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Thành phố Hồ Chí Minh, 27/9/2023



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IN HIGHER EDUCATION

**Assessment Guide for
the Accreditation of Programmes
in Management Studies, Economics,
Law and Social Sciences
by FIBAA**

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General Information on the study programme

Please provide the following information on your study programme:

Higher education institution (HEI)	
Degree awarding institution (if relevant):	
Programme name:	
Degree awarded:	
Type of programme:	<ul style="list-style-type: none"> bachelor programme master programme
Projected study time and number of ECTS points assigned to the study programme:	
Mode of study:	<ul style="list-style-type: none"> • full-time • part-time • cooperative
Didactic approach:	<ul style="list-style-type: none"> • study programme with obligatory class attendance • blended-learning study programme • distance learning/eLearning study programme
Double/Joint Degree programme:	<ul style="list-style-type: none"> • yes • no • optional
Scope (planned number of parallel classes) and enrolment capacity:	
Programme cycle starts in:	<ul style="list-style-type: none"> • winter semester • summer semester • both winter and summer semester • other start date: ...
Initial start of the programme:	
Type of accreditation:	<ul style="list-style-type: none"> • initial accreditation • re-accreditation
For re-accreditation: last accreditation period	

Guidelines for site visits

FIBAA is a European, internationally oriented agency for quality assurance and quality development, implementing accreditation procedures at HEIs on the basis of internationally recognised quality criteria. The fundamental assessment criteria for this are based on the principles of the [Bologna Declaration](#) as they were laid down in 1999 and later modified. Because of its close proximity to the business world, internationality and employability of graduates are of particular importance for FIBAA. FIBAA conducts the accreditation process with a claim to providing high quality work, transparency, and support for sustainable quality development at HEIs.

The assessment guide defines, which quality requirements have to be met to incorporate FIBAA's international guidelines:

1. [Standards and Guidelines for Quality Assurance in the European Higher Education Area](#),
2. [EQUAL MBA Guidelines](#),
3. [ECTS Guidelines](#),
4. "Dublin-Descriptors",
5. [Convention on the Recognition of Qualifications concerning Higher Education in the European Region \(Lisbon Recognition Convention\)](#)
6. [Decisions by the FIBAA Accreditation Committee for Programmes \(F-AC PROG\)](#)

The quality ratings define to what extent the FIBAA quality requirements have been met:

- Meets quality requirements
- Exceeds quality requirements
- Exceptional
- Does not meet quality requirements
- Not relevant

For an initial accreditation of a study programme too, the principle applies that it is to be assessed by the same criteria as an already established programme. Quality criteria which are essential for study programmes and marked (*) as so-called asterisk criteria, must at least achieve the rating "Meets quality requirements". If any of these criteria is not met, this will lead to the imposition of a respective condition upon the accreditation. Other quality criteria assessed with a "not met" have no such condition as consequence, but lead to a recommendation, which does, however, not jeopardise the accreditation. The deadline for meeting conditions is usually nine months and can, in well-founded cases, be reduced or extended (once only and at the most by six months).

The FIBAA quality seal will be awarded if no more than seven asterisk criteria are not met and if, at the same time, criteria 1.1 and 3.1.1. are at least satisfied. If more than seven asterisk criteria have not been satisfied or/and the criterion 1.1. or/and 3.1.1. are not fulfilled, the accreditation will be refused, but can be applied for again after a waiting period of at least one year.

For established programmes, which have already graduated students and display a quality which far exceeds the FIBAA quality criteria, the FIBAA Premium Seal is awarded (see [Principles for the Award of the FIBAA Premium Seal](#)). This provides reliable information about the outstanding quality of the study programme to potential students, current students, graduates, HEIs, and prospective employers.

In the accreditation and re-accreditation of established programmes, the following aspects must be given particular attention:

- evaluation of the programme's success, using various means, including interviews with graduates and alumni-tracking studies,
- review of the calculations of the student workload in the individual modules,
- assessment of evaluation results,
- analysis of the statistical data relating to enrolment rate, examination results, graduation rate, first-year student count, and the percentage of foreign students.

As part of the re-accreditation procedure, the measures taken by the HEI in order to comply with the recommendations given in connection with the earlier accreditation must be reviewed together with all major changes concerning the study programme (i.e. changes to programme content, modularisation/ECTS, staff, equipment, cooperation agreements, etc.).

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GENERAL INFORMATION

0.1 Institutional context

Please describe your institution and give a survey of the study programmes offered. Give an account of where the programme to be accredited fits in the range of programmes offered by the department or, respectively, the higher education institution.

0.2 Further development of the programme and implementation of recommendations from previous accreditation (if relevant)

Please describe:

- for initial accreditation (if students already graduated) and re-accreditation: the development of the programme, the changes which have had an effect on the programme (i.e. programme content, structure, staff etc.), the statistical data concerning number of applicants, number of first-year students, percentage of foreign students, student success rate, average duration of study, and average final grade (see [the FIBAA sample](#) for this). Please also present the results of evaluations and the measures taken as a consequence of the statistical data and evaluation results.
- for re-accreditation: measures to implement prior recommendations.

1 OBJECTIVES

This chapter is about **why** your HEI has developed this particular study programme (fitness of purpose).

1.1 Objectives of the study programme (Asterisk Criterion)

Please list and justify the qualification objectives of the study programme and relate them to the aspired qualification, as well as to the requirements of the national qualification framework¹.

Meets quality requirements

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

Exceeds quality requirements

The HEI systematically bases the qualification objectives of the programme on the specific requirements of the target group. The qualification objectives are documented in detail. They are constantly reviewed for their adequacy and up-to-dateness and are adapted accordingly.

1.2 International orientation of the study programme design (Asterisk Criterion)

Please describe the international orientation of the study programme concept and the selection of international aspects (note: the implementation of the programme concept is to be described in chapter 3.4).

Meets quality requirements

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

Exceeds quality requirements

Owing to the emphasis of the programme design on internationality in teaching and study (e.g. in terms of curricular contents, academic staff, practical experience abroad), the programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently handle international tasks.

¹ If no national qualification framework is available, the [QF-EHEA](#) is to be applied.

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme in the educational market

Please explain and motivate how you position this particular study programme on the educational market (e.g. regionally/nationally/internationally).

Meets quality requirements

The reasons given for the positioning in the educational market of this study programme are plausible.

Exceeds quality requirements

The university has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile.

1.3.2 Positioning of the study programme on the job market for graduates („Employability“)

Please elaborate in what way the programme's qualification objectives enable the graduates to find employment (Note: The implementation is to be verified in 3.6.).

Meets quality requirements

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

Exceeds quality requirements

The university has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme.

1.3.3 Positioning of the study programme within the HEI's overall strategic concept

Please explain how the programme is positioned within the HEI's overall strategy.

Meets quality requirements

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

Exceeds quality requirements

The study programme's qualification goals constitute the core of the HEI's or faculty's strategy and are sustainably implemented.

2 ADMISSION

2.1 Admission requirements (Asterisk Criterion)

Please specify where the admission requirements are defined (reference sufficient), and motivate them.

Meets quality requirements

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Exceeds quality requirements

Additionally, the admission requirements are oriented towards the strategic goals of the study programme.

2.2 Counselling for prospective students

Please describe the counselling services for applicants offered in the context of admissions.

Meets quality requirements

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the university, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

Exceeds quality requirements

The HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

2.3 Selection procedure (if relevant)

Please describe and motivate the selection procedure for this study programme.

Meets quality requirements

The selection procedure is transparent and ensures that qualified students are admitted.

Exceeds quality requirements

The selection procedure was developed on the basis of the study programme's objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results.

2.4 Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)

Please describe and state reasons for the professional experience required for this study programme.

Meets quality requirements

The required professional experience must correspond to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience must be shown at the time of the admission.

For an MBA programme, this translates into at least 2 years of professional experience after the first higher education qualification.

For an Executive MBA programme, it means at least 7 years of professional experience after the first higher education qualification, with some at a leadership level.

Exceeds quality requirements

The quality and/or duration of the professional experience required is systematically derived from the study programme's objectives. They go beyond the level normally required.

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

Please describe, which measures are taken in order to ensure that students successfully complete courses taught in a foreign language.

Meets quality requirements

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

Exceeds quality requirements

n/a

2.6 Transparency and documentation of admission procedure and decision (Asterisk Criterion)

Please describe the way in which the admission procedure and admission decision are communicated within the HEI and to the public.

Meets quality requirements

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

Exceeds quality requirements

In addition, the admission decision contains detailed information on the results of the admission procedure.

3 CONTENTS, STRUCTURE AND DIDACTICAL CONCEPT OF THE PROGRAMME

This chapter is about **how** the study programme is implemented (fitness for purpose).

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

Please describe how the qualification objectives of the study programme are implemented in the curriculum.

Meets quality requirements

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

For master programme that require professional experience, the following applies additionally: the contents of the master programme take into account the students' prior professional experience and refer to it.

For an MBA programme, the following applies additionally: the contents of the programme are in line with the [EQUAL MBA Guidelines](#).

Exceeds quality requirements

The modules consistently reflect the strategic orientation of the study programme. They clearly meet the requirements of the job market. Additional electives enhance the graduates' employability.

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

Please give the reasons for choosing the name of the study programme and the awarded degree.

Meets quality requirements

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Exceeds quality requirements

n/a

3.1.3 Integration of theory and practice (Asterisk Criterion)

Please describe how theoretical and practical contents are linked in the programme.

Meets quality requirements

Theoretical questions are, where possible, explained by means of practical examples.

Exceeds quality requirements

Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

3.1.4 Interdisciplinary thinking

Please describe how the students are qualified for interdisciplinary thinking. Please give specific examples.

Meets quality requirements

There is evidence that the programme qualifies for interdisciplinary thinking.

Exceeds quality requirements

The study programme puts an emphasis on preparing the students for an occupation requiring trans- or interdisciplinary knowledge.

3.1.5 Ethical aspects

Please describe how ethical aspects are communicated in the study programme.

Meets quality requirements

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

Exceeds quality requirements

The identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives.

3.1.6 Methods and scientific practice (Asterisk Criterion)

Please describe the way in which the study programme ensures the acquisition of methodological competences and of the ability to do scientific work.

Meets quality requirements

Students acquire methodological competences and are enabled to do scientific work on the required level.

Exceeds quality requirements

Methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

3.1.7 Examination and final thesis (Asterisk Criterion)

Please describe the type and level of examinations and the final thesis.

Meets quality requirements

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

Exceeds quality requirements

The concrete test items are particularly suitable for ascertaining the defined learning outcomes. They also examine the students' ability to deeply reflect on scientific problems and to apply scientific methods. Students are given feedback, which, if necessary, is linked to advice on the learning process. The final theses comply with the standards for international publications.

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

Please provide an [overview of the curriculum](#), which shows the modular structure of the programme based on the European Credit Transfer and Accumulation System (ECTS).

Please provide the following information as well:

Projected study time	
Number of Credit Points (CP)	
Workload per CP	
Number of modules	
Time required for processing the final thesis and awarded CP	
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of structured contact according to the EQUAL MBA Guidelines is ensured.)	

Meets quality requirements

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that CP can be acquired. The [module descriptions](#) provide detailed descriptions of intended learning outcomes and the information defined in the [ECTS Users' Guide](#).

For MBA programmes: Depending on the didactic approach, the programme includes a substantial proportion of structured contact.

Exceeds quality requirements

n/a

3.2.2 Study and exam regulations (Asterisk Criterion)

Please specify where the study and exam regulations are defined (reference sufficient).

Meets quality requirements

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the [Lisbon Recognition Convention](#); the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied with either [a relative grade or an ECTS grading table](#).

Exceeds quality requirements

n/a

3.2.3 Feasibility of study workload (Asterisk Criterion)

Please describe how it is ensured that the study programme can be completed within the projected overall study time.

(Some of the following indicators are also covered in other chapters. Regardless of their treatment under other assessment criteria, this chapter is concerned with them in the context of a thorough consideration of the feasibility of the study workload.)

Meets quality requirements

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

Addendum for initial accreditation (if the programme has already been completed once) and re-accreditation: when reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

Exceeds quality requirements

n/a

3.2.4 Equality of opportunity

Please describe how gender equality and equality of opportunity is ensured for the students enrolled in the programme.

Meets quality requirements

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

Exceeds quality requirements

The measures taken are periodically reviewed and adapted in accordance with the obtained results.

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

Please describe the didactical concept of the programme.

Meets quality requirements

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

For blended-learning/distance learning study programmes, the following applies additionally: the methods are suited for distance learning. They include, for instance, independent work with the course materials, lectures, business games, and case studies. The selection and kind of the didactic materials (printed teaching material, textbooks, digital media) correspond to the study programme objectives.

Exceeds quality requirements

Additionally, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each module, for instance by regularly using case studies and/or practical projects.

For blended-learning/distance learning study programmes, the following applies additionally: the didactical approach is innovative and can stimulate the further development of distance learning.

3.3.2 Course materials (Asterisk Criterion)

Please describe the preparation and further development of the course materials.

Meets quality requirements

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

For blended-learning/distance learning study programmes, the following applies additionally: when compiling the course materials, the specific didactical requirements are taken into account; they are well-designed and neatly reproduced.

Exceeds quality requirements

In addition, the course materials make the students familiar with different problem-solving approaches from various scientific perspectives. Through interactive work with the materials, the students are enabled to develop their own theory-based problem solving strategy. The course materials are continuously further developed according to new didactical concepts.

For blended-learning/distance learning study programmes, the following applies additionally: the course materials is systematically designed according to the didactical preferences of the students.

3.3.3 Guest lecturers

Please describe in which way guest lecturers contribute to the students' learning process.

Meets quality requirements

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

Exceeds quality requirements

Guest lecturers are regularly invited, their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

3.3.4 Lecturing tutors

Please describe in which way lecturing tutors (student assistants) contribute to the students' learning process.

Meets quality requirements

Lecturing tutors support the students in the learning process and help them develop competences and skills.

Exceeds quality requirements

Lecturing tutors contribute significantly to the students' learning process and are thus systematically integrated into the teaching activities.

3.4 Internationality

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

Please describe how international contents and intercultural aspects are implemented in the curriculum.

Meets quality requirements

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

Exceeds quality requirements

The acquisition of intercultural competences and skills are at the core of the programme's learning objectives and are strongly promoted.

3.4.2 Internationality of the student body

Please describe the international composition of the student body with respect to the objectives of the programme and describe the measures taken to promote this internationality.

Meets quality requirements

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

Exceeds quality requirements

A significant proportion of the students come from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition of the student body show a clear and sustainable effect.

3.4.3 Internationality of faculty

Please describe the measures taken to promote the internationality of the faculty as it is projected in the study programme concept.

Meets quality requirements

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

Exceeds quality requirements

The international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by the HEI.

3.4.4 Foreign language contents

Please describe how the foreign language component envisaged by the study programme is realised in the curriculum (courses, course materials, literature).

Meets quality requirements

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

Exceeds quality requirements

Lectures and course materials in foreign languages predominate. Internationality is clearly a key element of the study programme's profile.

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Please describe the way in which communication and public speaking skills as well as cooperation and conflict handling skills are acquired in the study programme.

Meets quality requirements

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

Exceeds quality requirements

Communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programme's profile.

3.6 Skills for employment / Employability (Asterisk Criterion)

Please describe how the study programme ensures the graduates' employability (with regard to the professional field envisaged).

Meets quality requirements

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules.

Exceeds quality requirements

In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations.

4 ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

This chapter is about how the programme is implemented within the given framework.

4.1 Faculty

4.1.1 Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

Please describe the structure (full time/part time) and number of faculty working in the programme. Please attach an overview of the teachers, the subjects they teach, their [curricula vitae](#), their assignment to the modules, and their responsibilities.

Meets quality requirements

Even when their teaching assignments in other study programmes, possibly even in other locations, are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

For blended-learning/distance learning study programmes, the following applies additionally: course materials have been created and supplied by qualified authors. The ongoing support of the students is ensured by tutors. In the periods requiring personal attendance (if such periods are part of the didactical concept of the study programme), a sufficient number of lecturers is available, guaranteeing a proper teaching and learning process.

Exceeds quality requirements

n/a

4.1.2 Academic qualification of faculty (Asterisk Criterion)

Please describe the academic qualification of your faculty.

Meets quality requirements

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

Exceeds quality requirements

The faculty's outstanding academic qualification is underlined by scientific publications.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Please elaborate on the pedagogical and didactical qualification of the faculty.

Meets quality requirements

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

For blended-learning/distance learning study programmes, the following applies additionally: The faculty is qualified for distance education.

Exceeds quality requirements

The faculty's outstanding qualification is underlined by excellent evaluation results or by awards granted on account of the quality of teaching.

4.1.4 Practical business experience of faculty

Please describe how the faculty's practical business experience contributes to the integration of theory and practice.

Meets quality requirements

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

Exceeds quality requirements

The faculty members have above-average business experience and use them in their teaching activities.

4.1.5 Internal cooperation (Asterisk Criterion)

Please describe how the faculty members cooperate with each other.

Meets quality requirements

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Exceeds quality requirements

In addition, projects and/or courses are conducted cooperatively.

4.1.6 Student support by the faculty (Asterisk Criterion)

Please describe how students are supported by the faculty.

Meets quality requirements

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

Exceeds quality requirements

The faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive.

4.1.7 Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)

Please describe the specific support provided for students in distance learning.

Meets quality requirements

A flexible methodology of individual study counselling is used. Methods for enhancing the individual learning processes are being introduced and demonstrably applied.

Exceeds quality requirements

Indicators are used to identify learning success and difficulties at an early stage.

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

Please describe the programme director's function and tasks.

Meets quality requirements

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Exceeds quality requirements

The programme director successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups.

4.2.2 Process organisation and administrative support for students and faculty

Please describe the administrative support offered to students and faculty members.

Meets quality requirements

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

Exceeds quality requirements

The administrative staff acts as a service provider for students and faculty.

4.3 Cooperation and partnerships

4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes²)

Please list the cooperation agreements with HEIs and other academic institutions and elaborate their significance for the conception and implementation of the study programme.

Meets quality requirements

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

In case that other academic institutions or organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

Exceeds quality requirements

Cooperation with HEI, other academic institutions and networks are aligned with the strategy of the study programmes and actively promoted (for example, by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, to discuss the further development of the programme). Such cooperation has a formative impact on the curricular contents and on the profile of the graduates. By means of specific measures (e.g. student and staff exchange, mutual sharing of course materials, and the joint offer of additional electives), they significantly contribute to the development of qualifications and skills.

² These programmes are dual / joint programmes and programmes with a compulsory stay abroad at an HEI.

4.3.2 Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes³)

Please list the cooperation agreements with business enterprises and other organisations and explain their significance for the conception and implementation of the study programme.

Meets quality requirements

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

In case that other organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

Exceeds quality requirements

Cooperation with business enterprises and other organisations is actively promoted (for example by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, in order to discuss the further development of the programme). Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. cooperation in projects, provision of traineeships, appointment of professionals in teaching), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

³ For these programmes the HEI includes or instructs other organisations to implement parts of a programme.

4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

Please describe the quantity, quality, media and IT equipment of teaching and group rooms with regard to the needs of the study programmes.

Meets quality requirements

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

For blended-learning/distance learning programmes, the following applies additionally: The technical equipment is adequate to the task of virtual reality study courses and is well documented. The equipment satisfies modern multimedia requirements. In addition, technical support is offered to students during normal working hours. A hotline is established and offers advice or troubleshooting support at acceptable waiting times.

Services for adequate support of the participants are documented. The requirements for students' work-station at home are listed (e.g. technical IT-equipment).

Exceeds quality requirements

The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g. business games, role-playing game, virtual elements), the HEI possesses appropriate rooms which possess the specific technical components needed.

For blended-learning/distance learning programmes, the following applies additionally: Additional support is offered to the students outside normal working hours.

4.4.2 Access to literature (Asterisk Criterion)

Please describe the library resources in terms of quantity and quality, students' access to specialist literature, including online-access, with respect to the requirements of the study programme.

Meets quality requirements

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

Exceeds quality requirements

The library is accessible during most of the day. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

4.5 Additional services

4.5.1 Career counselling and placement service

Please describe the career counselling and placement services provided.

Meets quality requirements

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

Exceeds quality requirements

In addition, career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events.

4.5.2 Alumni Activities

Please describe the activities of the alumni organisation.

Meets quality requirements

An alumni organisation has been set up with the aim of developing an alumni network.

Exceeds quality requirements

Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient (staff) resources are available for this purpose.

4.6 Financing of the study programme (Asterisk Criterion)

Please describe how the financing of the programme is ensured.

Meets quality requirements

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies (through respective agreements, if necessary, at another HEI).

Exceeds quality requirements

n/a

5 QUALITY ASSURANCE AND DOCUMENTATION

5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk-Criterion)

Please describe how the HEI's quality assurance and development concept and procedure are put into effect for the programme with respect to contents, processes, and outcomes.

Meets quality requirements

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Exceeds quality requirements

Additionally, graduates and representatives from the business world are included in the respective committees to plan and assess quality assurance and development procedures. They participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

Please describe how the evaluation of the study programme by the students is carried out and how the results are incorporated.

Meets quality requirements

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Exceeds quality requirements

In addition, the evaluation results are translated into a list of measures to be taken, and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

5.2.2 Evaluation by faculty

Please describe how the evaluation of the study programme (contents, procedure, and organisation) by the faculty is carried out and how the results are incorporated.

Meets quality requirements

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

Exceeds quality requirements

In addition, the evaluation results are translated into a list of measures to be taken, and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

5.2.3 External evaluation by alumni, employers and third parties

Please describe how the evaluation of the study programme by alumni, employers and, if applicable, by third parties is carried out and how the results are incorporated.

Meets quality requirements

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

Exceeds quality requirements

In addition, the evaluation results are translated into a list of measures to be taken, and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, and c) modified and adapted if necessary, as well as d) documented.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

Please describe how the programme is documented.

Meets quality requirements

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

Exceeds quality requirements

The study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency.

5.3.2 Information on activities during the academic year

Please describe how you inform about the activities during the academic year (what, where, how).

Meets quality requirements

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

Exceeds quality requirements

Press relations and network communication are actively maintained. In its annual report the HEI presents a summary of the activities of the academic year.



FIBAA

YOUR PARTNER FOR EXCELLENCE
IN HIGHER EDUCATION

**Guidelines for
the Accreditation of Programmes
in Management Studies, Economics,
Law and Social Sciences
by FIBAA**

January 2020

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Preface

Following the implementation of the Bologna Process and the introduction of Bachelor and Master programmes, higher education institutions were granted greater freedom in the configuration of their study programmes. The quality of the programmes – and of the acquired qualifications – has been made transparent to the public through external assessment (accreditation).

FIBAA is a European, internationally oriented agency for quality assurance and quality development in higher education. We see ourselves as a partner for Higher Education Institutions and comparable education providers. With many years of experience and our large network of experts we accompany and support you in every step of your quality strategy. The disciplinary focus of our activities is on management studies, law, social sciences and economics.

A thorough preparation of the evaluation procedure is crucial for its effective execution. The following guidelines will facilitate your preparation by providing information on the object, the criteria and the different stages of the programme accreditation. They will furthermore offer you advice on the compilation of your self-documentation. Please contact us if you have any further questions.

Your FIBAA Team

Part I: Programme Accreditation

1. Object

FIBAA accredits Bachelor, Master and PhD programmes. We conduct so-called “initial accreditations” of new or established programmes as well as “re-accreditations” of programmes that have been accredited in the past. All accreditation procedures are conducted based on FIBAA’s own quality standards (see “aspects of the quality of study programmes”), the meeting of which will lead to the awarding of the FIBAA Quality Seal.

Even if a study programme has not yet produced graduates, it will be assessed by the same criteria as an already established programme. Quality criteria which are essential for study programmes and marked (*) as so-called asterisk criteria must at least achieve the rating “Meets quality requirements”. If any of these criteria is not met, this will lead to the imposition of a respective condition upon the accreditation. Other quality criteria assessed with a “Not met” have no such condition as a consequence but may lead to a recommendation, which, however, does not compromise the accreditation. The deadline for meeting conditions is usually nine months and can, in well-founded cases, be reduced or extended (by a maximum of six months).

In case of a re-accreditation and in contrast to an initial accreditation, the following aspects receive particular attention:

- Evaluation of the programme’s success, e.g. through interviews with graduates and alumni-tracking studies,
- Review of the calculations of the student workload in the individual modules,
- Assessment of evaluation results and
- Assessment of the statistical data relating to enrolment rate, first-year student count, the percentage of foreign students, graduation rate, the average duration of study and the average final grade.

Additionally, experts will offer recommendations for the further development of the programme.

As part of the re-accreditation procedure, the measures taken by the HEI in order to comply with the recommendations of an earlier accreditation must be reviewed together with all major changes concerning the study programme (i.e. changes to programme content, modularisation/ECTS, staff, equipment, cooperation agreements, etc.).

It is the aim of FIBAA’s accreditation procedure to provide you with incentives and instruments for the further development of your study programme through sophisticated assessment, the experts’ recommendations, internationally valid quality criteria, the opportunity of the awarding of the FIBAA Premium Seal and the compilation of results in a quality profile. The accreditation furthermore serves the creation of transparency of the study programmes’ quality for the public and ensures international comparability.

The quality of a study programme is evaluated in a peer review process. It will be examined if and in how far the FIBAA quality criteria are met in the development and implementation of a study programme. The awarding of the FIBAA Quality Seal documents the conformity of a study programme with these criteria.

2. Aspects of the quality of study programmes

The quality of study programmes is measured mainly by three aspects:

- **Content:** Does the programme possess an adequate qualification objective and are the necessary contents and competences conveyed within the programme (e.g. correspondence to national or European quality frame)?
- **Form:** Does the programme's formal configuration conform to the relevant standards (e.g. with regard to its admission criteria, the awarded degree, its modularisation, the calculation of its workload, design of its examinations etc.)?
- **Resources:** Are sufficient resources in the form of qualified (teaching and administrative) staff and facilities (e.g. number of rooms and student work places, equipment of seminar rooms, access to study relevant literature) available for the execution of the study programme?

FIBAA assesses the programme's quality by means of 54 quality criteria, of which 29 have been rated essential for study programmes and are marked as so-called asterisk criteria (*).

The FIBAA quality standards, in the form of questions and quality requirement, are allocated to five chapters of the so-called FIBAA Assessment Guide for Programme Accreditation referred to a "Objectives", "Admission", "Contents, Structure and Didactical Concept", "Academic Environment and Framework Conditions" and "Quality Assurance and Documentation", in which the study programmes' different aspects are examined and assessed.

Each requirement is clearly defined and identified through a regularly monitored benchmark. An individual profile that clearly displays the study programme's quality is achieved by means of the orientation on prevalent quality standards.

All suitable documents with information on relevant standards and requirements can be found in the document collection for programme accreditation.

3. FIBAA Quality Seal for Programmes and FIBAA Premium Seal

3.1 FIBAA Quality Seal for Programmes

For study programmes that have successfully been accredited according to our international quality standards, we award the FIBAA Quality Seal for programmes. This seal internally and externally confirms the high quality of your study programme.

3.2 FIBAA Premium Seal

We are the only accreditation agency awarding a Premium Seal for established degree programmes that have demonstrated their outstanding quality in study and teaching. The seal provides prospective students, graduates, other higher education institutions as well as employers with reliable orientation on the outstanding quality of the degree programme.

Principles for the Awarding of the FIBAA Premium Seal

FIBAA sets particular standards in all of its five core areas (Objectives, Admission, Contents, Structure and Didactical Concept, Academic Environment and Framework Conditions and Quality Assurance and Documentation) when awarding the Premium Seal to a degree programme.

The Premium Seal can only be awarded to degree programmes that are already established in the market. The Premium Seal is not conferred if the accreditation is granted with conditions. However, once the conditions have been met and the fundamental requirements have been achieved, the Premium Seal can be awarded at a later stage.

Procedure:

To start with, each evaluation criterion is assigned between 1 and 4 points (the more points scored, the better). The number of points scored for the assessment criteria is determined by the question of which of the programme's aspects are central to the acquisition of career-related competencies. In each case, the number of points is multiplied by a defined factor, depending on the assessors' appraisal. The weighting for the evaluation levels is defined as follows:

Excellent: 3

Exceeds the Quality Requirements: 2

Meets the Quality Requirements: 1

Fails to Meet the Quality Requirements: -2

The benchmark is set at 100%, equal to the assessment: "Exceeds the Quality Requirements". If this evaluation level does not exist for a criterion, it is set at "Meets the Quality Requirements".

To attain the Premium Seal a score of least 60% of the points must be achieved in all five core areas. The Premium Seal is awarded if, in addition to this, at least 65% of the total number of points have been scored.

If a criterion is assessed as "not relevant", it will not be considered when calculating the points needed for the awarding of the Premium Seal.

If the requirements for the Premium Seal are not achieved, although the requirements needed for an accreditation have been met, FIBAA will award its "normal" Quality Seal.

4. Procedural Steps

4.1 Admission criteria

The admission to FIBAA's accreditation procedures can only be granted to public and state-approved institutions, and to those that are in the process of state-approval. Without state-approval of the HEI, no FIBAA accreditation procedure will be conducted.

4.2 Inquiry and contract

For initial information and in order for us to be able to provide you with a tailor-made quotation, we ask you to complete and return our [inquiry form](#). We are then able to provide you with a non-binding quotation and discuss the desired timetable for the accreditation procedure with you. Before your application, we are happy to inform you about the content and work stages of a programme accreditation in a preparatory discussion.

4.3 Self-evaluation report

Upon the conclusion of the contract you will compose a description of all relevant aspects of the study programme. If several programmes are to be accredited in a cluster, please compile them in one self-evaluation report. The report is based on the Assessment Guide for the Accreditation of Programmes in Management Studies, Economics, Law and Social Sciences by FIBAA, which will support you in the steps of describing your study programme by providing questions to the aspects of “Objectives”, “Admission”, “Contents, Structure and Didactical Concept”, “Academic Environment and Framework Conditions” and “Quality Assurance and Documentation”. The report should not exceed 45 pages; in the case of cluster accreditation, 10 additional pages per study programme are acceptable. Please include the relevant appendices, which need to be prepared in any case in the framework of planning and implementing the study programme (e.g. regulations and module descriptions). Please include information on results of previous accreditation/evaluation procedures from the last two years as we may consider them in our accreditation procedure.

As soon as you have submitted your self-evaluation report, we will name a FIBAA project manager as your contact and begin the evaluation procedure proper. In a first step, your self-evaluation report will be checked for completeness (see checklist p. 16). In case of missing documents or information we will let you know in good time and ask you to submit these.

Peer-Review process

The assessment of study programmes follows along the lines of the Peer-Review process: Competent reviewers discuss the study programme’s relevant aspects based on written information/documentation with representatives of the HEI in a constructive-critical dialogue. The expert panel then compiles an assessment report based on the results which includes a recommendation for the FIBAA Accreditation Committee for Programmes as decision-making body.

4.4 Date for Site Visit

You and your FIBAA project manager will agree a date for the expert panel’s site visit. In urgent cases the site visit may take place prior to the submission of the self-evaluation report. Please contact the project leader for programme accreditation as early as possible to find an arrangement on this matter.

Please note that, upon prior agreement, four to six months can lie between the submission of your self-evaluation report and the decision through the FIBAA Accreditation Committee for Programmes (F-AC PROG). The F-AC PROG meets four times a year. Please check our [Homepage](#) for the specific dates.

In order to assure a quick and smooth procedure, please let us know in good time (upon conclusion of the contract) which of the F-AC PROG meetings you envisage. We will then be able to develop a schedule and to have all relevant resources available.

4.5 Appointment of the review panel

After the agreement on possible dates for the site visit, FIBAA will appoint the review panel and confirm the site visit. We will inform you on the compilation of the review panel in good time before the visit. In case of any impediments from your side (e.g. possible partiality), the panel will be adequately modified. The final decision on the compilation of the review panel lies with FIBAA.

Review Panel

The compilation of the review panel should ensure the experts' evaluation of all areas relevant for the accreditation procedure (e.g. subject-specific aspects, structural and formal aspects, social aspects). Members of the review panel especially include experts from the field of academia, students and experts from professional practice.

A FIBAA review panel consists of at least four people, including:

- Two experts from the field of academia, one of which a university professor and one a professor of a university of applied sciences,
- One expert from professional practice and
- One student member.

For the accreditation of a distance learning programme the expert panel will be complemented by an expert for distance learning; for the accreditation of a cooperative programme an expert for cooperative studying will be called in.

FIBAA experts receive regular training and are called in as experts by FIBAA only after a trial period. FIBAA has a pool of experts at its disposal made up of approximately 450 proven international experts in their respective fields, from professional practice and the student body.

4.6 Assessment of the self-evaluation report

As soon as we receive your confirmation on the expert panel, the experts receive the programme's self-evaluation report for assessment. Should they require additional information, we will forward their requests to you in good time.

4.7 Site Visit

The site visit through the expert panel is usually conducted no sooner than eight weeks after the submission of your self-documentation. The experts will separately interview the representatives of the HEI, e.g. the management, teaching staff and students of the programmes, but also administrative staff and in some cases graduates as well as representatives of cooperating institutions and companies. It should be generally ensured that different interlocutors are chosen for the individual interviews and that possible doubling in the interviews through candidates holding more than one function is avoided. The site visit usually takes 1.5 days, it may take longer if more than one study programme is assessed, and it ends with a first feedback by the experts concerning the conformity of the study programme with the relevant requirements.

The time schedule and the compilation of the meetings depend on various factors, such as the programme's profile or the interlocutors' availability, and are agreed upon by your FIBAA Consult project manager together with you. Concerning the choice of student representatives, it is to be ensured that they are not employed by the university in any way (e.g. as tutor or student employer).

Example of a time schedule for a site visit

First Day	Item on the Programme	Participant
by 12:00 am	Arrival of experts	
12:00 am	<p style="text-align: center;">Welcome at the institution</p> <ul style="list-style-type: none"> - Presentation of the FIBAA team - Presentation of the institution <p><i>Short presentation (max. 15 min.) on the structure and objectives as well as the positioning of the study programme in the institution's or department's strategy, with potential subsequent discussion.</i></p>	
12:45 am	<p style="text-align: center;">Internal preliminary expert meeting</p> <p><i>Including snacks. Review of presented study and teaching material, examination performances, final examinations etc. (see Checklist)</i></p>	
02:30 pm	<p style="text-align: center;">Initial meeting with study programme's management</p> <p><i>Main topics: Objectives and positioning of the study programme in the educational and professional market, internationality, curriculum (structure and content, employability), curriculum design and -development, number, frequency and organisation of examinations, teaching contents, academic support of the students, programme management.</i></p>	
04:00 pm	Break	
04:15 pm	<p style="text-align: center;">Individual interviews with teaching staff</p> <p><i>(full-time and part-time)</i></p> <p><i>Main topics: Student support, teaching contents, didactics/methodology, involvement in decision-making processes, employee development and -qualification, internal cooperation and coordination</i></p>	
06:45 pm	Break	
07:00 pm	<p style="text-align: center;">Internal expert meeting</p> <p><i>(review of documents)</i></p>	
From 08:00 pm	Transfer to hotel / dinner for experts	

First Day	Item on the Programme	Participant
ca. 08:00 am	Transfer to institution	
Ca. 08:30 am	Internal expert meeting <i>(review of documents)</i>	
09:30 am	Tour of the institution <i>(group rooms, Computer room, library etc.)</i>	
10:30 am	Group interview with administration <i>Main topics: Student support, organisation of study programme, social counselling, career counselling, alumni activities, international matters, procedural organisation, decision-making processes, further qualification</i>	
11:30 am	Group interview with students (and possibly alumni) <i>Main topics: Organisation of studies, study progress, content of studies, counselling and support, examination organisation, internships (if applicable), stays abroad, field trips, working conditions, administrative support, workload, participation in decision-making processes, evaluations</i>	
12:30 am	Break	
12:45 am	Interview with representatives of quality management <i>Main topics: Quality objectives, quality assurance procedures/evaluations (workload, alumni distribution, academic success), statistical data (if necessary)</i>	
	<i>In case of cooperative study programmes: meeting with partners from business world In case of distance-learning programmes: presentation of electronic learning platform</i>	
	<i>Additional meeting if necessary (e.g. clarification of remaining questions with programme management, advisory board of the study programme etc.)</i>	
02:00 pm	Expert retreat <i>(including snacks)</i>	
ca. 04:30 pm	Final meeting - <i>Project manager presents summary of impressions gathered during the site visit</i> - <i>Further action</i>	

4.8 Assessment Report

Based on the self-evaluation report and on further information if necessary, as well as on the insights gained during the site visit, the expert panel will draft an assessment report. In case of the accreditation of several study programmes (“cluster accreditation”), separate assessment reports will be drafted for each study programme.

The structure of the report follows the structure of the Assessment Guide. The report includes the experts’ evaluation of the conformity of the programme’s essential features to relevant standards and requirements as well as a decision recommendation for the FIBAA Accreditation Committee for Programmes (F-AC PROG). A copy of the report will be forwarded to you for a statement, excluding the decision recommendation. Should the expert panel recommend a suspension of the procedure (see results of the procedure), you will receive the complete assessment report, including the decision recommendation.

4.9 Decision-making and result of the procedure

F-AC PROG discusses the assessment result (report) and decides on the programme accreditation, taking your statement into consideration. F-AC PROG meets approx. four times a year; the specific dates are published on our [homepage](#). F-AC PROG may decide on:

- Accreditation
- Accreditation with conditions
- Refusal of Accreditation

In the case of a *positive* result (without conditions) of the procedure, the study programme receives accreditation for 5 years (in case of an initial accreditation) or 7 years (in case of re-accreditation).

Even if a study programme has not yet produced graduates, it will be assessed by the same criteria as an already established programme. Quality criteria which are essential for study programmes and marked (*) as so-called asterisk criteria, must at least achieve the rating “Meets quality requirements”. If any of these criteria is not met, this will lead to the imposition of a respective condition upon the accreditation. Other quality criteria assessed with a “Not met” have no such condition as a consequence but may lead to a recommendation, which, however, does not compromise the accreditation. The deadline for meeting conditions is usually nine months and can, in well-founded cases, be reduced or extended (by a maximum of six months).

The FIBAA Quality Seal is awarded if a maximum of seven asterisk criteria has not been met and only if at least criteria 1.1 and 3.1.1 are both met (conditions may never be imposed on these two criteria). If more than seven asterisk criteria are not met or if at least one of criteria 1.1 and 3.1.1 is not met, the accreditation will be refused and a new accreditation can be applied for only after a blocking period of one year.

Established programmes which have already produced graduates and which have received extraordinary results in study and teaching that considerably exceed FIBAA’s quality criteria will be awarded the FIBAA Premium Seal. It provides prospective students, graduates, other higher education institutions as well as employers with reliable orientation on the outstanding quality of the degree programme.

For study programmes which have successfully been accredited without or with conditions, the FIBAA Quality Seal will be awarded, in the latter case listing the conditions. FIBAA subsequently hands out the assessment report and the accreditation certificate to the HEI. The complete assessment report will be published on FIBAA's website.

4.10 Fulfillment and proof of fulfillment of conditions, where applicable

The meeting of the condition is to be proven within the deadline. The submission of the relevant documents (e.g. modified admission regulation) usually suffices (see guidelines for meeting of conditions). The documents, including a statement by the expert panel, are submitted to F-AC PROG for confirmation of the fulfilled conditions and discussed in the subsequent F-AC meeting. In the case of exclusively formal conditions (e.g. pending approval of examination regulation), FIBAA will attend to the documents without the consultation of the expert panel. If F-AC PROG regards the conditions as having been met, this decision will be stated in a report and the accreditation certificate and the assessment report will be modified accordingly.

In the event that the university is not able to prove that it has met the conditions within the given deadline, an application for a one-off deadline extension (3 months max.) is possible in reasonable cases. If the conditions are not met within the deadline or the extended deadline, the accreditation of the study programme will be withdrawn.

Option to appeal

We generally propose that you approach us directly in case of problems during the accreditation process. Solutions can usually be found during the further course of the procedure and misunderstandings can often be clarified. Within the framework of your statement to the assessment report, you are given the opportunity to point out aspects that, from your viewpoint, are not represented or assessed correctly. Prior to F-AC PROG's decision-making, the expert panel engages with the criticised aspects anew and may change the report accordingly.

If you feel that the assessment report and the recommendations given therein are still not appropriately deduced, there is furthermore the option of lodging a reasoned appeal to FIBAA within a period of one month after written notification of the decision. In this case, F-AC PROG – after a statement by the experts – will attend to the programme and to the HEI's statements anew. Should the committee agree with the HEI's arguments for complaint, the accreditation decision may be changed directly. If no agreement is found, the FIBAA Appeal Committee will be asked to examine in detail the accreditation procedure, its results and the complaints brought forward by the institution and to submit a well-founded recommendation to F-AC PROG ("appeal procedure"). Based on this recommendation F-AC PROG will again discuss the accreditation decision in a subsequent meeting and come to a concluding decision.

Overview of the procedural steps of a programme accreditation

→ Higher Education Institution	FIBAA ←
Contact FIBAA	
Preparatory meeting between institution and FIBAA if necessary	
<ul style="list-style-type: none"> Submission of completed application form to FIBAA 	
Calculation of procedural costs and preparation of offer	
<ul style="list-style-type: none"> Conclusion of contract Drafting of self-evaluation report Date proposal for site visit 	
Compiling of expert panel; Appointment and planning of site visit; Possibly request for further information	
<ul style="list-style-type: none"> Coordination of site visit's organisation (internally and with FIBAA) 	
Experts' site visit at HEI	
Submission of draft of assessment report without decision recommendation to the institution for statement.	
<ul style="list-style-type: none"> Statement of HEI 	
Consideration of HEI's statement by expert panel; Completion of assessment report	
Decision-making by FIBAA Accreditation Committee for Programmes	
Submission of assessment report and in some cases of accreditation certificate, including a list of conditions and deadlines for meeting the conditions where applicable; Publishing of assessment report on FIBAA's website	

Part II: The Self-Evaluation Report

1. Basic principles

The self-evaluation report serves as a basis for the experts to assess the study programme; it is therefore of fundamental importance for the accreditation's success. Experience shows that sufficient time should be scheduled for the compilation of the self-evaluation report – a report that has been compiled “on the final leg” may include inconsistencies, not all relevant people may be acquainted with it, or it may not be coordinated sufficiently with other places. A first recommendation for the compilation of the self-evaluation report is therefore:

Start in good time.

The accreditation system is “alive“: On the basis of the players' experiences in the system and against the background of national and international developments, the standards and requirements are constantly evolving. Standards that were in place for the first accreditation of a study programme five years ago may meanwhile have changed. In some cases, what used to be “only” important may now be crucial for success. Therefore:

Check for the latest regulations.

In a peer review process the assessment is usually performed by external experts (so-called “external quality assurance”). They are appointed in order to look at the matters with a “view from the outside” and to arrive at an unbiased assessment. The experts are therefore naturally not familiar with internal matters, which should be considered when compiling the self-evaluation report. Therefore another recommendation is:

Do not presuppose institution-specific knowledge.

The self-evaluation report gives a first impression of the programme's quality. It intends to describe relevant aspects and to offer answers; it may, however, also raise new questions. The more consistent the descriptions, the easier it is to understand the self-evaluation report. Predications should always be conclusive from previously given information. For a good self-evaluation report you should therefore:

Offer consistent information.

Please attach all relevant appendices, such as regulations, contracts etc. (see Checklist [Appendices to Self-Report of the HEI](#)) to the self-evaluation report. In case of missing attachments, we will remind you to submit them. During the compilation of the self-evaluation report please note that you will be expected to:

Prove essential information.

It is important to FIBAA to balance income and expenses of an accreditation procedure. This should be reflected in the self-evaluation report. Precise information regarding the essential facts as well as, if necessary, references to relevant attachments, which in any case need to be prepared for planning and implementing the study programme, are recommended. The Assessment Guide steers you through the individual topics and it illustrates the information that really matters for the assessment of the quality standards. The self-evaluation report should not exceed 45 pages (excluding appendices). A last principle is therefore:

Focus on essential facts.

2. Checklist Programme Accreditation

Completed?

Self-affirmation

- The formal configuration of the study programme conforms to the relevant regulations in their CURRENT version
- The configuration of the content of the study programme conforms to the relevant regulations in their CURRENT version

Self-evaluation report:

On the basis of FIBAA's Assessment Guide, the following aspects are to be elaborated on:

- Objectives
- Admission
- Contents, Structure and Didactical Concept
- Academic Environment and Framework Conditions
- Quality Assurance and Documentation

Appendices to Self-Report:

- Organigram (chapter 0.1)
- Statistical Data (chapter 0.2) (see sample document of FIBAA*)
- Regulations for admission (if this is not integrated in the study and examination regulations) (chapter 2)
- Curriculum overview / course timetable (chapter 3.1/3.2) (see sample document of FIBAA*)
- Module descriptions / syllabi (chapter 3.1/3.2) (see sample document of FIBAA*)
- Study and examination regulations incl. regulations on credit transfer and recognition (chapter 3.2)
- Diploma Supplement (chapter 3.2)
- Learning Agreement, where applicable (chapter 3.2) (exemplary)
- Regulations for practical training / internship, where applicable (chapter 3.2)
- Curriculum vitae of lecturers (full-time and part-time) (see sample document of FIBAA *) (chapter 4.1)
- Cooperation agreements related to the study programme, where applicable (chapter 4.3)
- Regulations of Quality management (chapter 5)
- Evaluation sheets / survey examples (chapter 5)

* Sample documents can be downloaded from FIBAA's website: <http://www.fibaa.org/en/procedures-at-programme-level/prog-according-to-fibaa-quality-standards/fibaa0841.html>.

Preparation for Site Visit

Suggestions for date of site visit

- Internal agreement
- Agreement with FIBAA

General organisational matters

- Advise HEI members of the accreditation procedure in good time
- Book rooms in a hotel in the HEI's vicinity
- Book a table for the experts' dinner in a restaurant
- Organise snacks for experts (on two days)
- Organise catering/drinks for the interviews
- Set up wi-fi account for experts

Time management

- Agree on schedule for site visit (start and duration of meetings) with FIBAA

Rooms for site visit

- Book adequate conference room within the institution (to seat 15 min.)
- Signpost the building/room if necessary

Interlocutors

- Agree on the compilation of the interviews with FIBAA
- Inform participants
- Create name tags/plates for experts and interlocutors

Documents on site

- Study- and teaching material (selection)
- Exams and final examinations (incl. assessment/evaluation and good, mediocre and bad examinations for each)
- Internship reports, if applicable (6-8 for each study programme, incl. assessment/evaluation, differently graded reports)
- Case studies (exemplary for the study programme)
- Information leaflets (for the study programme)
- Activity/annual report
- information folder for students of study programmes with block teaching accompanying their employment, if existent
- Evaluation assessment (results from the previous 2-3 years)

3. Frequently asked Questions (FAQ)

Please find below answers to frequently asked questions (FAQ) on the following topics:

I- General information on the accreditation of study programmes

II- Self-evaluation report

III- Peer-review processes and site visit

IV- Decisions of the FIBAA Accreditation Committee for Programmes (F-AC PROG) and their consequences

I- General information on the accreditation of study programmes

How long does a programme accreditation procedure take?

A programme accreditation generally takes 6 months from submission of the self-evaluation report by the institution to a decision taken by the FIBAA Accreditation Committee for Programmes (F-AC PROG). Upon the conclusion of the contract FIBAA will contact you in order to agree on a schedule together.

II- Self-evaluation report

How should we produce our self-evaluation report?

The self-evaluation report should be produced based on the FIBAA Assessment Guide. This document includes all the relevant quality standards in the form of questions and definitions of the benchmarks.

By when should the self-evaluation report be submitted to FIBAA?

Self-evaluation reports should be submitted to FIBAA at the latest one year after conclusion of the contract.

How many copies of the self-evaluation report should a HEI send to FIBAA?

FIBAA needs one self-evaluation report in electronic form (via e-mail, download link etc.).

What happens after the university has submitted its self-evaluation report?

After submitting the documentation, FIBAA will appoint a Project Manager, who will assume responsibility for the coordination of the procedure and be your contact person throughout the process. The project manager will arrange a date for the site visit in agreement with the HEI.

The FIBAA Panel Appointing Committee for Programme Accreditation will appoint a Review Panel.

After the self-evaluation report has been checked for completeness by FIBAA, the review panel will check it for consistency, plausibility and conformity with the FIBAA Quality standards and international Guidelines and Targets. After this has been completed, the site visit can take place.

III- Peer-review process and site visit

How are the experts chosen?

The assessment of study programmes follows along the lines of the "Peer-Review" process proven in the academic field: Independent experts are selected in accordance with disciplinary criteria check and assess the objective facts and circumstances with the university as equals. FIBAA's strict system of criteria hereby assures unbiased and comprehensible expertise at all times.

The expert panel is generally made up of at least four persons, two from the field of science (one professor of a university and one professor of a university of applied sciences), one from the field of professional practice (corporate or industry representatives) and a student member. FIBAA maintains a pool of more than 700 proven experts in their respective fields.

FIBAA sets a series of requirements for the appointing of experts. To qualify as an expert, it is absolutely essential that an adequate understanding and knowledge of evaluation and accreditation processes are assured. This is why FIBAA regularly offers training courses and seminars for its experts that extend far beyond the statutory requirements.

The university is advised of who the members of a reviewer panel are in good time. To ensure that the reviewer panel is unbiased, FIBAA will give the university the opportunity to submit any reasonable appeal. The university has neither nomination rights nor veto rights.

How is the site visit organised?

The site visit generally takes 1.5 or 2 days, depending on the number of programmes to be accredited. The review panel gains a comprehensive overview of the study programme and the contribution of all involved by carrying out numerous interviews with the university executive, the teaching/academic staff, the students, graduates as well as administrative staff.

IV- Decisions of FIBAA Accreditation Committee for Programmes (F-AC PROG) and their Consequences

When does F-AC PROG meet?

F-AC PROG meets about four times a year at intervals of approx. three months. The dates for meetings of the F-AC PROG can be found on [FIBAA's website](#). We usually agree on the envisaged meeting for F-AC PROG's discussion of your procedure upon submission of your self-evaluation report.

To which decisions can F-AC PROG come?

F-AC PROG can either decide to:

- Accredite the Degree Programme,
- Accredite the Degree Programme with (max. 7) conditions (if a maximum of seven asterisk criteria has not been met and only if at least criteria 1.1 “Objectives of the study programme” and 3.1.1 “Logic and conceptual coherence” are both met) or
- Refuse the Accreditation (If more than seven asterisk criteria are not met and/or if at least one of criteria 1.1 and 3.1.1 is not met).

Before F-AC PROG makes its decision, the university will receive the Assessment Report, excluding the experts’ decision recommendation, for a statement..All decisions taken by F-AC PROG take the HEI’s statement into consideration.

How long are study programmes accredited for?

For Initial Accreditation: 5 years.

For Re-Accreditation: 7 years.

If F-AC PROG decides to accredit the study programme subject to conditions, the accreditation duration can be shortened.

What happens after a positive accreditation decision?

After a positive accreditation decision according to FIBAA’s quality standards the HEI receives the FIBAA Quality Seal for accredited Programmes.

The accreditation results, the names of the participating experts and the assessment report (under observance of all legal conditions for data protection) are published on FIBAA’s Homepage (→ [accredited study programmes](#)).

What happens in the event of a negative accreditation decision?

If FIBAA refuses an accreditation of a study programme, the new accreditation can only be applied for after a blocking period of generally one year.

What happens in the event of an accreditation with conditions?

The university must prove that it has met the given condition(s) within a deadline of 9 months. Please consider the guidelines for the meeting of conditions in the process, which we will be glad to forward to you upon request after F-AC PROG’s decision.

The proof submitted by the university is checked immediately by the review panel or by FIBAA (in the case of formal conditions). Based on the expert panel’s/of FIBAA’s recommendations, F-AC PROG will decide whether the conditions have been met.

If the HEI is not able to prove that it has met the condition(s) within the given deadline, it can, in reasonable cases, apply for a one-off deadline extension (6 months max.). Otherwise, FIBAA will, after a notice and an appropriate additional respite, be required to withdraw the study programme’s accreditation.

What happens if the HEI does not agree with the decision of the F-AC PROG?

Each decision taken by the F-AC PROG will be communicated to the university with immediate effect. As from this point, the university will have 1 month to lodge a written and substantiated appeal to FIBAA.

The university's appeal is initially checked by the FIBAA Appeals Committee. This committee then recommends the FIBAA Accreditation Committee for Programmes. If F-AC PROG allows the appeal, the case will be submitted to the FIBAA Appeal Committee for examination.

F-AC PROG will make the final decision.

Further information on the appeal procedure can be found on page 13.

When does FIBAA award its Premium Seal?

FIBAA awards the FIBAA-Premium-Seal to universities offering study programmes which have already established themselves in the market and which have proven the excellent quality of their studies and teaching within the scope of an accreditation process according to the international quality standards of FIBAA.

This award confirms that a study programme as a whole clearly has an outstanding quality. It provides potential students, students, graduates, universities and the employment market with reliable orientation regarding the quality of the degree programme.

Further information on the principles for the awarding of the FIBAA Premium Seal can be found on page 6.

Is the HEI allowed to make any changes to a previously accredited study programme?

Changes to the study programme are possible, sometimes even desirable, in the course of continuous improvement and updating. If these changes are substantial (e.g. new location, new opportunity for specialisation) and if they affect the programme's conceptual design or profile, the university is obliged to report this to FIBAA in order for us to check whether these changes may affect the programme's quality and thus need to be assessed anew.

FIBAA then decides whether the procedure may be shortened and whether it may be conducted via conference call or if an evaluation on the basis of written documents is possible. If you are unsure, it is always recommendable to contact FIBAA to inquire whether it is necessary to report a change. We are happy to advise you.

Can the accreditation be revoked? If yes, in which cases?

In certain situations, FIBAA considers it as its duty to revoke the accreditation. This is the case when,

- The HEI fails to meet the deadline set for redressing the conditions,
- The HEI fails to advise the accreditation agency of any reportable changes, although these substantially affect the basis of the original accreditation.

Please contact us for further information:

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