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IN HIGHER EDUCATION

Assessment Guide (AG) for
**Certification with the
FIBAA Quality Seal
„Excellence in Digital Education“®**

The Assessment Guide: Quality Criteria and Inspiration

This assessment guide forms the basis for certification with the FIBAA quality seal „Excellence in Digital Education“®. For each chapter (‘standard’) and each criterion, you should describe your institution’s¹ position in the respective areas in a self-assessment report of no more than 80 pages.

To assist you in preparing the self-report, FIBAA has provided sample questions for each criterion. The questions are intended to help you reflect on the respective topic, focus your presentation and, if necessary, inspire you to further develop your digital teaching and learning offerings beyond the description of the status quo. You do not have to answer every question individually.

For the assessment by the experts with regard to certification with the FIBAA quality seal „Excellence in Digital Education“®, only the criteria texts (respectively ‘Level 1 – visible’, ‘Level 2 – structured’ and ‘Level 3 – sustainable’) and your information on these in the self-report and within the scope of the assessment are decisive.

In addition to the sample questions, FIBAA invites you to consider the following questions for each criterion:

- What structures, offerings and experiences are already in place?
- What successful approaches are you pursuing?
- Where do you see particular strengths and opportunities for development at your institution?
- What ideas or innovations could shape the next steps?
- What other aspects would you like to highlight in particular?

With this in mind, we wish you plenty of space for reflection and inspiration as you prepare your self-evaluation report!

¹ In this assessment guide, ‘institution’ refers to the subject of certification (university, department, continuing education institution or individual study or continuing education programmes to be certified). All criteria/standards must be considered in the context of the university/continuing education institution/faculty or the department/study programme/continuing education programme to be certified.

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Standard 1: Strategic orientation of digital teaching and learning provision

1.1 Criterion: Goal Setting

Please explain the objectives to be achieved with digital teaching at the institution. You can address the following questions, for example:

- How do you develop the objectives for digital teaching at your institution? (Process)
- Which groups of people (institution management, staff, lecturers, students, external stakeholders) are involved in the process of defining objectives, and in what form?
- How do you develop the content of the objectives for digital teaching at your institution, e.g. with regard to:
 - current and future developments such as new technologies, micro-credentials and digital badges/wallets
 - Artificial intelligence in studies, teaching and administration, as well as ensuring academic integrity
 - Teaching future skills and qualifying students for future tasks
 - Changes in user behaviour
 - Student expectations
 - Data protection and data security
 - ethical, equality, accessibility and social aspects of digital learning?
 - other topics such as AI, innovation and sustainability?
- Have you defined short-, medium- and long-term goals for digital teaching?
- What are your goals with regard to digital teaching in the areas of human resources, technology, instructional methods and quality assurance?
- What added value are your digital offerings providing for students and other stakeholders, including teachers, staff, the faculty and the institution (e.g. in terms of its position in the education market)?
- Which (new) target groups or markets are accessible through digital offerings?
- What other topics are you considering within the goals of digital teaching (e.g. AI, innovation, sustainability) and how are they addressed?
- How do you communicate these goals to your stakeholders and the public?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

Clear, comprehensible and achievable goals regarding the digital teaching have been formulated.

Level 2 - Structured:

There is a process (procedure, responsibilities) for developing and coordinating objectives with internal and external stakeholders.

Level 3 - Sustainable:

The objectives are regularly reviewed for changes in the environment (technology, politics, etc.) and among stakeholders and adjusted if necessary.

1.2 Criterion: Future Orientation

Please describe how you ensure that trends in digital teaching like technical innovations and changing skill requirements are observed, taken into account and anticipated. You may address the following questions, for example:

- What important trends in digital teaching do you see and anticipate? What strategic/market positioning do you want to be affiliated with (e.g. innovator, first mover, follower)?
- How do you take trends in digital teaching into account (e.g. AI, micro-credentials and digital badges/wallets)?
- How is the students' perspective incorporated into your future orientation?
- What structures or processes are in place to deal with technological, social, environmental, political and economic disruptions?
- What role do networks and cooperative relationships with external partners (e.g. universities or (continuing education) institutions, (EdTech) companies, employers) play for digital teaching?²

- Text provided by the institution -

Appraisal

Level 1 - Visible:

It is ensured that trends in digital teaching, technical innovations and changing skill requirements are monitored.

Level 2 - Structured:

The institution has created structures that enable it to respond flexibly to change and innovation.

Level 3 - Sustainable:

The institution sees itself as an innovator or early adopter and actively tests, develops and implements new approaches. The institution actively pursues networks and partnerships in order to proactively prepare for disruptive developments.

1.3 Criterion: Strategy and Action Plan

Please explain how the objectives of digital teaching are to be achieved. You may address the following questions, for example:

² Please attach a list of relevant collaborations and examples of evidence of existing collaborations/networks.

- How do you develop the digital teaching strategy at your institution and how do you implement it?
- How do you incorporate the students' perspective?
- How do you integrate the digital teaching strategy into the institution's (overall) strategy?
- What leadership roles have you defined for the implementation of digital teaching and digital transformation? What governance structures have been established?
- Which individuals or functional areas are responsible for implementing digital teaching, and what are their respective areas of responsibility? What decision-making processes and milestones have been defined?
- What indicators have you defined (e.g. in the form of specific criteria or key figures) to monitor implementation? (These indicators may relate, for example, to your position in the education or labour market, your range of courses, your staffing structure, resources and/or learning environment.)
- How do you communicate your strategy and its implementation across the institution?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

The institution has developed a strategy to achieve the defined goals for digital teaching.

Level 2 - Structured:

The digital teaching strategy is integrated across the institution and anchored with clear governance structures, responsibilities and indicators for implementation.

Level 3 - Sustainable:

The digital teaching strategy is continuously developed, implemented sustainably and managed through flexible governance structures and effective indicators.

1.4 Criterion: Implementation of the Strategy – Review and Measures

Please describe how the implementation of the digital teaching strategy is reviewed. You may address the following questions, for example:

- How are indicators evaluated to monitor and control the implementation of the digital teaching strategy?
- Who is responsible for collecting and evaluating the indicators (see 1.3)?
- What measures are taken if the objectives (see 1.1) are not achieved or only partially achieved in the given timeframe?
- Which stakeholders are involved in reviews and measures and what are their respective tasks?
- How do you create suitable framework conditions for the implementation of the strategy, e.g. through qualified staff, modern equipment and clear responsibilities?

- Who regularly reviews the effectiveness of your strategy? How often is this reviewed?
- What measures do you take to implement improvements and ensure the long-term sustainability of digital teaching?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

The implementation of the strategy is reviewed on a selective basis, and initial corrective measures are taken in the event of deviations.

Level 2 - Structured:

Regular reviews of the achievement of the strategy (milestones etc.) are carried out systematically; responsibilities are clearly defined and deviations are addressed in a structured manner through appropriate measures.

Level 3 - Sustainable:

The defined strategy is continuously evaluated, results are proactively incorporated into further development of the strategy, and innovative adjustments are implemented to optimise digital teaching.

Standard 2: Personnel

2.1 Criterion: Staffing

Please explain how you ensure adequate staffing for digital teaching, both in quantitative terms and in terms of the necessary entry qualifications. You may address the following questions, for example:

- How do you ensure sufficient staffing for digital teaching? (Even with regards to the teacher’s responsibilities in other programmes). E.g. How many or what percentage of teachers at the institution are involved in digital teaching?³
- How do you ensure that teaching staff have the appropriate qualifications for digital teaching when appointing or hiring new staff?
- Do you have specific examples of positions or roles with a clear digital focus (e.g. instructional designers, learning engineers)?
- How are you addressing significant changes in the role of teaching staff (against the backdrop of AI, among others)?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

The number of teaching staff and their digital skills meet the requirements of the digital offering.

Level 2 - Structured:

The institution systematically ensures that sufficient qualified staff are available for digital teaching, including specialised roles.

Level 3 - Sustainable:

The higher education institution develops innovative digital role models and HR strategies, actively promotes digital skills and flexibly adapts staffing levels and qualifications to new developments in order to strategically advance digital teaching.

2.2 Criterion: Further Training

Please describe the measures for staff development and training in relation to digital teaching. You may address the following questions, for example:

- To what extent is human resources development part of strategy and organisational development?

³ Please include an overview of the teaching staff, their areas of expertise and their qualifications in digital teaching for a sample degree programme (see ‘Appendices: Excellence in Digital Education’).

- How do you create an environment that supports and promotes the further development of your employees' teaching, digital and technical skills and expertise in digital teaching methods and tools?
- How do you ensure that teaching staff participate in (internal or external) counselling services and further training? Are there any compulsory training courses?
- How do you support the maintenance and further development of digital teaching skills and teaching methods (e.g. with regard to technical systems, educational methods, AI in teaching, learning analytics, social aspects of learning, ensuring academic integrity, etc.)?
- Are there specific departments/staff units responsible for further digital training for staff? What further training opportunities are available (e.g. through internal consulting, training courses, seminars, online self-study materials, good practice guides)?
- Describe your range of further training measures using specific examples, including, where applicable, with regard to different target groups (full-time lecturers, external lecturers, tutors, employees involved in the development of teaching and learning materials).
- How do you take into account the level of prior knowledge of staff when defining goals of further training measures (e.g. basic training, accompanying training, innovative techniques and methods)?
- How are specific training needs (e.g. requirements of functional areas, individual needs of staff) analysed and used as basis for further training? (e.g. need's assessment)?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

Appropriate training measures for induction and further qualification are offered and implemented for staff who are involved in digital teaching and who are to be involved in it.

Level 2 - Structured:

A systematic further education scheme for digital teaching is established institution-wide, tailored to specific target groups and organisationally secured through defined responsibilities.

Level 3 - Sustainable:

The institution pursues a strategic, needs-based and individual approach to human resources development, integrates innovative qualification formats and promotes a culture of continuous competence development in digital teaching. The institution regularly evaluates the effectiveness of its continuing education measures.

2.3 Criterion: Support for Digital Teaching

Describe how you support teaching staff in the challenges of the continuous instructional and technical implementation of digital teaching. You can address the following questions, for example:

- Which department or person is the point of contact for teaching staff for all questions relating to the design and implementation of courses in digital format and the creation of teaching materials (e.g. departments for instructional design, EdTech labs)?
- What additional advisory services and support can teachers benefit from in addition to assistance with the educational design and implementation of their courses?
- What framework conditions and innovation processes (e.g. EdTech labs, AI labs) have been created for academic staff to familiarise themselves with digital teaching methods?
- How are teaching loads and the workload for the design and further training in digital teaching agreed upon?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

The institution provides educational, technical and administrative support for digital teaching.

Level 2 - Structured:

The organisational structure for technical and educational support for teachers reflects digital teaching as an integral part of the curriculum.

Level 3 - Sustainable:

The institution establishes structured innovation processes in which teaching staff develop, test and strategically refine digital teaching concepts. In addition, the institution has taken measures to ensure adequate teacher workload management, which it evaluates regularly.

2.4 Criterion: Knowledge and Competence Management

Please explain the internal knowledge and skills management of staff with regard to the further development of digital teaching. You may address the following questions, for example:

- What processes or responsibilities exist for the systematic consolidation and processing of staff expertise and best practices dissemination (e.g. digital teaching platform or similar, where experiences can be stored, commented on and shared)?
- How can teachers benefit from the expertise of others in digital teaching, and what forms of formal and informal exchange take place?
- How do you ensure that knowledge and competence management takes into account not only fact-based knowledge but also application-oriented knowledge (e.g. through the exchange of experiences)?
- What incentives or suggestions do you create to encourage teachers to proactively participate in knowledge exchange, both to share successful practices and to exchange challenging experiences (possibly beyond their own institution, e.g. in the form of publications)?
- What KPIs, quantitative or qualitative evaluations of knowledge and competence management have been formulated?
- To what extent do you use AI tools for your knowledge and competence management? Do you use mentored AI text generation?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

Employees are encouraged to support each other in the development of digital teaching materials and the advancement of digital teaching, and to exchange interdisciplinary expertise on digital teaching and learning techniques.

Level 2 - Structured:

The knowledge and skills of staff are systematically stored, structured and shared across the institution via established channels; the exchange is organised and regular.

Level 3 - Sustainable:

Best practices are continuously developed and disseminated. Publications on the topics of digital teaching and learning are promoted through incentive systems.

Standard 3: Technology

3.1 Criterion: Overall Technical Responsibility and Technical Support

Please describe the current situation at your institution with regard to the technical conditions for digital teaching (including all locations where digital teaching is implemented). You can address the following questions, for example:

- Who bears overall technical responsibility and organises technical support?
- What services and resources do you provide for digital teaching design? (e.g. video and audio production, live streaming, video and web conferencing, and the provision of multi-media learning resources such as webinars and podcasts). Which ones are planned for the future?
- What services and resources are available to support students? Which ones are planned for the future?
- How are teachers and tutors advised and trained to use technical support and resources in an educationally meaningful way?
- If applicable, explain the framework conditions and advantages of cooperation (e.g. with EdTech companies) to meet existing and future needs.
- How are support and advisory services tailored to different needs and communicated to the respective target groups (e.g. introductory courses, online tutorials, kick-off events)?
- When and how is technical support available? How are new technologies and innovations (such as AI tools like chatbots or IoT-based devices) integrated?
- How is support availability rated by students?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

The tasks involved in providing technical support for digital teaching are clearly defined. Support is easily accessible and communicated transparently.

Level 2 - Structured:

Overall technical responsibility and support are regulated at institutional level, all locations receive systematic support, and teaching staff and students receive targeted advice and training on how to use the services and resources.

Level 3 - Sustainable:

There is a comprehensive portfolio of services; new technologies are tested and trends are probed, enabling teachers to use and establish innovative technologies and tools in teaching that go beyond the standard.

3.2 Criterion: Technical Infrastructure and EdTech Tools

Please describe the technical equipment that supports digital teaching. This includes media technology in lecture halls and seminar rooms as well as tools and platforms for online events, including event preparation and follow-up (e.g. video recording, streaming, interactivity).

If applicable: Please describe the technical infrastructure at all locations where digital teaching is implemented. You can address the following questions, for example:

- How are facilities for digital teaching equipped, especially for media-intensive applications such as video editing and multimedia archives? How flexible is it in terms of responding to future requirements?
- What hard- and software is available to teachers?
- What technical systems (e.g. video conferencing platforms, e-examination systems) do you provide?
- What digital tools – including innovative technologies such as AI-supported or IoT-based tools – are available?
- If applicable, explain the framework conditions and advantages of collaborations (e.g. with EdTech companies) to meet existing and future needs.
- What is the quality of the network infrastructure? Is there a high-performance internet connection and sufficient WiFi capacity to enable digital teaching formats to run smoothly?
- How do you test usability and user-friendliness to ensure that digital tools are intuitive to use and do not create barriers for students?
- Are advanced integrations available (e.g. digital exam monitoring with educational relevance, virtual laboratories, VR/AR offerings)?
- How are event rooms and digital channels connected (e.g. hybrid collaboration environments with whiteboards, AI-supported automatic transcripts)?
- What role does sustainability play in the procurement and use of new tools and devices?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

Basic hardware, software and digital tools for implementing digital teaching are available. If applicable: Collaborations with EdTech companies (as mentioned above) are described in sufficient detail and the benefits of the collaboration are clear and verifiable.

Level 2 - Structured:

For institutions offering learning programmes exclusively online:

Technical systems are coordinated and standardised across the institution. Institutional regulations for IT security, accessibility and data protection are in place. Platforms are integrated with each other.

For institutions offering learning programmes that also include face-to-face teaching:

Digital infrastructure is consistently embedded in face-to-face teaching: rooms are technically equipped for recording, streaming and hybrid interaction. The teaching and learning platform is firmly established. Teachers and students can reliably switch between formats.

Level 3 - Sustainable:

For institutions offering learning programmes exclusively online:

The technical infrastructure is proactively developed and used to promote continuous innovation. Adaptive learning systems, learning analytics and AI-supported personalisation are in use.

For institutions offering learning programmes that also include face-to-face teaching:

Lecture rooms and digital channels are smartly integrated in real time. The technical infrastructure is used to enable new forms of educational experimentation and flexible participation.

3.3 Criterion: Teaching and Learning Platform/Learning Environment

Please describe your learning environment(s) through which teaching and learning processes are organised (e.g. in the form of learning management systems (LMS) such as Moodle or Canvas). You may address the following questions, for example:

- How is the LMS or learning environment structured and which functions are used (overview of modules, learning objectives, learning progress, course calendar, deadlines, discussion forums, tests, examinations and helpdesk)?
- Is the LMS mobile-friendly (to what extent, independent of time and location) and accessible also for students with disabilities or whose access may be otherwise restricted?
- Are multimedia content and tools integrated?
- Does the learning environment support interactive and collaborative learning (e.g. group work, discussion forums)?
- What innovative tools, e.g. AI tools or IoT-based elements (e.g. chatbots, personalised recommendations), are used and how is their use communicated?
- How is user-friendliness rated by students?
- How are data protection regulations taken into account?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

A teaching and learning platform/learning environment is available.

Level 2 - Structured:

A teaching and learning platform/learning environment is operated as a standardised service with defined performance characteristics.

Level 3 - Sustainable:

The functionalities of the teaching and learning platform/learning environment are continuously developed (based on new teaching requirements and new technical possibilities) and adapted.

3.4 Criterion: Digital Skills of students

Please explain which digital skills you want to teach students and how you plan to achieve this. You can address the following questions, for example:

- Which digital skills for students should be particularly promoted, developed and trained at your institution?
- How are digital skills assessed, developed and promoted – both in terms of technical use and in matters of data protection, ethical reflection and transparency?
- How are media-reflective skills taught (e.g. recognising manipulation, dealing with social media, source criticism)?
- What opportunities are available to turn students into active, responsible and ethically reflective participants in the digital society?
- How are critical topics such as digital sovereignty, algorithm transparency and risks in dealing with new technologies, such as AI, taught?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

Students receive basic training in digital skills and are introduced to the safe use of standard digital tools, so that they are fully prepared for a digital and data-driven (job) world.

Level 2 - Structured:

Students' digital skills are systematically assessed and promoted through targeted programmes that include technical application and ethical reflection (extra-curricular/voluntary offer).

Level 3 - Sustainable:

Students are guided towards a reflective, responsible approach to digital innovations. The courses are integrated into curricula and courses (mandatory digital skills promotion).

Standard 4: Teaching and Learning Design/Instructional Design

4.1 Criterion: Concept for Teaching and Learning Methodology

Please explain the Instructional methods and approach for digital teaching at the institution and the development process that led to it. You can address the following questions, for example:

- How is student-centredness taken into account in the teaching and learning design?
- How are flexibility, adaptive and personalised learning implemented?
- Are institutional implementation aids and/or guidelines available with regard to the teaching and learning design?
- What forms of digital learning are used (e.g. e-learning, blended learning, 100% online teaching, hybrid learning) and what are the reasons for choosing a particular format?⁴

- Text provided by the institution -

Appraisal

Level 1 - Visible:

A coherent teaching and learning design concept is available for the certification subject (course, degree programme, study portfolio).

Level 2 - Structured:

Implementation aids and/or guidelines for implementing digital teaching within the framework of the concept are available, providing guidance for teachers and highlighting good practice without restricting individual design.

Level 3 - Sustainable:

The concept is continuously developed (based on internal findings and external input) and adapted.

4.2 Criterion: Teaching and Learning Methods

Please describe the learning methods for digital teaching (e.g. sequence of synchronous and asynchronous learning units) using a selected example, taking into account the learning objectives. Activate a representative module or learning section on the learning platform for this or a comparable example. You can address the following questions, for example:

- To what extent are innovative and creative learning methods (e.g. use of game-like elements, social learning, storytelling, use or testing of AI tools, etc.) applied at the institution?
- How are students encouraged to take an active role in the learning process (e.g. through group work, peer-to-peer learning)?
- What playful elements (e.g. gamification) increase motivation?
- How are learning objectives for each unit communicated?
- How do you support different learning styles and speeds?

⁴ See also 'Appendices Excellence in Digital Education'.

- How do you support collaborative learning (e.g. in reduced synchronous learning phases, in hybrid events, etc.)?
- What strategies or programmes have you developed to counteract possible social isolation and actively promote social exchange and interpersonal learning processes?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

The learning methods for digital teaching are educationally coherent, oriented towards the learning objectives and enable students to learn in a structured manner.

Level 2 - Structured:

A guide and/or guidelines support teachers in implementing teaching methods. A wide range of student-centred learning methods is used.

Level 3 - Sustainable:

Student participation in the learning process is actively encouraged through collaborative and self-directed methods. Learning methods are continuously evaluated, developed on an evidential basis and tested for the adaption of new technological possibilities.

4.3 Criterion: Learning Materials

Using your previously selected example, please explain how you integrate digital learning materials (e.g. welcome and learning videos, quizzes, forums) into digital learning and which documents (e.g. criteria catalogues for the selection and creation of digital learning materials) were used in the process. You can address the following questions, for example:

- How do students get (online) access to academic literature and all other study materials such as quizzes, podcasts, videos, etc.?
- Do students have access to purchased content that has not been produced in-house? How is this external content integrated into the course structure?
- To what extent are educational materials produced in-house also published under an open, freely usable licence?
- How do you ensure that the structure of the content is logical and comprehensible?
- How do you make content appealing in terms of multimedia?
- How do you take prior knowledge of students into account when creating learning materials?
- What opportunities are there to encourage students to engage more deeply with the material (e.g. reflection questions, further reading)?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

Digital learning materials are clearly structured, technically flawless and educationally coherent in terms of their selection. Students are given online access to academic literature and all other study materials.

Level 2 - Structured:

Teaching materials are regularly reviewed and adapted to target groups. A guide or similar document on the creation of student-centred materials is made available to teachers.

Level 3 - Sustainable:

In addition to standard formats, complementary, innovative digital media are integrated to support self-directed, collaborative and reflective learning. The learning materials are not only used internally but are also published in part as open educational resources (OER).

4.4 Criterion: Assessments

Please explain what types of assessment are used in digital learning at your institution (e.g. electronic examinations, peer assessment). You may address the following questions, for example:

- What regulations exist regarding assessment and the use of AI tools (e.g. whether or not tools may be used, which tools may be used, how to use them, and how their use must be indicated)?
- How are students effectively informed about the regulations?
- What are the characteristics and components of digital performance records/certificates, and how is fraud and forgery prevented?
- How is student identification ensured?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

There are clear guidelines for conduct during digital forms of examination (with and without AI). Digital examinations are suitable for determining whether learning objectives have been achieved, ensure examination transparency and include basic measures for preventing cheating (including identity verification).

Level 2 - Structured:

A guide to the possible examination formats and their application is made available to teachers and students.

Level 3 - Sustainable:

Different forms of digital examination are applied and used in the further development of established examination scenarios. Digital certificates document the qualifications acquired in a standardised and traceable form.

4.5 Criterion: Academic Support for Students

Please explain how academic support for students is ensured. You may address the following questions, for example:

- At what points in time is formative and summative feedback given, and by whom (professors, lecturers, tutors)?
- How do students receive ongoing feedback on their learning progress outside of regular (summative) examinations, and on whether and to what extent they are meeting the requirements?
- To what extent is the role of the ‘teacher’ critically questioned? How is the use of new technological tools (e.g. AI coaches/tutors) applied in a targeted manner, how does it relieve the burden on staff, and how does the use of such tools continue to ensure academic quality?
- How is academic feedback evaluated by students?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

Students receive appropriate and regular academic support from teachers or tutors. If used, the use of AI-supported tools is communicated transparently.

Level 2 - Structured:

Support is structured, with clearly defined roles and binding regulations. There are standards for availability, response times and feedback quality.

Level 3 - Sustainable:

Innovative support models enable personalised learning paths that relieve the burden on teachers and actively encourage students. The role of teachers and the effectiveness of new technologies for providing high-quality, individualised support to students are systematically reflected upon.

Standard 5: Quality Assurance

5.1 Criterion: Quality Assurance of Digital Teaching

Please describe how quality assurance in digital teaching is systematically integrated into the institution's quality management system. You may address the following questions, for example:

- If the quality management system is accredited (Institutional accreditation): How have you integrated quality assurance specifically for digital teaching and learning methods in quality management?
- What are the defined processes, quality objectives, key performance indicators and regulatory cycle?
- What are the defined instruments (e.g. course evaluations) in terms of frequency, responsibilities, process and degree of digitisation?
- Where and how is student feedback collected and evaluated to ensure the quality of digital teaching?
- How are internal and external stakeholders involved in quality assurance?
- Are there specific quality targets, indicators or standards for digital teaching? If applicable: How is a distinction made between face-to-face and digital formats?
- How are the results of evaluations, user feedback and technical tests incorporated into the further development of digital offerings?
- Do you consider new assessment methods such as automated usage monitoring, sentiment analysis in open feedback fields or AI-supported quality forecasts for course materials?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

Quality assurance in teaching – including digital formats – is firmly anchored in the quality management system.

Level 2 - Structured:

Processes, quality targets, and key performance indicators are digitized, linked together, and reviewed on a regular basis. Responsibilities and procedures are clearly assigned.

Level 3 - Sustainable:

Special procedures take into account the specific characteristics of digital teaching. Students, teachers and other internal and external stakeholders are involved in quality assurance at relevant points, and their feedback is systematically incorporated into decisions.

5.2 Criterion: Quality Assurance of Technical Infrastructure

Describe the procedures for reviewing and optimising the technical infrastructure for digital teaching. You may address the following questions, for example:

- Which systems, tools and devices are tested regularly, and how often?
- What innovative approaches such as IoT-based or AI-supported monitoring or diagnostic procedures are used to ensure availability and quality?
- Are you considering the use of predictive maintenance tools, automated stress tests or real-time performance dashboards for teaching platforms?
- How is feedback from teachers and students on technical aspects collected and translated into improvements?
- What other considerations play a role in the provision and development of the technical infrastructure (e.g. AI, innovation, sustainability)?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

The technical infrastructure, tools and platforms are regularly checked for functionality, performance, security and user-friendliness.

Level 2 - Structured:

Students and teachers are surveyed about the technology used, and the results are systematically recorded, evaluated and implemented in improvement measures.

Level 3 - Sustainable:

New technical possibilities for (automated) error detection, usage analysis and sustainability are specifically tested and implemented if suitable.

5.3 Criterion: Learning Analytics

Please explain the use of learning analytics as a data-based tool for quality assurance. You may address the following questions, for example:

- What specific improvements are to be achieved through learning analytics (e.g. measuring learning progress, reducing drop-out rates, offering personalised learning paths)?
- Which platforms or systems provide the data (e.g. LMS, online tests, video platforms, interaction tools)?
- What data is collected (e.g. login frequency, length of stay, use of certain materials, participation in discussions, peer feedback)?
- When/at what points in time is data collected and evaluated?
- How is the use of learning analytics communicated to students (and, where applicable, teachers or other interest groups) and how are the data protection laws applicable in each country/region complied with?

- Who is responsible for data collection and evaluation and how is their qualifications ensured? (e.g., you may address ethical aspects such as transparency, consent, data minimisation, purpose limitation, fairness and bias, accountability, traceability, data sovereignty, security aspects, impact assessment and avoiding stigmatisation.)
- How are the insights gained used to optimise learning progress, the learning environment, teaching materials and the teaching and learning design (e.g. personalisation of learning units, personalised learning paths, adaptive learning opportunities).
- How can your learning analytics be used to prevent students from becoming isolated?
- Is learning analytics data linked to other institutional data?
- Do you use adaptive systems that make recommendations in real time (e.g. nudge notifications in case of inactivity or tailored material suggestions)?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

Learning analytics collect basic usage data and comply with minimum legal standards. Students can object to the analysis of their data.

Level 2 - Structured:

Learning analytics are systematically embedded, pursue clear objectives and are regularly used to improve teaching and learning.

Level 3 - Sustainable:

Learning analytics enable adaptive, personalised learning paths and support innovation in teaching and quality assurance.

5.4 Criterion: Systematic Continuous Improvement of Digital Teaching

Please explain the procedures and processes used to continuously improve digital teaching beyond standard quality assurance. You may address the following questions, for example:

- How are results from quality assurance, technological and educational developments (e.g. AI-supported teaching tools, IoT-based VR), external trends or new legal requirements systematically incorporated into optimisations?
- How are teachers, students and service units actively involved in these improvement processes?
- Who is informed about further developments and in what form?
- What examples demonstrate the implementation of innovative or future-oriented approaches? Do you use digital innovation platforms, collaborative whiteboards or AI-supported trend analyses, for example, to collect, evaluate and prioritise new ideas? Do you use digital and innovative (e.g. AI-supported) evaluation tools, if available, to analyse feedback more quickly and identify trends at an early stage?

- Text provided by the institution -

Appraisal

Level 1 - Visible:

There are clearly defined processes for promptly integrating findings from quality assurance, technological developments and educational innovations into teaching.

Level 2 - Structured:

Teachers, students and service units have established, low-threshold opportunities to proactively submit suggestions; these are systematically reviewed and, if appropriate, implemented.

Level 3 - Sustainable:

Examples and documented measures demonstrate that continuous improvements are regularly initiated, implemented and reviewed for effectiveness – particularly with regard to new technologies, digital teaching formats and instructional methods.