Principles for the Award of the FIBAA Premium Seal for Programme Accreditation

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

The Premium Seal can be awarded to degree programmes if these have already established themselves in the market. The Premium Seal is not conferred if the accreditation 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 1 and 4 points: (the more points scored, the better the grade). The number of points scored for the assessment criteria is determined by which of the programme's 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 an accreditation have been met, FIBAA will award its regular Quality Seal.

Weighting of the criteria:

	Criterion	Weighting
1.	**Objectives**	
1.1*	Objectives of the study programme (Asterisk Criterion)	4
1.2*	International orientation of the study programme design (Asterisk Criterion)	4
1.3	Positioning of the study programme	
1.3.1	Positioning of the study programme in the educational market	3
1.3.2	Positioning of the study programme on the job market for graduates („Employability")	3
1.3.3	Positioning of the study programme within the HEI's overall strategic concept	3
2	**Admission**	
2.1*	Admission requirements (Asterisk Criterion)	4
2.2	Counselling for prospective students	2
2.3	Selection procedure (if relevant)	3
2.4*	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)	3
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)	3
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)	2
3.	**Contents, structure and didactical concept**	
3.1	Contents	
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)	4
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)	1
3.1.3*	Integration of theory and practice (Asterisk Criterion)	4
3.1.4	Interdisciplinary thinking	2
3.1.5	Ethical aspects	2
3.1.6	Methods and scientific practice (Asterisk Criterion)	4
3.1.7	Examination and final thesis (Asterisk Criterion)	4
3.2	Structure	
3.2.1*	Modular structure of the study programme (Asterisk Criterion)	4
3.2.2*	Study and exam regulations (Asterisk Criterion)	4
3.2.3*	Feasibility of study workload (Asterisk Criterion)	4
3.2.4	Equality of opportunity	2
3.3	Didactical concept	
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)	3
3.3.2	Course materials (Asterisk Criterion)	3
3.3.3	Guest lecturers	2
3.3.4	Lecturing tutors	2
3.4	Internationality	
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)	4
3.4.2	Internationality of the student body	2
3.4.3	Internationality of faculty	2
3.4.4	Foreign language contents	3
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)	3
3.6*	Skills for employment / Employability (Asterisk Criterion)	4
4.	**Academic environment and framework conditions**	
4.1	Faculty	
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)	4

4.1.2*	Academic qualification of faculty (Asterisk Criterion)	4
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)	4
4.1.4	Practical business experience of faculty	2
4.1.5*	Internal cooperation (Asterisk Criterion)	3
4.1.6*	Student support by the faculty (Asterisk Criterion)	4
4.1.7	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)	3
4.2	Programme management	
4.2.1*	Programme Director (Asterisk Criterion)	3
4.2.2	Process organisation and administrative support for students and faculty	3
4.3	Cooperation and partnerships	
4.3.1	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)	3
4.3.2	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)	3
4.4	Facilities and equipment	
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)	3
4.4.2*	Access to literature (Asterisk Criterion)	3
4.5	Additional services	
4.5.1	Career counselling and placement service	2
4.5.2	Alumni Activities	2
4.6*	Financing of the study programme (Asterisk Criterion)	3
5.	**Quality assurance and documentation**	
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)	4
5.2	Instruments of quality assurance	
5.2.1	Evaluation by students	4
5.2.2	Evaluation by faculty	2
5.2.3	External evaluation by alumni, employers and third parties	2
5.3	Programme documentation	
5.3.1*	Programme description (Asterisk Criterion)	3
5.3.2	Information on activities during the academic year	1