



FIBAA

YOUR PARTNER FOR EXCELLENCE
IN HIGHER EDUCATION

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

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General Information on the study programme

Please provide the following information on your study programme:

| | |
|--|--|
| Higher education institution (HEI) | |
| Degree awarding institution (if relevant): | |
| Programme name: | |
| Degree awarded: | |
| Type of programme: | bachelor programme master programme |
| Projected study time and number of ECTS points assigned to the study programme: | |
| Mode of study: | <ul style="list-style-type: none"> • full-time • part-time |
| Didactic approach: | <ul style="list-style-type: none"> • study programme with obligatory class attendance • blended-learning study programme • distance learning/eLearning study programme |
| Double/Joint Degree programme: | <ul style="list-style-type: none"> • yes • no • optional |
| Scope (planned number of parallel classes) and enrolment capacity: | |
| Programme cycle starts in: | <ul style="list-style-type: none"> • winter semester • summer semester • both winter and summer semester • other start date: ... |
| Initial start of the programme: | |
| Type of accreditation: | <ul style="list-style-type: none"> • concept accreditation¹ • initial accreditation² • re-accreditation³ |
| For re-accreditation: last accreditation period | |

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

² Initial accreditation applies if a study programme is running but is not accredited yet.

³ Re-Accreditation applies if the programme is currently accredited.

Guidelines for site visits

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

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

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

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

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

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

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

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

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

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

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

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GENERAL INFORMATION

0.1 Institutional context

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

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

Please describe:

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

1 OBJECTIVES

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

1.1 Objectives of the study programme (Asterisk Criterion)

Please list and justify the qualification objectives of the study programme and relate them to the aspired qualification, as well as to the requirements of the national qualification framework⁴.

Meets quality requirements

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

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

Exceeds quality requirements

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

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

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

Meets quality requirements

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

Exceeds quality requirements

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

⁴ If no national qualification framework is available, the [QF-EHEA](#) is to be applied.

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme in the educational market

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

Meets quality requirements

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

Exceeds quality requirements

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

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

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

Meets quality requirements

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

Exceeds quality requirements

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

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

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

Meets quality requirements

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

Exceeds quality requirements

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

2 ADMISSION

2.1 Admission requirements (Asterisk Criterion)

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

Meets quality requirements

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

Exceeds quality requirements

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

2.2 Counselling for prospective students

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

Meets quality requirements

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

Exceeds quality requirements

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

2.3 Selection procedure (if relevant)

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

Meets quality requirements

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

Exceeds quality requirements

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

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

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

Meets quality requirements

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

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

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

Exceeds quality requirements

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

2.5 Ensuring foreign language proficiency (Asterisk Criterion)

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

Meets quality requirements

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

Exceeds quality requirements

n/a

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

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

Meets quality requirements

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

Exceeds quality requirements

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

3 CONTENTS, STRUCTURE AND DIDACTICAL CONCEPT OF THE PROGRAMME

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

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

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

Meets quality requirements

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

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

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

Exceeds quality requirements

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

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

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

Meets quality requirements

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

Exceeds quality requirements

n/a

3.1.3 Integration of theory and practice (Asterisk Criterion)

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

Meets quality requirements

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

Exceeds quality requirements

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

3.1.4 Interdisciplinary thinking

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

Meets quality requirements

There is evidence that the programme qualifies for interdisciplinary thinking.

Exceeds quality requirements

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

3.1.5 Ethical aspects

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

Meets quality requirements

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

Exceeds quality requirements

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

3.1.6 Methods and scientific practice (Asterisk Criterion)

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

Meets quality requirements

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

Exceeds quality requirements

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

3.1.7 Examination and final thesis (Asterisk Criterion)

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

Meets quality requirements

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

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

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

Exceeds quality requirements

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

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

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

Please provide the following information as well:

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

Meets quality requirements

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

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

Exceeds quality requirements

n/a

3.2.2 Study and exam regulations (Asterisk Criterion)

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

Meets quality requirements

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

Exceeds quality requirements

n/a

3.2.3 Feasibility of study workload (Asterisk Criterion)

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

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

Meets quality requirements

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

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

Exceeds quality requirements

n/a

3.2.4 Equality of opportunity

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

Meets quality requirements

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

Exceeds quality requirements

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

3.3 Didactical concept

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

Please describe the didactical concept of the programme.

Meets quality requirements

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

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

Exceeds quality requirements

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

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

3.3.2 Course materials (Asterisk Criterion)

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

Meets quality requirements

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

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

Exceeds quality requirements

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

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

3.3.3 Guest lecturers

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

Meets quality requirements

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

Exceeds quality requirements

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

3.3.4 Lecturing tutors

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

Meets quality requirements

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

Exceeds quality requirements

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

3.4 Internationality

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

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

Meets quality requirements

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

Exceeds quality requirements

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

3.4.2 Internationality of the student body

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

Meets quality requirements

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

Exceeds quality requirements

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

3.4.3 Internationality of faculty

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

Meets quality requirements

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

Exceeds quality requirements

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

3.4.4 Foreign language contents

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

Meets quality requirements

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

Exceeds quality requirements

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

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

Meets quality requirements

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

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

Exceeds quality requirements

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

3.6 Skills for employment / Employability (Asterisk Criterion)

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

Meets quality requirements

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

Exceeds quality requirements

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

4 ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

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

4.1 Faculty

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

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

Meets quality requirements

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

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

Exceeds quality requirements

n/a

4.1.2 Academic qualification of faculty (Asterisk Criterion)

Please describe the academic qualification of your faculty.

Meets quality requirements

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

Exceeds quality requirements

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

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

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

Meets quality requirements

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

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

Exceeds quality requirements

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

4.1.4 Practical business experience of faculty

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

Meets quality requirements

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

Exceeds quality requirements

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

4.1.5 Internal cooperation (Asterisk Criterion)

Please describe how the faculty members cooperate with each other.

Meets quality requirements

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

Exceeds quality requirements

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

4.1.6 Student support by the faculty (Asterisk Criterion)

Please describe how students are supported by the faculty.

Meets quality requirements

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

Exceeds quality requirements

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

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

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

Meets quality requirements

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

Exceeds quality requirements

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

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

Please describe the programme director's function and tasks.

Meets quality requirements

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

Exceeds quality requirements

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

4.2.2 Process organisation and administrative support for students and faculty

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

Meets quality requirements

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

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

Exceeds quality requirements

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

4.3 Cooperation and partnerships

4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes⁵)

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

Meets quality requirements

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

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

Exceeds quality requirements

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

⁵ These programmes are dual / joint programmes and programmes with a compulsory stay abroad at an HEI.

4.3.2 Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes⁶)

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

Meets quality requirements

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

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

Exceeds quality requirements

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

⁶ For these programmes the HEI includes or instructs other organisations to implement parts of a programme.

4.4 Facilities and equipment

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

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

Meets quality requirements

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

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

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

Exceeds quality requirements

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

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

4.4.2 Access to literature (Asterisk Criterion)

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

Meets quality requirements

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

Exceeds quality requirements

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

4.5 Additional services

4.5.1 Career counselling and placement service

Please describe the career counselling and placement services provided.

Meets quality requirements

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

Exceeds quality requirements

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

4.5.2 Alumni Activities

Please describe the activities of the alumni organisation.

Meets quality requirements

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

Exceeds quality requirements

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

4.6 Financing of the study programme (Asterisk Criterion)

Please describe how the financing of the programme is ensured.

Meets quality requirements

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

Exceeds quality requirements

n/a

5 Quality assurance and Documentation

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

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

Meets quality requirements

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

Exceeds quality requirements

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

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

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

Meets quality requirements

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

Exceeds quality requirements

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

5.2.2 Evaluation by faculty

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

Meets quality requirements

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

Exceeds quality requirements

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

5.2.3 External evaluation by alumni, employers and third parties

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

Meets quality requirements

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

Exceeds quality requirements

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

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

Please describe how the programme is documented.

Meets quality requirements

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

Exceeds quality requirements

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

5.3.2 Information on activities during the academic year

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

Meets quality requirements

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

Exceeds quality requirements

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