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IN HIGHER EDUCATION



**FIBAA**

**Assessment Guide**  
**FIBAA Quality Seal for the Accreditation**  
**of Bachelor and Master Programmes**

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## Guidelines for Site Visits

Higher education is undergoing constant development and change. Recent developments impacting the quality of higher education include the emergence of artificial intelligence as a tool for teaching, assessment, and scientific research, as well as the increasing importance of inclusive, equitable, quality education and lifelong learning opportunities for all (SDG 4, Quality Education). In light of these developments, FIBAA has decided to incorporate these aspects into its assessment of study programmes at Higher Education Institutions.

FIBAA is a European, internationally-oriented agency for quality assurance and quality development, implementing accreditation procedures at Higher Education Institutions 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. FIBAA conducts its accreditation processes with a claim to providing high quality work, transparency, and support for sustainable quality development at Higher Education Institutions.

The assessment guide defines which quality requirements need 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 and Certification Committee \(F-ACC\)](#).

### Types of accreditation procedures

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

- 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/courses;
- 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 Higher Education Institution (the “HEI”) in order to comply with the recommendations given in connection with any 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, and other relevant matters). For a concept accreditation<sup>1</sup> of a study programme too, the principle applies that this is to be assessed by the same criteria as an already established study programme.

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<sup>1</sup> A concept accreditation applies if the concept of a study programme is supplied but the programme has not yet started.

## Assessment criteria

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

Quality criteria, 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 are not met, this will lead to the imposition of a respective condition concerning the accreditation. Other quality criteria assessed with a “Does not meet quality requirement” have no such condition as consequence, but will lead to a recommendation, which, however, does not jeopardise the accreditation.

The FIBAA Quality Seal will be awarded if all asterisk criteria are met. Before the FIBAA Accreditation and Certification Committee makes the final decision, the respective expert panel can issue conditions for asterisk criteria that are not met.

If no more than five asterisk criteria are not fulfilled and criteria 1.1 *Subject-Specific Qualification Objectives of the Programme* and 3.1.3 *Conceptual Coherence of the Curriculum* are at least satisfied, accreditation will be granted with conditions. The deadline for meeting conditions is usually nine months and, in well-founded cases, can be reduced or extended (once only and at the most by six months).

If more than five asterisk criteria have not been satisfied or/and the criterion 1.1. or/and 3.1.3 are not fulfilled, the accreditation will be withheld but can be applied for again after a waiting period of at least one year.

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

## Follow-up procedure

FIBAA offers **an optional and voluntary** follow-up procedure. The follow-up is part of the current accreditation procedure and is offered to HEIs that received recommendations for study programme or institutional accreditation. It provides an opportunity for these institutions to receive feedback on the quality of the measures taken to address the recommendations.

To initiate the follow-up, HEIs can contact FIBAA any time after the final accreditation decision to receive further information about the follow-up procedure and fees. Ideally, this occurs about three years after initial accreditation or four years after re-accreditation.

The HEI prepares a report outlining the recommendations, the measures taken, and evidence of effectiveness. The follow-up is a shortened written procedure that reviews the measures outlined in the HEI's report.

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## O. Institutional context

Please describe your institution, its vision and mission, 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.

### O.1 Development of the study programme

Please provide the following information on the study programme:

<b>Higher education institution (HEI):</b>	
<b>Degree awarding institution(s) (if relevant):</b>	
<b>Programme name (English and original language):</b>	
<b>Degree title awarded:</b>	
<b>Type of programme:</b>	<input type="checkbox"/> Bachelor programme <input type="checkbox"/> Master programme
<b>Projected study time and number of ECTS credits / national credits assigned to the study programme:</b>	
<b>Mode of study:</b>	<input type="checkbox"/> Full-time <input type="checkbox"/> Part-time
<b>Didactic approach:</b>	<input type="checkbox"/> Study programme with obligatory class attendance <input type="checkbox"/> Blended-learning study programme <input type="checkbox"/> Distance learning/eLearning study programme
<b>Double/Joint Degree programme:</b>	<input type="checkbox"/> <b>Yes</b> In case of double/joint degree programme, please name the partner institution:
	<input type="checkbox"/> <b>No</b>
	<input type="checkbox"/> <b>Double/joint degree is optional for students</b> In case of an optional double/joint degree programme, please name the partner institution:
<b>Capacity Load (maximum number of study places per cohort):</b>	

<b>Programme cycle starts in:</b>	<input type="checkbox"/> Winter semester <input type="checkbox"/> Summer semester <input type="checkbox"/> Both winter and summer semester <input type="checkbox"/> Other start date, please indicate:
<b>Initial start of the programme:</b>	
<b>Type of accreditation:</b>	<input type="checkbox"/> Concept accreditation <sup>2</sup> <input type="checkbox"/> Initial accreditation <sup>3</sup> <input type="checkbox"/> Re-accreditation <sup>4</sup>
<b>For re-accreditation: last accreditation period</b>	

## 0.2 For re-accreditation

During the continuous development of the study programme, to what extent have measures been taken to track the employability of graduates, to ensure the feasibility of the study programme and to ensure that graduates are well positioned to meet the demands of the job market.

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<sup>2</sup> A concept accreditation applies if the concept of a study programme is supplied but the programme has not yet started.

<sup>3</sup> Initial accreditation applies if a study programme is running but is not accredited yet.

<sup>4</sup> Re-Accreditation applies if the programme is currently accredited.

## 1. OBJECTIVES

### 1.1 Subject-specific qualifications and employability of students (Asterisk Criterion)

Please present the subject-specific qualification objectives and the graduation profile of the study programme related to the targeted professional field (employability) and the national qualification framework (or international/European qualification framework). Please also outline and describe the international objectives/orientation of the study programme.

Meets quality requirements

The subject-specific qualification objectives of the study programme are convincingly defined and correspond with the intended academic level at graduation. The objectives consider the requirements of the national qualification framework and the individual student's personal development. The graduation profile is aligned with the targeted professional field, with an emphasis on developing the employability skills necessary for the students' chosen careers.

Exceeds quality requirements

The subject-specific qualification objectives are regularly and pro-actively reviewed for their adequacy and up-to-dateness involving relevant stakeholders and are adapted accordingly. The HEI has thoroughly analysed the professional fields for graduates and has comprehensively incorporated the results in the study programme.

In addition, the objectives of the programme appropriately consider international aspects and also with regard to the employability of graduates.

### 1.2 Positioning of the study programme on 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 of this study programme on the educational market are comprehensive and plausible due to the described qualification objectives and the graduation profile.

Exceeds quality requirements

The HEI has thoroughly examined the educational market and used the results in establishing a unique and competitive profile of the study programme.

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

Please explain how the study 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 objectives are in line with the HEI's mission and vision.

Exceeds quality requirements

The study programme's qualification objectives constitute the core of the HEI's or Faculty's / School's strategic concept and are clearly, measurably and permanently implemented, monitored and adjusted.

## 2. ADMISSION

### 2.1 Admission requirements (Asterisk Criterion)

Please specify where the admission requirements are defined and explain them.

Meets quality requirements

The admission requirements are defined and comprehensible. The national requirements are presented and considered. The admission requirements and procedure are described, documented, and accessible for interested parties.

Exceeds quality requirements

n/a

### 2.2 Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language)

Please describe which measures are taken in order to ensure that students successfully complete courses taught in the main language used to instruct in the programme or in a foreign language.

Meets quality requirements

The admission requirements are transparent about the required language proficiency level regarding the language mainly used for instruction of the programme or the required result in a language test. If relevant, preparatory language courses ensure that students are able to complete successfully the study programme (courses, additional literature and extracurricular activities).

Exceeds quality requirements

n/a

### 2.3 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 professional experience in terms of scope and content is systematically derived from the study programme's objectives.

## 2.4 Selection procedure (if relevant)

Please describe and elaborate the selection procedure of applicants for this study programme.

Meets quality requirements

Dependent on the study places available, the selection procedure is based on transparent criteria and ensures that qualified students are admitted. The selection procedure is described, documented, and accessible to interested parties. The selection decision is communicated to all applicants.

Exceeds quality requirements

The selection procedure considers the study programme's objectives to select qualified students (for instance, special skills required to study, such as in arts or sports etc.). The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results.

## 2.5 Counselling for prospective students

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

Meets quality requirements

Applicants can directly turn to a student counselling service at the HEI for clarification of specific questions, of personal aptitude, or of career perspectives etc. Personal dialogue between applicants and the HEI is provided. Students with special needs (e.g.: students with impairments or disabilities, with children, foreign students, economically-disadvantaged students and/or students from non-academic backgrounds) are particularly assisted.

Exceeds quality requirements

The HEI reacts to incoming enquiries in a timely manner. The counselling options are based on the target group's needs.

### 3. IMPLEMENTATION OF THE STUDY PROGRAMME

#### 3.1 Structure and Content

##### 3.1.1 Structure of the study programme (Asterisk Criterion)

Please provide an overview of the curriculum, which shows the structure of the programme.

Please fill out the following table:

Projected study time (semesters, years)	
Number of credits (national credits and ECTS credits)	
Workload per national credit	
Workload per ECTS credit	
Conversion from national credits to ECTS credits, if applicable	
Weeks per semester	
Credits for the final thesis/ final project and time awarded for writing	

Meets quality requirements

The study programme's structure supports the smooth implementation of the curriculum and helps students to reach the intended learning outcomes. The study programme consists of courses and assigns credits per course based on regularly conducted workload assessments. It can be completed within the projected study time.

Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide 2015.

**For MBA programmes:** Depending on the didactic approach, the programme includes a substantial proportion of contact between student and teaching staff.

Exceeds quality requirements

In keeping with the student-centered approach and based on an individual counselling, the programme offers students individual study plans.

##### 3.1.2 Rationale for degree and programme name (Asterisk Criterion)

Please explain how the degree, the programme and the content of the study programme name are connected. Please indicate the underlying national requirements for the degree and the name of the study programme.

Meets quality requirements

The degree and study programme name correspond to the content of the curriculum and the study programme's qualification objectives and are, if applicable, in line with the national requirements.

Exceeds quality requirements

n/a

### 3.1.3 Conceptual coherence of the curriculum (Asterisk Criterion)

Please describe how the qualification objectives of the study programme are implemented in the curriculum. Please note that teaching methods and didactics should be presented separately from the curriculum. They are the focus of chapter *3.3 Teaching and Learning Methodology*.

Meets quality requirements

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. Electives are a core component and enable students to acquire additional competences and skills.

**For Master programmes that require professional experience**, the following applies additionally: The contents of the programme take into account the students' prior professional experience and build on and refer to it.

**For an MBA programme**, the following applies additionally: The contents of the study programme are in line with the EQUAL MBA Guidelines.

Exceeds quality requirements

The content of the study programme is regularly and pro-actively reviewed for its adequacy and up-to-dateness involving relevant stakeholders and is adapted accordingly. The study programme is systematically oriented towards meeting the anticipated requirements of a dynamic job market.

The HEI systematically incorporates relevant research and knowledge developments of the relevant field in the study programme.

### 3.1.4 Study and exam regulations (Asterisk Criterion)

Please specify where the study and exam regulations are defined, their content in terms of how they regulate the structure and criteria of studying and examination.

Meets quality requirements

There are regulations/guidelines/handbooks which contain all necessary rules and procedures for teaching, studies and examination taking into account AI developments. The faculty has available solutions for AI and AI writing detection as well as other forms of plagiarism.

The final theses/ (written) projects are evaluated based on previously published and coherently applied criteria, rules, and procedures, and are checked for the prevention of plagiarism.

Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the study programme and examinations.

The recognition of degrees and periods of study at other HEIs is regulated in accordance with / analogous to the Lisbon Recognition Convention (if ratified by the country); the recognition of periods of practical work – insofar intended – is also clearly defined.

Upon graduation students receive a transcript of records including a Diploma Supplement according to the ECTS User's Guide 2015.

Exceeds quality requirements

n/a

### 3.1.5 Examination and final thesis (Asterisk Criterion)

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

Meets quality requirements

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

The students - especially in their thesis/final project - prove their ability to undertake scientific work and progress towards the achievement of the study programme's qualification objectives.

Exceeds quality requirements

The concrete test items also examine the students' ability to reflect deeply on scientific problems, to apply scientific methods, and foster critical thinking. Students are given feedback, which, if necessary, is linked to advice on the learning process.

## 3.2 Intended competences and skills

### 3.2.1 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 skills are state of the art. In addition, digital literacy and scientific practice are key elements of the study programme. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields. Students are trained to use AI technologies to support the research process and to reflect critically the influence of AI on their research.

### 3.2.2 Integration of theory and practice (Asterisk Criterion)

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

Meets quality requirements

Theory and practice are systematically interrelated throughout the curriculum, also promoting students' ability to transfer theoretical knowledge to solve problems in practice.

Exceeds quality requirements

Theoretical discourse and practical application are closely interwoven so that they complement each other in developing the students' qualification profile.

### 3.2.3 Interdisciplinary and transdisciplinary thinking (Asterisk Criterion)

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

Meets quality requirements

The participants acquire interdisciplinary and/or transdisciplinary qualifications in accordance with the qualification objectives. This is supported by means of suitable didactical and methodological measures.

Exceeds quality requirements

The intended interdisciplinary and/or transdisciplinary competences students shall acquire, are derived from benchmarking regarding the educational market. Hence, interdisciplinary and/or transdisciplinary qualifications are core competences of the qualification objectives and are appropriately taught and trained.

### 3.2.4 International contents (Asterisk Criterion)

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

Meets quality requirements

International contents are anchored in the curriculum and in accordance with the qualification objectives in order to prepare students for a working international environment.

Exceeds quality requirements

The acquisition of qualifications and skills to strengthen the ability to act in an international and intercultural context is a key focus of the programme and is consistently promoted. Students are predominantly educated for international tasks in a working international environment.

### 3.2.5 Professional ethics and societal issues (Asterisk Criterion)

Please describe how the study programme communicates ethical aspects, such as fundamental and/or cultural values, to its students.

Meets quality requirements

Ethical implications, intercultural perspectives and current societal issues are appropriately integrated in the study programme.

Exceeds quality requirements

Ethical aspects, intercultural perspectives and current societal issues build an integral part of the qualification objectives. The identification and critical reflection of ethical aspects and current societal issues are strongly promoted and considered key competences.

## 3.3 Teaching and Learning Methodology

### 3.3.1 Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion)

Please describe the (forms of) teaching and learning methodology and the Learning Management System your HEI provides and how it is integrated in the teaching and learning.

Meets quality requirements

The teaching and learning methodology of the study programme is plausible and oriented towards the qualification objectives. It allows for application of varied teaching and learning methods. Students are encouraged to take an active role in creating the learning process. The teaching and learning methods are described for each course in the course descriptions. The HEI has installed a Learning Management System, which faculty members regularly use in delivering the programme.

**For online-learning elements and distance learning programmes, the following applies additionally:**

The teaching and learning methodology of the study programme is suited for online/distance learning and corresponds to the qualification objectives of the study programme. There is an elaborated concept for the use of the corresponding formats including up-to-date techniques for digital education.



Exceeds quality requirements

Additionally, the teaching and learning methodology is regularly and pro-actively reviewed for its adequacy and up-to-dateness. The methodology can stimulate further development and quality of teaching and learning.

### 3.3.2 Acquisition of future and soft skills

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 so-called future skills that are currently in demand on the labour market and will see greater demands in the future. For instance, students are trained in digital literacy skills as well as communication and presentation skills in accordance with the intended qualification level. This is supported by means of suitable teaching and learning methods. The study programme offers internships or practical work experiences.

Exceeds quality requirements

In addition, soft skills training in the study programme is ahead of current industry standards and demands. The study programme enables the students to apply actively the acquired skills in new areas of work and to develop them further.

### 3.3.3 Course materials and recommended literature (Asterisk Criterion)

Please describe the preparation and further development of the course materials and their suitability for the learning process.

Meets quality requirements

The accompanying course materials including literature recommendations are up-to-date and aligned with the intended learning outcomes. They correspond to the required qualification level reflecting the research and trends in the areas of programme study. The course materials are compatible with techniques of digital education, and access is barrier-free. They support the learning process according to students' needs and motivate students to engage in further independent studies.

**For online-learning elements and distance learning programmes, the following applies additionally:**

When compiling online learning course materials, the specific up-to-date techniques for digital education are used. They reflect the latest research and trends in the areas of programme study.

Exceeds quality requirements

Additionally, the accompanying course materials and literature recommendations are regularly and pro-actively reviewed for their adequacy and up-to-dateness.

**For online-learning elements and distance learning programmes, the following applies additionally:**

The latest specific techniques for digital education are used and regularly and pro-actively reviewed. The course materials consider the latest techniques in digital education.

### 3.3.4 Extracurricular events

Please describe the types of extracurricular activities provided by the HEI and explain how guest lectures contribute to the students' learning process.

Meets quality requirements

The HEI organises extracurricular events that contribute to the students' qualification process, by e.g.: inviting external lecturers with their special experience, either from professional practice or scientific work, or for example, from culture and politics (on-campus (offline) or on-line).

Exceeds quality requirements

To widen the students' general knowledge, competences and skills, the HEI systematically offers a variety of extracurricular events and lectures. In addition, the HEI offers students professional services (for the development of e.g.: digital literacy skills, future skills and other skills required in a digitalised world) promoting students' professional skills.

## 3.4 International environment and mobility opportunities

### 3.4.1 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

Students benefit from courses conducted in foreign language(s), from foreign language courses and/or from course materials and literature in foreign language(s).

Exceeds quality requirements

Courses conducted in foreign language(s), the offer of foreign language courses and/or the provision of course materials and literature in foreign language(s) predominate.

### 3.4.2 International mobility of students and teaching staff

Please outline the HEIs measures to promote student and academic mobility and describe the measures taken to promote this internationality.

Meets quality requirements

The HEI implements targeted measures to enhance international student exchange and mobility, fostering students' intercultural skills.

Additionally, the HEI actively supports academic mobility for teaching staff, facilitating their participation in international conferences, teaching assignments, and research projects - both individual and collaborative. It also encourages the publication of work at an international level. All measures are strategically designed to achieve specific goals.

Exceeds quality requirements

The measures taken to ensure academic mobility show a clear and sustainable effect. They include the regular participation of the institution in academic exchange and the promotion or expansion of mobility opportunities for students, teaching staff and administrative staff.

### 3.4.3 International composition of students and teaching staff

Please describe the measures taken to promote the internationality of student body and teaching staff as they are projected in the study programme concept.

Meets quality requirements

The international composition of the student body (consisting of incoming and outgoing students) corresponds to the study programme's concept.

The international composition of the teaching staff (lecturers from foreign countries, lecturers with international academic degrees and/or international professional experience) corresponds to the study programme's concept.

Exceeds quality requirements

The international composition of both the student body and teaching staff plays a defining role in shaping the profile of the study programme and is actively promoted by the HEI.<sup>5</sup>

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<sup>5</sup> For example, the curriculum integrates diverse global perspectives through faculty members with international academic backgrounds, students participate in multicultural team projects that enhance cross-cultural collaboration, and guest lecturers from partner universities worldwide contribute to a globally enriched learning experience.

## 4. ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

### 4.1. Teaching staff

#### 4.1.1 Structure and quantity of teaching staff (Asterisk Criterion)

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

Please fill out the following table:

	Study programme No. 1	Study programme No. 2	Study programme No. 3	Study programme No. 4	Study programme No. 5
Full-time teaching staff					
Part-time teaching staff incl. visiting/adjunct lecturers					
<b>Total number of teaching staff</b>					
<b><i>Among them:</i></b>					
Teaching staff with professional experience					
Teaching staff with international experience					
Number of professors					
Number of associate professors					
Number of assistant professors					
Number of senior lecturers					
Number of lecturers					
PhD holders					
Master degree holders					
Guest lecturers					

Meets quality requirements

The structure and number of teaching staff in the study programme ensure the achievement of the intended qualification objectives.

The HEI has a policy for a balanced gender-ratio of teaching staff.

Exceeds quality requirements

n/a

#### 4.1.2 Academic and comprehensive qualification of teaching staff (Asterisk Criterion)

Please describe the academic qualification and relevant further qualification of your teaching staff.

Meets quality requirements

The academic qualification of the teaching staff in the study programme corresponds to the qualification objectives of the study programme. The HEI verifies the qualifications of the teaching staff by means of an established procedure. Specific measures for further academic qualification and comprehensive qualification (e.g.: training on inclusion and equity) of the teaching staff are implemented. The academic qualification is shown by regular scientific publications.

Exceeds quality requirements

The HEI verifies the qualifications of the teaching staff by means of a competitive procedure. The outstanding academic qualification is underlined by scientific publications in internationally recognised high-ranked journals.

#### 4.1.3 Pedagogical qualification of teaching staff (Asterisk Criterion)

Please elaborate on the pedagogical qualification of teaching staff.

Meets quality requirements

The HEI offers and promotes pedagogical training for their teaching staff or verifies the pedagogical qualifications of the teaching staff by means of an established procedure. The pedagogical qualification of the teaching staff corresponds to the qualification objectives of the study programme.

Specific measures for further qualification of the teaching staff are implemented. All of this also applies for an appropriate qualification regarding online teaching and learning elements.

**For full online learning / distance learning study programmes, the following applies additionally:** The faculty is qualified for online/distance education through regular training offered by the HEI tailored to their online learning/distance learning profile.

Exceeds quality requirements

The outstanding qualification of the teaching staff is confirmed by excellent student feedback or by awards granted on account of the quality of teaching. Specific measures for the further professional development of teaching staff extend beyond regular teaching activities and specifically incorporate contemporary social issues, such as sustainability and ethical implications of AI in education and society, as well as diversity, equity, and inclusion.

#### 4.1.4 Professional experience of teaching staff

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

Meets quality requirements

The professional experience of the teaching staff corresponds to the qualification objectives of the study programme. The teaching staff include their experience and practical examples in their teaching.

Exceeds quality requirements

The teaching staff has above-average professional experience having a substantial impact on students' employability.<sup>6</sup>

#### 4.1.5 Internal cooperation (Asterisk Criterion)

Please describe how the faculty members cooperate with each other.

Meets quality requirements

There is a regular process for internal cooperation between teaching staff of the study programme as well as external teaching staff (from other study programmes and guest lecturers). They cooperate with each other to tune the courses towards the overall qualification objectives. Cooperation is also in form of joint teaching activities, joint research projects and regular exchange opportunities.

Exceeds quality requirements

In addition, joint projects and/or courses are conducted cooperatively. The HEI promotes and motivates the teaching staff by offering corresponding opportunities and reward.

#### 4.1.6 Student support by the teaching staff (Asterisk Criterion)

Please describe how students are supported by the teaching staff.

Meets quality requirements

Student support is offered on a regular basis and serves to help students to study successfully. The teaching staff take appropriate time to answer their inquiries and provide regular office hours for consultation.

Exceeds quality requirements

Student support is an integral part of the services provided by the teaching staff. The teaching staff demonstrate exceptional dedication to students' individual needs.

There are options for online consultation to accommodate students remotely. The services are target-group oriented and take individual needs into their care.

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<sup>6</sup> For example, lecturers with extensive industry backgrounds provide students with practical insights, industry connections, and hands-on case studies, equipping them with the skills and knowledge needed to secure competitive positions in the job market.

## 4.2 Programme management and administrative support

### 4.2.1 Programme management

Please describe the function as well as the responsibilities and duties of the programme management.

Meets quality requirements

The responsibilities for programme management in academic and organisational terms are defined and ensure that the programme runs smoothly.

Exceeds quality requirements

The programme management successfully takes initiatives to promote the development of the study programme.

### 4.2.2 Administrative support

Please describe the administrative support offered to students and teaching staff.

Meets quality requirements

Teaching staff and students are supported by the administration in the organisation of the study programme. Decision-making processes for the administrative support services are clearly defined and consider special needs of students and teaching staff. The HEI offers the administrative staff opportunities for continuous professional development.

Exceeds quality requirements

The administrative support services clearly go beyond the organisation of studies and teaching. The support structures are strategic, tailored, and designed, for example, to enhance teaching quality, research impact, student success, and the well-being of students and teaching staff (e.g. psychological services, remedial activities for disadvantaged groups). The administrative staff utilises current tools (e.g. AI tools) to provide support services.

### 4.2.3 Public information

Please describe which information about the study programme, about the activities during the academic year and other activities is publicly available and how and where this information is published.

Meets quality requirements

The study programme's content and qualification objectives are suitably communicated to the public and are available in national language and in a foreign language. The HEI regularly publishes current news and information about and in the context of the study programme on different communication channels such as website and social media.

Exceeds quality requirements

The study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties in the national language and foreign languages the study programme also offers in its curriculum. The HEI's network communication is actively maintained and particularly informative, both in the national and a chosen foreign language.

#### 4.2.4 Inclusive and equitable education (Asterisk Criterion)

Please describe how the HEI and the study programme comply with the Sustainable Development Goal (SDG) 4 “*Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*”

Meets quality requirements

The study programme complies with principles of inclusive and equitable education, or non-discrimination policies. There is assistance and support for students in special circumstances, such as students with impairments or disabilities, with children, foreign students, economically disadvantaged students and/or students from non-academic backgrounds.

Exceeds quality requirements

The HEI has established exemplary standards for diversity, inclusion, and equity, ensuring equal opportunities for students in special circumstances, even outside of individual study programmes. These principles are also applied at the programme level.

#### 4.2.5 Career counselling and placement service

Please describe the career counselling and placement services provided.

Meets quality requirements

The study programme offers students and graduates support in career counselling. Placement services (including internships) take place via its available channels and events, such as job fairs, resume workshops.

Exceeds quality requirements

In addition to the standard services, career counselling and placement services (including internships) are offered to the students and graduates on an individual basis. Where required, alumni are also available for individual counselling sessions.

Such activities are planned on a long-term basis, performed regularly, and are actively marketed. Students have access to the HEI-wide professional network.

#### 4.2.6 Alumni activities

Please describe the activities of the alumni regarding their support for the active students.



Meets quality requirements

To facilitate the career development, an alumni organisation has been established at different levels within the HEI, connecting graduates with current students and providing them with access to professional networks, mentorship opportunities, and job placement assistance tailored to their specific fields of study.

Exceeds quality requirements

Alumni activities are an integral part of the daily operations of studies and teaching through e.g.: workshops, talks or seminars for current students.

## 4.3 Cooperation and partnerships

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

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

Cooperation with academic institutions/networks relevant for the programme are plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented.

**For cooperation programmes, the following applies additionally:**

In cases where other institutions or organisations conduct parts of the study programme, the HEI ensures that the different responsibilities regulated in the contract are transparent and clearly defined.

Exceeds quality requirements

Cooperation with academic institutions/networks are strategically implemented and promoted. They are a substantial element in the development of students' qualifications and skills.

### 4.3.2 Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes)

Please list the cooperation agreements with the professional field and elaborate their significance for the conception and implementation of the study programme.

Meets quality requirements

Cooperation with the professional field relevant for the programme are plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented.

**For cooperation programmes, the following applies additionally:**

In cases where other institutions or organisations conduct parts of the study programme, the HEI ensures that the quality standards are met and that the different responsibilities regulated in the contract are transparent and clearly defined.

Exceeds quality requirements

Cooperation with the professional field is strategically implemented and promoted. They are a substantial element in the development of students' qualifications and skills. Regional cooperation perspectives with social and economic impact are actively considered. This includes, for instance, tailored partnerships with industry, facilitating technology transfer, and supporting the patenting and commercialization of research.

## 4.4 Facilities and equipment

### 4.4.1 Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion)

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

Meets quality requirements

The quantity, quality and equipment of the facilities correspond to the necessities described for the study programme. Sufficient IT equipment and software appropriate for the programme are available. Further, the technical equipment is adequate for online learning elements as applied by the study programme's concept and content. Technical support is offered to students during working hours.

The requirements for students with special needs are adequately provided. A sufficient number of workplaces (individual and for study groups) is available.

Aspects of sustainability and cybersecurity are taken into account for the provision of the infrastructure.

Exceeds quality requirements

Teaching and training rooms (such as simulation, laboratories) with advanced equipment are available for special curricular and extra-curricular activities. The HEI operates a sustainable campus regarding, for example, architecture, location and consumption of energy.

**For online learning elements/distance learning programmes, the following applies additionally:** The equipment for digital education follows the latest trends and developments. The HEI has established user-friendly support for technical requests.

### 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

Students have access to relevant up-to-date literature including in other languages, international and national magazines, licence subscriptions and databases required for the study programme. The opening hours and the facilities of the library take students' needs

sufficiently into account. Relevant digital resources can be accessed from outside the campus, where possible outside normal working hours. A support system for students is available.

Exceeds quality requirements

The literature is regularly and pro-actively reviewed for its adequacy and up-to-dateness via a standardised procedure. The library staff offers tailor-made support for literature search. The HEI has special partnerships with external libraries, such as the National Library and libraries of partner universities. The HEI makes its research results accessible within the framework of Open Science.

#### **4.5 Financing of the study programme (Asterisk Criterion)**

Please describe the financial resources for running the study programme.

Meets quality requirements

The income related to the study programme ensures that each cohort of students starting within the accreditation period is able to complete the study programme.

Exceeds quality requirements

n/a

## 5. QUALITY ASSURANCE

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

Please describe how the quality assurance with respect to programme's content, processes and outcomes is embedded in the overall quality management system.

Meets quality requirements

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the study programme with respect to its contents, processes, and outcomes, has been established. This also includes demands on online teaching, if applicable. The procedure takes into account the evaluation results and an analysis on student workload, success rate and graduate employment. Responsibilities for quality management are clearly defined. The HEI ensures that necessary measures and developments are implemented and documented. Representatives of faculty members and students are involved in the quality assurance and development procedures.

Exceeds quality requirements

Additionally, graduates and employer representatives are included in the respective committees. They actively participate in the regular review process and contribute to ongoing improvements, ensuring a comprehensive, practice-oriented evaluation. This approach sets a higher standard for continuous development and alignment with industry needs.

### 5.2 Instruments of quality assurance

#### 5.2.1 Evaluation by students

Please describe which quality assurance instruments and processes are used to make students evaluate the study programme.

Meets quality requirements

An evaluation by the students of the study programme, in particular of teaching and learning processes is carried out on a regular basis and in accordance with a prescribed procedure. The results are documented and clear communicated to the students and provide input for the quality development process.

The survey includes questions that allow the HEI to analyse the types and prevalence of special circumstances among the student body.

Exceeds quality requirements

The study programme ensures that necessary measures to be taken are documented and implemented as soon as possible.

#### 5.2.2 Evaluation by teaching staff

Please describe which quality assurance instruments and processes are used to make teaching staff evaluate the study programme with regard to its content, processes, organisation and management.

Meets quality requirements

Quality control of the programme by the internal and external teaching staff is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are documented and adequately communicated and provide input for the quality development process.

Exceeds quality requirements

The study programme ensures that all necessary measures are promptly documented and implemented. The HEI utilises evaluation results from the teaching staff as a basis for institutional improvements.

### 5.2.3 External evaluation by alumni, employers and third parties

Please describe how the external 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, for instance in the form of a report on employment.

Exceeds quality requirements

The study programme ensures that all necessary measures are promptly documented and implemented. The HEI utilises evaluation results from the externals as a basis for institutional improvements.