FIBAA

Principles for the Award of the FIBAA Premium Seal for Certification

FIBAA sets particular standards in all of its five core areas (Goals and Strategy, Admissions Process, Course Design, Resources and Services, plus Quality Assurance) when awarding the Premium Seal to a continuing education course.

The Premium Seal can be awarded to courses if these have already established themselves in the market. The Premium Seal is not conferred if the certification is only granted with conditions. However, once the conditions have been met and the fundamental requirements have been achieved, the Premium Seal can be awarded at a later stage.

Procedure:

First of all, each evaluation criterion is assigned between 2 and 4 points: (the more points scored, the better the grade) [1]. The number of points scored for the assessment criteria is determined by which of the courses aspects are of key importance for the acquisition of career-related competencies. In each case, the number of points is multiplied by a defined factor, depending on the assessors' appraisal.

The weighting for the evaluation levels is defined as follows:
Excellent: 3
Exceeds the Quality Requirements: 2
Meets the Quality Requirements: 1
Fails to Meet the Quality Requirements: -2

Since all five core areas are important, the award of the Premium Seal is subject to FIBAA setting a standard for which a minimum number of points have to be scored. The benchmark is set at 100%, equal to the assessment: "Exceeds the Quality Requirements". To attain the Premium Seal a score of least 60% of the points must be achieved in all five core areas.

The Premium Seal is awarded if, in addition to this, at least 65% of the total number of points have been scored.

If a criterion is assessed as "not relevant", it will not be considered when calculating the points needed for the award of the Premium Seal.

If the requirements for the Premium Seal are not achieved, although the requirements needed for a certification have been met, FIBAA will award its regular Quality Seal.

[1] The range between 1 and 4 is currently used in FIBAA Programme Accreditation. In Certifications the range is between 2 and 4. This is due to the possibility of combining Certification and Programme Accreditation in one procedure.(To not deform the results the weighting is not between 1 and 3.)

Weighting of Criteria

	Criterion	Weighting
1.	**Strategy and Objectives**	
1.1.*	Logic and transparency of course objectives	4
1.2	Positioning of the course	
1.2.1	Positioning of the course on the educational market	3
1.2.2	Positioning of the course on the job market, and the professional field	3
1.2.3	Position of course within the institution's overall strategy	2
2.	**Admission**	
2.1*	Focus on the target group	4
2.2*	Admission conditions	4
2.3*	Legal relationship	3
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	4
3.1.2*	Certificate and Certificate Supplement	4
3.1.3*	Logic and conceptual coherence of the curriculum	4
3.1.4*	Regulations for participation and assessment	4
3.1.5*	Types of assessment	4
3.2	Training of Competences and Skills	
3.2.1	Methodological competence and academic work (academic work if applicable)	3
3.2.2	Integration of theory and practice	4
3.2.3	Interdisciplinary skills/Transdisciplinary skills (if applicable)	3
3.2.4	International and intercultural contents	3
3.2.5*	Employability/Acquisition of future and/or soft skills	4
3.2.6	Professional ethics and/or societal issues	3
3.3	Teaching and Learning Methodology	
3.3.1*	Logic and plausibility of teaching and learning methodology	3
3.3.2*	Course materials, required and recommended literature	3
4.	**Resources and Services**	
4.1	Teaching staff of the course	
4.1.1*	Structure and quantity of teaching staff	4
4.1.2*	Academic qualification of teaching staff	3
4.1.3*	Pedagogical qualification of teaching staff	4
4.1.4	Professional experience of teaching staff	3
4.1.5	Internal cooperation	3

4.1.6*	Learners' support by teaching staff	4
4.2	Course management and overall organisation	
4.2.1*	Course management (content and methodology)	3
4.2.2*	Process organisation and administrative support for learners and teaching staff	3
4.2.3*	Information and transparency	3
4.2.4*	Inclusive and equitable education (	3
4.2.5	Networking and Career Counselling (if applicable)	3
4.3	Cooperations	
4.3.1(*)	Cooperation with academic institutions (if applicable, Asterisk Criterion for cooperation courses)	3
4.3.2(*)	Cooperation with enterprises or other professional organisations (asterisk criterion for cooperation courses)	3
4.4	Facilities	
4.4.1(*)	Infrastructure of onsite teaching environment (Asterisk Criterion, if applicable)	3
4.4.2*	Teaching and learning platform (	3
4.4.3	Technical unit (for online courses)	3
4.4.4*	Data analysis system	3
4.4.5*	Technical support for learners	3
5	**Quality Assurance**	
5.1*	Quality assurance and development of course content, processes and outcomes	4
5.2	Instruments of quality assurance	
5.2.1	Evaluation by learners and course graduates	4
5.2.2	Quality assurance by teaching staff	2
5.2.3	External evaluation by alumni, employers and/or other third parties	2