

**Thematic Analysis:  
2018 to mid-2021**

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## IMPRESSUM

**evalag** (Evaluationsagentur Baden-Württemberg)  
Stiftung des öffentlichen Rechts  
M 7, 9a-10, 68161 Mannheim  
**[www.evalag.de](http://www.evalag.de)**

# Thematic Analysis –

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## Preface

**evalag** pursues different approaches to gain information on programmes and institutions that can be useful beyond the scope of a single process and to provide material for structured analyses across the higher education system.

- First and foremost, **evalag** seeks to gain thorough and comprehensive knowledge within the framework of long-term EU funded projects (e. g. ERASMUS+ projects, Lifelong Learning projects) in terms of content and methodology.
- In addition, **evalag** is actively involved in European and international networks (ENQA, CEENQA, INQAAHE). For example, **evalag** participates in ENQA webinars and ENQA working groups to advance important topics for higher education institutions (HEIs) and quality assurance (QA) agencies in the European Higher Education Area (EHEA).
- Since **evalag** offers a very broad range of services for HEIs (within and beyond the ESG)<sup>1</sup>, relevant findings of general interest repeatedly result from everyday project work. These topics are taken up in the regularly published **evalag** newsletter.
- In addition, there are occasional publications by **evalag** employees in other media.
- Furthermore, based on its own project experience, **evalag** continually analyses, which topics are important for employees in the quality management (QM) of various HEIs (universities, universities of applied sciences, universities of arts and/or music etc.). Accordingly, the **evalag** training programme is designed.

This multi-perspective approach leads to a variety of findings that contribute to the reflection on and the improvement of QA policies and processes in institutional, national, and international contexts.

The following chapters provide an overview of the most important projects, publications, and events in the period 2018 to mid-2021 related to the task of thematic analysis.

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<sup>1</sup> The services of **evalag** are (inter-)national accreditations including audits in Austria, accreditation in Switzerland and (inter-)national certification of advanced training as well as consulting regarding the organisational development of HEIs, evaluation (beyond ESG) and promotion of science.

## EU projects

Since 2013 **evalag** is actively engaged in the coordination and cooperation of EU projects, especially ERASMUS+ projects. Therefore, **evalag** is continuously building up strategic partnerships throughout Europe (and beyond).

In the implementation of the projects, **evalag** generally applies high methodological standards regarding the targeted outcome. The project publications published by **evalag** provide contributions to the further development of theories, methods and empirical understanding and contribute to the scientific discourse of higher education research.

In the period from 2018 to mid-2021, the focus was on the following projects and topics:

### ERASMUS+ project LTSHE: Learning and Teaching Space in Higher Education

**evalag** as a partner together with seven European higher education institutional partners, including the lead partner Birmingham City University, has been granted a Strategic Partnership for Higher Education within the Erasmus+ Programme under the key action Cooperation for Innovation and the Exchange of Good Practices. The project has a duration of 36 months (2019-2022) and is carried out by its eight partners from eight European countries, namely Austria, Germany, Italy, Kosovo, Poland, Portugal, Spain, and the United Kingdom.

#### Context

This project will develop a set of core principles that institutions can use to help them design, construct and develop new L&T spaces. Increasingly, QA in higher education is expanding to include a wide range of aspects of university life that includes buildings and the environment. The physical space of universities has often focused on the activities of L&T. This project would provide a framework for institutions to work within to ensure that they make best use of their resources.

#### Objectives

The aim of the project is to develop a set of comprehensive design principles that institutions can draw on to inform the development of new learning spaces. The project aim will be achieved by addressing the following objectives:

- To identify the meaning of 'innovative L&T' in different contexts across Europe;
- To identify existing policy and practice towards L&T space and related issues across EU and national HE sectors;
- To identify policy and practice towards L&T space and related issues in other national HE sectors;
- To explore practice and principles in building and developing space in other sectors;
- To explore the extent to which QA includes the built environment;
- To identify existing practice and principles across the partnership institutions;
- To share practice and examples across the partnership;
- To highlight examples of good practice in design and development of L&T space.

## **Description of activities**

The principal output of the project will be a set of core principles that institutions can use to help them to design new L&T spaces, whether developing existing buildings or constructing new spaces. This output would need to be built upon two core sets of data: wider, national explorations of policy and practice followed by a series of case studies that explore the issues facing universities in building new L&T spaces, determining what works and what does not work and highlighting good practice.

## **Methodology to be used**

The project takes a pragmatic approach, where each stage of the project is informed by the previous stage. This approach has proved successful in several of our previous EU-funded projects and is logical for the proposed project. The first stage of the project would be to undertake a set of studies to identify policy and practice across national higher education sectors. The second stage of the project would be to focus on the partner institutions and explore what activity is currently in process, what approaches are taken to building new L&T spaces and stakeholder perceptions of the space available to them. These two stages of work would inform the core output of this project, the basic principles of constructing L&T spaces. The resulting output will be piloted and evaluated.

## **Results**

The key tangible result of this project will be a manual to inform university design to facilitate innovative L&T spaces. Other results will be data relating to the extent and development of innovative L&T space within the EHEA.

## **Impact**

The main impact of the project would be to encourage wider consideration of how the design of learning spaces contributes to the implementation of innovative and effective L&T practice across the EHEA.

## **Potential longer term benefits**

The project will share good practice in facilitating innovative L&T, taking account of the rapid acceleration of technological innovation and how this is driving L&T and student engagement. This could also include relatively new developments such as how learning analytics is contributing to a greater understanding of how learners use resources. In other words, design of learning spaces has to take into account technological development and changes in L&T delivery as well as responding to student engagement evidenced through data collection.

## **Main outputs**

The first Intellectual Output (IO1) of the LTSHE Strategic Partnership is given by eight exploratory reports on the policy and practice of designing and implementing L&T space in the eight partner countries, see [www.evalag.de/en/research/ltshe/policy-and-practice-of-l-t-spaces](http://www.evalag.de/en/research/ltshe/policy-and-practice-of-l-t-spaces)

Other Intellectual Outputs include eight Experience Case Studies of L&T Spaces; eight Reports of Sight Visits of L&T Spaces; a Manual of Principles of Design and Implementation of L&T Spaces.

These outputs will be available in due time at <https://www.evalag.de/ltshe/>

In addition, main and generic project results will be published in peer-reviewed journals, see next section.

### **Publications of the LTSHE project with participation of evalag**

Leiber, T., 2020, Exploration of Policy and Practice: Learning and Teaching Space in German Higher Education. "National Report" by Evaluation Agency Baden-Wuerttemberg about policy and practice of designing L&T spaces in German higher education including institutional levels. Available at [https://www.evalag.de/fileadmin/dateien/pdf/forschung\\_international/ltshe/Intellectual\\_outputs/IO1/ltshe\\_evalag\\_output1\\_200902\\_sec.pdf](https://www.evalag.de/fileadmin/dateien/pdf/forschung_international/ltshe/Intellectual_outputs/IO1/ltshe_evalag_output1_200902_sec.pdf)

Leiber, T., Carlos, V., Bruckmann, S. and Rosa, M., 2021, Principles of design and implementation of Learning and Teaching spaces: lessons learnt from German and Portuguese higher education. *Proceedings ICERI2021 – 14th Annual International Conference of Education, Research and Innovation*, Seville, Spain, 8-10 November 2021 (*in press*)



## **ERASMUS+ project SQELT: Sustainable Quality Enhancement in Higher Education Learning and Teaching. Integrative Core Dataset and Performance Data Analytics**

**evalag** as a lead partner together with nine European higher education institutional partners was granted a Strategic Partnership for Higher Education within the Erasmus+ Programme under the key action Cooperation for Innovation and the Exchange of Good Practices. The project had a duration of 36 months (2017-2020) and was carried out by its ten partners from nine European countries, namely Austria, Belgium, Germany, Italy, The Netherlands, Norway, Poland, Portugal, and the United Kingdom.

### **Target groups**

The main target groups of the SQELT project are HEIs' actors in learning and teaching (L&T) and stakeholders interested in L&T quality enhancement, such as students, teachers, HEI leadership, QM managers, QA agencies, parents, employers, higher education politics, and others. The SQELT project intended to include as many of these as possible. Since SQELT had the character of a pilot project with limited capacities, however, the focus was pre-eminently on HEIs including students, teaching staff, leadership, and internal QA, and secondarily on QA agencies and HE politics.

### **Motivation and goals**

Quality assurance (QA) and quality enhancement in HEIs, particularly in L&T, is more important than ever because of the requirements of knowledge societies, socioeconomic mobility and competition, (education for) sustainable development and the challenges of (a) global pandemic(s) in a globalised world. This immediately implies the need for systematic performance monitoring and strategic quality development in L&T, but not restricted to L&T.

Therefore, the SQELT project aimed at suggesting basic tools for Performance Data Governance and Management (PDGM) in Higher Education L&T that include a PDGM Policy template, a comprehensive Performance Indicator (PI) Set for L&T including Learning Analytics and Higher Education for Sustainable Development (HESD) issues and an Ethical Code of Practice for (Performance) Data Management. These and further project results are combined in the form of a Guideline that presents the project's strategy as a common systematic benchmarking process of the partners that is based on an in-depth case study including a strategic SWOT analysis.

In the opinion of the SQELT project partners, this Guideline for PDGM in Higher Education L&T should support any HEI concerned with the development and improvement of their PDGM approaches.

The SQELT project intended to contribute to the 'Research on Indicators of Teaching Quality', which recently was also recommended to the European Parliament. The results of the SQELT project should help to ensure HEIs and their stakeholders get maximum benefit from the comprehensive PI set for L&T and digital performance data management. To this end HEIs should use PDGM systems that are developed on the basis of strategic needs analyses (e.g., strategic SWOT analysis); designed in consultation with stakeholders; supported by an ethical code of practice; driven by the improvement of performance processes and stakeholder engagement; and adjusted to the particular needs and strategic orientation of an institution.

Based on the learning goals for HESD suggested by the UNESCO in 2017, the SQELT project also included related PIs in the comprehensive SQELT PI set. This approach requires further analysis.

## Methodology

The SQELT project built on available models of digital performance data management in L&T, an analysis of contemporary, pertinent literature, digital performance data management models and practice of the project participants, external experts' knowledge, and surveys (focus group meetings; online survey) with the project's HEI partners about their assessments of relevance and actual use of performance data and PIs. The PDGM tools and the comprehensive PI set for L&T was developed by conceptual analysis and comparison of the various sources including benchlearning of the partner HEIs and survey-based assessments of the developed SQELT PI set.

The project planned for six Transnational Project Meetings (TPMs) and nine Multiplier Events (MEs), among them one International Evaluation Workshop, one International Conference and seven Euro-Region Dissemination Workshops. (Due to the Covid-19 pandemic one TPM and two MEs were cancelled.)

The following methodologies were applied in the SQELT project:

- 14-step Benchlearning Process: This process is underlying the whole SQELT Strategic Partnership and is outlined in Intellectual Output O11 "Performance Data Governance and Management in Higher Education Learning and Teaching: A Guideline"
- Semi-structured focus group discussions based on questionnaires (the latter were taken from Intellectual Output O20 while the results of the focus group discussions were core ingredients of Intellectual Output O3 ("Baseline Reports on Performance Data Management"))
- Descriptive statistics for survey analysis
- Comparative Qualitative Content Analysis (QCA) for literature, document and survey analysis
- Online survey about the SQELT comprehensive PI Set of L&T based on questions with 5-point Likert scale items and open questions
- Strategic SWOT Analysis of main dimensions of PDGM at the six SQELT partnership universities and induced recommendations

## Main outputs

The main Intellectual Outputs (Os) of the SQELT Strategic Partnership are six Benchlearning Reports, six Baseline Reports, an Evaluation Report on Performance Data Management including a comprehensive PI set, an Ethical Code of Practice for (Performance) Data Management, a Report on Various Stakeholders' Assessment of the SQELT PI Set and a Guideline for PDGM in Higher Education L&T.

These outputs are available at <https://www.evalag.de/en/research/sqelt/intellectual-outputs/>

In addition, main and generic project results as well as some external experts' insights and analyses of related perspectives are published in peer-reviewed journals, see next section.

## **Publications of the SQELT project with participation of evalag**

Leiber, T., 2022, GUEST EDITORIAL: Performance data governance and management of learning and teaching in higher education: the SQELT project. *Quality in Higher Education* 28(1) (in press)

Leiber, T., 2022, Justifying, Contextualising and Operationalising Performance Indicators of Learning and Teaching: The Role of Theories and Practice of Learning and Teaching. *Quality in Higher Education* 28(1) (in press)

Leiber, T., and Seyfried, M., 2021, Quality Literacy in Higher Education Learning and Teaching: Theoretical Perspectives and Conceptual Integration (submitted for publication)

Leiber, T. et al., 2020, Performance Data Governance and Management in Higher Education Learning and Teaching: A Guideline. Available at [https://www.evalag.de/fileadmin/dateien/pdf/forschung\\_international/sqelt/Intellectual\\_outputs/sqelt\\_guideline\\_pdgm\\_o11\\_201130\\_final\\_sec.pdf](https://www.evalag.de/fileadmin/dateien/pdf/forschung_international/sqelt/Intellectual_outputs/sqelt_guideline_pdgm_o11_201130_final_sec.pdf)

Leiber, T., 2020, Performance data governance and management in learning and teaching: Basic elements and desiderata in the light of a European case study. In: Gesellschaft für Hochschulforschung (GfHf) (Ed.) (2020) Transformation of Society, Transformation of Science, Documentation of the Annual Meeting 2019 of the Society for Higher Education Research, GfHf. Available at <https://www.gfhf2019.de/api-v1/article//action/getPdfOfArticle/articleID/3045/productID/34/filename/article-id-3045.pdf>

Leiber, T., 2019, A general theory of learning and teaching and a related comprehensive set of performance indicators for higher education institutions. *Quality in Higher Education* 25 (1), 76-97. Available at <https://doi.org/10.1080/13538322.2019.1594030>

For all publications of the project see <https://www.evalag.de/en/research/sqelt/publications/>

SQELT project websites: <https://www.evalag.de/sqelt/> and <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/b8a93e06-2000-4a82-9fac-90b3bcacadee>

## **ERASMUS+ project E-TALEB: Professional Standards Framework for Excellence in Teaching and Learning in Lebanese Universities**

**evalag** has been project partner in the E-TALEB project, a Lebanese national project co-funded by the Erasmus+ Programme of the European Union from 2016 to 2019. E-TALEB aimed at

- developing the Lebanese Professional Standards in Teaching and Learning and
- cooperating for innovation and exchange of good practices and experiences relevant to similar frameworks established in Europe.

The main objective was to support the initial and continuing professional development of staff engaged in teaching and foster dynamic approaches to teaching and learning through creativity, innovation and continuous development in diverse academic disciplines and/or professional settings. A community of researchers from different disciplines was created to share cross-university practices in teaching and learning. See also <https://www.facebook.com/ETALEB14/><sup>2</sup>.

The project (again co-funded by ERASMUS+) was followed by “The Lebanese Diploma Supplement – LEBPASS” project (see below).

### **Approach and Methodology**

Higher education in Lebanon is characterized by a great diversity of mainly private universities. This situation reflects the confessionally segregated society. Only the Lebanese University is publicly financed, all others (now over 50 institutions) are privately run. Higher education degrees are increasingly in demand, and Lebanese graduates have long been oriented towards a global labour market, especially in the last years of an increasingly rampant economic crisis.

State regulation of higher education is weak, and the development of a central system for quality assurance (such as a national accreditation system) is repeatedly politically blocked.

In E-TALEB a bundle of different universities chose an approach from the bottom up:

- to develop common quality standards from within higher education institutions themselves and beyond denominational boundaries, and
- to build an infrastructure for continuing education to support higher education institutions in implementing these standards.

For the first time national higher education quality standards were formulated (see “Lebanese Professional Standards Framework for Teaching and Supporting Learning in Higher Education”, [https://www.evalag.de/fileadmin/dateien/pdf/forschung\\_international/etaleb/Final\\_LBPSF\\_and\\_the\\_Guidance\\_Document-20170722020703.pdf](https://www.evalag.de/fileadmin/dateien/pdf/forschung_international/etaleb/Final_LBPSF_and_the_Guidance_Document-20170722020703.pdf))<sup>3</sup>.

These standards were developed and agreed upon against the outcomes of a needs analysis carried out in 2016 by the University of Balamand (Lebanon). Three workshops with all partners (Cambridge 2016, Lyon 2017 and Pforzheim 2018) formed the organizational framework; in parallel, several Centres for Pedagogical Excellence were established nationwide, which brought technical media equipment to the university locations in addition to further training seminars for teachers. In setting up these local centres, higher education institutions joined forces to cooperate. Starting in 2018, a modular training concept was also developed and implemented by the new centres.

<sup>2</sup> Accessed on September 15, 2021

<sup>3</sup> Accessed on September 15, 2021

Before the end of the project, **evalag** organized a three-day open strategy workshop under the motto “Solutions lurk everywhere” in January 2019 to develop a model for the sustainability of the results. Despite the worsening political crisis, both centres and cooperation among the partners could be maintained so far. An increasing number of universities have meanwhile adapted the publicly available standards since the end of the project.

### **Outputs of the E-TALEB project with participation of evalag**

**evalag** was intensively involved in the planning of all workshops and moderated several working groups. Additionally, **evalag** continuously monitored the progress of the project by several surveys and structured interviews over the entire project period.

The development of the teacher training model was accompanied by **evalag** with regular user feedback analyses as well as user surveys. The results were directly brought into the concept design.

All interim and final reports submitted by the partners were evaluated by **evalag** and fed into project management as well as into the final report.

## ERASMUS+ project LEBPASS: The Lebanese Diploma Supplement

**evalag** is project partner in the LEBPASS project, a national Lebanese project co-funded by the Erasmus+ Programme of the European Union since 2019.

LEBPASS unites higher education stakeholders the development and implementation of a common diploma supplement that will translate the qualifications and skills of students graduating from Lebanese higher education institutions. This idea would imply a common understanding on the following issues and criteria:

- clear educational objectives and student outcomes for degree programmes
- principles for generating a diploma supplement similar to the ones adopted in Europe
- validation practice, e.g. by a future national information centre which would oversee the Lebanese diploma supplements issuance
- a technical platform “LEBPASS” that would integrate the issuing of diploma supplements into the universities’ information infrastructure.

Despite the difficult political and economic situation in Lebanon, and the pandemic-related restrictions, several workshops have already been held – in recent months exclusively online. A draft diploma supplement is also available. The implementation phase at the first member universities of the consortium will begin in autumn 2021.

Further information on LEBPASS with all public deliverables see also <https://www.lebpass.org/><sup>4</sup>.

### Approach and Methodology

**evalag** contributes its many years of experience in accreditation to the project. The recent discussion in Europe about modularisation of qualifications (keyword: micro-credentials) has also been followed and considered from the beginning.

Besides, **evalag** supports the quality management of the project with regular member surveys and progress monitoring.

### Outputs of the LEBPASS project with participation of evalag

The first draft of a diploma supplement has been already developed and it is available (<http://www.lebpass.org/wp-content/uploads/2021/03/2.3-Lebanese-Diploma-Supplement-Template.pdf><sup>5</sup>).

**evalag** has conducted individual workshops at each member university of the consortium focused on the requirements and a possible workflow for an implementation of the diploma supplement into an existing university infrastructure. From the results and experiences, a manual is currently being developed, which will prepare the nationwide roll-out.

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<sup>4</sup> Accessed on September 15, 2021

<sup>5</sup> Accessed on September 15, 2021

## **ERASMUS+ project ATTAIN: Accreditation & Training of Teacher Assistants in Bhutanese Schools**

The ATTAIN project is a three-year project aimed to develop the capacity of teacher assistants and professionals to enhance access and quality of education particularly for children with special educational needs (SEN) and disabilities in Bhutan. In the course of the project, a curriculum for special educational needs (SEN) teacher assistant (TA) diploma programme at Paro College of Education (PCE) is to be developed. The objectives can be described as follows:

- to develop the new curriculum for Special Education Teachers Assistant Diploma programme that would be innovative, current and aligns with international best practices;
- to discuss and develop standards for Special Education Teachers Assistant;
- to build capacity in tutors of PCE for curriculum development, professional training, and student supervision during school practicum

The project started in 2020 and is co-funded by the Erasmus+ Programme of the European Union.

Further information on ATTAIN see [\\*https://www.pce.edu.bt/attain/](https://www.pce.edu.bt/attain/).

### **Approach and Methodology**

**evalag** contributes its many years of experience in accreditation to the project. The main aim is to ensure that general quality standards for study programmes are met from the very beginning. In addition to the ESG, **evalag** will also take into account the national standards of Bhutan.

Besides, **evalag** is assisting the Bhutanese project management in all issues of project internal quality assurance and progress monitoring.

### **Outputs of the ATTAIN project with participation of evalag**

In summer 2021, the first series of workshops for the preparation of data surveys in Bhutan took place online. **evalag** has co-organized the workshops and also facilitated several working groups.

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<sup>6</sup>

<sup>7</sup> Accessed on September 15, 2021

## **LLP project IMPALA: Impact Analysis of External Quality Assurance Processes in HEIs**

**evalag** as a lead partner together with ten European institutional partners had been granted an Erasmus Multilateral Project within the Lifelong Learning Programme (LLP) by the Education, Audiovisual and Culture Executive Agency (EACEA). The project had a duration of three years (2013-2016) and was carried out by its eleven partners from six European countries (Belgium, Finland, Germany, Norway, Romania, Spain).

### **Motivation and goal**

While external QA procedures are carried out in HEIs with increasing intensity and extensiveness, stakeholders and QA agencies are asking for the efficiency and effectiveness of QA for various reasons. At the same time, our knowledge about the impact of external QA on HEIs is still rudimentary. The IMPALA project aimed at closing this gap by developing and applying a (flexible) methodology to assess the impact of (different) external QA procedures. Centrepiece of the methodology is the causal connection of external QA procedures and changes in QM and organisational structures in external QA. To apply the methodology, each IMPALA partner agency carried out an external QA procedure with a HEI partner. In parallel, the agencies and HEIs implemented simultaneous impact analyses which were mainly based on surveys and document analyses which were carried out in the framework of a before-after comparison approach.

There were four case studies of impact analyses implemented in the IMPALA project. They were performed in Finland (Jyväskylän University of Applied Sciences & FINEEC, Helsinki), Germany (University of Stuttgart & evalag, Mannheim), Romania (Technical University of Civil Engineering Bucharest & ARACIS, Bucharest) and Spain (Universitat Autònoma de Barcelona & AQU Catalunya, Barcelona).

For more information about the project see <https://www.evalag.de/impala>

### **Publications of the IMPALA project with participation of evalag**

Leiber, T., 2018, Impact evaluation of quality management in higher education: a contribution to sustainable quality development in knowledge societies, *European Journal of Higher Education*, 8 (3), 235-248. DOI: 10.1080/21568235.2018.1474775.

Leiber, T., Prades, A. & Alvarez de Castillo, M., 2018, Impact evaluation of programme accreditation at Autonomous University of Barcelona (Spain), *European Journal of Higher Education*, 8 (3), 288-303. DOI: 10.1080/21568235.2018.1474778.

Bejan, A.-S., Damian, R. M., Leiber, T., Neuner, I., Niculita, L. & Vacareanu, R., 2018, Impact evaluation of institutional evaluation and programme accreditation at Technical University of Civil Engineering Bucharest (Romania), *European Journal of Higher Education*, 8 (3), 319-336. DOI: 10.1080/21568235.2018.1474780.

Leiber, T., Moutafidou, N. & Welker, B., 2018, Impact evaluation of programme review at University of Stuttgart (Germany), *European Journal of Higher Education*, 8 (3), 337-350. DOI: 10.1080/21568235.2018.1474781.

Leiber, T., Stensaker, B. & Harvey, L. C., 2018, Bridging theory and practice of impact evaluation of quality management in higher education institutions: a SWOT analysis, *European Journal of Higher Education*, 8 (3), 351-365. DOI: 10.1080/21568235.2018.1474782.

Leiber, T., (Ed.), 2019, *Impact Evaluation of Quality Management in Higher Education*. Abingdon: Routledge.



For all publications of the project see  
<https://www.evalag.de/en/research/impala/publications/>

IMPALA project websites: <https://www.evalag.de/impala/>

## European Networking

In 2020 **evalag** was actively engaged in the **ENQA webinar “Online site visits and external quality assurance in times of COVID-19”** with the following presentation:

Dr. Peter Mall: How on-site visits can be converted into virtual web conferences – **evalag**'s experiences and reflections. June 2020.

See [https://www.enqa.eu/wp-content/uploads/2020/06/ENQA-webinar\\_Online-site-visits\\_full-ppt.pdf](https://www.enqa.eu/wp-content/uploads/2020/06/ENQA-webinar_Online-site-visits_full-ppt.pdf)

The target group were employees of QA agencies in the European Higher Education Area.

Currently, **evalag** is involved in the recently started **ENQA working group “Quality Assurance of micro-credentials”** (2021-2022).

## Newsletter

**evalag** regularly describes and analyses general findings of its external QA activities in its newsletter. The newsletter is usually published two to three times a year and is sent to 650 subscribers. The contributions cover a wide range of topics, usually in a concise form (2-3 pages).

The target group are employees in QM in higher education as well as members of university management and (former and current) members of **evalag**'s external expert groups.

Important topics from 2018 until mid-2021 were:<sup>8</sup>

- The new accreditation system (in Germany): between scope for design and gaps (Newsletter No. 15, January 2018)
- The new accreditation system – need for regulation or lack of serenity? (Newsletter Nr. 16, July 2018)
- Are alternative methods a real alternative? (Newsletter Nr. 16, July 2018)
- The challenge of recognition and crediting (Newsletter Nr. 17, November 2018)
- The distinction between counselling and information in the new accreditation procedures (Newsletter No. 18, February 2019)
- Structural models in the study entrance phase at HEIs in Baden-Württemberg (Newsletter No. 18, February 2019, and related report for the participating HEIs and the Ministry of Science, Culture and Arts Baden-Württemberg)

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<sup>8</sup> The evalag-Newsletter is published in German only. The titles of the contributions are translated.

- Challenges in the evaluation of QPL-projects (quality pact teaching and learning funded projects by BMBF) (Newsletter No. 19, May 2019)
- Digitisation of teaching and learning (Newsletter No. 20, July 2019)
- Quality assurance of small-scale scientific training offers (Newsletter No. 21, October 2019)
- evalag goes online – Virtual "on-site visits" in assessment procedures (Newsletter No. 22, July 2020)
- Quality assurance of digital teaching and learning (Newsletter No. 22, July 2020)
- Quality assurance of digital teaching and examination formats (Newsletter No. 23, October 2020)
- Quality assurance of the certification of (advanced) training programmes (Newsletter No. 23, October 2020)
- Transformative digitalisation in learning and teaching (Newsletter No. 24, April 2021)

See <https://www.evalag.de/en/news/newsletter/> (German version only).

The overview shows that the German accreditation system changed in 2018 was initially a dominant topic. The next major topic was and still is the digitalisation of teaching and learning, of course strongly influenced by the SarsCov2 pandemic and its effects.

## Further Publications

**evalag** occasionally also contributes to other publications:

- Dr. Sibylle Jakubowicz, **evalag**: Viel Lärm um nichts oder Chance zur Weiterentwicklung – Alternative Verfahren<sup>9</sup> der Akkreditierung. *DUZ* (German University Journal) 8 (2021), pp. 41-44.
- Dr. Peter Mall, **evalag**: Qualitative formative Studiengangevaluation an Musikhochschulen: kreative Option für (künstlerische) Studiengänge. *Qualität in der Wissenschaft* 15 (1), 2021, pp. 10–13. (*peer-reviewed paper*)
- Leiber, T., (2020), Student experience and engagement surveys in context. Challenges, recommendations and success factors in international perspective. In: P. Pohlenz, L. Mitterauer, S. Harris-Huermann (eds.), 2020, *Qualitätssicherung im Student Life Cycle*. Münster: Waxmann, pp. 185-200.
- Dr. Anke Rigbers, **evalag**: Entwicklungen in der externen Qualitätssicherung. In: *DUZ Wissenschaft & Management* 5 (2019), pp. 34-39
- Dr. Anke Rigbers, **evalag**: Ein guter Start braucht Förderung. In: *DUZ Wissenschaft & Management* 3 (2019), p. 22-29
- Leiber, T. und Meyer, W., 2019, Ethik in der Evaluation und ethische Aspekte der Standards für Evaluation. In: W. Böttcher, J. Hense, W. Meyer, M. Kalman (Hg.), 2019, *Evaluation: Standards in unterschiedlichen Handlungsfeldern*. Ein-

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<sup>9</sup> The so-called "alternative procedures" in the framework of the German system accreditation are a currently very important and contentious topic.

*heitliche Qualitätsansprüche trotz heterogener Praxis?* Münster: Waxmann, S. 87-104.

- Leiber, T., 2019, Organizational Change and Development Through Quality Management in Higher Education Institutions: Theory, Practice, and Recommendations for Change Agents. In: Robert G. Hamlin, Andrea D. Ellinger, Jenni Jones (eds.), 2019, Evidence-Based Initiatives for Organizational Change and Development. Hershey: IGI Global, pp. 316-341.

## Training programme

For more than ten years, **evalag** has been offering fee-based training courses. These are primarily aimed at employees in quality management at HEIs in Germany.

An up-to-date programme is compiled for each half-year. Proven and highly sought-after courses are offered regularly. At the same time, newly designed and developed seminars on current topics are added. The seminars are usually developed and conducted by **evalag** employees themselves, sometimes with the support of external experts.

The seminars contribute greatly to the dissemination of methodological, content-related and practical knowledge: From 2018 to mid-2021, about 700 people participated in the **evalag** trainings.

The topics of the seminars are diverse. Only the ESG-related offers are mentioned below:

- In 2018 **evalag** offered seminars in
  - expert training for accreditation,
  - the new accreditation system in Germany,
  - preparation for programme accreditation,
  - preparation for system accreditation,
  - drop-out analysis,
  - accreditation of joint- and double degrees.
- In 2019 **evalag** offered seminars in
  - expert training for accreditation,
  - preparation for programme accreditation,
  - preparation for system accreditation,
  - accreditation of joint degrees,
  - quality assurance of e-learning,
  - accreditation of study programmes for teachers,
  - drop-out analysis,
  - diversity of students,
  - mission statements for teaching and learning,
  - quality assurance of doctoral study programmes,
  - design and accreditation of dual study programmes (combining academic and vocational training).
- In 2020 **evalag** offered seminars in
  - expert training for accreditation,
  - preparation for programme accreditation,
  - preparation for system accreditation,
  - preparation for system accreditation especially for small HEIs,

- “alternative procedures” in the German accreditation system,
  - recognition of competences,
  - drop-out analysis,
  - quality assurance in teaching and learning,
  - evaluation of study programmes, modules, and courses,
  - internal accreditation procedures within the system accreditation.
- Until mid- 2021 **evalag** offered seminars in
    - expert training for accreditation,
    - preparation for programme accreditation,
    - preparation for system accreditation,
    - quality assurance of e-learning,
    - drop-out analysis
    - incentives for good online teaching,
    - quality assurance in teaching and learning,
    - evaluation of study programmes, modules, and courses.