



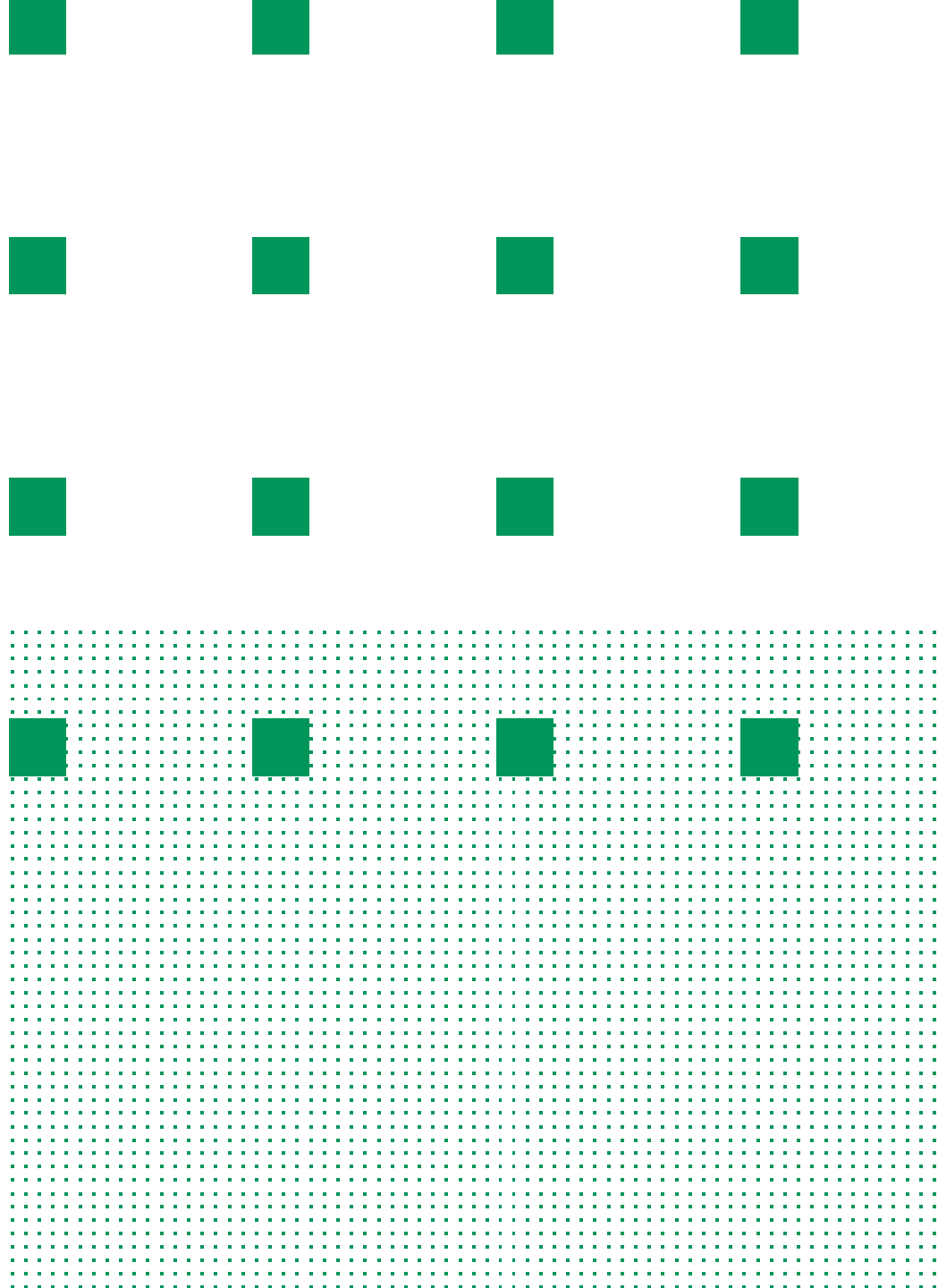
Faculty advisory board or peer evaluation? How to get substantial stakeholder input for programme development

14th European Quality Assurance Forum

Supporting societal engagement of higher education

21 - 23 November 2019

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Introduction

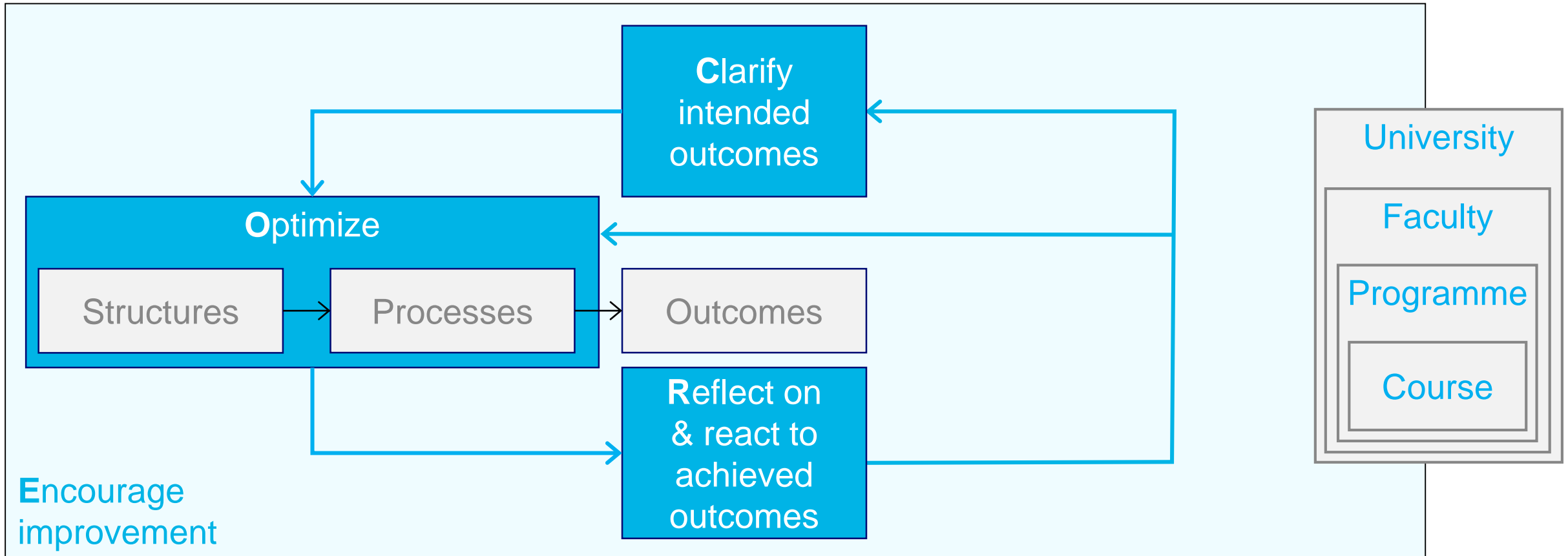
FH Münster

- University of Applied Sciences
 - 15.000 Students
 - About 100 study programmes
 - 13 faculties
- Quality management system
 - Established about 10 years ago
 - System-accreditation in 2011
 - Re-accredited in 2017 (until 2026)
- Wandelwerk – Center for Quality Development of FH Münster



CORE-Concept

Four steps to quality development



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Our Goals for Today

Expected Learning Outcomes

After you have attended this workshop, we expect you to be able to ...

- to describe which contribution different groups of stakeholders can give within the process of development of a new study programme or the improvement of an existing one;
- to analyse the effects of different options of stakeholder involvement in the process of study programme development,
- to develop suggestions for a better stakeholder involvement – at our and your universities.

Who is here today?

www.menti.com

Introduction



Introduction

External Evaluation

Legal basis

The **European Standards and Guidelines** demand that all study programmes are developed “by involving students and other stakeholders” and that they should “benefit from external expertise”. (ESG, 1.2)

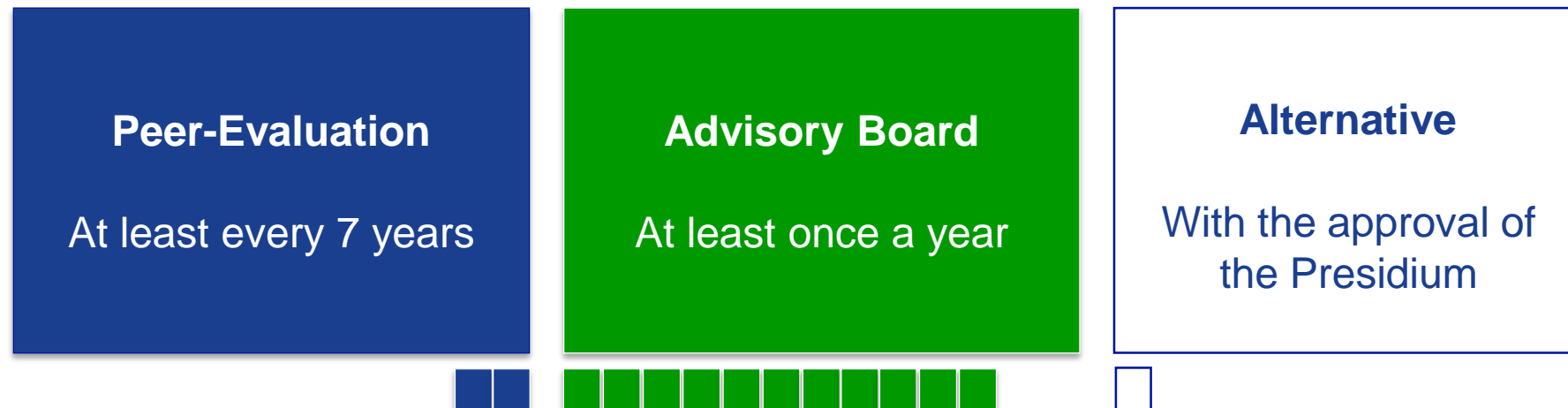
in Germany: “[...] regular evaluations of the study programmes and the relevant performance areas for teaching and studies by internal and external students, external scientific experts, representatives of the industry and graduates” (Musterrechtsverordnung zum 1.1.2018 gem. Art. 4.1-4 Studienakkreditierungsstaatsvertrag, § 18 (1))

Introduction

External Evaluation FH Münster

§ 9 Principles and types of external evaluation

„(1) The external evaluation aims at **examining** and **giving advice** from the point of view of **independent** experts. Especially the **results of the internal evaluation** and - where appropriate - the **requirements of course development** are discussed.“



Introduction

External Evaluation - Peer-Evaluation

Procedure:

Usual case: 1.5 days inspection of the expert group on the basis of common information materials (e.g. module manual, examination regulations, key figures) according to usual criteria such as studyability, relevance of the curriculum, personnel and material resources.

Composition:

3 - 5 Reviewers

Potential employers (e.g. Industry actors (some at the same time alumni, research partners),
scientific peers,
(external) students

Formal:

At least every 7 years, expert opinion also to president's board and QA-team



Introduction

External Evaluation - Advisory Board

Two options:

Rule: 1 advisory board for 1 department

Alternative: 1 advisory board for 1 study programme

Composition:

4 -12, mostly 6-7 members

Potential employers (some at the same time alumni, research partners),
Scientific peers,
(external) students

Term of office usually 3 years

Formal:

Meeting at least 1x yearly, meeting minutes also to president's board and QA-team

*Advice on the continuous
(further) development of study
programmes over a longer
period of time*

Group Work



Group Work

Peer-Evaluation and Advisory Board

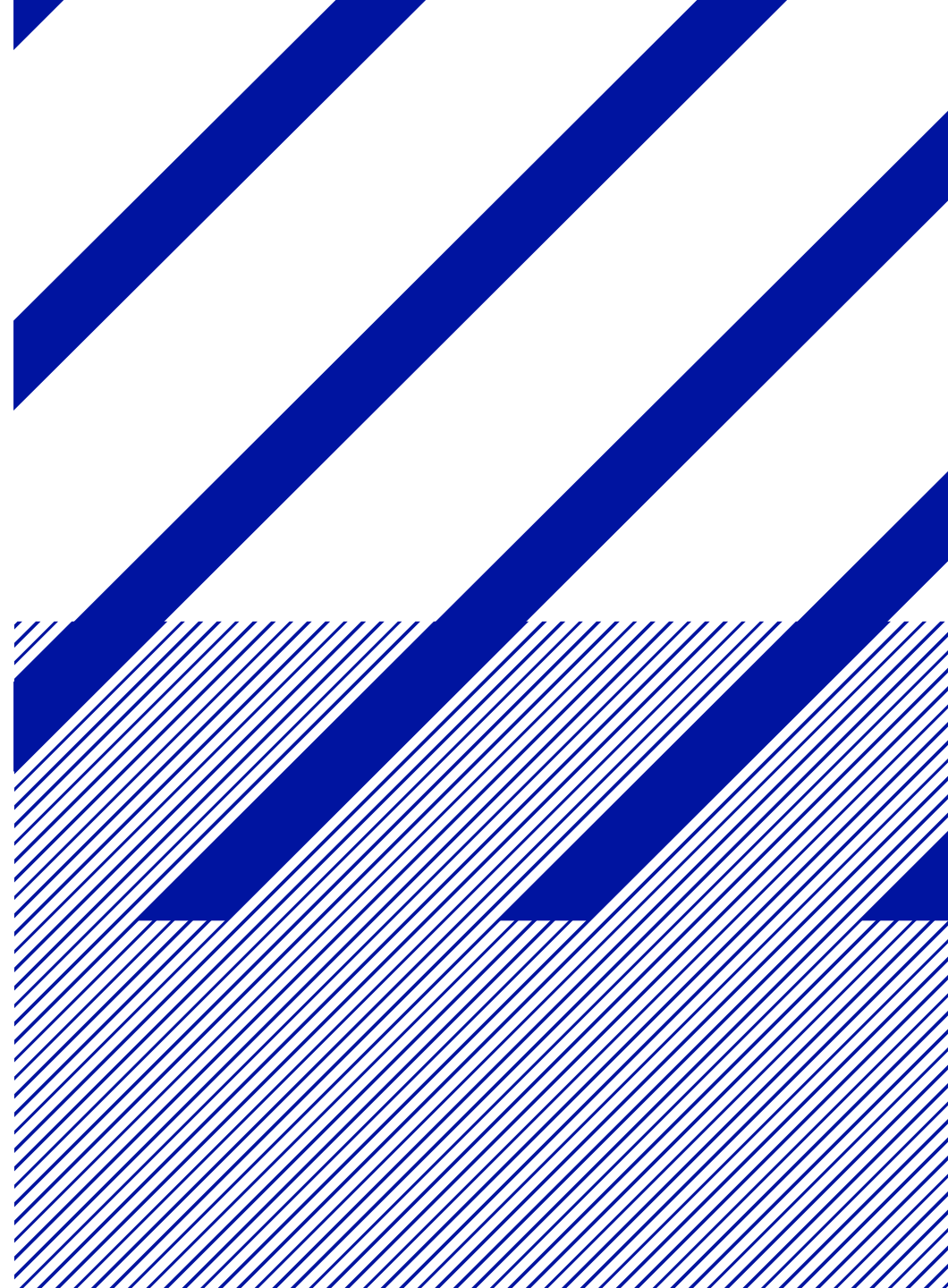
1. Find a group: Each group represents one stakeholder group (students, scientific peers, potential employers).
2. How do you think your group would like to contribute to the development of a new study programme or to the improvement of an existing programme? What would be your main focus of interest, your expertise? What would be your motivation?
3. What difficulties may your group encounter in the two different scenarios – peer-evaluation or advisory board?
4. How could the university facilitate a professional feedback by the different stakeholder groups and thus ensure that the faculty really benefits from the broad expertise?

External Evaluation in Practice





Thank you very much for your attention!



Conclusion – Experiences

Opportunities and difficulties

	Advisory Board	Peer-Evaluation
Opportunities	<ul style="list-style-type: none"> - Current suggestions from practice and science community - Continuous support - trusting relationship, enables more honest exchange and faster understanding - Workload distributed more evenly over time 	<ul style="list-style-type: none"> - Suggestions from practice and science (longer period) - Participation possible for experts who could not work for a longer period of time - Several years of "rest"
Difficulties	<ul style="list-style-type: none"> - Find and keep dedicated members - Serious preparation vs. spontaneous expression of opinions - Independence: relationship of trust vs. critical distance 	<ul style="list-style-type: none"> - Finding competent and unbiased reviewers - Very complex process in certain areas