

# **DRAFT EURO-INF STANDARDS**

**FOR THE ACCREDITATION OF**

**EDUCATIONAL OFFERS**

**RELATED TO**

**CONTINUING PROFESSIONAL DEVELOPMENT**

**Educational Offerings in the field of Informatics**

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## **Relevant Documents**

European Association for Quality Assurance in Higher Education (ENQA): "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (4. March 2005 in the most recent version) (ESG).

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## 1. Concept

### 1.1. Purpose of these Standards

Continuing Education, Lifelong Learning, and Continuous Professional Development are increasingly important especially in the technical world and cannot be ignored in an accreditation system. At the same time, courses and/or units of learning with this aim are being provided in an increasing number by providers not always reliable.

It is therefore important to transfer the results achieved by the Euro-Inf Project (2006-2008), the Euro-Inf Framework Standards and Accreditation Criteria, into types of informatics education other than regular degree programmes.

The purpose of this document is thus to provide Standards and Criteria for the accreditation of educational offerings of Continuing Education and Continuous Professional Development (CPD) **by Higher Education Institutions.**

This document provides information on:

- the Euro-Inf assessment approach for the accreditation of HEI educational offerings (e.g. offers of further education, certificate studies, series of modules that also might lead to the award of an academic degree at Bachelor's or Master's levels) and single modules.
- The requirements which must be met in order to receive accreditation of the mentioned educational offers.

These Standards will be revised periodically and updated according to new developments and insights from accreditation practice. The version valid at the time of the signature of contract is the one applicable for the accreditation process.

The Standards take account of the European Standards and Guidelines (ESG) of the European Association for Quality Assurance in Higher Education (ENQA).

### 1.2. The Accreditation Certificate

The Euro-Inf Accreditation Certificate refers to the following educational offerings:

- a. individual, separate modules the learning outcomes of which are comparable to levels six and seven of the European Qualification Framework (Bachelor and Master). These can be part of another educational offer (e.g. a degree programme), but they are as individual modules subject to external assessment

or

- b. educational offers consisting of a series of modules, the learning outcomes of which are comparable to levels six and seven of the European Qualification Framework (Bachelor and Master).

or

- c. series of modules that eventually may lead to the award of an academic degree and the learning outcomes of which are comparable to levels six and seven of the European Qualification Framework (Bachelor or Master).

The certificate confirms that in an a) single module, b) a series of modules or c) a degree programme the objectives and learning outcomes defined by the provider of the educational offer can be attained with the help of the content, resources and structural framework conditions.

This quality statement renders the profile of the qualification achieved transparent to external stakeholders. The receipt of the certificate enhances the transparency of the achieved qualification which in turn facilitates the mutual recognition of qualifications. It shall support diversity in the area of continuing professional development and ensure quality, transparency and comparability of qualifications as well as the related processes and resources.

The accreditation certificate can confirm the principle attainability of the published learning outcomes, but not the actual learning success of each individual learner. Also, the certificate does not constitute an obligation for third parties to recognise the educational offering.

The accreditation certificate has a limited validity of five years, for a prolongation a new request for certification/accreditation and a new assessment process is necessary.

This approach to accreditation is geared towards supporting providers of CPD modules/courses in the continuous improvement of their offers. Improvement measures during the period of validity of accreditation/certification shall not be postponed until the next date for assessment. In the contrary, it is crucial for the renewed accreditation that continuous improvements have been made and documented.

If an institution offering CPD in the meantime wishes to make essential changes to an accredited educational offering which go beyond continuous improvement measures, these measures can influence the validity of the existing accreditation. In order to be able to maintain the validity of accreditation, a written notification to the EQANIE Secretariat and an interim assessment by EQANIE are necessary.

## **2. Requirements for Educational Offerings**

### **2.1. Learning Outcomes**

Basis and point of reference for the concept, implementation and certification of an educational offering are clearly and understandably formulated intended learning outcomes.

The Euro-Inf Spread-approach to assessment is focused on the learning outcomes of an educational offering.

The following definitions apply in the standards for CPD educational offerings, informed by the European Qualification Framework for Lifelong Learning<sup>1</sup>:

- “Qualification”: means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

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<sup>1</sup> Cf. The European Qualifications Framework for Lifelong Learning (EQF); RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning, ANNEX 1: Definitions: <http://www.eucen.eu/EQFpro/GeneralDocs/FilesFeb09/GLOSSARY.pdf> (last retrieved on 2011-05-05).

- “Learning outcomes”: means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence
- “Knowledge”: means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual;
- “Skills” means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- “Competence” means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.

Learning Outcomes can be attained via different methods of teaching and learning.

The intended learning outcomes of the CPD educational offerings have to be clearly defined. It has to be explained through which provisions (content, teaching and learning methods) the intended learning outcomes can be achieved.

If accreditation is requested for the educational offering, the self-assessment submitted by the provider of the offering has to relate to at least one of the Euro-Inf learning outcomes statements listed in the following:

## 2.2. Learning Outcomes for First Cycle Degree (FCD) Programmes

### **Underlying Conceptual Basis for Informatics – First Cycle Degree**

Graduates having completed a First Cycle degree should have demonstrated the following :

- knowledge and understanding of the key aspects and concepts of their informatics discipline<sup>2</sup>, including some at the forefront of that discipline
- an awareness of the wider spectrum of informatics disciplines

### **Analysis, Design and Implementation – First Cycle Degree**

Graduates having completed a First Cycle degree should have demonstrated the following :

- insight into possible application fields of informatics
- an ability to become familiar with new informatics applications
- appreciation of the need for deep domain knowledge in certain application areas; appreciation of the extent of this in at least one situation
- formalisation and specification of real-world problems whose solution involves the use of informatics
- understanding the complexity of informatics problems and the feasibility of their solution
- knowledge of appropriate solution patterns
- an ability to select and use relevant analytic and modelling methods
- an ability to describe a solution at an abstract level
- an ability to apply their knowledge and understanding to the design of hardware and/or software which meets specified requirements
- knowledge of all phases of the software life cycle for building new, and maintaining and commissioning existing, software systems
- selection and usage of appropriate process models and programming environments for projects involving traditional applications as well as emerging application areas
- modelling and design of human-computer interaction
- creation and thorough testing of software systems
- familiarity with existing software and application systems and use of their elements

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<sup>2</sup> As included in the standards that served as references to identify the educational objectives of the programme.

## **Technological and Methodological Skills – First Cycle Degree**

Graduates having completed a First Cycle degree should have demonstrated the following :

- an ability to combine theory and practice to complete informatics tasks
- an ability to undertake literature searches, and to use data bases and other sources of information
- the ability to design and conduct appropriate practical investigations (e.g. of system performance), to interpret data and draw conclusions
- awareness of relevant state-of-the-art technologies and their application
- recognition of the need for, and engagement in life-long learning<sup>3</sup>

## **Other Professional Competences – First Cycle Degree**

Graduates having completed a First Cycle degree should have demonstrated the following :

- an ability to complete tasks from different application areas while taking into account the existing technical, economical and social context
- consideration of the economic, social, ethical and legal conditions expected in informatics practice
- awareness of project management and business practices, such as risk and change management, and understanding of their limitations
- an ability to function effectively as an individual and as a member of a team
- an ability to organise their own work independently
- an ability to formulate an acceptable problem solution using informatics in a cost-effective and time-efficient way
- essential knowledge of estimating and measuring cost and productivity
- an ability to communicate effectively with colleagues, (potential) users and the general public about substantive issues and problems related to their chosen specialisation; communication competence to present ideas and suggested solutions convincingly in written and verbal form

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<sup>3</sup> The principal awareness of and commitment to lifelong learning is here listed as one among other learning outcomes. However, it must constitute an objective inherent at each CPD educational offering, both at Bachelor's and at Master's level.

### 2.3. Learning Outcomes for Second Cycle Degree (SCD) Programmes

#### **Underlying Conceptual Basis for Informatics – Second Cycle**

Graduates having completed a Second Cycle degree should have demonstrated the following:

- deep knowledge and understanding of the principles of informatics
- either a deepened knowledge of a chosen specialisation or broadened knowledge of informatics in general
- critical awareness of topics at the forefront of their specialisation

#### **Analysis, Design and Implementation – Second Cycle**

Graduates having completed a Second Cycle degree should have demonstrated the following:

- specification and completion of informatics tasks that are complex, incompletely defined or unfamiliar
- formulation and solution of problems including new and emerging areas of their discipline
- application of the state of the art or innovative methods in problem solving, possibly involving use of other disciplines
- an ability to think creatively to develop new and original approaches and methods

#### **Technological and Methodological– Second Cycle**

Graduates having completed a Second Cycle degree should have demonstrated the following:

- integration of knowledge from different disciplines
- comprehensive understanding of applicable techniques and methods for a particular specialisation, and of their limitations
- awareness of the limits of today's knowledge and the practical application of the state-of-the-art technology
- knowledge and understanding of informatics to create information models, complex systems and processes
- an ability to contribute to the further development of informatics
- recognition of the need for, and engagement in life-long learning<sup>4</sup>

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<sup>4</sup> The principal awareness of and commitment to lifelong learning is here listed as one among other learning outcomes. However, it must constitute an objective inherent at each CPD educational offering, both at Bachelor's and at Master's level.

## **Other Professional Competences – Second Cycle**

Graduates having completed a Second Cycle degree should have demonstrated the following:

- independent work in their professional field
- an appreciation of the skills required to work with and lead a team that may be composed of people from different disciplines and levels
- effective communication skills, possibly also in international contexts
- an understanding of the principles of project, risk and change management and the ability to apply methodologies and processes to manage projects and to mitigate risks

The self-assessment submitted by the CPD provider must furthermore indicate the relation between

- the overall intended learning outcomes (knowledge, skills, competences) and
- the contribution of individual modules to the achievement of these objectives.

## 2.4. Specific requirements for CPD Educational Offerings

Compared to the task of offering regular full-time degree programmes, providers of CPD modules will face very different and specific challenges when delivering their educational offer.

The specific challenges resulting from the running of CPD educational offerings should be described in the self-assessment report. A separate chapter should address the following topics:

- *Recognition of prior learning:* The self-assessment report should include an explanation of the mechanism for ensuring that the admitted learners have the necessary prerequisites.<sup>5</sup>
- *Interrelations between the educational offers:* If an institution is also running regular degree programmes at Bachelor's and Master's level, the interrelations of the components of the regular programmes and CPD educational offerings should be described (if applicable).
- *Certificates awarded:* The self-assessment report should elaborate on the certificates awarded in the context of the CPD educational offerings and specify the forms of learning assessment corresponding to the certificates awarded.
- *SWOT-Analysis:* The strengths, weaknesses, opportunities and potential threats of the CPD educational offerings should be listed and explained.
- *Accreditation Results:* Findings / results from the accreditation of equivalent components in the regular degree programme should be described and it should be stated to what extent they are relevant to running the CPD educational offering (if applicable).
- *Any other challenges* to running CPD educational offerings should be identified and explained in the self-assessment report.

In the following table general standards are listed for the accreditation of CPD educational offerings.

The table shows the requirements that have to be fulfilled in order to receive accreditation. Accreditation by EQANIE is always also based on compliance with the European Standards and Guidelines (ESG). To this purpose the table indicates overlaps between the Euro-Inf Accreditation Standards for CPD programmes with the ESG.<sup>6</sup>

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<sup>5</sup> C.f.: Rules are defined about the compensation of missing preconditions. The compensation of lacking prerequisites must not be to the detriment of the (academic) level of the training course/module. Euro-Inf Standards for the Accreditation of Educational Offers related to Continuing Professional Development, p. 12 (2.3 Preconditions for Access- and Admission).

<sup>6</sup> The following references to the ESG merely fully quote the standards. The corresponding guidelines on the standards are quoted as extracts to facilitate understanding.

Euro-Inf Accreditation of CPD Programmes	
(Corresponding) Euro-Inf Requirements	(Corresponding) „European Standards and Guidelines (ESG)“
<b>1</b>	<b>GENERAL INFORMATION</b>
1.1	<p>The following details are documented and published:</p> <ul style="list-style-type: none"> <li>a. Title/name of the educational offering</li> <li>b. Form (e.g. fulltime/part-time, presence-/distance learning)</li> <li>c. Type of qualification and title</li> <li>d. Duration of the offering (if applicable, ECTS /ECVET credit points)</li> <li>e. Number of participants</li> <li>f. Date of first offer and periodically start of the educational offering</li> <li>g. Amount and type of fees / costs applicable</li> </ul> <p>The provider informs the relevant stakeholders in a transparent manner about the mentioned features.</p>
1.2	<p>The legal relationship between learner and provider is defined, documented and contributes to attaining the objectives of the educational offering .</p> <p>The mutual rights and obligations of learners and providers are defined and known to all relevant stakeholders.</p>
<b>2</b>	<b>EDUCATIONAL OFFERING: CONCEPT &amp; IMPLEMENTATION</b>

Euro-Inf Accreditation of CPD Programmes	
(Corresponding) Euro-Inf Requirements	(Corresponding) „European Standards and Guidelines (ESG)“
<p>2.1 <b>Learning Outcomes of the Educational Offering</b></p> <p>For the educational offering the intended learning outcomes are defined. They</p> <ul style="list-style-type: none"> <li>are available to the relevant stakeholders, in particular to the learners and teachers and specified in a way that they can be invoked;</li> <li>reflect the level defined for the educational offering</li> <li>are oriented towards current state-of-the-art developments, realizable and valid.</li> </ul> <p>The relevant stakeholders were involved in the formulation of the intended learning outcomes.</p> <p>The title of the educational offering reflects the intended learning outcomes</p> <p>In the case of an educational offering that consists of several modules, the overall intended learning outcomes are systemically reflected in its individual modules.</p> <p>The module descriptions contain information on which knowledge, skills and competences the learner achieves in the course of a module.</p> <p>The intended learning outcomes and the prerequisites for their attainments are transparent to the learners.</p>	<p><u>ESG 1.2:</u> [...]The quality assurance of programmes and awards are expected to include:</p> <ul style="list-style-type: none"> <li>development and publication of explicit intended learning outcomes;</li> <li>[...]</li> <li>participation of students in quality assurance activities</li> </ul> <p>ESG 1.7: Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.</p> <p>[...] In fulfilment of their public role, higher education institutions have a responsibility to provide information about the programmes they are offering, [and] the intended learning outcomes of these [...].</p>
<p>2.2 <b>Employment perspectives and practical orientation</b></p> <p>The labour market shows a demand for graduates with the intended learning outcomes, or there is a prospect for such a demand.</p> <p>Overall, the educational offering includes appropriate elements oriented at professional practice.</p>	<p><u>ESG 1.2:</u> [...] The quality assurance of programmes and awards are expected to include:</p> <ul style="list-style-type: none"> <li>regular feedback from employers, labour market representatives and other relevant organisations;</li> </ul> <p>ESG 1.6: [...] The quality-related information systems required by individual institutions [...] are at least expected to cover: [...]</p>

Euro-Inf Accreditation of CPD Programmes	
(Corresponding) Euro-Inf Requirements	(Corresponding) „European Standards and Guidelines (ESG)“
	employability of graduates;
<p>2.3 <b>Preconditions for Access- and Admission</b></p> <p>Binding and transparent procedures and quality criteria for the access to the educational offering are defined.</p> <p>The preconditions for access and admission support the attainment of the learning outcomes. They therefore ensure that the admitted learners have the necessary prerequisites.</p> <p>Rules are defined about the compensation of missing preconditions. The compensation of lacking prerequisites must not be to the detriment of the (academic) level of the educational offering.</p>	
<p>2.4 <b>Contents</b></p> <p>The offered contents of the educational offering support the attainment of the intended learning outcomes.</p> <p>In the case of a series of modules, the objectives and content of the individual modules correspond to each other; unintended redundancies are avoided.</p>	<p><u>ESG 1.2:</u> [...] The quality assurance of programmes and awards are expected to include: [...] careful attention to curriculum and programme design and content;</p>
<b>3 EDUCATIONAL OFFERING: STRUCTURES, METHODS AND IMPLEMENTATION</b>	
<p>3.1 <b>Structure</b></p> <p>The chosen structure of the educational offering (e.g. fulltime, part-time, contact hours and distance learning) is defined, documented and supports the attainment of the intended learning outcomes.</p> <p>For educational offerings consisting of multiple modules:</p> <p>Each learning unit (module) represents a coherent individual package of teaching and learning.</p>	<p><u>ESG 1.2:</u> [...] The quality assurance of programmes and awards are expected to include: [...] careful attention to curriculum and programme design and content;</p> <p>Specific needs of different modes of delivery (e.g. full time, part-time, distance learning, e-learning) and types of higher education (e.g. academic, vocational, professional);</p>

Euro-Inf Accreditation of CPD Programmes		
(Corresponding) Euro-Inf Requirements		(Corresponding) „European Standards and Guidelines (ESG)“
	Mandatory and, if applicable, elective parts of the course are clearly defined. The intended learning outcomes of the educational offering can be achieved via choosing any of the offered elective parts.	
3.2	<p><b>Workload</b></p> <p>The envisaged standard period of learning is realistic; the learning outcomes of the educational offering can be attained within the envisaged time frame at the intended level.</p> <p>The workload is transparent to the interested stakeholders at the time of inscription.</p> <p>The award of credit points, if foreseen, is transparent and comprehensible.</p>	
3.3	<p><b>Didactics</b></p> <p>The methods of teaching and didactical methods support the attainment of the learning outcomes at the intended level.</p> <p>The proportion of contact hours and self-study is conceived in a way to support the attainment of the defined objectives.</p>	
3.4	<p><b>Support and Counselling</b></p> <p>There are sufficient resources for the individual tutoring, counselling and support of learners.</p> <p>The envisaged advisory measures are appropriate to support the attainment of the learning outcomes and the completion of the module/training course/programme within the standard time frame.</p>	<p>ESG 1.5: Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered. [...] support mechanisms should be readily accessible to students, [and] designed with their needs in mind [...].</p> <p>Institutions should routinely monitor, review and improve the effectiveness of the support services available to their students</p>
<b>4</b>	<b>EXAMS: SYSTEM, CONCEPT AND IMPLEMENTATION</b>	
	The achievement of learning outcomes is assessed individually and	<u>ESG 1.3</u> : Students should be assessed using published criteria,

Euro-Inf Accreditation of CPD Programmes	
(Corresponding) Euro-Inf Requirements	(Corresponding) „European Standards and Guidelines (ESG)“
<p>comparably.</p> <p>The types of exams and criteria for assessment are documented and known to the stakeholders on beforehand.</p> <p>Form, concept, assessment criteria and schedule of the exams are oriented at the attainment of the intended learning outcomes.</p> <p>Exams are held according to a regulated procedure.</p> <p>Exams are coordinated in a way to provide sufficient time for preparation.</p>	<p>regulations and procedures which are applied consistently.</p> <p>Student assessment procedures are expected to:</p> <p>be designed to measure the achievement of the intended learning outcomes and other programme objectives; be appropriate for their purpose [...]</p> <p>In addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.</p> <p><u>ESG 1.2:</u> [...]The quality assurance of programmes and awards are expected to include: monitoring of the progress and achievements of students;</p>
<b>5</b>	<b>RESSOURCES</b>
<p>5.1 <b>Involved Staff</b></p> <p>Composition and (technical) orientation of the contributing staff ensure the attainment of the intended learning outcomes at the envisaged level.</p> <p>The members of the teaching staff have sufficient time for the realization of the educational offering and an appropriate counseling of the learners.</p> <p>The didactical skills of the teaching staff correspond to the target group of learners.</p> <p>For the recruitment of teaching staff quality expectations and procedures are defined.</p>	<p><u>ESG 1.4:</u> Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.</p>
<p>5.2 <b>Staff development</b></p> <p>Teaching Staff receive offers for their individual professional and didactical development.</p>	

Euro-Inf Accreditation of CPD Programmes		
	(Corresponding) Euro-Inf Requirements	(Corresponding) „European Standards and Guidelines (ESG)“
5.3	<p><b>Institutional environment, financial resources and equipment</b></p> <p>The resources employed constitute a sustainable basis for the attainment of the intended learning outcomes.</p> <p>The financing of the educational offering is secured at least for the period of accreditation.</p> <p>The infra structure (e.g. laboratories, library, IT-facilities) correspond to the qualitative and quantitative requirements of the educational offering.</p> <p>If applicable, the required internal and external cooperation is sustainable and based on binding agreements / regulations.</p> <p>Organisation and decision making structures support the implementation of the educational offering.</p> <p>The organisation is able to react to problems, provide adequate solutions and to compensate losses (e.g. staff, finances, enrolments), without affecting the possibility to complete the module/training course/programme in the defined standard period of learning.</p>	<p><u>ESG 1.5:</u> Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.</p> <p>[...]. Learning resources and other support mechanisms should be readily accessible to students, designed with their needs in mind and responsive to feedback from those who use the services provided.</p> <p><u>ESG 1.2:</u> [...]The quality assurance of programmes and awards are expected to include: availability of appropriate learning resources;</p>
<b>6</b>	<b>QUALITY MANAGEMENT: IMPROVEMENT PROCESSES</b>	
6.1	<p><b>Quality Assurance &amp; Further Development</b></p> <p>The organisation has documented its quality objectives as a basis for a (further) development and implementation of the educational offering.</p> <p>The organisation has detected and analysed the challenges specific to delivering the educational offering.</p> <p>The organisation has identified the strengths and weaknesses of the educational offering.</p> <p>The organisation has adopted a strategy to meet the identified challenges, benefit from the strengths and overcome the weaknesses.</p> <p>A quality assurance concept has been defined. It is periodically revised and is oriented at the continuous improvement of the educational offer.</p>	<p><u>ESG 1.1:</u> Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality.</p> <p>The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.</p> <p>The policy statement is expected to include: [...] the responsibilities</p>

Euro-Inf Accreditation of CPD Programmes	
(Corresponding) Euro-Inf Requirements	(Corresponding) „European Standards and Guidelines (ESG)“
<p>The quality assurance enables</p> <ul style="list-style-type: none"> <li>• The detection of deviations from the objectives and</li> <li>• An assessment of the feasibility and the validity of the defined objectives</li> <li>• the (resulting) adoption of appropriate strategies</li> </ul> <p>The learners and other stakeholders are involved in the quality assurance activities.</p> <p>For the periodical improvement of educational offer there are defined mechanisms and responsibilities.</p>	<p>of departments, schools, faculties and other organisational units and individuals for the assurance of quality; [...]</p> <p><u>ESG 1.6:</u> Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities. [...] [This] is at least expected to cover:</p> <ul style="list-style-type: none"> <li>• student progression and success rates;</li> <li>• employability of graduates;</li> <li>• students' satisfaction with their programmes;</li> <li>• effectiveness of teachers;</li> <li>• profile of the student population;</li> <li>• learning resources available and their costs;</li> <li>• the institution's own key performance indicators</li> </ul>
<p>6.2 <b>Tools, Methods, Data</b></p> <p>Appropriate tools and methods for the assurance and further development of the quality of the educational offering are in place. They are documented and are periodically assessed with view to their effectiveness and efficiency.</p> <p>The data<sup>7</sup> collected and analysed in the context of the quality assurance system fulfill, among others, the following functions:</p> <p>They inform about the achievement of the intended learning outcomes</p> <p>They allow conclusions about if an educational offer can be finished in the predetermined period of time (e.g. workload, exam load, structure, quantity of content etc.)</p> <p>They enable the responsible of an educational offer to detect weaknesses and mitigate them.</p>	
<b>7</b>	<b>DOCUMENTATION &amp; TRANSPARENCY</b>

<sup>7</sup> Typical methods and tools are e.g. actual average workload for the completion of individual modules, time for the completion of the continuing professional development course/module, drop-out rate, exam statistics, (module-)evaluations, survey results, feedback rounds with teaching staff, exemplary exam and final papers, staff-student ratio.

Euro-Inf Accreditation of CPD Programmes	
(Corresponding) Euro-Inf Requirements	(Corresponding) „European Standards and Guidelines (ESG)“
<p>7.1 <b>Relevant Documents</b></p> <p>The statutes, contracts etc. on which the educational offering is based contain all regulations relevant for admission, course of learning and completion.</p> <p>They have been submitted to a legal review, are put into force and are published.</p>	<p><u>ESG 1.3:</u> Students should be assessed using published criteria, regulations and procedures which are applied consistently.</p> <p>Student assessment procedures are expected to: [...] take account of all the possible consequences of examination regulations; [...] be subject to administrative verification checks to ensure the accuracy of the procedures.</p>
<p>7.2 <b>Qualification certificate</b></p> <p>The certificate is suitable to provide insight in structure, content and level of the completed educational offering and about the individual achievements to interested stakeholders.</p> <p>It informs about the composition / calculation of the final grade in order to make transparent to external stakeholders which achievements have been weighted in which way.</p>	<p><u>ESG 1.7:</u> Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.</p>

## 2.5. Possible Outcomes of the Process

Accreditation is always granted for a set period of time. Initial accreditation is normally granted for a five year-period. Reaccreditation is granted for five to seven years, with seven years being the usual period. The possible outcomes of an accreditation procedure are as follows:

- Unconditional accreditation for the full accreditation period
- Conditional accreditation, i.e. under certain conditions and for a reduced period of time. In this case, specific conditions must be met by a set deadline. Where these conditions are met by the deadline, the accreditation is extended to cover the full accreditation period. The audit team is responsible for checking and evaluating that the conditions have been fulfilled. This is subsequently confirmed by the EQANIE Accreditation Committee.
- The procedure is suspended (“procedural hold”). The EQANIE Accreditation Committee may suspend an accreditation procedure where the audit determines that major quality requirements are not being fulfilled, but anticipates that the applicant provider will rectify the deficiencies. Suspension may be granted for a one-off period ranging from the usual period of six months to a maximum of 18 months. The procedure can be suspended either at the request of the providers or on the initiative of EQANIE with the provider’s consent. The applicant may be liable for additional costs where the procedural hold necessitates an additional audit.
- Unconditional refusal.

A provider affected directly by an accreditation decision made by EQANIE’s Accreditation Committee may lodge a complaint or objection against the decision of the Accreditation Committee. The objection will be dealt with by the separate EQANIE Board of Appeals.

In individual cases special respites / deadlines are decided by the Accreditation Committee for determining the validity period of the accreditation and its expiration, the suspension of the accreditation procedure, the imposition of requirements and the consequences of accreditation decisions.