

AQAS

AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

Programme review/accreditation with the European Approach

AQAS

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european consortium for accreditation



How are joint programmes assessed?

National, joint and single assessments

- Challenge: several national accreditation procedures
- Fragmented assessments, neglecting crucial characteristic of programme, namely that it is offered jointly
- Totality of the offered programme should be assessed!
- Often heavy accreditation burden for HEIs involved in joint programmes

- Opportunity: EHEA QA systems are based on the European Standards and Guidelines

- EUROPEAN APPROACH is fully based on ESG

Single accreditation procedure: European Approach

Single procedure

- Procedure by:
 - One agency
- Focus of procedure
 - Whole joint programme
- Result:
 - Decision of one agency, accepted by other decision making bodies



Trends: QA of JP in Europe

- EA adopted by Ministers in 2015
- ImpEA project (2017-2020) – TOOLKIT online
<http://impea.eu>
- Success stories become visible
- Several procedures coordinated by various agencies

- Specific segment of web site of EQAR
<https://www.eqar.eu>



Procedure in the European Approach

1. Self-Evaluation Report
2. Review Panel
3. Site Visit
4. Review Report
5. Formal Outcomes and Decision
6. Appeals
7. Reporting
8. Follow-Up
9. Periodicity

The procedure according to the European Approach

1. Self-Evaluation Report [ESG 2.3]

- Jointly submitted by the cooperating HEIs.
- Should contain comprehensive information that demonstrates the compliance of the programme with the Standards.
- Necessary information about the respective national frameworks of the cooperating HEIs to understand the context/national positioning of the programme
- Focus explicitly on the distinctive feature of the joint programme as a joint endeavour of HEIs from more than one national higher education system.

The procedure according to the European Approach

2. Review Panel [ESG 2.3 & 2.4]

- At least 4 panel members; expertise in relevant subject(s), including labour market, QA expertise
- International expertise and experience. Collectively, knowledge of the HE systems of the HEIs involved and the language(s) of instruction. At least 2 countries involved in the consortium
- At least one student.
- Impartiality and fairness; HEIs may object against a panel member, but have no veto right
- The agency should brief the experts on review activity, role, specifics of a joint programme.

Procedure in the European Approach

3. Site Visit [ESG 2.3]

- Should enable the review panel to discuss the joint programme based on SER and assess whether the programme complies with the Standards
- The site visit should therefore include discussions with representatives of all HEIs; management HEIs and JP, staff, students, alumni, professional field.
- Although the site visit should normally be restricted to one location, the provision at all locations has to be taken into account.

Procedure in the European Approach

4. Review Report [ESG 2.3 & 2.6]

- Should contain evidence, analysis and conclusions with regard to the Standards.
- Should contain recommendations for developing the programme further.
- Panel should make recommendation for decision.
- The conclusions and recommendations should pay particular attention to the distinctive features of the joint programme.
- The institutions should have the opportunity to comment on a draft version of the review report and request correction of factual errors.

Procedure in the European Approach

5. Formal Outcomes and Decision [ESG 2.5]

- Agency should take a decision on the basis of the review report and the recommendation for the decision, considering the comments by HEIs as appropriate.
- In case the review results in an accreditation decision, it grants or denies the accreditation (with or without conditions), based on the Standards
- The agency may supplement the formal outcome and the accreditation decision by recommendations.
- The agency should give reasons for its accreditation decision.

Procedure in the European Approach

6. Appeals [ESG 2.7]

- The institutions should have the right to appeal against a formal outcome or an accreditation decision. Therefore, the agency should have a formalised appeals procedure in place.

The procedure according to the European Approach

7. Reporting [ESG 2.6]

- The agency should publish the review report and, if applicable, the formal outcome or the accreditation decision on its website.
- At least an English summary of the review report and an English version of the decision, including its reasons, should be published.

Procedure in the European Approach

8. Follow-up [ESG 2.3]

- The agency should agree with the cooperating institutions a follow-up procedure to assess the fulfilment of conditions – if applicable – and/or to evaluate the follow-up actions on recommendations – if applicable.

Procedure in the European Approach

9. Periodicity [ESG 1.10]

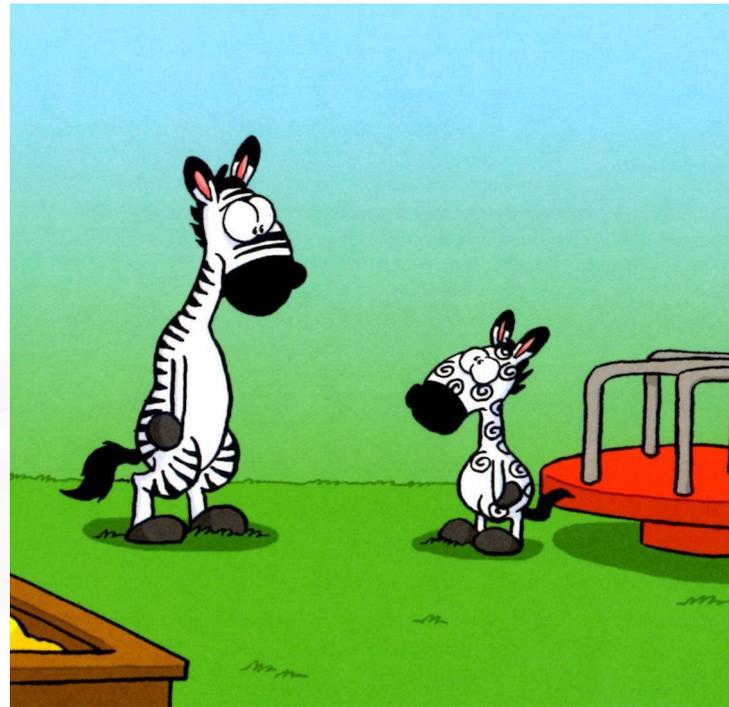
- The joint programme should be reviewed periodically every 6 years. If there is a positive accreditation decision it should be granted – if the decision is positive – for a period of 6 years. During the 6-year period, agency should be informed about changes in the consortium offering the joint programme.

Procedure in the European Approach

- Acceptance by other relevant (national) bodies:
 - Following the decision of the coordinating agency, relevant (national) decision making bodies in other countries shall accept the decision
 - Communication by coordinating agency important
 - Implementation depends on national frameworks



Any questions?





Standards in the European Approach

1. Eligibility
2. Learning Outcomes
3. Study Programme
4. Admission and Recognition
5. Learning, Teaching and Assessment
6. Student Support
7. Resources
8. Transparency and Documentation
9. Quality Assurance

Standards in the European Approach

- Follow the definition in the European Approach: “Joint programmes” are understood as an integrated curriculum coordinated and offered jointly by different higher education institutions from EHEA countries, and leading to double/multiple degrees or a joint degree.
- Adding rules defeats the purpose of removing obstacles: “without applying additional national criteria”
- Standards already encompass differences in national approaches. E.g. for the Netherlands Learning Outcomes very important; other agencies/systems may find other standards more important.

Standards in the European Approach

1. Eligibility

1.1 Status

The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

Standards in the European Approach

1. Eligibility

1.2 Joint design and delivery

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

Standards in the European Approach

1. Eligibility

1.3 Cooperation Agreement

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:

- Denomination of the degree(s) awarded in the programme
- Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)
- Admission and selection procedures for students
- Mobility of students and teachers
- Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium

Standards in the European Approach

2. Learning Outcomes

2.1 Level [ESG 1.2]

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

2.2 Disciplinary field

The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).

Standards in the European Approach

2. Learning Outcomes

2.3 Achievement [ESG 1.2]

The programme should be able to demonstrate that the intended learning outcomes are achieved.

2.4 Regulated Professions

If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account.

Standards in the European Approach

3. Study programme (ESG 1.2)

3.1 Curriculum

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

3.2 Credits

The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

Standards in the European Approach

3. Study programme (ESG 1.2)

3.3 Workload

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified.

The workload and the average time to complete the programme should be monitored.

Standards in the European Approach

4. Admission and Recognition [ESG 1.4]

4.1. Admission

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

4.2. Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

Standards in the European Approach

5. Learning, Teaching and Assessment [ESG 1.3]

5.1 Learning and teaching

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

Standards in the European Approach

5. Learning, Teaching and Assessment [ESG 1.3]

5.2 Assessment of students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

Standards in the European Approach

6. Student Support [ESG 1.6]

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

Standards in the European Approach

7. Resources [ESG 1.5 & 1.6]

7.1 Staff

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

7.2 Facilities

The facilities provided should be sufficient and adequate in view of the intended learning outcomes.

Standards in the European Approach

8. Transparency and Documentation [ESG 1.8]

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students



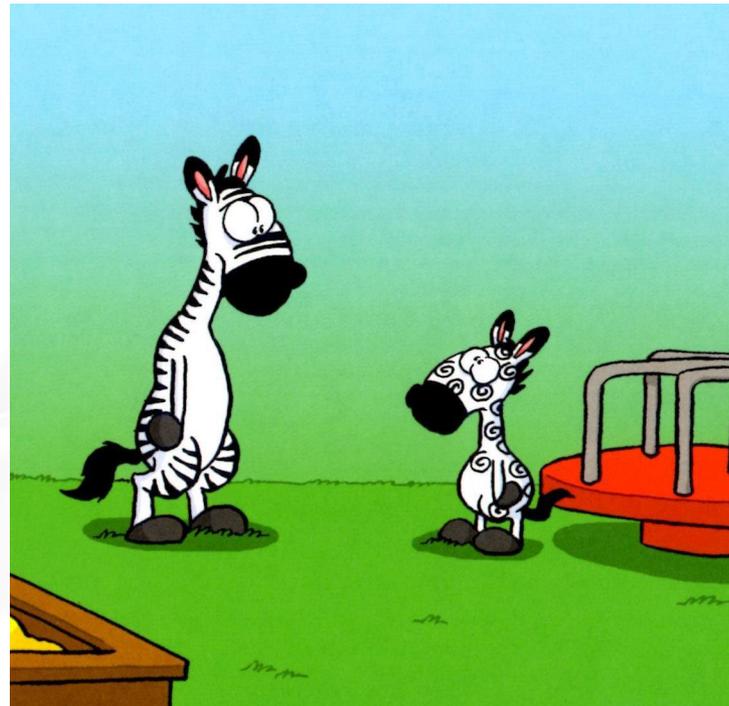
Standards in the European Approach

9. Quality Assurance [ESG 1.1 & part 1]

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.



Any questions?



THANK YOU FOR PARTICIPATING!

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