SELF ASSESSMENT REPORT ASIIN

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From external criteria to self assessment

ASIIN General Criteria

Explanation
→Make sure everybody understands what is meant by the Criteria

ission and entry requirements
edures for admission to the programme are governed by
pplied and transparent procedures and quality criteria.
ission and entry requirements are designed to facilitate
evement of the learning outcomes. They therefore ensure
e students admitted possess the required competences
al training.
in place to enable flexibility in the admission for those
short of some admission or

Compensating missing prerequisites

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ensure th
vel.

The rules specify that documentatio
placement required must be present

Evidence
→draft key questions which can be used to check if Criteria and are met

Reporting
→ Each chapter should contain
- Description of situation
- Analysis
- Formulation strengths and weaknesses
- Evidence for meeting the criteria (e.g. attachments)
- if applicable, action plan for improvement

2. Self Evaluation Report

Structure of the Report – Formal Data

1 Formal Specifications

a) Name of the programme
b) Optional allocation to one of the two profiles application/research orientation
c) For Master's programmes, classification as consecutive/further development
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 starting date within the academic year and first time the programme has been/will be offered
i) Amount and type of fees/charges

Structure of the Report – Degree Programme I

2 Degree Programme: Concept and Implementation

1. Aims/Learning Outcomes of the programme of studies
2. Learning outcomes of the modules/module objectives
3. Job market perspectives and practical relevance
4. Admissions and entry requirements
5. Curriculum/content

2.1 Aims of the programme of studies

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/National **Qualifications Framework.**

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 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 **achievable, valid**, and reflect currently foreseeable developments in the subject area.

Relevant stakeholders were involved in the formulation of the learning outcomes.

The intended learning outcomes reflect the orientation framework for the subject concerned as described in the relevant ASIIN Subject-Specific Criteria

The **name** of the programme reflects the intended learning outcomes and also the linguistic focus of the programme.

[Documentation: Objectives Matrix, cf. p. 46]

2.3 Learning outcomes of the modules/module objectives

The intended learning outcomes for the programme as a whole are **systematically put into practice within the individual modules** of the programme.

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 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. 46, Module Handbook, cf. p. 48]

Section B-2: Degree Programmes: content concept & implementation

Typical issues

- Lack of correspondence between programme educational objectives/learning outcomes, and module learning outcomes
- Learning outcomes are in fact no learning outcomes
- Module titles do not indicate learning outcomes („Algebra I-II“, „Organic Chemistry I-III“, …)

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 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.).

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 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.

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. 46

Module Handbook, cf. p. 48

Section B-2: Degree Programmes: concept and content

Typical issues

- Demand for programmes and graduates does not seem to rely on concrete data / survey of labour market
- Criteria and process for selection/admission are not or too vaguely defined
- Curriculum does not seem to support the programme learning outcomes, e.g.:
  - important knowledge/skill areas are not covered on the required level,
  - no systematic practical application of theoretical knowledge
  - teacher-centered forms of teaching and learning do not support social skills (communication, team work…)

Structure of the Report – Degree Programme II

3 Degree Programme: Structures, Methods and Implementation

1. Structure and modularity
2. Workload and credit points
3. Educational methods
4. Support and advice

3.1 Structure and modularity

The programme is modular. Each **module** is a coherent and consistent package of teaching and learning in itself.

The range 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 facilitates 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 in terms of the subject. 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 level, or for modules whose content is basically the same.

3.2 Workload and credit points (1)

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 (25–30 h/1CP). 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 awarding credits for **practical components**, the following conditions must also be fulfilled: the practical component is meaningfully integrated into the rest of the curriculum; it is supervised by teaching staff from a higher education institution.

3.2 Workload and credit points (2)

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.

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.

The Module Handbook – Part I

Module name:	
Module level:	*Bachelor or Master*
Abbreviation, if applicable	
Sub-heading, if applicable	
Courses included in the module, if applicable:	
Semester/term:	
Module coordinator(s):	*Name of an individual*
Lecturer(s):	
Language:	
Classification within the Curriculum	*For all degree programmes in which the module is taught (including those being discontinued), indicate the degree programme, area of specialisation (where applicable), compulsory/optional, semester*
Teaching format / class hours per week during the semester:	*Indicate the number of class hours per week during the semester and group size, broken down by teaching format: lecture, exercise, internship, project, seminar, etc.*

The Module Handbook – Part II

Workload:	*Estimated workload divided into face-to-face teaching/contact hours and independent study*
Credit points:	
Requirements:	*Prior knowledge or preliminary modules*
Learning goals / competencies:	*Key question: Which qualification should the students attain?* *e.g.:* - *Knowledge: theoretical and factual* - *Skills: cognitive and practical, where theoretical knowledge can be applied* - *Competences: integration of knowledge, skill and social competencies in the actual working environment* *"Students know/ are able to/ are capable of…."*
Content:	*The description should specify the weighting and the level of the content.*
Study/exam achievements:	
Forms of media:	
Literature:	

Section B-3: Degree programme: structures, methods and implementation

Typical issues (1)

- Credit points are not awarded based on student workload
- Credit points are awarded simply for attendance
- The amount of allocated credit points does not match with expected workload, based on content and learning outcomes
- Student workload per term is too high
- Too many contact hours leave not enough room for individual study

Section B-3: Degree programme: structures, methods and implementation

Typical issues (2)

- Modules are not correctly defined and consist either of individual lectures (too small) or cover whole parts of a discipline (too large)
- Modularisation does not support student mobility

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 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.

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 standard period of study.

There is a corresponding range of support available for **different student groups**.

Section B-3: Degree programme: structures, methods and implementation

Typical issues

- Too many contact hours leave not enough room for individual study
- teacher-centered forms of teaching and learning do not support social skills (communication, team work…)
- Insufficient support for students or students are not aware of it

Structure of the Report – Examinations

4 Examinations: System, Concept and Organisation

Type, organisation, distribution
Information and regulations
Final thesis
Supervision

4. Examinations (1)

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 avoids causing extensions to the period of study.

4. Examinations (2)

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 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 professional 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.

Section B-4: Examinations: system, concept and organisation

Typical issues

- No variety in forms of assessments – insufficient correspondence to learning outcomes
- Technical problems concerning regulations & formalities

Structure of the Report – Resources

5 Resources

1. Staff involved
2. Staff development
3. Institutional environment, financial and physical resources

5.1 Staff involved
5.2 Staff development

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 educational level sought is attained.

The available contact hours (overall and for individual lecturers) are sufficient for teaching and student supervision.

[Documentation: Staff Handbook, cf. p. 49]

Opportunities for further development of subject-relevant knowledge and teaching skills are available for lecturers.

Staff Handbook
"Service and scientific staff is supportive and qualified"

3.5 Staff Handbook Form

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

Qualification of Staff

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 as long as the accreditation is valid).

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 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.

Section B-5: Resources

Typical issues

- Insufficient integration of international perspective does not prepare graduates for career in science or industry
- Number and qualification of teaching staff
- No provision for training of didactic competences of teaching staff
- Insufficient/unclear financial resources and infrastructure for delivery of programme learning outcomes

Structure of the Report – Quality Management

Quality Management: Further Development of Degree Programmes

1. Quality assurance and further development

2. Instruments, methods and data

   (achievement of learning outcomes, average study time, mobility, graduates, employment etc.)

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 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.

Section B-6: Quality Management: further development of degree programmes

Typical issues

- No systematic evaluation (i.e. student feedback) on the course/module or programme level
- No processes to follow up on graduates' further careers
- No incentives for improvement
- No or insufficient processes for identifying and following up on problems
- Measures to support development of „quality culture"?

6.2 Instruments, methods and data (1)

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.

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.

6.2 Instruments, methods and data (2)

The data gathered and evaluated by the higher education institution as part of its quality assurance system fulfil the following **functions**, among others:

- 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**.

Section B-6: Quality management /advancement of degree programmes

Typical issues

- Data indicate high drop-out or failure rate
- Data indicate that students do not manage to graduate within the regular programme duration
- Data indicate that students often fail certain modules/courses or drop out

  ➔ In each of these cases: Has the problem been identified, have measures been taken?

- Exam questions, student project work and final theses not conform with the contents and level of intended learning outcomes

Structure of the Report – Documentation & Transparency

Documentation & Transparency

1. Relevant regulations
   (exam, admission, fees, etc.)

2. Diploma Supplement

7.1 Relevant regulations

The regulation(s) for the programme encompass(es) 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.

Structure of the Report – Appendices (1)

- Current versions of descriptions of the **programme objectives** and **intended learning outcomes**, the **curriculum** presentation, or the **module handbook**;
- **Regulations** to 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 students' view of the programme;

Structure of the Report – Appendices (2)

- **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;
- If applicable: **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;
- **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.

Study & Examination Regulations

"Full transparancy of the program is guaranteed"

- All regulations must ensure compliance with the criteria
- Legal conformity of regulations is not subject to the accreditation and is the responsibility of HEI
- The accreditation procedure can be performed on the basis of drafts.
- Full accreditation requires regulations put into force