



With the support of the Lifelong Learning Programme of the European Union

Information for Institutions of Higher Education

Procedural Principles for the Accreditation and Reaccreditation of Bachelor's and Master's Degree Programmes in Informatics

Version: 25. June 2010

Status: Adopted

EQANIE e. V.

European Quality Assurance Network for Informatics Education

Postbox 10 11 39

D- 40002 Düsseldorf

Phone 1: +49 30 789 522 45

Phone 2: +49 211 900 977 0

Fax: +49 211 900 977 99

URL: <http://www.eqanie.eu>

E-mail: info@eqanie.eu

Status: 25 June 2010

Copyright Notice:

This document is protected by copyright. All forms of adaptation or use outside the scope of the copyright, in particular for commercial purposes, require prior written permission.

Contents

List of Relevant Documents	4
1. Introduction	5
2. Outcome-Oriented of Degree Programmes and Process-Oriented Approach to Assessment	6
3. Procedural Guidelines for the Accreditation of Degree Programmes.....	10
3.1 Types of Procedure	10
3.2 Stages of an Accreditation Procedure	10
3.3 Procedure and Criteria for the Selection of Auditors.....	12
3.4 Possible Outcomes of the Procedure	13
3.5 Reaccreditation of Degree Programmes.....	14
3.6 Changes During the Accreditation Period.....	16
3.7 Applicants' Responsibilities.....	17
3.8 Services Provided by EQANIE	18
4. Annex.....	19
4.1 Application.....	19
5. Proposed Structure for the Self-assessment report provided by the institutions of higher education for individual and cluster procedures.....	20
6. Tables to accompany the proposed structure for the self-assessment report provided by the institutions of higher education	24
7. Module Handbook Form	34
8. Staff Handbook Form.....	36
9. Sample Audit Schedule	37

List of Relevant Documents

'Framework for Qualifications of the European Higher Education Area', agreed by the Bergen Conference in May 2005

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

European Qualifications Framework for lifelong learning proposed by the European Commission for a Recommendation of the European Parliament and of the Council, COM(2006) 479 final.

The resolutions can be found on the following websites:

- ENQA: <http://www.enqa.eu> (2010-05-04)
- European Commission
http://ec.europa.eu/education/policies/educ/eqf/com_2006_0479_en.pdf (2010-05-04)
- Official Bologna Process Website 2007-2010
<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/> (2010-05-04)

1. Introduction

This brochure contains information on EQANIE's (European Quality Assurance Network for Informatics Education) procedural guidelines and the general requirements for degree programmes in informatics which must be complied with to receive the Euro-Inf Bachelor / the Euro-Inf Master. The Euro-Inf Framework Standards and Accreditation Criteria for Informatics Degree Programme, and EQANIE's procedural guidelines are subjected to critical review at regular intervals, and are adapted to take into account current developments and findings in the field of accreditation. The applicable version will always be the one that is in force on the date the relevant accreditation procedure is commenced. The procedural guidelines presented in this document apply to both accreditation procedures for a single degree programme and for groups of degree programmes (known as cluster procedures).

EQANIE's procedural guidelines are based on the principles of quality, objectivity, transparency and validity. They take account of the increasing level of differentiation and diversification among the courses of study on offer in the informatics higher education sector, along with the quality requirements arising from increasing international competition between institutions of higher education.

The accreditation procedure developed by EQANIE is based inter alia on the Euro-Inf Framework Standards and Accreditation Criteria for Informatics Degree Programmes.

The Euro-Inf Framework Standards and Accreditation Criteria set requirements for the assessment of higher education degree programmes in informatics, which prepare students for future employment.

The procedure focuses on assessing quality standards, which take into account the above-mentioned resolutions and have been defined and are being further developed through dialogue with national and international academic associations, trade and professional associations, and experts from the private sector. The aim is to promote diversity in the informatics sector, while at the same time ensuring the quality, transparency and comparability of the services provided and the processes and resources they require.

EQANIE's accreditation procedure is applied uniformly to the different informatics disciplines, different institutions of higher education, and is based on international standards. The Codes of Good Practice required by the *European Association for Quality Assurance in Higher Education* (ENQA) are also followed closely.

Accreditation for a degree programme is granted for a set period of time, in accordance with accepted international practice. Reaccreditation will be necessary once this period has elapsed. This process will draw on the outcomes of internal and external evaluations of the relevant institution of higher education and reappraise the objectives of the degree programme and their implementation. Reaccreditation focuses on assessing whether the objectives of a degree programme have been attained (outcome orientation), requiring in particular an analysis of the success of the degree programme and of graduate employment, along with other data that provides information related to the attainment of the objectives.

Any gender-specific terms used in this document refer to both women and men.

2. Outcome-Oriented of Degree Programmes and Process-Oriented Approach to Assessment

Quality in the Higher Education Process and Relevant Interested Parties

EQANIE's concept of quality is based on the assumption that both the input into an educational process and the outcome of this process are mutually influential and are factors responsible for the quality of the education being provided. This means that individual characteristics of a degree programme cannot be viewed in isolation, but must instead be assessed in terms of their function within and effect on the educational process experienced by students in a specific degree programme. EQANIE thus believes that quality is achieved through the way in which the educational process functions, the interplay of its elements, and ultimately the extent to which its objectives are attained. The substantive determination of the additional elements contributing to the quality of a degree programme occurs by identifying the objectives and requirements formulated by the institution of higher education itself. These are supplemented by external requirements arising from the politico-legal and socio-economic context in which a degree programme is designed and implemented.

EQANIE's assessment of quality applies principally to degree programmes. The institution of higher education's organisational processes and institutional elements are included in the assessment to the extent that they affect the quality of the degree programmes. From this perspective, teaching and studying at institutions of higher education is a multi-layered process. Different groups of people are involved or affected with varying degrees of intensity in this context. These participants or affected parties are deemed to be interested parties in relation to the degree programme in question.

Interested parties also form the group of people who define the objectives to be attained by the relevant institution of higher education. These individuals or groups, who are directly involved in the educational process, constitute the primary interested parties. They include students, teaching staff, institution of higher education managers and administrators, and other service providers within the institution of higher education. Account must also be taken of secondary interested parties, who contribute requirements and needs from the institution of higher education's broader context. These parties include potential employers and representatives of state institutions responsible for providing finance and legal and administrative supervision to the relevant institution of higher education.

The identification of parties with an interest in a specific degree programme will depend directly on the strategic positioning of the institution of higher education in question within its broader context, and its guidelines and development objectives in this regard. Thus, interested parties are not identified solely in terms of their function in the relevant (educational) process, but also on the basis of specific individual characteristics such as gender or cultural and linguistic background. The consideration given to the resulting group-specific interests will depend on whether the institution of higher education has followed gender and diversity measures¹ in the design and implementation of a degree programme.

¹ "Gender mainstreaming" requires the different life situations and interests of women and men to be taken into account in policies and management processes. "Diversity management" has a broader scope and involves going beyond gender-related issues to take into account the different life situations and interests of individuals or groups based on their specific e.g. cultural or social background.

Furthermore, the quality of the outcome of the educational process can also be measured on the basis of the success achieved by graduates of the institution of higher education in their profession. The commitment of all of the participants both inside and outside the institution of higher education will play a crucial role in this regard. For this reason, including the interested parties identified by and within the institution of higher education in the planning, regulation and implementation of this process is considered decisive to its success.

A degree programme will ideally be developed and established using the following steps (Dia. 1):

1. *Definition of prior and ultimate qualifications*

a) *Establishing the prerequisites for first-year students:* First-year students possessing a specific profile and level of prior qualifications are the starting point for the institution of higher education's educational process. The institution of higher education must define the prior qualifications for each degree programme being offered, i.e. provide a detailed outline of the knowledge and skills required of first-year students. The admission conditions or requirements should support the attainment of the educational objectives, and thereby also take into account the abilities acquired during the preceding educational processes.

b) *Defining the qualification and learning outcomes (knowledge, skills, competences) of graduates:* A higher education process results in graduates with an academic degree and specific knowledge, skills and competences, which combine to create their competence profile and qualify them to work in their profession. The level and profile of the qualification should correspond to labour market requirements.

2. *Defining the educational process:* The learning outcomes are attained within the framework of the educational process, with the assistance of the curriculum, teaching and assessment methods, didactic measures and instruments, the setting of framework conditions, investment in resources (staff, infrastructure) and the associated organisational and quality assurance processes in the participating institution. The quality of the objectives attained will depend to a large extent on the coordination of the individual elements and contributing processes, as well as on the participants and existing feedback procedures at all levels. *Introduction / implementation of quality control in the educational process:* The institution of higher education should continually examine the objectives it has defined, as well as their implementation and outcomes, by means of appropriate evaluation methods (e.g. assessing what has been learned through examinations, evaluating courses through student surveys, graduate surveys, employer surveys, etc.) to ascertain the extent to which the defined objectives have been attained and the targeted competences acquired. Continuous improvements (e.g. of course content and format) should be derived from this evaluation and reintroduced into the process to ensure that the objectives are attained. The outcomes identified will thus in turn become input for the higher education process, as they provide the information that underpins the further development of a degree programme.

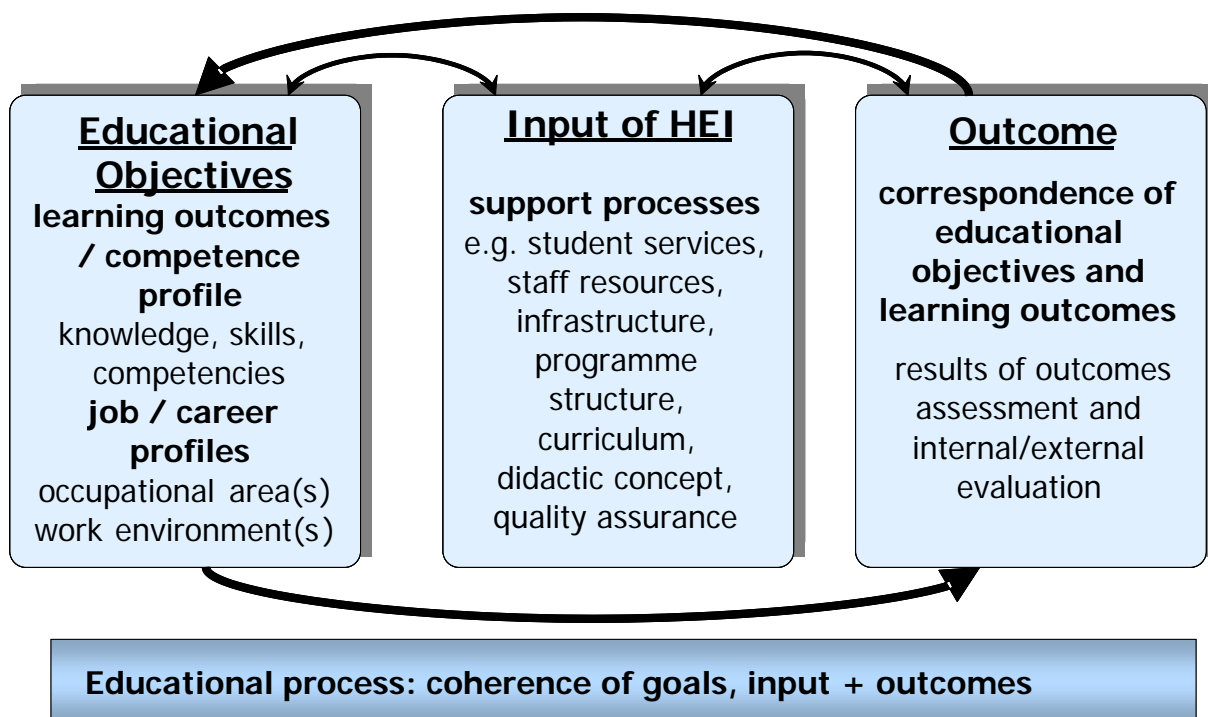


Diagram 1: The process of higher education – EQANIE's approach to assessment

EQANIE's Approach to Assessment

In this context, EQANIE's approach to assessment views the implementation of a degree programme as a process consisting of three interdependent phases.

1. *Definition of objectives / prior and ultimate qualifications:* The educational objectives of each degree programme are assessed in terms of the learning outcomes to be attained by students during their course of study. The assessment is focussed on the strict implementation of overarching objectives and targeted learning outcomes in the individual modules of a degree programme.
2. *Input:* The focus in this context is on the measures, instruments and resources invested in by the institution of higher education for the implementation of a degree programme. They are the outcomes of support or organisational processes, and are aimed at attaining the targeted objectives in a degree programme.
3. *Outcome assessment / quality control in higher education:* The establishment and functioning of effective feedback mechanisms within the institution of higher education's internal quality assurance process, which contributes to the ongoing improvement of a degree programme, is one of the bases for the award of an accreditation seal with multi-year validity.

The accreditation procedure assesses the logic and effectiveness of the educational process in a degree programme. The combination of the elements in the individual phases of the process and the relationship between the three phases – and especially between the objectives and their implementation – play a key role in the overall assessment of the accreditation procedure.

In this context, EQANIE's formal guidelines, the Euro-Inf Framework Standards and Accreditation Criteria, primarily serve as a reference framework for designing the second phase, namely implementation by the institution of higher education. The assessment of the educational process and EQANIE's underlying concept of quality require the institutions of higher education to take responsibility for the entire process, and hence also to define the educational objectives of a degree programme. This enables institutions of higher education to emphasise their strategic orientation, profile, and level of societal integration.

3. Procedural Guidelines for the Accreditation of Degree Programmes

3.1 Types of Procedure

The Euro-Inf Quality Label is applied to a single degree programme. EQANIE's Accreditation Committee decides whether to award the Euro-Inf Bachelor / the Euro-Inf Master to each individual degree programme.

However, the accreditation procedure can be conducted separately for individual degree programmes or simultaneously in relation to a group of degree programmes (cluster procedure) at an institution of higher education, depending on the relevant prerequisites and requirements. The decision on whether a cluster procedure can be applied, and which degree programmes it will cover, is made on an ad hoc basis by the EQANIE Accreditation Committee upon receipt of an accreditation request to this end from the institution of higher education.

Overview of the types of procedure currently offered by EQANIE:

Type of Procedure	Features	Accreditation Certificate
Individual procedure	The procedure is conducted for an individual Bachelor's or Master's degree programme or a consecutive Bachelor's and Master's degree programme.	The accreditation certificate applies to the degree programme. A separate and individual decision is made for each degree programme.
Cluster procedure	The procedure is conducted for a group of (related) degree programmes. One audit group assesses several degree programmes.	The accreditation certificate applies to the degree programme. A separate and individual decision is made for each degree programme.

3.2 Stages of an Accreditation Procedure

An accreditation procedure is divided into three stages:

<u>1. Application</u>	<u>Institution</u>	Submits an application to EQANIE's Secretariat containing relevant preliminary information. This information should include the accreditation request and a brief outline of the curriculum , showing the specialist content of the programme(s). The accreditation request can also be downloaded from our website at www.eqanie.eu ➔ <i>Quality Label</i> and e-mailed to our Secretariat. The form proposes subject areas from which auditors should be appointed.
	<u>EQANIE</u>	Receives the application and conducts a formal initial evaluation ; the preliminary information is examined by the Secretariat and the Accreditation Committee to establish the number of auditors

required. Based on this information, the Secretariat compiles a **proposal** for the accreditation procedure (time frame and costs), and requests written acceptance of the costs from the applicant / institution of higher education administration.

2. Assessment

Institution

Formalises the **application** for accreditation by accepting the costs or by signing an accreditation contract.

Compiles a **self-assessment report** in accordance with the guidelines / proposed structure. EQANIE offers to organise a meeting at its Secretariat prior to the submission of the finalised self-assessment report to check the report for formal completeness and discuss it with the programme co-ordinators. Alternatively, the Secretariat can communicate the outcomes of the initial assessment in writing.

EQANIE (Auditors)

In the interim, EQANIE assembles an **audit team** on the advice of the Accreditation Committee. The Accreditation Committee appoints one of the auditors as team spokesperson.

The audit team visits the institution and conducts an **audit** of the applicant department. The audit usually takes a day and a half, or two or more days in the case of cluster procedures.

EQANIE

Forwards the draft **accreditation report** to the applicant institution to check for factual errors.

Institution

Checks for factual accuracy on the draft accreditation report and makes corrections or additions where necessary.

3. Decision

EQANIE

The **auditors** provide the Accreditation Committee with a final assessment and recommended decision.

EQANIE's **Accreditation Committee** makes a decision regarding the accreditation.

The applicant institution of higher education is informed of the decision.

The final version of the **accreditation report** is sent to the institution of higher education. A list of accredited degrees is published on the internet.

3.3 Procedure and Criteria for the Selection of Auditors

The institution of higher education is requested to inform EQANIE of what it considers to be the ideal specialist profile for the audit team. EQANIE's Accreditation Committee appoints the auditors.

The Audit Team

The audit team for a single accreditation is usually composed of:

- 2 - 3 professors (academic faculty members)
- 1 industry representative.

The audit team should:

- be composed of members that enable it to gain a specialist overview of the degree programme(s) being assessed during a procedure
- be composed of members that enable it to gain an overview of the interests of the parties affected by a specific course of study being offered, and include these in its assessment
- be composed, where possible, of some auditors with accreditation experience and others who are new to the accreditation procedure.

EQANIE's principles for the nomination of auditors from academia. These auditors should possess:

- proven specialist expertise
- proven activity in one of the disciplines of informatics (Computer Science, Computer Engineering, Information Systems, Information Technology, and Software Engineering etc.)
- desirable: accreditation or evaluation experience, didactic competences in higher education, international experience, experience of institution of higher education administration
- additionally, participation in training opportunities on accreditation issues.

EQANIE's principles for the nomination of auditors from industry. These auditors should possess:

- proven specialist expertise
- experience of employing graduates of higher education informatics degree programmes in the workplace (in a human resources capacity)
- desirable: accreditation or evaluation experience, international experience, experience of institution of higher education administration additionally, participation in training opportunities on accreditation issues.

The following are excluded from nomination as auditors:

- Individuals involved in application procedures in the institution to be audited
- Colleagues who are cooperating on publications or projects with teaching staff from the institution to be audited

- Individuals employed by, or in a relationship of dependence with, the institution to be audited.

EQANIE auditors must not accept an assignment as member of an audit team to an applicant institution if to do so would cause a conflict with the interests of other parties to the accreditation process. EQANIE auditors must be vigilant to ensure that conflict of interest situations are identified and dealt with appropriately.

Each EQANIE auditor is required to sign a **confidentiality agreement and declaration of impartiality** prior to the commencement of the audit. The applicants are informed of the composition of the audit team. The institution of higher education may request that auditors be replaced where there is evidence of possible bias. The Accreditation Committee will deal with such a request.

3.4 Possible Outcomes of the Procedure

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 (normally 3 months). 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 Accreditation Committee.
- The procedure is suspended (“procedural hold”). The Accreditation Committee may suspend an accreditation procedure where the audit determines that major quality requirements are not being fulfilled, but anticipates that the applicant institution 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 institution of higher education or on the initiative of EQANIE with the institution of higher education’s consent. The applicant may be liable for additional costs where the procedural hold necessitates an additional audit.
- Unconditional refusal.

An institution of higher education 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.

3.5 Reaccreditation of Degree Programmes

Principles

The reaccreditation procedure differs from the accreditation procedure in that the degree programme seeking reaccreditation has already been running for a set period of time. Thus, the quality assessment can and must incorporate the outcomes achieved during this period.

EQANIE offers a reaccreditation procedure for degree programmes whose accreditation is about to lapse. This procedure may involve fewer resources, and hence lower costs, for the institution of higher education compared to an initial accreditation.

In accordance with international practice, EQANIE works on the assumption that an audit will generally be required in the case of reaccreditation. The primary focus of the reaccreditation procedure is the outcomes and the extent to which the objectives have been attained through the conduct of Bachelor's and Master's degree programmes. For the reaccreditation procedure, the following points in particular should be addressed in the self-assessment report and annexes:

- Most recent (and usually updated) version of the educational objectives / curriculum / module handbook
- Report on all substantial changes made following the accreditation procedure (objectives, structure, content, resources)
- Description of the attainment of the objectives, including data and statistics on the success of the degree programme (e.g. examination and assessment results, graduate surveys, student surveys, studies on graduate employment)
- Statistics on student numbers, drop-out rates, the number of initial enrolments, international students
- Where available, results of external evaluations conducted during the accreditation period, which take into account modularisation, ECTS awards, mobility, the effects of any gender or diversity measures
- Results of internal evaluations, i.e. outcomes of the institution of higher education's internal quality management system, checks on outcomes or internal process quality
- Student feedback on the degree programme.

Stages of the Procedure

The reaccreditation procedure for degree programmes follows the steps outlined in Section 3.2. These include:

- An **application** for reaccreditation from the institution of higher education
- A **proposal** from EQANIE to the institution of higher education regarding the execution of the procedure
- Acceptance of the proposal and submission of the **self-assessment report** (following the structure outlined in this booklet), containing the following additional annexes not required in the initial accreditation procedure:

- Accreditation report from the initial accreditation (where the Euro-Inf Quality Label was awarded, but not upon direct assessment by an EQANIE audit team)
- Report on the implementation of the conditions and recommendations from the initial accreditation.
- The auditors perform the **audit** and compile a **report** (accreditation report), which is transmitted to the institution of higher education.
- The institution of higher education provides its **statement concerning the factual accuracy** of the draft accreditation report and makes corrections or additions where necessary.
- The auditors make their recommendation. The report is submitted to the Accreditation Committee for final **decision**.

Period of Validity

Reaccreditation can be granted for a period of between five and seven years. In principle, EQANIE's Accreditation Committee aims to grant reaccreditation for a seven-year period. The period is reduced to five years in well-founded cases. The existence of a functioning system of quality assurance for the degree programme is an important criterion when deciding on the length of the period for which reaccreditation will be granted.

Extensions

Where an application for the reaccreditation of a degree programme is made six weeks prior to the expiry of the accreditation period at the latest, the accreditation may be extended on request for a maximum of 12 months on a resolution from the Accreditation Committee. This enables "gaps" in the valid accreditation of a degree programme to be avoided. To enable this condition to be met, the final version of the self-assessment report and a positive formal initial evaluation by EQANIE's Secretariat must be available when the application for a provisional extension of the accreditation is made. Where reaccreditation is granted, the duration of the provisional accreditation will be counted as part of the full accreditation period.

Discontinuation of a Degree Programme and Reaccreditation

In the event that an institution of higher education discontinues a degree programme after accreditation has been granted, the institution of higher education may request an extension of the existing accreditation to cover the remaining period of study for students who are still enrolled when the accreditation period expires. The following conditions must be met:

1. The degree programme did not enrol new students prior to the expiry of the accreditation period
2. The institution of higher education has provided a verifiable guarantee that the degree programme will not differ substantially from the accredited degree programme in the future.
3. Provision of the necessary staff and physical resources is guaranteed for the remaining period of study of enrolled students.

3.6 Changes During the Accreditation Period

Naturally, and as an intended result of the principle of continuous improvement, degree programmes will change over time. EQANIE expects to be informed without delay about substantial changes in an accredited degree programme.

Definition

A change to a degree programme is defined as “substantial”, if the degree programme deviates substantially from the programme presented for accreditation.²

As a rule, a change is substantial, if:

1. the objectives of the degree programmes have been redefined beyond the scope of a supplementary update in order to reflect recent findings from science and professional practice;
2. the features noted on the accreditation certificate (name, profile, degree to be awarded) have been changed;
3. the standard period of study has been changed;
4. the cycle of student intake has been changed;
5. the institution of higher education has made changes to the curriculum with the following effects:
 - a. elimination of mandatory modules (including industrial placements and the final module/thesis) without substitution;
 - b. significant alteration of the learning outcomes of several mandatory modules (including industrial placements and the final module/thesis);
 - c. alteration of the basic conditions impacting on the viability of the modules which is not based on improvement measures derived from the quality assurance system;
6. a new specialisation/branch of study is introduced;
7. staff and/or material resources available for the degree programme(s) have been significantly reduced;
8. the alteration would be in breach of legal requirements or similar legally binding requirements.

As a rule, a change is not substantial, if:

1. improvement measures derived from the quality assurance/quality management system of the institution are implemented – unless these measures are in breach of legal requirements or similar legally binding requirements;
2. modules are updated within the scope of the programme objectives in order to reflect the academic state of the art;
3. additional modules are introduced into the (compulsory) elective part of the curriculum the learning outcomes of which correspond to the programme outcomes;
4. the name of individual modules is updated in order to reflect the academic state of the art;
5. the award of credit points for modules is adapted to the actual student workload – unless this changes the total number of credit points awarded for successful completion of the degree programme;

² This definition has been derived from an agreement between the German Accreditation Council and the German accreditation agencies.

6. the quality assurance system is improved;
7. academic staff positions are reassigned.

Please note that this list is not exhaustive and may be subject to further additions. If in doubt, please inform the EQANIE Secretariat of the changes.

Procedure

The procedure for the evaluation of changes is organised as follows:

1. If substantial changes are announced parallel to the fulfilment of requirements, these are assessed by the auditors and the Accreditation Committee.
2. If substantial changes are announced at a later point in time, the following procedure is applied:
 - a. The institution submits an informal request for assessment of the changes and retention of the accreditation. This request includes a description of the change in question.
 - b. The documentation is examined by the Accreditation Committee which takes one of the following decisions:
 - (1) The change is not substantial.
 - (2) The change is substantial, but a new accreditation procedure is not required (i. e. the change does not affect the existing accreditation).
 - (3) The change is substantial and requires the initiation of a new accreditation procedure (in this case the existing accreditation is annulled if the change has already been implemented).
 - c. If (1) applies, the institution of higher education is informed of the decision of the Accreditation Committee and the procedure is closed.
 - d. If (2) applies, the Accreditation Committee may ask all or some of the auditors or – if required by the character and the substance of the change – new auditors to assess the documents before a decision on the initiation of a new accreditation procedure is taken. This decision is taken by the Accreditation Committee, upon consideration of, if applicable, the statement by the auditors.
 - e. If (3) applies, a (re)accreditation procedure must be initiated.

The review may also be conducted based on substantial changes which have not yet been implemented. That way, the effect of planned changes on accredited degree programmes can be assessed beforehand.

Several (planned) changes to the same degree programme may be presented as part of the same procedure.

3.7 Applicants' Responsibilities

When submitting their application for accreditation, applicants are required to provide information on whether they have already submitted an **application** for accreditation to another accreditation agency. Applicants are further obliged to disclose whether an application for the Euro-Inf Quality Label has already been submitted for accreditation in a different / similar form and with similar content, and whether a negative decision has already been received.

Following accreditation, the institution of higher education is required to notify EQANIE of any **major changes** to the degree programme or system of quality assurance which formed the

basis of the accreditation of the degree programme, and apply for retrospective accreditation thereof. Should EQANIE learn of a major change through other channels, the applicant institution will be given six weeks to take position. Where EQANIE establishes that a major change has occurred that has not received retrospective accreditation, it will inform the applicant institution of this and provide notification that the accreditation that was granted has been rendered invalid and that the degree programme in its current form does not have accreditation.

As the client, the institution of higher education has the ownership of the **accreditation report**, and may forward it to third parties in verbal, written and electronic form (e.g. CD-ROM or via the internet). However, the content of the report must not be amended in any way during this process.

3.8 Services Provided by EQANIE

EQANIE provides the following services during an accreditation procedure:

1. Provision of the requirements and procedural guidelines to be complied with in the EQANIE (re-)accreditation procedure
2. Formal initial evaluation and preliminary discussion of the applicant's self-assessment report at EQANIE's Secretariat
3. Selection and appointment of the audit team
4. Organisation of the audit at the applicant institution
5. Compilation of the accreditation report(s) by the auditors on the basis of the information provided by the applicant and the outcomes of the audit
6. Consideration and assessment of the reports by the Accreditation Committee
7. Decision by the Accreditation Committee and accreditation of the degree programmes following a vote in favour
8. Transmission of the accreditation report(s) and – in the case of a favourable decision – the accreditation certificate(s) to the applicant
9. Publication of an outline of the degree programme(s) on EQANIE's website.

The applicant is entitled to request information on the status of the procedure at any time.

4. Annex

4.1 Application

The entire procedure is based on the **self-assessment report** submitted by the applicant. The proposed structure presented in this section is designed to assist the institution in compiling the necessary information, and thus in making a qualitative presentation of itself and its degree programme. The proposed structure should be used as a basis, especially given that a standard structure for all self-assessment reports assists the auditors in making an objective appraisal.

An application must display internal consistency and coherence, with these crucial elements being derived from the following basic questions:

- What are the reasons for establishing the degree programme?
- What objectives does the degree programme target?
- With what resources,
- In what manner,
- And with what prospects for graduates is the programme being implemented?
- How does the degree programme achieve and maintain the necessary level of quality?
- What is the institutional context of the degree programme?

The Euro-Inf Framework Standards and Accreditation Criteria must be taken into account in the application.

In the case of **cluster procedures**, in which degree programmes in related fields are evaluated as a group, EQANIE requires **integrated self-assessment reports** which provide information that is relevant to several degree programmes only once, and which clearly categorise specific information on individual degree programmes (e.g. by further sub-dividing the report or dividing it into separate sections). The EQANIE Accreditation Committee is responsible for decisions on the creation of clusters. The clusters that have been agreed to with the institution of higher education will be included in EQANIE's proposal to the applicant.

To ensure that the printed application is transparent and easy to use, please make sure that the report, including the annexes, has **numbered pages** and a **table of contents**. The annexes should be separated from the report and each other using dividers or individual clips / binding, and should also have numbered pages.

The application should not exceed thirty pages in length, excluding the annexes. The self-assessment report should be submitted in electronic form by the applicant institution.

5. Proposed Structure for the Self-assessment report provided by the institutions of higher education for individual and cluster procedures

The following proposed structure is designed to assist institutions in compiling the self-assessment report for individual and cluster procedures. The structure applies to both initial and reaccreditation procedures. For cluster procedures, information that is relevant to several degree programmes should be provided only once, and specific information on individual degree programmes should be clearly categorised (e.g. by further sub-dividing the model provided below):

1 Formal Data

1.1 Name and contact details

Name of the degree programme (own language)	
Name of the degree programme (English)	
Language of instruction	
Contact person	
- E-mail	
- Telephone number	
- Fax	
Web address	

1.2 Degree to be awarded

1.3 Standard period of study

1.4 Commencement of degree programme

1.5 Fees / charges

2 Objectives and Demand

2.1 Educational Objectives and Competency Profile

2.1.1 Overall objectives of the applicant degree programme

2.1.2. Description of the learning outcomes to be attained during the course of study (knowledge, skills, competences)

2.1.3 Objectives of individual modules (detailed description in the module handbook),

including a matrix linking programme and module learning objectives (cf. Tables 1 and 2, p. 23)

2.1.4 Professional focus, research focus, industrial placements, interdisciplinary cooperation, professional qualification of graduates

2.1.5 Target enrolment

2.2 Demand

2.2.1 Target group

2.2.2 Placement of graduates in the labour market

2.2.3 Demand from industry

3 Educational Process

3.1 Entry and Admission Requirements (for Bachelor's and Master's programmes separately)

3.1.1 Entry requirements for Bachelor's degrees

3.1.2 General / specialised variant of the higher education entrance qualification, relevant professional training

3.1.3 Industrial placements, work experience

3.1.4 (Foreign) language skills, language skills of the institution's home country

3.1.5 Aptitude tests

3.1.6 Entry requirements for Master's degrees (selection criteria)

3.1.7 Transfers from / to the conventional system of qualification (pre-Bologna structure)

3.2 Course of Study (cf. Table 3, p. 26)

3.2.1 Curricular content
Bachelor's degree programme
Master's degree programme

3.2.2 Orientation – national / international (classes held in foreign languages, semester abroad, bridging courses for international students)

3.2.3 Didactic concept / programme type (full-time, part-time, professional development, work-integrated, supported by multimedia / telematics, on-campus, distance or online programmes)

3.2.4 Structure (programme structure, subjects offered, compulsory / core subjects, semi-elective subjects, minors, specialisation, modularisation, industrial placements, projects)

3.2.5 Workload / number of class hours per week during the semester and credit points, face-to-face hours, independent study

3.2.6 Credit point system / credit points for coursework and examinations

3.2.7 Examinations (oral, written, other)

3.2.8 Degree / examination regulations

3.2.9 Diploma supplement

4 Resources

4.1 Institution and Context

4.1.1 Description of the institution (institutes, laboratories, academic environment)

4.1.2 Committees responsible for teaching in the degree programmes seeking accreditation (commissions, Dean of Studies, etc.)

4.1.3 Research facilities, main areas of research, R&D activities including an explanation of their relationship to the degree programme seeking accreditation

4.1.4 Degree programmes and degrees (including opportunities for further study) related to the degree programme seeking accreditation

4.1.5 Areas of specialisation in teaching

4.2 Partnerships – Cooperation Related to the Degree Programme

4.2.1 Cooperation within the institution (intra-/ cross-disciplinary): comprehensive teaching matrix including imports and exports of teaching staff for the degree programme seeking accreditation

4.2.2 External cooperation with institutions of higher education / other institutions (incl. international cooperation)

4.3 Participating Staff

4.3.1 Composition (professors, contract teachers, academic staff, full-time / part-time academic, technical and administrative staff; types of position; number) (see Table 4, p. 32)

4.3.2 Supervision (academic guidance, office hours; tutorials; mentoring programmes)

4.3.3 Relevant professional development measures / opportunities

4.4 Financial and Physical Resources

4.4.1 Human resources (lectureships, guest speakers, assistants, etc.)

4.4.2 Physical resources (study trips, equipment maintenance, teaching materials, etc.)

4.4.3 Annual Investment funds (purchase of equipment, computer equipment, etc.)

4.4.4 Investment funds for major equipment purchased over the past three years or about to be purchased

4.4.5 Premises (lecture theatres, seminar rooms, student workplaces, laboratories etc.)

4.5 Support for Teaching and Study

4.5.1 Computer facilities

4.5.1.1 Computer equipment

4.5.1.2 Student supervision / qualifications of the supervisory staff

4.5.1.3 Access, number of computers / pools, opening hours, etc

4.5.1.4 Description of the tasks performed by the students on PCs (workstations)

4.5.2.5 Restrictions / hindrances

4.5.2 Library / Literature / Media facilities

4.5.2.1 Inventory (numbers and overview of monographs, journals, etc. – weblinks if available)

4.5.2.2 Other media (numbers and overview – weblinks if available)

4.5.2.3 Procurement / responsibility, coordination, etc.

4.5.2.4 Student access / electronic access

4.5.2.5 Staff qualifications

- 4.5.2.6 Workplaces for students
- 4.5.2.7 Restrictions / hindrances
- 4.5.3 Laboratory facilities / equipment
 - 4.5.3.1 Equipment and technical level
 - 4.5.3.2 Student supervision / qualifications of the supervisory staff
 - 4.5.3.3 Access, workplaces, opening hours
 - 4.5.3.4 Restrictions / hindrances
- 4.5.4 Academic guidance measures for prospective and existing students

5. Attainment of Objectives

- 5.1 Data and statistics on the success of the degree programme** (from assessments of examination results, graduate surveys, student surveys, studies on graduate employment)
- 5.2 Overview and assessment of most recent external evaluation outcomes**
- 5.3 Overview and assessment of most recent internal evaluation outcomes**
- 5.4 Number of students commencing each degree programme** (see Table 6, p.28)
- 5.5 Number of students per course semester and degree programme / drop-out rates** (see Table 7, p.28)
- 5.6 Graduates (preliminary / intermediate / final examinations passed)** (see Table 8, p.29)
- 5.7 Staff-student ratio (including basis of calculation) For new degree programmes, please provide the projected figures.**

6 Quality Assurance Measures

- 6.1 Organisation and Decision-making Processes**
- 6.2 Evaluation during the degree programme** (e.g. student surveys)
- 6.2 Evaluation of the success of the degree programme** (e.g. graduate surveys)
- 6.3 Further development of the degree programme(s) – ongoing improvement** (e.g. by study commissions)

Annexes / Enclosures

- A Evidence of adequate teaching capacity
- B Module handbook (see: Module Handbook Form, p. 29-30.)
- C Staff handbook (see: Staff Handbook Form, p. 31)
- D Examination and degree regulations
- E Cooperation agreements relevant to the degree
- F Relevant departmental / faculty and senate resolutions
- G Admission regulations and regulations on fees and charges, where applicable

6. Tables to accompany the proposed structure for the self-assessment report provided by the institutions of higher education

Classification of Overarching Objectives for Graduates, Targeted Learning Outcomes and Module Objectives (see Structural Point 2.1, and especially 2.1.3)

EQANIE recommends that applicants clearly demonstrate the contribution made by the individual modules in a degree programme to realizing the programme's overarching objectives and individual learning outcomes as the basis for evaluating the congruence of the objectives within a degree programme concept.

The relationship between the more abstract, overarching objectives of a degree programme, the more tangible targeted learning outcomes and the contribution of individual modules to the realization of the objectives can be shown using the table below. This may result in multiple classifications of individual learning outcomes or modules.

Table 2: Objectives Matrix Model 1

Overarching Educational Objectives (by degree programme)	Learning Outcomes - Knowledge - Skills - Competences	Corresponding Modules / Module Objectives - Knowledge - Skills - Competences

Table 3: Objectives Matrix Model 2

Educational objective 1							
	Knowle dge a	Knowle dge b	Skill a	Skill b	Compe tency a	Comp etenc y b	etc.
Module A	**						
Module B							
Module C							

etc.							
------	--	--	--	--	--	--	--

Educational objective 2							
	Knowle dge a	Knowle dge b	Skill a	Skill b	Compe tency a	Comp etenc y b	etc.
Module A	**						
Module B							
Module C							
etc.							

** : Assessment of the contribution of the module, e. g. “high”/”average”/”low” or following other categories, depending on the requirements of the institution

Table 4: Euro-Inf Learning Outcomes Matrix

See next page.

(Electronic version available at: <http://www.eqanie.eu/media/Euro-Inf%20LO%20Matrix.xls>)

Euro-Inf Learning Outcomes - Bachelor's Degree

1 Underlying Conceptual Basis					
Euro-Inf Learning Outcomes		Module contributing to the achievement of the LO			
<i>Graduates having completed a First Cycle degree should have demonstrated the following capabilities:</i>		Module Title 1	Module Title 2	Module Title 3	Module Title 4 etc.
1.1	knowledge and understanding of the key aspects and concepts of their informatics discipline, including some at the forefront of that discipline	X			X
1.2	an awareness of the wider spectrum of informatics disciplines		X		X

2 Analysis, Design and Implementation					
Euro-Inf Learning Outcomes		Module contributing to the achievement of the LO			
<i>Graduates having completed a First Cycle degree should have demonstrated the following capabilities:</i>		Module Title 1	Module Title 2	Module Title 3	Module Title 4 etc.
2.1	insight into possible application fields of informatics				
2.2	ability to become familiar with new informatics applications				
2.3	appreciation of the need for deep domain knowledge in certain application areas; appreciation of the extent of this in at least one situation				
2.4	formalisation and specification of real-world problems whose solution involves the use of informatics				
2.5	understanding the complexity of informatics problems and the feasibility of their solution				
2.6	knowledge of appropriate solution patterns				
2.7	ability to select and use relevant analytic and modelling methods				
2.8	ability to describe a solution at an abstract level				
2.9	ability to apply their knowledge and understanding to the design of hardware and/or software which meets specified requirements				
2.10	knowledge of all phases of the software life cycle for building new, and maintaining and commissioning existing, software systems				
2.11	selection and usage of appropriate process models and programming environments for projects involving traditional applications as well as emerging application areas				
2.12	modelling and design of human-computer interaction				
2.13	creation and thorough testing of software systems				
2.14	familiarity with existing software and application systems and use of their elements				

3	Technological, Methodological and Transferable Skills					
	Euro-Inf Learning Outcomes		Module contributing to the achievement of the LO			
	<i>Graduates having completed a First Cycle degree should have demonstrated the following capabilities:</i>		Module Title 1	Module Title 2	Module Title 3	Module Title 4 etc.
3.1.	combine theory and practice to complete informatics tasks					
3.2	the ability to undertake literature searches, and to use data bases and other sources of information					
3.3	the ability to design and conduct appropriate experiments, to interpret data and draw conclusions					
3.4	awareness of relevant state-of-the-art technologies and their application					
3.5	recognition of the need for, and engagement in life-long learning					

4.	Other Professional Competences					
	Euro-Inf Learning Outcomes		Module contributing to the achievement of the LO			
	<i>Graduates having completed a First Cycle degree should have demonstrated the following capabilities:</i>		Module Title 1	Module Title 2	Module Title 3	Module Title 4 etc.
4.1	ability to complete tasks from different application areas while taking into account the existing technical, economical and social context					
4.2	consideration of the economic, social, ethical and legal conditions expected in informatics practice					
4.3	awareness of project management and business practices, such as risk and change management, and understanding of their limitations					
4.4	ability to function effectively as an individual and as a member of a team					
4.5	ability to organise their own work independently					
4.6	ability to formulate an acceptable problem solution using informatics in a cost-effective and time-efficient way					
4.7	basic knowledge in estimating and measuring expense and productivity					
4.8	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					

Euro-Inf Learning Outcomes - Master's Degree

1	Underlying Conceptual Basis				
	Euro-Inf Learning Outcomes	Module contributing to the achievement of the LO			
	<i>Graduates having completed a Second Cycle degree should have demonstrated the following capabilities:</i>	Module Title 1	Module Title 2	Module Title 3	Module Title 4 etc..
1.1	profound knowledge and understanding of the principles of informatics	X			X
1.2	either a deepened knowledge of a chosen specialisation or broadened knowledge of informatics in general		X		X
1.3	critical awareness of the forefront of their specialisation			X	

2	Analysis, Design and Implementation				
	Euro-Inf Learning Outcomes	Module contributing to the achievement of the LO			
	<i>Graduates having completed a Second Cycle degree should have demonstrated the following capabilities:</i>	Module Title 1	Module Title 2	Module Title 3	Module Title 4 etc..
2.1	specification and completion of informatics tasks that are complex, incompletely defined or unfamiliar				
2.2	formulation and solution of problems also in new and emerging areas of their discipline				
2.3	application of the state of the art or innovative methods in problem solving, possibly involving use of other disciplines				
2.4	ability to think creatively to develop new and original approaches and methods				

3	Technological, Methodological and Transferable Skills				
	Euro-Inf Learning Outcomes	Module contributing to the achievement of the LO			
Graduates having completed a Second Cycle degree should have demonstrated the following capabilities:		CS100	CS101	CS102	CS103 etc.
3.1.	integration of knowledge from different disciplines, and handling complexity				
3.2	comprehensive understanding of applicable techniques and methods for a particular specialisation, and of their limits				
3.3	awareness of the limits of today's knowledge and the practical application of the state-of-the art technology				
3.4	knowledge and understanding of informatics to create information models, complex systems and processes				
3.5	ability to contribute to the further development of informatics				

4	Other Professional Competences				
	Euro-Inf Learning Outcomes	Module contributing to the achievement of the LO			
Graduates having completed a Second Cycle degree should have demonstrated the following capabilities:		Module Title 1	Module Title 2	Module Title 3	Module Title 4 etc...
4.1	independent work in their professional field				
4.2	managerial abilities and effective functioning as leader of a team that may be composed of different disciplines and levels				
4.3	effective work and communication also in international contexts				
4.4	systematic approach to project management and business practices, such as risk and change management				

Basic Data for Curricular Analysis (see Structural Point 3.2 - Course of Study)

An overview for each degree programme should be compiled that serves as a basis for curricular analysis of both the applicant and the auditors. The overview should take the format shown below, and clearly indicate the classification of the modules or division of the modules into subject groups or curricular categories. In this context, the credit points of a module may be divided among several categories.

The categories used should be based on the relevant Euro-Inf categories and could be called, for example, Underlying Conceptual Basis for Informatics (UCB), Analysis, Design and Implementation (ADI), Technological, Methodological and Transferable Skills (TMTS), and Other Professional Competences (OPC).

Applicants are requested to consult the mentioned four categories used by the Euro-Inf Framework Standards and Accreditation Criteria prior to compiling their curricular analysis.³

³ Cf. Chapter 1: Programme Outcomes for Accreditation, in: Euro-Inf Framework Standards and Accreditation Criteria, p. 1.

Table 3 Model Curricular Analysis

Date:

List of Modules		ECTS Points				
Seq. No.	Module	Euro-Inf category e.g. UCB	Euro-Inf category e.g. ADI	Euro-Inf category e.g. TMTS	Euro-Inf category e.g. OPC	Total
1						
Grand total						
Percentage						100

Basic Data for Structural Point 4.3 – Staff Participating in the Degree Programme Seeking Accreditation

Table 4

Staff broken down by position type, permanent posts allocated and number of individuals employed

Staff Contributing to the Degree Programme		
Position Type	Permanent or equivalent positions	Total number of employees
	Professors (full)	
Associate Prof. / Senior lecturers		
Assistant Profs. / lecturers		
Other academic staff (fixed-term)		
Other academic staff (permanent)		
Total academic staff		
Technical (hardware/software) support staff		
Admin. staff		
Secretarial staff		
Other staff		
Total non-academic staff		

LfbA: Teaching staff hired for special tasks

Basic Data for Structural Point 4.4 – Financial and Physical Resources

Table 5

Resources: Course funds

Course Funds				
	Course Funds			Invest. in major equipment ²⁾
	Staff funds ¹⁾	Physical funds	Invest. funds	

¹⁾ Staff funds not listed in Table 3, e.g. student / academic assistants, tutors
²⁾ With year of purchase

Basic Data for Structural Points 5.4 - 5.6 - Students and Graduates of the Participating Institutions

Table 6

First-year enrolments over the past three years, broken down by degree programme for up to five years

First-Year Enrolments				
Degree prog./ Degree type	Academic Year yyyy	Academic Year yyyy	Academic Year yyyy	Academic Year yyyy
Total				

First-year enrolments (by subject): Students enrolled (by subject) in the first semester of the relevant degree programme

Table 7

Students, broken down by degree programme and semester of study for up to five years

Students Broken Down by Degree Programme and Semester of Study														
Degree programme / Degree type		Students per Semester of Study										SPS ¹⁾	Total	
		1	2	3	4	5	6	7	8	9	10			
	WS yy/yy													
	WS yy/yy													
	WS yy/yy													
	WS yy/yy													
	WS yy/yy													
	WS yy/yy													

¹⁾ Total number of students (by subject) in the standard period of study

Students: Individuals enrolled in the relevant winter semester of a degree programme are counted as students. Auditors, students from other institutions of higher education and faculty members are not counted as students; students with deferrals are likewise not counted as students in the official statistics.

Degree type: A distinction is to be drawn between Bachelor’s and Master’s degrees, and the profile given.

Table 8

Graduates, broken down by degree programme for up to five years

Graduates, Broken Down by Degree Programme				
Degree programme / Degree type:	Academic Yr. yyyy	Academic Yr. yyyy	Academic Yr. yyyy	Academic Yr. yyyy
Total				

Graduates: Graduates are deemed to be students who passed a final examination during the relevant academic year (= examination year).

7. Module Handbook Form

The **module handbook, which is also available to students**, contains the following information on the individual modules:

- Name of the module and associated classes, where applicable, and of the module coordinators and teaching staff (see annex).
- Definition of the learning outcomes (knowledge and competences to be demonstrated by students upon successful completion of the module, or actions they should be capable of performing). The learning and qualification objectives should be geared towards a defined overall qualification (the degree being sought).
- Course content, including a list of the main recommended literature and the objectives of the module. (What specialist, methodological, practical and interdisciplinary content should be imparted to attain these learning objectives?)
- Teaching format (e.g. lectures, exercises, seminars, additional independent study, homework exercises, project work, etc.). In principle, different teaching formats should be used to achieve the target qualification.
- Prerequisites for participation (e.g. familiarity with specific literature, prior knowledge, skills or participation in preparatory modules).
- Position within the degree structure. (Where does the module rank within the subject and in relation to modules from other subjects?)
- Criteria for completing the module (e.g. oral or written examination, discussion, presentation, term paper).
- The frequency with which a module is offered (e.g. every semester, annually, only if demand exists).
- Workload: the total workload and credit point value must be listed for each module. Credit points, which denote a student's course load, and grades, which assess achievement, must be documented separately.

Module name:	
Module level, if applicable:	
Abbreviation, if applicable:	
Sub-heading, if applicable:	
Classes, if applicable:	<i>Classes/courses that together compose the module described</i>
Semester(s):	
Module coordinator:	<i>Name of a specific person</i>
Lecturer:	
Language:	
Classification within the curriculum:	<i>For all degree programmes in which the module is taught (including those being discontinued), indicate the degree programme, area of specialisation (where applicable), compulsory / optional, semester.</i>
Teaching format / class hours per week during the semester:	<i>Indicate the number of class hours per week during the semester and group size, broken down by teaching format: lecture, exercise, lab, project, seminar, etc.</i>
Workload:	<i>(Estimated) workload divided into face-to-face teaching and independent study, in hours.</i>
Credit points:	
Requirements under the examination regulations:	
Recommended prerequisites:	<i>e.g. prior knowledge</i>
Targeted learning outcomes:	<p><i>Basic question: Which learning outcomes should be attained by students in the module?</i></p> <p><i>e.g.:</i></p> <ul style="list-style-type: none"> - <i>Knowledge: information, theoretical and/or factual knowledge</i> - <i>Skills: cognitive and practical skills which make use of the knowledge</i> - <i>Competences: integration of knowledge, skills and social and methodological abilities in work and study situations⁴.</i> <p><i>Example: "The students know / are able to..."</i></p>
Content:	<i>The description should indicate the weighting and level of the content.</i>
Study / exam achievements:	<i>Oral or written examination, discussion, presentation, term paper etc.</i>
Forms of media:	<i>Media used to support the achievement of module objectives, i.e. online conferences, internet learning platforms etc.</i>

⁴ See European Commission, Proposal for a Recommendation of the European Parliament and of the Council on the Establishment of the European Qualifications Framework for Lifelong Learning, COM(2006) 479 final, 2006/0163 (COD), Brussels, 05.09.2006.

Literature:	
-------------	--

8. Staff Handbook Form

Name	<i>N.N.</i>		
Position	<i>Grade and subject area</i>		
Academic Career	<i>Appointment</i>	<i>University</i>	<i>Year</i>
	<i>Post-doctoral qualification (field), if applicable</i>	<i>University</i>	<i>Year</i>
	<i>Doctorate (field)</i>	<i>University</i>	<i>Year</i>
	<i>Undergraduate degree (field)</i>		
Employment	<i>Position</i>	<i>Employer</i>	<i>Period employed</i>
Research and development projects over the past five years	<i>Project name or research area</i> <i>Duration and other information, where applicable</i> <i>Partner(s), where applicable</i> <i>Funding</i>		
Cooperation with industry over the past five years	<i>Project name</i> <i>Partner(s)</i>		
Patents and protected rights	<i>Name</i>		<i>Year</i>
Publications	<i>List 10 to max. 20 recent publications from a total of around (provide total number):</i> <i>Author(s)</i> <i>Title</i> <i>Additional information, where applicable</i> <i>Publisher, place, date of publication and name of journal, volume, issue, page number</i>		
Participation in specialist organisations over the past five years	<i>Organisation</i>	<i>Position</i>	<i>Period held</i>
	<i>Memberships in which no position was held should be omitted</i>		

9. Sample Audit Schedule

Example 1 – One and a Half-Day Audit

Preceding evening

By 17:00 Arrival of the audit team

17:00 **Preliminary meeting of the audit team**

Focus areas: Analysis of the application for accreditation; unanswered questions; topics for discussion on-site

Audit

08:30 **Opening meeting with the programme coordinators and the institution of higher education administration**

Focus areas: The institution's development plans; the position of the subject/ degree programme within the institutional context; the profile and development prospects of the subject / degree programme from the perspective of the institution's administration

Study, teaching and research at the participating institutions; staff planning; cooperation; development prospects; resources; communication and coordination; organisation of the course of study and teaching management; quality assurance

09:15 Break, internal discussions

09:30 **Meeting with the programme coordinators**

Focus areas: Objectives; curriculum; programme structure; teaching and research content and methods; guidance and supervision of students; organisation of examinations; success of the programme; labour market relevance

11:00 Break, internal discussions

11:15 **Meeting with students at different stages of the degree programme and the student body (especially in the case of reaccreditation)**

Focus areas: Objectives and the degree programme; course content, organisation and structure of the programme; examinations; guidance and supervision of students; working conditions; study abroad

12:15 Lunch, internal discussions

13.00 **Perusal of examination papers, project work and final theses**

13:45 **Meeting with the teaching staff of the degree programme**

Focus areas: Curriculum; programme structure; teaching content and methods; guidance and supervision of students; professional development of teaching staff

14:45 **Tour of the participating institutions**

Inspection of laboratories, technical equipment, study-related facilities (e.g. library, rooms for teaching and study), projects

15:45 Final internal consultations of the audit team

16:30 **Closing meeting with the programme coordinators**

Focus areas: Summary of the impressions gained during the day by the audit team; opportunity for the programme coordinators to provide additional explanations or clarify points that remain unclear

17:00 Conclusion of audit

Example 2 – Two-Day Audit

Cluster accreditations, in which several degree programmes are jointly assessed in a single procedure, usually take around 2 days. An individual schedule will be developed for these procedures, based on the following sample schedule.

Day 1

By 12:00 Arrival of the audit team

12:00 **Preliminary meeting of the audit team**

Focus areas: Analysis of the application for accreditation; unanswered questions; topics for discussion on-site

16:30 **Opening meeting with the programme coordinators and the institution of higher education administration**

Focus areas: The institution's development plans; the position of the subject/ degree programme within the institutional context; the profile and development prospects of the subject / degree programme from the perspective of the institution's administration

Study, teaching and research at the participating institutions; staff planning; cooperation; development prospects; resources; communication and coordination; organisation of the course of study and teaching management; quality assurance

18:00 **Tour of the participating institutions**

Inspection of laboratories, technical equipment, study-related facilities (e.g. library, rooms for teaching and study), projects

19:00 **Coordination by the audit team**

Day 2

- 08:30 **Meeting with the programme coordinators**
- Focus areas:* Objectives; curriculum; programme structure; teaching and research content and methods; guidance and supervision of students; organisation of examinations; success of the programme; labour market relevance
- 10:30 Break, internal discussions
- 10:45 **Meeting with students at different stages of the degree programme and the student body (especially in the case of reaccreditation)**
- Focus areas:* Objectives and the degree programme; course content, organisation and structure of the programme; examinations; guidance and supervision of students; working conditions; study abroad
- 12:00 Lunch, internal discussions
- 12.45 **Perusal of examination papers, project work and final theses**
- 13:30 **Meeting with the teaching staff of the degree programme**
- Focus areas:* Curriculum; programme structure; teaching content and methods; guidance and supervision of students; professional development of teaching staff
- 15:30 Final internal consultations of the audit team
- 16:30 **Closing meeting with the programme coordinators**
- Focus areas:* Summary of the impressions gained during the day by the audit team; opportunity for the programme coordinators to provide additional explanations or clarify points that remain unclear
- 17:00 Conclusion of audit