



Guidelines for Quality Assurance in the Higher Education Area Programme Accreditation

Dear Sir and/or Madam,

A key goal of the AAC Guidelines for Quality Assurance is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders. This Guidelines should be considered in a broader context that also includes qualifications frameworks, ECTS or other Credit System's and diploma supplement/transcript of records that also contribute to promoting the transparency and mutual trust in higher education.

The present guideline is aimed at higher education institutions, which have taken the decision to allow one or more study courses to be reviewed for the first time or re-examined. This guideline should provide some assistance with regard to the structuring and content of the application. The guideline is based on the European Standards and Guidelines (*ESG, version May 2015*), the observance of which is verified during the assessment. In addition to the *ESG*, various other national and international standards have also been incorporated into the formulations and questions.

The task of the AAC appraisers is to assess the quality of the courses and the institution of higher learning in question on the basis of the documentation provided by the latter and the results of an onsite visit. The goal is then, together with colleagues from the team of experts, to come to a final recommendation through an official report with regard to the accreditation.

For this reason, the application for accreditation should be self-explanatory. On the basis of the application, the appraisers must be able to distinguish the structure of the course of studies, with its essential organizational elements and any other specific features. It is also important for the auditors to be aware of recent developments in the course of studies and/or institutions, without having to go into specifics (e.g. old documents etc.)

The module descriptions define the structuring elements of the curriculum (modules) by their contents, but also and especially through the learning outcomes and competencies that are to be acquired by students. Furthermore, they discuss formal aspects, such as for example the scope of the modules, the relationship between self-learning stages and phases where student attendance is required, and examination forms. The module manual must be made available to the students in accordance with the ECTS agreements as presented in the Bologna process. In re-accreditation procedures, the module descriptions in the application must reflect their current status.



The submission of regulations, instructions, learning aids, and so forth serves to check whether the structure of the course of studies presented in the application has also found its way into the current framework of corresponding legal documents. The AAC does not undertake any legal review of the regulations.

The diploma supplement / transcript of records makes the structure of the course of study, the individual design of the study program and the skills and competences acquired by the graduates visible to AAC and third parties (for example, other universities, employers).

The AAC assumes that the application for accreditation of a course of studies does not exceed 35 pages of text (excluding data annexes, module manuals and other additions). If several courses are accredited in one procedure, the scope may be larger. In these cases, it should be noted that aspects that apply to several courses are only documented once.

Content

Inserting the course into the university/ school	3
Inserting the course into Labor Market / Educational Market	4
Inserting the course into Modularization and/or composite concept.....	5
Policy and Procedures for Quality Assurance [ESG 1.1]; [ESG 1.9] and [1.10].....	6
Quality of the Curriculum [ESG 1.2]	8
Learning, Teaching and Assessment of Students [ESG 1.3].....	9
Student Admission, Progression, Recognition, and Certification [ESG 1.4].....	11
Teaching Staff [ESG 1.5]	12
Learning Resources and Student Support [ESG 1.6]	14
On-going monitoring and periodic review of programmes [ESG 1.7]	16
Public information [ESG 1.8]	17
The module descriptions	18
Pattern for a module description	19
Other Information:	21
Academic Calendar	22
Curriculum Vitae	23
Statistics for Accreditation	24
Curriculum Overview	24

Inserting the course into the university/ school

Given a brief outline of the context of the study program and of the university or institution of higher education (maximum 2-3 pages). Insert Information's about a concept for further development (updating).

Questions about the evaluation:

- Please provide a brief overview of the structure of the university (university profile, teaching and research areas, faculties / disciplines, number and distribution of students, etc.). Clarity of the Institution's legal status.
- Which department or faculty is responsible for the course of studies at the institution?
- Provide a brief overview about Strategy for teaching and learning. Strategic considerations with regard to course content.
- What characterizes the faculty / department and its corresponding teaching and research profile?
- How are the responsibilities at the faculty / department distributed with regard to the course of studies?
- What kind of assistance from the respective department / faculty is offered for the counseling and support of students?
- Are there concepts for the promotion of equal opportunities for students and in particular living conditions e.g. students with children, students with disabilities, or for students with a specific social background?
- Provide the material resources of the university and, if necessary, for the course of study.
- The university library should be open for long periods during the event-free period. Opening hours and supervision must take into account the specific needs of students. There should be a development concept for the library.
- Is the Institution aware of participants' expectations on learning and an online course? If so, how do these have an influence on the design of the course?
- Can participants enrol in the course from all over the country/globe, and if so, how are courses designed to address these challenges (e.g., time differences, language barriers etc.)? How do you address a global audience?
- Are the type and scope of a relevant study course-related cooperation described in a comprehensible manner and are the agreements underlying the cooperation fully documented?

Inserting the course into Labor Market / Educational Market

Insert Information's about the relationship between labor market, programme and target skills and competencies. Institutions should have processes for the design and approval of their programme to the needs of the labor market (maximum 1-2 pages). The programme should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education.

Questions about the evaluation:

- How does the Institution identify target groups? How does it aggregate information on the profiles of participants? Which skills do they have in terms of online learning?
- Does the HE Institution analyze the changing needs of society?
- Does the Program reflects to the needs of the labor market. Information on the labour market requirements are collected and analyzed. A clear and comprehensible description of potential employment fields for graduates is available.
- What information is available on the requirements of the labor market, which are taken into account within the course studies? How is this information collected, analyzed and handled for the future development of the course? What documents / sources are used to determine the expectations of the labor market for the students?
- Will be demand on the employment market for the professional qualification obtained on the programme in the foreseeable future?
- What is the qualification framework of the university? Which qualification objectives of both professional and generic nature are strived for within the course of studies?
- Is the qualification profile or professional qualification framework formulated and implemented internally / externally conclusively; are there such profiles?
- Do the qualification objectives cover technical and general aspects and do they relate to the specific fields of scientific (or artistic) qualifications, the ability to take up a qualified job, the empowerment of social commitment and the development of the personality of the student?
- Do the qualification objectives take into account the level of the course of study - Bachelor / Master / Doctorate?
- Have special features been presented for a course of studies with special profile requirements (including

dual courses, advanced master's courses, distance learning courses, e-learning courses, part-time courses and intensive courses of study)?

- Does the programme's profile and target skills and competencies make it competitive on the education market?

Inserting the course into Modularization and/or composite concept

This standard deals with the design of educational programmes by higher education institutions (HEIs) or by other providers. The use of ECTS credits aids programme design by providing a tool which improves transparency and helps to engender a more flexible approach to curriculum design and development. (maximum 1-2 pages)

The ECTS elements or comparable (principle of modularization, credit points, and minimum size per module, ECTS and workload requirements) have been implemented. Provided practical elements are designed in such a way that performance points (ECTS, CAT etc.) can be acquired. In particular, the module descriptions must include the learning outcomes and the corresponding acquisition of proficiencies. As a rule, each module must be concluded with an examination covering the entire module. A Module is a course unit in a system in which each course unit carries the same number of credits or a multiple of it.

Questions about the evaluation:

- The course is modularized; is the data on the workload (workload which is composed of both attendance time and self-study, including the preparation for examination and the duration of the examination) comprehensibly designed and presented?
- Modules should be at least 5 CP; are exceptions plausibly justified?
- Is the course of study designed in such a way that short-term stays at other universities and in practice are guaranteed without loss of time?
- Does every module finish with a corresponding examination covering the entire module? If not, are there plausible justifications for composite test forms? Are the examination components module-oriented as well as knowledge- and competence-oriented?
- Are composite modules (modules, which are partially or completely taken over by other study courses) to be found in the curriculum?
- Which parts of the curriculum are obligatory, which are optional?
- How do I regularly update the module descriptions? In which form are the current module descriptions accessible to the students?

Policy and Procedures for Quality Assurance [ESG 1.1]; [ESG 1.9] and [1.10]

The programme is subject to the Higher Education Institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders on a regular base.

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis. (maximum 4-5 pages)

Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available. Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports

- the organisation of the quality assurance system;
- departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;
- academic integrity and freedom and is vigilant against academic fraud;
- guarding against intolerance of any kind or discrimination against the students or staff;
- the involvement of external stakeholders in quality assurance.

The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution's decision. The quality assurance policy also covers any elements of an institution's activities that are subcontracted to or carried out by other parties. Universities have a publicly accessible quality assurance strategy, which forms an integral part of their strategic management. The study program is integrated into the higher education quality assurance strategy as well as in the university-wide quality assurance processes.

External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure

the institution and the public of the quality of the institution's activities. Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organisational levels (such as programme, faculty or institution). Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Questions about the evaluation:

- Which quality assurance strategy has the university developed with regard to its courses of study? (Refer, if necessary, to the mission statement or similar documents)
- Please describe the quality management system with regard to the courses. At what level (universities, faculties / departments) is the quality assurance of the study courses located? How are responsibilities distributed throughout?
- Responsibilities and expectations within the programme and programme elements are clearly defined and available to students.
- Curriculum documentation is up-to-date and updated regularly, with clearly defined expectations.
- A quality assurance system is in place which is appropriate for the relevant study programme. It is documented and comprehensive. It involves instruments with different scopes:
 - course evaluations,
 - programme evaluations,
 - evaluations of student workload,
 - progression & completion rates,
 - evaluations of changing societal needs, and
 - evaluations of the learning environment and support services.
- How are the relevant stakeholders involved in the quality assurance of the courses? Are Students and the labour market are involved in the quality-assurance procedure for the programme?
- Experiences from student advisory bodies/groups are used for the enhancement of the programme.
- The results of quality-assurance procedures lead to concrete measures to enhance quality / resolve identified conflicts.
- Documentation on changes and adjustments made to the programme since the last accreditation / in

the past is available. Please put forth a few examples.

- Evaluation results are shared with teaching staff and students.
- Recommendations from past accreditations/evaluations have been considered.
- The career progression of graduates from the study programme is followed and data on alumni experiences are considered during further development of the study programme.
- How many graduates from a particular study program find themselves in a further qualification program (master's course, doctorate, and other training courses)?

Quality of the Curriculum [ESG 1.2]

The Intended Learning Outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the Intended Learning Outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated. (maximum 4-5 pages)

Study programmes are at the core of the higher education institutions' teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future career. The basis for assessment of the curriculum is founded on the course plan (curriculum overview), the detailed explanations in the documents provided, as well as the module manual and the module regulations.

Questions about the evaluation:

Study Programme Objectives

- Desired qualifications to be achieved during the programme are presented as Intended Learning Outcomes. They are both subject-specific and interdisciplinary in nature.
- To what extent are the professional and generic qualification objectives meaningful? Is the assessment supported by results from the process of quality assurance (e.g. by continuing studies, evaluations etc.)? Have any changes been made in this regard?
- Intended Learning Outcomes are shown to be appropriate. Proof of their appropriateness can be provided through evaluations, graduate surveys, and/or feedback from the labour market.
- The Intended Learning Outcomes are/were updated according to current developments in the academic/scientific field or/and labour market.

- The academic degree awarded to the graduates corresponds to the learning outcomes and the requirements of the appropriate level of the European Qualifications Framework.
- For master courses: Is the course consecutive or continuing (non-consecutive)? Is the course assigned to a profile type (more application-oriented or more research oriented)?
- Does the curriculum correspond to the program of study? Is the course more application-oriented or is it more research-oriented?

Curricular Elements and Programme Quality

- The curricular structure of the study programme supports the achievement of the learning outcomes. All curricular elements (courses/modules) and their functions are documented. The curriculum defines which elements are compulsory and which are electives. There is an idealized typical course plan available. The order of curricular elements supports the learner's progression.
- The curriculum covers subject-specific and cross-subject knowledge, as well as subject-related, methodological, and general skills. This is documented on the level of the Intended Learning Outcomes.
- The curriculum defines which elements/courses are offered exclusively for the programme and which parts are used in other programmes.
- Curricular modifications are documented in a transparent manner and contribute to an improvement in programme quality.
- If the programme has a specific profile (distance education etc.), specifics of this profile are reflected in the design of the curriculum and documented.
- The final thesis / exams demonstrate that the intended level of qualification has been achieved after completing the programme.
- All elements of the curriculum are assigned a certain number of credits directly related to the expected workload. The total programme workload is allocated to the different courses/modules.
- Re-accreditations: What changes have been made to the structure, the didactic concept and / or the content of the curriculum since the previous accreditation?

Learning, Teaching and Assessment of Students [ESG 1.3]

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the Intended Learning Outcomes.
(maximum 3-4 pages)

The feasibility of a course of study can be gauged from different aspects and features; this includes an adequate

study plan, a credible calculation of the workload (= workload, consisting of attendance time and self-study, including preparation for examinations and duration of examinations), an adequate and appropriate examination volume, course density and organization, as well as support and counseling offered by the university or institution of higher learning. In addition, certain complementary and safety periods must be regulated. If statistic data is submitted within the framework of accreditation, statements on the student's ability to study can also be made on the basis of admission quotas, drop-out quotas and average final scores.

The didactic concept of the course of studies must be styled clearly, logically comprehensible, and geared towards the course of study in question. Within the course of studies, teaching and learning methods must be adequate.

The ability to undertake a qualified professional activity is one of the defining qualification objectives for all courses of study. Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.

The nature and number of examinations as well as the final project/ thesis envisaged by the university are published and described in the module descriptions. See also *ECTS User Guide 2015*.

Questions about the evaluation:

- Which are the study models offered (e.g. full-time, part-time study)
- Methods of teaching and learning are appropriate to and correspond to the Intended Learning Outcomes.
- Is the didactic concept of the course of studies comprehensible as well as oriented towards the objective of the course? Does the Didactic methods stimulate student motivation, self-reflection, and engagement in the learning process?
- Methods of teaching and learning respect and take into account the diversity of students and their needs, enabling flexible learning paths.
- Assessment regulations and procedures are defined and made readily available in published form to students.
- Assessment methods for each course/module are appropriate for the learning outcomes as defined in the course/module description.
- Does every module finish with a corresponding examination covering the entire module? If not, are there plausible justifications for composite test forms? Are the examination components module-oriented as well as knowledge- and competence-oriented?
- The programme design ensures that every student is familiarised with an appropriate spectrum of examination types over the course of the studies. If there is a choice among different methods for individual examinations, a mechanism is in place to ensure that students must absolve the desired spectrum of exam choices over the course of the programme.
- Are the number and concentration of examinations appropriate to the corresponding workload?

- Requirements for the examinations are transparent and made known to the students.
- Changes to the examination concept are documented and explained.
- Responsibilities and structures related to the organisation of exams are clearly defined. The timing of exams is organised appropriately and examination dates are announced in a timely manner. Suitable opportunities to re-sit an exam are offered as necessary.
- There are transparent and published regulations to compensate for disadvantages, illness, absence, or other mitigating circumstances that may affect a student.
- Long-term data regarding the number of failed course/module examinations in the study programme are used for evaluation and to improve the programme.
- A formal procedure for student appeals is in place
- Grading scales and the distribution of grades is documented and assessed.
- The programme enables students to transfer their knowledge to situations outside the university context. Methods of teaching, learning, and assessment support an interlacing of theoretical and practical aspects.

Student Admission, Progression, Recognition, and Certification [ESG 1.4]

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification. (maximum 1-2 pages)

Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.

It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided. Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.

Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on

- institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;
- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.

Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

Questions about the evaluation:

- Formal requirements for admission are clearly defined and available in published form. Specific prerequisites relevant for an individual study programme (e.g. language skills, professional experience, artistic ability) reflect substantive qualities needed for a successful completion of the programme and are included in the published admissions criteria.
- The selection procedure for the study programme follows defined criteria and procedures that are publicly available.
- Admission requirements are shown to support the objectives of the study programme. The admission requirements are or have been adjusted when necessary.
- Qualitative and quantitative data is available on the admission procedures of past cohorts.
- Regulations for recognition of Higher Education Qualifications, previous periods of study, and prior learning, including the recognition of non-formal and informal learning, are in place. These regulations are documented in legally binding form and are available to students.
- Learning agreements are used to facilitate mobility of students.
- Graduates receive documentation explaining the qualification gained, including context, level, and status of the studies (diploma supplement).
- Please describe the graduation documents / diplomas, and the information that the graduates receive after completing their studies. Please include examples of the diploma supplement and the transcript of records that accompany the degree documentation.

Teaching Staff [ESG 1.5]

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the Intended Learning Outcomes. (maximum 2-4 pages)

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3). Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment

- sets up and follows clear, transparent and fair processes for staff recruitment and conditions of
- employment that recognise the importance of teaching;
- offers opportunities for and promotes the professional development of teaching staff;
- encourages scholarly activity to strengthen the link between education and research;
- encourages innovation in teaching methods and the use of new technologies.

Possible Questions

- Required resources are checked with regard to the capacity of the institution. The successful completion of this check is documented.
- All human resources involved in teaching within the programme are documented, including their academic and other relevant qualifications as well as quantitative involvement (teaching hours) in the programme. If their teaching hours include offerings open to other programmes, this is transparent.
- It is ensured that long-term accounting of the teaching hours is available for the period of accreditation.
- Teaching staff positions are either filled, are being advertised, or are in the middle of appointment proceedings. If contracts expire in the next five to seven years, the intent is to fill the position anew or there is a continuity plan in place.
- If there are associate/part time lecturers involved in the programme, procedures are in place to ensure the qualifications of these lecturers. Lecturers are to be made familiar with the requirements of the programme.
- Transparent recruitment procedures for teaching staff are in place.
- Procedures are in place to ensure and/or develop appropriate didactic qualifications of the teaching staff.

What kind of resources are available to ensure the teaching and mentoring of students during the regular course of studies? If essential elements are covered by lecture assignments, please contact the regular lecturers according

to the following model:

Name:	Degree:	Current occupation:	Teaching / Module Range	Workload:	Additional qualifications:
Dr. Klaus van der Veld	Bachelor of Science	Arnold Hill & Co, LLP	Taxation	50 per year	Member ...
	(Business Administration) ;1993), Master in Taxation (1996) Promotion LBS (2000) Thesis Taxation in Europe				

- Please provide the most important research projects and publications and / or the most important relevant activities outside of the university, as well as any co-operation with partners outside the university and projects in application research from the past five years.
- Are the appointed professors / lecturers and academic staff members involved in the assessment procedures? If vacancies expire in the next five to seven years: is a replacement plan in place?
- To what extent is the teaching input used for other courses?
- To what extent are teaching staff not included in the above table and/or introduced from other fields of study and other disciplines / faculties for the course that is to be accredited? What are these courses? What is the guarantee that the specific teaching services are available permanently (in this case an explanation of the university management must be put forward)?
- Please provide the most important research projects and publications and / or the most important relevant activities outside of the university, as well as any co-operation with partners outside the university and projects in application research from the past five years.
- Please describe the concept for personnel development and qualification.

Learning Resources and Student Support [ESG 1.6]

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students to advise on achieving successful completion of their studies.
(maximum 1-2 pages)

For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.

The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.

Support activities and facilities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Questions about the evaluation:

- Course/module descriptions are available to students. These documents contain the Intended Learning Outcomes, methods of learning and teaching, assessment methods, and the expected workload (self-study and in-class hours).
- Strategies are defined to ensure that course offerings are coordinated on both content and organizational levels to avoid overlap. The programme is implemented in such a way that students are able to complete their studies within the expected period of time as defined in the curriculum.

Learning Resources

- Appropriate material resources (finance, computer workplaces, laboratories etc.) are available for the study programme as necessary to achieve the Intended Learning Outcomes.
- Sufficient facilities are available with regard to room and space required for the number of students in the programme.
- Access is provided to an appropriate amount of literature, journals, and academic sources to

enable the achievement of the learning outcomes.

- The equipment in laboratories and dedicated workspaces reflects current professional standards and is appropriate for the Intended Learning Outcomes.

Student Support Services

- Introductory offerings are available for new and potential students.
- Institutionalized student advisory services are available to students. These services are offered consistently and information on these services is made available to students in an adequate way; specialized information sessions are offered regularly.
- Individualized advising for specific programmes/programme content is provided. Teaching staff members offer frequent consultation hours and are available to students.
- Specific offerings are available for exchange students / incoming students.
- If the study programme includes practical phases/internships, credits are awarded for these and students are given support in finding practical placements.
- Student diversity is considered when allocating, planning, and providing learning resources and student support.

On-going monitoring and periodic review of programmes [ESG 1.7]

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities. Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme. Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders. (maximum 1-2 pages)

Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system. The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:

Key performance indicators;

- Profile of the student population;
- Student progression, success and drop-out rates;
- Students' satisfaction with their programmes;
- Learning resources and student support available;
- Career paths of graduates.
- Information is available on which sectors graduates are employed in and on how many graduates

- continue in further education programmes (Master-, PhD-programmes etc.).
- Information from other relevant sources is collected and used as required.
 - Information on the composition of the student body of the study programme is available.
 - The students' workload, progression and completion;
 - The effectiveness of procedures for assessment of students;
 - The student expectations, needs and satisfaction in relation to the programme;
 - The learning environment and support services and their fitness for purpose for the programme. Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

Public information [ESG 1.8]

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible. There should be easy-to-understand, correct, objective, up-to-date, and easily accessible statistics about the course of study in question. (maximum 1-2 pages)

Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public. Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.

- How is information management organized (organizational chart)? Who has which tasks?
- Information on the duration of studies is available. The analysis of this information can lead to changes in the study program, the consequences of which are documented.
- It is documented how many students do not complete their studies. The reasons for non-completion are also documented.
-

Public Information

- Information is provided to the public on:
 - the programme,
 - Intended Learning Outcomes,
 - selection procedure,



- qualifications awarded, and
- teaching, learning and assessment procedures.

The module descriptions

The learning outcomes of the modules correspond to the skills and abilities provided in the national qualifications framework.

The supply of core parts has to cover the necessary content to achieve the desired qualification and competence objectives. The specialization (non-compulsory subjects) or options offered in the course of studies should allow for additional qualification and competency acquisition (according to individual preference), all of which is geared towards the goal of the course.

Please include all descriptions of the modules offered during the course of studies in question.

Pattern for a module description

According to the ECTS User's Guide 2015 (Sample)

Module Code	C_MKT
Module Title	Marketing
Credit	10 ECTS / 250 hours (90 hours of lectures, 160 hours of self learning)
Level	Level 7 Master
language of instruction	
Semester/trimester when the course unit is delivered	
Module Leader / name of lecturer(s)	XXXX XXXX PhD.
<p>Aims: This module introduces students to the key marketing tools and processes relevant for small and medium- sized enterprises. It provides an overview of the marketing-related levers organisations may rely upon when trying to increase levels of competitiveness.</p>	

learning outcomes of the course unit:

1.) Knowledge

On completion of this module the successful student will demonstrate:

xxxxx
xxxxx
xxxxx
xxxxx

2.) Skills

At the end of this module the successful student should be able to:

xxxxx
xxxxx
xxxxx
xxxxx

3.) Syllabus

xxxx
xxxx
xxxx
xxxx
xxxx
xxxx

Learning, Teaching and Assessment Strategies (planned learning activities and teaching methods)

xxxxxxxxx

Assessment Scheme

xxxxx

Assessment	2 assessments		
	assessment scheme	weighting	duration

Live Assessment	--	--	--
Assignment 1	Presentation	50%	21 days
Assignment 2	Coursework Report	50%	21 days
Registration for assessment	xxxxxx		

Learning Materials: XXXX

Essential Reading:

Brassington, F.; Pettitt, S. (2010). *Principles of Marketing*. (4th edn.). Londo Verlag

Rogers, E. (2003). *Diffusion of Innovations*. (5th ed.). New York: Free Press

Recommended Reading

xxxxx xxxxx xxxxx

Further reading will be made available via the online learning environment. in high-ranking scholarly international journals

Other Information:

Appendices to Self-Report • Organigram • Constitution of the HEI • Statistical Data (only relevant in the case of a re-accreditation) • Regulations for admission (in the case if this is not integrated in the study and examination regulations) • Description of admission procedure including interview guide (Chapter 2) • As the case may be, regulations for recognition of prior learning • Curriculum overview (see sample document of AAC*) • Module descriptions (see sample document of AAC*)

- Study and examination regulations • Evidence of legal review of the examination regulation) • Diploma supplement) • Course timetable (syllabus) • As the case may be, regulations for practical training • Curriculum vitae of lecturers (see sample document) • Description of (professorial) appointment procedure • As the case may be, cooperation agreements (only those related to the study programme in question) • As the case may be, Learning Agreement (exemplary) • Self- declaration of security of funding
- Regulations of (teaching quality) assessment • Evaluation sheet

Documents should be available during the on-site visit • Evaluation results (results of the last 2 to 3 years)

- Examinations and final theses (including appraisal/examiner's assessment and some examples of theses at good, mediocre and low level) • Reports of work placements (6 to 8 per study programme, including appraisal/examiner's assessment at different valuation levels) • Case studies (examples for each study programme) • Teaching and Learning Materials (a selection) • Information brochures (of the study programme/s in question) • Activity or Annual Report • Information folder for students

Academic Calendar

Sample

Recommended Academic Calendar						
Phase / Semester**	1. Sem.	2. Sem.	3. Sem.	4. Sem.	5. Sem.	6. Sem
Scholarly Writing*						
Research Methods*						
Business Economics (C)						
Business Law (C)						
Business Organisation and Management						
Financial Management (C)						
Human Resource Management (C)						
Marketing (C)						
Entrepreneurship (C)						
Project Management (C)						
Leadership and Team Management (C)						
Masterthesis*						

*ECTS are a part of the Masterthesis; **max. 7 years

Curriculum Vitae

Please Use for [Curriculum Vitae](#). this Draft or the [Euro-CV](#). This standardized Document helps you present your skills and qualifications effectively and clearly.

Surname:	
First Name:	
Date of Birth:	
Academic Qualification:	
Venia Legendi (qualification to teach):	
Further Qualifications:	
At the Higher Education Institution since:	
Level of Employment:	
Teaching Focus:	
Interdisciplinary Aspects:	
Activities in the Areas:	
Further Education	
Research	
Consultancy	
How are personal research activities reflected in teaching activities?	
Work experience:	
General	
Activities as an Expert:	
Publications:	
Memberships:	
International experience in:	
Corporate Management	
Academic Activities	
Personal Background/ Experience	
Other:	

Statistics for Accreditation

Sample

	1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort
# Study Places						
# Applicants	Σ	0	0	0	0	0
	f					
	m					
Application rate	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
# First-Year Student	Σ	0	0	0	0	0
	f					
	m					
Rate of female students	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
# Foreign Students	Σ	0	0	0	0	0
	f					
	m					
Rate of foreign students	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Percentage of occupied study places	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
# Graduates	Σ	0	0	0	0	0
	f					
	m					
Success rate	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Dropout rate	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
Average duration of study						
Average grade of final degree						

Curriculum Overview

Sample

Module Code	Module Title	Assessment Schedule	
		Formative components	Summative Component
C_BE	Business Economics (C)	Assessment-related lecture reflection and revision questions	100% Coursework Essay (5,000 words)
C_BL	Business Law (C)	Assessment-related lecture reflection and revision questions	100% Coursework Essay (5,000 words)
C_BO	Business Organisation and Management	Assessment-related lecture reflection and revision questions	100% Essay (5,000 words)
C_FM	Financial Management (C)	Assessment-related lecture reflection and revision questions	100% Case Study (5,000 words)
C_HRM	Human Resource Management (C)	Assessment-related lecture reflection and revision questions	100% Report (5,000 words)



Basic Papers used for these standards are developed from:

European Association for Quality Assurance in Higher Education (ENQA)

European Students' Union (ESU)

European University Association (EUA)

European Association of Institutions in Higher Education (EURASHE) In cooperation with:

Education International (EI)

BUSINESSEUROPE

European Quality Assurance Register for Higher Education (EQAR)

Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen (AQAS)

Quality Assurance Agency for Higher Education (QAA)

