



Institutional Accreditation

Manual

for Auditors and Higher Education Institutions

ZEVA

Zentrale Evaluations- und Akkreditierungsagentur Hannover

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TABLE OF CONTENTS

Table of Contents	2
Preamble	3
A) Institutional Accreditation: Introduction.....	4
What is it all about? – Assessment Approach	4
Why Institutional Accreditation? – Aims and Benefits.....	5
Eligibility: Who can Apply for Institutional Accreditation?	5
Purpose of the Assessment: What Do We Have to Do to Get Accredited?.....	6
Flexible Options: Are There Alternatives to Institutional Accreditation?	6
B) Institutional Accreditation: the Procedure at a Glance.....	8
General Aspects.....	8
Selection of Reviewers: Guiding Principles	8
Milestones and Timeline.....	9
C) Assessment Framework.....	13
D) Self-Report: Recommendations for Structure and Content.....	16
Basic Structure and Technical Aspects	16
Contents.....	17
E) Additional Information for Auditors	20
Annex 1: Sample Schedule of the site visit.....	22
Annex 2: Useful Links	26

PREAMBLE

This manual describes the procedure of **International Institutional Accreditation** as defined and applied by the Central Evaluation and Accreditation Agency Hanover (ZEvA). First and foremost, it is meant to serve as a prime source of information and as a reference document for higher education institutions wishing to apply for institutional accreditation. It may also function as a decision aid for institutions considering such a step. In addition, auditors may use the manual for preparation and as a general guideline throughout the assessment procedure.

Since the start of the Bologna Process in the mid-1990s, evaluation and quality assurance of teaching and learning have gained increasing importance for higher education institutions (HEIs) in Europe. Since 1995, ZEvA has been a major actor in this field both nationally and internationally. ZEvA is a founding member of the European Association for Quality Assurance in Higher Education (ENQA) and of the European Consortium for Accreditation (ECA). The agency is also listed in the European Quality Assurance Register for Higher Education (eqar).

Accordingly, the methods and criteria of evaluation applied by ZEvA are fundamentally rooted in the common European Standards and Guidelines for Quality Assurance in Higher Education (ESG), which have also gained wide acceptance by higher education institutions outside Europe.

ZEvA carries out different types of external quality reviews in Germany, in Europe and beyond: the focus may be on study programmes or on the entire higher education institution and its internal quality management system. Regardless of the applied method, all of the agency's activities are centred on the realm of teaching and learning.

On principle, institutional accreditation is of interest for higher education institutions both inside and outside the European Higher Education Area.

A) INSTITUTIONAL ACCREDITATION: INTRODUCTION

What is it all about? – Assessment Approach

ZEvA Institutional Accreditation procedures are based on the following core principles:

- ✓ The main focus of Institutional Accreditation is on assessing the **quality of student learning**. Other central areas of activity usually pursued by HEIs (research, internationalization, administration, management) are only assessed in so far as they affect the quality of teaching and learning, unless the HEI wishes to have them included in the assessment procedure.
- ✓ ZEvA takes a “**Fitness for Purpose**” approach to Institutional Accreditation. This means that the review is aimed at assessing whether
 - an institution has defined quality goals for teaching and learning in accordance with its overall mission and strategy,
 - an institution has procedures in place appropriate for its stated purposes,
 - it pursues activities and applies sufficient resources to achieve those purposes,
 - there is verifiable evidence to show that the purposes are being achieved,
 - adequate processes for quality monitoring and enhancement have been implemented.
- ✓ Even though the accreditation procedure does not serve to rank or benchmark HEIs, the experts may also comment on the institution’s **compliance with international academic standards** where appropriate.
- ✓ Beyond checking compliance with standards, ZEvA takes an **enhancement-driven approach** to accreditation. Our external experts act as advisors and “critical friends” who support higher education institutions in continuously improving the quality of teaching and learning.

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- ✓ Even beyond the scope of the assessment procedure, ZEvA acts as a **partner to higher education institutions**. For example, we provide assistance in putting the experts' recommendations into practice. All follow-up consulting services are free of charge.

Why Institutional Accreditation? – Aims and Benefits

There are several inherent benefits in undergoing an institutional review.

For instance, institutional accreditation

- ✓ **Increases trust.** Through Institutional Accreditation HEIs can demonstrate that they live up to European standards for teaching and learning and provide all necessary conditions for successful learning. This may have a positive effect on the mobility of students and staff (both incoming and outgoing) and may facilitate the forging of cooperative relationships with foreign universities.
- ✓ **Drives self-reflection and change.** Systematic and honest internal assessment is an important prerequisite for successful external assessment. Institutional accreditation provides an occasion for thorough self-analysis and can make it easier to implement measures for improvement.
- ✓ **Supports quality enhancement in teaching and learning.** HEIs applying for institutional accreditation have the chance of receiving expert advice that helps them to improve their programmes and procedures.
- ✓ **Provides a chance to demonstrate excellence.** Wherever appropriate, ZEvA accreditation reports include commendations of good practice.

Eligibility: Who can Apply for Institutional Accreditation?

On principle, ZEvA works together with higher education institutions both inside and outside the European Higher Education Area. To be eligible for accreditation (at programme level or at institutional level), a higher education institution should meet the following requirements:

- ✓ It should be state-recognized (though it may be privately funded) and hence legally entitled to award academic degrees.
- ✓ Its degree programmes should incorporate international academic standards and qualifications frameworks, as well as the principles of the ESG.

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- ✓ The institution should not serve any political or religious causes or doctrines which compromise its neutrality in teaching and research or cause it to disregard general principles and standards of the scientific community.
- ✓ Making financial profit should not be its prime mission.
- ✓ It should take a student-centered and outcome-oriented approach to teaching and learning. Degrees should be awarded based on the achievement of intended learning outcomes (acquisition of knowledge and competencies).
- ✓ It should have defined quality standards for all central areas of activity and should have developed instruments to monitor adherence to these standards.
- ✓ It should be able to demonstrate that it is well established in the national and international scientific community, as, for instance, by membership in university networks.

Purpose of the Assessment: What Do We Have to Do to Get Accredited?

In order to pass the institutional accreditation procedure successfully, higher education institutions must demonstrate that their **quality management system in teaching and learning fulfils the requirements laid out in Part 1 of the ESG**.

In short, the ZEvA quality seal certifies that a higher education institution's internal structures, human and material resources, procedures and activities are apt to achieve the institutional goals and provide a sound basis for high-quality teaching and learning.

Based on the reference framework of the ESG, ZEvA has defined a number of focus areas for institutional quality reviews. These are explained in more detail in Section C below.

Flexible Options: Are There Alternatives to Institutional Accreditation?

Higher education institutions may feel that they are not yet ready for an international accreditation procedure, but nonetheless need advice from external experts. Others may prefer to narrow down or extend the focus of the review. ZEvA takes all efforts to adapt to each customer's needs and priorities. For example, the following alternatives are possible:

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- ✓ **Faculty Focus:** The focus of the assessment may be placed on individual faculties, departments or similar organizational units. In this case, the panel includes a number of experts from the relevant subject discipline(s). Also, the study programmes are assessed in more detail. Depending on their needs, faculties may choose to apply for the accreditation of their study programmes instead. In case of doubt, ZEvA is glad to provide advice and support in choosing the most suitable approach.
- ✓ **Optional Focus Areas:** at the request of the HEI, the assessment framework may be extended to include additional focus areas that take an impact on the quality of teaching and learning, as e.g. internationalization, diversity/equal opportunities policy, research etc.
- ✓ **Quality Audit:** Faculties or higher education institutions may prefer an external assessment procedure that does not result in a formal accreditation decision, but in recommendations for the further development of internal quality management. If recommendations are followed, this may open the way for future accreditation.

By request, ZEvA can officially confirm that the institution or faculty has been audited, yet without awarding a quality seal.

B) INSTITUTIONAL ACCREDITATION: THE PROCEDURE AT A GLANCE

General Aspects

The following basic principles are applied in all ZEvA quality reviews:

- ✓ **Peer Review:** ZEvA quality reviews are always designed as **peer reviews**. The agency assembles a panel of experts comprising both academics and professionals. On principle, each panel includes a student, too.
- ✓ **Multiple Steps:** The experts' assessment is based on an institutional self-report, as well as talks with faculty, staff and students on site. The final accreditation decision is not taken by the expert panel, but by an independent commission.
- ✓ **Language Policy:** If the review takes place in a non-German speaking country, the institutional self-report must be written in English. Important supplementary documents should also be translated into English if necessary.

As a general rule, English should be the language used by all parties involved throughout the entire review procedure. Sometimes it may be necessary to involve professional interpreters for assistance.

- ✓ **Continuous Support:** each institutional review is managed by an experienced project officer who provides advice and support throughout the assessment procedure.

Selection of Reviewers: Guiding Principles

Selecting qualified, experienced and independent reviewers is of central importance if a review procedure is to do justice to a higher education institution, its particular profile, its strategic goals in teaching and research and to the disciplines involved.

On principle, the selection of experts lies with the agency.

Review panels typically consist of 4-6 persons, depending on the scale and nature of the review procedure. As a general rule, the peers should not only have an unquestionable academic reputation, but some experience in higher education management and quality assurance, too. At least one member of the panel should be familiar with the language and culture of the country the HEI is located in.

The HEI has a right to object to a reviewer selected by the agency for well-grounded reasons (as e.g. potential conflicts of interest). The reviewers must always confirm their independence as part of their contract with ZEvA.

Milestones and Timeline

On average, an institutional accreditation procedure takes **about one year** to complete.

In detail, the assessment procedure consists of the following milestones:

1. Application and Contracting (Date X)

ZEvA is happy to provide all information regarding its services to interested higher education institutions and to give a first estimate of the costs involved. A personal meeting with a representative of the agency may be helpful in order to clarify the needs of the HEI and its prospects of obtaining accreditation. In order to do so, the institution might have to provide some general information regarding its profile, programme portfolio etc.

In case the HEI decides to engage ZEvA for a quality review, the exact nature of the service to be provided, the costs incurred and the time schedule will be laid out in a contract. The agency assures strict confidentiality.

2. Compilation of the Institutional Self-Report (X + 2-3 months)

The HEI (or the department/faculty in charge) generates a self-report that includes a detailed description of the institution's profile and its internal quality assurance system in teaching and learning. The following should be kept in mind during this process:

- ✓ All aspects of the assessment framework (cf. Section C) should be covered by the report, in as much detail as necessary.
- ✓ The HEI should also submit a separate reader containing central reference documents, as e.g. strategy documents/policy papers, mission statements, regulations concerning quality in teaching and learning, templates of survey questionnaires etc. **Please note:** it may be necessary to have some of the documents translated into English to create transparency for the reviewers.

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- ✓ The complete and final report should be submitted to the agency **at least 6 weeks** prior to the on-site visit. We strongly recommend handing in a **draft version for pre-check** about 10 weeks prior to the on-site visit. The final self-report is immediately forwarded to the peers for desktop validation.

3. On-site talks (X + 5-6 months)

The visit of the expert panel and the ZEvA project officer at the higher education institution usually takes 2-3 days.

The members of the expert panel interview representatives of all internal stakeholders of the HEI (leadership board, faculty and staff, students, graduates etc.) and gain a hands-on impression of the HEI's infrastructure and resources.

The interviews serve to clarify written material, to listen to the views and perspectives of different stakeholders, to verify that policies and procedural rules are put into practice, and to collect evidence of outcomes. In the course of the site visit the panel reflects on the written and oral information so far presented and refines its findings and draft recommendations.

Typically, the interviewees are:

- ✓ members of the leadership board (president/rector, vice-rector(s), deans etc.),
- ✓ senior staff/heads of academic departments responsible for developing teaching and learning policies and overseeing implementation, including members of key committees and those with responsibility for staff development and educational development,
- ✓ staff responsible for quality management/quality assurance in teaching and learning,
- ✓ teaching staff at various levels and with various degrees of experience,
- ✓ students in a variety of programmes, both undergraduate and postgraduate, including members of student representative bodies,
- ✓ graduates from a variety of programmes,
- ✓ external stakeholders, such as employers and representatives of professional bodies.

Interviews are usually scheduled in separate, 1-1.5 hour sessions.

- INSTITUTIONAL ACCREDITATION - Manual

4. Generation of the Evaluation Report (X + 8-9 months)

Subsequent to the on-site talks, the ZEVA project coordinator generates a draft evaluation report in cooperation with the panel members. The report presents the panel's findings, supported by detailed analysis and commentary.

Findings are presented for each of the focus areas included in the assessment framework (cf. Section B).

Wherever appropriate, the findings are expressed as:

- ✓ **commendations** of good practice,
- ✓ **affirmations**, which recognise improvements the institution is already making as a result of its self-review,
- ✓ **recommendations** for improvement.

As soon as the expert report is finalised, the project coordinator passes it on to the HEI. The HEI has the opportunity to submit a brief written statement in response (1-2 pages) which is published along with the report after completion of the review procedure.

5. Final Decision (X + 10-12 months)

All relevant documents (including the institutional self-report) are forwarded to the ZEVA Commission for International Affairs. Based on the written material and the supplementary information provided by the project coordinator, the commission takes the final accreditation decision.

In case of a positive outcome, ZEVA awards its quality label to the institution for a period of six years. The agency also issues an official accreditation certificate.

If the institution opts for an institutional audit, no final decision is taken. However, the commission is notified of the assessment procedure and its results.

The accreditation may be awarded under conditions, which must be fulfilled within a limited period of time. The length of this period varies, depending on the nature of the condition, but a minimum of 9 months is the norm.

The commission may also formulate "pre-conditions" which must be fulfilled prior to the awarding of accreditation.

6. Follow-Up

Providing thorough follow-up to the accreditation procedure is of special importance to ZEvA. This does not only include assistance in fulfilling conditions, but continuous advice and support.

Two years after the awarding of the accreditation, the higher education institution submits a short intermediate report to the agency which outlines the progress that the internal quality management has made since. An additional personal meeting/workshop with the ZEvA project manager and/or members of the review panel is also offered free of charge.

7. Appeals Procedure

Objections to accreditation decisions may be directed to the ZEvA Appeals Commission within a period of 4 weeks after notification of the decision. Higher education institutions may also lodge complaints regarding procedural errors or irregularities.

Based on the recommendation of the Arbitration Commission, the Commission for International Affairs may revise its decision or prompt the agency to repeat the review procedure completely or in parts.

C) ASSESSMENT FRAMEWORK

ZEVA has defined five focus areas of assessment for institutional accreditation, which are rooted in Part 1 of the ESG (“Standards and Guidelines for Internal Quality Assurance”).

For each focus area, the quality standards applied are outlined in a few sentences. It should be kept in mind, however, that the standards (consciously) leave room for interpretation and describe an “ideal state”, i.e. institutional accreditation may be awarded even if not all of the given requirements are (yet) fully met. A positive overall picture – in the sense of general fitness for purpose – is more important than “ticking all the boxes”.

Auditors may give recommendations where they see potential for optimization. Only in case of substantial shortcomings, conditional accreditation or a temporary suspension of the accreditation procedure are possible.

1. Internal Quality Assurance [ESG 1.1]

- ✓ The institution has implemented and published a policy or strategy for quality assurance.
- ✓ Responsibilities for quality assurance are clearly defined. The processes and procedures are transparent to all involved and are applied consistently.
- ✓ Adequate human and financial resources have been allocated for the execution of QA activities.
- ✓ Internal and external stakeholders participate actively in quality assurance and quality development. An institutional quality culture is actively promoted.
- ✓ The European Standards and Guidelines for Quality Assurance in Higher Education are accounted for.

2. Institutional Objectives in Student Learning [ESG 1.1]

- ✓ The institution has clearly defined and articulated its definition of quality in teaching and learning.
- ✓ The institution has formulated objectives for teaching and learning which fit in with its general profile, mission and strategy (fitness of purpose). The objectives are revised on a regular basis.

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3. Study Programmes [ESG 1.2-1.4, 1.7-1.9]

- ✓ Intended learning outcomes (ILOs) have been formulated for each study programme. The ILOs are transparent and in line with the intended qualification level. They clearly reflect the state of the art of the discipline and the desired qualification profile (acquired knowledge and competencies).
- ✓ The HEI ensures that
 - a student-centred approach is taken to teaching and learning, as reflected, for example, in the applied teaching methods, the enabling of flexible learning paths, and in the methods of student assessment,
 - there is a constructive alignment of course contents, teaching methods and student assessment,
 - curricula are designed in such a way that the intended learning outcomes can be achieved,
 - sufficient public information is given regarding the study programmes,
 - the “student life cycle” is well-managed throughout. This includes the existence of clear regulations and standard procedures for student selection and admission and for the recognition of qualifications. Upon leaving the institution, students and graduates receive adequate documentation of the qualification gained.
- ✓ All programmes are continuously monitored and revised. Quality cycles are established and closed. A variety of instruments is regularly applied, including course evaluation, monitoring of students’ workload, progression and overall satisfaction, as well as graduate surveys. The HEI gathers and analyses all information relevant for the management and quality assurance of the programmes.

4. Resources and Learning Environment [ESG 1.6]

- ✓ The institution provides adequate student support and advisory services in both academic and non-academic matters.
- ✓ The institution ensures that the infrastructure and facilities on campus enable students to achieve the intended learning outcomes.

- INSTITUTIONAL ACCREDITATION - Manual

- ✓ The institution aims at a continuous monitoring and enhancement of learning resources and student support services.

5. Teaching Staff [ESG 1.5]

- ✓ The institution ensures that all faculties have an adequate number of qualified teaching staff at their disposal.
- ✓ The institution offers opportunities for the professional development of teaching staff.
- ✓ The HEI has developed transparent processes for staff recruitment, including adequate selection criteria.

D) SELF-REPORT: RECOMMENDATIONS FOR STRUCTURE AND CONTENT

With a view to the diversity of higher education institutions in different countries, ZEvA does not provide a template or prescribe a structure for the self-report. Each institution should have the opportunity to describe its profile, structures and procedures freely and in the way it considers most appropriate. The assessment framework (cf. Section C) can be used as a basic guideline as regards the structure and the expected content of the report.

However, the following basic guidelines and principles should be followed to ensure **maximum clarity and readability**.

Basic Structure and Technical Aspects

- ✓ The written self-report (excluding appendices) should not exceed a length of 50 pages.
- ✓ The document should contain page numbers, a table of contents and a list of appendices. It should be submitted both electronically and on paper.
- ✓ The appendices/additional documents should be provided in separate files (ideally in pdf format). Where appropriate, the self-report should contain cross-references to the documents. Appendices should therefore be numbered and/or directly linked to the self-report to make it as easy as possible for the auditors to navigate their way through the files.
- ✓ The self-report must be written in English. It may be helpful to include a glossary of the most important terms to avoid misunderstandings: for instance, terms like “department”, “course” or “educational unit” may mean different things, depending on the institution and the national higher education system it operates in. Getting help from a professional translator may be worthwhile.
- ✓ Sometimes an illustrative chart or table says more than words: you are welcome to insert such graphic elements wherever it seems appropriate.

- INSTITUTIONAL ACCREDITATION - Manual

Contents

Even though the HEI is free to provide any information it considers important, the self-report should contain at least the following:

Key information on the Institution

- ✓ Outline of the **background, size and profile** of the HEI (funding bodies, number of students and staff, focus areas in teaching and research, history, position of the institution within its national higher education system ...),
- ✓ **Outline of the internal organizational structure** (departments or faculties; administrative units, leadership board etc.)
- ✓ Description of **financial and material resources, equipment and infrastructure**
- ✓ Outline of **student support units and services**
- ✓ Outline of the HEI's **strategic goals**, especially in teaching and learning
- ✓ **List of the teaching faculty** (including the name, affiliation, position/denomination, academic degree(s) held, scientific background of each faculty member)
- ✓ Outline of **international activities, networks and partners**

Key information on the Study Programmes

- ✓ **List of the study programmes** offered (programme titles, degrees awarded, number of students currently enrolled in each programme)
- ✓ Outline of the **structure of the study programmes** (duration, qualification levels, credit point system, mobility windows etc.)
- ✓ Outline of **external impact** (of ministerial authorities/national qualifications frameworks/national legislation) on the design and content of study programmes
- ✓ Information on **programmes with special profiles** (joint programmes, programmes taught in foreign languages, programmes run in co-operation with industry etc.)

- INSTITUTIONAL ACCREDITATION - Manual

- ✓ Outline of applied teaching and assessment methods

Key information on Quality Assurance in Teaching and Learning:

- ✓ Outline of **internal procedures for quality assurance and programme design** (procedures for regular external and internal assessment of study programmes, procedures for designing new programmes, course evaluation, surveys, key performance indicators etc.)
- ✓ **Responsibilities** for the design, management and quality assurance of study programmes (personnel, boards and committees)

Appendices

The volume of appendices should include at least the following:

- ✓ Mission statement,
- ✓ Quality assurance policy,
- ✓ General regulations for student assessment and admission,
- ✓ General regulations for the recognition of qualifications,
- ✓ Equal opportunities policy (if existent),
- ✓ Regulations for quality assurance (guidelines for course evaluation, process descriptions, survey questionnaires, quality handbook ...),
- ✓ Cooperation agreements (if applicable).

Illustrative Examples

ZEVA kindly asks all applicants for institutional accreditation to choose one or two focus areas from the assessment framework (cf. Section C) and illustrate the results of their quality assurance activities in this area by means of suitable documents. As a general rule, especially the quality assurance of individual study programmes (Focus Area Nr. 3) can easily be demonstrated, for instance through course descriptions/course handbooks, evaluation results, KPIs, assessment regulations etc.

- INSTITUTIONAL ACCREDITATION - Manual

The required scope and nature of the illustrative documentation depends on a number of factors (size and profile of the HEI, number of programmes offered etc.). As part of the pre-check of the draft self-report, the agency will make a proposal to the institution for approval.

E) ADDITIONAL INFORMATION FOR AUDITORS

Tasks and Responsibilities

Acting as an auditor in institutional accreditation involves the following main tasks:

- ✓ Desktop validation of the institutional self-report,
- ✓ Participation in the on-site talks at the HEI (duration: 2-3 days, excluding traveling time),
- ✓ Contribution to the final evaluation report of the expert panel (drafted by ZEvA),
- ✓ Final comments prior to the final decision (if necessary).

As a general rule, all members of a panel gather for an introductory briefing session together with the responsible ZEvA project officer immediately prior to the on-site talks. The auditors get to know each other, clarify their individual roles and tasks within the team and discuss the self-report in detail. The ZEvA project officer provides additional background information about the higher education institution, the schedule, the assessment procedure and its larger context. He/she is also responsible for taking the minutes of the talks and for drafting the evaluation report.

Roles and Requirements

Since the institutional accreditation procedure as described in this manual was specifically designed as a cross-border activity, the auditors must also possess solid oral and written skills in English. Ideally, they should be natives of the host country or have at least basic knowledge of the local language, culture and education system.

Auditors should regard themselves as “critical friends” to higher education institutions, and be aware that an atmosphere of mutual openness and trust is essential for the success of the review procedure.

- INSTITUTIONAL ACCREDITATION - Manual

In particular, auditors should possess the following personal qualities:

- ✓ a demonstrable commitment to the principles of quality assurance and quality audit in higher education,
- ✓ a critical but constructive disposition,
- ✓ powers of analysis and sound judgment,
- ✓ personal authority and presence, coupled with the ability to act as an effective team player,
- ✓ the ability to make appropriate judgments in the context of unfamiliar environments,
- ✓ experience of organisation and management, preferably in relation to teaching and learning and to course development and operation,
- ✓ a high standard of oral and written communication, preferably with some experience of writing formal reports to deadlines,
- ✓ good time-management skills.

ANNEX 1: SAMPLE SCHEDULE OF THE SITE VISIT

Day 1

Arrival of panel members and ZEvA project manager; transfer to the hotel

(Optional: dinner, get-together)

Day 2

08.30 Breakfast + transfer to university

09.00 **Internal meeting of the review panel**

Possible Topics: Mission of the expert group, distribution of roles and tasks, information/briefing reg. the national higher education system, accreditation framework & criteria etc., analysis of the university's self-report; open questions

11.30 Talks with members of the **university leadership board**

Possible Topics: Strategic goals of the university, institutional profile in teaching and research; future perspectives, internationalization strategy, quality assurance policy, equal opportunities policy etc.

13.00 Lunch (panel members and project managers only)

14.00 **Tour of the campus**/viewing of laboratories, classrooms, general facilities etc.

- INSTITUTIONAL ACCREDITATION -
Manual

17.00 **Internal meeting of the review panel**

18.30 Transfer to the hotel; dinner

Day 3

08.30 Breakfast + transfer to university

09.00 **Internal meeting of the review panel**

10.00 Talks with **quality assurance** staff

Possible Topics: Quality goals of the institution, applied methods and procedures for quality assurance in teaching and learning, reporting and information management etc.

12.30 Lunch

14.00 Talks with **programme managers and teaching faculty**

Possible Topics: Intended learning outcomes, design of curricula, teaching methods; advisory and support services for students, design and organization of exams, employment market for graduates, staff development, mobility of students and faculty, internationalization

17.00 Internal Discussion of the panel members

18.30 Transfer to the hotel + dinner

- INSTITUTIONAL ACCREDITATION - Manual

Day 4: Weekday, date

08.30 Breakfast + transfer to university

09.00 Internal discussion of the panel members

10.00 Talks with **students**

Topics: Intended learning outcomes, contents and structure of study programme(s), student workload, examination system, student support and advisory services, general study conditions, student mobility, quality assurance and student participation in internal governance

12.00 Talks with **graduates** of the study programme(s)

Possible topics: Achievement of intended learning outcomes, career prospects, contents and structure of study programmes, career centre and consulting, general quality of infrastructure, contribution of graduates to quality assurance

13.00 Lunch

14.00 **Final internal discussion of the review panel**

Topics: Summary of findings and results, decision on central contents of the evaluation report and the final vote of the panel

- INSTITUTIONAL ACCREDITATION - Manual

16.00 **Final feedback session**

Topics: Round-up of the experts' findings and general feedback, clarification of open questions, further schedule/milestones etc.

17.00 Transfer to hotel + dinner

Day 5

Transfer to airport and return flights

Please notice: the sample agenda is subject to modifications. For instance, the interviews with the different stakeholders may vary in their length or in their sequence, depending on circumstance and on the number of participants involved. If circumstances permit, the site visit may also be shortened by one day.

ANNEX 2: USEFUL LINKS

- ✓ ZEvA Website: www.zeva.org
- ✓ European Consortium for Accreditation in Higher Education (ECA):
<http://ecahe.eu/>
- ✓ European Association for Quality Assurance in Higher Education (ENQA):
<http://www.enqa.eu/>
- ✓ ECTS Users' Guide:
http://ec.europa.eu/education/library/publications/2015/ects-users-guide_en.pdf
- ✓ European Standards and Guidelines for Quality Assurance in the European Higher Education Area:
<http://www.enqa.eu/index.php/home/esg/>
- ✓ Framework of Qualifications for the European Higher Education Area
<http://www.ehea.info/Uploads/Documents/QF-EHEA-May2005.pdf>