

Institutional Accreditation under HEdA

Guidance on the Interpretation of the Quality Standards for Institutional Accreditation

Version of 15 July 2026

Table of contents

<i>Preliminary Remarks.....</i>	<i>3</i>
<i>Evaluation of the Standards.....</i>	<i>4</i>
<i>Area I: Organisation, management, governance and quality management of higher education institutions</i>	<i>5</i>
1. <i>Organisation and management of higher education institutions</i>	<i>5</i>
2. <i>Governance.....</i>	<i>5</i>
3. <i>Quality management.....</i>	<i>8</i>
<i>Area II: Teaching, research and services</i>	<i>10</i>
4. <i>Teaching</i>	<i>10</i>
5. <i>Research</i>	<i>14</i>
6. <i>Services.....</i>	<i>16</i>
<i>Area III: Staff, finances and infrastructure</i>	<i>19</i>
7. <i>Staff.....</i>	<i>19</i>
8. <i>Finances.....</i>	<i>21</i>
9. <i>Infrastructure</i>	<i>23</i>

Preliminary Remarks

This interpretation guide is intended primarily for accreditation agencies. However, it may also serve as a reference for all other parties involved in the accreditation process.

The Swiss Accreditation Council (SAC) has produced this guide to clarify the information it needs to make decisions, without restricting the autonomy of higher education institutions or the independence of the agencies.

This interpretation guide is advisory in nature. The supporting documents mentioned are intended to serve as guidelines; the listed items are therefore not intended to be exhaustive. The SAC will ensure that this interpretation guide remains up to date and will notify key stakeholders of any significant changes.

The supporting documentary evidence mentioned in this document supplements the practice established in 2015 of providing a qualitative description of the quality management system in the self-evaluation and in the experts' analysis.

This document supplements the « Recommendations and Interpretation Guides » (available in [German](#), [French](#) and [Italian](#)) of the Swiss Higher Education Council (SHEC).

Evaluation of the Standards

As part of their mission, the SAC intends to have experts to verify the implementation of the quality management system using concrete examples.

Each standard must be evaluated separately. As certain documents may be relevant to multiple standards, the SAC recommends citing them wherever applicable and providing commentary. This strengthens the rationale and the clarity of each standard, as well as facilitating comparability across decisions.

For each standard, the SAC expects an evaluation of the degree of compliance based on a four-level rating scale:

- A quality standard is considered **entirely fulfilled** when quality assurance concepts and mechanisms are implemented comprehensively and consistently, thereby enabling the institution to guarantee the quality of its activities.
- A quality standard is considered **largely fulfilled** when the quality assurance concepts and mechanisms, as well as their implementation, have only minor shortcomings.
- A quality standard is considered **partially fulfilled** when quality assurance concepts and mechanisms are in place, but there are significant gaps or notable weaknesses in their implementation, or when these concepts and mechanisms apply only to certain specific areas. A quality standard is also considered partially fulfilled when the concepts and/or mechanisms have not yet been implemented.
- A quality standard is considered **not fulfilled** if the concepts and mechanisms essential to the quality assurance system are lacking, or if the institution is unable to guarantee the quality of its activities through their implementation.

Area I: Organisation, management, governance and quality management of higher education institutions

1. Organisation and management of higher education institutions

1.1 The higher education institution or other institution within the higher education sector (hereafter referred to as «higher education institution») shall have an organisational structure and management system that enables it to fulfil its mission.

Legal Framework

Art. 30 par. 1 let. a no. 3 HEdA

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Legal framework of the higher education institution (e.g. the Higher Education Act, the statutes, the organisational regulation or the institution's internal regulations) [1.1-01];
- The higher education institution's mission [1.1-02];
- Strategy of the higher education institution [1.1-03];
- Organisational structure and the allocation of responsibilities within the higher education institution [1.1-04];
- Procedure for appointing members of the management team [1.1-05];
- Qualitative and quantitative data for the higher education institution's management [1.1-06];
- Multi-year planning [1.1-07].

2. Governance

2.1 The higher education institution shall safeguard the freedom and independence of teaching and research.

Legal Framework

Art. 20 Cst.

Art. 30 para. 1 let. a no. 1 HEdA

Context

The freedom of research and teaching is a fundamental principle guaranteed by the Federal Constitution of the Swiss Confederation (Art. 20 Cst). It is the responsibility of the governing

bodies of higher education institutions to safeguard this right and ensure their independence from owners or trustees.

HEdA recognises that there is no single model for governing higher education institutions (see the 09.057 Explanatory Memorandum to the Federal Act on Support for Higher Education and Coordination in the Swiss Higher Education Sector ([DE](#) p.4648 / [FR](#) p.4157 / [IT](#) p.4012))

It is particularly important to demonstrate the independence of the academic sector when the owner or trustee is also involved in the operational management of the higher education institution.

Third-party funding must be guaranteed, particularly in the context of research and teaching.

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Competences of the governing body / proprietor towards the higher education institution;
- Management reports, annual reports, activity reports [2.1-02];
- Annual accounts and financial audits reports of the last four years [2.1-03];
- Mechanisms and processes designed to safeguard the freedom and independence of research and teaching (e.g. regulations on external funding, on academic staff's secondary employment, research contracts, sponsorship agreements, guidelines and procedures for the selection and recruitment of staff, and details of how to report misconduct) [2.1-04].

2.2 The higher education institution shall safeguard the participatory rights of all representative groups at all levels and enable them to function independently.

Legal Framework

Art. 30 para. 1 let. a no. 4 HEdA

Art. 32 HEdA (ESG 1.1)

Context

Adequate and effective governance requires that all groups within the higher education institution be able to participate in decision-making processes, in particular students, mid-level academic staff, teaching staff, and administrative and technical staff (Art. 30 para. 1 let. a no. 4 HEdA and ESG 1.1).

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Legal framework governing the higher education institution, its functioning and the powers of its representative bodies [2.2-01];

- Procedure for appointing representatives to participatory bodies [2.2-02];
- Rights and duties of representatives of representative groups within participatory bodies [2.2-03];
- Processes and tools used by the higher education institution to ensure that representative bodies operate independently, including the resources provided by the institution to facilitate this (premises, internal and external communication channels and resources, administrative support, workload reduction, etc.) [2.2-04].

2.3 The higher education institution shall publish information on its organisation, governance, funding and activities.

Legal Framework

Art. 30 para. 1 let. a no. 3 HEdA

Art. 30 para. 1 let. a no. 7 HEdA

Art. 32 HEdA (ESG 1.1, 1.2 et 1.8)

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Management reports, annual reports, activity reports [2.3-01].

2.4 The higher education institution shall perform its functions with due regard for social sustainability. It shall promote equal opportunities, particularly in relation to gender equality, diversity and inclusion. It shall set objectives in this area and monitor their attainment.

Legal Framework

Art. 30 para. 1 let. a no. 5 HEdA

Context

The term «diversity» complements that of «equality» in the wording of the law. The connection with Art. 30 of HEdA remains clear: «the promotion of equal opportunities and de facto equality between men and women in the performance of their tasks».

The Swiss Confederation requires all employers with over 100 employees to conduct a pay equality analysis. [Logib](#) is the Confederation's standard analysis tool. It enables employers to carry out the analysis themselves.

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Statutory basis governing the creation of bodies responsible for equality and diversity, their functioning and their competencies [2.4-01];
- The higher education institution's objectives relating to the promotion of equal opportunities and social sustainability in its operations, teaching, research and services [2.4-02];
- Results from Logib audits [2.4-03].

2.5 The higher education institution shall perform its functions with due regard for economic and environmental sustainability. It shall set objectives in this area and monitor their attainment.

Legal Framework

Art. 30 para. 1 let. a no. 6 HEdA

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- The higher education institution's objectives in promoting economic and environmental sustainability [2.5-01];
- Results of the assessment of the achievement of these objectives [2.5-02].

3. Quality management

3.1 The higher education institution shall have a quality management system that supports it in attaining its strategic and operational objectives. It shall establish its quality management system through a participatory process and foster a culture of quality.

Legal Framework

Art. 27 HEdA

Art. 30 para. 1 let. a HEdA

Art. 32 HEdA (ESG 1.1)

Context

The quality management system covers all the activities of the higher education institution and enables it to set development objectives and assess the effectiveness of the measures it takes.

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Legal framework for quality management [3.1-01];
- Quality management processes and tools [3.1-02];
- Reports on quality management [3.1-03].

3.2 The higher education institution's quality management system shall have transparently and clearly assigned tasks and responsibilities.

Legal Framework

Art. 30 para. 1 let. a HEdA

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Definition of responsibilities, rights and obligations in relation to quality management [3.2-01];
- Internal communication on responsibilities relating to quality management [3.2-02].

3.3 The higher education institution shall review its quality management system regularly and make adjustments where necessary.

Legal Framework

Art. 27 HEdA

Art. 30 para. 1 let. a HEdA

Art. 32 HEdA (ESG 1.10)

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Results and measures arising from the assessment of the quality management system [3.3-01];
- Communication on the development of the quality management system [3.3-02].

Area II: Teaching, research and services

4. Teaching

4.1 The higher education institution shall deliver teaching in accordance with its institutional type. It shall set teaching objectives and monitor their attainment.

Legal Framework

Art. 23-25 HEdA

Art. 26 HEdA (for Universities of Applied Sciences)

Art. 30 para. 1 let. a no. 1 HEdA

Art. 30 para. 1 let. b HEdA

Art. 32 HEdA (ESG 1.2, 1.3, 1.7 et 1.9)

The Ordinance of the Higher Education Council on the Coordination of Teaching in Swiss Higher Education Institutions

Context

The three types of higher education institutions – Universities (including University Institutes), Universities of Applied Sciences (including University of Applied Sciences Institutes) and Universities of Teacher Education – are distinguished by their first-cycle programme admission requirements (Articles 23 to 25 of HEdA), teaching organisation (Article 26 of HEdA), research organisation (Art. 26 of HEdA) and the right to award doctoral degrees (reserved for Universities or University Institutes; Art. 11 of the Ordinance on the Coordination of Teaching).

The Ordinance on the Coordination of Teaching (SR 414.205.1) governs the cycle-based study system, admission to the different cycles and the degrees awarded. Teaching comprises bachelor's and master's level degree programmes. Universities and University institutes also offer programmes at the 3rd cycle (doctoral) level.

Continuing education is also one of the core activities of higher education institutions. Depending on the institution's type and profile, continuing education may be presented as a fourth activity (quadruple service mandate) or integrated into teaching or service activities. During institutional accreditation, higher education institutions define, how they wish to present their quality management in accordance with the logic of their quality management system, either under the heading «Teaching» or «Service delivery».

Switzerland is a signatory to the Bologna Declaration. The European Higher Education Area (EHEA) promotes, in particular, the mobility of students, researchers, teaching staff, and administrative and technical staff, as well as the recognition of qualifications at a European level. It also promotes the European dimension in the development of study programmes,

cooperation between higher education institutions; and collaboration in the field of quality assurance.

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- The higher education institution's teaching objectives [4.1-01];
- Results of the evaluation of the fulfilment of objectives [4.1-02];
- List of qualifications awarded by the higher education institution [4.1-03];
- Regulations governing admission to studies [4.1-04];
- Directives and processes for the creation and development of educational offerings (including «student-centered learning, teaching and assessment») [4.1-05];
- Overview of student numbers and staff-to-student ratios by department [4.1-06]*;
- Overview of teaching staff by SHIS category and employment rate [4.1-07]*.

**Higher education institutions that submit data to the Federal Statistical Office (FSO) may cite the corresponding indicators:*

- Student numbers and staff-to-student ratios in universities: tables 6_1.1 – 6_6.4 from the FSO statistics on key figures by sector (DE / FR);

- Overview of teaching staff by SHIS category and employment rate at universities: table 8 of the FSO statistics on the distribution of working time by staff category (DE / FR)

- Students and staff-to-student ratios at universities of applied sciences: tables 12 to 22 of the FSO statistics on key figures by sector (DE / FR)

- Overview of teaching staff by SHIS category and employment rate at universities of applied sciences: table 5a of the FSO statistics on the distribution of working time by staff category (DE / FR);

- Student numbers and staff-to-student ratios at universities of teacher education: table 11 of the FSO statistics on key figures by study programme (DE / FR);

- Overview of teaching staff by SHIS category and employment rate at universities of teacher education: table 2 from the FSO breakdown of working hours by staff category (DE / FR).

4.2 The higher education institution shall structure its range of study programmes and its qualifications in accordance with its institutional type. It shall determine the qualifications to be acquired through the study programmes and publish these qualifications.

Legal Framework

Art. 30 para. 1 let. a no. 1 HEdA

Art. 32 HEdA (ESG 1.8)

The Ordinance of the Higher Education Council on the Coordination of Teaching in Swiss Higher Education Institutions

Context

Teaching includes bachelor's and master's degree programmes. Universities and University Institutes also offer third-cycle programmes (doctoral degrees).

Continuing education is another core activity of higher education institutions. Depending on the institution's type and profile, continuing education is either considered a fourth activity (quadruple mandate) or incorporated into teaching or service provision. Within the framework of institutional accreditation under HEdA, continuing education is governed by the standards set out in Chapter 6.

The Ordinance on Coordination of Teaching (SR 414.205.1) governs the cycle-based degree system and qualifications.

Switzerland is a signatory to the Bologna Declaration. The European Higher Education Area (EHEA) promotes, in particular, the mobility of students, researchers, teaching staff, and administrative and technical staff, as well as the recognition of qualifications at a European level. It also promotes the European dimension in the development of study programmes, cooperation between higher education institutions; and collaboration in the field of quality assurance.

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- List of degrees awarded by the higher education institution [4.2-01];
- Statutory framework for the programs offered [4.2-02];
- Sample descriptions of the programs offered [4.2-03];
- Guidelines for the presentation of diplomas [4.2-04];
- Where applicable, programme accreditation (CCME, SERI, MedPA, HOA, LPsy, etc.) [4.2-05].

4.3 The higher education institution shall regulate all phases of study (particularly admission criteria, academic progress, mobility, recognition of academic performance, and graduation) in accordance with its institutional type and the quality assurance standards and guidelines in the European Higher Education Area. It shall have an appropriate procedure for handling student complaints. It shall set out these regulations and publish them.

Legal Framework

Art. 23-25 HEdA

Art. 30 para. 1 let. a no. 1 HEdA

Art. 32 HEdA (ESG 1.4 et 1.8)

UAS Admission Ordinance

European Standards and Guidelines Part I

Context

HEdA regulates admission to first-cycle studies in Articles 23 (Universities), 24 (Universities of Teacher Education) and 25 (Universities of Applied Sciences).

The Universities of Applied Sciences Admission Ordinance specifies the admission requirements for these institutions.

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Regulations governing admission to studies [4.3-01];
- Regulations relating to the recognition of prior studies and prerequisites [4.3-02];
- Statutory basis for student mobility and its implementation [4.3-03];
- Guidelines for describing courses and evaluations [4.3-04];
- Statutory basis for obtaining a diploma [4.3-05];
- Communication of the rules governing the various phases of the studies [4.3-06].

4.4 The higher education institution shall evaluate its teaching regularly. It shall inform the relevant stakeholders of both the results and the measures taken in response.

Legal Framework

Art. 30 para. 1 let. a no. 1 HEdA

Art. 32 HEdA (ESG 1.1 et 1.9)

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Statutory basis for the evaluation of teaching [4.4-01];
- Instruments, processes and responsibilities relating to the evaluation of teaching [4.4-02];
- Communication of the results to the concerned parties [4.4-03].

5. Research

5.1 The higher education institution shall conduct research in accordance with its institutional type. It shall set research objectives and monitor their attainment.

Legal Framework

Art. 30 para. 1 let. a no. 1 HEdA

Art. 30 para. 1 let. b HEdA

Context

The three types of higher education institutions – Universities (including University Institutes), Universities of Applied Sciences (including University of Applied Sciences Institutes) and Universities of Teacher Education – are distinguished by their first-cycle programme admission requirements (Articles 23 to 25 of HEdA), teaching organisation (Article 26 of HEdA), research organisation (Art. 26 of HEdA) and the right to award doctoral degrees (reserved for Universities or University Institutes; Art. 11 of the Ordinance on the Coordination of Teaching).

The different types of higher education institutions and their respective disciplines also have different research cultures and traditions. Higher education institutions set out their research approach, in their research strategy, for example.

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- The higher education institution's research goals [5.1-01];
- Evaluation results of goal attainment [5.1-02];
- Processes and guidelines for the development of research activities (for example, for the establishment of new institutes, chairs or research teams) [5.1-03];
- Goals for cooperation with other higher education institutions [5.1-04];
- Risk management in research funding [5.1-05];
- Percentage of research expenditure as a proportion of total expenditure [5.1-06]*;
- Proportion of external funding in the research budget [5.1-07]*;
- Overview of research staff by SHIS category and employment rate [5.1-08]*.

For universities and third cycle (doctoral) programmes

- PhD regulations [5.1-09];
- Processes and guidelines for the establishment and development of PhD programmes [5.1-10];
- Qualification requirements for supervising PhD students [5.1-11].

**Higher education institutions that submit data to the Federal Statistical Office (FSO) may cite the corresponding indicators:*

- *Proportion of research expenditure within total expenditure at universities: table 2a of the FSO statistics on the funding of expenditure by source of funding and higher education institution (DE / FR);*
- *Proportion of research expenditure within total expenditures at universities of applied sciences: tables 22 to 22 of the FSO statistics, by cost category and field (DE / FR);*
- *Proportion of research expenditure within total expenditures at universities of teacher education: table 11 of the FSO statistics on key figures for universities of teacher education (DE / FR);*
- *Overview of research staff by SHIS category and employment rate at universities: table 8 of the FSO statistics on the use of working time by staff category (DE / FR);*
- *Students and staff-to-student ratios at universities of applied sciences: tables 12 à 22 of the FSO statistics on key figures by field of study (DE / FR);*
- *Overview of research staff by SHIS category and employment rate at universities of applied sciences: table 5a of the FSO statistics on the use of working time by type of activity and staff category (DE / FR);*
- *Overview of research staff by SHIS category and employment rate at universities of teacher education: table 2 of the FSO statistics on the use of working time by staff category (DE / FR)*

The SAC recommends that higher education institutions that do not submit their figures to the FSO refer to the above-mentioned FSO tables. The FSO factsheets on [students and qualifications](#), [finances of higher education institutions \(DE / FR\)](#), and [staff in higher education institutions \(DE / FR\)](#) are also a useful source of information.

5.2 The higher education institution shall evaluate its research regularly. It shall inform the relevant stakeholders of both the results and the measures taken in response.

Legal Framework

Art. 30 para. 1 let. a no. 1 HEdA

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Statutory basis for the evaluation of research [5.2-01];
- Instruments, processes and responsibilities relating to the evaluation of research, including the results of such evaluations [5.2-02];
- Communication of the results to the relevant stakeholders [5.2-03].

6. Services

6.1 The higher education institution shall provide services in accordance with its institutional type. It shall set objectives for its services and monitor their attainment.

Legal Framework

Art. 30 para. 1 let. a no. 1 HEdA

Art. 30 para. 1 let. b HEdA

Context

HEdA refers to the provision of services but does not provide a precise definition of the term. Different types of higher education institutions have different interpretations of the «service provision» concept. The term ‘service provision’ often encompasses the more recent concept of «Third Mission».

Service provision encompasses all activities undertaken for the benefit of the community and civil society, including continuing professional development, online courses (e.g. MOOCs), scientific communication, and institutional or individual commissions and projects for public or private organisations. It also includes knowledge and technology transfer (KTT).

Depending on their type and profile, higher education institutions classify continuing education as either teaching or services. As part of the institutional accreditation process, higher education institutions define, in accordance with the logic of their quality management system, how they wish to present the quality management of continuing education: either under teaching or under services.

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- The higher education institution's objectives regarding services [6.1-01];
- Results of the evaluation of the fulfilment of objectives [6.1-02];
- Processes and guidelines for the development of services [6.1-03];
- Overview of the workforce in the services sector by SHIS categories and employment rates [6.1-04]*;
- Overview of the services offered [6.1-05].

**Higher education institutions that submit data to the Federal Statistical Office (FSO) may cite the corresponding indicators:*

- Overview of staff in the services sector, by SHIS categories and employment rates at universities: table 8 of the FSO statistics on the distribution of working time by staff category ([DE](#) / [FR](#));
- Overview of staff in the services sector, by SHIS categories and employment rates at universities of applied sciences: table 5 of the FSO statistics on the distribution of working time by staff category ([DE](#) / [FR](#));
- Overview of staff in the services sector, by SHIS categories and employment rates at universities of teacher education: table 2 of the FSO statistics on the distribution of working time by staff category ([DE](#) / [FR](#));

The SAC recommends that higher education institutions that do not submit their figures to the FSO refer to the above-mentioned FSO tables. The FSO factsheets on [students and qualifications](#), finances of higher education institutions ([DE](#) / [FR](#)), and staff in higher education institutions ([DE](#) / [FR](#)) are also a useful source of information.

6.2 The higher education institution shall evaluate its services regularly. It shall inform the relevant stakeholders of both the results and the measures taken in response.

Legal Framework

Art. 30 para. 1 let. a no. 1 HEdA

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Statutory basis for the evaluation of services [6.2-01];
- Instruments, processes and responsibilities relating to the evaluation of services, including communication of the results to the relevant stakeholders [6.2-02];
- Results of the service evaluation [6.2-03];
- Communication of the results to the relevant stakeholders [6.2-04].

Area III: Staff, finances and infrastructure

7. Staff

7.1 The higher education institution shall have a staff planning strategy appropriate to its institutional type and shall employ its own academic, technical and administrative staff.

Legal Framework

Art. 30 para. 1 let. a no. 1 HEdA

Art. 32 HEdA (ESG 1.5)

Context

To fulfil its mission, the higher education institution employs its own academic staff. To be considered part of this staff, an individual must be employed for at least 50% of their working hours. The size of this staff depends on the type, profile and size of the institution.

The SHEC's recommendations of 24 January 2022 on the qualification criteria for teachers at higher education institutions ([DE](#) / [FR](#)) serve as a reference point for the qualification of academic staff, depending on the type of higher education institution.

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Staff categories, including competence profiles [7.1-01];
- Overview of staff by SHIS categories and employment rate [7.1-02]*;
- For universities offering doctoral programmes: staff categories involved in the supervision of doctoral students and the corresponding statistics [7.1-03].

**Higher education institutions that submit data to the Federal Statistical Office (FSO) may cite the corresponding indicators:*

- Overview of staff by SHIS categories and employment rates at universities: table 8 of the FSO statistics on the distribution of working time by staff category ([DE](#) / [FR](#));

- Overview of staff by SHIS categories and employment rates at universities of applied sciences: table 5a of the FSO statistics on the distribution of working time by type of service and staff category ([DE](#) / [FR](#));

- Overview of staff by SHIS categories and employment rates at universities of teacher education: table 2 of the FSO statistics on the distribution of working time by type of service and staff category ([DE](#) / [FR](#)).

The SAC recommends that higher education institutions that do not submit their figures to the FSO refer to the above-mentioned FSO tables. The FSO factsheets on [students and qualifications](#), finances of higher education institutions ([DE / FR](#)), and staff in higher education institutions ([DE / FR](#)) are also a useful source of information.

7.2 The higher education institution shall have transparent, non-discriminatory procedures for selecting, appointing and promoting staff. Their academic qualifications shall be appropriate to the institutional type. The higher education institution shall inform the relevant stakeholders of this procedure.

Legal Framework

Art. 30 para. 1 let. a no. 1 HEdA

Art. 32 HEdA (ESG 1.5)

Context

The qualifications of academic staff (by type of higher education institution) are set out in the SHEC's recommendation on qualification criteria for teachers at higher education institutions.

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Statutory basis for the recruitment, evaluation, promotion and career progression of staff [7.2-01];
- Implementation processes and instruments 7.2-02];
- Result of staff surveys [7.2-03].

7.3 The higher education institution shall evaluate its academic, technical and administrative staff regularly.

Legal Framework

Art. 30 para. 1 let. a no. 1 HEdA

Art. 32 HEdA (ESG 1.5)

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Statutory basis and guidelines for periodic performance reviews between supervisory staff and their collaborators (for all categories of staff) [7.3-01].

7.4 The higher education institution shall support the career development of all staff in general and of early-career researchers in particular.

Legal Framework

Art. 30 para. 1 let. a no. 1 HEdA

Art. 32 HEdA (ESG 1.5)

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Statutory framework for employee career progression [7.4-01];
- Career pathways or other descriptions of career development opportunities offered by the higher education institution for different staff categories [7.4-02];
- Results of employee surveys [7.4-03].

8. Finances

8.1 The higher education institution shall have a financial planning strategy appropriate to its institutional type and shall possess the financial resources necessary to fulfil its mission and ensure its long-term existence. (corresponds to Standard No. 8 of the Accreditation Ordinance)

Legal Framework

Art. 30 para. 1 let. a no. 1 HEdA

Art. 32 HEdA (ESG 1.6)

Context

The standard incorporates the condition set out on in HEdA Article 30, para. 1 let. a no. 1 «teaching, research and services are of high quality and staff are qualified in their positions» and sets this out in concrete terms with respect to financial resources: «higher education institutions and other institutions within the higher education sector and their responsible bodies shall take steps to ensure that the institution can be sustainably managed».

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Statutory or contractual basis governing the financial commitment of the responsible body [8.1-01];
- Financial audit reports [8.1-02];
- Rules governing the preparation of budgets and the use of funds [8.1-03];
- Financial risk management [8.1-04];
- Instruments guaranteeing that students can obtain their degree [8.1-05];
- Finances and expenditure of the higher education institution [8.1-06]*.

**Higher education institutions that submit data to the Federal Statistical Office (FSO) may cite the corresponding indicators:*

- Finances and expenditures of universities: table 2b of the FSO statistics on expenditure by source of funding ([DE](#) / [FR](#));

- Finances and expenditures of universities of applied sciences: table 1a of the FSO statistics, operating revenue by source of funding ([DE](#) / [FR](#));

-Finances and expenditures of universities of teacher education: table 1a of the FSO statistics, operating revenue by source of funding ([DE](#) / [FR](#)).

The SAC recommends that higher education institutions that do not submit their figures to the FSO refer to the above-mentioned FSO tables. The FSO factsheets on [students and qualifications](#), finances of higher education institutions ([DE](#) / [FR](#)), and staff in higher education institutions ([DE](#) / [FR](#)) are also a useful source of information.

9. Infrastructure

9.1 The higher education institution shall have an infrastructure planning strategy appropriate to its institutional type. It shall possess the infrastructure (including premises in Switzerland, access to libraries, and research infrastructure) and all other resources necessary to fulfil its mission. (corresponds to Standard No. 9 of the Accreditation Ordinance)

9.2

Legal Framework

Art. 30 para. 1 let. a no. 1 HEdA

Art. 32 HEdA (ESG 1.6)

Supporting Documents

The following documents may be used to demonstrate compliance with this standard (non-exhaustive list):

- Infrastructure planning [9.1-01];
- Description of existing facilities for teaching, research and services, including access to libraries (both physical and electronic) [9.1-02];
- Processes and instruments for assessing the suitability of the infrastructure for the higher education institution's activities [9.1-03].