



swiss center of accreditation and
quality assurance in higher education

Accreditation of the universities of applied sciences

Quality standards for institutional accreditation

Points of reference

March 2011

Introduction

The Department of Economic Affairs (FDEA) *Guidelines on accreditation of universities of applied sciences and degree programmes* of 4 May 2007¹ decree the procedure and the applicable quality standards leading to an institutional accreditation.

These quality standards comply with the *European Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG). Furthermore they are finely attuned to the quality standards defined in the *Guidelines for academic accreditation in Switzerland* of 1st September 2007 decreed by the Swiss University Conference (SUC).

The closeness of the two sets of quality standards reflect the Swiss educational policy of “equal but different”: Universities and universities of applied sciences (UAS) are both part of the Higher Education Area, but differ as to the rules of admission and the profiles (learning outcomes) of the education.

However, with respect to institutional accreditation the same principle questions, which are addressed by the quality standards, apply:

- What is the institution trying to do?
- How is the institution trying to do it?
- How does the institution know it works?
- How does the institution adapt in order to improve?

The points of reference set out in this document may be used to assess the degree of compliance with the FDEAs standards by providing *questions*, eliciting the substance of each standard, and *indicators*, i.e. answers which define the threshold of the standard, complemented by *suggestions* for the documentation.

The points of reference are designed to assist both the institution of higher education (HEI) in its self-evaluation and the expert panel in its external evaluation.

¹ Hereafter the «UAS Accreditation Guidelines»

Area 1 Strategy, management and structure, financial and material resources, quality management, gender equality

Standard 1.01

The UAS carries out its activities in accordance with a published mission statement and strategic objectives.

| | Questions | Indicators | Documentation |
|---------|--|---|---|
| 1.01.01 | What is the UAS setting out to do in its mission statement? | There is a mission statement. The mission statement is published and accessible to the public. | Mission statement. |
| 1.01.02 | How does the UAS implement its mission statement? | There is a strategic plan. The strategic plan operationalises the mission statement in a coherent way. | Strategic plan. |
| 1.01.03 | What are the main areas covered in the strategic plan? | The strategic plan covers following areas: education, research, continuing education and services. Furthermore it covers equal opportunity, internationalisation and sustainability. | Description of areas in the strategic plan. |
| 1.01.04 | How much emphasis is placed on research in the strategic plan? | The significance and the proportion of resources allocated to research are defined in the strategic plan of the UAS. | Research policy as defined in the strategic plan. |

**Area 1 Strategy, management and structure, financial and material re-
sources, quality management, gender equality**

Standard 1.02

Decision-making processes, competencies and responsibilities are clear and properly im-
plemented.

| | Questions | Indicators | Documentation |
|---------|--|---|---|
| 1.02.01 | How are decision-making processes installed? | The decision-making processes are established. The decision-making processes are communicated to everyone concerned. | Description of decision-making processes. |
| 1.02.02 | How are competencies and responsibilities assigned to each body and/or individual in charge? | Competencies and responsibilities are stated in writing and accessible to everyone concerned. | Regulations defining competencies and responsibilities of bodies and individuals in charge. |

Area 1 **Strategy, management and structure, financial and material resources, quality management, gender equality**

Standard 1.03

The UAS has a management concept and suitable instruments needed to implement strategic objectives.

| | Questions | Indicators | Documentation |
|---------|---|---|---------------------------|
| 1.03.01 | Is there a management concept? What are its key elements? | There is a management concept. | Management concept. |
| 1.03.02 | How are the strategic objectives implemented? | There are instruments for the implementation of the strategic objectives. The instruments for the implementation of the strategic objectives are adequate. | List of management tools. |

Area 1 Strategy, management and structure, financial and material resources, quality management, gender equality

Standard 1.04

The UAS has the personnel, structures, financial and material resources needed to implement strategic objectives.

| | Questions | Indicators | Documentation |
|---------|---|--|---|
| 1.04.01 | How is the institution organized (structures and functions)? | The organization is fit to implement the strategic goals. | Organisational chart identifying the functions allocated to each element. |
| 1.04.02 | Is there adequate scientific, technical and administrative staff to achieve the strategic objectives and to fulfil the mission? | There is permanent administrative and technical infrastructure, which is fit to implement the institutional objectives. The number and qualification of the staff are in line with the institutional mission. | Human resource planning. |
| 1.04.03 | Is the funding appropriate for the implementation of the strategic objectives? Is there a financial plan guaranteeing mid-term continuity? | There is a mid-term plan (business plan) assuring adequate funding. | Financial statements of the past years. Financial planning. |

Area 1 Strategy, management and structure, financial and material resources, quality management, gender equality

Standard 1.05

Both the source of funding and the conditions attached to funding are declared and do not compromise the decision-making freedom of the UAS as far as fulfilment of its legal mandate is concerned.

| | Questions | Indicators | Documentation |
|---------|--|---|--|
| 1.05.01 | What are the main sources of funding and what conditions are attached to it? | The sources and conditions attached to the funding provided to the institution are transparent. | Law, by-law or agreement regulating the funding. Published financial statement. |
| 1.05.02 | Do the terms and sources of the funding in any way restrict the freedom of the UAS to make decisions concerning teaching and research? | The UAS is autonomous regarding decisions concerning teaching and research. | Law, by-law or agreement granting autonomy regarding teaching and research. |
| 1.05.03 | Are the finances of the UAS audited on a regular basis? | An independent auditing body audits the finances annually. | Recent management letter. |

Area 1 **Strategy, management and structure, financial and material resources, quality management, gender equality**

Standard 1.06

The UAS has a quality management system in place and regularly checks the effectiveness of measures implemented.

| | Questions | Indicators | Documentation |
|---------|--|--|---|
| 1.06.01 | How does the UAS routinely assure the quality of its processes? | <p>There is quality management system in place.</p> <p>The measures employed help to ensure the systematic quality assurance of and improvements to all of its activities.</p> <p>Teaching and research are evaluated regularly and adapted in the light of the results.</p> | <p>Regulations governing quality assurance processes.</p> <p>Description of evaluation tools.</p> <p>Examples from study programmes evidencing that quality assurance measures have been implemented.</p> |
| 1.06.02 | How are quality management responsibilities and processes regulated? | <p>Quality management responsibilities and processes have been stated in writing.</p> <p>Their regulation is communicated and transparent.</p> | Regulation. |

Area 1 Strategy, management and structure, financial and material resources, quality management, gender equality

Standard 1.07

The UAS provides for gender equality in all of its activities and implements a general non-discrimination policy. It has established gender equality objectives and programmes and checks the effectiveness of the same².

| | Questions | Indicators | Documentation |
|---------|---|---|--|
| 1.07.01 | How does the UAS guarantee gender equality? How has the UAS implemented a general non-discrimination policy? | There is a policy for gender equality. There is a policy for general non-discrimination. They are accessible to everyone concerned. | Policy for gender equality. Policy for general non-discrimination. |
| 1.07.02 | What are the objectives of these policies? How are they implemented? | The general management of the UAS claims responsibility for issues relating to gender equality and general non-discrimination. There is an ombudsman for issues of gender equality and general non-discrimination. Gender equality is being monitored as part of the human resources reporting. | Organizational chart indicating responsibility of gender equality, non-discrimination and services of ombudsman. |

² See KFH Recommendations, Standards for Mainstreaming Gender in Universities of Applied Sciences, Bern (6 July 2004), Standard 2.

**Area 1 Strategy, management and structure, financial and material re-
sources, quality management, gender equality**

Standard 1.08

Both students and personnel are adequately involved in the decision-making process whenever decisions affect them.

| | Questions | Indicators | Documentation |
|---------|---|---|--|
| 1.08.01 | How are scientific, technical and administrative staffs involved in decision-making processes affecting them? | Scientific, technical and administrative staffs participate in decision-making processes affecting them. Their participation is clearly regulated. | Law, by-laws or regulations defining participation of staff. |
| 1.08.02 | How are students involved in decision-making processes affecting teaching? | Students participate in an appropriate manner in decision-making processes affecting education. Their participation is clearly regulated. | Law, by-law or regulations defining participation of students. |

Area 2 Teaching

Standard 2.01

UAS has degree programmes that match its strategic objectives.

| | Questions | Indicators | Documentation |
|---------|--|---|-----------------------------------|
| 2.01.01 | How are the strategic objectives reflected in the range of study programmes offered? | <p>The range of study programmes offered are in keeping with the educational objectives set out in the mission statement of the UAS.</p> <p>The study programmes conclude with degrees, which are in keeping with the educational objectives set out in the mission statement of the UAS.</p> | List of study programmes offered. |

Area 2 Teaching

Standard 2.02

The UAS has structured and coordinated its degree programmes according to the principles set forth in the Bologna Declaration.

| | Questions | Indicators | Documentation |
|---------|--|--|--|
| 2.02.01 | How does the UAS structure the degree programmes? | The curricula of the programmes are structured so as to correspond to the objectives of the Bologna Declaration. | Description of curricula. |
| 2.02.02 | How does the UAS coordinate the degree programmes? | The UAS takes into account developments within the European Area of Higher Education. | Contracts or agreements with national / international UAS / HEI. |

Area 2 Teaching

Standard 2.03

The UAS sees to it that its degree programmes are adapted in line with changing conditions both in the profession and in society as a whole. Degree programmes are also designed to encourage gender equality.

| | Questions | Indicators | Documentation |
|---------|---|--|----------------------------|
| 2.03.01 | How does the UAS adapt its degree programmes to the conditions in the profession and in society as a whole? | Mechanisms, which ensure regular review with the inclusion of representatives of the professional domains, are in place. | Description of mechanisms. |
| 2.03.02 | How does the UAS ensure that the degree programmes encourage gender equality? | Mechanisms, which ensure that the degree programmes encourage gender equality, are in place. In particular part-time-study is possible. | Description of mechanisms. |

Area 2 Teaching

Standard 2.04

The UAS considers international aspects in its degree programmes and takes part in national and international exchange programmes involving students, teachers and - researchers.

| | Questions | Indicators | Documentation |
|---------|---|--|--|
| 2.04.01 | How does the UAS consider international aspects in its degree programmes? | Students' achievements are evaluated using a credit point system (ECTS or an equivalent system). The curricula have a modular structure. | Description of credit point system. Presentation of curricula (examples) with regard of modularity. |
| 2.04.02 | How does the UAS encourage the mobility of its students, teachers and researchers? What is the degree of mobility? | The UAS organizes and supports exchange programmes with other national and/or international UAS. The UAS has facilities that manage exchange programmes and ensure mobility or ensure that students have access to an office of this type, including the management of ECTS points. The UAS undertakes specific measures to promote the exchange of lecturers and researchers with other institutions. | Report on exchange activities in recent years. Contracts or agreements with other UAS / HEI. |

Area 2 Teaching

Standard 2.05

The UAS has established conditions for the issuance of credits and qualifications and monitors compliance.

| | Questions | Indicators | Documentation |
|---------|--|--|--|
| 2.05.01 | How does the UAS issue records of achievement and degrees? | <p>There are conditions for the issuance of credits and qualifications.</p> <p>The UAS has defined and published the conditions and the system for attaining records of achievement and degrees at the start of a study program.</p> | <p>Regulations for the assessment of students' performance.</p> <p>Regulations for obtaining a degree.</p> |
| 2.05.02 | How does the UAS monitor compliance with conditions? | The UAS has a system for monitoring the compliance with conditions in place. | Description of system. |

Area 2 Teaching

Standard 2.06

The UAS assesses periodically gathered data on alumni.

| | Questions | Indicators | Documentation |
|---------|--|---|--|
| 2.06.01 | How does the UAS collect data on their alumni? | The UAS collects data on their alumni and from the entrepreneurs. | The most recent alumni survey and its results. |
| 2.06.02 | What does the UAS do with this data? | <p>The UAS uses information from alumni surveys to improve the study programmes that it offers.</p> <p>In particular the UAS uses the data collected to assess the immersion of its alumni in the professional market and adapts study programmes if necessary.</p> <p>The data is used to determine the validity of the UAS' assessment of student's performance.</p> <p>The data is used to renew the study programmes periodically and to adapt the Learning Outcomes to the employers needs.</p> <p>The data is used to benchmark nationally and internationally.</p> | Examples of adaptations. |

Area 2 Teaching

Standard 2.07

Degree programmes involve close cooperation between the UAS, companies and professional organisations.

| | Questions | Indicators | Documentation |
|---------|--|---|--|
| 2.07.01 | How does the UAS cooperate with other UAS, with companies and with professional organisations with regard to its educational offers? | The UAS has institutionalised cooperations with other UAS, with companies and professional organisations. | Documentation impact of contracts/agreements to curricula. |

Area 3 Research

Standard 3.01

Research activities are in line with strategic objectives established by the UAS.

| | Questions | Indicators | Documentation |
|---------|---|---|---------------------------|
| 3.01.01 | How are research activities coordinated with strategic objectives of the UAS? | Research policy and activities are in line with the strategic plan. | Description of processes. |

Area 3 Research

Standard 3.02

UAS research activities match international standards for each specialised field.

| | Questions | Indicators | Documentation |
|---------|--|---|--|
| 3.02.01 | How does the UAS benchmark its research activities nationally and internationally? | The UAS has a monitoring for research installed. The UAS has a defined research profile. | Benchmark of research activities; examples of KTI-projects, memberships of research-societies, ... |
| 3.02.02 | How does each specialised field of research compare with international standards? | The research activities meet international standards for each specialised field. | Example of evaluations of fields of research. |

Area 3 Research

Standard 3.03

The UAS sees to it that research findings are included in teaching content.

| | Questions | Indicators | Documentation |
|---------|---|--|---|
| 3.03.01 | How does the UAS integrate research methods and findings into teaching? | Measures are taken to ensure that the latest advances in research methods and findings are integrated into teaching. | Examples of how research methods and findings are integrated into teaching. |

Area 3 Research

Standard 3.04

The UAS submits research project proposals to obtain grant funding and works with other institutions involved in research and development.

| | Questions | Indicators | Documentation |
|---------|---|---|---|
| 3.04.01 | How does the UAS organise its research projects, particularly with regard of funding? | The UAS competes in call for projects of funding agencies, on a national level and on a European level. | List of proposals. Proportion of third party means for R&D. Contracts. |
| 3.04.02 | What is the extent of cooperation with other institutions involved in R&D? | The UAS seeks R&D cooperation with its social and economical environment. | List of projects of co-operation. Proportion of third party means for R&D. Contracts. |

Area 4 Continuing education and training (CET)

Standard 4.01

CET courses offered at the UAS match market needs and fall in line with the strategic planning objectives established by the UAS.

| | Questions | Indicators | Documentation |
|---------|--|---|---|
| 4.01.01 | How does the UAS ensure that their CET responds to the market? | <p>The UAS has tools in place to make sure their CET responds to the need of the market.</p> <p>The UAS surveys the needs of the market on a regular basis.</p> | Description of planning tools for CET. |
| 4.01.02 | How does the UAS ensure that its CET programme is in line with the strategic objectives? | <p>The CET programme is in line with the strategic objectives.</p> <p>The CET programme is clearly differentiated from the basic bachelor and master education.</p> | <p>Description of planning tools for CET.</p> <p>Criteria for the differentiation of CET and basic education. (Example basic education: description of competencies.)</p> |

Area 4 Continuing education and training (CET)

Standard 4.02

The quality and level of difficulty of CET courses match higher education standards.

| | Questions | Indicators | Documentation |
|---------|--|---|--|
| 4.02.01 | How does the UAS ensure that the quality and the level of difficulty respond to the general standards of higher education as well as the level of the specialised field? | <p>The UAS has tools in place to ensure that the quality and the level of difficulty responds to the general standards of higher education as well as the level of the specialised field.</p> <p>The UAS has defined Learning Outcomes.</p> | Description of QA mechanisms applied to CET. |

Area 4 Continuing education and training (CET)

Standard 4.03

CET courses involve close cooperation between the UAS, host companies and professional organisations.

| | Questions | Indicators | Documentation |
|---------|--|--|--|
| 4.03.01 | How does the UAS cooperate with the professional practice and the professional organisations in planning and delivering its CET programme? | The UAS cooperates closely with the professional practice and the professional organisations in planning and delivering its CET programme. | Examples of curricula demonstrating the close cooperation with the professional practice and the professional organisations. |

Area 5 Services

Standard 5.01

The services provided by the UAS match market needs and fall in line with strategic planning objectives established by the UAS.

| | Questions | Indicators | Documentation |
|---------|---|--|---|
| 5.01.01 | How does the UAS ensure that its services rendered respond to the market? | <p>The UAS has tools in place to make sure its services rendered respond to the need of the market.</p> <p>The UAS surveys the needs of the market on a regular basis.</p> | Description of tools ensuring that services rendered respond to the market. |
| 5.01.02 | How does the UAS ensure that its services rendered are in line with the strategic objectives? | The CET programme is in line with the strategic objectives. | Description of tools ensuring that services rendered are in line with the strategic objectives. |

Area 5 Services

Standard 5.02

Services are offered on the basis of a clear schedule of fees.

| | Questions | Indicators | Documentation |
|---------|---|--|---|
| 5.02.01 | How does the UAS charge for its services? | The UAS has a schedule of fees for services rendered which is based on cost centre accounting; the UAS ensures that service charges cover the full cost. | Schedule of fees. Description of cost centre accounting. |

Area 6 Teaching and research staff

Standard 6.01

The procedures for selecting, appointing and promoting teachers are regulated and publicly disclosed. The UAS actively includes gender equality aspects in its personnel policy³.

| | Questions | Indicators | Documentation |
|---------|---|---|---|
| 6.01.01 | How does the UAS select, appoint and promote its teaching staff? | The UAS has established procedures for selecting, appointing and promoting teaching staff in a transparent way. | Regulations regarding selection, appointment and promotion of teaching staff. HR policy. |
| 6.01.02 | How does the UAS include gender equality aspects in its personnel policy? | The UAS actively includes gender equality aspects in its personnel policy. | HR policy. |

³ See KFH Recommendations, Standards for Mainstreaming Gender in Universities of Applied Sciences, Standard 6.

Area 6 Teaching and research staff

Standard 6.02

Teachers hold a higher education qualification and have adequate expertise in their field, higher education teaching credentials as well as professional and research experience.

| | Questions | Indicators | Documentation |
|---------|--|--|--|
| 6.02.01 | What qualifications and expertise does the UAS demand of its teachers? | <p>When selecting, nominating and promoting teaching staff the UAS demands a higher education qualification and adequate expertise in their field.</p> <p>Attention is paid to teaching skills, academic qualification and their expertise in the field.</p> <p>Teachers have both professional and research experience.</p> | <p>Regulations regarding selection, appointment and promotion of teaching staff.</p> <p>HR policy.</p> |

Area 6 Teaching and research staff

Standard 6.03

The UAS has established and regularly reviews rules on both specialised and job-related continuing education and training of its teaching and research staff.

| | Questions | Indicators | Documentation |
|---------|---|---|--|
| 6.03.01 | <p>How does the UAS regulate the continuing education of the academic staff?</p> <p>How does the UAS review its regulation?</p> | <p>The UAS ensures that academic staffs have access to opportunities of postgraduate training and continuing education with respect to both teaching skills and academic competence.</p> <p>The institution promotes participation by its academic staff in events providing training of this kind.</p> | <p>Regulation on the continuing education of teaching staff.</p> |
| 6.03.02 | <p>How does the UAS use the results of the assessment of teachers' performance?</p> | <p>The allocation of teaching duties among academic staff is largely based on individual teaching qualifications.</p> | <p>Regulation on the continuing education of teaching staff.</p> |

Area 6 Teaching and research staff

Standard 6.04

The UAS has a personnel policy in place that matches higher education standards and encourages the development of junior researchers.

| | Questions | Indicators | Documentation |
|---------|--|--|--|
| 6.04.01 | Does the UAS have a personnel policy adequate for higher education and how is its success evaluated? | <p>The UAS has an adequate personnel policy.</p> <p>There is a policy of the UAS on promoting upcoming junior researchers.</p> <p>The policy includes gender issues.</p> <p>It has a system for monitoring the success of such measures.</p> | <p>Regulations regarding selection, appointment and promotion of junior researchers.</p> <p>HR policy.</p> |
| 6.04.02 | How does the UAS encourage the development of junior researchers? | <p>The UAS pursues a long-range policy of promoting promising junior researchers.</p> <p>The policy includes gender issues.</p> <p>It provides adequate resources to implement this policy in practice.</p> <p>The UAS has or has access to a facility that advises academic staff on career development issues.</p> | <p>HR policy.</p> |

Area 7 Administrative and technical staff

Standard 7.01

The procedures for selecting and promoting administrative and technical staff are regulated and properly implemented.

| | Questions | Indicators | Documentation |
|---------|--|--|---|
| 7.01.01 | How does the UAS regulate the selection and promotion of administrative and technical staff? | The procedures for selecting and promoting administrative and technical staff are regulated. | Regulations for selecting and promoting administrative and technical staff. |

Area 7 Administrative and technical staff

Standard 7.02

The UAS sees to it that administrative and technical staff attend continuing education and training courses.

| | Questions | Indicators | Documentation |
|---------|---|--|--|
| 7.02.01 | How does the UAS ensure the continuing education of its administrative and technical staff? | <p>The UAS ensures and promotes in-service training and continuing education opportunities in keeping with the needs of administrative and technical staff.</p> <p>The UAS has or has access to a facility that advises administrative and technical staff on career development issues.</p> | <p>Regulations for selecting and promoting administrative and technical staff.</p> <p>HR policy.</p> |

Area 8 Student body

Standard 8.01

Admission requirements for degree programmes offered by UAS match legal requirements. Admission procedures are regulated and publically disclosed⁴.

| | Questions | Indicators | Documentation |
|---------|--|---|---|
| 8.01.01 | <p>What are the formal conditions for matriculation and admission to the programmes?</p> <p>Are there requirements specific to certain study programmes?</p> | <p>The conditions for matriculation and admission have been published. They support the purpose and objectives of the education provided.</p> | <p>Published conditions and procedures for admission.</p> |
| 8.01.02 | <p>Are there special requirements for progressing from a bachelor to a master's course?</p> | <p>The conditions for progressing from a bachelor to a master's course are regulated.</p> | <p>Regulations. Examples from study programmes.</p> |

⁴ Admission to UAS Bachelor's degree programmes are subject to specific legal provisions set forth in Art. 5 of SR 414.71. Admission to UAS Master's degree programmes is only open to holders of a Bachelor's degree. UAS may establish additional requirements for admission to their Master's degree programmes and may require that candidates demonstrate a certain level of expertise and skills in order to obtain their Master's degree.

Area 8 Student body

Standard 8.02

General equality as well as implementation of a general non-discrimination policy are ensured.

| | Questions | Indicators | Documentation |
|---------|--|---|--|
| 8.02.01 | How does the UAS ensure a general equality and non-discrimination policy for students? | <p>The UAS monitors its student body statistically.</p> <p>All the entry requirements ensure equal opportunities for men and women.</p> <p>The admission procedures, particularly time, form and contents do not impair gender equality or conflict with part-time employment or family responsibilities.</p> <p>The UAS ensures equal opportunities for men and women in the conditions and procedures of admission and in the assessment of student performance, thus allowing their students to observe their family responsibilities.</p> | <p>Annotated student statistics.</p> <p>Facilities and services.</p> |

Area 8 Student body

Standard 8.03

Study conditions make it possible for the UAS training objectives to be reached within the established and published timeframes.

| | Questions | Indicators | Documentation |
|---------|---|--|---|
| 8.03.01 | How does the UAS ensure that the study conditions allow achieving the educational objectives within the defined timeframes? | <p>The staffing level is adequate to provide education in line with the stated teaching objectives.</p> <p>Statistics showing the duration of studies and the success rate are monitored on a regular basis.</p> <p>The density and quality of student guidance is evaluated on a regular basis.</p> | <p>A summary of evaluations of the density and quality of guidance.</p> <p>Annotated student statistics.</p> <p>Facilities, services.</p> |

Area 8 Student body

Standard 8.04

The UAS offers student advisory services and enables students to receive periodic feedback regarding their own progress.

| | Questions | Indicators | Documentation |
|---------|---|--|---|
| 8.04.01 | What counselling services does the UAS provide for students and what use is made of them? | <p>The UAS ensures access to a counselling service for students, which provides advice on matters relating to studies, study finance and career opportunities.</p> <p>The institution promotes measures, which enable students to monitor their learning progress on an ongoing basis.</p> | Description of counselling services and measures. |

Area 9 Facilities

Standard 9.01

The UAS has the facilities and resources needed to meet its medium- and long-term targets.

| | Questions | Indicators | Documentation |
|---------|--|---|---|
| 9.01.01 | <p>What premises and infrastructure does the UAS have at its disposition (i.e. lecture and seminar rooms, laboratories, libraries, IT resources, learning materials, recreational rooms, offices, study areas, etc.)?</p> <p>What financial resources does the UAS have at its disposal?</p> <p>Do they permit the UAS to achieve its medium- and long-term targets?</p> | <p>The facilities and resources are adequate to achieve the medium- and long-term objectives.</p> | <p>Inventory and description of facilities and resources.</p> |

Area 9 Facilities

Standard 9.02

Facilities and resources are used efficiently and effectively.

| | Questions | Indicators | Documentation |
|---------|--|---|---------------|
| 9.02.01 | How does the UAS ensure the efficient and effective use of its facilities and resources? | <p>There is a policy for the allocation of resources and for decisions regarding facilities.</p> <p>This policy is in line with the strategic objectives.</p> | Policy. |

Area 10 Cooperation

Standard 10.01

The UAS works effectively with training and research institutions located in Switzerland and abroad.

| | Questions | Indicators | Documentation |
|----------|---|--|---|
| 10.01.01 | Does the UAS work with other institutions of education and research located in Switzerland or abroad? | The UAS works actively and effectively with other institutions of education and research located in Switzerland or abroad. | Agreements and contracts of collaboration. Examples of successful collaboration. |

Area 10 Cooperation

Standard 10.02

The UAS encourages cooperation between economic, professional and relevant social spheres.

| | Questions | Indicators | Documentation |
|----------|--|--|--|
| 10.02.01 | Does the UAS encourage cooperation between economic, professional and relevant social spheres? | The UAS has contacts with professional environment and with relevant stakeholders of society at large. | Examples documenting contracts, memberships between the spheres. |

Area 11 Sustainable Development

Standard 11.01

The UAS carries out its tasks in an economically, socially and environmentally sustainable manner. It also includes environmental and sustainability management principles in its quality development efforts.

| | Questions | Indicators | Documentation |
|----------|--|--|--|
| 11.01.01 | How does the UAS incorporate economical, social and environmental sustainability in its performance? | <p>Economical, social and environmental sustainability are elements of the UAS' strategic objectives.</p> <p>Its efforts for quality development are based on principles of environmental and sustainability management.</p> | <p>Regulations.</p> <p>Description of impact on quality development.</p> |

Area 11 Sustainable Development

Standard 11.02

The UAS includes sustainability in the design of its degree programmes, research activities and services. It takes suitable measures to encourage students to adopt a sustainability mindset and uses its facilities and resources in an energy-efficient and environmentally sound manner.

| | Questions | Indicators | Documentation |
|----------|--|---|---|
| 11.02.01 | How does the UAS consider sustainability in the design of its degree programmes, research activities and services? | Sustainability is integrated into the curriculum. Students are encouraged to adopt a sustainability mindset. | Examples of how sustainability is integrated into the curriculum. |
| 11.02.02 | How does the UAS ensure its facilities and resources are used in an energy-efficient and environmentally sound manner? | There is a policy for the allocation of resources and for decisions regarding facilities, which includes issues of energy-efficiency and environment. | Policy. |