

EAALS Handbook for the Quality Assurance and Accreditation of International Master Degree Programmes in the Life Sciences

Andrew Cobb¹, Simon Heath¹ and Jan Steen²

¹European Accreditation Agency for the Life Sciences, BE;

²Wageningen University and Research Centre, NL

Second Edition 2012

Acknowledgements

The 2009 Edition of this Handbook was developed with the support of the European Commission in the framework of the QUALITY project funded under the SOCRATES programme, Higher Education Reform (Lisbon Strategy and Bologna Process). The Handbook does not necessarily reflect the position of the European Commission, nor does it involve any responsibility on the part of the European Commission.

The execution of the QUALITY project was supported by a number universities and their staff from across Europe: **Leon Brimer**, University of Copenhagen (DK); **Andrew Cobb**, Harper Adams University College (UK); **Vincent Dolle**, International Centre for Advanced Mediterranean Agronomic Studies (CIHEAM) (FR); **Guy Garrod**, University of Newcastle (UK); **Thomas Guggenberger**, University of Natural Resources and Applied Life Sciences, Vienna (BOKU) (AT); **Ulrich Hass**, University of Hohenheim (DE); **Simon Heath**, Association of European Life Science Universities (ICA) (DK); **Wim Heijman**, Wageningen University and Research Centre (NL); **Edward Majewski**, Warsaw University of Life Sciences (PL); **Daniela Ostheim**, University of Natural Resources and Applied Life Sciences, Vienna (BOKU) (AT); **Paavo Pelkonen**, University of Joensuu (FI); **David Pettenella**, University of Padua (IT); **Edward Pierzgalinski**, Warsaw University of Life Sciences (PL); **Placido Plaza**, International Centre for Advanced Mediterranean Agronomic Studies (CIHEAM) (FR); **Jan Steen**, Wageningen University and Research Centre (NL); **Guido van Huylenbroeck**, University of Gent (BE); and **Laura Kihlström** (FI), **Merel Luichies** (NL), **Michal Przyborski** (PL), and **Major Robar** (SI), International Association of Students in Agricultural and Related Sciences (IAAS) (BE). The administration of the project has been supported by **Kerstin Trieb**, Association of European Life Science Universities (ICA) (DK).

The execution of the project has also been supported by the staff of the Master degree programmes in European Forestry (<http://www.europeanforestry.net/>) and the International Master in Rural Development (<http://www.imrd.ugent.be>) through their involvement in the pilot quality assurance assessment of these degree programmes by the QUALITY project.

EAALS Handbook for the Quality Assurance and Accreditation of International Master Degree Programmes in the Life Sciences

Andrew Cobb¹, Simon Heath¹ and Jan Steen²

¹European Accreditation Agency for the Life Sciences, BE;

²Wageningen University and Research Centre, NL

ISBN

First Edition 2009, Second Edition 2012

© 2012 European Accreditation Agency for the Life Sciences

Registered office: Faculty of Bioscience Engineering, Ghent University, B-9000 Gent,
Belgium

Contents

Preface	1
Introduction to the Handbook.....	3
Part I The Quality Assurance assessment and Accreditation of a Master degree programme delivered by two or more universities	5
1 Introduction	5
2 The Quality Assurance assessment process	5
3 Responsibilities of the Master degree programme management team in the review process	11
4 Outcomes of the Peer Review	11
Appendix 1 Summary facts and figures to be provided in Section B of the Self Assessment Report	15
Appendix 2 EAALS Framework for the Quality Assurance assessment of international Master degree programmes delivered by two or more universities	19
Part II The Quality Assurance assessment and Accreditation of a Master degree programme delivered by a single university.....	40
1 Introduction	40
2 The Quality Assurance assessment process	40
3 Responsibilities of the Master degree programme management team in the review process	45
4 Outcomes of the Peer Review	46
Appendix 3 Summary facts and figures to be provided in Section B of the Self Assessment Report	50
Appendix 4 EAALS Framework for the Quality Assurance assessment of international Master degree programmes delivered by a single university	54
Appendix 5 Second Cycle Descriptors	72
Appendix 6 Glossary of Terms	74

Preface

In recent years there has been a deliberate move by European universities to develop international Master degree programmes to attract international students to Europe, this initiative has been spurred on by the European Commission's Erasmus Mundus programme.

An international degree programme is one that addresses subject specific knowledge appropriate to the international student audience, and develops subject specific skills and generic skills (in particular intercultural competence) aimed at preparing students for performing (professionally, socially and emotionally) in an international and multicultural context (developed from Nilsson 2000).

An international curriculum and extra curricular activities will be recognised if it fulfils the following requirements:

- there are modules addressing subject content in one or more of the following:
 - internationally applicable subjects (e.g. biotechnology),
 - global issues (e.g. global warming, sustainability),
 - comparative studies (comparing systems used in different world regions),
 - regional studies whose outcomes are globally applicable.
- there are modules and extra curricular activities to improve the student's attitudinal skills and cultural appreciation which enable:
 - the student to communicate effectively with students from different native languages. S/he may not be taught or socialise in his/her native language (the expectation being that in an international degree programme the students will have a range of native languages, and the curriculum may also be presented by staff in their non-native language),
 - the student to develop cross-cultural skills,
 - the students to work together in international groups.
- there is provision for second language training, though not necessarily compulsory.

For such degree programmes there is a need to follow Quality Assurance assessment and Accreditation procedures for international degree programmes (double degrees, joint degrees or programmes delivered by a single university) that will assure that the degree programmes are designed and delivered to meet the needs of international students. Furthermore, all stakeholders need to be assured that appropriate quality standards are embedded in the programme and that the degree programme is delivered in accordance with the Bologna process.

In addition, in some countries there are no specific criteria for the accreditation of degree programmes in the life sciences. This can be a disadvantage for the life sciences degree programmes as they are then often compared with other more basic science disciplines. In this context life science degree programmes are those delivered

in the disciplines relating to agriculture, food, natural resources, rural development and the environment.

ICA, the Association for European Life Science Universities, has been funded by the European Commission to develop procedures and instruments for the Quality Assurance and Accreditation of international Master degree programmes in the Life Sciences. The particular innovative focus has been to develop a quality assurance framework of benchmarks and indicators that are appropriate to ensuring that Master degree programmes meet the expectations of international students. In addition with the support of the EU funded project ICA has established the ***European Accreditation Agency for the Life Sciences*** (EAALS) - for agriculture, food, natural resources, rural development and the environment (www.eaals.eu)

This Handbook sets out the procedures and instruments that are used by EAALS in the Quality Assurance assessment and Accreditation procedures for international Master degree programmes. EAALS' procedures and instruments are subject to critical review at regular intervals, and will be updated to take account of developments in the field of quality assurance and accreditation. The current version of this handbook is available at the EAALS website.

Introduction to the Handbook

This Handbook outlines the EAALS procedures for the Quality Assurance assessment and Accreditation of international Master degree programmes in the Life Sciences (for agriculture, food, natural resources, rural development and the environment) intended to attract international students.

The purpose of quality assurance and accreditation procedures is to support the enhancement of Master degree programmes. The quality assurance of international Master degree programmes is based upon the Peer Review of a Self Assessment Report prepared by the single university or partner universities delivering the Master degree programme. **Part I** of this Handbook is for Master degree programmes delivered by two or more universities and **Part II** for Master degree programmes delivered by a single university.

An application for the Quality Assurance assessment and Accreditation of a Master degree programme should be made to the EAALS Secretariat (see EAALS website, www.eaals.eu). After initial discussion, the EAALS Board will agree a contract with the contracting university for the Quality Assurance assessment and Accreditation of the Master degree programme. The EAALS Board will then appoint a Peer Review Panel who will be responsible for conducting the peer review and who will be supported by the EAALS Secretariat.

The Self Assessment Report should address the **benchmarks** in each category of the *EAALS Framework for the Quality Assurance assessment of international Master degree programmes (Appendix 2 or 4)*. The Framework comprises six **categories of benchmarks**. Each benchmark is qualified by one or more **general indicators** and **specific indicators**. The general indicators are those which all Master degree programmes should address, whether the degree programme is designed for national or international students. The specific indicators address the specific orientation of an international Master degree programme. In addition the framework lists **key verifiers** which are used by the Peer Review Panel to verify whether the indicators have been achieved. In writing the Self Assessment Report the Degree Programme Team should address all the questions posed by the general and specific indicators, as the answers to these questions enable the Peer Review Panel to verify whether the benchmarks have been achieved.

The Peer Review Panel will independently review the Self Assessment Report and will conduct a site visit to verify the Self Assessment Report and address issues which require further clarification in the Self Assessment Report. The Peer Review Panel will then prepare a report which will state whether they have Broad or Limited Confidence in the quality and standards of the Master degree programme, as viewed from an international perspective. Aspects of the provision which the Panel considers demonstrate good practice will be highlighted, as well as issues where the Panel considers there is scope for improvement. These recommendations for enhancement

will be delivered in a constructive manner and offered in the best interests of both the students and staff.

The Peer Review Panel will make recommendations to the EAALS Board as to whether the Master degree programme should be accredited. The decision for accreditation is made by the EAALS Board alone. The contracting university may appeal the decision of the EAALS Board to the EAALS Appeals Committee if it can justify that incorrect or inappropriate processes and procedures had been followed.

Part I The Quality Assurance assessment and Accreditation of a Master degree programme delivered by two or more universities

1 Introduction

This Part I sets out the Quality Assurance assessment process, the responsibilities of the Master Programme Management Team in the review process, and the outcomes of the Peer Review process of a Master Degree Programme delivered by **two or more** universities (Part II of this Handbook addresses the Quality Assurance assessment and Accreditation of a Master degree programme delivered by a **single** university).

2 The Quality Assurance assessment process

2.1 The Timeline

A preliminary visit will be made by the EAALS Executive Secretary to discuss the process of the quality assurance of the Master degree programme by the Peer Review Panel. A final timetable for the Peer Review process will be agreed after this meeting identifying the participants to be included in each of the Groups to be interviewed by the Peer Review Panel. It is anticipated that the whole process will be completed within 12 months, and within 6 months from submission of the Self Assessment Report, apart from any follow up procedures after the decision of the EAALS Board on whether to accredit has been communicated to the coordinating university of the Degree programme.

Outline timeline:

1	Preliminary discussion and visit by the EAALS Executive Secretary to the contracting university	Outcome: <ul style="list-style-type: none">• Agreement to submit an application to EAALS Board by the coordinating university for the Quality Assurance Assessment and Accreditation of the Master degree programme,• An agreed timetable for the Peer Review process• An indicative list of staff and students to meet the Peer Review team on their visit
---	---	--

/continued

2	Contract signed	Between the coordinating university of the Master degree programme and the Chairman of the EAALS Board
3	Preparation of the Self Assessment Report	It is recommended to allocate 4 months for preparation of the Self Assessment Report
4	Submission of the Self Assessment Report to the EAALS Secretariat	One month prior to the Peer Review Panel visit
5	Last date for request by Peer Review Panel for additional information	Two weeks prior to the Peer Review Panel visit
6	Peer Review Panel Visit	Agreed date
7	Draft Peer Review Report submitted by the Chair of the Peer Review Panel to the Degree Programme Coordinator	One month after the Peer Review Panel visit
8	Response to Draft Report by the Degree Programme Coordinator after consultation with partner universities	Two months after the Peer Review Panel visit
9	Final Report submitted by the Chair of the Peer Review Panel to the EAALS Board	Three months after the Peer Review Panel visit
10	EAALS Board considers the Final Report and decides on whether to accredit the Master degree programme. EAALS Secretariat reports the outcome to the Coordinating university of the Master degree programme	EAALS Board

2.2 The Self Assessment Report

The participating universities should submit a Self Assessment Report (as a single document for the degree programme) plus supporting documents, all in English, as outlined below. The Self Assessment Report is confidential to EAALS. The Self Assessment Report must be signed by the lead person at each partner university or by an accompanying letter indicating that s/he agrees with the content of the Self Assessment Report. The suggested text for the declaration is:

I, <name> the local coordinator of the < name of the Master degree programme > at <name of the university>, has read and approved the contents of the Self Assessment Report of the < name of the Master degree programme > <dated> to be delivered to the EAALS Peer Review Team for the purposes of Quality Assurance assessment and Accreditation.

The letters should be forwarded to the EAALS Secretariat with the Self Assessment Report. The Peer Review Team will sign a confidentiality agreement to ensure that the content of the Self Assessment Report and the discussions of the Peer Review Team are not reported elsewhere.

The content of this confidential Self Assessment Report is as follows:

Sections of the Self Assessment Report	Indication of the maximum number of words
<p>A. Introduction</p> <p>Name of degree programme Name of coordinating university and coordinator Names of each participating universities and local coordinator</p> <p>Introduction to the Master degree programme indicating the role and contribution of the partner universities, the structure of the degree programme and an outline plan for the mobility of the students.</p>	500
<p>B. Summary facts and figures</p> <p>See Appendix 1.</p>	
<p>C Self evaluation assessment</p> <p>The self evaluation assessment should address the General and Specific Indicators in each category of the <i>EAALS Framework for the Quality Assurance assessment of international Master degree</i></p>	10,000

Sections of the Self Assessment Report

Indication of
the maximum
number of
words

programmes delivered by two or more universities – see Appendix 2.

The Framework comprises six **categories of benchmarks**. Each benchmark is qualified by one or more **general indicators** and **specific indicators**. All Master degree programmes should address the general indicators. The specific indicators address the particular dimension of Master degree programme designed to meet the expectations of international students. In addition, the framework lists **key verifiers** which are used by the Peer Review Panel to verify whether the indicators have been achieved. In writing the Self Assessment Report the Degree Programme Team should address all the questions posed by the general and specific indicators, as the answers to these questions will enable the Peer Review Panel to verify whether the benchmarks have been achieved.

The Self Assessment Report should be self contained and able to be understood without reference to any supporting Annexes or documents.

Section C of the Self Assessment Report should be critically self-evaluative, indicating the **strengths** and how the **weaknesses** are being addressed in the Master degree programme. The report should be evidenced based. For instance, if the comment is made in the Self Assessment Report:

*"The consortium lecturers receive staff development in intercultural communication" additional information should be added to indicate the **how, when and where**.*

For example "a staff development course is organised each year by the management board for new contributors to the Master degree programme at the lead university" or "each partner university has a yearly course in intercultural communication to which new contributors to the Master degree are required to attend".

An agreed sample of the MSc theses (15% of the theses from the previous two cohorts of students) should be made available to the Peer Review team prior to the Peer Review Panel's visit.

The self evaluation must demonstrate how the Master degree programme meets the Second Cycle Descriptors of the Framework of Qualifications for the European Higher Education Area (previously known the Dublin Descriptors) for Master degree programmes, see

Sections of the Self Assessment Report	Indication of the maximum number of words
<p>Appendix 5 and section 1.3 of the EAALS framework.</p> <p>The self evaluation must also demonstrate an effective internal quality assurance process.</p> <p>This self assessment (section C) should also highlight elements of good practice evident in the six categories of the Framework document.</p>	
<p>D. Future perspectives</p> <p>Indicating <i>opportunities</i> for the future development of the Master degree programme and <i>threats</i> which need to be addressed. This Section should also address the strategy for the continuing enhancement of the degree programme.</p>	500

The Peer Review Panel may request **additional documentation** relating to the Master programme up to two weeks prior to the Peer Review Panel visit. This could, for instance, be handbooks and any other written information given to the students. In addition, copies of monitoring and review reports of the Master degree programme, staff *curricula vitarum* and examples of representative student work should be available in the meeting room where the Peer Review Panel will be located during the site visit.

2.3 Visit of the Peer Review Panel

It is expected that the Peer Review Panel will meet with the Master degree programme team at one of the partner universities. The members of the Peer Review Panel will arrive on the day prior to the meetings with the university staff and conduct a private meeting of the Panel. It is requested that a dedicated meeting room is made available to the Peer Review Team for the whole period of the peer review visit with computer connections to the intranet and internet.

The Peer Review Panel will wish to meet with five groups:

- the Master Degree Programme Management Team,
- person(s) responsible for the internal QA of the Master degree programme,
- academic tutors and student support staff (non-academic),
- academic staff contributing to the degree programme, but who are not part of the Master Degree Programme Management Team, and
- up to 12 students currently on the Master degree programme, representing different years of the degree programme and continents.

2.4 Outline of the timetable of the Peer Review visit

A typical programme is presented below. The detailed programme will be agreed with the Master Degree Programme coordinator after the preliminary visit.

Day 1	Peer Review Panel arrives at their hotel in the morning
	Preliminary Peer Review Panel meeting in the afternoon
	Evening social meeting of the Peer Review Panel and the Master Degree Programme Management Team
Day 2	09.00 Courtesy meeting with the Dean or appropriate senior management
	09.15 Meeting with the Master Degree Programme Management Team
	10.45 Private meeting of the Peer Review Panel
	11.00 Meeting with the person(s) responsible for the internal quality assurance of the Master degree programme
	12.00 Informal Meeting with up to 12 students currently on the Master degree programme representing different years of the degree programme and continents
	13.30 Meeting with academic tutors and student support staff (non-academic)
	14.45 Meeting with academic staff contributing to the degree programme, but who are not part of the Master Degree Programme Management Team
	15.30 Private meeting of the Peer Review Panel.
	16.00 Final meeting (optional) with the Master Degree Programme Management Team to address any remaining issues
	16.30 Private meeting of the Peer Review Panel
Day 3	09.00 Private meeting of Peer Review Panel to finalise report findings and outcomes
	12.00 Peer Review Panel meeting with senior staff to provide initial feedback
	13.00 Departure of the Peer Review Panel

3 Responsibilities of the Master degree programme management team in the review process

The success of the Peer Review depends upon the active involvement of all members of the Master degree programme management team, including the local coordinator at each partner university. Whilst it is likely that the initial drafting of the Self Assessment Report will be carried out by one or two staff members it is important that all the members of the Master degree programme management team proactively review the drafts. This requires the detailed review of the draft Self Assessment Report against the general and specific indicators of the *EAALS Framework for the Quality Assurance assessment of international Master degree programmes delivered by two or more universities* (Appendix 2). Such involvement is concluded with either the signature of each local coordinator on the Self Assessment Report or by an accompanying letter indicating that s/he agrees with the content of the Self Assessment Report.

As indicated in section 2 above the Peer Review Panel on their visit will wish to meet with five groups:

- Master Degree Programme Management Team,
- person(s) responsible for the internal quality assurance of the Master degree programme,
- academic tutors and student support staff (non-academic),
- academic staff contributing to the degree programme, but who are not part of the Master Degree Programme Management Team, and
- up to 12 students currently on the Master degree programme drawn from each year of the degree programme and representative of the students in terms of country of origin and gender.

The purpose of these meetings is for the Peer Review Panel to verify the Self Assessment Report and address issues which require further clarification in the Self Assessment Report. All members of the above groups should be briefed prior to their meetings with the Peer Review Panel as to the purpose of the Peer Review Panel's visit and should have read the Self Assessment Report. It will also be an advantage if each group has had the opportunity to discuss the Self Assessment Report amongst themselves prior to the meeting with the Peer Review Panel.

4 Outcomes of the Peer Review

The Peer Review Panel will provide feedback to the partner university(s) in the form of a draft report. This Report will contain an account of the approach used by the Peer Review Panel with judgments based on the evidence provided to them both in writing and orally during the Peer Review Panel's visit. The Degree Programme Team will have the opportunity to correct errors of fact before the Peer Review Panel submit their final report

The Final Report will be submitted to the EAALS Board with a recommendation as to whether the Peer Review Panel has Broad or Limited Confidence in the quality and standards of the Master degree programme, as seen from an international perspective. Aspects of the provision which the Panel considers demonstrate good practice will be highlighted (up to 6), as well as issues where the Panel consider there is scope for enhancement. These recommendations for enhancement will be delivered in a constructive manner and offered in the best interests of both the students and staff.

The EAALS Board will consider the Final Report and the recommendations of the Peer Review Panel in respect of Broad or Limited Confidence in the quality and standards of the Master degree programme, as seen from an international perspective. The EAALS Board will then decide whether to accredit the degree programme and award the EAALS Quality Label. The criteria on which the accreditation is made are set out in the table below. The possible decisions of the Board are as follows:

Accreditation: The degree programme is accredited for a period of 5 years, after which re-accreditation is required. To maintain the accreditation throughout the five years an annual report for the degree programme should be sent to the EAALS Secretariat on the anniversary of the initial date of the accreditation demonstrating the ongoing QA review and enhancement of the degree programme. The report should be no longer than 1000 words.

Conditional accreditation: The degree programme will be accredited if certain conditions are fulfilled within a given time period. If the conditions are met, the degree programme will be accredited for a full five years.

Accreditation deferred: The accreditation procedure is put on hold at the request of the university or on acceptance by the university of the proposal by the EAALS Board. This will occur when major deficiencies have been identified. The period of deferral will be defined. If at the end of the period the deficiencies have not been rectified the application for accreditation will lapse. A new application for accreditation can be made after the lapse of 12 months from the date when the application lapsed.

Accreditation is not awarded: A new application can be made after a lapse of 12 months from the date of refusal.

Rules for EAALS' Accreditation Decision

Accreditation will require the successful achievement in all six benchmark categories of the *Framework for the Quality Assurance assessment of international Master degree programmes*. Within a benchmark category there can be compensation of achievement between benchmarks. Thus it is not necessary for each of the benchmarks in each category to be achieved in order for the successful achievement of that category. The reasons for compensation will be reported to the coordinating university. Notwithstanding the possibility for compensation, benchmark **1.3 Aims and learning outcomes** of the degree programme and benchmark **6.3 Quality**

assurance and enhancement systems must be achieved for the degree programme to be accredited.

"Good practice" may be identified within a benchmark

The accreditation rules are summarised as follows:

Assessment level	Accreditation rules
Indicators within each benchmark	<p>The Peer Review Panel evaluates compliance with the various indicators within a benchmark and gives an overall rating of yes/no for the benchmark as a whole.</p> <p>Compensation is possible between indicators except for</p> <ul style="list-style-type: none"> • benchmark <i>1.3 Aims and learning outcomes</i> of the degree programme, and • benchmark <i>6.3 Quality assurance and enhancement systems</i> <p>for which all indicators must be achieved.</p>
Benchmarks within a category	<p>The Peer Review Panel weighs the benchmarks within a category to decide whether the category has been achieved. Compensation is possible with the proviso that</p> <ul style="list-style-type: none"> • within <i>category 1</i> benchmark <i>1.3 Aims and learning outcomes of the degree programme</i>, and • within <i>category 6</i> benchmark <i>6.3 Quality assurance and enhancement systems</i> <p>must be achieved.</p>
Categories	<p>All categories must be achieved for the degree programme to be accredited.</p>

Appendix 1 Summary facts and figures to be provided in Section B of the Self Assessment Report

1 Overview of the Master degree programme

- Who is responsible for managing the design, development and delivery of the degree programme?
- Mission statement and/or aims of the Master degree programme.
- Outline the strategy for the design and delivery of the Master degree programme as an international degree.
- Length of the programme (academic years and ECTS).
- List the overall learning outcomes of the Master degree programme.
- Outline the Master degree programme curriculum indicating the allocation of ECTS credits. List the core courses/modules of the Master degree programme.
- Describe how the learning outcomes at the course/module level build to deliver the learning outcomes defined for the degree programme as a whole.
- Provide a copy of the Master degree programme Student Handbook and the Degree Programme Handbook or similar documents where available.

2 Students

2.1 Intake of first-year students.

Use the tables below and provide the following information for each university admitting students to the programme. Session N means the current academic session, N-1 the previous academic session, etc.

University X

	Number of applicants			Number of admissions		
	Total	Female	Male	Total	Female	Male
Session N						
Session N-1						
Session N-2						

2.2 Diversity of the admitted students

Session N

Country of origin	Number of students

Session N-1

Country of origin	Number of students

Session N-2

Country of origin	Number of students

2.3 For the current academic session please list each student (not by name) and the name of their previous degree

Student	Previous degree title Bachelor or Master, e.g. BSc	Title of degree

2.4 Student mobility

For the most recent cohort of students to have completed the Master degree programme please indicate for each student his or her mobility between the partner universities (for each student, the name of universities attended and duration at each university)

2.5 Student success rates

Cohort	First year of the Master degree programme		Second year of the Master degree programme	
	Number of students	Number of students who passed the examination or who were admitted to the second year	Number of students	Number students who were awarded a Master degree
Session N				
Session N-1				
Session N-2				

3 Staff involved in the delivery of the Master degree programme in the current academic session.

3.1 List the core lecturers delivering the Master degree programme in the participating universities. Please provide the following information for each partner university.

University X

Lecturer	Title	Contribution to the programme (full-time equivalent)	Gender	Academic degree(s)	Academic field/discipline
1					
2					
3					

3.2 List the visiting professors/lecturers, if any, from outside of the partner universities making a significant contribution to the degree programme

Name and title of visiting professor	University or institute and country of origin	Contribution to the curriculum and indication of time input

4 Re-accreditation of the Master degree programme

If this is not the first time the Master degree programme has been externally reviewed, how have the issues raised in a previous review(s) been considered by the Degree Programme Management Team? Please submit copies of previous external reviews within the last 10 years.

Appendix 2 EAALS Framework for the Quality Assurance assessment of international Master degree programmes delivered by two or more universities

The Framework comprises categories, benchmarks, general indicators and specific indicators for the international orientation of a Master degree programme jointly taught at two or more universities. The specific indicators aim to address whether

- the degree programme is relevant to the needs and expectations of international students, and
- there is evidence for added value provided by the contribution of the partner universities in the delivery of the degree programme.

The key verifiers are used by the Peer Review Panel in their assessment of the Master degree programme.

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
1. Needs, Aims, and Learning Outcomes	1.1 Mission Statement	<ul style="list-style-type: none"> • Is there a Mission Statement for the degree programme which defines the context and concept of the degree programme? <i>(Mission Statement is presented in facts and figures section B of the self assessment report)</i> 	<ul style="list-style-type: none"> • Does the mission statement reflect an international perspective for the degree programme? • Why should international students be attracted to enroll on this Master degree programme delivered by the partner universities in these countries? 	<ul style="list-style-type: none"> • The mission statement defines the context and concept of the Master degree programme, and indicates an international mission for the degree programme.

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
	1.2 Needs of stakeholders	<ul style="list-style-type: none"> Have the needs of stakeholders been identified? 	<ul style="list-style-type: none"> Are the views of international stakeholders (such as Government, employers or funding bodies, Non-governmental Organisations (NGOs), alumni, prospective students) sought to aid the development of the Master degree programme? How and how often is this information from the stakeholders gathered? Are the needs of the stakeholders known to all members of the degree programme team? 	<ul style="list-style-type: none"> The needs of stakeholders have been identified and there is evidence that this information has been used in the development of the degree programme.
	1.3 Aims and learning outcomes of the degree programme	<ul style="list-style-type: none"> What are the aims and learning outcomes of the degree programme (<i>Listed in facts and figures in the self assessment report, see Appendix 1</i>)? Are the learning outcomes consistent with the Second 	<ul style="list-style-type: none"> Are the aims relevant for international students? Are the degree programme learning outcomes relevant for international students? 	<ul style="list-style-type: none"> The learning outcomes are consistent with the Second Cycle Descriptors for a Master degree programme. The learning outcomes relate to the needs of the

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		<p>Cycle Descriptors (<i>see Appendix 5 of this Handbook</i>)?</p> <ul style="list-style-type: none"> Are the learning outcomes consistent with the needs of stakeholders? 		<p>stakeholders identified in 1.2.</p> <ul style="list-style-type: none"> The learning outcomes are appropriate to the needs of international students when making job applications for their first destination following the completion of the Master degree programme.
2. Educational Process (Teaching, Learning, Assessment, Guidance)	2.1 Curriculum planning	<ul style="list-style-type: none"> Are learning outcomes presented for each course/module in the degree programme? Does the curriculum ensure the achievement of the learning outcomes of the degree programme? Do the learning outcomes listed at the course/module level clearly build to deliver the learning outcomes defined for the degree programme? 	<ul style="list-style-type: none"> How does the curriculum address the expectations of the international students? What is the added value of delivering the curriculum internationally through the contribution by the partner universities? How do you ensure that students maximise the benefit of the international dimension of the degree programme brought about by 	<ul style="list-style-type: none"> The learning outcomes at the course/module level clearly build to deliver the learning outcomes defined for the degree programme The content of the various parts of the curriculum are well matched allowing the students to build upon acquired knowledge and skills.

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		<ul style="list-style-type: none"> Are the contents of the various parts of the curriculum well matched? Are workloads described in ECTS values? Does the curriculum ensure that students continue to build upon acquired knowledge and skills? How is unnecessary overlap or repetition avoided? How does the teaching and learning interact with the development of the discipline's science and knowledge? 	<p>the involvement of the partner universities in the delivery of the degree programme?</p> <ul style="list-style-type: none"> How do you ensure that the learning outcomes defined at the degree programme level are delivered when not all students attend the same courses at the partner universities? 	<ul style="list-style-type: none"> The curriculum addresses the expectations of the international students. There is added value in delivering the curriculum internationally through the contribution by the partner universities. There are procedures in place to ensure that unnecessary overlap or repetition is avoided.
	2.2 Teaching and learning process	<ul style="list-style-type: none"> How does the strategy for teaching and learning ensure the achievement of the learning outcomes? Describe the philosophy behind the balance achieved, in the teaching and learning process, between lectures, participatory seminars and individual and/or 	<ul style="list-style-type: none"> How does the teaching and learning strategy consider the cultural background of international students (e.g. language skills, independent learning)? What are the teaching and learning strategies used to generate added value from 	<ul style="list-style-type: none"> The strategy for teaching and learning can be expected to achieve all of the learning outcomes identified in 1.3. The balance between lectures, participatory seminars, practical work and independent study is

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		group work.	<p>delivering the programme to an international mix of students?</p> <ul style="list-style-type: none"> What are the teaching and learning strategies used to generate added value from delivering the degree programme by two or more universities (i.e. delivering the programme internationally)? 	<p>appropriate for the achievement of the learning outcomes.</p> <ul style="list-style-type: none"> The lecturers acknowledge and value the background, approach to learning and experience of the international students. There is added value from delivering the degree programme by two or more universities (delivering the programme internationally).
	2.3 Assessment of learning outcomes	<ul style="list-style-type: none"> How has the assessment process been designed to demonstrate achievement of the learning outcomes? How are students informed of and given guidance in the assessment and grading procedures? 	<ul style="list-style-type: none"> How are the students prepared for their assessments at the different participating universities? For example are the students given the opportunity to answer mock examination questions, to access 	<ul style="list-style-type: none"> The assessment process has been designed to demonstrate achievement of the learning outcomes. Students are given concise and clear information regarding the assessment process,

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		<ul style="list-style-type: none"> What is the relationship of the grading scale to the ECTS grading scale? 	<p>exemplary answers and to review previous examination papers at the different participating universities?</p> <ul style="list-style-type: none"> How are the different assessment and grading procedures and rules used by the different participating universities managed to ensure fairness and equivalence? How does the system adopted result in equality of treatment for all students? Do the students benefit from any diversity in the approach to the assessment and grading procedures used by the different partner universities? 	<p>particularly how different approaches to grading at the different partner universities are fairly combined to ensure equivalence in award of grades by the different partner universities.</p> <ul style="list-style-type: none"> The relationship between the grading scales and the ECTS grading scale is clearly set out. The students are prepared for the assessment processes for the degree programme.
	2.4 Guidance in the learning process	<ul style="list-style-type: none"> How are students given guidance to reflect on their progress in achieving the learning outcomes, address their weaknesses and make 	<ul style="list-style-type: none"> How do you provide guidance to ensure that students maximise the benefit of the international dimension of the degree 	<ul style="list-style-type: none"> The individual student is given adequate guidance by staff through the development of a personal development

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		appropriate selection of courses? <ul style="list-style-type: none"> Is a personal development plan (PDP) supported as a method to support the academic counselling of students? 	programme?	plan (PDP) to reflect on their progress, address their weaknesses and make appropriate selection of courses.
3. Educational Resources and Partnership	3.1 Staffing	<ul style="list-style-type: none"> How do the competences of the academic, technical and support staff relate to the learning outcomes? Do visiting professors provide added value? What is the balance between staff who only teach and staff who teach and conduct research in the delivery of the degree programme? Are the staff numbers, academic, technical and support staff, sufficient to ensure that the degree programme is delivered to the required standards? 	<ul style="list-style-type: none"> Demonstrate the benefit to the degree programme of the expertise contributed by the staff (including international experience) from the partner universities. Do the staff have appropriate international experience in relation to their teaching and research? Is international experience an element of staff recruitment procedures or staff development procedures? 	<ul style="list-style-type: none"> The competences of the academic, technical and support staff are appropriate to support the achievement of the learning outcomes identified in 1.3. There is added value from delivering the degree programme by two or more universities (delivering the programme internationally) resulting from the expertise of the staff from the partner university(s).
	3.2 Facilities	<ul style="list-style-type: none"> How do the general (library, 	<ul style="list-style-type: none"> Are special facilities used to 	<ul style="list-style-type: none"> The facilities are

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		classrooms, ICT, etc) and specific (e.g. laboratories, equipment, field facilities) facilities support the learning outcomes?	generate added value to the programme (e.g. video conferencing)? <ul style="list-style-type: none"> Do the facilities support the needs of the international students (library services, ICT, language training opportunities)? 	appropriate to allow the students to achieve the learning outcomes identified in 1.3
	3.3 Resource allocation	<ul style="list-style-type: none"> How is the resource allocation (human and physical) related to programme delivery? 	<ul style="list-style-type: none"> Are additional resources allocated to meet the needs of international students? How are the costs resulting from the requirement for mobility of students between universities allowed for? 	<ul style="list-style-type: none"> The degree programme has adequate financial resources to support the delivery of the learning outcomes identified in 1.3.
	3.4 Interactions with external organisations (e.g. Industry, governments, professions and other universities).	<ul style="list-style-type: none"> Do external organisations contribute to the achievement of the learning outcomes? 	<ul style="list-style-type: none"> Do international organisations contribute to the achievement of the learning outcomes? 	<ul style="list-style-type: none"> The degree programme benefits from contributions of external organisations to the achievement of the learning outcomes. If No, would the degree programme benefit from

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
				such interactions?
4. Student selection and Progression	4.1 Student selection	<ul style="list-style-type: none"> • How does the recruitment and selection of students take place? • What are the admission requirements? • How does the selection process ensure that the students enrolled on the programme have the prerequisite knowledge, language capability and attitude to achieve the learning outcomes in the expected time? • Is the selection procedure transparent and published? 	<ul style="list-style-type: none"> • Does the selection procedure take into account the requirement for student mobility in the programme? • Are there targets for the number of international students and for students from specific countries/regions? 	<ul style="list-style-type: none"> • The student selection process has a clearly defined approach to assessing whether the prospective students have appropriate prerequisite knowledge and language capability to benefit from this programme of study. • The desired targets for the number of students are attained.
	4.2 Progression from application to graduation	<ul style="list-style-type: none"> • What statistical information is collated, analysed and utilised, including enrolment, progression, entry qualifications, gender and nationality? 		<ul style="list-style-type: none"> • There is a procedure in place to regularly assess the performance of students throughout the degree programme and to take appropriate action

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		<ul style="list-style-type: none"> Is progression from module to module (course to course) monitored? If so, how is the quantitative information on progression utilised and what measures are taken to address the needs of students identified at being at risk? 		for students that are identified being at risk.
	4.3 Completion (graduation) rates	<ul style="list-style-type: none"> What proportion of students graduate from the programme of study? How does this proportion relate to other relevant degree programmes in the faculty/school? <i>(In facts and figures in the self assessment report)</i> 	<ul style="list-style-type: none"> Is the performance of national students and international students equivalent? If not, is there a pattern behind the different performance of students from different international backgrounds? What approaches are taken to address the reasons for the differences in performance in order to ensure equivalence in performance? 	<ul style="list-style-type: none"> The completion rates for national and international students are monitored. There is a procedure in place to identify and address the reasons for any significant differences in completion rates between the different student groups.

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
	4.4 Employability	<ul style="list-style-type: none"> What proportion of the graduates enter an occupation or further study corresponding to their qualification? What is the percentage of graduates in employment within 6 months of graduation? Do you have a system in place to follow the career paths of your alumni? 	<ul style="list-style-type: none"> What job opportunities and employment prospects are open to international students? Are international students as successful as national students in gaining employment or further studies following completion of the Master degree programme? 	<ul style="list-style-type: none"> The Master degree programme provides a stepping stone to either further study or a career appropriate to the Master degree programme. The international students are as successful as national students in gaining employment or further studies following completion of the Master degree programme. If not, the reasons for the differences are reviewed and addressed.
5. Student Support (non-educational)	5.1 Pre-induction arrangements	<ul style="list-style-type: none"> What information is given to students before entry on the programme and on career opportunities after graduation? Are prospective students informed of all aspects of the degree programme including 	<ul style="list-style-type: none"> Are there scholarships and funding available for students from abroad? If so, how is this information made available to the prospective students? 	<ul style="list-style-type: none"> The information given to prospective students accurately reflects the expected learning outcomes and career opportunities of the degree programme.

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		<p>the resources available to support them, physical and financial?</p> <ul style="list-style-type: none"> How are the prospective students informed of all the various costs that they will incur in following the degree programme? 		<ul style="list-style-type: none"> The students are given accurate information of the physical and financial resources that will be available to them to support their studies. The prospective students are given clear and full financial information relating to tuition and living costs.
	5.2 Induction arrangements	<ul style="list-style-type: none"> How are students welcomed and introduced to university life? 	<ul style="list-style-type: none"> Are there special induction arrangements for international students? 	<ul style="list-style-type: none"> There is an appropriate induction programme which addresses the needs of both national and international students.
	5.3 Welfare support services	<ul style="list-style-type: none"> What welfare support services (e.g. accommodation, legal, financial, mental and physical well being) are provided to address the needs of students? How are the students are 	<ul style="list-style-type: none"> How are the students made aware of the access arrangements to the welfare services at the different partner universities? Are additional welfare 	<ul style="list-style-type: none"> There are appropriate welfare support services (accommodation, legal, financial, mental and physical well being) available at each of the

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		informed of how to access these services ?	<p>support services required and provided for international students?</p> <ul style="list-style-type: none"> How do administrative procedures take into account the requirement for student mobility in the Master degree programme (for example visa arrangements, banking and accommodation)? 	<p>partner universities.</p> <ul style="list-style-type: none"> The students are aware of how to access the support services. The need for any additional welfare support services for international students has been assessed and appropriate action taken. The students are clearly informed of how to make contact with the appropriate staff should they consider themselves at risk.
	5.4 Cultural and social needs	<ul style="list-style-type: none"> How are the cultural and social needs of students addressed to ensure their successful inclusion in the university and local environment? 	<ul style="list-style-type: none"> Are there particular requirements for international students to ensure their successful inclusion in the university and local environment? 	<ul style="list-style-type: none"> The cultural and social needs of both national and international students have been addressed in attempting to ensure the successful inclusion of both student groups in the university and local

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
				environment.
	5.5 Financial information and support	<ul style="list-style-type: none"> How are students informed of financial information relating to their programme of study and living costs? 	<ul style="list-style-type: none"> Are there scholarships and funding available for international students? How is the requirement for student mobility dealt with in addressing the financial needs of the students? 	<ul style="list-style-type: none"> The prospective students are given clear and full financial information relating to tuition and living costs prior to entry. The specific additional costs to the students relating to the requirement for mobility between partner universities are clearly set out.
6. Quality Management and Enhancement	6.1 Institutional environment	<ul style="list-style-type: none"> How does the university strategy and organisational structure support the delivery of the degree programme? 	<ul style="list-style-type: none"> Do all the university partners embed internationalisation in all its activities? Is there a strategy (document) for internationalization at each of the partner universities? If so, at what level was the strategy decided: university, faculty, programme level? 	<ul style="list-style-type: none"> The division of responsibility between the central university, college/faculty/school and the department in respect of the services to support the delivery of the degree programme is clearly set out. There is a clearly defined

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
			<ul style="list-style-type: none"> What is the status of the strategies (e.g. the strategy documents have been formally adopted and implementation plans are in place)? How is the strategy supported? How has this strategy been communicated within the university? Is there an appropriate degree management structure which takes account of the need to integrate with the organisational structure of each partner university? 	degree management structure which assures the integration of the management of the degree programme with the organisational structure of each of the partner institutions.
	6.2 Decision-making process to support the enhancement of the degree programme	<ul style="list-style-type: none"> What organisational and decision-making processes are in place to review the outcomes of the degree programme and to support the updating/enhancement of the design, development and delivery of 	<ul style="list-style-type: none"> How are shortcomings identified and remedied across the partner universities? 	<ul style="list-style-type: none"> The design, development and delivery of the degree programme responds to a defined review and enhancement process both within the partner universities and by the

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		<p>the Master degree programme outcomes?</p> <ul style="list-style-type: none"> How are the stakeholders (students/parents, industry, professional bodies) kept informed of the enhancement agenda? 		<p>consortium of partner universities delivering the Master degree programme.</p>
	6.3 Internal Quality Assurance (QA) and enhancement systems	<ul style="list-style-type: none"> What formal, internal QA mechanisms are in place for the continuous review and enhancement of the degree programme? What is the annual cycle of events? Is there a dedicated internal QA review process for the degree programme? How does the QA process lead to the continual enhancement of the programme? How are staff, students, alumni and the professional stakeholders involved in these QA process? How have European 	<ul style="list-style-type: none"> Is there a unified internal QA Plan for the degree programme which operates across the partner institutions for the continual review and enhancement of the degree programme? How does the degree management team recognise, address and resolve potential differences in local quality assurance procedures, including teaching, learning, assessment and student representation? How are national differences resolved and consistency maintained 	<ul style="list-style-type: none"> There is a unified internal QA Plan for the degree programme which operates across the partner institutions for the continual review and enhancement of the degree programme. There is a defined procedure that ensures that the internal QA procedures undertaken at the degree programme level and at each of the partner universities are appropriate to ensure the efficacy of the internal

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		<p>developments in higher education influenced the QA process (e.g. the assessment of the implementation of the Bologna process, Second Cycle Descriptors (see Appendix 5)?</p> <ul style="list-style-type: none"> • If this is not the first time the Master degree programme has been reviewed, how have issues raised in a previous review been considered by the Programme Management Team? 	<p>within the degree programme?</p> <ul style="list-style-type: none"> • Are the separate strategies and processes for QA at each partner university appropriate for assuring the internal quality assurance of each partner's contribution to the degree programme? 	<p>QA of the Master degree programme.</p> <ul style="list-style-type: none"> • There are defined internal procedures to evaluate the success of the outcomes of the degree programme. These procedures will include anonymous student evaluation of each course and the overall degree programme. • There are defined internal procedures to ensure that action is taken in response to the results of the evaluation to ensure that there is ongoing enhancement of the Master degree programme. • The self-assessment report has satisfactorily addressed all issues raised at a previous review of the degree programme?

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
	6.4 Inclusion of the 'student voice'	<ul style="list-style-type: none"> Are students involved in the decision-making processes and in the evaluation and monitoring of the programme of study? If so, how are they involved? 	<ul style="list-style-type: none"> How are international students involved in the decision-making processes and in the evaluation and monitoring of the programme of study? 	<ul style="list-style-type: none"> Students are involved in the decision making committees regarding the management and quality assurance of the degree programme. Both national and international students participate in the decision making bodies with respect to the Master degree programme.
	6.5 Appeals	<ul style="list-style-type: none"> How are appeals by students over grading and the award of a degree addressed? Have there been any recurring themes in the appeals and, if so, how have these been addressed in the enhancement process outlined in 6.3 above? 	<ul style="list-style-type: none"> Are there particular issues in relation to appeals by international students? If so, how have these been addressed in the enhancement process outlined in 6.3 above? 	<ul style="list-style-type: none"> The students are informed in which situations they can make an appeal over grading and the award of a degree and how the appeal should be made. Any recurring appeal issues have been addressed in the degree programme enhancement process outlined in 6.3

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
				above.
	6.6 Ethics/equal opportunities	<ul style="list-style-type: none"> Describe the gender and equality policy of the university. Have any specific gender and equality (disability, race and religion) issues emerged in recent years in respect of the delivery of the Master degree programme? If so, how have they been addressed? 	<ul style="list-style-type: none"> Describe the gender and equality policy of the partner universities. Identify any significant differences in approach between the partner universities and consider the impact on the delivery of the Master degree programme. 	<ul style="list-style-type: none"> Gender and equality issues have been addressed in the delivery of the Master degree programme. Any particular issues have been identified and addressed.
	6.7 Staff development	<ul style="list-style-type: none"> How are staff made aware of both pedagogic and international developments in their subject discipline? How does the university/faculty/department address the need for staff development procedures to ensure a high quality learning experience for the students? Are there incentives for participating in staff 	<ul style="list-style-type: none"> Are staff trained to teach and support the learning of international students? 	<ul style="list-style-type: none"> There is a documented procedure to define the need for staff development programmes to address issues relating to the design, development and delivery of the Master degree programme. The staff development issues relating to the design, development and

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		development activities?		delivery of the Master degree programme have been addressed either at the partner institutional level or at the overall degree programme level.

Part II The Quality Assurance assessment and Accreditation of a Master degree programme delivered by a single university

1 Introduction

This Part II sets out the Quality Assurance assessment process, the responsibilities of the Master Programme Management Team in the review process, and the outcomes of the Peer Review process for a Master degree programme delivered by a **single** university (Part I addresses the Quality Assurance assessment and Accreditation of a Master degree programme delivered by a **two or more** universities).

2 The Quality Assurance assessment process

2.1 The Timeline

A preliminary visit will be made by the EAALS Executive Secretary to discuss the process of the quality assurance of the Master degree programme by the Peer Review Panel. A final timetable for the Peer Review process will be agreed after this meeting identifying the participants to be included in each of the Groups to be interviewed by the Peer Review Panel. It is anticipated that the whole process will be completed within 12 months or within 6 months from submission of the self assessment report, apart from any follow up procedures after the decision of the EAALS Board on whether to accredit has been communicated to the coordinating university of the Degree programme.

Outline timeline:

- | | |
|--|---|
| 1 Preliminary discussion and visit by the EAALS Executive Secretary to the university | <ul style="list-style-type: none">• Agreement to submit an application to EAALS Board by the university for the Quality Assurance Assessment and Accreditation of the Master degree programme,• An agreed timetable for the Peer Review process• An indicative list of staff and students to meet the Peer Review team on their visit |
|--|---|

/continued

2	Contract signed	Between the university of the Master degree programme and the Chairman of the EAALS Board
3	Preparation of the Self Assessment Report	It is recommended to allocate 4 months for preparation before submission
4	Submission of the Self Assessment Report to the EAALS Secretariat	One month prior to the Peer Review Panel visit
5	Last date for request by Peer Review Panel for additional information	Two weeks prior to the Peer Review Panel visit
6	Peer Review Panel Visit	Agreed date
7	Draft Peer Review Report submitted by the Chair of the Peer Review Panel to the Degree Programme Coordinator	One month after the Peer Review Panel visit
8	Response to Draft Report by the Degree Programme Coordinator after consultation with partner universities	Two months after the Peer Review Panel visit
9	Final Report submitted by the Chair of the Peer Review Panel to the EAALS Board	Three months after the Peer Review Panel visit
10	EAALS Board considers the Final Report and decides on whether to accredit the Master degree programme. EAALS Secretariat reports the outcome to the university.	EAALS Board

2.2 The Self Assessment Report

The university should submit a Self Assessment Report (as single document for the degree programme) plus supporting documentation, all in English, as outlined below. The Self Assessment Report is confidential to EAALS. The

Self Assessment Report must be signed by the person responsible at the university. The Peer Review Team will sign a confidentiality agreement to ensure that the content of the Self Assessment Report and the discussions of the Peer Review Team are not reported elsewhere.

The content of this confidential Self Assessment Report is as follows:

Sections of the Self Assessment Report	Indication of the maximum number of words
<p>A. Introduction</p> <p>Name of degree programme Name of the university and name of the degree programme coordinator</p> <p>Introduction to the Master degree programme and its structure.</p>	500
<p>B. Summary facts and figures</p> <p>See Appendix 3.</p>	
<p>C Self evaluation assessment</p> <p>The self evaluation assessment should address the General and Specific Indicators in each category of the <i>EAALS Framework for the Quality Assurance assessment of international Master degree programmes delivered by a single university</i> – see Appendix 4.</p> <p>The Framework comprises six categories of benchmarks. Each benchmark is qualified by one or more general indicators and specific indicators. All Master degree programmes should address the general indicators. The specific indicators address the particular dimension of Master degree programme designed to meet the expectations of international students. In addition, the framework lists key verifiers which are used by the Peer Review Panel to verify whether the indicators have been achieved. In writing the Self Assessment Report the Degree Programme Team should address all the questions posed by the general and specific indicators, as the answers to these questions will enable the Peer Review Panel to verify whether the benchmarks have been achieved.</p> <p>The Self Assessment Report should be self contained and able to be understood without reference to any supporting Annexes or</p>	10,000

Sections of the Self Assessment Report	Indication of the maximum number of words
<p>documents.</p> <p>Section C of the Self Assessment Report should be critically self-evaluative, indicating the strengths and how the weaknesses are being addressed in the Master degree programme. The report should be evidenced based. For instance, if the comment is made in the Self Assessment Report:</p> <p><i>"The consortium lecturers receive staff development in intercultural communication" additional information should be added to indicate the how, when and where.</i></p> <p><i>For example "a staff development course is organised each year by the management board for new contributors to the Master degree programme at the lead university" or "each partner university has a yearly course in intercultural communication to which new contributors to the Master degree are required to attend".</i></p> <p>An agreed sample of the MSc theses (15% of the theses from the previous two cohorts of students) should be made available to the Peer Review team prior to the Peer Review Panel's visit.</p> <p>The self evaluation must demonstrate how the Master degree programme meets the Second Cycle Descriptors of the Framework of Qualifications for the European Higher Education Area (previously known the Dublin Descriptors) for Master degree programmes, see Appendix 5 and section 1.3 of the EAALS framework.</p> <p>The self evaluation must also demonstrate an effective internal quality assurance process.</p> <p>The self assessment (section C) should also highlight elements of good practice evident in the six categories of the Framework document.</p>	
<p>D. Future perspectives</p> <p>Indicating opportunities for future development of the Master degree programme and threats which need to be addressed. This Section should also address the strategy for the continuing enhancement of the degree programme.</p>	500

The Peer Review Panel may request **additional documentation** relating to the Master programme up to two weeks prior to the Peer Review Panel visit. This could, for instance, be handbooks and any other written information given to the students. In addition, copies of monitoring and review reports of the Master degree programme, staff *curricula vitarum* and examples of representative student work should be available in the meeting room where the Peer Review Panel will be located during the site visit.

2.3 Visit of the Peer Review Panel

It is expected that the Peer Review Panel will meet with the Master degree programme team. The members of the Peer Review Panel will arrive on the day prior to the meetings with the university staff and conduct a private meeting of the Panel. It is requested that a dedicated meeting room is made available to the Peer Review Team for the whole period of the peer review visit with computer connections to the intranet and internet.

The Peer Review Panel on their visit will wish to meet with five groups

- the Master Degree Programme Management Team,
- person(s) responsible for the internal quality assurance of the Master degree programme,
- academic tutors and student support staff (non-academic),
- academic staff contributing to the degree programme, but who are not part of the Master Degree Programme Management Team, and
- up to 12 students currently on the Master degree programme, representing different years of the degree programme and continents

2.4 Outline of the timetable of the Peer Review visit

A typical programme is presented below. The detailed programme will be agreed with the Master Degree Programme coordinator after the preliminary visit.

Day 1	Peer Review Panel arrives in the morning
	Preliminary Peer Review Panel meeting in the afternoon
	Evening social meeting of the Peer Review Panel and the Master Degree Programme Management Team
Day 2	09.00 Courtesy meeting with the Dean or appropriate senior management
	09.15 Meeting with the Master Degree Programme Management Team
	10.45 Private meeting of the Peer Review Panel
	11.00 Meeting with the person(s) responsible for the internal quality assurance of the Master degree programme

- | | | |
|-------|-------|--|
| | 12.00 | Informal meeting with up to 12 students currently on the Master degree programme representing different years of the degree programme and continents |
| | 13.00 | Tour of learning and teaching resources (Library, IT, laboratories, specialist facilities) |
| | 13.30 | Meeting with academic tutors and student support staff (non-academic) |
| | 14.45 | Meeting with academic staff contributing to the degree programme, but who are not part of the Master Degree Programme Management Team |
| | 15.30 | Private meeting of the Peer Review Panel. |
| | 16.00 | Final meeting (optional) with the Master Degree Programme Management Team to address any remaining issues |
| | 16.30 | Private meeting of the Peer Review Panel |
| Day 3 | 09.00 | Private meeting of the Peer Review Panel to finalise report findings and outcomes |
| | 12.00 | Peer Review Panel meeting with senior staff to provide initial feedback |
| | 13.00 | Departure of the Peer Review Panel |

3 Responsibilities of the Master degree programme management team in the review process

The success of the Peer Review depends upon the active involvement of all members of the Master degree programme management team. Whilst it is likely that the initial drafting of the Self Assessment Report will be carried out by one or two staff members it is important that all the members of the Master degree programme management team proactively review the drafts. This requires the detailed review of the draft Self Assessment Report against the general and specific indicators of the ***EAALS Framework for the Quality Assurance assessment of international Master degree programmes delivered by a single*** (Appendix 4).

As indicated in section 2 above the Peer Review Panel on their visit will wish to meet with five groups:

- Master Degree Programme Management Team,
- person(s) responsible for the internal quality assurance of the Master degree programme,
- academic tutors and student support staff (non-academic),
- academic staff contributing to the degree programme, but who are not part of the Master Degree Programme Management Team, and
- up to 12 students currently on the Master degree programme drawn from each year of the degree programme and representative of the students in terms of country of origin and gender.

The purpose of these meetings is for the Peer Review Panel to verify the Self Assessment Report and address issues which require further clarification in the Self Assessment Report. All members of the above groups should be briefed prior to their meetings with the Peer Review Panel as to the purpose of the Peer Review Panel visit and should have read the Self Assessment Report. It will also be an advantage if each group has had the opportunity to discuss the Self Assessment Report amongst themselves prior to the meeting with the Peer Review Panel.

4 Outcomes of the Peer Review

The Peer Review Panel will provide feedback to the university in the form of a draft report. This Report will contain an account of the approach used by the Peer Review Panel with judgments based on the evidence provided to them both in writing and orally during the Peer Review Panel's visit. The Degree Programme Team will have the opportunity to correct errors of fact before the Peer Review Panel submit their final report

The Final Report will be submitted to the EAALS Board with a recommendation as to whether the Peer Review Panel has Broad or Limited Confidence in the quality and standards of the Master degree programme, as seen from an international perspective. Aspects of the provision which the Panel considers demonstrate good practice will be highlighted (up to 6), as well as issues where the Panel consider there is scope for enhancement. These recommendations for enhancement will be delivered in a constructive manner and offered in the best interests of both the students and staff.

The EAALS Board will consider the Final Report and the recommendations of the Peer Review Panel in respect of Broad or Limited Confidence in the quality and standards of the Master degree programme, as seen from an international perspective. The EAALS Board will then decide whether to accredit the degree programme and award the EAALS Quality Label. The criteria on which the accreditation is made are set out in the table below. The possible decisions of the Board are as follows:

Accreditation: The degree programme is accredited for a period of 5 years, after which re-accreditation is required. To maintain the accreditation throughout the five years an annual report for the degree programme should be sent to the EAALS Secretariat on the anniversary of the initial date of the accreditation demonstrating the ongoing QA review and enhancement of the degree programme. The report should be no longer than 1000 words.

Conditional accreditation: The degree programme will be accredited if certain conditions are fulfilled within a given time period. If the conditions are met the degree programme will be accredited for a full five years.

Accreditation deferred: The accreditation procedure is put on hold at the request of the university or on acceptance by the university of the proposal by the EAALS Board. This will occur when major deficiencies have been identified. The period of deferral will be defined. If at the end of the period the deficiencies have not been rectified the application for accreditation will lapse. A new application for accreditation can be made after the lapse of 12 months from the date when the application lapsed.

Accreditation not awarded: A new application can be made after a lapse of 12 months from the date of refusal.

EAALS Accreditation Decision Rules

Accreditation will require the successful achievement in all six benchmark categories of the *Framework for the Quality Assurance assessment of international Master degree programmes*. Within a benchmark category there can be compensation of achievement between benchmarks. Thus it is not necessary for each of the benchmarks in each category to be achieved in order for the successful achievement of that category. The reasons for compensation will be reported to the coordinating university. Notwithstanding the possibility for compensation, benchmark **1.3 Aims and learning outcomes** of the degree programme and benchmark **6.3 Quality assurance and enhancement systems** must be achieved for the degree programme to be accredited.

"Good practice" may be identified within a benchmark

The accreditation rules are summarised as follows:

Assessment level	Accreditation rules
Indicators within each benchmark	<p>The Peer Review Panel evaluates compliance with the various indicators within a benchmark and gives an overall rating of yes/no for the benchmark as a whole.</p> <p>Compensation is possible between indicators</p>

	<p>except for</p> <ul style="list-style-type: none"> • benchmark <i>1.3 Aims and learning outcomes</i> of the degree programme and • benchmark <i>6.3 Quality assurance and enhancement systems</i> <p>for which all indicators must be achieved</p>
Benchmarks within a category	<p>The Peer Review Panel weighs the benchmarks within a category to decide whether the category has been achieved. Compensation is possible with the proviso that:</p> <ul style="list-style-type: none"> • within <i>category 1</i> benchmark <i>1.3 Aims and learning outcomes of the degree programme</i>, and • within <i>category 6</i> benchmark <i>6.3 Quality assurance and enhancement systems</i> must be achieved.
Categories	<p>All categories must be achieved for the degree programme to be accredited.</p>

Appendix 3 Summary facts and figures to be provided in Section B of the Self Assessment Report

1 Overview of the Master degree programme

- Who is responsible for managing the design, development and delivery of the degree programme?
- Mission statement and/or aims of the Master degree programme.
- Outline the strategy for the design and delivery of the Master degree programme as an international degree.
- Length of the programme (academic years and ECTS).
- List the overall learning outcomes of the Master degree programme.
- Outline the Master degree programme curriculum indicating the allocation of ECTS credits. List the core courses/modules of the Master degree programme.
- Describe how the learning outcomes at the course/module level build to deliver the learning outcomes defined for the degree programme as a whole.
- Provide a copy of the Master degree programme Student Handbook and the Degree Programme Handbook or similar documents where available.

2 Students

2.1 Intake of first-year students.

Session N means the current academic session, N-1 the previous academic session, etc.

	Number of applicants			Number of admissions		
	Total	Female	Male	Total	Female	Male
Session N						
Session N-1						
Session N-2						

2.2 Diversity of the admitted students

Session N

Country of origin	Number of students

Session N-1

Country of origin	Number of students

Session N-2

Country of origin	Number of students

2.3 For the current academic session please list each student (not by name) and the name of their previous degree

Student	Previous degree title Bachelor or Master, e.g. BSc	Title of degree
1		
2		
3 etc		

2.4 Student success rates

Cohort	First year of the Master degree programme		Second year of the Master degree programme	
	Number of students	Number of students who passed the examination or who were admitted to the second year	Number of students	Number students who were awarded a Master degree
Session N				
Session N-1				
Session N-2				

3 Staff involved in the delivery of the Master degree programme in the current academic session.

3.1 List the core lecturers delivering the Master degree programme.

Lecturer	Title	Contribution to the programme (full-time	Gender	Academic degree	Academic field/discipline

		equivalent)			
1					
2					
3					

3.2 List the visiting professors/lecturers, if any, making a significant contribution to the degree programme

Name and title of visiting professor	University or institute and country of origin	Contribution to the curriculum and indication of time input

4 Re-accreditation of the Master degree programme

If this is not the first time the Master degree programme has been externally reviewed, how have the issues raised in a previous review(s) been considered by the Degree Programme Management Team?

Appendix 4 EAALS Framework for the Quality Assurance assessment of international Master degree programmes delivered by a single university

The Framework comprises categories, benchmarks, general indicators and specific indicators for the international orientation of a Master degree programme jointly taught at two or more universities. The specific indicators aim to address whether the degree programme is relevant to the needs and expectations of international students. The key verifiers are used by the Peer Review Panel in their assessment of the Master degree programme.

This framework was derived from Steen J, Cobb A and Heath S (2008). *The AMEU Quality Assurance Framework for the assessment of an international Master degree programme delivered by a single European life science university*. Association for European Life Science Universities, Belgium, pp 16. The AMEU framework was inspired by the framework of Euro-Ace (2005) http://www.feani.org/EUR_ACE/PrivateSection/Documents/A1_EUR-ACE_Frwrk%20Stds_Final_05_11_17.pdf

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
1. Needs, Aims, and Learning Outcomes	1.1 Mission Statement	<ul style="list-style-type: none"> Is there a Mission Statement for the degree programme which defines the context and concept of the degree programme? (The Mission Statement is presented in the facts and figures section B of the self assessment report) 	<ul style="list-style-type: none"> Does the Mission Statement reflect as international perspective for the degree programme? Why should students from abroad be attracted to enrol on this Master degree programme in this country? 	<ul style="list-style-type: none"> The Mission Statement defines the context and concept of the Master degree programme and indicates an international mission for the degree programme.

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
	1.2 Needs of stakeholders	<ul style="list-style-type: none"> Have the needs of stakeholders been identified? 	<ul style="list-style-type: none"> Are the views of national and international stakeholders (such as Government, employers or funding bodies, Non-governmental Organisations (NGOs), alumni, prospective students) sought to aid the development of the degree programme? How and how often is this information from the stakeholders gathered? Are the needs of the stakeholders known to the degree programme team? 	<ul style="list-style-type: none"> The needs of stakeholders have been identified and there is evidence that this information has been used in the development of the degree programme.
	1.3 Aims and learning outcomes of the degree programme	<ul style="list-style-type: none"> What are the aims and learning outcomes of the degree programme (<i>listed in facts and figures in the self assessment report, see Appendix 3</i>)? Are the learning outcomes consistent with the Second Cycle Descriptors (<i>see</i> 	<ul style="list-style-type: none"> Are the aims relevant for international students? Are the degree programme learning outcomes relevant for international students? 	<ul style="list-style-type: none"> The learning outcomes are consistent with the Second Cycle Descriptors for a Master degree programme. The learning outcomes relate to the needs of the stakeholders identified in

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		<i>Appendix 5)?</i> <ul style="list-style-type: none"> Are the learning outcomes consistent with the needs of stakeholders? 		1.2. <ul style="list-style-type: none"> The learning outcomes are appropriate to the needs of international students when making job applications (employment or further study) for their first destination following the completion of the degree programme or returning to employment after study leave/sabbatical.
2. Educational Process (Teaching, Learning, Assessment, Guidance)	2.1 Curriculum planning	<ul style="list-style-type: none"> Are the learning outcomes presented for each course/module in the degree programme? Does the curriculum ensure the achievement of the learning outcomes of the degree programme? Do the learning outcomes listed at the course/module 	<ul style="list-style-type: none"> How does the curriculum address the expectations of the international students? How do you ensure that students maximise the benefit of the international dimension of the degree programme? 	<ul style="list-style-type: none"> The learning outcomes at the course/module level clearly build to deliver the learning outcomes defined for the degree programme The content of the various parts of the curriculum are well matched allowing the

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		<p>level clearly build to deliver the learning outcomes defined for the degree programme?</p> <ul style="list-style-type: none"> • Are the contents of the various parts of the curriculum well matched? • Are workloads described in ECTS values? • Does the curriculum ensure that students continue to build upon acquired knowledge and skills? • How is unnecessary overlap or repetition avoided? • How does the teaching and learning interact with the development of the discipline's science and knowledge? 		<p>students to build upon acquired knowledge and skills.</p> <ul style="list-style-type: none"> • The curriculum addresses the expectations of the international students. • There are procedures in place to ensure that unnecessary overlap or repetition is avoided.
	2.2 Teaching and learning process	<ul style="list-style-type: none"> • How does the strategy for teaching and learning ensure the achievement of the learning outcomes? • Describe the philosophy and rationale for the balance in the 	<ul style="list-style-type: none"> • How does the teaching and learning strategy consider the cultural background of international students (e.g. language skills, independent learning)? 	<ul style="list-style-type: none"> • The strategy for teaching and learning can be expected to achieve all of the learning outcomes identified in 1.3. • The balance between

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		teaching and learning process between lectures, participatory seminars and individual and/or group work?	<ul style="list-style-type: none"> What are the teaching and learning strategies used to generate added value from delivering the programme to an international mix of students? 	<p>lectures, participatory seminars, practical work and independent study is appropriate for the achievement of the learning outcomes.</p> <ul style="list-style-type: none"> The lecturers acknowledge and value the background, approach to learning and experience of the international students.
	2.3 Assessment of learning outcomes	<ul style="list-style-type: none"> How has the assessment process been designed to demonstrate achievement of the learning outcomes? How are the students prepared for their assessments? For example are the students given the opportunity to answer mock examination questions, to access exemplary answers and to review previous examination papers? How are students informed of 	<ul style="list-style-type: none"> How are the international students, who may come from backgrounds with different approaches to assessment, supported in meeting the assessment approaches and standards of this university? 	<ul style="list-style-type: none"> The assessment process has been designed to demonstrate achievement of the learning outcomes. Students are given concise and clear information regarding the assessment process. The relationship between the grading scale and the ECTS grading scale is clearly set out. The students are prepared

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		and given guidance in the assessment and grading procedures? <ul style="list-style-type: none"> What is the relationship of the grading scale to the ECTS grading scale? 		for the assessment processes for the degree programme.
	2.4 Guidance in the learning process	<ul style="list-style-type: none"> How are students given guidance to reflect on their progress in achieving the learning outcomes, address their weaknesses and make appropriate selection of courses? Is a personal development plan (PDP) supported as a method to support the academic counselling of students? 	<ul style="list-style-type: none"> How is guidance provided to ensure that students maximize the benefit of the international dimension of the degree programme? 	<ul style="list-style-type: none"> The individual student is given adequate guidance by staff through the development of a personal development plan (PDP) to reflect on their progress, address their weaknesses and make appropriate selection of courses.
3. Educational Resources and Partnership	3.1 Staffing	<ul style="list-style-type: none"> How do the competences of the academic, technical and support staff relate to the learning outcomes? Do visiting professors provide added value? 	<ul style="list-style-type: none"> Demonstrate the benefit to the degree programme of the expertise contributed by the staff (including international experience). Do the staff have appropriate 	<ul style="list-style-type: none"> The competences of the academic, technical and support staff are appropriate to support the achievement of the learning outcomes

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		<ul style="list-style-type: none"> What is the balance between staff who only teach and staff who teach and conduct research in the delivery of the degree programme? Are the staff numbers, academic, technical and support staff, sufficient to ensure that the degree programme is delivered to the required standards? 	<p>international experience in relation to their teaching and research?</p> <ul style="list-style-type: none"> Is international experience an element of staff recruitment procedures or staff development procedures? 	identified in 1.3.
	3.2 Facilities	<ul style="list-style-type: none"> How do the general (library, classrooms, ICT, etc) and specific (e.g. laboratories, equipment, field facilities) facilities support the learning process? 	<ul style="list-style-type: none"> Do the facilities support the needs of the international students? (library services, ICT, language training opportunities)? 	<ul style="list-style-type: none"> The facilities are appropriate to allow the students to achieve the learning outcomes identified in 1.3.
	3.3 Resource allocation	<ul style="list-style-type: none"> How is the resource allocation (human and material) related to programme delivery? 	<ul style="list-style-type: none"> Are additional resources (human and material) allocated to meet the needs of international students? 	<ul style="list-style-type: none"> The degree programme has adequate financial resources to support the delivery of the learning outcomes identified in 1.3.

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
	3.4 Interactions with external organisations (e.g. Industry, governments, professions and other universities)	<ul style="list-style-type: none"> Do external organisations contribute to the achievement of the learning outcomes? 	<ul style="list-style-type: none"> Do international organisations contribute to the achievement of the learning outcomes? If so, how? 	<ul style="list-style-type: none"> The degree programme benefits from the contribution of external organisations to the achievement of the learning outcomes. If No, would the degree programme benefit from such interactions?
4. Student selection and Progression	4.1 Student selection	<ul style="list-style-type: none"> How does the recruitment and selection of students take place? What are the admission requirements? How does the selection process ensure that the students enrolled on the programme have the prerequisite knowledge, language capability and attitude to achieve the learning outcomes in the expected time? Is the selection procedure 	<ul style="list-style-type: none"> Are there targets for the number of international students and for students from specific countries/regions? 	<ul style="list-style-type: none"> The student selection process has a clearly defined approach to assessing whether the prospective students have appropriate prerequisite knowledge and language capability to benefit from this programme of study. The desired targets for the number of students are attained.

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		transparent and published?		
	4.2 Progression from application to graduation	<ul style="list-style-type: none"> • What statistical information is collated, analysed and utilised, including enrolment, progression, entry qualifications, gender and nationality? • Is progression from module to module (course to course) monitored? • If so, how is the quantitative information on progression utilised and what measures are taken to address the needs of students identified at being at risk? 		<ul style="list-style-type: none"> • There is a procedure in place to regularly assess the performance of students throughout the degree programme and to take appropriate action for students that are identified being at risk.
	4.3 Completion (Graduation) rates	<ul style="list-style-type: none"> • What proportion of students graduate from the programme of study? • How does this proportion relate to other relevant degree programmes in the 	<ul style="list-style-type: none"> • Is the performance of national students and international students equivalent? • If not, is there a pattern behind the different 	<ul style="list-style-type: none"> • The completion rates for national and international students are monitored. There is a procedure in place to identify and address the reasons for

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		faculty/school? • <i>(In facts and figures in the self assessment report, see Appendix 3)</i>	performance of students from different international backgrounds? What approaches are taken to address the reasons for the differences in performance in order to ensure equivalence in performance?	any significant differences in completion rates between the different student groups.
	4.4 Employability	<ul style="list-style-type: none"> • What proportion of the graduates enters an occupation or further study corresponding to their qualification? • What is the percentage of graduates in employment within 6 months of graduation? • Do you have a system in place to follow the career paths of your alumni? 	<ul style="list-style-type: none"> • What job opportunities and employment prospects are open to international students? • Are international students as successful as national students in gaining employment or further studies following completion of the Master degree programme? 	<ul style="list-style-type: none"> • The Master degree programme provides a stepping stone to either further study or a career appropriate to the Master degree programme. • The international students are as successful as national students in gaining employment or further studies following completion of the degree programme. • If not, the reasons for the differences are reviewed

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
				and addressed.
5. Student Support (non-educational)	5.1 Pre-induction arrangements	<ul style="list-style-type: none"> What information is given to students before entry on the programme and on career opportunities after graduation? Are prospective students informed of all aspects of the degree programme including the resources available to support them, physical and financial? How are the prospective students informed of all the various costs that they will incur in following the degree programme? 	<ul style="list-style-type: none"> Are there scholarships and funding available for students from abroad? If so, how is this information made available to the prospective students? 	<ul style="list-style-type: none"> The information given to prospective students accurately reflects the expected learning outcomes and career opportunities of the degree programme. The students are given accurate information of the physical and financial resources that will be available to them to support their studies. The prospective students are given clear and full financial information relating to tuition and living costs.
	5.2 Induction arrangements	<ul style="list-style-type: none"> How are students welcomed and introduced to university life? 	<ul style="list-style-type: none"> Are there special induction arrangements for international students? 	<ul style="list-style-type: none"> There is an appropriate induction programme which addresses the needs of both national

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
				and international students.
	5.3 Welfare support services	<ul style="list-style-type: none"> What welfare support services (e.g. accommodation, legal, financial, mental and physical well being) are provided to address the needs of students? How are the students informed of how to access these services? 	<ul style="list-style-type: none"> Are additional welfare support services required and provided for international students? 	<ul style="list-style-type: none"> There are appropriate welfare support services (accommodation, legal, financial, mental and physical well being) available. The students are aware of how to access the support services. The need for any additional welfare support services for international students has been assessed and appropriate action taken. The students are clearly informed of how to make contact with the appropriate staff should they consider themselves at risk.
	5.4 Cultural and	<ul style="list-style-type: none"> How are the cultural and social 	<ul style="list-style-type: none"> Are there particular 	<ul style="list-style-type: none"> The cultural and social

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
	social needs	needs of students addressed to ensure their successful inclusion in the university and local environment?	requirements for international students to ensure their successful inclusion in the university and local environment?	needs of both national and international students have been addressed in attempting to ensure the successful inclusion of both student groups in the university and local environment.
	5.5 Financial information and support	<ul style="list-style-type: none"> How are students informed of financial information relating to their programme of study and living costs? 	<ul style="list-style-type: none"> Are there scholarships and funding available for international students? 	<ul style="list-style-type: none"> The prospective students are given clear and full financial information relating to tuition and living costs prior to entry.
6. Quality Management and Enhancement	6.1 Institutional environment	<ul style="list-style-type: none"> How does strategy and organisational structure of the university support the delivery of the degree programme? 	<ul style="list-style-type: none"> Does the university embed Internationalisation in all its activities? Is there a strategy (document) for internationalisation? If so, at what level was the strategy decided: university, faculty, programme level? What is the status of the strategy(e.g. the strategy 	<ul style="list-style-type: none"> The division of responsibility between the central university, college/faculty/school and the department in respect of the services to support the delivery of the degree programme is clearly set out at each of the partner universities.

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
			<p>documents have been formally adopted and implementation plans are in place)?</p> <ul style="list-style-type: none"> • How is the strategy supported? • How has this strategy been communicated within the university? 	<ul style="list-style-type: none"> • The strategy document indicates an international mission for the degree programme.
	6.2 Decision-making process in support of the enhancement of the degree programme	<ul style="list-style-type: none"> • What organisational and decision-making processes are in place to review the outcomes of the degree programme and to support the updating/ enhancement of the design, development and delivery of the Master degree programme outcomes? • How are the stakeholders (students/parents, industry, professional bodies) kept informed of the enhancement agenda? 		<ul style="list-style-type: none"> • The design, development and delivery of the degree programme responds to a defined review process.

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
	6.3 Internal Quality Assurance (QA) and enhancement systems	<ul style="list-style-type: none"> • What formal, internal QA mechanisms are in place for the continuous review and enhancement of the Master degree programme. What is the annual cycle of events? • Is there a dedicated internal QA review process for the degree programme? • How does the QA process lead to the continuous enhancement of the degree programme • How are staff, students, alumni and the professional stakeholders involved in the QA process? • How have European developments in higher education influenced the QA process (e.g. the assessment of the implementation of the Bologna process, Second Cycle Descriptors, see 		<ul style="list-style-type: none"> • There are defined internal procedures to evaluate the Master degree programme. These procedures will include anonymous student evaluation of each course and the overall degree programme. • There are defined internal procedures to ensure that action is taken in response to the results of the evaluation to ensure that there is ongoing enhancement of the Master degree programme. • The self-assessment report has satisfactorily addressed all issues raised at a previous review of the degree programme?

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		<p>Appendix 5)?</p> <ul style="list-style-type: none"> • How does the QA process lead to the continual enhancement of the programme? • If this is not the first time the Master degree programme has been reviewed, how have issues raised in a previous review been considered by the Programme Management Team? • 		<ul style="list-style-type: none"> •
	6.4 Inclusion of the 'student voice'	<ul style="list-style-type: none"> • Are students involved in the decision-making processes and in the evaluation and monitoring of the programme of study? • If so, how are they involved? 	<ul style="list-style-type: none"> • How are international students involved in the decision-making processes and in the evaluation and monitoring of the programme of study? 	<ul style="list-style-type: none"> • Students are involved in the decision making committees regarding the management and quality assurance of the degree programme. • Both national and international students participate in the decision making bodies with respect the Master degree programme.

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
	6.5 Appeals	<ul style="list-style-type: none"> How are appeals by students over grading and the award of a degree addressed? Have there been any recurring themes in the appeals and, if so, how have these been addressed in the enhancement process outlined in 6.3 above? 	<ul style="list-style-type: none"> Are there particular issues in relation to appeals by international students? If so, how have these been addressed in the enhancement process outlined in 6.3 above? 	<ul style="list-style-type: none"> The students are informed in which situations they can make an appeal over grading and the award of a degree and how the appeal should be made. Any recurring appeal issues have been addressed in the degree programme enhancement process outlined in 6.3 above.
	6.6 Ethics/equal opportunities	<ul style="list-style-type: none"> Describe the gender and equality policy of the university. Have any specific gender and equality (disability, race and religion) issues emerged in recent years in respect of the delivery of the Master degree programme? If so, how have 		<ul style="list-style-type: none"> Gender and equality issues have been addressed in the delivery of the degree programme. Any particular issues have been identified and addressed.

CATEGORIES	BENCHMARKS	GENERAL INDICATORS	SPECIFIC INDICATORS FOR THE INTERNATIONAL ORIENTATION OF THE DEGREE PROGRAMME	KEY VERIFIERS THERE IS EVIDENCE TO SHOW THAT:
		they been addressed?		
	6.7 Staff development	<ul style="list-style-type: none"> How are staff made aware of both pedagogic and international developments in their subject discipline? How does the university/faculty/department address the need for staff development procedures to ensure a high quality learning experience for the students? Are there incentives for participating in staff development activities? 	<ul style="list-style-type: none"> Are staff trained to teach and support the learning of international students? 	<ul style="list-style-type: none"> There is a documented procedure to define the need for staff development programmes to address issues relating to the design, development and delivery of the degree programme. The staff development issues relating to the design, development and delivery of the degree programme have been addressed.

Appendix 5 Second Cycle Descriptors

The framework of qualifications for the European Higher Education Area

The Bergen Conference of European Ministers Responsible for Higher Education 19-20 May 2005 adopted the overarching framework for qualifications in the European Higher Education Area (EHEA), comprising three cycles (including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles.

See http://www.bologna-bergen2005.no/EN/BASIC/050520_Framework_qualifications.pdf

These generic descriptors have previously been referred to as the Dublin Descriptors

The Second Cycle Descriptors

Master degrees are awarded to students who have achieved the following learning outcomes.

Typically, the students will:

- (i) have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;
- (ii) can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;
- (iii) have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments;
- (iv) can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously; and
- (v) have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.

Appendix 6 Glossary of Terms

See also (www.qaa.ac.uk) (www.chqa.org) and (www.qualityresearchinternational.com)

Accreditation	The approval of a higher education course by an authorised body.
Aim	An overall statement of the intention of a programme of study or mission or policy.
Assessment	A general term that includes all methods used to judge the performance of a student, group or organisation.
Benchmark	A standard against which comparisons can be made.
Competence	The acquisition of knowledge, skills and abilities at a level of expertise sufficient to be able to perform in an appropriate setting or level.
Criteria	Standards for accreditation of an university or programme. Elements against which a judgment is made.
Curriculum	A programme of learning, including philosophy, content, approach and assessment.
Employability	The knowledge, skills and abilities that may make graduates more likely to be successful in their chosen occupation.
Enhancement	A process of improvement.
Fitness <u>for</u> Purpose	When quality equates with the fulfillment of a specification or stated learning outcome - focus on whether competencies and learning outcomes are being achieved.
Fitness <u>of</u> Purpose	An evaluation of quality related intentions of an university or programme of study - focus on whether the expected outcomes are appropriate for an university.
Good Practice	Effective or ideal practice within an university that others would benefit from adopting or adapting.

Graduate	Someone who has attained a Bachelor's or higher degree.
HEI	Higher Education Institution, usually a university or college of higher education awarding at least Bachelor degrees.
Indicators	A set of tangible measures designed to provide accountability and subject to informed interpretation and judgment.
Learning Outcome	The specification of what a student should know and be able to do after a period of specified and supported study. The learning outcomes are expressed as knowledge, skills and attitudes achieved.
Master Degree	Awarded to graduates who have undertaken a second cycle degree programme following a Bachelor's degree.
Master degree Programme	A course of higher education leading to the award of a Master degree.
Modular Programme	A programme of study in which a student chooses a number of short modules, the satisfactory completion of which leads to a degree.
Peer Review	External review and evaluation of the quality and effectiveness of an university's academic programmes, staffing and structures, carried out by a team of external evaluators who are specialists in the fields reviewed and knowledgeable about HE in general.
Postgraduate Student	A student on a course which normally requires a Bachelor's degree as a condition of entry.
Programme	A study curriculum undertaken by a student that has coordinated elements which constitute a coherent named award.
Quality	'Fitness for purpose'; meeting or conforming to generally accepted standards as defined by an accrediting or a QA body.

Quality Assessment	A diagnostic review and evaluation of teaching, learning and outcomes based on a detailed examination of curricula, structure and the effectiveness of the university. Designed to determine if the university and/or the programme meets generally accepted standards of excellence.
Quality Assurance	Quality Assurance (QA) is the means through which an university confirms that the conditions are in place for students to achieve the standards set by the university or another awarding body.
Quality Improvement or Enhancement	The expectation that an university will have in place a plan to monitor and improve the quality of its programmes, as an ongoing process.
Report	The documented outcome of an evaluation process.
Stakeholder	A person or organisation that has an interest in the activities of the programme or university.
Standards	The level of requirement and conditions that must be met by universities and programmes to be accredited or certified by a QA or accrediting agency.
Subject Benchmark	A reference point against which learning outcomes can be measured.
Tuning	The process in Europe of adjusting degree provision so that there are points of similarity across the European Higher Education Area.
Validation	The process by which a course is judged to have met the requirements for an award by a relevant awarding body.
Value added	The enhancement that students achieve (e.g. to knowledge, skills and abilities) as a result of their HE experience.