



European Council of Leading Business Schools

ECLBS

ECLBS Accreditation Handbook — Bachelor Programmes

First Cycle · QF-EHEA Cycle 1 · EQF Level 6

To be read together with the ECLBS Accreditation Handbook (General)

1. How to use this Handbook

This Handbook contains the **assessment criteria** applied by ECLBS to Bachelor programmes and equivalent first-cycle provision. It is the drafting template for the institution's self-assessment report (SAR) and the reporting template for the review panel.

Procedure, eligibility, membership, decision rules, appeals and publication are governed by the **ECLBS Accreditation Handbook (General)**. This Handbook does not repeat them.

Each criterion is presented in three parts:

- **The institution is asked to** — what must be described and evidenced in the SAR;
- **Meets quality requirements** — the threshold benchmark;
- **Exceeds quality requirements** — the enhanced benchmark; where marked *n/a*, no enhanced level is defined and the highest attainable rating is *Meets quality requirements* (or *Exceptional*, where the panel records exemplary international practice).

****Essential criteria are marked with an asterisk (*). They must achieve at least *Meets quality requirements*; otherwise a condition is imposed. Criteria 1.1 and 3.1.1** are non-negotiable: conditions may never be imposed on them, and failure of either results in refusal of accreditation.**

Rating scale: Exceptional · Exceeds quality requirements · Meets quality requirements · Does not meet quality requirements · Not relevant.

2. First-cycle reference points

A Bachelor programme submitted to ECLBS is assessed against the following level expectations:

Reference	Expectation
QF-EHEA	First cycle; Dublin Descriptors for the first cycle
EQF	Level 6
Volume	Normally 180–240 ECTS credits; other national credit volumes are accepted where the equivalence to ECTS is demonstrated
Workload	25–30 hours of total student workload per ECTS credit, consistently applied and evidenced
Duration	Normally 3–4 years full-time, or a documented part-time equivalent
Outcome	A first higher education qualification giving access to second-cycle study and to employment in the professional field addressed
Final work	A supervised final thesis or equivalent final project demonstrating independent, methodologically sound work

The programme must demonstrate, in particular, that first-cycle graduates can apply knowledge and understanding in a professional manner, formulate and support arguments, gather and interpret relevant data, communicate to specialist and non-specialist audiences, and continue to learn with a high degree of autonomy.

Chapter 0 — General information

This chapter is descriptive and is not itself rated. It provides the panel with the context required to interpret the assessed criteria.

0.1 Programme identification

Item	Entry
Higher education institution (HEI)	
Awarding institution(s), if different	
Programme name (English and original language)	
Title/degree awarded	
Type of programme	Bachelor degree
Qualifications framework reference (EQF / NQF level)	
Projected study time; credits (national and ECTS); hours	
Mode of study	Full-time / Part-time
Didactic approach	On-campus / Blended learning / Distance learning
Double or joint degree	Yes, with: / No / Optional, with:
Delivery location(s) and any partner or franchise arrangement	
Initial start of the programme	
Type of accreditation sought	Interim / Initial / Re-accreditation
For re-accreditation: last accreditation period	
Language(s) of instruction	

0.2 Institutional context

Describe the institution, its legal status and state approval or authorisation, its mission, and the portfolio of programmes offered. Explain how the programme seeking accreditation fits within the portfolio of the department and of the institution as a whole. Attach an organigram.

0.3 Development of the programme and implementation of previous recommendations

For initial accreditation where students have already graduated, and for re-accreditation, describe:

- the evolution of the programme, including changes to content, structure and staffing, and the reasons for them;
- statistical data for the last three years or since inception, whichever is shorter:

Indicator	Y-3	Y-2	Y-1
Number of applicants			
Number of first-year students admitted			
Total enrolment			
Percentage of international students			

Indicator	Y-3	Y-2	Y-1
Student success/progression rate			
Graduation rate			
Average duration of study			
Average final grade			

Withdrawal/attrition rate

- the outcomes of programme evaluations and the measures taken in response to the statistical data and evaluation results;
- for re-accreditation, the measures taken to implement the recommendations issued at the last ECLBS accreditation.

Chapter 1 — Objectives

1.1 Objectives of the study programme * (*non-negotiable*)

The institution is asked to enumerate and substantiate the qualification objectives of the programme, establish their relevance to the intended qualification, and align them with the national qualifications framework and with the first-cycle descriptors.

Meets quality requirements. The qualification objectives are clearly articulated and persuasively justified in relation to the target group, the professional field addressed and the societal context of the discipline. They encompass academic competence, employability in the round, and the personal development of each student. Subject-specific and extra-curricular objectives, and the skills to be acquired, correspond to the proficiency level intended on graduation and to the specifications of the national qualifications framework at first-cycle level.

Exceeds quality requirements. The institution systematically grounds the qualification objectives in the identified needs of the target group. The objectives are documented, reviewed regularly for relevance and currency, and adjusted accordingly.

1.2 International orientation of the programme design *

The institution is asked to describe the international orientation of the programme concept and the international elements incorporated in its design. (Implementation is assessed in section 3.4.)

Meets quality requirements. The programme design takes due account of the necessary international elements, and graduate employability is addressed appropriately.

Exceeds quality requirements. Through a deliberate emphasis on internationality in both teaching and study components — curriculum content, academic staff, and practical experience abroad — the programme imparts not only knowledge but the skills that enable graduates to handle international responsibilities.

1.3 Positioning of the study programme

1.3.1 Positioning in the educational market

The institution is asked to explain and justify the positioning strategy for this programme in the educational market, in its regional, national or international context.

Meets quality requirements. The rationale for the positioning of the programme in the educational market is convincing.

Exceeds quality requirements. The institution has conducted a comprehensive analysis of the educational market and has used the findings to craft a distinctive and competitive profile.

1.3.2 Positioning in the job market for graduates (“employability”)

The institution is asked to explain how the qualification objectives support graduates in securing employment. (Implementation is assessed in section 3.6.)

Meets quality requirements. The rationale for graduate employability, grounded in the stated qualification objectives, is convincing. Prospective employment opportunities for graduates are plausibly outlined.

Exceeds quality requirements. The institution has conducted a thorough analysis of the graduate job market and has systematically integrated the findings into the programme.

1.3.3 Positioning within the institution's overall strategic concept

The institution is asked to explain how the programme is positioned within the overarching strategy of the institution.

Meets quality requirements. The integration of the programme into the institution's overall strategic concept is persuasively demonstrated. The qualification objectives align with the institution's mission and strategic planning.

Exceeds quality requirements. The qualification objectives of the programme form a cornerstone of the institutional or faculty strategy and are implemented in a sustainable manner.

Chapter 2 — Admission

2.1 Admission requirements *

The institution is asked to specify where the admission requirements are defined and to justify them.

Meets quality requirements. The admission requirements are defined and comprehensible. National requirements for entry to first-cycle study are presented and taken into account.

Exceeds quality requirements. In addition, the admission requirements are oriented towards the strategic goals of the programme.

2.2 Counselling for prospective students

The institution is asked to describe the counselling services offered to applicants in the context of the admission procedure.

Meets quality requirements. Applicants can turn directly to a student counselling service, or another helpdesk at the institution, for clarification of specific questions, personal aptitude, career perspectives and similar matters. Personal dialogue between applicants and the institution is provided through defined office hours, by telephone and by e-mail.

Exceeds quality requirements. The institution ensures constant availability for prospective students and responds quickly to incoming enquiries. The counselling options are based on the needs of the target group.

2.3 Selection procedure (*if relevant*)

The institution is asked to describe and justify the selection procedure for this programme.

Meets quality requirements. The selection procedure is transparent and ensures that qualified students are admitted.

Exceeds quality requirements. The selection procedure was developed on the basis of the programme's objectives. It is periodically reviewed for effectiveness and adapted in line with the results.

2.4 Recognition of prior learning and prior qualifications (*if relevant*)

The institution is asked to describe how prior qualifications, periods of study and, where applicable, prior experiential learning are recognised for admission and for advanced standing.

Meets quality requirements. Recognition is regulated in binding rules, applied consistently and documented. Where the state has ratified the Lisbon Recognition Convention, recognition of foreign qualifications is conducted in accordance with it; where it has not, an analogous approach is applied. Decisions are reasoned and open to appeal.

Exceeds quality requirements. The rules also provide for the validation of non-formal and informal learning, with defined evidence requirements, assessment methods and credit limits; the procedure is periodically reviewed.

2.5 Ensuring foreign language proficiency *

The institution is asked to describe the measures taken to ensure that students can successfully complete courses taught in a foreign language.

Meets quality requirements. The admission requirements — a required language proficiency level or a required result in a concrete language test — or preparatory language courses ensure that students are able to complete the programme successfully, including coursework, additional literature, use of counselling services and extracurricular activities.

Exceeds quality requirements. *n/a*

2.6 Transparency and documentation of the admission procedure and decision *

The institution is asked to describe how the admission procedure and admission decision are communicated within the institution and to the public.

Meets quality requirements. The admission procedure is described, documented and accessible to interested parties. The admission decision is based on transparent criteria and is communicated in writing.

Exceeds quality requirements. In addition, the admission decision contains detailed information on the results of the admission procedure.

Chapter 3 — Contents, structure and didactical concept

This chapter concerns **how** the programme is implemented — its fitness for purpose.

3.1 Contents

3.1.1 Logic and conceptual coherence * (*non-negotiable*)

The institution is asked to describe how the qualification objectives are implemented in the curriculum.

Meets quality requirements. The curriculum adequately reflects the qualification objectives. The contents of the modules or courses are well balanced, logically connected and oriented towards the intended learning outcomes. Areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. Progression across the years of study is evident, moving from foundational to advanced study.

Exceeds quality requirements. The modules and courses consistently reflect the strategic orientation of the programme. They clearly meet the requirements of the job market. Additional electives enhance graduate employability.

3.1.2 Rationale for degree and programme name *

The institution is asked to give the reasons for the chosen programme name and awarded degree.

Meets quality requirements. The degree and programme name correspond to the contents of the curriculum and to the programme objectives, and are not misleading as to level, field or professional entitlement.

Exceeds quality requirements. *n/a*

3.1.3 Integration of theory and practice *

The institution is asked to describe how theoretical and practical contents are linked in the programme, including any internship, placement or practical project and its regulation, supervision and assessment.

Meets quality requirements. Theoretical questions are, where possible, explained by means of practical examples. Where practical components are included, they are regulated, supervised, assessed and credit-bearing.

Exceeds quality requirements. Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

3.1.4 Interdisciplinary thinking

The institution is asked to describe how students are qualified for interdisciplinary thinking, with specific examples.

Meets quality requirements. There is evidence that the programme qualifies students for interdisciplinary thinking.

Exceeds quality requirements. The programme places emphasis on preparing students for an occupation requiring trans- or interdisciplinary knowledge.

3.1.5 Ethical aspects

The institution is asked to describe how ethical aspects are communicated in the programme.

Meets quality requirements. Ethical implications — for example those of economic or juridical ways of thinking and acting — are appropriately communicated.

Exceeds quality requirements. The identification and reflection of ethical aspects are strongly promoted, treated as key competences, and form an integral part of the programme's qualification objectives.

3.1.6 Methods and academic practice *

The institution is asked to describe how the programme ensures the acquisition of methodological competence and the ability to work academically, including academic integrity and referencing.

Meets quality requirements. Students acquire methodological competences and are enabled to work academically at the level required in the first cycle. Rules on academic integrity, plagiarism, **and the acceptable use of Artificial Intelligence (AI)** are taught, published and enforced.

Exceeds quality requirements. Methodological competences and academic practice are thoroughly trained. Students are equipped with the skills necessary for research-oriented work and for applying those skills in their vocational fields.

3.1.7 Examination and final thesis *

The institution is asked to describe the type and level of examinations and of the final thesis or project.

Meets quality requirements. All examinations defined for the modules or courses are suited in format and content to ascertaining the intended learning outcomes. Requirements accord with the intended qualification level. Examinations are characterised by a wide variety of test formats. Final theses or projects are evaluated on the basis of previously published and coherently applied criteria, rules and procedures. Students demonstrate, particularly in the final thesis or project, their ability to work academically and their achievement of the programme's qualification objectives.

Exceeds quality requirements. The concrete test items are particularly suitable for ascertaining the defined learning outcomes. They also examine students' ability to reflect deeply on academic problems and to apply academic methods. Students are given feedback which, where necessary, is linked to advice on the learning process.

3.2 Structure

3.2.1 Modular structure of the programme *

The institution is asked to provide an overview of the curriculum showing the structure of the programme:

Item	Entry
Projected study time	
Number of credits (national credits and ECTS credits)	
Workload per credit (hours)	
Number of modules/courses	
Time required for the final thesis/project and credits awarded	
Number of contact hours	
Compulsory / elective ratio	
Credits allocated to practical components	

Meets quality requirements. The programme structure supports the smooth implementation of the curriculum and helps students reach the defined learning outcomes. The programme consists of modules or courses and assigns credits per module or course on the basis of the necessary student workload. Practical components, where they exist, are designed and integrated so that credits can be acquired. Module and course descriptions provide detailed statements of intended learning outcomes and the information defined in the ECTS Users' Guide.

Exceeds quality requirements. *n/a*

3.2.2 Study and examination regulations *

The institution is asked to specify where the study and examination regulations are defined and to supply them.

Meets quality requirements. There are legally binding study and examination regulations containing all necessary rules and procedures and taking account of national requirements where applicable. The programme is designed so that students can study for a period at another institution, or undertake an internship, without extending their overall study time. Recognition of degrees and periods of study completed at other institutions is regulated in accordance with, or analogously to, the Lisbon Recognition Convention where ratified by the country; recognition of periods of practical work, where intended, is also clearly defined. The final grade is supplied with an ECTS grading table. A Diploma Supplement is issued, where applicable, free of charge and in a widely spoken European language.

Exceeds quality requirements. *n/a*

3.2.3 Feasibility of the study workload *

The institution is asked to describe how it is ensured that the programme can be completed within the projected overall study time.

Meets quality requirements. Feasibility of the workload is ensured by suitable curriculum design, a plausible calculation of workload, an adequate number and frequency of examinations, appropriate support services, and academic and general student counselling.

Addendum for initial accreditation where the programme has already been completed once, and for re-accreditation: in reviewing the workload, the institution also takes into account evaluation findings, including student feedback and the programme's success rate.

Exceeds quality requirements. *n/a*

3.2.4 Equality of opportunity

The institution is asked to describe how gender equality and equality of opportunity are ensured for students enrolled in the programme.

Meets quality requirements. The institution ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative measures concerning time and formal standards throughout the programme and its examinations. Students in special circumstances — such as single parents, international students, students with a migration background or from non-academic backgrounds — receive particular assistance.

Exceeds quality requirements. The measures taken are periodically reviewed and adapted in accordance with the results obtained.

3.3 Didactical concept

3.3.1 Logic and plausibility of the didactical concept *

The institution is asked to describe the didactical concept of the programme.

Meets quality requirements. The didactical concept is described, plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as case studies or practical projects. Students are encouraged to take an active role in shaping the learning process.

For blended-learning and distance-learning programmes, additionally: the methods are suited to distance learning. They include, for example, independent work with course materials, lectures, business games and case studies. The selection and kind of didactic materials — printed teaching material, textbooks, digital media — correspond to the programme objectives.

Exceeds quality requirements. The didactical methods are systematically derived from the programme objectives and are oriented towards the intended learning outcomes of each module or course, for instance through regular use of case studies or practical projects.

For blended-learning and distance-learning programmes, additionally: the didactical approach is innovative and can stimulate the further development of distance learning.

3.3.2 Course materials *

The institution is asked to describe the preparation and further development of the course materials.

Meets quality requirements. Accompanying course materials are oriented towards the intended

learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible to students. They are user-friendly and encourage students to engage in further independent study.

For blended-learning and distance-learning programmes, additionally: in compiling the materials, the specific didactical requirements are taken into account; the materials are well designed and neatly reproduced.

Exceeds quality requirements. In addition, the materials familiarise students with different problem-solving approaches from various academic perspectives. Through interactive work with the materials, students are enabled to develop their own theory-based problem-solving strategy. The materials are continuously developed in line with new didactical concepts.

For blended-learning and distance-learning programmes, additionally: the course materials are systematically designed according to the didactical preferences of the students.

3.3.3 Guest lecturers

The institution is asked to describe how guest lecturers contribute to the students' learning process.

Meets quality requirements. Guest lecturers are invited and contribute to the students' qualification process with their particular experience, whether from professional practice, academic work, or fields such as culture and politics.

Exceeds quality requirements. Guest lecturers are invited regularly and their contribution forms an integral part of the programme's didactical concept. They come from a variety of occupations, which enhances students' employment prospects through the insights they gain.

3.3.4 Lecturing tutors and student assistants

The institution is asked to describe how lecturing tutors or student assistants contribute to the students' learning process.

Meets quality requirements. Lecturing tutors or student assistants support students in the learning process and help them develop competences and skills.

Exceeds quality requirements. Lecturing tutors or student assistants contribute significantly to the learning process and are systematically integrated into teaching activities.

3.4 International outlook

3.4.1 International contents and intercultural aspects *

The institution is asked to describe how international contents and intercultural aspects are implemented in the curriculum.

Meets quality requirements. International contents are an integral part of the curriculum. Students are thereby prepared for the challenges of an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

Exceeds quality requirements. The acquisition of intercultural competences and skills lies at the core of the programme's learning objectives and is strongly promoted.

3.4.2 Internationality of the student body

The institution is asked to describe the international composition of the student body in relation to the programme objectives and the measures taken to promote it.

Meets quality requirements. The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

Exceeds quality requirements. A significant proportion of students come from various language areas and cultural backgrounds, so that classroom discussion and group work constantly reflect international perspectives. The measures taken show a clear and sustainable effect.

3.4.3 Internationality of the faculty

The institution is asked to describe the measures taken to promote the internationality of the faculty as projected in the programme concept.

Meets quality requirements. The international composition of the faculty — teachers from different countries, teachers with international academic and professional experience — promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

Exceeds quality requirements. The international composition of the faculty is a fundamental element shaping the profile of the programme and is actively promoted by the institution.

3.4.4 Foreign language contents and student mobility

The institution is asked to describe how the foreign language component envisaged by the programme is realised in the curriculum — courses, materials, literature — and what mobility opportunities exist.

Meets quality requirements. The proportion of foreign language courses and required foreign language materials corresponds to the qualification objectives of the programme. Where mobility windows exist, they are structurally embedded and supported by Learning Agreements.

Exceeds quality requirements. Lectures and course materials in foreign languages predominate. Internationality is clearly a key element of the programme's profile. Outgoing and incoming mobility is measured, supported and reflected in curriculum development.

3.5 Multidisciplinary competences and skills *

The institution is asked to describe how communication and public-speaking skills, and cooperation and conflict-handling skills, are acquired in the programme.

Meets quality requirements. Students acquire communication and public-speaking skills as well as cooperation and conflict-handling skills in accordance with the module and course descriptions, supported by suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills, digital literacy and broad contextual knowledge, is ensured.

Exceeds quality requirements. Communication and public-speaking skills, and cooperation and conflict-handling skills, are key elements of the programme's profile.

3.6 Skills for employment / employability *

The institution is asked to describe how the programme ensures graduate employability in the professional field envisaged.

Meets quality requirements. The promotion of employability — for instance through the integration of theory and practice and the promotion of multidisciplinary competences and skills — runs as a common thread through all modules and courses.

Exceeds quality requirements. In addition, the programme enables students to apply the acquired skills actively in new areas of work and to develop them further. The programme is systematically oriented towards the anticipated requirements of a dynamic job market and makes use of the results of graduate evaluations.

Chapter 4 — Academic environment and framework conditions

This chapter concerns how the programme is implemented within the given framework.

4.1 Faculty

4.1.1 Structure and quantity of faculty in relation to curricular requirements *

The institution is asked to describe the structure (full-time and part-time) and number of faculty working in the programme, and to attach an overview of teachers, the subjects they teach, their curricula vitae, their assignment to modules or courses, and their responsibilities.

Meets quality requirements. The structure and number of the faculty correspond to the programme requirements and ensure that students reach the intended qualification objectives. The composition of full-time and part-time (visiting) lecturers guarantees that both academic standards and the requirements of the professional field are fully satisfied.

For blended-learning and distance-learning programmes, additionally: in periods requiring personal attendance, where such periods form part of the didactical concept, a sufficient number of lecturers is available to guarantee a proper teaching and learning process. Course materials have been created and supplied by qualified staff. Ongoing support of the students is ensured.

Exceeds quality requirements. *n/a*

4.1.2 Academic qualification of faculty *

The institution is asked to describe the academic qualification of the faculty.

Meets quality requirements. The academic qualification of the faculty corresponds to the requirements and objectives of the programme. The institution verifies the qualifications of faculty members by means of an established procedure. Specific measures for the further qualification of faculty members are implemented.

Exceeds quality requirements. The faculty's outstanding academic qualification is underlined by academic publications.

4.1.3 Pedagogical and didactical qualification of faculty *

The institution is asked to elaborate on the pedagogical and didactical qualification of the faculty.

Meets quality requirements. The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the programme. The institution verifies these qualifications by means of an established procedure. It ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for further qualification are implemented.

For blended-learning and distance-learning programmes, additionally: the faculty is qualified for distance education.

Exceeds quality requirements. The faculty's outstanding qualification is underlined by excellent evaluation results or by awards granted on account of the quality of teaching.

4.1.4 Practical business experience of faculty

The institution is asked to describe how the faculty's practical business experience contributes to the integration of theory and practice.

Meets quality requirements. The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

Exceeds quality requirements. Faculty members have above-average business experience and use it in their teaching activities.

4.1.5 Internal cooperation *

The institution is asked to describe how faculty members cooperate with each other.

Meets quality requirements. Faculty members cooperate to tune the modules and courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly and are minuted.

Exceeds quality requirements. In addition, projects or courses are conducted cooperatively.

4.1.6 Student support by the faculty *

The institution is asked to describe how students are supported by the faculty.

Meets quality requirements. Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

Exceeds quality requirements. Faculty members are available to students outside the specified office hours as well. Students are fully content with the support they receive.

4.1.7 Student support in distance learning (*essential criterion for blended-learning and distance-learning programmes*)

The institution is asked to describe the specific support provided for students in distance learning.

Meets quality requirements. A flexible methodology of individual study counselling is used. Methods for enhancing individual learning processes are introduced and demonstrably applied.

Exceeds quality requirements. Indicators are used to identify learning success and difficulties at an early stage.

4.2 Programme management

4.2.1 Programme director *

The institution is asked to describe the programme director's function and tasks.

Meets quality requirements. The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The role, authority and time allocation are formally defined.

Exceeds quality requirements. The programme director successfully takes initiatives to promote the systematic development of the programme in a manner that includes all relevant groups.

4.2.2 Process organisation and administrative support for students and faculty

The institution is asked to describe the administrative support offered to students and faculty members.

Meets quality requirements. Faculty members and students are supported by the administration in organising the programme. Sufficient administrative staff is available. Decision-making processes, authority and responsibilities are clearly defined. Teachers and students are included in decision-making where their areas of work are involved. Opportunities for electronic service support are used and supplement personal one-to-one counselling. The institution offers administrative staff opportunities for continuous professional development.

Exceeds quality requirements. The administrative staff acts as a service provider for students and faculty.

4.3 Cooperation and partnerships

4.3.1 Cooperation with higher education institutions and other academic institutions or networks (*essential criterion for cooperation programmes — double, joint, and programmes with a compulsory stay abroad*)

The institution is asked to list the cooperation agreements with higher education and other academic institutions and to explain their significance for the conception and implementation of the programme.

Meets quality requirements. The scope and nature of relevant cooperation are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the programme. Such activities contribute to the development of students' qualifications and skills. Where other academic

institutions or organisations conduct parts of the programme, the institution ensures that the quality standards are met.

Exceeds quality requirements. Cooperation is aligned with the strategy of the programme and is actively promoted, for example through regular joint conferences or meetings of those responsible for the programme to discuss its further development. Such cooperation has a formative impact on curricular content and on the profile of graduates. Through specific measures — student and staff exchange, mutual sharing of course materials, joint additional electives — it contributes significantly to the development of qualifications and skills.

4.3.2 Cooperation with business enterprises and other organisations (essential criterion for educational and vocational programmes and franchise programmes)

The institution is asked to list the cooperation agreements with business enterprises and other organisations and to explain their significance for the conception and implementation of the programme.

Meets quality requirements. The scope and nature of relevant cooperation are plausibly presented. The agreements are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the programme. Such activities contribute to the development of students' qualifications and skills. Where other organisations conduct parts of the programme, the institution ensures that the quality standards are met.

Exceeds quality requirements. Cooperation is actively promoted, for example through regular joint meetings of those responsible for the programme. It has a formative impact on programme content and on the profile of graduates. Through specific measures — cooperation in projects, provision of traineeships, appointment of professionals in teaching — it contributes significantly to the development of qualifications and skills and to the quality of the final theses.

4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of teaching and group rooms *

The institution is asked to describe the quantity, quality, media and IT equipment of teaching and group rooms with regard to the needs of the programme.

Meets quality requirements. The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme. The rooms are properly equipped for students with disabilities and give barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

For blended-learning and distance-learning programmes, additionally: the technical equipment is adequate for virtual study courses and is well documented. The equipment satisfies modern multimedia requirements. Technical support is offered to students during normal working hours; a hotline offers advice or troubleshooting support at acceptable waiting times. Services for adequate support of participants are documented. The requirements for students' home workstations are listed.

Exceeds quality requirements. Teaching rooms and laboratories are equipped with state-of-the-art technology. For special curricular content — business games, role-play, virtual elements — the institution possesses appropriate rooms with the specific technical components needed.

For blended-learning and distance-learning programmes, additionally: additional support is offered to students outside normal working hours.

4.4.2 Access to literature *

The institution is asked to describe library resources in terms of quantity and quality, and students' access to specialist literature including online access, with respect to the requirements of the programme.

Meets quality requirements. The opening hours of the library take students' needs sufficiently into account. Access to literature and journals and to digital media — electronic media, databases — is ensured. The literature expressly required for the programme is available and kept up to date.

Exceeds quality requirements. The library is accessible during most of the day. Access to relevant

digital media is available from students' homes. Qualified library staff advise students.

4.5 Additional services

4.5.1 Career counselling and placement service

The institution is asked to describe the career counselling and placement services provided.

Meets quality requirements. Career counselling and placement services are offered to students and graduates to promote employability. The institution provides sufficient resources.

Exceeds quality requirements. In addition, such services are offered on an individual basis, planned on a long-term basis, performed regularly and actively marketed. Sufficient staff is available. Students have access to the institution-wide corporate network. The institution brings graduates into contact with representatives of business enterprises at regular events.

4.5.2 Alumni activities

The institution is asked to describe the activities of the alumni organisation.

Meets quality requirements. An alumni organisation has been set up with the aim of developing an alumni network.

Exceeds quality requirements. Alumni activities are planned on a long-term basis, performed regularly, and actively used for assessing and evolving the programme. Sufficient staff resources are available.

4.6 Financing of the study programme *

The institution is asked to describe how the financing of the programme is ensured, and to supply a multi-year budget covering at least the intended accreditation period.

Meets quality requirements. The income related to the programme ensures that each cohort of students starting within the accreditation period can complete the programme.

Exceeds quality requirements. *n/a*

Chapter 5 — Quality assurance and documentation

5.1 Quality assurance and quality development with respect to contents, processes and outcomes *

The institution is asked to describe how its quality assurance and development concept and procedure are put into effect for this programme.

Meets quality requirements. A quality assurance and development procedure has been set up which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes and outcomes. It takes into account evaluation results and the analysis of student workload, success rate, graduate employment and the student population. Faculty members and students participate in the relevant committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Exceeds quality requirements. In addition, graduates and representatives of the business world are included in the relevant committees and participate in the regular review process. Within the framework of controlling implementation, it is ensured that measures are (a) implemented, (b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, (c) modified and adapted where necessary, and (d) documented.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

The institution is asked to describe how evaluation of the programme by students is carried out and how the results are incorporated.

Meets quality requirements. Evaluation by students is carried out regularly and in accordance with a prescribed procedure; the outcomes are communicated to students 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 implementation, it is ensured that measures are (a) implemented, (b) reviewed and evaluated with regard to quality and faithfulness to the original objective, (c) modified and adapted where necessary, and (d) documented.

5.2.2 Evaluation by faculty

The institution is asked to describe how evaluation of the programme — contents, procedure and organisation — by the faculty is carried out and how the results are incorporated.

Meets quality requirements. Quality control by the faculty is carried out regularly and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

Exceeds quality requirements. As under 5.2.1, with the four-step controlling cycle applied.

5.2.3 External evaluation by alumni, employers and third parties

The institution is asked to describe how evaluation of the programme by alumni, employers and, where applicable, third parties is carried out and how the results are incorporated.

Meets quality requirements. An external evaluation is carried out regularly and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

Exceeds quality requirements. As under 5.2.1, with the four-step controlling cycle applied.

5.3 Programme documentation *

The institution is asked to describe how the programme is documented.

Meets quality requirements. The programme's content, curriculum and examination scheme are

suitably documented and published — for example the course plan and the examination regulations.

Exceeds quality requirements. The programme is described in detail. The documentation is constantly updated and easily accessible to interested parties in both print and digital form, ensuring a high level of transparency.

5.4 Information on activities during the academic year

The institution is asked to describe how it informs stakeholders about activities during the academic year — what, where and how.

Meets quality requirements. The institution regularly publishes current news and information, both quantitative and qualitative, about the programme.

Exceeds quality requirements. Press relations and network communication are actively maintained. In its annual report the institution presents a summary of the activities of the academic year.

Part II — Guidance on evidence and common shortcomings

This Part is addressed to both readers of the Handbook. It tells the **institution** what evidence normally satisfies each criterion, and the **panel** what to examine and what recurring weaknesses to test for. It does not add requirements: the benchmarks in Part I are the criteria, and nothing in this Part may be used to impose an obligation not found there.

G1. Guidance on Chapter 1 — Objectives Evidence normally examined

Criterion	Documentary evidence	Tested at the visit by
1.1 Objectives	Programme specification; published outcome statement; approval minute; mapping to the NQF/EQF level descriptors; target-group analysis	Asking three staff and three students, separately, what the programme is for. Divergent answers indicate the objectives are documented but not owned
1.2 International orientation	Curriculum showing international content; mobility windows; staff profiles; partner agreements	Asking how the international dimension changes what a student actually does
1.3.1 Educational market	Market analysis; comparator programmes; enrolment trend	Asking which programmes the institution competes with and why a student chooses this one
1.3.2 Job market	Labour-market data; employer engagement records; destinations of comparable programmes	Asking employers, where present, whether the profile matches what they recruit for
1.3.3 Institutional strategy	Strategic plan; portfolio map; approval documentation	Asking senior management how this programme serves the strategy, and comparing with the programme team's account

Common shortcomings

- **Objectives written as content lists.** “The programme covers marketing, finance and operations” describes a syllabus, not a qualification objective. The benchmark asks what the graduate will be able to do, for whom, and at what level.
- **Objectives not differentiated by level.** First-cycle objectives that would equally describe a second-cycle programme indicate the level has not been thought through, and will also weaken 3.1.1.
- **Employability asserted rather than analysed.** A list of job titles graduates *might* enter is not a labour-market analysis. The panel looks for evidence that someone examined demand and fed the result into the curriculum.
- **Objectives unknown to the people delivering them.** The most common cause of a *Does not meet* on 1.1 is not a badly drafted statement but a well-drafted statement that no teacher can recall.
- **Internationality confined to the prospectus.** A claim of international orientation unsupported by content, staffing or mobility is assessed against what is delivered.

G2. Guidance on Chapter 2 — Admission

Evidence normally examined

Criterion	Documentary evidence	Tested at the visit by
2.1 Requirements	Admission regulation; published entry requirements; national rules relied on	Comparing the published requirement with the regulation and with actual admissions
2.2 Counselling	Service description; contact points; enquiry-handling records	Asking recent entrants how they found out what the programme required
2.3 Selection	Selection procedure; criteria; sample decisions; appeal route	Asking who decides and on what evidence
2.4 Recognition of prior learning	Recognition rules; sample decisions; appeal route	Asking for two recent cases and the reasoning applied
2.5 Language	Required level or test; preparatory provision; support	Asking students taught in a second language whether they can follow the material
2.6 Transparency	Published procedure; specimen decision letter	Checking that the published criteria are those actually applied

Common shortcomings

- **Published requirements differ from the regulation**, or from what is done in practice. Panels routinely find a website entry requirement lower than the regulation, or a language requirement waived informally.
- **Recognition rules absent** where the state has ratified the Lisbon Recognition Convention. This is an essential criterion in the Master handbook and a frequent condition.
- **Discretion without criteria**. “The admissions committee may admit exceptionally” without stating the basis is not a transparent procedure.
- **No written admission decision**, or a decision giving no reasons and no appeal route.
- **Language proficiency assumed** because instruction is in English and applicants are graduates. The benchmark requires verification or preparatory provision, not assumption.

G3. Guidance on Chapter 3 — Contents, structure and didactical concept

Evidence normally examined

Criterion	Documentary evidence	Tested at the visit by
3.1.1 Coherence	Curriculum; module descriptions; outcome-to-module mapping; progression map	Tracing one learning outcome from the objective, through the modules that develop it, to the assessment that tests it
3.1.2 Name and degree	Rationale; comparator titles; national rules on degree designation	Asking whether a prospective student would understand what the title means
3.1.3 Theory and practice	Internship regulation; project briefs; assessed practical work	Reading a sample of assessed practical work
3.1.6 Methods and academic practice	Methods module descriptions; integrity policy; referencing guidance	Reading final theses for methodological competence and referencing
3.1.7 Examination	Examination regulation; assessment	Comparing scripts against the published

Criterion	Documentary evidence	Tested at the visit by
and thesis	matrix; thesis criteria; sample scripts at three grade levels	criteria; checking that marks and criteria correspond
3.2.1 Modular structure	Module descriptions with outcomes, credit, workload; curriculum table	Adding up the credits; checking the arithmetic against the stated total
3.2.2 Regulations	Approved study and examination regulations; recognition rules; ECTS grading table; Diploma Supplement specimen	Checking the version is approved and current, not draft
3.2.3 Workload	Workload calculation per module; assessment calendar; student survey results on workload	Asking students how many hours a week the programme actually takes
3.3.1–3.3.2 Didactics and materials	Teaching plans; sample materials; VLE access	Inspecting materials for currency and level, not merely for existence
3.4 Internationality	Content mapping; staff and student composition; mobility data	Asking outgoing students about credit recognition on return
3.5–3.6 Skills and employability	Module descriptions; assessment of skills; careers provision; destinations	Asking students where in the programme they practised presenting, negotiating or working in teams

Common shortcomings

- **Credit arithmetic that does not reconcile.** Module credits not summing to the stated total, or the same module carrying different credit in different documents. This is the single most frequent avoidable finding.
- **Workload per credit applied inconsistently** — 25 hours in some modules, 30 in others, with no explanation.
- **Module descriptions without intended learning outcomes**, or with outcomes that restate content (“students will learn about consumer behaviour”) rather than state capability.
- **Assessment not aligned to outcomes.** Outcomes referring to analysis, evaluation or application, assessed exclusively by multiple-choice or recall examination.
- **A single assessment format throughout.** The benchmark requires a wide variety of test formats.
- **Regulations supplied in draft** or in a superseded version. If approval is pending, say so and give the date.
- **No ECTS grading table**; an out-of-date Diploma Supplement specimen.
- **Practical components not credit-bearing**, not regulated, or not assessed.
- **Thesis criteria unpublished**, or published but not evidently applied — marks that do not track the criteria.
- **Progression not visible.** A curriculum where year-three modules are indistinguishable in level from year-one modules.

G4. Guidance on Chapter 4 — Academic environment

Evidence normally examined

Criterion	Documentary evidence	Tested at the visit by
4.1.1 Structure and quantity	Staff list with module assignment, contract type and FTE	Checking every module has an identified, qualified teacher
4.1.2 Academic qualification	Curricula vitae; verification procedure; development records	Checking qualifications against the level and field taught
4.1.3 Pedagogical qualification	Training records; assessor briefing; evaluation results	Asking teachers what training they received in assessment
4.1.5 Internal cooperation	Meeting schedule; minutes ; examples of coordination outcomes	Asking for a curriculum change that resulted from a team meeting
4.1.6 Student support	Office hours; support records; survey results	Asking students how easily they can reach a teacher
4.2.1 Programme director	Role description; authority; time allocation	Asking the director what they can decide alone
4.3 Cooperation	Signed agreements; monitoring records; visit and moderation reports	Asking what monitoring was actually performed, and seeing the report
4.4.1 Facilities	Room inventory; IT provision; accessibility	Inspecting rooms in use, not merely on a plan
4.4.2 Literature	Subscription list; opening hours; remote access; acquisition budget	Searching for three items from the reading list
4.6 Financing	Multi-year budget covering the accreditation period ; enrolment assumptions	Asking what happens if intake falls short of projection

Common shortcomings

- **Staff list without module assignment**, so the panel cannot verify that each module has a qualified teacher.
- **Heavy reliance on part-time staff** with no evidence of coordination, briefing or availability to students.
- **Meetings asserted but not minuted**. “The team meets regularly” without records does not meet 4.1.5.
- **Programme director role undefined** — no written authority, no time allocation, in practice a title held alongside a full teaching load.
- **Partner agreements unsigned, expired, or silent on responsibility for academic standards**.
- **Monitoring of partners not evidenced**. The agreement is not the monitoring; the panel asks for the monitoring report.
- **Reading-list items not held** by the library and not accessible electronically.
- **Financing shown for one year** where the cohort takes three or four to complete.

G5. Guidance on Chapter 5 — Quality assurance and documentation

Evidence normally examined

Criterion	Documentary evidence	Tested at the visit by
5.1 QA system	QA regulation; committee terms of reference and membership; minutes ; action lists	Asking for two documented decisions that changed this programme
5.2.1 Student evaluation	Instrument; response rates; results; published action list	Asking students whether they ever heard what happened to their feedback
5.2.2 Faculty evaluation	Instrument; results; consequences	Asking teachers what changed as a result
5.2.3 External evaluation	Employer and alumni instruments; results; consequences	Asking employers whether they were consulted and what came of it
5.3 Documentation	Published curriculum, regulations, examination scheme	Comparing the website with the SAR
5.4 Information	News, annual report, communication channels	—

Review of public information

The panel reviews the institution's public information as a prospective student encounters it, and checks in particular **whether the institution represents itself, rather than the programme, as ECLBS-accredited**. The sources examined include website footers and "about us" pages, letterhead and email signatures, social media bios and profile descriptions, prospectus and brochure copy, and material published by recruitment agents, partners and franchisees.

ECLBS offers programmatic accreditation only. A statement that the institution is ECLBS-accredited, or an ECLBS seal displayed without reference to the accredited programme and delivery locations, misrepresents the accreditation and is a finding under 5.3, whatever the accuracy of the SAR. Material published by an agent or partner is within the institution's responsibility.

Common shortcomings

- **A quality system described but not evidenced as an activity** — no minutes, no action lists, no closed loops.
- **Evaluation run, results filed, nothing changed.** This is the most common failure in Chapter 5 and it is visible immediately: students report that they complete surveys and never hear anything.
- **Students formally on committees but not in attendance.** Terms of reference naming student members, and minutes showing they never attended, does not meet the participation requirement.
- **Response rates not recorded**, so results cannot be interpreted.
- **Public information inconsistent with the SAR** on duration, credits, entry requirements, mode or the awarding body.
- **The institution described as ECLBS-accredited** in a website footer, on letterhead, in a social media bio or in agent material, where only a programme is accredited.
- **Previous recommendations addressed only by assertion** at re-accreditation.

G6. What the panel does with the evidence

The panel does not verify every statement. It **samples**, and it **triangulates**: a claim in the self-assessment report is tested against a document, and against what people independently say at the visit. Where the three agree, the panel accepts the claim. Where they diverge, the panel investigates, and the divergence itself becomes evidence about the reliability of the report.

This is why internal consistency matters more than presentation, and why an acknowledged weakness costs less than a concealed one.

Annex A — Index of Bachelor criteria

No.	Criterion	Essential
1.1	Objectives of the study programme	* (non-negotiable)
1.2	International orientation of the programme design	*
1.3.1	Positioning in the educational market	
1.3.2	Positioning in the job market ("employability")	
1.3.3	Positioning within the institution's strategic concept	
2.1	Admission requirements	*
2.2	Counselling for prospective students	
2.3	Selection procedure	
2.4	Recognition of prior learning and prior qualifications	
2.5	Ensuring foreign language proficiency	*
2.6	Transparency and documentation of admission	*
3.1.1	Logic and conceptual coherence	* (non-negotiable)
3.1.2	Rationale for degree and programme name	*
3.1.3	Integration of theory and practice	*
3.1.4	Interdisciplinary thinking	
3.1.5	Ethical aspects	
3.1.6	Methods and academic practice	*
3.1.7	Examination and final thesis	*
3.2.1	Modular structure of the programme	*
3.2.2	Study and examination regulations	*
3.2.3	Feasibility of the study workload	*
3.2.4	Equality of opportunity	
3.3.1	Logic and plausibility of the didactical concept	*
3.3.2	Course materials	*
3.3.3	Guest lecturers	
3.3.4	Lecturing tutors and student assistants	
3.4.1	International contents and intercultural aspects	*
3.4.2	Internationality of the student body	
3.4.3	Internationality of the faculty	
3.4.4	Foreign language contents and student mobility	
3.5	Multidisciplinary competences and skills	*
3.6	Skills for employment / employability	*
4.1.1	Structure and quantity of faculty	*
4.1.2	Academic qualification of faculty	*
4.1.3	Pedagogical and didactical qualification of faculty	*

No.	Criterion	Essential
4.1.4	Practical business experience of faculty	
4.1.5	Internal cooperation	*
4.1.6	Student support by the faculty	*
4.1.7	Student support in distance learning	* if applicable
4.2.1	Programme director	*
4.2.2	Process organisation and administrative support	
4.3.1	Cooperation with HEIs and academic institutions	* if applicable
4.3.2	Cooperation with enterprises and other organisations	* if applicable
4.4.1	Teaching and group rooms, media and IT equipment	*
4.4.2	Access to literature	*
4.5.1	Career counselling and placement service	
4.5.2	Alumni activities	
4.6	Financing of the study programme	*
5.1	Quality assurance and quality development	*
5.2.1	Evaluation by students	
5.2.2	Evaluation by faculty	
5.2.3	External evaluation by alumni, employers, third parties	
5.3	Programme documentation	*
5.4	Information on activities during the academic year	

Total: 54 criteria. 29 essential in every procedure; a further 4 essential where applicable (2.4 in the Master handbook, 4.1.7, 4.3.1, 4.3.2).

Annex B — Appendices to be submitted with the SAR

Appendix	Reference
Organigram	0.2
Statistical data table	0.3
Evidence of state approval/authorisation and ECLBS membership	Eligibility
Admission regulations, if not part of the study and examination regulations	2
Curriculum overview and course timetable	3.1 / 3.2
Module descriptions / syllabi	3.1 / 3.2
Study and examination regulations, including credit transfer and recognition rules	3.2.2
Diploma Supplement, where applicable (specimen)	3.2.2
Learning Agreement, where applicable (specimen)	3.2.2
Regulations for practical training / internship, where applicable	3.1.3
Curricula vitae of lecturers (full-time and part-time) with module assignment	4.1.1
Cooperation, partnership, franchise or validation agreements	4.3
Multi-year programme budget	4.6
Quality management regulations	5.1
Evaluation instruments (including a specific student workload verification survey) and sample results	5.2

Annex C — First-cycle level reference

C.1 Dublin Descriptors — first cycle, in summary

A first-cycle qualification is awarded to students who:

Dimension	Expectation
Knowledge and understanding	Have demonstrated knowledge and understanding in a field of study that builds upon and supersedes general secondary education, and is typically at a level supported by advanced textbooks, including some aspects informed by knowledge at the forefront of their field
Applying knowledge	Can apply their knowledge and understanding in a manner indicating a professional approach to their work, and have competences demonstrated through devising and sustaining arguments and solving problems within their field
Making judgements	Have the ability to gather and interpret relevant data to inform judgements that include reflection on relevant social, scientific or ethical issues
Communication	Can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences
Learning skills	Have developed the learning skills necessary to continue study with a high degree of autonomy

C.2 EQF level 6 descriptors, in summary

Dimension	Level 6
Knowledge	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
Skills	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field
Responsibility and autonomy	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable contexts; take responsibility for managing professional development of individuals and groups

C.3 Using the descriptors

The mapping under criterion 1.1 should show, for each programme learning outcome, which descriptor dimension it addresses and where in the curriculum it is developed and assessed. A programme whose outcomes cluster entirely in “knowledge and understanding”, with nothing addressing judgement, communication or autonomy, has not been designed to the level.

Annex D — Module description template

Every module description submitted should contain the following. Descriptions lacking the starred fields will be treated as incomplete under criterion 3.2.1.

Field	Notes
Module title and code *	
Level and year of study *	
Credits (national and ECTS) *	
Total notional workload in hours *	Itemised: contact, directed study, independent study, assessment
Contact hours by type	Lecture, seminar, laboratory, supervision, other
Compulsory or elective *	And, if elective, within which group
Prerequisites and co-requisites	
Module coordinator and teaching staff *	Named
Intended learning outcomes *	Statements of what the successful student can do; normally 4–8; each must be assessed
Indicative content *	
Teaching and learning methods *	Linked to the outcomes they serve
Assessment methods *	With weighting, and a mapping showing which assessment tests which outcome
Pass requirements *	Including any requirement to pass a component separately
Reassessment arrangements	
Feedback arrangements	Form and timescale
Essential and recommended reading *	With publication dates
Language of delivery and assessment *	
Date of last revision and approval *	

Annex E — Workload calculation: a worked example

A 5 ECTS module, at 27 hours of notional workload per credit, has a total workload of **135 hours**. The description must show how those hours are consumed:

Activity	Hours	Basis
Lectures	24	12 weeks × 2 hours
Seminars	12	12 weeks × 1 hour
Preparation for classes	36	12 weeks × 3 hours
Reading beyond class preparation	25	8 core texts at ~3 hours
Group project	20	Estimated from previous cohorts
Preparation for the examination	15	
Examination	3	
Total	135	

Three tests the panel applies:

- **Does it sum correctly**, and does the total match the credit awarded at the ratio the institution states it uses?
- **Is it plausible?** A module claiming 25 hours of reading for eight substantial texts is not credible.
- **Does it match reported experience?** Where the student survey reports twice the calculated workload, criterion 3.2.3 is not met however sound the arithmetic.

Programmes commonly fail 3.2.3 not because the calculation is absent but because it was performed once at design and never tested against what students report.

Annex F — Curriculum mapping template

Submit as an appendix under criterion 3.1.1. Rows are programme learning outcomes; columns are modules. Mark **I** where the outcome is introduced, **D** where developed, **A** where assessed.

Programme learning outcome	M1	M2	M3	M4	...	Thesis
PLO 1	I	D	D	A		A
PLO 2		I	D			A
PLO 3	I		D	A		

...

The panel reads this map for three faults: an outcome with no **A** anywhere (stated but never assessed); an outcome appearing only in a single module (asserted but not developed); and a module contributing to no outcome (present for reasons other than the programme design).

Annex G — Definitions of the statistical indicators

Report the definition used alongside each figure. Where your institutional definition differs from the one below, state yours.

Indicator	Definition used by ECLBS unless otherwise stated
Applicants	Complete applications received, counted once per person per intake
Admitted	Applicants receiving an offer that they accepted
First-year students	Students enrolled for the first time in the first year of the programme at the census date
Total enrolment	All students registered on the programme at the census date, including those on interruption
Percentage of international students	Students whose prior qualification was obtained outside the country of delivery, as a percentage of total enrolment
Progression rate	Students progressing to the next year of study, as a percentage of those enrolled at the start of the preceding year
Success rate	Students completing the programme within the normal duration plus one year, as a percentage of the entering cohort
Graduation rate	Students awarded the qualification, as a percentage of the entering cohort, with the cohort year stated
Average duration of study	Mean elapsed time from first enrolment to award, in years, for those awarded in the reference year
Attrition rate	Students leaving without award, as a percentage of the entering cohort, with the stage of departure recorded
Average final grade	Mean of the final overall grades awarded in the reference year, on the national scale, with the scale stated
Census date	The date on which enrolment figures are taken; state it

Annex H — Interview guide for the visit

Indicative only. The panel determines its own lines of enquiry.

Group	Duration	Lines of enquiry
Senior management	45–60 min	Strategic position of the programme; resourcing decisions and how they were made; how quality issues reach senior level; response to the previous procedure; financial sustainability of the cohort
Programme director and management	60–75 min	Authority and time allocation; how the curriculum is coordinated; how workload was calculated and tested; how evaluation results are acted on; how partners are monitored
Teaching staff (without management present)	60–75 min	The programme's objectives in their own words; coordination between modules; assessment design and moderation; what training they received; what they would change
Students (no staff present; no student employed by the institution)	60–75 min	Whether information before enrolment matched reality; actual workload; assessment feedback — quality and timeliness; access to staff; what happened to their feedback; facilities and literature access
Graduates, where available	45 min	Preparedness for employment or further study; gaps encountered; contact since graduating
Administrative and support staff	30–45 min	Process organisation; records; how issues are escalated
Employers and cooperation partners	45 min	Involvement in design and review; quality of placements; whether graduates demonstrate the intended competences
Facilities tour	45–60 min	Teaching rooms in use; laboratories; library; student workspace; accessibility
Documentation session	60–90 min	Assessed scripts at three grade levels; theses with marking; minutes; evaluation results

Annex I — Panel assessment report template (Bachelor)

Section	Content
1	Procedural record — see General Handbook §48
2	Programme profile as established by the panel
3.1	Chapter 1 — findings and rating for criteria 1.1 to 1.3.3
3.2	Chapter 2 — findings and rating for criteria 2.1 to 2.6
3.3	Chapter 3 — findings and rating for criteria 3.1.1 to 3.6
3.4	Chapter 4 — findings and rating for criteria 4.1.1 to 4.6
3.5	Chapter 5 — findings and rating for criteria 5.1 to 5.4
4	Summary table of all 54 criteria with ratings; count of essential criteria not met; express statement on criteria 1.1 and 3.1.1
5	Findings of the public-information review, including whether the institution represents itself, rather than the programme, as ECLBS-accredited
6	Conditions, drafted to the standard in General Handbook §44
7	Recommendations
8	Strengths
9	The institution's statement, and the panel's response to each point
10	Recommendation to the EACC: outcome, period, reasons

For each criterion the report records, in this order: **the rating; the evidence relied on; the reasoning;** and, where the criterion is not met, **precisely which element of the benchmark failed.** A rating without reasoning will be referred back by the EACC.