

Guidelines for Experts (Institutions)

The following points serve as guidelines for experts assessing institutions and for preparing the expert report. Together with the administrative decision (*Bescheid*) on the appointment of the experts these guidelines describe the tasks and duties of the expert. The included points are related to the legal accreditation requirements and the basic criteria of the ÖAR and their fulfilment has to be proved by the ÖAR. The frame of reference has to be orientated towards international standards. The mentioned criteria apply for the initial accreditation procedure as well as for the reaccreditation and have to be assessed from the respective academic field. The relative importance of each of these points depends on the special requirements of each individual institution and should be decided on by the rapporteur together with the experts.

The expert report has to be written on the basis of the following materials:

- application document submitted by the applicant institution
- findings collected during the site-visit
- further materials on request

1. Mission Statement

- 1.1 Assessment of the aim and perspectives of research and teaching (mission statement)
- 1.2 Assessment of the potential for innovation
- 1.3 Is the mission statement appropriate as regards the resources available and communicated in an adequate way?

2. Academic Programmes and Student Management

- 2.1 Do the academic programmes correspond to the institution's mission statement and principles of employability?
- 2.2 Are the curriculum's quality, range and academic aims appropriate according to the academic degree?
- 2.3 Are the programmes available based on an overarching didactic concept that has been adequately communicated and realised amongst the teaching staff?
- 2.4 Do the academic degrees correspond to international standards?
- 2.5 Does the structure of the programmes give sufficient opportunity for independent study, reflection and analysis? (e.g., what is the proportion of independent study time compared to online/distance teaching or classroom units?)
- 2.6 Is the allocation of ECTS appropriate and comprehensible?
- 2.7 Is the workload required for the academic programme manageable for students?
- 2.8 Are the teaching methods and the content of teaching units sufficient for the successful achievement of each programme's goals and outcomes (competences and qualifications, knowledge and skills)?

S 2/4 Guidelines for Experts (Institutions)

- 2.9 Are the examination regulations appropriate?
- 2.10 Is the overlap of the academic content between the various curricula comprehensible and transparent?
- 2.11 How do the admission criteria and admission processes measure up to international standards?
- 2.12 Is the ratio of the academic/artistic staff and the students appropriate?

3. Research

- 3.1 What are the institution's research expectations, according to the quantity and quality of its permanent staff?
- 3.2 Is the teaching staff involved in research activities inside or outside the institution, and do these research activities have a knock-on effect on teaching/course contents?
- 3.3 Are students involved in research and in co-operation projects?

4. International Co-operation

- 4.1 Is the extent and the quality of international cooperation in research and teaching adequate?
- 4.2 Are the strategies of internationalisation and the involvement in training co-operations and mobility programmes adequate?

5. Staff

- 5.1 Does the institution have an adequate proportion of permanent staff and appropriate proportions of permanent and external staff?
- 5.2 Do the academic staff demonstrate proven ability at a high academic and didactic level and are their qualifications appropriate to the positions they hold within the institution according to the basic criteria 4?
- 5.3 Is there an adequate proportion of women amongst the academic/artistic staff?
- 5.4 Does the institution have transparent, competitive and quality-driven regulations for the selection and employment of staff?
- 5.5 Does the institution have development strategies to ensure that its academic staff maintains a continually high standard?

6. Organisation, Management and Planning

- 6.1 Does the administration have transparent decision-making structures?
- 6.2 Does the institution have transparent decision-making structures for academic matters?
- 6.3 If the applicant institution is part of a foreign educational institution or if it intends to establish additional branch campuses
 - does it have an appropriate share of responsibility and decision-making competence as compared to its parent institution and its branch campus(es)?
 - does it have organisational structures which guarantee that the quality of the academic programmes (offered by the parent institution) correspond to that of the branch campus(es)?

S 3/4 Guidelines for Experts (Institutions)

- 6.4 Is there a development strategy and how is it internally communicated?
- 6.5 Does the development concept correspond to the institution's overall aims and funding plans?

7. Finances and Infrastructure/Space and Equipment

- 7.1 Does the institution have an adequate budget and sufficient financial resources?
- 7.2 Does the institution have adequate buildings and specialised infrastructure as regards the requirements of the academic programme on offer and the research to be conducted (libraries, computers, laboratories)?

8. Quality Management

- 8.1 Does the institution have a quality assurance system for teaching, research and services?
- 8.2 What methods of communication, implementation and documentation are used by the quality management system?
- 8.3 Does the institution carry out regular evaluations?
- 8.4 Are the results of evaluation put to use and included in the institution's development planning?

9. Distance learning, E-Learning or Blended Learning

If the academic programmes are based on distance learning, e-learning or blended learning the following points have to be evaluated additionally. Furthermore the implications of distance learning, e-learning or blended learning have to be taken into account while evaluating points 1-8 as well.

ad Academic Programmes and Student Management

- Is the allocation of face-to-face provision and supervised/not supervised self-study adequate?
- Are there guidelines for selecting and producing digital material? (and are they geared to pedagogical-didactic and technical criteria?)
- Are there guidelines for handling copy right issues?
- Is there legal security provided regarding student assessment? (identification of students; plagiarism)

ad Staff

- Are the qualifications of teaching staff, tutors, administrative and technical personnel regarding the special technical and didactic requirements adequate?
- Is there a development strategy for teaching staff, tutors and administrative personnel regarding the application of IT and communication technology?
- Is there sufficient staff for
 - adequate students' support regarding IT and communication
 - development of a didactic concept
 - pedagogical-didactic support for teachers
 - development of digital course material (contents, technical realisation)

S 4/4 Guidelines for Experts (Institutions)

- IT support for teachers and students
- IT service for technical support?

ad Space and Equipment

- Are there study centres for face-to-face provision and student assessment?
- Is there a virtual environment complying with pedagogical needs? (software incl. licences; corresponding hardware)
- Is there an adequate technical infrastructure and equipment of the IT-/distribution department?