

**Assessment Guide**  
**Institutional Accreditation**



*This document is protected by copyright. It may only be used, commercialised, or published with the explicit consent of FIBAA.*

## 0. Basic Data and Information

1. Use the following table to provide an overview of the Higher Education Institution (HEI):

|   |   |
|---|---|
| Name of HEI:  |   |
| Legal Status of HEI:  | 1. Public<br>2. Private, state recognised |
| Year of foundation:   |   |
| Number of full-time academic staff:<br>of which professors:   |   |
| Number of non-academic staff:   |   |
| Number of part-time staff, where<br>applicable:   |   |
| Number of degree and non-degree<br>programmes offered (please itemise<br>according to Bachelor, Master, PhD,<br>Continuing education course): |   |
| Number of students enrolled (please<br>itemise according to Bachelor, Mas-<br>ter, PhD, Continuing education<br>course):                      |   |

## I. Mission Statement, HEI's Profile and Strategic Objectives

1. Explain the HEI's mission statement. Describe the HEI's operational context in educational policy, society and economy.
2. Describe the HEI's profile under consideration of the following aspects:
  - a) Specialisation and focus in teaching
  - b) Graduates' employability
  - c) Reasons for choice of study formats
  - d) Specialisation and focus in research
3. Comment on the target groups (students, corporations, HEIs and other educational and scientific institutions) the HEI has defined.
4. How is the freedom of research, study and teaching ensured in the HEI's activities?
5. What are the strategic objectives pursued by the HEI for the next five to ten years? How does the HEI define and realise the strategic objectives?

### **Quality requirements are fulfilled if:**

- (1) The HEI has formulated a clear and comprehensible mission statement and developed a corresponding profile.
- (2) The HEI's profile is plausible with regard to the HEI's specialisation, its study offer and formats, the employability of its graduates and its research activities.
- (3) The HEI has defined its target groups and they correspond to its profile.
- (4) The freedom of research, study and teaching is ensured. Professors are not subject to discretionary power with regard to the content of research and teaching.
- (5) The HEI possesses a strategic planning that corresponds to its institutional claim.

### **Quality requirements are exceeded if:**

- (1) The timeliness of the HEI's mission statement and profile are subject to regular examination.
- (2) The HEI's profile is continuously and comprehensibly mirrored in the profiles of the individual departments and programmes.
- (3) The analysis of the target groups is part of the regular examination. The HEI's service portfolio demonstrably benefits of this.
- (4) ( – ) *cannot be exceeded*
- (5) The strategic planning follows a perennial and continuous approach and it is compatible to the strategic considerations of the HEI's departments.

| Quality Requirements  | Exceptional | Exceeds the Quality Re-quirements | Meets the Quality Re-quirements | Fails to Meet the Quality Requirements |
|---|-------------|-----------------------------------|---------------------------------|--|
| <b>I. MISSION STATEMENT, PROFILE AND STRATEGIC OBJECTIVES</b> |             |                                   |                                 |  |
| (1) Mission Statement   |             |                                   |                                 |  |
| (2) Profile   |             |                                   |                                 |  |
| (3) Target Groups   |             |                                   |                                 |  |
| (4) Academic Freedom  |             |                                   |                                 |  |
| (5) Strategic Objectives                                      |             |                                   |                                 |  |

## II. Management Structure and Quality Management

1. Please provide an overview of the HEI's management structure (bodies, committees, offices; supported by graphical representation if necessary) and describe the involvement of the academic staff. Where and how are competencies and responsibilities regulated?
2. How is the management structure organised with regard to the coordination of activities at different locations (if relevant)?
3. Which strategy does the HEI pursue with regard to its quality management?
4. Please name the bodies responsible for the HEI's quality management and describe their competencies and collaboration.
5. Which instruments and methods of quality assurance are used in the quality assurance of the different areas of performance and on which basis are they used?
6. Describe the escalation management applied in case of conflict.
7. How are stakeholders involved in the quality management within and outside of the institution?

### Quality requirements are fulfilled if:

- (1) The HEI's bodies, academic committees and offices as well as their tasks and competencies are clearly and transparently defined. The HEI's management and self-governing structures are functional and effective.
- (2) In case of more than one location: The management structure ensures the HEI's functioning operations across all of the HEI's locations.
- (3) The HEI pursues a comprehensible strategy in terms of its quality management. The strategy is consistent with the HEI's profile.
- (4) The implemented quality management system is suitable to regularly examine the quality of the HEI's different areas of performance and to ensure a consistent development. The competencies in the area of quality management are clearly regulated.
- (5) The quality control loops and instruments of quality management are meaningfully

connected and aligned to the HEI's different areas of performance.

- (6) The HEI has established an effective escalation management on all levels.
- (7) The HEI's members (students, teaching staff, administrative staff) as well as external stakeholders are involved in the system and are given the opportunity to take an active role within the quality management.

**Quality requirements are exceeded if:**

- (1) Clear and detailed task and job descriptions that include distinct delegation specifications are in place. Interfaces with other areas and participants are transparently demonstrated.
- (2) Distinct and regularly scheduled university-wide coordination processes are in place.
- (3) The quality management strategy considers the particular demands that result from the HEI's profile.
- (4) One of the quality management system's cornerstones is a discernibly developing culture of quality (compliance) within the HEI.
- (5) The quality management system includes concepts, methods and instruments that contribute to achieving the tasks resulting from the demands for change (change management).
- (6) The HEI has established a culture of constructive conflict management and it is able to present relevant examples.
- (7) The HEI's members' and external stakeholders' participation is scheduled to take place on a regular basis in order to systematically ensure the continuous consideration of their interests.

| Quality Requirements                                   | Exceptional | Exceeds the Quality Requirements | Meets the Quality Requirements | Fails to Meet the Quality Requirements |
|--|-------------|----------------------------------|--------------------------------|--|
| <b>II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT</b> |             |                                  |                                |  |
| (1) Management Structure                               |             |                                  |                                |  |
| (2) Organisation of Localities                         |             |                                  |                                |  |
| (3) Quality Management Strategy                        |             |                                  |                                |  |
| (4) Quality Management System                          |             |                                  |                                |  |
| (5) Quality Management Instruments                     |             |                                  |                                |  |
| (6) Escalation Management                              |             |                                  |                                |  |
| (7) Participation                                      |             |                                  |                                |  |

### III. Studies and Teaching

1. Present the HEI's study offer and comment on the general superordinate qualification objectives that are defined for the individual study programmes in correspondence with the HEI's profile.
2. Outline the following areas for the selected programmes<sup>1</sup> and describe the relevant processes of development.
  - a. Qualification objectives (Learning Outcomes)
  - b. Curriculum overview and module description
  - c. Didactical concept
  - d. Examination concept
  - e. Admission criteria and student recruiting processes
  - f. Positioning in the educational and job market
  - g. Students' involvement in the designing of learning processes
3. In which way does research add to the programmes' teaching (e.g. through research conducted by the HEI's full-time professors, through didactical communication of research results and methods)?
4. Which processes are used for the quality assessment of studies and teaching? Please describe the relevant procedures (e.g. course evaluations, graduate surveys) and include information on regularity, responsibility, process and students' involvement. How are the results implemented?
5. Please describe the role of cooperation agreements with external partners in the area of studies and teaching. Please name the HEI's most significant cooperation partners (including object of cooperation).

#### Quality requirements are fulfilled if:

- (1) The study offer and the superordinate qualifications objectives correspond to the HEI's profile.
- (2) The documentation of the selected programmes demonstrates in an exemplary manner that the HEI is capable of developing suitable concepts for study programmes that in their qualification objectives are oriented towards the (inter)national qualification frameworks to describe and differentiate the educational levels. The HEI furthermore ensures dependability and predictability in teaching and examination operations. The students take an active role in the designing of learning processes.
- (3) The mutual relations of research and teaching are designed as to ensure a knowledge transfer from research activities to the area of teaching.
- (4) The quality management system includes instruments and methods for the regular assessment of the programmes' quality. The information resulting thereof is evaluated

---

<sup>1</sup> In addition to the Assessment Guide, the HEI submits documents for one or several study programmes (see III.2. a-g). Shortly after the opening of the procedure, FIBAA and the HEI will together determine the programmes to be presented. The number of selected programmes depends on the HEI's size as well as on the number and variety of study programmes offered.

and the findings obtained are transferred into specific measures for the programmes' improvement and further development.

- (5) The HEI holds cooperation agreements with partners from science, economy, culture and its social environment in the frameworks of studies and teaching that correspond to their study offer and formats.

**Quality requirements are exceeded if:**

- (1) The individual study programmes are accounted for in a detailed and comprehensible manner in correspondence to the HEI's profile. The study offer is subject to evaluation on a specified regular basis and it is adjusted to conform to new demands and competence profiles if necessary.
- (2) The documentation of the selected study programmes demonstrates an above-average quality of the developed programmes. Analyses of current developments in the subject area as well as in the educational and employment market are conducted and taken into consideration in the development of new programmes as well as in the further development of existing programmes; the programmes' objectives are systematically derived from the qualification requirements of the aspired target group.
- (3) Students receive the opportunity to actively participate in the HEI's research activities.
- (4) The instrument portfolio for the assessment of the quality of studies and teaching is particularly varied and it ensures the acquisition of precise knowledge which allows for explicit conclusions on the quality of studies and teaching.
- (5) Cooperations in the areas of studies and teaching are intensively fostered and significantly shape and influence the content of the programmes' curriculums as well as the graduates' profile.

| Quality Requirements                                       | Exceptional | Exceeds the Quality Re-quirements | Meets the Quality Re-quirements | Fails to Meet the Quality Requirements |
|--|-------------|-----------------------------------|---------------------------------|--|
| <b>III. STUDIES AND TEACHING</b>                           |             |                                   |                                 |  |
| (1) Study offer and qualification objectives               |             |                                   |                                 |  |
| (2) Study programmes' quality                              |             |                                   |                                 |  |
| (3) Research transfer to the areas of studies and teaching |             |                                   |                                 |  |
| (4) Quality assurance                                      |             |                                   |                                 |  |
| (5) Cooperations   |             |                                   |                                 |  |



## IV. Research

1. Please specify the role of research in the HEI's strategic planning. Which research strategy does the HEI pursue and what are the overall research objectives defined by the HEI?
2. Please describe how the HEI organises its research activities and how competencies and responsibilities are allocated.
3. Which measures and incentive systems are in place for the promotion of research (e.g. reduction of teaching duties in favour of execution of research and development projects, target agreements) and how are they applied in practice?
4. Are there any guidelines for the compliance with rules of good scientific practice at the HEI? If so, what do they say, what are they based on and how is it ensured that they are adhered to by the HEI's staff?
5. Which quality assurance measures does the HEI apply in the area of research?
6. Which research cooperations are in place with other HEIs and research institutions as well as in the area of applied research and development with suitable partners from the professional world?

### **Quality requirements are fulfilled if:**

- (1) The HEI pursues a comprehensible research strategy. The importance of research corresponds to the HEI's institutional claim.
- (2) The HEI's full-time teaching staff are involved in the research environments of their respective subjects (e.g. through scientific publications, participation in conferences, editorship, memberships and functions in professional associations, research cooperations).
- (3) The HEI enables their academic staff to participate in research activities, which are promoted by means of a suitable incentive system.
- (4) The HEI has implemented instruments that ensure a good scientific practice.
- (5) The quality management system includes instruments and methods for the regular assessment of the quality of research.
- (6) The HEI promotes a culture of cooperation in research that corresponds to the individual subjects' cultures.

### **Quality requirements are exceeded if:**

- (1) The research strategy is derived from the HEI's profile and it allows for sustainable research development perspectives.

- (2) Several members of the full-time teaching staff hold responsible positions in scientific professional associations or networks (e.g. as spokeswoman/man of a research team, as team leader, etc.)
- (3) The HEI promotes research projects in which different institutions (e.g. faculties, research centres) work together interdisciplinarily.
- (4) Regular information events on good scientific practice are offered to junior employees. An ombudsperson is appointed and a defined process for the management of assumed or detected scientific misconduct has been established.
- (5) The instrument portfolio for the assessment of the quality of research is particularly varied and it ensures the acquisition of precise knowledge which allows for explicit conclusions on the quality of research.
- (6) In addition to the individual cooperations of members of the full-time staff (e.g. within the framework of joint publications), the HEI holds cooperations on institutional level (e.g. joint third-party-funded projects, joint research projects) and as institution it is embedded in the overall research scene.

| Quality Requirements              | Exceptional | Exceeds the Quality Requirements | Meets the Quality Requirements | Fails to Meet the Quality Requirements |
|-----------------------------------|-------------|----------------------------------|--------------------------------|--|
| <b>IV. Research</b>               |             |                                  |                                |  |
| (1) Research strategy             |             |                                  |                                |  |
| (2) Research activities           |             |                                  |                                |  |
| (3) Promotion of research         |             |                                  |                                |  |
| (4) Good scientific practice      |             |                                  |                                |  |
| (5) Quality assurance in research |             |                                  |                                |  |
| (6) Research cooperations         |             |                                  |                                |  |

## V. Services (Administration, Counselling, Academic Support)

1. Which services does the HEI offer (in administration, student consulting, academic support) and what are the objectives? Who is responsible for and involved in the offered services?
2. How does quality assurance of the offered services take place and who is responsible and involved?
3. In which way is the knowledge gained from the quality assurance process used for further development of the offered services?

### Quality requirements are fulfilled if:

- (1) The HEI provides the necessary services for the support in all areas of performance. The services correspond to the HEI's profile.
- (2) The quality management system includes instruments and methods for the regular assessment of the quality of services.
- (3) The information resulting thereof is evaluated and the findings obtained are transferred into specific measures for the further development.

### Quality requirements are exceeded if:

- (1) The offered services are documented in a particularly clear and user-friendly manner and they are easily accessible. They enable the participating HEI's members and external participants to operate in a particularly effective and efficient manner.
- (2) The instrument portfolio for the assessment of offered services is varied and it ensures the acquisition of precise knowledge which allows for explicit conclusions on the processes' efficiency.
- (3) The measures resulting from the acquired knowledge are consistently assessed and evaluated in light of their quality and they are modified and adjusted if necessary.

| Quality Requirements   | Exceptional | Exceeds the Quality Re-quirements | Meets the Quality Re-quirements | Fails to Meet the Quality Requirements |
|--|-------------|-----------------------------------|---------------------------------|--|
| <b>V. SERVICES (ADMINISTRATION, CONSULTING AND ACADEMIC SUPPORT)</b> |             |                                   |                                 |  |
| (1) Services   |             |                                   |                                 |  |
| (2) Assessment of services   |             |                                   |                                 |  |
| (3) Further development of services                                  |             |                                   |                                 |  |

## VI. Resources

1. Please describe the rooms and facilities with regard to the capacity requirements for research, studies, teaching and administration.
2. What are the preconditions for the employment of full-time professors? Please describe the procedure for the appointment of full-time professors.
3. What are the quality requirements the HEI poses on external teaching staff and according to which criteria are they selected? How is the teaching staff included in the organisation and quality assurance of teaching?
4. Please describe the HEI's general human resources (professors, part-time teaching staff, administrative staff) and explain the measures for staff development and qualification.
5. How does the HEI finance its activities?

### **Quality requirements are fulfilled if:**

- (1) The rooms and facilities enable the smooth running of the HEI.
- (2) The qualifications of the full-time academic staff correspond to the requirements of study, teaching and research. The number of full-time professors matches the scope of tasks in teaching and research.
- (3) The qualifications of the part-time teaching staff correspond to the requirements as well. They are involved in the organisation of the HEI's teaching operations in a suitable manner.
- (4) The human resources in the different areas of performance allow for the adequate fulfilment of tasks. Staff development and qualification take place for all staff groups.
- (5) The financing of the different fields of performance to the necessary extent is ensured.

### **Quality requirements are exceeded if:**

- (1) The HEI's teaching and practice rooms are equipped with the most modern technology.
- (2) The requirements for the full-time teaching staff are aligned to the HEI's specific profile (e.g. above-average number of scientific publications in case of distinct research orientation)
- (3) The teaching staff are all distinguished by above-average professional experience, which comes into effect in their teaching activities.
- (4) The HEI pursues an obvious human resources strategy.
- (5) ( – ) *cannot be exceeded*

| Quality Requirements         | Exceptional | Exceeds the Quality Requirements | Meets the Quality Requirements | Fails to Meet the Quality Requirements |
|------------------------------|-------------|----------------------------------|--------------------------------|--|
| <b>VI. RESOURCES</b>         |             |                                  |                                |  |
| (1) Rooms and facilities     |             |                                  |                                |  |
| (2) Full-time teaching staff |             |                                  |                                |  |
| (3) Part-time teaching staff |             |                                  |                                |  |
| (4) Human resources          |             |                                  |                                |  |
| (5) Financing                |             |                                  |                                |  |

## VII. PUBLICATION/ PUBLIC

1. How are decision-making competencies in the control and quality assurance system as well as competencies and responsibilities in the areas of studies and teaching, research and services announced to the public?
2. How are regulations on the “student life cycle” (e.g. admission, organisation of studies, examinations, degree) defined and published?
3. How do prospective students and potential partners receive advice and information on the HEI?
4. How are the following groups provided with information on the HEI’s activities?
  - HEI’s members
  - External stakeholders,
  - The public.
5. How are the HEI’s members kept informed on the quality management’s measures and results?

### Quality requirements are fulfilled if:

- (1) Competencies and responsibilities in the control system are clearly and transparently regulated and published.
- (2) Regulations regarding the “student life cycle” are defined and published.
- (3) The HEI has established suitable service offers to ensure that prospective students and potential cooperation partners are provided with advise and information.
- (4) HEI’s members as well as external stakeholders and the public are informed on the HEI’s activities on a regular basis.
- (5) The HEI informs its members in a suitable manner on the quality management’s measures and results.

**Quality requirements are exceeded if:**

- (1) Stand-in arrangements for competencies and responsibilities are defined in order to ensure a smooth and consistent performance in all areas.
- (2) The documentation of the “student life cycle” is constantly updated, it is accessible to all interested parties also in digital form and it creates high transparency.
- (3) The HEI ensures excellent accessibility for prospective students and potential cooperation partners and it reacts quickly to incoming inquiries. The consulting formats follow the needs of the target group.
- (4) The HEI conducts active public relations and network communication, which reflects on external media and external stakeholders. The HEI actively participates in discussions on higher education policy (e.g. committees; statements on questions of higher education policy).
- (5) The results of the HEI’s quality management are published in regular reports.

| Quality Requirements                   | Exceptional | Exceeds the Quality Re-quirements | Meets the Quality Re-quirements | Fails to Meet the Quality Requirements |
|--|-------------|-----------------------------------|---------------------------------|--|
| <b>VII. PUBLICATION/ PUBLIC</b>        |             |                                   |                                 |  |
| (1) Competencies and responsibilities  |             |                                   |                                 |  |
| (2) documentation “student life cycle“ |             |                                   |                                 |  |
| (3) Advice and information             |             |                                   |                                 |  |
| (4) Public relations                   |             |                                   |                                 |  |
| (5) Results of quality management      |             |                                   |                                 |  |

## **Additional Documents to be Submitted:**

### **General:**

- Organisation chart(s)
- Statistical data for the last 2 years (number of students, number of foreign students, graduate numbers, drop-out quotas)
- List of all study programmes offered at HEI
- R&D publication list/ research reports
- Annual reports
- Cooperation agreements
- Quality management regulations/ handbook
- Quality assurance instruments: Evaluation sheets/ survey examples

### **Documents for the selected programmes:**

In addition to the self-evaluation report, the HEI submits documents for one or several study programmes (see III.2. a-g). Shortly after the opening of the procedure, FIBAA and the HEI will together determine the programmes to be presented. The number of selected programmes depends on the HEI's size as well as on the number and variety of study programmes offered.

- Curriculum overview/ course timetable (see sample document of FIBAA\*)
- Module descriptions/ syllabi (see sample document of FIBAA\*)
- Study and examination regulations incl. regulations on credit transfer and recognition
- Curriculum vitae of lecturers (full-time and part-time) (see sample document of FIBAA\*)

### **Documents for the on-site visit:**

- Selection of examinations and final theses (at good, mediocre and low level, including assessment and grade)
- Quality assurance instruments: Evaluation/ survey results for the last two years
- Information brochures/ folder for students/ applicants

\* *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>