

The self assessment report (SAR) as part of the accreditation process

(Suggestions for writing and structuring the SAR)

The accreditation process is based on a so called self assessment report by the applying institution of higher education.

The preparation of the self assessment report offers the opportunity to use internal quality management systems and self examination processes in order to involve relevant stakeholder groups and to identify possible areas of improvement for the (further) development of a degree programme.

Ideally, the accreditation process will be utilized by the higher education institution as a quality development project and will not be seen as a formal inspection routine.

The self assessment report is created in two steps:

1. **Self assessment:** The higher education institution uses the self assessment report to analyze in an aggregated manner if and how the degree programme/s fulfil/s the accreditation criteria and which particularities have to be taken into account. Variations from the criteria can be explained.

There should be a special focus on evaluation and assessment rather than on mere description, including, for example strengths and weaknesses, challenges and envisaged solutions. The “guiding questions” below are designed to give some assistance in that respect.

The self assessment report is also a guide through the complementary attachments. Typically, a short and concise evaluation of each criterion together with a reference to the relevant attachment will be sufficient.

If the accreditation process includes a “cluster” of similar degree programmes, information that is relevant for all degree programmes should be summarized. At the same time, information that is important for specific degree programmes (e.g. intended learning outcomes, curriculum etc.) should be reported separately.

2. **Evidence:** It is of great importance, that the self assessment is reasonably documented and supported by suitable pieces of evidence. Therefore it is necessary to compile an annex with all pieces of evidence. This annex includes all internal regulations, documents, quantitative and qualitative data and information, etc., that the higher education institution already has in use, for example where they have been generated by internal quality management processes and must not be produced just for the accreditation process. A sample list of possible pieces of evidence is included in this guideline but can and should be altered where applicable.

It is recommended to use this guideline and its structure as a reference model for the self assessment report. The structure corresponds with the accreditation criteria and differentiates between guiding questions for the analysis and suggestions for possibly useful pieces of evidence.

Please make sure that the format of the report complies with international scientific practice. All pages of the report must be numbered. The evidence must also be numbered and clearly linked to a specific criterion and be listed in a table of content. Please make sure to provide all documents in pdf-compatible format.

Self assessment and evidence can both be provided electronically, depending on the degree of digitalization within the institution’s internal data and document management system, and can include links to specific web pages, data bases or similar.

Depending on the needs of the individual peer panels we may also ask for a printed version of the application documents in specific cases, whereas it is expected to use only electronic documents in the near future.

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About the Accreditation Procedure

Contact Person

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Faculty/Department	
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Seals applied for

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for	Previous accreditation (issuing agency, validity)
Degree programme 1		Pilot ASIIN Accreditation in the framework of QUAERE Project	e.g. ASIIN, 01.01.2010 – 01.01.2014
Degree programme 2			
[Add lines as necessary]			

Characteristics of the Degree Programme/s

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF ¹	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Programme 1/	B.Sc./Eng./ B.A.(Bachelor of Arts, for architecture)			Full time / part time, dual, sandwich course, e- learning, , etc ...	If yes, name partner HEIs	x Semester	xxx ECTS/other CP	/date or term title/
Programme 2/	M.Sc./Eng./M.A.			Full time / part time, dual, sandwich course, e- learning, , etc ...	If yes, name partner HEIs	x Semester	xxx ECTS/other CP	/date or term title/
[add lines as necessary]								

¹ EQF = The European Qualifications Framework for lifelong learning

Self-assessment for the Pilot ASIIN-QUAERE Accreditation

Criterion 1 Eligibility for program accreditation

- All HEI's seeking program accreditation have a state license for educational activities

Guiding Questions

- Is the HEI applying for program accreditation a legal entity of Higher Education according to the law of Ukraine?

Possible Evidence

- Proof of State License

Criterion 2 Creation of programs and formulation of qualification profile

- Relevant stakeholders were involved in the initiation and further development of the objectives and learning outcomes of a degree program.
- The envisaged qualification profile enables students to take up an occupation which corresponds to their qualification and meets the level of the National qualification framework with all its descriptors.
- The objectives and learning outcomes of the programs are described in a competence-oriented and concise way reflecting the state standards for this educational field and professional academic level aimed for. The HEI outlines the distinguishing features of the program in comparison to similar programs.
- The HEI identified a need for graduates with the respective qualification profile and defined the target group of the program (regional, national, international). The learning outcomes are aligned to the needs of the target group.

Guiding Questions

- How has the intended qualification profile of the degree program been developed (regarding launch of the process, procedure, participants)?
- Have all relevant stakeholders been involved?
- Have the comments from the different stakeholder groups (teachers, students, employers) been taken into consideration?
- What processes are in place to reflect on the appropriateness of the qualification profile? How is the program being revised or further developed?
- What are the distinguishing features of the program in comparison to similar programs?
- Does the intended qualification profile comply with the qualification criteria of the profession?
- Who is the target group of the program and do the learning outcomes take the specific needs of the target groups into consideration?

Possible Evidence

- Alumni surveys
- Employer Survey
- Website
- Diploma Supplement
- Official documents containing learning objectives
- Other documents giving evidence of the involvement of stakeholder groups into the development or revision of programs

Indicator (Criterion 2)	In the last two years	In the next two years (plan)	Under consideration in the future
Number of Alumni Surveys			
Number of Employer Surveys			
Existence of official, internal evidence about involvement of external stakeholders (employers, municipality, chamber of commerce etc.)			
Existence of official body within university/faculty structure with participation of external stakeholders (Yes/No)			

Formal participation of students in preparation/review/modification of program (Yes/No)			
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Criterion 3 Curriculum, structure / work load and mobility

- The curriculum is designed to enable the students to achieve the objectives and intended learning outcomes of the program.
- Each degree program must be divided into courses / modules. It is clear which knowledge, skills and competences students will acquire in each course / module.
- It is evident how each course / module contributes to the achievement of both the qualification level and the overall intended learning outcomes.
- The curriculum is structured in a way to allow students to complete the degree within the regular program duration.
- A credit point system oriented on the amount of work required from students has been devised containing contact hours and time for self-study.
- The structure allows students to define an individual focus and course of study (e.g. field of specialty).
- The curriculum allows students to participate in international mobility (study / internship) without extending the regular study duration.

Guiding Questions

- Has the program a clear and plausible structure? Do the modules build on one another?
- Is the program divided into different courses that form a sum of learning and teaching?
- Does the curriculum contain aspects of technical and non-technical competences?
- Is it plausible how the program objectives and intended learning outcomes are substantiated in the modules?
- Is the workload realistic, can the study program be carried out in the regular study duration?
- Is a credit point system in place considering contact time and time for self-study?
- Do students have the possibility to take elective course? Do the elective courses enable students to develop an individual focus?

- Are there possibilities for international mobility? Is this supported by the HEI and does the curriculum offer a timeframe where mobility can take place without prolongation of the study time?

Possible Evidence

- Course / Module descriptions (published) indicating learning objectives, credit points and work load
- Objective-Module matrix, showing how each course contributes to the achievement of the learning objectives
- Data about average study duration of students
- Curriculum indicating possible fields of specialization and timeframe for mobility

Indicator (Criterion 3)	In the previous academic year	In the next two academic year years (plan)	Under consideration in the future
Share of elective courses			
Number of incoming international students			
Number of send students from the program			
Existence of formal procedure for recognition of achievements from the period of international mobility (Yes/No)			
Existence of procedures for periodical evaluation of workload by students (Yes/No)			
Existence of procedures for periodical evaluation of workload by academic teachers, authorities etc. (Yes/No)			

Criterion 4 Admission requirements

- The admission requirements and procedures are formally defined, transparent and the same for all applicants.

- The admission requirements are defined in a way to enable the students to achieve the intended learning outcomes.
- It must be clear how students can compensate the lack of knowledge or competences without compromising the academic level of the program.
- There are clear rules and procedures for student enrollment defined.
- There are rules in place for recognizing achievements and competences acquired at other (national or international) HEIs.

Guiding Questions

- Are the admission requirements clearly defined and transparently available?
- Are all applicants treated equally? Do all students meeting the criteria have a chance of being admitted? What are the selection criteria?
- Do the admission requirements ensure that all applicants have the necessary academic background to be able to study the program successfully?
- How can students compensate a lack of competences?
- Are there clear and transparent rules of student enrollment?
- How are academic achievements obtained at other HEI recognized? Is this a fair and transparent procedure? Does it meet the Criteria of the Lisbon Treaty?

Possible Evidence

- Rules and regulations dealing with admission of students, providing also information about compensational measures in case of lack of competences
- Rules of student enrollment
- Rules for the recognition of competences obtained at other (national and international) HEI

Indicator (Criterion 4) (For Master Program)	In the previous academic year	In the next two academic year years (plan)	Under consideration in the future
Existence of formal procedure to compensate a lack of competences (Yes/No)			
Actions taken by of University/Faculty/Unit as response of			

the problem of compensation a lack of competences (Yes/No)			
Existence of procedure to recognize learning outcomes achieved out of university (internships etc.) (Yes/No)			

Criterion 5 Teaching and Learning / Support

- The methods of teaching support the achievement of the intended learning outcomes.
- The teaching and learning approaches take contact time and time for self-study into consideration.
- The didactical methods also include independent academic work and writing.
- The HEI provides advice, guidance and support services (technical and non-technical) that foster the achievement of the intended learning outcomes and the selection of the elective courses.
- The HEI has a conflict management in place to help all concerned parties to conciliate conflicts.

Guiding Questions

- What kind of teaching methods are being applied? Do the teaching methods support the achievement of the intended learning outcomes?
- Do the teaching methods also provide time for self-study and independent work?
- What kind of general advisory and support services are in place?
- What kind of course specific support services are being provided?
- Do students have the chance to apply for additional support services if need arises?
- Does the HEI provide academic guidance for students with regards to academic development and the choice of specialties?
- How does the HEI deal with conflicts? Are there clear rules and procedures for conflict resolution in place?

- How are conflicts being settled practically?

Possible Evidence

- Course-module descriptions
- Other documents providing evidence of the teaching methods applied
- Website providing information on general advisory services / professional advisory services for the respective program
- Conflict management policy

Indicator (Criterion 5) (For Master Program)	In the previous academic year	In the next two academic year years (plan)	Under consideration in the future
Number of students formally involved in research projects on the university/faculty/unit level (non-curriculum activity)			
Share of courses with included project work in curriculum			
Existence of student’ scientific association(s) within the structure of university/faculty/departement (Yes/No)			

Criterion 6 Examinations

- Examinations are designed in a way to measure to which extent students have reached the learning outcomes (knowledge, skills and competences) for each individual course.
- Different forms of examinations are being applied to cover all competences aimed for (e.g. oral and writing competences).
- The degree program comprises a final project / thesis which demonstrate that students are able to work on a set task independently and at the level aimed for. The university has processes in place to prevent plagiarism and unethical behavior.
- The examination schedule is made known to relevant stakeholders transparently and in due time.

- The number and distribution of the examinations are organized in a way that both the exam load and preparation times are adequate.
- All students are aware of the details of what is required in order to pass a course / module (pre-examination, assignments etc.) no later than at the start of the course / module.
- Rules for re-sits, cheating, disability compensation measures, illness and other mitigating circumstances etc. are defined.
- All exams are organized in a way which avoids delays to student progression caused by deadlines, exam correction times, re-sits etc.
- All exams are marked using transparent criteria. There are mechanisms in place which ensure that exams marked by different examiners are comparable.

Guiding Questions

- How are examinations being organized? Are they announced in a timely and transparent manner to students? Can students voice out queries if examinations clash or if there is insufficient preparation time?
- Is the number of examinations manageable without excessive failure rates?
- Are the examinations designed in a way to appropriately assess the competences achieved by students?
- Does the program contain a final thesis that shows that students can work on an academic task independently? Is the thesis of adequate standard, using up-to-date literature?
- How does the university prevent plagiarism and other kinds of unethical behavior?
- Is all relevant course information being provided in a transparent and timely manner?
- Are there rules for re-sits, cheating and compensational measures for students with disabilities?
- Does the correction time of cause any delays in student progression?
- What kinds of marking criteria are in place? Are they transparent and plausible? Is it secured that all students are treated equally and fairly?
- How is it ascertained that examinations and marks are comparable between different lecturers teaching the same subject?

Possible Evidence

- Examination time schedule
- Examinations of different courses
- Final Theses
- Policy on plagiarism and unethical academic behavior
- Failure rates of examinations
- Rules for re-sits, cheating and compensational measures for students with disabilities
- Rules providing information on correction time of examinations and final theses
- Marking criteria

Indicator (Criterion 6)	In the last two academic years	In the next two academic year years (plan)	Under consideration in the future
Existence of formal requirements for creation of examinations schedule (Yes/No)			
Existence of formal procedures for dealing with student' complains in the aspect of examination (Yes/No)			
Evaluation of courses/modules/subjects by students, number of surveys (others method).			
Existence of anti-plagiarism procedure (Yes/No)			

Criterion 7 Human Resources

- The composition, scientific orientation and qualification (academic and professional) of the teaching and administrative staff are adequate for successful program implementation.
- There are sufficient staff members for fulfilling all teaching obligations, providing assistance and advice to students and to carry out all administrative tasks for the full duration of accreditation.

- There must be rules to safeguard the qualification of external / international teachers or practitioners (outside of the HEI).
- There are procedures in place how teachers harmonize content of their courses and avoid overlap.

Guiding Questions

- Do the staff members have adequate proficiency / academic credentials to teach the courses in an appropriate professional and academic standard?
- Is there sufficient staff (academic, technical, administrative) available to successfully implement the program without structural overload (including advisory services)?
- Are any staff members close to pension age? What are the plans for the succession?
- How are external lecturers being selected and what kind of contribution do they provide for the implementation of the program?
- Is there any kind of procedure in place to harmonize the content of courses / modules?
- Is overlap between different courses being avoided?

Possible Evidence

- Staff handbook presenting short CVs of all staff members including external lecturers
- Rules showing how external lecturers are selected (meeting the necessary academic standard)
- Overview of teaching obligations of staff members and teaching that is required to implement the program
- Figures on student staff ratio

Indicator (Criterion 7)	In the last two academic years	In the next two academic year years (plan)	Under consideration in the future
Number of students per one staff member			
Number of external lecturers participate in the program			

Existence of procedure to evaluate staff competences for education (Yes/No)			
Existence of formal requirements for admission of new members of staff (Yes/No)			
Number of pedagogically trained staff.			
Existence of procedure for periodical reviewing the content of courses, modules etc. (Yes/No)			

Criterion 8 Material Resources

- The infrastructure and equipment are appropriate in quantity and quality to implement the degree program successfully.
- Teachers and students have access to relevant up-to-date publications particularly in English as well as peer review journals
- The HEI makes available all necessary resources (e.g. hardcopies, electronic editions or e-journals etc.) to the students to enable them to successfully pass the courses / modules.

Guiding Questions

- Is the infrastructure and technical equipment appropriate to achieve the academic and professional learning outcomes?
- Is the general academic infrastructure (access to relevant up-to-date literature, computer labs, etc.) available in sufficient quality and quantity?
- Is there an adequate learning environment (learning space, rooms for group work, etc) in place?

Possible Evidence

- List of course relevant equipment
- Course / Module descriptions

Criterion 9 Financial Resources

- The HEI has appropriate financial resources for the full duration of the accreditation to successfully implement the degree program.

Guiding Questions

- Are the financial resources sufficient to implement the program successfully?
- Are the financial resources secured for the entire accreditation period?

Possible Evidence

- Overview of financial budget and prospective financial recourses

On-site-visit: we ask for the presentation of a meaningful selection of exams/transcripts/projects and other work of students from modules and from final papers/ final projects.

Criterion 10 Quality Management

- The HEI has official rules in place defining all quality assurance procedures and responsibilities.
- The HEI applies methods suitable for the purpose, identifying weaknesses and improving the degree program.
- For each program quality assurance procedures including different stakeholder groups (e.g. students, lecturers, graduates/alumni, and potential employers) are being carried out regularly aiming at continuous improvement.
- The outcomes are brought to the attention of relevant stakeholders.
- The feedback loops are plausible and the measures derived are made known to anyone involved.

Guiding Questions

- Does the HEI have a quality management policy in place?
- What kind of quality assurance procedures does the HEI have in place? Do the procedures take different stakeholder groups like students, alumni, teachers, professional partners, employers, and graduates on-board?
- Are the results being analyzed systematically and made available to relevant stakeholder groups?
- What kinds of feedback mechanisms are in place to use the data for critical self-reflection?
- What kind of concrete measures have been derived from the evaluation results?

Possible Evidence

- Quality assurance policy
- Quality assurance tools like questionnaires for course evaluation, alumni, graduates, professional partners, employers
- Results of evaluation procedures
- Documentation about measures derived from quality assurance data

Indicator (Criterion 10)	In the current academic year	In the next two academic year years (plan)	Under consideration in the future
Existence of Quality Assurance System at the University/Faculty/Department level (Yes/No)			
Existence of Quality Policy Statement at the University/Faculty/Department level (Yes/No)			
Existence of strategy/strategical plan/master plan etc. for the university/faculty/department etc. (Yes/No)			

Criterion 11 Transparency and Documentation

- The HEI developed rules and regulations defining all rights and duties of the HEI and the students. These rules are available to all relevant stakeholders.
- Program relevant information (including its distinctive features and organizational peculiarities) is available to relevant stakeholders
- The HEI provides course / module descriptions containing information about the objectives and intended learning outcomes of the course / module, the literature (textbooks, manuals, monographs, peer-review journals etc.), the teaching method and the examination assessing the achievement of the intended learning outcome.

Guiding Questions

- Are all kinds of relevant rules and regulations defined covering all aspects of the student life cycle? Are they published and transparently available to all relevant stakeholders?
- Are there mechanisms in place to review and up-date them regularly?
- Is all program relevant information being made available to interested stakeholders?
- Do the course / module descriptions contain all relevant information about course objectives, learning outcomes, teaching methods, required literature, examinations etc.?

Possible Evidence

- Rules and regulations covering all aspects of the students life cycle
- Course / module descriptions