

# „EQF Implications on Universities: Changes in Accreditation, Access, Teaching and Evaluation“

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1. Research Question
2. Research Setup and Status
3. Implementation Areas
4. Interpretation
5. Conclusion

EQF - with outcome orientation and 8 level-structure - is seen

- a) as “independent” from higher education development;
- b) as “natural successor” to the Bologna Process.


Therefore specific implementation consequences arise, especially for universities, proposing the following research question:

→ “Which EQF *implication areas* can be identified for (German) universities (1), how can an *implementation “status”* be described (2) and which benchmark solutions\* can be found possibly as *role models* for further implementation (3).”

\* Cp. Heinrichs (2010), p. 205-208.

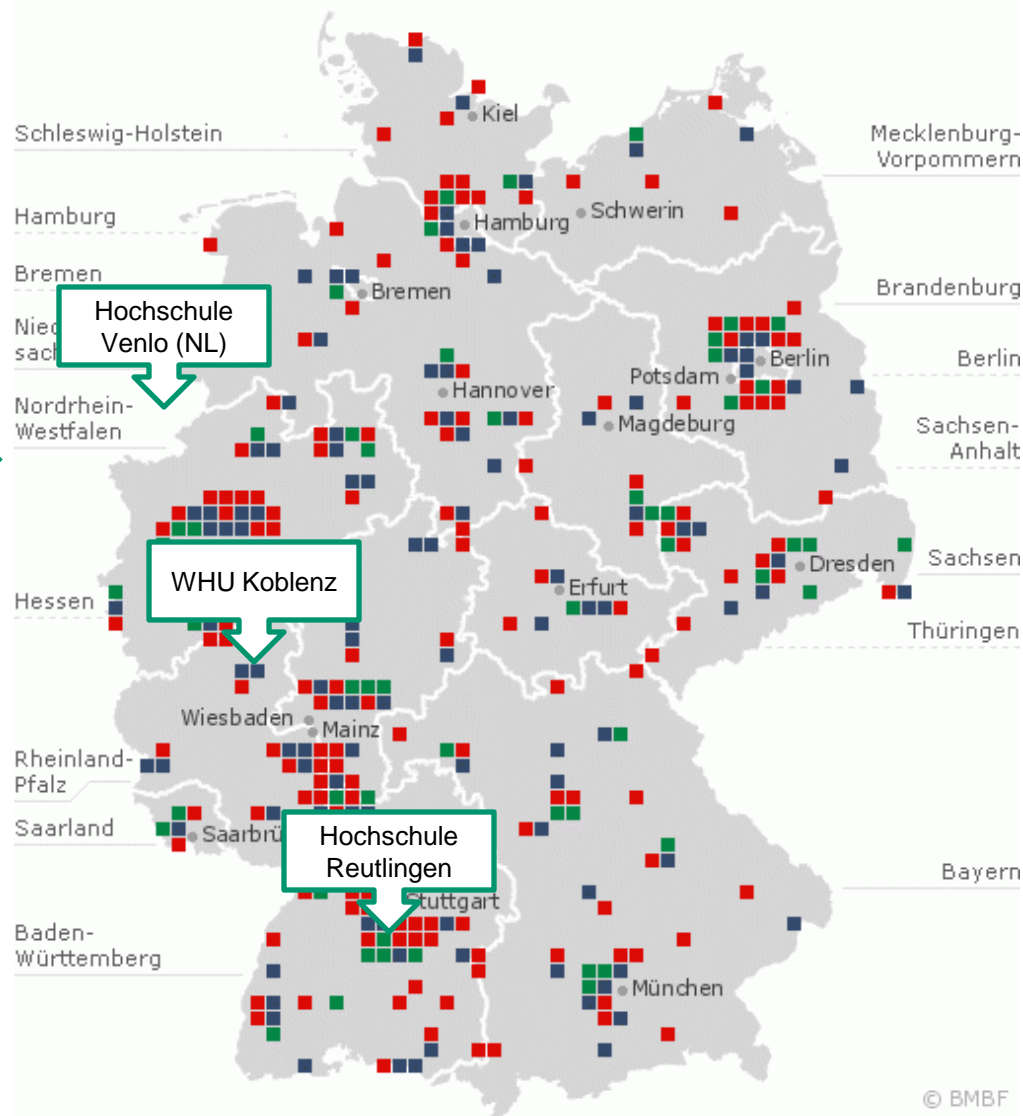
Three step approach:

1) Literature and process review EQF / NQF

2) Pilot group research with three leading HEI 

3) Random selection group (30 out of 394 universities) for general status

EQF Implementation Project Germany (*EUMAP*), funded 2010 by the FOM Research Fund, **FOM** as largest German private university with about 12.000 students (IW 2009)



## 2. Research Status

### Preparation and selection

Literature review; experts and associations feedback; selection of three pilot HEI: Hochschule Reutlingen, WHU Koblenz (Germany) and Hochschule Venlo (NL)

OK

04/10

### Interview guideline for pilot HEI group

#### Interview implementation with pilot HEI group

Personal interview (telephone) with three selected HEI, if possible with up to three persons within each HEI

#### Review and results of interview research pilot group

OK

06/10

Open

Open

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### Interview guideline review

from qualitative review

### Implementation of paper-based interviews

(electronic) distribution of interviews to 30 HEI (random selection in Germany)

### Interview results review and interpretation

Open

Open

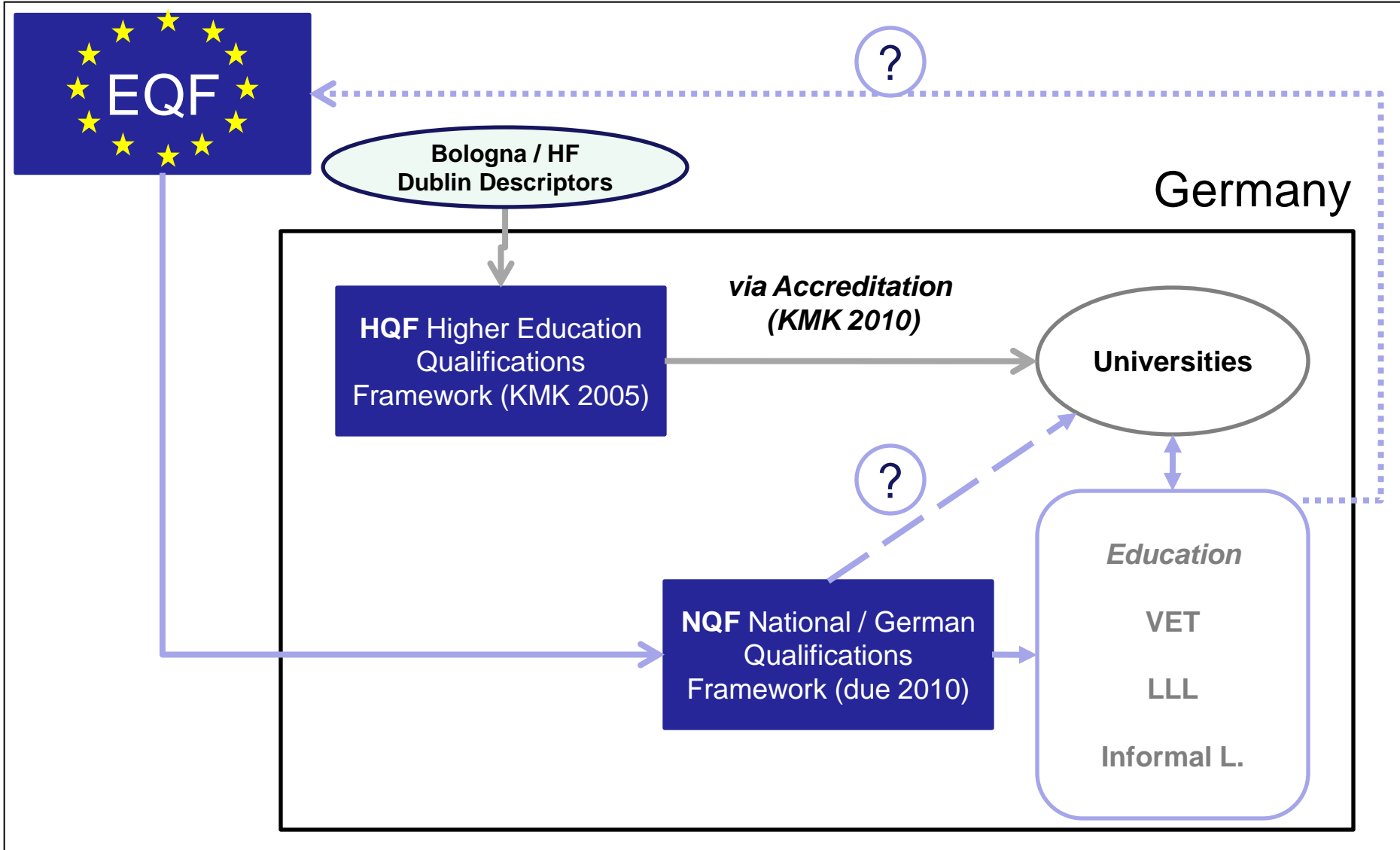
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## 2. Experts Feedback / HEI Selection I

- General *experts* feedback (German institutions BMBF, HRK, KMK, WR, research experts from the *universities* of Jena, Osnabrück [Uni, FH], Magdeburg, Hamburg (HSU), Duisburg-Essen, Köln):
  - Differentiation between **EQF, HQF and NQF**: HQF implementation in progress since 2005 (HE relevant) < > NQF implementation not imminent due to decision process and general level (not applicable to HE)
  - General experts are *not* able to identify pilot universities due to above stated facts
  - Second wave of **pilot university screening** via *accreditation agencies* in Germany (AQUIN, AQUAS, ASIIN, FIBAA, ZEvA) with specific feedback: Possible pilot universities in Germany are Augsburg University, WHU Koblenz, Hochschule Reutlingen and Nordakademie
  - Decision to include one comparative pilot university from the Netherlands due to informal knowledge of non-formalized implementation and recognition regulations in NL HE (still to be sustained by interviews)

## 2. Literature and Process Review



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### HQF

Qualifikationsstufen	Formale Aspekte
1. Stufe: Bachelor-Ebene	Grade auf Bachelor-Ebene: 3, 3,5 oder 4 Jahre Vollzeitstudium bzw. 180, 210 oder 240 ECTS Punkte; alle Grade berechtigen zur Bewerbung für Masterprogramme
2. Stufe: Master-Ebene	Grade auf Master-Ebene: normalerweise 5 Jahre Vollzeitstudium bzw. 300 ECTS-Punkte; bei gestuften Studiengängen 1, 1,5 oder 2 Jahre bzw. 60, 90 oder 120 ECTS-Punkte auf Master – Ebene; Typen von Master-Abschlüssen: stärker anwendungsorientiert, stärker forschungsorientiert, künstlerisches Profil, Lehramtsprofil; alle Grade berechtigen zur Bewerbung für ein Promotionsvorhaben <sup>2</sup>
3. Stufe: Doktoratsebene	(Grade bauen in der Regel auf einem Abschluss auf Master-Ebene, also von 300 ECTS-Punkten oder mehr auf) <sup>3</sup>

Source: KMK (2005), p. 7.

→ **First** grade definition, **then** competence descriptors

3. Die Hochschulen werden aufgefordert, von den bestehenden Möglichkeiten der Anrechnung Gebrauch zu machen und Verfahren und Kriterien für die Anrechnung von außerhalb des Hochschulwesens erworbenen Kenntnissen und Fähigkeiten in den jeweiligen Prüfungsordnungen zu entwickeln.

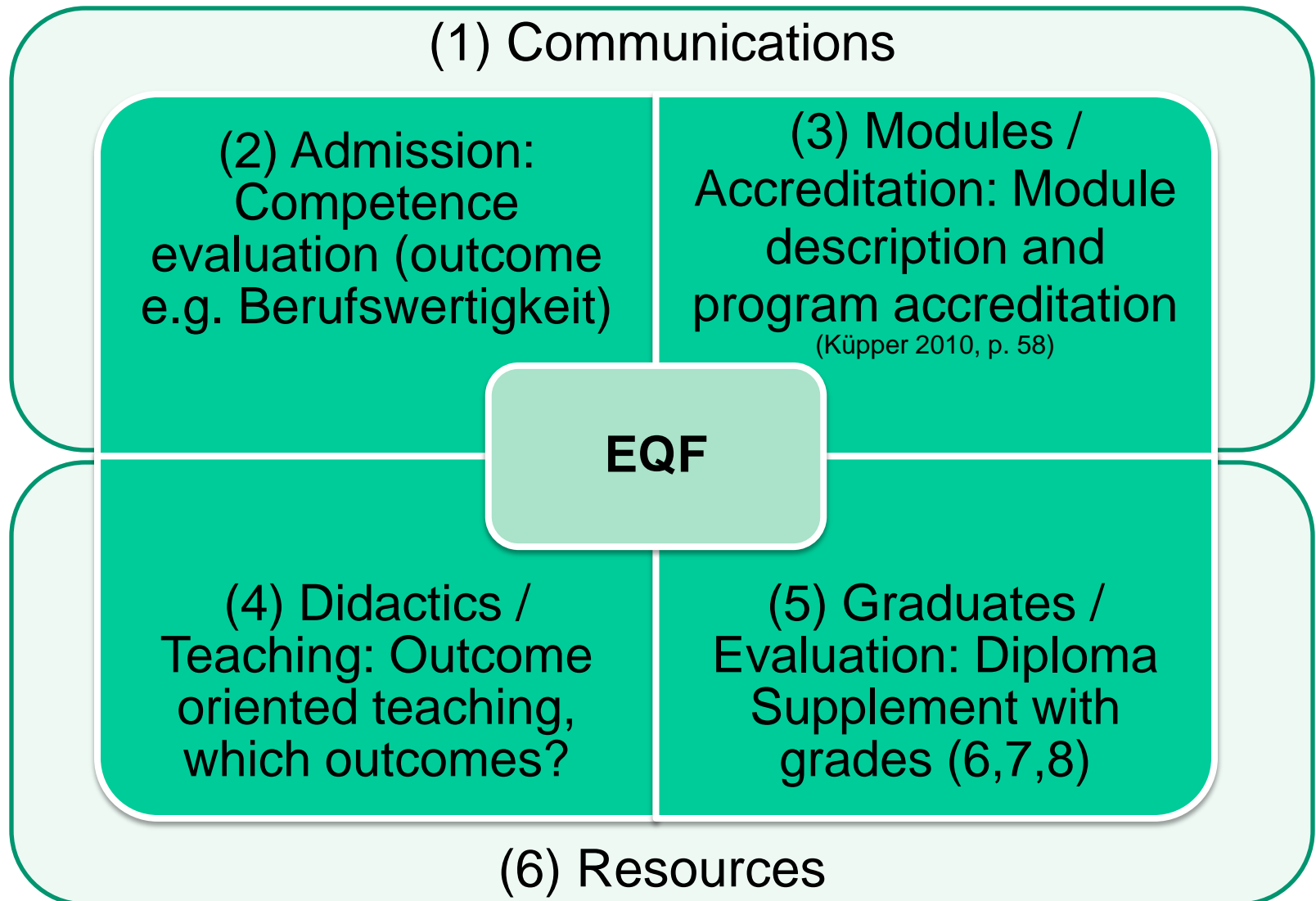
Source: KMK (2008), p. 8.

### NQF

- Formal descriptors are developed – but later on also formal degrees are planned to be integrated into the level system

- Present state discussion avoiding admissions and recognition and prefers separate education pillars

### 3. Implementation Areas



- **Internal and external communications** (homepage, print documents) have to be adjusted to EQF principles differentiation between **three different levels**:
  - 1<sup>st</sup> level communication: “There is an EQF system – what does it mean and how do we react”  
→ *Information Objective*
  - 2<sup>nd</sup> level communication: “We have implemented EQF and can guarantee adjusted and accredited processes and grades”  
→ *Marketing Objective*
  - 3<sup>rd</sup> level communication: “We have mastered EQF systems and can consult / co-operate with companies and other education institutions”  
→ *Acquisition Objective*

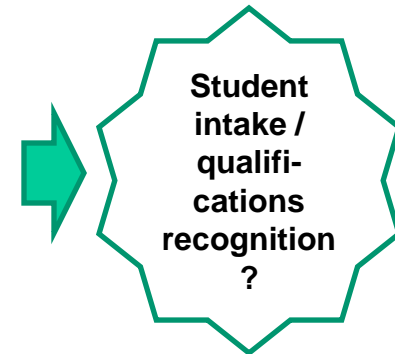
- **Outside and informal qualifications evaluation / recognition revisited**
- New admission regulations (e.g. “Meister” without subject restricted general access to HE due to the objective of enlarging student body, MIWFT [2010])

*First Draft 2007/2008*

*Current Discussion 2010*

(8) PhD (HE)
(7) Master (HE)
(6) Bachelor (HE)
(5) Meister (VET)
(4) Geselle/Kfm. (VET)
(3) School Degrees
(2) School Degrees
(1) School Degrees

(8) PhD (HE; <i>optional: LLL</i> )
(7) Master   Betr.w.(VET)?
(6) Bachelor   Meister (VET)
(5) Geselle/Kfm. (VET)
(4) School Degrees
(3) School Degrees
(2) School Degrees
(1) School Degrees



### 3. (3) Modules / (4) Teaching

- **Module descriptions** have to be adjusted to EQF / DD (Dublin Descriptors) guidelines, implementation (Germany) via accreditation:
  - Due to state legislation (KMK) accreditation agencies have to check universities and their study programs / study modules for their coherence with HQR regulations (developed from DD/EQF guidelines)
  
- **New teaching and didactics concepts** have to be developed due to outcome-orientation:
  - *1<sup>st</sup> Example:* How do we teach expected “loyalty” competences for education graduates?
  - *2<sup>nd</sup> Example:* How do we transfer curricula descriptions (what has to be learnt) to competence descriptions (what has to be “able to”)?
  - *3<sup>rd</sup> Example:* At FOM new school-wide didactics (“FOM ID”).

■ **Graduate evaluation** has to be revised referring to :

- *Signaling*: Earmarking all Diploma Supplements with EQF levels (5) / 6 to 8.
- *Measurement*: Development of new competence evaluation criteria as e.g. Berufswertigkeit measurement index
- *Comparison*: Benchmarking of university graduates (e.g. HE PISA testing by OECD)

\* Cp. Klumpp et al. (2010).

## *Berufswertigkeit Survey* \* *Graduates* (N=136)



- **Resource input** in order to implement EQF changes has to be *determined* and universities have to be prepared to *invest* as well as to be able to call for resource *support* (research question used in comparative view to Bologna):

	<b>Personnel Time</b>	<b>Personnel Costs</b>	<b>Other Costs</b>	<b>Comparison to Bologna (%)</b>
<b>Area Communications</b>	in months, e.g. 3 working months (1,0 FTE)	in Euro	e.g. for internet page changes	30%
<b>Area Admission</b>				
<b>Area Modules / Accreditation</b>				
<b>Area Didactics / Teaching</b>				

- **EQF implementation** will bring new developments and questions (and hopefully also answers) to higher education regarding:
  - *Communications*: “Leading” HEI will try to feast on EQF implementation by promoting recognition and general understanding of EQF principles
  - *Admissions*: Failing legal and political standardization will bring (international) HEI competition in terms of access / qualification recognition with huge impacts on *student body* (further increasing diversity), *quality* and *reputation*
  - *Modules & Accreditation*: Agencies will increasingly focus on EQF oriented module descriptions and connections
  - *Didactics & Teaching*: Outcome oriented teaching will require new and innovative didactics (already discussed in theory but not implemented yet)
  - *Graduates & Evaluation*: Graduate evaluation and description will need new forms (criteria) and levels (EQF levels)
  - *Ressources*: It is assumed that a significant resource input will be necessary across different areas comparable to Bologna implementation

- Huge and long-term change needs arise due to EQF implementation in **HE management**. This is just the start of a **major second reform process** after 10 years of Bologna implementation with similar characteristics as Bologna.
- Though being a “logical successor” to the Bologna Process, EQF implementation will bring quite **different** requirements for universities as a **new quality of outside relations** will emerge: Education content and evaluation will no longer be a “internal” matter of higher education but will have a multitude of outside connections due to general qualifications framework implementation in societies (Teichler [2009], p. 18).
- In essence it can be argued that general outcome and evaluation orientation will **not turn out as a higher education management “fad”**. This is largely due to the fact that by outcome measurement higher education is for the first time faced with a **professional criterion born within** the “internal education perspective” and not imposed from the outside.
- It can be assumed that the qualifications framework “movement” will have a **global impact** leading to worldwide changes in education (e.g. through **sectoral qualifications frameworks** as e.g. for the logistics industry).

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**Thank you for your kind attention.**

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