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# Accreditation of study programmes according to HEdA and MedPA

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The HEdA-relevant parts of the Guide were approved by the Swiss Accreditation Council at its meeting on 23 June 2023.

The parts of the guide relevant to the MedPA were taken note of by the head of the FOPH's Health Professions Division in September 2023.

## **Guide for the Accreditation of study programmes according to HEdA and MedPA**

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## 1. Aim, object and procedure

### 1.1 Aim and Object

The object of accreditation according to the HEdA and MedPA is the education of human medicine, dentistry, chiropractic, pharmacy and veterinary medicine.

Medical training is regulated by the Medical Professions Act: In order for a study programme to lead to a federal diploma (Art. 24 MedPA), the study programme must be accredited according to Article 31 HEPA. When registering for the federal examination, candidates must provide<sup>1</sup> with proof of the accreditation of the study programme they have completed.

The accreditation of training in university medical professions is carried out within the framework of programme accreditation according to the HEdA, whereby the quality standards according to the HEdA are supplemented by quality standards according to the MedPA.

The HEdA and the MedPA differ in terms of the object of accreditation: the HEdA focuses on study programmes in accordance with the Bologna guidelines, i.e. Bachelor's and Master's programmes are each considered separately; the MedPA focuses on five- or six-year training for a medical profession in accordance with Article 2 of the MedPA, i.e. study programmes in accordance with the MedPA. Since the accreditation of university medical training programmes is required by the Medical Professions Act, the term study programme is used in the following.

The MedPA defines as a prerequisite for accreditation that graduates of the programme achieve the entirety of the objectives set out in the MedPA and are qualified for continuing education (Art. 24 Para. 1 MedPA).

The totality of the objectives, i.e. the general objectives, the occupation-specific objectives as well as the qualification for further education, can only be assumed after completion of the entire five or six years of education .

The requirements for accreditation according to the MedPA do not allow partial objectives for – for example – the first three years (Bachelor's programme) to be extrapolated within the framework of accreditation. Accreditation according to HEdA and MedPA therefore aims at the entire training of five and six years, respectively, leading to a federal diploma (Art. 23 Para. 1 MedPA) (study programme in the sense of MedPA).

In other words, the subject of the accreditation procedure is the combination of Bachelor's and Master's programme, within the framework of which the training for a medical profession according to Article 2 MedPA takes place. The starting point for accreditation is in each case the Master's programme of the diploma-awarding higher education institution.

Within the framework of the accreditation procedure, the diploma-awarding higher education institution must explain how it ensures the entry competences of the students (i.e. the exit competences of the Bachelor's graduates) with regard to Article 24 paragraph 1 MedPA.

The expert group comments on this as part of the assessment of the fulfilment of the quality standards.

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<sup>1</sup> AAQ uses a gender-sensitive or gender-inclusive notation with a colon (candidate), but retains terms from the HEdA or the Accreditation Ordinance (report of the group of experts).

Higher education institutions may apply to an agency recognised by the Swiss Accreditation Council (hereinafter: Accreditation Council) for accreditation of their study programmes in human medicine, dentistry, chiropractic, pharmacy and veterinary medicine in accordance with the HEdA and MedPA.

## 1.2 External assessment and accreditation decision

The study programme is evaluated by external experts. These review each quality standard for the accreditation of study programmes according to the HEdA and MedPA (see Appendix 2 of these guidelines) in the areas of "educational objectives", "conception", "implementation" and finally "quality assurance" of the study programme.

The accreditation decision is made by the Accreditation Council. The decision of the Accreditation Council is based on the accreditation proposal of the Accreditation Agency (hereinafter: Agency), the report of the experts, the statement of the higher education institution and the hearing of the Commission for Medical Professions (MEBEKO).

## 1.3 Procedure and duration

The procedural steps, the procedural rules and the quality standards are laid down in the Accreditation Ordinance of the Swiss University Council (hereinafter referred to as the Accreditation Ordinance, see Annex 1). The quality standards according to the HEdA are supplemented by the general objectives of the Medical Professions Act (Art. 4, 6 and 7) and the relevant profession-specific objectives (Art. 8, 9 or 10).

According to international practice, the accreditation procedure consists of the following procedural steps :

- Submission of the application to a recognised agency;
- Review of the application by the agency and notification to the Accreditation Council;
- Planning and opening of the procedure including conclusion/signing of the contract between the agency and the university;
- Self-assessment of the study programme;
- External evaluation by independent experts, including an on-site visit;
- Accreditation proposal by the agency and statement by the higher education institution;
- Accreditation decision of the Accreditation Council;
- Publication;
- where appropriate, verification of compliance with the conditions.

The Commission for Medical Professions is consulted prior to the Accreditation Council's accreditation decision.

After completion of the procedure, the agency publishes an overall documentation on the procedure. This is a combined, integrated report, which includes editorial parts with different authorship:

- Study programme: short portrait of the higher education institution and the study programme, short description of the self-evaluation process, presentation of the quality assurance system of the study programme, reports or results from previous quality assurance procedures, self-assessment of the quality standards with regard to their fulfilment.
- Report of the expert group: Report consisting of analysis and assessment of the quality standards, any recommendations and conditions, accreditation recommendation, overall assessment.
- Agency: Accreditation proposal.

The self-assessment template is provided with guidance notes which should make it easier for the programme to answer the quality standards in a concrete and concise way.

From the opening of the procedure to the decision of the Accreditation Council, a procedure for the accreditation of study programmes according to HEdA and MedPA usually takes 12–18 months.

A timetable is set between the university and the agency for each procedure.

#### **1.4 Costs**

The costs associated with the accreditation procedure are set out in the Fee Regulations of the Accreditation Council (FeeReg-SAC), which was adopted by the Higher Education Council.<sup>2</sup>

The costs of the self-assessment are borne by the university.

In the case of a larger or a smaller expert group and/or a longer or a shorter on-site visit (see Chapter 3.2 in this Guide), the fee is adjusted according to the tariffs for services of the accreditation agency on behalf of third parties (Art. 5 FeeReg-SAC).

If a condition check is required, the costs incurred will be invoiced additionally.

The experts receive a lump sum as compensation per day of the visit.

The modalities of the procedure are laid down in contracts which the agency concludes with the university on the one hand and with the experts on the other.

#### **1.5 Duties of the study programme accredited under the HEdA and MedPA**

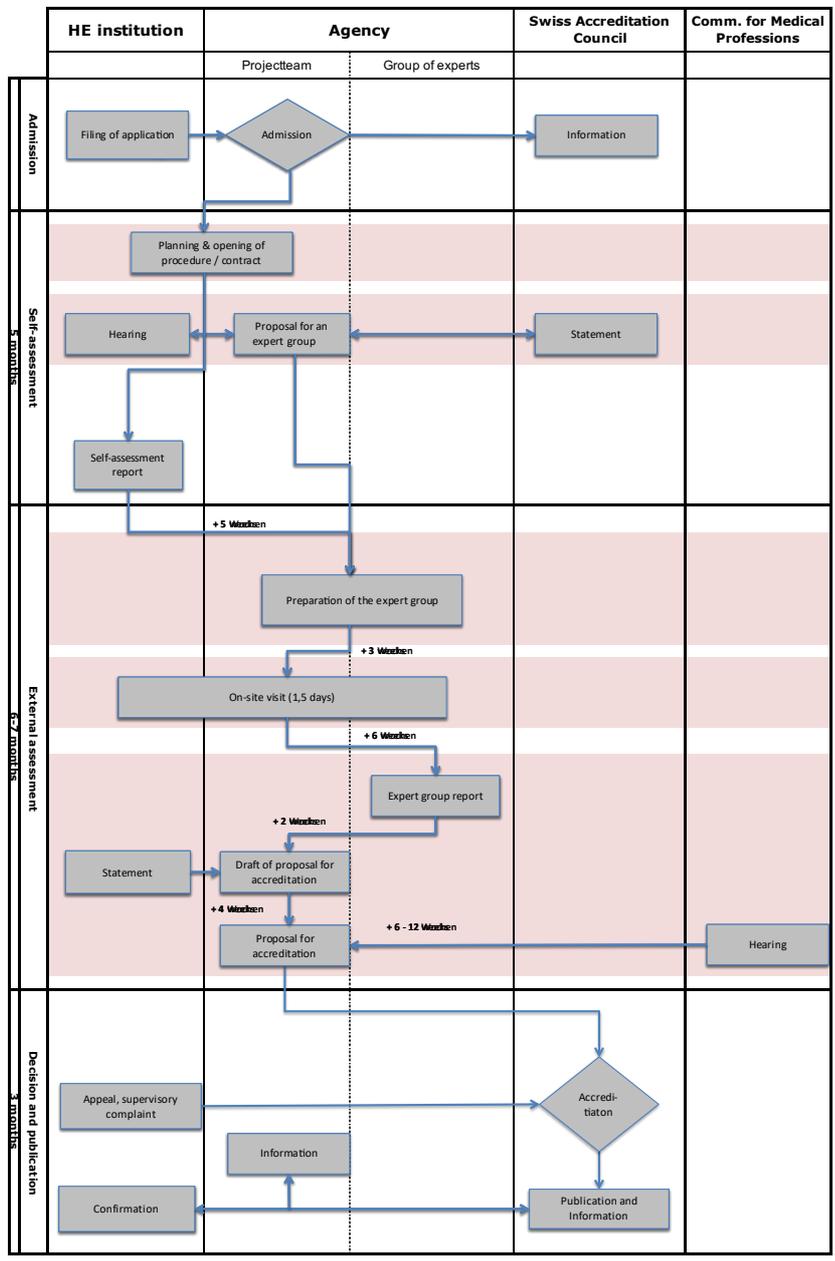
The higher education institution undertakes to respect the quality standards on the basis of which the study programme was accredited throughout the accreditation period.

Fundamental changes in the study programme (title designation, learning objectives, etc.) must be brought to the attention of the Accreditation Council. If necessary, the Accreditation Council shall take the required administrative measures, namely a reminder, the imposition of conditions or the withdrawal of accreditation (Art. 64 HEdA).

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<sup>2</sup> See <https://akkreditierungsrat.ch/dokumente/#rechtliche-grundlagen>

Schematic presentation of the procedure



## **2. Admission to the procedure**

### **2.1 Entry of the application and admission requirements**

The higher education institution submits an application to a recognised accreditation agency.

### **2.2 Admission**

The agency checks the admission requirements.

If the requirements for admission to the procedure are met, the agency informs the Accreditation Council and the higher education institution.

## **3. Procedural steps**

### **3.1 Self-assessment**

After the decision to accept, the agency formally opens the accreditation procedure together with the higher education institution or with the persons responsible for the study programme.

In the opening session, the following items shall be dealt with and recorded in the minutes:

- Planning of the accreditation procedure (procedural steps and timetable);
- Definition of the language of the proceedings (German, French, Italian or English);
- Profile of the expert group;<sup>3</sup>
- Draft for the on-site visit procedure.

The representatives of the programme then carry out a self-evaluation and summarise the results in writing at together men. This process, in which the most important groups of the study programme are integrated, in particular the students, the teaching staff, the administrative staff and the technical staff, also includes reflections on the further development of the study programme.

The self-assessment is reflexive and self-critical and contains information, descriptions and analyses on the basis of which an assessment of the degree of fulfilment of the quality standards can be made; this includes in particular the following information:

- Brief portrait of the university and the study programme (special features, organisation sa tion, key figures);
- Description and procedure of the self-assessment process;
- Presentation of the quality assurance system of the study programme;
- Reports or results from previous quality assurance procedures;
- Self-assessment of the quality standards with regard to their fulfilment;

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<sup>3</sup> This is a procedural step of AAQ; other accredited agencies have their own processes for selecting assessors.

- for each quality standard or test area, presentation of strengths, weaknesses and opportunities for development;
- Action plan for the further development of the study programme.

The quality standards are explained in Annex 2 to ensure a common understanding on the part of the agency, the study programme and the expert group.

The self-assessment serves as the basis for the experts' on-site visit and for assessing the extent to which the quality standards are met by the study programme. In addition, the self-assessment is submitted to the Accreditation Council as part of the basis for decision-making.

The university writes a summary in English<sup>4</sup> including a profile of strengths and weaknesses of approx. 3–4 pages (max. 10,000 characters without spaces) and encloses it with the self-evaluation report.

The self-evaluation must not exceed 50 pages (without annexes) and must be submitted directly to the agency. The higher education institution will be provided with an electronic template .

The self-assessment phase lasts about five months.

During this period, the agency is available to answer any formal questions about the self-assessment. If necessary, a meeting with the university will be scheduled.

Furthermore, the agency arranges a meeting with the representatives of the study programme at which the external evaluation is prepared.

## **3.2 External assessment**

The external assessment includes the following elements:

- Selection of experts;
- Preparation of the expert group for the on-site visit;
- On-site visit;
- Report of the expert group.

### **3.2.1 Selection of experts**

The expert group appointed by the Agency shall be composed of four persons and shall have national and international experience and knowledge necessary for the performance of their tasks, in particular:

- Experience with accreditation procedures in higher education;
- appropriate qualifications and scientific and/or professional experience in the field to be accredited;
- Experience in the area of managing study programmes, their internal university quality assurance and further development;

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<sup>4</sup> If the language of the proceedings is English, the summary shall be attached in a national language.

- Sufficient knowledge of the Swiss higher education landscape, in particular of the environment of the study programme in question;
- active knowledge of the language of the case.

Ideally, the chairperson is an active member of a study programme management or actively involved in quality assurance or further development of study programmes. One member of the expert group must be a student.

The composition of the expert group is balanced, internationally oriented if necessary, and takes into account the gender, origin and age of the experts as well as the special features of the higher education institution. The experts must be independent and able to assess the study programme in an unbiased manner.

At the opening meeting of the procedure, the profile of the expert group is discussed with the university. Subsequently, a longlist with the names of potential experts is submitted to the university. Those persons who have a conflict of interest or lack of independence with regard to the university are eliminated from the list.<sup>5</sup>

The agency submits the longlist to the Accreditation Council for comment. The agency then forms the expert group and appoints the chairperson.

The expert group has the following tasks:

- she prepares the rounds;
- she conducts the talks during the on-site visit;
- it is responsible for the report of the expert group; in doing so, the agency provides editorial support to the expert group.

The agency accompanies and supports the expert group throughout the entire procedure. If necessary, it ensures communication between the expert group and the university, as they do not communicate directly during the procedure, apart from the discussions during the on-site visit.

### **3.2.2 Preparation of the expert group for the on-site visit**

The preparation of the expert group by the agency for the on-site visit aims to orientate the members about their role, the scope of tasks and namely about the following points:

- the special features of the study programme;
- the special features of the Swiss higher education landscape in the environment of the applicant's study programme; the scope and details of its mission, in particular the quality standards.

The preparation also serves to address the following additional points:

- Issues and questions to be addressed during the on-site visit;
- the supplementary documentation that may be necessary;

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<sup>5</sup> The longlist is an AAQ process; other accredited agencies have their own processes for selecting experts.

- the process of the on-site visit.

The form of this preparation is determined with regard to the requirements of the individual procedure. The agency then informs the representatives of the programme of any need for additional documentation and possible adjustments to the on-site visit procedure. The agency will then finalise the programme of the on-site visit in cooperation with the school, taking into account the specificities of the programme.

### **3.2.3 On-site visit**

The on-site visit gives the expert group the opportunity to assess whether the programme meets the quality standards and to provide feedback on how it can be further developed, if necessary. It begins with a meeting between the evaluators and the agency.

The expert group meets the different stakeholders of the study programme, in particular the persons responsible for the study programme, the lecturers, the persons responsible for quality assurance, representatives of the study staff, the mid-level staff as well as the administrative and technical staff. The programme of the on-site visit – i.e. both its structure and the list of persons with whom a meeting is to take place – is agreed between the higher education institution and the agency. The schedule also provides for working meetings of the expert group.

The on-site visit ends with an oral briefing in which the expert group describes their first impressions of the university and provides an overview of the strengths and the challenges ahead. However, the expert group does not make a final assessment of compliance with the quality standards. No discussion with the higher education institution is planned within the framework of this oral information.

The on-site visit usually lasts one and a half days; the duration can be adapted to the respective needs of the study programme and the specifics of the university.

The persons involved in the interviews are required to answer the questions asked openly and honestly, to cooperate constructively and to adhere to the Agency's Code of Conduct (see Appendix 3).

### **3.2.4 Report of the expert group**

By approximately six weeks after its on-site visit, the expert group, under the responsibility of the chairperson and with the editorial support of the Agency, shall prepare the expert group's report, which shall contain the following elements:

- an analysis of the handling of results from previous procedures ;
- an analysis in relation to compliance with the quality standards;
- an overview of the strengths and weaknesses of the programme and an overall assessment of it;
- recommendations and any conditions for the future development of the programme;
- an accreditation recommendation for the attention of the agency.

Each quality standard is evaluated using a scale with four levels: "fully met", "largely met", "partially met", "not met":

- A quality standard is considered to be fully met if it is implemented completely and coherently, thus ensuring the quality of the study programme.
- A quality standard is considered to be largely met if no significant deficiency is found in its implementation.
- A quality standard is considered to be partially met if significant deficiencies or notable weaknesses in its implementation are identified, or if it is only applied to certain parts of the programme.
- A quality standard is deemed not to be met if it is not taken into account in the study programme and/or if its implementation is not able to guarantee the quality of the study programme.

With regard to quality development, the expert group can formulate recommendations in appropriate numbers at any time. If, on the other hand, a quality standard is only partially met or not met, the expert group must provide for one or more conditions.

A Condition is used to correct a significant deficiency; it defines a requirement that the higher education institution must meet before accreditation can be confirmed after verification of compliance with the Condition.

A Condition must always relate to a quality standard. The higher education institution must be able to fulfil the Condition within a specified period of time.

If the expert group is of the opinion that any deficiencies of the study programme with regard to the quality standards cannot be remedied within a reasonable period of time or that there are too many deficiencies, it may request the rejection of the accreditation.

The accreditation recommendation of the expert group is based on an overall assessment of compliance with the quality standards, whereby a consensus within the group is sought.

The Agency shall provide a template to the expert group.

The provisions of the Federal Act on Data Protection apply to the accreditation procedure; the members of the expert group must treat all information confidentially.<sup>6</sup>

The external assessment lasts at least four months.

### **3.3 Agency's accreditation proposal, statement of the university, hearing of the Commission for Medical Professions**

After a formal review of the expert group's report, the agency prepares the accreditation proposal, which includes the following elements:

- a complete overview of the procedure (composition of the expert group, timetable, assessment of the self-evaluation report, on-site visit and its preparation );
- a proposal for accreditation for the attention of the Accreditation Council.

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<sup>6</sup> Federal Act of 19 June 1992 on Data Protection (FADP), SR 235.1

The agency's accreditation proposal is based on the self-assessment of the study programme and the summary of the external assessment of the expert group. It may deviate from the recommendation of the expert group in justified cases.

The agency submits its accreditation proposal and the report of the expert group to the higher education institution for comment; the higher education institution comments in writing. With this written statement, the higher education institution exercises its right to be heard before the decision of the Accreditation Council. If necessary, the higher education institution shall comment on its ability to fulfil the Conditions within the specified period. The statement of the higher education institution shall be brief and targeted; factual errors may be recorded in a separate document.

The agency and the expert group review the statement of the higher education institution and adjust their accreditation recommendation and the accreditation proposal if necessary.

The statement is an integral part of the overall documentation of the procedure and, together with the self-assessment, the report of the expert group and the agency's accreditation proposal, is submitted to the Commission for Medical Professions for consultation (Art. 24 Para. 2 MedPA) and subsequently handed over to the Accreditation Council.

### **3.4 Decision**

The Accreditation Council bases its decision on the agency's accreditation proposal, the self-evaluation, the report of the expert group, the statement of the higher education institution and on the statement of the Commission for Medical Professions.

The Accreditation Council has the possibility:

- to grant accreditation without conditions;
- to issue the accreditation with condition(s);
- to refuse accreditation.

The accreditation is valid for seven years.

Within the framework of the accreditation decision, the Accreditation Council shall determine the deadline and modality of the review of the fulfilment of any conditions.

The Accreditation Council informs the higher education institution and the agency of its decision.

According to Article 65 HEdA, accreditation decisions can be appealed to the Federal Administrative Court. In addition, higher education institutions also have the option of a supervisory complaint (e.g. in the case of complaints about the conduct of the procedure by AAQ).

### **3.5 Publication**

The Accreditation Council informs the higher education institution of its decision and lists the study programme on the list of programmes accredited in accordance with the HEdA.

AAQ receives notification from the Accreditation Council after 30 days (expiry of the appeal period) that the procedure report can be published.

The agency publishes the overall documentation of the procedure without an accreditation decision by the Accreditation Council.

The decision-making process – from submission of the dossier to the Accreditation Council to notification of the accreditation decision – can take three to four months.

### **3.6 Verification of compliance with the conditions**

The higher education institution submits a dossier to the Accreditation Council within the set deadline, in which it explains how it has fulfilled the condition(s).

The Accreditation Council commissions the agency to review the fulfilment of the condition(s). The agency carries out this review – usually with the involvement of experts – according to a defined modality ("sur dossier" or with a shortened visit). It draws up a report for the attention of the Accreditation Council.

The Accreditation Council then decides on the fulfilment of condition(s). If the condition(s) are fulfilled, the accreditation remains valid for the remaining period of the seven-year accreditation period. If the condition(s) are not fulfilled or not fulfilled within the set period, the Accreditation Council takes the necessary administrative measures according to Article 64 HEdA, i.e. it sets a new deadline, issues new condition(s) or withdraws the accreditation.

The costs for the condition review procedure will be charged to the higher education institution.



## **Appendix 1**

### **Legal basis**

Ordinance of the Higher Education Council on Accreditation in Higher Education (Accreditation ordinance HEEdA)

<https://www.fedlex.admin.ch/eli/cc/2015/362/de>

Federal Act on the University Medical Professions (Medical Professions Act, MedPA)

<https://www.fedlex.admin.ch/eli/cc/2007/537/de>

## Annex 2

### Explanations on the quality standards for the accreditation of study programmes according to HEdA and MedPA

#### Introduction

The 18 quality standards for the accreditation of study programmes according to the HEdA and MedPA concern the areas of "educational objectives", "conception, architecture and structuring of the study programme", "implementation" and "quality assurance". They consist of the quality standards for programme accreditation under the HEdA and quality standards under the MedPA (Art. 4, 6, 7, 8 (human medicine, dentistry, chiropractic) or 9 (pharmacy) or 10 (veterinary medicine), 12, 14, 16, 22, 24).

The quality standards for programme accreditation under the HEdA specify the requirements set out in Article 31 of the HEdA and are also based on the European Standards and Guidelines (ESG)<sup>7</sup>. They provide a binding framework and assess whether the institutional requirements are properly fulfilled in the study programme concerned and whether the special features claimed for the study programme actually exist. In addition, they are designed to continuously improve the quality of the study programme.

The quality standards for human medicine, dentistry and chiropractic are listed below first, followed by the quality standards for pharmacy and finally the quality standards for veterinary medicine.

#### Explanation of the quality standards

The explanations of the quality standards serve as an aid for the evaluators as well as the persons responsible for the study programme in interpreting the quality standards, but they are neither comprehensive nor exclusive. They are designed to ensure a common understanding of the quality standards. They do not have the purpose of specifying additional requirements.

#### Human medicine, dentistry and chiropractic:

#### 1. Area: Training objectives

##### 1.01 The study programme has clear objectives that clarify its special features and meet national and international requirements.

###### Explanation

This quality standard assesses the following aspects: Educational objectives of the programme (including the way they are defined and communicated), specific features of the programme (for example, theoretical and/or practical orientation, distance and/or face-to-face teaching, links with the professional world, etc.), as well as the conformity of the educational objectives with the National Qualifications Framework, with the requirements related to the European Higher

<sup>7</sup> Version approved by the Ministerial Conference of May 2015, see <https://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/>

Education Area and with the national and/or international reference systems of university medical professions.

**1.02 The programme pursues educational objectives that are consistent with the mission and strategic planning of the higher education institution (or the other institution in the higher education sector).**

Explanation

Every higher education institution has a clear mission, which is given to it by the (public or private) sponsor. This mission defines the institution's tasks according to its type and specificities. This quality standard assesses the linkage and coherence between the programme and the strategy of the HEI according to its mission.

**1.03 The university regulates, or where applicable the university colleges regulate, the course of study leading to a federal diploma in accordance with the objectives of the Medical Professions Act. The university awarding the Master's diploma shall be responsible for the quality of the training and for accreditation.**

**The study programme enables graduates – in line with the level of their university medical training – to namely:**

- a) **To provide patients with comprehensive, individual and high-quality care;**
- b) **to deal with questions using scientifically recognised methods and taking ethical and economic aspects into account, and to make appropriate decisions;**
- c) **communicate appropriately and purposefully with patients and other stakeholders;**
- d) **to assume responsibility in the health care system, especially in the field of primary health care, and professionally in the society.**
- e) **to carry out organisational and management tasks within the framework of their professional activities;**
- f) **take into account the competences of other recognised health professions;**
- g) **to survive in international competition.**

Explanation

The training enables them to prevent, recognise and cure health disorders in people, to alleviate suffering and to promote people's health or to work together with members of other health professions for the prevention and treatment of diseases.

In conjunction with Quality Standard 2.05, this quality standard provides the opportunity to assess how the study course takes into account the requirements for continuing education and ensures coordination with the organisations responsible for continuing education in accordance with the MedPA.

## 2. Area: conception, architecture and structuring of the study programme

**2.01** The study programme implements the respectively applicable learning objectives in a way that allows graduates to achieve the training objectives according to MedPA.

Explanation

This quality standard assesses the coherence between the content of the programme and the teaching methods used, and their relationship to the learning objectives.

**2.02** Graduates of the study programme must have the following knowledge, skills and abilities:

- a) They have the scientific basis required for preventive, diagnostic, therapeutic, palliative and rehabilitative measures;
- b) They understand the principles and methods of scientific research;
- c) They recognise health-preserving influences, can assess them and take them into account in their professional activities;
- d) They are able to advise, accompany and care for patients in cooperation with members of other professions;
- e) They are able to analyse medical information and the results of research, as well as to critically evaluate their findings and implement them in their professional activities;
- f) They are able to learn in interprofessional collaboration with members of other professions;
- g) They know the legal basis of the Swiss social security system and the health care system and can apply this knowledge in their professional activities;
- h) They are able to assess the effectiveness, appropriateness and efficiency of their services and to act accordingly;
- i) They understand the relationship between the national economy and the health system and its various care structures;
- j) They are able to apply and continuously supplement this knowledge, skills and abilities on the job.

**2.03** The study programme supports the development of the students' social competence and personality with regard to dealing with their future professional requirements.

In particular, the programme works to ensure that students:

- a) recognise and respect the limits of medical practice and their own strengths and weaknesses;
- b) understand the ethical dimension of their professional actions and perceive their responsibility towards the individual, society and the environment;

- c) **preserve the patient's right to self-determination in the course of treatment.**

## 2.04 The study programme sets the following educational objectives:

### The graduates

- a) **know the basic structures and functional mechanisms of the human body relevant to the practice of their profession, from the molecular level to the organism as a whole in all its developmental phases and in the entire spectrum from the healthy to the diseased state;**
- b) **master the diagnosis and treatment of common and urgent health disorders and diseases in their professional field;**
- c) **are able to handle remedies professionally, environmentally and economically ;**
- d) **recognise the disease patterns relevant to neighbouring occupational fields and adapt their approach to the overarching problems;**
- e) **can summarise and communicate the findings and their interpretation;**
- f) **understand health problems in a holistic manner, in particular grasping the physical, psychological, social, legal, economic, cultural and ecological factors and effects and incorporating these into the solution of health problems at individual and community level;**
- g) **understand patients individually and in their social environment and address their concerns as well as those of their relatives.**
- h) **advocate for human health by providing advice and taking the necessary preventive and health-promoting measures in their professional field;**
- i) **respect the dignity and autonomy of the human being, are familiar with the justifications of ethics, are familiar with the ethical problems of their professional field and are guided in their professional and scientific activities by ethical principles for the benefit of people;**
- j) **have adequate knowledge of methods and therapeutic approaches of complementary medicine;**
- k) **are familiar with the tasks of the various specialists in basic medical care and know the central importance and function of family medicine.**

### Explanation

According to Articles 3 and 14 MedPA, university education provides the foundations for practising the relevant medical profession. In principle, university education is intended to provide future medical personnel with the basic knowledge, skills and abilities in the specialist areas essential for their work, and to develop and promote the scientific, professional and interpersonal qualities required for the fulfilment of this task.

University training is completed with the federal examination, which clarifies whether the requirements for further training have been met. According to Article 3 of the MedPA Examination Ordinance, the learning objectives for human medicine or dentistry or chiropractic apply as the basis for the content of the federal examination.

## 2.05 The study programme is regularly reviewed to determine how, in view of new challenges and conditions in the professional field, the general objectives

according to MedPA are implemented and the necessary requirements for continuing education are met.

**2.06 The consideration of all guidelines valid in Switzerland on the professional qualification of graduates in the study programme is documented men ted.**

Explanation

According to the MedPA, training enables a person to compete internationally. According to Directive 2005/36/EC of the EU Parliament and of the EU Council of 7 September 2005 on the recognition of professional qualifications, training in human medicine comprises at least the subjects listed in Articles 24, 25(1) and 28(1) and (2) of the Directive, and training in dentistry comprises at least the knowledge listed in Articles 34 and 35 and in Annex V, point 5.3.2. of the Directive.

**2.07 The form of assessment of the students' performance is adapted to the learning objectives.**

Explanation

Assessments of student performance include all forms of assessment (theore tical and practical examinations, tests, papers, reports, projects, etc.). This quality standard gives the possibility to assess the coherence and the correspondence between the methods used to assess students' performance and the learning objectives.

**2.08 The admission requirements and the conditions for obtaining diplomas are regulated and published.**

Explanation

The quality standard refers to the question of whether the conditions for admission and the acquisition of diplomas are proper and transparent.

<h3>3. Area: Implementation</h3>
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**3.01 The study programme is conducted on a regular basis.**

Explanation

This quality standard can be used to assess whether the programme is offered on a regular basis. It is namely about ensuring the necessary sustainability for the protection and credibility of the awarded diploma as well as the continuous adaptation and/or improvement.

**3.02 The available resources (supervision and material resources) allow students to achieve the learning objectives. The higher education institution shall set out**

**how the number of students in all phases of the curriculum is determined and to what extent it is aligned with the capacity of the educational institution.**

Explanation

This quality standard assesses the resources available for the study programme and their connection with the learning and training objectives. Any special features of the study programme are taken into account.

Resources include, in particular, staff, services, infrastructure and facilities, as well as financial resources and resources used for documentation .

**3.03 The teaching staff has competences that correspond to the specifics of the study programme and its objectives.**

Explanation

This quality standard can be used to assess the match between the (scientific, technical, didactic, etc.) competences of the teaching staff and the requirements of the study programme. The assessment of staff qualifications includes, in particular, the procedures for their recruitment, selection and promotion and, in the case of academic staff, the assessment of their didactic and scientific competences. The relevant procedures are defined and known to all in order to ensure the greatest possible transparency.

**3.04 The educational institution pursues a sustainable junior staff policy, which includes education and training, development and assessment of the teaching staff . The criteria applied take into account both research performance and teaching qualifications.**

<b>4. Area: Quality assurance</b>
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**4.01 The governance of the study programme takes into account the interests of the relevant stakeholders, and allows the necessary developments to be realised.**

Explanation

This standard can be used to assess the extent to which the persons concerned are involved in the development of the programme. The people concerned include in particular the students, but also, depending on the specifics of the programme, the mid-level faculty, the professors, the administrative and technical staff, as well as the external partners such as the providers, the alumni and the representatives of the world of work, professional associations, politics, civil society and all other interest groups.

The feedback from these persons may relate to the following aspects: conditions and learning objectives, content of the programme, teaching methods, methods of assessing students' performance, conditions for admission and obtaining diplomas, resources, qualifications of teachers, connection with scientific knowledge and the professional field.

**4.02 The study programme is covered by the quality assurance system of the higher education institution or the other institution of the higher education sector.**

Explanation

This quality standard establishes the link with the quality assurance system of the higher education institution. This system shall provide for periodic assessment of teaching activities and the implementation of the principles and objectives related to the development of the European Higher Education Area.

The assessment of teaching activities shall take into account the specificities of the higher education institution. It includes internal and external assessment procedures based on quantitative and qualitative indicators. The quality assurance system is designed in such a way that the analysis of the results obtained is used to develop and improve teaching activities. As part of the assessment procedures, provision shall be made for external persons to be involved in the evaluation of the study programme. These persons have the necessary expertise and competences to provide an external assessment of the quality of the programme without conflict of interest. For the assessment of the teaching activity, the services that support the teaching activity must also be evaluated. The assessment of teaching activities is an expression of the active participation of students in the design of learning processes "student-centred learning, teaching and assessment" (ESG 1.3). Assessment does not only refer to the realised activities, but also to the impact and the results achieved in the context of quality assurance activities.

The quality assurance system is based on the first part of the European Standards and Guidelines (ESG Part I). It should also be mentioned that the European Higher Education Area serves in particular to promote mobility (students, researchers, teaching staff, administrative and technical staff), the recognition of diplomas at European level, an international dimension in the development of curricula, cooperation between institutions and cooperation in the field of quality assurance.

**4.03 The training institution regularly reviews the students' results (including at the federal examination) and documents the consequences derived from this for the study programme.**

Explanation

Accreditation includes checking the quality of structures, processes and results. In addition, completion of an accredited study programme is a prerequisite for admission to the federal examination that concludes university education. In this sense, the results of the federal examination are among the quality indicators.

Pharmacy:

## 1. Area: Training objectives

**1.01 The study programme has clear objectives that clarify its special features and meet national and international requirements.**

Explanation

This quality standard assesses the following aspects: Educational objectives of the programme (including the way they are defined and communicated), specificities of the programme (for example, theoretical and/or practical orientation, distance and/or face-to-face teaching, links with the professional world, etc.), as well as the conformity of the educational objectives with the National Qualifications Framework, with the requirements related to the European Higher Education Area and with the national and/or international reference systems of university medical professions.

**1.02 The programme pursues educational objectives that are consistent with the mission and strategic planning of the higher education institution (or the other institution in the higher education sector).**

Explanation

Every higher education institution has a clear mission, which is given to it by the (public or private) sponsor. This mission defines the institution's tasks according to its type and specificities. This quality standard assesses the linkage and coherence between the programme and the strategy of the HEI according to its mission.

**1.03 The university shall regulate, and where applicable the university colleges shall regulate, the course of study leading to a federal diploma in accordance with the objectives of the Medical Professions Act. The university awarding the Master's diploma shall be responsible for the quality of the training and for accreditation.**

**The study programme enables graduates – in line with the level of their university medical training – to namely:**

- a) **To provide patients with comprehensive, individual and high-quality care;**
- b) **to deal with questions using scientifically recognised methods and taking ethical and economic aspects into account, and to make appropriate decisions;**
- c) **communicate appropriately and purposefully with patients and other stakeholders;**
- d) **to assume responsibility in the health care system, especially in the area of primary health care, and professionally in the society.**
- e) **to carry out organisational and management tasks within the framework of their professional activities;**

- f) **take into account the competences of other recognised health professions;**
- g) **to survive in international competition.**

Explanation

The training qualifies to prevent, recognise and cure health disorders of people, to alleviate suffering as well as to promote the health of people or to produce, dispense or distribute remedies for the prevention and treatment of diseases.

In conjunction with Quality Standard 2.05, this quality standard gives the opportunity to assess how the study programme takes into account the requirements for continuing education and ensures coordination with the organisations responsible for continuing education in accordance with the MedPA.

## 2. Area: conception, architecture and structuring of the study programme

- 2.01 The study programme implements the respectively applicable learning objectives in a way that allows graduates to achieve the training objectives according to MedPA.**

Explanation

This quality standard assesses the coherence between the content of the programme and the teaching methods used, and their relationship to the learning objectives.

- 2.02 Graduates of the study programme must have the following knowledge, skills and abilities:**
- a) **They have the scientific basis necessary for preventive, diagnostic, therapeutic, palliative and rehabilitative measures;**
  - b) **They understand the principles and methods of scientific research;**
  - c) **They recognise health-preserving influences, can assess them and take them into account in their professional activities;**
  - d) **They are able to advise, accompany and care for patients in cooperation with members of other professions;**
  - e) **They are able to analyse medical information and the results of research, as well as to critically evaluate their findings and implement them in their professional activities;**
  - f) **They are able to learn in interprofessional collaboration with members of other professions;**
  - g) **They know the legal basis of the Swiss social security system and the health care system and can apply this knowledge in their professional activities;**
  - h) **They are able to assess the effectiveness, appropriateness and efficiency of their services and to act accordingly;**
  - i) **They understand the relationship between the national economy and the health system and its various care structures;**
  - j) **They are able to apply and continuously supplement this knowledge, skills and abilities on the job.**

- 2.03** The study programme supports the development of the students' social competence and personality with regard to dealing with their future professional requirements.

In particular, the programme works to ensure that students:

- a) recognise and respect the limits of medical practice and their own strengths and weaknesses;
- b) understand the ethical dimension of their professional actions and perceive their responsibility towards the individual, society and the environment;
- c) preserve the patient's right to self-determination in the course of treatment.

- 2.04** The study programme sets the following educational objectives:

The graduates

- a) know and understand in particular the scientific basis for the manufacture, dispensing, distribution, documentation and disposal of medicinal products and pharmaceutical excipients and the corresponding legal regulations;
- b) understand the interaction of the medicinal product with its environment;
- c) have comprehensive knowledge of the use, effect, application and risks of medicinal products and of medical devices important for their profession;
- d) know the most important non-drug therapies for humans and animals;
- e) are able to provide pharmaceutical advice to members of other health professions and contribute with them to advising patients on health issues;
- f) assume tasks for the promotion and maintenance of health and the prevention of diseases and acquire the corresponding competences, especially in vaccinations;
- g) respect the dignity and autonomy of the human being, know the justifications of ethics, are familiar with the ethical problem areas of medicine, in particular with therapy with medicinal products, and are guided in their professional and scientific activities by ethical principles for the benefit of people;
- h) are familiar with the tasks of the various professionals in primary health care;
- i) know and understand, in particular, the principles and the technical basis for the manufacture, dispensing, distribution, documentation and disposal of complementary medicinal products and the corresponding legal regulations;
- j) have adequate basic knowledge of diagnosis and treatment of common health disorders and diseases.

Explanation

According to Articles 3 and 14 MedPA, university education provides the foundations for practising the relevant medical profession. In principle, university education is intended to provide the future medical professional with the knowledge bases, skills and abilities from the specialist areas essential for his or her work, and it is intended to develop and promote the scientific, professional and interpersonal qualities that are a prerequisite for the fulfilment of this task.

University education is completed with the federal examination, which clarifies whether the requirements for further education have been met. According to Article 3 of the MedPA Examination Ordinance, the learning objectives for pharmacy form the basis for the content of the federal examination.

**2.05 The course of study is regularly reviewed to determine how, in view of new challenges and conditions in the professional field, the general objectives under the MedPA are being implemented and the necessary requirements for continuing education are being met.**

**2.06 The consideration of all guidelines valid in Switzerland on the professional qualification of graduates in the study programme is documented men ted.**

Explanation

According to the MedPA, training enables a person to compete internationally. According to Directive 2005/36/EC of the EU Parliament and of the EU Council of 7 September 2005 on the recognition of professional qualifications covers pharmaceutical training at least the knowledge and competences listed in Articles 44 and 45 of the Directive.

**2.07 The form of assessment of the students' performance is adapted to the learning objectives.**

Explanation

Assessments of student performance include all forms of assessment (theoretical and practical examinations, tests, papers, reports, projects, etc.). This quality standard gives the opportunity to assess the coherence and consistency between the methods used to assess student performance and the learning objectives.

**2.08 The admission requirements and the conditions for obtaining diplomas are regulated and published.**

Explanation

The quality standard refers to the question of whether the conditions for admission and the acquisition of diplomas are proper and transparent.

### 3. Area: Implementation

#### 3.01 The study programme is conducted on a regular basis.

##### Explanation

This quality standard can be used to assess whether the programme is offered on a regular basis. It is namely about ensuring the necessary sustainability for the protection and credibility of the awarded diploma as well as the continuous adaptation and/or improvement.

#### 3.02 The available resources (supervision and material resources) allow students to achieve the learning objectives. The higher education institution shall set out how the number of students in all phases of the curriculum is determined and to what extent it is aligned with the capacity of the educational institution.

##### Explanation

This quality standard assesses the resources available for the study programme and their connection with the learning and training objectives. Any special features of the study programme are taken into account. Resources include, in particular, staff, services, infrastructure and facilities, as well as financial resources and resources used for documentation.

#### 3.03 The teaching staff has competences that correspond to the specifics of the study programme and its objectives.

##### Explanation

This quality standard can be used to assess the match between the (scientific, technical, didactic, etc.) competences of the teaching staff and the requirements of the study programme. The assessment of staff qualifications includes, in particular, the procedures for their recruitment, selection and promotion and, in the case of academic staff, the assessment of their didactic and scientific competences. The relevant procedures are defined and known to all in order to ensure the greatest possible transparency.

#### 3.04 The educational institution pursues a sustainable junior staff policy, which includes education and training, development and assessment of the teaching staff. The criteria applied take into account both research performance and teaching qualifications.

### 4. Area: Quality assurance

#### 4.01 The governance of the study programme takes into account the interests of the relevant stakeholders, and allows the necessary developments to be realised.

##### Explanation

This standard can be used to assess the extent to which the persons concerned are involved in the development of the study programme. The people concerned include in particular the students, but also, depending on the specifics of the programme, the mid-level faculty, the professors, the administrative and technical staff, as well as the external partners such as the

funding bodies, the alumni and the representatives of the world of work, professional associations, politics, civil society and all other interest groups.

Feedback from these individuals may relate to the following aspects: Training and learning objectives, content of the programme, teaching methods, methods for assessing student performance, conditions for admission and obtaining diplomas, resources, qualifications of teaching staff, connection with scientific knowledge and the professional field.

#### **4.02 The study programme is covered by the quality assurance system of the higher education institution or the other institution of the higher education sector.**

##### Explanation

This quality standard establishes the link with the quality assurance system of the higher education institution. This system must provide for periodic assessment of teaching activities and the implementation of the principles and objectives related to the construction of the European Higher Education Area.

The assessment of teaching activities shall take into account the specificities of the higher education institution. It includes the internal and external assessment procedures based on quantitative and qualitative indicators. The quality assurance system shall be designed in such a way that the analysis of the results obtained is used to develop and improve teaching activities. As part of the assessment procedures, provision shall be made for external persons to be involved in the evaluation of the study programme. These persons have the necessary expertise and competences to contribute an external assessment of the quality of the study programme without conflict of interest. For the assessment of the teaching activity, the services that support the teaching activity must also be evaluated. The assessment of teaching activities is an expression of the active participation of students in the design of learning processes "student-centred learning, teaching and assessment" (ESG 1.3). Assessment does not only refer to the realised activities, but also to the impact and the results achieved in the context of quality assurance activities.

The quality assurance system is based on the first part of the European Standards and Guidelines (ESG Part I). In addition, it should be mentioned that the European Higher Education Area serves in particular to promote mobility (students, researchers, teaching staff, administrative and technical staff), the recognition of diplomas at European level, an international dimension in the development of curricula, cooperation between institutions and cooperation in the field of quality assurance.

#### **4.03 The training institution regularly reviews the students' results (including at the federal examination) and documents the consequences derived from this for the study programme.**

##### Explanation

Accreditation includes checking the quality of structures, processes and results. In addition, completion of an accredited study programme is a prerequisite for admission to the federal examination that concludes university education. In this sense, the results of the federal examination are among the quality indicators.

**Veterinary medicine:**

**1. Area: Training objectives**

**1.01 The study programme has clear objectives that clarify its special features and meet national and international requirements.**

Explanation

This quality standard assesses the following aspects: Educational objectives of the programme (including the way they are defined and communicated), specificities of the programme (for example, theoretical and/or practical orientation, distance and/or face-to-face teaching, links with the professional world, etc.), as well as the conformity of the educational objectives with the National Qualifications Framework, with the requirements related to the European Higher Education Area and with the national and/or international reference systems of university medical professions.

**1.02 The programme pursues educational objectives that are consistent with the mission and strategic planning of the higher education institution (or the other institution in the higher education sector).**

Explanation

Every higher education institution has a clear mission, which is given to it by the (public or private) sponsor. This mission defines the institution's tasks according to its type and specificities. This quality standard assesses the linkage and coherence between the programme and the strategy of the HEI according to its mission.

**1.03 The university shall regulate, and where applicable the university colleges shall regulate, the course of study leading to a federal diploma in accordance with the objectives of the Medical Professions Act. The university awarding the Master's diploma shall be responsible for the quality of the training and for accreditation.**

**The study programme enables graduates – in line with the level of their university medical training – to namely:**

- a) **To care for animals comprehensively, individually or as part of an animal population, and to a high standard of quality;**
- b) **to deal with questions using scientifically recognised methods and taking ethical and economic aspects into account, and to make appropriate decisions;**
- c) **communicate appropriately and purposefully with owners and other stakeholders;**
- d) **to assume responsibility in the health care system, especially in the area of primary health care, and professionally in the society.**
- e) **to carry out organisational and management tasks within the framework of their professional activities;**

- f) **take into account the competences of other recognised health professions;**
- g) **to survive in international competition.**

Explanation

The training qualifies to prevent, recognise and cure animal health disorders, to alleviate suffering and to promote animal health or to cooperate with other health professionals for the prevention and treatment of diseases.

**2. Area: conception, architecture and structuring of the study programme**

- 2.01 The study programme implements the respectively applicable learning objectives in a way that allows graduates to achieve the training objectives according to MedPA.**

Explanation

This quality standard assesses the coherence between the content of the programme and the teaching methods used, and their relationship to the learning objectives.

- 2.02 Graduates of the study programme must have the following knowledge, skills and abilities:**

- a) **They have the scientific basis required for preventive, diagnostic, therapeutic, palliative and rehabilitative measures;**
- b) **They understand the principles and methods of scientific research;**
- c) **They recognise health-preserving influences, can assess them and take them into account in their professional activities;**
- d) **They are able to accompany and care for animals or livestock in cooperation and consultation with members of other professions;**
- e) **They are able to analyse medical information and the results of research, as well as to critically evaluate their findings and implement them in their professional activities;**
- f) **They are able to learn in interprofessional collaboration with members of other professions;**
- g) **They know the legal basis of the Swiss animal health system and can apply this knowledge in their professional activities;**
- h) **They are able to assess the effectiveness, appropriateness and efficiency of their services and to act accordingly;**
- i) **They understand the relationship between the national economy and the animal health sector and its various care structures;**
- j) **They are able to apply and continuously supplement this knowledge, skills and abilities on the job.**

- 2.03** The study programme supports the development of the students' social competence and personality with regard to dealing with their future professional requirements.

In particular, the programme works to ensure that students:

- a) recognise and respect the limits of veterinary practice and their own strengths and weaknesses;
- b) understand the ethical dimension of their professional actions and perceive their responsibility towards the individual, society and the environment;
- c) preserve the dignity of patients in the course of treatment.

- 2.04** The study programme sets the following educational objectives:

The graduates

- a) know the basic structures and functional mechanisms of the animal organism relevant to the practice of the profession, from the molecular level to the whole organism or population, in all its developmental phases and in the entire spectrum from the healthy to the diseased state;
- b) have basic knowledge about the behaviour of healthy and sick animals or animals in herds as well as about their demands on husbandry, feeding and handling and know how deficiencies affect their well-being and performance;
- c) master the diagnosis and treatment of common and urgent health disorders and diseases in their professional field;
- d) are qualified to carry out structured examinations of an animal or an animal population, to plan further diagnostics, to interpret findings across the board and to draw up therapy and animal health concepts and prophylactic measures;
- e) have a basic knowledge of genetics, animal breeding and animal production and understand the effects of hereditary characteristics and production methods on animal welfare and performance;
- f) are familiar with the legal basis and the state's tasks in the veterinary field, in particular with the concepts of monitoring and combating animal diseases, including diseases transmissible between humans and animals, with the control of food of animal origin and with the principles of animal welfare;
- g) are capable of handling remedies in a professional, environmentally sound and economic manner;
- h) are able to summarise and communicate the findings and their interpretation;
- i) respect the dignity of creatures, are aware of the areas of tension between the various demands of animals, humans, society and the environment and are willing and able to apply their knowledge responsibly;

**j) have adequate knowledge of methods and therapeutic approaches of complementary medicine.**

Explanation

According to Articles 3 and 14 MedPA, university education provides the foundations for practising the relevant medical profession. In principle, university education is intended to provide the future medical professional with the knowledge bases, skills and abilities from the specialist areas essential for his or her work, and it is intended to develop and promote the scientific, professional and interpersonal qualities that are a prerequisite for the fulfilment of this task.

University education is completed with the federal examination. In accordance with Article 3 of the MedPA Examination Ordinance, the learning objectives for veterinary medicine form the basis for the content of the federal examination.

**2.05 The study programme is regularly reviewed to determine how, in view of new challenges and conditions in the professional field, the general objectives according to MedPA are implemented and the necessary requirements for continuing education are met.**

**2.06 The consideration of all guidelines valid in Switzerland on the professional qualification of graduates in the study programme is documented men ted.**

Explanation

According to Article 4, Paragraph 2, Letter g MedPA, the training qualifies graduates to work in the international competition. According to the Directive 2005/36/EC of the EU Parliament and of the EU Council of 7 September 2005 on the recognition of professional qualifications, veterinary training shall include at least the training provided for in Article 38 and in Annex V, 5.4.1. subjects listed. The teaching of one or more of these subjects may take place in the be given within the framework of the other subjects or in conjunction with them.

In addition, the distribution of theoretical and practical instruction among the individual groups of subjects must be balanced and coordinated in such a way that the veterinary surgeon can fulfil all tasks (see also List of Recommended Essential competences at graduation "day-one skills" of the European Association of Establishments of Veterinary Education EAEVE).

Practical training may take the form of external internships if these are under the control of the competent authority or institution shall be completed on a full-time basis and shall not exceed one year within the total duration of higher education.

**2.07 The form of assessment of the students' performance is adapted to the learning objectives.**

Explanation

Assessments of student performance include all forms of assessment (theoretical and practical examinations, tests, papers, reports, projects, etc.). This quality standard gives the opportunity to assess the coherence and consistency between the methods used to assess student performance and the learning objectives.

- 2.08 The admission requirements and the conditions for obtaining diplomas are regulated and published.**

Explanation

The quality standard refers to the question of whether the conditions for admission and the acquisition of diplomas are proper and transparent.

### **3. Area: Implementation**

- 3.01 The study programme is conducted on a regular basis.**

Explanation

This quality standard can be used to assess whether the programme is offered on a regular basis. It is namely about ensuring the necessary sustainability for the protection and credibility of the awarded diploma as well as the continuous adaptation and/or improvement.

- 3.02 The available resources (supervision and material resources) allow students to achieve the learning objectives. The higher education institution shall specify how the number of students in all phases of the curriculum is determined and to what extent it is aligned with the capacity of the educational institution.**

Explanation

This quality standard assesses the resources available for the study programme and their connection with the learning and training objectives. Any special features of the study programme are taken into account. Resources include, in particular, staff, services, infrastructure and facilities, as well as financial resources and resources used for documentation.

- 3.03 The teaching staff has competences that correspond to the specifics of the study programme and its objectives.**

Explanation

This quality standard can be used to assess the match between the (scientific, technical, didactic, etc.) competences of the teaching staff and the requirements of the study programme. The assessment of staff qualifications includes, in particular, the procedures for their recruitment, selection and promotion and, in the case of academic staff, the assessment of their didactic and scientific competences. The relevant procedures are defined and known to all in order to ensure the greatest possible transparency.

- 3.04 The educational institution pursues a sustainable junior staff policy, which includes education and training, development and assessment of the teaching staff. . The criteria applied take into account both research performance and teaching qualifications.**

#### 4. Area: Quality assurance

##### 4.01 The governance of the study programme takes into account the interests of the relevant stakeholders, and allows the necessary developments to be realised.

###### Explanation

This standard can be used to assess the extent to which the persons concerned are involved in the development of the study programme. The people concerned include in particular the students, but also, depending on the specifics of the programme, the mid-level faculty, the professors, the administrative and technical staff, as well as the external partners such as the funding bodies, the alumni and the representatives of the world of work, professional associations, politics, civil society and all other interest groups.

Feedback from these individuals may relate to the following aspects: Training and learning objectives, content of the programme, teaching methods, methods for assessing student performance, conditions for admission and obtaining diplomas, resources, qualifications of teaching staff, connection with scientific knowledge and the professional field.

##### 4.02 The study programme is covered by the quality assurance system of the higher education institution or the other institution of the higher education sector.

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This quality standard establishes the link with the quality assurance system of the higher education institution. This system must provide for periodic assessment of teaching activities and the implementation of the principles and objectives related to the development of the European Higher Education Area.

The assessment of teaching activities shall take into account the specificities of the higher education institution. It includes the internal and external assessment procedures based on quantitative and qualitative indicators. The quality assurance system shall be designed in such a way that the analysis of the results obtained is used to develop and improve teaching activities. As part of the assessment procedures, provision shall be made for external persons to be involved in the evaluation of the study programme. These persons have the necessary expertise and competences to contribute an external assessment of the quality of the study programme without conflict of interest. For the assessment of the teaching activity, the services that support the teaching activity must also be evaluated. The assessment of teaching activities is an expression of the active participation of students in the design of learning processes "student-centred learning, teaching and assessment" (ESG 1.3). Assessment does not only refer to the realised activities, but also to the impact and the results achieved in the context of quality assurance activities.

The quality assurance system is based on the first part of the European Standards and Guidelines (ESG Part I). In addition, it should be mentioned that the European Higher Education Area serves in particular to promote mobility (students, researchers, teaching staff, administrative and technical staff), the recognition of diplomas at European level, an international dimension in the development of curricula, cooperation between institutions and cooperation in the field of quality assurance.

- 4.03 The training institution regularly reviews the students' results (including at the federal examination) and documents the consequences derived from this for the study programme.**

Explanation

Accreditation includes checking the quality of structures, processes and results. In addition, completion of an accredited study programme is a prerequisite for admission to the federal examination that concludes university education. In this sense, the results of the federal examination are among the quality indicators.

## **Annex 3**

### **Code of Conduct**

Accreditation procedures are carried out in a partnership between all stakeholders and are based on the following principles: Trust, Autonomy, Responsibility, Subsidiarity and Participation. The agency and the higher education institutions jointly ensure that an atmosphere of trust prevails during the preparation, implementation and review of the accreditations. They jointly ensure that the independence of the experts is guaranteed in their work. All interest groups of a higher education institution, in particular the students, are included in the procedure.

The members of the expert group, the representatives of the higher education institutions and the agency undertake to comply with the following code of conduct, in particular during the on-site visit:

#### **Members of the expert group**

The members of the expert group adhere to the contractual principles of independence and confidentiality. They limit their activities to objective, impartial and factual reporting.

The experts

- take into account the type and specific characteristics of the higher education institution as well as the study programme to be accredited;
- are constructive, benevolent and nevertheless critical;
- ensure respectful interaction, promote diversity of opinion through open exchange and ensure that all partners can express their views during the discussions;
- prepare well for meetings, participate actively in discussions and working sessions and stick to the established planning;
- prefer consensual decisions for the adoption of resolutions.

Outside of the discussions, the members of the expert group do not communicate directly with the university at any time.

#### **Representatives of the programme**

The representatives of the study programme adjust to the requirements of the voluntary accreditation of their study programme and thus contribute to the success and constructive atmosphere of the on-site visit.

The people who take part in the conversations:

- are open, polite, cooperative and committed to transparency;
- answer clearly and constructively;
- let the other participants in the discussion comment.

Outside of the interviews, the representatives of the study programme do not communicate directly with the members of the expert group at any time.

## **Agency**

The representatives of the agency contribute to the success of the accreditation by accompanying the representatives of the study programme during the preparation of the procedure and supporting the members of the expert group during the on-site visit.

The representatives of the agency

- ensure the integrity of the process by protecting it from all external influences;
- inform about the mandatory requirements of the procedure, if applicable;
- participate in the entire on-site visit;
- support the chairperson and the members of the expert group;
- ensure that all essential information is collected and that all aspects specified by the accreditation are taken into account;
- have no influence on the formation of the opinion of the expert group;
- ensure communication between the expert group and the study programme.

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