

DAAD-Seminar: "Launching ALFA III", Bonn, 10 April 2008

# ASIIN – German-Latin American Cooperation in Accreditation

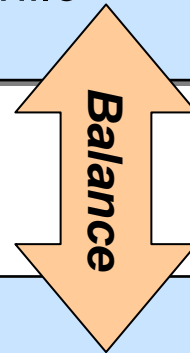
<http://www.asiin.de/>



- 1. Mobility and Quality in Higher Education**
- 2. Cooperation in Europe**
- 3. Cooperation in Latin America**
- 4. Success Factors**

## Conflicting Objectives?

- Allow for maximum **flexibility**, and
- facilitate **mobility**, while



- ensuring **quality** and
- **comparability** of qualifications as well as
- compliance with national **legislation**.

## Instruments for Quality Assurance



**Formalised quality assurance measures** facilitate the recognition of qualifications in higher education, *for example* :

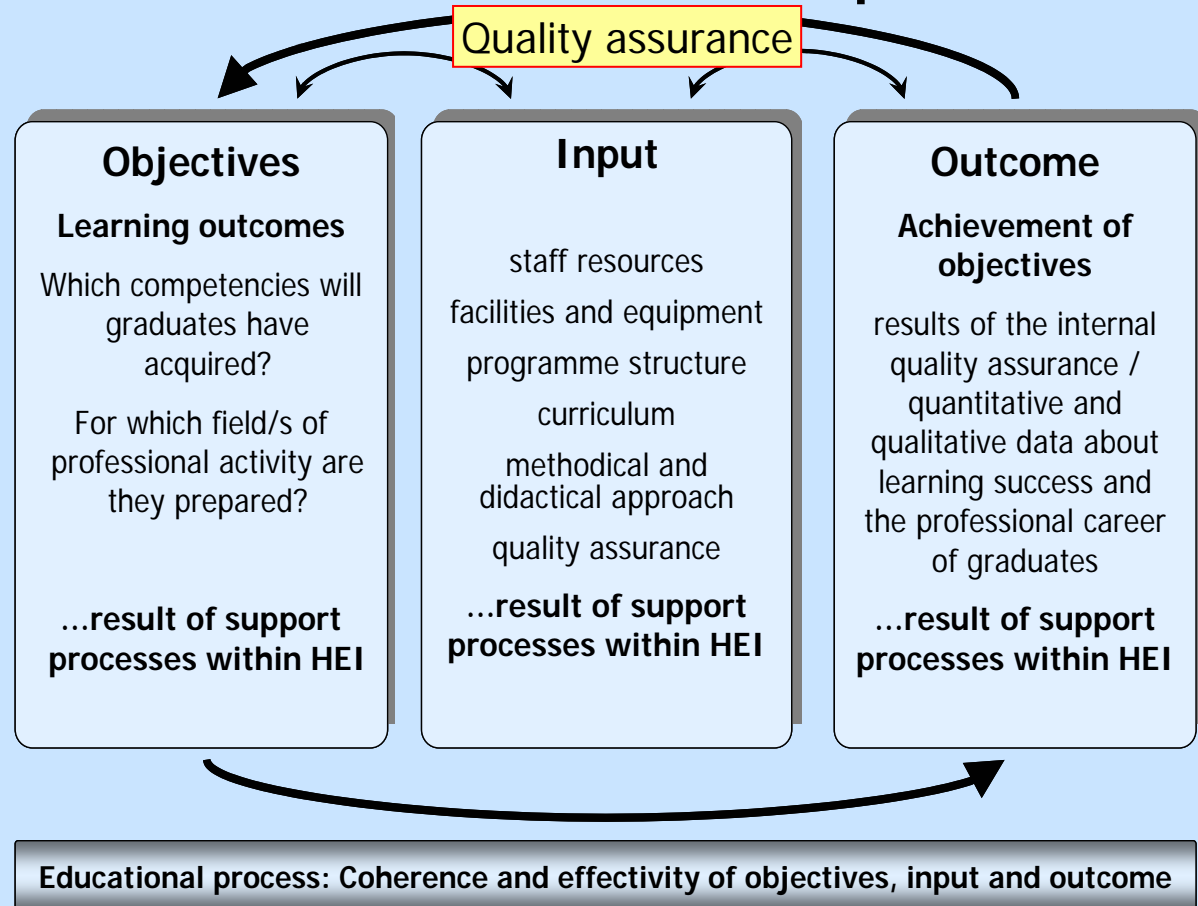
- Rules for the certification of module outcomes
- Agreements on the recognition of modules and qualifications between higher education institutions and/or between governments
- Joint standards for internal quality assurance
- Certification of programme outcomes ➡ Accreditation

# Accreditation as Certification of Programme Outcomes

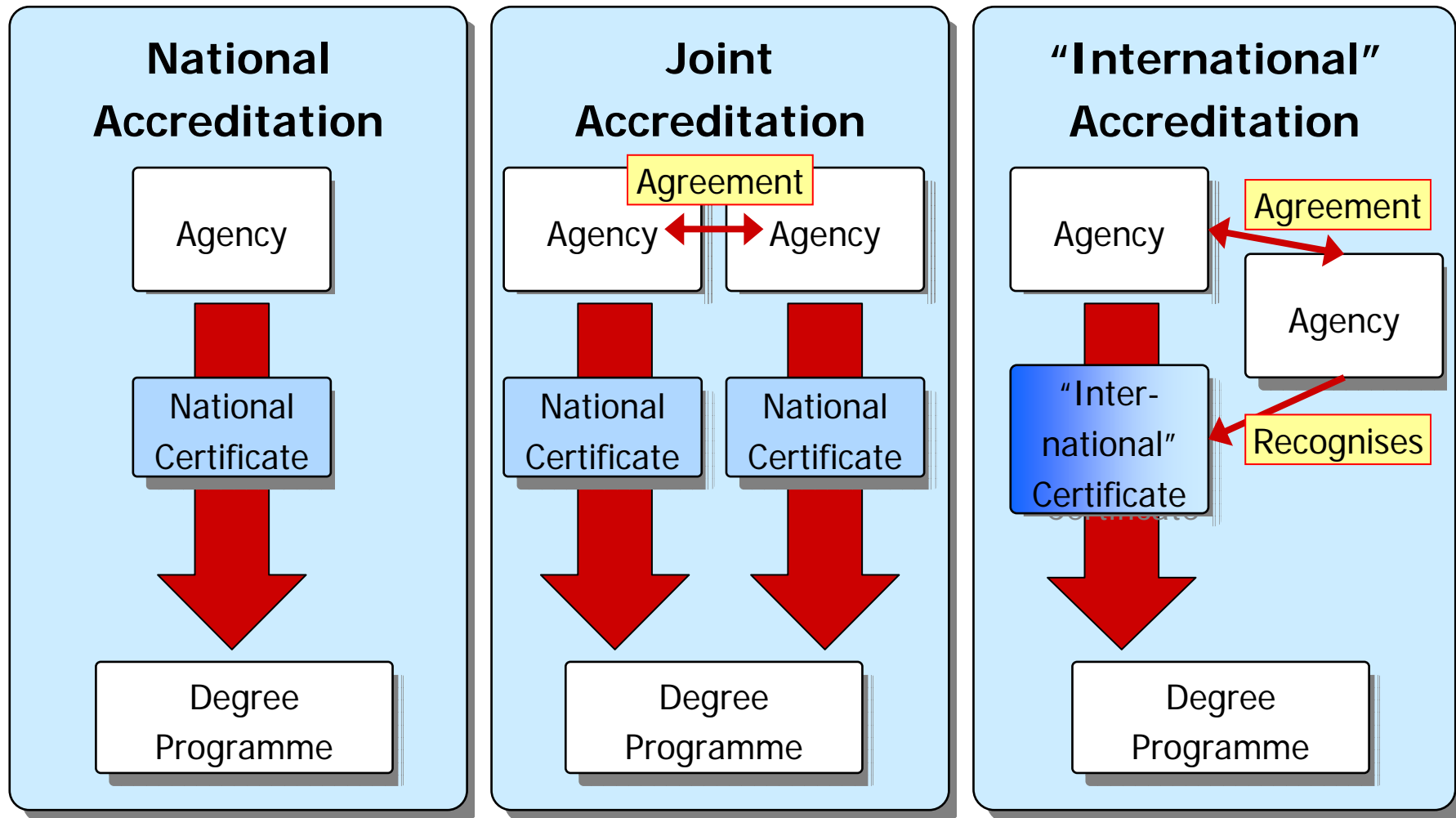


Accreditation checks the **coherence of the educational process**:

- Both the **input** into an educational process and the **outcome** of this process are mutually influential and are factors responsible for the quality of the education.



# Accreditation and the Recognition of Qualifications



## 1. Mobility and Quality in Teaching and Learning

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## Bilateral Cooperation

### For example: ASIIN (D) - CTI (F)



- The **Commission des Titres d'Ingénieur (CTI)** is responsible for the accreditation of engineering degree programmes in France.
- Formal cooperation agreement ASIIN-CTI in February, 2005.
- Mutual agreement on criteria and procedures facilitated by co-operation in the framework of the EUR-ACE Project.
- Cooperation in the accreditation of bi-national engineering degree programmes:
  - Joint, bi-lingual audit team for each accreditation process.
  - Joint accreditation report and, if successful, joint certificate.
  - Quality Assurance: Review of the procedures and criteria for the joint accreditation process at regular intervals.

## National Recognition

### For example: ASIIN (D) - NVAO (NL)



- The **Accreditation Organisation of the Netherlands and Flanders (NVAO)** is responsible for assessing and accrediting degree programmes.
- While the accreditation decision is taken by NVAO, the assessment may be carried out by authorised assessment agencies.
- After a review of its requirements and procedures, ASIIN has been authorised to conduct accreditation visits to higher education institutions in the Netherlands by NVAO since January 1st, 2006.
- Facilitation of joint accreditation of Dutch-German degree programmes -> one agency, one audit team, one report.

## Regional Cooperation

### For example: Subject-specific networks



ASIIN is member of subject-specific European networks of accrediting bodies, higher education institutions and professional associations in **engineering, chemistry** and **informatics/computer science** with the following aims:

- Development of **guidelines** (-> procedures) and **qualifications frameworks** (-> outcomes / competencies) for accreditation reflecting established best practices.
- Promotion of students' and graduates' **mobility** through trans-European acceptance of degrees by implementing competence outcomes and a recognised European quality-label



European Network for Accreditation of  
Engineering Education



### Founding date:

- October 2005
- Statutes ratified in February 2006

### Founding members - European associations:

FEANI – Fédération Européenne d'Associations Nationales d'Ingénieurs

SEFI – Société Européenne pour la Formation d'Ingénieurs

EUROCADRES – Conseil des Cadres Européens

### Founding member - national bodies:

Engineering Council UK

(UK)

CTI – Commission des Titres d'Ingénieurs

(France)

ASIIN

(Germany)

OE – Ordem dos Engenheiros

(Portugal)

CoPI – Conferenza dei Presidi delle Facolta' di Ingegneria Italiane

(Italy)

UAICR – Uniunea Asociatilor Inginerilor Constructori din Romania

(Romania)

EI – Engineers Ireland

(Ireland)

RAEE – Russian Association for Engineering Education

(Russian Federation)

UNIFI – Università degli Studi di Firenze

(Italy)

IDA – The Danish Society of Engineers

(Denmark)

BBT - Bundesamt für Berufsbildung und Technologie

(Switzerland)



European Network for Accreditation of  
Engineering Education



## Goals

- To build **confidence** in systems of accreditation of engineering degree programs within Europe
- To **promote the implementation** of accreditation practice for engineering education systems in Europe.

## Activities

- Facilitating the free **exchange of information** and providing an effective communication channel for those bodies and individuals concerned with educational and professional standards in Engineering throughout the European Higher Education Area.
- Providing such information as already exists within each country on topics and issues connected with educational and professional engineering standards
- Participating in the **creation** and ultimately the **administration** of a **European accreditation framework** for engineering education programs.



European Network for Accreditation of  
Engineering Education



## EUR-ACE Framework Standards and Procedural Guidelines:

### Facts

- Framework standards for first and second cycle qualifications in engineering
- Outcome of the EUR-ACE Project
- Approved 17 November 2005

### Structure

1. Programme Outcomes (differentiating between First Cycle and Second Cycle graduates)
2. Criteria and Quality Requirements for Accreditation
3. Accreditation Procedure
4. Template for Publication of Results

Further information:

[www.ENAAEE.eu](http://www.ENAAEE.eu)



### **The European Chemistry Thematic Network Association (ECTNA)**

- Non-profit association registered in Belgium;
- outcome of six years of network activity;
- developed as part of the EU project „Tuning Educational Structures in Europe“.

### **Members**

- Higher education institutions, national chemical societies and chemical and software companies
- currently over 120 members from 30 different European countries
- associate members world-wide.

### **Activities**

- European expert groups work on a range of topics and produce reports with European dimension.



## Eurobachelor® and Euromaster® Label

### Facts

- Framework Standards for a first and second cycle qualification in chemistry
- Eurobachelor® Framework approved in 2003, Euromaster Framework approved in 2006®
- 37 Eurobachelor® and 2 Euromaster® Chemistry Quality Labels have been awarded to 27 institutions and 1 consortium from 13 countries.

### Requirements on

- Outcomes
- Curricular structure and contents
- Mobility (credit points, modules, recognition, diploma supplement)
- Methods of teaching, learning and assessment

Further information:

**[www.EUROBACHELOR.eu](http://www.EUROBACHELOR.eu)**

## Euro-Inf Framework Standards

### Objectives:

- Development of
  - **accreditation standards (-> procedures)** and
  - **qualification framework (-> outcomes/competencies)**for the accreditation of informatics / computer-science education reflecting established best practices.
- Promotion of students' and graduates' **mobility** through trans-European acceptance of informatics / computer science degrees by implementing competence outcomes and a recognized European quality-label.

### Methods for designing the standards:

- Review of existing standards:
  - national informatics standards
  - European subject-specific and general standards
- Expert workshops
- Input from national informatics societies, academic associations etc.



#### Project Partners:

- **ASIIN** (Project coordination)
- **Council of European Professional Informatics Societies (CEPIS)** representing 36 informatics societies from 32 countries
- **Hamburg University of Applied Sciences (HAW)** with eight partner universities in other European countries
- **University of Paderborn (UPB)** with partner universities in Bosnia-Herzegovina and Spain (Project: Quality Assurance of Curricula through Accreditation)

#### Project-Sponsor:

- European Commission, Directorate-General for Education and Culture

#### Duration:

- October 2006 through September 2008

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#### Further information:

[www.EURO-INF.eu](http://www.EURO-INF.eu)

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## Forms of Cooperation



In Latin America, ASIIN cooperates

with national and regional **quality assurance bodies**, with the aim of

- supporting the development of quality assurance systems,
- advancing accreditation & quality assurance through specific projects,
- further developing criteria and procedures in order to achieve greater equivalency, and
- conducting joint accreditations of degree programmes;

with **higher education institutions**, aiming at

- developing internal quality assurance systems, and
- accrediting degree programmes against internationally established standards;

and has been involved in intra- and inter-regional **projects** dealing with issues of quality assurance in higher education.

## For example: CONEAU



The **Comisión Nacional de Evaluación y Acreditación Universitaria (CONEAU)** was established in 1995 to foster improvements of the university education in Argentina. Its main functions are:

- evaluate projects submitted by new public and private universities.
- perform external evaluation of university institutions.
- grant accreditation to government regulated undergraduate programs.
- grant accreditation to graduate programs.
- conduct evaluation processes for accreditation of private evaluation and accreditation organizations.

Further information: <http://www.CONEAU.edu.ar>

ASIIN and CONEAU have signed a letter of intent in 2007.

## For example: ACAAI/ACAP



- The **Agencia Centroamericana de Acreditación de Programas de Arquitectura y de Ingeniería (ACAAI)** and the **Agencia Centroamericana de Acreditación de Postgrado (ACAP)** are Central American regional organisations covering Guatemala, Belize, El Salvador, Honduras, Nicaragua, Costa Rica and Panamá.
- Both organisations have been established with **support from DAAD and HRK**.
- **ACAAI** (<http://www.ACAAI.org.pa>) is specialised in accrediting degree programmes in architecture and engineering.  
ASIIN and ACAAI have signed a cooperation agreement in 2007.
- **ACAP** (<http://ACAP.csuca.org>) is specialised in accrediting post graduates' university programmes (Master's and PhD level).  
ASIIN and ACAP have signed a cooperation agreement in 2008.

## For example: 6x4 EULAC



The **6x4 EULAC Project, Six professions in Four Axes: a dialogue of universities**, ran from 2004 to 2006 with the following objectives:

- analyse **comparability** aspects of academic programmes based on the professional **competencies** of the selected professions;
- compare the academic **credit systems** in order to establish equivalences and transfers between the various academic programs and thus facilitate student mobility;
- compare the **evaluation and accreditation** systems of the different countries in order to establish common grounds for studies validation and increased credibility, trust and acceptance of results;
- analyze **training for innovation and research** in order to find common terms of reference and facilitate transit between academic programs.

ASIIN has been involved in the field “accreditation/engineering”.

## For example: Programme Accreditation



### Accreditation of

- programmes offered at higher education institutions in Latin America (for example: Peru), or of
- bi-national degree programmes offered jointly by German and Latin-American higher education institutions (for example: Technische Universität Carolo-Wilhelmina zu Braunschweig & Pontifícia Universidade Católica do Rio de Janeiro)
- according to ASIIN “Requirements and Procedural Principles” for programme accreditation;
- peer review through German and local experts (e.g. DAAD Alumni).

# Overview

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## Success Factors



**The following factors contribute to international quality assurance in higher education**

**For HEIs:**

- Joint / co-ordinated **quality assurance mechanisms**

**For Agencies:**

- Formalised cooperation agreement
- **Reference frameworks** for comparison of standards and procedures (ESG, Qualifications Frameworks, Subject-specific standards)

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**Thank you for your kind attention!**