evalag
EVALUATIONSAGENTUR
BADEN-WÜRTTEMBERG

Evaluation of Study Programmes

Decision of the Foundation Board, February 18th 2016

Assessment criteria

The accreditation criteria used by the **evalag** international evaluation of study programmes have been put into effect by the **evalag** Foundation Board. They refer to the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and include an analysis of Part 1 of the ESG.

The Peers will assess strengths and weaknesses and give recommendations for improvement if necessary.

1. Programme profile

Profile and objectives of the programme

The expert team assesses

1.1. whether the objectives of the programme are in line with the profile and the strategic goals (in teaching and learning as well as research) of the institution

1.2. the intended learning outcomes of the programme

1.3. the intended learning outcomes in relation to the type and level of qualification provided by the programme

1.4. to what extent the intended learning outcomes are based on academic or professional requirements (standards), public needs and the demands of the labour market and to what extent they contribute to the employability of the graduates

1.5. how the (academic) study programme is related to research (procurement of scientific methods in theory and practice, research based teaching)

1.6. to what extent the profile and objectives of the programme comply with internationally accepted standards

1.7. the international dimension of the programme

1.8. whether the qualification of the academic staff and to what extent it is adequate with regard to profile and objectives of the programme.

2. Curriculum

Curriculum and teaching and learning methods

The expert team assesses

2.1. to what extent the curriculum of the programme is adequately structured to achieve the intended learning outcomes and takes the diversity of students and their needs into account

2.2. to what extent the curriculum provides the necessary knowledge and methodological expertise of the relevant discipline(s) and

2.3. whether the learning experience is organised in a way that takes the diversity of students and their specific needs into account, employs appropriate student-centred teaching and learning methods and encourages students to take an active role in creating the learning process.

3. Student assessment

Organisation of student assessments

The expert team assesses

3.1. how the assessment of intended learning outcomes is organised

3.2. the amount and requirements of assessments in relation to the intended learning outcomes

3.3. to what extent the requirements of the thesis reflect the level of the degree

3.4. the assessment criteria (especially in relation to transparency and consistency)

3.5. how the staff undertaking assessments is qualified

3.6. which examination regulations exist and

3.7. which regulations for student absence, illness and other mitigating conditions exist.

4. Organisation of the study programme

Implementation of the programme

The expert team assesses

4.1. the entry qualifications

4.2. the regulations for the recognition of qualifications (i.e. Lisbon Convention)

4.3. to what extent the organisation of the study process allows the programme to be carried out in such a way that the intended learning outcomes will be achieved and to what extent the organisation of the study process takes the diversity of students and their specific needs into account

4.4. how the implementation of the programme is managed (roles and responsibilities)

4.5. the workload of the programme with respect to the necessity to reach the intended learning outcomes in the scheduled time frame

4.6. how the student life cycle is organised (i. e. all (organisational) relationships between the student and the institution from enrolment to graduation)

4.7. the care services and student advisory services

4.8. in case of an cooperation with internal and external partners: how the cooperation is organised.

5. Resources

Deployment of resources (finances, personnel, facilities) deployment to sustain HEI programmes

The expert team assesses

5.1. the sustainability of funding and financial management

5.2. to what extent the number and qualification of academic staff (full-time and part-time) is adequate to ensure intended learning outcomes

5.3. which strategies and processes for the staff recruiting and staff development are used

5.4. the amount and quality of facilities and equipment (library, laboratories, teaching rooms, IT equipment)

5.5. to what extent the amount and quality of the resources provided are adequate to reach the objectives of the programme.

6. Quality assurance

Internal and external quality assurance of the programme

The expert team assesses

6.1. how the study programme is designed and implemented and how its improvement is organised

6.2. whether a quality assurance concept of the programme is available and how it is connected to the quality assurance system of the institution

6.3. what kind of quality assurance processes and instruments for the programme are implemented

6.4. to what extent the quality assurance of the programme is regularly, systematically and effectively used for quality enhancement

6.5. whether quality feedback loops are closed

6.6. how the persons responsible for the programme systematically collect, analyse and use relevant information

6.7. how stakeholders (students, teachers, administration, employers) are involved in quality assurance

6.8. to what extent relevant programme information for students and prospective students is provided

6.9. to what extent the programme is part of cyclical external quality assurance activities.