

# Overview of Speakers



2016 ASIIN International CONFERENCE in Berlin

“Quality Management in Higher Education - the unsolved Mystery  
of its untapped Potential”

How to jointly tackle the five remaining grand challenges?

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Tuesday, 03 May 2016

### 1.1 Ralph Appel



Dipl. Wirtsch.-Ing. Ralph Appel  
Direktor und geschäftsführendes Präsidiumsmitglied  
VDI Verein Deutscher Ingenieure e.V.  
Geschäftsführer der VDI GmbH

Ralph Appel, verheiratet und Vater von zwei Kindern, wurde am 02. Nov. 1958 in Hamburg geboren. Er studierte Wirtschafts-Ingenieurwesen an der Uni/TUHH Hamburg und erlangte sein Diplom zum Wirtschaftsingenieur mit den Schwerpunkten Automatisierungstechnik, Fertigungstechnik, Materialwirtschaft, Industriebetriebslehre und Volkswirtschaftslehre.

#### **Karriere**

Nach seinem Studium arbeitete Ralph Appel zunächst bei der Maizena GmbH in Hamburg als Financial Trainee und Controller, bevor er 1987 zu Cerestar, einem führenden europäischen Unternehmen der Stärkeindustrie kam. Sein beruflicher Weg führte ihn von Krefeld über Brüssel nach Paris, wo er bis 2002, zuletzt als Commercial Director Food Europe, tätig war. 2002 übernahm er die Rolle des weltweiten Geschäftsbereichsleiters Texturizing Solutions bei dem global tätigen Nahrungsmittelgrundstoffproduzenten Cargill und pendelte zwischen Mechelen in Belgien, Minneapolis, USA und Krefeld. Bevor er 2013 in das Amt des VDI-Direktors gewählt wurde, war Ralph Appel zusätzlich als Geschäftsführer und Country Lead für Cargill in Deutschland verantwortlich.

#### **Mitgliedschaften in Verbänden und Organisationen**

- Mitglied des Vorstands des DVT (Deutscher Verband technisch-wissenschaftlicher Vereine)
- Deutscher Vertreter in der FEANI (European Federation of National Engineering Associations)
- Mitglied des Verwaltungsrats der ENAEE (European Network of the Accreditation of the Engineering Education)
- Vorstandsmitglied der ASIIN e. V. (Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, Informatik, Naturwissenschaften und Mathematik)
- Positionen als Vorstandsmitglied in verschiedenen deutschen und internationalen Industrieverbänden (vor dem Wechsel zum VDI)

**Berufliche Entwicklung**

- ab 2013**                    **VDI Verein Deutscher Ingenieure e.V., Düsseldorf**
- Direktor und geschäftsführendes Präsidiumsmitglied des VDI
  - Geschäftsführer der VDI GmbH
- 2013**                        **VDI Verein Deutscher Ingenieure e.V., Düsseldorf**
- Stellvertretender Direktor
  - Geschäftsführer der VDI GmbH
- 2002-2013**                **Cargill BVBA und GmbH, Mechelen (B), Krefeld**
- Geschäftsbereichsleiter Global Texturizing Solutions, Mechelen
  - Geschäftsführer und Country Lead für Cargill in Deutschland, Krefeld
- 1987-2002**                **Cerestar SA/NV und GmbH, Paris, Brüssel und Krefeld**
- Commercial Director Food Sector Europe, Paris
  - Supply Chain Director Europe, Brüssel
  - Projektleiter Supply Chain Re-Engineering Europe, Brüssel
  - Logistik Manager Deutschland
- 1986-1987**                **Maizena GmbH – Hamburg**
- Financial Trainee and Controller

## 1.2 Dr. Iring Wasser



Iring Wasser has studied public administration, International law and politics at Higher Education Institutions in Germany, France and the United States and completed his dissertation at the FU Berlin/Georgetown University on Education and Democracy in the United States. After serving for 2 years in the former NATO headquarter in Fontainebleau in the beginning of the 1990s, he then commenced his professional carrier as personal assistant to the President of the University of Stuttgart before becoming Managing Director of the Association of Universities in the State of Lower Saxony. In 2002 he was offered the post as director of the German Accreditation Agency ASIIN, a responsibility which he has assumed since, only interrupted 2010 by working as Audit Director for the

Australian University Quality Agency (AUQA) in Melbourne. In the course of the past decade he was involved in numerous QA consultancy projects for the European Union, the OECD, Worldbank, the German Academic Exchange Council and other organizations around the globe, assisting in capacity building of internal and external QA systems in the process. He also has been serving in leadership functions on various international QA networks including the Central and Eastern Quality Assurance Network (CEENQA) and the European Alliance of Subject Specific and Professional QA and Accreditation (EASPA) as well as the INQAAHE Board of Directors.

## 1.3 Prof. Dr.-Ing. Gerhard Müller



Professor Müller (b. 1960) conducts research into structural dynamics and vibroacoustics, in particular dynamic soil structure interaction, structural dynamics, sound radiation and sound fields generated by vibrations in buildings and vehicles. For this research he applies hybrid deterministic and statistical approaches. After studying civil engineering at TUM, Professor Müller completed his PhD at the same university (1989). His postdoctoral teaching qualification (habilitation) is in engineering mechanics (1993). Between 1992 and 2004 he worked for a large engineering firm focussing on all aspects of sound, vibration and air pollution control. For nine years he was managing director of this firm. He has been a professor at TUM since 2004. He is executive president of the European Association for

Structural Dynamics (EASD). In 2009/10 he was chairman of the umbrella association of the Faculty Associations for Engineering and Computer Science (4ING e.V.). Professor Müller is chairman of the Education Committee of the Bavarian Chamber of Engineers (Civil Engineers). Since 2014 he has been Senior Vice President for Academic and Student Affairs.

#### 1.4 Dr. Judith Eaton



Dr. Judith S. Eaton is president of the Council for Higher Education Accreditation (CHEA), the largest institutional higher education membership organization in the United States. A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities.

CHEA works with the presidents and chief academic officers of colleges and universities, accreditors, policy makers and higher education leaders around the world, providing authoritative information and leadership on issues related to accreditation and quality assurance, the federal government-accreditation relationship and enhancing public confidence in accreditation. CHEA is the only private sector body in the United States that “recognizes” U.S. institutional and programmatic accreditors for quality, scrutinizing these organizations and affirming that they meet CHEA’s quality standards. At present, 60 accreditors are CHEA-recognized.

Prior to her work at CHEA, Dr. Eaton served as chancellor of the Minnesota State Colleges and Universities, where she was responsible for leadership and coordination of 32 institutions serving more than 162,000 students statewide. Previously, she was president of the Council for Aid to Education, Community College of Philadelphia and the Community College of Southern Nevada, and served as vice president of the American Council on Education. She also has held full- and part-time teaching positions at Columbia University, the University of Michigan and Wayne State University.

A sought-after speaker on higher education issues both in the United States and internationally, Dr. Eaton currently serves on a range of boards and has authored numerous books and articles on higher education and accreditation topics.

#### **Abstract: Quality Assurance and Accreditation of Higher Education in the United States – Reflections on the Way Forward**

The way forward for quality assurance and accreditation in the United States will require greater attention and investment especially in public accountability and innovation. Expectations of quality assurance and accreditation when it comes to public accountability have changed considerably from even ten years ago, with students, government, employers and the public all seeking greater and more reliable evidence of student success and of the tangible benefits of the considerable investment of time and money in a collegiate experience. This has been accompanied by calls for greater transparency, readily accessible and understandable information about the judgments that institutions and accreditors make and the basis for these judgments. When it comes to innovation in the United States, we are witnessing the emergence of a new sector of providers of educational offerings, apart from and in addition to higher education institutions. These providers are typically private companies that offer courses, modules or training camps. They do not offer degrees. These include, for example, providers of massive open online courses, providers of boot camps for

enhancement of information technology skills and providers of courses intended primarily for transfer of credit to degree-granting institutions. To accompany these new, innovative providers, both the employer sector and the federal government are exploring the establishment of new types of quality assurance or accreditation, apart from the current longstanding organizations. Given these important developments, quality assurance and accreditation organizations are challenged to examine their current practices and policies to determine how to further address public accountability and innovation. Will they retain or make significant changes in current practice? Will they expand their transparency? Will they expand their purview to include the new sector of providers, in addition to traditional colleges and universities? At the same time, it will be vital to sustain the longstanding commitment to academic quality and quality improvement of higher education institutions. How can these many challenges be addressed? What needs to be done?

### 1.5 Mette-Moerk Andersen



Mette Moerk Andersen is Policy Officer in the European Commission in the field of higher education working on issues related to recognition, the Bologna Process and the social dimension of higher education. Previously, she served as attaché for education and youth at the Danish Permanent Representation to the EU which included chairing the Education Committee in the Council of Ministers during negotiations on Erasmus+. Mette Moerk Andersen holds a master in English and European Studies from Copenhagen Business School.

## 1.6 Prof. Dr. Dirk Van Damme



Dirk Van Damme currently is Head of Division in the Directorate for Education and Skills at the OECD in Paris. He holds a PhD in educational sciences from Ghent University and is also professor of educational sciences in the same university. His main academic work focused on the history of education, comparative education, lifelong learning and international higher education. He also served in various positions in the field of education policy in the Flemish part of Belgium. He served as an expert and board member for various international organisations (IAUP, UNESCO, AQA, QANU, etc.), mainly on higher education policy, quality assurance and accreditation and innovation. At the OECD he is leading both the Centre for Educational Research and Innovation (CERI) and the Indicators of Educational Systems (INES) programme.

## 1.7 Dr. Carol Bobby



As CEO of CACREP, Dr. Carol Bobby has assisted in the development of counselor preparation standards, facilitated team member training, created the first-ever CACREP “how to write a self-study” workshop, and presented globally on quality assurance review processes in higher education. In her position with CACREP, she specifically played an instrumental role in the development of the organization’s research agenda, the creation of its International Registry of Counsellor Education Programs (IRCEP), and writing and presenting the concept proposal that has allowed CACREP to work closely with the Council on Rehabilitation Education (CORE) on the creation of a

unified accreditation process on behalf of the counseling profession. This process has recently led to an agreement for merger of the two organizations.

Since receiving her Ph.D. from the University of Florida in 1987, Dr. Bobby has maintained professional membership in ACA, ACES, and AMHCA. She is a lifetime member of Chi Sigma Iota, the international honor society for the counseling profession. Her leadership positions include: CSI president (1992-1993), board chair of the Association of Specialized and Professional Accreditors (1996-1998), and board chair of the Center for Quality Assurance in International Education (1998-2013). In 2008, Dr. Bobby was selected to serve on the Board of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), a world-wide association of 200+ organizations active in developing the theory and practice of quality assurance in higher education. In 2013, Dr. Bobby was elected to serve as the INQAAHE president. She currently continues to serve as the Immediate Past President of INQAAHE and, as such, sits on the Board of Directors in an ex officio capacity.

Dr. Bobby's work has been recognized in many ways. As an undergraduate, she was inducted into Phi Beta Kappa honor society and received Ohio University's McQuiston award for her outstanding GPA. In 1984, the City of Alexandria's Office on Women recognized her as an outstanding volunteer and in 2001 she was selected as the first fellow of the Middle States Association's Commission on Higher Education, one of the six regional accrediting agencies in the US. Within the counseling profession, she has been an honored recipient of ACA's Arthur A. Hitchcock Distinguished Professional Service Award (2006), the ACES President's Outstanding Service Award (2013), and the Thomas J. Sweeney Award for Visionary Leadership and Advocacy (2015). In December 2014 she was honored by Thailand's national accrediting agency when she was presented with ONESQA's Plaque of Honour award. This honor was followed in March 2015 by her receipt of the C. Davenport Award for Exceptional Contributions to Specialized and Professional Accreditation in the United States given by the Association of Specialized and Professional Accreditors.

### **Brief Description of Introductory Remarks to Theme 2: The Potential of Quality Assurance and Accreditation as a New Magic Wand for Political and Economic Integration on and International Level**

Since the mid- to late 1990s, the implications of the globalization of higher education have been discussed in a variety of venues ranging from conferences focused on the quality assurance of higher education offerings to meetings of representatives and negotiators involved with the World Trade Organization. As the export of higher education across borders has grown, the recognition of education as a service industry to be included in bilateral and multilateral trade discussions has also grown. This new view of education as both an importable and exportable service industry continues to have both political and economic implications for countries, as well as for the future graduates of higher education programs whose businesses or professions expect global competencies to be included in their preparation. This introduction to Theme 2 will explore how quality assurance systems in higher education, both nationally and internationally, are attempting to address some of the barriers to the mobility of businesses and professionals across borders through the creation of networks built upon regional interests or subject matter specialties (i.e., professions). Brief examples of types of networks, mutual recognition agreements, and other ways to begin discussions about the important role of quality assurance in the education sector will be provided.

#### **1.8 Dr. Jagannath Patil**



Dr. Jagannath Patil is the President of Asia Pacific Quality Network (APQN), the largest regional network of QA bodies from over 50 countries. An internationally recognized quality assurance professional, Dr. Patil serves as Adviser at National Assessment and Accreditation Council of India.

Dr JP has served as consultant on various national and international missions including that of UNESCO, World

Bank, etc. As experienced QA Professional of the leading QA agency and Board member of APQN for several years, he has shared his QA expertise to many HEIs and QAAs across the world. His key assignment was as consultant on UNESCO/ World Bank mission to Association of African Universities- AAU, Accra to help capacity building initiative of emerging African QA Network. In June 2012, Dr JP was invited as Chair of international panel to review the regulatory Framework of the Tertiary Education Commission, Mauritius.

As an Adviser of NAAC he has coordinated Assessment and Accreditation exercise of about 1000 Higher Educational Institutions. He is also associated with large number of activities of NAAC including workshops, assessors training programmes and surveys.

He has visited about 40 countries on academic assignments and made presentations and/or conducted workshops in quality assurance as resource person. He is one of the sought after speaker in QA fraternity around the world and has delivered Key note speeches in Asia, Europe, Africa and Americas. Dr. Patil has also been a Moderator of APARNET, an online community of UNESCO Bangkok. As APQN President he has served on many Working Groups of UNESCO.

He has authored and edited publications on accreditation and quality assurance under the auspices of NAAC, APQN and other international fora. Among various recognitions, he is recipient of a prestigious international award by the Government of Australia titled- Endeavor India Executive Award for year 2007.

After taking over as APQN President, Dr. JP has launched several initiatives including APQN Quality Awards, APQN Exchange Program, MoU with Commonwealth of Learning, Canada, MoU with European Consortium of Accreditation [ECA] and Quality publication series, etc.

JP is currently leading new initiatives of APQN to launch Asia Pacific Quality Information Portal and Asia Pacific Quality Assurance Register as part of decennial agenda.

Dr JP has received international recognition for contribution to Quality Assurance in Asia Pacific in form of Plaque of Honour awarded by ONESQA, Thailand received at the hands of Deputy Prime Minister of Thailand on 7th November 2013 at Bangkok. He is also an elected president of INQAAHE since April 2015, being the first Asian expert to become INQAAHE President. He is leading initiatives to mark 25 years of INQAAHE.



## 1.9 Jana Möhren

Jana Möhren is the Head of the International Office at ASIIN where she has been since 2006. She is responsible for managing quality assurance procedures and projects internationally. She manages and represents ASIIN in EU-sponsored Projects (LifeLongLearning, TEMPUS) and implemented numerous workshops and consulting activities in internal and external quality assurance and

capacity building. Additionally, she is responsible for the certification of non-degree educational offers (VET). She acts as Secretary General for the European Quality Assurance Network for Informatics Education (EQANIE) and the European Alliance for Subject-Specific and Professional Accreditation (EASPA). Jana has studied at the University Passau, Germany, and at University Laval, Canada, and holds a degree in Languages, Business and Cultural Studies.

### 1.11 Marc Wilde



Marc Wilde, Senior Expert, Development Cooperation: Partnership Programmes and Higher Education Management, DAAD

Marc Wilde is Senior Expert of the German Academic Exchange Service (DAAD) and he is responsible for the overall coordination of capacity development programmes in the field of higher education management for developing countries. Among others he is in charge for the regional QA initiative ASEAN-QA which is funded by the German Ministry for Economic Cooperation and Development (BMZ).

Marc has been engaged in the field of development cooperation at the DAAD's headquarter in Bonn since 2002. From 2010 until 2014 he was Head of the section "Joint Higher Education Management Programmes (DIES)".

Prior to his work in the DIES section he was assigned as DAAD programme manager for consultancy projects on behalf of international donor organisations, such as the European Union or the World Bank.

Marc Wilde holds a M.A. in Philosophy from University of Bonn, Germany. Furthermore, he has earned a MBA in the field of higher education management at University of Applied Sciences Osnabrück, Germany in 2011.

#### **Abstract: Quality Assurance and Regional Cooperation in the ASEAN region**

After highlighting main conclusions and recommendations of the recently published Study "Higher Education Quality Assurance in the ASEAN region" main features of two bi-regional projects supporting regional QA in Southeast Asia will be presented.

The EU funded Project SHARE (2015-2018) is conducted by a European Consortium of British Council (lead), Campus France, the German Academic Exchange Service (DAAD), EP-Nuffic, the European Association for Quality Assurance in Higher Education (ENQA), and the European University Association (EUA). In close cooperation with ASEAN partners the projects aims at supporting the harmonization of ASEAN higher education. Three result areas ranging from EU-ASEAN policy dialogues, qualifications and quality assurance frameworks to credit-transfer and mobility schemes have been identified, in order to promote regional cooperation, enhance the quality, and fostering regional competitiveness and internationalization of ASEAN higher education institutions.

The SHARE activities in the field of QA complement the ongoing project in the ASEAN region that the German Academic Exchange Service (DAAD) and the German Rectors' Conference (HRK) initiated in 2011. The Project ASEAN-QA (2011-2018), which is financed by the German Ministry of Economic Cooperation and Development (BMZ) is organised in the frame of the DIES program – a joint initiative of DAAD and HRK – and places a main emphasis on capacity development and training in QA. Main partners are DAAD, HRK, ENQA and the University of Potsdam as well the ASEAN Quality Assurance Network (AQAN), the ASEAN University Network (AUN) and the Regional Centre for Higher Education and Development (SEAMEO RIHED).

Based on experiences with (sub-)regional quality assurance projects the presentation draws lessons learnt for bi-regional cooperation, policy dialogue and training with partners in Asia and developing countries in general.

### 1.12 Joseph Vibert



Joseph Vibert has been Executive Director of the Association of Specialized and Professional Accreditors (ASPA) since 2011. ASPA is the national voice representing specialized and professional accrediting organizations. Mr. Vibert has worked on both sides of the accreditation table, with over two decades of experience in accreditation, credentialing, education and administration. Prior to ASPA, he served as Chief Executive Officer of the Canadian Alliance of Physiotherapy Regulators, a position he held since 2006. In this capacity he led the organization responsible for testing competency for entry-to-practice through the administration of a licensing examination and credential assessment of foreign-trained professionals. He led the establishment of a national competency profile for physical therapy and contributed to the development and review of accreditation standards for that profession. He was Chair of the Canadian Network of National Associations of Regulators, the federation of national organizations responsible for protection of the public through the self-regulation of professions and occupations. He has served as the Director of a Physical Therapist Assistant Program in Florida and worked in a Chicago hospital, holding several administrative positions including Director of Physical Medicine and Rehabilitation, and Special Assistant to the President. He was responsible for achieving successful accreditation outcomes from state and national organizations. He served on the Board of the Foreign Credentialing Commission on Physical Therapy (US) for 6 years and has been a guest lecturer at universities in both Canada and the US. ASPA, a non-profit association, represents U.S. accreditors that assess the quality of specialized and professional higher education programs and schools. ASPA focuses on issues of educational quality facing institutions of higher education, governments, students, and the public. ASPA members set national educational standards for entry to practice or advanced practice for over 100 specialized disciplines or defined professions.

### 1.13 Maria-José Lemaitre



Sociologist, with graduate studies in education, is currently the Executive Director of CINDA, a network of universities in Latin America and Europe.

Former president of INQAAHE and of RIACES, the Iberoamerican Network for QA, she is currently a member of the Advisory Council of the CHEA International Quality Group.

She was in charge of the design and implementation of quality assurance processes in Chile between 1990 and 2007 and has published many articles on the quality and management of higher education.

She has served as a consultant on the development of quality assurance, higher education management and policy design and implementation in the field of higher education, for institutions, governments and bi and multilateral organizations in Central and South America, the Caribbean, the Middle East, Africa, East Europe, Central and Southeast Asia.

#### **Abstract: The prospective potential of quality assurance and accreditation in Latin America**

The presentation will focus on the needs of higher education in Latin America, and the ways in which quality assurance processes can contribute to better responses from higher education institutions (or detract from their ability to do so).

It will address issues such as the following:

1. A brief description of quality assurance in Latin America: its early development, the different modes in which it is carried out, its success and the current situation.
2. The main trends affecting higher education in the region: continued growth of the enrolment, diversification, privatization, marketization; increased efforts by governments to regulate HE.
3. The challenges to quality emerging from these trends:
  - Growing enrolment leads to diversified higher education systems, which in turn require different approaches to quality, often not recognized or taken into consideration when developing external quality assurance standards and procedures.
  - Privatization and marketization impact on management and decision making structures. The need to solve issues of effectiveness and efficiency involves a risk of managerialism or a management approach focused on enhancing the ability of HEI to adapt to the demands of the environment using a corporate approach.

The alternate response is quality management, which focuses on the ability of an institution to define its purposes taking into consideration both the principles and priorities defined in its mission and the requirements of its relevant environment, and to organize its actions in order better to achieve the institutional purposes.

4. External quality assurance processes in LA run the risk of being co-opted by governments, which have realized their strong regulatory potential. Suggestions are made about specific actions to improve EQA's capacity to contribute to the continuing quality of higher education and to establish trust between HEI intra and internationally.

#### 1.14 Stefan Bienefeld



Stefan Bienefeld is Head of Division P3, Development Co-operation and transregional programmes in the German Academic Exchange Service (DAAD).

Mr. Bienefeld holds a Master's Degree in psychology from the University of Bielefeld, Germany. He worked for the German Rectors Conference, the national Association of German universities, as a program manager on issues linked to the Bologna process and as a head of a project dealing with Quality Assurance in Germany and Europe prior to joining DAAD in 2009.

In DAAD he started as head of division 435, responsible for large scale university cooperation programmes between German universities and partner HEIs in developing countries as well as programmes for the worldwide mobility of German university teaching staff. Since June 2011 he was head of division 43 and in this capacity held the responsibility for all DAAD programmes with funding from the German Federal Ministry for Economic Cooperation and Development, including financial and strategic issues with the Ministry as well as cooperation with external partners such as GIZ, KfW, UNESCO, the World Bank and civil society organizations.

Since January 2015 he is head of division P3 dealing with project funding programmes in development cooperation, alumni, German studies and the German language as well as research mobility.

#### 1.15 Dr. Karola Hahn



Dr. Karola Hahn is a senior manager and researcher in international Higher Education. Her academic background is Political Science. Her regional expertise in HE management, development, reform and research covers Africa, the Middle East, South East Asia as well as Western Europe.

She was member in founding teams in a number of higher education reform and development projects: International School for Graduate Studies (Managing Director Technical University Kaiserslautern), the Vietnamese-German University (Project Coordinator Ho Chi Minh City, Ministry of Research and the Arts, Hessen and Technical University Darmstadt), the Ethiopian Institute of Architecture, Building

Construction and City Development, Addis Ababa University (Managing Director EiABC). Dr. Hahn worked for GIZ AU as Senior Advisor to the African Union Commission in the Pan African University Project. Since April 2015 she is higher education planner in the Competence Center Education at GIZ Headquarter in Eschborn and continues supporting education programmes in Africa with expert advice.

She has conducted extensive international higher education research e.g. for the German Academic Exchange Service (DAAD), EU, Academic Cooperation Association (ACA) and Namibian Economic Policy Research Unit (NEPRU) as well as for German State Ministries. She participated in feasibility studies for EU-AU and World Bank.

She was member of the Steering Committee on the EU-AU Harmonisation and Tuning of Higher Education in Africa Project and coordinated the pan-African expert group in Civil Engineering. Karola Hahn is part of the International Advisory Board of the International Journal of African Higher Education.

### 1.17 Dr. Pdraig Walsh



Dr Pdraig Walsh was elected President of the European Association for Quality Assurance in Higher Education (ENQA) in 2013, having served on the ENQA Board since 2011. In addition to Chairing the Board, he represents ENQA on the Bologna Follow-Up Group (BFUG) and the E4 Group. He has also served on the Boards of quality assurance bodies in Portugal, Scotland and Switzerland and on the steering group of the EUA Institutional Evaluation Programme (IEP).

He has been the Chief Executive of the national quality assurance agency in Ireland, Quality and Qualifications Ireland (QQI) since its establishment in 2012. Prior to that, he was Chief Executive of the agencies responsible for qualifications and quality assurance of further and higher education in Ireland that were amalgamated to form QQI in 2012. Having studied Chemical Engineering at University College Dublin and the University of Missouri (USA), he subsequently lectured in Bioprocess Engineering in Dublin City University (DCU) for nearly 20 years prior to being appointed as the first Director of Quality in that university in 2001. He left DCU in 2005 to become Chief Executive of the Irish Universities Quality Board which was later amalgamated into QQI.

#### **Abstract: How to better communicate the results of QA in Higher Education to the political realm and to the media?**

Quality Assurance (QA) has always suffered from the opaqueness of its language, with claims that 'quality speak' is simply not comprehensible to the general public nor indeed to the media or the political world.

A recent European Union funded project co-ordinated by ENQA (called EQArep) found that the main purpose of the traditional, comprehensive institutional or programme QA report is to facilitate a

review or accreditation decision and to serve as a trigger for enhancement at the reviewed institution and that consequently the primary users of such reports are the higher education institutions or programmes under review.

Summary reports, on the other hand, are mainly produced to provide concise and easily readable information to the general public. The ENQA report recommended that, in order to better meet the needs of stakeholders, a higher degree of comparability between summary reports would be beneficial.

Notwithstanding, the sheer quantity of these reports can still somewhat overwhelm the general reader. One of the European Standards and Guidelines for QA (ESG) requires QA agencies to regularly publish reports that describe and analyse the general findings of their QA activities. This may provide a further route for engaging with the political realm and the media who (unlike prospective students who are looking for a particular programme or institution) may be more interested in the 'system'. QA agencies can enrich the debate by producing such synoptic reports that go beyond the scope of a single process and which provide material for structured analyses of a higher education system. These findings can contribute to the reflection on and the improvement of QA policies and processes in institutional, national and international contexts. A thorough and careful analysis of this information will show developments, trends and areas of good practice or persistent difficulty which may be of utility to political actors charged with higher education funding or policy at the system level.

### 1.18 Min. Dirig. Peter Greisler



Peter Greisler studied law in Erlangen and Mainz (Germany) and in France and Great Britain. He started his professional career at the then Federal Ministry for Research and Technology in 1991, where he worked in different areas ranging from international nuclear energy policy and other international affairs to staff, cabinet and parliamentary issues and research for sustainability, science and society.

He has been Head of the BMBF's Higher Education Directorate since 2004. His responsibilities include the Deutsche Forschungsgemeinschaft (DFG), higher education legislation, social issues regarding university studies (BAföG training assistance), the promotion of young researchers, the internationalization of universities and continuing education at higher education institutions.

**Abstract: Quality Assurance of Higher Education between disinterest and engagement: QA/Accreditation and its resonance in the political realm**

QA and Accreditation are neither of public nor of political interest, if perceived adequate. Core indicators for an adequate QA and accreditation is the labor market insertion of graduates, student's

satisfaction with their study programmes and employers matched expectations of student's knowledge, skills and competences.

Internationalisation, more foreign students at home and more native students abroad makes QA and accreditation a public topic, if recognition (academic and professional) problems arise.

To avoid obstacles of mutual recognition, a European set of criteria for the most common subjects should be developed in all 48 countries of the European Higher Education Area. These criteria should be accredited in accordance with the European Standard and Guidelines of Quality assurance. These sets of criteria of the EHEA should be then discussed with other higher education areas globally to find a common ground for mutual recognition.

Wednesday, 04 May 2016

1.19 Dr. Frank P. Ritter



Frank has a professional experience of more than 20 years in the chemical/pharmaceutical business. Being a trained chemical equipment operator, he earned a PhD in organic chemistry to later demonstrate his project management and controlling skills at Bayer Pharma. Understanding the fundamental risks a multinational now-called life-science conglomerate encounter in daily business and its impact on financial reporting made him focus on setting up appropriate internal control frameworks relevant for several affiliates and headquarters. In his daily business he takes care about quality assurance, assessments as well as process and system evaluations and last but not least communication across all hierarchy levels.

1.20 Monika Wertheim



Global Talent Acquisition

Uniper SE

Experience in design, implementation and coordination of international HR projects. Development and design of new business strategies.

Working experience in the chemical, agricultural and pharmaceutical industry in the field of marketing/sales and as a managing director in a consultancy agency.

Join E.ON SE in 2007, being working as an executive in several HR line roles –e.g. Leading Employer Brand, HR Communication, Corporate Culture, Global Recruiting.

Contributing (leading, steering, monitoring, controlling) HR Projects:

- Project E.ON Opinion Survey
- Project set up of Center of Competence Talent and Business Services Global Recruiting
- Project set up new HR IT
- Project set up spin-off E.ON /Uniper

### 1.21 Dr. Frank Becker



Dr. Becker was born in 1952 in Marburg/Germany. After studying physics at the University of Karlsruhe he worked at the Max-Planck Society for the Promotion of Science in Munich. In 1981 he got his PhD from the University of Munich and started to work in the Central Research and Development of Siemens AG, Munich, in the field of microelectronic process development. Subsequently he was project coordinator in the Mega-Microelectronic-Project, a spokesman for the Siemens Semiconductor Group, and moved to Siemens Corporate Finance, Investor Relations. After returning to Corporate Communications to become spokesman for environmental matters, he worked for the top+ company efficiency program.

In March 2003 he moved to Corporate Personnel, where he became spokesman for topics like University Education, European Higher Education Area, Bachelor/Master, shortage of engineers etc. From July 2005 to December 2012, he was responsible at Corporate Communications and Government Affairs for the university part of “Siemens Generation21”, a company education initiative; the school activities having been transferred to the Siemens Foundation in January 2009.

For many years, Dr. Becker was chairman of the working group for engineering education of the ZVEI (German Electrical and Electronics Manufacturers Association), a physics auditor and a member of the accreditation commission of the ASIIN (German accreditation agency for STEM), a member of the Advisory Board of TechING-LearnING.eu , a member of the EUGENE International Advisory Board and served as a member of the working group on Quality Assurance in the University System of the German Science Council (Wissenschaftsrat).

Currently he is active as an independent education expert and member of the VDI (German Engineers Association) committee for engineering education.

Dr. Becker speaks six languages, has given numerous lectures and authored or coauthored many articles. His interests include history, travel photography and writing historical novels.

His main recent publications in English include:

- “Globalization, curricula reform and the consequences for engineers working in an international company”, European Journal of Engineering Education Vol. 31, No. 3, June 2006, 261-272
- “Generation21: What markets require, what active students can do and how a company can help them”, invited paper, presented as keynote lecture at the SEFI 2006, 34th Annual Conference, June 28-July 2, Uppsala/Sweden;
- “Why don’t young people want to become engineers? Rational reasons for disappointing decisions”; European Journal of Engineering Education, Vol 35, No. 4, August 2010, 349-366
- “Quality in Engineering Education – An Industry”

### 1.22 Dr. Ahidoba De Franchi Mandscheff



Mrs Ahidoba de Franchi Mandscheff is Head of Quality at the University Centre for Continuing and Distance Education of the University of Geneva in Switzerland. Sociologist and statistician, she has worked for more than ten years in university continuing education, and more specifically in the quality assurance of continuing education. She has been involved in several European projects in the field of quality enhancement. She serves as secretary general of the European University Continuing Education Network (eucen) since 2012.

#### **Abstract: How to make QA matter for the employment sector – a contribution from the university continuing education perspective**

The continuing education activity is one of the privileged link to the employment sector for universities. It is for sure under strong constraints of quality, as in many countries it is based on a self-financing principle: bad reputation is more quickly disseminated than good reputation. Quality culture, quality loop, continuous improvement, accreditations, evaluation are at the centre of QA of UCE. More and more, university continuing education is part of the university QA system. Involving external stakeholders appears to be concretely mentioned in several quality standards.

Europe is a patchwork of educational, political and economic systems and values, and its activity of university continuing education varies from country to country. But indeed, it is one of the ways to make the QA useful for connecting to the employment sector. Some recommendations in this direction will be proposed, as a contribution of the university continuing education perspective.

### 1.23 Barbara Michalk



Barbara Michalk is Head of the Section “Higher Education Reform in Germany and Europe” of the German Rectors’ Conference (HRK), working - among other topics - on quality management and qualification frameworks. She is a coordinator and trainer in the DIES quality assurance projects in South East Asia.

Previously, she was Head of HRK’s Quality Management Project and a member of the European Quality Assurance Forum Steering Committee. She has contributed to several European projects on QA as well as to the MAP-ESG project and was a member of the Drafting Group for the ESG 2015.

### 1.24 Prof. Dr. oec. Micha Teuscher



Prof. Dr. oec. Micha Teuscher (born 1964) studied Business Administration and Economics and Agribusiness at the University of Hohenheim and did his PhD in 1993 at the Institute of Agricultural Policy and Markets. Until 1997 he was Senior Consultant and Deputy Head of AFC Consultants International GmbH and DLG Agriservice GmbH in Bonn. In 1997 he became professor of Business Administration and Management at the University Neubrandenburg. After two years as vice president he was elected as president in 2004 for the first time. In 2008 and 2014 he was re-elected. Since 2010 he is spokesman for the member group of the Universities of Applied Sciences (Fachhochschulen) and vice president of the German Rectors' Conference (HRK).

#### **Abstract: Mobility of graduates and the development of suitable national qualification frameworks**

The introduction of two-tier structures in study programmes across Europe was for some years considered almost synonymous with the Bologna Process. However, it quickly became obvious that structural changes were not enough and that consensus was needed on what a Bachelor or a Master qualification meant in terms of competences. The Dublin descriptors of 2004 were a first attempt to provide such generic definitions of qualification levels, for Bachelors, Masters and doctorates. Subsequently, the Qualifications Framework for the European Higher Education Area was developed in 2005 and the European Qualifications Framework for Lifelong Learning in 2008. These events at the European level were mirrored at the national level: in most Bologna countries, national qualifications frameworks were drafted, either specifically for higher education or for the entire education system. In many higher education systems, these frameworks provide the basis for quality assurance decisions, e.g. accreditations: does a given programme comply with the descriptions of competence levels in the national qualifications framework? This in turn creates a climate of trust among countries and their higher education institutions that is the prerequisite for the mobility of students and graduates. Prof. Teuscher will give a short overview of the developments in Germany with regard to qualifications frameworks, and in particular he will explain how the German higher education qualifications framework which has just been thoroughly revised will facilitate the development of sectoral frameworks and thus foster the mobility of learners and the recognition of prior learning.

## 1.25 Claudia Gelleni



Head of Department of the French ENIC-NARIC and president of the ENIC-NARIC network since June 2015, Claudia Gelleni joined CIEP in 2004. As an expert in the field of recognition, she participated during the last ten years to several international and European projects in this specific field, aimed at the creation of recognition networks and the dissemination of good practice in recognition, in line with the Lisbon recognition Convention. In August 2014, she took part, as vice-president of the network, to the 13th Session of the Regional Committee on the Recognition of Qualifications in Higher Education in Asia and the Pacific.

### **Abstract: The ENIC-NARIC network and the link with QA in higher education**

The latest trends related to mobility and internationalisation of higher education indicate that the globalisation of higher education is a reality to be faced nowadays. Thus, the recognition of qualifications is certainly a global issue.

The daily work of recognition centres consists in dealing with this matter in an efficient, reliable and transparent way, in order to make mobility a smoother reality and give every individual the opportunity to have his/her credential recognized.

In this perspective, the ENIC-NARIC networks represent a real strength and added value in terms of sharing information, peer learning and disseminating good recognition practices in line with the Lisbon Recognition Convention.

The ENIC and NARIC Networks are turned towards the wider world, not only because part of the centres are coming from outside Europe, but also because the core mission of every centre relates to the recognition of foreign qualifications, whatever the awarding country is.

The current recognition good practices are based on the LRC and its subsidiary texts and constitute a real innovative approach to recognition that makes the ENIC-NARIC network a success story and real collaborative network making international mobility a reality.

One of its main priorities is the cooperation with other regions of the world. Indeed, because some of the ENIC centres coming from outside Europe are also part of other regions (and thus other regional conventions) and because of its well-functioning and effectiveness, the ENIC and NARIC Networks have raised interest in other regions of the world. On the other side, because individual centres are confronted more and more with qualifications coming from outside Europe, it has become a necessity to find reliable information sources and resources, and thus to structure the relations with counterparts in third countries and regions.

With this respect, quality assurance is a fundamental aspect and indeed the prerequisite for recognition. In fact, when speaking about reliability and trust, one speaks about guarantees on

quality. Thus, when recognizing a foreign diploma, the first criterion to look for is accreditation of the programme and/or institution. If the minimum standards for QA process(es) are respected, then there is no need to further assess the quality of a programme. Nonetheless, recognition is still at the heart of the EHEA. What does this mean? And what are the possible solutions/challenges?

### 1.26 Colin Tück



Colin Tück is the Director of the European Quality Assurance Register for Higher Education (EQAR). He has been working for EQAR since October 2007, initially as Project Manager on behalf of its founding members (ENQA, ESU, EUA and EURASHE).

He was a member of the Steering Group for the revision of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), and is a co-author of the European Approach for Quality Assurance of Joint Programmes.

Prior to joining EQAR he was involved in quality assurance-related topics as a member of the European Students' Union's (ESU, formerly ESIB) Bologna Process Committee and of the Executive Board of the National Union of Students in Germany (fzs).

#### **Abstract: Recognition of Qualifications – the contribution of the European Quality Assurance Register**

The Yerevan Communiqué of European ministers of higher education set an ambitious goal: automatic recognition of qualifications in the EHEA should be a reality by 2020. The Pathfinder Group on automatic recognition, in its report to ministers in 2015, underlined the importance of quality assurance systems in line with the EHEA's agreed Standards and Guidelines for Quality Assurance (ESG) for reaching that goal.

The contribution will address the increased focus on recognition practices, in particular in internal quality assurance, triggered by the 2015 version of the ESG.

It will look at how the European quality assurance framework - the ESG and EQAR, together with the EHEA's and national qualifications frameworks - can establish a chain of trust and transparency, and thus contribute to making automatic recognition possible.

The contribution will present EQAR's current and possible future activities geared at ensuring that quality assurance is reliable and transparent, including possible measures to facilitate access to quality assurance results and report of EQAR-registered agencies.

### 1.27 Dr.-Ing. Martin Molzahn



- \*1941, Frankfurt am Main, married, one son, two grandchildren
- 1961–1967: studies: Dipl.-Ing. Mechanical and Process Engineering, TH Darmstadt and TU Berlin
- 1971: Dr.-Ing, Industrial Chemistry, TU Berlin
- 1971–1981: BASF Aktiengesellschaft, Ludwigshafen: Engineering R&D
- 1981–1984: Wintershall AG, Kassel: Director Engineering Refineries
- 1984–2002: BASF Aktiengesellschaft, Ludwigshafen: VP Project Engineering, VP Group Engineering, VP Engineering Services Research Divisions.
- Since 1973 member of several Technical Committees VDI-GVC Gesellschaft Verfahrenstechnik und Chemieingenieurwesen (today: ProcessNet, an Initiative of DECHEMA and VDI-GVC))
- 1988-1997: Deputy chairman VDI-GVC Technical Committee “Thermal Separation of Gas and Liquid Mixtures”
- 1997–2003: Chairman VDI-GVC Technical Committee „Education in Process Engineering“
- 2001–2007: Chairman WP on Education European Federation of Chemical Engineering (EFCE)
- 2002–2007: Member Executive Board EFCE
- Since 2000: honorary cooperation with ASIIN e.V. as industrial representative
- 2005–2008 Chairman ASIIN Technical Committee „Mechanical Engineering / Process Engineering“
- 2008–2014: Co-Chairman ASIIN Accreditation Commission for Degree Programmes
- 2010– ...: Member Register Commission engineering card (VDI)
- 25 publications, 5 patents, 45 accreditation procedures

### 1.28 Prof. Dr. Hans-Ulrich Heiss



Hans-Ulrich Heiss received his academic degrees (diploma, doctorate, habilitation) all in Informatics from Karlsruhe Institute of Technology, Germany. He had research and teaching positions at IBM Watson Research Center (Yorktown Heights, NY), University of Helsinki, University of Ilmenau and University of Paderborn. Since 2001 he has been full professor of Computer Science at TU Berlin (Berlin Institute of Technology). In 2012 he was elected Vice-President for Education at TU Berlin, a position he still holds. His research interests include Operating Systems, Distributed and Parallel Systems, IT-Security, and Performance Evaluation.

From 2009 to 2014 he was chairman of the German informatics deans conference, and since 2015 he is President of the German Council of Faculties in Engineering and Informatics. On the European level, he has been Vice President of Informatics Europe from 2012 to 2015.

He is also strongly involved in the area of academic quality assurance and accreditation. He was founding president (2009-2014) of the European Quality Assurance Network for Informatics Education (EQANIE). Since many years he has been active as an auditor in accreditations and evaluations at the national and international level.

### 1.29 Thomas Noebel



Thomas Noebel studied law in Bonn, Germany and London, GB.

Since 1989, he is head of department of law at the Federal Chamber of Architects (Bonn, Germany) and since 1996, he is managing director of the Federal Chamber of Engineers Bonn and Berlin, whereby he was involved in the topic of mutual evaluation of regulated profession as national expert. In Germany he is engaged in the process of harmonizing the different laws of Engineers on national level. Additionally, he's member of the committee on recommendation for the accreditation of courses of studies in civil engineering in Berlin.

Language skills: German, English, French

### 1.30 Prof. Dr. Bernard Remaud



Bernard Remaud won his Ph.D. in 1971 at the University of Nantes (France) and became an assistant professor at the same university (1972-1985). He was appointed as a full professor at the new established department of Engineering IRESTE (U. Nantes, electrical engineering and computer engineering) from 1985 to 1992, where he held several responsibilities in the curricula development and the international relations. From 1992 to 1995, he was appointed as vice-director

of IN2P3 (Paris, department of CNRS: the French Center for Scientific Research), in charge of the national Nuclear Science programmes and of the international relations. In 1995, he was elected as the director of the department of Engineering IRESTE, during his mandate he was the originator of the College of Engineering Polytech'Nantes (Ecole Polytechnique de l'Université de Nantes) created by merging of all engineering domains of the university. He was elected as the Dean of Polytech'Nantes (2000-2005) and developed the creation of the Polytech network which includes 13 French engineering colleges (2014), built on the Polytech'Nantes template. He was elected at the Board of CDEFI (National conference of the French colleges of engineering) (2000-2002) and vice-president (2002-2004). From 2005, he served as a full professor at Polytech'Nantes, and from 2008 as a professor emeritus at the University of Nantes. In 2004, he was appointed at the CTI (National Committee for Engineering Programmes Accreditation); elected in 2006, he served as an executive director until 2012. In 2012, he was elected at the Administrative Council of ENAEE and then president in 2014.

Bernard Remaud is a nuclear physicist who published 85 articles in international journals (1970-1990); he held 4 visiting research positions (LBL Berkeley and ORNL Oak Ridge) and he was speaker at about 70 seminars in French and foreign laboratories and at international conferences. From 2000 to 2012, he was member or chair of Scientific Committees for nuclear laboratories (e.g. GANIL, Grand Accélérateur d'Ions Lourds, Caen). He was awarded the Silver Medal of CNRS in 1990.

He has developed competences in the management of research institutions, of international scientific collaborations and in the assessment of research programmes. From 1995, his main activities were oriented towards the management of higher education institutions, the quality assurance and the assessment of engineering education (e.g. member of the selection committee of the European ERASMUS project, 2004-2008, chair of CTI 2006-2012, executive president of ENAEE 2014-...).

### 1.31 Lars Funk



#### Professional Milestones

	VDI Association of German Engineers
1995 – 1999	<p>Technical-scientific staff member at the VDI department for technical building equipment. Tasks, among others:</p> <ul style="list-style-type: none"><li>• Assistance of committees</li><li>• Convention management</li><li>• Contact for technical inquiries</li></ul>
1999 – 2005	<p>VDI Association of German Engineers</p> <p>Development and subsequent direction of the VDI customer center</p> <p>Essential tasks of the customer center:</p> <ul style="list-style-type: none"><li>• Answering to requests from members and customers</li><li>• Maintenance of member data</li><li>• Application for and booking of VDI technical conventions and seminars</li></ul>
2004-2008	<p>VDI Association of German Engineers</p> <p>Head of the department of member services</p> <p>Areas of responsibility:</p> <ul style="list-style-type: none"><li>• Recruitment of members</li><li>• Membership retention</li><li>• Project leadership of the Initiative SACHEN MACHEN (“Getting things done”)</li><li>• VDI presentation at the Hannover Fair</li><li>• Internet presence of VDI (<a href="http://www.vdi.de">www.vdi.de</a>)</li></ul>

- VDI customer center

Since 1.1.2009 Member of the management of VDI and divisional director “profession and society. The division “profession and society” is in charge of the entire educational and professional work of VDI. Topical areas:

- Technical education
- Engineering education
- Profession and job market
- Location and innovation
- Technology and society

Since 2010 Chairman of the German Register Commission of the engineerING card

Since 2011 Member of the European Monitoring Commission of FEANI

### Education

1990 Higher Education Entrance Qualification (Abitur)  
 1990-1991 Community service in lieu of military service  
 1991-1995 Degree programme at FH Bochum (University of Applied Sciences)  
 Degree: Dipl.-Ing. (FH), Mechanical Engineering  
 1996-1998 Business economist (Chamber of Industry and Commerce) with focus on marketing (extra occupational)

### 1.33 Prof. Hamish Coates



Hamish Coates is a Professor of Higher Education at the Centre for the Study of Higher Education (CSHE), University of Melbourne. He was Founding Director of Higher Education Research at the Australian Council for Educational Research (ACER) from 2006 to 2013, and between 2010 and 2013 also Program Director at the LH Martin Institute for Tertiary Leadership and Management. With a background in psychometrics and political theory, Hamish completed his PhD in 2005 at the University of Melbourne, and subsequent executive training at INSEAD and MBS. Through research and development Hamish focuses on improving the quality and productivity of higher education. Core interests include large-scale evaluation, tertiary education policy, institutional strategy, assessment methodology, learner engagement, and academic work and leadership. He has initiated and led many projects, including numerous national and international surveys. He was Founding International Director of OECD’s Assessment of Higher Education Learning Outcomes (AHELO).

**Abstract: Feasible options for building evidence on learning outcomes**

As higher education systems and institutions expand, more energy is being invested in ensuring that sufficient learning has been achieved to warrant the award of a qualification. Many traditional and commonly used assessment approaches do not scale well, and there remains a pressing need for reform. This paper distils insights from international investigations of student learning outcomes assessment, using this analysis to chart frontiers for innovation. This paper sets out principles for guiding change in this field, presents an evaluation of progress via a review of signature assessment initiatives, reviews likely facilitators and blockers and, through these analyses, derives a strategy for spurring development.

### 1.34 Dr. Robert Wagenaar



Robert Wagenaar is Director of the research and educational centre International Tuning Academy at the University of Groningen (NL). From 2003 to 2014 he was the Director of Studies of the Faculty of Arts at the same university. He is also director (since 2006) of the Erasmus Mundus Master Course of Excellence Euroculture: Society, Politics and Culture in a Global Context, involving 12 universities from as many countries. He publishes in the field of higher education.

In 2000 he initiated, together with Julia Gonzalez (University of Deusto, Bilbao, Spain), the project Tuning Educational Structures, a EU supported initiative to develop European benchmarks for subject areas as well as an innovative methodology for (re)designing, delivery and enhancing (trans)national student-centred degree programmes, which has developed into a process covering projects all over the world now. Since January 2016, he coordinates the EU supported project Measuring and Comparing the Achievements of Learning Outcomes in Higher Education in Europe (CALOHEE).

#### **Abstract: TUNING and its new focus on achieved learning outcomes**

During the last 15 years TUNING has worked - in its now global activities - on the development and implementation of a methodology to make the change from the experts driven model to the student centred approach in Higher Education (HE): What should a student learn and be able to do after graduation, to be prepared well for his/her role in society? In that context TUNING has not only realized a methodology for modernizing HE degree programmes at subject area level but also frameworks or meta-profiles for disciplines and sectors, e.g. social sciences, arts and humanities. Its material is now widely used all over the world to define quality standards for the different cycles in HE. Backed by the argument that the 'proof of the pudding is in the eating', TUNING has decided to make a next step: developing a methodology that should allow for comparing learning between HE institutions in an international context. The objective of this EU funded feasibility study of two years, officially called Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe (CALOHEE) is to develop the infrastructure that will eventually make it possible to test bachelor and master students' performance across a range of fields in a way that satisfies the needs

of the various stakeholders in the European HE community. Main outcomes should be a detailed multi-dimensional and multi-pillared assessment framework or test blue print (based on the subject area / sectoral framework) for each of the five subject areas involved and a matrix model to distinguish between different types of HE institutions. Can this new approach be an alternative or at least an addition to more traditional QA models?

### 1.35 Prof. Dr. Frank Ziegele



PROF. DR. FRANK ZIEGELE is director of the CHE Centre for Higher Education, Gütersloh (Germany), and professor for higher education and research management at the University of Applied Sciences Osnabrück. He was trained as economist and his research and publications focus on higher education finance, governance, strategic management, contract management, ranking and controlling. In these areas he also acts as consultant, trainer and speaker all over the

world. He has contributed with about 100 publications to the field of higher education policy and management and has realised more than 80 projects in the same field, for instance as co-leader of the U-Multirank project. He is or was member in several boards, such as the editorial board of “Wissenschaftsmanagement” or the executive board of the German Society for Higher Education Research.

#### **Abstract: The Accreditation and Ranking Discussion – illustrated by U-Multirank**

Accreditation and rankings both deal with quality and performance in higher education and research. Often their roles in an overall system of transparency tools are unclear and we sometimes find arguments such as “we have accreditation, we don’t need rankings”. Therefore, it is necessary to clearly define the roles and differences between the two. Despite their differences, some common criteria for good practice in accreditations and rankings can be identified. Additionally, their different roles do not mean that there shouldn’t be links between them. The use of data taken from rankings for quality assurance purposes and the related approach of an “informed peer review” are especially supportive of a coherent overall system of quality management and transparency. The question is if accreditation outcomes could also be used for rankings. Methods and data from the “U-Multirank” system initiated by the European Commission serve as an illustration of these arguments.

### 1.36 Ana Elena Guerrero-Roldán



Ana Elena Guerrero-Roldán holds a PhD focused on eLearning and technology by the Open University of Catalonia (UOC). She has a Bachelor in Pedagogy from the Ramon Lull University and is a specialist in online education. She is a lecturer at the Computer Science, Multimedia and Telecommunication Studies at UOC. She is a member of the Digital Literacy area which provides a compulsory subject related with a set of ICT competencies in all university Bachelor's degrees. She has participated in several national and international research projects related with the teaching and learning process in distance learning environments. in several national and international research projects related

with the teaching and learning process in distance learning environments. She focuses her research on the design of technology enhanced systems for online teaching and learning processes, focusing in the e-assessment and feedback issues. She developed an adaptive learning path system for online Higher Education that respond to users' needs from both personal and educational perspectives using ICT.

Dra. Ana Elena Guerrero-Roldán is the TeSLA (An Adaptive trust-based e-assessment System for Learning) project co-ordinator (H2020 European Project, Ref. EC: 688520). Her role is related with the management of the project as well as the definition of the e-assessment framework for educational institutions behind the project.

#### **Abstract: Enhancing e-learning through e-assessment: The TeSLA system**

The accreditation system of Higher Education degrees is currently being shaken by new types of learning resources and educational courses. Internet has long since opened a new scenario for teaching and learning processes which are promoting rethinking of, and new insights about quality assurance.

Although teaching and learning processes are being analysed, the impact of the e-assessment has not yet been satisfactorily scrutinized. The assessment process is the road map for accrediting and ensuring learner competences. Universities are nowadays certifying degrees based on quantitative and qualitative scores, without considering assessment and ICT opportunities as factors that can contribute towards the evolution our system.

In this presentation we propose to analyse the assessment process as a quality accreditation tool based on two main premises: the educational and technological ones. Both should be the indicators for assuring and increasing the credibility and quality of the educational system. We believe that ICTs can make the educational system more reliable and credible as their use can improve the authentication and authorship of learning acquired over the net. This is why the e-assessment process is a cornerstone of European Higher Education.



## ASIIN International QM Conference 2016 in Berlin

The TeSLA consortium (Towards an Adaptive Trust-based e-assessment System for Learning) aims to share with the audience a Horizon 2020 project on e-assessment quality lead by the UOC, and jointly presented with 18 partners from European universities, quality agencies, research centers and businesses. The proposal has been selected for funding, thus underscoring the importance that this issues holds in HE.