

System accreditation and its potential for integrated, evidence-based and effective quality assurance and development of study programs



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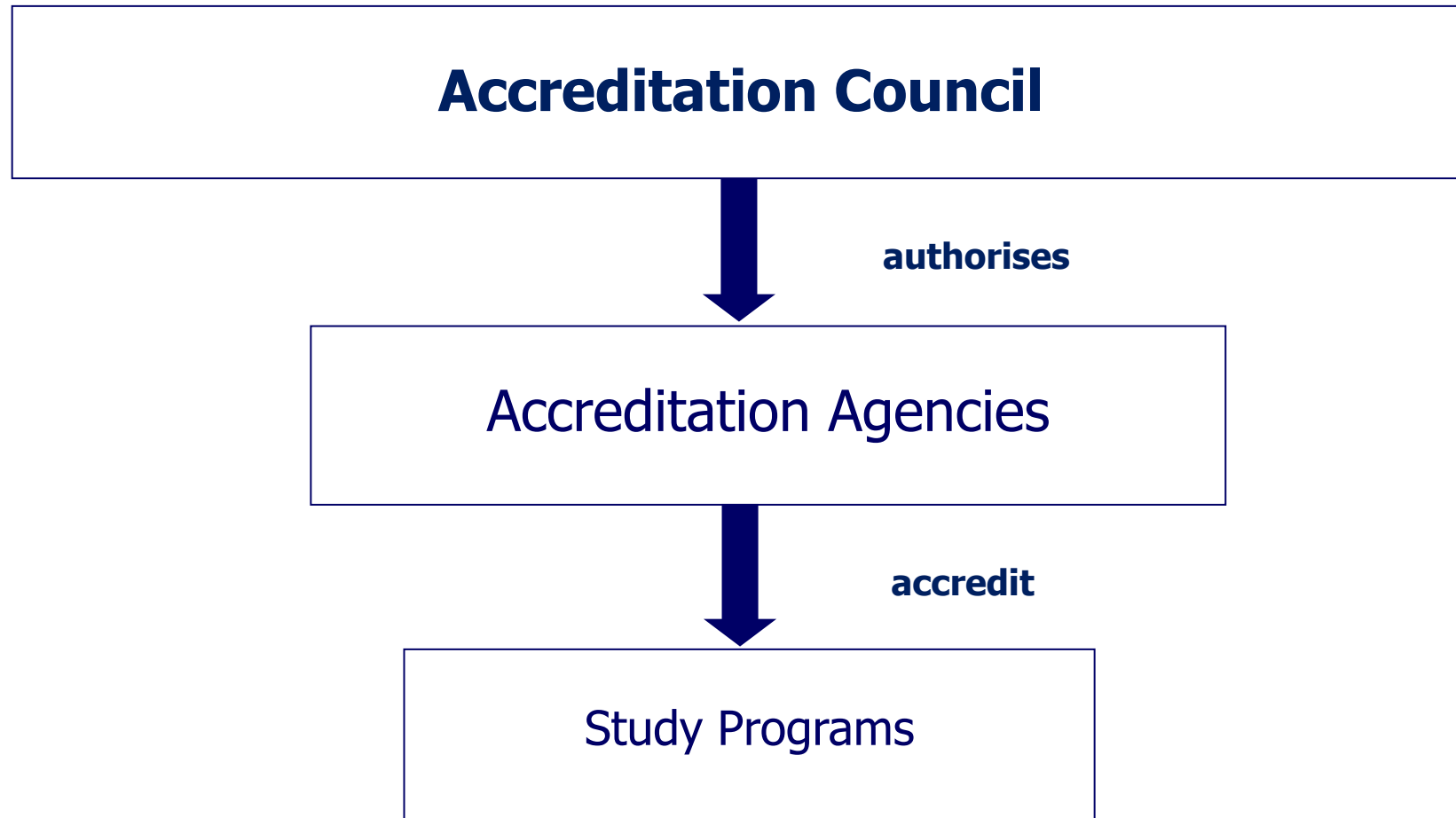
Accreditation of study programs in Germany

Intention: Assurance of minimal quality standards in the area of teaching and learning

Since 1998: All study programs have to be accredited in a 5-year-cycle

- Criteria:**
- Sound concept for the study program
 - Feasibility of the study program within the allotted amount of time
 - Transparency of program requirements for students
 - Instruments and procedures of quality assurance

Institutional framework of Program Accreditation

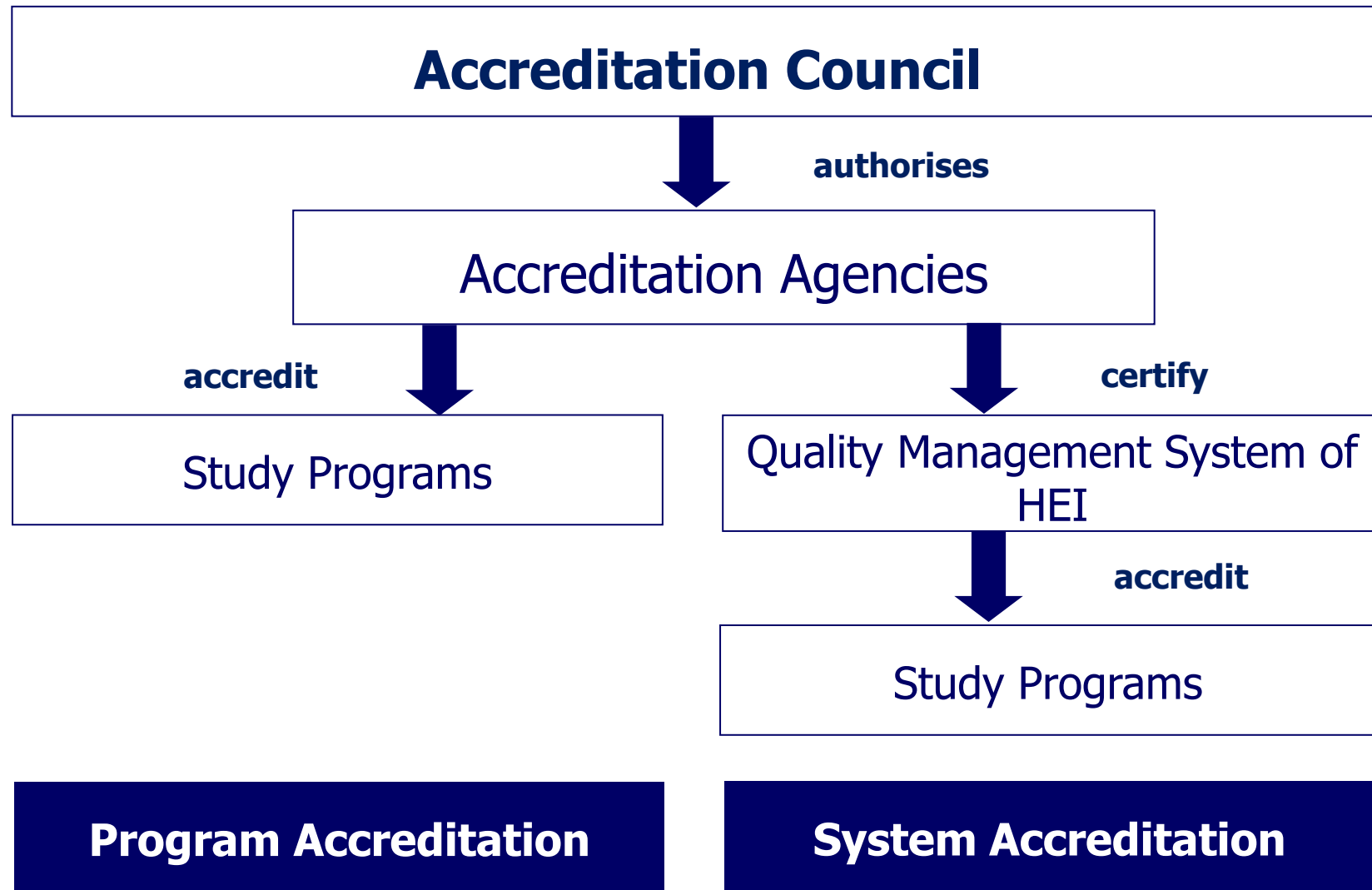


Critical voices on Program Accreditation

- **Missing linkage of program accreditation and other initiatives of quality assurance and development**
- **The negligence of structural and conceptual developments of the university as a whole**
- **High costs for universities**
- **Low consistency of accreditation agencies' decisions**

System Accreditation as an alternative way

Program vs. System Accreditation



Advantages of System Accreditation

- **Enhancement of university autonomy**
- **Inclusion of related strategic aspects into the quality assurance process**
- **Integration of quality assurance and development instruments into a comprehensive quality management system for study programs**
- **Streamlining of administration & lower costs**

Prerequisites for System Accreditation

 **Comprehensive quality management system corresponding with:**

- European Standards and Guidelines for Quality Assurance in Higher Education
- Specifications of the Kultusministerkonferenz (KMK)
- Requirements of Accreditation Council

Working conditions and quality management approach at JGUM

Facts and figures on JGUM

- **ca. 35.000 students**
- **ca. 3.200 scientists**
- **11 departments; 150+ institutes**
- **ca. 150 bachelor- und master programs**
- **32 collaborative research centers**

Two dimensions of quality assurance

Center for Quality Assurance and Development (ZQ)

Evaluation in Research and Teaching

Consultation for the conception of structure and development plans

Certification of study programs

H.R. development in the academic field

Department for organisational development

Process definition and optimisation in administration and scientific management

Management information system

H.R. development measures

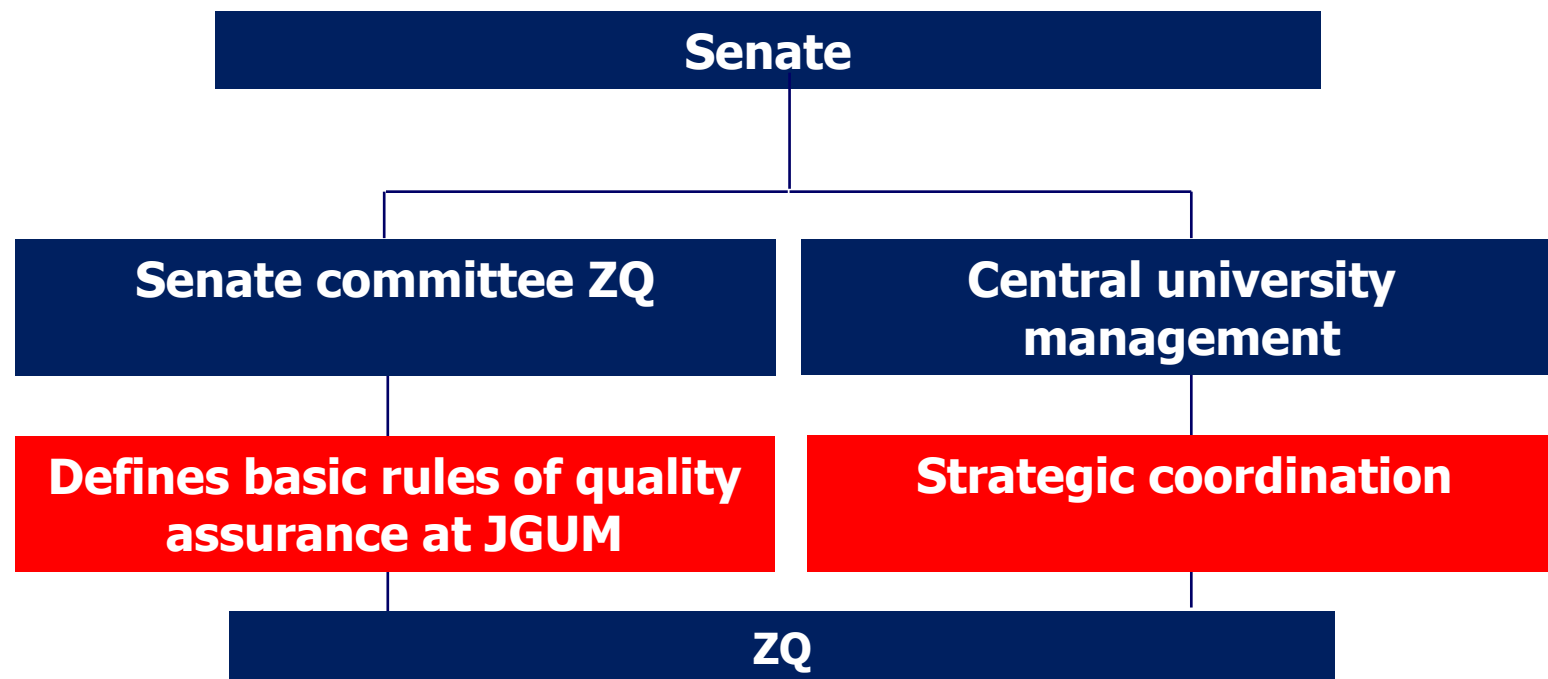
Department of university statistics

Collects basic data on capacity and finance

Characteristic features of ZQ

1. Longstanding experience in the field

2. Independent structural position



Characteristic features of ZQ

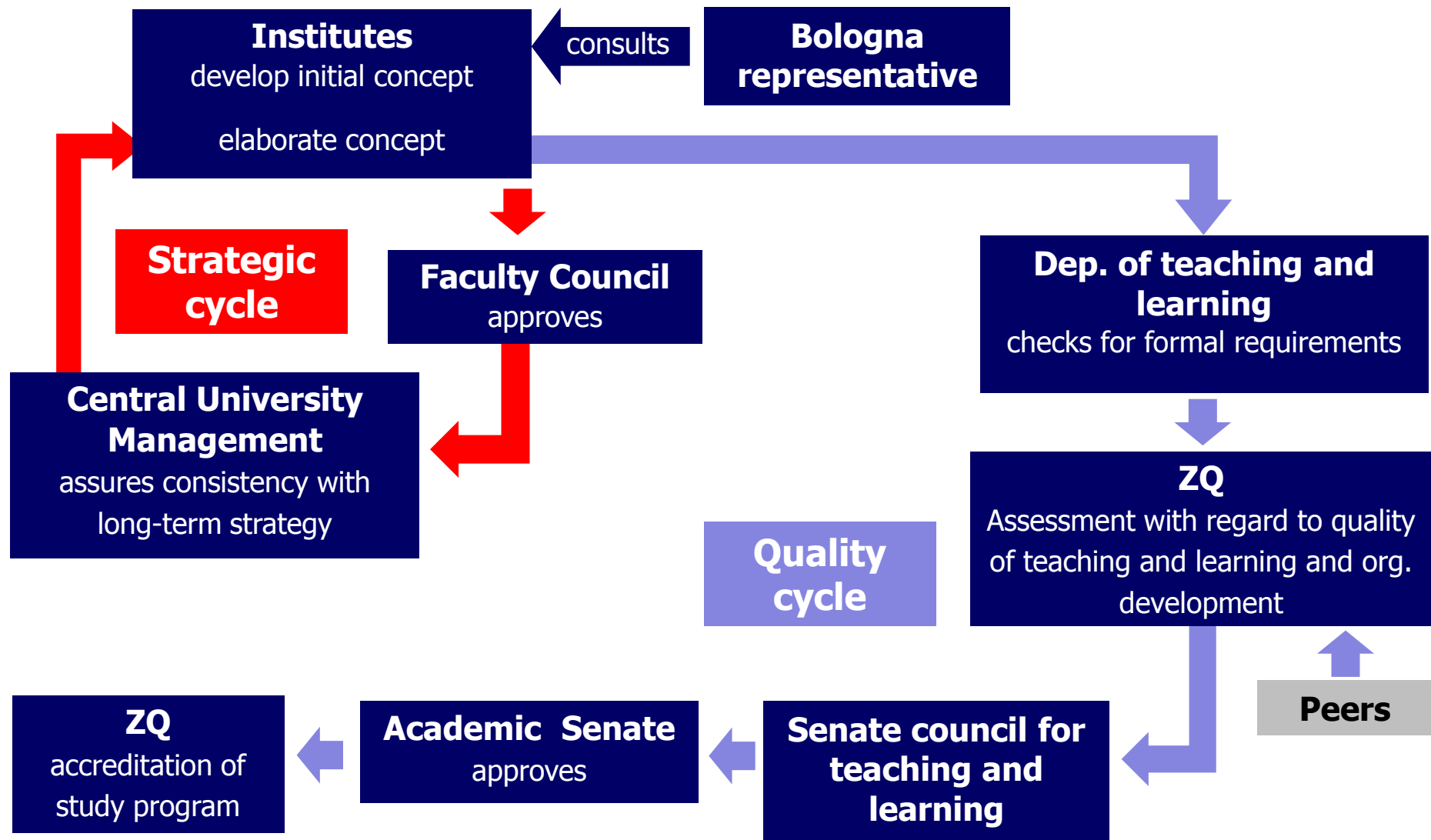
3. Services for the scientific units and the central management complemented by own research

4. Comprehensive quality management approach

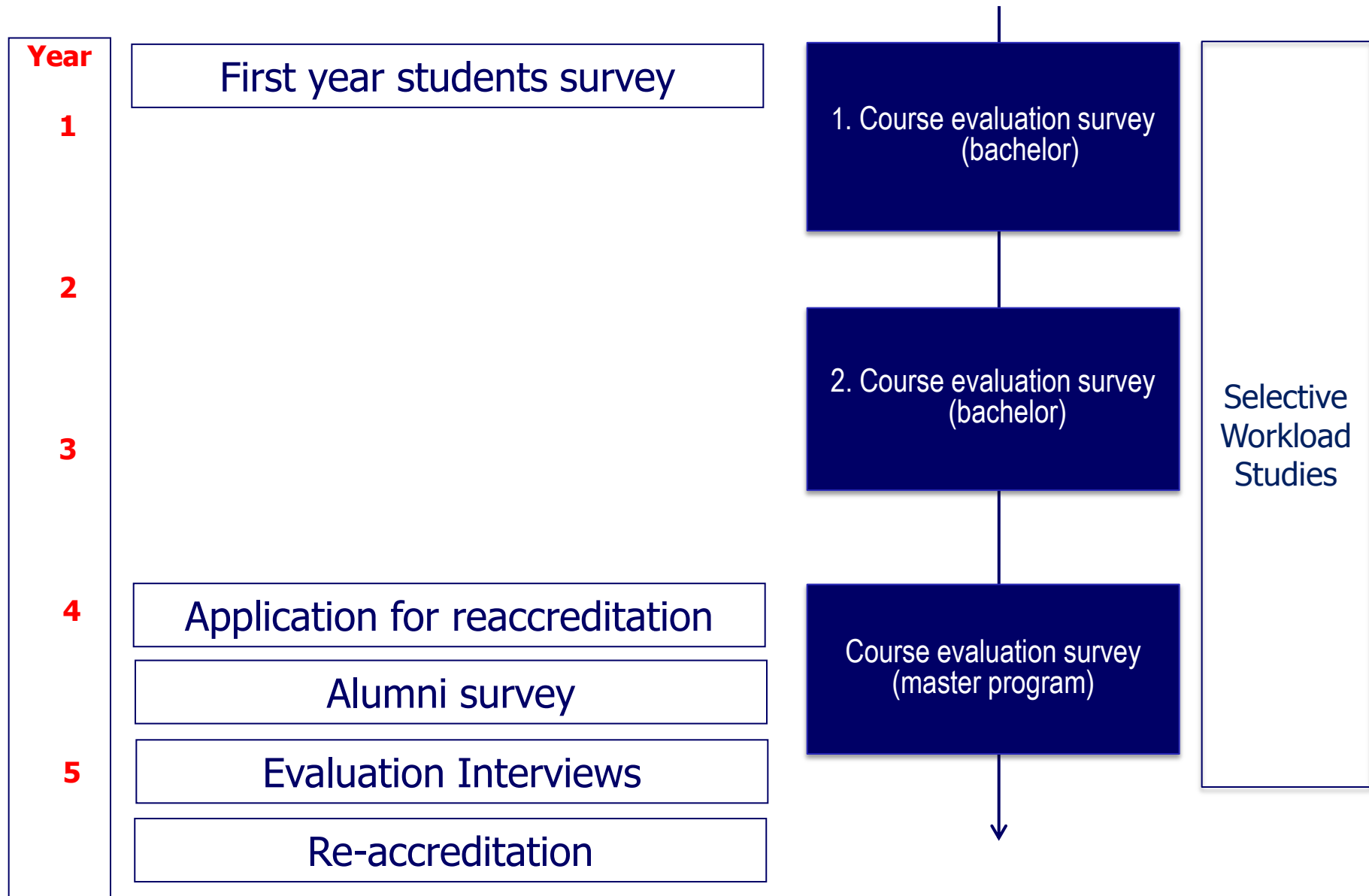
- research potential, teaching quality and organisational development
- comprehensive quality model (input/structure quality, process quality, outcome quality and goal quality)
- broad range of differentiated instruments and indicators

Operation and potential benefits of System Accreditation

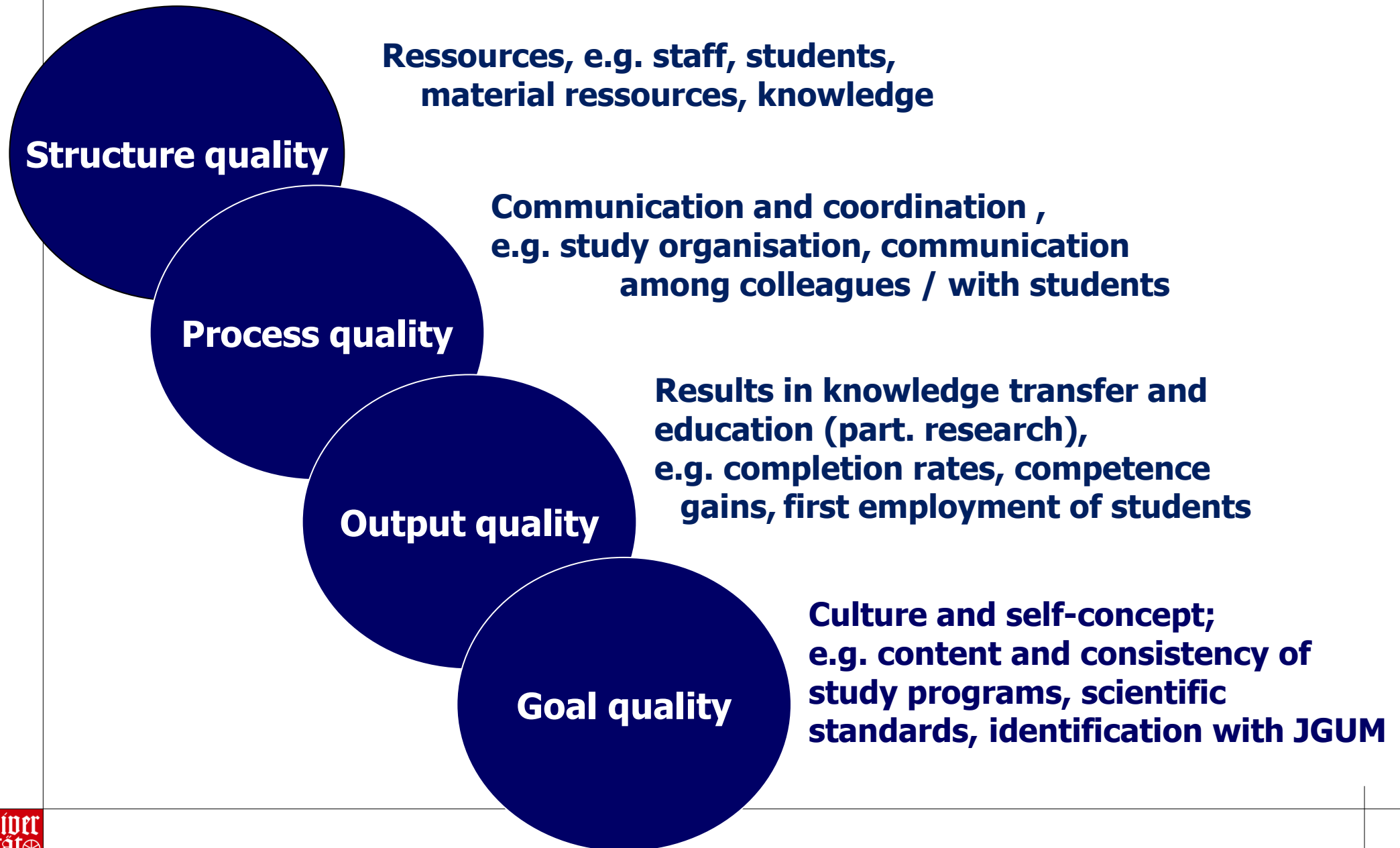
Development and Accreditation of study programs



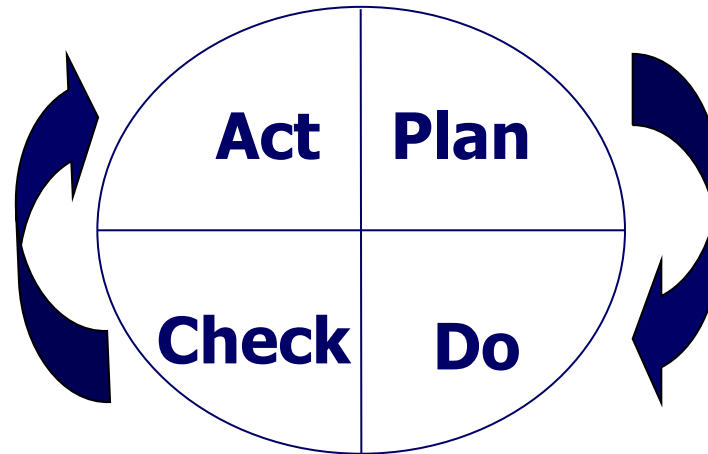
Data-gathering in the course of study programs



Quality dimensions of study programs



Entering the quality circle



Plan: Initial Concept

Do: Implementation

Check: Systematic evaluation

Act: Measures of development and refinement

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Integrated:

- Combination of external demands and JGUM's own quest for quality development
- Comprehensive quality model

Evidence-based:

- Broad range of instruments and indicators
- Differentiated understanding of facts

Effective:

- Combination of service and obligation
- fostering collective, goal-oriented action to realise continuous quality improvement

Thank you!

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