

Expert's Report

On the degree program:

“Bachelor in Business Management”

Offered by the Caribbean International University (CIU), Willemstad, Curaçao

Site visit to the University: 4 - 6 May 2026

Panel of Experts:

Dr. Tanja Ward	Academic Leader
Prof. Dr. Akaki Kheladze	Academic Expert
Robert Prent	Professional Expert
Brittany Smith	Student Expert

Coordinator:

Dmitri Nersesyan	CEO Accreditation Agency Curaçao, AAC
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Observer:

Bernadette Mostler	COO Accreditation Agency Curaçao, AAC
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I. Preamble

The Accreditation Agency of Curaçao (AAC) carries out accreditations of doctoral, master, and bachelor programs. AAC accreditation reviews are based on AAC standards and guidelines and are informed by international quality assurance principles, including the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and relevant international quality principles.

The accreditation process follows the usual procedural steps:

- Submission of a self-evaluation report
- Submission of self-documentation;
- Assessment by the Panel of Experts, including a site visit;
- Preparation of the Expert Report (ER);
- Final decision by the AAC Accreditation Commission (AC).

This Expert Report presents the assessment of the Bachelor in Business Management program offered by Caribbean International University (CIU) and is submitted to the AAC Accreditation Commission for consideration.

II. Procedure

1. Methodical Procedure

Caribbean International University (CIU) requested AAC program accreditation for the Bachelor in Business Management program. The institution submitted a Self-Evaluation Report and supporting documentation addressing the AAC Program Accreditation Standards.

The documentation covered the following eight standards:

- Standard 1: Institutional Overview (ESG 1.2; 1.6; 1.7 & US ii, iv);
- Standard 2: Ethics and Diversity (ESG 1.3 & US vii);
- Standard 3: Strategic Design of Programs (ESG 1.2; 1.9 & US ii, viii);
- Standard 4: Quality Management and Improvement (ESG 1.1; 1.7; 1.9; 1.10 & US i);
- Standard 5: Administration and Teaching Staff (ESG 1.3; 1.4; 1.5; 1.6 & US iii, v);
- Standard 6: Student and Stakeholders' Engagement (ESG 1.2; 1.7; 1.9 & US vi);
- Standard 7: Learning and Teaching (ESG 1.3; 1.4 & US i, vi, vii, viii);

- Standard 8: Program Handbook (ESG 1.1; 1.2; 1.3; 1.8; 1.9 & US ii, iii, vii, viii, ix).

The Self-Evaluation Report and supporting documentation were reviewed against the AAC standards. During the review process, CIU submitted additional documentation and clarifications in response to observations raised during the preliminary documentation review and during the site visit. These materials were considered as part of the assessment record.

2. Appointment of the Panel of Experts

The review of the Bachelor in Business Management program required academic expertise in higher education and management, professional expertise relevant to business and organizational practice, and a student perspective. The Panel of Experts consisted of the following approved members:

Panel Member	Role
Dr. Tanja Ward	Academic Leader
Prof. Dr. Akaki Kheladze	Academic Expert
Robert Prent	Professional Expert
Brittany Smith	Student Expert

3. Site Visit

The site visit to CIU was conducted on 4-6 May 2026. The site visit included meetings with institutional leadership, academic leadership, program representatives, faculty, students, and relevant support and platform representatives. The Panel reviewed the eight AAC standards, discussed the evidence presented by the institution, and observed a demonstration of the virtual learning environment and related learning infrastructure.

The site visit agenda is attached below.

4. Expert Report

Following the documentation review and site visit, the findings were consolidated into this Expert Report. The assessment below presents the main evidence, areas for further development, conditions, recommendations, and final result for consideration by the AAC Accreditation Commission.

III. General Information on the Institution and Program

Caribbean International University (CIU) is a higher education institution based in Curaçao and operating with a distance education model supported by virtual learning environments. The institution's academic and administrative activities are supported through online systems, institutional documentation, and student-facing digital communication channels.

The program under review is the Bachelor in Business Management. The degree awarded is Bachelor in Business Management. The program is offered at undergraduate level, delivered in Spanish, and designed as a three-year program with a total workload of 180 ECTS. The modality is distance education supported by virtual learning environments.

The program is intended to prepare graduates with foundational and applied competencies in business management, organizational decision-making, communication, digital and analytical skills, ethical leadership, and professional practice relevant to business and management contexts.

IV. Assessment of the Study Program

Standard 1: Institutional Overview (ESG 1.2; 1.6; 1.7 & US ii, iv)

Description

According to the information provided by CIU in the Self-Evaluation Report and during the site visit, the institution has provided information on its history, operations, educational philosophy, legal status, governance structure, target student population, and strategic direction. The institution presented mission and vision statements emphasizing academic excellence, innovation, sustainability, ethical leadership, research, and student development.

CIU provided an organizational chart and described the governance and management structure supporting the institution. The institution also provided information on its target student population and educational market, together with initial labor market analysis documentation relevant to the development of its academic programs. Strategic objectives and an implementation timeline were presented as part of institutional planning.

Assessment

CIU demonstrates a clear commitment to establishing a modern and internationally oriented higher education institution. The legal and institutional documentation supports the existence of an institutional framework capable of supporting program delivery. The mission and vision statements reflect appropriate higher education values and demonstrate alignment with innovation, sustainability, and student-centered learning.

At the same time, strategic objectives require stronger operationalization. The connection between mission, objectives, implementation actions, measurable outcomes, and review processes should be documented more clearly. The institution should further define performance indicators, target values, responsible units, timelines, and reporting mechanisms to support strategic monitoring.

Governance structures are present, but role definitions, appointment procedures, stakeholder representation, and reporting arrangements require further clarification. Student and stakeholder input into institutional direction should be more explicitly documented. Procedures for updating market analysis, integrating risk management, and linking findings to program development should also be formalized.

Relevant condition(s): Condition 1 and Condition 6.

Conclusion

Standard 1 has a total score of 65 points. There is clear evidence of a systematic approach that addresses the overall requirements of the standard. The approach is sufficiently implemented to support program delivery; however, strategic monitoring, governance documentation, stakeholder input, and evidence-based management require further formalization.

Standard 2: Ethics and Diversity (ESG 1.3 & US vii)

Description

CIU demonstrates a structured institutional commitment to ethics, integrity, diversity, inclusion, and stakeholder protection. The institution presented policies and procedures relating to non-discrimination, privacy, community protection, student conduct, academic integrity, grievance handling, and digital learning processes.

The institution reported activities and mechanisms supporting inclusion and student well-being, including accessibility initiatives, psychosocial services, international

mentoring, grievance-resolution systems, scholarships, data protection procedures, and academic integrity monitoring.

Assessment

The evidence reviewed indicates that CIU has established an ethical and diversity-oriented framework aligned with the expectations of the standard. Ethics and integrity are reflected in governance documents, academic management procedures, student support mechanisms, and the virtual learning environment.

The institution demonstrates strengths in academic integrity management, student support, grievance handling, psychosocial services, and inclusive educational practices. The use of privacy and data protection procedures also contributes positively to student and stakeholder protection.

Further consolidation is nevertheless required. CIU should strengthen formal documentation of plagiarism detection and originality verification protocols, accessibility planning, longitudinal monitoring of equality outcomes, and public accountability mechanisms. Student representation in ethics-related consultation and governance structures should also be further formalized.

Relevant condition(s): Condition 3 and Condition 6.

Conclusion

Standard 2 has a total score of 60 points. There is clear evidence of a systematic approach that addresses the overall requirements of the standard. The approach is implemented at a sufficient level, while documentation, accessibility planning, monitoring, and student-facing transparency should be further strengthened.

Standard 3: Strategic Design of Programs (ESG 1.2; 1.9 & US ii, viii)

Description

CIU presents the Bachelor in Business Management as a competency-based program aligned with the institutional mission, the CIU Educational Model, the Curaçao Qualifications Framework, and international comparability expectations. The curriculum is structured around 180 ECTS credits and includes learning outcomes, course specifications, active learning approaches, and mechanisms for curriculum monitoring and review.

The institution provided evidence of curriculum design, learning outcomes, ECTS allocation, pilot-course implementation, stakeholder participation, and continuous

curriculum review processes. Pilot implementation data and Moodle analytics were presented as evidence of monitoring and improvement.

Assessment

The Bachelor in Business Management program demonstrates a coherent academic structure and a sufficiently developed curriculum framework. Program objectives, learning outcomes, course sequencing, and workload allocation are generally appropriate for an undergraduate business management qualification.

A particular strength is the use of competency-based design and pilot-phase evidence to inform curriculum review. The program demonstrates awareness of labor market needs, digital competencies, ethical leadership, communication, research, and social responsibility. Stakeholder participation and curriculum improvement mechanisms are present.

Further development is required in relation to formal curriculum mapping, qualification framework alignment, diploma and transcript transparency, public access to course narratives, curriculum version control, and longitudinal monitoring of progression, workload, and learning outcome attainment. These matters are significant but are capable of being addressed through accreditation conditions and follow-up monitoring.

Relevant condition(s): Condition 4 and Condition 5.

Conclusion

Standard 3 has a total score of 62 points. There is clear evidence of a systematic approach that addresses the overall requirements of the standard. The curriculum design is sufficiently developed, but mapping, documentation, version control, and qualification-alignment evidence require further formalization.

Standard 4: Quality Management and Improvement (ESG 1.1; 1.7; 1.9; 1.10 & US i)

Description

CIU has established quality assurance-related mechanisms intended to support monitoring and improvement of the program. These include student feedback systems, course-level evaluations through the Moodle platform, use of digital learning data, quality-related discussions, and examples of improvement actions resulting from student feedback.

During the site visit, the institution demonstrated a positive quality culture, with engagement from management, staff, and students. The institution also showed evidence that quality assurance outcomes can lead to improvement actions and that such actions may be communicated to administration, faculty, and students.

Assessment

The institution has implemented several operational components of a quality assurance cycle, particularly at course level. Student feedback, Moodle-based data collection, and examples of improvement actions demonstrate that quality assurance is not merely declarative but is functioning in practice.

However, the internal quality assurance system requires substantial consolidation. Roles and responsibilities, reporting lines, formal analytical processes, KPI monitoring, improvement tracking, and communication of quality assurance outcomes should be documented more systematically. The integration of research, disciplinary developments, and educational innovation into program review and quality enhancement processes should also be formalized.

CIU also needs a transparent mechanism for recording and communicating program changes. While the program is relatively new, the institution should establish version-controlled curriculum documentation, program change logs, or periodic program update summaries as part of its quality assurance framework.

Relevant condition(s): Condition 2, Condition 1, and Condition 4.

Conclusion

Standard 4 has a total score of 59 points. There is evidence of functioning quality assurance activities and a positive quality culture. The fundamental requirements of the standard are met, but system coherence, formalization, KPI analysis, institutional-level reporting, and documentation require further development through conditions.

Standard 5: Administration and Teaching Staff (ESG 1.3; 1.4; 1.5; 1.6 & US iii, v)

Description

CIU provided documentation and explanations regarding administrative structures, the virtual learning environment, student support services, and teaching staff arrangements. The institution demonstrated the availability of administrative offices

and workspace facilities, as well as a virtual learning environment and IT infrastructure intended to support teaching, learning, and communication with students.

The institution provided information on staff recruitment, administrative responsibilities, faculty lists, CVs, professional development opportunities, and the use of innovative teaching methods and technologies in the online learning environment.

Assessment

CIU has established foundational administrative and academic support structures appropriate for a newly developing higher education institution operating primarily through distance education. The administrative office, online campus, VLE, and related infrastructure support the institutional delivery model.

The institution has identified qualified academic personnel for the program and has documented recruitment and appointment procedures. Student support arrangements are present, and professional development activities and use of educational technology are visible within the institutional environment.

Further formalization is required to support sustainable growth. CIU should strengthen human resource planning, clarify staff positions and responsibilities, document teaching loads, formalize professional development planning for academic and administrative staff, and strengthen operational continuity. Access to external academic library resources and prospective student information should also be further developed.

Relevant condition(s): Condition 2, with related recommendations.

Conclusion

Standard 5 has a total score of 62 points. There is clear evidence of a systematic approach that addresses the overall requirements of the standard. The institution has sufficient administrative and staffing capacity to support the program, while human resource planning, documentation, professional development tracking, and operational continuity require further strengthening.

Standard 6: Student and Stakeholders' Engagement (ESG 1.2; 1.7; 1.9 & US vi)

Description

The Bachelor in Business Management program demonstrates involvement of students and stakeholders in the educational process and institutional development. The institution identifies its key student segments and serves a diverse student population, with a strategic focus on students from the Latin American region.

Students are provided with communication channels, feedback opportunities, and learning-related interaction with faculty and administration. Stakeholders connected to the program include employers, industry representatives, faculty, and other external contributors. Stakeholder feedback is used to support program relevance and improvement.

Assessment

The institution demonstrates awareness of the importance of student and stakeholder engagement. Communication channels are in place, students may raise concerns and provide feedback, and stakeholder input contributes to program improvement and relevance.

However, student engagement structures remain limited and should be developed further. CIU should formalize mechanisms for student representation, such as cohort representatives, student leadership bodies, or student participation in relevant committees. This would strengthen student voice in governance, quality assurance, and institutional improvement.

Stakeholder engagement should also become more systematic. The institution should standardize feedback collection and analysis, document how stakeholder input leads to specific program improvements, and maintain proactive engagement with external stakeholders to support alignment with labor market expectations.

Relevant condition(s): Condition 6.

Conclusion

Standard 6 has a total score of 58 points. There is evidence that student and stakeholder engagement mechanisms are present and operational. The standard is achieved at a sufficient level; however, formal student representation, stakeholder

feedback tracking, and evidence of feedback-driven improvement require further development.

Standard 7: Learning and Teaching (ESG 1.3; 1.4 & US i, vi, vii, viii)

Description

CIU provides study regulations, curriculum information, module narratives, and program handbook materials intended to support student learning and academic progression. The institution describes learning and teaching methods used within the program, including lectures, presentations, collaborative learning activities, independent assignments, practical learning activities, and research-based learning components.

Assessment methods include examinations, assignments, presentations, research activities, and other methods intended to evaluate student achievement of learning outcomes. The institution also demonstrates commitment to research, academic writing, access to learning resources, plagiarism prevention, admission procedures, recognition procedures, and graduation documentation.

Assessment

The review found that CIU has established foundational systems for learning, teaching, assessment, research support, and study regulations. The program uses a structured teaching and learning model supported by a virtual learning environment, and students are provided with academic mechanisms intended to support progression and achievement of learning outcomes.

The primary weaknesses relate to documentation, procedural clarity, and student-facing transparency. CIU should provide clearer and more consolidated documentation on assessment regulations, reassessment, re-sit opportunities, academic progression, examination scheduling responsibilities, course failures, appeals, mitigating circumstances, special accommodations, grading scales, admissions data, transcripts, diploma supplements, and graduation documentation.

The institution should also strengthen evidence demonstrating the alignment between teaching methods, assessment methods, course learning outcomes, and program learning outcomes across the curriculum. Further use of student progression analytics and learning outcome monitoring would support evidence-based improvement. These

issues require formal correction, but they do not in themselves demonstrate an absence of teaching and learning capacity.

Relevant condition(s): Condition 3 and Condition 4.

Conclusion

Standard 7 has a total score of 60 points. There is evidence of an implemented teaching and learning framework and sufficient academic capacity to support student learning. Several academic regulations and student-facing procedures require consolidation, clarification, and publication, which should be addressed through accreditation conditions and follow-up monitoring.

Standard 8: Program Handbook (ESG 1.1; 1.2; 1.3; 1.8; 1.9 & US ii, iii, vii, viii, ix)

Description

CIU provides a Program Handbook intended to serve as a central reference document for students. The handbook consolidates key information regarding program structure, learning expectations, curriculum elements, learning outcomes, assessment information, and academic regulations relevant to the Bachelor in Business Management program.

The handbook supports student orientation and transparency by providing students with information on the program and institutional procedures. It broadly reflects the current design of the study program.

Assessment

The Program Handbook includes the core structural elements required by the standard and provides students with an important foundation for understanding the program. It contributes to transparency and consistency of communication between the institution and students.

In order to ensure continued adequacy, the handbook should be updated to reflect implementation of relevant findings and conditions across Standards 1-7. In particular, the handbook should clearly include or reference academic regulations, assessment and reassessment procedures, progression rules, appeal procedures, mitigating circumstances, student support arrangements, curriculum mapping, and accreditation-related changes.

The handbook is therefore considered sufficiently developed as a foundation, but it requires revision to ensure full consistency with institutional policies, program documentation, and the conditions of accreditation.

Relevant condition(s): Condition 5.

Conclusion

Standard 8 has a total score of 62 points. There is clear evidence that a Program Handbook exists and contains the core components required by the standard. The handbook supports student information and transparency, but it must be updated to reflect accreditation conditions and ensure consistency across all student-facing documentation.

V. Result

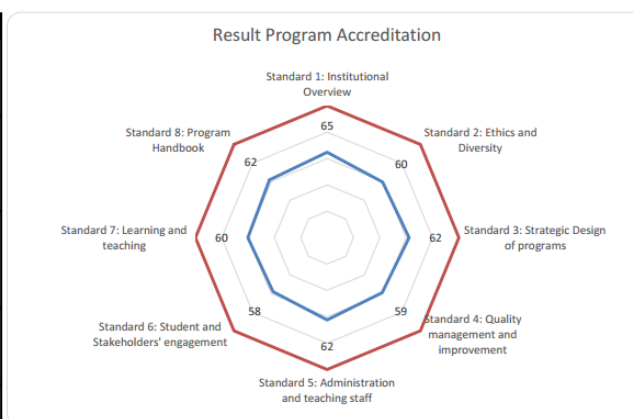
RESULT MATRIX Program Accreditation

	Total	Max. Points
Standard 1: Institutional Overview	65	100
Standard 2: Ethics and Diversity	60	100
Standard 3: Strategic Design of programs	62	100
Standard 4: Quality management and improvement	59	100
Standard 5: Administration and teaching staff	62	100
Standard 6: Student and Stakeholders' engagement	58	100
Standard 7: Learning and teaching	60	100
Standard 8: Program Handbook	62	100
Total	488	800
Percentage %	61%	

Minimum to accredit with or without conditions: **> 300 Pts.** (of 500) in total of standards 1,3,4,5,7
and in total of all 8 standards minimum > 50% (> 400 Points)

309

Scoring description	Score
Poor No systematic approach is evident. Information provided has no concrete evidence. There is a noticeable absence of any implementation of an approach.	0 - 15
Minimal There are indications of a systematic approach to the basic requirements of the standards. Implementation of the approach is in the early stages. Making it difficult in some areas to achieve the basic requirements of the standard	15 - 35
Sufficient There is clear evidence of an efficient systematic approach that addresses the basic (fundamental) requirements of the standards. The approach is considerably implemented but still has certain areas which need further implementation	35 - 55
Above average There is clear evidence of an efficient systematic approach that addresses the overall requirements of the standards. The approach is well implemented with no significant gaps	55 - 75
Excellent There is clear evidence of an efficient systematic approach that fully addresses the requirements of the standards. The approach is fully implemented with no significant weaknesses or gaps.	75 - 100



VI. Summary of Findings

Conditions

The following conditions are mandatory. The implementation of the conditions must be documented in writing and reported to AAC within twelve months of the accreditation decision, unless the AAC Accreditation Commission determines a different timeframe.

Condition	Related Standards	Requirement	Evidence of Compliance
Condition 1: Strategic Planning and Performance Monitoring	Standards 1 and 4	Strengthen strategic monitoring by defining measurable KPIs, target values, responsible units, timelines, and reporting mechanisms linked to the institutional mission and strategic objectives.	Strategic Monitoring Framework; KPI dashboard or equivalent; annual strategic progress report.
Condition 2: Internal Quality Assurance System	Standards 4 and 5	Consolidate the internal quality assurance system by documenting roles, responsibilities, reporting lines, quality review cycles, KPI analysis, feedback loops, improvement tracking, and evidence-based decision-making procedures.	Quality Assurance Manual; Quality Committee Terms of Reference; quality review reports; improvement action logs.



Condition	Related Standards	Requirement	Evidence of Compliance
Condition 3: Academic Regulations and Student Progression	Standards 2, 7 and 8	Consolidate, clarify, and publish academic regulations relating to assessment, reassessment, academic progression, appeal procedures, mitigating circumstances, and graduation requirements, ensuring consistent implementation across institutional documentation.	Academic Regulations Handbook; student academic policy manual; published student guidance.
Condition 4: Curriculum Mapping and Academic Alignment	Standards 3 and 7	Strengthen curriculum documentation by developing curriculum-to-learning-outcomes mapping, assessment alignment, qualification framework alignment, and documented procedures for curriculum review and version control.	Curriculum mapping matrix; learning outcomes assessment matrix; qualification framework alignment document; curriculum review procedure.
Condition 5: Program Handbook Revision	Standard 8	Update the Program Handbook to reflect all relevant policies, academic regulations, curriculum information, assessment procedures, student support arrangements, and accreditation-related conditions.	Updated Program Handbook.



Condition	Related Standards	Requirement	Evidence of Compliance
Condition 6: Student and Stakeholder Engagement	Standards 1, 3, 4 and 6	Further formalize student and stakeholder participation in governance, feedback, curriculum improvement, quality assurance processes, and institutional decision-making where appropriate.	Stakeholder engagement policy; student representation framework; meeting minutes; feedback reports; evidence of actions taken.

Recommendations

The following recommendations are developmental and are intended to support the continued strengthening of the program and institution:

- continue developing outcome-based monitoring at program and institutional levels;
- expand employer and graduate feedback mechanisms to strengthen evidence-informed curriculum development;
- strengthen staff development and professional development tracking for academic and administrative personnel;
- develop a mid- to long-term strategy for access to external academic library resources and integration of scholarly resources into teaching and research;
- further develop the institutional evidence repository to support future accreditation and quality assurance reviews;
- continue strengthening accessibility measures and support mechanisms for diverse student populations;
- enhance public transparency by publishing key quality assurance outcomes, curriculum updates, and stakeholder engagement activities;
- periodically review institutional regulations to ensure alignment with program delivery, online learning, and student support practices.

VII. Recommendation of the Panel

Based on the review of the Self-Evaluation Report, submitted documentation, site visit evidence, discussions with CIU representatives, the assessment against the AAC Program Accreditation Standards, and the result matrix presented above, the Panel

recommends that Caribbean International University (CIU) is granted program accreditation with conditions for the Bachelor in Business Management program.

The recommended decision is: Accreditation with Conditions for a period of six years, subject to a conditions review after twelve months.

The accreditation shall be subject to the conditions listed in Section VI. The institution must implement the conditions, document their implementation in writing, and submit a progress report to AAC within twelve months of the accreditation decision. AAC may request additional evidence or conduct a follow-up review to verify the implementation of the conditions.

The accreditation shall be valid for a period of six years from the date of the final decision of the AAC Accreditation Commission, subject to timely and satisfactory implementation of the conditions and any further requirements determined by the Accreditation Commission.

VIII. Final Comments

The Panel acknowledges the constructive engagement of Caribbean International University during the accreditation review process and the institution's willingness to provide additional documentation, clarification, and evidence during the review. The program demonstrates sufficient academic, organizational, and operational foundations to support accreditation with conditions.

The conditions identified in this report should be treated as a structured roadmap for strengthening academic governance, quality assurance, student-facing transparency, curriculum documentation, and stakeholder engagement. Their implementation will support the further maturation and sustainability of the Bachelor in Business Management program.

Attachment: The Site Visit Agenda is attached as a separate document to the Accreditation Commission package.



Program Accreditation
Caribbean International University (CIU)
Bachelor in Business Management

Day 0: 03.05: Pick up and rest day

Arrival of the Panel of Experts and transfer from the airport to the hotel. Check-in and rest.

(Organized by CIU)

The hotel is located within walking distance from the CIU campus.

Day 1: 04.05: Standards 1–3

Time	Session
9:00 – 09:50	AAC Members & Panel of Experts Working Session AAC Members and Panel of Experts (PoE) convene to prepare for the site visit discussions and align on key focus areas based on submitted documentation. A preliminary list of questions will be finalized. Participants: • AAC Members & PoE
10:00 – 10:50	Site Visit Overview & Introductions Key stakeholders from AAC and CIU will discuss the purpose and goals of the site visit, including introductions and an overview of the agenda. A brief presentation of the institution's background, mission, vision, and leadership structure will be provided. Participants: • AAC Members & PoE • CIU Leadership • Accreditation Working Group
10:50 – 11:00	Break
11:00 – 11:50	Standard 1: Institutional Overview



Time	Session
	Participants: • AAC Members & PoE • CIU Leadership
12:00 – 13:00	Light Lunch of the PoE
13:00 – 13:50	Standard 2: Ethics and Diversity Participants: • AAC Members & PoE • Academic Leadership
14:50 – 15:00	Break
15:00 – 15:50	Demonstration of VLE A live demonstration of the virtual learning environment and an explanation of system functionalities supporting program delivery and monitoring. Participants: • AAC Members & PoE • IT / Platform Representatives • Academic Leadership
16:00 – 16:50	Standard 3: Strategic Design of the Program Participants: • AAC Members & PoE • Program Team
16:50 – 17:50	AAC Working Session with Optional Q&A AAC Members and PoE convene to reflect and debrief the day and prepare for Day 2. CIU representatives may be available for clarification. Participants: • AAC Members & PoE • CIU Working Group (optional)
18:00 – ...	Free Time & Joint Dinner (organized by CIU)



Day 2: 05.05: Standards 4–8

Time	Session
9:00 – 09:50	Standard 4: Quality Management and Improvement Participants: • AAC Members & PoE • QA Team • Program Team
10:00 – 10:50	Standard 5: Administration and Management Participants: • AAC Members & PoE • Academic Leadership • Program Team
10:50 – 11:00	Break
11:00 – 11:50	Standard 6: Student and Stakeholders' Engagement Participants: • AAC Members & PoE • Faculty Members • Students
12:00 – 13:00	Light Lunch of the PoE
13:00 – 13:50	Standard 7: Learning and Teaching Participants: • AAC Members & PoE • IT / Platform Representatives • Academic Leadership
14:00 – 14:50	Interaction with Students and Faculty Stakeholders from AAC will meet with faculty members and students to discuss their experience with teaching, learning, and institutional processes. The institution is invited to determine the number and composition of



Time	Session
	participants to ensure a representative discussion. Participants: • AAC Members & PoE • Faculty • Students
14:50 – 15:00	Break
15:00 – 16:00	Standard 8: Program Handbook Participants: • AAC Members & PoE • Academic Leadership • Program Team
16:00 – 16:50	AAC Working Session with Optional Q&A AAC Members and PoE reflect on findings and prepare for final deliberation. Participants: • AAC Members & PoE
17:00 – ...	Free Time & Joint Dinner (organized by CIU)

Day 3: 06.05: Panel Deliberation and Debrief

Time	Session
09:00 – 10:00	Documentation Review and Evidence Verification Review of supporting documentation and verification of alignment between policies and implementation across standards. Participants: • AAC Members & PoE • CIU Working Group
10:00 – 11:00	AAC Working Session AAC Members and PoE conduct a full internal review of findings across



Time	Session
09:00 – 10:00	Documentation Review and Evidence Verification Review of supporting documentation and verification of alignment between policies and implementation across standards. Participants: • AAC Members & PoE • CIU Working Group
	all standards and consolidate preliminary conclusions. Participants: • AAC Members & PoE
11:00 – 12:00	First Overview and General Assessment of Standards 1–8 Presentation of preliminary findings, including strengths and areas for improvement across all standards. Participants: • AAC Members & PoE • CIU Leadership
12:00 – 13:00	Light Lunch of the PoE
13:00	End of Visit

For preparation:

- All discussions will be held in the English language. If required, please make sure that translation is available.
- Please make sure that all people involved from the University are informed about the time and place of the discussions.
- All discussions should take place in the same room so the experts will not have to move between the talks.
- Please make sure there are name placards for all people involved (University, panel, and coordinators) to facilitate the flow of the discussions.
- Please make sure there are soft drinks and coffee/tea available for the PoE during the day.
- For the lunch break please arrange a light meal for the panel according to the previously agreed dietary requirements.
- Please inform AAC about the room for the discussions and how to get there.



AAC