ASIIN-*Newsletter*

Special Issue:

Trends & Developments in
International Quality Assurance

Sehr geehrte Damen und Herren,
Liebe Freunde und Förderer,
Liebe Mitglieder, Gutachter und
Gremienangehörige der ASIIN,

es freut mich sehr, Ihnen hiermit die Lektüre der 16. Ausgabe des ASIIN-Newsletter ans Herz legen zu dürfen. Das Schwerpunktthema unserer Frühjahrsedition beschäftigt sich mit „Neuen Entwicklungen der hochschulischen Qualitätsentwicklung".

Um diese aufzuspüren, hatten wir prominente Vortragende und Gäste aus über 40 Ländern zu unserer traditionellen internationalen Hochschulkonferenz am 10. – 11. Dezember 2018 nach Berlin eingeladen. Im Mittelpunkt standen dabei insbesondere neue Formen der Wirkungsanalyse der Akkreditierung, die Vorstellung alternativer QM-Modelle im Hochschulsektor, aktuelle Initiativen der UNESCO und des European Quality Assurance Register EQAR, sowie innovative Ansätze zur Erfassung studiengangsbezogener Lernergebnisse. Dem internationalen Format der Tagung Rechnung tragend wurden ferner neue Entwicklungen in verschiedenen Weltregionen präsentiert (beispielhaft steht dafür in dieser Ausgabe die jüngere Entwicklung in der Mongolei). Auf besonderes Interesse stieß die Vorstellung neuerer Ansätze in den Fachdisziplinen der Ingenieur- und Naturwissenschaften, der Informatik und der Medizin und ihre Relevanz für die zukünftige akademische und berufliche Mobilität von Hochschulabsolventen. Im Rahmen der Strategischen Partnerschaft der ASIIN mit den deutschen Fakultäten- und Fachbereichstagen werden wir diese weiter nachverfolgen.

Wir haben einige der Vortragenden gebeten, ihre Ergebnisse und Kernthesen für Sie als unsere Leser aufzubereiten und freuen uns, ihnen diese nachfolgend präsentieren zu können.

Abschließend danke ich den Mitgliedern der ASIIN für interessante Beiträge zu diesem Newsletter und allen für die anhaltend engagierte Unterstützung der Vereinsziele.

Viel Vergnügen bei der Lektüre

Inhalt

5ᵗʰ Global Conference on Quality Assurance in Higher Education in Berlin – An overview on topics and discussions

The world of Higher Education is rapidly changing and so are the challenges the community is facing. In the framework of the meanwhile 5ᵗʰ Global Meeting of Quality Assurance in HE, organized by ASIIN in cooperation with the European Alliance of Subject-Specific and Professional Accreditation and Quality Assurance (EA-SPA) and with the support of the International Network for Quality Assurance Agencies in Higher Education (IN-QAAHE) on December 10-11, 2018, a global audience coming from 40 countries internationally as well as 20 prominent speakers were in attendance:

The conference revolved around the latest developments in the following topics:

- How can universities make best use of institutional and programme accreditation models?

- Mutual recognition of Higher Education – what new instruments are currently developed and implemented?

- Accreditation and Student Achievement – how to deal best with the issue of measuring achieved learning outcomes in Higher Education (HE)?

- What promising alternative models of Quality Assurance in Higher Education are currently operating?

- Learning from the world – what is new in Higher Education in Asia, Africa, and the Arab World?

- How to measure the impact of internal and external quality assurance?

The first day featured an opening speech by the Managing Director of ASIIN, Iring Wasser, giving an overview regarding the manifold functions and untapped synergies of Quality Assurance in Higher Education as well as an introduction into the logical traits of the conference programme. This was followed by a presentation of the President of the EQAR, Karl Dittrich, who talked about the status of the DE-QAR project and the perspectives of in-troducing a database of accredited programmes and institutions in a European database, operational as of the 1ˢᵗ of January 2019. Andreas Snidal then gave an overview over the UNESCO global convention on the recognition of Higher Education qualifications, which is scheduled to be passed by the General Assembly in spring of 2019. There was consensus in the audience that the existence of instruments such as a white list of accredited programmes and institutions as well as the recognition convention has the potential to better facilitate academic and global mobility in the future and to overcome the current divide between the field of accreditation and recognition.

The President of the European Association for Quality Assurance in Higher Education (ENQA), Christoph Grolimund, then proceeded in displaying a meta-analysis of over 30 impact studies, which ENQA members had effectuated in response to fulfilling criterion 3.4 of the "European Standards and Guidelines".[1] It was widely recognized that this criterion is posing a challenge to all members and that the results are as of now still sketchy and in need of further elaboration. In the same session, the vice rector of the TU Berlin, Hans Ulrich Heiss, presented an impressive case study, how data emanating from its comprehensive integrated IQA[2] system are used in multiple ways to govern the development of his Alma Mater. Oliver Vettori, Dean of Accreditation and Quality Management and Director of Programme Management and Teaching and Learning Support at Vienna University of Economics and Business, provided an overview

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[1] European Standards for Quality Assurance in the European Higher Education Area (ESG), available at: https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf (Download: 2019-02-19)

[2] Internal Quality Assurance

of current international trends in internal quality assurance and how these trends might affect the relationship between IQA and EQA[3]. Examining how different approaches to IQA are strongly connected to differing underlying assumptions and logics, the contribution engaged the audience in a debate on the challenges that may lie ahead of the entire profession.

Gloria Rogers, Senior Scholar Emerita, Higher Learning Commission of the North Central Association, USA, spoke on how quality and continuous improvement are at the heart of the accreditation process and that academic processes, procedures, facilities, and technology are jointly providing the infrastructure related to student learning and intended as well as achieved learning outcomes.

In the world cafe session of day 1, Mark Wilde from the German Academic Exchange Council (DAAD), Orkhon Gantogtokh, executive director of the Mongolian Academy for Higher Education Development and Zahra Balaawi, division director for Quality Assurance in HE at the Abu Dhabi Department of Education, presented new developments in different world regions. They displayed the outcomes of the EU-Asia SHARE project, the modernization of the Mongolian HE Quality Assurance sector and current trends and developments in the Arab region respectively.

On the second day of the event, the focus shifted to new developments of Quality Assurance in various HE disciplines. William Pinsky, the President of the ECFMG®, the Educational Commission for Foreign Medical Graduates, highlighted the fact that the conditions of practicing as a doctor in the US are toughened before the background of a more heterogeneous medical education in the international realm. Effective in 2023, physicians applying for ECFMG Certification will thus be required to graduate from a medical school that has been appropriately accredited by a recognized accrediting agency. Peter Dieter, president of the Association of Medical Schools in Europe (AMSE), then presented a model, how AMSE and ASIIN are cooperating in safeguarding the quality of medical education in Europe based on WFME standards[4] in the future.

In the field of informatics, Liz Bacon, president of the European Quality Assurance Network in Informatics Education (EQA-NIE), and Gregor Engels, Vice-President of Informatics Europe, were leading the discussion about new developments and upcoming challenges in informatics education and quality assurance in Europe and on a global level. In engineering, the new initiative of "Engineers Europe" was presented by Dirk Bochar, Secretary General of FEANI. He highlighted the fact that in the past year almost 20 European engi-

neering associations and stakeholders have joined the initiative to jointly promote engineering topics of interest in the European and international arena. Ralph Dreher, Professor for Vocational Didactics at the University of Siegen and Founder of the Institute for Technical Vocational Didactics presented his ideas related to the so-called "Leonardic Oath". This concept has been developed as a benchmark for engineering curricula with the understanding that engineering work is more than a process to transfer technology into products and solutions and that engineering design must balance economic, ecological and social responsibility. Ralph Salzer from TU Dresden, representing the European Chemistry Thematic Network Association, spoke on the advanced project to develop Global Standards in Chemistry in close cooperation between European and American stakeholders.

The conference was concluded by an in-depth international information session organized by ASIIN for its international clients.

In the following pages, the authors present short articles and summaries to the above-mentioned issues of global trends and developments of Quality Assurance in the Higher Education area.

Iring Wasser,
CEO of ASIIN e.V.

Mutual Recognition of HE Qualifications – New Developments

The future UNESCO Global Convention on the recognition of higher education and its impact on Global HE and related QA issues

Quality assurance of study programmes and higher education institutions is a fun-

damental condition for trust between national systems of higher education, and is what make mutual recognition of higher education qualifications possible. Therefore, when UNESCO now is preparing a Global Convention on the Recognition of Higher Education Qualifications to facili-

tate academic mobility across regions and continents, the future agreement not only spells out procedures for recognition of qualifications, but also contains provisions to establish global standards on quality assurance. In this sense, when adopted in 2019, the Global Convention will also be

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[3]   External Quality Assurance

[4]   World Federation for Medical Education

the first multilateral treaty on quality assurance in higher education, and underlines UNESCO's commitment towards the UN Sustainable Development Goals' target of ensuring women and men equitable access to quality higher education and to promote lifelong learning opportunities for all.

Andreas Snildal,
Programme Specialist, UNESCO

Trust, Mobility and Recognition

All over the world, the importance of higher education (HE) is well recognised. HE leads to personal and collective welfare, which makes our societies invest heavily in research and education. However, it is not only about education; what counts most is good education. That is why so many countries pay attention to quality assurance, as a check, but also as an enhancement, ensuring that the quality of education is up to the standards. In 1999, during the festivities for the anniversary of the University of Bologna, 29 European ministers responsible for HE signed the so-called Bologna-declaration, in which they proposed to achieve greater compatibility and comparability of their respective HE systems. In later years, three key commitments came out of this effort towards harmonisation:

- A three-cycle degree system of bachelors, masters and PhD;

- The use of the European Credit Transfer and Accumulation System (ECTS);

- A robust internal and external quality assurance system.

In the meantime, the number of Bologna-signatories has increased to 48, and great progress has been made towards the implementation of these three key commitments. The ministers hoped to install a European Higher Education Area (EHEA), to facilitate mobility of staff and students, and to open the European labour market for degree holders from all over the "Bologna countries". To reach these objectives trust has to be developed between countries and the diverse HE systems. Trust in the quality of education has to be based on evidence and that is why all countries have developed systems of external quality assurance. To ensure the compatibility and comparability of these systems a number of tools have been developed. First of all, external quality assurance has to lead to "independent judgements" of quality, executed by peers, experts and students, and organised by agencies. Besides that, the quality assurance agency has to comply with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)", which are directed towards the higher education institutions themselves (the internal quality assurance), the agencies, and the legal systems of quality assurance (independence, transparency, appeals). Agencies that comply with the ESG may be registered in the European Quality Assurance Register (EQAR), founded in 2008 on the explicit wishes of the ministers.

Still – and understandably –, the diversity in quality assurance systems is huge. Some systems are control-oriented, others more enhancement-driven; some agencies are generic, some are specialized and deal with specific professions or domains; some countries relish the "open market" for agencies in order to let their higher education institutions (HEIs) choose the agency best fitting with their structure or culture, other countries are restrictive; some systems develop towards institutional audits/accreditations/reviews, whereas others stick to the evaluation of programmes. But eventually, this diversity has not led to lower mobility. On the contrary, students and staff are ever more mobile. This of course is completely in line with the initial objectives of the Bologna process. And although certain cracks become visible in the positive internationalisation policies of the Bologna countries, students still ask for opportunities for studying abroad. Therefore, they need good and reliable information, since it is in their interest to make good choices and to have their study efforts and degrees acknowledged. The recognition of study programmes and degrees is thus essential for the mobility issue.

EQAR has developed a tool, called DEQAR (Database of External Quality Assurance Results), in which all accreditation decisions and reports by EQAR-registered agencies will be gathered and published. This database consists of information presented by trustworthy agencies complying with the ESG. This is to say that students can trust this information and use it to make well-informed choices. For countries and HEIs, this tool aims to ease the recognition procedures. That is why DEQAR has led to great enthusiasm with students and governments. At the end of 2019, DEQAR is expected to provide access to over 20.000 reports and decisions on HEIs and study programmes!

Of course, EQAR hopes that as many agencies as possible will apply for registration, and that they are willing to opt for participation in DEQAR. Our policy is that all agencies could be registered, irrespective of whether they are European or from outside Europe, as long as they prove compliance with the ESG, and carry out external quality assurance activities in the EHEA. As to that, this is an invitation to join EQAR and DEQAR!

Karl Dittrich,
President EQAR

Accreditation and Student Achievement

Should accreditation focus more on student achievement and performance and less on institutional procedures?

The purpose of accreditation is public accountability and the assurance and improvement of academic quality. To understand the quality of an academic programme, both student achievement and institutional procedures must be considered. Institutional inputs and processes determine each programme's capacity to deliver quality educational outcomes. The background and experiences of faculty and
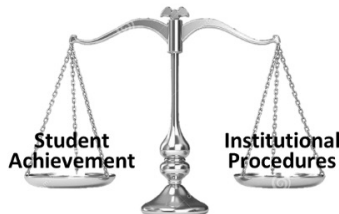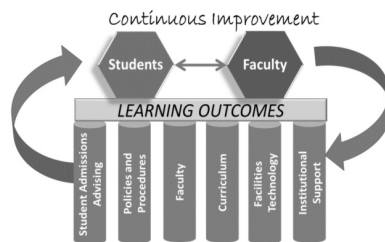

students as well as the programme's processes and infrastructure identify the programme inputs. Not all programmes are equal as some attract better qualified faculty, better prepared students, and significant infrastructure to support programme outcomes. Some institutions receive public assistance and some are privately endowed. Some are selective in their student body and some are less restrictive and admit students with a wider range of abilities. Some have significant resources and others do not. The accreditation process should be sensitive to institutional and programme differences while at the same time expect quality outcomes consistent with the programme inputs and constituent expectations.

In a review of institutional procedures, several elements must be considered. These elements are depicted in the figure below and are the pillars that support student and faculty learning.

Student admissions and advising: Processes to admit qualified students should reflect the mission of the institution and be consistent with the needs of relevant constituents. The constituent base will depend on the nature of the institution and its mis-

sion. Generally, this includes employers and the profession as well as societal needs. The advising and student support functions of the institution should be consistent with the unique input qualities of the programme.

Policies and procedures: The institution and programme policies and procedures are designed to provide guidelines and regulations for the operation of the educational and support units.

Faculty: As represented here, faculty include the body of faculty members who are responsible for the development of the curriculum and oversight of institutional processes that impact the learning environment.

Curriculum: The curriculum includes courses and co-curricular activities where students have opportunities to learn, practice and develop their knowledge and skills related to the intended learning outcomes. Co-curricular activities can include such things as internships, discipline-based clubs and competitions, co-op education, etc.

Facilities and technology: Academic and support facilities and technology include laboratories, teaching technology, research databases, libraries, etc., that support and influence student learning.

Institutional support: Institutional support includes the provision of financial and human resources necessary for the faculty to carry out the academic mission of the pro-

gramme. This includes funding for faculty development, research support, faculty hires and salaries, the update and procurement of classroom and laboratory equipment and facilities, etc. The degree to which students are attaining the intended programme learning outcomes is an indicator of how well these programme elements are working together to enable student learning.

Assessing student learning is a process that is designed to inform faculty about how well these elements are working together and how successful the programme has been in achieving the outcomes. In the classroom, the focus of assessment is on individual students and his/her learning. For the programme, the focus of assessment is on the programme and the extent to which the programme is achieving the intended programme outcomes. The challenge for faculty is to do assessment in such a way that they can transform the data that is gathered in the assessment process into actionable information that can be used to identify improvements that are needed to improve student learning. This requires faculty agreement on what the programme learning outcomes are and what student performances they will look for as evidence of student achievement for each outcome. Evaluation of the assessment data may include both formative and summative assessment data, review of the curriculum map, student survey information, alumni survey results, student characteristics, and faculty observations. The result of the evaluation process should lead to actions that can be taken to improve student learning. These actions should lead to the strengthening of the pillars of the learning processes.

It is important to recognize that the faculty are both the originators and the beneficiaries of student learning. That is, the more faculty learn about the extent of student learning, the more it influences their own teaching and course delivery practices. Faculty are a critical part of the continuous improvement process.

As a public trust, the accreditation process is one that should focus equally on both student achievement and institutional procedures. They are linked in such a way that both quality assurance and quality improvement cannot be appropriately evaluated unless both are seen as essential to the accreditation process.

Gloria Rogers,
Senior Scholar Emerita, Higher Learning Commission of the North Central Association, USA
Senior Adjunct Director, Professional Programs, ABET, Inc.

Alternative Models in International Higher Education Quality Assurance

The "Critical Friend Approach": a new external review methodology developed in the field of music

This article proposes a new approach towards external quality assurance developed by *MusiQuE – Music Quality Enhancement*, the independent European-level subject-specific organisation for evaluation and accreditation in the field of music with a registration on EQAR. This new approach, called the "Critical Friend Approach", can support the development of a quality culture at all levels in the institution. The "Critical Friends" are experts in their field, who are able to assess both content quality (in the case of conservatoires: artistic quality) and educational quality (curricular structures, assessment procedures, student feedback mechanisms, etc.). The first experiences of the "Critical Friend Approach" show that it increases the relevance of quality assurance processes to students and teachers, develops an on-going quality culture in institutions, and moves quality assurance from a technocratic process to a discourse about the content of the education.

A "critical friend" is an external expert who is considered to be an international authority with regard to the content of the programme(s) under review. The "critical friend" is asked to review one or more programme(s) during a visit of approximately three days. During this visit, he will speak with the management, teachers, students and non-academic staff (e.g. quality assurance officers) both personally and in small groups, visit classes, performances and examinations, sample written work and study relevant materials in order to get an impression of the quality of the programmes both in terms of artistic standards and educational quality. After such a visit, the "critical friend" will formulate his or her findings in a concise report of about 5 to 7 pages, which should include a set of concrete recommendations. This report will be structured along the *MusiQuE* Standards for Programme Review, and will be handed over to the institution for its internal quality enhancement purposes. The institution or department will then be asked to write a response to this report with an action plan on how it plans to address the recommendations made by the "critical friend". Each programme (or group of similar programmes) will be visited by a different "critical friend" with specific expertise in the disciplines of the programme(s). Over a period of several years, all programmes offered by the institution in a particular discipline will be visited more than once, so that developments can be monitored.

Following these visits, a regular review visit by an external review panel will take place, which will take into account the reports of the "critical friends". Thus, the efforts of an institution in a "traditional" accreditation procedure can be reduced significantly: Instead of the obligatory self-evaluation report, the institution can submit the reports written by the "critical friends" together with statements from the institution containing information on what has been done with the recommendations of the "critical friends"[1]. In addition to these reports, an annotated list can be provided of all existing documentation relevant to the external review panel, such as curriculum overviews, module descriptions, quality assurance reports and various management information.

The "Critical Friend Approach" can be effective with regard to creating a stronger involvement of students and teachers in quality assurance processes. The first experiences with the approach at the Royal Conservatoire in The Hague show as an important advantage that the presence of the "critical friend" provides opportunities for meaningful exchanges with students and teachers. While visiting classes, performances and examinations, the "critical friend" will have the possibility to observe and meet several teachers in their professional context and not just during the usual one-hour meeting as part of a regular review visit. As a result, not only a better impression of the actual quality of teaching can be gained, but teachers will also be confronted with a quality assurance method based on personal contact and a content dialogue with a peer.

The "Critical Friend Approach" also embodies a concept of quality culture addressing both artistic standards and educational quality. Because he/she will attend both examinations as well as the deliberations of the assessment panels, he/she will be able to assess both the musical quality of the student performances (quality of content/learning outcomes), as well as how the assessment procedures are formalised and executed (educational quality). By doing so, he/she will engage directly with an area that is essential for the daily work of the teachers and be able to give feedback on what has been observed.

Besides creating a closer connection to the teaching faculty, first experiences with the

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[1] This is consistent with ESG 3.2, which states that external quality processes should include "a self-assessment or equivalent".

"critical friend" approach also show other advantages:

- The approach provides a solution to the ever-present search for a balance between quality enhancement and quality control in external quality assurance processes.

- The institution's workload for the preparation of an external review will be much more evenly spread over several years instead of the usual "accreditation stress" programmes and institutions experience every five to six years in regular review models.

- For quality assurance experts and offices, the approach does not only mean

a more evenly spread workload as in the case of the institution, but through the involvement in its quality assurance procedures on a regular basis, they will also be placed into a more central position towards departments, students and teachers.

- Finally, this approach fits well with the trend of a gradual development towards external quality assurance processes at institutional level, which is visible in many European countries. In this trend, institutions are given more responsibility to develop their own internal quality assurance processes at programme and departmental level, the working of which they will need to explain in the institutional level review

procedures. *MusiQuE's* combined approach of the "critical friends" and regular review visits can serve as an effective model for the quality assurance of programmes or departments within multi-disciplinary higher education institutions, which will in fact have the status of being an internal quality assurance procedure within institutional level review processes, but one with a strong external dimension.

Martin Prchal,
Royal Conservatory the Hague,
Chair MUSIQUE

Learning From the World – New Developments in QA on a Global Level

New Trends of Higher Education Quality Assurance in Mongolia

Mongolia is one of the fastest growing emerging economies, where the higher education sector is seen as a crucial means to help accelerate sustainable economic and social development. Over the past 27 years, the Mongolian higher education (HE) has experienced a remarkable expansion. Between 1991 and 2018, the number of students increased from some 20,000 to about 155,000 representing a growth in the gross enrollment ratio (GER) from 14% to 69%. The total number of Higher Education Institutions (HEIs) also drastically increased during the same period, from 14 to 95. In total 74 HEIs have been institutionally accredited, 203 programmes accredited nationally and 19 programmes accredited internationally.

The Mongolian HE has been working on addressing the issue of low-cost, low-quality academic programmes, which are often not relevant to the labor market. Graduate unemployment is a major issue

given that an estimated 40% of higher education graduates were unemployed. Thus, improvement of the national quality assurance system is an important agenda in Mongolian HE as it is expected to support the institutional and curriculum review processes and employability of graduates.

The Mongolian National Council for Education Accreditation (MNCEA) established in 1998, has been implementing fundamental reforms since 2015. Through document analysis, observation and survey methods, this study aims to explore how multifaceted international collaborations have been facilitating the reform process of the quality assurance system in Mongolia, which has been implemented in the three levels including the QA system level, QA agency level and higher education institutional level.

At the system level, the national quality assurance system in Mongolia was redefined by enhancing the legal framework and refining the system of external and internal quality assurance at both HEI and programme levels and eliminating overlap-

ping QA tools in the system. In this effort, we effectively utilized international QA expert's consultancy provided by the Higher Education Reform Project (HERP) funded by ADB. As a culmination, in 2016, the following major amendments were made in the Law on Education and the Law on Higher Education with regard to improving quality assurance and accreditation procedures:

1. Initial programme accreditation was introduced and made compulsory;

2. Institutional accreditation was made mandatory with a 5 year periodic review;

3. A central accreditation agency has been established as a non-for-profit organization licensed by the Ministry;

4. Partial budget allocation is secured to the central accreditation agency;

5. The accreditation agency's board is composed by members representing

the state, the public and the student body; and

6. The central accreditation agency is in charge of conducting institutional accreditation, developing and approving accreditation criteria and procedures, overseeing programme accreditation agencies and registering international programme accreditation agencies, which accredit study programmes of Mongolian HEIs internationally.

On the level of the quality assurance agency, in order to build the capacity of the national QA agency, a twinning project between an international quality assurance agency (QAA), ASIIN and MNCEA was implemented in 2016-2018 with the funding from HERP.

1. As a result of the twinning project, based on comparative review, new standards and procedures for institutional, programme and initial accreditation were developed involving wider local stakeholders. About 60% of the content of standards and criteria is aligned with the ESG and major international standards of QAAs.

2. Following this, the new standards and procedures were piloted at two institutions and three programmes, and afterwards revised and approved. Procedural faults, which caused a lengthy or delayed process of accreditation, were eliminated.

3. The capacity building activities were conducted by ASIIN for coordinators, field committees and peers to enable them to use new tools.

4. Twinning with ASIIN, MNCEA has developed its internal regulatory documents, designed its strategic planning and HR policy, developed its manual for the internal quality assurance (IQA) of the agency and prepared for the external recognition by an international QAA. MNCEA has also worked with an Erasmus Plus project to improve its accreditation criteria for doctoral programmes.

At the HEI level, institutions were recommended to eliminate fragmented QA responsibilities and activities such as monitoring, control, inspection, and auditing and establish a sound and coherent IQA system. Although many HEIs addressed the issue quickly by establishing their own IQA units, there was a lack of capacity to effectively exercise IQA tools to bring tangible results in the quality of programmes. To help move forward IQA in Mongolia, among a number of series of capacity building trainings, MNCEA invited IIEP-UNESCO to join in organizing a workshop for all IQA specialists at HEIs. As a result, the participants agreed on a roadmap for the development of IQA at their institutions. As a culmination, the National Quality Forum was created, involving QA officials of the Mongolian HE sector that will meet regularly to exchange on IQA experiences and issues among the Mongolian HEIs.

In the politically highly instable context of Mongolia, these reform endeavors in all three levels would not have been achieved without effective collaborations and support from international experts from QA networks and organizations. In only two years lifetime of the twinning project, ASIIN has witnessed four changes of the chairman of the MNCEA board, who is the Minister of Education him/herself, followed by the immediate dismissal of the Director of the Secretariat Office four times. These unnecessary management changes followed by a high turnover rate slowed down the reform activities, but international partners have served MNCEA as a strong back-up to sustain the reform agenda and keep going. As the Minister chairs the MNCEA's board, it is not an entirely independent agency from the Ministry, which needs to be corrected in the near future to ensure the agency's autonomy as an external professional body. MNCEA's next priority is directed towards strengthening internationalization by involving international peers in the accreditation procedures to bring in diversity and improve the capacity of national peers. Developing the capacity of professional associations, councils and the board to use these newly developed QA instruments, it is deter-

mined to continue its long-term collaborations with international partners.

Orkhon Gantogtokh,
Executive Director, Academy for Higher Education Development

Bolorsaikhan Omboosuren,
Senior Officer of Devision of Administration, Evaluation and Monitoring Quality Assurance, Mongolian National University of Medical Sciences

New Developments, Chances and Challenges in Higher Education Quality Assurance in the Field of Medicine and the Life Sciences

ECFMG® Regulation for International Medical Graduates (IMGs)

The Educational Commission for Foreign Medical Graduates (ECFMG) is the agency responsible for certifying the qualifications of international medical graduates (IMGs) who enter the U.S. health care system as trainees. Certification by ECFMG is required for IMGs to enter U.S. graduate medical education (GME) and, ultimately, to obtain an unrestricted license to practice medicine in the United States. In a country where 25% of all physicians in training and practice are IMGs, ECFMG's regulation of IMGs is vital to protecting the U.S. public.

Through a series of requirements, ECFMG Certification ensures that IMGs meet minimum qualifications to enter U.S. GME. For most of its 60-year history, ECFMG Certification has focused almost exclusively on evaluating individual graduates, not their medical schools. ECFMG has required IMGs to demonstrate their basic medical and clinical knowledge through a series of exams and has verified the authenticity of their medical education credentials directly with the issuing medical schools around the world. To ensure that ECFMG Certification remains an effective screening mechanism, ECFMG has enhanced the process continually over the years with additional requirements, including a hands-on test of clinical skills and the verification of additional medical education credentials.

Over the last decade, several factors have motivated ECFMG to enhance its requirements further to ensure that the graduate's medical school meets international standards for medical education. First, medical education quality and accreditation systems vary widely around the world. One-third of countries do not have an accreditation programme, and, if one does exist, it is not always mandatory. There also is significant variation in systems, duration, and standards. A second factor, the proliferation of medical schools around the world, compounds the variation in medical education and accreditation systems. The *World Directory of Medical Schools* lists more than 3,100 medical schools in operation around the world, with a 42% increase from 2002 to 2018. Finally, while the vast majority of schools provide quality medical education, ECFMG has identified a small number of medical schools with questionable business practices, including schools that have subverted or attempted to subvert ECFMG policies. These schools create challenges for students; tarnish the reputation of legitimate international medical schools; and make it very challenging to ensure medical school graduates have basic medical knowledge.

As the entry point for IMGs to the U.S. health care system, ECFMG is uniquely positioned to address these challenges. Supported by its Foundation for Advancement of International Medical Education and Research (FAIMER®), a world expert on medical education and accreditation, ECFMG is responding with a number of strategies, which include

- requiring that, by 2023, a medical school be appropriately accredited for its students/graduates to be eligible for ECFMG Certification ("2023 Accreditation Requirement");

- providing current and prospective medical school students with more and better information about selecting a medical school;

- investigating questionable medical school practices; and

- providing more information about an individual's medical school to GME programs, regulatory authorities, and others.

ECFMG announced its 2023 Accreditation Requirement for ECFMG Certification in 2010, and the requirement spurred the development of a global system of medical school accreditation where one had not existed previously. The *Programme for Recognition of Accrediting Agencies* developed by the World Federation for Medical Education (WFME) is a meaningful system of accreditation based on globally acceptable criteria that will allow the world's accrediting agencies and the medical schools they accredit to meet the 2023 Accreditation Requirement. A number of accrediting agencies already have been recognized by WFME and dozens more have engaged with the process.

In 2018, ECFMG released its *Guidance on Medical School Selection*, a web-based resource for current and prospective medical school students. The first edition of this web-based resource encourages students to consider a number of characteristics that may be indicators of quality medical education. ECFMG is working actively to enhance this resource with additional information.

ECFMG continues to develop its 2023 Accreditation Requirement and the other strategies it has identified to address global challenges in medical education. These initiatives advance ECFMG's mission of promoting quality health care for the public by strengthening the evaluation of IMGs entering the U.S. health care system for training.

However, in our increasingly interconnected world, where it is common for medical students and graduates to cross borders for medical education and practice,

the benefits of these initiatives extend well beyond the United States. Harmonizing accreditation standards will improve the quality of medical education and health care worldwide.

ECFMG and FAIMER are grateful to the conference organizers and participants for their contributions to the ongoing international dialogue on quality in medical education. We invite members of the international medical education and accreditation communities to follow our progress and to send their thoughts to president@ecfmg.org.

Resources:

- ECFMG's 2023 Accreditation Requirement — www.ecfmg.org/accreditation

- ECFMG's *Guidance on Medical School Selection* — https://www.ecfmg.org/resources/guidance-on-medical-school-selection.html

- FAIMER and WFME's *World Directory of Medical Schools* — www.wdoms.org

- FAIMER's *Directory of Organizations that Recognize and Accredit Medical Schools* (DORA) — https://www.faimer.org/resources/dora/index.html

- FAIMER Distance Learning in Accreditation & Assessment — https://www.faimer.org/distance-learning/

- FAIMER Research on Medical Education, Assessment, and Accreditation — https://www.faimer.org/publications/articles.html

William W. Pinsky; President & CEO, ECFMG, Chair, Board of Directors, FAIMER, Professor (Hon.) University of Queensland

New Developments, Chances and Challenges in Higher Education Quality Assurance in the Field of Medicine and the Life Sciences – The AMSE Approach

There are currently two major challenges in medicine: How should the doctors for the 21st century be educated? How should the quality of medical education be guaranteed worldwide at a high level? These two vital questions will be discussed against the background that health care is rapidly evolving in the 21st century (e.g. age pyramid, new diseases, prevention, and doctor-patient communication). The medical curricula need to be adapted to these changes. At the same time, private and profit-oriented medical schools are growing rapidly worldwide and cross-border mobility of doctors is increasing. Quality assurance and accreditation is not mandatory in many countries. All this may jeopardize health care and patient safety. Therefore, globally uniform quality standards and mandatory quality assurance/accreditation is indispensable.

A pilot project of The Association of Medical Schools in Europe (AMSE) and ASIIN, encompassing a joined accreditation of AMSE Member Medical Schools in WHO Europe, was meant to be a major step in this direction. AMSE is the Association of Medical Schools in Europe and represents 59 countries and about 600 Me-

dical Schools. The Medical Schools, medical education and research are very different between countries and even in Medical Schools within one country. An enormous increase in private and profit-oriented Medical Schools has been observed. A common standard for Medical Schools and education does not exist for Europe. Accreditation is not obligatory in all countries; about 50% of countries have a voluntary accreditation or no accreditation at all. As mentioned above, all this might lead to a risk of the patient´s safety. Therefore, AMSE started a Quality Assurance Project using the worldwide-accepted standards of WFME and, together with the accreditation agency ASIIN, offering an accreditation procedure, wherein the Medical School can obtain an AMSE certificate stating that it meets the WFME standard.

Peter Dieter,
President of AMSE

New Developments, Chances and Challenges in Higher Education QA in the Field of Informatics and Business Informatics

EQANIE – Updates in the Quality Assurance of European HE Informatics programmes

EQANIE – the European Quality Assurance Network for Informatics Education is a non-profit association seeking to enhance the evaluation and quality assurance of informatics study programmes and education across the world. Its work is focu-

sed around the development of criteria and procedures for the evaluation and quality assurance of higher education informatics study programmes, and to accredit programmes, which meet that standard offering the "Euro-Inf" quality label.

Whilst many countries have defined accreditation procedures for informatics degree programmes through their own quality as-

surance agencies and systems, standards are not necessarily consistent. In addition, not every country has clearly defined standards or regulations for every degree which leaves many institutions worldwide unable to offer an independent quality mark of their programmes.

The core benefits of a European Quality Label are as follows:

- Helping to synchronise international standards, definitions, terminology and share best practice to aid cross-border communication and understanding.

- Improving the quality of educational programmes in informatics.

- Facilitating mutual transnational recognition of programmes through the accreditation process.

- Facilitating recognition by competent authorities, in accord with EU directives and other international agreements.

- Increasing the mobility of graduates as recommended by the Lisbon Strategy in 2000, initiated by the EU.

- Helping employers to recruit international employees, and higher education institutions to recruit students to masters or PhD programmes from all over the world, educated to a recognised global standard.

The accreditation process is undertaken in two ways, either directly by an EQANIE accreditation panel or through an accredited agency. Currently there are three accredited agencies: ASIIN (Germany), ANECA[1] (Spain) and BCS[2] (UK) who accredit informatics programmes all over the world. To-date close to 350 quality labels have been awarded and the number is growing.

The Euro-Inf quality label can be awarded to a wide range of Informatics degrees, not only the traditional areas of computer science, networking, cybersecurity, artificial intelligence, computer games, digital media, data science and software engineering etc. However, since late 2017, there has been a new standard in Business Informatics, which was developed by an international working group and is compatible with the Euro-Inf Framework Standards and Learning Outcomes for informatics programmes. It is also aligned with the ACM/AIS[3] curriculum guidelines. This standard may be a better fit for degrees with titles such as business informatics, information systems, management information systems, and business information systems.

EQANIE is at the forefront of ensuring robust and rigorous quality procedures and processes, appropriate judgments, quality teaching etc. and is leading the thinking on future challenges in an ever increasing digital era. These include:

- How to quality ensure online distance education when student and tutor are geographically separated. It is important to authenticate that a student who engages in an online class or submits assessments for a course online, are who they claim to be, given the increasing problem of contract cheating. In this capacity, EQANIE has been involved in the European Horizon 2020 Project called TeSLA which has developed "An Adaptive trust-based e-assessment System for Learning".

- Ensuring the validity and accuracy of what a digital assistant learns in order to educate a student if it is involved in the tutoring process, when traditionally a CV of a human would have been vetted.

- Given the increasing impact of digital devices in our daily lives, degree graduates from all disciplines need some informatics education in order to help them understand the evolving digital world around them, the impact on their discipline, including that of job automation, being able to differentiate what is fake and real, how to vet sources of information etc. Accreditation of informatics degree components taught in other degree disciplines is under discussion.

Liz Bacon,
EQANIE President

New Developments, Chances and Challenges in Higher Education QA in the Field of Engineering and Science

Efforts to Establish Global Standards in Teaching Chemistry at University Level

A collection of 17 Global Goals for Sustainable Development was set by the United Nations General Assembly in 2015[4]. The goals are broad and interdependent, yet each has a separate list of targets to achieve. Each target has between one and three indicators used to measure progress toward reaching the targets. Goal 4 concerns Quality Education. Education for sustainable development (ESD) is emphasized as important for all the other 16 Sustainable Development Goals (SDGs).

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[1] Agencia Nacional de Evaluación de la Calidad y Acreditación

[2] British Computer Society

[3] Association for Computing Machinery and Association for Information Systems, respectively.

[4] https://en.wikipedia.org/wiki/Sustainable_Development_Goals

Target 1 of Goal 4 is to ensure that, by 2030, all students complete free, equitable, and quality primary and secondary education. This will result in a significantly growing number of students, who shall want to enter institutions of tertiary education.

Goal 17 ("Partnership for the goal") is intended to assure that countries and organizations cooperate instead of compete. Increasing international cooperation is considered as vital to achieving each of the 16 previous goals. Developing multi-stakeholder partnerships to share knowledge, expertise, technology, and financial support is seen as critical to the overall success of the SDGs.

Key features of the 2030 Agenda for Sustainable Development are its universality and indivisibility. Universality and indivisibility require global standards for education. Such standards describe minimum quality levels to be achieved. At least for chemistry and related disciplines, the established Chemistry Eurolabel® standard[1] might serve as starting point in this development as (i) the bachelor level is a landmark in the progress of lifelong learning, (ii) it covers 180-240 ECTS[2] credits (3-4 years), and (iii) is relevant to the labour market.

The Chemistry Eurolabel® standard describes the quality level to be achieved after graduation from the particular educational programme. Institutions decide freely on the content, nature and organisation of courses or modules. Educational programmes – like institutions of tertiary education – thus maintain their own particular characteristics.

A key feature of the Chemistry Eurolabel® standard is its support of mobility, both of students and of teachers, and both at national and at international levels. Recognition of credits gained at other insti-

tutions should be prepared prior to the application for a Chemistry Eurolabel® award. Today, the majority of awardees of the Chemistry Eurobachelor® label made it into global ranking lists[3].

An important goal of successful education is employability. A recent survey on employment and careers of European chemists[4] indicated for most European countries a lack of qualified chemists. A global survey among 10,400 business leaders[5] concluded that long established educational practices will be scrutinized. Higher education institutions are challenged not only to be the mentors of a future workforce – an already titanic job – but are also asked to contribute to the retraining of the current workforce. The need for retraining is already felt now, as the broad participation of graduates, even those who graduated during the last 15 years, indicates. Too many skills needed in the job could not be acquired by established educational programmes.

In order to master all challenges, predictable and unpredictable, institutions of higher education need to establish transcontinental partnerships in education. The focus should be on learning outcomes, not on admission requirements or content. Contributions by open education should be discussed. Well-defined learning outcomes including transferable skills are crucial in order to achieve transparency between differing educational systems. The European Chemistry Thematic Network (ECTN), the European Chemical Society (EuChemS) and the American Chemical Society (ACS) initiated a joint project with this aim.

Reiner Salzer,
Chair Label Committee of
ECTN Association

[1] http://ectn.eu/committees/label/documentation/

[2] https://en.wikipedia.org/wiki/European_Credit_Transfer_and_Accumulation_System

[3] https://www.topuniversities.com/university-rankings/university-subject-rankings/2017/chemistry

[4] https://onlinelibrary.wiley.com/doi/full/10.1002/chem.201804764

[5] https://www.topuniversities.com/university-rankings/employability-rankings/2018

Verband Deutscher Maschinen- und Anlagenbau (VDMA)

Die VDMA-Initiative „Maschinenhaus – Plattform für innovative Lehre" geht 2019 in neue Projektphase

Die Maschinenhaus-Initiative des VDMA für mehr Studienerfolg in den Ingenieurwissenschaften wurde verlängert und geht von 2019 bis 2021 in die dritte Projektphase. In der neuen Projektphase steht die aktive Gestaltung und Anpassung der Hochschullehre an Industrie 4.0 im Zentrum. Die Maschinenhaus-Aktivitäten schließen deshalb ab 2019 auch das Fachgebiet der Informatik ein. Ab sofort nimmt das Maschinenhaus neue Bewerbungen für Transferprojekte entgegen.

Auf der Basis von sechs wissenschaftlichen Studien und Umfragen unterstützt der VDMA seit 2013 Hochschulen bei der Verbesserung der Lehre. Damit soll den hohen Studienabbruchquoten in ingenieurwissenschaftlichen Studiengängen entgegengewirkt und ein qualitativ hochwertiges Ingenieurstudium sichergestellt werden. In aktuell 51 laufenden oder bereits abgeschlossenen Transferprojekten im gesamten Bundesgebiet gelangt die Theorie in die Praxis. In individuellen Workshops wird der Status quo der Lehre analysiert und neue Maßnahmen konzipiert. Eine Toolbox sammelt die erfolgversprechendsten Maßnahmen, Indikatoren und Instrumente und bereitet diese für den Praxiseinsatz auf. Im „Erfahrungsaustausch (ERFA) Maschinenhaus" kommen Fachleute von Hochschulen bis zu drei Mal jährlich zusammen, um über aktuelle Fragen rund um das Thema Lehre und Qualitätsmanagement zu diskutieren. Der Projektbaustein „Rahmenbedingungen"

analysiert politische Handlungsmöglichkeiten für das Erreichen von mehr Studienerfolg. Zudem lobt der VDMA alle zwei Jahre den Hochschulpreis „Bestes Maschinenhaus" aus und honoriert innovative Lehrkonzepte an Hochschulen. Die nächste Ausschreibung erfolgt im Frühjahr 2019. Weitere Informationen finden Sie unter https://bildung.vdma.org/hoch schule.

Neue Studie der IMPULS-Stiftung des VDMA „Ingenieurinnen und Ingenieure für Industrie 4.0"

Im Januar 2019 wird die neue Studie „Ingenieurinnen und Ingenieure für Industrie 4.0" der IMPULS-Stiftung des VDMA veröffentlicht. Die Studie befasst sich mit folgenden Fragestellungen: Welche Fähigkeiten und Kompetenzen sind für die Umsetzung von Industrie 4.0 in den Unternehmen notwendig? Wie ist der Stand der Ingenieurausbildung hinsichtlich Industrie 4.0 an den Hochschulen heute? Müssen Curricula gegebenenfalls angepasst oder ergänzt werden? Die Studie wird im Januar auf der Homepage der IMPULS-Stiftung unter http://www.impuls-stiftung.de/ veröffentlicht.

Verein Deutscher Ingenieure (VDI)

Studie zur Ingenieurausbildung für die digitale Transformation

Der Verein Deutscher Ingenieure e.V. (VDI), das Deutsche Zentrum für Hochschul- und Wissenschaftsforschung (DZHW GmbH) und das Institut für Hochschulentwicklung (HIS-HE) haben eine bundesweite Online-Befragung von Hochschulleitungen, Dekaninnen und Dekanen sowie Studiengangverantwortlichen zur Digitalen Transformation im Studium und dem Prozess der Curriculumsentwicklung in den Ingenieurwissenschaften durchgeführt.

Die Digitale Transformation steht für den globalen Wandel von Wirtschaft und Gesellschaft, hervorgerufen durch die konsequente Durchdringung des täglichen Lebens mit Informations- und Kommu-

nikationstechnologien (IKT). Wir sind der Meinung, dass dies an den Hochschulen eine Anpassung auf verschiedenen Ebenen erfordert: in der strategischen Ausrichtung, der inhaltlichen Ausgestaltung der Studiengänge sowie der Ausbildung von Kompetenzen für eine digitalisierte Arbeitswelt. Ergebnisse werden für Q2/2019 erwartet.

Deutsche Physikalische Gesellschaft (DPG)

Seit 05.11.2018 ist der www.studienatlas-physik.de online! Er bietet allgemeine Infos zum Physikstudium, vor allem aber eine nach verschiedenen Kriterien durchsuchbare Datenbank mit Infos zu allen in Deutschland angebotenen Physik- und physikaffinen Studiengängen, sowohl an Unis als auch an FH/HAW. Die Initiative zu dem Atlas ging von der Konferenz der Fachbereiche Physik (www.kfp-physik.de) aus, die den Atlas auch erstellt hat. Beteiligt sind aber auch der Fachbereichstag Physikalische Technologien (https://www.fachbereichstag-pht.de/) und die Deutsche Physikalische Gesellschaft (www.dpg-physik.de). Die Inhalte werden von den zuständigen Fachbereichen jeweils selbst gepflegt.

BDG Berufsverband Deutscher Geowissenschaftler

Zum 1. Dezember 2018 trat der langjährige Geschäftsführer des BDG Berufsverband Deutscher Geowissenschaftler aus Altersgründen in den Ruhestand. Innerhalb der ASIIN ist er durch seine Mitarbeit in den Gremien (u. a. Fachbereich 11 – Geowissenschaften) bestens bekannt. Sein Nachfolger ist Dr. Peter Müller, der den BDG künftig in der ASIIN vertreten wird. Die Kontaktdaten zum BDG bleiben gleich: BDG Berufsverband Deutscher Geowissenschaftler e.V., Lessenicher Straße 1, 53123 Bonn; Tel.: 0228 696601, Fax: 0228 696603, E-Mail: bdg@geoberuf.de; Homepage: www.geoberuf.de.

Regionaltagung der Ingenieurpädagogischen Wissenschaftsgesellschaft (IPW)

am 23.-25.05.2019

14. Ingenieurpädagogische Regionaltagung 2019 – Technische Bildung im Kontext von Digitalisierung / Automatisierung. Tendenzen, Möglichkeiten, Perspektiven

Arbeitswelt und technische Bildung verändern sich im Kontext von „Digitalisierung" und „Automatisierung" zunehmend. Unter anderem stehen der klassische Fächerkanon, die Inhalte und Curricula der Ingenieurfächer zur Diskussion. Neue Konzepte der Ingenieurbildung werden weltweit entwickelt und international er-probt. Durch die Integration digitalisierter Lehr-/Lernelemente ändert sich die Rolle der Dozierenden und die Bedeutung der Präsenzlehre wird neu diskutiert. In Aus- und Weiterbildung eröffnen sich somit Möglichkeiten eines sinnvollen Wechsels zwischen Präsenz- und Selbststudium. Welche Fähigkeiten im Umgang mit (digitalen) Medien sind nötig, welches Verständnis zielführend und welche didaktischen Settings sind erfolgsversprechend?

Nähere Informationen zur Tagung finden sich unter: https://ipw-edu.org/tagungen/.

Tagung des Projekts Nexus der HRK

am 26.-27.03.2019

Interdisziplinarität in der Lehre

Nähere Informationen zur Tagung finden sich unter: https://www.hrk-nexus.de/aktuelles/termine/Jahrestagung%202019/.

Nächste Sitzungstermine der Akkreditierungs- kommission für Studienprogramme der ASIIN

28./29. März 2019
27./28. Juni 2019
05./06. September 2019
05./06. Dezember 2019

ASIIN-Mitgliederver- sammlung 2019

18. Juni 2019