



FIBAA

YOUR PARTNER FOR EXCELLENCE
IN HIGHER EDUCATION

FIBAA Guidelines for HEIs:

Self-evaluation Report (SER)

Notes on Writing the SER

Appendices for the SER

Technical requirements: submission of the SER

Statement on the accreditation report by the HEI

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1. Self-Evaluation Report (SER)

1.1. Basic Principles

Start in good time

The SER is crucial for the experts' assessment of the study programme(s) and the success of the accreditation. It's important to allocate enough time for its preparation, as a rushed report may lead to inconsistencies, lack of input from key individuals (e.g., lecturers, university departments like QA, Finance, HR, etc.), or poor coordination with other departments.

Do not presuppose institution-specific and country-specific knowledge

In a peer review process, the assessment is usually performed by external experts (so-called "external quality assurance"). They are appointed to look at the matters with a "*view from the outside*" and to arrive at an unbiased assessment. The experts are therefore naturally not familiar with internal matters or country-specific regulations, which should be considered and described when compiling the SER.

Offer consistent information

The SER provides an initial impression of the programme's quality, aiming to describe key aspects and answer questions while potentially raising new ones. Clear, consistent descriptions make the report easier to understand, with conclusions logically drawn from the information provided. **Please provide examples where possible.**

Focus on essential facts and guide the experts through your appendices

Please provide clear information about the key details, along with any necessary references to relevant attachments. The [FIBAA Assessment Guide](#) steers you through the individual topics and illustrates the information that matters for the assessment of the quality standards.

Follow scientific standards

The SER should follow a scientific report format. Explain all abbreviations, number the pages, and reference supporting documents (e.g., [Appendix 1](#): Exam regulations, [Appendix 2](#): Internship regulations, etc.). Use footnotes for additional explanations if needed.

Submit one report per programme cluster

If your programmes are to be assessed in clusters, you should submit one SER per cluster. Within this cluster, of course, each degree programme is described individually as in the example below.

Example:

1.1 Subject-specific qualifications and employability of students

Bachelor of Accounting:

[Input]

Bachelor of Finance:

[Input]

Avoid needless repetition

Information that applies to all study programmes should be summarised together, rather than being listed separately for each programme. At the same time, the institution should take care to also

describe the programme-specific features (e.g. the intended learning outcomes, curriculum etc.) in sufficient detail.

Example:

2.1. Admission requirements

For all study programmes:

[Input]

Bachelor of Accounting:

[Input]

Bachelor of Finance:

[Input]

1.2. Technical Aspects

Length of the report

There is no strict regulation for the minimum or maximum number of pages for an SER. However, experience shows that a concise and well-structured report for one study programme does **not exceed 50-60 pages** (excluding appendices). In case of a cluster accreditation, ten additional pages per study programme are acceptable.

→ Please ensure a reader-friendly report. The experts must review and process the information you provide. Excessively long and inconsistent SERs complicate legibility and understanding.

Format

- Please ensure that the SER is formatted consistently.
- To improve legibility, ensure sufficient line spacing (e.g. 1.15).
- Font size and font style are not specifically predefined by FIBAA. We recommend Arial 11.
- The SER is to be submitted in WORD **and** PDF.

Please note

Thorough and well-organised documentation is crucial for expert analysis and ensures an efficient process. Missing, incomplete, or poorly prepared documents can lead to delays, additional costs, or even a negative accreditation decision.

If you have any questions or doubts regarding FIBAA documentation requirements, please contact international@fibaa.org.

1.3. Short Checklist

	Checked
<u>Structure and Organisation</u>	
Does the report follow the structure outlined in the FIBAA Assessment Guide?	☐
Is each section and subsection clearly labelled for easy navigation?	☐
Is the information in the SER verified? Are all data precise and up to date?	☐
<u>Clarity and Precision</u>	
Is the language used to communicate your points clear and concise?	☐
Do you avoid unnecessary jargon and overly complex sentences?	☐
Are the descriptions precise and include concrete examples (where possible)?	☐
<u>Evidence-Based Reporting</u>	
Do you support all statements with evidence, such as data, statistics, links to publications or specific examples?	☐
Do you, where applicable, reference relevant documents or appendices that provide further detail?	☐
<u>Consistency</u>	
Do you ensure consistency in terminology, formatting and referencing throughout the report?	☐
Do you cross-check facts and figures to avoid discrepancies and repetition?	☐
<u>Compliance with Guidelines</u>	
Do you adhere strictly to the guidelines provided in the FIBAA Assessment Guide?	☐
Do you include all required sections and meet the specific length and format requirements?	☐
<u>Review and Revision</u>	
Have you proofread the report thoroughly and eliminated errors in grammar, punctuation and spelling?	☐

2. Notes on Writing the Self-Evaluation Report (SER) according to the FIBAA Assessment Guide¹

0. 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.

0.1 Development of the study programme

Please provide statistical data about the study programme(s) according to [the FIBAA template](#) and please add the following information on the study programme:

Higher education institution (HEI):	
Degree awarding institution(s) (if relevant):	
Programme name (English and original language):	
Degree title awarded:	
Type of programme:	☐ Bachelor programme ☐ Master programme
Projected study time:	
Number of ECTS credits and national credits assigned to the study programme:	
Mode of study:	☐ Full-time ☐ Part-time
Methodological approach:	☐ Study programme with obligatory class attendance ☐ Blended-learning study programme ² ☐ Distance learning/eLearning study programme
Double/Joint Degree programme:	☐ Yes In case of double/joint degree programme, please name the partner institution:
	☐ No
	☐ Double/joint degree is optional for students In case of an optional double/joint degree programme, please name the partner institution:

¹ Assessment Guide as of 2025.

² Blended learning is a form of learning that combines face-to-face sessions and digital learning content, thus utilising the advantages of both approaches.

Capacity Load (maximum number of study places per cohort):	
Programme cycle starts in:	☐ Winter semester ☐ Summer semester ☐ Both winter and summer semester ☐ Other start date, please indicate:
Initial start of the programme (<i>Month/Year</i>):	
Type of accreditation:	☐ Concept accreditation ³ ☐ Initial accreditation ⁴ ☐ Re-accreditation ⁵
For re-accreditation: last accreditation period	

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?

Please describe:

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

³ A concept accreditation applies if the concept of a study programme is supplied but the programme has not yet started.

⁴ Initial accreditation applies if a study programme is running but is not accredited yet.

⁵ Re-Accreditation applies if the programme is currently accredited.

[The questions below are guiding questions. It does not mean that all questions shall be answered and reflected in the SER.]

Chapter 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 programme⁶.

In particular, please make sure that you provide answers to the following questions in your Self-Evaluation Report (“SER”):

- What are the specific qualification objectives of the study programme? How were these qualification objectives determined?
- What are the qualifications of the graduates? Are the qualification objectives and graduate job profiles published? If yes, where?
- Which academic skills will they have after graduation? Where will / can they work after graduation?
- What are the expected outcomes for graduates in terms of knowledge, skills, and competencies? How do these outcomes align with the requirements of the aspired qualification?
- How are the qualification objectives documented (*please provide the link to the official document*) and communicated to students, faculty, and other stakeholders? What resources are available to ensure that everyone involved understands these objectives?
- How flexible are the qualification objectives in adapting to changes in industry standards, technological advancements, or educational trends? How does the review cycle ensure that the programme objectives and intended learning outcomes are relevant, up-to-date and of high quality? What steps does the HEI take to keep up with best practice, major trends and significant innovation in similar programmes around the world?
- How is the Bachelor / Master level justified? What specific aspects of the qualification are addressed by these objectives? What aspects of the curriculum are specifically designed to address international issues or trends?
- What are the aims of the programme regarding international orientation? How does the programme’s international orientation align with the overall international strategy of the HEI?
- Should graduates be able to work abroad? Should graduates be able to work in an international context?
- How does the programme continuously improve its international aspects? Are there regular reviews or updates to ensure that the international orientation remains current and effective?

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).

⁶ If no national qualification framework is available, the [QF-EHEA](#) is to be applied.

In particular, please make sure that you answer the following questions:

- Why do students choose the programme of your HEI instead of choosing another HEI? What are the advantages of your study programme?
- What is the relationship between the number of study places and applicants?
- Is the subject of the programme common or very special compared to similar programmes (in the region, in the country or overseas)? Who are the main competitors of your HEI?

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.

In particular, please make sure that you answer the following questions:

- Why did the HEI decide to offer this study programme? (student's wishes? employer's wishes?)
- How does the study programme align with the HEI's overall mission, vision and strategic objectives? How is the study programme positioned within the faculty? How does it fit into the HEI's profile?
- What kind of support does the HEI provide to the study programme in terms of resources, funding, and strategic guidance?

Chapter 2: Admission

2.1 Admission requirements (Asterisk Criterion)

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

In particular, please make sure that you answer the following questions:

- Where are the admission requirements officially defined? Who is responsible for defining and approving the admission requirements? How often are the admission requirements reviewed?
- Which requirements need to be fulfilled by the applicants to receive a place to study? How do applicants have to prove that they fulfil the requirements?
- Are there national/local regulations regarding who is allowed to study?
- How are the admission requirements communicated to prospective students? Are they clearly explained in all relevant materials and easily accessible to applicants?
- Are national authorities involved in the process of the distribution of the study places?
- Is there a decision body at the HEI? What does it do exactly?

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

Please explain what measures are in place to ensure that students are able to successfully complete courses taught either in the programme's main language of instruction or in a foreign language.

In particular, please make sure that you answer the following questions:

- Does the study programme contain language classes to get/enhance language skills? What language support services are available to students during the course?
- Are there extracurricular activities (e.g., language clubs, conversation groups) that provide students with additional opportunities to practice the foreign language?

- Is a specific English and/or other foreign language proficiency level required? Are there specific language tests or criteria that must be met?
- Does the programme contain lectures instructed in English? If yes, please specify the name of the lectures.

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.

In particular, please make sure that you answer the following questions:

- Is it necessary to have worked before studying? If yes, what types of professional experience are considered relevant for admission to this study programme?
- What is the minimum duration of professional experience required for admission?
- How is applicants' professional experience assessed during the admissions process? What criteria are used to evaluate its relevance and adequacy?
- Is there any flexibility in the professional experience requirement? For example, can other types of experience (e.g., internships, volunteer work) substitute for formal professional experience?

2.4 Selection procedure (if relevant)

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

In particular, please make sure that you answer the following questions:

- Is it enough to present the documents that show the fulfilment of the requirements to receive a study place?
- How do students receive the information that they are accepted/not accepted? What procedures are in place for providing feedback to applicants who were not accepted?
- *In case of a selection procedure:* How do students receive information on their results?
- How does the HEI ensure that the communication about admission procedures and decisions is clear and unambiguous?
- How are updates or changes to the admission procedure communicated to both internal stakeholders and the public?
- How can applicants appeal admission decisions, and how is this process communicated?

2.5 Counselling for prospective students

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

In particular, please make sure that you answer the following questions:

- Where do applicants find information on the admission requirements? (e.g. website, brochures, handbook, etc.)
- Who are the counselling services designed to assist? Are there specific groups (e.g., international students, first-generation applicants) that these services particularly aim to support? How are applicants informed about the availability of counselling services?
- Can they applicants receive information by phone (hotline) or e-mail when they have questions? How do counselling services leverage technology to deliver support (e.g., virtual counselling sessions, online chat support)?

- Can applicants visit the HEI? Do you organise special events or workshops for applicants? If yes, please provide some examples.
- What types of counselling and support are available to applicants (e.g., academic advising, financial aid guidance)?
- What happens if too many applicants ask for a study place? (first come, first served? additional tests? an interview round?) Who decides who receives a study place?
- If there is an interview, how/where is it regulated, structured and documented? Please include some examples as attachments to SER.
- How does the counselling process address the specific needs of vulnerable prospective students (e.g., disabilities, financial hardship, foreign students, students with children)?

Chapter 3: Implementation of the Study Programme



Note: The curriculum must provide the following information:

- All courses for each semester
- Workload/credit points (per course, per semester and in total)
- Compulsory or elective course
- Assessment/Exam of each course
- Internship, practical training? Thesis/Final project?



Note: The course description must provide the following information:

- Learning outcomes + course contents
- Workload/credit points + offered in which semester?
- compulsory or elective course + name of lecturer
- Teaching methods + assessment /exam methods
- Language of teaching + recommended literature

3.1 Structure and Content

3.1.1 Structure of the study programme (Asterisk Criterion)

Please provide an overview of the curriculum according to the [FIBAA template](#), which shows the structure of the programme.

Note: Please fill out the table provided in the Assessment Guide (p.20):

- Projected study time
- Number of Credit Points (CP) (national and ECTS credit points)
- Workload per CP
- Number of modules/courses
- Time required for processing the final thesis and awarded CP
- Number of total contact hours

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	
Time allocated for writing the final thesis/final project (in weeks and/or months)	

In particular, please make sure that you answer the following questions:

- Please explain the (national) credit point system/calculation. (How can it be compared to the European ECTS credit system?)
- Please explain the conversion of national credits to ECTS credits. How much time (lectures, self-study) is allocated to a national credit?
- Do you have a policy and/or regulation to transfer the (national) credit point system into ECTS credits? If yes, please add to the Appendix.
- How is the workload calculation done? How is the workload distributed and balanced between core courses, electives, and other academic activities (e.g., projects, internships)?
- How is it ensured that the students can successfully finish their studies in the appropriate time?

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.

In particular, please make sure that you answer the following questions:

- Why did your HEI choose the programme's name? How does the name reflect the programme's objectives and content?
- Explain why the degree is adequate for the programme. How does this degree type align with the programme's level, depth, and academic goals?
- How does the name of the programme and the awarded degree fit with the institution's overall branding, mission, and academic strategy?

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.



Note: *teaching methods and didactics should be presented separately from the curriculum. They are the focus of chapter 3.3 Teaching and Learning Methodology.*

In particular, please make sure that you answer the following questions:

- How is the curriculum designed? (e.g. basic courses – advanced courses – compulsory electives – optional electives – thesis)

- How does the curriculum align with the programme's qualification objectives? Please provide some examples of how specific courses or modules contribute to achieving programmes objectives.
- Which content is compulsory (please specify number of courses) and, if so, which content can be elected⁷ according to individual interests (please specify number of courses)? Are there concentration areas?
- How are the programme objectives and ILOs translated into the practical aspects of programme content?

3.1.4 Study and exam regulations (Asterisk Criterion)

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



Note: Please use the example of the ECTS Grading Table as mentioned in the [ECTS User's Guide](#).

In particular, please make sure that you answer the following questions:

- Where does your HEI officially regulate the conditions of the study programme (e.g., study regulations, examination regulations, curriculum, module handbook)?
- Where do students find the necessary information on the programme's requirements, its structure or the exams?
- How often are the study and exam regulations reviewed and updated? What is the process for making revisions to ensure they remain current and relevant?
- How are changes to the study and exam regulations communicated to students and faculty? Are there formal notifications or updates provided?
- Does the programme's structure allow students to interrupt their studies to study abroad? Does the HEI recognise periods of study abroad? (Lisbon Recognition Convention)
- Do students receive a final grade? Can you / do you provide the graduates with a "*relative grade*" (showing how good a student was in relation to other students)?
- Do students receive a Diploma Supplement?
- What measures are taken against cheating or plagiarism? How does the HEI deal with such cases?
- How are AI developments taken into account? How does the HEI educate students about correct citation, academic writing, and acceptable use of AI tools?
- In which official documents does the HEI/faculty define its policies on plagiarism and the use of AI-generated content? How are students informed about these policies?
- What measures are taken to prevent plagiarism and misuse of AI (e.g., training, workshops, awareness campaigns)?
- What provision is made for re-sitting assessments or examinations? Is this appropriate and does it support the programme's aims and objectives? What procedures are in place for students and faculty to appeal decisions or address disputes related to the study and exam regulations? What is the procedure if a student disagrees with a grade?

3.1.5 Examination and final thesis (Asterisk Criterion)

Please describe the type of examinations, their level of difficulty and the final thesis.

⁷ Electives are understood as a planned and necessary element that contributes directly to the relevance and profile of the study programme(s) and not just an optional add-on.



Note: The curriculum and the course descriptions provide the experts with information on used exam forms. The experts will also check some examples of exams you provide in courses reviewing the documents provided along with SER and during the (on-site) visit.

Please make sure that you answer the following questions:

- What types of examinations are used in the programme (e.g., written exams, oral exams, practical assessments, project work)?
- Why did you choose the exam forms for checking the achievement of the learning outcomes by the students?
- How is the level of difficulty of exams determined to ensure they are appropriately challenging for students at different stages of the programme(s)?
- What resources or support are provided to students to help them prepare for exams? Are there review sessions, study guides, or practice exams available?
- What are the specific requirements for the final thesis (e.g., length, scope, research methods)? Are the criteria, rules, and procedures for the thesis published?
- What are the objectives of the thesis / final project?
- How is the thesis supervision process managed? What support and guidance do students receive from faculty during the development of their thesis?
- What support is offered to students during the thesis preparation process (e.g., research workshops, course in curriculum)?
- Is there a formal defence or presentation component to the final thesis? If yes, please describe how it works.
- What are the success rates for students in passing exams and completing their thesis?
- How does the programme ensure that examinations and thesis assessments are fair and objective?

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.

In particular, please make sure that you answer the following questions:

- How do the students train their academic skills? How are students guided in their scientific work?
- Are there specific courses dedicated to research methods and scientific work? (e.g. a course "Methodological competencies"). Please name the courses.
- Do courses contain academic project work?
- Are students prepared to write a thesis/ a final thesis?
- How is the respective level of scientific work assured (Bachelor / Master level)?
- How are students' methodological competences⁸ assessed? Are there specific exams, assignments, or projects that evaluate these skills?

3.2.2 Integration of theory and practice (Asterisk Criterion)

⁸ Methodological competences include, for instance, the ability to apply research methods, analyse and solve problems, use digital and AI tools responsibly, and communicate results effectively.

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

In particular, please make sure that you answer the following questions:

- How are theoretical concepts and practical applications integrated into the curriculum? Is there a link between theoretical content and examples from practice? (e.g.: the use of practical examples, the use of case studies)
- How is the balance between theoretical and practical content maintained throughout the programme?
- Do lecturers have practical experience and share it in their courses?
- Does the HEI have formal processes for involving practice-related stakeholders in programme design and monitoring?

3.2.3 Interdisciplinary and transdisciplinary thinking

Please describe how the students are qualified for interdisciplinary⁹ thinking. Please give relevant examples.

In particular, please make sure that you answer the following questions:

- Does the programme contain content outside the original study field?
- Do students have the possibility to take part in other subjects? (e.g. in the form of elective courses or seminars). If yes, how is it regulated?
- Are there courses of general knowledge included (e.g. history, sociology, philosophy, etc.)?
- Please provide examples of interdisciplinary and transdisciplinary¹⁰ courses or projects that students participate in.

3.2.4 International contents (Asterisk Criterion)

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

In particular, please make sure that you answer the following questions:

- How are international contents and global issues included in the programme? How does the curriculum address current global trends and issues?
- Which courses contain international topics? Please name some examples and courses.
- How are intercultural aspects included in the programme? Are international case studies, examples, or scenarios used in course materials? Please name some examples and courses.
- How do these international contents prepare the students to work in an international environment?
- Are there opportunities for students to work on international projects or collaborations with students from other countries? How are these projects integrated into the curriculum? Please name some examples.

⁹ Interdisciplinary skills mean being able to combine knowledge and methods from different fields, work with people from other disciplines, and find solutions to complex problems together.

¹⁰ Transdisciplinary thinking refers to the ability to integrate academic and non-academic knowledge and practices.

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. Please give relevant examples.

In particular, please make sure that you answer the following questions:

- How are ethical aspects (ethical behaviour) included in the study programme? E.g.:
 - in one specific course (please name the course)
 - as part of some courses (please name these courses)
- Does the HEI have a Code of Conduct that guides both students and/or staff? If yes, please provide.
- How does the programme ensure that graduates are equipped to handle ethical issues in their professional careers?
- How does the HEI assess competencies related to ethics and responsibility?

Chapter 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 process.

In particular, please make sure that you answer the following questions:

- How would you describe the didactical concept of the study programme?
- Which teaching and learning methods are used by the lecturers (e.g., lectures, seminars, group work)? How is AI integrated into teaching and learning activities?
- How do these methods enable the students to achieve the learning outcomes?
- How does the HEI ensure a balance between traditional and innovative teaching methods (e.g., lectures, case studies, project-based learning, AI-supported learning)?
- What types of assessment methods are used in the programme (e.g., exams, final projects, presentations)? How do these assessments align with the didactical concept?
- Do you use blended learning/distance learning in the study programme?
- How is technology integrated into the teaching and learning process? Which support is provided for distance learning in the study programme?
- Describe the HEI's processes for renewal and innovation in learning and teaching. Describe the resources available.
- What digital platform¹¹ (e.g., Learning Management System) is used by the HEI to support the delivery of the programme? How is the LMS integrated into the daily teaching and learning process? What technical support and training are offered to students and faculty for using the LMS?

3.3.2 Acquisition of future and soft skills

Please describe how communication and public speaking skills as well as cooperation and conflict

¹¹ Digital platform/tool that supports the planning, delivery, monitoring, and assessment of teaching and learning activities.

handling skills are acquired in the study programme. Please give relevant examples.

- How do you ensure that the students achieve the skills necessary for the aimed working environment? How does the curriculum align with the current demands of the professional field?
- Which skills do the students benefit the most from when searching for employment?
- Does/ if so, how does the study programme track the employment outcomes of its graduates? What percentage of graduates find employment in their field within a specified period after graduation? Please provide results for the last three years.
- Does the study programme include mandatory or optional internships? If yes, how many credits (national credits and ECTS credits)?
- In which courses are the following skills of the students trained:
 - communication and public speaking skills;
 - cooperation and conflict handling;
 - leadership skills;
 - other future skills;
- How do faculty members support the development of these skills? Are there mentorship or one-on-one coaching available to students? What resources (e.g., writing centres, speech labs, conflict resolution workshops) are available to students to help them improve these skills?
- How are the skills trained, e.g.:
 - through discussions,
 - mutual projects,
 - joint case studies,
 - presentations,
 - role plays, etc.
- Are there specific courses or modules dedicated to these skills? Please name the courses/modules. How are these skills integrated into the curriculum?

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.

In particular, please make sure that you answer the following questions:

- What kind of materials do the lecturers provide the students with? (e.g. textbooks, scripts, literature recommendations, practical examples, case studies, etc.)
- How are the materials available to the students? Are they available online (via a digital platform¹²)? Are they handed out in class?
- What is the process for developing course materials? Who is involved in creating and reviewing these materials?
- How do faculty members collaborate on the development and refinement of course materials? Are there regular meetings or committees involved in this process? Are course materials pilot-tested before full implementation? What training or professional development is provided to faculty members to help them create and use course materials effectively?
- Do you use blended learning/distance learning in the study programme?

¹² Digital platform/tool that supports the planning, delivery, monitoring, and assessment of teaching and learning activities

- How does the review cycle ensure that the course materials are relevant, up-to-date and of high quality? How frequently are course materials updated to reflect current research, industry trends, and educational best practices? Who is responsible for these updates?

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. Please give relevant examples.



Note: Here it is important that no part-time lecturers are meant, who give lectures regularly. The question is, if, for example, an experienced personality from a company gives a special lecture for interested students. This would give students insight into real-life work.

In particular, please make sure that you answer the following questions:

- Do you invite individuals from other universities, from the field of business/practice, from politics, or from culture to give special lectures in the programme? And how often?
- What criteria are used to select guest lecturers? How do their backgrounds and expertise align with the learning objectives of the programme?
- What topics or subjects do guest lecturers typically cover? How are these topics relevant to the curriculum and students' learning objectives?
- How do guest lecturers deliver their content (e.g., lectures, workshops, interactive sessions)?
- How do guest lectures provide networking opportunities for students? Are there opportunities for students to connect with guest lecturers for internships, job placements, or mentorship?
- Are there extracurricular activities, such as debate clubs or public speaking competitions, team-building exercises, that support the development of these skills? Please specify available extracurricular activities.

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). Please give relevant examples.

In particular, please make sure that you answer the following questions:

- Which are the instruction languages in the study programme(s)?
- Are there courses in foreign languages? If there are courses taught in English and/or other foreign languages, please list these courses. Are these courses mandatory or optional?
- Are those regular courses in which the instruction language is not the national one, or are those specific language courses to learn or enhance foreign language skills? (e.g. "English basics")
- Do lecturers use course materials in a foreign language? If yes, what types of materials (textbooks, online resources, multimedia)? Please provide some examples.
- How is students' proficiency in the foreign language assessed before and throughout the study programme? Are there standardised tests? Please provide some examples of language tests (if applicable)
- What opportunities are provided for students to practice the foreign language (e.g., language labs, conversation clubs, language centres)?

- How are students assessed in courses taught in a foreign language? Are there accommodations or alternative assessment methods for students who may have difficulty with the language?
- How are lectures selected for teaching courses in a foreign language? Do they have specific qualifications or training in teaching in that language?

3.4.2 International mobility of students and teaching staff

Please outline the HEI's measures to promote student and academic mobility and describe the measures taken to promote this internationality. Please give relevant examples.

In particular, please make sure that you answer the following questions:

- What specific measures does the HEI implement to enhance international student exchange?
- What partnerships or agreements does the HEI have with international universities to facilitate student mobility? Are there any scholarships or financial aid programs available for students participating in exchange programs?
- What kind of support does the HEI provide for teaching staff to participate in international conferences and research projects? Are there any institutional grants or funding opportunities available for academic mobility?
- What incentives are in place to encourage teaching staff to publish research at an international level? Please provide some examples of such researchers, if available.
- Are there faculty exchange programmes in place that allow faculty members to teach or conduct research at partner institutions abroad? Please provide some examples, if this is applicable.
- What are the specific goals that the internationalisation measures aim to achieve?
- How does the HEI adapt its internationalisation strategy based on feedback from students and faculty? How does the HEI support students in developing intercultural skills?

3.4.3 International composition of students and teaching staff

Please describe the measures taken to promote the internationality of the student body and teaching staff as they are projected in the study programme concept. Please include specific numbers, including the countries of origin. Additionally, provide relevant examples of international experiences and indicate where they took place.

In particular, please make sure that you answer the following questions:

- Is the programme designed to attract international students? What strategies are used to attract international students to the programme?
- What support is available for international applicants during the application process? Are there services to help with visa applications, documentation, or language requirements?
- Are there students from other countries enrolled in the programme? (How many? From which countries?) If there are no students from abroad, what is the reason for that? (e.g. missing language skills?)
- Are there lecturers from other countries teaching in the programme? (How many? From which countries? Full-time or part-time lecturers?)
- Are there lecturers who have working or educational experience from other countries? (How many? From which countries? Which degrees?)
- How do students benefit from the international experience of the lecturers? (e.g. practical examples in the courses)

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 teaching staff 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.

Note: Please fill out the table provided in the Assessment Guide (p.21).

In particular, please make sure that you answer the following questions:

- How many lecturers are involved in the teaching of the programme's courses?
- How are the roles and responsibilities divided between full-time and part-time faculty members? Are there differences in their contributions to teaching, research, and administrative tasks?
- Do you have a policy for a balanced gender ratio? If yes, please provide.

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.



Note: Information on lecturers is provided to the experts through the lecturers' CVs

Please make sure that you answer the following questions:

- What are the academic criteria for being a full-time or part-time lecturer and/or professor at your HEI? What is the highest level of education attained by the faculty members (e.g., PhD, Master's)?
- How is the procedure for hiring lecturers at your HEI? Does your HEI have a strategy for recruiting faculty members from diverse international backgrounds?
- How does one become a professor at your HEI?
- Does your HEI provide the possibility and/or support, including financial support, for further qualification for the lecturers? (e.g. participation in conferences or mutual projects with other universities, etc.) Please name some programmes or courses that they have recently completed.
- What are the key research contributions of the lecturers? Are there any notable publications, books, or papers that highlight their expertise? Please include some examples.

4.1.3 Pedagogical qualification of teaching staff (Asterisk Criterion)

Please elaborate on the pedagogical qualification of teaching staff.



Note: Information on the lecturers of your HEI is provided to the experts through the lecturers' CVs

In particular, please make sure that you answer the following questions:

- What are the criteria/requirements regarding pedagogical and didactical qualifications for being a teaching staff at your HEI?
- Does your HEI provide the possibility of further qualification for the lecturers? (e.g. new didactical techniques, etc.) Are there regular workshops, seminars, or training sessions? Please name some programmes or courses that they have recently completed.
- How do faculty members integrate technology into their teaching? Are there specific tools or platforms they are trained to use for enhancing didactic effectiveness?

4.1.4 Professional experience of teaching staff

Please describe how the faculty's professional experience¹³ contributes to the integration of theory and practice.



Note: In chapter 4.1, there might be overlapping information. If so, please refer to the former criterion!

In particular, please make sure that you answer the following questions:

- What practical / business experience do the lecturers have? How extensive is this experience (e.g., years in industry, institutions, specific roles, companies)?
- What are the part-time lecturers doing besides teaching at your HEI? If the part-time lecturers are engaged in business activities, how do these ongoing engagements contribute to the study programme?
- How do faculty members use their business experience to continuously update and improve the curriculum to reflect current industry practices?

4.1.5 Internal Cooperation (Asterisk)

Please describe how the faculty members cooperate with each other.

In particular, please make sure that you answer the following questions:

- What kind of exchange is happening between the lecturers of the programme?
- How often do the lecturers of the programme meet with each other?
- How is it ensured that there is no overlapping content in the courses?
- How do faculty members collaborate on research projects? Are there interdisciplinary or cross-departmental research initiatives? Please provide some examples.
- Are there opportunities for faculty members to collaborate on multidisciplinary projects that involve different academic disciplines?
- Do faculty members collaborate in teaching? For example, are there courses taught jointly by multiple lecturers ("team teaching")?

4.1.6 Student Support by the teaching staff (Asterisk Criterion)

Please describe how students are supported by the teaching staff.

In particular, please make sure that you answer the following questions:

¹³ This refers to professional experience outside the higher education sector, particularly in fields related to the subject area taught.

- How is the support of students by the lecturers organised?
- How and when are the lecturers available for the students? (e.g. personally before/after the lectures, via telephone, via e-mail, during defined office hours, etc.) What methods do faculty members use to communicate with students?
- Is the situation different regarding the part-time lecturers?
- Are there specific faculty members assigned as academic advisors?
- How do faculty members support students in engaging with research opportunities, including guidance on research projects, thesis supervision, or publications?
- How do faculty members provide feedback on students' academic performance, such as grades, assignments, and exams? How is this feedback used to support student learning?
- How do faculty members support students with diverse needs, such as international students, students with disabilities, or those from underrepresented backgrounds?

Chapter 4.2: Programme management and administrative support

4.2.1 Programme management (Asterisk)

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

Please make sure that you answer the following questions:

- Who is managing the study programme (in academic manners as well as in organisational manners)?
- What are the main tasks and key duties of the programme management? What administrative tasks does the programme director handle? Who is supporting the programme management (e.g. general services of your HEI for all programmes)?
- How does the programme director collaborate with faculty members, students, and other staff within the HEI?

4.2.2 Administrative support

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

In particular, please make sure that you answer the following questions:

- How is administrative support for students organised (e.g. organisation of their studies, exam organisation, official papers, counselling, etc.)? In particular for students in special circumstances.
- How is administrative support for lecturers organised (e.g. organisation of classrooms, technical equipment, course scheduling, printed materials, etc.)? In particular for teaching staff in special circumstances.
- How do students and lecturers know where to go for the services? Are there specific offices or contacts for different types of support?
- Does your HEI provide the possibility of further qualification for administrative staff to ensure they can effectively support faculty and students (e.g. IT courses, language courses, etc.)?
- How does the HEI address the needs of students or faculty members who require specialised administrative support (e.g., for disabilities, international students, research grants)?

4.2.3 Public information

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

In particular, please make sure that you answer the following questions:

- Where can interested parties find information on the study programme(s)? (e.g. website, brochures, personal service at your HEI, etc.).
- What information on the study programme(s) is documented and published? Is this information available in English? Please specify which information is available in English.
- Where is the curriculum documented and published? Please include a link.
- Who is responsible for ensuring that the most current and accurate information about the study programme is always available?
- Where can interested parties find information on the activities of your HEI and the study programme? Is information provided in English and/or other foreign languages?
- What information on the activities of your HEI and the study programme is published (e.g., academic deadlines, extracurricular events, guest lectures)? Are both academic and non-academic activities covered in the communications?
- Are there regular newsletters or announcements?
- How can students and faculty provide feedback on the effectiveness of these communications, and how is this feedback used to improve future communications?
- Is there an annual report on your HEI? If yes, is it published on the HEI website? If yes, please provide us with a link.

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." Please give relevant examples.

In particular, please make sure that you answer the following questions:

- Does your HEI have an equality and non-discrimination policy? If yes, how are these policies communicated to students and staff? Please provide these policies.
- How do you ensure that no university member is discriminated against because of sex, race, age, religion, etc.
- Does your HEI take measures to support students with disabilities? If yes, which measures are taken?
- What happens if a student has disadvantages (due to a disability) when taking an exam? (alternative exam forms/ more time or special assistance during the exam?)
- Does your HEI take measures to support students in special life circumstances?

4.2.5 Career counselling and placement service

Please describe the career counselling and placement services provided. Please give relevant examples.

In particular, please make sure that you answer the following questions:

- Does the HEI offer career services to the students (e.g. job or internship opportunities, advice for job applications, etc.)? If yes, who is responsible for providing these services?
- What types of career counselling services are provided (e.g., workshops, career tools and/or applications)? What types of workshops or training programmes are offered to increase students' employability skills (e.g., resume writing, interview preparation, networking)? Are there regular job fairs, networking opportunities organised for students? Are there online

resources available, such as job boards, career planning tools, or virtual counselling sessions?

- How can students schedule appointments or participate in career workshops and events?
- What are the outcomes of students who use these services in terms of job placement rates and career progression? Please provide some examples, if available.
- How are international students supported in their career development and job placement efforts?
- What services are available to recent graduates as they transition into the workforce?
- How does the career services collaborate with industry associations and employers to enhance placement and/or internship opportunities?

4.2.6 Alumni activities

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

In particular, please make sure that you answer the following questions:

- How does the HEI support the alumni? Is there an alumni organisation at your HEI? If yes, what is its mission, and what are its main goals?
- What kind of activities and events are organised (e.g., professional networking events, reunion meetings)? Does the alumni organisation offer professional development opportunities, such as workshops, seminars, or career services? How often such activities and/or events are organised?
- How does the alumni organisation engage with its members and encourage participation in its activities?
- Which (staff) resources are available?

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.



Note: Please fill out Table E: Cooperation and partnerships in the document “General questions requested from HEI”.

In particular, please make sure that you answer the following questions:

- Does your HEI cooperate with other HEIs? Are there documents that regulate the forms of cooperation?
- How does the HEI plan to enhance existing agreements to further support the study programme's objectives? Do you have a strategy regarding international cooperation and partnerships?
- How does the cooperation benefit the students in the study programme (e.g. exchange possibilities, mutual projects, etc.)? Please provide some examples.
- Are there any joint programmes, courses, or modules offered as a result of these agreements? How are these structured and managed?

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 on their significance for the conception and implementation of the study programme.

In particular, please make sure that you answer the following questions:

- Does your HEI cooperate with partners from the professional field or other organisations related to the study programme (e.g., professional associations)?
- Are there documents that regulate the forms of cooperation?
- How does the cooperation benefit the students in the study programme (e.g. possibilities for internships, examples from the practice, mutual projects, etc.)?
- Did these cooperation agreements influence the design and development of the study programme? In what ways do these agreements contribute to the integration of practical skills, industry insights, or real-world applications into the curriculum?

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.

In particular, please make sure that you answer the following questions:

- Which facilities are used for the study programme (number of lecture rooms, size of rooms, computer classrooms, technical equipment like whiteboard, beamer, number of group rooms, etc.)?
- What types of media and IT equipment are available in classrooms (e.g., projectors, smartboards, audio systems, computers)?
- What is the typical capacity of classrooms, and does it accommodate the programme's class sizes effectively?
- Are the facilities barrier-free?
- Are the students provided with access to the internet? Is it free of charge?
- Which kinds of software are available to the students?
- How does the HEI ensure that its infrastructure meets sustainability standards?
- What cybersecurity measures are in place to protect institutional infrastructure? How does the HEI ensure data privacy and security for students and staff?

4.4.2 Access to literature (Asterisk)

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.



Note: Please fill out Table F: Relevant literature and access to library in the document "General questions requested from HEI".

In particular, please make sure that you answer the following questions:

- How is the access of students to relevant literature for the study programme ensured?
- What are the opening hours of the library?

- What is the size of the library's collection in terms of books and journals available? Does HEI have partnerships with other libraries, e.g., the National Library and libraries of partner universities?
- How many online media are available? Can these resources be accessed only on university premises, or are they available remotely from any location? What online resources are available to students, including e-books, electronic journals, and databases? What types of licenses or subscriptions does the library hold for accessing the digital literature and databases? Are there any limitations or restrictions?
- How is it ensured that the literature is up to date?
- What services are provided to assist students in finding and accessing specialist literature (e.g., research consultations)?
- Are there workshops or training sessions available to help students effectively use library resources, including online databases and research tools?

4.5 Financing of the study programme (Asterisk Criterion)

Please describe the financial resources for running the study programme.

In particular, please make sure that you answer the following questions:

- What are the primary sources of funding for the programme (e.g., government grants, tuition fees, financial support provided by third parties (banks, companies))?
- How is the programme's budget allocated among different needs (e.g., faculty salaries, research, facilities, student support services, library) in %?
- Who is responsible for financial oversight?
- How does the programme ensure that financing does not negatively affect students' access to educational opportunities?
- Does the HEI offer scholarships or grants for (i) students, (ii) faculty, or (iii) administrative staff? If so, please describe these financial aid options, including the requirements for eligibility, and provide the number of i) students, (ii) faculty, or (iii) administrative staff who have received scholarships/grants over the past three years.
- Additionally, how is information regarding the programme's financing opportunities communicated to stakeholders such as students, faculty, and administrative staff?

Chapter 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 the programme's content, processes and outcomes is embedded in the overall quality management system.

In particular, please make sure that you answer the following questions:

- How is quality assurance and development of the study programme(s) organised?
- What are the main elements?
- Who is involved in the quality assurance activities?
- What kind of evaluation is used in the programme(s)?
- Do you check the statistical data of the programme(s)?

- How do you check if the workload of each course is adequate and if the awarded credit points are appropriate?
- How does the quality assurance process influence the development and regular review of the programme's curriculum?
- Who is responsible for quality assurance in the study programme? Do you have a separate body responsible for quality assurance activities?

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

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



Note: The experts will check the evaluation form.

In particular, please make sure that you answer the following questions:

- How is the course evaluation by the students organised? What types of evaluation tools or surveys are used to gather feedback from students about the study programme?
- How often are students asked to evaluate the study programme, and at what points during their studies?
- Who is responsible for analysing the evaluation results and deciding if measures are taken?
- How are students informed about the results and the measures taken? Do you have a policy?
- How are the results from student evaluations integrated into the ongoing development and improvement of the study programme? Please provide some examples
- How is student anonymity ensured during the evaluation process to encourage honest and constructive feedback?

5.2.2 Evaluation by teaching staff

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



Note: This criterion concerns feedback from faculty members, not from students to faculty.

In particular, please make sure that you answer the following questions:

- How can faculty members give feedback on the study programme and its courses?
- What tools or methods (e.g., surveys, meetings, feedback sessions) are used?
- Who is responsible for analysing the evaluation results and deciding if and what measures are taken?
- How frequently are these evaluations conducted?
- How are faculty members informed about the results and the measures taken? Do you have a policy?
- What specific aspects of the programme (e.g., curriculum content, administrative procedures, organisational structure) do faculty members evaluate?
- How does the institution measure the effectiveness of the faculty evaluation process in enhancing the programme(s)? Please provide some examples.

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.

In particular, please make sure that you answer the following questions:

- Are external parties involved in the evaluation of the study programme (e.g. alumni, partners from the practice, employers)? If yes, what methods are used to gather their feedback?
- Who is responsible for analysing the evaluation results and deciding if and what measures are taken?
- What specific tools (e.g., surveys, interviews, focus groups) are employed to collect feedback from these external stakeholders?
- How often are evaluations conducted with alumni, employers, and third parties?
- What specific aspects of the study programme (e.g., curriculum relevance, graduate preparedness, industry alignment) are evaluated by these external stakeholders?
- How are the external parties informed about the results and taken measures? Do you have a policy?
- What specific changes or improvements have been made to the study programme(s) as a direct result of feedback from alumni, employers, and third parties? Please provide some examples.

3. Appendices

The following evidence must be submitted by your institution along with the SER.

Appendices to the Self-Evaluation Report (in English language)	Relevant Folder	Provided
Organigram (<i>preferably a graphical overview showing how the relevant faculty/school/department is positioned within the HEI</i>)	01.	☐
Statistical Data (<i>see sample document of FIBAA for 0.2^{*14}</i>)	02.	☐
Regulation for Admission	03.	☐
Curriculum overview (<i>see sample document of FIBAA*</i>) (<i>study plan or curricular overview in a table format that informs about the student workload (credits and hours) for each course in every semester</i>)	04.	☐
Module or course descriptions/syllabi for each course (<i>see sample document of FIBAA*</i>) (<i>for all compulsory and elective modules/courses as well as for final projects/theses, compulsory internships and all modules taken at partner institutions as part of a double- or joint degree</i>)	05.	☐
Study Exam Regulations incl. • AI Policy (if available) • Assessment Guidelines • Examination Regulations • Final Thesis Guidelines • Internship Regulations • Regulation on credit transfer • Study Regulations/Student Handbook	06.	☐
Student workload evaluation	07.	
Diploma Supplement incl. • Degree Certificate • Diploma Regulation • Diploma Supplement (<i>see sample document of FIBAA* and examples here: https://europa.eu/europass/en/diploma-supplement-examples</i>) • Transcript	08.	
CV of lecturers (full-time and part-time) (see sample document of FIBAA*). In case the accreditation includes a double- or joint degree option, qualifications must also be provided for the relevant teaching staff at the partner institutions.	09.	
List of guest lectures	10.	
Cooperation agreements (<i>e.g. learning agreements, cooperation agreements with other universities (compulsory for</i>	11.	

¹⁴ * <https://www.fibaa.org/en/accreditation-certification/procedures-at-programme-level/programme-accreditation-according-to-the-international-quality-standards-of-fibaa/> (see Documents for Accreditation)

<i>joint/double degree), companies, research institutions, etc.)</i>		
Quality Management: ○ Regulations on Quality Management ○ HEI strategy ○ External Stakeholders (Evaluation Report, Evaluation Sheets-Survey Examples, Evaluation-Survey Results of the last 2-3 years) ○ Students (Evaluation Report, Evaluation Sheets-Survey Examples, Evaluation-Survey Results of the last 2-3 years) ○ Teaching Staff (Evaluation Report, Evaluation Sheets-Survey Examples, Evaluation-Survey Results of the last 2-3 years)	12.	☐
Sample of exams: ○ Final exam (including appraisal/examiner's assessment) - 6 to 8 per study programme ○ Reports of work placements/internships (if applicable) – 6 to 8 per study programme, including appraisal/examiner's assessment ○ Midterm exam (including appraisal/examiner's assessment) - 6 to 8 per study programme ○ Final theses (including appraisal/examiner's assessment) – 3 to 6 per study programme	13.	☐
Teaching and Learning Materials (a selection for each study programme) Case studies (if applicable) – examples for each study programme	14.	☐
Material (video/pictures) presenting HEI's campus and premises (including seminar rooms, lecture halls, computer rooms, library, etc.)	15.	☐
Guest access to the teaching and learning platform (<i>if applicable</i>)	16.	☐
Formal information about the study programme(s) in accordance with a document "General Information requested form HEI"*	N/A	☐

Please note

- Evidence should be submitted for **each** study programme. If evidence applies to multiple study programmes (ex: admission regulations), it must only be submitted once. Please indicate this clearly.
- Submitted evidence should be **self-explanatory** to someone who is not familiar with your institution and your country's education system (*please provide brief explanations, if necessary*).
- Each appendix should be a **separate file, numerated and titled in English**.
 - All submitted files should have short English-language names clearly indicating the file contents.
 - The naming of all folders should be in a consistent way.
- Unless otherwise discussed with the FIBAA project manager, it is the responsibility of the institution to provide **all required evidence in English**. If the document is available in the national language only, please provide both the original version in the national language and a translation into English.
- Please note that for linked files such as PDF, Word, Excel, etc., automatic translation does not work – translations of linked files should be provided by the institution.
- Ensure all submitted evidence is in universally accessible file formats (e.g., PDF, Word) and is not password-protected unless necessary.



4. Technical Requirements: Submission of the SER to FIBAA

The HEI uploads the self-evaluation report(s) including the appendices to **FIBAA's SharePoint**.

The HEI informs FIBAA approx. **two months before** it intends to upload its completed documents and indicates which e-mail address(es) should receive access to FIBAA's SharePoint. Please send this information to international@fibaa.org, including your project number. FIBAA then activates access to the SharePoint folder for the e-mail addresses mentioned.

After the HEI has uploaded all documents, please inform FIBAA that the upload process is complete. Only after the HEI has received an official confirmation email from the FIBAA office that the documents have been received is the submission process considered complete.

Please limit the file names to as few characters as possible.

For example, you can do this by:

- Keeping folder names short - the titles of the files should not exceed 45 characters
- Limiting the depth of your folder structure - upload the appendices without or just with a few sub-folders
- Avoiding invisible formatting characters which can be generated when exporting files from database systems
- Avoiding special characters
- Avoiding national language

In case of any technical questions, please contact it@fibaa.org



5. After the visit: Statement on the Accreditation Report by the HEI

Based on the SER and further submitted information by the HEI, as well as the insights gained during the on-site visit/hybrid/online conference, the assessment report will be drafted. The report includes the experts' evaluation of the conformity of the programme's / institution's essential features with relevant standards and requirements, as well as a decision recommendation for the FIBAA Accreditation and Certification Committee (F-ACC). A copy of the assessment report will be forwarded to you for a statement.

The main purpose of the HEI's statement on the report is for the HEI to review it for possible errors in the factual description of the programme(s) and the panel's findings (appraisal).

If the assessment report contains recommendations or conditions that you have already processed and fulfilled in the meantime, you are welcome to submit the evidence (information, documents) as part of your statement on SharePoint. The panel will review it, and the condition/recommendation may be deleted/amended. However, if the condition requires extensive content review or the documents were submitted shortly before the F-ACC meeting, the documents will be checked as part of the standard condition fulfilment procedure.

Formal requirements:

- The statement must be a separate document (you will be provided with a template). Please do not comment in the assessment report.
- Please indicate in your statement the passage and the relevant page of the assessment report to which you refer.
- If you do not find any factual errors and there is no need to provide further information, it is sufficient just to write (in a statement document or via email) that the HEI agrees with the assessment report.

Regarding the conditions, the HEI has **nine (9) months'** time after the F-ACC accreditation decision to implement the changes. Then, the evidence must be submitted to FIBAA in written form via email to Auflagen@fibaa.org. FIBAA/the panel will review it. Afterwards, a short report is prepared, which contains the evaluation by FIBAA / the panel on the fulfilment of the conditions. The F-ACC will finally decide on the fulfilment of the conditions in one of their meetings. The implementation of recommendations will be checked during the re-accreditation procedure.

If you have questions, please contact the responsible FIBAA project manager or international@fibaa.org.