

The Internationalisation of the accreditation systems: Trends in Europe



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Outline of the Presentation

- Introduction
- Exchange of international students
- European Qualification Framework and the Danish Qualification Framework
- European Standard Guidelines in a Danish perspective
- Programme Accreditation in Denmark
- Proces of programme accreditation
- Questions



The Danish Accreditation Institution

- Established in 2007 (2013) by law
- Independent body on the national budget law
- Some 50 employees
- Situated in the center of Copenhagen
- Programme accreditation since 2007
- A mix with institutional accreditation since 2013

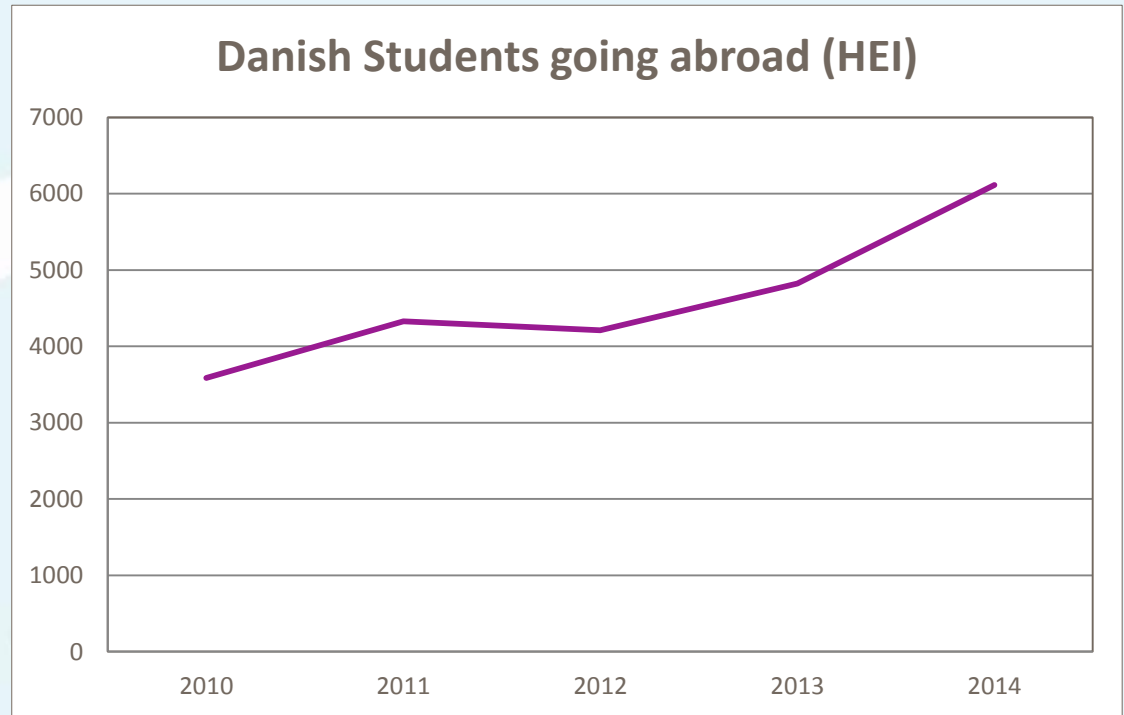


Background - Danish Higher Education System

- 8 Universities – 152,491 students (61% of total)
- 7 University Colleges – 67,530 (27%)
- 9 Business Academies – 20,813 (8%)
- 11 Artistic higher Education institutions – 3,176 (1%)
- 11 Maritime Education Institutions – 2,267 (1%)
- Danish School of Media and Journalism – 1,747 (1%)

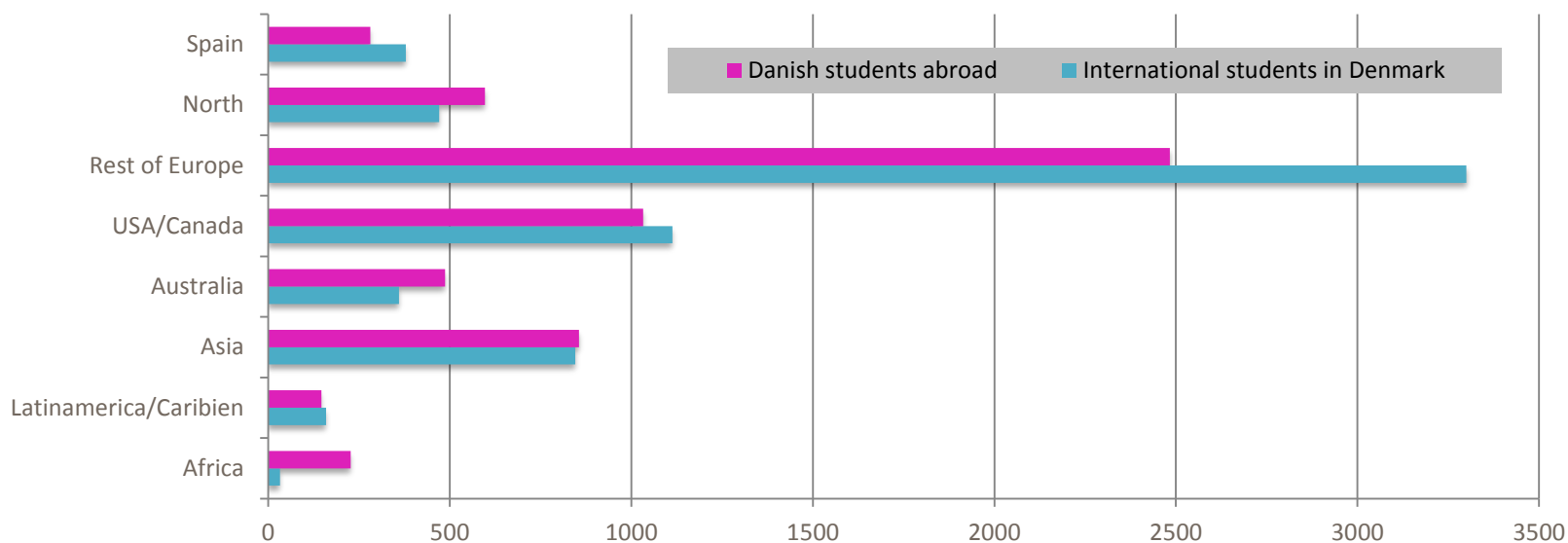


Danish students going abroad 2010-2014



International student exchange in 2014

International exchange in 2013/2014 (HEI)



ESG – European Standards & Guidelines

- The ESG's - **an agreed set of standards, procedures and guidelines for higher education.**
- A common framework, to enable assurance and improvement of quality and support mutual trust
- Produced by ENQA, EUA, ESU and EURASHE in 2005
- Revised ESG adopted in Yerevan in 2015



ESG's in a Danish context

How do we use the ESG guidelines?

- The ESG's reflected in the Danish guide for programme accreditation
- In particular Criteria 5 in the Danish guide for programme accreditation:
 - *Student evaluations*
 - *Periodic review of programmes*
 - *On-going monitoring*
 - *Facilities*



EQF - European Qualification Framework

- EQF is the cornerstone in the Danish quality assurance system
- High degree of overlap between EQF and Danish Q.F.
- QF has 8 levels with descriptors indicating relevant **learning outcomes**
- Knowledge, Skills and Competences



Two examples

EQF level 6 (skills)	NQF level 6
Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	<p>Must be able to apply the methodologies and tools of one or more fields of study and to apply skills related to work within the field/fields of study or a profession.</p> <p>Must be able to assess theoretical and practical problems and to substantiate and select relevant solutions.</p>
<p>Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields</p>	<p>Must have knowledge within one or more fields of study that, in selected fields, is based on the highest international research within a field of study.</p> <p>Must be able to understand and, on a scientific basis, reflect on the knowledge of the field/fields of study and be able to identify scientific issues.</p>

Programme accreditation in Denmark

- Programme accreditation since 2007
- The programmes are offered by Universities and other Higher Education Institutions
- 75% of all programmes offered by Universities and other Higher Education Institutions in Denmark had in 2014 gone through programme accreditation



Four stage model in programme accreditation

Programme accreditation in Denmark follows the European Four Stage Model:

- **Autonomy and independence:**

Danish Accreditation Institution is an independent body

- **Self-assessment:**

University staff prepare a documentation report on the basis of 5 criteria

- **External assessment by a peer-review group and site visits:**

The panel includes expertise in the specific programme subject, knowledge of the labour market, and student representation

- **Publication of a report:**

A report is published on the basis of the documentation report and the visit

A method fit for purpose

A method within the existing framework that is fit for purpose

- Clear and understandable demands
- Reasonable demands in consideration of resources
- Fair and transparent decisions



5 Accreditation Criteria

Criterion I: Demand and relevance

Criterion II: Knowledge base

Criterion III: Goals for learning outcomes and content of programme

Criterion IV: Organisation and completion

Criterion V: Internal quality assurance

Before 2010: 10 criteria



Criterion 3

Goals for learning outcomes

Question 1: How does the programme's goals for learning outcomes live up to the type description for the programme in the qualification framework?

Question 2: How do learning goals for individual programme components support the programme's overall goals for learning outcomes?

(You need to know: Denmark has an external examiners system)



From NQF to learning outcomes of courses



Example: Bachelor in International Business and Politics

Core elements in the program:

Economics

-International Politics

-Business

First year:

Micro Economics (7,5 ECTS)

Managerial Economics 1 (7,5 ECTS)

Political Science

Macro Economics (7,5 ECTS)

Managerial Economics 2 (7,5 ECTS)

Regional Integration and EU (7,5 ECTS)

The Political Economy and Development (7,5 ECTS)

Second year:

International Economics (7,5 ECTS)

Histories of ideas (5 ECTS)

International Political Economy (7,5 ECTS)

Statistics and Research Methods (10 ECTS)

International Business Strategy (7,5 ECTS)

Organization Theory (5 ECTS)

Comparative Political Economy (7,5 ECTS)

Philosophy of Social Science and Applied

Qualitative Methods (7,5 ECTS)

Third year:

Elective course (7,5)

Elective course (7,5)

Elective course (7,5)

Elective course (7,5)

Corporate Finance (7,5)

Business and global Governance (7,5)

Bachelor project (15)

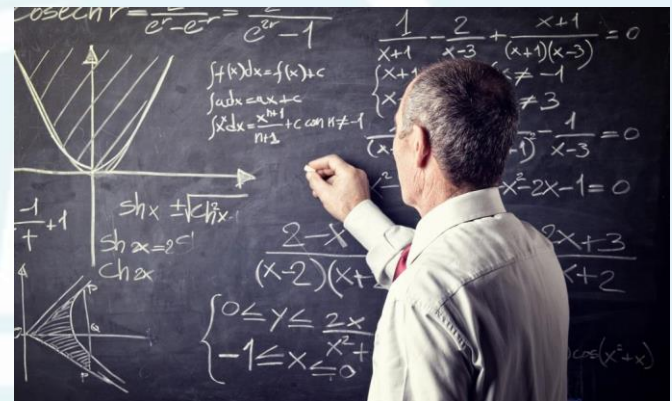
Course example: Regional Integration and EU (7,5 ECTS)

Program goals for learning outcomes	Identify, analyze and evaluate problems related to interactions between businesses, national and international political institutions, and nongovernmental organizations, using theories and methods from business studies, economics, political science and international political economy.	Identify and develop recommendations for action and strategy formulation, thereby supporting and contributing to management and leadership functions in business and other organizations whether in the private or public sectors.	Understand and reflect on theory, scientific methods and practis	Present analyses and recommendations succinctly and in a well-reasoned manner, oral and written.	Participate in and manage workgroups for the successful implementation of the stated strategies.	Co-operate and communicate successfully with people of different professional backgrounds (law, economics, management, political science, sociology).
Program goals for the course	Describe and discuss key institutional structures of the EU. Formulate a simple research question with testable hypotheses relating to changes in EU policies and their impact on business opportunities in the EU.	Formulate a simple research question with testable hypotheses relating to changes in EU policies and their impact on business opportunities in the EU.	Select relevant data to produce justified answers to the research question relating such data to choice of theory and concepts.	Examination – written home assignment		

Criterion 3 and 4

Other key elements in criterion 3 and 4:

- Admission criteria of the programme
- Organization of the programme and the courses
- Didactic organization of courses (selected courses)
- Drop-out and finishing rates



Relevance?

Level v



Relevance?



Employability

- Globalisation – Competition on skills and competences
- Political focus in Denmark on employability
- Panels with employers on all programmes by law



Criterion I. Demand and Relevance

How to measure Employability? What are the indicators?

- Institutions monitor and analyse employment rates (key figures)
- Strategies and measures to remedy rising unemployment
- Ongoing dialogue with employers
- Balanced use of input from the exterior (short- and long term needs)



Accreditation and Qualification

Challenges

- **The obligation to remain reflected**
- Keep focus on the objective (-not indicator)
- Include several observations, be holistic
- Indicators are an invitation to dialogue



Most importantly..

- Accreditation is to stimulate activities that steadily increase the quality of education



Questions and Remarks...



For more information, see: <http://en.akkr.dk/>



New Institutional Accreditation System

Control and development

From 2013:

- Main focus on accreditation of institutions
 - *HEIs responsible for internal QA*
- Programme accreditation in transitional phase
- Focus on programmes with special challenges
- All accreditation in one new Accreditation Institution
- Pre-qualification of new programmes:
 - *Ministerial screening*
 - *Independent advisory committee*

