Beschluss der FIBAA-Akkreditierungskommission für Programme

104. Sitzung am 15. September 2017

Projektnummer:	16/131
Hochschule:	University of Applied Sciences Europe
Standorte	Berlin
Studiengänge:	Innovation Design Management (M.A.)
	Visual & Experience Design (M.A.)
Art der Akkreditierung:	Konzeptakkreditierung

Die FIBAA-Akkreditierungskommission für Programme beschließt im Auftrag der Stiftung zur Akkreditierung von Studiengängen in Deutschland wie folgt:

Die Studiengänge Innovation Design Management (M.A.) und Visual & Experience Design (M.A.) werden gemäß Ziff. 3.1.2 i.V.m. Ziff. 3.2.4 i.V.m. 3.2.5 der Regeln des Akkreditierungsrates für die Akkreditierung von Studiengängen und für die Systemakkreditierung i.d.F. vom 20. Februar 2013 unter jeweils drei Auflagen für fünf Jahre akkreditiert.

Akkreditierungszeitraum: Wintersemester 2018/19 bis Ende Sommersemester 2023

Auflagen:

Condition 1
The university provides module descriptions with the deepened use of the category prerequisites taking into account the competences the students should already bring.
(Chapter 3.1; *Source: Criteria 2.3 and 2.5 of the German Accreditation Council's regulations combined with the Appendix „Rahmenvorgaben für die Einführung von Leistungspunktsystemen und die Modularisierung von Studiengängen" to the Common Structural Guidelines of the Länder for the Accreditation for Bachelor and Master's Study Programmes*)

The condition is fulfilled.
The FIBAA Accreditation Commission for Programmes on 23 November 2018.

Condition 2
The university deepens the business content for the study programme <u>Innovation Design Management (M.A.)</u> or changes the programme name.
(Chapter 3.1; *Source: Criteria 2.3 of the German Accreditation Council's regulations*)

The condition is fulfilled.
The FIBAA Accreditation Commission for Programmes on 23 November 2018.

Condition 3
The university provides the regulations relevant for the courses of studies in a legally valid, approved and published form.
(Chapter 3.2; *Source: Criteria 2.5 and 2.8 of the German Accreditation Council's regulations*)

The condition is fulfilled.
The FIBAA Accreditation Commission for Programmes on 23 November 2018.

Condition 4
The university submits for the study programme <u>Visual & Experience Design (M.A.)</u> a complete interdisciplinary matrix and the CV of the new part-time lecturer that provide evidence of an adequate staffing of the courses.
(Chapter 4.1; *Source: Criteria 2.7 of the German Accreditation Council's regulations*)

The condition is fulfilled.
The FIBAA Accreditation Commission for Programmes on 23 November 2018.

Das Siegel des Akkreditierungsrates wird vergeben.

Stiftung zur Akkreditierung von Studiengängen in Deutschland

Akkreditierungsrat ▮▮

FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution (HEI):
University of Applied Sciences Europe

Master study Programmes:
Innovation Design Management
Visual & Experience Design

Qualification awarded on completion:
Master of Arts (M.A.)

General Information on the study programmes

Brief description of the study programmes

Innovation Design Management
The Innovation Design Management programme has been designed for students and young professionals aiming to enhance their knowledge and capacity in the business arena with a strong design-oriented approach. Participants may have two main objectives: to introduce themselves to the real context to start their career path, or to experience this programme to develop the skills to start their own company. The programme encompasses processes and strategies to generate innovative products, services and brands.

Visual & Experience Design
Visual design as a discipline encompasses old physical and new digital media as well as a strategic position toward brands and their communication. Experience design involves a more abstract approach, where structure and function are strictly connected to customer journeys. Though these two approaches may seem different, they can be considered as the two facets of a professional's requirement to respond to growing needs of industries and institutions.

The programme in Visual & Experience Design is meant to offer an opportunity to acquire both views around the same subject: to experience hands-on skills and in-depth knowledge on how to design the identity of a company and/or organization by integrating graphic design skills with strategic thinking; and to approach the experience of the brand and/or organization, in terms of services and communication, analyzing and developing the customer approach and journey.

Type of study programme:
Master programme

Projected study time and number of ECTS points assigned to the study programme:
2 semesters/ 60 ECTS points

Mode of study:
Full-time

Didactic approach:
study programme with obligatory class attendance

Joint programme:
no

Scope (planned number of parallel classes) and enrolment capacity:
35 students

Programme cycle starts in:
Summer and winter term

Initial start of the programme:
Winter semester 2018/19

Type of accreditation:
Initial accreditation

Procedure

A contract for the initial accreditation of the degree courses Innovation Design Management (M.A.) and Visual & Experience Design (M.A.) was made between FIBAA and the University of Applied Sciences Europe on December 19th in 2016. The Rules for the Accreditation of Study Programmes and for System Accreditation (Resolution of the Accreditation Council) in the version of February 20th, 2013, as well as the Common Structural Guidelines of the Länder for the Accreditation for Bachelor and Master's Study Programmes in the version of February 4th, 2010 are therefore relevant for this accreditation procedure. On Mai 12th, 2017, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

Prof. Andreas Ken Lanig
Diploma Hochschule
Professor of Communications Design virtual teaching (Communications Design, Graphic Design, Creative Direction, Typography, Media Design, Semantics, Conceptual Design, Media Theory, Media Didactics)

Prof. Dr. Raija Seppälä-Esser
Hochschule Kempten
Professor of Tourism Management (Tourism Management, Experience Staging / Experience Design, Marketing, Customer Relationship Management)

Prof. Dr. Jürgen Gabriel
BTU Cottbus-Senftenberg
Professor of Business Administration and Technology Management (General Management, Technology and Innovation Management, Entrepreneurship, Quality Management Systems)

Kerstin Amend, Dipl. Grafik-Design
STANDARD RAD. GmbH
Director/ Creative Director
(Branding, Corporate Design, WEB-Strategy, Social Media Strategy)

Luisa Todisco
HTW Berlin
Student of Economic Communication (M.A.) (absolvent of: Economic Communication (B.A.))
(participated only in the written procedure)

FIBAA project manager:
Estefanía Guzmán

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit at the University of Applied Sciences Europe took place on June 28th, 2017 at the HEI's premises in Berlin. On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on August 14th 2017. The statement on the report was given up on August 28th 2017, it has been taken into account in the report on hand.

Summary

The study programme Innovation Design Management (M.A.) offered by the the University of Applied Sciences Europe, is with three exceptions in accordance with the Common Structural Guidelines of the Länder for the Accreditation for Bachelor and Master's Study Programmes, the rules of the Accreditation Council for the accreditation of courses of study and for system accreditation and the Requirements of the Qualifications Framework for German Higher Education Qualifications, in the version applicable at the time of the opening of the procedure. It is modularly structured, provided with ECTS points and concludes with the academic degree "Master of Arts". The degree is awarded by the HEI.

The study programme Visual & Experience Design (M.A.) offered by the the University of Applied Sciences Europe, is with three exceptions in accordance with the Common Structural Guidelines of the Länder for the Accreditation for Bachelor and Master's Study Programmes, the rules of the Accreditation Council for the accreditation of courses of study and for system accreditation and the Requirements of the Qualifications Framework for German Higher Education Qualifications, in the version applicable at the time of the opening of the procedure. It is modularly structured, provided with ECTS points and concludes with the academic degree "Master of Arts". The degree is awarded by the HEI.

The panel members identified need for improvement regarding the following aspects: implementation of content and structural implementation for both programmes, regarding the rationale for degree and programme name for IDM and regarding the facultyf for VED. They recommend the accreditation on condition of meeting the following requirements:

> Condition 1
> The university provides module descriptions with the deepened use of the category prerequisites taking into account the competences the students should already bring.
> (Chapter 3.1; *Source: Criteria 2.3 and 2.5 of the German Accreditation Council's regulations combined with the Anlage zur Rahmenvorgaben für die Einführung von Leistungspunktsystemen und die Modularisierung von Studiengängen der Kultusministerkonferenz*)
>
> Condition 2
> The university deepens the business content for the study programme <u>Innovation Design Management (M.A.)</u> or changes the programme name.
> (Chapter 3.1; *Source: Criteria 2.3 of the German Accreditation Council's regulations*)
>
> Condition 3
> The university provides the regulations relevant for the courses of studies in a legally valid, approved and published form.
> (Chapter 3.2; *Source: Criteria 2.5 and 2.8 of the German Accreditation Council's regulations*)
>
> Condition 4
> The university submits for the study programme <u>Visual & Experience Design (M.A.)</u> a complete interdisciplinary matrix and the CV of the new part-time lecturer that provide evidence of an adequate staffing of the courses.
> *(Chapter 4.1; Source: Criteria 2.7 of the German Accreditation Council's regulations)*

Proof of meeting this conditions is to be supplied at least until June 15st 2018.

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Information on the Institution

The University of Applied Sciences Europe (UE) - former BiTS - Business and Information Technology School – was founded in 2000 and was officially recognized by the German federal state of Nordrhein-Westfalen in the same year. Headquartered in Iserlohn, it has campuses in Berlin (since winter semester 2012/13) and Hamburg (since winter semester 2013/14). It was first accredited by the German Science and Humanities Council in 2008 and was re-accredited in 2014 for a ten-year period. The university's carrying company is the BiTS - Business and Information Technology School GmbH, Iserlohn. Its sole shareholder is Laureate Germany Holding GmbH, also based in Iserlohn.

The UE offers practical, business-oriented, and internationally-focused bachelor and master study programmes. Student employability and close relationships with the business community are central to the UE mission.

All UE study programmes have a fundamental basis in the economic sciences with additional emphasis on business, media, services, and psychology. These complement the curricula, tailored to each study programme. Beyond the basic economic subjects, the various study programmes have thematic areas of overlap; for example, in social and methodological skills.

During the course of the summer semester 2017 the former BiTS and BTK (Berliner Technische Kunsthochschule) are merging their respective entities. BTK, a private state approved university of applied sciences with its headquarters located in Berlin, is offering design and art focused study programmes aiming to educate and train designers for working in jobs overlapping between design, art, and new media. Both universities have joint campuses in Berlin, Hamburg, and Iserlohn. This merger marks a next step in the universities' collaboration.

This merger will integrate BTK as the new faculty of Art & Design into UE' portfolio. The UE has received state approval for the integration from the NRW Ministry of Innovation, Science and Research in February 2017. Along with the merger the university has applied for a name change into University of Applied Sciences Europe - Iserlohn, Berlin, Hamburg which the ministry has approved as well end of March 2017. The name change will be communicated in the second half of the semester to all stakeholders. All students, lecturers and administrative personnel of BTK are being transferred to UE in this process.

BTK's study programmes complement and enrich the UE' range of studies due to the technical and academic overlap of both universities, thus offering new perspectives to education and research respectively, specifically concerning Digitalization 4.0 (Interaction/Gaming/Communication Design as well as Photography).

There are approximately 2.700 students enrolled in all four departments for the 2017 summer semester (status as of May 2017).

Programmes Description and Appraisal in Detail

1   Objectives

1.1   Objectives of the study programmes

The programmes of Innovation Design Management (IDM) and Visual & Experience Design (VED) have been designed to respond to a constantly evolving industry scenario and they are conceived to offer students and young professionals the opportunity to "learn by designing" so to acquire a specific yet wide knowledge within and beyond design culture. Design is intended as the driving discipline for both programmes to drive innovation, vision and supporting students to find their own voice in the professional domain. Both programmes encompass hands-on executive and practical approaches, described as follows:

Innovation Design Management
The Innovation Design Management programme has been designed for students and young professionals aiming to enhance their knowledge and capacity in the business arena with a strong design-oriented approach. Participants may have two main objectives: to introduce themselves to the real context to start their career path, or to experience this programme to develop the skills to start their own company.

The necessity of creating a specific hub for designers dedicated to this area of interest has emerged together with the increasing need of companies in search of professionals able to tackle design as a prominent driving factor behind business decisions, to incorporate design as a strategic asset to re-shape the entire company's organization. This programme is aimed at pushing further such premises to investigate and determine the professional figures that will lead the industry in the next future.

Design, technology, creativity, social sciences, and contemporary studies on the new role of final customer/user, have generated new languages and codes that have become part of most strategic methods within various fields and industries. This change of paradigm is driven by a design thinking approach to innovate in different areas: from products, to services, to organizations, to the social sphere.

One amongst the most evident changes is represented by the end of the traditional top-down model: designing a methodology to create and manage processes generating a collaborative culture. The Innovation Design Management programme is structured in sequential actions to bring students to acquire and apply theories to real contexts as well as to envision new ones.

The programme is meant to encompass processes and strategies to generate innovative products, services and brands. Therefore students shall be exposed to courses, project activities on real projects in collaboration with professionals and companies, they shall be challenged to stress their lateral and critical thinking approach to set and solve problems, they shall experience the design of new activities and they shall end their path with a final thesis/project to allow a further enrichment of their approach to the discipline. Within the programme the HEI aims to enable students to analyse and appraise different subjects such as data analytics, consumer behaviour, business models, strategic branding, entrepreneurship, digital communication through lectures, testimonials from the industry and case histories.

The core part of the academic activity shall be driven by four workshops conducted in collaboration with real actors of the field, both in real projects as well as in forecasting and research activities dedicated to the raise of new ones. Students shall therefore be exposed to the state of the art of the industry and, in the meantime, shall seek for innovation and change of existing models.

An interdisciplinary approach already being a part of the program, it will be further enhanced by the participation (selected by students) in a project workshop from the programme of Visual & Experience Design.

The programme addresses innovative and hands-on executive and practical approaches, which can be described as follows:

- Appraisal of the current business environment with awareness of its complexity and development of a design based approach to context to creatively set and solve problems.
- Generation of creative and unexpected proposals to complex business management problems and fostering opportunities through critical and creative thinking approach and applying "learning by designing" based approach.
- Development of concepts and visions accounting for strategic choice implications, encompassing all business factors, as well as issues pertaining to the requirements of a company brief.
- Enhancement of a personal approach to the project in terms of intellectual and conceptual development aimed at developing new business venture through Design.
- Ability to work with and influence others, while capitalizing on different group perspectives to meet goals in diverse, complex, and global business environments.
- Ability to create and lead processes and projects that benefit organizations.

The most important job prospects are: Strategic Brand Manager, Business Developer/ Consultant, Product Manager, Design Strategist, Innovation Manager, Project Manager.

Visual & Experience Design
Visual design as a discipline encompasses old physical and new digital media as well as a strategic position toward brands and their communication. Experience design involves a more abstract approach, where structure and function are strictly connected to customer journeys. Though these two approaches may seem different, they can be considered as the two facets of a professional's requirement to respond to growing needs of industries and institutions.

The programme in Visual & Experience Design is meant to offer an opportunity to acquire both views around the same subject: to experience hands-on skills and in-depth knowledge on how to design the identity of a company and/or organization by integrating graphic design skills with strategic thinking; and to approach the experience of the brand and/or organization, both in terms of services and communication, analysing and developing the customer approach and journey.

The concept of branding has moved away from the traditional idea of creating an "image" that represents the name and values of a company, to exploring a broader view that incorporates several disciplines, from visual design to sound design, from storytelling to consumer psychology and marketing techniques. This requires a strongly integrated approach whose aim is to identify the core assets in order to orchestrate them into a consistent brand identity. The 4.0 era and socio-economic developments are pushing brands to rethink their models in customer-directed applications. The brand experience includes many levels from tangible to intangible as part of the same journey. Professional figures that will be able to understand and manage this change will be key for successful enterprises and institutions.

The programme's aim is to offer the students the chance to explore and enhance their skills within the areas of design, visual and social culture, strategic tools, graphic design tools, visual narratives, and approach workshop activities with real projects and investigations lead by professionals, companies and institutions. At completion of the program, students will realize a personal final thesis/project to enhance their own vision within the frame of professional practice. Next to the interdisciplinary approach, the HEI emphasizes the programme to be further

enhanced by the opportunity for students to select one of their four workshops from among the Innovation Design Management program.

With the design domain being in constant flux, the observation and investigation of new professional figures who are able to play a distinctive role within future scenarios should be constantly directed toward new interdisciplinary approaches allowing them to respond and forecast the marketplace.

The programme addresses innovative and hands-on executive and practical approaches, which can be described as follows:
- Apply a mix of communication strategies and design tools in order to develop a global brand identity of a small to medium-sized company, a product line, and/or a startup.
- Analyze user activity and social behavior to solve product design problems; use narrative design tools such as storytelling, storyboards and videos.
- Explore the design process from the point of view of people and their activity in everyday contexts; learn to decipher peoples' needs, expectations and desires; develop user scenarios, create and validate solutions.
- Observe the relation between people and brands in which brands assume a human connotation and a personality, whose core values are represented through the visual image, communication style and behaviors, interaction models, tones and languages.
- Develop branding and elaborate on upcoming scenarios as a complex body of work that goes beyond the definition of a visual image.
- Manage techniques to represent activity flows, complex systems of visual representation and formalization of knowledge

The most important job prospects are: Visual and Experience Designer, Brand Designer, Service Designer, Experience Designer, Design Strategist, Creative Director and/or Entrepreneur.

Both programmes aim at the expansion of artistic and creative skills and the qualifications for management tasks in cultural and design practice.

The UE regards diversity as a major opportunity that facilitates valuable changes in perspective and enhances creative potential. This is also enshrined as a key concept within the university's mission.

According to the HEI, equal opportunity is guaranteed in all areas of the School. For students, this means that, as early as the selection procedure, they are accepted into the relevant study programme solely based on the defined selection criteria.

Rules to offset disadvantages are assured for students with disabilities or chronic illnesses. Thus, subject to application, the examination board can approve modifications to the assessment format (e.g. extension of assessment time available, different assessment formats, etc.). The International Office offers guidance on accessibly designed universities to students selecting a university overseas and on relevant rules to offset disadvantages.

Students with relatives requiring care have the option of taking a leave of absence from their studies. The faculty and service facilities assist students with decision-making in respect of leave applications and in planning their future order of study. Students on leave continue to be involved in the university's communication processes and are informed of all developments in order to facilitate their return to study. Female students also have the option of deferring examination dates if such dates fall within periods in which maternity protection regulations apply. Applications for such deferrals must be made to the examination board in good time.

Furthermore, the university offers support in respect of study financing. It also offers appropriate guidance options as well as payment options. Any associated applications are treated as confidential at all times.

Basic democratic principles are the foundation of every of the HEI's regulation, constitution as well as electoral rules and guided by the overall right of free speech.

Students' involvement, participation and independence are guaranteed by student self-administration as well as the management of student initiatives and their equal participation in students' councils.

Appraisal:

The qualification objectives include disciplinary and interdisciplinary aspects, especially scientific competency, employability (competency to take up a qualified employment), competency for involvement in society and personality development. They take into account the requirements of the Qualifications Framework for German Higher Education Qualifications.

The concepts of the Higher Education Institution for gender equality and for the promotion of equal opportunities of students in special situations such as students having health impairments, students having children, foreign students, are implemented at the level of the study programme.

	Meets quality requirements	Does not meet quality requirements	not relevant
1. Objectives	x		

2   Admission

Admission requirements for UE study programmes are documented in the university's admission and enrolment regulations.

The selection procedure and requirements are accessible on the programmes website. Here, potential students can gain an overview of the prerequisites for acceptance, tuition fees, grant options, acceptance dates as well as application documents. Interested parties can also obtain information directly from the student advisory service and at the registrar's office.

Application
Every applicant must complete the application process and must provide evidence that they fulfill the requirements defined in the admissions and enrollment regulations. Applicants must submit the following documents as part of the application process for the MA programs:
- the timely submission of the application form or the online application,
- the submission of a tabular CV,
- Evidence of a completed university degree with a vocational qualification according to a bachelor's degree with studies in the amount of 240 CP according to the ECTS system.
- Evidence of required knowledge of English. Applicants must include a certificate of their English language level, IELTS 5.0 certificate or equivalent. Alternative certificates (e.g. from an English language undergraduate degree, periods abroad, or other certificates) may also be provided. For native speakers, the required language skills are considered as a given.

Innovation Design Management
Applicants for this course additionally must have a degree in one of the following disciplines: economics, finance, communication science, marketing, business management, design, (product design, service design and brand design) or similar. Applicants must send the bachelor thesis or a documentation of other own selected projects.

<u>Visual & Experience Design</u>
Applicants for this course additionally must have a degree in one of the following disciplines: Graphic Design, Interaction or Interface Design, Communication Science, Marketing, Media and Web Design, New Media and Creative Coding, Software Development, Architecture, Product Design or a related subject. Applicants must send a portfolio with work samples.

In case the portfolio does not conclusively demonstrate all competencies required, applicants may be requested to supply additional work samples and/or provide a letter of recommendation from a university lecturer of the field they acquired their BA degree (or equivalent) from.

The applicant receives an invitation to a personal face-to-face or online interview if all required admission criteria are fulfilled. The focus of the selection procedure is the applicant's personal suitability which is evaluated in a standardized, one-hour interview. The interview is conducted in English.

<u>Regulations for Applicants with less than 240 ECTS</u>

Pursuant to Section 5 of the regulations for admission (RA) is stated that:

If less than 240 credits have been achieved by the first professional qualification, the selection committee must first examine whether additional credits (up to 60 CP) can be awarded by recognizing professional or other competences acquired outside of higher education institutions.

If the candidate comes with a degree of 210 or 180 CP, he/she can complete one or two bridge semesters. The selection committee has to determine in advance the number of points to be acquired. An individual timetable must be drawn up together with the student to ensure the acquisition of the missing points and the necessary knowledge. Admission to the Master's degree is subject to the successful completion of the bridge semester.

In suitable cases, an aptitude test can replace the bridge semester. In this way the qualifications necessary for the study are determined before the start of the study. The decision shall be taken by the selection committee in consultation with the examination committee. The student is to be informed in written form that he will have earned less than 300 credits after completing the Master's degree.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. The are no rules that speak against the regulations met by the HEI.
The admission requirements ensure that students are capable of taking courses in foreign languages and understanding the foreign literature.
The admission requirements ensure that upon completion of their Master studies, graduates have achieved 300 ECTS points as a rule. The exceptions are also regulated.

The admission and selection procedure is transparent and ensures the admittance of qualified students in accordance with the programme's objectives. The compensation of disadvantages for handicapped students is ensured.

		Meets quality requirements	Does not meet quality requirements	not relevant
2.1	Admission requirements	x		
2.2	Admission and selection procedure	x		

3 Contents; Structure and Didactics

3.1 Implementation of Content

Both degree courses are structured and organized in four pillars, which are designed to form an integrative and complete learning experience. Each pillar is composed by key elements that support the necessary development of theoretical and practical knowledge, which is taken by the students to appraise and achieve their objectives. The structure is consecutive in order to support students' progression and personal development.

IDM

The course of study is based on the following recommended schedule:

	Curriculumsübersicht* Innovation Design Management (M.A.)									

Module Key / Course Key	Module / Course	Credit Points per Sem. 1.	Credit Points per Sem. 2.	Credit-points	Hours per week (HWS)	Workload Total	Hours in Class	Hours Self-Study	weight of exam related to final grade	Module / course coordinator	Form of Examinations
T1	Design Culture	6		6	4	150	45	105	10,00%	Prof. N.N. (Theory)	written assignment
T11	Atlas of Design				2						
T12	Age of Disruption				2						
T2	Business Modeling and Strategic Branding	8		8	6	200	67,5	132,5	13,33%	Prof. Dr. Heiko Schimmelpfennig	written assignment
T21	Analysis Tools				2						
T22	Entrepreneurship				2						
T23	Branding				2						
P1	Product Strategy	6		6	6	150	67,5	82,5	10,00%	Prof. N.N. (IDM)	presentation
P11	Theory & Concept				2						
P12	Workshop				4						
P2	Digital Brand Innovation	6		6	6	150	67,5	82,5	10,00%	Prof. N.N. (IDM)	presentation
P21	Theory & Concept				2						
P22	Workshop				4						
P3	Research project	4		4	3	100	33,75	66,25	6,67%	Prof. Thomas Noller	presentation
P31	Research & Topic				1						
P32	Colloquium				2						
P4	Entrepreneurship		6	6	6	150	67,5	82,5	10,00%	Prof. Dr. Torsten Heitjans	presentation
P41	Theory & Concept				2						
P42	Workshop				4						
Electives (1 out of 2)											
E	Elective		6	6	6	150	67,5	82,5	10,00%	see below	see below
E1	Course 1				2						
E2	Course 2				4						
TH	Final Thesis Project		18	18		450		450	30,00%		homework, project, oral examination
	Final Thesis Project										
	Total	30	30	60	37	1.500	416,25	1.083,75	100%		

Module Key / Course Key	Module / Course			Credit-points	Hours per week (HWS)	Workload Total	Hours in Class	Hours Self-Study	weight	Module / course coordinator	Form of Examinations
Electives (1 out of 2)											
E 1	Product Strategy		6	6	6	150	67,5	82,5	10,00%	Prof. N.N. (IDM)	presentation
E11	Theory & Concept				2						
E12	Workshop				4						
E 2	Identity Design		6	6	6	150	67,5	82,5	10,00%	Prof. Volker Pook	presentation
E21	Theory & Concept				2						
E22	Workshop				4						

Pillar 1 – "Design Culture" and "Business Modelling and Strategic Branding"

Initially students will be exposed to a set of two modules aimed at creating a common platform of knowledge and creating the basis and the set of information necessary to start the project activity.

The module Design Culture aims at exploring and discussing a wide range of case studies, sources and testimonials to understand the nature, the languages and the values of the contemporary design scene while developing critical and analytical skills. The module develops the vision that design is an "integrated" activity, capable of perceiving the changes in society, the impact of markets and creating new products, spaces and services, thereby impacting upon strategies of business innovation. Lectures, group discussions and tutorials are based on the following key concepts:

- Innovation for Design: Analysis of new aesthetic and behavioral trends in the market place including consumption. In addition, it also includes new user needs and innovative interactions with objects and services.
- Innovation in Design: Design scenarios, innovative aesthetics and social vision, leading to enrichment and changes in the functional and aesthetic language.

The module of Business Modelling and Strategic branding moves from the definition of what entrepreneurship is to its specificities and challenges. It progresses from the entrepreneurial process of opportunity identification, to open innovation. The module encompass several subjects and tools from business modelling to brand strategy to brand design and re-branding in a set of lectures, case studies, small workshops and an intensive interactive activity. Exams are set at the end of each module with different structures.

Pillar 2 – Workshop-based Activity with Companies
The workshops are project assignments designed to give students a working knowledge of different core subjects. All set projects start with the presentation of a brief, which outlines the subject, scope, and purpose of the workshop.

The brief of the workshops is based on research issues defined by the faculty. If applicable in collaboration with external professionals (project leaders) and industrial partners, paying attention to fulfil both educational and professional aims.

The core activity of the programme is the "learning by designing" approach. The programme offers four workshops (three mandatory and one elective). Each workshop is a module and is held in collaboration with companies (with the exception of Entrepreneurship, which is aimed at the development of a personal project). Students will be able to select one amongst two choices for their last workshop according to their interests and objectives: Product Strategy or Identity Design (the latter being part of the Visual & Experience Design program).

The module Product Strategy explores business cases involving the leading design companies whose ability to innovate doesn't concern just products but all the elements that contribute to shape their portfolio: positioning, image, distribution and communication. The application domain can range from established brands looking to extend their brand equity potential through new brand extension or line extension, to existing companies who are in need of re-positioning their brand or to totally new business ventures & startups.

The objective of the module Digital Brand innovation is to offer the students the chance to appraise the strategies that brands have put in place to face the digital revolution. Brands connect and engage with customers and new audiences both on- and offline. They need to seamlessly involve and engage their customers into their narration. Throughout this workshop, students will explore how new channels require different mindset and different strategies which nevertheless need to be effectively integrated. Particular relevance is given to strategies of customer engagement, acquisition, advocacy and loyalty, as well as brand narrative and storytelling.

The module Entrepreneurship offers a set of learning skills to be applied during the project development: entrepreneurship through design; naming and identity design; selling ideas and pitch presentation techniques; design direction and design management; how to brief a creative team; business planning and resource management; how to manage creative resources in a design-driven project. The outcome is a business design strategy and a business plan, both innovative and feasible, to initiate new business ventures.

Pillar 3 – Research-Based Intensive Project Activity
The study programme's structure along with the amount of international contacts with the industry provided by the cooperation partners of the HEI shall offer students the possibility to work on a specific task that might be proposed by the institution as well as arising from international contests. This activity may consist of a design marathon, a research based project for a call, or an intensive workshop to be managed in collaboration with a company or another institution. Flexibility to design self-oriented approaches is encompassed here to offer students the chance to build their own personal path according to their future career.

Pillar 4 – Final Thesis Project
The Final Thesis/Project is the ultimate step of a process in which students receive a deep and balanced evaluation of their skills and aspirations, in order to build a personal project and to create a sound body of scientifically founded work that properly represents their personal identity in the professional arena. The final thesis/project is meant to express and enhance one's own potential and direction through a three months project driven in collaboration with project leaders and advisors. Students will produce design-driven research within the frame of design management using tools, skills and experiences processed during the program. Aim of the final thesis is to offer the students the chance to realize a complex body of work that includes a written report, an abstract, a project and a digital presentation that illustrates their ability to innovate within a given business scenario.

<u>VED</u>

The course of study is based on the following recommended schedule:

Curriculumsübersicht*
Visual & Experience Design (M.A.)

Module Key / Course Key	Module / Course	Credit Points per Sem.		Credit-points	Hours per week (HWS)	Workload			weight of exam related to final grade	Module / course coordinator	Form of Examinations
		1.	2.			Total	Hours in class	Hours Self-Study			
T1	Design & Visual Culture and Strategies	8		8	6	200	67,5	132,5	13,33%	Prof. N.N. (Theory)	written assignment
T11	Atlas of Design				2						
T12	Age of Disruption				2						
T13	Business for Design				2						
T2	Graphic Tools and Visual Narratives	6		6	4	150	45	105	10,00%	Prof. Mirjam Goller	written assignment
T21	Graphic Theory & Practice				2						
T22	Visual Narratives				2						
P1	Identity design	6		6	6	150	67,5	82,5	10,00%	Prof. Volker Pook	presentation
P11	Theory & Concept				2						
P12	Project Workshop				4						
P2	Envisioning	6		6	6	150	67,5	82,5	10,00%	Prof. N.N. (VED)	presentation
P22	Theory & Concept				2						
P23	Project Workshop				4						
P3	Research project	4		4	3	100	33,75	66,25	6,67%	Prof. Thomas Noller	presentation
P31	Research & Topic				1						
P32	Colloquium				2						
P4	Experience Design		6	6	6	150	67,5	82,5	10,00%	Prof. N.N. (Experience Design)	presentation
P41	Theory & Concept				2						
P42	Project Workshop				4						
Electives (1 out of 2)											
E	Elective		6	6	6	150	67,5	82,5	10,00%	see below	see below
E1	Course 1				2						
E2	Course 2				4						
TH	Final Thesis Project		18	18		450		450	30,00%		homework, project, oral examination
	Final Thesis Project										
	Total	30	30	60	37	1.500	416,25	1.083,75	100%		

Module Key / Course Key	Module / Course	Credit Points per Sem.		Credit-points	Hours per week (HWS)	Workload			weight	Module / course coordinator	Form of Examinations
Electives (1 out of 2)											
E 1	Product Strategy		6	6	6	150	67,5	82,5	10,00%	Prof. N.N. (IDM)	presentation
E11	Theory & Concept				2						
E12	Workshop				4						
E 2	Identity Design		6	6	6	150	67,5	82,5	10,00%	Prof. Volker Pook	presentation
E21	Theory & Concept				2						
E22	Workshop				4						

Pillar 1 – Design and Visual Culture and strategies / Graphic Tools and Visual Narratives
These two initial modules are providing a set of information and experience, both theoretical and practical, to hone skills and knowledge to enable students coming from diverse design domains to tackle the workshop activities that will follow.

The module Design and Visual Culture and Strategies implements design culture with a specific target on visuals and with case histories that encompass both the creative and the business side. Strategies become the driver to set new creative paradigms within visual culture. The module is structured into a theoretical and a practical part.

The module Graphic Tools and Visual Narratives is aimed at exposing the participants to a wide range of visual design techniques, ranging from traditional illustration, calligraphy and letterpress to digital image creation, photography and contemporary typography. The structure of the module is a mix of theoretical components and hands-on experiences that will students face the mix of technical complexity and sense-making issues related to the creation of communication artifacts. Upon successful completion of the module, participants will develop a deeper understanding of how and how much visual language associated to a specific era – and/or to a brand – is influenced by its respective production technique; this will lead to a better awareness of how to use each specific language to enhance and focus visual communication strategies for contemporary brands.

Pillar 2 – Workshop based Activity with Companies
The workshops/ modules have the same frame conditions as the ones in IDM, but with different content.

In the module Identity Design students develop the skills for designing or extending the brand identity of a small to medium scale company, a product line and/or a start-up. They create scenarios and concepts by applying a mix of communication strategies and design tools in order to design a "global brand identity". Topics covered include: visual design, illustration and iconic design; brand identity and corporate culture; communication and design strategies: advertising, events, marketing. Each Identity Design workshop is designed around a real or simulated scenario to enhance the professional experience of students'. Details vary according to specific objectives of the project.

The module Envisioning analyzes cultural and social signals and themes that will have an impact on our society in a medium to long-term perspective. The workshop emphasizes design activities stemming from ideas to concept scenarios and revolves around envisioning future scenarios based on the crossing of innovative emerging technologies with socio-cultural, geo-political, and strategic values. Concepts are validated through concurrent activities, such as: activity analysis; context and user understanding; technology road-mapping, etc. Due to the nature of in-depth investigation of this workshop, it may be conducted without the participation of a company. Instead, it is intended that the development of any given scenario is free from outer constraints.

The module Experience Design explores the designing process from the point of view of people (not users, nor consumers or clients) in their life contexts. Everyday experiences are build upon the continuous interaction with information, communication tools, relational spaces as well as interactive objects and services mostly mediated by service-driven brands, companies or organizations. Among others areas of application include: mobility, retail, hospitality, tourism and cultural heritage, as well as learning and working environments. The workshop addresses aspects and contemporary methodologies related to people's activity and context analysis. Each experience design workshop is designed in a real or simulated environment to enhance the professional outcome.

Pillar 3 – Research-based intensive Project Activity and Pillar 4 Final Thesis/Project
See above the already described didactical objectives. In the context of this programme students will produce design-driven research within the frame of Visual & Experience Design using tools, skills and experiences processed during the program.

The IDM programme support students coming from different domains (economics and design) to accurately manage the body of work presented at the end of each module. They apply research methods as well as design thinking to innovate within real scenarios.

The VED programme encompasses different disciplines that are already melted within the industry in one figure; its students are getting an in depth information on the different domains and they are applying all this aspects in an holistic approach to each project.

The UE awards the degree of "Master of Arts" (M.A.) for the Innovation Design Management and Visual & Experience Design study programmes. This degree reflects the orientation of the programmes in terms of structure and content, as well as its focus on methodologies and academics with a concurrent, practice-oriented relevance to practical application.

Appraisal:
The curriculum reflects partially the qualification objectives of the study programmes and ensures the development of key competences and employability. It covers the imparting of specialised knowledge and interdisciplinary knowledge as well as of technical procedural and generic competences.

The module handbooks present under the category prerequisites, information about the requirements needed to pass the course. The information is limited to the completion of previous modules. Since the two degree courses will have students with very different backgrounds, the experts believe that it is very important to deepen the description of the requirements under the suitable category and to make reference to the competences the students should already bring. This will help to clarify if the students are going to be able to accomplish successfully the module or not.

The university indicated in their statement that they use the individual counselling to help students regarding the competencies they might need to improve at each point of their studies. Nevertheless the experts consider it important for transparency reasons to deepen the use of the category prerequisites considering the particularity of the study courses.

Consequently, the panel advises the accreditation under the **condition** that

> The university provides module descriptions with the deepened use of the category prerequisites taking into account the competences the students should already bring. (Source: Criteria 2.3 and 2.5 of the German Accreditation Council's regulations combined with the Anlage zur Rahmenvorgaben für die Einführung von Leistungspunktsystemen und die Modularisierung von Studiengängen der Kultusministerkonferenz)

In addition, the experts recommend the use of the suitable literature for every module.

The classification as an "application-oriented" programme by the concept and the objectives of the university is reflected by the itinerary and the content of the curriculum.

The degree and programme name correspond to the contents of the curriculum and the programme objectives for the degree course VED.

For the degree course IDM two out of the 8 modules have a business related content. In the module Business modelling and Strategic Branding there is a course called Entrepreneurship. In spite of that there is also a module called Entrepreneurship. The business content does not reflect, according to opinion of the experts, the name Innovation Design Management. Specific business contents as cost-benefit analysis, risk management, and SWOT-analysis are missing and should be integrated.

Consequently, the panel advises the accreditation under the **condition** that

> The university deepens the business content for the study programme Innovation Design Management (M.A) or changes the programme name.
> (Source: Criteria 2.3 of the German Accreditation Council's regulations)

The examinations and the final thesis serve the purpose of determining whether the formulated qualification objectives have been accomplished. The examinations are module-related, as well as knowledge and competence oriented. As an exception of the general rule there are compulsory accompanying examinations in several modules. In the conviction of the panel these tests less burden the students, rather they foster their self-control and organisational learning structure and consequence. Thus, according to the panel the students' success of the course of study is reinforced.

	Meets quality requirements	Does not meet quality requirements	not relevant
3.1 Implementation of content			
3.1.1 Logic and conceptual coherence of the curriculum		condition	
3.1.2 Rationale for degree and programme name	x	condition IDM	
3.1.3 Examinations and final thesis	x		

3.2 Structural Implementation

	IDM/ VED
Projected study time	2 semesters
Number of Credit Points (CP)	60
Workload per CP	25 hours
Number of modules	8
Number of modules under 5 CP	1
Time required for processing the final thesis and awarded CP	12 weeks/ 18 CP

For the degree courses the regulations for admission (RA) the general regulations governing the course (GRGC) and the guideline regulations for the examination (GRE) applies.

	Regulated where in the examinations regulations?
Recognition of credits achieved at other HEIs	Section 3 (GRE)
Recognition of externally achieved credits	Section 3 (GRE)
Compensation of disadvantages of handicapped students	Section 15 (GRE)
Student Workload per CP	Section 5 (3) (GRE)
Relative grade or ECTS grading table	Section 21 (GRE)
Awarding of Diploma Supplements	Section 22 (2) (GRE)

The programme is modularised. There is only one module in each course with less than 5 ECTS-Points. It is in both cases the module research project. Due to the eclectic nature of this particular module and the different competences that are being proved, the university has only provided the module with 4 CP. There is a Module Handbook which displays relevant information about the modules of the programme. In each description you can find the amount of awarded credit points, the prerequisites, the content, the learning outcomes as well as the duration, frequency, workload, evaluation and applicability of the respective module.

No module takes longer than 1 semester. There is no overlap that would handicap mobility for more than one academic year.

The overall workload of each module is displayed within the module handbook. The accuracy of these data will be reviewed during regular evaluations after the programme once started.

Appraisal:

The programme structure supports the implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and the workload of each is clearly and comprehensibly deduced. Practical components are designed and integrated in such a way that CP can be acquired. Modules award at least 5 CP as a rule, exceptions are plausibly justified.

The programme is structured in such a fashion that periods for studies at other HEIs and of vocational and professional practice are possible without any loss of study time.

The examination regulations have not yet been subject to a legal examination and they are still in a draft-state.

In the documents, the guidelines for the study course are implemented in compliance with national and country-specific guidelines. Recognition rules for achievements provided at other universities in accordance with the Lisbon Convention and achievements rendered outside of the university are defined. A claim to compensate for disadvantages for students with disabilities with respect to time and formal requirements in the course of studies as well as with all final or course-accompanying performance certificates is ensured. The ending note is also given with a relative note.

Consequently, the panel advises the accreditation under the **condition** that

> The university provides the regulations relevant for the courses of studies in a legally valid, approved and published form. (Source: Criteria 2.5 and 2.8 of the German Accreditation Council's regulations)

The feasibility of the study programme's workload is ensured by consideration of the expected entry qualifications, by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

		Meets quality requirements	Does not meet quality requirements	not relevant
3.2	Structural Implementation			
3.2.1	Structural concept and modular structure	x		
3.2.2	Study and exam regulations		condition	
3.2.3	Feasibility of study workload	x		

3.3 Didactical concept

The didactic concept applied in the master programmes is valid for all of UE study programmes and can be summarized as follows:

- Lectures – acquisition of subject and methodological knowledge (theoretical background) through lectures and discussion. Various media are also used in this regard (including pin boards, overhead projectors, films etc.).
- Exercises – teaching content is demonstrated by lecturers using problems or cases from practice or developed in a group setting.
- Practice – workshop activities, course work, discussions and revisions establish a learning by designing dialogue between faculty and students.
- Assignments (homework) – individual and team skills are developed using appropriate assignments and are nurtured by means of performance feedback provided by lecturers.

- Self-study by means of independent study of lecture notes and literature – this form of knowledge acquisition shall serve as preparation for or consolidation of lifelong learning. In addition, suggestions on suitable literature are provided by lecturers.
- Case studies – subject-specific teaching content is consolidated and supplemented with sample case studies and involves active student participation, which, as a rule, takes the form of group work.

Individual abilities to act, and to do so in the interests of sustainability, shall also be enhanced permanently by such activity. In addition, practice partners are often involved in this area, as well as in leading project-based activities in order to increase applicability and to support the transfer of theory into practice.

- Topics are designed in an interdisciplinary manner to the greatest extent possible by means of empirical or case studies.
- Case studies and practical projects enhance and nurture the students' entrepreneurial spirit and self-confidence.
- Small groups enable an interactive teaching and learning environment between teachers and students.
- Individual support (coaching) requires and encourages regular performance feedback discussions.
- Experience shows, according to the HEI, that this approach is considered by students to be a valuable learning experience.

Furthermore, the programmes are not only aiming to prepare students for future positioning within existing industries, but they should also be supporting them to envision new business models in the field of design and beyond.

The constructive handling of internal revisions and feedback constitute a significant element of the management of one's own motivations. Implementation of the transition from a teaching to a learning orientation is an important part of all elements within the didactic concept. Guidance of students towards independent preparation of content, skill acquisition, practice and the further development of their personalities take center stage. Coaching and profiling students implies faculty to be easily available without time restrictions.

Appraisal:

The didactical concept of the study programmes is plausible and oriented towards the programme objectives. Adequate teaching and learning methods are provided for the programme. The accompanying course materials are up to date, oriented towards the intended learning outcomes and correspond to the required qualification level.

		Meets quality requirements	Does not meet quality requirements	not relevant
3.3	Didactical concept	x		

4 Academic Environment and Framework Conditions

4.1 Staff

The university's appointment procedures follow the provisions of Nordrhein-Westfalen higher education law and are governed in the appointment regulations. The university determines its future requirements for teaching staff and advertises professorial positions as required on an

annual basis, and on the basis of the curricula and student uptake of electives (elective subjects and specializations). The university's strategic objectives (e.g. development of new study programs, creation of new areas of competence, profile-building measures) are also taken into account in this process. Applicants participate in a multi-stage process, in which students and external evaluators are also involved. Applications received are first reviewed by the person responsible for appointments within the scope of the procedure (generally a representative of the QM unit) with due consideration of the requirements of the Higher Education Act, and the results are submitted to the appointment panel. The panel assesses candidates' suitability and alignment with the position requirements based on the application documents provided. In the next step, suitable candidates are invited for a personal interview with the chairperson of the appointment panel. If their positive initial impression is confirmed during this interview, the candidate is invited to give an applicant lecture. Following the appointment lectures, the panel compiles a list of applicants in a particular ranking sequence. Finally, the university's management team begins contract negotiations. If a suitable candidate cannot be found for a position, or if contractual agreement cannot be achieved, the position is re-advertised.

By applying these processes, the UE ensures that the programs' teaching staff satisfy study programme requirements and safeguards the achievement of its targeted skills and competence objectives.

The university offers its lecturers various forms of further qualification. These include in-house training courses, online courses, conference attendance, coaching and shadowing as well as individually tailored further training measures. In order to be able to establish a standardized process for further training of teaching staff, the UE introduced a performance management system in 2016 in which a personnel development plan is an integral part for each employee. Associated measures are defined by the relevant manager in collaboration with the employee. They should support employees' personal as well as job-related development and should provide focus on the respective employee's responsibilities and objectives for the year ahead. Administrative implementation of the system is the responsibility of the Human Resources department, who support managers in the determination of further training needs as well as appropriate measures from the Organizational Development Manager. 2016 has been used as a test phase in order to become acquainted with the system and to implement culture change in the university. Building on the experiences and feedback of employees and managers, all employees shall undergo the process as standard from 2017 onwards.

The Vice-Dean are the study programs' initial point of contact for students, teaching staff and administration. They select lecturers for the study programme and organize lecturer training (learning outcomes, course integration into the curriculum, organizational processes, etc.). They define standards for the study programme (e.g. assessment formats, permitted resources, handling times). All study programme information is assimilated by the Vice-Dean (evaluation results, quality circle student's council's, feedback from students, lecturers and businesses, market analyses, numbers of interested parties, information on students' elective behavior, etc.). The Vice-Dean further develops the programme on the basis of this information. This is done centrally within the scope of a yearly review meeting, in which ideas are discussed and measures identified. The Vice-Dean initiates implementation of measures centrally and conveys corresponding information to the relevant areas (e.g. module coordinators, academic dean, QM, marketing). The results of further developments are examined in the next subsequent meeting.
In addition to long-term programme development, short-term measures are also implemented by the Vice-Dean. Should a student criticize a lecturer's performance during a personal discussion or in an evaluation, for example, the local Vice-Dean summons the lecturer concerned for a discussion and raises the issue. Finally, appropriate measures (e.g. a joint discussion with the lecturer (when possible) and the student, or the announcement of sanctions against the lecturer) are then introduced by the Vice-Dean.

All UE' employees are listed on the university website, along with their responsibilities and contact details. Important positions such as the Student Secretary or the Examinations Office, for example, are manned by several individuals to be able to handle peak demand even if employees are on vacation or sick leave. University members are informed of new employees via info mail and newsletter.

All departments can be contacted directly, with an "open door" policy in place. The university's manageable size also facilitates a highly personal approach. The Student Secretary, Examination Office and Scheduling take on student/organizational responsibilities across all departments and locations. In order to facilitate long-term planning for all members of the university, so-called key semester dates (dates for preparatory courses, orientation days, and lecture and assessment periods) for the following three years are published each semester. In addition, timetables are published a month before commencement of lectures as a rule.

Students and lecturers receive a digital brochure at the beginning of the semester, containing key information on the university, processes, points of contact, technical issues, etc. Students are also greeted with a comprehensive digital information package, in which all information relevant to their studies can be found. New lecturers beginning their roles at the university are informed of processes at the university, e.g. using the campus management system and organization of assessments, in the course of a personal conversation.

The UE's administrative processes are supported by means of electronic services and functions. For example, students can use the campus management system implemented in 2015 to view their performance overviews on their own initiative. An app function makes it easy to review timetables or transmit information to students and lecturers without any delay. Individual departmental information is published in the Campus portal (Intranet) and materials are made available for download. The Laureate platform also offers a wide variety of fully integrated support functions, such as ticket systems, forums and personal messaging, in which both staff and lecturers can be contacted and asked for support.

Measures are in place for personnel development and skills training for administrative services staff. As a rule, these are agreed individually, based on the needs of the employee concerned and of the department. These apply to all university employees, regardless of whether they are lecturers or administrative staff.

Appraisal:

IDM:
Number and structure of the teaching staff correspond, even with their teaching assignments in other study programmes, with the programme's requirements. They also correspond, insofar as they are relevant, with the national standards. Measures for a personnel development and qualification are available.

VED:
The interdisciplinary matrix presented so far by the university does not provide sufficient information about the structure and the number of teachers necessary for the trouble-free conduct of the courses. For the course of studies VED the naming of one part-time lecturer is missing.

Consequently, the panel advises the accreditation under the **condition** that

> The university submits for the study programme Visual & Experience Design (M.A.) a complete interdisciplinary matrix and the CV of the new part-time lecturer that provide evidence of an adequate staffing of the courses.

<u>Both Programmes:</u>

The programmes directors coordinate the activities of everyone involved in the programmes and ensure that the programmes runs smoothly. The organisation of studies ensures the implementation of the study programmes concept.

Administrative support is ensured. Measures for a personnel development and qualification are available.

		Meets quality requirements	Does not meet quality requirements	not relevant
4.1	Staff			
4.1.1	Faculty	x	condition VED	
4.1.2	Programme Director and organisation of studies	x		
4.1.3	Administrative Staff	x		

4.2 Cooperation and Partnerships

Within the study programme no other organisations are involved in the field of teaching and learning.

		Meets quality requirements	Does not meet quality requirements	not relevant
4.2	Cooperation and Partnerships			X

4.3 Facilities and equipment

The university is located in Iserlohn (Seilersee campus), Hamburg (Altona campus) and Berlin (Dessauer Straße campus).
Classroom quantity and quality, as well as media and IT equipment, are set out in accordance with study programme requirements at all UE campuses. Capacity adjustments are made regularly. All class rooms are equipped with a digital projector, overhead projector, whiteboard and flipchart. Lecturers and students can order additional equipment from Facility Management if needed. In addition, students will have a dedicated space for group work. Rooms and access points are equipped for disabled access and offer barrier-free accessibility. All buildings have a free Wi-Fi/LAN-network, which students and other members of the university can use with their own computers or university-owned notebooks.

In the beginning of 2017 the university and BTK acquired and moved into a new campus venue in Berlin's city center in close proximity of Potsdamer Platz. This new building on Dessauer Straße has a total area of 6700 m², which is about 1500m² more than before. The additional storeys 4 and 5 are currently in their planning phase.

The number of studios and their respective equipment are identical to those in the old venue. However, the ceilings are quite a bit higher (by 1,20 meters), thus creating a more study-friendly environment, especially for students of Photography. Additionally, a print workshop for analogous technologies (90m²), a larger cafeteria (160m²), a gallery (45m²) and a student lounge (38m²) have been built to further accommodate students' needs. On the first floor a shared auditorium for Campus Students has also been implemented. Another main auditorium

on ground level with access for all institutions has been built, meeting the high technical standards for the many different events this auditorium can potentially be used for.

The digital infrastructure includes a 100mBit symmetrical and redundant wireless network. Additionally, all lecture rooms are equipped with projectors, speakers, and a media control panel.

All campus libraries are supervised by qualified personnel who are available to assist students with research matters or questions on academic work. Library stock is continuously supplemented and updated in consultation with lecturers.

All students can access the following online databases:
- Nordrhein-Westfalen Digital Library
- Wiso Plus
- Statista
- World eBook Library
- EconBiz

In addition, access to the following databases has been enabled via the DFG (German Research Foundation) funded "national licenses" project: Blackwell Publishing Journal back files 1879-1996 (electronic periodicals from the fields of, inter alia, psychology, law and economics), Economist Historical Archive 1843-2007 (electronic periodicals), Elsevier Journal back files on ScienceDirect 1907-2002 (electronic periodicals from the fields of, inter alia, economics and psychology), Emerald Fulltext Archive Database 1994-2005 (electronic periodicals from the field of economics, inter alia), Oxford Journals Collection 1849-2010 (electronic periodicals from the fields of, inter alia, mathematics, economics and legal sciences), Sage Journals Online deep back file 1879-2008 (electronic periodicals from the fields of, inter alia, media and communications science, psychology and economics), Springer Online Journal Archives 1860-2001 (electronic periodicals from the fields of, inter alia, energy, environmental protection, computer science, mathematics, psychology, legal sciences and economics), Walter de Gruyter archive package I 1998-2008 (electronic periodicals from the fields of, inter alia, law and communications). The UE has access to the WOBI (video footage), Harvard Business Portal (currently for lecturers only) and World eBook Library databases via the Laureate network.

Students in all UE locations can also use the university's and specialized libraries locally and can apply for library ID cards. Any costs associated with the creation of library cards are reimbursed to students by the UE.

The library's respective opening times (Mon, Wed, Fri 10:00 – 16:00, Tue and Thu 12:00 – 19:00) during lecturing and recess periods are communicated via notices and on the Intranet.

Appraisal:

The adequate implementation of the study programmes is ensured with regard to the qualitative and quantitative facilities with regard to material and space. The rooms and the access to them are equipped for the disabled and barrier-freely accessible.

The proper implementation of the programmes is ensured with regard to access to literature and, when indicated, access to digital media and relevant data bases, as well as support offers by the library staff.

		Meets quality requirements	Does not meet quality requirements	not relevant
4.3	Facilities and equipment			
4.3.1	Teaching rooms	x		
4.3.2	Access to literature	x		

4.4 Financing of the programme

The UE refinances itself primarily through study fees paid by students. Individual UE programmes have no profit center; hence, mixed calculation is always performed. A profit contribution for overall costs at all locations is taken into account in the calculation so that both the programme s' direct costs and profit contribution for overall costs are obtained.

Future revenue can be calculated on the basis of current numbers of interested parties as well as forecasted intake numbers. The university uses a CRM system for management of interested parties, in which all interested parties and applicants are recorded. Weekly reports are generated on the basis of the CRM system, which display growth figures according to study programme and location. Revenue forecasts can be produced on this basis and compared against costs. Financial analysis is performed by the Financial Planning & Analysis department.

In addition to solid financial planning, students' financial security is assured by means of a bank guarantee. This assurance should guarantee continuation of studies for students enrolled at the UE in the event of discontinuation of the university's operations – particularly in the event of insolvency. The value of the guarantee is based on a given calculation scheme required by the supervising ministry of the state province of Nordrhein-Westfalen.

Appraisal:

Appropriate financial support of the programmes exists. It ensures that students can complete their studies.

		Meets quality requirements	Does not meet quality requirements	not relevant
4.4	Financing of the programme	x		

5 Quality assurance and further development

Students have the option of evaluating all courses within their study program. In addition, a general satisfaction survey is conducted in which the university's services and administrative functions are evaluated in particular.

In addition, the UE implemented a so-called "quality circle" with students in 2016. Students of each study programme identify a respective programme spokesperson from amongst their peers in all locations. The role of the programme spokesperson is to capture the feedback of fellow study programme students in the respective location, to summarize and to prioritize certain actions for improvement if necessary. A documented exchange takes place with the Local Programme Manager at the respective campus, in which the Local Programme Manager

learns about the students' feedback, participates in a joint causal analysis and develops content-related resolutions, which are captured in meeting minutes. This process shall take place once a year per study program.

The results of the evaluation process and the quality circle are an important part of the university's PDCA cycle and serve as foundations for the further development of study programmes. The implementation and successful initiation of the measures introduced as a result of the evaluations are audited by the corresponding bodies at study program, departmental and university level.

The following diagram shows the instruments used by the QM:

University	
▪ "B-Lab"-Certification	▪ Institutional accreditation process
▪ Employee Engagement Survey	▪ Closed door meeting of executive managers
▪ Evaluation by teaching staff	▪ Market- and competition analysis
▪ Feedback / Jour Fixes	▪ BiTS' Advisory Board
▪ General Satisfaction Survey	▪ Strategy Meeting Study and Teaching
▪ "LEAF"-Rating	▪ Software applications
Study and Teaching	**Research**
▪ Graduate survey ("Exit Survey")	▪ Appointment procedures

▪ Alumni survey	▪ Doctoral colloquia and workshops
▪ Labour market analysis	▪ Peer-reviewed publications
▪ Student selection procedure	▪ Report on research activities (Research Report)
▪ Advisory boards	
▪ Teaching load planning and -controlling	
▪ Evaluation of study periods abroad[7]	
▪ Teaching evaluation	
▪ Performance-Feedback-Talks	
▪ Programme accreditation (AR and FIBAA)	
▪ Programme Review Meeting	
▪ Quality Circle for Teaching	
▪ Academic onboarding	
▪ Philosophy of "good teaching"	
▪ Study programme documentation	
▪ Student data	
▪ Workload Analysis	

In order to allow a review of the students' workload, this aspect is taken into account in the context of the evaluation of lectures. The students shall provide an assessment of the quantitative scope of the preparation before and after the lecture including the attendance time. This data is available to the vice dean of the respective study courses. In case of serious deviations from the originally calculated workload, they are advised to consult with the respective lecturers and programme leaders and, if necessary, to take appropriate measures.
This comprehensive survey of the workload is supplemented by focus group discussions with the students of various semesters. In addition, the feedbacks from the individual performance feedback discussions are included in the assessment.

Appraisal:

Results of the HEI's quality management are taken into consideration in the further developments of the study programme. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment.
The experts recommend to adapt the quality system to the innovative courses.

	Meets quality requirements	Does not meet quality requirements	not relevant
5. Quality assurance and further development	x		

Quality profile

Higher Education Institution (HEI):	University of Applied Sciences Europe
Master-Study-Programmes:	Innovation Design Management (M.A.) Visual & Experience Design (M.A.)

Criteria		Appraisal		
		Meets quality requirements	**Does not meet quality requirements**	**not relevant**
1.	**Objectives**	x		
2.	**Admission**			
2.1	Admission requirements	x		
2.2	Admission and selection procedure	x		
3.	**Contents; Structure and Didactics**			
3.1	Implementation of Content			
3.1.1	Logic and conceptual coherence of the curriculum		condition	
3.1.2	Rationale for degree and programme name	x	condition IDM	
3.1.3	Examinations and final thesis	x		
3.2	Structural Implementation			
3.2.1	Structural concept and modular structure	x		
3.2.2	Study and exam regulations		condition	
3.2.3	Feasibility of study workload	x		
3.3	Didactical concept	x		
4.	**Academic Environment and Framework Conditions**			
4.1	Staff			
4.1.1	Faculty	x	condition VED	
4.1.2	Programme Director and organisation of studies	x		
4.1.3	Administrative Staff	x		
4.2	Cooperation and Partnerships			x
4.3	Facilities and equipment			
4.3.1	Teaching rooms	x		
4.3.2	Access to literature	x		
4.4	Financing of the programme	x		
5.	**Quality assurance and further development**	x		