ASIIN

General Criteria for the Accreditation of Degree Programmes

Engineering, Informatics, Architecture, Natural Sciences, Mathematics, individually and in combination with other Subject Areas

ASIIN

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List of key documents

At European level:

European Association for Quality Assurance in Higher Education (ENQA): “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (4 March 2005, in the applicable version) (ESG, European Standards and Guidelines).

European Communities, DG Education and Culture: ECTS Users’ Guide, Luxembourg (6 February 2009, in the applicable version).

Specific to Germany:

Foundation for the Accreditation of Study Programmes in Germany (Accreditation Council): Resolution “Accreditation Council Rules for the Accreditation of Study Programmes and for System Accreditation” (08/12/2009, in the applicable version).

Standing Conference of the Ministers of Education and Cultural Affairs: Resolution “Common structural guidelines for the accreditation of Bachelor’s and Master’s study courses” (10 October 2003, in the applicable version).

Standing Conference of the Ministers of Education and Cultural Affairs: Resolution “Qualifications Framework for German Higher Education Qualifications” (21 April 2005, in the applicable version).

The latest versions of these and other documents may be accessed from the following web pages:

European Association for Quality Assurance in Higher Education (ENQA): www.enqa.eu

European Quality Assurance Register for Higher Education (eqar): www.eqar.eu

Accreditation Council: www.akkreditierungsrat.de

Standing Conference of the Ministers of Education and Cultural Affairs: www.kmk.org

1. General

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

1.1 Function of the general criteria

This document provides information regarding:

- ASIIN's approach to the accreditation of degree programmes;
- Requirements a programme must meet in order to obtain one of the quality seals awarded by ASIIN;
- The fundamental principles of ASIIN upon which the accreditation procedure is based.

The ASIIN criteria are subject to revision at regular intervals in order to keep them up-to-date with the latest developments and knowledge in the field of accreditation. The version that was in force when the contract for a given accreditation procedure was signed is always the one used.

In addition to the General Criteria for the accreditation of degree programmes (programme accreditation), ASIIN's Technical Committees have drawn up **Subject-Specific Criteria (SSC)** for the individual disciplinary fields; they are published as separate documents to be used as a source of subject-specific orientation for the award of the disciplinary seal of ASIIN and the disciplinary European labels awarded by ASIIN.

Within the area of programme accreditation, ASIIN concentrates on the assessment of degree programmes in engineering, architecture, informatics, natural sciences, mathematics, and interdisciplinary combinations of one of these subjects with other subject areas.

The ASIIN's General Criteria are defined and further developed in tandem with: national and international specialist academic organisations, faculty and specialist conferences, gatherings of faculty deans, organisations of higher education institutions, technical and professional associations, and important bodies involved in the industry.

In all cases, ASIIN's General Criteria take into account the *European Standards and Guidelines (ESG)* of the *European Association for Quality Assurance in Higher Education* (ENQA).

If an ASIIN accreditation procedure is carried out with the aim of acquiring the national seal of the German Accreditation Council, its relevant requirements are the authoritative basis for the accreditation decision.

1.2 Seal of accreditation

In the course of an ASIIN programme accreditation procedure, several quality seals may be awarded if the decision for the programme concerned is positive.

Generally, all higher education institutions are awarded the agency-specific ASIIN seal for each programme that passes the accreditation as carried out by ASIIN e. V. through its accreditation commission for degree programmes, regardless of the country in which the higher education institution is located. The seal is always based on the European Standards and Guidelines (ESG).

Within the scope of responsibility of the German Accreditation Council (Foundation for the Accreditation of Study Programmes in Germany), ASIIN e. V. grants that body's seal in accordance with its applicable rules. Higher Education Institutions which award degrees according to German law, may also apply to ASIIN if they only seek the seal of the German Accreditation Council. To obtain the seal of the Accreditation Council in Germany only its regulations apply. The Subject-Specific Criteria (SSC) of ASIIN are not applied for the award of the seal of the German Accreditation Council.

If the accreditation commission's decision is positive, additional seals may be granted for degree programmes depending on the procedure's scope, legal basis and authority in other countries. In Switzerland and the Netherlands, for instance, the national accreditation system relies on preparatory work up to and including the final recommendation carried out by an agency such as ASIIN; the actual accreditation decision with national validity then falls under the responsibility of the national bodies.

If the programme meets the applicable requirements, an ASIIN programme accreditation procedure also allows for the awarding of specific subject-related quality seals (so-called "labels") – but only in addition to the ASIIN seal. More details on subject-specific quality seals may be found on the ASIIN e. V. website (www.asiin.de). ASIIN e. V.'s office will also be more than happy to provide you with additional information and material.

The higher education institution decides which of the above-mentioned seals it is seeking in an ASIIN accreditation procedure and indicates this decision accordingly in its accreditation application.

1.3 Accreditation stages and interim changes

According to internationally established practice, the accreditation of a programme is always subject to a time limit. The seal granted is valid for a limited period.

We differentiate among three types of accreditation stages:

1. **Concept accreditation:** The concept for a programme is prepared and all the documents and authorisations needed to put it into practice are available. However, no students are studying the programme yet, so the evaluation as a part of the accreditation procedure is inevitably no more than a plausibility check. Compared to the other stages, concept accreditation is less meaningful with regard to quality assurance, because the data on which the procedure is based is less substantiated and harder to check.

2. **First accreditation:** Students are now studying in the programme, and this is the first time an accreditation procedure is carried out. This makes it possible to base the accreditation procedure assessment on a critical self-assessment by the institution as well as on the actual implementation of the programme.
3. **Renewed accreditation (reaccreditation):** An active programme has already been accredited at least once before. When the validity of the current seal expires, it is time to carry out another accreditation.

All three types of accreditation are subject to the same criteria inasmuch as the accreditation decisions are comparable. Typically, the seal granted for a first accreditation is valid for a shorter period than those subsequently granted.

Renewed accreditation (reaccreditation) is the typical situation. Assessment at this stage can increasingly be based on quantitative and qualitative data related to the results achieved over the course of the previous accreditation period. This means that for renewed accreditation, the focus lies on the achievement of the aims defined for the programme by the higher education institution, particularly for educational objectives and learning outcomes. Above all, it is the institution's quality assurance or quality management system that is expected to provide key evidence that the goals for its degree programmes have been met, and document any deviations.

ASIIN's understanding of accreditation aims to support higher education institutions in achieving **continuous improvements** in their teaching. Improvements within an accreditation period should never be put off until the next accreditation deadline. On the contrary, being able to demonstrate that continuous improvements have been made is essential for the renewal of the accreditation.

If an institution intends to make **major changes** to an accredited programme between accreditations, and these go beyond continuous improvement, this may affect the existing accreditation. ASIIN offers an interim auditing option in order to maintain the accreditation (see section 3.8).

1.4 Results oriented degree programmes and process oriented academic assessment

Quality in degree programmes and relevant stakeholders

ASIIN's understanding of quality is based on the stated goals and results of a qualification process. A programme is seen as a qualification process.

The definition of the substantive aspects which constitute the quality of a programme is based on the goals and expectations set out by the higher education institution; they should take into account the political, legal and socio-economic context within which a programme is created and implemented. The quality of the qualification process is then established based on the combination of its elements and the extent to which it achieves its goals.

Groups of people who may be involved in or affected by a programme, should be regarded as stakeholders. These are also the individuals who define which goals should be achieved. They include students, lecturers, managers and administrators of the higher education institution as well as other service providers within the institution. Stakeholders external to the organisation should also be considered. These include industry representatives and representatives of state institutions who are responsible for the financing and legal or professional supervision. Identifying stakeholders who are relevant for a given programme will depend on the institution's strategic positioning, its guidelines in relation to this, and its development goals.

ASIIN's approach to assessment

The accreditation procedure examines the logic and effectiveness of the qualification process within a programme. Three phases are involved in creating a programme:

1. *Definition of goals:* For each programme, the main focus lies on the learning outcomes that should be achieved by students during their studies. This means that the overall learning outcomes aimed at in the programme must be rigorously collated with the goals of the learning outcomes of the individual modules in the programme.
2. *Implementation:* Here, the focus is on the measures, instruments and resources which are the product of the supporting or organisational processes of a higher education institution that it invests in the implementation of a programme (input) in order to attain the defined goals (outcome).
3. *Further development and checking results:* The institution's internal quality assurance process is considered at this juncture; its feedback mechanisms should lead to continuous improvements in the programme.

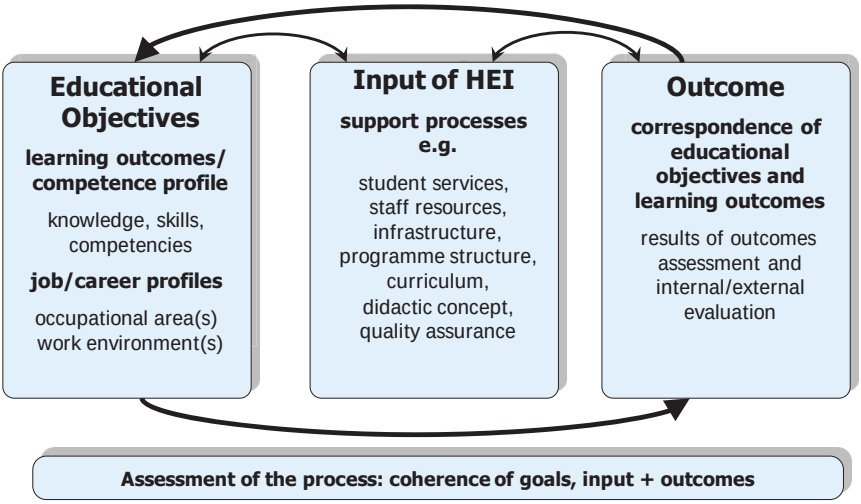

Figure 1: ASIIN's approach to assessment – procedural view

ASIIN's process-oriented perspective and underlying quality concept mean that the responsibility for quality and the process firmly lies with higher education institutions, which are, therefore, also responsible for defining the goals for a given programme. In this way, they give expression to their strategic orientation, the image they seek to create and their integration within the social context.

2. Requirements for degree programmes

2.1 Educational objectives and learning outcomes

Comprehensible and precisely formulated educational objectives and learning outcomes for a programme are the basis and key reference framework for the development of the programmes within institutions of higher education and for accreditation.

Educational objectives describe the academic, technical and – as far as these can be stated – professional characteristics of the qualification associated with a programme. The educational objectives are concretely specified in the form of the (intended) **learning outcomes**. ASIIN's assessment method focuses on the learning outcomes of a programme.

The following definitions, drawing on the European Framework for Lifelong Learning,[1] are used within ASIIN's requirements for degree programmes:

[1] Cf. Legislative Resolution of the European Parliament of 24 October 2007 on the proposal for a Recommendation of the European Parliament and of the Council on the establishment of a European

- "Qualification" means a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.
- "Learning outcomes" means statements of what a learner knows, understands and is able to do on completion of a learning process and are defined in terms of knowledge, skills and competence.
- "Knowledge" means the outcome of the assimilation of information through learning (theoretical and/or factual).
- "Skills" means the ability to apply knowledge and use know-how to complete tasks and solve problems (cognitive skills such as the use of logical, intuitive and creative thinking), and practical skills (involving manual dexterity and the use of methods, materials, tools and instruments).
- "Competence" means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and/or personal development.

Learning outcomes may be attained through various forms of teaching and learning. For example, social competences can also be acquired in an integrated form in the context of subject-related teaching, particularly through interdisciplinary projects.

The **learning outcomes** (knowledge, skills, competences) which the degree programme aims to impart have to be clearly defined by the higher education institution, which should be sure to take account of both subject-specific and broader competences. Taking the competences to be acquired as a starting point, it should be explained how the specific competences can be acquired through which aspects of the programme (content and form of the modules, teaching and learning methods, etc.). The central aspect of the higher education institution's self-assessment is therefore to explain the relation between:

- the overall intended learning outcomes (knowledge, skills, competences) of a degree programme and
- the contribution made by individual modules to implementing these goals.

This should also be clear from the module handbook (cf. example for creating an "objectives matrix" on p. 50).

ASIIN's subject-specific criteria (SSC) contain **lists of characteristically ideal learning outcomes for various subject areas**. These provide orientation for the possible aims and results of a degree programme. The selection of the specific catalogue for a programme and the type of route required to achieve these goals is a matter for the higher education institutions.

The competence profiles for graduates of Bachelor's and Master's programmes as shown in ASIIN's subject-specific criteria have been checked against a series of reference frameworks

Qualifications Framework for lifelong learning (COM(2006)0479 – C6-0294/2006 – 2006/0163(COD)), Brussels, 24/10/2007.

within a European context, for instance with both the Dublin Descriptors[2] and the general qualification profiles laid down at European and national level; they represent a subject-specific version of this underlying basis. For engineering subjects, for instance, the competence profiles for engineers (EUR-ACE label[3]) developed through collaboration at the European level were taken into consideration; in the case of chemistry the competence profiles of the "Eurobachelor/Euromaster in Chemistry" label[4] were used, and for informatics, the profiles of the "Euro-Inf" label.[5]

2.2 General requirements for the accreditation of degree programmes

The following table lists the General Requirements for the accreditation of degree programmes.

The table shows the requirements that need to be met to gain a certain seal. Regardless of the country in which ASIIN carries out an accreditation procedure, the ASIIN seal is always awarded based on the European Standards and Guidelines (ESG). To this end, the table first shows the overlap between the requirements for granting the ASIIN seal with those of the ESG (columns 1 and 2). The ASIIN Criteria correspond to the ESG or even exceed them. The present document quotes the standards in full, but only excerpts are quoted from the associated guidelines in the ESG where this helps to explain the standards.

In column 3, the requirements of the German Accreditation Council for granting its seal are placed in relation to the first two sets of criteria. Some of these correspond, but in part, they must also be considered in their own right if the Accreditation Council's seal is to be granted (only relevant for German degree programmes). This third column is only applicable to those cases where the Accreditation Council's seal has been requested and where it is permissible to grant it. If the Higher Education Institution applies solely for the seal of the German Accreditation Council, only column 3 is relevant.

For accreditation procedures in other countries or legal jurisdictions, in some cases other national requirements may be included within ASIIN's process as needed after consultation with the higher education institution commissioning the accreditation. In such cases, the contents of column 3 are replaced by the applicable requirements. In order to attain the ASIIN seal solely under private law, only columns 1 and 2 are applicable.

The table is designed to be readable in both directions, showing the points where the three criteria sets agree.

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[2] The Dublin Descriptors are a model drawn up by an informal group of European actors from the Joint Quality Initiative which aims to provide Europe-wide definitions of subject-specific and interdisciplinary competences which should be acquired by Bachelor's and Master's students during their degree. They are the basis of the qualification framework for German degrees.

[3] ENAEE (European Network for Accreditation of Engineering Education)/EUR ACE Project: Framework Standards for the Accreditation of Engineering Programmes, 17.11.2006, cf. www.enaee.eu.

[4] Cf. www.chemistry-eurolabels.eu.

[5] Cf. www.euro-inf.eu.

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(Corresponding) ASIIN requirements		**(Corresponding) European Standards and Guidelines (ESG)**	**(Corresponding) requirements of the Accreditation Council (Germany)**
1	**FORMAL SPECIFICATIONS**		
	The following **characteristics** or classifications in the academic system are documented: a) Name of the programme b) Optional allocation to one of the two profiles application/research orientation (only for Master's programmes in Germany) c) For Master's programmes, classification as consecutive/further development (only for Germany) d) Type (e.g. full/part-time, residential/distance learning, dual, intensive programme) e) Final degree f) Standard period of study and credit points gained (according to ECTS) g) Expected intake for the programme h) Programme start date within the academic year and first time the programme is/will be offered		AC criterion 2.2:[6] The programme of studies must comply with the binding interpretation and summary carried out by the Accreditation Council of the following requirements: the Framework of Qualification for German Degrees, the Common structural guidelines of the Länder for the accreditation of Bachelor and Master's study courses and any Länder-specific structural guidelines for the accreditation of Bachelor's and Master's study courses. ➔ Standing Conference of the Ministers of Education and Cultural Affairs [KMK] requirement A 1.[7] Structure and duration of studies ➔ KMK requirement A 3. Profiles of the study course ➔ KMK requirement A 4. Consecutive Master's study courses and Master's study courses providing further education

[6] "AC criterion x.y." indicates the corresponding criterion in the "Accreditation Council's Rules for the Accreditation of Study Programmes and for System Accreditation" (Drs. AR 93/2009)

[7] "KMK requirement A x." indicates the corresponding criterion in the Common structural guidelines of the Länder for the accreditation of Bachelor's and Master's study courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs, 10.10.2003 in the version dated 04.02.2010)

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(Corresponding) ASIIN requirements		**(Corresponding) European Standards and Guidelines (ESG)**	**(Corresponding) requirements of the Accreditation Council (Germany)**
	i) Amount and type of fees/charges		➔ KMK requirement A 5. Qualifications/Degrees ➔ KMK requirement A 6. Designation of qualifications/degrees
2	**DEGREE PROGRAMME: CONTENT CONCEPT AND IMPLEMENTATION**		
2.1	**Objectives of the degree programme** The higher education institution has duly classified the final degree in academic* and professional terms. * Academic classification involves allocation to a level of higher education institution degree within the national or European Qualifications Framework.		AC criterion 2.2: The programme of studies must comply with the binding interpretation and summary carried out by the Accreditation Council of the following requirements: the Framework of Qualification for German Degrees, the Common structural guidelines of the Länder for the accreditation of Bachelor and Master's study courses and any Länder-specific structural guidelines for the accreditation of Bachelor's and Master's study courses. ➔ KMK requirement A 8. Equivalence
2.2	**Learning outcomes of the programme** The intended learning outcomes for the programme as a whole have been specified. They • are accessible to the relevant stakeholders, particularly lecturers and	ESG 1.2:[8] Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards. […] The quality assurance of programmes and awards are expected to include: development	AC criterion 2.1: The study programme concept is geared towards qualification objectives. These comprise technical and interdisciplinary aspects, particularly: • Scientific or artistic qualification

[8] "ESG x.y" indicates the corresponding standard in the European Standards and Guidelines (ESG), "Standards and Guidelines for Quality Assurance in the European Higher Education Area" issued by the European Association for Quality Assurance in Higher Education (ENQA),

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	students, in a way that students are able to appeal to them for example in the scope of the internal quality assurance system; • reflect the level of the qualification sought; and are comparable to the exemplary learning outcomes set out in the appropriate ASIIN Subject-specific Criteria; • are achievable, valid, and reflect currently foreseeable developments in the subject area. Relevant stakeholders were involved in the formulation of the learning outcomes. The name of the programme reflects the intended learning outcomes and also the linguistic focus of the programme. [Documentation: Objectives Matrix, cf. p. 50]	and publication of explicit intended learning outcomes; […] participation of students in quality assurance activities. ESG 1.3: Students should be assessed using published criteria, regulations and procedures which are applied consistently. […] Student assessment procedures are expected to: […] be designed to measure the achievement of the intended learning outcomes and other programme objectives. ESG 1.7: Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.[…] In fulfilment of their public role, higher education institutions have a responsibility to provide information about […] the intended learning outcomes of the [programmes they are offering.	• Competence to take up qualified employment • Competence for involvement in civil society • Personal development <u>AC criterion 2.2:</u> The programme of studies must comply with the binding interpretation and summary carried out by the Accreditation Council of the following requirements: the Framework of Qualification for German Degrees and the Common structural guidelines of the Länder for the accreditation of Bachelor and Master's study courses. ➔ KMK requirement A 8. Equivalence
2.3	**Learning outcomes of the modules/module objectives** The intended learning outcomes for the programme as a whole are systematically put		<u>AC criterion 2.2:</u> The programme of studies must comply with the binding interpretation and summary carried out by the Accreditation Council of the following requirements: the Framework

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	into practice within the individual modules of the programme.[9] The modules are described in a "module handbook" which is available for relevant stakeholders – particularly students and lecturers – for consultation, and provides a basis for the further development of the modules. The descriptions of the modules ("handbook") make it clear what knowledge, abilities and competences students are expected to acquire in the individual modules The intended learning outcomes and the prerequisites for achieving them are clearly understandable to students. [Documentation: Objectives Matrix, cf. p. 50 Module "Handbook", cf. p. 51]		of Qualification for German Degrees and the common structural requirements of the Länder for the accreditation of Bachelor's and Master's programmes. ➔ KMK requirement in Annex: Framework Guidelines for the Introduction of Credit Point Systems and the Modularisation of Study Courses (Points 1.1; 2 a))
2.4	**Job market perspectives and practical relevance** There is a demand on the labour market for graduates who possess the intended learning outcomes (competences), or this demand is	ESG 1.2: Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and degrees. […] The quality assurance of programmes and	AC criterion 2.1: The qualification objectives include the competence to take up qualified employment.

[9] This includes an indication of how each individual module contributes to the attainment of the goals, known as the objectives matrix 5.25.2 "Example: Model Objectives Matrix" (p. 43).

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	expected to arise. The competences as presented thus allow graduates to work in a sphere appropriate to the qualification. Overall, the training offered is appropriately linked to professional practice (external projects, laboratories, placements, etc.).	degrees are expected to include: [...] regular feedback from employers, labour market representatives and other relevant organisations; ESG 1.6: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities. […] The quality-related information systems required by individual institutions […] are at least expected to cover: […] employability of graduates	
2.5	**Admissions and entry requirements** The procedures for admission to the programme are governed by strictly applied and transparent procedures and quality criteria. The admission and entry requirements are designed to facilitate the achievement of the learning outcomes. They therefore ensure that those students admitted possess the required competences and formal training. Rules are in place to enable flexibility in the admission for those who fall short of some admission or entry requirements. Compensating missing prerequisites should not		AC criterion 2.3: The study programme concept lays down the prerequisites for admittance and if necessary an adequate selection procedure as well as recognition rules for external achieved performances, if necessary in accordance with the Lisbon Convention. AC criterion 2.4: The academic feasibility of the study programme is ensured through (…) consideration of the expected entry qualifications.

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	impact the level of the programme. The admissions and entry requirements ensure that all applicants are treated equally. Regulations are in place covering the recognition of activities completed externally. They ensure that the learning outcomes are achieved at the intended level. The rules specify that documentation of any pre-study practical placement required must be presented within three semesters.		AC criterion 2.2: The programme of studies must comply with the binding interpretation and summary carried out by the Accreditation Council of the following requirements: the Common structural guidelines of the Länder for the accreditation of Bachelor and Master's study courses. ➔ KMK requirement A 2. Admission requirements and transitions ➔ KMK requirement A 8. Equivalence
2.6	**Curriculum/content** The curriculum that is in place makes it possible to achieve the intended learning outcomes by the time the degree is completed. The objectives and content of the individual modules are coordinated in order to avoid any unintended overlaps. [Documentation: Objectives Matrix, cf. p. 50 Module Handbook, cf. p. 51]	ESG 1.2: Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and degrees. […] The quality assurance of programmes and degrees are expected to include: […] careful attention to curriculum and programme design and content [etc.]	AC criterion 2.3: The study programme concept covers the imparting of specialised knowledge and interdisciplinary knowledge as well as of technical procedural and generic competences. It is coherent in terms of the combination of the individual modules with regard to the formulated qualification objectives and provides adequate forms of teaching and learning. AC criterion 2.2: The study programme complies with the requirements of the Framework of Qualification for German

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			Degrees in its current version.
3	**DEGREE PROGRAMME: STRUCTURES, METHODS AND IMPLEMENTATION**		
3.1	**Structure and modularity** The programme is modular. Each module is a coherent and consistent package of teaching and learning in itself. The sequence of modules is organised so as to ensure that it is possible to commence the programme in every semester when admissions take place. The size and duration of the modules allow students to combine them flexibly and facilitate the transfer of credits. The programme concept allows for time to be spent at another higher education institution or on a practical placement without loss of time. Master's degree programmes do not incorporate any modules at undergraduate level. Any exceptions are convincingly justified by the subject itself. It is a requirement for this that the goal of the module in question is relevant to achieving the learning outcomes intended overall in the Master's programme and its qualification level. Individual students may not be awarded credits for the same module at Bachelor's and again at Master's	ESG 1.2: Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and degrees. […] The quality assurance of programmes and degrees are expected to include: […] careful attention to curriculum and programme design [...]; specific needs of different types of study (e.g. full-time, part-time, distance learning, e-learning) and types of higher education (e.g. academic, vocational, professional)	AC criterion 2.3: Any planned practical components are so organised in the study programme that credit points (ECTS) can be acquired. If necessary planned mobility windows are integrated into the curriculum. The organisation of studies ensures the implementation of the study programme concept. AC criterion 2.4: The academic feasibility of the study programme is ensured through: - the information on the student workload, which is checked for plausibility (or, in the case of the first accreditation, estimated according to empirical values). AC criterion 2.10: Study programmes with a special profile have special requirements.

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	level, or for modules whose content is basically the same.		AC criterion 2.2: The programme of studies must comply with the binding interpretation and summary carried out by the Accreditation Council of the following requirements: the Common structural guidelines of the Länder for the accreditation of Bachelor's and Master's programmes. ➔ KMK requirement A 7: Modularisation, mobility and credit point system ➔ KMK requirement in Annex: Framework Guidelines for the Introduction of Credit Point Systems and the Modularisation of Study Courses
3.2	**Workload and credit points** Student workload is set at a level that avoids structural pressure on training quality and requirements for the level of study. Projected time budgets are realistic, so that the programme can be studied within the standard period of study for the degree. A credit point system is in place. All the work done by students is appropriately represented within it (in the ECTS system this means 25–30 h/1CP).[10] All compulsory components of the programme are awarded credit points. The allocation of credit points to modules is transparent and logical. Credit points are only given if the learning objectives of a module have been achieved. To award credits for practical components, the following conditions must also be fulfilled: the practical component is meaningfully integrated		

[10] When calculating contact time, each contact hour is counted as a full hour because the organisation of the timetable, including moving between teaching rooms and questions to lecturers after the class, means that around 60 minutes should be counted.

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	into the rest of the curriculum; it is supervised by teaching staff from a higher education institution. Activities undertaken before commencing study can only be counted on an individual basis and be awarded credit points if, by a check or other suitable means, the higher education institution is shown that the given objectives of individual modules are fulfilled by the activities in question. Rules for recognising external activities are in place. These facilitate transfers between higher education institutions and ensure that the learning objectives are achieved at the intended level. 60 credit points are awarded each year, 30 per semester.[11] Deviations in any semester period do not exceed +/- 10% of the credit points, and deviations over the entire study period must balance each other out (only for Germany).		
3.3	**Educational methods** The teaching methods and tools support the achievement of the learning outcomes at the intended level by the time the degree is		AC criterion 2.3: The study programme concept […] provides adequate forms of teaching and learning. AC criterion 2.2: The programme of studies must comply with the binding

[11] For specially organised intensive programmes, up to 75 ECTS points per year may be awarded, cf. Foundation for the Accreditation of Programmes of Study in Germany: Awarding ECTS points in intensive programmes of study, Drs. AR 24/2006 (passed on 22 June 2006).

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(Corresponding) ASIIN requirements		**(Corresponding) European Standards and Guidelines (ESG)**	**(Corresponding) requirements of the Accreditation Council (Germany)**
	completed. Besides compulsory components, there is a sufficient range of elective and compulsory elective subjects to allow students to develop an individual focus. The ratio of contact hours to self-study has been designed to ensure the achievement of the defined goals. The available time allows students sufficient opportunity to carry out independent academic work.		interpretation and summary carried out by the Accreditation Council of the following requirements: the Common structural guidelines of the Länder for the accreditation of Bachelor's and Master's programmes. ➔ KMK requirement in Annex: Framework Guidelines for the Introduction of Credit Point Systems and the Modularisation of Study Courses (Point 2 b))
3.4	**Support and advice** Sufficient resources are available for offering individual support, supervision and advice to students. The advisory methods envisaged (subject-specific and general) are suitable for supporting students to achieve the learning outcomes and complete their degree within the normal period of study. There is a corresponding range of support available for different student groups.	ESG 1.5: Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered. […] Support mechanisms should be readily accessible to students and designed with their needs in mind […] Institutions should routinely monitor, review and improve the effectiveness of the support services available to their students.	AC criterion 2.4: The academic feasibility of the study programme is ensured through […] corresponding offers of support as well as technical and interdisciplinary course guidance.

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(Corresponding) ASIIN requirements		(Corresponding) European Standards and Guidelines (ESG)	(Corresponding) requirements of the Accreditation Council (Germany)
4	**EXAMINATIONS: SYSTEM, CONCEPT AND ORGANISATION**		
	The type, organisation and distribution of examinations are designed to support the attainment of the intended learning outcomes by the time the degree is completed. Examinations are coordinated so that students have sufficient time to prepare for them. The timescale for marking exams does not interfere with individual academic progression; in particular, it must be possible to move directly from a Bachelor's degree to a Master's without loss of time. The form of examination is laid down in the module description for each module. It is ensured that at the commencement of the teaching term, students are informed as to examination and pre-examination requirements, which must be in line with the module objectives. The examination organisation guarantees examinations that accompany study and does not cause extensions to the period of study. The evaluation criteria are transparent for lecturers and students and focus on achieving the learning outcomes. The degree programme ends with a final thesis or equivalent that guarantees that students can	ESG 1.3: Students should be assessed using published criteria, regulations and procedures which are applied consistently. Student assessment procedures are expected to: be designed to measure the achievement of the intended learning outcomes and other programme objectives; be appropriate for their purpose, whether diagnostic, formative or summative; have clear and published criteria for marking; be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and competences associated with their intended qualification; where possible, not rely on the judgements of individual examiners; take account of all the possible consequences of examination regulations; have clear regulations covering student absence, illness and other mitigating circumstances; ensure that assessments are conducted securely in accordance with the institution's stated procedures; be subject to administrative verification	AC criterion 2.4: The academic feasibility of the study programme is ensured through […] frequency and organisation of examination, which is adequate and has a reasonable workload. AC criterion 2.5: The examinations serve the purpose of determining, whether the formulated qualification objectives have been accomplished. They are module-related as well as competence-oriented. Every module, as a rule, concludes with an examination covering the entire module. […] The examination regulations have been subjected to a legal check. AC criterion 2.2: The programme of studies must comply with the binding interpretation and summary carried out by the Accreditation Council of the following requirements: the Common structural guidelines of the Länder for the accreditation of Bachelor's and Master's programmes.

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(Corresponding) ASIIN requirements		**(Corresponding) European Standards and Guidelines (ESG)**	**(Corresponding) requirements of the Accreditation Council (Germany)**
	carry out an assigned task independently and at the level of the qualification sought. It is checked whether students are capable of orally discussing a problem from their specialist area and how it might be solved, placing it in the context of the subject. At least one of the examiners of the final thesis must belong to the body of full-time lecturers who deliver the programme. The supervision of final thesis carried out externally is subject to strict regulations ensuring its meaningful incorporation within the curriculum.	checks to ensure the accuracy of the procedures. In addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance. ESG 1.2: Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and degrees. […] The quality assurance of programmes and degrees are expected to include: […] monitoring of the progress and achievements of students [etc.]	➔ KMK requirements A 1.4 : Modularisation, mobility and credit point systems ➔ KMK requirement in Annex: Framework Guidelines for the Introduction of Credit Point Systems and the Modularisation of Study Courses (Points 1.1, 2 e).
5	**RESOURCES**		
5.1	**Staff involved** The composition and (specialist) training of the teaching body ensure that the intended learning outcomes are achieved by the time the degree is completed. The research and development activities of teaching staff are such as to ensure that the	ESG 1.4: Institutions should have ways of satisfying themselves that staff involved in the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.	AC criterion 2.7: The adequate implementation of the study programme is ensured with regard to the qualitative and quantitative facilities relating to personnel. In this respect, interdependence with other study programmes is taken into account.

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(Corresponding) ASIIN requirements		**(Corresponding) European Standards and Guidelines (ESG)**	**(Corresponding) requirements of the Accreditation Council (Germany)**
	educational level sought is attained. The available contact hours (overall and for individual lectures) are sufficient for teaching and student supervision. [Documentation: Staff Handbook, cf. p. 52]		
5.2	**Staff development** Opportunities for further development of subject-relevant knowledge and teaching skills are available for lecturers.		AC criterion 2.7: Measures for staff development and qualification are available.
5.3	**Institutional environment, financial and physical resources** The resources employed form a sustainable basis to achieve the intended learning outcomes by the time the degree is completed (at least for the accreditation period). The financing of the programme is assured, at least for the accreditation period. The infrastructure (e.g. laboratories, library, and IT provision) meets the qualitative and quantitative requirements of the degree programme. Any cooperation required within the higher education institution is sufficient for the purpose and subject to definitive arrangements. It is made clear which collaborations from	ESG 1.5: Institutions should ensure that the resources available to support student learning are adequate and appropriate for each programme offered. […] Learning resources and other support mechanisms should be readily accessible to students, designed with their needs in mind, and responsive to feedback from those who use the services provided. ESG 1.2: Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and degrees. […] The quality assurance of programmes and degrees is expected to include: […]	AC criterion 2.6: The higher education institution ensures the implementation and the quality of the study programme concept if other organisations are involved or commissioned by the former to carry out parts of the study programme. A written record is kept of the extent and nature of existing co-operations with other higher education institutions, companies and organisations as well as for any agreements upon which the co-operation is based. AC criterion 2.7: The adequate implementation of the study programme is ensured with regard to the qualitative and quantitative facilities relating to material and space. In this respect,

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	outside the institution are used for the programme and to train students. These collaborations are also sufficient for the purpose and subject to definitive arrangements. The organisation and decision-making structures are suited to delivering the training measures. The organisation is able to react to problems, solve them and make up for shortfalls (e.g. staffing, financing, numbers of incoming student) without compromising students' opportunity to complete the degree in the normal time period.	availability of appropriate learning resources; formal programme approval procedures by a body other than that teaching the programme.	interdependence with other study programmes is taken into account.
6	**QUALITY MANAGEMENT: FURTHER DEVELOPMENT OF DEGREE PROGRAMMES**		
6.1	**Quality assurance and further development** As a basis for (further) developing its degree programmes and delivering them, the higher education institution has developed and documented its understanding of quality in studies and teaching. A quality assurance concept is in place. It is regularly further developed, and is designed to ensure the continual improvement of the degree programme. This quality assurance system enables the HEI	ESG 1.1: Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and degree. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for continuous quality enhancements. The strategy, policy and procedures	AC criterion 2.9: Results of quality management internal to the higher education institution are taken into consideration in further developments of the study programme. AC criterion 2.6: The higher education institution ensures the implementation and the quality of the study programme concept if other organisations are involved or commissioned by the former to carry out parts of the study programme.

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	to: ◦ ascertain any failure to achieve goals; ◦ check on the extent to which the set goals are achievable and reasonable; and ◦ draft suitable measures. Students and other stakeholders participate in quality assurance activities. Mechanisms and scopes of responsibility have been determined to ensure the regular further development of degree programmes.	should have a formal status and be publicly available. They should also include a role for students and other stakeholders. The policy statement is expected to include: […] the responsibilities of departments, institutions, faculties and other organisational units and individuals for quality assurance; […] ESG 1.2: Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and degrees. […] The quality assurance of programmes and degrees […], etc. is expected to include: […] regular periodic reviews of programmes (including external panel members); participation of students in quality assurance activities. ESG 1.6: Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities […] [This] is at least expected to cover: student progress and student	
6.2	**Instruments, methods and data** Suitable methods and instruments are used to ensure that the quality of degree programmes is maintained and further developed. They are documented and their effectiveness and efficiency are regularly reviewed. The data[12] gathered and evaluated by the higher education institution as part of its quality assurance system fulfil the following functions, among others:		AC criterion 2.9: Here the higher education institution takes into consideration evaluation results, studies of the student's workload, academic accomplishment and the whereabouts of the graduates.

[12] Typical methods and instruments include, for example, average actual workload for the individual modules, student history data (such as duration of studies, dropout rate), examination statistics, (teaching) evaluations, survey results, feedback sessions with students, model examination answers and final theses, and information on student-teacher ratios.

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	- They show the extent to which the intended learning outcomes have been achieved by the time the degree is completed. - They allow conclusions to be drawn as to whether a programme can be successfully completed. - They permit conclusions to be drawn as to how mobile students are, internationally and otherwise. - They provide information about student employment upon completing their degrees. - They permit conclusions to be drawn regarding the effectiveness of any measures which may be in place to prevent unequal treatment at the higher education institution. - They make it possible for those responsible for a programme to recognise weaknesses and correct them.	success rates; employability of graduates; students' satisfaction with their programmes; effectiveness of teachers; profile of the student population; learning resources available and their costs; the institution's own key performance indicators.	

ASIIN seal			Accreditation Council (AC) seal
(Corresponding) ASIIN requirements		**(Corresponding) European Standards and Guidelines (ESG)**	**(Corresponding) requirements of the Accreditation Council (Germany)**
7	**DOCUMENTATION AND TRANSPARENCY**		
7.1	**Relevant regulations** The regulations for the programme encompass all key stipulations for admissions, the operation of the programme and graduation. The relevant regulations have been subject to a legal check and are in force. The regulations are accessible for consultation.	ESG 1.3: Students should be assessed using criteria, regulations and procedures which are published and applied consistently. Student assessment procedures are expected to: […] take account of all the possible consequences of examination regulations; [...] be subject to	AC criterion 2.5: The examination regulations have been subjected to a legal check. AC criterion 2.8: The study programme, course of study and examination requirements, including the regulations for compensating disadvantages of handicapped students are documented and published.

ASIIN seal			Accreditation Council (AC) seal
(Corresponding) ASIIN requirements		**(Corresponding) European Standards and Guidelines (ESG)**	**(Corresponding) requirements of the Accreditation Council (Germany)**
7.2	**Diploma Supplement and qualification certificate** The issue of an English language Diploma Supplement in addition to a qualification certificate is mandatory. The Diploma Supplement provides information about the objectives, intended learning outcomes, structure and level of the degree programme, as well as an individual's performance. The Diploma Supplement indicates how the final mark was calculated (including weighting of marks) so that outsiders can clearly see how each component was incorporated into the final degree. In addition to the final mark, statistical data should be provided in accordance with the ECTS User Guide to assist in interpreting the individual degree.	administrative verification checks to ensure the accuracy of the procedures. ESG 1.7: Institutions should regularly publish up-to-date, impartial and objective information, both quantitative and qualitative in nature, about the programmes and degrees they are offering.	AC criterion 2.2: The programme of studies must comply with the binding interpretation and summary carried out by the Accreditation Council of the following requirements: the Common structural guidelines of the Länder for the accreditation of Bachelor's and Master's programmes, and any Länder-specific structural guidelines for the accreditation of Bachelor's and Master's study courses. ➔ KMK Requirement A. 6: The "Diploma Supplement", which is a component of all degree certificates, provides detailed information on the programme for which the degree was awarded.
8	**DIVERSITY AND EQUAL OPPORTUNITIES**		
			AC criterion 2.3: The prerequisites for admittance, selection procedures and recognition rules include regulations to compensate for the disadvantages of disabled students.

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(Corresponding) ASIIN requirements		**(Corresponding) European Standards and Guidelines (ESG)**	**(Corresponding) requirements of the Accreditation Council (Germany)**
			AC criterion 2.3: The academic feasibility of the study programme takes the interests of handicapped students into consideration. AC criterion 2.11: The policies of the higher education institution regarding gender equality and for the promotion of equal opportunities of students in special situations such as parents, foreign students, persons with a migration background and/or from so-called educationally disadvantaged classes are implemented at the level of the study programme.

2.3 Requirements for degree programmes with a special outline

Degree programmes with a special outline may include dual/cooperative programmes, combined programmes such as teacher training or dual subject programmes, project programmes, e-learning and distance learning, intensive programmes or binational and multinational programmes.

The general requirements listed in section 2.2, as well as the procedural directions documented in this brochure (section 3), apply for all types of programmes.

If ASIIN considers it necessary to ensure an adequate assessment, supplementary criteria will be published as separate documents on ASIIN's website. As with all questions regarding criteria and procedures, the agency's head office will provide further information as required.

Furthermore, when the seal of German Accreditation Council is awarded, its specific rules for special types of degree programmes apply.

For accreditation procedures for combined programmes (such as teacher training degrees), the appropriate procedural rules and regulations may be found in section 3.1 (procedure types) and section 5.5 (guidelines for two-stage procedures) of this document.

3. Procedures

3.1 Procedure models and types

Procedure models

The main difference between procedures is whether the final decision on accreditation is made by the ASIIN Accreditation Commission itself or whether it merely issues a recommendation.

Only the ASIIN Accreditation Commission for Degree Programmes can decide whether the ASIIN seal is awarded. It is also authorised to decide on the award of European subject-related labels and the seal of the Accreditation Council in Germany. The accreditation procedures in Germany thus fall under procedure model I.

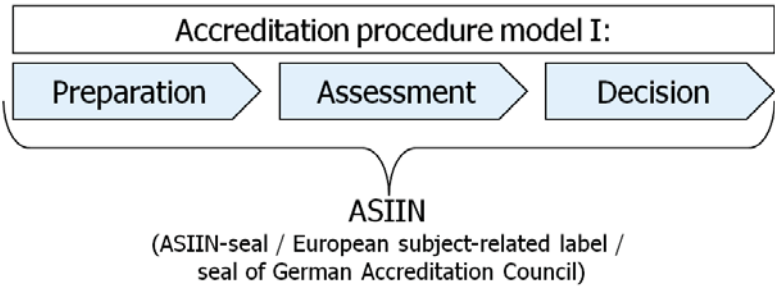

Figure 2: Procedure model I

The ASIIN accreditation procedure is organised in such a way that it can be implemented independently of the country in which the higher education institution is based, i.e. internationally. In all cases, the ASIIN seal and the subject-related labels are issued exclusively by the ASIIN Accreditation Commission for Degree Programmes.

However, in some countries national accreditations are available which are sanctioned by the state; these can only be awarded by a central body, generally a commissioned authority. In these cases, ASIIN can carry out the procedure, but does not itself take the financial decision concerning national accreditation.

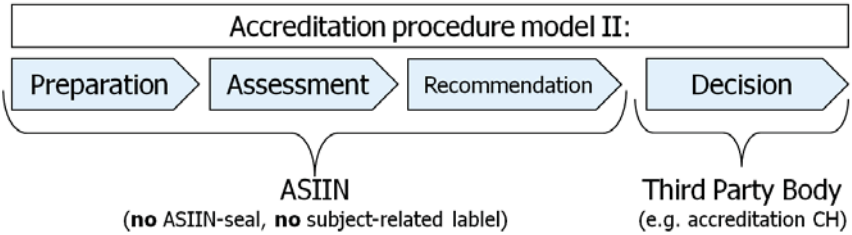

Figure 3: Procedure model II

A combination of the models I and II is also possible:

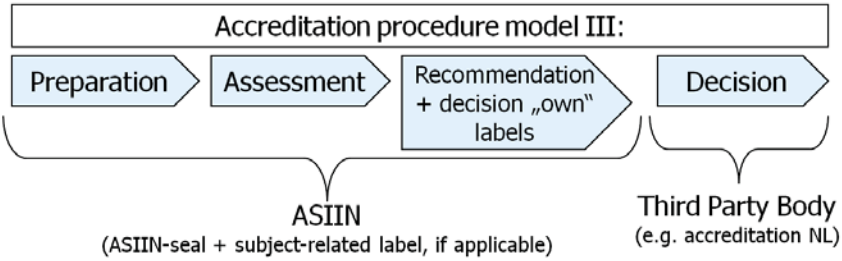

Figure 4: Procedure model III

The ASIIN Office will determine which model is appropriate and possible on request.

Procedure types

With regard to the above-mentioned procedure models, ASIIN offers different types of procedure for the accreditation of programmes:

Type of procedure	Characteristics
Individual procedure	The procedure is applied to a single Bachelor's or Master's degree programme or a consecutive Bachelor's and Master's programme.
Cluster procedure	The procedure is applied to a bundle of degree programmes (with related subjects). A group of peers assesses several programmes simultaneously.
Two-stage procedure	1st stage: Initial check of structural characteristics or models related to the faculty or higher education institution as a whole. 2nd stage: Cluster procedure for bundles of programmes (with related subjects) based on the evaluation from stage 1.
Second tier accreditation procedure	Under certain conditions and based on the results of prior external evaluations (or similar), it may not be necessary to include an on-site visit in the accreditation procedure, depending on the seals being applied for.
International cooperation procedure	In the case of a programme involving two or more higher education institutions from different countries, a procedure based on cooperation with an agency in the other country may be carried out.

Irrespective of the type of procedure being applied, **the decision on whether or not to accredit each programme is made separately.** If the application is successful, each programme receives an accreditation seal in its own right.

Similarly, for combined programmes, the accreditation applies to the programme as a whole, and not a part of it.

Depending on the circumstances and needs of a particular institution, the accreditation procedure for individual degree programmes may be carried out separately or jointly for bundles of programmes (**cluster procedure**). In each case, ASIIN's responsible Technical Committees will decide if degree programmes may be bundled in this type of procedure as well as which programmes this applies to.

In a **two-stage accreditation procedure**, structures which apply to programmes throughout the institution, or a programme model, e.g. for combined programmes (teacher training or dual subject programmes), are initially checked by a group of specially appointed peers (stage 1). This may involve ASIIN cooperating with another accreditation agency to form a joint team in order to include subject areas not covered by ASIIN in the overall procedure. The end product of the first step of the procedure is an evaluation report. The report forms the foundation of the subject audits – generally in the form of bundled clusters of programmes or subjects – carried out in the second step of the procedure (stage 2). The procedure for stage 2 then follows the steps described in section 3.2. After the second stage of the procedure has been completed, a decision is made on whether to grant accreditation

for the individual degree programmes. A two-stage accreditation process is particularly suitable for cases where the degree programmes to be accredited have common structural characteristics and are offered by more than one subject area or faculty in a higher education institution.

A **second tier accreditation procedure** based on available, external results from evaluations (or similar) is possible if the evaluations cover all aspects relevant to the accreditation and were produced by an independent body. In such cases, the accreditation procedure can be slimmed down and it may not be necessary for peers to conduct an on-site visit. In each specific case, the responsible bodies within ASIIN will look into the circumstances and decide whether this variant may be used, depending on the rules for the seal which is being applied for.

An **international cooperation procedure** is recommended when a programme is jointly offered and organised by two or more higher education institutions in two or more countries and requires accreditation in both or some of the countries involved. In this case, a coordinated procedure is specified for each case on the basis of the appropriate criteria. The requirements of each owner of the seals being applied for are applicable. Where appropriate, exemptions must be obtained from one or more seal owners. This is done during the preparatory stage.

3.2 Sequence of the procedure

The sequence of an accreditation procedure can be subdivided as follows:

1. Preparation ➢ request	HEI	- A request is submitted to the ASIIN Office (**accreditation request** and a **curricular overview** which clearly states the content of the programme or programmes). - Form: electronic using the “Accreditation Request” form (www.asiin.de) - Required information: even in the case of an informal request, information such as the name(s) of the programme(s), type of degree, number of semesters, the seal(s) being applied for, any particularities, proposed responsibility of the ASIIN Technical Committees, proposed peer profiles, contact details is required.

➢ Preparation of proposal	ASIIN	- The responsibility of ASIIN/its respective Technical Committees and the applicable procedure model and type are determined (see 3.1). - Where significant divergence from the applicable criteria is apparent, the Accreditation Commission for Degree Programmes must decide whether and on what terms a proposal can be issued; where necessary, the ASIIN office provides information on the criteria applied in this regard. - The number and profile of peers required as well as the overall length of visits are determined by the competent Technical Committee(s). - Calculation and forwarding of proposal, including a proposed timetable for the procedure, by the ASIIN office.
➢ Acceptance of proposal/conclusion of contract	ASIIN and HEI	- Contract concluded by means of acceptance of the proposal by the HEI and, if desired, by means of a separate contract.
2. Assessment ➢ Pre-assessment	HEI and ASIIN	- Presentation of self-assessment report (or draft, if preferred) by the HEI. - Formal pre-assessment of the draft self-assessment report by the ASIIN office. - (Optional) preliminary discussions at the ASIIN office. - Submission of final self-evaluation report by the HEI.
➢ Review team	ASIIN	- Nomination and appointment of the review team (ASIIN office, Technical Committees and Accreditation Commission).

➢ Visit	ASIIN and HEI	- Scheduling and preparation of the visit. - Assessment of the self-assessment report by the peers and the ASIIN office. - Feedback by the peers of initial impressions, any additional requirements and any preparatory questions for the HEI to the ASIIN office. - According to the procedure type and country in which the HEI is located, preparatory meetings or a teleconference among the review team or involving the HEI might be necessary; where necessary, the ASIIN office provides information on the criteria applied in this regard. - Confirmation of date, including agenda, for the visit to the HEI. - On-site visit to HEI carried out (review team and ASIIN representative(s)); one peer assumes the role of team spokesperson.
➢ Reporting	ASIIN	- Submission of accreditation report (status version of the peers after the visit) to the HEI to be checked for factual errors and commented on.
	HEI	- Comments on accreditation report by the HEI and correction of factual errors, if any, and amendments.
3. Decision ➢ Recommendation of peers ➢ Recommendation of Technical Committees	ASIIN	- Final assessment by the peers with a recommendation for the decision on accreditation. - Comments by relevant Technical Committee(s) with recommendation for the decision on accreditation.

➢ Decision of the Accreditation Commission	ASIIN	- Model I: Decision by the ASIIN Accreditation Commission for Degree Programmes on accreditation and, if relevant for each case, on the award of the seal(s) applied for. - Model II: Adoption of report and recommendation by the ASIIN Accreditation Commission for Degree Programmes for the decision to be submitted to the competend external national accreditation body, depending on the country in which the HEI is located. - Model III: Combination of models I and II (see above).
➢ Notification and publication	ASIIN and HEI	– Notification of the decision to the HEI. – Transmission of the **accreditation report (final version)** to the HEI and, if positive, any certificates/authorisations for the use of a **seal**. – Transmission of the accreditation report (final version) to the owners of any additional seals applied for (e.g. to the German Accreditation Council). – Publication of a summary and of the accreditation report on the website in accordance with the requirements of the ESG.

3.3 Request submission

As the basis for the entire accreditation procedure, the requesting institution provides documentation which includes two central aspects:

1. A **self-assessment** in regard to how and to what extent the requirements for the accreditation of the degree programmes and the award of the seal(s) applied are fulfilled;
2. **Documentation** of the statements made in the self-assessment or that the requirements for accreditation are met.

For the self-assessment, the higher education institution should provide a critical presentation of its state of development and draw conclusions as to the extent to which its own objectives have been met and how these objectives correspond to external

requirements. An institution that demonstrates its ability to critically examine its own organisation or degree programmes has passed a central hurdle on the path to acquiring an accreditation seal.

Wherever possible, the documentation for an accreditation procedure should not be specially produced, with the exception of the self-assessment. **ASIIN assumes that the documents used are essentially the same as those employed within the institution for internal communication and quality management of the degree programmes.** If necessary, they may be adapted for the accreditation procedure in order to make them understandable to outsiders, and presented in a way which clearly shows their applicability for the accreditation.

In the interests of all those involved with the procedure at the higher education institution and within the agency, descriptions should be kept as short as possible, the self-assessment should be specific, brief and precise, and only information which is relevant to the requirements for accreditation should be included in the application.

It is also important that the documentation be consistent and coherent, and this can be achieved by systematically dealing with the applicable requirements. If it is a reaccreditation, it will be important to demonstrate the changes that have occurred over the prior accreditation period.

In the procedure for reaccreditation, it is also important to show how recommendations from the previous accreditation have been dealt with in the meantime. In order to acquire the seal of the German Accreditation Council, it is also important to ensure that its rules for the accreditation of degree programmes, which may subsequently have changed, are adhered to in their applicable version.

ASIIN has a set of templates for the outline of the self-assessment which can be provided by the ASIIN office upon request.

In the case of **cluster procedures**, where degree programmes in related subject areas are audited together in bundles, ASIIN requires **integrated self-assessment/documentation** which contains information that applies to several programmes only once, and provides specific information on individual programmes in a clear manner (for instance, by further subdividing the report or having separate report sections).

The application should be kept as brief as possible. It will be needed in both electronic form and hard copy (1 copy for each peer and 1 copy for the office).

3.4 Principles for the selection of peers

ASIIN asks the higher education institution to state the ideal expertise profile for the group of peers. ASIIN's Accreditation Commission decides who will be nominated for a given procedure based on the recommendation of the responsible Technical Committee(s), and appoints the peers.

The group of peers

For a single accreditation, the group of peers is normally composed of:

- 2-3 full-time professors (university, university of applied sciences and, if applicable, university of cooperative education)
- 1 industry representative
- 1 student

For cluster accreditations, the group of peers is expanded in accordance with the needs of the subject matter.

In all cases, the group of peers should:

- Include members who are able to understand the subject matter of the programme or programmes under review;
- Include members who understand the needs of stakeholders in the particular programme concerned and incorporate them into their evaluation;
- If possible, include peers experienced in accreditation as well as auditors who are new to the field;
- If the degree programmes under consideration are offered by higher education institutions with a special form of organisation (e.g. universities of cooperative education or privately run institutions), include members who have experience at this type of institution.

In some cases, members of ASIIN committees involved in the accreditation procedure may serve as peers as part of the agency's internal quality assurance mechanisms.

Auditors with a background in higher education should:

- Have proven subject expertise;
- Be able to demonstrate their activities in the subject area;
- Ideally: have experience in accreditation or evaluation, teaching experience at a higher education institution, international experience, experience in the administration of higher education institutions.

Auditors with a professional background should:

- Have proven subject expertise;
- Have experience with direct responsibility for employing graduates in a professional setting;
- Ideally: have experience in accreditation or evaluation, teaching experience at a higher education institution, international experience, experience in the administration of higher education institutions.

Auditors from the student body should:

- Be actively studying a subject relevant to the accreditation procedure;
- Be able to reflect on the experience of studying, while not having significantly exceeded the normal time taken to complete a degree;

- Be familiar with Bachelor's and Master's level programmes.

For Germany, students nominated by the Student Accreditation Pool are considered during the selection process of the student representative.

Persons excluded from the nomination as peer:

- Persons who are in the process of applying to the institution under review.
- Academic colleagues whose publications or projects are principally produced in cooperation with teaching staff from the institution under review.
- People who work at the institution under review and/or have a dependent relationship to it.
- Generally, professors from the same federal state or region.

Preparation of peers

The agency offers regular seminars/workshops for auditors and committee members to prepare them for the task and to reflect on their understanding of their role and update their knowledge of the auditing process. The agency expects its peers to make use of these opportunities or similar offers provided by other agencies.

Confidentiality and impartiality

Before participating in an audit, every peer must sign a **confidentiality and impartiality declaration**. The applicants are informed of the composition of the auditing team. If bias is suspected, the higher education institution may request the substitution of peers. The relevant Technical Committee handles this type of requests.

3.5 Role and function of project managers

The peers and ASIIN's committees carry out their accreditation tasks on a pro bono basis. However, the overall coordination of a procedure is carried out by a full-time project manager at the ASIIN office.

ASIIN project managers coordinate and organise the accreditation procedure. They ensure that the relevant rules are followed in each procedure, are responsible for time management and the adherence to deadlines, and provide support to everyone involved in the procedure, answering questions based on their experience and background knowledge. Project managers are present with the peers during the visit and at all committee meetings. They produce draft reports, proposals and documentation for the procedure. Throughout the procedure, they also support the higher education institution seeking accreditation as the contact person within ASIIN.

Thus, project managers manage the information between institution(s), peers and other committees involved.

To be considered relevant and to be taken into account for the procedure, procedure-related communication between institutions, auditors and committee has to pass through the ASIIN office.

3.6 Possible outcomes of the procedure and expiry

Accreditation is for a limited time period. A first accreditation with one of the aforementioned seals is valid for five years; subsequent renewal is valid for seven years.

Moreover, the calculation of validity periods is always based on the rules of the body granting the seal.

The time limits applicable in the individual case are notified to the higher education institution together with the letter of confirmation on the outcome of the accreditation procedure.

An accreditation procedure may have the following outcomes:

Model I

(where the final decision is taken by the ASIIN Accreditation Commission, see 3.1)

- ASIIN seal
- Subject-related label
- Seal of German Accreditation Council

- Unconditional accreditation for the full accreditation period.
- Accreditation with reservations, i.e. with requirements and thus for a shorter period of validity than the maximum permitted by the accreditation procedure. In this case, there are certain requirements that must be met by a due date. If the requirements are met on time, the accreditation is extended to cover the full period allowed. The fulfilment of the requirements is checked and evaluated by the review team and the responsible Technical Committee(s) and ascertained by the Accreditation Commission. The rules of the respective owner of a seal relating to the imposition of requirements are also applied. If necessary, the ASIIN office will provide detailed information on the conditions to be applied.
- The procedure is suspended ("procedure-loop"): the Accreditation Commission may suspend an accreditation procedure once if the procedure revealed that requirements remain unfulfilled but the applicant institution can, nonetheless, be expected to resolve the issues during the suspension period. When deciding to suspend the procedure, the Accreditation Commission also stipulates the conditions to be met for resumption. The decision to suspend the procedure may be taken at the request of the institution or on the initiative of ASIIN. If the resumption of a procedure requires an additional visit, the applicant may have to meet extra costs. The rules of the respective owner of a seal relating to the suspension of a procedure are also applied. If necessary, the ASIIN office will provide detailed information on the conditions to be applied.
- Accreditation may be refused if the requirements for the award of a seal are not sufficiently met. In this case, the

	German Accreditation Council will be informed if its seal was applied for. The rules of the respective owner of a seal relating to the refusal of accreditation are also applied. If necessary, the ASIIN office will provide detailed information on the conditions to be applied.
Model II (where the final decision is taken by a third-party institution, see 3.1.) ➢ national accreditation, e.g. Switzerland, Netherlands	• ASIIN submits a recommendation for the decision on accreditation to the respective national decision-making body; this may involve requirements or suspension. • The responsible decision-making body may specify different/further outcomes for an accreditation procedure according to national requirements.
Model III (final decision on ASIIN seal or subject-related labels taken by ASIIN + final decision on national accreditation by third-party body, see 3.1.)	Combination of model I and II (see above)

Appeal

The institution immediately affected by an accreditation decision by ASIIN's Accreditation Commission may file an **appeal** against the decision; appeals are dealt with by ASIIN's special appeals committee. The submission of an appeal is subject to deadlines. Information on the requirements, procedure and deadlines can be obtained from the ASIIN office or on the web page (www.asiin.de).

Procedure for fulfilment of requirements

1. Proof that requirements are met	HEI	– Submission by HEI of evidence that requirements have been met within the time limit as notified by ASIIN.
2. Decision ➢ Recommendation by peers ➢ Recommendation of Technical	ASIIN	– Assessment by peers of whether requirements are met and, where appropriate, questions to HEI. – Recommendation by review team for decision on the extension of accreditation to

Committees		the full period. – Comments by Technical Committee(s) in charge with recommendation for decision on the extension of accreditation.
➢ Decision by the Accreditation Commission	ASIIN	– Model I: Decision by the ASIIN Accreditation Commission for Degree Programmes on fulfilment of requirements and extension of accreditation and, where appropriate, on the award of the seal(s) applied for. – Model II: Adoption by the ASIIN Accreditation Commission for Degree Programmes of report on compliance with requirements and submission of recommendation for decision to the third-party body responsible for national accreditation according to the country in which the HEI is situated. – Model III: Combination of model I and II.
➢ Notification and publication	ASIIN and HEI	– Notification of decision to the HEI. – In the case of a positive decision, the documents/authorisations containing the extension to use a seal are issued to the HEI. – Notification of the decision to the owners of any other seals applied for (e.g. the German Accreditation Council). – Publication of the results of compliance with the requirements and/or removal of requirements from the website in accordance with ESG requirements.

Procedure relating to suspension and resumption of a procedure

1. Resumption of the procedure	HEI	– Submission by HEI of evidence that conditions transmitted with the suspension decision have been met by the HEI within the time limit as notified by ASIIN.
2. Decision ➢ Recommendation by peers ➢ Recommendation	ASIIN	– Assessment by peers of whether conditions are met and, where appropriate, questions to HEI. – Recommendation of review team for decision on resumption of the procedure and

by Technical Committees		accreditation and/or award of the seal(s) applied for. – Comments by Technical Committee(s) in charge with recommendation for decision on resumption of the procedure and accreditation and/or award of the seal(s) applied for.
➢ Decision by the Accreditation Commission	ASIIN	– Model I: Decision by the ASIIN Accreditation Commission for Degree Programmes on resumption of the procedure and accreditation and/or award of the seal(s) sought. – Model II: Adoption by the ASIIN Accreditation Commission for Degree Programmes of report on resumption of the procedure and submission of recommendation to the external body responsible for national accreditation according to the country in which the HEI is situated. – Model III: Combination of model I and II.
➢ Notification and publication	ASIIN and HEI	– Notification of decision to the HEI. – Handover of the **accreditation report (final version)** to the HEI and, if positive, any certificates/authorisations to use a **seal**. – Transmission of the accreditation report (final version) to the owners of any other seals applied for (e.g. the German Accreditation Council). – Publication of a summary and the accreditation report on the website in accordance with ESG requirements.

3.7 Extending an accreditation period

Extension where a reaccreditation is planned

If a request is made to reaccredit a programme up to six weeks before the previous accreditation expires, the Accreditation Commission may decide to extend the accreditation

until renewal if the reaccreditation procedure is to be implemented by ASIIN. This prevents gaps in the validity of a programme's accreditation.

If this rule is applied under the seal of the German Accreditation Council, its relevant deadlines and conditions must be adhered to.

Extension for the run-down period when a programme is closed

If a higher education institution is not going to continue a programme which has previously received accreditation, and ASIIN has taken a final accreditation decision, the existing accreditation may be extended for the duration of the degrees of students who were matriculated when the validity of the accreditation expired, upon request of the institution. The relevant conditions are:

1. The programme was closed before the accreditation period expired.
2. The institution can substantiate that the programme will not differ significantly from the accredited programme.
3. The required staff and infrastructure will continue to be available.

If this rule is applied under the seal of the German Accreditation Council, its relevant deadlines and conditions must be adhered to.

3.8 Changes during the accreditation period

Changes to degree programmes during the accreditation period are in principle possible and are indeed essential if the quality of a programme improves or is further developed. However, significant changes may change the object of accreditation in such a way that the original accreditation decision and award of the seal no longer apply.

It is therefore important to ASIIN to offer a fast and low-cost procedure which, in the event of significant changes, allows for the accreditation decision or the award of a seal to be maintained or to be extended to these changes.

If an accreditation procedure has been completed by ASIIN, the higher education institution is contractually obliged to inform the agency of significant changes. If ASIIN learns of a significant change by other means, the higher education institution will be invited to comment within a specified time limit. The higher education institution is able in its comments to request that the accreditation is maintained in accordance with the procedure described below. It is generally up to the Accreditation Commission for Degree Programmes to decide whether the change decreases the quality of the programme and whether a new accreditation is necessary.

Definition

In the event of significant changes to the concept or profile of a programme, the agency will decide whether the changes decrease the quality and therefore a reaccreditation is necessary.[13]

This type of change has generally occurred if

1. The objectives of the programme are redefined in a form surpassing an update based on new knowledge from academic and professional sources;
2. Its characteristics as recorded in the accreditation certificate have changed (e.g. designation, programme classification (consecutive/continuing), type of degree);
3. The normal period of study has changed;
4. The enrolment cycle has changed;
5. The institution makes changes to the curriculum with the following consequences:
   a. Compulsory modules are removed and not replaced (including practical modules and the final thesis);
   b. A complete change in the learning objectives of several compulsory modules (including practical modules and the final thesis);
   c. Changes to the general study conditions, where the changes are not justified by improvements undertaken as a result of the quality assurance process;
6. A new main focus or specialisation option is introduced;
7. A reduction in staff and/or infrastructure has been implemented;
8. The change would lead to a breach of applicable legal regulations or other binding statutory requirements.

Principally, a significant change has not occurred if

1. Improvements arising from the institution's quality assurance or quality management system are implemented – unless the changes are in breach of applicable legal regulations or other binding statutory requirements.
2. Modules are brought up-to-date with the latest research within the scope of the objectives of the programme.
3. Additional modules are added to the range of elective or compulsory elective modules, and their learning objectives are in accordance with the goals of the programme as a whole.
4. In individual cases, the designation of modules is altered in keeping with the latest research.
5. The credit points awarded for modules are adjusted to reflect the actual workload, as long as the total number of credits for the programme is not thereby changed.

[13] Extract from the model agreement between the German Accreditation Council and the agencies, and criterion, and criterion 3.6.3. of the Rules for the Accreditation of Study Programmes and for System Accreditation.

6. Modifications are made to the quality assurance system in the course of its ongoing development.
7. Staff are replaced.

These lists are not conclusive and may be expanded. If in doubt, higher education institutions are requested to report changes to the ASIIN office.

Procedure

The procedure in the case of a significant change is organised as follows:

- In the case of significant changes which are reported in the process of meeting a requirement, the change will be evaluated by the auditors, Technical Committees and the Accreditation Commission during the assessment of whether the requirement has been fulfilled.
- For all subsequent changes, the following procedure is used:
  a. The higher education institution submits an informal request for the change to be assessed and for the accreditation to remain in force. This request includes a description of the change in question.
  b. The documentation is assessed by the responsible Technical Committee(s). The Technical Committee chooses one of the following options on behalf of the Accreditation Commission and according to its instructions:
     (1) The change is not significant.
     (2) Although the change is significant, there is no need to carry out a new accreditation procedure (i.e. the change does not compromise the existing accreditation).
     (3) The change is significant and it cannot be covered by the existing accreditation since it might lead to a decrease of quality. If the change is to be implemented or retained, a new accreditation procedure will need to be initiated (i.e. the existing accreditation will lose its validity if the change has already been implemented and is not revoked).
  c. In case (1), the institution is informed of the Technical Committee's decision and the procedure is concluded.
  d. In case (2), the Technical Committee may request a new assessment from all or some of the peers or, if required due to the nature of the change, new peers may be asked for their opinion. The Committee will then decide whether a new accreditation procedure is necessary. The Technical Committee forwards its recommendation, possibly including the opinion of the peers, to the Accreditation Commission, which then makes the final decision.
  e. In case (3), a new accreditation procedure must be initiated.

The procedure for a significant change can also be carried out based on a higher education institution's plans and concepts in order to give the institution the opportunity to assess consequences for the existing accreditation before implementing a change.

Several proposed changes which affect the same programme of studies may be covered in a single procedure.

3.9 Procedure for the acquisition of additional seals

At the European and international level, ASIIN cooperates with a series of organisations which grant quality seals for degree programmes.[14]

Therefore, if the result is positive, several seals can be awarded for a degree programme in a single accreditation procedure. This also includes the so-called “subject labels”. In these cases, ASIIN generally possesses an entitlement granted by a European or international association or network to award a subject-based quality seal as part of its own procedure if the corresponding requirements are met.

The procedure and requirements for awarding the ASIIN seal form the basis for the procedure during which the responsible auditors and committees check that further specific requirements (depending on the seal or label sought) are fulfilled, and document their findings. The decision as to whether to grant each seal is then made separately, even if the assessment was carried out as part of a single procedure.

The procedure

- Is generally organised jointly with ASIIN’s accreditation procedure;
- Even when carried out on its own/on a second-tier basis, always follows the process described in the available criteria, as well as the overall general criteria of ASIIN;
- Is only carried out if specially requested by a higher education institution;
- May lead to varying results (e.g. the ASIIN seal and the seal of the German Accreditation Council are granted, but not the seal of another organisation);
- Is always based on the criteria for ASIIN’s accreditation procedure as well as additional criteria and requirements for the information to be submitted, as applicable.

4. Contractual basis

The cooperation between ASIIN e. V. and a higher education institution is based on a **contract**. This comes into force upon acceptance of ASIIN’s tender by the higher education institution or contracting party.

The detailed conditions which define the form of this contractual relationship are derived from the tender provided by ASIIN and the General Terms and Conditions (**GTC**).

An essential aspect of the contract between ASIIN e. V. and a higher education institution is that it covers the execution of an accreditation procedure, but not the result.

The accreditation procedure begins when the contract enters into force.

ASIIN informs the respective seal owner(s) whose seal is involved in the procedure.

[14] For example, this includes collaboration with the ECTNA (European Chemistry Thematic Network Association) for the award of a European quality seal for Bachelor’s degrees in chemistry, or cooperation within the ENAEE (European Network for the Accreditation of Engineering Education) which developed from the EUR-ACE Project for the award of a European quality seal for Bachelor’s and Master’s degrees in engineering. The current range of subject labels available may be found on the ASIIN web page: www.asiin.de.

5. Appendix

5.1 Documentation: organisation and composition of an accreditation application

An accreditation application is essentially made up of a self-assessment and documentation that show how the requirements for accreditation are met.

ASIIN has a model outline of an accreditation application which is available from the agency's office on request. In terms of its logic, the self-assessment should be structured in accordance with the requirements for the accreditation of degree programmes.

It is also important to provide certain formal details for each programme:

Programme designation in the local language	
Programme designation in English	
Language of instruction	
Contact person	
- Email	
- Phone	
- Fax	
Web page	

The documentation provided to demonstrate that the requirements for accreditation are met should generally consist of documents that are actually used within the institution, rather than being specially produced for the accreditation procedure. This type of documentation includes:

- Current versions of descriptions of the programme objectives and intended learning outcomes, the curriculum presentation, or the module handbook, as they are currently published and used (even if only internally);
- Regulations that organise the programme and define the rights and obligations of students;
- Examples of degree certificates and diploma supplements;
- Proof of sufficient teaching capacity;
- Staff handbook (i.e. profiles of teaching staff);
- Overview of changes since the last accreditation;
- Information about how recommendations from the previous accreditation were dealt with;
- Statement of the students' view of the programme;
- Data on outcomes (e.g. results of tests and examinations, graduate surveys, student surveys, studies of subsequent employment) and evaluations of student numbers, drop-out rate, intake numbers, foreign students;

- Where appropriate, the results of external evaluations during the accreditation period which take into account modularisation, the granting of credit points, mobility, the effects of any gender or diversity policies;
- The results of internal evaluations, i.e. the results of the institution's internal quality management, results control or internal process quality control;
- Accreditation report from prior accreditations (if not carried out by ASIIN);
- Any cooperation agreements;
- Any relevant committee decisions;
- The Ministry's opinion, if applicable.

5.2 Example: Model Objectives Matrix

Allocation of overall intended learning outcomes and module objectives (cf. section 1.4 and 2.2)

To help assess the congruence of objectives within a programme of studies, it is best to make transparent how individual modules contribute to the realisation of the overall learning outcomes.

The relationship between the intended learning outcomes and the individual modules which implement them can be presented using the following table. Individual learning outcomes or modules can be assigned and combined in various ways. The following tables are intended as examples.

Table 1: Objectives matrix, example 1

Intended learning outcomes for the programme as a whole **(competence profile/*learning outcomes*)** - Knowledge - Skills - Competences	**Corresponding module objectives/modules** **(operationalisation)**
	Module designations should be clear

Table 2: Objectives matrix, example 2

	Knowledge a	Knowledge b	Skill a	Skill b	Competence a	Competence b	Etc.
Module A	**						
Module B							
Module C							
Module D							
Etc.							

** Classification of the module's contribution, e.g. "high"/"medium"/"low" or other categories depending on the institution's needs.

5.3 Example form for Module Handbook

A **Module Handbook or collection of module descriptions that is also available for students to consult** should contain the following information about the individual modules:

Module designation	
Module level, if applicable	
Code, if applicable	
Subtitle, if applicable	
Courses, if applicable	
Semester(s) in which the module is taught	
Person responsible for the module	*Please indicate a specific person.*
Lecturer	
Language	
Relation to curriculum	*For all programmes, including those running out, in which the module is taught: programme, specialization if applicable, compulsory/elective, semester*

Type of teaching, contact hours	*Contact hours and class size separately for each teaching method: lecture, lesson, practical, project, seminar etc.*
Workload	*(Estimated) workload, divided into contact hours (lecture, exercise, laboratory session, etc.) and private study, including examination preparation, specified in hours,*[15] *and in total.*
Credit points	
Requirements according to the examination regulations	
Recommended prerequisites	*E.g. existing competences in ...*
Module objectives/intended learning outcomes	*Key question: what learning outcomes should students attain in the module?* *E.g. in terms of:* - *Knowledge: familiarity with information, theory and/or subject knowledge* *Skills: cognitive and practical abilities for which knowledge is used* - *Competences: integration of knowledge, skills and social and methodological capacities in working or learning situations*[16] *E.g.: "Students know that/know how to/are able to…"*
Content	*The description should clearly indicate the weighting of the content and the level.*
Study and examination requirements and forms of examination	
Media employed	
Reading list	

5.4 Example form for Staff Handbook (1 page per person)

Name	*N.N.*		
Post	*Teaching area and designation*		
Academic career	*Initial academic appointment*	*Institution*	*Year*
	Habilitation *[German post-doctoral qualification]*	*Institution*	*Year*

[15] When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

[16] Cf. European Commission: Proposal for a Recommendation of the European Parliament and the European Council on the establishment of the European Qualifications Framework for lifelong learning, COM(2006) 479 final, 2006/0163 (COD), Brussels 05/09(2006.

	(subject)	*Institution*	*Year*
	Doctorate (subject)	*Institution*	*Year*
	Undergraduate degree (subject)		
Employment	*Position*	*Employer*	*Period*
Research and development projects over the last 5 years	*Name of project or research focus* *Period and any other information* *Partners, if applicable* *Amount of financing*		
Industry collaborations over the last 5 years	*Project title* *Partners*		
Patents and proprietary rights	*Title*		*Year*
Important publications over the last 5 years	*Selected recent publications from a total of approx.* *(give total number):* *Author(s)* *Title* *Any other information* *Publisher, place of publication, date of publication or name of periodical, volume, issue, page numbers*		
Activities in specialist bodies over the last 5 years	*Organisation*	*Role*	*Period*
	Membership without a specific role need not be mentioned		

5.5 Guidelines for the self-assessment of higher education institutions for stage 1 of two-stage procedures

If a two-stage accreditation procedure is carried out, at stage 1 of the procedure a self-assessment of the programme model (e.g. combined programmes) or the overarching structures for programmes takes place, initially independent of disciplinary assessments. For Higher Education Institutions undergoing a two-stage procedure a guide for producing the self-assessment of the programme model (stage 1 of the procedure) is available from the ASIIN office (see page 33).

5.6 Sample plan for an on-site visit

An exemplary description of the elements and rounds of discussions of a visit by an ASIIN review team can be found below. In the case of a **cluster procedure**, an individual timetable is established on the basis of the general timetable. Timetables might also be adapted to take account of different procedure types and the sites of HEIs if applicable. Additional discussions may be necessary (e.g. with professional representatives, graduates or representatives of supervisory authorities) depending on the characteristics of the given programmes or local conditions.

Components of a visit

Discussion with the HEI management

Focus: Resources, quality management, documentation, transparency, diversity and equal opportunities

Discussion(s) with those responsible for programmes

Focus: Integration within the curriculum; the programme: concept for content and implementation; the programme: structures, methods and implementation; examinations: organisation, concept and characteristics

Discussion with students at various stages in their studies, including representatives of the student union or organised student representation

Focus: The programme: concept for content and implementation; the programme: structures, methods and implementation; examinations: organisation, concept and characteristics; resources, quality management, documentation and transparency, diversity and equal opportunities

Examination of documentation, tests, projects and thesis and any other material which can only be inspected on-site

Focus: The programme: structures, methods and implementation; examinations: organisation, concept and characteristics (based on the quality and level of the available samples)

Discussion with the programme's teaching staff

Focus: The programme: concept for content and implementation; the programme: structures, methods and implementation; examinations: organisation, concept and characteristics

Tour of the institutions involved

Focus: Resources, the programme: structures, methods and implementation

Internal discussion by the review team

Concluding discussion with those responsible for the programmes and the HEI management

Focus: The peers summarise their impressions from the day

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