

## Beschluss der FIBAA-Akkreditierungskommission für Programme

84. Sitzung am 29./30. November 2012

11/103

**European School of Management and Technology, Berlin  
Master of Business Administration (MBA)**

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

Der Studiengang wird gemäß Abs. 3.1.2 i.V.m. 3.2.1 i.V.m. 3.3.1 der Regeln des Akkreditierungsrates für die Akkreditierung von Studiengängen und für die Systemakkreditierung i.d.F. 10. Dezember 2010 unter vier Auflagen für sieben Jahre re-akkreditiert.

Das Siegel des Akkreditierungsrates und das Qualitätssiegel der FIBAA werden vergeben.

Akkreditierungszeitraum: 1. Januar 2012 bis 31. Dezember 2018

Hinweis: Die Akkreditierungsfrist wurde außerordentlich durch die Stiftung Akkreditierungsrat um ein Jahr auf 31. Dezember 2019 verlängert, da das Verfahren zur Re-Akkreditierung gestartet ist.

Auflagen:

1. ESMT has to ensure that the master's degree will only be awarded if students have accumulated 300 ECTS points. Moreover, ESMT has to regulate ways for students to gain missing ECTS points.

*(see ch. 2, source of law: A.1.3 of the Ländergemeinsamen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen (decision of the Kultusministerkonferenz of February 4<sup>th</sup>, 2010 in conjunction with § 23 (3) Berliner Hochschulgesetz of July 26<sup>th</sup>, 2011)*

**Die Auflage ist erfüllt.**

**Die FIBAA-Akkreditierungskommission am 26./27. September 2013.**

2. ESMT has to revise the module descriptions regarding the prerequisites and the applicability of modules for other modules and study programmes.

*(see ch. 3.1, source of law: 1.1 e and f of the Rahmenvorgaben für die Einführung von Leistungspunktsystemen und die Modularisierung von Studiengängen of February 4<sup>th</sup>, 2010)*

**Die Auflage ist erfüllt.**

**Die FIBAA-Akkreditierungskommission am 26./27. September 2013.**

3. ESMT has to provide the Master's Thesis as a single examination with at least 15 credit points.

*(see ch. 3.1, source of law: clause A.1.4 of the Ländergemeinsamen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen (decision of the Kultusministerkonferenz of February 4<sup>th</sup>, 2010)*

**Die Auflage ist erfüllt.**

**Die FIBAA-Akkreditierungskommission für Programme am 20./21. März 2014**

4. ESMT has to revise the examination rules regarding the following aspects:

- ESMT has to regulate the recognition of qualifications concerning higher education in the examination rules

*(see ch. 3.1, source of law: § 23 (1) Berliner Hochschulgesetz in conjunction with Convention on the recognition of qualifications concerning higher education in the European region (Lisbon, 1997) in conjunction with clause 2.3 of Regeln des Akkreditierungsrates für die Akkreditierung von Studiengängen und für die Systemakkreditierung of December 10<sup>th</sup>, 2010)*

**Die Auflage ist erfüllt.**

**Die FIBAA-Akkreditierungskommission für Programme am 20./21. März 2014**

- ESMT has to enable the availment of protected periods according to the German Maternity Protection Act and the German Law on Parental Allowance and Parental Leave and must also take into account lost periods due to the care of people.

*(see ch. 3.1, source of law: § 31 (3) Berliner Hochschulgesetz)*

**Die Auflage ist erfüllt.**

**Die FIBAA-Akkreditierungskommission am 26./27. September 2013.**



**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

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

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## **Peer Reviewers Report**

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**Higher Education Institution (HEI):**

European School of Management and Technology  
(ESMT), Berlin

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**Master Programme:**

Master of Business Administration

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**Qualification awarded on completion:**

Master of Business Administration (MBA)

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**Brief description of the study programme:**

The ESMT MBA's mission is to ensure the development of integrative leaders – leaders who unite the numerous perspectives required for an organization to grow. These are managers who know how to spot opportunities, share their vision, mobilize all the stakeholders' energy behind that vision and elicit their support through fair, responsible and innovative leadership.

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**Date of opening of the procedure:**

November 9<sup>th</sup>, 2011

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**Date of filing the self-documentation:**

January 4<sup>th</sup>, 2012

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**Date of the site visit:**

July 2<sup>nd</sup> and 3<sup>rd</sup>, 2012

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**Type of accreditation:**

Re-accreditation

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**Type of Programme:**

further education

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**Intended length of programme:**

12 months

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**Mode of study:**

Full-time

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**Profile of programme:**

Application-oriented

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**Initial Start of the programme:**

January 2006

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**Student intake:**

Currently 50

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**Programme cycle starts in:**

January

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**Speed (planned number of parallel years)**

1

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**Number of ECTS point assigned to programme:**

60

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**Hours (workload) per ECTS point:**

30

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**For re-accreditation:**

Regarding statistics such as Application rate, Utilisation rate (no. students actually enrolled), Rate of Efficiency, Success rate, Average study duration, Average grade of the final degree, Numbers of first-year students and Percentage of foreign students (each aspect broken down into the year cohort and sex) please see p 9.

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**Date of the Meeting of FIBAA-Accreditation Commission:**

November 30<sup>th</sup>, 2012

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**Resolution:**

Recommendation of the panel members: The re-accreditation of the programme is under four conditions and is valid for seven years.

*(source of law: Clause 3.1.2 in conjunction with clause 3.2.1 in conjunction with clause 3.3.1 of the Regeln des Akkreditierungsrates für die Akkreditierung von Studiengängen und für die Systemakkreditierung of December 10, 2010).*

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**Duration of Accreditation period:**

January 1<sup>st</sup>, 2012 until December 31<sup>st</sup>, 2018

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**Conditions:**

1. ESMT has to ensure that the master's degree will only be awarded if students have accumulated 300 ECTS points. Moreover, ESMT has to regulate ways for students to gain missing ECTS points.

*(see ch. 2, source of law: A.1.3 of the Ländergemeinsamen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen (decision of the Kultusministerkonferenz of February 4<sup>th</sup>, 2010 in conjunction with § 23 (3) Berliner Hochschulgesetz of July 26<sup>th</sup>, 2011)*

2. ESMT has to revise the module descriptions regarding the prerequisites and the applicability of modules for other modules and study programmes.

*(see ch. 3.1, source of law: 1.1 e and f of the Rahmenvorgaben für die Einführung von Leistungspunktsystemen und die Modularisierung von Studiengängen of February 4<sup>th</sup>, 2010)*

3. ESMT has to provide the Master's Thesis as a single examination with at least 15 credit points.

*(see ch. 3.1, source of law: clause A.1.4 of the Ländergemeinsamen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen (decision of the Kultusministerkonferenz of February 4<sup>th</sup>, 2010)*

4. ESMT has to revise the examination rules regarding the following aspects:

- ESMT has to regulate the recognition of qualifications concerning higher education in the examination rules

*(see ch. 3.1, source of law: § 23 (1) Berliner Hochschulgesetz in conjunction with Convention on the recognition of qualifications concerning higher education in the European region (Lisbon, 1997) in conjunction with clause 2.3 of Regeln des Akkreditierungsrates für die Akkreditierung von Studiengängen und für die Systemakkreditierung of December 10<sup>th</sup>, 2010)*

- ESMT has to enable the avilment of protected periods according to the German Maternity Protection Act and the German Law on Parental Allowance and Parental Leave and must also take into account lost periods due to the care of people.

*(see ch. 3.1, source of law: § 31 (3) Berliner Hochschulgesetz)*

Proof of meeting these requirements is to be supplied by August 30<sup>th</sup>, 2013.

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**Project Manager:**

Dipl.-Volksw. Kristina Weng

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**Panel members:**

**Prof. Dr. Heinz Dieter Smeets**

Heinrich Heine University Dusseldorf  
Faculty of Business Administration and Economics  
Professorship for International Economics

**Prof. Dr. Robert Pichler**

FHWien University of Applied Sciences of WKW  
Head of Institute, Head of the International MBA in Management & Communications Programme

**Dr. Hermann Klinger**

Educational Engineering, Esslingen

**Lukas Löhlein**

Zeppelin University Friedrichshafen  
Student of Corporate Management (M.A.)

# Summary<sup>1</sup>

The panels' assessment takes into account the self-assessment and the results of the on-site visit and the statement of the HEI to the assessment report of November 8<sup>th</sup>, 2012.

The Master programme 'Master of Business Administration' (MBA) offered by the ESMT European School of Management and Technology is a further education programme. It has a modular structure, is based on the ECTS, has an application-oriented profile and leads to the academic degree of "Master of Business Administration". The degree is awarded by the ESMT.

The programme meets the quality requirements for Master's programmes with six exceptions and can be re-accredited by FIBAA under five conditions. The accreditation procedure has verified that the programme has all of the quality elements required of a Master programme, including those specified in the European MBA Guidelines.

But the reviewers also feel that there is potential for development regarding several aspects. The panel therefore advises to re-accredit the programme meeting the following requirements:

1. ESMT has to ensure that the master's degree will only be awarded if students have accumulated 300 ECTS points. Moreover, ESMT has to regulate ways for students to gain missing ECTS points.

*(see ch. 2, source of law: A.1.3 of the Ländergemeinsamen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen (decision of the Kultusministerkonferenz of February 4<sup>th</sup>, 2010 in conjunction with § 23 (3) Berliner Hochschulgesetz of July 26<sup>th</sup>, 2011)*

2. ESMT has to revise the module descriptions regarding the prerequisites and the applicability of modules for other modules and study programmes.

*(see ch. 3.1, source of law: 1.1 e and f of the Rahmenvorgaben für die Einführung von Leistungspunktsystemen und die Modularisierung von Studiengängen of February 4<sup>th</sup>, 2010)*

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- ESMT has to enable the availment of protected periods according to the German Maternity Protection Act and the German Law on Parental Allowance and

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<sup>1</sup> In the following there is no differentiation on the basis of gender, however this is only intended to simplify the legibility of the Assessment Guide. The male form is therefore used exclusively.

Parental Leave and must also take into account lost periods due to the care of people.

(see ch. 3.1, source of law: § 31 (3) *Berliner Hochschulgesetz*)

Proof of meeting these requirements is to be supplied by August 30<sup>th</sup>, 2013.

The further quality standard that has not been met (Quality Assurance Enhancement in the HEI of Programme Development and the Cooperation between the HEI's Management and the Faculty / Department as well as the Programme Directors (chapter 5.1)) is no required quality standard according to *Regeln des Akkreditierungsrates für die Akkreditierung von Studiengängen und für die Systemakkreditierung* as amended on December 10, 2010). No further conditions have therefore been recommended.

The panel also identified further potentials for improvement of the study programme and thus recommends:

- ESMT should use a standardised language test with a specified minimum score (see chapter 2).
- ESMT should establish a system of quality assurance and enhancement as well as clear responsibilities regarding the head of quality management (see chapter 5).

There are also several criteria that exceed the quality requirements:

- Logic and Transparency of Programme Objectives (chapter 1.1),
- Competence Goals (chapter 1.1),
- Positioning on Job Market (Employability of Graduates) (chapter 1.2),
- International Content (chapter 1.3),
- Foreign Language (chapter 1.3),
- Cooperation with Enterprises and other Organisations (chapter 1.4),
- Selection Procedure (chapter 2),
- Professional Experience (chapter 2),
- Logic, conceptual Coherence and Transparency of Programme / Curriculum (chapter 3.2),
- Integration of Theoretical and Practical Content (chapter 3.2),
- Acquisition of Skills for Application-oriented and/or Research-oriented Tasks (chapter 3.3),
- Social Behaviour, ethical Aspects and Conduct (chapter 3.3),
- Leadership Skills (chapter 3.3),
- Management Concepts (chapter 3.3),
- Communication and Public-speaking Skills (chapter 3.3),
- Teamwork and Conflict-Handling (chapter 3.3),
- Logic and Transparency of Teaching and Learning Methodology (chapter 3.4),
- Diversity of Methods (chapter 3.4),
- Practical Projects and Case Studies (chapter 3.4),
- Employability (chapter 3.5),
- Teaching Staff's Pedagogical / Didactical Qualifications (chapter 4.1),



- Provision of Student Support / Coaching by Teaching Staff (chapter 4.1),
- Programme Directors (chapter 4.2)
- Administrative Support for Students and Teaching staff (chapter 4.2) and
- Careers Advice and Placement Service (chapter 4.5).

Moreover, there are criteria that exceed the quality requirements by far:

- Internationality of Programme Design (chapter 1.3),
- Internationality of Student Community (chapter 1.3),
- Internationality of Teaching Staff (chapter 1.3) and
- Quantity, Quality and IT and Media Facilities of Teaching Rooms (chapter 4.4).

The overall assessment rating is shown in the quality profile at the end of this document.

# Institutions Details

In 2002, a group of 25 major global corporations and associations of employers made a decision to create a world-class international business school with global reach and a distinctly European profile. This School would combine rigorous research with practical relevance for the sake of the economy and society as a whole and it would be designed to provide a European management perspective to issues of global business. From the founders' perspective, the School was expected to create a counterweight to the migration of the best academic and executive talent from Germany. The School was to be based in Berlin and would be funded based on a substantial financial endowment from the founding companies. This decision led to the establishment of ESMT European School of Management and Technology in late 2002.

ESMT develops entrepreneurial leaders who think globally, act responsibly and respect the individual. With a heritage rooted in European values and the potential of technology, ESMT develops and imparts new knowledge to foster sustainable economic growth.

ESMT's mission, across all its activities in research, teaching and services, is to focus on the responsible leader. The outcome of all academic activities of the School should have an impact on those who have studied, or researched, or simply worked within ESMT to become responsible leaders. The School currently offers two degree programmes: a full-time MBA (one year) and an Executive MBA (two years), as well as a significant portfolio of executive education programmes.

## **Further development of the programme, implementation of the recommendations from previous accreditation, statistical data and evaluation results**

The ESMT full-time MBA programme was launched in January 2006 and was first accredited by the Foundation of International Business Administration Accreditation (FIBAA) in November 2006 without any conditions. Several recommendations were made in the initial accreditation. According to ESMT, the twelve-month MBA programme has seen continued growth and improvement in line with the suggestions made in FIBAA's evaluation report.

ESMT's MBA programme remains based on general management studies, with a specific focus on "integrative leadership." However, through the new electives section of the programme, further opportunities have been created for students to gain specialized experience, particularly in the fields of "managing innovation and technology" and "global sustainable business." The number of electives has increased from zero in 2006 to 13 in 2011. In addition, the programme now runs in six modules, from the ten in the 2006 curriculum.

Furthermore, ESMT's global positioning is strengthened through the number of partnerships it has with other HEIs, developing from four such relationships in 2006 to 14 cooperation's in 2011. This has increased the students' ability to study abroad, if desired, and has increased the global public profile of the school.

The MBA programme has been significantly restructured, although many of the core courses remain in place (i.e., accounting, finance, decision making, marketing, human resources, and economics). However, students now complete a one-year course on Leadership Competency Development, which integrates a wide range of personal and professional developments skills. Students also take instruction on research methods and project management methods during their students, which they directly put into practice, guided by ESMT faculty, while working on the practice project and Master's Thesis. Through this instruction and guided practice, students receive a high amount of instruction on conducting academic research and managing projects.

ESMT's faculty has increased substantially, as planned in the 2006 report. The full-time faculty members at ESMT have grown from 13 in 2006 to 33 in 2011, an increase of 254%. All

faculty members come from leading institutions and have substantial, top-quality research training and experience. As detailed in the report, the ESMT faculty is now one of the top-rated in Germany for its visibility in top-tier peer reviewed journal articles. As a result of this strong growth, almost all courses are now taught by ESMT's internal faculty.

Finally, the financing of the school has been strengthened significantly since 2006. In 2010, a successful new round of financing totalling approximately EUR70 million was completed with the founding companies. Furthermore, the MBA programme is continuing to ground itself among the top schools in the world, as evidenced by its entry into rankings, and the ability to continually increase its student body from the 29 in 2006 to ensure long-term success of the programme.

The following table shows statistical data concerning the development of the full-time MBA Program:

#### Statistical data of ESMT's Full-time MBA Program

	Actual 05 (Class of 06)	Actual 06 (Class of 07)	Actual 07 (Class of 08)	Actual 08 (Class of 09)	Actual 09 (Class of 10)	Actual 10 (Class of 11)
10 Number of enrolled students	29	37	31	26	40	39

## Appraisal

The panel appreciates the excellent further development of the programme since the initial accreditation in 2006. The programme is developing positively in line with the expectations of the students.

In contrast to the initial accreditation, the students now have the possibility to choose between several electives.

The number of candidates with preliminary contacts as well as the number of started applications and the completed applications reviewed have been rising sharply. The drop out rate is very low and the average study duration in month is 12. These facts confirm that the student workload is manageable.

The proportion of women has fluctuated between 13 and 35 percent over the last six years.

## **1. Strategy and Objectives: 1.1 Programme Objectives**

The ESMT full-time MBA was created to meet the ever-growing demand for excellent management development, as reflected in the foundation of ESMT and the mandate formulated by its corporate founders. The ESMT MBA programme is a general management focused MBA, which aims at educating responsible leaders for the 21<sup>st</sup> century. Participants learn to anticipate changes before others do and to develop strategies to realign organizations' internal functional activities and business system activities in order to take advantage of new opportunities. Also great emphasis is put on communications skills as well as team and self learning.

The ESMT MBA aims to develop "Integrative Leadership" skills that include the mastery of all the main management disciplines as well as the ability to lead complete organizations, or sub-sets of them. Graduates are expected to become leaders who are managerially professional, entrepreneurial, and responsible, and in the best European tradition, globally-minded and culturally-grounded. The specific learning objectives have been clarified since the initial accreditation to a significant extent, and a comprehensive system to assure the achievement of learning objectives has been implemented.

The ESMT MBA provides a solid foundation in management and puts emphasis on international business and innovation. The programme is designed with the experience of close cooperation with top global companies delivered by an international expert faculty. When it comes to the learning experience, ESMT turns classroom learning into a highly interactive experiential environment. With the help of case studies, group exercises, and simulation, participants develop insights through the discussion of examples as well as apply concepts to practical problems.

The qualification's objectives fully match the mission statement of the ESMT MBA (to develop integrative leaders) since they define the specific goals in terms of knowledge, skills and capabilities underlying the required leadership capabilities. For the MBA Programme, the specific learning objectives have been defined fully in 2009 and 2010 to ensure that learning outcomes fully reflect the School Mission and faculty expectations for its graduates. The formalized process also involved the involvement of external and internal stakeholders (corporations, students and alumni) regarding the appropriateness of the ESMT MBA learning goals. As a result of the review process, the School agreed a set of 5 key learning goals that combine the required skill and knowledge attributes of a top MBA graduate with the specific expectations of an ESMT MBA graduate given the School's particular Mission:

- Graduates will show proficiency in major business functions in a global environment
- Graduates will display critical thinking and analytical ability for creativity and innovation
- Graduates will demonstrate integrative leadership skills and communicate effectively
- Graduates will demonstrate an appreciation for and incorporate social responsibility in business
- Graduates will understand and exploit the potential of technology for innovation and growth

Each of the learning goals has been translated into a number of more specific learning objectives.

The post-graduate, full-time MBA programme of ESMT aims to provide an independent, professional qualification which builds on previously attained knowledge and trained abilities and to expand these. It has a general management perspective and covers all fields of management, from accounting, to finance, marketing, operations, strategy and many others.

It aims to develop graduates with a potential to become “general managers” and is therefore defined as a Master of Business Administration.

The ESMT MBA is application-oriented. Its goal is to provide practical skills and abilities to address tomorrow’s managerial challenges in organizations anywhere in the world. Its education is grounded in research and development, and its Faculty members are active scholars. However, participants are not trained to become researchers, rather accomplished “integrative leaders”.

The ESMT MBA graduates have a broad knowledge of management disciplines, as well as a thorough understanding in all these fields, complemented by an extensive knowledge and set of skills to be effective leaders. “Integrative Leadership” covers:

- ability to work across departmental silos
- ability and the willingness to manage change and innovation
- ability to address the expectations of all stakeholders.

However, ESMT puts a great emphasis on the leadership potential of its students. Attention is therefore paid to the past experience of candidates, and to the instances in which they have experienced their leadership abilities, either in a professional environment or in societal initiatives.

The MBA programme will build on these capabilities as it provides the participants with substantive knowledge, experiential skills, behavioural guidance and a broad understanding in complex situations characterized by multiple stakeholders. In particular on numerous occasions, participants will be put in situations of managerial decision-making, with practical as well as conceptual implications, such as defending a plan, negotiating, conducting appraisal interviews, in order to experience their ability to make balanced decisions.

The content of the MBA programme is continually monitored. Each course is approved by the MBA Director and is generally discussed with faculty specialized in the same area. The curriculum is approved by the Admission and Examination Committee as per the MBA Policy.

### **Appraisal**

The objectives of the programme are set out consistently in relation to the occupational area. In doing so, they take into account the areas empowerment, employability and personality/personnel development. As the panel likes to point out, professional practitioners, company members, students and alumni have been involved in the programme design as well. Students will be encouraged and enabled to take responsibility for their learning and professional development throughout the whole programme. A particular strength of the programme lies in its internationality and the international composition of the students.

The objectives of the programme design set out in the programme description are explained in an intelligible manner. The modules are logically structured. As the panel learned during the site-visit, the students appreciate very much the logic and transparency of the programme objectives which is clearly reflected in each module.

The objectives of the programme design set out in the programme description are in line with the qualification of the programme. The overall programme design is based on subject-specific and generic learning outcomes, which are according to the panel in line with the level of the degree to be awarded on completion. Moreover, the panel members state that the overall programme design and the competence goals are aligned with one another and that the programme takes into account the requirements of the Dublin Descriptors.

ESMT intends to award graduates of this programme with a MBA degree, which is in line with the focus of the programme content and the national requirements. The reasons for the programme profile are given and the profile is clearly “application-oriented” due to the programme purposes and structural elements such as case studies and practical projects. The

programme profile is in line with the descriptors specified by the German Accreditation Council.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
<b>1.</b>	<b>Strategy and Objectives</b>					
1.1	Programme objectives		X			
1.1.1*	Logic and Transparency of Programme Objectives		X			
1.1.2	Rationale for Qualification Title			X		
1.1.3	Programme Profile (only relevant for master programmes in Germany)			X		
1.1.4*	Competence Goals		X			

## 1. Strategy and Objectives: 1.2 Positioning of Programme

ESMT has the ambition to be a top 10 European business school. According to the Financial Times ranking in 2011, the school has already achieved this goal in Executive Education. The school will be first eligible for Financial Times ranking for its full-time MBA in January 2014. Among the competitors of ESMT are HEC Paris London Business School, Mannheim Business School, INSEAD, WHU Vallendar IMD, Rotterdam School of Management, Cranfield University, SDA Bocconi, Copenhagen Business School and Vlerick Leuven Gent School of Management.

A survey concluded in September 2011 with 94 responses from Full-time and Executive MBA graduates of ESMT indicates a strong satisfaction of alumni.

- 90 % were very satisfied or satisfied with overall programme experience (+9 % neutral)
- 90 % are proud members of ESMT community
- 94 % are proudly telling colleagues and friends of their ESMT experience
- 83 % would recommend the school's programmes to their networks
- 86 % rated customer service either excellent or good

Beyond this, more than 80 % of respondents associate ESMT with friendliness, team-orientation, collaborative approach, professionalism, responsibility, internationalism, and closeness to business.

The MBA programme has an excellent placement record. The most recent placement data collected by the school shows that 88% of MBA graduates who were looking for jobs after their MBA were in positions 3 months after graduation. The average salary for the 2010 graduates was EUR 68,000. The school works with a wide range of companies, both founders and non-founders, to ensure that MBA graduates have access to opportunities. While the Career Services strategy is predominantly based on individual coaching and networks, the school also runs on campus recruitment days.

The programme is positioned primarily as a path into industry, with consulting as an alternative. Different to many MBA programmes (and consistent with the expressed values of the school), few participants enter the programme targeting the Investment Banking industry.

The ESMT MBA programme has been a flagship programme of the school since its launch in 2006. It directly serves several key objectives within the School's broader academic strategy. As a degree programme designed and delivered by the school's own academic faculty, it strongly contributes to ESMT's identity as an institution of higher education. Through its positioning it strengthens the School's direct relationships with both key actors of the managerial labour market: the employers in need of accomplished managers capable of leading organizations for success, and managers in need of enhanced understanding and skills they need to possess for assuming such leadership roles. As a result of the combination of academic rigor and practical relevance in the curriculum, the MBA programme provides faculty with a fertile ground on which they can develop their research programmes.

In accordance with the School's mission, the role of research at ESMT is to develop and disseminate new knowledge to foster sustainable economic growth and help business leaders succeed globally and act responsibly.

### Appraisal

The profile and the competence goals, which have been described in detail, are such that the programme can compete both on the education and on the job market. Student numbers have been rising in the last years. The programme directors have identified the demand for graduates from the programme. The interviews with the students and graduates made clear, that the programmes position on the job market is very good and exceed the respective requirements. Most of the graduates get a job in Germany.

Convincing reasons are given for the way in which the programme is incorporated into the overall strategy of ESMT. The programme objectives fully match the mission statement of the ESMT and the MBA programme fits well to the ESMT as an international management school.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
1.2	Positioning of Programme			X		
1.2.1	Positioning on Education Market			X		
1.2.2	Positioning on job Market (Employability of Graduates)		X			
1.2.3	Positioning within HEI's overall Strategy			X		

## 1. Strategy and Objectives: 1.3 International Dimension of the Programme

According to ESMT the international orientation is a clear focus of this MBA's programme design. The MBA curriculum aims to promote the "European Principles" of management that have been widely implemented in Germany as well as in other European regions such as Scandinavia. These approaches are characterized by the search for a balance between all stakeholders of a company: shareholders, clients, employees, suppliers, the society at large, and the environment. This is the concept of "Integrative Leadership". ESMT strongly believes that these principles are relevant not only in Europe but also in all regions of the world and that they should be promoted at the global level. For this reason, ESMT positions itself as a "global player" with international faculty and an international student body.

Being an international student is the norm at ESMT, not the exception. All students have had exposure to international business and work experience in an international environment.

English is an official language in communication between the ESMT staff (faculty, programme managers, IT-Support, Information Centre, and other support services) and the student body. In 2011, 95% of the MBA programme participants were from outside Germany. The school's marketing team participates in over 40 international events annually to attract a diverse student body to ESMT. There is an explicit intent to attract a highly internationally mobile group of students to ESMT, as this correlates to the type of person being sought by employers after the MBA.

Members of ESMT's faculty enjoy a wide variety of international, academic, and professional backgrounds. As of January 1, 2012, ESMT's permanent faculty and professionals (including two distinguished and two emeritus) is comprised of 27 men and 6 women of 19 different nationalities.

Each course on the programme is international in orientation. Case studies used on the programme are chosen to represent a geographical balance between different regions of the world, and discussing these case studies in an international study group adds to the inter-cultural dimension of the learning experience. All students are required to undertake an International Field Seminar, consisting of a two week module in another continent. In addition, many of the school's consulting projects involve international projects. In 2011, participants undertook consulting assignments as part of their studies in Afghanistan, France, Haiti, Russia and the UK.

The programme is entirely taught in English and the learning material used is international. Faculty is expected to present case studies from different national settings. These national settings are not limited to Europe but include other regions to ensure that participants learn about conducting business operations in other national contexts. Besides, discussing these case studies in an international study group adds to the inter-cultural dimension of the learning experience.

### **Appraisal**

Internationality in teaching and study is a central component of the programme design. By means of targeted knowledge and skills development, the programme provides graduates with the skills they need to perform the tasks required in an international environment. The programme objectives and strategy are consistently geared to internationality in teaching and research and to the students' future employability. By far the majority of the students come from abroad and they represent many different nationalities. Study abroad periods (international field seminars) are an integral part of the programme.

The teaching staff at ESMT has extensive international experience in professional or academic fields. Multilingual and foreign teaching staff is not the exception and considerable effort is made to recruit such persons. The panel members were impressed by the internationality of the staff and the success ESMT already achieved in this context. The teaching staff is involved in the work of international academic organizations, are authors of papers published in international and foreign journals and publications and present papers at international congresses.

International content forms one of the main components of the programme and that focus is consistently implemented in the curriculum. Activities aimed at ensuring internationality, i.e. case studies, projects and study abroad semesters, i.e. the International Field Seminar, are offered and conducted regularly in each phase of the programme. This is true both of the programme content and the extracurricular sphere.

The curriculum includes specific intercultural content by the International Field Seminar. Furthermore, intercultural content is communicated implicitly as the students come from many different countries. Nevertheless, the interviews with the students made clear, that there is still room for improvement. The panel recommend ESMT emphasizing more on intercultural contents i.e. by integrating a cross-cultural workshop in the curriculum.



The programme makes regular use of international teaching material (i.e. case studies, projects, specialist literature). Courses of studying abroad are accompanied by examinations. Lectures and related student workload are completely delivered in English.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
1.3	International Dimension of the Programme		X			
1.3.1	Internationality of Programme Design (if relevant)	X				
1.3.2	Internationality of Student Community	X				
1.3.3	Internationality of Teaching Staff	X				
1.3.4	International Content		X			
1.3.5	Intercultural Content			X		
1.3.6	Structural and/or Content Indicators for Internationality			X		
1.3.6	Foreign Language		X			

## 1. STRATEGY AND OBJECTIVES: 1.4 Cooperation and Partnerships

ESMT has several cooperation agreements with partner institutions, such as Humboldt University Berlin, Technische Universität Berlin, Tongji University Shanghai, Hertie School of Governance Berlin, CELAP China Executive Leadership Academy Pudong, Shanghai, IIMB Indian Institute of Management, Bengaluru, Peking University Guanghua School, Beijing, Kofi Annan Business School Foundation Wissenschaftszentrum Berlin (WZB) and Bates White LLC, Washington D.C.. Further institutional cooperation's have been agreed with international institutions such as the University of Virginia Darden School, Cheung Kong Graduate School of Business, Rotterdam School of Management and Moscow State University, among others. Several other proposals are currently under discussion, mostly in the area of executive education.

ESMT is integrated into a special research field of Transregio 15 (Governance and Efficiency of Economic Systems, GESY). Freie Universität Berlin, Rheinische Friedrich-Wilhelms-Universität Bonn, Ludwig's Maximilians Universität München, Humboldt-Universität Berlin, Universität Mannheim and Center for European Economic Research GmbH Mannheim actively participate in this research area. The cooperation reaches out to extend of common seminars and conferences as well as invitations of international researchers.

One of the goals of ESMT is to cooperate with its sponsors who are leading companies and associations in Germany. These organizations provide financial support to ESMT, in the forms of scholarships and endowments. In return for this support they get priority access to the work of MBA participants (through consulting project), recruitment opportunities, and exposure to the class. Sponsors are invited to nominate a "Corporate Mentor" for each MBA participant. Many other corporate mentors also volunteer and work intensively with students during their studies. The mission of Corporate Mentors is to provide guidance to the MBA student in terms of career planning and to help him network.

Representatives from companies get involved in individual classes on request of faculty. HR representatives come to the MBA recruitment day and participate in other initiatives with the program's Career Services. Once or twice per module, ESMT's Corporate Relations Office invites leaders of one of the organizations supporting ESMT, as well as non-business leaders for a Master Class.

### Appraisal

Cooperation with HEIs and other academic institutions/networks with effects on the programme are actively pursued. Furthermore, ESMT is actively involved in cooperation with enterprises and other organizations and these cooperations produce concrete results, i.e. in project work, work experience placements and teaching activities, as well as being beneficial when it comes to theses.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
1.4	Cooperation and Language Skills		X			
1.4.1	Cooperation with HEIs and other Academic Institutions/Networks			X		
1.4.2	Cooperation with Enterprises and other Organisations		X			

## 1. STRATEGY AND OBJECTIVES: 1.5 Equal Opportunities

ESMT has developed financial aid awards to increase female participation on the School's programmes. ESMT has financed 10% of each class through full scholarships for outstanding female applicants. The proportion of women has fluctuated between 13 and 35 percent over the last six years. The school expects roughly one third of full-time MBA participants in 2012 to be women, far ahead of the international average. The issue of diversity is dealt with in the programme and is taught as one of the critical topics in some of the programme courses. The student population at ESMT is diverse in its composition including different nationalities, both genders, a broad range of ages, varied academic backgrounds and professional experience. Teaching staff are also diverse with regard to nationalities and gender representing different cultural perspectives and values.

ESMT is also able to facilitate any student who has specific requirements in terms of both facility provision and extra assistance at examination time. The school can provide, for example, special prayer facilities for those with religious requirements, and can provide individual examination facilities for those requiring more time for medical reasons. The school is strongly committed to a policy of non-discrimination on grounds of racial, religious or sexual orientation and has a very diverse employee community.

### Appraisal

In meeting its tasks, ESMT promotes gender equality and the implementation of general bans on discrimination. Provisions are made for disadvantaged students with regard to time and formal requirements on the programme as well as for evidence of performance at the end of the course or during the latter (i.e. through alternative forms of examination and events) and as part of procedures to determine suitability. However, the panel members would like to point out that ESMT has not fully implemented the requirements of the Berliner Hochschulgesetz concerning equal opportunities in the examination rules (see ch. 3.1).

		Exceptional	exceeds quality requirements	meets quality requirements	does not meet quality requirements	Not relevant
1.5	Equal Opportunities			X		

## 2. ADMISSION (REQUIREMENTS AND PROCEDURE)

Formal application requirements comprise:

1. A strong academic first degree (at least Bachelor's level) completed at a higher education institution in Germany or at a German Berufsakademie that has been acknowledged by the respective Länder (federal states) as equivalent (i.e., Fachhochschule); or from a programme of a Berufsakademie which has been accredited as one leading to at least a Bachelor's degree by a state-approved accreditation agency or a diploma of at least similar value from a foreign university or institution of higher education.

A Bachelor degree is considered an acceptable qualification if the degree was completed with above average grades. If a candidate holds a Master's or Doctorate's Degree, these will be considered in conjunction with the Bachelor's degree. Candidates without a first undergraduate degree may be considered for admission to the programme, if they prove equivalent competencies and skills acquired through their professional career. These competencies and skills will be tested in a qualifying examination for professionals without a first academic degree.

Applicants having accumulated less than 240 ECTS points will be subject to a special evaluation by the Admission and Examination Committee in order to evaluate their qualification and aptitude to successfully pursue studies at Master's level.

2. A minimum of three years of professional experience certified by corresponding references. This may also have been demonstrated successfully in a department or organization already, and may include project leadership, in a professional context or in a societal one (i.e. for a non-profit association). In rare exceptions, a candidate may be admitted with a somewhat shorter professional experience if he has demonstrated outstanding leadership qualities and achievements. This is only possible if the individual possesses a particularly strong track record and would make a unique contribution not otherwise available in the class (i.e. perspective from a particular industry or an emerging country).

It is understood, however, that these are exceptions that cannot concern a significant proportion of a class. The average for the Full-time MBA classes of 2006-11 is substantially higher, at more than 6 years, with the average age of participants at 30 years.

3. A successful interview, specifically emphasizing the applicant's leadership potential, to be conducted with one ESMT representative. As a rule, this representative is a member of ESMT full-time faculty appointed by the Programme Director or an ESMT staff member with appropriate interviewing skills and relevant experience. During the course of the admission interview, each candidate will be asked to give a short impromptu presentation on a randomly chosen topic. This task is designed to assess the candidate's ability to structure and present a topic without thorough preparation.

4. In addition, candidates will be subjected to a special evaluation by the Admission and Examination Committee if by the time of his application the candidate has accumulated less than 240 credits. This evaluation will address the applicant's qualification and aptitude to successfully pursue studies at Master's level, particularly emphasizing the following criteria: structured and analytical thinking, communication, leadership, team-work skills and

motivation. In such cases, admission records will be augmented to explicitly state the results of the aforementioned evaluation.

6. A proof of an above-average and well-balanced GMAT (Graduate Management Admission Test) score (on average 600 points or above) as well as of strong English proficiency (for example TOEFL, TOEIC, IELTS or demonstrated as a rule in an interview). The TOEFL test can be waived if the respective candidate graduated from a university using English as main language of instruction.

7. A statement made by the candidate that he has to date not failed exams (or examination requirements) in another study programme with the degree Master of Business Administration, that he has not been ex-matriculated (deregistered) from any study programme with this degree and that he is not currently in an examination process for any other study programme.

Applicants are selected by the Admission and Examination Committee. Applications to the Full-time MBA programme are to be submitted online and should include the following documents:

- Certificate of first degree and all additional degrees with detailed records showing levels of academic performance, course credits and grades
- CV demonstrating relevant professional experience Documents, essays, test scores (i.e. GMAT/GRE)

Candidates who do not manage to complete their applications by this deadline may request a grace period and the deadline may be extended.

The MBA Admission Office receives applications throughout the year. These are reviewed by an Admission Manager who provides the file to the respective faculty member for the interview. Applicants whose files are considered as matching or exceeding the criteria are invited for an interview. The interview is typically conducted by the Director MBA Programmes or a faculty member and a staff member from the MBA Admission Office and seeks to verify relevant aspects of the candidate's profile as outlined in the online application. In particular, the interview focuses on the criteria professional competence, indicators of project-related and/or disciplinary leadership experience/leadership potential, motivation, intercultural awareness, international experience, goal-orientation, realistic career objectives, structured and analytical thinking, team-work skills and responsible approach to business. For the interview content as well as candidate assessment procedure, a detailed framework has been developed. All admission interviews are conducted in English.

Any admission decision (accept, conditional accept, or reject) is taken by the Admission and Examination Committee on the basis of documents submitted (general information, curriculum vitae, essays, transcripts, GMAT/GRE and TOEFL certificates, two reference letters) and the admission interview. Upon conditional acceptance the applicant must submit new and satisfactory information on one specific element of the application (i.e. detailed information on academic records).

Admission decisions are taken by the majority of the voting members of the Admission and Examination Committee (comprising three ESMT Faculty and the Programme Director), with the Dean or his deputy holding a veto in case of a tie.

There are about 15-20 admission sessions throughout the year (at least one per month), with increasing frequency toward the end of the recruiting campaign. The selection ratio is expected to be in the region of 1 in 4, i.e. 1 offer is made for 4 applications.

Admission decisions are communicated in writing. The admission requirements and procedures are explained on the website, in the MBA Study Book, in brochures and other marketing materials and events if relevant.

## Appraisal

The admission requirements are defined and transparent. The national standards are explained and taken into account. The overcoming of disadvantages for disabled students as part of procedures to determine suitability is ensured as applicants may request a grace period to complete their application.

According to the rules for admission, ESMT regulates that applicants having accumulated less than 240 ECTS points will be evaluated by the Admission and Examination Committee. Nevertheless, ESMT does not regulate that the master's degree will only be awarded if students have accumulated 300 ECTS points as demanded in clause A.1.3 of the Ländergemeinsamen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen (decision of the Kultusministerkonferenz of February 4<sup>th</sup>, 2010 and as well in paragraph 23 (3) Berliner Hochschulgesetz of July 26<sup>th</sup>, 2011. Consequently, the panel advises the accreditation under the **condition** that ESMT ensures that the master's degree will only be awarded if students have accumulated 300 ECTS points. ESMT has to regulate ways for students to gain missing ECTS points.

The panel members wish to highlight the intense selection process, which stresses language skills, motivation and general knowledge. Therefore, the drop out rate is very low. The interview guideline used within the selection procedure was handed out to the panel by ESMT. The admission requirements and the interview ensure that students are enrolled, who are able to attend lectures in foreign languages. The panel recommends ESMT to use a standardised language test and to specify a minimum score.

In terms of quantity, the professional experience required exceeds quality requirements. The panel has learned that exceptions are only made in duly justified exceptional cases.

The admission procedure is described, explained in a logical and transparent manner and documented for and accessible to the general public. ESMT provides information on the admission requirements and the admission procedure online; in brochures and in the Rules for Admission. The admission decision is based on objectifiable criteria and is communicated in writing.

2.	Admission (Requirements and Procedure)	Exceptional	exceeds quality requirements	meets quality requirements	does not meet quality requirements	Not relevant
2.1	Admission Requirements				Condition	
2.2	Selection Procedure (if relevant)		X			
2.3	Professional Experience (* for Master Programmes of the further Education Type)		X			
2.4	Ensuring Foreign Language Competence			X		
2.5*	Logic and Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		

### 3. PROGRAMME DESIGN: 3.1 Structure

The ESMT Full-time MBA programme is a one-year programme starting in January each year. Representing a total of 60 ECTS points, the programme is structured around five modules that are composed of a set of related topics and the Master's Thesis. Each credit is based on a notional 30 hours of student study time. Students are expected to participate in approximately 16 sessions of 75 minutes for facilitated learning (classroom or workshop) for credit each week they are on campus. Overall, students have a total of 975 contact hours throughout the programme, and it is estimated that they need to commit to 825 hours of self-directed learning in total across the year. The overall student workload is estimated at 1800 hours. The MBA lasts a total of 48 weeks, including one week for spring break and a three-week break in the summer. Curricular and non-curricular sessions run from 9am to 5pm, Monday to Friday, with occasional evening speeches by visitors. Study time is provided in the evenings and on weekends.

The modules normally comprise between 8 and 12 ECTS points, one module only comprises 3 ECTS points. After completing the first three modules, MBA participants can choose from two elective tracks (Management of Innovation and Technology or Global Sustainable Business). Aside from the opportunity to choose from the two elective tracks outlined above, the programme does not reflect any functional specialization.

At the end of each module, participants are requested to defend, in teams of four to six participants, a presentation to a jury composed of the module faculty. The jury evaluates the "Integrative Leadership" capabilities demonstrated by participants and their teams. The "Integrative Leadership Exercises" have an increasing level of complexity and scope. Initially, they refer to issues at the product/market level. Then, they deal with project (i.e. development), business unit, up to firm and corporate levels. The purpose of this progression is to give participants opportunities to explore and learn about leadership issues at each of these levels.

The ratio of contact hours to non-contact hours is assumed to be approximately 1:1. The programme was required to undergo a restructure in order to satisfy the fixed credit rules of the Akkreditierungsrat, which requires one-year programmes to award a maximum of 60 ECTS points. Compared to the curriculum submitted for the initial accreditation in 2006 (75 ECTS points), students now work through integrated modules with reduced volume of content, are required to cover less topics in their elective courses and have extra time to complete their Master's Thesis than in previous years, requiring less out-of-hours study. The practice project is to be presented to the project sponsor with the client firm, and is graded in combination with the Master's Thesis. The project and the Thesis combined represent 15 credit points. At the end of the module, students receive one final grade, weighted by 50% for the Thesis and 50% for the project.

The monitoring of the class workload is carefully done via a number of communication channels such as student feedback surveys, town hall meetings, meetings between class representatives and programme management, informal meetings with individual MBA students and discussions between faculty and at the level of the Teaching and Learning Committee.

ESMT has a formal system of Admission and Examination Rules which have been approved by the Senate of Berlin and which deal i.e. with purposes of assessment, principles of assessment, ensuring fairness, validity and reliability in assessment, the institutional credit framework, types of assessment and assessment elements, amount and scheduling of assessment, grading and graduation requirements. A relative ECTS-grading scale is part of the examination rules. MBA graduates are given a Diploma Supplement consistent with the ECTS standard.

For the purpose of continuous assessment and evaluation of learning achievements, a variety of methods are used. Examinations in the MBA programmes typically employ the following methods:

- Written exams
- Presentations
- In-class quizzes
- Active participation in course discussion
- “Take-home” assignments
- Group assignments
- Practice Project

In general, grading MBA participants is based on a range of methods: quality of class participation, group work assignments, quizzes, formal exams. Each Faculty is invited to propose an evaluation scheme (outlining the different evaluation methods used and their relative weight in the course grade) to the MBA Director and Dean of Degree Programmes who check the consistency with the ESMT MBA policies.

In order to be awarded the MBA degree, a participant’s overall average grade for the different courses, examinations, projects, and the Master’s Thesis must exceed 50%, according to the credit-weighted average of all points achieved. The Admissions and Examination Committee may raise the GPA of a candidate by up to 5% if this seems appropriate after proper evaluation of the overall examination performance.

The Admission and Examination Committee may raise the average grade of a candidate by up to 0.3 on the German scale, if this seems appropriate after proper evaluation of the overall examination performance.

Given the rigorous nature of the admissions process, it is expected that most students will pass exams and secure a final satisfactory grade for each course. If a student fails any particular element of a module, they are given a choice either to undergo reassessment after remedial tuition or to earn respective credits with a failing grade point for that particular element. However, if a student fails more than two different elements in the first instance or any given element in the second instance, they are dismissed from the programme.

Modules have been described in module descriptions enclosing among others learning outcomes, information about the module and examinations.

## Appraisal

The structure of the programme includes an adequate structure of core subjects, (compulsory electives) and practical content. These elements serve the programme objectives and promote the students' acquisition of skills in accordance with the programme objectives.

The ECTS elements (principle of modularisation, credit points, ECTS-based grading and workload specifications) have been implemented. The module descriptions are not completely in line with the structural requirements, describing in particular the learning outcomes and the acquisition of skills with regard to the degree of detail. However, the module descriptions do not contain the prerequisites and the applicability of modules for other modules and study programmes as demanded in 1.1 e and f of the Rahmenvorgaben für die Einführung von Leistungspunktsystemen und die Modularisierung von Studiengängen of February 4<sup>th</sup>, 2010. Consequently, the panel members advise the accreditation under the **condition** that ESMT revises the module descriptions regarding the prerequisites and the applicability of modules for other modules and study programmes.

The panel notes that there is no defined time for writing the Master’s Thesis in the examination rules. Furthermore, ESMT provides less than 15 credits for the Master’s Thesis, as the practice project is also part of this module. Furthermore, there is no exact period defined for submitting the Thesis (450 hours). According to clause A.1.4 of the Ländergemeinsamen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen (decision of

the Kultusministerkonferenz of February 4<sup>th</sup>, 2010, Master's theses comprise between 15 and 30 credits and have to be a separate examination result. Consequently, the panel advises the accreditation under the **condition** that the Master's Thesis comprises between 15 and 30 credits (without the practice project) and to define a period in which the Master's Thesis has to be submitted.

The curriculum contains integrated module examinations. The student workload of the programme is manageable as the panel members learned during the interviews with the students. Examination frequency and organisation are such that a manageable student workload is ensured. The average time of study is 12 month.

A set of study and examination regulations exists. The structural requirements for the programme have only partially been implemented, taking into account the national and federal-state-specific requirements. There are rules to overcome disadvantages for disabled students with regard to time and formal requirements on the programme as well as for evidence of performance at the end of the course or during the latter. However, examination procedures of ESMT do not enable the availment of protected periods according to the German Maternity Protection Act and the German Law on Parental Allowance and Parental Leave and must also take into account lost periods due to the care of people as defined by § 31 (3) Berliner Hochschulgesetz. In its statement from November 8<sup>th</sup>, 2012, ESMT states that it has now incorporated into a formal policy their practice in cases concerned with the relevant provisions of the BerlHG in accordance with the German Maternity Protection Act and the German Law on Parental Allowance and Parental Leave. The panel welcomes this equal opportunity policy, which is currently in the process of ratification by ESMT's Academic Committee. However, the policy is to be regulated in the examination rules. Therefore, the panel advises an accreditation decision under the **condition** that ESMT enables the availment of protected periods according to the German Maternity Protection Act and the German Law on Parental Allowance and Parental Leave and must also take into account lost periods due to the care of people.

ESMT does not regulate at all mutual recognition of modules assuming that a student changes programme. According to § 23 (1) Berliner Hochschulgesetz, HEIs have to recognise credits achieved at other institutions of higher education. Furthermore, according to the Convention on the recognition of qualifications concerning higher education in the European region (Lisbon, 1997), each Party shall recognize periods of study completed within the framework of a higher education programme in another Party. This recognition shall comprise such periods of study towards the completion of a higher education programme in the Party in which recognition is sought, unless substantial differences can be shown between the periods of study completed in another Party and the part of the higher education programme which they would replace in the Party in which recognition is sought. The responsibility to demonstrate that an application does not fulfil the relevant requirements lies with the body undertaking the assessment. In its statement from November 8<sup>th</sup>, 2012, ESMT informs the panel that it has codified the regulations in a formal policy, which has already been ratified by the school's Academic Committee after consultation with the Berlin Senat. The panel welcomes this policy on recognition of prior learning and the transfer of ECTS credits from other higher education institutions, which regulates in detail the recognition of qualifications concerning higher education in the European region. However, this policy is not part of the examination rules. Consequently, the panel members advise the accreditation under the **condition** that ESMT regulates the recognition of qualifications concerning higher education in the examination rules.

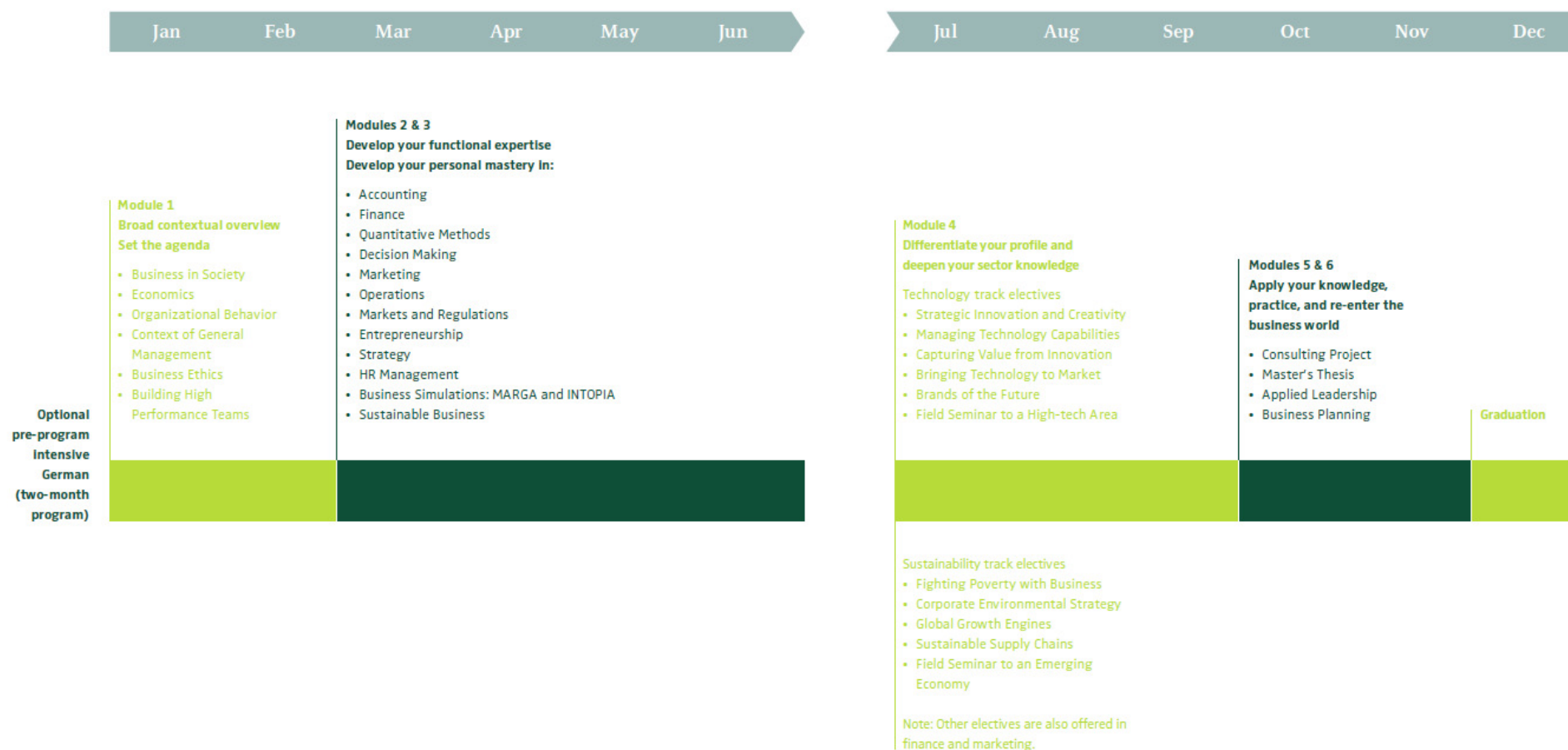
The panel strongly recommends ESMT paying more attention to the implementation of legal requirements.



		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
<b>3.</b>	<b>Programme Design</b>					
3.1	Structure			X		
3.1.1	Structural Construction of the Programme (Core Subjects / if appropriate Specialisations (Compulsory Electives) / further optional Electives / practical Content)			X		
3.1.2*	Application of the “European Credit Transfer and Accumulation System (ECTS)” and the Modularisation				Condition	
3.1.3*	Study and Examination Regulations				Condition	
3.1.4*	Student Workload			X		

### 3. PROGRAMME DESIGN: 3.2 Content

# Curriculum timeline



The curriculum is carefully designed to match the mission of the programme. Management skills (such as team work, presentation, negotiation, and interviewing) are essential to good leadership. Their development requires repeated practice, beyond just course work. Future executives cannot simply be technicians in finance, or marketing, or operations research. They need to excel through functional expertise, displaying a comprehensive understanding of all areas and a capacity to get them to work harmoniously. They have to be leaders working across boundaries, be they functional, departmental, legal or cultural. In other words, they need to know how to design and implement bridges between separate worlds. A separate 70-session Leadership Competence Development programme has been added to the curriculum in 2011.

MBA students are provided with a rich set of concepts, frameworks, theories and tools to address strategic and integrative issues. They are also given numerous opportunities to practice these capabilities through individual and group assignments, role-playing, project work and business simulations. The “Practice Project” is of special importance as it puts MBA students in a situation where they have to make tangible recommendations regarding a strategic challenge faced by a senior executive and their team.

MBA participants can choose from two elective tracks. The first, Management of Innovation and Technology (MIT), concentrates on how to successfully innovate through technology, how to capture value from this innovation, and how to bring new technologies to the market. The second, Global Sustainable Business (GSB), focuses on issues of sustainability, environmental management, as well as doing business in emerging economies. Both of these themes are developing strongly at ESMT and are closely linked to the overall mission of the school to develop responsible leaders with an understanding of the power of technological innovation to stimulate more sustainable business.

Project work is given a prominent role in the ESMT MBA. In addition to numerous course-related project assignments (to be conducted either individually or in groups during a course or at the end of a module) that strive to integrate theories and concepts with application and reflection in practice, there are three major projects during the MBA.

In the MBA programme, projects are sought from across the School's corporate contacts. These consulting assignments are defined as discrete and complete pieces of consulting work to which teams of four to six participants are allocated based on a personal ranking of their preferences and their fit for the project. The nature of the assignment is similar to that of an internal consulting project. Teams with complementary interests may form a team to provide each other with experience-based guidance, peer review, and feedback. ESMT Faculty, themselves experienced consultants who enjoy close relationships with their corporate clients, act as project coaches, with each team having their own coach for supervision and guidance.

The Practice Project is also the background to the Master's Thesis. The Master's Thesis is an individual piece of research on a topic approved by faculty and linked to the Practice Project. This assignment is an opportunity for MBA participants to explore an area of management studies in-depth and apply it to the case studied in the Practice Project. The two projects are conducted over two months and culminate with a Master's Thesis defense in front of ESMT faculty members if needed.

During the International Field Seminar, MBA participants experience a different type of learning, i.e., discover a new environment, immerse themselves in cross-cultural dialogue, and appreciate different perspectives. This trip is designed to open up new opportunities to learn and gain first-hand experience, together with offering a range of insights into what it takes to lead organizations in international business. A series of classroom discussions, unique corporate events, and exciting field experiences will be completed with a formal report to faculty and the class. Destinations change from year to year to reflect pre-defined learning objectives. All participants are required to participate on an International Field Seminar linked to one of the elective tracks. The 2011 Field Seminar destinations were Silicon Valley and Chi-

na. The next ten-day seminar takes place in September 2012 (Silicon Valley and Russia/Turkey).

The third, fifth and sixth modules are devoted to interdisciplinary or integrating different functional areas. Topics such as Business Strategy, Corporate Strategy, Entrepreneurship, the Consulting Project, and Business Planning are all to be seen as helping the participants to actively apply what core functional learning's in an integrative way.

While predominantly application-oriented, MBA participants are given sessions to help them to prepare for their major research assignment (Master's Thesis). This preparation involves the functional topic of Quantitative Methods, as well as a specific two-day workshop on Research Methods which was introduced in 2011.

Aside from a specific Research Methods workshop, participants in the ESMT MBA programme receive input for potential future research and academic work in different ways. At the core, even the more explicitly practiceoriented courses draw upon latest research activities of ESMT faculty as well as research publications. Those interested can find additional sources in the form of optional readings. In addition, the curriculum requires students to prepare a Master's Thesis with the explicit requirement of drawing upon academic sources and carrying out independent research under the guidance of a professor who acts as Thesis supervisor. Furthermore, some of the topics (such as Judgment and Decision-making or Quantitative Methods, and sessions in the framework of the practice project and Master's Thesis work in the field of qualitative research) provide opportunities to obtain basic skills in research methodologies.

Ongoing qualification moreover involves teaching and service to the school. The notion of service to the school is intimately linked with aspects of conscientiousness and ethics that are viewed as germane to academic qualification.

Teaching courses whose structure and content do not evolve or reflect new developments in the field will not constitute adequate teaching performance, extremely high student ratings notwithstanding.

This is not only measured by student ratings, although this can be relevant as a measure of student satisfaction. The weight attached to this, however, will vary from professor to professor, depending on such factors as the subject taught, his or her style, and what he or she seeks to achieve.

Information relevant to effectiveness in the classroom can be obtained from the professor's colleagues and from the programme directors and/or the Deans, in particular from colleagues who have spent time in class with the professor.

Each professor is responsible for the content and structure of the courses he or she teaches. An important element of his or her effectiveness as a conveyor of knowledge and developer of skills is his or her contribution to course design, in the innovation of new courses and new teaching methods.

The performance of the professor as a developer of teaching materials or as the supervisor and initiator of other people's efforts in this area will also be taken into account. Teaching materials include cases, technical notes, exercises, casebooks, textbooks, computer programmes, business games, and audio-visual programmes. Clearly, here again, simple measures such as number of cases written, may have only limited value for the evaluation. A more penetrating evaluation will have to rely on qualitative factors – once again dependent on the judgment and interpretations of colleagues.

When evaluating teaching performance, one looks at a balance of the relevant dimensions of teaching. High quality teaching performance requires more than classroom effectiveness. In addition, an outstanding performance in teaching necessitates a good record of professional publications (professional publications include but are not limited to research output).

The purpose of assessment is to ensure that MBA participants have the required mastery of skills, knowledge and competencies to graduate. At course level, and in complex assignments, a combination of various methods is possible. Examinations may cover the knowledge base of more than a single course, and for one assignment, a combination of various assessment methods may be used, as specified in the respective syllabus.

The Practice Project serves to assess whether the candidate is able to analyze practical and business related issues, and submit a written description of explanations and recommendations which could be applied to solving a problem in practice. The Practice Project is a team-based piece of work by the student, which is guided and facilitated by a project coach.

The emphasis is put on examination methods where students can demonstrate their “leadership” skills. For instance in case study discussions (class participation), students are likely to get a better grade if they are able to influence the course of a discussion. In presentations, students will benefit if they demonstrate strong communication skills, and are able to cope with a challenging audience (faculty and peers): both hallmarks of leaders.

The Master’s Thesis is an individual piece of research on a topic approved by faculty and linked to the Practice Project. This assignment is an opportunity for ESMT MBA participants to explore an area of management studies in-depth and apply it to the case studied in the Practice Project.

## **Appraisal**

The curriculum appropriately takes into account the programme objectives. There is a balanced mixture of module content and the modules are arranged in a logical sequence. The modules focus on knowledge and skills development. In particular, the programme takes an outcome-based approach. With regard to the learning outcomes the modules are described in detail in an appropriate way. They are consistently geared towards the strategic direction of the programme. The core subjects offered are aligned with the qualification and competence goals. The specialisations (“compulsory electives”) included in the programme enable students to acquire additional skills, which are in line with the programme objective.

Theory and practice are systematically combined throughout the curriculum. The panel members appreciate the quality of the case studies and the international field seminar. The interviews with the students made clear, that this practical phase gives the participants sufficient insight into the business areas and business behaviour of international companies abroad. Additionally, the integration of theory and praxis is on a high level and issues from the student’s daily practice are addressed considerably in the courses. It supports the development of the student’s qualifications and competencies and leads to an added value of the programme for the participants (see chap. 3.5).

The programme promotes interdisciplinary thinking. Finally, the programme ensures that graduates have methodological competence and are empowered to conduct academic work and can understand and assimilate specialist literature. This is also identified as learning outcomes in the module descriptions. Proof is provided that teaching on the programme is influenced by academic work.

The examinations are aligned with the learning outcomes of the modules. The requirements are in line with the level necessary to attain the qualification in question. The examinations are structured in an integrative manner.

Furthermore, the panel points out that the theses are in line with the programme content and the qualification objectives. The panel members were given the possibility to assure themselves that the requirements are in line with the level to attain the qualification in question.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
3.2	Content			X		
3.2.1*	Logic, Conceptual Coherence and Transparency of Programme/Curriculum		X			
3.2.2	Field-specific Core Subjects offered			X		
3.2.3	Field-specific Specialisations ("Compulsory Electives") offered			X		
3.2.4	Field-specific Electives offered (if relevant)					X
3.2.5	Integration of Theoretical and Practical Content		X			
3.2.6	Interdisciplinary			X		
3.2.7	Methodological Competence and academic Work			X		
3.2.8	Teaching based on academic Work			X		
3.2.9	Assessment and Examinations			X		
3.2.10	Thesis			X		

### 3. PROGRAMME DESIGN: 3.3 Generic Skills

The application-orientation of the programme is implemented via the general emphasis on-graduate employability, the specific practice-related case studies and projects students undertake within the curriculum as well as via the generic skills developed by students. In addition to classroom learning and group or personal study, participants in the ESMT MBA programmes are provided with numerous opportunities to exercise key managerial skills, which can only be developed through practice: presentation skills, interviewing skills, negotiations, decision making, and project management. These are all skills that leaders must excel in.

Even though the formal curriculum represents the bulk of knowledge and skills that participants can acquire and develop in the programme, the ESMT MBA learning experience is not confined to formal coursework. Course related assignments require participants to take classroom learning to the field and learn from application and reflection. Extra-curricular activities, such as the MBA Master Classes by corporate executives, provide further opportunities. Perhaps even more importantly, as a key characteristic of MBA programmes where participants have professional experience, peer learning beyond the classroom and beyond formal requirements is an important source of additional learning opportunities. This is further facilitated by the creation and periodical re-shuffling of small learning communities (study groups) that become natural laboratories of peer learning, where participants are exposed to new information, experience based insights, and they can experiment with skills and behaviours in interpersonal interaction.

As a mission-based school, ESMT is committed to the principles of responsible leadership and is a member of PRME, the UN Principles for Responsible Management Education. The MBA programme begins with the "Context of General Management" module in which Business Ethics issues are directly addressed in six sessions. These sessions set a framework

for personal decision-making throughout the year, and the coordinating faculty member liaises with other colleagues to ensure that cases dealing with some of the ethical issues raised in Module 1 are integrated into learning materials at a later stage in the programme.

The entire MBA programme targets the promotion of leadership skills as a primary aim. In addition to covering the theory of leadership in areas such as Organizational Behaviour, students are expected to participate in a 70-session Leadership Competence Development Programme. Management concepts and applications are at the core of the curriculum of every MBA study programme and the ESMT MBA is no exception. Several of the courses, either addressing issues within a function or across functions, contain concepts and frameworks as the key component of course content. It is to be emphasized, however, that management concepts are not presented in isolation: courses also strive to explain theoretical and research-based underpinnings as well as highlight areas of application, often with an opportunity of “trying them out” in the courses themselves or by related assignment. The course syllabi provide ample detail of combining academic rigor with relevance to managerial practice.

As an application-oriented programme, participants present their work on a regular basis to peers and jury. As a specific component of the Leadership Development Programme, they are coached in presentation and public speaking skills after each Individual Leadership Exercise (the integrative assignments which follow each module). There is an assigned presentation and communication skills coach, with a background in management consulting, who helps the students to understand their own style and how to use this best in communicating. In addition, the MBA programme makes use of peer-to-peer coaching to allow participants to give feedback to others on the impact of their communication and presentation styles.

Throughout the programme, students work in different study groups and much of their assessment is based on team assignments. One specific example is the workshop on Negotiation Skills, which takes place during three days across two modules as part of the Leadership Competence Development Programme.

### **Appraisal**

As the MBA focuses on group work and consulting projects, it prepares students thoroughly for application-oriented tasks. Leadership skills are regarded as key competences. They are intensively promoted in the programme by means of teaching the students the relevant knowledge and developing the relevant competences.

Being key competencies, social behaviour, ethical aspects and conduct are intensively promoted by means of knowledge and skills development.

Management techniques are intensively developed through knowledge transfer and skills development in the programme and through appropriate curriculum content. Students practise the techniques in case studies and projects. Communication and presentation skills are intensively developed through knowledge transfer and skills development on the programme and through appropriate curriculum content. Students practise the techniques in case studies and projects. Teamwork and conflict-handling are intensively developed through knowledge transfer and skills development on the programme and through appropriate curriculum content. The panel members appreciate that teams are always composed in a new way.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
3.3	Generic Skills		X			
3.3.1	Acquisition of Skills for Application-oriented and/or Research-oriented Tasks (only for Master programmes)		X			
3.3.2	Additional Learning Opportunities					X
3.3.3	Social Behaviour, ethical Aspects and Conduct		X			
3.3.4	Leadership Skills		X			
3.3.5	Management Concepts		X			
3.3.6	Communication and Public-speaking Skills		X			
3.3.7	Teamwork and Conflict-handling		X			

### 3. PROGRAMME DESIGN: 3.4 Teaching and Learning Methods

Teaching methods utilized in the MBA programme are selected to serve the learning objectives by efficiently facilitating learning. In course-related and project-related activities, the following methods are used:

- class discussion, typically case-based
- lectures
- course-based group work assignments
- role playing
- business simulations
- project work (separate from courses on subject matters)
- research (Thesis work)

An integrative teaching approach is followed, whereby faculty promotes cross-functional understanding. For instance, the accounting course does not just provide training in accounting, but stresses the perspective of the general manager on accounting and what is to be expected of an accounting department. Several of the teaching methods are also integrative by nature (case study method, group work, role play, business simulations and project work) in as much as they allow for, or even require, the use of multiple perspectives and a variety of skills.

Learning in the ESMT MBA programme is based on a high level of interaction. Lateral learning (among participants) is given considerable attention and is complementary to vertical learning (from faculty to participants).

The ESMT MBA makes a large use of case studies (either the school's own or from international leading business schools). Case studies are used as a way to confront participants with business issues and to identify, through systematic questioning from the faculty, the necessary concepts and frameworks, which are then presented by the faculty.



Throughout the MBA programme, participants are assigned to a group of peers (study groups) with whom they are expected to carry out certain activities. The composition of the groups is decided by the programme office to ensure maximum variety of academic background, qualifications, experience, language and nationality.

The ESMT MBA makes use of a large variety of teaching materials: case studies, readings (either academic articles / book abstracts), text books, data bases, simulation software, country analyses, investment analyses, annual reports, videos, etc.. All content is available online on the ESMT moodle-based eLearning platform. Via the eLearning platform the students are able to access course information (syllabi), print out cases and readings, upload assignments, interact with their group or class in forums or chat sessions and work on shared documents via wikis.

ESMT Faculty is encouraged to invite relevant guest lecturers into the classroom. In the final module “Creating a Winning Business Plan”, guests from the world of start-ups, venture capital and angel investing were invited to the class to discuss issues relevant to the course. Outside the official credit-bearing courses, ESMT invites senior business leaders to speak to MBA students on topics of leadership and organizational effectiveness. These so-called Master Classes are a compulsory part of the curriculum and are held approximately eight times per year.

Given the high faculty-student ratio, student assistants are not required to be involved in teaching at ESMT. The school makes use of student assistants on the administrative side, such as in support of the marketing and admissions functions.

### **Appraisal**

The teaching and learning methodology for the programme is described, explained in a logical and transparent manner and aligned with the programme objectives. In addition, a detailed explanation of the rationale behind the methodology is given and the methodology is flexibly aligned with the module objectives. The courses use a mixture of methods, depending on the subject matter and curricular specifications in accordance with the teaching methods is used by the teaching staff. The interviews with the students reinforce the view of the panel.

The programme also includes practical projects and case studies. The requirements are in line with the programme objective. In addition, the programme includes various types of demanding practical projects, case studies, which are regularly used as part of the curriculum and are aimed at intensively developing the students’ skills.

The teaching and learning materials are of the required quantity and quality and are available to the students at the required level promptly and on-line.

Guest lecturers teach in the programme. Their special experience, from the realms of business and research but also, for example, culture and politics, contributes to the teaching activities.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
3.4	Teaching and Learning Methods		X			
3.4.1	Logic and Transparency of Teaching and Learning Methodology		X			
3.4.2	Diversity of Methods		X			
3.4.3	Practical Projects and Case Studies		X			
3.4.4	Teaching and Learning Materials			X		
3.4.5	Guest Lecturers			X		
3.4.6	Student Assistants involved in Teaching					X

### 3. PROGRAMME DESIGN: 3.5 Employability

The ESMT MBA programme prepares its future graduates to be knowledgeable, strategic, entrepreneurial leaders with sound judgment, a global perspective and an ability to communicate effectively with a variety of audiences. It includes a large amount of work (at the personal, group and class levels) to acquire substantive knowledge of concepts, frameworks and management theories and puts strong emphasis on the strategic perspective with several courses devoted to this field of knowledge (Business Strategy, Corporate Strategy, International Strategic Management, etc.).

A substantial part of the curriculum is devoted to Innovation, New Product Development, and Entrepreneurship to provide MBA participants with the capabilities to exercise entrepreneurial leadership. The use of interactive learning methods (i.e., case studies) and numerous assignments about complex business situations requires students to make judgment calls, which allow them to develop their capabilities in this area under the authoritative supervision of the faculty.

Business communication is a skill that is given a significant amount of attention in the curriculum with workshops and numerous exercises throughout the programme. Particular emphasis is put on the need to consider the diverging expectations of the various stakeholders concerned.

#### Appraisal

Measures to promote employability are clearly visible in all phases of the programme and ensure that the students acquire skills relevant to the job market. The Employability of the programme serves to be of added value for the students, especially because of the quality of the integration of theoretical and practical content. The students and graduates confirmed this impression in the interviews.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
3.5*	Employability		X			

#### 4. RESOURCES AND SERVICES: 4.1 Programme Teaching Staff

As of January 1<sup>st</sup>, 2012 there are 23 full-time professors, two emeriti, and two distinguished affiliate professors and six faculty professionals from 17 nations at ESMT. The selection of the faculty teaching in the MBA programme is the responsibility of the programme director. ESMT points out, that faculty selected have outstanding credentials in teaching, and case writing/teaching material development as evidenced by evaluation received in prior teaching engagements, in other ESMT programmes as well as in other international institutions. According to its own statement, ESMT seeks to recruit faculty with solid academic credentials (as evidenced by their research background reported in their résumé), a successful track record of providing new conceptual perspectives via published research and with demonstrated high impact on managerial practice. A special attention is given to ensure a large variety of nationalities in the faculty so as to contribute to the international experience of the class.

ESMT's full-time faculty consists of professors and faculty professionals. Professors hold a doctoral degree (usually a PhD) from an internationally reputable institution. As a condition to joining ESMT, they have demonstrated an exceptional record in research and teaching or (for those who just completed their doctoral education) a high potential to become a first class scholar. Once at ESMT, in accordance with the ESMT Faculty Guidelines, all professors are expected to contribute actively to research, teaching and service to the school and to maintain their academic qualifications. Promotion to higher ranks (associate professor, full professor) is granted based on evidence (evaluated by the Faculty Evaluation Committee based on outside references for tenure cases) of very good or excellent continued performance in these activities, and tenured professors are fully expected to continue with the same level of productivity. The standards provide guidance on the relative importance of the above criteria at the various stages of the professorial career. For this purpose there are five levels of performance: below minimum, minimum, good, very good, and excellent.

The Associate Dean of Faculty meets each professor individually at least once a year to review progress along all the dimensions described above, clarify the expectations outlined in the Faculty Guidelines, and help with teaching load planning. Every year, a seminar on teaching skills or other further academic development is offered to at least three professors, especially to assistant and associate professors, in order to enhance their qualifications. There is an opportunity for the faculty to be trained at Harvard Business School in order to improve the use of case-studies.

Faculty involved in the ESMT MBA programme have substantial experience in adult education at the post-graduate level. In addition to teaching, faculty are involved in "coaching" and directing project work: the Practice Project, the Master's Thesis and the International Field Seminar. Faculty members teaching in the ESMT MBA are expected to cover in their course the latest findings of academic research, including their own.

ESMT is a small faculty community where interaction and collaboration, according ESMT, are a part of everyday life. With particular respect to the MBA programme, two main forms of collaboration should be emphasized:

- the collaboration between the programme director and the faculty ensures regular feedback and improvement of course content (this, for example, includes peer observation of taught sessions and feedback from the programme director);
- the communication and collaboration between faculty members ensures a constant flow of information, peer support and advice.

## Appraisal

The structure and number of teaching staff correspond with the programme requirements and the standards specified by the government, also with regard to involvement in other programmes. The procedures to assure the quality of the teaching staff take account of the specific requirements of the programme. A teaching cross-linking matrix allows establishing that the necessary capacity is available for this programme. The lectures are given almost exclusively by ESMT professors.

According to the CVs, the teaching staff's academic qualifications and business experience are in line with the programme requirements pertaining to teaching activities. The teaching staff's pedagogical qualifications are specified in the overall programme design. The teaching staff has several years' successful teaching experience, proved, for example, by means of regular evaluations. ESMT offers the teaching staff of the programme the possibility of regular supervision and continuous teacher training. The panel members appreciate the opportunity for the teaching staff to participate in the already mentioned trainings at Harvard Business School. This might be one reason for the good course evaluations of the faculty.

The department regularly hosts joint events, in which all of ESMT's teaching staff, numerous other employees and students participate.

As affirmed by students of ESMT during the on-site visit, the counselling of students by teaching staff is intensive. Student support and coaching are an integral part of the services provided by the teaching staff and are offered on a regular basis. Where necessary, the students are given support with academic and related issues. The teaching staff is available to the students outside the specified office hours as well. The students have no serious complaints.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
<b>4.</b>	<b>Resources and Services</b>					
4.1	Programme Teaching Staff			X		
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's academic Qualifications			X		
4.1.3	Teaching Staff's pedagogical / didactical Qualifications		X			
4.1.4	Teaching Staff's Business Experience			X		
4.1.5	Internal Cooperation			X		
4.1.6	Provision of Student Support / Coaching by Teaching Staff		X			

#### **4. RESOURCES AND SERVICES: 4.2 Programme Management**

The MBA team consists of a programme director, two admissions manager, two programme managers, a marketing manager and a career services department. The organization of the MBA office has been defined so as to match the requirements of the “MBA process” which starts with promotion (including advertising, MBA fairs, mailings, brochure, etc.), goes on with applications and admission, then onto to programme delivery and, finally, the programme closing, following by Alumni activities. Consequently, the MBA office has been designed as a team, with key roles including business development, admission (with an interface between admission and marketing), programme management (with an interface between delivery and admission).

The MBA Director has been appointed by the President and the Dean of ESMT. From a hierarchical standpoint, he has been reporting to the Dean. On academic issues, he has been reporting to the Academic Committee. The Programme is discussed annually with the Corporate Client Council (CCC) whose members are representatives of the sponsors of ESMT. The discussion concerns in the first line, the priorities in terms of marketing and admission since these companies are offering scholarships to students who match their long-term recruitment plan. The position of MBA Director is a full-time occupation. He has been a member of the full-time faculty of ESMT, and may be a non-faculty position once the Associate Dean of degree programmes takes office. His responsibility includes developing the admission policy, the programme content, the selection of Faculty, the programme rules and regulations to be submitted to the Academic Committee.

The MBA Programme Manager is responsible for ensuring seamless delivery of the MBA education. His responsibility includes:

- Management of resources available to the MBA (especially budget)
- Scheduling classes
- Contracting visiting faculty
- Making teaching material available
- Liaising with support services (IT, audio-video, catering, Information Centre etc.)
- Holding the registry of transcripts
- Arranging meetings necessary for programme management
- Preparing material for graduation decisions
- Preparing the opening and graduation ceremonies.

Academic staff participates in curriculum and course development and delivery in a variety of ways. This includes participation in programme reviews, development of proposals for curriculum or course changes proposed by the relevant degree programme, as well as measures of achievement of programme learning goals. Academic staff is employed for their subject-matter expertise and is responsible for designing and delivering the content of courses in accordance with the course prescription discussed with programme directors.

#### **Appraisal**

The workflow management and decision-making processes are well documented and convincing. In fact, skills and responsibilities are set down and are implemented accordingly. The lecturers and students are involved in the decision-making processes, which affect their areas of activity. The programme directors ensure that the programme runs smoothly and that the relevant groups are involved in its development.

The administration acts as a service provider for students and teaching staff. ESMT ensures that administrative staff is continuously receiving further training. Electronic service-support

possibilities are used to the best possible extent and supplement the advice provided on a one-to-one basis. The administrative staff is highly motivated.

The panel appreciates that an advisory board has been instated.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
4.2	Programme Management		X			
4.2.1	Workflow Management for Programme Management and the Decision-making Process			X		
4.2.2	Programme Directors		X			
4.2.3*	Administrative Support for Students and Teaching Staff		X			
4.2.4	Advisory Body (Advisory Board) and its Structure and Responsibilities			X		

#### 4. RESOURCES AND SERVICES: 4.3 Programme Documentation

A brochure is offered to the public which intended to provide would-be students with more insight in ESMT and the offered programme. The key regulations are documented in the Examination Rules and the Study Book. Each course is presented in a syllabus which includes the course objectives, the learning methods, the grading system, as well as an outline of each session and a bibliography.

An ESMT R&D report is published every year to present the key results and activities research.

#### Appraisal

The programme is described in detail and the description is constantly updated. The documentation is available to interested parties, both in hard copy and electronic form, and it ensures a high level of transparency. Students affirmed that they are well informed about the programme by the Study Book and the information folder for students. However, the panel members would like to point to chapter 2 (admission requirements) and chapter 3.1 (module descriptions and examination rules) where they see further potential for development.

The activities during the academic year are continuously documented and published regularly during the year. A performance report is produced and published annually for the programme, giving a summary of the major events in and data pertaining to the academic year. Active press relations work is carried out.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
4.3	Programme Documentation			X		
4.3.1*	Programme Descriptions			X		
4.3.2	Documentation of Activities during academic Year		X			

#### 4. RESOURCES AND SERVICES: 4.4 Facilities

The campus consists of two main buildings: the ESMT Learning Centre and the administration building. ESMT Learning Centre contains a former banquet hall (the Auditorium Maximum), two raked lecture theatres, teaching rooms as well as a large number of seminar and study rooms. The Full-time MBA programme takes place in one of the Auditorium on the second floor of ESMT Berlin Campus. The classroom currently used for MBA teaching can sit comfortably up to 50 participants. A seating plan is prepared by the MBA office. Students are expected to sit with their name tags in front of them so as to facilitate the class discussion.

The classroom is equipped with modern technologies such as video projection, connection to the computer, wireless internet access, ability to show movies and clips, sound system, etc. as well as more traditional technologies which are still in use such as the overhead projector. The class is provided with the traditional, yet very effective, blackboards. Blackboards are mounted on chains so as to be able to move them up or down depending on what the faculty wants to show (a video or a piece of writing on the board).

In addition, 8 study rooms are assigned to the Full-time MBA class for group work on the first floor, adjacent to the IC and the lounge. A study room is the place where groups coordinate their work for group assignments. Students, individually or in groups, are also able to meet in other places (such as the lounge, the foyer, the garden or the coffee shop). Study rooms are equipped with notebooks, additional large screens for presentations, internet access (wired and WLAN), phones and printers.

Spacious computer and research areas are also accessible. A library (Information Centre) with 12 research and work stations is located in the main campus building.

Both lecture theatres as well as the larger teaching rooms such as Competence Centre, Garden View, Forum and Bookshop are equipped with the full range of modern technology such as projector, screen, computer, DVD-player and sound system. In each study room computer equipment (laptop, printer, WLAN internet connection) as well as conference facilities (whiteboard, flipchart, telephone) are standard. In all other facilities audio-, sound and computer equipment can be provided by the in-house media and IT-service. A special room for video- and telephone conferences (Tandberg System) is also installed. In each floor of the Learning Centre students have access to modern printer and copy machines.

The administration building hosts additional conference rooms as well as numerous offices for faculty staff and professors. The office space is predominantly arranged for up to two staff members. All offices are fully furnished. Professors use office space of their own including a small seating arrangement for informal meetings. After substantial renovation works at 4th floor of the administration building additional office space could be provided.

ESMT Campus provides 32 study rooms (working area for up to 6 students), 3 auditoriums, 7 seminar rooms, a lounge with surf terminals, the ESMT library with computer terminals and a

video conference room. Several high performance print/copy/fax devices are available at the Campus.

Auditoriums and seminar rooms are generally equipped with WLAN, notebook and beamer. The main Auditoriums are equipped with 2 beamers and 2 screens which can be used in parallel for different projections or presentations. Auditoriums have additional built-in IT (teacher workstation and touch screen) /multimedia equipment (DVD, video, television) and video conferencing with integrated desktop sharing. Optional mobile equipment can be provided upon request (i.e., microphones, central conference unit for telephone conference calls, document cameras, blue-ray players and mobile video conference system).

The IT Help Desk is available, daily, from Monday to Friday between 8:00 am and 6:00 pm for students, faculty and staff as a central contact for questions pertaining to infrastructure, hardware and software availability. IT / Media Technology on-site Support can be requested for each event (i.e. classes etc.) if needed.

Students receive a lifelong valid email account as part of their enrolment. Students also receive IT assistance for non-ESMT-specific hardware as well as non-ESMT software. The ESMT-specific software application portfolio for students, faculty and staff consists of:

- Intranet (as a kind of “portal” with all provided applications)
- Personalized and group network drives for storing and sharing documents
- Access to printers at the ESMT Campus
- Online access to the ESMT Information Centre and corresponding online databases
- Alumni Portal
- eLearning system / Course Management System
- Survey software
- Unrestricted Internet access
- Room Reservation System

A high speed network is available at ESMT Campus as well as WLAN covering the whole area. Both networks are designed redundant for reliability reasons and protected against attacks from inside and outside.

As ESMT grows the IC continues to build an extensive collection of materials and resources. It maintains an online Information Centre accessible by members of the ESMT community, the Information Centre library on the ESMT campus. ESMT patrons benefit from innovative research capabilities combined with the support of a professional and committed team dedicated to further expanding and improving information resources and services. The IC team reviews its collection to ensure that it reflects the study and research interests of the school. It holds books, audio-visual materials and reference works on economics, strategic and international business management, marketing, finance, accounting, organizational behaviour, ethics, competition policies, technology management and entrepreneurship as well as statistical, country, company and industry data. Electronic resources are available for research online at.

The IC also provides information services such as supplying course materials, inter-library loan and document delivery, and offers customized tutorials on research skills and database use. The library’s quiet workstations with network connections for laptops ease individual study and users can leaf through the latest periodicals there or in the lounge. The IC currently subscribes to more than 70 print journals, magazines and newspapers. It licenses more than 20,000 online journals from journal hosts. Users can access these online journals, ebooks, online reference works and a variety of databases.



Since 2005, ESMT has been building up its Information Centre (IC). Information is the key to successful management education. The IC serves as the entry point to relevant, up-to-date business and management resources to support the learning, teaching and research activities of ESMT participants, faculty and staff. This is achieved by offering access to electronic resources throughout campus and through a number of information services. The IC provides a wide range of information sources, with a great emphasis on electronic sources (EBSCO, Lexis-Nexis, etc.). These are generally accessible through computer connections, via the ESMT intranet, on a 24x7 basis. However, some sources can only be accessed through workstations in the IC.

The library currently has the following opening hours:

Monday – Friday: 10:00 am - 08:00 pm

Saturday: 12:00 pm - 06:00 pm (twice a month)

The ICT equipment is available at any time when the MBA participants are on the ESMT campus. They are entrusted with electronic access cards to enter rooms assigned to them on a 24 X 7 basis.

### Appraisal

The rooms are equipped in line with modern, multimedia requirements, such as video projection, connection to the computer, wireless internet access, ability to show movies and clips, sound system, etc. as well as more traditional technologies which are still in use such as the overhead projector. The latest ergonomic findings are taken into account when planning the equipment. Furthermore, the rooms and access are suitably equipped for the disabled and are barrier-free. The ESMT Berlin Campus (the former DDR Staatsratgebäude) provides an impressive set of facilities for students' relaxation and informal interaction.

The library is also open during vacation for a sufficient period. The opening hours and the support services take into account the students' needs. The development plan allows for students to have access to the relevant digital media mostly from ESMT, only partly from home. Also, it ensures that the library's stocks can be expanded effectively and that journal subscriptions can continue. Literature, journals as well as digital media are geared to the programme contents and are up to date.

There are sufficient library workstations available to students. The technical equipment is in line with the students' requirements. In addition, access is provided to the Internet free of charge (via laptop and wireless LAN) as well as to the books and journals in the library, on-line databases and inter-library loan services.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
4.4	Facilities		X			
4.4.1*	Quantity, Quality and IT and Media Facilities of Teaching Rooms	X				
4.4.2	Access to the required Literature			X		
4.4.3	Library Opening Hours			X		
4.4.4	Number of technical Equipment at Library Workstations for Students		X			

#### **4. RESOURCES AND SERVICES: 4.5 Additional Services**

ESMT Careers Services encompass both general support activities for generating employment offers and an individual coaching and mentoring service for all MBA candidates. Individual tailored careers solutions are achieved through contact between the careers specialists, the student and faculty experts, who together:

- assess what motivates the student in his career;
- identify student strengths, weaknesses and preferences;
- focus on appropriate industry sectors and companies and help the student to make informed decisions on career options.

Career advising at ESMT is carried out through the ESMT Career Services office, which co-operates with MBA students and ESMT alumni to develop relationships with companies and strengthen existing corporate partnerships. Further, through its Career Services office the School offers students skills development workshops and on- and off-campus recruitment events.

ESMT alumni activities range from live events that the school organizes on campus to self-organized alumni gatherings in regional chapters, as well as various forms of collective action, such as raising funds for an Alumni Network Scholarship. Networking and dissemination of news are supported via a dedicated Alumni Portal.

Every fall, ESMT organizes an annual alumni meeting, the “Alumni Network Annual Meeting”. This event is an opportunity for alumni to reunite and to learn about the latest research and development being conducted by ESMT faculty. The 2011 event saw the participation of 40% of the alumni of six MBA classes, many of whom flew in especially for this event from countries such as Peru, Russia, Slovenia, UK, France and Switzerland.

ESMT offers alumni of the full-time MBA programme the opportunity to take advantage of ESMT’s Career Services as well as Information Centre facilities and services on campus in Berlin during the six months following graduation.

#### **Appraisal**

Careers advice and a placement service are offered for the students/graduates via development seminars and workshops and company events, but also by providing individualised career advice to students in personal consultations. Thus, sufficient resources are provided by ESMT. Also, a broad network of corporate contacts exists.

An alumni organisation has been set up with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, performed regularly (not only in Berlin but also all around Germany) and are intended to help evolve the programme. The panel appreciates that sufficient staff are available for the purpose of alumni activities.

Because of the small classes and the support by the faculty and administrative staff, counselling and “welfare services” are an integral part of ESMT’s services, i.e. no specific personnel is employed to provide these services.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
4.5	Additional Services			X		
4.5.1	Careers Advice and Placement Service		X			
4.5.2	Alumni Activities			X		
4.5.3	Student Counselling and Welfare Services			X		

#### 4. RESOURCES AND SERVICES: 4.6 Financial Planning and Financing of Programme

Primary responsibility for analyzing financial requirements and available resources lies with the School's Executive Management Board (EMB). The EMB is responsible for drafting a single annual School budget that aligns strategic action items with resource availability. This overall School budget is initially based on individual departmental budgets prepared in a 'bottom-up' procedure: accordingly, all departments (Faculty, Research, Executive Education, MBA/EMBA, Administration, etc.) make a budget proposal for the following year. The school has been annually audited by KPMG.

In the full-time MBA programme, the School provides some level of financial support for most self-financing applicants. As the majority of participants are not in receipt of company sponsorship, and given ESMT's commitment to diversity, several categories of scholarships are available (all are clearly listed on ESMT's website). The programme fee also includes several components (for example, books and all other teaching material, lunch on campus) that represent a substantial, albeit indirect, financial support to the participants.

As of March 31, 2011, the endowment stood at €126 million (\$183 million), of which €7.5 million in total have to be donated to the School over the next three years. In the past the foundation provided funds for the School amounting to between €2.5 and €3 million p.a. This contribution is expected to rise over time as a result of the increased assets as well as improved returns (which dropped in recent years due to low interest rates and high liquidity).

ESMT has already secured seven chairs finance by annual donations as well as endowment for the time frame between three and five years (Ernst & Young Chair in Governance and Compliance, E.ON Chair in Corporate Responsibility, Ferrero Chair in International Marketing, Karl-Heinz Kipp Chair and Deutsche Telekom Chair in Leadership and HR Development, Deutsche Lufthansa Chair in Competition and Regulation, Deutsche Post in Labor Economics).

As the only German business school listed in the Financial Times rankings for executive education programmes (ranked 17 globally in 2011), ESMT's executive education programmes are likely to continue their growth in the near future, and gaining even more market share based upon reputation, quality and excellent customer relations. In comparison with other business schools, ESMT's proportion of income from executive education is relatively high.

#### Appraisal

ESMT has described a short and medium-term financing strategy, on-site the panel was also given access to detailed financial planning of ESMT, which includes a reasonable degree of detail and is transparent. Agreements concerning the basic funding exist. Within the limits of

a review process, the panel concludes that financial stability is ensured for the current programme cycle and the entire accreditation period.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
4.6	Financial Planning and Financing of Programme			X		
4.6.1*	Logic and Transparency of Financial Planning			X		
4.6.2	Basic Founding			X		
4.6.3*	Financial Stability of Programme			X		

## 5. QUALITY ASSURANCE

The ESMT MBA programme emphasizes quality of content, delivery and interaction between Faculty and students. Evidence of this quality is recorded in the teaching syllabus, in student evaluation, and in the end of the year report by the outgoing class. The MBA office monitors the quality of the programme delivery through communication with students, Faculty and staff involved in the programme delivery. The “Quality Insurance” is based on formal as well as informal data collection, on students’ and Faculty’s perception of the fulfilment of programme and course objectives.

The results of these data collection are processed by the MBA office and communicated to the people related to the programme as well as to the Management Board of the programme and the School.

The process of quality control of the MBA programme is fully consistent with the founding principles of ESMT: participant-centred learning, “theoria cum praxis” and relevance for business. A similar process is implemented throughout all ESMT programmes: Open Enrolment, Consortia, and Company Specific, i.e. customized and run by the “Customer Solutions” Department (CS) of ESMT.

Assurance of continuous improvement of process quality is mainly based on three institutionalized mechanisms:

- regular surveys are carried out for programme participants to express their views and make suggestions regarding various aspects of the programme delivery,
- performance target agreements are reviewed and evaluated, and improvement opportunities are discussed regularly with the programme director,
- a continuous project for process improvement, under the label “DPP = Degree Process Project”, has been put in place.

The Degree Process Project aims at continuously improving process quality, as perceived by the learner as well as in terms of process efficiency, by

- clearly identifying levels at which tasks are carried out and responsibilities are taken by actors in the process,
- identifying chain of tasks as steps in the process of creating learning value,
- identifying and solving problems, proactively, that may arise if linkages between steps are not functioning properly.

Regular course feedback sought from the class. Each course, upon its completion, is subject to course feedback that is actively sought from participants, providing quantitative evaluation of course content, learning methodology, and materials used, as well as rich verbal comments which inform the professor in charge of the respective course and programme management on possible ways of improvement. Course feedbacks are submitted to the programme office, then shared and discussed with faculty by the programme director. Such course feedbacks have been very useful in identifying and subsequently implementing changes in several courses.

The MBA programme is reviewed with three main stakeholders: students, faculty and sponsoring companies.

MBA students provide feedback in three forms

- Once per Module, the Director of the MBA programme, the Programme Manager, and some Faculty and Staff concerned, meets with delegates of each study group in the MBA class (the Group Managers). An Agenda is set and the minutes are taken.
- At the end of each module / cluster, students are asked to respond to a questionnaire evaluating each of the courses taught during that module. The results of this survey are transmitted to the Faculty or Staff concerned, the Director of the MBA, the Dean and the President of ESMT.
- At the end of the programme the MBA class prepares a formal report to the Faculty, the Director of the MBA programme, the Dean and the President of ESMT on their overall assessment of the programme as well as their recommendations for further improvement. In addition, MBA class representatives are regularly invited to meet with members of the Board to discuss their impressions about the programme content, style, learning process and other issues that they would like to raise.

Faculty are invited by the Programme Management to communicate their evaluation on the course, the module, and the part of the MBA programme in which they teach. Annually, the Director of the MBA programme elicits comments on the whole programme from the Fulltime Faculty with a view to improve the future MBA programmes.

Representatives of sponsoring companies are invited to discuss the status of the MBA and provide feedback on their interaction with students and Faculty, as well as their comments on admissions and placement of students. The formal (survey, meetings, etc.) and informal data on programme evaluation are analyzed by the MBA office. On this basis, the Director of the MBA programme submits the new programme to the "Academic Committee" for approval.

### **Appraisal**

ESMT has formulated quality targets for the enhancement of programmes and verifies their implementation on a regular basis. The panel members note, that ESMT does not provide a system of quality assurance and enhancement but rather a range of numerous individual measures (mainly evaluations). Although the responsibilities concerning evaluations are defined, the panel members were surprised, that ESMT has not appointed a head of quality management. Considering the fact that ESMT has not yet implemented numerous legal requirements in the rules of admission and in the examination rules (see chapter 2 and chapter 3.1), the panel strongly recommends ESMT to establish a system of quality assurance and enhancement as well as clear responsibilities regarding the head of quality management. In its statement from November 8<sup>th</sup>, 2012, ESMT informs the panel that the position of an Assistant Dean of Academic Affairs was recently created, which will contribute to a more transparent allocation of roles and responsibilities in the area of quality assurance.

Regarding the MBA programme, the panel members note, that a quality assurance and enhancement procedure is used to control and monitor the quality assurance of content, pro-

cesses and outcomes. The teaching staff and students are involved in the planning and assessment of quality assurance and enhancement procedures in the appropriate committees.

Evaluation by the students is carried out on a regular basis and in accordance with a described procedure; the outcomes are communicated to students and provide input for the quality enhancement process. The quality assurance by the teaching staff was not adequately described in the documentation. The panel members are under the impression that the teaching staff takes also part in the Quality Assurance process. Nevertheless this participation should be institutionalised.

External evaluation is carried out by sponsoring companies and the Corporate Client's Council of ESMT. The panel highlights ESMT's very intensive alumni activities.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
<b>5.</b>	<b>Quality Assurance</b>					
5.1*	Quality Assurance Enhancement in the HEI of Programme Development and the Cooperation between the HEI's Management and the Faculty / Department as well as the Programme Directors				X	
5.2	Quality Assurance and Enhancement of Programme Content, Processes and Outcomes			X		
5.3	Instruments for Quality Assurance			X		
5.3.1	Evaluation by Students			X		
5.3.2	Quality Assurance by Teaching Staff			X		
5.3.3	External Evaluation by Alumni, Employers and third Parties			X		

# Quality Profile

**Higher Education Institution (HEI):** ESMT European School of Management and Technology, Berlin

**Master Programme:** Master of Business Administration (MBA)

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
<b>1.</b>	<b>STRATEGY AND OBJECTIVES</b>					
1.1	Programme Objectives		X			
1.1.1*	Logic and Transparency of Programme Objectives		X			
1.1.2	Rationale for Qualification Title			X		
1.1.3	Programme Profile (only relevant for Master Programmes in Germany)			X		
1.1.4*	Competence Goals		X			
1.2	Positioning of Programme			X		
1.2.1	Positioning on Education Market			X		
1.2.2	Positioning on Job Market (Employability of Graduates)		X			
1.2.3	Positioning within HEI's overall Strategy			X		
1.3	International Dimension of the Programme		X			
1.3.1	Internationality of Programme Design (if relevant)	X				
1.3.2	Internationality of Student Community	X				
1.3.3	Internationality of Teaching Staff	X				
1.3.4	International Content		X			
1.3.5	Intercultural Content			X		
1.3.6	Structural and/or Content Indicators for Internationality			X		
1.3.7	Foreign Language		X			
1.4	Cooperation and Language Skills		X			
1.4.1	Cooperation with HEIs and other Academic Institutions/Networks			X		
1.4.2	Cooperation with Enterprises and other Organisations		X			
1.5	Equal Opportunities			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
<b>2.</b>	<b>ADMISSION (REQUIREMENTS AND PROCEDURE)</b>					
2.1	Admission Requirements				Condition	
2.2	Selection Procedure (if Relevant)		X			
2.3	Professional Experience (* for Master Programmes of the "further Education" Type)		X			
2.4	Ensuring Foreign Language Competence			X		
2.5*	Logic and Transparency of Admission Procedure			X		
2.6*	Transparency of Admission Decision			X		
<b>3.</b>	<b>PROGRAMME DESIGN</b>					
3.1	Structure			X		
3.1.1	Structural Construction of the Programme (Core Subjects/ if appropriate Specialisations (Compulsory Electives) / further optional Electives/ practical Content)			X		
3.1.2*	Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation				Condition	
3.1.3*	Study and Examination Regulations				Condition	
3.1.4*	Student Workload			X		
3.2	Content			X		
3.2.1*	Logic, conceptual Coherence and Transparency of Programme / Curriculum		X			
3.2.2	Field-specific Core Subjects Offered			X		
3.2.3	Field-specific Specialisations ("Compulsory Electives") Offered			X		
3.2.4	Field-specific Electives Offered (if relevant)					X
3.2.5	Integration of Theoretical and Practical Content		X			
3.2.6	Interdisciplinary			X		
3.2.7	Methodological Competence and Academic Work			X		
3.2.8	Teaching based on Academic Work			X		
3.2.9	Assessment and Examinations			X		
3.2.10	Thesis			X		



## Quality Ratings

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
3.3	Generic Skills		X			
3.3.1	Acquisition of Skills for Application-oriented and/or Research-oriented Tasks (only for Master programmes)		X			
3.3.2	Additional Learning Opportunities					X
3.3.3	Social Behaviour, ethical Aspects and Conduct		X			
3.3.4	Leadership Skills		X			
3.3.5	Management Concepts		X			
3.3.6	Communication and Public-speaking Skills		X			
3.3.7	Teamwork and Conflict-Handling		X			
3.4	Teaching and Learning Methods		X			
3.4.1	Logic and Transparency of Teaching and Learning Methodology		X			
3.4.2	Diversity of Methods		X			
3.4.3	Practical Projects and Case Studies		X			
3.4.4	Teaching and Learning Materials			X		
3.4.5	Guest Lecturers			X		
3.4.6	Student Assistants involved in Teaching					X
3.5*	Employability		X			
4.	RESOURCES AND SERVICES					
4.1	Programme Teaching Staff			X		
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			X		
4.1.2*	Teaching Staff's Academic Qualifications			X		
4.1.3	Teaching Staff's Pedagogical / Didactical Qualifications		X			
4.1.4	Teaching Staff's Business Experience			X		
4.1.5	Internal Cooperation			X		
4.1.6	Provision of Student Support / Coaching by Teaching Staff		X			

## Quality Ratings

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
4.2	Programme Management		X			
4.2.1	Workflow Management for Programme Management and the Decision-Making Process			X		
4.2.2	Programme Directors		X			
4.2.3*	Administrative Support for Students and Teaching staff		X			
4.2.4	Advisory Body (Advisory Board) and its Structure and Responsibilities			X		
4.3	Programme Documentation			X		
4.3.1*	Programme Descriptions			X		
4.3.2	Documentation of Activities during academic Year		X			
4.4	Facilities		X			
4.4.1*	Quantity, Quality and IT and Media Facilities of Teaching Rooms	X				
4.4.2	Access to the required Literature			X		
4.4.3	Library Opening Hours			X		
4.4.4	Number of Technical Equipment at Library Workstations for Students		X			
4.5	Additional Services			X		
4.5.1	Careers Advice and Placement Service		X			
4.5.2	Alumni Activities			X		
4.5.3	Student Counselling and Welfare Services			X		
4.6	Financial Planning and Financing of Programme			X		
4.6.1*	Logic and Transparency of Financial Planning			X		
4.6.2	Basic Founding			X		
4.6.3*	Financial Stability of Programme			X		

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	Not relevant
<b>5.</b>	<b>QUALITY ASSURANCE</b>					
5.1	Quality Assurance Enhancement in the HEI of Programme Development and the Cooperation between the HEI's Management and the Faculty / Department as well as the Programme Directors				X	
5.2*	Quality Assurance and Enhancement of Programme Content, Processes and Outcomes			X		
5.3	Instruments for Quality Assurance			X		
5.3.1	Evaluation by Students			X		
5.3.2	Quality Assurance by Teaching Staff			X		
5.3.3	External Evaluation by Alumni, Employers and third Parties			X		