

Accreditation of the Degree Programme in XX at YY University / University of Applied Sciences

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1. Description of the accreditation process and of the programme

1.1. *Aim of the accreditation*

1.2. *Degree programme in XX*

1.3. *The accreditation process*

1.4. *The accreditation team*

1.5. *Evidence used in the accreditation*

2. Evaluation of the fulfilment of the accreditation standards

2.1. Planning of the programme

Standard 1: The programme aims, which describe the educational task and purpose of the programme, are consistent with the mission of the higher education institution and reflect the identified needs of employers and other stakeholders.

What should be written to this part?	Relevant evidence to look for:
<p>Describe and assess:</p> <ul style="list-style-type: none">• what the programme aims are, how and how well have they been described• how consistent the programme aims are with the mission of the institution• how relevant stakeholders were consulted and their needs identified• how the programme aims reflect the identified needs of the stakeholders <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none">• Have the programme aims been developed in terms of professional profiles of the engineering graduates and/or roles/activities students are to be prepared for, and the associated competences to be developed and obtained by the students during the learning process?• Are the programme aims consistent with the mission of the institution that the programme belongs to and the identified educational needs of the labour market?• Were the relevant industry and labour market organisations and other stakeholders consulted?• Was the methodology and schedule of consultation adequate in order to identify their educational needs?• Have the educational needs of these stakeholders been identified in a way which facilitates the definition of the programme aims and programme outcomes, i.e. in terms of professional profiles and/or functions/roles/activities expected of the graduates and associated required competences?	<ul style="list-style-type: none">• Set of Programme Aims• Relevant industry and labour market organisations and other stakeholders consulted, and methods and schedule of consultation.• Identified educational needs of the labour market and other stakeholders.

Standard 2: The programme learning outcomes, which describe the knowledge, understanding, skills and abilities that the programme enables graduates to demonstrate, are consistent with the programme aims, with relevant national qualifications frameworks (if applicable) and with the FINEEC reference programme learning outcomes.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none"> • how and how well the programme learning outcomes have been defined • how consistent the programme learning outcomes are with the overall programme aims • how well do the programme learning outcomes cover the FINEEC reference programme learning outcomes • if applicable, how relevant national qualification frameworks are taken into account by the programme learning outcomes <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none"> • Have the programme learning outcomes been established in terms of what students are expected to know, understand and/or be able to demonstrate after completion of the learning process? • Are the programme outcomes consistent with the relevant national qualifications framework, if any, with the FINEEC reference programme learning outcomes and with the programme aims? 	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none"> • Set of programme learning outcomes • Analysis of the programme learning outcomes vs. the FINEEC reference programme learning outcomes
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Standard 3: The course level learning outcomes, including thesis work and possible practical training, aggregate to the programme's learning outcomes.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none"> • How well do the learning outcomes of individual courses aggregate to the programme learning outcomes <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none"> • Does the totality of the learning outcomes of the individual courses accumulate to constitute the programme learning outcomes? 	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none"> • Curriculum analysis • Learning outcomes of individual courses
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Standard 4: The curriculum gives comprehensive information on all the individual courses of the programme, including thesis work and possible practical training, and is accessible to students.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none">• What kind of information does the curriculum give on the individual courses? How comprehensive is the information?• How well the learning outcomes of individual courses have been defined? <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none">• Have the learning outcomes been established in terms of what students are expected to know, understand and/or be able to demonstrate after completion of an individual course?	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none">• Curriculum and description of its characteristics.• Characteristics of the individual courses (in particular: number of ECTS credits, learning outcomes, content, typologies of teaching activities, assessment of students' learning, pre-requisites, didactic material).
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Standard 5: The curriculum and the course timetable enable students to graduate in the expected time.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none">• How the course timetable is developed and how it enables students to graduate in the expected time <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none">• Has the development of the learning process been planned in order to enable students to achieve the programme learning outcomes in the expected time?	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none">• Calendar and timetable of didactic activities and examinations
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Standard 6: The criteria and process for student admission and transfer are clearly specified and published. Students should be informed of the qualifications necessary to enter the programme.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none"> • how students are admitted to the programme and how transfers work • how well does the admission process function <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none"> • What kind of information does the programme provide for prospective students? • Do the results of the student performance in the first year of studies provide evidence on the adequacy of the entrance requirements? 	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none"> • Qualifications and requirements for admission to the programme and methods of assessment • Results of the assessment of the possession of the admission requirements
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Standard 7: Students are informed of regulations and guidelines that concern recognition of prior learning, progress of studies and graduation.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none"> • what kind of information channels are used and how well they work <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none"> • Are the students familiar with the different processes? 	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none"> • Regulations for the recognition of higher education qualifications, periods of study and prior learning. • Criteria for the management of the students' progression in their studies. • Certification of students' studies successfully completed.
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Strengths, good practice and areas for further development regarding section 2.1: planning of the programme.

The team notes the following strengths and good practice in this section:

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The team sees the following as areas for further development in this section:

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2.2. Implementation of teaching and learning

Standard 8: The teaching and learning process, including the assessment of students, enables students to demonstrate that they have achieved the intended course and programme level learning outcomes. Students have an active role in co-creating the learning process and the assessment of students reflects this approach

What should be written to this part?	Relevant evidence to look for:
<p>Describe and assess:</p> <ul style="list-style-type: none">• How the teaching and learning process enables students achieve the course and programme learning outcomes• How the student learning is assessed• What kind of a role do the students have in the teaching and learning process <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none">• Are the teaching and learning methods consistent with the learning outcomes of the individual courses, and with the programme learning outcomes?• How do the practical placements contribute to the achievement of the learning outcomes?• Are the assessment methods and criteria designed to check the achievement of the intended course learning outcomes in a credible way? Are the assessment methods both rigorous and fair?• What kind of methods are there to moderate the assessment? Does the programme use some kind of independent and external scrutiny of the assessment of students?• Does the curriculum embed a student-centred learning and teaching approach that enables flexible learning paths and encourages students to take an active role in co-creating the learning process?• Do the results of the monitoring of student opinion on the learning process provide evidence of the adequacy and effectiveness of the learning process and of student support services?• Do the results of the monitoring of the students' achievement of the learning outcomes provide evidence of the effectiveness of the learning process in the course units/modules?• Do the results of the monitoring of students' progression in their studies provide evidence of the effectiveness of the learning process?	<ul style="list-style-type: none">• Curriculum analysis• Curriculum and description of its characteristics.• Characteristics of the modules/course units (in particular: number of ECTS credits, learning outcomes, content, typologies of teaching activities, assessment of students' learning, pre-requisites, didactic material).• Documentation of the suitability of the curriculum to the achievement of the programme outcomes.• Documentation of methods to moderate assessments.• Students' opinion on the quality of course units/modules.• Students' opinion on the training periods outside the university.• Students' opinion on the periods of international mobility.• Opinion of the final year students on the learning process and support services.•

Knowledge and understanding

- knowledge and understanding of mathematics and other basic sciences underlying their engineering specialisation, at a level necessary to achieve the other programme learning outcomes;
- knowledge and understanding of engineering disciplines underlying their specialisation, at a level necessary to achieve the other programme learning outcomes, including some awareness at the forefront;
- knowledge and understanding of applicable materials, equipment and tools, engineering technologies and processes, and of their limitations, in their specialisation
- knowledge and understanding of applicable techniques and methods of analysis, design and investigation, and of their limitations, in their specialisation;

Engineering practice

Analysis

- ability to analyse complex engineering products, processes and systems, and to correctly interpret the outcomes of such analyses, by being able to select and having the practical skills to apply relevant established analytical, computational and experimental techniques and methods

Problem-solving

- ability to identify, formulate and solve complex engineering problems, by being able to select and having the practical skills to apply relevant established analytical, computational and experimental techniques and methods

Design

- ability to develop and design complex products (devices, artefacts, etc.), processes and systems to meet established requirements that can include societal, health and safety, environmental, economic and industrial constraints, by being able to select and having the practical skills to apply relevant design methodologies
- practical skills for realising complex engineering designs
- ability to use the awareness of the forefront of their engineering specialisation in design and development

Practice

- ability to apply norms of engineering practice in their engineering specialisation;
- ability to consult and apply codes of practice and safety regulations in their engineering specialisation

Investigations and information retrieval

- ability to conduct searches of literature, to consult and to critically use scientific databases and other appropriate sources of information, and to carry out simulation and analysis, in order to pursue detailed investigations and research of technical issues
- ability and practical skills to design and conduct experimental investigations, interpret data and draw conclusions
- ability to work in a laboratory/workshop setting

Multidisciplinary competences

- awareness of the wider multidisciplinary context of engineering
- awareness of societal, health and safety, environmental, economic and industrial implications of engineering practice and recognition of the constraints that they pose
- awareness of economic, organisational and managerial issues (such as project management, risk and change management) in the industrial and business context
- ability to gather and interpret relevant data and handle complexity to inform judgements that include reflection on relevant social and ethical issues;
- ability to manage complex technical or professional activities or projects, taking responsibility for decision making
- ability to recognise the need for and to engage in independent life-long learning
- ability to follow developments in science and technology

Communication and team-working

- ability to communicate effectively information, ideas, problems and solutions with the engineering community
- ability to communicate effectively information, ideas, problems and solutions with the society at large;
- ability to function effectively in a national and an international context;
- ability to function effectively as an individual and as a member of a team;
- ability to cooperate effectively with engineers and non-engineers.

Strengths, good practice and areas for further development regarding section 2.2: implementation of teaching and learning

The team notes the following strengths and good practice in this section:

The team sees the following as areas for further development in this section:

2.3. Resources

Standard 9: The academic staff are sufficient in number and qualification to enable students to achieve the programme learning outcomes. There are arrangements in place to keep the pedagogical and professional competence of the academic staff up to date.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none"> the composition of the teaching staff methods to recruit new staff how the pedagogical and professional competences of the teaching staff are kept up to date <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none"> Are the teaching staff appointed according to pre-defined recruitment criteria? Are the teaching staff quantitatively and qualitatively adequate for the achievement of the programme outcomes by students? Does the programme offer the teaching staff the opportunity to improve their teaching skills and the use of new technologies? 	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none"> Curricula vitae of key teaching staff. Recruitment policy in the selection of the teaching staff. Opportunities offered to the teaching staff to improve their teaching skills and the use of new technologies.
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Standard 10: An effective team of technical and administrative staff supports the programme. There are arrangements in place to keep the competence of the support staff up to date.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none"> the composition of the support staff how the professional competences of the support staff are kept up to date <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none"> Are the teaching support staff qualitatively adequate for the achievement of the established programme outcomes by students? Is there adequate technical and library staff? Are the administrative staff quantitatively and qualitatively adequate for the effective 	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none"> Teaching support staff Technical support staff Administrative support staff Opportunities offered to the support staff to improve their competence
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management of the student support services?	
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Standard 11: The students are provided adequate and accessible support services to enable the achievement of the programme learning outcomes.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none"> • What kind of support services are offered to the students, how well do they function and how sufficient are they <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none"> • Does the programme provide student support (career advice, tutoring and assistance) services relevant to the learning process and enable students' learning and progression easier? • 	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none"> • Organization, management and activities of student support (career advice, tutoring and assistance) services, and administrative staff available) • Opinion of the final year students on the learning process and support services. •
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Standard 12: The classrooms, computing facilities, software, laboratories, workshops, libraries and associated equipment and services are sufficient and accessible to enable students to achieve the programme learning outcomes.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none"> • the key facilities related to the programme learning outcomes and how sufficient and accessible they are <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none"> • Are the facilities at the disposal of the programme, with the associated equipment, quantitatively and qualitatively adequate for the development of the established programme aims as designed and planned, and enable the application of the established didactic methods? 	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none"> • Classrooms used by the programme, with the equipment available. • Rooms for individual study used by the students of the programme, with the equipment available. • Laboratories/workshops used by the programme, with the equipment and technical staff available. • Libraries used by the students of the programme, with the equipment, services and library staff available. • Other resources and special initiatives.
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Standard 13: The HEI and the programme have external partnerships that are adequate to the achievement of the programme learning outcomes.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none"> • what kind of partnerships does the programme have and how well do they contribute to the achievement of the programme learning outcomes <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none"> • Are the partnerships with public and/or private bodies for training periods outside the university adequate quantitatively and qualitatively to the achievement of the programme outcomes? • Are the partnerships with foreign universities or other HEI's for international mobility adequate quantitatively and qualitatively to the achievement of the programme outcomes? 	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none"> • Partnerships which enable training periods outside the university. • Partnerships which enable international study mobility periods. • Students' opinion on the training periods outside the university. • Students' opinion on the periods of international mobility.
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Standard 14: The financial resources are sufficient to implement the learning process as planned and to further develop it.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none"> • the financial resources and how sufficient are they for the operation and development of the programme <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none"> • Are the financial resources available to the programme adequate for the development of the learning process as designed and planned? 	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none"> • Needs and availability of financial resources.
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Strengths, good practice and areas for further development regarding section 2.3: resources

The team notes the following strengths and good practice in this section:

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The team sees the following as areas for further development in this section:

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2.4. Quality management

Standard 15: The quality management procedures of the programme are consistent with the quality policy of the higher education institution.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none">• how the quality policy of the institution steers the quality management of the programme• are the programme's quality management procedures consistent with the institution's quality policy <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none">• Does the HEI conform to public policy for the quality management of programmes?• Does the programme participate satisfactorily in the HEI quality management processes and implement relevant findings?	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none">• Policy for the quality management of programmes of the HEI.• Quality management policies and procedures relevant to the programme.
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Standard 16: The organisation and decision-making processes of the programme are fit for effective management.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none">• how fit are the organisation and decision-making processes for effective management of the programme <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none">• Has the HEI an effective management system and effective decision-making processes for the quality management of programmes?	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none">• Organizational structure for the decision-making processes and quality management of the programmes and of the HEI.
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Standard 17: The programme reviews and develops the programme aims, curriculum, teaching and learning process, resources and partnerships and quality management in a systematic and regular manner, taking into account analysis of results of student admissions, students' study progress, achieved learning levels, student, graduate and employer feedback and graduate's employment data.

<p>What should be written to this part?</p> <p>Describe and assess:</p> <ul style="list-style-type: none"> the processes to review and develop the programme; how systematic and regular is this review how are results of student admissions, study progress and achieved learning levels analysed and used in the review and development process how is student, graduate and employer feedback gathered, analysed and taken into account how is graduate's employment data gathered, analysed and taken into account <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none"> Does the programme periodically review needs and objectives, learning process, resources, results and management system, in order to guarantee their continuing relevance and effectiveness? Does it promote the improvement of the effectiveness of the processes of programme management and of the associated results? Is the monitoring of student opinion adequate in relation to completeness of information gathered and response rate? 	<p>Relevant evidence to look for:</p> <ul style="list-style-type: none"> Policies and procedures for programme review and development. Results of most recent programmatic review. Students' opinion on the quality of course units/modules. Students' opinion on the training periods outside the university. Students' opinion on the periods of international mobility. Opinion of the final year students on the learning process and support services. Results of the monitoring of the graduates' job placement. Results of the monitoring of student progression to Master programmes Results of the monitoring of employed graduates' opinions on the education received. Results of the monitoring of employers' opinion on the graduates' education Results of the assessment of the possession of the admission requirements. Results of the examination performance in the first year. Result of the assessment of the students' learning in each module and each year. Results of the monitoring of student progression in the different course years. Results of the monitoring of dropouts. Results of the monitoring of the credits acquired by the students who pass from one course year to the next one. Results of the monitoring of the duration of studies leading to graduation.
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Standard 18: The programme provides public, up to date information about its objectives, teaching and learning process, resources, quality management procedures and results.

<p>What should be written to this part?</p> <p>Describe and assess:</p>	<p>Relevant evidence to look for:</p>
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<ul style="list-style-type: none"> • what kind of information does the programme make publicly available • how sufficient is the information provided <p>Questions to be considered when doing the assessment:</p> <ul style="list-style-type: none"> • Does the programme make publicly available full, up to date, easily accessed information, both quantitative and qualitative, on its objectives, learning process, resources, results and management system? 	<ul style="list-style-type: none"> • Documentation in relation to the programme and its quality management as publicly provided.
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Strengths, good practice and areas for further development regarding section 2.4: quality management

The team notes the following strengths and good practice in this section:

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The team sees the following as areas for further development in this section:

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3. Overall evaluation of the programme

Upon reviewing the programme the team highlights the following **key strengths and good practice**:

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The team sees the following as **main areas for further development** of the programme:

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The team recommends that the programme is *accredited without reservation / accredited with the following conditions / not accredited.*