

For the accreditation of study-programmes FIBAA assesses the strategy and objectives of the programme, the admission process and procedure, the programme design, the resources and services and the quality assurance in the programme. FIBAA assess if the national, international (e.g. ENQA, EQUAL MBA Guidelines) and FIBAA quality requirements are met. For this assessment FIBAA has developed a questionnaire (assessment guide) for Bachelor and Master programmes including a specific quality profile, which shows all the stakeholders the strengths and weaknesses of each accredited programme. FIBAA has also developed a questionnaire for PhD programmes and for distance learning study-programmes.

One important objective of the accreditation process is to check whether a manageable student workload is ensured on the study-programme. This will be measured via the number of ECTS-Points.

ECTS has been developed to enhance the transparency, the comparability and the mobility of the study-programmes on a national and international scale. Still this process is in progress. The attainability of this objective is not unproblematic. Especially concerning the accreditation of international joint degrees.

There are differences concerning the size of the workload per ECTS-Point between the different countries. The international guidelines don't prescribe an exact size but only a range between 25 and 30 hours per ECTS-Point. The German Accreditation Council (Akkreditierungsrat) for example defined the workload as 30 hours for one credit point in opposite to Austria with 25 hours per ECTS-Point.

ECTS doesn't reflect the quality of the programme. It represents a quantitative dimension. The quality of the programme should be reflected via the contents of the modules and the qualifications provided.

Another problem is that the defined ECTS-points for a module are often only estimated. For this reason the factual workload need to be evaluated. The HEIs mostly don't have collected the necessary information to calculate the factual workload so far.

The criterion ECTS is not enough to find out, if the study-programme is manageable for students or not. So the examination process has to be considered in the accreditation process. This is also a way to enhance the mobility of students and to make the opposite recognition possible.

Still the recognition of performed ECTS in most cases is not implemented yet (i.e. learning agreements). The HEI still don't compare the proven qualifications and competencies students have obtained so far. They rather check the recognition on a formal basis. Problem: qualitative perspective vs. quantitative perspective. Both should be combined.

Especially study-programmes with joint or double degrees are affected by all the mentioned problems. In these cases it is important to develop a common system which is in respect to the guidelines in the involved countries and fulfils the national requirements.

So for now and the future there is still a lot of work to do and there is a huge amount of obstacles to overcome and problems have to be solved to fulfil the mission of transnational mobility.