



**Self-Report for the External Assessment**

**of Study Programmes based on the European Approach for Quality Assurance of Joint Programmes**

**– Template –**

**Central Evaluation and Accreditation Agency Hanover**

**Introductory Remarks**

This document is meant to assist higher education institutions in generating a self-report for the external assessment of joint study programmes based on the **European Approach for Quality Assurance of Joint Programmes**.

The proposed structure should be followed as closely as possible. This includes the completion of the tables in Part 3. You are also free to provide the requested key data in a different format. In case there is no data available (for example, if the study programme has only recently been launched), please indicate this in the report.

The template also includes a few central questions to give the author(s) of the report an idea of what kind of information should be provided in each chapter. The questions should be understood as a general guideline that is neither exhaustive nor exclusive, and should therefore be deleted from the document before submission.

All in all, the self-evaluation report should not comprise more than 30 pages (assuming that, as a general rule, only one programme will be referred to).

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**Self-Report for the External Assessment of**

**Study Programme XXX**

**Based on the European Approach for Quality Assurance**

**of Joint Programmes**

**jointly submitted by:**

**HEI 1 (degree awarding/associate partner)**

**HEI 2 (degree awarding/associate partner)**

**HEI 3**

**…….**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Title of the Programme** | **ECTS** | **Standard Period of Study** | **Awarded degree(s)** | **Intake Capacity per Year** | **Average Number of Graduates per Year** | **First Implemented in** |
|
| Programme X | (180, 210, 240, 60, 90, 120) | (Number of semesters |  |  |  | (Date) |

Contact Person of the Programme Consortium:

(Name, Position and Contact Data at the University)

Date (of Submission of the Self-Report)

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List of Appendices

Please notice: the following table contains a list of documents that should be included in a self-evaluation report to provide a solid basis for quality assessment. Further material may, of course, be added as considered appropriate by the consortium.

For the sake of readability, all supplementary documents should be numbered and submitted in separate files. A list of appendices should be included in Volume 1 of the self-report.

|  |
| --- |
| **Documents** |
| 1. Cooperation agreement(s)
 |
| 1. Valid regulations for student examination and assessment (in English translation if necessary)
 |
| 1. Regulations for student selection and admission
 |
| 1. Course catalogue/syllabi
 |
| 1. Overview of the curriculum and possible progression paths through the programme (if not included in Volume 1)
 |
| 1. Information/data on teaching capacity, infrastructure and resources
 |
| 1. Diploma Supplement
 |
| 1. Regulations for the recognition of prior learning
 |
| 1. Full academic CVs of core teaching faculty
 |
| 1. Student handbook (if available) and/or other information material for students
 |
| 1. Regulations for the organization of internships and practical placements (if applicable)
 |
| 1. Quality assurance policy for the programme
 |
| 1. Sample survey questionnaires
 |
| 1. Central results and outcomes of quality surveys and monitoring activities (for re-accreditation)
 |
| 1. Key statistical data (cf. sample table below)
 |
| 1. For re-accreditation: last experts‘ report and accreditation decision
 |
| 1. 3-5 final theses (to be provided in digital form or as hardcopies during the site visit)
 |
| 1. Further documents as considered appropriate by the consortium
 |

# General Description of the Study Programme

##

## Basic Facts and Figures

* Subject discipline(s) of the programme
* Language(s) of instruction, language policy
* Number of ECTS credits awarded, regular duration of the programme
* Type of degree(s) awarded (joint or double degree programme?)
* Composition of the programme consortium
* Possible mobility tracks/pathways through the programme (may be illustrated by means of a diagram)
* History of the programme (year of first implementation, annual student intake, number of graduates, changes in the programme consortium since the start of the programme [new partners/dropout of partners]
* Basic information on funding sources
* Major changes/developments within the past accreditation period (if applicable)

## Programme Consortium

Please provide concise information (not more than one page) for each partner of the consortium. In particular, this includes information on the following aspects:

* Institutional mission and profile (for example: full/classical university, public/private institution, university of applied sciences, size/number of students, portfolio of study programmes, focus of research activities)
* Role of the institution within the consortium (degree-awarding or associate partner? Member of the consortium since when? Average number of incoming and outgoing students within the programme per year?)

Also, please outline briefly in what ways the partners have contributed to the compilation of the self-evaluation report!

## Accreditation

* When was the programme last accredited in the different partner countries? How many accreditation decisions have been taken? Any other forms of external or internal quality assessment that were applied?
* European Approach: fully implemented/applicable in the European partner countries?
* Does the cooperation agreement contain any regulations regarding accreditation?

# Quality Standards

The following chapter is structured along the quality standards and criteria of the European Approach. The self-report should include detailed information on the fulfilment of each standard. Wherever possible, further proof should be provided by the documents in the appendix.

## Eligibility [EA, Standard 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.*

**Key Questions:**

* Are all partners of the consortium entitled to award joint degrees?
* Are all partners state-recognized in their respective countries?
* What type(s) of degree(s) is/are issued in the programme? In case of double degrees: are all degrees associated with the same level of qualifications in the European qualifications frameworks?

### Joint Design and Delivery

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

**Key Questions:**

* Who was/is responsible for the design and continuous development of the programme? How does this joint process work? Is there a coordinating institution?
* What is the added value of the joint programme delivery? Could the partners offer the programme on their own, too?
* What is the contribution of each partner to the curriculum? Are there any overlaps with other study programmes offered by the institutions?

### 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.*

**Key Questions:**

* When and by whom was the agreement closed? Have there been any amendments/supplementary agreements/major changes since then?
* Have all partners signed the agreement, including non-European partners?

## Learning Outcomes [EA, Standard 2]

### Level

*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).*

**Key Questions:**

* What are the intended learning outcomes of the programme?
* Are the ILOs known to the students and accessible to the general public? Where are they published? (programme website, Diploma Supplement, student handbook, official regulations….)
* How does the consortium ensure that the ILOs are in line with the desired qualification level of graduates and with the national and European qualifications frameworks? Were the qualifications frameworks drawn upon in the design of the study programme?
* Have all partners, including non-European partners officially committed themselves to the ILOs, as e.g. as part of the cooperation agreement?
* In what way do the ILOs of the programme reflect the desired qualification level?
* Do the ILOs reflect the main purposes of higher education as defined by the ESG (contributing to the students’ employability, preparing students for active citizenship, supporting students in their personal development)?

### Disciplinary field

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

**Key Questions:**

* Do the ILOs comprise the following aspects:
	+ broadening and deepening knowledge and understanding in one or more disciplinary field(s),
	+ research skills,
	+ innovation, application and transfer of knowledge,
	+ communication, co-operation, professional conduct
	+ key competencies and lifelong learning
	+ other skills and competencies?

### Achievement

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

**Key Questions:**

* Can the programme consortium provide proof that the students have achieved the intended learning outcomes upon graduation? (As, for example, by means of final theses?)
* Are there any tools applied to monitor the achievement of ILOs (as, for example, graduate surveys)?

### 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.*

If not applicable, this chapter may be deleted.

## Study Programme [EA, Standard 3]

### Curriculum

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

**Key Questions:**

* What role do the individual parts of the curriculum (modules/teaching units) play for the achievement of intended learning outcomes? Is there something like a “skills matrix” that relates the ILOs to the curricular components?
* How does the curricular structure support the students’ learning progress?
* In what way do the partner universities contribute to the contents and profile of the study programme? What are their particular roles in the programme?
* In what way are the entrance qualifications of the students accounted for? How does the consortium ensure that students will be able to meet the requirements of the programme from the beginning?

**Additional Note:**

* Please provide a graphic illustration or a survey chart of the curriculum and its components, either as part of this chapter or as an appendix.

### Credits

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

**Key Questions:**

* Are all components of the curriculum credited based on the ECTS?
* How do the students know the number of credits awarded for each educational unit? Is there a comprehensive course catalogue or a handbook?
* How does this work for non-European partners whose national systems do not apply ECTS?
* Are the core principles of the ECTS Users’ Guide applied consistently? (allocation of credits based on achieved learning outcomes, crediting of educational units based on estimated student workload)

### 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.*

**Key Questions:**

* Is the student workload appropriate for the qualification level?
* What tools are applied to monitor the student workload on a regular basis (quality surveys, interviews, round tables etc.)
* What happens if the calculated student workload proves to be inaccurate? Can the credits or the course contents be flexibly adapted?

## Admission and Recognition [EA, Standard 4]

### Admission

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

**Key Questions:**

* What are the admission requirements, and why were they chosen?
* Are there transparent regulations on student selection and admission?
* Is there a joint admission and selection procedure in which all partners participate, or are there several separate admission procedures? If so, how is it ensured that the selection criteria are consistently applied?
* Who takes the final decision regarding student selection?
* Where are the students enrolled upon acceptance to the programme?

### 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.*

**Key Questions:**

* Who takes decisions regarding the recognition of prior learning, based on which principles? Are there joint principles for recognition, or do all partners apply their own procedures?

## Learning, Teaching and Assessment [EA, Standard 5]

### 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.*

**Key Questions:**

* Is there a constructive alignment within the programme between ILOs, contents/curriculum, as well as the methods of teaching and assessment? How is this achieved?
* What methods of teaching are applied on a regular basis (lectures and seminars, group work, projects, internship placements, case studies…)
* How are the different lingual and cultural backgrounds of the students accounted for in the context of teaching? Is there a strategy for this shared by all partners?
* Who is responsible for providing advice to students in academic matters?

### 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.*

**Key Questions:**

* What types of assessment are applied on a regular basis? (written exam, oral exam, multiple choice, papers, lab work, …)
* How do students know what assessment regulations apply to them at the different partner institutions? Are translated versions of the documents available?
* Are there joint assessment procedures within the programme (for example, in the context of the final Master’s thesis)?
* If not, how does the consortium ensure a consistent application of assessment regulations and standards? Are there any legal restrictions as regards the assessment methods applied?
* How are the different grading systems applied by the partner institutions harmonized?

## Student Support [EA, Standard 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.*

**Key Questions:**

* Are there sufficient student support services at all partner institutions?
* Are there jointly offered services, too? (programme coordinators, programme website, student handbook etc.)
* What is done to cater for the special needs of international students? (support in finding accommodation and applying for funding, language classes, extracurricular activities, mentoring/buddy programmes, special introductory courses etc.)

## Resources [EA, Standard 7]

### Staff

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

**Key Questions:**

* Composition of the core staff involved in the delivery of the programme? (qualifications and profile of teaching faculty at the different institutions)
* Does the joint programme involve a staff mobility scheme?
* Non-academic/administrative staff involved in the programme?

### Facilities

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

**Key Questions:**

* What facilities are at the students’ disposal as regards
	+ Library resources
	+ Laboratories
	+ IT
	+ Other learning devices
* How does the consortium ensure that the programme is based on sustainable financial resources? What are the prime funding sources?

## Transparency and Documentation [EA, Standard 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.*

**Key Questions:**

Cf. Chapters 2.2-2.6

## Quality Assurance Eligibility [EA, Standard 9]

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

**Key Questions:**

* Is there a joint understanding of quality and of quality assurance within the programme?
* What procedures are jointly applied by the cooperating institutions for the quality assurance of the programme? Is this stipulated in the cooperation agreement?
* Which tools and procedures does each partner apply individually?
* Who bears the responsibility for the quality of the programme? Is there a steering board or committee?
* Are the results of quality surveys made known to all cooperating institutions? How are the results used for the monitoring and continuous enhancement of the programme?
* Are the students informed about the outcomes of surveys and about the measures taken in response?
* Are internal and external stakeholders (students, teaching staff, employers, graduates) involved in the quality assurance of the programme? In what ways?
* Is there an alumni network?

# Key Statistical Data

**Chart 1: Application and Acceptance Rates**

|  |  |  |
| --- | --- | --- |
| **Number of Applicants** | **Number of First-year Students Enrolled** | **Acceptance Rate** |
| **minus 4** | **minus 3** | **minus 2** | **minus 1** | **Current Year** | **minus 4** | **minus 3** | **minus 2** | **minus 1** | **Current Year** | **minus 4** | **minus 3** | **minus 2** | **minus 1** | **Current Year** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Chart 2: Students and Graduates**

|  |  |  |
| --- | --- | --- |
| **Total Number of Students Enrolled** | **Female Students (%)** | **Number of Graduates** |
| **minus 4** | **minus 3** | **minus 2** | **minus 1** | **Current Year** | **minus 4** | **minus 3** | **minus 2** | **minus 1** | **Current Year** | **minus 4** | **minus 3** | **minus 2** | **minus 1** | **Current Year** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Chart 3: Student Success**

|  |  |
| --- | --- |
| **Attrition Rate** | **Percentage of Students Exceeding the Standard Period of Study by one Semester or More**  |
| **minus 4** | **minus 3** | **minus 2** | **minus 1** | **Current Year** | **minus 4** | **minus 3** | **minus 2** | **minus 1** | **Current Year** |
|  |  |  |  |  |  |  |  |  |  |