CRITERIA & INDICATORS FOR PROGRAMME ACCREDITATION
(DECISION OF THE ACCREDITATION COMMISSION OF 01.12.2015, VERSION OF 26.09.2019)

AQAS is an independent organisation accredited by the German Accreditation Council (GAC) since 2001. It is therefore a notified body for the accreditation of higher education institutions and programmes in Germany. AQAS is also a full member of the European Association for Quality Assurance in Higher Education (ENQA) and listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with a common set of principles for quality assurance in Europe.

While the criteria and procedure for accreditation in Germany are defined by GAC, the agency uses the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), on which all Bologna countries agreed, as a basis for accreditation procedures abroad. The ESG are a set of standards and guidelines for internal as well as for external quality assurance in higher education. The core idea of a programme-accreditation by AQAS is to assess if the programme is run in accordance with the ESG (in their current form) while ensuring the curriculum meets current academic standards. Since the demands of the ESG are formulated in general terms, AQAS developed its own criteria and indicators on the basis of the ESG which allow the panel of experts to focus on relevant indicators of the teaching and learning processes. AQAS follows the main idea that the prime responsibility for the teaching and learning process, hence also the quality of a programme, lies with the university. Consequently, the criteria have to be put in the respective context of the programme, also allowing to consider individual targets set by the institution in the Self-Evaluation Report (SER). In the accreditation procedure, the experts assess whether the programme is able to achieve the defined targets and criteria.

If the panel of experts positively evaluates the programme, the positive decision of the AQAS Standing Commission of AQAS confirms that the programme meets the requirements defined by the AQAS criteria in line with the ESG.

1. Quality of the Curriculum [ESG 1.2]

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

2. Procedures for Quality Assurance [ESG 1.1, 1.7 & 1.9]

The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

3. Learning, Teaching and Assessment of Students [ESG 1.3]

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

4. Student Admission, Progression, Recognition and Certification [ESG 1.4]

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

5. Teaching Staff [ESG 1.5]

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

6.   Learning Resources and Student Support [ESG 1.6]

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students which includes advice on achieving a successful completion of their studies.

7.   Public Information [ESG 1.8]

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.