

Guidance for Concept Accreditation Procedures

Concept accreditation evaluates a study programme that already has a concept (curriculum, staff, etc.) but has not been launched as of the date of the site visit. The accreditation period begins with the start of the first cohort of the programme and lasts 5 years. In case of substantive changes after the accreditation decision, the HEI informs FIBAA. The expert team assess whether the programme is **well-conceived and likely to succeed once implemented**.

1. Key features of concept accreditation

The evaluation focuses on the **feasibility, planning quality, and institutional readiness**. The expert team assess:

- the **conceptual design** of the programme;
 - the **decision-making processes** leading to its development;
 - and the **realistic feasibility of implementation**;
 - especially important: positioning of the study programme in the educational market and in the strategy of the HEI.
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2. Documentation Requirements

2.1 Documents Not Required in Full Detail

The following documentation can be in development stage at the time of concept accreditation (unless the programme starts in the next 3 months):

- **Teaching and learning materials.** Documentation from similar study programmes shall be provided.
- **Syllabi.** While fully developed module descriptions are needed, syllabi do not need to be fully complete; draft versions or outlines are sufficient.
- **Programme-related website content.**
- **Alumni surveys.** Documentation from similar study programmes shall be provided.
- **QA reports and QA data for the programme itself.** However, survey instruments and questionnaires intended for future QA processes shall be provided. QA reports from comparable or related study programmes on HEI level and faculty level shall be provided.

2.2 Evidence for Programme Development

Documents providing evidence of a structured and participatory programme development process are needed. Thus, the HEI shall submit documentation demonstrating the **development process and institutional decision-making**, such as minutes of **board or committee meetings** where the programme was discussed or approved, documentation of **focus group discussions** or stakeholder consultations, or official **resolutions and approvals** by institutional leadership.

2.3 Teaching staff

The HEI shall provide a **Teaching Staff Matrix**.

This should allow for evaluation of:

- current staffing levels,
- additional recruitment needs,
- and whether the staffing concept is **realistic and achievable**.

2.4. Facilities

The HEI shall provide overview of teaching and learning facilities for the new programmes.

This should allow for evaluation of:

- plausibility of available facilities (teaching and learning rooms and equipment);
- additional facilities needed.

3. Structure of Interviews

Similar to the initial accreditation procedure but with minor differences:

- Interview with programme management might be longer than usual.
- Interviews should include **students and graduates from related or comparable programmes**.

4. Overall Evaluation Focus

In summary, concept accreditation emphasises:

- Plausibility and coherence of the programme design
- Institutional capacity and preparedness
- Transparency and quality of planning processes
- Realistic implementation and resource planning