



**FIBAA**

THE QUALITY SEAL IN HIGHER EDUCATION

**Assessment Guide for  
the certification of continuing education courses  
by FIBAA**

## General information on the certification course

Please provide the following information on the continuing education course:

<b>Institution:</b>	
<b>Programme name:</b>	
<b>Title/Degree (if relevant):</b>	
<b>Degree awarding institution (if relevant):</b>	
<b>Duration of course and number of ECTS points assigned to the course:</b>	
<b>Hours (workload) per ECTS point:</b>	
<b>Mode of study:</b>	<input type="checkbox"/> full time <input type="checkbox"/> part time
<b>Didactic principle:</b>	<input type="checkbox"/> course with obligatory class attendance <input type="checkbox"/> Blended-Learning study programme <input type="checkbox"/> distance learning/eLearning study programme
<b>Initial start:</b>	
<b>Start of course cycle:</b>	
<b>Scope (planned number of parallel classes) and enrolment capacity:</b>	
<b>Intended level according to <a href="#">European Qualification Framework (EQF)</a>:</b>	<input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8
<b>Type of certification process</b>	<input type="checkbox"/> initial certification <input type="checkbox"/> certification <input type="checkbox"/> re-certification

## Guidelines for site visits

FIBAA is a European, internationally oriented agency for quality assurance and quality development, implementing certification procedures at Higher Education Institutions (HEI) and Continuing Education Institutions on the basis of internationally recognised quality criteria. Because of its close proximity to the business world, internationality 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 HEI and Continuing Education Institutions. In doing so, the [European Standards and Guidelines \(ESG\)](#), the [ECTS Users' Guide](#), and the [European Qualification Framework \(EQF\)](#) form the fundamental assessment standards for certification.

FIBAA offers initial certifications of new courses as well as certifications or re-certifications of courses which are already running. All the certifications take place on the basis of FIBAA's quality requirements; the FIBAA quality seal for continuing education courses is awarded if these requirements are satisfied. Outstanding courses are awarded the FIBAA Premium Seal.

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 an initial certification of a new continuing education course, the principle applies that it is to be assessed by the same criteria as an already established course. 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 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 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 will be awarded if not more than five asterisk criteria are not met. If more than five asterisk criteria have not been met, the certification will be refused, but can be applied for again after a waiting period of at least one year.

For established courses, which have already graduated participants 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 participants, current students, graduates, HEIs and prospective employers.

In the certification and re-certification of established courses, the following aspects must be given particular attention:

- evaluation of the course's success, using various means, including interviews with graduates and alumni-tracking studies,
- review of the calculations of the participant workload in the individual modules,
- assessment of evaluation results,
- analysis of the statistical data relating to the application rate, examination results, the drop-out rate, the participant intake and the percentage of foreign participants.

As part of the re-certification procedure, the measures taken by the institution in order to comply with the recommendations given in connection with the earlier certification must be re-

viewed together with all major changes concerning the course (i.e. changes to course content, modularisation/ECTS, staff, equipment, cooperation agreements, etc.).

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## 0 INFORMATION

### 0.1 Institutional context

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

### 0.2 Further development of the course, statistical data and evaluation results (for certification and re-certification), implementation of recommendations from previous certification (for re-certification)

Please describe:

- for certification (if participants 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 concerning

- number of applicants,
- number of first-year participants,
- percentage of foreign participants,
- participant success rate,
- average duration of study, and
- average final grade.

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

- for re-certification: measures to implement prior recommendations.

# 1 STRATEGY AND OBJECTIVES

This chapter is about **why** your institution has developed this particular course (fitness of purpose).

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

Please list and justify the qualification objectives of the course and relate them to the requirements of the national qualification framework (if existent) or the European qualification framework, taking into consideration the further development of the participants in their targeted professional field.

Meets quality requirements

The qualification objectives of the programme are explained and convincingly presented in relation to the target group (if applicable: in relation to the personal development in the targeted professional field). They embrace academic proficiency, comprehensive employability, as well as the development of the individual participant's personality (to be rated in relation to the scope of the course).

The course objectives are based on subject-specific and generic learning outcomes which are in line with the academic principles and the level of the qualification to be awarded on completion. The course takes into account the requirements of the European Qualification Framework (insofar as available: national qualification framework).

In addition for certification and re-certification: When defining the learning objectives, the institution also takes into account the findings of alumni-tracking studies (further occupational development of the alumni).

In addition for customised programmes: Evaluations by employees and the impact on business are taken into account.

Exceeds quality requirements

The institution 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 course

Does the course pursue a clear international objective by explicitly aiming at providing training beyond regional and national frameworks?

Yes

No

If not, please explain why, in relation to the defined objectives and strategy of the course ([see chapter 1.1](#)) no international or intercultural contents are necessary.

If yes, please describe the international orientation of the course concept, relate them to the qualification objectives and motivate the choice of international aspects (implementation to be described in [chapter 3.2.3](#))

Meets quality requirements

On the basis of the international orientation of the course (for implementation [see chapter 3.2.3](#)) the intention is to sustainably promote the employability of graduates.

Exceeds quality requirements

The course design puts an emphasis on internationality. Participants clearly acquire knowledge and develop skills that enable them to competently handle international tasks.

## 1.3 Positioning of the course

### 1.3.1 Positioning of the course in the education and job market, and the professional field ("employability")

Please explain and motivate how you position the course in the education and job market (regional/national/international), as well as the occupational field.

(Appendix: SWOT-analysis)

Meets quality requirements

The described profile and the qualification objectives are such that the course can compete on the education and job market.

In addition for certification and re-certification: alumni-tracking studies are undertaken, analysed and confirm the desired position of the course's graduates.

Exceeds quality requirements

The position in the education and job market is reviewed, and the course's competitiveness analysed and documented.

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

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

(Appendix: SWOT-analysis)

Meets quality requirements

The way in which the course is integrated into the institution's overall strategy and relates to the other offers of the institution (e.g. cooperation with academic institutions, strong focus on practice in cooperation with enterprises, further education competency etc.) is plausibly described. The course pursues qualification objectives which correspond to the institution's concept and strategic planning.

Exceeds quality requirements

The qualification objectives constitute the core of the institution's strategy and are sustainably implemented.

## 2 **ADMISSION**

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

Please describe which specific target group you are aiming for, and what distinguishes it.

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 certificate course.

Exceeds quality requirements

n/a

### 2.2 **Admission conditions (Asterisk Criterion)**

Please specify where the conditions for admission are defined (reference sufficient).

(Appendix: admission regulations)

Meets quality requirements

The admission conditions have been defined and are coherent. They take the specific characteristics of the target groups into account. They support the achievement of the course objectives.

Meets 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 participants, as well as between your institution and the teaching staff are achieved.

(Appendix: terms and conditions, model contract)

Meets quality requirements

The contract between the provider and the participants, as well as between the 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.

Exceeds quality requirements

n/a

### 3 IMPLEMENTATION

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

#### 3.1 Structure

##### 3.1.1 Structure of the course

Please describe and motivate the structure of the curriculum.

Meets quality requirements

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

Exceeds quality requirements

n/a

##### 3.1.2 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.

(Appendix: module descriptions, study and examination regulations, Certificate Supplement; for certification and re-certification: workload-evaluations)

Meets quality requirements

The following ECTS elements: principle of modularisation, credit points and workload specifications, have been implemented. The guidelines for workload calculation are clearly and understandably deduced. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the [ECTS Users' Guide](#). A certificate supplement documents the course and the associated qualifications in a transparent and coherent manner (analogously to the Diploma Supplement for degree programmes).

In addition for certification and re-certification: when reviewing the workload, the institution also takes into account evaluation findings, including participant feedback.

Exceeds quality requirements

n/a

### 3.1.3 Study and examination regulations (Asterisk Criterion)

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

(Appendix: study and examination regulations)

Meets quality requirements

There are legally binding study and exam regulations which are orientated towards the principles of study regulations in higher education. The course's characteristic structural features have been implemented.

Exceeds quality requirements

n/a

### 3.1.4 Feasibility of study workload (Asterisk Criterion)

Please describe how it is ensured that the course 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.)

(Appendix: workload-evaluations, statistical data)

Meets quality requirements

The feasibility of the course'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 participant counselling.

In addition 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 participant feedback and the programme's success rate.

Exceeds quality requirements

n/a

## 3.2 Content

### 3.2.1 Logic and conceptual coherence (Asterisk Criterion)

Please provide evidence for the conceptual coherence and logic of the curriculum and for the achievability of the qualification goals. Please describe in which way the learning outcomes of the modules help the participants to achieve the course's overall qualification and competency goals ([see chapter 1.1](#)).

Meets quality requirements

The curriculum adequately reflects the qualification objectives of the course. The contents of the modules are well-balanced, logically connected (insofar as the course consists of multiple related modules) and oriented towards the intended learning outcomes. The lectures and seminars on offer cover the contents necessary for achieving the qualification objectives and are outcome-oriented.

Exceeds quality requirements

The lectures and seminars on offer are related in such a manner, that they help the participants to achieve a great development in their qualification. They are systematically oriented towards the requirements of a dynamic job market.

### 3.2.2 Integration of theory and practice

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

Meets quality requirements

In the course, theory and practice are systematically linked. Career-integrated methods (case studies, scientific projects) are part of the course. Knowledge delivery and practical contributions complement each other to develop the participants' competences.

Exceeds quality requirements

Furthermore, it is ensured that practical contents are transferred by appropriate means, such as demanding practical projects, which are monitored by the institution. The job requirements of the course participants are systematically considered.

### 3.2.3 International and intercultural contents

Please describe how international contents and intercultural aspects are implemented in the curriculum, if they are relevant in achieving the qualification objectives ([see chapter 1.2](#)).

Meets quality requirements

International contents are integrated according to the course's qualification objectives and strategy. This can be seen in the international composition of the participant body and/or teaching staff, the international and/or intercultural contents and the lectures being held in foreign languages. The practical training of intercultural aspects contribute to the participants' capacity to act in an intercultural environment.

Exceeds quality requirements

The internationality of the course is clearly a key aim and is consistently promoted. The course ensures the acquisition of outstanding intercultural qualifications and skills and enhances the participants' ability to act in an international environment.

### 3.2.4 Methodological competence

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

Meets quality requirements

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

Exceeds quality requirements

The methodological competences are a key aim of the course. They help to develop the skills essential for the participants to produce high-quality exams which meet scientific standards.

### 3.2.5 Academic work and science-based teaching

Please describe how participants are enabled to conduct 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. Please provide specific examples.

Meets quality requirements

The ability for academic work is proven either through the curriculum or the admission conditions or individual additional courses (e.g. preparatory courses), which relate to the national and/or [European qualification framework](#) for the intended qualification level. It is set down as a learning objective in the module descriptions. Proof of science-based teaching within the course has been provided.

Exceeds quality requirements

Academic work is a key subject of the course. It is also integrated into the course by means of a research context.

### 3.2.6 Examinations (Asterisk-Criterion)

Please describe the type and level of examinations.

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.

Exceeds quality requirements

The exams are characterised by a wide variety of test formats (e.g. written examinations, oral examinations, presentations, project work, case studies etc.).



### 3.3 Multidisciplinary qualifications and skills

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

Meets quality requirements

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

Exceeds quality requirements

Participants are enabled to acquire multidisciplinary qualifications and knowledge, as well as trained using practice-oriented methods (e.g. role-playing, simulation, virtual elements).

### 3.4 Didactics and methodology

#### 3.4.1 Logic and transparency of teaching and learning methodology (Asterisk Criterion)

Please describe the didactical design of the course.

Meets quality requirements

The didactic concept of the course is systematically oriented towards the course objectives. It is flexibly orientated towards the goals of each module and towards the target group. A mix of different teaching and learning methods (e.g. e-learning, problem-based learning etc.), depending on the contents and curricular requirements, is applied in the modules.

Exceeds quality requirements

The institution uses innovative approaches to enable the participants to progress faster and more intensely in their learning, as well as support them during the self-study phases.

#### 3.4.2 Course materials (Asterisk Criterion)

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

Meets quality requirements

The accompanying course materials (such as lecture notes, readers, recommended literature etc.) are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and electronically accessible for the participants.

Exceeds quality requirements

The course materials are very user-friendly and encourage participants to engage in further independent studies. General standards for materials lead the teaching staff and support the lecture quality.

### 3.5 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 contents focus on achieving the qualification objectives and have a clear profile. Employability in accordance with the qualification objectives (see chapter 1.1) and the defined learning outcomes is promoted, adding a benefit for graduates in the respective occupational field.

Exceeds quality requirements

In addition, the programme is systematically oriented towards meeting the anticipated requirements of a dynamic job market. For this purpose, the institution uses evaluation results (graduates, employees).

## 4 RESOURCES AND SERVICES

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

### 4.1 Teaching staff of the course

#### 4.1.1 Course management (Asterisk Criterion)

Please describe the qualifications of the institution's course management.

Meets quality requirements

The qualifications and experience of the course management correspond with the requirements of the course. The institution's course management is responsible for the academic quality of the course as a whole.

Exceeds quality requirements

n/a

#### 4.1.2 Structure and number of teaching staff in relation to curricular requirements (Asterisk Criterion)

Please describe the structure (full time/part time) and number of teaching staff working on the programme.

(Appendix: overview teaching staff, curricula vitae)

Meets quality requirements

The structure and number of teaching staff correspond with the requirements of the course.

Exceeds quality requirements

n/a

#### 4.1.3 Teaching staff's academic qualifications (Asterisk Criterion)

Please describe how the teaching staff's academic qualifications correspond to the course objectives.

Meets quality requirements

The academic qualifications of the teaching staff correspond to the requirements and objectives of the course. Special characteristics of the target group are incorporated.

Exceeds quality requirements

Additionally, the teaching staff's outstanding qualification is documented by extensive publication of scientific papers and research.

#### 4.1.4 Teaching staff's pedagogical/didactical qualifications (Asterisk Criterion)

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

Meets quality requirements

The pedagogical and didactic qualifications of the teaching staff correspond with the requirements of the course. Special characteristics of the target group are taken into account.

Exceeds quality requirements

The institution verifies the pedagogical qualifications and competence of the teaching staff by means of an established procedure, e.g. a regular evaluation. Regular measures for further qualifying the teaching staff pedagogically/didactically are offered by the institution.

#### 4.1.5 Practical business experience of the teaching staff

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

Meets quality requirements

The practical knowledge and experience of the teaching staff correspond with the requirements of the course. Special characteristics of the target group are taken into account. Teachers with a professional background are integrated into the course at a reasonable quantity.

Exceeds quality requirements

The teaching staff has above-average business experience and uses it in a clearly visible and valuable way in their teaching activities.

#### 4.1.6 Internal cooperation

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

Meets quality requirements

It is systematically ensured that the teaching staff cooperate internally for the purpose of tuning the modules towards the overall qualification objectives. There are regular meetings of all those teaching in the programme.

Exceeds quality requirements

In addition, projects and/or courses are conducted cooperatively. An integrative approach is practiced.

#### 4.1.7 Participant support and coaching (Asterisk Criterion)

Please describe how participants are supported and coached by the teaching staff.

Meets quality requirements

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

Exceeds quality requirements

The teaching staff is available to the participants outside the specified office hours as well. Queries are responded to at the latest on the next working day. The participants are “fully content.”

### 4.2 Course management

#### 4.2.1 Administrative course director

Please describe the administrative course director’s function and tasks.

Meets quality requirements

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

Exceeds quality requirements

The administrative course director not only guarantees a smooth operation but also ensures the further development of the course in cooperation with the relevant groups.

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

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

Meets quality requirements

Teaching staff and participants are supported by the administration in the organisation of the study programme. In terms of both quality and quantity sufficient staff is available, even if their involvement in other courses is taken into account, so that the processes described can be implemented appropriately. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and participants are included in the decision-making processes where their areas of work are involved.

Exceeds quality requirements

The main processes and responsibilities are described. The administrative staff operates as service provider for both participants and teaching staff. The institution offers continuous pro-

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

#### 4.2.3 Service for participants

Please describe which services are offered to the participants during their course of studies.

Meets quality requirements

A main contact person for the participants has been appointed. The participants are informed on all relevant matters in advance and in a comprehensive way. The information is distributed in an understandable and user-friendly manner. A user-friendly access to facilities and materials is ensured. The reachability of service staff is clearly determined. Requests are dealt with promptly. In the periods requiring personal attendance, there is catering for the participants or it is ensured that participants have the possibility to cater for themselves.

Exceeds quality requirements

The service staff show a proactive service orientation; they prepare for the participant's needs in advance. The contact person or their substitute is on-site every day of the course to help with enquiries and acute problems and questions. The course provider/institution ensures further qualification measures for the service staff.

#### 4.3 Networking

Please describe the support provided for participants to enable them to create and maintain networks.

Meets quality requirements

Measures to create and maintain networks have been provided.

Exceeds quality requirements

The participants are supported in creating and maintaining networks 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.

#### 4.4 Cooperation with academic institutions or enterprises (Asterisk Criterion for cooperation courses)

If relevant, please list the co-operations with HEIs and other academic institutions/networks, as well as enterprises and other organisations, and elaborate their significance for the conception and implementation of the course.

(Appendix: cooperation agreement (if applicable))

Meets quality requirements

The scope and nature of cooperation with HEI and other academic institutions and 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: The agreements forming the basis of the cooperation are documented. All such activities contribute to the development of the participants' qualification and skills. In case that other academic institutions or organisations conduct parts of the course, the institution offering the course 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 course 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. participant and staff exchange, mutual sharing of course materials), they significantly contribute to the development of qualifications and skills

## 4.5 Facilities

### 4.5.1 Quantity, quality, media and IT equipment of teaching rooms (Asterisk Criterion)

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

Meets quality requirements

The quantity, quality, as well as media and IT facilities of the teaching rooms meet the required standard. The rooms are properly equipped for disabled participants and give them barrier-free access.

Exceeds quality requirements

The facilities are equipped with the latest technology. For special contents of the curriculum (e.g. simulation games, role-playing, virtual elements), the institution possesses appropriate rooms which possess the specific technical components needed.

### 4.5.2 Access to required literature (Asterisk Criterion)

Please describe the access to required literature in terms of quantity and quality.

Meets quality requirements

Access to literature and journals as well as digital media (e.g. electronic media, databases) is guaranteed. The materials are aligned with the course content and are up to date. A concept for the course's continuing development (update) is available.

Exceeds quality requirements

Access to relevant digital media is available outside the institution as well.



## 5 DOCUMENTATION (ASTERISK CRITERION)

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

Meets quality requirements

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

Exceeds quality requirements

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

## 6 QUALITY ASSURANCE

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

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

Meets quality requirements

There is 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. Sufficient staff resources are available and the responsibilities are clearly defined. Teaching staff and participants take part in the respective committees to plan and assess the quality assurance and development procedures.

Exceed quality requirements

In addition, representatives of the occupational field participate in the respective committees to plan and assess the quality assurance and development procedures. Opportunities for improvement are systematically detected and implemented. The quality management system includes a procedure to regularly check the effectiveness of the implemented measures.

### 6.2 Instruments of quality assurance

#### 6.2.1 Evaluation by participants

Please describe how the evaluation of the course by the participants is carried out and how the results are incorporated.

(Appendix: evaluation sheet)

Meets quality requirements

Evaluation by the participants 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.

## 6.2.2 Quality assurance by teaching staff

Please describe how the evaluation of the course (content, procedure, and organisation) by the teaching staff is carried out and how the results are incorporated.

(Appendix: evaluation sheet)

Meets quality requirements

Quality control by the teaching staff is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the participant body 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.

## 6.2.3 External evaluation by alumni, employers and others

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

(Appendix: evaluation sheet)

Meets quality requirements

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the participant body 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.