# Accreditation and External Evaluation

## of Master Degree Programmes in the Euroleague for Life Sciences

## QUALITY ASSURANCE SUPPORT TEAM

**Euroleague**
FOR LIFE SCIENCES

# Accreditation and External Evaluation

## of Master Degree Programmes in the Euroleague for Life Sciences

**2008**

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# Preface

Dear colleagues,

I am pleased to provide you the manual on "Accreditation and External Evaluation of Master Degree Programmes in the Euroleague for Life Sciences". This manual shall be a practicable and useful tool for teachers and university staff involved in the accreditation of international degree programmes.

The accreditation of degree programmes in Europe has been carried out by national accreditation agencies which are bound to national legal requirements and limited to national territories. This creates several problems for international degree programmes when it comes to accreditation because an accreditation from one European country is in general not valid in another one, accreditations are highly heterogeneous and the international aspects of an international programme are usually not considered.

Taking into consideration all of this, I appreciate very much that the Quality Assurance Support Group of ELLS has dealt with this crucial issue and developed ways and procedures for the accreditation of joint degree programmes. This project was financed by the joint ELLS Fund.

This manual contains a survey on accreditation and re-accreditation in the ELLS member states highlighting major differences and similarities, it shows two ways of accrediting joint Master programmes and gives clear recommendations for ELLS. Furthermore, it includes background information on accreditation in the respective member countries and on major projects for quality assurance within the Bologna process.

The Board of ELLS hopes that this manual is a useful and helpful tool for all involved in the accreditation of joint degree programmes and for the quality assurance of joint Master programmes in our network.

Yours sincerely,

Rector Dr. Ingela Bruner-Newton                                    Vienna, May 2008
Head of the ELLS Board

# 1   Background and rationale

As the prime objective of the Euroleague is to offer international Master programmes on a high quality level, the Quality Assurance support team of ELLS decided to focus on this signboard of ELLS and the assurance of its quality through accreditation. Accreditation is a highly heterogeneous issue in the different ELLS member countries. In order to enable an accreditation of joint programmes with international partner institutions, the Quality Assurance support team regards it as a high priority to elaborate ways and procedures for joint accreditation of joint Master programmes within national boundaries.

In this respect, the ELLS Quality Assurance project clearly distinguishes from other projects which focus on a trans-national or international accreditation, e.g. the QUALITY project which is founded by the Socrates Programme and co-ordinated by ICA.

In order to realize the above objective, the Quality Assurance group set up a project which was funded by the 2007 call of the ELLS fund (Ref. No: ELLS fund 2007-3) and carried out during the first half of 2007 under the co-ordination of University of Natural Resources and Applied Life Sciences (BOKU) and the University of Hohenheim (UHOH).

# 2   Accreditation and re-accreditation

Following the definition of the Berlin conference we comprise accreditation as follows:

> *Accreditation serves to assure quality when implementing new (ex ante steering) degree programmes and also to monitor existing ones (ex post steering). Accreditation, i. e. certification of a degree programme, will take place after review of the minimum standards for content and specialisation, the vocational relevance of the degree to be awarded and the coherence and consistency of the general conception of the degree programme. It will be awarded for a limited period of time within the frame of a transparent, formal and external peer review. Thus, the degree programme has to be reviewed after a certain time. The process of a peer review is steered by agencies which are also reviewed through regular external evaluation.[1]*

As said before, the focus of this project is exclusively on **accreditation of degree programmes** where we distinguish between initial accreditation and re-accreditation.

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[1] See: http://www.bologna-berlin2003.de/en/glossary/index.htm

## 2.1   Initial accreditation

Initial accreditation concerns the starting of new programmes. Except for Austria and Sweden all other Euroleague countries have to undergo initial accreditation. The focus of the different accreditation processes are degree programmes.

The key facts of the different processes are summarized in the table below.

Denmark is in not included in the table as it has introduced an accreditation system in September 2007 and detailed information is still missing[2].
The main features of accreditation as perceived in this document are:

- Accreditation is carried out by an accreditation agency which is an organization independent from the ministry of science, technology and development.

- All new and existing degree programmes have to be accredited. Existing programmes have to be accredited within the next 4 – 6 years.

- The accreditation procedure is based on a self-evaluation, a peer review, a site visit and an accreditation report.

- Results of the accreditation are "pass", "conditional pass" or "fail".

In two other countries, changes in the system can be expected:

Poland will issue a new legislation on accreditation during 2007.

Germany has started a pilot project in the field of system accreditation aimed at the quality management systems of the universities. This accreditation will be possible besides programme accreditation from 2008 on. The accreditation council has already elaborated recommendations for the process, see also page 29.

## 2.2   Re-accreditation and evaluation

Re-accreditation concerns degree programmes that have already been running for a certain period of time. All Euroleague partners except Austria have to undergo re-accreditation.

The key facts of the different processes are summarized in the table below.

Sweden has to carry out regularly evaluations of its degree programmes, which can also be seen as re-accreditation, since the results of these evaluations have consequences on the entitlement to award degrees.

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[2] Contact persons for the accreditation system are Peter Bocher (tel:  +45 339 29795 or mailto:pbo@ubst.dk)  and Otto Helle (tel: +45 339 29082 or mailto:hot@ubst.dk)  of the Danish University and Property Agency www.ubst.dk

**Table 1: Key facts on initial accreditation of degree programmes**

| | Czech Republic | Germany | Poland | Netherlands | |
|---|---|---|---|---|---|
| **Responsible Accreditation body** | Czech Accreditation Commission | Independent agencies accredited by the Accreditation Council carry out and grant accreditation. | State Accreditation Committee | Independent agencies approved by NVAO assist the universities in the self-evaluation process; NVAO then accredit the programme and decides whether accreditation is granted. | |
| **Initial-Accreditation** | External assessment of the degree programme which is only paper-based | External assessment of the degree programme based on self-evaluation, peer review and site visit | First step: Permission for creation of new degree programme on the base of external assessment of the programme based on the analysis of documents and a site visit. Accreditation after first full cycle of studies (3-5 years) : External assessment of the degree programme based on self-evaluation, peer review and site visit | External assessment of the degree programme based on self-evaluation, peer review and site visit | |
| **Accreditation as a precondition to start a programme?** | Yes | Generally yes, exceptions are possible e.g. in Baden-Württemberg (location of UHOH). | Yes, permission Accreditation is carried out 2 or 3 years after the start of the programme. | Yes. | |
| **Duration of accreditation process** | Up to 5 months after receipt of the application | Up to 6 months after receipt of the degree programme description | Permission: up to 4 months Accreditation: 3-6 months | Up to 4 months after receipt of the degree programme description | |
| **Costs** | No fee for public universities | 10.000 € or more | No fee | 10.000 € | |

|  | Czech Republic | Germany | Poland | Netherlands |  |
|---|---|---|---|---|---|
| **Results** | Yes/no | Positive<br>conditional<br>postponement<br>refusal | Accreditation:<br>Outstanding<br>positive<br>conditional<br>negative | Pass/fail |  |
| **Consequences** | Accreditation is a prerequisite to admit applicants, hold lecturers and examinations and for the award of academic degrees. | When refused, programme cannot be started (no funding, no state acknowledgment) | Legal consequences such as financing, revoking or suspending degree programmes | Accreditation is a precondition for government funding, for the right of awarding recognised diplomas and for student grants. |  |
| **Validity** | 4 – 6 years | 5 years | Permission<br>up to accreditation<br><br>Accreditation:<br>5 – 6  years | 6 years |  |
|  |  |  |  |  |  |

**Table 2: Key facts on re-accreditation and evaluation**

|  | Czech republic | Germany | Poland | Sweden | Netherlands |  |
|---|---|---|---|---|---|---|
| **Re-accreditation** | Before the expiry of the degree programme, i.e.- every 4-6 years | Every 5 years | Every 5 – 6 years | Evaluation of running degree programmes, then every 6 years | Every 6 years |  |
| **Procedure** | Steps and responsibilities similar to initial accreditation | Steps and responsibilities similar to initial accreditation | Steps and responsibilities similar to first accreditation | Self-evaluation on basis of degree programme specific criteria, peer review and site visit | Steps and responsibilities similar to initial accreditation |  |
| **Accreditation fees** | No fee | Approximately 10.000 € or more | No fee | No fee | 10.000 € |  |
| **Results** | Yes/no | Positive/ conditional/ postponement/ refusal | Outstanding/ positive/ conditional/ negative/ | Report with assessments. Conclusions and recommendations | Pass/fail |  |
| **Consequences** | No admission of new applicants, termination of the accreditation, withdrawal of accreditation | Refusal of re-accreditation, withdrawal of accreditation, Penalties Temporarily suspension of accreditation | Legal consequences such as financing, revoking or suspending degree programmes | If short-comings are not corrected within twelve months, entitlement to award the degree is withdrawn. | Loss of accreditation: Loss of government funding, of the right of awarding recognised diplomas and of granting financial assistance for students |  |
|  |  |  |  |  |  |  |

# 3 Differences and similarities

The terminology used in the different national quality assurance contexts, the criteria and the processes are not necessarily identical.

The tables below illustrate the different approaches to accreditation and evaluation, the diverse accreditation criteria and the differences and similarities within the Euroleague.

**Table 3: Concepts of accreditation, re-accreditation and evaluation**

| | | |
|---|---|---|
| Czech republic | Accreditation is a prerequisite for offering degree programmes. It is carried out by the Accreditation Commission on basis of submitted application documents and has to be repeated before the expiry of the validity (mostly every 4 – 6 years). | |
| Denmark | Accreditation has been introduced in September 2007, experiences are still missing, but accreditation is a prerequisite for new degree programmes. | |
| Germany | Accreditation is a formal, published statement regarding the quality of a degree programme and must be carried out before the start of the degree programme. Exceptions are possible, for example in Baden-Württemberg (location of UHOH). It is carried out and granted by an independent accreditation agency on the basis of self-evaluation, peer review, site visit and publication of the results and has to be repeated every five years (re-accreditation). | |
| Poland | Poland has a two steps system: For starting a programme, accreditation (permission) of the Ministry is required. For permission the State Accreditation Commission issues its experts opinion on basis of document analysis and a site visit to the institution. After a programme has been running for 3-5 years (that is, when the first graduates are leaving), an obligatory accreditation must be carried out. Accreditation is a confirmation that standard requirements are fulfilled combined with an assessment to which extent these standards are met. Accreditation is carried out by the State Accreditation Committee on basis of self-evaluation, peer review, site visit and publication of the results and has to be repeated every five years (re-accreditation). | |
| Sweden | Sweden does not have an accreditation (An exception are professional degrees, see also page 31) but an evaluation system, which is a sort of re-accreditation. Running degree programmes are evaluated by the Swedish National Agency for higher Education once every 6 years on the basis of self-evaluation, peer review, site visit and publication of the results. Additionally follow-up measures are evaluated after 2 or 3 years. Institutions which do not remedy their shortcomings during one year after the evaluation face the risk of losing their entitlement to award a degree. | |

| The Netherlands | Accreditation means "awarding a hallmark that indicates that certain quality standards regarding degree courses have been satisfied"[3] and must be performed before the start of the degree programme. |
| | It is carried out by an independent accreditation agency on basis of self-evaluation, peer review, site visit and publication of the results and has to be repeated every six years (re-accreditation). The decision whether accreditation is granted is made by the NVAO. |
| | |

**Table 4: Accreditation and evaluation criteria**

| | Criteria | |
| --- | --- | --- |
| Czech republic[4] | Objectives of study profile | |
| | Study-branch specification | |
| | Acquired general, professional and specials knowledge and abilities | |
| | Characteristics of employments graduates should be prepared to exercise | |
| | Conditions that must be met by students | |
| | Evidence of degree programme | |
| | Objectives, motivations and provision of the degree programme | |
| Denmark[5] | Need for the programme | |
| | Employability | |
| | Research | |
| |    Research orientation | |
| |    Relation between research and education | |
| |    Quality of research | |
| | Education | |
| |    Educational structure and contents | |
| |    The teaching's arrangement and the teachers' qualifications | |
| |    Quality assurance | |
| | Results of the programme | |
| |    Professional profile of the education | |
| |    Aims and learning outcomes of the programme | |

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[3] See www.nvao.net

[4] State Accreditation in the Czech Republic; Sebkova Helena, Svatori Ondrej, CHES Prague, HERN Seminar – Krakow, July 2003, http://www.srhe.ac.uk/Hern/Docs/HERN_S6_MAT/DELIVERABLES/HERN_SEM6_CZ.pdf

[5] See http://www.ubst.dk

| Germany[6] | University governance and management |
| | Educational goals underlying the degree programme concept |
| | The degree programme's concept ional classification within the academic system |
| | Degree programme concept |
| | Realisation of the degree programme |
| | Examination system |
| | Transparency and documentation |
| | Fulfilment of conditions |
| | Quality assurance |
| Poland[7] | Staff resources |
| | Educational standards |
| | Curriculum |
| | Teaching resources |
| | Students´ matters |
| | Learning outcomes[8] |
| | Internal quality assurance system |
| | Research related to field of study |
| | International cooperation and students` exchange |
| | Further developments plans and resources |
| Sweden[9]: | Evaluation criteria are developed for each programme and refer to the prerequisites for providing the programme, educational processes and educational outcomes. Examples for such quality aspects are: |
| | Composition of student body and recruitment of students |
| | Qualification of academic staff and staff development |
| | Equal opportunities and diversity |
| | Aims, contents and organisation of programmes |
| | Infrastructure |
| | Creative and critical environment |
| | Methods of teaching and learning |
| | Working conditions of academic staff |
| | Integration of research and applied science in teaching and learning |

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[6] See http://www.akkreditierungsrat.de/fileadmin/Seiteninhalte/Kriterien/Studiengaenge/Criteria_Programmes.pdf

[7] See http://www.aic.lv/ace/ace_disk/Bologna/Bol_semin/Warsaw_acr/050214-16_Jamiolkowski.pdf and www.pka.edu.pl/www_en

[8] Learning outcomes are: Analysis of diploma and dissertations, analysis of exam contents and credit point system

| | |
|---|---|
| | Cooperation and internalisation |
| | Assessment methods |
| | Quality of degree projects/theses |
| | Evaluation and quality enhancement |
| | Pass rate |
| | Monitoring and follow-up of students and alumni |
| The Netherlands[10] | Objectives of the degree course |
| | Programme |
| | Development of staff |
| | Facilities and provisions |
| | Internal quality assurance |
| | Results |
| | |

**Table 5: Accreditation and evaluation processes: summary of differences and similarities[11]**

| | |
|---|---|
| **Responsible accreditation body** | **LIFE; SLU, SGGW & CULS:**<br>The universities have no possibility to choose an accreditation agency of their preference. Accreditation must be conducted by the Danish accreditation agency, the Swedish national agency for Higher Education, the Polish state accreditation committee resp. the Czech state accreditation commission.<br><br>**UHOH & WUR:**<br>The universities are free to choose an accreditation agency of their preference. |
| **Process** | **CULS:**<br>The Check Republic is the only country where only a paper based external assessment of the degree programme is carried out.<br><br>**LIFE; SGGW, UHOH & WUR**:<br>External assessment based on self-evaluation, peer review, site visit and publication of results.<br><br>**SLU:**<br>External assessment based on self-evaluation, peer review and publication of results, site visits are according to the new regulations not mandatory, only when the panel considers it important. |

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[9]  See http://www.sweden.gov.se/content/1/c6/02/15/40/d894190c.pdf and OECD Thematic Review of Tertiary Education: Country Background Report for Sweden, Swedish National Agency for Higher Education, June 2006, see http://www.oecd.org/dataoecd/20/29/37524407.pdf

[10] See www.nvao.net

[11] Details of the Danish accreditation process are not available in English yet.

| Criteria | **See** page 14 | |
|---|---|---|
| **Validity** | **CULS:** 4 – 6 years<br>**UHOH:** 5 years<br>**SLU, WUR & SGGW:** 6 years | |
| **Accreditation fees** | **SLU, SGGW & CULS:** No fees<br>**UHOH & WUR:** 10.000 € or more | |
| **Consequences** | **SGGW:**<br>Legal consequences such as financing, revoking or suspending degree programmes<br><br>**SLU:**<br>If shortcomings are not remedied within one year the institution can loose its right to award degrees.<br><br>**CULS; UHOH & WUR**:<br>Accreditation is a prerequisite for offering degree programmes and receiving financial funds. | |
| **Duration** | **SGGW, UHOH, CULS & WUR:**<br>Between 2 – 6 months after submission of the self-evaluation report<br><br>**SLU:**<br>About 18 months, including the self-evaluation report | |
| **Time frame** | **CULS & WUR:**<br>Accreditation is a prerequisite for offering a degree programme and must be completed before the start of the programme.<br><br>**UHOH:**<br>Accreditation is a prerequisite for offering a degree programme and must be completed before the start of the programme, but can be postponed on request.<br><br>**SGGW:**<br>Accreditation is conducted after the first graduate leaves the degree programme, i.e. mostly two years after the start of the programme.<br><br>**SLU:**<br>An evaluation is carried out after the start of a degree programme. The Swedish National Agency for Higher education decides when such an accreditation has to be carried out. | |
| | | |

# 4 Accreditation of joint degrees

The importance of joint programmes has repeatedly been stated within the Bologna process, especially in the conferences in Berlin (2003), Bergen (2005) and London (2007). So far, accreditation of degree programmes has been carried out by national agencies within national boundaries and the challenge is to develop processes and criteria in order to be able to accredit international degree programmes.

After a thorough survey we found the following options which are possible at present:

1. Various national accreditation procedures, which are carried out separately in a parallel way
2. A joint international procedure which is jointly carried out by different national accreditation agencies.

## 4.1 Separate national accreditation

In a separate national accreditation procedure each country accredits the degree programme according to its standards and its requirements. This implies that that the same programme has to be accredited several times by different accreditation bodies.
The requirements for the individual countries are summarized in the following table.

**Table 6: National requirements for accreditation of joint degrees**

| | | |
|---|---|---|
| Czech Republic[12] | Joint degrees must be divided into the Czech and a foreign part of the programme. The Czech part must meet all the requirements as any other national Czech degree programme. <br><br> The partner universities must provide the following information: <br><br> 1. Description of legislative frame within which the degree programme is being provided at the national level. If the programme already exists, the date of accreditation or approval must be added. <br><br> 2. Information about the degree programme: Study plan, content and extension of final exams with the themes of Bachelor and Master works, short description of study subjects, rules and conditions to enter the programme <br><br> 3. If there is a difference between the Czech and the foreign realisation  of the programme: Duration of study, examination periods and of specialised practice and the way of the study control <br><br> 4. Short curriculum vitae of responsible professors and teachers <br><br> 5. Basic information about the building and the technical | |

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[12] Information of the Czech Accreditation Commission, March 2007

| | |
|---|---|
| | equipment<br><br>6. Agreement of the Czech and foreign partner on the planned joint degree<br><br>All materials can be submitted in the language in which the instruction will be held. But if it is a not so common language, English documents are welcome. |
| Denmark | Accreditation has only been introduced in September 2007, there are no practical experiences yet and some details are still not available. |
| Germany | Accreditation is based on the German standards.<br><br>The programme is accredited as a whole programme, so the partners outside Germany must provide the necessary information for the self-evaluation report and must participate at the site visit. The place of the site visit is chosen according to the degree programme.<br><br>In Germany the programme is then awarded with the label of the accreditation council. The other partners can only claim that they are awarded with the label of the respective agencies. (For example the AQAS label, the ZEvA label, the ACQUIN label, but this labelling has no legal consequences.) |
| Poland | For accreditation of joint or multiple degrees there is at the moment no special procure, because there are not so many international programmes. |
| Sweden | Since only double or multiple diplomas allowed by law, evaluations of degree programmes take only the Swedish part into consideration.[13] |
| The Netherlands | Accreditation is based on the Dutch accreditation framework.<br>The assessment panel decides on the location of the site visit. This can be in the Netherlands/Flanders or anywhere else where the programme is provided. The panel is expected to discuss the programme with representative groups of the people responsible for and involved in the programme.<br>The degree programme is then accredited by the NVAO and is published on the website. The foreign parts of the programme can state that the whole programme has been accredited by NVAO, but this implies no legal consequences outside the Netherlands or Belgium.[14] |
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[13] Information of the Swedish National Agency for Education, Staffan Whalen, April 3, 2007

[14] Information of the NVAO, Axel Aerden, February and March 2007

## 4.2   Joint international accreditation procedure

An international accreditation process is carried out by at least two accreditation agencies, which accredit the whole programme. Therefore, the national accreditation agencies have to come to an agreement which considers their national frameworks. The choice which agencies carry out the accreditation must be decided by the involved universities.
If more than two agencies are involved in the process, one accreditation agency can take over a leading role in this process, the other institutions provide assistance.
The programme must deliver a joint evaluation report, there must be an international experts´ panel and site visits must be conducted at least at two different locations.[15]

The first joint programmes have already been accredited in a joint procedure. A few examples where accreditation agencies of the Euroleague were involved are listed below.

a   Master of Business Administration in International Supply Management (MBA – ISCM): Offered jointly by Germany and the Netherlands and accredited by the Dutch NVAO and the German ZEvA
http://www.mba-iscm.org
www.emotis.org

b   Bachelor of Arts in Digital Media: Offered jointly by Germany and Ireland and accredited by the German AQAS and the Irish HETAC
http://www.mas.h-da.de/Digital_Media

c   Master of Arts in Media Direction: Offered jointly by Germany and Ireland and accredited by the German AQAS and the Irish HETAC
http://www.mas.h-da.de/Media_Direction_Concept   (at the moment only available in German Language)

d   Master Comparatieve Neerlandistiek: Offered jointly by Germany (Freie Universität Berlin), the Netherlands (University of Amsterdam) and accredited by the NVAO and ACQUIN. Results are not available yet.

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[15] See also Methodological report Transnational European Evaluation Project II (TEEP II) , ENQA Occasional Papers, Helsinki 2006 http://www.enqa.eu/files/TEEP%20II%20Methodological%20report.pdf

### 4.3 Recommendation for ELLS accreditation

Having reviewed both approaches, the QA support team highly recommends a joint international accreditation procedure. The main reasons therefore are:

- The international characteristics are better reflected in a joint exercise.

- If the same programme has to be accredited several times, efforts will be doubled. For example, the responsible subject areas have to participate in several site visits and the involved universities have to submit various self evaluation reports to different accreditation agencies.

- Through a joint accreditation procedure it can be assured that there will be the same results for all countries. Conducting several separate accreditations of the same degree programme could lead to different assessments in the involved countries.

- Accreditation fees can be split between all involved partners so that the overall costs could be reduced, even if a joint accreditation takes more time and coordination than a national standard procedure. On the other hand, it will require additional efforts to elaborate a joint accreditation procedure.

- In a joint exercise the responsibility is delegated to the involved accreditation agencies as they have to agree on criteria, which cover all national frameworks. This process is however rather time consuming, especially for the first accreditations.


# 5 Service

### 5.1 Further information for a joint accreditation

For the development of ELLS joint Master programmes it is recommended to consider the following points:

- Reference to the Guidelines "Guidelines for curriculum development and Quality Assurance of Joint Master Programmes".
  Theses guidelines provide a set of criteria, which are important for setting up a new Master Programme and for preparing an accreditation.

- Reference to the IRO manual "Manual for Planning and Implementing Joint MSc Programmes".
  This Manual provides background information on the administrative structure of the ELLS universities and important organisational recommendations for different development steps like time frames and special regulations.

- Consideration of accreditation issues at an early development stage and involvement of the departments responsible for accreditation in the development process.
  For relevant departments and further contacts see chapter 5.4. A flowchart summarizing the key steps of accreditation and an accreditation checklist can be found in the annex.

- Early information and integration of the accreditation agencies, so that these have enough time to prepare a joint accreditation

The European Consortium for accreditation (ECA) provides recommendation on the accreditation of joint programmes, these are summarized below.

## 5.2 Mutual recognition of accreditation results

At the moment accreditation decisions are not officially recognised among other countries. That means that a joint programme which has been accredited for example by a German accreditation agency is not automatically accredited in Poland.

The European consortium for accreditation (ECA)[16] aims at achieving mutual recognition for accreditation results among the involved accreditation agencies. The accreditation agencies of Germany, Austria, Poland and the Netherlands are also members of ECA. The agreements should be signed by the end of 2007.

In the beginning of 2008, ECA plans to launch a website together with the recognition authorities (ENIC/NARIC) from the member countries. On this website all the recognised institutions and accredited programmes will be published. The status of (mutual) recognition will be included. ECA hope to enlarge this website to encompass other countries of Europe soon thereafter.

## 5.3 Recommendations for the accreditation of joint programmes for accreditation agencies

ECA has elaborated the following principles for accreditation agencies carrying out an international accreditation.[17] These principles were adopted in June 2007.

1. Information sharing and transparency

   a. On receipt of the request for an accreditation of a joint programme, information of the other relevant accreditation agencies.

   b. The other accreditation agencies should then provide information whether the programme or part of it has already undergone accreditation and on the legal status of the programme.

2. Composition of the expert panel

   a. Inclusion of experts with relevant international knowledge and experience

3. The Assessment process

   a. The submitted documents must include comprehensive information on the totality of the programme and not on the single contributions of the involved universities.

   b. The panel has to determine site visit requirements.

   c. Any site visit must include representatives of the programme who are able to present the totality of joint programme across all site visits.

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[16] See www.ecaconsortium.net

[17] See www.ecaconsortium.net/download.php/?id=81

    d. The panel makes its assessment on the totality of the programme of the joint programme, even on the level of learning outcomes.

    e. The assessment process should include at least one observer from another relevant accreditation agency.

4. The Accreditation decision

    a. The accreditation decision should be based on the assessment of the totality of the joint programme.

    b. Each involved accreditation agency must communicate the results to the relevant national authorities.

## 5.4   Important contacts and links

**Table 7: Responsibilities for accreditation processes**

| | |
|---|---|
| BOKU | **At BOKU there are no accreditation procedures, programmes have to be approved first by the Study Commission of the Senate and the Senate, then by the Rectorate and finally by an university council.** |
| CLUS | **The degree programme has to be approved by the Scientific Board of the Faculty or Scientific Board of the University, signed by Dean or Rector and then it goes to the Ministry of Education for the Governmental process of accreditation.** |
| LIFE | **Due to the merger of the former KVL university and the university of Copenhagen not all responsibilities are clear yet.**<br><br>**On University of Copenhagen level it is the office called "University of Copenhagen, Study Division"**<br><br>**On Life (former KVL) level and its course programmes, i.e. the agricultural and veterinary degrees,  it is  the "Faculty of Life Sciences, Study and Student's Affairs"** |
| SLU | **The Education Committee** |
| SGGW | **The Dean of the respective Faculty is informed by the State Accreditation Commission about the date of an accreditation.**<br><br>**After that, the dean nominates the members of the group who is responsible for the elaboration of the self evaluation report, usually the vice dean and professors who are responsible for curricula.** |
| UHOH | **The deans of the respective faculties are responsible for accreditations.** |
| WUR | **The Executive Board commissions an accreditation agency to appoint a review committee, to organize a site visit and to write an assessment report. After that is up to the Executive Board to decide to request for accreditation at the Accreditation Organisation (NVAO).**<br><br>**The Executive Board is supported in the accreditation process by the Department of Education and Research, the Educational Institute (OWI) and the lecturers of WUR.** |
| | |

### 5.4.1  Accreditation bodies

The following agencies or institutions are responsible for accreditation processes.

1. Czech Accreditation Commission http://www.msmt.cz
2. Danish Accreditation Agency  www.ubk.dk
3. Dutch NVAO www.nvao.net
4. German Accreditation Council www.akkreditierungsrat.de
5. Swedish National Agency for Higher Education http://english.hsv.se
6. Polish Accreditation Committee http://www.pka.edu.pl/index.php

### 5.4.2  Accreditation frameworks

The actual criteria of the different accreditation agencies are all available on the internet.

1. Czech accreditation criteria
   http://www.csvs.cz/projekty/2006_OECD/annex/decree42.doc

2. Danish accreditation criteria
   http://147.29.40.90/_GETDOCM_/ACCN/B20070103005-REGL
   at the moment only available in Danish

3. Dutch criteria initial Accreditation
   http://www.nvao.net/initial-accreditation

   Dutch criteria re-accreditation
   http://www.nvao.net/accreditation

4. German accreditation criteria
   general criteria: www.akkrediterungsrat.de ,
   Accreditation frameworks of the different accreditation agencies:
   www.acquin.org , www.aqas.de , www.zeva.or

5. Polish accreditation criteria and criteria for self-evaluation
   http://www.pka.edu.pl/www_en/uchwala182002_en.pdf ,
   http://www.pka.edu.pl/www_en/Presentation.ppt

6. Swedish evaluation criteria
   No fixed evaluation criteria, criteria are elaborated for the specific
   evaluations Contact: Swedish National Agency for Higher Education
   http://english.hsv.se

# 6 Background Information: Accreditation, re-accreditation and evaluation of degree programmes in the different Euroleague countries

## 6.1 Czech Republic[18]

### 6.1.1 Accreditation Body

Czech Accreditation Commission: The Accreditation commission is an independent body of 21 members – academic and professional – including foreign experts, appointed by the government

### 6.1.2 Accreditations criteria

Criteria for accreditation and re-accreditation are described in a decree issued by the Ministry[19]

### 6.1.3 Accreditation process

1. The institution submits an application with the information and materials described in the decree of the Ministry to the Accreditation Commission

2. A special workgroup of the Accreditation Commission reviews the application and submits an expert's opinion to the Ministry

3. In case of an negative assessment, the Ministry can not approve the degree programme
   Accreditation is granted for about the double length of the degree programme, mostly for 4 – 6 years, but shall not exceed 10 years for doctorates
   Accreditation is free of costs for public universities.

### 6.1.4 Re-accreditation

Before the expiry of the accreditation, institutions have to submit an application for re-accreditation according to the Ministry decree to the Accreditation Commission and an assessment-procedure resembling the first accreditation is carried out.

### 6.1.5 Special regulations

Each year a random sample of 15 education institutions is chosen and evaluated at institutional basis.

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[18] OECD Thematic Review of Tertiary Education: Country Background Report for Czech Republic, Centre for Higher Education Ministry of Education, Youth and Sport Czech Republic, February 2006
See http://www.oecd.org/dataoecd/19/18/36443831.pdf
information Czech Accreditation Commission February 2007

[19] See http://www.csvs.cz/projekty/2006_OECD/annex/decree42.doc

## 6.2 Denmark

### *6.2.1 Accreditation body*

Accreditation is carried out by an accreditation agency which is an independent organization within the ministry of science, technology and development.

### *6.2.2 Accreditation criteria*

Accreditation criteria are laid down in law Nr 1030 of 22/08/2007, which is at the moment only available in Danish.

### *6.2.3 Accreditation process*

External assessment of the degree programme comprising the following elements

1. Self-evaluation report
2. Peer review
3. Site visit
4. Publication of the results

Accreditation is a precondition for offering degree programmes.

### *6.2.4 Re-accreditation*

A cyclical accreditation, similar to the first accreditation, is carried out every 4 - 6 years

## 6.3 Germany[20]

### 6.3.1 Accreditation body

Accreditation is granted and carried out by accreditation agencies, which have to be first accredited by the Accreditation Council.[21]

### 6.3.2 Accreditation criteria

Accreditation frameworks of the agencies[22], which are based on the criteria of the Accreditation Council[23]

### 6.3.3 Accreditation process

External assessment of the degree programme comprising the following elements

1. Self-evaluation report
2. Peer review
3. Site visit
4. Publication of the results

Accreditation is a precondition for government funding of a degree programme and state-acknowledgement.

### 6.3.4 Re-accreditation

A cyclical accreditation, similar to the first accreditation, is carried out every 5 years, but special emphasis is laid on:[24]

- Assessment of the success of the programme (e.g. interview of graduates)
- Control of the workload of the different modules
- Assessment of evaluations
- Assessment of statistical data (e.g. examination results, drop-outs, international students,)
- Eventually assessment of conditions from the precedent accreditation

### 6.3.5 Special regulations

As an additional quality measure, the Accreditation Council draws each year four random samples of already accredited programmes per agency.

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[20] See www.akkrediterungsrat.de , www.aqas.de, www.acquin.de

[21] See www.akkreditierungsrat.de/index.php?id=5&L=1

[22] For example see http://www.asiin.de/english/download/ASIIN_Requirements_2007-03-23.pdf

[23] See http://www.akkreditierungsrat.de/fileadmin/Seiteninhalte/Kriterien/Studiengaenge/Criteria_Programmes.pdf

[24] See http://www.acquin.org/acquincms/index/cms-filesystem-action?file=/grundsätzereakkreditierung091204.pdf

### *6.3.6 Process accreditation*

The German Accreditation Council has elaborated recommendations to the conference of ministries of education and cultural affairs or the implementation of a process accreditation.

1. Subject of accreditation should be the internal quality management system; important criteria are the "Standards and Guidelines for quality assurance in higher education", the criteria of the German Accreditation Council and the rules of the relevant ministries of education and cultural affairs

2. Process accreditations should not substitute programme accreditations, the two procedures should exist in a parallel manner.

3. Process accreditation should be conducted by appropriate agencies, which are accredited by the Accreditation Council.

4. Universities can undergo a process accreditation, if they have sufficient experiences in programme accreditation and if they have an internal quality management system.

5. Profession representatives and students´ representatives must be included in all steps of the procedure.

6. The validity of an accreditation must not exceed 6 years.

7. In order to reduce the effort, results from programme accreditation are to be considered in process accreditation.

8. The procedure is to be concretized, but comprises self-evaluation, peer review, a random sample of degree programmes and an assessment report

9. Criteria for evaluation of the internal quality management system are

    a. Educational goals

    b. Responsibilities

    c. Resources

    d. Quality management system

    e. Compatibility with the "Standards and Guidelines for Quality Assurance in Higher Education" and the qualification frameworks

    f. Data collection

    g. Documentation

10. The embedding into the German accreditation system must be assured.

## 6.4 Poland[25]

### 6.4.1 Accreditation body

State Accreditation Committee: The members of the accreditation committee are appointed by the minister of education from candidates proposed by the academic senates of schools, the main council of Higher education, learned societies, professional and artists´ association and employers´ organisations.

### 6.4.2 Accreditation criteria

Criteria for self-evaluation are laid down in the resolution No. 18/2002 of the State Accreditation Committee and can be found together with the accreditation standards at the homepage of the State Accreditation Committee[26].

### 6.4.3 Accreditation process

External assessment of the degree programme comprising the following elements

1. Self-evaluation report
2. Peer review
3. Site visit
4. Publication of the results

Negative findings lead to legal consequences such as financial issues or revoking of degree programmes.

### 6.4.4 Re-accreditation

A cyclical accreditation, similar to the first accreditation, is carried out every 5 or 6 years.

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[25] See www.pka.edu.pl/www_en

[26] See http://www.pka.edu.pl/www_en/uchwala182002_en.pdf and http://www.pka.edu.pl/www_en/Presentation.ppt

### 6.5 Sweden

#### 6.5.1 Evaluation body

The Swedish National Agency for Higher Education [27] operates in accordance with the instructions and directives issued to it by the government.

#### 6.5.2 Evaluation criteria

Criteria are based on the requirements stated in the Higher Education act[28] and the Higher Education Ordinance[29] and are developed for each evaluated field of study.

#### 6.5.3 Evaluation

Sweden does not have an accreditation and re-accreditation of degree programmes, but an evaluation system. All subjects and programmes have to be evaluated regularly, namely every six years according to the following procedure:

- Self-evaluation of the institute on basis of the criteria laid down by the agency.
- A panel of external evaluators studies the self-evaluation and then decides whether a site visit is necessary.
- Three to four months after the publication of the results, a national conference is held with the participation of the institutions involved in the review.
- A follow-up process is monitored after 1-3 years.[30]

The Swedish National Agency for Higher Education questions entitlement to award a degree if a programme has severe deficiencies in quality. If the higher education institution does not remedy the shortcomings within twelve months, entitlement to award the degree is withdrawn. Therefore the Swedish evaluation system can be seen as a sort of re-accreditation.

#### 6.5.4 Special regulations – accreditation of professional degrees

In Sweden there are two types of degrees: general degrees and professional degrees. A professional degree is an academic degree designed to prepare the holder for a particular career or profession in fields such as law, medicine, engineering, religious ministry or education.

All higher education institutions have to be accredited by the Swedish National Agency for Higher Education for the right to award professional degrees.

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[27] See http://english.hsv.se

[28] See http://www.sweden.gov.se/sb/d/574/a/21540

[29] See http://www.sweden.gov.se/content/1/c6/02/15/41/47b0b98d.pdf

[30] See http://english.hsv.se/quality/educationalquality.4.539a949110f3d5914ec800061038.html

The accreditation of such professional degrees is based on peer review and can be divided into the following steps: [31]

1. Preparation of a self-evaluation report
2. Appointment of an experts´ panel
3. Review of the report by the panel and site visit
4. Publication of a report
5. Follow-up procedure after three years

The criteria for accreditation are based on requirements stated in the Higher Education Act and the Higher Education Ordinance and include:

- Qualification of academic staff and staff development
- Aims, content and organisation of programmes
- Depth and scope of programme contents
- Creative and critical environment
- Relation to postgraduate education
- Evaluation and quality assurance
- Student participation in programme development
- International perspective
- Infrastructure
- Sustainability
- Finance and organisation

The Swedish University of Agricultural Sciences (SLU) awards also professional degrees.

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[31] OECD Thematic Review of Tertiary Education: Country Background Report for Sweden, Swedish National Agency for Higher Education, June 2006, see http://www.oecd.org/dataoecd/20/29/37524407.pdf

## 6.6 The Netherlands

### *6.6.1 Accreditation body*

Independent agencies, which must be approved by the "NVAO"[32] assist the universities in the self-evaluation process; the NVAO then accredit the programme and decides whether accreditation is granted.

### *6.6.2 Accreditation criteria*

Criteria are defined in the framework for initial accreditation[33] and re-accreditation[34] of the NVAO.

### *6.6.3 Accreditation process*

External assessment of the degree programme comprising the following elements

1. Self-evaluation report
2. Peer review
3. Site visit
4. Publication of the results

Accreditation is a precondition for government funding of a degree programme, for the entitlement of awarding recognised diplomas and for students´ grants.

### *6.6.4 Re-accreditation*

A cyclical accreditation, similar to the first accreditation, is carried out every 5 years.

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[32] See www.nvao.net

[33] See http://www.nvao.net/initial-accreditation

[34] See http://www.nvao.net/accreditation

# 7  Appendix

## 7.1  European Register of Quality Assurance Agencies

In the London Communiqué 2007 the setting up of a register of European Higher Education Quality Assurance Agencies (REHEQA) was announced. This register will be voluntary, self-financing, independent and transparent. Applications for inclusion in the register should be evaluated on the basis of substantial compliance with the "Standards and Guidelines for Quality Assurance", evidenced through an independent review process endorsed by national authorities.

The purpose of this register is to allow open access to objective information about trustworthy quality assurance agencies which operate in line with the "Standards and Guidelines for Quality Assurance". The inclusion in the register has no legal consequences and does not imply recognition in other European countries. As required by national laws, accreditation agencies must be officially recognised by the particular countries.

The so-called E4 group is responsible for setting up the register: The EUA (European University Association), ENQA (European Association for Quality Assurance in Higher Education), EURASHE (European Association of Institutions in Higher Education) and the ESU (European Students' Union). After two years of operations, the register should be evaluated externally, taking into account the views of all stakeholders.

## 7.2  Standards and Guidelines for Quality Assurance in the European Education Area

The Standards and Guidelines, which were developed by the European network of Quality Assurance Agencies (ENQA)[35] are intended to provide a common framework for quality assurance in the European Higher Education Area. These refer to internal and external quality assurance processes and to the quality assurance agencies themselves. The main principles are summarized below.

### 7.2.1  European standards and guidelines for <u>internal</u> quality assurance within higher education institutions

- Policy and procedures for quality assurance

- Approval monitoring and periodic review of programmes and awards

- Assessment of students

- Quality assurance of teaching staff

- Learning resources and student support

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[35] European Association for Quality Assurance in Higher Education (ENQA), Standards and Guidelines for Quality Assurance , 2005, see http://www.enqa.eu/files/ESG_v03.pdf

- Information System
- Public information

### 7.2.2 European standards and guidelines for the <u>external</u> quality assurance of higher education

- Use of internal quality assurance procedures
- Development of external quality assurance processes
- Criteria for decision
- Processes fit for purpose
- Reporting
- Follow-up procedures
- Periodic review
- System-wide analyses

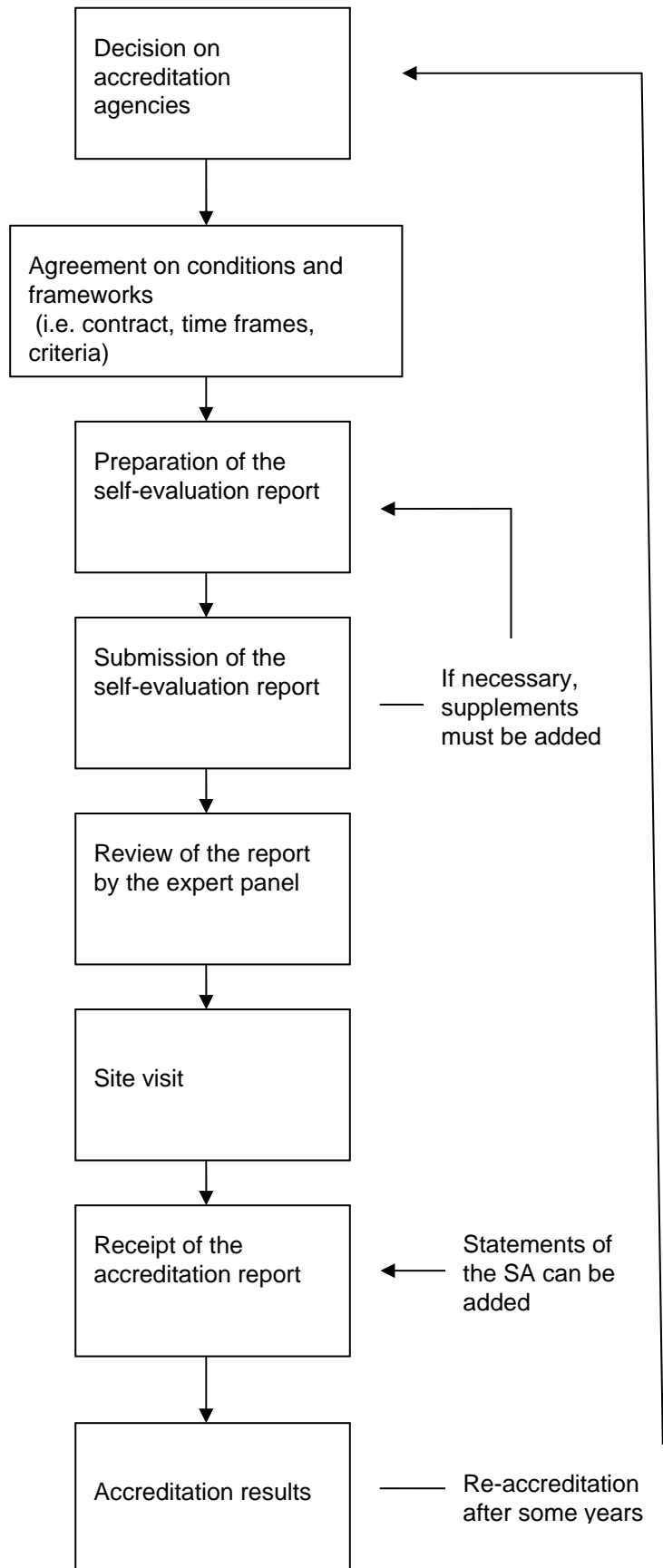### 7.2.3 European standards and guidelines for external <u>quality assurance agencies</u>

- Use of external quality assurance procedures for higher education
- Official status
- Activities
- Resources
- Mission statement
- Independence
- External quality assurance criteria and processes used by the agencies
- Accountability procedures

## 7.3 Flowchart accreditation

```
┌─────────────────────┐
│ Decision on         │ ◄──────────────────┐
│ accreditation       │                    │
│ agencies            │                    │
└─────────────────────┘                    │
          │                                │
          ▼                                │
┌─────────────────────┐                    │
│ Agreement on conditions and │            │
│ frameworks          │                    │
│ (i.e. contract, time frames,│            │
│ criteria)           │                    │
└─────────────────────┘                    │
          │                                │
          ▼                                │
┌─────────────────────┐                    │
│ Preparation of the  │ ◄────────┐         │
│ self-evaluation report │       │         │
└─────────────────────┘          │         │
          │                      │         │
          ▼                      │         │
┌─────────────────────┐    If necessary,   │
│ Submission of the   │ ── supplements     │
│ self-evaluation report │   must be added │
└─────────────────────┘                    │
          │                                │
          ▼                                │
┌─────────────────────┐                    │
│ Review of the report │                   │
│ by the expert panel │                    │
└─────────────────────┘                    │
          │                                │
          ▼                                │
┌─────────────────────┐                    │
│ Site visit          │                    │
└─────────────────────┘                    │
          │                                │
          ▼                                │
┌─────────────────────┐    Statements of   │
│ Receipt of the      │ ◄── the SA can be  │
│ accreditation report │    added          │
└─────────────────────┘                    │
          │                                │
          ▼                                │
┌─────────────────────┐    Re-accreditation│
│ Accreditation results │ ── after some years
└─────────────────────┘
```

## 7.4 Checklist accreditation

**Table 8: Checklist accreditation**

| | Main steps | Main activities/responsibilities | Documents | |
|---|---|---|---|---|
| Information and planning | Definition of responsibilities for accreditation within the Subject Area | Definition of a responsible contact person at each participating university | Information sheet "Flow chart accreditation" | |
| | Achieve information on accreditation regulations of the participating universities/countries. | Accreditation contact persons<br><br>QA support team<br><br>International relation officers - IROs | Information sheet "Responsibilities accreditation"<br><br>Manual "Accreditation and External Evaluation in the Euroleague for Life Sciences" | |
| | Enquiry whether parts of the programme have already been accredited | Accreditation contact person | | |
| | Request accreditation agencies to make an offer | Accreditation contact person<br><br>Accreditation agencies | Information sheet "Accreditation agencies" | |
| | Elaboration of a time frame, which takes the different deadlines of the partner universities into consideration | Accreditation contact person<br><br>IROs<br><br>Accreditation agencies | IRO-Manual "Manual for Planning and Implementing Joint Study Programmes" | |
| | Agreement on the financial issues of accreditation within the Subject Area | Accreditation contact person<br><br>Accreditation agencies | | |
| Preparing the | Preparation of the contract with the accreditation agencies | Accreditation contact person<br><br>Accreditation agencies | | |

| | Main steps | Main activities/responsibilities | Documents | |
|---|---|---|---|---|
| | Elaboration of a working plan according to the accreditation framework<br><br>Provision of the framework by the accreditation agencies | Accreditation contact person<br><br>Accreditation agencies | Information sheet "Accreditation agencies" | |
| | Preparation of the joint self-evaluation report | Accreditation contact person<br><br>Accreditation agencies | Information sheet "Accreditation agencies" | |
| | Submission of the report to the involved accreditation agencies | Accreditation contact person<br><br>Accreditation agencies | Information sheet "Accreditation agencies" | |
| | Review of the self evaluation report and provision of additional information if requested by the agencies | Accreditation contact person<br><br>Accreditation agencies | | |
| Assessment and results | Preparation of the site visit of the expert panel | Accreditation contact person IROs<br><br>ELSA | | |
| | Peers review and site visit | Accreditation contact person IROs<br><br>ELSA | | |
| | Elaboration of an accreditation report | Peers | | |
| | Review of the draft evaluation report and comments on it if necessary | Accreditation contact person | | |
| | Elaboration of a draft version of the accreditation report | Peers | | |
| | If required: Define measures to meet set requirements | Accreditation contact person | | |

| Main steps | Main activities/responsibilities | Documents |
|---|---|---|
| Publication of the accreditation results at relevant homepages | ELLS secretariat | |
| | | |

### 7.5   Accreditation ELLSNA

As ELLS is fostering its cooperation with Life Sciences universities in the USA and Canada, a short overview about accreditation regulations in these two countries. The main features of accreditation regulations are outlined below.

### *7.5.1   Accreditation in the USA[36]*

**Accreditation** is a process of **voluntary external quality review** used by higher education to scrutinize colleges, universities and higher education programmes for quality assurance and improvement.

In the USA there are three types of accreditation-bodies:

1. Regional accreditation agencies carry out institutional accreditations for public, private, non-profit and profit institutions.
   There are six regional associations, each named after the region in which it operates:

   a. Northwest Commission on Colleges and universities (NWCCU)

   b. Western Association of Schools and Colleges (WASC)

   c. Higher Learning Commission of the North Central Association of Schools and Colleges (HLC)

   d. Southern Association of Schools and Colleges (SACS)

   e. Middle States Commission on Higher Education (MSCHE)

   f. New England Association of Schools and Colleges (NEASC)

2. National accreditation agencies carry out institutional accreditation for public and private, non-profit and for-profit institutions, frequently single-purpose institutions, including distance learning colleges and universities, private career institutions and faith-based colleges and universities.
   The list of this agencies can be found at
   www.ed.gov/admins/finaid/accred/accreditation_pg6.html#NationallyRecognized

3. Specialised and professional accreditation agencies accredit specific programmes or schools including law schools, medical schools, engineering schools or programmes and health profession programmes.
   The list of this agencies can be found at
   www.ed.gov/admins/finaid/accred/accreditation_pg8.html

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[36] See www.chea.org and www.ed.gov

The purposes of accreditation in the USA are:

1. Assuring quality
   Accreditation is the primary means by which colleges, universities and programmes assure quality to students and the public.

2. Access to federal funds
   Accreditation is required for access to federal funds such as student aid or other federal programmes.

3. Easing transfer
   Accreditation is important to students for a smooth transfer of courses and programmes among institutions.

4. Create employer confidence
   Accreditation status of an institution or programme is important to employers when evaluation job applicants and when deciding whether to provide tuition support for current employers seeking additional education.


The key features of accreditations in the USA are

1. self study

2. peer review

3. site visit

4. judgement by accrediting organisations

5. re-accreditation after a few years


Accreditation agencies are accountable to the institutions and programmes they accredit and to the public and the government. Therefore they have to undergo a periodical external review themselves known as recognition.
Recognition is carried out by another private organisation, the council for higher Education Accreditation (www.chea.org) or the United States Department of Education (www.ed.gov )

### *7.5.2  Accreditation in Canada*[37]

Universities in Canada operate under provincial government charters.
There is no formal system of university wide institutional accreditation. Instead, membership of AUCC (Association of universities and colleges of Canada www.aucc.ca) together with the university's provincial government charter is seen as serving instead of institutional accreditation, both in Canada and abroad.
As a result of the longstanding commitment to work within a common framework of standards across provincial jurisdictions, Canadian universities have a shared understanding of the value of each other's credentials.

In addition, graduate programmes and professional schools such as law, nursing, medicine and engineering have rigorous discipline-specific accreditation procedures. Computer science is also developing its own accreditation system.

In Ontario (location of the ELLSNA member University of Guelph) the following quality assurance standards have to be met:

1.  Undergraduate programme review audits of current and new programmes.
    Each university is required to establish a cycle of internal reviews that accords with provincial guidelines and which are subject to external audit on a seven-year-cycle. They are conducted by the Undergraduate Review Audit Committee (http://www.cou.on.ca/_bin/affiliates/associations/upracmain.cfm

    Key-components of these audits are

    a.  Self-evaluation

    b.  Peer review, including a site visit or other means of communication (for example video-conference, conference-calls)

    c.  Audit report

2.  Quality reviews of current and new graduate degree programmes.
    The Ontario Council on Graduate Studies (http://ocgs.cou.on.ca) reviews new Masters and PhD programmes proposed by the universities and reviews existing programmes on a seven-year-cycle.
    These reviews are paper-based; procedures are laid down in the so called "by-laws". (http://ocgs.cou.on.ca/content/objects/BY-LAWSANDPROCEDURESDECEMBER2006WEBVERSION.pdf )

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[37] See www.aucc.ca

# 8 References [38]

ECA – European Consortium for Accreditation, Principles for Accreditation Procedures for Joint Degrees, www.ecaconsortium.net/download.php/?id=81

European Association for Quality Assurance in Higher Education (ENQA), Standards and Guidelines for Quality Assurance , 2005, see http://www.enqa.eu/files/ESG_v03.pdf

Manual for Planning and Implementing Joint MSc programmes, February 2007, see http://www.euroleague-study.org/supportteams/IRO/Manual-Joint_MSc/manual-1.pdf

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http://www.enqa.eu/files/TEEP%20II%20Methodological%20report.pdf

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See http://www.oecd.org/dataoecd/19/18/36443831.pdf

OECD Thematic Review of Tertiary Education: Country Background Report for Poland, Ministry of Science and Higher Education, July 2006, see www.bologna-bergen2005.no/EN/national_impl/00_Nat-rep-05/National_Reports-Poland_050114.pdf

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State Accreditation in the Czech Republic; Sebkova Helena, Svatori Ondrej, CHES Prague, HERN Seminar – Krakow, July 2003,
http://www.srhe.ac.uk/Hern/Docs/HERN_S6_MAT/DELIVERABLES/HERN_SEM6_CZ.pdf

The Polish State Accreditation Committee
http://www.aic.lv/ace/ace_disk/Bologna/Bol_semin/Warsaw_acr/050214-16_Jamiolkowski.pdf

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[38] All internet sites were checked in October 2007.