



Panel studies on higher education graduates as a contribution to quality assurance

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Overview

- 1. Quality assurance as a responsibility for higher education institutions**
 - The European framework conditions
 - The political framework in Germany

- 2. The Bavarian Graduate Panel (BAP) and its benefit for higher education institutions**
 - Information on labour market success in Germany
 - Approach of the BAP
 - Information for quality management
 - What graduate studies can't do
 - Transfer of results into HEIs

- 3. Results from the Bavarian Graduate Panel**



Quality assurance: A responsibility for HEI

The European framework conditions (1)

Bergen Communiqué, 19-20 May 2005:
HEI shall “continue their efforts to enhance the quality of their activities through the systematic introduction of internal mechanisms and their direct correlation to external quality assurance” (p. 2).

London Communiqué, 18 May 2007:
Importance of reform “leading to qualifications better suited both to the needs of the labour market and to further study” (p. 2).



Quality assurance: A responsibility for HEI

The European framework conditions (2)

Standards and Guidelines for quality assurance (ENQA 2005):

“Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities”, in particular “student progression and success rates; employability of graduates; students’ satisfaction with their programmes” (p. 18).



Quality assurance: A responsibility for HEI

The political framework in Germany

- No centralised national quality assessment for teaching and learning
- Responsibility for quality assurance lies with the individual institutions
- Two “pillars” of QA:
 - evaluation of teaching and learning
 - accreditation (“programme accreditation” vs. “system accreditation”)
- increasing demand for relevant indicators of success

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5



The BAP and its benefit for HEI

Information on labour market success in Germany

- Official statistics
- Scientific Panel Surveys
- Nationwide Graduate Studies
- Subject-specific studies from research projects
- Studies from single HEIs

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6



The BAP and its benefit for HEI

Approach of the BAP

- Selected cohorts in a longitudinal perspective
- Includes all fields of study
- Representative at regional level (Bavaria) and for the HEIs
- Topics: Labour market entry, early labour market success, evaluation of study and employment, genesis of competencies

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7



The BAP and its benefit for HEI

Information for Quality Management Systems

- labour market outcomes
- study conditions
- competencies as learning and teaching outcomes
- factors for labour market success
- labour market demands

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8



The BAP and its benefit for HEI

What Graduate Surveys Can't Do

- Evaluation of programmes, teachers or courses
- Direct and straightforward comparison of HEIs for ranking purposes
- Interpretation requires knowledge about context
- Causal analysis requires advanced multivariate statistics
- Sample restrictions: no dropouts included; at HEI level sometimes small sample sizes for each subject

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9



The BAP and its benefit for HEI

Transfer of Results into the HEIs

- Early cooperation with the HEIs
- Quality assurance through a Scientific Advisory Board
- Public Relations and Press Activities
- Publications and Publicity:
 - Subject-specific analyses published and delivered to the ministry and the HEIs
 - Individual written report for each HEI for internal use
 - Presentation and discussion of results on BAP-Conference with other researchers
 - Comparison between Bavaria and Germany as a whole

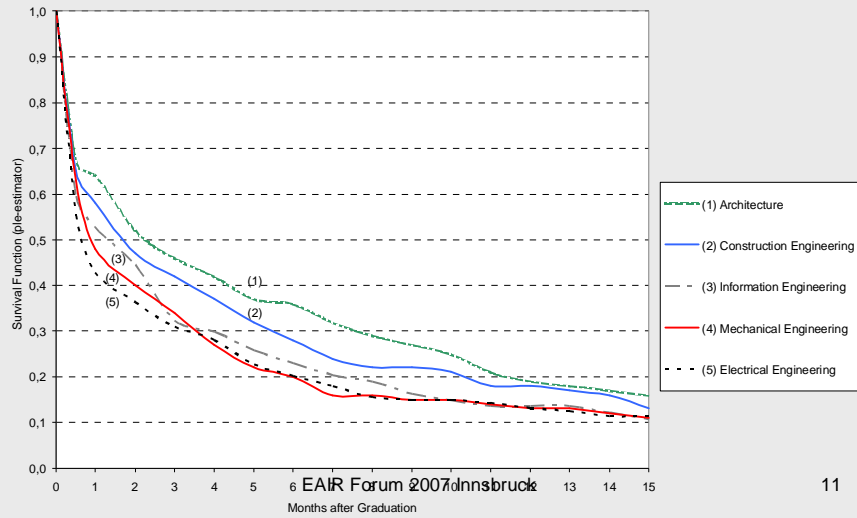
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10



Results from the Bavarian Graduate Panel

Labour market entry of Graduates in the Humanities

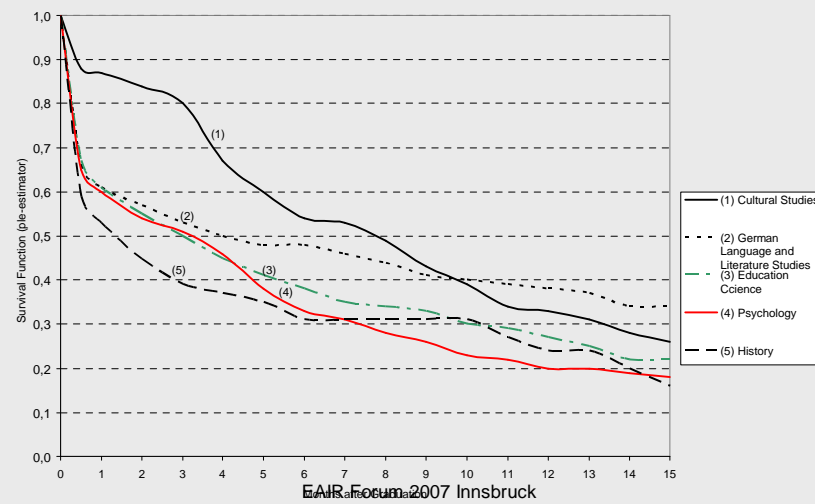


11



Results from the Bavarian Graduate Panel

Labor market entry of Graduates in Engineering

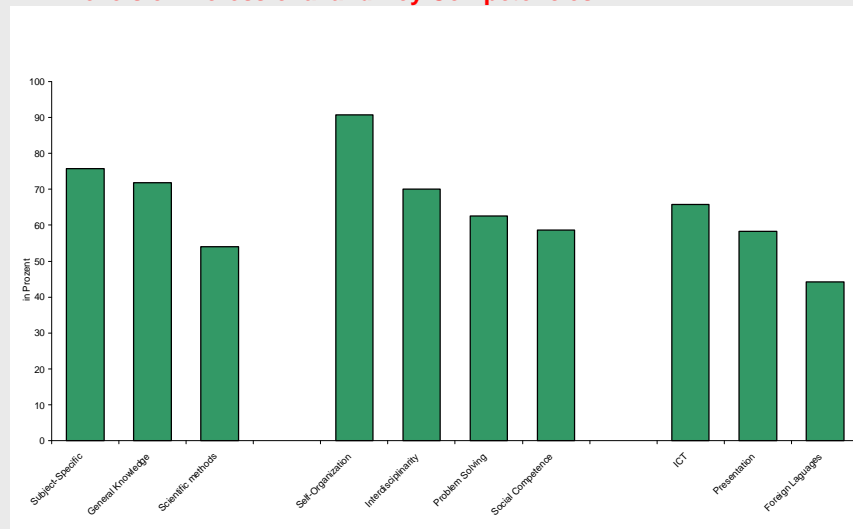


12



Results from the Bavarian Graduate Panel

Levels of Professional and Key Competencies



Bavarian State Institute for Higher Education Research and Planning

Thanks for your attention!

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