

The ASIIN model for institutional accreditation – approach and assessment

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The Connection between Programme and Institutional Accreditation



Comparing Programme and Institutional Accreditation

	Programme	Institutional
Object	Individual Degree Programmes	Institutional Units (HEIs, possibly departments)
Approach	Assessment of individual degree programmes with regard to <ul style="list-style-type: none"> • the achievement of the intended learning outcomes • the coherency (Objectives– „Input“ – „Outcome“) of the programme 	Assessment of the consistency and effectiveness of a quality management approach in teaching and learning which help to aim for and achieve the desired quality (in terms of results) in a degree programme
Certificate	For each Degree Programme	For the Institution

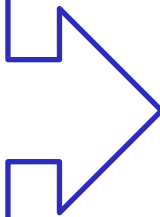
Claim:

„The institution guarantees to fulfil the **institutional**, **procedural** and **cultural** requirements for good teaching and successful learning.“

Maturity Model as basis for accreditation and evaluation



Criteria



- I. Definition and Understanding of Quality (incl. QMS)
- II. Educational Offers (Development + Implementation)
- III. Management of Resources (incl. links to research +administration)
- IV. Transparency and Documentation

Programme and Institutional Accreditation: Explanations

Programme and Institutional Accreditation fulfil different functions and are only partially equivalent:

- For the needs of public authorities institutional and programme accreditation are typically equally suitable.
- Programme accreditation means an external confirmation that a degree programme fulfills the **requirements of academia and professional life in the respective disciplines on a high level**, i.e. of the (possible) achievement of the **programme objectives** and acquirement of the corresponding competences by the graduates.
- Institutional accreditation means an external confirmation that institution guarantees to fulfill the **institutional, procedural and cultural requirements for good teaching and successful learning**.
- For the information requirements of companies, professional bodies, applicants and partner institutions the accreditation of a degree programme might be more insightful.

Programme accreditation: Demands for the quality management

For programme accreditation

- ➔ Quality assurance and development must ensure **continuous improvement** of the degree programmes;
- ➔ **Deviations** from the programme objectives and
- ➔ the **definition of objectives** itself must be checked.

The focus is on the individual degree programme, not on the institutions with all of its departments and programmes.

Differentiated consideration of the institution and its processes


Institutional accreditation: demands for the quality management

For institutional accreditation

➔ **comprehensive** and
➔ **evidently effective**

internal quality assurance management for teaching and learning must be in existence.

This includes, inter alia, a systematic, continuous assessment of the quality of the degree programmes and the methods in use to remedy any shortcomings in teaching and learning.



Differentiated consideration of institutional, procedural and cultural requirements



ASIIN System Seal: Four Areas of Review

Aims

Processes

Results

I. Definition of quality

I.1 Objectives

I.2 (Quality-) management systems/ governance

I.3 Monitoring/ self-evaluation

IV. Transparency & Documentation

IV.1 Rules and regulations for programmes / courses / trainings

IV.2 Documentation

IV.3 Monitoring/ self-evaluation

III. Management of Resources

III.1 Material and human resources
III.2 Human resources development

III.3 Research
III.4 Administration

III.5 Monitoring/ self-evaluation

II. Educational Programmes / Courses / Trainings

II.1 Creation and development of programmes / courses / trainings
II.2 Implementation of programmes / courses / trainings

II.3 Cooperations
II.4 Examination systems and organisation of exams
II.5 Recognition of achievements

II.6 Assistance and support
II.7 Monitoring/ self-examination

Learning, Creativity and Innovation

Customers, 3rd party interest groups, HEI's environment

Customers, 3rd party interest groups, HEI's environment

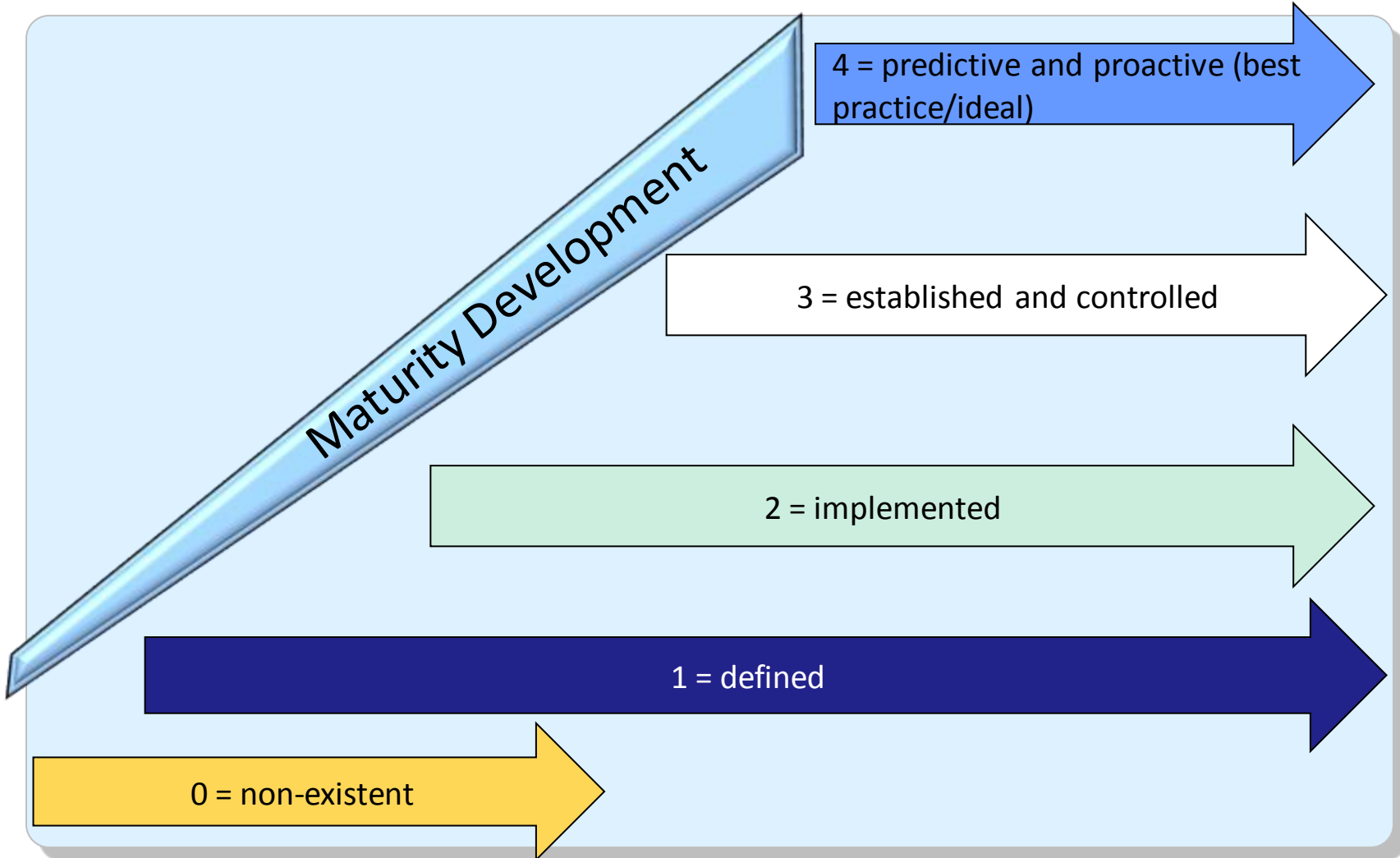
Three dimensions of institutional accreditation

The ASIIN system seal confirms that an institution guarantees to fulfil the institutional, procedural and cultural **requirements for good teaching and successful learning**.

- ✓ *Institutional* requirements include the organisational setting, structures and/or material and human resources (static requirements).
- ✓ *Procedural* requirements include all methods which convert mere inputs into the intended outcomes.
- ✓ *Cultural* requirements include the predominant values and methods which guide most actions.



ASIIN System Seal: *Five Levels for Maturity Development*

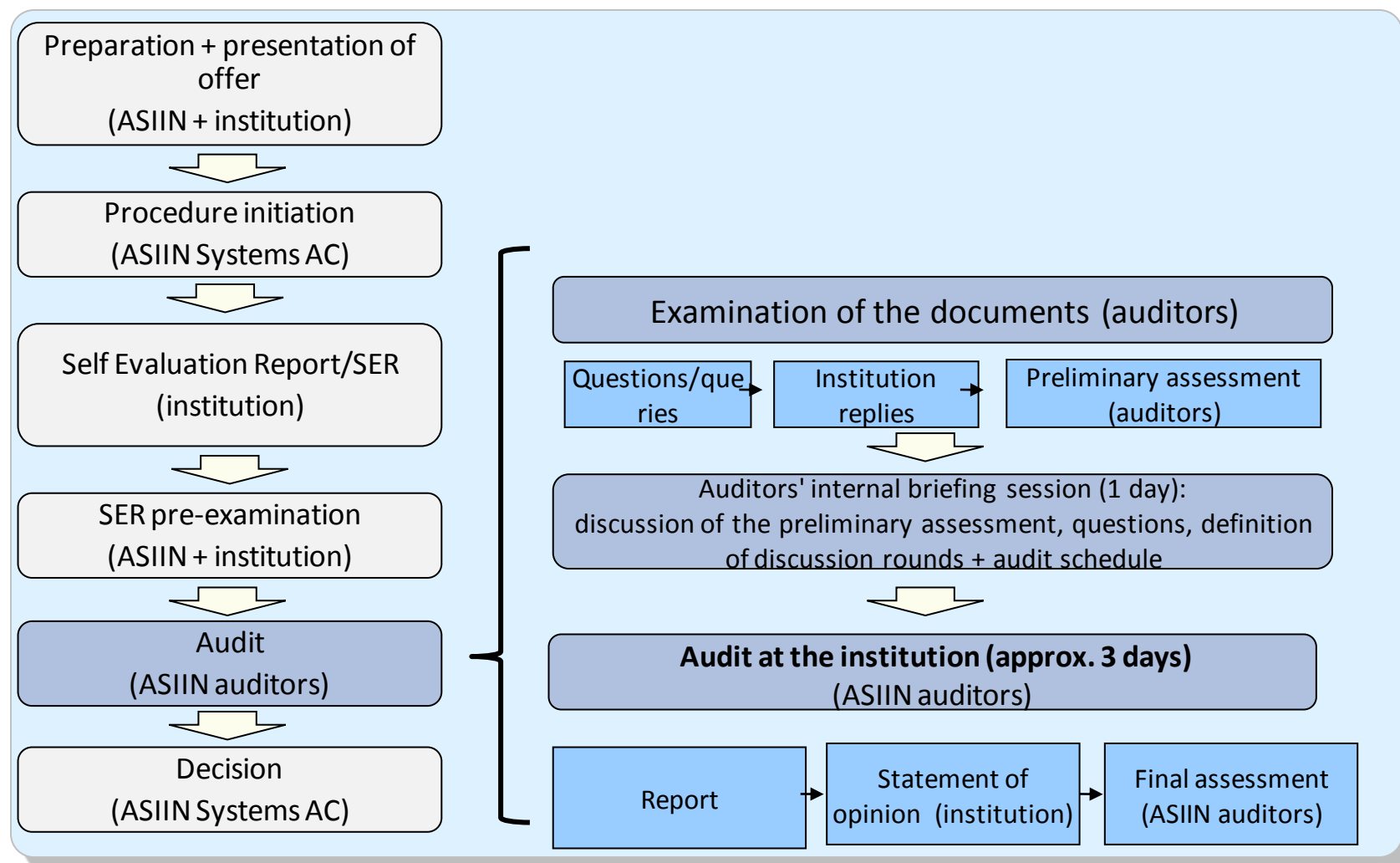




Example Area II of the ASIIN System Seal: Educational Programs/Courses/Trainings

II.1 Creation and development of programmes / courses / trainings	a) Institutional	How is the creation and development of degree programmes <i>organised</i> ? (structures and responsibilities)
	b) Procedural	What are the <i>processes</i> to create and further develop degree programmes?
	c) Cultural	Which <i>values and methods</i> are supported or are expected of the people involved in terms of the possibilities to participate?

Stages of the accreditation procedure



Composition - typically consists of five members

- 2-3 experts who are experienced in the management of a higher education institution as well as in its quality management
- a student with experience in accreditation and as a student representative (or a similar position)
- 1-2 labour market representatives

Requirements - the panel should be in a position to

- gain an overview of and evaluate the different aspects of managing a higher education institution, quality management (especially with a view to teaching and learning) and the methods and structuring used in learning/study processes;
- identify the needs of the stakeholders concerned by specific education and/or training programmes and include this observation in the assessment;
- incorporate their experience with international and/or European standards in the assessment.

Summary – a development tool for HEIs

ASIIN System Seal confirms that an HEI ...

...complies with and implements the ↗
framework requirements developed by
ASIIN

Framework requirements:

- Five (5) Maturity levels
- Four (4) Criteria clusters
- Three (3) Dimensions

... enables the HEI for...

... self-assessment
... (self-)control

of its maturity
of its internal processes

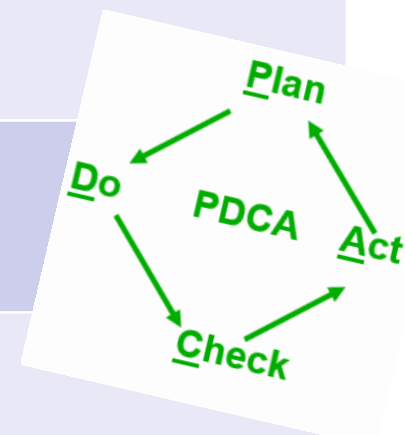
... allows the HEI an...

... autonomous definition

of its role, objectives, expected results

...anticipatory consideration

of the expectation of its political-legal and
socio-economic environment



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Thank you very much for your attention!