

Accreditation Agency in Health and Social Sciences

Akkreditierungsagentur im Bereich Gesundheit und Soziales



Handbook for Program Accreditation

Table of Contents

1. Introduction	iii
2. Plan of the accreditation procedures	iv
3. Criteria for the assessment and accreditation of study programs	vii
3.1. Aims and Implementation	vii
3.2. Structure of the Study Program	viii
3.3. Admission and Feasibility	viii
3.4. Examination System and Transparency	ix
3.5. Teaching Staff and Material Equipment	x
3.6. Quality Assurance	xi
3.7. Gender Equality and Equal Opportunities	xii
4. Structure of the Self-Evaluation Report	x
Self-Evaluation Report	1
1. Study program concept	1
1.1. Structural data of the study program	1
1.2. Modularization of the study program and exam system.....	3
1.3. Objectives of the study program and their rationale.....	5
1.4. Labor market situation and career opportunities	5
1.5. Admission requirements and rules of recognition.....	6
1.6. Quality assurance	6
2. Human resources, equipment and furnishings	9
2.1. Teaching staff	9
2.2. Further human resources	9
2.3. Facilities for instruction and research.....	9
3. Institutional environment and structural conditions	10
3.1. Description of the university	10
3.2. Description of the department/faculty.....	10
Appendices	12
Appendix 1: Module description template	13
Appendix 2: Instructor CV template	14
Appendix 3: Teaching matrix template	16

1. Introduction

The Accreditation Agency in Health and Social Sciences (AHPGS) is an interdisciplinary, multi-professional organization, whose mission is to enhance the quality of teaching and learning in higher education in modern European and international contexts. Its work focuses on the fields of health and social sciences, as well as other related fields such as medical care or nursing. By implementing quality assurance procedures, it aims to share, disperse and promote values and good practices.

The AHPGS carries out the external evaluation and accreditation of Bachelor and Master study programs at German and foreign higher education institutions (HEI) and thus contributes to their continuous development in terms of quality assurance management. For that, the AHPGS implements the analyses of the existing internal quality review system, determines its advantages and deficiencies, verifies the applicability of its results, and, finally, proposes new methods of efficient quality control. We help study programs expand their international recognition and increase their competitive power in academic accomplishments, research activities and teaching performance. Furthermore, the AHPGS assists study programs with the social and medical relevance of their profile and employability potential of their graduates.

The AHPGS is a member of international associations and networks: the "European Association for Quality Assurance in Higher Education" (ENQA), the "European Consortium for Accreditation in Higher Education" (ECA), the "Network of Central and Eastern European Quality Assurance Agencies in Higher Education" (CEENQA) and the "International Network for Quality Assurance Agencies in Higher Education" (INQAAHE). Furthermore, the AHPGS is listed in the "European Quality Assurance Register" (EQAR).

As an organization, the AHPGS is an independent body.

2. Plan of the accreditation procedures

AHPGS carries out program accreditation in two forms: 1) the Accreditation Commission of the AHPGS makes a final decision to accredit, accredit with conditions, or deny accreditation to the study program, and 2) the Accreditation Commission of the AHPGS issues a *recommendation* for accreditation addressed to the applying HEI or respective National Ministry. The main focus of the first form is the compliance of the study program with general, internationally-acknowledged higher education standards in accordance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). In the second form, the national regulations of the respective country serve, in addition to the ESG, as the legitimizing basis of the procedure.

The accreditation procedure of study programs runs generally along three consecutive steps described below. Depending on the profile and specificity of the study program, they may alter or additional ones may be introduced.

- I. The HEI submits the **application** of the study program for accreditation (Self-Evaluation Report and accompanying documents/annexes) to the AHPGS, requesting initiation of the external quality assurance process. The application documents should clearly and explicitly formulate the objectives and learning outcomes of the study program. The HEI can also forward the AHPGS additional documentation in order to support the application.

The AHPGS reviews the sufficiency and relevance of the forwarded documents. If necessary, it can request additional information in the form of **open questions**, which are to be answered by the HEI. Based on the submitted application documents and the **answers to open questions**, the AHPGS produces a **Summary** of the study program.

At the same time, the Accreditation Commission of the AHPGS **nominates an expert group** and informs the HEI about the members of the expert group. The experts are then provided with the application documents (the Self-Evaluation Report its annexes) and the Summary of the study program.

Upon the approval of the Summary by the HEI, the AHPGS makes it available to the members of the experts group.

- II. The expert group, accompanied by the representatives of the AHPGS, carries out an **on-site visit** of the HEI. In the course of the visit, the experts hold discussions with different members of the HEI including institution, faculty and department management, the study program management, teaching staff and students. The function of the expert group is to verify and evaluate the objectives and learning outcomes of the study program, its structure, teaching

staff, material resources, course of studies and methods of assessment (selection of students, assessment of achievements, students' support, etc.) and the program management (program administration and external assurance of study quality).

Following the visit, the expert group issues an **Expert Report** based on the results of the visit and the documents submitted by the HEI. The Expert Report is then made available to the HEI. When necessary, the HEI might issue and forward its response opinion regarding the Expert Report to the AHPGS to be taken into consideration. The Expert Report, the response opinion of the HEI (if provided) and the application documents are then forwarded to the Accreditation Commission of the AHPGS.

- III. The Accreditation Commission of the AHPGS examines the provided documentation, namely the application (the Self-Evaluation Report and its annexes), the Summary comprised by the AHPGS, the Expert Report and the response opinion of the HEI. These documents lay basis for the **decision of the Accreditation Commission** of the AHPGS regarding the accreditation of the study program or *recommendation* for accreditation.

The decision of the Accreditation Commission of the AHPGS can be formulated in three following forms:

- The study program is accredited (without any conditions)
- The study program is accredited with conditions
- The study program is denied an accreditation

The Accreditation Commission of the AHPGS makes a holistic judgement on the HEI's compliance with the aforementioned criteria as a whole, based on the external review panel's findings, analyses of and conclusions on the HEI's compliance with the relevant criteria. Should the Accreditation Commission not consider the panel's conclusion with regard to a specific criterion, this is explained in the Commission's decision. If a specific criterion is not addressed in the decision it is implied that the Commission largely concurred with the review panel's analysis and conclusion without further comments. If there are one or several criteria with which the HEI does not comply this is considered in the Commission's holistic judgement, which might be positive or negative depending on the amount and significance of the respective areas. However, there are no numerical rules for arriving at a judgement. A conclusion of no compliance for any one criterion does not prevent accreditation per se. The Accreditation Commission bears in mind the specific legislative, political and socio-economic context of each HEI. Thus, it has to be highlighted, that there

are cases where the Accreditation Commission of the AHPGS can only give a recommendation about accreditation (with or without conditions) or denial of accreditation, e.g. in Romania. In such cases, the National Ministry takes the final binding decision.

According to the regulations given in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, section 2.6), the AHPGS publishes the final report about the accreditation of the study program on its website.

- IV. In cases where AHPGS is not authorized to carry out the fulfillment of conditions, a standardized follow-up procedure, which is designed to monitor if proposed conditions were implemented by the responsible authority, takes place. Additionally and in each and every case, after 24 months since the decision was issued by the Accreditation Commission, AHPGS will ask the HEI for a written update describing how the proposed recommendations and/or conditions were taken up by the HEI. This process applies also to countries where the accreditation procedure carried out by AHPGS is not an obligatory part within the national accreditation system.

3. Criteria for the assessment and accreditation of study programs

The following criteria of the AHPGS are implemented for the accreditation of study programs at foreign higher education institutions. These criteria are based on the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) established by the European Association for Quality Assurance in Higher Education (ENQA).

3.1. Aims and Implementation

In accordance with ESG 1.2 Design and Approval of Programs

Standard: Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

The study program pursues specific qualification objectives. These objectives cover professional and extraprofessional/interdisciplinary aspects and particularly refer to the domain of academic competences, competences necessary for a qualified employment, skills of social commitment and personal development (four purposes of higher education of the Council of Europe).

The learning outcomes of the program are defined. They correspond to the standards of qualifications attributed to the pursued academic degree (in accordance with the “Shared ‘Dublin’ Descriptors for Short Cycle, First Cycle, Second Cycle and Third Cycle Awards”). If necessary specific national requirements are taken into consideration.

Upon graduation, students receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed (see ESG 1.4).

The objectives of the study program have been developed in accordance with the overall strategy of the University.

The national legal requirements regulating the establishment of the study program have been observed.

The scope and the form of program-related national and international cooperation’s with various higher education institutions, companies and/or other organizations are described, and the significant agreements are recorded.

The program was designed by involving students and other stakeholders in the work. The program was subject to a formal institutional approval process.

3.2. Structure of the Study Program

In accordance with ESG 1.3 Student-centered Learning, Teaching and Assessment

Standards: Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

The study program aims at providing students with specialized and interdisciplinary knowledge as well as professional, methodological and general competences.

The study program has a modular structure that is closely linked to the European Credit Transfer System (ECTS)¹ and a module-related examination system. Descriptions of the modules contain all necessary information, as required in the ECTS User's Guide (particularly with regard to the details about learning content and outcomes, methods of learning, prerequisites for the allocation of ECTS credits, workload).

The combination and the succession of the modules of the study program are consistent with the specified qualification objectives (described earlier). The program is designed to enable smooth student progression (see ESG 1.2).

It is a student-centered study program, which encourages students' to take an active role in creating the education process. In the course of studies, students receive the support and guidance they need for the organization and accomplishment of assignments and the learning process in general (e.g. using a variety of pedagogical methods; respecting and attending the diversity of students). There are appropriate procedures for dealing with students' complaints.

The arrangement of internships in the study program allows acquisition of ECTS credits. Provided that the program offers exchange mobility gaps, they are integrated into students' curriculum.

Study programs with special profile requirements (for instance, dual, part-time, occupational or distance learning study programs) comply with particular aspects that are considered appropriate and proportionate. These particular aspects are continuously observed in the study program.

3.3. Admission and Feasibility

¹ http://ec.europa.eu/education/library/publications/2015/ects-users-guide_en.pdf

In accordance with ESG 1.4 Student Admission, Progression, Recognition and Certification

Standard: Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

The admission requirements and, if applied, student selection procedures are specified in a transparent manner. They correspond to the standards of the study program.

Feasibility of the study program is guaranteed. The amount of student workload is appropriate. Thus, the institution has put in place both processes and tools to collect, monitor and act on information.

Student support services, as well as specialized and general consultations, are provided by the University in a sufficient and appropriate manner. The University guarantees that students with disabilities and/or chronic illnesses receive compensation with regard to the admission procedure, performance evaluation measures and the general requirements of the study process (see also 3.2, ESG 3.1 and ESG 1.6). Support and administrative staff are respectively qualified. Students are informed about the services available to them (see ESG 1.6).

As a whole, the organization of the education process ensures the successful implementation of the study program.

3.4. Examination System and Transparency

In accordance with ESG 1.8 Public Information

Standard: Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to-date and readily accessible.

Examinations serve to determine whether the envisaged qualification objectives have been achieved. These examinations are focused on students' knowledge and competences. The requirements for students' performance in examinations are regulated and published. The frequency of examinations, as well as their organization, is appropriate. Regarding the assessment for students' progression, a formal procedure for student appeals is in place (see ESG 1.3).

The University has documented and published the regulations concerning the assessment, conversion and recognition of competences, credits and periods of study acquired and completed by students at other HEIs (where applicable in line with the principles of the Lisbon Recognition Convention; see ESG 1.4). Furthermore, the University applies a system of assessment, conversion and recognition of students'

achievements acquired in a non-formal and self-study way.

The University guarantees that students with disabilities and/or chronic illnesses receive compensation with regard to scheduling and formal requirements of the final and course-related performance evaluations. The respective regulations and documented and provided.

The University documents and publishes information regarding the study program (study plan, process of education, admission requirements, examination regulations, compensation measures for students with disabilities and other disadvantages) and its various activities in a clear, accurate, objective, up-to-date and readily accessible way.

3.5. Teaching Staff and Material Equipment

In accordance with ESG 1.5 Teaching Staff

Standard: Institutions should assure themselves of the competences of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

And in line with ESG 1.6 Learning Resources and student support

Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Professionalism and the sufficient number of human resources assure the successful implementation of the study program. Qualifications of the teaching personnel correspond to the requirements of the study program. Recruitment and appointment on teaching positions are implemented in a fair and transparent manner, i.e. there are clear, fair and transparent processes for staff recruitment and conditions of employment that recognize the importance of teaching. Interdisciplinary links to other study programs are taken into consideration.

Measures for the professional and personal development of the teaching personnel are provided in a fair and transparent manner (e.g. assessors receive support in developing their own skills in the field of testing and examination methods; ESG 1.3).

Moreover, the institution encourages scholarly activity and innovation in teaching methods to strengthen the link between education and research.

The HEI has appropriate funding to provide the necessary learning resources and material equipment required in the study program. Student support is provided (see 3.3).

Qualitative and quantitative sufficiency of the equipment and space resources assures the successful implementation of the study program.

3.6. Quality Assurance

In accordance with ESG 1.1. Policy for Quality Assurance

Standard: Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

In line with ESG 1.7 Information Management

Standard: Institutions should ensure that they collect, analyze and use relevant information for the effective management of their programs and other activities.

Taking into consideration ESG 1.9 On-going Monitoring and periodic review of programs

Standard: Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and responds to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.

In accordance with ESG 1.10 Cyclical External Quality Assurance

Standard: Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

The University has developed and documented a concept of quality assurance in the education process as well as teaching and research, which is publicly available and which serves as the basis for the quality-oriented development and implementation of the study program. In addition, the policy supports academic integrity and freedom as vigilant against academic fraud. Moreover, it supports guarding against intolerance of any kind or discrimination against students or staff.

The University carries out internal and external quality assurance procedures on a cyclical basis.

Quality assurance is implemented by internal stakeholders, while involving also external stakeholders.

The University collects, analyses and applies the information regarding the key

performance indicators, the profile of the student population, student progression, success and drop-out rates, student' satisfaction with the study program, learning resources and students support mechanisms, career paths of graduates as well as other relevant feedback from different stakeholders. Thus ensuring to respond to the needs of students and society.

This information is used for the effective management, on-going monitoring and review of the study program, as well as for the continuous development of both the study program and the University in general.

Quality evaluation results and development plans are communicated to all stakeholders involved. Revised program specifications are published. Students and staff are involved in providing and analyzing information and planning follow-up activities.

Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate.

3.7. Gender Equality and Equal Opportunities

The University's actions on the provision of gender equality and promotion of equal opportunities for students with particular living circumstances are implemented in a transparent manner.

4. Structure of the Self-Evaluation Report

The **Self-Evaluation Report** and its annexes are to be submitted in the electronic format (please hand them in as pdf. files). The Self-Evaluation Report should not exceed 30 pages (not including its annexes). Furthermore, the following documents should be attached to the Self-Evaluation Report (each as a separate file):

- module guide/module descriptions (see Sample Module in Appendix 1, the module descriptions should be sent in one coherent pdf. document),
- module overview (a graphical overview of the study program, showing courses arranged by semester on one DIN A4 page, insofar as possible),
- study plan (a table of all courses in the program, containing course names, numbers, types, and credits, on one DIN A4 page, insofar as possible),
- institutional regulations (study, exam and work placement regulations, etc.)
- national legal requirements and standards regulating the education process, examinations and awarding of academic degrees in the respective field,
- a brief CV for each lecturer (see sample in Appendix 2, the CVs should be sent in one coherent pdf. document),
- a diploma supplement in English language,
- a formal declaration by the university administration guaranteeing the facilities, furnishings and equipment for the study program,
- an assessment report/expert opinion on the previous accreditation, if applicable.

Re-Accreditation

The re-accreditation procedure is different from the initial accreditation procedure in that the study program to be accredited has already been realized over a certain period of time.

In addition to the above mentioned documents, the following issues are given special significance during the re-accreditation and are to be documented accordingly when filing the Self-Evaluation Report:

- evaluation of the success of the study program (e.g. using graduate surveys and follow-up studies),

- review of the student workload in the individual modules,
- assessment of the evaluation results,
- evaluation of statistical data regarding capacity utilization, drop-out rate, numbers of new enrolments,
- implementation of the requirements and recommendations from the previous accreditations as well as documentation of all of the changes and developments that have taken place regarding the study program (with specification of the reasons for them) since the previous accreditation.

Self-Evaluation Report

Applying university	
Title of study program	
Date of initial accreditation, if applicable	
Contact	
Address	
Phone	
E-mail	

1. Study program concept

1.1. Structural data of the study program

- 1.1.1. Name of university, name of department/faculty
- 1.1.2. Name of other universities, companies and other institutions that are involved in the study program as well as an explanation of the cooperation (Please attach cooperation agreements, if applicable)
- 1.1.3. Title of the study program, title of previous study program (if applicable)
- 1.1.4. Degree level
- 1.1.5. Language of studies
- 1.1.6. Type/form of study program, explanation of the organizational structure (with specification of the days of the week and times of compact courses, insofar as possible) and explanation for the form of the study program full-time, part-time, distance learning,
 - extra-occupational, occupationally integrating, dual
 - online study as a special type of distance learning,

- for master's programs: classification as continuing or consecutive education.

1.1.7. Workload and number of credits to be awarded in the study program. If the study program is offered by a HEI within European higher education system, please provide the amount of Credit Points (CP) according to the European Credit Transfer System (ECTS). If the study program is offered by a HEI with a different rating system, please provide the amount of units/credits² assigned in the study program according to the local system.

- workload in hours for awarding one credit/unit (with specification of the corresponding paragraphs in the examination regulations of the HEI and if necessary of the faculty and/or department),

- workload in hours for the entire study program,

- attendance time or number of contact hours in the study program overall as well as the share of self-learning time (and work placement time during the study program) in hours,

- number of CP to be awarded for the final module (for the thesis project).

1.1.8. Number of semesters required to complete the study program

1.1.9. Initial enrolment in the study program

1.1.10. Number of places available in the program (and number of students already admitted for each respective semester, if applicable)

- If the study program is offered to different (separate) groups of students (e.g. full-time and part-time, those who study in the central and in the branch buildings/departments of the University, female and male, etc.) please provide the number of available places as well as the number of enrolled students in each group of the study program.

² The HEI should use its own denomination; the words "credit" and "unit" are merely provided as examples.

1.1.11. Tuition fees: specification of services that are covered by tuition fees

1.2. Modularization of the study program and exam system

1.2.1. Modularization

- total number of modules in the study program,
- number of (required/elective) modules to be completed by the students in the study program,
- number of credits/units to be awarded per semester (particularly for part-time study programs),
- information on periods of time during the study program for stays at other universities and/or in practice.

1.2.2. Number of program-specific modules as well as the number of modules that can be provided from other study programs at the university or studied together with students from other study programs (with specification of the respective scope in credits/units)

- information on ensuring the program-specific module objectives in the modules offered together with other study programs of the university,
- information on the organization of the modules used together with other study programs of the university (if applicable),
- in case of cooperation with other universities, companies and other institutions: which institution is responsible for which parts of the curriculum.

1.2.3. Skill-oriented design of the exam system (orientation toward the defined educational objectives being pursued in the specific department and across multiple departments) and organization of the module-related exams

- number and type of module exams (per semester and in the study program),
- timing of the exams during the study program,

- repeatability of exams and timing,
 - information on the designation of the credits/units according to the regulations applied at the HEI
 - demonstrate that the study program complies with the national and institutional regulations for examinations
 - regulations on compensation measures for students with disabilities and chronic illnesses with regard to the scheduling and formal requirements in the study program, for graduating with certificates of achievement concluding or accompanying the course of study as well as within the framework of aptitude assessment procedures and on their publication by the university.
- 1.2.4. Didactic concepts and methods of teaching (lectures, seminars, exercises, project work, study groups, work placement phases)
- 1.2.5. Integration of electronic/multimedia forms of teaching and learning (e.g. learning platform); integration of distance learning components/elements (with specification of their scope and contents)
- 1.2.6. Information on the integration of internships into the study program
- information on the support/supervision of the internship by instructors of the university,
 - information on the correlation of the practical contents with the intended objectives of the study program,
 - information on quality assurance of the internship (e.g. qualification of the practical instructors, practical instructor meetings; submit work placement regulations, if applicable).
- 1.2.7. Integration of the research into the course of study
- connection of the study program to the scientific research concentrations in the department/faculty or of the applying university (and of the co-operating universities, if applicable).

1.2.8. International aspects of the curriculum

- internationality of the contents of the curriculum,
- courses/modules instructed in foreign languages (portion of courses/modules instructed in foreign languages, if applicable).

1.2.9. Internationality of the study program

- options for studying abroad,
- options for mobility.

1.3. Objectives of the study program and their rationale

1.3.1. General objectives of the study program (aspects for specific departments and across multiple departments)

1.3.2. Qualification objectives of the study program

- with regard to scientific or artistic qualification,
- qualification to engage in a qualified occupation,
- qualification for social responsibility and
- qualifications for personality development.

1.3.3. Output-oriented description of the departmental, methodical, learning and social skills/key skills as well as overarching skills (with specifications of the skill level, if applicable)

1.3.4. Presentation of the study program structure (e.g. which departmental or methodical foundations are laid in which modules and how these are built upon in which modules) and explanation for special forms of study (e.g. extra-occupational study)

1.4. Labor market situation and career opportunities

- 1.4.1. Information on the intended and possible career fields as well as the career opportunities for the graduates of the study program (document experiences, if applicable)
- 1.4.2. Information on the current situation or situation to be expected on the labor market (with specification of sources)
- 1.5. Admission requirements and rules of recognition**
 - 1.5.1. Explanation of the admission requirements for the study program (including selection procedures and criteria, with specification of the regulations)
 - If the initial enrolment to the HEI and the enrolment to the study program are two different or separate procedures, please describe them. Please provide the relevant admission regulations of the HEI as well as of the faculty/department, if such are applied.
 - 1.5.2. Explanation of the regulations on compensation measures for students with disabilities and chronic illnesses with regard to the admission requirements (with specification of the regulations)Output-oriented description of the departmental, methodical, learning and social skills/key skills as well as overarching skills (with specifications of the skill level, if applicable)
 - 1.5.3. Explanation of the rules about the recognition, conversion and assessment of credits/units acquired by students at other HEIs within and outside of the country³
 - Information on the regulations of the HEI regarding transfer of students from and to other HEIs within and outside of the country
 - 1.5.4. Explanation for the admission qualification in relation to the educational objective being pursued (especially for master's programs)
- 1.6. Quality assurance**
 - 1.6.1. Information on the quality assurance concept regarding teaching and research (attach overall concept, evaluation regulation, etc.,

³ <https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168007f2c7>

if applicable); description of the organizational and decision-making structures with regard to quality assurance

- 1.6.2. Information on the quality assurance measures of the study program to be accredited; information on the extent to which the quality assurance measures of the study program to be accredited are integrated into the overarching quality assurance measures of the entire university
- 1.6.3. Information on measures for module evaluation; information on the implementation of the obtained evaluation results with regard to the improvement of the study program concept; integration of students into the internal quality assurance within the study program
- 1.6.4. Information on the evaluation of the practical relevance of the study program (e.g. through graduate surveys, follow-up studies)
- 1.6.5. Information on the evaluation of the student workload and its feasibility (specification of the estimated student workload based on experience in the case of initial accreditation)
- 1.6.6. Statistics on enrolment applications, admission procedures, numbers of students and numbers of graduates with regard to the study program to be accredited and, if applicable, also with regard to the preceding model (respectively divided according to semester and gender)
- 1.6.7. Information on the documentation and transparent publication of information on the study program as well as on the exam requirements including regulations on compensation measures for students with disabilities
- 1.6.8. Information on the support of the students: general academic counselling; department-specific academic counselling, office hours of the instructors; social support, communication options between instructors and students; support of the students through tutoring, mentor programs, etc.
- 1.6.9. Information on the concept for the promotion of gender equality as well as the promotion of equal opportunities for students in special living situations (e.g. parents, foreign exchange students,

students with an immigrant background, people from educationally deprived backgrounds)

- 1.6.10. Information on the special support of students with disabilities and chronic illnesses as well as on the publication of the information

2. Human resources, equipment and furnishings

2.1. Teaching staff

2.1.1. Specification of the number and composition of teaching staff in the study program

- total staff number required for the study program at full-time enrolment⁴ in week hours per semester,
- number of all full-time lecturers as well as the scope (in week hours per semester) of professorial teaching in the study program,
- number of adjunct professors,
- percentage of the study program to be accredited that is taught by professors, lecturers and adjunct professors, practitioners, etc.,
- faculty/student ratio in the study program with full enrolment capacity utilization (ratio of the number of full-time teaching loads of the full-time instructors to the total number of all students in the study program)
- additionally, please fill in the teaching matrix in annex 3

2.1.2. System and criteria for the selection of the teaching staff

- Regulations of recruitment and appointment on teaching positions

2.1.3. Specification of measures for human resources development and qualification, opportunities for university didactic continuing education for teaching staff

2.2. Further human resources

2.2.1. Further human resources in the study program: work placement coordination, study program coordination, etc.

2.3. Facilities for instruction and research

⁴ With regard to all cohorts as well as to the utilization of the admission places available

- 2.3.1. Premises (lecture halls, seminar rooms, laboratories, student workstations etc.)
- 2.3.2. Library/libraries
 - inventory (total, program-related inventory of books and periodicals),
 - means for program-related new acquisitions (books and periodicals),
 - access options for the library (opening hours, access on the weekend),
 - access to databases
- 2.3.3. Computer equipment, media equipment etc.
- 2.3.4. Funds for supporting staff, equipment and investment funds, extra funding

3. Institutional environment and structural conditions

3.1. Description of the university

3.1.1. Basic data of the university

- founding year with brief information about the development of the university,
- total number of students (current status),
- number of departments/faculties and the offered study programs; planned study programs,
- information on program-relevant university location, if applicable,
- information on institutes and research facilities of the university,
- current developments or special features of the university.

3.2. Description of the department/faculty

3.2.1. Basic data of the department/faculty

- founding year,
- total number of students at the department/faculty (current status),
- number of study programs in the department/faculty,
- current developments and special features in the department/faculty.

Appendices — AHPGS templates (<http://ahpgs.de/downloads/>)

Appendix 1 module description template

Appendix 2 template for brief CV of teachers

Appendix 3 teaching matrix

Appendix 1

Module description

Module number:	Module title:
Level/semester:	e.g. first level/semester
Credit hours:	Thereof lecture hours:
	Thereof practical hours:
	Thereof self-study hours:
Language:	
Learning outcomes/goals/skills of the module:	
Content of the module:	
Examination:	e.g. written examination, presentation

Appendix 2

Curriculum Vitae for Instructors

1. First name and surname Gender		
2. Pedagogic (education) and scientific degrees		
Institution	Professional qualification, qualification degree, academic degree	Year
3. Places of employment		
Institution	Type of sector and occupation	Dates
4. Lectured subjects or courses		

