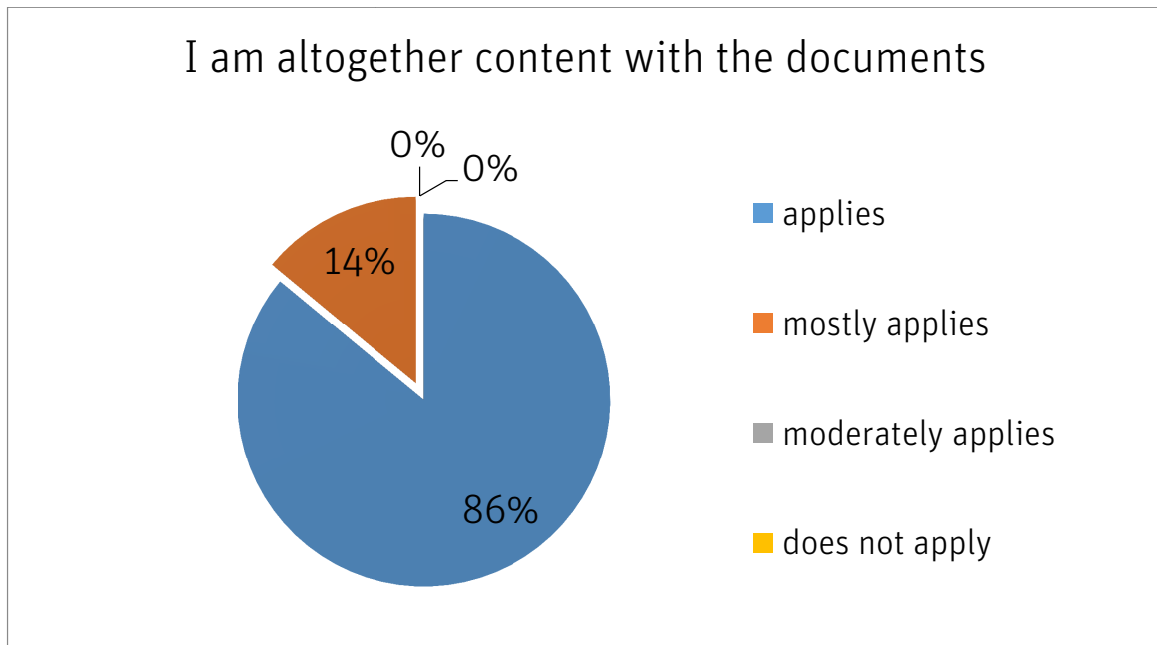
| Who is evaluating | What is evaluated? | Method | How often? |
|---------------------------------------------------|--------------------------------------------------------------|--------------------------------|------------------------------------------------|
| Experts | Project manager, Head office, Procedure | Electronic, link via E-Mail | After the responsible commission's decision |
| Project manager | Expert | E-Mail | After the responsible commission's decision |
| Universities, Higher Education Institutions | Expert, Project manager, Head office, Procedure | Electronic, link via E-Mail | After the responsible commission's decision |
| Workshop participants | Presenter, Head office, Procedure | On paper | Each event |
| Committee members | Head office, Division manager, Documents, Procedure | On paper, link via E-Mail | Annually |

For the present annual report, four surveys from the area of evaluation of procedures (PROG) were selected to take a closer look at.

The first three figures refer to surveys of reviewers. In total, n = 140 reviewers (of N = 211 appointed experts in the PROG area) participated in the evaluation. At least 74 of the reviewers completed all questions of the evaluation. No reviewer has submitted an additional comment in addition to the questions

Quality Report

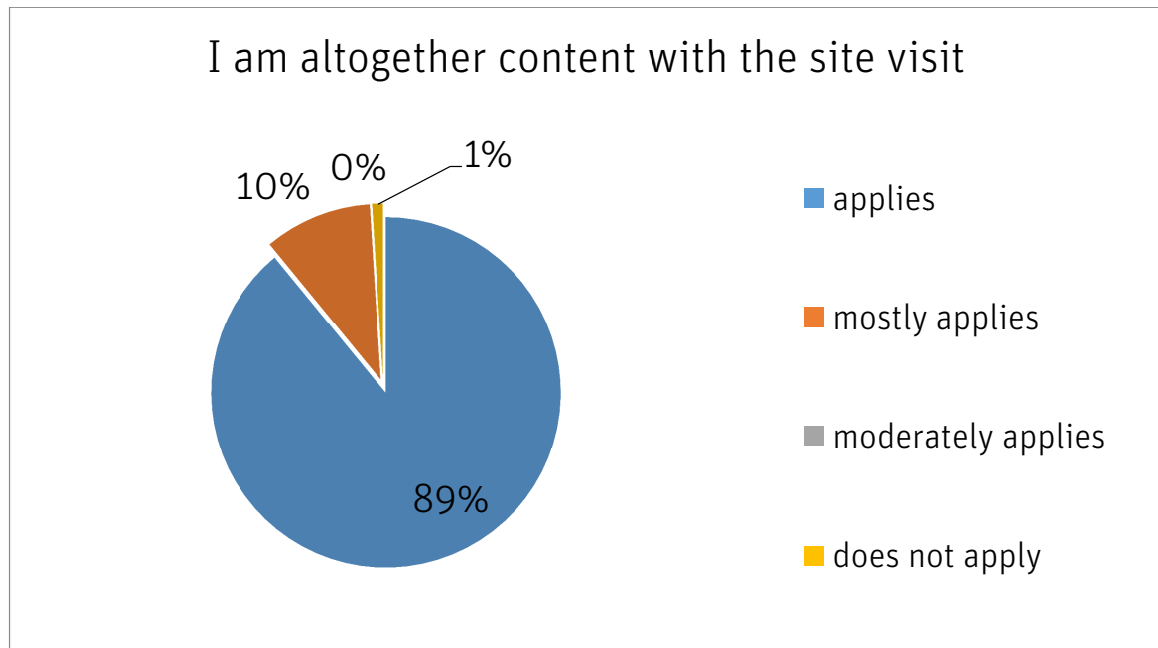
Figure 1: FIBAA Experts: Assessment of documents



Regarding the assessment of documents, the experts seem to be extremely satisfied with the implementation of the procedures. As you can see in Figure 1, 86% gave the best rating in the survey ("applies"). The remaining questions were mainly answered with "mostly applies" – the second highest rating. No one has stated: "moderately applies" or "does not apply".

Quality Report

Figure 2: FIBAA Experts: Assessment of the site visit

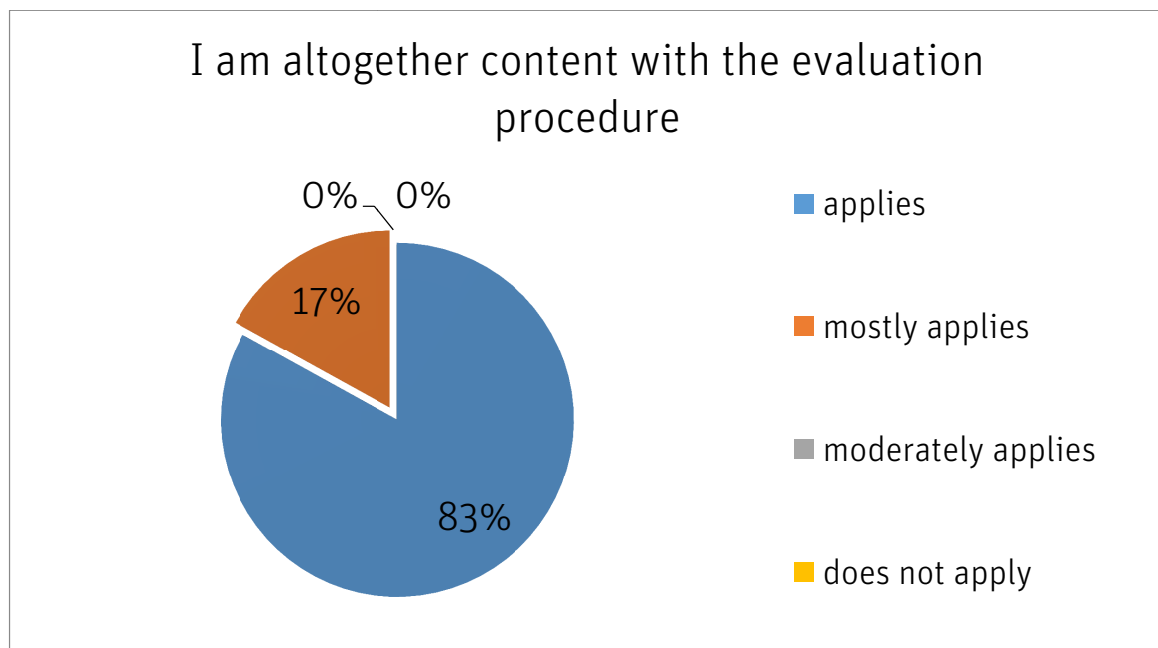


The majority of the reviewer (89 %) was also content with the site visit, as you can see in Figure 2. Only 1 % of the respondents chose the negative answer "does not apply". Although it is obvious that these are individual cases that are not representative of the overall result of the evaluation, FIBAA takes individual opinions of its experts very seriously.

But even among the experts who rated "mostly applies" it would be interesting for FIBAA to know which improvement potential they see in the process. In the course of the further development of the quality management, possibilities are discussed how further information can be generated in order to represent the opinion of the surveys better.

Quality Report

Figure 3: FIBAA Experts: Evaluation procedure (PROG)

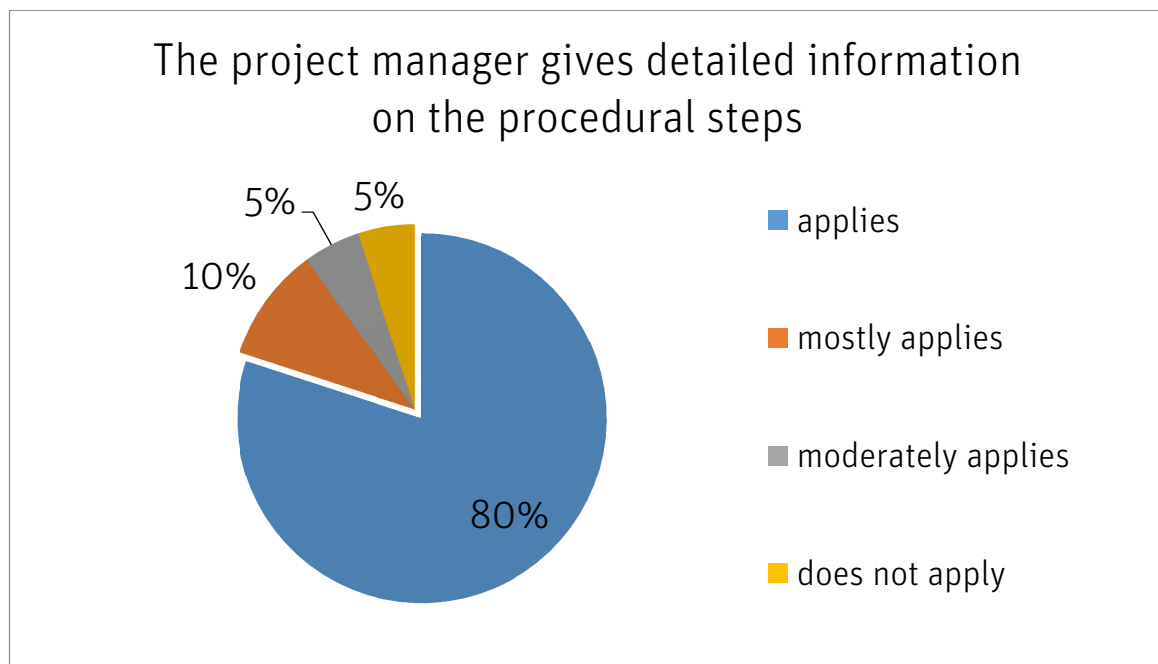


When asked whether the experts were content with the evaluation procedure, 83 % of them chose "applies" (Figure 3). However, 17% of the experts did not give the top rating. In the course of its strategic development, FIBAA is constantly looking for optimisation possibilities in order to improve the satisfaction of all participants in the accreditation process.

Other results come from the surveys of the higher education institutions, also from the area of evaluation of procedures (PROG). In total, $n = 35$ institutions of $N = 79$ completed projects in the area of PROG participated in the evaluation (several projects of a higher education institution were completed, they received several opportunities to evaluate). It can be assumed that the evaluator was not involved in all process steps and therefore might not be able to answer all questions in a meaningful way. Several higher education institutions have provided explanatory comments.

Quality Report

Figure 4: Higher Education Institutions: After the conclusion of a contract



Even though, according to the results in Figure 4, 80% of the universities are very satisfied with the information given to them by the respective project managers, FIBAA takes the fact that there are 10% who are in need of better communication very seriously. As part of its further development of quality management, FIBAA has already taken measures to optimise the exchange of information between the accreditation agency and the universities. As a first step, FIBAA has developed overviews and timetables, which are available for higher education institutions in order to make the accreditation process even more transparent.

These new overviews and timetables will be published on the FIBAA website. FIBAA continuously makes the results of the quality reports transparent in order to respond as well as possible to trends in quality development. Although the results of the evaluation have been extremely positive, FIBAA continues to work on its quality concept. The quality report is discussed in various committees to ensure quality assurance and further development.

Thematic Analysis 1

Gender Equality among the Peer Review Experts: A Reflection of the German Higher Education Landscape?

(Fields: programme and system accreditation / appointments of peer review experts / gender proportion)

Introduction

Gender equality has not lost relevance in the sector of higher education. Recently, in an online article by the German magazine *Die Zeit*, it was argued, that the German federal government systematically keeps women out of leadership positions.³ In comparison to other countries of the European Union, Germany does not perform well regarding the gender gap.⁴ On average, women earn significantly less than men in Germany.⁵ The proportion of women in the German Bundestag, for instance, is at its lowest as it has been in the recent years.⁶ Thus, the topic gender equality is clearly a factor that needs improvement in Germany. It will be relevant as well to look at gender equality in the higher education landscape and the accreditation system. FIBAA has been working on this topic for a long time.⁷

When reading the important sources of accreditation it is noticeable that there is an imbalance in the discussion of gender equality. According to the *Standards and guidelines for quality assurance in the European Higher Education Area (ESG)*, approved by the Ministerial Conference in Yerevan, 14-15 May 2015, in regard to peer review experts “[external] quality assurance should be carried out by groups of external experts that include (a) student

³ Kai Biermann/Astrid Geisler/Karsten Polke-Majewski/Sascha Venohr, Die Hans-Bremse, in: *Zeit*, 8.10.2018, online: <https://www.zeit.de/politik/deutschland/2018-09/gleichberechtigung-frauen-diskriminierung-fuehrungspositionen-ministerien>.

⁴ Statistisches Bundesamt, Gender Pay Gap 2016: Deutschland weiterhin eines der EU-Schlusslichter, online: <https://www.destatis.de/Europa>. Zur Entwicklung der Bruttoverdienste <https://www.destatis.de/DE>.

⁵ World Economic Forum, The Global Gender Gap Report 2018, online: http://www3.weforum.org/docs/WEF_GGGR_2018.pdf; Hubert Detmer, Reale Besoldung heterogen. Durchschnittsbesoldung und „gender pay gap“, in *Forschung & Lehre* 12, 2018, p. 1064-1065; Studie zur Gleichberechtigung Deutschland fällt zurück, 18.12.2018, online: <https://www.tagesschau.de/inland/gleichberechtigung-107.html>

⁶ Marcel Pauly/Caroline Wiemann, Größer und männlicher - das ist der neue Bundestag, 26.09.2017, online: <http://www.spiegel.de/politik/deutschland/deutscher-bundestag-das-neue-parlament-ist-groesser-und-maennlicher-a-1169640.html>.

⁷ The FIBAA provided, for example, data for the study: Lukas Bischof/Branka Assenmacher, Chancengleichheit im Fokus der Qualitätssicherung - Probleme und Möglichkeiten in der Umsetzung eines Akkreditierungskriteriums, in: *Qualität in der Wissenschaft* 7, 2013, p. 15-21.

Thematic Analysis 1

member(s).”⁸ While belonging to a status group (higher education employees and students) seems to be of pertinence, gender does not appear to be a criterion for quality assurance in the *ESG*. In fact, the matter of gender (or gender equality) is not mentioned in the entire document.

However, the new German legal basis for accreditation (the *Studienakkreditierungsstaatsvertrag* entered into force in 2018 and the *Musterrechtsverordnung* specifies the criteria for accreditation), explicitly MRVO §15, addresses the topics "Gender equality and compensation of disadvantage" (Geschlechtergerechtigkeit und Nachteilsausgleich). It states that a higher education institution (HEI) should have concepts and measures on gender equality and the promotion of equal opportunities for students in special circumstances which are implemented at the level of the study programme. Gender is also an important issue in the appointment guidelines of the *German Rectors' Conference (HRK)*.⁹

FIBAA takes the realisation of this ordinance very seriously and continuously promotes establishing gender equality within the agency and when appointing teams of peer review experts. Thereby, the question arises how high the proportion of women in the expert pool of FIBAA actually is. Does the gender gap represent the German higher education landscape? Which programmes do still show significant discrepancies between male and female professors and how does FIBAA deal with this situation?

The following thematic analysis shows selected statistics on the current gender distribution in the German higher education landscape. Then, data is collected of appointments of peer review experts (in 2018) who have worked on behalf of FIBAA. On the basis of a comparison it can be finally examined, if the FIBAA expert pool is a reflection of the German higher education landscape. The results of this study will show opportunities and challenges of gender equality in the German accreditation system.

⁸ Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Brussels 2015, p. 69 (online: http://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf).

⁹ Hochschulrektorenkonferenz, Leitlinien zu der Benennung von Gutachterinnen und Gutachtern und der Zusammenstellung von Gutachtergruppen für Akkreditierungsverfahren, 2017, online: https://www.hrk.de/fileadmin/redaktion/hrk/02-Dokumente/02-01-Beschluesse/HRK_MV_Entschliessung_Benennung_Gutachter_Akkreditierungsverfahren_2017_2018.pdf, p. 7 & 10.

Thematic Analysis 1

Actual State

A variety of literature, both print media and online articles, deals with the question of gender equality. Worth mentioning are the regular publications of the European Commission,¹⁰ *Statistisches Bundesamt*¹¹, *Eurostat*¹² or the studies of the *Network Women and Gender Studies NRW*.¹³ In addition, many individual studies were published, like “Mapping the representation of women and men in legal professions across the EU” for the *JURI* committee (different authors)¹⁴, “Women in political decision-making” by *ÖSB Consulting* (2016)¹⁵, “Vom Studium zur Juraprofessorin – ein Werdegang aus statistischer Sicht” by Juliane Roloff and Ulrike Schultz (2016)¹⁶, or regarding the first women at German universities the new monograph written by Felicitas von Aretin.¹⁷ Looking at the data on gender proportion in the higher education landscape in the past 20 years (based on the statistics of *Statistisches Bundesamt*)¹⁸, it is obviously that the total number of students and the relative proportion of women have risen almost continuously (Table 1).

¹⁰ For instance: European Commission, 2018 Report on equality between women and men in the EU, online: <https://publications.europa.eu/en/publication-detail/-/publication/950dce57-6222-11e8-ab9c-01aa75ed71a1>.

¹¹ Statistisches Bundesamt, Studierende an Hochschulen. Wintersemester 2017/2018, 2018, online: <https://www.destatis.de/DE>.

¹² Eurostat, Women in the EU earned on average 16% less than men in 2016, 07.03.2018, online: <https://ec.europa.eu/eurostat/documents/2995521/8718272/3-07032018-BP-FN.pdf/fb402341-e7fd-42b8-a7cc-4e33587d79aa>.

¹³ Studien Netzwerk Frauen- und Geschlechterforschung NRW, Geschlechtergerechte Akkreditierung und Qualitätssicherung – Eine Handreichung, 2012, online: http://www.gender-curricula.com/fileadmin/media/media-fgf/download/publikationen/Studie-14_Geschlechtergerechte_Akkreditierung_2.pdf and Gender Report für Hochschulen in NRW, online: http://www.genderreport-hochschulen.nrw.de/no_cache/statistikportal/.

¹⁴ Mapping the representation of women and men in legal professions across the EU. European Parliament. Interim Report. Committee on Women's Rights and Gender Equality, August 2017, online: [www.europarl.europa.eu/RegData/etudes/STUD/2017/596804/IPOL_STU\(2017\)596804_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2017/596804/IPOL_STU(2017)596804_EN.pdf).

¹⁵ ÖSB Consulting, Women in political decision-making, Summary Report of the Exchange of good practices on gender equality (Slovenia 15th-6th June 2014), 2016, available online: http://ec.europa.eu/justice/genderequality/files/exchange_of_good_practice_si/summary_report_si_2016_final_en.pdf.

¹⁶ Juliane Roloff/Ulrike Schultz, Vom Studium zur Juraprofessorin – ein Werdegang aus statistischer Sicht, Hamburg 2016.

¹⁷ Felicitas von Aretin, Mit Wagemut und Wissensdurst. Die ersten Frauen in Universitäten und Berufen, München 2018

¹⁸ Statistisches Bundesamt, Studierende an Hochschulen. Wintersemester 2017/2018, 2018, p. 13, online: <https://www.destatis.de/DE>.

Thematic Analysis 1

Table 2: Statistics of *Statistisches Bundesamt*

| Winter- semester ¹ | Insgesamt | | Davon an ... | | | | | | | | | |
|----------------------------------|-----------|-----------|----------------------------|---------|-------------------------------------|--------|-----------------------|--------|-----------------------------------|---------|---------------------------------|--------|
| | | | Universitäten ² | | Gesamt- hochschulen ³ | | Kunst- hochschulen | | Fach- hochschulen ⁴ | | Verwaltungsfach- hochschulen | |
| | insges. | weibl. | zus. | weibl. | zus. | weibl. | zus. | weibl. | zus. | weibl. | zus. | weibl. |
| Studierende insgesamt | | | | | | | | | | | | |
| 1996/1997 | 1 838 099 | 783 415 | 1 223 305 | 566 805 | 145 569 | 54 562 | 29 430 | 15 877 | 397 192 | 127 308 | 42 603 | 18 863 |
| 1997/1998 | 1 824 107 | 794 467 | 1 211 775 | 572 741 | 145 043 | 56 113 | 29 838 | 16 298 | 399 282 | 132 763 | 38 169 | 16 552 |
| 1998/1999 | 1 801 233 | 801 282 | 1 191 316 | 572 848 | 143 716 | 57 244 | 29 771 | 16 445 | 403 175 | 140 076 | 33 255 | 14 669 |
| 1999/2000 | 1 773 956 | 803 794 | 1 159 514 | 566 924 | 141 220 | 57 650 | 30 064 | 16 862 | 411 436 | 147 752 | 31 722 | 14 606 |
| 2000/2001 | 1 799 338 | 829 201 | 1 171 600 | 582 073 | 139 390 | 58 228 | 30 159 | 17 020 | 425 585 | 156 729 | 32 604 | 15 151 |
| 2001/2002 | 1 868 666 | 873 230 | 1 210 162 | 609 686 | 141 655 | 60 425 | 30 444 | 17 347 | 453 297 | 169 503 | 33 108 | 16 269 |
| 2002/2003 | 1 939 233 | 918 624 | 1 391 363 | 701 091 | - | - | 31 325 | 17 993 | 479 720 | 180 750 | 36 825 | 18 790 |
| 2003/2004 | 2 019 831 | 958 129 | 1 436 679 | 728 157 | - | - | 31 211 | 17 925 | 513 483 | 192 534 | 38 458 | 19 513 |
| 2004/2005 | 1 963 598 | 937 182 | 1 372 531 | 704 788 | - | - | 30 960 | 17 737 | 523 808 | 196 347 | 36 299 | 18 310 |
| 2005/2006 | 1 986 106 | 948 818 | 1 386 784 | 715 039 | - | - | 31 593 | 18 088 | 535 127 | 199 499 | 32 602 | 16 192 |
| 2006/2007 | 1 979 445 | 946 600 | 1 377 444 | 712 472 | - | - | 31 100 | 17 835 | 541 924 | 202 075 | 28 977 | 14 218 |
| 2007/2008 | 1 941 763 | 926 854 | 1 338 556 | 691 313 | - | - | 30 519 | 17 636 | 546 013 | 204 531 | 26 675 | 13 374 |
| 2008/2009 | 2 025 742 | 967 747 | 1 365 927 | 705 258 | - | - | 31 565 | 18 154 | 600 568 | 230 612 | 27 682 | 13 723 |
| 2009/2010 | 2 121 190 | 1 014 731 | 1 416 379 | 731 581 | - | - | 32 237 | 18 521 | 644 778 | 250 990 | 27 796 | 13 639 |
| 2010/2011 | 2 217 604 | 1 059 917 | 1 470 910 | 757 768 | - | - | 32 929 | 18 913 | 683 947 | 268 632 | 29 818 | 14 604 |
| 2011/2012 | 2 380 974 | 1 125 602 | 1 571 832 | 797 830 | - | - | 33 569 | 19 169 | 743 447 | 292 824 | 32 126 | 15 779 |
| 2012/2013 | 2 499 409 | 1 185 392 | 1 638 956 | 832 767 | - | - | 34 719 | 19 730 | 792 837 | 316 622 | 32 897 | 16 273 |
| 2013/2014 | 2 616 881 | 1 245 241 | 1 701 800 | 865 030 | - | - | 35 184 | 19 969 | 846 517 | 343 737 | 33 380 | 16 505 |
| 2014/2015 | 2 698 910 | 1 290 376 | 1 733 048 | 882 488 | - | - | 35 326 | 20 172 | 896 187 | 370 429 | 34 349 | 17 287 |
| 2015/2016 | 2 757 799 | 1 323 673 | 1 756 452 | 893 578 | - | - | 35 536 | 20 285 | 929 241 | 391 444 | 36 570 | 18 366 |
| 2016/2017 | 2 807 010 | 1 353 385 | 1 775 100 | 904 252 | - | - | 35 980 | 20 531 | 956 717 | 408 849 | 39 213 | 19 753 |
| 2017/2018 | 2 844 978 | 1 380 335 | 1 782 173 | 910 157 | - | - | 36 086 | 20 569 | 982 188 | 427 252 | 44 531 | 22 357 |

While the numbers of students indicates that the gender proportion continues to equalise, current data of the employees of German universities shows that there are still significantly fewer women than men.

Table 3: Full-time and artistic staff (all)¹⁹

| Status | number |
|--------------------------------|---------|
| Professors | 24.432 |
| Lecturers and assistants | 2.134 |
| Research assistants | 172.291 |
| Lecturers with specific duties | 6.384 |
| Total number | 205.241 |

Among the full-time and artistic staff (205.241), the largest group is “Research Assistants” (172.291). This group is followed by the professors with 24.432, the lecturers with specific duties with 6.384 and finally the lecturers and assistants with 2.134. Table 3 contains the same status groups, but only applies to women:

¹⁹ Statistisches Bundesamt, Bildung und Kultur. Personal an Hochschulen. Vorläufige Ergebnisse, 1.12.2017, online: <https://www.destatis.de/DE>, p. 92.

Thematic Analysis 1

Table 4: Full-time and artistic staff (only women)²⁰

| Status | number |
|--------------------------------|--------|
| Professors | 5.828 |
| Lecturers and assistants | 801 |
| Research assistants | 72.900 |
| Lecturers with specific duties | 3.569 |
| Total number | 83.098 |

Particularly regarding the number of professors, the discrepancy between men and women is striking. Only in the area of lecturers with specific duties the number of women is higher than the one of men; the area deals more with teaching and less with scientific activities than the others.

It should be mentioned that all of this data represents only a macro-perspective. The proportion of women in the different departments and study programmes is rather divergent. This finding can be illustrated by two examples (Table 4 and 5).

Table 5: Engineering

| Status | All | Women |
|--------------------------------|--------|-------|
| Professors | 3.587 | 156 |
| Lecturers and assistants | 259 | 24 |
| Research assistants | 30.606 | 2.354 |
| Lecturers with specific duties | 245 | 31 |
| Total | 34.707 | 2.565 |

Looking at engineering, the women in all status groups are only a small minority. The number of female professors is around 4.35%. Compared to the humanities, you notice a significant difference: In humanities the number of female professors is at least 37.78% (Table 5).

²⁰ Statistisches Bundesamt, Bildung und Kultur. Personal an Hochschulen. Vorläufige Ergebnisse, 1.12.2017, online: <https://www.destatis.de/DE>, p. 92.

Thematic Analysis 1

Table 6: Humanities²¹

| Status | All | Women |
|--------------------------------|--------|-------|
| Professors | 4.092 | 1.546 |
| Lecturers and assistants | 265 | 134 |
| Research assistants | 12.270 | 6.705 |
| Lecturers with specific duties | 2.096 | 1.289 |
| Total | 18.723 | 9.674 |

Nevertheless, it is obvious that the numbers of employees in total do not match the fact that 48,53% of the students are female.

FIBAA regards gender equality as a main objective. For this reason, the foundation states about itself: “All persons linked to FIBAA (committee members, experts, employers etc.) are committed to equal opportunities and do not discriminate against anyone, neither explicitly nor implicitly, and in particular not on the basis of ethnicity, religion, conviction, disability, age, sexual identity or sex.”²²

In the following, it shall be examined whether this claim of FIBAA is also expressed in its pool for peer review experts.

New peer review experts of the FIBAA

The following figures are based on a survey of the numbers of new assessors appointed in the period January to November 2018. It was examined how large the proportion of women in the various status groups was.

²¹ Statistisches Bundesamt, Bildung und Kultur. Personal an Hochschulen. Vorläufige Ergebnisse, 1.12.2017, online: <https://www.destatis.de/DE>, p. 92; 183.

²² <http://www.fibaa.org/fibaa/?L=1>.

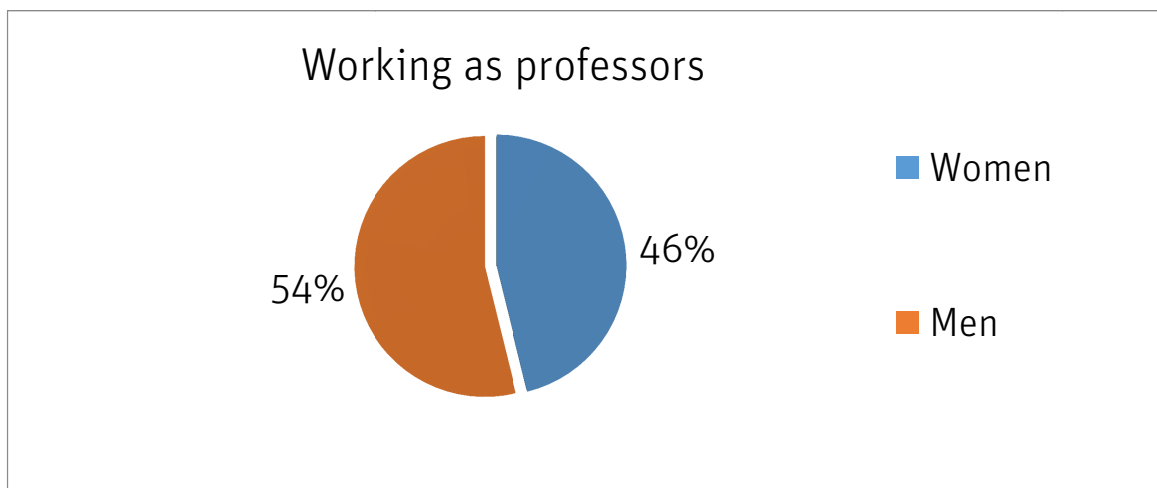
Thematic Analysis 1

Figure 5: 62 women out of 134



Looking at the total number of new experts, FIBAA approaches a parity (figure 5). Probably more women than men will be acquired in the next two years to make the ratio in the pool of experts more equal. In 2018 the percentage of women is 46%. In Figure 6, it is all about the subgroup of newly acquired professors.

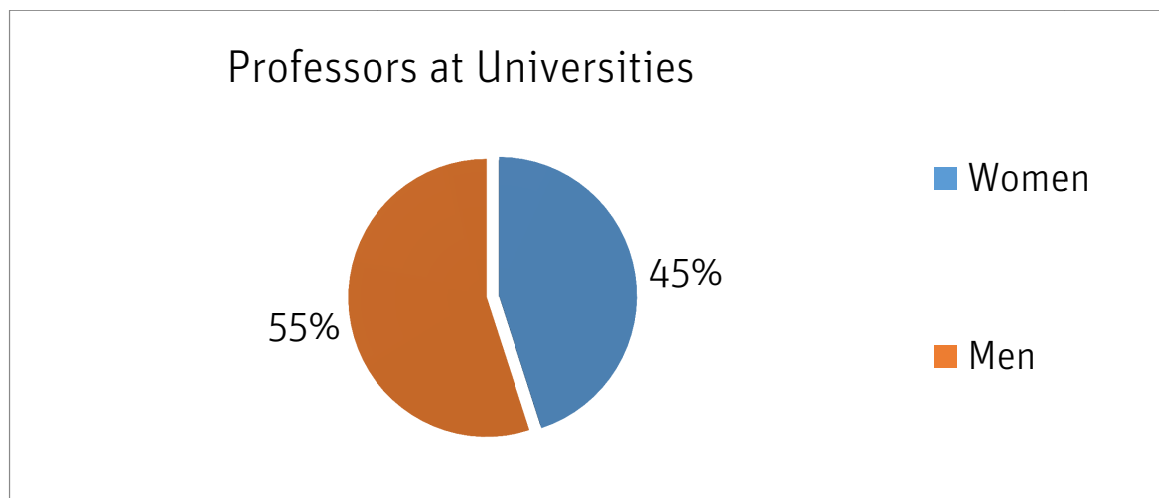
Figure 6: 24 women out of 52



Again, the percentage of women is 46%. In the following two figures (7 & 8), which are subsets of figure 6, is differentiated between Universities and Universities of Applied Sciences.

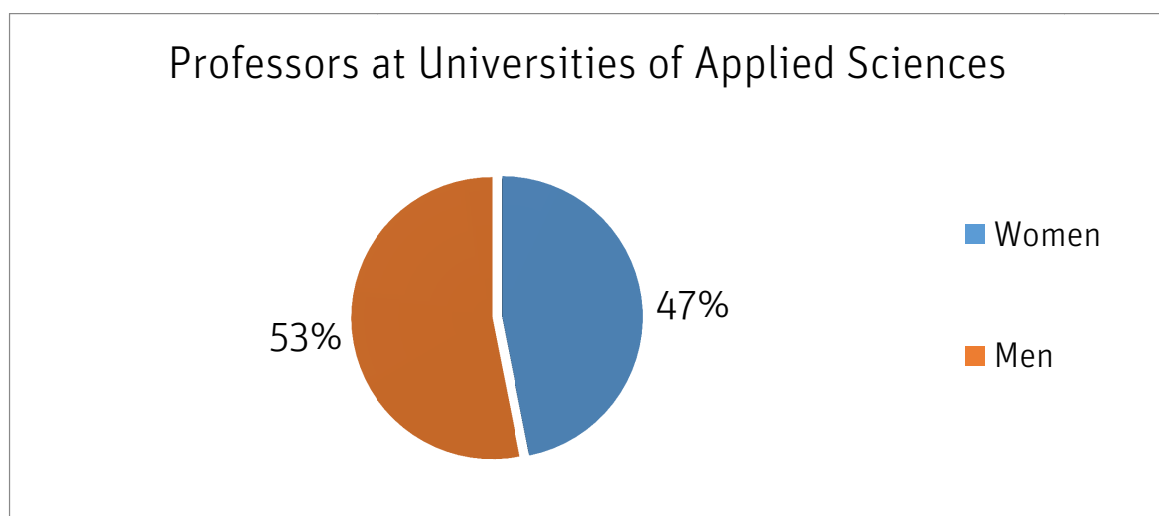
Thematic Analysis 1

Figure 7: 9 women out of 20



Looking at the newly acquired professors from Universities alone (Figure 7), the proportion of women is 45%. Figure 8 only considers professors from Universities of Applied Sciences:

Figure 8: 15 women out of 32



Overall, the numbers of professors from Universities and Universities of Applied Sciences do not differ significantly. In the FIBAA expert pool only the student group shows an equivalent ratio of gender: There are 22 women out of 41 students. FIBAA conforms to the requirements of the *German Rector's Conference*, asks frequently for expertise, and expands its pool. All numbers had been collected during the year 2018.

Thematic Analysis 1

Results

Although there has been a great deal of effort in 2018 to create the same gender balance in new acquisitions, there are still fewer women than men among the new reviewers. However, all the data presented show a proportion of women of at least 45%. But overall, there are many more men than women in FIBAA's expert pool. There are different approaches of explanation for this imbalance:

- First of all, the imbalance within FIBAA's pool of experts (scientists and professionals) at programme level (esp. university professors) and even more important in institutional procedures is diachronically grown. It will take time to compensate for this historical development.
- Numerous long-time established professors and emiriti who are available for most of the times, confirm quickly to appointments and have an ensured reserve fund to perform as an honorary expert.
- Also with young professors and professionals: Men tend to acknowledge appointments more than women and give faster confirmation. Women take longer to respond to appointments and often cancel because of other projects (research and teaching).
- We receive unsolicited applications almost solely from men.
- Recommendations are almost without exceptions from men for men.
- Even the student accreditation pool "KASAP", that pays special attention to gender-balance, proposes more male than female student reviewers.
- In reaccreditation procedures, we are obliged to use reviewers from former procedures and thus enforce the imbalance.
- Most female professors in FIBAA's pool of experts are from North Rhine-Westphalia, Baden-Württemberg, Bavaria and Berlin. For projects in these regions we must exclude these women because of the regulation on states.

An important point has not yet been adequately depicted in the analysis: Subject-specific differences do exist but cannot be generally stated. Therefore, the methodologic challenge is to prepare a systematisation of subjects. Data can currently be systematised by the reviewing experts' (professors') status and the type of the higher education institution (HEI). A categorisation into subject groups (main groups like humanities or a specific study

Thematic Analysis 1

programme) implies great effort, though. However, this data is necessary to prove what programmes are below the average numbers.

Now the question may arise: Can the results be considered as a trustworthy mirror of the sector of higher education or are the agencies unable to serve as a dynamic instance in further developments? Examining the numbers of earlier years, the analysis shows a positive trend. Although FIBAA has similar problems in the same disciplines (such as engineering) like the HEIs, there are also positive effects resulting from the effort: The gender equality in the expert pool of FIBAA is slowly becoming more balanced.

But time alone will not improve the situation, actions must be taken. FIBAA's goal is to establish gender equality in more areas over the next few years. There are several requirements to be met for this project. First, we need more data mapping the gender proportion more accurately. This applies, for example, to the areas of expert appointments and our expert pool for particular study programmes. Secondly, the amount of data that already exists must be systematised so that gender proportions across the databases are easier to map. It would be desirable if other agencies published their data about gender proportion in order to extend the analysis to the entire accreditation system in Germany. For further studies it would be also interesting to know if there exists a co-relation between gender balance and conditions for accreditation. Questions like these can contribute to diversity in the higher education and accreditation system. But they can only be answered if the work on gender equality in HEIs continues.

Thematic Analysis 2

Conditions for the Accreditation of Selected Study Programmes in Kazakhstan and Germany

(Fields: international relations / programme accreditation)

Introduction

In 2018, FIBAA could not only strengthen its international network but expand it. Several collaborations have been concluded, amongst others with universities in Kazakhstan. So far, FIBAA has accredited almost 100 study programmes at various universities and other higher education institutions (HEIs) in the country. With regard to quality assurance and enhancement, these collaborations have proven to be very productive for the Kazakh higher education landscape. The assessment reports and decisions for awarding the FIBAA Quality Seal²³ for study programmes at different universities in Kazakhstan are all transparent and available online.²⁴

A thematic analysis based on data obtained through the accreditation procedures seems to be of particular interest: Kazakhstan, the ninth largest state in the world by area, has historically been under the influence of various nations due to its geographical location in Central Asia.²⁵ The particular culture of Kazakhstan certainly reaches also the academic tradition in Kazakhstan and the various groups of subjects and study programmes. The Kazakh education system had been largely designed by the Soviet Union for the longest period of the 20th century, then in the post-Soviet phase, there was a stronger orientation towards Western

²³ FIBAA awards several seals: For study programmes which have successfully been accredited according to our international quality standards, the accreditation agency awards the FIBAA Quality Seal for programmes (Information about the Principles for Awarding the FIBAA Premium Seal are available online:

https://www.fibaa.org/fileadmin/files/folder/PROG/2017_Premium_PROG_en.pdf. Further, FIBAA is the only accreditation agency that awards a Premium Seal for established degree programmes which have demonstrated their outstanding quality. Further informations about the FIBAA Seals are available online: <https://www.fibaa.org/en/procedures-at-programme-level/prog-according-to-fibaa-quality-standards/quality-seals/>.

²⁴ An overview of the study programmes accredited by the FIBAA is available online: <http://www.fibaa.org/nc/en/procedures-at-programme-level/prog-according-to-fibaa-quality-standards/accredited-programmes.html?menu=weitere>.

²⁵ Further informations about Kazakhstan: Beate Eschment, Kasachstan (LIPortal), online: <https://www.liportal.de/kasachstan/>; Campus France, Focus pays: Kazakhstan, online: https://ressources.campusfrance.org/publi_institu/agence_cf/focus/fr/focus_kazakhstan_fr.pdf; Federal Foreign Office, Bilateral Relations and German Missions, online:

<https://www.auswaertiges-amt.de/en/aussenpolitik/laenderinformationen/kasachstan-node>;

DAAD-Länderinformationen: Kasachstan, online:

<https://www.daad.de/laenderinformationen/kasachstan/de/>. About the history: A. H. Dani/V. M. Masson et al. (Hrsgg.): History of Civilizations of Central Asia, 6 Bde. Paris 1992–2005, online: <http://www.unesco.org/new/en/social-and-human-sciences/themes/general-and-regional-histories/history-of-civilizations-of-central-asia>. Further reading: Sebastian Schiek, Widersprüchliche Staatsbildung. Kasachstans konservative Modernisierung, Baden-Baden 2014; Jonathan Aitken, Kazakhstan: Surprises and Stereotypes After 20 Years of Independence, New York 2012.

Thematic Analysis 2

university models. The Russian language continues to dominate and is, together with Kazakh, the official language of the country, both languages are taught at the schools. In recent years, the Kazakh language has been particularly promoted, while in the higher education landscape, the importance of English continues to increase.²⁶

In the past years Kazakhstan has taken important steps to reform the higher education and align it with international standards. In 2010, the country committed itself to the objectives of the Bologna Process and became the 47th member of the European Higher Education Area.²⁷

In the same year, the State Programme of Education Development in the Republic of Kazakhstan for 2011 – 2020 was adopted. The main objectives of the Kazakhstan State Programme are to increase competitiveness and to develop human capital through access to quality education.²⁸

The strategy "Kazakhstan – 2050" aims at the rise of Kazakhstan in the top 30 of the world's strongest economies. The corresponding strategy also attaches particular importance to the development of human capital and the research-intensive economy.²⁹

The internationalisation of higher education is therefore a declared state goal. This is also served by various government scholarship programmes, such as *Bolaschak* ("Future") which finances Master's and PhD programmes as well as research stays at selected foreign universities. The programme "Academic Mobility" includes two funding lines: firstly, funding of guest lectureships of foreign scientists at universities in Kazakhstan, secondly sending Kazakh students to study abroad.³⁰ Accreditation by international accreditation agencies also provides evidence of the progressive internationalisation of Kazakh higher education system.

²⁶ Further informations about the Kazakh education system: DAAD-Bildungssystemanalyse. Kasachstan. Daten & Analysen zum Hochschul- und Wissenschaftsstandort, 2017, online:

https://www.daad.de/medien/der-daad/analysen-studien/bildungssystemanalyse/kasachstan_daad_bsa.pdf.

²⁷ Bundesministerium für Bildung und Forschung, Bologna Prozess: Die Entwicklung von den Anfängen bis heute; online: <https://www.bmbf.de/de/die-entwicklung-von-den-anfaengen-bis-heute-1042.html>

²⁸ State program of education development in the Republic of Kazakhstan for 2011–2020, Presidential Decree No. 1118 of 7 December 2010, online: www.akorda.kz/upload/SPED.doc

²⁹ Presidential Decree No 732 of 17 January 2014, online: <http://strategy2050.kz/en/>

³⁰ DAAD-Bildungssystemanalyse. Kasachstan. Daten & Analysen zum Hochschul- und Wissenschaftsstandort, 2017, online: https://www.daad.de/medien/der-daad/analysen-studien/bildungssystemanalyse/kasachstan_daad_bsa.pdf

Thematic Analysis 2

Following the *State Program of Education Development*, the structure of education has been changed in accordance with the International Standard Education Classification. Further a National System of Education Quality Assessment has been established. This system includes the elements of independent external assessment (licensing, confirmation, accreditation, rating, Unified National Testing, Intermediate State Control, and Comprehensive Testing of Applicants).³¹

The State Programme dictated that by 2020 the accreditation of the higher educational institutions shall be conducted by the non-commercial and non-government accreditation organisations, which will be included in the Register of an authorised body and into *European Quality Assurance Register (EQAR)*.³² Already since August 2015 Kazakhstan is governmental member of *EQAR*. The recognised Kazakh accreditation bodies *Independent Agency for Accreditation and Rating (IAAR)* and *Independent Quality Assurance Agency for Education (IQAA)* are members of *Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEENQA)*.

Only for a few years international agencies have been able to apply for a registration for accreditation in Kazakhstan. Due to the approval of a digital signature FIBAA has a top standing because the agency has the permission to set contracts directly with state-run Kazakh universities.³³

Approach and Method

The procedures supported by FIBAA at the Kazakh universities enable the generation of data for various fields of research. The present analysis focuses on the conditions for the accreditation of study programmes in order to answer the following questions: Are there more or less conditions than in comparable study programmes at German universities? In terms of content, are the conditions the same as those for the accreditation of programmes at German universities? Finally, do the conditions for the programmes in Kazakhstan have any other special characteristics?

³¹ State programme of education development in the Republic of Kazakhstan for 2011–2020, Presidential Decree No. 1118 of 7 December 2010, online: www.akorda.kz/upload/SPED.doc.

³² Ibid.

³³ The digital signature was approved in October 2018.

Thematic Analysis 2

In order to achieve a degree of comparability, this analysis is limited to procedures in which the FIBAA Quality Seal was awarded (For more information, see above, footnote 23). Furthermore, the analysis focuses on the number and contents of the conditions for accreditation of study programmes. Lastly, study programmes in Kazakhstan that are also offered at universities in Germany are selected in order to examine if there are indications of structural similarities and differences.



The approach to the content of the conditions is systemised in accordance to the [FIBAA Assessment Guide](#). The criteria for the assessments are:

- (1.) objectives (why the HEI has developed this particular study programme)
- (2.) admission (e.g. admission requirements, counselling for prospective students, selection procedure, transparency and documentation of admission procedure and decision)
- (3.) contents, structure and didactical concept of the programme
- (4.) academic environment and framework conditions (faculty, programme management, cooperation and partnerships, facilities and equipment, additional services, financing)
- (5.) quality assurance and documentation (quality assurance and quality development with respect to contents, processes and outcomes, instruments of quality assurance)

However it was difficult to find study programmes of the same name in Kazakhstan and Germany, and those found were quite different in terms of number (quantitative). In some cases, the names of the study programmes match but there is a difference in the academic degree, e. g. Management (B.Sc.) in Kazakhstan and Management (B.A.) in Germany. In the end, the data were sufficient for the comparison of three subjects: Marketing (Bachelor), Management (Bachelor) and Finance (Master).

It is obvious that this thematic analysis only represents a limited selection of all subjects in both countries. Therefore the selected data should be understood as a sample. A methodological challenge of any comparison is that it equates things which are more or less

Thematic Analysis 2

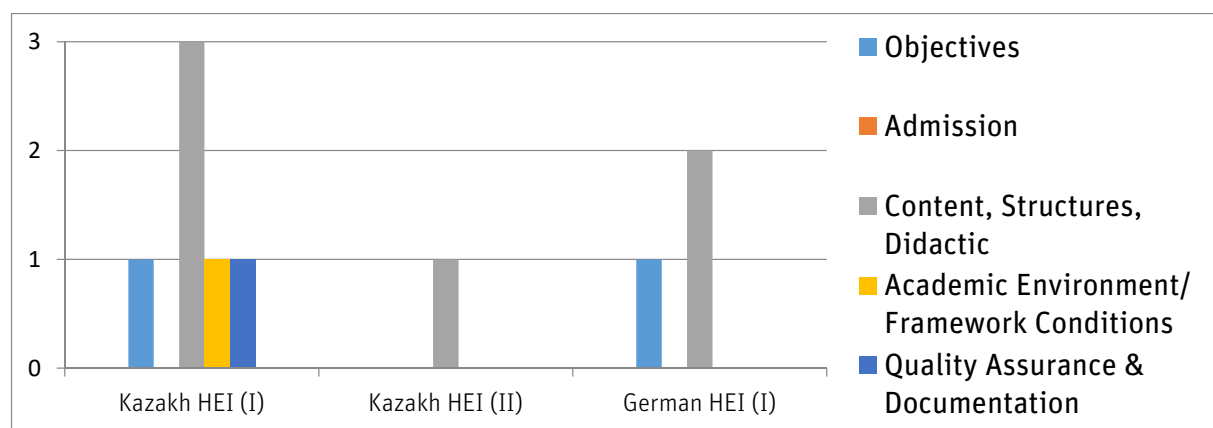
unequal, for working out particularities which establish said inequality. The authors are also well aware of another problem: The analysis does not take into account that study goals, contents and outcomes can differ significantly, even if the names of the study programmes in Germany and Kazakhstan match.

In addition, it must be considered that some HEIs may not want to be named in research studies. The HEIs are therefore anonymised in this analysis, but all data used can be checked via the FIBAA website, which makes accredited programmes transparent. Anyway all courses mentioned have been successfully accredited and the conditions have been fulfilled, so the quality assurance and enhancement is proven.

A short comment on the three comparisons shows the deviations between the academic degrees and, in addition, special study forms like distance learning.

Analysis

Table 7: Marketing (Bachelor) | Number and content of conditions

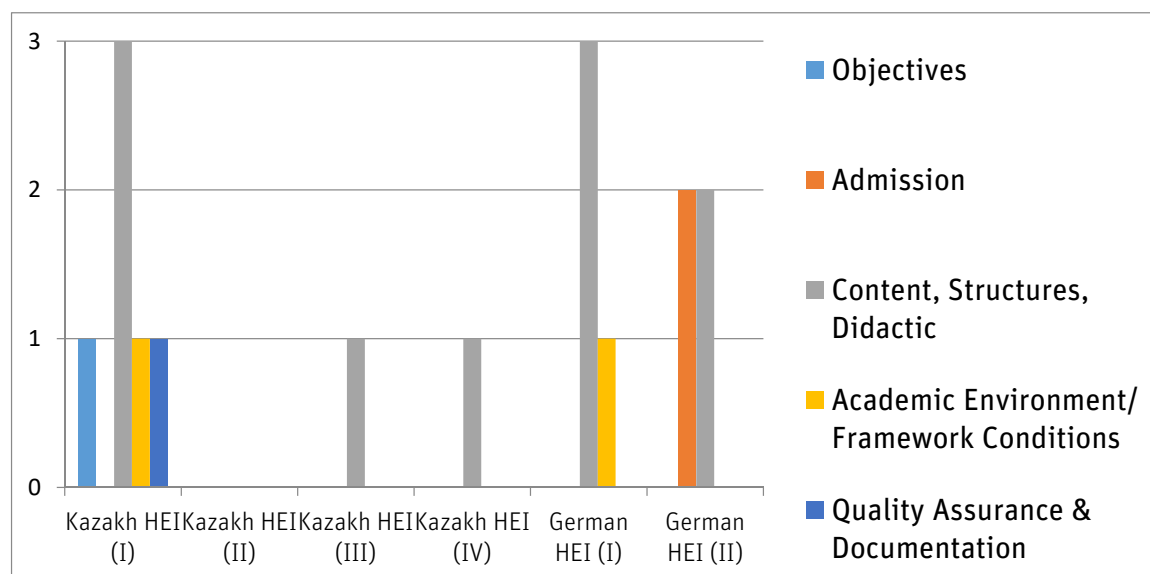


Comment

The study programme “Marketing” of the Kazakh HEI (I) leads to the academic degree of “B.Sc.”, the one of the Kazakh HEI (II) to the degree of “Bachelor of Marketing”. In the German HEI Marketing is a distance learning course and leads to the degree of “B.A.”.

Thematic Analysis 2

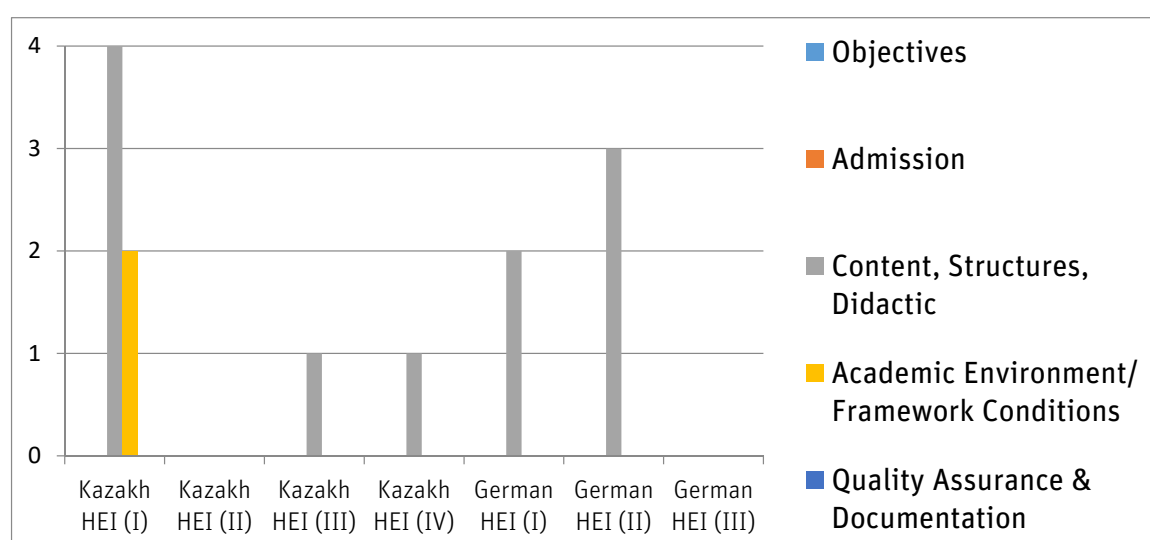
Table 8: Management (Bachelor) | Number and content of conditions



Comment

The academic degrees for the programmes in Kazakh HEIs are “B.Sc.”, “B.A.” and “Bachelor”. For both German programmes the degree “B.A.” is awarded.

Table 9: Finance (Master) | Number and content of conditions



Comment

The academic degrees for the programmes in Kazakh HEIs are “M.Sc.”, “Master” and “M.A.”. The German courses lead to the academic degree of “M.Sc.”.

Thematic Analysis 2

Results

It seems that the academic title appointment in Germany is more uniform than in Kazakhstan. This finding shows that the education system in Kazakhstan is actually centrally organised. In Germany, a consistent title assignment takes place despite different higher education forms.³⁴ Against the background of the Bologna Process and the progressive internationalisation of the Kazakh HEI system, it remains to be seen whether any changes concerning the title appointment will be made in Kazakhstan.

With regard to the conditions, it can be stated that the number of conditions at Kazakh HEIs, which were part of this study, is not significantly higher than at examined German HEIs. For example, Kazakh (HEI II) had even neither in the study programme “Management” nor in the study programme “Finance” any conditions.

There is also no significant indication that conditions related to certain assessment criteria have a country-specific character. On the contrary, all three study programmes at both Kazakh and German universities point out, that conditions are placed in particular in the area of Content, Structure and Didactic.

In summary, the differences in the conditions are more related to the different HEIs and their education forms. There is no reference to structural national divergences in the examined sample.

It should also be noted that the present study examined German and Kazakh study programmes that have been awarded the FIBAA Quality Seal. In Germany, the FIBAA Quality Seal is a special achievement that goes beyond the "standard criteria" of the *German Accreditation Council*. The Kazakh HEIs were thus compared with particularly high-performing German HEIs. No procedure had to be suspended in the examined sample and the HEIs could fulfil all the conditions.

³⁴ The condition for this is certainly the “Musterrechtsverordnung” (§ 6 MRVO) of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.

Thematic Analysis 2

The analysis is meant to be an outline, which shows the possibilities of potential studies of structural differences between countries, if more data could be provided. It would be desirable to have cooperation with Kazakh HEIs, which would provide their data for further analyses.

Such analyses offer the opportunity to prove the quality in the European Higher Education Area. Against the background of the Bologna Process, there should be no significant differences between HEIs in the European Higher Education Area.

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New Project Managers

In 2018 FIBAA welcomed four new project managers in its head office in Bonn. Ms. Katharina Bläser and Mr. Daniel Günther complete the programme accreditation staff and already have successfully managed numerous accreditation procedures. Ms. Viktoria Tischanski took over the duties in the field Markets & Acquisition and Dr. Tino Shahin is working for FIBAA Consult and acts as new Division Manager Expert Management.

Katharina Bläser finished her Bachelor's degree in Multilingual Communication with focus on English and Spanish in 2014 at the TH Köln. This was followed by a Master of Arts double graduation programme at the University of Regensburg and the Universidad Complutense de Madrid in Intercultural European Studies, which she successfully completed in 2018. In the frame of her studies Ms. Bläser spent long terms in Seville and Madrid where she improved her language skills as well as her abilities in intercultural relations. At her new job at FIBAA, Ms. Bläser is looking forward to pursuing her interests in Higher Education systems in a highly international environment.



Daniel Günther has joined FIBAA's team and enriches it with his knowledge of the international and national tertiary education sector. He finished his Bachelor's degree in January 2018 at the HS Fulda in Social and Cultural Sciences with focus on intercultural relations. Degree-related and voluntary periods abroad took Mr. Günther to South America, South East Asia and New Zealand. As a member of the Student Council at his university, he was also able to gain valuable experience in the higher education sector. Mr. Günther will contribute his great interest in higher education development to upcoming accreditation procedures.

New Project Managers

Dr. Tino Shahin is working as a project manager for FIBAA Consult. Dr. Shahin has studied Political Science and earned his PhD in History at the University of Bonn, where he has held several positions as a post-doctoral researcher and lecturer. In addition to his academic degrees in History and Political Science at RWTH Aachen and in Asian Studies at the University of Bonn, he completed an exchange semester at Cairo University, in Egypt.



At FIBAA, Dr. Shahin will contribute his rich knowledge of higher education and research to FIBAA Consult's advisory and evaluation activities. Furthermore, Dr. Shahin will develop new accreditation-relevant workshops and work on FIBAA's publications. Dr. Tino Shahin also accompanies FIBAA Experts as the new Division Manager Expert Management with his team through the accreditation procedures.



Viktoria Tischanski acts as Project Manager for Markets & Acquisition. She graduated with a master's degree in Economics and an interdisciplinary degree in Economics and Law from the University of Münster, and has gained international experience as part of study stints at the Saint Petersburg State University of Economics, in Ohio and as part of an internship at the German-Russian Chamber of Commerce in Moscow. Ms. Tischanski's track record further includes an internship in the field of "Internationalising Vocational Education" at the Federal Institute of Vocational Education in Bonn as well as professional training with a law firm. At FIBAA, Ms. Tischanski will focus on the agency's European and international markets (particularly Russian-speaking countries and Central Asia, the Asia-Pacific region, and the Middle East). Moreover, Viktoria Tischanski will coordinate joint activities with domestic and international stakeholders from the fields of higher education, accreditation and quality enhancement.

Summary

In 2018, a total of 204 (2017: 160) study programmes were accredited by FIBAA. Two programmes were suspended (2017: none). 125 programmes received the Seal of the *German Accreditation Council*, 54 programmes received the FIBAA Quality Seal, and 14 study programmes received both seals in separate procedures. In 2018, FIBAA also accredited 57 (2017: 30) programmes outside Germany, primarily in Turkey, Switzerland, Cyprus and Kazakhstan. Regarding the institutional accreditation, six procedures were successfully completed. Finally, FIBAA has certified two continuing education courses.

In conclusion, we would like to give you a brief summary of some FIBAA's activities in the (1) national and (2) international area in 2018.

(1) FIBAA and the *Confederation of German Employers' Associations (BDA)* and *Association of German Chambers of Commerce and Industry (DIHK)* conjointly hosted an event entitled "*Higher Education Accreditation and Employability on the premises of the German employers' associations*" in Berlin. This joint event dealt with the promotion of employability in the higher education area involving all relevant stakeholders. On the occasion of the joint workshop "Perspectives of Accreditation in Germany and Europe", which was organised by the *German Federal Deans Conference (BDK)*, FIBAA and the University of Applied Sciences *UAS Niederrhein*, FIBAA's Chief Executive Officer Professor Dr. Kerstin Fink delivered a presentation on the status of current accreditation procedures that follow the new German legal accreditation system.

(2) In the course of the workshop "*The Quality of Study Programmes: FIBAA Assessment Guide for Accreditation of Programmes in Management Studies, Economics, Law and Social Sciences*" at KIMEP University in Kazakhstan FIBAA provided an overview of its international accreditation methods. At the II Central Asian International Forum on Quality Assurance in Education in Kazakhstan Professor Dr. Fink's hold a presentation on "*The Impact of Employability on International Accreditation of Study Programmes*". FIBAA has been awarded observer status in the *Asia-Pacific Quality Network (APQN)* and signed a Memorandum of Understanding with the *Taiwan Assessment and Evaluation Association (TWAEA)*. Finally FIBAA and the *Agency for Quality of the Basque University System (Unibasq)* have agreed on

Summary

future cooperation (Memorandum of Understanding), and FIBAA also participated at the *5th National Authority for Quality Assurance and Accreditation of Higher Education (NAQAAE)* conference in Cairo. Further details on all events can be found in the [Newsletter archive](#). The FIBAA Newsletter is published quarterly. For subscribing please send us a mail to info@fibaa.org.

List of Figures and Tables

Figures

| | |
|-------------------------------------------------------------|----|
| Figure 1: FIBAA Experts: Assessment of documents | 7 |
| Figure 2: FIBAA Experts: Assessment of the site visit | 8 |
| Figure 3: FIBAA Experts: Evaluation procedure (PROG) | 9 |
| Figure 4: Higher Education Institutions..... | 10 |
| Figure 5: 62 women out of 134..... | 17 |
| Figure 6: 24 women out of 52..... | 17 |
| Figure 7: 9 women out of 20..... | 18 |
| Figure 8: 15 women out of 32 | 18 |

Tables

| | |
|-------------------------------------------------------------------------|----|
| Table 1: Evaluation of FIBAA procedures | 6 |
| Table 2: Statistics of Statistisches Bundesamt | 14 |
| Table 3: Full-time and artistic staff (all)..... | 14 |
| Table 4: Full-time and artistic staff (only women)..... | 15 |
| Table 5: Engineering | 15 |
| Table 6: Humanities | 16 |
| Table 7: Marketing (Bachelor) Number and content of conditions | 25 |
| Table 8: Management (Bachelor) Number and content of conditions | 26 |
| Table 9: Finance (Master) Number and content of conditions..... | 26 |

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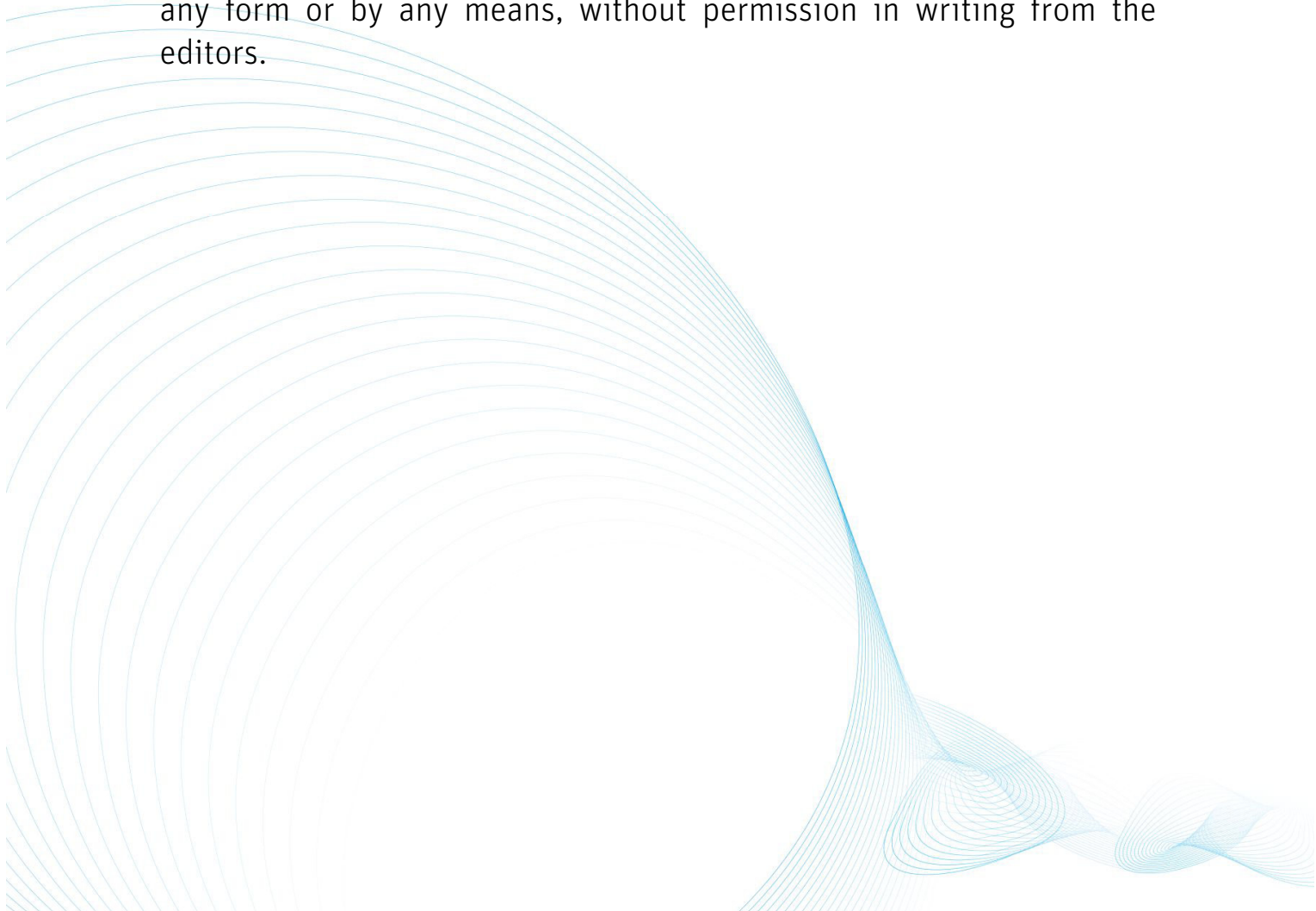
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Annex 4: Decision of the German Accreditation Council: Re-accreditation of FIBAA 2017

Drs. AR 33/2017

Beschluss zum Antrag der Foundation for International Business Administration Accreditation (FIBAA) vom 23.05.2016 auf Akkreditierung

Beschluss des Akkreditierungsrates vom 07.02.2017

I.

Die Stiftung zur Akkreditierung von Studiengängen in Deutschland (Stiftung) akkreditiert gemäß § 2 Abs. 1 Nr. 1 des Gesetzes zur Errichtung einer Stiftung „Stiftung zur Akkreditierung von Studiengängen in Deutschland“ die Foundation for International Business Administration Accreditation (FIBAA) nach Maßgabe der nachfolgenden Bestimmungen und verleiht ihr damit insoweit die Berechtigung, Studiengänge und hochschulinterne Qualitätssicherungssysteme durch Verleihung des Siegels der Stiftung zu akkreditieren.

II.

Die Entscheidung gemäß o. Pkt. I. wird am 07.02.2017 wirksam. Gemäß Ziffer 5.1.2 Satz 2 des „Regeln für die Akkreditierung von Agenturen“ vom 08.12.2009 in der Fassung vom 23.09.2016 wird sie jedoch wieder unwirksam, wenn die Agentur nicht bis zum 31.05.2017 eine Vereinbarung gemäß § 3 des Gesetzes zur Errichtung einer Stiftung „Stiftung zur Akkreditierung von Studiengängen in Deutschland“ in der vom Akkreditierungsrat am 22.06.2016 beschlossenen Fassung unterzeichnet.

III.

Die Akkreditierung und die Berechtigung gemäß o. Pkt. I. wird für eine Dauer von fünf Jahren erteilt; der Widerruf gemäß u. Pkt. V. bleibt vorbehalten.

Gemäß Ziffer 5.2.1 des Beschlusses „Regeln für die Akkreditierung von Agenturen“ vom 08.12.2009 in der Fassung vom 23.09.2016 läuft die Akkreditierung am 31.03.2022 aus.

IV.

Der Akkreditierungsrat stellt fest, dass die FIBAA einige Qualitätsanforderungen nicht erfüllt; diese Mängel sind gemäß Ziffer 5.1.3 des Beschlusses „Regeln für die Akkreditierung von

Agenturen“ vom 08.12.2009 in der Fassung vom 23.09.2016 voraussichtlich innerhalb von neun Monaten behebbar. Die Akkreditierung wird daher unter den folgenden Auflagen erteilt:

Auflage 1: Die Agentur weist eine Überarbeitung des Prozesses zum Datenbankeintrag nach, mit der sie den unverzüglichen und vollständigen Eintrag der Studiengänge einer systemakkreditierten Hochschule gewährleistet, sobald diese nach deren Vorgaben akkreditiert worden sind und die Akkreditierung von der Hochschule mitgeteilt worden ist und soweit nicht die Hochschule per Vereinbarung mit dem Akkreditierungsrat die Pflicht zum Eintrag übernommen hat (ESG-Standard 2.6).

Auflage 2: Die Agentur weist die Anpassung der „Handreichung der FIBAA zur Akkreditierung von Studiengängen gemäß den Anforderungen des Akkreditierungsrates“ sowie der „Handreichung der FIBAA zur Systemakkreditierung gemäß den Anforderungen des Akkreditierungsrates“ an die Beschlusslage des Akkreditierungsrates nach (AR-Kriterium 3.1).

Der Akkreditierungsrat verweist ausdrücklich auf die im Gutachten enthaltenen Empfehlungen.

V.

Gemäß Ziffer 5.5.2 des Beschlusses „Regeln für die Akkreditierung von Agenturen“ vom 08.12.2009 in der Fassung vom 23.09.2016 wird eine Frist zur Auflagenerfüllung von neun Monaten festgesetzt. Weist die FIBAA die Erfüllung der Auflagen innerhalb dieser Frist nicht nach, soll die Stiftung die Akkreditierung gemäß Ziffer 5.5.4 des Beschlusses widerrufen.

VI. Begründung

Allgemein:

Auf der Grundlage des Gutachtens und unter Würdigung der Stellungnahme der Agentur gelangte der Akkreditierungsrat zu der Auffassung, dass die Foundation for International Business Administration Accreditation (FIBAA) die Standards und Kriterien in den Ziffern 2 und 3 seines Beschlusses „Regeln für die Akkreditierung von Agenturen“ vom 08.12.2009 in der Fassung vom 23.09.2016 im Wesentlichen erfüllt.

Die von der Gutachtergruppe mit den Nr. 4 und 7 bezeichneten Auflagen wurden aufgrund der Stellungnahme der Agentur zusammengefasst und angepasst (siehe zur Begründung die Ausführungen in Abschnitt „Zu Auflage 1“).

Die von der Gutachtergruppe mit der Nr. 5 bezeichnete Auflage (neu Auflage 1) wurde aufgrund der Stellungnahme der Agentur ebenfalls angepasst (siehe zur Begründung die Ausführungen in Abschnitt „Zu Auflage 2“).

In folgenden Punkten erteilt der Akkreditierungsrat abweichend von den Empfehlungen der Gutachtergruppe im Bewertungsbericht keine Auflage:

- Mit der Stellungnahme hat die Agentur verabschiedete Geschäftsordnungen für die FIBAA-Akkreditierungskommission für institutionelle Verfahren (F-AK INST) und für den Beschwerdeausschuss eingereicht. Damit ist die von der Gutachtergruppe mit der Nr. 1 vorgeschlagene Auflage obsolet und wird gestrichen.
- Mit der Stellungnahme hat die Agentur ein von ihrem Stiftungsrat am 06.12.2016 verabschiedetes QS-Konzept eingereicht. Aus dem Konzept geht hervor, dass auch aus den (neben den Evaluationen) übrigen internen und externen Rückmeldungen (Jour Fixe, Beschwerden, Monitoring des Akkreditierungsrates) regelhaft Konsequenzen gezogen werden. So werden nach dem Konzept aufgrund der Ergebnisse des Jour Fixe Prozesse regelhaft überprüft und, wenn erforderlich, angepasst. Checklisten und Tutorials für die Mitarbeiter sowie externe Handreichungen und Vorlagen werden nach Veränderungen von Prozessen, neuen Regeln, Ergebnissen aus ausgewerteten Monitoring-Verfahren des Akkreditierungsrates und

Beschwerdeverfahren überarbeitet. Damit ist die von der Gutachtergruppe mit der Nr. 2 vorgeschlagene Auflage obsolet und wird gestrichen.

- Die Agentur reicht eine verabschiedete Berufungsordnung ein. Damit ist die von der Gutachtergruppe mit der Nr. 3 vorgeschlagene Auflage obsolet und wird gestrichen.
- Die Agentur hat mit der Stellungnahme einen überarbeiteten Beschluss des Stiftungsrates „Grundsätze für die Trennung von Prüfung und Beratung bei Prüfungsverfahren im Rahmen der ESG“ eingereicht, der für die Programm- und für die Systemakkreditierung die Grundsätze aus dem Beschluss des Akkreditierungsrates „Standards für die Gestaltung des Verhältnisses von Systemakkreditierung und Beratungsdienstleistungen“ übernimmt. Damit ist die von der Gutachtergruppe mit der Nr. 6 bezeichnete Auflage obsolet und wird gestrichen.

Zu Auflage 1: Zur von der Gutachtergruppe mit der Nr. 4 bezeichneten Auflage hat die Agentur mit der Stellungnahme einen überarbeiteten Prozess zum Datenbankeintrag eingereicht, aus dem hervorgeht, wie der zeitnahe Eintrag der Rumpfdatensätze im Hochschulkompass durch ein System von „Eskalationsstufen“ (verkürzte Fristsetzung durch Bearbeiter, Nachfrist, Erinnerung durch die Geschäftsführung der Agentur, Meldung an den Akkreditierungsrat) gewährleistet werden soll. Dieser Prozess erscheint zwar geeignet, eine zeitnahe Eintragung der Entscheidungen in der Programm- und Systemakkreditierung zu gewährleisten, umfasst aber nicht den Eintrag von Studiengängen an systemakkreditierten Hochschulen.

Zudem hat die FIBAA zu der von der Gutachtergruppe mit Nr. 7 bezeichneten Auflage zwar auf ihrer Homepage klargestellt, dass Studiengänge an systemakkreditierten Hochschulen nur dann akkreditiert sind, wenn sie nach den Vorgaben des akkreditierten Systems eingerichtet werden oder bereits Gegenstand der internen Qualitätssicherung nach den Vorgaben des akkreditierten Systems waren. Sie hat aber gleichzeitig ausgeführt, dass sie Studiengänge an systemakkreditierten Hochschule nicht in die Datenbank eintrage. Mit dieser Vorgehensweise verstößt die Agentur gegen § 11 der Vereinbarung zwischen FIBAA und Akkreditierungsrat, wonach die Agentur grundsätzlich für die Datenbankeinträge zuständig ist. Die Agenturen haben, anders als von der FIBAA dargestellt, auch die entsprechenden Zugriffsrechte. Durch eine entsprechende Vertragsgestaltung mit der Hochschule kann die Agentur auch sicherstellen, dass sie die Informationen über akkreditierte Studiengänge erhält.

Zu Auflage 2: Mit der Stellungnahme hat die Agentur einen geänderten Mustervertrag eingereicht, in dem die diesbezüglichen Monita der Gutachtergruppe (siehe Anlage 1, S. 63 f.) behoben wurden. Die ebenfalls eingereichten Dokumente „Handreichung der FIBAA zur Akkreditierung von Studiengängen gemäß den Anforderungen des Akkreditierungsrates“ sowie „Handreichung der FIBAA zur Systemakkreditierung gemäß den Anforderungen des

Akkreditierungsrates“ wurden zwar geändert; die Änderungen entsprechen allerdings noch nicht vollständig den Anforderungen des Akkreditierungsrates.

Aus der Neufassung der „Handreichung der FIBAA zur Akkreditierung von Studiengängen gemäß den Anforderungen des Akkreditierungsrates“ wurde zwar die von der Gutachtergruppe monierte (siehe Anlage 1, S. 63) Information gestrichen, wonach der Akkreditierungsrat über Aussetzungen informiert werden müsse. Nun ist allerdings (auf S. 20) die Aussage enthalten, dass der Bericht über die Aussetzung eines Akkreditierungsverfahrens veröffentlicht werden müsse. Auch dies ist jedoch nach den Regeln des Akkreditierungsrates nicht der Fall.

Auf S. 9 der „Handreichung der FIBAA zur Systemakkreditierung gemäß den Anforderungen des Akkreditierungsrates“ wird nun ausgeführt, dass es im Fall, dass eine Hochschule reglementierte Studiengänge anbiete, einer Programmstichprobe bedürfe. Dies ist zwar korrekt. Der vorher enthaltene korrekte Hinweis darauf, dass in diesen Fällen zudem in der Merkmalsstichprobe als weitere Merkmale die entsprechenden Spezifika der reglementierten Studiengänge (z.B. ländergemeinsame und ggf. landespezifische Regelungen für die Akkreditierung von Lehramtsstudiengängen) hinzutreten, wurde allerdings fälschlicherweise nun gestrichen.



Annex 5: The German Accreditation Council about fulfilling the conditions

Drs. AR 78/2017

5 Erfüllung der Auflagen im Verfahren zur Akkreditierung der Foundation for International Business Administration Accreditation (FIBAA)

Beschluss des Akkreditierungsrates vom 07.06.2017

10 Der Akkreditierungsrat stellt fest, dass die Foundation for International Business Administration Accreditation (FIBAA) die Auflagen 1 und 2 aus der Entscheidung zur Akkreditierung der Agentur vom 07.02.2017 erfüllt hat. Damit hat die Agentur alle Auflagen erfüllt.

Begründung

Zu Auflage 1:

15 FIBAA sieht nun auch bezüglich des Eintrags von Studiengängen an systemakkreditierten Hochschulen korrekte und nachvollziehbare Verfahrensabläufe vor. Die Agentur weist damit die in der Auflage geforderte Überarbeitung des Prozesses zum Datenbankeintrag nach.

Zu Auflage 2:

20 FIBAA weist die geforderten Änderungen in den Handreichungen für die Programm- und Systemakkreditierung nach.