

YOUR PARTNER FOR EXCELLENCE  
IN HIGHER EDUCATION



**FIBAA**

Assessment Guide  
**FIBAA Quality Seal for Certified  
Continuing Education Courses/Micro-Credentials**

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## General information on the course(s)

Please provide the following information on the continuing education course(s):

<b>Institution/Course provider (if relevant: cooperation partner):</b>	
<b>Course/Micro-credential name(s)<sup>1</sup>:</b>	
<b>Title/Degree (if relevant):</b>	
<b>Degree/certificate awarding institution (if relevant):</b>	
<b>Type of certification process<sup>2</sup></b>	<input type="checkbox"/> concept certification <input type="checkbox"/> initial certification <input type="checkbox"/> re-certification
<b>Duration of course(s) and number of ECTS credits assigned to the course(s):</b>	
<b>Student workload in hours per ECTS credit:</b>	
<b>Mode of study:</b>	<input type="checkbox"/> full time <input type="checkbox"/> part time
<b>Teaching format:</b>	<input type="checkbox"/> class attendance/face-to-face <input type="checkbox"/> Full online <input type="checkbox"/> Other (Blended, hybrid, distance learning etc.), please specify: .....
<b>Initial start of the course(s) (month and year):</b>	
<b>Start of course cycle(s) (e.g.: every year in April/summer semester etc.):</b>	
<b>Scope (planned number of parallel classes) and enrolment capacity:</b>	
<b>Intended level according to <a href="#">European Qualification Framework (EQF)</a><sup>3</sup>:</b>	<input type="checkbox"/> Level 5 <input type="checkbox"/> Level 6 <input type="checkbox"/> Level 7 <input type="checkbox"/> Level 8

<sup>1</sup> Hereafter uniformly referred to as course or certificate course. A micro-credential is a course that does not exceed the scope of one or two modules of a full academic programme (approx. 1-10 ECTS): 'A micro-credential is a proof of the learning outcomes that a learner **has** acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards.' (European Commission: A European Approach to Micro-Credentials (December 2020))

<sup>2</sup> Concept certification applies if the concept of a course is supplied but the course has not yet started or is running for the first time. Initial certification applies if a course has been running but has not yet been certified by FIBAA. Re-certification applies if a course is currently certified by FIBAA.

<sup>3</sup> See also Chapter 1.1

## Guidelines for Assessment

FIBAA is a European, internationally oriented agency for quality assurance and quality development, implementing certification procedures at Higher Education Institutions (HEIs), Continuing Education Institutions and other providers of continuing education on the basis of internationally recognised quality criteria. Because of its proximity to the business world<sup>4</sup>, internationality (where applicable) and employability of graduates, are of particular importance for FIBAA. FIBAA conducts the certification process with a claim to providing high quality work, transparency, and support for sustainable quality development at HEIs, Continuing Education Institutions and other providers of continuing education. In doing so, the [European Standards and Guidelines \(ESG\)](#), the [ECTS Users' Guide](#), the [European Qualification Framework \(EQF\)](#) and the [SDG 4](#) form the basis of the assessment standards for certification.

FIBAA offers concept certifications of new courses as well as certifications or re-certifications of courses which are already running. All certifications take place on the basis of FIBAA's quality requirements. The FIBAA quality seal for continuing education courses and micro-credentials is awarded if these requirements are satisfied.

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 certification of a new continuing education course or micro-credential, the principle applies that it is to be assessed by the same criteria as an already established course or micro-credential<sup>5</sup>. Quality criteria which are essential for courses and marked (\*) as so-called asterisk criteria, must at least achieve the rating "Meets quality requirements". If any of these criteria are not met, this will lead to the imposition of a respective condition upon the certification. Other quality criteria assessed with a "Does not meet quality requirements" have no such condition as consequence, but lead to a recommendation, which, however, does not jeopardise the certification. 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 is awarded when not more than five of the asterisk criteria are rated as "Does not meet quality requirements". If more asterisk criteria have been assessed with this rating, certification is withheld. A resumption of the procedure can be applied for again after a waiting period of at least one year.

For established courses that already have graduated learners 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 course to potential learners, current learners, graduates, institutions and prospective employers.

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<sup>4</sup> The umbrella organisations of the Swiss, Austrian and German business communities established the FIBAA | Foundation for International Business Administration Accreditation as an international foundation in 1994.

<sup>5</sup> In accordance with the nature of concept certification, however, no empirical findings are to be submitted or assessed in this case with regard to criteria 3.1.4 'Studyability' and 6.1 'Quality assurance and development'.

The following aspects must be given particular importance during certification and re-certification if the course has already been established and running successfully:

- Assessment/evaluation of the certificate course, including through graduate surveys and retention studies,
- Review of the calculations of the participants' workload in the individual modules,
- Assessment of results from evaluations,
- Assessment of statistical data relating to capacity utilisation, success and drop-out rates, examination results and the percentage of foreign participants.

In addition, as part of the re-certification procedure, the institution must explain whether and, if so, how recommendations from the previous certification were implemented or, if not, why they were not implemented. In addition, all significant changes directly or indirectly affecting the certificate course must be reported and explained (content, modularisation/ECTS, personnel, equipment, cooperation agreements, etc.).

### **Follow-up procedure**

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

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

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

# Assessment Guide – Table of Contents

0. INFORMATION .....	7
0.1 Institution/Course provider .....	7
0.2 Statistical Data and evaluation results; development of the course .....	7
1. STRATEGY AND OBJECTIVES.....	8
1.1 Logic and transparency of course objectives (Asterisk Criterion) .....	8
1.2 Positioning of the Course .....	9
1.2.1 Positioning of the course in the educational market .....	9
1.2.2 Positioning of the course in the job market .....	9
1.2.3 Positioning of the course within the institution’s overall strategy .....	10
2. ADMISSION .....	11
2.1 Focus on the target group (Asterisk criterion).....	11
2.2 Admission conditions (Asterisk Criterion) .....	11
2.3 Legal relationship (Asterisk Criterion).....	11
3. IMPLEMENTATION.....	13
3.1 Structure and Content .....	13
3.1.1 Structure of the course, application of the “European Credit Transfer and Accumulation System” (ECTS) and modularisation (Asterisk Criterion) .....	13
3.1.2 Certificate and Certificate Supplement (Asterisk Criterion) .....	13
3.1.3 Logic and conceptual coherence of the curriculum (Asterisk Criterion).....	14
3.1.4 Regulations for participation and assessment (Asterisk Criterion) .....	14
3.1.5 Types of Assessment (Asterisk-Criterion) .....	15
3.2 Training of Competences and Skills .....	15
3.2.1 Methodological competence and academic work (academic work if applicable) .....	15
3.2.2 Integration of theory and practice .....	16
3.2.3 Interdisciplinary skills/Transdisciplinary skills (if applicable) .....	17
3.2.4 International and intercultural contents (if applicable) .....	17
3.2.5 Employability/Acquisition of future and/or soft skills (Asterisk Criterion).....	18
3.2.6 Professional ethics and/or societal issues .....	18
3.3 Teaching and Learning Methodology .....	19
3.3.1 Logic and plausibility of teaching and learning methodology (Asterisk Criterion) .....	19
3.3.2 Course materials, required and recommended literature (Asterisk Criterion) .....	19
4. RESOURCES AND SERVICES .....	21
4.1 Teaching staff of the course.....	21
4.1.1 Structure and quantity of teaching staff (Asterisk Criterion) .....	21
4.1.2 Academic qualification of teaching staff (Asterisk Criterion).....	21
4.1.3 Pedagogical qualification of teaching staff (Asterisk Criterion).....	22
4.1.4 Professional experience of teaching staff.....	22

4.1.5 Internal cooperation.....	23
4.1.6 Learners’ support by teaching staff (Asterisk Criterion).....	23
4.2 Course management and overall organisation .....	24
4.2.1 Course management (content and methodology, Asterisk Criterion).....	24
4.2.2 Process organisation and administrative support for learners and teaching staff (Asterisk Criterion).....	24
4.2.3. Information and transparency (Asterisk Criterion) .....	25
4.2.4 Inclusive and equitable education (Asterisk criterion) .....	25
4.2.5 Networking and Career Counselling (if applicable) .....	26
4.3 Cooperations .....	26
4.3.1. Cooperation with academic institutions (if applicable, Asterisk Criterion for cooperation courses).....	26
4.3.2 Cooperation with enterprises or other professional organisations (if applicable, Asterisk Criterion for cooperation courses).....	27
4.4 Facilities .....	27
4.4.1 Infrastructure of onsite teaching environment (Asterisk Criterion, if applicable).....	27
4.4.2 Teaching and learning platform (Asterisk criterion).....	28
4.4.3 Technical unit (for online courses) .....	29
4.4.4 Data analysis system .....	29
4.4.5 Technical support for learners (Asterisk criterion).....	30
5. QUALITY ASSURANCE .....	31
5.1 Quality assurance and development of course content, processes and outcomes (Asterisk Criterion).....	31
5.2 Instruments of quality assurance .....	31
5.2.1 Evaluation by learners and course graduates .....	31
5.2.2 Quality assurance by teaching staff .....	32
5.2.3 External evaluation by alumni, employers and/or other third parties .....	32
GLOSSARY.....	34

## O. INFORMATION

### O.1 Institution/Course provider

Please describe your institution and give an outline of the course(s) offered. Give an account of where the course(s) to be certified fit(s) in the range of courses offered by the institution.

*Text of course provider (Appendix: Organigram)*

### O.2 Statistical Data and evaluation results; development of the course

Please describe:

- for certification (if learners have already graduated) and re-certification:

The development of the course and the changes which have had an effect on the course (i.e. content, structure, staff etc.).

The statistical data (for the last five cohorts, where applicable) concerning

- o number of applicants and gender ratio,
- o number of course beginners at reference dates and gender ratio,
- o percentage of foreign learners,
- o learners' success rate,
- o average duration of study, and
- o average final grade.

Please also present the results of evaluations and the measures taken as a consequence of the statistical data and evaluation results.

- Additionally for re-certification: measures to implement recommendations from the previous certification procedure. If you have not implemented the recommendations, please explain the reasons for this.

*Text of course provider (Appendices: Statistical data)*

# 1. STRATEGY AND OBJECTIVES

## 1.1 Logic and transparency of course objectives (Asterisk Criterion)

Please list and justify the course specific qualification objectives and describe how the qualification objectives correspond to the intended level of the European Qualifications Framework (insofar as available: national qualification framework), taking into consideration the further development of the learners in their targeted professional field.

If you consider “academic proficiency” (see criterion text) not as an applicable qualification objective, please provide a brief explanation.

### *Text of course provider (Appendix: alumni studies)*

Meets quality requirements

The qualification objectives of the course are convincingly defined and correspond with the intended level of the European Qualification Framework (insofar as available: national qualification framework). The qualification objectives are presented in relation to the target group and the target group members’ personal and/or professional development.

The qualification objectives embrace appropriate training of knowledge, skills and/or competence.

Where applicable, they also embrace academic proficiency, as well as the development of the individual learners intercultural/international competency and skills.

The qualification objectives are based on subject-specific and generic learning outcomes that align with the academic principles (where applicable) and the level of the qualification to be awarded upon completion.

If the course has already been conducted: When defining the qualification objectives, the institution also takes into account the findings of alumni-tracking studies (further occupational development of course graduates: see also criterion 5.2.3).

In addition, for company-specific courses: Evaluations by employees and the impact on business are taken into account.

Exceeds quality requirements

In addition: The qualification objectives are constantly reviewed for their adequacy and up-to-dateness; and are adapted accordingly. Relevant stakeholders are involved in the review process.

The HEI has thoroughly analysed the professional fields for graduates and has comprehensively incorporated the results in the programme.

The objectives of the course appropriately take into account international aspects, also with regard to the employability of graduates.



## 1.2 Positioning of the Course

### 1.2.1 Positioning of the course in the educational market

Please explain how the course is positioned in the education market (regionally/nationally/internationally, e.g.: by SWOT analysis, market research).

*Text of course provider (Appendix: SWOT-analysis, if applicable<sup>6</sup>)*

Meets quality requirements

The reasons given for the positioning of the course on the educational market are based on a strategic analysis and plausibly linked to the described qualification objectives and the course graduates' profiles.

Exceeds quality requirements

In addition: The course provider has thoroughly examined the educational market and used the results in establishing a competitive profile of the course.

The position in the education market is reviewed in appropriate intervals, and course competitiveness documented.

### 1.2.2 Positioning of the course in the job market

Please explain how the course is positioned in the job market (regionally/nationally/ internationally, e.g. by SWOT analysis, market research).

*Text of course provider (Appendix: SWOT-analysis)*

Meets quality requirements

The reasons given for the positioning of the course on the job market are based on a strategic analysis and plausibly linked to the described qualification objectives and the course graduates' profiles.

Exceeds quality requirements

In addition: The course provider has thoroughly examined the job market and used the results in establishing a competitive profile of the course.

The position in the job market is reviewed in appropriate intervals, and course competitiveness documented.

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<sup>6</sup> No separate SWOT analyses need to be submitted for sections 1.2.1, 1.2.2 and 1.2.3. One analysis covering all areas is sufficient.

### 1.2.3 Positioning of the course within the institution's overall strategy

Please explain how the course is positioned within the institution's overall strategy.

*Text of course provider (Appendix: SWOT-analysis)*

Meets quality requirements

The course is convincingly integrated into the course provider's overall strategy relating to the other offers of the institution (e.g.: cooperation with academic institutions, focus on practice in cooperation with enterprises, further and higher education competency etc.). The course's qualification objectives are in line with the course provider's mission and strategic planning.

Exceeds quality requirements

In addition: The course's qualification objectives constitute the core of the institution's strategy and are clearly, measurably and sustainably implemented, monitored and adjusted.

## 2. ADMISSION

### 2.1 Focus on the target group (Asterisk criterion)

Please describe which specific target group the course is aiming for.

*Text of course provider*

Meets quality requirements

The course aims at a specific target group, which is defined on the basis of previous knowledge, experience, and educational level. The choice of the specific target group is based on the strategic objectives of the course.

Exceeds quality requirements

In addition: The institution takes appropriate measures (e.g. entrance tests, motivation letters etc.) to ensure that only members of the target group enter the course and to ensure the learning success of the study group.

### 2.2 Admission conditions (Asterisk Criterion)

Please specify where the conditions for admission are defined (reference to the respective section(s) (e.g. in terms and conditions and, if applicable, to other annexes to this chapter) is sufficient.

*Text of course provider (Appendices: admission regulations, if applicable: interview guideline)*

Meets quality requirements

Admission conditions have been defined and are coherent. They take into account the specific characteristics of the target group (e.g.: recognition of prior learning). They support the achievement of the course objectives. Admission conditions and procedures are described, documented, and accessible for interested parties.

Exceeds quality requirements

n/a

### 2.3 Legal relationship (Asterisk Criterion)

Please describe how transparency and legal certainty of the contractual relationship between your institution and the learners, as well as between you and the teaching staff are achieved.

*Text of course provider (Appendices: terms and conditions, sample contracts)*

Meets quality requirements

The contract between the course provider and the learners, as well as between the course provider and the teaching staff is set down and documented. Rights and obligations of both parties have been established and are known to all relevant parties. Transparency and legal certainty exist<sup>7</sup>.

Exceeds quality requirements

n/a

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<sup>7</sup> It should be noted that no comprehensive legal review can be carried out as part of the certification process.

### 3. IMPLEMENTATION

#### 3.1 Structure and Content

##### 3.1.1 Structure of the course, application of the “European Credit Transfer and Accumulation System” (ECTS) and modularisation (Asterisk Criterion)

Please describe how the ECTS is applied and the modularisation is implemented. How do you enable the transferability of the course between and within education and training sectors, on the labour market and across countries (see also 3.1.2)?

*Text of course provider (Appendices: module descriptions)*

Meets quality requirements

The course consists of modules/smaller educational components<sup>8</sup> and assigns credits per module/smaller educational component on the basis of the necessary learners’ workload. The course structure allows for finishing the course within the projected study time (compare with statistical data chapter 0.2 and workload evaluation chapter 5). The module/smaller educational component descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users’ Guide (in its current version).

The course’s structural elements are convincingly described and activated. The course structure serves to promote the objectives and the learner’s acquisition of knowledge and competences in line with the given objectives.

Exceeds quality requirements

n/a

##### 3.1.2 Certificate and Certificate Supplement (Asterisk Criterion)

Please describe the components of the certificate you issue to learners after successfully completing the course.

*Text of course provider (Appendix: Certificate/Diploma, Certificate Supplement)*

Meets quality requirements

A certificate supplement (“credential” for “Micro-credential”) documents the course and the associated qualifications in a transparent and coherent manner (analogously to the Diploma Supplement for degree programmes). It contains information on the full name of the learner, the title of the credential, the country(ies)/region(s) of the issuer, the awarding body(ies), the date of issuing, the learning outcomes, the workload needed to achieve the learning outcomes (in ECTS credits), the EQF-level of the learning

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<sup>8</sup> See [ECTS Users’ Guide, Chapter 3.4](#)

experience leading to the certificate/credential, the type of assessment required to obtain the certificate and the mode of study (e.g. full time, part time, online).

Exceeds quality requirements

In addition: The certificate/credential is provided by the course provider in digital (not digitalised) form. The credential is owned by the learner and may be stored in a system of their choice (e.g. LinkedIn, digital wallets, Europass). The learner is able to share the certificate/credential with a party of their choice (whether national or international) and all parties involved in the exchange are able to a) understand the content and b) verify the authenticity of the certificate/credential.

### **3.1.3 Logic and conceptual coherence of the curriculum (Asterisk Criterion)**

Please provide evidence for the conceptual coherence and logic of the curriculum with regards to the qualification objectives. Where applicable (course consists of more than one module/smaller educational component), please describe in which way the learning outcomes of single modules help the learners to achieve the course's overall qualification and competency objectives (see chapter 1.1).

*Text of course provider (Appendix: Curriculum/course schedule overview)*

Meets quality requirements

The curriculum adequately reflects the qualification objectives of the course. The contents of the modules are well-balanced, valid, up to date, logically connected (insofar as the course consists of multiple-related modules).

Exceeds quality requirements

In addition: The content of the course is systematically oriented towards the requirements of a dynamic job market. The content is regularly and pro-actively reviewed for its adequacy and up-to-dateness involving relevant stakeholders and analysing subject-specific research and knowledge developments. Insights from the review process are adapted accordingly.

### **3.1.4 Regulations for participation and assessment (Asterisk Criterion)**

Please specify where the conditions of participation and assessment regulations are defined (reference sufficient), and describe the basic regulations for participation, assessment (Verification of the achievement of the qualification objectives), and awarding the certificate (see also chapter 3.1.2).

*- Text of course provider - (Appendix: conditions of participation and assessment regulations)*

Meets quality requirements

There are legally binding regulations for participation and assessment. Contractual regulations clearly define the conditions how to conduct the course successfully and receive the certificate. The course

provider has established plagiarism rules and regulations regarding the conduct of assessments including the use of AI.

For full online or blended learning assessments: The course provider ensures the identity of the examinees by appropriate measures. Learners are given transparent information about these regulations.

Exceeds quality requirements

In addition: Learners with disabilities are provided with affirmative actions concerning processing time and formal standards/requirements throughout the course including assessments. The course provider has solutions available for AI and AI writing detection.

### 3.1.5 Types of Assessment (Asterisk-Criterion)

Please describe the type and level of examinations. What are the requirements for learners to pass examinations?

*Text of course provider (Appendix: conditions of participation and assessment regulations)*

Meets quality requirements

All assessments, as they are defined for the modules/educational components and at the end of the course, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the intended qualification level (EQF, see chapter 1.1) and follow the course's characteristic structural features.

Exceeds quality requirements

In addition: The examinations are characterised by a wide variety of test formats (e.g. written examinations, oral examinations, presentations, project work, case studies etc.). Learners are given feedback, which, where necessary, is linked to advice on the learning process.

## 3.2 Training of Competences and Skills

### 3.2.1 Methodological competence and academic work (academic work if applicable)

Please describe the significance and content attached to the acquisition of methodological competence.

Where applicable in reaching the intended course objectives and/or qualification according to the national qualification framework (if existent) or [European Qualifications Framework](#) of the respective level: Please describe how learners are enabled to undertake academic work and understand and assimilate specialist literature. Please name the indicators (e.g.: publications, projects) that are used to assess if teaching takes into account the current state of scientific and technical knowledge (Research-

Informed Teaching). Please provide specific examples.

If you consider “academic work” as “not applicable”, please provide a brief explanation.

*Text of course provider*

Meets quality requirements

The acquisition of methodological competences on the intended level of the national (if existent) or [European Qualifications Framework](#) is ensured. It is set down as a learning objective in the module descriptions.

(Where applicable) The ability to undertake academic work is proven either through the curriculum or the admission conditions or individual additional modules (e.g.: preparatory modules), which relate to the national and/or European Qualifications Framework for the intended qualification level. This is set down as a learning objective in the module descriptions.

Exceeds quality requirements

Or: The acquisition of methodological competences (on the required level) is a key element of the course and consistently promoted.

Where applicable, academic work is integrated into the course within a research context and learners are trained to use AI technologies to support the research process.

### 3.2.2 Integration of theory and practice

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

*Text of course provider (Appendix (if applicable): internship regulations)*

Meets quality requirements

Theory and practice are systematically interrelated throughout the curriculum, thereby promoting the learners’ ability to transfer theoretical knowledge to solve problems in practice (e.g.: combining case studies and scientific knowledge). Knowledge delivery and practical contributions by teaching staff, guest lecturers and learners complement each other to develop competences.

Exceeds quality requirements

Or: It is ensured by appropriate means (such as highly demanding practical projects, which are monitored by the institution) that what has been learned in theory can be transferred to practical application. The job and career requirements of the course’s learners are systematically considered.



### 3.2.3 Interdisciplinary skills/Transdisciplinary skills (if applicable)

Where applicable in reaching the intended course objectives and/or qualifications: Please describe the way in which interdisciplinary and/or transdisciplinary qualifications are acquired in the course.

If you consider “interdisciplinary/transdisciplinary skills” as “not applicable”, please provide a brief explanation.

#### *Text of course provider*

Meets quality requirements

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

Exceeds quality requirements

Or: The acquisition of interdisciplinary and/or transdisciplinary qualifications is a key element of the course and consistently promoted.

### 3.2.4 International and intercultural contents (if applicable)

Please describe how international and/or intercultural aspects are implemented in the course, if they are relevant in achieving the qualification objectives (see chapter 1.1).

If you consider “internationality” as “not applicable”, please provide a brief explanation.

#### *Text of course provider*

Meets quality requirements

International aspects and intercultural contents are integrated according to the course’s qualification objectives and strategy. This is implemented, for example, by international and/or intercultural contents in the curriculum, by an international composition of the learner body and/or teaching staff, and/or by an appropriate number of lectures being held in foreign languages. Practical training in intercultural aspects contributes to the learners’ capacity to act in an intercultural environment.

Exceeds quality requirements

Or: International aspects and intercultural contents are a key part of the content of the course and consistently promoted. The course enhances the learners’ ability to act in an intercultural environment.

### 3.2.5 Employability/Acquisition of future and/or soft skills (Asterisk Criterion)

Please describe how the course ensures/improves the graduates' employability (with regard to the professional field envisaged), e.g. by acquisition of communication, presentation and public speaking skills, by acquisition of cooperation and conflict handling skills and/or a specific focus on the acquisition of future skills (if applicable, please name the course's respective "future skills"). If applicable, does the course educate and train in digital literacy skills to strengthen technological, digital and transformative competences? How do you ensure that the course contributes to the learners' capacity to act in a highly technological and digitised environment?

*Text of course provider*

Meets quality requirements

Employability in the respective occupational field is promoted in accordance with the qualification objectives (see chapter 1.1) and the defined learning outcomes.

Exceeds quality requirements

In addition: The course is systematically aligned with the expected requirements of a dynamic job market. For this purpose, the institution uses evaluation results (e.g.: course alumni, employers).

### 3.2.6 Professional ethics and/or societal issues

Please describe which ethical aspects (related to the professional field) and/or social issues are discussed in the course. What didactic methods are used to realise this?

*- Text of course provider -*

Meets quality requirements

Ethical implications and/or current societal issues are appropriately integrated in the course.

Exceeds quality requirements

Or: Ethical aspects and/or societal issues build an integral part of the course's content. The identification and reflection of ethical aspects and/or current societal issues are strongly promoted and considered key competences.

### 3.3 Teaching and Learning Methodology

#### 3.3.1 Logic and plausibility of teaching and learning methodology (Asterisk Criterion)

Please describe the methodical didactic design of the course.

For full online or blended learning: Describe the teaching methods (e.g. sequence of synchronous and asynchronous teaching units) based on a selected example. If possible, activate a representative module or learning section on the learning platform for this or provide a comparable example. Explain to what extent traditional as well as innovative and creative teaching methods (e.g.: use of gamification elements, social learning, storytelling) are also used.

*Text of course provider*

Meets quality requirements

The methodical-didactical design of the course is plausible and oriented towards the course-specific learning objectives, the goals of each module (if applicable, see 3.1.1. structure) towards the target group, and the teaching and learning format. A mix of different teaching and learning methods is applied (e.g.: e-learning, problem-based learning etc.), depending on the contents and curricular requirements. Proof of science-based teaching within the course has been provided.

Learners are encouraged to take an active role in the learning process (e.g. through group work, peer-to-peer learning).

Exceeds quality requirements

In addition: The course provider uses innovative approaches to enable the learners to progress faster in their programme and more intensely in their learning. Support during the self-study phases is provided individually (e.g.: with respect to learning topic, learning objectives, self-learning orientation).

#### 3.3.2 Course materials, required and recommended literature (Asterisk Criterion)

Please describe the preparation and further development of the course materials (such as lecture notes, readers, required literature etc.).

For full online/ blended learning: Please add an example of how you integrate digital learning materials (e.g.: welcome and learning videos, quizzes, forums) into teaching and describe the documents that were used in the process (e.g.: guidelines for the selection and creation of digital learning materials). Explain whether external content is integrated into the course structure and how it contributes to teaching and learning.

*Text of course provider*

Meets quality requirements

Course and learning materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and easily accessible for the learners. Course materials are user-friendly and appropriately encourage learners to engage in further independent studies. General standards for materials lead the teaching staff and support the lecture quality. Access to literature and digital media is available online and offline.

Exceeds quality requirements

In addition: Existing course materials and literature recommendations are regularly and pro-actively reviewed for their adequacy.

## 4. RESOURCES AND SERVICES

### 4.1 Teaching staff of the course

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

Please describe the structure (full time/part time), tasks and number of teaching staff working in the course.

*Text of course provider (Appendices: overview of teaching staff, CVs of teaching staff)*

Meets quality requirements

The qualification structure, tasks and number of teaching staff correspond with the requirements of the course. The course provider has non-discriminatory regulations/processes in place for the selection of new teaching staff.

Exceeds quality requirements

In addition: The course provider takes measures for the recruitment and maintenance of a diverse teaching staff.

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

Please describe how the teaching staff's academic qualifications (scholarly experience and competences) correspond to the course objectives.

*Text of course provider (Appendices: overview of teaching staff, CVs of teaching staff)*

Meets quality requirements

The academic qualifications of the teaching staff correspond to the requirements and objectives of the course. The teaching staff is able to cater to the needs of the target group.

Exceeds quality requirements

In addition: The teacher's outstanding academic qualification is documented by extensive publication of scientific papers and research and/or regular participation as speakers in conferences, or references in their respective scholarly network.

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

Please describe in which way the teaching staff's pedagogical/teaching qualifications correspond to the course's objectives.

Describe the measures for staff development and qualification, also with a specific focus on online teaching (if applicable. If you consider "specific focus on online teaching" as "not applicable", please provide a brief explanation). In addition to supporting the methodological planning of the courses, which advisory services are offered to teachers?

For digital and blended learning: To what extent is the design of teaching staff's training programmes based on an analysis of training needs of individual teaching staff? Which department is the contact point for teaching staff in all matters concerning the design and implementation of courses in digital format (e.g.: department for pedagogy/teaching methods, EdTech labs)?

*Text of course provider (Appendices: CVs of teaching staff, overview of training opportunities for teaching staff)*

Meets quality requirements

The pedagogical qualifications of the teaching staff correspond with the requirements of the course. The teaching staff is able to cover and oversee the needs of the target group.

Exceeds quality requirements

In addition: The institution verifies by means of established procedures (e.g. regular evaluations) that the pedagogical qualifications and competence of the teaching staff are up to date. Measures for further qualifying the teaching staff pedagogically are regularly offered by the course provider.

### 4.1.4 Professional experience of teaching staff

Please describe how the teaching staff's professional experience (business, organisational) contributes to the integration of theory and practice.

*Text of course provider (Appendices: overview of teaching staff, CVs of teaching staff)*

Meets quality requirements

The practical professional experience of the teaching staff corresponds with the requirements of the course. Teaching staff can cater to the needs of the target group.

Exceeds quality requirements

A key element of the course concept is that teachers contribute their practical professional experience to improve the learning experience. Teaching staff use their professional experience in a valuable way in pedagogical activities.

#### 4.1.5 Internal cooperation

Please describe how the teaching staff cooperate with each other, especially in coordinating the contents of the lectures.

*Text of course provider*

Meets quality requirements

It is systematically ensured that teaching staff cooperate internally for the purpose of tuning the components of the course towards the overall qualification objectives. Meetings of all those teaching in the course take place regularly at appropriate intervals.

Exceeds quality requirements

In addition: Project(s) and/or module(s) are conducted cooperatively and/or integrative to add on to the learning experience.

#### 4.1.6 Learners' support by teaching staff (Asterisk Criterion)

Please describe how learners are supported by the teaching staff.

*Text of course provider*

Meets quality requirements

Support of the learners is an integral part of the services provided by the teaching staff. It serves to help learners study successfully. Support of the learners is offered on a regular basis which is transparently communicated to the learners.

Exceeds quality requirements

In addition: Teaching staff are available to the learners outside the specified consultation hours as well (e.g.: by means of online consultation). Queries are responded to within appropriate time. Learners are "fully content" with the support provided.

## 4.2 Course management and overall organisation

### 4.2.1 Course management (content and methodology, Asterisk Criterion)

Please describe the qualifications and the tasks of the course provider's course management (The person(s) in charge of designing and developing the course in terms of content and methodology).

*Text of course provider (Appendix: CV of course management)*

Meets quality requirements

The person(s) in charge of the overall quality of the course (content, methodology and development) has/have clearly defined responsibilities. The qualifications and experience of the course management correspond with the requirements of the course.

Exceeds quality requirements

n/a

### 4.2.2 Process organisation and administrative support for learners and teaching staff (Asterisk Criterion)

Please describe the number (full time equivalent) of administrative staff and their tasks and processes offered to support students and teachers.

*Text of course provider*

Meets quality requirements

Teaching staff and learners are supported by a sufficient number of administration staff (even if involvement in other courses is taken into account) that is clearly qualified to provide the described services. All processes described are implemented appropriately and the course runs smoothly. Decision-making processes, authority, and responsibilities are clearly defined. Teachers are included in the decision-making processes where their areas of expertise/activity are involved.

A main contact person for the learners has been appointed. Learners are informed on all relevant matters in advance and in a comprehensive way. The information is distributed in an understandable and user-friendly manner. User-friendly access to administrative support and services is ensured. The reachability of service staff is clearly determined. Requests are dealt with in a timely manner.

In periods requiring personal attendance, a contact person is available to help with enquiries and acute problems and questions. In the periods requiring personal attendance, it is ensured that learners have the possibility to provide themselves with foods/drinks.

Exceeds quality requirements



In addition: The course provider has established rules on response times. The administrative support acts as a service-provider to learners. Learners are “fully content” with the service provided.

The course provider offers continuous professional development for the administrative staff. Opportunities for generic electronic service-support are available and are supplemented by personal one-to-one counselling for learners and teaching staff.

### 4.2.3. Information and transparency (Asterisk Criterion)

Please describe in which way the course is documented and how this information is made public.

#### *Text of course provider*

Meets quality requirements

The course title, issuer of the Certificate Supplement (see chapter 3.1.2), awarding body, qualification objectives, content, workload, type of assessment, and teaching and learning format have been suitably documented, published, and are easily accessible for the learner before enrolment.

Exceeds quality requirements

n/a

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

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

#### *Text of course provider*

Meets quality requirements

The course provider ensures inclusion and equality to cater to special needs of learners<sup>9</sup>.

There is support for learners in special circumstances, such as impairments or disabilities, with children, foreign learners, economically or/and socially disadvantaged learners and/or learners from non-academic backgrounds.

Exceeds quality requirements

n/a

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<sup>9</sup> e.g.: with learning/mobility/economic/social issues etc, and also those who are exceptionally able.

## 4.2.5 Networking and Career Counselling (if applicable)

Please describe the support provided for learners to enable them to create and maintain professional networks. Please describe the career counselling services provided.

If you consider networking support and/or career counselling services as not applicable, please provide a brief explanation.

*Text of course provider*

Meets quality requirements

Measures to create and maintain a professional network to facilitate the graduates' career development have been provided. The course provider offers support in career counselling.

Exceeds quality requirements

Or: The learners are supported in creating and maintaining a professional network to facilitate their career development through specific measures (e.g. discussion evenings, virtual discussion forums, support in building alumni networks). These measures are conducted regularly and are integrated as an active part of the course. Career counselling services are offered on an individual basis. The course provider also shares information on the applicability of the course in combination with other course offerings.

## 4.3 Cooperations

### 4.3.1. Cooperation with academic institutions (if applicable, Asterisk Criterion for cooperation courses)

Please list the cooperations with HEIs and other academic institutions/networks and elaborate on their impact on the conception and implementation of the course.

*Text of course provider (Appendix: cooperation agreement(s))*

Meets quality requirements

The scope and nature of cooperation with HEIs, other academic institutions or academic networks relevant for the course are plausibly presented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the course.

For cooperation courses: Agreements forming the basis of the cooperation are documented. All such activities contribute to the development of the learners' qualifications and skills. In cases where other academic institutions, organisations or networks conduct parts of the course, the course provider is responsible for the execution of quality assurance as described in chapter 5.

Exceeds quality requirements

Or: Cooperation with HEIs, other academic institutions or networks are aligned with the strategy of the course and actively promoted (for example, by means of regular joint conferences/meetings of those involved in the course, to discuss the further development of the course). Such cooperation has a formative impact on the contents of the course and on the profile of the graduates. By means of specific measures (e.g.: learner and staff exchange, mutual sharing of course materials), they significantly contribute to the development of learners' qualifications and skills.

### **4.3.2 Cooperation with enterprises or other professional organisations (if applicable, Asterisk Criterion for cooperation courses)**

Please list the cooperations with enterprises or other professional organisations and elaborate on their impact on the conception and implementation of the course.

*Text of course provider (Appendix: cooperation agreement(s))*

Meets quality requirements

The scope and nature of cooperation with enterprises or other professional organisations relevant for the course are plausibly presented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the course.

For cooperation courses: The agreements forming the basis of the cooperation are documented. All such activities contribute to the development of the learners' qualifications and skills. In cases where other organisations conduct parts of the course, the course provider is responsible for the execution of quality assurance as described in chapter 5.

Exceeds quality requirements

Or: Cooperation with enterprises or other professional organisations is aligned with the strategy of the course and actively promoted (for example, by means of regular joint conferences/meetings of those involved in the course, to discuss the further development of the course). Such cooperation has a formative impact on the contents of the course and on the profile of the graduates. By means of specific measures (e.g.: learner and staff exchange, mutual sharing of course materials), they significantly contribute to the development of learners' qualifications and skills.

## **4.4 Facilities**

### **4.4.1 Infrastructure of onsite teaching environment (Asterisk Criterion, if applicable)**

If the course is not offered entirely online, please describe the quantity, overall equipment, media and IT equipment of teaching rooms with regard to the needs of the course. Please also provide information on your activities on sustainability.

### *Text of course provider*

Meets quality requirements

The quantity, quality and equipment of the facilities are sufficient to accommodate learners' and teachers' requirements. They include up-to-date media and IT facilities. Barrier-free access is ensured. Aspects of cybersecurity are taken into account for the provision of infrastructure.

Exceeds quality requirements

In addition: For special contents of the curriculum (e.g.: simulation games, role-playing, virtual elements), the course provider possesses appropriate rooms which possess the specific technical components needed. Latest technological updates on campus have been thoroughly regarded with respect to their sustainability. The course provider's track record acts as a benchmark for sustainability.

#### **4.4.2 Teaching and learning platform (Asterisk criterion)**

Please describe the structure and tools of the teaching and learning platform. Refer to elements such as the overview of modules/learning components, the overview of learning outcomes, the overview of learning progress, the course calendar or deadlines, discussion forums, quizzes, case studies, tests, examinations and helpdesk. Are tools, multimedia files and social media integrated into the platform? Does the platform enable interactive and collaborative learning (e.g.: group work)? Is the platform clearly structured and user-friendly? Can the learning platform be used on mobile devices? Does the learning platform allow barrier-free access for learners with disabilities? Is a cross-institutional digital teaching platform used? Explain how the platform is used in online teaching and specify if the platform is used in other formats (e.g.: blended learning). What were the motivations that played a decisive role in the selection of the platform? To what extent is it possible to monitor activities and results via the learning platform? Outline how the underlying data protection regulations are taken into account.

### *Text of course provider*

Meets quality requirements

The teaching platform is clearly structured and designed to be user-friendly. It is stable and scalable and there are no disruptive impulses during use. It offers sufficient possibilities for embedding text, audio, images, graphics, animation, multimedia files and social media.

Exceeds quality requirements

In addition: The teaching platform offers sufficient opportunity for collaborative learning and access to specialised literature and other relevant and specialised materials. The teaching platform promotes interaction both among learners and between learners and teachers.

### 4.4.3 Technical unit (for online courses)

Please explain the technical support for teachers and describe services with regard to digital teaching design (e.g.: support in video and audio production, creation of image films and recordings, video/web conferences of lectures, webinars and workshops, live streaming). Describe how staff, including any e-tutors/e-mentors involved, are advised and supported in the creation and use of the digital teaching environment (e.g.: application of technologies and tools, use of the teaching platform as well as learning analytics, recording of lectures, webinars and workshops, processing/editing of image, audio and video material).

*Text of course provider*

Meets quality requirements

The course provider enables and supports the implementation of digital teaching. Teachers have sufficient technical advisory and support services available.

Exceeds quality requirements

Or: The course provider follows trends in technology and enables teachers to implement innovative technologies and tools in teaching beyond the standard. It offers regular and varied training to teachers and works continuously on the further development of digital learning tools. There is a plan at course provider level for the provision of training in the technical aspects of digital teaching.

### 4.4.4 Data analysis system

Please explain which data analysis system and/or which tools can be used to obtain data or for learning analytics. How useful/robust is the data analysis system? How are large amounts of data being processed?

*Text of course provider*

Meets quality requirements

The course provider has a data analysis system or access to a data analysis software and sufficient technology or resources to process large amounts of data.

Exceeds quality requirements

Or: The course provider has a data analysis system and other tools that enable a variety of learning analytics with a high degree of integration, so that they can be used profitably in advanced teaching methods.

#### 4.4.5 Technical support for learners (Asterisk criterion)

Describe how learners are supported in terms of digital teaching (e.g.: use of technologies and tools, use of the teaching platform). Through which counselling and support services do learners receive proactive support (e.g.: induction services, online tutorials, kick-off events)?

##### *Text of course provider*

Meets quality requirements

Learners can reach the technical support of the course provider via a range of channels (e.g.: by chat, by telephone, or by email). Questions regarding technical issues and the teaching platform are answered and solved in a timely manner. The course provider ensures appropriate training for the learners to handle the technologies and tools.

Exceeds quality requirements

In addition: The course provider has established rules on response times. The technical support acts as a service-provider to learners (including forwarding or involving other departments, if necessary). Learners are “fully content” with the service provided.

## 5. QUALITY ASSURANCE

### 5.1 Quality assurance and development of course content, processes and outcomes (Asterisk Criterion)

Please describe how quality assurance and development concepts and procedures are put into effect for the course with respect to contents, processes, and outcomes.

*Text of course provider (Appendices: quality handbook, evaluation forms, statistical data)*

Meets quality requirements

There is a quality-assurance and development procedure, which systematically and continuously monitors and develops the quality of the course with respect to its contents, processes, and outcomes following a PDCA cycle. Sufficient staff resources are available, and the responsibilities are clearly defined. Teaching staff and learners' contribution to quality-assurance and development procedures is ensured.

When reviewing the workload, the institution also considers evaluation findings, including feedback from learners.

Exceed quality requirements

In addition: Representatives of the occupational field participate in planning and assessing the quality-assurance and development procedures. Opportunities for improvement are systematically detected and implemented. The quality management system provides for a regular check on the effectiveness of the implemented measures.

### 5.2 Instruments of quality assurance

#### 5.2.1 Evaluation by learners and course graduates<sup>10</sup>

Please describe how the evaluation of the course by learners and graduates is carried out and how results are incorporated into the further development of the course. If evaluation is carried out only by learners or only by course graduates, please provide a brief explanation.

*Text of course provider (Appendix: evaluation forms incl. learner workload evaluation)*

Meets quality requirements

Evaluation by the learners is carried out regularly at appropriate intervals and in accordance with a prescribed procedure; the outcomes are communicated to learners and provide input for the quality development process.

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<sup>10</sup> Course graduates evaluate the course immediately after finishing the course in terms of teaching and learning experience.

Exceeds quality requirements

In addition: The evaluation results are translated into a list of measures and published appropriately. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated regarding their quality and faithfulness to the original objective, and c) modified and adapted, where necessary.

## 5.2.2 Quality assurance by teaching staff

Please describe how teachers evaluate the course (content, processes they are involved in, and organisational aspects) and how teachers' feedback is incorporated into the further development of the course.

*Text of course provider (Appendix: evaluation forms)*

Meets quality requirements

Quality control by the teaching staff is carried out regularly at appropriate intervals and in accordance with a prescribed procedure; the outcomes are communicated to the teaching staff, course management and students. Outcomes provide input for the quality development process.

Exceeds quality requirements

In addition: The evaluation results are translated into a list of measures and published appropriately. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated regarding their quality and faithfulness to the original objective, and c) modified and adapted, where necessary.

## 5.2.3 External evaluation by alumni<sup>11</sup>, employers and/or other third parties

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

*Text of course provider (Appendix: evaluation forms)*

Meets quality requirements

An external evaluation is carried out regularly at appropriate intervals and in accordance with a prescribed procedure; the outcomes are communicated to the respondents and respective teacher/learner groups and provide input for the quality development process.

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<sup>11</sup> Alumni evaluate the course after a certain time after completion of the course in terms of impact on professional career.



Exceeds quality requirements

In addition: The evaluation results are translated into a list of measures and published appropriately. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated regarding their quality and faithfulness to the original objective, and c) modified and adapted, where necessary.

## GLOSSARY

Assessment Guide Terminology	Description	Alternative expressions
Course	The entire programme to be certified	Programme, certificate course, study programme, Micro-Credential, continuing education course, training (programme)
Module	Course entity similar in size to a module <sup>12</sup> of an academic programme.	smaller educational components, learning entity, teaching entity, course
Learner	All those that are learning in the course	Student, participant, trainee
Course graduate	All those that have finished the course recently	Graduates, finishers
Alumni	All those that have finished the course in the course and are able to evaluate the impact of the course on their career	
Teacher, teaching staff	All staff tasked with teaching, assessing and content support. Full time, part time, employed or contracted by course provider or content provider	Instructor, trainer, professor
Course provider	Institution offering the course, contract partner to the learner	Institution, HEI, training institution
Cooperation partner	See chapter 4.3	Content provider, content partner (if cooperation partner also provides content to the course)

<sup>12</sup> See [ECTS Users' Guide, Chapter 3.4](#)