

General Information for the Institutes

- Give a short description of the institute for the general information of the accreditation assessors: Which programs does the institute currently provide? How many students did you have in the last three years? What are the most popular programs in terms of student numbers? What is the dropout-rate? How many staff does the institute have? Does the institute have special features that the assessors should know about (e.g. special services to students, etc.)? Does the institute have a special clientele?

Examples of evidence

- List of Programs provided in the last three years (see cover sheet)
- Number of students enrolled in the programs (see cover sheet)
- Number of dropouts (see cover sheet)
- Number of staff (see cover sheet)
- Brochures or general information material on the institute

Governance and Management

- Give an overview of the organizational structure and responsibilities of the institution. Who is involved in the management of the institute?
- What are the aims and objectives of the institute?
- How regularly does the management of the institute meet? Who sets up / contributes to the agenda? How are the results of the meetings and decisions recorded? How does the management assure that staff and students (and other stakeholders, if necessary) are informed about decisions?
- How does the management make sure that decisions taken will be implemented and follow-up actions taken?
- Which organizational measures are taken by the management to ensure effective teaching and learning?
- In what way does the management pursue the implementation / operation of internal quality assurance? What is the current state?
- How does the management / institute deal with complaints from students and stakeholders?

Examples of evidence

- Mission Statement
- Organizational chart
- Internal policy papers / guidelines for business routines
- Management meetings minutes (last 12 month)
- Actions plans
- Any other

Resources

Financial Resources

- Which financial resources does the institution have at its disposal for the next three years (administrative budget, development budget, training material budget)?
- What are the institution's policies and strategies guiding the allocation of the budget? Who is involved in these decisions?
- How does the institute check that the budget and funds are spent according to their designed purpose?
- What strategy does the institute have to generate extra income?
- For the program(s) in question: Which financial resources have been allocated to the program(s)?

Examples of evidence

- Annual budget
- Internal policy papers on financial management
- Minutes of meetings of respective bodies

Physical Infrastructure

- Give a short over view of the physical resources of the institution: classrooms, labs, workshops, recreation facilities, etc. (a detailed list should be attached)
- What is the state of laboratories, workshops and classrooms and their equipment?
- What is done to keep them up-to-date and functional?
- How do you make sure that laboratories, workshops, equipment, etc. are safe to use for students and staff? How does the institute maintain an adequate health, safety and environmental management?

- What is the institute's policy on the provision of relevant books (how many copies) and other media? Do students have access to internet resources? Does the library meet the demands of students and faculty?
- Which recreational facilities does the institute provide for students?
- Which efforts does the institute make to give its premises, classrooms, etc. a positive appearance that stimulates teaching and learning?
- How does the institute make sure that its infrastructure is used effectively?
- Program: Which facilities are used for the program(s)? What is the state of laboratories, workshops and classrooms and their equipment? Who is responsible for the maintenance of the labs and workshops?

Examples of evidence

- List of classrooms, labs, workshop with equipment relevant to instruction (list)
- Photo- / or video evidence
- Health and safety regulations

Faculty and Staff

- Provide a list of faculty and staff, including their qualification, field of employment resp. teaching and teaching load.
- How does the institute make sure that teaching staff is properly qualified to teach their courses?
- What does the institute do to maintain an adequate student-teacher ratio? What is the aim for theoretical courses and for lab / practical courses?
- What does the institute do to maintain an evenly distributed teaching load among teachers?
- What policy does the institute have on faculty development? How do you make sure that teaching staff can keep up to date with technological development in industry?
- What does the institute do to familiarise new faculty and staff with their tasks?
- Do you invite students' feedback on teacher performance? If so, what function does it have and how does it lead to improvement?
- What strategies does the institute have to stimulate the exchange of best teaching practice among teachers? How does faculty maintain a cooperative and supportive relationship?
- Program: Please provide a list of faculty and staff teaching in the program.
- Program: Which additional qualification courses have been offered to faculty teaching in the program in the last two years?

- Program: What is the current student-teacher ratio in the theoretical courses and in the lab / practical courses? What does the institute do to maintain an adequate ratio?

Examples of evidence

- List of faculty including their qualification and teaching areas
- List of staff including their qualification and field of employment
- Work load policies
- Concept of faculty development
- List of qualification measures

Teaching-Learning Process

- How does the institute make sure that training delivery is carried out according to time tables and lesson plans? Who is responsible?
- What does the institute do to monitor the learning progress of students? What records of students' achievements are kept and regularly checked?
- What does the institute do to integrate industrial practice into the programs?
- Is there a concept to introduce competency-based learning? What is the progress so far? Have learning outcomes been defined for lessons / programs?
- Are students' works, achievements and distinctions publicly displayed for the information and motivation of other students?
- Does the institute invite students' feedback on courses and / or programs? How is this information used for enhancement?
- Program: Which competences are the students of the program expected to acquire? Are these competences put into writing (e.g. in a program description, lesson plan, etc.)
- Program: Please provide weekly time tables and lesson plans for the program?
- Program: Does the program contain any industrial practice? To what extent? How is it integrated into the program?

Examples of evidence

- Time table for the program(s)
- Lesson plans for the program(s)
- Records of students' progress, assignments and achievements
- Concept for implementation of competency-based learning
- Examples of students achievements
- Examples of students' feedback on courses

Assessment and Evaluation

- Which internal assessments of students are carried out? How often is this done?
- What does the institute do to make internal assessment transparent?
- What does the institute do to involve representatives of industry in relevant assessments?
- Does the institute maintain a pool of assessors?
- Program: In how far are representatives of industry involved in the assessment of students in this program?
- Program: Which internal assessments are carried out?

Examples of evidence:

- Records of assessments
- Documents relating to assessors

Students Support Services

- What services does the institute offer for the orientation of students?
- Who is responsible for the counselling of students?
- Does the institute pursue a defined concept for counselling and support services? If so, what are the aims and how is it organized?
- What services does the institute offer to support students and parents in the right choice of program?
- Are there support / counselling services for special groups of students (e.g. weak students, high-achievers, handicapped students, etc.)? What do they look like?
- How regular are counselling services offered? Does the institute maintain records of counselling?
- Does the institute support job placement of students? What measures are taken?
- Does the institute regularly evaluate support / counselling services? How is it done and what are the results?

Examples of evidence:

- Concept for support services
- Exemplary records of counselling
- Counselling schedule

- Exemplary announcements for support / counselling services

Industry Linkages

- How does the institute establish and keep up linkages to the labour market? How are these managed? Who is responsible for linkages to industry / employers?
- Does the institute have a concept / a strategy for an active partnership with industry? If so, what does it look like?
- Are employers invited to take part in the activities of the institution? In which functions?
- Which role does industry / do employers play in the development of new programs / skills / competences?
- Does the institute host joint events with industry? What is their purpose?
- Does the institute invite industry's / employers' feedback for improvement of courses and programs? How is this information used?
- Program: Which linkages to industry / employers have been established for the program(s)? Who is responsible for them?
- Program: Are students of the program given the opportunity to receive job training? To what extent? If available, present records of job training.
- Program: How successful are students of the program to find adequate jobs in industry?
- In your opinion: What is the current state of industry linkages? What can the institute do to improve industry linkages?

Examples of evidence:

- Concept / strategy to maintain links to industry
- Records of (joint) activities
- Records of job trainings and job placements
- Records of employers' involvement in activities of the institute

Continuous Quality Improvement

- Has the institute defined quality goals? In what areas programs, support services, general, etc.)? What are they
- Does the institution follow a defined quality policy to achieve its goals?
- Has a self-assessment concept been devised? What does it comprise? Is it already implemented?

- Who is involved in self-assessment? How is the process organized? Who is involved in analysing the evaluation results? Who will be informed about the results?
- Which information do you use to get information about the quality of education and training, to identify the institution's strength and weaknesses (statistics, feedback from stakeholder, etc.)?
- How do you use this information to initiate quality enhancement and mitigate weaknesses?
- Who is involved in the institution's quality management at different stages (management, teachers, staff, students, parents, alumni, employers)in what way do they participate?
- Does the institute have an active partnership with alumni? What does it look like? What is it used for?
- Program: Have quality goals been defined for the program(s)?
- Program: Has students' feedback (and/or feedback from other stakeholders) been invited on the program? What was the result? How was the information used?
- Program: What are results of the students in the last three years (aggregate distribution of marks)?
- Program: What was the development of placements during the last three years?
- With regard to the program(s) which are being accredited: Where do you see strengths and weaknesses? On what evidence is that evaluation based? What measure can be taken to enhance the program?

Examples of evidence:

- Self-assessment manual / evaluation concept
- Self-assessment report
- Results and analysis of selected evaluations /self-assessments
- Table of students' results and placements