

Various Ways to Meet the Challenge of Stakeholder Involvement in QA

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Various ways – different dimensions

**I. Organisational dimension
(*agency*)**

**II. Project dimension
(*activities/procedures*)**

III. Designing the site visit

IV. Special challenges to be met

Georg Seppmann

- Academic background:
M.A. Social and Cultural Anthropology
(Frankfurt University 1995)
- Working experience in journalism, adult education, e-learning management and university networks
- Assessment and consultancy projects in Germany, Eastern Europe and the Middle East
- **evalag** staff member since 2014

Portfolio of evalag

	Accreditation Certification	Evaluation Audit	Organisational development	Science support	Knowledge transfer and further education
In Germany	Assessment for programme accreditation Assessment for system accreditation Certification of advanced studies	Evaluation <ul style="list-style-type: none">• subjects• programmes• projects• institutions• strategies	Development of quality assurance and quality management in <ul style="list-style-type: none">• Teaching and learning• Research• Service units	Coordination of peer review procedures for research projects Project management of national funding programmes	Seminars/Workshops Presentations Publications Applied higher education research Several projects funded by ERASMUS+, e.g. IMPALA (=Impact Analysis of External Quality Assurance in Higher Education Institutions), E-TALEB (=Professional Standards Framework for Excellence in Teaching and Learning in Lebanese Universities), SQELT (=Sustainable Quality Enhancement in Higher Education Learning and Teaching), LEBPASS (=The Lebanese Diploma Supplement).
and					
abroad	International programme accreditation International institutional accreditation International certification of advanced studies	Quality Audit	Strategy development Human resource management (Academic) Controlling Preparations for accreditation procedures	Supporting scientific research	

Organisational dimension

Agency's controlling bodies

- **Foundation Board** with representatives of
 - University leadership
 - Science
 - Employers and professional bodies
- **Accreditation Commission** with members from
 - University leadership
 - Several scientific fields (esp. as associate members)
 - Employers and professional bodies
 - Students

How are they engaged?

- **Foundation Board**
 - ... gives formal approval to planned procedures (purpose, project plan, selection of experts for assessment panels, etc.)
 - ... receives and discusses all reports
 - ... might make an additional own statement
- **Agency's accreditation**
 - ... helps gaining qualified panel members for assessment procedures
 - ... gives formal approval to international accreditation projects

Project dimension

Assessment procedures of study programmes

- Peer expert panels should bring in the view of science, professional practice, and students.
- Final assessment has to be science-based.
- Employers' and students' perspective must be considered in the assessment.

How is this achieved?

- Peer expert panels should bring in the view of science, professional practice, and students.

> **Composition of expert panel**

- Final assessment has to be science-based.

> **Scientific background of expert panel**

- Employers' and students' perspective must be considered in the assessment.

> **Expert panel and site visit schedule**

Designing the site visit

- Careful **panel composition**
- Sufficient **preparation** of the panel members to find each one's specific role and a common language
- **Adequate time** for each group
- **Variegating session moderators** and method according to each group's characteristics

- Example: Site visit of a cluster accreditation

Special Challenges to be met

- Students and employers are often seen more as customers than as active players
- Stakeholders differ in their self-image on each importance
- Competitors like AACSB and ABET follow a specialist-based concept without engagement from outside the scientific community.

Special Challenges to be met

- It is to the concrete design of assessment procedures to raise a conscience of an active role of stakeholders as promoted by ESG

Thank you.