



Accreditation Agency in Health and Social Sciences
Akkreditierungsagentur im Bereich Gesundheit und Soziales

Handbook for Program Accreditation

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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 medicine or psychology. 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 and a registered non-profit association.

2. Plan of the accreditation procedures

The accreditation procedure is structured according to the Accreditation Criteria developed by the AHPGS. The Accreditation Criteria are developed by the AHPGS in close accordance with the existing criteria and requirements valid in the Federal Republic of Germany and 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).

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 the above mentioned criteria developed by the AHPGS based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (*see also point III*). 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 expert group. The expert group conducts a paper-based pre-visit

assessment of the study program.

- II. The expert group, accompanied by the representatives of the AHPGS, carries out a **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 site visit, the expert group evaluates the fulfillment of the criteria based on the results of the visit and the documents submitted by the HEI. This **Assessment Report** is then made available to the HEI. When necessary, the HEI might issue and forward its response opinion regarding the Assessment Report to the AHPGS to be taken into consideration. The Assessment 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 Assessment 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 (form 1) or *recommendation* for accreditation (form 2).

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.

In the second form, the Accreditation Commission of the AHPGS can only give a recommendation about accreditation (with or without conditions) or denial of accreditation. In such cases, the National Ministry takes the final binding decision.

The accreditation is limited to a period of five years. 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 Assessment Report about the accreditation of the study program on its website.

- IV. The successful fulfillment of conditions must be demonstrated within twelve months. According to the Accreditation Criteria developed by the AHPGS, in case of non-fulfillment of the conditions the accreditation of the study program will be revoked. Additionally, 24 months after the decision was issued by the Accreditation Commission, AHPGS will ask the HEI for a written update describing how the proposed recommendations were taken up by the HEI (Follow-Up Procedure).

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

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

continuously observed in the study program.

3.3. Admission and Feasibility

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). The HEI ensures that information about its activities, particularly the programs it offers, is easily accessible to prospective and current students, graduates, and the public. The published information includes insights into the admission criteria for programs, intended learning outcomes, qualifications awarded, and the procedures employed for teaching, learning, and assessment. Furthermore, pass rates and available learning opportunities to students as well as graduate employment information are shared.

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 HEI consistently monitors and periodically reviews its programs to ensure alignment with established objectives, responsiveness to the evolving needs of students and society, and the facilitation of continuous program improvement. These systematic reviews are integral to the HEI's commitment to maintaining the relevance of study programs and fostering a supportive and effective learning environment for students. The evaluation process encompasses various aspects, including the regular examination of program content in light of the latest research in the discipline, consideration of changing societal needs, assessment of student workload, progression, and completion rates, evaluation of the effectiveness of procedures for student assessment, collection of feedback on student expectations, needs, and satisfaction regarding the program, and examination of the suitability of the learning environment and support services for the program's objectives.

The HEI possess a robust data collection system and gathers comprehensive data on its study programs and other activities. The information gathered depends, to some extent, on the type and mission of the institution. Various Key Performance Indicators (KPIs) are captured by the institution. A range of information regarding study programs and activities is consistently captured by the institution. Student progression, success rates, and dropout rates are inherent considerations in the institution's analytical processes. With an established feedback mechanism, the HEI regularly measures student satisfaction with their programs, the learning resources and the available student support. The HEI also actively tracks and analyzes the career paths of its graduates. The institution seamlessly integrates the collected information into its existing internal quality assurance system. Mechanisms are in place to ensure that the perspectives of students and staff are considered in decision-making processes.

Regular program reviews and revisions are conducted, actively involving students and other stakeholders in the process. The information collected from these reviews undergoes analysis, and program adaptations are made to ensure the program is up-to-date. Any actions planned or taken as a result of these reviews are communicated to all relevant stakeholders. Furthermore, the HEI ensures the publication of revised program specifications, fostering transparency and keeping stakeholders informed of changes resulting from the systematic review process.

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,
- 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.

1 Information about the University

1.1 Basic data of the University

- *Founding year with brief information about the development of the University,*
- *number of students (current status),*
- *number of departments/faculties and the offered study programs, planned study program,*
- *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.*

1.2 Basic data of the department/faculty

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

2 Structural data of the study program

University	
Faculty/Department	
Cooperation partner	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)
Title of the study program	
Degree awarded	
Organisational structure	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
Language of Studies	
Period of education	
Total number of credits to be awarded	
Hours per Credit	
Workload	Total: XY hours Contact hours: XY hours Individual work: XY hours Practice: XY hours
Credits for the graduation project	
Launch date of the study program	
First accreditation	
Time of admission	
Number of available places in the program	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.

Number of currently enrolled students in the program	See above
Particular enrollment conditions	
Tuition fees	per year specification of services that are covered by tuition fees

3 Program aims and their implementation

3.1 Objectives of the study program and their rationale

3.1.1 General Objectives of the study program (aspects for specific departments and across multiple departments)

3.1.2 Qualification objectives of the study program

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

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

3.2 Labor market situation and career opportunities

3.2.1 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)

3.2.2 Information on the current situation or situation to be expected on the labor market (with specification sources)

4 Structure of the study program

4.1.1 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 CP 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.*

4.1.2 Number of program-specific modules as well as the number of modules that can be provided from other study program 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.*

4.1.3 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,*
- *please describe the skills and competencies that students acquire in each year of study and how these build upon each other throughout the course of study.*

4.1.4 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).*

- 4.1.5 Didactic concepts and planned methods of instruction (lectures, seminars, exercises, project work, study groups, work placement phases)
- 4.1.6 Integration of electronic/multimedia forms of instruction and learning (e.g., learning platform); integration of distance learning components/elements (with specification of their scope and contents)
- 4.1.7 Integration of research into the study program
- *Connection of the study program to the scientific research concentrations in the department/faculty,*
 - *modules in which students gain research skills.*
- 4.1.8 International aspects of the curriculum/study program
- *Internationality of the contents of the curriculum,*
 - *modules instructed in foreign languages,*
 - *options for studying abroad,*
 - *other options for mobility.*

5 Admission and Feasibility

5.1 Admission requirements and rules of recognition

- 5.1.1 Explanation of the admission requirements for the study program (including selection procedures and criteria, with specification of the regulation)
- *If the initial enrolment to the HEI and to 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.*
- 5.1.2 Explanation of the regulations on compensation measures for students with disabilities and chronic illnesses with regard to the admission requirements
- 5.1.3 Explanation of the rules about the recognition, conversion and assessment of credits/units acquired by students at other HEIs within and outside the country
- 5.1.4 Explanation for the admission qualification in relation to the educational objective being pursued (especially for master's programs)

5.2 Support services

- 5.2.1 Information on the support of the students
- *General academic counselling,*
 - *department-specific academic counselling,*
 - *office hours of the instructors,*
 - *social support,*
 - *communication options between staff and students,*
 - *support of the students through tutoring,*
 - *mentor programs, etc.*

6 Examination system and transparency

6.1 Skill-oriented design of the exam system

6.1.1 Orientation toward the defined educational objectives being pursued in the specific department and across multiple departments) and the 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.*

6.2 Transparency

6.2.1 Documentation and publication of information regarding the study program

- *Study plan,*
- *process of education,*
- *admission requirements,*
- *examination regulations,*
- *compensation measures for students with disabilities and other disadvantages,*
- *other activities.*

6.2.2 Information about activities, particularly the offered programs are easily accessible to prospective & current students, graduates and the public.

- *Admission criteria,*
- *intended learning outcomes,*
- *qualifications awarded,*
- *pass rates,*
- *available learning opportunities,*
- *graduate employment information.*

7 Teaching staff and material equipment

7.1 Teaching Staff

- 7.1.1 Specification of the number and composition of teaching staff in the study program
- *Total staff number required for the study program at full-time enrollment 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.*
- 7.1.2 System and criteria for the selection of the teaching staff
- *Regulations of recruitment and appointment on teaching positions*
- 7.1.3 Specification of measures for human resources development and qualification, opportunities for university didactic continuing education for teaching staff

7.2 Further human resources

- 7.2.1 Further human resources in the study program, work placement coordination, study program coordination, etc.

7.3 Facilities for instruction and research

- 7.3.1 Premises (lecture halls, seminar rooms, laboratories, student workstations, etc.)
- 7.3.2 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.*
- 7.3.3 Computer equipment, media equipment, etc.
- 7.3.4 Funds for supporting staff, equipment and investment funds, extra funding

8 Quality Assurance

8.1.1 Information on the quality assurance concept regarding teaching and research

- *Attach overall concept, evaluation regulations, etc. if applicable,*
- *description of the organizational and decision-making structures with regard to quality assurance.*

8.1.2 Information on the quality assurance measures of the study program

- *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.*
- *Involvement of students and other stakeholders in the regular review and adaptation of the study program.*

8.1.3 Information on how the results of external quality assurance processes are used

8.1.4 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.*

8.1.5 Information on the evaluation of the practical relevance of the study program

- *e.g., through graduate surveys, follow-up studies, etc.*

8.1.6 Information on the evaluation of the student workload and its feasibility

8.1.7 Statistics

- *Enrolment applications,*
- *admission procedures,*
- *success rates,*
- *drop-out rates,*
- *numbers of students and numbers of graduates divided according semester and gender.*

9 Gender equality and equal opportunities

9.1.1 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.*

9.1.2 Information on special support of students with disabilities and chronic illnesses

9.1.3 Regulations on compensation measures for students with disabilities and chronic illnesses with regard to the scheduling and formal requirements in the study program.

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		

Appendix 3

Teaching matrix (please include all courses, duplicating table if necessary)

Name/Number of Course	Instructor	Instructor's qualification(s), degree(s), title(s)	Teaching hours per week	Maximum allowed teaching hours per week